

Parent Teacher Home Visit Project Evaluation Report 2020

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Parent Teacher Home Visit Project Evaluation Report 2020

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.

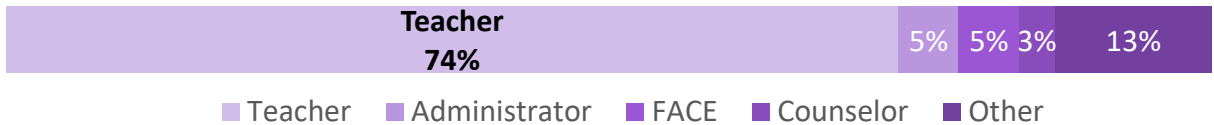
Program Participation

Teachers and staff participants in PTHVP completed logs to document home visits. In 2019-20, 258 teachers and staff from 26 schools participated in the PTHVP, completing a total of 1,363 visits by early March. Visits were discontinued in spring 2020 due to the COVID-19 pandemic. See Appendix A for the number of visits by school.

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 2020 (see survey instrument in Appendix B). A total of 165 respondents completed the survey for a 64% response rate. Respondents represented all 26 schools. The majority of respondents was teachers (74%), with 5% Family and Community Engagement (FACE) Liaisons or Family Graduation Advocates; 5% administrators; 3% counselors and the remainder in other positions such as interpreter, teacher assistant or other roles (Figure 1).

Figure 1



Ninety-eight percent of the respondents had conducted home visits in 2019-20. For the three respondents who had not conducted visits this year, the barriers to conducting visits were lack of time and lack of funding. They had conducted home visits in the past; and they felt mostly or extremely prepared to conduct visits. They indicated they were quite or very likely to conduct home visits in the next year should circumstances allow home visits to continue.

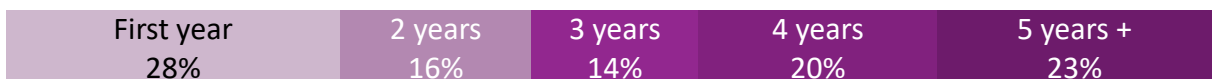
Table 1. Number of home visits through PTHVP

# of visits (N=150)	%
1 - 5	48%
6 - 10	26%
11 or more	19%

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 (88%) brought one other person with them. The median number of visits was 6. The number of visits conducted ranged from 1 to 54. The most frequently reported number of home visits conducted this past year was one to five (Table 1).

Figure 2

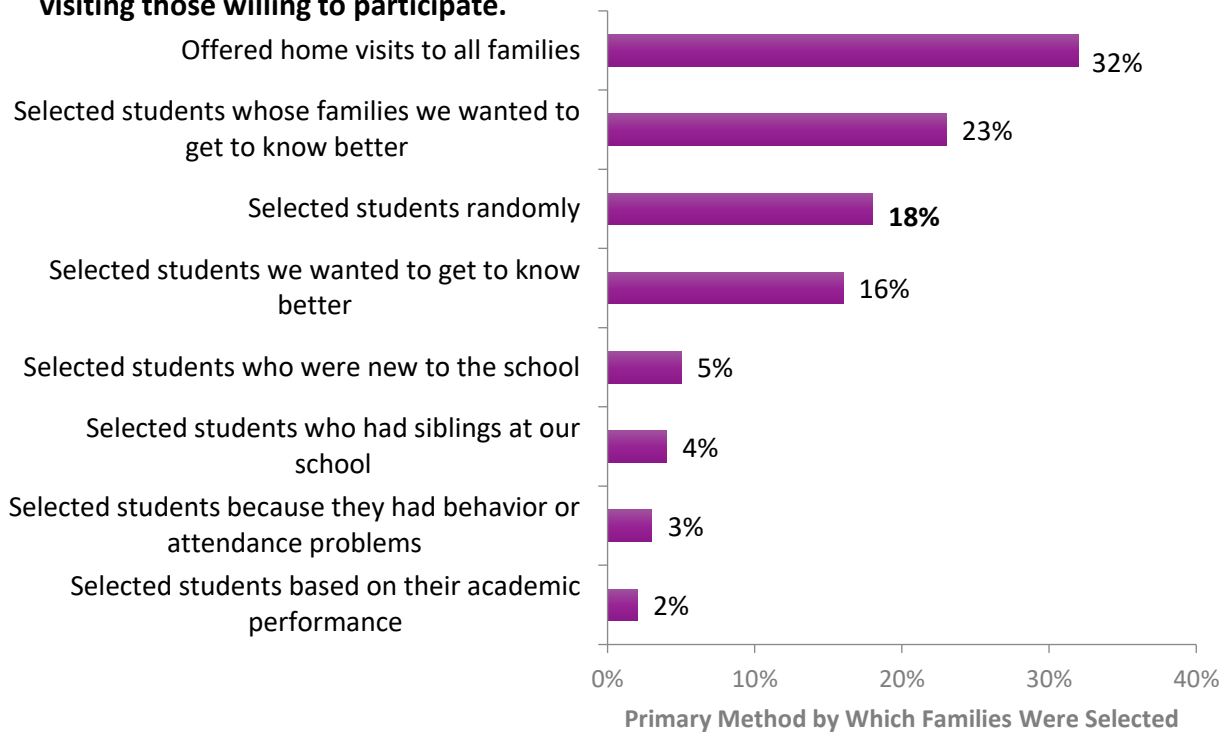
72% of respondents had been conducting visits for two years or longer.



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 whose families they wanted to get to know better (23%), students were selected randomly (18%), and students they wanted to get to know better (16%). Random selection is the method recommended by the program.

Figure 3

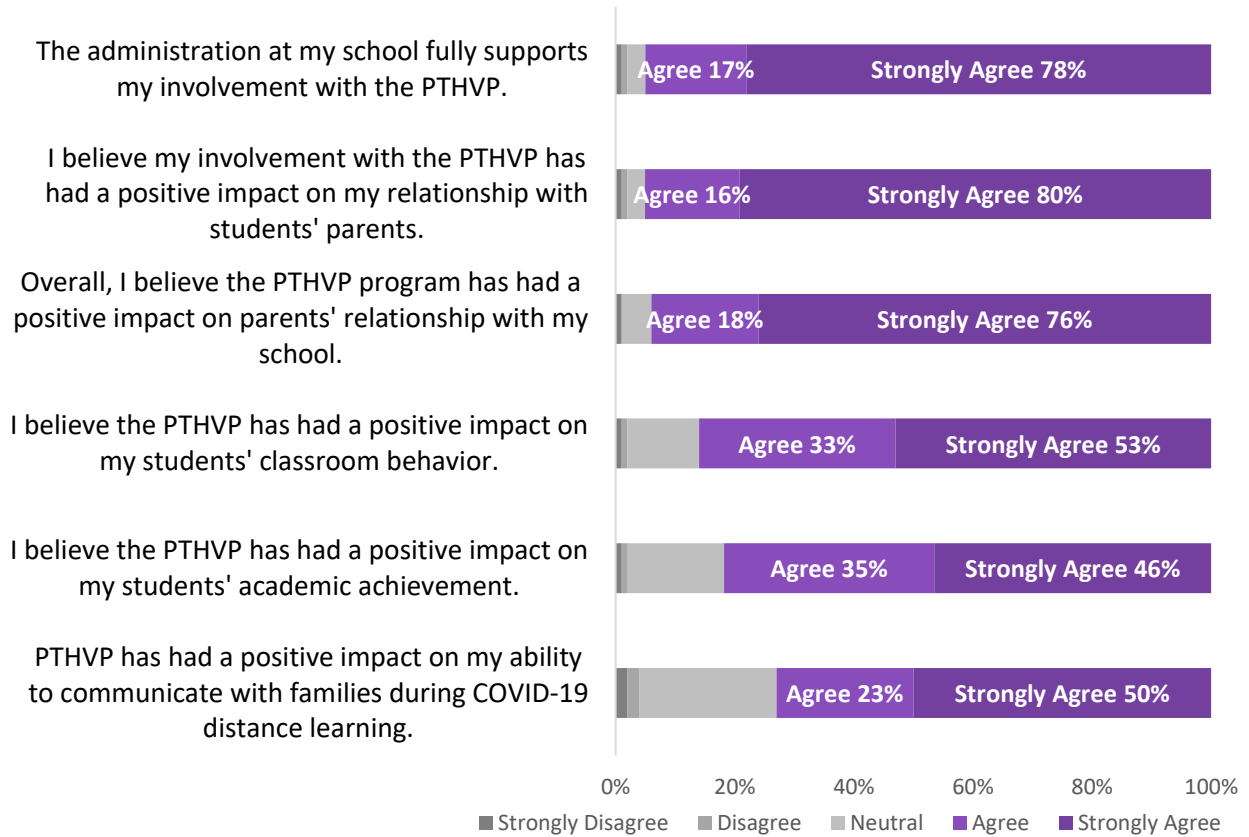
32% of respondents' primary selection method was offering visits to all families and visiting those willing to participate.



The highest percentages of respondents *agreed* or *strongly agreed* that they believed the administration at their school fully supports their involvement with PTHVP (95%); it has had a positive impact on the home visitor's relationship with students' parents (95%), and that the PTHVP has had a positive impact on parents' relationship with their school (94%; Figure 4). A new statement was added related to COVID-19 to which 73% agreed or strongly agreed that the program had a positive impact on their ability to communicate with families during COVID-19 distance learning.

Figure 4

95% of respondents strongly agreed or agreed that the program has had a positive impact on their relationship with students' parents.



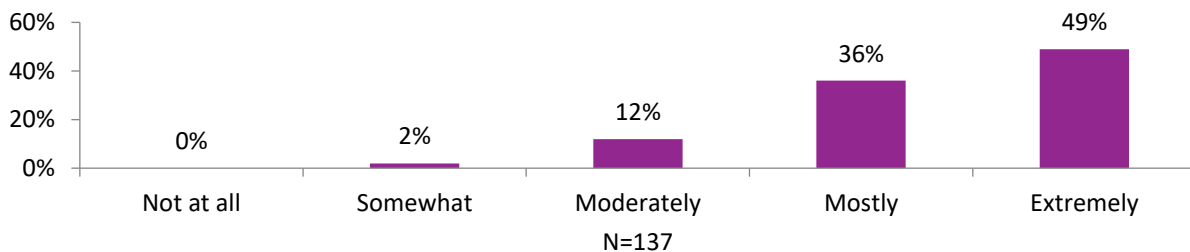
Most of the respondents (85%) found that the PTHVP training had prepared them for conducting home visits *quite to extremely well* (Figure 5). Most (90%) of the respondents thought it was *quite or very likely* that they would conduct home visits next year (Table 2).

Table 2. Likelihood of conducting home visits next year (N=132)

1 Not at all likely	3%
2 Somewhat likely	1%
3 Moderately likely	5%
4 Quite likely	18%
5 Very likely	72%

Figure 5

How Well PTHVP Training Prepared Participants for Home Visits



Implicit Bias and Debriefing

PTHVP training includes a focus on shifting home visitors' implicit bias. Respondents were asked to what extent their implicit bias had shifted from August to May. The most frequently selected response was a moderate amount (37%; Figure 6). Another feature of the training was debriefing

Table 3. Frequency of debriefing and using debrief cards (N=147)

	Debrief with other visitor	Use Debrief Cards
After all visits	63%	10%
After most visits	22%	9%
After some visits	13%	19%
Never	3%	62%

following home visits. Sixty-three percent of the respondents reported debriefing with the other home visitor after all visits (Table 3). Respondents were asked how often they used the Debrief Cards provided at the training to which 62% responded never (Table 3). When asked how helpful they found the Debrief Card, of those that had used the cards, 32% found them quite or very helpful (Figure 7). When asked to describe their experience using the Debrief Card, some respondents noted that they had never received the card as they had completed training a few years ago. Others noted that they found the Card helpful to use in reflection on the visits. Nineteen percent of the respondents indicated they used other tools or methods to debrief after home visits. Most frequently they mentioned having casual conversations with the other home visitor.

Figure 6
To What Extent Implicit Bias Had Shifted from August 2019 to May 2020

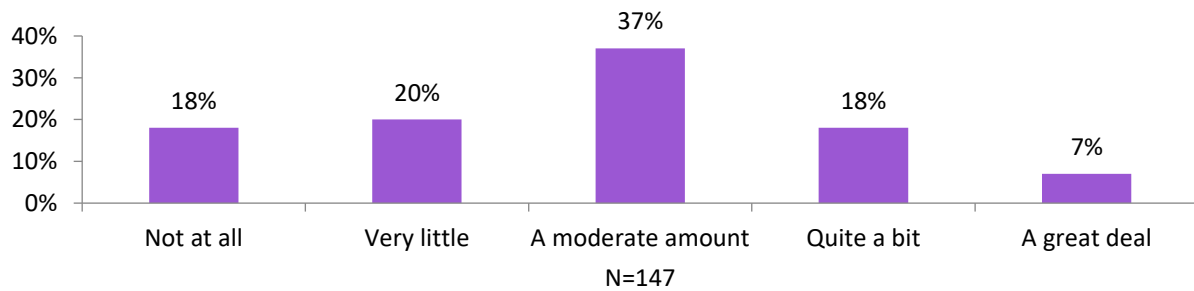
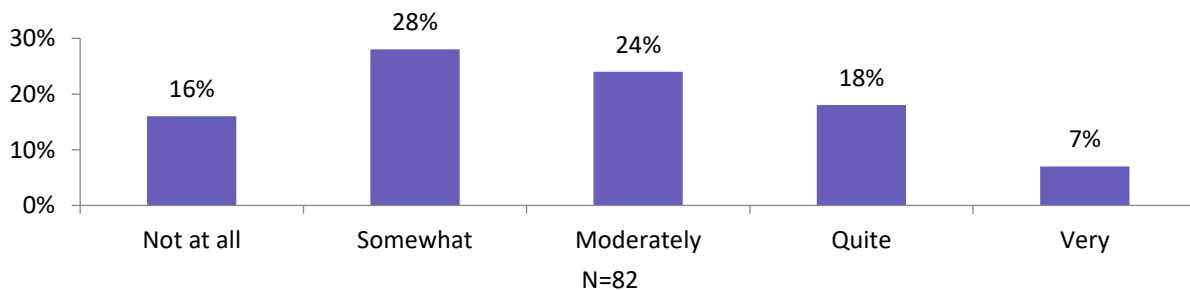


Figure 7
Helpfulness of the Debrief Card



Sample Descriptions of Experiences Using the Debrief Card

It provided topics that we might not have been comfortable discussing if it weren't written down for us.

Sometimes I forgot to take them with me. Other times I had them with me but got caught up on other discussions that I forgot to revisit the cards.

The card is helpful in reflecting on the visit and understanding the family. It also keeps goals fresh to focus on in the classroom.

Never have seen that card before. I was trained many years ago.

Just unnecessary. The training put these ideas on our minds, but these are things I try to keep in mind everyday as a teacher at a Title 1 school

It was interesting hearing the other person's view on our visit. We did not see the same thing and sharing added excellent information to the visit and future relationship.

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

I learned that they are wonderful, hardworking people just trying to get by while also feeling concerned about how they can support their child in their learning.

I learned more about what mattered most to them, sometimes because schools provided it for their child or because schools did not provide it.

We were asked to share meals, games, and other parts of their culture and family fun. We saw how they live and thrive in their homes no matter how different they were from what we are used to or have seen before.

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

Most students like the idea and in the days and weeks that followed were more inclined to do better in class. They appreciated having a teacher who is willing to go out of their own comfort zone.

I learned about their favorite things-toys hobbies, pets, loved ones. I learned that I enjoyed building relationships with them outside of school because I don't always get to spend the time with them.

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

The main question is how is my son or daughter doing in school? How he or she behaves? I usually give them an overview but I emphasize that the visit is more to get to know them and to establish better communication.

We mainly focused on their interests, their perspectives, and histories. We wanted them to feel they could trust us and be open and honest.

I always wanted to know the parents' goal for their child. It's one of my favorite parts to the visit. The love for their child, or how hard they work for their child to do better than where they are now always shines through. If there is a need they mention, asking them if they'd like help from our social worker, counselor or principal to get glasses, or anything they need.

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 other staff members. Home visitors also frequently invited parents to specific upcoming events at the school, such as data night, math night, or multicultural night.

How Home Visits Impacted Relationships and Communications with Parents during Distance Learning

When asked how home visits impacted their relationships and communication with families during distance learning due to the COVID-19 pandemic, most who responded indicated that home visits had been beneficial in connecting with families during distance learning.

Examples of Topics Discussed at Home Visits

I feel like they trust me to get information or just talk to when needed. I feel like I have a stronger bond with the families that I had home visits with than those that I didn't.

The home visits have helped me immensely since during the COVID 19 pandemic I have to called a large number of families in which I had already contact with them through The Home Visits. Therefore, communication with parents has been easier and they are always ready to participate and learn about distance education.

It's definitely easier to communicate with the families were I have already built that connection from a home visit.

I feel many of my families have felt a lot of support through distance learning and those I had home visits with communicate with me regularly.

Additional Supports Needed to Conduct Home Visits

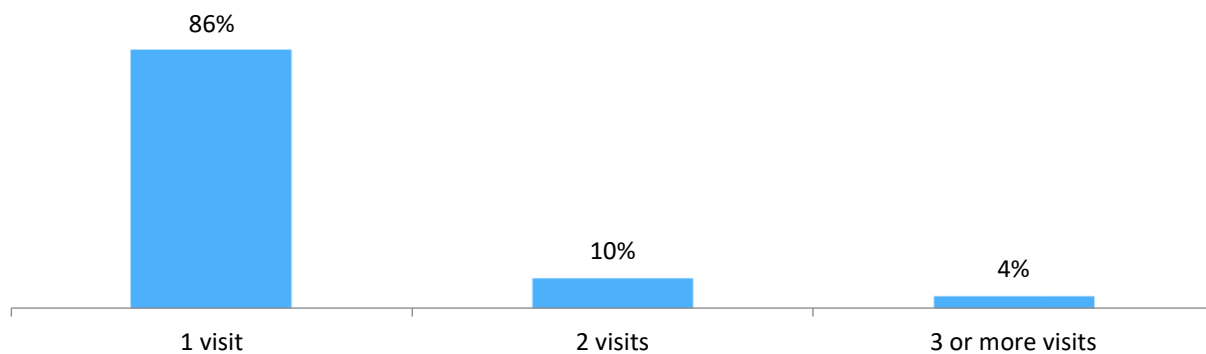
Some home visitors provided some suggestions for additional supports they needed to conduct home visits. Some wanted to attend training again to benefit from the revised training with new content. One mentioned needing better instructions and that they seemed to change during the course of the year. More support for classified staff was mentioned as a need.

Parent Survey

Parents with email addresses were invited to complete a parent survey online. The parent survey was completed by 49 parents. Respondents represented 15 of the 26 PTHVP schools. A full list of respondents' school association is included in Appendix A. The majority of the parents completed the survey in English (84%), while the remainder (16%) answered in Spanish. Parents reported having between one and three home visits during the 2019-2020 school year, with most having one visit (86%; Figure 8). Due to the COVID-19 pandemic, home visiting ended earlier than in previous years as schools were closed in March.

Figure 8

86% of parent respondents had one visit in 2019-2020.



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 (93%) *somewhat* or *completely* agreed that they felt comfortable having the teacher visit their home. Seventy-three percent or greater of parent survey respondents *somewhat* or *completely* agreed that as a result of the home visit:

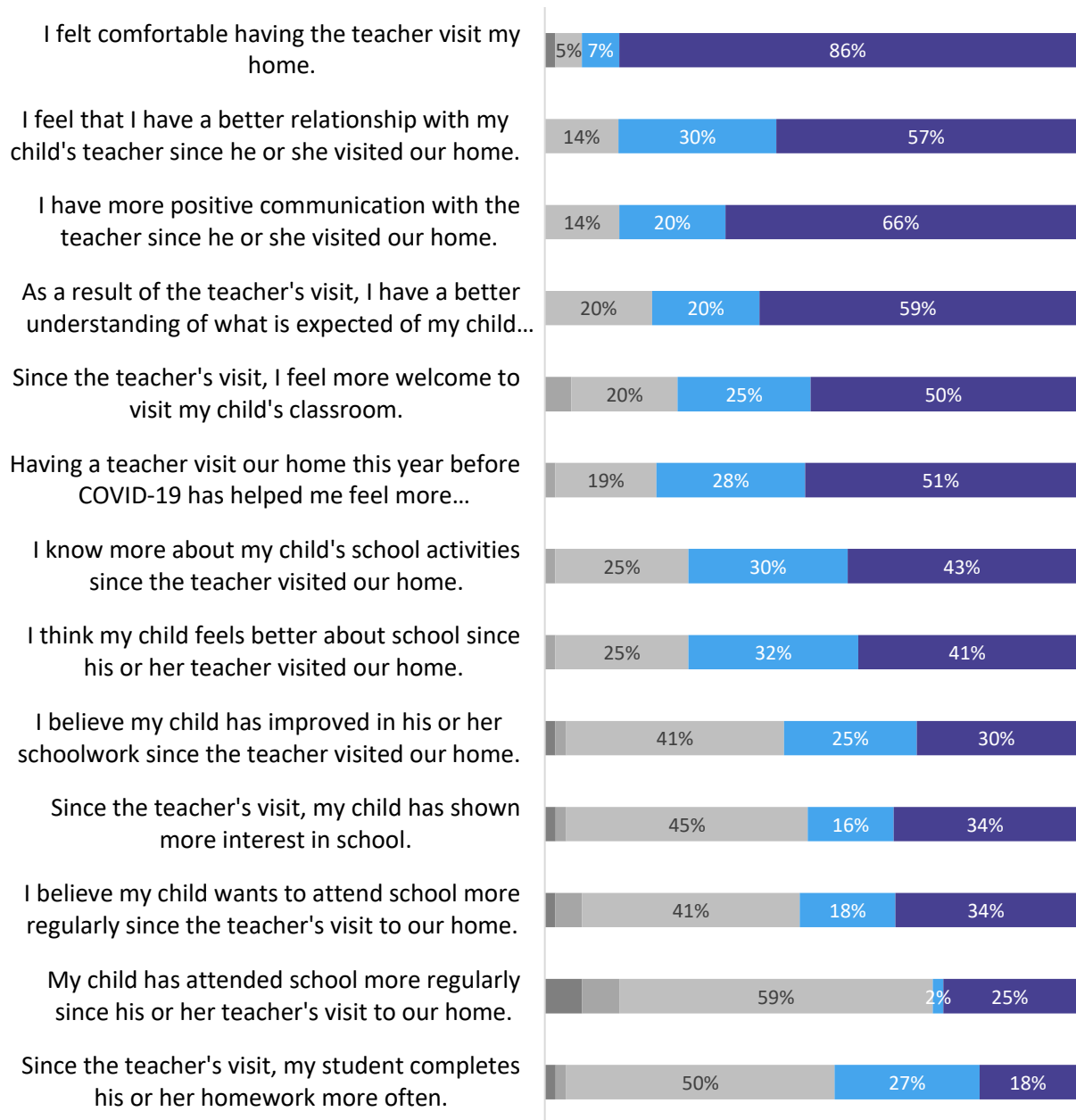
- they had a better relationship with their child's teacher (86%);
- they had more positive communication with the teacher (86%);
- they had a better understanding of what is expected of their child in school (80%)
- they felt more welcome to visit their child's classroom (75%).
- they knew more about their child's school activities (73%); and,
- they thought their child felt better about school (73%).

More than half of parents *somewhat* or *completely* agreed that, since the home visit, they believed their child had improved in his or her schoolwork (55%); that the child wanted to attend school more regularly (53%). Half of the respondents (50%) reported their child has shown more interest in school (50%; Figure 9). An additional question was added regarding COVID-19. The

majority of respondents (79%) somewhat or completely agreed that having a teacher visit their home before COVID-19 had helped them feel more comfortable communicating with their child's teacher during distance learning.

Figure 9

93% of parent respondents strongly agreed or agreed that they felt comfortable having the teacher visit their homes.



■ Completely Disagree ■ Somewhat Disagree ■ Neither Agree nor Disagree ■ Somewhat Agree ■ Completely Agree

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.

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.

Student Achievement and Risk Data

Student achievement and risk index data were analyzed for the schools who had participated in the PTHVP. Students who had received at least one home visit during the past three years (2017-2018, 2018-2019, 2019-20) were compared to students who had not received home visits during that time period. Demographic characteristics of the two groups were analyzed first by school level. Statistically significant differences were not found between the two groups with respect to gender at any of the school levels (Table 4). At all levels, a higher percentage of home visit students were English Learners than no visit students. This difference was greatest at the high school level with 53% of the visit students being English Learners compared to 20% of no visit students. Only at the elementary school level did higher percentages of home visit students receive Free/Reduced Lunch compared to no visit students. Only at the high school level did a higher percentage of students have an IEP than no visit students. At all three levels, there were higher percentages of Hispanic students who received home visits compared to no visit students. These differences between home visit and no visit students could be explained by several factors. Since all home visits were not selected randomly, it could be that some teachers were more or less likely to select students on the basis of these characteristics. It could also be that parents of students with these characteristics were more or less likely to agree to participate in home visits.

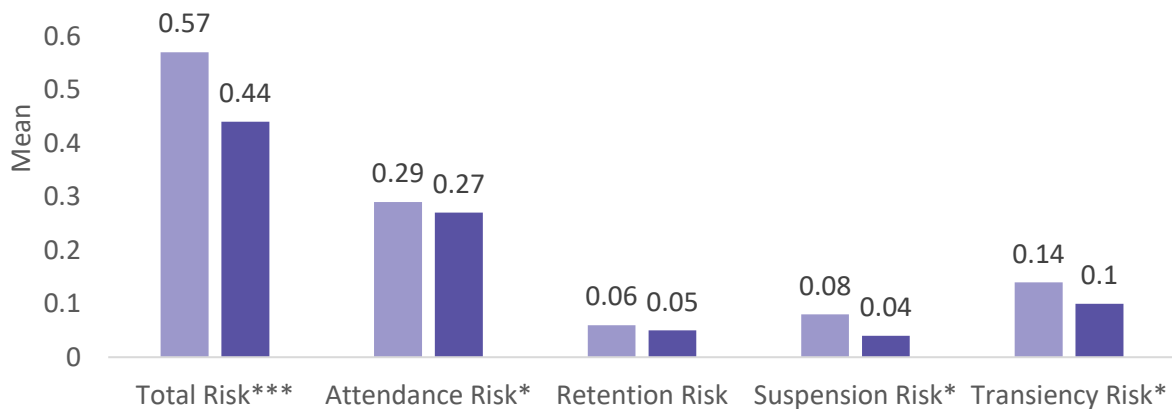
Table 4. Student Demographic Data: Comparison of Home Visits vs. No Home Visits, 2019-2020

	Elementary		Middle		High	
	No visits	At least 1 visit	No visits	At least 1 visit	No visits	At least 1 visit
	N=3121	N=429	N=1923	N=238	N=3379	N=386
Gender						
Female	49%	49%	48%	44%	44%	40%
Male	52%	51%	52%	56%	56%	60%
Race/Ethnicity						
Hispanic	55%	63%**	69%	75%*	69%	77%*
White	27%	23%	18%	16%	17%	11%
All other races	18%	14%	13%	9%	14%	12%
IEP	16%	19%	17%	19%	15%	24%**
English Learner	26%	31%**	20%	37%***	20%	53%***
Free/Reduced Lunch	89%	95%***	83%	83%	52%	45%

* $p < .05$ ** $p < .01$ *** $p < .001$

Total Risk Index scores for 2019-20 and the risk score components were compared for home visit and no visit students at the three school levels. At the elementary school level, Total Risk Index scores were lower among home visit students ($M=.44$, $SD=.84$) compared to students who had not received visits ($M=.57$, $SD=.95$), $t(996)=3.82$, $p<.001$ (Figure 10). Elementary school students who received home visits also had lower risk with respect to attendance, suspension,

Figure 10
Elementary School 2019-20 Mean Risk Index Scores

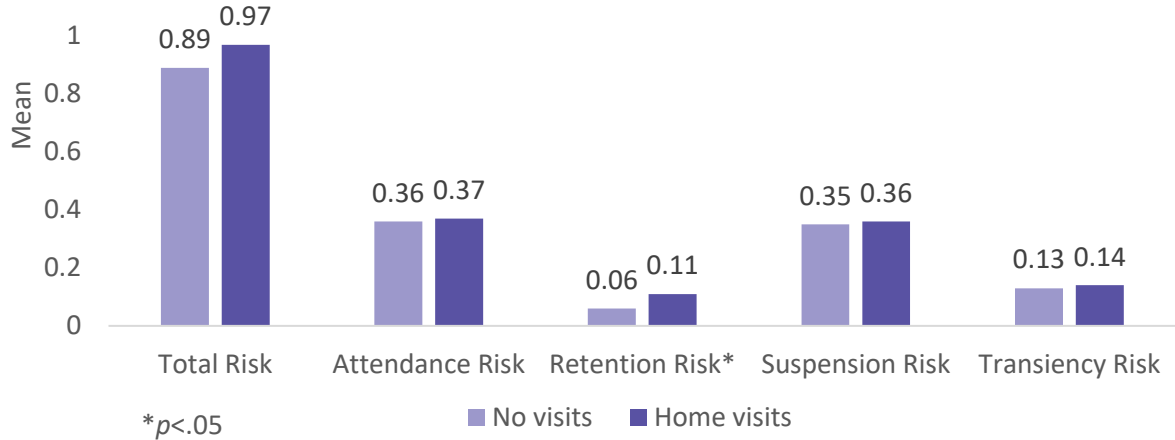


* $p < .05$ *** $p < .001$ ■ No visits ■ Home visits

and transiency compared to students who had not received visits. There was no difference between the two groups with respect to retention risk.

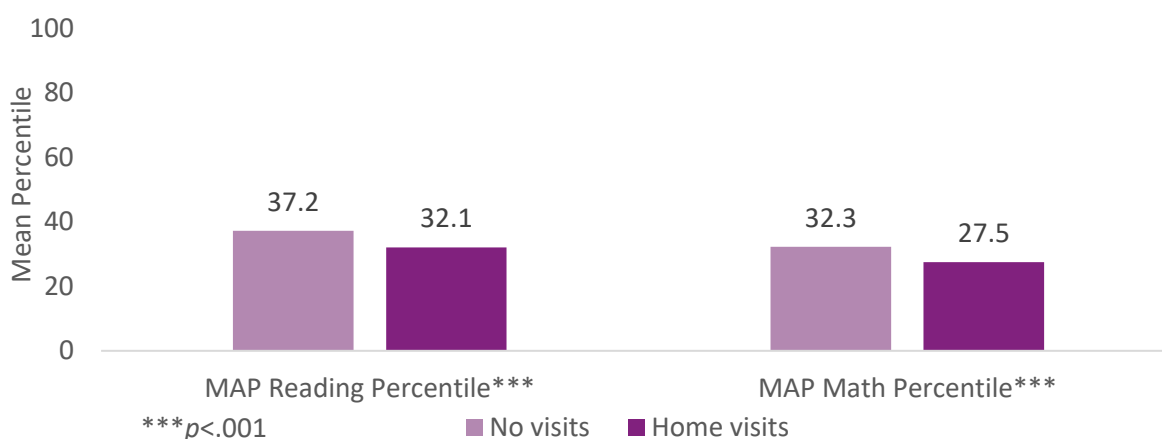
At the middle school level, home visit students had higher retention risk in 2019-20 compared to students who had not received home visits (Figure 11). No differences were found with respect to the other risk index components at the middle school level. At the high school level, no differences were found between the two groups with respect to the risk index. Since students were not all randomly selected to receive home visits, we cannot determine causality, i.e. we cannot say that the home visits contributed to the reduction of risk for the elementary students. Other factors could explain these results. For example, it could be that teachers in elementary schools were more likely to choose students with lower risk to participate in the home visits.

Figure 11
Middle School 2019-20 Mean Risk Index Scores



Measures of Academic Progress (MAP) reading and math percentiles also were compared for students in grades 1-8. No significant differences in mean MAP percentile scores were found between elementary school home visit students and no visit students. For middle school students, mean MAP reading and math percentile scores were lower for home visit students compared to no visit students (Figure 12).

Figure 12
Middle School 2019-2020 MAP Percentile Scores



It is important to note that these achievement score results also must be interpreted with caution. There are many other programs and factors in place in the schools and in the children’s environments that could be impacting the achievement scores. Most importantly, we cannot determine causality since the students were not randomly assigned to receive home visits. For example, it could be that elementary teachers were more likely to select students with higher achievement to start with or that middle school teachers were more likely to select students with lower achievement to participate in the home visits.

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 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*. Both parents and teachers observed the students’ positive reactions to the home visits.

Finally, preliminary evidence suggests that, at the elementary level, there may be an association between home visits and reduced total risk, attendance risk, suspension risk, and transiency risk.

Improved risk scores were not found at the middle and high school levels. Random assignment of students to home visits would allow for more conclusive results about the impact of home visits on student risk levels and academic achievement. In summary, the PTHVP in WCSD has demonstrated success in connecting teachers and parents and making progress towards its objectives in its first several years of operation.

Appendix A

Teacher and Staff Respondents by School

At which school are you located?	N=161	
Answer Choices	Responses	
Washoe Inspire Academy	4%	7
Veterans Memorial STEM Academy	2%	3
Turning Point	1%	1
Sun Valley Elementary School	3%	5
Sparks Middle School	4%	7
Sparks High School	3%	5
Robert Mitchell Elementary School	2%	4
Rita Cannan Elementary School	7%	12
Natchez Elementary School	2%	4
Marvin Picollo School	2%	4
Lincoln Park Elementary School	5%	8
Libby Booth Elementary School	3%	5
Lemmon Valley Elementary School	9%	14
Kate Smith Elementary School	1%	2
Jesse Hall Elementary School	1%	2
Greenbrae Elementary School	6%	9
George L Dilworth STEM Academy	7%	12
Fred W Traner Middle School	5%	8
Edwin Dodson Elementary School	5%	8
E. Otis Vaughn Middle School	2%	3
Dorothy Lemelson STEM Academy	2%	3
Desert Skies Middle School	5%	8
Desert Heights Elementary School	6%	10
Bernice Mathews Elementary School	3%	5
Alice Smith Elementary School	5%	8
Alice Maxwell Elementary School	4%	6

Parent Respondents by School

ANSWER CHOICES	RESPONSES	
Alice Maxwell Elementary School (1)	0%	0
Alice Smith Elementary School (2)	0%	0
Bernice Mathews Elementary School (3)	6%	2
Desert Heights Elementary School (4)	6%	2
Desert Skies Middle School (5)	9%	3
Dorothy Lemelson STEM Academy (6)	3%	1
E. Otis Vaughn Middle School (7)	0%	0
Edwin Dodson Elementary School (8)	16%	5
Fred W Traner Middle School (9)	3%	1
George L Dilworth STEM Academy (10)	9%	3
Greenbrae Elementary School (11)	0%	0
Jesse Hall Elementary School (12)	3%	1
Kate Smith Elementary School (13)	0%	0
Lemmon Valley Elementary School (14)	16%	5
Libby Booth Elementary School (15)	3%	1
Lincoln Park Elementary School (16)	3%	1
Marvin Picollo School (17)	0%	0
Natchez Elementary School (18)	0%	0
Rita Cannan Elementary School (19)	9%	3
Robert Mitchell Elementary School (20)	3%	1
Sparks High School (21)	6%	2
Sparks Middle School (22)	0%	0
Sun Valley Elementary School (23)	0%	0
Turning Point (24)	0%	0
Veterans Memorial STEM Academy (25)	3%	1
Washoe Inspire Academy (26)	0%	0
TOTAL		32

Appendix B

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

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
- Family and Community Engagement (FACE) Liaison or Family Graduation Advocate
- Interpreter
- Administrator
- Counselor
- Other (please specify)

* 3. Did you conduct any home visits this year?

- Yes
- No

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

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?

Not at all	Somewhat	Moderately	Mostly	Extremely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How likely is it that you will conduct home visits next year? (providing home visits are reinstated after COVID-19 social distancing measures are reduced)

Not at all likely	Somewhat likely	Moderately likely	Quite likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What, if anything, might prevent you from conducting home visits next year (apart from any COVID-19 concerns or restrictions)?

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 or more
- 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)

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

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)

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

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)

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

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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"/>
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"/>
PTHVP has had a positive impact on my ability to communicate with families during COVID-19 distance learning.	<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?

Not at all	Somewhat	Moderately	Quite	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? (providing home visits are reinstated after COVID-19 social distancing measures are reduced)

Not at all likely	Somewhat likely	Moderately likely	Quite likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

Reflection on Home Visits

20. To what extent has your implicit bias shifted from August 2019 to now?

Not at all Very little A moderate amount Quite a bit A great deal

21. After completing home visits, how often did you debrief with the other home visitor?

Never After some visits After most visits After all visits

22. How often did you use the Debrief Cards provided at the training? (See image of card below)

Never After some visits After most visits After all visits

Debrief Card

<p style="text-align: center;">Questions for Debriefing Implicit Bias</p> <p>-Was there anything on the home visit that made you uncomfortable or surprised you?</p> <p>-Why do you think you had that reaction?</p> <p>-Where do the cultural practices of the family you visited and the cultural practices of your own family differ? (cultural practices – i.e. beliefs, values, customs, language, dress, greetings, the role of family)</p> <p>-Do you think you are placing negative or positive value on these differences?</p> <p>-Is there an opportunity to look at these differences from another perspective?</p>

23. How helpful did you find the Debrief Card?

Not at all Somewhat Moderately Quite Very N/A (I did not use the Debrief Card.)

24. Describe your experience using the Debrief Card.

25. Did you use any other tools or methods to debrief after home visits?

No

Yes

If yes, please describe any other tools or methods you used.

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

Reflection on Home Visits

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

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

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

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

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

30. How have home visits impacted your relationship with parents during the COVID-19 pandemic?

31. How have relationships you built from home visits impacted the communication with families during distance learning?

Visitor Survey-Parent Teacher Home Visit Project Evaluation 2019-2020

32. 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!

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 2019 to now)?

1 2 3 or more

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"/>
Having a teacher visit our home this year before COVID-19 has helped me feel more comfortable communicating with my child's teacher during distance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Survey-Parent Teacher Home Visit Project 2019-2020

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. How have home visits affected your relationship with your child's teacher during distance learning?

6. Which school did your child attend this school year (August 2019-now)? Please choose the school for the child who had the home visit.

Other (please specify)

Thank you for completing this survey!

7. We will remove your email address from the reminder list if you provide it here. Thank you!

Email Address

Appendix C
Open-Ended Responses

Home Visitor Responses

What else, if anything, could have been included in the training to better prepare you to conduct home visits? N=37

- I think staff are well prepared due to the training.
- Strategies to politely address the loud TV in the background. What to do when the student clams up or the parent has nothing to say.
- Calendaring with parents/guardians who cancel or reschedule was our issue with small enrollment, creating spans longer than expected between appointments.
- Na
- The training was great!
- Not too sure. I believe you learn as you go along.
- Clearer on how to fill out the paper work - something about the dates and when paperwork is due.
- Like most things, it really just takes experience to get comfortable with.
- possible conversation starters to use during visits
- I think my visits went very well. But next year I plan on doing more of them.
- Home Visits have been such an awesome way to get to know our families better. Building relationships is a priority at Mathews.
- Actual simulations at the training site with feedback on perceptions, biases, and other natural human indicators that can hamper people's view of others.
- Generic agenda of a few things to talk about.
- unsure
- :)
- I think knowing about and looking out for risks like bed bugs and other things that you might encounter would be helpful to know when preparing to go into families' homes.
- it was very well thought out and prepared me for the home visits.
- Did not take training
- Nothing
- A list of talking topics for families that are shy or reluctant to share
- keep it the same as it had what we needed to know
- Role playing, pretend calling, and creating an organized schedule and way of scheduling visits with other educators without chasing people down
- none
- It's hard to say because all families and family dynamics are different. But, definitely take a non-judgmental approach.
- train everyone.
- I think the training was great, it's just something you sort of have to learn by actually doing it. Maybe some conversation starters or tips on what to do if things get awkward (which happens rarely!).
- None
- i think for some teachers are not prepare of the outcome of these home visits, once they are at the home visits you see what the students' life is like outside the school.
- parent presence during the training
- ?
- No comments

- I felt some information that was conveyed during the training was later changed without notice to us. This made the process very confusing at times.
- maybe mock home visits. sometimes it can be awkward
- possibly being paired up with someone who has gone on home visits before to help guide someone new through the process
- Videos of sample home-visits They can often begin awkwardly.
- I did training many years ago. I could use the new training.
- Being able to start contacting students and families immediately (during training) to start setting up meetings.

Describe your experience using the Debrief Card. N=51

- I read it over when I first received the card and kept those questions in my mind, but did not revisit the card
- It provided topics that we might not have been comfortable discussing if it weren't written down for us.
- Much of the debrief outline occurred naturally to us following a visit as topics of discussion. We actually prefaced the visit with the questions in mind, so as to promote awareness of the students' and families' in their own environments, which allowed more focus on supporting them socially, and academically.
- Na
- I didn't get a Debrief card after my training.
- We use them however it wasn't as nice as just having conversation
- I read over them during training and then over them as needed.
- I like the questions, I will use them next year! The gal running the program wouldn't let me go to the training again this year, I wish I could have, because it was only my second year & I would have picked up on things after doing it a year, that didn't sink in at my first training... Like the debrief card.
- I did not use it.
- Good discussion points
- This was a great tool for myself to use as well as other staff members.
- Just unnecessary. The training put these ideas on our minds, but these are things I try to keep in mind everyday as a teacher at a Title 1 school
- Sometimes I forgot to take them with me. Others times I had them with me but got caught up on other discussions that I forgot to revisit the cards.
- I was not aware of the Debrief Card
- I did not know about it, my training was years ago and know one who took the current training mentioned it.
- The card is helpful in reflecting on the visit and understanding the family. It also keeps goals fresh to focus on in the classroom.
- Kept it in my ID case and went over it with my partner.
- Great guidance
- Helped me reflect on my personal biases and improved subsequent visits
- Na
- The teacher and I discussed what we observed and had an excellent dialogue.
- I debriefed the home visit with the school social worker. We did not have strong beliefs or implicit bias since we both, teacher and social worker, become from hispanic/latino background, so that we could help our student and family reinforcing their relationship

and participation in the school. We helped this family express their concerns, translate for them, and provide meaningful resources to attend academic concerns as well as health or legal concerns.

- Didn't use them
- I didn't meet with anyone after to discuss the Debrief card.
- read it aloud with colleague and answer the questions
- We didn't use it
- Good baseline tools to ensure we cover all of our basis during our family meetings.
- Completely forgot about the cards to be honest
- never was introduced during training to this Debrief Card.
- I had never seen one.
- Never have seen that card before. I was trained many years ago.
- Looked over after each visit in case something came up not expected or anticipated
- Great questions, I just don't think about it after the visit.
- It is an easy to use tool for the home visit program.
- It is Ok.
- I was previously trained so I didn't know about these cards.
- It was interesting hearing the other person's view on our visit. We did not see the same thing and sharing added excellent information to the visit and future relationship.
- I did not use a debrief card
- ive never seen it before
- prompts professionals to reflect inward <3
- These are good questions to track and discuss for newer staff.
- This is the first I have seen this card. I do not believe it was part of the training when I took it several years ago.
- I did not know these existed.
- I did not know about it. The training I received was from several years ago.
- we talked about the items on the list or just chatted and when
- This was something new, so I forgot to use it during debriefs most of the time. I will try to be better using it next year. I think the questions are very good.
- First time I've seen it.
- I have been doing visits so long that it is natural to talk about it later and I don't really need the assistance if the card.
- Do not have. Was not trained with them
- Kept discussions focused
- I use it after visits, but also during and/or after meetings with peers regarding students.

Did you use any other tools or methods to debrief after home visits?

If yes, please describe any other tools or methods you used. N=25

- We were able to comment to the students at school of how much we enjoyed seeing them in their comforts of their own homes.
- Just conversation coffee short meetings before our next visit
- We sat in our cars or stood outside our cars reflecting on the visit. I made notes, especially if they were on my caseload, or the parents asked for help in certain areas. We discussed the positives that we learned, and explanations of certain behaviors, struggles, dip in grades, or anything to celebrate with the students fellow teachers.

- Talk to visiting partner and work on dealing with issues brought up in the visit; follow up actions, referrals to appropriate resources.
- We just talked to each other. asked how it was and how we felt before during and after the visit
- Discuss how it went with the other teacher. Talk about how we can support the family with needs or wants requested or noticed for the family.
- our judgment
- Made notes on the Agenda I created so that I can email any comments or concerns that parents or students wanted me to share with other teachers or administrators.
- We would decompress after a hard visit. But our goal was to visit every kid if they allowed us and we did the job to the best our ability.
- Honest conversation
- other simple questions as how did it go or a simple "feeling" question
- Communicated daily
- professional conversations
- My partner and I just chatted about the visit and how we can help the family or student in the classroom and outside of school.
- talked about info from parents to keep once school started.
- Talked to school PIF or counselor if family asked specifically for help or assistance with somethings.
- Just a conversation with the other teacher who came with me, either immediately or the next day at school.
- just discussed the home visit
- Some times we had to text or email after depending on the time.
- I didn't know about the debrief cards.
- We just always talk or call each other afterwards to talk about how it went.
- We just talked about the experience, parents reactions, if needed what changes we shall make.
- We just communicated how we thought it went and how we can use these insights to then move forward more effectively
- We used the information collected to help with lesson planning.
- Casual conversations

What have you learned about the families that you visited? N=102

- Parent education, fears
- Some other cultures include everyone in their family. The family I visited values their daughter's education and was very supportive all year.
- They are wonderful. They all care f9r their kids.
- I learned more about their culture as some shared that with me. I also learned more about their family structure and the level of involvement of the parents and other adults.
- I learned that some families were blended and I didn't know that. I learned which students were neighbors.
- Parents and guardians are surprisingly open in the presence of their child.

- I learned that they provided a very United front, but learned that they were not a couple after the visit. This made me happy, because I think it had direct impact on the student's success in academics and his social/ emotional well-being.
- How important education is to the families and they want the best for their child.
- How they view education and their life struggles
- Traditions, their needs, best ways of communicating, goals of the students
- I learn about their interests, how they choose to have fun, where they like to travel, if they are happy with their jobs, if they need anything from me or that I can help them with.
- We learned many different things, but I think most of all we learned that they don't know the ins and outs of a school and how to communicate in a middle school.
- Their culture and their hopes for their students success at school.
- Trainer families LOVE their kids, and do the best that they know how. There is a lot of culture at this school, MANY of the mom's do not speak English, but the dads do. They love hearing the positives about their child. Once we've met, they support me more when I make phone calls home, than they did prior to the visit.
- Who else lives there, that they have someone on speed dial for translating.
- living conditions and parents work schedule
- That they were very supportive of their students. And felt home visits help a great deal.
- Many are limited financially, but still able to provide support to each other.
- That we have some of the most amazing caring families and they truly want the best for their kids
- All parents want to help their child.
- That they are truly incredible families.
- Jobs, family dynamic, who lives in the household
- Their family values and interests
- how similar we really are as parents
- More about older siblings and legality of them in the US
- Our families want to be more involved.
- They were all very kind and were glad to speak about their student.
- I have learned about the families culture backgrounds such as customs, short and long-term goals. Also the family hopes and dreams for each family member.
- Most families felt relaxed having us over. They like the idea of having teachers visit and carry on different discussion that are not school related - at first. Some families were uncomfortable and thought we were there to give them bad news about their child's performance.
- I learned that all families want the best for their students and at times feel intimidated with navigating through technology such as the IC portal. This is especially true with EL parents.
- more than meets the eye
- home life, situation, goals and values
- They are hard working and very supportive.
- They care about their student
- It is helpful to see what the home situation is like so that we can better support or engage the families. I have learned that no matter how much you provide resources,

you still need to keep providing resources and information until the families are ready accept them.

- I learned that they are wonderful, hard working people just trying to get by while also feeling concerned about how they can support their child in their learning.
- still don't always judge a book by it's cover. We have extreme cases and it's surprises that some come from average household and the student is just rebelling.
- That the parents really love their students and want the best for them. They are concerned about their student's future.
- Very nice family. Home was clean. Everyone worked together well.
- They really want what is best for their children.
- They are so appreciative of our visits. They love talking to us!
- Diverse cultures and backgrounds.
- The families believe an education is very important for their child.
- I learned more about what mattered most to them, sometimes because schools provided it for their child or because schools did not provide it.
- I learned about different cultures, people's struggles to balance jobs, child care, education, family. I learned how much people want their children to be successful and worry about their learning if they are struggling. The list goes on!
- They need more help than what we think. Parents are too proud or don't know how to ask for help.
- They are very friendly. They are hospitable. The kids like to show us their pets and their bedrooms.
- Family structure, learning about family roots and heritage
- their stories and cultures
- We learned about their struggles, their lives, how they viewed and functioned.
- Cultural background, priorities, concerns and needs
- I learned more about students as individuals and families as a unit.
- Everyone is unique and special in their own way
- Their family values, history, and purpose for enrolling their child in school so young.
- Many would like to live in better areas where they feel comfortable letting their kids play outside.
- I have been doing this a long time, even before WCSD and I am not surprised by anything. I have learned that we have every type of family there is, and I listen to them all, learning about their struggles.
- cannot anticipate a students home living situation unless you actually go to visit. also that all parents want their child to be successful and feel good but not all parents have the skills and tools to empower their child.
- Learned a lot about their core values and how much they appreciated the teachers
- learned about family history (where they came from).
- I am able to communicate with those families and better understand the struggles they are facing.
- They all want the best for their child.
- They are very proud of their kids
- The family was a lot more impacted than I knew.
- Their home lives are not what I pictured. It is amazing to see the students in their most comfortable setting and showing us the things they are most proud of.

- Just had a better connection and relationship with each of them. It helped us to feel more like a team!
- Most are trying to do their very best but often don't know how.
- Their likes and dislikes along with their hobbies.
- Many have high educational expectations for their children.
- They are eager to help partner with the school in any way that will help their student be successful.
- Kids were Adopted, parents had hard times w pregnancies, kids are being raised by others, multiple relatives, different religions and cultures.
- I learned my guess was correct.
- Parent's academic background, parent concerns and insecurities, what the kiddos like to do at home
- Their family dynamics, interests, cultural values, levels of economic security
- More about the families and their lives outside of the school setting. It was helpful to understand where they are coming from.
- family culture

interests

educational believes

struggles

- They need a lot of support
- How much they believe in their child and the school system.
- Every parent want their child to do well in school and be happy.
- what home life is like - crowding, lack of furniture etc
- We were asked to share meals, games, and other parts of their culture and family fun. We saw how they live and thrive in their homes no matter how different they were from what we are used to or have seen before.
- Values, routines, family jobs, family hardships
- We've learned that every single student's life is different and we learn what they have had to go through to be here. (Newcomers)
- The variety of of backgrounds they come from.
- I had a great time chatting with parents. They were very nice and happy when we were there.
- That they are doing their best with their abilities
- They are appreciative of our work.
- How supportive and interested the families were in their students' education
- I love meeting the families, learning about them and all their stories. Just helps to build connections for working together later.
- their family size, their work schedules
- Just how much of a struggle some families face everyday.
- Their physical home environment. Observed parent-child relationship, family cohesion, etc. Observed stnt more relaxed in their 'own' environment.
- I've learned about their values, who in the family is most involved in the education process, where they are from, how long they've been in Reno, what kind of jobs they have/want, and much, much more.

- Future goals, plans for students and families, how to strengthen family partnership and engagement efforts
- What a wonderful home life she has. There are many examples of creativity in her room and playroom.
- That their concerns and hopes for their children are sincere. I think that it helped shed some pre-concieved stereo-types I may of had about the families and given me an opportunity to see how similar we all are in what we want for our students. I think meeting me also helped shed some stereo-types on their end too.
- I have learned that all of the families that I have visited want to be involved in their child's education. Some didn't know how they could help. We have really worked through this during our Distance Learning experiences.
- One family was CIT and I was not aware until the mom informed me during the visit. Many families want to help their students as much as possible and felt grateful that we wanted to take the time to get to know our students better.
- Mostly family background
- So much to much to list, background, dreams, culture etc.
- Families are doing the best they can.
- I learned about hobbies, family goals, family structure and dynamics, who they play with from school.
- I have learned about their unique needs and dynamics. Parents and students have been open to sharing their homes and lives with us.

What have you learned about the students whose homes you visited? N=99

- What they like to do, how they interact with their siblings or teammates
- I didn't visit her home. They go all out for special celebrations!
- They have lives outside of school.
- I learned some of their personal preferences, which is especially helpful for those students who are non-verbal or have low verbal abilities
- I learned which of my students are responsible for many things at home in addition to school.
- These particular students have at least one family member who is partnering with the teachers in the child's education.
- I learned all about their interests!
- Very clean, pride in what they have
- What they want in a future
- Traditions, their needs, best ways of communicating, goals of the students
- They love to show off their bedrooms, toys, bikes, games and other things they love.
- We learned that a lot of them play sports and that they really love their family and take pride in their families
- They type of humor and how they interact wtih others.
- At first they are petrified we are going to tell their parents "something bad" if they are new to the program, however, MANY of the students I visited this year were repeat Home visit families and knew the drill. :) Some asked their parents to make special food for us.
- If they have their own room or own tech. If they have books at home or pets.
- What students do at home

- Their many talents and how different they are at home versus school. And how interesting their personal hobbies where.
- They are generally positive about school and enjoyed the visits. They want to succeed and appreciate the visit which allows them immediate contact and a meaningful relationship with an adult who can support them.
- Their families love them to pieces and they loved having their teachers and others come in to see them at their homes
- They loved the relationship that is formed from being in their home.
- They love to show me their bedrooms and toys.
- Likes and interests
- What sports they enjoy
- what the parents hope for their children.
- More about spare time and home expectations
- Students love to make a connection outside of school.
- Going on home visits reinforced that my students are still kids and it is good for me to use the things they like to teach my lessons.
- I learned that the majority of the students reflect the aspirations of their parents and the students trying to please them by Striving to do their best in school.
- Most students like the idea and in the days and weeks that followed were more inclined to do better in class. They appreciated having a teacher who is willing to go out of their own comfort zone.
- Students whom I visited always seemed proud of their home, whether large or small, with AC or without. Their sense of belonging was apparent in the energy I felt at each home.
- got to get to know a whole kid rather than just at school
- interests, what makes them excited
- They are excited and eager to share their homes with us.
- They're more relaxed than at school
- I am able make connections with the students that carry on into the classroom. These connections help create trust and engagement throughout the school year.
- With both families and students, I learned where they come from and what they bring to school. I understand and know them much better. I feel closer and have a better relationship with them. It feels good.
- I learned they have a supportive network of family members.
- I've learned more about the family. The students are quite shy but the rest of the family is very interested in having teacher by to just say hello.
- What type of activities they do at home.
- They are a lot more quiet at home!
- They have limited access to school supplies at home.
- I learned how my students behave at home and what their responsibilities are
- I learned more about them and what they liked to do or were able to do.
- I learned about their favorite things-toys hobbies, pets, loved ones. I learned that I enjoyed building relationships with them outside of school because I don't always get to spend the time with them.
- Most of them have everything they need but parents are absent a lot because they work a lot.
- They don't say much. We did most of the talking.

- Language levels are different at home
- the reasons why he/she behaves like that.
- We learned more about their home lives.
- Preferences, needs, potentialities
- I learned about their like, dislikes, etc.
- Everyone is unique and special in their own way
- Their interests and what works for them as far as their motivations and their own expectations.
- They don't go outside that much.
- They too have all types of struggles and that I try to help. Always learning struggle is real
- That their life hasn't been easy. That they don't always have language to express their needs.
- I grew closer with all my students and increased our rapport
- learned about favorite activities outside of school
- I am able to communicate with those students better and help them to be successful because I have a better understanding of what's happening at home.
- Some live in deep poverty with very little space for all members of the family.
- The students are eager to share their lives
- They have a close family unit
- They are very proud of their rooms, their families, and their pets. They love to show them off.
- I got to know them better and they in turn had a stronger connection with me and worked harder in class.
- I've learned about different cultures and family values. Also, that most people are trying their best.
- They love to show their stuff and talk about themselves.
- Their parents can be relied upon to follow through with communication, homework, etc.
- They are happy to share their homes and experiences with you.
- They are just as hyper at home and bossy as in class and they get it from their parent.
- what the kiddos like to do at home, what the students worry about
- Their interests, hopes and dreams, how they are supported academically at home and what things they have to do on their own.
- I have learned more about what the students' outside interests were, things they like to do, and lifestyles.
- interests

family dynamics

goals outside school

- AFTER A VISIT, IT IS EASY TO communicate WITH THE STUDENTS.
- More about their personalities and likes and dislikes.

- The students want to make their parents proud and many have school issues they are willing to share to get help.
- who their older siblings are, some of whom were former students, more about what their parents are like. Some parents were former students!
- We learned their favorite things, pets, food, etc. first hand and where they were comfortable showing us.
- Their interests, what they do with their families, who they spend time with and what they like to do, their hardships, how they live
- We learned that most do not live with their parents, or maybe only one parent. Or they were sent here to live with aunts, uncles or grandparents. That's why we are like a family in our classroom.
- How students may behave differently at home compared to at school.
- The students felt important and very happy. Their conversation was very friendly and open.
- I have more of an understanding about the expectations from home
- The students enjoyed the attention and one-on-one time.
- That they are so proud to attend out school and have a wonderful support system at home
- We learn about their families, what they like to do when not at school, see their rooms and pets, and they are excited just to have us in their homes.
- A lot about their family dynamics that I would have never known without going to their homes.
- they were uncertain what to ask the adults.
- Where they want to go to high school, what they want to do after high school, what kinds of hobbies they have, etc.
- Hopes and dreams of students; likes and dislikes; reasons for behaviors and characteristics
- The parents have a lot going on. Their concerns for their children are sincere, but not everyone has access, time or the academic ability to help their children.
- I learned about her parents, pets and hobbies, in addition to her study area at home.
- I learned that my students were really yearning for connections with me on a one on one basis. Some were having a hard time in the classroom because they needed more of my focused attention. Once I was able to do that through a home visit, I focused on giving more individualized attention in the classroom and I saw many positive behavior changes in the classroom.
- Their roles in their families (youngest, only, middle, oldest) and how this may affect their behaviors. Also, what really interests them to help build connections inside and outside of the classroom environments.
- They love their teachers
- Goals, hobbies, likes and dislikes.
- The students love to share their homes and feel much more attached to you as a teacher.
- How they spend the majority of their time once they get home.
- I have gained an insight to them that i ordinarily would not have gotten through school interactions.

What were some of the main questions, comments, suggestions, or discussions you had with parents during your visits? N=95

- Some parents wanted to know why we wanted to come some had personal questions for us. Where we went to school, what we like about teaching
- Questions about their culture.
- Every home visit was different and unique. I can honestly say that families questions were all different.
- Mostly we just aimed to get to know families and students on a more personal level. What students liked, who lived with them, what pets they have, etc.
- We discussed building confidence in the student.

We discussed organization for class success.

- The parents prefer to know more about what the student isn't likely to share regarding incentives for work-completion at school.
- We asked questions about grandparents and things they did as a family.
- How their grades were and how do they behave
- What hopes and dreams they have?

How can I help them?

- I start with what do you wanna be when you grow up, and just see where the conversation goes from there. I like to let the family is lead the discussion, because that lets me get to know them better
- I covered this in #21
- How to check grades on infinite campus. They didn't know how to get their passwords changed. How to switch a class, Were they going to be able to ride the bus
- Family dynamics, wants for their student and their students interests.
- I always wanted to know the parents goal for their child. It's one of my favorite parts to the visit. The love for their child, or how hard they work for their child to do better than where they are now always shines through. If there is a need they mention, asking them if they'd like help from our social worker, counselor or principal to get glasses, or anything they need.
- They were worried that we had come because something was wrong. Language differences (Chinese for which we had no translator) contributed to this.
- just talked about what students do in at home and in their free time
- How to keep their student on track and would like more calls from teachers. And if we could come to their homes more then once for visits.
- Do you have access to IC (parent-specific login)? How can we help you know who your resources are at school and in the community? Scholarships. Goals,hopes, and dreams for the future. Adult education for parents.
- just life. how things were going what they liked to do
- How they can help their own child with reading and math. What resources are available to them. How they can motivate them to get work completed at home.
- We mostly talked about the children's daily activities and what they like to do for fun. We also spoke a lot about their pets.
- Likes and interests, type of support we can provide, best form of communication
- What do you want us to know about your child?
- some were behavior and efforts
- Behavior, academics, and partnerships.
- They want to know how their kids are doing in class and how the class is set up.

- The main question is how is my son or daughter doing in school? How he or she behaves? I usually give them an overview but I emphasize that the visit is more to get to know them and to establish better communication.
- Across the board, regardless of their ethnicity parents always wanted to know about their child's behavior at school. Apparently, students behave very differently at home than they do at school.
- After introducing ourselves, my partner and I shared the student's AVID binder and how Agendas work at middle school. If student needed a new binder, my partner and I provided a new binder (that I collected from the PIE warehouse) as a gift for welcoming us in their home. We also discussed how to navigate through IC Parent Portal so the parents could keep updated on grades, attendance and easily email teachers when needed. Lastly, we shared information such as Food Bank schedule at our school, info about Signature Academies to students who were good candidates to attend, the contact of our Parent Facilitator if they had any questions and ensured EL parents of bilingual support when they called.
- mainly just conversations about the kid and how we could help them achieve their goals
- homework, running club for sibling, talk about younger siblings, karate, video games
- How to support child with schoolwork, etc.
- How is (s)he doing in school?
- Parents want to know how their child is doing, if there is homework, how they can help their child, access to books and sharing of information.
- Hopes and dreams for their child mainly. We also discussed ways they can support their child.
- We would try to stay away from academic and just focus on the family. It was hard sometimes but that was the focus getting to know the family.
- Mostly getting to know the families, talk about pets, activities they enjoy doing.
- Main discussions were future plans, what they like to do.
- Parents and students shared what they wanted with me.
- I asked about the student's hobbies and talked about the family.
- Questions about following year and often what they needed for their kids from teachers.
- What are your dreams/wishes for your child? We talked about all kinds of things-every visit was different and interesting. We supported people's concerns when they arose without over-stepping our boundaries (i.e., I'm careful not to give advice regarding topics I don't know enough about).
- How can we help you and your child? Share list of resources such as food pantry. Invite them to volunteer or participate in events at school.
- We discussed homework. We got to know the family and about the parents jobs. We talked about the families hopes and dreams for their children.
- Very casual, getting to know them on a personal level
- how school works and how it can support our community families.
- We mainly focused on their interests, their perspectives, and histories. We wanted them to feel they could trust us and be open and honest.
- Developmental and health concerns
- What are some goals you have for your child?
- Academics

- About early childhood education and it's purpose. The role of teachers in our classroom and how we view children as capable learners.
- The hopes and dreams they have for their kids, what the kids struggle with at home, any hobbies the kids have or if they are interested in extra curricular activities, what they do as a family for fun.
- How to do something for their children's school, IC, grades, schedule, transportation, etc.
- How was growing up? Childs interests? Dreams for the child? Experiences in elementary school? The parents experience with education?
- Showed off their homes, toys, and their hopes and dreams for their children
- no major concerns
- What are their hopes and dreams for their child.? How can we support those dreams? Does their child have difficulty sleeping at night? Does their child have a favorite subject or adult at school to confide in?
- discussed college and career week and the guest speakers the kids would be seeing
- How to help support the single mom with her sons behavior problems and prepare the younger siblings for school
- How we can help in the home and community settings. Getting to know the families and how we can help them so they can help their children.
- We talked about their homes, what they like to do together, what they do to assist with school work, what I can better help them with.
- Just general conversation. If they needed help with apps that the school suggests using. I'd talk to kids and squeeze in learning and the parents would observe and hopefully take note on how to do it too.
- Parents usually talked about their experiences in school.
- What their goals were for their children and learn about their families values, beliefs, and background.
- What does their student need to be prepared for kindergarten.
- Dreams for children, things going well things you want improved, do you need help with anything,
- tribal, cultural norms, home life. parent missing
- The one that sticks out the most was the first one I did. Two students were in the same residence because the moms were related.They said if teachers had taken the time with them maybe they would have have been more successful during their academic journey.
- I usually let the family or the child guide the discussion and ask lots of questions along the way. Some questions I'll typically ask if things get quiet are:

What do you like to do for fun?

Is there anything you want to show me?

Can you tell me about this ____ (picture, art, pet, sibling, etc)?

Do you have a special book or game you want to show me? Maybe we can read or play together?

- What are your hopes and dreams? What are some things that you like do at home?
- Mostly getting to know them on personal level and giving them information about myself beyond the classroom

strategies to help work with their child

- 1. School participation in sports, clubs, etc.
- 2. Future goals
- 3. Ways to help the student at school.
- 4. Peer pressure and good friends.
- hopes and dreams for their kids - how they are doing generally
- I always made sure my parents knew I would always help them to the best of my ability if they needed anything. I also shared some of my experiences that related to them so they knew I could relate. This seemed to open many doors and make parents more comfortable.
- How the parents met, the things they do with their kids, their jobs, what they wish for their child
- We teach the families how to go to school here in America. We tell them what to expect from teachers. We tell them to come to us when they have a problem so they are not sent to the office. We tell them about various resources in the community, such as the food pantry, at our school, getting eyeglasses, or where to get low cost vaccinations.
- How their child likes to spend free time at home, hopes and dreams for their child, college and career options.
- We asked them about concerns, questions they may have regarding school/academics.
- what are your interests? what are your hopes and dreams for the future?
- We discussed Dreambox, where they are academically and how to support them in the classroom.
- hopes and dreams of their child
- Anything and everything! Lots of conversations. They all enjoy that we do this and they appreciate that we want to get to know them.
- hopes and dreams -- what their homework routines are
- hopes for their child, concerns for their child, strengths within the family
- As a new school, many questions were about the physical location of things in the building in addition to how the schedule worked.
- Hopes and dreams; communication and events for families at school; how to access IC for grades; student likes and dislikes at home and school
- We mostly listened and got a tour.
- Tutoring outside of school, additional help because they don't know how to do the school work.
- What can I do to help my student be successful this year? What resources are available to us at home?

What do you need from me?

- Many parents wanted to know what they could do to support their children more
- Them being thankful for the visit
- What goals do you have for your child?
- Mostly what they wanted for their child and the future.

- Families liked to talk about summer trips they have been to or where they plan on going.
- Chores, hobbies, pets, family dynamics, needs.

What contact information or invitations to participate in school activities did you provide to families, if any? N=91

- It was addressed at back to school night and conferences
- Class Dojo messaging all year and added Google phone during the distance learning.
- Lots of reminders to school events.
- None. Families already had some contact information and I gave them more once we began distance learning.
- Depending on the time of year, parents were directly invited to school events and programs. Class Dojo was mostly used for contact until Covid.
- We invited families to a couple of outdoor seasonal events, that created unity between families, Administrators, and Staff.
- We spoke about different school activities and the importance of attendance.
- What sports they could participate in, important dates and school rules
- Class dojo
- I always bring information regarding the signature academies, since I work with eighth graders
- I gave them information on up coming events in the school and around the area.
- On our second visit we gave families information on signature academies high schools what they could do in seventh grade that would help prepare them for signature academies in high school. We invited them to 2nd cups of coffee and a volunteer in the building
- n/a
- If we have a family night planned, STEAM night, if their child has behavior issues, invited them to come shadow them for a day.
- Parent-teacher conferences,
- Information in Infinite campus and handwritten notes
- Dilworth Calls
- Ourselves, bi-lingual staff, counselors, other teachers.

Invitation to participate in Night of All Nations, "Cup of Coffee" monthly meetings sponsored by the family engagement team, and Parent University.

- none
- Connect Ed calls, lots flyers going home, notices of Facebook page. Teacher promotes events to students in class.
- We talked about STEM night.
- Literacy Night, Math Night
- Fliers, school website, face book page
- upcoming information and how to communicate with teachers and the school
- Flyers, news letters, website, and connect ed calls.
- I did not provide any this year, but I will have a flyer so that families can sign up for a home visit.

- I teach the Newcomers students so I encourage to participate in the After School Program Team Up. This program help the Newcomers in both academics and socialization.
- Letters addressed to the parents. Notes.
- My Agenda included some basic information that I thought all our families would want to know including:

Attendance/Tardy policies

IC Parent & Student Portals

AVID Binder & school-wide expectations for using them

After school tutoring availability & times

Parent Facilitator Contact Info

Flyer of Food Bank schedule at our school

Signature Academy information for 8th graders

SafeVoice App

Uniform Expectations

Prior to each visit, I email student's other teachers (in middle school) , asking if they'd like me to share anything with students and parents. Many times, teachers would email so many positive comments that I would print the email and leave it with the parents/students. They really appreciated these comments. Positive comments and support was my primary goal!

- a form that went home
- talked personally to them during parent conference
- ClassDojo, Kindergarten Newsletter, phone calls, flyers, and student invitations.
- email address, school flyers for events
- I share my personal information, cell, Class Dojo, e-mail and share information on any upcoming school events.
- Letters home, messages in Class Dojo, and discussions with the students in morning meetings. I also had a PTHVP board with our selfies to help motivate other students to participate.
- We would discuss come to school social nights, and also field trips that may be coming up that the family may participate in.
- Sent a letter asking if they would be interested in participating and when they replied, called and scheduled.
- Teacher contact information, school contact information, WCSD website and to please listen for EdConnect phone calls and notices in child's backpack.

- Office number
- My contact info.
- Class dojo
- gave them information about upcoming parent or data nights, also gave them information on different high schools as I taught 8th grade this year
- We would explain various upcoming school events such as Pancakes With Santa, conferences, multi-cultural night, etc.
- Fliers, school calendar, informed them about connect ed calls.
- Provided phone number/email, invites to all school

Activities

- my personal number
- We already have excellent home notes to communicate with them and the parents know they can contact their teachers about anything.
- Social worker's contact and spanish speakers' contacts since the student's family speaks only spanish
- Varies depending on upcoming school events.
- Class Dojo
- Whatever was pertinent at the time of the visit. Then shared info about the Nevada Museum of Art's free Saturday class for kids and/or the library's efforts to include early learners in their library
- I suggest things depending on family interest.
- business card, and explain what events we have coming up
- Data night, but Vaughn doesnt have many community events
- We used remind messaging, invitations
- invitations
- How to use Infinite Campus, teacher email contacts and or phone numbers (cell and school extensions.)
- Invited parents to come to reading night, multicultural night, and the fall festival
- School wide flyer asking for participants, class dojo invitation to participate, conversations with parents at dismissal time
- I provide self made business cards with a magnet parents can hang on their fridges, a newsletter, paper invitations
- All families had multiple ways to contact me and they always receive multiple different ways to invite them to school activities.
- An interest paper at back to school night. Also an invitation message on dojo. Once one kid has a visit and talks about it the rest ask if I could come visit them too.
- Upcoming events.
- Literacy night
- Back to School Night date.
- I use class dojo daily as needed all are on it. I send home weekly newsletters at school and included papers with weekly folders.
- My team was really good about advertising school events and opportunities on Dojo and by sending home notices in English and Spanish to the families that needed it.
- Casual mention of upcoming school events.
- Conversations about the home visit program took place during back to school night. A flyer in English and Spanish was also sent home.

- Class Dojo

email

notes/invitations sent home

- Dojo invites, written invites, texts

- 1. Family resource center

2. PIF contact info

3. Counselor info if needed

- dojo, parent nights, BBQ etc
- For every school activity we include the information in my newsletters, it is posted in the room, it is posted on ClassDojo, and we remind parents verbally and with flyers we send home.
- We always bring flyers of any upcoming events going on in our school. We tell them when open house is. We tell them about the cup of coffee meetings, which are like PTA. we tell them about data chats, which are student led conferences.
- I discussed upcoming events including conferences, family events.
- Flyers about upcoming school events, staff extensions to be contacted, email address, summary of importance of parents participation in school events/children education.
- phone , email
- email and class dojo
- Anything that is going on currently, or the near future. It's a great way to promote the next event with a personal invitation.
- It depended on what part of the year the visit took place. At summer visits, we shared student schedules and building maps. I always left my card for the parents so they would have easy access to the main school number, the school address, and my email.
- Upcoming events; how to log into IC; volunteer opportunities
- Team Up and other services provided for free at school.
- Information about an upcoming event. I gave them a game to play and books.
- I usually gave invitations to our next family school event or field trip we were taking.
- It depended on the time of year, some may have been Jack's Carnival and others would have been Multicultural Night
- None
- Food truck resources. Dental resources, signature academies, infinite campus information.
- Sent home invitations and thank yous for the home visit.
- We did not discuss school
- STEAM night, Arts Night, Data night,

How have home visits impacted your relationship with parents during the COVID-19 pandemic? N=90

- All of them
- This family is one I will most likely continue to be in contact with beyond this school year.

- Greatly in a positive way. I've never been closer to families.
- I feel that home visits definitely opened up the door for my relationship with many of my families as well as those of the other Pre-K class.
- Those parents of students that I visited, can put a face to my name and know that I am here to help and non-threatening. I think those families are the most willing to communicate with me during these difficult times.
- We saw few students as quarantine affected most of our appointments scheduled to take place after Spring Break. I can perceive that Home Visits would lend better understanding of students' ability to cope.
- At least 2.
- 10
- Made it easier to contact and know the struggles they may have during this time
- A few families that I did visit I already have a good establish relationships with so they feel comfortable asking me questions
- I feel like they trust me to get information or just talk to when needed. I feel like I have a stronger bond with the families that I had home visits with than those that I didn't.
- At this point it is made it easier to call them because they remember who you are
- We weren't able to visit homes during this time,
- It brought us closer, and they felt so much more comfortable asking questions and for clarification they may not quite understand from the news or what WCSD sent out.
- I didn't see an impact from home visits
- Just not being able to see them in person.
- Knowing the families has made it easier to talk to families about difficult situations and just regular situations.
- It helped communicate more one-on-one personally. I knew the names of their pets. I could suggest quiet spots in the house to focus on work. I could recommend doing a guided reading group in a backyard because they had a tree we were learning about. Just makes it that more personal and comfortable.
- We were unable to do our spring home visits due to the virus.
- More parent involvement in students work
- We have not been able to go in to homes.
- It is nice to be able to have a foot in the door.
- I feel there is a stronger connection since we were able to complete many before the pandemic.
- The home visits have helped me immensely since during the COVID 19 pandemic I have to called a large number of families in which I had already contact with them through The Home Visits. Therefore communication with parents has been easier and they are always ready to participate and learn about distance education.
- Not very much. Parents still call me and seek my support with academic and personal issues. Utilizing our support staff (counselors, and others) has never been more important than today. Been able to assist several families with the help of the counselor with regard to food distributions and technology to continue with online contacts.
- After securing permission from my administrator, I reached out to parents of my EL students, even though I was reassigned to schools in October after accepting 0.5 Dean positions.

Students & parents were surprised to hear from me and I thoroughly enjoyed hearing the voices of my former students.

- Helped me stay in better contact with them. Helped having the relationship built before trying to call them all the time during distance learning.
- parent more willing to communicate, ask questions, and get help from me. Parent more understanding of student abilities and working with him over computer versus face to face, got more personal when needed
- Strengthened them!
- good-students have joined zoom meetings more often than not
- Home visits are a great way to interact with parents. I have been able to communicate with families through Class Dojo and text through Distance Learning.
- I do zoom meetings only. I stopped home visits.
- I think it made communicating with them much easier.
- It has been difficult to get out there because of the covid. Everyone is scared mostly.
- Feel on a much more equal field.
- No home visits
- I feel more comfortable contacting the families visited to see how they were doing.
- It hasnt.
- It has made it easier to contact parents because the relationship is already created.
- They made those essential relationships so much better, especially with the distance learning situation. .
- I think it has helped make me more comfortable talking to many of them and I feel like they are more comfortable with me too
- I was able to call and feel welcomed. Conversations about how they were all getting through this went smoothly. Families opened up to me as if I was just another friend.
- They trust a teacher and they know someone they can talk to
- I feel having the visit with my parent made our communication very open and understanding with each other, that we can trust each other and we're a team working together.
- It has created a stronger rapport and deeper understanding of their particular needs and circumstances.
- Mostly positive.
- I believe families feel more comfortable me contacting them daily
- Those families were more open to sharing their personal situations and needs with us. They felt more comfortable
- I think it helps tighten relationships with my students, one student seemed to try a little more after the visit.
- families have heard our voices before and it was an easy phone call/contact
- Not at all because we were assigned students to reach out to during covid and none of the home visit kids were assigned to me so I haven't talked to them
- I think it allowed parents to ask for assistance without shame and felt comfortable reaching out
- none...have a great bond with my students and their families.
- It's easier to have dialogue with those families.
- I think it is positive because parents know that we know what their lives are like

- This parent has been sending photos of student work and being open about struggles at home
- I have not provided any home visits. Just getting the families to communicate with me is hard.
- Made it much easier to have phone conversations with them.
- It was definitely an easier transition because relationships were already established.
- We have a comfort talking with each other. They have consistently participated in online learning.
- They are understanding and willing to ask questions.
- I think it has helped families are understanding. They are willing to talk to me if having trouble with life, packets, kids, moving etc.
- I think she was a bit more willing to talk to me over the phone.
- Positively.
- I had already broken down barriers between myself and the families I had visited, so coming into their homes virtually wasn't as hard. I feel like I already knew the parents and could communicate with them more openly and easily. I have also dropped off materials to many of the students at home, and already knowing where they lived helped!
- I have a positive relationship with all the families I was able to visit with the home visit program. They are more willing to share about things taking place at home.
- having a relationship with the family before Covid-19 has made it easier for me to help beyond the educational part.

Families were more open about keeping contact throughout this difficult time

- I have a stronger relationship with the parents that I had a home visit with.
- Parents are contacting me to ask questions and feel comfortable sharing their concerns.
- With a few it has been good - I am the EL teacher, and the parents of the students I had visited are more responsive on Dojo and phone.
- I believe it has significantly helped my relationship with parents. They are less apprehensive of sharing things they need help with, even if it's just an ear to listen.
- They all participate in my Zoom sessions daily!
- The parents we visited in the school year are much more open to asking us questions when we are talking to their students online. They ask for help with the packets. They remind their students of questions to ask us related to the work. They don't hesitate to ask us about where they can get food and/or other resources. They are very open with us, and feel very comfortable.
- I feel more comfortable asking about food and other resources, how they are coping at home. I feel I am more of a friend of the family instead of just a teacher calling to check on them.
- Very positive
- I have more of an understanding of what they are able to do at home with students
- They allowed me to stay in better contact with the families. Trust was established through the visits so the relationship was easier to maintain.
- One of my weekly follow up calls is with one of the moms we did a hv to this year. Her and I talk 15-20 minutes sharing stories and listening to each other. She is the call I look forward to each week now. I'm sure it is because we made That connection during the home visit.

- They remember me coming to their home.
- Students I visited were spread throughout my schedule and parental contact during distance learning has been concentrated in our first period classes, so it had little impact.
- Sustained communication and ease of contact and conversations
- I have things that I learned about their family that I can refer to.
- I feel there is a comfort in calling parents for me. Parents are more responsive because they feel a connection and a comfort with me from our past conversations.
- I feel that parents seem to be more willing to just "chat" with me. They like the attention just as much as the kids do! They are also not afraid to ask me questions, ask for help, or just send me photos of what their kiddos are doing at home.
- We were not able to complete as many as we hoped. We wanted to do more after our Multicultural Night were we planned to have a table for families to sign up
- They are more open to sharing needs.
- I was contacted by many who needed assistance and had a contact, relationship at the school who needed food and supplies. I was emailed by many who just wanted to touch base and say hi. One student directly contacted me when his family was sick and needed food.
- My parents are willing to talk to me on a weekly basis.
- I feel much closer to the parents that I visited
- We are able to commiserate as well as keep in touch to maintain stability for their child.

How have relationships you built from home visits impacted the communication with families during distance learning? N=91

- Families were more open
- This family was in constant contact with me and shared all kinds of activities with me.
- It has made the community at LV much stronger.
- The families that I was able to meet with and talk outside of school are the families that I feel were more involved with me during the distance learning time.
- Those parents of students that I visited, can put a face to my name and know that I am here to help and non-threatening. I think those families are the most willing to communicate with me during these difficult times.
- The students have not included the parents in my "attendance" communication(group) meetings with the students. However, the teachers maintained individual contact with parents.
- I haven't worked with the families since, but teachers of these students have been in direct communication.
- A lot of them
- Easier to contact
- I find it easier to get the to answer emails and phone calls than those families that I didn't have home visits with.
- Families have more trust and who you are because they have met you face-to-face you have been to their house
- It didn't really impact the family. We maintain contact as needed.

- Every one of the students I did a home visit with this year actually got online and worked because I called the mom, and she would follow through making sure the student worked.
- Some had concerns and others were fine with it.
- Knowing the families has made it easier to talk to families about difficult situations and just regular situations.
- Home visits only make the communication that more fluid and easy. These families tend to check emails and class dojo message more often and felt comfortable asking questions.
- Hard to say; I have always communicated daily, if not weekly with all parents.
- Easy, quick communication
- Families are more receptive
- phone calls and zoom meetings responding to parents communication promptly
- I feel the relationships are stronger because we attended many home visits before School was cancelled.
- The relationship that I acquired from The Home Visits has helped me during distance learning since I was able to contact with parents via zoom meetings. At the beginning there were some technology issues but once they were fixed we were able to contact anytime they had questions or concerns.
- Parents have been very flexible and willing to communicate with me much easier. Established trust early on making it manageable to engage in supportive conversations.
- Since I personally know many of the parents at Dilworth, I was able to reach out to them during distance learning and offer support outside of academics.

I regularly shared the Food Bank schedule when they were going to be distributing food near the school. Some of the parents do not have a mode of transportation so receiving support within walking distance was important.

In addition, a realtor friend expressed interest of providing groceries to a family in need. I carefully selected a family who I knew had extended relatives that attended the same school. I was able to purchase about \$450 worth of groceries that helped 4 families. Currently, I check in with them every 3-4 weeks even though I am no longer at Dilworth. It is my pleasure to serve and support our community.

Had I not participated in the PTHV program, I would not have ever known we had about 6 students who were first cousins that attended Dilworth. It was at one of the home visits that my partner and I saw all the cousins in the same house. As is their culture, the mothers took care of each other kids while one or another was at work. It was an interesting and fun dynamics to encounter.

At one point, my partner and I created a Family Tree with 3 out of four of the moms (that together had about 16 children) that we found out how each was related. This was a fun visit I will always hold dear to my heart!

- Students seemed more engaged and parents seemed to be more comfortable talking to me about progress
- hard to get a hold of sometimes but they were constantly trying to stay in touch and connect and communicate as much as possible

- Strengthened them!
- good
- It is helpful for families to feel safe when we are communicating - especially during this time when there is so much uncertainty. Hopefully, I am helpful for our families in sharing information.
- I still feel close to them.
- It really helped open up the lines of communication.
- It has been majorly invaluable.
- Parents are much more open with me and willing to tell me things that may not be shared before.
- More comfortable
- It's really helped!
- More comfortable communicating with one another.
- It has helped with communication.
- Parents had my contact information and texted or called me, I was able to support them and their students because they were comfortable asking for help.
- We have more open communication regarding our fears/concerns about what is happening; how it affects all aspects of our lives and that no matter if we are parents or teachers, we are all going through it together. The students feel our love and support for them. This is feedback I've had from parents during this time as well.
- A lot! I was able to picture their living situation and understand their frustrations and find solutions. I was able to get personal cell numbers for students so teachers could have better communication.
- Not applicable
- the feel more open to ask for help
- I feel it's made our communications open and honest.
- The communication is more frequent and of better quality, increasing the level of trust, cooperation and support.
- It's made it so much easier!!!!
- I believe families feel more comfortable me contacting them daily
- Those families were more likely to be open in their communication and it seemed to be easier to talk to them
- Definitely more comfortable with contacting and discussing issues
- families trust us in what we are trying to do and some trust us to open up about their troubles right now
- honestly just making me depressed and agitated about the living conditions of my students in poverty and the willingness to completely erase and forget about their struggles (im looking at the media, the news, the government, and the school district who is sending 6th grade to our school. 800 kids, every single classroom used during every single period, and 12 toilets per gender). It has impacted the way I phrase my questions to the students i reach out to because i know poverty is a delicate circumstance but no one wants/needs charity, they need to be empowered and given tools and resources while those with power turn a closed eye
- I think it kept our relationships strong
- strong relationships with the students in my class and their families.
- I think we have a stronger bond.
- They are more receptive to the phone calls

- Parent feels comfortable giving honest answers and asking questions
 - Some families I have better relationships with than others. Some families are distant and don't want to talk. It's hard to have a great relationship with my Spanish speaking families but I continue to try to reach them daily.
 - I love my families and I honestly feel like we are a team and are a part of each other's families.
 - It has helped tremendously.
 - They seem to feel comfortable talking to me about their personal needs or concerns.
 - They are supportive.
 - Home visit families were more willing to share their feelings and needs. They were weeks ahead of the other parents.
 - I feel it's good they know I have to talk to them and understand if they get multiple messages.
 - Positively.
 - I have been able to be in contact with all my parents that I had a home visit with. Parents have felt comfortable in asking me questions and sharing.
 - It has helped because I already had a relationship and had built trust with each other
 - I don't know that it made a difference.
-
- It makes it easier to call, text, email or leave a message. The parents and students respond in a timely manner.
 - I believe it has helped a lot. These families are having difficulty like the rest of us being cooped up at home. We are able to provide help in Zoom classrooms to support how to deal with BIG Feelings and how to handle them when a family issue comes up. Or explain why they can't go to school.
 - We text or call and it is easy to have discussions
 - The parents feel free to ask us any questions, as I stated above.
 - I am more confident calling and texting families multiple times if I don't hear from them and feel they see this as concern not intrusion due to our family visit connection.
 - helpful
 - absolutely
 - Higher trust and communication through distance learning. The families and I were on the same page moving forward since the communication and rapport had been built
 - It's definitely easier to communicate with the families were I have already built that connection from a home visit.
 - helped give context to the person on the other end of the line as a real person.
 - See number 25.
 - Multiple on various levels!
 - Just 1 this year, more in years past.
 - I have been able to see 100% of my kids on a regular basis each week. The families communicate through email or text almost every day. I get to Zoom with each of my students 2-3 times a week. I feel that if I didn't have relationships built, I would not have had as much communication success during all of this.
 - I feel many of my families have felt a lot of support through distance learning and those I had home visits with communicate with me regularly.
 - Better communication than other families.
 - Easy to pick up the phone and know who you are talking to.
 - I have contact with many members of the family in order to support our scholars.

- It has made communication with those families much more positive and a willingness to participate in other activities like videochats and zoom meetings

What, if any, additional supports (professional development, administrative support, etc.) do you need to conduct home visits through the PTHVP? N=70

- I felt prepared
- Additionally nothing I can think of, but I will be thinking about how I can be in better contact with more of my families this coming year.
- None.
- None
- My school's PTHVP contact, Ms. R. Solonia, was positive, and available to answer any of my questions with clarity, encouragement, and confidence. Her email reminders of schedules and operations were supportive and appreciated. I, personally, felt little need for additional tiers of supervision.
- None
- Just time to make the phone calls and set up the appointments
- I don't feel that I need any additional supports.
- I would like to be able to attend the training again to refresh the paperwork side of it. :)
- nothing
- Professional development, Administrative support and teacher support, with the pandemic this year, they may not support this program.
- More frequent PTHVP trainings throughout the year. Allow site coordinators to conduct their own training.

It looks like we are going to need funding in order to continue PTHVP.

- Not all schools have the program. I am moving to a school that does not, and I am sad about that. What can you do if you are trained but your school doesn't provide it?
- I do not need additional supports, however the people in charge did not receive my information/ signatures for months when they did receive the other teachers' at my site. I am still not sure if they have been received.
- None
- none
- No additional supports needed.
- We will have a new principal next year and by the looks of it - he is very supportive of PTHVP.
- Sadly, I am no longer at a school that has the PTHVP program. I would gladly offer to continue partnering with Dilworth teachers but know the program has restrictions.

I wish you continual success with the PTHV program!

Belinda Hernandez

- maybe a refresher course of new things that came out since I took the training.
- None!

- unsure.
 - Our school is very comfortable with home visits. We have a lot of resources on campus as well.
 - Since we are now in a pandemic, I would like guidance on how to safely participate in the future.
 - Funding
 - Nothing that I can think of at this time.
 - Did not know about debrief cards.
 - Nothing! Rochelle is always really helpful.
 - None at this time, thank you!
-
- PD one more time, I would benefit from taking the training gain after a year fo home visits to catch things I missed the first time.
 - I can't think of anything at this time
 - Classified need more support, we are not allowed to do home visits without a certified staff and certified staff sometimes are not that involved. Most of the time classified staff is the connection between the teacher and families we are the extra support in the class and if we know the families we can also be of better support to the student in the classroom and the teacher.
 - None
 - Only the school social worker support
 - None
 - None at this time
 - NA
 - funds!
 - I would just love all teachers to be trained in anti bias and anti racism and that's more equity than PTHVP .

I need support in starting to end poverty for the working families of reno.

- n/a
 - talk more about it at school events!
 - None, as I am retiring this year. 😊
 - none
 - none
-
- None
 - none
 - None
 - time.
 - None. The training was thorough.
 - None, it is a supportive program.
 - MORE MEETINGS TO CHANHE EXPERIENCES AND IDEAS.
 - None
 - None that I can think of. Thank you so much for all your support to do these amazing visits!

- NA
- None
- In my opinion, I believe that whoever wants to do a home visit is more of a willingness and desire of building a positive relationship with students and their families rather than only being trained on it.
- I appreciate WCSD offering the home visit program since it is one more way we can support our students and families.

Thank you for all your hard work to keep this program going!

- None.
- Better instructions to the guidelines and expectations from the district before home visits start again. It was hard as expectations seemed to change from the district as the year went on.
- None
- more scenarios, things to inform parents and talk about
- I think we just need the funding to keep it rolling.
- It's an incredibly valuable program, we just need the go-ahead to pick back up where we left off when circumstances permit.
- A digital schedule on teams to have someone to sign up to join others for visits since we are not supposed to go alone.
- I just hope we can continue with the PTHVP next year!
- None
- Keep providing what you do for us to be able to Go on visits and build relationships.
- deeper training for teachers who have not had training for a few years.
- None
- n/a

Parent Survey Open-ended Responses

What three things did you like most about having your child's teacher visit your home? N=29

- The communication, understanding and getting to know the teacher more.
- They gave me their telephone number and are concerned about my child and I appreciate their time and dedication.
- My son felt more confident and trusted.
- That they were friendly, listened to my son and his interest to keep studying and the help with English.
- Knowing about the teacher's pedagogical knowledge, the class expectations, and the opportunity to create a positive rapport between the teacher and our family.
- She's nice, answered any questions I had & I could always get in contact with her if I needed anything.
- It lifted my child's spirits. Improved communication and comfort.

- Teacher seeing the kids outside the classroom, connecting with teachers outside the classroom, and non school conversations
- They got to know our family on a more personal level
- My son likes she comes at our house
- I love the home visits! We've been going them for a few years now. My oldest child's teacher came to her piano recital last year. We definitely get a better relationship with the teachers afterwards.
- 1. very friendly
- 2. excited about school year
- 3. answered my questions
- Getting to know her better, know the expectations of the school year.
- Seeing my child in his environment
- getting to know the teacher
- They build a connection with my kids and learn what life is like for them at home. I can ask more personal questions and the amount of time vs being in a classroom to ask questions.
- we were able to talk about my child progress outside the pressures of the classroom.
- They spoke about what they wanted to do during the year and see my child accomplish them using steps they thought would help.
- Understanding what they are learning in class, getting to know the teacher more and seeing my child so excited because the teacher is coming over.
- My child being able to share and talk about things that is important in their world
- getting a chance to understand the expectations of the middle school on Piper.
- Having the positive, open communication, and the understanding about my student's school daily activities.
- Seeing them outside the classroom

Like how much support they give

The one on one attention

- The playfulness of the teachers, the curriculum conversations, the smile the visit put on my lil girl's face.
- It was nice to meet his advisory teacher before school started and helped my child overcome his fear of starting on a new school. We were told 2-3 visits would occur during the school year- we had the first meeting prior to school starting but nothing after that. We attended a school fundraiser prior to the start of school and one of the admins was there and remembered meeting my son there.
- The time she took to visit the home/How she communicated, and the show of interest on how we live as a family
- It helped with my child not being nervous
- I loved the attention she gave my child. Her teacher was completely interested in who my daughter is as a whole child. She incorporated her interests into the classroom. My daughter has done so well this year!
- Getting to know her better, and I enjoyed having her have the chance to know us better, and by extension, to know our son better.

What are three things you would change about the home visits? N=28

- Nothing
- I wouldn't change anything. Eveyrthing is very Good.
- Nothing
- I wouldn't change anything because the teachers that visited us were very professional with us.
- None
- Nothing I think of
- Nothing
- Nothing i love the way they are set up
- They can visit more often, different teachers costing, longer time
- Nothing
- I can't think of anything.
- The teacher that came was not his P.E. teacher, I would of liked one of his teachers instead.
- N/a
- N/a
- having home visits
- More frequent visits

Duration

Not during prime time for dinner

- none
- Nothing
- Nothing
- Nothing
- nothing
- Nothing
- No changes necessary
- Na
- Well so far since I only had one home visit I really cant think about what would need to be changed
- Nothing
- I would not change anything. I just want to be sure we can have her teachers visit each year. Building relationships is so important for her.
- I'd like to see everyone do them.

How have home visits affected your relationship with your child's teacher during distance learning?

- It hasn't affected at all.
- It hasn't affected me because I have had communication with them through distance learning.
- Better communication
- I feel more comfortable with interacting with her teacher.
- Vastly improved.
- Shows that they care about the students
- Allowed her to have more trust and build better relationships
- More support
- It hasn't changed. I'm an active parent with my kids education. I was Already very involved with volunteering etc before distance learning started. I talk to my kids teachers every day from home.
- we had none
- Good
- Made them stronger
- 0
- It has made communication between us more relaxed and open. Once you know the teacher better then it's easier to talk with them.
- improved the relationship
- We speak a lot more about my childs progress in.class.
- Just feel closer to the teacher.
- I feel I could easily reach to them for any issue
- It put more comfort and understanding for distance learning.
- Teachers have been doing zoom which has still made an impact on my student and they enjoy seeing their teachers and friends
- I'm completely at ease speaking to my daughter's teacher for any reason
- My son felt more excited about starting school since he had met one of his teachers
- More open communication
- No
- I am able to talk with her teacher whenever I need. Her teacher is attentive, compassionate, and has really helped when we were struggling at home. Her teacher has supported both of us through this.
- In a positive way, it's nice to know who works with your child each day.