

Parent Teacher Home Visit Project Evaluation Report 2015

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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.

In spring 2015, 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 four schools participating in PTHVP were invited to complete either an online survey or a phone interview for those without email addresses.

Participation Logs

Teachers and staff participants in PTHVP completed logs to document home visits. In 2014-2015, 20 schools participated in the PTHVP, completing a total of 1,959 visits, which exceeded the program goal of 1,800 visits. Across the schools, 491 staff were trained, with 76% of trained staff completing visits in 2014-2015. Table 1 shows the number of home visits completed in the 2013-2014 and 2014-2015 school years. In 2014-2015, the PTHVP successfully increased the number of participating schools, the number of trained staff, the number of visits completed and exceeded the goal number of visits. See Appendix A for the number of visits by school.

Table 1. Number of Home Visits	2013-2014	2014-2015
Number of Schools Participating	12	20
# of Visits Completed	1249	1959
Program Goal for Visits	1500	1800
% of Visits Attained Toward Goal	83%	109%
Total Trained Staff	221	491
Number of Staff Participating	193	371
Percent of Staff Completing Visits	87%	76%

PHTVP Teacher Survey

The PHTVP teacher survey was administered to teachers online in May and June 2015 (see survey instrument in Appendix B). A total of 231 teachers completed the survey—198 of whom had completed home visits during the 2014-2015 school year; and 33 who had not completed visits this year. The majority of respondents were teachers (74%), with the remainder split among Parent Involvement Facilitators/Family Graduation Advocate, Interpreters, Administrators, Counselors and Others (see Table 2). The respondents represented 27 different Washoe County Schools.

Table 2. Role at School (N=197)	%
Teacher	77%
Parent Involvement Facilitator or Family Graduation Advocate	4%
Interpreter	2%
Administrator	3%
Counselor	7%
Other	8%

Of those who conducted home visits this year, it was the first year for 59%, while 28% had been conducting visits for one or more years. When conducting home visits, most respondents (89%) indicated they brought one other person on the visit with them. The most commonly reported number of home visits conducted this past year was six to ten (See Table 3). Most of the respondents reported submitting a log of students whose families they visited to the Department of Family School Partnerships.

Figure 1. Length of time conducting home visits through PTHVP (N=197)

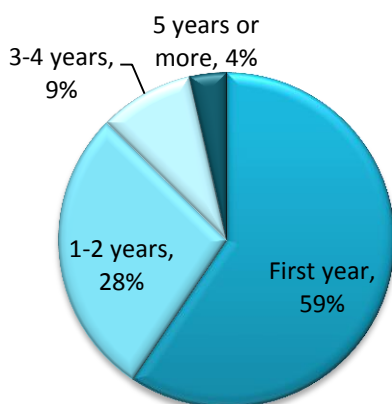
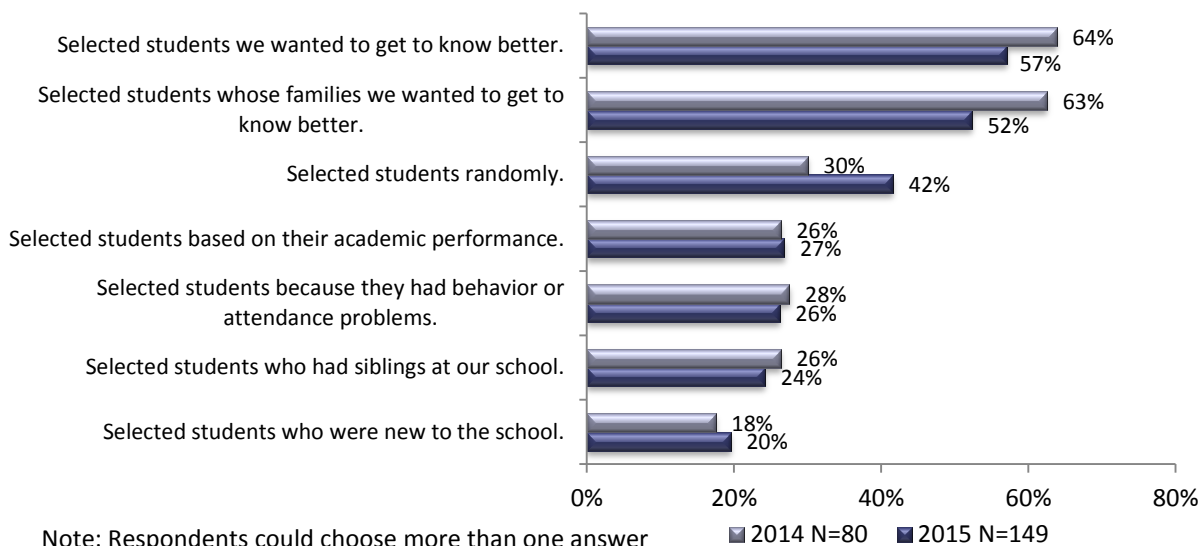


Table 3. Number of home visits through PTHVP

# of visits (N=196)	%
None	1%
1 - 5	42%
6 - 10	26%
11 - 15	11%
16 - 20	4%
21 - 25	6%
26 - 30	5%
31 - 35	3%
36 - 40	1%
41 or more	3%

Teachers indicated a variety of methods were used to select families for home visits. Figure 2 compares teachers responses from 2014 to 2015. In both years, the most commonly used methods were selecting students they wanted to get to know better, selecting students whose families they wanted to get to know better, and selecting students randomly (see Figure 2). Of note is that a greater percentage of teachers reported selecting students randomly in 2015 (42%), compared to 2014 (30%), which is the method recommended by the PTHVP. Another method that teachers frequently wrote in was families/students who were willing to have a

Figure 2. Methods of Selecting Families to Visit



home visit.

For those who selected students based on academic performance, MAP or DRA scores were used by the highest percentage—67% (Table 4). Compared to 2014 responses, all of the data were used less frequently. The district made changes in achievement testing in 2014-2015 which may explain the reduced use of scores, particularly CRT or HSPE scores. This item will be revised for future survey administrations.

Table 4. Data used to select students based on academic performance

	2014 (N=24)	2015 (N=70)
CRT or HSPE scores	41.7%	21%
MAP or DRA scores	75%	67%
Risk Index/Early Warning System scores	25%	17%
Credit Attainment Data	0%	8%
Grades or GPA	50%	46%
Kindergarten Portfolio	21%	15%
Unit tests or other classroom assessments	25%	21%

Of those who selected based on academic performance, respondents most frequently reported selecting student from a range of achievement levels (79%). With respect to selecting students based on behavior or attendance data, classroom observations (71%) were most frequently the source of data used to make those selections (Table 5). Compared to 2014, fewer teachers in 2015 reported using attendance data and major or minor behavior data in their selections.

Table 5. Data used to select students based on their behavior or attendance (N=97)

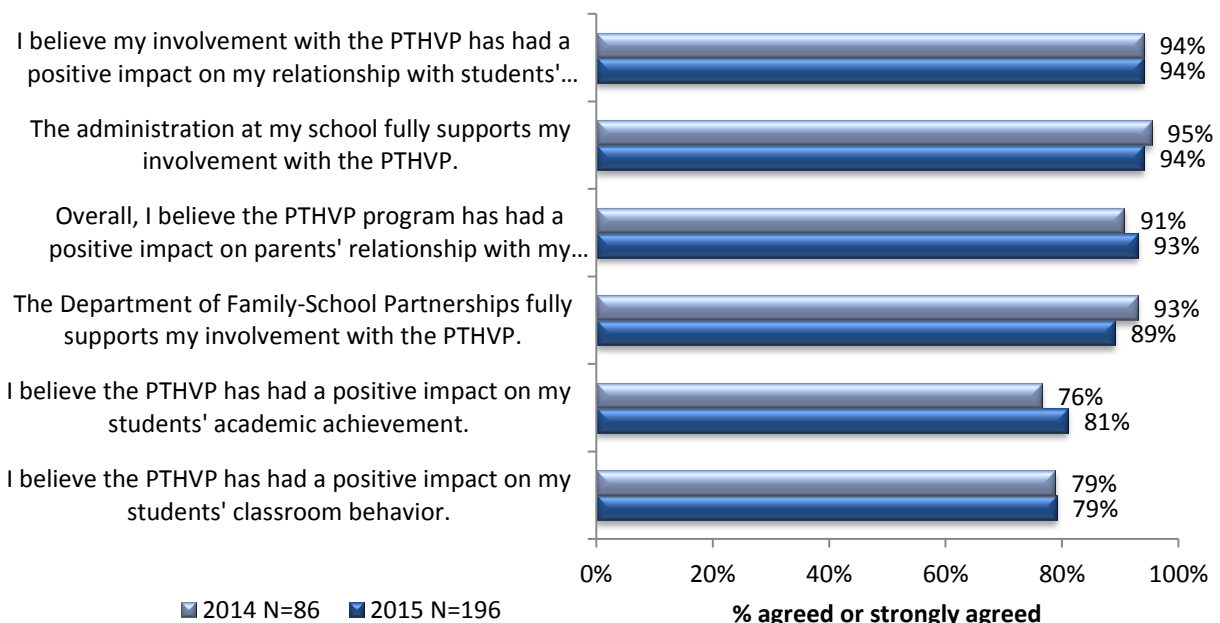
	2014 (N=22)	2015 (N=97)
Major or minor behavior data	55%	42%
Attendance data	73%	58%
Risk index data	18%	15%
Classroom observations	73%	71%

Most respondents (77%) were not conducting additional home visits on their own time (i.e., not through the PTHVP), while about 24% were doing so. Those that conducted additional home visits most frequently conducted one to five additional visits this year (67%; Table 6). Almost half of them reported keeping a record of which students' homes they visited outside of PTHVP. The highest percentage of respondents *agreed or strongly agreed* that they believed the PTHVP has had a

Table 6. Number of homes visited outside of the PTHVP this year

N=45	Percent
1 – 5	67%
6 – 10	20%
11 or more	13%

Figure 3. Percentage of teachers agreeing or strongly agreeing with statements about PTHVP



positive impact on their relationship with students' parents (94%) and that the administration at their school fully supports their involvement with the PTHVP (94%; Figure 3). Results in 2015 were very similar to those in 2014. All but one of the respondents had received training from the PTHVP. Of those who had received training, 77% found that it had prepared them for conducting home visits *quite to extremely well* (Figure 4). Three quarters of the respondents thought it was *quite or very likely* that they would conduct home visits next year (Table 7).

Figure 4. How Well PTHVP Training Prepared Participants for Home Visits

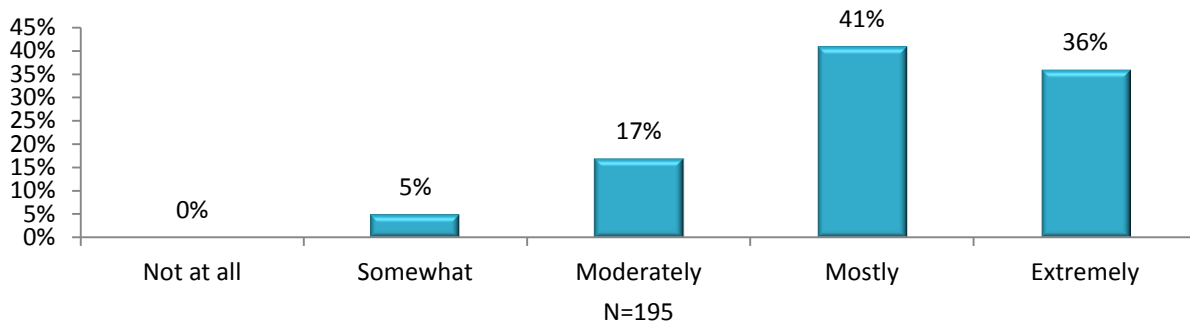


Table 7. Likelihood of conducting home visits next year (N=195)

1 Not at all likely	6%
2 Somewhat likely	9%
3 Moderately likely	10%
4 Quite likely	22%
5 Very likely	53%

What was Learned about Families

Home visitors reported learning many different things about the families they visited. Commonly they reported learning the goals and dreams parents had for their children, the culture and values of families, families' needs, and the diversity of home environments. Home visitors noted how hardworking the families were and how much they really do care about their children's education. Some home visitors became aware that the parents did not know how to help their children with homework

Examples of What Home Visitors Learned about the Families

The goals and expectation that parents have for their children.

I have learned that every family is different and we all have different perspectives and beliefs on things.

We have a lot of great, hard-working families. Some of our families are a little shy about the home visit program. Most want a relationship with the school/teachers/admin., etc.

I learned just how much these particular parents support their kids in a positive manner, and how much they want their kids to have career choices when they grow up.

I realized that most parents want instruction on how to help with homework. This has given me the idea to have parent nights to help with homework.

There are obvious cultural differences among our families. It really opens our eyes to things that we may not have understood beforehand.

The families are appreciative when you take the time to get to know them and there's not "something in it for you (the teacher)". Some need more resources to help them at home.

Most of the families had things going on that the school was not aware of. These situations/circumstances were taking part in the student's difficulties at school/home but also showed the resiliency of the families and the students that attend our schools.

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

I learned that there are several factors that impede our student's learning. I also learned that effective communication with the families makes a huge, positive impact in our children. Students get really motivated because they share about their families and their own interests that their behavior and attendance changes positively as well.

Some students are going through more than you think. They may also have more family support than you think as well.

They are excited, proud, and happy that we care about them and their families.

My students were proud of their homes that we came to visit, showed off the things they had there.

They are excited for me to see them in their homes. We made a connection that made us closer.

For some students, school is the only place they really have any structure. Most parents want the best for their student, but aren't sure how to support them.

They have very supportive and loving families; some families are experiencing hardships, but still provide a solid foundation for the students.

I learned how they act with their parents and what they enjoy doing at home.

I learned many things that helped me understand my students better. Some lived in a small apartment with many people, and it showed why they often did not get homework done.

How hard it may be just for families to get their children to school, and how wanting your child/student to do well is a basic principle translated across many families regardless of background.

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, academic achievement, 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 fall visit we just talked about things they liked and what the hopes and dreams the parents had for their child. The spring we talked about their grades and the growth the student did.

We discussed how the parents feel their students are doing academically, emotionally, socially, etc. We discussed things going on at school, events, and things of that nature. We also discussed the parent's hopes and dreams for their child's education and life.

Most Hispanic parents like to offer food and talk about family issues. Usually it takes a while for the conversation about education to start.

We discussed child's future, family traditions, things they do together as a family. Parents also asked about friends and academics.

Parents wanted to know about their child's test scores, how they were behaving in class, and how they could help to support their child's education at home.

Activities to enrich learning, help logging onto and using websites and apps that we use in class.

Our discussions focused on maintaining open communication so that what we did in school could be followed through at home. Being on the same page was important in helping the students to do well in school.

Information Provided at Home Visits

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

“Parents were impressed that I would take the time to get to know them in a personal level. They trusted me more after that.” –PTHVP home visitor

Examples of Contact Information or Activity Invitations Provided at Home Visits

We always brought the most current events at school and made a direct invitation to the family.

We let them know about different education nights, such as "Math Night," "Science Night," etc. We also informed them of our Data Nights and open house.

We always gave out our school email address and cell numbers. We invited parents to upcoming school activities/events.

We gave them the school office hours, and emails. Also, we provided information about programs that are free in the local libraries, in UNR, and other resources that are available to them that could benefit the child's social and academic learning. In addition, we provided the parents with a list of parental classes that school offers, programs paid by the school that their children can use even if they are at home such as reading programs. We gave a list of the academic programs that we have for families that school does every trimester and explained to them how they could benefit from these events.

We gave them the PIF information from our school so they could contact him about events taking place at our school.

Additional Supports Needed to Conduct Home Visits

While many home visitors did not have any suggestions for additional supports they needed to conduct home visits, others provided some suggestions. One of the top needed supports was for translators as there is a shortage of Spanish-speaking teachers and staff to assist with home visits. Another suggestion was help with setting up the meetings as this tended to take more time than anticipated. Some home visitors expressed a desire for more trainings on how to engage parents and interact with them during the visit. Various respondents mentioned difficulties with the restrictions on classified staff participation in home visits. Lack of time to conduct the visits also was frequently mentioned.

Examples of Additional Supports Home Visitors Needed to Conduct Home Visits

Most of my families are Spanish-speakers and I am not bilingual. This makes the initial contact difficult. It stifles my ability to complete more visits with our families. Once I get to the home, the child can translate at some level with my broken Spanglish and we can laugh through a unique home visit. The problem that I need more help with is making the initial contact and scheduling the visit.

A short monthly meeting/gathering with people who are participating in the program to share successes and questions or fears would be helpful to keep me focused and on track. I'd like to have visited more families, and something like this might help.

It averages an hour per visit set up by calling tons of calls, and following up on them. The setting up of meetings should be accounted for in the budget, or you could hire a team to set up for us.

There are too many restrictions on classified staff who would like to help with home visits.

Perhaps more professional development on how to keep the conversation moving forward in a positive direction. A few home visits, the parent ended up just complaining in general about their own life/work load and it is uncomfortable to shift back to their child, the purpose of the home visit, without being offensive.

Non-Participating Teacher Respondents

A small number of teacher survey respondents (N=33) had not conducted home visits in the past year. Of those, 32% had conducted home visits in the past, while the majority (68%) had not. Forty percent (N=12) indicated it was *moderately to very likely* they would conduct home visits next year, while another 40% said it was *not at all likely* that they would conduct home visits (Table 8). Some of the reasons they mentioned that would keep them from conducting home visits in the next year included

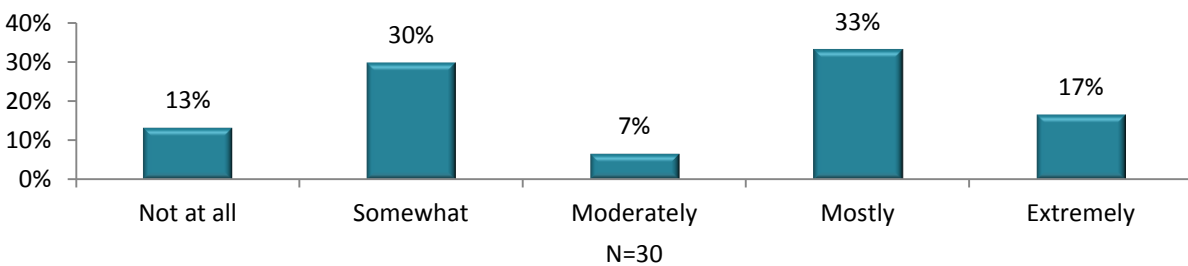
- Lack of time
- Lack of training
- Not being at a school where PHTVP is currently offered
- Lack of comfort

Table 8. Likelihood that Nonparticipating teachers would conduct home visits next year

N=30	Response Percent	Response Count
1 Not at all likely	40.0%	12
2 Somewhat likely	20.0%	6
3 Moderately likely	20.0%	6
4 Quite likely	16.7%	5
5 Very likely	3.3%	1

When asked what additional supports they would need to conduct home visits through the PTHVP, most did not have any suggestions, while a few mentioned more training. One mentioned not being comfortable going into students’ homes. Half of them indicated they felt *mostly* to *extremely* prepared to conduct home visits (Figure 5).

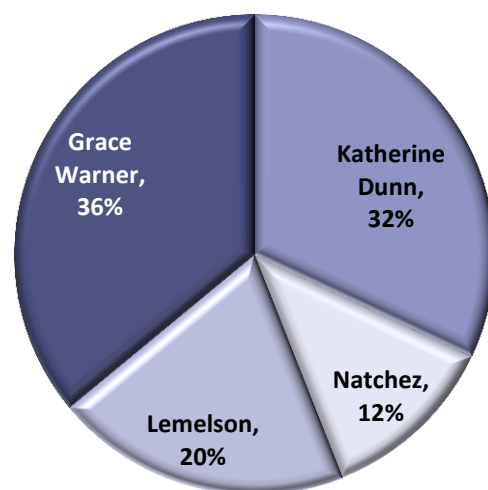
Figure 5. Nonparticipant teachers' perceived preparation to conduct home visits



Parent Survey/Interview

The PHTVP staff provided CPE with a list of 38 parents who had received home visits in the past year. Parents with children at four elementary schools were represented on the list—Katherine Dunn, Natchez, Lemelson, and Grace Warner. Parents with email addresses were invited to complete a parent survey online. Parents with phone numbers only and those with email addresses who did not respond to the online survey were called and asked the questions by phone. Of the 38 parents on the list, 27 parents participated in the parent survey/interview for a response rate of 71%.

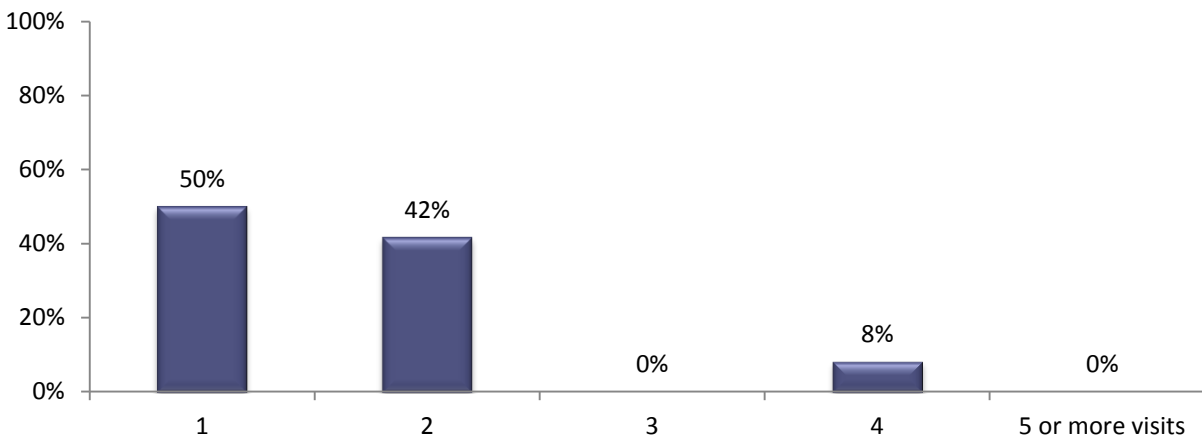
Figure 6. Schools Represented Among Parent Survey Respondents (N=27)



The greatest percentages of parent survey respondents (36%) had children attending Grace Warner (36%) or Katherine Dunn (32%; Figure 6). The majority of the respondents completed the survey in English (74%), while the remainder (26%) answered in Spanish. Parents

reported having between one and four home visits during the 2014-2015 school year. The mean number of home visits was 1.7. Half of the respondents had one visit this past school year, while 42% had two visits and 8% had four visits (Figure 7). Most of the respondents (96%) *somewhat* or *completely* agreed that they felt comfortable having the teacher visit their home.

Figure 7. Number of Home Visits Parents Received in 2014-2015



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. Three quarters of parent survey respondents (76%) *somewhat* or *completely* agreed that as a result of the home visit:

- they had a better understanding of what is expected of their child in school;
- they had more positive communication with the teacher;
- they felt more welcome to visit their child’s classroom; and,
- they had a better relationship with their child’s teacher.

“[The teacher] told me the plans she had for the school year. She keeps me really well informed since the home visit.” – PTHVP Parent

“The teacher understands more about my child and what is important to my child.” – PTHVP Parent

Sixty-eight percent of parents *somewhat* or *completely* agreed that, since the home visit, their child wanted to attend school more regularly, felt better about school, and had shown more interest in school (Table 9).

Table 9. Parents' Agreement with Statements about Home Visits

N=25		Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree
	Mean					
My child has attended school more regularly since his or her teacher's visit to our home.	3.9	4%	0%	42%	8%	46%
I felt comfortable having the teacher visit my home.	4.8	0%	0%	4%	8%	88%
Since the teacher's visit, my student completes his or her homework more often.	3.8	4%	4%	33%	21%	38%
Since the teacher's visit, I feel more welcome to visit my child's classroom.	4.3	0%	0%	24%	24%	52%
As a result of the teacher's visit, I have a better understanding of what is expected of my child in school.	4.3	0%	4%	20%	20%	56%
I have more positive communication with the teacher since he or she visited our home.	4.3	0%	4%	20%	20%	56%
I feel that I have a better relationship with my child's teacher since he or she visited our home.	4.1	0%	12%	12%	28%	48%
I believe my child wants to attend school more regularly since the teacher's visit to our home.	4.1	4%	4%	24%	16%	52%
Since the teacher's visit, my child has shown more interest in school.	4.0	4%	0%	28%	28%	40%
I know more about my child's school activities since the teacher visited our home.	4.2	0%	4%	29%	13%	54%
I think my child feels better about school since his or her teacher visited our home.	4.1	0%	8%	24%	20%	48%
I believe my child has improved in his or her schoolwork since the teacher visited our home.	3.9	4%	12%	20%	16%	48%

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 one-on-one format of the visit, how communication improved, and that their children were proud to have the teacher visit their home. While most of the parents had positive responses, one parent mentioned not understanding the purpose of the visit and feeling uncomfortable.

“The teacher took the time and explained well how to help my child improve in school. The communication between teachers and parents is better now.” – PTHVP Parent

“The teacher got to know a little of our culture by visiting the home. My child's behavior has improved since the home visits.” – PTHVP Parent

“It opened up more communication pathways. I also got to find out about different school programs for after school, like tutoring. Another program I found out about was intersession, which I found out about when the teacher came to visit so I immediately enrolled my daughter in that. I got more information that I did not have before due to the home visits. I learned more.” – PTHVP Parent

“It helped my child develop a better relationship with the teacher. It also helped her feel more comfortable communicating with the teacher.” – PTHVP Parent

Parents’ Suggestions for Home Visit Changes

When asked what they would change about the home visits, most parents (83%) said they wouldn’t change anything. Parents’ suggestions for what to change about the home visits included telling parents about the purpose of the visit from the beginning, not having an extra person visit, and having a longer visit. One parent mentioned not finding the visits to be worth his or her time, while another wondered why the visits had to take place in the home.

“They should tell me the purpose of the home visit from the beginning. Like, what are they working on with my son and what should I do to help my son improve.” –PTHVP Parent

“You know what, it was pretty cool. They were right on time. I can’t think of anything to make the home visits better.” –PTHVP Parent

“Really, nothing. I think they did it great because they had a team come out—both a female and male teacher. The first visit was getting to know

the family and the second visit was more academic. There is nothing I would change.” – PTHVP Parent

“I don't think there would be anything that I would change. Our home visit seemed to go very well.” – PTHVP Parent

Student Achievement and Risk Data

Student achievement and risk index data were analyzed for the Title I schools who had participated in the PTHVP. In 2014-2015, the school district changed to a new assessment—SBAC—so comparisons to the CRT scores from previous years will not be feasible. However, DRA scores were analyzed for K-2 students at the PTHVP schools, comparing the percentage of students at no risk on the DRA in spring 2014 and spring 2015 (Table 10). Four of the PTHVP elementary schools had increased percentage of students at no risk on the DRA in spring 2015 compared to spring 2014. In other words, there were fewer children noted at risk according to DRA results at those four schools in 2015 compared to 2014.

Table 10. Percentage of students at PTHVP Schools with No Risk DRA Scores

School	% No Risk DRA* SY13-14	% No Risk DRA* SY14-15	Change from SY13-14**	% of K-2 students who had received at least one home visit SY14-15
†Anderson E.S.	52%	54%	1.6	7.5%
Cannan E.S.	52%	46%	-5.3	9.0%
†Corbett E.S.	58%	68%	10.3	11.9%
Duncan E.S.	51%	51%	0	7.5%
Kate Smith E.S.	56%	60%	4.4	23.1%
Lemelson E.S.	41%	44%	3.3	15.4%
†Loder E.S.	44%	38%	-6.4	3.7%
Natchez E.S.	61%	55%	-5.5	9.4%
Sun Valley E.S.	53%	39%	-14.1	10.8%
Warner E.S.	65%	60%	-4.8	7.9%

†School no longer participates in PTHVP *No risk is a positive result; therefore, higher percentages mean a better result.

**Positive change from SY13-14 to SY14-15 is a positive result.

Percentages of K-2 students at the PTHVP schools who had received at least one home visit ranged from 4% to 23%. It is important to remember that changes in DRA scores from one year must be interpreted with caution and cannot be attributed to the PTHVP due to several reasons. There are many other programs and factors in place in the schools and in the children’s environments that could be impacting the scores. Also, fairly small percentages of students at the schools received home visits thereby limiting the potential impact of the program on achievement scores. Finally, we cannot determine causality since the students were not randomly assigned to receive home visits.

Achievement scores and risk index scores were also analyzed by school with direct comparisons between students who had received home visits and those who had not. Again, these results as they relate to the impact of the PTHVP should be interpreted with caution as causality cannot be determined with this type of data. For the most part, no differences were found between home visit and non-home visit students at the PTHVP schools. However, there were a few exceptions.

At Lemelson STEM Academy Elementary School, there was a statistically significant difference in the DRA change scores from spring 2014 to spring 2015 for K-2 students who had received at least one home visit ($M=12.0$, $SD=6.22$), compared to students who had not received a home visit ($M=9.3$, $SD=5.50$), $t(107)=-2.16$, $p=.03$. In other words, the students who had received home visits showed greater increases in their reading scores than students who had not received home visits.

Similar results were found at Kate Smith Elementary School when the DRA change scores were computed and spring 2013 and spring 2014 were compared. There was a statistically significant difference in the DRA change scores from spring 2013 to spring 2014 for Kate Smith K-2 students who had received at least one home visit (prior to spring 2014) ($M=11.1$, $SD=3.66$) compared to students who had not ($M=8.9$, $SD=4.84$), $t(72)=-2.00$, $p=.049$. These two schools had the highest percentages of home visits conducted of the 10 elementary schools shown in Table 10. While far from conclusive, these results suggest home visits may be associated with improved reading outcomes among K-2 students.

Another anticipated outcome of home visits is improved school attendance. While differences in the attendance risk score was not found at most of the schools, Rita Cannan Elementary was the exception. A statistically significance difference was found in the attendance risk index change scores from 2013 to 2014 for Rita Cannan students who had received at least one home visit prior to spring 2014 ($M=.34$, $SD=.55$) compared to students who had not received visits ($M=.03$, $SD=.68$), $t(465)=-2.47$, $p=.014$. From 2013 to 2014, attendance risk was reduced to a greater extent for Rita Cannan students who had received home visits compared to those who had not.

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 *cultivating a welcoming and trusting relationship between families of school-aged children and the WCSD* at the schools in which has been implemented. Both teachers and parents perceived improvements in the parent-teacher relationship. Teachers reported being welcomed into the families' homes and parents reported being comfortable

hosting the teachers. Furthermore, both the surveys show that home visits contributed to *providing a foundation for engaging parents in their child's education throughout their child's academic career by raising awareness among parents and guardians regarding school policies that relate to their child's academic success and providing families with knowledge, tools, and strategies that will help them engage in their child's education at home.* Teachers mentioned sharing information about how parents could support their child's learning at school and become involved in school events and activities. Parents noted learning more about what was occurring in the classroom and how they could support their children's education at home. Furthermore, both parents and teachers observed the students' positive reactions to the home visits. Finally, preliminary evidence suggests that there may be an association between home visits and academic achievement and improved attendance which addresses the goal to *improve the academic achievement of students and thereby improve their chances for college and career success.* More definitive results could be shown in the achievement and risk realms with increased numbers of home visits at the targeted schools. Additionally, in the future the program may want to explore a more formal evaluation study in which students were assigned to home visits in a random manner. 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
Participation Log Detail by School

2014-2015 Home Visits

School	# of Visits	% to Goal - Visits
Traner MS	77	64%
Sparks MS	97	79%
Sparks HS	70	42%
Lemmon Valley	53	56%
Alice Smith	119	110%
Dunn	69	91%
Greenbrae	62	81%
Mitchell	97	108%
Stead	71	58%
Maxwell	174	153%
Lemelson	126	117%
Cannan	263	99%
Sun Valley	222	191%
Warner	62	83%
Natchez	43	101%
Kate Smith	66	65%
Dodson	46	74%
Duncan	152	109%
Vaughn MS	55	32%
Innovations HS	40	33%
Total	1959	109%

Appendix B
Survey Instruments

Home Visitor Survey

Parent Teacher Home Visit Project Evaluation Survey 2015

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. The Department of Family-School Partnerships has contracted with the Center for Program Evaluation at the University of Nevada, Reno to evaluate the program this year. 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?

2. Which of the following best describes your role?

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

3. Did you conduct any home visits this year?

- Yes
- No

4. Have you ever conducted home visits?

- Yes
- No

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

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

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

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

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

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

- This is my first year conducting home visits through the PTHVP.
- 1-2 years
- 3-4 years
- 5 years or more

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

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

10. How many home visits did you participate in this year through the Parent/Teacher Home Visit Project?

- None
- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - 25
- 26 - 30
- 31 - 35
- 36 - 40
- 41 or more

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11. Did you submit a log of students whose families you visited this fall to the Department of Family-School Partnerships?

- Yes, I submitted a log for all homes I visited
- Yes, I submitted a log for most homes I visited
- Yes, I submitted a log for some homes I visited
- No, I did not submit a log of which homes I visited

12. How did your school select which students' families would be visited through the PTHVP this year? (select any that apply)

- 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)

Selection Process Continued

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

- CRT or HSPE scores
- 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)

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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)

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)

Selection Process Continued

16. Are you conducting additional home visits outside of the Parent/Teacher Home Visit Project on your own time? In other words, are you volunteering your time to conduct home visits with families not identified through the Parent/Teacher Home Visit Project?

- No
- Yes

Outside PTHVP Program Visits

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17. How many homes did you visit outside of the PTHVP this year?

- 1 - 5
 6 - 10
 11 or more

Other (please specify)

18. Did you keep a record of which students homes you visited outside of the PTHVP?

- Yes
 No

19. How did you identify the students you visited outside of the PTHVP?

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

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

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

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

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

1 Not at all likely

2 Somewhat likely

3 Moderately likely

4 Quite likely

5 Very likely

Reflection on Home Visits

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

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

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

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

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

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

Thank you for completing this survey!

Parent Survey/Interview

Parent Survey-Parent Teacher Home Visit Project 2015

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

Por favor, conteste estas preguntas acerca de su experiencia con las vistas en casa que hizo el maestro de su hijo en el año pasado.

*** 1. Would you prefer to take this Survey in English or Spanish?**

¿Prefiere completar la encuesta en inglés o en español?

- English Inglés
- Español Spanish

2. How many home visits did you have during this past school year (August 2014 to June 2015)?

- 1 2 3 4 5 or more visits

Parent Survey-Parent Teacher Home Visit Project 2015

3. 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"/>

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

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

Parent Survey-Parent Teacher Home Visit Project 2015

6. Which school did your child attend this past year (August 2014-June 2015)? Please indicate the school for the child who had the home visit.

Katherine Dunn

Natchez

Lemelson

Grace Warner

Other (please specify)

Español

7. ¿Cuántas veces les visitó el maestro de su hijo en su casa durante el año escolar pasado (agosto 2014 hasta junio 2015)?

1

2

3

4

5 visitas o más

Parent Survey-Parent Teacher Home Visit Project 2015

8. Pensando en el hijo cuyo maestro les visitó en su casa, ¿qué tanto está de acuerdo o no está de acuerdo con cada una de las siguientes frases?

	Completamente en desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Completamente de acuerdo
Mi hijo ha asistido a la escuela más regularmente después de la visita del maestro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me sentí cómodo tener el maestro visitar mi casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Después de la visita del maestro, mi hijo completa su tarea más frecuentemente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Después de la visita del maestro, me siento más bienvenido a visitar el salón de clase de mi hijo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Como resultado de la visita del maestro, tengo mejor entendimiento de que se espera de mi hijo en la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tengo más comunicación con el maestro desde entonces visitó nuestra casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que tengo mejor relación con el maestro de mi hijo desde que nos visitó en nuestra casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que mi hijo quiere asistir a la escuela más regularmente desde que el maestro nos visitó en nuestra casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Después de la visita del maestro, mi hijo ha demostrado más interés en la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sé más acerca de las actividades en la escuela de mi hijo desde entonces el maestro visitó nuestra casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pienso que mi hijo siente mejor acerca de la escuela desde entonces su maestro visitó nuestra casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que mi hijo ha mejorado en su trabajo de la escuela desde entonces su maestro visitó nuestra casa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. ¿Cuáles tres cosas le gustaron más acerca de tener la visita del maestro de su hijo en su casa?

10. ¿Cuáles tres cosas cambiaría acerca de las visitas del maestro en casa?

Parent Survey-Parent Teacher Home Visit Project 2015

11. ¿Cuál escuela asistió su hijo en el año pasado (agosto 2014 hasta junio 2015)? Por favor indique la escuela para el hijo que tuvo la visita en casa.

Katherine Dunn

Natchez

Lemelson

Grace Warner

Other (please specify)

Thank you for completing this survey!
¡Gracias por completar esta encuesta!

Appendix C

Parent Teacher Home Visit Project Evaluation Supplemental Tables 2015

Teacher Survey-Current Year Visitors

At which school are you located?

School N=197	#	%
Alice Smith	15	8%
Cannan	18	9%
Dodson	8	4%
Duncan	11	6%
Dunn	12	6%
Greenbrae	6	3%
Innovations High School	8	4%
Kate Smith	9	5%
Lemelson	6	3%
Lemmon Valley	10	5%
Maxwell	8	4%
Mitchell	11	6%
Natchez	5	3%
North Valleys High School	1	1%
School of PEACE	1	1%
Smith	1	1%
Sparks High School	10	5%
Sparks Middle School	8	4%
Stead	10	5%
Sun Valley	17	9%
Traner Middle School	9	5%
Vaughn Middle School	6	3%
Warner	7	4%

Which of the following best describes your role?

Answer Options	Response Percent	Response Count
Teacher	77.2%	152
Parent Involvement Facilitator or Family Graduation Advocate	4.1%	8
Interpreter	1.5%	3
Administrator	2.5%	5
Counselor	6.6%	13
Other (please specify)	8.1%	16
<i>answered question</i>		197

- Teacher assistant
- Parent Involvement Facilitator
- Student parent Inv. facilitator
- Administrative Assistant
- Librarian teacher
- Speech Pathologist
- Teacher Assistant

- School Social Worker
- TA
- STEM IS
- School nurse
- SLP
- ESP-Teacher Assistant
- Speech Language Pathologist
- MTSS Interventionist
- Lead Teacher Early Head Start

Did you conduct any home visits this year?		
Answer Options	Response Percent	Response Count
Yes	100.0%	198
No	0.0%	0
answered question		198

How likely is it that you will conduct home visits next year?		
Answer Options	Response Percent	Response Count
1 Not at all likely	0.0%	0
2 Somewhat likely	0.0%	0
3 Moderately likely	0.0%	0
4 Quite likely	0.0%	0
5 Very likely	0.0%	0
answered question		0

How many years have you been conducting home visits through the PTHVP?		
Answer Options	Response Percent	Response Count
This is my first year conducting home visits through the PTHVP.	59.4%	117
1-2 years	27.9%	55
3-4 years	9.1%	18
5 years or more	3.6%	7
answered question		197

When went on home visits this year, how many additional people did you usually bring on the visit with you?		
Answer Options	Response Percent	Response Count
Usually conducted visits by myself	0.5%	1
1 other person	88.8%	174
2 other people	9.7%	19

3 other people	0.5%	1
4 other people	0.0%	0
Other (please specify)	0.5%	1
answered question		196

- Sometimes another teacher attended

How many home visits did you participate in this year through the Parent/Teacher Home Visit Project?		
Answer Options	Response Percent	Response Count
None	1.0%	2
1 - 5	42.3%	83
6 - 10	25.5%	50
11 - 15	10.7%	21
16 - 20	3.6%	7
21 - 25	6.1%	12
26 - 30	4.6%	9
31 - 35	2.6%	5
36 - 40	0.5%	1
41 or more	3.1%	6
answered question		196

Did you submit a log of students whose families you visited this fall to the Department of Family-School Partnerships?		
Answer Options	Response Percent	Response Count
Yes, I submitted a log for all homes I visited	92.3%	181
Yes, I submitted a log for most homes I visited	1.0%	2
Yes, I submitted a log for some homes I visited	1.0%	2
No, I did not submit a log of which homes I visited	5.6%	11
answered question		196

How did your school select which students' families would be visited through the PTHVP this year? (select any that apply)

Answer Options	Response Percent	Response Count
Selected students based on their academic performance.	26.8%	40
Selected students because they had behavior or attendance problems.	26.2%	39
Selected students who had siblings at our school.	24.2%	36
Selected students who were new to the school.	19.5%	29
Selected students we wanted to get to know better.	57.0%	85
Selected students whose families we wanted to get to know better.	52.3%	78
Selected students randomly.	41.6%	62
Other Selection Process (please specify)		62
answered question		149

- Asked students
- We sent home flyers inviting all families to participate in the home visit program. Asking them if they wanted us to come to their homes.
- On a voluntary basis--I had two families volunteer for me to visit their homes.
- Selected students whose parents said yes.
- Selected students who wanted to participate
- Teachers selected students randomly and based on their behavior
- 9th graders were primarily selected
- Families that were receptive to a home visit
- Gave all students/families the option to participate. Based on the families who replied they were interested in participating.
- Home room teacher made the selection
- Teacher choice
- The students were selected in the majority of cases for different reasons. Some students were new, had low academic achievement and problems with assistance.
- Not Sure
- Selected sped students on our caseloads so parents could see us in a different forum
- Offered to all students in class
- Families that wanted to participate
- Did not go through PTVVP, only door to door
- Selected Freshmen students who were struggling in some respect
- Classroom teachers identified students. I am an ELL teacher and went with teachers as requested.
- Took all factors into consideration and visited some in each category
- Selection based on families who wanted to have a home visit
- Letters were also sent out asking for interest inviting us in. We went to those homes also.
- Just tried to visit with all the kids' parents.
- In my class I invited all families.
- Students whose families expressed interest in having staff members visit
- We looked at each student individually and examined his or her needs.
- Newcomers
- Selected students whose families said "yes" they would like a home visit
- We offered it to all of our students and went to the homes that returned a form indicating they would be willing to participate.

- We visited any home that was willing to have us.
- Made it available to all of my students, and had the families choose if they wanted to participate.
- Sent home a note to parents asking them if they wanted a home visit, then selected randomly in my classroom.
- We offered to visit all of our students if the parents would have us.
- In my classes. Focus on freshmen.
- Teachers got to choose who to visit
- As a school we attempted to visit every family that agreed to a home visit
- Selected families that said they'd like to have home visits.
- Parents that requested it.
- Parents who invited me to visit and conduct home visits- it was their option
- Selected students whose families said yes to our letter we sent home.
- The administration was totally new this year and we targeted 1st - 3rd graders; they would be with us the longest. Build rapport.
- I also selected students by those that answered the phone and were interested in the visit
- Student's teacher made the decision and I went along to translate and help for cultural understanding.
- Parents were offered an opportunity to sign up for home visits at school events
- Teachers who participated tried to visit their entire class.
- Sent out forms to all students and visited those who were interested.
- I chose all my students, I wanted to get to know all of them better.
- Families volunteered to participate in my class.
- My goal is to visit all my students' homes.
- Parenting students
- I have no idea
- We invited all families to participate--we chose based on parent interest.
- As an interpreter I didn't have a role in selecting families - my role was just an interpreter
- No criteria
- Asked families who would be open to a visit, then chose from there.
- It was open to every family that wanted to participate
- Asked all families in my class if they would permit a HV. Visited all who said yes.
- I attended home visits with the classroom teachers whose students were in MTSS
- All of the above.
- Selected students based on willingness of parents to participate.
- Selected any family that wanted to participate
- We attempted to see as many freshmen as we could. We also did a few upper classmen to get to know them and their families better.

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

Answer Options	Response Percent	Response Count
CRT or HSPE scores	20.8%	10
MAP or DRA scores	66.7%	32
Risk Index/Early Warning System scores	16.7%	8
Credit Attainment Data	8.3%	4
Grades or GPA	45.8%	22
Kindergarten Portfolio	14.6%	7
Unit tests or other classroom assessments	20.8%	10
Other (please specify)		17
answered question		48

- N/A
- BIG report
- N/A
- Teacher selection
- We looked at motivation and risk index
- N/A
- BIG Report and teacher notes
- MTSS meetings (needed more home-dynamic information)
- Parent desire to meet
- I have no idea
- I was an interpreter only
- None
- Did not select via this method
- MTSS students are identified through a variety of data: MAP, CRT, AimsWeb CBM,
- N/A
- Did not select students based on data
- We did not do this

What type of students did you primarily select for visits?		
Answer Options	Response Percent	Response Count
Higher achieving students	0.0%	0
Lower achieving students	15.7%	11
Mid-range students	5.7%	4
Selected students from a range of achievement levels	78.6%	55
Other (please specify)		14
answered question		70

- We chose students that we thought we could help to succeed if their parents were more aware of activities at school.
- All
- I visited students that wanted to be visited.
- Visits were voluntary
- All
- Teacher selection
- Offered to all students and anyone who wanted one got one
- Had a range of achievement
- A lot of teachers visited all of their students
- Special needs class. Families volunteered
- Parenting students
- I have no idea
- All
- EHS requires HV but random visits were scheduled to support our students in any area including academic.

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

Answer Options	Response Percent	Response Count
Major or minor behavior data	42.3%	22
Attendance data	57.7%	30
Risk index data	15.4%	8
Classroom observations	71.2%	37
Other (please specify)		12
answered question		52

- Surveyed students who would like home visit
- N/A
- N/A
- Teacher selection
- N/A
- Not about behavior
- I have no idea
- Don't know
- None
- N/A
- Did not select based on behavior
- We did not do this

Are you conducting additional home visits outside of the Parent/Teacher Home Visit Project on your own time? In other words, are you volunteering your time to conduct home visits with families not identified through the Parent/Teacher Home Visit Project?

Answer Options	Response Percent	Response Count
No	77.0%	151
Yes	23.5%	46
answered question		196

How many homes did you visit outside of the PTHVP this year?

Answer Options	Response Percent	Response Count
1 – 5	66.7%	30
6 – 10	20.0%	9
11 or more	13.3%	6
Other (please specify)		3
answered question		45

- N/A
- Went with truancy officer for attendance purposes
- Through my job as a counselor

Did you keep a record of which students' homes you visited outside of the PTHVP?

Answer Options	Response Percent	Response Count
Yes	47.8%	22
No	52.2%	24
<i>answered question</i>		46

How did you identify the students you visited outside of the PTHVP? N=40

- I visited the homes of students that responded yes to the request on the letter.
- Students who may need additional support in the classroom or those who have asked me to come to sporting events or extracurricular activities.
- Academic, social needs, and behavior
- Need
- Students whose families requested it, or needed assistance.
- Class
- Students that were missed in the time frame for the home visit program.
- Attendance meetings weekly
- Circumstantial
- Students who wanted me to meet their families.
- Attendance issues
- I did not identify students. I just took the time to get to know the families at my school.
- Supporting a student on a soccer team.
- I visited all of my students and the ones I visited outside of the PTHVP have become good friends.
- Based on the needs of each student.
- Based on unique needs.
- As I am the parent facilitator in the school, accompanied teachers and staff almost always to translate (Spanish speaking families).
- Depending on family invitation
- Again I made it available for all students and had the families choose if they wanted to participate.
- They needed a computer so I dropped off my old one to them. They looked at my car for me.
- Attendance or medical issues
- When we find out there is a need for food in the home or when one of the family members has health issues.
- Students referred to me through the counselors - home visits were conducted when parents were unreachable via telephone #'s and/or could not come into the school due to transportation or other issues.
- Behavior and attendance mostly.
- On-call
- Parent request
- Parent desire. Spanish speakers.
- Whoever signed up for it
- Family illness
- When we had concerns about a student and could not contact parents, we conducted home visits.
- Based on need for tutoring
- Unable to reach them by phone
- Students who arrived at our school after initial fall/winter visit.
- Parents contacted me after the due date for home visit paper work.

- soccer games, etc.
- Parents invited me to watch their child do extra-curricular activities.
- If it was scheduled after the last day for the program.
- Any student having difficulties in any area we visited and provided support including resources.
- Willingness of parents
- Attendance

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

Answer Options	Response Percent	Response Count
1 Not at all likely	5.6%	11
2 Somewhat likely	8.7%	17
3 Moderately likely	10.3%	20
4 Quite likely	22.1%	43
5 Very likely	53.3%	104
<i>answered question</i>		195

What have you learned about the families that you visited? N=157

- The goals and expectation that parents have for their children.
- I learned that my families are diverse; with many people living together and supporting each other. Overall, they are tidy, and really value their TVs and entertainment centers.
- About the siblings, about their interests and projects
- They have challenging situations
- They want to share what they are doing with me, and want input as well.
- The families in this school have a lot of personal issues.
- I have learned that every family is different and we all have different perspectives and beliefs on things.
- Who lives in the home, how much of a priority school/literacy is for the family, background on the student and their family, which parents work and what their job is, what hobbies and activities the family participates in.
- Some families are working 2 jobs. Parents care about their child's future.
- I have learned the different things that families value and how important their children are to them.
- The families I visited that the families were single parent families.
- I learned that many live in poverty and some like quite comfortable; there is a big discrepancy between the two.
- I have learned more about culture and things important to them, home life and better understand living situations and things they go through.
- They are busy! They love their kids, and they value school.
- The families all care about their kids.
- We have a lot of great, hard-working families. Some of our families are a little shy about the home visit program. Most want a relationship with the school/teachers/admin., etc.
- They really do care and are concerned for their child's education.
- They felt honored to have us visit.
- In each case I learned there was a father in the picture I didn't realize before.
- I learned just how much these particular parents support their kids in a positive manner, and how much they want their kids to have career choices when they grow up.
- That they really care about their children's education.

- How much they care about the education their children receive.
- I gained a new understanding of some of our Hispanic families. I also saw some of the struggles our students were going thru.
- Parents truly are addressing the concerns and appreciate the positive feedback.
- Family dynamics, living situations
- They are very welcoming and want to be involved in their child's future.
- Whether they support their child's education, their home life, who lives where.
- They love their children and work hard to raise them in difficult living conditions.
- Low poverty families show love for their children.
- I realized that most parents want instruction on how to help with homework. This has given me the idea to have parent nights to help with homework.
- Something that I learned by visiting parents is that many families cannot help their children at home with homework due to their schedules. Some of the parents have two jobs and some don't speak English. They do not have information on their child's academic performance. Some are illiterate and this factor put our children in disadvantage.
- Families were very welcoming and agree to learn more about SHS and what it has to offer.
- That they have high hopes for their students.
- At the high school level, families tend to be less involved in education of their children. The visits helped families understand why and how to be involved.
- Family oriented--strong ties to each other--support from extended family
- How much they care but aren't sure how to involve themselves in their child's education.
- What they like to do for fun.
- That resources are needed from the outside to assist families
- Good people...maybe a little down on their luck.
- Our families were very hesitant to accept visits.
- That every student's family dynamic is different and that we have to take that into account when working with them (single family/multi-family/working parents/etc)
- The daily struggles they face
- Many of the behaviors I see in the classroom are a result of what is happening at home.
- They are very attentive to us and show trust and talk of family matters.
- They appreciate the family visits and getting to know the teacher outside of school.
- Their concerns regarding their children's education and well being at school.
- A lot about the family structure and the guidance that students have at home.
- I learned that their level of poverty was much more severe than I had ever imagined.
- Things that may influence problems or behavior; Support systems available or not. Background; such as where they are from.
- There are obvious cultural differences among our families. It really opens our eyes to things that we may not have understood beforehand.
- Parent's goals
- Lifestyle and financial struggles
- Learned family history, favorite activities, culture
- That the parents want you to come to their house and share their life.
- Parents are trying their best, but they sometimes face challenges that limit how they can help their child in academics.
- They like the home visits. Sometimes one hour is a little long for them because we are not talking student data etc. and the families are shy and don't talk much. Depends on the family. We need flexibility to meet the family's needs. The families are proud to welcome us in for the most part. A few are reserved about why we are coming. However, most families like the visits.
- The families are appreciative when you take the time to get to know them and there's not "something in it for you (the teacher)". Some need more resources to help them at home.
- They are very interested in seeing their children be successful in school and life.

- Their level of stress and life difficulties is high.
- They care about student achievement, but don't always know how to help.
- Despite perceived notions of parent involvement with parents at our school, all the families we visited were very interested and supportive of their students and our school.
- These families work hard and genuinely care about their children's school success!
- They were very receptive to our home visits and it made them feel more comfortable with our school and staff.
- The families care about their child's progress.
- How many families are struggling economically.
- I have learned what family needs are outside of the classroom, I have learned about their schedules, routines, questions they have, concerns and general interests.
- That they have high expectations and dreams for their children and sometimes just don't know how to help them.
- They are really poor but want their children to do well. A lot of kids do not live with their biological parents.
- Most of our families want their children to do well in school. Some families don't realize the importance of education. Parents like to talk about their children.
- New perspectives
- We found out more about living conditions, for example, several of the homes we visited had many people in a small space. Most of the homes we visited were happy.
- It is a very rewarding experience. We recognize them we can help our students' needs.
- They are all trying so hard! They all care about education and thus sometimes have a hard time knowing how to help their children.
- Basic information about employment, home life, share stories
- They want the best for their child/children.
- Visiting families has given me the opportunity to gain insight into the family dynamics. Through this, I can understand the classroom behavior of a student so much better.
- I learned a lot of our families live in the same area. I learned that their families have a lot in common with my family.
- Each family wants what is best for their student whether they know what that is or not, or how to get this for their student.
- I learned that even parents who are comfortable in the school felt uncomfortable when approached by other parents who are approaching them to speak negatively about the school in the parking lot (and Facebook) and that makes them hesitant to be on campus. I have learned that our parents have great suggestions but it is difficult to make all of them happy because they each have different needs-one parent wanted a whole school music program again since she has multiple students here, another enjoyed it better with 2 grades performing-she had 1 student here.
- Culture and family structure
- They want the best for their child
- That all parents are proud of their children.
- Home Visits is one of the best things I have done in my career. Wish I had the opportunity to do them before. Families/students/school relationship so much better.
- Their home environment, work schedules, routines, interaction with child/children. Siblings.
- I learned how they interact with their children and how they live at home.
- Every family I have visited was unique there is not a general statement I can make. I learned more about each family and student specifically. I learned more about their family dynamic, beliefs and preferences.
- Learned about the family, and was able to connect with families better.
- There is a high need of resources for our families, such as food, shoes and orientation to where they can get resources. Some of our families didn't know what school they're kids are zone for when they go to middle and high school.
- Became more familiar with the living situation, pets, siblings, other relatives.

- Most of the families had things going on that the school was not aware of. These situations/circumstances were taking part in the student's difficulties at school/home but also showed the resiliency of the families and the students that attend our schools.
- Where they have lived before, where they work, their family dynamic, what they need from us.
- That the families were invested in their child's education and wanted them to succeed.
- How they often struggle to survive.
- They care about their kids.
- What environment they live in
- Administration
- They feel special when teachers come to their home and visit.
- Their concerns and questions on things at home and how to help with home stuff.
- They would like to learn ways they can help their children be successful in school.
- I have learned parent concerns for their children along with their hopes and dreams for their children. I was also able to understand the families culture more and how this impacts the students learning in the classroom.
- How we can help the parents help their children.
- That students who seem distracted are not necessarily economically disadvantaged or have a difficult relationship with guardians.
- More about the families
- The whole child is more than the individual child.
- I learned that there are families who are very concerned about their child while there are others who make excuses for their child's behavior. There were two families that were great to get to know.
- They are hard working families that are trying their best to make a good life for their children.
- The daily struggles that over powers them.
- They want to help their children be successful, but they don't know what's going on at school.
- How they differ and what they have in common.
- How much they truly care about their children and their education.
- Our families want their students to be successful in school and graduate from HS. Some of our families feel we need to have a better communication between school and home. After the 1st visit the parents were more open to come to school or contact a teacher to ask for help with their student.
- I learned that they are very welcoming and wanted us to get to know them better. It made it easier in the last part of the year to have some of the harder conversations that sometimes happened. They were very welcoming and wanted what was best for their children.
- The family home visit allowed me to gain a better understanding of our student population and culture.
- I was able to interact with them in their environment where they are more comfortable and open. It also allowed us to have a "normal" conversation that didn't have to center around school.
- I have all different families and situations in my classroom. Very eye opening.
- Where they work, how they met.
- That they were very welcoming and gracious.
- Family dynamics
- They are all trying their best.
- I have learned that our families really want to be partners with us, but don't always know how to do so.
- Their involvement in their child's education.
- I learned about the hopes for the children of our parents. I got to see their home environments and also learned what they do for their careers or jobs.
- That the parents care very deeply for their children, and they truly want to the best for them.
- More about their expectations and what the goal is for their child in school.
- More about there lives and what they do outside of school.
- They have a variety of needs and concerns not always brought to attention at school. They often are working 2-3 jobs each parent. They enjoy meeting with me outside of school.
- They appreciated the time we took to talk and listen to them.

- That they are strong supporters in the community.
- How their home life is and better ways to help them in the home. It was nice to meet family I don't see.
- I learned about their upbringing, their culture, foods, and how they view the educational system.
- I have empathy for students' circumstances.
- Was able to see their home conditions and how happy they are to see us.
- Finding balance is tough, locating outside resources to help that don't cost much.
- That parents want what is best for their kids but they don't always know how to help them.
- What their home life is like; what they enjoyed to do with family time.
- I learned their background and perspective. I learned about their living conditions and now have a better understanding of the students.
- I have learned their values, and how they live on a daily basis.
- We learned how students live, family marital statuses, and issues with parents leaving home, etc.
- They welcome contact with the school and teachers.
- The families want to be involved in their students' academic journeys. The parents that I visited are very thankful and appreciate the communication from the school.
- How their life style impacts the child's learning.
- I've learned that home visits are much more successful if trust has already begun to be earned. Doing a "cold" home visit is very uncomfortable for families. There needs to be other family engagement systems in place to help with home visit success.
- I learned about the challenges they face, their perspective of our school and what they would like to see changed.
- The conditions they're in. Where they work.
- How much they love their kids and want to help them but don't know how or aren't able to.
- Likes/dislikes. Hobbies, family roles, parents hopes and dreams for their child.
- Places of business, and outside activities!
- I learned more about their culture and beliefs about their child.
- It was a great insight to their values and family goals.
- Quite impacted by poverty families who allowed HVs had 2 parents at home.
- They all want their children to succeed in school.
- I can provide support to some of the challenges my families face.
- Diverse
- The struggles and adversity that many of the families face, that we may not know of otherwise.
- I was able to understand their lives outside of school. They have work, aunts and uncles taking care of them, couches for beds, and sharing rooms with multiple people.
- They all want their students to be happy and lead good lives after high school.
- I learned about their background and dreams.

What have you learned about the students whose homes you visited? N=153

- The students are proud of their special achievements and the overall appearance of their home.
- My students are children at home with their parents, but many are on their own until caregivers arrive.
- Very proud of their family, loved to show off their home/room/pets, etc.
- They are eager to come to school.
- How adaptable and resourceful they are.
- They have loving parents at home.
- Some students are going through more than you think. They may also have more family support than you think as well.
- What the students interests are, what responsibilities the student has at home, how the student spends their time outside of school.
- I've learned about their outside interests; what they do when they're home from school.

- Mostly about their interests and where they hope to be as they get older.
- I learned about what the students did after school in their homes. All of the students I saw lived in apartments.
- I learned many live in close quarters with many people.
- Some things they go through, interests, relationship between families.
- They are so excited to show me their rooms and special things.
- The students are different, but all like the special attention of going to their home.
- My students all wanted to 'show-off' their bedrooms, pets, sports equipment, etc. Many students wanted us to participate in football games, swimming lessons, dinner, etc.
- Many of our students have responsibilities at home as well as school.
- They have a small world.
- They have supportive families.
- A couple of visits unveiled some very interesting talents. Also it's insightful to see how the kids act differently when their parents are there vs. when they aren't there.
- In some cases I have seen that the student helps out at home. In some cases I see that the parent minimizes or removes chores from high school students to allow homework time.
- They have many struggles.
- They are excited, proud, and happy that we care about them and their families.
- Many have supportive families but do not know how to support their own children in school. They also don't care for bad Spanish no matter how hard we tried.
- They shine when their teacher shows up at their house. They are so proud and they feel very special
- Their family background
- Same as above
- My students were proud of their homes that we came to visit, showed off the things they had there.
- She plays a big role in helping with her siblings and house responsibilities.
- The students are more interested in me and listen more in class.
- They are excited for me to see them in their homes. We made a connection that made us closer.
- I learned that there are several factors that impede our student's learning. I also learned that effective communication with the families makes a huge, positive impact in our children. Students get really motivated because they share about their families and their own interests, that their behavior and attendance changes positively as well.
- I got to observe the pride their parents take in their children.
- That they do care about school. Also that many of them are different at home than they are at school.
- I mainly learned what their home was like and how they related to their parents.
- They are very, very loved.
- What caring families they have.
- What they like to do for fun.
- The students didn't realize that their families truly care about their education.
- They have lots of issues...financial, parents with work problems, etc.
- They were excited to have their teacher visit.
- That they are often times a product of their environment and what they learn at home will be brought into the classroom with them. Good, bad or otherwise.
- More about the child.
- Students talking about their future goals and also show confidence in us.
- They enjoyed having their teacher visit them in their home.
- About their environment and background and how happy it makes the student for me visiting their home.
- It gives me a better picture of the student as a whole person instead of just a math student.
- I learned that their home situations is not anything like what I had envisioned. Their parents work an awful lot, and they spent a lot of time in one room.
- That in quite a few homes many family members live in one residence.
- Supports they have or don't have at home both academically and behaviorally. Some things that students enjoy doing that I might not have known otherwise.

- Some students have very limited resources, for example, no books, limited furniture, etc. Some families very nice homes to live in.
- Lifestyle
- Stress at home is high.
- Activities that they enjoy at home.
- The students love having the teachers come to their house.
- I learned about their personal interests and things that they care about.
- The students are very proud to have the visit and look forward to it. I personally have had three former students ask me to attend a visit with their current teacher. It was a blast.
- For some students, school is the only place they really have any structure. Most parents want the best for their student, but aren't sure how to support them.
- They are lacking internet technology to access programs to help them at school but they all have gaming systems.
- They are wonderful people.
- They have very supportive and loving families; some families are experiencing hardships, but still provide a solid foundation for the students.
- They love having us see their home environments and are very excited for us to come.
- It also made them feel that they made a difference in our school.
- Students like to have their teachers visit their homes.
- How limited space within the home effects their behavior in class-difficulty sitting still on floor during whole group instruction-is related to no or very little furniture in home.
- I have learned a lot about students. I have learned how they spend their free time, what they like to do for fun, what their life is like outside of the classroom and details about their home/family life.
- That they come from a wide range of homes.
- Same as above
- Kids love it when a teacher visits their home. It is a very special event.
- Home habits
- It seems that despite the crowding in homes, some students do quite well in school. Others need a quiet space to work, but it is not available in their home, unfortunately.
- Beneficial to students and teacher as well to be in communication.
- They have family support somewhere even if it's not a primary parent.
- Challenges and positives of their home life.
- They all come from different, yet caring families.
- I have learned that most students are excited that their teacher will visit their home.
- I learned a lot more about student interests.
- Our students are making choices for various reasons, not all are due to parenting. I learned of their interests whether they could participate in school or not due to grades.
- More personal things that I would have learned without the PTHVP.
- They are very diverse.
- That all students want to do well. Maslow's Hierarchy of needs takes predominance.
- Families are very happy to have us there, excited to show off what they have and that "Their Teacher" wants to come to their house.
- What they do for fun at home, their living environment, siblings.
- I learned how they act with their parents and what they enjoy doing at home.
- Most students are excited to have their teacher come to their house. The students have an easier time explaining if something bothers them or something they like.
- What the student's hobbies are and about one of the student's medial histories.
- We have been able to get conclusions to why some of the students have behavior issues at school or why they're falling a sleep in class.
- Became more familiar with student interests outside of school.
- That they carry with them a lot more than they will ever let on, they like to receive praise and some almost

never or rarely receive the praise at home and that even though it may seem like they were embarrassed about us visiting their homes, they appreciated it and it showed in their interactions with us at school after the visit.

- What interests they have outside of school and what sports they play.
- That the students were proud of their parents and pleased to have us visit for the most part.
- All the things with which our students have to deal with at home and at school.
- They are normal kids.
- Reasons why my students behave the way they do. It explained some of the stories I got.
- How hard things are for them.
- The student has felt a special connection to the teacher who has visited.
- I got to see a different side of them.
- They have more support at home than they think.
- I learned what the students like and dislike about school. I was also able to see the students in their own environment and what they like to do when they are not in school.
- What they like, dislike, hobbies, other interests they have outside of school.
- That they appreciate the closer relationship gained from entering their space.
- I learned more about them on a personal level.
- The whole child is more than the individual child.
- I learned a little bit about why they act like they do. I also learned that some students act completely different at home than they do at school.
- The students are eager to learn and get better.
- Their home life is so unstable that it's hard for them to be fully vested at school.
- Students aren't willing to ask for help or they feel so lost they have given up.
- Most are very happy to have their teachers visit and have their parents involved.
- What great family dynamics they have.
- Our students have challenges that many times they don't share with their teachers because they don't want to be seen as weak or stupid. Students are willing to seek for support from their teachers especially the one who visited them and ask for support. All students have a goal or dream in life.
- I learned many things that helped me understand my students better. Some lived in a small apartment with many people, and it showed why they often did not get homework done.
- After visiting the students' homes, I learned about the level of support they can receive from their home environment and parents. Many ELL students have parents without formal education. Consequently, asking parent to read and/or sign letters we send home is a hardship.
- I was able to witness the family dynamic on a different level than what I might see in school. It helped to put the students home life into perspective.
- They all have very loving families.
- Who is actually raising them, their likes, dislikes, family members.
- They felt more connected to school and were more engaged.
- Their interests
- I was able to see the students in their comfort zone.
- The love and support they give to their children and their desire to be involved with the school.
- I found out what the children like to do outside of school. Some even expressed what they want to do when they grow up.
- I have learned what they are passionate about, and what drives them.
- More about their home-life and what they are interested in.
- How proud they are to have teachers come to their house.
- Why they are as they are. Some extra things they enjoy, are involved in and their families.
- They have a lot going on within their family which impacts their behavior and performance at school.
- Blended families and wider interactions than I realized.
- How they act at home and to see their favorite things.
- I learned things they like to do, their role at home, where they do their homework and who they live with.
- My families that have a solid foundation have the most successful kids.

- How they want to show us around their house, as well as how proud they are of us visiting.
- Very sweet families that really care.
- Kids are great.
- siblings; their pets; their toys;
- I learned about family, study habits, play habits, hobbies.
- What they like to do and their extra- curricular activities as well as behavior.
- Student interests, brothers and sisters, pets, etc.
- How proud they were to show off their home/room/families; how different they act at home!
- The students care about their families, and their parents have high expectations of them.
- Most of them like the visits.
- Got to know them on a more personal level.
- How they are supported at home. If they have a place to study.
- They love when we come over and want me to be a part of their life.
- Some were very shy when in their homes!
- I learned where certain behaviors or academic success or failure root from. I also learned to communicate more with those families.
- A lot of their behaviors were explained given their living situation.
- See #16
- I have learned more about what they like and do outside of school.
- The students and families are surprised at how much I care about their family.
- Actually enjoyed.
- How hard it may be just for families to get their children to school, and how wanting your child/student to do well is a basic principle translated across many families regardless of background.
- It showed me what the students deal with at home and made me understand students even more. Some have soccer, some play in a band, and some find other ways to entertain themselves because they don't have money to do activities.
- They were all interested in getting to know us better and were willing to share important things about themselves.
- Their interests outside of school.

What were some of the main questions, comments, suggestions, or discussions you had with parents during your visits? N=146

- What would they like their child to accomplish? What are some significant roles in their families? What would they like for their child by the time they graduate.
- We discussed their child's current experience in fifth grade and desires for their future. There were many social service referrals given; in fact, I even gave a parent my eye doctor's name and number with the information that he accepts Medicaid. I have watched her daughter squint trying to see at a distance for a full school year now. I am going to check in on the child this summer and insure her ability to access the glasses she needs. I haven't done an unofficial home visit yet, but I believe that I can as I've had the family for 2 years now.
- About their lives, about parenting, about school.
- Concerns about how their child behaves.
- We discussed pets, projects happening around the home, and changes in family structure.
- Parents were impressed that I would take the time to get to know them in a personal level. They trusted me more after that.
- We discussed child's future, family traditions, things they do together as a family. Parents also asked about friends and academics.
- We mostly talked about who the child was as a person, not so much as a student.
- We've talked about homework; as well what parents can do to support their child's education.
- The fall visit we just talked about things they liked and what the hopes and dreams the parents had for their child. The spring we talked about their grades and the growth the student did.

- The main questions were, what are goals you have for your child?
- Family, interests, students showed rooms, books, and things important to them, parents expressed school concerns, behavior if any, academics in the spring, health concerns.
- We just talked about school in general and any kindergarten concerns.
- What does your child like to do? How is he/she for you at home? The school and I hope to see you at events we have.
- I always asked parents what they wanted to know about their school/teachers/programs/activities that they didn't know or understand. I speak Spanish, so I was able to answer questions that are often not answered by their student's teachers.
- Parents wanted to know about their child's test scores, how they were behaving in class, and how they could help to support their child's education at home.
- College prep/answering if there is a need to purchase computer/Academy has alternatives/resources to help with math during summer.
- Dreams and school aspirations.
- Parents asked what they can do to help their kids be successful. Discussions included taking away video games, etc. until their kids get their grades up and/or turn in missing work. Why does this kid want to do the work at school, but not at home?
- We shared information to make sure they are comfortable seeing the school as a resource. Parents tend to have questions about how to get on infinite campus, how to reset the password, the school attendance policy, etc. Bilingual parents or primarily Spanish speaking parents like learning to not be afraid or hesitant to call the school if they believe no one will understand them. Sparks HS has bilingual PIF members who can speak to parents.
- Hopes, goals and dreams.
- Getting to know each other, interests, hobbies, and education.
- Their children's interests, their role in the home and what hopes they have for their children. Did they have questions for our school or us?
- Future plans, keep studying the multiplication table, do math games.
- Hopes and dreams, goals, how we can support, after school tutoring, family resources.
- What are their grades like?
- Academics, behavior, what the family typically does at home.
- How to help support the student achieve her goals.
- N/A
- I asked about designated homework times and places in the home. What kinds of supplies they had had home to help with homework?
- We talked about their hopes and dreams. Also, something that we found out in our community is that parents don't know how to help their children even if they don't speak English. They don't know what questions to ask when they come to talk to the classroom teacher. We explained that there are ways to communicate, and to receive help. We also gave more information on programs that school offers to parents and to our children to help them in different ways. Also we gave information about resources in the community that they could use during summer vacations, or winter and Spring break. Parents were really thankful with the teacher's interest on their child and how they feel comfortable to send her a note or how to make an appointment with her when needed.
- Athletics, tutoring, ways for parents to be involved and support student and their school.
- Just got to know them.
- How has your child transitioned to SHS? What barriers does your child have against succeeding this year and every year? What can we do to help?
- Their lives, accomplishments, backgrounds, expectations for their children.
- How do we continue to support our child.
- What are your hopes and dreams for your child?
- The parents/guardians wondered if the students had homework, or seatwork they could have their students complete.
- Attendance, grades, teachers

- Concerns about teachers at the school.
- How their student is doing in relation to other students.
- Child's interests and stories told by the child of things happening outside of the classroom.
- Orientation to enter school, attendance is important, sometimes completes parent teacher conferences.
- Talked about child's dreams. The parents believed in the home visit program and enjoyed talking with teacher.
- How they feel their child is doing educationally and what concerns they have.
- Varied based on family.
- I talked about their hopes and dreams. What they envisioned for their children.
- Very different for each family.
- We discussed how the parents feel their student are doing academically, emotionally, socially, etc. We discussed things going on at school, events, and things of that nature. We also discussed the parent's hopes and dreams for their child's education and life.
- Overcoming obstacles such as lack of computer, transportation.
- Helping find a specific time/spot to help their child read at home.
- Activities to enrich learning, help logging onto and using websites and apps that we use in class.
- We discussed college and life opportunities.
- Why are you really here? What do you want? How is my child doing?
- Parents wanted to know how they could help support their student's academics.
- Hopes and dreams for their kids and ways that they could assist them now and in the future.
- How their child was doing holistically, what they could do for their child.
- How to help him academically.
- What were the families' hopes and dreams for their child, any questions/concerns about moving on to high school, etc.
- Discussed kindergarten transitions, what the child does in school socially and academically. Welcomed families.
- We talked about infinite campus and how to get in to the parent portal grades a lot.
- How do you help your child at home?
- How they were doing academically in school; what they would like to see their children be able to accomplish, such as reading.
- Parents wanted to know how their child is really doing in class, how they can help their student, what their child is good at or areas of concern on my behalf as the classroom teacher and any suggestions I may have for improvement.
- Their hopes for their children. Volunteering.
- How can we help you to do well at school? Can you show us an item that identifies you? Or something special you have that means a lot to you? What are your hopes and dreams? How are all your classes going? Can you buy some flash cards to practice your math? How was your school last year compared to now? How do you feel about school next year?
- Parents wanted referral info for counseling and other needs and wanted to learn how to help their children.
- Life beyond school
- My partner and I discussed the student from her or my class, but also the whole family. Oftentimes, health or medical issues came up in the conversation. Whether a parent worked or not, where, and how much came up, too.
- Why we select their children, which is the purpose and if there is any reason, parent make suggestions we do more often for the parents who works during the school hours.
- What they hope for their child in school and life. What their child was currently enjoying about school.
- Discussions about school functions, ways to help with school work.
- They feel that there is a lack of communication between the school and the home.
- We always ask the parents what their hopes and dreams are for their student and what role do they see me, the teacher, playing in those hopes and dreams.
- What is your child's interests besides school?
- How do I get help for this or that? Food, transportation, mental health.
- Keep parents more informed-give agendas for Morning Mug, Title 7 PAC meetings etc.

- Hopes and dreams, concerns and goals, reflection on the year, thoughts for next year.
- Hopes and dreams, input, hobbies/likes/dislikes
- We spoke about what was available for their students, and the parents themselves at our school. We also asked about hopes and dreams for the students.
- Getting to know them on a level that is different than teacher/parent. Questions of what they can do to help their kids
- Family outings, family support, goals, ambitions, concerns in school, suggestions for extra support in subjects.
- How we can help them, what we enjoy about their children, and ways they can help in their child's education.
- Some parents are not clear why we would want to know them better.
- What they wanted for their child at school and what was going to happen next medically.
- How can I make sure my child attends college? How is my child doing at school? I think the school should offer this type of class for parents? The best way to communicate with me is through...
- Parents' dreams for the child, experiences with schools, current concerns.
- What hopes and dreams do you have for your student? What are things that you enjoy to do for/with your family? What does your student enjoy doing? What are some strengths that your student has? What are things you feel your student can/should work on?
- How they feel their child is doing and goals they have for their child.
- We discussed the parent's hopes for their children and some of the transition issues the students had between middle and high school.
- Hopes and dreams, their careers, student's academic growth, successes, areas for improvement.
- Future plans
- College and high school
- Asked about their hopes and dreams for their child or children.
- What are your goals for your child, long-term and short-term and how can I help.
- Hopes and dreams for their children and how they can help them get there.
- How can we help you? Are there resources we can give your family?
- Parent involvement/new administration/middle school
- The first visit was good to get to know students and their families. The second visit was mostly about academics, which was good. It was also great to speak with the parents about the growth both academically and emotionally we have seen.
- Parents want help with their students like any parents. How can I help my son/daughter get better with homework? What resources are available to help my family with certain issues? Etc.
- Parents were interested in how their child was doing at school in academics and behavior.
- How to handle and understand GT kids. Grades, behavior, what parents can do at home.
- How their children were doing in school.
- Student interest, goals, challenges in school, strengths, possible solutions to their problems in school, importance of attending school everyday, how to check student grades in IC, family background and needs, and suggestions to improve the program.
- Will you be visiting all the students? What do you think of this program? Will this program happen next year?
- Discussions centered around hopes and dreams for the students, interests of the family and the student, favorite meals, games, outings, etc.
- What they do in their free time, how they support each other, what their dreams and goals are for their kids as well as for their family.
- What's happening at or around school? Hopes and dreams for their children. About their lives and what is happening in their family. What is happening in my family?
- We mainly said we would like to get to know them and we talked about whatever subjects they brought up. Also, we asked if there is anything they need from us just let us know.
- Academics, personal, behavior
- We discussed how parents can help their child succeed, and how to navigate the high school to college pathway.
- How their children can increase their academic success with the help of their parents.
- What are the hopes and dreams you have for your child? How does your child feel about school? What does

your child look forward to at school?

- I would love to be more involved in recruiting our staff to do home visits. It would also be great to host a night where parents and students can talk about their experience, and those parents who are skeptical can see how great it is!
- What goals do you have for your child? Are you interested in your child attending college? Attending some family workshops through the school district is a wonderful opportunity to gain more knowledge about certain subjects.
- Talked about their time outside of school about their pets etc. soccer and more.
- Hopes and dreams, things they need, the ability to come see me for anything, know that I'm a friend, told them about upcoming events at school, recommendations for tutoring, studying ideas to help their child.
- Our discussions focused on maintaining open communication so that what we did in school could be followed through at home. Being on the same page was important in helping the students to do well in school.
- Behavior conduct
- How to help them in the home.
- Questions and discussions regarding behavior and homework, and friends.
- Fall - is getting to know families and their needs. Spring is about data.
- What can we do to make the students better students and at home good kids.
- Academic concerns and strategies to help.
- How to help the kids
- Why are you here? They were afraid we were social service. Some families were very happy and enjoyed that the teachers were coming into their homes.
- What can I do to help? What concerns do you have?
- Goal, values, thought on the school system
- This varied
- Their hopes and dreams for their children.
- Parents were concerned about grades and credits. We also talked about the future and graduation.
- Most Hispanic parents like to offer food and talk about family issues. Usually it takes a while for the conversation about education to start.
- There needs to be better leadership with home visits at the site. Scheduling home visits between the families, and interpreter and two certified staff members is very difficult and contributes to the break down of the system.
- Concerns about 8th graders moving on the high school, social issues, academic issues.
- How best to support their child at home.
- Ways to help at home. Things they like to do. Hobbies. Sports. Family problems. Music. Interests. Friends.
- Communication
- Main discussions were around the child and their life success (not just at school). I also discussed ways the parents can get more involved with their child at home to help them in school.
- What are their wishes for the school year? Or fears.
- Hopes/dreams, students shared favorite items
- How can I help my child at home?
- Goal setting for future achievements as well as health and safety awareness.
- None at this time...end of year or beginning of year visits to incoming students.
- Hopes/dreams for the students, family struggles, family expectations, grades, data, concerns, comments, questions.
- What do you do for fun? How is homework going? Who lives with you? Tell us about your family. Parents tended to be very open and told many stories about their struggles.
- We talked about hopes and dreams and how the school can help support those hopes and dreams.

What contact information or invitations to participate in school activities did you provide to families, if any? N=137

- I provided the Home Visit letter in English and Spanish.
- We always brought the most current events at school and made a direct invitation to the family.
- A letter home asking if they would like us to visit, the purpose of the home visit, when and what time they could have us visit.
- We let them know about Data Night and upcoming field trips.
- I personally use email and flyers sent home. I include my cell phone # for contact regarding questions, as well as my email address.
- I invited the parents to come to our data day, and family night.
- Anything that was going on during that time, we would let parents know.
- We invited parents to come to the next upcoming family night at school.
- Class newsletters and school-wide newsletters.
- We reminded them of what program that were coming up at school.
- School number and email information. Letters went home for parties, fieldtrips, STEM activities and Parent nights.
- I made sure the families had school calendars.
- Events that were occurring soon
- Current and future classroom/school activities, programs, field trips. Future schools (middle school) possibilities and expectations.
- We let them know about different education nights, such as "Math Night," "Science Night," etc. We also informed them of our Data Nights and open house.
- Tutoring/data family night/flyers/English language info.
- Both were chaperones on the grade level field trip.
- We always gave out our school email address and cell numbers. We invited parents to upcoming school activities/events.
- Information about all the information that is available in our main office-counseling office. Information about sports physicals, parent university, etc.
- PIF
- Parent involvement activities, parent conferences re: data and achievement.
- Always tried to make them feel welcome anytime at our school and school activities.
- Phone calls, in person invites, counselor follow-ups.
- School events, and programs
- Discussions were held on the events that were coming up in the future months, conference times, school activities, tutoring possibilities.
- Flyer asking if parents were interested in participating.
- N/A
- We didn't have that info with us, but we know a lot more of what to expect. I came up with an idea to make a parent packet including school info, homework ideas, etc.
- We gave them the school office hours, and emails. Also, we provided information about programs that are free in the local libraries, in UNR, and other resources that are available to them that could benefit the child's social and academic learning. In addition, we provided the parents with a list of parental classes that school offers, programs paid by the school that their children can use even if they are at home such as reading programs. We gave a list of the academic programs that we have for families that school does every trimester and explained to them how they could benefit from these events.
- Cup of coffee events, night of all nations, etc., sporting events. PIF, social worker
- SEL and parent nights
- School information on website, update phone # so will receive robo-calls, booster club info, infinite campus info
- All school and community resources available to them.
- Connect Ed, Newsletters, Phone calls home, PIF involvement.
- I invited them to cake and nacho night and our Harvest Festival.

- Anything they asked for especially counseling.
- Letters
- Reminders of any upcoming events. No formal invitations given out
- Calls and letter
- Reminded families to check their child's backpack for important family engagement opportunities coming up
- In case if the family has health concerns for the baby, the nurse attends the home visit and responds to questions from the mother.
- Phone calls
- Office contact info, PIF info for IC, upcoming events like science night
- I invited the parents to a family science night that was coming up.
- Invite parents to contact me before or after school through phone or write a note, if needed.
- We gave handouts that have an event calendar.
- Business card
- Verbal, notes home, newsletter
- Invited them to join book clubs and to attend school activities.
- We used the information provided in the training.
- I do this throughout the school year, not just during home visits. I use fliers, in person communication, and phone calls.
- We always provided information about upcoming things at school and this was dependent on the time when we visited them. We also provided information about library hours near them and other resources that might be available to them in the area depending on their questions or concerns.
- Visiting the class, volunteering, evening events held at the school.
- Letters home, communication through students, and calls.
- Let them know they could come at any time if they let us know.
- We gave them the PIF information from our school so they could contact him about events taking place at our school.
- Parent University
- I sent out an invitation upon request several times. As I began doing home visits, students requested another invitation so that they too could participate. Some students returned invitation with a no, thank you - which is fine and others did not get their invitation to a family member until the 3rd or 4th try.
- The opportunity to volunteer and attending the back to school BBQ.
- Invitations to Data Night, and Viking Night, (this one is for registering for next year). Invited them to come to coffee at our school, and PTA meetings.
- We provided an activity calendar, phone numbers and invites to the school. We also provided a list of referrals.
- Phone call, fliers, personal invitations
- Sometimes we reminded them of upcoming meetings (conferences, I.E.P.'s, etc.).
- We provide information about events at school, academic progress of their children; we offer books extra schoolwork, additional information from our community.
- We offered many opportunities for families to participate in activities at the school and I often provided contacts for Spanish-speaking translators during home visits.
- Tutoring, school events, multicultural night, back to school night, fall festival, coffee and conversation, counseling information
- The school number, personal cell phone numbers.
- Parents were invited to STEM night, Parent University classes, Back to School Night, Parent Conference Week.
- I reminded parents to access Remind 101 where I post ongoing happenings related to our class.
- We directed them to our PIFs, Gabby, Stephanie our Social services located above the library and the school counselor.
- None, they already had my information and were aware of activities.
- Offered the same information to all families whether or not they participated.
- School phone, personal cell phone number, and my class web site.

- We provided our names and school numbers and the different (Taza de Café) things available for parents. We also informed them about where to receive help about accessing the Infinite campus to check their students' grades and get information.
- Email, call us or come by if they needed to discuss anything. Remind them on any events coming up, sports activities.
- None at that time.
- Flyers, connect ed, monthly newsletters
- Flyers for upcoming events, business card
- School food pantry, Night of All Nations, sporting events, parent committee and tutoring.
- Newsletters and reminders about previous letters that have been sent home from school
- We gave them a list of phone numbers of the PIFs and the counselors.
- Concerts
- Whatever was coming up next.
- None that they didn't already have.
- Various
- Connect ed, phone calls, papers
- My door is always open and parents are aware of this from day 1.
- Various events that were being held at the school.
- I would usually talk to the families about any upcoming events at the school and any additional resources they might be able to use with their children at home.
- No invitations; verbal announcements
- We didn't provide any.
- Provided information for resources and activities such as upcoming events and requested resources.
- It depended on what was going on at the school during the time I visited.
- Multiple, in Spanish and English all year long.
- Name of our parent coordinator PIF, counselor name, support provided at school for students and families, invite parents to volunteer at school.
- We talked about any upcoming events that were scheduled close to the time of the visits.
- Teacher made parent contacts and I assisted as a translator.
- None
- My email.
- None
- We discussed events that we have at school and volunteering
- Evening events
- We had our Home Visit coordinator and a helper present at many of our monthly data nights, and at our 7th grade BBQ to explain the program and allow parents an opportunity to sign up for a visit.
- Flyer, phone and face to face
- As a school we send out connect ed calls inviting our families to all of our wonderful community events at Robert Mitchell.
- The letter stating why I am doing them.
- Letters and invitations sent home to the families on more than one occasion.
- A letter and request to visit with the family.
- Told them about up coming school events, at beginning of year told them to check backpacks regularly for information.
- Gave our phone numbers, email, and flyers about Data Night and School activities were given to them.
- The up coming parent nights, volunteer forms
- E-mails, admin names, PIP info, school activities
- We discussed events coming up at school.
- Fall festivals, multicultural night and in the past I've had parent nights for math and reading.
- We provided our own information to them in case they needed additional help.
- UNR tutoring center.

- I send weekly emails and invites for all that we do
- I left a treat/activity/books and my phone number.
- My personal information
- None
- Information about infinite campus (how to log on, what is available)
- Usually information was sent w/student if parents requested information for example how to get a variance, high school options, TMCC information, testing schedules.
- Other community and school programs available for students while off track.
- Information about our data nights, contact info for school counselors and after school programs.
- My email
- Not at Home visits.
- Email, phone number
- Schedule of events, invitations to school functions
- I have given contact information from the city counselors to invitations to all school activities. We definitely talk about all events and future events held at the school.
- We offered parent university classes and workshops.
- Provided same invitations to all families, not just HV families: school events, how to reach me
- STEM nights, Morning Mug, school events (Jack's Carnival, Breakfast with Santa, Literacy Events, conferences, online resources
- Encouragement to participate and that we are all a supportive community in helping them achieve their goals and we are all family.
- Connect - ed phone calls, personal calls, flyers, and school newsletter.
- We would talk about the family nights coming up at school
- I provided them my own information.
- If oration on upcoming events

What, if any, additional supports (professional development, administrative support, etc.) do you need to conduct home visits through the PTHVP? N=106

- None at this time. Thank you!
- Most of my families are Spanish-speakers and I am not bilingual. This makes the initial contact difficult. It stifles my ability to complete more visits with our families. Once I get to the home, the child can translate at some level with my broken Spanglish and we can laugh through a unique home visit. The problem that I need more help with is making the initial contact and scheduling the visit.
- We had encouragement, so more of that is always helpful. It's always a little hard to get started, but once I did it was fun and informative.
- None
- A short monthly meeting/gathering with people who are participating in the program to share successes and questions or fears would be helpful to keep me focused and on track. I'd like to have visited more families, and something like this might help.
- None
- I would just like more time. We had to rush to get home visits done before May was over. It would be nice if it were extended until the end of the year.
- None, they helped us become well prepared!
- Translators
- None
- Nothing, everything is complete.
- None at this time.
- It averages an hour per visit set up by calling tons of calls, and following up on them. The setting up of meetings should be accounted for in the budget, or you could hire a team to set up for us.
- It is good to be aware of the information and flyers in the main office/counseling office so you can hand things

out to parents with an interest in the information.

- None. I wish I did not need to be trained twice to participate, it wasn't necessary.
- None
- Time during contract time to do home visits. It is very hard to fit in after school with all our IEP, faculty, PD meetings etc.
- None, thanks!
- Not sure
- I have received a good training, however, I would love to have the opportunity to visit these students even when they go to a different school in our neighborhood. I really believe that when you establish a good relationship with students, this should continue. It would be great if we get to visit our students even if they go to a different school or to a middle school, or high school.
- I don't know.
- All I need is time
- None :)
- I think I am good to go.
- N/A
- None, I felt I had support through the home visit coordinator at my school.
- No
- None
- None at this time
- Enough teachers that speak Spanish. This is an issue for our school.
- As a classified employee, the steps that we have to go through to copy logs, fill out the time sheet, fax things in by a certain date, and have the days we can actually do visits limited has been at times very frustrating and discouraging.
- Assistance scheduling the appointments
- Training's on getting parents more involved at school, speaking to parents on the importance of parent involvement at home.
- None that I can think of.
- More people that can translate. I am limited by not having a translator available. We have a few but the demand is so high. The persons that speak fluent Spanish are overworked.
- I think that it would be helpful to run the hour turn in time frame from the 1st to the end of the month and then there would be enough time to process the paperwork to be paid in a timelier manner.
- None
- N/A
- N/A
- One of my families is currently in hospice care, which will be affecting my student in the near future. It would be nice to have support in this area as this student lives with grandparents as custodian and I anticipate will be needing support.
- Perhaps more professional development on how to keep the conversation moving forward in a positive direction. A few home visits, the parent ended up just complaining in general about their own life/work load and it is uncomfortable to shift back to their child, the purpose of the home visit, without being offensive.
- No more than we already have available.
- Goody bags, filled with Trainer merchandise and Math flash cards. That's all, thanks!
- :)
- Nothing more is needed.
- If possible more flexibility with classified too many restrictions on when we can do the visits. Always it needs more time to do home visits parents enjoy it.
- I wish more classified staff could participate and they were paid equally to certified staff
- Professional development (the training) to be conducted at our school site.
- TIME!!!!
- I need support from our new administrator starting soon. We need a new staff member to step up replace

Diana Bowls who took a different job in the school district.

- Time, Time for collaboration, Time for setting up meetings
- Our administrator should have to attend a home visit with each member of the teaching staff who is completing them. Also, we were told they were mandatory and then the majority of the staff did not complete them the first year. The second year we were told they were mandatory and the person in charge ended up doing a large majority of the visits. Our homes are up to 25 miles away so a mileage reimbursement would be nice, we have to drive 20 minutes from the school to get there, spend 45 minutes to 1 1/2 hours and then drive 20 minutes back to get reimbursed for 1 hour. Almost all of the visits went for an hour or even a little more.
- Nothing
- None
- No
- Great support at this time.
- N/A
- More Spanish speaking support.
- Assistance with scheduling
- None
- Plan trainings for the start of the New Year so new staff can join. Teachers who didn't participate this year are tired right now and don't want to go train right now.
- Someone to make phone calls and set up
- None
- There are too many restrictions on classified staff who would like to help with home visits.
- The top school needs to be ranked on percentage not overall teacher participation. If there is a small school and more than half participate, it says more than a large school with less than half the teachers participating.
- As a teacher I would like to know what more resources that are appropriate to refer to families when I go to the homes.
- This program needs to reach out to NON title schools. I will be going to a new school next year that is not title and I would love to have this available for ALL teachers!!!
- It needs to be at all schools instead of only a select set of schools.
- I think classified (ESP) employees should get paid more per visit.
- Professional development to encourage those teachers who are not part of the program. Strategies to get parents involved in school.
- It seems like the same students have been visited each year. Can a list be generated so that we can highlight the visited homes so more effort can be made to visit the non-visited homes if parents are in agreement,
- Just need the time to be able to get it done. Seems like a lame excuse however it happens after hours and sometimes having the extra time away from my other responsibilities is difficult.
- None
- None
- Our biggest challenge is time. Teachers are willing to conduct home visits, but many are also involved in tutoring, coaching, and participate in school in many ways outside their regular duties. They simply don't always have the time to devote to the visits.
- Support with contacting parents to schedule
- Continued support from our school counselor!
- No other additional supports. My school was great in supporting the home visit program!
- None
- None I am a leader at my school. Gave a presentation at a UNR conference about parent involvement/home visiting. Am a member of a national parent involvement committee where we discuss home visiting nationally.
- None
- Language barrier tends to be the most challenging, but we have a handful of support staff we use. It helps to go on home visits with the teacher of siblings.

- None
- None at this time.
- Having the parents understand that this isn't a house inspection. The family we went to thought they needed to give us a tour. I didn't like that feeling. Really uncomfortable.
- None
- It took forever to get paid for home visits!!
- N/A
- None
- None at this time.
- Examples (videos, transcripts) of real home visits with talking prompts.
- I see the big need of interpreters in the PTHVP but I fell that our services are underestimated. The teachers and certified employees get paid for training and twice as much as interpreters. My normal paid as a certified interpreter is as much as the certified, yet when I do PTHVP my paid rate is not near what a certified interpreter gets paid.
- I think that the WHOLE SMS faculty and staff should have the training next year. Maybe have the training on campus so that we can reach out to more families.
- I would like more support for the second visit. I think it is silly to give them things to work on over summer in April. What else should we talk about?
- N/A
- More time to do them. But you can't really help with that.
- More available translators.
- I feel we do well. Our staff is extremely supportive and the translators are usually our secretaries. They do great and are well connected with everyone. I very much admire this program and what it does for my students.
- Forms are the biggest obstacles. I would make mistakes after getting parents sig, and have to go back & redo.
- None
- The administrative staff at my school is extremely supportive and available with resources should I encounter difficulties. I really liked the training on cultural diversity and appreciating our differences as well as our common strengths.
- I think we should be reaching out to our students who are identified as CIT, because this is an entire demographic we could be better assessing prior to school starting, having transportation set-up before school starts, having clothes and hygiene made available to them, etc. I think this would have a HUGE impact on these families being that they have to re-apply come July 1st.
- None
- More available translators. More flexibility in the program
- Trainings throughout the year so that more staff can continue to train as they see the benefits their coworkers are seeing.
- Translation, able to start them earlier, deadlines given earlier.

Teacher Survey-Those who did not visit

At which school are you located?			
Answer Options			Response Count
			33
<i>answered question</i>			33
School	#	%	
Anderson	1	3%	
Bennett	1	3%	
Cannan	2	6%	

Corbett	1	3%
Dodson	3	9%
Kate Smith	6	18%
Lemelson	3	9%
Lemmon Valley	2	6%
Lenz	1	3%
Maxwell	1	3%
Sparks High School	2	6%
Stead Elementary School	2	6%
Sun Valley	3	9%
Traner Middle School	1	3%
Vaughn Middle School	3	9%
Warner	1	3%

Which of the following best describes your role?		
Answer Options	Response Percent	Response Count
Teacher	53.1%	17
Parent Involvement Facilitator or Family Graduation Advocate	3.1%	1
Interpreter	6.3%	2
Administrator	9.4%	3
Counselor	6.3%	2
Other (please specify)	21.9%	7
answered question		32

- TA
- STEM IS
- ESL Assistant
- Teacher Assistant Zoom Grant
- SENIOR CLERK
- Teacher assistant
- SpEd

Did you conduct any home visits this year?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	33
answered question		33

Have you ever conducted home visits?		
Answer Options	Response Percent	Response Count
Yes	32.3%	10
No	67.7%	21

answered question

31

How well prepared do you feel to conduct home visits?

Answer Options	Response Percent	Response Count
1 Not at all	13.3%	4
2 Somewhat	30.0%	9
3 Moderately	6.7%	2
4 Mostly	33.3%	10
5 Extremely	16.7%	5

answered question

30

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

Answer Options	Response Percent	Response Count
1 Not at all likely	40.0%	12
2 Somewhat likely	20.0%	6
3 Moderately likely	20.0%	6
4 Quite likely	16.7%	5
5 Very likely	3.3%	1

answered question

30

What, if anything, might prevent you from conducting home visits next year? N=21

- Time and funding.
- Lack of training
- Training was not offered at a time I could go so if the training isn't offered at a convenient time I won't be able to be trained for next year.
- Not having a job.
- Not enough training
- Not on the team????
- I have only seen parent visits conducted with students that are not having a problem in school and they are visited yearly and I do feel that a whole population of parents that needs to be reached is not being reached because they are from the difficult/low performing students.
- Just being too busy with my kids
- My own family demands with very young children.
- Part time Graduate Student all year.
- Moving to another state/county/unsure of HV program there but I would love to be able to do home visits, with or without it.
- School
- I'm not comfortable going into my students homes.
- Whether I have a partner to go with me.
- As a Special Education teacher I had 5 initial IEPs and 16 reevaluations. I did not have the time to do home visits as I had to work from my home after school and on weekends to do my duties for Special Education.
- It is out of my comfort zone.
- Our school isn't currently participating in the HV program. I'd do them anyway, but this was a crazy year for me! I intend to do some next year, whether our school participates or not.

- I don't have the time.
- Time
- I am no longer at Natchez. Esther Bennett does not participate in the home visit program.
- I don't feel comfortable meeting with parents outside of the school setting.

What, if any, additional supports (professional development, administrative support, etc.) do you need to conduct home visits through the PTHVP? N=13

- As the administrative I fully support the home visit project and review with my teachers and staff their visits quite often.
- Just the training that is needed to go on the visits.
- More training
- None
- None
- A clear outline for what is expected each year and tips/resources on how to conduct this.
- Nothing
- I don't feel that I need any additional support. I'm not comfortable with the idea of going into my students homes to talk about the socially.
- None
- None :)
- Live closer or have my spouses work schedule change.
- None
- None

Parent Survey/Interview

What three things did you like most about having your child's teacher visit your home? N=23

- I guess I got to talk to her on a one-on-one basis. I talk to her often anyway but it was nice to have her in person with no distractions and to see her outside of school.
- Getting to sit down with them one on one in an informal meeting. Just to be able to hear how she is doing in class.
- I did not understand why they were in my house because no one actually explained to me why they were coming and what we were supposed to talk about. I did not want to be rude to ask why they were there but I did not know the purpose. I didn't know what topic I was supposed to be talking with them about so I did not understand the whole situation. There was no clear communication about why they were coming. There seemed no point to it. I could have talked about things that pertained to my son had I know that this was going to happen and it was frustrating. They did not tell me the reason until later in visit--something to do with "relationship building." I feel uncomfortable with them coming. I thought it was because my son has some special needs or were they trying to see how my son was raised in the house. He has a counselor and that's the one that came to the house most of the time.
- The teachers were really good with my kids. I know all the teachers since I have a 13 year old and they have all gone to Grace. I got to ask questions about how my kids were doing in school and have more personal interaction with the teachers.
- It helped my child develop a better relationship with the teacher. It also helped her feel more comfortable communicating with the teacher.
- The fact that it was actually her teacher. Open communication is good. It wasn't awkward. She came in and felt welcomed.
- It opened up more communication pathways. I also get to find out about different school programs for after school, like tutoring. Another program I found out about was intersession, which I found out about when the teacher came to visit so I immediately enrolled my daughter in that. I got more information that I did not have before due to the home visits. I learned more.

- The teacher was able to help me understand what kinds of problems he was having at school; I know more about what I have to do to help my child to do well in school.
- My child is more motivated in school; she is trying harder
- he told me about the plans she had for the school year; He keeps me really well informed since the home visit
- There was really nothing different from a classroom visit
- she was able to come over to the house after I was able to get off work--convenient; She brought another teacher with her from one of the other classes--she gave a different perspective on how my child does in school
She made it sound like the classroom involvement is more fun for my daughter, and better for her than when she transitioned from kindergarten to first grade
- very comfortable, casual; Teacher got to see some of how child interacts at home, her stuffed animals,etc. It made my child feel special because she was visited at home
- The teacher understands more about my child and what is important to my child
- Teachers were friendly
Children were proud.
Children seemed more excited about school.
- One on one contact. He got to talk to her without being interrupted. Just gave him a positive experience with his kindergarten teacher
- It was friendly.
It was good having two teachers.
- They played in my house and they talked to them, building a good relationship. They discussed homework and completing it at home and that helped them do better.
- I liked that the teacher came and talked to us; she asked about how the children spent their vacation, so then she knew more about the children (This parent had three children in the program)
- My son was so very happy to have her visit our home.
- The teacher took the time and explained well how to help my child improve in school; the communication between teachers and parents is better now; the teacher was interested in learning how to teach the children better too
- The teacher got to know a little of our culture by visiting the home; my child's behavior has improved since the home visits.
- I don't know

5. What are three things you would change about the home visits? N=23

- I don't know usually how home visits go, so I did not know how it should have gone anyways. I don't think I would make any changes.
- I don't think there would be anything that I would change. Our home visit seemed to go very well.
- They should tell me the purpose of the home visit from the beginning. like, what are they working on with my son and what should I do to help my son improve.
- You know what, it was pretty cool. They were right on time. I can't think of anything to make the home visits better.
- I probably wouldn't change anything. All my kids were there, the teacher came, it just went really well.
- Really, nothing, they were really good both times. Very informative and we discussed other things and
- Really, nothing. I think they did it great because they had a team come out--both a female and male teacher. The first visit was getting to know the family and the second visit was more academic. There is nothing I would change.
- nothing
- nothing
- nothing

- They don't necessarily have to take place in the home; why do they have to take place in the home?
- no
- nothing
- I am not able to think of anything.
- I probably wouldn't participate in this again. After doing two I thought the experience was a waste of my time.
- Maybe not bringing an extra person when they come,, may be having more than a half hour,, and maybe being able to see what they write about the visit
- I don't know.
- My kids want to go more to school. The teacher went home, and my wife said they want to go to school. My kids put more interest in school and do more homework. There is nothing I would change about the home visits.
- nothing
- nothing
- nothing
- nothing
- nothing