

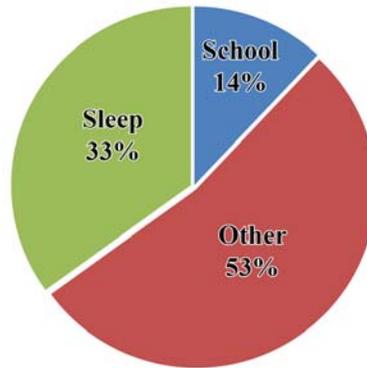
HOME WORKS!

The Teacher Home Visit Program

THE MISSING PIECE

Most schools and teachers are doing the best they can with the students who come through their doors. However, there are two huge problems – too many children enter school unprepared to learn, and poor attendance makes it difficult to teach them. Despite changing principals, teachers, textbooks, curricula, instructional coaches, tests, and class sizes, students are still failing. The question is, “Why?”

Missouri students spend only 174 days in school each year (the national average is 180 days). At seven hours per day, that is less than 14 percent of their year in school. One-third of the year is spent sleeping, leaving 53



percent of the year spent out of school – at home, with friends and family.

That’s where HOME WORKS! comes in. HOME WORKS! partners parents and teachers for student success because parents’ academic behaviors **at home** are crucial to a student’s achievement at school. HOME WORKS! aims to improve school readiness, academic achievement, attendance, and classroom behavior by helping parents be (more) engaged in their children’s education.

The goal is for teachers to visit all families, but HOME WORKS! focuses on those most at risk:

- families of children performing below grade level,
- students who qualify for free/reduced lunch,
- all new students and families with whom the teacher has yet to develop a (positive) relationship,
- immigrant and English-language-learning families,
- students missing 17 (10%) or more days of school, and
- students with an individualized education plan (IEP).

Teachers cannot do 100% of the work in 14% of the time. To ensure a child’s academic success, schools and teachers need parents to be engaged in their children’s education. HOME WORKS! recognizes this and helps fit that missing piece into the puzzle.

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HOME WORKS! GOES TO JEFFERSON CITY

State Representative Michael Butler and State Senator Scott Sifton introduced bills – House Bill 1170 and Senate Bill 759 – that called for teachers to make home visits in unaccredited and provisionally accredited districts throughout Missouri. This Missouri Parent/Teacher Involvement Program would have provided grants to schools to build and strengthen the relationship between home and school.

Karen Kalish and HOME WORKS! Program Consultant Jan Keenoy testified in Jefferson City in support of both bills. While neither bill became law on its own, language regarding home visits was included in Senate Bill 493, also known as the School Transfer Law. If it does not pass, both legislators have vowed to bring the issue up again.



Senator Scott Sifton and Karen Kalish testify.

LETTER FROM THE BOARD CHAIR

A lot of good is happening at HOME WORKS! The leadership team is equipped with a focused mission, more organized processes, an improved system for data collection, and more teachers reaching more families. We have grown from seven school systems to nine in one year!

We are in the second year of our Fellowship Program. Pairs of teachers from non-participating schools in the region conduct home visits with their most at-risk students. The Fellows attend professional development meetings with our Program Directors to build parent engagement skills and share positive home-visit experiences

from which both they and we can learn.

HOME WORKS! is not the only one looking at parent engagement. The U.S. Secretary of Education recently endorsed the Dual Capacity-Building Framework for Family-School Partnerships to improve educational opportunity for all children (<http://www.ed.gov/blog/2014/04/departments-of-education-releases-new-parent-and-community-engagement-framework/>). Research shows that when student achievement and school improvement are recognized as a shared responsibility, and when relationships of trust, respect and equal partnership are established between home and

school, the conditions for family engagement flourish. Armed with this national affirmation of the HOME WORKS! model, we stay focused on changing parent behavior to increase student achievement for all.

We are growing our understanding of the power of parental engagement while growing HOME WORKS! to serve more schools and more families. I invite you to join me and the HOME WORKS! Board of Directors to support our growth by making a gift today. Your generosity ensures the continued impact of this powerful work.

Amy Basore Murphy

Chair of the Board

Jeri Cay Philips

Jeri Cay Philips is the true rock star of home visits. Philips teaches fifth grade at Parkade Elementary in Columbia Public Schools and has completed 89 home visits this year, a huge accomplishment for any teacher. She says that “families now feel free to text me at any time during the day or night.” The lines of communication have been greatly expanded because of the contact with families during the home visits. Philips recognizes the benefits of HOME WORKS! and points out that parents appreciate being able to talk freely in their own home without having to worry about other people listening in on the conversation. Philips says parents love the time to visit with the teachers in private. Well done, Jeri, for all you do to forge new relationships with families at Parkade!

TEACHER SPOTLIGHT

DEFINING AND REFINING “PARENT ENGAGEMENT”

There are many different forms of parent engagement. Traditionally, these have included volunteering in the classroom, chaperoning field trips, baking, and attending PTO/PTA meetings and school events. While these are good, there is no data showing these behaviors increase academic achievement.

The literature and data do show, however, that there are parental behaviors that are more effective: practicing frequent two-way communication with the child, maintaining a home environment that encourages learning, and practicing two-way communication with the school. From this, HOME WORKS! has developed a specific

and effective definition of parent engagement: ***a set of behaviors that parents intentionally and continuously practice that positively impact a child's learning.*** This definition acknowledges and focuses on the connection between a child's learning **at home and success at school.**

Practicing two-way communication with the child includes talking with the child, communicating high expectations and future aspirations, talking about the value of education, and developing a sense of responsibility for education.

Maintaining a home environment that encourages learning means

making sure that the child attends school all day, every day, and on time; providing a space to focus on and complete homework; making sure he or she reads daily; having on-level reading material available; and showing love and support.

Finally, parents must practice two-way communication with the school to stay current on their child's academic progress and advocate for their child's needs.

These are the parent engagement behaviors HOME WORKS! trains teachers to focus on with parents because these are the behaviors that will make a difference in the academic success of children.

HOME WORKS! SCHOOLS 2014-2015

Aftton School District

Meisner Primary School ^{f*}

Columbia Public Schools

Benton Elementary School ^s

Lange Middle School ^{p*}

Parkade Elementary School ^s

West Middle School ^{p*}

De Soto Public Schools

De Soto Early Childhood Center ^s

Vineland Elementary School ^s

Fort Zumwalt School District

West Middle School ^{f*}

Hazelwood School District

Hazelwood West Middle School ^{f*}

Jamestown Elementary School ^f

Lusher Elementary School ^{f*}

Southeast Middle School ^{s*}

Townsend Elementary School ^{f*}

Twillman Elementary School ^f

KEY

s - school-wide

f - fellowship

p - pilot

* - new this year

We are pleased to announce that teachers in 28 schools will implement HOME WORKS! for the 2014-2015 school year!

Northwest R-1 School District

Brennan Woods Elementary School ^{f*}

Cedar Springs Elementary School ^{f*}

St. Louis Public Schools

Adams Elementary School ^{s*}

Clay Elementary School ^s

Dewey Int'l Studies Elementary School ^p

Dunbar Elementary School ^{s*}

Humboldt Academy of Higher Learning ^s

Roosevelt High School ^{s*}

Vashon High School ^{s*}

Wilkinson Early Childhood Center ^s

Woerner Elementary School ^s

University City Schools

Julia Goldstein Early Childhood Ed. Center ^s

Pershing Elementary School ^s

Webster Groves School District

Avery Elementary School ^f

How Are We Doing?

To answer this question, HOME WORKS! recently polled our principals and site coordinators. The responses they gave are overwhelmingly positive.

Everyone felt that the training they receive as part of HOME WORKS! is important, effective, and useful. Respondents also said that their Program Director is very responsive to their needs. The principals and site coordinators had some excellent suggestions for HOME WORKS! improvements, such as increasing opportunities for collaboration among participating schools.

It is clear that the participants love the program. They love "fostering relationships between families and staff," "increasing and strengthening staff relationships," and "sharing exactly what parents can do at home" to help increase academic achievement. This is exactly what HOME WORKS! seeks to do.

In short, ***We are doing well!***

HOME WORKS! ADDS TO LEADERSHIP TEAM

HOME WORKS! is happy to welcome Betty Tobler and Tricia Wells to the HOME WORKS! team as new Program Directors, and Rosalee Johnson as a new Professional Development Trainer!

Betty is a veteran educator with almost 40 years of experience in St. Louis Public Schools. She has provided professional development training for city and county teachers, principals, and superintendents, and has developed and implemented career education life skills courses for middle- and high-school students.

Tricia is an educator with more than 35 years of experience helping and teaching students of all ages, from kindergarten to university, and she has substantial staff development and program administration expertise.

Rosalee has over 39 years of experience as a classroom teacher, reading specialist, and district Title 1 Coordinator. Under her supervision, the district's parent involvement efforts expanded and the Title 1 Early Childhood Program received recognition and awards from the US Department of Education and the Missouri Department of Elementary and Secondary Education.

HOME WORKS! is excited to welcome these three wonderful retired educators to the team!



Back Row (L to R) Jamie Gray, Nan Fritschle, Dr. Kevin Stokes, Dr. Charles Pearson, Jan Keenoy. Front Row (L to R) Betty Tobler, Tricia Wells, Karen Kalish. Rosalee Johnson not pictured.

SCHOOL'S OUT, LEARNING'S IN

School's out and students are excited to be free for the summer. But for too many students, no school means no learning, which leads to Summer Learning Loss.

Summer Learning Loss is any loss of knowledge and skills in academic progress that occurs during an extended break in education, especially during the summer months. It occurs when children stop engaging in educationally stimulating activities, such as in the summer when children are more likely to sit in front of the television for hours at a time. Too many have no summer plans; too many live in dangerous neighborhoods and never go out.

Data show that most students lose about two months of grade-level equivalency in math computation skills over the summer. It also shows low-income students lose more than two months in reading achievement, while their middle-class peers make slight gains. This leaves lower income youth more than two and a half years behind their peers by the end of fifth grade. (See Summer Learning Loss video on YouTube: <http://youtu.be/ZolcNG3GVCs>.)

The good news is that it is not difficult to prevent Summer Learning Loss. Research shows that if, over the summer, a student reads just 12 books of his or her own choosing that are on his or her reading level, Summer Learning Loss does not occur in reading. There are also hundreds of camps and summer activities in the St. Louis area that keep kids engaged and learning all summer long. HOME WORKS! works to bring awareness to Summer Learning Loss by hosting Ice Cream Socials at HOME WORKS! schools in April and May. These events provide a fun way to learn about summer activities and ways to prevent Summer Learning Loss. For a list of summer opportunities, please visit our website at www.teacherhomevisit.org.

HIGHLIGHTS & EXCITEMENTS

HOME WORKS! is...

GROWING

We started in one elementary school and will be in 28 early childhood, elementary, middle and high schools; we started in one district and will be in nine!

EXPANDING

We expanded out to Columbia MO Public Schools with two elementary schools. We are adding two middle schools where all the at-risk incoming 6th graders will have home visits.

INNOVATING

We piloted a program at Dewey International to bring parents to school three times a year to give them the lessons their children are learning and have them practice at the meeting the activities they can do at home with their children! The gains in those three classrooms have been off the charts! We are adding more grades this year. It may become the way we do our second visits, but we need a few years of data before making that decision.

TRAINING

In daycare centers, we are providing our excellent training on how to teach low-income parents the behaviors they need to do at home so their children will start school ready to learn.

AVOIDING SUMMER

LEARNING LOSS

Boys and Girls Clubs of Greater St. Louis

Southeast Middle School Club
(SEMSC) (6/9-7/25)

Twillman Elementary Club (TESC)
(June 9 – July 4; July 7 – 25)

Adams Park Club (APC) (6/16-8/1)
Herbert Hoover Club (HHC) (6/16-8/1)

O'Fallon Park Club (OFPC) (6/16-8/1)

Magic House

Camp Little Bit (Ages 4-5, 7/7-8/15)

Camp Magic House (Ages 6-9, 6/2-6/27)

Camp Magic House (Ages 6-9, 7/7-8/8)

Metro Theater Company

Creative Arts Camp (Ages 4-11, 7/28-8/1)

Creative Arts Camp (Ages 4-11, 8/4-8/8)

St. Louis City Library Reading Clubs

Preschool – 5th Grade (5/6-7/27)

6th -12th Grade (5/6-7/27)

St. Louis County Library Reading Clubs

Babies (5/13-8/3)

Kids (5/13-8/3)

Teens (5/13-8/3)

CONGRATULATIONS TO HOME WORKS! FELLOWS

make home visits but were not in participating schools. The first cohort of Fellows completed the program with three hours of home-visit training, at least 20 home visits each, data collection, and attendance at four Professional Learning Community meetings.

Teacher home visits are designed to get parents/guardians engaged in their children's education by equipping them with behaviors that support learning at home. The Fellowship Program makes these visits possible for all teachers who are committed to ensuring the academic success of their students.

Congratulations to the inaugural cohort:

Hazelwood School District

Tennie Bramlett & Kelly Host - Barrington Elementary School
Cynthia Cobb & Taewan Jemerson - Brown Elementary School
Amy Freiberg, Sarah Headrick, Andrea Leonard, LaKisha McCain-Dickerson, Nancy Owens, & Connie Steinmetz - Cold Water Elementary School
Subrinia Chappelle & Jeffrey Facchin - Hazelwood Central High School
Tonya Jackson & Regina Ware - Hazelwood Central Middle School
Kevin Martin & Emily Knight - Hazelwood East High School
Sara Berghoff & Rachel Vanausdoll - Jamestown Elementary School
Nicole Frank & Cherronda Williams - Twillman Elementary School

Valley Park School District

Julie Kulik & Jane Marchi - Valley Park Elementary School

Webster Groves School District

Alicia Brent & Kerry Cole - Avery Elementary School
Daleyne Griggs & Carol Zimmer - Edgar Road Elementary School

Last October, HOME WORKS! selected its first cohort of Fellows in response to teachers who wanted to

And, congratulations to the teachers selected to participate in the second cohort of Fellows. :

Aftton School District

Jennifer Conkwright, Cheryl Ladd, Julie Livingstone & Laurie Scheurer - Meisner Primary School

Fort Zumwalt School District

Cheryl Burke & Stacy Schrom - West Middle School

Hazelwood School District

Heather Coleman, Rachel Pursley, Megan Rohr, & Amanda Weber - Hazelwood West Middle School
Annette Adamec, Cynthia Hei, Ashley McQuillan, & Angela Pagel - Jamestown Elementary School
Karen Hoelscher, Jane McPartland, Margaret St. John, & Lisa Williams - Lusher Elementary School
Tracy Cotton, Ellen Freeman, Angela Haberstroh, Dianne Oates, Michelle Pendleton, & Joe Steiner - Townsend Elementary School
Amanda Lukis and Jesse Mathenia - Twillman Elementary School

Northwest R-1 School District

Amy Christian and Jaime Owens - Brennan Woods Elementary School
Nickie Brown and Denise Poucher - Cedar Springs Elementary School

Webster Groves School District

Michelle Droege and Danielle Zuroweste - Avery Elementary School



The inaugural cohort of fellows from Hazelwood Public Schools.

"It really makes a difference when a relationship is established before the first day of class"
- Teacher

WORDS ARE CONTAINERS OF POWER

By Dr. Alice F. Roach, Administrative Director of the Parsons Blewett Fund and great proponent of HOME WORKS!

Neither of my parents graduated from high school. One of their jobs was cleaning the airport. Daddy also worked at a saw mill and owned a paper wood business. Momma was a domestic worker at a recreation center. School was serious business in our home! They knew the importance of education and instilled it in my siblings and me.

The rule in our house was that we had to sit at the kitchen table and do our homework as soon as we got home from school. As we finished our homework, our father would look over our shoulders and tell us that we should look over our work one more time before turning it in. We would all look over our homework and usually found something to be corrected. Our mother would come right behind him and tell us how important spelling was, and we would look over our papers again and sure enough, find a word that was misspelled.

We thought our parents were the smartest people in the whole world, and it was not until we were grown that we found out that our mother and our father usually did not understand our homework. We each found our places of success in the world of work, making our parents very proud.

Parents do not have to have an education to instill the value of one in their children.



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"The visit was eye-opening for my child - not only is the school a learning environment, but their home affects their learning ability too. And to see their teacher wanting to be involved is refreshing." - Parent

SCHOOL SPOTLIGHT

by Crystal Cauley, Director of Julia Goldstein Early Childhood Education Center

Julia Goldstein Early Childhood Education Center has completed its third year of participation in HOME WORKS! This year, teachers at Julia Goldstein have visited over 60% of the student body (20% better than the goal of visiting half the students!), with the majority of the families attending the Family Dinners hosted at the school, more than ever before.

Families and staff alike recognize the tremendous value of these visits. Parents report improved relationships and confidence in their children's academic achievement. Teachers appreciate the trust generated and developed through the visits, which vastly improves their ability to do their all-important jobs.

HOME WORKS! and the teachers and administration of Julia Goldstein value this relationship and look forward to a continued partnership that supports the school in its mission to partner with families in the preparation of their children for a future of life-long learning.

**Julia Goldstein
Early Childhood
Education Center,
University City**

THANK YOU! TO EVERYONE WHO HAS DONATED THIS YEAR

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Tributes & Memorials

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Jill and Ron Fisher, <i>in honor of Joyce and Tom Lewin</i>	Marie and Fred Kaplowitz, <i>in honor of Karen Kalish's Birthday</i>
Mrs. Margery C. Armstrong, <i>in honor of Jeffrey Fort</i>	

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*this list complete
as of June 13, 2014*

HOME WORKS!

THE TEACHER HOME VISIT PROGRAM

225 Linden Avenue
St. Louis MO 63105

RETURN SERVICE REQUESTED

*"Where else can you find a school
where the teachers go to your house?
This is just awesome." - Parent*



Students carry pews into Roosevelt High School. Temple Israel donated 79 pews to the school to be made into desks and bookshelves by the shop students. The idea originated with Karen Kalish, who saw a need for students to have a place to work at home. "I read an article that said that families that have bookcases have children who do better in school. We know from teacher home visits that many of our families don't have bookcases, and some don't have tables for the kids to do their homework on."



A prototype of the bookshelf/desk to be made by Roosevelt High School students and donated to students in need.

*"I honestly enjoyed every
single one of my visits...
they really put things in
perspective. I love this
program..." - Teacher*

"I have a student in my room who is on the autism spectrum. Going to his home prior to the start of school made me more comfortable with and knowledgeable about his abilities. It also made him more comfortable with me." - Teacher