Putting the Dual-Capacity Building Framework in Action Through Home Visits
Agenda

• Research
• The Oak Ridge Story
• Building the bridge through home visits
• FTAT
• Family Follow Up
• Questions
Icebreaker

1. Find a person you don’t know and introduce yourself. Please share your name, where you are from and your connection to education.

2. Take two minutes and share: Who was the teacher that made an impact in your life?
THE CHALLENGE

Ineffective Family-School Partnerships

Lack of opportunities for School/Program Staff to build the capacity for partnerships

Lack of opportunities for Families to build the capacity for partnerships

OPPORTUNITY CONDITIONS

Process Conditions
- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions
- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the “4 C” areas:
- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (beliefs, values)
- Confidence (self-efficacy)

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can
- Honor and recognize families’ funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Families who can negotiate multiple roles
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

Effective Family-School Partnerships Supporting Student Achievement & School Improvement
Flamboyán Foundation defines family engagement as collaboration between families and educators that accelerates student learning.

Discuss the differences between the activities on the **lower impact** end of the chart with those on the **higher impact** end of the chart.

- **Lower impact**
  - Celebrations
  - Parent help on administrative tasks
  - Potlucks & multicultural dinners
  - Performances & multicultural showcases
  - Parent resource rooms

- **Higher impact**
  - Parent training academies & events
  - Goal-setting talks
  - Weekly data-sharing folders
  - Home visits
  - Regular, personalized communication
  - Positive phone calls home
  - Modeling of learning support strategies
  - Classroom observations
  - Parent help on learning projects
  - Interactive homework
  - Classroom observations
Creating partnerships through home visits
History of PTHVP

Started in Sacramento in 1998

With 8 Schools

As of 2014

17 States

306 Schools

3,511 Teachers Trained

21,820 Home Visits
PTHVP Structure

Home Visits

- Voluntary for All
- Staff Trained and Compensated
- Visit in Teams of Two
- Across the Board (Not Targeted)
- Relational (Hopes and Dreams)
Parent/Teacher Home Visit Outcomes

For staff, increased:

For families, increased:

- Trust
- Confidence and motivation
- Attendance

For students:

- Increased student attendance rates.
- Increased academic success for students
- Decreased suspension and expulsion rates.
- Decreased vandalism at school site.
The Oak Ridge Story

Lower impact

- Celebrations
- Fundraisers
- Potlucks & multicultural dinners
- Performances & multicultural showcases

Higher impact

Growing Equity
Why I support PTHVP
A Teacher's Story

When I get to know a student outside of the classroom, they know that I am there for them. It lets my students know I care about their future and home life.
As you view the video, observe:

1) The characteristics of a home visit

2) The impact this approach has on the family and teachers
Home Visits & Academic Parent Teacher Teams: A Winning Combination

Parent/Teacher Home Visits (PTHVP)

https://www.youtube.com/watch?v=pEn06v3Pl_4
1) What are the characteristics of a home visit?

2) What is the impact this approach has on the family and teachers?
From Home Visits to Family Teacher Academic Teams (FTAT)

What is FTAT?
It is a district/school family engagement model for optimizing parent teacher communication and collaboration to drive student learning and achievement. *(This is an adaptation of APTT)*

Why Implement FTAT?
To provide every family with the information, skills, tools and confidence to support targeted student learning at home.
Get Parents and Community
On Board

• Getting parents to see FTAT’s values during Home Visits
• Spread the word in the community about upcoming FTAT meetings with phone calls home/phone banking.
• Principals with Informational Shaker Boards.
• Having a team of family members pass out flyers, wear t-shirts, and spread the word about FTAT before the meetings.
• Students create personal invitations to send home.
• Students wear Reminder Stickers on the day of the meeting.
Home Visits & Academic Parent Teacher Teams: A Winning Combination

Parent/Teacher Home Visits (PTHVP)

https://www.youtube.com/watch?v=pEn06v3Pl_4
Family Follow-up

Parents led follow-up meetings for families who couldn’t make the original meeting.
Questions?
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