

Home Visit Overview

The ESSER Home Visit grant was created to promote the building of positive relationships between LEAs and families. This is an optional project for both LEA professionals as well as families. Home visits have been identified as one of the most impact, evidence-based tools when engaging families. Still, LEAs are in need of support to compensate these professionals to conduct their visits outside of regular school hours. LEAs have demonstrated a vested interest and dedication to conducting home visits by (1) requesting information regarding the home visit project (2) inquiring about when a new grant will open to help compensate professionals for their time conducting home visits (3) speaking to the importance and their experiences conducting home visits during trainings as well as at local conferences and (4) requesting training whether or not they have been awarded the home visit grant.

Identified Need for a Home Visit Training

To ensure that resources are being used with the intention of the grant's objective and that the continuation of fostering positive relationships between the LEA and families continues beyond this project it was identified that a training in best practice was needed. The USBE identified the framework, one which is also nationally recognized, the Parent Teacher Home Visit framework. This framework provides a systemic way in which school professionals engage in home visits and helps to structure the pre and post meeting expectations.

By providing training to school professionals, we are working to ensure that LEAs are engaged in meaningful work. Previously, LEAs have conducted home visits without follow up meetings or processes in place thus lessening the positive impact or the continuation of relationship building. Through this training and ongoing communication, LEAs are building their understanding and capacity to embed family and community engagement into their ongoing efforts rather than one-time efforts or checklist items.

Home Visit Training: The Parent Teacher Home Visit

The Parent Teacher Home Visit framework has five non-negotiable core practices:

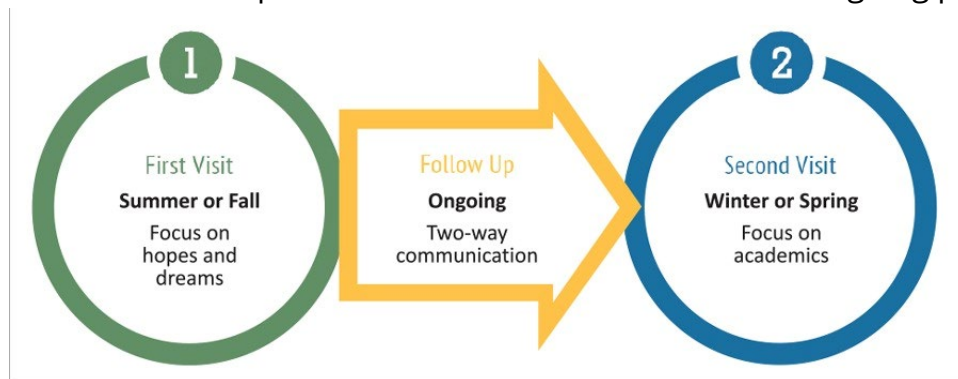
- Visits are voluntary.
- Educators are trained and compensated.

- We share hopes and dreams.
- We do not target students.
- Educators go in pairs and reflect.

In alignment with this framework, teachers in the home visit project in Utah receive this training. This training also provides information regarding safety measures (attending home visits in partners, scheduling the home visit, verifying the address), best practices (how to decline food offered by families, gift giving and receiving, maintaining privacy of families), no targeting students (the intention is to visit all students and to not have visits be reactive to a punitive or negative action like behavior or grades), and also how to ensure that all families can participate by including families who would rather meet at a location that is not their home.

Documentation of the home visit includes information regarding students and families hopes and dreams and any other information that will help ensure students and families are able to access meaningful education for their student is another key component that is covered during the training and aligns with the expected reflection portion of the framework. School professionals are expected to be able to convey the intent of the project and impact during PLC's.

It is important that school professionals treat home visits as an ongoing process.



By adding ten additional training courses, we will be able to continue this training so that teachers can follow the framework from beginning to end and to help LEAs plan for the following year.

The training offered so far (7) has worked to onboard and clarify practices for those conducting home visits. Seven sessions have been held to kickstart the project so

that visits could begin over the Summer which is most recommended and has been proven to correlate with higher rates of attendance and academic achievement during the academic year. The following training in August and September has helped to onboard new professionals.

Our trainer has experience in conducting home visits using the PTHV framework and has been able to address scenario-specific questions for LEAs. With the USBE Family and Community Engagement Specialist attending all these trainings, trainees have also been able to receive clarification relevant to this grant's expectations and Utah-specific requirements that are outside of the trainer's scope of knowledge. The trainer was identified because of their experience, their willingness to help coach and offer additional training spots (they have trained 120 people versus their usual limit of 100 per session), and their competitive pricing. It is because of the trainer's expertise with the PTHV framework that we are also hosting this training since the USBE's Family and Community Engagement Specialist is not a qualified trainer to teach others in detail about the PTHV framework.