



## 2014-15 Annual Report



Partnering families and teachers for children's success.

## Vision

Every child makes the grade.

## Mission

HOME WORKS! The Teacher Home Visit Program partners families and teachers for children's success.

## Guiding Principles

We believe that...

- All parents want the best for their children.
- Families play a key role in a child's life path.
- All children can learn.
- Learning creates opportunities.
- Individual differences must be respected.
- Open, honest communication is essential.
- A strengths-based perspective promotes respect, trust, and effective outcomes.

## Core Values

Collaboration, Diversity, Innovation, Integrity, Respect, Service, and Transparency, Trust.

## Parent Engagement

There is no one definition of parent/family engagement so HOME WORKS! developed its own:

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

On the cover: Family engages with teacher at a Hazelwood School District Family Dinner.

## Dear Friends,

***Parents are engaged and children are thriving.*** The feedback from teachers and parents is enthusiastic and positive, without exception. We know HOME WORKS! works. But do we?

Over the years, the Board has supported several serious attempts to get the data that proves that home visits done the HOME WORKS! way improves student behavior and attendance, and strengthens the relationship between home and school, which leads to better academic outcomes.

Data collection and evaluation is hard. When the data involves students from multiple schools in various school districts, all of which measure indicators differently, the task has seemed insurmountable. But we persevere because it is so important to know that what we have developed and celebrate anecdotally is sound practice and improves outcomes for children.

### ***The 2014-15 academic year has been the year of data for HOME WORKS!***

Leveraging the skills of a nationwide evaluation team, a local district data expert, a talented dedicated staff member, cooperative districts, dedicated teachers, and the expertise of California-based EMT Associates, effective measurement systems are being developed and verifiable data is being gathered. We have confidence that later this year, we will know more about the efficacy of HOME WORKS! and look forward to sharing the findings with you.

We are committed to future examination of the strengths and areas of opportunity in the HOME WORKS! model to assure the best outcomes for children. Schools alone cannot educate our students—they need the parents and families to partner with them in their children's learning. We thank you for supporting our work.

Sincerely,

Karen Kalish  
Founder and Executive Director

Amy Murphy  
Chair of the Board

## 2014-15 Accomplishments

- HOME WORKS! participated in the National Council of Jewish Women (NCJW) Back to School Day to talk with parents about the importance of talking and reading to their kids every day. One thousand children received a complete outfit, coat, backpack, school supplies, personal care items, and a book. The children also received free eye screenings, dental hygiene information, and a family resource room connected parents with local community organizations to help address their needs.
- Woerner Elementary, part of St. Louis Public Schools, and Parkade Elementary, part of Columbia Public Schools, made the most home visits of any other school with 470 visits and 661 visits respectively. Way to go!
- HOME WORKS! board members and staff began holding meetings to discuss the future of the organization and decide where HOME WORKS! will focus its efforts over the next three years. This strategic planning process will continue during the current fiscal year and will guide our ability to accomplish four key priorities: 1) providing evidence-based results from our program efforts, 2) develop a plan for organization growth, 3) build our financial capacity and 4) further develop and utilize our Board to enhance our organization.
- The HOME WORKS! Data Team has compiled the data in this past year to analyze our impact on families and drive the effort to provide evidence-based results. We are using both nationally recognized consultants and volunteer efforts of individuals who believe our program is making a difference. Thank you Dr. Stuart Kerachsky, Lauren Scher, and Sherri Lauver.
- We are excited to announce our newest partnership with the Central Missouri Community Action (CMCA) BRIDGE Program. Starting in 2015-2016, Parent Partners from the BRIDGE program will be going on home visits with Kindergarten teachers, visiting children throughout the Columbia, MO area. In doing home visits this way, they hope to foster a successful Kindergarten transition for all children and their families.



- HOME WORKS! hosted a Tea Party to honor and thank the hundreds of faculty and staff who worked tirelessly throughout the year making home visits. Teachers and administrators were eager to share the impact home visits made on students and their families. In addition, many teachers went home with free books and school supplies for their classrooms provided by Ready To Learn, a local nonprofit and HOME WORKS! partner in St. Louis focused on literacy.

### Press

- October, 2014: The article “Teacher home visit program persists despite barriers” by Jessica Bock appeared on the front page of the *St. Louis Post-Dispatch*.
- November 2014: The *St. Louis Post Dispatch* printed a Letter to the Editor (11/21/14, Home/News/Opinion/Mailbag) by Karen Kalish, Founder and Executive Director about family engagement being the indispensable piece of student success.
- January 2015: Executive Director Karen Kalish was on St. Louis on the Air discussing HOME WORKS! along with Hazelwood Southeast Middle School teacher Kimberly Merrill, Watkins Early Childhood Center teacher, Catherine Moore, and Adams Elementary School principal, Cameron Coleman.
- August, 2015: Founder and Executive Director, Karen Kalish, was featured in the *Harvard Kennedy School Summer 2015 Magazine*, the magazine of Karen’s alma mater. The article focuses on the important work HOME WORKS! is doing in Missouri.

### Special Thanks

Ready to Learn and Ready Readers, two local nonprofits focused on literacy, have been critical in helping provide HOME WORKS! schools with books for students who need access to them.

***Thank you Elise Tierney and Lisa Greening!***

## Who We Served in 2014-15

Last year HOME WORKS! was in 27 schools in Missouri across eight urban, suburban, and rural districts from St. Louis City to Columbia; three early childhood centers (ECC), 16 elementary schools (E), six middle schools (M), and two high schools (H). There are currently three program models: School-Wide, Fellowships, and The Parent Teacher Learning Team.

### The School-Wide Model

An entire school and appropriate district-level leaders commit to implementing HOME WORKS! **At least** 50% of the classroom teachers must visit the homes of their students performing below grade level.

#### Schools that had the School-Wide Model:

##### **Columbia Public Schools**

- Benton Elementary (E)
- Parkade Elementary (E)

##### **De Soto Public School District 73**

- De Soto Early Childhood (ECC)
- Vineland Elementary (E)

##### **Hazelwood School District**

- Hazelwood Southeast Middle (M)

##### **School District of University City**

- Julia Goldstein Early Childhood (ECC)
- Pershing Elementary (E)

##### **St. Louis Public Schools**

- Wilkinson Early Childhood (ECC)
- Adams Elementary (E)
- Clay Elementary (E)
- Humboldt Academy of Higher Learning (E)
- Woerner Elementary (E)
- Roosevelt High School (H)
- Vashon High School (H)

##### **Charter School**

- Preclarus Mastery Academy (M)

### The Fellowship Model

The Fellowship Model was developed in response to teachers who wanted to make home visits, but were not in participating schools. This also introduces HOME WORKS! into new schools that we hope will adopt our School-Wide model in the future. Fellows are fully supported by the training and proven practice of HOME WORKS! and receive a stipend and graduate school credit.

#### Schools that had the Fellowship Model:

##### **Fort Zumwalt R-II School District**

- West Middle (M)

##### **Hazelwood School District**

- Jamestown Elementary (E)
- Lusher Elementary (E)
- Townsend Elementary (E)
- Twillman Elementary (E)
- Hazelwood West Middle (M)

##### **Northwest R-1 School District**

- Brennan Woods Elementary (E)
- Cedar Springs Elementary (E)

### Parent Teacher Learning Team Model

The Parent Teacher Learning Team (PTLT) has three components: one training and one home visit; three classroom team meetings consisting of the classroom teacher and all of the parents in his/her class coming together to talk about what is going on in class and how to support students at home; and one 30-minute in-depth, two-way individual conference between the parents, student, and teacher to set goals and review the student's academic performance.

#### Schools that had the PTLT Model:

##### **St. Louis Public Schools**

- Dewey International Studies (E)



◀ Kindergarten teacher, Ms. Butts, talks with a parent at a Hazelwood School District Family Dinner.

# 2014-15 HOME WORKS! by the Numbers

**3,643**

home visits completed  
over **5,000** people impacted



**\$485,396**  
in generous donor  
support from



corporations  
foundations  
individuals



**28** Family Dinners  
with

**5,312**  
families  
attending



**Support goes a LONG WAY**



**\$50**  
for **TWO**  
teacher  
home visits



**\$1,000**  
for a  
Family  
Dinner



**\$5,000**  
to expand  
into one  
new school

**3,115**  
mothers  
present



**1,216**  
fathers  
present



**2,459**  
students visited



**89%** on free/reduced lunch

**64%** identified for more  
than one risk factor

**18** Teacher / Staff trainings  
resulting in **340** teachers  
spending **1,378** hours  
doing home visits



**THANK YOU!**

for supporting our efforts in the  
**2014-15** school year!

**27** partner schools in  
**8** districts,  
**1** charter



**3** Early Childhood,  
**16** Elementary,  
**6** Middle, and  
**2** High Schools



**1,000** books donated

**20+** bookcases  
and desks donated  
to St. Louis Public  
School families



## What Students Are Saying About Teacher Home Visits!

HOME WORKS! was a part of Maplewood-Richmond Heights School District for many years, and the district now successfully runs the program on their own. Mike Dittrich, Principal of MRH Middle School asserts, “If you look at our data in the last five years, or even three, we have made a push so that every kid’s attendance is up 2.8%. You cannot say it’s the one thing that led to that, but home visits are an important variable.”

Several freshmen at Maplewood-Richmond Heights (MRH) High School shared with us the effect home visits have had on them, their parents, and their relationship with their teachers during their time at the school.

“My mom and I used to just go to school events, but now that she knows the teachers, she comes to my school often and actually talks with my teachers and the principal.”

—*Tyana*

“I was really bad at math and failing my class, but I started doing better after the home visit. The home visit was a turning point for me because my teacher gave me tips on how to improve and even helped my mom with ways to support me. Soon I started to see my math grade get better.”

—*Jarred*

“I feel like I can contact my teachers a lot more because I know them. They put themselves out there and tell us “if you need any help come directly to me.”

—*Stella*

“I didn’t like to read, but during the visit the teacher encouraged me to read more, and told my mom to push me to read out loud. Now my mom is always asking me if I have done my reading for the day.”

—*Kendra*

“I never used to be a strong student, but now my grades have improved. My teachers know what I need help with and don’t let me get away with not doing my homework. Since the home visit my parents check my grades more and follow up on my homework. They know what’s going on. The home visit has helped my sisters do well in school too.”

—*Jaylen*

“My mom knows my teachers. She can trust them and knows what they are like. My mom also expects more from me now and she will hear about it if I don’t do my homework. Before when I didn’t have home visits, I goofed off more and didn’t care what the teacher thought.”

—*Najwa*



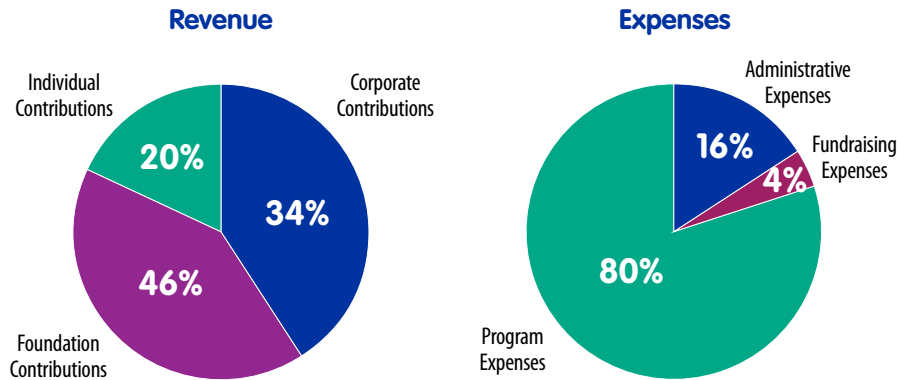
For the fiscal year ending June 30, 2015

REVENUE:

Direct Public Support .....	\$ 485,396
Other Income .....	\$ 2,222
<b>Total Income .....</b>	<b>\$ 487,618</b>

EXPENSES:

Administrative Expenses .....	\$ 67,928
Fundraising Expenses .....	\$ 16,102
Program Expenses .....	\$ 330,650
<b>Total Expenses .....</b>	<b>\$ 414,680</b>
<b>Net Income .....</b>	<b>\$ 72,938</b>



Mother helps son with academics at Parent Teacher Learning Team meeting, Dewey International School, St. Louis Public Schools.

- |  |   |   |
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\*Of blessed memory



Big sister sets example for little sister at  
Julia Goldstein Early Childhood Center,  
University City, Family Dinner



[www.teacherhomevisit.org](http://www.teacherhomevisit.org) • 314-727-2727

“Our two science teachers are across the hall from each other. One has visited every one of her students, the other one did not. They both gave the same homework assignment. 87% of the students in the home visiting class turned in the assignment on time. Only 30% of the students in the other class did. Home visits are having an enormously positive effect in our school.”

*—Chauncey Granger, Principal Southeast Middle School,  
Hazelwood School District*

FOLLOW US!



**HOME WORKS!**  
THE TEACHER HOME VISIT PROGRAM