HOME WORKS!
THE TEACHER HOME VISIT PROGRAM
Partnering families and teachers for children’s success.

2016-17 Annual Report
The Ripple Effect

When we started HOME WORKS! 10 years ago, we thought that teachers would go to the homes of their students and partner with parents and families to get them to read and talk to their children. As a result, students would do better in school and attend more often. That was our simple goal.

Within the first year or so, teachers started telling us that they were better teachers after doing home visits. They had learned so much about their students, and visiting their homes had changed them as teachers — it made them more sympathetic and empathetic. Teachers understood their students and their families better, and home visits informed their teaching.

Then, teachers told us that their struggling students who had gotten visits were behaving better in the classroom, which meant more time for instruction, which helped all the students in the classroom.

And in the last few years, we have urged teachers who make home visits to talk about ALL the children in the home (in addition to their particular student) using our colorful Cradle to Career – Pathway to Success chart (see pages 10 and 11). We especially wanted teachers to make suggestions about preschool age children to help them get a head start on their education. And it's working! Teachers report that because of home visits, all kids in the households they visit are doing better academically.

Teacher home visits are having a ripple effect. Beyond benefiting the child receiving the visit, a teacher making a home visit can affect entire families and classrooms.

This work is crucial. We are excited that you are a supporter of HOME WORKS!
2016-17 Accomplishments

HOME WORKS! works with an independent evaluation team to conduct process and outcome evaluations of our program.

Teacher Perceptions:
- 83% of surveyed teachers felt that they were successful in reaching students and families in their schools with the greatest needs for support.
- 91% of teachers believed home visits improved their relationships with parents and 89% of teachers felt that home visits strengthened their understanding of their students’ cultures and home lives.
- 80% of surveyed teachers believed that home visits increased their effectiveness as teachers by giving them new insights into the strengths and needs of their students.
- 95% of surveyed teachers believed that teacher home visits improved students’ motivation and attitudes toward school.
- 82% of teachers observed improvement in students who had issues with academic performance.

Parent Perceptions:
- 95% of parents surveyed at family dinners felt that attending made them feel welcome and more connected to their child’s school.
- 94% of surveyed parents who received second visits saw improvements in their child’s school performance.
- 90% of all parents surveyed felt that home visits improved their relationships with their children’s teachers and that they were “very comfortable” contacting them.
- Students, parents, and teachers all reported improvements in homework completion.

All of our results indicate enthusiastic support of the HOME WORKS! program.
• In 2017, HOME WORKS!’s evaluation team, Concentric Research, was awarded a $250,000 grant from the Institute of Education Sciences (IES) through the U.S. Department of Education to conduct a randomized control trial (RCT) – the gold standard of evaluations for an educational intervention. This rigorous study will measure the impact of our parent engagement model in 11 elementary schools in St. Louis Public Schools (SLPS) during the 2017-18 school year.

Even though funding for the HOME WORKS! RCT study does not contribute to our bottom line, our goal is to produce the quality of evidence that will establish programs like HOME WORKS! as cost-effective game-changers for educating our children. Findings from the RCT could convince the education community and the public to incorporate this type of rich, structured parent outreach as a regular school function.

Press:

1. January 2017: Education Week reported on the 2015-2016 analysis of 3,000 HOME WORKS! students in Columbia, De Soto, University City, and St. Louis Public Schools, which showed that students who received home visits scored higher on a national reading assessment test than students who did not receive home visits, and that home visits increased attendance.


3. June 2017: Institute of Education Sciences, in a press release, announced HOME WORKS! as one of the five recipients awarded a 2017 Low-Cost, Short-Duration Evaluation of Education Interventions grant.

4. January 2017: STL Live’s Sarah Thompson interviewed CEO and Founder Karen Kalish to discuss HOME WORKS!’s recent research findings.

Read the full text of these articles at teacherhomevisit.org.
Mr. Z. is a single (widowed) parent raising his son, N., a repeat first grader. When Ms. Rohrer made a home visit, the father expressed his frustration trying to be a good parent, work, and stay on top of N.’s schoolwork. He and Ms. Rohrer are working together and communicating, and N.’s EOY assessments have shown growth. The relationship with the teacher has eased his mind on thoughts of being a neglectful parent. He just didn’t know what to do. Ms. Rohrer has helped with after-school schedules for math drills, etc. The very first home visit has proven to help teacher, parent, and most of all N. – Principal, Patrick Henry Elementary, SLPS

Ever since I completed a home visit for one of my students, her attitude got significantly better. It is like she really understands that I care about her and that I want her to succeed just as much as her parents do. I am no longer needing to make phone calls home about her attitude.

– HOME WORKS! Teacher

After going on a home visit for one of my kids who hardly ever turned in her homework, I realized that the student was responsible for caring for her two younger siblings after school (one was a toddler). The family and I worked together to find a time for the student to dedicate to her homework as well as discussed why homework was important and how it was affecting her academic performance. Homework is now being turned in on time.

– HOME WORKS! Teacher
Area Schools

1. Central Visual and Performing Arts High
2. De Soto Early Childhood
3. Dewey International Studies Elementary
4. Grannemann Elementary
5. Hazelwood Southeast Middle
6. Mullanphy Elementary
7. Parkade Elementary
8. Patrick Henry Elementary
9. Parkway Southwest Middle
10. Rebecca Boone Elementary
11. Ritenour Middle
12. Shaw Elementary
13. Vashon High
14. Woerner Elementary
Who We Served in 2016-17

HOME WORKS! The Teacher Home Visit Program was in 14 schools across seven Missouri school districts during the 2016-17 School Year: one early childhood center, eight elementary schools, three middle schools, and two high schools.

Columbia Public Schools
- Parkade Elementary

De Soto Public Schools District 73
- De Soto Early Childhood

Hazelwood School District
- Grannemann Elementary
- Southeast Middle

Parkway School District
- Southwest Middle

Ritenour School District
- Ritenour Middle

St. Louis Public Schools
- Central Visual and Performing Arts High
- Mullanphy Elementary
- Patrick Henry Elementary
- Vashon High
- Woerner Elementary

Warren County
- Rebecca Boone Elementary

The Parent Teacher Learning Team (PTLT) Model

PTLT is a classroom-based, teacher-led family engagement model that includes one home visit, three school meetings, and one intentional parent-teacher conference.

Saint Louis Public Schools
- Dewey Elementary
- Shaw Elementary
2016-17 HOME WORKS!

- 1,721 home visits completed
- 3,700 people impacted

1,240 students visited
1,445 mothers present
527 fathers present

14 partner schools in 7 school districts

1 Early Childhood
8 Elementary
3 Middle
2 High School
S! by the Numbers

17 Family Dinners with 2,846 families attending

36 Teacher/Staff trainings resulting in 184 teachers spending 1,032 hours doing home visits

TO COMPARE, IN SLPS THERE ARE 1,141 HOURS IN A SCHOOL YEAR.

IN 2016-17, HOME WORKS! PROVIDED 90% ADDITIONAL HOURS OF ONE-ON-ONE ATTENTION ACROSS OUR PROGRAM.

82% OF VISITS WERE TO STUDENTS WITH MORE THAN ONE PRIORITY NEED.

THANK YOU

FOR SUPPORTING OUR EFFORTS IN THE 2016-17 SCHOOL YEAR!
### Grade 3
- Listens and reacts to books, songs, and rhymes
- Knows own name and understands a few words
- Looks at objects or toys and grabs them
- Can learn to wave or play "Peek-a-boo"
- Uses their senses to actively explore the world around them

### Grade 4
- Says four-word sentences and can scribble
- Identifies everyday things like book, car, ball
- Begins to identify shapes and colors
- Can follow one-step directions

### Grade 5
- Begins to draw a circle, cross, square
- Counts out loud to 10
- Recognizes and names people
- Plays make believe with dolls, toys, and pretend people
- Can follow two-step directions

### Grade 6
- Identifies personal strengths and areas for growth
- Explores academic choices and extracurricular activities
- Identifies personal interests that can lead to potential careers

### Grade 7
- Develops skills to prepare for tests, projects, assignments, and deadlines
- Recognizes peer influence on risk-taking behaviors
- Adheres to timelines
- Applies for scholarships or grants for college/trade school
- Takes the SAT/ACT for college, or WorkKeys for a Career Readiness Certificate, or ASVAB for military entrance

### Grade 8
- Builds a pattern for academic success
- Reading + Study + Sleep + Exercise + Nutrition = Success.
- Can learn to wave or play "Peek-a-boo"
- Begins to identify shapes and colors
- Counts out loud to 10

### Grade 9
- Identifies personal strengths and areas for growth
- Explores academic choices and extracurricular activities
- Identifies personal interests that can lead to potential careers

### Grade 10
- Develops skills to prepare for tests, projects, assignments, and deadlines
- Recognizes peer influence on risk-taking behaviors
- Adheres to timelines
- Applies for scholarships or grants for college/trade school
- Takes the SAT/ACT for college, or WorkKeys for a Career Readiness Certificate, or ASVAB for military entrance

### Grade 11
- Builds a pattern for academic success
- Reading + Study + Sleep + Exercise + Nutrition = Success.
- Can learn to wave or play "Peek-a-boo"
- Begins to identify shapes and colors
- Counts out loud to 10

### Grade 12
- Identifies personal strengths and areas for growth
- Explores academic choices and extracurricular activities
- Identifies personal interests that can lead to potential careers

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**Options for High School Graduates**

**College**
- 4-year Degree Programs
- Technical College
- Community College
  * non-profit, accredited institutions

**Career**
- Vocational training
- Public Service example: Police, Fire
- Military
- Apprenticeship

**Grade 12**
- Applies to college, trade school, vocational school, or the military
- Applies for scholarships or grants for college/trade school; adheres to timelines
- Takes the SAT/ACT for college, or WorkKeys for a Career Readiness Certificate, or ASVAB for military entrance
- Works with family and counselor to complete on-line college Financial Aid Forms (FAFSA)

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**Grades 6 to 12: Build a pattern for academic achievement. Reading + Study**

**Grades 1 to 5: Ensure your child reads 20 minutes every day**

**Birth to Grade 3: Read to your children at least 15 minutes EVERY DAY**

**BIRTH to AGE 1**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
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<td>Listens and reacts to books, songs, and rhymes</td>
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<td>Knows own name and understands a few words</td>
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<td>Looks at objects or toys and grabs them</td>
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<td>Uses their senses to actively explore the world around them</td>
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</table>

**AGE 1-2**

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<tbody>
<tr>
<td>Says four-word sentences and can scribble</td>
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<tr>
<td>Identifies everyday things like book, car, ball</td>
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**Birth to Grade 3: Read to your children at least 15 minutes EVERY DAY**

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**Colleges and Careers**

<table>
<thead>
<tr>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year Degree Programs</td>
</tr>
<tr>
<td>Technical College</td>
</tr>
<tr>
<td>Community College</td>
</tr>
<tr>
<td>(non-profit, accredited institutions)</td>
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</tbody>
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<th>Career</th>
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<tbody>
<tr>
<td>Vocational training</td>
</tr>
<tr>
<td>Public Service example: Police, Fire</td>
</tr>
<tr>
<td>Military</td>
</tr>
<tr>
<td>Apprenticeship</td>
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**College & Career Options**

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**Grades 1 to 5: Ensure your child reads 20 minutes every day**

**Birth to Grade 3: Read to your children at least 15 minutes EVERY DAY**

**Grades 6 to 12: Build a pattern for academic achievement. Reading + Study**

**Options for High School Graduates**

- College
- Career
- Grade 12

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**Grades 6 to 12: Build a pattern for academic achievement. Reading + Study**

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**Grades 6 to 12: Build a pattern for academic achievement. Reading + Study**

**Options for High School Graduates**

- College
- Career
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Pathway to Success

GRADE 2
- Identifies main ideas and answers questions from a story
- Preparers written and oral information in reports
- Adds and subtracts up to 100
- Counts by 1s, 10s and 100s up to 1,000
- Works to solve conflicts and problems with others

GRADE 1
- Reads first grade books independently
- Writes complete sentences with capital letters and punctuation
- Knows addition and subtraction facts to 20
- Uses listening skills and follows multi-step instructions
- Can retell details after reading a story

GRADE 9
- Writes on topics with facts, details, and quotes
- Recognizes the importance of at least a 3.0 Grade Point Average (GPA) for opportunities in the future
- Participates in extra-curricular activities to develop new skills and responsible behavior
- Talks about future careers that require college or a trade school
- Knows addition and subtraction facts to 20
- Uses listening skills and follows multi-step instructions
- Can retell details after reading a story

GRADE 10
- Writes well-organized essays, reports, and opinions; makes presentations in class
- Attends available college or trade school tours/fairs
- Volunteers or has a job to build skills on resume for college or career
- Asks school counselor about Advanced Placement (AP) and Dual Credit courses

GRADE 11
- Conducts research for projects and can determine reliable and unreliable sources of information
- Meets with school counselor to research post-graduation plans
- Prepares for and takes ACT/SAT tests and prepares to apply to college, trade school, military, etc.
- Work with counselor to ensure high school course requirements will be met prior to graduation

KINDERGARTEN
- Knows and writes all upper and lower case letters and sounds
- Writes stories using drawings and some words
- Counts to 100 by ones and tens
- Adds and subtracts groups of objects up to ten
- Plays games, follows rules, and takes turns

8 KEY TO SUCCESS
Meet with high school counselors at least twice. Ask about test preparation classes and plans for education after graduation.

GRADE 3
- Begins to copy first and last name
- Pretends to read favorite books out loud
- Can create a pattern like blue-red-blue-red
- Recognizes numbers 1 to 10
- Can dress and undress self
- Speech is 90% understandable

GRADE 4
- Begins to copy all letters in the alphabet
- Begins to write numbers 1 to 10
- Begins to identify letters and sounds
- Counts up to five items correctly
- Understands “same” and “different”

GRADE 5
- Sets and meets personal learning goals
- Reads fluently with meaning and purpose
- Uses clues in a story to figure out unknown words when reading
- Determines main ideas and supports with text evidence
- Participates in extra-curricular activities to develop new skills and responsible behavior

GRADE 6
- Identifies personal strengths and areas for growth
- Writes, solves, and explains algebra equations
- Writes to persuade others with research and facts
- Demonstrates respect for others’ opinions and ideas
- Solves math problems
- Adds, subtracts, multiplies and divides fractions, decimals, and whole numbers

GRADE 7
- Enhances word knowledge and vocabulary
- Compares and contrasts details and main ideas
- Solves word problems using ratios and proportions
- Recognizes peer influence on risk-taking behaviors
- Understands and solves algebra problems involving one variable

GRADE 8
- Provides evidence to support conclusions and reasons
- Solves word problems using ratios and proportions
- Recognizes and names shapes and colors
- Identifies everyday things like book, car, ball
- Recognizes numbers 1 to 10
- Counts out loud to 10
- Begins to draw and write letters

Adults can prepare their children for the future.

Birth to age 4 from Parents as Teachers Curriculum; K-12 from Common Core State Standards, national benchmarks for the skills public schools students should master in language arts and math in grades K-12.
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Nehmen-Kodner Creative Services

HomeWorks! The Teacher Home Visit Program partners families and teachers for children’s success.

The goals are:
Greater parent and family engagement at home – e.g., encouraging parents/families/ guardians to read, talk, listen and sing to their children daily from birth, which leads to...
- Improved academic achievement and test scores
- Improved daily attendance
- Improved classroom behavior

314.727.2727
Ask about test preparation classes and plans for education after graduation.
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314.727.2727
DEWEY CHRISTMAS STORY

Last November, two HOME WORKS! teachers made an unforgettable home visit. Ms. Brown and Ms. Miller from Dewey Elementary in St. Louis Public Schools discovered first-hand that making a difference can be as simple as providing seasonal cheer.

HOME WORKS! teachers end every home visit with an open-ended question: “Is there anything you need?” When Ms. Brown and Ms. Miller visited one mother, she expressed a few simple needs – socks for her two girls and a few Christmas decorations “since we can’t afford Christmas this year.”

Dewey teachers turned to their Facebook connections for help. The result? Three truckloads of groceries, furniture, Christmas decorations, personal gifts, and socks gave this family a magical holiday and reinforced the power of teacher home visits to change the lives of high-need students.

Forging parent-teacher relationships that build trust is the foundation of the HOME WORKS! philosophy. As Deputy Superintendent Stacy Clay of St. Louis Public Schools reflected, the support that home visits provide solidifies the relationship between school and home “in a way that few things can.”

One of the truckloads delivered to the family

Thank you Ms. Brown and Ms. Miller!!!
After going on a home visit for one of my students who hardly ever turned in her homework, I realized that the student was responsible for caring for her two younger siblings after school (one was a toddler). The family and I worked together to find a time for the student to dedicate to her homework and discussed why homework was important and how it was affecting her academic performance. Homework is now being turned in on time. – HOME WORKS! Teacher
## Donors, July 1, 2016 – June 30, 2017

### $50,000 and Up
- Centene Charitable Foundation  
  Dr. William Danforth  
- $25,000 to $49,000  
  - Ameren Corporation Charitable Trust  
  - Emerson Charitable Trust  
  - The Mildred, Herbert & Julian Simon Foundation  
- $15,000 to $24,000  
  - Dana Brown Charitable Trust  
  - Express Scripts Foundation  
  - Pettus Foundation  
  - Joseph H. & Florence A. Roblee Foundation  
  - Saigh Foundation  
  - Jane & Pat Tracy Fund  
- $10,000 to $14,999  
  - AT&T Employees Community Fund of Boeing  
  - St. Louis  
  - Goodman  
  - Great Rivers Confluence Foundation  
  - Interco Charitable Trust  
  - Philpott Family Foundation  
  - Herman T. & Phenie R. Pott Foundation  
  - Siteman Family Foundation  
  - Spirit of St. Louis Women’s Fund  
  - Solon E. Summerfield Foundation  
- $5,000 to $9,999  
  - J.B. Berland Foundation  
  - Bland Family Foundation  
  - Thomas & Kimberlee Chelew Charitable Fund  
  - E. Reuben & Gladys Flora Grant  
  - Charitable Trust  
  - Incarnate Word Foundation  
  - William A. Kerr Foundation  
  - Stanley & Lucy Lopata Charitable Foundation  
  - Michael & Noemi Neidorff Perkins Hunter Foundation  
  - Pershing Charitable Trust  
  - Mary Pat & Tom Santel  
  - The Spire Foundation  
  - The Norman J. Stupp Foundation  
  - TEGNA Foundation  
  - Trio Foundation of St. Louis  
  - The Tromblee Foundation  
  - DeVitt & Caroline Van Evera Foundation  
  - Vatterott Foundation  
  - Wells Fargo Advisors  

### $2,500 to $4,999
- Anonymous  
  - Ann & Paul Arenberg Family  
- $1,000 to $2,499  
  - DCA Family Foundation  
  - Miriam Wilhelm & Eric Friedman  
  - Robert Wood Johnson Foundation  
  - Cleaves & Mae Rhea Foundation  
- $500 to $999  
  - Anonymous  
  - J.B. Berland Foundation  
  - Robert Wood Johnson Foundation  
  - Cleaves & Mae Rhea Foundation  
  - Artis Hampshire Cowan  
  - Jeff Esserman  

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  - Heidi Veron  
  - Donald Valentine West
### Donors, July 1, 2016 – June 30, 2017

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Lisa Dixon, Program Director
Bert Emmons, Program Director
Cindy Kalachek, Program Director and Trainer

Julie Knopf, Administrative Assistant
Dr. Sandra Logan, Program Director
Judy Perkins, Program Director
Lizzy Petersen, Grants Manager
Vickie Rogers, Program Director
Betty Tobler, Program Director
Since their 1st home visits, Ms. Watson and Ms. Mason walk students across the street and meet with some parents weekly. One parent gets an end of the week report to help with behavior, which leads to improvements in classroom work. They both have very good, close relationships with parents. In one instance, one of the second graders was finally diagnosed with ADHD and needed medication. Ms. Price (our Academic Improvement Coach) took the parent to the clinic to get the medication, which created a good relationship with the clinic and our school. These problems were solved because of initial home visits. – Principal, Patrick Henry Elementary, SLPS

I just wrapped up a day of home visits, and, as the kids say, they are totally giving me life. I laughed until I cried with people from China, Iraq, California, and of course, Maplewood. I was told, “This is your home now. You’re our son’s teacher.” We all cried. I think if we all had to do home visits in this country (as humans, not just teachers), we’d get along a lot better.
– Lisa Koester, Teacher, Maplewood Richmond Heights Elementary

My son, who is in 1st grade now, was at Dewey for Pre-Kindergarten. Ms. Smith, his teacher, was fantastic. She was caring, organized, and wanted him to excel. Dewey had a program designed to help parents understand how our young children learn. We attended one seminar a quarter, allowed one home visit, and agreed to do the suggested activities with our children. He learned a lot, and we learned a lot of good teaching techniques. Overall, the one year he was there was a great experience. – HOME WORKS! Parent
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, Continuous Improvement, Diversity, Innovation, Integrity, Persistence, Respect, Transparency, Trust.

Vision

Every child makes the grade.
HOME WORKS!
The Teacher Home Visit Program

teacherhomevisit.org
314-325-9901
2127 Innerbelt Business
Center Drive, Suite 330
St. Louis, MO 63114