



D.C. Teacher Home Visiting Program Recognized on the Front Page of The Washington Post

Recently, home visits were featured on the front page of *The Washington Post*. Reporter Kevin Sieff highlighted the hard work of D.C.-area teachers who are visiting their students' homes to build trusting relationships and engage their families as partners in their students' education in his piece: ["Teachers increasingly use home visits to connect with students' families."](#)

Mr. Sieff's story included a quote from Flamboyant Foundation's President, Kristin Ehrgood, and recognized the Foundation's work supporting D.C. public and public charter school teachers' efforts around home visits. In 2011, Flamboyant Foundation partnered with the Parent Teacher Home Visit Project (PTHVP) of Sacramento, CA to train 407 teachers at 47 D.C. public and public charter schools. We provide extensive logistical and financial home visiting support to five schools in D.C. Teachers in our five partner schools have conducted over **480 visits** to date.

Following publication of Mr. Sieff's story, *The Washington Post* printed a letter to the editor written by Pamela Ross of Oyster-Adams Bilingual School: ["Teachers' home visits can benefit all students."](#) Ms. Ross, a 3rd grade teacher, stressed that home visits were valuable for all families, not just those who are disengaged or have children who are struggling.

In the PTHVP model, home visits are voluntary for both teachers and parents. Teachers call parents in advance to see if they would like to receive a home visit, and to schedule a mutually agreeable time and location. Teachers go on home visits in pairs and receive compensation when visits are conducted outside of work hours. The first visit is typically

done during the summer or first part of the school year. The purpose of the first home visit is to build relationships so that parents and teachers can work together effectively throughout the year to support student learning. A second home visit gives teachers and parents the opportunity to share academic information and data, set learning goals for the child, and discuss ways families can support learning at home.

Teachers who have conducted home visits point to their families' willingness to partner and support their children's education. They have seen improvements in their children's behavior, attitudes about learning, and academic achievement. Home visiting is an asset-based approach to family engagement that recognizes that parents know their children best and can share valuable information with teachers. Home visits allow teachers to learn more about their students' interests and their families' hopes and dreams for their children, enabling teachers to better differentiate instruction for each student, and ultimately saving teachers time in managing their classrooms. These visits show parents how much teachers care, and *all* teachers, families and children can benefit from home visits.

Hundreds of D.C. teachers have been motivated and excited to try home visits this year. Please check out [*The Washington Post* story](#) and [Pamela Ross's letter to the editor](#).

Contact Nathan Driskell at the Flamboyant Foundation (ndriskell@flamboyantfoundation.org) to learn more about this exciting work and how you can get involved.