




STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Charlene Russell-Tucker, Chief Operating Officer 

DATE: January 24, 2019

SUBJECT: Family Engagement High-Impact Practice – Parent Teacher Home Visits

As an ongoing communication effort to provide school districts with resources for implementing high-impact family engagement practices, this communication addresses relational home visits and the Parent Teacher Home Visit model.

Building from the December 13, 2018, memo announcing the [new definition and framework for family engagement](#), the Connecticut State Department of Education is highlighting evidence-based practices that are known to advance family engagement and promote equity. The new definition and accompanying framework, co-developed with families and other stakeholders, set a bold course for family engagement in Connecticut:

Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children’s learning and development from birth through college and career.

A high-impact practice that demonstrates impressive outcomes, pre-K to 12th grade, is the [Parent Teacher Home Visit \(PTHV\) model](#). This nationally-recognized model is also relevant to the requests for more information about relational home visits reported in CSDE’s recent survey of superintendents.

Parent Teacher Relational Home Visits

The PTHV model has been proven to increase student attendance and achievement, and decrease suspension, expulsion rates, and vandalism at the school site. A recent [evaluation](#) found that students whose families received a relational home visit had 24 percent fewer absences than similar students whose families did not receive a visit. These same students were also more likely to read at or above grade level compared with similar students who did not receive a home visit.

Importantly, the model serves to build mutually respectful relationships between families and school staff. [Research](#) indicates that the process of relational home visits increases educators’ cultural responsiveness and improves families’ confidence in reaching out to educators and communicating about students’ needs. By visiting families in their homes and discussing the hopes and dreams both the families and the educators have for their students, educators report newfound understanding and empathy. With this knowledge educators make changes in their practice including incorporating students’ interests and home culture in the classroom, more empathic disciplinary methods, and increased communication with families.

In the PTHV model, participation is optional on the part of the educators and families. Teachers are trained in the model and then invited to visit the homes of their students in teams of two, conducting

the initial visit in the summer or fall. This voluntary but compensated program was developed in partnership with teachers' unions and is being implemented across the nation and in Connecticut communities including Meriden, Vernon and Windsor.

An overview of the Parent Teacher Home Visit model will take place on March 19, 2019. Below are details and registration information.

Overview of the Parent Teacher Home Visit Model

March 19, 2019

9:30 to 11:00 a.m.

ACES Staff Development Building

205 Skiff Street, Hamden

Registration: Contact Glorimar Claudio at 860-524-4009 or gclaudio@crec.org.

If you have any questions, please contact Dr. Judy Carson at judy.carson@ct.gov or 860-807-2122.

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