

HOME WORKS!

The Teacher Home Visit Program

Enabling Teachers, Equipping Parents

In 2006, after seeing a lack of parent engagement in students' education, especially in low performing and low income schools, Karen Kalish decided to do something about it. She assembled a team and got to work. What started in a handful of schools has grown to over 400 teachers in 33 schools in 7 districts across Eastern Missouri who are making more than 3,500 home visits this year. All this is done with one goal in mind: equipping parents with the tools and skills necessary to create the academically rich homes that will help their children succeed.

Content

Enabling Teachers, Equipping Parents.....	1
Letter from the Director.....	2
Facing Fears: Teachers Train for Home Visits.....	3
Parents Praise Home Visits at Family Dinners	3
Pathway to Success.....	4
Meet the Leadership Team.....	6
HOMEWORKS! Chooses Inaugural Cohort of Fellows.....	7
THANK YOU! to Everyone Who Has Donated This Year	7
HOMEWORKS! Wins Gold from GuideStar	8

HOME WORKS! The Teacher Home Visit Program works to reach this goal using a simple 2-2-2-2-2 model: two mandatory trainings for teachers; two home visits per student, per year; two teachers on every visit; two family dinners at each school; and two site coordinators to ensure program implementation and data collection. The trainings build capacity in teachers to build relationships with families during the first visit and educate them about what needs to be done at home to encourage success at school during the second visit. The family dinners bring parents across the threshold of the school to facilitate more involvement there as well.

We know that the relationships between teachers and the families of their students are crucial. We know that the two need to act as a team to cultivate student success. We know that one way to ensure this is for teachers to learn about families “on their own turf” and teach parents what to do and say at home with their children every day. The model is working. Our newsletter will help you see the impact HOME WORKS! is making on students and their families.



Family Dinner at Wilkinson Early Childhood Center (SLPS)

Have a look at the **Pathway to Success** on pages four and five. HOME WORKS! has produced this reference for parents/families/guardians and students as a window cling. It is available upon request in either English or Spanish. (Spanish translation graciously provided by Frank Benavides, Executive Director of the PEC Consulting Group and Director of Penta Engineering Corp.) If you or someone you know would like one, please contact us at 314-727-2727 or executivedirector@teacherhomevisit.org.

Letter from the Director

Welcome to our first newsletter. My leadership team and I are excited about the work of having teachers educate parents to read and talk to their children every day from birth. This will ensure they come to school ready to learn and stay on or above grade-level, graduating from high school and from college or some other post-secondary education. Families learn that what they do at home is crucial to the academic success of their children. Education

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research clearly demonstrates that students do better when parents and teachers work together.

Students from underserved communities know fewer words and have been read to less often than those in middle-income neighborhoods. Some parents never finished school. Others have several jobs and no time to talk to or read to their children at least 15 minutes every day. This affects the brain development necessary to prepare children for later success, without which even early education is too late.

Most schools do the best they can with the students who come through their doors, but students in the US spend just 10% of their time in school. They spend 35% sleeping and 55% with family and friends. It is this 55% we are after! Through home visits, teachers

build relationships with families, open lines of communication, and provide them with skills and strategies that only they must use at home to help their children succeed in school. Teachers witness how much parents love their children, and parents see that teachers care about their students.

Last year, 3,300 teacher home visits in the St. Louis region positively affected academic achievement, attendance, behavior, homework completion, and connectedness between home and school. Parental engagement, in the form of teacher home visits that equip parents with the tools they need to use at home, is an essential part of educating our children. Thank you for your interest and support. We cannot do this work without you.

Karen Kalish

Founder & Executive Director

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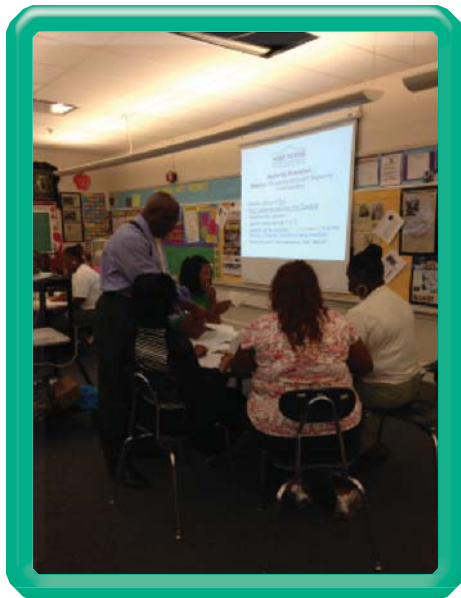
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Facing Fears: Teachers Train for Home Visits

“What if parents don’t want a home visit?” This is just one of the many questions and concerns addressed during a first visit training. Dr. Charles Pearson, HW! Director of Professional Development, leads an interactive training that includes group discussions, lecture, paired learning, and role-play.

This professional development approach allows teachers to be highly engaged with new material while preparing them to make their first home visits. Teachers get answers to their questions and assurances about any concerns they have regarding home visits. After discussing basics about the importance of family engagement, teachers talk through the process of preparing for, conducting, and following up on a typical first home visit, which focuses on relationship building. The role-play allows teachers to deepen their understanding of the entire process and receive feedback from colleagues about their techniques.



Dr. Charles Pearson, Director of Professional Development, speaks with a small group of teachers at a first visit training.

The objective of the training is to show teachers how to equip parents to support their child’s learning at home—a daunting task. Changing behavior is challenging, yet the behaviors that teachers equip parents to use play a significant role in the academic success of their children.

What if parents don’t want a home visit? Those are the homes teachers really need to get into, so we redouble our efforts. That’s when we ask the student to talk the mom, dad, or grandmother into it. That’s when a parent calls and shares how much her child has changed as a result of the home visit. That’s when we invite them to the Family Dinners at school where they hear other parents talk about the home visit and they sign up. Our teachers do whatever it takes to get in the home and become partners with the parents to increase the child’s academic achievement. ***That’s how we do business!***



Two students eat together on the blacktop at Parkade Elementary’s Family Dinner in Columbia.

Parents Praise Home Visits at Family Dinners

About 200 students, parents and teachers gathered at Woerner Elementary School (SLPS) for their first HOME WORKS! Family Dinner of the year. Students played in the schoolyard with adult supervisors as their parents and teachers discussed a series of questions relating to home visits and school. Family Dinners build, strengthen, and deepen the relationships between school staff and students’ families.

The dinner at Woerner started with a presentation from HW! Founder and Executive Director, Karen Kalish. Kalish spoke about the gaps in academic readiness between low-income and middle- and high-income children when they begin school. She also stressed the importance of reading every day at home and the value of the relationships between teachers, parents, and students.

Peggy Meyer, the principal of Woerner, asked teachers, parents, and students for testimonials about their home visits. One of the parents mentioned that after a teacher home visit, “[my] child feels like the teacher is connected to their home more, so [my] child works harder.” A teacher remarked that after she visits her students’ homes, the students “feel special.” When asked whether she liked her home visit, one kindergartener enthusiastically replied, “My teacher gave me a book and my mom and I read it!”

There was definitely a sense of community as parents, students, and staff enjoyed themselves at the Woerner Family Dinner. It was not uncommon to hear comments such as “I like the opportunity [the teachers] take to learn more about your child one on one,” or simply, “I loved it!”

Cradle to Career



BIRTH to AGE 1	AGE 2	AGE 3
<ul style="list-style-type: none"> Listens and responds to books, songs, and rhymes Knows own name and understands a few words Investigates objects and surroundings Can learn to wave or play "Peek-a-boo" 	<ul style="list-style-type: none"> Speaks four-word sentences Identifies red and blue by name Holds fingers up to show age Counts to ten with some mistakes Can follow two-step directions 	<ul style="list-style-type: none"> Speech is intelligible Begins to write Counts to ten Recognizes letters and numbers Pretends to play with blocks and house

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

GRADE 5	GRADE 4	GRADE 3
<ul style="list-style-type: none"> Reads to gain knowledge every day Makes predictions and draws conclusions based on facts in the story Talks and writes about what student reads Reads, writes and compares decimals and fractions Writes stories with details from real life 	<ul style="list-style-type: none"> Writes with correct capital letters and punctuation marks Adds and subtracts within 1,000,000 Learns the definitions of difficult new words from their meaning in sentences Knows the difference between the main idea and supporting details in a story 	<ul style="list-style-type: none"> Writes reports based on information found in books and on the internet Identifies the main idea in a story Reads books, maps, diagrams, timelines and charts to learn new facts Memorizes multiplication/division facts to 100, correctly adds/subtracts within 100

Grades 1 to 5: Ensure your child reads 20 minutes EVERY DAY

GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> Writes and solves simple algebra problems Builds skills in solving problems in all subjects Meets with middle school counselors about career ideas and classes for high school Writes to persuade others 	<ul style="list-style-type: none"> Writes and revises using standard English Uses correct spelling and punctuation Solves word problems using ratios and proportions Adds, subtracts, multiplies, and divides fractions, decimals, and percents 	<ul style="list-style-type: none"> Organizes projects Knows the U.S. and world geography Develops skills to complete assignments Analyzes lessons to understand what characters say

Grades 6 to 12: Build a pattern for academic achievement Reading + Writing

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

- Has taken required Personal Finance Course of senior year
- Researches online and in the library to make post-graduation education plans
- Takes (or retakes) ACT or SAT in October/November
- Completes financial aid forms (FAFSA) for college with counselor and family help

From birth to adulthood

Pathway to Success

AGE 3	AGE 4	KINDERGARTEN
<ul style="list-style-type: none"> • Reads 90% understandable copy letters of the alphabet • Identifies 10 items correctly • Names and identifies five shapes • Tells stories with toys and household items 	<ul style="list-style-type: none"> • Recognizes own name and can print it • Pretends to read favorite books out loud • Can create a pattern like blue-red-blue-red • Knows and writes numbers 1 to 10 • Counts five items accurately 	<ul style="list-style-type: none"> • Writes stories with drawings and words • Reads picture books with repeating words • Plays games, follows rules and takes turns • Adds items together and knows math facts that equal 5 • Reads words in their surroundings
<p>EVERY DAY from the day they are born.</p>		
<p>KEY TO SUCCESS</p> <p>Check with the teacher regularly to make sure your child is reading on or above grade level.</p>		
GRADE 2	GRADE 1	
<ul style="list-style-type: none"> • Answers questions about a story student has read • Finds and reads information in books and on the internet • Memorizes addition and subtraction facts to 20 	<ul style="list-style-type: none"> • Can retell details after reading a story • Uses meaning of the sentence to understand unfamiliar words • Counts to 100 by ones and tens, starting anywhere • Knows difference between 1s, 10s, and 100s – place value 	
<p>EVERY DAY throughout the year.</p>		

GRADE 8	GRADE 9	KEY TO SUCCESS
<ul style="list-style-type: none"> • Meets deadlines and state constitutions • Prepares for tests and • Understands that stories teach using say, think, feel and do 	<ul style="list-style-type: none"> • Takes English, algebra, science, history and a foreign language • Recognizes the importance of high school Grade Point Average (GPA) • Participates in extra-curricular activities to develop new skills, teamwork and responsibility • Thinks and talks about future career choices 	<p>Meet with high school counselors at least twice. Ask about test preparation classes and plans for education after graduation.</p>
<p>Study + Sleep + Exercise + Nutrition = Success</p>		
GRADE 11	GRADE 10	
<ul style="list-style-type: none"> • Spends a lot of time reading a variety of resources (books and internet) to learn more • Writes well-organized essays, reports, and opinions • References facts in discussions of current events • Takes the ACT/SAT college board tests • Contacts and visits post-secondary education campuses 	<ul style="list-style-type: none"> • Takes English, geometry, science, history, and a foreign language • Writes and delivers a well-organized presentation • Has a goal and plans for future schooling with ideas and help from adults; takes PSAT • Joins extra-curricular activities and volunteers as a fun way to create opportunities for a better future 	
<p>EVERY DAY, show your children that you value education.</p>		

HOME WORKS!

THE TEACHER HOME VISIT PROGRAM

HOME WORKS!
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

teacherhomevisit.org

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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.
Nehmen-Kodner Creative Services

Meet the Leadership Team

Karen Kalish, Founder and Executive Director

Karen Kalish is a serial social entrepreneur focused on literacy, closing the opportunity and academic achievement gaps, and ending racial discrimination. She is Founder of Cultural Leadership and Books and Badges, and is President of the Estelle W. and Karen S. Kalish Foundation. Karen lived for 27 years in Washington, D.C., where she taught elementary school, started Kalish Communications, was a TV reporter for CBS TV, and started and ran Operation Understanding DC. In 2000, she received her Masters in Public Administration from the Harvard Kennedy School.

Nan Fritschle, Program Director

Nan Fritschle is a retired elementary educator with experience teaching kindergarten through third grade and working with students in a literacy program and an in-school suspension setting. Nan received an A.A. in 1975 from Cottey College and a B.S. in Education from the University of Missouri-Columbia in 1977. She earned an M.S. in Education, with an emphasis in reading, from the University of Missouri-St. Louis in 1986. Nan taught in Hannibal MO, Chesapeake VA, St. Louis County, and for 25 years in the Valley Park School District, retiring in 2011.

Jan Keenoy, Program Consultant

Jan Keenoy worked for 44 years in education. She started at the Department of Parks and Recreation in St. Louis and founded one of its summer camps. She taught third grade at St. Francis of Assisi Elementary School and GED classes for St. Louis Public Schools. She was a Parent Educator for Parents as Teachers in the Parkway School District, taught at Ross Elementary School and Glenridge Elementary School, and was the Clayton District Elementary Coordinator. She currently acts as liaison to HOME WORKS!'s partner, EducationPlus, where she serves on the math professional development team.

Chris Lindquist, Program Director

Chris Lindquist has 34 years of experience in education in the St. Louis area. She taught language arts, English, and business education to grades 7-12 for 21 years in the Riverview Gardens and Parkway School Districts. She then became an administrative intern at Parkway South High School and was assistant principal for eight years and associate principal for three years at Kirkwood High School.

Dr. Charles Pearson, Director of Professional Development

Dr. Charles Pearson has been an educator for 35 years. He began his career in the Normandy School District, then worked in the Clayton School District as a teacher, visual arts curriculum coordinator, and assistant principal of the Wydown Middle School. He then became principal of the Maplewood Richmond Heights Middle School and the assistant superintendent for the district. Since 2008, Charles has worked as an instructional leadership consultant for struggling schools and provided professional development in cultural responsiveness, effective communication strategies, and parental engagement strategies for schools.

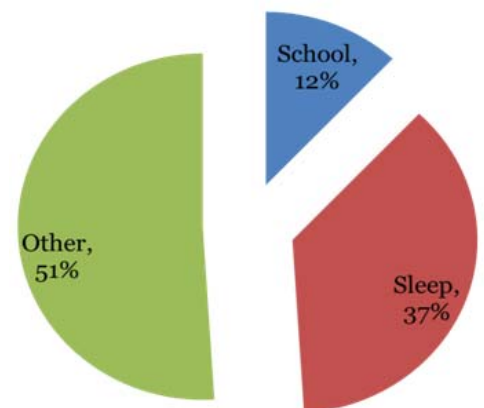
Dr. Kevin Stokes, Program Director

Dr. Kevin Stokes has 33 years of experience in education working in public high schools in England as a teacher and principal, and in Myanmar as the founding principal of a Pre-K to 12 private international school. He recently received his Ed.D. from Maryville University. Congratulations Dr. Stokes!



HOME WORKS! Leadership Team. Back row from left: Karen Kalish, Chris Lindquist, Dr. Kevin Stokes, Nan Fritschle. Front row from left: Jan Keenoy, Dr. Charles Pearson.

Did You Know?



Students spend just 12% of their time in school. About a third is spent sleeping, but 51% is spent with family and friends. We are after that 51%.

HOME WORKS! Chooses Inaugural Cohort of Fellows

HOME WORKS! The Teacher Home Visit Program now offers year-long Fellowships for certified teachers in St. Louis, St. Louis County, and St. Charles County public schools who will make visits to the homes of their students.

Fellows participate in a professional learning community and visit 20 students in their homes. They receive a \$1,000 stipend and, if they complete a paper based on case studies, two hours of graduate credit from Lindenwood University either or University of Missouri-St. Louis.

Welcome, first class of Fellows!

Avery Elementary School

(Webster Groves School District)

Alicia Brent & Kerry Cole

Barrington Elementary School

(Hazelwood School District)

Tennie Bramlett & Kelly Hosty

Brown Elementary School

(Hazelwood School District)

Cynthia Cobb & Taewan Jemerson

Cold Water Elementary School

(Hazelwood School District)

Amy Freiberg, Sarah Headrick, Andrea Leonard, LaKisha McCain-Dickerson,

Nancy Owens, Connie Steinmetz

Edgar Road Elementary School

(Webster Groves School District)

Daleyne Griggs & Carol Zimmer

Hazelwood Central High School

(Hazelwood School District)

Subrinia Chappelle & Jeffrey Facchin

Hazelwood Central Middle School

(Hazelwood School District)

Tonya Jackson & Regina Ware

Hazelwood East High School

(Hazelwood School District)

Kevin Martin & Emily Knight

Hazelwood East Middle School

(Hazelwood School District)

Melissa Kaufman & Barbara Shipp

Hazelwood West Middle School

(Hazelwood School District)

Rhonda Spotanski & Izetta Wiggs

Jamestown Elementary School

(Hazelwood School District)

Sara Berghoff & Rachel Vanausdoll

Twillman Elementary School

(Hazelwood School District)

Nicole Frank & Cherronda Williams

Valley Park Elementary School

(Valley Park School District)

Julie Kulik & Jane Marchi

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Jill Evans Petzall
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Foundation



Amen presents HOME WORKS! and SLPS with a generous \$25,000 donation. Pictured are Brian K. Leonard, Mark Schlake, Karen Kalish, Dr. Donna Owens (principal at Clay Elementary), Dr. Kelvin Adams (superintendent of SLPS), and eight Clay Elementary students.

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Fran Zmler

this list complete as of November 25, 2013

HOME WORKS!

THE TEACHER HOME VISIT PROGRAM

225 Linden Avenue
St. Louis MO 63105

RETURN SERVICE REQUESTED

"It was good for the students to see everyone working together making a plan for their future progress. The home visits allow friendships to form and you are assured in these times that the teachers and the school are doing their best. Great visit." - Parent/Guardian



Family Dinner at De Soto's Early Childhood Center

"I think teachers should go to students' homes because they get a chance to talk to you and your parents about how well you are doing and how you need help. It felt really good to me to get to know my teacher better. It made me feel less stressed about school" - Student



Family Dinner at Pershing Elementary School (University City)

"Face-to-face time with the parents allowed me to build a relationship that is impossible to foster over the phone or during a five-minute Parent-Teacher Conference. I stepped into their lives, instead of forcing them to step into mine." - Teacher



Family Dinner at Parkade Elementary (Columbia)

HOME WORKS! Wins Gold from GuideStar

Good news! HOME WORKS! recently received the GuideStar Exchange gold level logo, a leading symbol of transparency and accountability. The premier source of nonprofit information, GuideStar USA, Inc. provides this logo exclusively to nonprofits that are excellent, which we are!

Our reports are available on www.guidestar.org. Just search for "home works thvp." Check us out, leave a message, and write us a glowing review! 😊

