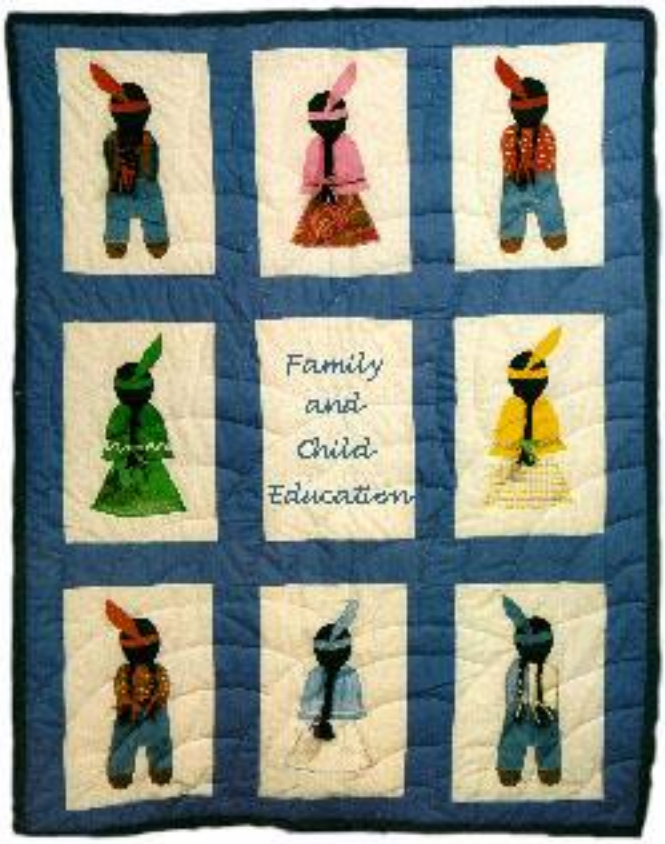
BIE FAMILY AND CHILD EDUCATION PROGRAM

2016 Report



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Report Prepared for:
U.S. Department of the Interior
Bureau of Indian Affairs
Bureau of Indian Education

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TABLE OF CONTENTS

List of Tables

List of Figures

INTRODUCTION

In 1990, the Bureau of Indian Education (BIE)[1] initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood/parental involvement program. The goals of the FACE program are to:

- Support parents/primary caregivers in their role as their child's first and most influential teacher.
- Strengthen family-school-community connections.
- Increase parent participation in their child's learning and expectations for academic achievement.
- Support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program.
- Promote school readiness and lifelong learning.[2]

The FACE program supports the national educational goals identified in the No Child Left Behind Act of 2001 (NCLB), the Every Student Succeeds Act of 2015 (ESSA) and the BIE mission, which is:

> *…to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native person, taking into account the spiritual, mental, physical and cultural aspects of the person within a family and Tribal or Alaska Native village context.*[3]

The FACE program primarily serves families with children prenatal to 5 years of age by providing early childhood education, adult education, and parenting education. Additionally, continuing opportunities for active learning and parent involvement are provided to families with children in grades K-3.

Initially piloted at six schools, FACE has been implemented at 61 BIE-funded schools for periods ranging from 1 to 26 years (for a list of the PY16 schools and former FACE schools and their locations, see Appendix A). In Program Year 2016 (PY16—including the period from July 1, 2015 to June 30, 2016), marking the 26nd year of FACE implementation, FACE services were provided at 43 schools to 2,108 adults and 2,221 children from 1,916 families.[4] No new schools

[1] Known as the Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP) in 1990.

[2] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) Guidelines* (p. 1). Washington, DC: Author.

[3] Ibid, p. 2.

[4] Some children participated who had parents/caregivers who did not engage in any FACE services. These children were counted as a "family."

were added in PY14 to PY16. FACE programs are predominantly located on reservations in Arizona and New Mexico, where 65% of the FACE sites (28 programs) are located. The remaining 35% of programs (15 programs) are located in North and South Dakota, Michigan, Minnesota, Mississippi, Utah, Washington, and Wisconsin.

PROGRAM DESIGN

The FACE program is designed to serve families with children prenatal to age 5 in home- and center-based settings. Families can receive services in one or both settings. Families that receive early childhood parenting and family support services through personal visits are referred to as *home-based* families; families that participate in adult education and/or early childhood education at the center are referred to as *center-based* families; families that receive both home- and center-based services are considered to have participated in the *full FACE model*.

The FACE program is implemented through a collaborative effort of the BIE, the Parents as Teachers National Center (PAT), and the National Center for Families Learning (NCFL). Models from these programs have been integrated and infused with tribal culture and language to achieve the FACE model.

All FACE programs received a copy of the *Family and Child Education Guidelines*, which was revised April 2015 and which pertains to both the home-based and center-based components. FACE Assurances are requirements for implementation if the school is to be awarded a FACE program.

Home-based Services

PAT provides the training and technical assistance for home-based services, which are delivered by parent educators to families with children prenatal to 3 years of age. Some families with children 3 years of age to kindergarten also receive home-based services through the use of the PAT *Foundational 2 Curriculum*. Services are provided in the home, school, and community. The primary goal for home-based service providers (parent educators) is to provide the "information, support, and encouragement parents need to help their children develop optimally during critical early years of life."[5] Literacy is an important focus of home-based services. Implementation of the PAT model includes personal visits, FACE Family Circles (family group connections), periodic screening of overall development of the child (including health, hearing, dental, and vision), family centered assessment and connecting families to resources through a Resource Network and Community Council/ Committee.

Parent educators are trained and certified to use PAT's *Foundational, Model Implementation* and *Foundational 2 Curriculum–Three through Kindergarten* (including printed guides, Tool Kits, and online curriculum) in planning services for families. PAT's approach to parent education and family support includes three key areas of emphasis throughout the curriculum: development-centered parenting, parent-child interaction, and family well-being. The blend of personal visit

[5] http://www.parentsasteachers.org/about/whatwedo/visionmission_history

plans and guided planning tools allow parent educators enough flexibility to individualize services for families while maintaining consistency required to produce desired outcomes. This approach and curriculum also help to organize discussions around family well-being, child development, protective factors, and parenting behavior to strengthen the parent educator and family relationships.

Personal visits are offered weekly or bi-weekly to home-based families. Visits usually require approximately one hour for families with one eligible child and 90 minutes for families with more than one eligible child. Using the PAT *Foundational Curriculum*, parent educators help parents develop effective parenting and family well-being skills by providing culturally relevant learning experiences that support children's development and interests, that engage parents in developmentally appropriate interactions with their children, and that promote the family's well-being.

At least once a month, parent educators plan and conduct a FACE Family Circle (Group Connections) primarily designed to meet the needs of home-based families by addressing the three areas of emphasis: development-centered parenting, parent-child interactions, and family well-being and by offering families opportunities for social support. Family Circles are also open to center-based families. Family Circle Kits were developed by PAT to support parent educators in the planning and development of special content for FACE Family Circles. Parent educators can access resources for planning and conducting these meetings through the Parents as Teachers National Center online curriculum, a FACE Family Circle binder, and PAT technical assistance providers.

Language and culture is integrated into personal visits, screenings, and FACE Family Circles and is facilitated by the employment of members of the local tribal community, many of whom can conduct visits in the family's native language and all of whom can advance cultural practices. Almost all parent educators (95%) are American Indian.

When the child reaches the age of 3, parent educators encourage the family to transition into FACE center-based services (FACE preschool and adult education/parenting engagement) or to enroll the child in Head Start or another preschool. Programs are expected to maintain written plans that include assisting families with this transition, facilitated by parent educators working with FACE early childhood teachers and adult education teachers. For children in home-based families that do not choose to transition the child into a preschool, parent educators offer continued service for families by enrolling them in PAT's *Foundational 2 Curriculum: 3 Years Through Kindergarten* program.

Center-based Services

NCFL provides training and technical assistance for center-based services for 3- to 5-year-old children and their parents. Services are offered four days a week in BIE-funded elementary school facilities using a four-component model based on the comprehensive family literacy model developed by NCFL. The components are adult education, early childhood education, Parents and Children Together Time® (PACT Time), and Parent Time.

The federal definition of family literacy, included in the Adult Education and Family Literacy Act of 1998, provides structure to family literacy services in center-based FACE programs. *The term "family literacy services" means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:*

A. Interactive literacy activities between parents and their children.

B. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

C. Parent literacy training that leads to economic self-sufficiency.

D. An age-appropriate education to prepare children for success in school and life experience.[6]

Adult education addresses the academic and employability needs of the parents and supports the enhancement of parenting skills, school and community involvement, and cultural identity. The Employability Competency System (ECS) of the Comprehensive Adult Student Assessment System (CASAS) provides competencies and standards in reading and mathematics to help adults achieve their goals for literacy and lifelong learning. The Test of Adult Basic Education (TABE) is used as a diagnostic and summative assessment. The College and Career Readiness Standards (CCRS) provide the foundation for standards-based learning. A Project-Based Learning (PBL) approach is used to guide adults as they investigate topics of interest, and the use of technology is integrated into instruction. FACE programs partner with local adult education and workforce development programs to provide seamless services as adults reach their academic and career goals.

Adult participation requirements were changed in PY15 allowing some families to participate in center-based FACE without having an adult family member enrolled full-time. A minimum of two hours per week of parent engagement (a combination of PACT Time and Parent Time) is required for parents who are not enrolled in daily center-based classroom activities. Accordingly, a formal, written plan for participation is developed for each adult family member with the goal of maximizing adult participation in PACT Time, Parent Time, and Adult Education.

Early Childhood Education is provided for children through the implementation of the NCFL *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children* that emphasizes literacy and active involvement of children in their learning. The BIE *Early Learning Guidelines and Preschool Standards for Math and Language/Literacy*[7] are implemented to facilitate a smooth transition for children from FACE preschool to kindergarten. They describe the range of knowledge, skills, attitudes, and behaviors that children are generally expected to

[6] Adult Education and Family Literacy Act of 1998, Pub. L. No 105-220, Sect. 203, Stat. 1061 (1998). Obtained from Internet document, http://www.gpo.gov/fdsys/pkg/PLAW-105publ220/html/PLAW-105publ220.htm.

[7] Bureau of Indian Affairs, Bureau of Indian Education. (2006). *FACE early childhood standards, 2006-2007* (pp. 1-2). Washington, DC: Author. Developed by a team of early childhood practitioners and experts from BIE, FACE programs, NCFL, PAT, and Research & Training Associates, Inc.

develop by the end of preschool. These standards were revised in PY10. The early childhood staffs began using the revised standards in PY11 and fully implemented them in PY12. The preschool standards for creative arts, physical development, science, social-emotional development, and social studies have also been developed for use by FACE early childhood programs. These standards were revised again in PY13.

PACT Time provides parent-child interaction each day and brings parents and children together to work, play, read, and learn. Interactions take place in the classroom and in the home to enhance positive language, literacy, emotional, and cognitive development of children.

Parent Time gives parents a daily opportunity to address critical family issues in a supportive environment and to obtain information about various parenting issues. Preschool staff lead discussions about child development, preschool instruction, and kindergarten readiness. Appropriate school and community activities and events also offer venues for engaging in Parent Time.

Center-based services are integrated through a team of preschool and adult education teachers. Cultural sensitivity and relevance are addressed through employment of individuals who are knowledgeable about the community and through involvement of community members. Seventy-one percent of center-based staff members (i.e., adult education teacher, early childhood teacher, and early childhood co-teacher) are American Indian.

Additional Areas of FACE Implementation and Special Areas of Focus in PY16

Team Planning Day

In addition to the four days each week during which direct services are offered to families, one day each week is devoted to meetings, planning, outreach, record keeping, professional development, and/or delivering missed services. FACE staff members meet to coordinate their efforts to provide comprehensive services to families. Joint planning sessions are intended to help team members focus on a common vision for the program that includes support of language and culture and emphasizes family needs. These sessions provide school administrators the opportunity to meet routinely with FACE staff members and thereby integrate FACE services with the regular school program. Technical assistance providers help FACE staffs more effectively use the planning day to improve services to families and to promote teaming among staff members.

Imagination Library

In support of the FACE focus on home literacy, the BIE funds the distribution of high quality, age-appropriate children's books, an initiative administered by PAT in a partnership with the Dollywood Foundation's *Imagination Library* program. Every month, a new book is sent to each actively participating FACE child. Suggestions are provided to parents to use in sharing the book with their child. Families are encouraged to implement the parent-child activities included with each book.

Dialogic Reading

The *Dialogic Reading* process is based on three broad principles: (1) it encourages the child to participate, (2) it provides feedback to the child, and (3) it adapts the reading style to the child's growing linguistic abilities. The process is implemented to increase the vocabulary and language comprehension of young children.[8] The adult reads to the child and encourages interaction by a process called PEER. The four steps in PEER include (1) Prompting the child with a question about the story, (2) Evaluating the child's response, (3) Expanding on the child's response by adding information, and (4) Repeating the prompt to check that the child understands the new information.

A FOCUS ON STAFF DEVELOPMENT

During the initial planning of the FACE program in the late 1980s, designers recognized the necessity of providing high quality staff development that is sustained, continuous, and intensive. The FACE program requires staffing and skills that are not always present initially in schools and communities. Some staff members have limited experience providing early childhood education, adult education, or parenting education services; therefore, providing high quality and sustained professional development has always been key to the success of the program. Professional development for FACE staff members increases their knowledge and skills to help achieve the delivery of high quality services that are consistent across programs.

FACE professional development and technical assistance are provided by staff and consultants from NCFL and PAT in collaboration with BIE staff. This support focuses on the specific needs of each component of the FACE program and addresses local implementation concerns. The comprehensive professional development and technical assistance provided to all FACE staff members and administrators supports the integration of the program components and is designed to sustain the success of the FACE model.

In PY16, professional development was offered through a variety of techniques. PAT and NCFL conducted one or two days of on-site technical assistance to programs with significant needs. Additional support was provided through teleconferences, web-based seminars and courses, email, and telephone calls. PAT also provided training in St. Louis for new parent educators and for those who were identified with training needs best addressed through a face-to-face approach. FACE staff members report that they particularly value face-to-face professional development and value the opportunity to network and learn of successful strategies used in other programs. Accordingly, six regional meetings responded to this need and provided a venue for BIE staff and trainers to discuss common issues and present new information.

FACE professional development offer opportunities that are routinely assessed by participants; participant feedback is used to help technical assistance providers meet the needs of FACE

[8] Whitehurst, G. J. (1992). *How to read to your preschooler*. Prepared for publication in the *Hartford Courant* in response to a request by the State of Connecticut Commission on Children, School Readiness Project. http://www.caselink.education.ucsb.edu/casetrainer/cladcontent/cladlanguage/node4/practice/dialogicreading.html.

programs. Feedback consistently indicates participants' satisfaction with the professional development that is provided.

EVALUATION FOR CONTINUOUS IMPROVEMENT

Throughout the history of FACE, evaluation has been an important component. Research & Training Associates, Inc. (RTA) was contracted at the inception of FACE to conduct a program study and continues to function as the outside program evaluator. The purpose of the program evaluation has been twofold: (1) to provide information to ensure continual improvement in program implementation—including overall program and site-specific feedback—and (2) to provide information about the impact of the program. Annual reports are prepared for the BIE and site-level summaries are provided to individual programs.

Initial evaluation studies focused on describing the implementation of the FACE program as a whole, as well as at individual sites. Particular attention was given to the evolutionary process in which models from NCFL and PAT were integrated and adapted into one comprehensive program. Although the subject of implementation continues to be addressed, the evaluation also focuses on identifying program outcomes.

ORGANIZATION OF THE EVALUATION REPORT

The study methodology is described in the Study Design section. Following that section, program implementation is addressed through quantitative and qualitative approaches. Outcomes study findings are presented for FACE impacts on children, adults, home-school partnerships, community partnerships, and the integration of language and culture. Implementation successes and challenges are identified by FACE program staffs as a team, and early childhood teachers self-rate their implementation of early childhood standards. Programs report their challenges and needs. Lastly, recommendations for future evaluations are offered by the evaluator.

STUDY DESIGN

The PY16 study focuses on two areas: program implementation and program outcomes. The program implementation section examines participant information, staff characteristics, service intensity, and special areas of program focus and technical assistance received in PY16. The outcomes section presents information on the impact of FACE on adults, children, home-school partnerships, community partnerships, and the integration of language and culture in FACE services. Two basic questions guide this study:

- What are the characteristics of FACE participants and the services they received in PY16 and over time?

- What are the program impacts relative to the program goals?

To address these questions, the study methodology includes a variety of instruments and procedures for gathering information. This section describes data collection procedures. Note that in subsequent sections, numbers of respondents may vary from those reported in this section due to missing data on some items within the instruments.

IMPLEMENTATION STUDY DATA COLLECTION

Evaluators analyzed the implementation of FACE with data provided by FACE staff members and participants using data collection instruments developed through collaborative efforts of RTA, BIE, PAT, and NCFL.

1. Participation data for PY16 adults and children were obtained from rosters provided by all 43 programs. Data were provided for 2,106 adults and 2,221 children (from birth to age 5). FACE services were also received by 27 prenatal children and 77 children in grades K-3 who participated in PACT Time with their FACE parents.

2. Enrollment forms were obtained from all 43 programs. Participant characteristics were obtained for 1,960 adults and 2,090 children (not including prenatal and K-3 children), for response rates of 93% of adults and 94% of children.

3. Forty-two programs completed a team questionnaire that provides staff and program implementation data for a 98% response rate.

4. Forty-one programs provided a program self-assessment using the FACE Program Implementation Standards rating form for a 95% response rate.

5. Early childhood teachers and/or co-teachers from 39 programs completed a self-assessment of their implementation of the *Early Childhood Language and Literacy and Mathematics Standards* for a 91% response rate.

OUTCOMES STUDY DATA COLLECTION

Researchers analyzed program outcomes using data provided by FACE programs and participants.

Outcomes for Adults

Due to the adoption of more flexible attendance requirements for center-based adults (who attended either as full-time, part-time, or flex-time participants), the response rates for instruments measuring outcomes were lower than in prior years.

1. Sixty-eight percent of PY15 adults from 40 programs (1,433 adults—including 70% of center-based adults and 68% of home-based adults) completed an exit/end-of-year survey providing information about the impacts of FACE on adults and their children.

2. Data on the achievements of adults was provided for 1,234 adults, comprising 59% of PY16 adults (compared with 85% in PY15) from 37 programs. Information was provided for 63% of the center-based adults (compared with 83% in PY15 and 95% in PY14) and 58% of home-based adults (compared with 86% the previous year). Adult impacts—including goal setting and goal completion for center-based and home-based adults, and achievement testing results for adult education students—were reported.

3. Information about adult literacy, which is examined using the *Comprehensive Adult Student Assessment System* (CASAS) in reading and mathematics, was reported for 177 adults from 23 programs, comprising 31% of the 553 adults who participated in FACE adult education. This percentage is similar to PY15, but a decrease from approximately 80% the previous three years when adult education was required for center-based adults.

4. FACE staff team questionnaires were completed by all but one FACE program (for a 98% response rate) and provided additional data on adult achievements, such as GED/high school diploma completion and employment information.

Outcomes for Children from Birth to Five Years of Age

1. Screening summary information was obtained from all programs using a variety of instruments for 92% of PY16 children. Screening services were provided to 92% of home-based children and 94% of center-based children. Information about screening is obtained from the *Ages and Stages 3* (ASQ3) and the Screening Summary form.

2. *Ages and Stages Social-Emotional* (ASQ2:SE) is an instrument that is used to identify social-emotional developmental delays/concerns of children. Assessment with this instrument is required for all home-based children and on an as-needed basis for center-based children. In PY16, 1,221 children (55%) at all FACE programs were assessed with the ASQ2:SE. Seventy-four percent of home-based children had ASQ2:SE assessments. A few center-based children (10%) also were assessed when concerns were identified.

3. Meisels' *Work Sampling System* (WSS) for preschoolers is a criterion-referenced observational assessment of children's learning.[9] WSS summary checklists were provided by 39 sites for 77% of the FACE preschool children. Some programs that were challenged due to staff vacancies in preschool did not submit WSS forms.

4. Health and safety information was obtained from the PAT *Health Record* completed by parents of 1,923 FACE children (86%) at all programs. These forms were completed for 87% of children who received home-based services and 85% of center-based children.

5. The *Expressive One-Word Picture Vocabulary Test*, an instrument that measures expressive vocabulary development was used to assess FACE preschoolers. The EOWPVT instrument was administered at least once to 683 FACE preschoolers (94%) at all 43 sites, similar to PY15 but a notable increase from the 81% assessed in PY14. Of those assessed, 88% had both pre- and post-scores—an increase from PY15 when two-thirds of assessed preschoolers had both scores.

6. Sixty-eight percent of PY16 adults (1,468 adults) from 40 programs—including 70% of center-based adults and 68% of home-based adults—completed an exit/end-of-year survey, providing information about the impacts of FACE on their child(ren).

[9] Meisels, Samuel J., Jablon, Judy R., Marsden, Dorothea B., Dichtelmiller, Margo L., & Dorfman, Aviva B. (1995). The Work Sampling System. Ann Arbor: Rebus Planning Associates, Inc.

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FACE IMPLEMENTATION

This section examines the implementation of FACE from several perspectives. Implementation information includes participation information, discussions of participant and staff characteristics, intensity of services, the demand for FACE services, program component changes in PY16, the use of planning time at FACE programs, family transition plans, and technical assistance received.

PARTICIPANT INFORMATION

During the 26-year history of FACE, the program has served 46,734 participants. The unduplicated number of adults and children served by FACE includes 21,823 adults and 24,911 children from approximately 18,700 American Indian families (see Table 1).[10]

Table 1. Total Number of Participants Served by FACE During Program Years 1991-2016

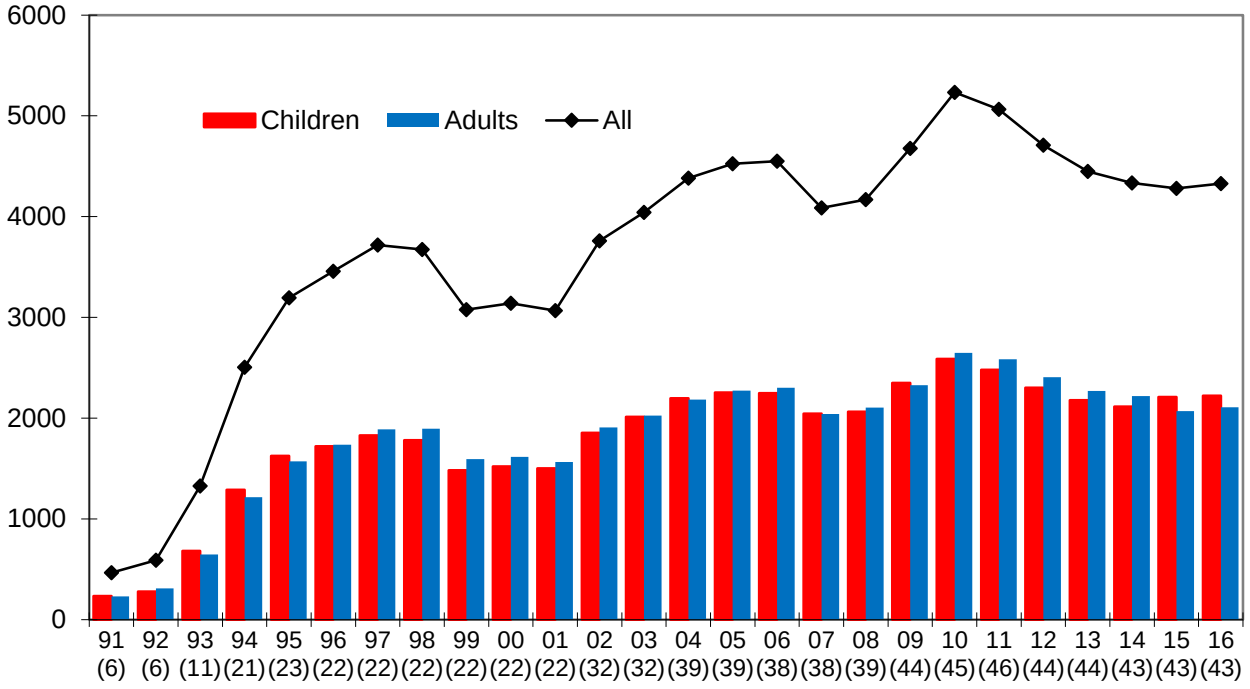
All participants	Adults	Children
46,734	21,823	24,911

Over time, FACE has been implemented at 61 different schools. Eighteen programs have discontinued FACE implementation for various reasons (e.g., difficulty recruiting staff members and participants, inability to meet the program requirements, etc.). In the spring of 1991, FACE was first implemented at six sites, serving almost 500 participants (see Figure 1). Following PY98, the number of participants declined, reflecting effects of the new Temporary Assistance for Needy Families (TANF) legislation. Improved implementation at experienced programs along with the gradual addition of FACE programs resulted in a growth in participation. The program gradually expanded to a high of 5,234 participants in 45 programs in PY10, but decreased somewhat over the next five years. In PY16, participants include 2,108 adults and 2,221 children from 1,916 families.

The number of participants served at individual FACE sites in PY16 ranged from 25 participants to 189 participants. On average, FACE programs served 101 participants in PY16, comparable to the previous two years. (See Appendix B for annual participation and Appendix C for the number of participants at individual FACE sites during PY16.)

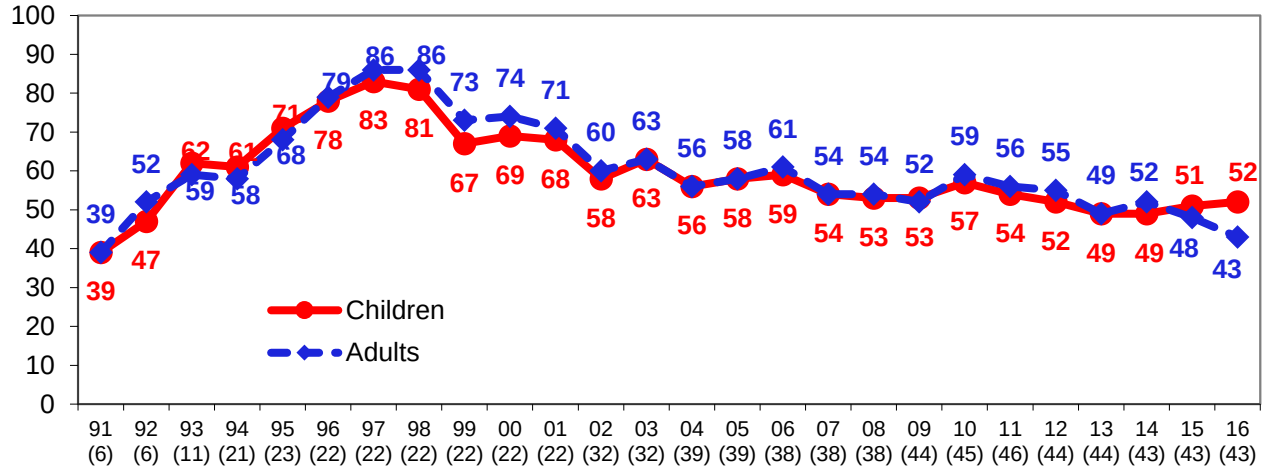
[10] A few individuals (150) participated as both adults and children.

Figure 1. Number of Adults and Children Who Participated in FACE Each Program Year, 1991-2016 (with Number of Sites)



The average number of adults participating at individual programs has decreased over a 14-year period from a high of 86 adults per site in PY97 and PY98 to a low of 43 in PY16. The decreases in PY15 and PY16 are likely due to the new guidelines for center-based adult participation (see Figure 2). Although the average number of children has also declined from the high of 83 in PY97, the PY16 average of 52 children per site is similar to the previous 10 years.

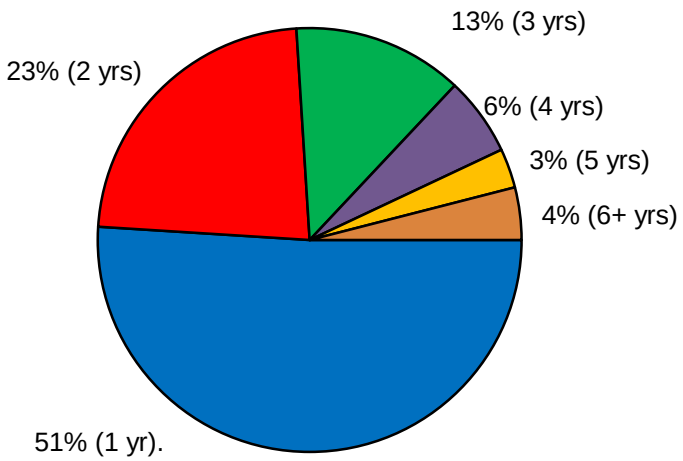
Figure 2. Average Number of FACE Children and Adults Per Site During Program Years 1991-2016(with Number of FACE Sites)



Length of Participation

Over the 26 years of FACE implementation, adults and children participated in FACE services for an average of two program years. Adults participated significantly longer than children—2.2 years and 1.9 years. This occurs because some parents participate prenatally or with multiple children. Fifty-one percent of participants attended one program year, 23% attended two program years, and 26% attended three or more program years (see Figure 3).[11] Of the PY16 participants, 49% received FACE services in prior years, averaging 2 years of service.

Figure 3. Percentage Distribution of the Number of Years That Adults and Children Received FACE Services During the 26 Years of FACE Implementation (N=46,734)



Services Received

Of the 46,734 participants since the inception of FACE, 18% participated in the full FACE model–receiving both home- and center-based services (20% of adults and 17% of children). See Table 2. Sixty percent of adults and 63% of children participated in only home-based services; 20% of both adults and children received only center-based services.

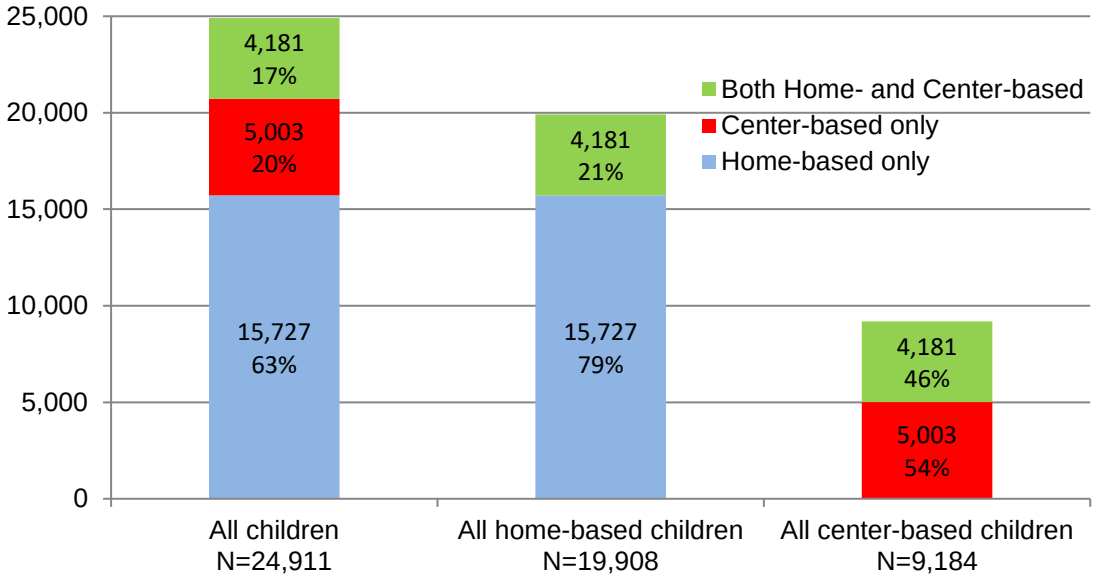
Table 2. Percentage (and Numbers) of FACE Participants Throughout FACE History Who Received Only Center-based, Only Home-based, or Both Services

	Only Center-based	Only Home-based	Both Center- and Home-based	N
Adults	20 (4,375)	60 (13,015)	20 (4,433)	21,823
Children	20 (5,003)	63 (15,727)	17 (4,181)	24,911
All participants	20 (9,378)	62 (28,742)	18 (8,614)	46,734

[11] This is a count of the number of program years during which adults and children participated in FACE, but is not necessarily reflective of the intensity of services in which they participated.

Of all FACE children who received home-based services since the inception of FACE (19,908), 21% transitioned into center-based services (see Figure 4). Of FACE children who ever received center-based services (9,184), 46% had also received home-based services.

Figure 4. Number and Percentage of All FACE Children, Home-based Children, and Center-based Children by Services Received Throughout FACE History



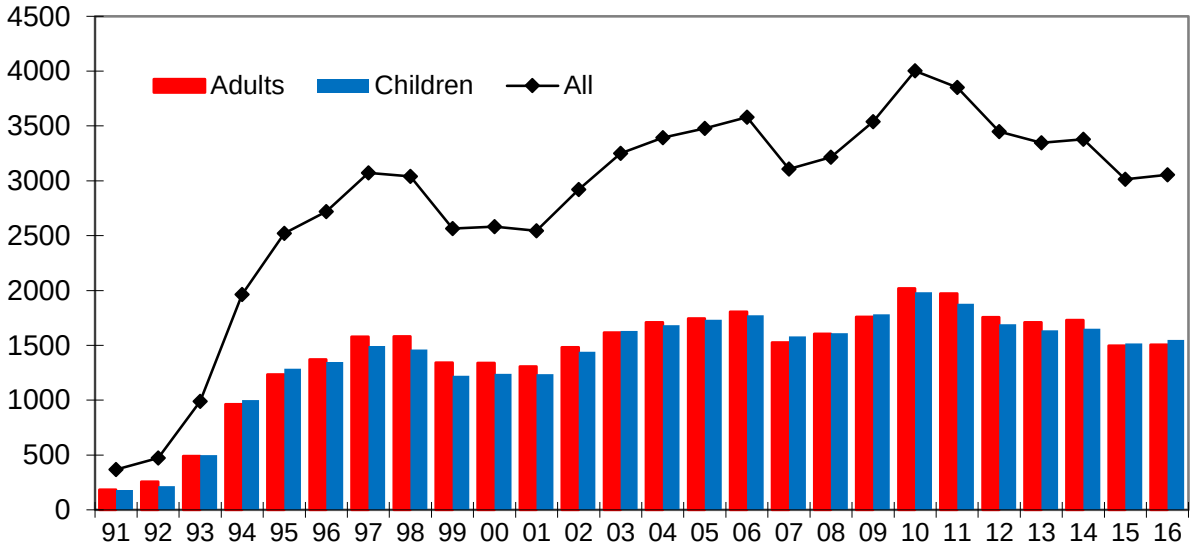
During the PY16 program year, two-thirds of participants received only home-based services, 29% participated in only center-based services, and 4% participated in both home- and center-based services (see Table 3). Of PY16 center-based children, almost half (49%) had also participated in home-based services sometime during their FACE services.

Table 3. Number and Percentage of Participants by FACE Services Received During PY16

	Center-based only		Home-based only		Both Center- & Home-based		All Services
	N	%	N	%	N	%	N
Adults	603	29	1,386	66	119	6	2,108
Children	672	30	1,495	66	54	2	2,221
All Participants	1,275	29	2,881	66	173	4	4,329

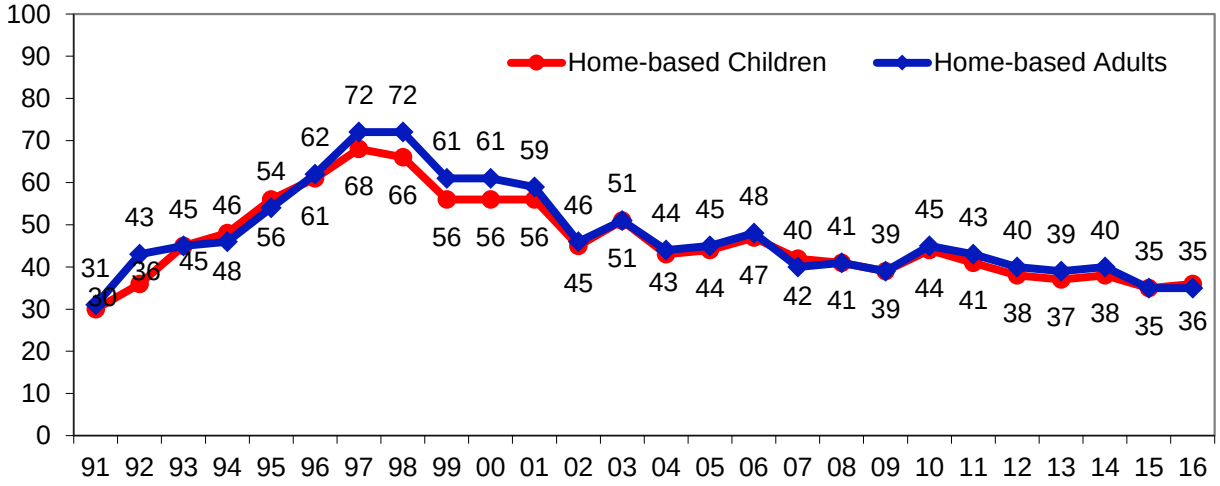
In PY91, the first year of FACE implementation, 367 participants (182 children and 185 adults) received home-based services at 6 sites (see Figure 5). This increased to a high of 4,002 participants (1,984 children and 2,018 adults) in PY10 at 45 sites, but subsequently decreased to 3,054 in PY16.

Figure 5. Number of Home-based Adults and Children Who Participated in FACE in Program Years 1991-2016



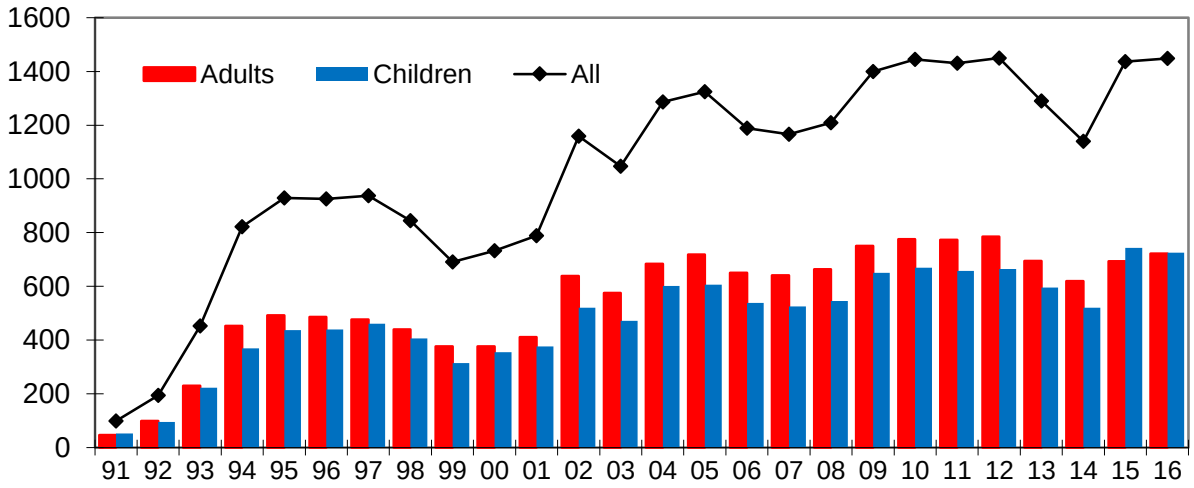
Since PY02, the average number of home-based adults and children varied within the range of 40-50 per site; however, in PY15 and PY16, averages of about 35 adults and children each received home-based services (see Figure 6). Decreases in the average number of home-based participants at sites is due to a combination of increased intensity of home-based services provided for some families, the increased focus on encouraging regular participation—resulting in discontinuation for some families who participate only sporadically—and a lack of trained parent educators. In PY16, the FACE staff included only one parent educator during the year at one-fourth of the sites (11 sites).

Figure 6. Average Number of Home-based Adults and Children per Site for Program Years 1991-2016



In PY91, 99 participants (53 children and 46 adults) received center-based services at 6 sites (see Figure 7). This increased to a high of 1,450 participants (665 children and 785 adults) in PY12 at 44 sites. The number of center-based adults participating each year has been generally slightly more than the number of children. However, in PY15, this trend reversed: 743 children and 693 adults participated in center-based services, for a total of 1,436 participants. PY16 was similar to PY15, although the number of adults increased by 29 and the number FACE preschoolers decreased by 17 from PY15, for a total of 1,448 participants.[12]

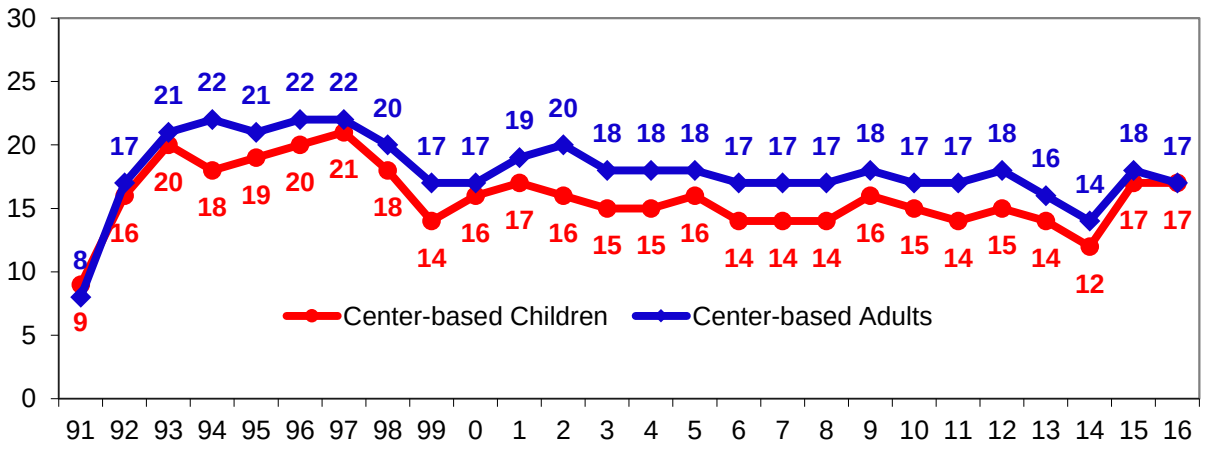
Figure 7. Number of Center-based Adults and Children Who Participated in FACE in Program Years 1991-2016



The average number of center-based adults and children has remained relatively stable over time. In PY16, five programs reported that they did not serve any adults in the center-based component, but they did serve children. FACE programs served an average of 17 adults and 17 children in PY16 (see Figure 8). Factors that affect the number of adults and children who can participate include restrictions on the number of children per teacher, facility and space limitations due to the requirement of 60 square feet per child (e.g., some sites can only serve 10 preschoolers due to space limitations); an increased focus on maintaining consistent attendance; adults' ability to pass background checks; and the change in the guidelines so that children can be enrolled in the preschool class without an adult attending the adult education class.

[12] This may be an under-report of the number of FACE preschoolers in PY16, because two sites (Many Farms and Tate Topa) did not provide participation data for their preschoolers, so they weren't counted as participants

Figure 8. Average Number of Center-based Adults and Children per Site for Program Years 1991-2016

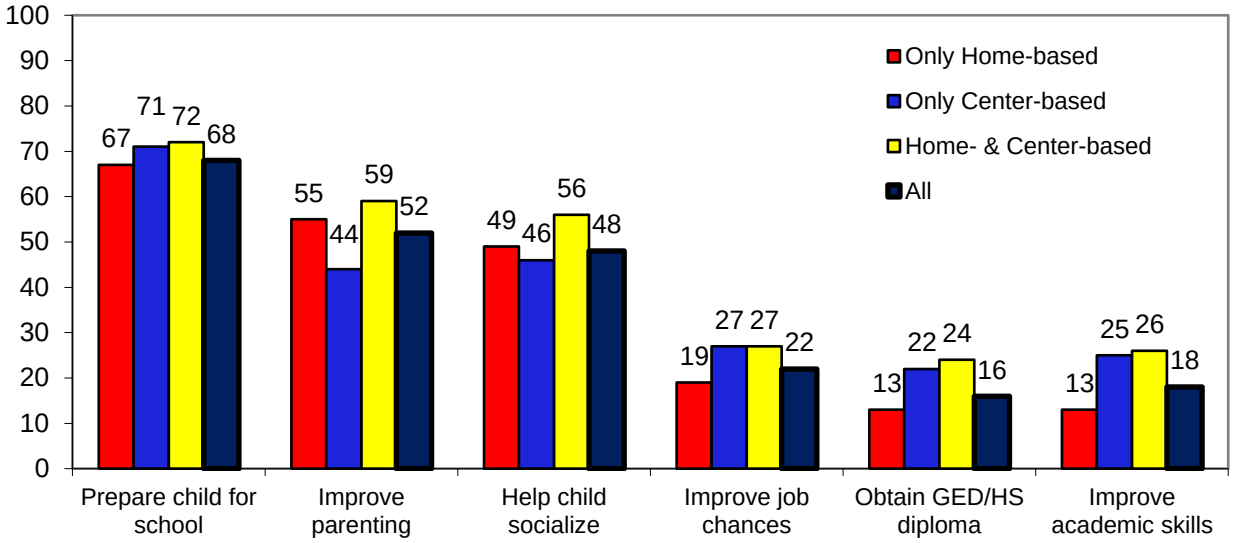


Reasons for Enrolling in FACE in PY16

Adults reported their reasons for enrolling in FACE in PY16. Some of the reasons were to improve life for their children and some were for themselves. The number one reason continued to be to prepare their child for school. In PY15, most parents (about 80%) enrolled in the FACE program to prepare their child for school; in PY16, fewer parents (68% overall) enrolled in the FACE program to prepare their child for school (see Figure 9). These percentages are similar for home- and center-based parents. Improved parenting continued to be the second most frequently reported reason for enrollment. Fifty-two percent of adults enroll to improve their parenting skills, somewhat fewer than the 60% who enrolled for this reason in PY15. Home-based parents are more likely to report this goal than are center-based parents (55% compared with 44%, respectively). Forty-eight percent of PY16 parents enrolled to help their child learn to socialize with others. This was 10 percentage points fewer than reported for PY15. Parents participating in both home- and center-based services were more likely than others to report this reason.

Additionally, center-based parents reported self-improvement goals for themselves. Approximately one-fourth of center-based adults enrolled to improve their chances for obtaining a GED or high school diploma, to improve their academic skills so they can go to college/technical school or get other training/education, or to improve their chances for getting a job or a better job

Figure 9. Percentage of FACE Adults Reporting Reasons for Enrolling in FACE by Services Received in PY16



Characteristics of FACE Children

Age of Children

The FACE model is designed to primarily serve children from birth to 3 years in the home-based setting (although some families with children ages 4 or 5 participate as well) and children aged 3 through 5 in the center-based preschool. Overall, half of PY16 FACE children were age 3.0 or younger at the end of the program year including two-thirds of home-based children (see Figure 10). Approximately two-thirds of center-based children were 3 or 4, and one-third were 5 or older.

For purposes of future longitudinal studies, the age distribution of 24,555 current and former child participants is presented in Figure 11. At the end of the 2015-16 school year, 64% were school-aged (i.e., from 5 to 18 years). Fourteen percent were under the age of 5 and 23% were over 18 years of age. The oldest former FACE child participants are now about 30 years of age.

Of the school-aged children who had participated in FACE, 17% had participated in the full FACE model (receiving both home- and center-based services). Sixty-three percent had participated in home-based services only and 20% received only center-based services.

Figure 10. Percentage Distribution of PY16 FACE Children by Age (in Years) at End of the Program Year and by Services Received in PY16[13] (N=2,221)

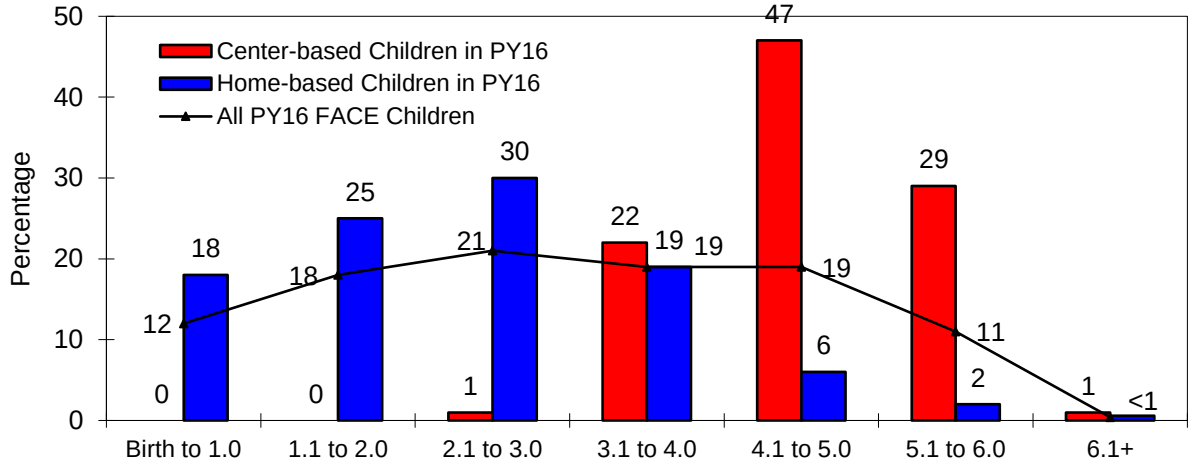
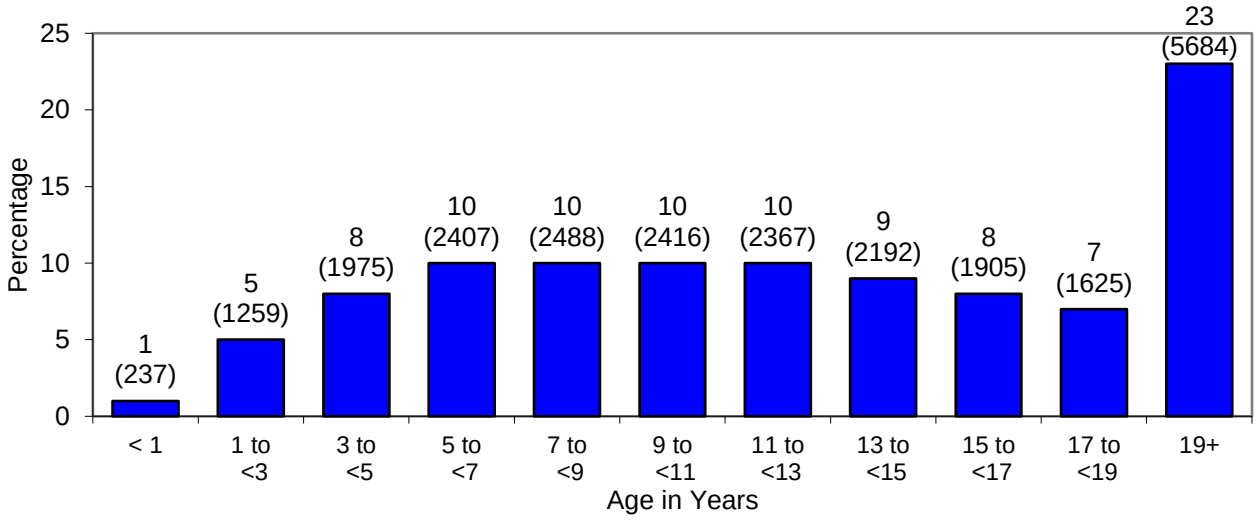


Figure 11. Percentage Distribution (and Number) of Children Who Ever Participated in FACE by Age on May, 2016 (N=24,555)[14]



Children with Special Needs

In PY16, 31 programs reported that they served from 1-15 children (for a total of 107 children) with special needs under the Individuals with Disabilities Educational Improvement Act. Of these children, 53% received home-based services, 44% received center-based services and 3% received both services. Six percent of all PY16 FACE children had either an IEP or an IFSP, similar to the previous four years when 5-6% of children had either an IEP or an IFSP.

[13] This chart includes only children who received home-based services or who participated in FACE preschool in PY15. K-3 children who only participated in PACT time are not included.

[14] Birth dates are missing for 356 FACE or former FACE children.

Other Characteristics of PY16 Children

Additional characteristics of participating FACE children include the following:

- Among PY16 children, one-half are male and one-half are female.

- More than half of FACE children (52%) reside with both parents. Twenty-six percent live with only their mother, 3% live with only their father, and 20% live in homes without either parent. Most of the children who live without a parent reside with other relatives.

- Among children who live with their mothers, 80% have mothers who completed at least the equivalent of a high school diploma; 20% have mothers who have less than a 12^{th} grade education. At the time of FACE enrollment, the mothers of 13% of the children were enrolled in a school other than FACE.

- Seventy-two percent of the children participate with their mothers in FACE.

- Among children who live with their father, 77% have fathers who completed at least the equivalent of a high school diploma; 23% have fathers with less than a 12^{th} grade education. At the time of FACE enrollment, the fathers of 7% of the children were enrolled in school other than FACE.

- On average, five individuals (typically two or three adults and two or three children) reside in FACE children's homes.

- Forty-nine percent of FACE children live in households that receive public assistance, although a smaller 39% of participating adults receive some sort of financial assistance from a federal, state, or tribal agency.

- Thirty-five percent of FACE children have mothers who are employed, similar to findings in previous years. Thirty-two percent have fathers who are employed, similar to the percentage in PY15 but fewer than previous years when approximately 45% of fathers were employed.

- Most children (80%) reside in homes where English is the primary language. Five percent of children reside in homes where the native language is the primary language. Fifteen percent of children reside in homes where English and the native language are spoken with the same frequency.

- Although English is the primary language in most homes, dual languages are spoken in the homes of approximately one-half of the children.

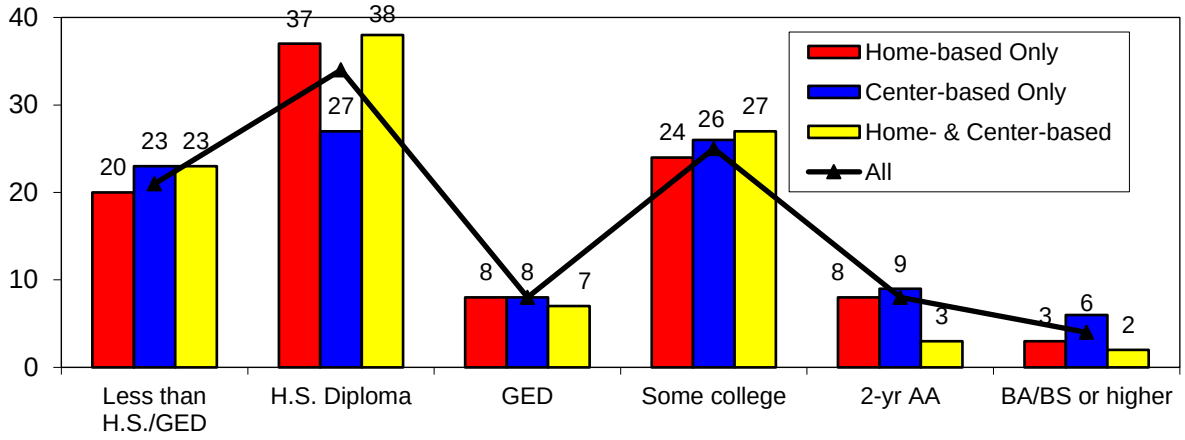
Characteristics of FACE Adults

Most adults participate in FACE with one or more children, but 4% either don't participate with children or didn't provide information about those children. Many of these adults were home-based with prenatal children. Seventy-four percent of adults participated with one child, 22% participated with two or more children. Among adults who participated with children in PY16, 89% are parents of the child(ren) with whom they participated. Seventy-three percent are mothers; 16% are fathers; 7% percent are grandparents; 4% are other relatives; and 1% are caretakers, guardians, or friends.

Education of Adults

In PY16, 21% of the adults had less than a high school education at the time of enrollment in FACE (see Figure 12), similar to PY15, and a lower percentage compared with PY13 and PY14. In PY13, approximately 30% of adults had less than a high school education, and in PY14, 26% did not have a high school diploma or GED at program entry. Twenty-three percent of the adults who participated in both center- and home-based services, 20% of adults who participated in home-based-only services, and 23% who participated in center-based-only services had completed less than a 12th grade education. Prior to enrollment, 42% of PY16 adults had received either a high school diploma or a GED certificate, similar to the previous three years. Thirty-six percent of all adults had attended some form of post-secondary education, and 11% had completed a degree.

Figure 12. Percentage Distribution of Adults by the Highest Level of Education Completed at the Time of FACE Enrollment and by FACE Services Received in PY16

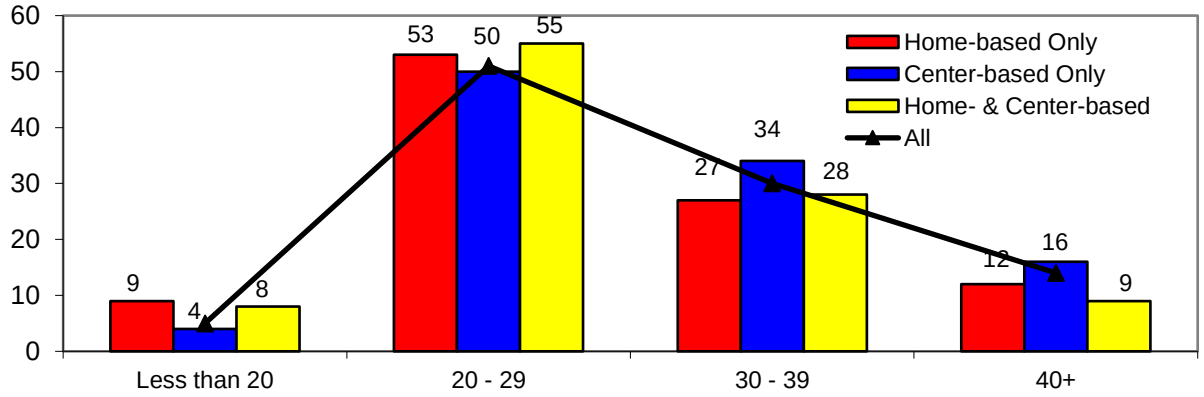


Age of Adults

The average age of PY16 FACE adults is 30 and ranges from 14 to 81 years of age. Five percent of adults are under the age of 20, 51% are in the 20-29 age range, and 44% are 30 and older (see Figure 13). On average, center-based-only adults are somewhat older (32 years of age) than are home-based-only adults and adults who participate in both services (30 years of age). Fifty-four percent of center-based-only adults and 62% of home-based-only adults are younger than 30 years

of age. Sixty-three percent of adults who participate in both center- and home-based services are less than 30 years of age.

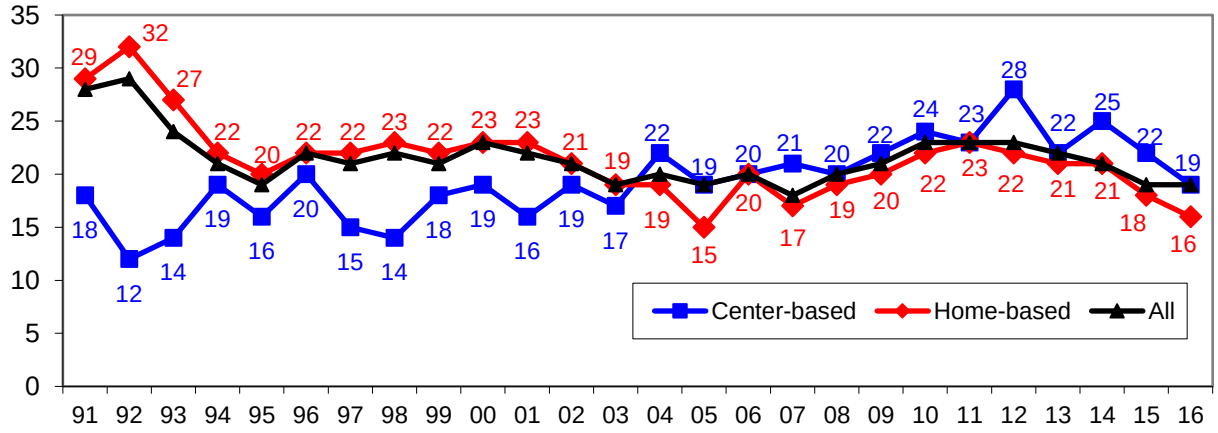
Figure 13. Percentage Distribution of Adults by Age and by Type of FACE Services Received in PY16



Gender of Adults

Among all adults who participated anytime during the 26 years of FACE, 35% were male. Of PY16 adults, 19% are male (see Figure 14). In PY16, 19% of center-based adults and 16% of home-based adults are male. The percentage of center-based adults who are male varies from a low of 12% in PY92 to a high of 28% in PY12. Males comprised as many as 32% of home-based adults early in FACE implementation (in PY92) and as few as 15% in PY05.

Figure 14. Percentage of Adult Participants Who Are Male by Type of FACE Services Received in Program Years 1991-2016



Adult Employment

Thirty-five percent of PY16 adults were employed—a 5 percentage point increase compared with PY15—and 65% were unemployed at program entry. The unemployment rate is similar to the prior two years for home-based-only adults; 65% are unemployed compared with 69% in PY14 and 68% in PY15. The downward trend in unemployment continued for center-based adults; 61% were unemployed in PY16 compared with 87% in PY14 and 65% in PY15, when requirements for adult participation changed. Seventy-four percent of adults receiving both home- and center-based services in PY16 were unemployed, compared with 80% in PY15. The 35% of participants who were employed averaged about 34 hours of work each week, similar to the average in recent years. Employed females averaged 34 hours per week, four fewer hours than the 38 average hours worked by employed males.

Thirty-nine percent of PY16 adults received some form of financial assistance from a federal, state, or tribal agency, similar to the previous year when 40% of adults received financial assistance.

STAFF CHARACTERISTICS

FACE programs usually consist of five or six staff members: a coordinator (who also often functions as the adult education instructor or early childhood teacher), an early childhood teacher and co-teacher, an adult education instructor, and two parent educators. Eighty-eight percent of PY16 programs reported five or six staff members; 12% reported three or four staff members.

The FACE program has demonstrated progress towards compliance with the former NCLB legislation, with the intended outcome of staff degreed appropriately for each position. FACE guidelines drafted in 2010 and revised in 2015[15] state that adult education instructors and early childhood teachers must have completed a Bachelor's degree in education. Adult education instructors and early childhood teachers must be state-certified teachers, and early childhood teachers must be degreed in early childhood or elementary education. In PY16, all but one adult education instructor and all but two early childhood teachers had at least a Bachelor's degree; the adult education instructor and one early childhood teacher without a Bachelor's degree had an Associate's degree (see Table 4). Fifty-three percent of adult education instructors and 53% of early childhood teachers had earned certification in their areas.

Parent educators and early childhood co-teachers must have completed an AA degree, 60 hours of college credit, or state certification for paraprofessionals. Eighty-five percent of early childhood co-teachers and 82% of parent educators had earned at least an Associate's degree; the remaining staff members had earned a high school diploma or GED. Thirty-five percent of early childhood co-teachers also had earned certification in early childhood; home-based staff members are certified as parent educators by the Parents as Teachers National Center.

[15] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) guidelines* (pp. 11-12). Washington, DC: Author.

Table 4. Percentage of PY16 FACE Staff Members Completing Highest Level of Education and Percentage Earning Certification Anytime[16]

Staff Highest Level of Education	Coordi-nator (N=41)	Adult Education Instructor (N=38)	Early Childhood Teacher (N=38)	Early Childhood Co-Teacher (N=40)	Parent Educator (N=73)	All FACE Staff Members (Unduplicated) (N=211)
PhD/ED	5	5	0	0	0	2
MA/MS	61	42	39	0	5	23
BA/BS	34	50	55	20	23	33
AA	0	3	3	65	53	32
HS Diploma/GED	2	0	3	15	18	10
Certification Earned:						
Early Childhood	22	13	53	35	19	27
Adult Education	17	53	0	0	0	11

Additional information about staff members who hold FACE positions in PY16 was provided by 42 programs for 211 staff members (see Table 5).

Table 5. FACE Staff Characteristics by Role in PY16[17]

Characteristics of Staff Members	Coordi-nator (N=41)	Adult education Instructor (N=38)	Early Childhood Teacher (N=38)	Early Childhood Co-Teacher (N=40)	Parent Educator (N=73)	All FACE Staff Members (Undupli-cated) (N=211)
% American Indian	73	59	66	92	95	80
% New to FACE	24	11	30	13	15	20
Average years employed	7.8	7.7	6.4	7.4	8.8	7.5
% Former FACE participants	21	22	30	36	38	31

American Indian Staff Members

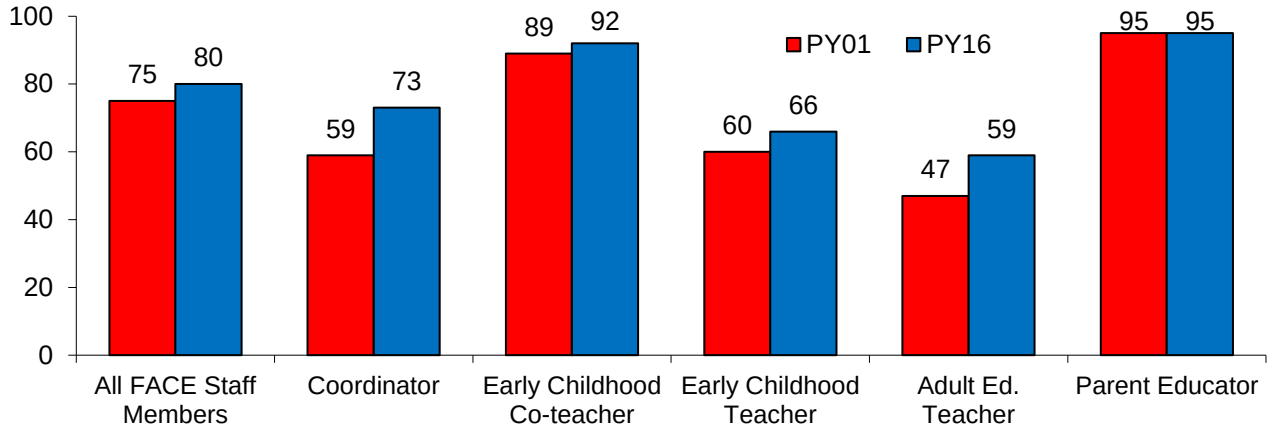
Eighty percent of all PY16 FACE staff positions were held by American Indians, slightly higher than in PY15 (78%). Although the overall percentage of American Indian staff remains relatively stable, the percentage by staff position varies over time. The percentage of coordinators who are American Indian increased from 59% in PY01 to 73% in PY16, and the percentage of adult

[16] Percentages are based on the number of staff members for which information was available on each of the items, which may have been less than the total N for each group.

[17] Percentages are based on the number of staff members for which information was available on each of the items, which may have been less than the total N for each group.

education teachers increased from 47% to 59% (see Figure 15). For early childhood teachers, the percentage is somewhat higher in PY16 (66%) compared with PY01 (60%); the PY16 percentage of American Indian early childhood co-teachers (92%) is similar to the 89% in PY01. Almost all parent educators are American Indian (95%), the most consistent percentage over time.

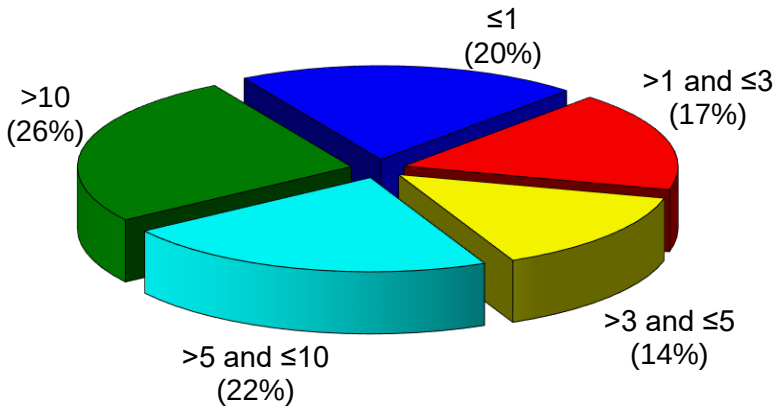
Figure 15. Percentage of FACE Staff Members Who Are American Indian by Position in Program Years 2001 and 2016



Staff Tenure

Staff members continue to demonstrate longevity in their FACE employment. By the end of PY16, staff members had worked in the FACE program an average 7½ years, with periods of employment ranging from less than 1 year to 26 years. Twenty-six percent of staff members were employed in the FACE program more than ten years, with three of these staff members employed since the inception of FACE (see Figure 16). Twenty percent of staff members were employed in the FACE program for one year or less. Seventeen percent of staff members were employed 1½-3 years, 14% were employed 3½-5 years, and 22% were employed 5½-10 years.

Figure 16. Percentage Distribution of Program Staff Members by the Number of Years of Employment in FACE (N=211)

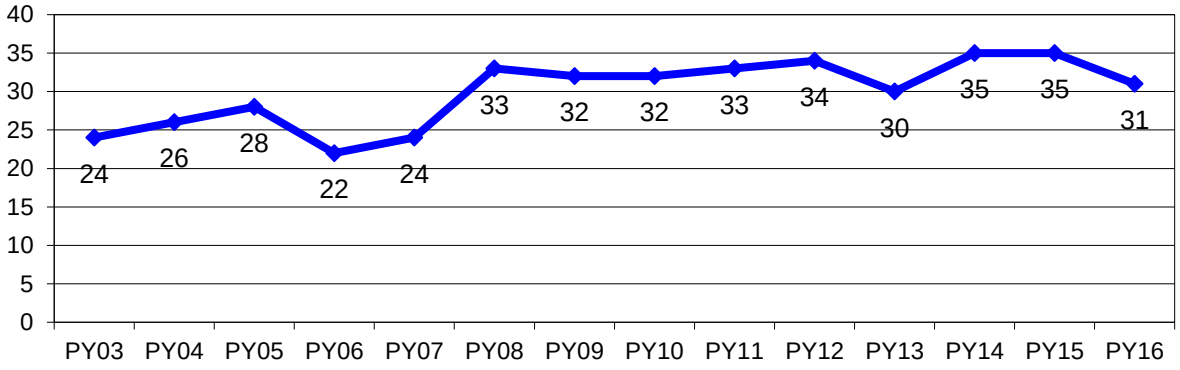


Parent educators have the greatest longevity in FACE, an average of 8.8 years. Coordinators are employed an average 7.8. years, while adult educators average 7.7 years. The average length of employment for early childhood co-teachers is 7.4 years, and for early childhood teachers, it is 6.4 years. Near the end of PY16, the adult education teacher position was vacant in 4 programs; the early childhood teacher position was vacant in four programs and the co-teacher position was vacant at two programs. One program had a vacancy for the coordinator. All programs had at least one parent educator, but in 26% of the programs (11 programs, almost twice as many as the previous year), the second parent educator position was vacant.

Staff Members Who Were Formerly FACE Participants

From PY03 to PY07, approximately one-fourth of staff members were formerly FACE participants (see Figure 17). Since PY08, approximately one-third of FACE staff members were FACE participants prior to their staff appointments.

Figure 17. Percentage of FACE Staff Members Who Were Formerly FACE Participants for Program Years 2003-20167



Although the overall percentage of the FACE staff who were former FACE participants is relatively stable over time, the percentage by position varies from year to year. In PY16, the percentages of coordinators and early childhood teachers who had been FACE participants decreased by about 15 percentage points. The percentages of adult education instructors, early childhood co-teachers and parent educators are similar to PY15 percentages. In PY16, 38% percent of parent educators, 36% of early childhood co-teacher, 30% of early childhood teachers, 22% of adult education instructors, and 21% of coordinators are former FACE participants.

INTENSITY OF FACE SERVICES

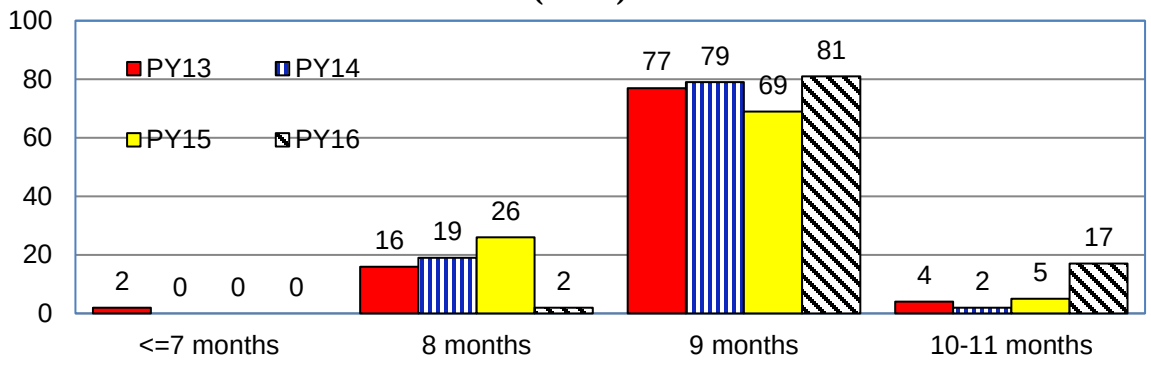
Intensity of services can be examined from two perspectives: the amount of service offered and the amount of service in which families actually participate.

Intensity of FACE Services Offered

The months during which FACE services were provided to families varies among programs. Two programs began services in late July. Fifty-two percent of programs began delivery of services in early to mid-August, while one-third began during the last half of August. Three programs began in the early part of September. Approximately 95% of programs concluded services sometime in May. One program provided services through June 2, and services at one program did not conclude until June 16th (see Appendix D for a list of beginning and ending service dates for programs).

On average, FACE provided services for slightly more than 9 months. The length of time during which FACE services were offered in PY16 ranges from slightly more than 8 months (offered by one program) to almost 10 months (offered by seven programs).[18] Ninety-eight percent of PY16 programs offered services for 9 months or longer, an increase of 17 percentage points compared with the previous high of 81% in PY13 and PY14 (see Figure 18). This increase is largely due to the increasing number of programs providing services for 10-11 months. One program offered services for 8 months.

Figure 18. Percentage Distribution of FACE Programs by Number of Months of Service Provided During Program Years 2012-2016 (N=42)



Home-based Services Offered

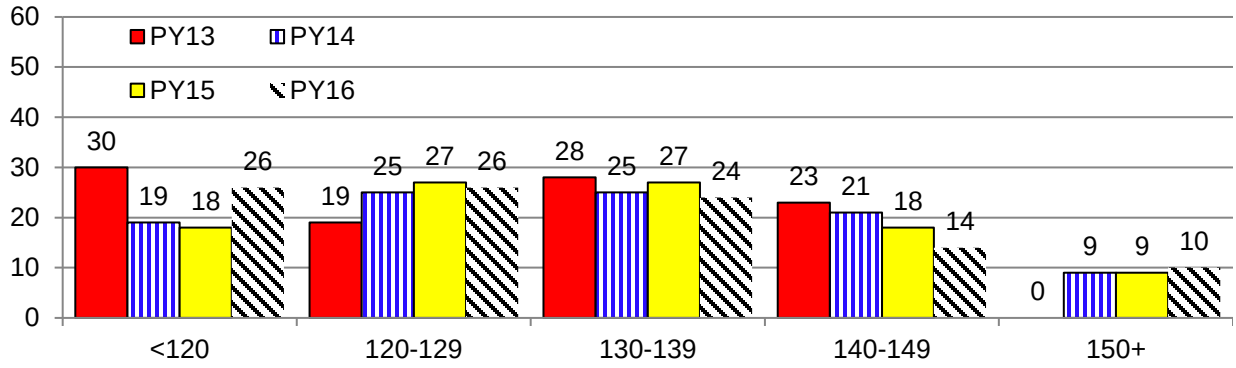
Although the length of time that FACE services were offered increased at sites, the average number of days of home-based services was similar to PY15.[19] On average, FACE programs provided home-based services for 127 days in PY16 compared with 132 days in PY15.[20] In PY16, days offered at sites varied from 91 days to 175 days. Slightly more than one-fourth of the programs offered fewer than 120 days, one-half of the programs offered from 120 to 139 days of service, and almost one-fourth of programs offered at least 140 days (approximately 16 days a month for nine months). See Figure 19.

[18] Program length ranged from 8.3 months to 9.9 months.

[19] "Number of days that home-based services were offered" is defined as the total number of days during the program year that at least one parent educator offered at least one personal visit. Programs provide this data.

[20] The 2015 data was based on the number of days of home-based services that were reported by 74% of FACE programs (32 programs).

Figure 19. Percentage Distribution of FACE Programs by Days of Home-based Service That Were Offered During Program Years 2013-2016 (N=42)



For three years, approximately one-fourth of programs have offered 120 to 129 days of home-based service during the year. After decreasing from 30% in PY13 to approximately 20% in PY14 and PY15, the percentage of programs offering less than 120 days increased to 26% in PY16. The percentage of programs offering 140 or more days continued to decline from the PY14 high of 30% to 24% in PY16—possibly a result of the turnover and late hiring of parent educators.

For home-based services, the expectation is that programs offer two (bi-weekly) or four (weekly) personal visits to families each month for nine months (or from 18 to 36 visits per year for each child's family) and one FACE Family Circle (i.e., family group meeting) per month. Bi-weekly visits were scheduled for approximately three-fourths of PY16 families, and almost one-fourth were scheduled to receive weekly visit.[21]

On average, programs offered 10 FACE Family Circles for families during the year, ranging from 7-17. At least one meeting was held each program month (see Table 6). On average, FACE offered 20 hours of Family Circle meetings during the year, ranging from 7-41 hours. A total of 404 FACE Family Circles were offered by programs overall, 86 fewer than the previous year.

Table 6. Average Number of Home-based FACE Family Circles Offered During PY16 Average Number Offered Monthly

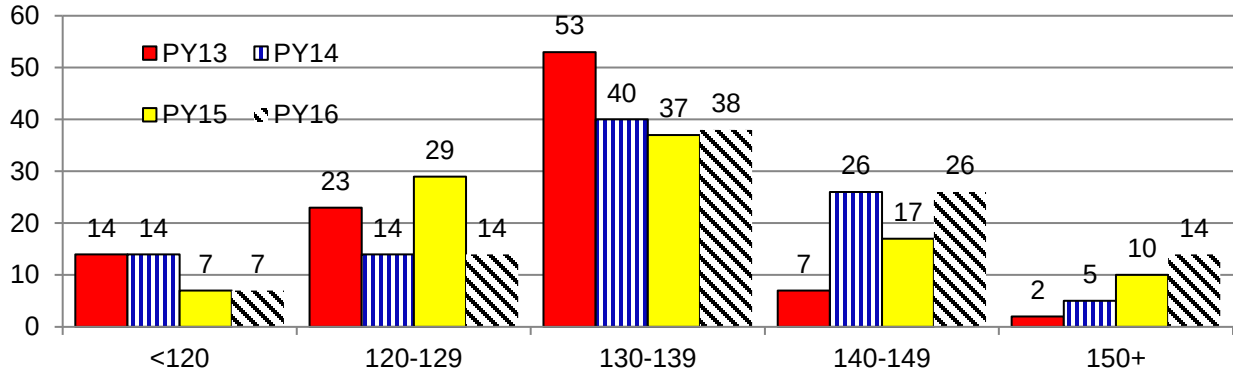
	Average Number Offered in PY16	Average Number Offered per Month
FACE Family Circles	10	1

[21] These percentages are based on data for home-based adults.

Center-based Services Offered

With an optimal number of 144 days of services,[22] 42 FACE programs reported that center-based services were offered an average 137 days, five days more than in PY15. The number of days of center-based services varies among programs from 106-175 days. Seven percent of the programs offered fewer than 120 days, similar to the previous year, and the percentage that offered 120-129 days decreased to 14% (see Figure 20). Thirty-eight percent of the programs offered 130-139 days of services, while 40% offered 140 or more days (approximately 16 days a month for nine months) of services.

Figure 20. Percentage Distribution of FACE Programs by Days of Center-based Services That Were Offered During Program Years 2013-2016 (N=43)



In general, over time, the percentage of programs offering fewer than 130 days decreased to 21% from 37% in PY13; for the last three years, approximately 40% of the programs offered 130-139 days. The percentage offering 140 or more days of services has steadily increased from 9% in PY13 to a notable 40% in PY16. (See Appendix D for the number of center- and home-based service days offered by site and overall averages.)

FACE preschool services are expected to be offered at least 3.5 hours per day, four days a week, for an optimal offering of approximately 56 hours per month. On average, FACE early childhood education was offered four hours each day in PY16 (not including the additional required hour of PACT time and lunch) and ranged from 2.5-6.5 hours. PY16 programs offered an average 65 hours of preschool per month, which is nine hours more than the optimal expectation and five hours more than the monthly average the previous three years when 59-61 hours were offered (see Table 7). Average preschool hours per month varies from 48 to 126 at sites.[23]

[22] Calculated with an expectation of nine months of program operation with service delivery occurring four days/wk. This is the optimum amount and does not reflect account holidays, school closings, etc.

[23] Based on data received from 41 programs.

Table 7. Average Monthly and Yearly Hours Offered in Program Years 2013-2016

Center-based Service	Average Hours Offered per Month[24]				Average Hours Offered per Year			
	PY13	PY14	PY15	PY16	PY13	PY14	PY15	PY16
Preschool	60	59	61	65	550	543	554	592
Adult education	44	44	42	43	406	408	380	391
PACT Time	14	14	14	14	132	131	125	126
Parent Time	14	14	14	13	132	131	128	122

The amount of adult education that is offered at sites varies by the participation status of adults. On average, adult education is offered three hours each day (not including the additional required hour of PACT Time and hour of Parent Time). FACE programs offered an average of 43 hours of adult education per month, which is similar to the averages of the previous three years. The average amount of adult education offered varies from 5 to 107 hours per month.[25]

PACT Time and Parent Time service offering also varies at sites due to varying types of participation. Programs offered an average of 14 hours of PACT Time and 13 hours of Parent Time monthly, similar to the number of hours offered the previous three years.

On average, FACE programs offered 592 hours of preschool, 391 hours of adult education, 126 hours of PACT Time, and 122 hours of Parent Time during PY16. The average number of PY16 hours of preschool education that programs offered is at least 38 hours more than in each of the three previous years. The average number of PY16 hours of center-based services that programs offered is less than were offered in PY13 and PY14 but more than that offered in PY15 for adult education and PACT Time. Over time, the average yearly hours for Parent Time has decreased from 132 hours in PY13 to 122 hours in PY16.

Intensity of Services Participants Received

Program staff members document the number of months and the hours of service in which adults and children actually participate during the year (data for home-based families is calculated using data for adults participating in the home-based component). Center-based families include children participating in preschool without an adult enrolled in the FACE program.

Home-based Participation

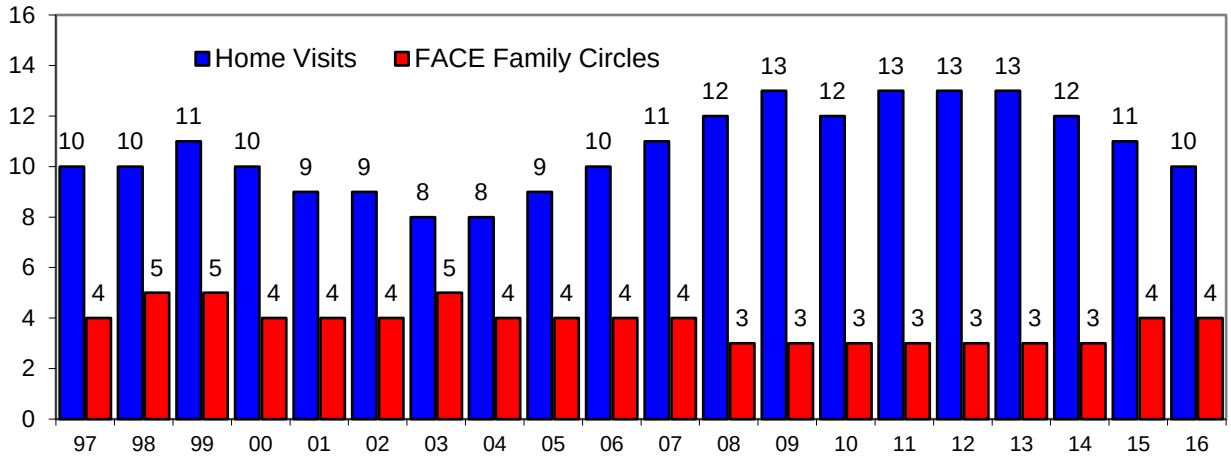
In PY16, approximately 13,900 personal visits were provided to approximately 1,280 home-based families—similar to the number provided in PY15. On average, the personal visits for families with one child last slightly more than one hour; a visit for a family with two or more children lasts slightly more than 90 minutes.

[24] The number of months used for this calculation varied by site.

[25] Based on data received from 37 programs.

Average participation in the home-based component has been fairly constant over time. PY16 adults participated in an average of 10 personal visits, similar to the first years of recorded data (see Figure 21). The slight decline in personal visits between PY01 and PY04 was due to the early stages of FACE implementation at 17 sites that were added during that period. Since PY04, the average number of personal visits steadily increased until PY08 when the average number of visits held steady at 12 or 13 for the next seven years, decreasing in PY15 to an average of 11 visits and in PY16 to an average of 10 visits. The increase between PY04 and PY14 is reflective of a continuing focus on providing weekly visits instead of bi-weekly visits. The decline in the average number of visits received by adults is due in part to the parent educator staffing problems at 11 sites in PY16 and, thus, the increase in the percentage of families scheduled for bi-weekly rather than weekly visits compared with PY14.

Figure 21. Average Number of Personal Visits Received and FACE Family Circles Attended by Home-based Adults in Program Years 1997-2016



Three-fourths of home-based adults were offered bi-weekly visits (an increase from the slightly more than one-half in PY14 and similar to PY15); 23% were scheduled for weekly visits, while 2% were scheduled for both weekly and biweekly visits during their participation.[26]

As expected, adults who were scheduled for bi-weekly visits participated in fewer visits during the year than did those who were scheduled for weekly visits. Those offered weekly service participated an average of 11.5 visits in PY16 (similar to PY15); those offered bi-weekly service participated in an average nine visits (one fewer than in PY15).

The average number of personal visits in which adults participated in PY16 varied from 4 to 23 at FACE sites. (See home-based site-level participation data in Appendix E.) On a monthly basis, adults received an average of one personal visit each month, a decrease compared with the averages for the past seven years when adults received an average of two personal visits each month. Adults who were offered bi-weekly visits participated in an average one visit per month, and those offered weekly visits averaged two visits per month. The overall average of one visit per month was

[26] Percentages are based on the number of families for which data is available; no data are available on the intended frequency of visits for 11% of home-based families.

exceeded at four programs, where parents received an average of three personal visits per month and at 12 programs where they received an average of two personal visits per month.

The expectation for FACE Family Circle offerings is at least one per month; thus, eight to ten meetings are expected to be offered during the year, depending on the length of the program year. The average number of FACE Family Circles that home-based adults attend remained consistent at four or five until PY08, when the average decreased to three meetings. The average remained at three until PY15, when it increased slightly to four; four meetings is the average number of meetings attended overall in PY16. Some families do not participate the full year; therefore, they have fewer opportunities to attend FACE Family Circles. Similar to the previous two years, about 70% of home-based adults attended at least one FACE Family Circle during the year.

The average attendance at sites in PY16 ranges from two to seven FACE Family Circles. Adults in three programs attended six or seven meetings on average; adults in the remaining programs attended an average of five or fewer meetings during the year. All home-based adults attended at least one FACE Family Circle in five programs, and all but one or two adults attended at least one meeting in three programs.

Some center-based adults also attend FACE Family Circles. In PY16, 56% of adults who participated in only center-based services attended an average four FACE Family Circles. Most adults who received both home- and center-based services in PY16 (88%) attended four or five meetings on average; those who received only center-based services attended an average of four meetings. Home-based-only parents attended an average of three or four FACE Family Circles.

Center-based Participation

Until PY15, center-based families were required to participate in FACE preschool, adult education, PACT Time, and Parent Time. The change to that requirement resulted in different types of center-based participation among families. In PY16, approximately one-half of preschoolers attended with adults who participated in the original center-based model: adult education, PACT Time, and Parent Time; one-fourth of FACE preschoolers did not have participating adults (see Table 8). Almost one-fourth of preschoolers had parents who participated in only PACT Time and/or Parent Time. These participation rates are almost identical to those in PY15.

Table 8. Type of Parent Participation in Center-based Components and Percentage and Number of FACE Preschool Children in PY16

Type of Parent Participation in Center-based Components				Preschool Children (N=726)	
Adult education	PACT Time	Parent Time	No Participation	N	%
✓	✓	✓		374	52
✓	✓			8	1
✓		✓		8	1
✓				18	2
	✓	✓		108	15
	✓			50	7
		✓		2	<1
			✓	158	22

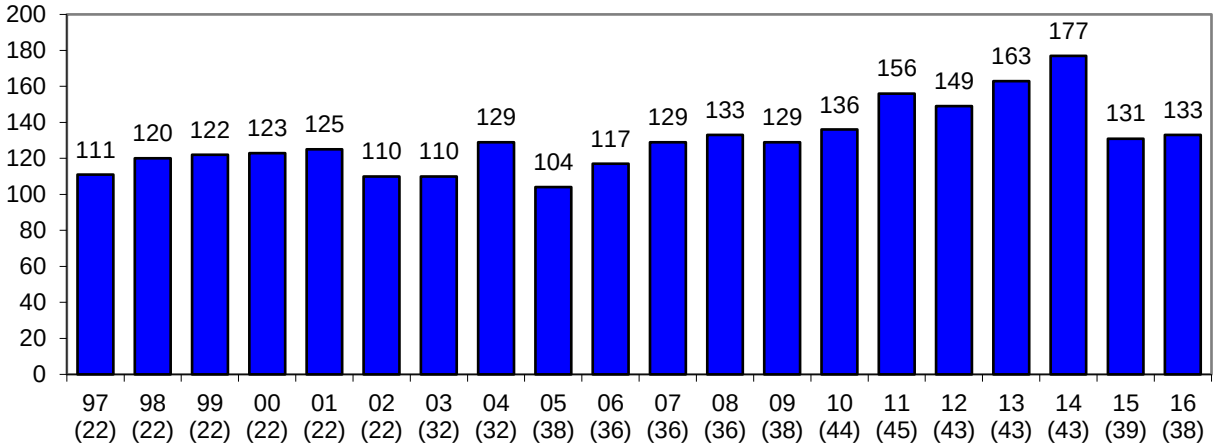
Of adults who participated in any of the center-based components in PY16, 67% participated in the original model: adult education, PACT Time, and Parent Time; 16% attended only PACT Time and Parent Time, and 17% participated in various other combinations of center-based adult services (e.g., adult education and PACT Time but no Parent Time; PACT Time only, etc.)

Average hours of annual attendance in adult education have varied since PY97 when attendance data were first collected (see Figure 22). The substantial increases in average hours of adult education in PY10-14, which peaked at a high of 177 average hours in PY14, declined to 131 average hours in PY15 and 133 average hours in PY16. In PY16, average hours of participation in adult education ranged from less than 65 hours in 11 programs to more than 300 hours in three program.[27] No adults participated in adult education in five programs.[28] (See Appendix F for average center-based participation at programs during PY16.)

[27] At 40 hours per month, the maximum hours of adult education offered during the year in a center-based classroom ranges from 320 hours to 400 hours, depending on the length of the program year. Additional hours of adult education through other venues are available at some sites.

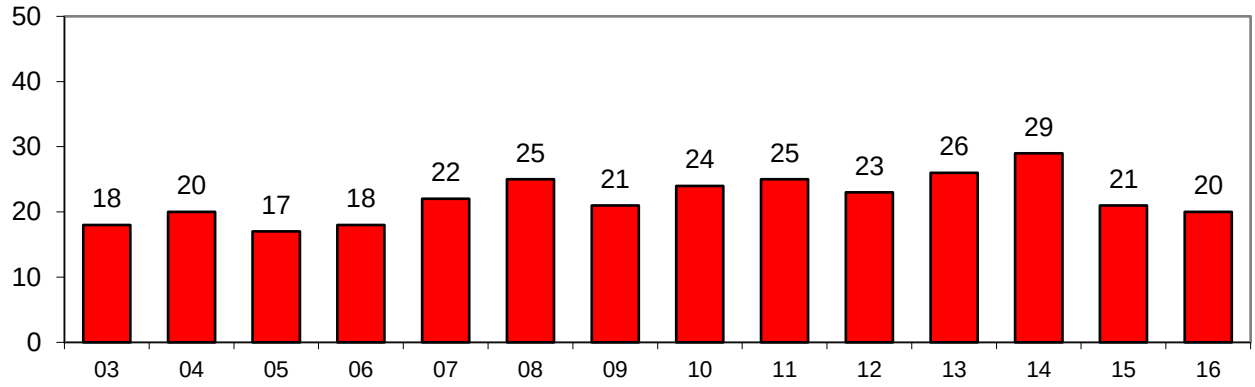
[28] Four of these programs did not offer center-based adult education; one program offered adult education but did not provide participation data.

Figure 22. Average Hours of Attendance in FACE Adult Education in Program Years 1997-2016 (and Number of Sites)



Average monthly hours of adult education attendance have similarly fluctuated from a low of 17 hours in PY05 to a high of 29 hours in PY14 (see Figure 23). Monthly participation in PY15 and PY16 was a significant decrease from that in PY14.

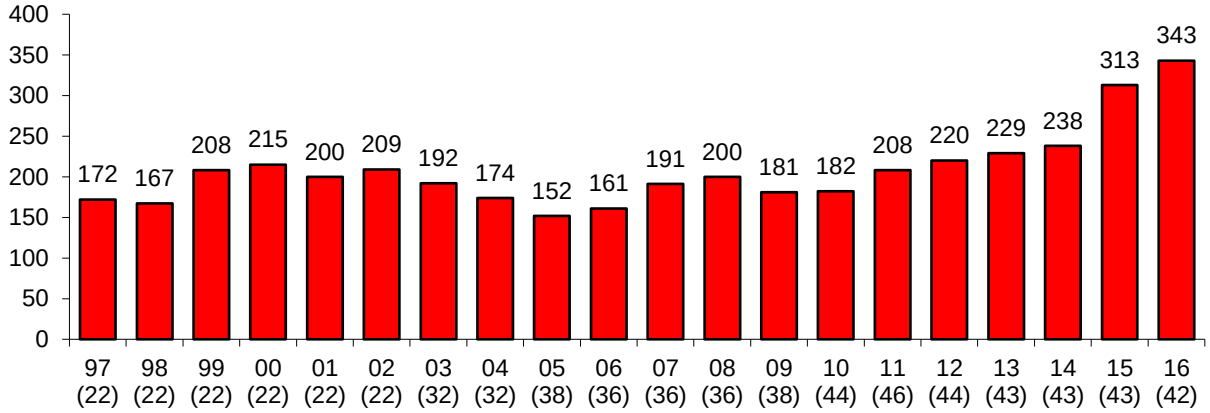
Figure 23. Average Monthly Hours of Attendance in Adult Education in Program Years 2003-2016



Average hours of FACE preschool attendance reached its high in PY16. Children attended an average 343 hours[29] of FACE preschool, 30 hours more than the previous year (see Figure 24). The average attendance at FACE preschools during PY16 varied from just under 100 hours at one program to more than 200 hours at 88% of the programs. At 11 of these programs, average attendance was more than 400 hours.

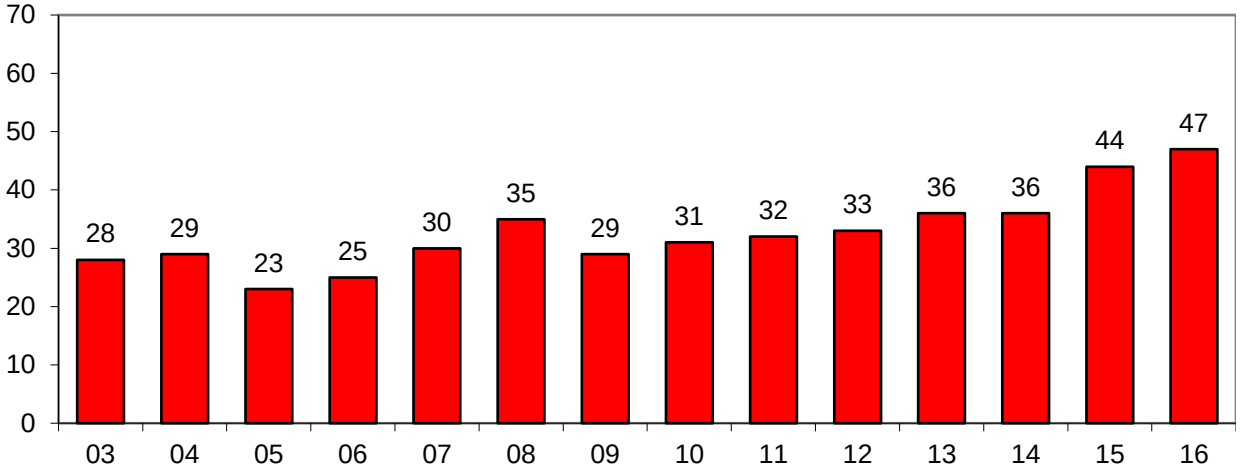
[29] Based on data from 42 programs; one program was vandalized and the preschool records were destroyed.

Figure 24. Average Hours of Attendance in FACE Preschools in Program Years 1997-2016 (and Number of Sites)



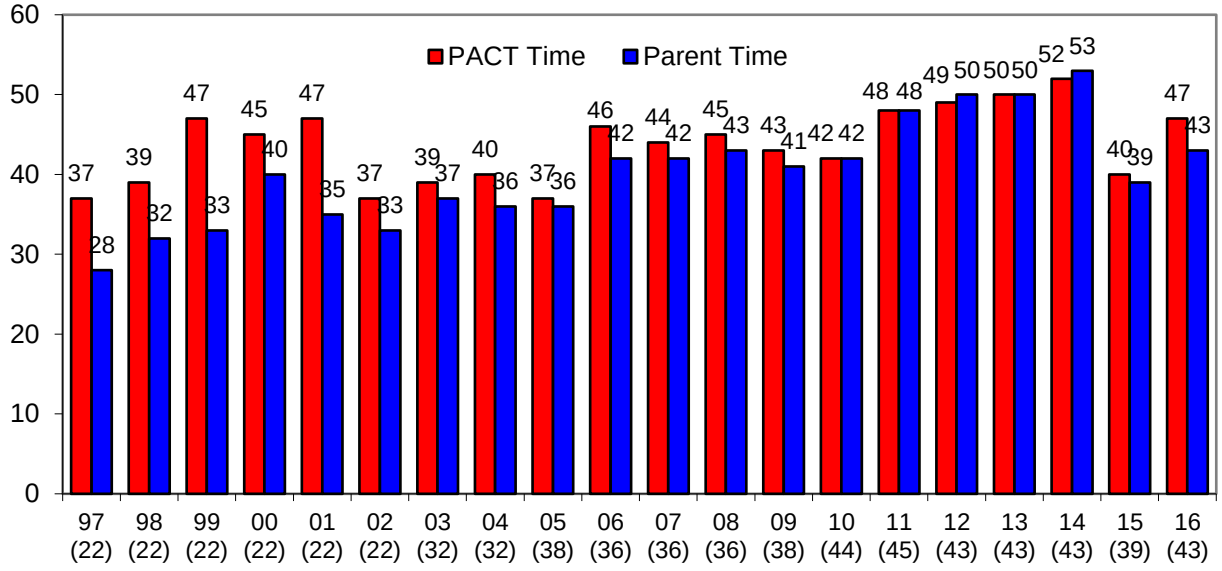
Children attended FACE center-based preschool an average of 47 hours per month, surpassing the previous year's average by three hours. (see Figure 25). Children at 52% of programs averaged 42 or more monthly hours of preschool attendance. Since PY09, the average monthly attendance gradually increased to 47 hours in PY16.

Figure 25. Average Monthly Hours of Attendance in FACE Preschool in Program Years 2003-2016



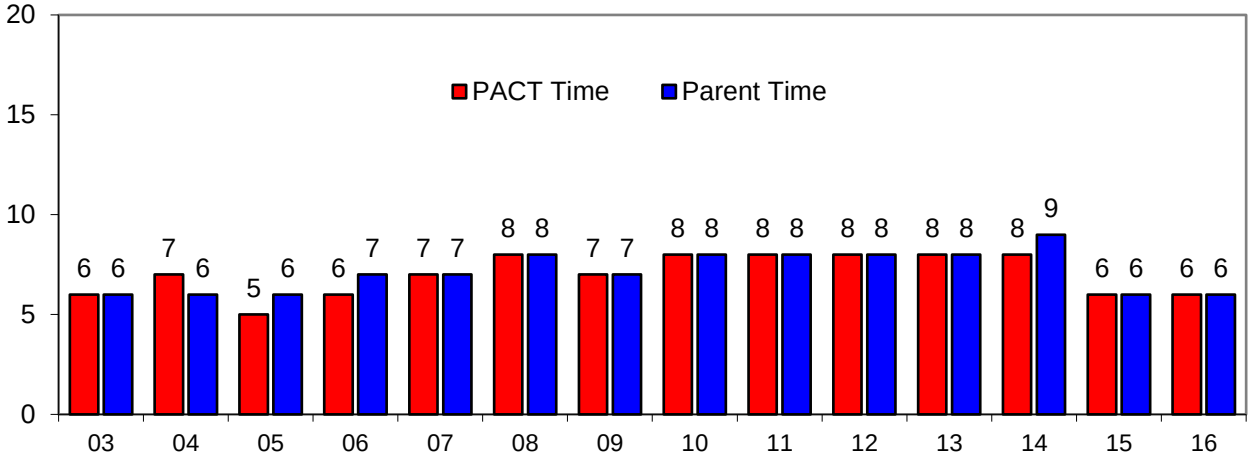
Center-based adults participated an average 47 hours of PACT Time and 43 hours of Parent Time, a 7 and 4 percentage point increase, respectively, compared with PY15 averages (see Figure 26). Average hours of PACT Time attendance and Parent Time attendance at programs ranged from 1-200 hours. Adults at 24% of the programs averaged 25 or fewer hours of PACT Time participation and of Parent Time participation. Nineteen percent of the programs averaged more than 65 hours of participation in PACT Time, and adults at 21% of the programs averaged more than 65 hours of Parent Time.

Figure 26. Average Hours of Adult Participation in PACT Time and Parent Time in Program Years 1997-2016 (and Number of Sites)



Similar to PY15, center-based adults attended PACT Time an average of six hours per month and attended Parent Time six hours per month (see Figure 27). Average participation in both types of services was higher in years preceding PY15.

Figure 27. Average Monthly Hours of Adult Participation in PACT Time and Parent Time in Program Years 2003-2016



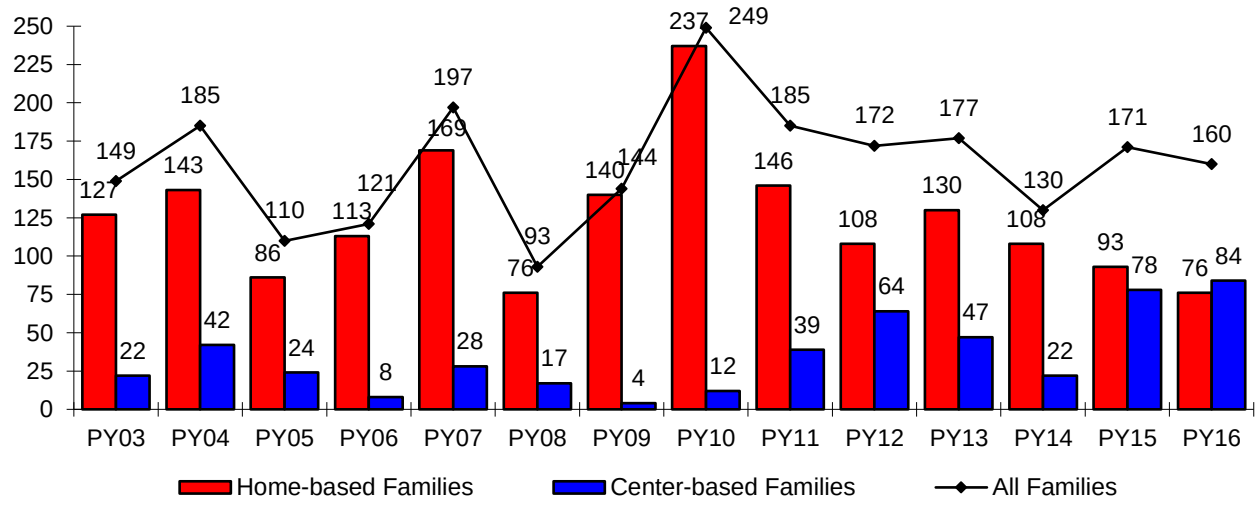
Some center-based parents participate by interacting with their K-3 children through PACT Time in the child's classroom. K-3 PACT Time occurred at 22 programs in PY16, the same number as in PY15. A total of 77 K-3 children and 76 FACE parents participated together in K-3 PACT Time—an increase from the 55 children and 66 parents who participated together in K-3 PACT Time in PY15. They participated for an average 47 hours—seven hours more than in PY15.

DEMAND FOR FACE SERVICES

FACE services remain in demand as evidenced by waiting lists of families who wish to participate but are not served because the program is at capacity, and by the number of adults at year-end who expect to continue FACE participation.

In each year but one since PY03, more than 100 families were waiting for FACE services at the end of the program year (see Figure 28). In PY08, the number of families on waiting lists declined below 100 families, but the number increased again to 144 families in PY09. In PY15 and PY16, the number of programs reporting a waiting list increased by 42%, from 19 programs in PY14 to 27 programs. The number of families increased from 130 in PY14 to 171 families in PY15 and 160 families in PY16. The number of center-based families waiting for services increased from 78 families in PY15 to 84 in PY16; and the number of home-based families waiting for services declined by 17 families, from 93 families in PY15 to 76 families in PY16.

Figure 28. Number of Families on FACE Waiting Lists at Year End for Program Years 2003-2016



The 76 families waiting for home-based services at the end of PY16 demonstrates a four-year decline. The number of families waiting to enroll in home-based services ranged from 76 families in PY08 and PY16 to 237 families in PY10. Eighty-four families waited for center-based services at the end of PY16, the highest number since the data was first collected. The number of center-based families awaiting FACE services ranged from a low of four families in PY09 to the PY16 high of 84 families.

For 23 programs that reported the number of families on their waiting lists at the end of PY16, the number of families at individual sites ranged from 1-19 families, with an average of seven families per program (see Table 9). The number of home-based families ranged from 1-16 families with an average five families per program (reported by 14 programs). Eighty-four families are on center-based waiting lists at 17 programs, averaging five families per program.

Table 9. Number of Programs That Reported Number of Families on Waiting List and Number, Range, and Mean of Families (N=42)

	Number of Programs	Families on Waiting List		
		Total Number	Range	Mean
FACE Services	23	160	1-19	7
Home-based Services	14	76	1-16	5
Center-based Services	17	84	1-18	5

Reasons that home-based families could not be served in PY16 were provided by 14 of the 17 programs with waiting lists for home-based families. At five of these sites, the families declined to participate when first asked due to personal circumstances and requested to remain on the waiting list for the next available opening or for the next program year. Five programs had only one trained parent educator, whose caseload was at capacity. Three other programs had two parent educators whose caseloads were at capacity. At two sites, staff training to serve children 3- to 5-years-old was needed in order to serve families on the waiting list.

Thirteen of the 19 programs with center-based waiting lists provided reasons the families could not be served during PY16. The early childhood education program at eight sites had full enrollment; at three of these sites, the size of the room limited enrollment, and at one site, the lack of an early childhood teacher limited enrollment. Five programs reported already having a waiting list for PY17 enrollment, with home-based children given priority. One program reported that children were removed from the enrollment and the names were put on a waiting list because of excessive absences. One program reported that families with 3-year-olds who were not yet fully trained to use a toilet were on the waiting list, as were families unable to participate when first asked.

Demand for service is also documented by reports of participating adults who indicate their intention to continue or not continue FACE participation. At the end of PY16, 84% of 1,340 responding adults reported their intention to continue their FACE participation in PY17.

Of the 16% of adults (218 adults) who indicated that they will not continue in the FACE program, most provided reasons (see Table 10). Of these adults, 38% participated in only center-based services during PY15, 33% participated in only home-based services, and 29% participated in both center- and home-based services.

Table 10. Percentage and Number of PY16 Adults Providing Reasons for Not Enrolling for PY17[30] (N=218)

Reasons	Percentage	Number
Child will enter kindergarten	33	71
FACE child will enter a preschool other than FACE	16	34
Have no child with whom to attend	5	11
Moving from area	25	55
Employment	14	30
Adult will continue education in another educational program	7	15
Other	11	24

The children of 33% of these adults will enter kindergarten, and 16% of these adults will enroll their child in a preschool other than the FACE preschool. For 5% of the adults, the child is no longer available to participate. One-fourth of the adults are moving from the area. Employment issues prevent 14% of the adults from continuing in the FACE program. In PY12, 19% of discontinuing adults reported that they would be continuing their education elsewhere. This percentage decreased in the following years and reached a low of 7% in PY16. Eleven percent of the adults reported that there are other reasons for not returning. Those include dissatisfaction with the FACE program, transportation problems, childcare needs, lack of time, and military enlistment.

Regardless of their reason for discontinuing FACE participation, many of the adults who are leaving the program have educational plans for their future. Almost half (107 adults) indicated their intent to continue their education after leaving FACE, and one-third of those who reported that they are leaving the FACE program (73 adults) specified which educational program they would attend (see Table 11).[31] Approximately one-fourth of discontinuing adults plan to enroll in college classes; this includes 20% of home-based adults, 25% of center-based adults and 40% of those in both components. Five percent plan to enroll in other GED classes. Less than 5% plan to enroll in vocational education, to participate in ABE classes or to complete high school, and to enroll in a Master's program.

[30] The percentage totals more than 100 and the number totals more than 218 since some respondents selected more than one reason option.

[31] Of the 107 adults who indicated that they planned to continue their education after FACE, 33 adults did not describe the education that they hoped to pursue.

Table 11. Percentage and Number of Adults Enrolling in Other Educational Programs/Classes Following Discontinuation of FACE Participation at the End of PY16

Program/Classes	All (N=218)		Home-based Only (N=86)		Center-based Only (N=122)		Both Home- and Center-based (N=10)	
	%	#	%	#	%	#	%	#
College	24	52	20	17	25	31	40	4
GED classes	5	11	5	4	6	7	0	0
Vocational education	3	6	1	1	3	4	10	1
ABE classes	1	3	2	2	1	1	0	0
High School	<1	1	1	1	0	0	0	0
Other	16	34	12	10	18	22	20	2

FACE IMPLEMENTATION CHANGES, PLANNING, AND TECHNICAL ASSISTANCE RECEIVED

Throughout the history of the FACE program, services have been strengthened through ongoing program planning and continual refinements to implementation, such as changes in curricula and information management. Implementation in PY16 is described in this section, as is the effectiveness of planning time. Family transition planning is described next. The section ends with a discussion of technical assistance received during PY16.

FACE Implementation Changes

Programs described implementation of their center-based and home-based programs, focusing on changes in PY16. Implementing the center-based program is described first followed by the home-based program.

Home-based

Home-based implementation was reported to be no different than it had been in recent years in approximately 30% of the programs. In another 30% of programs, service decreased or increased depending on staffing issues. Most of these programs lost parent educators during the program year or a new hire was waiting for training.

Approximately one-fourth of the programs reported that they were working on implementing the new data tracking system, Penelope, and no longer were using Visit Tracker.

Fifteen percent or fewer programs described other changes, such as increased engagement by parents in their personal visits and during family circles, increased structure and content in family circle presentations and activities, administering the Life Skills Progression assessment, and providing home-based 3 through kindergarten services.

Center-based

Adult participation in the FACE program differs dramatically from the past. Adults can participate in center-based services full-time, part-time or flex-time. Full-time participation is the traditional model for FACE. A full-time adult participant attends FACE four days a week, participating in the three components that make up the center-based program for adults: adult education, PACT Time and Parent Time. A part-time participant attends the center-based program for the full day, but only one to three days a week. Any other participation configuration is flex-time. Flex-time includes the minimum requirement for adults to be a FACE participant—parent engagement (in PACT Time and Parent Time) at least two hours per week. Flex-time participation might occur at the center, in the community or at home.

One program described adult center-based service offering and participation as follows:

> *For SY15-16, parent participation was offered full-time, part-time and flex-time. Full-time and part-time parents would complete the program requirements in the FACE classroom. Flex-time parents completed their requirements with a combination of coming into the classroom and completing journals and assignments at home. Flex-time parents had folders that were turned in each Monday. Each folder would hold their parent time journals/assignments and their PACT Time transfer-home work.*

Participation in the center-based program is individualized in that each adult develops an Adult Participation Plan in collaboration with the adult education teacher or other center-based staff member. This formal written plan for an individual's participation is intended to maximize "adult participation in PACT Time, Parent Time, and Adult Education. A minimum of 2 hours per week of Parent Time and PACT Time is required" for families enrolled in the FACE preschool program.[32] At one site, this process was initiated by giving each adult a Parent Participation Handbook, which contains an explanation of the FACE center-based program, goal sheets, parent interview form, and technology assessment form.

Although all programs are expected to provide preschool, adult education, PACT Time, and Parent Time, the amount of services available in PY16 varied due to participation and staff vacancies.

Adult Education

Programs described how they provided FACE adult education during PY16. Most center-based programs offered the traditional FACE model for adult education 2½ hours per day, four days a week, but they also permitted students to attend fewer days a week as part-time students. Seventy-nine percent of the programs reported that they offered full-time adult education services. Fifty-five percent of programs provided adult education to both full-time and part-time students, while almost one-fourth provided only full-time services (see Table 12). Three programs offered adult

[32] Family and Child Education Guidelines. April, 20015. p. 14.

education services to part-time students only. Six programs did not offer adult education at their centers; four of these programs had no adult educator on the staff.[33]

Table 12. Percentage and Number of Sites Reporting Availability of Adult Education at the FACE Center (N=42)

Availability of Adult Education	Percent of Programs	Number of Programs
Both Full-Time and Part-Time	55	23
Full-Time Only	24	10
Part-Time Only	7	3
Not Offered	14	6

At one site that only offered part-time adult education, the center's full-day program was offered only on Wednesday from 9 a.m. to 2 p.m. During that time, students engaged in adult education, Parent Time and PACT Time according to the traditional model. If adults had to miss their Wednesday commitment, they could make it up on a Monday by first contacting the adult education instructor.

When asked to describe ways center-based participation for adults was offered and how it differs from prior years, almost 85% of the programs included a description of flex-time at their site. The adult education component of the center-based program became more flexible as some programs expanded their definition of adult education according to the FACE Guidelines.[34] For example, besides high school, college or employment training programs, adult education included off-site workshops and community service activities. At one site, food preparation tied to math and technology lessons is adult education. At another site, the local tribal college extension classes are accepted as adult education time; the adult education instructor at this site also sent home academic and cultural reading assignments as part of adult education.

One program described its community-based adult education as follows:

> *Adults completed educational experiences out of the classroom. Examples include enrolling in college; food handlers certification; attending professional development conference; participating in Dine' Royalty pageants; attending Dine' focused conference (White Shell Woman Workshop); project-based learning included a school-wide clothing drive and participation in school events, such as culture nights, setting up and running booths for the Autumn/Halloween event and creating entries that included their children in the...parade. Finally, employment skills were developed in terms of working together as a team; using communication/problem-solving skills; and developing a strong community within*

[33] One of these programs marked itself as "part-time" for adult education. This program had no adult education teacher on staff; the preschool teachers offered PACT Time at the center and PACT and Parent Time activities to do at home. At one site, parents did not receive background clearance and adult education was offered off site.

[34] Family and Child Education Guidelines, p. 14.

the classroom. Parents were also members of the Parent Committee, some holding leadership positions.

In another program, full-time adults partnered with adults who had part-time or flex-time schedules.

Full-time parents often became mentors for the other adults who were not able to attend frequently. They took the role of sharing materials and information with other parents. This was particularly helpful for the project-based learning activities that involved uploading pictures of their children from their phones; learning to crop and frame art; developing Power Point presentation for the graduation; and creating graduation announcements and invitations for their children.

At some sites, adult education was offered by the adult educator at a location other than the center, in the home, in the evening at the center, or in the evening at another location. One site explains:

The adult educator provided home visits. The scheduled offered service was based on the participants' schedules. Evening services were offered along with a variety of locations within the community. School events were used to offer Parent Time or PACT Time.

Parent Engagement

At least two hours a week of parent engagement (PACT Time and Parent Time) by a member of the family is required for a child to participate in the FACE preschool program and adult participation at this level is considered to be flex-time. The nature of the participation is described in each Adult Participation Plan. FACE programs were challenged to come up with ways that flex-time parents could fulfill their parent engagement obligation.

All FACE programs offer PACT Time at the Center and most offer Parent Time at the Center. Almost 55% of programs described sending home Parent Time and/or PACT Time activities, with the requirement that parents report back to the staff activity completion and time spent. PACT assignments usually include reading to the child and transfer activities to extend preschool lessons. One program included math at bed-time and incentives.

The adult education/Parent Participation Instructor assists ECE room staff with activities for children and provides parents a monthly activity calendar for parents to do with the child for PACT Time. A coupon is sent back with child when completed. Bed Time Math exercises are sent home with the child daily for PACT Time credit.

At one site, flex-time parents returned to the center at the end of the day to participate in PACT Time and Parent Time. At another site, they participated biweekly in the evening.

> *Preschool students enrolled in center-based did not have to have an adult attend in the adult education class all day. Parent engagement was offered every day at the preschool and adult education classrooms. We also had bi-weekly evening PACT Time and Parent Time offered.*

Almost 15% of programs described offering Parent Engagement activities that are school- or community-based. One program with both school- and community-based offerings explained this process:

> *We offered all the same adult education as we have in the past, but this year we have included several ways for our flex-adults to fulfill their requirement for weekly parent engagement. We sent home an AT-Home PACT/Parent Time packet every week this year instead of the monthly one sent home last year. In the packet, we also include any community activities and events that could fulfill their parent engagement requirement. We also have a Facebook page that keeps our families informed about different parent engagement opportunities as well. We also encourage center-based families to attend Family Circle every month as part of their required parent engagement. Our adult educator has bi-weekly activities planned with the community library as a way for parents to do their required time as well. Next year, we are going to encourage parents to use their tribal parental hours to attend more parent time at the school with our adult education class.*

Some parent engagement requirements for flex-time center-based parents included attendance at FACE Family Circles.

> *Adults of the students enrolled had assignments provided and had to turn in a folder and review it with the adult education teacher. Early childhood set up a read-at-home program and provided weekend take-home activities, which were signed by the parents. Each family had to attend each FACE Family Circle as well.*

To serve parents across all three types of center-based involvement, one program made reading assignments and provided parenting handouts.

> *Center-based participation for caregivers/adults and adult learners: (1) all adults (families) with children enrolled in EC were given books on a daily basis for reading at home, with reading logs to track their child's progress and signed by caregiver/parent. (2) Handouts and literature were provided to parents on topics such as discipline, proper sleep habits for children, play, children's work, socio-emotional skill development for all ages, development of executive functionality skills, hygiene for children and families at home and at school, and the need for regularity and schedules for children.*

Adult background clearance to participate on-site was an issue at several sites and required programs to provide options for participation. One program explained,

Adults who were restricted to come into center-based [facilities] received PACT and Parent Time within the community. Those services were presented by the adult education instructor at a designated site or in the home. Most of the adults also obtained Parent Time information through community events, such as Child Find, Head Start, Tribal workshops, and other trainings and meetings.

Preschool

FACE programs were asked to describe ways that center-based services for children differ from recent years. No changes were reported by eight programs. However, almost half of the programs mentioned the change to flex-time participation by adults and that this change and/or the lack of an adult education instructor impacted PACT Time in the classroom, with fewer parents able to participate on a regular basis at many sites. Programs continued to promote PACT Time for children, with more of it occurring off-site under the auspices of the FACE program. Three programs reported an increase in parent involvement in the classroom.

Almost 30% of programs reported that enrollment of children in preschool had increased and almost 15% of programs reported an increase in daily attendance by the children now that parents did not have to also attend daily.

Only 12% of programs reported changes in curriculum or teaching and learning strategies. The specifics varied among the programs and included: increased attention paid to individual student's learning needs; increased focus on content areas such as music and/or native language; parent participation in their child's language learning and physical education; and increased use of structure, routine, modeling and team work, perhaps due to training on *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children*.

Four programs reported that the staff lacked a certified early childhood teacher for at least part of the year. Two programs reported that their preschool program differed from the past by having a strong early childhood team.

Improved Effectiveness of Planning Time

Since PY07, FACE training has emphasized effective use of the weekly FACE planning day. The planning day is used in three ways: for FACE planning, documentation and teaming; for other FACE program activities; and for school or community activities.

In PY16, 37 programs set aside one day each week for planning and other activities. Three programs reported they had no planning day because they offer services five days a week. At one of these sites where the program provided five days of service, planning time occurred from 2 p.m. to 4:30 p.m. Monday through Thursday, with the team meeting on Tuesday during the afternoon planning time. At another school with a five-day-a-week program, no time was set aside for team planning; planning occurred after school for the center-based staff and after home visits for the

home-based staff. Another program had half the day on Friday for planning, and the remainder of the day was spent attending schoolwide professional development meetings. [35]

Within FACE planning, documentation and teaming, there are six activities (see Table 13). All programs reported that they use their planning time for individual planning. [36] Almost all programs use their planning time for full FACE team planning, home-based team planning and center-based team planning. Thirty-seven programs reported using their planning time for documentation, and 34 use their planning time for team building.

Table 13. Number of Programs Using Planning Time for Intended Purposes and Percentage Distribution of FACE Programs That Rated Effectiveness

	Number of Programs Using Planning Time	Percentage of Staffs Rating Effectiveness			
		Not Very Effective	Somewhat Effective	Very Effective	(N)
For Planning, Documentation, and Teaming					
Full FACE team planning	40	0	18	83	(40)
Individual planning	41	3	17	80	(41)
Home-based team planning	40	3	18	80	(40)
Center-based team planning	39	0	32	68	(38)
Documentation	37	0	22	78	(37)
Team building	34	3	18	79	(33)
For Other FACE Program Activities					
Providing personal visits	40	0	15	85	(40)
Recruiting and retention activities	38	3	22	76	(37)
Professional development	39	0	33	67	(39)
For School or Community Activities					
Helping in school	36	0	23	77	(35)
Attending school activities	39	0	21	79	(38)
Attending community activities	37	0	17	83	(35)
Participating on Community Advisory Council	22	0	32	68	(22)

Of programs that rated the effectiveness of their use of FACE planning time for planning, documentation and teaming, all believe that they are at least *somewhat effective* in using their

[35] Planning day information is missing for three programs.

[36] Based on data submitted by 41 programs (95%) for one or more of the intended purposes.

planning time for three of the six activities. One program rated its use of planning time as *not very effective* for individual planning, for home-based team planning, and for team building. The percentage of programs that rated themselves as *very effective* in using their time on the six activities increased between 4 and 12 percentage points for all activities with one exception. The percentage for center-based planning remained similar to the previous two years' percentages.

- Almost 85% of programs reported they *very effectively* engage in full FACE team planning; almost 20% reported that their engagement is *somewhat effective*.

- Approximately 80% of programs that rated effectiveness reported that they *very effectively* engage in individual planning, home-based team planning, team building, and documentation during their planning day; from 17-22% reported that they engage *somewhat effectively*. For team building, six fewer programs reported that they use the planning day for this activity compared with PY15, but the percentage rating the use as *very effective* increased by 11 percentage points.

- Slightly more than two-thirds of programs reported that they *very effectively* engage in center-based team planning. Almost one-third rated themselves as *somewhat effective* using their planning time for this purpose.

Program staffs value their planning time and the activities this block of time supports. The emphasis on teaming can lead to regular participation in informal communication throughout the day. One program wrote,

> *In addition to the weekly planning meeting, the team meets informally throughout the day. They start the day touching base with each other and continue informal discussion each and every day. They communicate via phone, text, email, and face-to-face.*

For other FACE program activities, almost all programs reported using planning time for providing personal visits, to attend professional development and to engage in recruitment and retention activities. Of programs that rated the effectiveness of their use of planning time for other FACE activities, all believe that they are at least *somewhat effective* in using their planning time for providing personal visits and engaging in professional development. One program rated its use of planning time as *not very effective* for engaging in recruitment and retention activities. The percentage of programs that rated themselves as *very effective* in their use of planning time for providing personal visits is similar to the previous year's percentage, increased for recruitment and retention activities and decreased for professional development.

- Of those programs that use part of their planning day to conduct personal visits, 85% reported that they *very effectively* use their time for this activity; 15% believe they are *somewhat effective*.

- Approximately three-fourths of programs reported that they *very effectively* engage in recruiting and retention activities. The percentage of programs providing this rating increased by 8 percentage points compared with the previous year.

- Two-thirds of programs reported *very effective* use of their planning time for professional development, a decrease of 15 percentage points compared with the previous year.

For the area of school and community activities, almost all reported using planning time to attend school activities and most reported using it to attend community activities and to help in school. Slightly more than half reported using planning time to participate on community advisory councils. All of the programs that rated the effectiveness of their use of planning time for school or community activities believe that they were at least *somewhat effective* in the four activities. Compared with PY15, the percentage of programs that reported *very effective* use of planning time for attending community activities and participating on a community advisory board increased, while the percentage reporting this rating decreased for helping in school and attending school activities.

- Almost 85% of programs reported *very effective* use of their planning time for attending community activities, a 4 percentage point increase compared with the previous year.

- Almost 80% of programs reported that they *very effectively* used planning time to attend school activities. Compared with the previous year, the percentage reporting *very effective* use of planning time decreased by 7 percentage points.

- Slightly more than three-fourths of programs reported that they *very effectively* used planning time to help in school, a decrease of 9 percentage points compared with PY15.

- Slightly more than two-thirds of programs that use their planning time to participate on community advisory councils indicated that they *very effectively* use their planning time for this purpose.[37] Compared with PY15, the number reporting this use of planning time increased by two programs, from 18-22 programs, and the percentage rating effectiveness of this use as *very effective* increased by 11 percentage points.

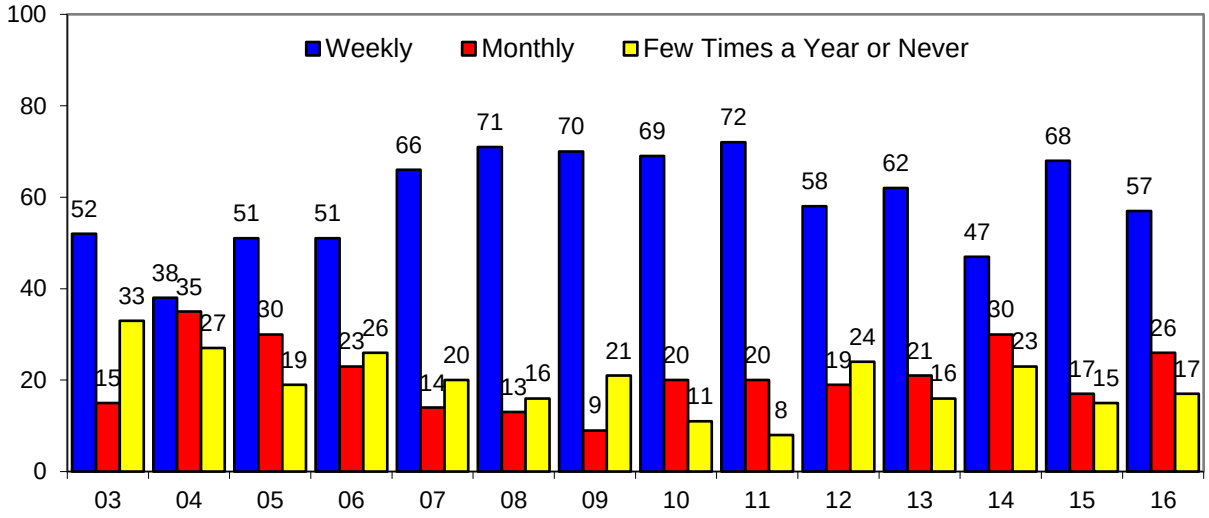
Approximately 20% of programs reported additional uses of their planning time. One to three programs reported using planning time for planning or conducting FACE Family Circles; meeting with or working with families, taking field trips or attending FACE events with families; shopping for supplies; cleaning/disinfecting classrooms; conducting home visits for center-based children; participating in school-sponsored or other BIE- or tribal-sponsored professional development; participating on school-wide committees, such as Professional Learning Committees; and connecting and planning with community agencies and organizations.

It is important that FACE program staffs interact with school administrators on a regular basis to help ensure a strong FACE program. This interaction often takes place during planning day meetings. The principal or another school administrator is considered a member of the FACE team. The percentage of FACE staffs meeting *weekly* with the school administrator decreased to 57% in PY16, after an increase to 68% in PY15, demonstrating continued instability since PY12. The notable increase in PY15 followed a three-year decline in frequency of contact and is similar

[37] Programs were asked about this use of planning time beginning in PY14.

to the five-year period of stability between PY07 and PY11 when 66-72% of staffs met weekly with administration. Twenty-six percent of staffs meet with a school administrator on a monthly basis, and 17% meet only a *few times a year* or *never* (see Figure 29.)

Figure 29. Percentage of FACE Staffs Who Met with Administrators by Frequency of Meetings for Program Years 2003-2016



Family Transition Planning

FACE staffs are charged with assisting families in their transition from FACE services to new educational opportunities or to the work environment. Programs are expected to maintain a written transition plan that defines procedures to help guide their work with individuals. Eighty-eight percent of programs reported having a written transition plan that describes the process that is shared with families. Eighty-three percent of programs reported using an individualized written transition plan with each transitioning family that highlights specific strategies and activities for the family. Most programs (93%) have a written plan for transitioning from home-based to center-based components and most (88%) have a written transition plan that includes procedures for transitioning from the center-based program to kindergarten (see Table 14). Sixty-four percent of transition plans include a section on transitioning from the home-based program to a preschool other than FACE, and half of transition plans include a section on transitioning from the home-based program *prenatal to 3* to the home-based program *3 through kindergarten*. Forty-one percent of plans include information on transitioning from the home-based program to kindergarten. The plan for almost 55% of programs includes procedures for transitioning FACE adults to other education programs or to work. Approximately 35% of transition plans include a section on transitioning from the center-based program to the home-based program.

Table 14. Percentage of Programs with Type of Transition Included in Written Plan In PY16

Type of Transition	Percentage	Number	(N)
From home-based to center-based	93	39	(42)
From home-based to preschool (other than FACE)	64	25	(39)
From home-based *prenatal to 3* to home-based *3 through kindergarten*	50	19	(38)
From home-based to kindergarten	41	16	(39)
From center-based to kindergarten	88	36	(41)
From center-based to home-based	36	14	(39)
From FACE to other programs for adults (Example: work, education)	54	19	(35)

In PY16, 39 programs reported that they provided transition services to children and/or adults. Of these 39 programs, nine only provided transition services to children, and 27 programs provided transition services to both adults and children. Most children who are assisted are transitioning from the center-based program to kindergarten (276 children) or from the home-based program to the center-based program (136 children). Most adults who are assisted are transitioning from FACE to other programs for adults (89 adults) or have children who are transitioning from the center-based program to kindergarten (101 adults).

Technical Assistance Received

At the end of PY16, programs reported on the types of technical assistance they received from PAT and NCFL during the program year and rated the quality of the support.

Five types of technical assistance were offered by each provider: on-site visits, on-line training, technical assistance support calls, implementation conference calls (e.g., start-up and end-of-year calls), and off-site training (other than FACE regional training). PAT offered participation in the PAT International Conference and participation in Foundational 2 Training and in Special Needs training, both of which took place in St. Louis, Missouri. NCFL offered participation in the NCFL National Summit (see Table 15). Each type of technical assistance was rated as (1) *insufficient*, (2) *sufficient*, or (3) *exemplary*.

For the home-based component, all programs participated in on-line training (such as webinars and Specialized Training); programs participated in from 3-35 on-line learning experiences[38] offered by PAT. For example, 93% of programs participated in webinars on the new data tracking system, Penelope; the training was rated at least *sufficient* to meet their needs by 78% of the programs that rated it. All home-based components participated in implementation conference

[38] Reported by 32 FACE programs.

calls. All but one program participated in PAT on-site visits and in support calls for the home-based component; programs reported participation in 2-30 calls[39]. Approximately one-third of the programs sent parent educators to the PAT International Conference, Foundational 2 Training, and special needs raining.

Table 15. Percentage of FACE Programs That Received Technical Assistance and Percentage Distribution and Average Rating of Sufficiency of Support

	Programs		Percentage of Programs that Rated Service				
Type of Technical Assistance	**%**	**(N)**	**Insufficient 1**	**Sufficient 2**	**Exemplary 3**	**Average**	**(N)**
Home-based							
On-site Visits	98	(42)	3	26	72	2.7	(39)
On-line Training	100	(42)	0	19	81	2.8	(36)
Penelope webinars	93	(41)	21	39	39	2.2	(33)
Support Calls	98	(42)	0	29	71	2.7	(38)
Implementation Conference Calls	100	(42)	0	28	73	2.7	(40)
PAT International Conference	36	(42)	0	21	79	2.8	(14)
Foundational 2 Training	33	(42)	0	0	100	3.0	(13)
Special Needs Training	29	(41)	0	8	92	2.9	(12)
Center-based							
On-site Visits	98	(42)	3	26	72	2.7	(39)
On-line Training	93	(41)	6	26	61	2.6	(35)
Support Calls	90	(42)	6	24	70	2.6	(33)
Implementation Conference Calls	100	(42)	0	31	82	2.7	(39)
NCFL National Summit	0	(41)	0	0	0	0	(0)

For the center-based component, all programs participated in implementation conference calls. All but one program reported receiving one or two on-site visits, and most reported participation in on-line training (ranging from 1-13[40]) and technical support calls (ranging from 1-40[41]). None of the programs reported attending the NCFL national conference. The overall average rating for each component and across types of assistance for both components combined is 2.7, approaching *exemplary*; the average ratings ranged from 2.2-3.0.

[39] Reported by 32 FACE programs.
[40] Reported by 31 FACE programs.
[41] Reported by 33 FACE programs.

All FACE programs are expected to attend a FACE regional training session annually; 42 programs reported attendance by two to six staff members. All attending programs sent their parent educators to the regional training, and most sent their early childhood co-teacher (88%) and adult education teacher (86%), and early childhood teacher (81%).

The coordinator at 76% of programs participated in a regional training session, but administrators from only 40% of FACE schools participated. Forty-two programs rated the helpfulness of the training, providing a mean rating of 2.8, approaching *exemplary*. Eighty-three percent of the programs rated the regional training as *very helpful* and only one program rated it *not helpful*. One program praised the regional training session that its staff attended,

> *This was by far the best regional training we have attended and dang those hosts were cool!*

Nine programs reported that they received other forms of technical assistance provided or supported by the BIE or trainers. Eight programs described the other forms of technical assistance they received; those mentioned include PAT filming FACE teaming and collaboration activities; enrolling in an on-line course, such as an adult education class; attending other training and conferences such as Partnership with Native Americans, FACE Work Session, and Brain Conference; receiving school security training; engaging in required schoolwide staff development; attending Special Needs training sponsored by the BIE; participating in NCFL's online training with Gail Price; viewing Parent Engagement video; viewing video on the Expressive One-Word Picture Vocabulary Test; and visiting other FACE programs. The mean rating for the additional forms of technical assistance is 2.8, approaching *very helpful.*

FACE OUTCOMES

This section of the report describes the outcomes for FACE children from birth to 5 years of age, adults, home-school partnerships, community partnerships, and integration of native language and culture. The outcomes are examined within the context of the FACE program goals.

OUTCOMES FOR CHILDREN FROM BIRTH TO 5 YEARS

The program goal to *promote school readiness and lifelong learning* provides the foundation for offering FACE services to children from birth to 5 years of age.

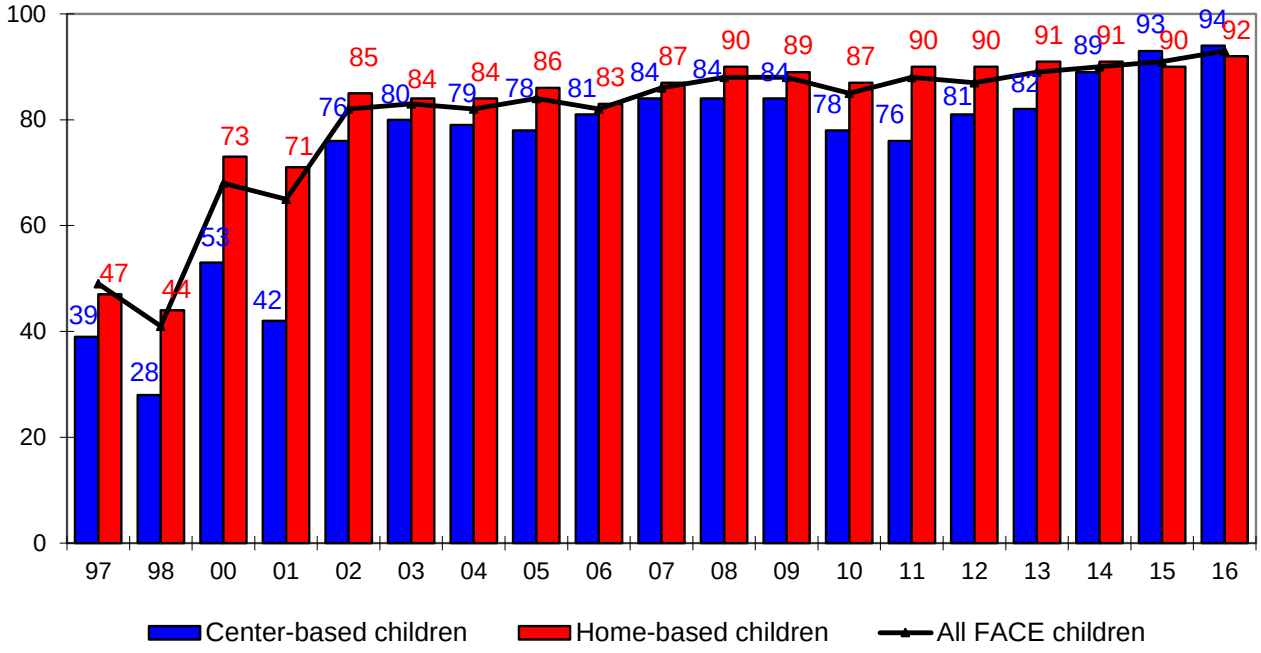
Early Screenings

Early identification of concerns about children's health and development and obtaining appropriate resources for children are essential FACE services in helping children develop to their full potential. Health information is collected at the time of children's enrollment, and various screenings and assessments are conducted to help parents and staff routinely monitor the development of their FACE children.

FACE programs provide documentation of screening that is conducted for children in the areas of language development, gross and fine motor skills, cognitive development, social-emotional development, hearing, vision, dental health, and general health. Some of the screening is provided directly through FACE services and is documented through a variety of procedures; some is provided indirectly through other community services. All of the screening data are aggregated to provide comprehensive screening information about FACE children.

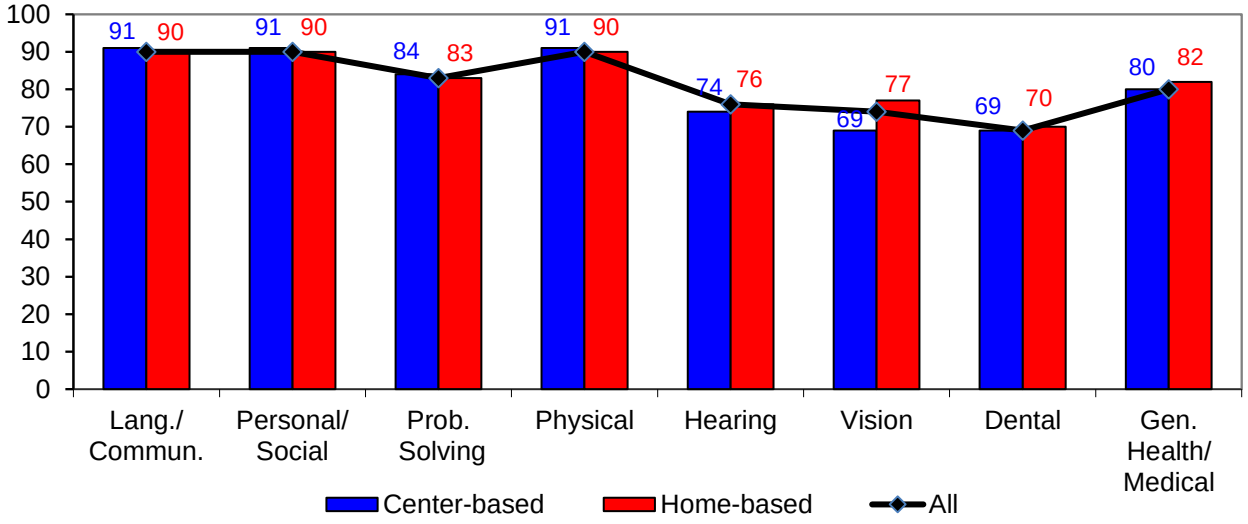
Screening records indicate that 93% of FACE children received some type of screening in PY16, approaching the goal of appropriate screening services for all children (see Figure 30). This is approximately twice the percentage of children who were screened since the data were first reported in PY97. Screening services were provided to 92% of home-based children and 94% of center-based children, the highest percentages yet recorded for screening.

Figure 30. Percentage of Center-based, Home-based, and All FACE Children Who Received Screening Services in Program Years 1997-2016[42]



Similar percentages of home- and center-based children were screened in all areas, with the exception of vision and dental screening where a 6-7 percentage point decrease occurred for center-based children (see Figure 31). Percentages of home-based children screened in the areas of vision and dental increased by 4 percentage points. Overall, the percentages of children screened in the various areas are similar to the previous year.

Figure 31. Percentage of PY16 Home-based, Center-based, and All FACE Children Who Were Screened—by Screening Area



[42] 1999 data not available.

Most children were screened in the areas of language/communication (90%), personal/social development (90%), problem solving (83%), and physical development (90%). Center-based and home-based children are screened with similar frequency in language/communication (91% and 90%, respectively), personal/social development (91% and 90%), problem solving (84% and 83%), and physical development (91% and 90%).

Approximately three-fourths of center-based and home-based children were screened for hearing. Slightly more than two-thirds of center-based children and slightly more than three-fourths of home-based children were screened for vision. Similar percentages of center-based and home-based children received dental screening (69% and 70%, respectively). Eighty percent of children received general health/medical screening.

Detection of Developmental Concerns

Developmental concerns were identified for one-fourth of children who were screened (see Table 16), similar to recent years. Twelve percent of screened children were referred for services, similar to the previous four years. In PY16, 10% received services to address identified concerns. At the end of PY16, concerns remained for 7% of screened children, similar to percentages in the previous seven years.

Table 16. Percentage and Number of FACE Children Who Were Screened and Percentages of Screened Children with Concerns and Referred for/Receiving Service by Screening Area

	Percent of FACE Children Screened (N=2,238)	Number Screened	Percent of Screened Children with: Concerns Identified	Service Referral	Service Received	Concerns Remaining at Year-end
Language/communication	90	2,021	15	7	6	5
Personal/Social	90	2,024	8	3	3	1
Problem solving	83	1,858	9	3	3	2
Physical development	90	2,024	11	3	3	2
Hearing	76	1,696	6	2	2	1
Vision	74	1,664	6	2	2	1
Dental	69	1,552	4	3	3	1
General health/medical	80	1,792	5	1	2	1
Screening Areas Overall	**93**	**2,078**	**25**	**12**	**10**	**7**

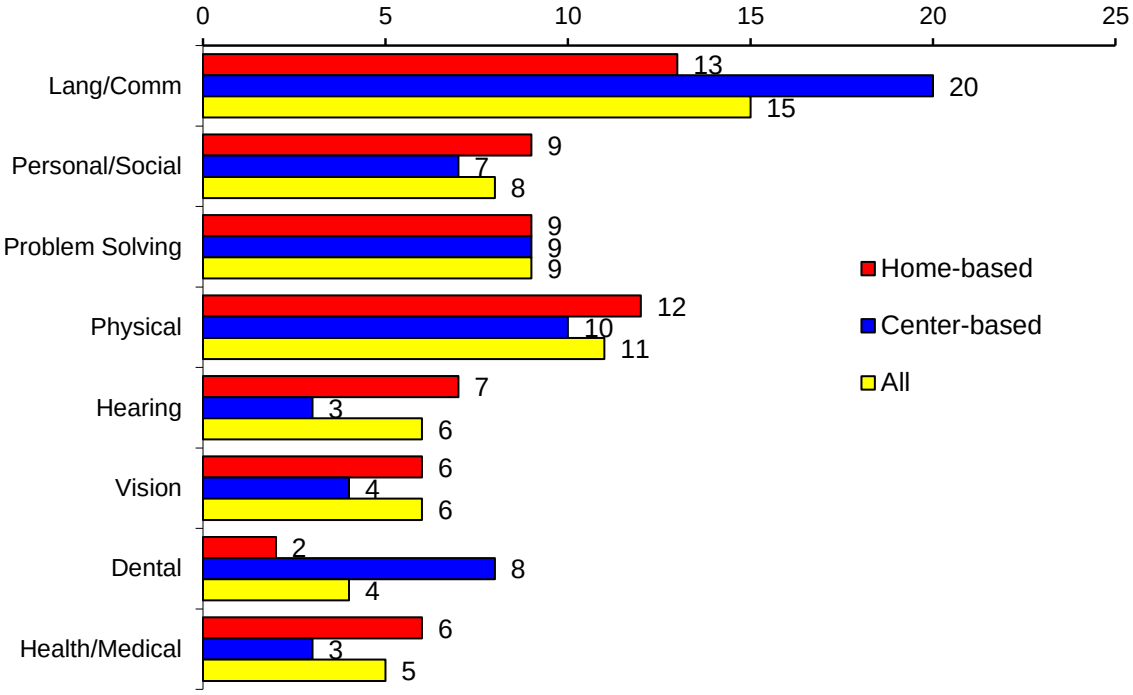
Fifteen percent of screened children had delays in language/communication in PY16; 11% of screened children had physical development delays. For all other areas, 4-9% of screened children

were identified with concerns. Similar to the past seven years, concerns remained for 5% of children screened in the area of language/communication, and only 1-2% of screened children demonstrated concerns in other areas.

Higher percentages of center-based than home-based children were identified with concerns in screening areas overall (see Table 17). Thirty-one percent of center-based children who were screened were identified with concerns, compared with 22% of home-based children.

Similar percentages of center-based and home-based children were identified with concerns in half of the areas—including personal and social development, problem solving, physical development, and vision health (0 to 2 percentage points differences). See Figure 32. Percentages of children differ for language/communications, hearing, dental health and medical health (3 to 7 percentage points difference). Differences between home-based and center-based concerns may be expected since children are of different ages and some concerns/delays may become more evident over time.

Figure 32. Percentage of PY16 Screened Home-based, Center-based, and All FACE Children for Whom Concerns Were Identified—by Screening Area



- Similar to the previous year, 20% of screened center-based children and 13% of screened home-based children were identified with language/communication concerns.

- Nine percent of screened home-based children and 7% of screened center-based children were identified with personal/social concerns. Other areas with similar percentages of center- and home-based children identified with concerns include cognitive development (9% for both groups of children), physical development (12% and 10%, respectively), and vision (6% and 4%, respectively).

Table 17. Percentage and Number of All FACE Children, and Home-based and Center-based Who Were Screened and Percentage of Screened Children with Concerns Identified by Component and Screening Area

	All FACE Children			Home-based Children			Center-based Children		
	Percentage Screened (N=2,238)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=1,550)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=742)	Number Screened	Percentage of Screened Children With Concerns Identified
Language/communication	90	2,021	15	90	1,398	13	91	674	20
Personal/social	90	2,024	8	90	1,401	9	91	674	7
Cognitive (problem solving)	83	1,858	9	83	1,286	9	84	620	9
Physical development	90	2,024	11	90	1,398	12	91	674	10
Hearing	76	1,696	6	76	1,185	7	74	551	3
Vision	74	1,664	6	77	1,190	6	69	512	4
Dental	69	1,552	4	70	1,079	2	69	513	8
General health/medical	80	1,792	5	80	1,240	6	80	595	3
Screening Areas Overall	**93**	**2,078**	**25**	**92**	**1,428**	**22**	**94**	**701**	**31**

- Seven percent of screened home-based children and 3% of the older center-based children were identified with hearing concerns. Dental concerns were identified for only 2% of home-based children and a higher percentage of center-based children (8%). General health/medical concerns were identified for 6% of screened home-based children and a lower 3% of screened center-based children. Vision concerns were identified for 6% of screened children.

In PY16, 107 children with an IEP or IFSP received services through FACE to address their special needs. The most frequently identified type of delay is speech or language, reported for 65% of these children (see Table 18). Children have special needs in the areas of specific learning disability (6%), multiple disabilities (5%), and other health impairment[43] (4%). One or two percent of the children were identified with needs in each of the areas of autism, orthopedic impairment, intellectual disability, visual impairment and hearing impairment.

Table 18. Percentage and Number of Children Identified by Type of Special Need

	Children with IEP/IFSP (N=107)	
Special Need	**%**	**#**
Speech or language impairment	65	70
Specific learning disability	6	6
Multiple disabilities	5	5
Other health impairment	4	4
Autism	2	2
Orthopedic impairment	2	2
Intellectual disability	1	1
Visual impairment	1	1
Hearing impairment	1	1
Deaf-blindness	0	0
Deafness	0	0
Traumatic brain injury	0	0
Emotional disturbance	0	0
Other	36	39

Programs reported that 19 children have miscellaneous special needs that do not fit into the 13 categories and expanded on the category for special needs that was checked. Other special needs include: Neonatal Abstinence Syndrome (6 children), premature birth (2 children), behavior concerns (2 children), and fine motor delay (1 child). Five children are monitored to ensure early

[43] Other health impairment refers to a child having limited strength, vitality, or alertness that affects his/her education performance.

identification of any special needs. Other conditions, each mentioned for one child, include Adrenal Insufficiency, Infantile Spasms, Prader-willi Syndrome, and liver transplant.

Parents provided information on a health questionnaire about their children's birth complications and other health issues. This information is used as a tool for FACE staffs to ensure that their families receive comprehensive services.

- Complications during pregnancy, labor, or birth were reported for 23% of the children (446 children), typical of the percentage reported in prior years.

- Based on parent reports, at least 108 children (29 fewer children than in PY15) were exposed to neurotoxins before birth. Fifty-five percent were exposed to nicotine and other toxins found in tobacco products because their mothers smoked during pregnancy; 33% were exposed in utero to illegal drugs taken by their mothers; and 18% were exposed because their mothers drank alcohol during pregnancy. At least 17% of these children were exposed to multiple toxins before birth. Subsequent to their birth, 199 PY16 FACE children were exposed to second-hand smoke.

- Almost one-third of children (536 children) demonstrated one or more special medical conditions at birth, a slightly higher percentage than the previous year when special conditions were reported for 27% of children. Of the 523 children for whom information is provided, 35% were born prematurely. Fifty-nine percent had a hepatic condition, causing jaundice and other bile-related problems. Other conditions that are identified for 5% or fewer children include birthing problems (26 children), cardio-vascular system issues (20 children), respiratory system problems (17 children), congenital anomalies, including Down Syndrome (17 children), blood sugar problems (9 children), digestive/gastro-intestinal system problems (7 children), drug withdrawal issues resulting from mother's drug usage (5 children), kidney problems (5 children), injuries (5 children), infection/disease (4 children), seizures (2 children), metabolic problems (2 children), and hearing issues (1 child).

- Eight percent of children (155 children) had current, challenging medical conditions reported when their health record was completed or updated. Among the 139 children with existent conditions described in their records, 35% had respiratory system issues such as asthma and other breathing problems, typical of the percentage in past years. Fifteen percent of children had integumentary system conditions, such as eczema and Fifth disease. Other conditions identified for approximately 10% of children include alimentary canal/digestive system conditions, such as acid reflux; cardio-vascular system problems, such as heart murmur; and nervous system disorders, such as Cerebral Palsy, Autism and seizures. Conditions identified for fewer than 10% of children include hearing disorders (9 children); musculoskeletal system issues (8 children); metabolic disorders (4 children); other organ problems such as kidney infection and liver transplant (3 children); and vision problems (2 children). Eight percent of children are regularly given medication for their conditions.

- Ninety-one percent of children are routinely taken to a medical facility for regular medical check-ups and sick care, similar to the previous two years. Eighty-nine percent of children are within normal weight and height limits for their age. At least 83% of the FACE children

are covered by a health insurance plan, similar to the percentage in PY15 (82%) and a two-year dramatic increase over the percentage in PY14 when only half of the children had medical insurance coverage.

- Parents reported serious illnesses, accompanied by a high fever, for 5% of the children (91 children). The most commonly reported conditions are respiratory issues, ear infections and flu (55% of the 67 illnesses described). Another 28% of parents reported high fever but did not specify the diagnosis. Approximately 5% of children with a high fever were diagnosed with Hand, Foot and Mouth disease or urinary infection. At least 25% of FACE children (452 children) were taken to an emergency room for medical care. Of the 426 reasons for emergency room visits, the most common reasons were respiratory issues (32%); injuries, such as burns and broken bones (14%); illness or flu-like symptoms (14%); and earache (11%). Five percent or fewer children also received emergency room services for a variety of other medical conditions, such as high fever, allergies, seizures, urinary tract infection, constipation, severe skin infection, continuous crying, and strep throat.

- Allergies were reported for 11% of children (214 children). The most frequently reported are allergies to dust, molds, and pollens (48% of children with allergies that were described); food allergies (25%); allergies to animals (13%); and allergies to various prescription or non-prescription drugs (13%). Food allergies are a concern for schools and programs offering meals and snacks. One or two children with allergies have allergies to baby oil; perfumes/scented products, baby wipes, or latex.

- Thirty percent of children were tested for lead poisoning. For the children whose test results were available, no concerns were reported. Thirty-three percent of children were tested for anemia; 31 children tested or had tested anemic or slightly anemic and either were no longer anemic or are taking an iron supplement.

- Thirty-one percent of children had a doctor test their vision, comparable to the PY14 and PY15 percentages.

- Nationally, 71.6% of children aged 19-35 months are current with their immunizations.[44] By comparison, 92% of PY16 FACE children in this age group were current with the recommended immunizations—a dramatic increase since PY01, when fewer than half of children were current.

- Among children under the age of two years, 26% were reported to fall asleep with a bottle in their mouth, a behavior that is discouraged. Note that this is 5 percentage points less than was reported in PY15.

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[44] http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6433a1.htm#Tab2 (Holly A. Hill, MD, PhD; Laurie D. Elam-Evans, PhD; David Yankey, MS, MPH; James A. Singleton, PhD; Maureen Kolasa, MPH. National, State, and Selected Local Area Vaccination Coverage Among Children Aged 19–35 Months — United States, 2014. Morbity and Morbity Weekly Report from Center for Disease Control and Prevention, August 28, 2015 / 64(33);889-896.)

- Among PY16 FACE children over the age of one year, 92% reportedly brush their teeth regularly, similar to recent years, but a sizeable increase from 78% in PY12. Of children aged 1½ years or older, 16% were diagnosed with dental abnormalities, mostly due to decay of their baby teeth. Good dental care is emphasized in both components of the FACE program, and obtaining dental checkups on a regular basis is promoted.

- Parents reported that 98% of PY16 FACE children used car seats. The few children who reportedly did not use car seats varied in age from infancy to 5 years of age. Appropriate use of car seats for children is a focus in parenting education in FACE. The focus on safety extends to the use of helmets when biking or skating. For children aged 4 or older, 65% reportedly wear a helmet when engaged in these activities.

Detection of Social-Emotional Concerns

FACE staff members assist parents in completing the *Ages & Stages: Social-Emotional* (ASQ2: SE), an instrument used to assess social-emotional developmental delays or concerns. During PY16, staff members at 42 FACE programs assisted parents in completing the assessment for 55% of children, an increase of 11% in the previous year. All home-based children are to be assessed with the instrument; 75% of home-based children were assessed in PY16. Only center-based children who exhibit behaviors suggesting social-emotional developmental delays or concerns are to be assessed; 10% of center-based children were assessed in PY16. Fifty-five percent of all children assessed received a second assessment. The child's age at the time of the first PY16 assessment ranged from 2-60 months.

Of children assessed with the ASQ2: SE, 3% were identified with social-emotional delays or concerns. About 59% of children who were identified with delays or concerns were from 24-36 months of age, 21% were from 48-60 months of age and 18% were 12 or 18 months of age. Only two children had a remaining concern at the time of the second assessment.

Assessment of Center-based Preschool Students

As described previously, center-based staff members and parents are trained to implement the *Dialogic Reading* strategy, which is designed to increase the vocabulary acquisition and language comprehension of young children.[45] Consistent with the intent of the strategy to increase expressive vocabulary, an important factor in emergent literacy, FACE preschool children are assessed with the Expressive One-Word Picture Vocabulary Test (EOWPVT).[46]

Meisels' *Work Sampling System* (WSS) is also used to assess center-based children. During the assessment process, children are rated by early childhood teachers on a number of performance indicators that are organized in seven domains: (1) personal and social development, (2) language and literacy, (3) language and literacy for English language learners, (4) mathematical thinking,

[45] Whitehurst, G. J. (1992). *How to read to your preschooler*. Prepared for publication in the *Hartford Courant* in response to a request by the State of Connecticut Commission on Children, School Readiness Project. http://www.caselink.education.ucsb.edu/casetrainer/cladcontent/cladlanguage/node4/practice/dialogicreading.htm.

[46] Published by Academic Therapy Publications.

(5) scientific thinking, (6) social studies, (7) the arts, and (8) physical development. Proficiency ratings for each of the indicators include three response options: *Not Yet*, *In Process*, and *Proficient.*[47]

Three-fourths of FACE preschoolers were assessed at least once with both the EOWPVT and/or the WSS in PY16 (see Table 19). Ninety-one percent of FACE preschoolers were assessed at least once with the EOWPVT; 77% have one or more assessments with the WSS. Seven percent of preschoolers were either not assessed, or programs provided no documentation.

Table 19. Percentage and Number of FACE Center-based Children Assessed in PY16

	Percentage	Number of Children
EOWPVT but no WSS	16	113
WSS but no EOWPVT	2	11
Both EOWPVT and WSS	75	548
No EOWPVT or WSS	7	54
Total	100	726

EOWPVT Assessments for Center-based Children

EOWPVT assessment data was provided for 661 FACE children in PY16, comprising 91% of FACE preschoolers. Eight of these children were not able to be assessed, so they are not included in the following analyses. Seventy-one percent of preschoolers were assessed more than once. Teachers administer the assessment in the fall, at midterm, and in the spring; however, some children enter or exit preschool throughout the school year and are assessed with different testing cycles. Of the 518 preschoolers with pre- and post-test scores, 74% were assessed fall-spring; 7% were assessed fall-midterm; and 19% were assessed midterm-spring. This distribution is similar to PY16. Results are analyzed by test cycle because children attending preschool for the entire year can be expected to have more favorable results and gains than children who attend only part of the year.

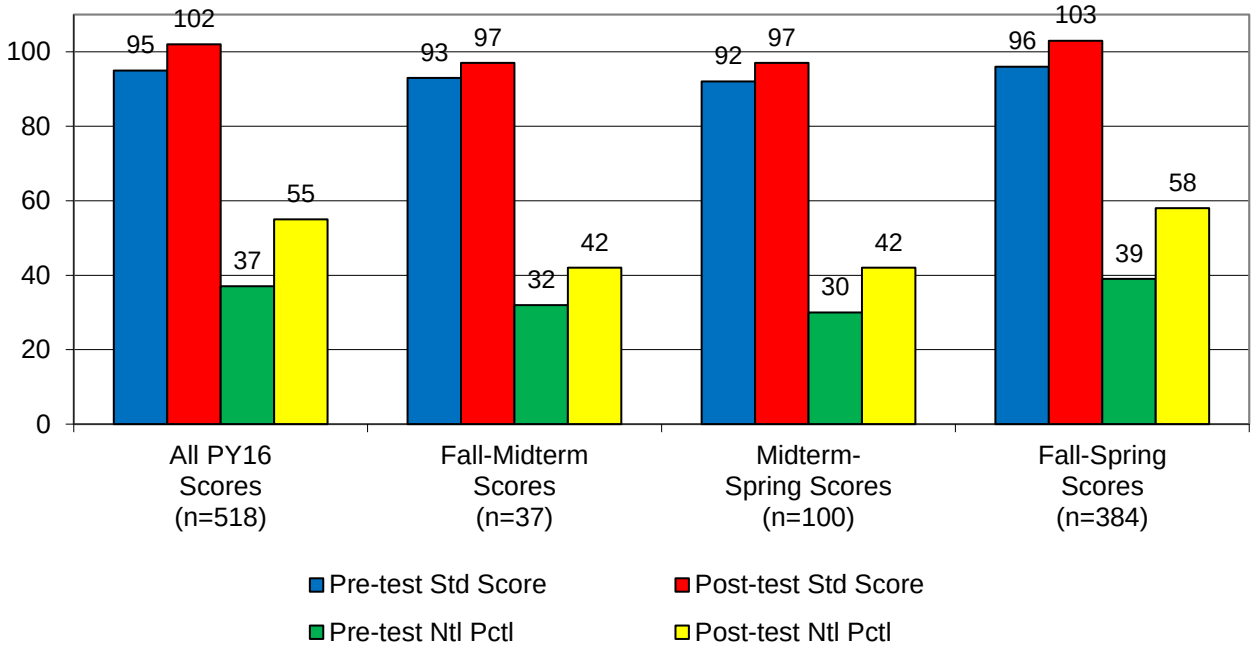
For purposes of comparison, standard scores with an average of 100 and a standard deviation of 15 based on a nationally-normed sample of children are used. Average pre-test standard scores ranged from a low of 92 (for children who attended the center-based program midterm-spring), which equates to the 30th national percentile, to 96 (for the children who attended fall-spring), which equates to the 39th national percentile. Thus, at their first assessment in PY16, children entered FACE preschool with scores that ranged from one-fourth to one-half of a standard deviation below the national average.[48]

[47] In prior years, a four-point response option was used.

[48] One-fourth of a standard deviation or larger is generally considered significant and meaningful.

Overall, children significantly and meaningfully increased their performance at the time of the last assessment (see Figure 33), increasing their post-test scores by an average of 7 standard scores, a meaningful increase of approximately one-half of a standard deviation. The average post-test score for preschoolers is 102, which is two standard scores above the national average and equates to the 55th national percentile.

Figure 33. Average EWOPVT Standard Scores and National Percentile Equivalents by PY16 Testing Cycle



Children who attended preschool the entire year and were tested in the fall and spring of PY16 demonstrated the largest gains, with an average increase of 7 standard scores (one-half of a standard deviation), rendering them at the 58th national percentile at the end of the school year. Children with only one semester of instruction demonstrated an average standard score gain of 4 or 5, but failed to reach the national average standard score of 100 at post-test.

This analysis was also conducted by the background characteristics of children that are typically related to performance—age and gender. Among children in the fall-to-spring testing cycle, children entering preschool at 3 years of age score significantly lower at pre-test than do children entering at 4 years or older score (with respective standard scores of 94 and 97). For those in the other testing cycles, 3- and 4-year-olds score similarly to each other. No significant differences are found by gender in any testing cycle at pre-test or post-test.

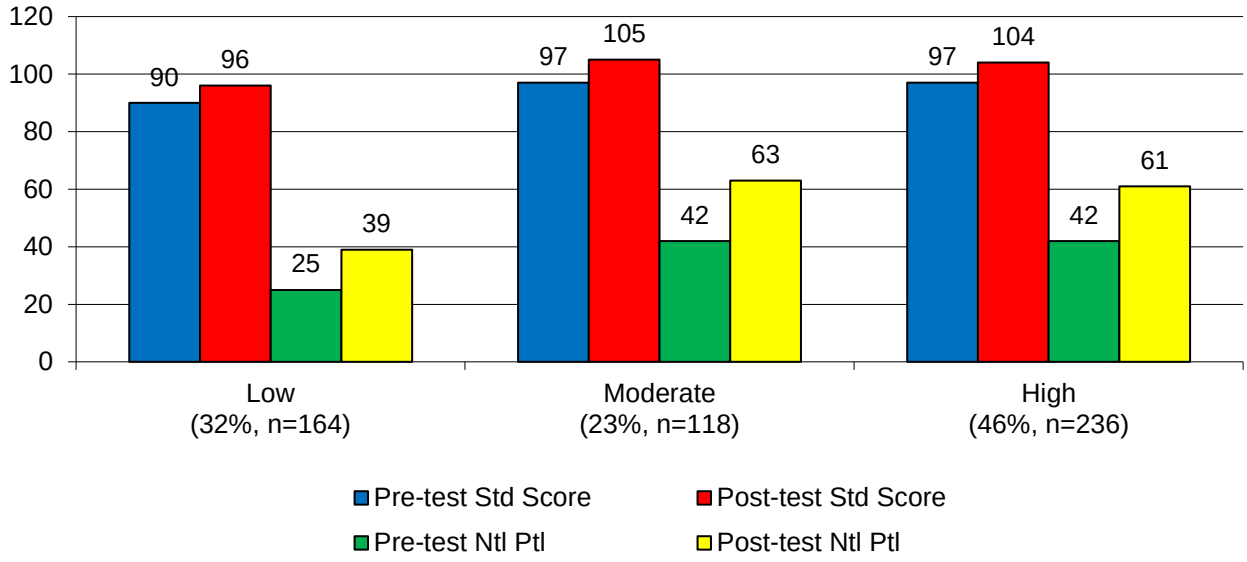
One-half of preschool children had also received home-based services sometime during their FACE participation. There were no significant differences among children who had formerly received home-based services and those who had received only center-based services at preschool entry or at the end of preschool.

The amount of time that children attend preschool—not only the length of participation during the school year but also their daily attendance record—was investigated for its impact on children's

achievement on the EOWPVT. Since FACE preschools operate four days a week, 504 hours or more (during 9 months) is a reasonable expectation for nearly perfect attendance for the full year. To develop categories of attendance—high, moderate, and low—variation around the FACE program benchmark that children should attend at least 75% of the 504 hours (378 hours) is used. Those who attend significantly less than the 378 hours (at least one-fourth of the standard deviation—or 48.5 hours less than 378 hours) is used to define *low* attendance; the benchmark plus or minus one-fourth of a standard deviation is used to define *moderate* attendance, and attendance more than one-fourth of a standard deviation defines *high* attendance. In other words, *low* attendance is defined as 330 hours or less (approximately 51 days), *moderate* attendance is defined as >330 but ≤ 427 hours, and *high* attendance is 428 hours or more.

Children demonstrated *low* attendance score in PY16 at lower levels at pre-test and post-test than did children with *moderate* or *high* attendance (see Figure 34). On average, children with low attendance scored 90 at pre-test (the 25nd national percentile) and increased to 96 (the 39th percentile and lower than the national average). Children with *moderate* and *high* attendance scored 97 at pre-test (at the 42nd percentile) and increased to well above the national average (the 63rd percentile for those with moderate attendance and the 61st percentile for those with high attendance). Post-test scores were significantly and meaningfully larger than pre-test scores for all three attendance groups

Figure 34. Average Standard Scores and National Percentile Equivalents of EOWPVT by Hours of FACE Preschool Attendance in PY16 (N=518)

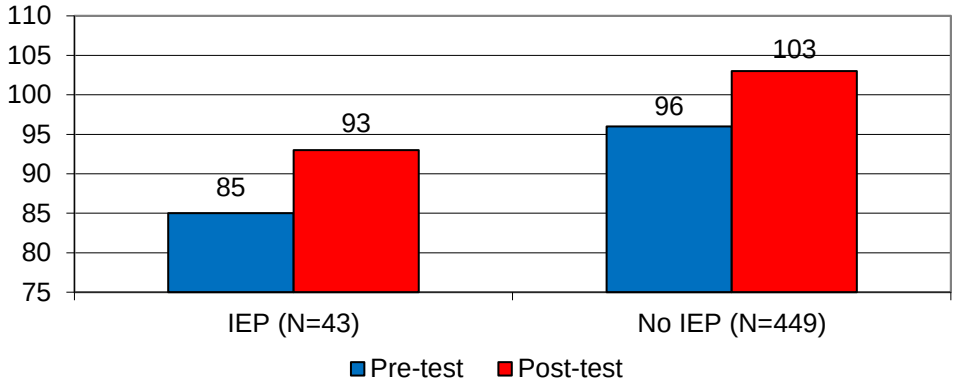


Among FACE children with pre- and post-EOWPVT scores, 9% had an IEP during the year.[49] FACE preschool children with IEPs scored significantly below other preschoolers at pre-test,

[49] EOWPVT records with pre- and post-scores indicated only 7 children with IEPs during the year, while screening data for children with EOWPVT pre- and post-scores indicated that 40 had an IEP. Combining this information resulted in 43 children with an IEP.

scoring a full standard deviation below the national average (i.e. standard score of 85). See Figure 35. At post-test, children with IEPs increased their average score to 93, a significant and meaningful increase of approximately one-half of a standard deviation. Although they continued to score significantly lower than other preschoolers (who had average pre-test and post-test scores of 96 and 103, respectively), they made meaningful progress in closing the gap and reaching the national average as preschoolers.

Figure 35. Average Standard Scores for EOWPVT for PY16 FACE Preschoolers by IEP Status



An examination of post-test performance at the program level reveals that average EOWPVT post-test scores at 36% of FACE programs are *near* or *at* the national average (a standard score of 100, and at the 50th national percentile). At 38% of the sites, average scores are *significantly above* the national average, and at 26% of sites average scores are *significantly below* the national average.

Work Sampling Assessment for Center-based Children

In PY16, FACE preschool staff members conducted at least one WSS assessment for 77% of FACE preschool children (559 children). This includes 229 children who were assessed with a 3-year-old form and 330 children who were assessed with a 4-year-old form. Of children who were assessed, 82% (457) also had a post-assessment completed during the year.

In PY16 a new version of WSS was used (5th edition) in which a new domain was introduced for Language and Literacy for English Language Learners. Some of the performance indicators were also revised. While the FACE program had used four response categories in prior years, three response categories of the WSS were used in PY16 (*Not Yet*, *In Process*, and *Proficient*).

In Table 20, the percentage distribution of ratings for all indicators within each of the seven domains is presented. Domain scores are calculated by summing all of the children's rating values for all performance indicators in each domain.[50] As would be expected, more 4-year-olds demonstrate proficiency in all of the domains than do 3-year-olds. Domains with the highest degree of proficiency include physical development, personal/social development, and the arts.

[50] Rating values for each performance indicator: *Not Yet*=1, *In Process*=2, *Proficient*=3.

Table 20. Percentage Distribution of Proficiency Ratings on WSS Domains by Child's Age[51]

	Age 3 WSS Form						Age 4 WSS Form					
Domain	***Not Yet***	***In Process-Partially Proficient***	***Proficient for Age/ Grade***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**N**	***Not Yet***	***In Process-Partially Proficient***	***Proficient for Age/ Grade***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**N**
Personal/Social Development	8	53	40	13	2,713	230	2	32	66	12	3,937	330
Language & Literacy	13	57	30	11	2,415	230	43	38	58	12	3,819	331
Language & Literacy for ELLs	10	65	24	3	508	175	3	41	56	4	1,006	258
Mathematical Thinking	19	60	20	11	2,337	228	8	43	49	12	3,775	331
Scientific Thinking	13	63	24	11	2,476	228	43	41	49	12	3,959	332
Social Studies	11	60	29	6	1,353	229	4	39	57	10	3,285	332
The Arts	10	56	34	4	898	229	4	32	64	4	1,309	331
Physical Development	2	48	50	7	1,586	228	1	22	77	7	2,307	331

[51] Data for this table were obtained from the child's final PY16 assessment (which included the assessment for children who were assessed only once during the year, as well as the final assessment for those who were assessed more than once). To calculate the percentage distribution for ratings in each of the seven domains, the total number of responses to all items in each domain was determined. For example, 230 3-year-old children had ratings for each of the 13 items in the personal/social domain, resulting in 2,713 ratings. The percentage distribution for each of the four response options was calculated for the 2,713 ratings. In this example, 51% of the 2,713 responses were rated as *partially proficient* and 40% as *proficient for age/grade*.

Approximately one-half of ratings for 3-year-olds and three-fourths of ratings for 4-year-olds demonstrate proficiency in physical development. Approximately one-third of ratings for 3-year-olds and about two-thirds of ratings for 4-year-olds are rated as *proficient* in personal/social development and the arts. Approximately one-fourth of ratings for 3-year-olds and one-half for 4-year-olds are rated as *proficient* in the language/literacy, language/literacy for English language learners, mathematical thinking, scientific thinking, and social studies domains. For each of the eight domains, FACE preschool children demonstrate statistically significant improvement in ratings on every domain for both age groups ($p < .0001$). See Table 21.

Table 21. WSS Pre- and Post-test Raw Scale Means, Standard Deviations, and Significance Test of Null Hypothesis of No Change

Domains	Mean Pre-test	s.d.	Mean Post-test	s.d.	Significant Difference	N
Personal & Social						
3-year-old WSS form	21.0	6.1	28.0	5.94	<.0001	182
4-year-old WSS form	24.0	5.7	32.1	4.7	<.0001	269
Language & Literacy						
3-year-old WSS form	17.7	4.9	23.5	6.4	<.0001	183
4-year-old WSS form	22.6	5.6	29.7	6.4	<.0001	270
Language & Literacy for English Language Learners						
3-year-old WSS form	4.8	1.4	6.4	1.6	<.0001	135
4-year-old WSS form	7.5	1.9	10.1	2.0	<.0001	208
Mathematical Thinking						
3-year-old WSS form	16.2	4.5	21.3	6.9	<.0001	180
4-year-old WSS form	20.6	5.2	27.9	7.7	<.0001	271
Scientific Thinking						
3-year-old WSS form	19.3	5.1	26.2	5.6	<.0001	180
4-year-old WSS form	21.2	5.0	30.5	5.5	<.0001	270
Social Studies						
3-year-old WSS form	10.1	2.8	13.4	3.0	<.0001	181
4-year-old WSS form	18.5	4.4	25.5	4.8	<.0001	270
The Arts						
3-year-old WSS form	6.9	2.4	9.1	2.4	<.0001	181
4-year-old WSS form	7.7	2.1	10.5	1.9	<.0001	269
Physical Development						
3-year-old WSS form	13.9	3.7	17.6	3.3	<.0001	180
4-year-old WSS form	15.4	3.6	19.5	2.6	<.0001	272

Parent Observations of Child Outcomes

At the end of the year, FACE parents rated the extent to which FACE participation helps their child in various ways. As in the past, parent ratings generally report positive impacts of FACE participation for their children. Parent responses vary depending on the age of their child and the focus and intensity of the services in which they participate. Parents only rate areas of impact that they believe are appropriate for their child's age. For each of six areas that are measured, almost all parents (96% or more) rated FACE participation as having at least *somewhat* of an impact on their child (see Table 22). Only 4% indicated no impact.

The percentage of parents reporting a *large* impact for each of the indicators is similar to the previous five years' percentages. The difference in ratings between center-based parents and home-based-only parents indicates the greater opportunities for interaction in preschool and the age differences among center-based and home-based-only children. Significant differences are found between groups for all indicators of impact except one, although most parents reported *large* impacts of FACE on children.

- Slightly more than 80% of parents reported that FACE has a *large* impact on increasing their child's interest in learning. There were no significant differences among the groups receiving different types of services.

- Slightly more than three-fourths of parents indicated that FACE has a *large* impact on increasing their child's interest in reading. Approximately 80% of center-based-only parents and parents who received both home- and center-based services reported a *large* impact, a significantly lower 74% of home-based-only parents did so.

- Slightly more than three-fourths of parents reported that FACE participation has a *large* impact on preparing their child for school. Eighty-five percent of center-based-only parents reported a *large* impact, as did slightly more than three-fourths of parents who received both services; a significantly fewer 71% of home-based-only parents reported a *large* impact compared with the percentage of center-based-only parents who did so.

- Approximately three-fourths of parents indicated that FACE participation has a *large* impact on increasing their child's verbal/communication skills. Approximately 80% of center-based-only parents and three-fourth of parents with both services reported that FACE has a *large* impact on increasing verbal/communication skills. The 70% of home-based-only parents who gave a high rating is significantly lower compared with the percentage of center-based-only parents who did so.

- Slightly more than 70% of parents reported their child's increased self-confidence to be a *large* impact of FACE participation. Almost 80% of parents with only center-based services and almost three-fourths of parents with both services reported a *large* impact on children's self-confidence. Almost 70% of home-based-only parents reported a *large* impact, a significantly lower percentage compared with center-based-only parents.

Table 22. Percentage of PY16 Parents Reporting Degree of Impact of FACE on Children by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time:																
	Home-based-Only (1)				Center-based Only (2)				Both Home- and Center-based (3)				All Parents				
Impact on Child	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	p*
Increased child's interest in learning	78	21	1	(698)	85	14	1	(241)	83	16	1	(383)	81	18	1	(1,322)	ns
Increased child's interest in reading	74	24	2	(685)	82	17	1	(241)	78	20	2	(377)	77	21	2	(1,303)	2>1
Prepared child for school	71	27	2	(599)	85	14	1	(234)	77	21	2	(362)	76	23	1	(1,195)	2>1
Increased child's verbal/ communication skills	70	28	2	(690)	82	18	0	(238)	76	23	1	(382)	74	25	1	(1,310)	2>1
Increased child's self confidence	68	30	2	(666)	79	20	1	(238)	74	25	1	(377)	72	27	1	(1,281)	2>1
Helped child get along better with others	62	33	5	(655)	81	18	1	(241)	73	25	2	(369)	68	28	4	(1,265)	2>1, 3>1

*Statistically significant at least at ≤ .05 level among type of services.

- Almost 70% of parents reported that FACE has a *large* impact on helping their child get along better with other children. Approximately 80% of center-based-only parents reported a *large* impact on their children; slightly more than 75% of parents who received both services and slightly more than 70% of home-based-only parents reported this degree of impact. Significantly more center-based parents, whose children have more opportunities for interaction with others, report this impact. Research indicates that children who are socially and emotionally ready for school have better social and academic success in kindergarten and have a better chance for later school and vocational success.[52]

Thirty-eight parents commented or mentioned other ways that FACE helps their child. Other ways participation in FACE helped include the child's increased use of native language and understanding of native culture, the child's increased independence, the child's improved self-control and the child's increased awareness. Comments were positive.

Transition to Preschool

Regardless of where children attend preschool, preparing FACE families for smooth transitions from home-based to center-based components or to another preschool experience is an important focus in FACE programs. At the end of PY16, 427 home-based children were of preschool age (3 or 4) and eligible for fall 2016 enrollment in the FACE preschool.

At the end of PY16, FACE programs reported the number of participants and adults that received assistance with the transition to preschool. Staffs at 31 sites reported that 136 home-based children were helped with their transition to the FACE center-based preschool program. Transition assistance was provided to 74 adults whose children were transitioning at 23 sites (see Table 23).

Table 23. Number of Home-based Children and Adults Who Were Assisted in Transitions to Preschool in PY16

	Children	Programs	Adults	Programs
Home-based to center-based	136	31	74	23
Home-based to another preschool	32	13	6	3
Home-based *prenatal to 3* to home-based *3 through kindergarten*	59	10	25	5

Programs also provided assistance with the transition of home-based participants to other preschools. To do so in communities where services are available, 82% of these programs have a relationship with the Early Head Start program, 78% network with Head Start, and 76% network with the public preschool (see Table 41 in the section on Coordination with Community Agencies/Programs). Networking with private preschools occurs in eight communities. Programs reported that 32 home-based children were helped with their transition to another preschool at 13

[52] Huffman, L.C., Mehlinger, S.L., & Kerivan, A.S. (2000). Risk factors for academic and behavioral problems at the beginning of school. In *Off to a good start: Research on the risk factors for early school problems and selected federal policies affecting children's social and emotional development and their readiness for school.* Chapel Hill, NC: University of North Carolina, FPG Child Development Center.

sites, and six parents of transitioning children received assistance. Fifty-nine children at 10 sites were assisted in their transition from home-based *prenatal to 3* to home-based *3 through kindergarten.*

Parents were asked if they or their child were transitioning to FACE center-based services and if FACE helped in the process. Parents reported that 333 home-based children were transitioning to center-based services, as were 134 parents. Of the 375 home-based parents who reported on whether or not FACE helped with the transition to center-based services, 76% reported that FACE helped make the transition.

OUTCOMES FOR ADULTS

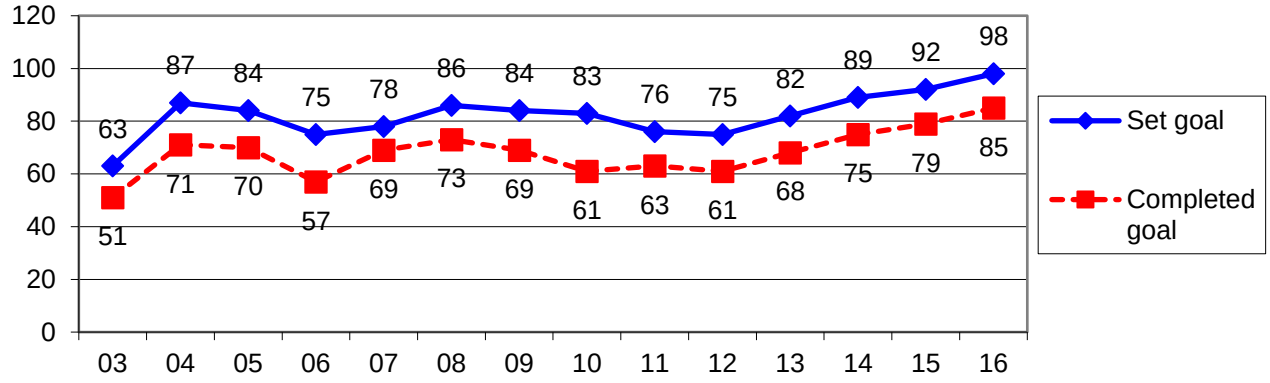
Outcomes for adults are measured through goal setting and achievement in parenting, education, employment, and self-improvement. These outcomes indicate whether FACE is succeeding in meeting the goals of (1) *supporting parents/primary caregivers in their role as their child's first and most influential teacher*, (2) *increasing parent participation in their child's learning and expectations for academic achievement,* and (3) *promoting lifelong learning.*

Goal Setting and Achievement

Once enrolled, adults in both center- and home-based components are encouraged to establish goals to guide their activities, progress and achievement in enhancing their roles as parent/family member, worker, and citizen/community member. They are also encouraged to set goals in other areas of self-improvement, such as education and health/physical fitness. Both home- and center-based staff members work with adults to document progress and report achievements.

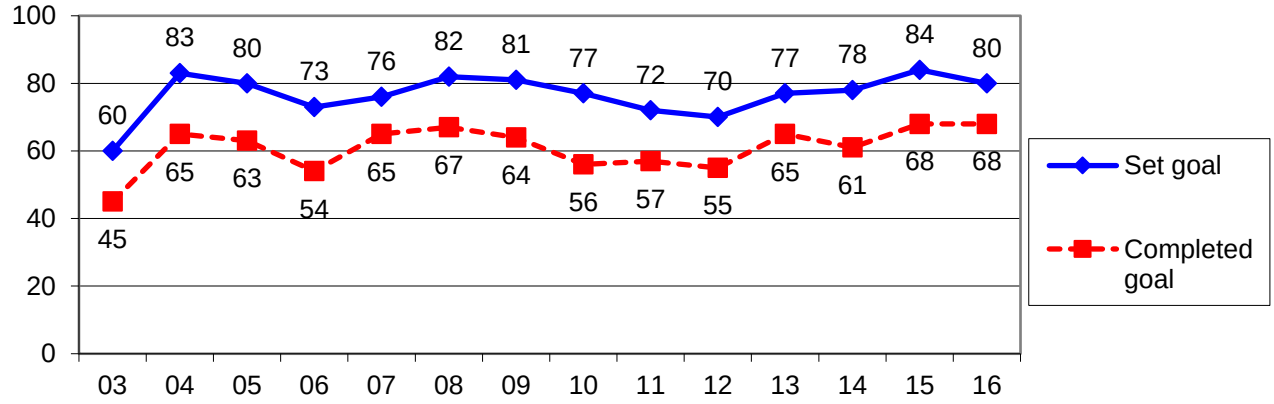
In PY16, 72% of FACE programs (37 programs) reported on goal setting and goal completion. In PY15, all FACE programs had reported on goal setting and goal completion. Data were provided for 63% of center-based adults (455 adults) in PY16; this is a significantly lower response rate than the 83% of center-based adults with goal setting data in PY15. Of this group of center-based adults, 98% set at least one goal and 85% completed a goal (see Figure 36). The high percentages of those who set goals and completed goals in PY16 should not be over-interpreted since they are based on lower response rates.

Figure 36. Percentage of Center-based Adults Who Set and Completed Any Goal in Program Years 2003-2016



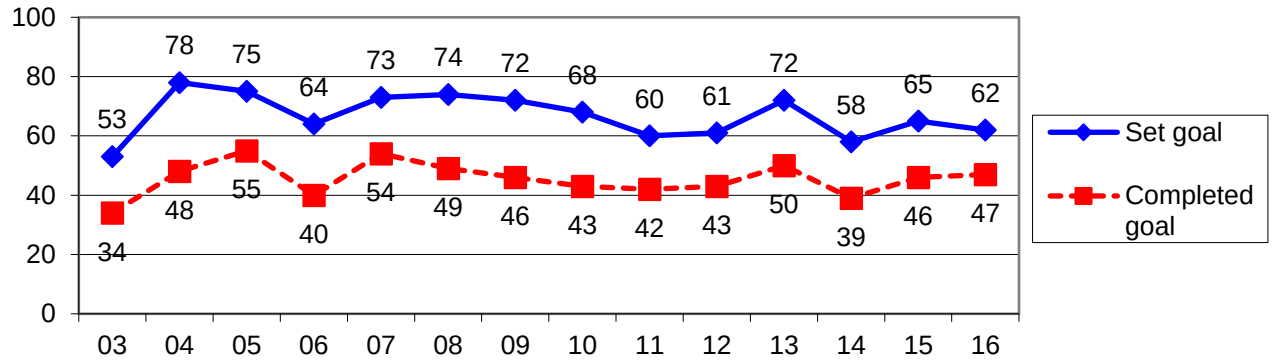
In keeping with the primary reason given by adults for enrolling, adults most frequently set goals for themselves as parents. Eighty percent of center-based adults set parenting goals, a slight decrease from the PY15 percentage of 84% (see Figure 37). Sixty-eight percent completed a goal as a parent/family member, similar to the previous year's high.

Figure 37. Percentage of Center-based Adults Who Set and Completed Goals as Parents/Family Members in Program Years 2003-2016



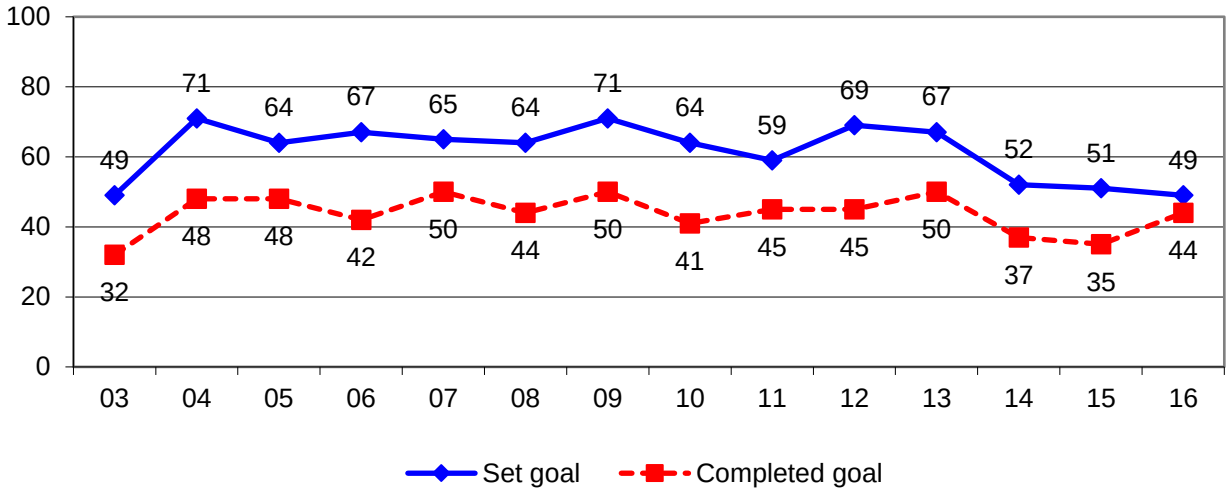
Sixty-two percent of center-based adults set goals for their role as a worker, a slight decrease compared with the previous year (see Figure 38). Forty-seven percent completed their worker-related goals, similar to the PY15 percentage of 46%.

Figure 38. Percentage of Center-based Adults Who Set and Completed Goals as Workers in Program Years 2003-2016



The 49% of center-based adults who set goals as a citizen/community member in PY16 is similar to the lowest percentage, which occurred in PY03 (see Figure 39). It is similar to the previous year's low and continues a downward trend since PY14. Yet, the percentage of adults for whom goal completion was reported (44%) is an increase of 9 percentage points compared with PY15. Virtually all PY16 adults who set citizen/community member goals also completed these goals.

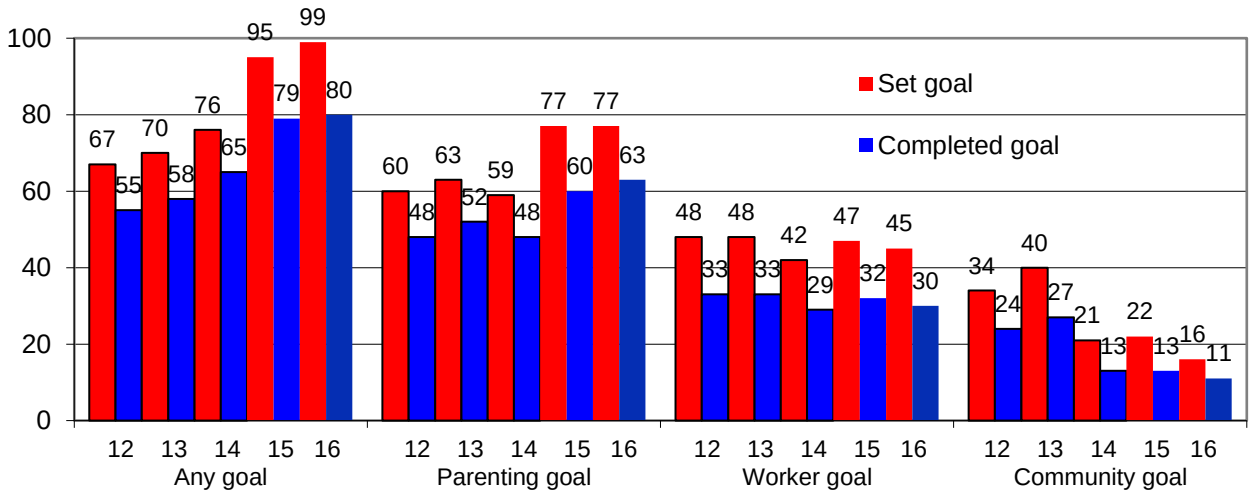
Figure 39. Percentage of Center-based Adults Who Set and Completed Goals as Citizens/Community Members in Program Years 2003-2016



Home-based adults are also encouraged to set goals for themselves. In PY16, 81% of FACE programs (35 programs) reported on goal setting and goal completion for 58% of home-based adults (867 adults). PAT offered webinars and shared specific forms to support the planning and tracking of goals. The percentages of home-based adults setting any goal increased steadily from 67% in PY12 to 99% in PY16 (see Figure 40). The percentage who completed any goal similarly increased from 55% to 80%, similar to the PY15 percentage. Home-based adults are most likely to set parenting goals, in keeping with the focus of the home-based program. The percentage of home-based adults who set parenting goals increased from 60% in PY12 to more than three-fourths (77%) in PY15 and PY16. Sixty-three percent of home-based adults completed their parenting goals, compared with 48% in PY12. Each year since PY12, approximately 45% of home-based adults set a work goal; approximately 30% achieve the goal. Few home-based adults set and

complete community involvement goals (16% and 11%, respectively) in PY16, the lowest percentages since PY12 when the data was first reported.

Figure 40. Percentage of Home-based Adults Who Set and Completed Goals in Program Years 2012-2016



Parenting Outcomes

Throughout the history of the FACE program, parents most frequently identify their improved parenting skills and increased understanding of their children as program outcomes for themselves and their families. The PY16 findings support this trend. Regardless of the FACE services in which PY16 parents participated, most report that participation improves their parenting knowledge and skills. The findings provide evidence of progress toward meeting the program goal, to *support parents/primary caregivers in their role as their child's first and most influential teacher.*

Consistent with previous years, at least 90% of parents, regardless of services received, reported that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured (see Table 24). However, there are significant differences in parenting impacts for three of the seven areas measured. Home-based-only parents reported a significantly higher degree of impact of FACE on increasing their understanding of child development than did center-based-only parents. Parents who received both services reported a significantly larger impact from participation in FACE on learning how to encourage a child's interest in reading and on increasing their ability to speak up for their child than did home-based only parents.

- Approximately 80% of parents indicated that FACE helps them *a lot* to increase the amount of time they spend with their child, to become more involved in their child's education, to more effectively interact with their child and to become a better parent.

Table 24. Percentage of PY16 Parents Reporting Degree of Impact of FACE on Their Parenting Skills by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time:												
	Home-based-Only (1)			Center-based-Only (2)			Both Home- and Center-based (3)			All Parents			
Impact on Parent	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	Significant Differences Among Types of Services*
Spent more time with child	79	17	(751)	81	14	(235)	79	19	(398)	79	17	(1,384)	ns
Became more involved in child's education	77	18	(747)	83	13	(236)	79	17	(399)	79	17	(1,382)	ns
Became a better parent	79	19	(746)	77	18	(232)	78	19	(392)	78	19	(1,370)	ns
Learned to more effectively interact with child	79	19	(753)	78	16	(236)	76	21	(399)	78	19	(1,388)	ns
Increased understanding of child development	76	22	(752)	70	24	(236)	74	24	(398)	74	23	(1,386)	1>2
Learned how to encourage child's interest in reading	68	26	(736)	78	17	(217)	77	18	(376)	72	22	(1,329)	3>1
Increased ability to speak up for child	65	25	(717)	70	21	(212)	70	25	(366)	67	24	(1,295)	3>1

*ns=not significant; otherwise, statistically significant at ≤ .05 level

- Approximately three-fourths of parents reported that FACE has a *large* impact on helping them to increase their understanding of child development. Seventy-six percent of home-based-only parents reported this impact on increasing their understanding of child development, compared with a significantly lower 70% of parents receiving only center-based services.

- Seventy-two percent of parents reported that FACE helps them *a lot* in learning how to encourage their child's interest in reading, while 22% reported they are helped *somewhat*. A significantly fewer home-based parents (68%) reported this degree of impact compared with full-FACE-model parents (77%).

- Approximately two-thirds of parents reported that FACE helps them *a lot* to increase their ability to speak up for their child. Seventy percent of home-based-only and full-FACE-model parents reported this outcome, while 65% of home-based-only parents did so.

Home Literacy Outcomes

The 2001 Progress in International Reading Literacy Study (PIRLS) conducted by the International Association for the Evaluation of Educational Achievement (IEA) found that 4th grade students from homes with a large number of children's books (more than 100) have higher reading achievement than those students from homes with few children's books (10 or fewer).[53] These findings were duplicated in the PIRLS 2006 and 2011 studies.[54]

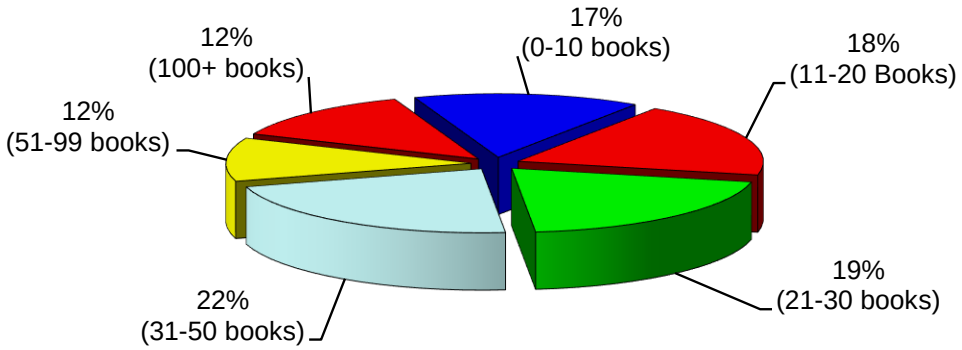
In all FACE components, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on carry-over into the home. To support literacy, FACE addresses the need to increase the number of books in homes by implementing special initiatives designed to distribute books to families. The BIE funds the Dollywood Foundation's *Imagination Library* program, which provides a new book each month for FACE children.

At the end of PY16, parents reported the number of books in their homes for children and for adults. Thirty-five percent of parents reported 20 or fewer children's books; 41% reported 21-50 books, 12% reported 51-99 books, and 12% reported more than 100 children's books in their homes (see Figure 41). Almost one-fourth of homes had more than 50 children's books.

[53] Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 international results in reading.* (p. 113), Chestnut, MA: Boston College. Retrieved on April 2014 from: http://timssandpirls.bc.edu/pirls2011/downloads/P11_IR_FullBook.pdf.

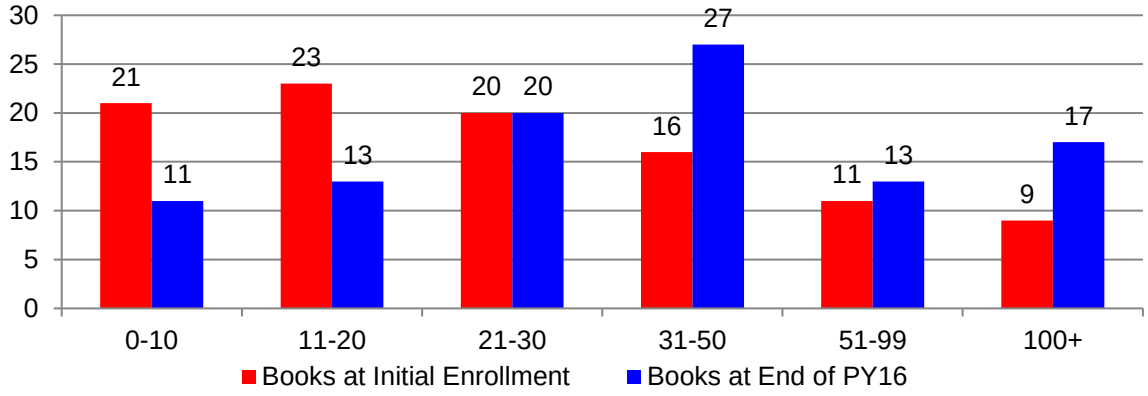
[54] Obtained from http://timss.bc.edu/PDF/P06_IR_Ch3.pdf (p. 113) on May 23, 2012.

Figure 41. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in the Home at the End of PY16 (N=1,409)



The number of children's books reported at the time of initial enrollment increased significantly at the end of PY16 ($p < .0001$). Forty-four percent of FACE households had 20 or fewer children's books initially, but by the end of PY16 that percentage had decreased to 24% (see Figure 42), and all households had at least five children's books. The percentage of households with 31 to 50 books increased from 16% to 27%, and households with more than 50 children's books increased from 20% to 30% at the end of PY16.

Figure 42. Percentage Distribution of Matched Reports of the Number of Children's Books in FACE Households at the Time of Enrollment and at the End of PY16 (N=682)



While FACE has been instrumental in increasing the number of books in the home, FACE families lag somewhat behind families nationally and internationally in the number of children's books in homes. According to an international reading study, 27% of 4th grade students internationally, and a similar rate of 28% nationally, report more than 100 children's books in their homes.[55] Of the 88 FACE parents with children in the 4th grade, only 17% report 100 or more children's books in

[55]Mullis, p. 114.7

the home. A somewhat lower percentage (15%) of 488 FACE parents with children in grades K-6 report 100 or more children's books in the home.

Parent modeling of reading is another factor in stimulating children's interest in reading. Although the increase in number of books in the home for adults is small, it is a statistically significant increase during FACE participation ($p < .001$). At the time of enrollment, only 12% of FACE adults had more than 50 adult-level books; this percentage increased only 2 percentage points by the end of their FACE participation.

FACE parents reported the frequency that they conduct literacy activities that support their children's learning (see Table 25). They reported on literacy activities only if they believed the activities were age-appropriate for their children. The percentages of PY16 parents who conduct literacy activities at least weekly are similar to the percentages of parents who did so in recent years. On average, most activities that support literacy are engaged in *almost daily* or more frequently.

Table 25. Percentage Distribution and Average Frequency That Parents Engaged in Activities Supporting Home Literacy in PY16

Activities	Never or Almost Never (1)	A Few Times a Month (2)	Once or Twice a Week (3)	Almost Daily (4)	Daily or Several Times a Day (5)	Average	N
Praise child	1	2	4	21	72	4.6	1,370
Teach child, help child learn	<1	1	4	22	72	4.6	1,364
Play with child	<1	2	6	24	68	4.6	1,338
Provide opportunities for child to scribble/draw/ write	1	2	7	25	65	4.5	1,308
Let child make choices	2	2	8	27	61	4.4	1,248
Listen to child read/pretend read	1	4	15	31	50	4.2	1,230
Encourage child to complete responsibilities	3	5	11	34	48	4.2	1,146
Tell stories to child	2	5	18	31	45	4.1	1,328
Read to child	1	4	20	32	44	4.1	1,351
Discuss day's events or special topics with child	3	12	18	32	34	3.8	1,220
Permit my child to watch TV, videos, or DVRs.	3	5	23	37	31	3.9	1,309
Take child on special activities outside home	8	41	23	11	17	2.9	1,343

- Approximately 70% of parents reported that they praise their child, help their child to learn, and play with their child *daily or several times a day*. Approximately 20% praise their child and help their child learn *almost daily*; approximately one-fourth play with their child *almost daily*.

- Almost two-thirds of FACE parents provide opportunities for their child to scribble, draw. or write *daily or several times a day.* One-fourth do so *almost daily.*

- Slightly more than 60% of parents reported that they let their child make choices *daily or several times a day*, and slightly more than one-fourth reported that they do so *almost daily.*

- Approximately one-half of parents listen to their child read/pretend read and encourage their child to complete responsibilities *daily or several times a day.* Approximately 45% engage in these activities *almost daily* or at least *once or twice a week.*

- Approximately 45% of FACE parents tell stories to their child or read to their child *daily or several times a day.* Almost one-third do so *almost daily;* and approximately 20% do so *once or twice a week.*

- Slightly more than one-third of parents discuss the day's events or special topics with their child *daily or several times a day.* Approximately one-third do so *almost daily*, and almost 20% have discussions *once or twice a week*.

- Slightly more than 30% of parents reported that their child watches TV, videos, or DVR's *daily or several times a day.* Slightly more than 35% do so *almost daily.* Slightly more than 30% of parents permit their child to watch electronic media only *once or twice a week* or less frequently.

- Slightly more than half of FACE parents take their child on special outings *once or twice a week* or more frequently. Slightly more than 40% do so *a few times a month*. Almost 10% of parents reported that they *never or almost never* take their child on special outings.

The frequency of home literacy activities reported by parents early in their FACE participation was compared with their reports at the end of PY16.[56] At the end of PY16, parents conducted five out of 11 home literacy activities with their child significantly more frequently than they did early in their FACE participation. Parent ratings at the end of PY16 indicate that they significantly more frequently provide opportunities for their child to scribble, draw or write ($p = .001$); listen to their child "read" ($p < .05$); encourage their child to complete responsibilities ($p < .05$); let their child make choices ($p < .01$); and tell stories to their child ($p < .001$) than they did at program entry (see Table 26).

[56] Responses were only reported when parents believed the activity was age-appropriate for the child.

Table 26. Average Rating of Frequency[57] That FACE Parents Reported Engagement in Activities Supporting Home Literacy Early in FACE Participation and at the End of PY16

	Early in FACE	End of PY14	N	Significance Level
Teach child, help child learn	3.92	3.93	687	ns
Praise child	3.88	3.92	690	ns
Play with child	3.93	3.91	695	ns
Provide opportunities for child to scribble, draw, or write	3.83	3.91	556	.001
Listen to child read/pretend read	3.74	3.81	513	< .05
Encourage child to complete responsibilities	3.71	3.80	422	< .05
Let child make choices	3.77	3.86	558	< .01
Read to child	3.69	3.72	703	ns
Tell stories to child	3.58	3.69	674	< .001
Discuss day's events or special topics with child	3.55	3.53	513	ns
Take child on special activities outside home	2.92	2.67	667	< .0001

There are no significant differences in the frequency with which parents help their child learn, praise their child, play with their child, read to their child, and discuss the day's events with their child compared with early in their FACE participation. However, parents significantly less frequently take their child on special activities, other than FACE activities, outside the home ($p < .0001$) than they did at program entry.

Figure 43 provides the percentage of parents who reported engagement with their child *daily or almost daily* at the time of their initial enrollment in FACE and at the end of PY16. Parents play with their child, teach their child, and have discussions with their child as a daily part of their parenting routines at initial enrollment and at the end of PY16. At the time of enrollment, smaller percentages reported *daily or almost daily* frequency of praising their child; providing opportunities to scribble, draw, or write; allowing their child to make choices; engaging in reading-related activities, encouraging their child to complete responsibilities; and story-telling, but they increase throughout FACE participation. A dramatically larger percentage of parents reported taking their child on special activities *daily* or *almost daily* at initial enrollment than at the end of PY16 when they were involved in FACE activities.

[57] For matched data, items were recoded to a 4-point scale that was used early in FACE implementation: 1=*never or almost never*, 2=*a few times a month*, 3=*a few times a week*, 4=*daily or almost daily*. Therefore, numeric scale responses for matched data will be lower than for data presented in Table 25.

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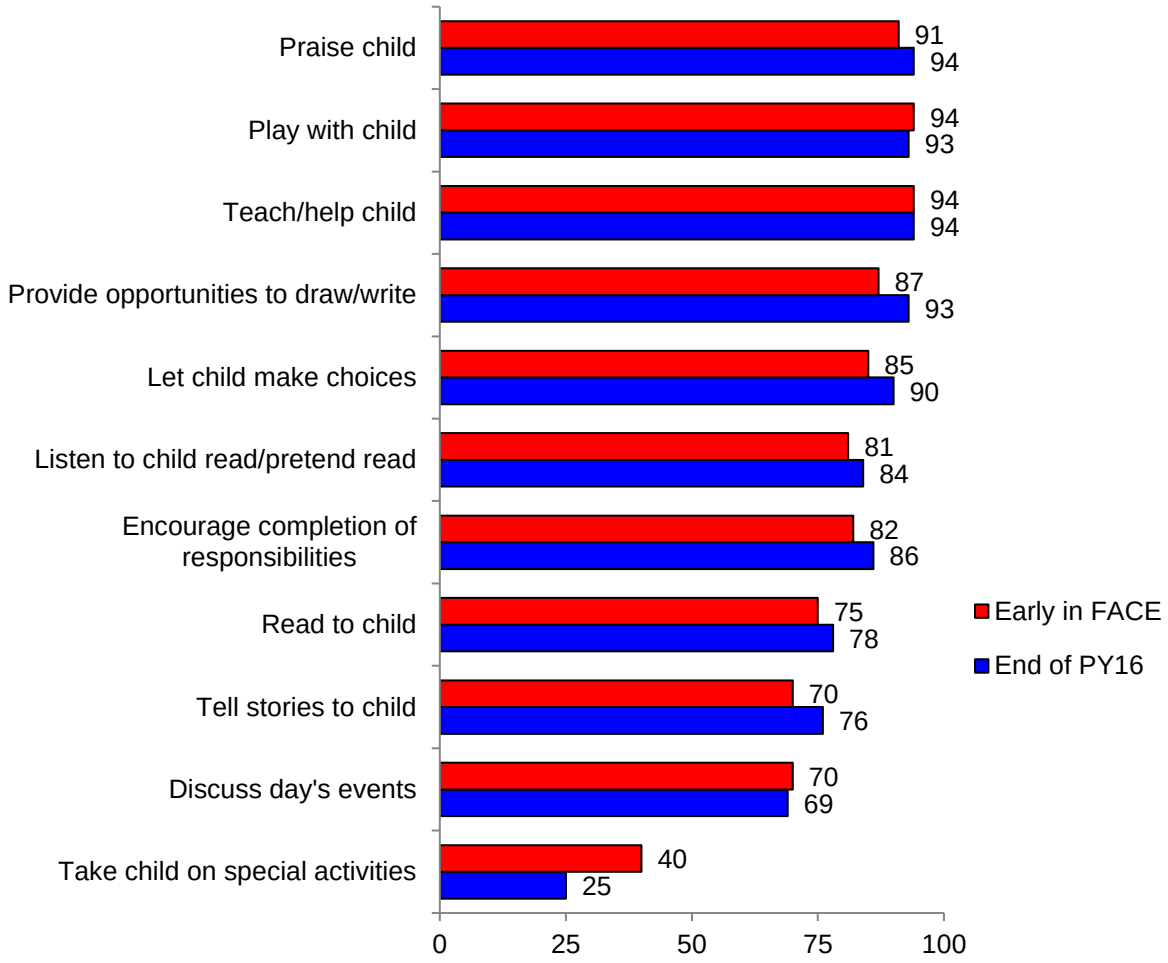
Figure 43. Percentage of FACE Parents Who Report *Daily* or *Almost Daily* Engagement with Their Child in Activities That Support Home Literacy at the Time of Initial Enrollment and at the End of PY16



Data collected from the National Household Education Surveys were examined to determine the frequency with which parents of children aged 3-6 nationwide engage in various home literacy activities with their children.[58] Their responses are compared to reports of center-based FACE parents who are participating with preschool-aged children.[59] Nationwide findings indicate that 55% of parents read to their pre-kindergarten children (aged 3-6) on a daily basis, a considerably smaller percentage than the 77% of FACE parents who report they read to their children this frequently (see Figure 44). Only 1% of FACE parents and 3% of parents nationwide report that they *rarely or never* read to their children. Nationwide, parents who are categorized as similar in economic status to most FACE families, read to their children even less frequently. Only 40% of those parents read *daily* to their children aged 3-6.

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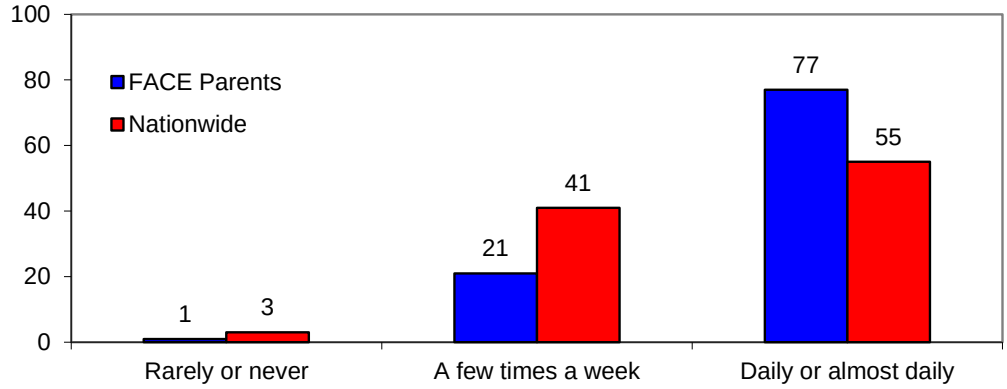
[58] Vaden-Kiernan, N., & McManus, J. (2008). *Parents' reports of the school readiness of young children from the National Household Education Surveys Program: 2007* (NCES Publication No. 2008-051, pp. 11-12). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

[59] There is a slight variation in response categories. National categories of *not at all, once or twice, three or more times,* and *every day* are equated to FACE response categories of *never or almost never, a few times a month, once or twice a week, almost daily,* and *daily or several times a day.*

Figure 44. Percentage Distribution of Frequency That Center-based Parents and Parents Nationally Read to Their Child



FACE adults also report the frequency of their own engagement in literacy-related practices. Seventy-nine percent of adults reported that they *frequently* read for pleasure at the time of initial enrollment, and, similarly, 77% reported that they did so at the end of PY15 (see Table 27). Sixty-nine percent of adults reported that they *frequently* spent time writing early in FACE and at the end of PY16. Sixty-eight percent of adults reported that they *frequently* worked with numbers early in FACE, while a significantly higher 74% reported they did so at the end of PY16 ($p < .01$). Twenty-five percent of adults reported that they *frequently* used community resources that support learning early in FACE participation and at the end of PY16.

Table 27. Percentage of Adults Who Frequently Engage in Literacy-Related Activities Early in FACE Participation and at the End of PY16[60]

	Percentage		Average			
	Early in FACE	End of PY16	Early in FACE	End of PY16	Significance Level*	(N)
Read for enjoyment	79	77	3.17	3.16	ns	(723)
Spend time writing	69	69	2.94	2.96	ns	(721)
Work with numbers	68	74	2.95	3.08	< .01	(716)
Use community resources that support learning	25	25	1.87	1.92	ns	(718)

[60] Based on a frequency scale where 1=*Rarely* or *Never*, 2=*A Few Times a Month*, 3=*A Few Times a Week*, and 4=*Daily or Almost Daily*. "Frequently" for reading, writing, and working with numbers is defined as *A Few Times a Week* or *Daily or Almost Daily*; for using community resources, "Frequently" is defined *A Few Times a Month* or more often. Note that data collected on a 5-point frequency scale at the end of PY02 were recoded to a 4-point scale in order that data might be compared to the 4-point frequency scale used in earlier surveys. The PY02 responses were recoded so that *Never* and *A Few Times a Year*=1, *A Few Times a Month*=2, *Once or Twice a Week*=3, and *Daily or Almost Daily*=4.

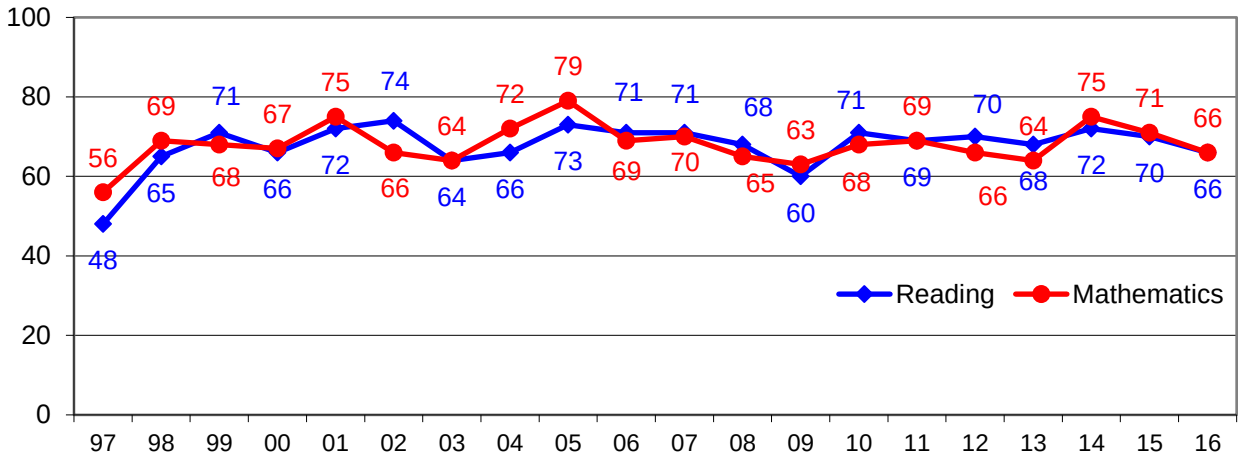
Academic Outcomes

Academic outcomes for FACE adults are documented in reports submitted by FACE staff members and in self-reports of adult participants. These findings provide evidence of progress toward meeting the program goal to *promote lifelong learning* and toward addressing the reasons some adults give for joining FACE —to obtain a GED or high school diploma and/or to improve academic skills. Staff reports indicate that almost two-thirds (64%) of center-based adults set educational goals and slightly more than one-third (35%) completed at least one educational goal. Thirty-six percent of home-based adults set educational goals and 15% achieved them.

Adult education teachers assess the academic achievement of center-based adults enrolled in adult education with the *Comprehensive Adult Student Assessment System* (CASAS). Reading and math assessments were conducted for 169 adults, comprising 23% of FACE adult education participants—a 7 percentage point decrease compared with the PY15 percentage and a dramatic decrease from the percentages of approximately 80% of center-based adults in PY12-PY14. Matched pre- and post-assessments were obtained for all 169 adults in both reading and mathematics. On average, adults demonstrate a statistically significant 3-point increase in reading—from 232 to 235 ($p < .0001$) and a 3-point increase in math—from 221 to 224 ($p < .0001$).

The percentage of adults who demonstrate gains in CASAS scores in reading and mathematics in each of the years PY97-PY16 is displayed in Figure 45. In PY97, the first year that CASAS tests were documented, only 48% of adults increased their scores in reading and 56% increased scores in mathematics. After that first year, the annual percentages of adults who demonstrated gains increased, ranging from 64%-74% in reading and from 63%-79% in math. In PY16, 66% of adults demonstrated reading gains, and 66% demonstrated gains in mathematics.

Figure 45. Percentage of Adults Demonstrating CASAS Gains in Reading and Mathematics in Program Years 1997–2016



CASAS scores are grouped into five levels: (1) *pre-beginning/beginning literacy*, (2) *beginning/ intermediate basic skills*, (3) *advanced basic skills*, (4) *adult secondary*, and 5) *advanced adult secondary*. Score levels were examined for adults with matched pre- and post-scores.

At their first assessment in PY16 in reading, 17% of the adults score at the lowest *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels and 24% score at the highest level (*advanced adult secondary*). See Table 28. At post-test, slightly fewer (16%) score at *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels. The percentage scoring at the *advanced basic skills* level also decreased from 36% to 25%, while the percentages scoring at the advanced levels increased. The percentage scoring at the *adult secondary* level increased from 22% to 28%. The percentage scoring at the *advanced adult secondary* increased from 24% to 30%, and 29% of adults increased their score at least one level.

Table 28. Percentage Distribution of CASAS Score Levels of Center-based Adults For Matched Pre- and Post-Scores

	Matched Reading Scores (N=169)		Matched Math Scores (N=169)	
	Pre	**Post**	**Pre**	**Post**
Pre-Beginning/Beginning Literacy (Below 200)	2	4	9	3
Beginning/Intermediate Basic Skills (200-219)	15	12	36	33
Advanced Basic Skills (220-234)	36	25	41	41
Adult Secondary (235-244)	22	28	9	18
Advanced Adult Secondary (245+)	24	30	4	5

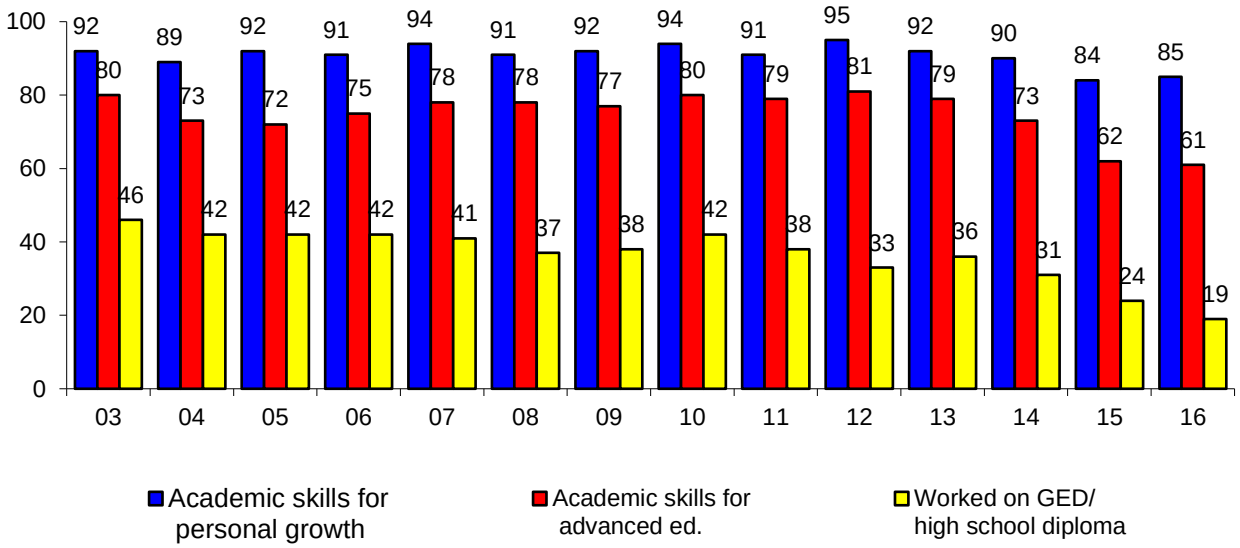
Forty-five percent of adults with matched scores in math score at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 36% at post-test. Forty-one percent score at the *advanced basic skill* level at both pre- and post-test, but the percentage assessed at *adult secondary* or higher increased from 13% at pre-test to 23% at post-test. Only 4% of adults score at the highest math level at pre-test, increasing only 1 percentage point to 5% at post-test; 33% of adults advanced at least one level.

Adults reported other academic FACE impacts for themselves.

- Eighty-five percent of center-based adults reported they improved their academic skills for purposes of their own personal growth (see Figure 46); 58% reported that they are helped *a lot* in this area.[61] Sixty-one percent reported they improved their academic skills so they can attend college or get a more advanced education; 31% reported that they are helped *a lot.*

[61] Rating options are *Yes, a lot; Yes, somewhat;* and *No*.

Figure 46. Percentage of Center-based Adults Reporting Academic Outcomes in Program Years 2003–2016



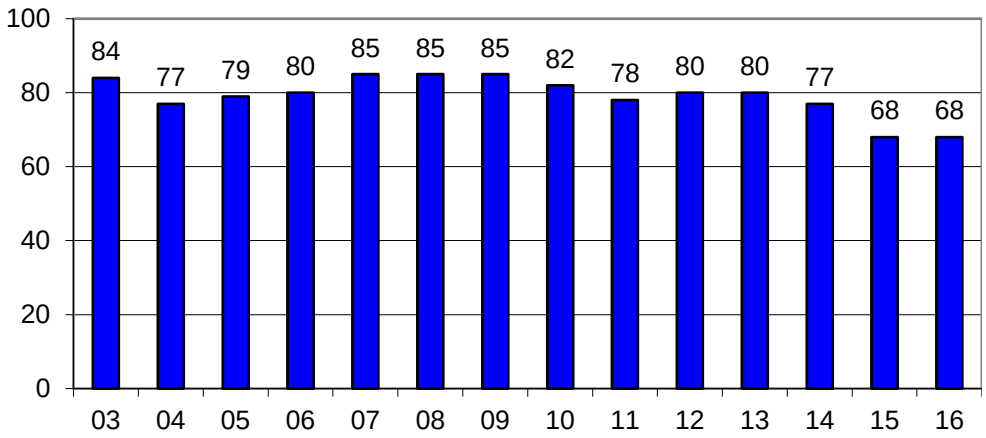
- Almost 20% of center-based adults, the lowest percentage over a 14-year period, reported that FACE participation helped them obtain or make progress towards obtaining a GED or a high school diploma. At the time of enrollment in PY16, 21% of center-based adults (152 adults) had the goal of obtaining a GED or a high school diploma. Among the adults who reported this goal, records from adults and programs indicated that FACE participation had helped 43% make progress towards achieving their goal, such as passing a GED test, receiving a GED diploma, or receiving a high school diploma.

- FACE staff reported that 47 adults completed their GED or high school diploma requirements in PY16, 28 more adults than did so in PY15. All but seven of the 22 adults who completed requirements for a GED were in the center-based adult education program; seven were home-based participants. Of the 25 participants who earned a high school diploma, 11 were home-based and 14 were center-based participants. Since the inception of FACE, approximately 1,470 FACE adults have obtained their GED or high school diploma.

- Thirteen percent of center-based adults (91 adults) attended college or vocational courses during the year. Programs also reported that 104 home-based adults attended some form of post-secondary education program.

- Sixty-eight percent of center-based-only adults reported that FACE participation improved their computer skills, similar to the previous year and the lowest percentage over a 14-year time span; perhaps the lower percentage is due to a lower percentage of center-based adults enrolled full time (see Figure 47). Thirty-seven percent of home-based-only adults also reported this impact.

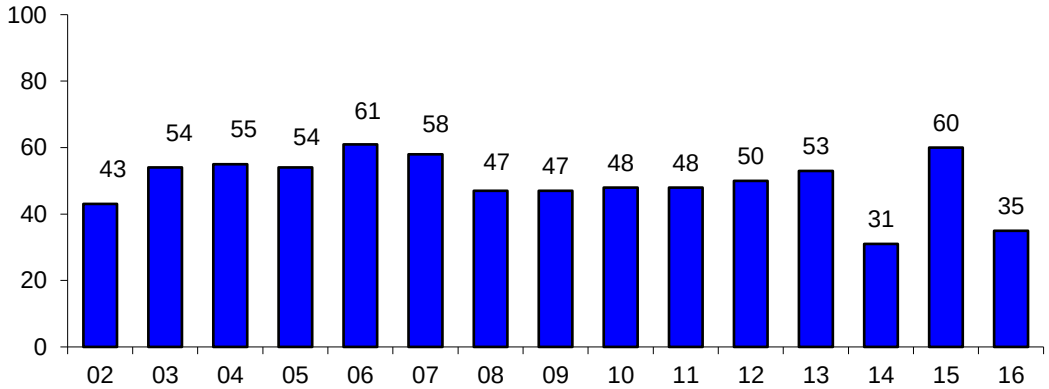
Figure 47. Percentage of Center-based Adults Reporting Increased Computer Skills in Program Years 2003-2016



Employment Outcomes

FACE programs report that 406 adults became employed during PY16; 52% were home-based adults and 48% were center-based adults. Of 189 center-based adults who enrolled in FACE to improve their chances for getting a job or a better job, 35% reported that FACE helped them do so—similar to PY14, but a decrease of 25 percentage points compared with PY15. It is not clear why such a discrepancy occurred (see Figure 48). This may be due in part to the limited participation of flex-time parents that reduces the amount of the support they receive in meeting this goal. Throughout the history of FACE, approximately 6,650 adults gained employment during their FACE participation.

Figure 48. Percentage of Center-based Adults with a Job-Related Goal Who Obtained Employment or Better Employment during Program Years 2002-2016



FACE assists adults in their transition from the FACE program to work or other education. Nineteen programs reported that they have a written plan that includes defining procedures for assisting with transition for adults. In PY16, 16 programs (eight fewer programs than the previous year) reported that they assisted 89 adults (25 fewer adults than the previous year) in their transition

to work or to another education program. Two-hundred-forty-eight adults who completed the Exit Form (153 home-based-only, 66 center-based-only and 29 who received both services in PY16) reported that they will transition from FACE; of these, 56% (76 home-based only adults, 45 center-based-only adults and 19 who received both services in PY16) reported receiving help from FACE staff to make the transition.

Self-Improvement Outcomes

Adults provided information about ways in which FACE helps them as individuals (see Table 29). Findings are similar to prior year findings, with one exception. The percentage of full-FACE-model adults reporting improved physical fitness decreased by 7 percentage points. There are significant differences by service types in the three areas of self-improvement with a different focus for home- and center-based components.

- Almost 95% of adults reported that their FACE participation helps them feel better about themselves.

- Most adults (89%) reported that they are more self-directed and self-disciplined as a result of participating in FACE.

- Slightly more than 85% of adults reported that they increased the effectiveness of their interactions with other adults and improved their communication skills as a result of participation in FACE. A high percentage (84%) of home-based-only adults reported increased interactions with other adults and improved communication skills, but it was significantly lower than the 88-90% of center-based adults who did so.

- Adults believe that the emphasis on physical fitness through the Let's Move in FACE effort makes a difference for them. Slightly more than 70% of adults reported improved physical fitness as a result of participating in FACE. The opportunity to make the greatest impact resides in the center-based component, and slightly more than three-fourths of center-based-only adults reported an impact, while a significantly fewer 68% of home-based-only adults did so.

Table 29. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating[62] of Types of Self-Improvement by Service Received Throughout FACE Participation

	Home-based Only (1)			Center-based Only (2)			Both Home- and Center-based 3)			All Adults			
Self-Improvement	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	**Significant Differences***
Feel better about myself	94	2.6	(746)	92	2.6	(235)	94	2.6	(392)	94	2.6	(1,373)	ns
Became more self-directed/self-disciplined	89	2.4	(735)	90	2.5	(232)	88	2.4	(389)	89	2.4	(1,356)	ns
Interacted with other adults	84	2.3	(735)	90	2.5	(230)	88	2.4	(388)	86	2.4	(1,353)	2>1, 3>1
Improved communication skills	84	2.3	(733)	90	2.5	(231)	88	2.4	(390)	86	2.4	(1,354)	2>1
Improved physical fitness	68	2.0	(701)	77	2.2	(211)	72	2.1	(368)	71	2.1	(1,280)	2>1

* ns = not significant; otherwise, significant differences between designated groups (1=home-based only, 2=center-based only, 3= center- and home-based) at least at the ≤ .05 level.

[62] Averages are calculated on a 3-point scale, where 1=*No*, 2=*Yes, somewhat*, and 3=*Yes, a lot.*

OUTCOMES FOR HOME-SCHOOL PARTNERSHIPS

The FACE program encourages home-school partnerships by providing training, support for FACE programs to collaborate with the regular school programs, and opportunities for families to partner with schools. The goals of *increasing parent participation in their child's learning and expectations for academic achievement* and of *strengthening family-school-community connections* are addressed through a variety of FACE strategies, including promoting home literacy practices, providing opportunities for parents to participate in PACT Time at school with their K-3 children, offering transition activities for families with children entering kindergarten, and supporting parent involvement in their children's education.

Parent Involvement in Children's Education

The FACE program focus on increasing parent involvement in children's education is supported by past research. Parent involvement research indicates that (1) increases in family involvement in the school predicts increased literacy achievement and (2) family involvement in school matters most for children at greatest risk.[63]

In PY16, 34% of FACE parents also had children attending K-6 grades in the FACE school; they reported the frequency of their involvement with their child's schoolwork and class (see Table 30).

Table 30. Percentage of FACE Parents Reporting Involvement in Their K-6 Child's School and Average Frequency of Their Involvement

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Average	N
Help my child with schoolwork	1	2	3	19	75	4.6	479
Communicate with my child's teachers about my child	2	7	27	26	39	3.9	475
Visit my child's classroom	5	18	32	21	23	3.4	478

- Three-fourths of FACE parents reported that they help their K-6 child with schoolwork *daily or almost daily*; 19% do so at least *once or twice a week.*

- Ninety-eight percent of FACE parents communicate with their K-6 child's teacher. Almost 40% do so *daily or almost daily*—a very high frequency of parent-teacher communication. Slightly more than one-fourth of FACE parents communicate with their child's teacher at least *once or twice a week,* and slightly more than one-fourth do so *a few times a month*.

[63] Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. (2007). *Family involvement in school and low-income children's literacy performance.* (Family Involvement Research Digests). Cambridge, MA: Harvard Family Research Project. Retrieved May 11, 2009 from http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-involvement-in-school-and-low-income-children-s-literacy-performance.

- Ninety-five percent of FACE parents visit their K-6 child's classroom at least once during the year, and almost 45% do so at least *once or twice a week.* Slightly more than 30% visit the classroom *monthly*.

The frequency of parent involvement is structurally related to the FACE component in which families are participating. Center-based parents by definition visit their child's school and classroom more frequently because the school is the location for their FACE participation. Similarly, both home- and center-based participants are more likely to report parent involvement if they have children in K-6 grades at the school. For these reasons, Table 31 provides parent involvement results for all FACE participants, then separately for center- and home-based parents. FACE parents with K-6 children are reported as another subcategory.

- Eighty percent of PY16 FACE parents attend classroom or school events at least *a few times a year*; on average, parents attend almost a *few times a month*. Ninety percent of FACE parents of K-6 children attend classroom or school events, and almost 40% attend at least *once or twice a week* on average. Only 30% of all FACE parents do so. The highest average attendance is by K-6 center-based parents; 83% attend *a few times a month* or more frequently.

- Fifty-three percent of PY16 FACE parents volunteer time to provide assistance other than instructional assistance at the school; on average, parents do so *a few times a year*. Two-thirds of FACE parents of K-6 children volunteer time to provide other assistance at school; almost 45% do so at least *a few times a month* compared with one-third of all PY16 parents who do so as frequently.

- Forty-three percent of FACE parents volunteer time to provide instructional assistance at least *a few times a year*. Almost 55% of FACE parents of K-6 children volunteer time to provide instructional assistance at school; slightly more than 35% do so *a few times a month* or more frequently, compared with almost 30% of all PY16 parents and almost 50% of center-based parents of K-6 children who do so as frequently.

- Center-based parents are significantly more frequently involved in their child's school than are home-based-only parents on each of the three indicators.

Table 31. Percentage Distribution and Mean of the Frequency of Parents' Involvement in Their Child's School by FACE Services Received in PY16[64]

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Mean	N
Attend classroom or school events							
All FACE	20	18	33	14	16	2.9	1,382
Center-based	6	15	30	21	28	3.5	492
Home-based	26	18	34	11	10	2.6	985
FACE K-6	10	17	34	18	21	3.2	483
Center-based	4	13	27	24	32	3.7	230
Home-based	14	19	40	15	13	2.9	296
Volunteer time to provide other assistance at school							
All FACE	47	21	19	6	8	2.1	1,370
Center-based	31	24	22	9	14	2.5	490
Home-based	54	19	17	5	5	1.9	972
FACE K-6	34	24	21	9	13	2.4	479
Center-based	28	20	23	11	18	2.7	231
Home-based	39	27	19	6	9	2.2	291
Volunteer time to provide instructional assistance at school							
All FACE	57	14	14	7	7	1.3	1,347
Center-based	39	16	19	13	13	2.4	489
Home-based	65	13	11	5	5	1.7	978
FACE K-6	47	17	14	13	10	2.2	478
Center-based	39	13	16	20	13	2.6	230
Home-based	54	20	12	7	7	1.9	291

FACE parents also reported on their participation on school committees or boards and finding help through the school, such as obtaining information about community services.

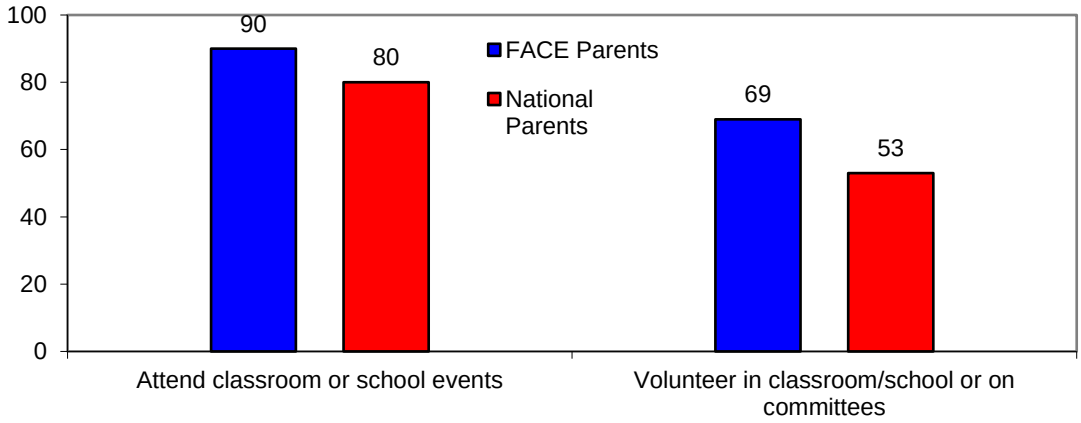
- Sixteen percent of FACE parents of K-6 children (8 percentage points fewer than in PY15) and 16% of all FACE parents participated on school committees or boards (similar to the prior years).

[64] Parents receiving both services in PY16 are included in both center- and home-based counts. The frequency of involvement of center-based parents in all three activities is significantly greater than home-based parents ($p < .0001$).

- Forty-seven percent of FACE parents of K-6 children (13 percentage points fewer than in PY15) and 47% of all FACE parents found the help they needed through the school.

Parent involvement in school-related activities can be examined in the context of national findings from the analysis of data from the National Household Education Survey, which collected data from parents of children in grades K-5.[65] Involvement for the 486 PY16 FACE parents of children in grades K-5 was examined, and results indicate that FACE parents continue to be more involved in their child's education than are parents nationally (see Figure 49). The percentage of K-5 FACE parents who reported involvement was about 5 percentage points fewer than in PY15 on both measures.

Figure 49. Percentage of FACE Parents of K-5 Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



- Ninety percent of the FACE parents with K-5 children attended classroom or school events, compared with approximately 80% of parents nationally.

- Nationwide, 53% of parents volunteer in the classroom or school or participate on school committees, fewer than the 69% of FACE parents who reported doing so.

Collaboration with the Regular School Program

The FACE program is expected to become an integral part of the regular school program. Collaboration between the FACE program and the regular school program occurs in several ways, demonstrating the inclusion of FACE. FACE staff members participate in regular school staff activities, such as professional development and meetings. They work with classroom teachers, support teachers, and the library staff to augment FACE participants' experiences and to facilitate children's transition to the elementary school. They work with other support staffs to better serve those FACE children and their families needing special assistance.

[65] National Center for Education Services. (2012). Parent and family involvement in education, from the National Household Education Surveys Program of 2012. p. 6. Retrieved April 18, 2016 from: http://nces.ed.gov/pubs2013/2013028rev.pdf

Almost all FACE programs reported some degree of participation in school-provided professional development opportunities, regular school meetings, and schoolwide planning; the frequency of their participation varies somewhat among the activities and from year to year (see Table 32).

Table 32. Percentage Distribution of the Frequency That FACE Program Staffs Participate in Regular School Activities (N=41)

	Never	A Few Times a Year	Monthly	Weekly
Participate in school training/professional development	2	34	42	22
Participate in regular school meetings	0	20	39	41
Participate in schoolwide planning	0	22	56	22

- Staff members at all except one FACE program participate in school-sponsored training and professional development. Staffs in almost 65% of the programs participate at least *monthly*, while staffs in almost 35% of the programs participate only *a few times a year*.

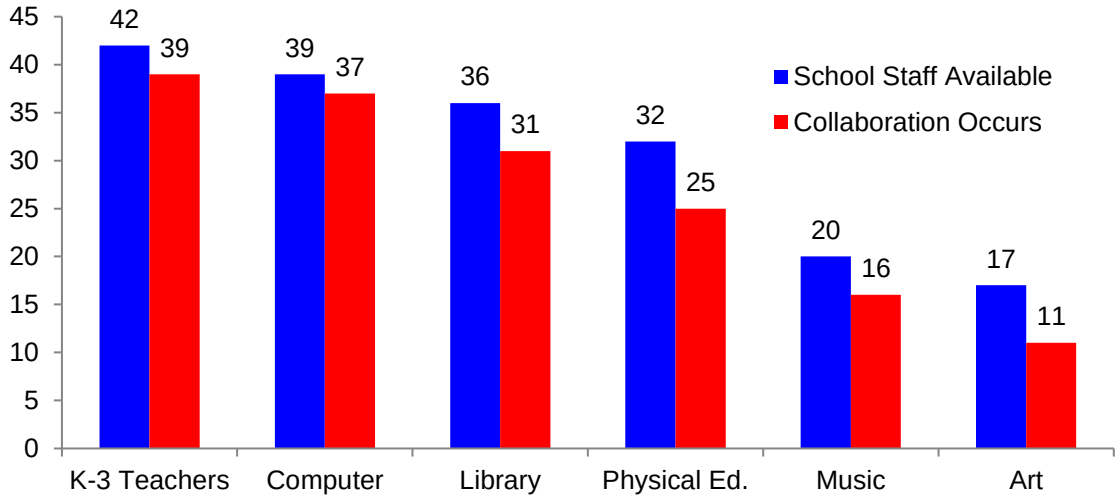
- Staff members in all FACE programs participate in regular school meetings, with *weekly* participation occurring for slightly more than 40% of the programs; almost 40% participate *monthly*. Participation occurs only *a few times a year* for 20% of the programs.

- FACE staff members in all programs participate in schoolwide planning; 78% participate at least monthly, aa increase of 9 percentage points compared with the previous year. In slightly more than 20% of programs, staff members participate *a few times a year*.

FACE staffs work with classroom teachers, teachers of specific subjects, and the library staff to enhance FACE participants' experiences and to facilitate transition to school. Overall, fluctuation in employment of non-classroom teachers in FACE schools occurs over time. Compared with the previous year, fewer schools employ a computer teacher (39 vs. 40), but more schools employ a librarian (36 vs. 34), physical education teacher (32 vs. 27), music teacher (20 vs. 14), and art teacher (17 vs. 14).

FACE staffs at 93% of schools collaborate with K-3 classroom teachers (see Figure 50), similar to recent years when all or almost all FACE staffs collaborated with K-3 classroom teachers. FACE staffs collaborate with computer staffs at 95% of the schools where these staffs are available. Librarians are available at 36 schools and collaboration occurs at 86% of these schools, similar to the previous year (but which had experienced a 12 percentage point decrease in schools where collaboration occurred compared with PY14). Collaboration with the librarian is of special importance to the FACE program because of its emphasis on literacy. Of the schools with a physical education teacher, collaboration occurs at 78% of the schools offering a physical education program. Twenty schools offer music, and collaboration occurs at 80% of these schools. Of the 17 schools that offer an art program, FACE collaborates with the art teacher at almost two-thirds of these schools.

Figure 50. Number of FACE Sites Where School Staff Are Available and Where Collaboration Occurs



FACE staffs rated the frequency with which they collaborate with school staffs (see Table 33). Some variation in the frequency of collaboration during PY16 occurs compared with previous years' frequencies. Notably, a higher percentage of FACE staffs collaborated *weekly* with teachers in all areas compared with PY15.

Table 33. Percentage Distribution of FACE Program Staffs Rating the Frequency With Which They Collaborate with School Staffs

	Never	A few times a year	Monthly	Weekly	N
K-3 teachers	7	55	12	26	42
Computer	3	26	21	50	38
Library	14	14	8	64	36
Physical education	22	3	9	66	32
Music	16	5	5	74	20
Art	31	25	6	38	16

- Fifty-five percent of staffs meet with K-3 classroom teachers *a few times a year*, while slightly more than one-fourth meet *weekly*. Only 12% meet with K-3 classroom teachers *monthly*. In PY14, all FACE staffs collaborated at least *a few times a year* with K-3 teachers; in PY15 and PY16 no collaboration occurred at three schools.

- One-half of programs where a computer teacher is on the school staff collaborate with the computer teacher *weekly*. Approximately 20% of program staffs collaborate with the

computer teacher *monthly*. Slightly more than one-fourth collaborate *a few times a year* and collaboration *never* occurs at one school.

- At 64% of the schools with a functioning school library, collaboration between the FACE and library staffs occurs *weekly*, an increase of 19 percentage points compared with the previous year. In almost 10% of the schools, it occurs *monthly*. In almost 15% of the schools, collaboration occurs *a few times a year*, and in an another almost 15% of schools collaboration with the library staff *never* occurs.

- In PY12, staffs at almost 95% of the sites where schools had a physical education program collaborated with the physical education teacher; in subsequent years the percentage varied from 75-80% of the programs. In PY16, 78% of programs collaborated with the physical education teacher. For programs that do collaborate, the frequency of that collaboration increased in PY13 and PY14 with collaboration occurring *weekly* at almost 65% of programs. In PY15 collaboration decreased slightly to 60% of schools where *weekly* collaboration occurred and increased again in PY16 to 66%. As in PY15, collaboration *never* occurred at seven schools in PY16.

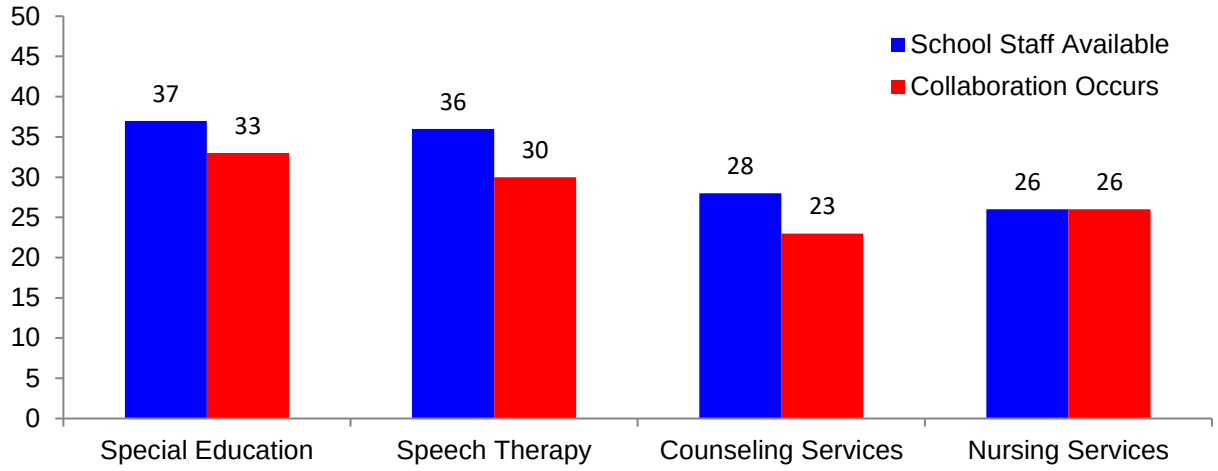
- Consistent with past findings, few FACE programs collaborate with music or art teachers because few schools offer music or art programs. Of the 20 schools with music teachers, *weekly* collaboration occurs at 14 schools, twice as many as the previous year. The staff at one school collaborates *monthly* and at another school collaborates *a few times a year*; staffs *never* collaborate at three schools.[66] Of the 17 schools with an art program, staffs at six schools collaborate *weekly*, twice as many as the previous year, and the staff at one school collaborates *monthly*. *S*taffs at the remaining nine schools collaborate *a few times a year* or *never*.

FACE programs also work with support staffs to better serve FACE children and their families needing special assistance and to facilitate transition to school for these children. The availability of support staff affects the frequency with which collaboration takes place, as do the needs of families being served. Compared with the previous year, the same number of schools receive the services of a special education staff (37), but more schools obtain the services of a speech therapy staff (36 vs. 32) and a counselor (28 vs. 26); fewer schools obtained nursing services in PY16 compared with PY15 (26 vs. 30). See Figure 51.

Thirty-seven FACE schools offer Special Education services and FACE collaborates with Special Education staff at 89% of the sites, similar to the previous year. At the schools where speech therapy is available, collaboration occurs at 83% of the schools. Counseling services are available at 28 FACE schools; collaboration occurs in 82% of these schools. FACE programs collaborate with nursing staff at all of the sites where the services of a nurse are offered.

[66] Frequency of collaboration was not provided by one FACE program in a school with a music teacher and one in a school with an art teacher.

Figure 51. Number of FACE Sites Where School Support Staff are Available and Where Collaboration Occurs



The relatively high rates of collaboration across the support services at schools where they are available indicate that FACE families are in need of these services. FACE staffs rated the frequency with which they collaborate with support staffs (see Table 34).

Table 34. Percentage Distribution of FACE Program Staffs Rating How Frequently They Collaborate with Support Staffs

	Never	A few times a year	Monthly	Weekly	N[67]
Special Education	11	41	14	35	37
Speech Therapy	17	28	19	36	36
Counseling Services	15	41	19	26	27
Nursing Services	0	31	35	35	26

- For 35% of the programs, *weekly* collaboration with Special Education occurs to serve families (a decrease of 5 percentage points compared with PY15). For almost 15% of programs, *monthly* collaboration occurs. For approximately 40% of the programs, collaboration with Special Education occurs *a few times a year*, perhaps when children are transitioning into the regular school program. For slightly more than 10% of the programs, collaboration *never* occurs.

- While a higher percentage of programs collaborated with the speech therapy program, the frequency with which collaboration occurs decreased in PY16 compared with PY15. *Weekly* collaboration with speech therapy staff members decreased from 41% in PY15 to 35% in PY16 (similar to the percentages in PY12-PY14). The percentage that collaborate *monthly* increased from 6% in PY15 to 19% in PY16. Almost 30% of the programs

[67] One FACE program did not rate the frequency with which staff members collaborated with the counselor.

collaborate *a few times a year*. Approximately 15% of programs *never* need or use their school's speech therapy services.

- At sites where counseling services are available, collaboration occurs at 85% of sites compared with 71% of sites in the previous year, a 14 percentage point increase. Collaboration occurs *monthly* or *weekly* at 45% of the sites. It occurs *a few times a year* at approximately 40% of these sites and *never* at 15% of these sites.

- The use of nursing services occurs at all schools where the services are offered. At 70% of these schools, collaboration with nursing services occurs at least *monthly*. Slightly more than 30% collaborate *a few times a year*.

FACE programs also reported other school staffs that collaborate with FACE. Two or three FACE programs reported collaboration with food services or facilities. Each of these areas is reported by one FACE program: culture teacher, family support staff, social worker, transportation staff, science teacher, and 21st Century program staff.

Transition to School

Preparing FACE families for smooth transitions from FACE to school is an important focus in FACE programs. To support the transition of children, FACE and school staffs collaborate in a variety of ways. Some involve informal interactions and others occur as part of formalized transition plans. Almost 90% of programs that provided information have a plan that includes guidance for helping center-based children transition to kindergarten (see Table 35), and approximately 40% include a section on assisting home-based children with their transition to kindergarten.

Table 35. Percentage and Number of Programs with a Written Formalized Family Transition Plan That Includes Provisions for Transitioning to Kindergarten

	Number of Programs with a Plan	Programs with Provisions for Transitioning to K	
		%	#
Center-based children to kindergarten	41	88	36
Home-based children to kindergarten	39	41	16

Almost 80% of programs (33 programs) have a written transition plan that includes provisions for serving transitioning children with special needs. Staffs at 90% of the FACE programs report that they coordinate with IEP/IFSP service providers.

Transition plans might include opportunities for transitioning children to participate in regular school activities while they are in FACE preschool (see Table 36). At all but 7% of the schools (3 schools), the FACE program provides opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In almost 45% of the schools, children have the opportunity to do so *weekly*; in almost 20% of the programs, they have the opportunity to

do so *monthly*. In approximately 30% of the schools, children have the opportunity to interact with the larger school community *a few times a year*, usually in the spring before transitioning into kindergarten the following fall. Compared with the previous year, the frequency of interaction with other children in the school increased in PY16. Programs reporting at least monthly engagement with other children increased by 17 percentage points and sites where engagement never occurred decreased by 10 percentage points.

Table 36. Percentage Distribution of the Frequency That FACE Programs Provide Opportunities for Children to Participate in Regular School Activities

	Never	A Few Times a Year	Monthly	Weekly	N
To interact with other children in school	7	31	19	43	42
To use the school library	21	12	7	60	42

Eighty percent of FACE sites support literacy efforts and children's transition to school by offering library services. The frequency with which FACE children use the school library varies among sites; at 60% of the schools (a 17 percentage point increase compared with the previous year), library services occur *weekly*, and at 7% they occur *monthly*. In 12% of the programs, children only have the opportunity *a few times a year;* and in approximately 20% of the programs FACE children *never* use the school library. Six schools do not have a librarian.

FACE staff members at all but three sites (one more than the previous year) meet with kindergarten teachers specifically to plan for children's transition from FACE to kindergarten. For 74% of the programs, participation in transition meetings occurs *a few times a year;* at four sites, it occurs *monthly;* and at another four sites, it occurs as frequently as *weekly*.

FACE programs report that 361 children (338 center-based and 23 home-based) were expected to transition into kindergarten in Fall 2017, 41 more children than in the previous year and the highest number in 11 years.[68] See Appendix H for transition of children by site. Eighty-one percent of the transitioning children (292 children) were expected to attend kindergarten at their FACE school (see Figure 52).

Twenty-three FACE programs reported transitioning 53 children (52 center-based and one home-based) with an Individual Education Plan (IEP) to kindergarten. In fact, 15% of transitioning children were expected to enter kindergarten with an IEP, an increase of 4 percentage points compared with the previous year and similar to percentages in PY13 and PY14 (see Figure 53).

At the end of PY16, FACE programs reported the number of participants that received assistance with the transition to kindergarten. Eighty-one percent of programs (34 programs) reported that 276 center-based children received assistance with their transition from center-based to kindergarten, accounting for 82% of transitioning center-based children (see Table 37). Fourteen

[68] The number of home-based children reported is presumed to be under-reported based on parent reports. See Table 38.

programs assisted 101 center-based adults with the transition to kindergarten. Staffs in six programs reported that 26 home-based children were helped with their transition to kindergarten, while two home-based parents of transitioning children were reported to have received assistance.

Figure 52. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School in Program Years 2000-2016

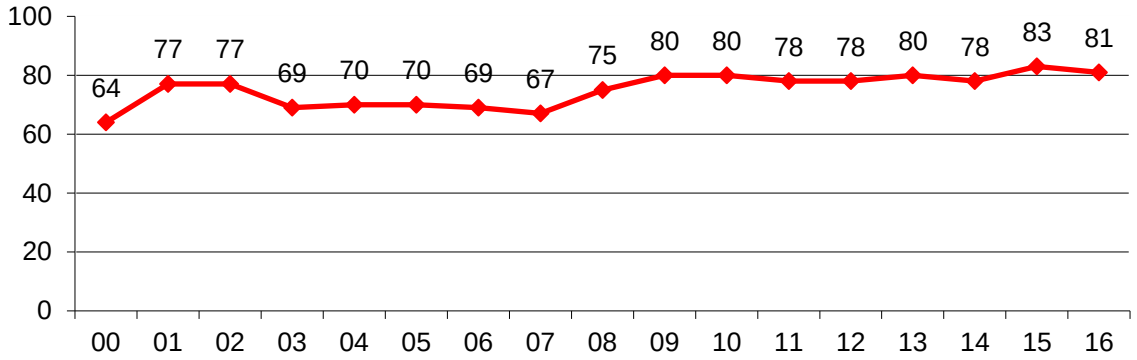


Figure 53. Number of FACE Children Transitioning into K and Number (and Percentage) of Transitioning Children Who Have an IEP in Program Years 2005-2016

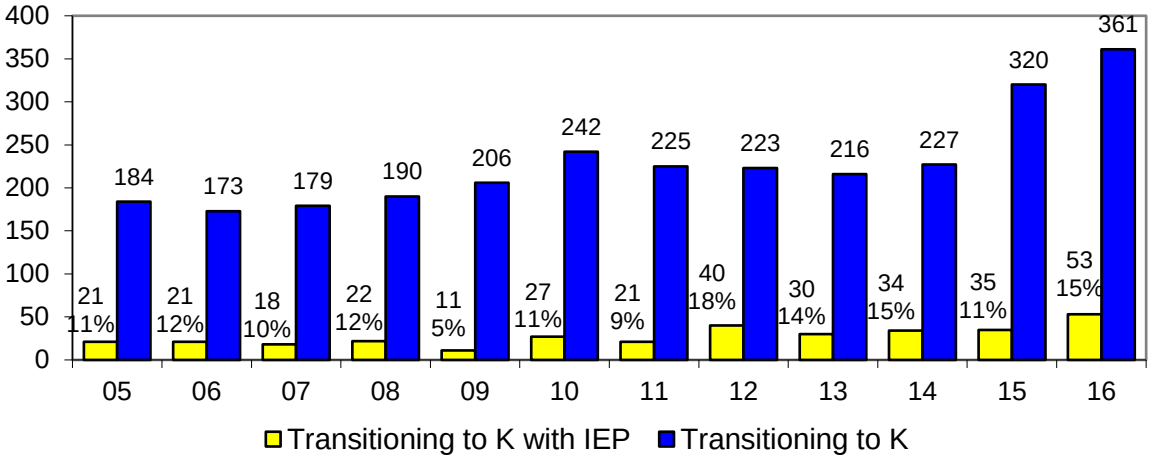


Table 37. Program Reports of FACE Children and Adults Who Were Assisted in Transitions to Kindergarten in PY16

	Children	Sites	Adults	Sites
Center-based to kindergarten	276	34	101	14
Home-based to kindergarten	26	6	2	2

Parents also reported if their child was transitioning to kindergarten and if FACE helped the child with the process. Their reports differ from staff reports. Of the 189 parents who reported that their child is transitioning from home-based to kindergarten (considerably more than the 23 reported by

staff), 69% reported that FACE helped with the transition (see Table 38). Of the 228 parents who reported their child's transition from FACE preschool to kindergarten, 72% reported that FACE helped.

Table 38. Number of Parents Reporting Their Children Transitioning to Kindergarten and Percentage and Number Who Were Assisted by FACE in PY16

	Number of Parents Reporting Transition of their Child in PY16	Parents Reporting Child Received Transition Help from FACE	
		%	#
Home-based to kindergarten	189	69	131
Center-based to kindergarten	228	72	165

Of parents who reported that their children would enter kindergarten the subsequent fall, 77% indicated that their child will attend kindergarten at their FACE school. For the 99 parents who provided reasons why their child will not attend the FACE school, the most common reason reported by 28% of these parents is that the child's siblings attend another school (see Table 39). Another reason frequently cited by these parents is that the child's home is located closer to another school (23%). Twenty percent reported that another school is more conveniently located relative to their work, and almost 20% reported that their child will be moving out of the area. Approximately 5% reported that another school will better benefit their child or that transportation issues prevent their child from attending the FACE school. One parent wrote that she/he did not know where they would be living by the start of the new school year.

Table 39. Percentage and Number of FACE Parents Reporting Reasons for Their Children to Attend a School Other Than the FACE School[69] (N=99)

Reasons	Percentage
Siblings attend another school	28
Home is located closer to another school	23
Another school is more convenient for location or schedule of work	20
Move out of the area	18
Another school will benefit my child more	7
Transportation issues	4
Other	2

[69] Percentages are greater than 100% because some respondents checked more than one reason.

OUTCOMES FOR COMMUNITY PARTNERSHIPS

A critical factor in accomplishing the goals to *strengthen family-school-community connections* and to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* is the role of FACE in assisting participants to access services available in the community. The FACE program addresses these goals through coordination with community partners who provide services for FACE families and through integration of culture and native language in program services. In addition to program reports, participating adults also provide evidence that participation in FACE supports these goals through their community involvement.

Coordination with Community Agencies/Programs

A key to the success of the FACE program is the establishment of a network of partners that provides needed services to enable families to succeed in the FACE program and in their transition within or from the program. The nature of the coordination with networking organizations varies among FACE programs and may include the exchange of information, receipt of referrals from the organization, referrals made to an organization, and program services provided to or by a partnering organization (see Table 40). When community partners are willing to network, they can serve as an important recruitment source for FACE or the next step for families; they often view FACE as a resource for their own clients and programs. Strengthening networks is an ongoing task for FACE programs so that community partners become valuable resources and recruiters for FACE.

Many of the FACE sites are remote and community services are difficult to obtain. Nevertheless, programs report an extensive network of relationships. The network includes agencies and programs that provide basic services, such as social, health, housing, and law enforcement services. The network also includes educational institutions and programs for adults and children. Not all FACE programs are located in communities where all the services are available, and even though services are available in their community, not all programs network with available services. Additionally, the percentage of sites networking with community services vary from year to year depending on the needs of the families and other factors. Programs also develop or participate in Community Advisory Councils/Committees.

Table 40. Percentage of FACE Programs Where Services Are Available and Percentage of Those Programs Where Coordination Occurred

Community Agency	% of Programs Where Agency is Available (N=42)	Number of Programs Where Agency is Available	% of Programs With Agencies That Coordinate With Agency
BASIC SERVICES			
WIC	98	41	93
Health services	98	41	98
TANF (Temporary Assistance for Needy Families)	98	41	93
Housing services	95	42	83
Tribal/BIA social services	93	39	79
Community services (e.g., drug/alcohol abuse)	90	38	84
Tribal court/law enforcement	83	35	86
County/state social services	83	35	71
EDUCATIONAL SERVICES—Adults			
Tribal college or other post-secondary	93	39	90
Workforce Development	90	38	84
Tribal/BIA Adult Education	79	33	73
EDUCATIONAL SERVICES—Children			
Child Find	98	41	90
Public school	95	40	68
State Early Intervention	88	37	86
Head Start	86	36	78
Tribal Early Intervention	81	34	91
Public Preschool	79	33	76
Early Head Start	52	22	82
Private Preschool	31	13	62

Basic Services

Ninety percent or more of FACE programs are located in communities where staff members and families can access Women, Infants, and Children (WIC) program services (98%); health services (98%); Temporary Assistance for Needy Families (TANF) services (98%); housing services

(95%); tribal/BIA social services (93%); and services for abusive situations, such as alcohol and drug abuse or domestic violence (90%). Almost 85% of FACE programs are located in communities providing tribal court and law enforcement and county or state social services.

Where basic services are available, the percentage of FACE programs coordinating with a basic services agency increased 5 to 32 percentage points compared with the previous year for all but two agencies.

- Almost all FACE programs where health services, WIC, and TANF are available coordinate with those services.

- Approximately 85% of FACE programs where tribal court/law enforcement, community services for abusive situations, and housing services are available coordinate with those services.

- Almost 80% of FACE programs work with tribal/BIA social services to assist families.

- Slightly more than 70% of FACE programs where county or state social services are available coordinate with these services.

Educational Services

Most FACE communities have at least one tribal college or other post-secondary education organization (93%) and a Workforce Development program (90%). Almost 80% of FACE communities have a tribal or BIA adult education program. These are higher percentages than reported the previous year by 7 to 17 percentage points.

- Ninety percent of programs where post-secondary institutions are available coordinate with them, similar to the previous year.

- Almost 85% of programs coordinate with Workforce Development in the communities where it is available, a 9 percentage point increase compared with PY15.

- Almost 75% coordinate with Tribal or BIA adult education programs where available, comparable to the previous year's percentage.

Various educational organizations serving young children are located in FACE communities. Almost all FACE communities have a Child Find program (98%) and a public school (95%). Most have a State Early Intervention program (88%) and a Head Start program (86%). Approximately 80% have a Tribal Early Intervention program and a public preschool. Slightly more than one-half of FACE communities offer Early Head Start services and approximately 30% have private preschools. For communities with educational organizations that serve young children, the percentage of programs that coordinate with these organizations is similar to PY15 with the exception of public preschools, where coordination increased by 9 percentage points, and Tribal Early Intervention, where it decreased by 9 percentage points, perhaps indicating a decrease in need in PY16.

- In communities with early intervention services, 90% of FACE programs coordinate with Child Find and with Tribal Early Intervention services, while approximately 85% do so with State Early Intervention. Approximately 80% collaborate with Head Start and Early Head Start.

- In approximately three-fourths of the FACE communities with a public preschool and approximately two-thirds with a public school, FACE staffs coordinate with preschool and school staffs.

- Of the 13 FACE communities with private preschools (one fewer community than the previous year), 62% coordinate with their community's private preschools, similar to 57% in PY15.

Programs list more than 35 other agencies or organizations with which they coordinate. These groups support the basic needs, safety, education, health, and mental and spiritual well-being of families. Examples include diabetes prevention programs, behavioral and mental health programs, dental and vision services, rehabilitation services, financial counseling services, early intervention, basic needs relief charities, public library, fire department, state extension services, public safety, local interagency organizations, tribal chapter house, legal services, and senior citizen organizations.

Adult Involvement with the Community

FACE adults reported the frequency of their involvement in their community. Their responses are analyzed by the type of FACE services in which they participate (see Table 41). Significant differences are found among the types of services received on three of the five measures.

- Eighty-five percent of PY16 FACE adults participate in community social events; on average, they do so *a few times a month.* This frequency is similar to recent years. Adults who receive home-based-only services participate significantly less frequently than do center-based-only adults and adults who receive both services.

- Eighty-two percent of adults use community resources that support learning, similar to percentages in recent years. On average, they use the resources almost as frequently as *a few times a month.*

- Fifty-eight percent of adults use community resources designed to meet special needs, such as social services. As in the past few years, they do so somewhat more frequently than *a few times a year,* on average.

- Fifty-three percent of adults volunteer to help community services programs, engaging in this activity *a few times a year,* on average. Sixty-four percent of center-based-only adults and 52% of adults who received both services volunteer to help, compared with 51% of home-based-only adults. Home-based-only adults participate significantly less frequently than do center-based-only adults and adults receiving both services.

Table 41. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency of Involvement by Services They Received Throughout Their FACE Participation[70]

Community Involvement Activity	Home-based (1)			Center-based (2)			Both Home- and Center-based (3)			All Adults			Significant Differences
	% reporting involvement	average frequency of involvement	(N)	% reporting involvement	average frequency of involvement	(N)	% reporting involvement	average frequency of involvement	(N)	% reporting involvement	average frequency of involvement	(N)	
Participate in community social events	83	2.8	(744)	87	3.1	(222)	86	3.0	(383)	85	2.9	(1,349)	2>1, 3>1*
Use community resources that support learning	84	2.7	(743)	79	2.7	(221)	80	2.8	(383)	82	2.7	(1,347)	ns
Use community resources designed to meet special needs	56	2.1	(739)	59	2.3	(221)	60	2.3	(379)	58	2.2	(1,339)	ns
Volunteer to help community service programs	51	1.9	(745)	64	2.3	(220)	52	2.1	(381)	53	2.0	(1,346)	2>1, 3>1*
Attend tribal or chapter meetings	50	1.8	(740)	64	2.0	(220)	52	2.0	(382)	49	1.9	(1,342)	3>1**

ns=not significant;
* statistically significant at $p < .001$
** statistically significant at $p < .05$

[70] Averages are calculated on a 5-point scale, where 1=*never*, 2=*a few times a year*, 3=*a few times a month*, 4=*once or twice a week*, and 5=*daily or almost daily*.

- Forty-nine percent of adults attend tribal or chapter meetings, engaging in this activity an average of *a few times a year*. In PY12 and in PY13, 60% of center-based-only adults attended tribal or chapter meetings slightly more frequently than *a few times a year*; in PY14, the percentage was lower at 52% of center-based-only adults. In PY15 the percentage increased again to 63%, and in PY16 the percentage increased to 64% who *attended a few times a year*.

While the percentages of adults overall reporting community involvement in the five activities measured only fluctuated by 4 percentage points or less compared with the previous year, the percentages of adults by services groups reporting involvement decreased by as much as 8 percentage points. The percentage of center-based adults who reported using community resources designed to meet special needs decreased from 67% in PY15 to 59% in PY16. The percentage of adults who received both services who reported volunteering to help community service programs decreased from 60% in PY15 to 52% in PY16.

INTEGRATION OF NATIVE LANGUAGE AND CULTURE

The FACE goals to (1) *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* and (2) *strengthen family-school-community connection* are addressed through the integration of tribal language and culture with the FACE program. The FACE program partners have adapted home-based and center-based curricula and approaches specifically for American Indian families. FACE staff collaborate with the larger school community's efforts to *provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural. . . well-being.*[71]

At the end of the program year, staffs rated their program on their implementation of language and culture using the FACE Program Implementation Standards. The overall rating for language and culture implementation across programs is 3.5 out of 4.0 or *mostly implemented*.[72]

For each of the FACE components, the staff in all or almost all programs reported that language and culture are integrated at least *sometimes* (see Table 42). All programs integrate language and culture in preschool, and for each of the other components, only one or two programs *never* or *almost never* integrate language and culture.

[71] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) guidelines* (p. 2). Washington, DC: Author.

[72] The culture and language standard is comprised of six quality indicators. Rating options include *not yet, beginning to implement, mostly implemented* and *well established.*

Table 42. Percentage Distribution of Frequency That Native Language and Culture Are Integrated into FACE Program Components (N=42)[73]

	Never (at none of the sessions)	**Almost never** (at almost no sessions)	**Sometimes** (at some sessions)	**Almost always** (at most sessions)	**Always** (at all sessions)	**N**
Center-based						
Preschool	0	0	19	31	50	(42)
Adult Education	5	0	40	35	20	(40)[74]
PACT Time	0	2	49	24	24	(41)
Parent Time	2	0	54	22	22	(41)
Home-based						
Personal Visits	2	0	33	29	36	(42)
FACE Family Circle	2	0	33	38	26	(42)

- Approximately 80% of programs *always* or *almost always* integrate language and culture into early childhood education. All other programs *sometimes* integrate language and culture into the preschool classroom.

- Fifty-five percent of programs *always* or *almost always* integrate language and culture into adult education, while 40% do so *sometimes*. Two programs *never* integrate language and culture into the adult classroom because they did not offer adult education at the center during PY16.

- Almost one-half of programs *always* or *almost always* integrate language and culture into PACT Time, and almost 45% do so for Parent Time; approximately half of programs *sometimes* integrate language and/or culture into these two components. Only one program reported that it *almost never* integrates language and culture in PACT Time; one program reported that it *never* does so for Parent Time.

- Almost two-thirds of FACE programs *always* or *almost always* integrate language and culture into personal visits. One-third of programs *sometimes* integrate language and culture into personal visits. At one site, language and culture is *never* integrated into personal visits and Family Circles. The explanation provided by this program suggests that families do not see a need for integration, that they prefer speaking English and that their daily life includes regularly engaging in their traditional ways.

[73] One program did not submit language and culture integration data.

[74] Two of the programs that did not offer adult education during PY16 did not rate the frequency for language and culture integration.

- At almost two-thirds of sites, FACE programs *always* or *almost always* integrate language and/or culture into FACE Family Circles. One-third of programs *sometimes* integrate language and culture into FACE Family Circles. At one site, integration *never* occurs.

At the end of the year, adults rated the FACE program on its impact in helping them increase their usage of their native language.[75] Adults reported that increased cultural awareness is an outcome of FACE. Sixty percent of adults indicated that participation in FACE helps increase their use of their native language; the average rating is almost 2 (*somewhat*). Sixty-seven percent of adults participating in center-based-only services reported this impact, while a significantly fewer 58% of home-based-only adults reported increased use of their native language as an impact of FACE participation ($p < .05$). In PY15, 67% of adults reported an impact. Although the average ratings were similar in PY15 and PY16, the percentage of adults reporting an impact decreased by 7 percentage points.

Caution should be exercised in comparisons of data over years for the integration of native language and culture. Multiple factors can affect the frequency with which native language and culture are integrated into the components of FACE—such as whether staffing positions are filled, staff members are native language speakers knowledgeable about the culture, staff members are trained, aspects of the FACE program are in transition, school and program resources are available, and participants welcome the use of their native language. In PY14, almost two-thirds of programs *always* or *almost always* integrated native language and culture into adult education; the frequency declined to 49% in PY15 and 55% in PY16 (see Table 43). In PY15, the staff at five programs did not include an adult education instructor at the end of the year; in PY16, four programs did not have an adult educator staff member and adult education was in transition as all programs were further challenged to accommodate the different ways adults could participate in the FACE program.

Table 43. Percentage Distribution That Native Language and Culture Are *Almost Always* or *Always* Integrated into FACE Program Components PY14-PY16

	2014	2015	2016
Center-based			
Preschool	78 (42)	69 (41)	81 (42)
Adult Education	65 (43)	49 (37)	55 (40)
PACT Time	60 (42)	51 (40)	48 (41)
Parent Time	57 (42)	44 (39)	44 (41)
Home-based			
Personal Visits	66 (42)	61 (39)	65 (42)
FACE Family Circle	55 (42)	45 (38)	64 (42)

[75] Averages are calculated on a 3-point scale, where 1=*No*, 2=*Yes, somewhat* and 3=*Yes, a lot*.

For the center-based component, the percentage of programs that *always* or *almost always* integrate language and culture into the preschool increased from 69% of programs in PY15 to 81% of programs in PY16, perhaps due to increasing implementation of the new early childhood education curriculum for Native American children. For adult education, PACT Time and Parent Time, the frequency remained lower in PY16 compared with PY14 (55% vs. 65% for adult education, 48% vs. 60% for PACT Time and 44% vs. 57% for Parent Time), as programs continued to adapt to the changes in the program for adults.

For the home-based component over the three years, approximately two-thirds of programs *always* or *almost always* integrate language and culture into personal visits. The percentage of programs that *always* or *almost always* integrate language and culture into FACE Family Circles decreased from 55% to 45% in PY15 and then increased to almost two-thirds in PY16, in part due to additional FACE Family Circle curricula with a focus on language and culture available to parent educators.

FACE staffs were asked to describe ways in which tribal language and cultural activities are integrated with FACE services at their site. Integration occurs at least to some degree in all programs. Over time, the various ways integration occurs has remained consistent, but the degree to which integration occurs and the percentage of programs reporting the ways vary from year to year. Persons who take responsibility for the integration vary across programs. At some sites, the task is wholly the responsibility of the FACE staff; at some sites, the school's culture teacher provides instruction and/or advice; and at some sites, the FACE staff calls upon FACE participants or community resources to help integrate culture and language.

Programs describe ways in which tribal culture and language activities are integrated with center-based FACE services.[76]

- In at least three-fourths of programs, direct instruction and practice on a specific area is used (e.g., clan names and proper introduction of self to others; other greetings; names of animals, plants, foods, colors, days of the week, and months of the year; common phrases; naming and working with numbers and shapes, etc.). Almost 30% of programs reported that the native language is spoken routinely on a daily basis, suggesting that casual conversation and classes are primarily conducted in the native language, although not always in all components of the center-based program. One program described integration of language into most aspects of center-based services.

  The pre-school teacher and co-teacher speak our native language fluently. They use it throughout the school day. Further, both have a lifetime of knowledge base from which they pull and share with children and adults on a daily basis. Language arts is conducted in both our native language and Anglo. Children and parents read our native language. Parents listen to books in our native language and follow along to

[76] All but one program submitted a Team Questionnaire and only one program did not respond to the question. Staffs at 98% of sites (41 sites) that submitted a questionnaire describe center-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned in their response.

get the visual aspects of the language. Parents design and create educational materials for their children (native language-centered ABC books, as well as incorporating the art and visual).

- Approximately 55% of programs reported integrating language through learning about cultural practices, traditions, arts and crafts, and music and dance, and through participation in school or community cultural events. Two programs list the many ways they integrate language and culture into the FACE curriculum.

  Songs, stories, dialogic reading, pictures, crafts, beadwork, cooking, family circle, Spring Festival, Field Day, Thanksgiving program, Christmas program.

  Our annual Family Circle social dance with the school. We also include native language words at our family circles. The parents also made rattles for children to participate in the social dance. We do our calendar daily with native language words and counting. We have Language/Culture Circle time after lunch for 15 minutes every day. We also have several things labeled with our native language words in our early childhood and adult ed classrooms. We are also having parents make ribbon shirts for our FACE graduates.

- Slightly more than 30% of center-based programs reported that they support the use of the native language through writing and/or reading books, other publications, and labels and other environmental print. One program wrote,

  Morning circle was implemented in the native language with the co-teacher conducting. The classroom environment consisted of labels in the native language, and the classroom included one foster grandmother who is fluent in the native language. The school's culture teacher assisted in writing the native language as needed.

Staffs described ways in which tribal culture and language activities are integrated with home-based FACE services.[77]

- One-half of the programs reported that parent educators converse and deliver personal visits in their native language. Some parent educators speak their native language and then repeat in English. To reinforce language, 35% of programs reported that they use and teach traditional greetings/kinship and/or frequently use and teach phrases and words (e.g., numbers, colors, animals, body parts, action words, simple requests, labelling, etc.) during personal visits. One program wrote,

  Parent educators use simple Navajo in naming objects or giving directions to parent and child. Navajo language and teaching is integrated in home visits weekly.

[77] Staffs at 95% of sites (40 sites) that submitted a Team Questionnaire described home-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned in their responses.

- One-third of the programs reported teaching native language and culture to home-based families by asking them to make and/or read books and other reading materials, by giving them handouts that incorporate the native language, or by helping them label items in the home in the native language. Sharing their use of cultural books, one program reported,

  Sometimes during home visits, culture and language are integrated using cultural books. During family circle, cultural stories, activities, children's rhymes and songs are used.

- One-third of programs reported using Family Circles as a venue for discussing and practicing traditional customs and language. One staff wrote about integrating culture during personal visits and FACE Family Circles,

  Families are encouraged to attend local cultural events and to practice counting, colors, animals, and simple requests in Navajo. Families make homemade culture books and read simple books by translating them into Navajo. Family Circle includes culture activities such as Gourd Dance and Culture Night Shoe Game for FACE families.

- Twenty percent of programs support native language and culture in the home through musically expressive ways, such as introducing traditional song, rhyme and dance and making musical instruments, like rattles.

- Almost 20% of programs reported that cultural values, beliefs, and practices are shared during personal visits. These might include instructions on a traditional craft; sharing teachings from grandparents regarding childbirth, development and rearing; practicing storytelling; and, as told by one program, sharing seasonal stories, such as coyote stories, and games, such as string games.

  Lessons were directed either to child or the parents. Depending on days of visit or request from parents, materials were developed and taken out to parents to enhance concepts taught. Seasonal stories, string games, coyote stories, etc. were only told and done during the winter season.

- Ten percent of programs reported that they encourage participation in cultural events, such as school-sponsored performances by story tellers, Native American Week, culture awareness month, community honoring, and school-wide social dance.

  The home-based parent educators participated in hosting a cultural awareness month for the entire school. The entire FACE team planned a community event to honor not only their culture but all other Native American cultures as well.

Eighty-one percent of the FACE schools employ a culture teacher.[78] Table 44 provides the ways and frequency that culture teachers at these 34 schools take part in the responsibility of providing Native language and cultural learning for FACE participants. Culture teachers coordinate with FACE staff, instruct preschoolers, instruct adults, and assist staff in other ways to integrate culture and language. Culture teachers are most likely to assist the FACE staff in its efforts to integrate language and culture in the programs (assistance takes place at 82% of FACE schools that employ a culture teacher) and are least likely to provide classroom instruction for FACE adults (instruction for adults takes place at 55% of FACE schools that employ a culture teacher).

Table 44. Percentage Distribution of Frequency That the School's Culture Teacher Works with the FACE Program (N=34)

	Never	A few times a year	Monthly	Weekly	Daily
FACE staff coordinates with the culture teacher.	21	21	18	29	12
School's culture teacher provides classroom instruction for the FACE children.	32	15	6	35	12
School's culture teacher provides classroom instruction for the FACE adults.	45	18	12	21	3
School's culture teacher assists the FACE staff in its efforts to integrate culture and language in the program (other than providing classroom instruction for FACE participants)	18	21	35	18	9

- In almost 80% of the schools employing a culture teacher, the FACE program coordinates with the culture teacher to enhance ways in which culture and language are integrated and to introduce or reinforce for FACE participants the school's current focus on language and culture. At approximately 40% of the schools, the FACE staff works with the culture teacher at least *weekly*. At another almost 20% of the schools, staffs work together *monthly*.

- Culture teachers primarily work with the center-based program. The percentage of programs where students receive classroom instruction from the culture teacher is similar to PY15 for adult students but a 9 percentage point increase for preschool students. In 68% of the programs, the culture teacher provided classroom instruction for FACE preschoolers. The percentage of schools where the culture teacher worked with the preschoolers on a *weekly* or *daily* basis also increased, from 34% in PY15 to 47% in PY16 (similar to the PY14 percentage), possibly accounting for the increase in the degree of integration of language and culture with early childhood education in PY16. The percentage of the programs where the culture teacher provided instruction for adults increased from 38% in PY14 to 55% in PY15 and PY16. The percentage providing instruction at least *weekly* decreased slightly from 29% in PY15 to 24% in PY16, similar to the PY14 percentage.

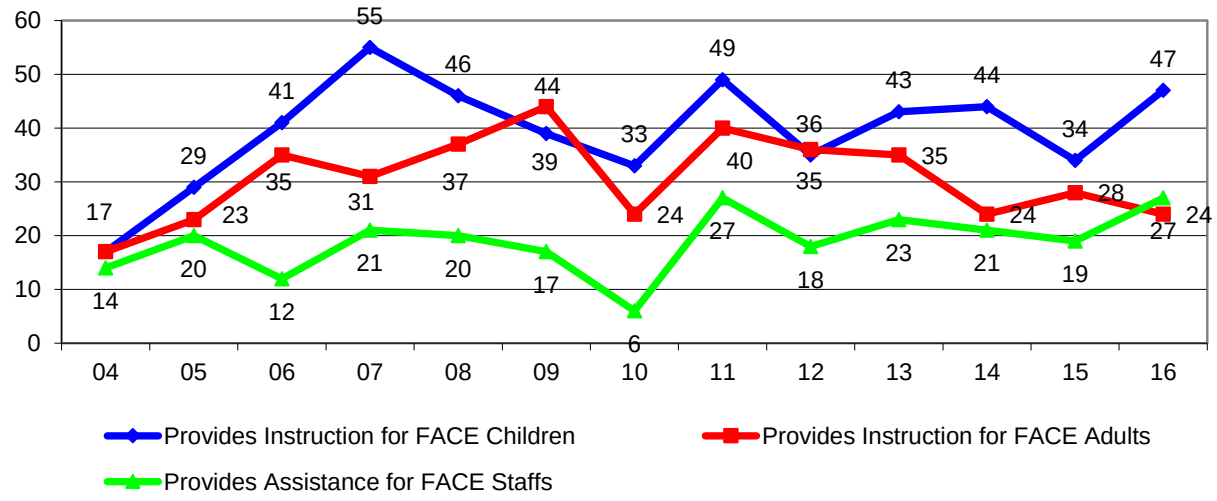
- At 82% of the schools, FACE staff members receive assistance from the culture teacher in integrating culture and language into the FACE program in ways other than through classroom instruction, a continuing upward trend in the frequency with which assistance is

[78] Staffs at 98% of sites (42 sites) answered the question, "Does the school have a culture teacher?".

received. The assistance occurs *a few times a year* at approximately 20% of the schools and at least *monthly* at 62% of the schools; these percentages represent a 20 percentage point decrease in the percentage of assistance occurring *a few times a year* and a 25 percentage point increase in the assistance occurring at least *monthly* compared with PY15.

Over time, the frequency with which school culture teachers work with the FACE programs fluctuates but has generally increased since PY04 (Figure 54). In PY16, 47% of the FACE preschool classes receive at least *weekly* instruction from the school's culture teacher, the third highest percentage during the 13-year period and demonstrating culture teachers' increasing involvement in teaching FACE preschoolers. Culture teachers provide at least *weekly* instruction to FACE adults in 24% of the programs, greater than the 14% in PY04, but one of the lowest percentages during the 13-year history. A high of 27% of FACE staffs receive at least *weekly* assistance in efforts to integrate culture and language in the FACE program.

Figure 54. Percentage of FACE Programs Where the School's Culture Teacher Provided Weekly Instruction/Assistance in Program Years 2004-2016



The available resources and the success of the school in integrating language and culture affect FACE program efforts. FACE staffs rated the degree to which tribal language is a focus for their school's K-3 curriculum; 14 programs provided the basis for their rating. [79] Fifty-two percent of the FACE programs reported that tribal language is *well integrated* in the school's K-3 curriculum, similar to 56% of programs in PY15. Of the seven programs offering an explanation for this rating, two reported that the school has a kindergarten immersion program; one added that the other grades attend language and culture class daily. At two other sites, K-3 students attend culture class daily and at one site they attend weekly. Often classrooms are "rich with native language and culture." One program reported that all students in grades K-8 say their pledge of allegiance and vision statement in their native language. Another program explained that the school has two culture teachers providing instruction for children in grades K-8.

[79] Rating options include *not at all*, *to some degree*, and *well integrated*.

Forty-eight percent of FACE programs reported that tribal language is integrated *to some degree* in the school's K-3 curriculum. Of the six programs that provided an explanation for this rating, three explained that the K-3 students attend language and culture class. Another program reported that native culture and language is integrated into the daily lesson plans. One program said that native language speaking teachers incorporate their native language as they work with the children.

IMPLEMENTATION SUCCESSES AND CHALLENGES

This section provides information for program planners and providers relative to program training and support needs. FACE programs identified fidelity and quality by self-rating the degree of FACE implementation at their sites. Early childhood staffs self-rated the degree to which they implement early childhood standards. Program challenges and technical assistance needs reported by the FACE programs and evaluation recommendations conclude this section.

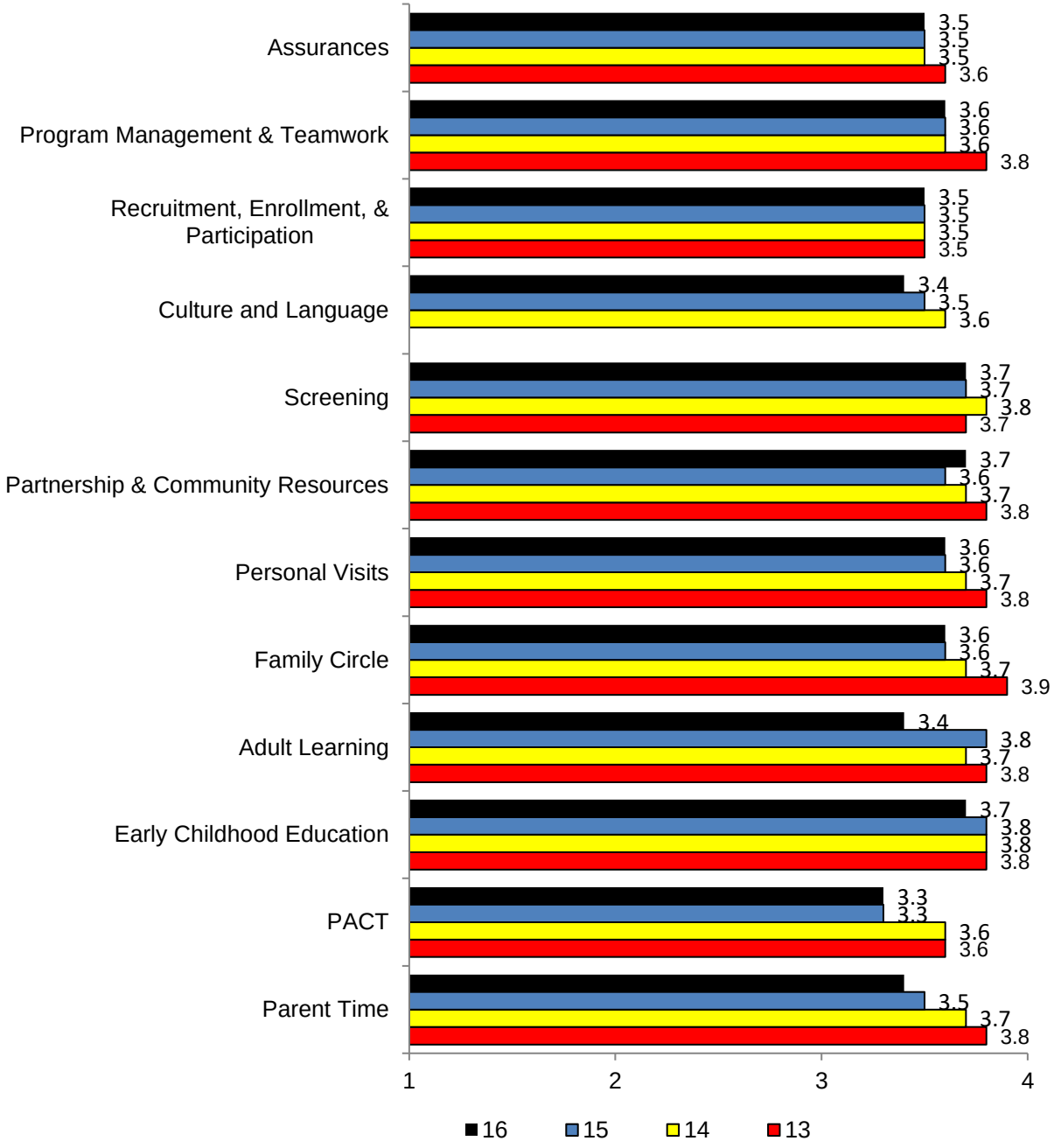
QUALITY OF PROGRAM IMPLEMENTATION

Each year, FACE programs review the quality of implementation in their program by rating the degree of implementation of multiple quality indicators for each of the following 12 areas: assurances; program management and teamwork; recruitment, enrollment, and participation; culture and language; screening; partnerships and community resources; personal visits; FACE Family Circle; adult education; early childhood education; PACT Time; and Parent Time.[80] Each quality indicator is rated on a scale of 1 to 4, where 1 is *not yet* implemented, 2 is *beginning* to implement, 3 is *mostly* implemented and 4 is *well established* implementation. An average response is computed across indicators for each area. This self-rating helps staffs with planning and with reporting requirements by identifying areas of strength and areas that need attention.

All but one of the 43 PY16 programs submitted a rating form. Their ratings generally indicate that the staffs believe their programs operate at a high degree of implementation, within the range of *mostly implemented* to *well established* overall. The highest mean rating is 3.7 for three of the 12 areas, indicating implementation is approaching *well established* in the areas of screening, partnership and community resources, and early childhood education (see Figure 55). The mean rating for program management and teamwork, personal visits, and Family Circles is 3.6; and 3.5 is the mean rating for assurances and recruitment, enrollment, and participation. While still within the *mostly implemented* range, the mean rating for adult education declined from 3.8 to 3.4, which is not surprising as programs were challenged to plan new ways to deliver adult education and adapt to adults participating as full-time, part-time or flex-time students. The mean rating for culture and language and Parent Time declined slightly from 3.5 to 3.4, as programs were creating new ways to deliver parenting experiences that include culture and language. For a second year, PACT Time is the lowest-rated area with a mean of 3.3, yet within the *mostly implemented* range. Over time, the area of recruitment, enrollment, and participation has been one of the most challenging to implement, yet consistently it has received an annual overall mean rating of 3.5. The annual overall mean ratings for culture and language and Parent Time have steadily declined over time.

[80] In PY14, a new area, culture and language, was added to the implementation standards, and by PY15, the indicators had expanded from 100 to 143.

Figure 55. Mean Self-Ratings of Program Implementation Categories Based on Assessment of Standards Conducted by FACE Program Staffs for Program Years 2013-2016 (N=42)



Among the quality indicators within each of the 12 areas, almost all have a mean rating of 3.0 or higher, indicating at least within the range of *mostly implemented*. See Appendix H for a table containing each of the quality indicators and the mean rating for each indicator. Although the overall annual mean rating for all but one of the standards remained the same or decreased compared with the previous year, in PY16 the mean rating for only six of the 143 quality indicators

is lower than 3.0. The mean rating for 18 quality indicators (13% of all the quality indicators and two fewer than the previous year) is below 3.3 (ranging from 2.6-3.2), which suggests the need for additional support to become more fully implemented in all programs. [81] All mean ratings for partnerships and community resources and early childhood education quality indicators are 3.4 or above. All mean ratings except one for recruitment, enrollment and participation; culture and language; screening; Family Circle; adult education; and parent time are 3.3 or above.

In spite of the overall high quality of implementation of the standards, 15 of the quality indicators are repeatedly identified as implementation challenges over time. Many of these indicators require cooperation of others besides the FACE staff members. The indicators with a mean rating below 3.3 (18 indicators) within each category of implementation are described in following sections.[82]

Assurances (3.5 overall mean rating)

Assurances met by the FACE schools provide the underpinning needed for a successful FACE program. While the mean ratings for only five of 18 quality indicators for assurances fall within the low rating range, three of these five indicators are of particular concern to the stability of the FACE program. These indicators relate to full staffing and consistent participation by enrolled adults and families.

For the program as a whole, two indicators are lower-rated. These two indicators were not identified in the past as challenging to implement. Explanations for lower ratings given by programs for "the FACE program coordinates and collaborates with all preschool programs" (3.2) include scheduling conflicts between preschool programs, lack of other preschools in the area, inviting collaboration but receiving little response from the other preschool programs and only recently initiating collaboration or yet to initiate collaboration. Eleven early childhood teachers were new to FACE in PY16, and the FACE staff at three schools lacked a preschool teacher.

The second low-rated indicator that relates to the program as a whole is "fully staffed with staff members who are fully certified and qualified for the positions that they hold" (3.1). Not fully staffed was the explanation for a low rating by all programs that commented. Fully certified and qualified for the position was not an issue mentioned, although technical assistance concerns voiced by some programs include the time between hiring and FACE training for new employees hired during the program year. Slightly more than 35% of the programs (15 programs) lacked one to three staff members during PY16. A program's ability to meet implementation standards is incumbent on full staffing.

For the center-based component, the two lower-rated indicators include "participation plans are developed for FACE adults to define active enrollment in adult education, Parent Time, and PACT Time and to assist their transition from FACE to the world of work or higher education" (3.1); and "adults and children demonstrate at least 75% attendance of offered service" (3.2). [83]

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[81] Range chosen is based on the lowest mean rating for the 12 areas.

[82] See Appendix I for the frequency and percentage of program self-rating quality indicators where rating values of 1=*not yet* implemented, 2=*beginning* to implement, 3= *mostly* implemented, and 4=*well established*.

[83] These center-based indicators of quality were identified in the past as challenging to implement.

Program explanations of low ratings for the development of participation plans indicate that the lack of an adult education instructor at four sites affected the ability to meet this indicator. At two sites, adults were not able to complete background clearance, which affected service delivery for these adults. Four adult education instructors were new to FACE in PY16, and, therefore, in the early stage of implementing FACE standards. Program explanations for low ratings for participants demonstrating at least 75% attendance include low attendance by adults only, not yet implementing a suitable way to track attendance for flex-time adults, and the low attendance rate or loss of adults due to personal conflicts. One program wrote,

> *Although some families participate more than 75% of the time, and we know that many flex-time families spend at least two hours each week in parent engagement activities, we have had difficulty documenting the time that our part-time and flex-time families spend in parent engagement activities.*

The lowest-rated assurances quality indicator for the home-based program states, "at least 75% of offered visits are completed weekly or bi-weekly, and families attend at least 75% of offered FACE Family Circles" (3.2).[84] Eleven programs employed only one parent educator during PY16, and the 11 parent educators who were new to the FACE program in PY16 were developing their knowledge and skills, their client base and rapport with families. Few families attending FACE Family Circles at six sites is the explanation given for a low attendance rating. Two programs with a self-rating of *mostly implemented* suggested that family issues and conflicts are the primary reasons that attendance is low.

Program Management – Teamwork (3.6 overall mean rating)

The mean rating for two of 26 quality indicators for program management and teamwork hover around a mean rating of 3.0. They include "action plans are routinely developed by the team, reviewed for progress, and submitted to BIE via Native Star" (3.2); and "the school's instructional team, in which the FACE team participates, meets for blocks of time (4-6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data" (3.1).[85] The second indicator requires school-based compliance. Nine programs acknowledged that they need to increase the frequency with which action plans are reviewed and updated. One program staff needed Native Star training.

Recruitment, Enrollment, Participation (3.5 overall mean rating)

The mean rating for one of the nine quality indicators in this area is within the lowest rating range. Over time, this indicator has been challenging for programs. This indicator states that "the early childhood component of this program is working toward NAEYC accreditation when enrollment reaches 10 children" (2.1). Explanations indicate that most often, FACE programs have not begun the application process for NAEYC accreditation because the required enrollment is not maintained or has been met for the first time in 2016. Other challenges mentioned include

[84] This home-based indicator of quality was identified in the past as challenging to implement.

[85] Both quality indicators were identified in the past as challenging to fully implement.

insufficient staffing, lack of funding, and unacceptable facilities. Five programs, all with a *well established* self-rating, reported that they have NAEYC accreditation or are in the renewal process.

Culture and Language (3.5 overall mean rating)

One of the six quality indicators for culture and language has a mean rating within the range for lower ratings since PY14, when the area was first included in the standards. The indicator states that "the school and FACE provide training for all staff on local tribal history, culture, and language" (3.1). Three programs with low ratings reported that they were expecting to receive more school-based training during the up-coming program year. One program, with a self-rating of *mostly implemented*, reported,

> *Navajo language classes are taught annually; preservice training is provided to orient new staff to the community; guest speakers are available to address culture.*

Screening (3.7 overall mean rating)

Only one of the 12 quality indicators for screening received a lower mean rating. The indicator reads "learning disabilities screening is administered to adults as appropriate. Referrals are made for further screening or services when indicated" (2.9). Each year, this indicator receives low ratings by programs; most often the explanations by programs for lower ratings are that no participants need the services or there is no adult education teacher. Two other explanations include refusal by adults to be screened and no knowledge about a learning disabilities screening tool for adults.

Partnerships and Community Resources (3.7 overall mean rating)

None of the mean ratings for the four quality indicators that make up this area are within the range of lower ratings. In fact, mean indicator ratings range from 3.5 to 3.9, indicating high quality implementation of this standard.

Personal Visits (3.6 overall mean rating)

Three of 24 indicators of quality personal visits have a mean rating within the lower range.[86] One of the lower-rated indicators states that "parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually" (3.1). Explanations by seven programs indicate that the parent educators are not trained in "family-centered assessment" or that they are just beginning to use it. The staff in one program stated that it does not know what it is.

Two low-rated quality indicators require meetings between the parent educators and their supervisors and read, "parent educators participate in at least 4 hours of reflective practice with their supervisor each month to discuss the needs/goals/growth of families" (2.8); and "the supervisor and parent educator assess core competencies and performance annually (using *Parents*

[86] These three personal visits quality indicators received low mean ratings in the past.

as Teachers Core Competencies Self-Assessment Tool" (2.7). Finding four hours a month to discuss needs/goals/growth was an issue resulting in lower ratings. The staffs in at least six programs indicated the need for additional training on the PAT self-assessment tool. One program uses its school's reflection tool to evaluate. Regarding annual performance assessment, one program with the highest rating reported that they meet with their supervisor at the beginning, middle and end of the year. This program rates itself low on parent educators and supervisors participating in at least four hours of reflective practice a month, categorizing their non-annual performance meetings as "unofficial."

FACE Family Circle (3.6 overall mean rating)

The mean rating for one of the eight quality indicators for this area is within the lower rating range. This indicator was new in PY15 and continues to be challenging to implement. It reads "parents are engaged in the planning and/or lead some of the activities" (3.0). This indicator requires willingness by parents to participate in these ways. Some programs are still in the process of setting the expectation that parents participate in planning and in facilitating activities. At some sites, parents are involved quite extensively in planning Family Circles, but decline leading activities. One program with a self-rating of *beginning to implement* wrote,

> *The parents are beginning to do a lot of the planning, but leading the activities is still a challenge for them.*

Adult Education (3.4 overall mean rating)

Although the overall annual mean rating for this standard declined from 3.8 to 3.4, only one of the 11 quality indicators has a mean rating that meets the lower mean rating criteria. It is "services are provided to adults with learning difficulties and concerns" (3.0). Over time, this indicator has received a lower mean implementation rating because program participants do not need the services. All but one program with a low self-rating for this indicator reported no students requiring the services. One program reported that it did not have an adult education teacher employed; in fact, four programs lacked an adult educator during PY16. One program with the highest self-rating for their services for adults with learning difficulties and concerns explained,

> *We administer SOAR strategies, screenings, referrals, specialized instruction, and advocacy.*

Early Childhood Education (3.7 overall mean rating)

As in PY14 and PY15, none of the 10 quality indicators for early childhood education fall within the range of mean lower ratings, even though four programs lacked a preschool teacher. Three of these four programs had an early childhood co-teacher working in the program two, nine and ten years.

PACT Time (3.3 overall mean rating)

The mean rating for two of nine quality indicators for this area are within the lower rating range. They include "center-based staff provide training and support for PACT Time for K-3 teachers" (2.7), and "the adult education teacher provides support and guidance for K-3 parents and K-3 teachers who participate in PACT Time." (2.6). Over time, the implementation of these two quality indicators has received lower ratings, sometimes due to no K-3 participants (three programs reported no K-3 parents and three programs reported only one K-3 parent) and sometimes due to no adult education instructor or a newly hired instructor (reported by four programs). At one site with a *well established* self-rating, the adult education instructor makes weekly visits to the K-3 classrooms where parents engage in PACT Time activities.

Parent Time (3.4 overall mean rating)

The mean rating for one of six quality indicators for Parent Time is 3.2 and was first identified in PY16. This rating for "parent time is planned by the entire center-based team and is most often facilitated by the adult education teacher" falls within the lower range. It is likely that staff shortages in PY16 affected the rating for this indicator. Seven programs reported that the planning is mostly done by the adult education instructor; at one site, the coordinator does the planning and at another site, regular school staff do the planning. One program that has a *well established* self-rating reported,

> *Adult education/Parent Participation Instructor discusses available programs and schedules for center-based staff to discuss and choose from.*

IMPLEMENTATION OF EARLY CHILDHOOD STANDARDS

Near the end of PY16, the staff of early childhood programs (teachers and co-teachers) conducted an annual evaluation by self-rating their implementation of the FACE program's Language and Literacy and Mathematics Standards (see the standards and indicators in Appendix I). For each standard, early childhood staffs rated several indicators on the degree to which they were implemented using a scale of (1) *not yet*, (2) *beginning to implement*, (3) *mostly implemented*, and (4) *well established*. Indicator ratings are averaged to provide a rating for each standard (see overall ratings and ratings for each program in Appendix J). Self-ratings by three programs indicate that all early childhood language and literacy standards and all mathematics standards are *well established* in the classroom, indicating exemplary environments in these three programs for early childhood language and literacy and mathematics learning.

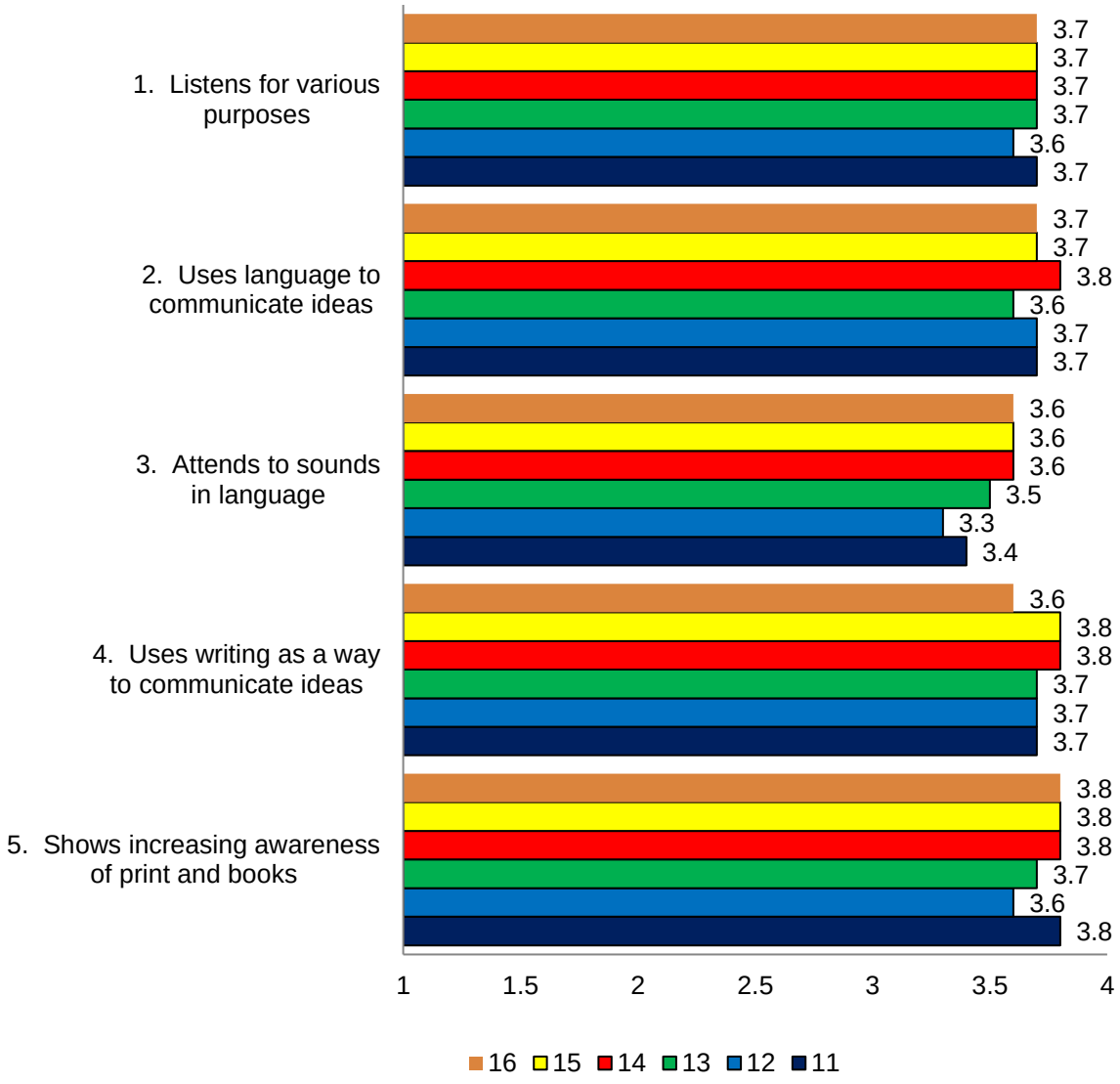
Language and Literacy Standards

Five standards comprise the Language and Literacy Standards; from four to eight indicators make up each standard. The overall average rating for each of the Language and Literacy Standards is 3.6 or higher (see Figure 56).[87] Two-thirds of programs (compared with 81% in PY15, 91% in

[87] Based on data reported by 39 FACE programs.

PY14 and 79% in PY13) rated all five Language and Literacy Standards at least 3.0, indicating that the Language and Literacy Standards are at least *mostly* implemented in their early childhood programs. Staff in six programs rated all five standards as *well established* in their early childhood classrooms; all indicators of quality for these six programs received a rating of 4.0, signifying the highest quality early childhood language and literacy programs. Staff in three programs rated four of the five standards as *well established*; the remaining standard received an average rating of 3.5, 3.6 and 3.8, respectively.

Figure 56. Mean Self-Ratings of Early Childhood Language/Literacy Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2011-2016



Mean ratings over time suggest that all Language and Literacy Standards are well implemented in FACE early childhood programs overall, with a mean rating ranging from 3.6 to 3.8. In the past, average ratings for Standard 3, "attends to sounds in language," suggested a possible need for

additional staff development in this area. However, after averaging 3.3-3.4, the average rating rose to 3.5 in PY13 and to 3.6 in PY14-PY16, possibly due to additional staff development. Of potential concern is Standard 4, "uses writing as a way to communicate ideas." After averaging 3.8 for two years, the average rating fell to 3.6 in PY16. A discussion of average ratings for the implementation of each Language and Literacy Standard in PY16 follows.

Standard 1. Listens for various purposes. The overall mean rating (3.7) indicates that this standard is *mostly implemented*, approaching *well established*. Fifty-four percent of early childhood programs (21 programs) rated this standard as 3.8-4.0, *well established*; none of the programs rated it below 3.2, slightly above *mostly implemented*.

Standard 2. Uses language to communicate ideas. The average rating for this standard (3.7) indicates that it is close to being *well established* across the FACE early childhood program. Two-thirds of the programs (26 programs) rated this standard 3.8-4.0, *well established.* Early childhood staffs at four sites gave Standard 2 implementation a 2.8-3.0 rating. The rating of 2.8 was given to two programs without a certified early childhood teacher, indicating that the co-teachers need additional professional development on using language to communicate ideas and that the programs need to obtain a certified early childhood teacher.

Standard 3. Attends to sounds in language. The average rating for this standard is 3.6, *mostly implemented*. While Standard 3 is rated 3.8-4.0, *well established*, by 59% of the programs (23 programs), eight programs rated this standard 2.5-3.0, *beginning to implement*. Additional professional development on the indicators for a*ttends to sounds in language* is warranted for the early childhood education staffs at these eight sites.

Standard 4. Uses writing as a way to communicate ideas. The overall rating for this standard is 3.6, approaching *well established*. Almost 60% of early childhood education staffs (23 staffs) rated their programs 3.8-4.0, *well established* for this standard (a notable decrease from the approximately three-fourths of staffs in PY15). Four programs rated it 2.6-3.0, approaching *mostly implemented*, and possibly indicating the staffs' need for professional development on the indicators that make up this standard.

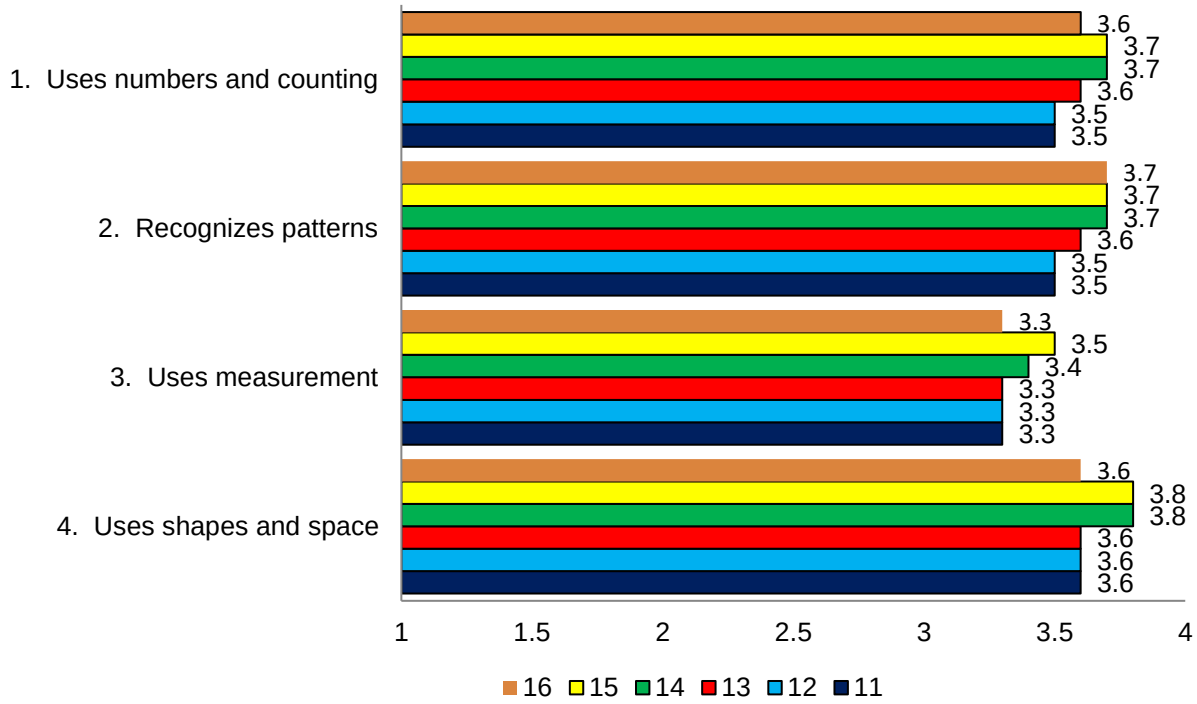
Standard 5. Shows increasing awareness of print and books. Standard 5 is rated 3.8, *mostly implemented* and is close to being *well established* across the FACE early childhood program. Almost 65% of staffs (25 staffs) rated their programs 3.8-4.0, *well established* for this standard, and all except one of the remaining programs rated this standard 3.1-3.6, beginning to approach *well established*; the one staff that is the exception gave its program a mean rating of 3.0 for this standard.

Mathematics Standards

The Mathematics Standards include four standards, each of which has either six or 12 indicators. The overall average rating for each of the Mathematics Standards is 3.3 or higher (see Figure 57). While the average rating for Standard 2 is the same as the previous two years, the average ratings for the other three standards decreased slightly in PY16 and are the same as the PY13 ratings. The average rating for Standard 1, *uses numbers and counting to determine and compare quantities,*

solve problems, and understand number relationships, decreased from 3.7 in PY15 to 3.6 in PY16. The average rating for Standard 3, *uses measurement to make and describe comparisons in the environment*, decreased in PY16, from 3.5 in PY15 to 3.3. The average rating for Standard 4, *uses shapes and space to define items in the environment*, decreased from 3.8 in PY15 to 3.6 in PY16. Almost 80% of early childhood FACE programs (31 programs) rated all four Mathematics Standards at least 3.0, indicating the Mathematics Standards are either *mostly implemented* or are *well established* in their classrooms; 80% is a 5 percentage point decrease compared with the previous year. Five programs (two fewer than the previous year) rated all four standards as *well established* in their classrooms; all indicators of quality for these five classrooms received a rating of 4.0, signifying the highest quality early childhood programs in the area of mathematics. Staff in seven programs (three more than the previous year) rated three of the four standards as 4.0, *well established*; the remaining standard received an average rating of 2.8-3.9.

Figure 57. Mean Self-Ratings of Early Childhood Mathematics Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2011-2016



The lower PY16 mean self-ratings for three standards provide evidence of some challenges with the implementation of Mathematics Standards in the early childhood classrooms, perhaps due to four programs lacking a preschool teacher and 11 programs staffed with preschool teachers new to the program. Additionally, of the nine programs with the lowest mean ratings ($\leq$ 3.0) for Mathematics Standards, seven were programs staffed by early childhood teachers employed from 6 to 19 years, suggesting the need for on-going staff support for classroom implementation of mathematics standards. Discussion of the average ratings for the implementation of each Mathematics Standard in PY16 follows.

Standard 1. Uses numbers and counting to determine and compare quantity, solve problems, and understand number relationships. The mean rating for this standard is 3.6, *mostly implemented*. Almost 65% of programs (24 programs) gave this standard a mean rating of 3.8-4.0, *well established*. All except two of the remaining programs rated this standard 3.1-3.6, at least *mostly implemented.* One staff gave its program a mean rating of 2.6, approaching *mostly implemented* for this standard; one staff gave its program a mean rating of 2.0, *beginning to implement*.

Standard 2. Recognizes and creates patterns and understands their relationships and functions. The overall average rating for this standard is 3.7. Slightly more than 60% of programs (24 programs) gave this standard an average rating of 3.8-4.0, *well established*. The average rating for eight programs for this standard is 3.2-3.7, at least *mostly implemented.* Seven programs gave Standard 2 an average rating of 2.3-3.0, *beginning to implement*, indicating a need by these staffs for professional development on implementing the indicators that make up Standard 2.

Standard 3. Uses measurement to make and describe comparisons in the environment. This standard is the lowest-rated overall (3.3), but within the *mostly implemented* category. Even so, slightly more than 30% of the programs rated their preschool classrooms 3.8-4.0, *well established,* for this standard. The average ratings for slightly more than 40% of programs (16 programs) are 3.2-3.5, just beginning to be *mostly implemented*; two staff's average self-rating is 3.7, approaching *well established*. Mean ratings by approximately 20% of the programs (eight programs) indicate that this standard is *not yet* implemented or is just *beginning implementation* (1.7-3.0), suggesting the need for professional development.

Standard 4. Uses shapes and space to define items in the environment. The overall rating for this standard is 3.6, approaching *well established.* The mean rating for approximately 55% of the programs (22 programs) on the implementation of this standard is 3.8-4.0, *well established. Mostly established* (3.2-3.7) is the average rating for implementation of Standard 4 for one-third of the early childhood classrooms (13 classrooms). Four programs received a rating of 2.8-3.0, approaching *mostly implemented* and needing assistance on implementing the quality indicators that form this standard.

PROGRAM CHALLENGES AND TECHNICAL ASSISTANCE NEEDS

At the end of PY16, programs were asked to describe the challenges encountered and the technical assistance needed to implement the FACE home- and center-based components.

Center-based Component

Approximately 70% of programs reported challenges encountered and technical assistance still needed at the end of PY16, while 30% of the programs reported no current center-based challenges or technical assistance needs. Staffing and training issues, serving flex-time adults, recording services, technology issues, data gathering and management were among the challenges.

Approximately one-fourth of the programs reported at least one staff member who was new to the program and needed training or who was yet to be hired and who would need training when the

vacant position was filled. At one site, four out of five staff members were new to the program. Two programs requested training for their early childhood staff on administering the Expressive One-Word Picture Vocabulary test. Other requested training topics include the ASQ3, Work Sampling System, and Special Education. One program requested resources for "special needs, mental health and substance abuse."

Approximately 20% of programs reported challenges implementing and recording parent engagement for flex-time adults. One site explained,

> *We had challenges in parent involvement for weekly PACT Time with flex-time parents. The TA helped us come up with a plan to implement next year. The new coordinator was not trained to assist in the center-based curriculum, but she helped with making sure parents did their PACT Time. The adult educator's schedule was all over the place trying to fit the flex-time parents. Next year, the AE program is going to have to work with flex-time parents after school.*

Slightly more than 15% of programs reported problems with technology. Problems included poor relationship with IT staff at the site resulting in lack of service, failed download and print commands for web site documents and training programs, equipment failures, internet access blocked or not available, and lack of access to technology funds.

Almost 15% of programs cited problems with gathering data and maintaining and submitting records. One program wrote,

> *The most challenging encounter was to get familiar with the early childhood forms and assessment tools and meeting the due dates for submittals.*

Fewer than 10% of programs reported needing assistance with the narrative section of the new Work Sampling System assessment and reminders about how and when to administer, with development of the center-based FACE team, with obtaining a larger and quieter classroom for the adults, and with finding additional referrals for child development service needs. Several program staffs needed help with protection from reassignments within the school and from temporary assignments to regular school duty, such as assistance during testing week. One program suggested that technical assistance visits during the beginning of the school year would be most helpful to programs.

Home-based Component

By describing their challenges, 84% of the FACE programs indicated the technical assistance needed by their home-based staff at the end of PY16. Areas of challenge include using Penelope, the new data tracking system for the home-based component; other technology challenges; not being fully staffed; and training and other technical assistance issues. Sixteen percent of programs indicated they had no technical assistance needs at the time.

Almost 65% of programs were seeking assistance with learning to use Penelope. The level of competency in using the software varied across programs and staff members. Approximately 20%

of programs faced technology problems, such as internet access, login issues, and software problems.

Fifteen percent of programs were challenged by having only one parent educator at times during the year. In addition, the processes of hiring and training parent educators take considerable time and service is not being delivered during these periods. These programs hoped to be fully staffed by the beginning of PY17. One program where home-based staff was learning to use Penelope and where there were also staffing issues, wrote,

> *The change from Visit Tracker to Penelope was very challenging. Between our technical assistance person and the webinars and going to PAT conference, we are well on our way. And hiring and losing a parent educator was difficult, but we call in or email with questions we have so we stay on the right path. We will still be reviewing and using all of the components of Penelope.*

The need for sufficient training on the Foundational and Foundational 2 curriculums and improved communication between the program staff and the technical assistant were each reported by approximately 10% of programs. Specific technical assistance challenges with communication that were mentioned include time zone differences, new technical assistance provider's lack of knowledge about the FACE program, insufficient follow-up communication between site visitor and program coordinator, and needed guidance on forming the advisory committee.

Less than 10% of programs reported a variety of other challenges. They include: administering the Life Skills Progression assessment for every family twice a year, recruiting families and maintaining their involvement, the availability of safe and reliable vehicles, and collecting and managing the needed data on families. Other issues that interfered with delivery of services each mentioned by one site include sickness, weather conditions, road conditions, personal visit preparation time, and dealing with community tragedies.

EVALUATOR RECOMMENDATIONS

From the evaluator's perspective, several recommendations for future evaluations are offered.

- Continue to meet at least annually with the BIE and FACE contractors' staffs to review evaluation issues, study design, and data collection instruments.

- Continue to focus on the intensity and quality of services received by families and prepare site level reports that compares site data to FACE standards of implementation and to other FACE sites.

- Include NWEA and CPAA kindergarten entry assessments in the FACE evaluation study design and expedite access to the databases required to address the impacts of FACE on kindergarten readiness.

- Continue to conduct trend analyses that connect types and quantity of FACE participation to outcomes. Focus on changes resulting from the new center-based participation requirements.

APPENDIX A

Table A1. FACE Sites in PY16
Table A2. All FACE Sites by First Year of Implementation
Table A3. First and Last Year of Implementation for All FACE Sites

Table A1. FACE Sites in PY16

Alamo Navajo Community School, Magdalena, NM
American Horse School, Allen, SD
Aneth Community School, Montezuma Creek, UT
Atsa Biyaazh Community School (Shiprock), Shiprock, NM
Baca/Dlo'ay azhi Community School, Prewitt, NM
Beclabito Day School, Shiprock, NM
Blackwater Community School, Coolidge, AZ
Bread Springs Day School, Gallup, NM
Casa Blanca Community School, Bapchule, AZ
Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM
Chief Leschi School, Puyallup, WA
Dunseith Indian Day School, Dunseith, ND
Dzilth-Na-O-Dith-Hle Community School, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hannahville Indian School, Wilson, MI
John F. Kennedy School, White River, AZ
Kayenta Boarding School, Kayenta, AZ
Kin Dah Lichi'i Olta', Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Schools, Winslow, AZ
Little Singer Community School, Winslow, AZ
Little Wound School, Kyle, SD
Many Farms Community School, Chinle, AZ (formerly Chinle Boarding School)
Mariano Lake Community School, Crownpoint, NM
Na'Neelzhiin Ji'Olta (Torreon) Day School, Cuba, NM
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintado Community School, Cuba, NM
Ramah Navajo School, Pine Hill, NM
Rough Rock Community School, Chinle, AZ
Salt River Elementary School, Scottsdale, AZ
St. Francis Indian School, St. Francis, SD
Tate Topa Tribal School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T'iis Nazbas Community School, Teec Nos Pos, AZ
T'iis Ts'ozi Bi'Olta' Community School (Crownpoint), Crownpoint, NM
To'Hajiilee Community School (Canoncito), Laguna, NM
Tse 'ii' ahi' Community School, Crownpoint, NM
Wingate Elementary School, Fort Wingate, NM

Table A2. All FACE Sites by First Program Year of Implementation

(PY16 Sites are noted with an asterisk.)

Program Year 91 (Spring, 1991)

*Chief Leschi School, Puyallup, WA
Conehatta Elementary School, Conehatta, MS (discontinued FACE implementation after PY04)
*Fond du Lac Ojibwe School, Cloquet, MN
*Na'Neelzhiin Ji'Olta (Torreon) Day School, Cuba, NM
Takini School, Howes, SD (discontinued FACE implementation after PY05)
*To'Hajiilee Community School (Canoncito), Laguna, NM

Program Year 93 (1992-93)

*Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM
Ch'ooshgai Community School (Chuska), Tohatchi, NM (discontinued implementation after PY10)
*Hannahville Indian School, Wilson, MI
*Little Singer Community School, Winslow, AZ
*Wingate Elementary School, Fort Wingate, NM

Program Year 94 (1993-94)

*Alamo Navajo Community School, Magdalena, NM
*Atsa Biyaazh Community School (Shiprock), Shiprock, NM
*Blackwater Community School, Coolidge, AZ
Kickapoo Nation School, Powhattan, KS (discontinued FACE implementation after PY11)
*Lac Courte Oreilles Ojibwe School, Hayward, WI
*Many Farms community School, Chinle, AZ (formerly Chinle Boarding School FACE program)
Meskwaki (Sac & Fox) Settlement School, Tama, IA (discontinued FACE implementation after PY95)
*Rough Rock Community School, Chinle, AZ
* T'iis Ts'ozi Bi'Olta' Community School (Crownpoint), Crownpoint, NM
Tohaali Community School (Toadlena), Newcomb, NM (discontinued FACE implementation after PY10)

Program Year 95 (1994-95)

*Ramah Navajo School, Pine Hill, NM
*T'iis Nazbas Community School, Teec Nos Pos, AZ

Program Year 02 (2001-02)

Coeur d'Alene Tribal School, De Smet, ID (discontinued FACE implementation after PY05)
Cottonwood Day School, Chinle, AZ (discontinued FACE implementation after PY07)
*Dunseith Indian Day School, Dunseith, ND
*Enemy Swim Day School, Waubay, SD
*Gila Crossing Community School, Laveen, AZ
Jeehdeez'a Academy (Low Mountain), Chinle, AZ (discontinued FACE implementation after PY04)
*Little Wound School, Kyle, SD
Nenahnezad Community School, Fruitland, NM (discontinued FACE implementation after PY08)

Paschal Sherman Indian School, Omak, WA (discontinued FACE implementation after PY06)
*Salt River Elementary School, Scottsdale, AZ

Program Year 04 (2003-04)

*Beclabito Day School, Shiprock, NM
Mescalero Apache School, Mescalero, NM (discontinued FACE implementation after PY07)
*Oneida Nation Elementary School, Oneida, WI
Santa Rosa Boarding School, Sells, AZ (discontinued FACE implementation after 2011)
Seba Dalkai Boarding School, Winslow, AZ (discontinued FACE implementation after PY10)
*St. Francis Indian School, St. Francis, SD
Tiospa Zina Tribal School, Agency Village, SD (discontinued FACE implementation after PY06)

Program Year 05 (2004-05)

*Pearl River Elementary School, Philadelphia, MS

Program Year 06 (2005-06)

*John F. Kennedy School, White River, AZ
*Tate Topa Tribal School, Fort Totten, ND

Program Year 07 (2006-07)

*Dzilth-Na-O-Dith-Hle, Bloomfield, NM
Santa Clara Day School, Espanola, NM (discontinued FACE implementation after 2011)

Program Year 08 (2007-08)

*Casa Blanca Community School, Bapchule, AZ
*Kayenta Boarding School, Kayenta, AZ
*Theodore Jamerson Elementary School, Bismark, ND

Program Year 09 (2008-09)

*American Horse School, Allen, SD
*Baca/Dlo'ay azhi Community School, Prewitt, NM
Chilchinbeto Community School, Kayenta, AZ (discontinued FACE implementation after 2012)
Lake Valley Navajo School, Crownpoint, NM (discontinued FACE implementation after 2013)
*Leupp Schools, Winslow, AZ
*Mariano Lake Community School, Crownpoint, NM

Program Year 10 (2009-2010)

*Pine Ridge School, Pine Ridge, SD

Program Year 11 (2010-2011)

*Bread Springs Day School, Gallup, NM
*Greasewood Springs Community School, Ganado, AZ
*Kin Dah Lichi'i Olta', Ganado, AZ
*Tse 'ii' ahi' Community School, Crownpoint, NM

Program Year 12 (2011-2012)

*Pueblo Pintado Community School, Cuba, NM

Program Year 13 (2012-2013)

*Aneth Community School, Montezuma Creek, UT

Table A3. First and Last Year of FACE Implementation for All FACE Sites

FACE Site	First ProgramYear	Last Program Year for Sites that No Longer Implement FACE
Alamo	1993-94	
American Horse	2008-09	
Aneth	2012-13	
Atsa Biyaazh	1993-94	
Baca	2008-09	
Beclabito	2003-04	
Blackwater	1993-94	
Bread Springs	2010-11	
Casa Blanca	2007-08	
Chi chi'l Tah/Jones Ranch	1992-93	
Chief Leschi	1990-91	
Chilchinbeto	2008-09	2011-12
Conehatta	1990-91*	2003-04
Ch'ooshgai	1992-93	2009-10
Coeur d' Alene	2001-02	2004-05
Cottonwood	2001-02	2006-07
Dunseith	2001-02	
Dzilth-Na-O-Dith-Hle	2006-07	
Enemy Swim	2001-02	
Fond du Lac	1990-91	
Gila Crossing	2001-02	
Greasewood Springs	2010-11	
Hannahville	1992-93	
Jeehdeez'a	2001-02	2003-04
John F. Kennedy	2005-06	
Kayenta	2007-08	
Kickapoo	1993-94	2010-11
Kin Dah Lichi’'i Olta’	2010-11	
Lac Courte Oreilles	1993-94	
Lake Valley	2008-09	2012-13
Leupp	2008-09	

FACE Site	First ProgramYear	Last Program Year for Sites that No Longer Implement FACE
Little Singer	1992-93	
Little Wound	2001-02	
Many Farms	1993-94	
Mariano Lake	2008-09	
Mescalero	2003-04	2006-07
Na'Neelzhiin Ji'Olta	1990-91	
Nenahnezad	2001-02	2007-08
Oneida	2003-04	
Paschal Sherman	2001-02	2005-06
Pearl River	2004-05	
Pine Ridge	2009-10	
Pueblo Pintado	2011-12	
Ramah Pine Hill	1994-95	
Rough Rock	1993-94	
Meskwaki (Sac & Fox)	1993-94	1994-95
Salt River	2001-02	
Santa Clara	2006-07	2010-11
Santa Rosa	2003-04	2010-11
Seba Dalkai	2003-04	2009-10
St. Francis	2003-04	
Takini	1990-91	2004-05
Tate Topa	2005-06	
Theodore Jamerson	2007-08	
Tiis Nazbas	1994-95	
Tiospa Zina	2003-04	2005-06
Tohaali	1993-94	2009-10
To'Hajiilee-He	1990-91	
T’iis Ts’ozi Bi’Olta’	1993-94	
Tse 'ii' ahi'	2010-11	
Wingate	1992-93	

*Conehatta was one of the original sites that began implementing FACE in PY91, but did not implement the full FACE model immediately. Data were not collected for Conehatta until PY94.

APPENDIX B

Number of FACE Participants in Program Years 1991-2016

Number of Center-based, and Home-based, and All FACE Participants, Average Number of Participants per Site, and Number of Sites Implementing FACE During Program Years 1991 – 2016

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Partici-pants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
1991	46	53	99	185	182	167	231	235	466	78	6
1992	99	95	194	256	217	473	310	280	590	98	6
1993	230	223	453	490	500	990	646	681	1,327	121	11
1994	453	369	822	963	1,002	1,965	1,215	1,289	2,504	119	21
1995	492	437	929	1,234	1,288	2,522	1,570	1,624	3,194	139	23
1996	486	439	925	1,370	1,348	2,718	1,737	1,720	3,457	157	22
1997	476	461	937	1,578	1,495	3,073	1,889	1,828	3,717	169	22
1998	439	406	845	1,580	1,461	3,041	1,894	1,781	3,675	167	22
1999	377	314	691	1,342	1,223	2,565	1,595	1,481	3,076	140	22
2000	377	355	732	1,340	1,241	2,581	1,617	1,522	3,139	143	22
2001	411	377	788	1,306	1,237	2,543	1,564	1,503	3,067	139	22
2002	639	520	1,159	1,481	1,440	2,921	1,908	1,853	3,761	118	32
2003	575	472	1,047	1,617	1,632	3,249	2,027	2,014	4,041	126	32
2004	684	602	1,286	1,710	1,683	3,393	2,185	2,197	4,382	112	39
2005	718	606	1,324	1,744	1,733	3,477	2,272	2,254	4,526	119	39
2006	650	539	1,189	1,806	1,775	3,581	2,301	2,248	4,549	120	38
2007	641	525	1,166	1,526	1,582	3,108	2,040	2,046	4,086	108	38

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Partici-pants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
2008	663	546	1,209	1,605	1,611	3,216	2,106	2,064	4,170	107	39
2009	750	650	1,400	1,758	1,782	3,540	2,327	2,349	4,676	106	44
2010	775	670	1,445	2,018	1,984	4,002	2,647	2,587	5,234	116	45
2011	773	657	1,430	1,971	1,880	3,851	2,585	2,481	5,066	110	46
2012	785	665	1,450	1,756	1,693	3,449	2,407	2,303	4,710	107	44
2013	694	596	1,290	1,710	1,637	3,347	2,271	2,177	4,448	101	44
2014	619	521	1,140	1,728	1,651	3,379	2,218	2,115	4,333	101	43
2015	693	743	1,436	1,498	1,516	3,014	2,069	2,210	4,279	100	43
2016	722	726	1,448	1,505	1,549	3,054	2,108	2,221	4,329	101	43
Undup. Total	8,808	9,184	17,992	17,448	19,908	37,356	21,823	24,911	46,734		

APPENDIX C

Number of FACE Participants at Sites During PY16

Site	Number of FACE Participants at Sites During PY16						
	Participants Who Received Center-based Services		Participants Who Received Home-based Services		Unduplicated Participants Who Received Any Service		Total Unduplicated Participants
	Adults	Children	Adults	Children	Adults	Children	
Alamo	8	16	49	31	55	46	101
American Horse	23	24	21	27	42	51	93
Aneth	12	15	50	54	61	69	130
Atsa Biyaazh (Shiprock)	14	14	20	23	32	37	69
Baca	16	14	40	47	54	60	114
Beclabito	14	16	42	46	54	61	115
Blackwater	22	17	40	42	62	59	121
Bread Springs	0	19	53	55	53	74	127
Casa Blanca	17	17	26	35	39	50	89
Chi Chi'l Tah-Jones Ranch	0	16	23	28	23	39	62
Chief Leschi	17	17	49	54	61	69	130
Dunseith	18	21	46	62	61	83	144
Dzilth-Na-O-Dith-Hle	16	26	10	11	25	37	62
Enemy Swim	21	23	29	34	44	57	101
Fond du Lac	16	9	34	29	45	38	83
Gila Crossing	28	22	14	13	37	35	72
Greasewood Springs	11	23	17	19	22	41	63
Hannahville	16	14	69	59	79	73	152
John F. Kennedy	29	20	23	29	50	49	99
Kayenta	21	14	24	38	42	40	82
Kin Dah Lichi'i Olta'	11	14	0	0	11	14	25
Lac Courte Oreilles	15	13	33	36	46	49	95
Leupp	15	13	40	45	53	57	110
Little Singer	20	19	39	33	58	49	107
Little Wound	23	24	37	54	60	74	134

Site	Number of FACE Participants at Sites During PY16						
	Participants Who Received Center-based Services		Participants Who Received Home-based Services		Unduplicated Participants Who Received Any Service		Total Unduplicated Participants
	Adults	Children	Adults	Children	Adults	Children	
Many Farms (Chinle)	13	15	62	65	74	80	154
Mariano Lake	0	12	13	13	13	25	38
Na'Neelzhiin Ji' Olta	15	14	57	61	66	74	140
Oneida	20	19	39	41	56	59	115
Pearl River	25	11	41	46	66	57	123
Pine Ridge	7	20	0	0	7	20	27
Pueblo Pintado	21	11	15	16	33	25	58
Ramah Pine Hill	16	16	53	44	64	58	122
Rough Rock	22	18	39	35	58	53	111
Salt River	16	13	30	33	42	45	87
St. Francis	31	33	72	57	95	88	183
Tate Topa	14	0[88]	18	22	32	22	54
Theodore Jamerson	21	14	23	19	38	31	69
T'iis Nazbas	19	10	62	59	75	66	141
T'iis Ts'ozi Bi'Olta' (Crownpoint)	23	23	35	31	55	52	107
To'Hajiilee (Canoncito)	24	22	46	36	69	56	125
Tse 'ii' ahi	17	22	40	39	49	58	107
Wingate	15	13	32	28	47	41	88
All Sites	**722**	**726**	**1,505**	**1,549**	**2,108**	**2,221**	**4,329**

[88] The Tate Tope FACE program offered center-based preschool in 2016, but records were destroyed by vandalism.

APPENDIX D

Dates and Amount of FACE Services Provided at Sites During PY16

Dates and Amount of FACE Services Provided at Sites During PY16

	PY16 FACE Program		Center-based Services					Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Hours of PACT Time	Hours of Parent Time	Days Personal Visits Were Offered[89]	FACE Family Circles Offered
Overall Average			137	391	592	126	122	127	10
Alamo	8/24/15	5/2616	132	377	652	132	132	132	9
American Horse	8/19/15	5/11/16	150	525	675	150	150	150	9
Aneth	8/10/15	5/18/16	141	44	500	53	98	141	10
Atsa Biyaazh	8/13/15	5/19/16	130	325	650	130	130	154	9
Baca	8/10/15	5/05/16	130	326	455	130	130	128	11
Beclabito	8/10/15	5/12/16	140	140	910	140	140	129	9
Blackwater	8/03/15	5/12/16	136	408	476	136	136	136	7
Bread Springs	8/06/15	5/19/16	130		456	130		130	9
Casa Blanca	8/17/15	5/17/16	138	483	753	132	135	149	10
Chi Chi'l Tah	8/06/15	5/18/16	162		567	162	8	147	9
Chief Leschi	9/01/15	6/16/16	141	473	794	127	135	131	12
Dunseith	8/19/15	5/16/16	133		466	67	36	133	9
Dzilth-Na-O-Dith-Hle	8/10/15	5/19/16	131	328	459	131	131	121	9
Enemy Swim	8/19/15	5/19/16	135	101	703	108	101	112	9
Fond du Lac	9/08/15	6/02/16	142	639	639	142	142	138	11
Gila Crossing	8/24/15	5/17/16	121	605	605	121	121	121	8
Greasewood Springs	7/27/15	5/12/16	139	377	697	139	131	129	10
Hannahville	9/09/15	5/18/16	129	282	452	129	129	110	10
John F. Kennedy	8/10/15	5/26/16	156	390	521	149	149	139	9
Kayenta	8/18/15	5/19/16	143	223	508	138	143	97	8
Kin Dah Lichi'i Olta'	8/05/15	5/31/16	148	88	518	148	10	148	10

[89] The number of home-based days is missing for four programs; the evaluators assigned the number of center-based days given as also the number of home-based days for those four programs.

	PY16 FACE Program		Center-based Services					Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Hours of PACT Time	Hours of Parent Time	Days Personal Visits Were Offered[89]	FACE Family Circles Offered
Lac Courte Oreilles	8/24/15	5/26/16	131	462	462	131	131	132	10
Leupp	8/10/15	5/05/16	118	304	578	123	123	105	11
Little Singer	8/11/15	5/20/16	120	420	660	120	120	99	10
Little Wound	8/24/15	5/13/16	130	413	585	129	131	127	8
Many Farms	8/24/15	5/19/16	114	501	456	50	50	129	10
Mariano Lake	8/24/15	5/20/16	127		635	18		127	10
Na' Neelziin J'olta	8/10/15	5/19/16	135	331	463	127	127	116	10
Oneida	9/01/15	5/23/16	135	506	641	101	135	130	9
Pearl River	8/05/15	5/19/16	144	396	504	144	144	126	10
Pine Ridge									
Pueblo Pintado	8/10/15	5/19/16	145	630	652	143	126	99	9
Ramah	8/12/15	5/19/16	145	290	508	145	100	91	8
Rough Rock	8/13/15	5/12/16	123	308	431	123	123	118	9
Salt River	8/10/15	5/20/16	146	365	657	150	146	146	9
St Francis	8/26/15	5/26/16	175	963	1138	175	175	175	12
Tate Topa	8/26/15	5/30/16	106	265	583	106	106	106	8
Theodore Jamerson	7/24/15	5/18/16	133	549	684	126	152	139	9
Tiis-Nazbas	8/17/15	5/19/16	133	421	581	133	133	122	10
T'iis Ts'ozi Bi'Olta'	8/06/15	5/19/16	141	423	705	141	141	154	10
To' Hajiilee-He	8/11/15	5/25/16	170	458	527	141	141	140	17
Tse'ii'ahi'	8/10/15	5/19/16	150	375	525	150	150	122	9
Wingate	8/11/15	5/12/16	129	328	452	129	129	110	9

APPENDIX E

Average Home-based Participation at Sites During PY16

Average Number of Personal Visits Received for the Year and the Month by Home-based Parents, and Number of Family Circles Offered and Average Number Attended by Home-based Parents

	Personal Visits			FACE Family Circles		
	Average Received During PY16	Average Received Per Month	Number of Parents	Number Offered During PY16	Average Attended During PY16	Number of Parents Who Attended in PY16
Alamo	23	3	49	9	7	49
American Horse	13	1	21	9	5	21
Aneth	12	1	50	10	4	40
Atsa Biyaazh	12	2	20	9	3	14
Baca	9	2	40	11	5	37
Beclabito	13	2	42	9	3	18
Blackwater	10	1	40	7	3	32
Bread Springs	10	1	53	9	4	40
Casa Blanca	8	2	26	10	4	19
Chi Chi'l Tah-Jones Ranch	15	2	23	9	4	21
Chief Leschi	9	1	49	12	5	44
Dunseith	12	1	46	9	2	14
Dzilth-Na-O-Dith-Hle	9	1	10	9	6	10
Enemy Swim	10	1	29	9	3	25
Fond du Lac	19	3	34	11	4	33
Gila Crossing	8	1	14	8	4	10
Greasewood Springs	19	3	17	10	4	10
Hannahville	6	1	69	10	2	44
John F. Kennedy	7	1	23	9	3	15
Kayenta	5	1	24	8	2	12
Kin Dah Lichi'i Olta'	NA[90]	NA	NA	10	NA	NA
Lac Courte Oreilles	11	2	33	10	2	19
Leupp	13	2	40	11	4	18
Little Singer	7	1	39	10	3	34
Little Wound	11	1	37	8	2	32
Many Farms (Chinle)	9	1	62	10	5	48
Mariano Lake	15	3	13	10	4	8
Na' Neelziin J'Olta (Torreon)	11	2	57	10	3	36
Oneida	7	1	39	9	2	24
Pearl River	10	1	41	10	3	34

[90] NA = Not Available. Data was not submitted.

	Personal Visits			FACE Family Circles		
	Average Received During PY16	Average Received Per Month	Number of Parents	Number Offered During PY16	Average Attended During PY16	Number of Parents Who Attended in PY16
Pine Ridge	NA	NA	NA	NA	NA	NA
Pueblo Pintado	10	1	15	9	4	15
Ramah Pine Hill	4	1	53	8	3	37
Rough Rock	8	1	39	9	3	30
Salt River	11	2	30	9	3	20
St. Francis	9	1	72	12	4	45
Tate Topa	6	2	18	8	2	17
Theodore Jamerson	6	2	23	9	5	8
T'iis Nazbas	9	1	62	10	3	46
T'iis Ts'ozi Bi'Olta' (Crownpoint)	9	1	35	10	3	17
To'Hajiilee (Canoncito)	8	1	46	17	2	24
Tse'ii'ahi	14	2	40	9	3	27
Wingate	13	1	32	9	7	32
Avg. at All Sites	10	1	1,505	10	4	1,068

APPENDIX F

Average Center-based Participation at Sites During PY16

PY16 Hours of Service Offered, Average Hours of Participation for the Year and for the Month, and Number of Participants in Center-based Components

	Adult Education				Preschool				PACT Time		Parent Time	
site	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Hrs. Offered	Avg. Hours of Partici-pation in PY16
Alamo	377	335	37	4	652	392	51	16	132	66	132	90
American Horse	525	44	5	23	675	460	56	24	150	43	150	43
Aneth	44	16	2	12	500	382	49	15	53	16	98	16
Atsa Biyaazh	325	78	8	14	650	511	56	14	130	34	130	39
Baca	326	242	29	16	455	355	39	14	130	94	130	90
Beclabito	140	0	0	0	910	717	77	16	140	47	140	47
Blackwater	408	240	32	21	476	249	32	17	136	76	136	75
Bread Springs	0	0	0	0	456	343	40	19	130	0	0	0
Casa Blanca	483	115	19	12	753	449	59	17	132	47	135	25
Chi Chi'l Tah-Jones Ranch	0	0	0	0	567	445	52	16	162	0	8	0
Chief Leschi	473	299	48	12	794	496	103	17	127	49	135	48
Dunseith	0	0	0	0	466	362	44	21	67	7	36	7
Dzilth-Na-O-Dith-Hle	328	110	21	16	459	364	58	26	131	44	131	44
Enemy Swim	101	20	2	20	703	461	55	23	108	24	101	22
Fond du Lac	639	386	50	15	639	406	45	9	142	88	142	74
Gila Crossing	605	95	16	20	605	277	42	22	121	31	121	27
Greasewood Springs	377	50	10	11	697	350	49	23	139	19	131	19
Hannahville	282	114	18	16	452	181	24	14	129	36	129	38
John F. Kennedy	390	32	7	26	521	442	52	20	149	16	149	16
Kayenta	223	63	13	20	508	158	35	14	138	32	143	28
Kin Dah Lichi'i Olta'	88	131	23	11	518	226	32	14	148	19	10	18

	Adult Education				Preschool				PACT Time		Parent Time	
site	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Hrs. Offered	Avg. Hours of Partici-pation in PY16
Lac Courte Oreilles	462	96	23	14	462	245	36	13	131	29	131	26
Leupp	304	102	15	15	578	298	38	13	123	61	123	36
Little Singer	420	393	61	20	660	357	55	19	120	71	120	71
Little Wound	413	160	29	13	585	388	66	24	131	38	131	31
Many Farms (Chinle)	501	26	5	13	456	97	16	15	50	23	50	46
Mariano Lake	0	0	0	0	635	390	54	12	18	0	0	0
Na' Neelziin J'Olta	331	125	14	15	463	213	23	14	127	50	127	53
Oneida	506	286	32	2	641	519	62	19	101	35	135	40
Pearl River	396	70	9	21	504	258	37	11	144	56	144	29
Pine Ridge	174	3	2	2	NA[91]	162	25	20	NA	14	NA	23
Pueblo Pintado	630	139	29	14	652	389	44	11	143	50	126	27
Ramah Pine Hill	290	41	4	13	508	249	33	16	145	53	100	30
Rough Rock	308	150	20	12	431	275	32	18	123	55	123	66
Salt River	365	237	29	16	657	376	41	13	150	96	146	79
St. Francis	963	43	14	14	1138	439	82	33	175	21	175	23
Tate Topa	265	105	12	1 2	583	NA	NA	NA[92]	106	135	106	135
Theodore Jamerson	549	18	4	12	684	169	46	14	126	22	152	15
T'iis Nazbas	421	147	18	19	581	219	27	10	133	50	133	46
T'iis Ts'ozi Bi'Olta' (Crownpoint)	423	146	20	16	705	324	38	23	141	50	141	36
To'Hajiilee-He (Canoncito)	458	162	20	12	527	215	29	22	141	33	141	45

[91] Not available.

[92] The Tate Tope FACE program offered center-based preschool in 2016, but preschool records were destroyed by vandalism.

	Adult Education				Preschool				PACT Time		Parent Time	
site	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY16	Hrs. Offered	Avg. Hours of Partici-pation in PY16
Tse'ii'ahi	375	173	28	13	525	207	29	22	150	62	150	62
Wingate	328	238	25	15	452	307	32	13	129	89	129	89
Avg. Across Sites	**391**	**133**	**20**	**552**[93]	**592**	**343**	**47**	**726**	**126**	**47**	**122**	**43**

[93] Although there are 722 PY16 center-based adults, only 76% (approximately 552 adults) participated as full-time or part-time students in adult education. Ninety-three percent of center-based adults (670 adults) participated in PACT Time and 86% of center-based adults (620 adults) participated in Parent Time; flex-time adults participated in PACT Time and/or Parent Time.

APPENDIX G

Transition of Children from FACE to Kindergarten at Sites During PY16

Transition of Children from FACE to Kindergarten at Sites During PY16

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted		
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	Total # Assisted	# of center-based	# of home-based
Alamo	Y	Y	2	2	0	0	5	0	5
American Horse	Y	Y	15	15	0	1	25	15	10
Aneth	Y	Y	12	12	0	1	12	12	0
Atsa Biyaazh		Y	9	9	0	1	6	6	0
Baca	Y	Y	7	5	2	2	12	10	2
Beclabito	Y	Y	11	11	0	0	20	10	10
Blackwater	Y	Y	5	5	0	1	0	0	0
Bread Springs	Y	Y	10	9	1	3	23	9	14
Casa Blanca	Y	Y	12	11	1	2	18	11	7
Chi Chi'l Tah	Y	Y	10	10	0	0	15	10	5
Chief Leschi	Y	Y	7	5	2	0	18	7	11
Dunseith	Y	Y	11	11	0	4	30	12	18
Dzilth-Na-O-Dith-Hle	Y	Y	11	11	0	0	15	11	4
Enemy Swim	Y	Y	10	10	0	2	11	10	1
Fond du Lac	Y	Y	3	3	0	0	5	3	2
Gila Crossing	Y	Y	8	8	0	1	8	8	0
Greasewood Springs	N	N	12	11	1	1	22	13	9
Hannahville	Y	Y	5	5	0	2	13	5	8
John F. Kennedy	Y	Y	15	15	0	0	23	15	8
Kayenta	Y	Y	6	6	0	0	0	0	0
Kin Da Llichi'I Olta’	Y	Y	7	7	0	0	10	7	3

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted		
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	Total # Assisted	# of center-based	# of home-based
Lac Courte Oreilles	Y	Y	4	4	0	1	9	4	5
Leupp	N	N	13	8	5	0	21	10	11
Little Singer	Y	Y	8	6	2	0	9	0	9
Little Wound	Y	Y	12	10	2	5	28	0	28
Many Farms (Chinle)	Y	Y	6	6	0	0	17	8	9
Mariano Lake	Y	Y	6	6	0	2	6	6	0
Na,Neelzhiin Ji' Olta	Y	Y	11	10	1	2	12	10	2
Oneida	Y	Y	9	9	0	2	18	9	9
Pearl River	Y	Y	5	3	2	0	6	3	3
Pine Ridge									
Pueblo Pintado	Y	Y	8	8	0	0	8	8	0
Ramah	Y	Y	4	4	0	1	17	4	13
Rough Rock	Y	Y	15	15	0	0	0	0	0
Salt River	Y	Y	9	7	2	1	0	0	0
St Francis		N	0	0	0	0	6	6	0
Tate Topa	Y	Y	13	13	0	2	14	13	1
Theodore Jamerson	Y	Y	4	3	1	0	3	2	1
T'iis Nazbas	Y	Y	5	5	0	2	17	5	12
T’iis Ts’ozi Bi’Olta’	Y	Y	12	12	0	0	14	8	6
To'Hajiilee-He	Y	Y	7	7	0	3	24	10	14
Tse'ii'ahi	N	Y	12	11	1	0	1	1	0
Wingate	Y	Y	10	10	0	0	22	10	12

APPENDIX H

Summary of FACE Program Implementation Ratings

Percentage and Number of Programs Rating the Degree of Implementation, and Mean Rating PY16

Assurance Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
1. The school administration and school board are committed and responsive to implementation of the FACE model.	5	2	3	1	18	7	75	30	3.6	(40)
2. Office space is provided for parent educators and secured storage space for FACE home-based and center-based.	0	0	0	0	10	4	90	36	3.9	(40)
3. Two appropriate and safe classrooms, restroom facilities for adults and children, and playground space for children 3 to 5 years of age are provided at the school.	0	0	5	2	15	6	80	32	3.8	(40)
4. Adequate and safe facilities are provided for FACE Family Circle for families and their children from prenatal to age 5.	0	0	3	1	23	9	75	30	3.7	(40)
5. The school provides transportation for (1) children ages 3-5 and their parent(s)/adult caregiver to attend the center-based program, (2) each parent educator to conduct personal visits, and (3) families to attend monthly FACE Family Circle.	3	1	3	1	28	11	68	27	3.6	(40)
6. The school provides appropriate professional development in addressing the academic needs of the K-3rd grade educational program.	5	2	0	0	20	8	75	30	3.7	(40)
7. The school has written transition plans to guide transitions for home-based families and for center-based families.	5	2	8	3	23	9	65	26	3.5	(40)
8. The FACE program coordinates and collaborates with all preschool programs.	5	2	15	6	40	16	40	16	3.2	(40)
9. Participation plans are developed for FACE adults to define active enrollment in adult education, Parent Time, and PACT Time and to assist their transition from FACE to the world of work or higher education.	5	2	27	11	24	10	44	18	3.1	(41)
10. FACE staff and principal/administrator participate in all required professional development and technical assistance visits provided by BIE, PAT and NCFL.	5	2	5	2	33	13	58	23	3.4	(40)

Assurance Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
11. All program data are maintained and submitted in a timely manner (by home-based and center-based). The coordinator is aware of documentation requirements and ensures that current forms and correct procedures are used and that confidentiality is maintained.	3	1	10	4	45	18	43	17	3.3	(40)
12. The FACE program is fully staffed (five positions, including coordinator, adult education teacher, early childhood teacher and co-teacher, and two parent educators) with staff members who are fully certified and qualified for the positions that they hold.	20	8	3	1	28	11	50	20	3.1	(40)
13HB.Full FACE enrollment is established and maintained in home-based (12-14 families weekly or 24-26 families biweekly per parent educator with flexible scheduling to accommodate family needs).	0	0	5	2	55	22	40	16	3.4	(40)
13CB.Full FACE enrollment is established and maintained in center-based (15 adults and 15-20 preschool children).	0	0	8	3	38	15	54	21	3.5	(39)
14HB.Home-based families participate on a regular basis. At least 75% of offered visits are completed weekly or biweekly, and families attend at least 75% of offered FACE Family Circles.	3	1	8	3	58	23	33	13	3.2	(40)
14CB.Center-based families participate on a regular basis. Adults and children demonstrate at least 75% attendance of offered service.	0	0	8	3	64	25	28	11	3.2	(40)
15. The school will ensure that FACE funding is utilized appropriately.	0	0	5	2	10	4	85	34	3.8	(40)
16. Grant schools only: The school has no outstanding audit exceptions regarding fiscal or program management.	0	0	0	0	11	2	89	17	3.9	(19)

Program Management and Teamwork Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
17. A Leadership Team consisting of the principal, FACE Coordinator, teachers who lead the Instructional Teams, and other key professional staff (e.g., center-based teachers) meets regularly (twice a month or more for an hour each meeting).	10	4	5	2	30	12	55	22	3.3	(40)

Program Management and Teamwork Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
18. There is a clear definition of who supervises and monitors the FACE program and staff.	5	2	3	1	8	3	85	34	3.7	(40)
19. The coordinator demonstrates effective leadership and supports every aspect of the program.	10	4	8	3	23	9	60	24	3.3	(40)
20. The school administrator monitors curriculum and classroom instruction regularly for all classes, including preschool and adult education.	8	3	5	2	33	13	55	22	3.4	(40)
21. Staff members set aside weekly time for planning individually and as a team. Team meetings for all staff members, including the coordinator, are conducted every week on the planning day.	3	1	0	0	28	11	70	28	3.7	(40)
22. Action plans are routinely developed by the team, reviewed for progress, and submitted to BIE via Native Star.	3	1	28	11	20	8	50	20	3.2	(40)
23a. Written policies and procedures address recruitment, intake, and enrollment.	5	2	10	4	28	11	58	23	3.4	(40)
23b. Written policies and procedures address orientation and training for staff	3	1	5	2	18	7	75	30	3.7	(40)
23c. Written policies and procedures address staff qualifications and personnel policies.	0	0	0	0	20	8	80	32	3.8	(40)
23d. Written policies and procedures address supervision, team meetings/planning and professional development.	3	1	3	1	23	9	73	29	3.7	(40)
23e. Written policies and procedures address services to families including times and frequency.	0	0	3	1	10	4	88	35	3.9	(40)
23f. Written policies and procedures address transition and exit planning.	5	2	0	0	40	16	55	22	3.5	(40)
23g. Written policies and procedures address data collection and documentation of services including Team Meeting binder, FACE Family Circle binder, Professional Development binder, use of data management system.	3	1	3	1	25	10	70	28	3.6	(40)
23h. Written policies and procedures address ethical practice.	3	1	0	0	18	7	79	30	3.7	(38)
23i. Written policies and procedures address parent educator safety.	5	2	5	2	23	9	68	27	3.5	(40)
23j. Written policies and procedures address fiscal management.	3	1	5	2	20	8	73	29	3.6	(40)
23k. Written policies and procedures address sustainability plan.	5	2	8	3	30	12	58	23	3.4	(40)

Program Management and Teamwork Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
24. Home-based and center-based staffs work together as a team, sharing responsibilities and supporting each other to integrate services.	0	0	3	1	13	5	85	34	3.8	(40)
25. Staff has readily available access to communication with families, community resources, and other FACE programs.	0	0	5	2	20	8	75	30	3.7	(40)
26. FACE families are involved with the regular school program.	0	0	3	1	13	5	85	34	3.8	(40)
27. FACE staff collaborates with other school staff and are involved in school-wide activities when appropriate and that do not conflict with the FACE program schedule.	0	0	3	1	10	4	88	35	3.9	(40)
28. The school's instructional Team, in which the FACE Team participates, meets for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	13	5	13	5	30	12	45	18	3.1	(40)
29. FACE staff collaborates and plans with other school staff to support children and their parents in the transition of children into kindergarten.	3	1	8	3	18	7	73	29	3.6	(40)
30. Parent educators work toward Parents as Teachers Essential Requirements and Quality Assurance Guidelines to maintain affiliate status.	0	0	0	0	28	11	73	29	3.7	(40)
31. Imagination Library is implemented for all FACE families actively participating in home- or center-based, and enrollment is updated in a timely manner.	3	1	3	1	13	5	83	33	3.8	(40)
32. FACE families qualify for and benefit from all of the services that students at the school receive.	0	0	0	0	13	5	88	35	3.9	(40)

Recruitment, Enrollment, and Participation Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established	Mean	(N)
33. The staff has developed and distributed an up-to-date brochure and other printed materials that reflect the identity of the community and include contact information and a description of all FACE services.	2	1	10	4	12	5	76	3.6	(41)

Recruitment, Enrollment, and Participation Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#				
34. A written year-long recruitment and retention plan has been developed by the team, is submitted to BIE, and is reviewed for progress periodically at team meetings and updated annually.	3	1	18	7	33	13	48	19	3.3	(40)
35. Recruitment for home-based and center-based families is an ongoing process with responsibility shared by the entire FACE team and involving the total school staff.	0	0	2	1	17	7	80	33	3.8	(41)
36. Enrollment process includes providing families with written information about the program and discussing mutual expectations for participation in services.	0	0	5	2	18	7	78	31	3.7	(40)
37. Staff offers appropriate and reasonable incentives to encourage regular family participation home-based and center-based services. The incentive plan is documented, maintained, and made public to the FACE staff and families	0	0	10	4	30	12	60	24	3.5	(40)
38. Center-based services follow the school daily and yearly schedule.	0	0	0	0	8	3	93	37	3.9	(40)
39. Home-based services are flexibly scheduled to meet the needs of the families within the school's yearly schedule.	0	0	0	0	3	1	98	39	4.0	(40)
40. The FACE staff has a plan for addressing contact with families during periods of low participation.	0	0	3	1	21	8	76	29	3.7	(38)
41. The early childhood component of the program is working toward NAEYC accreditation when enrollment reaches 10 children.	44	17	26	10	8	3	23	9	2.1	(39)

Culture and Language Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
42. Native language and culture are incorporated throughout the FACE program. Each of the FACE program components support and celebrate the unique culture and language of the community.	0	0	5	2	30	12	65	26	3.6	(40)
43. The school and FACE provide training for all staff on local tribal history, culture, and language.	15	6	8	3	30	12	48	19	3.1	(40)
44. Physical appearance of the FACE facility reflects the tribal culture.	0	0	13	5	28	11	60	24	3.5	(40)

45. FACE staff demonstrates an understanding of tribal culture, customs, and values.	0	0	2	1	20	8	78	32	3.8	(41)
46. HB.Home-based staff members speak the Native language or encourage family members to do so during service delivery.	5	2	15	6	25	10	55	22	3.3	(40)
46. CB.Center-based staff members speak the Native language or encourage family members to do so during service delivery.	5	2	7	3	32	13	56	23	3.4	(41)

	Not Yet		Beginning		Mostly		Well Established		Mean	
Screening Quality Indicators	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**		**(N)**
47. Staff is trained to complete and documents the necessary screening/assessments.	0	0	3	1	15	6	83	33	3.8	(40)
48. Developmental screening is administered appropriately to children.	0	0	0	0	13	5	88	35	3.9	(40)
49. Re-screening is conducted in accordance with the screening instrument protocol.	0	0	3	1	13	5	85	34	3.8	(40)
50. Social-emotional screening (ASQ2:SE) is administered once a year to home-based children and on an as-needed basis for center-based children.	0	0	3	1	10	4	88	35	3.9	(40)
51. Instructional Teams review the results of preschool children's screening and assessments to make decisions about the curriculum and instructional plan and to identify students in need of intervention (both children in need of tutoring or extra help and children needing enhanced learning opportunities because of early mastery of objectives), and to be referred for further evaluation.	3	1	8	3	18	7	73	29	3.6	(40)
52. Prior to the screening, parents receive information about the purpose of the screening and what to expect.	0	0	3	1	5	2	93	37	3.9	(40)
53. Families are informed of screening results and are provided referral resources if needed.	0	0	0	0	5	2	95	38	4.0	(40)
54. FACE staff are knowledgeable of the Individuals With Disabilities Educational Improvement Act (IDEIA) and participate in Individual Family Service Plan (IFSP—birth to 3) and Individual Education Plan (IEP—3 to 5) processes when appropriate.	3	1	3	1	13	5	83	33	3.8	(40)
55. Vision, hearing (OAE), and dental screenings are administered annually for all children in both home- and center-based within 45 days of enrollment.	0	0	0	0	30	12	70	28	3.7	(40)

56. A Health Record questionnaire is completed within 45 days of enrollment and reviewed/updated throughout the year for all FACE children.	0	0	0	0	13	5	88	35	3.9	(40)
57. Learning disabilities screening is administered to adults as appropriate. Referrals are made for further screening or services when indicated.	28	11	8	3	10	4	55	22	2.9	(40)
58. Timely referrals and follow-ups are made to the appropriate agencies within 45 days of identification of concern, with documentation maintained in the participant's file.	0	0	3	1	21	8	77	30	3.7	(39)

Partnership and Community Resources Quality Indicators	**Not Yet**		Beginning		**Mostly**		**Well Established**		**Mean**	**(N)**
	%	**#**	%	#	**%**	**#**	**%**	**#**		
59. Working relationships are established with tribal organizations, local offices of BIA, and state and community agencies/organizations.	0	0	0	0	23	9	78	31	3.8	(39)
60. FACE staff members provide parents with information and linkages to a variety of community resources.	0	0	0	0	15	6	85	34	3.9	(40)
61. An updated Resource Directory is available for families and staff.	0	0	5	2	18	7	78	31	3.7	(40)
62. Families are asked for feedback regarding their experiences with recommended community resources.	3	1	15	6	15	6	68	27	3.5	(40)

Personal Visits Quality Indicators	**Not Yet**		**Beginning**		**Mostly**		**Well Established**		**Mean**	**(N)**
	%	**#**	**%**	**#**	**%**	**#**	**%**	**#**		
63. Parent educators carry a caseload that reflects families prenatal through kindergarten; making prenatal, infants and toddlers a high priority.	0	0	5	2	25	10	70	28	3.7	(40)
64. Parent educators complete and document Family-centered assessment within 90 days of enrollment and then at least annually.	10	4	13	5	35	14	43	17	3.1	(40)
65. Parent educators develop and document goals with each family they serve within 90 days of enrollment.	0	0	5	2	30	12	65	26	3.6	(40)
66. Parent educators participate in at least 4 hours of reflective practice with their supervisor each month to discuss the needs/growth of families.	25	10	15	6	13	5	48	19	2.8	(40)
67. The supervisor and parent educator assess core competency and performance annually.	33	13	13	5	13	5	43	17	2.7	(40)

Personal Visits Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
68. Parent educators effectively use the online curriculum to plan across the components and address each area of emphasis (development-centered parenting, parent-child interactions, family well-being).	0	0	5	2	18	7	78	31	3.7	(40)
69. Parent educators prepare for each personal visit by developing lessons on the Foundational Plans 1-8 and/or Planning Guide, with intent statements for each area of emphasis: parent-child interactions, development-centered parenting, and family well-being.	0	0	3	1	20	8	78	31	3.8	(40)
70. Families partner with parent educators to plan the content of the visit—choosing the development, parent child interaction, family well-being focus. Together, they reflect and address the goal process.	0	0	5	2	28	11	68	27	3.6	(40)
71. The Toolkit is used during each personal visit to strengthen and guide discussion.	0	0	8	3	38	15	55	22	3.5	(40)
72. Personal visits are offered for at least 60 minutes for one child and 75-90 minutes for two children. Visits are individualized to meet needs, interests and learning styles.	0	0	3	1	18	7	80	32	3.8	(40)
73. Materials found in the home and relevant to the culture are used to support learning during the personal visit.	8	3	3	1	23	9	68	27	3.5	(40)
74. Parent(s) and child(ren) are involved in shared developmental activities during personal visits.	3	1	0	0	15	6	83	33	3.8	(40)
75. A parent-child book-sharing activity occurs in every personal visit.	0	0	5	2	23	9	73	29	3.7	(40)
76. Before, during and after the visit, activities from the flaps of Imagination Library books are introduced to parents.	5	2	10	4	35	14	50	20	3.3	(40)
77. Parent educators involve the father and extended family members in the visits when applicable.	0	0	0	0	15	6	85	34	3.9	(40)
78. Parent educators support parents in observing their child's developmental progress during each visit. Parent educators provide the family with child development and neuroscience information.	0	0	3	1	16	6	82	31	3.8	(38)
79. Parent educators support parents in understanding parenting behaviors and connecting the behaviors to their child's development.	0	0	0	0	13	5	88	35	3.9	(40)
80. Parent educators support parents in understanding their family system and strengthening protective factors.	0	0	0	0	15	6	85	34	3.9	(40)

Personal Visits Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
81. Families are encouraged to share observations of their children and their own skills through Fine Smile, Parent-Child Activity Sheet. and Family Journal.	0	0	5	2	23	9	73	29	3.7	(40)
82. Parental concerns and/or questions are addressed and documented effectively.	0	0	5	2	23	9	73	29	3.7	(40)
83. Follow-up activities and materials for parent(s) are discussed and reviewed at the next visit.	0	0	5	2	23	9	73	29	3.7	(40)
84. Families are asked to evaluate each personal visit—what was helpful, how the time was used, etc.	3	1	5	2	33	13	60	24	3.5	(40)
85. Documentation is routinely updated and maintained in an organized, confidential, and secure manner.	0	0	3	1	30	12	68	27	3.7	(40)
86. Parent educators share information with families regarding upcoming Family Circles, school/community events and strategies for engagement (volunteer and leadership opportunities).	0	0	0	0	15	6	85	34	3.9	(40)

FACE Family Circle Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
87. Parent educators lead the planning of the content, facilitate the delivery of services, and maintain documentation.	0	0	0	0	15	6	85	34	3.9	(40)
88. FACE Family Circles focus on prenatal-to-K development and/or parenting issues including the three areas of emphasis (child-development-centered parenting, parent-child interactions and family well-being).	0	0	3	1	13	5	85	34	3.8	(40)
89. Family Circle Kits and Foundational Curriculum plans are used to offer specialized content to families.	3	1	8	3	25	10	65	26	3.5	(40)
90. The *Parents as Teachers Group Connections Observation Tool* is utilized to highlight key "quality" aspects of each FACE Family Circle.	10	4	15	6	15	6	60	24	3.3	(40)
91. FACE Family Circle meets the needs of families.	3	1	3	1	13	5	83	33	3.8	(40)
92. Parents are engaged in the planning and/or lead some of the activities.	10	4	23	9	25	10	43	17	3.0	(40)
93. The FACE program delivers at least one Family Circle each month (for a yearly total of 10 or more).	0	0	0	0	15	6	85	34	3.9	(40)

FACE Family Circle Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
94. Family Circle information is entered into the data-base system each month.	3	1	13	5	23	9	63	25	3.5	(40)

Adult Education Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
95. Adult education if offered on a consistent and flexible schedule and can include: Adult Basic Education, technology, GED, high school, basic life-skills, pre-employment skills, college courses, work apprenticeships both on-site and in the community.	10	4	0	0	24	10	66	27	3.5	(41)
96. Ongoing formal and informal assessment informs teaching and learning content and practices.	10	4	5	2	20	8	66	27	3.4	(41)
97. Attention is given to both the educational and non-educational needs of students.	10	4	2	1	17	7	71	29	3.5	(41)
98. The curriculum that is developed is based on students' interests, needs, and goals.	10	4	2	1	20	8	68	28	3.5	(41)
99. Curriculum and instruction includes a variety of teaching and learning strategies that meet the needs of adult learners.	10	4	2	1	22	9	66	27	3.4	(41)
100. Services are provided to adults with learning difficulties and concerns.	15	6	15	6	27	11	44	18	3.0	(41)
101. Adult education is integrated with PACT Time, Parent Time, and Early Childhood.	7	3	5	2	15	6	73	30	3.5	(41)
102. Parents set long- and short-term goals, which guide instructional content.	10	4	2	1	24	10	63	26	3.4	(41)
103. The classroom environment includes learning areas and a wide variety of learning materials and equipment.	10	4	7	3	17	7	66	27	3.4	(41)
104. Current and working technology is accessible to adult students throughout the day in the adult classroom.	10	4	7	3	15	6	68	28	3.4	(41)
105. Recordkeeping is confidential, organized, and regularly maintained.	7	3	0	0	12	5	80	33	3.7	(41)

Early Childhood Education Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
106. Early childhood education is offered in a FACE preschool for a minimum of 31/2 hours daily.	0	0	0	0	5	2	95	38	4.0	(40)
107. All preschool teachers use a variety and balance of developmentally appropriate instructional strategies (small group, large group, and individual, teacher-directed, child-initiated).	0	0	0	0	8	3	93	37	3.9	(40)
108. The curriculum is developmentally appropriate and emphasizes active learning and early literacy development. The early childhood teacher and co-teacher utilize the Early Childhood Standards in daily lesson planning.	0	0	0	0	10	4	90	36	3.9	(40)
109. The early childhood teacher and co-teacher share the responsibility for planning, instruction, assessment, and interaction with children and their parents.	3	1	8	3	20	8	70	28	3.6	(40)
110. Parents are active participants in their children's education.	0	0	12	5	40	16	48	19	3.4	(40)
111. The classroom environment is culturally appropriate and literacy rich and includes a variety of well-equipped learning areas supported with appropriate technology and software.	0	0	8	3	20	8	73	29	3.7	(40)
112. A consistent daily routine is established and followed that meets all FACE requirements.	0	0	0	0	15	6	85	34	3.9	(40)
113. The Dialogic Reading process is used by teachers every day for every child.	0	0	0	0	25	10	75	30	3.8	(40)
114. Formal and informal assessments are ongoing and guide instruction.	0	0	5	2	18	7	78	31	3.7	(40)
115. Documentation, including lesson plans, child files, attendance records, assessment records, written transition plans, and recruitment and retention plans are maintained in an organized confidential secure manner.	0	0	3	1	23	9	75	30	3.7	(40)

Parent and Child Together (PACT) Time Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
116. Families enrolled in FACE participate in PACT Time. Flexible schedules include planning, debriefing, or documenting activities, in school, at home, or at community events.	2	1	7	3	37	15	54	22	3.4	(41)
117. Parent engagement opportunities are flexible and designed to maximize family participation.	2	1	10	4	12	5	76	31	3.6	(41)

Parent and Child Together (PACT) Time Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
118. Staff members help parents support their children's learning through play and follow their children's lead in child-initiated activities. Staff observations inform Parent Time topics.	2	1	2	1	22	9	73	30	3.7	(41)
119. Staff model Dialogic Reading strategies during PACT Time.	5	2	3	1	25	10	68	27	3.6	(40)
120. Parents practice Dialogic Reading during PACT Time and at home.	5	2	7	3	29	12	59	24	3.4	(41)
121. Every day, the staff provides an easy transfer-home idea or activity to the parents to support their children's learning in the home setting, followed by review the next day.	0	0	7	3	27	11	66	27	3.6	(41)
122. All center-based staff members support families during PACT Time and are present in the children's classroom.	7	3	5	2	27	11	61	25	3.4	(41)
123. Center-based staff provide training and support for PACT Time for K-3 teachers.	22	9	22	9	24	10	32	13	2.7	(41)
124. The adult education teacher provides support and guidance for K-3 parents and K-3 teachers who participate in PACT Time. (Includes Reading First sites, except during the 90-minute reading blocks.)	24	10	22	9	22	9	32	13	2.6	(41)

Parent Time Quality Indicators	Not yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
125. Adults enrolled in FACE participate in Parent Time. Full-time center-based adults participate daily (for one hour).	7	3	12	5	22	9	59	24	3.3	(41)
126. Parent Time is planned by the entire center-based team and is most often facilitated by the adult education teacher.	7	3	15	6	32	13	46	19	3.2	(41)
127. Parents identify areas of interest and need, and these are addressed.	5	2	5	2	20	8	71	29	3.6	(41)
128. Parent Time opportunities are flexible and designed to maximize adult participation.	5	2	7	3	32	13	56	23	3.4	(41)
129. Parent Time topics are often generated from PACT Time observations made by the FACE team.	10	4	7	3	27	11	56	23	3.3	(41)
130. Parent Time sessions offer a variety of learning opportunities. The variety includes connections to academics, problem solving, employment, arts & crafts, discussons, videos, etc.	2	1	2	1	22	9	73	30	3.7	(41)

APPENDIX I

Early Childhood Standards and Indicators

Early Childhood Standards and Indicators

LANGUAGE AND LITERACY STANDARDS

Standard 1. ***Listens for various purposes.***	
1.1	Children have daily opportunities to comprehend and respond to stories, poems, chants/rhymes and fingerplays.
1.2	Children are provided daily activities that help them learn to follow directions.
1.3	The asking and answering of simple questions is incorporated in daily classroom routines (e.g., What is your plan today?).
1.4	Experiences that encourage children to listen to and engage in conversations with others are included in daily classroom routines (e.g., respond appropriately to questions and comments from others, turn and talk to a partner in a sharing circle activity).
1.5	Children have opportunities to listen to and retell oral stories from their American Indian culture.
Standard 2. ***Uses language to communicate ideas.***	
2.1	Children have varied opportunities daily to initiate and respond appropriately in conversations with children and adults.
2.2	Children have varied experiences to develop an increasingly complex vocabulary and to use sentences of varying lengths (e.g., books, conversations, field trips, use of multiple word sentences during planning and recall).
2.3	Children are encouraged to use language to pretend or create (e.g., dress-up area, drama center).
2.4	Children have daily opportunities to communicate in English or their Native language and to be understood by others.
2.5	Children have daily opportunities to use home/cultural language speaking skills in conversation, during play or work, or while singing.
Standard 3. ***Attends to sounds in language.***	
3.1	Children are provided opportunities to develop phonological awareness by repeating rhymes, simple songs, poems, and fingerplays.
3.2	Children have opportunities to repeat rhymes, simple songs, poems, and chants in their home/cultural language.
3.3	Word games that encourage children to play with sounds of language, repetitive phrases, rhymes, and syllables are included in classroom routines.
3.4	Children have varied opportunities to learn to discriminate some sounds in words (e.g., recognize words with the same beginnings or endings, repetitive sounds, rhyming words).
Standard 4. ***Uses writing as a way to communicate ideas.***	
4.1	Children have varied opportunities to write for different purposes (e.g., sign-in, make a sign, write a menu in the house area).
4.2	A variety of writing tools (e.g., pencils, markers, crayons, chalk, magnetic letters), materials, and surfaces are readily available throughout the classroom.

4.3	Various types of children's writing are supported by teachers, including scribbles, pictures, and letter-like forms to represent words or convey ideas.
4.4	Children have opportunities to tell others about the intended meaning of their writings and pictures.
4.5	Children are provided a variety of resources to facilitate writing (e.g., dictation of stories to adults, asking others for help in writing, copying letters and words from the environment).
Standard 5. ***Shows increasing awareness of print and books.***	
5.1	Children have daily access to choosing and looking at a variety of books (including wordless books, storybooks, informational books, and alphabet books) and to listening to book reading in group and individualized settings.
5.2	Activities that promote children's book-handling skills and identification of the parts of books are included in classroom routines.
5.3	Children participate in interactive daily read-alouds (dialogic reading) where they get opportunities to respond to stories (e.g., join in predictable phrases, make predictions, ask and answer questions about the story).
5.4	Children have opportunities to read environmental print, signs and symbols (e.g., finds name on the attendance chart, reads labels, recognizes signs and logos).
5.5	Daily read-alouds give children opportunities to comprehend a sense of story (e.g., identifies characters, setting, and events, retells a story in sequence, and predicts outcome of stories).
5.6	Experiences that promote knowledge of letters, in English and/or home/cultural language, are provided in classroom routines (e.g., naming letters, observing similarities and differences in letters, writing some letters).
5.7	Children have varied opportunities to be exposed to print and stories so they become aware that print carries meaning.
5.8	Children have opportunities to recognize differences in some printed words in English and in their home/cultural language.

MATH STANDARDS

Standard 1. ***Uses numbers and counting to determine and compare quantity, solve problems and understand number relationships.***	
1.1	Children are provided varied opportunities and materials to encourage curiosity and interest in counting.
1.2	Experiences that build understanding of numbers and quantities are included in classroom routines; children use number words in daily routines, activities, and play (e.g., counting the number of children in the room, using numbers in dramatic play).
1.3	Children have opportunities to use and create symbols to represent numbers (e.g., holds up three fingers to indicate age, uses scribble writing to make numbers while playing).
1.4	Children have access to materials and experiences that enable them to count objects, or groups of objects, using one-to-one correspondence.
1.5	Children have opportunities to practice counting objects of up to 10 items in sequence and demonstrating knowledge of how many (e.g.," I have five buttons.").
1.6	Children have opportunities to count objects in home/cultural language up to 10.
1.7	Experiences that promote identification of numbers 1-10 and recognition in the environment are routinely included in the classroom (e.g., identifying numbers on the clock).
1.8	Children have opportunities to identify numbers 1-10 and say their name in home/cultural language.
1.9	Children are provided varied opportunities and materials that help them understand the changes in sets of objects when they are combined (e.g., combining beads with a friend).
1.10	Experiences are provided in the classroom routine that encourage children to describe changes in objects when they are separated into parts (e.g., separate a stack of crackers into three piles and child says, "Now we have three small piles.").
1.11	Children are provided varied opportunities and materials to use descriptive words for size, amount and comparisons (more, less, same as, fewer or greater than, etc.)
1.12	Experiences that encourage children to match numbers to the quantities they represent are included in classroom routines (e.g., child works a puzzle that matches the number on one side with the number of objects on the other).
Standard 2. ***Recognizes and creates patterns and understands their relationships and functions.***	
2.1	Children are provided varied opportunities and materials to work with simple patterns and duplicate them (e.g., making a beaded necklace matching the pattern on a picture).
2.2	Experiences that encourage children to recognize and name repeating patterns are included in classroom routines and play activities.
2.3	Planned experiences and play provide opportunities for children to create simple patterns.
2.4	Planned experiences and play provide opportunities for children to extend simple patterns using a variety of materials.
2.5	Children have varied opportunities in planned and play experiences to practice matching, sorting and grouping items according to one or two attributes.

2.6	Children are provided varied opportunities and materials that enable them to arrange several items into a series or pattern and describe the relationships (big/bigger/biggest).
Standard 3. ***Uses measurement to make and describe comparisons in the*** **environment.**	
3.1	Children are provided varied opportunities and materials to help them understand the concept of measurement, including nonstandard measures to measure objects (e.g., hands, boxes, rope).
3.2	Planned experiences and play provide opportunities for children to compare objects and demonstrate understanding of terms such as longer/shorter, faster/slower, and hotter/colder.
3.3	Routines include opportunities for children to develop and demonstrate understanding of the concept of time (e.g., what happens next, yesterday/tomorrow)
3.4	Children are provided experiences that require them to look forward to, remember, and talk about sequences of events (e.g., says, "We go to lunch and then Mommy comes to read to me.").
3.5	Children have opportunities to participate in a variety of measuring activities.
3.6	Children are provided varied opportunities and materials to help them understand the concept of measurement including standard measures (e. g., measuring tape, yardstick)
Standard 4. ***Uses shapes and space to define items in the environment.***	
4.1	Planned experiences and play provide opportunities for children to develop an understanding of position terms (e.g., between, inside, under, behind, etc.).
4.2	Children are provided varied opportunities and materials to name and recognize basic shapes (e.g., circle, square, triangle) in the environment in English and/or home language.
4.3	Experiences are provided so children can represent shapes found in the environment (e.g., painting circles for the moon, making animals from dough).
4.4	Children are provided varied opportunities and materials to encourage them to compare and describe attributes of shapes with their own words.
4.5	Planned experiences and play provide opportunities for children to develop an understanding of spatial relationships including describing the position or location of objects in relation to self or other objects.
4.6	Children are provided varied experiences and materials to put shapes together and take them apart (e.g., puzzles and toys with multiple shapes).

APPENDIX J

Summary of Early Childhood Standards Implementation Ratings

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Language and Literacy Standards[94]

	Standard 1 Listens for various purposes	Standard 2 Uses Language to communicate ideas	Standard 3 Attends to sounds in language	Standard 4 Uses writing as a way to communicate ideas	Standard 5 Shows increasing awareness of print and books
Overall	3.7	3.7	3.6	3.6	3.8
Alamo	3.4	3.4	2.8	3.0	3.5
American Horse	3.8	4.0	4.0	3.8	3.9
Aneth	3.6	3.6	3.8	3.8	3.9
Atsa Biyaazh (Shiprock)	3.4	3.4	2.8	3.2	3.5
Baca	3.8	3.8	3.0	3.6	3.5
Beclabito	3.6	4.0	4.0	4.0	4.0
Blackwater	3.8	3.8	3.8	3.6	3.6
Bread Springs	4.0	4.0	4.0	4.0	4.0
Casa Blanca	3.4	4.0	4.0	3.8	4.0
Chi Chi'l Tah-Jones Ranch	3.2	3.0	2.5	3.4	3.5
Chief Leschi	Not Available	Not Available	Not Available	Not Available	Not Available
Dunseith	4.0	4.0	4.0	4.0	4.0
Dzilth-Na-O-Dith-Hle	3.8	4.0	4.0	4.0	4.0
Enemy Swim	3.8	3.8	4.0	4.0	4.0
Fond du Lac	Not Available	Not Available	Not Available	Not Available	Not Available
Gila Crossing	3.4	4.0	3.3	2.6	3.1
Greasewood Springs	3.2	3.4	4.0	2.6	3.5
Hannahville	3.6	4.0	3.8	4.0	4.0
John F Kennedy	3.8	4.0	4.0	3.8	4.0
Kayenta	2.4	2.8	2.5	3.4	3.3
Kin Dah Lichi'i Olta'	4.0	3.2	3.3	4.0	4.0
Lac Courte Oreilles	3.6	3.6	3.3	3.8	3.6
Leupp	4.0	4.0	3.5	4.0	4.0
Little Singer	Not Available	Not Available	Not Available	Not Available	Not Available
Little Wound	3.8	3.8	2.8	3.2	3.4
Many Farms (Chinle)	Not available	Not available	Not available	Not available	Not available
Mariano Lake	4.0	3.8	4.0	3.0	4.0
Na' Neelziin J'olta (Torreon)	3.4	3.2	2.8	3.2	3.0

[94] Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Listens for various purposes	Standard 2 Uses Language to communicate ideas	Standard 3 Attends to sounds in language	Standard 4 Uses writing as a way to communicate ideas	Standard 5 Shows increasing awareness of print and books
Oneida	4.0	4.0	4.0	4.0	4.0
Pearl River	Not Available	3.8	4.0	3.8	4.0
Pine Ridge	3.6	4.0	3.8	3.8	3.5
Pueblo Pintado	3.8	3.4	3.8	3.6	3.9
Ramah	4.0	4.0	4.0	4.0	4.0
Rough Rock	4.0	3.8	3.8	4.0	4.0
Salt River	3.8	4.0	3.3	4.0	3.9
St. Francis	3.6	3.8	4.0	3.6	3.9
Tate Topa	4.0	3.0	3.5	3.2	Not Available
Theodore Jamerson	3.6	3.6	3.3	3.4	3.9
Tiis-Nazbas	3.2	2.8	3.0	3.4	3.1
T'iis Ts'ozi Bi'Olta' (Crownpoint)	4.0	4.0	4.0	4.0	4.0
To' Hajiilee-He (Canoncito)	4.0	4.0	4.0	4.0	4.0
Tse'ii'ahi	3,4	3.8	3.5	3.8	4.0
Wingate	4.0	4.0	3.8	3.8	3.8

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Mathematics Standards[95]

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Overall	3.6	3.7	3.3	3.6
Alamo	3.3	3.0	3.3	3.3
American Horse	3.8	3.5	3.5	3.3
Aneth	3.9	3.8	3.2	4.0
Atsa Biyaazh (Shiprock)	3.3	2.8	2.2	3.2
Baca	3.8	3.7	3.3	3.7
Beclabito	4.0	4.0	3.3	4.0
Blackwater	3.8	4.0	3.3	3.8
Bread Springs	3.8	3.8	3.2	4.0
Casa Blanca	4.0	4.0	4.0	3.7
Chi Chi'l Tah-Jones Ranch	3.6	3.8	3.0	3.7
Chief Leschi	Not Available	Not Available	Not Available	Not Available
Dunseith	4.0	4.0	4.0	4.0
Dzilth-Na-O-Dith-Hle	4.0	4.0	4.0	4.0
Enemy Swim	3.9	4.0	4.0	4.0
Fond du Lac	Not Available	Not Available	Not Available	Not Available
Gila Crossing	3.1	3.2	3.2	3.2
Greasewood Springs	3.1	3.0	2.3	3.5
Hannahville	3.9	4.0	3.8	3.8
John F Kennedy	3.3	3.7	2.7	3.8
Kayenta	2.6	3.0	2.5	2.3
Kin Dah Lichi'i Olta'	3.8	4.0	3.2	3.3
Lac Courte Oreilles	3.8	3.7	3.5	3.8
Leupp	3.8	4.0	3.3	4.0
Little Singer	Not Available	Not Available	Not Available	Not Available
Little Wound	3.6	3.0	2.7	3.3
Many Farms (Chinle)	Not Available	Not Available	Not Available	Not Available
Mariano Lake	Not Available	4.0	3.3	4.0

[95] Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Na' Neelziin J'olta (Torreon)	2.0	2.3	1.7	3.0
Oneida	4.0	4.0	3.7	4.0
Pearl River	4.0	4.0	4.0	4.0
Pine Ridge	3.9	3.5	3.7	3.7
Pueblo Pintado	3.4	2.7	1.8	3.2
Ramah	4.0	4.0	3.2	4.0
Rough Rock	3.8	4.0	3.3	4.0
Salt River	3.8	3.8	3.7	4.0
St. Francis	4.0	4.0	4.0	2,8
Tate Topa	3.3	3.2	3.3	3.3
Theodore Jamerson	3.5	4.0	4.0	4.0
Tiis-Nazbas	3.1	3.2	3.2	3.0
T'iis Ts'ozi Bi'Olta' (Crownpoint)	4.0	4.0	4.0	4.0
To' Hajiilee-He (Canoncito)	4.0	4.0	4.0	4.0
Tse'ii'ahi	3.8	4.0	3.8	3.8
Wingate	3.6	4.0	4.0	3.8