BIE FAMILY AND CHILD EDUCATION PROGRAM

2018 Report

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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), 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 63 BIE-funded schools for periods ranging from 1 to 28 years (for a list of the PY18 schools and former FACE schools and their locations, see Appendix A). In Program Year 2018 (PY18—including the period from July 1, 2017 to June 30, 2018), marking the 28nd year of FACE implementation, FACE services were provided at 46 schools to 2,050 adults and 2,124 children from 1,811 families. No new schools were added in PY14 to PY16, but in PY17, FACE was discontinued at one school and implemented newly at two schools; in PY18, FACE was implemented newly at one school and was re-granted

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[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. (2017). *Family and Child Education (FACE) Guidelines* (p. 1). Washington, DC: Author.

[3] Ibid, p. 2.

at one school where FACE had been discontinued. The 46 programs are predominantly located on reservations in Arizona and New Mexico, where two-thirds of the FACE sites (31 programs) are located. The remaining one-third of the 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 with children who participate in early childhood education (FACE preschool) and adults who participate in adult education and/or parent engagement 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. FACE services, typically, are offered four days a week with one day a week designated for team and individual planning and for record keeping; if necessary, staff members also provide make-up services during the team planning day.

All FACE programs received a current copy of the *Family and Child Education Guidelines*, which pertains to all aspects of the FACE implementation. FACE Assurances are requirements for implementation when the school is granted a FACE program.

Home-based Services

PAT provides the training and technical assistance for home-based services, which are primarily delivered by parent educators to families with children prenatal to 3 years of age. However, some families with children 3 years of age to kindergarten also receive home-based services. Services are provided in the home, school, and community. The primary goal for home-based parent educators is to provide the "information, support, and encouragement parents need to help their children develop optimally during critical early years of life."[4] 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–3 Years 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-

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

centered parenting, parent-child interaction, and family well-being. The blend of personal visit 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 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 are integrated into personal visits, screenings, and FACE Family Circles, and integration 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

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.*[5]

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.

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 participate in 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.

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.

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, workforce development and college programs to provide seamless services as adults reach their academic and career goals.

Early Childhood Education is provided for children through the implementation of the NCFL *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children*

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[5] 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.

that emphasizes literacy and active involvement of children in their learning. The BIE Early Learning Guidelines and Preschool Standards for Math and Language/Literacy[6] are implemented to facilitate a smooth transition for children from FACE preschool to kindergarten. The preschool standards describe the range of knowledge, skills, attitudes, and behaviors that children are generally expected to develop by the end of preschool.

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.

The *Dialogic Reading* process is used by center-based staff to increase the vocabulary and language comprehension of young children.[7] The 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 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.

The FACE program uses NCFL's *Family Service Learning* model for supporting parent engagement where intergenerational activities improve the school community or solve a problem and participants' learning and skills are enhanced. FACE families identify an issue and then follow the six-step model, guided by FACE staff: investigation, planning and preparation, action, reflection, demonstration of results and celebration, and sustainability.[8]

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.

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[6] 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.

[7] 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.

[8] National Center for Families Learning. (2015). Family service learning quick information sheet. pp. 1-2.

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 PY18, professional development was offered through a variety of techniques. PAT and NCFL conducted one day of on-site technical assistance for almost all programs and two or three days of on-site technical assistance for programs with significant needs. Additional support was provided through teleconferences, web-based seminars and courses, email, and telephone calls. PAT and NCFL also provided implementation and/or follow-up training for new staff members and training for those who were identified with program implementation 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 offers opportunities that are routinely assessed by participants; participant feedback is used to help technical assistance providers meet the needs of FACE 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. While implementation continues to be addressed, the evaluation expanded to focus on program outcomes over time.

BIE ADMINISTRATION AND ACCOUNTABILITY

In addition to overseeing contracted services for operation and evaluation of the FACE program, the BIE FACE director provides administrative guidance and assistance to FACE programs in the aggregate as well as to individual sites. Utilizing procedures outlined by the BIE for determining program implementation status, program status levels were developed to hold FACE programs accountable for continuous program improvement and high-quality implementation: High Performance, Satisfactory Performance, Concern Status, and Probation. Characteristics of each status are outlined in detail in the FACE Guidelines and encompass the program's status in terms of compliance with FACE Assurances, administrative support, use of FACE Program Implementation Standards and Action Plans, full staffing, quality of data collection and reporting efforts, utilization of approved curricula, meeting enrollment requirements for home-based and center-based services, participation in continuous professional development, and responsiveness to technical assistance reports for improvement. Two years of program designation on Concern Status automatically results in Probation Status. Two years of Probation Status results in loss of program funding.

The BIE FACE director convenes an annual year-end meeting of PAT and NCFL technical assistance staff who have provided assistance to each FACE program throughout the year. Technical assistance providers use a comprehensive assessment specific to each program component to identify strengths and needs of each program and to rate the program on their degree of implementation. These ratings are mutually discussed with the BIE Director, technical assistance providers from PAT and NCFL, and program evaluators. A mutually agreed-upon status is determined and communicated to each program by the BIE Director, providing both quantitative and qualitative justifications for the determination. Plans for the use of technical assistance options, particularly the use of site visits, are made for the subsequent year. These may include the provision of a single or multiple site visits, the need for the site visit to be conducted simultaneously by the technical assistance team of home-based and center-based providers, and the need for the BIE Director to complete the team, especially when program needs require intervention and guidance that exceeds the contractual responsibilities of contractors.

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. FACE programs report their challenges and needs. Lastly, recommendations for future evaluations are offered by the evaluator.

STUDY DESIGN

The PY18 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 PY18. 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 PY18 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 PY18 adults and children were obtained from rosters provided by the 46 programs. Data were provided for 2,050 adults and 2,124 children (from birth to age 5). FACE services were also received by 39 prenatal children and 75 children in grades K-3 who participated in PACT Time with their FACE parents, but who are not included in most analyses.

2. Enrollment forms were obtained from all 46 programs. Participant characteristics were obtained for 1,971 adults and 2,054 children (not including prenatal and K-3 children), for response rates of 96% of adults and 97% of children.

3. All 46 programs completed a team questionnaire that provides staff and program implementation data for a 100% response rate.

4. Early childhood teachers and/or co-teachers from 45 programs completed a self-assessment of their implementation of the *Early Childhood Language and Literacy and Mathematics Standards* for a 98% response rate.

OUTCOMES STUDY DATA COLLECTION

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

Outcomes for Adults

1. Sixty-nine percent of PY18 adults from all 46 programs (1,422 adults—including 73% of center-based adults and 69% of home-based adults) completed an exit/end-of-year survey providing information about the impacts of FACE on adults and their children.

2. Documentation on the achievements of 1,807 adults (comprising 88% of PY18 adults) were provided by all 46 programs. Information was provided for 89% of the center-based adults and 88% of home-based adults. 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. Of the 596 adults in 36 programs who participated in FACE center-based adult education in PY18, 60% were assessed in reading and/or mathematics with either the *Comprehensive Adult Student Assessment System* (CASAS) or the *Test of Adult Basic Education* (TABE). Thirty-four FACE programs reported that 355 adults were assessed with CASAS and six programs assessed 23 adults with the TABE.

4. FACE staff team questionnaires were completed by all FACE programs (for a 100% 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, including the *Ages and Stages Questionnaires, Third Edition* (ASQ-3), and the Screening Summary form. Ninety-three percent of all PY18 FACE children were screened (1,979 children). Screening services were provided to 1,362 home-based children and 620 center-based children, (93% and 94%, respectively).

2. *Ages and Stages Questionnaires: Social-Emotional – Second Edition* (ASQ:SE-2) 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 PY18, 1,205 children at 44 FACE programs were assessed with the ASQ2:SE for a response rate of 57%. Seventy-six percent of home-based children had ASQ2:SE assessments. A few center-based children (13%) 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 44 sites for 84% of the FACE preschool children. Two 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 *Child Health Record* completed at all programs by parents of 78% of FACE children (1,609 children). These forms were completed for 80% of home-based children and 67% of center-based children.

5. The *Expressive One-Word Picture Vocabulary Test* (EOWPVT), an instrument that measures expressive vocabulary development, was used to assess FACE preschoolers. The 576 preschoolers who were assessed at least once with the EOWPVT comprise 87% of all FACE preschoolers in PY18 at all 46 sites. Of those assessed, 78% had both pre- and post-scores.

6. Sixty-nine percent of PY18 adults from all 46 programs (1,422 adults—including 73% of center-based adults and 69% of home-based adults) completed an exit/end-of-year survey, providing information about the impacts of FACE on their child(ren).

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[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, implementation of early childhood standards, the use of planning time at FACE programs, family transition plans, and technical assistance received.

PARTICIPANT INFORMATION

During the 28-year history of FACE, the program has served 50,690 participants. The unduplicated number of adults and children served by FACE includes 23,477 adults and 27,213 children from approximately 20,500 American Indian families (see Table 1).[10]

Table 1. Total Number of Participants Served by FACE During Program Years 1991-2018

All participants	Adults	Children
50,690	23,477	27,213

Over time, FACE has been implemented at 63 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, and served 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 the number of participants. The program gradually expanded to a high of 5,234 participants in 45 programs in PY10, but decreased somewhat over the next seven years. In PY18, participants include 2,050 adults and 2,124 children from 1,811 families.

The number of participants served at individual FACE sites in PY18 ranged from 12 participants reported by a program (Kindahlichii) which returned to FACE after a year's absence, to 173 participants in a 27-year-old FACE program (Little Singer). On average, FACE programs served 93 participants. (See Appendix B for annual participation and Appendix C for the number of participants at individual FACE sites during PY18.)

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[10] Some individuals (285) participated as both adults and children.

**Figure 1. Number of Adults and Children Who Participated in FACE
In Program Years 1991-2018**
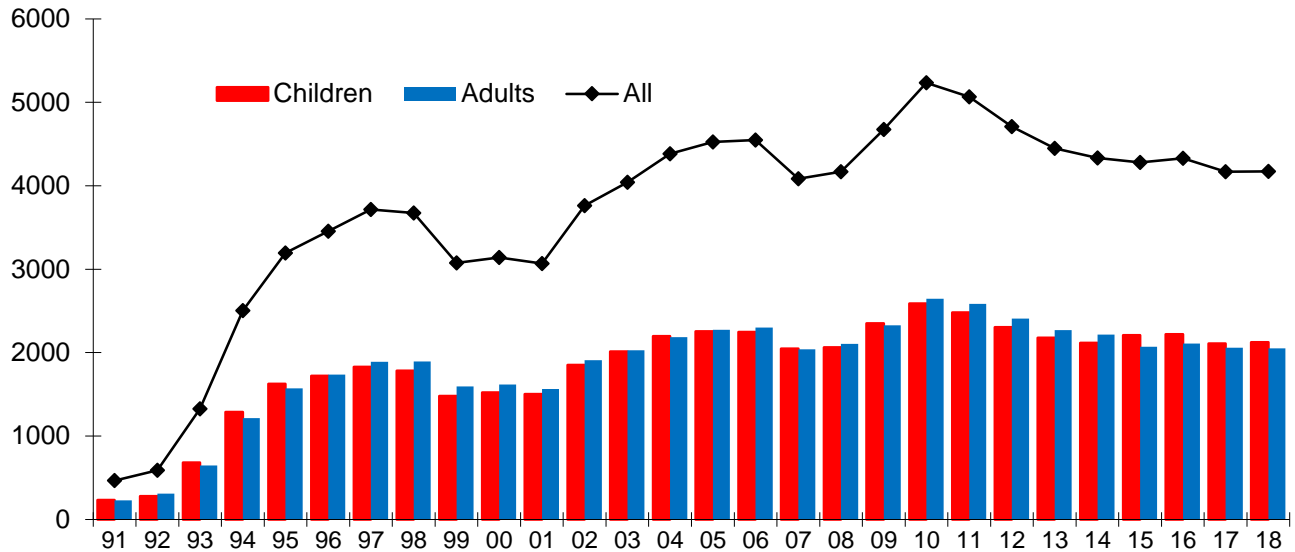
The average number of adults and children participating at individual programs peaked when the number of FACE programs doubled in the mid-90s (see Figure 2). Lower averages after PY11 reflect program improvement strategies that focused on increasing the intensity of services to participating families and terminating families with low participation. The lower averages in PY15-PY18 are likely due to the new guidelines for center-based participation. In PY18, average participants decreased slightly from 47 adults in PY17 to 45 adults in PY18 and from 48 PY17 children to 46 in PY18.

**Figure 2. Average Number of FACE Children and Adults Per Site
During Program Years 1991-2018**
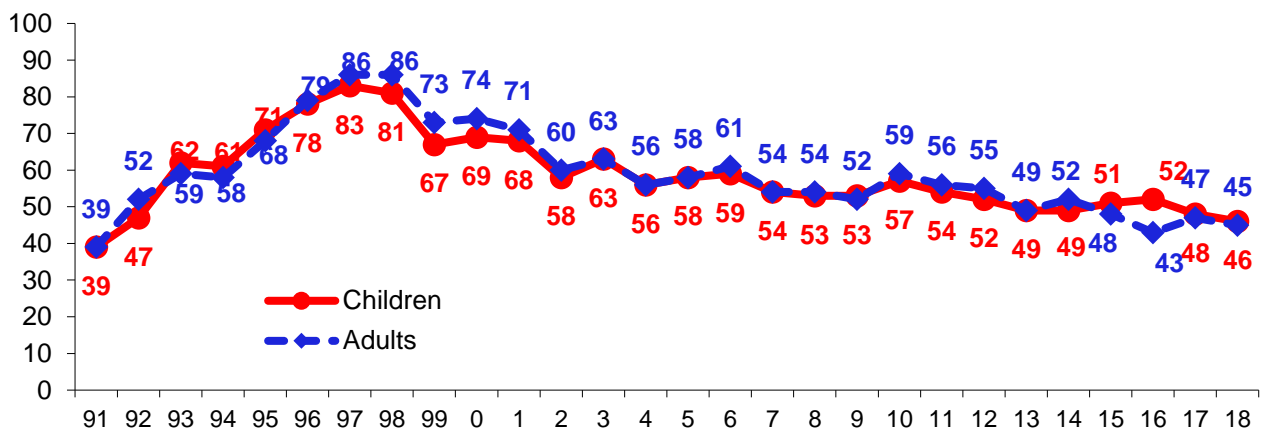
Length of Participation

Over the 28 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, respectively. 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 PY18 participants, approximately half had received FACE services in prior years.

Figure 3. Percentage Distribution of the Number of Years That Adults and Children Received FACE Services During the 28 Years of FACE Implementation (N=50,690)
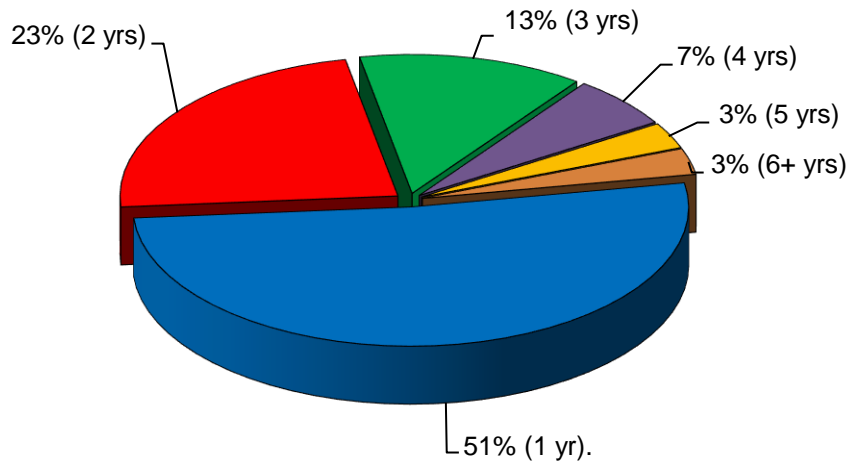
Services Received

Since the inception of FACE, 19% of the 50,690 adults and children participated in the full FACE model–receiving both home- and center-based services (21% of adults and 17% of children). See Table 2. Fifty-nine percent of adults and 61% of children participated in only home-based services; 20% of adults and 21% of children received only center-based services.

Table 2. Percentage (and Number) 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	Total
Adults	20 (4,799)	59 (13,766)	21 (4,912)	(23,477)
Children	21 (5,791)	61 (16,713)	17 (4,709)	(27,213)
All participants	21 (10,590)	60 (30,479)	19 (9,621)	(50,690)

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[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 (21,422), 22% transitioned into center-based services (see Figure 4). Of FACE children who ever received center-based services (10,500), 45% 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
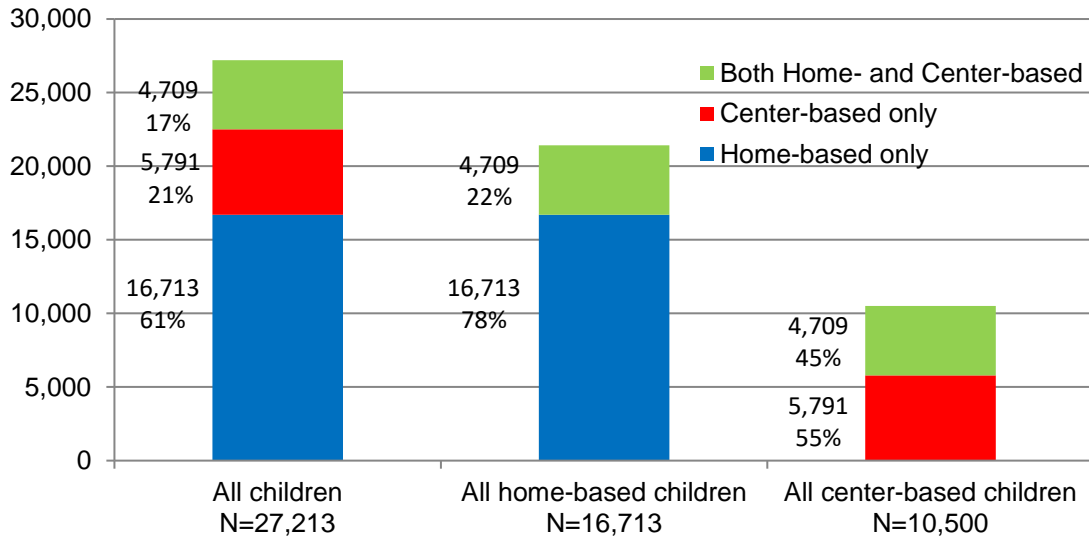
During the PY18 program year, two-thirds of participants received home-based-only services, 29% participated in center-based-only services, and 5% participated in both home- and center-based services (see Table 3). Of PY18 center-based children, more than half (52%) had also participated in home-based services sometime during their FACE services.

Table 3. Number and Percentage of Participants by FACE Services Received During PY18

	Center-based only		Home-based only		Both Center- & Home-based		All Services
	#	%	#	%	#	%	(N)
Adults	585	28	1,289	63	159	9	2,050
Children	613	29	1,459	69	45	2	2,124
All Participants	1,198	29	2,748	66	228	5	4,174

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 2,976 (1,511 children and 1,465 adults) in PY18 at 46 sites.

**Figure 5. Number of Home-based Adults and Children Who Participated in FACE
in Program Years 1991-2018**
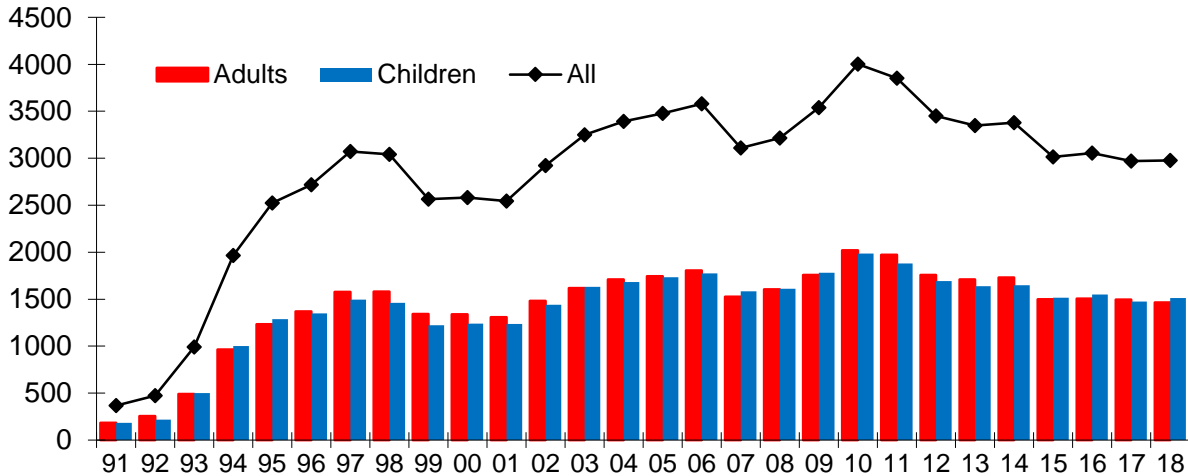
Since PY02, the average numbers of home-based adults and children varied within the range of 40-50 per site; however, in PY18, averages of 32 adults and 33 children each received home-based services (see Figure 6). Decreases in the average number of home-based participants at sites is due to a combination 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. During PY18, the home-based program was not fully staffed at almost 30% of the FACE sites, similar to the previous year.

**Figure 6. Average Number of Home-based Adults and Children Per Site
for Program Years 1991-2018**
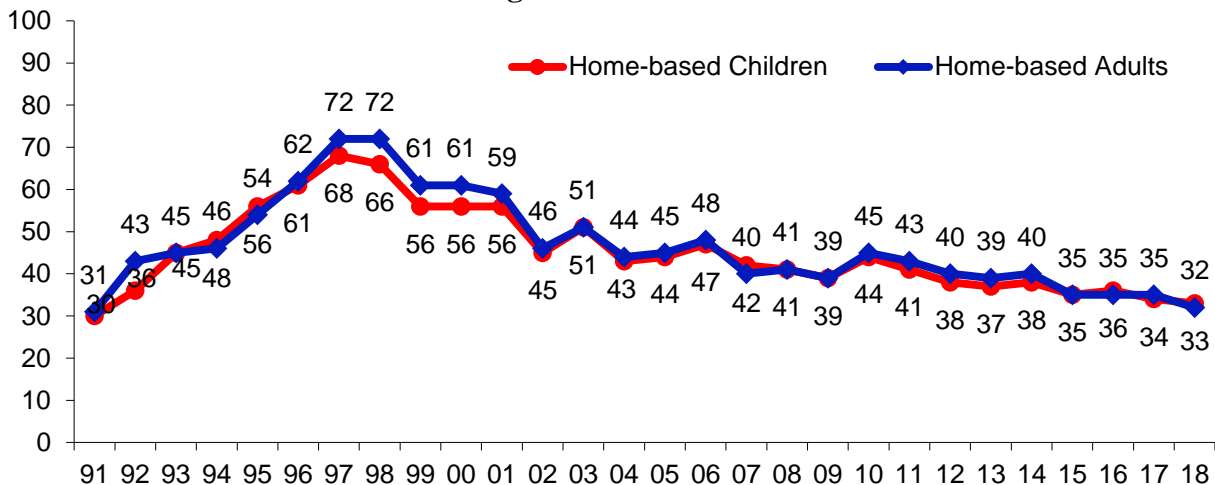
In PY91, 99 participants (53 children and 46 adults) received center-based services at 6 sites (see Figure 7). This increased to a high of 1,450 participants (665 children and 785 adults) in PY12 at 44 sites. The number of center-based adults participating each year has been generally slightly

more than the number of children. In PY18, 761 adults and 665 children participated, for a total of 1,426 center-based participants.

Figure 7. Number of Center-based Adults and Children Who Participated in FACE in Program Years 1991-2018
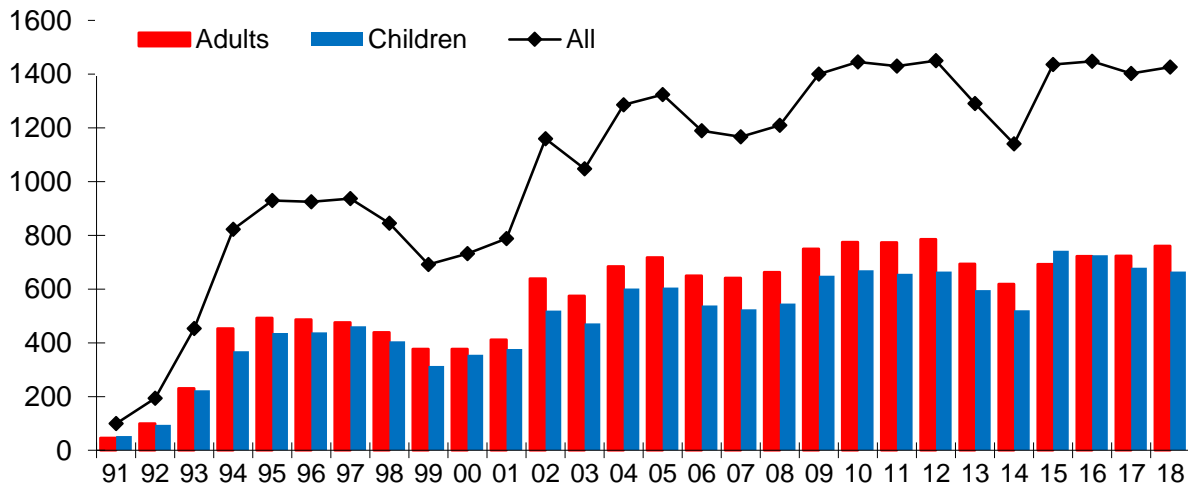
The average number of center-based adults and children has remained relatively stable over time. In PY18, FACE programs served an average 17 adults and 15 children (see Figure 8). Factors that affect the number of adults and children who can participate include restrictions on the number of children per teacher; facility and space limitations due to the requirement of 60 square feet per child; an increased focus on maintaining consistent attendance; some adults' inability 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.

Figure 8. Average Number of Center-based Adults and Children per Site for Program Years 1991-2018
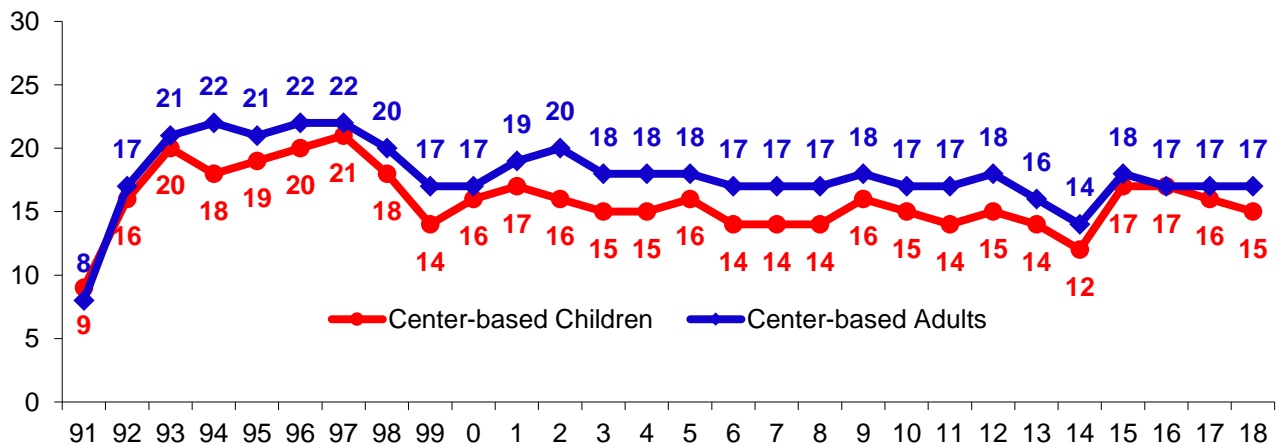
Reasons for Enrolling in FACE in PY18

Adults reported their reasons for enrolling in FACE in PY18. Some of the reasons were to improve life for their children and family and some were for their own self-improvement. The primary reason for enrolling continued to be to prepare their child for school. Regardless of in which FACE component they participated, almost 85% of adults enrolled to prepare their child for school (see Table 4). Parents who participated in both home- and center-based components reported two-thirds of all reasons with slightly higher frequencies than for home-based-only and center-based-only parents.

In terms of their parenting role, approximately two-thirds of parents enrolled in the FACE program to help their child learn to socialize with others. Better understanding of child development was a goal for almost two-thirds of parents. Home-based-only parents (72%) and parents participating in both components (69%) were more likely to report this goal than were center-based-only parents (52%). Improving parenting skills was a goal for 65% of parents; 72% of parents participating in both components and 69% of home-based-only parents reported this goal, as did 56% of center-based-only parents. Slightly more than 55% of parents enrolled in the FACE program to be more involved in their child's school. Center-based-only parents (62%) and parents participating in both home- and center-based services (60%) were more likely than home-based-only parents (53%) to report this reason. Approximately one-half of parents enrolled to improve their family's well-being. One-third of parents enrolled in FACE to help them identify and access resources. Parents who were receiving both home-based and center-based services were most likely to enroll for these reasons (56% and 39%, respectively).

In terms of their own self-improvement, slightly more than 40% of adults enrolled in FACE to improve their American Indian language skills and cultural knowledge. Approximately one-fourth enrolled to improve their employability skills, to gain academic skills and to make friends. Slightly more than 20% enrolled for help to obtain a job, earn a GED/diploma and improve reading skills. Approximately 15% enrolled to obtain help with coursework. As expected, parents who enrolled in center-based services were somewhat more likely to enroll for self-improvement goals than were home-based-only parents.

Table 4. Percentage and Number of Adults Reporting Reasons for Enrolling in FACE by Services Received in PY18

Reasons	All (N=1,983) %	All (N=1,983) #	Home-based Only (N=1,238) %	Home-based Only (N=1,238) #	Center-based Only (N=571) %	Center-based Only (N=571) #	Both Home- and Center-based (N=174) %	Both Home- and Center-based (N=174) #
Reasons as Parent								
Prepare child for school	83	1,641	83	1,024	83	472	83	145
Help child get along	66	1,316	65	806	68	390	69	120
Understand child development	66	1,310	72	893	52	297	69	120
Improve parenting skills	65	1,298	69	854	56	318	72	126
Be more involved in child's school	56	1,120	53	659	62	356	60	105
Improve family's well-being	51	1,018	52	648	48	272	56	98
Help identify and access resources	33	647	32	398	32	182	39	67
Reasons as Individual								
Improve Native American language skills and cultural knowledge	41	813	39	478	45	259	44	76
Improve employability skills	26	516	23	288	30	171	33	57
Improve academic skills	25	503	21	259	33	187	33	57
Make friends	25	491	24	293	26	148	29	50
Help get a job	22	445	19	239	26	146	34	60
Help obtain GED/diploma	21	425	19	234	25	140	29	51
Improve reading skills	21	407	18	217	24	139	29	51
Help with coursework	16	315	13	158	20	117	23	40

Characteristics of FACE Children

Some of the characteristics of children who participated in FACE in PY18 are described below.

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. One-half of all PY18 FACE children and almost 70% of home-based children were 3 years or younger at the end of the program year (see Figure 9).

Approximately two-thirds of center-based children were 3 or 4, and slightly more than one-fourth were 5 or older.

Figure 9. Percentage Distribution of PY18 FACE Children by Age (in Years) at End of the Program Year and by Services Received in PY18[12] (N=2,124)
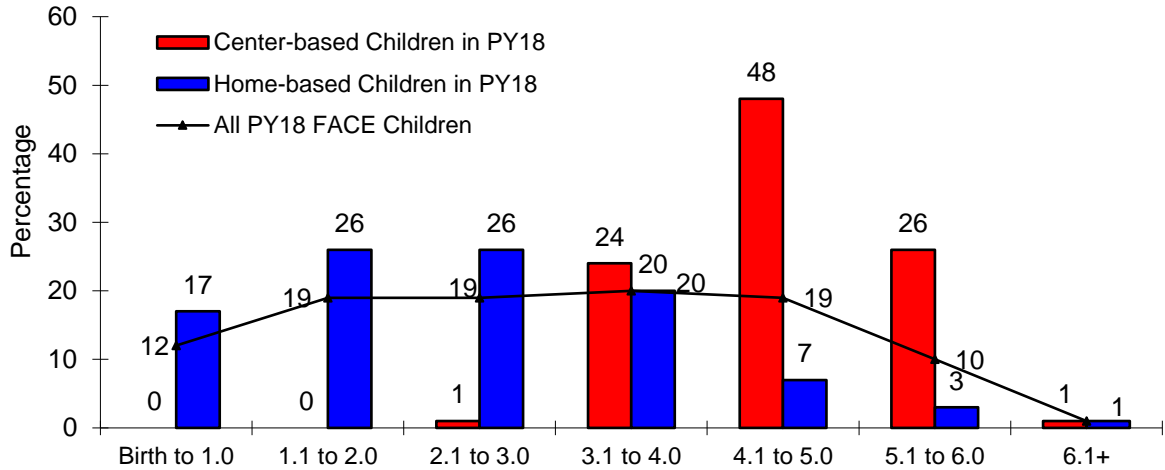
For purposes of future longitudinal studies, the age distribution of 26,858 current and former child participants (with documented birthdates) is presented in Figure 10. At the end of the PY18 school year, 60% were school-aged (i.e., from 5 to 18 years). Twelve percent were under the age of 5 and 28% were over 18 years of age. The oldest former FACE child participants are now about 32 years of age.

Figure 10. Percentage Distribution (and Number) of Children Who Ever Participated in FACE by Age on May, 2018 (N=26,858)[13]

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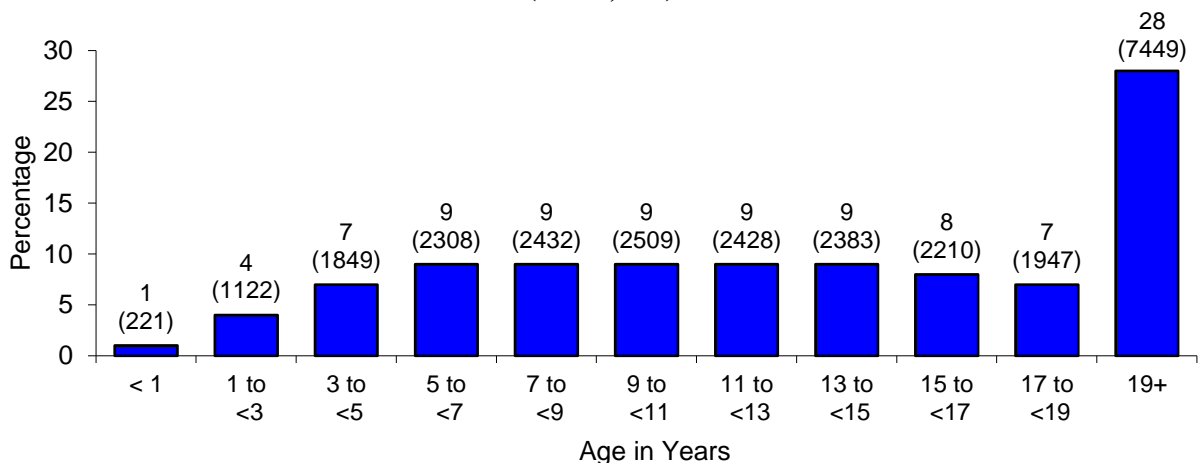
[12] This chart includes only children who received home-based services or who participated in FACE preschool in PY18. K-3 children who only participated in PACT time are not included.

[13] Birth dates are missing for 355 FACE or former FACE children.

Of the school-aged children who had participated in FACE, 59% had participated in home-based services only, 23% received only center-based services, and 18% had participated in the full FACE model (receiving both home- and center-based services).

Children with Special Needs

In PY18, 30 programs reported that they served from 1-15 children, for a total of 97 children with identified special needs under the Individuals with Disabilities Educational Improvement Act. Five percent of all PY18 FACE children had either an IEP or an IFSP, similar to the previous six years when 5-6% of children had either an IEP or an IFSP. Of these 97 children, 58% received home-based services, 39% received center-based services and 3% received both services. Of the PY18 children receiving each type of service, 5% of children who received home-based-only services were identified with special needs, as well as 7% of children who received center-based-only services, and 6% of children who received both services.

Other Characteristics of PY18 Children

Additional characteristics of participating FACE children include the following:

- Among PY18 children, 48% are male and 52% are female.

- Almost half of FACE children (49%) reside with both parents. One-fourth live with only their mother, 3% live with only their father, and 23% live in homes without either parent. Most of the children who live without a parent reside with other relatives.

- For 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 12th grade education, similar to the previous year. At the time of FACE enrollment, the mothers of 11% of the children were enrolled in a school.

- Three-fourths of the children participate with their mothers in the FACE program.

- For children who live with their father, 78% have fathers who completed at least the equivalent of a high school diploma, similar to the previous year; 22% have fathers with less than a 12th grade education. At the time of FACE enrollment, the fathers of 6% of the children were enrolled in a school.

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

- Sixty-five percent of FACE children live in households that receive public assistance, a yearly increase for three consecutive years (59% in PY17 and 49% in PY16). Of the households receiving public assistance, 84% receive SNAP Food Stamps benefits, 12% are enrolled in the Temporary Assistance for Needy Families (TANF) program and 16% receive other forms of assistance benefits. Other assistance includes Women, Infants and Children

nutritional program (WIC), Medicaid, Commodities program, Supplemental Security Income (SSI); Per Capita program; and other tribal, state, or federal program assistance.

♦ Thirty-six percent of FACE children have mothers who are employed, similar to 39% in PY17 and 35% of children in PY16. Thirty-four percent have fathers who are employed, similar to the percentage in PY15-PY17 but fewer than prior years when approximately 45% of fathers were employed.

♦ Almost all FACE children (98%) reside in homes where English is spoken, and almost half of the children (48%) reside in homes where their American Indian (AI) language is spoken. Four percent of children reside in homes where a non-English language that is not their AI language is spoken (most often the Spanish language). Dual languages are spoken in the homes of approximately one-half of the children.

♦ English is the primary language in the homes of most FACE children (78%), their AI language is the primary language in 4% of the homes where the FACE children reside, and both the AI language and English are considered primary in 16% of the homes. A language other than English or the AI language is reported to be a primary language spoken in the homes of 2% of the children.

Characteristics of FACE Adults

Three-fourths of the FACE adults participated with one child; 24% participated with two or more children. The remaining adults were home-based with prenatal children. Among adults who participated with children in PY18, 85% are parents of the child(ren) with whom they participated. Seventy-one percent are mothers; 14% are fathers; and 9% are grandparents. The remaining 6% are other relatives, caretakers, guardians, or friends.

Education of Adults

In PY18, 23% of the adults had less than a high school education at the time of enrollment in FACE (see Figure 11), similar to PY15-PY17. Adults with less than a high school education is the group of adults for which center-based adult education was originally designed. Adults who had completed less than a 12th grade education comprised 21% who participated of center-based-only adults, 23% of adults who participated in home-based-only services, and 25% of adults who participated in both center- and home-based services. At PY18 enrollment, 41% of all adults had received either a high school diploma or a GED certificate, similar to prior years. Thirty-six percent of all adults had attended some form of post-secondary education and 11% had completed a degree.

Figure 11. Percentage Distribution of Adults by the Highest Level of Education Completed at the Time of FACE Enrollment and by FACE Services Received in PY18
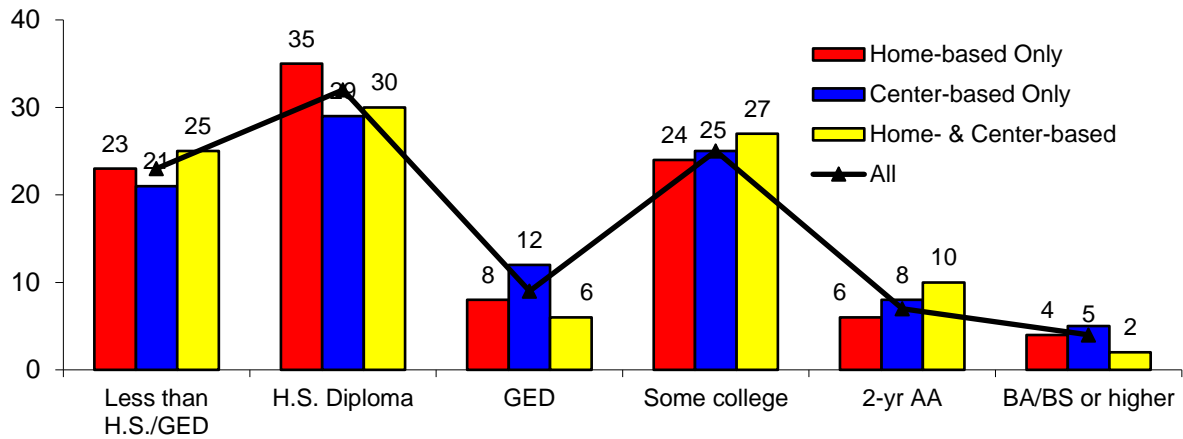
Age of Adults

The average age of PY18 FACE adults at program entry is 31 and ranges from 15 to 77 years of age. Four percent of adults are under the age of 20, 47% are in the 20-29 age range, and 49% are 30 and older (see Figure 12). On average, center-based-only adults are somewhat older (32 years of age) than are home-based-only adults (30 years of age). Forty-one percent of center-based-only adults, 53% of home-based-only adults, and 66% of adults who participate in both center- and home-based services are less than 30 years of age.

Figure 12. Percentage Distribution of Adults by Age and by Type of FACE Services Received in PY18
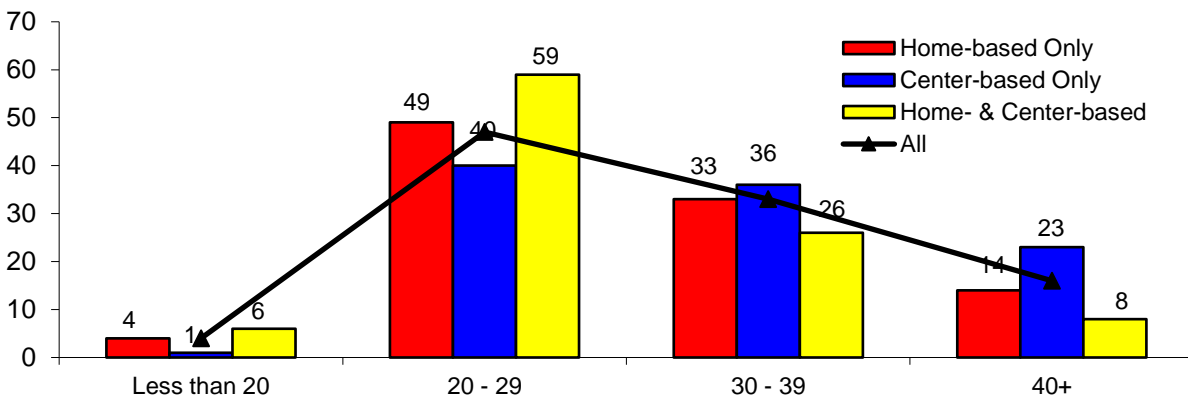
Gender of Adults

Among all adults who participated anytime during the 28 years of FACE, 25% are male. Of PY18 adults, 19% are male (see Figure 13). In PY18, 18% of center-based adults and 19% of home-based adults were males. 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 13. Percentage of Adult Participants Who Are Male
by Type of FACE Services Received in Program Years 1991-2018**
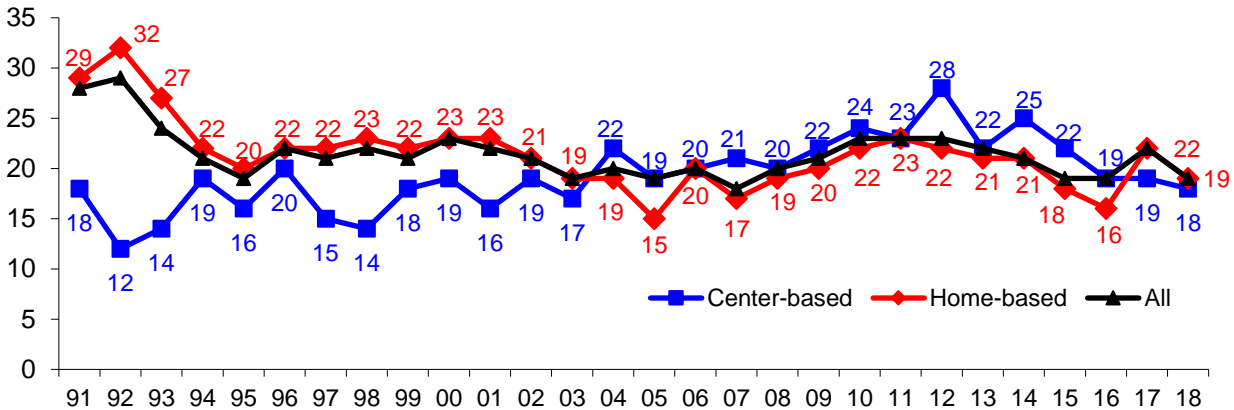
Adult Employment

Thirty-four percent of PY18 adults were employed (compared with 38% in PY17) at program entry, and 66% were unemployed. The unemployment rates for home-based adults and center-based adults are similar, with 66% of home-based adults and 65% of center-based adults unemployed in PY18. Participants who were employed averaged almost 36 hours of work each week, similar to the average in recent years. Employed females averaged 35 hours per week; males worked an average 38 hours.

Fifty-nine percent of PY18 adults received some form of financial assistance from a federal, state, or tribal agency, higher by 8 percentage points compared with PY17 and by approximately 20 percentage points compared with PY15-PY16 when 39%-40% of adults received financial assistance. Of the adults who received financial assistance, 85% reported they received SNAP Food Stamps, 14% were in the TANF program and 17% reported that they received some other support.

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. At the end of PY18, 80% of programs reported five or six staff members. Twenty percent of programs reported four or fewer staff members. Information was provided for 229 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[14] 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 PY18, all but two early childhood teachers and all but one adult education instructor had at least a Bachelor's degree. For the preschool teachers without a Bachelor's degree, both had an Associate's degree in Early Childhood Education; the adult education instructor without a Bachelor's degree had a high school education (see Table 5). Seventy-six percent of early childhood teachers and 49% of adult education instructors also had earned certification in their areas.

Table 5. Percentage of PY18 FACE Staff Members with Highest Level of Education and Percentage Earning Certification Anytime[15]

Staff Highest Level of Education	Coord-inator (N=46)	Adult Education Instructor (N=43)	Early Childhood Teacher (N=42)	Early Childhood Co-Teacher (N=44)	Parent Educator (N=82)	All FACE Staff Members (Unduplicated) (N=229)
PhD/ED	7	5	0	0	0	2
MA/MS	59	42	31	0	10	24
BA/BS	30	51	64	16	21	32
AA	2	0	5	61	56	32
HS Diploma/GED	0	2	0	16	12	8
Certification Earned:						
Early Childhood	28	9	76	27	26	31
Adult Education	24	49	2	0	0	10
Paraprofessional	7	5	7	27	17	13

Parent educators and early childhood co-teachers must have completed an AA degree, 60 hours of college credit, or state certification for paraprofessionals. Approximately 85% of both early childhood co-teachers and parent educators had earned at least an Associate's degree; the remaining staff members had earned a high school diploma or GED. Slightly more than one-fourth of early childhood co-teachers had earned certification in early childhood, and slightly more than one-fourth had earned paraprofessional certification. All home-based staff members are certified as parent educators by the Parents as Teachers National Center; slightly more than one-fourth also had earned certification in early childhood.

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

[15] 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.

FACE programs provided additional information about staff members in PY18 in terms of AI staff, staff tenure, and staff members who are formerly FACE participants (see Table 6).

Table 6. FACE Staff Characteristics by Role in PY18[16]

Characteristics of Staff Members	Coordi-nator (N=45)	Adult Education Instructor (N=43)	Early Childhood Teacher (N=42)	Early Childhood Co-Teacher (N=44)	Parent Educator (N=82)	All FACE Staff (Unduplicated) (N=229)
% American Indian	69	70	74	84	95	81
% New to FACE	13	26	29	25	26	26
Average years employed	9.0	6.8	6.4	7.1	8.1	7.3
% Former FACE participants	27	24	25	37	31	29

American Indian Staff Members and Tribal Language Literacy

Eighty-one percent of all PY18 FACE staff members are American Indian, similar to percentages in the prior three years. Although the overall percentage of American Indian staff remains relatively stable, the percentage by staff position varies, but generally has increased over time. The percentage of coordinators who are American Indian increased from 59% in PY01 to 69% in PY18 (but 10 percentage points lower than in PY17); the percentage of early childhood teachers who are American Indian increased from 60% in PY01 to 74% in PY18 and the percentage of adult education teachers increased from 47% to 70% (see Figure 14). For early childhood co-teachers, the percentage decreased from 89% in PY01 to 84% in PY18. Almost all parent educators are American Indian (95%), the most consistent percentage over time.

Fifty-six percent of FACE staff understand the tribal language *pretty well* or *very well* and 46% speak the tribal language this well. Thirty percent of FACE staff read the tribal language *pretty well* or *very well* and 24% write in the tribal language this well.

Only 15% of staff report that they do not at all speak or understand the tribal language at their FACE school. Approximately 30% do not read and 40% do not write the tribal language. Thirty percent of FACE staff do not understand the tribal language *very well* and 40% do not speak, read, or write the tribal language *very well*. The extent of FACE staff literacy in the tribal language did not significantly differ by staff role.

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[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. Data for % American Indian was available for 229 staff members, for % New to FACE 229 staff members, for average years employed for 223 staff members, and for % Former FACE participants for 215 staff members.

**Figure 14. Percentage of FACE Staff Members Who Are American Indian
by Staff Position in PY01 and PY18**
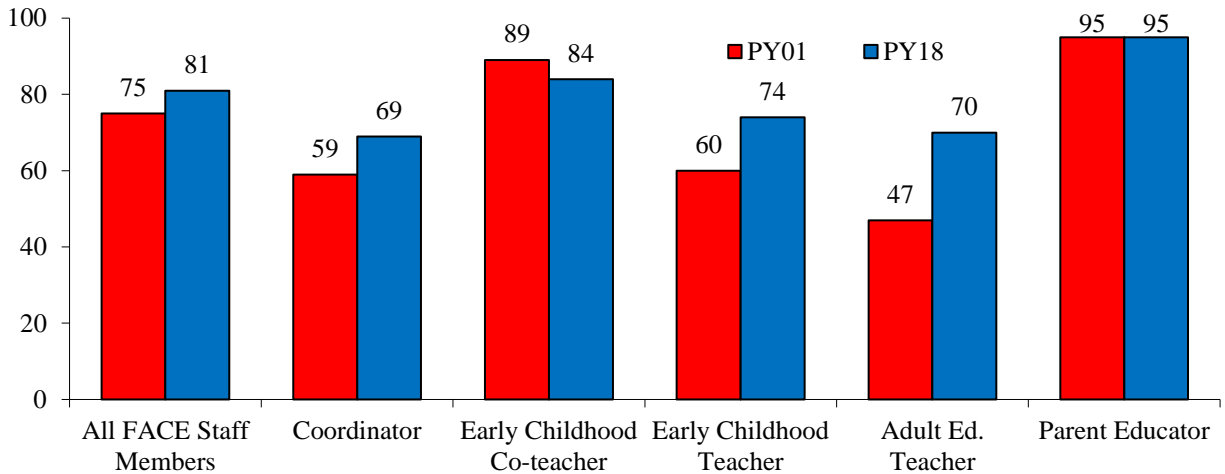
Staff Tenure

Staff members continue to demonstrate longevity in their FACE employment. By the end of PY18, staff members had worked in the FACE program an average 7.3 years, with periods of employment ranging from less than 1-28 years. Twenty-four percent of staff members were employed in the FACE program more than ten years, with 22 of these staff members employed 20 or more years (see Figure 15). Twenty-four percent of staff members were employed in the FACE program for one year or less; 18% of staff members were employed 1½-3 years, approximately 11% were employed 3½-5 years, and 22% were employed 5½-10 years.

**Figure 15. Percentage Distribution of Program Staff Members by the Number of Years of
Employment in FACE
(N=229)**
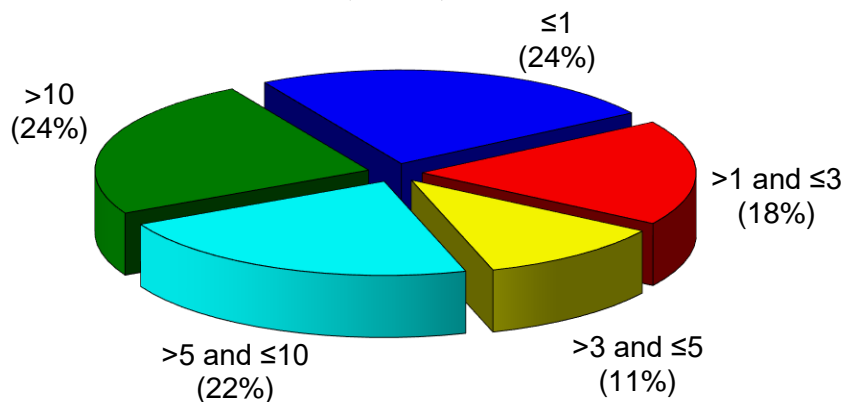
Coordinators have the greatest longevity in FACE with an average of 9.0 years. Parent educators are employed an average 8.1 years, while early childhood co-teachers average 7.1 years. The average length of employment for adult educators is 6.8 years; for early childhood teachers, it is 6.4 years.

Even with longevity among FACE staff members, each year positions at sites are not filled. When a position is not filled, implementation of the program suffers. Programs were asked if they had a FACE staff or administration vacancy during the year. Almost 55% of the programs (25 programs, four fewer than the previous year) reported that they had one or more staff vacancies during the year, ranging from one to three vacancies and totaling 35 staff positions across the FACE program. Three programs reported that the position of principal or assistant principal was vacant at their school; at one of these schools, the principal also serves as the FACE coordinator. The programs with vacancies were either not fully staffed at the beginning of the program year or lost staff members sometime during the year. Compared with PY17, fewer programs reported vacancies for FACE staff positions, declining by 1-9 percentage points. Twenty-two percent of FACE programs (10 programs) reported that the preschool experienced staff vacancies, a decrease of 14 percentage points compared with PY17; six preschools only needed an early childhood teacher and three only needed a co-teacher, but at one program both positions were vacant during the year (see Table 7). Fifteen percent of programs needed to employ an adult education teacher. Almost 30% of programs reported one or both parent educator position(s) vacant during the year. Only two programs lacked a coordinator during PY18.

The amount of time required to fill a vacancy was reported by staff position and ranged from an average 1.8 months to fill an early childhood teacher position to an average 5.2 months to hire an adult education teacher. [17]

Table 7. Number and Percentage of Programs Reporting Vacancies
Sometime During PY18 and Average Number of Months Vacant by Staff Positions
N=46

	%	#	Average # of Months Vacant
Coordinator	4	2	2.0
Adult Education Teacher	15	7	5.2
Early Childhood Teacher	15	7	1.8
Early Childhood Co-Teacher	9	4	3.7
Parent Educator	28	13	3.7

Staff Members Who Were Formerly FACE Participants

From PY03 to PY07, approximately one-fourth of staff members were former FACE participants (see Figure 16). Since PY08, approximately one-third of FACE staff members were FACE participants prior to their staff appointments, although decreasing to 29% in PY18. In PY18, 37% of early childhood co-teachers, 31% percent of parent educators, 27% of coordinators, 25% of early childhood teachers, and 24% of adult education instructors are former FACE participants.

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[17] The average # of months vacant are based on data for the following number of positions: coordinator, one position; adult education teacher, five positions; early childhood teacher, four positions; early childhood co-teacher, three positions; and parent educator, ten positions.

Figure 16. Percentage of FACE Staff Members Who Were Former FACE Participants for Program Years 2003-2018
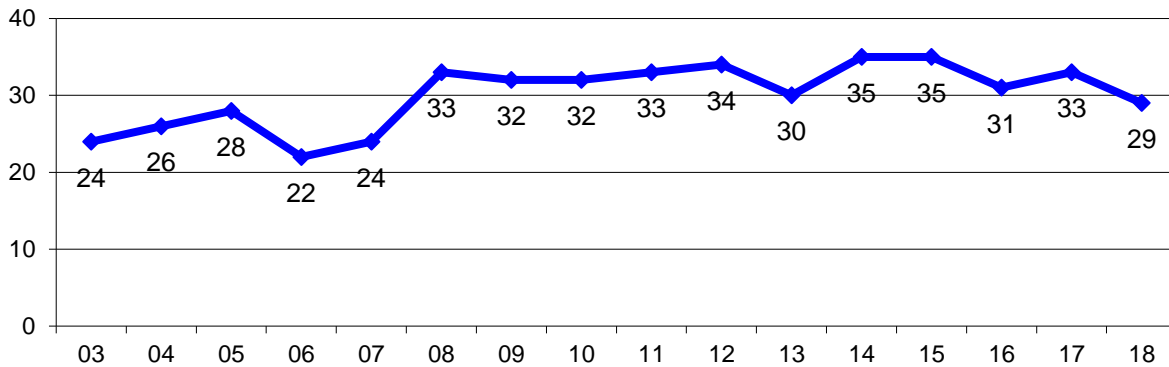
INTENSITY OF FACE SERVICES

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 are provided to families varies among programs. Services delivery began at 13% of the sites on July 31, and 37% of programs began delivery of services in early to mid-August. Seventeen percent began during the last half of August, and 26% begin during the first or second week of September, while one program began September 22, 2017. One of the new programs began mid-November and one began early-December. Ninety-six percent of programs concluded services sometime in May. One program provided services through June 1, and services at one program did not conclude until June 18 (see Appendix D for a list of beginning and ending service dates for programs).

On average, FACE provided services for almost nine months, similar to the previous year. The length of time during which FACE services were offered in PY18 ranges from 5.4 months (offered by one program) to 9.7 months (offered by one program). Eighty-three percent of PY18 programs offered services for nine months or longer, considerably more than the 59% who did so in PY17 (see Figure 17). The percentage of programs offering services for eight months decreased from the high of 36% in PY17 to 13% in PY18. Two new programs offered services for less than seven months. (See Appendix D for the number of center- and home-based service days offered by site and overall averages.)

Figure 17. Percentage Distribution of FACE Programs by Number of Months of Service Provided During Program Years 2015-2018
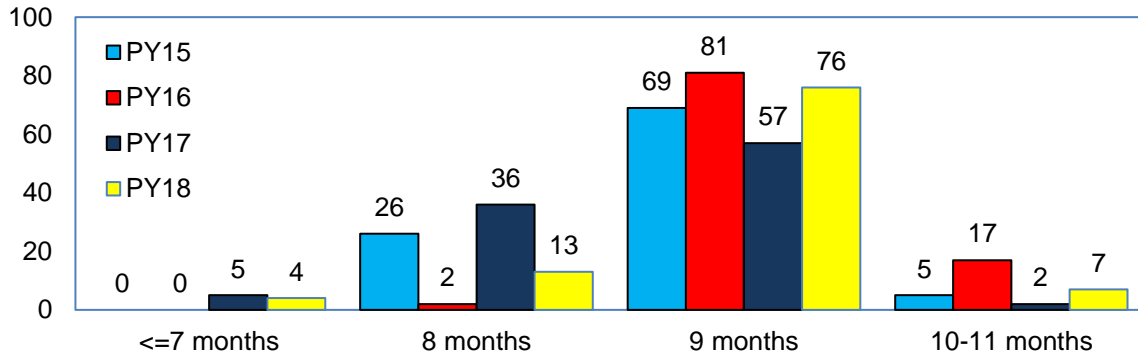
Home-based Services Offered

On average, FACE programs provided home-based services for 110 days in PY18, 15 fewer days than were offered in PY17; an average of approximately 125 days of service had been offered for three consecutive years prior to PY18.[18] In PY18, days offered at sites varied from 7-195 days. Almost 65% of the programs offered fewer than 120 days of service, a notable increase compared with almost 45% in PY17. Almost 30% of the programs offered from 120 to 139 days of service, an 11 percentage-point decrease compared with the previous year. Almost 10% of programs offered at least 140 days (approximately 16 days a month for nine months), a 9 percentage-point decrease. See Figure 18.

**Figure 18. Percentage Distribution of FACE Programs
by Days of Home-based Service That Were Offered During Program Years 2015-2018
(N=46)**

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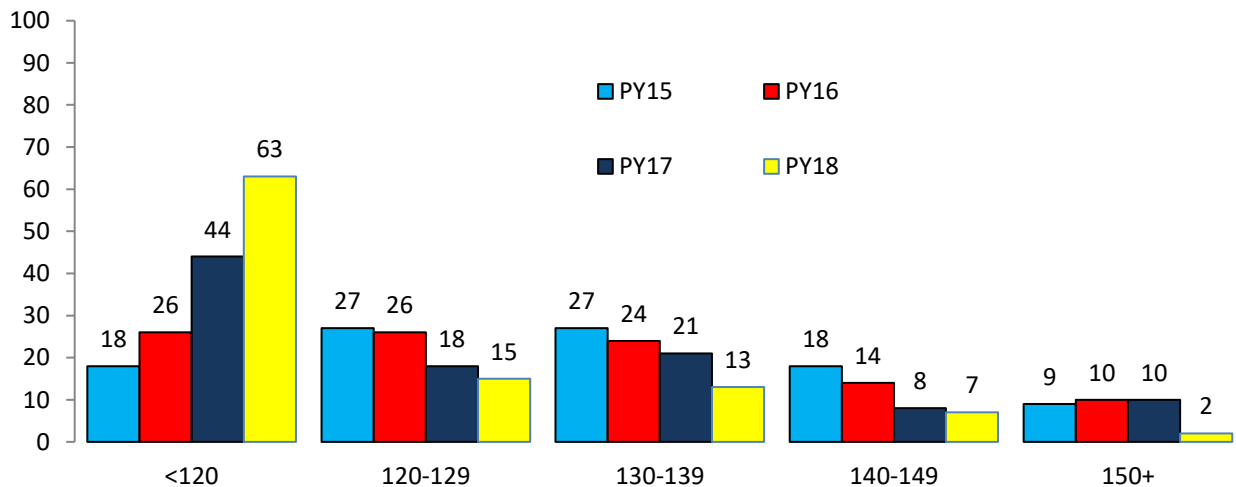
[18] "Number of days that home-based services were offered" is defined as the total number of days during the program year that at least one parent educator offered at least one personal visit. Programs provide this data.

29

The percentage of programs offering fewer than 120 days increased to 26% in PY16, 44% in PY17 and 63% in PY18. For three years, approximately one-fourth of programs offered 120-129 days of home-based service during the year; the percentage decreased in PY17 to 18% and in PY18 to 15%. Almost 30% of the programs offered 130-139 days of service in PY13, but the percentage decreased from this high to the low of 13% in PY18. The percentage of programs offering 140 or more days continued to decline from the PY14 high of 30% to 9% in PY18—possibly a result of the turnover and late hiring of parent educators. Thirty percent of programs reported a vacancy for one or two parent educator positions during the year; the average length of a vacancy was 3.7 months. After being hired, parent educators are limited in the service they can provide until they receive training from PAT. Slightly more than one-fourth of parent educators were new to FACE in PY18.

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. Most families are scheduled for bi-weekly visits, but weekly visits are scheduled for families with needs for more intensive services. Programs report that parent educators offered a total of 16,545 personal visits across sites during the year, averaging 360 visits per site. The number of personal visits offered ranged from 9-811.

FACE Family Circles address areas of interest to families with children. On average, programs offered ten FACE Family Circles for families for four consecutive years; in PY18, the number ranged from 4-20, averaging about one meeting per month. On average, parent-child interaction was a focus for seven meetings and family well-being was a focus for six meetings, while an average five meetings included development-centered parenting. As in PY17, FACE offered an average of 20 hours of Family Circle meetings during PY18, ranging from 2-40 hours for a total of 932 hours across programs. A total of 450 FACE Family Circles were offered by programs overall, 52 more than the previous year.

Center-based Services Offered

With an optimal number of 144 days of services,[19] FACE programs reported that center-based services were offered an average 127 days, five fewer days than in PY17.[20] The number of days of center-based service varies from 32-166 days among sites. Twenty-eight percent of the programs offered fewer than 120 days, the highest percentage over five years (see Figure 19). Twenty percent of the programs offered 120-129 days, an 11 percentage-point decrease compared with 31% in PY17; the percentage offering 130-139 days increased to 39% from 29% in PY17 and is similar to the PY15-PY16 percentages. Thirteen percent offered 140 or more days (approximately 16 days a month for nine months) of services, notably less than the percentages that offered at least 140 days the previous four years.

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[19] 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.

[20] Hanaadli was omitted from the mean computation due to their new program status, but included in the description of the range of days that center-based service was offered.

**Figure 19. Percentage Distribution of FACE Programs by
Days of Center-based Services That Were Offered During Program Years 2015-2018
(N=46)**
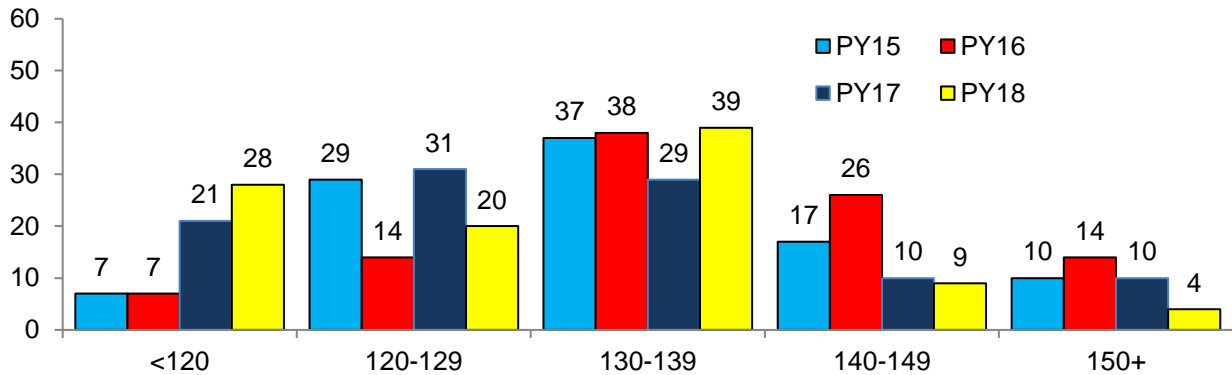
FACE preschool services are expected to be offered at least 3.5 hours per day, four days a week, for an optimal offering of approximately 56 hours per month. On average, FACE early childhood education was offered four hours each day in PY18, the same average as in the preceding two years (not including the additional required hour of PACT time and lunch) and ranged from 2.5-6 hours. PY18 programs offered an average 61 hours of preschool per month, which is five hours more than the optimal expectation; and similar to prior years (see Table 8). Average preschool hours per month varies from 33-95 at sites.[21]

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, the same average as in PY16 and PY17 (not including the additional required hour of PACT Time and hour of Parent Time). FACE programs offered an average of 42 hours of adult education per month, which is similar to the averages of the previous four years. The average amount of adult education offered varies from 2-92 hours per month.[22]

Table 8. Average Center-based Monthly and Yearly Hours Offered in PY14-PY18

	Average Hours Offered per Month[23]					Average Hours Offered per Year				
	PY14	PY15	PY16	PY17	PY18	PY14	PY15	PY16	PY17	PY18
Preschool	59	61	65	62	61	543	554	592	555	540
Adult education	44	42	43	43	42	408	380	391	385	371

On average, FACE programs offered 540 hours of preschool and 371 hours of adult education during PY18.[24] The average number of PY18 hours of preschool education that programs offered

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[21] Based on data received from 45 programs.

[22] Based on data received from 44 programs.

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

[24] Based on preschool data for 45 programs and adult education data for 44 programs.

is 15 hours less than in PY17 and the least number of hours across six years of data. The average number of PY18 hours of adult education that programs offered is 14 hours less than in PY17 and less than each of the five preceding years. The number of hours of preschool services that programs offered varied from 280-878 hours; adult education varied from 20-710.

The traditional FACE model offers one hour of PACT Time and one hour of Parent Time the days that the center-based program is in session. Now, hours of PACT Time and Parent Time service vary at sites due to different types of adult participation. Because much of parenting participation takes place in the home, the regular school and/or the community, hours of PACT Time and Parent Time that were "offered" are no longer meaningful constructs.

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.

Home-based Participation

In PY18, approximately 12,270 personal visits were provided to approximately 1,260 home-based families. On average, the personal visits for families with one child last slightly more than 60 minutes; a visit for a family with two or more children lasts almost 90 minutes. On average, programs delivered 267 personal visits during the year, ranging from 2-811 personal visits.

PY18 adults participated in an average of nine personal visits, one fewer than the previous year and the lowest average since PY04 (see Figure 20). The average number of personal visits varied from 2-24 at FACE sites (see home-based site-level participation data in Appendix E). 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. After PY13, the average began a gradual decrease to nine visits in PY18. The increase between PY04 and PY14 is reflective of a program improvement focus on providing weekly visits instead of bi-weekly visits. The decline in the average number of visits received by adults may be due in part to the parent educator staffing problems at 11 sites in PY16, 12 sites in PY17, and 13 sites in PY18, and thus, the increase in the percentage of families receiving bi-weekly rather than weekly visits compared with PY14.

For nine years—from PY07-PY15—adults received an average of two personal visits each month. The average decreased to one personal visit each month from PY16-PY18. Adults who received bi-weekly visits participated in an average one visit per month, and those offered weekly visits averaged two visits per month.

Figure 20. Average Number of Personal Visits Received and FACE Family Circles Attended by Home-based Adults in PY97-PY18
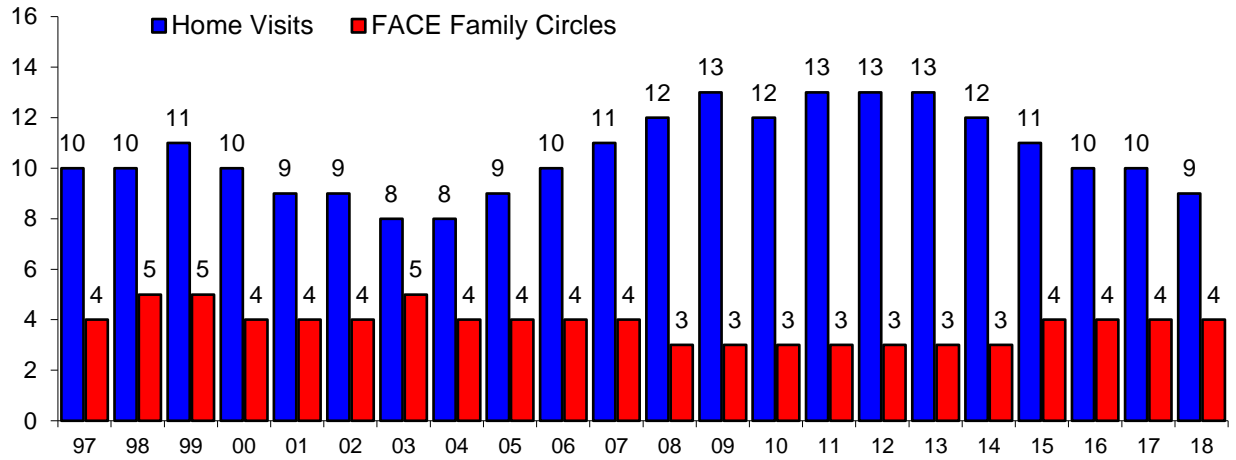
Three-fourths of home-based adults received bi-weekly visits (an increase from the slightly more than one-half in PY14 and similar to the percentages in PY17); one-fourth received weekly visits.

As expected, adults who received bi-weekly visits participated in fewer visits during the year than did those who received weekly visits. Those who received weekly service participated in an average 12 visits in PY18 (compared with 13 visits in PY17); those receiving bi-weekly service participated in an average eight visits (similar to the number of visits in PY17).

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. Some families do not participate the full year; therefore, they attend fewer FACE Family Circles. The average number of FACE Family Circles that home-based adults attended 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 and remained at four meetings from PY15-PY18. Three-fourths of home-based adults attended at least one FACE Family Circle during the year, similar to the previous year and a slightly higher percentage than the approximately 70% who attended in PY14-PY16.

The average attendance at sites in PY18 ranges from 2-12 FACE Family Circles. Adults in six programs attended five or six meetings on average. With one exception, adults in the remaining programs attended an average of four or fewer meetings during the year. At one site, home-based adults attended an average 12 meetings.

Some center-based adults also attend FACE Family Circles. They are credited with Parent Time or PACT Time hours when they attend Family Circles. In PY18, 67% of adults who participated in center-based services attended an average four FACE Family Circles (similar to PY17).

Center-based Participation

Until PY15, center-based families were required to participate in FACE preschool, adult education, PACT Time, and Parent Time. A change to that requirement resulted in more flexibility for adult participation. Center-based adults were no longer required to attend adult education, but were required to participate in a minimum of two hours of parent engagement (PACT Time and Parent Time) each week. The different types of PY18 center-based adult participation that resulted are described in Table 9.

Table 9. Number and Percentage of Adults by Type of Center-based Participation in PY18

Type of Center-based Participation			Center-based Adults (N=761)	
Adult education	PACT Time	Parent Time	Number	%
✓	✓	✓	522	69
✓	✓		20	3
✓		✓	25	3
✓			29	4
	✓	✓	106	14
	✓		47	6
		✓	12	2

Of the 761 center-based adults in PY18, 69% participated in the original FACE model of adult education, PACT Time, and Parent Time. This is a 14 percentage-point increase compared with PY17 when 55% participated in the original model and is the result of an increased emphasis on enrolling adults for whom the original model was intended. Fourteen percent attended only PACT Time and Parent Time in PY18, 6% participated in PACT Time only, and 2% participated in Parent Time only. Almost 80% of center-based adults participated in adult education on either a full-time or part-time basis. Slightly more than 20% of center-based adults did not participate in adult education, but participated on a flex-time basis in parent engagement activities.

Most FACE preschoolers (77%) had parents who participated with them in PACT Time—somewhat fewer than the 83% for whom PACT Time participation was reported in PY17. There was no parental participation in any center-based service reported for 12% of FACE preschoolers. This is a higher percentage than was reported in PY17 (4%). It may reflect either a real decrease in parental participation or incomplete data submitted by sites.

Average hours of annual attendance in adult education have varied since PY97 when attendance data were first collected (see Figure 21). 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 approximately 130 average hours in PY15-PY16. Average hours of annual attendance increased to 156 hours in PY17 and to 144 hours in PY18. In PY18, average hours of participation in adult education ranged from less than 65 hours in ten programs to more than 300 hours in three

programs.[25] Adult participation in adult education was not reported for four programs, two fewer programs than the previous year.[26] (See Appendix F for average center-based participation at programs during PY18.)

Figure 21. Average Hours of Attendance in FACE Adult Education in Program Years 1997-2018 (and Number of Sites)
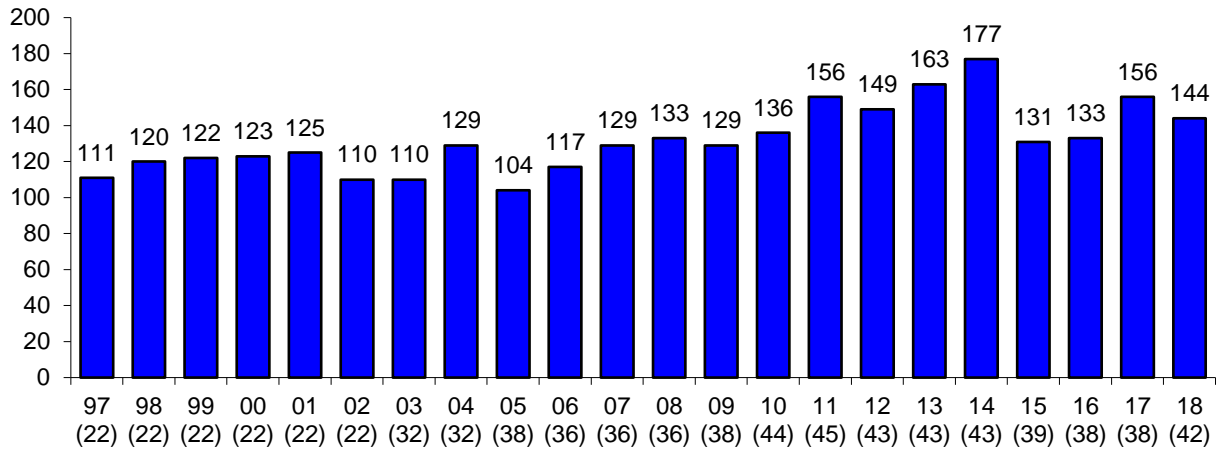
Average monthly hours of adult education attendance have similarly fluctuated from a low of 17 hours in PY05 to a high of 29 hours in PY14 (see Figure 22). Monthly participation in PY15-PY18, approximately 20 hours a month on average, is a significant decrease from that in PY14, which was the high point in attendance.

Figure 22. Average Monthly Hours of Attendance in Adult Education in Program Years 2003-2018

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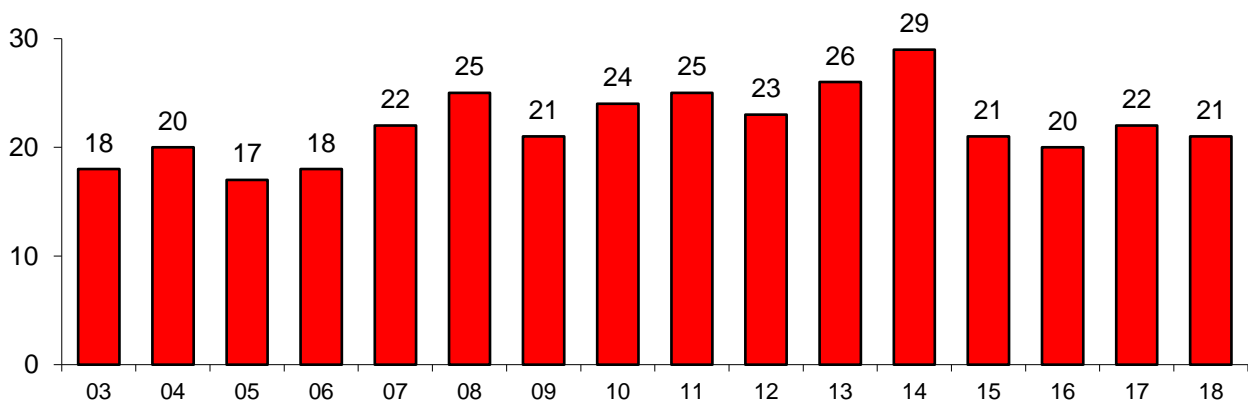
[25] At 40 hours per month, the maximum hours of adult education offered during the year in a center-based classroom ranges from 320-400 hours, depending on the length of the program year. Additional hours of adult education through other venues are available at some sites.

[26] One program did not offer center-based adult education because the program lacked an adult education teacher; one program offered adult education, but all the adults were flex-time participants; two programs offered adult education, but did not provide participation data.

Average hours of FACE preschool attendance significantly increased in PY15-PY18 to more than 300 hours. Children attended a peak average of 347 hours of FACE preschool in PY17 (see Figure 23). The average 313 hours of attendance of FACE preschools during PY18 varied from less than100 hours at three programs to between to more than 200 hours at almost 85% of the programs. At eight of these programs, average attendance was more than 400 hours (but occurred at six fewer programs than the previous year). Average attendance was more than 550 hours in three preschools.

Figure 23. Average Hours of Attendance in FACE Preschools in Program Years 1997-2018 (and Number of Sites)
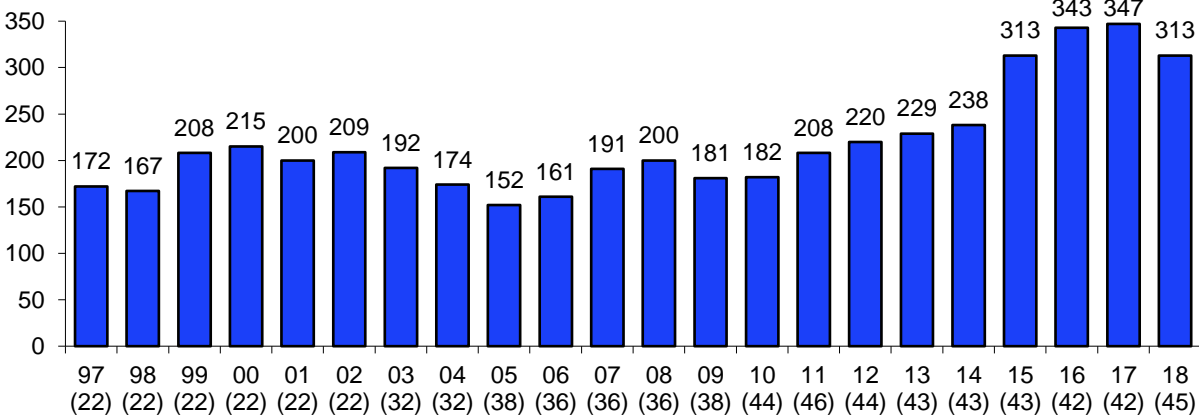
Children attended FACE center-based preschool an average of 42 hours per month, only slightly less than the averages in PY15-PY17 (see Figure 24). Since PY09, the average monthly attendance gradually increased to the present four-year high.

Figure 24. Average Monthly Hours of Attendance in FACE Preschool in Program Years 2003-2018
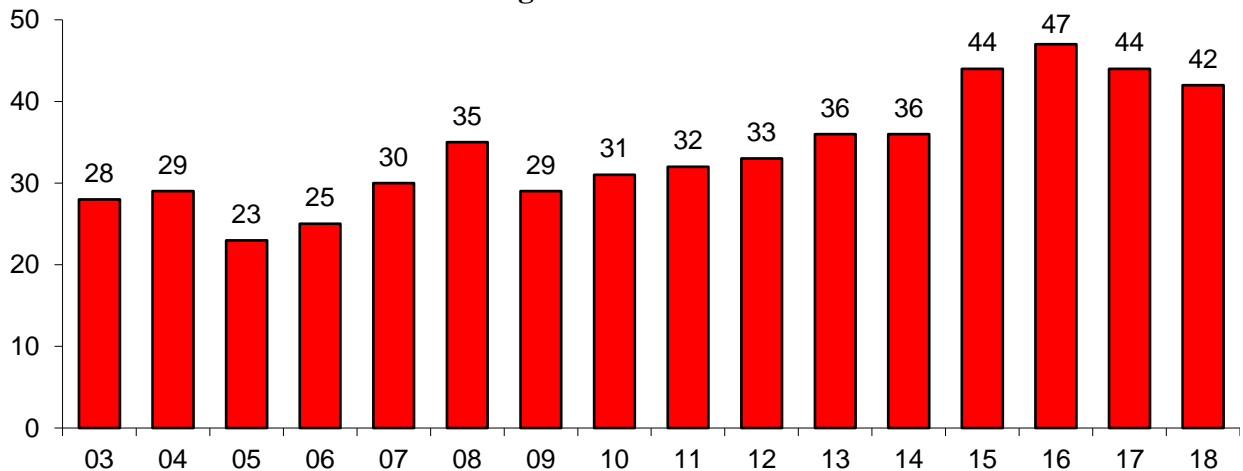
Center-based adults averaged 46 hours of PACT Time, similar to the PY16 average of 47, but 3 percentage-points greater than the PY17 average (see Figure 25). Average annual hours of PACT Time participation at programs ranged from 7-278 hours.

Figure 25. Average Hours of Adult Participation in PACT Time in PY97-PY18 (and Number of Sites)

	97 (22)	98 (22)	99 (22)	00 (22)	01 (22)	02 (22)	03 (32)	04 (32)	05 (38)	06 (36)	07 (36)	08 (36)	09 (38)	10 (44)	11 (45)	12 (43)	13 (43)	14 (43)	15 (39)	16 (43)	17 (43)	18 (42)
	37	39	47	45	47	37	39	40	37	46	44	45	43	42	48	49	50	52	40	47	43	46
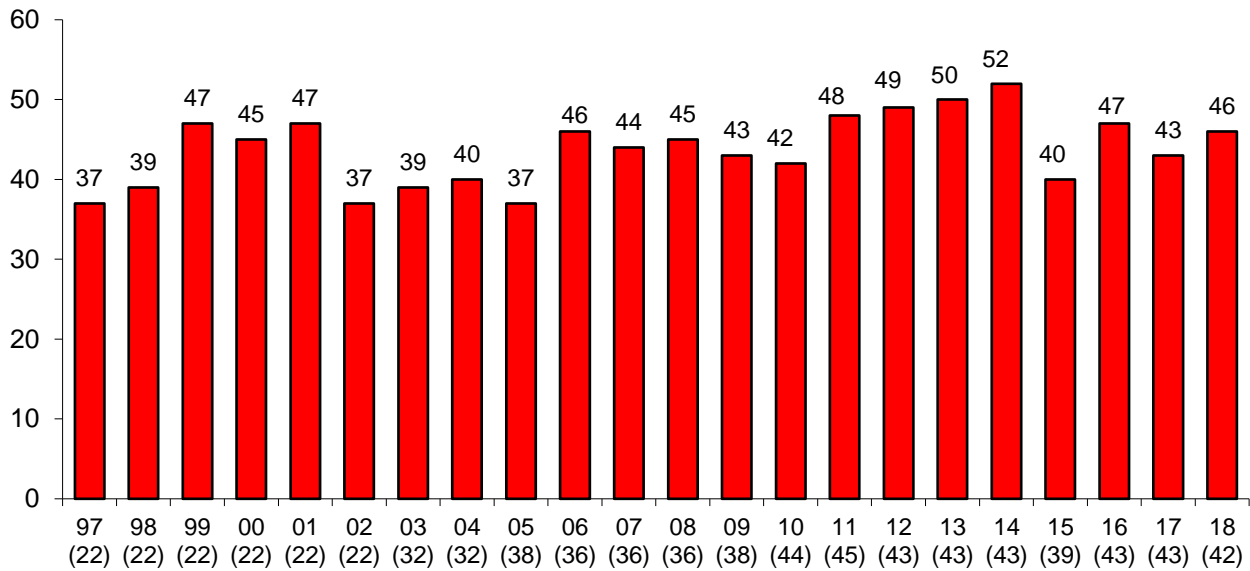
Center-based adults averaged 38 hours of Parent Time, continuing the decline that accompanied changes to center-based attendance patterns since PY14 (see Figure 26). Average annual hours of Parent Time participation ranged from 0-101 hours.

Figure 26. Average Hours of Adult Participation in Parent Time in PY97-PY18 (and Number of Sites)

	97 (22)	98 (22)	99 (22)	00 (22)	01 (22)	02 (22)	03 (32)	04 (32)	05 (38)	06 (36)	07 (36)	08 (36)	09 (38)	10 (44)	11 (45)	12 (43)	13 (43)	14 (43)	15 (39)	16 (43)	17 (43)	18 (42)
	28	32	33	40	35	33	37	36	36	42	42	43	41	42	48	50	50	53	39	43	37	38
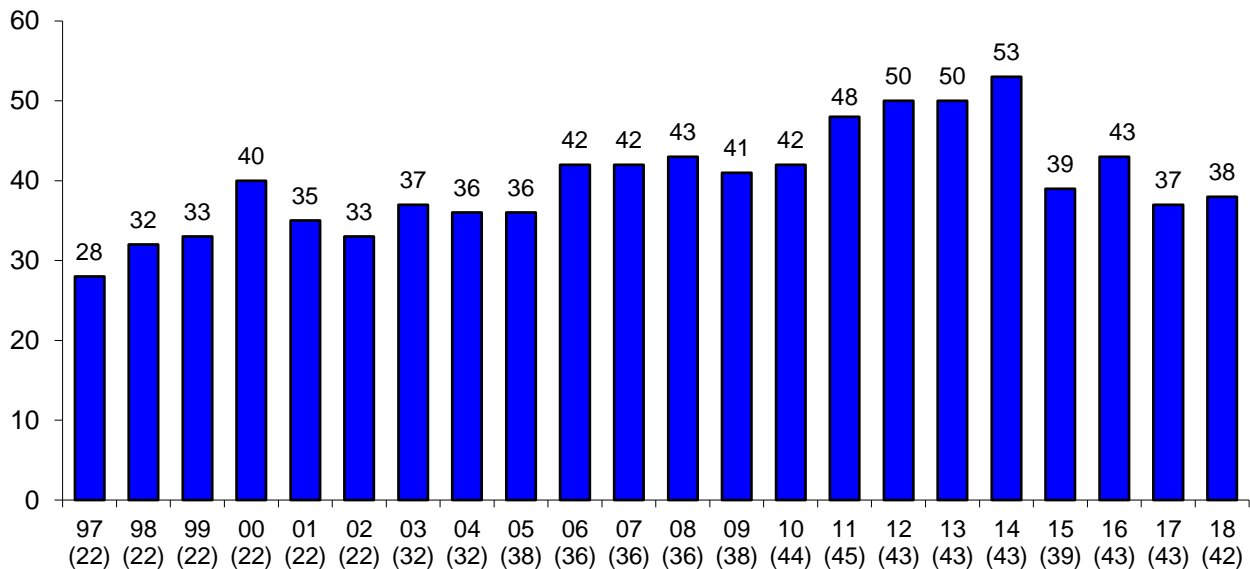
Similar to the previous three years, PY18 center-based adults attended PACT Time an average of six hours per month. They attended Parent Time an average of five hours per month, the same as the previous year and the lowest average since PY03 (see Figure 27). Average participation in

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both types of services was higher in years preceding PY15 when only full-time participation was available to adults.

Figure 27. Average Monthly Hours of Adult Participation in PACT Time and Parent Time in Program Years 2003-2018
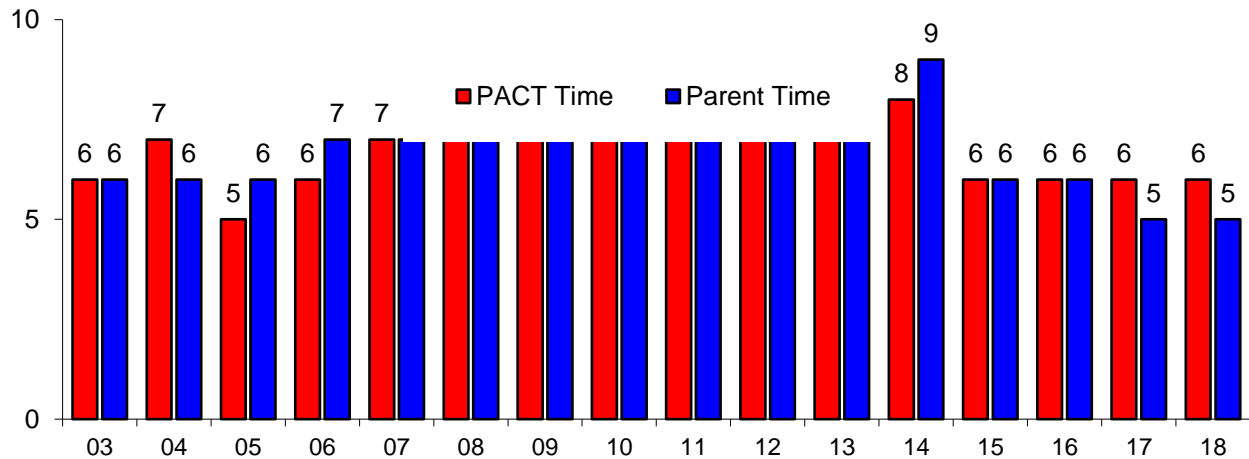
DEMAND FOR FACE SERVICES

FACE services are in demand as evidenced (1) by waiting lists of families who wish to participate but are not served because the program is at capacity or because of enrollment challenges, and (2) 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 249 families in PY10, the year the highest number of families waited services. The number declined to 130 families in PY14 and rose again to 171 families in PY15, declining to 160 families in PY16, 150 families in PY17, and 114 families in PY18. The number of programs reporting a waiting list increased from 19 programs in PY14 to 27 programs in PY15 but declined to 23 programs in PY16, 22 programs in PY17 and 14 programs in PY18.

In PY16 and PY17, for the first time, a higher number of families were waiting for center-based services compared with the number waiting for home-based services. The number of families waiting for center-based services increased from 84 families in PY16 to 92 in PY17; the number of families waiting for home-based services declined by 18 families, from 76 families in PY16 to 58 families in PY17. In PY18, the number of families waiting for center-based services declined by 26 families to 50 families, 14 fewer families than the 64 families on waiting lists for home-based services.

The 64 families waiting for home-based services at the end of PY18 is an increase following a five-year decline to the PY17 low of 58 families. The number of families waiting to enroll in

home-based services ranges from 237 families in PY10 to 58 families in PY17. The number of center-based families waiting for FACE services ranges from a low of four families in PY09 to the PY17 high of 92 families. Forty-two fewer families were waiting for center-based services in PY18 compared with the number of families in PY17.

Figure 28. Number of Families on FACE Waiting Lists at Year End for Program Years 2003-2018
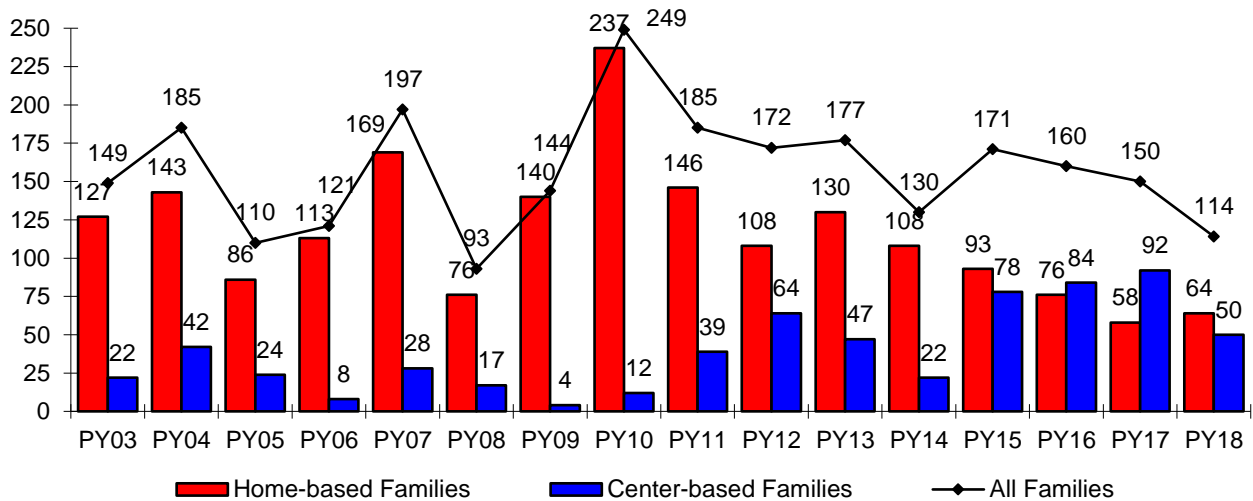
In PY18, the 14 programs with a waiting list averaged eight families who hoped to enroll in FACE services (see Table 10). The number of families waiting for home-based services ranged from 2-15 families with an average six families per program (reported by 10 programs). The number of families waiting for center-based services ranged from 2-11 families with an average five families per program (reported by 10 programs).

Table 10. Number of Programs That Reported Families on Waiting List and Number, Range, and Average Number of Families (N=46)

	Number of Programs	Families on Waiting List		
		Total Number	Range	Mean
All FACE Services	14	114	2-26	8
Home-based Services	10	64	2-15	6
Center-based Services	10	50	2-11	5

Reasons that home-based families could not be served in PY18 were provided by six of the ten programs with waiting lists for home-based families. One program had two parent educators whose caseloads were at capacity. Two programs had parents who had signed up for the program whose work schedule made personal visits difficult to schedule. One program was unable to contact some of the families they had been serving, and these families were placed on a waiting list. At one site, families were recruited at the end of the school year and then were placed on the

list for following school year. Four families at one site were waiting certification that they are Native American.

Eight of the 10 programs with center-based waiting lists provided reasons the families could not be served during PY18. Two programs reported that families with children nearing preschool age were eager to transfer to the center-based program; these families were placed on the waiting list for admission when the children were ready for preschool. At one of these sites, after three home-based children were admitted to preschool, their parents decided they were not yet ready and transitioned them back to the home-based program until the PY19 school year. Parents at two sites were waiting for their background clearance and were on the waiting list. Three programs engaged families that wanted to enroll near the end of the school year. Because of the timing, these families were placed on a list for participation the next program year. At one site, the size of the room limited enrollment, and at another, the lack of an early childhood teacher limited enrollment. One program placed families on a waiting list due to lack of attendance.

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 PY18, 83% of 1,364 responding adults reported their intention to continue their FACE participation in PY18, similar to 80% in PY17 and 84% in PY16.

The 17% of adults (236 adults) who indicated that they would not continue in the FACE program provided reasons (see Table 11). Of these adults, 50% participated in only center-based services during PY17, 41% participated in only home-based services, and 9% participated in both center- and home-based services.

Table 11. Percentage and Number of PY18 Adults Providing Reasons for Not Enrolling for PY19[27]
(N=236)

Reasons	Percentage	Number
Child will enter kindergarten	32	75
Employment	25	59
Moving from area	21	50
FACE child will enter a preschool other than FACE	16	37
Adult will continue education in another educational program	6	15
Have no child with whom to attend	6	13
Other	4	9

The children of almost one-third of these adults will enter kindergarten and conclude their FACE participation; 16% of the adults will enroll their child in a preschool other than the FACE

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[27] The percentage totals more than 100 and the number totals more than 267 since some respondents selected more than one reason option.

preschool, similar to the previous year's percentage. For 6% of the adults, the child is no longer available to participate. Employment issues prevented 25% of the adults from continuing in the FACE program. Slightly more than 20% of the adults are moving their family from the area.   In PY16-PY18, 6%-7% of discontinuing adults reported that they would be continuing their education elsewhere. Only 4% of the adults reported that there were other reasons for not returning. One to three adults reported each of the following reasons: distance to the FACE school, not having a reliable babysitter, and problem with work schedule.

Regardless of their reason for discontinuing FACE participation, some of the adults who were leaving the program had educational plans for their future. Slightly more than 30% of them indicated their intent to continue their education after leaving FACE, and almost one-fourth of those who reported that they are leaving the FACE program specified which educational program they would attend (see Table 12).[28] Slightly more than 15% of discontinuing adults plan to enroll in college classes; this includes slightly more than 25% of discontinuing center-based adults, 15% of those in both components and slightly more than 10% of home-based-only adults who were planning to leave the FACE program. Less than 5% plan to enroll in other GED classes. One percent or less plan to enroll in vocational education, to participate in ABE classes or to complete high school. The slightly more than 5% that marked *other* did not describe any educational plans.

Table 12. Percentage and Number of Adults Planning to Enroll in Other Educational Programs/Classes Following Discontinuation of FACE PY18 Participation

Program/Classes	All (N=236)		Home-based Only (N=96)		Center-based Only (N=120)		Both Home- and Center-based (N=20)	
	%	#	%	#	%	#	%	#
College	17	46	11	11	27	32	15	3
GED classes	3	7	3	3	3	4	0	0
Vocational education	<1	1	1	1	0	0	0	0
ABE classes	<1	1	1	1	0	0	0	0
High School	1	3	1	1	2	2	0	0
Other	6	15	7	7	6	7	5	1

IMPLEMENTATION OF EARLY CHILDHOOD STANDARDS

Near the end of PY18, the staff of 45 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

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[28] Of the adults who indicated that they planned to continue their education after FACE, not all of these adults described the education that they hoped to pursue.

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).

Language and Literacy Standards

Five standards comprise the Language and Literacy Standards; from 4-8 indicators make up each standard. The overall average rating for each of the Language and Literacy Standards is 3.3 or higher (see Figure 29). Seventy-one percent of programs (compared with 86% in PY17, 66% in PY16, 81% in PY15, 91% in 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. The staff in one program rated all five standards as *well established* in its early childhood classroom; all indicators of quality for this program received a rating of 4.0, signifying the highest quality early childhood language and literacy program. Staff in six programs rated four of the five standards as *well established*; the remaining standard received an average rating of 3.4 or higher. Staff in two programs rated three of the five standards 4.0. *well established*; the remaining two standards each received an average rating of 3.4 or higher. The staff in only one early childhood program rated all five standards low, and the average self-rating by three programs was low for four of the five standards. While only one program rated Standard 3 *not yet* implemented, ten early childhood staffs rated it just *beginning to implement*. As in the previous year, the self-rating by approximately one-fourth of the programs indicates the need for further professional development on the indicators for Standard 3, "attends to sounds in language." Five-six programs rated Standards 1, 4 and 5 *beginning to implement* and three programs rated Standard 2 *beginning to implement*.

The overall mean ratings over time suggest that all Language and Literacy Standards are *mostly* to *well implemented* in the FACE early childhood program, with mean ratings ranging from 3.3 to 3.8 since PY13. However, for three of the five standards, the mean rating decreased in PY18. Prior to 2013, the average ratings for Standard 3, "attends to sounds in language," were 3.3-3.4, increasing to 3.5-3.6 in PY13-PY17. In PY18, the average rating decreased again to 3.3, suggesting a possible need for additional staff development in this area.   Of potential concern is Standard 1, "listens for various purposes"; after averaging 3.7 since PY13, the mean rating fell to 3.4 in PY18. Of possible concern is Standard 2 "uses language to communicate ideas." After averaging 3.7-3.8 for four years, the PY18 mean rating is 3.6. The average rating for Standard 4, "uses writing as a way to communicate ideas" is 3.6 for the third year, after averaging 3.8 in PY14 and PY15. Standard 5, "shows increasing awareness of print and books" maintained an average rating of 3.8 for three years and then in PY17 and PY18 the average rating decreased to 3.7. A discussion of average ratings for the implementation of each Language and Literacy Standard in PY18 follows.

Standard 1. Listens for various purposes. The overall mean rating (3.4) indicates that this standard is *mostly implemented*. Slightly more than 30% of the early childhood programs (14 programs, 7 fewer than the previous year) rated this standard as 3.8-4.0, *well established,* and 47% (21 programs) rated it *mostly established* (3.2-3.6). Slightly more than 20% of programs (10 programs, 7 more than the previous year) rated Standard 1 as low as 2.6-3.0, just *beginning to implement* but approaching *mostly implemented*.

**Figure 29. Mean Self-Ratings of Early Childhood Language/Literacy Categories
Based on Assessment of Standards Conducted by Preschool Staffs
in Program Years 2013-2018**
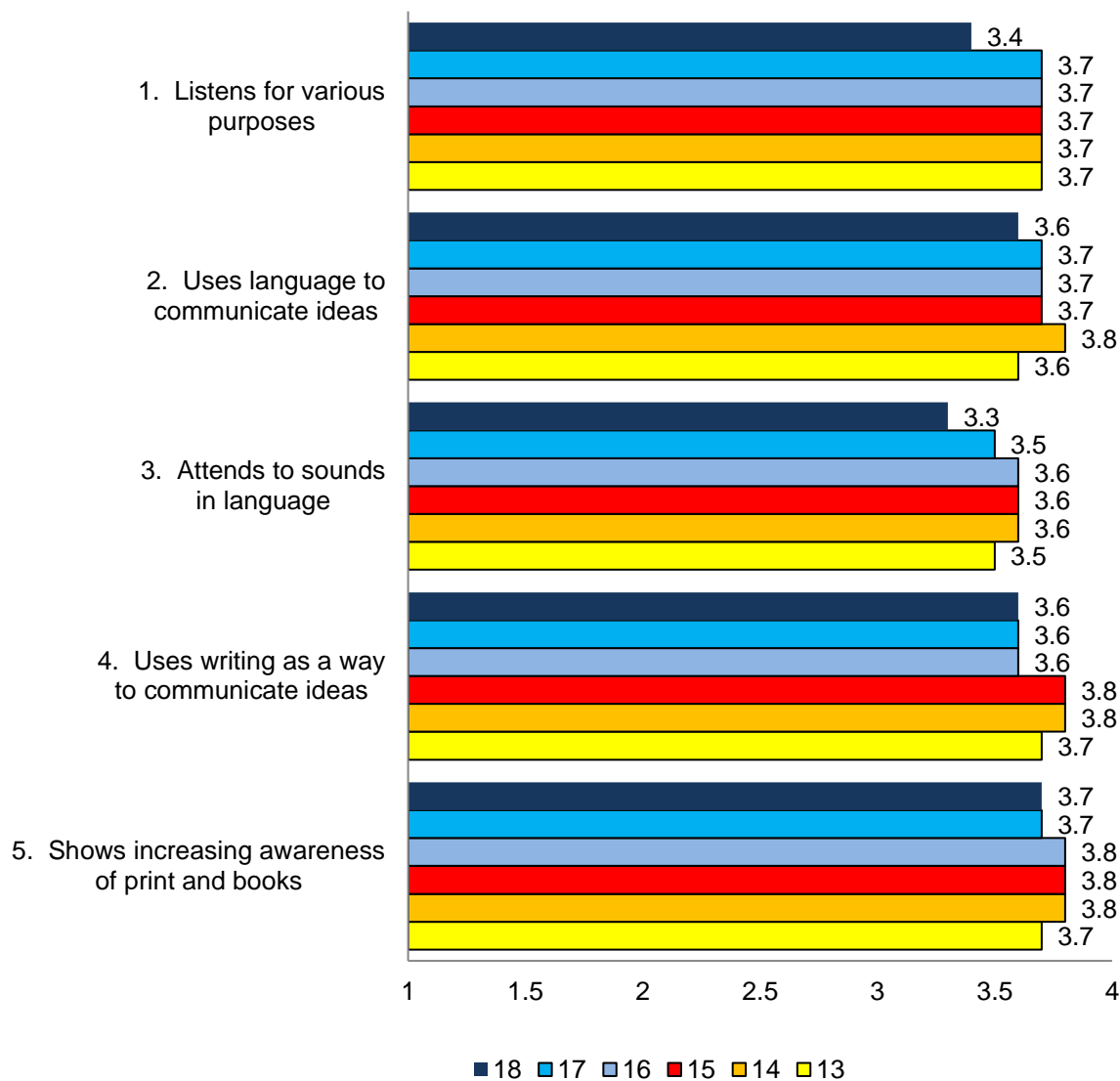
Standard 2. Uses language to communicate ideas. The average rating for this standard (3.6) indicates that it is *mostly implemented* and beginning to approach being *well established* across the FACE early childhood program. Almost 45% of the programs (20 programs, three fewer than the previous year) rated this standard 3.8-4.0, *well established.* Slightly more than 40% (19 programs) rated Standard 2 *mostly established* (3.2-3.6), while six programs rated the standard 2.6-3.0, only approaching *mostly implemented.*

Standard 3. Attends to sounds in language. The average rating for this standard is 3.3, in the initial phase of being *mostly implemented.* While Standard 3 is rated 3.8-4.0, *well established,* by slightly more than one-fourth of the programs (13 programs, three fewer than in PY17), it is rated

mostly implemented (3.3-3.5) by 34% of the programs (15 programs). Slightly more than 30% of programs (14 programs, 4 more than in the previous year) rated this standard 2.3-3.0, approaching *mostly implemented*. Two programs rated Standard 3 1.5-2.0, *not yet implemented* but moving towards *beginning to implement.*

Standard 4. Uses writing as a way to communicate ideas. The overall rating for this standard is 3.6, approaching *well established*. Almost 65% of the early childhood education programs (29 programs, 8 more programs than in PY17) rated their programs 3.8-4.0, *well established* for this standard. The average self-rating by almost 20% of programs (8 programs) indicates that Standard 4 is *mostly implemented* (3.2-3.6) in their preschool classrooms. Seven programs rated this Standard 2.2-3.0, *beginning to implement* to approaching *mostly implemented.* Only one program gives its classroom a rating of 2.0 for Standard 4.

Standard 5. Shows increasing awareness of print and books. Standard 5 is rated 3.7, *mostly implemented* and is close to *well established* across the FACE early childhood program. Slighty more than 60% of programs (28 programs) rated their programs 3.8-4.0, *well established* for this standard. This Standard is *mostly implemented* (3.3-3.6) in slightly more than 20% of FACE preschools (10 preschools).   The seven remaining programs rated this standard 2.4-3.1, approaching *mostly implemented*.

Of the 18 programs with the lowest mean ratings ($\leq$ 3.0) for one or more Language and Literacy Standard, six were staffed by early childhood teachers new to the FACE program; the teacher at another two programs had only two years of experience with FACE. Another two programs with at least one standard with a low mean rating did not have an early childhood teacher for seven months and another for ten months during PY18. The new program that had low self-ratings did not provide data for its center-based staff; it can be assumed the early childhood staff at this program was new to FACE. The remaining seven were programs staffed by early childhood teachers employed from 3-16 years, suggesting the need for on-going staff support for classroom implementation of the Language and Literacy standards.

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 3.2 or higher (see Figure 30). However, the mean rating for Standards 1, 2, and 3 decreased compared with the previous year, while the mean rating for Standard 4 remained the same. The average rating for Standard 1, "uses numbers and counting to determine and compare quantities, solve problems, and understand number relationships" and for Standard 2, "recognizes and creates patterns and understands their relationships and functions," decreased from 3.6 in PY17 to 3.5 in PY18. Over five years, the mean rating of 3.7 in PY14-PY15 is the high for Standard 1 and in PY14-PY16 is the high for Standard 2. The average rating for Standard 3, "uses measurement to make and describe comparisons in the environment," decreased from 3.5 in PY15 to 3.3 in PY16-PY17 and to 3.2 in PY18. 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-PY18.

Similar to PY16 findings, 61% of early childhood FACE 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. Two programs rated all four standards as *well established* in their classrooms (compared with four programs the previous year); all indicators of quality for these two classrooms received a rating of 4.0, signifying the highest quality early childhood programs in the area of mathematics. Staff in four programs (two more than the previous year) rated three of the four standards as 4.0, *well established*; the remaining standard received an average rating of 3.8-3.9. Across Mathematics Standards the average self-ratings by programs indicate that from 9-33% of programs might benefit from additional professional development on the different standards.

Figure 30. Mean Self-Ratings of Early Childhood Mathematics Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2013-2018
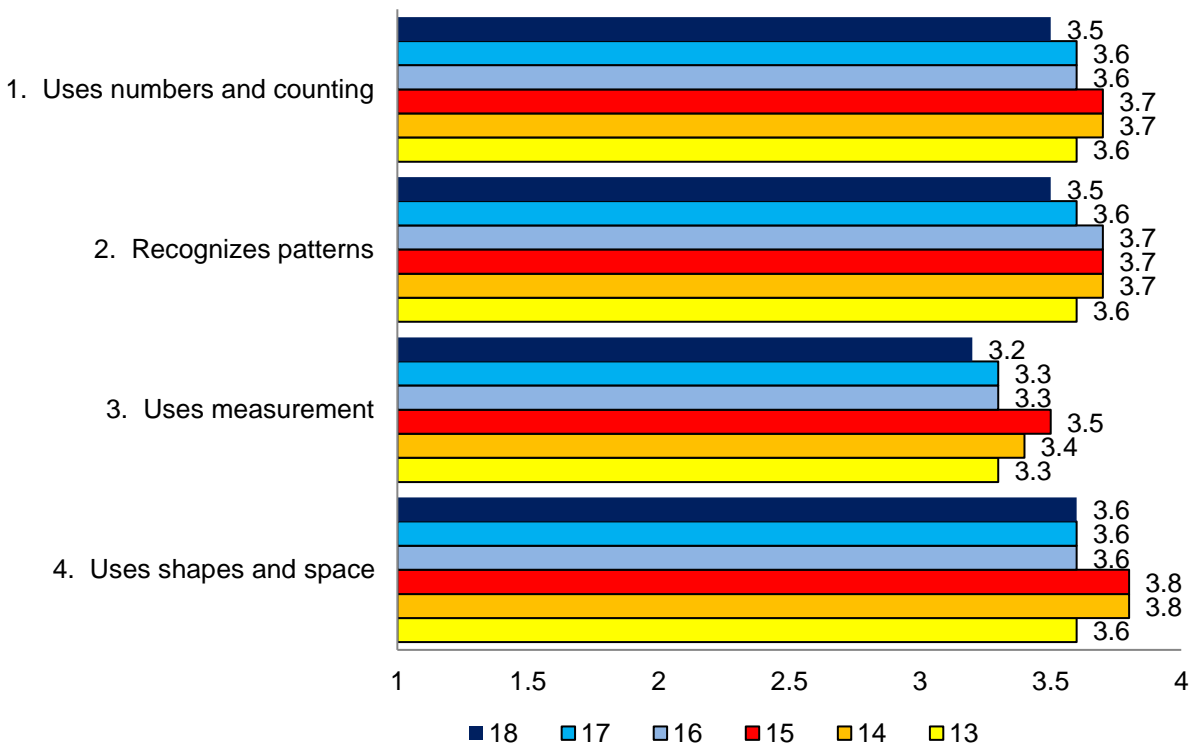
Discussion of the average ratings for the implementation of each Mathematics Standard in PY18 follows.

Standard 1. Uses numbers and counting to determine and compare quantity, solve problems, and understand number relationships. The mean rating for this standard is 3.5, *mostly implemented.* Slightly more than 50% of the programs (22 programs) gave this standard a mean rating of 3.8-4.0, *well established.* The self-rating for slightly more than 25% of programs (11 programs) ranged from 3.3-3.7, *mostly implemented.* Compared with only two programs in PY16 and seven programs in PY17, nine programs rated this Standard 2.3-3.1, *beginning to implement* to

approaching *mostly implemented*. One preschool classroom received a self-rating of 1.8, *not yet implemented* but approaching *beginning to implement*.

Standard 2. Recognizes and creates patterns and understands their relationships and functions. The overall average rating for this standard is 3.5. Almost 55% of the programs (23 programs, the same number as the previous year) gave this standard an average rating of 3.8-4.0, *well established*. The average rating for slightly more than one-fourth of the programs (11programs, three more than the previous year) for this standard is 3.2-3.7, *mostly implemented* and approaching *well established*. Seven programs (three fewer programs than in PY17) gave Standard 2 an average rating of 2.2-3.0, *beginning to implement* to moving towards *mostly implemented*. Two preschool classrooms were rated 1.0-1.7, *not yet implemented*, indicating a need by 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 (3.2), but within the *mostly implemented* category. Even so, Ten of the programs rated their preschool classrooms 3.8-4.0, *well established,* for this standard; nine of the preschools in these ten programs received a self-rating of 4.0. The average ratings for 45% of the programs (20 programs, six more than the previous year) are 3.2-3.7, beginning to be *mostly implemented* to moving towards *well established*. Mean ratings by almost 30% of the programs (13 programs) indicate that this standard is just *beginning implementation* (2.2-3.0). No preschool received a rating of *not yet implemented* in PY17; however, in PY18, two preschools were rated 1.8, approaching beginning to implement and 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 slightly more than one-half of the programs (22 programs, two more than the previous year) 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 40% of the early childhood classrooms (17 classrooms compared with 14 in PY17). Four programs (three fewer programs than the previous year) received a rating of 2.7-3.0, approaching *mostly implemented,* and need assistance on implementing the quality indicators that form this standard.

Of the 18 programs with the lowest mean ratings ($\leq$ 3.0) for one or more Mathematics Standard (14 of these programs also had a low rating for at least one Language and Literacy Standard), six were staffed by early childhood teachers with only one or two years of FACE experience. Another two programs with at least one Mathematics Standard with a low mean rating did not have an early childhood teacher for seven months and another for ten months. Another seven were programs staffed by early childhood teachers employed from 3-20 years, suggesting the need for continuing staff support for classroom implementation of the Mathematics Standards.

The lower PY18 mean self-ratings for six of the standards (three Language and Literacy Standards and three Mathematics Standards) provide evidence of some challenges with the implementation of the Standards in the early childhood classrooms. Perhaps being new to the FACE program and/or new to implementing the CIRCLES curriculum had an impact on teachers' implementation of the standards. Almost 30% of preschool teachers and one-fourth of co-teachers were new to FACE in PY18. Seven programs reported that the early childhood teacher position was vacant at

least sometime during the year, and four programs lacked an early childhood co-teacher at least sometime during the year.

FACE PLANNING TIME

Throughout the history of the FACE program, services have been strengthened through ongoing program planning and continual refinements to implementation. In this section FACE staff describe the use and effectiveness of planning time to support the implementation and improvement of the FACE program and the use of family transition planning.

Planning for FACE Service Delivery

Since PY07, FACE training has emphasized the effective use of a 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. Additionally, planning for the transition of children and adults within the FACE program and into other school opportunities and the work environment is a key element in the success of the FACE program.

In PY18, 44 programs set aside one day each week for planning and other activities. Two programs provided home-based and center-based services five days a week and had no set-aside planning day. At one of these sites the program provided five days of service and school was dismissed at 1 p.m. on Friday. This staff held team meetings on Friday from 1-4 pm when they were not participating in the school's professional development. The other program also provided five days of service, with school dismissal at 1:15 pm on Wednesdays. This staff tried to use the half day on Wednesdays as planning time.

Within FACE planning, documentation and teaming, there are six activities (see Table 13). Almost all programs use their planning time for full FACE team planning and documentation (44 programs). Most use their planning time for individual planning (43 programs), center-based team planning (42 programs), and team building (42 programs). Eighty percent of programs (36 programs) reported using their planning time for home-based team planning. This lower percentage for home-based team planning might be due to 13 programs lacking one or two parent educators during the year.

All programs rated the effectiveness of their use of FACE planning time for planning, documentation and teaming as at least *somewhat effective* in using their planning time for each of the six activities in this group. Between 80% and 90% of programs rated themselves as *very effective* in using their time for full team planning, individual planning, home-based team planning, center-based team planning, and documentation. Slightly more than 70% rated themselves as *very effective* in using their time for team building. Ratings were similarly high compared with percentages in PY17 for full FACE team planning, individual planning, home-based team planning, and center-based team planning. In PY17, a lower 65% of programs rated their use of planning time as *very effective* for documentation; in PY18, however, the percentage increased by 19 percentage points, rendering it comparable to other ratings. The increase in rating for the effectiveness of team building was also notable—an increase of 16 percentage points.

Table 13. Number of Programs Using Planning Time for Various Purposes and Percentage Distribution of FACE Programs Rating the Effectiveness of Planning Time (N=46)

Use of Planning Day	Number of Programs	Percentage Rating Effectiveness			
		Not Very Effective	Somewhat Effective	Very Effective	(N)
For Planning, Documentation, and Teaming					
Full FACE team planning	44	0	14	86	(43)
Individual planning	43	0	12	88	(41)
Home-based team planning	36	0	19	81	(36)
Center-based team planning	42	0	20	80	(41)
Documentation	44	0	16	84	(44)
Team building	42	0	29	71	(41)
For Other FACE Program Activities					
Providing personal visits	43	2	12	86	(42)
Recruiting and retention activities	40	0	33	68	(40)
Professional development	44	5	26	70	(43)
For School or Community Activities					
Helping in school	42	5	15	80	(41)
Attending school activities	44	5	23	72	(43)
Attending community activities	44	2	28	70	(43)
Participating on Community Advisory Council	31	0	17	83	(30)

♦ Approximately 85% of programs reported that they *very effectively* engage in full FACE team planning and in documentation; approximately 15% reported that their engagement is *somewhat effective*.

♦ Almost 90% of programs reported that they *very effectively* engage in individual planning; slightly more than 10% reported that their engagement in individual planning is *somewhat effective*.

♦ Approximately 80% of programs reported that they *very effectively* engage in home-based and in center-based team planning; approximately 20% reported that they engage *somewhat effectively* in these planning tasks.

♦ Slightly more than 70% of programs reported they *very effectively* use their planning time for team building; Almost 30% rated this use as *somewhat effective*.

Most programs also used the planning day for other FACE program activities. Almost all programs reported using planning time to provide personal visits (43 programs), to conduct recruitment and retention activities (40 programs), and to participate in professional development opportunities (44 programs). Most programs believe that they are at least *somewhat effective* in using their planning time for conducting these activities. Eighty-six percent of programs rated their effectiveness in planning for recruitment and retention as *very effective*, an increase of 9 percentage-points over PY17. Approximately 70% of programs rated their planning for personal visits and professional development as *very effective*, similar to PY17 ratings.

- Slightly more than 85% of programs reported that they *very effectively* use their time to conduct personal visits, which are generally attempts to make-up missed appointments. Twelve percent believe they are *somewhat effective*, and one program reported they are *not very effective*.

- Seventy percent of programs reported they *very effectively* use their planning day to attend professional development opportunities. Slightly more than 25% reported that using this time for professional development is *somewhat effective* and two programs reported that this is *not a very effective* use of their planning day.

- Almost 70% of programs reported that they *very effectively* engage in recruiting and retention activities during their planning day. One-third reported that they *somewhat effectively* use their planning time for recruiting and retention activities.

In the area of planning school and community activities, most programs reported using time to help in the school (42 programs), to attend school activities (44 programs), and to attend community activities (44 programs). Slightly more than two-thirds of the programs reported using the planning day to participate on community advisory councils. This represents a considerable expansion of the use of planning time for this purpose. The number of programs participating on community advisory councils has steadily increased from 18 programs in PY15 to 31 programs in PY18.

Almost all programs rated the effectiveness of their use of part of the planning day for providing assistance in the school at least *somewhat effective;* two programs reported that the use of their planning day to help in school, to attend school activities, and to attend community activities is *not very effective*. The percentage of programs that reported *very effective* use of planning time for helping in school, attending school activities, attending community activities, and participating on community advisory councils is similar to the previous year.

- Almost 85% of programs that use part of their planning day to participate on community advisory councils indicated that they *very effectively* use their planning time for this purpose.[29] Slightly more than 15% reported that use part of their planning day to participate on advisory councils is *somewhat effective*.

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[29] Programs were asked about using planning time for participation on community advisory councils beginning in PY14.

◆ Eighty percent of programs reported that they *very effectively* used planning time to help in school. Fifteen percent believed their use of planning time for this activity is *somewhat effective*. Five percent reported that their use of their planning time helping in school is *not very effective*.

◆ Slightly more than 70% of programs reported that they *very effectively* use part of the planning day to attend school activities. The percentage reporting *very effective* use of planning time to attend school activities has steadily decreased since 84% reported very effective use of time for attending school activities in PY15. Despite the decline in perceived effectiveness of this use of time, all but two programs use their planning time to attend school activities.

◆ Seventy percent of programs that use part of their planning day to attend community activities indicated that they *very effectively* use their planning time for this purpose. Almost 30% reported that use of their planning time to attend community activities is *somewhat effective*. One program rated the use of its planning time to attend community activities as *not very effective*.

Almost 30% of programs reported additional uses of their planning day. Four programs reported using planning time for school- or BIE-sponsored professional development, for maintaining the classroom environment and for center-based staff to conduct home visits. Two programs reported using planning time for connecting and planning with community agencies and organizations; for providing resources to families, such as food distribution; and for corresponding by publishing a newsletter or writing letters. One program reported that it offered FACE Family Circle during a planning day each month.

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, often also serving as the FACE coordinator (at 43% of the sites in PY18). After a three-year decline in the percentage of FACE staffs meeting *weekly* with the school administrator, the percentage rose in PY18 to 59%, comparable to the PY16 percentage of 57%. Twenty percent of staffs met with a school administrator on a monthly basis, and 22% met only a *few times a year* or *never* (see Figure 31).

**Figure 31. Percentage of FACE Staffs Who Meet with Administrators
by Frequency of Meetings for Program Years 2003-2018**
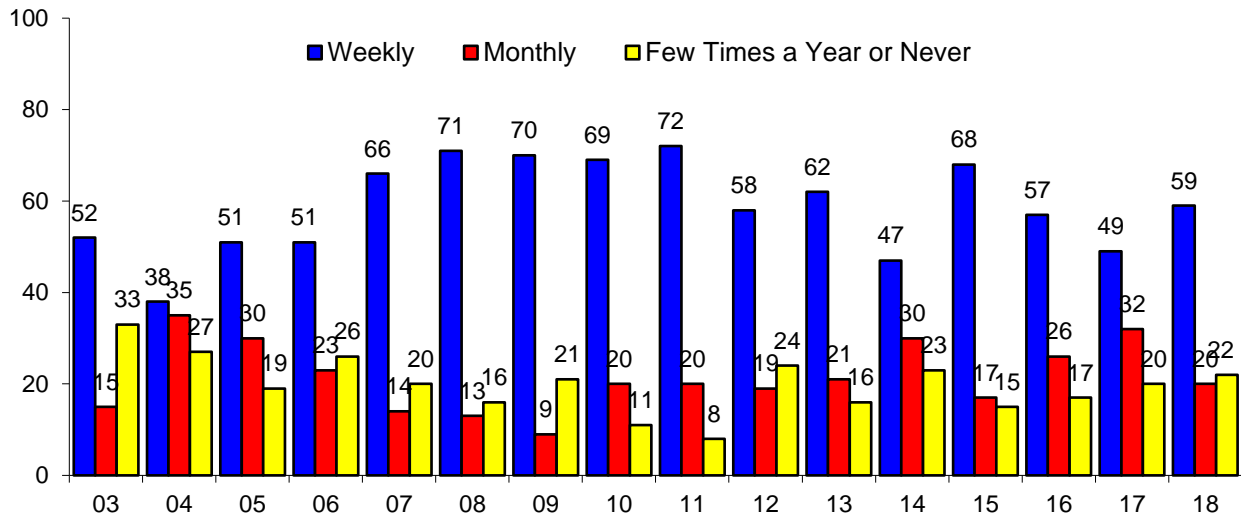
Family Transition Planning

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-three percent of programs reported having a written transition plan that describes the process that is shared with families. Eighty-seven 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 (96%) have a written plan for transitioning from home-based to center-based components and most (95%) have a written transition plan that includes procedures for transitioning from the center-based program to kindergarten (representing a 5-6 percentage-point increase compared to the previous year). See Table 14. Slightly more than 55% of transition plans included a written plan that defines procedures for transitioning adults, which represents a 22 percentage-point decrease compared with PY17, but similar to PY16 when the percentage was 54%.

Almost 55% of transition plans include a section on transitioning from the home-based program to a preschool other than FACE, slightly higher than the 49% in PY17 but notably lower than 64% in PY14-PY16. Almost 40% of plans include information on transitioning from the home-based program *prenatal to 3* to the home-based program *3 through kindergarten* and from the home-based program to kindergarten. Twenty percent of transition plans include a section on transitioning from the center-based program to the home-based program.

Table 14. Percentage and Number of Programs by Type of Transition Included in Written Plan in PY18

Type of Transition	Percentage	Number	(N)
From home-based to center-based	96	43	(45)
From home-based to preschool (other than FACE)	53	23	(43)
From home-based *prenatal to 3* to home-based *3 through kindergarten*	39	16	(41)
From home-based to kindergarten	38	15	(40)
From center-based to kindergarten	95	42	(44)
From center-based to home-based	20	8	(40)
From FACE to other programs for adults (Example: work, education)	57	24	(42)

In PY18, all but one program reported that they provided transition services to children and/or adults.   Of these 45 programs, all provided transition services to children, and 39 programs (87%) provided transition services to both adults and children. Most children who are assisted are transitioning from the center-based program to kindergarten (250 children) or from the home-based program to the center-based program (141 children). Most adults who are assisted have children who are transitioning from the center-based program to kindergarten (127 adults) or from FACE to other programs for adults (113 adults).

FACE TECHNICAL ASSISTANCE SUPPORT

At the end of PY18, programs reported on the types of technical assistance they received from PAT and NCFL during the program year and rated the helpfulness of the support. Each type of technical assistance was rated as (1) *not helpful*, (2) *somewhat helpful*, or (3) *very helpful.*

With one exception, all home-based programs participated in on-site visits and calls (see Table 15). One program did not receive a site visit in PY18, but other programs received 1-3 site visits. For the 41 programs providing this data, all home-based staff members participated in on-site visits at 95% of these sites. Approximately three-fourths of programs rated on-site visits as *very helpful* and one-fourth rated them *somewhat helpful*.

Table 15. Percentage of FACE Programs That Received Technical Assistance and Percentage Distribution and of Ratings of Helpfulness

Type of Technical Assistance	%	(N)	Not Helpful 1	Somewhat Helpful 2	Very Helpful 3	(N)
Home-based						
FACE Technical Assistance						
On-site Visits	98	(46)	0	24	76	(42)
On-line Training	96	(46)	2	34	63	(41)
Penelope Webinars	84	(44)	6	37	57	(35)
Penelope Training -Face-to-Face	85	(46)	0	43	57	(37)
TA—phone, email, texts	100	(46)	5	16	80	(44)
Implementation Conference Calls	100	(46)	2	16	82	(45)
Follow-up Training	45	(44)	0	16	84	(19)
Foundational 2 Training	13	(45)	0	0	100	(6)
Foundational Model Training – Parent Educators	48	(46)	5	21	74	(19)
Foundational Model Training – Program Leadership	24	(45)	0	9	91	(11)
Other Technical Assistance						
PAT International Conference	48	(46)	0	13	87	(22)
Interaction Across Abilities Training	41	(46)	0	6	94	(18)
Teen Parenting Training	41	(46)	0	0	100	(17)
Fatherhood Training	46	(46)	0	16	84	(19)
Supportive Resources	100	(46)	0	16	84	(45)
Center-based						
FACE Technical Assistance						
On-site Visits	98	(46)	0	19	81	(42)
On-line Training	86	(44)	0	24	76	(34)
TA—phone, email, texts	98	(46)	0	20	80	(40)
Implementation Conference Calls	98	(46)	0	16	84	(43)
Implementation Training	70	(46)	0	3	97	(30)
Other Technical Assistance						
NCFL National Conference	72	(46)	0	13	87	(31)

The home-based staff at all programs except two participated in on-line training (such as webinars and Knowledge Studio); programs participated in from 1-13 on-line learning experiences offered by PAT. For example, 84% of programs participated in webinars on the new data tracking system, Penelope; the average rating for the Penelope webinars was 2.5. In addition to on-line training, 85% of staffs received face-to-face training on the Penelope Data Tracking System; the average rating for face-to-face training was 2.6.

All programs participated in support calls for the home-based component; programs reported participation in 2-25 calls. All home-based programs participated in Implementation Conference calls and received Supportive Resources distributed by PAT. These resources were rated *exemplary* in meeting program needs by almost 85% of programs; slightly more than 15% of programs rated the resources *sufficient*.

Forty-five percent of programs sent parent educators to Follow-up Training offered by PAT, and 13% of programs sent parent educators to Foundational 2 training. Almost half of programs sent parent educators to Foundational Model Training, and almost one-fourth sent program leadership to the training.

PAT offered other trainings to which the FACE staff was invited. Almost half of programs sent parent educators to the PAT International Conference. Slightly more than 40% of programs approved home-based staff participation in Interaction Across Abilities training and/or Teen Parenting training, while slightly more than 45% approved home-based staff participation in Fatherhood training.

For the center-based component, all but one program reported participation in on-site visits. Programs received 1-3 on-site visits from NCFL, and 39 programs reported that all center-based staff members participated in the on-site visit(s). Eighty-one percent of staffs rated the visits as *very helpful.*

Slightly more than 85% of programs reported participation in on-line training, such as webinars and Recorded Learning Modules (ranging from 1-13). About three-fourths of the 34 programs that rated this type of technical assistance considered it to be *very helpful.*

All but one staff reported receiving technical assistance through calls, emails, and texts and through implementation conference calls. The technical support calls in which center-based staff members participated ranged from 1-60. Most (about 80%) of the programs rated these types of support as *very helpful.*

Implementation training offered by NCFL was attended by center-based staff members from 70% of the programs. Of 30 programs that rated the training, almost all (98%) rated the sessions as *very helpful.*

While none of the programs reported attending the NCFL national conference in 2016, funding was made available in 2017 and 60% of programs attended that year's conference. Slightly more

than 70% of the programs approved center-based staff participation in the PY18 national conference.

All FACE programs are expected to attend a FACE regional training session annually; all of the programs reported attendance by at least one and as many as six staff members. All except three programs sent at least one parent educator to the regional training (93%). Forty-one programs sent their early childhood teacher (89%), while 40 programs sent their early childhood co-teacher (87%) and adult education teacher (87%). The coordinators at 69% of programs participated in a regional training session, but administrators from only 24% of FACE schools participated (an 11 and 9 percentage-point increase, respectively, following a decline in PY17 compared with PY16 percentages). A school board member from two schools also attended a regional training session. Eighty-six percent of the programs rated the regional training as *very helpful* and 14% rated it *somewhat helpful*.

Other types of technical assistance described by programs included on-site visits by the BIE FACE program staff and special trainings or conferences on language and culture; administering the Otoacoustic Emissions (OAE) test; administering the Northwest Evaluation Association's Children's Progress Academic Assessment (NWEA-CPAA); DOI-required topics; and district and schoolwide topics such as policies and procedures, sexual harassment and collaboration. Programs reported receiving timely clarification from BIE staff via email and telephone calls.

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 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 PY18, approaching the goal of appropriate screening services for all children (see Figure 32). This is similar to the percentage in PY16 and PY17 and approximately twice the percentage of children who were screened since the data were first reported in PY97. Screening services were provided to 94% of home-based children and 93% of center-based children. PY18 is the fourth consecutive year that at least 90% of children participating in each component received screening services.

Similar percentages of home- and center-based children were screened in seven of the eight areas; 79% of home-based children were screened for hearing compared with 75% of center-based children (see Figure 33). Overall, the percentages of children screened in five of the eight areas are similar to the previous year, with slight increases in three areas; 78% of children were screened in hearing compared with 75% in PY17, 73% of children were screen in dental compared with 70% the previous year and 86% were screened for medical health concerns in PY18 compared with 80% in PY17.

**Figure 32. Percentage of Center-based and Home-based Children
Who Received Screening Services in PY97-PY18[30]**
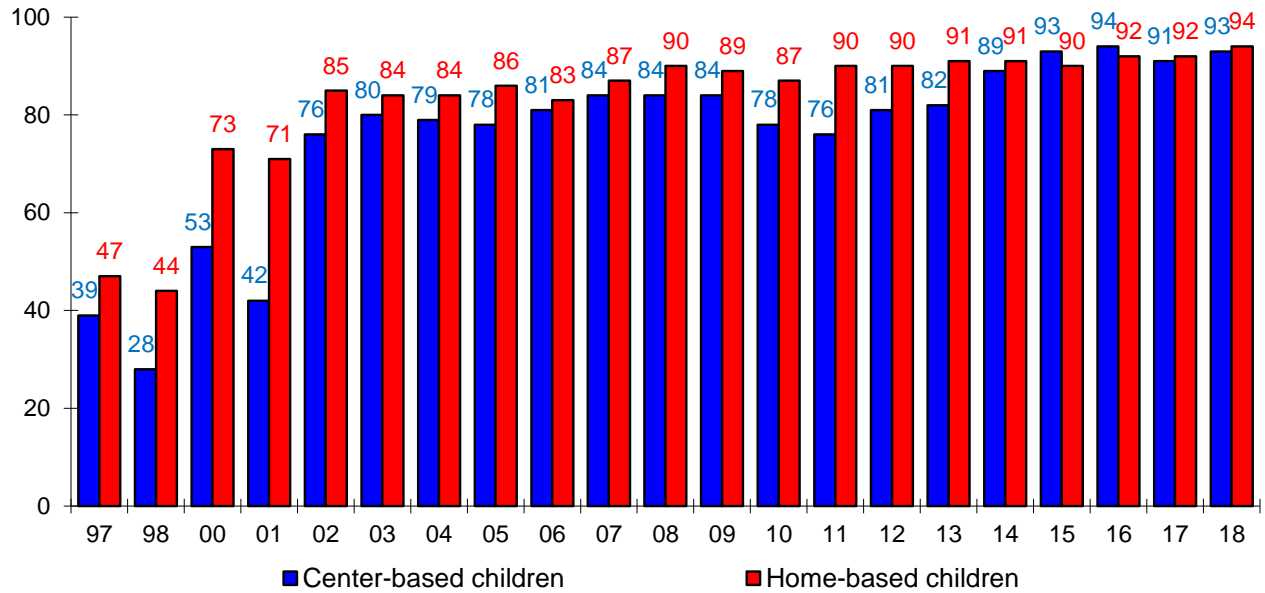
**Figure 33. Percentage of PY18 Home-based, Center-based, and All FACE Children Who
Were Screened—by Screening Area**
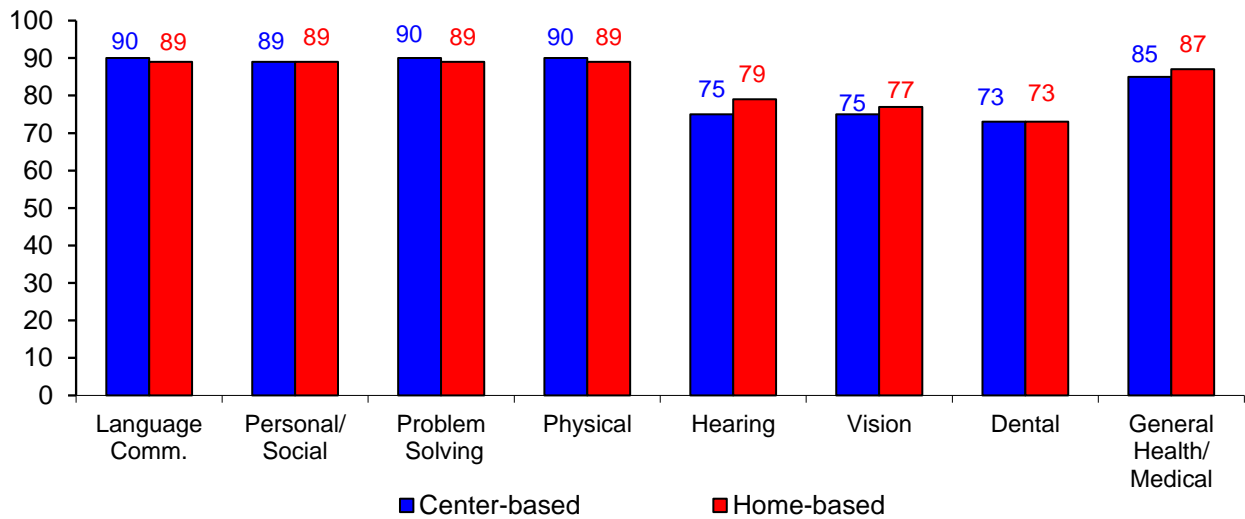
Most children were screened in the areas of language/communication (89%), personal/social development (89%), problem solving (89%), and physical development (89%). Center-based and home-based children were screened with similar frequency (89% or 90%) in these four areas.

Seventy-eight percent of all children were screened for hearing and 76% were screened for vision. Three-fourths of center-based and 79% of home-based children were screened for hearing. Three-

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[30] 1999 data not available.

fourths of center-based children (a 1 percentage-point decrease) and 77% of home-based children (a 2 percentage-point decrease) were screened for vision. Seventy-three percent of all children received dental screening (a 3 percentage-point increase); the same percentages of center-based and home-based children received dental screening (73%). Eighty-six percent of children received general health/medical screening, a six percentage-point increase compared with PY17. The percentage of home-based children screened increased from 84% in PY17 to 87% in PY18, and the percentage of center-based children screened increased from 83% in PY17 to 85% in PY 18.

Detection of Developmental Concerns

Developmental concerns were identified for slightly more than 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 six years. In PY18, 11% received services to address identified concerns. At the end of PY18, concerns remained for 9% of screened children, similar to percentages in the previous nine 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=2,124)	Number Screened	Percent of Screened Children with:			
			Concerns Identified	Service Referral	Service Received	Concerns Remaining at Year-end
Language/communication	89	1,894	14	6	5	5
Personal/Social	90	1,904	9	2	2	2
Problem solving	89	1,846	6	2	2	2
Physical development	89	1,894	8	3	3	2
Hearing	76	1,613	4	2	2	1
Vision	74	1,570	5	3	3	1
Dental	71	1,508	5	3	4	2
General health/medical	84	1,783	3	1	2	1
Screening Areas Overall	**93**	**1,979**	**26**	**12**	**11**	**9**

Fourteen percent of screened children had delays in language/communication in PY18; 9% of screened children had personal/social delays and 8% had physical development delays (see Figure 34). For each of the other areas, 3%-6% of screened children were identified with concerns. Similar to the past eight 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.

Figure 34. Percentage of PY18 Home-based, Center-based, and All FACE Children for Whom Concerns Were Identified—by Screening Area
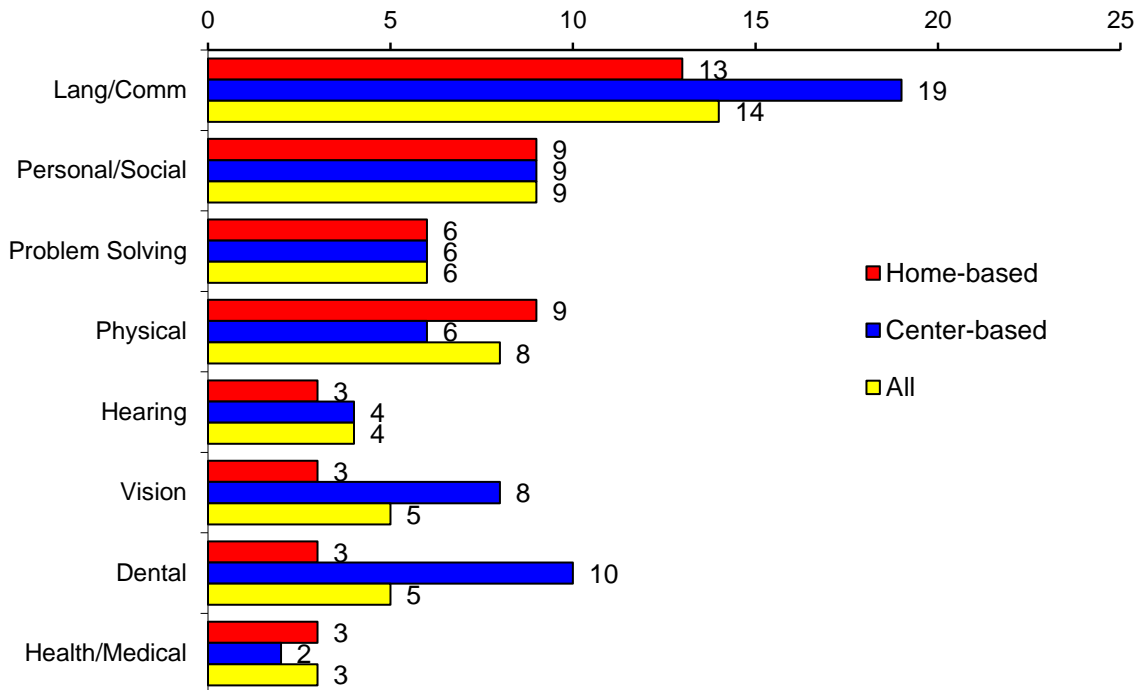
Higher percentages of center-based than home-based children were identified with concerns in screening areas overall, similar to the previous year (see Table 17). Thirty-five percent of center-based children who were screened were identified with concerns, compared with 22% of home-based children. Concerns were resolved by the end of the year for approximately 65% of the children who had been identified with concerns—including 69% of identified home-based children and 60% of center-based children.

Similar percentages of center-based and home-based children were identified with concerns in slightly more than half of the areas—including personal and social development, problem solving, physical development, hearing and medical health (0 to 3 percentage-point differences). Percentage differences are somewhat higher for language/communications, vision, and dental health (5 to 7 percentage-point differences). 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.

♦ Nine percent of home-based children and of center-based children were identified with personal/social concerns. Other areas with similar percentages of home- and center-based children identified with concerns include problem solving (6% for both groups), physical development (9% and 6%, respectively), hearing (3% and 4%, respectively), and general/medical health (3% and 2%, respectively).

Table 17. Percentage and Number of All FACE Children, and Home-based and Center-based Children 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=2,076)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=1,469)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=659)	Number Screened	Percentage of Screened Children With Concerns Identified
Language/communication	89	1,846	14	89	1,302	13	90	594	19
Personal/social	89	1,856	9	89	1,312	9	89	569	9
Cognitive (problem solving)	89	1,846	6	89	1,302	6	90	594	6
Physical development	89	1,846	8	89	1,302	9	90	594	6
Hearing	78	1,613	4	79	1,167	3	75	495	4
Vision	76	1,570	5	77	1,125	3	75	493	8
Dental	73	1,508	5	73	1,075	3	73	482	10
General health/medical	86	1,783	3	87	1,271	3	85	561	2
Screening Areas Overall	**93**	**1,931**	**26**	**93**	**1,362**	**22**	**94**	**620**	**35**

♦ Language/Communication concerns were identified for 13% of home-based children and a higher percentage of center-based children (19%). Vision concerns were identified for 8% of center-based children and 3% of home-based children. Dental concerns were identified for 10% of center-based children and 3% of home-based children.

In PY18, 97 children with an IEP or IFSP received services through FACE to address their special needs. The most frequently identified type of delay for these children is speech or language impairment, reported for almost 65% of these children. Five percent of children with an IEP or an IFSP were identified as having Autism. Other needs varied greatly, including small percentages of these children with special needs in the categories of hearing impairment, specific learning disabilities, multiple disabilities, deafness, orthopedic impairment, other health impairment, and visual impairment. Other areas listed include neonatal drug or alcohol exposure, developmental delays, premature birth or problems at birth, environmental risk, Prader Willi Syndrome, Down Syndrome, Cerebral Palsy, and Meningitis.

Parents provided information on a health questionnaire about their children's birth complications, health status and other health-related issues.[31] This information is used as a tool for FACE staffs to ensure that their families receive comprehensive services.

♦ For 21% of the children (298 children), their mother's pregnancy was a high-risk pregnancy. Complications during pregnancy included gestational diabetes for the mothers of 9% of the children (152 children), preeclampsia for the mothers of 5% of the children (84 children), low amniotic fluid for the mothers of slightly more than 1% of the children (20 children), placenta previa for slightly less than 1% of the children (11 children), and the mother of one child was diagnosed with an ectopic pregnancy. Other health conditions during pregnancy listed for the mothers of 4% of the children (60 children) varied. They include circulatory system issues (16 children), anemia (11 children), reproductive system issues (7 children), cholestasis (4 children), and non-gestational diabetes (3 children). Other issues for the mothers of one or two children include gall bladder problems, pulmonary issues, seizures, and Bell's palsy.

♦ Use of Folic acid and vitamin supplements is recommended for a healthy pregnancy and birth. The mothers of 43% of the children (598 children) took folic acid during pregnancy and 88% (1,277 children) took vitamin supplements.

♦ During labor, the mothers of 7% of the children (109 children) experienced difficulty, and the mothers of 5% of the children (78 children) experienced difficulty during delivery of their child.

♦ Parents reported that 384 children were exposed to neurotoxins before birth, more than twice the number reported in PY17 (156 children) and more than three times the number reported in PY16 (108 children). Of the exposed children, 66% (252 children) were exposed to caffeine; 30% percent (115 children) were exposed to nicotine and other toxins found in tobacco products because their mothers smoked during pregnancy; 14% (53 children) were exposed to alcohol; 12% (45 children) were exposed to marijuana; 7% (28 children) were

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[31] The Child Health Record was completed for 1,609 PY18 FACE children.

exposed to opioids/heroin; 7% (26 children) were exposed to amphetamines; 2% (7 children) were exposed to barbiturates; 2% (9 children) were exposed to cocaine/crack; and 13% (51 children) were exposed to other neurotoxins in utero. These include methamphetamines (14 children), methadone (5 children), pain medications (4 children), and antidepressants (2 children), and drugs taken for mother's conditions such as anemia, cholestasis, or diabetes, (5 children). Twenty-two percent of these children were exposed to multiple toxins before birth, similar to the previous year.

♦ Twenty-six percent of children (422 children) exhibited special conditions at birth. Of these children, 83% were jaundiced at birth. Each of the following conditions were exhibited by one child at birth: congenital heart disease, spina bifida, and Down syndrome. Twenty-four percent of the children that exhibited special conditions at birth were reported to have conditions other than those listed above. The special conditions involved the respiratory system (22 children), the circulatory system (15 children), various anomalies and injuries (13 children), the urinary/excretory system (11 children), the digestive/gastro-intestinal system (7 children), premature birth (5 children), drug withdrawal resulting from mother's drug usage (4 children), blood sugar problems (4 children), and the immune system (2 children). One child was born with a form of muscular dystrophy. Five newborns were reportedly kept in the hospital for treatment and/or observation, ranging from a four-day observation to two months in the hospital.

♦ Parents were asked to report on breastfeeding if their child was 12 months or younger. Breastfeeding is promoted for children's health and well-being at the start of life. Of the 1,171 children whose parents reported on breastfeeding, 68% (797 children) were breastfed. Breastfeeding was initiated in the hospital for 87% of children (632 children) and at home for 13% (98 children). Sixty-one percent of children (371 children) who were breastfed received only breast milk during their first six months of life. Forty-five percent of the children (349 children) were breastfed five months or less, 14% (107 children) were breastfed six to nine months, and 20% (151 children) were breastfed more than nine months. Twenty-one percent of children (164 children) were being breastfed when their Health Record was being completed.

♦ During PY18, 183 children were exposed to second-hand smoke— approximately 12% of children for whom parents provided information and the same percentage as in PY17 when 200 children were exposed to second-hand smoke. This is much lower than the 40% of children aged 3-11 reported by the Center for Disease Control and Prevention (CDC) who experience second-hand smoke.[32] However, the differences in ages of children for the FACE and CDC comparison should be noted. Of the 183 children exposed to second-hand smoke, 90% (164 children) were only exposed *sometimes* but 10% (19 children) were *always* exposed.

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[32] Retrieved on 6/25/2018 from website https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6404a7.htm..(David M. Homa, PhD, Linda J. Neff, PhD, Brian A. King, PhD, Ralph S. Caraballo, PhD, Rebecca E. Bunnell, PhD, Stephen D. Babb, MPH, Bridgette E. Garrett, PhD, Connie S. Sosnoff, MA,and Lanqing Wang, PhD.) Vital signs: disparities in nonsmokers' exposure to secondhand smoke — United States, 1999–2012. Morbity and Morbity Weekly Report from Center for Disease Control and Prevention, February 6, 2015/ 64(04);103-108.)

♦ Ninety-five percent of children are within normal weight and height limits for their age.

♦ At least 96% of the FACE children are covered by a health insurance plan, an 11 percentage-point increase compared with PY17 and a four-year dramatic increase over the percentage in PY14 when only half of the children had medical insurance coverage.

♦ At least one emergency room visit was made for 18% of FACE children in PY18 (288 children). Two-thirds of the children were taken to an emergency room for an illness, 18% (53 children) went to the emergency room because they sustained an injury, and one child visited the emergency room because of poisoning. Twenty-three percent of the children (67 children) who visited the emergency room were referred by a health care professional. Parents listed conditions that sent children to the emergency room which included respiratory system issues for at least 22 children, seizures for four children, allergic reactions for four children, and digestive system issues for three children.

♦ A medical condition was reported for 12% of the children for whom Health Records were available (198 children). Conditions varied greatly and were reported for small numbers of children. Asthma (73 children), prematurity and low birth weight (38 children), feeding difficulties in early childhood (15 children), hearing impairment, (11 children), and heart defects or disease (8 children) were some of the conditions reported.

♦ Allergies were reported for 14% of PY18 children (233 children), compared with 9% of children in PY17 and 11% of children in PY16. The most frequently reported are environmental allergies, such as those due to dust, molds, pollens, animal dander; food allergies; and allergies to various prescription or non-prescription drugs. Food allergies are a concern for schools and programs offering meals and snacks.

♦ Thirty-eight percent of children were screened for lead poisoning. For the children whose test results were available, only one child's level was reported as *a little high.*

♦ Forty-two percent of children were screened for anemia; 34 children were reported to have tested anemic or slightly anemic.

♦ Parents reported that 10% of the PY18 FACE children take regularly. Medicines include over-the-counter drugs taken by 5% of the children (75 children); asthma inhalers used by 2% of the children (39 children); antibiotics taken by 2% of the children (34 children); and ear and eye drops, each used by 1% of the children (10 children and 9 children, respectively).

♦ Eleven percent the PY18 FACE children take supplements regularly.

♦ Immunizations were up to date for 93% of PY18 FACE children (1,456 children). Nationally, 70.1% of children aged 19-35 months are current with their immunizations.[33] By

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[33] https://www.cdc.gov/nchs/data/hus/2017/066.pdf Table 66. Vaccination coverage for selected diseases among children aged 19–35 months, by race, Hispanic origin, poverty level, and location of residence in metropolitan

comparison, 96% of PY17 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, 55% were reported to *never* fall asleep with a bottle in their mouth. Thirty-four percent *sometimes* fall asleep with a bottle in their mouth, a behavior that is discouraged, and 11% were reported to *always* do so.

♦ Among PY18 FACE children aged one year or older, 96% reportedly brush their teeth. Sixty percent brush their teeth *regularly*, and 36% *sometimes* brush their teeth. Thirteen percent of children have parents who reported that they had concerns about their child's teeth or gums; decaying teeth was the concern for at least 70% of the parents who reported their concern and specified the cause for their concern. Good dental care is emphasized in both components of the FACE program, and obtaining dental checkups on a regular basis is promoted. Seventy-four percent of children have a source for dental care; 58% of children have regularly scheduled dental appointments and have experienced his/her first dental appointment.

♦ Parents reported that 88% of the children use an approved car seat according to State law. This is a 10 percentage-point decrease compared with the previous year. Appropriate use of car seats for children is a focus in parenting education in FACE. The focus on safety extends to other concerns, such as the use of helmets when biking or skating. For children aged 4 or older, one-half reportedly wear a helmet when engaged in these activities—a decrease from the 61% reported to wear helmets during PY17.

♦ Home safety concerns include working smoke detectors on each floor, childproofing to prevent accidental injuries, and having a family plan and supplies in case of an emergency. Seventy-three percent of the children live in homes with at least one smoke detector on each floor where the family resides. Sixty-nine percent of children live in homes that are reported as childproofed, and 51% live in homes where the family has a plan and supplies for emergencies.

♦ Another concern is young children's safety while sleeping. For children up to the age of 12 months, 83% are *always* placed on her/his back to sleep, 13% are *sometimes* place on his/her back, and 4% *never* are. For 38% of the children who are infants to 12 months, there is *never* soft bedding in the area the child sleeps, *sometimes* there is soft bedding in the area where 22% of the children sleep, and it is *always* in the area where 40% of the children sleep. Thirty-three percent of children up to the age of 12 months *never* share a bed, 41% *sometimes* share a bed and 26% *always* share a bed.

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statistical area: United States, selected years 1998–2016 — United States, 2016. Report from Center for Disease Control and Prevention, National Center for Health Statistics, 2017.

Detection of Social-Emotional Concerns

FACE staff members assist parents in completing the *Ages & Stages: Social-Emotional* (ASQ2: SE), an instrument that is used to assess social-emotional developmental delays or concerns. During PY18, staff members at 44 FACE programs assisted parents in completing the assessment for 57% of FACE children, similar to the previous two years. All home-based children are to be assessed with the instrument; 76% of home-based children were assessed in PY18. Only center-based children who exhibit behaviors suggesting social-emotional developmental delays or concerns are to be assessed; 13% of center-based children were assessed in PY18. The child's age at the time of the first PY18 assessment ranged from 2-60 months.

Of children assessed with the ASQ2: SE, 5% (58 children) were identified with social-emotional delays or concerns. About 35% of children who were identified with delays or concerns were less than 24 months of age; 65% were 24 months or older.

Seventy-seven children assessed received a second assessment; continuing concerns were not identified in any of these children.

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.[34] 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).[35]

Meisels' *Work Sampling System* (WSS) is also used to assess the development of 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, (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.*[36]

Most FACE preschoolers (91%) were assessed at least once with the EOWPVT and/or the WSS in PY18 (see Table 18). Nine percent of preschoolers in PY18 (compared with 6% in PY17) were either not assessed, or programs provided no documentation.

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[34] 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.

[35] Published by Academic Therapy Publications.

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

Table 18. Percentage and Number of FACE Center-based Children Assessed in PY18

	% PY17	% PY18	Number of Children PY18
EOWPVT but no WSS	16	7	45
WSS but no EOWPVT	2	4	30
Both EOWPVT and WSS	76	80	531
No EOWPVT or WSS	6	9	59
Total	100	100	665

EOWPVT Assessments for Center-based Children

The 576 preschoolers who were assessed at least once with the EOWPVT comprise 87% of all FACE preschoolers in PY18—somewhat fewer than the 92% assessed with the EOWPVT in PY17. Four of these children scored too low to have valid assessment scores, so they are not included in the following analyses. The scores of an additional six children were reported as raw scores rather than standard scores and are also not included in the analyses.

Teachers administer the EOWPVT 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 566 children who were assessed, 443 (78%) had more than one EOWPVT assessment during the year. Of these preschoolers with pre- and post-test scores, 72% were assessed fall-spring (and most had an additional mid-term assessment); 7% were assessed fall-midterm; and 21% were assessed midterm-spring. 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 equal-interval comparison, standard scores with an average of 100 (equivalent to the 50th percentile or NCE) and a standard deviation of 15 based on a nationally-normed sample of children are used. The average first score for 566 children is 96, 4 standard scores less than the national average of 100 and equivalent to the 39th national percentile (see Figure 35).

For the 443 children with pre- and post- scores during PY18, the average pre-test score of 97 (equivalent to the 42nd national percentile) significantly and meaningfully increased to an average post-score of 102 (equivalent to the 56th national percentile). The increase of five standard scores is a meaningful increase of one-third of a standard deviation.[37] The post-score is two standard scores above the national average.

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

Figure 35. Average First PY18 EOWPVT Standard Score Overall and Matched Pre-Post Scores Overall and by PY18 Testing Cycle
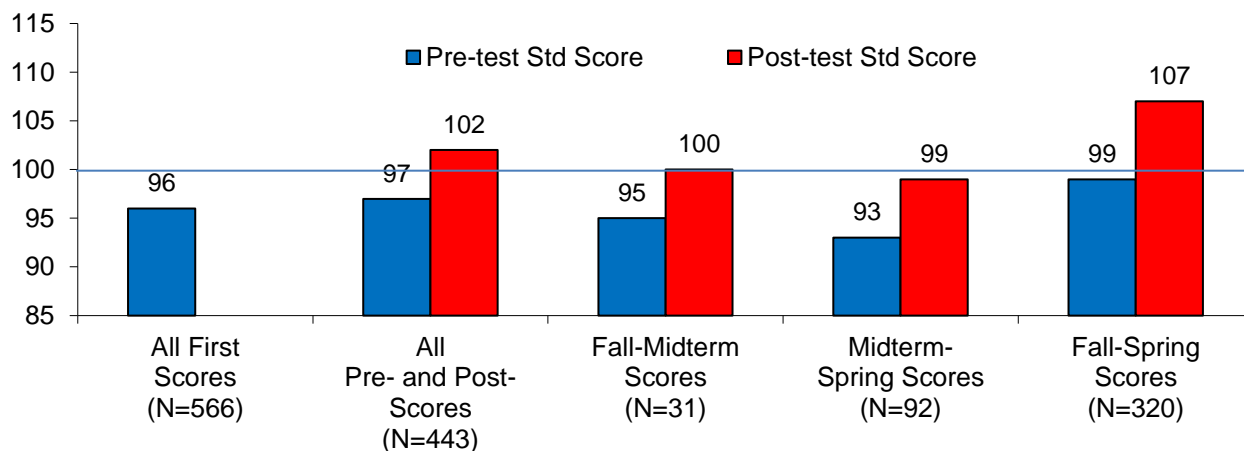
Children who attended preschool the entire year and were tested in the fall and spring demonstrated the largest gains, with an average increase of 8 standard scores (one-half of a standard deviation), rendering them at the 66th national percentile at the end of the school year. Children who attended fall-midterm demonstrated an average standard score gain of five and score at the national average of 100 at post-test. Those who attended midterm-spring increased six standard scores, with a post-test score of 99, near the national average of 100.

This analysis was also conducted by the background characteristics of children that are typically related to performance—age and gender. Preschoolers who are 3 years of age score significantly lower at pre-test than do 4-year-olds (with average pretest standard scores of 96 and 99). However, no significant differences exist at post-test. Similarly, no significant differences are found by gender at pre-test or post-test.

Forty-four percent of FACE programs (19 programs) demonstrated significant and meaningful average gains for their preschoolers. An examination of post-test performance for each of the 43 FACE sites reporting pre- and post-test data reveals that the average EOWPVT post-test scores at 61% of FACE programs are *at or above* the national average standard score of 100 (which is the 50th national NCE or percentile).

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 above that 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.

Approximately one-third of preschoolers who had both a pre- and post-test were found to have low attendance, 25% had moderate attendance, and 41% had high attendance (see Figure 36). Children who subsequently demonstrated low attendance score significantly and meaningfully lower at pretest than did children with moderate and high attendance. Low attendance children nonetheless made large gains during their preschool year, increasing from a standard score of 92 (more than one-half of a standard deviation below average) to a standard score of 101, which is slightly above average. Children who subsequently demonstrated moderate or high attendance score at the average standard score of 100 at pre-test and gained 7 standard scores during their preschool year, rendering them one-half of a standard deviation above average at the end of the preschool year.

Figure 36. Average EOWPVT Standard Scores--Matched Pre-Post Scores Overall by Hours of FACE Preschool Attendance in PY18
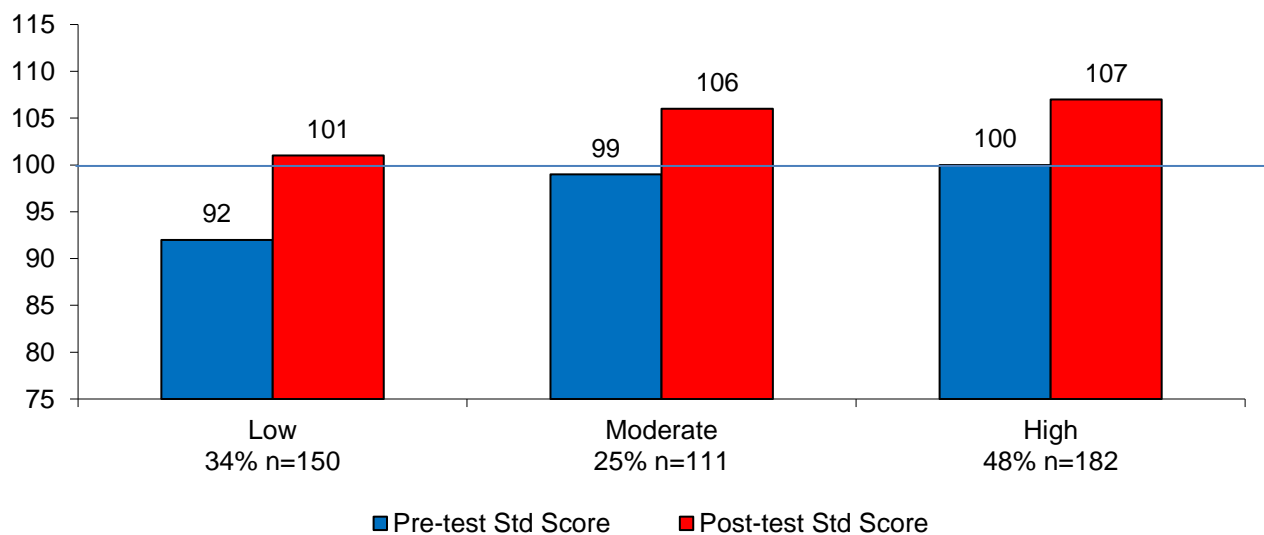
One-half of assessed preschoolers had received home-based services sometime during their FACE participation. There were no significant differences among children who had formerly received home-based services and those who had received only center-based services at preschool entry or at the end of preschool.

Preschoolers with IEPs were so identified on administrations of the EOWPVT assessment and on summaries of screenings conducted throughout the year. Nine percent of center-based children (58 children) were identified as having an IEP from either or both sources of information.[38] Eleven preschoolers with IEPs were not assessed with both a pre- and post-assessment. Of the preschoolers with pre- and post-assessments, almost 11% had IEPs.

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[38] EOWPVT records indicated that 51 children had IEPs at pre-, mid-, and/or post-test. Screening data indicated that 41 children had an IEP. Combining this information resulted in the identification of 58 children with an IEP from either or both sources of information.

FACE preschoolers with IEPs score significantly below other preschoolers at pre-test, scoring two-thirds of a standard deviation below the national average (i.e. with an average standard score of 90) compared with an average standard score of 98 for preschoolers who did not have an IEP (see Figure 37). At post-test, children with IEPs increased their average score to 99, a significant and meaningful increase of two-thirds of a standard deviation—and near the national average of 100. Although preschoolers with IEPs continued to score significantly lower than other preschoolers (who had average pre-test and post-test scores of 98 and 105, respectively), they made meaningful progress in narrowing the achievement gap and approaching the national average as preschoolers.

**Figure 37. Average Standard Scores for EOWPVT
for PY18 FACE Preschoolers by IEP Status**
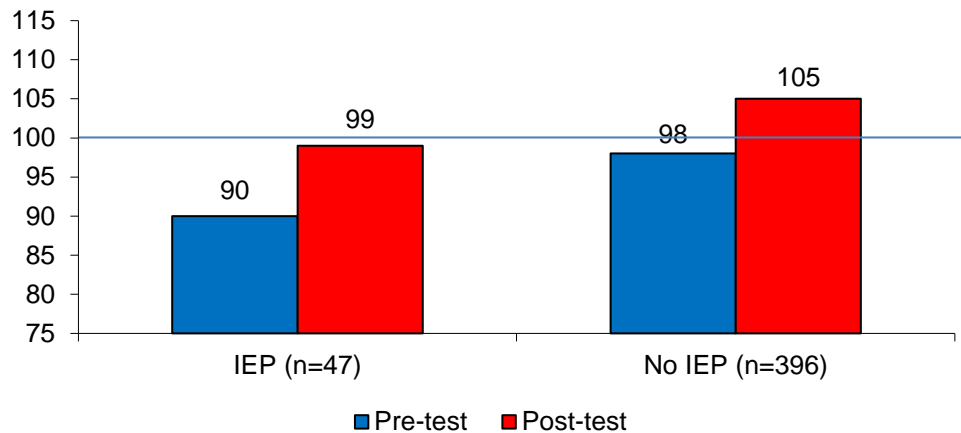
Work Sampling Assessment for Center-based Children

In PY18, FACE preschool staff members conducted at least one WSS assessment for 84% of FACE preschool children (561 children). This includes 257 children who were assessed with a 3-year-old form and 304 children who were assessed with a 4-year-old form. Of children who were assessed with the WSS, 80% (447) also had a post-assessment completed during the year. Children are rated on items categorized in each of eight domains. [39] Raw scores are computed by adding the value of the response for each item within the domains, and therefore vary dependent on the number of items in each domain. Details of rating frequencies are provided in Appendix G.

For each of the eight domains, both 3- and 4-year-old FACE preschoolers of both ages demonstrate statistically significant improvement in ratings on every domain for both age groups (p < .0001). See Table 19.

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

Table 19. WSS Pre- and Post-test Raw Scale Means, Standard Deviations, and Significance Test of Null Hypothesis of No Change by Child's Age at Entry

Domains	Mean Pre-test	s.d.	Mean Post-test	s.d.	p-value	N
Personal & Social						
3-year-old WSS form	20.4	6.2	29.2	6.2	<.0001	199
4-year-old WSS form	23.7	6.5	31.3	5.6	<.0001	247
Language & Literacy						
3-year-old WSS form	17.1	5.1	24.2	5.9	<.0001	197
4-year-old WSS form	21.6	6.0	29.6	6.3	<.0001	246
Language & Literacy for English Language Learners						
3-year-old WSS form	4.7	1.5	7.0	1.6	<.0001	104
4-year-old WSS form	7.5	2.3	10.1	2.1	<.0001	158
Mathematical Thinking						
3-year-old WSS form	14.7	4.9	22.2	6.2	<.0001	198
4-year-old WSS form	18.6	6.4	27.4	7.4	<.0001	248
Scientific Thinking						
3-year-old WSS form	17.0	6.1	26.5	6.4	<.0001	197
4-year-old WSS form	19.1	6.8	29.0	5.9	<.0001	246
Social Studies						
3-year-old WSS form	9.2	2.9	13.8	2.9	<.0001	196
4-year-old WSS form	17.0	5.1	24.8	4.7	<.0001	248
The Arts						
3-year-old WSS form	6.9	2.1	9.6	2.3	<.0001	198
4-year-old WSS form	7.6	2.3	10.2	2.2	<.0001	248
Physical Development						
3-year-old WSS form	13.2	3.4	17.6	3.6	<.0001	199
4-year-old WSS form	15.3	3.8	19.2	2.8	<.0001	248

Female and male 3-year-olds score similarly on each WSS scale at pre- and post-test. Female 4-year-olds score significantly higher than male 4-year-old preschoolers on the personal and social domain, the language and literacy domain, and the social studies domain at pre- and post-test. Female 4-year-olds score significantly higher than male preschoolers at pre-test on the mathematical thinking and the arts domains, but they score similarly at post-test. Female and male 4-year-olds score similarly on the science and physical development domains at both pre- and post-test.

For both 3- and 4-year-olds, preschoolers with low attendance score significantly lower than do preschoolers with high attendance on every domain (see Table 20). Three-year-old preschoolers with low attendance score significantly lower than 3-year-old preschoolers with moderate attendance in language and literacy, mathematical thinking, and the arts domains. Four-year-old preschoolers with low attendance score significantly lower than 4-year-old preschoolers with moderate attendance on personal-social, the arts, social studies, and physical development domains. Three-year-old preschoolers with moderate attendance score significantly lower than 3-year-old preschoolers with high attendance on science, the arts, and social studies domains. Four-year-old preschoolers with moderate attendance score similarly to those 4-year-olds with high attendance on every domain.

**Table 20. WSS Pre- and Post-Assessment Raw Score Means
by Child's Age and Attendance Frequency**

	Low Attendance (32%, n=149)			Moderate Attendance (23%, n=106)			High Attendance (45%, n=206)		
	Pre-Score	Post-Score	N	Pre-Score	Post-Score	N	Pre-Score	Post-Score	N
3-Year-Olds									
Personal/Social Development	20.1	27.5	84	19.9	30.0	41	21.1	30.7	74
Language & Literacy	16.6	21.8	83	17.4	25.1	41	17.6	26.4	73
Language & Literacy for ELLs	4.5	6.5	44	5.0	7.2	24	4.8	7.4	36
Mathematical Thinking	14.4	19.3	84	14.3	23.2	41	15.4	25.0	73
Scientific Thinking	17.0	24.5	84	16.9	26.6	40	17.2	28.8	73
Social Studies	8.9	12.8	83	9.4	13.8	40	9.4	15.0	73
The Arts	6.8	8.8	84	6.5	10.0	41	7.1	10.2	73
Physical Development	13.9	16.8	84	13.2	17.9	41	13.5	18.4	74
4-Year-Olds									
Personal/Social Development	21.2	29.1	72	23.8	32.0	66	25.2	32.3	109
Language & Literacy	19.3	27.7	71	22.3	30.0	66	22.7	30.5	109
Language & Literacy for ELLs	6.6	9.8	40	7.7	10.3	49	7.8	10.1	69
Mathematical Thinking	17.2	25.6	72	18.2	27.5	66	19.7	28.5	110
Scientific Thinking	18.4	27.5	72	18.4	28.4	64	20.2	30.3	110
Social Studies	15.3	23.0	72	17.1	24.8	66	18.0	25.9	110
The Arts	6.7	9.3	72	7.7	10.3	66	8.1	10.8	110
Physical Development	14.1	18.2	72	15.4	19.8	66	15.9	19.4	110

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 (97% or more) rated FACE participation as having at least *somewhat* of an impact on their child (see Table 21). Fewer than 5% indicated no impact on each of the indicators.

The overall percentage of parents reporting a *large* impact for each of the indicators is similar to the previous five years' percentages (a 5 percentage-point difference or less). Differences between PY17 and PY18 for the indicators for each of the three types of services ranged between 1-8 or 1-6 percentage points. The difference in ratings between center-based parents and home-based parents may be reflective of the age differences and the difference in component services for center- and home-based children. Significant differences are found between groups for all indicators of impact, although the majority of parents reported *large* impacts of FACE on children.

♦ Almost 80% of parents reported that FACE has a *large* impact on increasing their child's interest in learning. Slightly more than 85% of center-based-only parents reported the *large* impact compared with a significantly fewer 79% of parents who received both services and 74% of home-based-only parents. Significantly fewer home-based-only parents reported a large impact compared with parents who participated in both services.

♦ Three-fourths of parents indicated that FACE has a *large* impact on increasing their child's interest in reading. Approximately 85% of center-based-only parents reported a *large* impact; a significantly lower 70% of home-based-only parents did so. Slightly more than three-fourths of parents who participated in both FACE components reported a *large* impact, but this percentage was not significantly different compared with home-based-only parents or center-based-only parents.

♦ Approximately three-fourths of parents reported that FACE participation has a *large* impact on preparing their child for school. Almost 90% of center-based-only parents reported a *large* impact on preparing their child for school, as did a significantly fewer 77% of parents who received both services and a significantly fewer 67% of home-based-only parents. Also, compared with parents who received both services, significantly fewer home-based-only parents reported a *large* impact.

♦ Almost three-fourths of parents indicated that FACE participation has a *large* impact on increasing their child's verbal/communication skills. Eighty-five percent of center-based-only parents and a significantly fewer 75% of parents with both services reported that FACE has a *large* impact on increasing verbal/communication skills. The slightly more than 65% of home-based-only parents who gave a high rating is also significantly lower than the percentage of center-based parents who did so.

Table 21. Percentage of PY18 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	74	25	1	(647)	87	12	1	(229)	79	19	1	(449)	78	21	1	(1,325)	2>1, 2>3, 3>1
Increased child's interest in reading	70	28	2	(635)	84	13	3	(231)	77	20	3	(436)	75	23	2	(1,302)	2>1
Prepared child for school	67	31	2	(547)	89	10	1	(228)	77	22	1	(414)	74	24	2	(1,189)	2>1, 2>3; 3>1
Increased child's verbal/ communication skills	67	31	2	(640)	85	14	<1	(231)	75	22	3	(443)	73	25	2	(1,314)	2>1, 2>3
Increased child's self confidence	68	31	1	(619)	83	16	1	(231)	75	22	3	(431)	73	25	2	(1,281)	2>1, 2>3
Helped child get along better with others	55	41	4	(621)	82	17	1	(230)	69	27	4	(442)	65	32	3	(1,293)	2>1, 2>3, 3>1

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

♦ Almost three-fourths of parents reported their child's increased self-confidence to be a *large* impact of FACE participation. Almost 85% of parents with only center-based services and a significantly fewer 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.

♦ Sixty-five percent of parents reported that FACE has a *large* impact on helping their child get along better with other children. Slightly more than 80% of center-based-only parents, whose children have more opportunities for interaction with others, reported a *large* impact on their children; a significantly fewer 69% of parents who received both services and 55% of home-based-only parents reported this degree of impact. Significantly fewer home-based-only parents reported a *large* impact compared with parents who participated in center-based services. 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.[40]

Twenty-seven parents commented or mentioned other ways that FACE helps their child. Other ways participation in FACE helps includes fostered overall development, increased self-awareness, increased use and understanding of American Indian language and culture, improved motor skills, more able to follow a daily routine, decreased shyness, more mannerly, and increased independence. Three parents wrote that their children had fun engaging in new activities; participation in FACE contributed to their happiness. One parent wrote "Child doing good," and another reported, "Teachers are doing their best." All 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 PY18, 435 home-based children were of preschool age (3 or 4) and eligible for fall 2018 enrollment in the FACE preschool.

At the end of PY18, FACE programs reported that 234 children (19 fewer children compared with PY17) and 163 adults (six fewer adults than were reported in PY17) received assistance with the transition to preschool. Staffs at 42 sites, six more programs than the previous year, reported that 141 home-based children were helped with their transition to the FACE center-based preschool program (see Table 22). Transition assistance was provided to 113 adults whose children were transitioning at 33 sites, five more sites than provided adult transition services in PY17. (reports from programs increased by 5 compared with PY17).

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[40] 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.

Table 22. Number of Home-based Children and Adults Who Were Assisted in Transitions to Preschool in PY18

	Children	Programs	Adults	Programs
Home-based to center-based	141	42	113	33
Home-based to another preschool	38	17	21	10
Home-based *prenatal to 3* to home-based *3 through kindergarten*	55	12	23	8

Programs also provided assistance with the transition of home-based participants to other preschools. To do so in communities where services are available, 72% network with Head Start, 58% network with the public preschool, and 77% have a relationship with the Early Head Start program. Networking with private preschools occurs in six communities (see Table 45 in the section on Coordination with Community Agencies/Programs). Seventeen programs reported that 38 home-based children were helped with their transition to another preschool, and 21 parents received transition assistance. Fifty-five children at 12 sites were assisted in their transition from home-based *prenatal to 3* to home-based *3 through kindergarten*.

Parents were also asked if they or their child participated in activities to transition to FACE center-based services and if FACE helped in the process. Parents reported that 357 home-based children participated in activities to transition to center-based services, as did 168 parents. Of the 401 home-based parents who reported whether or not FACE helped with the transition to center-based services, 80%, reported that FACE was helpful to their making the transition, similar to the percentage in PY17.

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, personal development and health/physical fitness. Both home- and center-based staff members work with adults to document progress and report achievements. In PY18, adult achievement information was provided for 1,807 FACE adults— 88% of FACE adults (similar to PY17 and a substantial improvement over the 59% in PY16). Information was provided for 89% of the center-based adults and 88% of home-based adults.

Included in the achievement data are reports on goal setting and completion. In PY18, 88% of FACE adults with achievement data set at least one goal for the year. This includes 88% of home-based adults and 89% of center-based adults (see Table 23). Slightly more than 75% of adults completed at least one goal during the year, including 77% of home-based adults and 81% of center-based adults. Of the adults who set goals, 88% completed at least one goal, which includes 87% of home-based adults and 91% of center-based adults who set goals.

Table 23. Percentage of FACE Adults with Who Set and Achieved Goals
Overall and by Service Area

	Adults who Set Goals		Adults who Completed Goals		
	Number	**Percentage of Adults**	**Number**	**Percentage of Adults**	**Percentage of Goal-Setting Adults**
All FACE Adults (N=2,050)	1,801	88	1,580	77	88
Home-based Adults (N=1,465)	1,292	88	1,123	77	87
Center-based Adults (N=761)	674	89	616	81	91

Adults set five parent/family/community goals, including improvement in parenting skills, understanding child development, improving their family's well-being, increasing their involvement in the community, and identifying and accessing resources. Goal-setting rates for home- and center-based adults differed by 1-18 percentage points, with higher percentages of center-based adults setting each of the five goals compared with home-based adults (see Table 24). In PY17, rates were similar for home- and center-based adults. Two-thirds of center-based adults and almost 60% of home-based adults set a goal to improve their parenting skills; approximately 80% of each group met their goal. Approximately 60% of FACE adults set goals related to understanding their child; 84% of home-based adults compared with 77% of center-based adults completed their goals. Slightly more than 50% of home-based adults and almost 60% of center-based adults set goals to improve their family's well-being; about three-fourths of these adults completed their goals. Of the slightly more than one-third of center-based adults who set a goal for community services, three-fourths also completed it. A smaller 16% of home-based adults set that goal, but almost 80% of them completed it. Center-based parents were more likely to set goals to identify and access resources to help themselves and their family than were home-based parents (50% and 36%, respectively). Goal completion rates were approximately 80% for both groups.

Table 24. Percentage of FACE Adults Who Set Parent/Family/Community Goals in PY18 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=2,050)	Completed Goal	Set Goal (N=1,466)	Completed Goal	Set Goal (N=772)	Completed Goal
Improve parenting skills	60	79	59	81	67	78
Understand child development	59	81	60	84	61	77
Improve family's well-being	52	76	51	78	58	74
Increase community involvement	21	77	16	79	34	75
Identify and access resources	39	81	36	83	50	79

Adults also set goals related to their child—preparing their child for school, socializing their child, and becoming more involved in their child's school. Due to the differences in component services and in children's ages, these goals were more likely to be set by center-based adults. Sixty-five percent of center-based adults set goals to prepare their child for school; slightly more than 50% of home-based parents did so (see Table 25). Slightly more than 60% of center-based adults had a goal to socialize their child; approximately 40% of home-based adults had this goal. Approximately 60% of center-based adults and approximately 35% of home-based adults set a goal to become more involved in their child's school. Goal competition was achieved by 80% of center-based adults for preparing their child for school and socializing their child compared with approximately 70% of home-based adults who set these goals. Approximately three-fourths of center-based adults compared with slightly more than 70% of home-based adults who set the goal to become more involved in their child's education did so.

Table 25. Percentage of FACE Adults Who Set Goals Related to Their Child in PY18 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=2,050)	Completed Goal	Set Goal (N=1,465)	Completed Goal	Set Goal (N=761)	Completed Goal
Prepare child for school	54	72	51	69	65	80
Socialize child	46	73	41	70	61	81
Become more involved in child's school	42	72	36	71	58	76

Goals for self-improvement were also set by adults. Center-based adults are more likely to set goals related to self-improvement than are home-based adults due to differences in focus for the components. Although the goal-setting percentages of center-based adults compared with home-based adults are higher by 4-26 percentage points for the academic goals measured, similar percentages of center-based and home-based adults generally completed the goals (see Table 26). Nineteen percent of center-based adults set goals to complete a GED or high school diploma; 15% of home-base adults set this goal. Slightly more than 20% of center-based adults set goals to complete at least one college course; 12% of home-based adults did so. Slightly more than 35% of center-based adults set goals to improve academic skills; 14% of home-based adults set this goal. Few adults completed their goal of achieving their GED or high school diploma in PY18. However, 60% of center-based adults improved their academic skills and approximately 70% of both groups of adults who set the goal completed a college course. Slightly more than 45% of center-based adults set goals to improve reading skills; almost three-fourths completed this goal during the year.

Table 26. Percentage of FACE Adults Who Set Self-Improvement Goals in PY18 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=2,050)	**Completed Goal**	**Set Goal (N=1,465)**	**Completed Goal**	**Set Goal (N=761)**	**Completed Goal**
Obtain GED or high school diploma	16	18	15	20	19	20
Improve academic skills for college	20	55	14	48	37	60
Complete one or more college/training course	15	69	12	69	22	72
Improve reading skills	28	74	21	76	47	74
Improve Employability	30	75	25	76	43	74
Get a job	33	69	31	70	40	68
Make friends	36	85	32	86	46	85
Improve health and fitness	28	73	23	74	42	72
Improve Native language skills	37	64	33	63	50	67

Center-based adults were more likely to set employment goals. Almost 45% of center-based adults set goals of improving employability and 40% set goals of getting a job, as did almost one-third of home-based adults. Almost three-fourths of center-based adults achieved their goal to improve

employability and approximately 70% of both center- and home-based adults met their goal of obtaining a job.

Other miscellaneous goals were reported. Almost one-third of home-based adults set a goal of making friends, as did 46% of center-based adults. Most adults (85%) of both groups achieved that goal. Approximately one-fourth of home-based parents and 40% of center-based parents set goals to improve their health and fitness; almost three-fourths of both groups achieved this goal. One-third of home-based parents and one-half of center-based parents set goals to improve their American Indian language skills; approximately 65% of each group achieved their goals during PY18.

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 PY18 findings support this trend. Regardless of the FACE services in which PY18 parents participated, almost all 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.*

At least 92% of parents (compared with at least 90% in previous years), regardless of services received, reported that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured (see Table 27). There are significant differences in parenting impacts for only two of the seven areas measured. In PY18, center-based-only parents and parents with both services reported a significantly higher degree of impact of FACE on becoming more involved in their child's education compared with home-based-only parents. Center-based-only parents reported a significantly higher degree of impact on learning how to encourage their child's interest in reading than did home-based only parents. These outcomes are understandable since children in the center-based program tend to be older than children in the home-based program. In general, compared with PY17, the percentage of home-based parents who reported a large impact decreased (6-9 percentage points), and the percentage of center-based parents who reported a large impact increased (4-11 percentage points) on the items measured.

♦ Eighty percent of parents— home-based and center-based—indicated that FACE helped them *a lot* to increase the amount of time they spend with their child.

♦ Almost 80% of parents reported that FACE helped them *a lot* to become more involved in their child's education. A significantly lower 76% of home-based parents reported this impact compared with 84% of center-based-only parents and 81% of parents who received both services.

♦ Slightly more than three-fourths of parents reported that FACE helped them *a lot* to more effectively interact with their child. Approximately 80% of center-based-only parents and parents who received both services and three-fourths of home-based-only parents reported a large impact.

Table 27. Percentage of PY18 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:

Impact on Parent	Home-based-Only (1)			Center-based-Only (2)			Both Home- and Center-based (3)			All Parents			Significant Differences Among Types of Services*
	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	
Spent more time with child	78	18	(686)	82	13	(231)	81	18	(474)	80	16	(1,391)	ns
Became more involved in child's education	76	20	(682)	84	13	(232)	81	17	(471)	79	18	(1,385)	2>1, 3>1
Learned to more effectively interact with child	75	22	(679)	81	15	(226)	79	19	(474)	77	20	(1,379)	ns
Became a better parent	73	25	(679)	77	18	(226)	78	19	(468)	75	22	(1,373)	ns
Increased understanding of child development	73	22	(681)	75	20	(231)	74	23	(478)	74	22	(1,390)	ns
Learned how to encourage child's interest in reading	68	26	(674)	78	17	(229)	74	21	(467)	72	23	(1,370)	2>1
Increased ability to speak up for child	67	25	(663)	75	19	(222)	70	26	(461)	69	24	(1,346)	ns

*ns=not significant; otherwise, statistically significant at $\leq .05$ level

♦ Approximately three-fourths of parents indicated that FACE helped them *a lot* to become a better parent and to increase their understanding of child development. Even though the percentage of center-based-only parents (77%) who reported a large impact on becoming a better parent increased by 11 percentage points compared with PY17, no significant differences exist by type of participation.

♦ Slightly more than 70% of parents reported that FACE helped them *a lot* in learning how to encourage their child's interest in reading. A significantly lower 68% of home-based parents reported a large impact compared with 78% of center-based parents. Seventy-four percent of parents who received both services reported that FACE helped them *a lot* in learning how to encourage their child's interest in reading.

♦ Almost 70% of parents indicated that FACE helped them *a lot* to increase their ability to speak up for their child. Sixty-seven percent of home-based parents reported this outcome (a 9 percentage-point decrease compared with the previous year); 75% of center-based parents and 70% of parents participating in both home- and center-based components 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).[41] These findings were duplicated in the PIRLS 2006 and 2011 studies.[42]

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. 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. The *Imagination Library* program provides a new book each month for children actively engaged in FACE. Suggestions are provided to parents to use in sharing the book with their child, and families are encouraged to implement the parent-child activities included with each book. During PY18, 22,459 books were ordered for FACE children, approximately 3,200 more than were ordered during PY17.

At the end of PY18, parents reported the number of books in their homes for children and adults. Frequencies were similar to the prior year, with only 0-3 percentage-point differences. Nineteen percent of parents reported 11-20 children's books; 19% reported 21-30 books, 21% reported 31-50 books, 14% reported 51-99 books, and 13% reported 100 or more children's books in their homes (see Figure 38).

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[41] 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.

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

Figure 38. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in the Home at the End of PY18
(N=1,407)
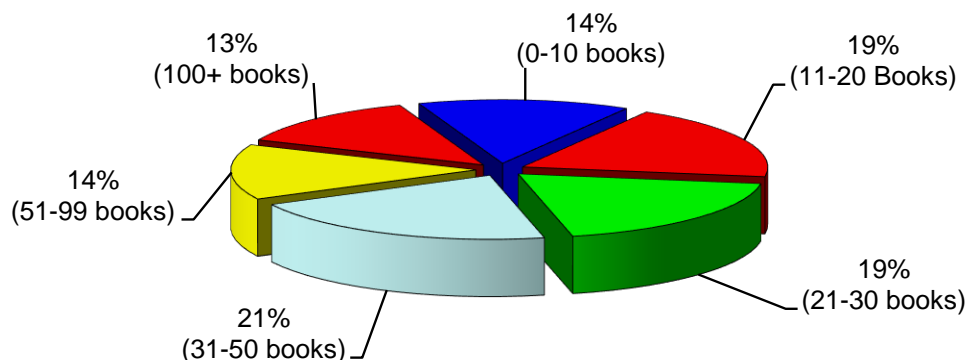
The number of children's books that parents reported in their first year of FACE participation increased significantly by the end of PY18 (p < .0001). Forty-three percent of FACE households had 20 or fewer children's books initially, but by the end of PY18 that percentage had decreased to 25% (see Figure 39), and all but two households had at least five children's books. The percentage of households with 31-50 books increased from 19% to 22%, and households with more than 50 children's books increased from 20% to 35% at the end of PY18.

Figure 39. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in FACE Households in their First Year of FACE Participation and at the End of PY18
(N=730)
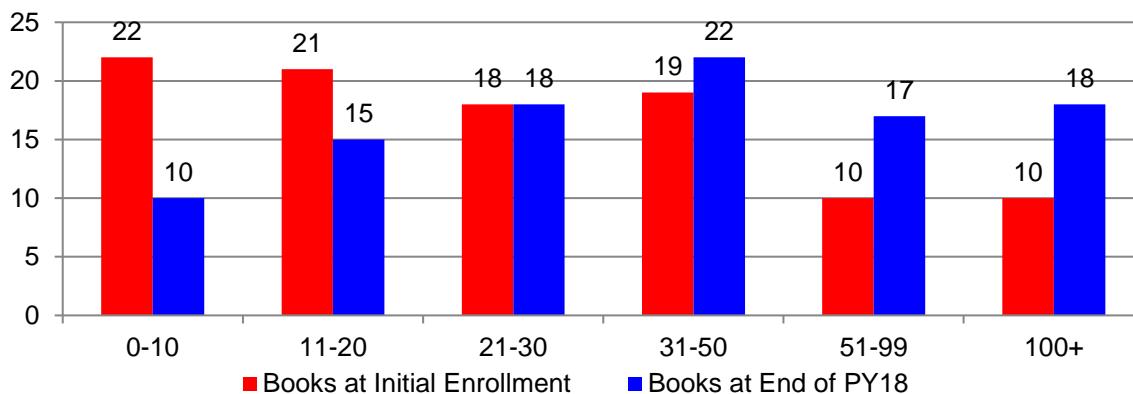
While FACE has been instrumental in increasing the number of books in the home, FACE families lag somewhat behind families nationally and internationally in the number of children's books in homes. According to the cited study, 27% of 4th grade students internationally, and a similar rate of 28% nationally, report more than 100 children's books in their homes.[43] Of the 90 FACE parents with children in the 4th grade, only 16% report 100 or more children's books in the home. Similarly,

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[43]Mullis, p. 114.7

82

16% of 593 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 their FACE participation (p < .05). At the end of their first year participating in FACE, 12% of FACE adults had more than 50 adult-level books; this percentage increased 3 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 28). They reported on literacy activities only if they believed the activities were age-appropriate for their children. For most literacy activities, parents report daily or more frequent engagements. For almost all activities, the percentages of PY18 parents who conduct literacy activities *daily or several times a day* are similar to the percentages of parents who did so in recent years.

Table 28. Percentage Distribution and Average Frequency That Parents Engaged in Activities Supporting Home Literacy in PY18

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	1	4	23	71	4.6	1,365
Teach child, help child learn	<1	1	4	24	70	4.6	1,373
Play with child	<1	1	6	29	64	4.5	1,399
Provide opportunities for child to scribble/draw/ write	1	2	7	29	62	4.5	1,322
Let child make choices	1	3	11	31	54	4.3	1,307
Encourage child to complete responsibilities	1	4	11	34	50	4.3	1,202
Listen to child read/pretend read	1	3	18	35	43	4.2	1,291
Read to child	1	5	21	33	40	4.1	1,406
Discuss day's events or special topics with child	3	7	18	33	39	4.0	1,258
Tell stories to child	2	7	17	34	39	4.0	1,373
Permit my child to watch TV, videos, or DVRs.	3	5	23	41	29	3.9	1,337
Take child on special activities outside home	5	28	24	16	26	3.3	1,376

♦ Approximately 70% of parents report that they praise their child and help their child to learn *daily or several times a day*. Almost one-fourth praise their child and help their child learn *almost daily*.

♦ Almost 65% of parents indicate that they play with their child *daily or several times a day*. Thirty-five percent of parents play with their child *almost daily* or at least *once or twice a week.*

♦ Slightly more than 60% of FACE parents provide opportunities for their child to scribble, draw or write *daily or several times a day.* Slightly more than 35% do so *almost daily* or at least *once or twice a week.*

♦ Almost 55% of parents report that they let their child make choices *daily or several times a day*, and slightly more than 30% report that they do so *almost daily.* Approximately 10% of parents let their child make choices *once or twice a week.*

♦ Half of parents indicate that they encourage their child to complete responsibilities *daily or several times a day.* Forty-five percent report that they do so *almost daily* or at least *once or twice a week.*

♦ Almost 45% of parents listen to their child read/pretend read *daily or several times a day.* Almost 55% engage in this activity *almost daily* or at least *once or twice a week.*

♦ Forty percent of FACE parents read to their child *daily or several times a day.* One-third do so *almost daily;* and slightly more than 20% of parents read to their child *once or twice a week*, while 5% do so *a few times a month.*

♦ Almost 40% of parents discuss the day's events or special topics with their child and/or tell stories to their child *daily or several times a day.* Approximately one-third do so *almost daily*, and slightly more than 15% have discussions *once or twice a week.* Slightly more than 5% report doing so *a few times a month*.

♦ Almost 30% of parents report that their child watches TV, videos, or DVDs *daily or several times a day.* Slightly more than 40% 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.

♦ Two-thirds of FACE parents take their child on special outings *once or twice a week* or more frequently. Almost 30% do so *a few times a month*. Only 5% of parents report that they *never or almost never* take their child on special outings. Compared with PY17, the percentage of parents taking their child on special outings at least *once or twice a week* increased by 4 percentage points and compared with PY16 increased by 16 percentage points.

The frequency of home-based activities that support literacy reported by parents at the end of their first year of FACE participation was compared with their reports at the end of PY18.[44] Parents maintain a high frequency of home-based activities, with *almost daily* engagement for most activities both by the end of their first year participating in FACE and at the end of PY18 (see Table 29). Moreover, parents significantly increase the frequency with which they conduct two out of the 11 activities that support literacy, perhaps adjusting to the age-appropria of their child. Parent ratings at the end of PY18 indicate that they significantly more frequently provide opportunities for their child to scribble, draw or write (p < .05) and encourage their child to complete responsibilities (p < .01) than they did earlier in their FACE participation.

Table 29. Average Rating of Frequency[45] That FACE Parents Reported Engagement in Activities Supporting Home Literacy Earlier in FACE Participation and at the End of PY18

	Earlier in FACE	End of PY18	N	Significance Level
Teach child, help child learn	3.92	3.93	724	ns
Praise child	3.90	3.92	724	ns
Play with child	3.91	3.90	753	ns
Provide opportunities for child to scribble, draw, or write	3.84	3.89	595	<.05
Listen to child read/pretend read	3.74	3.75	585	ns
Encourage child to complete responsibilities	3.67	3.80	460	<.01
Let child make choices	3.80	3.80	613	ns
Read to child	3.69	3.71	763	ns
Tell stories to child	3.62	3.63	732	ns
Discuss day's events or special topics with child	3.53	3.61	558	ns
Take child on special activities outside home	2.96	3.05	714	ns

Throughout their participation in FACE, there is no statistically significant difference in the frequency with which parents help their child learn; praise their child; play with their child; listen to their child read/pretend read; let their child make choices; read to their child; tell stories to their child; discuss the day's events with their child; and take their child on special activities outside their home. Parents continued to engage at a high level in activities promoted by the FACE program over at least two years of participation.

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

[45] 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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Data collected from the National Household Education Surveys were examined to determine the frequency with which pre-kindergarten children aged 3-5 nationwide engage in various home literacy activities with their children.[46] Their responses provide a comparison to reports of center-based FACE parents who are participating with preschool-aged children. Nationwide findings indicate that 81% of children ages 3 to 5 who were not yet in kindergarten had parents who read to them three or more times in the past week. In stark contrast, 74% of parents with FACE preschoolers read to their pre-kindergarten children on a *daily* or *almost daily* basis. Nationwide, 33% of pre-kindergarten children aged 3-5 had parents who told them a story three or more times in the past week. Forty-seven percent of FACE parents tell stories to their child on a *daily* or *almost daily* basis.

FACE adults also reported the frequency of their own engagement in literacy-related practices at the end of their first year in FACE and at the end of PY18. Eighty percent of adults reported that they *frequently* read for pleasure at the end of the first year in their FACE participation, and a high but significantly lower 73% reported that they do so at the end of PY18 (p = .001). See Table 30. Sixty-seven percent of adults reported that they *frequently* spent time writing both earlier in their FACE participation and at the end of PY18. Seventy percent of adults reported earlier in their FACE participation that they *frequently* worked with numbers, and, a slightly higher 74% reported they do so at the end of PY18. At the end of their first year of FACE participation, 53% of adults reported that they *frequently* used community resources that support learning, and a significantly higher 62% reported that they *frequently* use community resources for learning by the end of PY18 (p < .001).

Table 30. Percentage of Adults Who Frequently Engage in Literacy-Related Activities Earlier in FACE Participation and at the End of PY18[47]

| | Percentage | | Average | | | |
	Early in FACE	End of PY18	Early in FACE	End of PY18	Significance Level*	(N)
Read for enjoyment	80	73	3.17	3.04	= .001	(772)
Spend time writing	67	68	2.88	2.86	ns	(766)
Work with numbers	70	74	3.01	3.10	ns	(757)
Use community resources that support learning	53	62	1.91	2.09	<.001	(764)

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[46] Corcoran, L., Steinley, K., & Grady, S. (2019). *Early Childhood Program Participation, Results from the National Household Education Surveys Program: 2016* (NCES 2017-101.REV, p. 6). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

[47] 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, to improve academic skills, to complete one or more college/training courses, and/or to improve reading skills.

Adult education teachers assess the academic achievement of center-based adults enrolled in adult education with the *Comprehensive Adult Student Assessment System* (CASAS) or the *Test of Adult Basic Education* (TABE). Reading and/or math assessments were conducted for 373 adults, which includes assessments for 356 FACE adult education participants (60% of the 596 adult education participants), 14 other center-based adults who did not participate in adult education, and three home-based parents. Of adult education participants, 341 were assessed with CASAS and 20 were assessed with TABE (five adults were assessed with both the CASAS and the TABE). The following analysis is conducted only for the adult education participants.

Matched CASAS pre- and post-assessments were obtained for 219 adults in reading and 217 in mathematics. On average, these adults demonstrate a statistically significant 6-point increase in reading—from 226 to 232 ($p < .001$) and 6-point increase in math—from 216 to 222 ($p < .0001$).

The percentage of adults with matched scores who demonstrate gains in CASAS scores in reading and mathematics in each of the years PY97-PY17 is displayed in Figure 40. In PY97, the first year that CASAS tests were used, 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%-70% in reading and from 63%-73% in math. In PY18, 73% of adults demonstrated reading gains, and 72% demonstrated gains in mathematics.

Figure 40. Percentage of Adults with Pre- and Post-CASAS Scores who Demonstrated Gains in Reading and Mathematics in Program Years 1997–2018
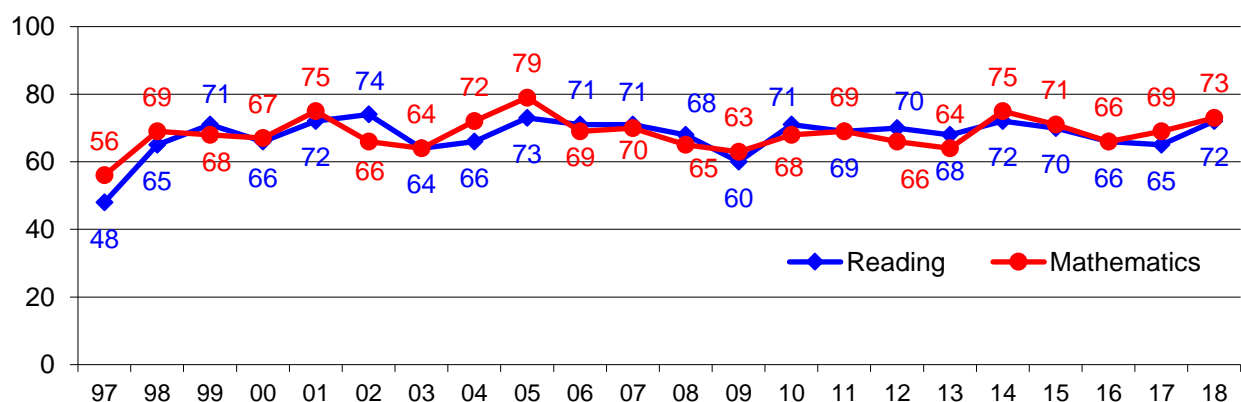
CASAS scores are grouped into five levels: (1) *pre-beginning/beginning literacy*, (2) *beginning/ intermediate basic skills*, (3) *advanced basic skills*, (4) *adult secondary*, and 5) *advanced adult secondary*. Score levels were examined for adults with matched pre- and post-scores.

At their first PY18 assessment in reading, 27% of adults with pre- and post-tests scored at the lowest *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels and 19% scored at the highest level (*advanced adult secondary*). See Table 31. At post-test, a smaller 21% of the adults scored at *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels, and a greater 26% scored at the *adult secondary* level. The percentage scoring at the *advanced basic skills* level increased from 19% to 28%, a 9 percentage-point increase. Thirty-six percent of adults increased their score at least one level.

Forty-eight percent of adults with matched scores in math scored at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 37% at post-test. The percentage scoring at *adult secondary* or higher increased from 18% to 31%. Only 3% of adults scored at the highest math level at pre-test, but 10% did so at post-test, an increase of 7 percentage points. Approximately 35% of adults advanced at least one level.

Table 31. Percentage Distribution of CASAS Score Levels of Center-based Adults For Matched Pre- and Post-Scores

	Matched Reading Scores (N=219)		Matched Math Scores (N=219)	
	Pre	Post	Pre	Post
Pre-Beginning/Beginning Literacy (Below 200)	6	4	11	11
Beginning/Intermediate Basic Skills (200-219)	21	17	37	26
Advanced Basic Skills (220-234)	32	26	34	32
Adult Secondary (235-244)	22	26	15	21
Advanced Adult Secondary (245+)	19	28	3	10

Another form of adult assessment used at FACE is the Test of Adult Basic Education (TABE). Results are used to determine academic levels in reading and mathematics. Twenty adult education participants at six programs were assessed using the TABE. Twenty adults were assessed at least once in reading, seven of whom had both pre- and post-assessments. All seven demonstrated gains. Seventeen adults had at least one assessment in math, six of whom had both pre- and post-assessments. All six demonstrated gains.

Adults and staff reported other academic FACE impacts.

♦ Of respondents in center-based adult education, 79% reported they improved their academic skills for purposes of their own personal growth (see Figure 41); 47% reported that they are helped *a lot* in this area.[48] Sixty-one percent reported they improved their academic skills

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

so they can attend college or get a more advanced education; 28% reported that they are helped *a lot*. Twenty-seven percent reported that FACE helped them make progress towards achieving a GED or a high school diploma. Twenty percent reported that FACE helped them to pass at least one GED test, and 18% reported that FACE helped them to obtain a GED or high school diploma.

Figure 41. Percentage of Adults in FACE Adult Education Reporting Academic Outcomes in Program Years 2003–2018
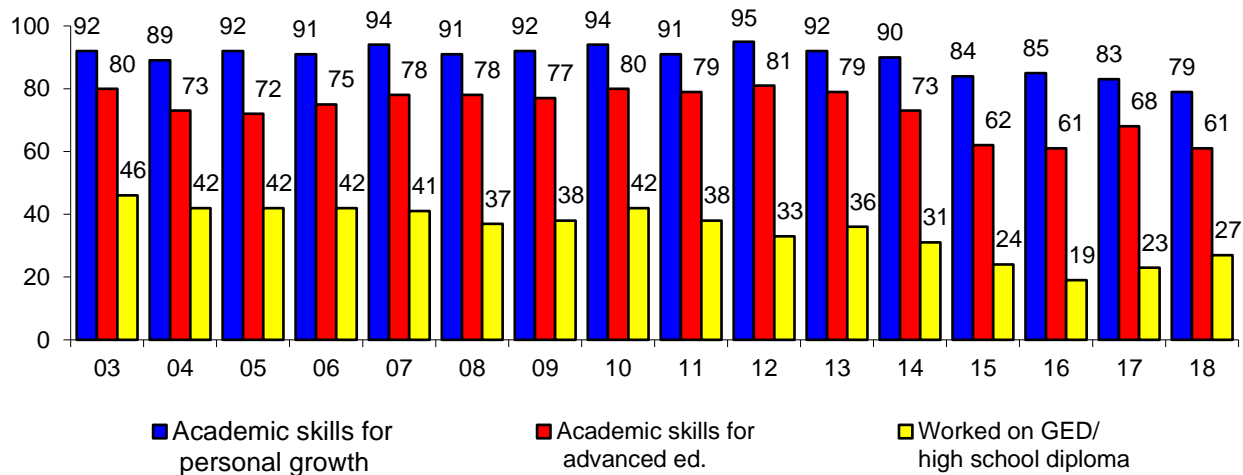
- ◆ At the time of enrollment in PY18, 191 center-based adults reported the desire to obtain a GED or high school diploma as a reason for enrolling in FACE, and 145 center-based adults set it as an academic goal. FACE staff reported that 77 adults completed their GED (45 adults) or high school diploma (32 adults) requirements during PY18. Twenty-five adults who completed requirements for a GED were in the center-based adult education program; ten were home-based participants, and the placement of 10 adults is unknown. Of the 32 participants who earned a high school diploma, 19 were home-based and 12 were center-based participants; the placement of one adult is unknown. Since the inception of FACE, approximately 1,597 FACE adults have obtained their GED or high school diploma.

- ◆ FACE staff report that 14% of center-based adults (108 adults) attended college or vocational courses during the year and that 72 home-based adults attended some form of post-secondary education program during the year..

- ◆ One-fourth of center-based adults reported that FACE helped them complete one or more college or technical school courses sometime during their FACE participation; 14% reported that FACE helped them earn a college degree or technical school certificate of completion.

- ◆ FACE staff were asked to describe "other noteworthy accomplishments by adults," and academic achievements were reported. Seven FACE adults graduated with post-secondary education degrees; five adults received a Bachelor's degree; one received an Associate's degree; and one received her teaching certification. At one site, all four FACE adults

attending college were on their colleges' Dean's List for high achievers. Seven students in one program were inducted into the National Education Honor Society. At least six center-based adults who applied for admission to universities were awarded full scholarships for their post-secondary education. Another center-based adult was accepted into the State university's nursing program.

♦ Almost 70% of adults in FACE adult education reported that FACE participation improved their computer skill (see Figure 42). While this is still a high percentage, it has been declining for five years, possibly due to increased exposure to computers and that a computer skill set has been reached. About 40% of home-based-only adults also reported this impact.

Figure 42. Percentage of Adults in FACE Adult Education Reporting Increased Computer Skills in Program Years 2003-2018
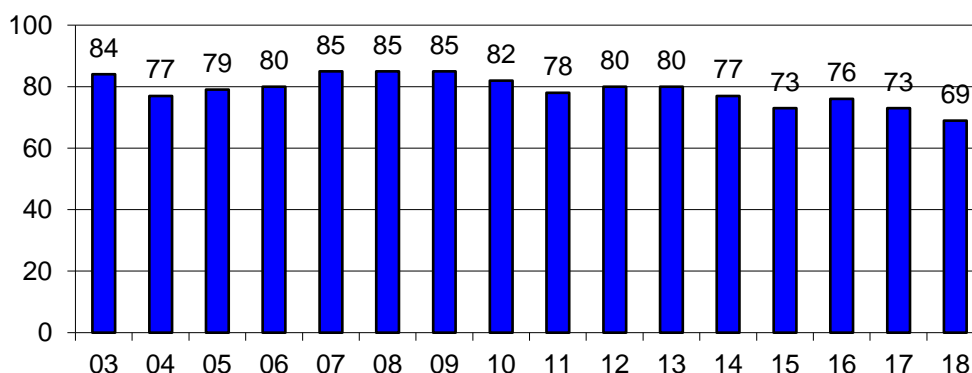
Language Learning

English language literacy and American Indian AI) language literacy are each an important focus of the FACE program. As part of its program improvement efforts, the BIE and FACE contractors have increased professional development and support for a more intense focus on AI language literacy and integration in the FACE program. In order to assess dual language literacy as an outcome of the FACE program, FACE adults were asked to rate their competency in English and in their AI language at enrollment in PY17 and PY18.

Adults who are preparing for their GED test, for high school graduation or for academic success in post-secondary education are especially concerned with increasing their proficiency in some or all aspects of the English language. Some adults hope that increased proficiency in the English language will help their eligibility for job promotion. Parents are concerned with helping their child's English literacy development. Ninety-six percent of FACE adults believe they are competent in English. Approximately 80-85% of adults reported that they speak, read, write and understand someone speaking English *very well;* approximately 15% reported that they do so *pretty well* (see Table 32). These percentages are similar to those reported in PY17.

Table 32. Percentage Distribution of Adults' Self-Ratings of Their English Language Literacy[49] at Enrollment in PY18

	Not at all (1)	Not very well (2)	Pretty well (3)	Very well (4)	N
Speak	<1	1	15	83	1,861
Read	1	2	17	80	1,859
Write	1	3	17	79	1,858
Understand someone speaking	<1	2	14	84	1,826

A goal of the FACE program is to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program*. FACE adult self-ratings at PY18 enrollment indicate that they are most confident in their ability to understand someone speaking their AI language. Almost 50% of FACE adults reported that they understand someone speaking their AI language *pretty well* or *very well* (see Table 33). FACE adults rated their speaking skills somewhat lower; approximately one-third of FACE adults reported that they speak their AI language at least *pretty well*. Approximately 45% of adults reported that they do speak their AI language but *not very well*. AI language reading and writing skills are rated much lower. Almost 20% of FACE adults rate their ability to read as *pretty well* or *very well* and 12% rate their writing skills similarly.

Table 33. Percentage Distribution of Adults' Self-Ratings of Their American Indian Language Literacy at Enrollment in PY18

	Not at all (1)	Not very well (2)	Pretty well (3)	Very well (4)	N
Speak	22	46	17	15	1843
Read	39	43	13	5	1834
Write	50	38	9	3	1839
Understand someone speaking	20	32	25	23	1845

The most frequent rating of FACE adults for three of the four areas of AI language literacy is *not very well*; for the area of writing, the most frequent rating is *not at all*. Approximately 45% of FACE adults rated that they do *not very well* speak or read their AI language; approximately 35% reported that they do *not very well* write or understand someone speaking their AI language. However, only about 20% of FACE adults reported that they don't speak or understand the AI language at all. The PY18 adult self-ratings are similar to the PY17 adult self-ratings.

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[49] The following is the 4-point scale used: 1=*not at all*, 2=*not very well*, 3=*pretty well*, 4=*very well*.

Employment Outcomes

FACE programs reported that 367 adults became employed during PY18; 56% were home-based adults and 44% were center-based adults. Throughout the history of FACE, approximately 7,400 adults gained employment during their FACE participation.

FACE assists adults in their transition from the FACE program to work or other education. Twenty-four programs reported that they have a written plan that includes defining procedures for assisting with transition for adults. In PY18, 25 programs reported that they assisted 121 adults in their transition to work or to another education program.

At the end of PY18, 236 adults reported that they will transition from FACE. Of these, 11% reported receiving help from the FACE staff to make the transition.

Self-Improvement Outcomes

Adults provided information about ways in which FACE helps them as individuals (see Table 34). Findings are similar to prior year findings.

♦ Almost 95% of adults reported that their FACE participation helps them feel better about themselves. Center-based-only participants rate FACE impacts on feeling better about themselves significantly higher than do home-based-only participants.

♦ Most adults (90%) reported that they are more self-directed and self-disciplined as a result of participating in FACE.

♦ Almost 90% of adults reported that they increased the effectiveness of their interactions with other adults as a result of participation in FACE. A significantly higher 90% of center-based-only adults and adults who received both services compared with 86% of home-based-only adults reported this outcome.

♦ Almost 85% of adults indicated that FACE participation helps them improve their communication skills. A significantly lower percentage of home-based-only adults reported this impact compared with the percentages of center-based-only adults and adults who received both services (79% vs. 86% and 85%, respectively).

♦ Adults believe that the emphasis on physical fitness initiated through the Let's Move in FACE effort makes a difference for them. Almost 75% 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. Adults who participated in both center-based and home-based services rated FACE impacts on improved physical fitness significantly higher than did home-based-only participants.

Table 34. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating[50] of Types of Self-Improvement by Service Received Throughout FACE Participation

Self-Improvement	Home-based Only (1)			Center-based Only (2)			Both Home- and Center-based (3)			All Adults			Significant Differences*
	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	
Feel better about myself	93	2.5	(667)	93	2.6	(228)	95	2.6	(468)	94	2.6	(1,363)	2>1
Became more self-directed/self-disciplined	90	2.4	(648)	89	2.5	(227)	91	2.5	(455)	90	2.4	(1,1330	ns
Interacted with other adults	86	2.3	(644)	90	2.5	(228)	91	2.4	(431)	89	2.4	(1,331)	2>1, 3>1
Improved communication skills	79	2.2	(646)	86	2.4	(227)	85	2.5	(459)	83	2.3	(1,327)	2>1, 3>1
Improved physical fitness	68	2.0	(625)	79	2.2	(223)	76	2.2	(445)	73	2.1	(1,293)	3>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.

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[50] 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 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.[51]

In PY18, 41% of FACE parents also had children attending K-6 grades; they reported the frequency of their involvement with their child's schoolwork and class (see Table 35).

**Table 35. Percentage Distribution of FACE Parent Involvement in
Their K-6 Child's School and Average Frequency of Their Involvement
(N=586)**

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	1	3	18	77	4.7	586
Communicate with my child's teachers about my child	2	6	21	24	48	4.1	587
Visit my child's classroom	3	14	29	21	34	3.7	587

♦ Approximately three-fourths of FACE parents reported that they help their K-6 child with schoolwork *daily or almost daily*; 18% do so at least *once or twice a week*, and 5% do so monthly or less frequently.

♦ Ninety-eight percent of FACE parents communicate with their K-6 child's teacher. Almost one-half reported that they do so *daily or almost daily*—a very high frequency of parent-teacher communication. Almost one-fourth of FACE parents communicate with their

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[51] 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.

child's teacher at least *once or twice a week,* and approximately 20% do so *a few times a month*. Almost 10% do so *a few times a year* or *never*.

♦ Ninety-seven percent of FACE parents visit their K-6 child's classroom at least once during the year, and slightly more than 55% do so at least *once or twice a week*. Approximately 30% visit the classroom *monthly,* while almost 15% do so *a few times a year*.

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 for most FACE families the school their school-age child attends 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 FACE school. For these reasons, Table 36 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.

♦ Overall, parent involvement was somewhat more frequent in PY18 compared with the previous year. The largest increase is in volunteering time to provide instructional assistance at school by center-based parents of K-6 children. In PY18, 73% of K-6 center-based parents volunteered compared with 67% the previous year; on average in both years, these parents volunteered almost as frequently as *a few times a month* (2.9 and 2.7, respectively).

♦ Eighty-eight percent of PY18 FACE parents attend classroom or school events at least *a few times a year*; on average, parents attend a *few times a month*. Ninety-five percent of FACE parents of K-6 children attend classroom or school events, and approximately 45% attend at least *once or twice a week* on average. Only 36% of all FACE parents do so. The highest average attendance is by center-based parents; 99% of center-based parents of K-6 children and 97% of all FACE center-based parents attend almost *once or twice a week* or more frequently. Also, an impressive 92% of FACE home-based parents of K-6 children attend classroom or school events an average of slightly more than *a few times a month.*

♦ Almost 60% of PY18 FACE parents volunteer time to provide assistance other than instructional assistance at the school, as do approximately 60% of FACE home-based parents of K-6 children; on average, these groups of parents do so slightly more frequently than *a few times a year*. Almost 70% of all FACE parents of K-6 children and 80% of center-based parents of K-6 children volunteer time to provide other assistance at school; 60% of K-6 center-based parents do so at least *a few times a month* compared with slightly more than 45% of all FACE parents of K-6 children and almost 40% of all FACE parents who do so as frequently.

♦ One-half of FACE parents volunteer time to provide instructional assistance at least *a few times a year*. Sixty percent of FACE parents of K-6 children and almost three-fourths of center-based parents of K-6 children volunteer time to provide instructional assistance at school; almost 45% of FACE parents of K-6 children do so *a few times a month* or more

frequently, compared with 35% of all FACE parents and slightly more than 55% of center-based parents of K-6 children who do so as frequently.

Table 36. Percentage Distribution and Average Frequency of Parents' Involvement in Their Child's School by FACE Services Received in PY18[52]

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
Attend classroom or school events							
All FACE	12	17	34	17	19	3.1	1,362
Center-based	3	9	26	27	35	3.8	544
Home-based	17	20	39	13	11	2.8	958
FACE K-6	5	13	35	22	24	3.5	589
Center-based	1	7	27	29	36	3.9	282
Home-based	8	18	42	17	15	3.2	357
Volunteer time to provide other assistance at school							
All FACE	41	21	20	9	10	2.3	1,349
Center-based	24	21	25	14	17	2.8	538
Home-based	49	21	17	7	5	2.0	950
FACE K-6	31	22	21	11	14	2.6	583
Center-based	20	20	25	15	20	2.9	279
Home-based	39	24	19	9	9	2.3	352
Volunteer time to provide instructional assistance at school							
All FACE	50	15	16	9	10	2.1	1,348
Center-based	34	15	18	16	17	2.7	538
Home-based	58	15	14	6	6	1.9	948
FACE K-6	40	15	18	12	14	2.4	582
Center-based	27	16	19	18	20	2.9	279
Home-based	49	15	18	7	11	2.2	352

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.

♦ Twenty-seven percent of FACE parents of K-6 children and 22% of all FACE parents participated on school committees or boards, similar to PY17 but higher than PY16 percentages.

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[52] Parents receiving both services in PY17 are included in both center- and home-based counts.

♦ Fifty-three percent of FACE parents of K-6 children and one-half of all FACE parents found the help they needed through the school in PY18, similar to the percentages in PY17 and PY16.

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-2.[53] Involvement for the 463 PY18 FACE parents of children in grades K-2 was examined, and results indicate that FACE parents continue to be more involved in their child's education than are parents nationally (see Figure 43).

Figure 43. Percentage of FACE Parents of K-2nd Grade Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education
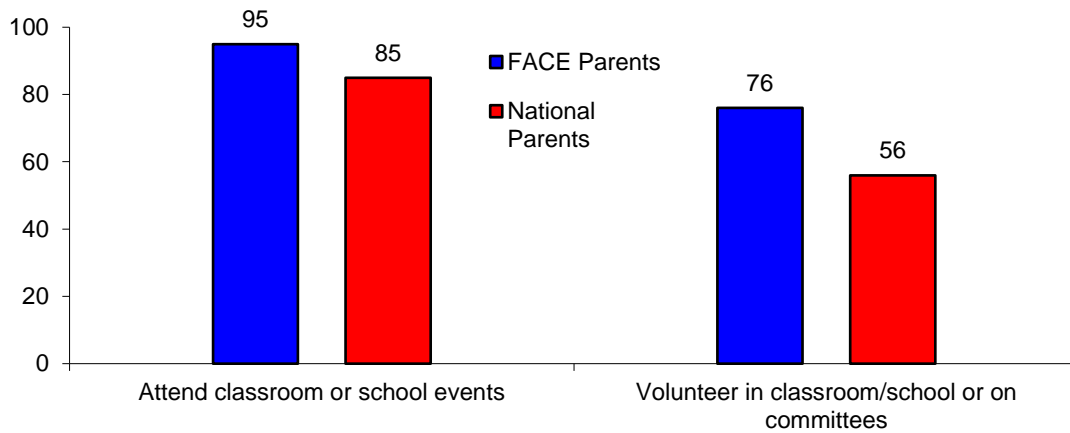
♦ Almost all (95%) of FACE parents with K-2 children attended classroom or school events, compared with 85% of parents nationally.

♦ Nationwide, 56% of parents volunteer in the classroom or school or participate on school committees, considerably fewer than the 76% 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 that demonstrate 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.

Most FACE programs reported some degree of participation in school-provided professional development opportunities, regular school meetings, and schoolwide planning. The frequency of

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[53] National Household Education Surveys Program. First Look. (2016). Parent and family involvement in education. p. 8. Retrieved March 29, 2017 from: https://nces.ed.gov/pubs2017/2017102.pdf

their participation varies somewhat among the activities and from year to year (see Table 37). Among the three school activities measured, FACE staffs are most likely to participate in regular school meetings (80% participated *monthly/weekly*); they are somewhat less likely to participate in professional development (67% *monthly/weekly*) and schoolwide planning (59% participated *monthly/weekly*).

Table 37. Percentage Distribution of the Frequency that FACE Program Staffs Participate in Regular School Activities
(N=46)

	Never	A Few Times a Year	Monthly	Weekly
Participate in regular school meetings	2	17	43	37
Participate in school training/professional development	0	33	43	24
Participate in schoolwide planning	11	30	39	20

♦ Staff members in all except one FACE program participated in regular school meetings, with *weekly* participation occurring for slightly more than 35% of the programs; almost 45% participated *monthly*. Participation occurred *a few times a year* for slightly more than 15% of the programs.

♦ Staff members in all FACE programs participated in school-sponsored training and professional development. Staffs at 67% of the programs participated at least *monthly*, an 8 percentage-point increase compared with PY17, while staffs in one-third of the programs participated *a few times a year*.

♦ Staff members at almost 90% of FACE programs participated in schoolwide planning. Staff members in almost 40% of programs participated monthly, a 4 percentage-point decrease compared with PY17, while 20% of the programs participated *weekly*, a 6 percentage-point increase. In 41% of programs, staff members participated only *a few times a year* or *never*.

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 the annual employment of non-classroom teachers in FACE schools predictably occurs; however, funding for some non-classroom positions has eroded over time. Compared with the previous year, more schools in PY 18 employed a computer teacher (45 vs. 39), a librarian (32 vs. 29), a physical education teacher (32 vs. 29), and an art teacher (14 vs. 13). In PY18, the number of schools that employed a music teacher decreased by one compared with the previous year (16 vs. 17).

FACE staffs at 93% of schools collaborated with K-3 classroom teachers, similar to recent years when all or almost all FACE staffs collaborated with K-3 classroom teachers (see Figure 44). Compared with PY17, the percentage of schools where collaboration with teachers of specific subjects and the librarian occurs varied slightly (a 3-5 percentage-point increase or a decrease by

2 or by 7 percentage points). FACE staffs collaborated with computer staffs at 98% of the schools where these staffs were available, similar to the previous two years.

Librarians were available at 32 schools and collaboration occurred at 88% of these schools, a percentage similar to the previous two years. This collaboration with the librarian is of special importance to the FACE program because of the similar emphasis on literacy. Of the 32 schools with a physical education teacher, collaboration occurred at 72% of these schools. Sixteen schools had a music teacher, and collaboration occurred at approximately 70% of these schools, a 7 percentage-point decrease compared with PY17. Of the 14 schools that had an art teacher, half of FACE programs collaborated with the art teacher.

Figure 44. Number of FACE Sites Where School Staff Are Available and Where Collaboration Occurs
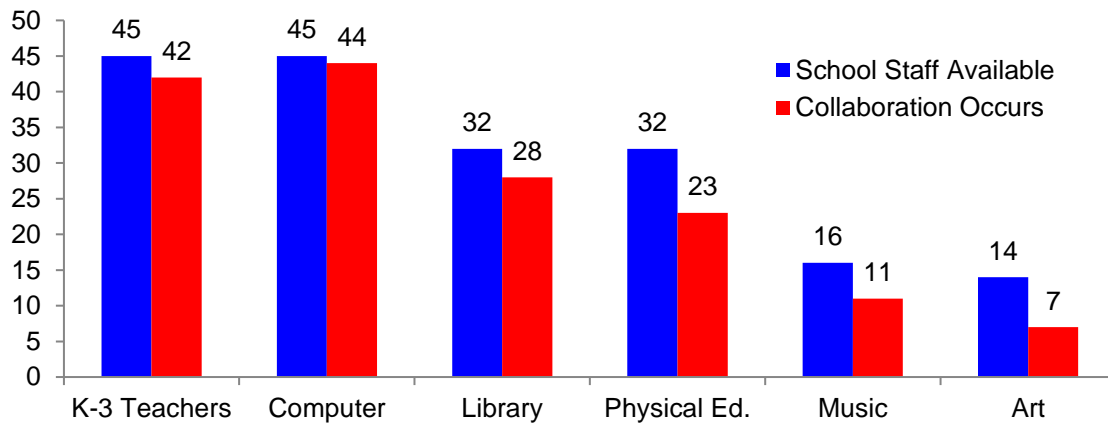
FACE staffs in the schools where collaboration occurs rated the frequency with which they collaborated with school staffs (see Table 38).

Table 38. 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	53	18	24	45
Computer	0	18	36	45	44
Library	10	19	6	65	31
Physical education	23	10	7	60	30
Music	27	20	0	55	15
Art	46	15	8	31	13

99

♦ In PY18, slightly more than 55% of FACE programs reported collaboration (42 staffs) met with K-3 classroom teachers *a few times a year*. Approximately one-fourth met *weekly* and almost 20% met with K-3 classroom teachers *monthly*.

♦ Collaboration with the computer teacher occurred at all except one FACE school that had a computer program. Forty-five percent of programs at sites where a computer teacher is on the school staff collaborated with the computer teacher *weekly*. Slightly more than 35% of program staffs collaborated with the computer teacher *monthly*. Almost 20% collaborated *a few times a year.*

♦ At slightly more than 70% of the schools with a functioning school library where collaboration occurs, collaboration between the FACE and library staffs occurred *weekly*. In two schools, it occurred *monthly*. In almost 20% of the schools, collaboration occurred *a few times a year*.

♦ *Weekly* collaboration with the physical education teacher at schools where collaboration occurs was 78% in PY18; of the school staff for whom frequency of collaboration is measured, the highest *weekly* frequency occurs with the physical education teacher at the school. Monthly collaboration occurred at two schools, and collaboration *a few times a year* occurred at three sites in PY18.

♦ Consistent with past findings, few FACE programs collaborated with music or art teachers because few schools offered music or art programs. W*eekly* collaboration with music teachers occurred at eight schools, the same number as in PY17 and six fewer schools than in PY16. No *monthly* collaboration occurred in PY18. As in PY17, the staffs at three schools collaborated *a few times a year*. Of the schools with an art program, staffs at four schools collaborated *weekly*, the same number as in PY17 and an increase of one compared with PY16. As in PY17, the staffs at one school collaborated *monthly*, and the staffs at two schools collaborated *a few times a year*.

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 two years, the number of schools receiving the services of staffs in special education, counseling services, and nursing services increased, but the number of schools receiving the services of a speech therapist decreased. In PY18, three additional schools received the services of special education staff (see Figure 45). In PY18, 32 programs obtained the services of a counselor compared with 30 in PY17 and 28 in PY16. More programs received nursing services in PY18 compared with PY17 and PY16 (27, 22 and 26 programs, respectively). The 32 schools with speech therapy services is a decrease from 32 in PY17 and 36 in PY16.

Of the 40 FACE schools that offer Special Education services, FACE collaborates with these support staff at 88% of the sites, similar to the previous year. At the schools where speech therapy is available, collaboration occurs at 66% of the schools, an 11 percentage-point decrease from PY17 when collaboration occurred in 77% of the schools with a speech therapist. Counseling

services are available at 32 FACE schools; approximately three-fourths of FACE programs in both PY18 and PY17 collaborated with the school's counseling services. For three consecutive years, FACE programs collaborated with nursing staff at almost all of the sites where the services of a nurse were offered.

Figure 45. Number of FACE Sites Where School Support Staff are Available and Where Collaboration Occurs
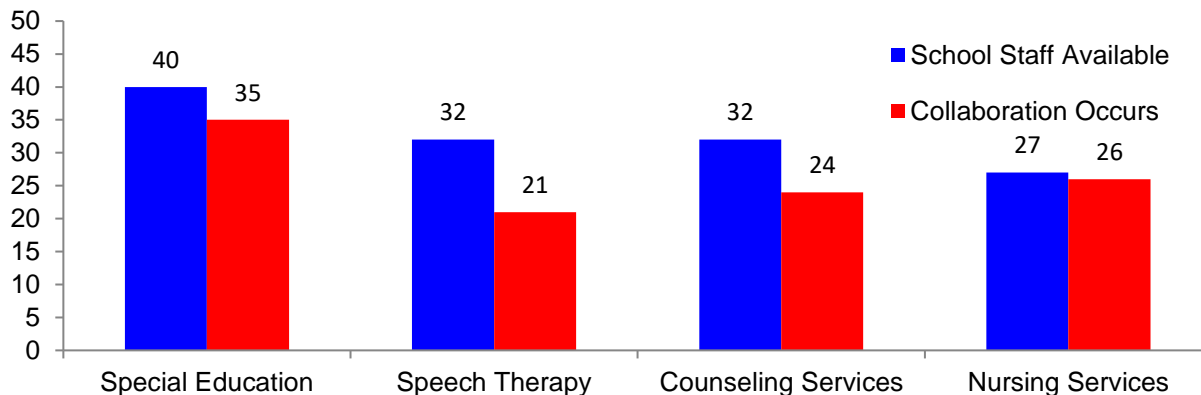
The relatively high rates of collaboration across the support services at schools where they are available indicate that FACE families are in need of and use these services. FACE staffs also rated the frequency with which they collaborate with support staffs (see Table 39).

Table 39. Percentage Distribution of FACE Program Staffs Rating How Frequently They Collaborate with Support Staffs

	Never	A few times a year	Monthly	Weekly	N
Special Education	10	59	13	18	39
Speech Therapy	30	20	13	37	30
Counseling Services	23	48	19	10	31
Nursing Services	0	50	35	15	26

♦ For almost 20% of the programs, *weekly* collaboration with Special Education occurred to serve families. For slightly less than 15% of programs, *monthly* collaboration occurred. Approximately 60% of FACE programs collaborated with Special Education *a few times a year*.

♦ The number of programs that reported having access to speech therapy in their school decreased for three consecutive years (36 programs in PY16, 35 in PY17 and 32 in PY18). The highest percentage of FACE children with special needs are those children with language/communication concerns. In PY18, half of the programs that reported collaborating with speech therapy collaborated *weekly* or *monthly*; 20% collaborated *a few times a year*.

♦ In PY17, the number of schools that offered counseling services increased by two schools and again in PY18 increased by two schools compared with the previous year. The percentage of FACE programs that collaborated with counseling services in PY18 increased from 70% in PY17 to 75% in PY18. Collaboration occurred *monthly* or *weekly* at 38% of the PY18 sites. It occurred *a few times a year* at 63% these sites.

♦ The use of nursing services occurred at all except one of the schools where the services were offered. At one-half of these schools, collaboration with nursing services occurred at least *monthly*. Collaboration occurred *a few times a year* at the other half of these schools.

FACE programs also reported other school staffs that collaborated with FACE. Five FACE programs reported collaboration with food services, and two or three reported that they collaborated school transportation, facilities, and/or school resource staff members. At least one FACE program collaborated with the school social worker, the behavior specialist, or with the ROTC program.

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 written transition plans. Ninety-five percent of programs that provided information have a plan that includes guidance for helping center-based children transition to kindergarten (see Table 40), and 38% include a section on assisting home-based children with their transition to kindergarten.

Table 40. Percentage and Number of Programs with a Written Plan That Includes Provisions for Transitioning to Kindergarten

	Programs with Provisions for Transitioning to K		
	%	#	(N)
Center-based children to kindergarten	95	42	(44)
Home-based children to kindergarten	38	15	(40)

Almost 75% of programs (33 programs) have a written transition plan that includes provisions for serving transitioning children with special needs. Staffs at 79% of the FACE programs (34 programs) reported that they coordinate with IEP/IFSP service providers in planning for transitions.

Transition plans might include opportunities for transitioning children to participate in regular school activities while they are in FACE preschool (see Table 41). At all but three of the schools, the FACE program provided opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In slightly more than 30% of the schools, children had the opportunity to do so *weekly*; in slightly more than 15% of the programs, they had the

opportunity to do so *monthly*. In slightly more than 45% of the schools, children had 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. In PY18, the frequency of interaction with other children in the school decreased, as they had in the two previous years.

Table 41. 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	47	16	31	45
To use the school library	30	15	4	50	46

Eighty percent of FACE sites support literacy efforts and children's transition to school by offering library services in PY16, slightly more than three-fourths did so in PY17, and 70% did so in PY18. The frequency with which FACE children used the school library varies among sites; at 50% of the schools, library services occurred *weekly*, and at two schools they occurred *monthly*. In 15% of the programs, children only had the opportunity *a few times a year;* and in 30% of the programs FACE children *never* used the school library. Fourteen schools did not have a librarian, eight more schools than in PY16 and one more than in PY17.

FACE staff members at 42 sites reported that they met with kindergarten teachers specifically to plan for children's transition from FACE to kindergarten. For two-thirds of the programs, participation in transition meetings occurred *a few times a year,* a 12 percentage-point increase*;* at 17% of sites, it occurred *monthly;* and at three sites, it occurred as frequently as *weekly*.

FACE programs reported that 344 children (279 center-based, 51 home-based, and 14 unknown) were expected to transition into kindergarten in Fall 2019, 13 fewer children than in the previous year, and 33 fewer children compared with the PY16 high of 377 children.[54] See Appendix H for transition of children to kindergarten by site. Two-thirds of the transitioning children (232 children) were expected to attend kindergarten at their FACE school, a notable decrease compared to the previous 10 years (see Figure 46).

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[54] The number of home-based children reported by FACE staff is believed to be under-reported based on parent reports in Table 38. For home-based children who did not transition to FACE center-based preschool, FACE staff may no longer have contract with parents as their children enter kindergarten.

Figure 46. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School in Program Years 2000-2018
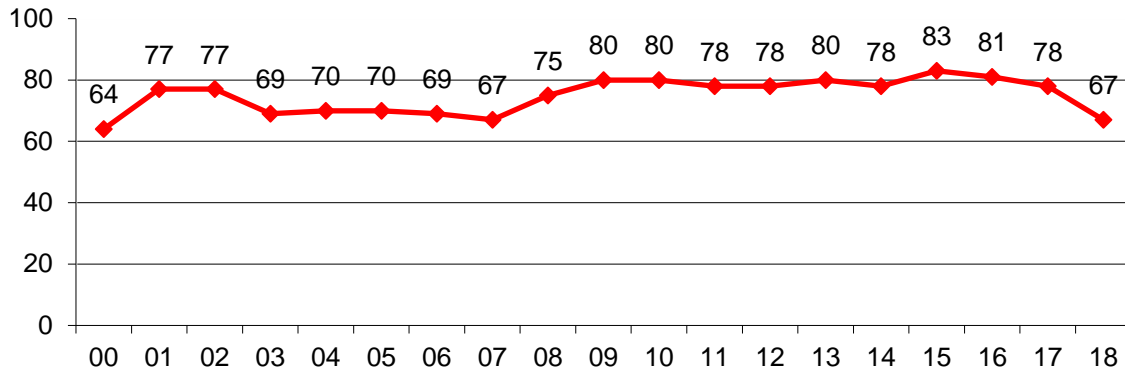
Sixteen FACE programs reported transitioning 36 children (32 center-based, 1 home-based, and 3 unknown) with an Individual Education Plan (IEP) to kindergarten. In fact, 10% of transitioning children were expected to enter kindergarten with an IEP (see Figure 47).

Figure 47. Number of FACE Children Transitioning into K and Number (and Percentage) of Transitioning Children Who Have an IEP in Program Years 2005-2018
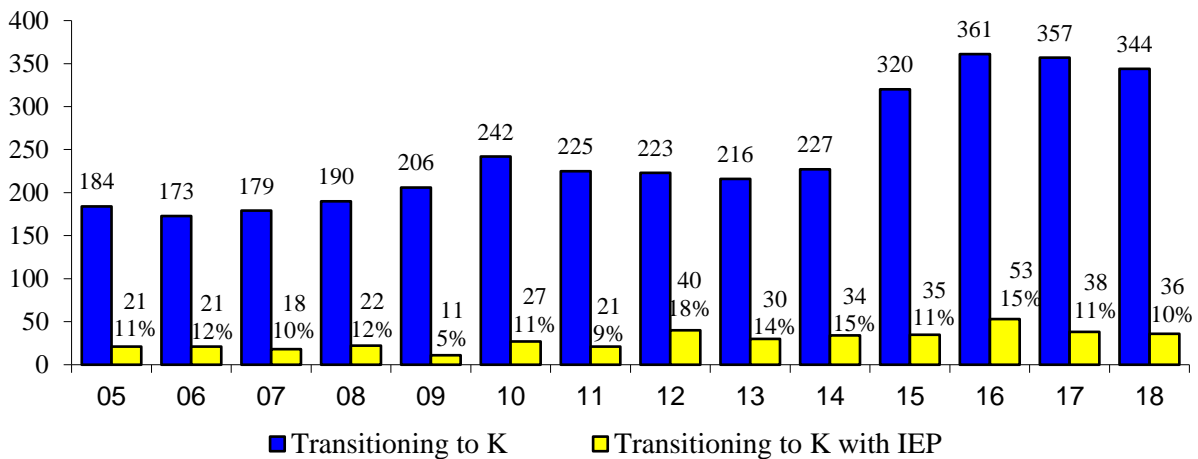
At the end of PY18, FACE programs reported the number of participants that received assistance with the transition to kindergarten. Eighty-nine percent of programs (41 programs) reported that 250 center-based children received assistance with their transition from center-based to kindergarten, accounting for 90% of transitioning center-based children, a 13 percentage-point increase compared with PY17 (see Table 42). Twenty-two programs assisted 127 center-based adults with the transition to kindergarten. Staffs in 11 programs reported that 20 home-based children were helped with their transition to kindergarten, while 13 home-based parents of transitioning children were reported to have received assistance from seven programs.

Table 42. Program Reports of FACE Children and Adults Who Were Assisted in Transitions to Kindergarten in PY18

	Children	Sites	Adults	Sites
Center-based to kindergarten	250	41	127	22
Home-based to kindergarten	20	11	13	7

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 121parents who reported that their child would transition from home-based to kindergarten—considerably more than the 51 reported by staff, 69% reported that FACE helped with the transition (see Table 43). Of the 256 parents who reported their child's transition from FACE preschool to kindergarten, 77% reported that FACE helped.

Table 43. Number of Parents Reporting Their Children Transitioning to Kindergarten and Percentage and Number Who Were Assisted by FACE in PY18

	Number Transitioning to K	FACE Transition Assistance	
		%	#
Home-based to kindergarten	121	69	121
Center-based to kindergarten	256	77	197

Of parents who reported that their children would enter kindergarten the subsequent fall, 73% indicated that their child would attend kindergarten at their FACE school. For the 95 parents who provided reasons why their child would not attend the FACE school, the most common reason (reported by one-third of these parents) is that the child's home is located closer to another school (see Table 44). Other reasons each cited by approximately one-fourth of these parents are their child would attend the school that his/her siblings attend (26%) and another school is more convenient for their work location or schedule (23%). Reasons reported by approximately 15% of the parents include that another school would benefit their child more (17%) and that their child would be moving out of the area (14%). Only 5% of parents reported that transportation issues prevented their child from attending the FACE school; 7% of parents described personal or family circumstances that would prevent their child from attending kindergarten at their FACE school.

**Table 44. Percentage and Number of FACE Parents Reporting Reasons for
Their Children to Attend a School Other than the FACE School[55]
(N=95)**

Reasons	Percentage
Home is located closer to another school	33
Siblings attend another school	26
Another school is more convenient due to work location or schedule	23
Another school will benefit my child more	17
Move out of the area	14
Transportation issues	5
Other	7

OUTCOMES FOR COMMUNITY PARTNERSHIPS

A critical factor in accomplishing the goal to *strengthen family-school-community connections*, thereby strengthening families, is the role of FACE in assisting participants to access services and opportunities available in the community, both during participation in the program and during transition from the program. The FACE program addresses this through coordination with community partners who provide services and opportunities for FACE families. In addition to program reports, participating adults also provide evidence that participation in FACE supports connections 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 and opportunities 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 45). 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.

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

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. The number of programs reporting the availability of a service varies from year to year as does the percentage of sites networking with community services, which often depends on the needs of the families and other factors. Programs also develop or participate in Community Advisory Councils/Committees, where contacts are made and networking occurs.

Table 45. Percentage and Number of FACE Programs Where Services Are Available and Percentage of Those Programs Where Coordination Occurred
(N=46)

Community Agency	%	Number	% of Programs Coordinating With Agency
Basic Services			
Health services	98	45	98
TANF (Temporary Assistance for Needy Families)	98	45	87
WIC	91	42	90
Tribal/BIA social services	91	42	74
Housing services	91	42	86
Tribal court/law enforcement	89	41	73
Community services (e.g., drug/alcohol abuse)	85	39	74
County/state social services	74	34	62
Educational Services—Adults			
Workforce Development	85	39	85
Tribal college or other post-secondary	83	38	89
Tribal/BIA Adult Education	57	26	73
Educational Services—Children			
Child Find	96	44	86
Head Start	93	43	72
Public school	89	41	66
State Early Intervention	80	37	81
Public Preschool	78	36	58
Tribal Early Intervention	70	32	94
Early Head Start	57	26	77
Family Literacy Program other than FACE	43	20	85
Private Preschool	35	16	38

Basic Services

More than 90% of FACE programs are located in communities where staff members and families can access Health Services (98%); Temporary Assistance for Needy Families (TANF) services (98%); Women, Infants, and Children (WIC) program services (91%); tribal/BIA social services (91); and housing services (91%). At least 85%-90% of FACE programs are located in communities that provide tribal court and law enforcement (89%) and services for abusive situations, such as alcohol and drug abuse or domestic violence (85%). County or state social services programs are located in almost 75% of FACE communities. Compared with the previous year, from 2-10 additional FACE programs reported the availability of basic services.

♦ Almost all FACE programs where health services are available coordinate with these services.

♦ Ninety percent of FACE programs where WIC is available coordinate with this service.

♦ Slightly more than 85% of FACE programs work with TANF and with housing services to assist families in communities where these services are available.

♦ Approximately three-fourths of FACE programs where tribal/BIA social services, tribal court and law enforcement, and community services for drug and alcohol abuse are available coordinate with these services.

♦ FACE programs in slightly more than 60% of communities where county or state social services are available coordinate with these services.

The percentage of FACE programs coordinating with a basic services agency was similar to the previous year with two exceptions: the percentage of FACE programs coordinating with TANF increased 13 percentage points and with housing services increased seven percentage points.

Educational Services

Approximately 85% of FACE communities have a Workforce Development program and 83% have at least one tribal college or other post-secondary education organization. Almost 60% of FACE programs have a tribal or BIA adult education program. Compared with the previous year, the number of communities with a tribal or BIA adult education program remains the same; however, three more programs have a Workforce Development program and five more report a post-secondary education organization.

♦ Almost 90% percent of programs where post-secondary institutions are available coordinate with them, similar to the previous three years.

♦ Eighty-five percent of programs coordinate with Workforce Development in the communities where it is available, a 16 percentage-point increase compared with PY17 but similar to the percentage reported in PY16.

♦ Seventy-three percent of programs coordinate with Tribal or BIA adult education programs where available, somewhat lower than the 81% reporting to do so in PY17.

Various educational organizations serving young children are located in FACE communities. Ninety-three percent of programs (43 programs) report the availability of Head Start, seven more than were reported in the previous two years; 55% of programs (26 programs) report the availability of Early Head Start, one more than the number in PY17. Most FACE communities have a Child Find program (96%) and a public school (89%). Approximately 80% have a State Early Intervention program and a public preschool. Only 35% of communities in PY18 (16 programs) have private preschools, but that is six more communities than in PY17. Seventy percent have a Tribal Early Intervention program. Almost 45% of FACE communities (20 programs) have at least one other family literacy program.

For communities with educational organizations that serve young children, the percentage of programs that coordinate with these organizations was similar to PY17 for Child Find, Early Head Start, Tribal Intervention, and private preschool services. Large decreases in coordination (ranging between 10-22 percentage points) occurred with Head Start, public schools, State Early Intervention, and public preschools.

♦ In communities with early intervention services, most FACE programs coordinate with Tribal Early Intervention services (94%), State Early Intervention (80%), and Child Find (86%).

♦ In communities with preschool opportunities in addition to the FACE preschool, slightly more than 70% of FACE programs collaborate with Head Start and 75% collaborate with Early Head Start. Sixty percent of programs coordinate occurs in almost 60% of communities with public preschool and in almost 40% of communities with private preschool.

♦ Most FACE programs coordinate with other family literacy programs where they are available (85%).

Almost two-thirds of FACE programs (29 programs) added from 1-19 other agencies or organizations with which they coordinate. These groups support the health, education, basic needs, safety, and mental and spiritual well-being of families. Twenty-three dental, physical, or mental health programs or organizations were listed; for example, diabetes prevention, environmental health office, medicine man organization, pregnancy services, community health representative, and the state's breastfeeding program. The 17 educational groups mentioned include a high school American Indian language class, the local library, financial services, an organization of Native American women, a Native American development center, a children's science museum, and the state's schools for the blind/visually impaired and for the deaf. Other groups include charitable NGOs, organizations that support youth, extension services, fire department, public safety, transportation services, early intervention programs, local and state interagency organizations, the tribal chapter house, local businesses, 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 participated (see Table 46). The overall percentages of adults reporting involvement was similar to PY17 findings.

- Slightly more than 85% of PY18 FACE adults participate in community social events; on average, they do so slightly more often than *a few times a month.* This frequency is similar to recent years. Significantly fewer adults who received home-based services participate in community social events than do center-based adults and adults who received both services.
- Almost 85% percent of adults use community resources that support learning, similar to prior years. On average, they use the resources almost as frequently as *a few times a month*.

- Approximately 60% of adults use community resources designed to meet special needs, such as social services. Similar to the past few years, they do so slightly more frequently than *a few times a year*.

- Slightly more than 55% of adults volunteer to help community services programs, engaging in this activity slightly more than *a few times a year,* on average. Sixty-five percent of center-based adults and 60% of adults who received both services volunteer to help compared with a significantly lower 50% of home-based adults.

- Slightly more than one-half of adults attend tribal or chapter meetings, engaging in this activity an average of *a few times a year*. The 58% of center-based-only adults who do so is a significantly higher percentage than the 48% of home-based-only adults.

Overall, the frequency of adult community involvement in PY18 across all areas of involvement was slightly lower compared with PY17, the year with the highest frequency of involvement over four years of data.

Table 46. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency of Involvement Overall and by Services Received Throughout FACE Participation[56]

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	85	2.9	(675)	88	3.2	(232)	90	3.2	(474)	87	3.1	(1,381)	2>1, 3>1
Use community resources that support learning	84	2.8	(683)	83	3.0	(231)	86	2.9	(475)	84	2.9	(1,389)	ns
Use community resources designed to meet special needs	61	2.3	(669)	58	2.3	(232)	62	2.4	(468)	61	2.3	(1,369)	ns
Volunteer to help community service programs	50	1.9	(678)	65	2.3	(232)	60	2.2	(470)	56	2.1	(1,380)	2>1, 3>1
Attend tribal or chapter meetings	48	1.9	(675)	58	2.2	(232)	54	2.1	(474)	52	2.0	(1,381)	2>1

ns=not significant;
statistically significant at p < .05 or higher

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[56] 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*.

INTEGRATION OF AMERICAN INDIAN 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 American Indian 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.*[57]

For each of the FACE components, the staff in most of the programs reported that language and culture are integrated *sometimes* or more frequently (see Table 47). All programs integrate language and culture in preschool and FACE Family Circle. For each of the other components, only 4-11% (two to five) programs reported that they *never* or *almost never* integrate language and culture.

Table 47. Percentage Distribution of Frequency That American Indian Language and Culture are Integrated into FACE Program Components

	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	30	30	39	(46)
Adult Education	7	4	36	33	20	(45)
PACT Time	2	9	41	37	11	(46)
Parent Time	7	4	50	26	13	(46)
Home-based						
Personal Visits	2	2	31	38	26	(42)
FACE Family Circle	0	5	45	25	25	(44)

♦ Approximately 70% of programs *always* or *almost always* integrate language and culture into preschool. All other programs *sometimes* integrate language and culture into the preschool classroom.

♦ Almost 55% of programs *always* or *almost always* integrate language and culture into adult education, and slightly more than 35% do so *sometimes*. Three programs *never* integrate language and culture into the adult classroom and two programs *almost never* do so.

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

♦ Almost 50% of programs *always* or *almost always* integrate language and culture into PACT Time; slightly more than 40% of programs *sometimes* integrate language and/or culture. Four programs reported that they *almost never* integrate language and culture into PACT Time; one program reported that it *never* does so.

♦ Almost 40% of programs *always* or *almost always* integrate language and culture into Parent Time; half of programs *sometimes* integrate language and/or culture into this component. Two programs reported that they *almost never* integrate language and culture in Parent Time; three programs reported that they *never* do so.

♦ Almost 65% of FACE programs *always* or *almost always* integrate language and culture into personal visits, an 11 percentage-point increase compared with the previous year and the same as in PY16. Slightly more than 30% of programs *sometimes* integrate language and culture into personal visits; two programs *almost never* or *never* do so.

♦ At one-half of sites, FACE programs *always* or *almost always* integrate language and/or culture into FACE Family Circles, the same percentage as in PY17 but a 14 percentage-point decrease compared with PY16. Forty-five percent of programs *sometimes* integrate language and culture into FACE Family Circles; two programs *almost never* do so.

A five-year analysis of the *always* or *almost always* integration of language and culture by center-based and home-based component is presented in Table 48. Note that many factors can influence annual fluctuations in the frequency of AI language and culture integration into FACE components, such as whether staffing positions are filled, staff members are AI language speakers knowledgeable about the culture, staff members are trained, and participants welcome the use of their AI language.

Table 48. Percentage of Programs that *Almost Always* or *Always* Integrate American Indian Language and Culture into FACE Program Components PY14-PY18 (N = 39-44 programs)

	2014	2015	2016	2017	2018
Center-based					
Preschool	78	69	81	76	69
Adult Education	65	49	55	47	53
PACT Time	60	51	48	50	48
Parent Time	57	44	44	41	39
Home-based					
Personal Visits	66	61	65	54	64
FACE Family Circle	55	45	64	50	50

For the center-based component over the past five years, the percentage of programs that *always* or *almost always* integrate language and culture ranges from approximately 70-80% for the FACE preschool, 50-65% for adult education, 50-60% for PACT Time, and 40-60% for Parent Time. PY14 percentages are higher than the subsequent four-year findings, which demonstrate more similarity from year to year.

For the home-based component, two-thirds of programs in PY18 *always* or *almost always* integrate language and culture into personal visits. This percentage is consistent in four of the five years of reporting. One-half of programs *always* or *almost always* integrate language and culture into FACE Family Circles in PY18, a percentage that is consistent in four of the five years of reporting.

FACE staffs were asked to describe how the AI language and cultural activities are integrated with FACE services at their site. Integration occurs at least to some degree in all programs and can be grouped into four categories: (1) speaking the language to teach and/or for casual conversation; (2) using direct instruction and practice to learn the language; (3) learning about cultural practices and traditions, and (4) reading and writing the language and/or learning about the culture and history through reading and writing. Over time, these various types of integration have remained consistent, but the degree to which integration occurs and the percentage of programs reporting the types of integration vary from year to year. At some sites, language and culture integration is the responsibility of the FACE staff; at other 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 described ways in which AI culture and language activities are integrated with their FACE program components. The number of FACE programs providing information varied by component. Eighty-seven percent of preschools, 78% of adult education, 80% of PACT Time, and 85% of Parent Time components provided information.

♦ In 70% of preschool programs and in almost half of adult education programs, direct instruction and practice on a specific area was 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.). At least 28% of programs reported that the AI language is spoken on a daily basis in the preschool classroom and one-third of programs reported that it was spoken regularly in the adult education classroom. Frequent use of the AI language in preschool is described by a FACE program:

   We talk to the children in our Native language and English throughout the day. We give directions for lessons in Navajo. Presentation to center-based students was done in Navajo during American Heritage week. We went around to listen to several presenters and all presentations were in our Native language.

   Another program describes both the adult education and preschool classrooms as bilingual:

   Speaking two languages was very prevalent, and bilingualism was evident in both classrooms (adult education and preschool). The families are exposed to their tribal language daily at school and at home. Reading, vocabulary, spelling,

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phonemic awareness and development and some writing are extended to the adult education classroom. The availability of history, cultural and language books also enriched student learning.

♦ Approximately two-thirds of both preschool and adult education staffs reported integrating language through learning about cultural practices, traditions, values, history, arts and crafts, stories, foods, music and dance, and/or through participation in school or community cultural events and listening to guest speakers. One preschool staff who integrated language and culture through stories, games, discussions and singing wrote:

We read coyote stories and we played shoe game in the winter time. We played string games during the winter. We talked about native food, i.e., blue mush, blue mush pancakes and sumac pudding. The relevance of the four directions was explained and how it relates to our cultural teachings. We sang Native songs, i.e., Two Black Birds and the puppy song. We introduced the male and female hogans.

♦ Forty-five percent of preschool programs and 55% of adult education programs reported that they support the use of the AI language in the classroom by reading books, other publications, labels and other environmental print and by writing. One program described reading books to children written in the AI language and extensive use of environmental print in the preschool classroom to support language learning:

The co-teacher is acquainted with the tribal language and gave simple instructions. Circle time reading from a tribal language CD is used on a weekly basis. Children count and say the colors in the tribal language during circle time. The co-teacher is able to read to children one-on-one with a book written in the tribal language. The classroom is labeled in three languages that support most children in our area. The languages that are labels throughout the classroom are the tribal language, English and Spanish. Posters are set up to describe mostly the tribal language. Math activities have been created to support the tribal language. Clan charts have been posted. Large posters in the tribal language have been created to indicate each area of the classroom.

The adult education staff at a program that emphasized reading and writing in the Native language reported:

Parents worked on learning and translating (English to Navajo and Navajo to English) children's songs. Parents worked on daily reading aloud in Navajo from various texts written in Navajo. Parents worked on completing Family-K'e Charts for every person in their family to fully understand the Dine' clan system, as opposed to just memorizing how to "say one's clans." Parents worked on typing Dine' Navajo by working on children's books, using PowerPoint as a basis for the organization of such a book. Parents learned how to play the Dine' stick game (Tsidil) and were able to figure out how to modify and adapt the game for another tribe. Parents practiced writing daily journal quotes that were written in Navajo into their daily writing journal. Parents read articles from Leading the Way and

practiced reading articles aloud in Dine' to a peer who would try to translate and make sense of what was said to them by using references they could find in the classroom adult education library and/or by using technology.

♦ FACE center-based programs used Parent Time as an opportunity for adults to work on their AI language fluency and to learn about and discuss their AI culture. Seventy percent of the programs described conducting Parent Time in the AI language, encouraging students to practice the language and/or teaching the language during the Parent Time hour. All programs integrated aspects of the culture, both traditional and current, into Parent Time to at least some extent. One program wrote about the weekly session when the language, history and culture were taught:

The adult education teacher taught the tribal language, history and culture during Parent Time on a weekly basis. The language was taught by short/long vowels and consonants, months of the year, colors, numbers and introduction of oneself-clanships, shapes, and family names. In the area of history, she covered the history and representations of the long walk, Hogan, wedding baskets, jewelry, moccasins, sheep, and rugs.

Another program listed the many activities and topics covered during Parent Time at its site:

Native language daily, child rearing long ago vs. today, ganawenjige story, research on missing Native women, pregnancy and traditional beliefs held during pregnancy, funeral taboos, ricing, beadwork, star quilting, learning the double vowel system to read the Native language, books by Indian authors, research other tribes, diversity in the workplace sessions, learning future/past tenses in the Native language, tribal language Reale bookmaking, monthly powwows, storytelling, managing sibling rivalry using tribal values, elder panel for learning about tribal values, tribal place names, re-thinking discipline using tribal values, the people's migration, blood quantum, baby safe asleep and tribal values associated with sleep, basic sentences and commands, and Asemaa and how different tribes use it.

♦ Language and culture are integrated with PACT Time activities. PACT Time child-parent engagement and PACT circle are venues for a parent to speak with his/her child in the AI language. Almost three-fourths of programs reported on AI language usage during PACT Time. Staff members not only encourage parents to speak their AI language during PACT Time, but also at home, especially when engaged in the transfer-home activities. Staff in at least 57% of the programs planned culturally-relevant activities in which children and parents could choose to engage or for PACT Time. Children's books written in the AI language, or about the culture, or about other AI cultures are available for children to choose during PACT Time or for the circle time leader to read to the group. Selecting AI books was mentioned by slightly more than one-fourth of the programs. The emphasis on encouraging parents to promote the Native culture and language was described by a FACE center-based program:

Parents are encouraged to speak their language with their children. Activities that reflect language and culture are planned for PACT circle time (e.g., Native games, songs, storytelling), and transfer home ideas are given to parents to strengthen language and culture within the home.

One program summed up what its staff believes is happening, at least for center-based families, as a result of the FACE program's mission to promote AI language and culture.

A majority of our parents are either fluent speakers of the tribal language or have the comprehension skills needed to create dialogue. Conversational Navajo language is practiced and used daily. It has become more evident as parents learn about the importance of language acquisition that they have increased their own knowledge and passion for the preservation of their unique indigenous language and culture.

Staffs described ways in which AI culture and language activities are integrated with home-based FACE services, including integration in personal visits and in Family Circle meetings.

♦ Almost 55% of the programs reported that parent educators converse and deliver personal visits in their AI language. As they converse, parent educators switch between speaking their AI language and English, depending on the family's level of fluency and interest in learning. To reinforce AI language development, approximately 30% of programs reported that they teach and use traditional greetings/kinship and/or frequently teach and use phrases and words (e.g., numbers, colors, animals, body parts, action words, simple requests, labelling, etc.) during personal visits. One program wrote:

The children learned colors, numbers, animals in the tribal language. Grandparents along with parent educators sing and speak to the children in the tribal language.

♦ Slightly more than 45% of programs reported that cultural values, beliefs, and practices were shared during personal visits. These might include instructions on traditional arts and crafts; sharing teachings from grandparents regarding childbirth, development and rearing; story telling; engaging in music, such as singing and/or dancing; and participation in school or community cultural events, encouraged by the parent educators. A program that shared home-visit practices sensitive to cultural beliefs, values and customs wrote:

The native language is spoken during personal visits. Parent Educators show respect for the culture/values/traditions of the families served. Families are encouraged to participate in the schoolwide culture day; the FACE program has several families that had their children dance.

♦ Approximately 42% of the programs reported teaching language and culture to home-based families during personal visits by asking them to make and/or read books and other reading materials, by giving them handouts that incorporate the AI language, or by helping them

label items in the home in the AI language. One program that focused on sharing language and culture through reading reported:

We make books using tribal language words in the books, encourage parents to talk in their tribal language and to read to their child using their tribal language, and make flash cards for words in their tribal language.

♦ All programs reported using FACE Family Circles as a venue for practicing and discussing traditional language and customs, with 70% of programs specifically describing how the AI language was promoted and used during Family Circles. The degree of integration varied across sites from integration occurring at every FACE Family Circle to participants engaging in learning customs and language during some meetings. Concern about integrating relevant cultural activities is expressed by one program's comments:

We had prayer and song at each meeting. We gave each family a shell, sage and sweet grass to be used in their homes. We tried to come up with a culturally relevant activity that related to our circle topic.

Use of the AI language throughout activities during a circle meeting is illustrated by one program's report:

Handouts are reviewed in English and then translated to the tribal language. All other information is provided in English and translated into the tribal language, including instructions on how to do the "Make It Take It" activity provided for families. During a few circles, we had Bingo, and we used a Bingo game that was in the tribal language that covered food and animals. That is a fun game for our families.

Day-long FACE Family Circle activities that promote the culture are described by one program:

We had a powwow, storytelling in English and in the Native language, drumming, beading, and singing in the Native language. We held a culture day in the fall and a powwow-crafts day in the spring…tipi raising, hand games and racing.

Another program described the various culturally-based activities that might occur:

The parent educators introduce the topics and parts of the presentations are in the tribal language. The staff members introduce themselves and tell their clans in Navajo to establish relations with the families. During family circle meetings, families might play tribal language Bingo, watch videos about coyote stories, play string games, make cradle boards using card board and string, create handmade hogans out of mud and twigs, make wagons and horses, engage in traditional crafts, or make drawings that depict the culture.

♦ At times, speakers from the community, reported by 30% of FACE programs, teach families to prepare Native foods, promote pride in the cultural heritage, teach traditional values as the basis for parenting, teach the Native language, or speak about public services. Artists share their music and teach Native songs. One program described learning how to cook Navajo foods:

We had an elder come in to teach us how to make several Navajo foods. She followed the recipes in the tribal language and showed us how to cook the foods.

Eighty percent of the FACE schools employ a culture teacher. Table 49 provides the ways and frequency that culture teachers at these 37 schools take part in the responsibility for providing AI 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 coordinate with the FACE staff in its efforts to integrate language and culture in the program components in keeping with the school program (coordination takes place at approximately 80% 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 46% of FACE schools that employ a culture teacher).

Table 49. Percentage Distribution of Frequency That the School's Culture Teacher Works with the FACE Program
(N=37)

	Never	A few times a year	Monthly	Weekly	Daily
FACE staff coordinates with the culture teacher.	19	24	11	35	11
School's culture teacher provides classroom instruction for the FACE children.	41	5	8	32	14
School's culture teacher provides classroom instruction for the FACE adults.	54	11	11	19	5
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)	24	32	22	14	8

♦ In slightly more than 80% of the schools employing a culture teacher, the FACE program coordinated 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 slightly more than 45% of the schools, the FACE staff worked with the culture teacher *weekly/daily*. At another 11% of the schools, staffs worked together *monthly.* Coordination occurred *a few times a year* at almost one-fourth of the sites.

♦ Culture teachers primarily worked with the center-based program. The percentages of programs in PY18 where adult and preschool students receive classroom instruction from the culture teacher (46% and 59%, respectively) are similar to PY17; both years are lower

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than PY16 (55% and 68%). However, the percentage of schools where the culture teacher worked with the preschoolers on a *weekly* or *daily* basis increased, from 34% in PY15 to approximately 47% in the following three years. The percentage of the programs where the culture teacher provided instruction for adults increased from 38% in PY14 to approximately 50% in PY15-PY18.

♦ At 76% of the programs in PY18 and 68% in PY17, FACE staff members received assistance from the culture teacher in integrating culture and language into the FACE program in ways other than providing classroom instruction, a continuing upward trend in the frequency with which assistance is received. In PY18, the assistance occurred *a few times a year* at approximately 30% of the schools and at least *monthly* at almost 45% of the schools.

The frequency that school culture teachers work with FACE programs fluctuate over time (see Figure 48). The most recent three-year trend suggests stabilization in the *daily/weekly* frequency with which culture teachers work with FACE programs. Almost half of FACE preschool programs receive at least *weekly* instruction from the school's culture teacher. Culture teachers provided *daily/weekly* instruction to FACE adults in approximately one-fourth of the programs in PY16-PY18. Similarly, approximately one-fourth of FACE staffs received *daily/weekly* assistance in efforts to integrate culture and language in the FACE program in PY16-PY8.

Figure 48. Percentage of FACE Programs Where the School's Culture Teacher Provided *Daily/Weekly* Instruction/Assistance in Program Years 2004-2018
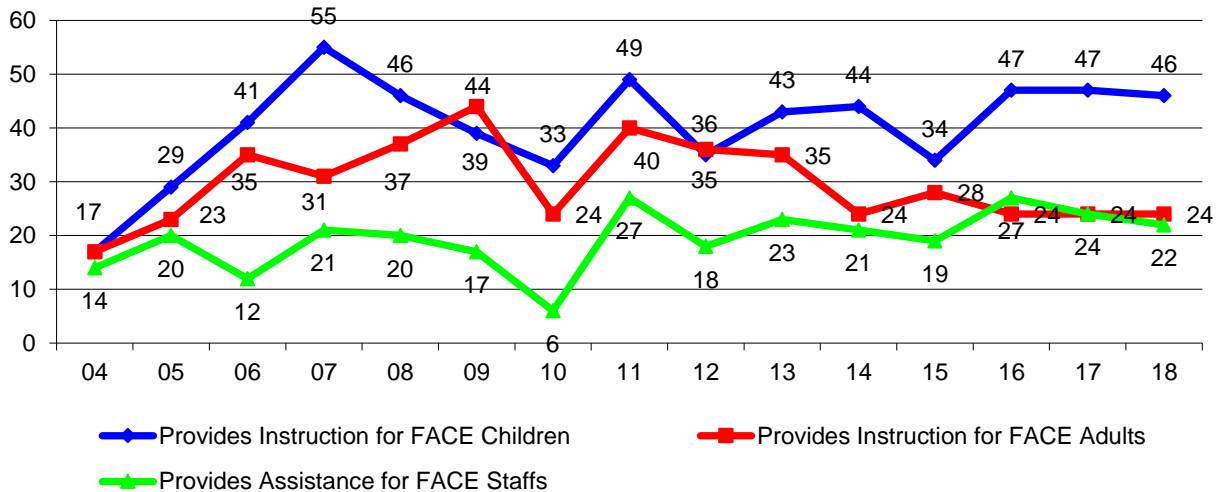
The available resources and the success of the school in integrating language and culture affect FACE program efforts. Forty-five FACE staffs rated the degree to which the AI language is a focus for their school's K-3 curriculum. [58] Forty-four percent of the FACE programs reported that AI language is *well integrated* in the school's K-3 curriculum, a 16 percentage-point decrease from the 60% reported in PY17.

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

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Of the 13 programs offering an explanation for the *well-integrated* rating, one reported that the school has a K-3 immersion program; this FACE program and one other reported that two culture teachers serve their schools. At three sites, K-3 students attend a daily culture class and at five sites they attend once or twice a week. Two programs reported that the culture teacher goes into the classrooms at their schools. Two programs stated that language and culture were integrated across the curriculum, and two programs explained that teachers incorporate lessons adapted from a language curriculum. One program that gave their school the rating *well integrated* wrote,

> *It was our main focus throughout the school! We call it a LANGUAGE REVOLUTION!*

Fifty-three percent of FACE programs reported that the AI language is integrated *to some degree* in the school's K-3 curriculum. Of the seven programs that provided an explanation for this rating, two explained that the K-3 students attended language and culture class weekly; at two schools, they attended daily. One school has a kindergarten immersion classroom where the AI language is primarily spoken. Another program explained that the AI language is taught by the K-3 teachers in the classroom. One program stated that culture teachers have their own designated classrooms and that the school is starting to offer AI language professional development for the classroom teachers. One program critiqued the school's culture class, saying that the AI language, with limited English, should primarily be spoken during the class.

One program reported that the AI language was *not at all* a focus for the K-3 curriculum at the school. This school is a multi-cultural school with children from different tribes attending the school.

At the end of the year, FACE adults rated the FACE program on its impact in helping them increase their usage of their AI language. FACE adults reported that increased cultural awareness is an outcome of FACE. Sixty-eight percent of adults indicated that participation in FACE helps increase their use of their AI language. Sixty-three percent of home-based adults and 74% of center-based adults report that FACE impacted their usage of their AI language.

At the end of the year, parents also rated the frequency with which they talk, read or tell stories to their child in their AI language. Forty-six percent of parents reported that they talk, read or tell stories to their child *almost daily* or *daily or several times a day*; this percentage is similar to the percentage in PY17. Thirteen percent of parents reported that they engage with their child using their AI language *once or twice a week.* While 13% of parents talk, read or tell stories to their child *a few times a month*, 28% *never or almost never* do so.

IMPLEMENTATION SUCCESSES AND CHALLENGES

This section provides information for program planners and providers relative to FACE program challenges and additional training and support needs.

At the end of PY18, programs were asked to describe challenges encountered in implementing their program. Challenges are divided into those that could be addressed by the trainers/technical assistants for model implementation (PAT and NCFL) and those that could be addressed by the BIE or the school. The programs were also asked how technical assistance helped address the challenges encountered during the year and to describe additional support needed by the program at the end of PY18.

Home-based Challenges

Almost all FACE programs (93%) described challenges faced by their parent educators that required assistance from PAT, the BIE or the school. all programs that mentioned receiving assistance from the BIE Face director or the PAT trainers reported that the assistance was helpful.

As in the past, implementing the Penelope Case Management System was the most frequently reported challenge for the home-based programs, reported by almost 60% of programs in PY18. This is a sizable decrease from the than 80% of programs reported implementing Penelope as a challenge in PY17. Programs stressed the time factor in using the system, their efforts to input data, and their struggle to work with data already entered. A few programs stated the importance of receiving hands-on assistance to become more proficient. As pointed out by one program, the technical assistance received from their PAT technical assistance provider was helpful:

> *Documenting home visits on Penelope and becoming familiar with the program were a struggle. One parent educator was locked out from Penelope. The technical assistance provider helped the parent educator through conference calls. Also, feedback on a home visit during a technical assistance visit was helpful for the parent educator. The technical assistant helped the parent educator input useful information into Penelope.*

A few programs (almost 10%) reported that problems with Internet access and/or speed or with equipment added to the pressure of using Penelope. One program experiencing Internet issues at its school most of the year explained:

> *The home-based program's biggest challenge was having technical issues 75% of the year. Now that we are under a different service provider, we have not had big outages since March.*

One-third of programs reported personnel issues, such as having no parent educators for part of the year, having only one parent educator for part of the year, having new parent educators, or lacking a coordinator. At one site, a parent educator was moved into the early childhood classroom

in January, resulting in the need to hire and train a new parent educator. A program challenged by having only one parent educator who also was new reported:

> *We had challenges because we had only one parent educator, and she started at the end of November 2017. As a result, we had challenges with recruiting enough families to fill her caseload. There was no training provided on Penelope until our TA visit in March. There was a lack of materials for personal visits, but these have been ordered for next year.*

Another challenge reported by 30% of programs was the cancellation of personal visits. Families did not keep appointments due to problems such as medical issues, family trauma, homelessness or conflicting appointments or needs. Some parent educators faced challenges delivering personal visits. Two home-based programs reported that the lack of vehicles interfered with their providing services to families, and two programs stated that inclement weather caused them to cancel personal visits. One program explained the many challenges of delivering personal visits and fluctuating enrollment:

> *Many parents were unable to keep visits due to other personal issues, errands and medical appointments. My enrollment was fluctuating throughout the year. I had parents enrolling and dropping within a few months due to moving, employment, educational reasons.*

Another program explained the challenges of living in certain rural areas:

> *The rural environment requires families to travel distances to meet their needs, impacting parents being available at home for personal visits due to the lack of resources within their community itself.*

Other challenges were identified for which programs required site-level or BIE assistance (each mentioned by one or two programs). They included the requirement of parent educators to serve as substitutes for the regular school and to attend professional development designed for classroom teachers. Accessing NASIS numbers at the beginning of the school year was also a challenge.

Challenges mentioned by one or two programs that required assistance from PAT included the following: timely certification of new parent educators, planning and delivering FACE Family Circles, strategies for serving families with multiple children, strategies for consistent documentation, reporting documents not aligned with FACE guidelines, clarification on service provided and reporting documents for families receiving Foundational 2 curriculum, strategies for parent educators to support families with children in kindergarten, providing service to teen parents, and completing electronic transition forms.

Additional Assistance Needed

Looking to the next year, approximately 85% of the FACE programs (similar to the previous year) reported that they needed additional support from their school, from the BIE and/or from PAT. Support needed from the school and/or the BIE varied across programs. Four programs wrote

about the need to hire a parent educator for the coming year; one program mentioned that the position had been vacant since February 2018 and at the end of the school year had still not yet been advertised. The need for funding to attend PAT trainings was mentioned by three programs, such as Teen Parenting or Fatherhood, and to help pay for additional needs, such as a new vehicle and activities/incentives for families. Parent educators in a fourth program desire funding and release time to shadow parent educators at other FACE sites conducting personal visits as part of the parent educators' training. Two programs reported that the home-based component needs increased recognition and support from their school's staff and/or administration.

One or two programs mentioned the following support still needed from the school or BIE: a reliable Internet connection; parent educator's safety when traveling long distances to deliver personal visits; a second bus driver to accommodate FACE families; newer vehicle for parent educator visits; laptops to use for documentation in family files and for sharing information with families; and more cultural materials.

Almost 65% of the FACE programs reported that they needed additional technical assistance/training from PAT. Almost 30% of FACE programs discussed their need for further training and technical assistance on using Penelope coupled with time management; two programs emphasized the need for one-on-one training to increase their understanding and skill using Penelope. Specifically, parent educators asked for additional training on data entry, navigating through the software, changing a family's status, and editing and deleting documents. One program that also needed better Internet connection was anticipating training needs for the new parent educator saying:

> *We definitely need good Internet connections so we may speed up our data entry into Penelope. We will need additional training for our new parent educator who will be on board the end of June. She will be attending Implementation Training in July, but more training is needed for her.*

Slightly more than 42% of programs (twice as many as the previous year) asked that the level of technical assistance and training that they received in PY18 continue in PY19--or they asked for additional training. Programs mentioned that the staff would like more one-on-one training at the site and at regional meetings. One or two programs mentioned that future technical assistance or training should include more how-to-do examples; signs of methamphetamine use; information on sex trafficking; and help with record keeping, especially for the various end-of-year documentation. One program requested reminders about available training, and one program requested training on days that did not interfere with service to families. One program asked for more help working with families caught in a cycle of crises:

> *We need additional support and face-to-face training on Penelope. We need help and understanding as we deal with families who are in continual crises. We need support from those who understand both the culture and contemporary way of life based on reality, not stereotypes.*

One program struggling with documentation requirements for FACE and PAT wrote:

> *Find a way to make FACE documents and PAT documents coincide. FACE documents differ in what's needed compared to what PAT requires.*

Coordinators at two sites asked for assistance in supporting parent educators, such as more training to understand and implement reflective supervision. Suggestions by one or two programs for training topics or other support that would improve program implementation at their site included increasing enrollment; increasing family participation; effective relationships with service providers for children with specific needs; and FACE Family Circle kits that provide more resources and activities for families with newborn to 24 months old children. One program requested additional webinars that address home-based requirements. Another program looking to various parenting classes for ways to motivate parents wrote:

> *We need some techniques on how to get parents motivated to want more for their children. We are looking at different parenting classes so parents can compare and know how to pick and choose things that work for them.*

Center-based Challenges

Almost all of the FACE programs (96%) described challenges faced by their center-based staff. All programs that commented on the quality of the technical assistance they had received indicated it was beneficial. Three programs reported that they did not receive technical assistance for their issues; one of these programs stated that they did not make their technical assistant aware of their situation, and the other two programs did not give a reason for not receiving needed technical assistance.

Center-based challenges were site specific and varied, some mentioned by only one to three programs. However, almost 40% of programs reported the issue of low attendance, and at slightly more than 15% of sites, low attendance was coupled with problems recruiting committed parents who matched with the FACE guidelines. One program faced with issues recruiting full-time students and with sustaining attendance over the year wrote about its problems and the assistance it received:

> *The main challenge to our program this year was recruitment of parents who had educational needs and could attend full time in the adult education. Our preschool class was full, however; their parents were not attending AE full time. At the beginning, our flex-time and part-time students were aware and committed to FACE requirements. However, their attendance became very poor. The secondary challenge we encountered this school year was the attendance of students, both child and parents, due to reasons not in their or our control. Most of these absences were because of family issues such as death in the family or illness of a child or adult in the family. During the TA visit, we were given ideas and suggestions on recruitment and how to use our resources to strengthen our recruitment process. We are going to implement these ideas this summer and onwards.*

Almost 20% of center-based programs reported they had faced challenges implementing *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children.*

One program described how the early childhood staff was assisted with *CIRCLES* implementation, the changes the teachers expect to occur in the classroom as a result, and recruitment strategies:

> *The early childhood curriculum did not reflect the CIRCLES model. The schedule was changed to accommodate the model and approved during the on-site TA visit. The CIRCLES curriculum was also not being followed in lesson planning, therefore cited in TA recommendations. A CIRCLES model curriculum was mailed to us, and we will use this to plan and deliver lessons for students. The early childhood classroom will incorporate more active learning activities during small group time. The staff will implement a recruitment plan that involves the school staff helping to spread the word about the program. We will publicize center-based FACE throughout the community by posting fliers.*

Six programs reported that they had been challenged delivering PACT Time and Parent Time to best serve flex-time adults. One program wrote about developing home-based parent engagement opportunities under the guidance of their technical assistant:

> *Our technical assistant advised us to develop take-home packages for Parent Time and PACT Time and to develop a reading log for both preschoolers and parents. In addition, we reminded parents, every chance we got, to participate in parent engagement.*

A center-based staff that had struggled with motivating parents wrote:

> *Attendance and participation from adult learners is lacking. Participation in PACT and Parent Time was lacking. Parents did not take testing (CASAS) seriously. Parent engagement was lacking because transfer homework and reading logs were not reinforced by parents.*

Implementation challenges (each mentioned by one to three programs) include the following: handling documentation and reporting requirements; implementing a Service Learning project; increasing the integration of the AI language and culture; transitioning families from home-based services to center-based services; working with K-3 teachers to set up K-3 PACT Time; helping staff members understand the FACE mission; using classroom management strategies; administering preschool assessments; identifying the documentation needed to follow the transition of families from other FACE programs and the transition of families within the FACE program; and working with a newly opened local Head Start program. A program praised the support that programs received from trainers during the year to address challenges:

> *All of the staff at NCFL and PAT have been readily available to answer questions in a timely manner and to provide the help needed.*

Other challenges required attention from the school and/or BIE, as well as NCFL.   Almost one-fourth of programs had staffing issues, either a vacant staff position or the need for training for new staff members. Two programs reported that they lacked an adult education teacher and three programs reported that they lacked an early childhood teacher at least part of the year. The other programs needed training for their staff members on the FACE model.

Other challenges listed by one or two programs included: obtaining background clearance for adult participants; obtaining consistent Special Education services; better computers for adult students; a slow purchasing system; lack of storage space; transportation for families, especially for those living the farthest from the school; and allowing adult meal reimbursement through the free and reduced-price lunch program or finding other funding source. A new program facing multiple start-up challenges, some of which are similar to the challenges of established programs, listed them:

> *No early childhood teacher; late start for program because of staff training needs; native language-speaking co-teacher or teacher for preschool; length of background check process and approval…two months; getting preschoolers assessed; monthly planning meeting too long; lack recruitment and enrollment materials; slow process ordering materials; limited AE classroom space; and transportation for families.*

Additional Support Needed

At the end of PY18, almost 80% of the FACE programs reported that they need additional support from their school, the BIE and/or NCFL. Staff positions needed to be filled for the following program year; two programs reported the need for an adult education teacher. Another program wrote about the persistent staff vacancy for adult education, and another expressed frustration with the hiring process.

Four programs discussed the need for additional support from the school administration and/or the FACE coordinator, suggesting the need for supervisory training and understanding of the FACE program. One FACE program suggested that ever changing school administration is a challenge:

> *Administrative support. Through the years we are always facing changes in administration and having them understand our program is hard. Our FACE program is sometimes set as a program that is on its own.*

One or two programs pointed out problems for which solutions require assistance from the school and/or the BIE. These include the following: a faster process for background checks, faster procurement process, improved transportation for families, larger classroom, and funding adult meals. At year's end, three programs need to purchase materials for adult education, perhaps as a result of funding, purchasing or hiring issues; items needed include GED materials, HiSet high school equivalency materials, and adult education classroom supplies.

Approximately one-half of the programs that commented pointed out the need for continued technical assistance/training from NCFL. Seven of these programs wrote about their desire for the support given by NCFL in the past to continue or to increase. Four programs identified areas of support needed for adult education; areas specifically mentioned include additional feedback on their service-learning project; additional information about incorporating culture and language; and assistance in incorporating special classes taught in the regular school, such as physical education and language and culture, into an adult's schedule.

Training topics each requested by up to four program staffs included the following: recruitment and retention strategies, including effective incentives to encourage participation; parent engagement strategies for full-time and for flex-time adults; recognizing and helping special needs participants; early childhood behavior issues; advanced lesson planning techniques; Developmentally Appropriate Practice; domestic violence and its impact on the family; drug and alcohol abuse; suicide prevention; single parenting; preventable health concerns, such as diabetes, transmitted diseases and the importance of immunizations; and implementing K-3 parent engagement.

Two staffs indicated the desire for peer support by working more closely with well-established FACE programs in order to improve their own program. One of the programs explained:

> *We would like the opportunity to visit other well-established FACE programs to gain ideas as to how to implement all aspects of the FACE program. We would like to work with other nearby programs for problem solving and networking.*

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 produce and expand the scope of site-level reports that compare site data to FACE standards of implementation, nationally-reported data, other FACE sites, and to research findings. Continue to improve FACE staff skills in understanding and interpreting their site-level data and how to use it for reporting to their stakeholders and improving their own program.

♦ Analyze NWEA and CPAA kindergarten entry assessments 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.

♦ Identify and quality control needed data elements in the FACE longitudinal database that is transmitted to the BIE at contract end.

APPENDIX A

Table A1. FACE Sites in PY18
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 PY18

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
Hanaadli Community School, Bloomfield, NM
Hannahville Indian School, Wilson, MI
John F. Kennedy School, White River, AZ
Kayenta Boarding School, Kayenta, AZ
Kha'p'o Community School, Espanola, NM (formerly Santa Clara)
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
Nazlini Community School, Inc, Ganado, AZ
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
(PY18 Sites are listed in bold.)

Program Year 91 (Spring 1991)
- **Chief Leschi School, Puyallup, WA**
- Conehatta Elementary School (Choctaw), Conehatta, MS (discontinued FACE implementation after PY04)[59]
- **Fond du Lac Ojibwe School, Cloquet, MN**
- **Na'Neelzhiin Ji'Olta Day School (Torreon), 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 FACE implementation after PY10).
- **Hannahville Indian School, Wilson, M**
- **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, Collidge, AZ**
- Kickapoo Nation School, Powhattan, KS (discontinued FACE implementation after PY11)
- **Lac Courte Oreilles Ojibwe School, Hayward, WI**
- **Many Farms Community School (Chinle), Chinle, AZ**
- Meskwaki Settlement School (Sac & Fox), 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)

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[59] 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.

Program Year 02 (2001-02) (Continued)
- **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 PY11)
- 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**
- **Kha'p'o Community School (Santa Clara), Espanola, NM (discontinued FACE implementation after PY11 and began again in PY17. Also listed under PY17.)**

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 PY12)
- Lake Valley Navajo School, Crownpoint, NM (discontinued FACE implementation after PY13)
- **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 (discontinued FACE implementation after PY16 and began again in PY18. Also listed under PY18)**
- **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**

Program Year 17 (2016-2017)
- **Kha'p'o Community School (Santa Clara—also listed under Program Year 2007), Espanola, NM**
- **Nazlini Community School, Inc, Ganado, AZ**

Program Year 18 (2017-2018)
- **Hanaadli Community School, Bloomfield, NM**
- **Kin Dah Lichi'i Olta', Ganado, AZ (Also listed under Program Year 11)**

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 (Shiprock)	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 (Chuska)	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	
Hanaadli	2017-18	
Hannahville	1992-93	
Jeehdeez'a	2001-02	2003-04
John F. Kennedy	2005-06	
Kayenta	2007-08	
Kha'p'o (Santa Clara)	2006-07 2016-17	2010-11
Kickapoo	1993-94	2010-11
Kin Dah Lichi''i Olta'	2010-11 2017-18	2015-16
Lac Courte Oreilles	1993-94	

FACE Site	First ProgramYear	Last Program Year for Sites that No Longer Implement FACE
Lake Valley	2008-09	2012-13
Leupp	2008-09	
Little Singer	1992-93	
Little Wound	2001-02	
Many Farms (Chinle)	1993-94	
Mariano Lake	2008-09	
Mescalero	2003-04	2006-07
Na'Neelzhiin Ji'Olta (Torreon)	1990-91	
Nazlini	2016-17	
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 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 (Canoncito)	1990-91	
T'iis Ts'ozi Bi'Olta' (Crownpoint)	1993-94	
Tse 'ii' ahi'	2010-11	
Wingate	1992-93	

APPENDIX B

Number of FACE Participants in Program Years 1991-2018

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 – 2018

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. Participants 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
2017	723	679	1,402	1,494	1,475	2,969	2,058	2,109	4,167	97	43[60]
2018	761	665	1,426	1,465	1,511	2,976	2,050	2,124	4,174	93	46
Undup. Total	9,709	10,135	19,844	18,678	21,422	40,100	23,477	27,213	50,690		

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[60] One site did not submit data, so although FACE was implemented at 44 sites, data for PY17 are based on 43 sites.

APPENDIX C

Number of FACE Participants at Sites During PY18

Site	Number of FACE Participants at Sites During PY18						
	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	17	18	52	31	61	44	105
American Horse	16	17	45	56	56	73	129
Aneth	17	18	25	34	39	50	89
Atsa Biyaazh (Shiprock)	14	13	19	21	28	34	62
Baca	15	14	28	27	42	39	81
Beclabito	13	13	19	17	32	30	62
Blackwater	18	13	60	50	77	63	140
Bread Springs	14	13	26	26	37	39	76
Casa Blanca	9	9	26	33	32	42	74
Chi Chi'l Tah-Jones Ranch	13	16	21	18	31	34	65
Chief Leschi	18	19	41	40	53	59	112
Dunseith	12	17	39	45	50	62	112
Dzilth-Na-O-Dith-Hle	18	14	38	38	53	51	104
Enemy Swim	25	21	22	31	40	52	92
Fond du Lac	18	8	45	39	54	45	99
Gila Crossing	23	17	23	24	43	40	83
Greasewood Springs	12	18	27	35	37	53	90
Hanaadli	5	5	11	15	15	20	35
Hannahville	18	18	61	52	72	70	142
John F. Kennedy	18	16	18	22	35	37	72
Kayenta	14	18	28	38	37	55	92
Kha'p'o	7	10	29	21	34	27	61
Kindahlichii	12				12		12
Lac Courte Oreilles	17	10	25	31	40	41	81
Leupp	11	14	25	28	36	41	77

Site	Number of FACE Participants at Sites During PY18						
	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	
Little Singer	16	11	79	72	93	80	173
Little Wound	29	25	48	53	69	75	144
Many Farms (Chinle)	13	14	34	37	43	49	92
Mariano Lake	13	6	17	21	29	27	56
Nazlini	16	13	8	7	24	20	44
Na'Neelzhiin Ji' Olta	15	14	48	50	59	60	119
Oneida	21	20	49	59	64	78	142
Pearl River	21	12	33	34	48	43	91
Pine Ridge	22	19	38	32	53	47	100
Pueblo Pintado	22	19	19	20	38	39	77
Ramah Pine Hill	15	12	18	17	31	29	60
Rough Rock	17	12	23	26	40	38	78
Salt River	28	20	21	24	43	43	86
St. Francis	32	16	50	42	63	57	120
Tate Topa	13	16	1	0	13	16	29
Theodore Jamerson	13	10	11	12	20	22	42
T'iis Nazbas	11	12	48	51	58	63	121
T'iis Ts'ozi Bi'Olta' (Crownpoint)	29	29	37	36	55	59	114
To'Hajiilee (Canoncito)	18	12	56	56	65	61	126
Tse 'ii' ahi	13	12	38	52	46	63	109
Wingate	19	12	36	38	52	48	100
All Sites	**761**	**665**	**1,465**	**1,511**	**2,050**	**2,124**	**4,174**

APPENDIX D

**Dates and Amount of FACE Services Offered at Sites
During PY18**

Dates and Amount of FACE Services Offered at Sites During PY18

	PY18 FACE Program		Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Days Personal Visits Were Offered[61]	FACE Family Circles Offered
Overall Average			127	371	540	110	10
Alamo	8/27/17	5/18/18	137	343	822	137	10
American Horse	9/05/17	5/09/18	131	459	590	131	10
Aneth	8/01/17	5/16/18	115	124	434	104	9
Atsa Biyaazh	8/21/17	5/18/18	117	220	623	118	9
Baca	8/07/17	5/03/18	128	320	448	94	10
Beclabito	8/07/17	5/10/18	134	596	737	88	8
Blackwater	7/31/17	5/23/18	142	639	497	119	10
Bread Springs	7/31/17	5/10/18	128		448	139	8
Casa Blanca	8/17/17	5/16/18	125	538	563	110	8
Chi Chi'l Tah	7/31/17	5/16/18	90	225	315	90	8
Chief Leschi	9/12/17	6/18/18	121	514	684	116	20
Dunseith	9/22/17	5/16/18	144	710	710	137	8
Dzilth-Na-O-Dith-Hle	8/07/17	5/17/18	139	348	487	133	12
Enemy Swim	8/23/17	5/18/18	131	379	636	114	11
Fond du Lac	9/05/17	6/01/18	137	617	617	133	9
Gila Crossing	9/06/17	5/16/18	120	480	600	93	9
Greasewood Springs	8/07/17	5/17/18	136	160	612	101	10
Hanaadli	11/13/17	5/15/18	32	66	112	81	7
Hannahville	9/11/17	5/17/18	120	241	478	127	9
John F. Kennedy	8/14/17	5/17/18	138	372	469	195	9
Kayenta	9/09/17	5/07/18	123	308	519	123	10
Kha'p'o	9/16/17	5/17/18	130	323	576	125	9
Kindahlichii	12/04/17	5/17/18	52	176	280	11	4
Lac Courte Oreilles	8/28/17	5/31/18	157	458	458	113	8
Leupp	8/15/17	5/22/18	135	208	878	107	10
Little Singer	8/07/17	5/17/18	119	655	655	100	11
Little Wound	8/28/17	5/17/18	132	536	605	124	9
Many Farms	8/18/17	5/17/18	107	268	481	107	10
Mariano Lake	8/07/17	5/10/18	125	302	625	100	10
Na' Neelziin J'olta	8/02/17	5/09/18	137	342	479	119	9
Nazlini	7/31/17	5/10/18	136	20	408	57	10

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

PY18 FACE Program			Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Days Personal Visits Were Offered[61]	FACE Family Circles Offered
Oneida	9/05/17	5/31/18	134	503	637	142	9
Pearl River	8/07/17	5/22/18	146	385	490	146	10
Pine Ridge	9/05/17	5/24/18	115	91	507	86	9
Pueblo Pintado	8/31/17	5/11/18	133	599	599	126	9
Ramah	8/15/17	5/17/18	118	230	413	120	12
Rough Rock	8/14/17	5/17/18	118	318	318	56	8
Salt River	8/14/17	5/24/18	131	342	585	109	13
St Francis	9/04/17	5/31/18	130	325	520	101	9
Tate Topa	9/05/17	5/10/18	113	641	339	7	11
Theodore Jamerson	9/17/17	5/10/18	114	129	583	108	12
Tiis-Nazbas	8/22/17	5/08/18	108	324	482	113	10
T'iis Ts'ozi Bi'Olta'	7/31/17	5/17/18	139	417	652	124	10
To' Hajiilee-He	8/10/17	5/24/18	166	501	501	141	15
Tse'ii'ahi'	7/31/17	5/15/18	140	343	483	115	10
Wingate	8/14/17	5/10/18	125	318	445	100	9

APPENDIX E

Average Home-based Participation at Sites During PY18

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 PY18	Average Received Per Month	Number of Parents	Number Offered During PY18	Average Attended During PY18	Number of Parents Who Attended in PY18
Alamo	24	3	52	10	6	52
American Horse	12	1	45	10	5	35
Aneth	10	1	25	9	4	23
Atsa Biyaazh	8	1	19	9	3	15
Baca	14	2	28	10	3	22
Beclabito	7	1	19	8	2	12
Blackwater	8	1	60	10	4	53
Bread Springs	11	2	26	8	4	25
Casa Blanca	6	1	26	128	2	16
Chi Chi'l Tah-Jones Ranch	7	1	21	8	4	19
Chief Leschi	9	1	41	20	4	27
Dunseith	12	2	39	14	12	2[62]
Dzilth-Na-O-Dith-Hle	10	1	38	12	4	34
Enemy Swim	11	2	22	8	3	11
Fond du Lac	13	2	45	9	3	34
Gila Crossing	3	1	23	9	2	19
Greasewood Springs	12	2	27	10	2	12
Hanaadli	6	1	11	7	3	10
Hannahville	7	1	61	9	2	36
John F. Kennedy	9	2	18	9	3	14
Kayenta	6	1	28	10	4	17
Kha'p'o	14	2	29	9	4	26
Kindahlichii				4		
Lac Courte Oreilles	11	2	25	8	3	16
Leupp	14	2	25	10	3	21
Little Singer	4	1	79	11	4	62
Little Wound	7	1	48	9	3	39
Many Farms (Chinle)	8	1	34	10	4	25
Mariano Lake	6	1	17	10	4	13
Na' Neelziin J'Olta (Torreon)	10	1	48	9	3	44

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[62] The data for home-based participants may have been reported incompletely.

	Personal Visits			FACE Family Circles		
	Average Received During PY18	Average Received Per Month	Number of Parents	Number Offered During PY18	Average Attended During PY18	Number of Parents Who Attended in PY18
Nazlini	8	2	8	10	4	8
Oneida	7	1	49	9	3	31
Pearl River	8	1	33	10	4	31
Pine Ridge	6	1	38	9	3	34
Pueblo Pintado	11	2	19	9	5	16
Ramah	4	1	18	12	4	13
Rough Rock	4	1	23	8	3	20
Salt River	8	2	21	13	5	16
St. Francis	6	1	50	9	3	35
Tate Topa	7	1	1	11	2	1
Theodore Jamerson	2	<1	11	12	5	10
T'iis Nazbas	10	1	48	10	3	27
T'iis Ts'ozi Bi'Olta' (Crownpoint)	7	1	37	10	3	20
To'Hajiilee (Canoncito)	8	1	56	15	4	45
Tse'ii'ahi	10	1	38	10	3	22
Wingate	10	1	36	9	6	35
Avg. at All Sites	9	1	1,465	10	4	1,098

APPENDIX F

Average Center-based Participation at Sites During PY18

PY18 Hours of Service Offered, Average Hours of Participation for the Year and for the Month, and Number of Participants in Center-based Components

Site	Adult Education* Hrs. Offered	Avg. Hours of Participation in PY18	Avg. Monthly Hours of Participation	# of Adults	Preschool Hrs. Offered	Avg. Hours of Participation in PY18	Avg. Monthly Hours of Participation	# of Children	PACT Time Avg. Hours of Participation in PY18	# of Adults	Parent Time Avg. Hours of Participation in PY18	# of Adults
Alamo	343	137	15	13	822	453	64	18	63	16	59	12
American Horse	459	209	27	14	590	395	52	17	68	16	62	16
Aneth	124	75	8	14	434	318	37	18	44	16	35	15
Atsa Biyaazh	220	27	3	14	623	455	48	13	7	12	3	11
Baca	320	236	26	14	448	244	33	12	71	13	78	13
Beclabito	596	79	15	13	737	52	11	13	21	13	21	13
Blackwater	639	487	60	16	497	408	45	13	108	16	101	17
Bread Springs	0	0	0	0	488	394	40	13	12	14	6	13
Casa Blanca	538	203	29	7	563	213	37	9	71	8	72	9
Chi Chi'l Tah-Jones Ranch	225	25	4	5	315	313	57	16	10	13	10	13
Chief Leschi	514	313	34	13	684	567	60	19	110	18	65	15
Dunseith	710	101	11	6	710	656	73	17	278	1	9	11
Dzilth-Na-O-Dith-Hle	348	131	25	14	487	153	26	14	48	18	53	14
Enemy Swim	379	69	8	23	636	375	46	21	23	25	24	23
Fond du Lac	617	357	51	16	617	410	55	8	74	10	76	17
Gila Crossing	480	140	42	23	600	281	65	17	44	21	44	21
Greasewood Springs	160	109	12	5	612	370	51	18	22	11	20	12
Hanaadli	66	0	0	0	112	82	27	5	12	5	15	5
Hannahville	241	200	25	17	478	306	39	18	29	18	12	18

Site	Adult Education*				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY18	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY18	Avg. Monthly Hours of Partici-pation	# of Child-ren	Avg. Hours of Partici-pation in PY18	# of Adults	Avg. Hours of Partici-pation in PY18	# of Adults
John F. Kennedy	372	54	9	17	469	306	35	16	34	17	27	17
Kayenta	308	104	13	14	519	257	39	18	42	14	47	13
Kha'p'o	323	47	8	7	576	277	42	10	0	0	2	3
Kindahlichii[63]	176	48	11	12	280	0	0	0	25	11	18	11
Lac Courte Oreilles	458	96	15	8	458	216	34	10	57	16	56	12
Leupp	208	0	0	0	878	368	45	14	0	0	0	0
Little Singer	655	254	37	16	655	362	48	11	46	14	46	16
Little Wound	536	243	42	27	605	315	41	24	49	29	40	28
Many Farms (Chinle)	268	55	7	13	481	189	28	14	56	12	50	13
Mariano Lake	302	71	10	10	625	298	53	6	14	13	11	13
Na' Neelziin J'Olta	342	71	13	15	479	97	17	14	31	15	33	14
Nazlini	20	0	0	0	408	307	33	13	43	16	27	16
Oneida	503	107	12	19	637	551	63	20	118	21	56	21
Pearl River	385	191	34	16	490	239	40	12	69	21	58	21
Pine Ridge	91	14	2	11	507	180	29	19	12	19	4	17
Pueblo Pintado	599	166	24	16	599	336	51	16	42	22	32	21
Ramah	230	38	5	11	413	166	20	12	26	15	12	13
Rough Rock	318	130	16	17	318	418	48	12	52	17	42	17
Salt River	342	131	22	28	585	362	44	19	46	27	39	26
St. Francis	325	107	12	26	520	214	32	16	31	16	32	16
Tate Topa	641	28	4	5	339	183	32	16	12	13	3	5

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[63] No preschool data was submitted.

Site	Adult Education*				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY18	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY18	Avg. Monthly Hours of Partici-pation	# of Child-ren	Avg. Hours of Partici-pation in PY18	# of Adults	Avg. Hours of Partici-pation in PY18	# of Adults
Theodore Jamerson	129	32	17	3	583	248	42	10	17	13	0	0
T'iis Nazbas	324	88	11	11	482	303	35	12	29	11	28	11
T'iis Ts'ozi Bi'Olta' (Crownpoint)	417	126	19	26	652	219	33	29	40	27	38	28
To'Hajiilee-He (Canoncito)	501	118	18	13	501	281	35	12	44	18	29	17
Tse'ii'ahi	343	135	19	12	483	277	44	12	52	13	54	11
Wingate	318	198	26	16	445	217	30	12	56	19	46	17
Avg. Across Sites	**371**	**144**	**21**	**596**	**540**	**313**	**42**	**628**	**46**	**693**	**38**	**665**

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APPENDIX G

Work Sampling System Responses

Percentage Distribution of Proficiency Ratings on WSS Domains by Child's Age[64]

	Age 3 WSS Form						Age 4 WSS Form					
Domain	Not Yet	In Process	Proficient	# of Items in Domain	# of Ratings of Indicators in Domain	# of Children with Scores	Not Yet	In Process	Proficient	# of Items in Domain	# of Ratings of Indicators in Domain	# of Children with Scores
Personal/Social Development	10	47	43	12	3,088	260	5	32	63	12	3,546	301
Language & Literacy	17	52	31	11	2,762	260	9	37	54	12	3,472	300
Language & Literacy for ELLs	14	54	32	3	428	145	5	38	57	4	747	193
Mathematical Thinking	23	55	22	11	2,714	261	12	43	45	12	3,425	299
Scientific Thinking	15	56	29	12	3,027	261	8	45	47	12	3,502	299
Social Studies	13	56	31	6	1,543	261	8	42	50	10	2,974	302
The Arts	11	49	39	4	1,032	261	6	36	58	4	1,194	302
Physical Development	4	48	48	7	1,810	261	1	26	73	7	2,086	302

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[64] Data for this table were obtained from the child's final PY18 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, 260 3-year-old children had ratings for each of the 12 items in the personal/social domain, resulting in 3,088 ratings. The percentage distribution for each of the four response options was calculated for the 3,088 ratings. In this example, 10% of the responses were rated as not yet, 47% were rated as *partially proficient,* and 43% as *proficient for age/grade.*

APPENDIX H

Transition of Children from FACE to Kindergarten at Sites During PY18

Transition of Children from FACE to Kindergarten at Sites During PY18

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	# of center-based	# of home-based
Alamo	Y	N	4	4	0	1	4	0
American Horse	Y	N	8	8	0	0	8	0
Aneth	Y	Y	10	9	1	0	5	0
Atsa Biyaazh			3	3	0	0		
Baca	Y	N	5	5	0	0	5	0
Beclabito	Y	N	5	5	0	1	5	0
Blackwater	Y		4	4	0	2	9	0
Bread Springs	Y	N	8	8	0	1	8	0
Casa Blanca	Y	Y	4	4	0	0	0	0
Chi Chi'l Tah	N	N	7	7	0	0	0	0
Chief Leschi	Y	Y	8	6	2	2	6	2
Dunseith	Y	Y	14			3	0	0
Dzilth-Na-O-Dith-Hle	Y	Y	6	2	4	0	2	4
Enemy Swim	Y	Y	8	8	0	2	8	0
Fond du Lac	Y	Y	4	2	2	0	2	2
Gila Crossing	Y	N	8	8	0	0	8	0
Greasewood Springs	Y	Y	10	8	2	0	8	2
Hanaadli	Y	N	2	2	0	0	2	0
Hannahville	Y	N	9	9	0	2	9	0
John F. Kennedy	Y	N	7	7	0	0	7	0

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	# of center-based	# of home-based
Kayenta	Y	N	9	9	0	2	9	0
Kha'p'o	N	N	5	4	1	1	4	1
Kindahlichii	Y	N	5	5	0	0	5	0
Lac Courte Oreilles	Y	Y	4	4	0	1	4	0
Leupp			9	4	5	0	0	0
Little Singer	Y	Y	9	8	1	0	8	1
Little Wound	Y	N	11	8	3	1	8	3
Many Farms (Chinle)	Y	N	8	8	0	0	8	0
Mariano Lake	Y	N	30	9	21	0	2	0
Na,Neelzhiin Ji' Olta	Y	Y	6	6	0	0	6	1
Nazlini	Y	N	7	7	0	0	7	0
Oneida	Y	N	7	7	0	3	7	0
Pearl River	Y		4	3	1	2	1	0
Pine Ridge	Y	N	3	3	0	0	3	0
Pueblo Pintado	Y	N	8	8	0	0	6	0
Ramah	Y	N	5	5	0	1	5	0
Rough Rock	Y	Y	8	7	1	3	8	1
Salt River	Y	Y	12	10	2	2	10	2
St Francis	Y	N	6	6	0	0	6	0
Tate Topa	Y	Y	6	6	0	1	6	0
Theodore Jamerson	Y	N	5	5	0	0	5	0

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	# of center-based	# of home-based
T'iis Nazbas	Y	N	9	7	0	0	8	0
T'iis Ts'ozi Bi'Olta'	Y	N	14	14	0	0	6	0
To'Hajiilee-He	Y	Y	9	8	1	2	9	1
Tse'ii'ahi	Y	N	8	6	2	1	5	0
Wingate	Y		3	3	0	0	3	0

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.

MATH STANDARDS

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[65]

	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	3.4	3.6	3.3	3.6	3.7
Alamo	3.6	3.2	3.5	3.4	3.9
American Horse	2.6	3.4	2.0	2.0	2.8
Aneth	3.6	3.6	4.0	3.8	3.8
Atsa Biyaazh (Shiprock)	2.8	3.0	2.8	2.8	2.9
Baca	2.6	3.4	2.8	3.0	3.4
Beclabito	3.0	3.2	2.3	3.4	3.9
Blackwater	3.8	4.0	3.5	4.0	4.0
Bread Springs	4.0	4.0	4.0	4.0	4.0
Casa Blanca	2.6	2.6	2.3	3.2	2.9
Chi Chi'l Tah-Jones Ranch	3.6	3.4	3.5	3.8	4.0
Chief Leschi	3.8	4.0		4.0	4.0
Dunseith	3.6	4.0	3.0	3.8	3.6
Dzilth-Na-O-Dith-Hle	3.4	4.0	3.8	4.0	4.0
Enemy Swim	3.8	4.0	3.5	3.8	4.0
Fond du Lac	3.6	3.4	3.3	4.0	4.0
Gila Crossing	3.4	4.0	4.0	4.0	4.0
Greasewood Springs	3.0	2.8	2.8	2.2	3.5
Hanaadli	3.6	3.8	3.8	4.0	4.0
Hannahville	3.4	4.0	4.0	3.8	3.9
John F Kennedy	3.8	4.0	4.0	4.0	4.0
Kayenta	4.0	4.0	3.8	3.6	3.9
Kindahlichii	3.6	3.0	3.5	3.0	2.4
Kha'p'o (Santa Clara)	3.6	4.0	3.8	4.0	3.8
Lac Courte Oreilles	3.6	3.8	3.8	4.0	3.8
Leupp	3.8	4.0	3.5	4.0	3.5
Little Singer	3.8	4.0	3.5	3.8	3.6
Little Wound	3.8	4.0	3.3	4.0	3.4
Many Farms (Chinle)	Not available	Not available	Not available	Not available	Not available

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[65] 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
Mariano Lake	4.0	3.6	3.5	3.0	4.0
Na' Neelziin J'olta (Torreon)	3.4	3.6	2.8	2.8	3.3
Nazlini	3.4	3.2	3.0	3.4	3.8
Oneida	3.8	4.0	4.0	4.0	4.0
Pearl River	2.6	2.6	2.8	2.6	2.8
Pine Ridge	3.4	4.0	3.5	4.0	3.9
Pueblo Pintado	3.2	3.2	1.5	4.0	3.1
Ramah	3.8	3.6	3.5	4.0	4.0
Rough Rock	3.6	3.2	3.5	3.8	3.8
Salt River	3.6	3.6	3.8	4.0	4.0
St. Francis	3.0	3.2	2.8	3.6	3.5
Tate Topa	3.0	4.0	3.0	3.6	3.9
Theodore Jamerson	3.4	3.4	3.0	3.6	3.9
Tiis-Nazbas	2.6	3.0	2.3	3.8	3.0
T'iis Ts'ozi Bi'Olta' (Crownpoint)	3.8	3.6	3.5	4.0	3.9
To' Hajiilee-He (Canoncito)	3.8	3.8	3.5	4.0	3.5
Tse'ii'ahi	3.4	3.6	3.0	4.0	3.4
Wingate	3.6	3.6	4.0	3.8	4.0

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Mathematics Standards[66]

	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	3.5	3.5	3.2	3.6
Alamo	3.6	3.0	3.2	3.2
American Horse	3.1	3.3	2.7	3.3
Aneth	3.7	3.2	2.7	3.8
Atsa Biyaazh (Shiprock)	2.9	1.0	2.3	2.8
Baca	3.0	3.3	2.5	3.2
Beclabito	1.8	1.7	1.8	3.2
Blackwater	4.0	4.0	3.5	3.7
Bread Springs	3.8	3.7	3.3	
Casa Blanca		3.0	2.5	3.0
Chi Chi'l Tah-Jones Ranch	3.6	3.5	2.8	3.3
Chief Leschi	4.0	4.0	4.0	4.0
Dunseith	3.8	4.0	4.0	3.5
Dzilth-Na-O-Dith-Hle	3.8	4.0	4.0	4.0
Enemy Swim	3.8	4.0	3.0	3.7
Fond du Lac	3.8	3.3	3.5	4.0
Gila Crossing	4.0	4.0	2.2	3.8
Greasewood Springs	2.7	3.0	2.3	2.7
Hanaadli	3.9	4.0	4.0	3.8
Hannahville	3.6		3.3	3.5
John F Kennedy	3.7	4.0	3.5	4.0
Kayenta	3.7	4.0	3.7	3.8
Kha'p'o (Santa Clara)	3.9	4.0	4.0	4.0
Kindahlichii	2.3	2.7	1.8	3.5
Lac Courte Oreilles	3.8	3.7	3.5	3.7
Leupp	3.8	4.0	3.3	3.7
Little Singer	3.5	3.8	3.2	3.8
Little Wound	3.6	3.8	4.0	3.8

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[66] 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
Many Farms (Chinle)	Not Available	Not Available	Not Available	Not Available
Mariano Lake	3.8	3.8	3.2	4.0
Na' Neelziin J'olta (Torreon)	3.8	4.0	3.5	3.8
Nazlini	3.3	3.2	3.0	3.3
Oneida	4.0	4.0	4.0	4.0
Pearl River	2.8	3.3	2.3	3.2
Pine Ridge	4.0	4.0	3.5	3.5
Pueblo Pintado	3.1	2.8	3.2	3.5
Ramah			3.3	
Rough Rock	4.0	4.0	3.3	3.8
Salt River	3.8	3.7	3.7	4.0
St. Francis	2.4	2.3	2.8	3.8
Tate Topa	3.4	3.8	3.3	3.8
Theodore Jamerson	3.4	3.7	3.2	3.5
Tiis-Nazbas	2.7	2.2	2.3	2.8
T'iis Ts'ozi Bi'Olta' (Crownpoint)	3.8	4.0	3.8	4.0
To' Hajiilee-He (Canoncito)	3.8	4.0	4.0	4.0
Tse'ii'ahi	3.8	4.0	3.5	3.8
Wingate	3.8	4.0	4.0	4.0