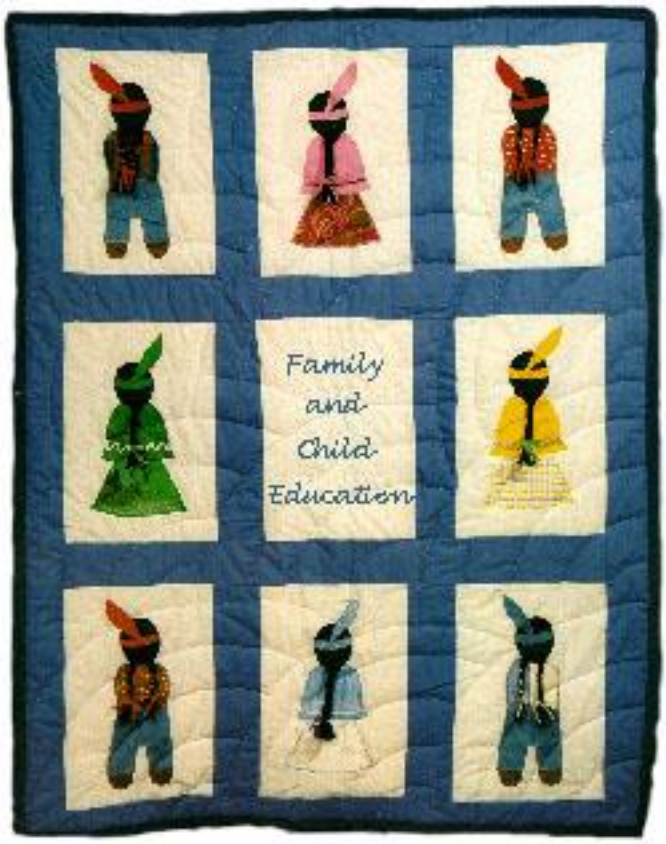
BIE FAMILY AND CHILD EDUCATION PROGRAM

2015 Report



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

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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 lifelong learning.[2]

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

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

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

Initially piloted at six schools, FACE has been implemented at 61 BIE-funded schools for periods ranging from 1 to 25 years (for a list of the PY15 schools and former FACE schools and their locations, see Appendix A). In Program Year 2015 (PY15—including the period from July 1, 2014 to June 30, 2015), marking the 25nd year of FACE implementation, FACE services were provided at 43 schools to 2,069 adults and 2,210 children from 1,738 families. No new schools were added in PY14 or in PY15. FACE programs are predominantly located on reservations in Arizona and New Mexico, where 65% of the FACE sites (28 programs) are located. The remaining

[1] Formerly known as the Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP).

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

[3] Ibid, p. 2.

35% of programs (15 programs) are located in North and South Dakota, Michigan, Minnesota, Mississippi, Utah, Washington, and Wisconsin.

PROGRAM DESIGN

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

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

Home-based Services

PAT provides the training and technical assistance for home-based services, which are delivered by parent educators to families with children prenatal to 3 years of age. Some families with children 3 to 5 years of age also receive home-based services through the use of the *3 to kindergarten* component of the PAT curriculum. Services are provided in the home, school, and community. The primary goal for home-based service providers (parent educators) is to provide the "information, support, and encouragement parents need to help their children develop optimally during critical early years of life."[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, and vision), and connecting families to resources by developing a Resource Network.

Parent educators are trained and certified to use PAT's *Foundational, Model Implementation* and *Foundational 2 Curriculum* (including a printed guide, a Tool Kit, and the online curriculum) in planning service for families. PAT's approach of parent education and family support includes three key areas of emphasis throughout the curriculum: development-centered parenting, parent-child interaction, and family well-being. The blend of personal visit 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 helps organize discussions around family well-being, child development, protective factors, and parenting behavior to strengthen the parent educator and family relationships.

Personal visits are offered weekly or bi-weekly to home-based families. Visits usually require approximately one hour for families with one child and from 75 to 90 minutes for families with more than one child. Using the PAT Foundational Curriculum, parent educators help parents

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

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 primarily designed to meet the needs of home-based families by addressing the three areas of emphasis, including child development, parenting issues, and family well-being issues and by offering families opportunities for social support. Sometimes 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 content for FACE Family Circles. Parent educators can access resources for conducting these meetings through the Parents as Teachers National Center online curriculum, a FACE Family Circle binder, and PAT technical assistance providers.

Language and culture is integrated into personal visits, screenings, and FACE Family Circles and is facilitated by the employment of members of the local tribal community, many of whom can conduct visits in the family's native language and all of whom can advance cultural practices. Almost all parent educators (94%) 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) 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 choose not to transition the child into a preschool, parent educators offer continued service for families by enrolling them in PAT's *3 to kindergarten Foundation 2* program.

Center-based Services

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

The federal definition of family literacy, included in the 1998 legislation, 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]

Adult education addresses the academic and employability needs of the parents and supports the enhancement of parenting skills 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. In PY12, College and Career Readiness Standards (CCRS) for language arts and math were introduced.

Early Childhood Education is provided for children through the implementation of the NCFL *CIRCLE: A Developmentally Appropriate Preschool Curriculum* 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. They describe the range of knowledge, skills, attitudes, and behaviors that children are generally expected to develop by the end of preschool. Standards were revised in 2010. The early childhood staffs began using the revised standards in PY11 with full implementation in PY12. The preschool standards for creative arts, physical development, science, social-emotional development, and social studies have also been developed for use by FACE early childhood programs. Standards were revised again in PY13.

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

Parent Time gives parents the opportunity each day 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.

Center-based services are integrated through the teaming 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 percent of center-based staff members (i.e., adult education teacher, early childhood teacher, and early childhood co-teacher) are American Indian.

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

[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.

[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.

program. The revision in the guidelines with the largest impact on the FACE program is Assurance 17. Assurance 17 states,

> *Children ages 3-5 years old may attend the Center-Based FACE Program unaccompanied by the parent. This Requirement, [not] stated in previous FACE Guidelines, is a noted change in Center-Based parent participation i.e., children may now attend center-based program without a parent. Parents/guardians of children enrolled in center-based preschool, who are not enrolled in the FACE Adult education class, are expected to participate in flexible PACT Time and parent engagement activities coordinated with the center-based FACE staff.* [7]

The FACE center-based component is in the initial stages of implementing a FACE program that incorporates participating families whose child attends preschool without a parent attending adult education. However, parents of these children are expected to participate in parenting activities to include flexible PACT Time and Parent Time activities. FACE center-based staffs are charged with developing a parenting activities plan for an adult in each of these families.

Additional Areas of FACE Implementation and Special Areas of Focus in PY15

Team Planning Day

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

Imagination Library

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

[7] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *(Appendix B FACE Assurances*).

Dialogic Reading

The *Dialogic Reading* process is based on three broad principles: (a) encourages the child to participate, (b) provides feedback to the child, and (c) adapts the reading style to the child's growing linguistic abilities. The process is implemented to increase the vocabulary and language comprehension of young children.[8] The adult reads to the child and encourages interaction by a process called PEER. The four steps in PEER include the adult:

- Prompting the child with a question about the story.
- Evaluating the child's response.
- Expanding on the child's response by adding information.
- Repeating the prompt to check that the child understands the new information.

The FACE Reading Promise initiative implemented in PY13 continued to encourage and connect the value of Dialogic Reading for both teachers and families. Alice Ozma's book, *The Reading Promise,* is read aloud in many of the adult education classes over a period of several weeks. The parents earn certificates based on the number of books they read to their child each month both at home and in PACT Time.

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, 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 PY15, professional development was offered through a variety of techniques. Technical assistance providers conducted one- or two-day site visits to programs with significant needs. PAT conducted 1-2 days of on-site technical assistance and NCFL provided one-day visits. Additional support was provided through teleconferences, web-

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

based seminars and courses, and email. PAT also provided Foundational Curriculum training and Model Implementation training in St. Louis for all new parent educators and for those who were identified with training needs best addressed through a face-to-face approach. Foundational 2 training (to implement *3 to kindergarten*) was offered in St. Louis, Missouri and in Albuquerque, New Mexico. Three FACE programs presented at the PAT Conference in Dallas, Texas, and one parent educator presented at the Family Engagement Conference in Chicago, Illinois. 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. Six regional meetings responded to this need and provided a venue for BIE and trainers to discuss common issues and present new information.

Over the years, FACE professional development offerings have been 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. Although the subject of implementation continues to be addressed, evaluation also focuses on identifying program outcomes.

ORGANIZATION OF THE EVALUATION REPORT

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

STUDY DESIGN

The PY15 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 in PY15. The outcomes section presents information on the impact of FACE on adults, children, home-school partnerships, community partnerships, and the integration of culture in FACE services. Two basic questions guide this study:

- What are the characteristics of FACE participants and the services they received in PY15 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 using data provided by FACE staff members and participants from data collection instruments developed through collaborative efforts of RTA, BIE, PAT, and NCFL. Response rates for most data collected are at least 70% (except for the parent exit survey, at 68%). Implementation data include the following:

1. Participation data for PY15 adults and children were obtained from rosters provided by all 43 programs. Data were provided for 2,069 adults and 2,210 children (from birth to age 5). FACE services were also received by 38 prenatal children and 55 children in grades K-3 who participated in PACT Time with their FACE parents.

2. Enrollment forms were obtained from all 43 programs. Participant characteristics were obtained for 1,971 adults and 2,111 children (not including prenatal and K-3 children), for response rates of approximately 95% each.

3. Forty-two of 43 programs completed a team questionnaire that provides staff and program implementation data for a 98% response rate.

4. All FACE programs conducted a program self-assessment using the FACE Program Implementation Standards rating form.

5. Early childhood teachers and/or co-teachers from all but one program completed a self-assessment of their implementation of the FACE *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-eight percent of PY15 adults (1,426 adults—including 68% of center-based adults and 70% of home-based adults) completed an exit/end-of-year survey providing information about the impacts of FACE on adults and their children.

2. Data on the achievements of adults were provided for 1,761 adults, comprising 85% of all PY15 adults. Information was provided for 83% of the center-based adults (compared with 95% in PY14) and 86% of home-based adults (compared with 80% the previous year). Adult impacts—including goal setting and goal completion for center-based and home-based adults, and achievement testing results for adult education students—were reported.

3. Information about adult literacy, which is examined using the *Comprehensive Adult Student Assessment System* (CASAS) in reading and mathematics, were conducted for 211 adults, comprising 30% of FACE adult education participants. This is a dramatic decrease from the previous three years' percentages of approximately 80% of center-based adults and reflects the program's new flexibility for center-based adult participation.

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

Outcomes for Children from Birth to Five Years of Age

1. Screening summary information was obtained using a variety of instruments for 2,009 children who received screening services (91% of all FACE children). Screening services were provided to 90% of home-based children and 93% of center-based children. Information about screening is obtained from the *Ages and Stages 3* (ASQ3) and the Screening Summary form.

2. *Ages and Stages Social-Emotional* (ASQ:SE) is an instrument that is used to identify social-emotional developmental delays/concerns of children. Assessment with this instrument is required for all home-based children and on an as-needed basis for center-based children. In PY15, 1,097 children (71%) at all FACE programs were assessed with the ASQ:SE. A few center-based children (7%) 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 42 sites for 79% of the FACE preschool children.

4. Health and safety information were obtained from the PAT *Health Record* completed by parents of 1,899 FACE children (86%). These forms were completed for 84% of children who received home-based services and 90% of center-based participants.

5. The *Expressive One-Word Picture Vocabulary Test*, an instrument that measures reading readiness skills, was used to assess FACE preschoolers. The EOWPVT instrument was administered at least once to 676 FACE preschoolers (91%) at all sites, a notable increase from the 81% assessed in PY14. A post-assessment was administered to two-thirds of assessed FACE preschoolers.

6. Sixty-eight percent of PY15 adults (1,426 adults), including 68% of center-based adults (up from 58% in PY14) and 70% of home-based adults (increasing from 65% in PY14) completed an exit/end-of-year survey, providing information about the impacts of FACE on their child(ren).

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

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FACE IMPLEMENTATION

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

PARTICIPANT INFORMATION

During the 25-year history of FACE, the program has served 44,743 participants. The unduplicated number of adults and children served by FACE includes 20,932 adults and 23,811 children from approximately 17,900 American Indian families (see Table 1).[10]

Table 1. Total Number of Participants Served by FACE During Program Years 1991-2015

All participants	Adults	Children
44,743	20,932	23,811

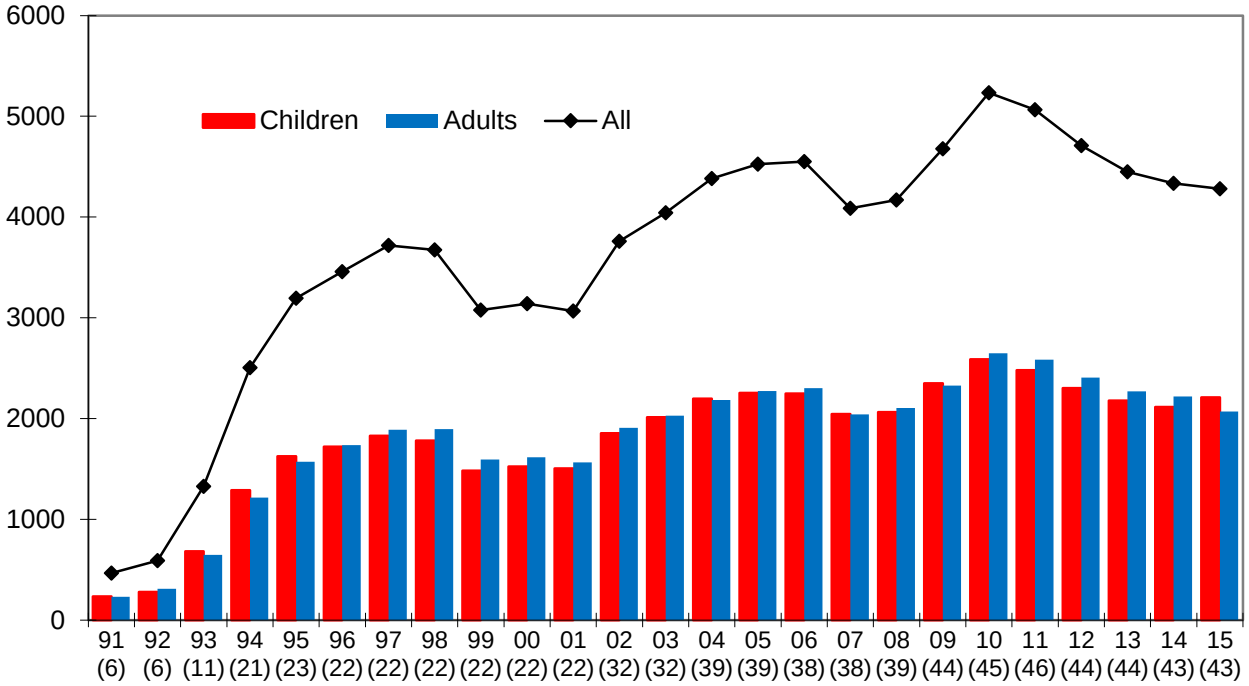
In the spring of 1991, FACE was first implemented at six sites, serving almost 500 participants (see Figure 1). The program gradually expanded to a program high of 5,234 participants in 45 programs in PY10, but decreased somewhat over the next five years to 4,279 participants in PY15. Participants include 2,069 adults and 2,210 children from 1,738 families. Over time, FACE has been implemented at 61 different schools. Eighteen programs have discontinued FACE implementation for various reasons (e.g., difficulty recruiting staff members and participants, etc.).

The number of participants each year has generally increased over time as new programs were added and more experienced programs became increasingly established in their communities. From PY92 to PY04 (13 years), FACE gained 34 programs and lost only one program. The number of participants increased from fewer than 500 in PY91 to approximately 3,500 participants per year from PY96 to PY98. (See Appendix B for more detailed annual data). Following PY98, the number of participants declined, reflecting effects of the new Temporary Assistance for Needy Families (TANF) legislation, and stabilized at approximately 3,100 participants per year for a subsequent three-year period. In PY02, 10 new programs began implementing FACE, the first program expansion to occur in seven years. This was followed by the addition of seven programs in PY04, and the number of participants rose to more than 4,300. Between PY05 and PY10, a net gain of six programs occurred as 15 new programs were added and nine programs discontinued FACE implementation. The net addition of five programs in PY09 and one in PY10 resulted in the highest participation levels since the inception of the program with over 5,200 participants. A gradual expansion of programs, despite losses of some programs, resulted in 45 FACE programs in PY10, rising to a high of 46 programs in PY11. However, a steady four-year decline in

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

participants began in PY11 as nine programs discontinued FACE implementation and only six new programs were added.

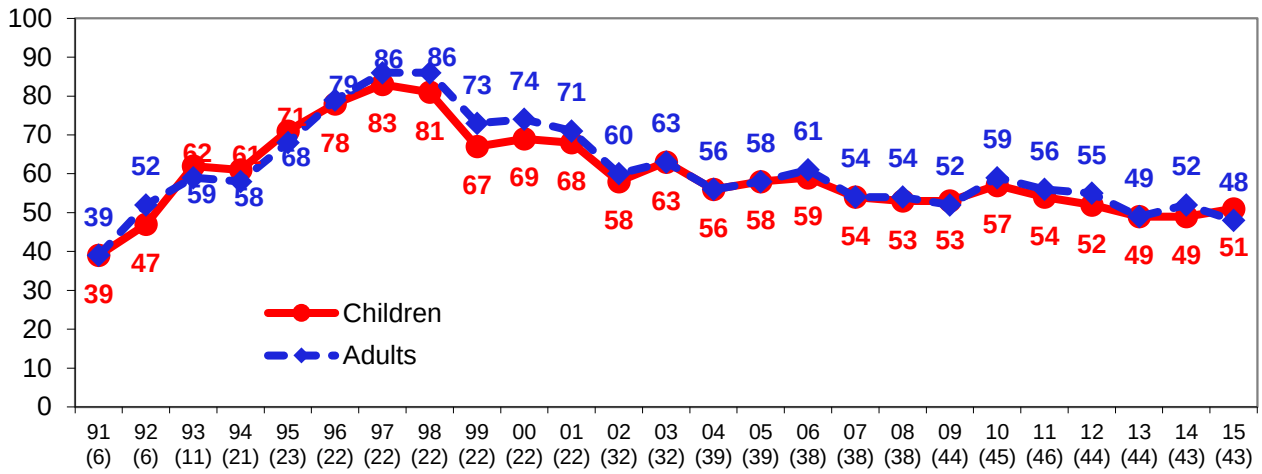
Figure 1. Number of Adults and Children Who Participated in FACE Each Program Year, 1991-2015 (with Number of Sites)



The number of participants served at individual FACE sites in PY15 ranged from 32 participants to 167 participants. On average, FACE programs served 100 participants in PY15, comparable to the PY13 and PY14 averages. (See Appendix C for the number of participants at individual FACE sites during PY15.)

The average number of adults and children participating at individual programs has decreased over a 13-year period from a high of 86 adults and about 80 children per site in PY97 and PY98 to approximately 50-60 in subsequent years (see Figure 2).

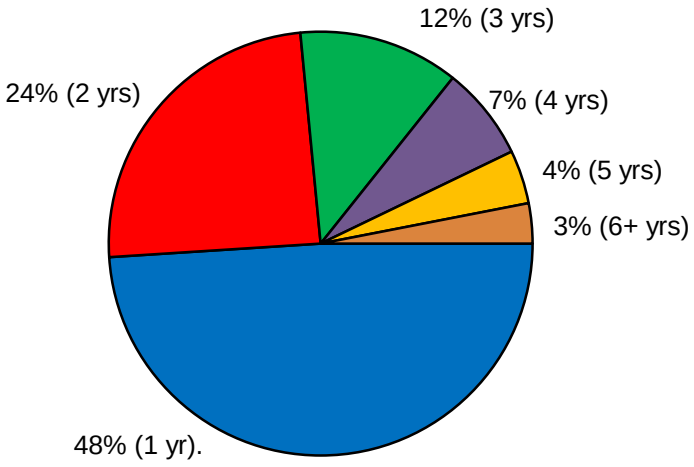
Figure 2. Average Number of FACE Children and Adults Per Site During Program Years 1991-2015(with Number of FACE Sites)



Length of Participation

Over the 25 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, but the difference is not large. 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 PY15 participants, 52% received FACE services in prior years, averaging 2.2 years of service.

Figure 3. Percentage Distribution of the Number of Years That Adults and Children Received FACE Services During the 25 Years of FACE Implementation (N=44,743)



[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.

Services Received

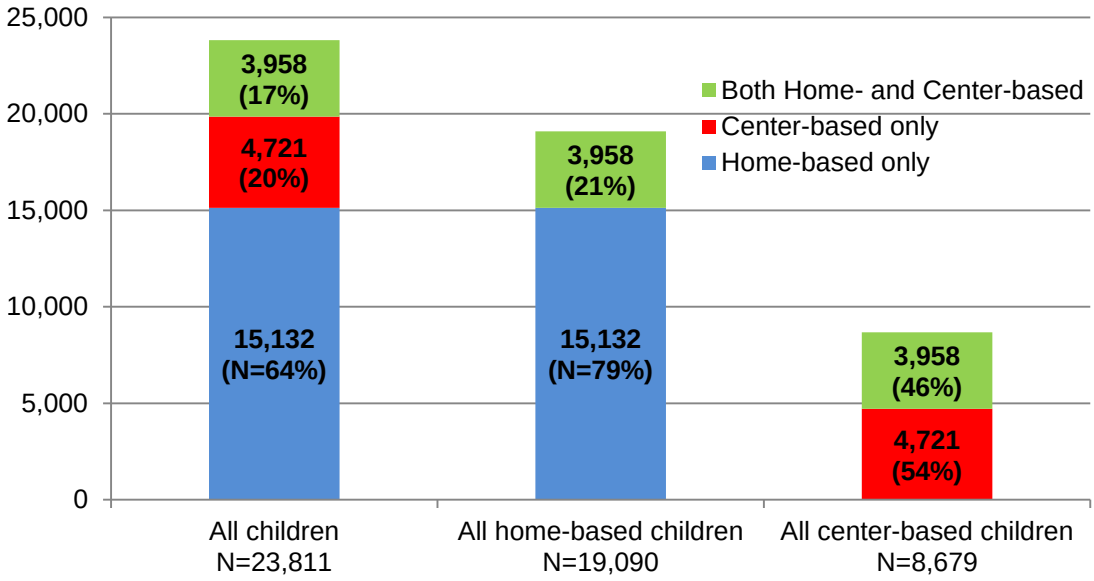
Of the 44,743 participants since the inception of FACE, 18% participated in the full FACE model–receiving both home- and center-based services (20% of adults and 17% of children). See Table 2. Sixty percent of adults and 64% of children participated in only home-based services; 20% of both adults and children received only center-based services.

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

	Only Center-based	Only Home-based	Both Center- and Home-based	N
Adults	20 (4,155)	60 (12,551)	20 (4,226)	20,932
Children	20 (4,721)	64 (15,132)	17 (3,958)	23,811
All participants	20 (8,876)	62 (27,683)	18 (8,184)	44,743

Of all FACE children who ever received home-based services since the inception of FACE (19,090), 21% transitioned into center-based services (see Figure 4). Of FACE children who ever received center-based services (8,679), 46% of them had also received home-based services at some time during their FACE participation.

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



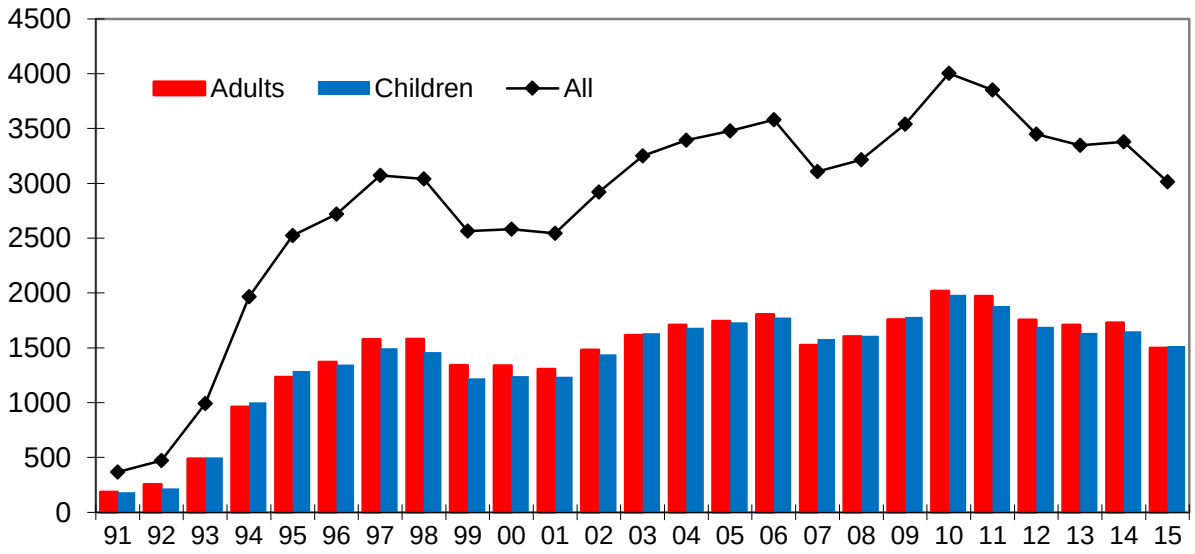
During the PY15 program year, two-thirds of participants received only home-based services, 30% participated in only center-based services, and 4% participated in both home- and center-based services (see Table 3). Of PY15 center-based children, almost half (47%) had also participated in home-based services sometime during their FACE services.

Table 3. Number and Percentage of Participants by FACE Services Received During PY15

	Center-based only		Home-based only		Both Center- & Home-based		All Services
	N	%	N	%	N	%	N
Adults	571	28	1,376	66	122	6	2,069
Children	694	31	1,467	66	49	2	2,210
All Participants	1,265	30	2,843	66	171	4	4,279

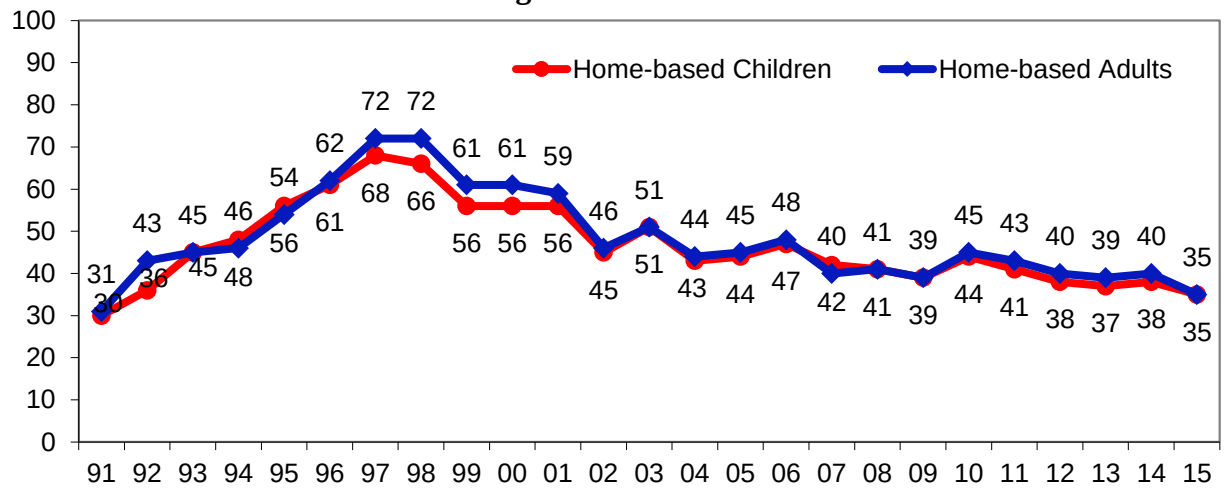
The annual fluctuation in the number of home-based participants is largely due to the number of FACE programs that were optimally staffed. In PY91, the first year of FACE implementation, 367 participants (182 children and 185 adults) received home-based services at 6 sites (see Figure 5). This increased to a high of 4,002 participants (1,984 children and 2,018 adults) in PY10 at 45 sites.

Figure 5. Number of Home-based Adults and Children Who Participated in FACE in Program Years 1991-2015



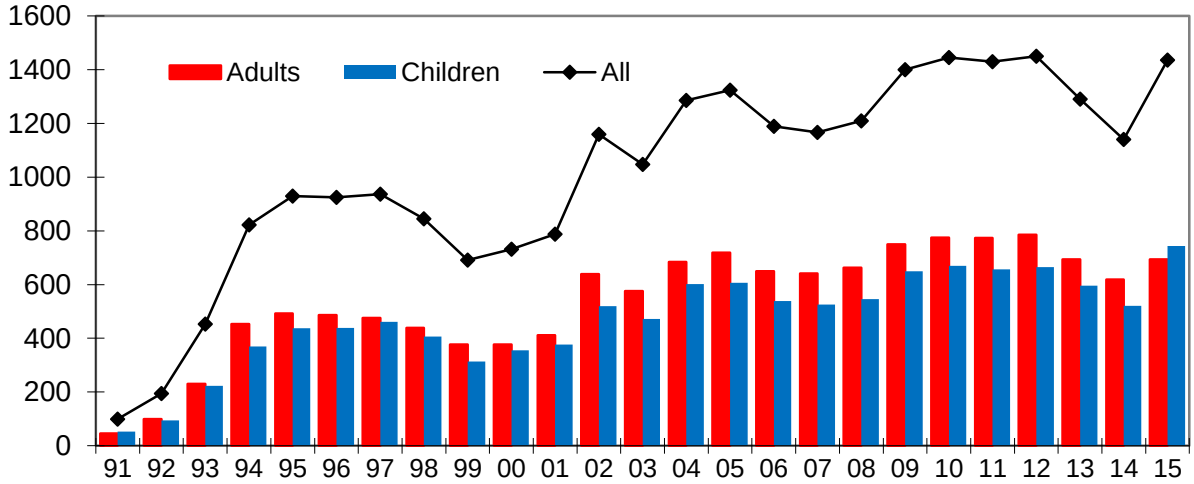
Since PY02, the average number of home-based adults and children fluctuated within the range of 40-50 per site; however, in PY15, an average of 35 adults and 35 children received home-based services (see Figure 6). Decreases may be due to increased intensity of home-based services provided for some families, which can result in fewer families that are served. Another factor in the reduced number of participants is the increased focus on encouraging regular participation—resulting in discontinuation for some families who participate only sporadically. A third factor is whether or not both parent educator positions are filled at sites. In PY15, the FACE staff included only one parent educator during the year at slightly more than 15% of the sites (7 sites).

Figure 6. Average Number of Home-based Adults and Children per Site For Program Years 1991-2015



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 adults participating each year has been generally slightly more than the number of children. However, in PY15, this trend reversed: 743 children and 693 adults participated in center-based services, for a total of 1,436 participants. Whether or not this reversal of the past trend will continue depends on the emerging definition of adult participation in the FACE center-based program due to new guidelines that allow preschoolers to participate without an adult enrolled in the adult education class.

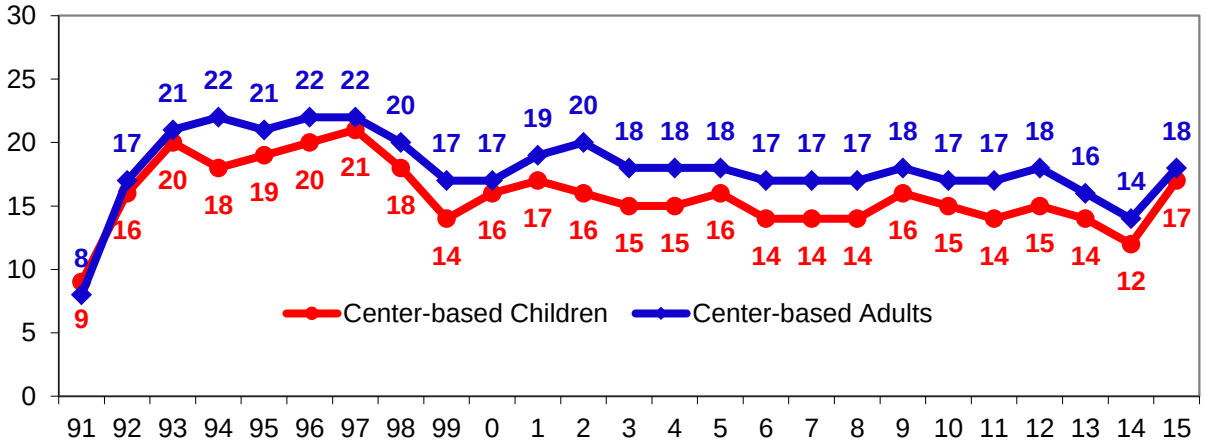
Figure 7. Number of Center-based Adults and Children Who Participated in FACE in Program Years 1991-2015



The average number of center-based adults and children has remained relatively stable over time, dipping slightly in PY14, when programs served approximately 14 adults and 12 children. In PY15, four programs reported that they did not serve any adults in the center-based component but did serve children. The 43 programs served an average of 17 children in PY15, while 39

programs serve an average of 18 adults (see Figure 8). Factors that affect the number of adults and children who can participate include restrictions on the number of children per teacher, facility and space limitations due to the requirement of 60 square feet per child (e.g., some sites can only serve 10 preschoolers due to space limitations), an increased focus on maintaining consistent attendance, adults passing background checks, and the change in 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 1991-2015

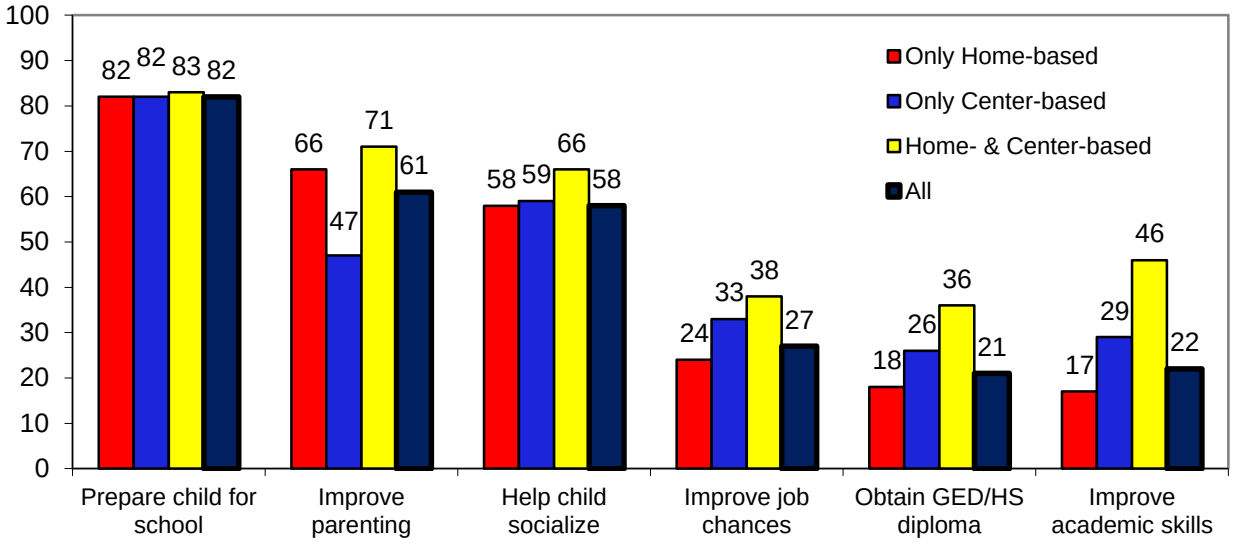


Reasons for Enrolling in FACE in PY15

Similar to reports from previous years, PY15 adults reported that they enrolled in FACE for reasons related to their child. Eighty-two percent of FACE parents enrolled to prepare their child for school (see Figure 9). Slightly more than 60% of parents enrolled to improve their parenting skills. Those enrolled in both FACE services (home- and center-based) and home-based-only parents were most likely to report this as a reason to enroll (71% and 66, respectively, compared with 47% of center-based-only parents). Almost 60% of parents enrolled to help their child learn to socialize with others.

Slightly more than one-fourth of parents enrolled to improve their chances of getting a job or a better job. One-third of parents who participated in only center-based services (a decrease from 51% in PY14) and almost 40% of parents who received both center- and home-based services enrolled to improve their chances for getting a job or a better job. Approximately one-fourth of center-based-only parents enrolled to obtain a GED or high school diploma, a decrease of 17 percentage points. Almost 30% enrolled to improve their academic skills, a decrease of 16 percentage points. Five percent of adults reported they enrolled for other reasons, such as to improve cultural awareness; learn native language; learn about child development; enroll child in preschool; learn computer skills, such as website design; obtain a driver's license; find resources for child; and obtain books.

Figure 9. Percentage of FACE Adults Reporting Reasons That They Enrolled Their Families in FACE by Services They Received in PY15

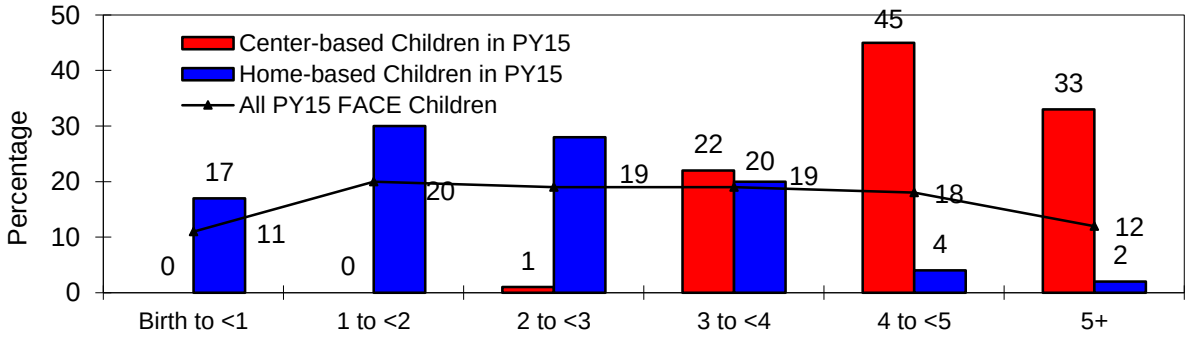


Characteristics of FACE Children

Age of Children

The FACE model is designed to primarily serve children aged 3 years and younger in the home-based setting (although some families with children ages 4 or 5 participate as well) and children aged 3 to 5 in the center-based preschool. Overall, half of PY15 FACE children were under the age of 3 at the end of the program year (see Figure 10). Three-fourths of home-based children were under the age of 3. Approximately two-thirds of center-based children were 3 or 4, and one-third were 5 or older.

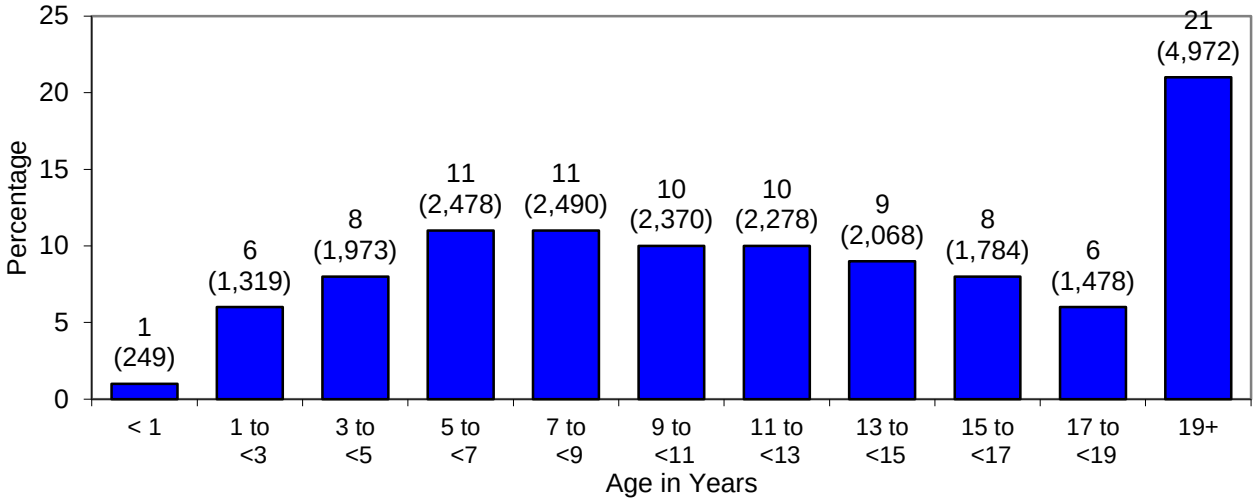
Figure 10. Percentage Distribution of PY15 FACE Children by Age (in Years) at End of the Program Year and by Services Received in PY15[12] (N=2,210)



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

For purposes of any longitudinal studies that might be conducted, the age distribution of 23,811 current and former child participants is presented in Figure 11. Among these participants, 65% were school-aged (i.e., from 5 to 18 years) at the end of the 2014-15 school year. Fifteen percent were under the age of 5 and 21% were over 18 years of age.

Figure 11. Percentage Distribution (and Number) of Children Who Ever Participated in FACE by Age on May, 2015 (N=23,811)[13]



Of the school-aged children who had participated in FACE, 18% had participated in the full FACE model (receiving both home- and center-based services). Sixty-one percent had participated in home-based services only and 21% received only center-based services.

Children with Special Needs

Thirty-three PY15 programs reported that they served from 1-20 children (for a total of 118 children) with special needs under the Individuals with Disabilities Educational Improvement Act. Of these children, 53% received home-based services, 42% received center-based services and 4% received both services.

Five percent of all PY15 FACE children had either an IEP or an IFSP, similar to the previous three years when 6% of children had either an IEP or an IFSP.

Other Characteristics of PY15 Children

Additional characteristics of participating FACE children include the following:

- Among PY15 children, one-half are male and one-half are female.

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

- More than half of FACE children (51%) reside with both parents. Twenty-four percent live with only their mother, 3% live with only their father, and 21% live in homes without either parent. Most of the children who live without a parent reside with other relatives.

- Among children who live with their mothers, 79% have mothers who completed at least the equivalent of a high school diploma; 21% have mothers who have less than a 12th grade education. At the time of FACE enrollment, the mothers of 13% of the children were enrolled in school.

- Among children who live with their father, 76% have fathers who completed at least the equivalent of a high school diploma; 24% have fathers with less than a 12th grade education. At the time of FACE enrollment, the fathers of 7% of the children were enrolled in school.

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

- Fifty-two percent of FACE children live in households that receive public assistance, although a smaller 40% of participating adults receive some sort of financial assistance from a federal, state, or tribal agency.

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

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

- Although English is the primary language in most homes, dual languages are spoken in the homes of 46% of the children.

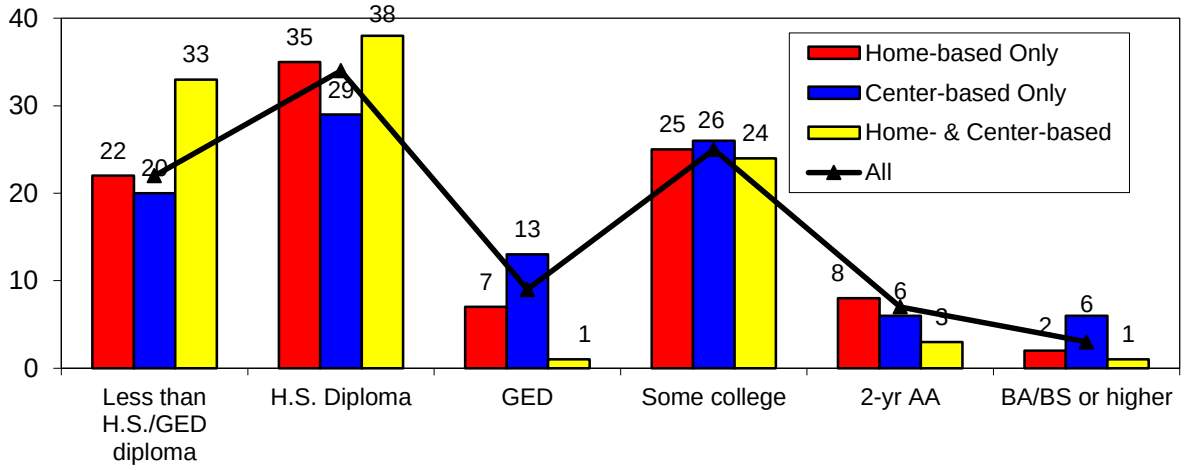
Characteristics of FACE Adults

Eighty-eighty percent of PY15 FACE adults are a parent of the child(ren) with whom they participate. Sixteen percent are fathers; 72% percent are mothers; 7% percent are grandparents; 4% are other relatives; and 1% are caretakers, guardians, or friends. Eighteen percent of adults participate with two children and 3% participate with three children. Only six adults participate with four children.

Education of Adults

In PY15, 22% of the adults had less than a high school education at the time of enrollment in FACE, a lower percentage compared with PY13 and PY14 (see Figure 12). In PY13, approximately 30% of adults had less than a high school education, and in PY14, 26% did not have a high school or GED diploma at program entry. Thirty-three percent of the adults who participate in both center- and home-based services, 22% of adults who participate in home-based-only services, and 20% who participate in center-based-only services had completed less than a 12th grade education. Prior to enrollment, 42% of PY15 adults had received either a high school diploma or a GED certificate, similar to the previous two years when 40% and 43%, respectively, held a high school diploma or its equivalent. Thirty-five percent of all adults had attended some form of post-secondary education, and 10% had completed a degree.

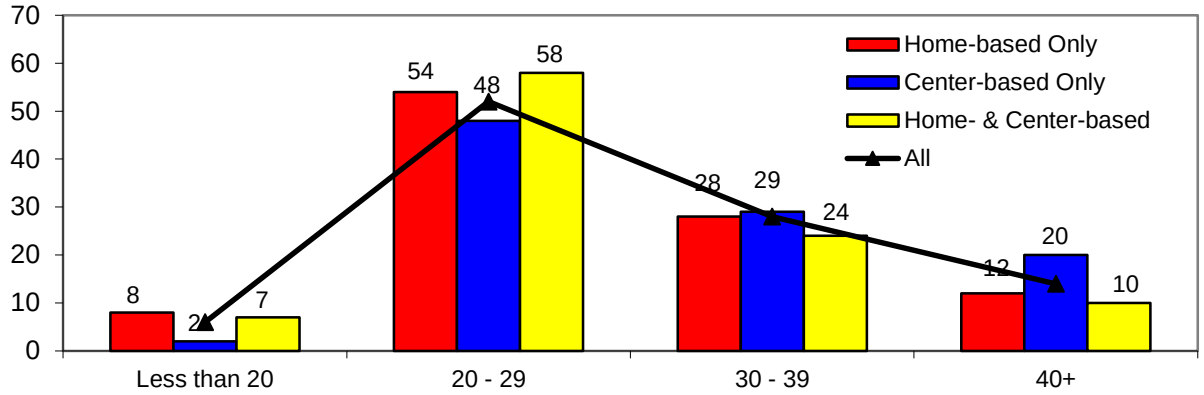
Figure 12. Percentage Distribution of Adults by the Highest Level of Education Completed at the Time of FACE Enrollment and by FACE Services Received in PY15



Age of Adults

The average age of PY15 FACE adults is 30 and ranges from 15 to 80 years of age. Six percent of adults are under the age of 20, 52% are in the 20-29 age range, and 42% are 30 and older (see Figure 13). On average, center-based-only adults are somewhat older (32 years of age) than are home-based-only adults (29 years of age). Fifty percent of center-based-only adults and 62% of home-based-only adults are younger than 30 years of age. Adults who participate in both center- and home-based services average 28 years of age. Sixty-five percent of them are less than 30 years of age.

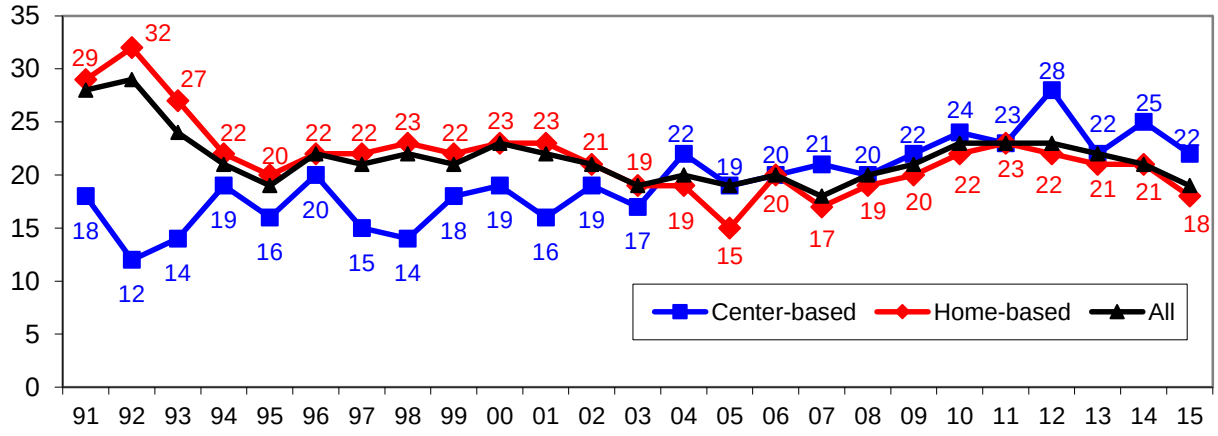
Figure 13. Percentage Distribution of Adults by Age and by Type of FACE Services Received in PY15



Gender of Adults

Among all adults who participated anytime during the 25 years of FACE, 38% are male. Of adults who participated in PY15, 19% are male (see Figure 14). In PY15, 22% of center-based adults and 18% of home-based adults are male. The percentage of center-based adults who are male varies from a low of 12% in PY92 to a high of 28% in PY12. Males comprised as many as 32% of home-based adults early in FACE implementation (in PY92) and as few as 15% in PY05.

Figure 14. Percentage of Adult Participants Who Are Male by Type of FACE Services Received in Program Years 1991-2015



Adult Employment

Thirty percent of PY15 adults were employed and almost 70% were unemployed. The unemployment rates are similar to recent years for home-based-only adults; 68% are unemployed compared with 69% in PY14. Compared with PY14, the unemployment rate fell for center-based-only adults by 22 percentage points; in PY14, 87% of center-based-only adults were unemployed, while in PY15, 65% were unemployed. Eighty percent of adults receiving both services were unemployed. The 30% of participants who are employed average about 34 hours of work each

week, similar to the average in recent years. Employed females average 33 hours per week, five fewer hours than the 38 average hours worked by employed males.

Forty percent of PY15 adults received some form of financial assistance from a federal, state, or tribal agency, similar to the previous year when 45% of adults received financial assistance.

STAFF CHARACTERISTICS

FACE programs usually consist of five or six staff members: a coordinator (who also often functions as the adult education instructor or early childhood teacher), an early childhood teacher and co-teacher, an adult education instructor, and two parent educators.

The FACE program has demonstrated progress towards compliance with the NCLB legislation, with the intended outcome of staff degreed appropriately for each position. FACE guidelines drafted in 2010 and revised in 2015 state that adult education instructors and early childhood teachers must have completed a Bachelor's degree in education. Adult education teachers and early childhood teachers must be state-certified teachers, and early childhood teachers must be degreed in early childhood or elementary education. Parent educators and early childhood co-teachers must have completed an AA degree, 60 hours of college credit, or state certification for paraprofessionals. [14]

Additional information about staff members who hold FACE positions in PY15 was provided by all programs for 217 staff members (see Table 4).

Table 4. FACE Staff Characteristics by Role in PY15[15]

Characteristics of Staff Members	Coordinator (N=41)	Adult Education Instructor (N=37)	Early Childhood Teacher (N=38)	Early Childhood Co-Teacher (N=40)	Parent Educator (N=78)	All FACE Staff Members (Unduplicated) (N=217)
% American Indian	71	57	63	83	94	78
% new to FACE	10	11	18	10	17	15
Average years employed	9.7	6.5	6.5	7.8	8.2	6.5
% former FACE participants	37	24	45	33	36	35

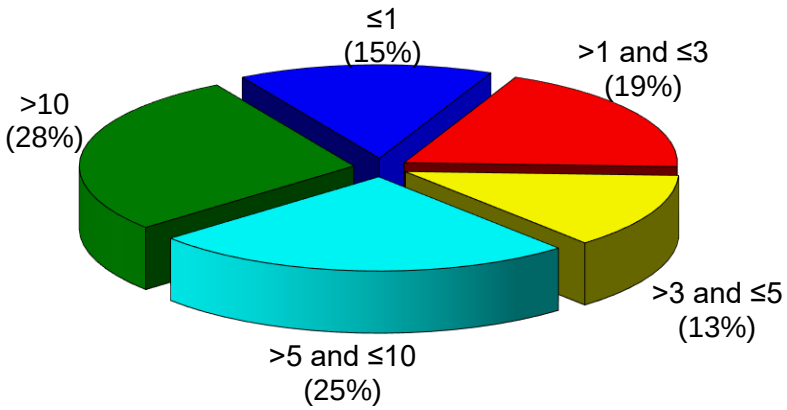
[14] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) guidelines* (pp. 11-12). Washington, DC: Author.

[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.

Staff Tenure

Staff members continue to demonstrate longevity in their FACE employment. By the end of PY15, staff members have worked in the FACE program an average 6½ years, with periods of employment ranging from less than 1 year to 25 years. Twenty-eight percent of staff members were employed in the FACE program more than ten years, with five of these staff members employed since the inception of FACE. Fifteen percent of staff members were employed in the FACE program for one year or less (see Figure 15). Nineteen percent of staff members were employed 1½-3 years, 13% have worked 3½ to 5 years, and one-fourth have worked 5½ years to 10 years.

Figure 15. Percentage Distribution of Program Staff Members by the Number of Years of Employment in FACE (N=217)

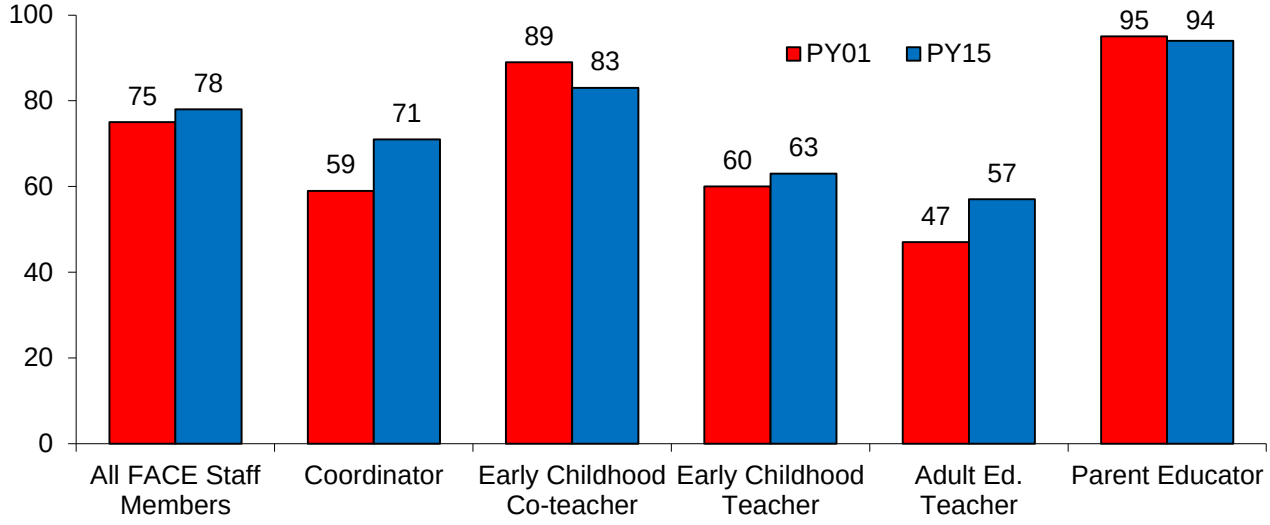


Coordinators have the greatest longevity in FACE, an average of 9.7 years. Parent educators are employed an average 8.2 years, while early childhood co-teachers average 7.8 years. The average length of employment for both adult education instructors and early childhood teachers is 6.5 years. Near the end of PY15, the adult education teacher position was vacant in 12% of programs (five programs); the early childhood teacher position was vacant in two programs and the co-teacher position was vacant at two programs. One program had a vacancy for the coordinator. All programs had at least one parent educator, but in 14% of the programs (six programs), the second parent educator position was vacant.

American Indian Staff Members

Seventy-eight percent of all PY15 FACE staff positions were held by American Indians, comparable to PY01—the first year these data were available (see Figure 16). Although the overall percentage of American Indian staff remains relatively stable, the percentage by staff position fluctuates over time. The percentage of coordinators who are American Indian increased from 59% in PY01 to 71% in PY15, and the percentage of adult education teachers increased from 47% to 57%. For early childhood teachers, the percentage was similar in PY01 (60%) and PY15 (63%); the percentage of American Indian early childhood co-teachers decreased slightly from 89% in PY01 to 83% in PY15. Almost all parent educators are American Indian (94%), the most stable percentage over time.

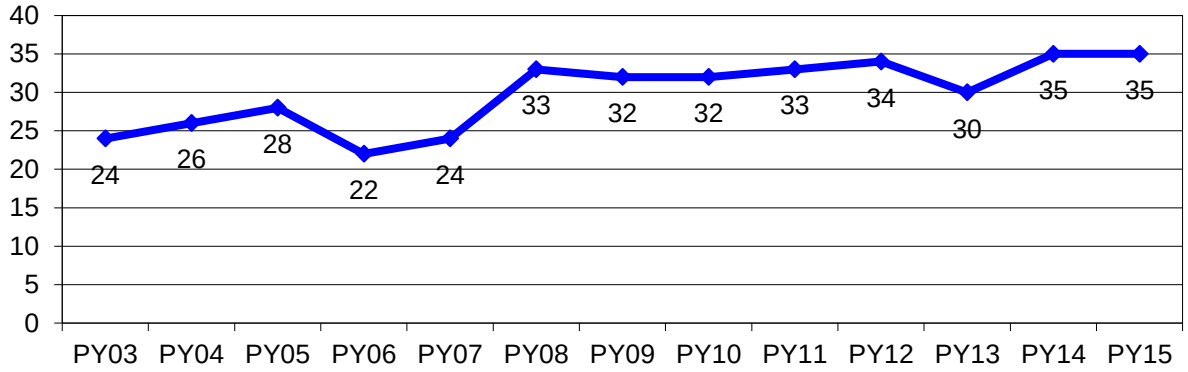
Figure 16. Percentage of FACE Staff Members Who Are American Indian by Position in Program Years 2001 and 2015



Staff Members Who Were Former FACE Participants

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

Figure 17. Percentage of FACE Staff Members Who Were Formerly FACE Participants for Program Years 2003-2015



The 45% of early childhood teachers who were former FACE participants was the highest percentage among staff positions in PY15 and is similar to 47% in PY14. However, when compared with PY13, the percentage more than doubled (45% compared with 21%). Approximately 35% of PY15 coordinators, early childhood co-teachers, and parent educators were FACE participants prior to their FACE employment. Approximately one-fourth of adult education teachers were former FACE participants.

INTENSITY OF FACE SERVICES

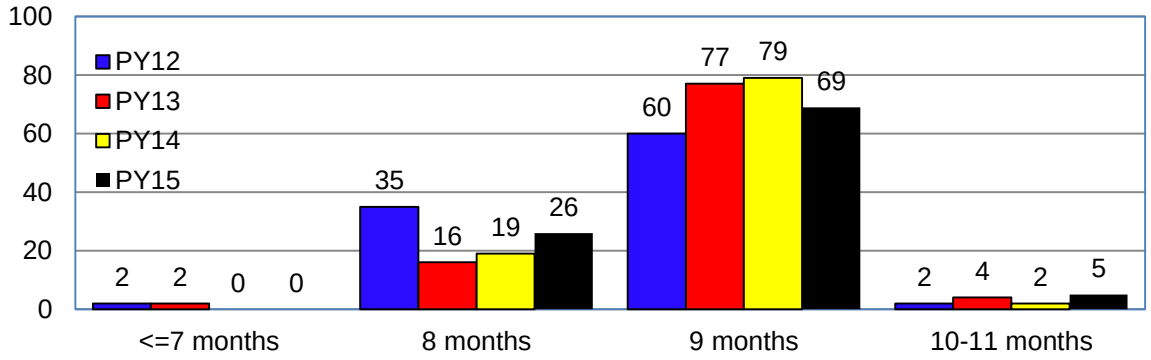
Intensity of services can be examined from two perspectives: the amount of service offered and the amount of service in which families actually participate. Established standards guide expectations for the amount of service that programs should offer FACE families, and benchmarks set expectations for participation by families.

Intensity of FACE Services Offered

The months during which FACE services were provided to families varies among programs. One program began services in late June, and 12% of programs began in late-July. Forty-five percent of programs began delivery of services in early to mid-August, while one-third began during the last half of August. Three programs began in early September. Approximately 90% of programs concluded services sometime in May. One program provided services through June 2, and services at one program did not conclude until June 17th (see Appendix D for a list of beginning and ending service dates for programs).

The length of time during which FACE services were offered in PY15 ranges from slightly more than 8 months to slightly more than 10 months (offered by one program). See Figure 18. On average, FACE provided services for slightly more than 9 months. No program offered services for less than 8 months. Slightly more than one-fourth of programs provided services for 8 months and almost 70% provided services for 9 months; two programs provided services for 10-11 months.

Figure 18. Percentage Distribution of FACE Programs by Number of Months of Service Provided During Program Years 2012-215 (N=42)

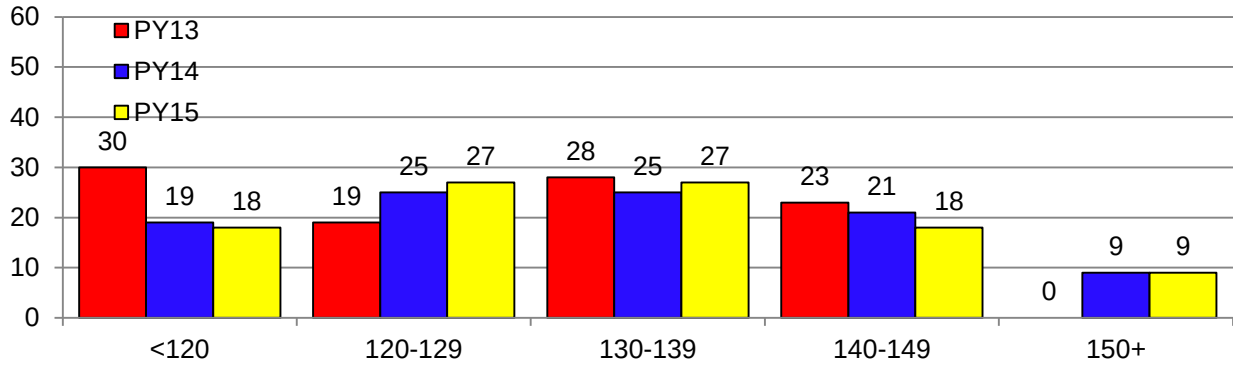


Home-based Services Offered

On average, FACE programs provided home-based services for 132 days in PY15, similar to the PY14 average of 130 days of services.[16] Sites varied from 105 days to 168 days. Approximately 15% of the programs offered fewer than 120 days, slightly more than 55% of the programs offered from 120 to 139 days of service, and almost 30% of programs offered at least 140 days (approximately 16 days a month for nine months). See Figure 19.

[16] Based on the number of days home-based services that were reported by 32 FACE programs.

Figure 19. Percentage Distribution of FACE Programs by Days of Home-based Service That Were Offered During Program Years 2013-2015 (N=32)



For home-based services, the expectation is that programs offer two (bi-weekly) or four (weekly) personal visits to families each month for nine months (or from 18 to 36 visits per year for each child's family) and one FACE Family Circle (i.e., family group meeting) per month. Bi-weekly visits were scheduled for slightly more than two-thirds of PY15 families, and almost one-third were scheduled to receive weekly visits. Assuming 1-1½ hours of parenting education per personal visit and 1-1½ hours per FACE Family Circle, approximately 3-5 hours of parent education should be offered to home-based families each month. Approximately 13,900 personal visits were provided to FACE families in PY15. On average, programs offered ten FACE Family Circles for families during the year; that is, at least one meeting each program month—thereby meeting the monthly service standard (see Table 5). On average, programs offered 20 hours of FACE Family Circle meetings during the year, ranging from 9 hours to 34 hours. A total of 490 FACE Family Circles were offered by programs overall.

Table 5. Average Number of Home-based FACE Family Circles Offered During PY15, Average Number Offered Monthly, and Monthly Standard[17]

	Average Number Offered in PY15	Average Number Offered per Month	Standard per Month
FACE Family Circles	10	1	1

Center-based Services Offered

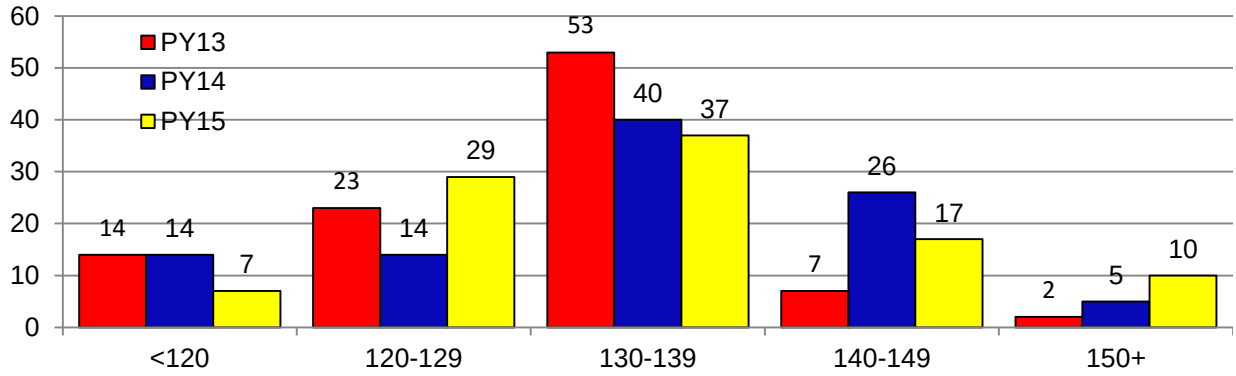
With an optimal number of 144 days of services,[18] the 42 FACE programs reported that center-based services were offered an average 132 days. The number of days of center-based services varies from 74 to 156 days. Seven percent of the programs offered less than 120 days; 66% of the programs offered from 120 to 139 days of service; and 27% of programs offered at least 140 days

[17] Standard service offered is obtained from the *Guidelines for Reporting Service Data on the FACE Evaluation Participation Roster* that was developed during PY03. Note that this is an optimal amount of service. Recommended "benchmarks" for participation have been set at 75% of the standard amount offered.

[18] Calculated with an expectation of nine months of program operation with service delivery occurring four days/wk.

(approximately 16 days a month for nine months). See Figure 20. (See Appendix D for the number of center- and home-based service days offered by site and overall averages.)

Figure 20. Percentage Distribution of FACE Programs by Days of Center-based Service That Were Offered During Program Years 2013-2015 (N=41)



On average, FACE early childhood education is offered four hours each day (not including the additional required hour of PACT time and lunch). FACE preschool services are expected to be offered at least 3.5 hours per day, four days a week, for a monthly standard offering of approximately 56 hours. On average, PY15 programs offered 61 hours of preschool per month, which is five hours more than the standard and similar to the monthly average the previous three years when 59 or 60 hours were offered (see Table 6).

Table 6. Standard for Monthly Hours of Center-based Services to be Offered,[19] Average Monthly Hours Offered, and Average Total Hours Offered During Program Years 2013-2015

Center-based Service	Standard Hours per Month	Average Hours Offered per Month[20]			Average Total Hours Offered per Year		
		PY13	PY14	PY15	PY13	PY14	PY15
Preschool	56	60	59	61	550	543	554
Adult education	40	44	44	42	406	408	380
PACT Time	16	14	14	14	132	131	125
Parent Time	16	14	14	14	132	131	128

[19] Standard monthly offering (the recommended amount of service) is obtained from the *Guidelines for Reporting Service Data on the FACE Evaluation Participation Roster* that was developed during PY03. Note that this is an optimal amount of service and does not take into account holidays, etc. Standards are calculated based on 4 days per week, 4 weeks per month.

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

On average, adult education is offered three hours each day (not including the additional required hour of PACT Time and hour of Parent Time). The expectation is that adult education will be offered at least 2.5 hours per day, four days a week, for a standard of about 40 hours each month. FACE programs offered an average of 42 hours of adult education per month, which is two hours more than the standard and two hours less than the previous three-year average.

Center-based services include PACT Time and Parent Time; each is expected to be offered about an hour a day, for a standard offering of about 16 hours monthly. Programs offered an average of 14 hours of PACT Time and 14 hours of Parent Time monthly, two hours less than the standard and the same number of hours as were offered the previous three years.

Although the overall FACE program monthly averages exceed the monthly standards for hours of preschool and adult education offered, 46% of the programs did not meet the standard for preschool and 51% did not meet the standard for adult education. Average preschool hours per month varies from 26 to 91 at sites.[21] For adult education, the average varies from 11 to 70 hours per month.[22] Three programs offered a monthly average of 16 or more hours of PACT Time, meeting the monthly standard and exceeding the overall program average, and six programs offered a monthly average of 16 hours or more of Parent Time.

The average number of PY15 hours of center-based services that programs offered is the same or less than that offered in each of the previous three years for all components, except for early childhood education. On average, FACE programs offered 554 hours of preschool, 380 hours of adult education, 125 hours of PACT Time, and 128 hours of Parent Time during PY15.

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. Generally, the hours of center- and home-based participation decreased somewhat from recent years.

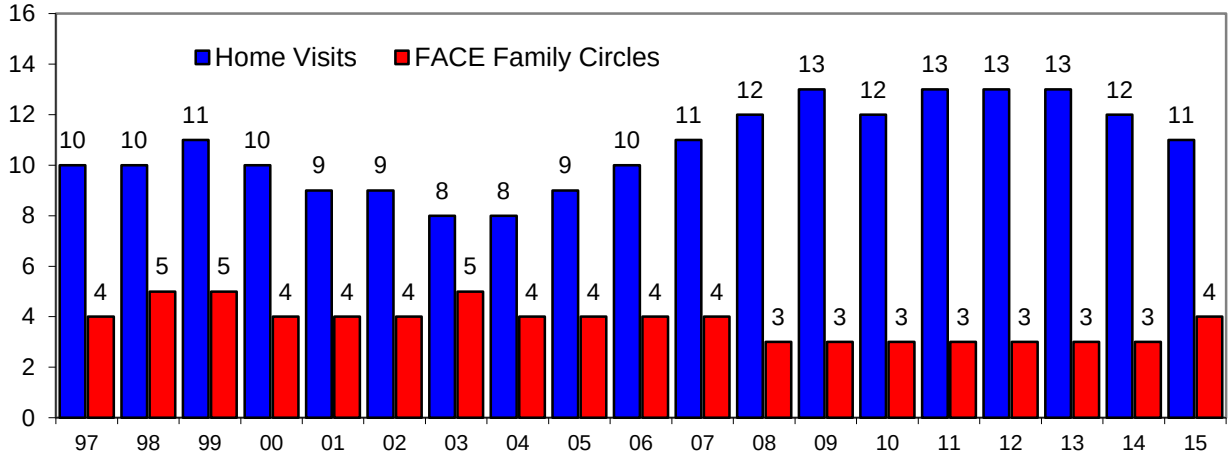
Home-based Participation

On average, participation in the home-based component has been fairly constant over time. PY15 families participated in an average of 11 personal visits, similar to recent years (see Figure 21). The slight decline in personal visits between PY01 and PY04 was due to the early stages of FACE implementation at 17 sites that were added during that period. Since PY04, the average number of personal visits has steadily increased until PY08 when the average number of visits held steady at 12 or 13 for the next seven years, decreasing slightly in PY15. The increase since PY04 is reflective of a continuing focus on providing weekly visits instead of bi-weekly visits. However, in PY15, slightly more than two-thirds of home-based families were offered bi-weekly visits (an increase from the slightly more than one-half in PY14); almost one-third were offered weekly visits. Those offered weekly visits received an average of 12 visits, two fewer visits than in PY14; those offered bi-weekly service participated in an average 10 visits.

[21] Based on data received from 41 programs.

[22] Based on data received from 39 programs.

Figure 21. Average Number of Personal Visits Received and FACE Family Circles Attended by Home-based Adults in Program Years 1997-2015



The average number of FACE Family Circles that home-based adults attend remained consistent at four or five until PY08, when the average decreased to three meetings. The average has remained at three until PY15, when it increased slightly to four. This does not indicate the frequency with which meetings are offered—just the frequency with which families attend them. Some families do not participate the full year; therefore, they have fewer opportunities to attend FACE Family Circles.

Using the standard of weekly or bi-weekly visits to calculate optimal participation for families, an average of about 16 bi-weekly visits or 32 weekly visits is the expectation for families that participate for nine months. Thirty-two percent of home-based adults achieved the FACE benchmark of 75% participation in personal visits during their PY15 attendance (consistent with the 33% in PY13 and PY14 who achieved the benchmark and a slight increase from the 29% of home-based adults in PY12).[23] Fourteen percent of adults scheduled for weekly services and 40% of those scheduled for bi-weekly services met the recommended participation benchmark. The percentage of adults who were offered weekly service and who met the benchmark is similar to the percentage in PY14, but the percentage of those who were offered bi-weekly visits who met the benchmark decreased by 5 percentage points.

As would be expected, parents on a bi-weekly schedule participated in fewer visits during the year than did those who were offered weekly visits (participating in averages of 10 visits per year and 12 visits per year, respectively), but they were much more likely to meet the 75% attendance standard than those who were on a weekly schedule.

The average number of personal visits in which parents participated fluctuated from 2 to 23 at FACE sites. (See home-based site-level participation data in Appendix E.) On a monthly basis, adults received an average of two personal visits each month, similar to averages for the past seven years. Adults who are offered bi-weekly visits participated in 1.4 visits per month, on average,

[23] Participation rates are calculated for only the period of time during which families are actively participating. For example, a family might attend during only one month, but may choose to participate in three of four visits that are offered. Therefore, the participation rate is 75%.

and those offered weekly visits averaged two visits per month. The overall average was exceeded at four programs, where parents received an average of 3 personal visits per month.

The standard 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. An average of 10 group meetings was offered in PY15, ranging from 7-15 meetings. Similar to the previous year, about 70% of home-based parents attended at least one FACE Family Circle during the year. All home-based parents attended at least one FACE Family Circle in two programs, and all but two parents attended at least one meeting in four programs. The program average attendance ranges from two to six meetings. Parents at all but two programs attended an average of five or fewer meetings during the year.

Some center-based adults also attend FACE Family Circles. In PY15, 62% of center-based parents attended FACE Family Circles; center-based parents who also received home-based services in PY15 attended 4.6 meetings on average; parents who received only center-based services attend an average of 4.0 meetings. Home-based only parents attend an average of 3.4 FACE Family Circles.

Center-based Participation

Until PY15, center-based families were required to participate in FACE preschool, adult education, PACT Time, and Parent Time. The change to that requirement resulted in different types of center-based participation among families. Approximately one-half of preschoolers attended with parents participating in the original model: adult education, PACT Time, and Parent Time; 13% had parents who attended only PACT Time and Parent Time, and one-fourth did not have a parent who participated in center-based services (see Table 7). It should be noted that FACE guidelines now stipulate that center-based participation requires parents to participate in some form of parent engagement activities even if they do not attend adult education classes.

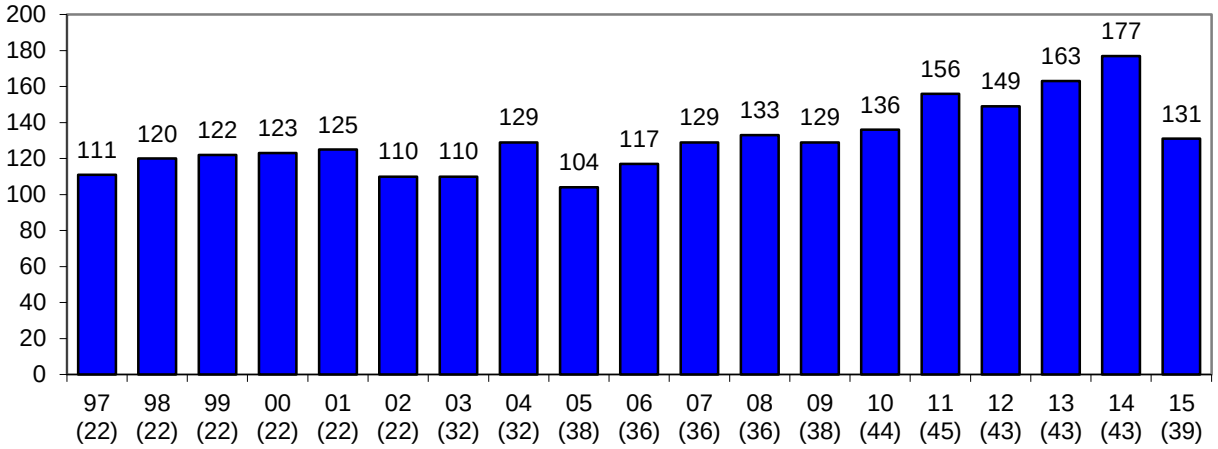
Table 7. Percentage and Number of FACE Preschool Children and Their Parents' Participation in Center-based Services in PY15

Type of Parent Participation in Center-based Components				Preschool Children	
Adult education	PACT Time	Parent Time	No Participation	N	%
✓	✓	✓		400	54
✓	✓			7	1
✓		✓		3	<1
✓				3	<1
	✓	✓		93	13
	✓			48	6
		✓		1	<1
			✓	188	25

Of parents who participated in any of the center-based components in PY15, 70% participated in the original model: adult education, PACT Time, and Parent Time; 14% attended only PACT Time and Parent Time, and 16% participated in various other combinations of center-based adult services (e.g., adult education and PACT Time but no Parent Time; PACT Time only, etc.)

Average hours of annual attendance in adult education have varied since PY97 when attendance data were first collected (see Figure 22). The substantial increases in average hours of adult education in PY10-PY14, which peaked at a high of 177 average hours in PY14, declined to 131 average hours in PY15. In PY15, average hours of participation in adult education ranged from less than 65 hours in five programs to more than 300 hours in one program.[24] No adults participated in adult education in four programs.[25] (See Appendix F for average center-based participation at programs during PY15.)

Figure 22. Average Hours of Attendance in FACE Adult Education at Sites in Program Years 1997-2015 (and Number of Sites)

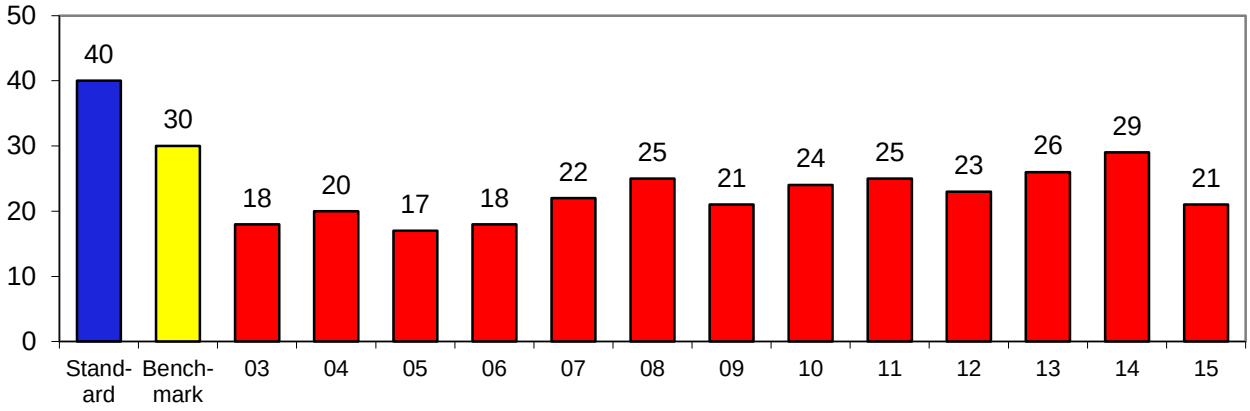


Average monthly hours of adult education have similarly fluctuated from a low of 17 hours in PY05 to a high of 29 hours in PY14 (see Figure 23). The PY15 average of 21 hours is approximately half of the standard for service (an expected offering of approximately 40 hours per month). At six of the programs (compared with 14 programs the previous year), average monthly attendance met or exceeded the recommended benchmark of 30 hours of participation. Average attendance at one program (compared with six programs the previous year) exceeds the FACE optimal standard of 40 hours a month of adult education offered.

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

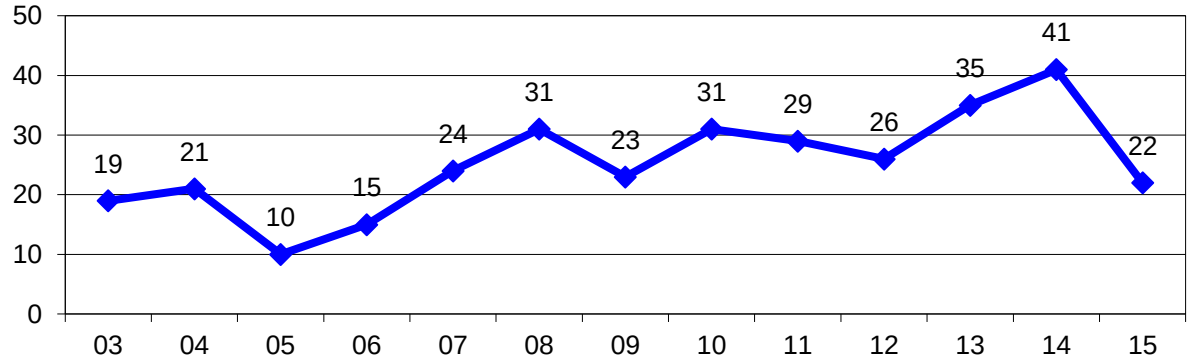
[25] Adult education was not offered at three programs, and no adult education participation data was reported by one program.

Figure 23. Standard Monthly Hours Offered, Benchmark for 75% Attendance, and Average Monthly Hours of Attendance in Adult Education in Program Years 2003-2015



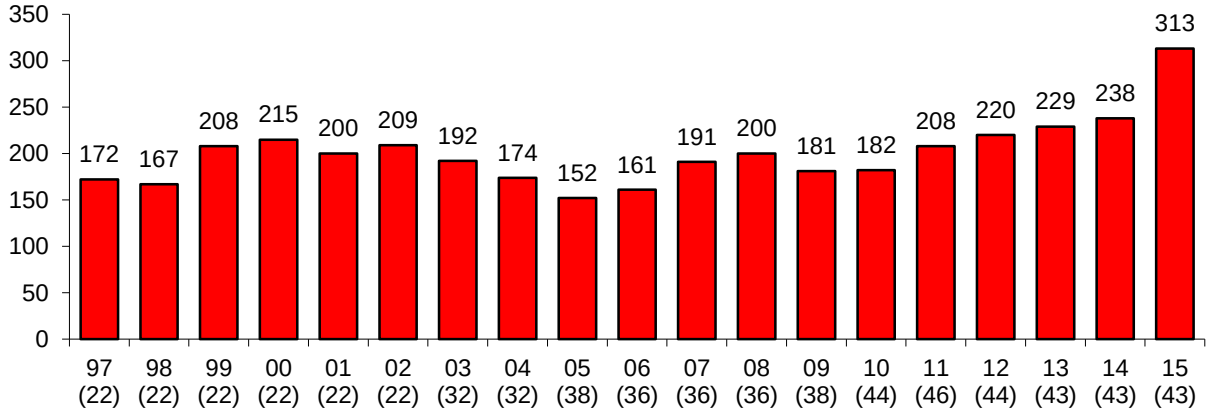
In PY03, only 19% of center-based adults met the recommended benchmark of 75% attendance—equivalent to approximately 30 hours per month (see Figure 24). This percentage increased to a high of 41% who attended at or above the recommended benchmark in PY14; in PY15, the percentage decreased to 22%, similar to percentages in the earliest years. The newly adopted flexibility in adult education enrollment requirements for adults whose child enrolled in FACE preschool was accompanied by less frequent attendance for those adults who did attend adult education.

Figure 24. Percentage of Center-based Adults Who Met the 75% Benchmark for Attendance in Adult Education (an Average of at Least 30 Hours a Month) for Program Years 2003-2015



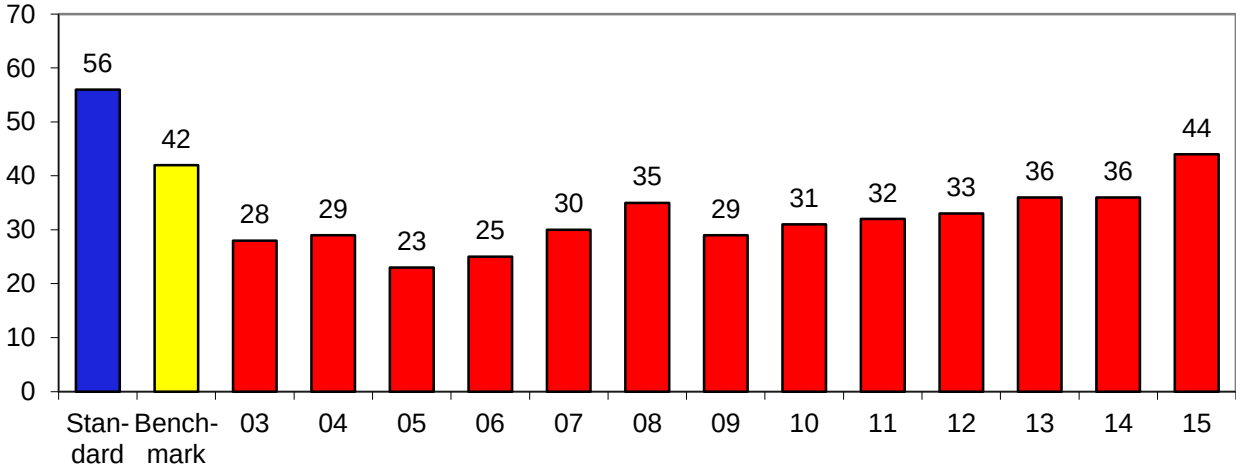
Average hours of FACE preschool attendance reached its high in PY15. Children attended an average 313 hours of FACE preschool, 75 hours more than the previous year's high (see Figure 25). The average attendance at FACE preschools during PY15 varied from less than 100 hours at one program to more than 200 hours at 81% of the programs (35 programs). At ten of these programs, average attendance was more than 400 hours.

Figure 25. Average Hours of FACE Center-based Preschool Attendance at Sites in Program Years 1997-2015 (and Number of Sites)



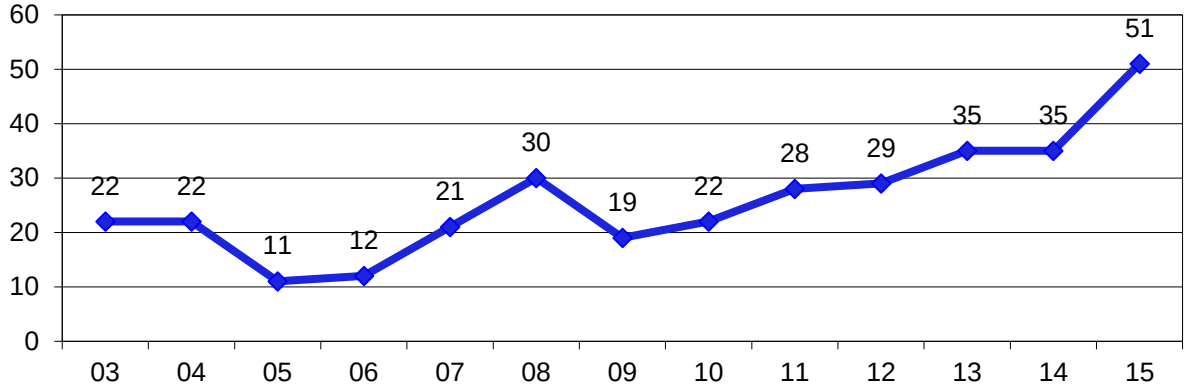
Children attended FACE center-based preschool an average of 44 hours per month, surpassing the previous two-year average by eight hours and surpassing the 75% attendance benchmark of 42 hours by two hours (see Figure 26). Children at 47% of programs (20 programs) averaged 42 or more monthly hours of preschool attendance, meeting the benchmark. At eight of these programs, the average of 56 hours per month or more of preschool attendance met or exceeded the standard; at four programs, children attended an average of 50-55 hours a month, nearing the standard. Since PY09, the average monthly attendance gradually increased to PY13 and PY14 highs of 36 hours, and then dramatically increased to the high of 44 hours in PY15.

Figure 26. Standard Monthly Hours Offered, Benchmark for 75% Attendance, and Average Monthly Hours of Attendance in FACE Center-based Preschool in Program Years 2003-2015



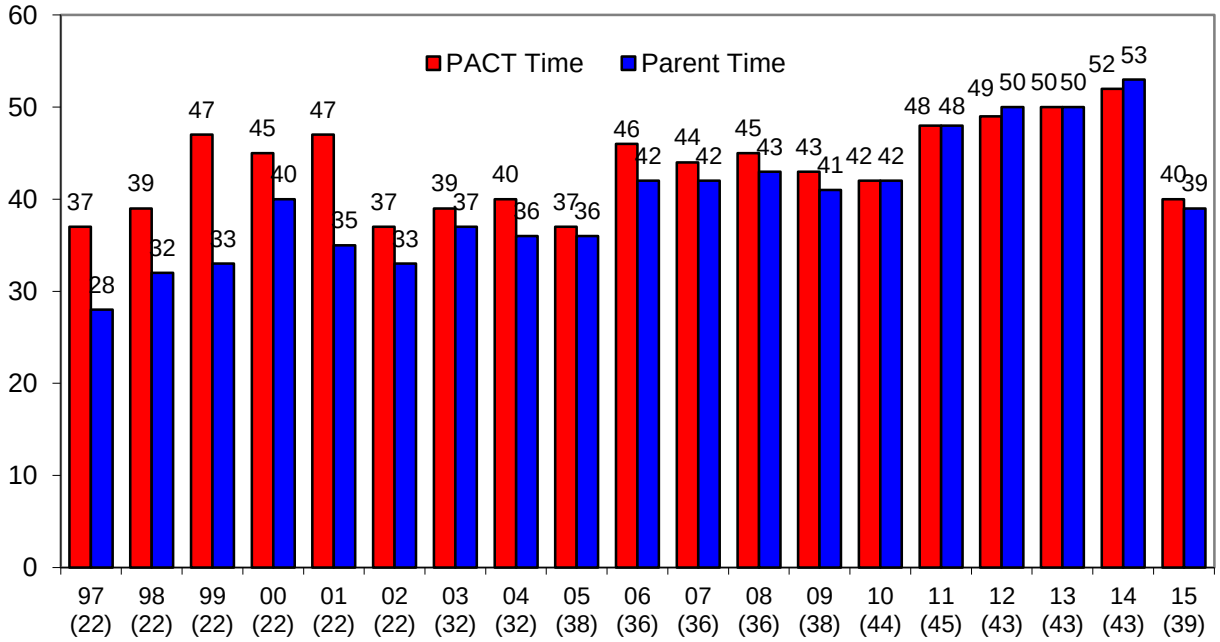
In PY15, 51% of FACE preschoolers met or exceeded the recommended benchmark of 75% attendance (approximately 42 hours per month). See Figure 27. The percentage of preschoolers who met the benchmark in PY15 greatly exceeds the PY13 and PY14 high of 35%, a 16 percentage point increase.

Figure 27. Percentage of FACE Center-based Children Who Met the 75% Benchmark for Attendance in Preschool (an Average of at Least 42 Hours a Month) for Program Years 2003-2015



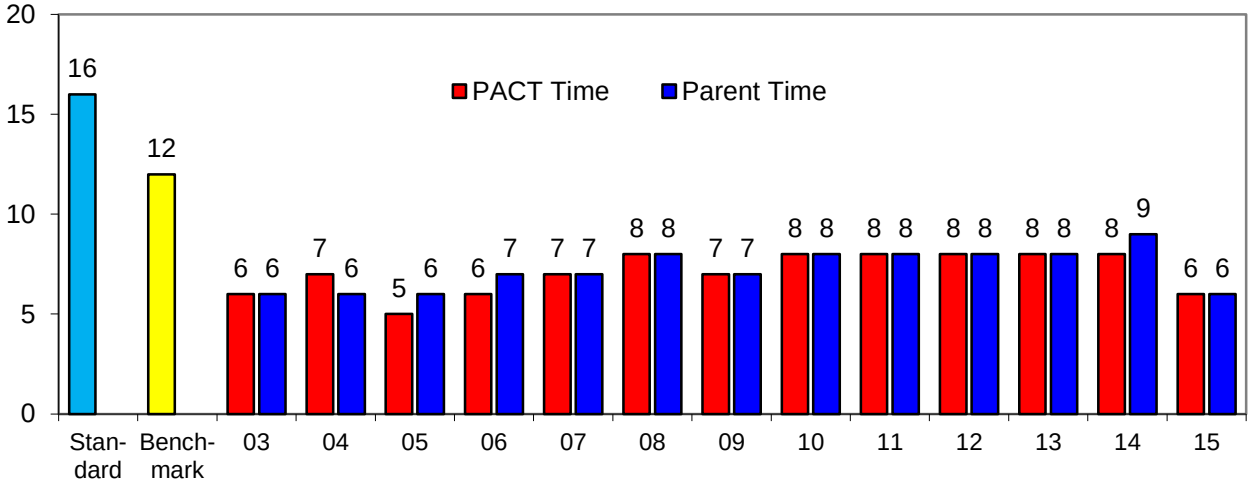
Center-based adults participated an average 40 hours of PACT Time and 39 hours of Parent Time, a 12-14 percentage point decrease, respectively, compared with PY14 averages (see Figure 28). Average hours of PACT Time attendance at programs ranged from 10-85 hours; average hours of Parent Time attendance at programs ranged from 3-81 hours. Adults at 23% of the programs (9 programs) averaged 25 or fewer hours of PACT Time participation, and adults at 31% programs (12 programs) attended an average of 25 or fewer hours of Parent Time. Twenty-one percent of the programs (8 programs) averaged more than 65 hours of participation in PACT Time, and adults at 18% of the programs (7 programs) averaged more than 65 hours of Parent Time.

Figure 28. Average Hours of Participation by Center-based Adults in PACT Time and Parent Time at Sites in Program Years 1997-2015 (and Number of Sites)



On average, center-based adults attended PACT Time six hours per month and attended Parent Time six hours per month; this is approximately 38% of the standard for hours expected to be offered and half of the benchmark of 75% attendance (see Figure 29). Center-based adults in 23% of the programs nearly met the 12-hour benchmark of 75% attendance in PACT Time by attending an average of 10 or 11 hours a month. Center-based adults in one program attended Parent Time an average of 12 hours a month. The average of 10 or 11 monthly hours of participation in Parent Time—just short of the 12-hour benchmark of 75% attendance—occurred in 18% of the programs (seven programs).

Figure 29. Standard Monthly Hours Offered and Average Monthly Hours of Participation in Center-based PACT Time and Parent Time in Program Years 2003-2015



Some center-based parents participate by interacting with their K-3 children through PACT Time in the child's classroom. K-3 PACT Time occurred at 22 programs in PY15, five fewer programs than in PY14. A total of 55 K-3 children and 66 FACE parents participated together in PACT Time—a reduction from the 60 children and 94 parents who participated together in K-3 PACT Time in PY14. They participated for an average 40 hours—11 hours more than in PY14.

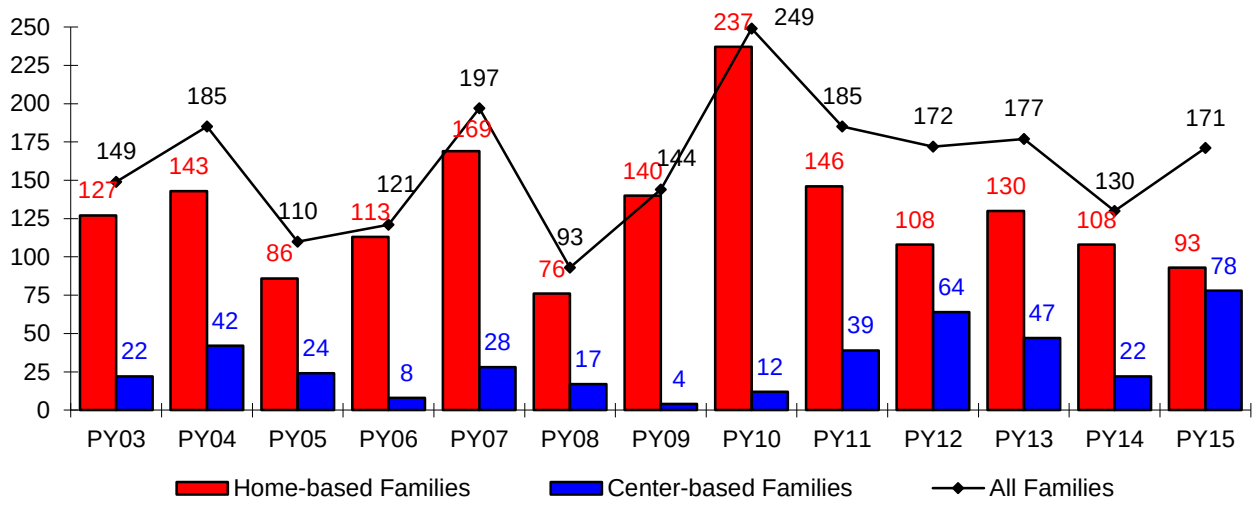
DEMAND FOR FACE SERVICES

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

In each but one year since PY03, more than 100 families were waiting for FACE services at the end of the program year (see Figure 30). In PY08, the number of families on waiting lists declined below 100 families, but the number increased again to 144 families in PY09. In PY15, the number of programs reporting a waiting list increased by 42%, from 19 programs in PY14 to 27 programs,

and the number of families increased from 130-171 families.[26] While the number of home-based families on waiting lists declined slightly compared to the number in PY14, the number of families on center-based waiting lists increased from 22 families in PY14 to 78 families in PY15. This dramatic increase seems mainly due to the new FACE guideline for accepting children into the FACE preschool without a parent fully enrolled in adult education.

Figure 30. Number of Families on FACE Waiting Lists at Year End for Program Years 2003-2015



The 93 families waiting for home-based services at the end of PY15 demonstrates a three-year decline in families waiting for home-based services. Over the 13-year history, the number of families waiting to enroll in home-based services ranged from 76 families in PY08 to 237 families in PY10. Seventy-eight families waited for center-based services at the end of PY15, the highest number since the data was first collected. The number of center-based families awaiting FACE services ranged from a low of four families in PY09 to the PY15 high of 78 families.

For 26 programs that reported waiting lists at the end of PY15, the number of families at individual sites ranged from 2-19 families, with an average of seven families per program (see Table 8). The number of home-based families ranged from 2-17 families with an average six families per program (reported by 15 programs). Seventy-eight families are on center-based waiting lists at 16 programs, averaging five families per program.

[26] Of the 27 programs, 26 reported the number of families waiting at their site. Eighteen programs reported that they had a waiting list for center-based services and 16 of these 18 programs reported the number of families on their waiting list.

Table 8. Number of Programs with Families on Waiting List and Number, Range, and Mean of Families (N=42)

	Number of Programs	Families on Waiting List		
		Total Number	Range at Sites	Mean at Sites
FACE Services	26	171	2-19	7
Home-based Services	15	93	2-17	6
Center-based Services	16	78	1-17	5

Reasons that home-based families could not be served in PY15 were provided by 13 of the 15 programs with waiting lists for home-based families. At eight of these programs, families enrolled too late in PY15 to be served; these families are enrolled for PY16. Three programs had only one parent educator, whose caseload was at capacity. Other reasons vary and are related to the families' particular situations.

Almost all programs with center-based waiting lists provided reasons the families could not be served during PY15. The early childhood education program at 11 sites had full enrollment; at four of these sites, the size of the room limited enrollment, and at one site, the lack of an early childhood teacher limited enrollment. Two programs reported 3-year-olds who were not yet fully trained to use a toilet, and one program reported transportation problems.

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 PY15, 85% of 954 responding adults reported their intention to continue their FACE participation the next year.

Of the 15% of adults (194 adults) who indicated that they will not continue in the FACE program, most provided reasons (see Table 9). Of these adults, 47% participated in only center-based services during PY15, 49% participated in only home-based services, and 4% participated in both center- and home-based services. For 54% of the adults (106 families), the child will no longer attend the FACE program; the children in 58% of these families (61 families) will enter kindergarten and the children in 42% of these families (45 families) will enter a preschool other than FACE. Almost one-fourth of the families are moving from the area. Employment issues prevent slightly more than 20% of the adults from continuing in FACE. In PY12, 19% of discontinuing adults reported that they would be continuing their education elsewhere. This percentage decreased in the following years and reached a low of 10% in PY15. One to three adults listed other reasons for not returning to FACE. They include dissatisfaction with the FACE program, transportation problems, launching a business, lack of interest, and health issues.

Table 9. Percentage and Number of PY15 Adults Providing Reasons for Not Enrolling for PY16[27] (N=194)

Reasons	Percentage	Number
Child will enter kindergarten	31	60
FACE child will enter a preschool other than FACE	24	46
Moving from area	22	42
Employment	20	39
Adult will continue education in another educational program	10	20
Have no child with whom to attend	6	12
Other	11	22

Regardless of their reason for discontinuing FACE participation, many of the adults who are leaving the program have educational plans for their future. One-third of those who reported that they are leaving the FACE program indicated their intent to participate in some form of education following FACE participation (see Table 10). Approximately one-fourth of discontinuing adults plan to enroll in college classes. This includes 17% of home-based adults and 26% of center-based adults who plan to discontinue participation. Six percent plan to enroll in GED classes. A few plan to enroll in vocational education (3%), to complete high school (1%), or to participate in ABE classes (1%). Other schooling plans include attending a different FACE program, bible school, continuing education classes, remedial classes, technical university, and a nursing program.

Table 10. Percentage and Number of Adults Enrolling in Other Educational Programs/Classes Following Discontinuation of FACE Participation at the End of PY15

	All (N=194)		Home-based Only (N=95)		Center-based Only (N=91)		Both Home- and Center-based (N=8)	
Program/Classes	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
College	24	46	17	18	26	29	3	38
GED classes	6	11	4	4	7	8	0	0
Vocational education	3	5	2	1	3	3	0	0
High School	1	2	1	1	1	1	0	0
ABE classes	1	3	1	1	2	2	0	0

[27] The percentage totals more than 100 and the number totals more than 238 since some respondents selected more than one reason option.

FACE PLANNING AND CURRICULUM AND INFORMATION MANAGEMENT CHANGES

Throughout the history of the FACE program, services have been strengthened through ongoing program planning and continual refinements to curricula and information management strategies. The effectiveness of planning time is described in this section. Family transitions planning is described next, followed by a discussion of types of technical assistance received during PY15 and program challenges and areas of support that programs need.

Improved Effectiveness of Planning Time

Since PY07, FACE training has emphasized effective use of the weekly FACE planning day, primarily for FACE planning but also for various other purposes. To help identify program needs, staffs rated the effectiveness of their planning time for program planning and other activities, such as documentation, team building, engaging in other FACE activities, and engaging in school and community activities. In PY15, all but five programs set aside one day each week for planning and other activities. At one of these five sites, full team planning did not occur because the school staff, including FACE, worked four 10-hour days; individual component planning did occur. At the two sites where the programs provided services five days a week or where the FACE staff worked with the school-wide program, late Thursday afternoons were set aside for FACE planning. One program explained that "the center-based team members meet as needed."

All programs reported that they use their planning time for full FACE team planning, individual planning, documentation, and professional development (see Table 11).[28] Almost all programs (40) also use their planning sessions for team building, providing personal visits, and recruiting and retention activities. Most use planning time for center-based team planning (39), home-based team planning (38), helping in school (38) and attending school activities (38). Fewer programs reported using planning time for attending community activities (34), and less than half (18) use planning time to participate on community advisory councils.

Of programs that rated the effectiveness of their use of FACE planning time, all believe that they were at least *somewhat effective* in using their planning time for documentation. One or two programs rated themselves as *not very effective* in their use of planning time for engaging in the various types of planning and in team building. The percentage of programs that rated themselves as *very effective* in using their time on the six activities for planning, documentation and teaming was similar to the previous year.

- Approximately 75% of programs reported that they *very effectively* engage in individual planning during their planning day; 21% reported that they engage *somewhat effectively*, and one program rated its use of the day for individual planning as *not very effective*.

- Approximately 70% of programs reported that they *very effectively* engage in full FACE team planning, home-based team planning, center-based team planning, documentation, and

[28] Based on data submitted by 41 programs (95%).

team building. Between 20-30% rated themselves as *somewhat effective* using their planning time for these purposes.

Table 11. Number of Programs Using Planning Time for Intended Purposes and Percentage Distribution of FACE Programs That Rated Effectiveness (N=41)

	Number of Programs	Percentage of Staffs Rating Effectiveness			
		Not Very Effective	Somewhat Effective	Very Effective	(N)
For Planning, Documentation, and Teaming					
Full FACE team planning	41	5	24	71	38
Individual planning	41	3	21	76	38
Home-based team planning	38	5	24	71	34
Center-based team planning	39	3	28	69	36
Documentation	41	0	30	70	40
Team building	40	5	26	68	38
For Other FACE Program Activities					
Providing personal visits	40	0	14	86	38
Recruiting and retention activities	40	5	26	68	38
Professional development	41	0	18	82	38
For School or Community Activities					
Helping in school	38	0	14	86	35
Attending school activities	38	3	11	86	36
Attending community activities	34	9	12	79	34
Participating on Community Advisory Council	18	19	24	57	21

Of programs that rated the effectiveness of their use of planning time for other FACE activities, all believe that they are at least *somewhat effective* in using their planning time for providing personal visits and engaging in professional development. The percentage of programs that rated themselves as *very effective* in their use of planning time for recruitment and retention activities and for professional development increased compared with the previous year.

- Of those programs that use part of their planning day to conduct personal visits, 86% reported that they *very effectively* use their time for this activity, similar to the previous year.

- Eighty-two percent of programs reported *very effective* use of their planning time for professional development, a 22 percentage point increase compared with the previous year.

- Almost 70% of programs reported that they *very effectively* engage in recruiting and retention activities. The percentage of programs providing this rating for recruitment and retention activities increased by 14 percentage points compared with the previous year. Two programs rate themselves as *not very effectively* using planning time for recruiting and retention activities.

Compared with the previous year, fewer programs reported that they use part of their planning time for school or community involvement. The greatest change was in attending community activities; 40 programs reported this use in PY14 and 34 programs reported it in PY15. However, of programs that rated the effectiveness of their use of planning time for these types of activities, all believe that they were at least *somewhat effective* in using their planning time for helping in school and almost all believe they were at least *somewhat effective* in using their planning time for attending school and community activities.

- Eighty-six percent of programs reported that they *very effectively* used planning time to engage in helping in school and attending school activities. Compared with the previous year, the percentage reporting *very effective* engagement increased by 20 percentage points for helping in school and by 12 percentage points for attending school activities.

- Almost 80% of programs reported *very effective* use of their planning time for attending community activities, a 22 percentage point increase compared with the previous year. Fewer programs used their planning time for this activity, but a larger percentage of those that did rated the use as *very effective*.

- Slightly more than 55% of programs that use their planning time to participate on community advisory councils indicated that they *very effectively* used their planning time for this purpose.[29]

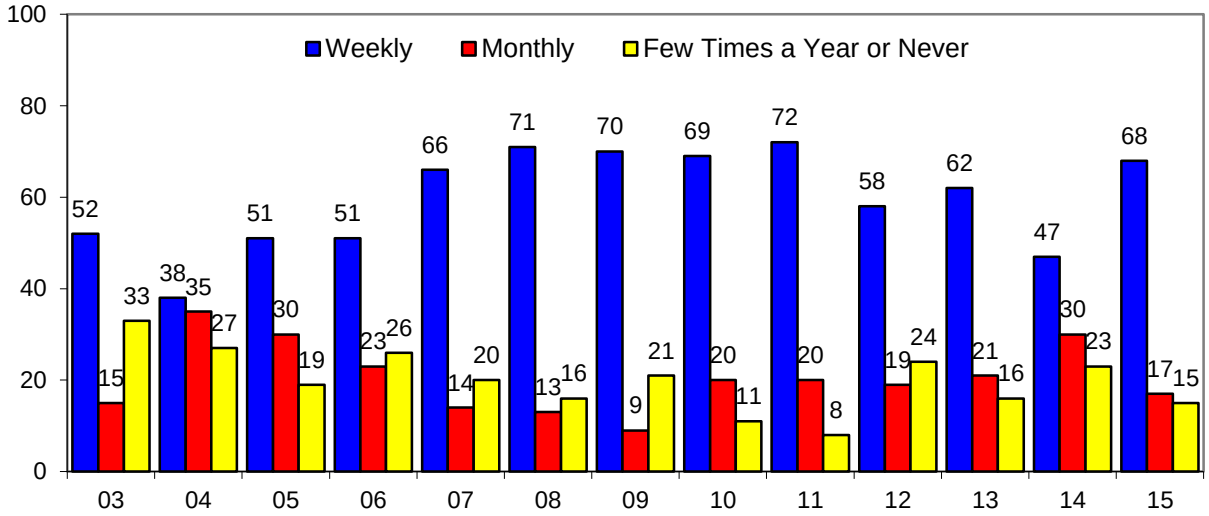
Approximately 20% of programs reported additional uses of their planning time. One or two programs reported using planning time for conducting FACE Family Circles; meeting with or working with center-based adults, such as providing parent training or PACT Time activities; taking field trips with families; shopping for supplies; participating in school-sponsored or other BIE- or tribal-sponsored professional development, such as Special Education training; participating on school-wide committees, such as those engaged in school re-authorization work; and assisting community organizations with events.

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. After a three-year decline in the frequency of contact with the administration, the frequency of contact increased markedly in PY15. The percentage of staffs meeting *weekly* with the administration decreased from a 72% high in PY11 to 58% in PY12 and to 47% in PY14. In PY15, 68% of FACE staffs met with their school administrator on a *weekly* basis, similar to the five-year

[29] Programs were not asked about this use of planning time in PY14.

period of stability between PY07 and PY11 when 66-72% of staffs met weekly with administration. Seventeen percent met on a monthly basis, and 15% met only a *few times a year* or *never* (see Figure 31.)

Figure 31. Percentage of FACE Staffs Who Met with Administrators by Frequency of Meetings for Program Years 2003-2015



Family Transition Plans

FACE staffs are charged with assisting families in their transition from FACE services to new educational opportunities or to the work environment. In PY15, 40 programs reported that they provided transition services to adults and/or children. Of these 40 programs, eight only provided transition services to children, and 32 programs provided transition services to both adults and children. Most children who are assisted are transitioning from the center-based program to kindergarten or from the home-based program to the center-based program. Most adults who are assisted are transitioning from FACE to other programs for adults or have children who are transitioning from the center-based program to kindergarten.

Programs are expected to maintain a written transition plan that defines procedures to help guide their work with individuals. All programs that provided information have a written transition plan that includes procedures for transitioning from the center-based program to kindergarten, and almost all have a written plan for transitioning from home-based to center-based components (98%). See Table 12. Eighty percent of transition plans include a section on transitioning from the home-based program to a preschool other than FACE, and approximately 45% of transition plans include a section on transitioning from the home-based program *prenatal to 3* to the home-based program *3 to kindergarten*; slightly more than 40% include information on transitioning from the home-based program to kindergarten. The plan for almost 70% of programs includes procedures for transitioning FACE adults to other education programs or to work. Thirty percent of transition plans include a section on transitioning from the center-based program to the home-based program (eight programs helped 12 children and four programs helped six adults with this transition).

Table 12. Percentage of Programs with Type of Transition Included in Written Plan In PY15

Type of Transition	Percentage	Number
From home-based to center-based	98	42
From home-based to preschool (other than FACE)	80	40
From home-based *prenatal to 3* to home-based *3 to kindergarten*	46	37
From home-based to kindergarten	42	38
From center-based to kindergarten	100	39
From center-based to home-based	30	40
From FACE to other programs for adults (Example: work, education)	68	40

Technical Assistance Provided and Needed

At the end of PY15, programs reported on the types of technical assistance they received from PAT and NCFL during the program year and rated the quality of the support. They also described program challenges and their ongoing needs for technical assistance.

Four types of technical assistance were offered by each provider: on-site visits, webinars, technical assistance support calls, and implementation conference calls (e.g., start-up and end-of-year calls).[30] Additionally, PAT offered distance comprehensive review (in lieu of on-site visits), participation in the PAT national conference, and participation in Foundational 2 Training, which is face-to-face training in using the PAT model with families with children 3 years of age through kindergarten. Each type of technical assistance was rated as (1) *insufficient,* (2) *sufficient,* or (3) *exemplary*.

For the home-based component, all programs participated in webinars, Knowledge Studio training or other on-line training; programs participated in from 4-19 on-line learning experiences offered by PAT (see Table 13). Almost all participated in technical assistance support calls and in implementation conference calls; and 86% reported that they received at least one on-site visit.[31] Fifty-six percent reported that they received a distance comprehensive review of their home-based program. Almost 60% of programs sent their parent educators to Foundational 2 training, and 27% sent their parent educators to the PAT National Conference.

[30] NCFL also offered recorded Online Learning Modules and an adult education facilitated course, which were not included in the evaluation.

[31] PAT National Center reported that all FACE programs received one site visit inPY15; some programs failed to report that they received a visit.

Table 13. Percentage of FACE Programs That Received Technical Assistance and Percentage Distribution and Average Rating of Sufficiency of Support[32]

	Programs		Percentage of Programs that Rated Service				
Type of Technical Assistance	**%**	**(N)**	**Insufficient 1**	**Sufficient 2**	**Exemplary 3**	**Average**	**(N)**
Home-based							
On-site Visits	86	(42)	6	17	78	2.7	(36)
Distance Comprehensive Review	56	(41)	9	17	74	2.7	(23)
Webinars	100	(41)	3	28	69	2.7	(36)
Support Calls	98	(41)	0	12	88	2.9	(33)
Implementation Conference Calls	98	(41)	0	8	92	2.9	(37)
PAT National Conference	27	(41)	25	8	67	2.4	(12)
Foundational 2 Training	59	(41)	0	8	92	2.8	(24)
Center-based							
On-site Visits	70	(40)	0	17	83	2.8	(24)
Webinars	95	(39)	9	30	64	2.6	(33)
Support Calls	95	(39)	0	12	88	2.9	(33)
Implementation Conference Calls	95	(39)	0	21	79	2.8	(33)

For the center-based component, 95% of programs participated in webinars (ranging from 1-30 webinars), technical support calls and implementation conference calls. Seventy percent reported that they received at least one on-site visit. For both components, each type of assistance received an average rating from 2.4-2.9, approaching *exemplary*.

All FACE programs are expected to attend a FACE regional training session annually. Only two programs reported that no staff attended one in PY15.[33] Most programs sent their parent educators (93%) and their early childhood co-teacher (88%) to the regional training. The early childhood teacher at 81% of programs attended regional training; the adult education teacher at 74% of programs attended. Fifty-five percent of FACE coordinators participated in a regional training session, but administrators from only 38% of FACE schools participated.

Of the 40 programs that had staff attending a regional training, 36 programs rated the helpfulness of the training. The training was well received by these programs, with 94% rating the regional training as *very helpful*. One or two programs mentioned other forms of technical assistance provided by the BIE or trainers. These include a BIE site visit, conference call, and workshop;

[32] Between 39 and 42 FACE programs provided information about the types of technical assistance offered.

[33] One program did not submit the survey form that provided this data.

adult education on-line class; NCFL's College and Career Readiness course; NCFL National Conference; and Expressive One Word Vocabulary assessment training. These were mostly rated as *very helpful.*

Program Challenges

At the end of PY15, programs were asked to describe the challenges encountered and the technical assistance needed to implement the FACE home- and center-based components. They were also asked to describe any differences in how adult education was offered during PY15.

Center-based

Starting in 2015, children aged 3-5 years may attend the center-based FACE program unaccompanied by a parent. The assurance reads,

> *Children ages 3-5 years old may attend the Center-based FACE Program unaccompanied by the parent. This Requirement, [not] stated in previous FACE Guidelines, is a noted change in Center-based parent participation i.e., children may now attend center-based program without a parent. Parents/guardians of children enrolled in center-based preschool, who are not enrolled in the FACE Adult education class, are expected to participate in flexible PACT Time and Parent Time activities coordinated with the center-based FACE staff.*[34]

New for FACE programs is the challenge to develop a program that accommodates full-time participation in FACE by adults, as well as a program that offers PACT and Parent Time options for parents who are not participating in the adult education class.

At the end of PY15, programs reported whether adult education was offered *full-time*, *part-time* or *not at all* during PY15. All programs responded to the item, with 83% reporting that adult education was offered *full-time,* 12% reporting it was offered *part-time* and three programs reporting that it was not offered.

To track changes for programs, adults, and children as FACE moves toward more-fully implementing a model where FACE children do not have to have a parent enrolled in the adult education class, programs were also asked to describe differences in how adult education was offered at their site. Almost 80% of programs responded to this query.

Five programs reported changes in participation in adult education. Adult education classes at these sites include a mixture of full-time FACE participants whose children are in grades PK-3, participants who are parents of children in grades 4 and 5, and any other adults needing academic assistance (especially those working on the GED or college online courses). Three programs changed the primary focus of adult education classes to technology, GED, and distance learning. Ten programs developed flexible schedules to accommodate part-time participation. Examples include a class attendance requirement of one day a week, home-visits on Friday in place of class

[34] Family and Child Education Guidelines, p 32.

attendance requirement, individualized attendance schedule, and a minimum of eight hours per month required for part-time participants. Examples of other changes reported by one or two programs include individual goal setting with plans of action, adult education teacher offering GED preparation at another site, adult education classes offered in the evening at various locations, a four-day per week class instead of five-day per week class, staff focus on phone and email communication because of inconsistent attendance, and focus on arts and crafts. Some programs offered transportation to the local college's GED preparation.

Eleven programs explained their approach of offering PACT Time and Parent Time activities to part-time participants with at-home and community approaches. Approaches included scheduling a specific PACT Time each week at the center, holding Parent/Family Nights, inviting parents to work with their child in the classroom as the parents' schedules allow, scheduling parent engagement meetings in the evening, and facilitating a parent engagement book club. Some programs set expectations about the amount of time parents would engage in PACT Time and/or Parent Time activities. Examples include once a week attendance at the center for non-working parents and monthly attendance for working parents, attendance at one PACT and one Parent Time session a week, one day a week participation at the center, and two hours of PACT/Parent Time weekly at the center or eight hours monthly.

Parents not enrolled full-time in the FACE adult education class could fulfill their PACT and Parent Time commitment off site. Eight programs wrote about sending assignments and materials home on a regular basis. The expectations might include keeping a reading journal, completing goal sheets, participating in independent study on parenting and child development, completing Book Bag assignments, engaging in direct communication with FACE staff members (phone calls, text messages), or attending field trips. At two sites, the adult education teacher makes home visits to promote not only adult education but also PACT Time and parent engagement.

One program reported,

> *The adult education class was offered full-time to all enrollees. The PACT/Parent Time Modification Implementation was introduced at a meeting for all adult enrollees in October 2014. At that time, five adults elected to participate in adult education full-time. The other adults chose to participate part-time, due to conflicts in employment or class schedules. All adults are strongly encouraged to participate in two hours of PACT/Parent Time weekly, with a goal of 8 hours monthly. The FACE staff was flexible in offering PACT Time even when EC did not have a regular class session. Adult education offered for part-time enrollees required participation of 8 hours a month. They also had to complete two journal entries weekly, and all adults were required to complete a monthly goal sheet, too.*

Approximately 80% of the programs described the challenges encountered and the technical assistance needed to implement the FACE center-based component during PY15; their responses can be grouped by training, implementing Assurance 17, logistics, and technology.

Approximately 35% of programs reported issues related to training staff, especially training new staff members in a timely manner once they are hired. Programs might begin the year with an un-

trained new staff member or with a position not yet filled. Also, during the year, staff members leave and new staff members are hired. Programs indicated that new staff members cannot always access training shortly after they start their employment. Training on early intervention, identifying special needs students, domestic abuse, and substance abuse were each requested by one program.

Almost 30% of programs reported challenges related to implementing Assurance 17 in the 2015 guidelines, which allows preschoolers to participate in the FACE program without an adult enrolled in the adult education class. The adults with these preschoolers "are expected to participate in flexible PACT and Parent Time"; programs are uncertain about the program structure for these adults (e.g. curriculum, time requirement, range of flexibility).

Challenges with logistics were reported by almost one-fourth of programs. Logistical problems vary and include documentation of participation, especially for part-time adults; motivating adults to participate; finding cultural materials; providing transportation for families; curriculum implementation; timely completion of background checks for parents; finding time for team planning; and appropriate assessment for adults.

Five programs reported problems with technology. They include lack of computers for students and the co-teacher, lack of access to online training, transmission difficulties with some of the webinars, and computer equipment problems in the preschool classroom.

One program, trying to implement a program that accommodates the new participation guidelines, wrote:

> *Once our adult education teacher position was filled, our challenge mainly involved implementing the new center-based structure. This was especially challenging in the implementation of off-site services, since the development of off-site activities and opportunities takes considerable time. It is not only the development of options for adults to complete off-site, but also developing and maintaining the needed forms and records to track off-site accomplishments. Technical assistance would be especially appreciated in this area. Background checks continue to hamper our adult education enrollment, though this is a better year, due to adults not being required to be on-site to be eligible to participate.*

Home-based Component

Approximately 70% of the programs described the challenges encountered and technical assistance needed in the home-based component. Areas of challenge include technology, staff training, enrollment, and program logistics. As in the past, 40% of programs experienced challenges with technology. Issues include limited or intermittent internet service, intermittent mobile phone service, unclear and inconsistent webinar transmission, background noise during conference calls, lack of internet service for IPads, blocking of videos by the school's system.

Approximately one-fourth of programs identified the need for additional training. Seven programs were challenged by the loss of a parent educator and the hiring and training of a new staff member. Three programs reported areas for which staff training is needed to better serve their families. These areas included serving special needs children or special needs parents, providing early intervention; serving families with drug abuse or domestic abuse issues, and providing screening for depression and infant mental health.

Challenges with maintaining enrollment and with logistics were each reported by five programs. Logistical problems include documentation, transitioning from weekly to bi-weekly visits, mechanical problems with vehicles, road conditions due to weather, scheduling around a shared vehicle, and parents obtaining proof of tribal membership of children.

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 lifelong learning* provides the foundation for offering FACE services to children from birth to 5 years of age. Progress toward achievement of this goal is measured through health and other screenings, preschool student assessments, and parent observations.

Early Screenings

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

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

Screening records indicate that 91% of FACE children received some type of screening in PY15, approaching the goal of appropriate screening services for all children (see Figure 32). This is more than twice the percentage of children who were screened since the data were first reported in PY97. Screening services were provided to 90% of home-based children and 93% of center-based children, the highest percentage yet recorded for screening center-based children.

Similar percentages of home- and center-based children were screened in all areas with the exception of hearing and dental screening with 5-9 percentage point increases for center-based children. See Figure 33. Overall, the percentages of children screened in the various areas are similar to the previous year.

Figure 32. Percentage of Center-based, Home-based, and All FACE Children Who Received Screening Services in Program Years 1997-2015[35]

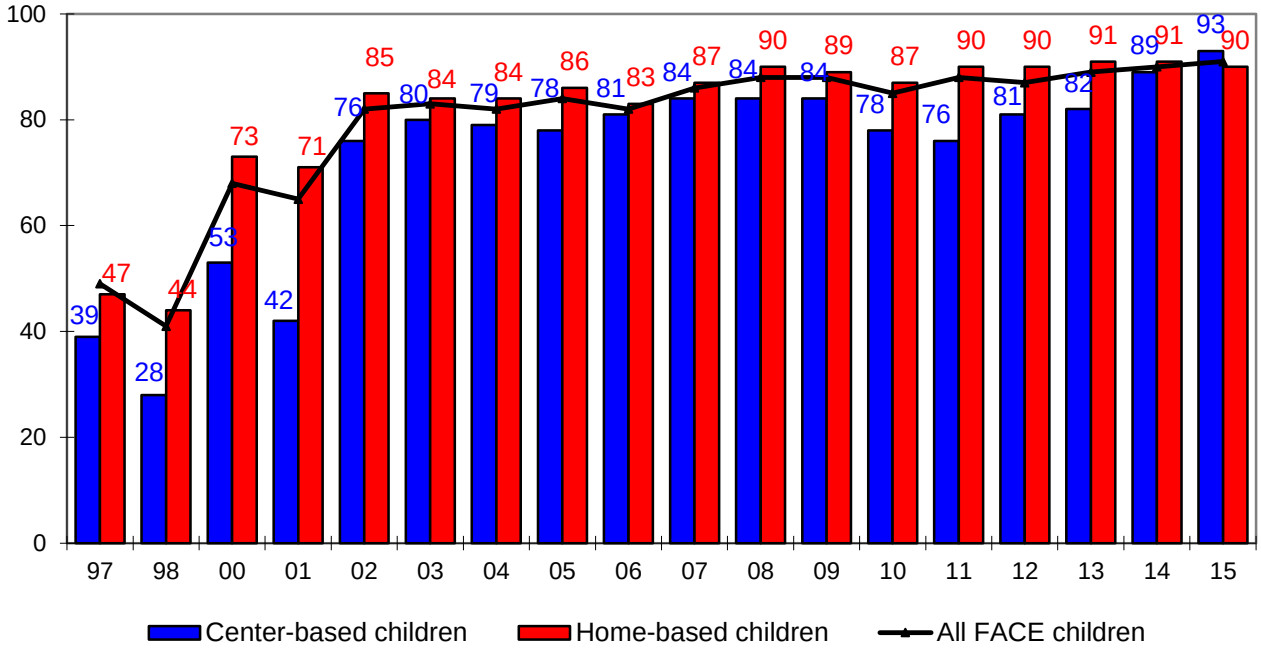
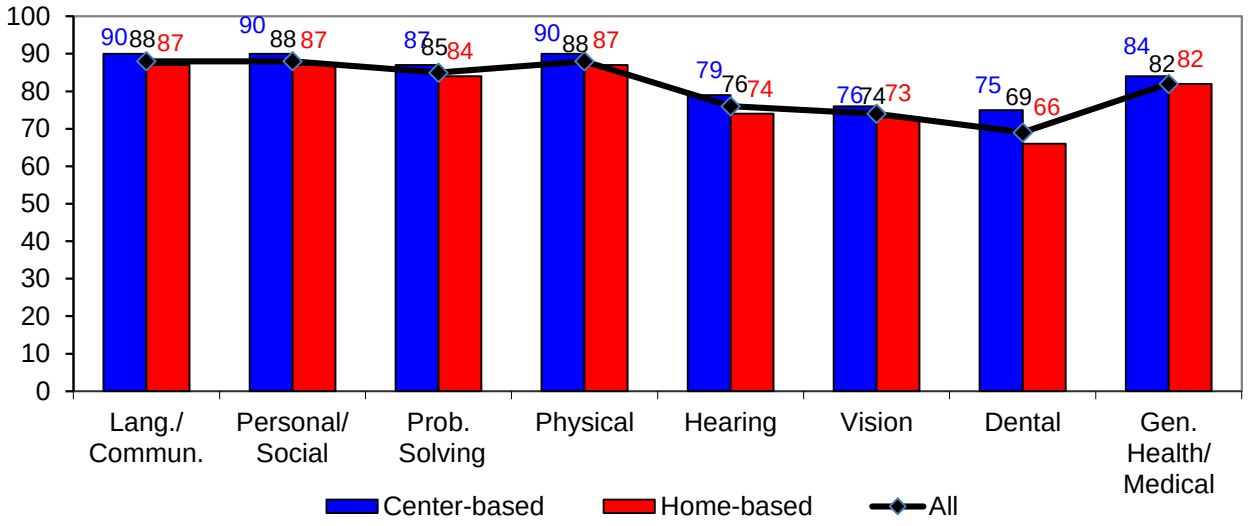


Figure 33. Percentage of PY15 Home-based, Center-based, and All FACE Children Who Were Screened—by Screening Area



Most children were screened in the areas of language/communication (88%), personal/social development (88%), problem solving (85%), and physical development (88%). Center-based and home-based children are screened with similar frequency in language/communication (90% and

[35] 1999 data not available.

87%, respectively), personal/social development (90% and 88%, respectively), problem solving (87% and 84%, respectively), and physical development (90% and 87%, respectively).

Almost 80% of center-based children and almost three-fourths of home-based children were screened for hearing. Similar percentages of center- and home-based children were screened for vision, 76% and 73%, respectively. Three-fourths of center-based children and two-thirds of home-based children received dental screening. Slightly more than 80% of children received general health/medical screening.

Detection of Potential Learning and Developmental Concerns

Developmental concerns were identified for approximately one-fourth of children (27%) who were screened (see Table 14), similar to 21% in PY12, 26% in PY13, and 24% in PY14. Thirteen percent of screened children were referred for services, similar to the previous three years when 13% or 14% were referred. In PY15, 12% received services to address identified concerns. At the end of PY15, concerns remained for 9% of screened children, similar to percentages in the previous five years.

Table 14. Percentage and Number of FACE Children Who Were Screened and Percentages of Screened Children with Concerns and Referred for/Receiving Service by Screening Area

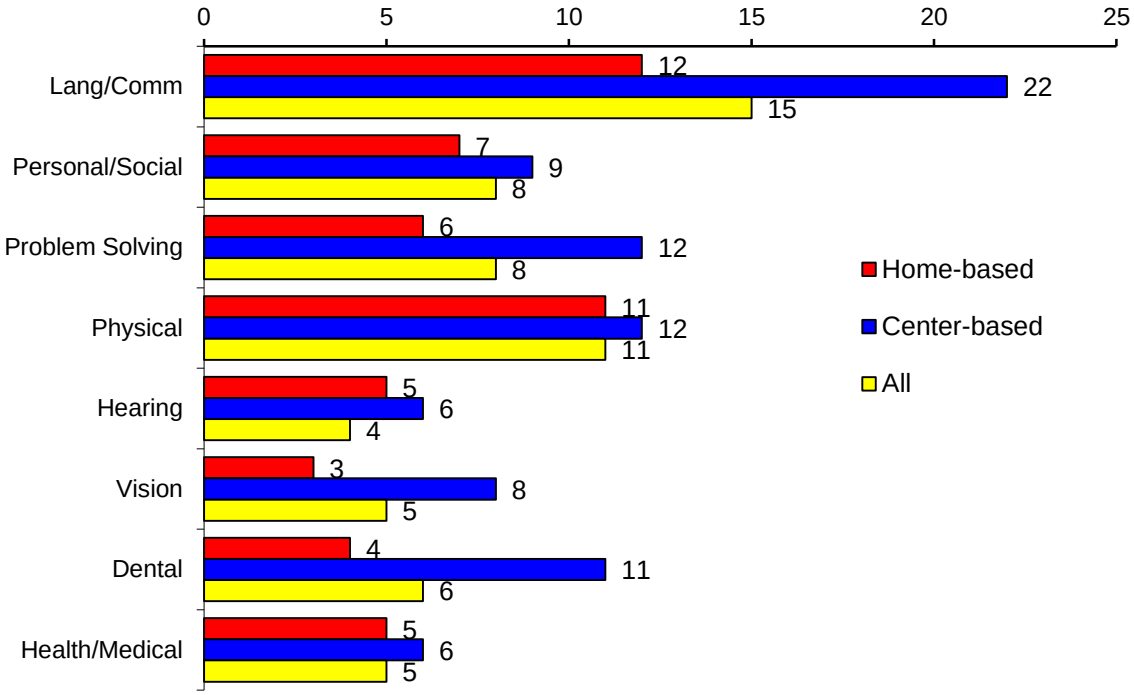
	Percent of FACE Children Screened (N=2,214)	Number Screened	Percent of Screened Children with:			
			Concerns Identified	Service Referral	Service Received	Concerns Remaining at Year-end
Language/communication	88	1,949	15	7	7	5
Personal/Social	88	1,952	8	3	3	2
Problem solving	85	1,886	8	3	3	2
Physical development	88	1,950	11	3	4	2
Hearing	76	1,681	5	4	3	1
Vision	74	1,642	5	4	3	1
Dental	69	1,524	6	4	4	1
General health/medical	82	1,825	5	2	3	1
Screening Areas Overall	**91**	**2,009**	**27**	**14**	**12**	**9**

Fifteen percent of screened children had delays in language/communication in PY15; 11% of screened children had physical development delays. For all other areas, 5-8% of screened children were identified with concerns. Similar to the past six years, concerns remained for 5% of children screened in the area of language/communication, and only 1-2% of screened children demonstrated concerns in other areas.

Higher percentages of center-based than home-based children were identified with concerns in screening areas overall (see Table 15). Thirty-six percent of center-based children who were screened were identified with concerns, compared with 23% of home-based children.

Similar percentages of center-based and home-based children were identified with concerns in half of the areas including personal and social development, physical development, hearing, and general health (see Figure 34). Percentages of children differ for language/communications, problem solving, vision, and dental health. Differences between home-based and center-based concerns may be expected since children are of different ages and concerns/delays become more evident over time.

Figure 34. Percentage of PY15 Screened Home-based, Center-based, and All FACE Children for Whom Concerns Were Identified—by Screening Area



- Twenty-two percent of screened center-based children and 12% of screened home-based children were identified with language/communication concerns. While the percentage of home-based children identified with concerns is similar to the percentage the previous year (11%), the percentage of center-based children increased by 6 percentage points.

- Nine percent of screened center-based children and 7% of screened home-based children were identified with personal/social concerns. Other areas with similar percentages of center- and home-based children identified with concerns include physical development (12% and 11%, respectively), hearing (6% and 5%), and general health/medical (6% and 5%).

- Twelve percent of screened center-based children and 6% of the younger home-based children were identified with cognitive concerns.

Table 15. Percentage and Number of Home-based, Center-based, and All FACE Children Who Were Screened and Percentage of Screened Children with Concerns Identified by Screening Area

	Home-based Children			Center-based Children			All FACE Children		
	Percentage Screened (N=1,517)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=746)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=2,214)	Number	Percentage of Screened Children With Concerns Identified
Language/communication	87	1,319	12	90	674	22	88	1,949	15
Personal/social	87	1,322	7	90	674	9	88	1,952	8
Cognitive (problem solving)	84	1,278	6	87	650	12	85	1,886	8
Physical development	87	1,320	11	90	674	12	88	1,950	11
Hearing	74	1,130	5	79	586	6	76	1,681	5
Vision	73	1,109	3	76	565	8	74	1,642	5
Dental	66	999	4	75	558	11	69	1,524	6
General health/medical	82	1,241	5	84	623	6	82	1,825	5
Screening Areas Overall	**90**	**1,363**	**23**	**93**	**693**	**36**	**91**	**2,009**	**27**

- Only 3- 4% of screened home-based children were identified with vision and dental health concerns, while 8% of center-based children were identified with vision concerns and 11% were identified with dental health concerns.

In PY15, 116 children with an IEP or IFSP received services through FACE to address their special needs. The most frequently identified type of delay is speech or language, reported for 79% of these children (see Table 16). Children have special needs in the areas of other health impairment[36] (5%), specific learning disability (4%), orthopedic impairment (3%), multiple disabilities (3%), and visual impairment (3%). One or two percent of the children were identified with needs in each of the areas of hearing impairment, autism, and deaf-blindness. Programs report that almost 60% of children have miscellaneous special needs that do not fit into the 13 categories; they expanded on the category that was checked. Other special needs include developmental delay (13 children) caused by situations such as drug exposure in fetus (5 children), environmental toxin exposure (3 children), premature birth (1 child), gross motor delay (4 children), head trauma (3 children), behavior concerns (2 children), and fine motor delay (2 children). Other conditions, each mentioned for one child, include Down Syndrome, Beckwith-Weidmann Syndrome, hypermobility, and Prader Willte Syndrome. Other comments described services a child received, such as speech therapy, physical therapy, and occupational therapy.

Table 16. Percentage and Number of Children Identified with Special Needs by Type of Special Need

	Children with IEP/IFSP (N=116)	
Special Need	**%**	**#**
Speech or language impairment	79	92
Other health impairment	5	6
Specific learning disability	4	5
Orthopedic impairment	3	4
Multiple disabilities	3	3
Visual impairment	3	3
Hearing impairment	2	2
Autism	1	1
Deaf-blindness	1	1
Deafness	0	0
Traumatic brain injury	0	0
Intellectual disability	0	0
Emotional disturbance	0	0
Other	59	66

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

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

- Complications during pregnancy, labor, or birth were reported for 23% of PY15 children, typical of the percentage reported in prior years.

- Based on parent reports, at least 137 children (15 more children than in PY14) were exposed to neurotoxins before birth. Sixty-three percent were exposed to nicotine and other toxins found in tobacco products, primarily because their mothers smoked during pregnancy; 26% were exposed in-utero to illegal drugs taken by their mothers; and 23% were exposed because their mothers drank alcohol during pregnancy. At least 11% of these children were exposed to multiple toxins before birth. Subsequent to their birth, 203 FACE children were exposed to second-hand smoke.

- Similar to the previous year, 27% of children (520 children) demonstrated one or more special medical conditions at birth. Of the 509 children for whom information is provided, 37% were born prematurely. Fifty-eight percent had a hepatic condition, causing jaundice and other bile-related problems. Other conditions that are identified for 6% or fewer children include birthing problems (29 children), cardio-vascular system issues (20 children), respiratory system problems (15 children), congenital anomalies (14 children), digestive/gastro-intestinal system problems (8 children), infection/disease (7 children), blood sugar problems (6 children), drug withdrawal issues resulting from mother's drug usage (6 children), hearing issues (4 children), seizures (2 children), Down Syndrome (1 child), and low body temperature (1 child).

- Eight percent of children (154 children) had current, challenging medical conditions when their health record was completed or updated. Among the 143 children with existent conditions, 36% had respiratory system issues such as asthma and 13% had nervous system problems, including seizures, Cerebral Palsy, Erb's Palsy and Down Syndrome. Other conditions identified for 10% of children include alimentary canal/digestive system conditions, such as acid reflux and cardio-vascular system problems. Conditions identified for fewer than 10% of children include skin conditions (10 children); hearing disorders (10 children); musculoskeletal system issues (9 children); and organ/gland/duct problems such as displaced urethra, kidney infection, liver transplant, or enlarged thyroid gland (4 children). Seven percent of children are regularly given medication for their conditions, most often medications to address respiratory conditions and allergies. Approximately 10-15% of these children are given iron for anemia or other minerals and vitamins. Other conditions for which a fewer number of children take medications include seizures (6 children), skin conditions (5 children), infection (5 children), digestive system problems (3 children), and Attention Deficit Disorder.

- Eighty-nine percent of children are routinely taken to the same medical facility for regular medical check-ups and sick care, similar to the previous year. Eighty-eight percent of children are within normal weight and height limits for their age. At least 82% of the FACE

children are covered by a health insurance plan, a dramatic increase over the previous year when only half of the children had medical insurance coverage.

- Parents report serious illnesses, accompanied by a high fever, for 5% of the children. The most commonly reported conditions are respiratory issues and flu. Another 27% of parents reported high fever but did not specify the diagnosis. At least 26% of FACE children (443 children) were taken to an emergency room for medical care. Of the 428 reasons for emergency room visits, the most common reasons were respiratory issues (34%), high fever (18%), injuries (11%), illness or flu-like symptoms (11%), and earache (10%). Children also received emergency room services for a variety of other medical conditions, such as allergies, seizures, urinary tract infection, dehydration, constipation, and strep throat.

- Allergies were reported for 10% of children (185 children). The most frequently reported are allergies to dust, molds, and pollens (38% of children with allergies); food allergies (25%); allergies to animals (16%); and allergies to various prescription or non-prescription drugs (15%). Food allergies are a concern for schools and programs offering meals and snacks. One to three children with allergies have allergies to baby oil; airborne toxins, such as cigarette smoke; laundry soap; sunscreen; or baby wipes.

- Thirty percent of children were tested for lead poisoning. For the children whose test results were available, no concerns were reported. Thirty-six percent of children were tested for anemia; 33 children tested or had tested anemic or slightly anemic and either were no longer anemic or are taking an iron supplement.

- Thirty percent of children had a doctor test their vision, a slight increase from 26% in PY13 and comparable to the PY14 percentage.

- Nationally, 71.6% of children aged 19-35 months are current with their immunizations.[37] By comparison, 97% of PY15 FACE children in this age group were current with the recommended immunizations—a notable increase of 15 percentage points since PY12 and a dramatic increase since PY01, when fewer than half of children were current.

- Among children under the age of two years, 27% were reported to fall asleep with a bottle in their mouth, a behavior that is discouraged.

- Among PY15 FACE children over the age of one year, 91% reportedly brush their teeth regularly, similar to recent years, but a sizeable increase from 78% in PY12. Of children aged 1½ years or older, 17% were diagnosed with dental abnormalities, mostly due to decay

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

of their baby teeth. Good dental care is emphasized in both components of the FACE program, and obtaining dental checkups on a regular basis is promoted.

- Parents reported that 97% of PY15 FACE children used car seats. Only 3% of children did not use car seats. The few children who reportedly did not use car seats varied in age from infancy to 6 years of age. Appropriate use of car seats for children is a focus in parenting education in FACE. The focus on safety extends to the use of helmets when biking or skating. For children aged 4 or older, 61% reportedly wear a helmet when engaged in these activities.

Detection of Social-Emotional Concerns

FACE staff members assist parents in completing the *Ages & Stages: Social-Emotional* (ASQ: SE), an instrument used to assess social-emotional developmental delays or concerns. During PY15, staff members at 41 FACE programs assisted parents in completing the assessment for 1,097 children (126 fewer children compared with the previous year). All home-based children are to be assessed with the instrument; 71% of home-based children were assessed in PY15. Only center-based children who exhibit behaviors suggesting social-emotional developmental delays or concerns are to be assessed; 7% of center-based children were assessed in PY15. Thirty-three of the children received a second assessment. The child's age at the time of the first PY15 assessment ranged from 6-60 months.

Of children assessed with the ASQ: SE, 5% (56) were identified with social-emotional delays or concerns. About 70% of children who were identified with delays or concerns were from 24-36 months of age and 23% were 12 or 18 months of age. Only six children had a remaining concern at the time of the second assessment.

Assessment of Center-based Children

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.[38] 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).[39]

Meisels' *Work Sampling System* (WSS) is also used to assess center-based children. During the assessment process, children are rated by early childhood teachers on a number of performance indicators that are organized in seven domains: (1) personal and social development, (2) language and literacy, (3) mathematical thinking, (4) scientific thinking, (5) social studies, (6) the arts, and (7) physical development. Proficiency ratings for each of the indicators include four response

[38] 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.
[39] Published by Academic Therapy Publications.

options: *Not Yet*, *In Process—Emerging*, *In Process—Partially Proficient*, and *Proficient for Age/Grade*.[40]

All but three FACE preschoolers were assessed at least once with the EOWPVT and/or the WSS in PY15, an increase from 87% in PY14 to almost 100% in PY15 (see Table 17). Ninety-six percent of FACE preschoolers were assessed at least once with the EOWPVT; 84% have one or more assessments with the WSS. Eighty-one percent of FACE preschoolers were assessed with both instruments, 15% were assessed with only the EOWPVT, and 3% were assessed with only the WSS.

Table 17. Percentage and Number of FACE Center-based Children Assessed in PY15

	Percentage	Number of Children
EOWPVT but no WSS	15	107
WSS but no EOWPVT	3	22
Both EOWPVT and WSS	81	560
No EOWPVT or WSS	<1	3
Total	100	692

EOWPVT Assessments for Center-based Children

The EOWPVT instrument was administered at least once to 667 FACE children, comprising 96% of FACE preschoolers. Seventy-five percent of preschoolers assessed with the EOWPVT were assessed more than once. Teachers administer the assessment in the fall, at midterm, and in the spring; however, some children enter or exit preschool throughout the school year and are assessed with different testing cycles. Of the 494 preschoolers with pre- and post-test scores, 74% were assessed fall-spring; 6% were assessed fall-midterm; and 20% 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 comparison, standard scores with an average of 100 and a standard deviation of 15 based on a nationally-normed sample of children are used. Average pre-test standard scores ranged from a low of 89 (for children who attended the center-based program midterm-spring), which equates to the 23rd national percentile, to 95 (for the 75% of children who attended fall-spring), which equates to the 37th national percentile. Thus, at their first assessment in PY15, children entered FACE preschool with scores that ranged from three-fourths of a standard deviation to one-half of a standard deviation below the national average.[41]

[40] With permission granted from Pearson, the WSS copyright holder, the response categories were changed from three options in earlier years (*Not Yet*, *In Process*, and *Proficient)*.

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

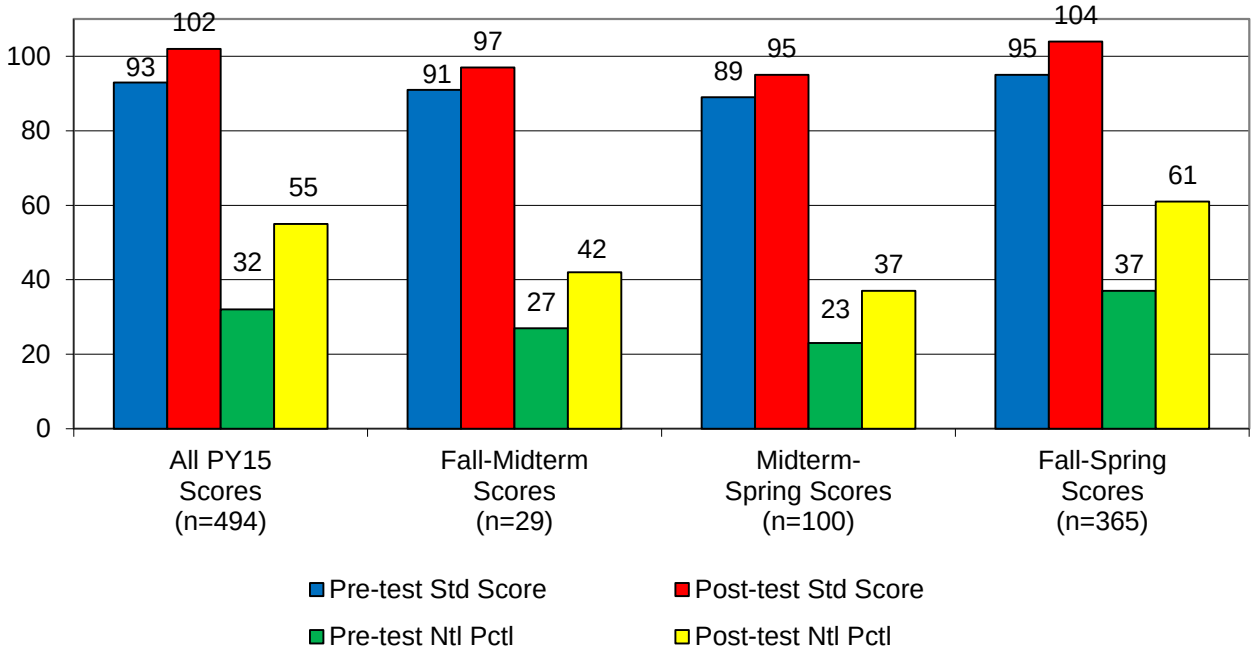
Overall, children significantly and meaningfully increased their performance at the time of the last assessment (see Figure 35), increasing their post-test scores by an average of 9 standard scores, a meaningful increase of approximately two-thirds of a standard deviation. The average post-test score for preschoolers is 102, which is two standard scores above the national average and equates to the 55th national percentile.

Children who attended preschool the entire year and were tested in the fall and spring of PY15 demonstrated the largest gains, with an average increase of 9 standard scores (two-thirds of a standard deviation), rendering them at the 61st national percentile at the end of the school year. Children with only one semester of instruction demonstrated an average standard score gain of 6, but failed to reach the national average standard score of 100 at post-test.

This analysis was also conducted by the background characteristics of children that are typically related to performance—age and gender. Children entering preschool at 3 years of age and children 4 years or older score similarly to each other and to their national peers, regardless of the testing cycle. No significant differences are found by gender in any testing cycle at pretest. Male children at post-test scored significantly higher than females at post-test for the fall-spring cohort.

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

Figure 35. Average EWOPVT Standard Scores and National Percentile Equivalents by PY15 Testing Cycle

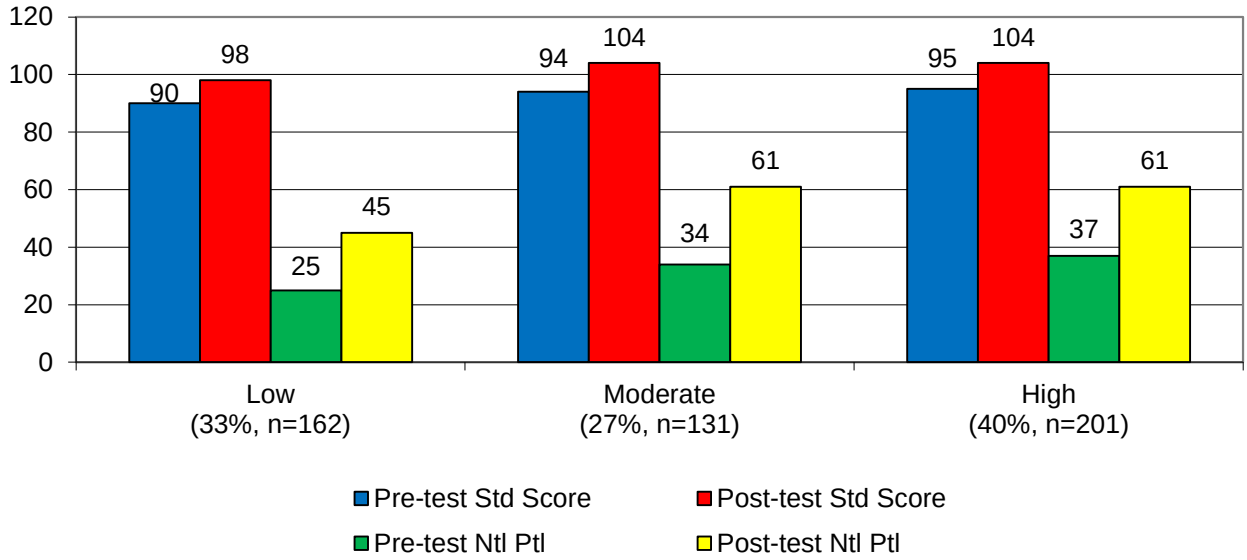


The amount of time that children attend preschool—not only the length of participation during the school year but also their daily attendance record—was investigated for its impact on children's

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

Children who enter preschool and subsequently demonstrate *low* attendance score at lower levels at pre-test and post-test than do children with *moderate* or *high* attendance (see Figure 36). On average, children with low attendance scored 90 at pre-test (the 32nd national percentile) and increased to 95 (slightly lower than the national average). Children with *moderate* and *high* attendance scored 94 at pre-test (at the 42nd percentile) and increased to 104 at program end (the 61st percentile), well above the national average.

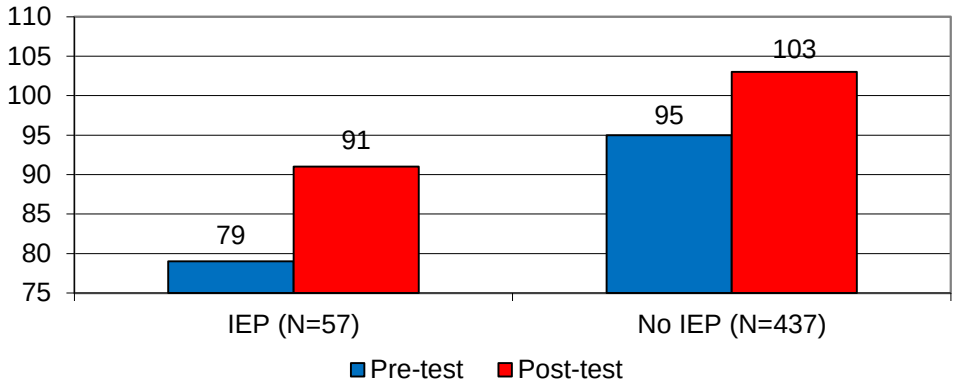
Figure 36. Average Standard Scores and National Percentile Equivalents of EOWPVT by Hours of FACE Preschool Attendance in PY15 (N=494)



Among FACE children with pre- and post-EOWPVT scores, 12% had an IEP during the year. FACE preschool children with IEPs scored significantly below other preschoolers at pre-test, scoring more than a full standard deviation below the national average (i.e. standard score of 79). See Figure 37. At post-test, children with IEPs increased their average score to 95, a significant and meaningful increase of more than a full standard deviation. Although they continued to score significantly lower than other preschoolers (who had average pretest and post-test scores of 95 and

103, respectively), they made meaningful progress in closing the gap and reaching the national average as preschoolers.

Figure 37. Average Standard Scores for EOWPVT for PY15 FACE Preschoolers With and Without an IEP During the Year



An examination of post-test performance at the program level reveals that average EOWPVT post-test scores at 28% of FACE programs are *near* or *at* the national average (a standard score of 100, and at the 50th national percentile). At 40% of the sites, average scores are *significantly above* the national average, and at 32% of sites average scores are *significantly below* the national average.

Work Sampling Assessment for Center-based Children

In PY15, FACE preschool staff members conducted at least one WSS assessment for 84% of FACE preschool children (582 children). This includes 242 children who were assessed with a 3-yr-old form and 340 children who were assessed with a 4-yr-old form. Of children who were assessed, 70% (404) also had a post-assessment completed during the year.[42]

In Table 18, the percentage distribution of ratings for all indicators within each of the seven domains is presented. Domain scores are calculated by summing the rating values for performance indicators in each domain.[43] As would be expected, more 4-year-olds demonstrate proficiency in all of the domains than do 3-year-olds. Domains with the highest degree of proficiency include physical development and personal/social development.

Approximately one-third of ratings for 3-year-olds and two-thirds of ratings for 4-year-olds demonstrate proficiency in physical development. More than one-third of ratings for 3-year-olds and about 60% of ratings for 4-year-olds are rated as *proficient* in personal/social development. Between 23-31% of ratings for 3-year-olds and 46-54% for 4-year-olds are rated as *proficient* in the language/literacy, mathematical thinking, scientific thinking, social studies, and arts domains.

[42] The 5 children who were assessed with forms for both 3-yr-olds and 4-yr-olds are not included in the analyses of pre/post-assessments because the scale items differ.

[43] Rating values for each performance indicator: *Not Yet*=1, *In Process/Emerging*=2, *In Process/Partially Proficient*=3, and *Proficient for Age/Grade*=4.

Table 18. Percentage Distribution of Proficiency Ratings on WSS Domains by Child's Age[44]

	Age 3 WSS Form							Age 4 WSS Form						
Domain	***Not Yet***	***In Process-Emerging***	***In Process-Partially Proficient***	***Proficient for Age/ Grade***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**N**	***Not Yet***	***In Process-Emerging***	***In Process-Partially Proficient***	***Proficient for Age/ Grade***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**N**
Personal/ Social	6	27	31	37	13	3,188	247	1	12	27	60	13	4,444	343
Language & Literacy	10	32	29	28	10	2,446	248	3	14	32	51	12	4,046	342
Mathematical Thinking	12	33	32	23	7	1,693	249	4	17	33	46	8	2,715	344
Scientific Thinking	9	33	32	26	3	726	246	3	15	35	47	3	1,022	342
Social Studies	9	34	28	29	5	1,219	246	2	14	33	51	8	2,723	344
The Arts	10	30	30	31	4	982	246	3	13	30	54	4	1,359	342
Physical Development	3	22	32	43	7	1,710	246	<1	7	23	69	7	2,379	342

[44] Data for this table were obtained from the child's final PY15 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, 247 3-year-old children had ratings for each of the 13 items in the personal/social domain, resulting in 3,188 ratings. The percentage distribution for each of the four response options was calculated for the 3,188 ratings. In this example, 31% of the 3,188 responses were rated as *partially proficient* and 37% as *proficient for age/grade*.

For each of the seven domains, FACE preschool children demonstrate statistically significant improvement in ratings on every domain for both age groups ($p < .0001$). See Table 19.

Table 19. WSS Pre- and Post-test Raw Scale Means, Standard Deviations, and Significance Test of Null Hypothesis of No Change

Domains	Mean Pre-test	s.d.	Mean Post-test	s.d.	t	p	N
Personal & Social							
3-year-old WSS form	31.0	8.5	42.0	9.3	22.11	<.0001	153
4-year-old WSS form	36.1	9.3	46.6	6.9	24.81	<.0001	276
Language & Literacy							
3-year-old WSS form	21.4	5.9	30.0	7.5	23.34	<.0001	153
4-year-old WSS form	30.5	8.4	41.2	7.2	26.89	<.0001	276
Mathematical Thinking							
3-year-old WSS form	14.1	4.2	20.1	5.5	21.48	<.0001	153
4-year-old WSS form	19.2	5.9	26.8	5.3	27.89	<.0001	277
Scientific Thinking							
3-year-old WSS form	6.4	2.0	9.0	2.4	22.34	<.0001	151
4-year-old WSS form	7.5	2.4	10.2	2.0	26.47	<.0001	275
Social Studies							
3-year-old WSS form	10.6	3.3	15.0	4.0	21.72	<.0001	151
4-year-old WSS form	20.4	5.6	27.6	4.9	27.46	<.0001	277
The Arts							
3-year-old WSS form	8.8	2.8	12.4	3.2	21.21	<.0001	151
4-year-old WSS form	10.9	3.0	14.0	2.5	22.33	<.0001	277
Physical Development							
3-year-old WSS form	17.8	5.0	23.0	5.2	17.14	<.0001	151
4-year-old WSS form	21.0	5.1	25.9	3.6	19.63	<.0001	277

Of the almost 280 4- to 5-year-olds attending FACE preschool in PY15, two-thirds entered kindergarten in FACE schools the following fall (Fall 2015) and completed the Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP).[45] The MAP provides an equal-interval vertical scale score, the RIT (**R**asch Un**it**) scale score, which allows comparison of students to national achievement and growth norms.

[45] Note that six FACE schools—Greasewood Springs, Little Singer, Pearl River, Ramah Navajo/Pine Hill, Rough Rock, and Salt River either did not administer the NWEA to incoming kindergartners or operate under a contract independent of the BIE for testing services. These sites are not included in this analysis.

FACE preschoolers who entered kindergarten in FACE schools were similar to all PY15 4- to 5-year old FACE preschoolers in terms of their average performance on the EOWPVT and the WSS personal-social, language and literacy, and mathematical thinking domains when they exited preschool.

Nearly 1,200 children entered kindergarten at FACE schools in Fall 2015 and were assessed with the MAP. Approximately one-third of the entering kindergartners had participated in the FACE program. Entering kindergartners who had participated in FACE scored significantly higher on the MAP Reading Assessment ($p < .01$) and the MAP Math Assessment ($p < .0001$) than did entering kindergartners who did not participate in FACE (see Table 20). FACE kindergartners scored approximately one-fourth of a standard deviation higher on both reading and math assessments, generating effect sizes of .25 and .31 for the PY15 FACE preschoolers in reading and math and effect sizes of .17 and .28 for the all kindergartners who had participated in FACE prior to kindergarten entry (home-based, center-based, or both).

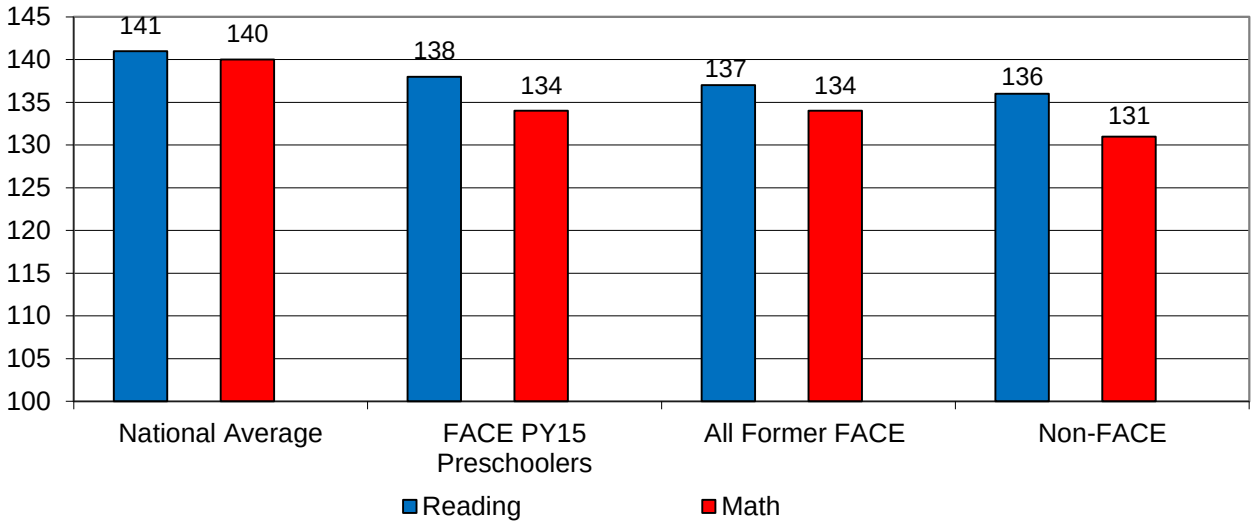
Table 20. MAP RIT Scores in Reading and Math for Fall 2015 Kindergartners Who Participated in FACE Preschool During PY15, Those Who Participated in FACE at Any Time, and Those Who Never Participated in FACE

	Kindergartners Who Participated in PY15 FACE Preschool			Kindergartners Who Participated in Any FACE Services Previously			Kindergartners Who Never Participated in FACE			
	Mean	sd	N	Mean	sd	N	Mean	sd	N	Effect Size
MAP Reading RIT	137.7*	8.4	184	137.1*	8.8	404	135.6	8.6	781	.25-.17
MAP Math RIT	134.0**	9.5	186	133.8**	10.2	395	131.0	9.8	772	.31-.28

*p < .01; ** p < .0001

As is demonstrated in Figure 38, children entering kindergarten at FACE schools score meaningfully lower than the national average RIT score of 141 in reading and 140 in math. Children who had participated in FACE scored .25 of a standard deviation and non-FACE children scored .40 of a standard deviation below the national average in reading at kindergarten entry. Children who had participated in FACE scored .40 of a standard deviation and non-FACE children scored .60 of a standard deviation below the national average in math.

Figure 38. NWEA MAP Reading and Math Average RIT Scores for Entering FACE and Non-FACE Kindergartners



Predictors of Kindergarten Entry Performance

This set of exploratory analyses examines child demographic characteristics (age and gender) and levels of FACE program participation to investigate whether higher levels of participation lead to positive outcomes at preschool exit and at kindergarten entry—and whether levels of participation are related to age and gender of the child. Levels of program participation included measures of whether the preschooler participated in the full FACE model (including the home-based component) or only the FACE preschool, the number of hours of FACE preschool participation in the two years preceding kindergarten entry, and the hours of participation in PACT Time. Measures of preschool performance at exit include the final EOWPVT assessment, the WSS Language and Literacy Scale, and the WSS Mathematical Thinking Scale. Measures of kindergarten entry performance include the MAP Reading and Mathematics Assessments. This analysis cannot distinguish the extent to which the program itself or characteristics of sites and families contribute to higher levels of participation and account for positive outcomes.

A structural equation model was successfully fitted to the reading data and indicates that the single best predictor of preschoolers' performance on the MAP Reading Assessment at kindergarten entry is how well FACE preschoolers scored on the EOWPVT at preschool exit (with a significant and positive path coefficient of 0.46). See Appendix G. Note that the EWOPVT rather than the WSS Language and Literacy Scale proved to be a better predictor of kindergarten entry reading performance. Additionally, age of the kindergartner is positively related to performance on the MAP Reading assessment at kindergarten entry (path coefficient of 0.26). Performance on the final EOWPVT at preschool exit is best predicted by the number of hours of FACE PACT Time in which preschoolers participated (path coefficient of 0.26). Gender is only related to performance on the EOWPVT through its indirect effects on hours of participation in PACT Time; female preschoolers participated significantly more frequently in PACT Time than did male preschoolers. Gender was not related to the hours of preschool attended. The hours of preschool attended in the two years prior to kindergarten entry was indirectly related to EOWPVT and MAP reading performance through its direct relationship to the number of hours of PACT Time in which preschoolers participated. Thus, PACT Time as a measure of family engagement is a direct

predictor of EOWPVT performance at preschool exit, and EOWPVT is a direct predictor of kindergarten entry performance on the MAP Reading Assessment.

A structural equation model was also successfully fitted to the mathematics data and indicates that the single best predictor of preschoolers' performance on the MAP Mathematics Assessment at kindergarten entry is how well FACE preschoolers scored on the WSS Mathematical Thinking Scale at preschool exit (with a significant and positive path coefficient of 0.39). See Appendix G. Note that the WSS Mathematical Thinking Scale rather than the EOWPVT proved to be a better predictor of kindergarten entry math performance. Unlike the reading analysis, age of the kindergartner is unrelated to performance on the MAP Math assessment at kindergarten entry. Performance on the WSS at preschool exit is independently and equally predicted by the number of hours of FACE preschool attended in the two years prior to kindergarten entry and the number of hours of FACE PACT Time in which preschoolers participated (path coefficient of 0.19 for each path). Additionally, the number of hours of preschool attendance indirectly impacts math achievement at the end of preschool by its indirect effect on the number of PACT hours (path coefficient of 0.17). Neither gender nor age are related to indicators of FACE participation in preschool, to WSS math performance, or to the MAP Mathematics Assessment. Thus, both the intensity of preschool attendance and PACT Time as a measure of family engagement are direct predictors of WSS Mathematical Thinking at preschool exit, and the WSS Mathematical Thinking Scale is the only direct predictor of kindergarten entry performance on the MAP Math Assessment.

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 rated 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).

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

Table 21. Percentage of PY15 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	(N)	Large	Somewhat	(N)	Large	Somewhat	(N)	Large	Somewhat	(N)	Significant Differences*
Increased child's interest in learning	76	23	(708)	87	13	(227)	82	18	(371)	80	20	(1,306)	2>1, 3>1
Increased child's interest in reading	72	26	(690)	81	18	(227)	79	20	(363)	76	23	(1,280)	2>1
Increased child's verbal/ communication skills	69	30	(699)	79	20	(227)	82	17	(369)	74	25	(1,295)	2>1, 3>1
Increased child's self confidence	69	29	(665)	77	22	(227)	78	21	(366)	73	26	(1,258)	2>1, 3>1
Prepared child for school	68	30	(583)	82	18	(223)	76	24	(345)	73	26	(1,151)	2>1, 3>1
Helped child get along better with others	60	35	(658)	73	26	(228)	69	29	(356)	65	32	(1,242)	2>1, 3>1

*Statistically significant at least at ≤ .05 level

- Eighty percent of parents reported that FACE has a *large* impact on increasing their child's interest in learning. A large but significantly lower 76% of home-based-only parents reported a large impact compared with 87% of center-based-only parents and 82% of parents who received both services.

- Slightly more than three-fourths of parents indicated that FACE has a *large* impact on increasing their child's interest in reading. Approximately 80% of center-based-only parents and parents who received both home- and center-based services reported a *large* impact; 72% of home-based-only parents did so.

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

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

- Almost three-fourths of parents reported that FACE participation has a *large* impact on preparing their child for school. Slightly more than 80% of center-based-only parents reported a *large* impact, as did slightly more than three-fourths of parents who received both services; a significantly fewer 70% of home-based-only parents reported a *large* impact.

- Almost two-thirds of parents reported that FACE has a *large* impact on helping their child get along better with other children. Almost 75% of center-based-only parents reported a *large* impact on their children; almost 70% of parents who received both services and 60% of home-based-only parents reported this degree of impact. Significantly more center-based parents, whose children have more opportunities for interaction with others, report this impact. Research indicates that children who are socially and emotionally ready for school have better social and academic success in kindergarten and have a better chance for later school and vocational success.[46]

Forty-two parents mentioned other ways that FACE helps their child. These include the child's increased use of native language and understanding of native culture, an established routine for the child to follow, the child's increased sense of responsibility, the child's improved manners and respectfulness, and the child's ability to overcome shyness.

[46] 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.

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 PY15, 363 home-based children were of preschool age (3 or 4) and eligible for fall 2015 enrollment in the FACE preschool.

Almost all programs (98%) have a plan that includes guidance for helping home-based children transition to the center-based preschool, and 80% include a section on assisting home-based children with their transition to other preschools (see Table 22). Some children prepare for school by participating in the home-based *3 to kindergarten* program; 16 FACE programs reported that their transition plan includes a section on transitioning from home-based *prenatal to 3* to home-based *3 to kindergarten*.

Table 22. Percentage and Number of Programs with a Written Formalized Family Transition Plan That Includes Provisions for Transitioning to Preschool

	Percent	Number	(N)
Home-based children to center-based	98	41	(42)
Home-based children to another preschool	80	32	(40)
Home-based *prenatal to 3* to home-based *3 to kindergarten*	46	16	(37)

At the end of PY15, FACE programs reported the number of participants and adults that received assistance with the transition to preschool. Staffs at 35 sites reported that 121 home-based children were helped with their transition to the FACE center-based preschool program. Transition assistance was provided to 59 adults whose children were transitioning at 20 sites (see Table 23).

Table 23. Number of Home-based Children and Adults Who Were Assisted in Transitions to Preschool in PY15

	Children	Programs	Adults	Programs
Home-based to center-based	121	35	59	20
Home-based to another preschool	79	21	19	7
Home-based *prenatal to 3* to home-based *3 to kindergarten*	16	6	3	2

Programs also provided assistance with the transition of home-based participants to other preschools. To do so in communities where services are available, 84% of these programs network with Head Start, 67% network with the public preschool, and 78% have a relationship with the Early Head Start program (see Table 41 in the section on Coordination with Community Agencies/Programs). Networking with private preschools occurs in eight communities and with Even Start in one community. Programs report that 79 home-based children were helped with their transition to another preschool at 21 sites, and 19 parents of transitioning children received

assistance. Sixteen children at six sites were assisted in their transition from home-based *prenatal to 3* to home-based *3 to kindergarten.*

Parents were asked if they or their child were transitioning to FACE center-based services and if FACE helped in the process. Parents reported that 339 home-based children were expected to transition to center-based services, as were 117 parents. Of the 354 home-based parents who reported that they and their child would transition to center-based services, 78% reported that FACE helped with the preparation.

OUTCOMES FOR ADULTS

Outcomes for adults are measured through educational 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*.

FACE assists adults in their transition from the FACE program to work or other education. Sixty-eight percent of the 40 responding programs have a written plan that includes defining procedures for assisting with transition for adults. In PY15, 24 programs reported that they assisted 114 adults in their transition to work or to another education program. Three-hundred-fifty-four adults who completed the Exit Form (239 home-based and 74 center-based and 41 who received both services) reported that they will transition from FACE; of these, 78% (173 home-based, 64 center-based adults and 39 who received both services) reported receiving help from FACE staff to make the transition.

Goal Setting and Achievement

Adults in both home- and center-based components are encouraged to establish goals in their roles as parent/family member, worker, and citizen/community member. Adults also set goals in education and in health and physical fitness. Both home- and center-based staff members work with adults to document and report achievements.

In PY15, 92% of center-based adults set at least one goal and 79% completed a goal (see Figure 39). The percentage of those who set goals and completed goals increased by 3-4 percentage points from PY14 findings and are the highest percentages reported since PY03.

As in the past, adults most frequently set goals for themselves as parents. Eighty-four percent of center-based adults set parenting goals, similar to PY04 and PY08 (see Figure 40). Sixty-eight percent completed a goal as a parent/family member, similar to the PY07 high of 67%.

Figure 39. Percentage of Center-based Adults Who Set and Completed Any Goal in Program Years 2003-2015

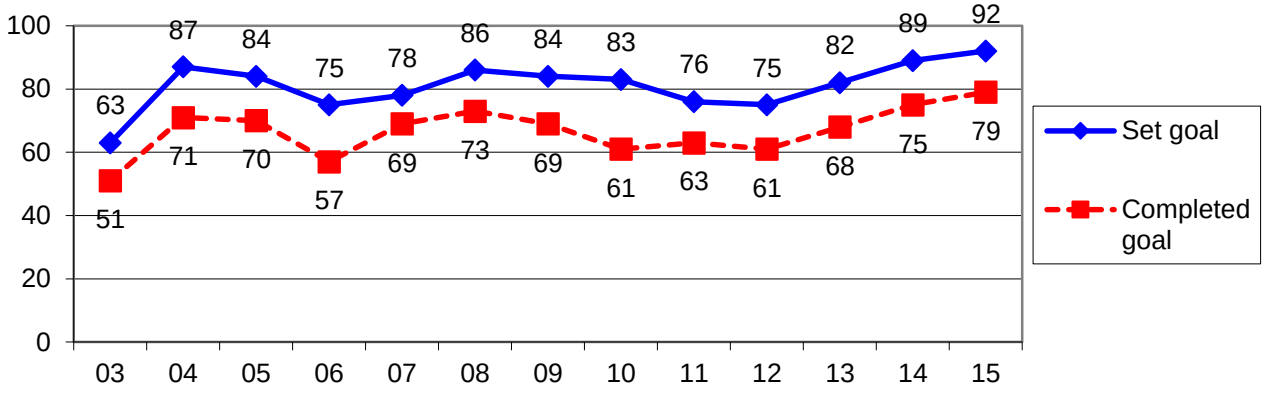
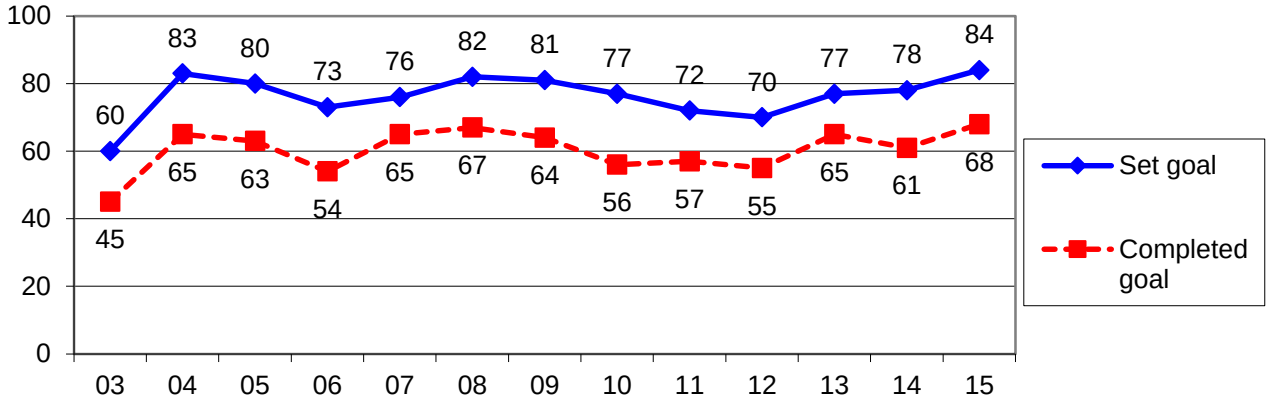
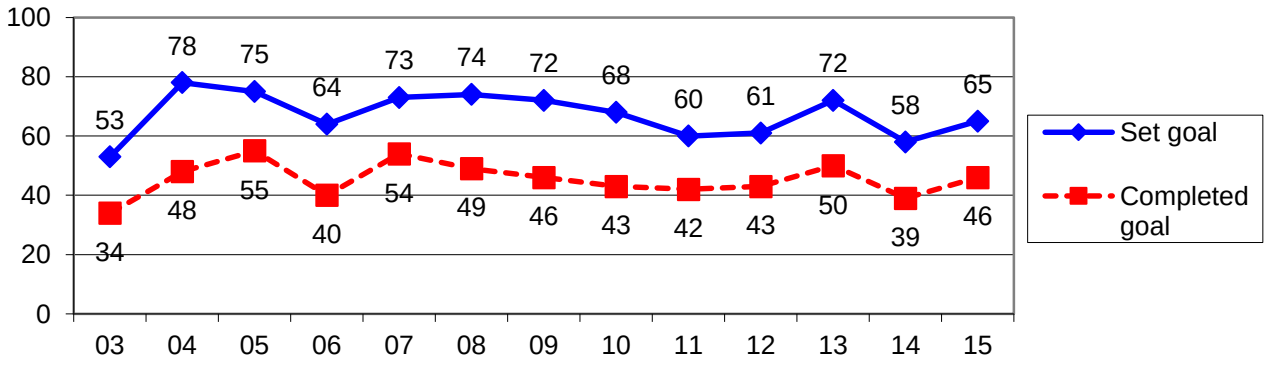


Figure 40. Percentage of Center-based Adults Who Set and Completed Goals as Parents/Family Members in Program Years 2003-2015



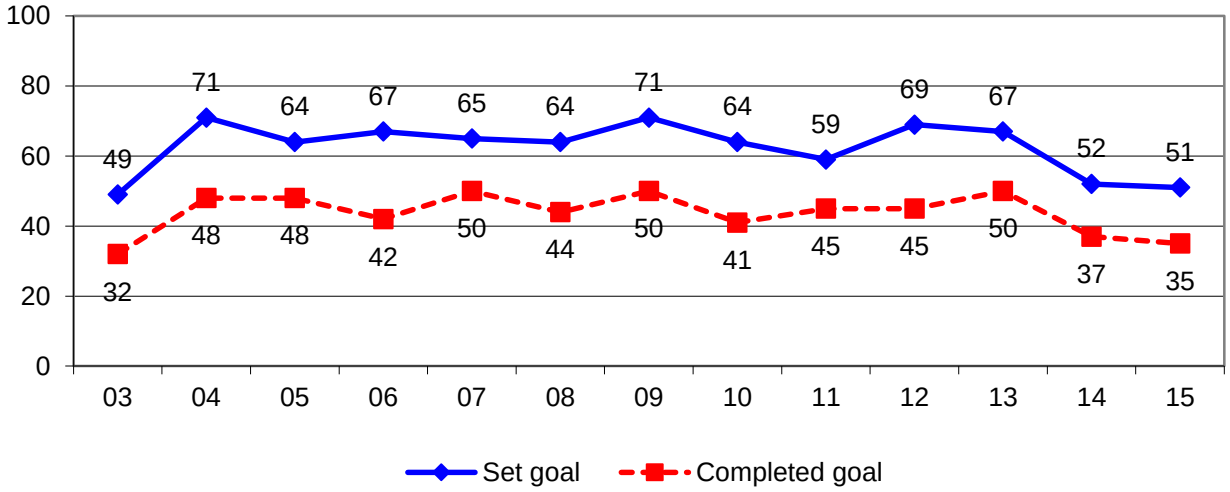
Sixty-five percent of center-based adults set goals for their role as a worker, a 7 percentage point increase compared with the previous year (see Figure 41). Forty-six percent completed their worker-related goals, a 7 percentage point increase compared with PY14.

Figure 41. Percentage of Center-based Adults Who Set and Completed Goals as Workers in Program Years 2003-2015



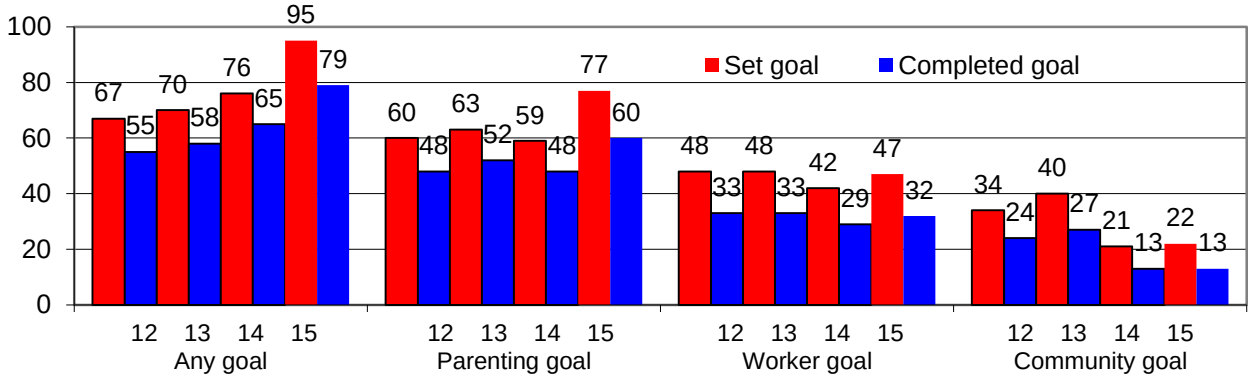
The 51% of adults who set goals as a citizen/community member in PY15 is the second lowest percentage since PY03 and is similar to the previous year's low, which might signal the beginning of a downward trend. The percentage of adults for whom goal completion was reported (35%) is similar to the percentage in PY14 (see Figure 42).

Figure 42. Percentage of Center-based Adults Who Set and Completed Goals as Citizens/Community Members in Program Years 2003-2015



One focus in the FACE program, is to encourage home-based adults to set goals for themselves. In PY15, PAT offered webinars and shared specific forms to support the planning and tracking of goals. The percentages of home-based adults setting any goal increased steadily from 67% in PY12 to 95% in PY15 (see Figure 43). The percentage who completed any goal similarly increased from 55% to 79%. Home-based adults are most likely to set parenting goals. The percentage of home-based adults who set parenting goals increased from 60% in PY12 to more than three-fourths (77%) in PY15. Sixty percent of home-based adults completed those goals, compared with approximately 48% in PY12. Similar to PY12 and PY13, 47% of home-based adults set a work goal; almost one-third (32%) achieved the goal. Few home-based adults set and completed community involvement goals (22% and 13%, respectively), similar to PY14 findings.

Figure 43. Percentage of Home-based Adults Who Set and Completed Goals in Program Years 2012-2015



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 PY15 findings support this trend. Regardless of the FACE services in which PY15 parents participated, most report that participation improves their parenting knowledge and skills. The findings provide evidence of progress toward meeting the program goal, to *support parents/primary caregivers in their role as their child's first and most influential teacher*.

Consistent with previous years, at least 94% of parents, regardless of services received, reported that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured (see Table 24). There are no significant differences in parenting impacts for home-based and center-based parents, except for the impact of becoming a better parent. Home-based-only parents reported a significantly higher degree of impact of FACE on becoming a better parent than did center-based-only parents.

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

- Approximately three-fourths of parents reported that FACE has a *large* impact on helping them to increase their understanding of child development and to become a better parent. Seventy-seven percent of home-based-only parents reported this impact on becoming a better parent, compared with 70% of parents receiving only center-based services and 74% of parents receiving both services.

- Almost three-fourths of parents reported that FACE helps them *a lot* in learning how to encourage their child's interest in reading, while 22% report they are helped *somewhat*. Seventy-seven percent of full-FACE-model parents (parents receiving both home- and center-based FACE services) reported a *large* impact, while three-fourths of center-based-only and 70% of home-based-only parents do so.

- Slightly more than 70% of parents reported that FACE helps them *a lot* to increase their ability to speak up for their child, and 22% reported that FACE helps them *somewhat.*

Table 24. Percentage of PY15 Parents Reporting Degree of Impact of FACE on Their Parenting Skills by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time:												
	Home-based-Only (1)			Center-based-Only (2)			Both Home- and Center-based (3)			All Parents			
Impact on Parent	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	Significant Differences Among Types of Services*
Spent more time with child	80	17	(736)	81	14	(226)	81	15	(376)	81	16	(1,338)	ns
Became more involved in child's education	78	18	(734)	82	13	(224)	81	15	(378)	80	16	(1,336)	ns
Learned to more effectively interact with child	78	19	(738)	81	15	(225)	80	16	(379)	79	18	(1,342)	ns
Increased understanding of child development	75	22	(741)	77	17	(222)	76	20	(378)	76	21	(1,341)	ns
Became a better parent	77	20	(723)	70	24	(216)	74	22	(369)	75	21	(1,308)	1>2
Learned how to encourage child's interest in reading	70	25	(719)	75	19	(215)	77	19	(373)	73	22	(1,307)	ns
Increased ability to speak up for child	70	24	(711)	73	19	(213)	75	20	(363)	72	22	(1,287)	ns

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

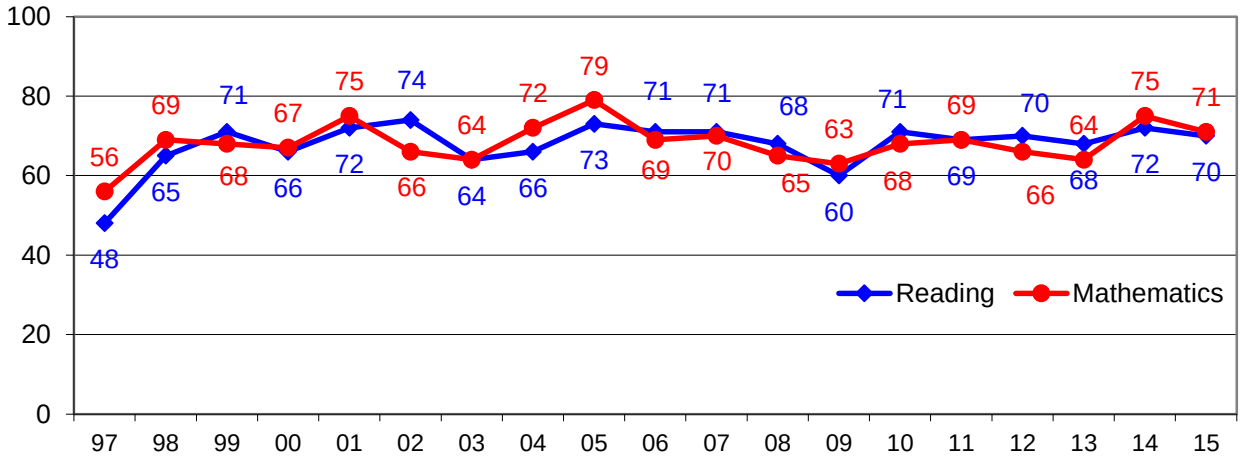
Academic Outcomes

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.* Staff reports indicate that almost two-thirds (64%) of center-based adults set educational goals and slightly more than one-third (35%) completed at least one educational goal. Forty percent of home-based adults set educational goals and 18% achieved them.

Adult education teachers assess the academic achievement of center-based adults enrolled in adult education with the *Comprehensive Adult Student Assessment System* (CASAS). Reading and math assessments were conducted for 211 adults, comprising 30% of FACE adult education participants—a dramatic decrease from the previous three years' percentages of approximately 80% of center-based adults. Matched pre- and post-assessments were obtained for all 211 adults in both reading and mathematics. On average, adults demonstrate a statistically significant 4-point increase in reading—from 233 to 237 ($p < .0001$) and a 4-point increase in math—from 222 to 226 ($p < .0001$).

The percentage of adults who demonstrate CASAS score gains in reading and mathematics in each of the years PY97-PY15 is displayed in Figure 44. In PY97, the first year that CASAS tests were documented, only 48% of adults increased their scores in reading and 56% increased scores in mathematics. After that first year, the annual percentages of adults who demonstrated gains increased and have remained similar. In PY15, 70% of adults demonstrated reading gains, and 71% demonstrated gains in mathematics.

Figure 44. Percentage of Adults Demonstrating CASAS Gains in Reading and Mathematics in Program Years 1997–2015



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 all adults and for those with matched pre- and post-scores.

At their first assessment in PY15, 15% of the adults score at the lowest *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels and 27% scored at the highest level (*advanced adult secondary*). See Table 25. At post-test, fewer (13%) scored at *pre-beginning/beginning literacy* or *beginning/intermediate basic skills*, the percentage scoring at the *adult secondary* levels increased from 49% to 59%, and 35% scored at the *advanced adult secondary* level. Twenty-two percent of adults scored at the highest reading level at both pre- and post-test; another 27% of adults increased their score at least one level.

Table 25. Percentage Distribution of CASAS Score Levels of Center-based Adults For Matched Pre- and Post-Scores

	Matched Reading Scores (N=211)		Matched Math Scores (N=211)	
	Pre	**Post**	**Pre**	**Post**
Pre-Beginning/Beginning Literacy (Below 200)	1	3	5	6
Beginning/Intermediate Basic Skills (200-219)	14	10	38	23
Advanced Basic Skills (220-234)	36	27	37	35
Adult Secondary (235-244)	22	24	14	26
Advanced Adult Secondary (245+)	27	35	6	10

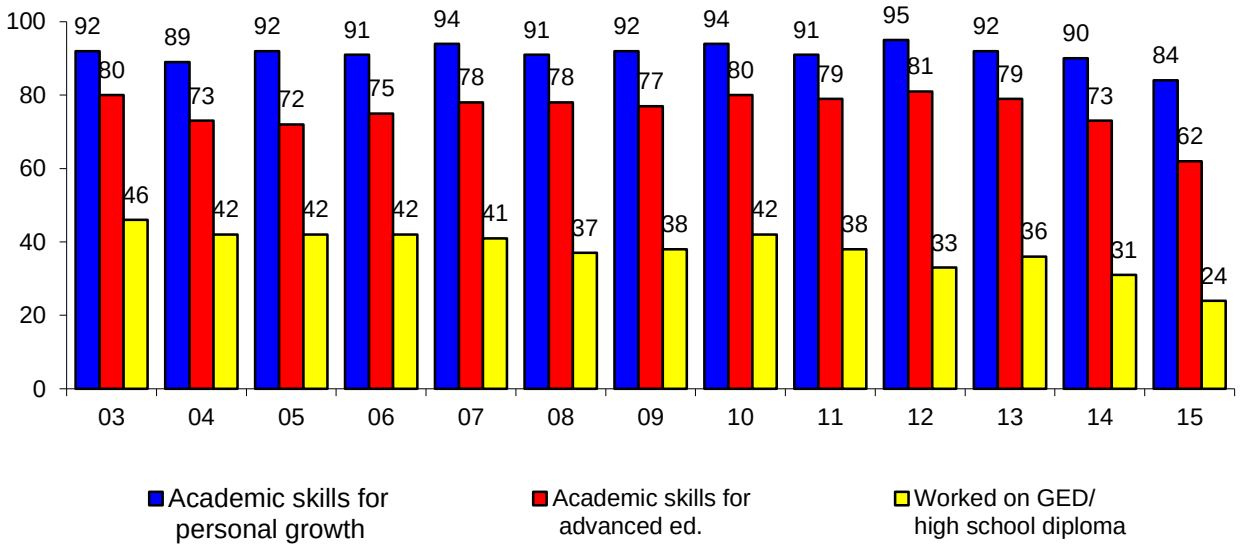
Forty-three percent of adults with matched scores in math scored at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 29% at post-test. Fifty-seven percent were assessed at the *advanced basic skill* level or higher at pre-test; 71% scored at that level or higher at post-test. Only 5% of adults scored at the highest math level at both pre- and post-test; 39% of adults advanced at least one level.

Adults reported other academic FACE impacts for themselves.

- Eighty-four percent of center-based adults reported improved academic skills for personal growth (see Figure 45); 53% reported that they are helped *a lot* in this area.[47] Sixty-two percent reported improved academic skills for advanced education; 31% reported that they are helped *a lot.*

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

Figure 45. Percentage of Center-based Adults Reporting Academic Outcomes in Program Years 2003–2015



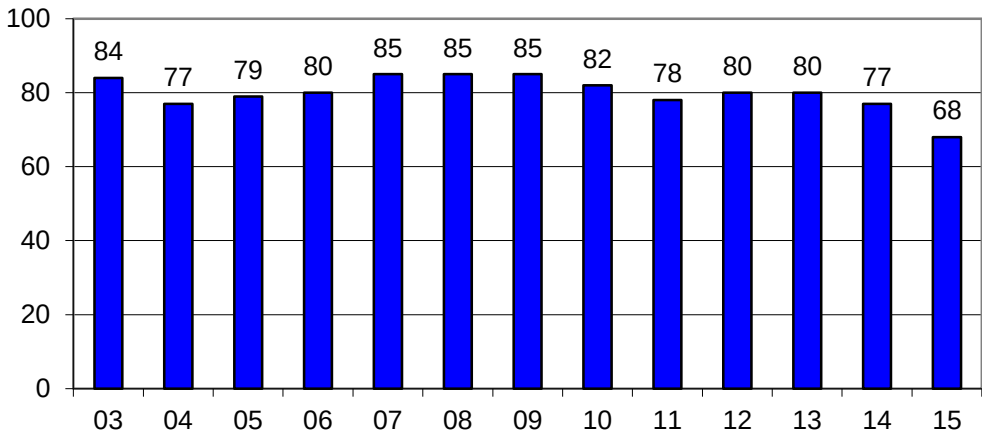
- Almost one-fourth of center-based adults, the lowest percentage over a 13-year period, reported that FACE participation helped them obtain or make progress towards obtaining a GED or a high school diploma. At the time of initial enrollment, 28% of PY15 center-based adults had the goal of obtaining a GED or a high school diploma. Of 186 adults who reported this goal, 41% reported that FACE participation helped them make progress towards achieving their goal, such as passing a GED test, receiving a GED diploma, or receiving a high school diploma.

- FACE staff reported that 19 adults completed GED or high school diploma requirements in PY15. All but one of the 10 adults who completed requirements for a GED were in the center-based adult education program; one was a home-based participant. Of the nine participants who earned a high school diploma, five were home-based and four were center-based participants. Since the inception of FACE, approximately 1,420 FACE adults have obtained their GED or high school diploma.

- Twelve percent of center-based adults (87 adults) attended college or vocational courses during the year. Programs also reported that 125 home-based adults attended some form of post-secondary education program.

- Sixty-eight percent of center-based adults reported that FACE participation improved their computer skills, a 9 percentage point decrease compared with PY14, and the lowest percentage over a 13-year time span (see Figure 46). Forty-one percent of home-based only adults also reported this impact.

Figure 46. Percentage of Center-based Adults Reporting Increased Computer Skills in Program Years 2003-2015



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).[48] These findings were duplicated in the PIRLS 2006 and 2011 studies.[49]

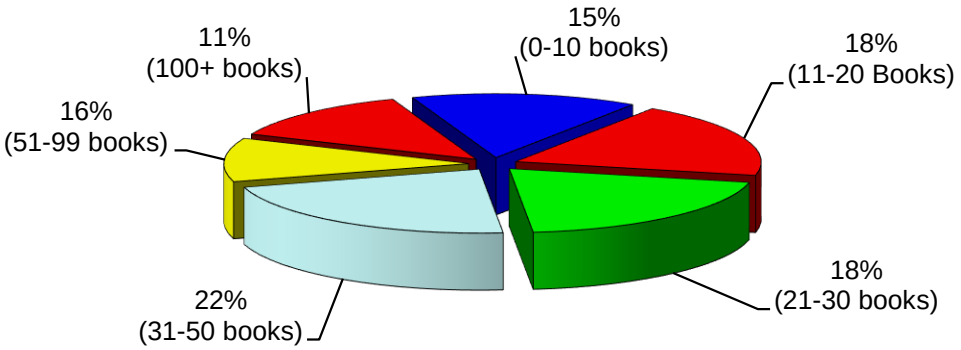
In all FACE components, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on carry-over into the home. To support literacy, FACE addresses the need to increase the number of books in homes by implementing special initiatives designed to distribute books to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

At the end of PY15, parents reported the number of books in their homes for children and for adults. One-third of parents reported 20 or fewer children's books; 41% reported 21-50 books, 16% reported 51-99 books, and 11% reported more than 100 children's books in their homes (see Figure 47).

[48] 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.

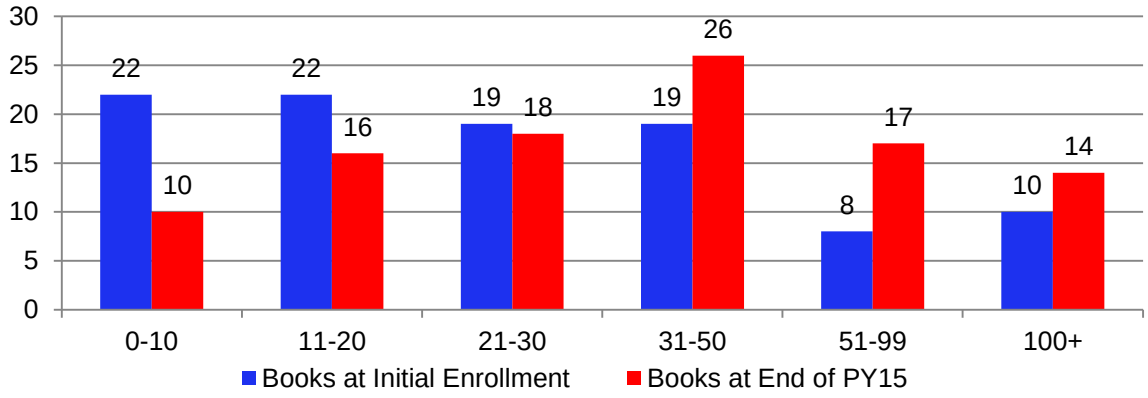
[49] Obtained from http://timss.bc.edu/PDF/P06_IR_Ch3.pdf (p. 113) on May 23, 2012.

Figure 47. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in the Home at the End of PY15 (N=1,385)



The number of children's books reported at the time of initial enrollment increased significantly at the end of PY15 ($p < .0001$). Forty-four percent of FACE households had 20 or fewer children's books initially, but by the end of PY15 that percentage had decreased to 26% (see Figure 48), and all households had at least five children's books. The percentage of households with 31 to 50 books increased from 19% to 26%, and households with more than 50 children's books increased from 18% to 31% at the end of PY15.

Figure 48. Percentage Distribution of Matched Reports of the Number of Children's Books in FACE Households at the Time of Enrollment and at the End of PY15 (N=662)



While FACE has been instrumental in increasing the number of books in the home, FACE families lag somewhat behind families nationally and internationally in the number of children's books in homes. According to an international reading study, 27% of 4th grade students internationally, and a similar rate of 28% nationally, report more than 100 children's books in their homes.[50] Of the 84 FACE parents with children in the 4th grade, 23% report 100 or more children's books in the home. A somewhat lower percentage (16%) of 495 FACE parents with children in grades K-6 report 100 or more children's books in the home.

[50]Mullis, p. 114.7

Parent modeling of reading is another factor in stimulating children's interest in reading. Although the increase in number of books in the home for adults is small, it is a statistically significant increase during FACE participation ($p < .01$). At the end of PY15, 45% of FACE households had 11-50 adult-level books, but only 10% had more than 50. Sixty-six percent of FACE households had 20 or fewer adult-level books initially, with the percentage decreasing to 58% at the end of PY15. The percentage of adults reporting 21-50 books increased from 24% to 32%, but the 10% reporting more than 50 books did not significantly increase.

FACE parents report the frequency that they conduct literacy activities that support their children's learning (see Table 26). They reported on literacy activities only if they believed the activities were age-appropriate for their children. The percentages of PY15 parents who conducted literacy activities at least weekly are similar to the percentages of parents who did so in recent years. On average, most activities that support literacy are engaged in *almost daily* or more frequently.

Table 26. Percentage Distribution and Average Frequency That Parents Engaged in Activities Supporting Home Literacy in PY15

Activities	Never or Almost Never (1)	A Few Times a Month (2)	Once or Twice a Week (3)	Almost Daily (4)	Daily or Several Times a Day (5)	Average	N
Praise child	1	2	4	17	76	4.7	1,347
Teach child, help child learn	<1	1	3	20	76	4.7	1,340
Play with child	<1	2	5	22	72	4.7	1,337
Provide opportunities for child to scribble/draw/write	<1	2	7	26	64	4.5	1,257
Let child make choices	2	4	9	30	56	4.3	1,250
Encourage child to complete responsibilities	2	5	9	33	51	4.3	1,329
Listen to child read/pretend read	1	3	13	33	50	4.3	1,181
Tell stories to child	1	6	16	29	48	4.2	1,304
Read to child	<1	4	17	33	45	4.2	1,332
Discuss day's events or special topics with child	2	8	16	32	43	3.9	1,186
Permit my child to watch TV, videos, or DVRs.	3	6	23	34	33	3.9	1,294
Take child on special activities outside home	6	32	21	14	27	3.3	1,320

- Approximately three-fourths of parents reported that they praise their child (76%), help their child to learn (76%) and play with their child (72%) *daily or several times a day*. Approximately 20% help their child learn (20%) and play with their child (22%) *almost daily*; 17% praise their child *almost daily*.

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

- Fifty-six percent of parents report that they let their child make choices *daily or several times a day*, and 30% reported that they do so *almost daily.*

- Approximately one-half of parents encourage their child to complete responsibilities (51%), listen to their child read/pretend read (50%), and tell stories to their child (48%) *daily or several times a day*. Approximately 45% participate in these activities *a few times a week.*

- Approximately 45% of FACE parents read to their child and have discussions with their child *daily or several times a day*; approximately 33% do so *almost daily;* and slightly more than 15% do so *once or twice a week.*

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

- Sixty-two percent of FACE parents take their child on special outings *once or twice a week* or more frequently. Almost one-third do so *a few times a month*.

The frequency of home literacy activities reported by parents early in their FACE participation was compared with their reports at the end of PY15.[51] At the end of PY15, parents conducted 4 out of 11 home literacy activities with their child significantly more frequently than they did early in their FACE participation. Parent ratings at the end of PY15 indicate that they significantly more frequently listen to their child "read" ($p < .05$), read to their child ($p = <.01$), tell stories to their child ($p < .001$), and discuss the day's events or special topics with their child ($p < .01$) than they did at program entry (see Table 27). There are no significant differences in the frequency with which parents help their child learn, praise their child, play with their child, provide opportunities for their child to scribble/draw/write, let their child make choices, and take their child on special activities outside the home compared with early in their FACE participation.

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

Table 27. Average Rating of Frequency[52] That FACE Parents Reported Engagement in Activities Supporting Home Literacy Early in FACE Participation and at the End of PY15

	Early in FACE	End of PY14	N	Significance Level
Teach child, help child learn	3.92	3.94	671	ns
Praise child	3.88	3.89	685	ns
Play with child	3.93	3.93	695	ns
Provide opportunities for child to scribble, draw, or write	3.83	3.87	513	ns
Listen to child read/pretend read	3.73	3.82	495	< .05
Encourage child to complete responsibilities	3.72	3.78	397	ns
Let child make choices	3.80	3.79	540	ns
Read to child	3.70	3.77	697	< .01
Tell stories to child	3.59	3.71	668	<.001
Discuss day's events or special topics with child	3.52	3.66	475	< .01
Take child on special activities outside home	2.92	2.98	657	ns

Figure 49 provides the percentage of parents who reported engagement with their child *daily or almost daily* at the time of their initial enrollment in FACE and at the end of PY15. Parents praise their child; play with their child; teach their child; provide opportunities to scribble, draw, or write; and allow their child to make choices as a daily part of their parenting routines at initial enrollment and at the end of PY15. Smaller percentages report *daily or almost daily* frequency of reading-related activities, encouraging their child to complete responsibilities, story-telling, and having discussions with their child at the time of enrollment, but they increase through FACE participation.

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

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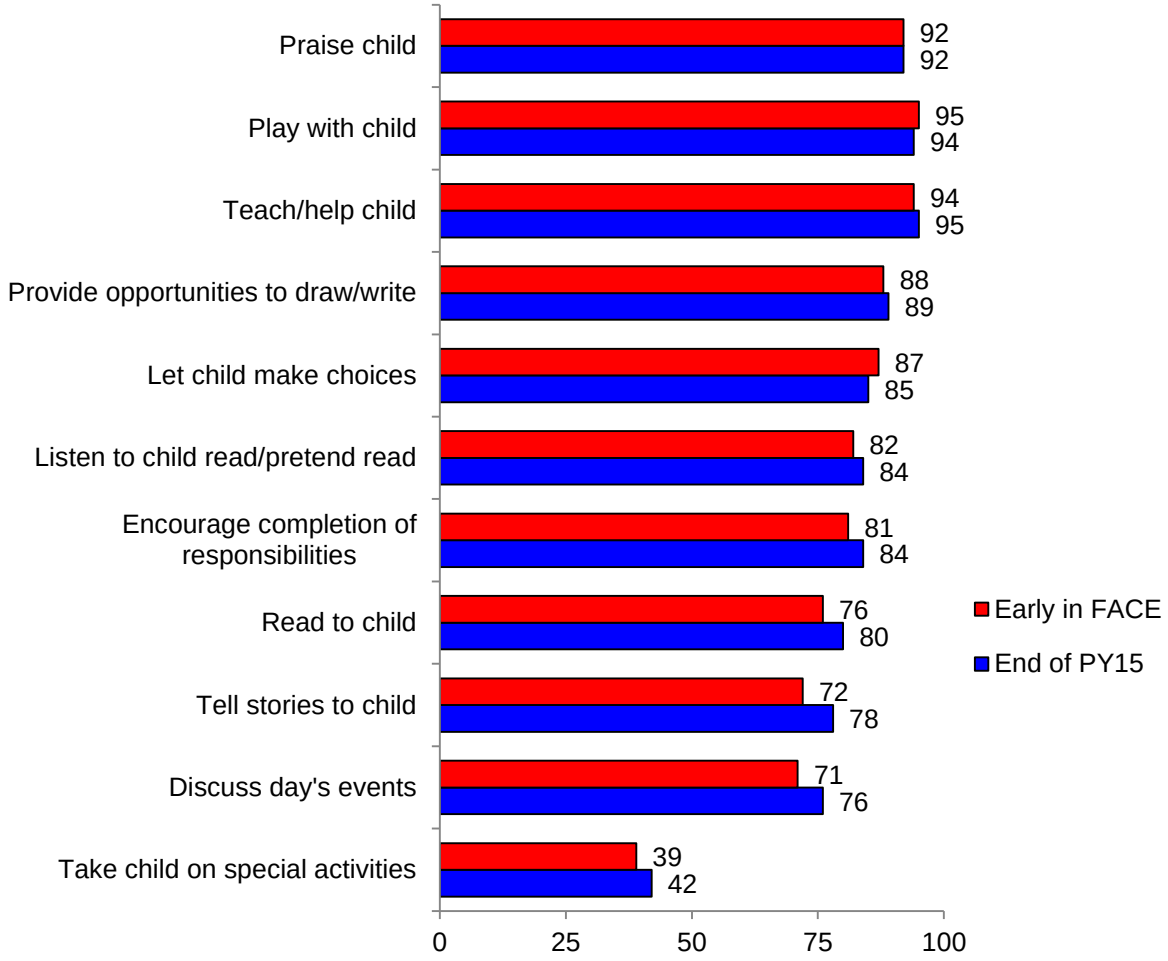
Figure 49. Percentage of FACE Parents Who Report *Daily* or *Almost Daily* Engagement with Their Child in Activities That Support Home Literacy At the Time of Initial Enrollment and at the End of PY15



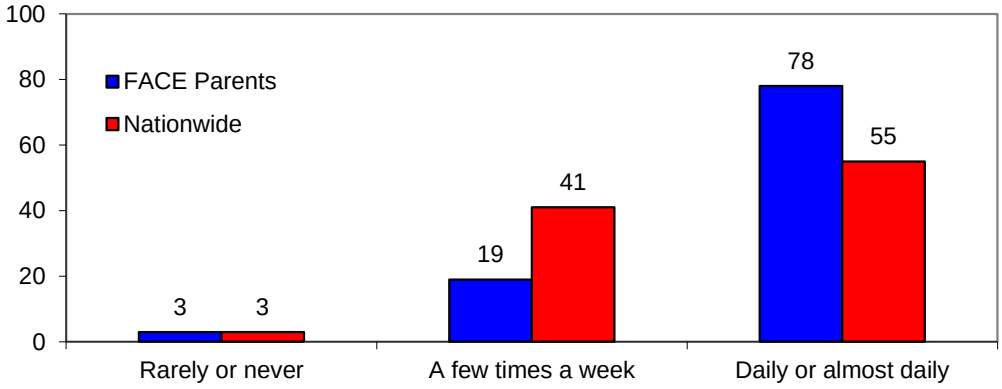
Data collected from the National Household Education Surveys were examined to determine the frequency with which parents of children aged 3-6 nationwide engage in various home literacy activities with their children.[53] Their responses are compared to reports of center-based FACE parents who are participating with children aged 3 to 6.[54] Nationwide findings indicate that 55% of parents read to their pre-kindergarten children (aged 3-6) on a daily basis, a considerably smaller percentage than the 78% of FACE parents who report they read to their children this frequently (see Figure 50). Only 3% of the FACE parents and parents nationwide report that they *rarely or never* read to their children. Nationwide, parents who are categorized as similar in economic status

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

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

to most FACE families, read to their children even less frequently. Only 40% of those parents read *daily* to their 3-6 children.

Figure 50. Percentage Distribution of Frequency That Center-based Parents and Parents Nationally Read to Their Child



FACE adults also report the frequency of their own engagement in literacy-related practices. Eighty-one percent of adults reported that they *frequently* read for pleasure at the time of initial enrollment and also at the end of PY15 (see Table 28). Seventy-one percent of adults reported that they *frequently* spent time writing early in FACE and at the end of PY15. Seventy-one percent of adults reported that they *frequently* worked with numbers early in FACE, while a significantly higher 76% reported they did so at the end of PY15 ($p < .001$). Twenty-three percent of adults reported that they *frequently* used community resources that support learning early in FACE participation, significantly increasing to 28% at the end of PY15 ($p < .01$).

Table 28. Percentage of Adults Who Frequently Engage in Literacy-Related Activities Early in FACE Participation and at the End of PY15[55]

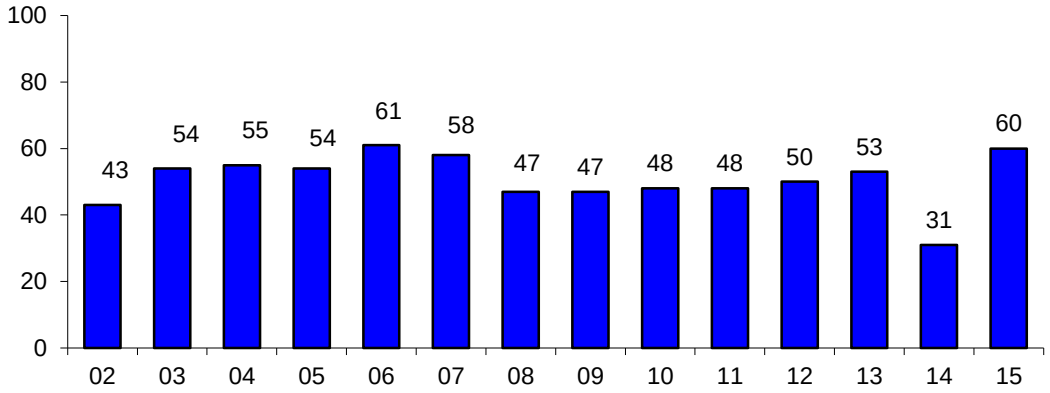
	Percentage		Average			
	Early in FACE	End of PY15	Early in FACE	End of PY15	Significance Level*	(N)
Read for enjoyment	81	81	3.20	3.23	ns	(718)
Spend time writing	71	71	2.98	2.97	ns	(716)
Work with numbers	71	76	2.98	3.15	< .001	(709)
Use community resources that support learning	23	28	1.84	1.95	< .05	(711)

[55] 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.

Employment Outcomes

FACE programs provide employment information about participating adults. In PY15, 348 adults became employed during the year; 54% were home-based adults and 46% were center-based adults. Of 224 center-based adults who enrolled in FACE to improve their chances for getting a job or a better job, 60% reported that FACE helped them do so—an increase of 29 percentage points compared with the previous year and a higher percentage than most recent years (see Figure 51). Throughout the history of FACE, approximately 6,250 adults gained employment during their FACE participation.

Figure 51. Percentage of Center-based Adults with a Job-Related Goal Who Obtained Employment or Better Employment during Program Years 2002-2015



Self-Improvement Outcomes

Adults provide information about ways in which FACE helps them as individuals. Findings are similar to prior year findings; however, percentages of center-based adults reporting impacts in all areas of self-improvement decreased slightly by 3-9 percentage points. There are no significant differences by service type with the exception of interacting with other adults and improved physical fitness (see Table 29), where a significantly lower percentage for home-based parents is consistent with the different areas of focus for home-and center-based components.

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

- 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 and improved their communication skills as a result of participation in FACE. A high percentage (87%) of home-based-only adults reported increased interactions with other adults, but it was significantly lower than the 89% of center-based adults who did so ($p < .05$).

Table 29. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating[56] of Types of Self-Improvement by Service Received Throughout FACE Participation

	Home-based Only (1)			Center-based Only (2)			Both Home- and Center-based 3)			All Adults			
Self-Improvement	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	**Significant Differences***
Feel better about myself	93	2.6	(730)	91	2.6	(221)	94	2.6	(373)	93	2.6	(1,324)	ns
Became more self-directed/self-disciplined	87	2.5	(720)	89	2.5	(216)	92	2.5	(368)	90	2.5	(1,304)	ns
Interacted with other adults	87	2.4	(706)	89	2.7	(221)	89	2.5	(367)	88	2.4	(1,294)	2>1
Improved communication skills	87	2.4	(706)	87	2.5	(219)	90	2.5	(367)	88	2.4	(1,292)	ns
Improved physical fitness	69	2.2	(689)	79	2.3	(210)	79	2.4	(354)	73	2.3	(1253)	2>1, 3>1
Increased usage of native language	64	1.9	(701)	70	2.0	(210)	70	2.0	(355)	67	2.0	(1,266)	ns

* 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.

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

- Adults believe that the emphasis on physical fitness through the Let's Move in FACE effort makes a difference for them. Almost three-fourths of adults reported improved physical fitness as a result of participating in FACE. The opportunity to make the greatest impact resides in the center-based component, and almost 80% of center-based only adults and of adults who received both services reported improvement in their physical fitness, while a significantly fewer 69% of home-based-only adults reported an impact.

- Adults also reported that increased cultural awareness is an outcome of FACE. Slightly more than two-thirds of adults indicated that participation in FACE helps increase their use of their native language. Almost 80% of adults participating in center-based-only services and in both components reported this impact. Almost 70% of home-based-only adults reported the impact.

OUTCOMES FOR HOME-SCHOOL PARTNERSHIPS

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

Parent Involvement in Children's Education

The FACE program focus on increasing parent involvement in children's education is supported by past research. Parent involvement research indicates that (1) increases in family involvement in the school predicts increased literacy achievement and (2) family involvement in school matters most for children at greatest risk.[57]

In PY15, 35% of FACE parents also had children attending K-6 grades in the FACE school; they reported the frequency of their involvement with their child's schoolwork and class (see Table 30).

[57] 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.

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

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Average	N
Help my child with schoolwork	1	1	4	16	77	4.7	486
Communicate with my child's teachers about my child	2	7	27	24	41	3.9	488
Visit my child's classroom	4	16	31	21	28	3.5	487

- Slightly more than three-fourths of FACE parents reported that they help their K-6 child with schoolwork *daily or almost daily*; 16% do so at least *once or twice a week.*

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

- Ninety-six percent of FACE parents visited their K-6 child's classroom at least once during the year, and almost half did so at least *once or twice a week.* Approximately 30% visited the classroom *monthly*.

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

- Almost 85% of PY15 FACE parents attended classroom or school events at least *a few times a* year; on average, parents attended slightly more often than a *few times a month*. Ninety-five percent of FACE parents of K-6 children attended classroom or school events, and almost 45% attended at least *once or twice a week* on average. Only one-third of all FACE parents did so.

- Slightly more than 55% of FACE parents volunteered time to provide assistance other than instructional assistance at the school; on average parents did so somewhat more frequently than *a few times a year*. Approximately 70% of FACE parents of K-6 children volunteered time to provide other assistance at school; approximately 45% did so *a few times a month* or more frequently.

Table 31. Percentage Distribution and Mean of the Frequency of Parents' Involvement in Their Child's School by FACE Services Received in PY15[58]

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Mean	N
Attend classroom or school events							
All FACE	16	19	31	16	17	3.0	1,354
Center-based	4	10	25	27	34	3.8	466
Home-based	21	23	34	12	9	2.6	992
FACE K-6	5	16	35	21	23	3.4	489
Center-based	1	8	24	28	39	4.0	230
Home-based	7	22	42	17	11	3.0	300
Volunteer time to provide instructional assistance at school							
All FACE	54	15	14	9	8	2.0	1,344
Center-based	37	14	18	15	16	2.6	462
Home-based	62	15	11	7	5	1.8	985
FACE K-6	42	17	18	13	11	2.3	488
Center-based	30	13	21	18	18	2.8	229
Home-based	51	20	15	9	6	2.0	300
Volunteer time to provide other assistance at school							
All FACE	43	22	18	8	8	2.2	1,343
Center-based	25	20	25	14	16	2.8	462
Home-based	51	23	16	6	4	1.9	985
FACE K-6	29	26	22	12	12	2.5	485
Center-based	17	20	25	17	21	3.0	227
Home-based	37	29	20	7	5	2.1	299

- Approximately 45% of FACE parents volunteer time to provide instructional assistance at least *a few times a year*. Almost 60% of FACE parents of K-6 children volunteer time to provide instructional assistance at school; almost 45% do so *a few times a month* or more frequently, compared with approximately 30% of all PY15 parents.

- Center-based parents are significantly more frequently involved in their child's school than are home-based-only parents on the three indicators for all parents and for parents with K-6 children.

[58] Parents receiving both services in PY15 are included in both center- and home-based counts. The frequency of involvement of center-based parents in all three activities is significantly greater than home-based parents ($p < .0001$).

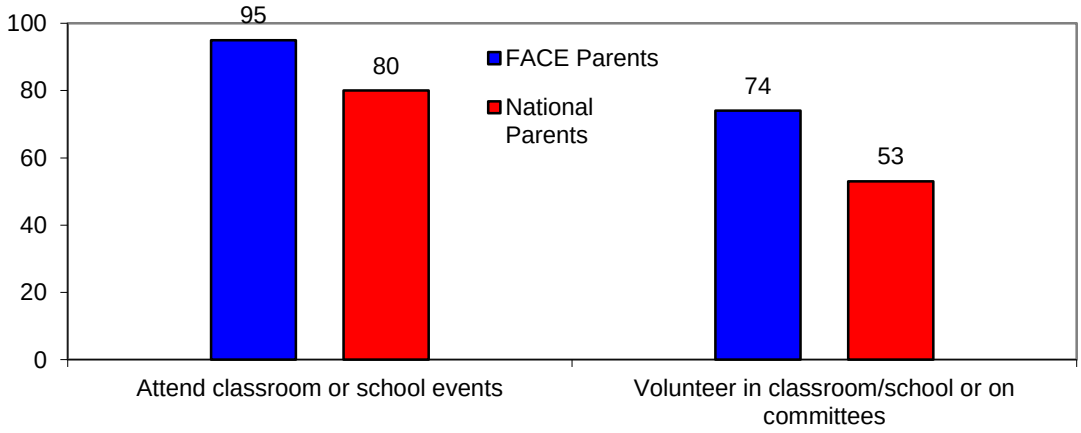
FACE parents also reported on their participation on school committees or boards and finding help through the school, such as obtaining information about community services.

- Twenty-four percent of FACE parents of K-6 children and 16% of all FACE parents participated on school committees or boards, similar to participation levels reported in prior years.

- Sixty percent of FACE parents of K-6 children and 50% of all FACE parents found the help they needed through the school.

Parent involvement in school-related activities can be examined in the context of national findings from the analysis of data from the National Household Education Survey, which collected data from parents of children in grades K-5.[59] Involvement for the 489 PY15 FACE parents of children in grades K-5 was examined, and results indicate that FACE parents continue to be more involved in their child's education than are parents nationally (see Figure 52).

Figure 52. Percentage of FACE Parents of K-5 Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



- Most of the FACE parents with K-5 children attended classroom or school events (95%), compared with approximately 80% of parents nationally.

- Nationwide, 53% of parents volunteer in the classroom or school or participate on school committees, fewer than the 74% of FACE parents who reported doing so.

Collaboration with the Regular School Program

The FACE program is expected to become an integral part of the regular school program. Collaboration between the FACE program and the regular school program occurs in several ways, demonstrating the inclusion of FACE. FACE staff members participate in regular school staff

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

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

Table 32. Percentage Distribution of the Frequency That FACE Program Staffs Participate in Regular School Activities
(N=42)

	Never	A Few Times a Year	Monthly	Weekly
Participate in school training/professional development	0	29	50	21
Participate in regular school meetings	2	17	45	36
Participate in schoolwide planning	5	26	48	21

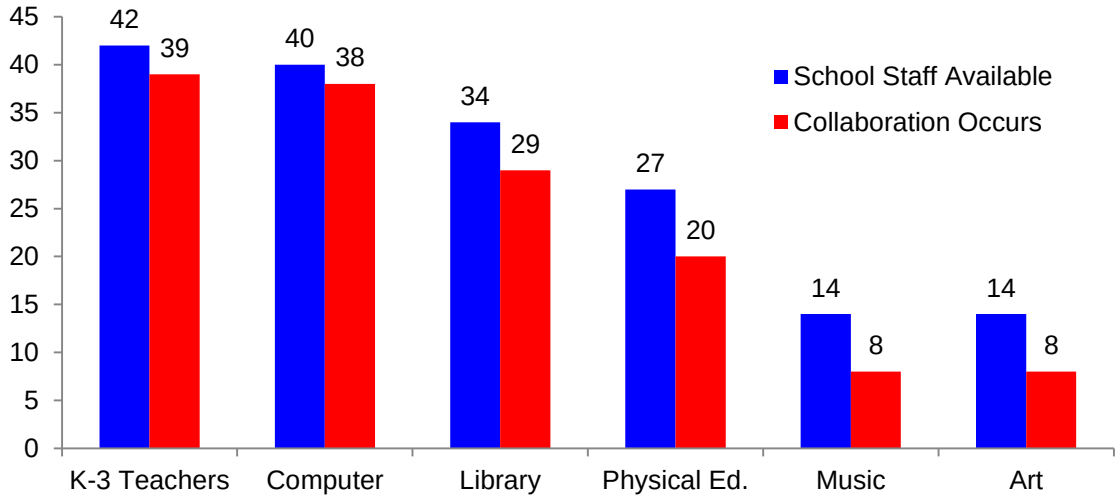
- Staff members at all FACE programs participate in school-sponsored training and professional development. Staffs in approximately 70% of the programs participate at least *monthly*, while staffs in almost 30% of the programs participate only *a few times a year*.

- Staff members in almost all FACE programs participate in regular school meetings, with *weekly* participation occurring for slightly more than 35% of the programs; 45% participate *monthly*. Participation occurs *a few times a year* for slightly more than 15% of the programs.

- FACE staff members in all but two programs participate in schoolwide planning. In approximately 20% of programs, staff members participate as frequently as *weekly*. In almost half of programs, staff members participate *monthly*, and in approximately one-fourth of programs, staff members participate *a few times a year*.

FACE staffs work with classroom teachers, teachers of specific subjects, and the library staff to enhance FACE participants' experiences and to facilitate transition to school. FACE staffs at 93% of schools collaborate with K-3 classroom teachers, similar to recent years when all or almost all FACE staffs collaborated with K-3 classroom teachers (see Figure 53). FACE staffs collaborate with computer staffs at 95% of the schools where these staffs are available. Librarians are available at 34 schools (two fewer than the previous year) and collaboration occurs at 85% of these schools, a 12 percentage point decrease compared with the previous year. Twenty-seven schools offer physical education (a decrease of 6 schools compared with PY14); FACE collaborates with physical education teachers at 20 of these schools (eight fewer schools than the previous year). Fourteen schools offer music (one more than the previous year). FACE staffs collaborate at eight of the schools offering music. Fourteen schools offer an art program (two more than the previous year), and FACE collaborates with the art teacher at eight of these schools.

Figure 53. Number of FACE Sites Where School Staff Are Available and Where Collaboration Occurs



FACE staffs rated the frequency with which they collaborate with school staffs (see Table 33). Some variation in the frequency of collaboration during PY15 occurs compared with previous years' frequencies.

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

	Never	A few times a year	Monthly	Weekly	N
K-3 teachers	7	57	12	24	42
Computer	3	15	38	44	39
Library	12	24	18	45	33
Physical education	20	16	4	60	25
Music	38	8	0	54	13
Art	38	31	8	23	13

- Slightly more than 55% of staffs meet with K-3 classroom teachers *a few times a year*, while approximately one-fourth meet *weekly*. Only 12% meet with K-3 classroom teachers *monthly*. In PY14, all FACE staffs collaborated at least *a few times a year* with K-3 teachers; in PY15 no collaboration occurred at three schools.

- FACE staffs at 44% of programs where a computer teacher is on the school staff collaborate with the computer teacher *weekly*. Almost 40% of program staffs collaborate with the

computer teacher *monthly*, a 14 percentage point increase compared with the previous year. Fifteen percent collaborate *a few times a year* and collaboration *never* occurs at one school.

- At 45% of the schools with a functioning school library, collaboration between the FACE and library staffs occurs *weekly*, an 11 percentage point decrease compared with the previous year. In almost 20% of the schools, it occurs *monthly*. In almost one-fourth of the schools, collaboration occurs *a few times a year*, and in four schools collaboration with the library staff *never* occurs.

- In PY12, staffs at almost 95% of the sites where schools have a physical education program collaborated with the physical education teacher; in PY13, the percentage decreased to approximately 75% of the programs, but increased again in PY14 to 85%, declining in PY15 to 80% of the programs. For programs that do collaborate, the frequency of that collaboration increased in PY13 and PY14 with collaboration occurring *weekly* at almost 65% of programs. In PY15 collaboration decreased slightly to 60% of schools where *weekly* collaboration occurs. In PY15, collaboration *never* occurred at five schools

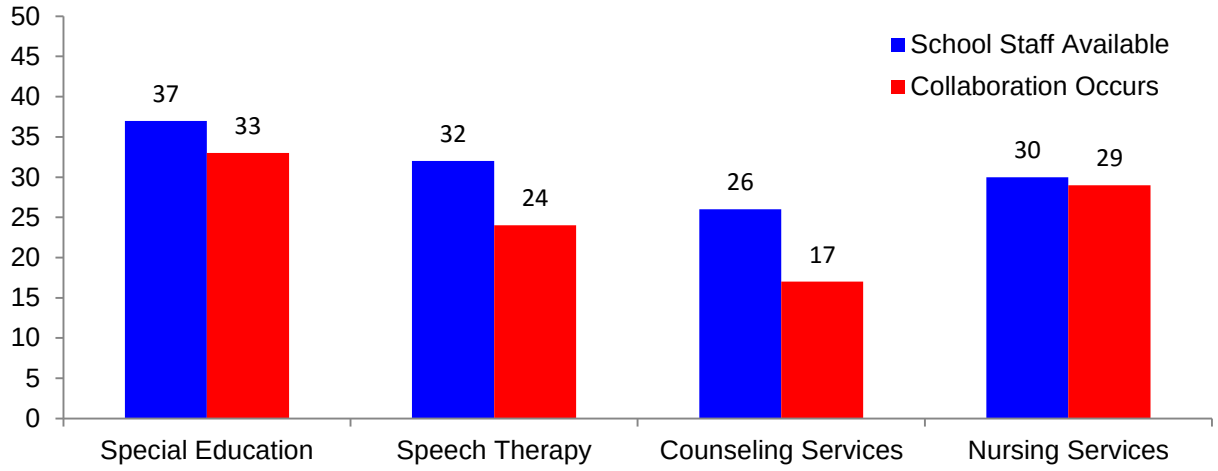
- Consistent with past findings, few FACE programs collaborate with music or art teachers because few schools offer music or art programs. Of the 14 schools with music teachers, *weekly* collaboration occurs at seven schools, and staffs at one school collaborate *a few times a year*; staffs *never* collaborate at five schools.[60] Of the 14 schools with an art program, staffs at three schools collaborate *weekly* and staffs at one school collaborate *monthly. S*taffs at the remaining nine schools collaborate *a few times a year* or *never*.

FACE programs also work with support staffs to better serve FACE children and their families needing special assistance and to facilitate transition to school for these children. The availability of support staff affects the frequency with which collaboration takes place, as do the needs of families being served.

In general, compared with PY14, the number of schools where services were offered and where collaboration occurs remains similar in PY15 for speech therapy and nursing services. Numbers declined somewhat in the areas of special education and counseling services. Thirty-seven FACE schools offered Special Education services in PY15 compared with 40 that did so in PY14 (see Figure 54). The FACE program collaborated in 33 of the 37 schools (two fewer schools than in the previous year). Speech therapy is available in 32 FACE schools; collaboration occurred in 24 of these schools (an increase of one school compared with the previous year). Counseling services are available at 26 FACE schools (compared with 36 in PY13 and 30 in PY14); collaboration occurred in at least 25 of these schools. FACE programs collaborate with nursing staff at 29 sites (three more sites than the previous year).

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

Figure 54. Number of FACE Sites Where School Support Staff Are Available and Where Collaborate Occurs



FACE staffs rate the frequency with which they collaborate with school support staffs (see Table 34). Generally, collaboration occurred with somewhat higher frequency than it did during PY14.

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

	Never	A few times a year	Monthly	Weekly	N[61]
Special Education	11	32	16	41	37
Speech Therapy	23	23	6	48	31
Counseling Services	29	33	25	13	24
Nursing Services	3	37	33	27	30

- For approximately 40% of the programs, *weekly* collaboration with Special Education occurred to serve families (an 18 percentage point increase compared with PY14). For approximately 15% of programs, *monthly* collaboration occurred. For approximately one-third of the programs, collaboration with Special Education occurs only *a few times a year* and for slightly more than 10% of the programs it *never* occurs.

- Almost one half of programs collaborate *weekly* with speech therapy staff members to support preschoolers' needs. The percentage of programs that collaborate *weekly* or *monthly* has been similar for three years; however, in PY15, the percentage that collaborated *weekly* increased by 10 percentage points. Approximately one-fourth collaborate *a few times a*

[61] One FACE program did not rate the frequency with which staff members collaborated with the speech therapist, and two did not rate the frequency of collaboration with the counselor.

year, perhaps when children are transitioning into the regular school program. Almost one-fourth of programs *never* need or use their school's speech therapy services.

- At sites where counseling services are available, collaboration occurs *monthly* or *weekly* at about 40% of the sites. It occurs *a few times a year* at one-third of these sites and *never* at almost 30%.

- In PY15, collaboration with nursing services occurred at least *a few times a year* at all but one of the schools where the services are offered. Slightly more than one-fourth of programs at these schools collaborate with nursing services *weekly*, and one-third collaborate *monthly*. Slightly more than 35% only collaborate *a few times a year*.

FACE programs also report other school staffs that collaborate with FACE. Three or four FACE programs report collaboration with food services or transportation. Each of these areas is reported by one or two FACE programs: culture teacher, occupational therapy, homeless coordinator, school audiologist, business technology staff, and the parent advisory council.

Transition to School

Preparing FACE families for smooth transitions from FACE to school is an important focus in FACE programs. To support the transition of children, FACE and school staffs collaborate in a variety of ways. Some involve informal interactions and others occur as part of formalized transition plans. All programs that provided information have a plan that includes guidance for helping center-based children transition to kindergarten (see Table 35), and 42% include a section on assisting home-based children with their transition to kindergarten.

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

	Number of Programs with a Plan	Programs with Provisions for Transitioning to K	
		%	#
Center-based children to kindergarten	39	100	39
Home-based children to kindergarten	38	42	16

All but seven programs (83%) have a written transition plan that includes provisions for serving transitioning children with special needs. Staff members at 90% of the FACE programs report that they coordinate with IEP/IFSP service providers.

Transition plans might include opportunities for transitioning children to participate in regular school activities while they are in FACE preschool (see Table 36). At all but seven of the schools (three more than the previous year), the FACE program provides opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In one-third of the schools, children have the opportunity to do so *weekly*; in 12% of the programs, they have the

opportunity to do so *monthly*. In almost 40% of the schools, children have the opportunity to interact with the larger school community only *a few times a year*.

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

	Never	A Few Times a Year	Monthly	Weekly	N
To interact with other children in school	17	38	12	33	42
To use the school library	21	21	14	43	42

Eighty percent of FACE sites support literacy efforts and children's transition to school by offering library services. The frequency with which FACE children use the school library varies among sites; at almost 45% of the schools, library services occur *weekly*, and at almost 15% they occur *monthly*. In approximately 20% of the programs, children only have the opportunity *a few times a year;* and in another 20% of the programs FACE children *never* use the school library. Five schools do not have a librarian.

FACE staff members at all but two sites meet with kindergarten teachers specifically to plan for children's transition from FACE to kindergarten.[62] For 70% of the programs, participation in transition meetings occurs *a few times a year;* at 15% of sites, it occurs *monthly;* and at four sites, it occurs as frequently as *weekly*.

FACE programs report that 320 center-based children (303 center-based and 17 home-based) were expected to transition into kindergarten in Fall 2015, 93 more children than in the previous year and the highest number in 11 years.[63] See Appendix H for transition of children by site. Eighty-three percent of the transitioning children (264 children) were expected to attend kindergarten at their FACE school (see Figure 55).

Twenty-two FACE programs reported transitioning 35 children (33 center-based and two home-based) with an Individual Education Plan (IEP) to kindergarten. In fact, 11% of transitioning children were expected to enter kindergarten with an IEP, a decrease of 4 percentage points compared with the previous year (see Figure 56).

At the end of PY15, FACE programs reported the number of participants that received assistance with the transition to kindergarten. Eighty-six percent of programs reported that 269 center-based children received assistance with their transition from center-based to kindergarten, accounting for 92% of transitioning center-based children (see Table 37). Staffs in seven programs reported that ten home-based children were helped with their transition to kindergarten, while four parents of transitioning children were reported to have received assistance.

[62] Based on data from the 40 programs that rated the frequency of meeting with kindergarten teachers to plan for children's transition from FACE to kindergarten.

[63] The number of home-based children reported is presumed to be under-reported based on parent reports. See Table 39.

Figure 55. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School in Program Years 2000-2015

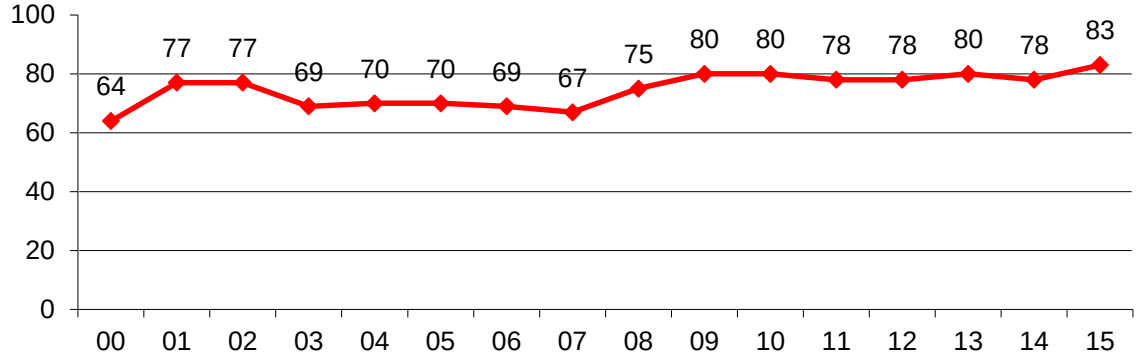


Figure 56. Number of FACE Children Transitioning into K and Number (and Percentage) of Transitioning Children Who Have an IEP in Program Years 2005-2015

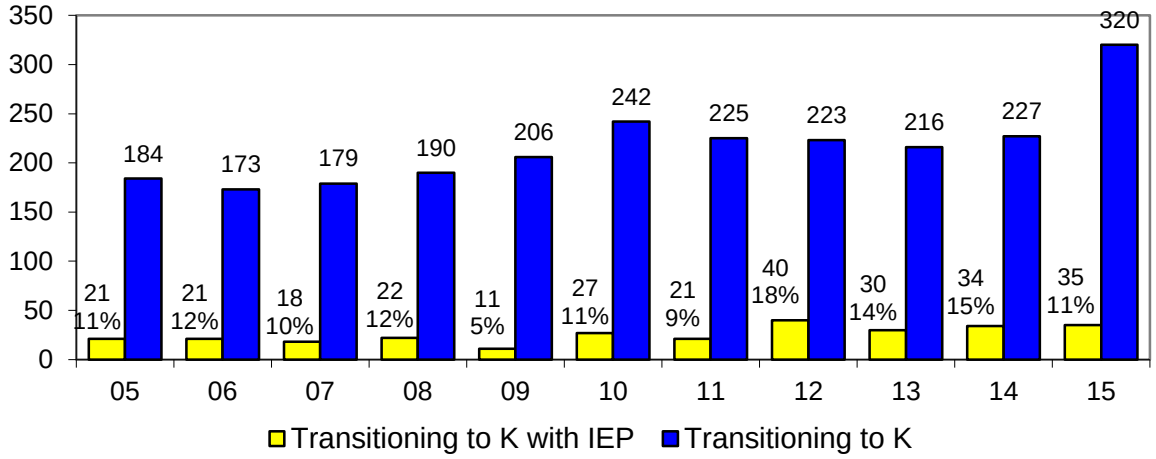


Table 37. Program Reports of FACE Children and Adults Who Were Assisted in Transitions to Kindergarten in PY15

	Children	Sites	Adults	Sites
Center-based to kindergarten	269	39	112	17
Home-based to kindergarten	10	7	4	3

Parents also reported if their child was transitioning to kindergarten and if FACE helped the child with the process. Their reports vary from program reports. Of the 162 parents who reported that their child is transitioning from home-based to kindergarten (considerably more than the 10 reported by programs), 64% reported that FACE helped with the preparation (see Table 38). Of the 211 parents who reported their child's transition from FACE preschool to kindergarten, 73% reported that FACE helped.

Table 38. Number of Parents Reporting Their Children Transitioning to Kindergarten and Percent and Number Who Were Assisted by FACE in PY15

	Number of Parents Reporting Transition of their Child in PY15	Parents Reporting Child Received Transition Help from FACE	
		%	#
Home-based to kindergarten	162	64	104
Center-based to kindergarten	211	73	154

Of parents who reported that their children would enter kindergarten in fall 2015, 73% indicated that their child will attend kindergarten at their FACE school.[64] For the 48 parents who provided reasons why their child will not attend the FACE school, the most common reason, reported by 31% of these 48 parents, is that the child's siblings attend another school (see Table 39). Another reason frequently cited by these parents is that the child's home is located closer to another school (25%). Approximately 15% reported that another school is more conveniently located relative to their work, that their child will be moving out of the area, and/or that another school will better benefit their child. One parent wrote that the bus ride to the FACE school is too long, and another said that the child's daily speech therapy sessions interfere with attendance at the FACE school.

Table 39. Percentage and Number of FACE Parents Reporting Reasons for Their Children to Attend a School Other Than the FACE School[65] (N=48)

Reasons	Percentage
Siblings attend another school	31
Home is located closer to another school	25
Another school is more convenient for location or schedule of work	15
Move out of the area	15
Another school will benefit my child more	13
Transportation issues	0
Other	4

[64] While 42 programs submitted forms on which they reported the number of transitioning children expected to go to kindergarten at the FACE school, only 32 programs collected and submitted exit forms that parents use to report on children transitioning to kindergarten.

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

OUTCOMES FOR COMMUNITY PARTNERSHIPS

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

Coordination with Community Agencies/Programs

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

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

Community Agency	% of Programs Where Agency is Available (N=42)	Number of Programs Where Agency is Available	% of Programs With Agencies That Coordinate With Agency
BASIC SERVICES			
WIC	98	41	78
Health services	98	41	83
TANF (Temporary Assistance for Needy Families)	93	39	79
Community services (e.g., drug/alcohol abuse)	93	39	79
Tribal court/law enforcement	93	39	54
Tribal/BIA social services	90	38	82
Housing services	90	38	71
County/state social services	81	34	71
EDUCATIONAL SERVICES—Adults			

Community Agency	% of Programs Where Agency is Available (N=42)	Number of Programs Where Agency is Available	% of Programs With Agencies That Coordinate With Agency
Workforce Development	86	36	75
Tribal college or other post-secondary	83	35	89
Tribal/BIA Adult Education	62	26	73
EDUCATIONAL SERVICES—Children			
Public school	88	37	70
Child Find	88	37	86
Head Start	88	37	84
State Early Intervention	81	34	85
Tribal Early Intervention	81	34	100
Public Preschool	79	33	67
Early Head Start	55	23	78
Private Preschool	33	14	57
Even Start	10	4	25

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

Basic Services

More than 90% of FACE programs are located in communities where staff members and families can access Women, Infants, and Children (WIC) program services (98%); health services (98%); Temporary Assistance for Needy Families (TANF) services (93%); services for abusive situations, such as alcohol and drug abuse or domestic violence (93%); tribal court or law enforcement (93%); tribal/BIA social services (90%); and housing services (90%). Slightly more than 80% of FACE programs are located in communities providing county or state social services.

Where basic services are available, the percentage of FACE programs coordinating with a basic services agency declined 8-21 percentage points compared with the previous year for almost all agencies.

- Approximately 80% of FACE programs where health services, Tribal or BIA social services, TANF, community services for abusive situations, and WIC are available coordinate with those services.

- Slightly more than 70% of FACE programs work with housing services and county or state social services to assist families.

- Slightly more than half of FACE programs where tribal court or law enforcement agencies are available coordinate with these services.

Educational Services

Similar to the preceding year, approximately 85% of FACE communities have a Workforce Development program and at least one tribal college or other post-secondary education organization. Slightly more than 60% of FACE communities have a tribal or BIA adult education program.

- Almost 90% of programs with post-secondary institutions coordinate with them.

- Approximately 75% coordinate with Workforce Development and Tribal or BIA adult education programs.

Various educational organizations serving young children are located in FACE communities. Almost 90% of FACE communities have a public school, a Child Find program and a Head Start program. Approximately 80% have a State/Tribal Early Intervention program and a public preschool. Fifty-five percent offer Early Head Start services and one-third have private preschools. The Even Start program continues in four communities. Compared with PY14, the availability of private preschools increased by 19 percentage points after having declined by 18 percentage points the previous year. The percentage of communities with public preschools increased from 67% to 79% and those with Early Head Start services increased from 14% to 33%.

For communities with educational organizations that serve young children, the percentage of programs that coordinated with these organizations was similar to PY14 with the exception of private preschools, where coordination increased by 24%.

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

- At 70% of the FACE communities with a public school and 67% with a public preschool, FACE staffs coordinate with school and preschool staffs.

- Of the 14 FACE communities with private preschool (eight more communities than the previous year, but the same number as PY13), more than 55% coordinate with their community's private preschools.

- An Even Start program is located in four FACE communities; coordination between the programs occurs in only one of these communities.

Programs list at least 30 other agencies or organizations with which they coordinate. These groups support the basic needs, safety, education, health, and mental and spiritual well-being of families. Examples include diabetes prevention programs, behavioral and mental health programs, financial counseling services, early intervention services, national relief charities, public library, non-tribal police, wellness center, and local interagency organizations.

Adult Involvement with the Community

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

- Eighty-seven percent of PY15 FACE adults participated in community social events; on average, they did so *a few times a month.* This frequency is similar to recent years. Adults who receive home-based-only services participate significantly less frequently than do center-based-only adults.

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

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

- Fifty-four percent of adults volunteer to help community services programs, engaging in this activity *a few times a year,* on average. Sixty-seven percent of center-based-only parents and 60% of parents who received both services volunteer to help, compared with 46% of home-based-only parents. Home-based-only adults participate significantly less frequently than do center-based-only adults and adults receiving both services.

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

Table 41. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency of Involvement by Services They Received Throughout Their FACE Participation[66]

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	(730)	94	3.4	(222)	89	3.1	(367)	87	3.0	(1,319)	2>1*
Use community resources that support learning	82	2.7	(732)	80	2.9	(227)	82	2.8	(370)	81	2.7	(1,329)	ns
Use community resources designed to meet special needs	59	2.2	(729)	67	2.5	(221)	66	2.4	(368)	62	2.3	(1,318)	ns
Volunteer to help community service programs	46	2.0	(728)	67	2.3	(225)	60	2.1	(370)	54	2.0	(1,323)	2>1, 3>1*
Attend tribal or chapter meetings	47	1.8	(728)	63	2.2	(224)	56	2.0	(369)	52	1.9	(1,316)	ns

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

[66] 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 NATIVE LANGUAGE AND CULTURE

The FACE goals to (1) *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* and (2) *strengthen family-school-community connection* are addressed through the integration of tribal language and culture with the FACE program. The FACE program partners have adapted home-based and center-based curricula and approaches specifically for American Indian families. FACE staff collaborate with the larger school community's efforts *to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural. . . well-being.*[67]

For each of the FACE components, the staff in almost all programs report that language and culture are integrated at least *sometimes* (see Table 42). For two of the components, only one program *almost never* integrates language and culture; three programs *almost never* integrate language and culture during Parent Time.

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

	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	32	32	37	41
Adult Education	0	3	49	27	22	37
PACT Time	0	3	48	28	23	40
Parent Time	0	8	49	23	21	39
Home-based						
Personal Visits	0	0	38	38	23	39
FACE Family Circle	0	0	55	24	21	38

Caution should be exercised in comparisons of PY15 data to prior year findings. In prior years, virtually all programs responded to each component. In PY15, four programs did not respond to the home-based component and five programs did not respond to the adult education component. While integration of language and culture occurs in all components at all sites, the frequency of occurrence was lower in PY15 compared with PY14. The percentage of PY15 programs that *always* or *almost always* integrate language and culture into the center-based components

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

decreased from 78% to 69% of programs for preschool, from 65% to 49% for adult education, from 60% to 51% for PACT Time, and from 57% to 44% for Parent Time. For the home-based component, the percentage of programs that *always* or *almost always* integrate language and culture into personal visits was 66% in PY14 and 61% in PY15. The percentage of programs that *always* or *almost always* integrate language and culture into FACE Family Circles decreased from 55% to 45% in PY15.

- Almost 70% of programs *always* or *almost always* integrate language and culture into early childhood education. All other programs *sometimes* integrate language and culture into the preschool classroom.

- Almost half of programs *always* or *almost always* integrate language and culture into adult education. Almost half *sometimes* integrate language and culture into the adult classroom.

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

- Slightly more than 60% of FACE programs *always* or *almost always* integrate language and culture into personal visits. Almost 40% of programs *sometimes* integrate language and culture into personal visits.

- At 45% of sites, FACE programs *always* or *almost always* integrate language and/or culture into FACE Family Circle. The remaining 55% of programs *sometimes* integrate language and culture into FACE Family Circle.

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

Programs describe ways in which tribal culture and language activities are integrated with center-based FACE services.[68]

[68] All but one program submitted a Team Questionnaire. Staffs at 93% of sites (39 sites) describe center-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned in their response.

- In at least 80% of programs, direct instruction and practice on a specific area is used (e.g., clan names and proper introduction of self to others; other greetings; names of animals, plants, foods, colors, days of the week, and months of the year; common phrases; naming and working with numbers and shapes, etc.). Four programs report that the native language is spoken routinely on a daily basis, suggesting that casual conversation and classes are primarily conducted in the native language, although not always in all components of the center-based program. Another six programs indicate that the native language is spoken throughout the day along with English, but not necessarily by all staff members or all participants. One program describes its work with adults whose goal was to learn Navajo.

  In the adult education classroom, students whose goal was to learn Navajo worked on Navajo 75% of the time throughout the day. We use visual play, and we feel it is extremely important in teaching Navajo. The co-teacher worked on lessons including how to apply for a job, job-interview, getting hired, first day of work, and leaving a voice mail message in Navajo. Not only did we work on learning about their clans, but students learned plants, body parts, the alphabet, and numbers in Navajo. The co-teacher helped these students make a family tree, learning about animals, places and things, etc. The students wrote and performed a skit in Navajo!

One program's description explains how language is woven into the preschool experience.

Students attend Lakota language class weekly. Circle time is done in Lakota and English. Common commands and directional words are done in Lakota. Stories are read from Native American literature once a month. Berenstain Bears Lakota cartoons are an example of classroom materials used to teach the Lakota language.

- At least 45% of center-based programs support the use of the native language through writing, publishing and/or reading RealeBooks and reading other books and other publications that are written in the native language. In at least nine programs, participants read labels, bulletin boards and signs posted in the rooms. One program writes that:

  In the early childhood classroom, the Apache language was used throughout daily routines. The classroom was identified and labeled in the Apache language. Cultural activities were encouraged, and the children participated and performed at community events. The children recited The Pledge in Apache every day as well. In the adult education classroom, the adults spoke their Native language on a daily basis and as needed throughout their daily routines. They also had weekly visits with the Cultural Specialist. She gave the adults weekly assignments to write and read in the Apache language, as well. The adults attended and participated in community traditional and cultural events throughout the school year, too.

- Almost 45% of programs report integrating language through learning about cultural practices, traditions, arts and crafts, and music and dance, and through participation in school or community cultural events. One program's daily schedule included Native Cultural History and culture centers were included in some classrooms. At least 10

programs incorporated traditional songs, dance and drumming. One program lists the many ways it integrates language and culture into the FACE curriculum.

> *Making Lakota dresses, medicine pouches and traditional foods; beading; drumming and singing; using language (colors, numbers, commands, phrases, rules, and animals); and dancing.*

Staffs describe ways in which tribal culture and language activities are integrated with home-based FACE services.[69]

- Forty-eight percent of the programs report that parent educators converse and deliver personal visits in their native language. Some parent educators speak their native language and then repeat in English. To reinforce language, another one-fourth of programs use or teach traditional greetings/kinship and/or frequently used phrases and words (e.g., numbers, colors, animals, body parts, etc.) during personal visits. One program writes,

  > *The Navajo language is spoken with parents and children, such as greetings, explanations throughout the lesson and labeling of items such as books, toys, etc. Families share teachings received from grandparents regarding childrearing. We also translate pictures or phrases into Navajo for families when reading books.*

- Forty percent of programs report that cultural values, beliefs, and practices are shared. These might include instructions on beading and other traditional crafts; teaching the Positive Indian Parenting curriculum; modeling values; sharing teachings from grandparents regarding child rearing; sharing traditional foods; focusing on spirituality; introducing native medicines; and practicing storytelling.

  > *Tribal culture and language activities were integrated in home-based services in the following ways: making cultural dance regalia; making cultural crafts (such as earrings, shawls, dream catchers, and fans); music; cultural food; learning kinship and ancestry; and keeping the aspects of spirituality, native medicines, and cultural storytelling.*

- Almost 30% of the programs report teaching native language and culture to home-based families by asking them to make and/or read RealeBooks (books that families create on the computer), other books and reading materials, handouts that incorporate the native language, or items in the home labeled in the native language.

- At least one-fourth of programs support native language and culture in the home through musically expressive ways, such as introducing traditional song and dance and making musical instruments, like the drum and the flute.

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

- Slightly more than 20% of programs report that they encourage participation in cultural events, such as school-sponsored performances by story tellers or Native performers, Native American Week, Heritage Week, American Indian Day, Spring Festival, the visit from the Choctaw princess and chanters, School Traditional Days, and culturally-based field trips. One program explains,

  We encourage families to attend local cultural events. We use Navajo for counting, naming colors and animals, and making simple requests. We make homemade culture books and read simple books by translating into Navajo.

- Slightly more than 20% of staffs report using Family Circles as a venue for discussing and practicing traditional customs and language. One staff writes about integrating language and culture during personal visits and FACE Family Circles,

  The November 2014 Family Circle presentation was on the cultural background of staff and families. In another session, the cultural lesson was "How to introduce in a social setting and making a family tree." Pima language words, Navajo storytelling, and Hopi value of women in the family were other topics. During visits, the native language is encouraged and used by parents or guardians.

Eighty percent of the FACE schools employ a culture teacher.[70] Table 43 provides the ways and frequency that culture teachers at these 32 schools take part in the responsibility of providing Native language and cultural learning for FACE participants. Culture teachers coordinate with FACE staff, instruct preschoolers, instruct adults, and assist staff in other ways to integrate culture and language. Culture teachers are most likely to coordinate with the FACE staff (coordination takes place at 87% of FACE schools) and are least likely to provide classroom instruction for FACE adults (instruction for adults takes place at 55% of FACE schools).

Table 43. Percentage Distribution of Frequency That the School's Culture Teacher Works With the FACE Program (N=32)

	Never	A few times a year	Monthly	Weekly	Daily
FACE staff coordinates with the culture teacher.	13	41	13	28	6
School's culture teacher provides classroom instruction for the FACE children.	41	22	3	28	6
School's culture teacher provides classroom instruction for the FACE adults.	45	19	6	26	3
School's culture teacher assists the FACE staff in its efforts to integrate culture and language in the program (other than providing classroom instruction for FACE participants)	22	41	19	16	3

- In approximately 85% of the schools employing a culture teacher, the FACE program coordinates with the culture teacher to enhance ways in which culture and language are

[70] Staffs at 93% of sites (40 sites) answered the question, "Does the school have a culture teacher?".

integrated and to introduce or reinforce for FACE participants the school's current focus on language and culture. At 54% of the schools, staffs work together *monthly* or *a few times a year*. At almost 35% of the schools, the FACE staff works with the culture teacher at least *weekly*.

- Culture teachers primarily work with the center-based program. The percentage of programs where students receive classroom instruction from the culture teacher is similar to PY14 for preschool students and is an increase for adult students. In 59% of the programs, the culture teacher provided classroom instruction for FACE preschoolers. However, the percentage of schools where the culture teacher worked with the preschoolers on a *weekly* or *daily* basis declined from 45% in PY14 to 34% in PY15, possibly accounting for the decrease in the degree of integration of language and culture with early childhood education in PY15. The percentage of the programs where the culture teacher provided instruction for adults increased from 38% in PY14 to 55% in PY15. While the percentage providing instruction at least *weekly* increased slightly compared to PY14 (29% in PY15 and 24% in PY14), the greatest percentage increase was for culture teachers providing instruction only *a few times a year* (a 10 percentage point increase).

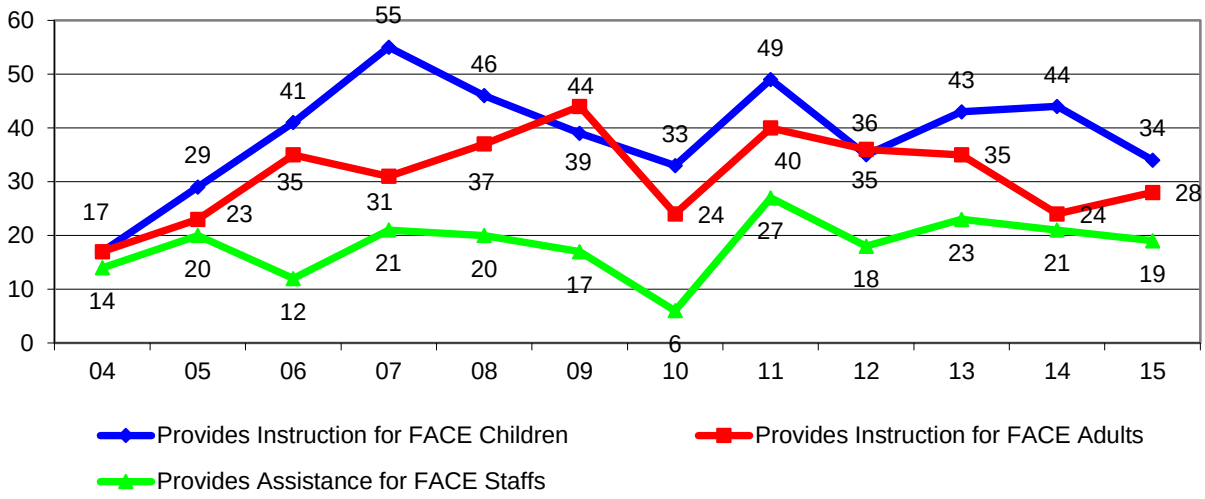
- At 78% of the schools, FACE staff members receive assistance from the culture teacher in integrating culture and language into the FACE program in ways other than through classroom instruction, a 13 percentage point increase compared with PY14. The assistance occurs *a few times a year* at approximately 40% of the schools; at least *weekly* at almost 20% of the schools and *monthly* at another 20% of the schools.

The frequency with which school culture teachers work with the FACE programs fluctuates over time but has generally increased since PY04 (Figure 57). In PY15, 34% of the FACE preschool classes received at least *weekly* instruction from the school's culture teacher, breaking the two-year trend of culture teachers' increasing involvement in teaching FACE preschoolers. Culture teachers provided at least *weekly* instruction to FACE adults in 28% of the programs. Almost 20% of FACE staffs received at least *weekly* assistance in efforts to integrate culture and language in the FACE program.

The available resources and the success of the school in integrating language and culture affect FACE program efforts. FACE staffs rated the degree to which tribal language is a focus for their school's K-3 curriculum; 20 programs provided the basis for their rating. [71]

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

Figure 57. Percentage of FACE Programs Where the School's Culture Teacher Provided Weekly Instruction/Assistance in Program Years 2004-2015



Fifty-six percent of the FACE programs reported that tribal language is *well integrated* in the school's K-3 curriculum, an increase of 11 percentage points compared with PY14. Of the ten programs offering an explanation for this rating, seven reported that K-3 students attend culture class. One of these programs reported that language learning occurs daily in culture classes for K-3 students and four indicate it occurs weekly; two programs did not report the frequency of attendance. In one school, students learn through a Navajo immersion curriculum. The other two programs that gave the rating of *well integrated* explained that bilingual teachers provide instruction throughout the day. One of the programs that reports weekly culture classes writes,

> *All classrooms are required to attend the Native American language and culture class every week. Classrooms are labeled in the native language and Navajo font is available on computers.*

Two programs indicated that tribal language is *not at all* a focus for the K-3 curriculum, but provided no explanation for this rating. Forty-one percent of FACE programs reported that tribal language is integrated *to some degree* in the school's K-3 curriculum. Of the ten programs that provided an explanation for this rating, three reported daily culture lessons and two report weekly culture lessons. One program reported using a Navajo immersion curriculum during one semester. Three programs reported that the native speaking teachers model conversational Navajo throughout the day. The FACE staff at another site explained,

> *We have no fluent tribal language speakers in the school so language is taught through tapes and CD's.*

IMPLEMENTATION SUCCESSES AND CHALLENGES

This section provides information for program planners and providers relative to program training and support needs. FACE programs identified fidelity and quality by self-rating the degree of FACE implementation at their sites. Early childhood staffs self-rated the degree to which they implement early childhood standards. Evaluation recommendations also are provided in this section.

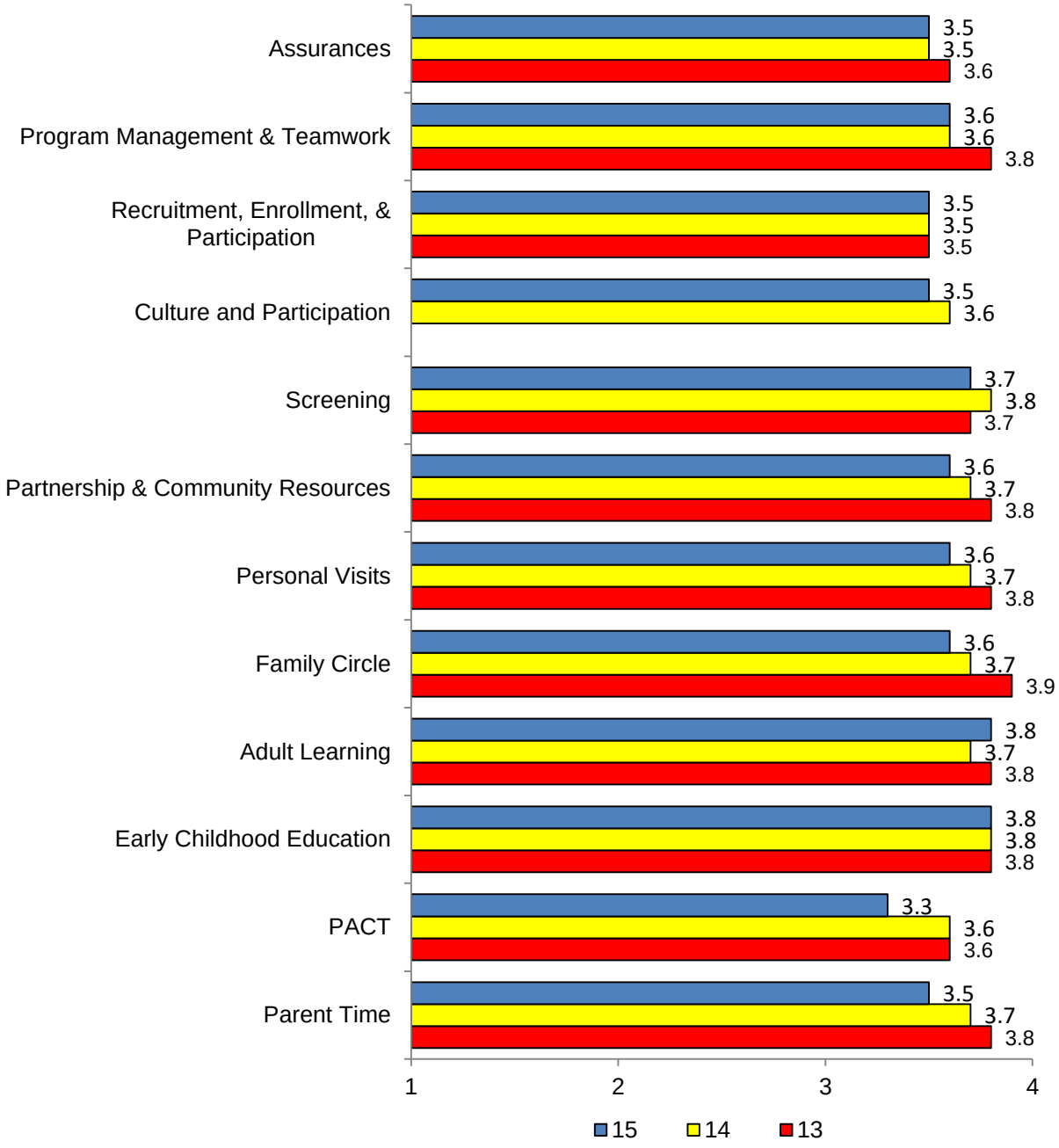
QUALITY OF PROGRAM IMPLEMENTATION

Each year, FACE programs review the quality of implementation in their program by rating the degree of implementation of multiple quality indicators for each of the following 12 areas: assurances; program management and teamwork; recruitment, enrollment, and participation; culture and language; screening; partnerships and community resources; personal visits; FACE Family Circle; adult education; early childhood education; PACT Time; and Parent Time.[72] Each quality indicator is rated on a scale of 1 to 4, where 1 is *not yet* implemented, 2 is *beginning* to implement, 3 is *mostly* implemented and 4 is *well established* implementation. An average response is computed across indicators for each area. This self-rating helps staffs with planning and with reporting requirements by identifying areas of strength and areas that need attention.

All 43 PY15 programs submitted a rating form. Their ratings generally indicate that the staffs believe their programs operate at a high degree of implementation, *mostly implemented* to *well established* overall. The mean rating for three of the 12 areas is 3.7-3.8, indicating implementation is approaching *well established* (see Figure 58) in the areas of screening, adult education, and early childhood education. The mean rating for program management and teamwork, partnership and community resources, personal visits, and Family Circle is 3.6, and 3.5 is the mean rating for assurances; recruitment, enrollment, and participation; culture and language; and Parent Time. PACT Time is the lowest-rated area with a mean of 3.3, a decline from 3.6 the previous two years, yet within the *mostly implemented* range. This rating decline is possibly due to the recent inclusion of adults who do not attend the adult education class full time, challenging programs to create new ways of delivering PACT Time to adults who participate only through parenting experiences. In the past, the area of recruitment, enrollment, and participation has been the most challenging to implement, yet consistently it has received an annual overall mean rating of 3.5. The mean rating for early childhood education, also, has not fluctuated over time (3.8).

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

Figure 58. Mean Self-Ratings of Program Implementation Categories Based on Assessment of Standards Conducted by FACE Program Staffs for Program Years 2013-2015 (N=42)



Among the quality indicators within each of the 12 areas, almost all have a mean rating of 3.0 or higher, indicating at least *mostly* implemented. See Appendix I for a table containing each of the quality indicators and the mean rating for each. The mean rating for only seven of the 143 quality indicators is lower than 3.0. The mean rating for 20 quality indicators (14% of all the quality indicators) is below 3.3 (ranging from 2.3-3.2), possibly suggesting the need for additional support

to become more fully implemented in all programs.[73] All mean ratings for early childhood education and Parent Time quality indicators are 3.3 or above. All mean ratings except one for screening and adult education are 3.4 or above.

In spite of the overall high quality of implementation of the standards, 15 of the quality indicators are repeatedly identified as implementation challenges over time. Many of these indicators require cooperation of others besides the FACE staff members. The indicators with a mean rating below 3.3 (20 indicators) within each category of implementation are described in following sections.[74]

Assurances (3.5 overall mean rating)

The mean rating for three of 18 quality indicators for assurances fall within the low rating range, indicating the potential need for technical assistance for programs. All three indicators have been identified in the past as challenging to fully implement. For the center-based component, they include "participation plans are developed for FACE adults to define active enrollment in adult education, Parent Time, and PACT Time and to assist their transition from FACE to the world of work or higher education" (3.0); and "full FACE enrollment is established and maintained in center-based (15 adults, 15-20 preschool children)" (3.2). Program explanations of ratings indicate that programs are in different stages of developing strategies to address these indicators within the new assurance guideline for serving preschoolers whose parents are not enrolled in adult education full time. Five programs stated that the adult education teacher position was not filled. Two programs mentioned that the size of the classroom limited preschool enrollment, and the enrollment in two other preschool classes was limited because no early childhood teacher was employed.

The lowest-rated assurances quality indicator for the home-based program states, "Home-based families participate on a regular basis: at least 75% of offered visits are completed weekly or biweekly, and families attend at least 75% of offered FACE Family Circles" (3.1). At two sites, service did not begin until later in the program year due to newly hired parent educators' certification requirements. Three comments indicate that families often did not keep home visit appointments, and few families attending FACE Family Circles at three sites is the explanation given for a low rating. One program that rated itself *mostly implemented* for this quality indicator uses an attendance agreement.

> *Families are asked to sign an attendance agreement for HB. Procedures are in place for the program to address participation concerns. If participants do not meet attendance requirements, they are placed on a contract for change. Attendance percentage varies based on events in the community/life, etc.*

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

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

Program Management – Teamwork (3.6 overall mean rating)

The mean rating for four of 26 quality indicators for program management and teamwork hover around a mean rating of 3.0. They include "a leadership team consisting of the principal, FACE coordinator, teachers who lead the Instructional Teams, and other key professional staff (e.g. center-based teachers) meets regularly (twice a month or more for an hour each meeting)." (3.2); "the school-administrator monitors curriculum and classroom instruction regularly for all classrooms, including preschool and adult education." (3.2); "action plans are routinely developed by the team, reviewed for progress, and submitted to BIE via Native Star" (3.1); and "the school's instructional team, in which the FACE team participates, meets for blocks of time (4-6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data" (2.9). All four quality indicators were identified in the past as challenging to fully implement. Three of the indicators require school-based compliance.

Recruitment, Enrollment, Participation (3.5 overall mean rating)

The mean rating for two of the nine quality indicators in this area is within the lowest rating range. Over time, implementation of these two indicators has been challenging for programs. One of these indicators states, "a written year-long recruitment and retention plan has been developed by the team, is submitted to BIE, and is reviewed for progress periodically at team meetings and updated annually" (3.1). Regarding the recruitment and retention plan, making time to write one is problematic for at least five programs. Others have a written plan, but find little time for reviewing it and updating it. The other lower-rated indicator states that "the early childhood component of this program is working toward NAEYC accreditation when enrollment reaches 10 children" (2.3). Explanations indicate that most often, FACE programs have not begun the application process for NAEYC accreditation because the required enrollment is not maintained. Other challenges mentioned include that the program is not fully staffed, lack of funding, and unacceptable facilities.

Culture and Language (3.5 overall mean rating)

One of the six quality indicators for culture and language has a mean rating within the range for lower ratings. The indicator states that "the school and FACE provide training for all staff on local tribal history, culture, and language" (3.1). The PY14 rating of this indicator also indicated that it was in the early stages of full implementation across programs.

Screening (3.7 overall mean rating)

Only one of the 12 quality indicators for screening received a lower mean rating. The indicator reads "learning disabilities screening is administered to adults as appropriate. Referrals are made for further screening or services when indicated" (2.9). This indicator continues to be challenging to programs to implement fully. Explanations by programs for lower ratings include no participants needing the services, no adult education teacher, discomfort administering the tool because by doing so it negatively labels participants, and no knowledge about a learning disabilities screening tool for adults.

Partnerships and Community Resources (3.6 overall mean rating)

The mean rating for one of the four quality indicators for this area is within the range of lower ratings. The quality indicator is "families are asked for feedback regarding their experiences with recommended community resources" (3.1). Either programs have not made referrals to community resources or do not have a system in place for obtaining feedback. This indicator received a lower overall rating in PY14 as well.

Personal Visits (3.6 overall mean rating)

Three of 24 indicators of quality personal visits have a mean rating within the lower range. The last two of these three quality indicators were new in PY15. One of the lower-rated indicators states that "parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually" (3.0). Explanations by eight programs state that the parent educators are not trained in "family-centered assessment" or that they do not know what it is. Two low-rated quality indicators require meetings between the parent educators and their supervisors and read, "parent educators participate in at least 4 hours of reflective practice with their supervisor each month to discuss the needs/goals/growth of families" (2.8); and "the supervisor and parent educator assess core competencies and performance annually (using *Parents as Teachers Core Competencies Self-Assessment Tool*" (2.5). Finding four hours a month to discuss needs/goals/growth was an issue resulting in lower ratings. Parent educators and their supervisors in at least 12 sites had not yet received training on using the tool to assess core competencies and performance.

FACE Family Circle (3.6 overall mean rating)

The mean rating for two of the eight quality indicators for this area are within the lower rating range. The two indicators were new in PY15. They include "the *Parents as Teachers Group Connections Observation Tool* is utilized to highlight quality aspects of each FACE Family Circle" (3.1), and "parents are engaged in the planning and/or lead some of the activities" (3.0). Programs giving a lower rating explained that parent educators are beginning to use the tool or that they use another method to highlight "quality" aspects of each Circle. They also explained that parents are involved quite extensively in planning Family Circles, but that most are not comfortable leading activities.

Adult Education (3.8 overall mean rating)

For adult education, only one of the 11 quality indicators has a mean rating that meets the lower mean rating criteria. It is "services are provided to adults with learning difficulties and concerns" (3.1). Over time, this indicator has received a lower mean implementation rating because program participants do not need the services. One program with the highest self-rating for their services for adults with learning difficulties and concerns explained,

> *Student learning difficulties are addressed within the instruction plan. Based on assessment, differentiated lessons are implemented. Special instruction with remediation strategies and senior advocacy take place weekly.*

Early Childhood Education (3.8 overall mean rating)

None of the 10 quality indicators for early childhood education fall within the range of mean lower ratings.

PACT Time (3.3 overall mean rating)

The mean rating for two of nine quality indicators for this area are within the lower rating range. They include "center-based staff provide training and support for PACT Time for K-3 teachers" (2.7), and "the adult education teacher provides support and guidance for K-3 parents and K-3 teachers who participate in PACT Time." (2.6) Over time, the implementation of these two quality indicators has received lower ratings, sometimes due to no K-3 participants and sometimes due to teaming not taking place. A program with a self-rating of *well-established* explained the approach used at its site.

> *Adult education teacher and parent meets with classroom teacher initially; and lesson plans are shared with the adult education teacher and parent weekly and biweekly. The adult education teacher communicates with the K-3 teachers to coordinate PACT times. Parents plan what they will focus on with children in K-3 PACT. Parent and teacher use the FACE debriefing form.*

Parent Time (3.5 overall mean rating)

All mean ratings of the quality indicators for Parent Time are 3.3 or higher.

IMPLEMENTATION OF EARLY CHILDHOOD STANDARDS

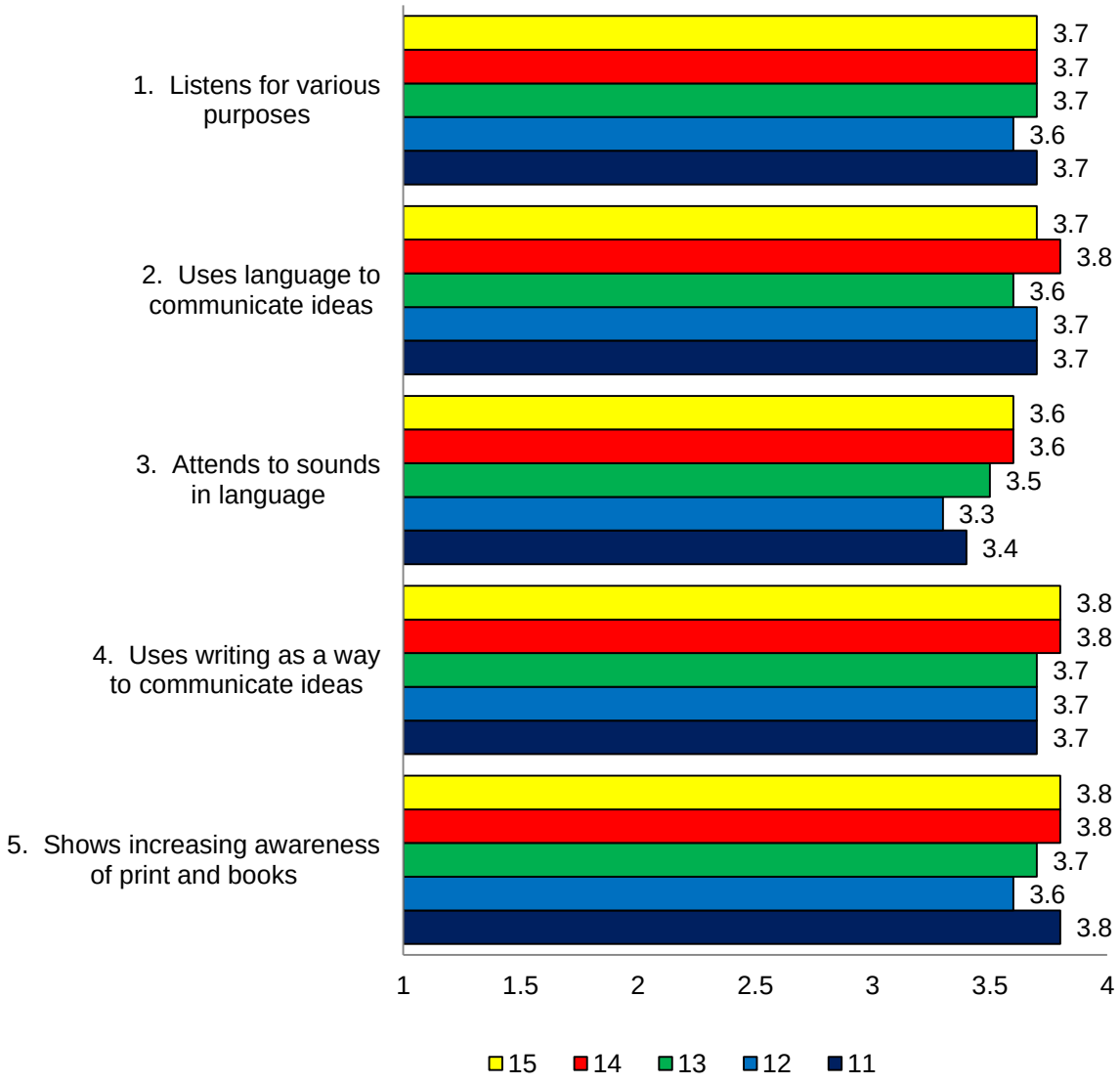
Near the end of PY15, the staff of early childhood programs (teachers and co-teachers) conducted an annual evaluation by self-rating their implementation of the FACE program's Language and Literacy and Mathematics Standards (see the standards and indicators in Appendix J). For each standard, early childhood staffs rated several indicators on the degree to which they were implemented using a scale of (1) *not yet*, (2) *beginning to implement*, (3) *mostly implemented*, and (4) *well established*. Indicator ratings are averaged to provide a rating for each standard (see overall ratings and ratings for each program in Appendix K). Self-ratings by three programs indicate that all early childhood language and literacy standards and all mathematics standards are *well established* in the classroom, indicating exemplary environments for early childhood learning in these three programs.

Language and Literacy Standards

Five standards comprise the Language and Literacy Standards; from four to eight indicators make up each standard. The overall average rating for each of the Language and Literacy Standards is 3.6 or higher (see Figure 59). Eighty-one percent of programs (compared with 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. Staff in four programs rated all five standards as *well established* in their early childhood classrooms; all indicators of quality for these four programs received a rating of 4.0, signifying the highest quality early childhood programs. Staff in five programs rated four of the five standards as *well established*; the remaining standard received an average rating of 3.8.

Figure 59. Mean Self-Ratings of Early Childhood Language/Literacy Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2011 to 2015



Mean ratings over time suggest that the following Language and Literacy Standards are well implemented in FACE early childhood programs overall: "listens for various purposes," "uses language to communicate ideas," "uses writing as a way to communicate ideas," and "shows increasing awareness of print and books." In the past, average ratings for Standard 3, "attends to sounds in language," suggested a possible need for additional staff development in this area.

However, after averaging 3.3-3.4, the average rating rose to 3.5 in PY13 and to 3.6 in PY14 and PY15, possibly due to additional staff development. A discussion of average ratings for the implementation of each Language and Literacy Standard in PY15 follows.

Standard 1. Listens for various purposes. The overall mean rating (3.7) indicates that this standard is *mostly implemented*. Fifty-five percent of early childhood programs (23 programs) rated this standard as 3.8-4.0, *well established*; only three programs rated it 2.8-3.0, approaching *mostly implemented*, and possibly indicating staffs' need for professional development on the indicators that make up this standard.

Standard 2. Uses language to communicate ideas. The average rating for this standard (3.7) indicates that it is close to being *well established* across the FACE early childhood program. Sixty-four percent of the programs (27 programs) rated this standard 3.8-4.0, *well established.* Early childhood staffs at four sites gave Standard 2 implementation a 2.8-3.0 rating. Early childhood teachers at two of the sites were new to FACE, and the rating of 2.8 was given to a program without a certified early childhood teacher, indicating that the co-teacher needs additional professional development on using language to communicate ideas and that the program needs to obtain a certified early childhood teacher.

Standard 3. Attends to sounds in language. The average rating for this standard is 3.6, *mostly implemented*. While Standard 3 is rated 3.8-4.0, *well established*, by 64% of the programs (27 programs), eight programs rated this standard 2.5-3.0, *beginning to implement*. Additional professional development on the indicators for a*ttends to sounds in language* is warranted for the early childhood education staffs at these eight sites.

Standard 4. Uses writing as a way to communicate ideas. The overall rating for this standard is 3.8, or almost *well established*. Approximately three-fourths of early childhood education staffs rated their programs 3.8-4.0, *well established* for this Standard. Only three programs rated it 2.8-3.0, approaching *mostly implemented*, and possibly indicating the staffs' need for professional development on the indicators that make up this standard.

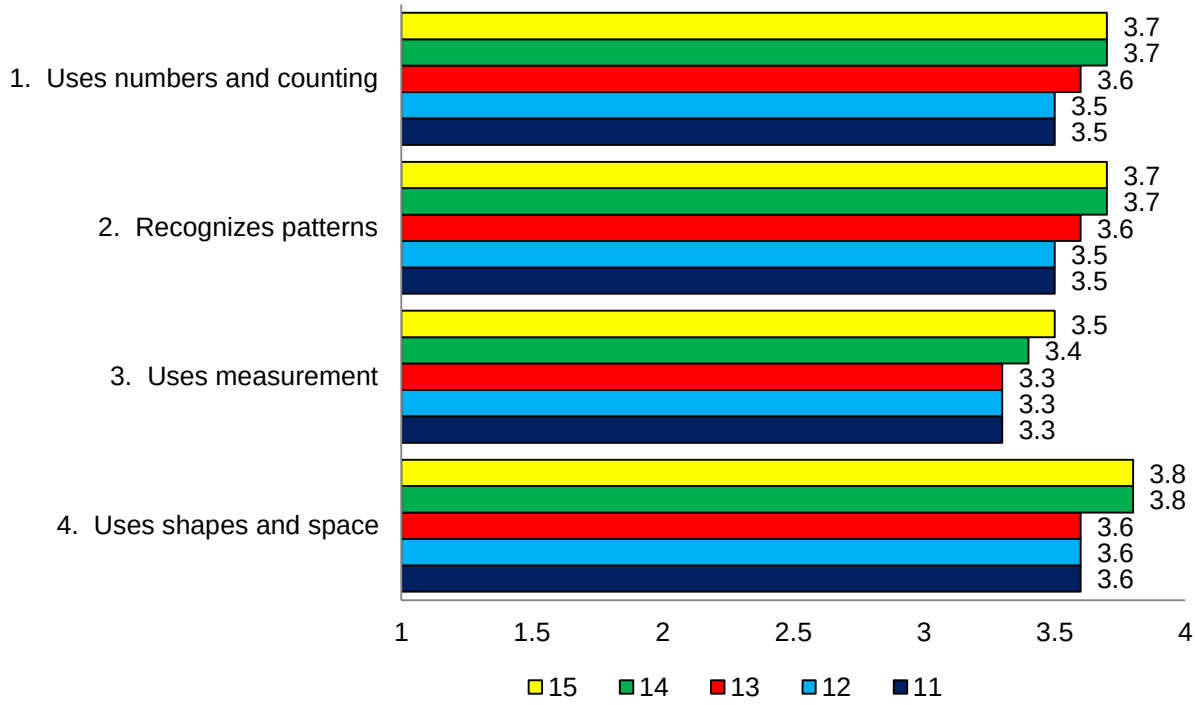
Standard 5. Shows increasing awareness of print and books. Standard 5 is rated 3.8, *mostly implemented* and is close to being *well established* across the FACE early childhood program. Almost 80% of staffs rated their programs 3.8-4.0, *well established* for this standard, and all except one of the remaining programs rated this standard *mostly implemented*; the one staff gave its program a mean rating of 2.9, approaching *mostly implemented* for this standard.

Mathematics Standards

The Mathematics Standards include four standards, each of which has either six or 12 indicators. The overall average rating for each of the Mathematics Standards is 3.5 or higher (see Figure 60). The average rating for Standard 3, *uses measurement to make and describe comparisons in the environment*, increased slightly in PY15, from 3.4 in PY14 to 3.5. The mean ratings for the other three standards are the same as in the previous year when the ratings were highest across a 5-year period. Eighty-five percent 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. Seven programs (one more than the previous year) rated all four standards as *well established* in their classrooms; all indicators of quality for these seven classrooms received a rating of 4.0, signifying the highest quality early childhood programs in the area of mathematics. Staff in four programs rated four of the five standards as *well established*; the remaining standard received an average rating of 3.5-3.9.

Figure 60. Mean Self-Ratings of Early Childhood Mathematics Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2011-2015



PY15 mean ratings provide evidence of improved implementation of Mathematics Standards in the early childhood classrooms and that early childhood teachers and co-teachers are confident implementing Mathematics Standards. However, the overall rating for Standard 3, *uses measurement*, suggests the continued need for additional staff support for this standard. Discussion of the average ratings for the implementation of each Mathematics Standard in PY15 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 3.7, *mostly implemented*. Approximately 60% of programs gave this standard a mean rating of 3.8-4.0, *well established*. All except one of the remaining programs rated this standard at least 3.0 *mostly implemented.* The one staff gave its program a mean rating of 2.8, approaching *mostly implemented* for this standard.

Standard 2. Recognizes and creates patterns and understands their relationships and functions. The overall average rating for this standard is 3.7. Approximately 70% of programs gave this

standard a mean rating of 3.8-4.0, *well established*. Seven programs rated this standard 2.5-3.0, *beginning to implement*, indicating a need by these staffs for professional development on implementing the indicators that make up Standard 2.

Standard 3. Uses measurement to make and describe comparisons in the environment. This standard is the lowest-rated overall (3.5), but well within the *mostly implemented* category. Even so, 20% of the programs rated their preschool classrooms 4.0, *well established,* for this standard. Mean ratings by 20% of the programs indicate that this standard is just *beginning implementation* (2.2-3.0), indicating the need for professional development. The average ratings for the remaining 60% of the programs are from 3.2-3.7.

Standard 4. Uses shapes and space to define items in the environment. The overall rating for this standard is 3.8, almost *well established*. The mean rating for almost 70% of the programs on the implementation of this standard is 3.8-4.0, *well established. Mostly established* (3.2-3.7) is the average rating for implementation of Standard 4 for one-fourth of the early childhood classrooms. Four programs received a rating of 2.8-3.0, only approaching *mostly implemented* and needing assistance on implementing the quality indicators that form this standard.

EVALUATOR RECOMMENDATIONS

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

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

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

- Include NWEA and CPAA kindergarten entry assessments in the FACE evaluation study design.

- Improve the timeliness of access to the NASIS database needed for important evaluation outcomes in kindergarten readiness.

- Use NASIS data provided by the BIE to determine more accurate counts of FACE children transitioning to kindergarten.

- 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.

- Continue to share site-level analysis and findings with technical assistance providers.

APPENDIX A

Table A1. FACE Sites in PY15,
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 PY15

Alamo Navajo Community School, Magdalena, NM
American Horse School, Allen, SD
Aneth Community School, Montezuma Creek, UT
Atsa Biyaazh Alternative 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, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hannahville Indian School, Wilson, MI
John F. Kennedy Day School, White River, AZ
Kayenta Community School, Kayenta, AZ
Kin Dah Lichi'i Olta', Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Community School, 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 Day School (Torreon), Cuba, NM
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintado, Cuba, NM
Ramah Navajo School Board, Inc., 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 Grant 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-He 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

(PY15 Sites are noted with an asterisk.)

Program Year 91 (Spring, 1991)

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

Program Year 93 (1992-93)

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

Program Year 94 (1993-94)

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

Program Year 95 (1994-95)

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

Program Year 02 (2001-02)

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

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

Program Year 04 (2003-04)

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

Program Year 05 (2004-05)

*Pearl River Elementary School, Philadelphia, MS

Program Year 06 (2005-06)

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

Program Year 07 (2006-07)

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

Program Year 08 (2007-08)

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

Program Year 09 (2008-09)

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

Program Year 10 (2009-2010)

*Pine Ridge School, Pine Ridge, SD

Program Year 11 (2010-2011)

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

Program Year 12 (2011-2012)

*Pueblo Pintado, Cuba, NM

Program Year 13 (2012-2013)

*Aneth Community School, Montezuma Creek, UT

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

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

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

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

APPENDIX B

Number of FACE Participants in Program Years 1991-2015

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 – 2015

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

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Partici-pants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
2008	663	546	1,209	1,605	1,611	3,216	2,106	2,064	4,170	107	39
2009	750	650	1,400	1,758	1,782	3,540	2,327	2,349	4,676	106	44
2010	775	670	1,445	2,018	1,984	4,002	2,647	2,587	5,234	116	45
2011	773	657	1,430	1,971	1,880	3,851	2,585	2,481	5,066	110	46
2012	785	665	1,450	1,756	1,693	3,449	2,407	2,303	4,710	107	44
2013	694	596	1,290	1,710	1,637	3,347	2,271	2,177	4,448	101	44
2014	619	521	1,140	1,728	1,651	3,379	2,218	2,115	4,333	101	43
2015	693	743	1,436	1,498	1,516	3,014	2,069	2,210	4,279	100	43
Undup. Total	8,381	8,679	17,060	16,777	19,090	35,867	20,932	23,811	44,743		

APPENDIX C

Number of FACE Participants at Sites During PY15

Site	Number of FACE Participants at Sites During PY15						
	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	15	14	48	34	55	45	100
American Horse	7	20	53	65	58	85	143
Aneth	16	15	40	51	53	66	119
Atsa Biyaazh (Shiprock)	18	20	19	25	37	44	81
Baca	18	20	40	50	56	69	125
Beclabito	8	18	14	15	22	33	55
Blackwater	14	13	23	22	37	35	72
Bread Springs	0	24	55	47	55	66	121
Casa Blanca	14	17	28	34	39	51	90
Chi Chi'l Tah-Jones Ranch	0	19	27	29	27	48	75
Chief Leschi	10	11	56	60	65	71	136
Dunseith	12	14	51	64	58	77	135
Dzilth-Na-O-Dith-Hle	23	22	11	12	34	34	68
Enemy Swim	21	18	22	20	38	38	76
Fond du Lac	20	12	30	24	45	35	80
Gila Crossing	0	24	11	11	11	34	45
Greasewood Springs	34	21	28	32	59	51	110
Hannahville	17	18	57	55	69	73	142
John F. Kennedy	26	23	16	15	41	37	78
Kayenta	20	19	14	17	33	36	69
Kin Dah Lichi'i Olta'	10	13	12	15	22	27	49
Lac Courte Oreilles	21	18	33	30	47	45	92
Leupp	11	9	36	41	47	50	97
Little Singer	18	17	42	33	57	47	104
Little Wound	22	26	26	30	47	55	102

Site	Number of FACE Participants at Sites During PY15						
	Participants Who Received Center-based Services		Participants Who Received Home-based Services		Unduplicated Participants Who Received Any Service		Total Unduplicated Participants
	Adults	Children	Adults	Children	Adults	Children	
Many Farms (Chinle)	11	11	60	59	69	69	138
Mariano Lake	0	13	8	11	8	24	32
Na'Neelzhiin Ji' Olta	17	13	43	49	57	61	118
Oneida	16	18	42	44	53	60	113
Pearl River	10	15	32	37	40	49	89
Pine Ridge	24	14	40	34	52	48	100
Pueblo Pintado	31	27	12	12	41	38	79
Ramah Pine Hill	15	15	61	49	73	61	134
Rough Rock	38	24	34	22	69	46	114
Salt River	17	16	34	34	43	48	91
St. Francis	21	22	62	64	81	86	167
Tate Topa	21	20	24	24	42	44	86
Theodore Jamerson	12	4	42	58	48	62	110
T'iis Nazbas	18	8	49	42	64	49	113
T'iis Ts'ozi Bi'Olta' (Crownpoint)	30	32	38	31	61	62	123
To'Hajiilee (Canoncito)	25	22	56	47	74	60	134
Tse 'ii' ahi	11	11	34	39	44	50	94
Wingate	18	16	35	30	53	46	99
All Sites	**710**	**746**	**1,498**	**1,517**	**2,084**	**2,214**	**4,298**

APPENDIX D

Dates and Amount of FACE Services Provided at Sites During PY15

Dates and Amount of FACE Services Provided at Sites During PY15

	PY15 FACE Program		Center-based Services					Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Hours of PACT Time	Hours of Parent Time	Days Personal Visits Were Offered[75]	FACE Family Circles Offered
Overall Average			132	380	565	125	128	132	10
Alamo	8/25/14	6/28/15	127	594	572	127	127	127	9
American Horse	8/20/14	5/13/15	151	529	680	151	151	151	10
Aneth	8/29/14	5/13/15	122	122	427	122	122		10
Atsa Biyaazh	8/04/14	5/21/15	151	345	622	147	150	154	10
Baca	8/07/14	5/07/15	127	318	445	127	127	124	7
Beclabito	8/11/14	5/07/15	133	323	798	133	127		9
Blackwater	8/04/14	5/14/15	135	405	473	135	135	131	8
Bread Springs	7/30/14	5/14/15	137		616			137	9
Casa Blanca	8/11/14	5/14/15	135	476	686	75	122	117	13
Chi Chi'l Tah	7/30/14	5/19/15							9
Chief Leschi	9/03/14	6/17/15	144	422	648	144	131	144	13
Dunseith	8/25/14	5/18/15	129	323	452	129	129	129	15
Dzilth-Na-O-Dith-Hle	8/11/14	5/22/15	132	330	462	132	132	129	10
Enemy Swim	8/20/14	5/21/15	134	134	642	134	101	141	8
Fond du Lac	9/02/14	5/29/15	137	617	617	137	137	137	10
Gila Crossing	8/28/14	5/13/15	134	108	951	134	134		10
Greasewood Springs	7/28/14	5/14/15	142	480	639	142	142	146	9
Hannahville	9/02/14	5/21/15	120	345	475	120	120		11
John F. Kennedy	8/11/14	5/29/15	140	490	490	148	148	106	10
Kayenta									
Kin Dah Lichi'i Olta'	8/06/14	5/21/15	138	345	483	138	138	133	10
Lac Courte Oreilles	8/25/14	5/28/15	128	448	429	131	131	111	9

[7575] The overall average of days that home-based services were offered is based on data from 32 programs. The data is missing for 11 programs.

	PY15 FACE Program		Center-based Services					Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Hours of PACT Time	Hours of Parent Time	Days Personal Visits Were Offered[75]	FACE Family Circles Offered
Leupp	8/11/14	5/14/15	133	346	502	124	154	133	10
Little Singer	8/04/14	5/28/15	125	682	682	124	124	120	10
Little Wound	8/25/14	5/21/15	125	438	563	125	125	125	9
Many Farms	8/18/14	5/12/15	119	298	563	119	119	111	10
Mariano Lake	8/11/14	5/07/15	130		650	30		168	8
Na' Neelziin J'olta	8/11/14	5/21/15	130	325	455	130	130		10
Oneida	8/02/14	6/02/15	140	525	665	105	140	141	9
Pearl River	8/06/14	5/21/15	140	385	490	140	140	120	10
Pine Ridge	8/11/14	5/19/15	74	174	240	72	66	105	9
Pueblo Pintado	8/04/14	5/19/15	140	621	839	105	122		10
Ramah	8/18/14	5/28/15	128	180	380	110	12		8
Rough Rock	8/11/14	5/14/15	128	348	448	128	139	137	9
Salt River	8/04/14	5/21/15	151	345	622	147	150	154	10
St Francis	8/25/14	5/27/15	156	576	637	187	187		9
Tate Topa	8/28/14	5/22/15	138	345	483	138	138	138	7
Theodore Jamerson	8/18/14	5/20/15	124	512	659	127	126	126	9
Tiis-Nazbas	8/18/14	5/07/15	106	265	552	95	95		9
T'iis Ts'ozi Bi'Olta'	7/30/14	5/14/15	145	435	725	145	145	149	10
To' Hajiilee-He	8/18/14	5/20/15	136	408	442	136	136	132	10
Tse'ii'ahi'	8/05/14	5/07/15	121	182	424	121	121	120	9
Wingate	7/30/14	5/07/15	137	320	419	130	130	135	9

APPENDIX E

Average Home-based Participation at Sites During PY15

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 PY15	Average Received Per Month	Number of Parents	Number Offered During PY15	Average Attended During PY15	Number of Parents Who Attended in PY15
Alamo	15	3	48	9	6	48
American Horse	13	2	53	10	4	48
Aneth	12	1	40	10	3	27
Atsa Biyaazh	11	1	19	10	2	8
Baca	9	1	40	7	4	34
Beclabito	11		14	9	2	2
Blackwater	10	2	23	8	3	16
Bread Springs	8	1	55	9	5	45
Casa Blanca	9	2	28	13	3	25
Chi Chi'l Tah-Jones Ranch	11	2	27	9	2	18
Chief Leschi	12	1	56	13	5	54
Dunseith	11	2	51	15	2	13
Dzilth-Na-O-Dith-Hle	14	2	11	10	3	8
Enemy Swim	9	2	22	8	3	15
Fond du Lac	17	2	30	10	3	20
Gila Crossing	14	3	11	10	2	7
Greasewood Springs	15	3	28	9	3	16
Hannahville	8	1	57	11	2	41
John F. Kennedy	10	2	16	10	3	13
Kayenta	9	1	14		4	9
Kin Dah Lichi'i Olta'	18	2	12	10	4	10
Lac Courte Oreilles	13	2	33	9	2	14
Leupp	17	2	36	10	3	17
Little Singer	9	2	42	10	2	32
Little Wound	9	1	26	9	3	22
Many Farms (Chinle)	9	1	60	10	4	55
Mariano Lake	23	3	8	8	5	8
Na' Neelziin J'Olta (Torreon)	13	2	43	10	3	21
Oneida	9	2	42	9	2	22
Pearl River	10	2	32	10	3	27
Pine Ridge	9	2	40	9	4	33

	Personal Visits			FACE Family Circles		
	Average Received During PY15	Average Received Per Month	Number of Parents	Number Offered During PY15	Average Attended During PY15	Number of Parents Who Attended in PY15
Pueblo Pintado	2	<1	12	10	6	8
Ramah Pine Hill	5	1	61	8	2	45
Rough Rock	9	1	34	9	3	31
Salt River	14	2	34	10	4	27
St. Francis	12	2	62	9	4	48
Tate Topa	5	1	24	7	3	22
Theodore Jamerson	9	2	42	9	3	25
T'iis Nazbas	10	1	49	9	4	40
T'iis Ts'ozi Bi'Olta' (Crownpoint)	8	1	38	10	4	25
To'Hajiilee (Canoncito)	8	1	56	10	2	31
Tse'ii'ahi	9	1	34	9	2	12
Wingate	13	2	35	9	5	33
Avg. at All Sites	11	2	1498	10	3	1075

APPENDIX F

Average Center-based Participation at Sites During PY15

PY15 Hours of Service Offered, Average Hours of Participation for the Year and for the Month, and Number of Participants in Center-based Components

	Adult Education				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY15	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY15	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY15	Hrs. Offered	Avg. Hours of Partici-pation in PY15
Alamo	594	209	23	3	572	366	45	14	127	81	127	81
American Horse	529	202	24	7	680	342	40	20	151	81	151	81
Aneth	122	21	2	16	427	393	40	15	122	21	122	21
Atsa Biyaazh	338	146	25	18	743	247	46	20	135	45	135	45
Baca	318	202	27	18	445	308	37	20	127	80	127	79
Beclabito	323	138	16	2	798	586	65	18	133	21	127	20
Blackwater	405	227	33	14	473	263	38	13	135	76	135	76
Bread Springs					616	415	43	24				
Casa Blanca	476	84	22	11	686	309	54	17	75	34	122	24
Chi Chi'l Tah-Jones Ranch						493	63	19				
Chief Leschi	422	181	30	10	648	415	46	11	144	85	131	57
Dunseith	323	78	9	8	451	349	41	14	129	20	129	22
Dzilth-Na-O-Dith-Hle	330	89	28	12	462	229	97	22	132	23	132	33
Enemy Swim	134	33	6	19	642	333	43	18	134	38	101	24
Fond du Lac	617	306	38	19	617	357	40	12	137	82	137	78
Gila Crossing	108				670	383	49	24	134		137	
Greasewood Springs	480	81	16	33	639	216	29	21	142	27	142	27
Hannahville	345	155	18	17	475	322	37	18	120	51	120	47
John F. Kennedy	490	127	25	26	490	327	43	23	148	23	148	23
Kayenta		105	28	16		152	26	19		15		12
Kin Dah Lichi'i Olta'	345	175	22	10	483	198	28	13	138	70	138	70
Lac Courte Oreilles	448	68	15	20	429	165	32	18	131	17	131	15
Leupp	346	108	13	11	502	400	51	9	124	38	154	49

	Adult Education				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY15	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY15	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY15	Hrs. Offered	Avg. Hours of Partici-pation in PY15
Little Singer	682	299	56	18	682	391	60	17	124	54	124	54
Little Wound	438	208	32	10	562	326	52	26	125	47	125	46
Many Farms (Chinle)	298	72	9	5	563	165	21	11	119	44	119	32
Mariano Lake					650	465	65	13	30			
Na' Neelziin J'Olta	325	130	22	16	455	204	24	13	130	52	130	52
Oneida	525	196	23	8	665	501	56	18	105	33	140	56
Pearl River	385	125	24	10	490	155	26	15	140	44	140	46
Pine Ridge	174	21	4	20	240	64	15	14	72	10	66	10
Pueblo Pintado	621	227	35	15	660	400	53	27	105	29	132	31
Ramah Pine Hill	180	31	4	9	380	238	31	15	110	30	12	3
Rough Rock	348	72	14	19	448	283	35	24	128	36	139	28
Salt River	345	220	28	16	622	411	46	16	147	78	150	74
St. Francis	576	180	180	1	637	586	86	22	187	26	187	26
Tate Topa	345	114	21	3	483	248	38	20	138	19	138	19
Theodore Jamerson	512	35	12	9	659	331	60	4	127	26	126	10
T'iis Nazbas	265	83	12	18	552	297	37	8	95	35	95	33
T'iis Ts'ozi Bi'Olta' (Crownpoint)	435	124	19	25	725	256	41	32	145	31	145	26
To'Hajiilee-He (Canoncito)	408	115	18	23	442	101	16	22	136	36	136	40
Tse'ii'ahi	182	139	19	10	424	143	23	11	121	50	121	51
Wingate	320	120	17	18	419	209	27	16	130	45	130	45
Avg. at All Sites		**131**	**21**	**543**		**313**	**44**	**746**		**40**		**39**

APPENDIX G

Structural Equation Models for Predicting MAP Reading and Mathematics Assessments

Table G1. Structural Equation Model of Child Demographic Characteristics, Intensity of FACE Participation, End of Preschool Achievement (EOWPVT), and Kindergarten Entry Reading Performance

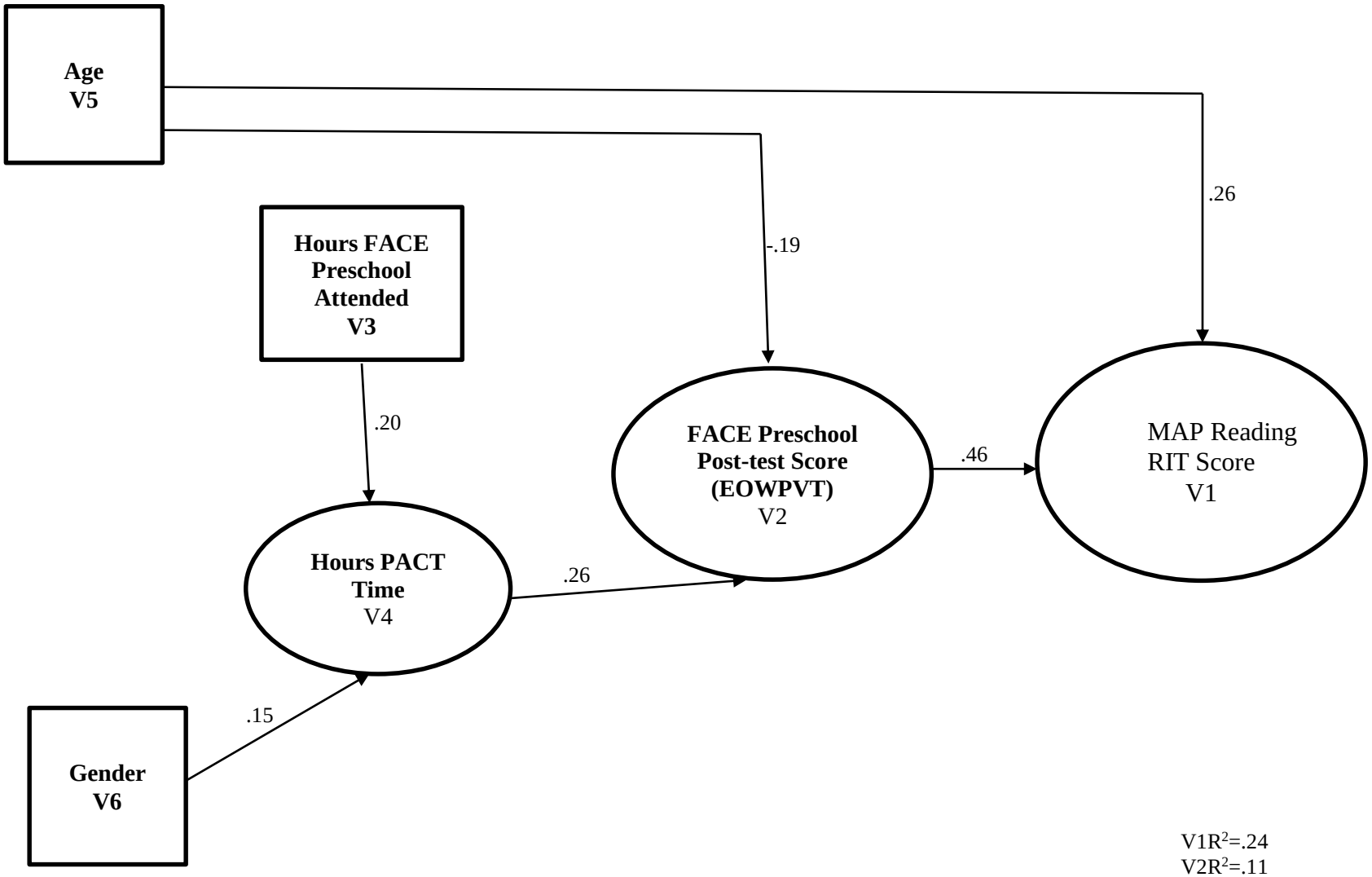


Table G2. Structural Equation Model of Child Demographic Characteristics, Intensity of FACE Participation, End of Preschool Achievement (WSS Literacy), and Kindergarten Entry Reading Performance

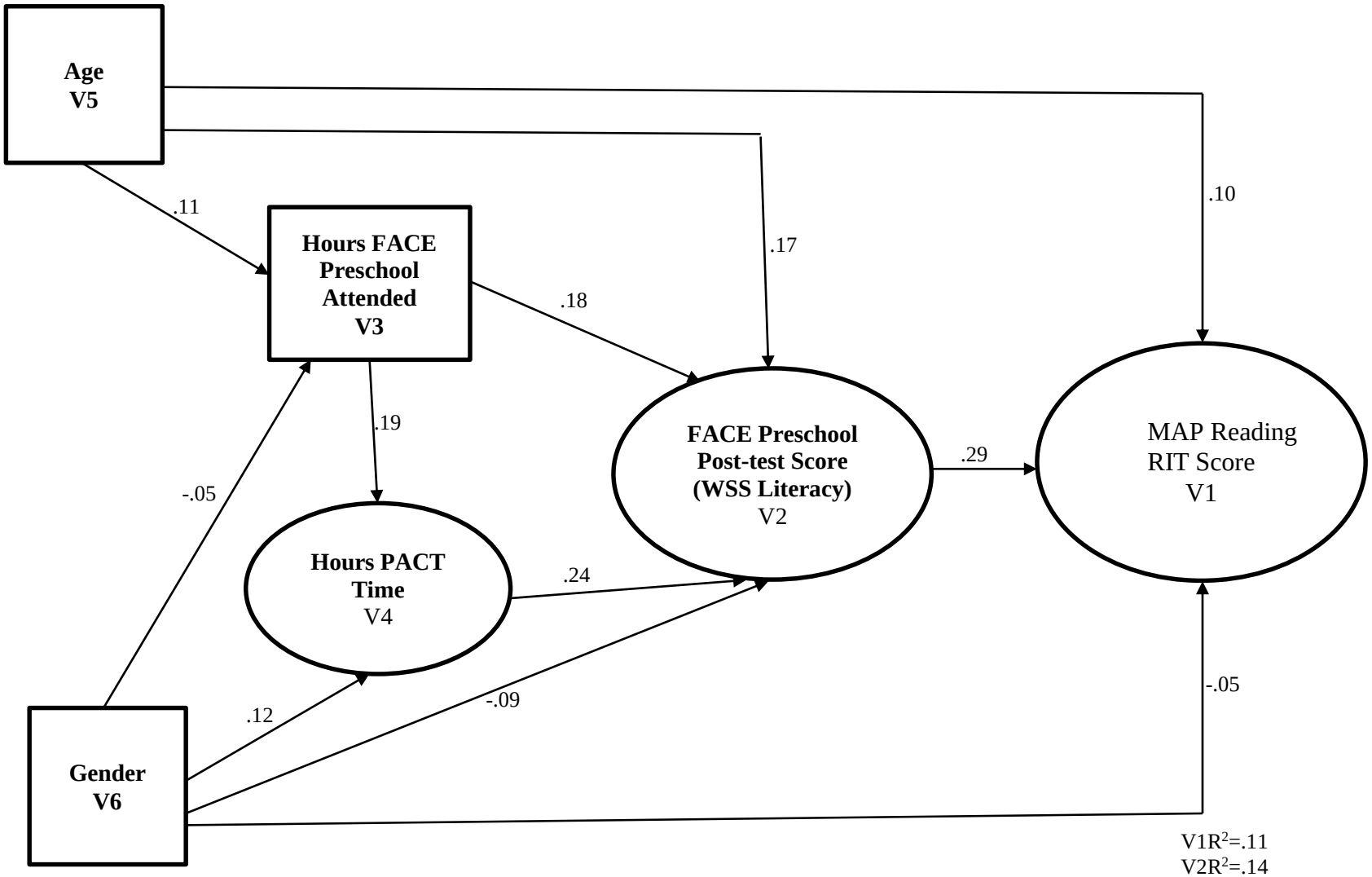
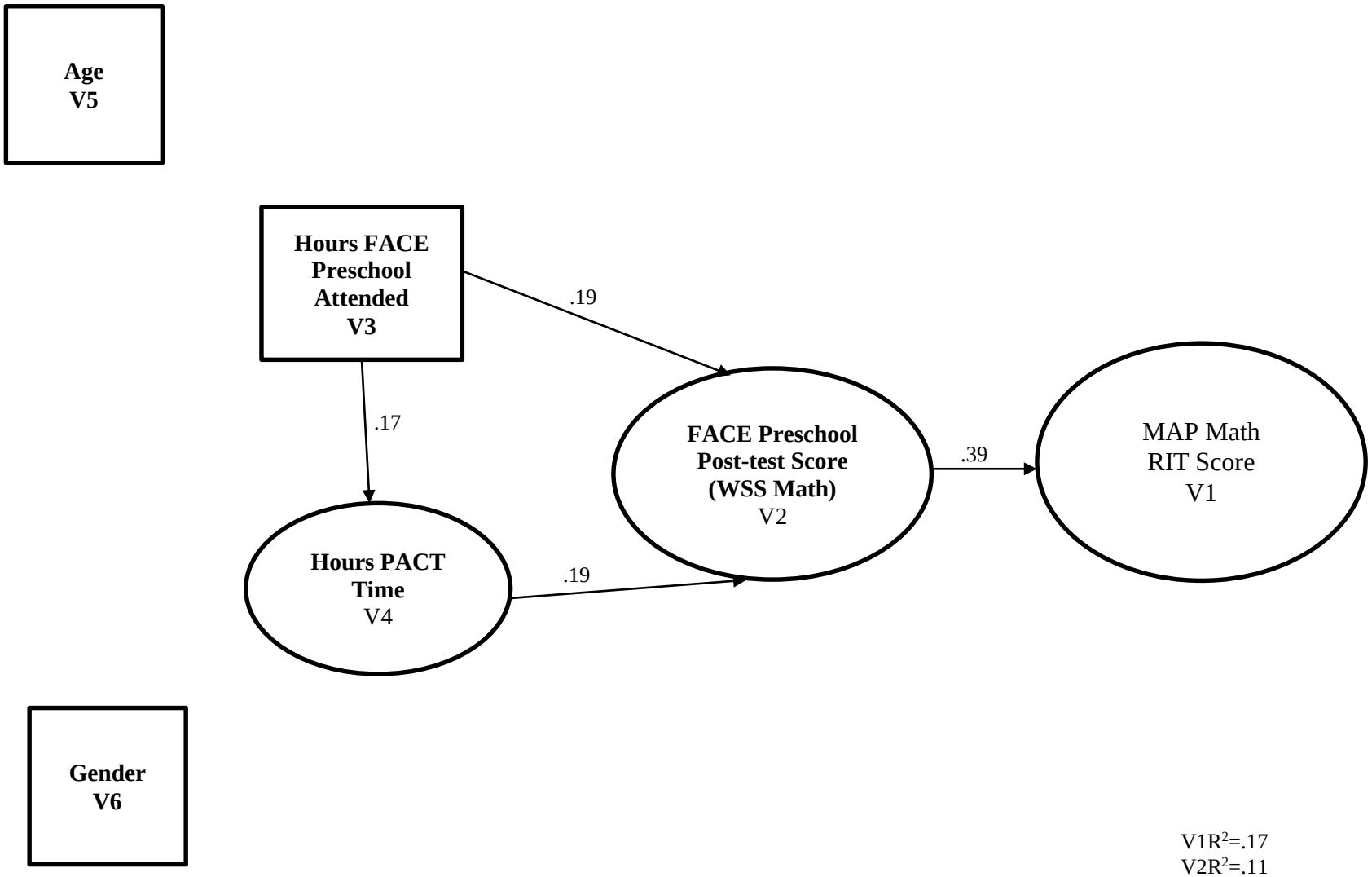


Table G3. Structural Equation Model of Child Demographic Characteristics, Intensity of FACE Participation, End of Preschool Achievement (WSS Math), and Kindergarten Entry Mathematics Performance



APPENDIX H

Transition of Children from FACE to Kindergarten at Sites During PY15

Transition of Children from FACE to Kindergarten at Sites During PY15

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted		
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	Total # Assisted	# of center-based	# of home-based
Alamo	Y	N	3	3	0	2	3	3	0
American Horse		N	8	8	0	1	8	8	0
Aneth	Y	N	15	15	0	4	15	15	0
Atsa Biyaazh	Y	N	3	3	0	0	0	0	0
Baca	Y	Y	13	12	1	1	13	12	1
Beclabito	Y	Y	15	13	2	1	15	13	2
Blackwater	Y	Y	2	2	0	1	0	0	0
Bread Springs	Y	N	13	13	0	1	13	13	0
Casa Blanca	Y	N	6	6	0	1	5	5	0
Chi Chi'l Tah	Y		8	8	0	0	8	8	0
Chief Leschi	Y	Y	7	5	2	1	5	5	0
Dunseith	Y	Y	6	6	0	1	6	6	0
Dzilth-Na-O-Dith-Hle	Y	N	10	10	0	1	10	10	0
Enemy Swim	Y	Y	9	9	0	2	9	9	0
Fond du Lac	Y	Y	5	3	2	0	5	3	2
Gila Crossing	Y	Y	13	13	0	2	13	13	0
Greasewood Springs	Y	N	4	4	0	1	4	4	0
Hannahville	Y		9	9	0	2	9	9	0
John F. Kennedy	Y	N	10	10	0	0	10	10	0
Kayenta									
Kin Da Llichi'I Olta’	Y	N	6	6	0	0	6	6	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	Total # Assisted	# of center-based	# of home-based
Lac Courte Oreilles	Y		4	4	0	1	4	4	0
Leupp		N	6	4	2	0	5	4	1
Little Singer	Y	N	9	9	0	0	9	9	0
Little Wound	Y	N	6	6	0	1	6	6	0
Many Farms (Chinle)	Y	Y	3	3	0	0	3	3	0
Mariano Lake	Y	N	9	9	0	0	9	9	0
Na,Neelzhiin Ji' Olta	Y	Y	5	5	0	0	5	5	0
Oneida	Y	Y	8	8	0	2	8	8	0
Pearl River	Y	Y	4	4	0	1	4	4	0
Pine Ridge	Y	N	2	2	0	0	2	2	0
Pueblo Pintado	Y	N	16	16	0	1	16	16	0
Ramah Pine Hill	Y	N	4	4	0	0	4	4	0
Rough Rock	Y	Y	19	15	4	0	4	3	1
Salt River	Y	N	7	7	0	2	7	7	0
St Francis	Y	Y	19	19	0	2	0	0	0
Tate Topa	Y	N	8	8	0	1	11	11	0
Theodore Jamerson	Y	Y	4	2	2	1	4	2	2
T'iis Nazbas	Y	Y	7	5	2	0	6	5	1
T’iis Ts’ozi Bi’Olta’	Y	Y	5	5	0	0	5	5	0
To'Hajiilee-He			2	2	0	0	2	2	0
Tse'ii'ahi	Y	N	4	4	0	1	4	4	0
Wingate	Y	N	4	4	0	0	4	4	0

APPENDIX I

Summary of FACE Program Implementation Ratings

Percentage and Number of Programs Rating the Degree of Implementation, and Mean Rating PY15

Assurance Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
1. The school administration and school board are committed and responsive to implementation of the FACE model.	0	0	2	1	35	15	63	27	3.6	(43)
2. Office space is provided for parent educators and secured storage space for FACE home-based and center-based.	0	0	5	2	12	5	84	36	3.8	(43)
3. Two appropriate and safe classrooms, restroom facilities for adults and children, and playground space for children 3 to 5 years of age are provided at the school.	0	0	0	0	23	10	77	33	3.8	(43)
4. Adequate and safe facilities are provided for FACE Family Circle for families and their children from prenatal to age 5.	0	0	0	0	16	7	84	36	3.8	(43)
5. The school provides transportation for (1) children ages 3-5 and their parent(s)/adult caregiver to attend the center-based program, (2) each parent educator to conduct personal visits, and (3) families to attend monthly FACE Family Circle.	0	0	9	4	30	13	60	26	3.5	(43)
6. The school provides appropriate professional development in addressing the academic needs of the K-3rd grade educational program.	0	0	2	1	21	9	77	33	3.7	(43)
7. The school has written transition plans to guide transitions for home-based families and for center-based families.	7	3	7	3	29	12	57	24	3.4	(42)
8. The FACE program coordinates and collaborates with all preschool programs.	7	3	5	2	38	16	50	21	3.3	(42)
9. Participation plans are developed for FACE adults to define active enrollment in adult education, Parent Time, and PACT Time and to assist their transition from FACE to the world of work or higher education.	9	4	23	10	28	12	40	17	3.0	(43)
10. FACE staff and principal/administrator participate in all required professional development and technical assistance visits provided by BIE, PAT and NCFL.	0	0	7	3	30	13	63	27	3.6	(43)

Assurance Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
11. All program data are maintained and submitted in a timely manner (by home-based and center-based). The coordinator is aware of documentation requirements and ensures that current forms and correct procedures are used and that confidentiality is maintained.	0	0	10	4	38	16	52	22	3.4	(42)
12. The FACE program is fully staffed (five positions, including coordinator, adult education teacher, early childhood teacher and co-teacher, and two parent educators) with staff members who are fully certified and qualified for the positions that they hold.	12	5	9	4	19	8	60	26	3.3	(43)
13HB.Full FACE enrollment is established and maintained in home-based (12-14 families weekly or 24-26 families biweekly per parent educator with flexible scheduling to accommodate family needs).	7	3	5	2	40	17	49	21	3.3	(43)
13CB.Full FACE enrollment is established and maintained in center-based (15 adults and 15-20 preschool children).	7	3	7	3	45	19	40	17	3.2	(42)
14HB.Home-based families participate on a regular basis. At least 75% of offered visits are completed weekly or biweekly, and families attend at least 75% of offered FACE Family Circles.	2	1	9	4	60	26	28	12	3.1	(43)
14CB.Center-based families participate on a regular basis. Adults and children demonstrate at least 75% attendance of offered service.	0	0	9	4	56	24	35	15	3.3	(43)
15. The school will ensure that FACE funding is utilized appropriately.	0	0	2	1	9	4	88	38	3.9	(43)
16. Grant schools only: The school has no outstanding audit exceptions regarding fiscal or program management.	0	0	10	2	0	0	90	18	3.8	(20)

Program Management and Teamwork Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
17. A Leadership Team consisting of the principal, FACE Coordinator, teachers who lead the Instructional Teams, and other key professional staff (e.g., center-based teachers) meets regularly (twice a month or more for an hour each meeting).	7	3	17	7	29	12	48	20	3.2	(42)

Program Management and Teamwork Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
18. There is a clear definition of who supervises and monitors the FACE program and staff.	0	0	5	2	21	9	74	32	3.7	(43)
19. The coordinator demonstrates effective leadership and supports every aspect of the program.	5	2	12	5	33	14	51	22	3.3	(43)
20. The school administrator monitors curriculum and classroom instruction regularly for all classes, including preschool and adult education.	5	2	14	6	33	14	48	20	3.2	(42)
21. Staff members set aside weekly time for planning individually and as a team. Team meetings for all staff members, including the coordinator, are conducted every week on the planning day.	0	0	12	5	16	7	72	31	3.6	(43)
22. Action plans are routinely developed by the team, reviewed for progress, and submitted to BIE via Native Star.	2	1	30	13	23	10	44	19	3.1	(43)
23a. Written policies and procedures address recruitment, intake, and enrollment.	2	1	9	4	28	12	60	26	3.5	(43)
23b. Written policies and procedures address orientation and training for staff	5	2	7	3	14	6	74	32	3.6	(43)
23c. Written policies and procedures address staff qualifications and personnel policies.	0	0	2	1	19	8	79	34	3.8	(43)
23d. Written policies and procedures address supervision, team meetings/planning and professional development.	0	0	2	1	16	7	81	35	3.8	(43)
23e. Written policies and procedures address services to families including times and frequency.	2	1	0	0	12	5	86	37	3.8	(43)
23f. Written policies and procedures address transition and exit planning.	0	0	9	4	33	14	58	25	3.5	(43)
23g. Written policies and procedures address data collection and documentation of services including Team Meeting binder, FACE Family Circle binder, Professional Development binder, use of data management system.	0	0	7	3	19	8	74	32	3.7	(43)
23h. Written policies and procedures address ethical practice.	2	1	2	1	23	10	72	31	3.7	(43)
23i. Written policies and procedures address parent educator safety.	5	2	2	1	19	8	74	32	3.6	(43)
23j. Written policies and procedures address fiscal management.	2	1	5	2	14	6	79	34	3.7	(43)
23k. Written policies and procedures address sustainability plan.	5	2	10	4	36	15	50	21	3.3	(42)

Program Management and Teamwork Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
24. Home-based and center-based staffs work together as a team, sharing responsibilities and supporting each other to integrate services.	0	0	5	2	12	5	84	36	3.8	(43)
25. Staff has readily available access to communication with families, community resources, and other FACE programs.	0	0	2	1	23	10	74	32	3.7	(43)
26. FACE families are involved with the regular school program.	5	2	7	3	16	7	72	31	3.6	(43)
27. FACE staff collaborates with other school staff and are involved in school-wide activities when appropriate and that do not conflict with the FACE program schedule.	0	0	2	1	9	4	88	38	3.9	(43)
28. The school's instructional Team, in which the FACE Team participates, meets for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	19	8	12	5	28	12	42	18	2.9	(43)
29. FACE staff collaborates and plans with other school staff to support children and their parents in the transition of children into kindergarten.	2	1	7	3	31	13	60	25	3.5	(42)
30. Parent educators work toward Parents as Teachers Essential Requirements and Quality Assurance Guidelines to maintain affiliate status.	0	0	12	5	12	5	76	32	3.6	(42)
31. Imagination Library is implemented for all FACE families actively participating in home- or center-based, and enrollment is updated in a timely manner.	2	1	0	0	23	10	74	32	3.7	(43)
32. FACE families qualify for and benefit from all of the services that students at the school receive.	0	0	5	2	14	6	81	34	3.8	(42)

Recruitment, Enrollment, and Participation Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established	Mean	(N)
33. The staff has developed and distributed an up-to-date brochure and other printed materials that reflect the identity of the community and include contact information and a description of all FACE services.	0	0	5	2	30	13	65	28	3.6	(43)

Recruitment, Enrollment, and Participation Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#				
34. A written year-long recruitment and retention plan has been developed by the team, is submitted to BIE, and is reviewed for progress periodically at team meetings and updated annually.	14	6	14	6	21	9	51	22	3.1	(43)
35. Recruitment for home-based and center-based families is an ongoing process with responsibility shared by the entire FACE team and involving the total school staff.	0	0	5	2	19	8	77	33	3.7	(43)
36. Enrollment process includes providing families with written information about the program and discussing mutual expectations for participation in services.	5	2	10	4	2	1	83	35	3.6	(42)
37. Staff offers appropriate and reasonable incentives to encourage regular family participation. The incentive plan is documented, maintained, and made public to the FACE staff and families	0	0	9	4	7	3	84	36	3.7	(43)
38. Center-based services follow the school daily and yearly schedule.	0	0	0	0	7	3	93	40	3.9	(43)
39. Home-based services are flexibly scheduled to meet the needs of the families within the school's yearly schedule.	0	0	0	0	12	5	88	38	3.9	(43)
40. The FACE staff has a plan for addressing contact with families during periods of low participation.	0	0	2	1	28	12	70	30	3.7	(43)
41. The early childhood component of the program is working toward NAEYC accreditation when enrollment reaches 10 children.	40	17	23	10	9	4	28	12	2.3	(43)

Culture and Language Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
42. Native language and culture are incorporated throughout the FACE program. Each of the FACE program components support and celebrate the unique culture and language of the community.	0	0	2	1	28	12	70	30	3.7	(43)
43. The school and FACE provide training for all staff on local tribal history, culture, and language.	14	6	14	6	21	9	51	22	3.1	(43)
44. Physical appearance of the FACE facility reflects the tribal culture.	2	1	10	4	24	10	64	27	3.5	(42)
45. FACE staff demonstrates an understanding of tribal culture, customs, and values.	0	0	0	0	12	5	88	37	3.9	(42)

46. HB.Home-based staff members speak the Native language or encourage family members to do so during service delivery.	5	2	7	3	19	8	69	29	3.5	(42)
46. CB.Center-based staff members speak the Native language or encourage family members to do so during service delivery.	0	0	12	5	31	13	57	24	3.5	(42)

	Not Yet		Beginning		Mostly		Well Established		Mean	
Screening Quality Indicators	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**		**(N)**
47. Staff is trained to complete and documents the necessary screening/assessments.	0	0	0	0	16	7	84	36	3.8	(43)
48. Developmental screening is administered appropriately to children.	0	0	0	0	7	3	93	40	3.9	(43)
49. Re-screening is conducted in accordance with the screening instrument protocol.	0	0	2	1	7	3	90	38	3.9	(42)
50. Social-emotional screening (ASQ:SE) is administered once a year to home-based children and on an as-needed basis for center-based children.	2	1	0	0	2	1	95	41	3.9	(43)
51. Instructional Teams review the results of preschool children's screening and assessments to make decisions about the curriculum and instructional plan and to identify students in need of intervention (both children in need of tutoring or extra help and children needing enhanced learning opportunities because of early mastery of objectives), and to be referred for further evaluation.	9	4	2	1	21	9	67	29	3.5	(43)
52. Prior to the screening, parents receive information about the purpose of the screening and what to expect.	0	0	2	1	16	7	81	35	3.8	(43)
53. Families are informed of screening results and are provided referral resources if needed.	0	0	0	0	16	7	84	36	3.8	(43)
54. FACE staff are knowledgeable of the Individuals With Disabilities Educational Improvement Act (IDEA) and participate in Individual Family Service Plan (IFSP—birth to 3) and Individual Education Plan (IEP—3 to 5) processes when appropriate.	0	0	2	1	19	8	79	34	3.8	(43)
55. Vision, hearing (OAE), and dental screenings are administered annually for all children in both home- and center-based within 45 days of enrollment.	2	1	2	1	42	18	53	23	3.5	(43)
56. A Health Record questionnaire is completed within 45 days of enrollment and reviewed/updated throughout the year for all FACE children.	0	0	0	0	14	6	86	37	3.9	(43)

57. Learning disabilities screening is administered to adults as appropriate. Referrals are made for further screening or services when indicated.	22	9	17	7	15	6	46	19	2.9	(41)
58. Timely referrals and follow-ups are made to the appropriate agencies within 45 days of identification of concern, with documentation maintained in the participant's file.	0	0	0	0	26	11	74	32	3.7	(43)

Partnership and Community Resources Quality Indicators	**Not Yet**		Beginning		**Mostly**		**Well Established**		**Mean**	**(N)**
	%	**#**	%	#	**%**	**#**	**%**	**#**		
59. Working relationships are established with tribal organizations, local offices of BIA, and state and community agencies/organizations.	2	1	5	2	16	7	77	33	3.7	(43)
60. FACE staff members provide parents with information and linkages to a variety of community resources.	0	0	5	2	12	5	84	36	3.8	(43)
61. An updated Resource Directory is available for families and staff.	2	1	5	2	9	4	84	36	3.7	(43)
62. Families are asked for feedback regarding their experiences with recommended community resources.	12	5	14	6	26	11	49	21	3.1	(43)

Personal Visits Quality Indicators	**Not Yet**		**Beginning**		**Mostly**		**Well Established**		**Mean**	**(N)**
	%	**#**	**%**	**#**	**%**	**#**	**%**	**#**		
63. Parent educators carry a caseload that reflects families prenatal through kindergarten; making prenatal, infants and toddlers a high priority.	0	0	5	2	19	8	77	33	3.7	(43)
64. Parent educators complete and document Family-centered assessment within 90 days of enrollment and then at least annually.	21	9	7	3	17	7	55	23	3.0	(42)
65. Parent educators develop and document goals with each family they serve within 90 days of enrollment.	0	0	9	4	28	12	63	27	3.5	(43)
66. Parent educators participate in at least 4 hours of reflective practice with their supervisor each month to discuss the needs/growth of families.	19	8	24	10	14	6	43	18	2.8	(42)
67. The supervisor and parent educator assess core competency and performance annually.	34	14	17	7	15	6	34	14	2.5	(41)
68. Parent educators effectively use the online curriculum to plan across the components and address each area of emphasis (development-centered parenting, parent-child interactions, family well-being).	0	0	2	1	19	8	79	33	3.8	(42)

Personal Visits Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
69. Parent educators prepare for each personal visit by developing lessons on the Foundational Plans 1-8 and/or Planning Guide, with intent statements for each area of emphasis: parent-child interactions, development-centered parenting, and family well-being.	0	0	2	1	21	9	77	33	3.7	(43)
70. Families partner with parent educators to plan the content of the visit—choosing the development, parent child interaction, family well-being focus. Together, they reflect and address the goal process.	0	0	2	1	26	11	72	31	3.7	(43)
71. The Toolkit is used during each personal visit to strengthen and guide discussion.	0	0	7	3	30	13	63	27	3.6	(43)
72. Personal visits are offered for at least 60 minutes for one child and 75-90 minutes for two children. Visits are individualized to meet needs, interests and learning styles.	0	0	2	1	10	4	88	37	3.9	(42)
73. Materials found in the home and relevant to the culture are used to support learning during the personal visit.	2	1	2	1	14	6	81	34	3.7	(42)
74. Parent(s) and child(ren) are involved in shared developmental activities during personal visits.	0	0	0	0	14	6	86	37	3.9	(43)
75. A parent-child book sharing activity occurs in every personal visit.	0	0	0	0	12	5	88	38	3.9	(43)
76. Before, during and after the visit, activities from the flaps of Imagination Library books are introduced to parents.	7	3	2	1	36	15	55	23	3.4	(42)
77. Parent educators involve the father and extended family members in the visits when applicable.	2	1	2	1	19	8	77	33	3.7	(43)
78. Parent educators support parents in observing their child's developmental progress during each visit. Parent educators provide the family with child development and neuroscience information.	0	0	2	1	9	4	88	38	3.9	(43)
79. Parent educators support parents in understanding parenting behaviors and connecting the behaviors to their child's development.	0	0	2	1	12	5	86	37	3.8	(43)
80. Parent educators support parents in understanding their family system and strengthening protective factors.	0	0	2	1	19	8	79	34	3.8	(43)
81. Families are encouraged to share observations of their children and their own skills through Fine Smile, Parent-Child Activity Sheet. and Family Journal.	0	0	2	1	19	8	79	34	3.8	(43)
82. Parental concerns and/or questions are addressed and documented effectively.	0	0	0	0	19	8	81	35	3.8	(43)

Personal Visits Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
83. Follow-up activities and materials for parent(s) are discussed and reviewed at the next visit.	0	0	0	0	23	10	77	33	3.8	(43)
84. Families are asked to evaluate each personal visit—what was helpful, how the time was used, etc.	2	1	5	2	28	12	65	28	3.6	(43)
85. Documentation is routinely updated and maintained in an organized, confidential, and secure manner.	2	1	5	2	26	11	67	29	3.6	(43)
86. Parent educators share information with families regarding upcoming Family Circles, school/community events and strategies for engagement (volunteer and leadership opportunities).	0	0	5	2	5	2	90	38	3.9	(42)

FACE Family Circle Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
87. Parent educators lead the planning of the content, facilitate the delivery of services, and maintain documentation.	0	0	5	2	19	8	77	33	3.7	(43)
88. FACE Family Circles focus on prenatal-to-K development and/or parenting issues including the three areas of emphasis (child-development-centered parenting, parent-child interactions and family well-being).	0	0	0	0	21	9	79	34	3.8	(43)
89. Family Circle Kits and Foundational Curriculum plans are used to offer specialized content to families.	5	2	5	2	21	9	69	29	3.5	(42)
90. The *Parents as Teachers Group Connections Observation Tool* is utilized to highlight key "quality" aspects of each FACE Family Circle.	12	5	19	8	14	6	55	23	3.1	(42)
91. FACE Family Circle meets the needs of families.	0	0	5	2	23	10	72	31	3.7	(43)
92. Parents are engaged in the planning and/or lead some of the activities.	10	4	17	7	38	16	36	15	3.0	(42)
93. The FACE program delivers at least one Family Circle each month (for a yearly total of 10 or more).	0	0	0	0	12	5	88	38	3.9	(43)
94. Family Circle information is entered into the data-base system each month.	0	0	2	1	19	8	79	34	3.8	(43)

Adult Education Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
95. Adult education if offered on a consistent and flexible schedule and can include: Adult Basic Education, technology, GED, high school, basic life-skills, pre-employment skills, college courses, work apprenticeships both on-site and in the community.	5	2	5	2	24	10	67	28	3.5	(42)
96. Ongoing formal and informal assessment informs teaching and learning content and practices.	5	2	12	5	24	10	60	25	3.4	(42)
97. Attention is given to both the educational and non-educational needs of students.	5	2	7	3	24	10	64	27	3.5	(42)
98. The curriculum that is developed is based on students' interests, needs, and goals.	5	2	5	2	19	8	71	30	3.6	(42)
99. Curriculum and instruction includes a variety of teaching and learning strategies that meet the needs of adult learners.	5	2	5	2	22	9	68	28	3.5	(41)
100. Services are provided to adults with learning difficulties and concerns.	14	6	12	5	26	11	48	20	3.1	(42)
101. Adult education is integrated with PACT Time, Parent Time, and Early Childhood.	5	2	14	6	10	4	71	30	3.5	(42)
102. Parents set long- and short-term goals, which guide instructional content.	2	1	7	3	26	11	64	27	3.5	(42)
103. The classroom environment includes learning areas and a wide variety of learning materials and equipment.	5	2	5	2	24	10	67	28	3.5	(42)
104. Current and working technology is accessible to adult students throughout the day in the adult classroom.	2	1	0	0	14	6	83	35	3.8	(42)
105. Recordkeeping is confidential, organized, and regularly maintained.	5	2	2	1	21	9	71	30	3.6	(42)

Early Childhood Education Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
106. Early childhood education is offered in a FACE preschool for a minimum of 31/2 hours daily.	0	0	0	0	0	00	100	43	4.0	(43)
107. All preschool teachers use a variety and balance of developmentally appropriate instructional strategies (small group, large group, and individual, teacher-directed, child-initiated).	0	0	0	0	2	1	98	42	4.0	(43)

Early Childhood Education Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
108. The curriculum is developmentally appropriate and emphasizes active learning and early literacy development. The early childhood teacher and co-teacher utilize the Early Childhood Standards in daily lesson planning.	0	0	0	0	12	5	88	38	3.9	(43)
109. The early childhood teacher and co-teacher share the responsibility for planning, instruction, assessment, and interaction with children and their parents.	2	1	0	0	21	9	77	33	3.7	(43)
110. Parents are active participants in their children's education.	2	1	5	2	40	17	53	23	3.4	(43)
111. The classroom environment is culturally appropriate and literacy rich and includes a variety of well-equipped learning areas supported with appropriate technology and software.	0	0	0	0	14	6	86	37	3.9	(43)
112. A consistent daily routine is established and followed that meets all FACE requirements.	0	0	0	0	7	3	93	40	3.9	(43)
113. The Dialogic Reading process is used by teachers every day for every child.	0	0	2	1	14	6	84	36	3.8	(43)
114. Formal and informal assessments are ongoing and guide instruction.	0	0	0	0	5	2	95	41	4.0	(43)
115. Documentation, including lesson plans, child files, attendance records, assessment records, written transition plans, and recruitment and retention plans are maintained in an organized confidential secure manner.	0	0	0	0	12	5	88	38	3.9	(43)

Parent and Child Together (PACT) Time Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
116. Families enrolled in FACE participate in PACT Time. Flexible schedules include planning, debriefing, or documenting activities, in school, at home, or at community events.	5	2	9	4	40	17	47	20	3.3	(43)
117. Parent engagement opportunities are flexible and designed to maximize family participation.	5	2	7	3	24	10	64	27	3.5	(42)
118. Staff members help parents support their children's learning through play and follow their children's lead in child-initiated activities. Staff observations inform Parent Time topics.	7	3	7	3	19	8	67	29	3.5	(43)
119. Staff model Dialogic Reading strategies during PACT Time.	5	2	5	2	12	5	79	34	3.7	(43)

Parent and Child Together (PACT) Time Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
120. Parents practice Dialogic Reading during PACT Time and at home.	5	2	12	5	21	9	62	26	3.4	(42)
121. Every day, the staff provides an easy transfer-home idea or activity to the parents to support their children's learning in the home setting, followed by review the next day.	0	0	7	3	29	12	64	27	3.6	(42)
122. All center-based staff members support families during PACT Time and are present in the children's classroom.	7	3	5	2	33	14	55	23	3.4	(42)
123. Center-based staff provide training and support for PACT Time for K-3 teachers.	28	11	18	7	18	7	38	15	2.7	(40)
124. The adult education teacher provides support and guidance for K-3 parents and K-3 teachers who participate in PACT Time. (Includes Reading First sites, except during the 90 minute reading blocks.)	23	9	25	10	23	9	30	12	2.6	(40)

Parent Time Quality Indicators	Not yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
125. Adults enrolled in FACE participate in Parent Time. Full-time center-based adults participate daily (for one hour)..	2	1	5	2	20	8	73	30	3.6	(41)
126. Parent Time is planned by the entire center-based team and is most often facilitated by the adult education teacher.	5	2	17	7	10	4	68	28	3.4	(41)
127. Parents identify areas of interest and need, and these are addressed.	2	1	7	3	19	8	71	30	3.6	(42)
128. Parent Time opportunities are flexible and designed to maximize adult participation.	2	1	10	4	22	9	66	27	3.5	(41)
129. Parent Time topics are often generated from PACT Time observations made by the FACE team.	2	1	26	11	14	6	57	24	3.3	(42)
130. Parent Time sessions offer a variety of learning opportunities. The variety includes connections to academics, problem solving, employment, arts & crafts, discussions, videos, etc.	2	1	7	3	21	9	69	29	3.6	(42)

APPENDIX J

Early Childhood Standards and Indicators

Early Childhood Standards and Indicators

LANGUAGE AND LITERACY STANDARDS

Standard 1. ***Listens for various purposes.***	
1.1	Children have daily opportunities to comprehend and respond to stories, poems, chants/rhymes and fingerplays.
1.2	Children are provided daily activities that help them learn to follow directions.
1.3	The asking and answering of simple questions is incorporated in daily classroom routines (e.g., What is your plan today?).
1.4	Experiences that encourage children to listen to and engage in conversations with others are included in daily classroom routines (e.g., respond appropriately to questions and comments from others, turn and talk to a partner in a sharing circle activity).
1.5	Children have opportunities to listen to and retell oral stories from their American Indian culture.
Standard 2. ***Uses language to communicate ideas.***	
2.1	Children have varied opportunities daily to initiate and respond appropriately in conversations with children and adults.
2.2	Children have varied experiences to develop an increasingly complex vocabulary and to use sentences of varying lengths (e.g., books, conversations, field trips, use of multiple word sentences during planning and recall).
2.3	Children are encouraged to use language to pretend or create (e.g., dress-up area, drama center).
2.4	Children have daily opportunities to communicate in English or their Native language and to be understood by others.
2.5	Children have daily opportunities to use home/cultural language speaking skills in conversation, during play or work, or while singing.
Standard 3. ***Attends to sounds in language.***	
3.1	Children are provided opportunities to develop phonological awareness by repeating rhymes, simple songs, poems, and fingerplays.
3.2	Children have opportunities to repeat rhymes, simple songs, poems, and chants in their home/cultural language.
3.3	Word games that encourage children to play with sounds of language, repetitive phrases, rhymes, and syllables are included in classroom routines.
3.4	Children have varied opportunities to learn to discriminate some sounds in words (e.g., recognize words with the same beginnings or endings, repetitive sounds, rhyming words).
Standard 4. ***Uses writing as a way to communicate ideas.***	
4.1	Children have varied opportunities to write for different purposes (e.g., sign-in, make a sign, write a menu in the house area).
4.2	A variety of writing tools (e.g., pencils, markers, crayons, chalk, magnetic letters), materials, and surfaces are readily available throughout the classroom.

4.3	Various types of children's writing are supported by teachers, including scribbles, pictures, and letter-like forms to represent words or convey ideas.
4.4	Children have opportunities to tell others about the intended meaning of their writings and pictures.
4.5	Children are provided a variety of resources to facilitate writing (e.g., dictation of stories to adults, asking others for help in writing, copying letters and words from the environment).
Standard 5. ***Shows increasing awareness of print and books.***	
5.1	Children have daily access to choosing and looking at a variety of books (including wordless books, storybooks, informational books, and alphabet books) and to listening to book reading in group and individualized settings.
5.2	Activities that promote children's book-handling skills and identification of the parts of books are included in classroom routines.
5.3	Children participate in interactive daily read-alouds (dialogic reading) where they get opportunities to respond to stories (e.g., join in predictable phrases, make predictions, ask and answer questions about the story).
5.4	Children have opportunities to read environmental print, signs and symbols (e.g., finds name on the attendance chart, reads labels, recognizes signs and logos).
5.5	Daily read-alouds give children opportunities to comprehend a sense of story (e.g., identifies characters, setting, and events, retells a story in sequence, and predicts outcome of stories).
5.6	Experiences that promote knowledge of letters, in English and/or home/cultural language, are provided in classroom routines (e.g., naming letters, observing similarities and differences in letters, writing some letters).
5.7	Children have varied opportunities to be exposed to print and stories so they become aware that print carries meaning.
5.8	Children have opportunities to recognize differences in some printed words in English and in their home/cultural language.

MATH STANDARDS

Standard 1. ***Uses numbers and counting to determine and compare quantity, solve problems and understand number relationships.***	
1.1	Children are provided varied opportunities and materials to encourage curiosity and interest in counting.
1.2	Experiences that build understanding of numbers and quantities are included in classroom routines; children use number words in daily routines, activities, and play (e.g., counting the number of children in the room, using numbers in dramatic play).
1.3	Children have opportunities to use and create symbols to represent numbers (e.g., holds up three fingers to indicate age, uses scribble writing to make numbers while playing).
1.4	Children have access to materials and experiences that enable them to count objects, or groups of objects, using one-to-one correspondence.
1.5	Children have opportunities to practice counting objects of up to 10 items in sequence and demonstrating knowledge of how many (e.g.," I have five buttons.").
1.6	Children have opportunities to count objects in home/cultural language up to 10.
1.7	Experiences that promote identification of numbers 1-10 and recognition in the environment are routinely included in the classroom (e.g., identifying numbers on the clock).
1.8	Children have opportunities to identify numbers 1-10 and say their name in home/cultural language.
1.9	Children are provided varied opportunities and materials that help them understand the changes in sets of objects when they are combined (e.g., combining beads with a friend).
1.10	Experiences are provided in the classroom routine that encourage children to describe changes in objects when they are separated into parts (e.g., separate a stack of crackers into three piles and child says, "Now we have three small piles.").
1.11	Children are provided varied opportunities and materials to use descriptive words for size, amount and comparisons (more, less, same as, fewer or greater than, etc.)
1.12	Experiences that encourage children to match numbers to the quantities they represent are included in classroom routines (e.g., child works a puzzle that matches the number on one side with the number of objects on the other).
Standard 2. ***Recognizes and creates patterns and understands their relationships and functions.***	
2.1	Children are provided varied opportunities and materials to work with simple patterns and duplicate them (e.g., making a beaded necklace matching the pattern on a picture).
2.2	Experiences that encourage children to recognize and name repeating patterns are included in classroom routines and play activities.
2.3	Planned experiences and play provide opportunities for children to create simple patterns.
2.4	Planned experiences and play provide opportunities for children to extend simple patterns using a variety of materials.
2.5	Children have varied opportunities in planned and play experiences to practice matching, sorting and grouping items according to one or two attributes.

2.6	Children are provided varied opportunities and materials that enable them to arrange several items into a series or pattern and describe the relationships (big/bigger/biggest).
Standard 3. ***Uses measurement to make and describe comparisons in the*** **environment.**	
3.1	Children are provided varied opportunities and materials to help them understand the concept of measurement, including nonstandard measures to measure objects (e.g., hands, boxes, rope).
3.2	Planned experiences and play provide opportunities for children to compare objects and demonstrate understanding of terms such as longer/shorter, faster/slower, and hotter/colder.
3.3	Routines include opportunities for children to develop and demonstrate understanding of the concept of time (e.g., what happens next, yesterday/tomorrow)
3.4	Children are provided experiences that require them to look forward to, remember, and talk about sequences of events (e.g., says, "We go to lunch and then Mommy comes to read to me.").
3.5	Children have opportunities to participate in a variety of measuring activities.
3.6	Children are provided varied opportunities and materials to help them understand the concept of measurement including standard measures (e. g., measuring tape, yardstick)
Standard 4. ***Uses shapes and space to define items in the environment.***	
4.1	Planned experiences and play provide opportunities for children to develop an understanding of position terms (e.g., between, inside, under, behind, etc.).
4.2	Children are provided varied opportunities and materials to name and recognize basic shapes (e.g., circle, square, triangle) in the environment in English and/or home language.
4.3	Experiences are provided so children can represent shapes found in the environment (e.g., painting circles for the moon, making animals from dough).
4.4	Children are provided varied opportunities and materials to encourage them to compare and describe attributes of shapes with their own words.
4.5	Planned experiences and play provide opportunities for children to develop an understanding of spatial relationships including describing the position or location of objects in relation to self or other objects.
4.6	Children are provided varied experiences and materials to put shapes together and take them apart (e.g., puzzles and toys with multiple shapes).

APPENDIX K

Summary of Early Childhood Standards Implementation Ratings

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Language and Literacy Standards[76]

	Standard 1 Listens for various purposes	Standard 2 Uses Language to communicate ideas	Standard 3 Attends to sounds in language	Standard 4 Uses writing as a way to communicate ideas	Standard 5 Shows increasing awareness of print and books
Overall	3.7	3.7	3.6	3.8	3.8
Alamo	2.8	3.0	2.5	Not available	3.4
American Horse	3.8	4.0	3.5	3.8	3.9
Aneth	3.6	3.4	3.5	4.0	3.9
Atsa Biyaazh (Shiprock)	3.8	4.0	3.8	3.8	3.8
Baca	3.4	3.2	3.3	3.2	3.4
Beclabito	4.0	3.4	3.8	3.8	3.6
Blackwater	3.8	3.8	3.8	3.6	3.8
Bread Springs	3.8	4.0	3.8	4.0	4.0
Casa Blanca	3.4	3.6	3.8	4.0	4.0
Chi Chi'l Tah-Jones Ranch	3.6	3.4	3.8	3.6	3.8
Chief Leschi	3.6	4.0	4.0	3.8	4.0
Dunseith	4.0	4.0	4.0	4.0	4.0
Dzilth-Na-O-Dith-Hle	4.0	3.8	3.8	4.0	4.0
Enemy Swim	3.8	3.8	4.0	4.0	4.0
Fond du Lac	3.8	4.0	4.0	4.0	4.0
Gila Crossing	2.8	3.0	3.8	3.0	3.3
Greasewood Springs	3.0	3.0	2.5	2.6	2.9
Hannahville	3.8	4.0	4.0	4.0	4.0
John F Kennedy	3.8	4.0	4.0	4.0	4.0
Kayenta	3.6	4.0	3.0	2.2	3.9
Kin Dah Lichi'i Olta'	3.4	3.6	4.0	4.0	4.0
Lac Courte Oreilles	3.8	3.8	3.5	4.0	3.8
Leupp	3.6	4.0	3.8	4.0	3.8
Little Singer	4.0	4.0	4.0	4.0	4.0
Little Wound	4.0	4.0	3.0	4.0	3.8
Many Farms (Chinle)	Not available	Not available	Not available	Not available	Not available
Mariano Lake	3.8	3.8	4.0	4.0	4.0
Na' Neelziin J'olta (Torreon)	3.4	3.6	2.8	3.2	3.5

[76] Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Listens for various purposes	Standard 2 Uses Language to communicate ideas	Standard 3 Attends to sounds in language	Standard 4 Uses writing as a way to communicate ideas	Standard 5 Shows increasing awareness of print and books
Oneida	3.8	4.0	4.0	4.0	4.0
Pearl River	3.8	4.0	3.8	3.8	4.0
Pine Ridge	3.4	3.6	2.8	4.0	3.4
Pueblo Pintado	3.8	3.8	3.8	4.0	3.9
Ramah	4.0	4.0	4.0	4.0	4.0
Rough Rock	4.0	3.4	3.5	3.8	4.0
Salt River	3.8	4.0	4.0	4.0	4.0
St. Francis	3.6	4.0	4.0	3.4	3.8
Tate Topa	3.4	3.8	2.8	3.8	3.8
Theodore Jamerson	3.6	3.6	3.3	3.6	4.0
Tiis-Nazbas	3.2	2.8	3.0	3.4	3.1
T'iis Ts'ozi Bi'Olta' (Crownpoint)	3.8	3.8	3.8	4.0	4.0
To' Hajiilee-He (Canoncito)	3.6	3.8	4.0	4.0	4.0
Tse'ii'ahi	4.0	4.0	4.0	4.0	4.0
Wingate	3.6	3.4	3.3	3.8	3.6

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Mathematics Standards[77]

	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	3.7	3.7	3.5	3.8
Alamo	3.0	3.0	2.7	2.8
American Horse		4.0	3.7	4.0
Aneth	3.7	3.8	3.3	3.8
Atsa Biyaazh (Shiprock)	3.4	2.8	2.5	3.5
Baca	3.3	2.5	2.7	3.7
Beclabito	3.8	4.0	3.2	3.8
Blackwater	3.8	4.0	3.3	3.5
Bread Springs	4.0	4.0	3.7	4.0
Casa Blanca	4.0	4.0	3.7	4.0
Chi Chi'l Tah-Jones Ranch	3.6	3.0	3.3	4.0
Chief Leschi	3.8	4.0	3.7	4.0
Dunseith	4.0	4.0	4.0	4.0
Dzilth-Na-O-Dith-Hle	3.9	4.0	4.0	4.0
Enemy Swim	3.9	4.0	3.5	3.7
Fond du Lac	3.5	3.0	3.3	3.7
Gila Crossing	3.1	4.0		4.0
Greasewood Springs	2.8	3.0	3.2	3.2
Hannahville		4.0	3.5	4.0
John F Kennedy	3.8	3.5	3.7	3.7
Kayenta	3.8	4.0	2.7	3.8
Kin Dah Lichi'i Olta'	4.0	4.0	3.0	3.0
Lac Courte Oreilles	3.9	4.0	3.7	4.0
Leupp	3.6	3.5	3.7	3.8
Little Singer	4.0	4.0	4.0	4.0
Little Wound	3.5	3.8	3.2	3.7
Many Farms (Chinle)				
Mariano Lake	4.0	4.0	3.7	4.0

[77] Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Na' Neelziin J'olta (Torreon)	3.3	2.5	2.8	3.5
Oneida	4.0	4.0	4.0	4.0
Pearl River	4.0	4.0	4.0	4.0
Pine Ridge	3.0	3.7	3.7	3.5
Pueblo Pintado	3.7	3.5	3.3	3.8
Ramah	4.0	4.0	3.5	4.0
Rough Rock	3.9	3.8	2.8	3.8
Salt River	3.8	3.8	3.7	4.0
St. Francis	3.6	4.0	3.7	4.0
Tate Topa	3.5	4.0	3.5	3.8
Theodore Jamerson	3.8	4.0	4.0	4.0
Tiis-Nazbas	3.1	3.2	3.2	3.0
T'iis Ts'ozi Bi'Olta' (Crownpoint)	4.0	4.0	4.0	4.0
To' Hajiilee-He (Canoncito)	4.0	4.0	4.0	4.0
Tse'ii'ahi	4.0	4.0	4.0	4.0
Wingate	3.3	4.0	3.3	3.0