
BIE FAMILY AND CHILD EDUCATION PROGRAM

2017 Report



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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 school readiness and lifelong learning.²

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

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

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

Initially piloted at six schools, FACE has been implemented at 63 BIE-funded schools for periods ranging from 1 to 27 years (for a list of the PY17 schools and former FACE schools and their locations, see Appendix A). In Program Year 2017 (PY17—including the period from July 1, 2016 to June 30, 2017), marking the 27nd year of FACE implementation, FACE services were provided at 44 schools to 2,058 adults and 2,109 children from 1,798 families.⁴ No new schools

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

² Bureau of Indian Affairs, Bureau of Indian Education. (2017). *Family and Child Education (FACE) Guidelines* (p. 1). Washington, DC: Author.

³ Ibid, p. 2.

⁴ One site did not submit data, so although FACE was implemented at 44 sites, data in this report are generally based on 43 sites.

were added in PY14 to PY16, but in PY17, FACE was discontinued at one school and implemented newly at two schools. The 44 programs are predominantly located on reservations in Arizona and New Mexico, where two-thirds of the FACE sites (29 programs) are located. The remaining one-third of the programs (15 programs) are located in North and South Dakota, Michigan, Minnesota, Mississippi, Utah, Washington, and Wisconsin.

PROGRAM DESIGN

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

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

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

Home-based Services

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

Parent educators are trained and certified to use PAT's *Foundational, Model Implementation and Foundational 2 Curriculum–3 Years through Kindergarten* (including printed guides, Tool Kits, and online curriculum) in planning services for families. PAT's approach to parent education and family support includes three key areas of emphasis throughout the curriculum: development-centered parenting, parent-child interaction, and family well-being. The blend of personal visit

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

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

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

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

Language and culture is integrated into personal visits, screenings, and FACE Family Circles and is facilitated by the employment of members of the local tribal community, many of whom can conduct visits in the family's Native language and all of whom can advance cultural practices. Almost all parent educators (96%) are American Indian.

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

Center-based Services

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

- A. *Interactive literacy activities between parents and their children.*

- B. *Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.*
- C. *Parent literacy training that leads to economic self-sufficiency.*
- D. *An age-appropriate education to prepare children for success in school and life experience.*⁶

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

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

Participation in the center-based program is individualized in that each adult develops an Adult Participation Plan in collaboration with the adult education teacher or other center-based staff member. This formal written plan for an individual's participation is intended to maximize adult participation in PACT Time, Parent Time, and Adult Education.

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

Early Childhood Education is provided for children through the implementation of the NCFL *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children* that emphasizes literacy and active involvement of children in their learning. The BIE *Early*

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

*Learning Guidelines and Preschool Standards for Math and Language/Literacy*⁷ are implemented to facilitate a smooth transition for children from FACE preschool to kindergarten. They describe the range of knowledge, skills, attitudes, and behaviors that children are generally expected to develop by the end of preschool.

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

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

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

The FACE program uses NCFL's *Family Service Learning* model for supporting parent engagement where intergenerational activities improve the school community or solve a problem and participants' learning and skills are enhanced. FACE families identify an issue and then follow the six-step model, guided by FACE staff: investigation, planning and preparation, action, reflection, demonstration of results and celebration, and sustainability.⁹

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

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

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>.

⁹ National Center for Families Learning. (2015). Family service learning quick information sheet. pp. 1-2.

Additional Areas of FACE Implementation

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.

A FOCUS ON STAFF DEVELOPMENT

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

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

In PY17, professional development was offered through a variety of techniques. PAT and NCFL conducted one or two days of on-site technical assistance to programs with significant needs. Additional support was provided through teleconferences, web-based seminars and courses, email, and telephone calls. PAT and NCFL also provided implementation and/or follow-up training for

new staff members and training for those who were identified with program implementation needs best addressed through a face-to-face approach. FACE staff members report that they particularly value face-to-face professional development and value the opportunity to network and learn of successful strategies used in other programs. Accordingly, six regional meetings responded to this need and provided a venue for BIE staff and trainers to discuss common issues and present new information.

FACE professional development offers opportunities that are routinely assessed by participants; participant feedback is used to help technical assistance providers meet the needs of FACE programs. Feedback consistently indicates participants' satisfaction with the professional development that is provided.

EVALUATION FOR CONTINUOUS IMPROVEMENT

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

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

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. Early childhood teachers self-rate their implementation of early childhood standards. Programs report their challenges and needs. Lastly, recommendations for future evaluations are offered by the evaluator.

STUDY DESIGN

The PY17 study focuses on two areas: program implementation and program outcomes. The program implementation section examines participant information, staff characteristics, service intensity, and special areas of program focus and technical assistance received in PY17. The outcomes section presents information on the impact of FACE on adults, children, home-school partnerships, community partnerships, and the integration of language and culture in FACE services. Two basic questions guide this study:

- ◆ What are the characteristics of FACE participants and the services they received in PY17 and over time?
- ◆ What are the program impacts relative to the program goals?

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

IMPLEMENTATION STUDY DATA COLLECTION

Evaluators analyzed the implementation of FACE with data provided by FACE staff members and participants using data collection instruments developed through collaborative efforts of RTA, BIE, PAT, and NCFL. Data were provided for 43 of the 44 programs.¹⁰

1. Participation data for PY17 adults and children were obtained from rosters provided by 43 programs. Data were provided for 2,058 adults and 2,109 children (from birth to age 5). FACE services were also received by 42 prenatal children (up from 27 reported in PY16 and a result of an emphasis on serving prenatal children and their parents) and 84 children in grades K-3 who participated in PACT Time with their FACE parents.
2. Enrollment forms were obtained from 43 programs. Participant characteristics were obtained for 1,904 adults and 1,940 children (not including prenatal and K-3 children), for response rates of 92% of adults and 92% of children.
3. Forty-two programs completed a team questionnaire that provides staff and program implementation data for a 95% response rate.
4. Early childhood teachers and/or co-teachers from 42 programs completed a self-assessment of their implementation of the *Early Childhood Language and Literacy and Mathematics Standards* for a 95% response rate.

¹⁰ Due to the staff vacancies and turnover at Gila Crossing, that program did not submit data in PY17.

OUTCOMES STUDY DATA COLLECTION

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

Outcomes for Adults

1. Sixty-eight percent of PY17 adults from 43 programs (1,397 adults—including 74% of center-based adults and 66% 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 greatly improved from PY16. Records were provided for 1,828 adults, comprising 89% of PY17 adults (compared with 59% in PY16) from 42 programs. Information was provided for 89% of the center-based adults (compared with 63% in PY16) and 90% of home-based adults (compared with 58% 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. Of the 464 adults who participated in FACE center-based adult education in PY17, 57% were assessed in reading and mathematics with either the *Comprehensive Adult Student Assessment System* (CASAS) or the *Test of Adult Basic Education* (TABE). Thirty-one FACE programs reported that 255 adults were assessed with CASAS and six programs assessed 27 adults with the TABE.
4. FACE staff team questionnaires were completed by all but two FACE programs (for a 95% response rate) and provided additional data on adult achievements, such as GED/high school diploma completion and employment information.

Outcomes for Children from Birth to Five Years of Age

1. Screening summary information was obtained from all programs using a variety of instruments for 92% of PY17 children. Screening services were provided to 92% of home-based children and 91% of center-based children. Information about screening is obtained from the *Ages and Stages Questionnaires, Third Edition* (ASQ-3) and the Screening Summary form.
2. *Ages and Stages Questionnaires: Social-Emotional – Second Edition* (ASQ:SE-2) is an instrument that is used to identify social-emotional developmental delays/concerns of children. Assessment with this instrument is required for all home-based children and on an as-needed basis for center-based children. In PY17, 1,146 children at 39 FACE programs were assessed with the ASQ:SE for a response rate of 54%. Seventy-four percent of home-based children had ASQ:SE assessments. A few center-based children (12%) 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.¹¹ WSS summary checklists were provided by 40 sites for 78% of the FACE preschool children. Some programs that were challenged due to staff vacancies in preschool did not submit WSS forms.
4. Health and safety information was obtained from the PAT *Child Health Record* completed by parents of 1,824 FACE children (86%) at 43 programs. These forms were completed for 84% of children who received home-based services and 92% of center-based children.
5. The *Expressive One-Word Picture Vocabulary Test* (EOWPVT), an instrument that measures expressive vocabulary development was used to assess FACE preschoolers. The EOWPVT was administered at least once to 627 FACE preschoolers (92%) at 43 sites, similar to PY16 and PY15, but a notable increase from the 81% assessed in PY14. Of those assessed, 82% (505) had both pre- and post-scores.
6. Sixty-eight percent of PY17 adults (1,397 adults) from 40 programs—including 75% of center-based adults and 66% of home-based adults—completed an exit/end-of-year survey, providing information about the impacts of FACE on their child(ren).

¹¹ 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.

FACE IMPLEMENTATION

This section examines the implementation of FACE from several perspectives. Implementation information includes participation information, discussions of participant and staff characteristics, intensity of services, the demand for FACE services, program component changes in PY17, the use of planning time at FACE programs, family transition plans, and technical assistance received.

PARTICIPANT INFORMATION

During the 27-year history of FACE, the program has served 48,167 participants. The unduplicated number of adults and children served by FACE includes 22,417 adults and 25,750 children from approximately 20,500 American Indian families (see Table 1).¹²

**Table 1. Total Number of Participants Served by FACE
During Program Years 1991-2017**

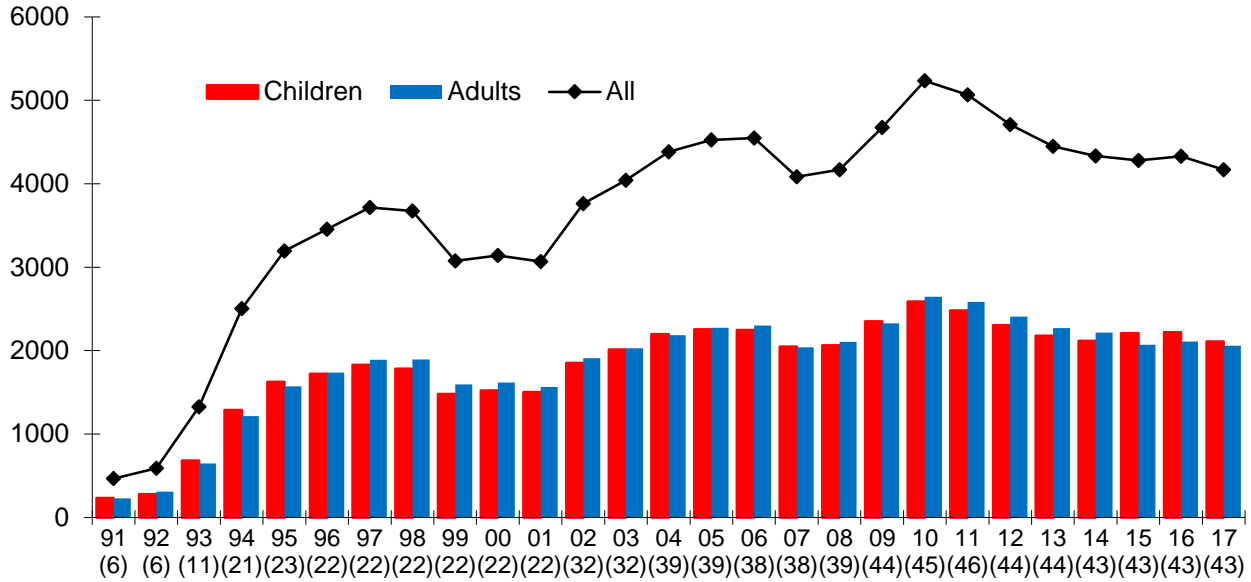
All participants	Adults	Children
48,167	22,417	25,750

Over time, FACE has been implemented at 63 different schools. Nineteen programs have discontinued FACE implementation for various reasons (e.g., difficulty recruiting staff members and participants, inability to meet the program requirements, etc.). In the spring of 1991, FACE was first implemented at six sites, serving almost 500 participants (see Figure 1). Following PY98, the number of participants declined, reflecting effects of the new Temporary Assistance for Needy Families (TANF) legislation. Improved implementation at experienced programs along with the gradual addition of FACE programs resulted in a growth in the number of participants. The program gradually expanded to a high of 5,234 participants in 45 programs in PY10, but decreased somewhat over the next seven years. In PY17, participants include 2,058 adults and 2,109 children from 1,798 families.

The number of participants served at individual FACE sites in PY17 ranged from 10 participants in a new program to 157 participants in a 24-year-old FACE program. On average, FACE programs served 97 participants, comparable to the previous three years. (See Appendix B for annual participation and Appendix C for the number of participants at individual FACE sites during PY17.)

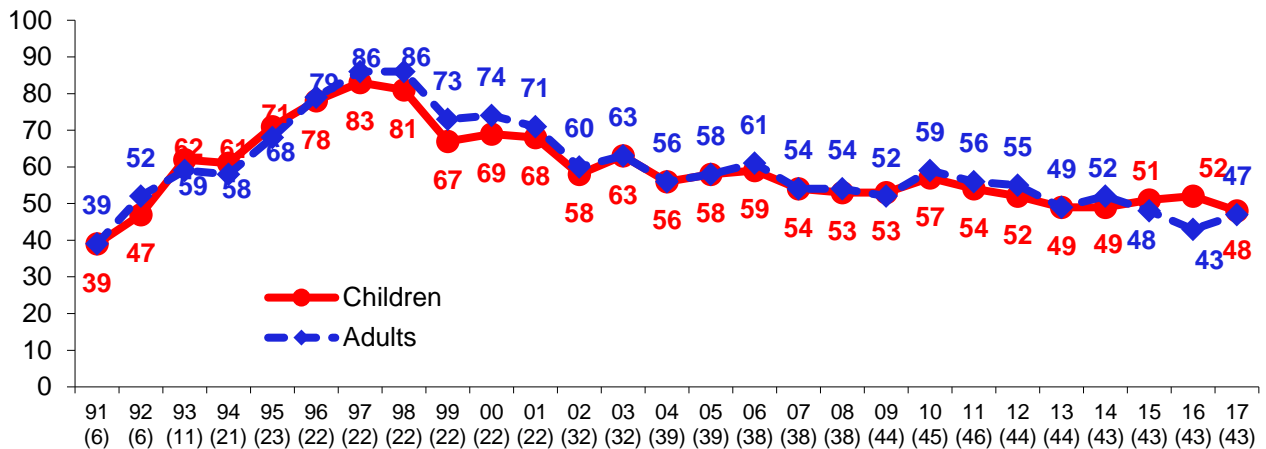
¹² Some individuals (285) participated as both adults and children.

Figure 1. Number of Adults and Children Who Participated in FACE Each Program Year, 1991-2017 (with Number of Sites)¹³



The average number of adults and children participating at individual programs peaked when the number of FACE programs doubled in the mid-90s (see Figure 2). Lower averages after PY11 reflect program improvement strategies that focused on increasing the intensity of services to participating families; therefore, some of the lower participating families no longer received services. The lower averages in PY15-PY17 are likely due to the new guidelines for center-based participation. In PY17, the average increased to 47 adults from the PY16 average of 43. The PY17 average of 48 children per site is less than the PY16 average of 52, but similar to the previous ten years.

Figure 2. Average Number of FACE Children and Adults Per Site During Program Years 1991-2017 (with Number of FACE Sites)

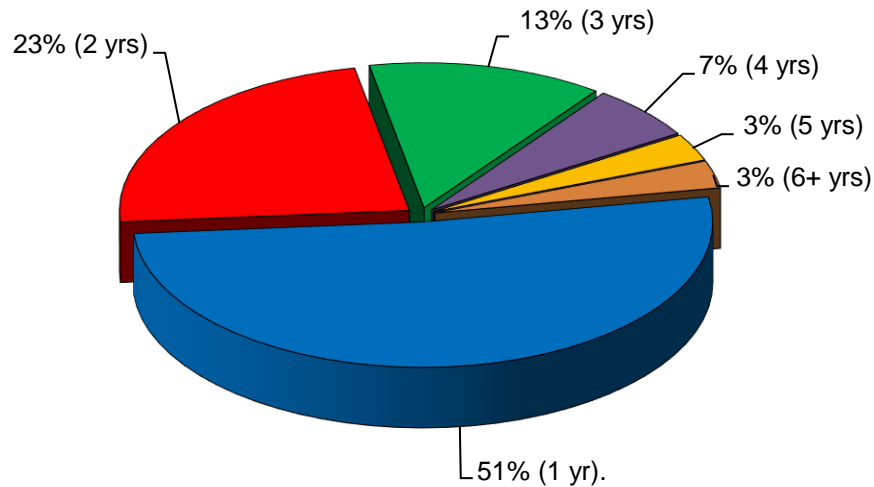


¹³ One site did not submit data, so although FACE was implemented at 44 sites, data are based on 43 sites.

Length of Participation

Over the 27 years of FACE implementation, adults and children participated in FACE services for an average of two program years. Adults participated significantly longer than children—2.2 years and 1.9 years. This occurs because some parents participate prenatally or with multiple children. Fifty-one percent of participants attended one program year, 23% attended two program years, and 26% attended three or more program years (see Figure 3).¹⁴ Of the PY17 participants, 59% received FACE services in prior years, averaging approximately 1½ years in FACE prior to FY17.

Figure 3. Percentage Distribution of the Number of Years That Adults and Children Received FACE Services During the 27 Years of FACE Implementation (N=48,167)



Services Received

Since the inception of FACE, 19% of the 48,167 adults and children participated in the full FACE model—receiving both home- and center-based services (21% of adults and 17% of children). See Table 2. Fifty-nine percent of adults and 62% of children participated in only home-based services; 21% of both adults and children received only center-based services.

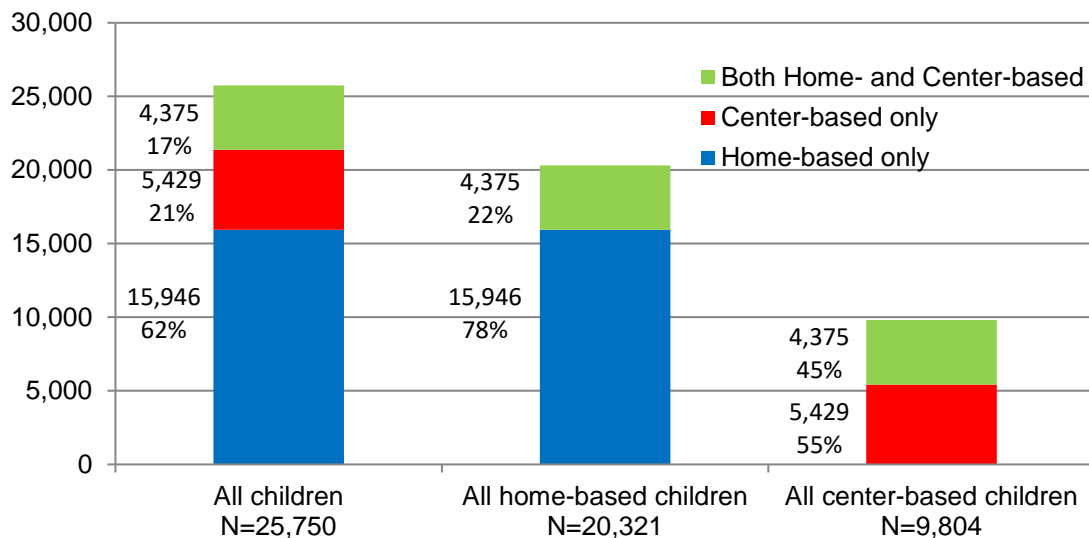
Table 2. Percentage (and Number) of FACE Participants Throughout FACE History Who Received Only Center-based, Only Home-based, or Both Services

	Only Center-based	Only Home-based	Both Center- and Home-based	Total
Adults	20 (4,545)	59 (13,239)	21 (4,633)	22,417
Children	21 (5,429)	62 (15,946)	17 (4,375)	25,750
All participants	21 (9,974)	60 (29,185)	19 (9,008)	48,167

¹⁴ This is a count of the number of program years during which adults and children participated in FACE, but is not necessarily reflective of the intensity of services in which they participated.

Of all FACE children who received home-based services since the inception of FACE (20,321), 22% transitioned into center-based services (see Figure 4). Of FACE children who ever received center-based services (9,804), 45% had also received home-based services.

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



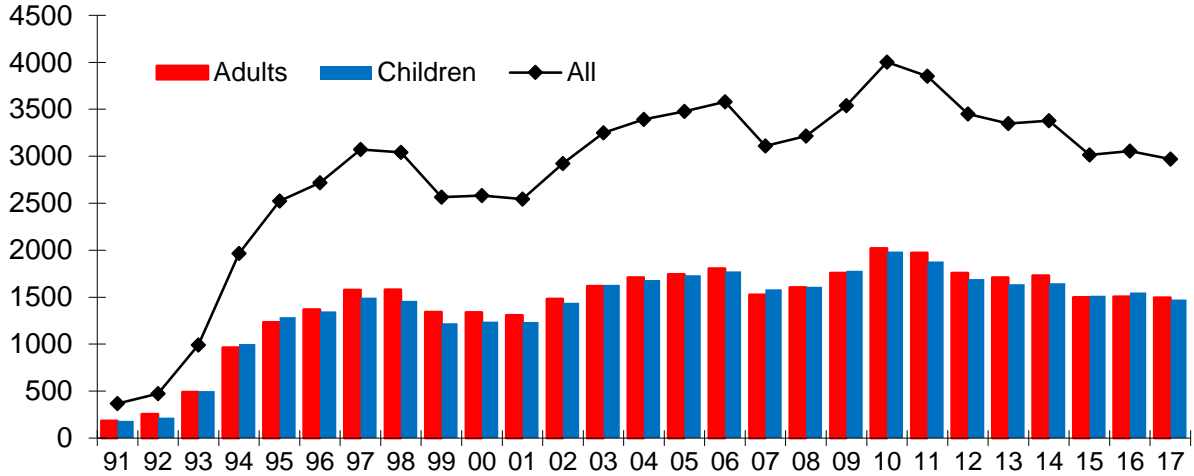
During the PY17 program year, two-thirds of participants received home-based-only services, almost 30% participated in center-based-only services, and 5% participated in both home- and center-based services (see Table 3). Of PY17 center-based children, more than half (53%) had also participated in home-based services sometime during their FACE services.

Table 3. Number and Percentage of Participants by FACE Services Received During PY17

	Center-based only		Home-based only		Both Center- & Home-based		All Services N
	N	%	N	%	N	%	
Adults	564	27	1,335	65	159	8	2,058
Children	634	30	1,430	68	45	2	2,109
All Participants	1,198	29	2,765	66	204	5	4,167

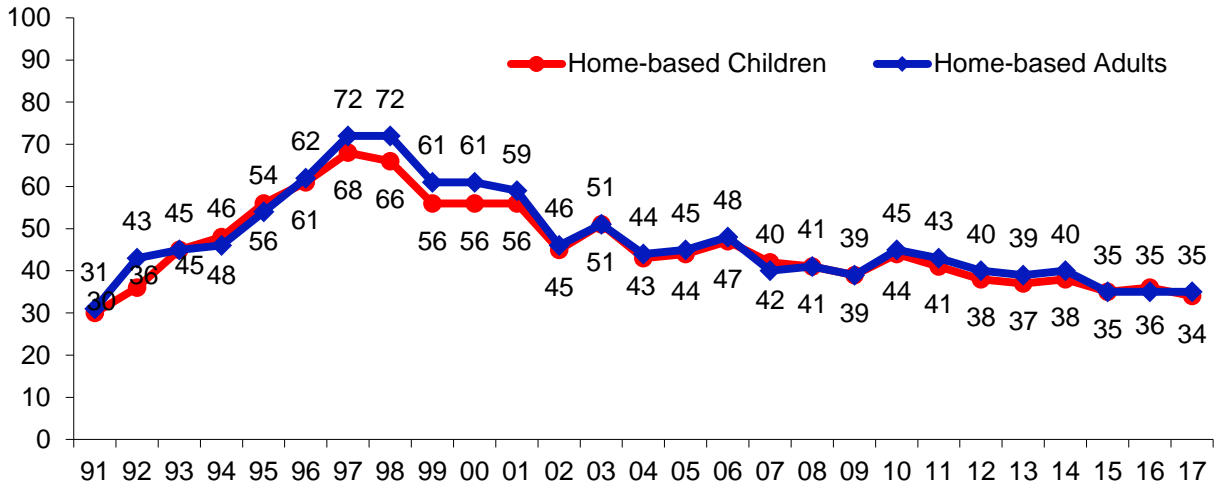
In PY91, the first year of FACE implementation, 367 participants (182 children and 185 adults) received home-based services at 6 sites (see Figure 5). This increased to a high of 4,002 participants (1,984 children and 2,018 adults) in PY10 at 45 sites, but subsequently decreased to 2,969 (1,475 children and 1,494 adults) in PY17 at 43 sites.

Figure 5. Number of Home-based Adults and Children Who Participated in FACE in Program Years 1991-2017



Since PY02, the average number of home-based adults and children varied within the range of 40-50 per site; however, in PY15-PY17, averages of 35 adults and 34 children each received home-based services (see Figure 6). Decreases in the average number of home-based participants at sites is due to a combination of increased intensity of home-based services provided for some families, the increased focus on encouraging regular participation—resulting in discontinuation for some families who participate only sporadically—and a lack of trained parent educators. During PY17, the home-based program was not fully staffed at almost 30% of the FACE sites (12 sites, one more than the previous year).

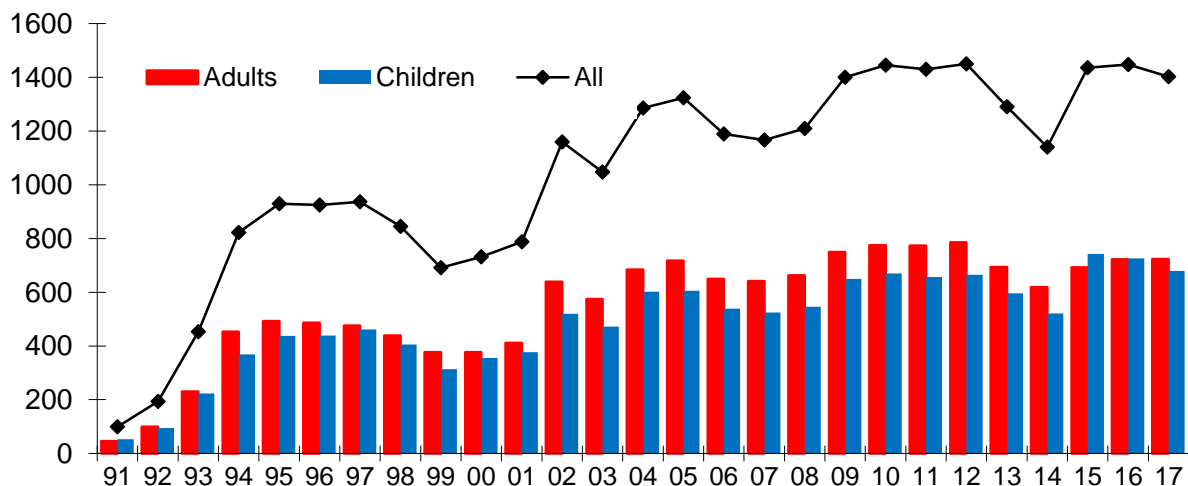
Figure 6. Average Number of Home-based Adults and Children per Site for Program Years 1991-2017



In PY91, 99 participants (53 children and 46 adults) received center-based services at 6 sites (see Figure 7). This increased to a high of 1,450 participants (665 children and 785 adults) in PY12 at 44 sites. The number of center-based adults participating each year has been generally slightly

more than the number of children. However, in PY15, this trend reversed: 743 children and 693 adults participated in center-based services, for a total of 1,436 participants. PY16 was similar to PY15, although the number of adults increased by 29 and the number of FACE preschoolers decreased by 17 from PY15, for a total of 1,448 participants.¹⁵ However, in PY17, the trend reversed again as more adults received center-based services than did children—723 adults and 679 children for a total of 1,402 center-based participants.¹⁶

Figure 7. Number of Center-based Adults and Children Who Participated in FACE in Program Years 1991-2017

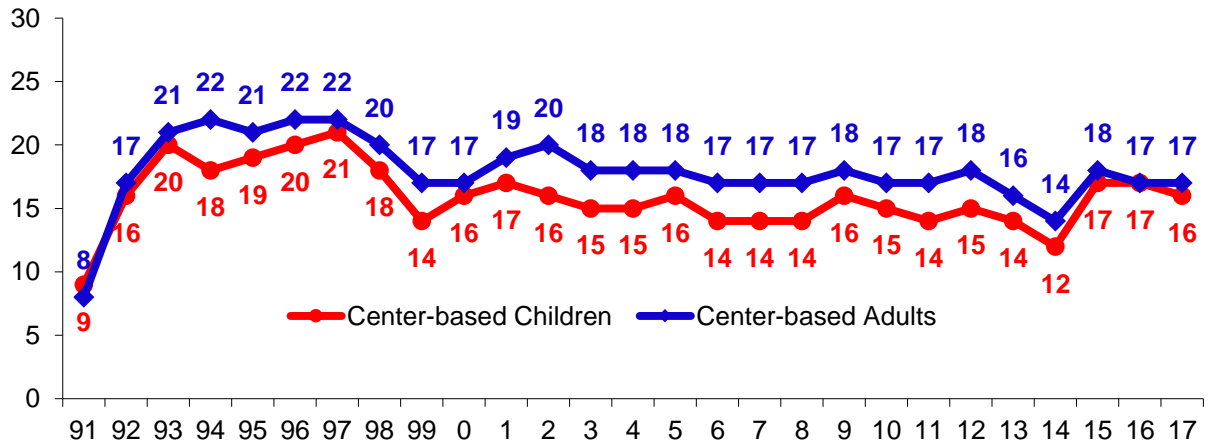


The average number of center-based adults and children has remained relatively stable over time. In PY17, FACE programs served an average 17 adults and 16 children (see Figure 8). One program (compared with three programs the previous year) reported it did not serve any adults in the center-based program but it did serve children. 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; some adults’ inability to pass background checks; and the change in the guidelines so that children can be enrolled in the preschool class without an adult attending the adult education class.

¹⁵ This may under-report the number of FACE preschoolers in PY17, because two sites (Many Farms and Tate Topa) did not provide participation data for their preschoolers, so they weren’t counted as participants

¹⁶ Based on data submitted by 42 programs.

Figure 8. Average Number of Center-based Adults and Children per Site for Program Years 1991-2017



Reasons for Enrolling in FACE in PY17

Adults reported their reasons for enrolling in FACE in PY17. Some of the reasons were to improve life for their children and family and some were for their own self-improvement. The number one reason for enrolling continued to be to prepare their child for school. In PY17, 80% of adults enrolled to prepare their child for school (see Table 4). Parents who participated in both home- and center-based components reported almost all reasons with slightly higher frequencies.

In terms of their parenting role, somewhat more than 60% of parents enrolled in the FACE program to help their child learn to socialize with others. Parents participating in both components (71%) and home-based-only parents (66%) were more likely to report this goal than were center-based-only parents (51%). Better understanding of child development was a goal for 54% of parents, but only 38% of center-based-only parents enrolled for this reason. Approximately 40% of parents enrolled in the FACE program to be more involved in their child’s school (43%) and to improve their family’s well-being (39%). Parents participating in both home- and center-based services were more likely than others to report these reasons. One-fourth of parents believed that enrolling in FACE would help them identify and access resources.

In terms of their own self-improvement, approximately 30% of adults enrolled in FACE to improve their Native American language skills and cultural knowledge. Approximately 20% of adults enrolled for reasons that included academic, employability, and social goals. Only 14% of adults enrolled to improve their own literacy skills.

Table 4. Percentage and Number of Adults Reporting Reasons for Enrolling in FACE by Services Received in PY17

Reasons	All (N=1,905)		Home-based Only (N=1,203)		Center-based Only (N=533)		Both Home- and Center-based (N=169)	
	%	#	%	#	%	#	%	#
Reasons as Parent								
Prepare child for school	80	1,530	80	967	79	419	85	144
Help child get along	63	1,194	61	734	65	347	67	113
Improve parenting skills	62	1,187	66	797	51	270	71	120
Understand child development	54	1,023	60	727	38	200	57	96
Be more involved in child's school	43	814	41	497	42	226	54	91
Improve family's well-being	39	739	39	473	35	188	46	78
Help identify and access resources	24	459	24	294	22	119	27	46
Reasons as Individual								
Improve Native American language skills and cultural knowledge	29	553	30	356	27	142	33	55
Improve academic skills	22	416	18	213	27	142	36	61
Help get a job	21	409	18	215	26	141	31	53
Make friends	19	356	18	218	18	96	25	42
Help obtain GED/diploma	18	345	14	167	24	126	31	52
Improve employability skills	18	339	15	184	20	109	27	44
Improve reading skills	14	270	12	149	16	87	20	34
Help with coursework	11	210	9	107	14	72	18	31

Characteristics of FACE Children

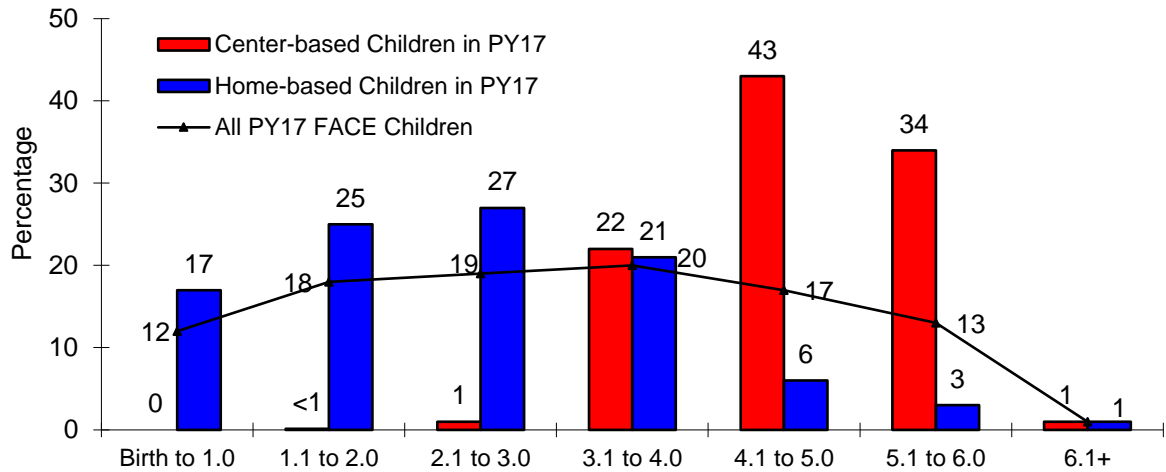
Some of the characteristics of children who participated in FACE in PY17 are described below.

Age of Children

The FACE model is designed to primarily serve children from birth to 3 years in the home-based setting (although some families with children ages 4 or 5 participate as well) and children aged 3 through 5 in the center-based preschool. Overall, half of all PY17 FACE children and two-thirds

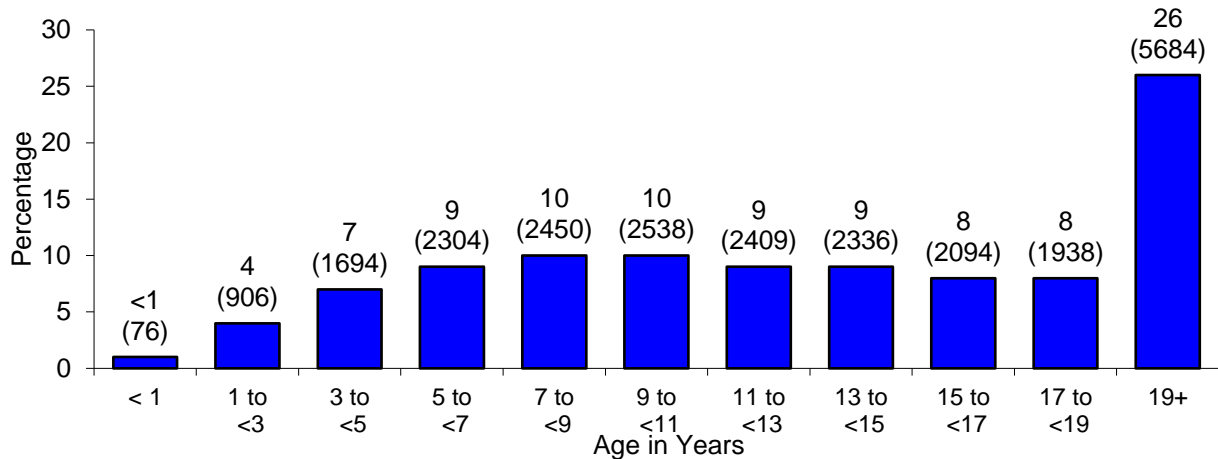
of home-based children were 3 years or younger at the end of the program year (see Figure 9). Approximately two-thirds of center-based children were 3 or 4, and one-third were 5 or older.

Figure 9. Percentage Distribution of PY17 FACE Children by Age (in Years) at End of the Program Year and by Services Received in PY17¹⁷
(N=2,109)



For purposes of future longitudinal studies, the age distribution of 25,399 current and former child participants is presented in Figure 10. At the end of the 2016-17 school year, 63% were school-aged (i.e., from 5 to 18 years). Eleven percent were under the age of 5 and 26% were over 18 years of age. The oldest former FACE child participants are now about 32 years of age.

Figure 10. Percentage Distribution (and Number) of Children Who Ever Participated in FACE by Age on May, 2017
(N=25,750)¹⁸



¹⁷ This chart includes only children who received home-based services or who participated in FACE preschool in PY17. K-3 children who only participated in PACT time are not included.

¹⁸ Birth dates are missing for 354 FACE or former FACE children.

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 percent had participated in home-based services only and 22% received only center-based services.

Children with Special Needs

In PY17, 26 programs reported that they served from 1-20 children (for a total of 98 children) with special needs under the Individuals with Disabilities Educational Improvement Act. Of these children, 56% received home-based services, 40% received center-based services and 4% received both services. Five percent of all PY17 FACE children had either an IEP or an IFSP, similar to the previous five years when 5-6% of children had either an IEP or an IFSP.

Other Characteristics of PY17 Children

Additional characteristics of participating FACE children include the following:

- ◆ Among PY17 children, 48% are male and 52% are female.
- ◆ More than half of FACE children (51%) reside with both parents. Twenty-seven percent live with only their mother, 3% live with only their father, and 19% 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, 82% have mothers who completed at least the equivalent of a high school diploma; 18% have mothers who have less than a 12th grade education. At the time of FACE enrollment, the mothers of 12% of the children were enrolled in a school.
- ◆ Seventy-seven percent of the children participate with their mothers in the FACE program.
- ◆ Among children who live with their father, 80% have fathers who completed at least the equivalent of a high school diploma; 20% have fathers with less than a 12th grade education. At the time of FACE enrollment, the fathers of 6% of the children were enrolled in a school.
- ◆ On average, five individuals (typically two or three adults and two or three children) reside in FACE children's homes.
- ◆ Fifty-nine percent of FACE children live in households that receive public assistance (a 10 percentage point increase compared with the previous year). Of the households receiving public assistance, 74% use SNAP Food Stamps benefits, 10% are enrolled in the Temporary Assistance for Needy Families (TANF) program and 16% use other forms of assistance benefits. Other assistance includes Women, Infants and Children nutritional program (WIC), Medicaid, Supplemental Security Income (SSI); and Section 8 Housing Assistance.
- ◆ Thirty-nine percent of FACE children have mothers who are employed, compared with 35% of children in PY16. Thirty-three percent have fathers who are employed, similar to the

percentage in PY15 and PY16 but fewer than previous years when approximately 45% of fathers were employed.

- ◆ Most children (77%) reside in homes where English is the primary language. Five percent of children reside in homes where the Native language is the primary language. Eighteen 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 the homes of most FACE children (94%), dual languages are spoken in the homes of approximately one-half of the children.

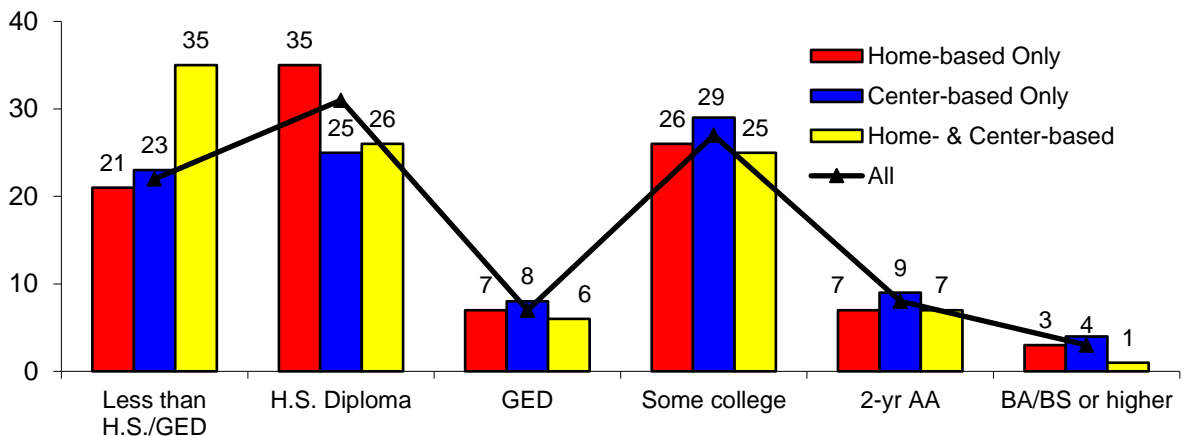
Characteristics of FACE Adults

Seventy-four percent of adults participated with one child, 24% participated with two or more children. The remaining adults were home-based with prenatal children. Among adults who participated with children in PY17, 86% are parents of the child(ren) with whom they participated. Seventy percent are mothers; 16% are fathers; and 8% are grandparents. The remaining 4% are other relatives, caretakers, guardians, or friends.

Education of Adults

In PY17, 22% of the adults had less than a high school education at the time of enrollment in FACE (see Figure 11), similar to PY15 and PY16, and a lower percentage compared with PY13 (30%) and PY14 (26%). During PY17, adults who had completed less than a 12th grade education comprised 35% of adults who participated in both center- and home-based services, 21% of adults who participated in home-based-only services, and 23% who participated in center-based-only services. Prior to enrollment, 39% of PY17 adults had received either a high school diploma or a GED certificate similar to prior years. Thirty-nine percent of all adults had attended some form of post-secondary education and 12% had completed a degree.

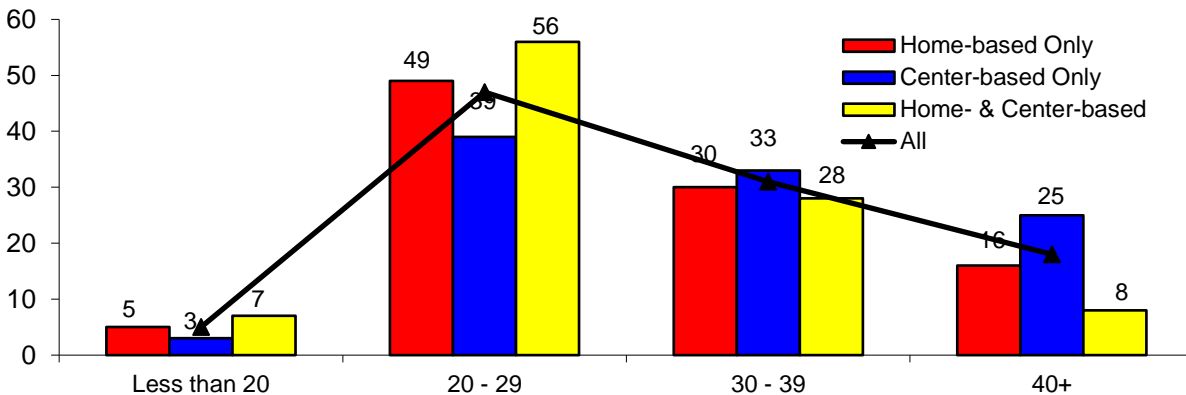
Figure 11. Percentage Distribution of Adults by the Highest Level of Education Completed at the Time of FACE Enrollment and by FACE Services Received in PY17



Age of Adults

The average age of PY17 FACE adults is 30 and ranges from 12 to 82 years of age. Five percent of adults are under the age of 20, 47% are in the 20-29 age range, and 48% are 30 and older (see Figure 12). On average, center-based-only adults are somewhat older (35 years of age) than are home-based-only adults (32 years of age). Forty-two percent of center-based-only adults, 54% of home-based-only adults, and 63% of adults who participate in both center- and home-based services are less than 30 years of age.

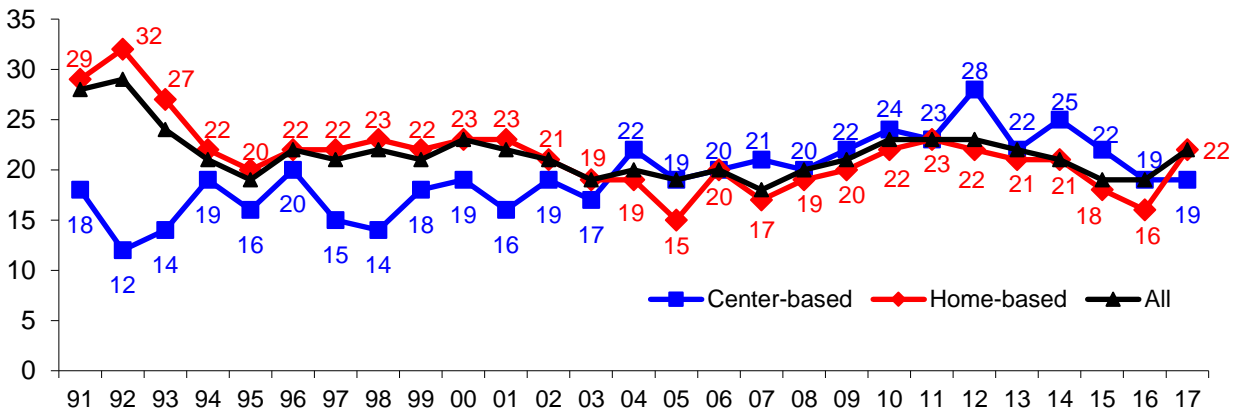
Figure 12. Percentage Distribution of Adults by Age and by Type of FACE Services Received in PY17



Gender of Adults

Among all adults who participated anytime during the 27 years of FACE, 21% are male. Of PY17 adults, 22% are male (see Figure 13). In PY17, 19% of center-based adults and 22% 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 13. Percentage of Adult Participants Who Are Male by Type of FACE Services Received in Program Years 1991-2017



Adult Employment

Thirty-eight percent of PY17 adults were employed and 62% were unemployed at program entry. The unemployment rate among home-based-only adults has slightly decreased in recent years, from 69% in PY14 to 62% in PY17. Eighty-seven percent of center-based adults were unemployed in PY14 compared with 58% in PY17. Participants who were employed averaged about 35 hours of work each week, similar to the average in recent years. Employed females averaged 35 hours per week; males worked an average 37 hours.

Although unemployment declined, families still require financial support. Fifty-one percent of PY17 adults received some form of financial assistance from a federal, state, or tribal agency, higher by approximately 12 percentage points compared with the previous two years when 39-40% of adults received financial assistance. Of the adults who received financial assistance, 78% reported they received SNAP Food Stamps, 11% were in the TANF program and 17% reported that they received some other support.

STAFF CHARACTERISTICS

FACE programs usually consist of five or six staff members: a coordinator (who also often functions as the adult education instructor or early childhood teacher), an early childhood teacher and co-teacher, an adult education instructor, and two parent educators. At the end of PY17, 76% of programs reported five or six staff members. One-fourth of programs reported three or four staff members. Information was provided for 195 staff members.

The FACE program has demonstrated progress towards compliance with the former NCLB legislation, with the intended outcome of staff degreed appropriately for each position. FACE guidelines drafted in 2010 and revised in 2015¹⁹ state that adult education instructors and early childhood teachers must have completed a Bachelor's degree in education. Adult education instructors and early childhood teachers must be state-certified teachers, and early childhood teachers must be degreed in early childhood or elementary education. In PY17, all early childhood teachers and all but two adult education instructors had at least a Bachelor's degree; for the adult education instructors without a Bachelor's degree, one had an Associate's degree and the other had a high school education (see Table 5). Fifty-eight percent of early childhood teachers and 46% of adult education instructors also had earned certification in their areas. Compared with the previous year, the percentage of staff members by position who had earned at least a Master's degree remained similar with one exception. The percentage of coordinators who had earned a Master's or Ph.D. degree increased from 66% in PY16 to 74% in PY17.

¹⁹ Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) guidelines* (pp. 11-12). Washington, DC: Author.

Table 5. Percentage of PY17 FACE Staff Members with Highest Level of Education and Percentage Earning Certification Anytime²⁰

Staff Highest Level of Education	Coordinator (N=38)	Adult Education Instructor (N=35)	Early Childhood Teacher (N=38)	Early Childhood Co-Teacher (N=36)	Parent Educator (N=64)	All FACE Staff Members (Unduplicated) (N=195)
PhD/ED	5	6	5	0	0	2
MA/MS	74	43	32	6	8	29
BA/BS	21	43	63	22	28	33
AA	0	3	0	64	55	31
HS Diploma/GED	0	3	0	8	9	5
Certification Earned:						
Early Childhood	15	0	58	33	25	27
Adult Education	13	46	3	0	0	11

Parent educators and early childhood co-teachers must have completed an AA degree, 60 hours of college credit, or state certification for paraprofessionals. Slightly more than 90% of both early childhood co-teachers and parent educators had earned at least an Associate’s degree; the remaining staff members had earned a high school diploma or GED. One-third of early childhood co-teachers also had earned certification in early childhood. Home-based staff members are certified as parent educators by the Parents as Teachers National Center, but one-fourth also had earned certification in early childhood.

Additional information about staff members who hold FACE positions in PY17 was provided by 42 programs for 212 staff members (see Table 6).

²⁰ 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.

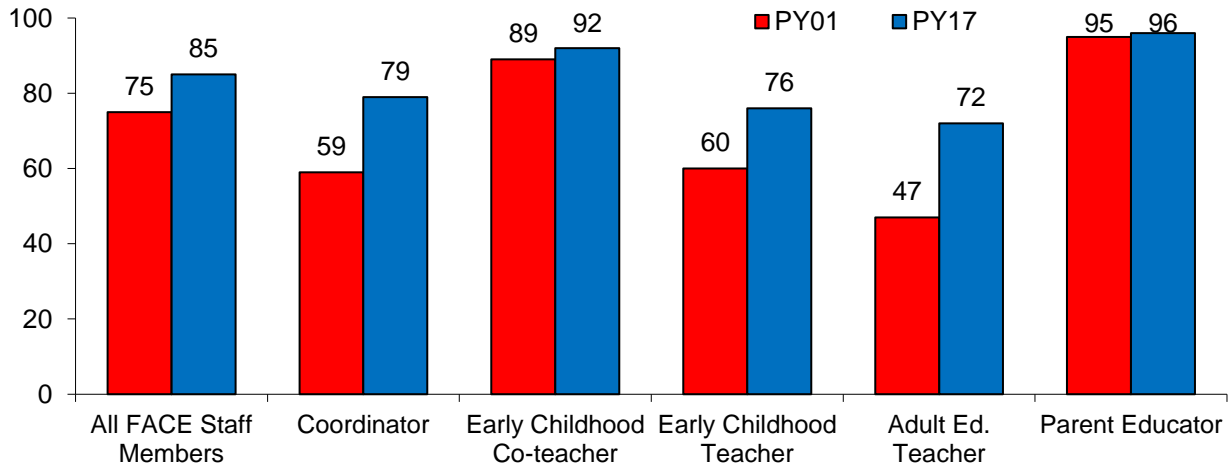
Table 6. FACE Staff Characteristics by Role in PY17²¹

Characteristics of Staff Members	Coordinator (N=39)	Adult Education Instructor (N=34)	Early Childhood Teacher (N=38)	Early Childhood Co-Teacher (N=40)	Parent Educator (N=75)	All FACE Staff Members (Unduplicated) (N=212)
% American Indian	79	72	76	92	96	85
% New to FACE	21	15	18	23	16	19
Average years employed	7.9	7.1	7.5	7.4	9.4	8.0
% Former FACE participants	24	21	32	41	40	33

American Indian Staff Members

Eighty-five percent of all PY17 FACE staff positions were held by American Indians, slightly higher than in PY15 (78%) and PY16 (80%). Although the overall percentage of American Indian staff remains relatively stable, the percentage by staff position varies, but has increased over time. The percentage of coordinators who are American Indian increased from 59% in PY01 to 79% in PY17, the percentage of early childhood teachers increased from 60% in PY01 to 76% and the percentage of adult education teachers increased from 47% to 72% (see Figure 14). For early childhood co-teachers, the percentage is slightly higher in PY17 (92%) compared with PY01 (89%) and the same as in PY16. Almost all parent educators are American Indian (96%), the most consistent percentage over time.

Figure 14. Percentage of FACE Staff Members Who Are American Indian by Position in Program Years 2001 and 2017

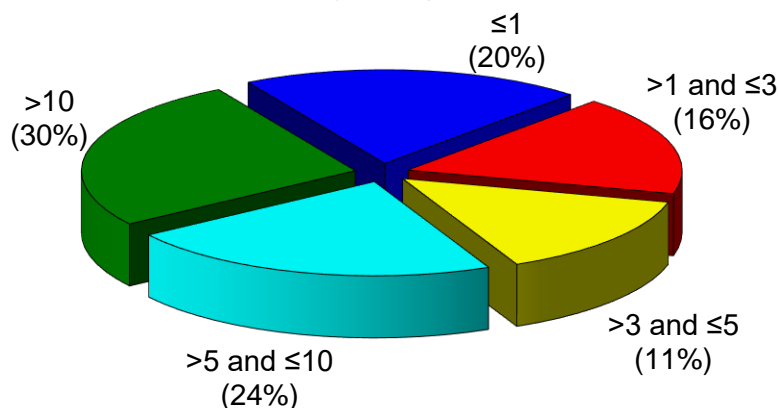


²¹ Percentages are based on the number of staff members for which information was available on each of the items, which may have been less than the total N for each group. Data for % American Indian was available for 199 staff members, for % Former FACE participants for 201 staff members, and for average years employed for 200 staff members.

Staff Tenure

Staff members continue to demonstrate longevity in their FACE employment. By the end of PY17, staff members had worked in the FACE program an average eight years, with periods of employment ranging from 1-27 years. Thirty percent of staff members were employed in the FACE program more than ten years, with 22 of these staff members employed 20 or more years (see Figure 15). Twenty percent of staff members were employed in the FACE program for one year or less. Sixteen percent of staff members were employed 1½-3 years, 11% were employed 3½-5 years, and 24% were employed 5½-10 years.

Figure 15. Percentage Distribution of Program Staff Members by the Number of Years of Employment in FACE (N=200)



Parent educators have the greatest longevity in FACE with an average of 9.4 years. Coordinators are employed an average 7.9 years, while early childhood teachers average 7.5 years. The average length of employment for early childhood co-teachers is 7.4 years, and for adult educators, it is 7.1 years.

Even with longevity among FACE staff members, each year positions at sites are not filled. When a position is not filled, implementation of the program suffers. Programs were asked if they had a FACE staff or administration vacancy during the year. Almost 70% of the programs (29 programs) reported that they had one or more staff vacancies during the year, ranging from one to three vacancies. The programs were either not fully staffed at the beginning of the program year or lost staff members sometime during the year. Thirty-six percent of FACE programs reported that the preschool experienced staff vacancies; almost one-fourth of preschools needed an early childhood teacher and almost 15% needed a co-teacher during the year (see Table 7). Almost 30% of programs reported a parent educator vacancy, and almost 20% of programs needed to employ an adult education teacher. Three programs lacked a coordinator during PY17.

The amount of time to fill a vacancy was reported by almost three-fourths of the programs that reported having a vacancy during the year. The time ranged from a few weeks, reported by one program, to two years and three months, reported by one program. Five programs reported that the position was still vacant at the end of the year. Approximately three-fourths of the programs

that reported on the length of time it took to fill the vacancy reported that it took three months or longer.

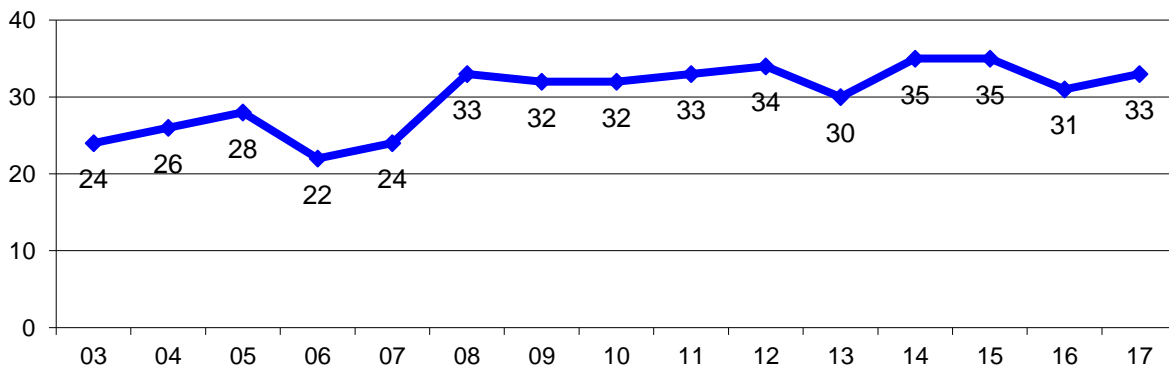
Table 7. Number and Percentage of Programs Reporting Vacancies Sometime During PY17 by Staff Positions
N=42

	%	#
Coordinator	7	3
Adult Education Teacher	19	8
Early Childhood Teacher	24	10
Early Childhood Co-Teacher	14	6
Parent Educator	29	12

Staff Members Who Were Formerly FACE Participants

From PY03 to PY07, approximately one-fourth of staff members were formerly FACE participants (see Figure 16). Since PY08, approximately one-third of FACE staff members were FACE participants prior to their staff appointments. In PY17, 41% of early childhood co-teachers, 40% percent of parent educators, 32% of early childhood teachers, 24% of coordinators, and 21% of adult education instructors are former FACE participants.

Figure 16. Percentage of FACE Staff Members Who Were Formerly FACE Participants for Program Years 2003-2017



INTENSITY OF FACE SERVICES

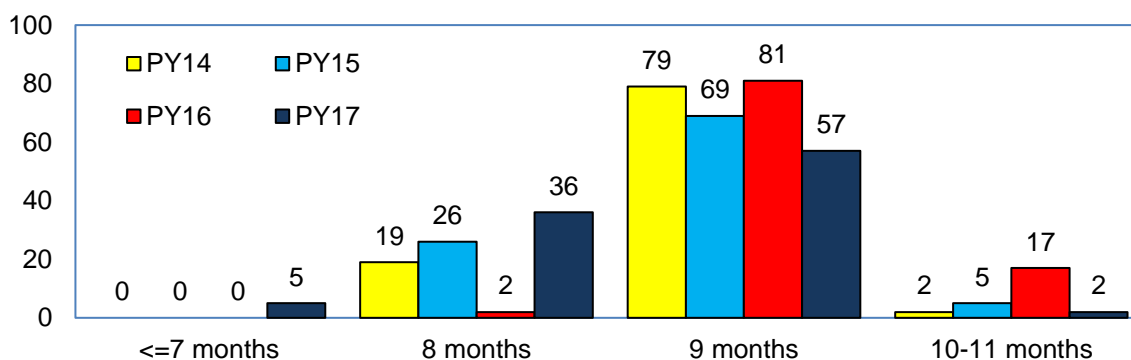
Intensity of services can be examined from two perspectives: the amount of service offered and the amount of service in which families actually participate.

Intensity of FACE Services Offered

The months during which FACE services are provided to families varies among programs. Sixty percent of programs begin delivery of services in early to mid-August, 24% begin during the last half of August, and 14% begin during the first or second week of September. One of the new programs began the end of October. Ninety-three percent of programs conclude services sometime in May. One program provided services through June 1, and services at two programs did not conclude until late June (see Appendix D for a list of beginning and ending service dates for programs).

On average, FACE provided services for almost nine months (compared with slightly more than nine months in PY16). The length of time during which FACE services were offered in PY17 ranges from 6½ months (offered by one program) to 10½ months (offered by one program). Fifty-nine percent of PY17 programs offered services for nine months or longer, the lowest percentage over the four-year period (see Figure 17). The percentage of programs offering services for eight months increased by 34 percentage points compared with PY16 and by 10 percentage points compared with the PY15 previous high of 26%. Two programs offered services for seven months or less. (See Appendix D for the number of center- and home-based service days offered by site and overall averages.)

Figure 17. Percentage Distribution of FACE Programs by Number of Months of Service Provided During Program Years 2014-2017



Home-based Services Offered

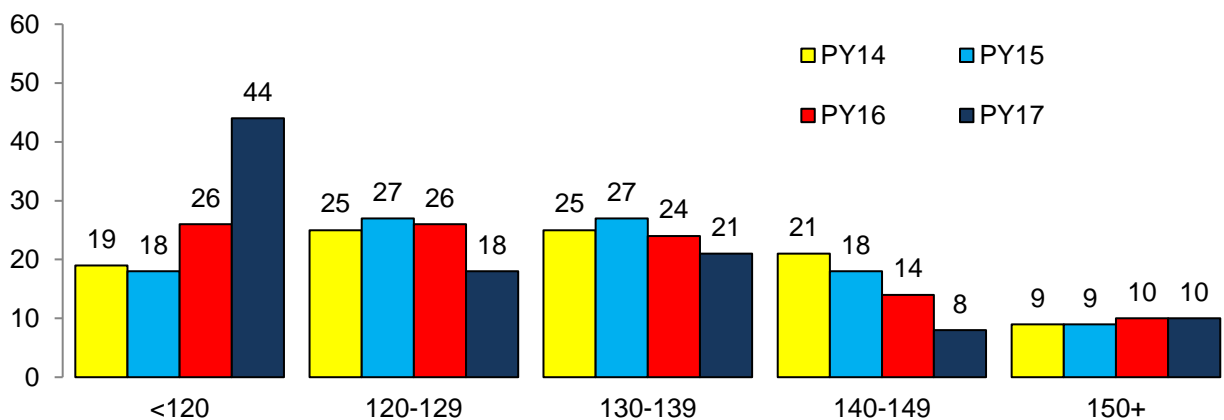
On average, FACE programs provided home-based services for 125 days in PY17,²² similar to PY16 and PY15.²³ In PY17, days offered at sites varied from 75-212 days. Almost 45% of the

²² Based on an N of 39, due to missing data for five established programs.

²³ “Number of days that home-based services were offered” is defined as the total number of days during the program year that at least one parent educator offered at least one personal visit. Programs provide this data.

programs offered fewer than 120 days of service, a notable increase compared with 26% in PY16. Almost 40% of the programs offered from 120 to 139 days of service, an 11 percentage point decrease compared with the previous year. Almost 20% of programs offered at least 140 days (approximately 16 days a month for nine months). See Figure 18.

Figure 18. Percentage Distribution of FACE Programs by Days of Home-based Service That Were Offered During Program Years 2014-2017 (N=39)



The percentage of programs offering fewer than 120 days increased to 26% in PY16 and to 44% in PY17. For three years, approximately one-fourth of programs offered 120-129 days of home-based service during the year; the percentage decreased in PY17 to 18%. Almost 30% of the programs offered 130-139 days of service in PY13, but the percentage decreased from this high to the low of 21% in PY17. The percentage of programs offering 140 or more days continued to decline from the PY14 high of 30% to 18% in PY17—possibly a result of the turnover and late hiring of parent educators.

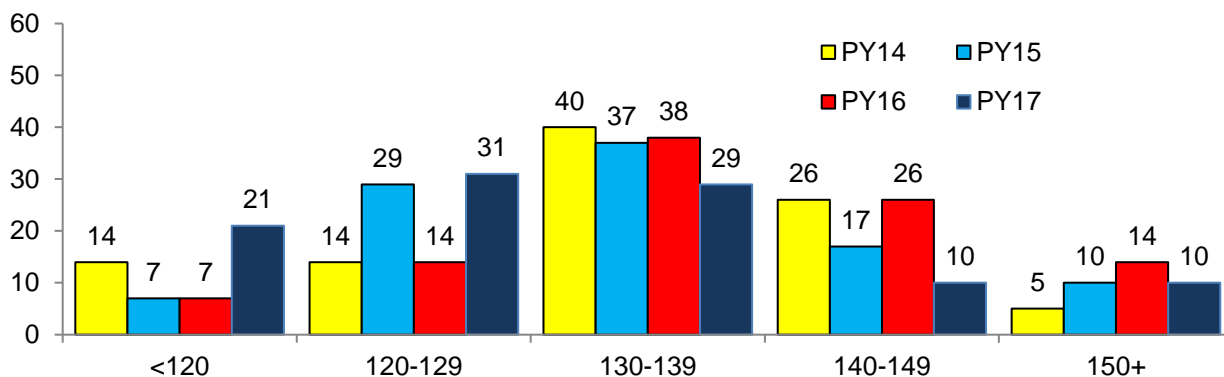
For home-based services, the expectation is that programs offer two (bi-weekly) or four (weekly) personal visits to families each month for nine months (or from 18 to 36 visits per year for each child's family) and one FACE Family Circle (i.e., family group meeting) per month. Most families are scheduled for bi-weekly visits, but weekly visits are scheduled for families with needs for more intensive services.

On average, programs offered ten FACE Family Circles for families for three consecutive years; in PY17, the number ranged from 8-15, averaging about one meeting per month. On average, FACE offered 20 hours of Family Circle meetings during PY17, ranging from 2-50 hours. A total of 398 FACE Family Circles were offered by programs overall, six fewer than the previous year.

Center-based Services Offered

With an optimal number of 144 days of services,²⁴ 40 FACE programs reported that center-based services were offered an average 132 days, five fewer days than in PY16.²⁵ The number of days of center-based service varies from 87-180 days among sites. Twenty-one percent of the programs offered fewer than 120 days, compared with only 7% that did so the previous year (see Figure 19). A PY17 high of 31% offered 120-129 days compared with 14% in PY16; the percentage offering 130-139 days decreased to 29% from 38% in PY16. Twenty percent offered 140 or more days (approximately 16 days a month for nine months) of services, half the percentage that offered at least 140 days the previous year.

Figure 19. Percentage Distribution of FACE Programs by Days of Center-based Services That Were Offered During Program Years 2014-2017 (N=42)



FACE preschool services are expected to be offered at least 3.5 hours per day, four days a week, for an optimal offering of approximately 56 hours per month. On average, FACE early childhood education was offered four hours each day in PY17, the same average as in PY16 (not including the additional required hour of PACT time and lunch) and ranged from 3-6 hours. PY17 programs offered an average 62 hours of preschool per month, which is six hours more than the optimal expectation; and similar to prior years (see Table 8). Average preschool hours per month varies from 28-99 at sites.²⁶

The amount of adult education that is offered at sites varies by the participation status of adults. On average, adult education is offered three hours each day, the same average as in PY16 (not including the additional required hour of PACT Time and hour of Parent Time). FACE programs offered an average of 43 hours of adult education per month, which is similar to the averages of

²⁴ Calculated with an expectation of nine months of program operation with service delivery occurring four days/wk. This is the optimum amount and does not reflect account holidays, school closings, etc.

²⁵ Two programs did not submit data, and data for Kha'p'o and Nazlini was omitted from the mean computation due to their new program status, but included in the description of the range of days that center-based service was offered.

²⁶ Based on data received from 42 programs.

the previous four years. The average amount of adult education offered varies from 4-71 hours per month.²⁷

Table 8. Average Monthly and Yearly Hours Offered in Program Years 2013-2017

Center-based Service	Average Hours Offered per Month ²⁸					Average Hours Offered per Year				
	PY13	PY14	PY15	PY16	PY17	PY13	PY14	PY15	PY16	PY17
Preschool	60	59	61	65	62	550	543	554	592	555
Adult education	44	44	42	43	43	406	408	380	391	385

On average, FACE programs offered 555 hours of preschool and 385 hours of adult education during PY17. The average number of PY17 hours of preschool education that programs offered is 37 hours less than in PY16. The average number of PY17 hours of center-based services that programs offered varied from 380-406 hours.

Hours of PACT Time and Parent Time service offered also varied at sites due to different types of participation. Due to much of parenting participation taking place in the home, the regular school and/or the community, hours of PACT Time and Parent Time that were offered were not available for the PY17 study.

Intensity of Services Participants Received

Program staff members document the number of months and the hours of service in which adults and children actually participate during the year.

Home-based Participation

In PY17, almost 13,200 personal visits were provided to approximately 1,265 home-based families. On average, the personal visits for families with one child last almost one hour; a visit for a family with two or more children lasts approximately 90 minutes.

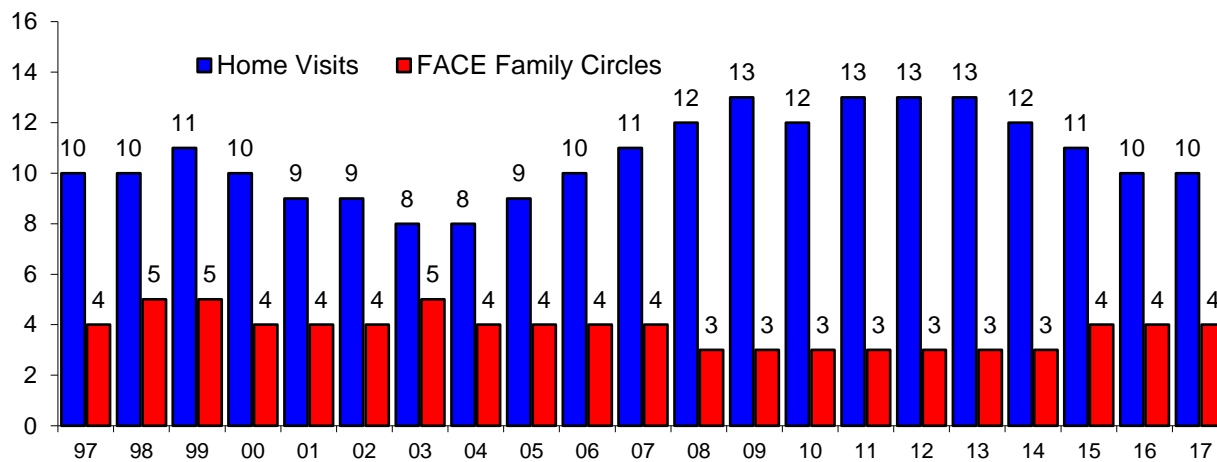
Average participation in the home-based component has been fairly constant over time. PY17 adults participated in an average of 10 personal visits, similar to the previous two years and to the first years of recorded data (see Figure 20). The slight decline in personal visits between PY01 and PY04 was due to the early stages of FACE implementation at 17 sites that were added during that period. Since PY04, the average number of personal visits steadily increased until PY08 when the average number of visits held steady at 12 or 13 for the next seven years, decreasing in PY15 to an average of 11 visits and in PY16 and PY17 to an average of 10 visits. The increase between PY04 and PY14 is reflective of a program improvement focus on providing weekly visits instead

²⁷ Based on data received from 36 programs. At seven sites, no adults enrolled in center-based adult education, compared with three sites in PY16.

²⁸ The number of months used for this calculation varied by site.

of bi-weekly visits. The decline in the average number of visits received by adults is due in part to the parent educator staffing problems at 11 sites in PY16 and 12 sites in PY17, and thus, the increase in the percentage of families receiving bi-weekly rather than weekly visits compared with PY14.

Figure 20. Average Number of Personal Visits Received and FACE Family Circles Attended by Home-based Adults in Program Years 1997-2017



Seventy-nine percent of home-based adults received bi-weekly visits (an increase from the slightly more than one-half in PY14 and similar to the percentages in PY15 and PY16); 21% received weekly visits.

As expected, adults who received bi-weekly visits participated in fewer visits during the year than did those who received weekly visits. Those who received weekly service participated in an average 13 visits in PY17 (compared with 11.5 visits in PY16); those receiving bi-weekly service participated in an average 8.8 visits (similar to the number of visits in PY16).²⁹

The average number of personal visits in which adults participated in PY17 varied from 4-23 at FACE sites, similar to the previous year. (See home-based site-level participation data in Appendix E.) For nine years—from PY07-PY15—adults received an average of two personal visits each month. The average decreased to one personal visit each month in PY16 and in PY17. Adults who received bi-weekly visits participated in an average one visit per month, and those offered weekly visits averaged two visits per month.

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

²⁹ The three families scheduled for weekly and bi-weekly visits during the year participated in an average 13.3 visits. The 19 families with no schedule information participated in an average 10.4 visits during the year.

Family Circle during the year, a slightly higher percentage than the approximately 70% who attended during the previous three years.

The average attendance at sites in PY17 ranges from two to eight FACE Family Circles. Adults in four programs attended six or eight meetings on average; adults in the remaining programs attended an average of four or fewer meetings during the year.

Some center-based adults also attend FACE Family Circles. They are credited with Parent Time or PACT Time hours when they attend Family Circles. In PY17, 69% of adults who participated in center-based services (a 13 percentage point increase compared with PY16) attended an average four FACE Family Circles. Most adults who received both home- and center-based services in PY17 (88%) attended four or five meetings on average; 63% of those who received only center-based services attended an average of four meetings. Home-based-only parents attended an average of three or four FACE Family Circles.

Center-based Participation

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

Table 9. Type of Center-based Participation of Adults in PY17

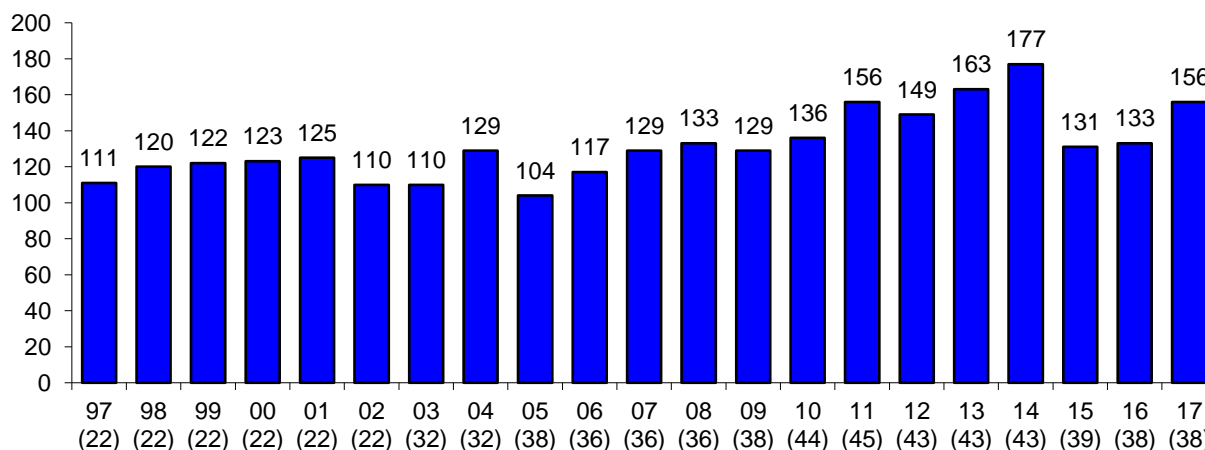
Center-based Participation of Adults			Center-based Adults (N=723)	
Adult education	PACT Time	Parent Time	Number	%
✓	✓	✓	401	55
✓	✓		7	1
✓		✓	36	5
✓			20	3
	✓	✓	165	23
	✓		58	8
		✓	36	5

Of the 723 center-based adults in PY17, 55% participated in the original FACE model of adult education, PACT Time, and Parent Time. Twenty-three percent attended only PACT Time and Parent Time in PY17, and 13% participated in either PACT Time only or Parent Time only. Two-thirds of center-based adults (464) participated in adult education on either a full-time or part-time basis. The additional one-third of center-based adults participated on a flex-time basis in only parent engagement activities.

Most FACE preschoolers (83%) had parents who participated with them in PACT Time. There was no parental participation in any center-based service reported for 4% of FACE preschoolers. This is a much lower percentage than was reported in PY15 (25%) and PY16 (22%).

Average hours of annual attendance in adult education have varied since PY97 when attendance data were first collected (see Figure 21). The substantial increases in average hours of adult education in PY10-14, which peaked at a high of 177 average hours in PY14, declined to 131 average hours in PY15 and 133 average hours in PY16. In PY17, average hours of annual attendance increased again to 156 hours. In PY17, average hours of participation in adult education ranged from less than 65 hours in seven programs to more than 300 hours in three programs.³⁰ No adults participated in adult education in six programs.³¹ (See Appendix F for average center-based participation at programs during PY17.)

Figure 21. Average Hours of Attendance in FACE Adult Education in Program Years 1997-2017 (and Number of Sites)

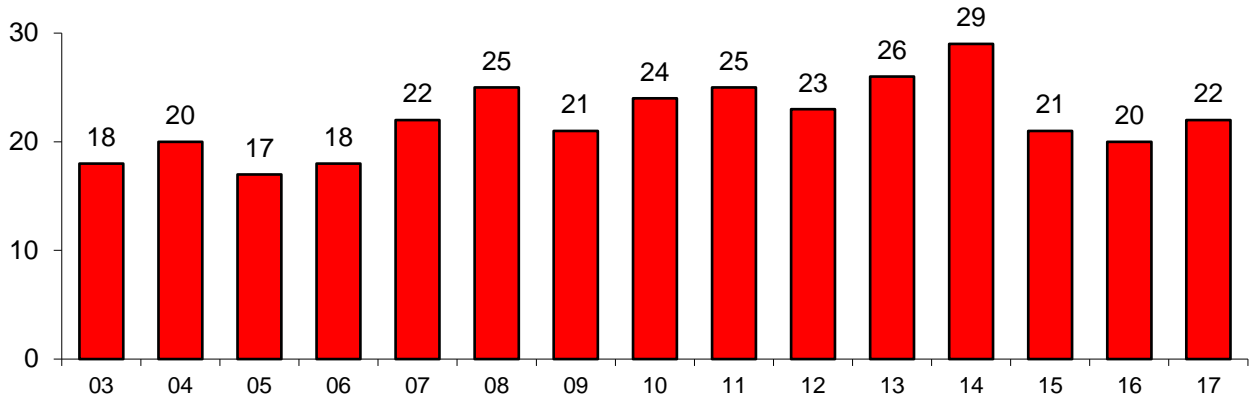


Average monthly hours of adult education attendance have similarly fluctuated from a low of 17 hours in PY05 to a high of 29 hours in PY14 (see Figure 22). Monthly participation in PY15-PY17 was a significant decrease from that in PY14, which was the high point in attendance.

³⁰ At 40 hours per month, the maximum hours of adult education offered during the year in a center-based classroom ranges from 320-400 hours, depending on the length of the program year. Additional hours of adult education through other venues are available at some sites.

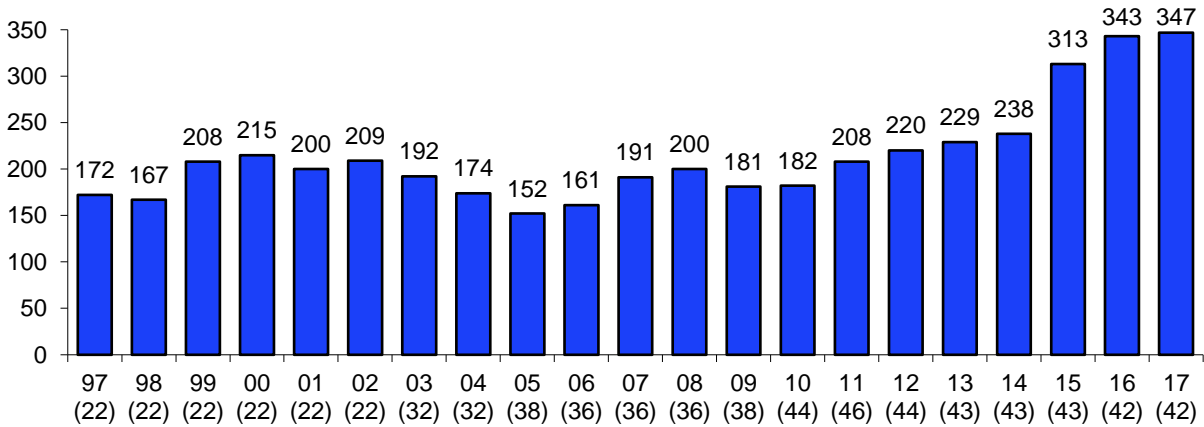
³¹ Five of these programs did not offer center-based adult education; one program offered adult education but did not provide participation data.

Figure 22. Average Monthly Hours of Attendance in Adult Education in Program Years 2003-2017



Average hours of FACE preschool attendance reached its high in PY17. Children attended an average 347 hours³² of FACE preschool similar to attendance in PY16 and 34 hours more than in PY15 (see Figure 23). The average attendance at FACE preschools during PY17 varied from approximately 100 hours at one program to more than 200 hours at 88% of the programs. At 14 of these programs, average attendance was more than 400 hours. Of these 14 programs, average attendance was more than 500 hours in five preschools.

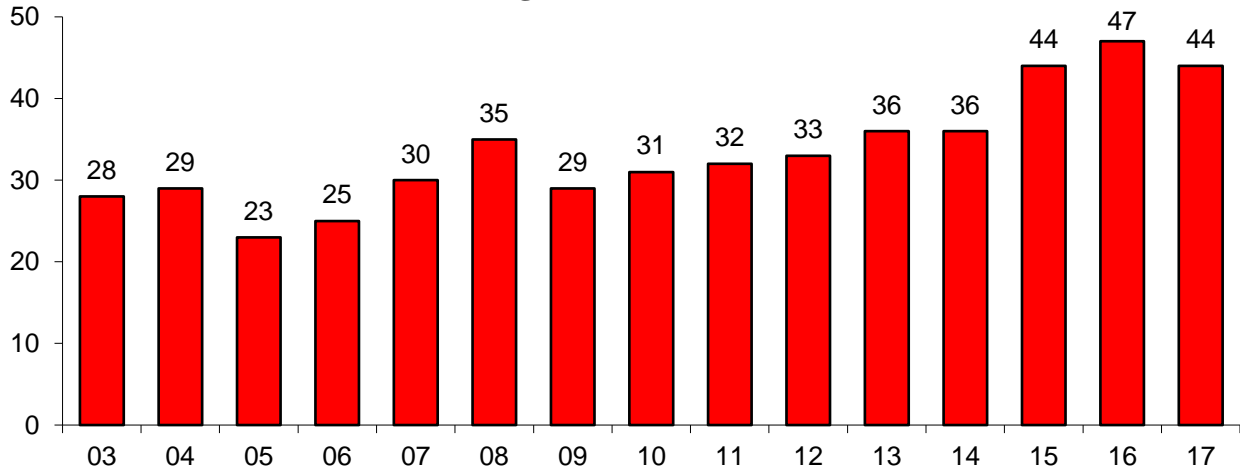
Figure 23. Average Hours of Attendance in FACE Preschools in Program Years 1997-2017 (and Number of Sites)



Children attended FACE center-based preschool an average of 44 hours per month, similar to the average in PY15 and PY16. (see Figure 24). Since PY09, the average monthly attendance gradually increased to the present three-year high.

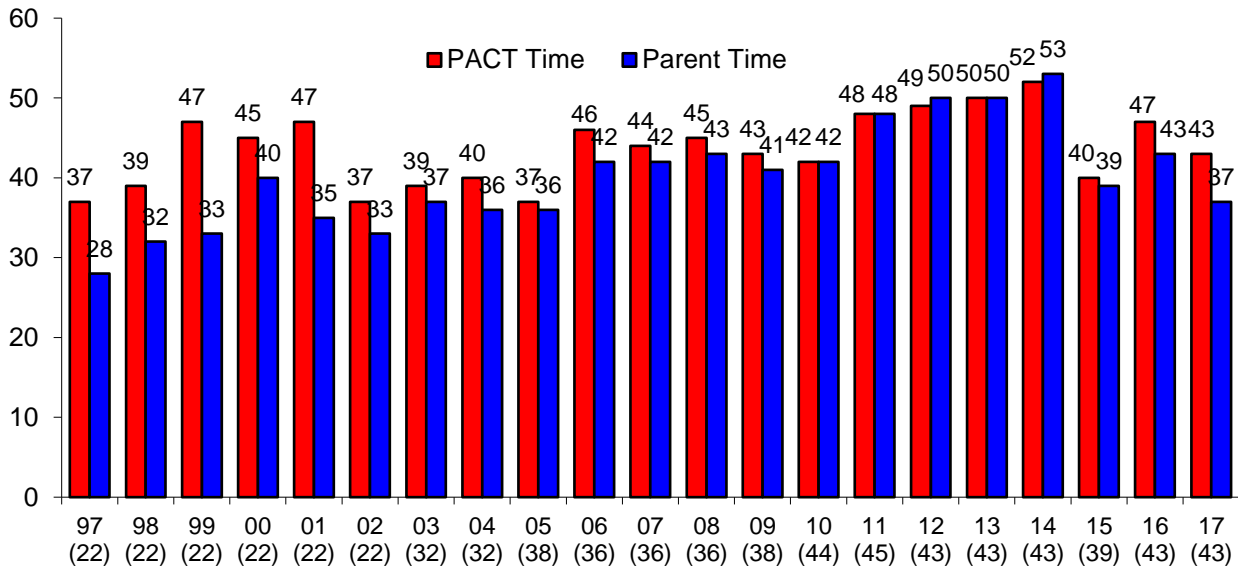
³² Based on data from 42 programs; one program did not submit data.

Figure 24. Average Monthly Hours of Attendance in FACE Preschool in Program Years 2003-2017



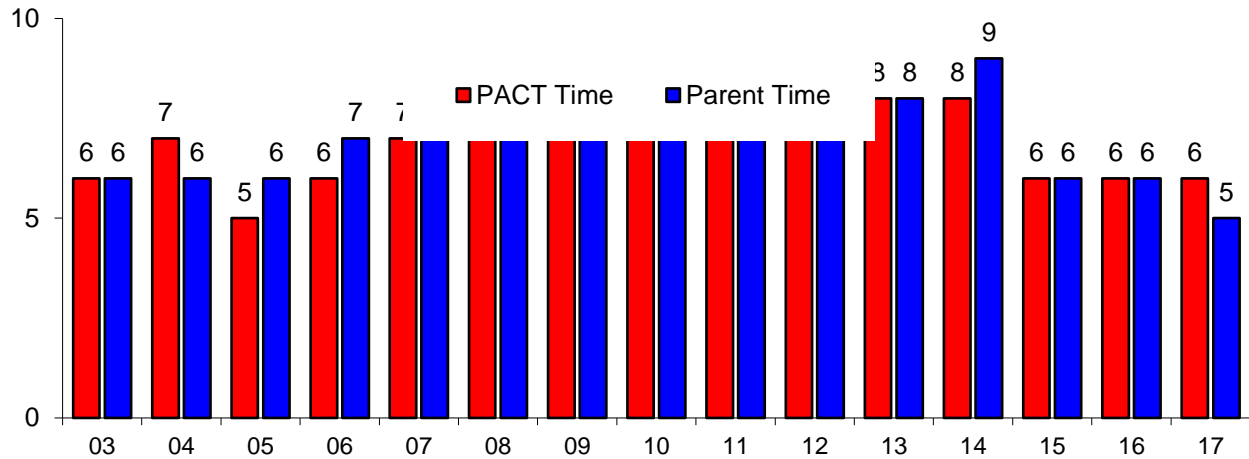
Center-based adults averaged 43 hours of PACT Time and 37 hours of Parent Time, continuing the decline that accompanied changes to center-based attendance patterns since PY14 (see Figure 25). Average annual hours of PACT Time attendance at programs ranged from 4-118 hours; Parent Time attendance ranged from 2-104 hours.

Figure 25. Average Hours of Adult Participation in PACT Time and Parent Time in Program Years 1997-2017 (and Number of Sites)



Similar to the previous two years, PY17 center-based adults attended PACT Time an average of six hours per month. They attended Parent Time an average of five hours per month, the lowest average since PY03 (see Figure 26). Average participation in both types of services was higher in years preceding PY15.

Figure 26. Average Monthly Hours of Adult Participation in PACT Time and Parent Time in Program Years 2003-2017



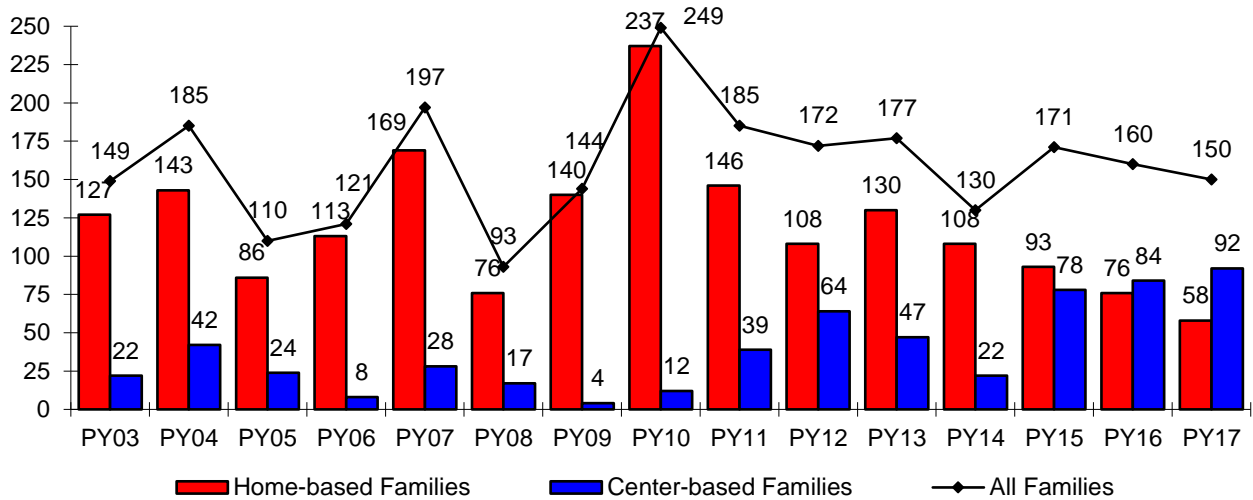
DEMAND FOR FACE SERVICES

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

In each year but one since PY03, more than 100 families were waiting for FACE services at the end of the program year (see Figure 27). In PY08, the number of families on waiting lists declined below 100 families, but the number increased again to 249 families in PY10, the year the highest number of families waited services. The number declined to 130 families in PY14 and rose again to 171 families in PY15, 160 families in PY16, and 150 families in PY17. PY16 was the first year that a higher number of families were waiting for center-based services compared with the number waiting for home-based services. This also occurred in PY17 when the number of families waiting for center-based services increased from 84 families in PY16 to 92 in PY17; the number of families waiting for home-based services declined by 18 families, from 76 families in PY16 to 58 families in PY17. In PY15, the number of programs reporting a waiting list increased from 19 programs in PY14 to 27 programs but declined to 22 programs in PY17.

The 58 families waiting for home-based services at the end of PY17 demonstrates a four-year decline. The number of families waiting to enroll in home-based services ranged from 237 families in PY10 to 58 families in PY17. Ninety-two families were on the waiting list for center-based services at the end of PY17, the highest number since the data was first collected. The number of center-based families waiting for FACE services ranged from a low of four families in PY09 to the PY17 high of 92 families.

Figure 27. Number of Families on FACE Waiting Lists at Year End for Program Years 2003-2017



In PY17, the 22 programs with a waiting list averaged seven families that hoped to enroll in FACE services (see Table 10). The number of families awaiting home-based services ranged from 1-13 families with an average five families per program (reported by 14 programs). The number of families awaiting center-based services ranged from 2-18 families with an average six families per program (reported by 16 programs).

Table 10. Number of Programs That Reported Number of Families on Waiting List and Number, Range, and Mean of Families (N=42)

	Number of Programs	Families on Waiting List		
		Total Number	Range	Mean
All FACE Services	22	150	1-18	7
Home-based Services	14	58	1-13	5
Center-based Services	16	92	2-18	6

Reasons that home-based families could not be served in PY17 were provided by 11 of the 14 programs with waiting lists for home-based families. Four programs had two parent educators whose caseloads were at capacity. One program had only one trained parent educator whose caseload was at capacity. At one site, the parent educator had been certified at the end of the year; at another site, staff training to serve children 3- to 5-years-old was needed in order to serve families on the waiting list. Two programs were unable to contact some of the families they had been serving, and these families were placed on a waiting list. One family was placed on the waiting list because the parent’s health prevented service at the time; at another site, working parents had scheduling problems and were placed on a waiting list.

Thirteen of the 16 programs with center-based waiting lists provided reasons the families could not be served during PY17. The early childhood education program at eight sites had full enrollment; at two of these sites, the size of the room limited enrollment, and at another two sites, the lack of an early childhood teacher limited enrollment. Two programs reported that families with 3-year-olds who were not yet fully trained to use a toilet were on the waiting list. One program was unable to contact some of the families initially interested in the program and these families were placed on a waiting list. Parents at another site had not yet completed the background check requirement and were on the waiting list. One program received the list of possible participants at the end of the school year and it became a recruitment list for the next program year.

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 PY17, 80% of 1,340 responding adults reported their intention to continue their FACE participation in PY18, similar to 84% in PY16.

The 20% of adults (267 adults) who indicated that they would not continue in the FACE program provided reasons (see Table 11). Of these adults, 54% participated in only center-based services during PY17, 39% participated in only home-based services, and 7% participated in both center- and home-based services.

Table 11. Percentage and Number of PY17 Adults Providing Reasons for Not Enrolling for PY18³³
(N=267)

Reasons	Percentage	N
Child will enter kindergarten	34	90
FACE child will enter a preschool other than FACE	13	34
Have no child with whom to attend	5	13
Moving from area	20	54
Employment	18	48
Adult will continue education in another educational program	7	18
Other	8	21

The children of one-third of these adults will enter kindergarten, and 13% of the adults will enroll their child in a preschool other than the FACE preschool, similar to the previous year's percentages. For 5% of the adults, the child is no longer available to participate. Twenty percent of the adults are moving their family from the area. Employment issues prevented 18% of the adults from continuing in the FACE program. In both PY16 and PY17, 7% of discontinuing adults reported that they would be continuing their education elsewhere. Eight percent of the adults

³³ The percentage totals more than 100 and the number totals more than 267 since some respondents selected more than one reason option.

reported that there were other reasons for not returning. These include transportation issues, distance to the FACE school, and lack of time.

Regardless of their reason for discontinuing FACE participation, many of the adults who are leaving the program had educational plans for their future. Forty-five percent of them indicated their intent to continue their education after leaving FACE, and slightly more than one-fourth of those who reported that they are leaving the FACE program specified which educational program they would attend (see Table 12).³⁴ Almost 20% of discontinuing adults plan to enroll in college classes; this includes slightly more than 15% of home-based adults, 18% of center-based adults and 20% of those in both components. Five percent plan to enroll in other GED classes. Less than 5% plan to enroll in vocational education, to participate in ABE classes or to complete high school. The almost 20% that marked *other* did not describe any educational plans.

Table 12. Percentage and Number of Adults Planning to Enroll in Other Educational Programs/Classes Following Discontinuation of FACE Participation at the End of PY17

Program/Classes	All (N=267)		Home-based Only (N=104)		Center-based Only (N=143)		Both Home- and Center-based (N=20)	
	%	#	%	#	%	#	%	#
College	18	47	16	17	18	26	20	4
GED classes	5	13	1	1	7	10	10	2
Vocational education	1	3	2	2	1	1	0	0
ABE classes	1	3	0	0	1	2	5	1
High School	1	3	1	1	1	2	0	0
Other	19	52	13	14	25	36	10	2

FACE IMPLEMENTATION CHANGES, PLANNING, AND TECHNICAL ASSISTANCE RECEIVED

Throughout the history of the FACE program, services have been strengthened through ongoing program planning and continual refinements to implementation, such as changes in curricula and information management. Implementation in PY17 is described in this section, as is the effectiveness of planning time to support the FACE program. Family transition planning is described next. The section ends with a discussion of the technical assistance received during PY17.

³⁴ Of the 121 adults who indicated that they planned to continue their education after FACE, 52 adults did not describe the education that they hoped to pursue.

FACE Implementation Changes

Staff described implementation of their home-based and center-based programs, focusing on changes in PY17. Implementing the home-based program is described first followed by the center-based program.

Home-based Changes

Home-based implementation was reported to be no different than it had been in recent years in approximately one-fourth of the programs. In another one-fourth of programs, service decreased or increased depending on staffing. Seven out of these 11 programs employed two parent educators, at least at the beginning of the program year, and thereby increased the number of families participating, a change from the previous year when only one parent educator had served the community. One program with increased involvement by parents reported:

Families are more engaged and are letting parent educators know about their child's development, letting us know what they need and want to do at home visits. There is more parent empowerment in parent-child engagement activities. This year, we had two parent educators so many more families and children were served. Many young parents and parents with multiple children were very involved in all of our services and events.

Almost 30% of the programs reported that they were working on implementing the new data tracking system, Penelope, and no longer were using Visit Tracker. However, one program was using both systems.

Approximately 10% of programs served families with kindergarten-aged children, an increase compared with the previous years. Ten percent reported increased engagement by adults, such as increased goal setting around child development, family well-being and parents' own education.

Approximately 5% of programs described other differences from recent years. These differences include: serving more high-risk adults, such as increased numbers of young parents with unstable living conditions or increased numbers of parents challenged by drug and alcohol use; increased engagement with technical assistance/professional development, such as participating in more live webinars or attending the PAT International Conference for the first time; and changing delivery strategies to better meet families' needs, such as adjusting a family's visit schedule during the year, meeting families in the evening or during the weekend, or conducting personal visits at the school. Other differences include increased collaboration with center-based staff, parents or community resource staff; reduced services for families due to increased demand on time needed to record data using Penelope; and personal visits designed to focus on strengths, capabilities and skills of families.

Center-based Changes

Although all programs are expected to provide preschool, adult education, PACT Time, and Parent Time, the amount of services available in PY17 varied due to the type of adult participation and

staff vacancies. All programs offered the traditional center-based model for preschool, and at least 76% percent of the programs offered the traditional model for center-based participation for adults, with PACT Time in the preschool classroom and Parent Time occurring daily.³⁵ These programs also accommodated part-time and flex-time adult participation. Fourteen percent of the programs did not offer the traditional model, mainly due to the lack of an adult education staff member and offered parent engagement for adults in a variety of ways.

Participation at sites ranged from all adults enrolled as flex-time participants to all adults enrolled as full-time participants. The more flexible requirements for center-based adult participation shape the way services are provided. One program described center-based services as follows:

The center-based component was offered four days a week with an optional Friday to attend to makeup PACT Time. We operated from 8 a.m.-2 p.m. at our FACE classrooms for early childhood, adult education, PACT and Parent Time. The classes for parents were offered at a full-time and part-time or flex-time status for those working or attending college. Parent engagement was offered during and after school hours in the form of Parent Café, FACE monthly meetings, moccasin making, round dances, seasonal cultural activities, and field trips. Also, we offered Parent/PACT Time transfer home packets on a weekly basis, as well as daily GED support, college-level classroom support in the area of tribal language, Reale book making activities, and tribal language for children and parents four times a week. Outside programming was brought in for students and parents, such as the zoo mobile and field trips to the library in town, the local museum, and cultural activities put on by the schools. Our school provided daily transportation for FACE parents and children.

Adult Education

Parents participated full-time or part-time in adult education. The makeup of adult education varied and was scheduled from one hour to approximately four hours across sites each day that center-based services were offered.

The program that reported one hour of adult education stated,

PACT Time was from 9-10 a.m. Parents were given the opportunity to interact with their child. Adult education came next from 10-11 a.m. Participants were given opportunity to choose from various centers. The centers were math, sewing projects, arts and crafts, and/or a project of their choosing. Parent Time came last, from 12-1:30 p.m. Here various topics were discussed. Participants could participate in reading, sharing and discussing topics from experiences or from their reading.

³⁵ The FACE staffs were asked to "describe how center-based participation for adults was offered at your program this year—describe how Adult Education PACT and Parent Time were offered." Not all programs necessarily provided a full description of their program to determine if they offered the traditional model. Five programs lacked an adult educator at least part of the program year and some programs adapted the traditional model for their participant group of only flex-time and/or part-time adults.

The program that reported the most hours daily of adult education described the center-based schedule for adults.

Center-based services were offered Monday-Thursday from 8 a.m.-3:15 p.m. Adult education was offered for 4.25 hours each of these days. PACT Time was offered Monday-Wednesday for one hour each day. Flex parent hour was offered Thursday from 11 a.m.-noon. Friday was used for team meetings and paperwork. PACT debriefing time was offered Monday-Wednesday for most parents; those who had K-3 students in FACE were scheduled when they could come. PACT Time for the K-3 students we had this year varied with the elementary teacher's schedule; at least two visits per week were scheduled.

Adult education was delivered through classroom activities, such as large or small group projects, presentations, discussions and/or individual work. At some sites, adults engaged in distance learning. Adults prepared for the GED, improved academic skills, improved work skills, improved computer skills, engaged in college level studies, or studied their Native language and culture.

One program with many options explained,

Four times a week in the morning, the instructor led classes in the adult learning room on all subjects: English Language Arts, math, science, social studies and technology. Two to three times a week in the morning and Friday afternoon, distance learning for online classes from a variety of community colleges and tech schools was available in the adult learning room facilitated by the adult instructor. One to two times a week, employability skills classes were led by the instructor on communication (listening, speaking, reading and writing), time management, organization and prioritizing tasks.

Another program focused on GED preparation, which resulted in two adults earning their GED.

In the adult learning classroom, GED resources were made available and were able to produce some graduates. There were more that almost made it, but we did have two successfully complete their studies. Other activities included parenting skills, classroom projects of new learning, making books for their children, facilitating and implementing schoolwide birthday celebrations, family fun nights, student of the month events, attendance assemblies, and volunteering in the school athletic concessions. The majority of FACE families participated in the school Parent Advisory Committee meetings.

A program that encouraged adults enrolled in college to use the adult education services reported:

Services were to students that were full-time in center-based, which was a total of three hours daily, four days a week, Monday through Thursday. Services were also

offered to students who were enrolled part-time at the local university and college, who went to class but also participated in adult education activities in large group, and who participated in activities related to what they were learning or who could benefit from in their studies, such as writing an essay. Students also had the opportunity to use computers in class to complete assignments or online classes for school. These students did the required two hours Parent Engagement per week.

At some sites, adult education was offered by the adult educator at a time other than the usual schedule or at a location other than the center. Adult education might be offered in the home, in the evening at the center, or in the evening at another location—such as the college campus. One site that offered evening classes especially for working parents explained:

In January 2017, the Friday preschool PACT Time was moved to Wednesday from 8-9 a.m. with the rest of the hours devoted to adult education and project-based learning. Finally, in late March, the Parent Engagement time for all adult learners became part of the FACE daily schedule from 9-11:15 a.m. Also in late February, evening GED/HiSet (High School Equivalency Test) classes for working parents were offered from 6-8 p.m., Monday and Wednesday, where two-hour instruction focused on grammar review, reading comprehension from selected readings and basic math review.

Adult background clearance to participate on-site was an issue at several sites and required programs to provide options for participation. One program challenged both by background clearance and the lack of an adult educator for most of the year explained:

The adults interested in the center-based program were given background check paperwork. Waiting for clearance, the adult education teacher went into the homes doing home visits with the parents. Home packets were also sent home weekly with the students; parents worked at home on the packets with the students. Documentation was sent back and recorded.

The adult education teacher retired in December. There was a federal freeze on hiring so the position was not filled. There were no adult education services after December. The hiring freeze has been lifted and the adult education teacher/coordinator position has been advertised.

Parent Engagement

Almost all FACE programs (93%) described PACT Time at the center and most (88%) reported that Parent Time was offered at the center. Almost 40% of programs described sending home PACT Time activities and approximately 30% described sending Parent Time activities, with the requirement that parents report back to the staff activity completion and time spent. Approximately 15% of programs reported that the staff offered PACT Time and/or Parent Time activities after school or in the evening one to two days a week. Approximately 10% of programs mentioned that PACT Time and/or Parent Time commitment was fulfilled by engaging in parenting activities offered by the school or the community.

FACE programs are challenged to come up with ways that flex-time parents can carry out their parent engagement obligation. Some programs that only served flex-time adults, particularly those without an adult educator, did not offer PACT Time and/or Parent Time every day. One program detailed how it offered each option to its adults and the reporting requirements:

PACT Time is offered in the Early Childhood classroom four times a week the last hour of the day prior to dismissal and is supported by the center-based team; 45 minutes of play and 15 minutes of circle time for reflection and reading. At-home opportunities are available four times a week facilitated by the adult education instructor who created responsibilities sheets that require a written reply and adult signature. Additionally, community and school events are held two to three times a week. The adult education instructor reaches out and creates a flyer about the options and also sends text messages and other reminders to parents. Adults must log the activity on their responsibility sheet, along with a photo or artifact from the PACT activity.

Parent Time is offered to full-time adults one hour daily, Monday through Thursday. Part-time and flex-time adults are encouraged to participate in Thursday's Parent Time because this is a regularly scheduled time for the early childhood teacher to work with parents. Responding to the need to increase Parent Time, we offered parent time bi-weekly each month for one hour from 5:30-6:30 p.m. for flex- and part-time students. We also sent home assignments that included reading an article or looking at websites and writing reflections in a parent time notebook, which parents had to turn in to receive credit of one hour of Parent Time.

PACT Time assignments usually include reading to the child and transfer activities to extend preschool lessons. One program where all adult participation was flex-time required parents to take part in parent engagement activities sent home or risk withdrawal of the child from the program.

Full-time, part-time, and flex-time were offered. Adults only participated in flex-time, some due to employment. Parent engagement activities were sent home in a plastic folder with a tie; children also had Reading Promise folders with pages to fill out after nightly book reads. If parents did not take part in the activities, their child was in jeopardy of losing their position in the early childhood classroom.

Programs scheduled PACT Time and Parent Time at the center when they might be most convenient for flex-time adults. Scheduling included the first activities in the morning, the last activities in the day or at noon.

Programs described offering parent engagement activities that are school- or community-based. One program with community-based and school-based offerings explained,

All components were four days a week having classes from 9 a.m. to 3 p.m. on the school campus. Parent Time and PACT time were also offered to families through

participation in transfer home activities, community events, and school events, such as Family Nights, presentations, etc.

To provide parent engagement opportunities for flex-time adults, some programs offered activities after school or in the evening one or two times a week. One program changed the schedule second semester to accommodate adults:

We offered full-time, part-time and flex-time for adults who enrolled in center-based. PACT Time was offered four days a week in the preschool classroom. Parent Time was offered three days out of the week in the adult education classroom. First semester, we offered Parent Time and PACT Time rotating every other Wednesday from 5-6 p.m. Second semester, we offered Parent Time and PACT Time together two Wednesdays a month.

For five programs that lacked an adult education teacher at least part of the year; the early childhood staff provided parent engagement activities so that adults could at least fulfill the minimum parent engagement required for their child to attend FACE preschool. One program offered PACT Time as the first activity in the morning and parent engagement activities to be completed at home.

We were unfortunate to not fill the adult education teacher position for PY17, although it was advertised. We had a great number of students since we had our own FACE bus transportation and no adult education class. We did manage to convince a few parents to participate in PACT Time two days out of the week from 8:30-9 a.m. It accommodated parents who dropped off their child in the morning. At times, parents and children were given a reading log for the 100 Book Challenge. Students picked their books before going home and brought the reading log the following day to record the hours/minutes of reading. Our Parent Time was another challenge due to no adult education teacher, yet we were successful with completed transfer-home packets throughout the week.

Preschool

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

Five programs reported that enrollment of children in preschool had increased and five programs reported an increase in daily attendance by the children now that parents do not have to also attend daily.

Frustrated by the challenges to insure parent engagement participation, three programs expressed the need to develop strategies to enforce parent engagement obligations or to only offer the

traditional model. Preschool teachers were challenged to accommodate parents' PACT Time needs without interrupting preschool and were seeking alternative strategies. This problem was addressed by one program by enrolling adults who are either full- or part-time participants, where parents follow the day's center-based schedule. A program that mostly served former home-based families reported the following:

Implementation of center-based is different from years past, and our program has had to make major changes due to Assurance 17. Here we still expect parents to participate either full-time or part-time. Our program has set the expectation during enrollment so parents are well aware of what the expectation is. I believe this approach works because the majority of our students in preschool have transitioned from our home-based program.

Changes in curriculum, classroom management or teaching and learning strategies were reported by 40% of FACE programs. Due to training on *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children*, one-fourth of the programs reported a newly implemented *CIRCLES* curriculum. The specifics of other changes in curriculum, classroom management or teaching and learning strategies varied among the programs and included an increased focus on Native language and culture, changes to the daily schedule, implementation of Conscious Discipline classroom management strategies, increased use of data-driven lessons, and increased focus on phonemic awareness. Several programs reported positive outcomes for children because of the implementation of the *CIRCLES* curriculum.

Three programs reported that the center-based staff lacked a certified early childhood teacher for at least part of the year, and one program reported that a co-teacher had not been hired. Three programs reported that their preschool program differed from the past because it was fully staffed.

Six programs reported increased collaboration with resource staffs, some providing learning services in the classroom. Two programs stated that the culture teacher regularly came into the classroom to work with the preschoolers. A behavior specialist and an early childhood interventionist worked in the preschool classroom at their schools.

Planning

Since PY07, FACE training has emphasized effective use of the weekly FACE planning day.³⁶ The planning day is used in three ways: for FACE planning, documentation and teaming; for other FACE program activities; and for school or community activities. Additionally, planning for the transition of children and adults within the FACE program and into other school opportunities and the work environment is a key element in the success of the FACE program participants.

Effectiveness of Planning Time

In PY17, 40 programs set aside one day each week for planning and other activities. Two programs reported they had no planning day. At one of these sites where the program provided five days of

³⁶ Based on data submitted by 42 programs (95%) for one or more of the intended purposes.

service, the center-based component began at 7:30 a.m. and ended at 3 p.m., except on Friday when school was dismissed at 1 p.m. This staff held team meetings during the preschool children's nap time when parent educators were available. The other program without a planning day provided four days of service, with the program closed the fifth day of the week. This staff met before breakfast in the morning, but the time was limited because two staff members were assigned transportation duties. School schedules seemed to allow time for some of the activities designated as planning day activities.

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

Of programs that rated the effectiveness of their use of FACE planning time for planning, documentation and teaming, all believe that they are at least *somewhat effective* in using their planning time for full FACE team planning and for individual planning and documentation. Use of their planning time for home-based team planning, center-based team planning and team building was rated as *not very effective* by 2-4 programs. The percentage of programs that rated themselves as *very effective* in using their time for full team planning, individual planning and home-based team planning were similarly high compared with percentages in PY16. In PY16, a lower 70% of programs rated their use of planning time as *very effective* for center-based team planning; in PY17, however, the percentage increased by 11 percentage points, rendering it comparable to other ratings. The decrease in rating for the effectiveness of documentation and team building was also notable—a decline of 13 and 24 percentage points, respectively.

- ◆ Eighty-five percent of programs reported they *very effectively* engage in full FACE team planning; 15% reported that their engagement is *somewhat effective*.
- ◆ Approximately 80% of programs reported that they *very effectively* engage in individual planning and center-based planning; almost 20% reported that they engage *somewhat effectively* in individual planning and 13% engage *somewhat effectively* in center-based planning. However, 8% of programs reported that engagement in center-based planning is *not very effective*, an increase compared with PY16 when no program checked this rating.
- ◆ Approximately 75% of programs that rated effectiveness reported that they *very effectively* engage in home-based team planning during their planning time; 18% reported that they engage *somewhat effectively*, and the use of planning time for this purpose was *not very effective* for 5% of reporting programs.
- ◆ Almost two-thirds of programs believed documentation is a *very effective* use of their planning time, while 35% believed documentation is a *somewhat effective* use of their planning time.

- ◆ For team building, only 55% of programs rated this use of their planning time as *very effective*. One-third rated this use as *somewhat effective*, while 12% rated it *not very effective*.

Table 13. Number of Programs Using Planning Time for Intended Purposes and Percentage Distribution of FACE Programs Rating the Effectiveness of Planning Time (N=42)

	Number of Programs	Percentage Rating Effectiveness			(N)
		Not Very Effective	Somewhat Effective	Very Effective	
For Planning, Documentation, and Teaming					
Full FACE team planning	40	0	15	85	(40)
Individual planning	42	0	18	82	(39)
Home-based team planning	39	5	18	76	(38)
Center-based team planning	39	8	13	79	(38)
Documentation	41	0	35	65	(40)
Team building	32	12	33	55	(33)
For Other FACE Program Activities					
Providing personal visits	41	0	18	83	(40)
Recruiting and retention activities	38	3	38	59	(37)
Professional development	40	0	30	70	(40)
For School or Community Activities					
Helping in school	34	0	21	79	(34)
Attending school activities	36	0	25	75	(36)
Attending community activities	34	0	29	71	(34)
Participating on Community Advisory Council	28	7	22	70	(27)

For other FACE program activities, almost all programs reported using planning time for providing personal visits and to attend professional development. Most reported using planning time to engage in recruitment and retention activities.

Of programs that rated the effectiveness of their use of planning time for these FACE activities, all believe that they are at least *somewhat effective* in using their planning time for providing personal visits and engaging in professional development. One program rated its use of planning time as *not very effective* for engaging in recruitment and retention activities. The percentages of programs that rated themselves as *very effective* in their use of planning time for providing personal visits and attending professional development are similar to the previous year's percentages, but decreased for recruitment and retention activities by 17 percentage points.

- ◆ Of those programs that use part of their planning time to conduct personal visits, almost 85% reported that they *very effectively* use their time for this activity; almost 20% believe they are *somewhat effective*.
- ◆ Seventy percent of programs reported *very effective* use of their planning time for professional development; 30% reported that using their planning time for professional development is *somewhat effective*.
- ◆ Almost 60% of programs reported that they *very effectively* engage in recruiting and retention activities during their planning time. Thirty-eight percent reported that they *somewhat effectively* use their planning time for this FACE activity.

For the area of school and community activities, between 80-85% of programs reported using planning time to help in school, attend school activities and attend community activities. Two-thirds of the programs reported using planning time to participate on community advisory councils. Compared with PY15, the number of programs reporting the use of planning time to participate on the community advisory council in PY16 increased by four programs, from 18-22 programs, and increased again in PY17 by 6 programs, from 22-28 programs.

All of the programs that rated the effectiveness of their use of planning time for school or community activities believe that they were at least *somewhat effective* in all activities except one activity: two programs reported that the use of their planning day to participate on the community advisory council is *not very effective*. The percentage of programs that reported *very effective* use of planning time for helping in school, attending school activities and participating on a community advisory council was similar to the previous year. The percentage reporting this rating decreased by 12 percentage points for attending community activities.

- ◆ Almost 80% of programs reported that they *very effectively* used planning time to help in school. Slightly more than 20% believed their use of planning time for this activity is *somewhat effective*.
- ◆ Three-fourths of programs reported that they *very effectively* used planning time to attend school activities. Compared with PY15, the percentage reporting *very effective* use of planning time decreased by 11 percentage points and is possibly the beginning of a downward trend—7 percentage points between PY15 and PY16 and another 4 percentage points between PY16 and PY17. Three fewer programs reported using planning time to attend school activities compared with PY16.
- ◆ Approximately 70% of programs that use their planning time to attend community activities and/or to participate on community advisory councils indicated that they *very effectively* use their planning time for these purposes.³⁷ Almost 30% reported that use of their planning time to attend community activities is *somewhat effective*. Twenty-two percent rated the

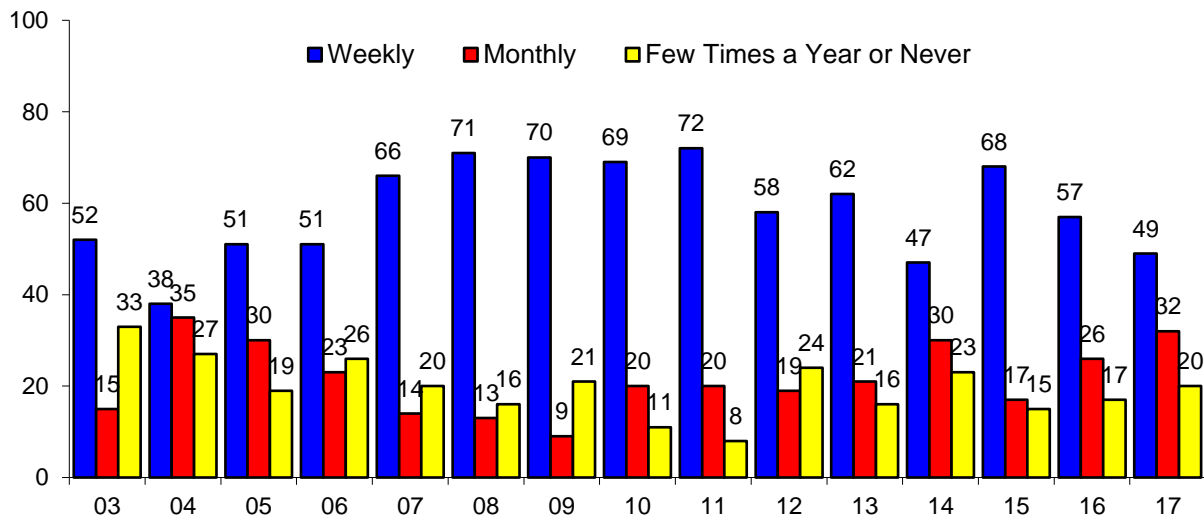
³⁷ Programs were asked about using planning time for participation on community advisory councils beginning in PY14.

use of their planning time to participate on the community advisory council as *somewhat effective*.

Approximately 20% of programs reported additional uses of their planning time. One or two programs reported using planning time for meeting with or working with individual families; reconnecting with families; participating in school-sponsored professional development; making up days that school was cancelled; serving as substitutes in the school; collaborating with kindergarten teachers; engaging in group study, such as learning about Conscious Discipline or Rapid Automatized Testing; and connecting and planning with community agencies and organizations.

It is important that FACE program staffs interact with school administrators on a regular basis to help ensure a strong FACE program. This interaction often takes place during planning day meetings. The principal or another school administrator is considered a member of the FACE team. The percentage of FACE staffs meeting *weekly* with the school administrator decreased to 49% in PY17 compared with 57% in PY16 and 68% in PY15. In PY17, almost one-third of staffs met with a school administrator on a monthly basis, and 20% met only a *few times a year or never* (see Figure 28.)

Figure 28. Percentage of FACE Staffs Who Met with Administrators by Frequency of Meetings for Program Years 2003-2017



Family Transition Planning

FACE staffs are charged with assisting families in their transition from FACE services to new educational opportunities or to the work environment. Programs are expected to maintain a written transition plan that defines procedures to help guide their work with individuals. Eighty-eight percent of programs reported having a written transition plan that describes the process that is shared with families. Eighty-six percent of programs reported using an individualized written transition plan with each transitioning family that highlights specific strategies and activities for the family. Most programs (90%) have a written plan for transitioning from home-based to center-

based components and most (90%) have a written transition plan that includes procedures for transitioning from the center-based program to kindergarten (see Table 14). Almost 80% of transition plans included a written plan that defines procedures for transitioning adults, which represents a 25 percentage point increase compared with PY16—largely due to programs working with an increased number of adults who want part-time or flex-time participation.

Slightly more than 55% of transition plans include a section on transitioning from the home-based program *prenatal to 3* to the home-based program *3 through kindergarten*. Almost half of transition plans include a section on transitioning from the home-based program to a preschool other than FACE, notably fewer than 64% in PY16. Slightly more than 45% of plans include information on transitioning from the home-based program to kindergarten. Slightly more than 30% of transition plans include a section on transitioning from the center-based program to the home-based program.

Table 14. Percentage and Number of Programs with Type of Transition Included in Written Plan in PY17

Type of Transition	Percentage	Number	(N)
From home-based to center-based	90	37	(41)
From home-based to preschool (other than FACE)	49	18	(37)
From home-based <i>prenatal to 3</i> to home-based <i>3 through kindergarten</i>	56	22	(39)
From home-based to kindergarten	46	16	(35)
From center-based to kindergarten	90	35	(39)
From center-based to home-based	31	11	(35)
From FACE to other programs for adults (Example: work, education)	79	27	(34)

In PY17, 38 programs reported that they provided transition services to children and/or adults. Of these 38 programs, five only provided transition services to children, and 33 programs provided transition services to both adults and children. Most children who are assisted are transitioning from the center-based program to kindergarten (232 children) or from the home-based program to the center-based program (154 children). Most adults who are assisted are transitioning from FACE to other programs for adults (113 adults) or have children who are transitioning from the center-based program to kindergarten (107 adults).

FACE Technical Assistance Received

At the end of PY17, 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 challenges they encountered and how technical assistance helped address the challenges. Each type of technical assistance was rated as (1) *insufficient*, (2) *sufficient*, or (3) *exemplary*.

With one exception, all home-based programs participated in on-site visits, on-line training, and calls (see Table 15). One program did not receive a site visit in PY17, but the other programs received 1-3 site visits. All home-based staff members participated in on-site visits at 95% of the sites.

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

Type of Technical Assistance	Programs		Percentage of Programs that Rated Service				
	%	(N)	Insufficient 1	Sufficient 2	Exemplary 3	Average	(N)
Home-based							
On-site Visits	98	(42)	3	18	79	2.8	(39)
On-line Training	100	(41)	0	33	67	2.7	(33)
Support Calls	100	(42)	0	23	77	2.8	(39)
Implementation Conference Calls	100	(42)	0	31	69	2.7	(42)
PAT International Conference	41	(41)	0	13	87	2.9	(15)
Foundational 2 Training	24	(41)	0	0	100	3.0	(10)
Follow-up Training	34	(41)	0	8	92	2.9	(13)
Interaction Across Abilities Training	12	(41)	0	0	100	3.0	(4)
Teen Parenting Training	12	(41)	0	0	100	3.0	(4)
Fatherhood Training	24	(41)	10	0	90	2.8	(10)
Center-based							
On-site Visits	90	(42)	3	12	85	2.8	(33)
On-line Training	90	(41)	3	30	67	2.6	(33)
Support Calls	93	(42)	3	24	73	2.7	(33)
Implementation Conference Calls	100	(42)	2	20	78	2.8	(41)
NCFL National Conference	60	(42)	4	16	80	2.8	(25)
Implementation Training	76	(41)	0	11	89	2.9	(28)

The home-based staff at all programs participated in on-line training (such as webinars and Knowledge Studio); programs participated in from 2-12 on-line learning experiences³⁸ offered by PAT. For example, 98% of programs participated in webinars on the new data tracking system, Penelope; the average rating for the Penelope webinars was 2.5. In addition to on-line training,

³⁸ Reported by 27 FACE programs.

95% of staffs received face-to-face training on the Penelope Data Tracking System; the average rating for face-to-face training was 2.6.

All programs participated in support calls for the home-based component; programs reported participation in 1-31 calls.³⁹ All home-based programs participated in Implementation Conference calls and received Supportive Resources distributed by PAT. These resources were rated *exemplary* in meeting program needs by slightly more than 75% of the programs.

PAT offered six off-site trainings that were not the regional training sessions. Slightly more than 40% of programs sent parent educators to the PAT International Conference. Approximately one-third of the programs sent parent educators to Follow-up Training, and parent educators from one-fourth of FACE programs attended Foundational 2 training and/or Fatherhood Training. Slightly more than 10% of programs approved home-based staff participation in Interaction Across Abilities training and/or Teen Parenting Training.

For the center-based component, all programs participated in implementation conference calls. All but four programs reported receiving one or two on-site visits, and 31 programs reported that all center-based staff members participated in the on-site visit(s). Most programs reported participation in on-line training, such as webinars and Recorded Learning Modules (ranging from 1-8⁴⁰) and in technical support calls (ranging from 2-4³⁴¹).

While none of the programs reported attending the NCFL national conference in 2016, funding was made available in 2017 and 60% of programs attended the 2017 conference. Slightly more than three-fourths of programs reported that center-based staff members attended Implementation Training offered by NCFL

The assistance provided by PAT and NCFL is well received. The overall average rating for each component and across types of assistance for both components combined is 2.7, approaching *exemplary*; the average ratings ranged from 2.5-3.0.

All FACE programs are expected to attend a FACE regional training session annually; 42 programs reported attendance by three to seven staff members. All except one attending program sent their parent educators to the regional training, and most sent their early childhood teacher (93%), early childhood co-teacher (93%) and adult education teacher (90%).

The coordinators at 69% of programs participated in a regional training session, but administrators from only 24% of FACE schools participated (a 7 and 16 percentage point decline, respectively, compared with the previous year). Forty-one programs rated the helpfulness of the training, providing a mean rating of 2.8, approaching *exemplary*. Seventy-eight percent of the programs rated the regional training as *very helpful* and 22% rated it *somewhat helpful*.

³⁹ Reported by 34 FACE programs.

⁴⁰ Reported by 31 FACE programs.

⁴¹ Reported by 30 FACE programs.

Twelve programs reported that they received other forms of technical assistance provided or supported by the BIE or trainers. Programs listed the following topics on which they received additional training: *Circles* Implementation/piloting the *Circles* curriculum/*Circles* learning framework, Community Service Project, Learning the Brain, Suicide Prevention, Impact Training, and Domestic Violence. One program mentioned attending the NAEYC conference. The mean rating for the additional forms of technical assistance is 2.75, approaching *very helpful*.

FACE OUTCOMES

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

OUTCOMES FOR CHILDREN FROM BIRTH TO 5 YEARS

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

Early Screenings

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

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

Screening records indicate that 92% of FACE children received some type of screening in PY17, approaching the goal of appropriate screening services for all children (see Figure 29). This is similar to the percentage in PY16 and approximately twice the percentage of children who were screened since the data were first reported in PY97. Screening services were provided to 92% of home-based children and 91% of center-based children. PY17 is the third consecutive year that at least 90% of children participating in each component received screening services.

Similar percentages of home- and center-based children were screened in six of the eight areas (see Figure 30). Somewhat higher percentages of home-based children were screened in hearing and in vision. Overall, the percentages of children screened in seven of the eight areas are similar to the previous year; 89% of children were screened in problem solving compared to 83% in PY16.

Figure 29. Percentage of Center-based, Home-based, and All FACE Children Who Received Screening Services in Program Years 1997-2017⁴²

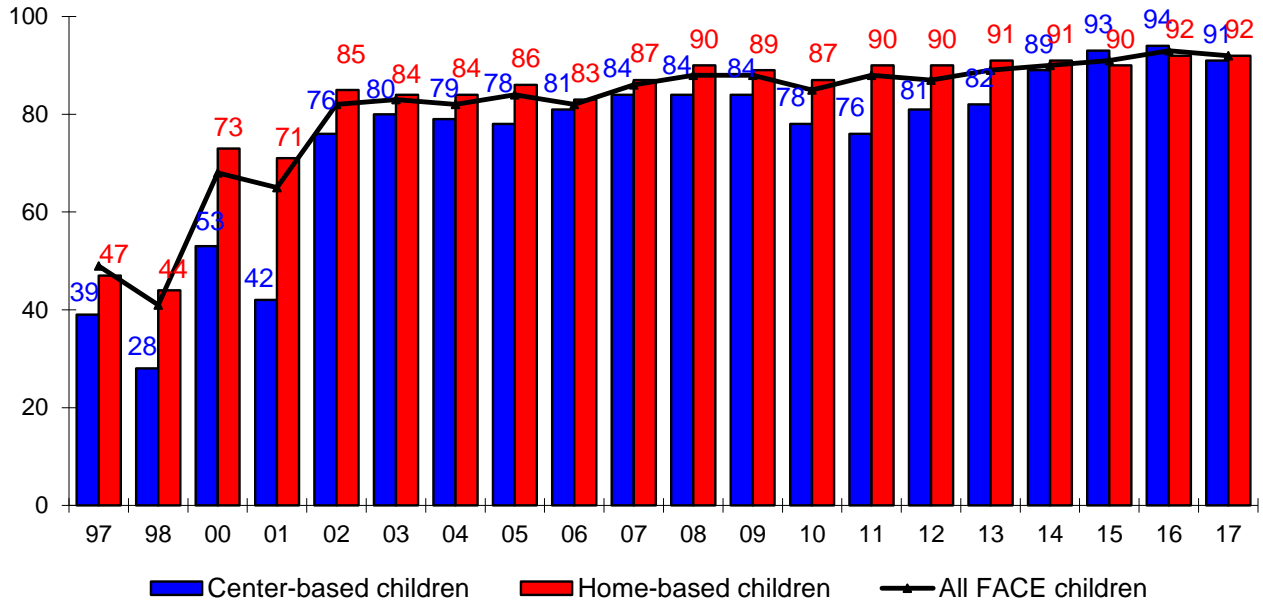
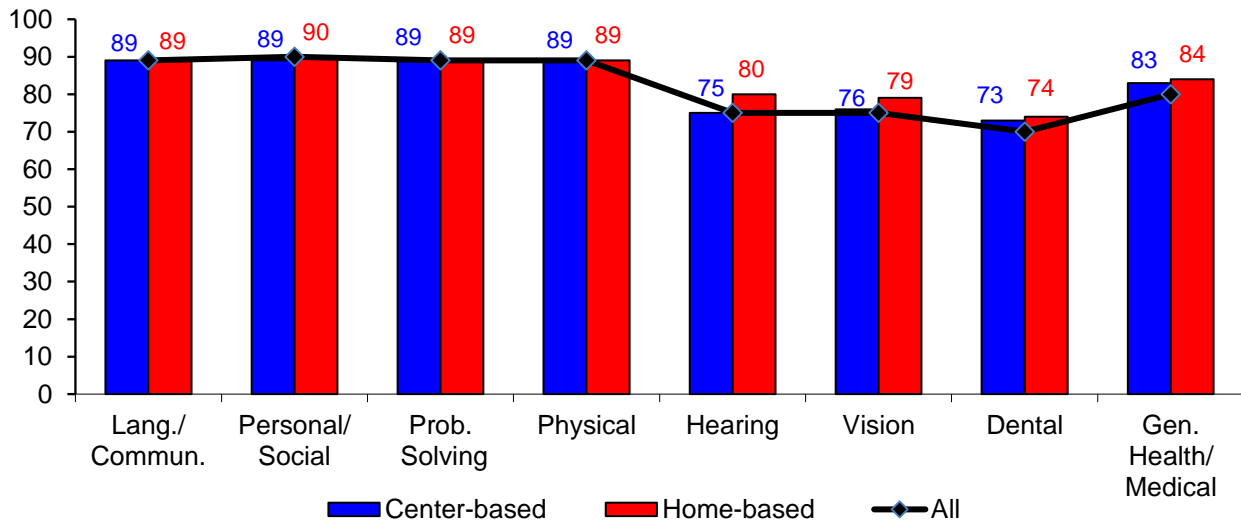


Figure 30. Percentage of PY17 Home-based, Center-based, and All FACE Children Who Were Screened—by Screening Area



Most children were screened in the areas of language/communication (89%), personal/social development (90%), problem solving (89%), and physical development (89%). The percentage of children screened in the area of problem solving increased by 6 percentage points compared with PY16, a 5 percentage point increase for center-based children and a 6 percentage point increase for home-based children. Center-based and home-based children were screened with the same frequency (89%) in these four areas.

⁴² 1999 data not available.

Three-fourths of all children were screened for hearing and for vision. Three-fourths of center-based and 80% of home-based children (a 4 percentage point increase compared with PY16) were screened for hearing. Slightly more than three-fourths of center-based children (a 7 percentage point increase) and almost 80% of home-based children (a 2 percentage point increase) were screened for vision. Seventy percent of all children received dental screening; similar percentages of center-based and home-based children received dental screening (73% and 74%, respectively; a 4 percentage point increase for each service group). Eighty percent of children received general health/medical screening.

Detection of Developmental Concerns

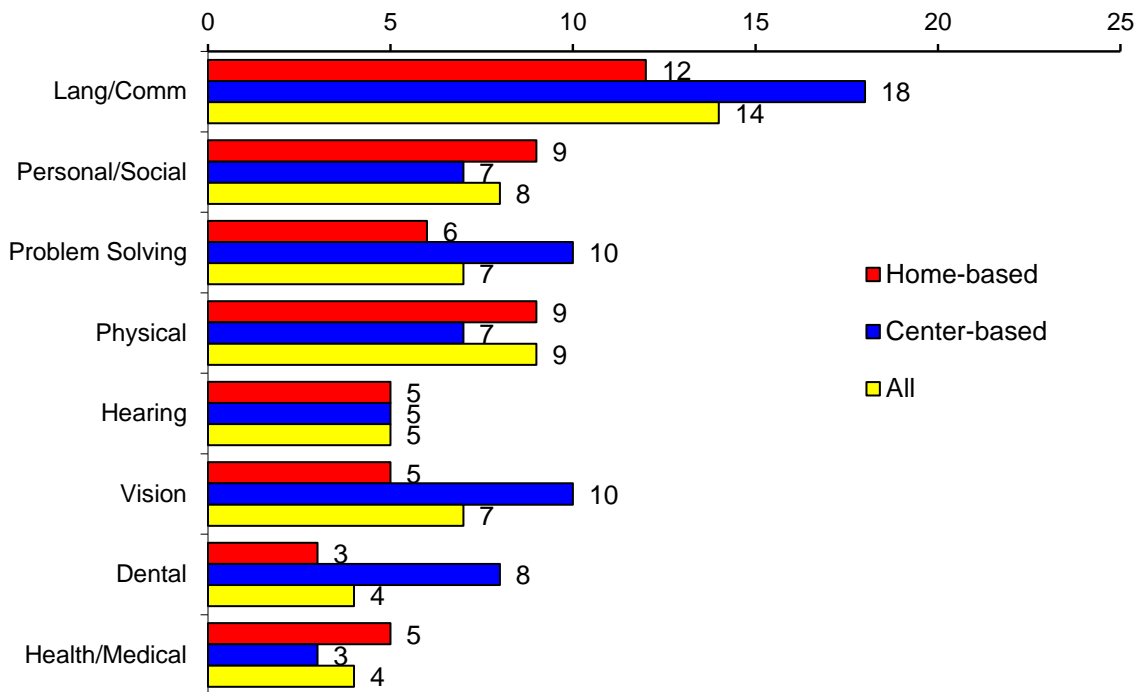
Developmental concerns were identified for slightly more than one-fourth of children who were screened (see Table 16), similar to recent years. Fourteen percent of screened children were referred for services, similar to the previous five years. In PY17, 11% received services to address identified concerns. At the end of PY17, concerns remained for 9% of screened children, similar to percentages in the previous eight years.

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

	Percent of FACE Children Screened (N=2,109)	Number Screened	Percent of Screened Children with:			
			Concerns Identified	Service Referral	Service Received	Concerns Remaining at Year-end
Language/communication	89	1,885	14	6	5	5
Personal/Social	90	1,889	8	2	3	2
Problem solving	89	1,884	7	2	2	2
Physical development	89	1,886	9	3	3	2
Hearing	75	1,586	5	4	3	2
Vision	75	1,581	7	5	4	2
Dental	70	1,481	4	4	4	1
General health/medical	80	1,693	4	2	2	1
Screening Areas Overall	92	1,930	26	14	11	9

Fourteen percent of screened children had delays in language/communication in PY17; 9% of screened children had physical development delays (see Figure 31). For each of the other areas, 4-8% of screened children were identified with concerns. Similar to the past seven years, concerns remained for 5% of children screened in the area of language/communication, and only 1-2% of screened children demonstrated concerns in other areas.

Figure 31. Percentage of PY17 Home-based, Center-based, and All FACE Children for Whom Concerns Were Identified—by Screening Area



Higher percentages of center-based than home-based children were identified with concerns in screening areas overall (see Table 17). Thirty-five percent of center-based children who were screened were identified with concerns, compared with 23% of home-based children. Concerns were resolved by the end of the year for approximately 65% of the children in both home- and center-based components who had been identified with concerns.

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 medical health (0 to 2 percentage point differences). Percentage differences are slightly higher for language/communications, problem solving, vision, and dental health (5 or 6 percentage point difference). Differences between home-based and center-based concerns may be expected since children are of different ages and some concerns/delays may become more evident over time.

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

	All FACE Children			Home-based Children			Center-based Children		
	Percentage Screened (N=2,109)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=1,426)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=640)	Number Screened	Percentage of Screened Children With Concerns Identified
Language/communication	89	1,885	14	89	1,273	12	89	569	18
Personal/social	90	1,889	8	89	1,276	9	89	569	7
Cognitive (problem solving)	89	1,884	7	89	1,272	6	89	569	10
Physical development	89	1,886	9	89	1,273	9	89	569	7
Hearing	75	1,586	5	80	1,145	5	75	479	5
Vision	75	1,581	7	79	1,127	5	76	489	10
Dental	70	1,481	4	74	1,055	3	73	464	8
General health/medical	80	1,693	4	84	1,201	5	83	533	3
Screening Areas Overall	92	1,930	26	92	1,305	23	91	581	35

- ◆ Similar to the previous year, 14% of PY17 children were identified with language/communication concerns.
- ◆ Nine percent of home-based children and 7% of center-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 (9% and 7%, respectively), hearing (5% for both groups of children), and general/medical health (5% and 3%, respectively).
- ◆ Problem solving concerns were identified for 6% of home-based children and a higher percentage of center-based children (10%). Vision concerns were identified for 10% of center-based children and 5% of home-based children. Dental concerns were identified for 8% of center-based children and 3% of home-based children.
- ◆ Five percent of children were identified with hearing concerns. Dental concerns were identified for 3% of home-based children and 8% of center-based children. General health/medical concerns were identified for 5% of home-based children and 3% of center-based children. Vision concerns were identified for 10% of center-based children and 5% of home-based children.

In PY17, 98 children with an IEP or IFSP received services through FACE to address their special needs. The most frequently identified type of delay for these children is speech or language, reported for almost 60% of these children. Other needs varied greatly, including small percentages of these children with special needs in the areas of hearing impairment, developmental delays, gross motor delays, neonatal neurotoxin exposure, premature birth or problems at birth, environmental risk, other health impairments, and multiple disabilities.

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

- ◆ Complications during pregnancy, labor, or birth were reported for 23% of the children (420 children), typical of the percentage reported in prior years.
- ◆ Parents reported that 156 children were exposed to neurotoxins before birth, an increase from the 108 reported in PY16. Of these children, 53% percent were exposed to nicotine and other toxins found in tobacco products because their mothers smoked during pregnancy; 41% were exposed in utero to illegal drugs taken by their mothers (an 8 percentage point increase compared with the previous year), and 16% were exposed to alcohol during pregnancy. At least 21% of these children were exposed to multiple toxins before birth, a 4 percentage point increase compared with PY16.
- ◆ During PY17, 200 PY17 FACE children were exposed to second-hand smoke—approximately 12% of children for whom parents provided information. This is much lower

than the 40% of children aged 3-11 reported by the Center for Disease Control and Prevention who experience second-hand smoke.⁴³

- ◆ Almost one-third of children (504 children) demonstrated one or more special medical conditions at birth, similar to the previous year. Of the 491 children for whom information is provided, 29% were born prematurely. Sixty percent had metabolic problems, causing jaundice and other problems. Other conditions that are identified for 5% or fewer children include cardio-vascular system issues (27 children), respiratory system problems (17 children), anomalies and injuries (13 children), digestive/gastro-intestinal system problems (11 children), blood sugar problems (7 children), drug withdrawal issues resulting from mother's drug usage (7 children), eczema (4 children), endocrine system issues (3 children), infection/disease (1 child), seizures or tremors (2 children), and hearing issues (1 child).
- ◆ Eight percent of children (148 children) have current, challenging medical conditions. Approximately one-third had respiratory system issues such as asthma and other breathing problems, similar to the percentage in past years. Fourteen percent of children had cardio-vascular system problems, such as heart murmur. Thirteen percent of children had integumentary system conditions, such as eczema, impetigo and thrush. Other conditions identified for slightly more than 10% of children include nervous system disorders, such as Cerebral Palsy, autism and seizures. Conditions identified for fewer than 10% of children include musculoskeletal system issues (10 children); alimentary canal/digestive system conditions, such as acid reflux and Prader-Willi Syndrome (9 children); hearing disorders (8 children); allergies (5 children); endocrine system issues (4 children); other organ problems such as kidney and liver infections (3 children); vision problems (4 children); speech delay (4 children); and surgery (2 children). Seven percent of children are regularly given medication for their conditions.
- ◆ Ninety percent of children are routinely taken to a medical facility for regular medical check-ups and sick care, similar to the previous three years. Eighty-nine percent of children are within normal weight and height limits for their age. At least 85% of the FACE children are covered by a health insurance plan, similar to the percentage in PY15 and PY16 and a three-year dramatic increase over the percentage in PY14 when only half of the children had medical insurance coverage.
- ◆ Parents reported serious illnesses, accompanied by a high fever, for 5% of the children (95 children). The most commonly reported conditions are respiratory issues, ear infections and flu. At least 25% of FACE children (430 children) were taken to an emergency room for medical care. Of the 402 reasons given for emergency room visits, the most common reasons were respiratory issues (28%); injuries, such as burns and broken bones (18%); fever (17%); illness or flu-like symptoms (13%); and earache (12%). Five percent or fewer children also received emergency room services for a variety of other medical conditions.

⁴³ Retrieved on 6/25/2018 from website <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6404a7.htm>. (David M. Homa, PhD, Linda J. Neff, PhD, Brian A. King, PhD, Ralph S. Caraballo, PhD, Rebecca E. Bunnell, PhD, Stephen D. Babb, MPH, Bridgette E. Garrett, PhD, Connie S. Sosnoff, MA, and Lanqing Wang, PhD.) Vital signs: disparities in nonsmokers' exposure to secondhand smoke — United States, 1999–2012. *Morbidity and Mortality Weekly Report* from Center for Disease Control and Prevention, February 6, 2015/ 64(04);103-108.)

- ◆ Allergies were reported for 9% of children (214 children), compared with 11% of children in PY16. The most frequently reported are allergies to dust, molds, and pollens; food allergies; allergies to animals; and allergies to various prescription or non-prescription drugs. Food allergies are a concern for schools and programs offering meals and snacks.
- ◆ Thirty-one percent of children were tested for lead poisoning. For the children whose test results were available, no concerns were reported.
- ◆ Thirty-eight percent of children were tested for anemia; 20 children tested anemic or slightly anemic and they were given iron supplements.
- ◆ Twenty-eight percent of children had a doctor test their vision, a slightly lower percentage compared with the previous three years when approximately 31% of children had a doctor test their vision.
- ◆ Nationally, 71.6% of children aged 19-35 months are current with their immunizations.⁴⁴ By comparison, 96% of PY17 FACE children in this age group were current with the recommended immunizations—a dramatic increase since PY01, when fewer than half of children were current.
- ◆ Among children under the age of two years, 22% were reported to fall asleep with a bottle in their mouth, a behavior that is discouraged. Note that this is 4 percentage points less than was reported in PY16.
- ◆ Among PY17 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 of their baby teeth. Good dental care is emphasized in both components of the FACE program, and obtaining dental checkups on a regular basis is promoted.
- ◆ Parents reported that 98% of PY17 FACE children 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.

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

Detection of Social-Emotional Concerns

FACE staff members assist parents in completing the *Ages & Stages: Social-Emotional* (ASQ2: SE), an instrument used to assess social-emotional developmental delays or concerns. During PY17, staff members at 39 FACE programs assisted parents in completing the assessment for 54% of FACE children, similar to PY16. All home-based children are to be assessed with the instrument; 74% of home-based children were assessed in PY17. Only center-based children who exhibit behaviors suggesting social-emotional developmental delays or concerns are to be assessed; 12% of center-based children were assessed in PY17. The child's age at the time of the first PY17 assessment ranged from 2-60 months.

Of children assessed with the ASQ2: SE, 3% were identified with social-emotional delays or concerns. About 70% of children who were identified with delays or concerns were in the 24-60 months age range.

Thirty-five children assessed received a second assessment; concerns were identified for only two of these children.

Assessment of Center-based Preschool Students

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

Meisels' *Work Sampling System* (WSS) is also used to assess the development of center-based children. During the assessment process, children are rated by early childhood teachers on a number of performance indicators that are organized in seven domains: (1) personal and social development, (2) language and literacy, (3) language and literacy for English language learners, (4) mathematical thinking, (5) scientific thinking, (6) social studies, (7) the arts, and (8) physical development. Proficiency ratings for each of the indicators include three response options: *Not Yet*, *In Process*, and *Proficient*.⁴⁷

Most FACE preschoolers (94%) were assessed at least once with the EOWPVT and/or the WSS in PY17 (see Table 19). Ninety-two percent of FACE preschoolers were assessed at least once with the EOWPVT; 78% have one or more assessments with the WSS. Six percent of preschoolers were either not assessed, or programs provided no documentation.

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

⁴⁶ Published by Academic Therapy Publications.

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

Table 19. Percentage and Number of FACE Center-based Children Assessed in PY17

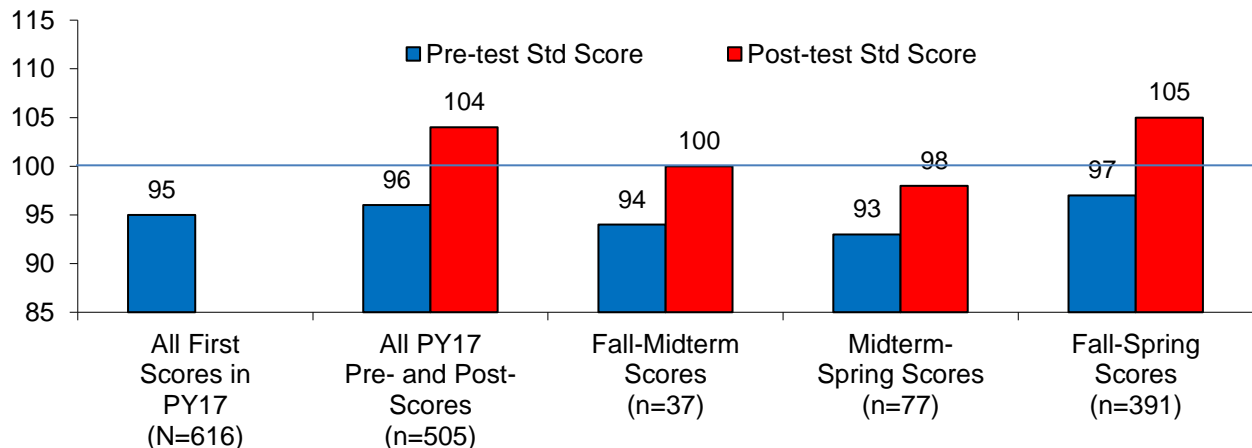
	Percentage	Number of Children
EOWPVT but no WSS	16	106
WSS but no EOWPVT	2	12
Both EOWPVT and WSS	76	519
No EOWPVT or WSS	6	42
Total	100	679

EOWPVT Assessments for Center-based Children

The 627 preschoolers who were assessed with EOWPVT comprise 92% of all FACE preschoolers in PY17—similar to PY16. Nine of these children scored too low to have valid assessment scores, so they are not included in the following analyses. Of the children who were assessed, 81% (505) had more than one EOWPVT assessment during the year. 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 505 preschoolers with pre- and post-test scores, 78% were assessed fall-spring; 7% were assessed fall-midterm; and 15% 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. The average first score for 616 children was 95, 5 standard scores less than the national average of 100 and equivalent to the 37th national percentile (see Figure 32).

Figure 32. Average First PY17 EOWPVT Standard Score Overall and Matched Pre-/Post-Scores Overall and by PY17 Testing Cycle



Among the 505 children with pre- and post- scores during PY17, the average pre-test score of 96 (equivalent to the 39th national percentile) significantly and meaningfully increased to an average post-score of 104 (equivalent to the 61st national percentile). The increase of eight standard scores is a meaningful increase of more than one-half of a standard deviation.⁴⁸ The post-score is 4 standard scores above the national average.

Children who attended preschool the entire year and were tested in the fall and spring demonstrated the largest gains, with an average increase of 8 standard scores (one-half of a standard deviation), rendering them at the 63rd national percentile at the end of the school year. Children who attended fall-midterm demonstrated an average standard score gain of six and scored at the national average of 100 at post-test. Those who attended midterm-spring increased five standard scores, with a post-test score of 98, equivalent to the 45th national percentile and 2 standard scores below the national average.

The amount of time that children attend preschool—not only the length of participation during the school year but also their daily attendance record—was investigated for its impact on children's achievement on the EOWPVT. Since FACE preschools operate four days a week, 504 hours or more (during 9 months) is a reasonable expectation for nearly perfect attendance for the full year. To develop categories of attendance—high, moderate, and low—variation around the FACE program benchmark that children should attend at least 75% of the 504 hours (378 hours) is used. Those who attend significantly less than the 378 hours (at least one-fourth of the standard deviation—or 48.5 hours less than 378 hours) is used to define *low* attendance; the benchmark plus or minus one-fourth of a standard deviation is used to define *moderate* attendance, and attendance more than one-fourth of a standard deviation above that defines *high* attendance. In other words, *low* attendance is defined as 330 hours or less (approximately 51 days), *moderate* attendance is defined as >330 but ≤ 427 hours, and *high* attendance is 428 hours or more.

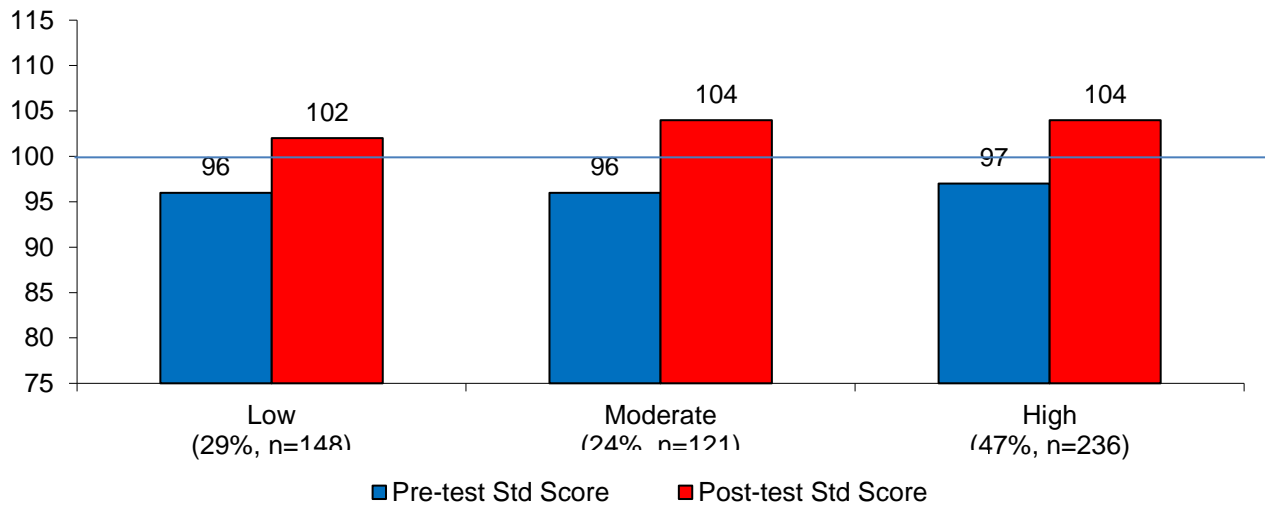
Regardless of their subsequent attendance, children scored similarly at pre-test with a standard score of about 96, equivalent to the 39th percentile. Low attendance children scored slightly lower at post-test (with a standard score of 102, equivalent to the 55th percentile) than did children with *moderate* or *high* attendance (with standard scores of 104, equivalent to the 61st percentile). See Figure 33. Post-test scores were significantly and meaningfully larger than pre-test scores for all three attendance groups. All three attendance groups scored higher than the national average at post-test.

This analysis was also conducted by the background characteristics of children that are typically related to performance—age and gender. Preschoolers who are 3 years of age score significantly lower at pre-test than do 4-year-olds (with respective standard scores of 95 and 98). No significant differences are found by gender at pre-test or post-test.

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

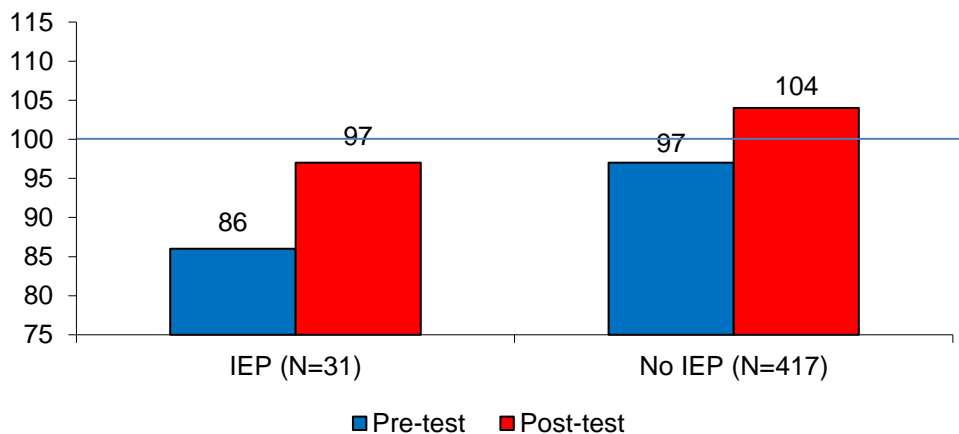
⁴⁸ One-fourth of a standard deviation or larger is generally considered significant and meaningful.

Figure 33. Average EOWPVT Standard Scores by Hours of FACE Preschool Attendance in PY17



Among FACE children with pre- and post-EOWPVT scores, 7% had an IEP during the year.⁴⁹ FACE preschool children with IEPs scored significantly below other preschoolers at pre-test, scoring almost a full standard deviation below the national average (i.e. standard score of 86). See Figure 34. At post-test, children with IEPs increased their average score to 97, a significant and meaningful increase of almost one standard deviation. Although they continued to score significantly lower than other preschoolers (who had average pre-test and post-test scores of 97 and 104, respectively), they made meaningful progress in closing the gap and approaching the national average as preschoolers.

Figure 34. Average Standard Scores for EOWPVT for PY17 FACE Preschoolers by IEP Status



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

An examination of average post-test performance at the program level reveals that EOWPVT post-test scores at 74% of FACE programs are *at or above* the national average standard score of 100, and the 50th national percentile.

Work Sampling Assessment for Center-based Children

In PY17, FACE preschool staff members conducted at least one WSS assessment for 78% of FACE preschool children (531 children). This includes 236 children who were assessed with a 3-year-old form and 295 children who were assessed with a 4-year-old form. Of children who were assessed, 87% (463) also had a post-assessment completed during the year. Children are rated on items categorized in each of eight domains.⁵⁰ Raw scores are computed by adding the value of the response for each item within the domains, and therefore vary dependent on the number of items in each domain. Details of rating frequencies are provided in Appendix G.

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

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

Domains	Mean Pre- test	s.d.	Mean Post- test	s.d.	Significant Difference	N
Personal & Social						
3-year-old WSS form	21.3	5.9	29.2	5.7	<.0001	201
4-year-old WSS form	24.5	6.1	32.0	5.0	<.0001	259
Language & Literacy						
3-year-old WSS form	18.0	5.1	24.4	6.1	<.0001	201
4-year-old WSS form	23.1	6.0	29.9	6.6	<.0001	259
Language & Literacy for English Language Learners						
3-year-old WSS form	5.0	1.5	7.0	1.6	<.0001	149
4-year-old WSS form	7.9	1.9	10.6	1.8	<.0001	167
Mathematical Thinking						
3-year-old WSS form	16.1	4.7	23.0	6.9	<.0001	201
4-year-old WSS form	20.2	5.9	28.2	8.0	<.0001	257
Scientific Thinking						
3-year-old WSS form	18.1	6.3	26.6	8.0	<.0001	200
4-year-old WSS form	19.3	7.6	28.7	8.7	<.0001	254

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

Domains	Mean Pre- test	s.d.	Mean Post- test	s.d.	Significant Difference	N
Social Studies						
3-year-old WSS form	9.8	2.7	14.0	3.2	<.0001	202
4-year-old WSS form	18.4	5.2	25.3	4.7	<.0001	254
The Arts						
3-year-old WSS form	6.8	2.2	9.5	2.2	<.0001	202
4-year-old WSS form	8.0	2.3	10.5	1.9	<.0001	251
Physical Development						
3-year-old WSS form	13.8	3.4	18.1	3.2	<.0001	202
4-year-old WSS form	16.0	4.0	19.5	2.6	<.0001	256

Children’s performance varied depending on their preschool attendance. For both age groups, children who attended at a high level also scored higher than those with lower attendance, with one exception (see Table 20). Four-year-olds with high attendance scored similarly to those with moderate attendance in mathematical thinking. For all domains and both age groups, children with low attendance scored lower at post-rating than did those with moderate or high attendance.

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

	Low Attendance (32%, N=149)			Moderate Attendance (23%, N=106)			High Attendance (45%, N=206)		
	Pre- Score	Post- Score	N	Pre- Score	Post- Score	N	Pre- Score	Post- Score	N
3-Year-Olds									
Personal/Social Development	20.9	27.7	59	20.5	28.6	51	22.0	30.5	91
Language & Literacy	16.7	22.9	59	17.6	24.2	51	18.9	25.5	91
Language & Literacy for ELLs	4.7	6.4	42	4.9	6.7	42	5.4	7.6	65
Mathematical Thinking	15.3	21.7	59	16.3	22.9	50	16.4	23.9	92
Scientific Thinking	17.3	24.7	59	17.9	26.0	50	18.6	28.1	91
Social Studies	9.5	13.2	59	9.7	13.7	51	10.1	14.7	92
The Arts	6.7	8.7	59	6.5	9.2	51	7.1	10.2	92
Physical Development	13.9	17.4	59	13.9	18.1	51	13.8	18.7	92
4-Year-Olds									
Personal/Social Development	23.7	30.5	90	23.1	32.4	55	25.8	33.1	114

	Low Attendance (32%, N=149)			Moderate Attendance (23%, N=106)			High Attendance (45%, N=206)		
	Pre-Score	Post-Score	N	Pre-Score	Post-Score	N	Pre-Score	Post-Score	N
Language & Literacy	22.1	27.9	90	21.8	30.9	55	24.5	31.1	114
Language & Literacy for ELLs	7.7	9.7	59	7.0	10.4	37	8.4	11.4	71
Mathematical Thinking	19.7	26.2	89	19.2	29.3	55	21.1	29.2	113
Scientific Thinking	19.6	27.0	86	19.4	30.1	55	19.0	29.3	113
Social Studies	18.0	24.1	86	16.6	24.5	55	19.5	26.6	113
The Arts	7.6	9.6	84	7.5	10.6	54	8.5	11.1	113
Physical Development	15.5	18.8	89	15.4	19.5	54	16.5	20.0	113

Parent Observations of Child Outcomes

At the end of the year, FACE parents rated the extent to which FACE participation helps their child in various ways. As in the past, parent ratings generally report positive impacts of FACE participation for their children. Parent responses vary depending on the age of their child and the focus and intensity of the services in which they participate. Parents only rate areas of impact that they believe are appropriate for their child’s age. For each of six areas that are measured, almost all parents (98% or more) rated FACE participation as having at least *somewhat* of an impact on their child (see Table 21). Fewer than 3% indicated no impact on each of the indicators.

The percentage of parents reporting a *large* impact for each of the indicators is similar to the previous five years’ percentages. The difference in ratings between center-based parents and home-based parents may be reflective of the age differences and the difference in component services for center- and home-based children. Significant differences are found between groups for all indicators of impact, although most parents reported *large* impacts of FACE on children.

- ◆ Approximately 80% of parents reported that FACE has a *large* impact on increasing their child’s interest in learning. Almost 90% of center-based-only parents reported the *large* impact compared with a significantly fewer 77% of home-based-only parents. Almost 85% of parents who received both services reported a *large* impact on increasing interest in learning.
- ◆ Slightly more than three-fourths of parents indicated that FACE has a *large* impact on increasing their child’s interest in reading. Eighty-five percent of center-based-only parents reported a *large* impact; a significantly lower 74% of home-based-only parents did so. Almost 80% of parents who participated in both FACE components reported a *large* impact, but this percentage was not significantly different compared with home-based-only parents or center-based-only parents.

Table 21. Percentage of PY17 Parents Reporting Degree of Impact of FACE on Children by Type of Services They Received Throughout Their FACE Participation

Impact on Child	Type of services in which adults participate over time:												All Parents	p*			
	Home-based-Only (1)				Center-based Only (2)				Both Home- and Center-based (3)								
	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)			Large	Somewhat	None
Increased child's interest in learning	77	23	0	(638)	89	10	<1	(231)	83	17	1	(424)	81	18	<1	(1,293)	2>1
Increased child's interest in reading	74	25	1	(628)	85	14	1	(229)	78	21	1	(417)	77	22	1	(1,274)	2>1
Increased child's verbal/communication skills	71	27	2	(633)	87	12	<1	(229)	79	20	<1	(420)	77	22	1	(1,282)	2>1; 3>1
Increased child's self confidence	72	27	1	(606)	86	14	0	(229)	79	21	0	(377)	77	23	<1	(1,245)	2>1; 3>1
Prepared child for school	70	29	1	(544)	86	14	0	(226)	77	22	1	(391)	75	24	1	(1,161)	2>1, 2>3; 3>1
Helped child get along better with others	63	34	3	(606)	81	19	0	(228)	75	23	2	(407)	70	28	2	(1,241)	2>1, 3>1

*Statistically significant at least at $\leq .05$ level among type of services.

- ◆ Slightly more than three-fourths of parents indicated that FACE participation has a *large* impact on increasing their child’s verbal/communication skills. Approximately 85% of center-based-only parents and almost 80% of parents with both services reported that FACE has a *large* impact on increasing verbal/communication skills. The approximately 70% of home-based-only parents who gave a high rating is significantly lower than the percentage of center-based parents who did so.
- ◆ Slightly more than three-fourths of parents reported their child’s increased self-confidence to be a *large* impact of FACE participation. Approximately 85% of parents with only center-based services and slightly more than three-fourths of parents with both services reported a *large* impact on children's self-confidence. Slightly more than 70% of home-based-only parents reported a *large* impact, a significantly lower percentage compared with center-based-only parents and parents with both services.
- ◆ Three-fourths of parents reported that FACE participation has a *large* impact on preparing their child for school. Approximately 85% of center-based-only parents reported a *large* impact on preparing their child for school, as did a significantly fewer 77% of parents who received both services and a significantly fewer 70% of home-based-only parents. Also, compared with parents who received both services, significantly fewer home-based-only parents reported a *large* impact.
- ◆ Seventy percent of parents reported that FACE has a *large* impact on helping their child get along better with other children. Approximately 80% of center-based-only parents reported a *large* impact on their children; 75% of parents who received both services and almost 65% of home-based-only parents reported this degree of impact. Significantly more center-based parents, whose children have more opportunities for interaction with others, reported 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.⁵¹

Thirty-seven parents commented or mentioned other ways that FACE helps their child. Other ways participation in FACE helps includes increased use of Native language and understanding of Native culture, increased ability to sing traditional songs, improved ability to walk, improved gross motor skills, a daily routine, decreased shyness, and increased independence. Two parents wrote that their children had fun; participation in FACE contributed to their happiness. All comments were positive.

Transition to Preschool

Regardless of where children attend preschool, preparing FACE families for smooth transitions from home-based to center-based components or to another preschool experience is an important

⁵¹ 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.

focus in FACE programs. At the end of PY17, 457 home-based children were of preschool age (3 or 4) and eligible for fall 2017 enrollment in the FACE preschool.

At the end of PY17, FACE programs reported the number of participants and adults that received assistance with the transition to preschool. Staffs at 36 sites, five more programs than the previous year, reported that 154 home-based children were helped with their transition to the FACE center-based preschool program. Transition assistance was provided to 108 adults whose children were transitioning at 28 sites (see Table 22).

Table 22. Number of Home-based Children and Adults Who Were Assisted in Transitions to Preschool in PY17

	Children	Programs	Adults	Programs
Home-based to center-based	154	36	107	28
Home-based to another preschool	32	9	18	5
Home-based <i>prenatal to 3</i> to home-based <i>3 through kindergarten</i>	67	14	38	11

Programs also provided assistance with the transition of home-based participants to other preschools. To do so in communities where services are available, 94% network with Head Start, 80% network with the public preschool, and 76% of these programs have a relationship with the Early Head Start program (see Table 46 in the section on Coordination with Community Agencies/Programs). Networking with private preschools occurs in seven communities. Nine programs reported that 32 home-based children were helped with their transition to another preschool, and 18 parents of transitioning children received assistance. Sixty-seven children at 14 sites were assisted in their transition from home-based *prenatal to 3* to home-based *3 through kindergarten*. Overall compared with the previous year, fewer programs assisted participants in transferring to other preschools and more programs assisted more participants in transitioning to FACE preschool options.

Parents were also asked if they or their child participated in activities to transition to FACE center-based services and if FACE helped in the process. Parents reported that 332 home-based children participated in activities to transition to center-based services, as did 119 parents. Of the 369 home-based parents who reported on whether or not FACE helped with the transition to center-based services, 82% reported that FACE was helpful to their making the transition.

OUTCOMES FOR ADULTS

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

Goal Setting and Achievement

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

In PY17, adult achievement information was provided for 1,828 FACE adults—89% of FACE adults (a substantial improvement over the 59% in PY16). Information was provided for 89% of the center-based adults and 90% of home-based adults. Included in the achievement data are reports on goal setting and completion. In PY17, 95% of FACE adults with achievement data set at least one goal for the year. This includes 94% of home-based adults and 97% of center-based adults (see Table 23). Eighty-six percent of adults completed at least one goal during the year, including 85% of home-based adults and 91% of center-based adults. Of the adults who set goals, 91% completed at least one goal.

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

	Adults who Set Goals		Adults who Completed Goals		
	Number	Percentage of Adults	Number	Percentage of Adults	Percentage of Goal-Setting Adults Who Completed Goals
All FACE Adults (N=1,828)	1,731	95	1,581	86	91
Home-based Adults (N=1,343)	1263	94	1143	85	90
Center-based Adults (N=653)	634	97	596	91	94

Parents set goals related to the improvement in parenting skills, understanding child development, improving their family’s well-being, and increasing their involvement in the community. Two-thirds of FACE adults set goals related to parenting and understanding their child (see Table 24). Rates were similar for home- and center-based adults. Of adults who set these goals, approximately 85% completed them, with similar responses among home- and center-based adults.

Approximately one-half of both home- and center-based adults set goals to improve their family’s well-being; about 80% completed their goals. Providing community service has been emphasized in the center-based component. Of the 40% of center-based adults who set a goal in that area, most (91%) also completed it. A smaller 18% of home-based adults set that goal, but 84% of them completed it. Center-based parents were somewhat more likely to set goals to identify and access resources to help them and their family than were home-based parents (45% and 36%, respectively). Completion rates were more than 85% for both groups.

Table 24. Percentage of FACE Adults Who Set Parent/Family/Community Goals in PY17 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=1,828)	Completed Goal	Set Goal (N=1,343)	Completed Goal	Set Goal (N=653)	Completed Goal
Improve parenting skills	67	85	67	86	71	85
Understand child development	63	83	64	84	65	82
Improve family’s well-being	49	82	48	83	55	81
Increase community involvement	24	87	18	84	40	91
Identify and access resources	37	83	36	86	45	88

Many adults set goals related to their child—preparing the child for school, socializing the child, and becoming more involved in the child’s school. Due to the differences in component services and in children’s ages, these goals were more likely to be set by center-based adults. Three-fourths of center-based adults set goals to prepare their child for school; one-half of home-based parents did so (see Table 25). Two-thirds of center-based adults had a goal to socialize their child; one-third of home-based adults had this goal. Approximately 60% of center-based adults and one-third of home-based adults set a goal to become more involved in their child’s school. In all cases, at least 80% of those adults completed these goals.

Goals of self-improvement were also set by adults. Center-based adults are more likely to set goals related to self-improvement than are home-based adults due to differences in focus for the components. About one-fourth of center-based adults set goals to complete a GED, high school diploma, or a college course and 39% set goals to improve academic skills (see Table 26). Although few center-based adults completed their goal of achieving their GED or high school diploma in PY17, approximately 70% improved their academic skills or completed a college course. Almost one-half of center-based adults set goals to improve reading skills; most (84%) completed this goal during the year.

Table 25. Percentage of FACE Adults Who Set Goals Related to Their Child in PY17 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=1,828)	Completed Goal	Set Goal (N=1,343)	Completed Goal	Set Goal (N=653)	Completed Goal
Prepare child for school	54	82	47	80	72	86
Socialize child	44	88	37	88	63	89
Become more involved in child's school	42	81	36	81	59	81

Table 26. Percentage of FACE Adults Who Set Self-Improvement Goals in PY17 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=1,828)	Completed Goal	Set Goal (N=1,343)	Completed Goal	Set Goal (N=653)	Completed Goal
Obtain GED or high school diploma	13	17	10	16	21	18
Improve academic skills for college	20	63	12	55	39	68
Complete one or more college course	15	69	12	66	25	72
Improve reading skills	26	83	20	52	47	84
Improve Employability	29	86	23	80	45	80
Get a job	32	72	29	73	40	69
Make friends	28	95	23	95	46	95
Improve health and fitness	28	75	23	74	40	79
Improve Native language skills	35	75	31	74	48	78

Around 40% of center-based adults set goals of improving employability and getting a job. Eighty percent achieved their goal to improve employability and almost 70% met their goal of obtaining a job. Home-based adults were less likely to set employment goals. Approximately one-fourth set these goals; three-fourths of those who set the goal obtained employment during the year.

Other miscellaneous goals were reported. One-fourth of home-based parents set a goal of making friends, as did 46% of center-based parents. Almost all (95%) of both groups achieved that goal. One-fourth of home-based parents and 40% of center-based parents set goals to improve their health and fitness; three-fourths of both groups achieved this goal. Almost one-third of home-based parents and one-half of center-based parents set goals to improve their Native language skills; three-fourths of both groups achieved their goals during PY17.

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 PY17 findings support this trend. Regardless of the FACE services in which PY17 parents participated, almost all report that participation improves their parenting knowledge and skills. The findings provide evidence of progress toward meeting the program goal, to *support parents/primary caregivers in their role as their child's first and most influential teacher*.

At least 94% of parents (compared with at least 90% in previous years), regardless of services received, reported that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured (see Table 27). However, there are significant differences in parenting impacts for four of the seven areas measured. In PY17, home-based-only parents reported a significantly higher degree of impact of FACE on increasing their time spent with child, becoming a better parent, learning to more effectively interact with child, and increasing their understanding of child development than did center-based-only parents and parents with both services.

- ◆ Slightly more than 80% of parents indicated that FACE helped them *a lot* to increase the amount of time they spend with their child. A significantly greater, 85% of home-based-only parents reported this degree of impact compared with 76% of center-based-only parents and 77% of parents with both services.
- ◆ Eighty percent of parents reported that FACE helped them *a lot* to become more involved in their child's education.
- ◆ Almost 80% of parents reported that FACE helped them *a lot* to more effectively interact with their child. Eighty-two percent of home-based-only parents reported a large impact compared with the significantly lower percentages of 72% of center-based-only parents and 75% of parents who received both services.

Table 27. Percentage of PY17 Parents Reporting Degree of Impact of FACE on Their Parenting Skills by Type of Services They Received Throughout Their FACE Participation

Impact on Parent	Type of services in which adults participate over time:												Significant Differences Among Types of Services*
	Home-based-Only (1)			Center-based-Only (2)			Both Home- and Center-based (3)			All Parents			
	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	
Spent more time with child	85	12	(674)	76	19	(232)	77	19	(441)	81	16	(1,347)	1>2; 1>3
Became more involved in child's education	81	16	(674)	79	18	(230)	79	18	(439)	80	17	(1,343)	ns
Learned to more effectively interact with child	82	15	(674)	72	23	(230)	75	22	(437)	78	19	(1,341)	1>2; 1>3
Became a better parent	80	18	(652)	66	29	(226)	73	24	(437)	76	22	(1,315)	1>2; 1>3
Increased understanding of child development	80	17	(678)	71	25	(229)	74	21	(439)	76	20	(1,346)	1>2; 1>3
Learned how to encourage child's interest in reading	74	22	(653)	74	23	(226)	73	21	(438)	74	22	(1,317)	ns
Increased ability to speak up for child	76	19	(638)	69	25	(224)	71	23	(433)	73	21	(1,295)	ns

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

- ◆ Slightly more than three-quarters of parents indicated that FACE helped them *a lot* to become a better parent and to increase their understanding of child development. A significantly greater 80% of home-based-only parents reported a *large* impact on these two parenting activities compared with center-based only parents (66% and 71%, respectively) and parents who received both services (73% and 74%, respectively).
- ◆ Almost three-fourths of parents in each component reported that FACE helped them *a lot* in learning how to encourage their child's interest in reading, while 22% reported they are helped *somewhat*.
- ◆ Almost three-fourths of parents indicated that FACE helped them *a lot* to increase their ability to speak up for their child. Seventy-six percent of home-based-only parents reported this outcome, while 69% of center-based-only parents and 71% of parents participating in both home- and center-based components did so.

Home Literacy Outcomes

The 2001 Progress in International Reading Literacy Study (PIRLS) conducted by the International Association for the Evaluation of Educational Achievement (IEA) found that 4th grade students from homes with a large number of children's books (more than 100) have higher reading achievement than those students from homes with few children's books (10 or fewer).⁵² These findings were duplicated in the PIRLS 2006 and 2011 studies.⁵³

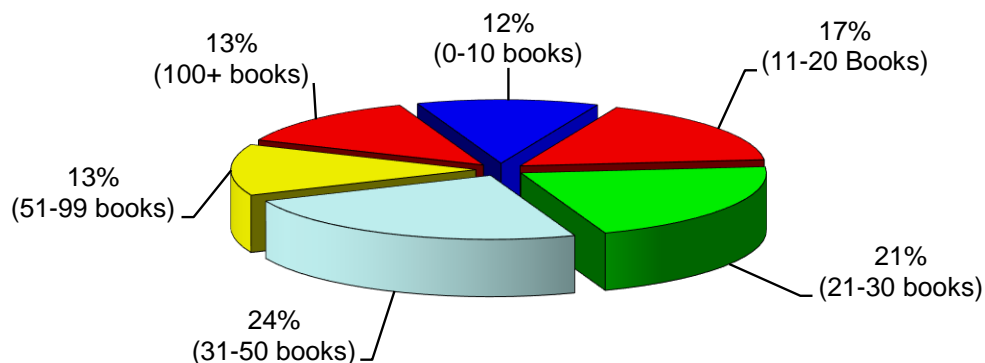
In all FACE components, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on carry-over into the home. To support literacy, FACE addresses the need to increase the number of books in homes by implementing special initiatives designed to distribute books to families. The BIE funds the Dollywood Foundation's *Imagination Library* program, which provides a new book each month for FACE children. During PY17, 19,233 books were ordered for FACE children.

At the end of PY17, parents reported the number of books in their homes for children and for adults. Fewer parents reported 0-10 books in PY17 (12%) than was reported in PY16 (17%). Other frequencies were similar to the prior year. Seventeen percent of parents reported 11-20 children's books; 21% reported 21-30 books, 24% reported 31-50 books, 13% reported 51-99 books, and 13% reported more than 100 children's books in their homes (see Figure 35).

⁵² 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.

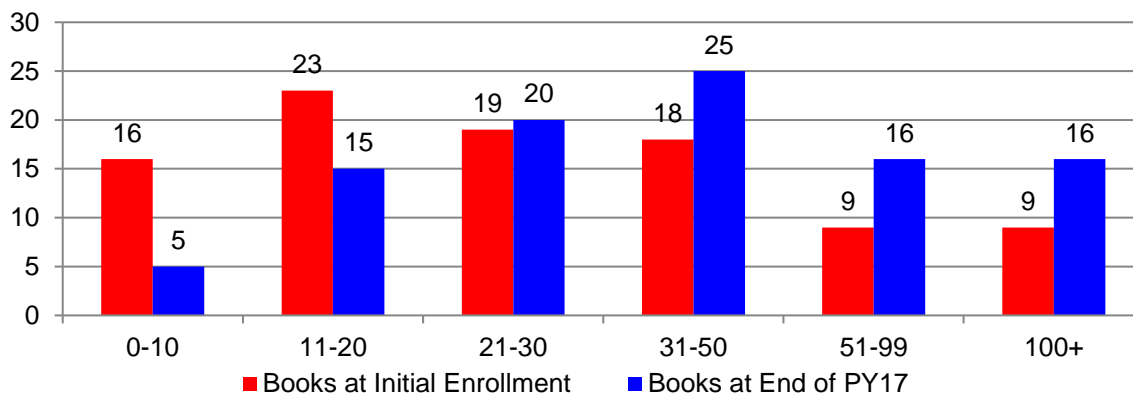
⁵³ Obtained from http://timss.bc.edu/PDF/P06_IR_Ch3.pdf (p. 113) on May 23, 2012.

Figure 35. Percentage Distribution of FACE Parents Reporting the Number of Children’s Books in the Home at the End of PY17 (N=1,360)



The number of children’s books that parents reported in their first year of FACE participation increased significantly by the end of PY17 ($p < .0001$). Thirty-nine percent of FACE households had 20 or fewer children's books initially, but by the end of PY17 that percentage had decreased to 20% (see Figure 36), and all but three households had at least five children's books. The percentage of households with 31-50 books increased from 18% to 25%, and households with more than 50 children's books increased from 17% to 32% at the end of PY17.

Figure 36. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in FACE Households in their First Year of FACE Participation and at the End of PY17 (N=669)



While FACE has been instrumental in increasing the number of books in the home, FACE families lag somewhat behind families nationally and internationally in the number of children’s books in homes. According to the 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.⁵⁴ Of the 91 FACE parents with children in the 4th grade, only 15% report 100 or more children's books

⁵⁴Mullis, p. 114.7

in the home. A somewhat higher percentage (19%) of 575 FACE parents with children in grades K-6 report 100 or more children's books in the home.

Parent modeling of reading is another factor in stimulating children's interest in reading. Although the increase in number of books in the home for adults is small, it is a statistically significant increase during their FACE participation ($p < .001$). At the time of enrollment, 10% of FACE adults had more than 50 adult-level books; this percentage increased 5 percentage points by the end of their FACE participation.

FACE parents reported the frequency that they conduct literacy activities that support their children's learning (see Table 28). They reported on literacy activities only if they believed the activities were age-appropriate for their children. For almost all activities, the percentages of PY17 parents who conduct literacy activities at least weekly are similar to the percentages of parents who did so in recent years. On average, most activities that support literacy are engaged in *almost daily* or more frequently.

Table 28. Percentage Distribution and Average Frequency That Parents Engaged in Activities Supporting Home Literacy in PY17

Activities	Never or Almost Never (1)	A Few Times a Month (2)	Once or Twice a Week (3)	Almost Daily (4)	Daily or Several Times a Day (5)	Average	N
Praise child	<1	1	6	21	72	4.6	1,352
Teach child, help child learn	0	1	5	23	71	4.6	1,339
Play with child	0	2	6	26	66	4.6	1,359
Provide opportunities for child to scribble/draw/write	<1	2	7	29	62	4.5	1,291
Let child make choices	1	3	10	32	54	4.3	1,280
Encourage child to complete responsibilities	1	4	15	31	49	4.2	1,166
Listen to child read/pretend read	1	3	17	36	43	4.2	1,249
Discuss day's events or special topics with child	2	8	17	33	41	4.0	1,232
Tell stories to child	1	5	17	38	39	4.1	1,332
Read to child	<1	5	20	37	38	4.1	1,357
Permit my child to watch TV, videos, or DVRs.	2	5	22	38	33	3.9	1,304
Take child on special activities outside home	5	32	21	16	26	3.3	1,333

- ◆ Slightly more than 70% of parents reported that they praise their child and help their child to learn *daily or several times a day*. Slightly more than 20% praise their child *almost daily*; almost one-fourth help their child learn *almost daily*.
- ◆ Two-thirds of parents indicated that they play with their child *daily or several times a day*. Almost one-third of parents play with their child *almost daily* or at least *once or twice a week*.
- ◆ Slightly more than 60% of FACE parents provide opportunities for their child to scribble, draw or write *daily or several times a day*. Slightly more than 35% do so *almost daily* or at least *once or twice a week*.
- ◆ Almost 55% of parents reported that they let their child make choices *daily or several times a day*, and almost one-third reported that they do so *almost daily*. Ten percent of parents let their child make choices *once or twice a week*.
- ◆ Almost half of parents indicated that they encourage their child to complete responsibilities *daily or several times a day*. Approximately 45% reported that they do so *almost daily* or at least *once or twice a week*.
- ◆ Almost 45% of parents listen to their child read/pretend read *daily or several times a day*. Almost 55% engage in this activity *almost daily* or at least *once or twice a week*.
- ◆ Slightly more than 40% of parents discuss the day's events or special topics with their child *daily or several times a day*. One-third do so *almost daily*, and slightly more than 15% have discussions *once or twice a week*.
- ◆ Almost 40% of FACE parents tell stories to their child and/or read to their child *daily or several times a day*. Almost 40% do so *almost daily*; and 20% of parents read to their child *once or twice a week*, while slightly more than 15% reported that they tell stories to their child this frequently.
- ◆ One-third of parents reported that their child watches TV, videos, or DVR's *daily or several times a day*. Almost 40% do so *almost daily*. Almost 30% of parents permit their child to watch electronic media only *once or twice a week* or less frequently.
- ◆ Almost 65% of FACE parents take their child on special outings *once or twice a week* or more frequently. Slightly more than 30% do so *a few times a month*. Only 5% of parents reported that they *never or almost never* take their child on special outings. Compared with PY16 the percentage of parents taking their child on special outings at least *once or twice a week* increased by 12 percentage points.

The frequency of home-based activities that support literacy reported by parents at the end of their first year of FACE participation was compared with their reports at the end of PY17.⁵⁵ Parents maintain a high frequency of home-based activities, virtually *almost daily* engagement for most activities both early in FACE participation and at the end of PY17 (see Table 29). Moreover, parents significantly increase the frequency with which they conduct two out of the 11 activities that support literacy. Parent ratings at the end of PY17 indicate that they significantly more frequently tell stories to their child ($p < .05$) and take their child on special activities outside their home ($p < .05$) than they did early in their FACE participation.

Table 29. Average Rating of Frequency⁵⁶ That FACE Parents Reported Engagement in Activities Supporting Home Literacy Early in FACE Participation and at the End of PY17

	Early in FACE	End of PY17	N	Significance Level
Teach child, help child learn	3.93	3.94	623	ns
Praise child	3.92	3.92	623	ns
Play with child	3.94	3.91	634	<.05
Provide opportunities for child to scribble, draw, or write	3.86	3.90	534	ns
Listen to child read/pretend read	3.77	3.74	481	ns
Encourage child to complete responsibilities	3.74	3.78	398	ns
Let child make choices	3.82	3.81	527	ns
Read to child	3.72	3.72	637	ns
Tell stories to child	3.66	3.72	614	<.05
Discuss day's events or special topics with child	3.60	3.65	479	ns
Take child on special activities outside home	2.89	3.00	603	<.05

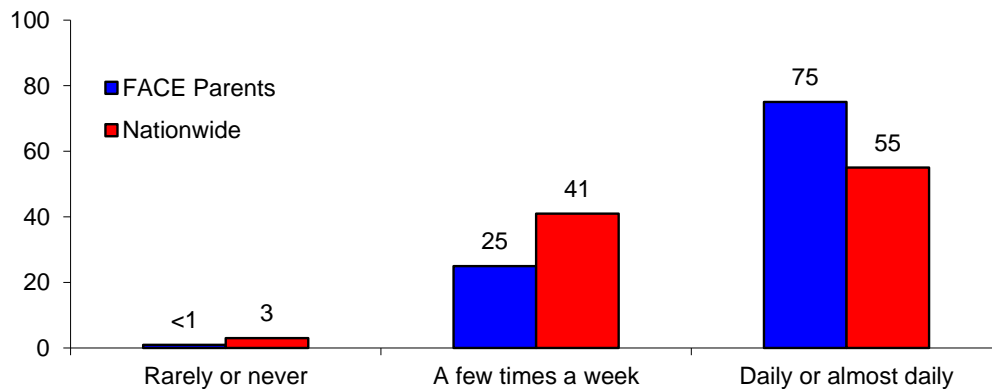
Throughout their continued participation in FACE, there is no statistically significant difference in the frequency with which parents help their child learn; praise their child; provide their child opportunities to scribble, draw or write; listen to their child read/pretend read; encourage their child to complete responsibilities; let their child make choices; read to their child; and discuss the day's events with their child. Although the average frequency is high, parents significantly less frequently play with their child ($p < .05$) than they did in their first year of FACE participation, perhaps due to the increasing independence of their now older child.

⁵⁵ Responses were only reported when parents believed the activity was age-appropriate for the child.

⁵⁶ 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.

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.⁵⁷ Their responses are compared to reports of center-based FACE parents who are participating with preschool-aged children.⁵⁸ 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 75% of center-based FACE parents who report they read to their children this frequently (see Figure 37). Less than 1% of FACE parents and 3% of parents nationwide report that they *rarely or never* read to their children. Nationwide, parents who are categorized as similar in economic status to most FACE families read to their children even less frequently. Only 40% of those parents read *daily* to their children aged 3-6.

Figure 37. Percentage Distribution of Frequency That Center-based Parents and Parents Nationally Read to Their Child



FACE adults also reported the frequency of their own engagement in literacy-related practices. Eighty-one percent of adults reported that they *frequently* read for pleasure early in their FACE participation, and, similarly, 78% reported that they did so at the end of PY17 (see Table 30). Sixty-seven percent of adults reported that they *frequently* spent time writing early in their FACE participation, and 69% reported they did so at the end of PY17. Seventy-two percent of adults reported that they *frequently* worked with numbers early in their FACE participation, and a significantly higher 76% reported they did so at the end of PY17 ($p = .01$). Fifty-two percent of adults reported that they *frequently* used community resources that support learning early in their FACE participation and a significantly higher 60% reported that they *frequently* used community resources for learning at the end of PY17 ($p < .0001$).

⁵⁷ 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.

⁵⁸ 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*.

Table 30. Percentage of Adults Who Frequently Engage in Literacy-Related Activities Early in FACE Participation and at the End of PY17⁵⁹

	Percentage		Average		Significance Level*	(N)
	Early in FACE	End of PY17	Early in FACE	End of PY17		
Read for enjoyment	81	78	3.19	3.18	ns	(639)
Spend time writing	67	69	2.89	2.96	ns	(632)
Work with numbers	72	76	3.03	3.14	.01	(629)
Use community resources that support learning	52	60	1.88	2.06	<.001	(632)

Academic Outcomes

Academic outcomes for FACE adults are documented in reports submitted by FACE staff members and in self-reports of adult participants. These findings provide evidence of progress toward meeting the program goal to *promote lifelong learning* and toward addressing the reasons some adults give for joining FACE—to obtain a GED or high school diploma, to improve academic skills, to complete one or more college/training courses, and/or to improve reading skills.

Adult education teachers assess the academic achievement of center-based adults enrolled in adult education with the *Comprehensive Adult Student Assessment System (CASAS)* or the *Test of Adult Basic Education (TABE)*. Reading and/or math assessments were conducted for 279 adults, which includes assessments for 264 FACE adult education participants (57% of the 464 adult education participants), six other center-based adults who did not participate in adult education, and nine home-based parents. Of adult education participants, 245 were assessed with CASAS and 20 were assessed with TABE (one adult was assessed with both the CASAS and the TABE). The following analysis is conducted only for the adult education participants.

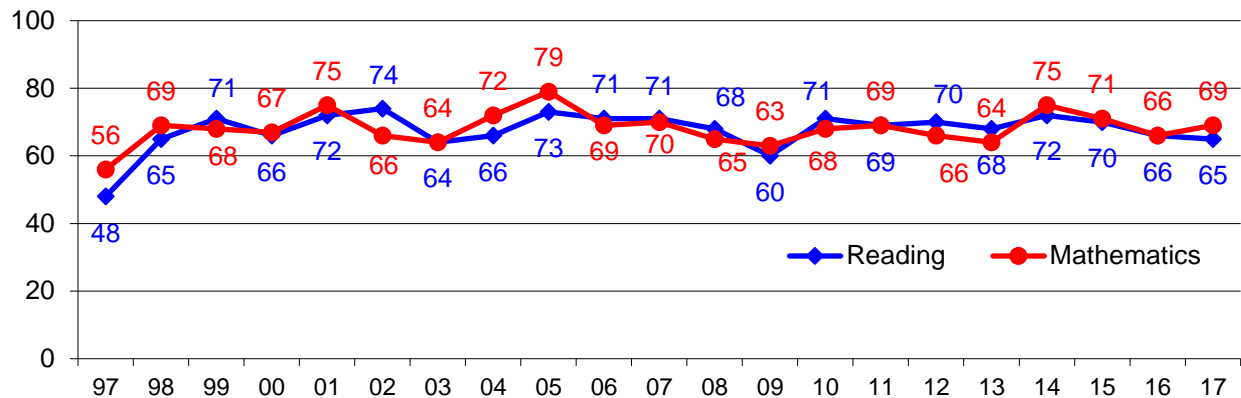
Matched CASAS pre- and post-assessments were obtained for 156 adults in reading and 154 in mathematics. On average, these adults demonstrate a statistically significant 3-point increase in reading—from 226 to 229 ($p < .01$) and 4-point increase in math—from 215 to 219 ($p < .001$).

The percentage of adults with matched scores who demonstrate gains in CASAS scores in reading and mathematics in each of the years PY97-PY17 is displayed in Figure 38. In PY97, the first year that CASAS tests were used, only 48% of adults increased their scores in reading and 56% increased scores in mathematics. After that first year, the annual percentages of adults who

⁵⁹ 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.

demonstrated gains increased, ranging from 64%-74% in reading and from 63%-79% in math. In PY17, 65% of adults demonstrated reading gains, and 69% demonstrated gains in mathematics.

Figure 38. Percentage of Adults with Pre- and Post-CASAS Scores who Demonstrated Gains in Reading and Mathematics in Program Years 1997–2017



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

At their first PY17 assessment in reading, 30% of adults with pre- and post-tests scored at the lowest *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels and 17% scored at the highest level (*advanced adult secondary*). See Table 31. At post-test, a similar 31% of the adults scored at *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels, and a similar 21% scored at the *adult secondary* level. The percentage scoring at the *advanced basic skills* level decreased from 32% to 19%. The percentage scoring at the *advanced adult secondary* level increased from 17% to 29%, a 12 percentage point increase. Approximately 30% of adults increased their score at least one level.

Fifty-one percent of adults with matched scores in math scored at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 48% at post-test. The percentage scoring at the *advanced basic skill* level decreased from 37% to 28%, but the percentage assessed at *adult secondary* or higher increased from 12% at pre-test to 24% at post-test. Only 3% of adults scored at the highest math level at pre-test, but 11% did so at post-test, an increase of 8 percentage points. Approximately 30% of adults advanced at least one level.

Another form of adult assessment used at FACE is the Test of Adult Basic Education (TABE). Results are used to determine academic levels in reading and mathematics. Twenty adult education participants at five programs were assessed using the TABE. Nineteen adults were assessed at least once in reading; five adults had both pre- and post-assessments. All five demonstrated significant gains from the average reading scale score of 451 (at the *Beginning Basic Education* literacy level) to the post-test average of 495 (at the *Low Intermediate Basic Education* level). Twenty-six adults had at least one assessment in math, ten of whom had both pre- and post-assessments. All ten demonstrated significant gains from the pre-test average scale score in mathematics of 447 (at the *Low Intermediate Basic Education* level) and the post-test average of 484 (also at the *Low Intermediate Basic Education* level).

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

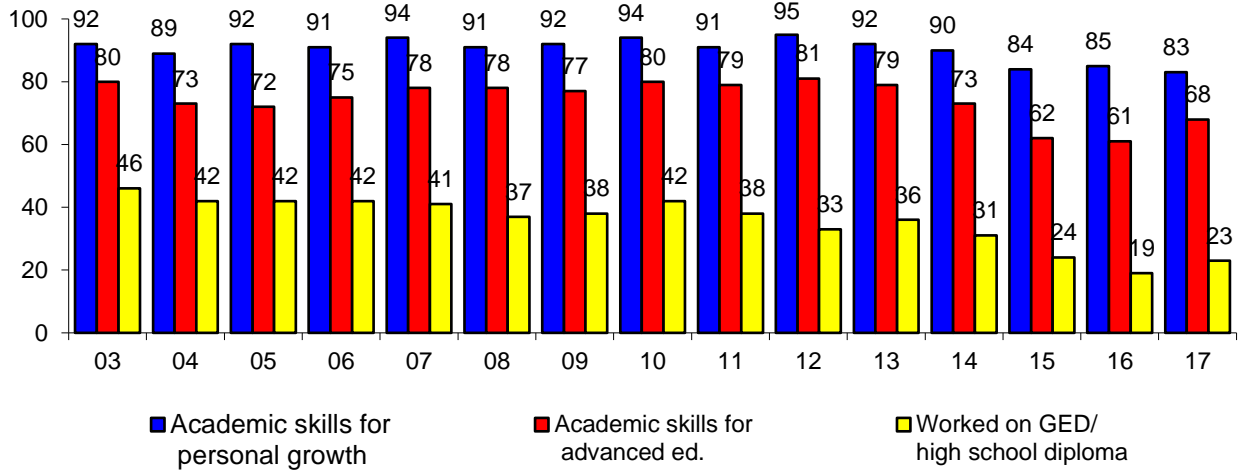
	Matched Reading Scores (N=156)		Matched Math Scores (N=154)	
	Pre	Post	Pre	Post
Pre-Beginning/Beginning Literacy (Below 200)	9	7	14	14
Beginning/Intermediate Basic Skills (200-219)	21	24	37	34
Advanced Basic Skills (220-234)	32	19	37	28
Adult Secondary (235-244)	22	21	9	13
Advanced Adult Secondary (245+)	17	29	3	11

Adults reported other academic FACE impacts for themselves.

- ◆ Of respondents in center-based adult education, 83% reported they improved their academic skills for purposes of their own personal growth (see Figure 39); 52% reported that they are helped *a lot* in this area.⁶⁰ Sixty-eight percent reported they improved their academic skills so they can attend college or get a more advanced education; 35% reported that they are helped *a lot*. Twenty-three percent reported that FACE helped them to pass at least one GED test or to obtain a GED or high school diploma.
- ◆ At the time of enrollment in PY17, 81 center-based adults reported the desire to obtain a GED or high school diploma as a reason for enrolling in FACE. FACE staff reported that 50 adults completed their GED or high school diploma requirements during PY17. All but three of the 81 adults who completed requirements for a GED were in the center-based adult education program; three were home-based participants. Of the 32 participants who earned a high school diploma, 26 were home-based and five were center-based participants. Since the inception of FACE, approximately 1,520 FACE adults have obtained their GED or high school diploma.
- ◆ Eleven percent of center-based adults (78 adults) attended college or vocational courses during the year. Programs also reported that 100 home-based adults attended some form of post-secondary education program.

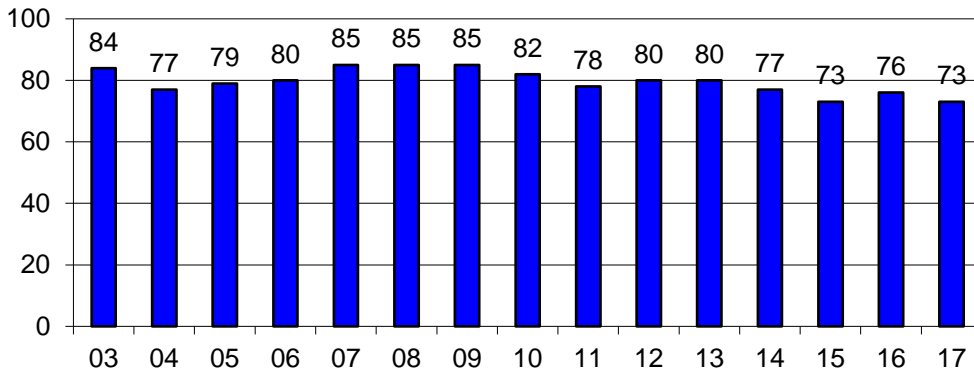
⁶⁰ Rating options are *Yes, a lot*; *Yes, somewhat*; and *No*.

Figure 39. Percentage of Adults in FACE Adult Education Reporting Academic Outcomes in Program Years 2003–2017



- ◆ Seven FACE adults graduated with post-secondary education degrees; one adult earned a Master’s degree, three adults received a Bachelor’s degree, and three received an Associate’s degree. Another program participant earned continuing education credits. At least ten adults who applied for admission to universities were awarded scholarships for their post-secondary education.
- ◆ Approximately three-fourths of adults in FACE adult education reported that FACE participation improved their computer skill (see Figure 40). While this is still a high percentage, it has been declining for the past four years. Forty-two percent of home-based-only adults also reported this impact.

Figure 40. Percentage of Adults in FACE Adult Education Reporting Increased Computer Skills in Program Years 2003-2017



Language Learning

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

Adults who are preparing for their GED test, for high school graduation or for academic success in post-secondary education are especially concerned with increasing their proficiency in some or all aspects of the English language. Parents are concerned with helping their child’s English literacy development. Ninety-six percent of FACE adults believe they are competent in English. Approximately 80% of adults report that they speak, read, write and understand someone speaking English *very well*; 20% do so *pretty well* (see Table 32).

Table 32. Percentage Distribution of Adults’ Self-Ratings of Their English Language Literacy⁶¹ at Enrollment in PY17

	Not at all (1)	Not very well (2)	Pretty well (3)	Very well (4)	N
Speak	<1	1	16	82	1489
Read	<1	2	18	80	1489
Write	<1	3	18	78	1486
Understand someone speaking	<1	1	15	83	1466

A goal of the FACE program is to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program*. FACE adult self-ratings at FY17 enrollment indicate that they are most confident in their aural skills, the ability to understand someone speaking their Native language. Fifty percent of FACE adults reported that they understand someone speaking their Native language *pretty well* or *very well* (see Table 33). FACE adults rate their oral skills somewhat lower; approximately 20% of FACE adults report that they speak their Native language *pretty well* and almost 20% speak it *very well*. Native language reading and writing skills are rated much lower. Twenty percent of FACE adults rate their ability to read as *pretty well* or *very well* and 13% rate their writing skills similarly.

⁶¹ The following is the 4-point scale used: 1=*not at all*, 2=*not very well*, 3=*pretty well*, 4=*very well*.

Table 33. Percentage Distribution of Adults’ Self-Ratings of Their Native Language Literacy at Enrollment in PY17

	Not at all (1)	Not very well (2)	Pretty well (3)	Very well (4)	N
Speak	21	42	18	19	1428
Read	38	42	13	7	1407
Write	47	39	8	5	1402
Understand someone speaking	19	31	22	28	1432

The most frequent rating of FACE adults for all areas of Native language literacy was *not very well*. Approximately 40% of FACE adults rate that they do *not very well* speak, read, and write their Native language. However, only 20% of FACE adults report that they don’t speak or understand the Native language at all.

Employment Outcomes

FACE programs reported that 406 adults became employed during PY17; two-thirds were home-based adults and one-third were center-based adults. Throughout the history of FACE, approximately 7,050 adults gained employment during their FACE participation.

Other employment outcomes include that at least eight adults gained full-time employment and three program participants were promoted in their jobs. Two FACE adults enlisted in the military. One completed training for employment and one intended to take the exam for her nurse licensure and certification.

FACE assists adults in their transition from the FACE program to work or other education. Twenty-seven programs reported that they have a written plan that includes defining procedures for assisting with transition for adults. In PY17, 22 programs reported that they assisted 113 adults in their transition to work or to another education program.

At the end of PY17, 267 adults reported that they will transition from FACE (39% of home-based-only, 54% of center-based-only, 7% who received both services in PY17); of these, 49% of adults (46% of home-based adults and 54% of center-based adults) reported receiving help from the FACE staff to make the transition.

Self-Improvement Outcomes

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

- ◆ Slightly more than 90% of adults reported that their FACE participation helps them feel better about themselves.

Table 34. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating⁶² of Types of Self-Improvement by Service Received Throughout FACE Participation

Self-Improvement	Home-based Only (1)			Center-based Only (2)			Both Home- and Center-based (3)			All Adults			Significant Differences*
	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	
Feel better about myself	92	2.6	(649)	93	2.5	(227)	93	2.6	(436)	92	2.6	(1,312)	ns
Became more self-directed/self-disciplined	89	2.4	(636)	88	2.4	(220)	90	2.5	(432)	89	2.4	(1,288)	ns
Interacted with other adults	84	2.4	(649)	89	2.4	(221)	89	2.4	(431)	87	2.4	(1,284)	ns
Improved communication skills	83	2.3	(619)	84	2.3	(220)	84	2.4	(424)	83	2.3	(1,263)	ns
Improved physical fitness	69	2.1	(619)	84	2.2	(207)	69	2.1	(418)	71	2.1	(1,244)	2>1, 2>3

* 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 $\leq .05$ level.

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

- ◆ Most adults (89%) reported that they are more self-directed and self-disciplined as a result of participating in FACE.
- ◆ Slightly more than 85% of adults reported that they increased the effectiveness of their interactions with other adults as a result of participation in FACE.
- ◆ Almost 85% of adults indicated that FACE participation helped them improve their communication skills.
- ◆ Adults believe that the emphasis on physical fitness through the Let's Move in FACE effort makes a difference for them. Approximately 70% of adults reported improved physical fitness as a result of participating in FACE. The opportunity to make the greatest impact resides in the center-based component, and 84% of center-based-only adults reported an impact, an increase of 7 percentage points compared with the previous year. Center-based-only participants rate FACE impacts on improved physical fitness significantly higher than do other participants.

OUTCOMES FOR HOME-SCHOOL PARTNERSHIPS

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

Parent Involvement in Children's Education

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

In PY17, 41% 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 35).

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

Table 35. Percentage Distribution of FACE Parent Involvement in Their K-6 Child’s School and Average Frequency of Their Involvement (N=575)

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	18	76	4.7	568
Communicate with my child’s teachers about my child	1	9	24	26	39	3.9	569
Visit my child’s classroom	3	19	32	19	27	3.5	566

- ◆ Approximately three-fourths of FACE parents reported that they help their K-6 child with schoolwork *daily or almost daily*; 18% do so at least *once or twice a week*, and 6% do so monthly or less frequently.
- ◆ Ninety-nine percent of FACE parents communicate with their K-6 child’s teacher. Almost 40% do so *daily or almost daily*—a very high frequency of parent-teacher communication. Slightly more than one-fourth of FACE parents communicate with their child’s teacher at least *once or twice a week*, and almost one-fourth do so *a few times a month*.
- ◆ Ninety-seven percent of FACE parents visit their K-6 child’s classroom at least once during the year, and slightly more than 45% do so at least *once or twice a week*. Slightly more than 30% visit the classroom *monthly*, while almost 20% do so *a few times a year*.

The frequency of parent involvement is structurally related to the FACE component in which families are participating. Center-based parents by definition visit their child’s school and classroom more frequently because 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 36 provides parent involvement results for all FACE participants, then separately for center- and home-based parents. FACE parents with K-6 children are reported as another subcategory.

- ◆ Eighty-six percent of PY17 FACE parents attend classroom or school events at least *a few times a year*; on average, parents attend *a few times a month*. Ninety-four percent of FACE parents of K-6 children attend classroom or school events, and almost 40% attend at least *once or twice a week* on average. Only 31% of all FACE parents do so. The highest average attendance is by center-based parents; 84% of K-6 center-based parents and 82% of all FACE center-based parents attend *a few times a month* or more frequently.
- ◆ Fifty-eight percent of PY17 FACE parents volunteer time to provide assistance other than instructional assistance at the school; on average, parents do so slightly more frequently than *a few times a year*. Almost 70% of FACE parents of K-6 children volunteer time to provide other assistance at school; 45% do so at least *a few times a month* compared with slightly more than 35% of all PY17 parents who do so as frequently.

- ◆ Forty-eight percent 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; 40% do so *a few times a month* or more frequently, compared with one-third of all PY17 parents and 50% of center-based parents of K-6 children who do so as frequently.

Table 36. Percentage Distribution and Average Frequency of Parents' Involvement in Their Child's School by FACE Services Received in PY17⁶⁴

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Average	N
Attend classroom or school events							
All FACE	14	19	36	15	16	3.0	1,318
Center-based	4	14	29	24	30	3.6	534
Home-based	19	22	39	11	9	2.7	910
FACE K-6	6	19	36	19	20	3.3	574
Center-based	2	14	25	27	31	3.7	299
Home-based	8	23	43	13	13	3.0	346
Volunteer time to provide other assistance at school							
All FACE	42	21	19	9	9	2.2	1,315
Center-based	27	22	21	13	16	2.7	534
Home-based	50	20	19	6	5	2.0	907
FACE K-6	32	23	21	12	12	2.5	571
Center-based	22	23	23	14	18	2.8	299
Home-based	40	23	20	10	7	2.2	343
Volunteer time to provide instructional assistance at school							
All FACE	52	15	16	9	8	2.1	1,311
Center-based	37	16	17	15	15	2.6	531
Home-based	59	15	16	6	4	1.8	905
FACE K-6	41	19	18	11	11	2.3	569
Center-based	33	17	18	15	17	2.7	297
Home-based	46	20	19	8	7	2.1	342

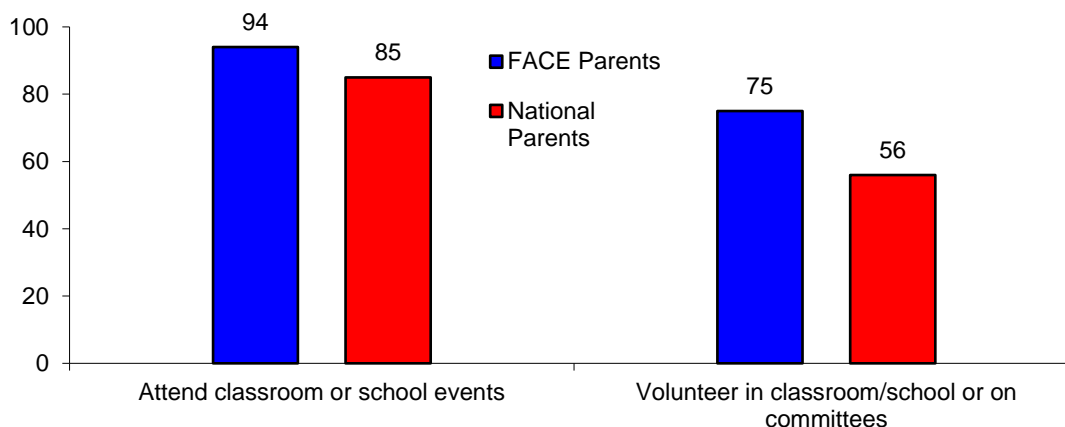
FACE parents also reported on their participation on school committees or boards and finding help through the school, such as obtaining information about community services.

⁶⁴ Parents receiving both services in PY17 are included in both center- and home-based counts.

- ◆ Twenty-six percent of FACE parents of K-6 children (10 percentage points more than in PY16) and 19% of all FACE parents participated on school committees or boards.
- ◆ Fifty-three percent of FACE parents of K-6 children and 48% of all FACE parents found the help they needed through the school, similar to the prior two years' percentages.

Parent involvement in school-related activities can be examined in the context of national findings from the analysis of data from the National Household Education Survey, which collected data from parents of children in grades K-2.⁶⁵ Involvement for the 453 PY17 FACE parents of children in grades K-2 was examined, and results indicate that FACE parents continue to be more involved in their child's education than are parents nationally (see Figure 41).

Figure 41. Percentage of FACE Parents of K-2nd Grade Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



- ◆ Almost all (94%) of FACE parents with K-2 children attended classroom or school events, compared with approximately 85% of parents nationally.
- ◆ Nationwide, 56% of parents volunteer in the classroom or school or participate on school committees, considerably fewer than the 75% of FACE parents who reported doing so.

Collaboration with the Regular School Program

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

⁶⁵ National Household Education Surveys Program. First Look. (2016). Parent and family involvement in education. p. 8. Retrieved March 29, 2017 from: <https://nces.ed.gov/pubs2017/2017102.pdf>

Most FACE programs reported some degree of participation in school-provided professional development opportunities, regular school meetings, and schoolwide planning; the frequency of their participation varies somewhat among the activities and from year to year (see Table 37). The frequency of participation was similar to PY16 for participation in professional development and school meetings. A notable decrease was in participation in schoolwide planning; at least *monthly* participation decreased by 21 percentage points.

Table 37. 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	2	38	33	26
Participate in regular school meetings	5	17	45	33
Participate in schoolwide planning	10	33	43	14

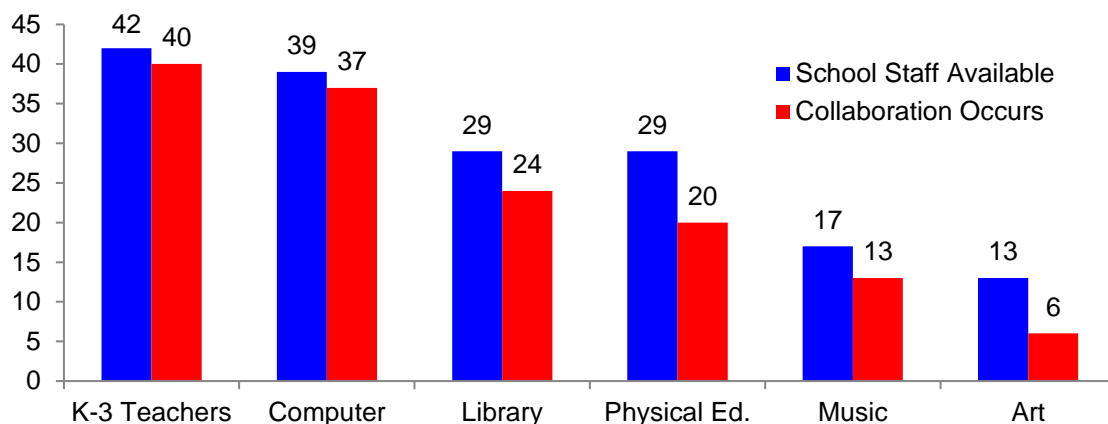
- ◆ Staff members in all except one FACE program participated in school-sponsored training and professional development. Staffs in almost 60% of the programs participated at least *monthly*, while staffs in almost 40% of the programs participated *a few times a year*.
- ◆ Staff members in all except two FACE programs participated in regular school meetings, with *weekly* participation occurring for one-third of the programs; 45% participated *monthly*. Participation occurred *a few times a year* for slightly more than 15% of the programs.
- ◆ Staff members at 90% of FACE programs participated in schoolwide planning; staff members in slightly more than 55% of programs participated at least *monthly*. In one-third of programs, staff members participated *a few times a year*.

FACE staffs work with classroom teachers, teachers of specific subjects, and the library staff to enhance FACE participants' experiences and to facilitate transition to school. Overall, fluctuation in employment of non-classroom teachers in FACE schools occurs over time. Compared with the previous year, fewer schools employed a librarian (29 vs. 36), physical education teacher (29 vs. 32), music teacher (17 vs. 20) and art teacher (13 vs. 17).

FACE staffs at 95% of schools collaborated with K-3 classroom teachers, similar to recent years when all or almost all FACE staffs collaborated with K-3 classroom teachers. FACE staffs collaborated with computer staffs at 95% of the schools where these staffs were available, the same as the previous year (see Figure 42). Librarians were available at 29 schools and collaboration occurred at 83% of these schools, a percentage similar to the previous year but fewer schools (24 schools vs. 31 schools). Collaboration with the librarian is of special importance to the FACE program because of its emphasis on literacy. Of the schools with a physical education teacher,

collaboration occurred at 69% of the schools offering a physical education program. Seventeen schools offered music, and collaboration occurred at 76% of these schools. Of the 13 schools that offered an art program, FACE collaborated with the art teacher at 46% of these schools. For physical education, music and art, not only did fewer schools offer these classes in PY17, but of those schools that did, a lower percentage collaborated with FACE compared with PY16.

Figure 42. Number of FACE Sites Where School Staff Are Available and Where Collaboration Occurs



FACE staffs rated the frequency with which they collaborated with school staffs (see Table 38). Some variation in the frequency of collaboration during PY17 occurred compared with previous years' frequencies. While a notably higher percentage of PY16 FACE staffs collaborated *weekly* with teachers in all areas compared with PY15, a lower percentage of weekly collaboration occurred in PY17 compared with PY16 for all areas with one exception; one-half of FACE staffs collaborated with the computer teacher *weekly* both years.

Table 38. Percentage Distribution of FACE Program Staffs Rating the Frequency with Which They Collaborate with School Staffs

	Never	A few times a year	Monthly	Weekly	N
K-3 teachers	2	55	29	14	42
Computer	3	16	32	50	38
Library	14	21	11	55	28
Physical education	28	4	4	64	28
Music	24	18	6	53	17
Art	50	8	17	25	12

- ◆ Fifty-five percent of staffs met with K-3 classroom teachers *a few times a year*, the same as the previous year. Almost 15% met *weekly* and almost 30% met with K-3 classroom teachers *monthly*. In PY14, all FACE staffs collaborated at least *a few times a year* with K-

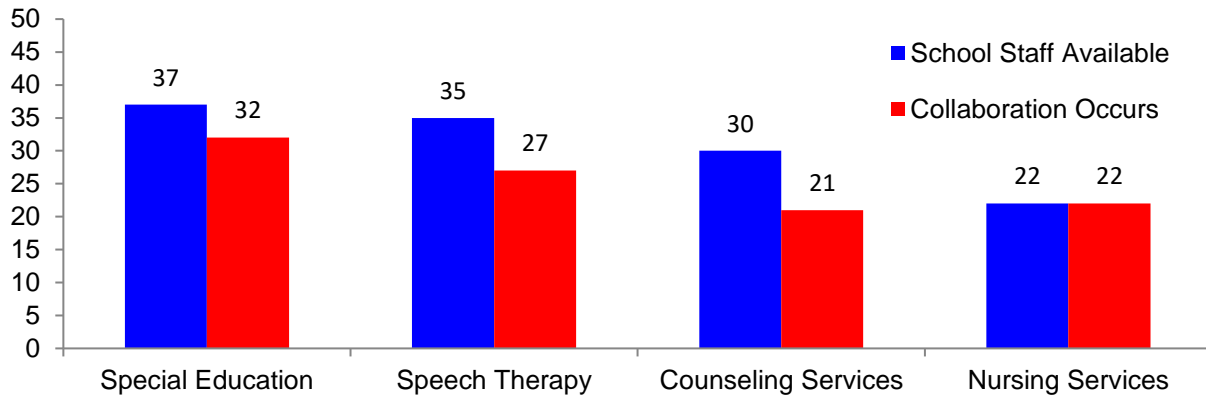
3 teachers; in PY15 and PY16 no collaboration occurred at three schools and in PY17 no collaboration occurred at only one school.

- ◆ One-half of programs at sites where a computer teacher is on the school staff collaborated with the computer teacher *weekly*. Almost one-third of program staffs collaborated with the computer teacher *monthly*. Slightly more than 15% collaborated *a few times a year* and collaboration *never* occurred at one school.
- ◆ At 55% of the schools with a functioning school library, collaboration between the FACE and library staffs occurred *weekly*, a decrease of 9 percentage points compared with the previous year. In slightly more than 10% of the schools, it occurred *monthly*. In slightly more than 20% of the schools, collaboration occurred *a few times a year*, and in almost 15% of schools collaboration with the library staff *never* occurred.
- ◆ In PY12, staffs at almost 95% of the sites where schools had a physical education program collaborated with the physical education teacher; since then the percentage varied from 72-80% of the programs. By PY17, a smaller 72% of programs collaborated with the physical education teacher. For programs that do collaborate, approximately two-thirds do so the *weekly* similar to recent years. Collaboration *never* occurred at eight schools, similar to PY15 and PY16 findings.
- ◆ Consistent with past findings, few FACE programs collaborated with music or art teachers because few schools offered music or art programs. Of the 17 schools with music teachers, *weekly* collaboration occurred at nine schools, 5 fewer schools than in the previous year. The staff at one school collaborated *monthly* and at three schools collaborated *a few times a year*; staffs *never* collaborated at four schools. Of the 13 schools with an art program, staffs at three schools collaborated *weekly*, half as many as the previous year, and the staffs at two schools collaborated *monthly*. Staffs at the remaining schools collaborated *a few times a year* or *never*.

FACE programs also work with support staffs to better serve FACE children and their families needing special assistance and to facilitate transition to school for these children. The availability of support staff affects the frequency with which collaboration takes place, as do the needs of families being served. Compared with the previous two years, the same number of schools received the services of a special education staff (37), and a similar number of programs obtained the services of a counselor (30 in PY17 vs. 28 in PY16) and speech therapy services (35 vs. 36). Fewer programs received nursing services in PY17 compared with PY16 (22 vs. 26). See Figure 43.

Of the 37 FACE schools that offer Special Education services, FACE collaborates with these support staff at 86% of the sites, similar to the previous year. At the schools where speech therapy is available, collaboration occurs at 77% of the schools, similar to PY16. Counseling services are available at 30 FACE schools; collaboration occurred in 70% of these schools, a 12 percentage point decrease compared with the previous year. For two consecutive years, FACE programs collaborated with nursing staff at all of the sites where the services of a nurse were offered.

Figure 43. Number of FACE Sites Where School Support Staff are Available and Where Collaboration Occurs



The relatively high rates of collaboration across the support services at schools where they are available indicate that FACE families are in need of and use these services. FACE staffs rated the frequency with which they collaborate with support staffs (see Table 39).

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

	Never	A few times a year	Monthly	Weekly	N ⁶⁶
Special Education	11	50	17	22	36
Speech Therapy	21	32	15	32	34
Counseling Services	28	34	17	21	29
Nursing Services	0	36	14	50	22

- ◆ For 22% of the programs, *weekly* collaboration with Special Education occurred to serve families (a decrease of 13 percentage points compared with PY16). For slightly more than 15% of programs, *monthly* collaboration occurred, and for one-half of the programs, collaboration with Special Education occurred *a few times a year*. For slightly more than 10% of the programs in schools with Special Education services, collaboration *never* occurred; this percentage is the same as in the previous year.
- ◆ The number of programs that reported having access to speech therapy in the school decreased by one in PY17 compared with PY16. The frequency with which collaboration occurred also decreased slightly in PY17. *Weekly* collaboration with speech therapy staff members decreased from 36% in PY16 to 32% in PY17. The percentage that collaborated *monthly* decreased from 19% in PY16 to 17% in PY17. Almost 55% of the programs collaborated *a few times a year* or *never*, compared with 45% in PY16.

⁶⁶ One FACE program did not rate the frequency with which staff members collaborated with Special Education, speech therapy, and the counselor.

- ◆ In PY17, the number of schools that offered counseling services increased by two schools. However, a smaller percentage of FACE programs at those 30 schools collaborated with counseling services and the frequency of collaboration decreased compared with PY16. Collaboration occurred *monthly* or *weekly* at 38% of the sites, compared with 45% in PY16. It occurred *a few times a year* at almost 35% these sites and *never* at 28% of these sites, a 13 percentage point increase.
- ◆ The use of nursing services occurred at all schools where the services were offered. At almost 65% of these schools, collaboration with nursing services occurred at least *monthly*. Approximately 35% collaborated *a few times a year*.

FACE programs also reported other school staffs that collaborated with FACE. Two or three FACE programs reported collaboration with transportation, food services and/or facilities. At least one FACE program collaborated with a behavior specialist, a social worker, and/or a health technician.

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. Ninety percent of programs that provided information have a plan that includes guidance for helping center-based children transition to kindergarten (see Table 40), and 46% include a section on assisting home-based children with their transition to kindergarten.

Table 40. 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	90	35
Home-based children to kindergarten	35	46	16

Almost 75% of programs (31 programs) have a written transition plan that includes provisions for serving transitioning children with special needs. Staffs at 83% of the FACE programs (34 programs) reported that they coordinate with IEP/IFSP service providers in planning for transitions.

Transition plans might include opportunities for transitioning children to participate in regular school activities while they are in FACE preschool (see Table 41). At all but one of the schools, the FACE program provided opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In almost 45% of the schools, children had the opportunity to do so *weekly*; in slightly more than 10% of the programs, they had the opportunity

to do so *monthly*. In almost 45% of the schools, children had the opportunity to interact with the larger school community *a few times a year*, usually in the spring before transitioning into kindergarten the following fall. Compared with the previous year, the frequency of interaction with other children in the school decreased in PY17. Programs reporting at least monthly engagement with other children decreased by 7 percentage points. However, in PY17 only one school *never* provided opportunities for FACE children to interact with other children in the school compared with three schools in PY16.

Table 41. Percentage Distribution of the Frequency That FACE Programs Provide Opportunities for Children to Participate in Regular School Activities

	Never	A Few Times a Year	Monthly	Weekly	N
To interact with other children in school	2	43	12	43	42
To use the school library	24	17	7	52	42

Eighty percent of FACE sites support literacy efforts and children’s transition to school by offering library services in PY16; slightly more than three-fourths did so in PY17. The frequency with which FACE children used the school library varies among sites; at 52% of the schools (an 8 percentage point decrease compared with the previous year), library services occurred *weekly*, and at 7% they occurred *monthly*. In 17% of the programs, children only had the opportunity *a few times a year*; and in almost one-fourth of the programs FACE children *never* used the school library. Thirteen schools did not have a librarian, seven more schools than in the previous year.

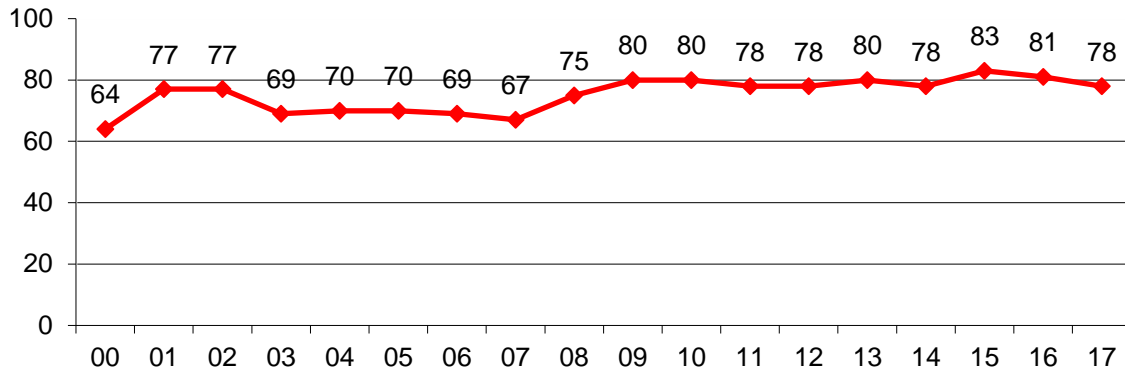
FACE staff members at 41 sites reported that they met with kindergarten teachers specifically to plan for children’s transition from FACE to kindergarten. For 55% of the programs, participation in transition meetings occurred *a few times a year*; at 29% of sites, it occurred *monthly*; and at six sites, it occurred as frequently as *weekly*.

FACE programs reported that 357 children (301 center-based, 43 home-based, and 13 unknown) were expected to transition into kindergarten in Fall 2018, 20 fewer children than in the previous year, which was the highest number in 12 years.⁶⁷ See Appendix H for transition of children by site. Seventy-eight percent of the transitioning children (277 children) were expected to attend kindergarten at their FACE school, a similar percentage as in the previous eight years (see Figure 44).⁶⁸

⁶⁷ The number of home-based children reported is believed to be under-reported based on parent reports in Table 38.

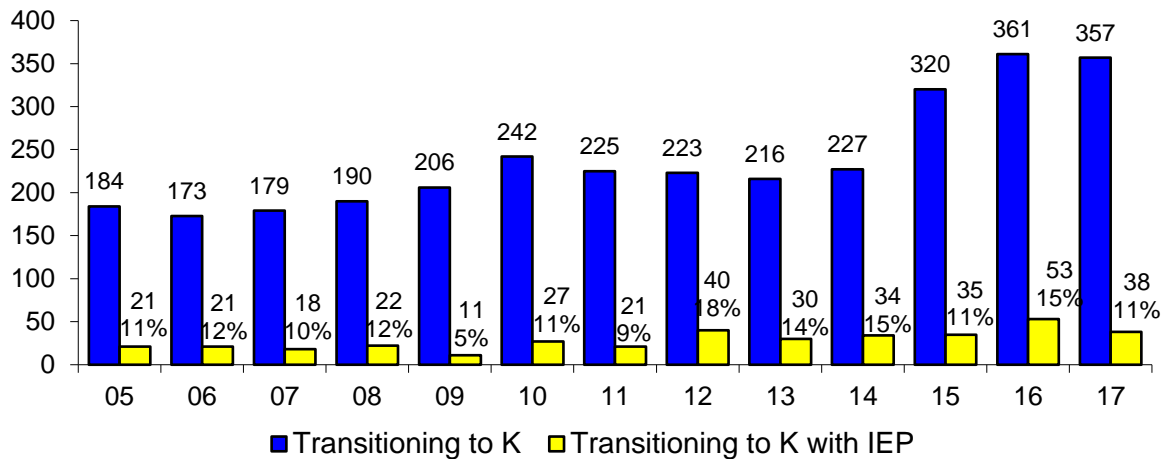
⁶⁸ The date for this section is under reported because two programs did not submit Team Questionnaires where data on transitioning children is reported.

Figure 44. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School in Program Years 2000-2017



Sixteen FACE programs reported transitioning 38 children (29 center-based, 2 home-based, and 7 unknown) with an Individual Education Plan (IEP) to kindergarten. In fact, 11% of transitioning children were expected to enter kindergarten with an IEP (see Figure 45).

Figure 45. Number of FACE Children Transitioning into K and Number (and Percentage) of Transitioning Children Who Have an IEP in Program Years 2005-2017



At the end of PY17, FACE programs reported the number of participants that received assistance with the transition to kindergarten. Seventy-nine percent of programs (33 programs) reported that 232 center-based children received assistance with their transition from center-based to kindergarten, accounting for 77% of transitioning center-based children (see Table 42). Fourteen programs assisted 88 center-based adults with the transition to kindergarten. Staffs in 12 programs reported that 22 home-based children were helped with their transition to kindergarten, while 17 home-based parents of transitioning children were reported to have received assistance from six programs.

Table 42. Program Reports of FACE Children and Adults Who Were Assisted in Transitions to Kindergarten in PY17

	Children	Sites	Adults	Sites
Center-based to kindergarten	232	33	88	14
Home-based to kindergarten	22	12	17	6

Parents also reported if their child was transitioning to kindergarten and if FACE helped the child with the process. Their reports differ from staff reports. Of the 197 parents who reported that their child would transition from home-based to kindergarten (considerably more than the 43 reported by staff), 71% reported that FACE helped with the transition (see Table 43). Of the 307 parents who reported their child’s transition from FACE preschool to kindergarten, 80% reported that FACE helped.

Table 43. Number of Parents Reporting Their Children Transitioning to Kindergarten and Percentage and Number Who Were Assisted by FACE in PY17

	Number of Parents Reporting Transition of their Child in PY17	Parents Reporting Child Received Transition Help from FACE	
		%	#
Home-based to kindergarten	197	71	139
Center-based to kindergarten	307	80	245

Of parents who reported that their children would enter kindergarten the subsequent fall, 72% indicated that their child would attend kindergarten at their FACE school. For the 98 parents who provided reasons why their child would not attend the FACE school, the most common reason (reported by almost 40% of these parents) is that the child's home is located closer to another school (see Table 44). Another reason frequently cited by these parents is that their child would be moving out of the area (24%). Approximately 20% reported that another school would better benefit their child and/or another school is more conveniently located relative to their work. Thirteen percent of parents indicated that their child would attend the school that his/her siblings attend, and 9% reported that transportation issues prevented their child from attending the FACE school. Five parents reported they were undecided about family issues that affect where their child attends school.

Table 44. Percentage and Number of FACE Parents Reporting Reasons for Their Children to Attend a School Other than the FACE School⁶⁹
(N=98)

Reasons	Percentage
Home is located closer to another school	38
Move out of the area	24
Another school will benefit my child more	21
Another school is more convenient for location or schedule of work	20
Siblings attend another school	13
Transportation issues	9
Other	7

OUTCOMES FOR COMMUNITY PARTNERSHIPS

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

Coordination with Community Agencies/Programs

A key to the success of the FACE program is the establishment of a network of partners that provides needed services and opportunities to enable families to succeed in the FACE program and in their transition within or from the program. The nature of the coordination with networking organizations varies among FACE programs and may include the exchange of information, receipt of referrals from the organization, referrals made to an organization, and program services provided to or by a partnering organization (see Table 45). When community partners are willing to network, they can serve as an important recruitment source for FACE or the next step for families; they often view FACE as a resource for their own clients and programs. Strengthening networks is an ongoing task for FACE programs so that community partners become valuable resources and recruiters for FACE.

Many of the FACE sites are remote and community services are difficult to obtain. Nevertheless, programs report an extensive network of relationships. The network includes agencies and programs that provide basic services, such as social, health, housing, and law enforcement

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

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

Table 45. Percentage and Number of FACE Programs Where Services Are Available and Percentage of Those Programs Where Coordination Occurred (N=42)

Community Agency	%	Number	% of Programs Coordinating With Agency
Basic Services			
Health services	95	40	95
WIC	93	39	87
Housing services	90	38	79
Tribal/BIA social services	88	37	76
Community services (e.g., drug/alcohol abuse)	88	37	73
TANF (Temporary Assistance for Needy Families)	83	35	74
Tribal court/law enforcement	81	34	68
County/state social services	76	32	63
Educational Services—Adults			
Workforce Development	86	36	69
Tribal college or other post-secondary	79	33	91
Tribal/BIA Adult Education	62	26	81
Educational Services—Children			
Child Find	90	38	87
Head Start	86	36	94
Public school	83	35	83
State Early Intervention	76	32	91
Public Preschool	71	30	80
Tribal Early Intervention	67	28	96
Early Head Start	60	25	76
Private Preschool	24	10	70

Basic Services

Ninety percent or more of FACE programs are located in communities where staff members and families can access Health Services (95%); Women, Infants, and Children (WIC) program services (93%); and housing services (90%). Eighty-eight percent of FACE communities offer tribal/BIA social services and/or services for abusive situations, such as alcohol and drug abuse or domestic violence. Over 80% of FACE programs are located in communities providing Temporary Assistance for Needy Families (TANF) services (83%) and tribal court and law enforcement (81%). County or state social services programs are located in 76% of FACE communities. Compared with the previous year, from 1-6 fewer programs reported the availability of basic services.

- ◆ Almost all FACE programs where health services and WIC are available coordinate with those services.
- ◆ Almost 80% of FACE programs where housing services are available coordinate with those services.
- ◆ Approximately three-fourths of FACE programs work with tribal/BIA social services, TANF and/or community services for drug and alcohol abuse to assist families in communities where they are available.
- ◆ Approximately two-thirds of FACE programs where tribal court and law enforcement and/or county or state social services are available coordinate with these services.

Where basic services are available, the percentage of FACE programs coordinating with a basic services agency decreased 3-19 percentage points compared with the previous year for all agencies.

Educational Services

Slightly more than 85% of FACE communities have a Workforce Development program and almost 80% have at least one tribal college or other post-secondary education organization. Sixty-two percent of FACE programs have a tribal or BIA adult education program available for collaboration. From 2-7 fewer programs reported the availability of educational services for adults compared with the previous year.

- ◆ Slightly more than 90% percent of programs where post-secondary institutions are available coordinate with them, similar to the previous two years.
- ◆ Slightly more than 80% coordinate with Tribal or BIA adult education programs where available, similar to prior years.
- ◆ Almost 70% of programs coordinate with Workforce Development in the communities where it is available, a 15 percentage point decrease compared with PY16.

Various educational organizations serving young children are located in FACE communities. Thirty-six programs reported the availability of Head Start both years, and three more programs reported that the Early Head Start program was available in PY17 (25 programs in PY17 vs. 22 programs in PY16). Most FACE communities have a Child Find program (90%), a Head Start program (86%) and/or a public school (83%). Slightly more than three-fourths have a State Early Intervention program. Slightly more than 70% of communities offer public preschool, but only one-fourth of communities have private preschools, three fewer than the previous year. Slightly more than 65% have a Tribal Early Intervention program, and 60% of FACE communities offer Early Head Start services. Compared with the previous year, from 3-6 fewer programs reported the availability of the services for young children with two exceptions.

For communities with educational organizations that serve young children, the percentage of programs that coordinate with these organizations increased by 4-16 percentage points compared with PY16; coordination with Child Find and Early Head Start was similar to the prior year.

- ◆ In communities with early intervention services, almost all FACE programs coordinate with Tribal Early Intervention services, State Early Intervention services, and Head Start. Eighty-seven percent collaborate with Child Find.
- ◆ In 83% of the FACE communities with a public school and in 80% with a public preschool, FACE staffs coordinate with school and preschool staffs.
- ◆ Of the 10 FACE communities with private preschools, 70% coordinate with their community's private preschools.

Slightly more than 20 FACE programs listed one or more 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, early intervention programs, basic needs relief charities, public library, fire department, university extension service, transportation services, local interagency organizations, the tribal chapter house, local businesses, the homeless shelter, churches, parenting programs, local nature centers, and senior citizen organizations.

Adult Involvement with the Community

FACE adults reported the frequency of their involvement in their community. Their responses are analyzed by the type of FACE services in which they participate (see Table 46). Significant differences are found among the types of services received on two of the five measures.

- ◆ Ninety percent of PY17 FACE adults participate in community social events; on average, they do so *a few times a month*. This frequency is similar to recent years. Significantly fewer adults who received home-based-only services participate in community social events than do center-based-only adults.

Table 46. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency of Involvement Overall and by Services Received Throughout FACE Participation⁷⁰

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	88	3.0	(670)	94	3.2	(232)	91	3.1	(442)	90	3.1	(1,344)	2>1
Use community resources that support learning	84	2.8	(679)	84	2.9	(234)	86	2.9	(438)	85	2.9	(1,351)	ns
Use community resources designed to meet special needs	62	2.3	(670)	69	2.4	(230)	62	2.4	(436)	63	2.3	(1,336)	ns
Volunteer to help community service programs	58	2.1	(669)	68	2.3	(233)	60	2.2	(436)	60	2.2	(1,338)	2>1
Attend tribal or chapter meetings	53	2.0	(671)	61	2.1	(232)	58	2.1	(440)	56	2.0	(1,343)	ns

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

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

- ◆ Eighty-five percent of adults use community resources that support learning, similar to prior years. On average, they use the resources almost as frequently as *a few times a month*.
- ◆ Almost 65% of adults use community resources designed to meet special needs, such as social services. Similar to the past few years, they do so slightly more frequently than *a few times a year*.
- ◆ Sixty percent of adults volunteer to help community services programs, engaging in this activity slightly more than *a few times a year*, on average. Sixty-eight percent of center-based-only adults volunteered to help compared with 58% of home-based-only adults. The percentage of home-based-only adults who volunteered represents an increase over the prior year, but it is still significantly lower than the percentage of center-based-only adults.
- ◆ Approximately 55% of adults attended tribal or chapter meetings, engaging in this activity an average of *a few times a year*.

Overall, adult community involvement in PY17 across all areas of involvement was higher than the prior two years.

INTEGRATION OF NATIVE LANGUAGE AND CULTURE

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

For each of the FACE components, the staff in most of the programs reported that language and culture are integrated *sometimes* or more frequently (see Table 47). All programs integrate language and culture in preschool, and for each of the other components, only 3-13% (one to five) programs reported that they *never* or *almost never* integrate language and culture.

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

Table 47. 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	24	26	50	(42)
Adult Education	5	3	46	21	26	(39)
PACT Time	5	7	38	21	29	(42)
Parent Time	5	8	48	18	23	(40)
Home-based						
Personal Visits	0	3	44	26	28	(39)
FACE Family Circle	0	7	43	21	29	(42)

- ◆ Approximately 75% of programs *always* or *almost always* integrate language and culture into preschool. All other programs *sometimes* integrate language and culture into the preschool classroom.
- ◆ Almost half of programs *always* or *almost always* integrate language and culture into adult education, and 46% do so *sometimes*. Two programs *never* integrate language and culture into the adult classroom and one program *almost never* does so.
- ◆ One-half of programs *always* or *almost always* integrate language and culture into PACT Time; almost 40% of programs *sometimes* integrate language and/or culture. Three programs reported that they *almost never* integrate language and culture into PACT Time; two programs reported that they *never* do so.
- ◆ Approximately 40% of programs *always* or *almost always* integrate language and culture into Parent Time; almost half of programs *sometimes* integrate language and/or culture into this component. Three programs reported that they *almost never* integrate language and culture in Parent Time; two programs reported that they *never* do so.
- ◆ Almost 55% of FACE programs *always* or *almost always* integrate language and culture into personal visits, an 11 percentage point decrease compared with the previous year. Almost 45% of programs *sometimes* integrate language and culture into personal visits; one program *almost never* does so.
- ◆ At one-half of sites, FACE programs *always* or *almost always* integrate language and/or culture into FACE Family Circles, a 14 percentage point decrease compared with the previous year. Almost 45% of programs *sometimes* integrate language and culture into FACE Family Circles; three programs *almost never* do so.

Caution should be exercised in comparisons of data over years for the integration of Native language and culture. Multiple factors can affect the frequency with which Native language and culture are integrated into the components of FACE—such as whether staffing positions are filled, staff members are Native language speakers knowledgeable about the culture, staff members are trained, aspects of the FACE program are in transition, school and program resources are available, and participants welcome the use of their Native language. For example, in PY14, almost two-thirds of programs *always* or *almost always* integrated Native language and culture into adult education; the frequency declined to 49% in PY15, 55% in PY16, and 47% in PY17 (see Table 48). In PY15, the staff at five programs did not include an adult education instructor at the end of the year; in PY16, four programs did not have an adult educator staff member and in PY17, six programs did not have an adult education instructor, and at another five sites, the adult education teacher was new to the FACE program. Adult education is in transition; programs are challenged to accommodate the different ways adults can participate in the FACE program.

Table 48. Percentage Distribution That Programs *Almost Always* or *Always* Integrate Native Language and Culture into FACE Program Components PY14-PY17

	2014	2015	2016	2017
Center-based				
Preschool	78	69	81	76
Adult Education	65	49	55	47
PACT Time	60	51	48	50
Parent Time	57	44	44	41
Home-based				
Personal Visits	66 (42)	61 (39)	65 (42)	54 (39)
FACE Family Circle	55 (42)	45 (38)	64 (42)	50 (42)

For the center-based component, the percentage of programs that *always* or *almost always* integrate language and culture into the preschool increased from 69% of programs in PY15 to 81% in PY16, and then decreased to three-fourths of the programs in PY17. Four programs lacked a preschool teacher and two programs lacked a preschool co-teacher during PY17. Seven preschool teachers and nine co-teachers were new to FACE and perhaps just learning to implement the new early childhood education curriculum for Native American children.

Native language and culture was integrated less frequently into adult education, PACT Time and Parent Time in PY14 and for three subsequent years as programs continued to adapt to the changes in the program for adults.

For the home-based component in PY14-PY16, approximately two-thirds of programs *always* or *almost always* integrated language and culture into personal visits; approximately 55% did so in

PY17. The percentage of programs that *always* or *almost always* integrate language and culture into FACE Family Circles decreased from almost two-thirds in PY16 to 50% in PY17.

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

Programs described ways in which tribal culture and language activities were integrated with center-based FACE services.⁷²

- ◆ In slightly more than 80% of preschool programs, direct instruction and practice on a specific area was used (e.g., clan names and proper introduction of self to others; other greetings; names of animals, plants, foods, colors, days of the week, and months of the year; common phrases; naming and working with numbers and shapes, etc.). At least 15% of programs reported that the Native language is spoken on a daily basis in the preschool classroom and the adult education classroom, suggesting that casual conversation and classes are primarily conducted in the Native language; half of FACE programs reported that adults were encouraged to speak to their children in their Native language during PACT Time and 33% of programs mentioned that adults worked on their Native language fluency during Parent Time. One program described integration of language and culture into most aspects of its center-based services:

Center-based participants were invited to each Family Circle, which were usually culturally themed. We also spoke in our Native language in class and often played games to see who would last the longest speaking only our traditional language. We played bingo games, which were written and called in our traditional language. The teachers encouraged adults to speak the traditional language to children. During PACT Time, teachers encouraged adults to participate in the circle routines. They also encouraged adults to sing the songs in the Native language so they could sing them at home.

In preschool, the teachers used the Native language (numbers, colors, months of the year, days of the week, shapes) and sang songs in the Native language to integrate the Native language. The teachers also used the Native language to speak to children when asking them to perform a task. The classroom had few items that show the culture due to the restrictions of the BIE purchasing policy. Hopefully,

⁷² All but one program submitted a Team Questionnaire and only one program did not respond to the question. Staffs at 98% of sites (41 sites) that submitted a questionnaire describe center-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned in their response.

with extra funds granted next year, teachers will be able to purchase more items for the classroom (cradleboard, pottery, rugs, etc.).

- ◆ Slightly more than 85% of programs reported integrating language through learning about cultural practices, traditions, arts and crafts, stories, foods, music and dance, and/or through participation in school or community cultural events. One program integrated language and culture by inviting community members to present to the FACE participants:

We had a presenter who came in and did a presentation on the creation story, changing woman, and clanship. Plus, a community member did a presentation on the importance of sheep and did a weaving presentation. The students wove a mini sash belt and made it into a key chain.

Another program invited families to participate in the school's culture nights and to extend cultural experiences in the preschool classroom, especially during PACT Time:

FACE families are invited to take part in Culture Night events at the school, events that include Shoe Games, Craft Night and Native language bingo. The classroom displays a variety of culture related posters, books and games. The items in the classroom are also labeled in English and the Native language. This year, we have adopted a foster grandparent in our classroom. She interacts and participates in the cultural activities. During PACT Time, the children extend their learning of cultural games with their parents and play them during PACT Time, such as Shoe (can) Guessing Game, weaving, puppets and sharing their traditional food.

- ◆ Slightly more than half of center-based programs reported that they support the use of the Native language through writing and/or reading books, other publications, and labels and other environmental print. One program described how the written Native language in the adult education and preschool classrooms supported language development.

The classroom is filled with Native American posters and writing. There are Native language dictionaries, Native American literature for parents to check out to read to their child and levels available for parents to read. There is Native language translation used throughout the day. Binders filled with pictures that are labeled in the Native language are available for parents to use to make their own children's books, posters and/or flash cards.

The preschool classroom has centers and manipulatives that are labeled in the Native language; Native language music and songs are taught in circle time. Parents are encouraged to check out music that is from any Native American tribe. In circle time, the calendar, days of the week, colors, counting, etc. are conducted both in English and the Native language. Native American books are available in the classroom.

In another program, the adult education teacher creates a supportive environment for adults learning to read and write their Native language:

The teacher encourages the students to read simple books in the Native language and gives instruction in reading and writing the language. The classroom is a place that is safe for non-Native language speakers to attempt to read and speak their language.

Staffs described ways in which Native culture and language activities are integrated with home-based FACE services.⁷³ Integration of language and culture in personal visits is discussed first, followed by integration in Family Circle meetings.

- ◆ Slightly more than 55% of the programs reported that parent educators converse and deliver personal visits in their Native language. As they converse, parent educators switch between speaking their Native language and English depending on the family's level of fluency and interest in learning. To reinforce Native language development, approximately one-fourth of programs reported that they teach and use traditional greetings/kinship and/or frequently teach and use phrases and words (e.g., numbers, colors, animals, body parts, action words, simple requests, labelling, etc.) during personal visits. A program that teaches the seasons in the Native language to the preschool to kindergarten children wrote:

Parent educators share some cultural material during home visits. Parent educators use the tribal language during visits with grandparents who only speak their Native language. Some of the lessons for the parents and child include learning the Native language for colors, household items and numbers and reading books in the Native language. The 3-5 year-old children are given lessons on the seasons in the tribal language.

Another program reported:

Language and cultural context of colors, shapes, numbers, animals, health, body parts, greetings, family titles, and introductions were regularly shared.

- ◆ Almost 40% of programs reported that cultural values, beliefs, and practices were shared during personal visits. These might include instructions on traditional arts and crafts; sharing teachings from grandparents regarding childbirth, development and rearing; story telling; engaging in music, such as singing, drumming, and/or dancing; and participation in school or community cultural events, encouraged by the parent educators. A program that shared cultural beliefs on parenting wrote:

Native American Indian literature is shared with the families. Parent educators converse in the Native language of the family, share the cultural beliefs on parenting and cultural beliefs connected to the curriculum lessons. Some visits are done

⁷³ Staffs at 95% of sites (40 sites) that submitted a Team Questionnaire described home-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned in their responses.

completely in the tribal language and parent educators use the tribal language to translate concepts and vocabulary if needed.

Another program, emphasizing traditional parenting, explained:

The parent educators use instructions in the tribal language, teaching young parents about cultural childrearing, such as the importance of placenta/umbilical cord, the importance of cradle board, first laugh, first steps, etc. and use the tribal language during personal visits.

- ◆ Approximately 30% of the programs reported teaching Native language and culture to home-based families by asking them to make and/or read books and other reading materials, by giving them handouts that incorporate the Native language, or by helping them label items in the home in the Native language. One program used materials purchased from the public schools' district media center to help teach their Native language and culture:

The parent educators use items purchased for the public schools' district media center to aid them in teaching culture and language. Some items that were purchased are memory cards, household items name cards, color charts, number charts and clan charts. Parent educators also assisted parents and children in memorizing their clans using picture cards.

At another site, participants translated books into their Native language:

Read simple books by translating into their Native language. Parent educators encourage parents to talk in their tribal language (simple commands) daily within the home and to their children. In their tribal language, families made culture books, sang songs, counted 1-10, and named colors. They read books pertaining to the culture.

Approximately 80% of programs reported using FACE Family Circles as a venue for practicing and discussing traditional language and customs. One program reported translating Eric Carle's *Brown Bear Brown Bear* into the Native language during one of the meetings. At times, speakers from the community teach families to prepare Native foods or teaching Native crafts, dancing or drumming. The degree of integration varied across sites from integration occurring at every FACE Family Circle to participants engaging in learning customs and language during one or two meetings. Sensitivity to the community was demonstrated by one program's comments:

Materials are covered in English and translated into the tribal language because there are plenty of grandparents who are in attendance, and it's more appropriate in the community to address certain material in the Native language, too. Sometimes, Native foods are served during meal times and sometimes other cultures are covered, e.g. St. Patrick's Day, Ireland tradition and U.S. tradition.

Eighty-one percent of the FACE schools employ a culture teacher. Table 49 provides the ways and frequency that culture teachers at these 34 schools take part in the responsibility for 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 in its efforts to integrate language and culture in the program components (coordination takes place at almost three-fourths of FACE schools that employ a culture teacher) and are least likely to provide classroom instruction for FACE adults (instruction for adults takes place at 44% of FACE schools that employ a culture teacher).

Table 49. Percentage Distribution of Frequency That the School's Culture Teacher Works with the FACE Program (N=34)

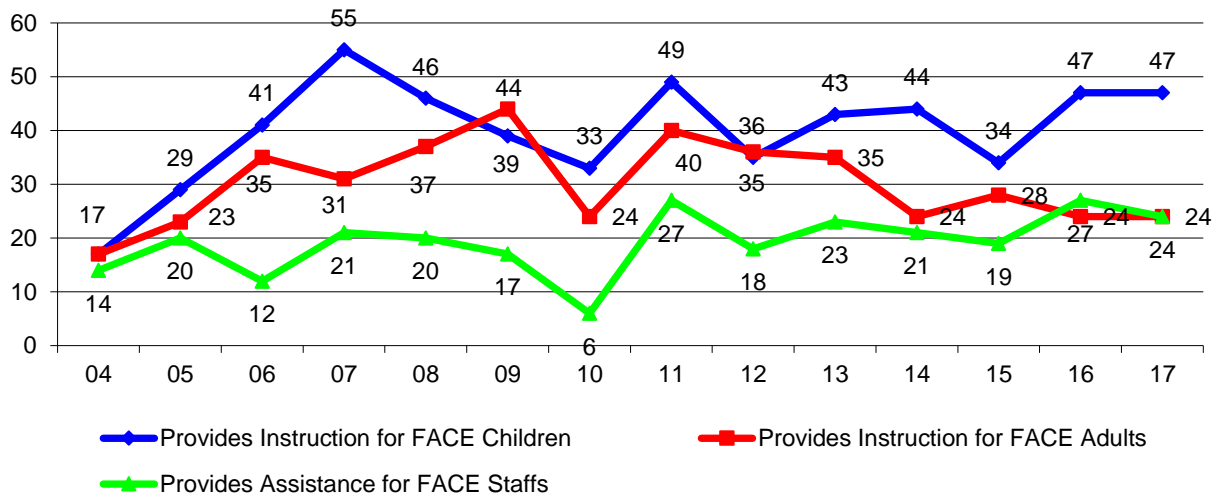
	Never	A few times a year	Monthly	Weekly	Daily
FACE staff coordinates with the culture teacher.	26	18	12	32	12
School's culture teacher provides classroom instruction for the FACE children.	44	0	9	32	15
School's culture teacher provides classroom instruction for the FACE adults.	56	15	6	18	6
School's 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)	32	29	15	12	12

- ◆ In almost 75% of the schools employing a culture teacher, the FACE program coordinated with the culture teacher to enhance ways in which culture and language are integrated and to introduce or reinforce for FACE participants the school's current focus on language and culture. At almost 45% of the schools, the FACE staff worked with the culture teacher at least *weekly*. At another 12% of the schools, staffs worked together *monthly*.
- ◆ Culture teachers primarily worked with the center-based program. The percentage of programs where students receive classroom instruction from the culture teacher in PY17 (56%) decreased by 11-12 percentage points for adult students and for preschool students. However, the percentage of schools where the culture teacher worked with the preschoolers on a *weekly* or *daily* basis increased, from 34% in PY15 to 47% in PY16. The percentage of the programs where the culture teacher provided instruction for adults increased from 38% in PY14 to 55% in PY15 and PY16, but decreased to 44% in PY17.
- ◆ At 68% of the programs, FACE staff members received assistance from the culture teacher in integrating culture and language into the FACE program in ways other than through classroom instruction, a continuing upward trend in the frequency with which assistance is received. However, 68% is a 14 percentage point decrease compared with the previous year. The assistance occurred *a few times a year* at approximately 30% of the schools and at least *monthly* at almost 40% of the schools; these percentages represent an 8 percentage

point increase in assistance occurring *a few times a year* and a 23 percentage point decrease in the assistance occurring at least *monthly* compared with PY16.

Over time, the frequency with which school culture teachers work with the FACE programs has fluctuated (see Figure 46). In PY16 and PY17, 47% of the FACE preschool classes received at least *weekly* instruction from the school's culture teacher, the third highest percentage during the 14-year period and demonstrating culture teachers' increasing involvement in teaching FACE preschoolers. Culture teachers provided at least *weekly* instruction to FACE adults in 24% of the programs in PY16 and PY17, greater than the 14% in PY04, but one of the lowest percentages during the 14-year history. A high of 27% of FACE staffs in PY16 and 24% in PY17 received at least *weekly* assistance in efforts to integrate culture and language in the FACE program.

Figure 46. Percentage of FACE Programs Where the School's Culture Teacher Provided at Least Weekly Instruction/Assistance in Program Years 2004-2017



The available resources and the success of the school in integrating language and culture affect FACE program efforts. Forty FACE staffs rated the degree to which tribal language is a focus for their school's K-3 curriculum.⁷⁴ Sixty percent of the FACE programs reported that tribal language is *well integrated* in the school's K-3 curriculum, an 8 percentage point increase compared with the previous year. Of the 17 programs offering an explanation for this rating, one reported that the school has a K-3 immersion program, adding that throughout the school teachers implement language and culture learning. At six sites, K-3 students attend culture class daily and at two sites they attend once or twice a week. The other programs simply explained that K-3 students receive language and/or culture; some added that teachers incorporate language standards in the classroom or follow a language curriculum. One program explained that the school has two culture teachers providing instruction for children in grades K-8.

One-third of FACE programs reported that tribal language is integrated *to some degree* in the school's K-3 curriculum. Of the seven programs that provided an explanation for this rating, three explained that the K-3 students attended language and culture class weekly, while at one school

⁷⁴ Rating options include *not at all*, *to some degree*, and *well integrated*.

they attended daily. Another program explained that teachers spoke simple greetings, commands and explanations in the tribal language, and that the classrooms had labels in both English and the tribal language. One school has a tribal language curriculum but did not have a certified language teacher to teach it.

One program reported that tribal language was *not at all* a focus for the K-3 curriculum at the school, explaining, “we are a multi-cultural school with many tribes.” Two programs did not rate the degree that the tribal language is a focus for K-3 students at their schools.

At the end of the year, adults rated the FACE program on its impact in helping them increase their usage of their Native language.⁷⁵ Adults reported that increased cultural awareness is an outcome of FACE. Sixty-eight percent of adults indicated that participation in FACE helps increase their use of their Native language; the average rating is 2.0 (*somewhat*). The percentage of adults reporting an impact increased by 8 percentage points compared with PY16 and is similar to the 67% reported in PY15. Unlike the previous year, when a significantly lower percentage of home-based-only parents (58% in PY16; 68% in PY17) reported an impact compared with center-based-only parents, there are no significant differences in PY17.

At the end of the year, parents also rated the frequency with which they talk, read or tell stories to their child in their Native language. Forty-four percent of parents reported that they talk, read or tell stories to their child *almost daily* or *daily or several times a day*. Fourteen percent of parents reported that they engage with their child using their Native language *once or twice a week*. Forty-two percent of parents talk, read or tell stories to their child *a few times a month* or *never or almost never*.

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

IMPLEMENTATION SUCCESSES AND CHALLENGES

This section provides information for program planners and providers relative to program training and support needs. Early childhood staffs self-rated the degree to which they implement early childhood standards. Program challenges and additional needed support reported by the FACE programs and evaluation recommendations conclude this section.

IMPLEMENTATION OF EARLY CHILDHOOD STANDARDS

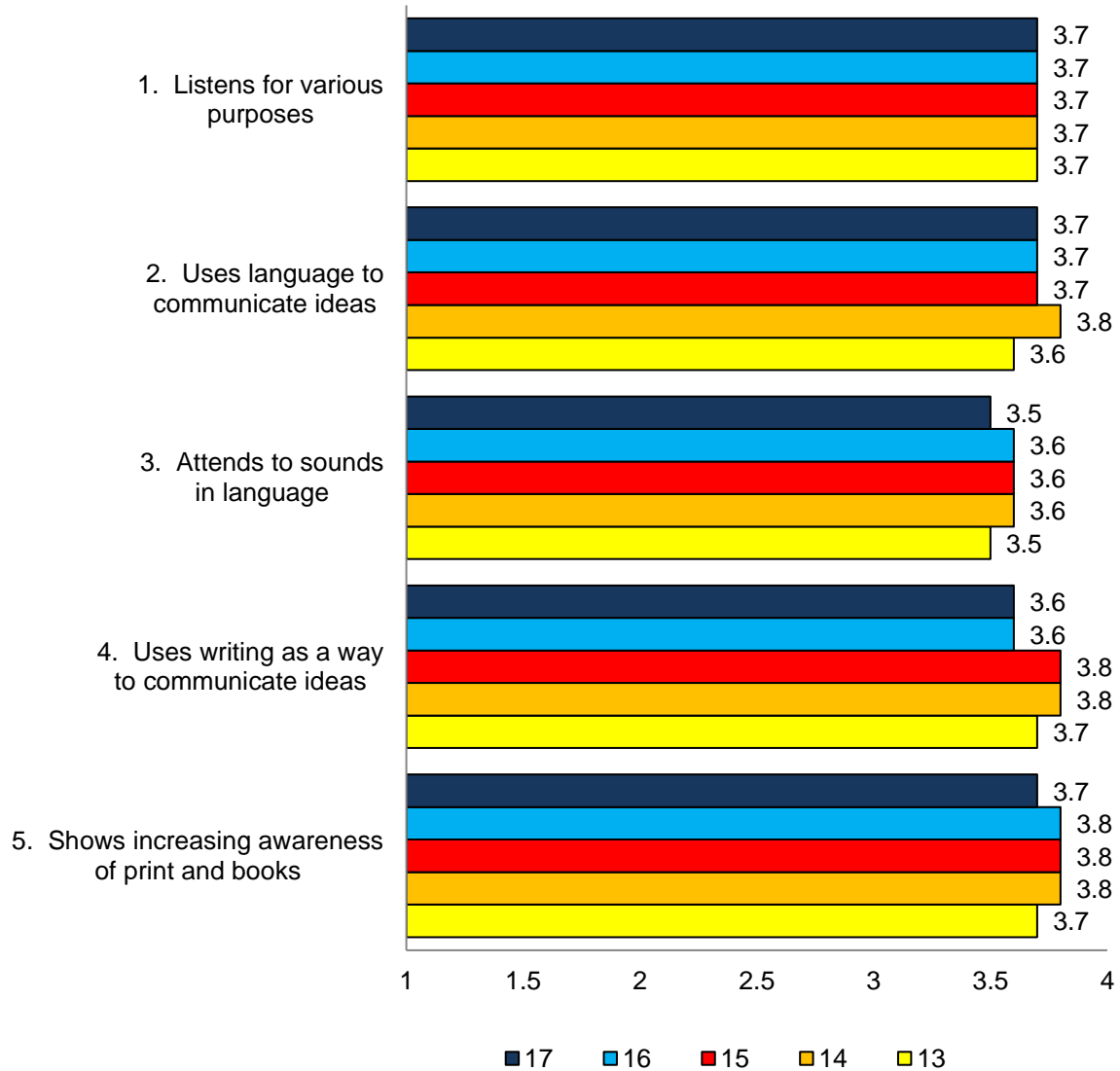
Near the end of PY17, the staff of early childhood programs (teachers and co-teachers) conducted an annual evaluation by self-rating their implementation of the FACE program's Language and Literacy and Mathematics Standards (see the standards and indicators in Appendix I). For each standard, early childhood staffs rated several indicators on the degree to which they were implemented using a scale of (1) *not yet*, (2) *beginning to implement*, (3) *mostly implemented*, and (4) *well established*. Indicator ratings are averaged to provide a rating for each standard (see overall ratings and ratings for each program in Appendix J). The self-rating by one program indicates that all early childhood language and literacy standards and all mathematics standards are *well established* (4.0) in the classroom, indicating an exemplary environment for early childhood language and literacy and mathematics learning.

Language and Literacy Standards

Five standards comprise the Language and Literacy Standards; from 4-8 indicators make up each standard. The overall average rating for each of the Language and Literacy Standards is 3.5 or higher (see Figure 47).⁷⁶ Eighty-six percent of programs (compared with 66% in PY16, 81% in PY15, 91% in PY14 and 79% in PY13) rated all five Language and Literacy Standards at least 3.0, indicating that the Language and Literacy Standards are at least *mostly* implemented in their early childhood programs. Staff in two programs rated all five standards as *well established* in their early childhood classrooms; all indicators of quality for these two programs received a rating of 4.0, signifying the highest quality early childhood language and literacy programs. Staff in six programs rated three of the five standards as *well established*; the remaining two standards each received an average rating of 3.5 or higher. Only one program rated itself consistently low across all five standards. While the average self-rating by only three programs was low for four of the standards, the self-rating by approximately one-fourth of the programs indicates the need for further professional development on the indicators for Standard 3.

⁷⁶ Based on data reported by 42 FACE programs.

Figure 47. Mean Self-Ratings of Early Childhood Language/Literacy Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2013-2017



Mean ratings over time suggest that all Language and Literacy Standards are well implemented in FACE early childhood programs overall, with mean ratings ranging from 3.5 to 3.8. In the past, average ratings for Standard 3, "attends to sounds in language," suggested a possible need for additional staff development in this area. However, after averaging 3.3-3.4 prior to PY13, the average rating rose to 3.5 in PY13 and has averaged 3.5-3.6 since that time, possibly due to additional staff development. Of potential concern is Standard 4, "uses writing as a way to communicate ideas." After averaging 3.8 for two years, the average rating fell to 3.6 in PY16 and PY17. Standard 5 maintained an average rating of 3.8 for three years and then in PY17 the average rating decreased to 3.7. A discussion of average ratings for the implementation of each Language and Literacy Standard in PY17 follows.

Standard 1. Listens for various purposes. The overall mean rating (3.7) indicates that this standard is *mostly implemented*, approaching *well established*. Half of the early childhood programs (21 programs) rated this standard as 3.8-4.0, *well established*, and 43% (18 programs) rated it *mostly established* (3.2-3.6). Only three programs rated Standard 1 as low as 2.8-3.0, approaching *mostly implemented*; two of the three programs were new to FACE.

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. Fifty-six percent of the programs (23 programs, three fewer than the previous year) rated this standard 3.8-4.0, *well established*.

Standard 3. Attends to sounds in language. The average rating for this standard is 3.5, beginning to approach *well established*. While Standard 3 is rated 3.8-4.0, *well established*, by 39% of the programs (16 programs, seven fewer than in PY16), it was rated *mostly implemented* (3.3-3.5) by 37% of the programs (15 programs). Ten programs rated this standard 2.5-3.0, approaching *mostly implemented*. Additional professional development on the indicators for *attends to sounds in language* may be needed for the early childhood education staffs at these ten sites.

Standard 4. Uses writing as a way to communicate ideas. The overall rating for this standard is 3.6, approaching *well established*. Fifty-one percent of the early childhood education programs rated their programs 3.8-4.0, *well established* for this standard (similar to the percentage in PY16 and a notable decrease from the approximately three-fourths of programs in PY15). The average self-rating by 41% of programs (17 programs) indicates that Standard 4 is *mostly implemented* (3.2-3.6) in their preschool classrooms. Only three programs rated this Standard 2.2-2.8, approaching *mostly implemented*.

Standard 5. Shows increasing awareness of print and books. Standard 5 is rated 3.7, *mostly implemented* and is approaching *well established* across the FACE early childhood program. Sixty-four percent of programs rated their programs 3.8-4.0, *well established* for this standard. This Standard is *mostly implemented* (3.1-3.6) in 29% of FACE preschools (12 preschools). The three remaining programs rated this standard 2.8-3.0, approaching *mostly implemented*.

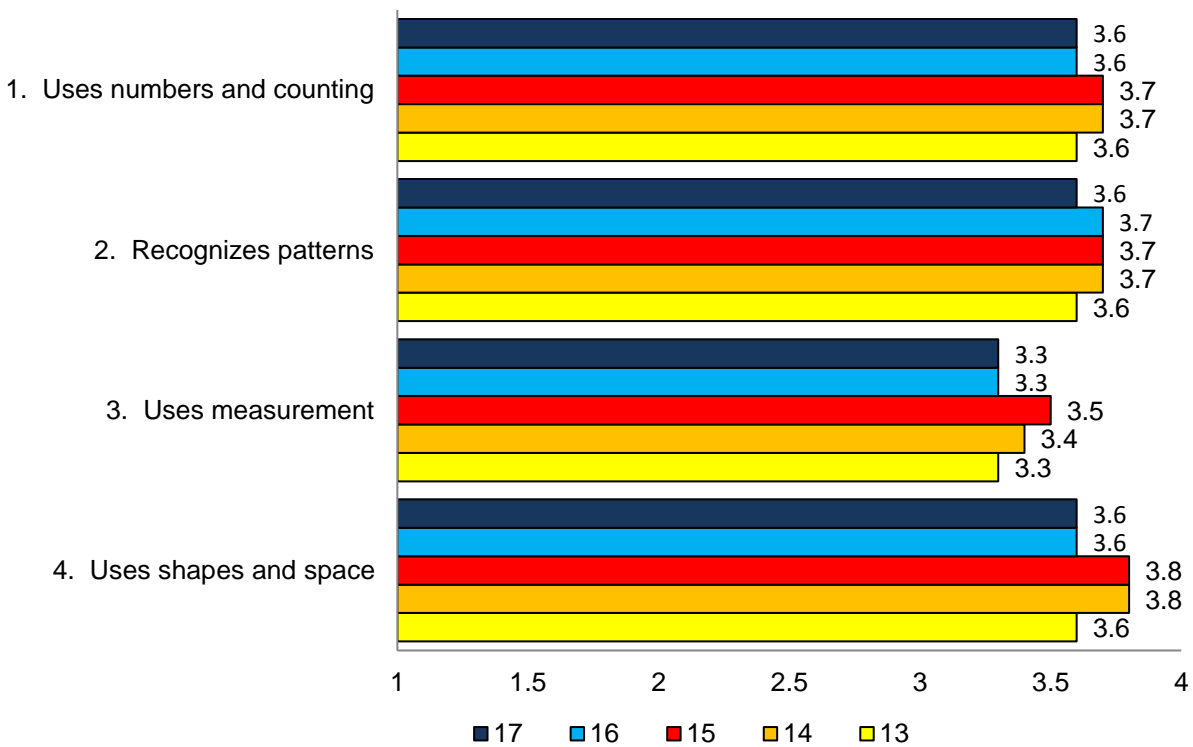
Mathematics Standards

The Mathematics Standards include four standards, each of which has either six or 12 indicators. The overall average rating for each of the Mathematics Standards is 3.3 or higher (see Figure 48). The average ratings for Standards 1, 3 and 4 in PY17 are the same as the PY16 ratings, when the average ratings decreased compared with the PY15 high. In PY17, the average rating for Standard 2, *recognizes and creates patterns and understands their relationships and functions*, decreased from 3.7 in PY14-PY16 to 3.6. The average rating for Standard 1, *uses numbers and counting to determine and compare quantities, solve problems, and understand number relationships*, decreased from 3.7 in PY15 to 3.6 in PY16 and PY17. The average rating for Standard 3, *uses measurement to make and describe comparisons in the environment*, decreased in PY16 and PY17,

from 3.5 in PY15 to 3.3. The average rating for Standard 4, *uses shapes and space to define items in the environment*, decreased from 3.8 in PY15 to 3.6 in PY16 and PY17.

Similar to PY16 findings, 71% 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. Four programs rated all four standards as *well established* in their classrooms; all indicators of quality for these four classrooms received a rating of 4.0, signifying the highest quality early childhood programs in the area of mathematics. Staff in two programs (five fewer than the previous year) rated three of the four standards as 4.0, *well established*; the remaining standard received an average rating of 3.8. Across Mathematics Standards the average self-ratings by programs indicate that from 15-35% of programs might benefit from additional professional development on the different standards.

Figure 48. Mean Self-Ratings of Early Childhood Mathematics Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2013-2017



The lower PY17 mean self-ratings for the standards provide evidence of some challenges with the implementation of Mathematics Standards in the early childhood classrooms, perhaps due to four programs lacking a preschool teacher and seven programs staffed with preschool teachers new to the program. Additionally, of the 14 programs with the lowest mean ratings (≤ 3.0) for one or more Mathematics Standard, six were staffed by early childhood teachers with only one or two years of FACE experience and another six were programs staffed by early childhood teachers employed from 5-16 years, suggesting the need for on-going staff support for classroom

implementation of mathematics standards. The length FACE experience was unavailable for preschool teachers at two programs with a low mean rating for at least one Mathematics Standard. Discussion of the average ratings for the implementation of each Mathematics Standard in PY17 follows.

Standard 1. Uses numbers and counting to determine and compare quantity, solve problems, and understand number relationships. The mean rating for this standard is 3.6, *mostly implemented*. Fifty-two percent of the programs (22 programs, two fewer than the previous year) gave this standard a mean rating of 3.8-4.0, *well established*. The self-rating for 12 programs ranged from 3.2-3.6, *mostly implemented*. Compared with only two programs the previous year, seven programs rated this Standard 2.1-3.0, *beginning to implement* to approaching *mostly implemented*.

Standard 2. Recognizes and creates patterns and understands their relationships and functions. The overall average rating for this standard is 3.6. Fifty-five percent of the programs (23 programs, one fewer than the previous year) gave this standard an average rating of 3.8-4.0, *well established*. The average rating for eight programs for this standard is 3.2-3.7, *mostly implemented* and approaching *well established*. Ten programs (three more programs than in PY16) gave Standard 2 an average rating of 2.3-3.0, *beginning to implement*, indicating a need by these ten staffs for professional development on implementing the indicators that make up Standard 2.

Standard 3. Uses measurement to make and describe comparisons in the environment. This standard is the lowest-rated overall (3.3), but within the *mostly implemented* category. Even so, 26% of the programs rated their preschool classrooms 3.8-4.0, *well established*, for this standard. The average ratings for one-third of the programs (14 programs, two fewer than the previous year) are 3.2-3.7, beginning to be *mostly implemented* to approaching *well established*. Mean ratings by 36% of the programs (15 programs, seven more programs than in PY16) indicate that this standard is just *beginning implementation* (2.2-3.0), suggesting the need for professional development.

Standard 4. Uses shapes and space to define items in the environment. The overall rating for this standard is 3.6, approaching *well established*. The mean rating for one-half of the programs (21 programs, one fewer than the previous year) on the implementation of this standard is 3.8-4.0, *well established*. *Mostly established* (3.2-3.7) is the average rating for implementation of Standard 4 for one-third of the early childhood classrooms (14 classrooms compared with 13 in PY16). Seven programs (three more programs than the previous year) received a rating of 2.3-3.0, *beginning to implement* to approaching *mostly implemented*, and need assistance on implementing the quality indicators that form this standard.

IMPLEMENTATION CHALLENGES ADDRESSED BY TECHNICAL ASSISTANCE AND ADDITIONAL SUPPORT NEEDED

At the end of PY17, programs were asked to describe challenges encountered in implementing their program and how technical assistance helped address the challenges. They were also asked to describe additional support needed by the program at the end of PY17.

Home-based Challenges

Ninety-five percent of programs described challenges faced by their parent educators. Technical assistance providers took action in response to their sites' challenges; all of the programs reporting challenges wrote that they received helpful assistance from their technical assistance provider.

Implementing the Penelope Case Management System was the most frequently reported challenge for the home-based programs, reported by slightly more than 80% of the programs. Most programs stressed the importance of receiving hands-on assistance to become more proficient at using the system. As pointed out by one program that received one-on-one training during a site visit:

Getting to know Penelope and how to input the families was a challenge. The videos were helpful, as well as the Regional Training meeting. When the technical assistant came out to our site, she made things much clearer because she was able to work one-on-one with us.

Another program reported that their parent educators, initially concerned about using Penelope, were more adept at using it by the end of the program year:

Parent educators had reservations about how to implement Penelope. Technical help from our technical assistance provider, regionals and calling helped us feel more at ease in using the program. We are still not proficient users, but we are getting better using this program.

A few programs (10%) reported that problems with Internet access and/or speed added to the pressure of learning to use Penelope. One program experiencing slow download speed explained:

Slow internet created problems connecting to Penelope. TA tried some ideas but they didn't work. Suggested principal call another school that had the same problem and get ideas. Principal has said we will get increased bandwidth this summer. This should solve the problem.

Other challenges, each reported by approximately 10% of programs, included that only one parent educator worked at least part of the program year, that parent educators were required to serve as substitutes for the regular school and that families struggled with keeping their personal visit appointments. A program where the parent educators served half a day in the regular school classroom into October reported the effects on the FACE program and how a new supportive principal and the technical assistance that was received helped:

The FACE staff still gets pulled to substitute in the regular education sector. This was very evident from the beginning of the school year because both home educators were placed in regular classrooms for half of the day, Monday through Thursday, until the school hired a new principal in October 2016. For approximately half of the school year, home-based educators were pressured to catch up on paperwork in addition to maintaining the number of expected weekly home visits. This burden horizontally affected all the FACE staff. It was like

watching the home-based staff trying to gasp for air, but the center-based staff had their own duties and responsibilities to execute. The duties and responsibilities of the parent educators are far and wide, especially, in travel time, distance covered, cancellations, rescheduling, and number of vehicles made available to them—much less their safety. The vast and remote areas signal safety concerns due to no cell phone reception, signals or towers.

Technical assistance was very helpful as our technical assistant always expressed her concerns for our FACE program and advocated for our program. Our technical assistant made sure we got our personal visits started and helped increase our family enrollment. Although the parent educators had a late start and were trying to smooth out the program, dividing the family caseload between the two of them, scheduling and visits became more of a priority when the new principal came on board. The technical assistant provider was very concerned about the operation of the home-based program. She constantly communicated with us through email and TA calls.

Programs where families failed to keep appointments or cancelled appointments needed help developing a rescheduling procedure. One program reported:

We had more cancelled visits this year, and our technical assistant gave us several different strategies to use: when they cancel, reschedule immediately and remind them about their signed agreement as a FACE participant.

Additional challenges were identified for which programs requested technical assistance (each mentioned by one or two programs). They included developing strategies for initiating useful conversation at each home visit, increasing attendance at FACE Family Circle meetings, handling difficult-to-work-with families, using component forms that are not aligned across components or with the FACE guidelines, implementing form changes mid-year, serving families during severe weather months, and strategies for helping families with children with special needs. Each of the following site-based problems were mentioned by one or two programs: lack of timely mail delivery, lack of administrative and/or coordinator support due to these individuals being detailed elsewhere, and frequency of needed vehicle repairs and the parent educators tasked with driving them long distances to be serviced (e.g., 82 miles one way).

Approximately 85% of the FACE programs reported that they needed additional support from their school, from the BIE and/or from PAT. Support needed from the school and/or the BIE varied across programs. Three programs reported that the home-based component needed increased support from the FACE coordinator, the administration and/or the school board. All three programs believed that those individuals that are responsible for FACE at their school would benefit from training on FACE, including training on the FACE guidelines and procedures. One program asking for specific kinds of support from the coordinator wrote:

We need more support from our administrator and coordinator for the upcoming school year. Our coordinator needs to review home-based participant folders for

both parent educators. We also need the coordinator to be trained and knowledgeable in Penelope.

One or two programs mentioned the following support still needed from the school or BIE: reliable Internet connection; a second vehicle for parent educator visits; parent educators not asked to serve as subs or for other school duties; laptops to use for documentation in family files and for sharing information with families; two-way radios for each parent educator; and more manipulative toys for children. Two programs needed additional funding, especially for travel to the annual PAT International Conference and to special trainings such as Fatherhood training offered in PY17. One program suggested that a NASIS administrator be designated for the FACE program.

Almost 65% of the FACE programs reported that they need additional technical assistance/training from PAT. Slightly more than 35% of FACE programs discussed their need for further training and technical assistance on using Penelope, especially one-on-one training, mentioned by five programs. One program hoped that there could be better alignment with the curriculum. A program that asked for individualized training said,

We would like more Penelope training to be done in person. Being able to ask questions, do the work and help each other in person is a more effective learning strategy for us.

Eight programs asked that the level of technical assistance/training that they received in PY16 continue in PY17. Programs mentioned that the staff liked one-on-one training at the site and at regional meetings and question-answer sessions. One program asked for more sharing of concerns and collaboration among programs at regional meetings.

Suggestions by one or two programs for training topics that would improve service at their site included increasing family participation; communicating with families; screening and identifying depression and, specifically, postpartum depression; implementing FACE Family Circles that are relevant to their population; reaching fathers; and skill and resource development for working with high risk families. One program suggested that the DVD on Parents as Teachers needs to be updated, and two programs reported that the staff needed Foundational 2 training. One program asked that the Foundational 2 Curriculum and the Early Childhood *CIRCLES* Curriculum be correlated.

Center-based Challenges

Approximately 30% of the FACE programs described challenges faced by their center-based staff; 70% of the programs provided no information regarding challenges during PY17.⁷⁷ This contrasts sharply to the 70% of programs that reported challenges encountered and technical assistance still needed at the end of PY16. All programs that commented on the technical assistance they had received indicated it was beneficial.

⁷⁷ The item on most copies of the FACE Team Evaluation Study Questionnaire for Program Year 2016-17 erroneously asked twice for the FACE team to "describe any challenges encountered this year in implementing home-based services and how technical assistance helped the challenges" and "What additional support does your program need?". This is the reason that 69% of the teams did not discuss center-based implementation challenges.

Center-based challenges were site specific and varied, most mentioned by only one program. However, two programs reported that they were challenged deciding how to best schedule PACT Time and Parent Time so as not to disrupt preschool while best serving flex-time adults. One program appreciated help received during their site visit when the technical assistance provider facilitated conversation among all concerned:

We had to figure out how to manage the variation in parent participation, especially scheduling flex-time parents for PACT Time in the Early Childhood and K-3 classrooms. When we had our site visit, it was much easier to see how to handle it, with dialogue between all individuals involved occurring.

Challenges each mentioned by one program include: no early childhood teacher most of the year, no adult education teacher, low attendance and participation, entering NASIS data, developing a network of community resources, lack of administrative support, no planning day, recruitment and retention of full-time families, implementing adult goal setting, setting up an effective preschool environment, team building, collecting parent engagement documentation from flex-time adults, and obtaining background clearance for adult participants.

A new program praised the technical assistance they received to better set up their preschool classroom:

We received support in being able to set up our classroom environment in a better way. We received advice on how to set up our classroom, including equipment and shelving, to make sure our environment supported our students in a positive manner.

Another program praised the support that the staff had received in the past and wrote:

Our program has ample support from both NCFL and PAT. We would like to have continued support for the school year 2017-2018.

One-third of the FACE programs reported that they needed additional support from their school, the BIE and/or NCFL.⁷⁸ At the end of PY17, staff positions needed to be filled for the following program year; two programs reported the need for an early childhood teacher and one program reported that both the early childhood co-teacher position and the adult education teacher position needed to be filled at its site, as well as a parent educator position.

Two programs discussed the need for additional support from the administration and/or the FACE coordinator. One program asked for involvement in FACE by both the administration and the FACE coordinator.

⁷⁸ The item on most copies of the FACE Team Evaluation Study Questionnaire for Program Year 2016-17 erroneously asked twice for the FACE team to "describe any challenges encountered this year in implementing home-based services and how technical assistance helped the challenges" and "What additional support does your program need?". This is the reason that 69% of the teams did not discuss center-based implementation challenges and additional support needed.

There needs to be support from our administrator and coordinator for the upcoming school year. The preschool classroom needs to have a full-time teacher. We also need our hired adult education teacher to come on board as soon as possible to offer adult education for parents. Our coordinator and principal need to meet with us during our Friday meetings. Our coordinator needs to set up FACE professional development on Fridays.

Ten programs pointed out the need for continued technical assistance/training from NCFL. The importance of timely training and support was emphasized by a program that reported receiving technical assistance site visits approximately every three years and that requested more frequent site visits. The importance of timely training and ongoing support for newly hired staff members to help ensure an effective FACE program was emphasized by another program's comments.

Once our new adult education teacher is hired, she/he will need to attend NCFL Implementation training as soon as possible. Hopefully this person will be on staff by the time the Implementation training is offered in August. The person will also likely need intensive mentoring from an adult education technical assistance provider. We also need support and resources to help parents understand the benefits to themselves and their families of participating full-time or part-time.

Training topics requested by one or two program staff included the following: parent participation, including effective incentives to encourage participation; lesson plan development and implementation; setting up Parent Time; identification of drug use; mental health; early childhood effective management strategies; early childhood differentiated lesson planning; strategies to navigate State and Tribal Special Needs services; and integration of early childhood and adult education.

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 compare site data to FACE standards of implementation and to other FACE sites.
- ◆ Analyze NWEA and CPAA kindergarten entry assessments and expedite access to the databases required to address the impacts of FACE on kindergarten readiness.
- ◆ Continue to conduct trend analyses that connect types and quantity of FACE participation to outcomes. Focus on changes resulting from the new center-based participation requirements.

APPENDIX A

Table A1. FACE Sites in PY17

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 PY17

Alamo Navajo Community School, Magdalena, NM
American Horse School, Allen, SD
Aneth Community School, Montezuma Creek, UT
Atsa Biyaazh Community School (Shiprock), Shiprock, NM
Baca/Dlo'ay azhi Community School, Prewitt, NM
Beclabito Day School, Shiprock, NM
Blackwater Community School, Coolidge, AZ
Bread Springs Day School, Gallup, NM
Casa Blanca Community School, Bapchule, AZ
Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM
Chief Leschi School, Puyallup, WA
Dunseith Indian Day School, Dunseith, ND
Dzilh-Na-O-Dith-Hle Community School, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hannahville Indian School, Wilson, MI
John F. Kennedy School, White River, AZ
Kayenta Boarding School, Kayenta, AZ
Kha'p'o Community School, Espanola, NM (formerly Santa Clara)
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Schools, Winslow, AZ
Little Singer Community School, Winslow, AZ
Little Wound School, Kyle, SD
Many Farms Community School, Chinle, AZ (formerly Chinle Boarding School)
Mariano Lake Community School, Crownpoint, NM
Nazlini Community School, Inc, Ganado, AZ
Na'Neelzhiin Ji'Olta (Torreon) Day School, Cuba, NM
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintado Community School, Cuba, NM
Ramah Navajo School, Pine Hill, NM
Rough Rock Community School, Chinle, AZ
Salt River Elementary School, Scottsdale, AZ
St. Francis Indian School, St. Francis, SD
Tate Topa Tribal School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T'iis Nazbas Community School, Teec Nos Pos, AZ
T'iis Ts'ozhi Bi'Olta' Community School (Crownpoint), Crownpoint, NM
To'Hajilee 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
(PY17 Sites are listed in bold.)

Program Year 91 (Spring 1991)

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

Program Year 93 (1992-93)

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

Program Year 94 (1993-94)

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

Program Year 95 (1994-95)

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

Program Year 02 (2001-02)

- Coeur d' Alene Tribal School, De Smet, ID (discontinued FACE implementation after PY05)
- Cottonwood Day School, Chinle, AZ (discontinued FACE implementation after PY07)
- **Dunseith Indian Day School, Dunseith, ND**
- **Enemy Swim Day School, Waubay, SD**
- **Gila Crossing Community School, Laveen, AZ**
- Jeehdeez'a Academy (Low Mountain), Chinle, AZ (discontinued FACE implementation after PY04)
- **Little Wound School, Kyle, SD**
- Nenahnezad Community School, Fruitland, NM ((discontinued FACE implementation after PY08)
- Paschal Sherman Indian School, Omak, WA (discontinued FACE implementation after PY06)
- **Salt River Elementary School, Scottsdale, AZ**

Program Year 04 (2003-04)

- **Beclabito Day School, Shiprock, NM**
- Mescalero Apache School, Mescalero, NM (discontinued FACE implementation after PY07)
- **Oneida Nation Elementary School, Oneida, WI**
- Santa Rosa Boarding School, Sells, AZ (discontinued FACE implementation after PY11)
- Seba Dalkai Boarding School, Winslow, AZ (discontinued FACE implementation after PY10)
- **St. Francis Indian School, St. Francis, SD**
- Tiospa Zina Tribal School, Agency Village, SD (discontinued FACE implementation after PY06)

Program Year 05 (2004-05)

- **Pearl River Elementary School, Philadelphia, MS**

Program Year 06 (2005-06)

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

Program Year 07 (2006-07)

- **Dzilth-Na-O-Dith-Hle, Bloomfield, NM**
- **Kha'p'o Community School (Santa Clara), Espanola, NM (discontinued FACE implementation after PY11 and began again in PY17. Also listed under PY17.)**

Program Year 08 (2007-08)

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

Program Year 09 (2008-09)

- **American Horse School, Allen, SD**
- **Baca/Dlo'ay azhi Community School, Prewitt, NM**
- Chilchinbeto Community School, Kayenta, AZ (discontinued FACE implementation after PY12)
- Lake Valley Navajo School, Crownpoint, NM (discontinued FACE implementation after PY13)
- **Leupp Schools, Winslow, AZ**
- **Mariano Lake Community School, Crownpoint, NM**

Program Year 10 (2009-2010)

- **Pine Ridge School, Pine Ridge, SD**

Program Year 11 (2010-2011)

- **Bread Springs Day School, Gallup, NM**
- **Greasewood Springs Community School, Ganado, AZ**
- Kin Dah Lichi'i Olta', Ganado, AZ (discontinued FACE implementation after PY16)
- **Tse 'ii' ahi' Community School, Crownpoint, NM**

Program Year 12 (2011-2012)

- **Pueblo Pintado Community School, Cuba, NM**

Program Year 13 (2012-2013)

- **Aneth Community School, Montezuma Creek, UT**

Program Year 17 (2016-2017)

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

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

FACE Site	First Program Year	Last Program Year for Sites that No Longer Implement FACE
Alamo	1993-94	
American Horse	2008-09	
Aneth	2012-13	
Atsa Biyaazh (Shiprock)	1993-94	
Baca	2008-09	
Beclabito	2003-04	
Blackwater	1993-94	
Bread Springs	2010-11	
Casa Blanca	2007-08	
Chi chi'l Tah/Jones Ranch	1992-93	
Chief Leschi	1990-91	
Chilchinbeto	2008-09	2011-12
Conehatta	1990-91*	2003-04
Ch'ooshgai (Chuska)	1992-93	2009-10
Coeur d' Alene	2001-02	2004-05
Cottonwood	2001-02	2006-07
Dunseith	2001-02	
Dzilh-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	
Kha'p'o (Santa Clara)	2006-07 2016-17	2010-11
Kickapoo	1993-94	2010-11
Kin Dah Lichi'i Olta'	2010-11	2015-16
Lac Courte Oreilles	1993-94	
Lake Valley	2008-09	2012-13

FACE Site	First Program Year	Last Program Year for Sites that No Longer Implement FACE
Leupp	2008-09	
Little Singer	1992-93	
Little Wound	2001-02	
Many Farms (Chinle)	1993-94	
Mariano Lake	2008-09	
Mescalero	2003-04	2006-07
Na'Neelzhiin Ji'Olta (Torreon)	1990-91	
Nazlini	2016-17	
Nenahnezad	2001-02	2007-08
Oneida	2003-04	
Paschal Sherman	2001-02	2005-06
Pearl River	2004-05	
Pine Ridge	2009-10	
Pueblo Pintado	2011-12	
Ramah Pine Hill	1994-95	
Rough Rock	1993-94	
Meskwaki (Sac & Fox)	1993-94	1994-95
Salt River	2001-02	
Santa Rosa	2003-04	2010-11
Seba Dalkai	2003-04	2009-10
St. Francis	2003-04	
Takini	1990-91	2004-05
Tate Topa	2005-06	
Theodore Jamerson	2007-08	
Tiis Nazbas	1994-95	
Tiospa Zina	2003-04	2005-06
Tohaali	1993-94	2009-10
To'Hajiilee-He (Canoncito)	1990-91	
T'iis Ts'ozí Bi'Olta' (Crownpoint)	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.

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

FACE Site	First Program Year	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	
Dzilh-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	
Kha'p'o	2016-17	
Kickapoo	1993-94	2010-11
Kin Dah Lichi'i Olta'	2010-11	2016-17
Lac Courte Oreilles	1993-94	
Lake Valley	2008-09	2012-13

FACE Site	First Program Year	Last Program Year for Sites that No Longer Implement FACE
Leupp	2008-09	
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	
Nazlini	2016-17	
Nenahnezad	2001-02	2007-08
Oneida	2003-04	
Paschal Sherman	2001-02	2005-06
Pearl River	2004-05	
Pine Ridge	2009-10	
Pueblo Pintado	2011-12	
Ramah Pine Hill	1994-95	
Rough Rock	1993-94	
Meskwaki (Sac & Fox)	1993-94	1994-95
Salt River	2001-02	
Santa 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'ozí Bi'Olta'	1993-94	
Tse 'ii' ahi'	2010-11	
Wingate	1992-93	

*Conehatta was one of the original PY91 sites but did not implement the full FACE model until PY94.

APPENDIX B

Number of FACE Participants in Program Years 1991-2017

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

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

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Participants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
2008	663	546	1,209	1,605	1,611	3,216	2,106	2,064	4,170	107	39
2009	750	650	1,400	1,758	1,782	3,540	2,327	2,349	4,676	106	44
2010	775	670	1,445	2,018	1,984	4,002	2,647	2,587	5,234	116	45
2011	773	657	1,430	1,971	1,880	3,851	2,585	2,481	5,066	110	46
2012	785	665	1,450	1,756	1,693	3,449	2,407	2,303	4,710	107	44
2013	694	596	1,290	1,710	1,637	3,347	2,271	2,177	4,448	101	44
2014	619	521	1,140	1,728	1,651	3,379	2,218	2,115	4,333	101	43
2015	693	743	1,436	1,498	1,516	3,014	2,069	2,210	4,279	100	43
2016	722	726	1,448	1,505	1,549	3,054	2,108	2,221	4,329	101	43
2017	723	679	1,402	1,494	1,475	2,969	2,058	2,109	4,167	97	43 ⁷⁹
Undup. Total	9,176	9,470	18,646	17,872	20,321	38,193	22,417	25,750	48,167		

⁷⁹ One site did not submit data, so although FACE was implemented at 44 sites, data for PY17 are based on 43 sites

APPENDIX C

Number of FACE Participants at Sites During PY17

Site	Number of FACE Participants at Sites During PY17						
	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	24	21	58	39	73	58	131
American Horse	19	20	34	43	47	63	110
Aneth	13	14	52	62	62	76	138
Atsa Biyaazh (Shiprock)	9	10	36	33	45	43	88
Baca	21	16	43	45	60	59	119
Beclabito	12	14	14	15	26	29	55
Blackwater	23	18	11	11	33	29	62
Bread Springs	0	22	24	19	24	41	65
Casa Blanca	NA	NA	NA	NA	NA	NA	NA
Chi Chi'l Tah-Jones Ranch	10	9	23	23	32	32	64
Chief Leschi	20	17	47	60	60	72	132
Dunseith	9	22	44	55	53	75	128
Dzilh-Na-O-Dith-Hle	25	16	17	24	40	40	80
Enemy Swim	19	19	28	32	40	51	91
Fond du Lac	20	10	40	35	50	42	92
Gila Crossing	NA	NA	NA	NA	NA	NA	NA
Greasewood Springs	10	14	53	40	59	53	112
Hannahville	18	17	71	57	83	74	157
John F. Kennedy	25	21	17	19	40	40	80
Kayenta	12	18	15	21	27	39	66
Kha'p'o	10	8	44	30	50	33	83
Lac Courte Oreilles	17	17	30	33	43	48	91
Leupp	22	20	49	55	68	73	141
Little Singer	15	15	54	49	66	64	130
Little Wound	25	24	48	52	65	75	140

Site	Number of FACE Participants at Sites During PY17						
	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)	21	22	54	61	70	80	150
Mariano Lake	18	10	24	24	36	34	70
Nazlini	4	6	0	0	4	6	10
Na'Neelzhiin Ji' Olta	12	10	50	59	58	67	125
Oneida	22	20	51	50	66	69	135
Pearl River	21	10	16	20	37	30	67
Pine Ridge	15	15	22	13	33	27	60
Pueblo Pintado	29	24	25	30	47	51	98
Ramah Pine Hill	16	13	50	39	62	51	113
Rough Rock	15	12	41	38	52	47	99
Salt River	22	13	30	24	41	37	78
St. Francis	33	24	37	27	56	50	106
Tate Topa	18	20	6	5	22	25	47
Theodore Jamerson	17	11	22	26	36	36	72
T'iis Nazbas	13	11	50	46	61	57	118
T'iis Ts'ozi Bi'Olta' (Crownpoint)	22	14	37	34	56	47	103
To'Hajiilee (Canoncito)	19	15	50	47	65	61	126
Tse 'ii' ahi	18	16	39	44	51	60	111
Wingate	14	12	39	36	50	46	96
All Sites	738	679	1,494	1,475	2,060	2,109	4,169

APPENDIX D

Dates and Amount of FACE Services Offered at Sites During PY17

Dates and Amount of FACE Services Offered at Sites During PY17

	PY17 FACE Program		Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE ⁸⁰	Hours of ECE	Days Personal Visits Were Offered ⁸¹	FACE Family Circles Offered
Overall Average			132	385	555	125	10
Alamo	8/22/16	5/18/17	164	328	869	125	10
American Horse	8/24/16	5/10/17	134	469	603	129	9
Aneth	8/02/16	5/16/17	137	137	480	85	9
Atsa Biyaazh	8/22/16	5/18/17	128	320	620	131	15
Baca	8/15/16	5/04/17	123	303	431	123	11
Beclabito	8/08/16	5/03/17	124		744		10
Blackwater	8/02/16	5/24/17	148	481	518	130	10
Bread Springs	8/01/16	5/16/17	129	253	452	107	10
Casa Blanca	8/15/16	5/18/17	118		590		
Chi Chi'l Tah	8/10/16	5/12/17	180		817	161	9
Chief Leschi	9/12/16	6/22/17	124	449	557	116	12
Dunseith	8/22/16	5/22/17	132		462	132	8
Dzilth-Na-O-Dith-Hle	8/08/16	5/17/17	128	320	449	111	10
Enemy Swim	8/23/16	5/24/17	123	381	610	115	8
Fond du Lac	8/31/16	5/31/17	138	621	621	136	12
Gila Crossing							
Greasewood Springs	8/08/16	5/08/17	131	633	725	131	9
Hannahville	9/06/16	5/18/17	123	431	431	117	9
John F. Kennedy	8/08/16	5/18/17	132	330	528	110	9
Kayenta	9/12/16	5/10/17	118	283	531	75	9
Kha'p'o	9/07/16	5/19/17	87	223	305	141	8
Lac Courte Oreilles	8/29/16	5/25/17	146	510	510	110	11
Leupp	8/15/16	5/04/17	118	295	649	102	10
Little Singer	8/08/16	5/18/17	120	660	660	93	10
Little Wound	8/22/16	5/19/17	126	441	561	136	9
Many Farms	8/08/16	5/11/17	135		580	133	10
Mariano Lake	8/01/16	5/16/17	123	459	554	123	8
Na' Neelziin J'olta	8/08/16	5/18/17	139	339	460	207	10
Nazlini	10/26/16	5/11/17	90		180	97	8
Oneida	9/06/16	6/01/17	134	503	637	124	9

⁸⁰ The data for hours of adult education offered is missing for six programs that submitted a Team Questionnaire. For four of these programs, the adult education instructor position was vacant during 2017.

⁸¹ The number of home-based days is missing for four programs; the evaluators assigned the number of center-based days given as also the number of home-based days for those four programs.

	PY17 FACE Program		Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE⁸⁰	Hours of ECE	Days Personal Visits Were Offered⁸¹	FACE Family Circles Offered
Pearl River	8/10/16	5/25/17	142	396	504	142	10
Pine Ridge	9/06/16	5/24/17	104	208	500		9
Pueblo Pintado	8/01/16	5/15/17	133	582	630	133	10
Ramah	8/29/16	5/25/17	119	240	350	119	8
Rough Rock	8/08/16	5/11/17	127	318	380	127	9
Salt River	8/15/16	6/29/17	148	370	666	94	11
St Francis	8/30/16	5/30/17	160	400	781	160	10
Tate Topa							
Theodore Jamerson	8/17/16	5/11/17	116	454	586	89	9
Tiis-Nazbas	8/08/16	5/12/17	112	336	563	212	10
T'iis Ts'ozi Bi'Olta'	8/01/16	5/16/17	138	345	690	127	10
To' Hajiilee-He	8/10/16	5/24/17	151	453	453	143	10
Tse'ii'ahi'	8/01/16	5/11/17	129	323	452	124	10
Wingate	8/08/16	5/04/17	130	372	492	110	10

APPENDIX E

Average Home-based Participation at Sites During PY17

**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 PY17	Average Received Per Month	Number of Parents	Number Offered During PY17	Average Attended During PY17	Number of Parents Who Attended in PY17
Alamo	23	3	58	10	6	54
American Horse	12	1	34	9	4	33
Aneth	10	1	52	9	3	41
Atsa Biyaazh	9	2	36	15	4	25
Baca	8	1	43	11	4	33
Beclabito	18	1	14	10	4	6
Blackwater	13	2	11	10	6	8
Bread Springs	10	1	24	10	6	24
Casa Blanca	NA ⁸²	NA	NA	NA	NA	NA
Chi Chi'l Tah-Jones Ranch	8	1	23	9	4	20
Chief Leschi	10	1	47	12	4	28
Dunseith	11	1	44	8	3	25
Dzilh-Na-O-Dith-Hle	6	1	17	10	4	15
Enemy Swim	9	1	28	8	3	16
Fond du Lac	13	2	40	12	4	32
Gila Crossing	NA	NA	NA	NA	NA	NA
Greasewood Springs	12	2	53	9	3	40
Hannahville	6	1	71	9	2	45
John F. Kennedy	8	1	17	9	4	11
Kayenta	7	2	15	9	3	11
Kha'p'o	14	2	44	8	4	38
Lac Courte Oreilles	11	2	30	11	2	16
Leupp	13	2	49	10	4	26
Little Singer	5	1	54	10	4	45
Little Wound	10	1	48	9	3	38
Many Farms (Chinle)	11	1	54	10	4	46
Mariano Lake	6	1	24	8	3	19
Na' Neelziin J'Olta (Torreon)	9	1	50	8	4	35
Nazlini	NA	NA	NA	8	0	0
Oneida	6	1	51	9	2	30

⁸² NA = Not Available. Data was not submitted.

	Personal Visits			FACE Family Circles		
	Average Received During PY17	Average Received Per Month	Number of Parents	Number Offered During PY17	Average Attended During PY17	Number of Parents Who Attended in PY17
Pearl River	11	1	16	10	4	16
Pine Ridge	12	3	22	9	4	17
Pueblo Pintado	8	1	25	10	4	23
Ramah	4	1	50	8	3	40
Rough Rock	9	1	41	9	2	26
Salt River	5	1	30	11	3	25
St. Francis	11	1	37	10	3	28
Tate Topa	6	2	6	NA	2	5
Theodore Jamerson	4	1	22	9	4	14
T'iis Nazbas	8	1	50	10	4	38
T'iis Ts'ozí Bi'Oltá' (Crownpoint)	7	1	37	10	3	18
To'Hajiilee (Canoncito)	10	1	50	10	3	38
Tse'ii'ahi	9	1	39	10	3	26
Wingate	12	1	39	10	8	39
Avg. at All Sites	10	1	1,494	10	4	1,113

APPENDIX F

Average Center-based Participation at Sites During PY17

**PY17 Hours of Service Offered, Average Hours of Participation for the Year and for the Month, and
Number of Participants in Center-based Components**

site	Adult Education*				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Participation in PY17	Avg. Monthly Hours of Participation	# of Adults	Hrs. Offered	Avg. Hours of Participation in PY17	Avg. Monthly Hours of Participation	# of Children	Avg. Hours of Participation in PY17	# of Adults	Avg. Hours of Participation in PY17	# of Adults
Alamo	328	85	13	24	869	529	73	21	36	18	23	20
American Horse	469	390	50	3	603	466	48	20	4	16	82	19
Aneth	137	16	2	11	480	384	42	14	18	12	15	12
Atsa Biyaazh	320	42	5	8	620	408	57	9	39	9	27	8
Baca	303	167	20	21	431	277	33	16	70	20	70	20
Beclabito	0	0	0	0	744	618	66	14	33	12	33	12
Blackwater	481	357	43	21	518	379	42	18	104	23	104	23
Bread Springs	253	0	0	0	452	371	38	22	0	0	0	0
Casa Blanca	0	0	0	12	590	304	41	19	11	12	2	20
Chi Chi'l Tah-Jones Ranch	0	0	0	0	817			9	9	10	2	10
Chief Leschi	449	224	30	11	557	434	51	17	92	20	57	13
Dunseith	0	0	0	0	462	377	52	22	5	6	4	9
Dzilh-Na-O-Dith-Hle	320	120	19	13	449	299	36	16	58	25	46	13
Enemy Swim	381	83	11	14	610	475	56	19	34	19	31	19
Fond du Lac	621	377	51	19	621	232	29	10	51	12	64	18
Gila Crossing												
Greasewood Springs	633	162	16	5	725	523	63	14	35	5	73	5
Hannahville	431	214	28	18	431	302	39	17	68	15	62	16
John F. Kennedy	330	38	4	9	528	407	48	21	118	2	14	24

site	Adult Education*				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Participation in PY17	Avg. Monthly Hours of Participation	# of Adults	Hrs. Offered	Avg. Hours of Participation in PY17	Avg. Monthly Hours of Participation	# of Children	Avg. Hours of Participation in PY17	# of Adults	Avg. Hours of Participation in PY17	# of Adults
Kayenta	283	81	12	12	531	239	39	18	31	12	35	11
Kha'p'o	223	30	6	10	305	114	22	8	6	2	2	5
Lac Courte Oreilles	510	50	9	17	510	242	35	17	8	14	11	17
Leupp	295	101	14	11	649	321	44	20	100	22	58	22
Little Singer	660	382	50	14	660	407	52	15	71	9	75	10
Little Wound	441	164	21	16	561	510	66	24	35	25	28	24
Many Farms (Chinle)	0	0	0	0	580	456	54	22	9	20	18	21
Mariano Lake	459	38	8	14	554	470	65	10	4	17	7	18
Nazlini	0	0	0	0	180	180	31	6	31	4		2
Na' Neelziin J'Olta	339	105	15	11	460	165	24	10	42	11	42	10
Oneida	503	44	5	1	637	568	64	20	44	22	17	21
Pearl River	396	124	19	12	504	311	48	10	50	18	35	20
Pine Ridge	208	0	0	0	500	103	19	15	7	15	0	0
Pueblo Pintado	582	185	28	15	630	318	46	24	29	28	25	28
Ramah	240	12	1	7	350	207	27	13	19	16	14	14
Rough Rock	318	172	19	12	380	231	25	12	64	14	34	11
Salt River	370	168	28	22	666	420	52	13	48	22	41	22
St. Francis	400	64	13	20	781	266	39	24	29	25	28	25
Tate Topa	NA	227	36	16	NA	305	50	20	86	18	86	18
Theodore Jamerson	454	97	15	15	586	242	37	11	23	17	9	17
T'iis Nazbas	336	177	19	13	563	274	29	11	60	13	59	13
T'iis Ts'ozi Bi'Olta' (Crownpoint)	345	163	24	10	690	389	46	14	47	22	33	22

site	Adult Education*				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Participation in PY17	Avg. Monthly Hours of Participation	# of Adults	Hrs. Offered	Avg. Hours of Participation in PY17	Avg. Monthly Hours of Participation	# of Children	Avg. Hours of Participation in PY17	# of Adults	Avg. Hours of Participation in PY17	# of Adults
To'Hajiilee-He (Canoncito)	453	137	18	13	453	201	24	15	43	15	53	11
Tse'ii'ahi	323	113	14	12	452	303	36	16	19	18	18	18
Wingate	372	257	42	14	492	151	24	12	37	14	37	14
Avg. Across Sites	385	156	22	464⁸³	555	347	44	679	43	649	37	655

⁸³ Although there are 723 PY17 center-based adults, only 64% (464 adults) were in adult education. Others participated in just PACT Time and/or Parent Time.

APPENDIX G

Work Sampling System Responses

Percentage Distribution of Proficiency Ratings on WSS Domains by Child's Age⁸⁴

Domain	Age 3 WSS Form						Age 4 WSS Form					
	<i>Not Yet</i>	<i>In Process</i>	<i>Proficient</i>	# of Items in Domain	# of Ratings of Indicators in Domain	# of Children with Scores	<i>Not Yet</i>	<i>In Process</i>	<i>Proficient</i>	# of Items in Domain	# of Ratings of Indicators in Domain	# of Children with Scores
Personal/Social Development	6	48	46	13	2,767	234	2	30	68	12	3,510	298
Language & Literacy	12	51	37	11	2,470	234	4	34	62	12	3,387	298
Language & Literacy for ELLs	8	54	38	3	506	171	3	33	64	4	725	184
Mathematical Thinking	18	52	30	11	2,461	236	6	41	53	12	3,248	296
Scientific Thinking	13	51	36	12	2,707	235	5	51	44	12	3,192	292
Social Studies	10	51	39	6	1,388	236	4	39	57	10	2,845	293
The Arts	9	48	43	4	696	236	4	35	61	4	868	291
Physical Development	1	43	56	7	1,633	236	1	23	76	7	2,055	295

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⁸⁴ Data for this table were obtained from the child's final PY17 assessment (which included the assessment for children who were assessed only once during the year, as well as the final assessment for those who were assessed more than once). To calculate the percentage distribution for ratings in each of the seven domains, the total number of responses to all items in each domain was determined. For example, 230 3-year-old children had ratings for each of the 13 items in the personal/social domain, resulting in 2,713 ratings. The percentage distribution for each of the four response options was calculated for the 2,713 ratings. In this example, 51% of the 2,713 responses were rated as *partially proficient* and 40% as *proficient for age/grade*.

APPENDIX H

Transition of Children from FACE to Kindergarten at Sites During PY17

Transition of Children from FACE to Kindergarten at Sites During PY17

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted	
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	# of center-based	# of home-based
Alamo	Y	Y	3	3	0	0	3	0
American Horse	Y	Y	12	12	0	0	12	0
Aneth	Y	Y	7	5	2	0	5	2
Atsa Biyaazh	Y	Y	1	1	0	0	1	0
Baca	Y	Y	11	11	0	0	5	0
Beclabito	Y	Y	13	13	0	0	13	1
Blackwater	Y	Y	8	8	0	0	0	0
Bread Springs	Y	Y	17	17	0	2	17	0
Casa Blanca	Y	Y	7			1	7	0
Chi Chi'l Tah	Y	Y	9	9	0	0	1	0
Chief Leschi	Y	Y	8	6	2	0	6	2
Dunseith	Y	Y	12	12	0	3	5	0
Dzilh-Na-O-Dith-Hle	Y	Y	9	8	1	1	0	1
Enemy Swim	Y	Y	7	7	0	2	7	0
Fond du Lac	Y	Y	7	5	2	1	5	0
Gila Crossing								
Greasewood Springs	Y	Y	8	7	1		7	1
Hannahville	Y	Y	6	6	0	0	0	0
John F. Kennedy	Y	Y	6	6	0	1	6	0
Kayenta	Y	Y	7	7	0	1	7	0

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted	
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	# of center-based	# of home-based
Kha'p'o	N	N	3	1	2	0	0	0
Lac Courte Oreilles	Y	Y	3	3	0	0	3	0
Leupp	Y	Y	15	11	4	0	11	4
Little Singer	Y	Y	15	9	6	0	0	0
Little Wound	Y	Y	15	13	2	0	13	2
Many Farms (Chinle)	Y	Y	11	7	4	0	0	0
Mariano Lake	N	Y	9	9	0	0	9	0
Na,Neelzhiin Ji' Olta	Y	Y	5	4	1	0	4	1
Nazlini	N	N	12	4	2	12	4	0
Oneida	Y	Y	9	8	1	4	8	1
Pearl River	Y	Y	7	6	1	1	3	0
Pine Ridge	Y	Y	7	7	0	0	0	0
Pueblo Pintado	Y	Y	11	11	0	0	11	0
Ramah	Y	Y	8	8	0	3	8	0
Rough Rock	N	Y	10	6	4	1	0	0
Salt River	Y	Y	8	8	0	2	8	0
St Francis	Y	Y	16	16	0	0	14	0
Tate Topa								
Theodore Jamerson	Y	Y	2	2	0	0	2	2
T'iis Nazbas	Y	Y	7	3	4	1	3	4
T'iis Ts'ozi Bi'Olta'	Y	Y	6	6	0	0	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	# of center-based	# of home-based
To'Hajiilee-He	Y	Y	1	0	1	2	7	0
Tse'ii'ahi	N	N	16	13	3	0	11	1
Wingate	Y	Y	3	3	0	0	0	0

APPENDIX I

Early Childhood Standards and Indicators

Early Childhood Standards and Indicators

LANGUAGE AND LITERACY STANDARDS

Standard 1. *Listens for various purposes.*

- 1.1 Children have daily opportunities to comprehend and respond to stories, poems, chants/rhymes and fingerplays.
- 1.2 Children are provided daily activities that help them learn to follow directions.
- 1.3 The asking and answering of simple questions is incorporated in daily classroom routines (e.g., What is your plan today?).
- 1.4 Experiences that encourage children to listen to and engage in conversations with others are included in daily classroom routines (e.g., respond appropriately to questions and comments from others, turn and talk to a partner in a sharing circle activity).
- 1.5 Children have opportunities to listen to and retell oral stories from their American Indian culture.

Standard 2. *Uses language to communicate ideas.*

- 2.1 Children have varied opportunities daily to initiate and respond appropriately in conversations with children and adults.
- 2.2 Children have varied experiences to develop an increasingly complex vocabulary and to use sentences of varying lengths (e.g., books, conversations, field trips, use of multiple word sentences during planning and recall).
- 2.3 Children are encouraged to use language to pretend or create (e.g., dress-up area, drama center).
- 2.4 Children have daily opportunities to communicate in English or their Native language and to be understood by others.
- 2.5 Children have daily opportunities to use home/cultural language speaking skills in conversation, during play or work, or while singing.

Standard 3. *Attends to sounds in language.*

- 3.1 Children are provided opportunities to develop phonological awareness by repeating rhymes, simple songs, poems, and fingerplays.
- 3.2 Children have opportunities to repeat rhymes, simple songs, poems, and chants in their home/cultural language.
- 3.3 Word games that encourage children to play with sounds of language, repetitive phrases, rhymes, and syllables are included in classroom routines.
- 3.4 Children have varied opportunities to learn to discriminate some sounds in words (e.g., recognize words with the same beginnings or endings, repetitive sounds, rhyming words).

Standard 4. *Uses writing as a way to communicate ideas.*

- 4.1 Children have varied opportunities to write for different purposes (e.g., sign-in, make a sign, write a menu in the house area).
- 4.2 A variety of writing tools (e.g., pencils, markers, crayons, chalk, magnetic letters), materials, and surfaces are readily available throughout the classroom.

LANGUAGE AND LITERACY STANDARDS

- 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.

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- 2.6 Children are provided varied opportunities and materials that enable them to arrange several items into a series or pattern and describe the relationships (big/bigger/biggest).
-

Standard 3. *Uses measurement to make and describe comparisons in the environment.*

- 3.1 Children are provided varied opportunities and materials to help them understand the concept of measurement, including nonstandard measures to measure objects (e.g., hands, boxes, rope).
-
- 3.2 Planned experiences and play provide opportunities for children to compare objects and demonstrate understanding of terms such as longer/shorter, faster/slower, and hotter/colder.
-
- 3.3 Routines include opportunities for children to develop and demonstrate understanding of the concept of time (e.g., what happens next, yesterday/tomorrow)
-
- 3.4 Children are provided experiences that require them to look forward to, remember, and talk about sequences of events (e.g., says, "We go to lunch and then Mommy comes to read to me.").
-
- 3.5 Children have opportunities to participate in a variety of measuring activities.
-
- 3.6 Children are provided varied opportunities and materials to help them understand the concept of measurement including standard measures (e. g., measuring tape, yardstick)
-

Standard 4. *Uses shapes and space to define items in the environment.*

- 4.1 Planned experiences and play provide opportunities for children to develop an understanding of position terms (e.g., between, inside, under, behind, etc.).
-
- 4.2 Children are provided varied opportunities and materials to name and recognize basic shapes (e.g., circle, square, triangle) in the environment in English and/or home language.
-
- 4.3 Experiences are provided so children can represent shapes found in the environment (e.g., painting circles for the moon, making animals from dough).
-
- 4.4 Children are provided varied opportunities and materials to encourage them to compare and describe attributes of shapes with their own words.
-
- 4.5 Planned experiences and play provide opportunities for children to develop an understanding of spatial relationships including describing the position or location of objects in relation to self or other objects.
-
- 4.6 Children are provided varied experiences and materials to put shapes together and take them apart (e.g., puzzles and toys with multiple shapes).
-

APPENDIX J

Summary of Early Childhood Standards Implementation Ratings

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Language and Literacy Standards⁸⁵

	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	3.5	3.6	3.7
Alamo	3.8	3.8	3.8	3.6	3.3
American Horse	4.0	3.6	3.5	4.0	3.6
Aneth	3.6	3.6	4.0	3.2	3.8
Atsa Biyaazh (Shiprock)	3.6	3.2	4.0	3.6	4.0
Baca	3.6	3.6	2.5	3.8	3.4
Beclabito	3.6	3.2	3.5	4.0	3.8
Blackwater	4.0	3.8	3.5	4.0	4.0
Bread Springs	3.8	3.0	3.0	3.2	3.0
Casa Blanca	Not Available	Not Available	Not Available	Not Available	Not Available
Chi Chi'l Tah-Jones Ranch	3.6	3.4	3.5	3.4	3.8
Chief Leschi	4.0	4.0	3.8	3.6	4.0
Dunseith	3.6	3.8	3.5	3.8	3.5
Dzilh-Na-O-Dith-Hle	3.6	Not available	Not available	Not available	4.0
Enemy Swim	3.8	3.8	3.8	4.0	3.9
Fond du Lac	3.6	4.0	3.5	4.0	3.9
Gila Crossing	3.8	3.2	3.3	3.4	3.6
Greasewood Springs	3.6	3.2	2.8	2.8	3.4
Hannahville	4.0	4.0	4.0	4.0	4.0
John F Kennedy	3.8	4.0	4.0	3.8	4.0
Kayenta	3.4	4.0	3.5	2.8	3.9
Kha'p'o (Santa Clara)	2.8	3.8	2.5	3.2	2.9
Lac Courte Oreilles	3.8	4.0	3.5	3.2	3.8
Leupp	3.4	4.0	3.0	3.6	3.8
Little Singer	4.0	4.0	4.0	4.0	4.0
Little Wound	3.6	4.0	3.0	3.6	3.4
Many Farms (Chinle)	Not available	Not available	Not available	Not available	Not available
Mariano Lake	3.8	3.6	3.3	3.6	3.6
Na' Neelziin J'olta (Torreon)	3.2	3.0	2.5	3.4	3.1

⁸⁵ 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
Nazlini	2.8	3.6	2.5	3.4	3.3
Oneida	3.8	4.0	4.0	3.8	3.8
Pearl River	3.0	3.0	3.0	2.2	2.8
Pine Ridge	3.6	4.0	3.8	4.0	4.0
Pueblo Pintado	3.8	3.8	3.3	4.0	3.9
Ramah	3.4	3.2	3.0	3.6	3.4
Rough Rock	3.8	3.4	3.3	4.0	3.9
Salt River	3.8	3.8	3.8	3.6	3.8
St. Francis	3.6	3.8	4.0	3.8	4.0
Tate Topa	3.8	4.0	4.0	4.0	3.9
Theodore Jamerson	3.6	3.6	3.5	4.0	3.9
Tiis-Nazbas	3.6	3.4	3.5	4.0	3.8
T'iis Ts'ozí Bi'Olta' (Crownpoint)	3.8	4.0	4.0	4.0	3.9
To' Hajiilee-He (Canoncito)	4.0	3.6	4.0	3.8	3.8
Tse'ii'ahi	3.8	3.8	4.0	4.0	3.8
Wingate	4.0	4.0	3.5	3.4	3.3

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Mathematics Standards⁸⁶

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Overall	3.6	3.6	3.3	3.6
Alamo	3.3	2.8	3.0	2.8
American Horse	3.8	3.7	3.5	3.8
Aneth	3.8	3.3	3.3	4.0
Atsa Biyaazh (Shiprock)	3.2	2.7	2.7	3.7
Baca	3.5	3.5	3.7	3.3
Beclabito	3.8	4.0	4.0	4.0
Blackwater	3.9	4.0	3.3	3.8
Bread Springs	3.0	3.0	3.0	3.0
Casa Blanca	Not Available	Not Available	Not Available	Not Available
Chi Chi'l Tah-Jones Ranch	3.4	3.2	3.3	3.5
Chief Leschi	3.0	3.5	3.2	3.3
Dunseith	3.6	3.8	3.0	4.0
Dzilh-Na-O-Dith-Hle	4.0	4.0	4.0	4.0
Enemy Swim	4.0	4.0	4.0	4.0
Fond du Lac	4.0	3.2	3.3	4.0
Gila Crossing	3.4	4.0	2.8	3.5
Greasewood Springs	2.6	2.8	2.3	2.8
Hannahville	4.0	4.0	3.8	4.0
John F Kennedy	3.6	4.0	3.0	3.8
Kayenta	3.3	2.3	2.8	3.7
Kha'p'o (Santa Clara)	2.1	3.0	2.2	2.3
Lac Courte Oreilles	3.9	4.0	3.2	3.8
Leupp	3.8	4.0	2.5	3.3
Little Singer	4.0	4.0	4.0	4.0
Little Wound	3.0	3.0	2.8	3.2
Many Farms (Chinle)	Not Available	Not Available	Not Available	Not Available
Mariano Lake	3.8	4.0	3.2	3.8

⁸⁶ Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Na' Neelziin J'olta (Torreon)	2.8	2.8	2.3	3.0
Oneida	3.8	3.8	3.7	3.3
Pearl River	2.7	3.0	2.8	2.5
Pine Ridge	3.9	3.8	4.0	3.8
Pueblo Pintado	3.4	3.5	2.5	3.7
Ramah	3.4	3.5	3.3	3.8
Rough Rock	3.9	4.0	3.8	4.0
Salt River	3.9	4.0	4.0	3.7
St. Francis	3.6	4.0	3.3	3.3
Tate Topa	4.0	4.0	4.0	4.0
Theodore Jamerson	3.8	4.0	3.7	4.0
Tiis-Nazbas	3.8	3.8	3.7	4.0
T'iis Ts'ozi Bi'Olta' (Crownpoint)	3.9	4.0	4.0	3.8
To' Hajiilee-He (Canoncito)	3.8	3.0	3.0	3.5
Tse'ii'ahi	3.8	4.0	3.8	3.8
Wingate	3.6	4.0	3.7	2.8