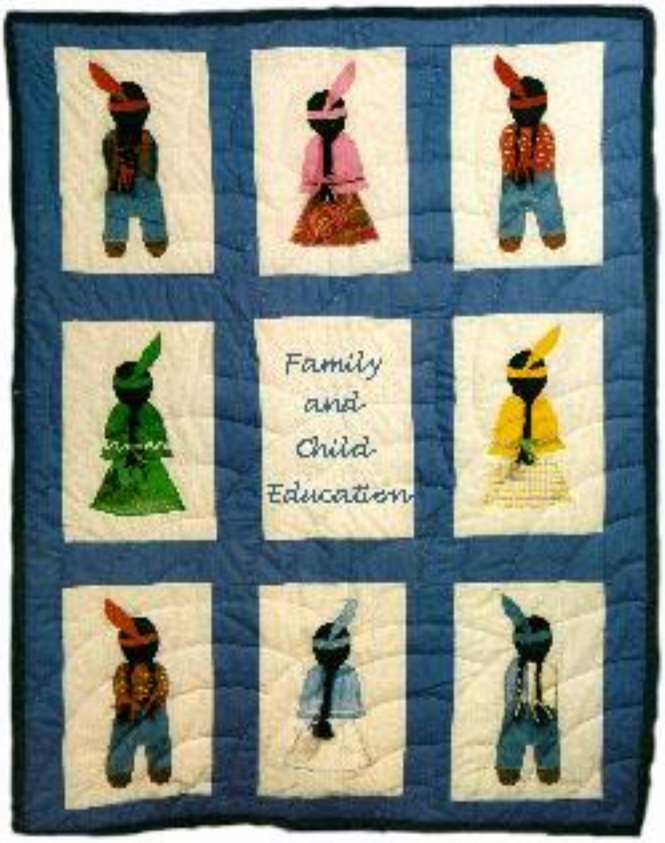
BIE FAMILY AND CHILD EDUCATION PROGRAM

2019 Report



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

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June 2020

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U.S. Department of the Interior
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INTRODUCTION

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

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

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

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

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

Initially piloted at six schools, FACE has been implemented at 65 BIE-funded schools for periods ranging from 1 to 29 years (for a list of the PY19 schools and former FACE schools and their locations, see Appendix A). In Program Year 2019 (PY19—including the period from July 1, 2018 to June 30, 2019), marking the 29th year of FACE implementation, FACE services were provided at 48 schools to 2,157 adults and 2,154 children from 1,852 families.

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

[2] Bureau of Indian Affairs, Bureau of Indian Education. (2018). *Family and Child Education (FACE) Guidelines* (p. 1). Washington, DC: Author.

[3] Ibid, p. 2.

No new schools were added in PY14-PY16, but in PY17, FACE was discontinued at one school and implemented at two new schools; in PY18, FACE was implemented at one new school and was re-granted at one school where FACE had been discontinued. In PY19, two schools were added. The 48 programs are predominantly located on reservations in Arizona and New Mexico, where two-thirds of the FACE sites (32 programs) are located. The remaining one-third of the programs (16 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 FACE center are referred to as *center-based* families; families that have received 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, Parents as Teachers National Center (PAT), and the National Center for Families Learning (NCFL). Models from these programs have been integrated and infused with American Indian culture and language to achieve the FACE model. FACE services, typically, are offered four days a week with one day a week primarily designated for team and individual planning and for record keeping; if necessary, staff members also provide make-up services during the team planning day.

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

Home-based Services

PAT provides the training and technical assistance for home-based services, which are primarily delivered by parent educators to families with children prenatal to 3 years of age. However, some families with children 3 years of age to kindergarten also receive home-based services. Services are provided in the home, school, and community. The primary goal for home-based parent educators is to provide the "information, support, and encouragement parents need to help their children develop optimally during critical early years of life."[4] Literacy is an important focus of home-based services. Implementation of the PAT model includes personal visits, FACE Family Circles (family group connections), periodic screening of overall development of the child (including health, hearing, dental, and vision), family-centered assessment, and connecting families to resources through a Resource Network and Community Council/Committee.

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

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 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. Within the context of personal visits, parent educators conduct screenings and maintain records for the child's health, development and need for additional services. They monitor each family's well-being and develop resource networks for referrals.

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 PAT online curriculum, a FACE Family Circle binder, and PAT technical assistance providers.

Language and culture are integrated into personal visits, screenings, and FACE Family Circles, and integration is facilitated by the employment of members of the local community, many of whom can conduct visits in the family's American Indian language and all of whom can advance cultural practices. Almost all parent educators (97%) 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 certified in Foundational 2 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* (included in No Child Left Behind and later in Every Student Succeeds), *to make sustainable changes in a family and that integrate all of the following activities:*

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

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

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

D. *An age-appropriate education to prepare children for success in school and life experience.*[5]

NCFL provides training and technical assistance for center-based services for 3- to 5-year-old children and their parents. Services are offered four days a week in BIE-funded elementary school facilities using a four-component model based on the comprehensive family literacy model developed by NCFL and included in federal legislation. The components are Adult Education, Early Childhood Education (Preschool), Parent and Child Together (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 for adults 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 College and Career Readiness Standards

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

(CCRS) provide the foundation for standards-based learning. A Project-Based Learning (PBL) approach is used to guide adults as they investigate topics of interest, and the use of technology is integrated into instruction. FACE programs partner with local adult education, workforce development and college programs to provide seamless services as adults work to achieve their academic and career goals.

Early Childhood Education (FACE Preschool) is provided for children through the implementation of the NCFL *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children* that emphasizes literacy and active involvement of children in their learning. The BIE Early Learning Guidelines and Preschool Standards for Math and Language/Literacy[6] are implemented to facilitate a smooth transition for children from FACE preschool to kindergarten. The preschool standards describe the range of knowledge, skills, attitudes, and behaviors that children are generally expected to develop by the end of preschool.

PACT Time provides opportunities for parent-child interactions 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 the language, literacy, emotional, and cognitive development of children.

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

The *Dialogic Reading* process is used by center-based staff to increase the vocabulary and language comprehension of young children.[7] The process is based on three broad principles: (1) encouraging the child to participate, (2) providing feedback to the child, and (3) adapting 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 at 13 PY19 sites (that received the Striving Readers Grant) for supporting parent engagement where intergenerational activities improve the school community or solve a problem, and participants' learning and skills are enhanced. FACE families identify an issue and then follow the six-step model, guided by FACE staff: investigation, planning and preparation, action, reflection, demonstration of results and celebration, and sustainability.[8]

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

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

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

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-nine percent of center-based staff members (i.e., adult education teacher, early childhood teacher, and early childhood co-teacher) are American Indian.

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 and staff turnover occurs; 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. Comprehensive professional development and technical assistance are provided to all FACE staff members, and administrators support the integration of the program components that is designed to sustain the success of the FACE model.

In PY19, professional development was offered through a variety of techniques. PAT and NCFL conducted at least one two-day on-site technical assistance visit for most programs, and second technical assistance visits, lasting two or three days, were conducted for sites that needed more assistance. Additional support was provided through teleconferences; web-based seminars, courses and conferences; email; telephone calls; and specialized trainings. PAT and NCFL also provided implementation and/or various forms of follow-up training for new staff members and administrators. Training for those who were identified with program implementation needs best addressed through a face-to-face approach was also provided. FACE staff members report that they particularly value face-to-face professional development and value the opportunity to network and learn successful strategies used in other programs. Accordingly, three regional meetings responded to this need and provided a venue for BIE staff and trainers to discuss common issues and present new information.

Trainers prove comprehensive report information for continuous improvement after each on-site visit. Reports include benchmark data on each program component as well as strengths and areas that need additional support.

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 continued to function as the outside program evaluator for PY19. 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 FACE programs, and site-level analyses of participation and outcome data are provided annually to individual programs.

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

BIE ADMINISTRATION AND ACCOUNTABILITY

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

The BIE FACE director convenes an annual year-end meeting of PAT and NCFL technical assistance staff who have provided assistance to each FACE program throughout the year. Technical assistance providers use a comprehensive assessment specific to each program component to identify strengths and needs of each program and to rate the program on their degree of implementation. These ratings are mutually discussed with the BIE Director, technical assistance providers from PAT and NCFL, and program evaluators. A mutually agreed-upon status is determined and communicated to each program by the BIE Director, providing both

quantitative and qualitative justifications for the determination. Plans for the use of technical assistance options, particularly the use of site visits, are made for the subsequent year. These may include the provision of a single or multiple site visits, the need for the site visit to be conducted simultaneously by the technical assistance team of home-based and center-based providers, and the need for the BIE Director to participate in a site visit, especially when program needs require intervention and guidance that exceeds the contractual responsibilities of contractors.

ORGANIZATION OF THE EVALUATION REPORT

The study methodology is described in the Study Design section. Following that section, program implementation is addressed through quantitative and qualitative approaches. Outcomes study findings are presented for FACE impacts on children, adults, home-school partnerships, community partnerships, and the integration of language and culture. FACE programs report their challenges and needs. Lastly, recommendations for future evaluations are offered by the evaluator.

STUDY DESIGN

The PY19 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 PY19. 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 PY19 and over time?

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

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

IMPLEMENTATION STUDY DATA COLLECTION

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

1. Participation data for PY19 adults and children were obtained from rosters provided by the 48 programs. Data were provided for 2,157 adults and 2,154 children (from birth to age 5). FACE services were also received by 52 prenatal children and 87 children in grades K-3 who participated in PACT Time with their FACE parents, but who are not included in most analyses unless otherwise specified.

2. Enrollment forms were obtained from all 48 programs. Participant characteristics were obtained for 1,971 adults and 1,948 children (not including prenatal and K-3 children), for response rates of 91% of adults and 90% of children, with both percentages about 6-7 percentage points less than in PY18.

3. All but one of the 48 programs completed a team questionnaire that provides staff and program implementation data for a 98% response rate.

4. Early childhood teachers and/or co-teachers from 46 programs completed a self-assessment of their implementation of the *Early Childhood Language and Literacy and Mathematics Standards* for a 96% response rate.

OUTCOMES STUDY DATA COLLECTION

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

Outcomes for Children from Birth to Five Years of Age

1. Screening summary information was obtained from all programs using a variety of instruments, including the *Ages and Stages Questionnaires, Third Edition* (ASQ-3), and the Screening Summary form. Ninety-three percent of all PY19 FACE children were screened (1,965 children). Screening services were provided to 1,379 home-based children and 603 center-based children (92% and 94%, respectively).

2. *Ages and Stages Questionnaires: Social-Emotional – Second Edition* (ASQ:SE-2) is an instrument that is used to identify social-emotional developmental delays/concerns of children. Assessment with this instrument is required for all home-based children and on an as-needed basis for center-based children. In PY19, 1,163 home- and center-based children at 47 FACE programs were assessed with the ASQ2:SE. Seventy-one percent of home-based children had ASQ2:SE assessments. A few center-based children (13%) also were assessed when concerns were identified.

3. Meisels' *Work Sampling System* (WSS) for preschoolers is a criterion-referenced observational assessment of children's learning.[9] WSS summary checklists were provided by 45 sites for 82% of the FACE preschool children. Three programs that were challenged due to staff vacancies in preschool did not submit WSS forms.

4. Health and safety information was obtained from the *Child Health Record* completed at all programs by parents of 83% of FACE children (1,797 children). These forms were completed for 80% of home-based children and 93% of center-based children (a large increase from 67% of center-based children with Health Records in PY18).

5. The *Expressive One-Word Picture Vocabulary Test* (EOWPVT), an instrument that measures expressive vocabulary development, was used to assess FACE preschoolers. Assessment data were provided by 46 sites for the 593 preschoolers who were assessed with the EOWPVT one to three times during the year and comprise 90% of FACE preschoolers. Of those assessed, 71% had both pre- and post-scores in PY19 compared with 78% in PY18.

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

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Outcomes for Adults

1. Sixty-four percent of PY19 adults from 47 programs (1,371 adults—including 75% of center-based adults and 63% of home-based adults) completed an exit/end-of-year survey providing information about the impacts of FACE on adults and their children.

2. Documentation on the achievements of 1,864 adults (comprising 86% of PY19 adults) were provided by 47 programs. Information was provided for 95% of the center-based adults (an increase from 89% in PY18) and 83% of home-based adults (a decrease from 88% in PY18). 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 591 adults who participated in FACE center-based adult education (full-time or part-time) in PY19, 60% were assessed in reading and/or mathematics with either the *Comprehensive Adult Student Assessment System* (CASAS) or the *Test of Adult Basic Education* (TABE). Thirty-seven FACE programs reported that 328 adults were assessed with CASAS, and five programs assessed 29 adults with the TABE.

4. FACE staff team questionnaires were completed by 47 FACE programs (for a 98% response rate) and provided additional data on adult achievements, such as GED/high school diploma completion and employment information.

FACE IMPLEMENTATION

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

PARTICIPANT INFORMATION

Unduplicated counts of participants over time are generated through the consistent assignment of a unique identification number to adult and child participants. The similarity of the numbers of adults and children served masks the complexity of participation patterns: adults may participate prenatally, or one (or more) adults may participate with one (or more) children.

During the 29-year history of FACE, the program has served 52,373 participants. The unduplicated number of adults and children served by FACE includes 24,401 adults and 27,972 children from approximately 22,700 American Indian families (see Table 1).[10]

Table 1. Total Number of Participants Served by FACE During Program Years 1991-2019

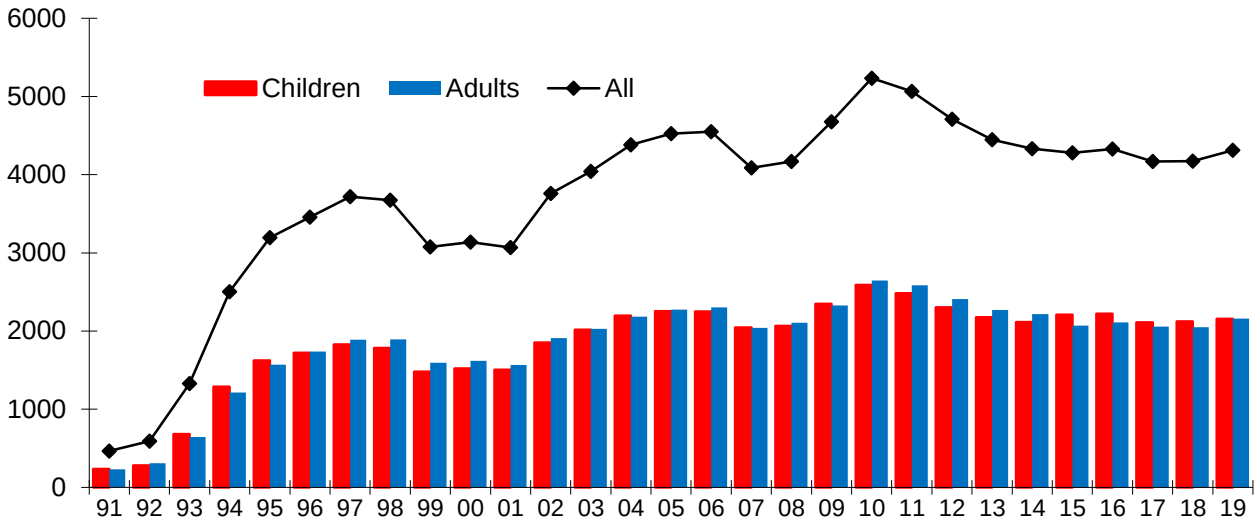
All participants	Adults	Children
52,373	24,401	27,972

Over time, FACE has been implemented at 65 different schools. Eighteen programs have discontinued FACE implementation for various reasons (e.g., difficulty recruiting staff members and participants, inability to meet the program requirements, etc.). In the spring of 1991, FACE was first implemented at six sites, and served almost 500 participants (see Figure 1). Following PY98, the number of participants declined, reflecting effects of the 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 nine years. With the addition of two more programs in PY19, participants include 2,157 adults and 2,154 children from 1,852 families, similar to PY18.

The number of participants served at individual FACE sites ranges from 20 participants, reported by a new program in PY19, to 154 participants in a 26-year-old FACE program. On average, FACE programs served 90 participants. (See Appendix B for annual participation and Appendix C for the number of participants at individual FACE sites during PY19)

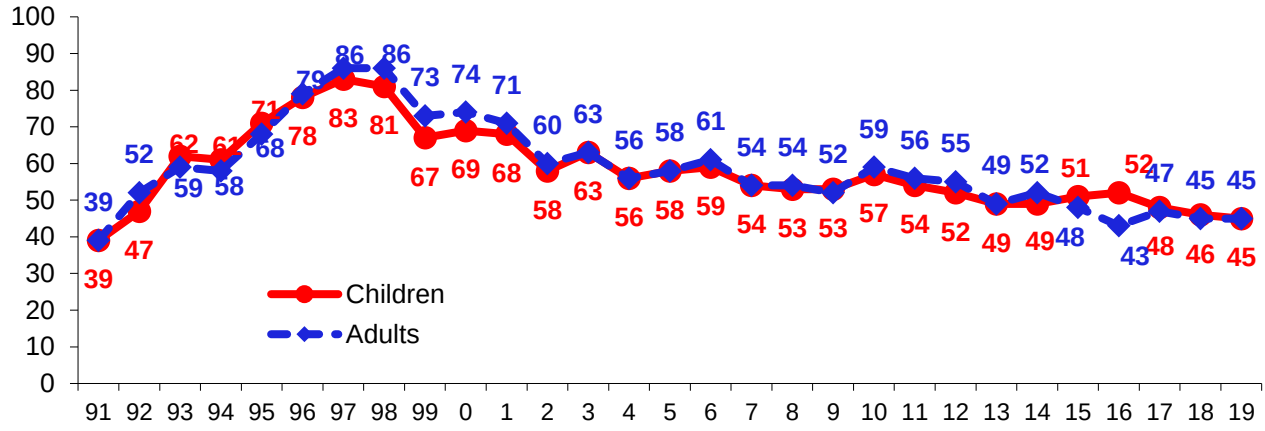
[10] Some individuals (approximately 300) participated as both adults and children.

Figure 1. Number of Adults and Children Who Participated in FACE In Program Years 1991-2019



The average number of adults and children participating at individual programs peaked when the number of FACE programs doubled in the mid-90s and then did not increase in number until 2002 (see Figure 2). Along with the increase in number of programs in 2002 came lower average numbers of participants, sometimes affected by the addition of new programs that had not yet recruited many participants. Lower averages after PY11 reflect program improvement strategies that focused on increasing the intensity of services to participating families and terminating families with low participation. The lower averages in PY15-PY19 are likely due to the new guidelines for center-based participation which allow children to participate in FACE preschool while their parents may or may not participate in FACE adult education. The average number of participants decreased slightly from 47 adults in PY17 to 45 adults in PY18 and PY19 and from 48 PY17 children to 46 in PY18 and 45 in PY19.

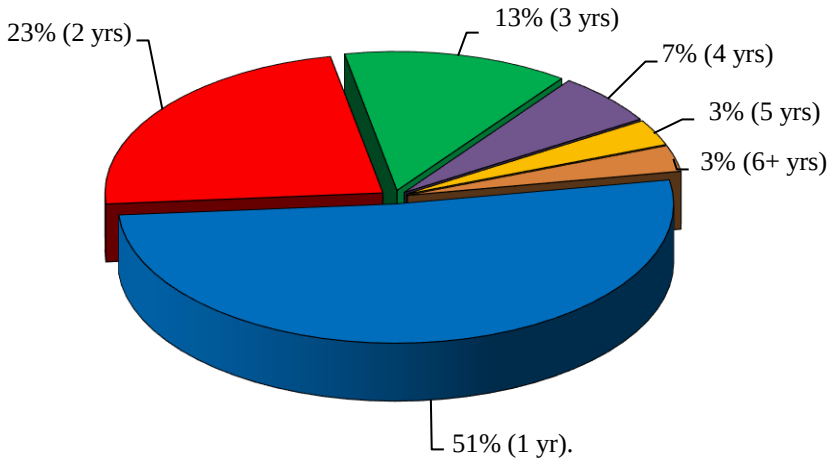
Figure 2. Average Number of FACE Children and Adults Per Site During Program Years 1991-2019



Length of Participation

Over the 29 years of FACE implementation, adults and children participated in FACE services for an average of two program years. Adults participated significantly longer than children—2.2 years and 1.9 years, respectively. This occurs because some parents participate prenatally or with multiple children. Fifty-one percent of participants attended one program year, 23% attended two program years, and 26% attended three or more program years (see Figure 3).[11] Of the PY19 participants, approximately half had received FACE services in prior years.

Figure 3. Percentage Distribution of the Number of Years That Adults and Children Received FACE Services During the 29 Years of FACE Implementation (N=52,373)



Services Received

Since the inception of FACE, 19% of the 52,373 adults and children participated in the full FACE model—receiving both home- and center-based services (21% of adults and 17% of children). See Table 2. Fifty-nine percent of adults and 61% of children participated in only home-based services; 20% of adults and 21% of children received only center-based services.

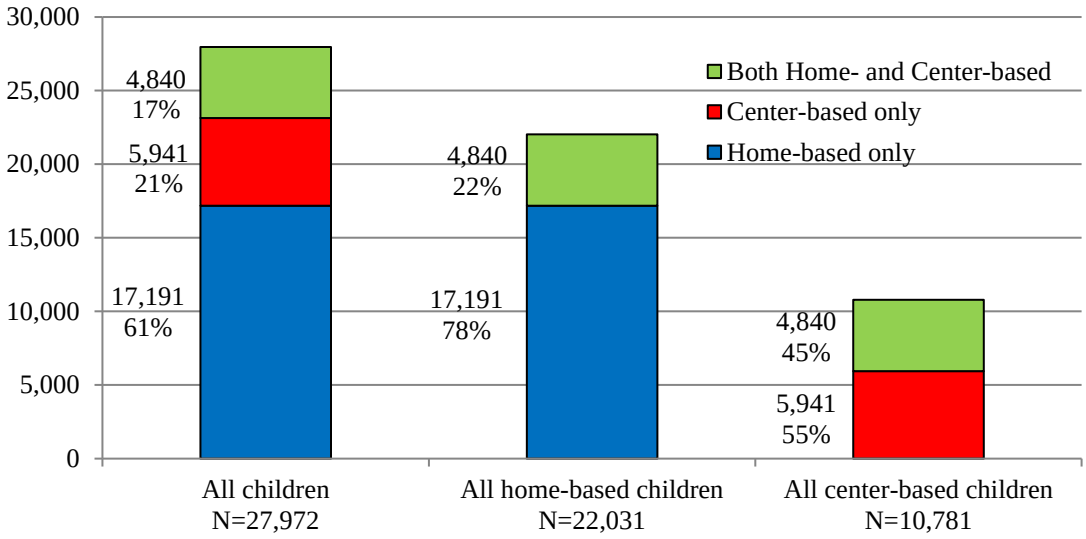
Table 2. Percentage (and Number) of FACE Participants Throughout FACE History Who Received Only Center-based, Only Home-based, or Both Services

	Only Center-based	Only Home-based	Both Center- and Home-based	Total
Adults	20 (4,958)	59 (14,310)	21 (5,133)	(24,401)
Children	21 (5,941)	61 (17,191)	17 (4,840)	(27,972)
All participants	21 (10,899)	60 (31,501)	19 (9,973)	(52,373)

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

Of all FACE children who received home-based services since the inception of FACE (22,031), 22% transitioned into center-based services (see Figure 4). Of FACE children who ever received center-based services (10,781), 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 PY19 program year, almost 70% of participants received home-based-only services, slightly more than one-fourth participated in center-based-only services, and 5% participated in both home- and center-based services (see Table 3).

Table 3. Number and Percentage of Participants by FACE Services Received During PY19

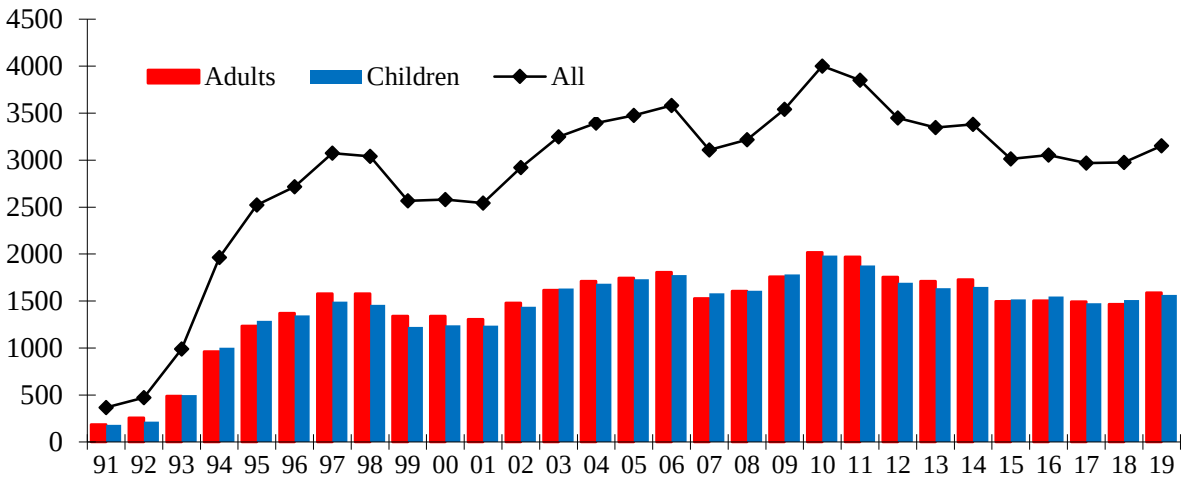
	Center-based only		Home-based only		Both Center- & Home-based		All Services
	#	%	#	%	#	%	(N)
Adults	567	26	1,425	66	165	8	2,157
Children	590	27	1,499	70	65	3	2,154
All Participants	1,157	27	2,924	68	230	5	4,311

Of PY19 center-based children, almost 60% had also participated in home-based services sometime during their FACE participation.

Home-based Participation

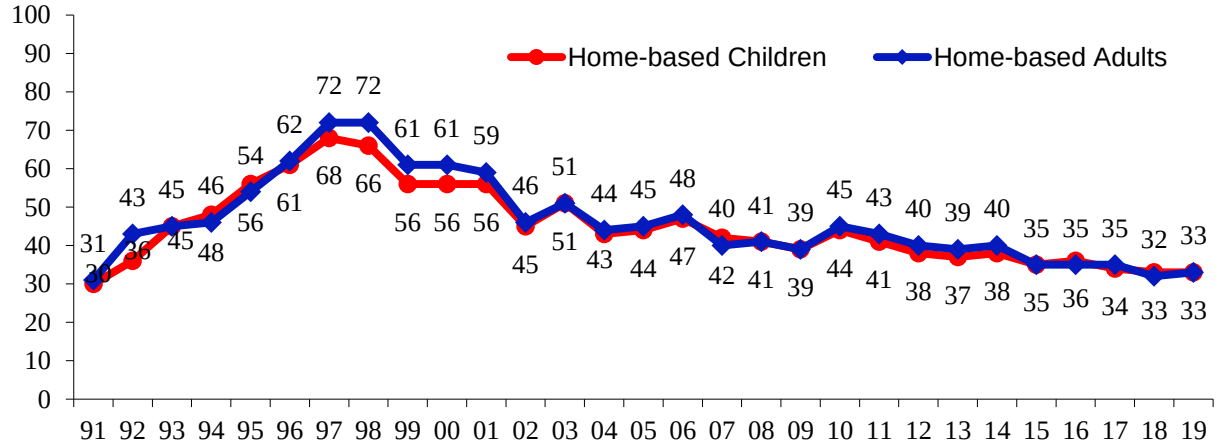
In PY91, the first year of FACE implementation, 367 participants (182 children and 185 adults) received home-based services at six sites (see Figure 5). This increased to a high of 4,002 participants (1,984 children and 2,018 adults) in PY10 at 45 sites, but subsequently decreased to 3,154 (1,564 children and 1,590 adults) in PY19 at 48 sites.

Figure 5. Number of Home-based Adults and Children Who Participated in FACE in Program Years 1991-2019



From PY02-PY10, the average number of home-based adults and children varied within the approximate range of 40-50 per site. These averages decreased slightly in subsequent years; in PY19, an average 33 adults and 33 children 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—the addition of new programs, and staff turnover that results in a lack of trained parent educators. During PY19, the home-based program was not fully staffed, at least part of the year, at 30% of the FACE sites, similar to the previous two years.

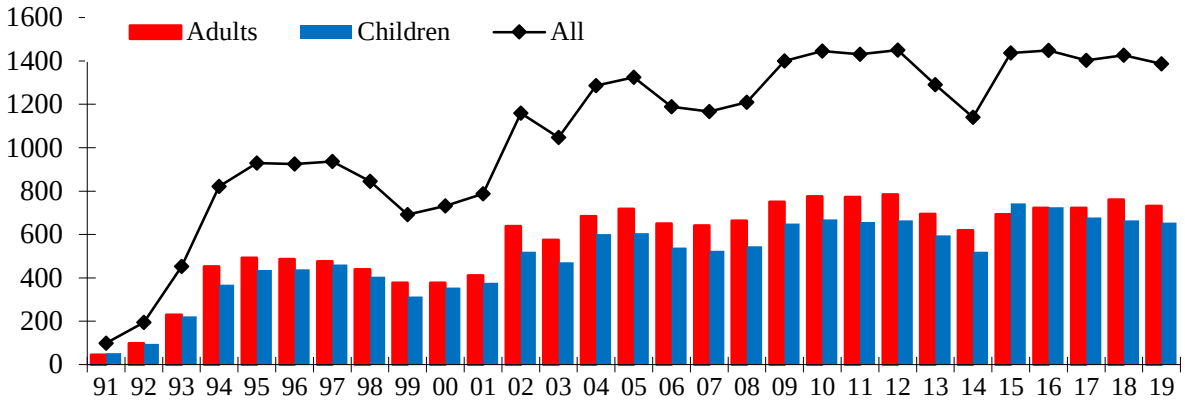
Figure 6. Average Number of Home-based Adults and Children Per Site for Program Years 1991-2019



Center-based Participation

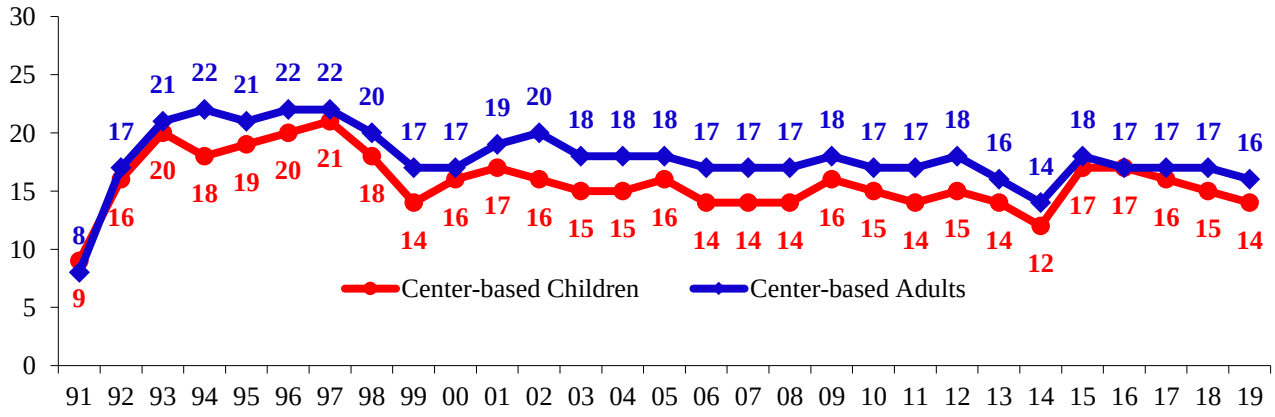
In PY91, 99 participants (53 children and 46 adults) received center-based services at six sites (see Figure 7). This increased to a high of 1,450 participants (665 children and 785 adults) in PY12 at 44 sites. The number of center-based adults participating each year has been generally slightly more than the number of children. In PY19, 732 adults and 655 children participated, for a total of 1,387 center-based participants.

Figure 7. Number of Center-based Adults and Children Who Participated in FACE in Program Years 1991-2019



The average number of center-based adults and children per site has remained relatively stable over time. In PY19, FACE programs served an average 16 adults and 14 children (see Figure 8). Factors that affect the number of adults and children who can participate include restrictions on the number of children per teacher; facility and space limitations due to the requirement of 60 square feet per child; an increased focus on maintaining consistent attendance; and some adults' inability to pass background checks. Staff turnover is also a factor; in PY19, 19% of center-based preschool programs were not fully staffed (missing teachers or co-teachers) and 15% of programs had a vacancy in adult education during the year.

Figure 8. Average Number of Center-based Adults and Children per Site for Program Years 1991-2019



Reasons for Enrolling in FACE in PY19

Adults reported their reasons for enrolling in FACE in PY19. Some of the reasons were to improve life for their children and family and some were for their own self-improvement. The primary reason for enrolling continued to be to prepare their child for school. Regardless of the FACE component in which they participated, almost 85% of adults enrolled to prepare their child for school (see Table 4). Across possible goals, adults are most likely to enroll in FACE to improve life for their children and family rather than for their own self-improvement.

Table 4. Percentage and Number of Adults Reporting Reasons for Enrolling in FACE by Services Received in PY19

	All (N=1,971)		Home-based Only (N=1,294)		Center-based Only (N=518)		Both Home- and Center-based (N=159)	
Reasons	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
Reasons as Parent								
Prepare child for school	83	1,630	82	1,064	83	432	84	134
Understand child development	69	1,352	73	943	59	305	65	104
Improve parenting skills	68	1,335	71	920	60	310	66	105
Help child get along	66	1,291	63	809	70	365	74	117
Be more involved in child's school	58	1,145	54	699	66	343	65	103
Improve family's well-being	51	1,008	52	670	50	258	50	80
Help identify and access resources	34	667	34	434	35	183	31	50
Reasons as Individual								
Improve Native American language skills and cultural knowledge	41	812	40	512	47	241	37	59
Make friends	26	520	24	312	31	162	29	46
Improve employability skills	25	500	22	291	32	167	42	26
Improve academic skills	24	469	20	253	32	165	32	51
Help get a job	22	441	21	268	27	138	22	35
Improve reading skills	21	404	18	227	26	137	25	40
Help obtain GED/diploma	19	383	18	238	22	113	20	32
Help with coursework	15	291	12	155	20	104	20	32

In terms of adults as parents, almost 70% enrolled in the FACE program for better understanding of their child's development and to improve their parenting skills. Home-based-only adults were more likely to report these goals (73% and 71%, respectively) than were center-based-only adults (59% and 60%, respectively) and adults who participated in both services (65% and 66%, respectively). Two-thirds of adults enrolled in the FACE program to help their child learn to socialize with others. Adults participating in both services (74%) and center-based-only adults (70%) were more likely to report this goal than were home-based-only adults, even though almost 65% did so. Almost 60% of adults enrolled in the FACE program to be more involved in their child's school. Sixty-six percent of center-based-only adults and adults participating in both home- and center-based services reported this reason compared with approximately 55% of home-based-only adults. One-half of adults enrolled to improve their family's well-being, irrespective of the component in which they enrolled. Almost 35% of adults enrolled in FACE to help them identify and access resources. In addition to checking reasons, 41 adults wrote purposes as parent for enrolling, such as "being a part of the school," which was expressed in different ways by one-fourth of these 41 adults. Twenty-two percent of these adults reported enrolling to improve their child's verbal/communication skills. Fifteen percent said that they enrolled so that their child had more opportunity to spend time with their peers. Understanding their child's anger was a specific reason two parents gave for enrolling to understand their child's development and to improve their parenting skills. One father reported that he enrolled "To be a prepared daddy."

In terms of their own self-improvement, slightly more than 40% of adults enrolled in FACE to improve their American Indian language skills and cultural knowledge; 47% of center-based only adults give this reason compared with 40% of home-based-only adults and 37% of those participating in both services. Not surprisingly, adults who enrolled in center-based services somewhat more frequently enrolled in FACE for the other self-improvement goals than do home-based-only adults. Approximately one-fourth of adults enrolled to make friends, to improve their employability skills, and to gain academic skills. Adults who received both home- and center-based services enrolled at a higher percentage than did home-based-only parents and center-based only parents to improve their employability skills (42% vs. 22% and 32%, respectively). Approximately 20% of adults enrolled for help to obtain a job, improve reading skills and earn a GED/diploma. Percentages of adults enrolling for help to earn a GED or diploma varied among components. Twenty percent of adults who enrolled in center-based services enrolled to obtain help with coursework; 12% of home-based-only parents did so. Thirteen adults wrote self-improvement purposes for enrolling in the FACE program, which include to engage in arts and crafts, to get a driver's license, to improve skills using a computer and mobile phone, to network with other families, to learn about resources for self-employment, and to maintain their Native heritage. Other comments related to their schooling. "I love the staff and the program!" was a reason given by one parent for enrolling.

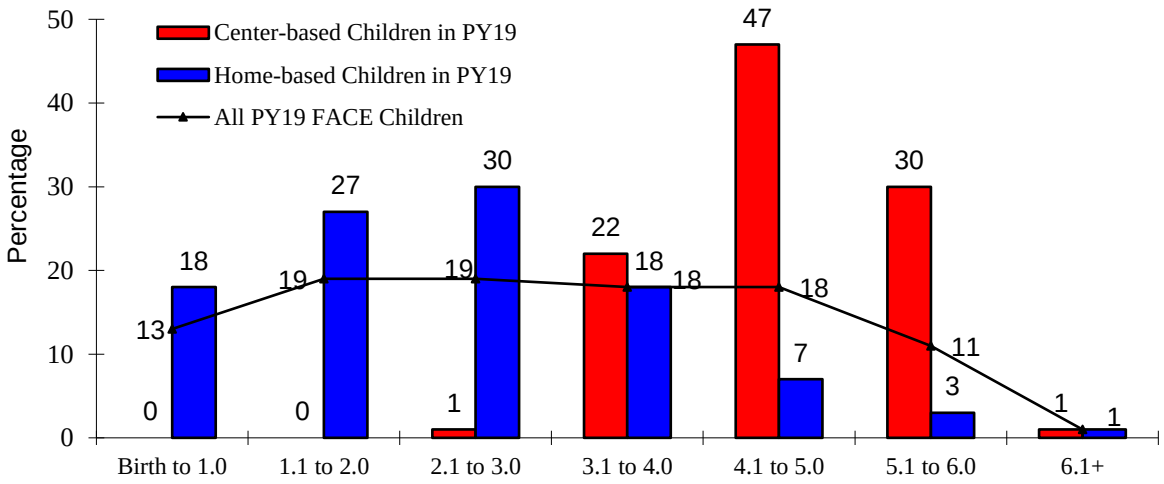
Characteristics of FACE Children

Some of the characteristics of children who participated in FACE in PY19 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. Slightly more than one-half of all PY19 FACE children and slightly more than 70% of home-based children were equal to or younger than 3.0 at the end of the program year (see Figure 9). Almost 70% of center-based children were 3.1 to 5.0, and 30% were 5.1 or older.

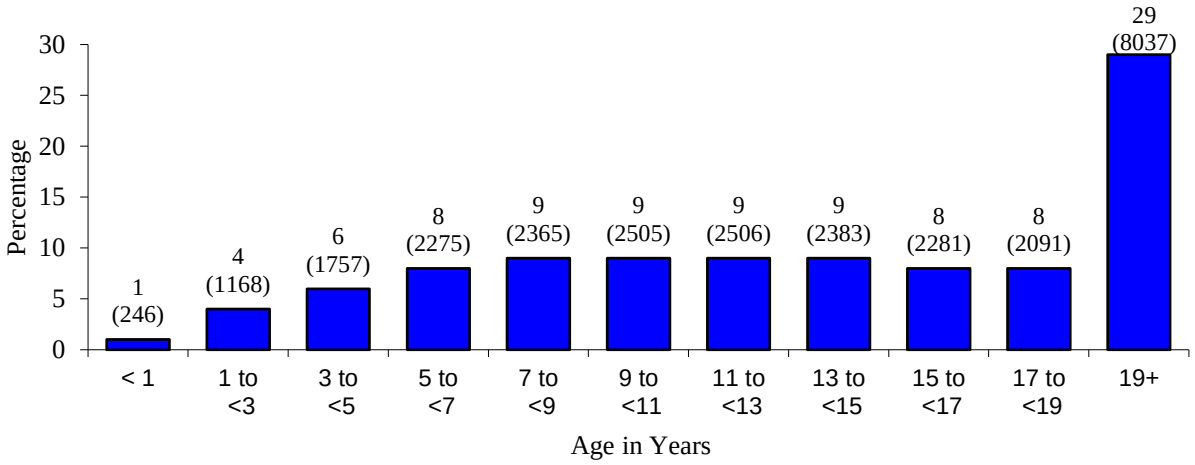
Figure 9. Percentage Distribution of PY19 FACE Children by Age (in Years) at End of the Program Year and by Services Received in PY19[12] (N=2,139)



For purposes of future longitudinal studies, the age distribution of 27,609 current and former child participants (with documented birthdates) is presented in Figure 10. At the end of the PY19 school year, 60% were school-aged (i.e., from 5-18 years of age). Eleven percent were under the age of 5 and 29% were over 19 years of age. The oldest former FACE child participants are now about 33 years of age.

[12] This chart includes only children who received home-based services or who participated in FACE preschool in PY19. K-3 children who only participated in PACT time are not included.

Figure 10. Percentage Distribution (and Number) of Children Who Ever Participated in FACE by Age in May, 2019 (N=27,609)[13]



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

Children with Special Needs

In PY19, 27 programs reported that they served from 1-12 children, for a total of 69 children, with identified special needs under the Individuals with Disabilities Educational Improvement Act, which is 28 fewer children than the previous year. Three percent of all PY19 FACE children had either an Individual Education Plan (IEP) or an Individualized Family Service Plan (IFSP), 2-3 percentage points fewer than the previous seven years when 5-6% of children had either an IEP or an IFSP. Of these 69 children, 54% received only home-based services, 45% received only center-based services and 1% received both services. Of all PY19 children, 3% who received home-based-only services, 6% of children who received center-based-only services, and 2% of children who received both services were identified with special needs.

Other Characteristics of PY19 Children

Additional characteristics of participating FACE children include the following:

- For children in PY19, 48% are male and 52% are female.

- Slightly more than half of FACE children (53%) reside with both parents, a slight increase compared with PY18 when 49% lived with both parents. Twenty-four percent live with only their mother, 2% live with only their father, and 21% live in homes without either parent. Most of the children who live without a parent reside with other relatives.

[13] Birth dates are missing for 363 FACE or former FACE children.

- For children who live with their mother, 79% have mothers who completed at least the equivalent of a high school diploma; 21% have mothers who have less than a 12th grade education, similar to the previous two years. At the beginning of PY19, 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.

- For children who live with their father, 82% have fathers who completed at least the equivalent of a high school diploma, similar to the previous year when 78% graduated with at least a high school diploma or GED; 18% have fathers with less than a 12th grade education. At the beginning of PY19, the fathers of 5% of the children were enrolled in a school.

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

- Sixty-four percent of FACE children live in households that receive public assistance, following a yearly increase for three consecutive years (49% in PY16, 59% in PY17 and 65% in PY18). Of the households receiving public assistance, 88% receive SNAP Food Stamps, 11% are enrolled in the Temporary Assistance for Needy Families (TANF) program and 14% receive other forms of assistance. Other assistance most often includes Women, Infants and Children nutritional program (WIC), but also includes other Tribal, state, or federal programs, such as Medicaid and Commodities. The heads of the household for 55% the families that need assistance are unemployed; however, 45% of the families include household heads that are employed. For 10% of the families that receive assistance, both heads of the household are employed. One head of the household is employed in 35% of the families that receive assistance.

- Thirty-five percent of FACE children have mothers who are employed, similar to 36% in PY18, 39% in PY17 and 35% of children in PY16. Thirty-nine percent have fathers who are employed, similar to the percentage in PY15-PY18 but fewer than prior years when approximately 45% of fathers were employed. Even with employment, households need assistance. Fifty-two percent of households qualify for public assistance even though either the female or the male head of the household works. For households with both adults working, 36% qualify for public assistance.

- Almost all FACE children (98%) reside in homes where English is spoken, and almost half of the children (47%) reside in homes where their American Indian (AI) language is spoken. Four percent of children reside in homes where a non-English language that is not their AI language is spoken (most often the Spanish language). Dual languages are spoken in the homes of 45% of the children.

- English is the primary language spoken in the homes of 80% of FACE children. The AI language is the primary language spoken in 3% of the homes where the FACE children reside, and both the AI language and English are considered primary in 17% of the homes.

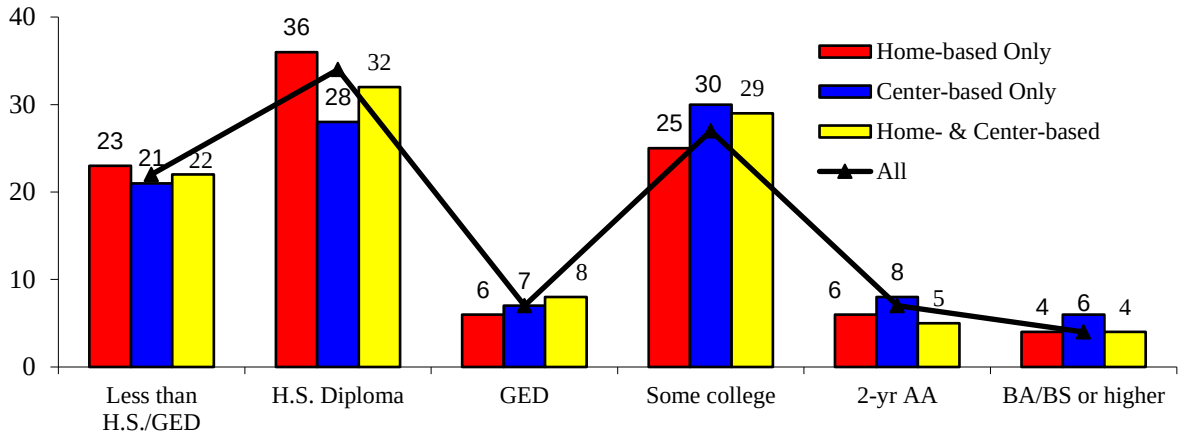
Characteristics of FACE Adults

Three-fourths of the FACE adults participated with one child; 22% participated with two or more children. The remaining adults were home-based with prenatal children. Among adults who participated with children in PY19, 84% are parents of the child(ren) with whom they participated. Seventy percent are mothers; 14% are fathers; and 9% are grandparents. The remaining 7% are other relatives, caretakers, guardians, or friends.

Education of Adults

At the beginning of PY19, 22% of the adults had less than a high school education (see Figure 11), similar to PY15-PY18 findings. Center-based adult education was originally designed for adults with less than a high school education. Adults who had completed less than a 12th grade education comprised 21% of those who participated in only center-based services, 23% of those who participated in only home-based services, and 22% of adults who participated in both center- and home-based services. At the beginning of PY19, 40% of all adults had received either a high school diploma or a GED certificate, similar to prior years. Thirty-seven percent of all adults had attended some form of post-secondary education and 11% of these adults had completed a degree.

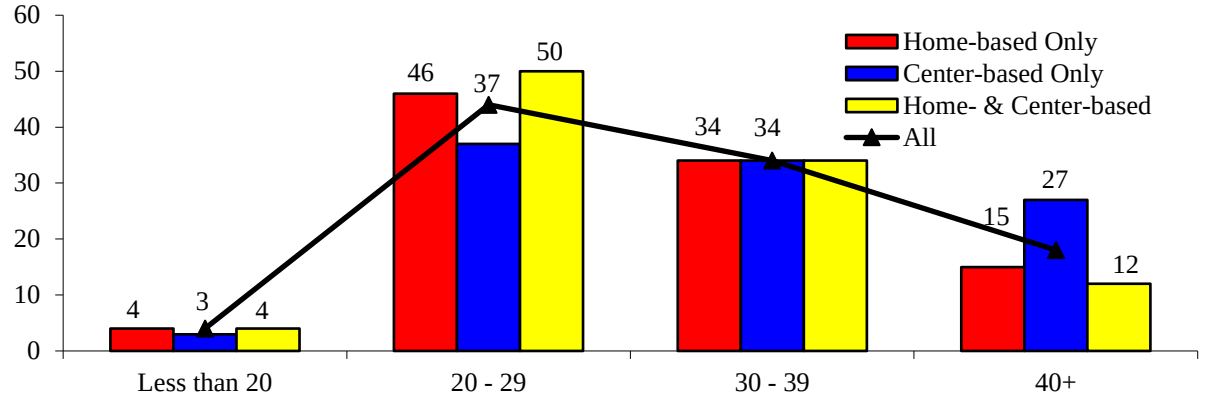
Figure 11. Percentage Distribution of Adults by the Highest Level of Education Completed at the Beginning of PY19 and by FACE Services Received



Age of Adults

The average age of PY19 FACE adults at the beginning of PY19 was 32 and ranged from 14-74 years of age. Four percent of adults are under the age of 20, 44% are in the 20-29 age range, and 52% 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 (31 years of age). Forty percent of center-based-only adults, 51% of home-based-only adults, and 54% of adults who participate in both center- and home-based services are less than 30 years of age.

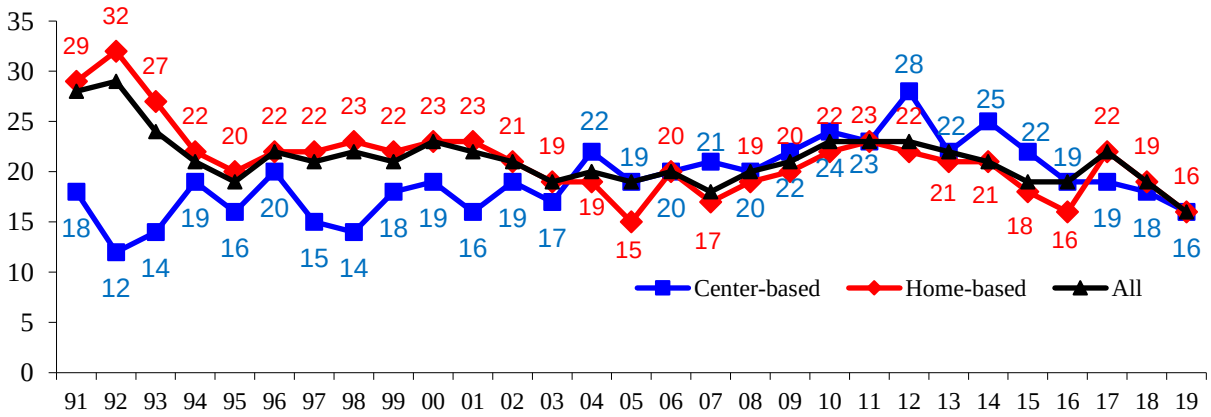
Figure 12. Percentage Distribution of Adults by Age and by Type of FACE Services Received in PY19



Gender of Adults

Among all adults who participated anytime during the 29 years of FACE, 25% are male. Of PY19 adults, 16% are male (see Figure 13). In PY19, 16% of center-based adults and 16% of home-based adults are male. The percentage of center-based adults who are male varies from a low of 12% in PY92 to a high of 28% in PY12. Males comprised as many as 32% of home-based adults early in FACE implementation (in PY92) and as few as 15% in PY05.

Figure 13. Percentage of Adult Participants Who Are Male by Type of FACE Services Received in Program Years 1991-2019



Adult Employment

At the beginning of PY19, 38% of FACE adults were employed (compared with 38% in PY17 and 34% in PY18) and 62% were unemployed. The unemployment rate for home-based adults is slightly higher than the rate for center-based adults, with 64% of home-based adults and 60% of center-based adults unemployed in PY19. Participants who were employed averaged 35 hours of work each week, similar to the average in recent years. Employed females averaged 34 hours per week; males worked an average 37 hours.

Fifty-six percent of PY19 adults received some form of financial assistance from a federal, state, or Tribal agency, 3 percentage points lower than PY18 and approximately 15 percentage points higher than PY15-PY16 when approximately 40% of adults received financial assistance. Of the adults who received financial assistance, 86% reported they received SNAP Food Stamps, 11% were in the TANF program (a decrease of 3 percentage points compared with PY18) and 17% reported that they received some other support.

STAFF CHARACTERISTICS

A fully staffed FACE program usually consists of five or six staff members: a coordinator (who also often functions as the adult education teacher or early childhood teacher), an early childhood teacher and co-teacher, an adult education teacher, and two parent educators. At the end of PY19, 77% of programs reported five or six staff members. Twenty-three percent of programs reported four or fewer staff members. Information was provided for 237 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 2018[14] state that adult education teachers and early childhood teachers must have completed a Bachelor's degree in education. Adult education teachers and early childhood teachers must be state-certified teachers, and early childhood teachers must be degreed in early childhood or elementary education.

In PY19, all but two early childhood teachers and two adult education teachers had at least a Bachelor's degree. For the preschool teachers without a Bachelor's degree, both had an Associate's degree in Early Childhood Education; two adult education teachers had an Associate's degree (see Table 5). Sixty-eight percent of early childhood teachers and 53% of adult education teachers also had earned certification in their areas.

Parent educators and early childhood co-teachers must have completed an AA degree, 60 hours of college credit, or state certification for paraprofessionals. Approximately 85% of both early childhood co-teachers and parent educators had earned at least an Associate's degree; the remaining staff members had earned a high school diploma or GED. One-third of early childhood co-teachers had earned certification in early childhood, and almost one-fourth had earned paraprofessional certification. Before providing full personal visit services, parent educators must be certified by PAT; 15% also had earned certification in early childhood and 15% had received paraprofessional certification.

[14] Bureau of Indian Affairs, Bureau of Indian Education. (2018). *Family and Child Education (FACE) guidelines* (pp. 11-12). Washington, DC: Author.

Table 5. Percentage of PY19 FACE Staff Members with Highest Level of Education and Percentage Earning Certification Anytime[15]

Staff Highest Level of Education	Coord-inator (N=48)	Adult Education Teacher (N=46)	Early Childhood Teacher (N=44)	Early Childhood Co-Teacher (N=43)	Parent Educator (N=86)	All FACE Staff Members (Unduplicated) (N=237)
PhD/ED	4	4	2	0	0	2
MA/MS	59	42	32	2	7	24
BA/BS	33	49	59	24	27	35
AA	4	4	4	60	48	30
HS Diploma/GED	0	0	0	14	14	8
Certification Earned						
Early Childhood	30	9	68	33	15	28
Adult Education	24	53	2	0	0	11
Paraprofessional	2	4	0	24	15	11

FACE programs provided additional information about staff members in PY19 in terms of American Indian staff, staff tenure, and staff members who are formerly FACE participants (see Table 6).

Table 6. FACE Staff Characteristics by Role in PY19[16]

Characteristics of Staff Members	Coordin-ator (N=48)[17]	Adult Education Teacher (N=46)	Early Childhood Teacher (N=44)	Early Childhood Co-Teacher (N=43)	Parent Educator (N=86)	All FACE Staff (Unduplicated) (N=237)
% American Indian	75	71	79	90	97	85
% New to FACE	10	9	16	21	22	19
Average years employed	9.3	7.4	6.6	7.0	7.2	7.2
% Former FACE participants	16	20	18	44	38	30

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

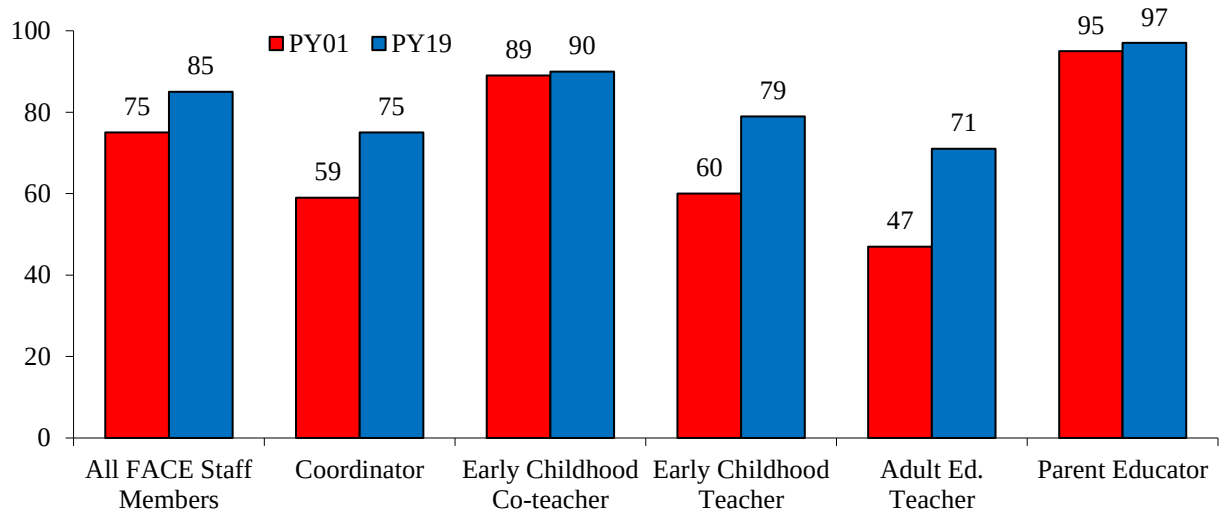
[16] Percentages are based on the number of staff members for whom information was available on each of the items, which may have been less than the total N for each group. Data for percentages of American Indians were available for 234 staff members, for percentages new to FACE for 237 staff members, for average years employed for 230 staff members, and for percentages of former FACE participants for 214 staff members.

[17] Some FACE programs have co-coordinators.

American Indian Staff Members and AI Language Literacy

Eighty-five percent of PY19 FACE staff members are American Indian, similar to percentages in the prior four years. Although the overall percentage of staff who are American Indian remains relatively stable, the percentage by staff position varies, but generally has increased over time. The percentage of coordinators who are American Indian increased from 59% in PY01 to 75% in PY19 (a 6 percentage-point increase compared with PY18, but 4 percentage points lower than in PY17); the percentage of early childhood teachers who are American Indian increased from 60% in PY01 to 79% in PY19 (a 5 percentage-point increase compared with PY18) and the percentage of adult education teachers increased from 47% in PY01 to 71% (see Figure 14). For early childhood co-teachers, the percentage (90%) is similar to the percentage in PY01. Almost all parent educators are American Indian (97%), the most consistent percentage over time. For each of the five FACE program positions, at least 70% of the staff are American Indian.

Figure 14. Percentage of FACE Staff Members Who Are American Indian by Staff Position in PY01 and PY19



Fifty-seven percent of FACE staff report they understand the American Indian (AI) language *pretty well* or *very well* and 46% speak the language this well. Thirty-six percent of FACE staff reports they read the AI language *pretty well* or *very well* and 25% write this well in the AI language.

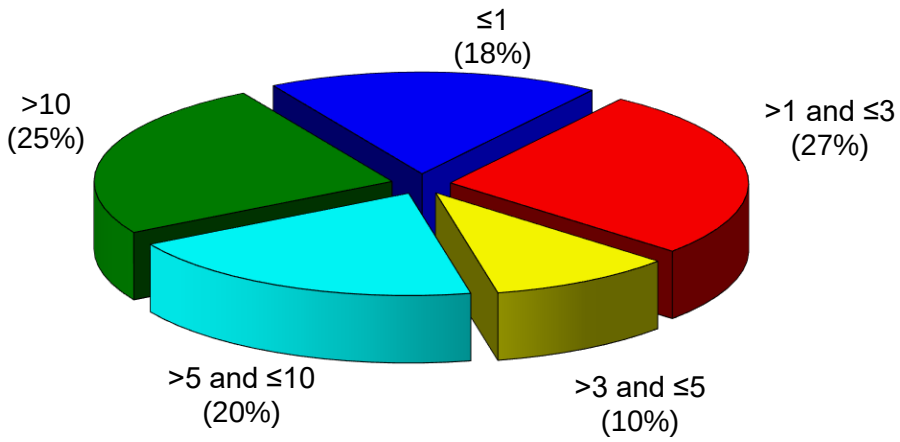
Only 12% of staff reported that they *do not at all* understand the AI language(s) spoken at their FACE school; 10% do not speak the language *at all.* Twenty-two percent do not read and 33% do not write the AI language.

Staff Tenure and Turnover

Despite FACE staff turnover rates of approximately 25% for many years, staff members continue to demonstrate longevity in their FACE employment. By the end of PY19, staff members had worked in the FACE program an average 7.2 years, with periods of employment ranging from less

than 1 year to 29 years. One-fourth of staff members were employed in the FACE program more than 10 years, with 21 of these staff members employed 20 or more years (see Figure 15). Eighteen percent of staff members were employed in the FACE program for one year or less, a decrease from 24% in PY18; 27% of staff members were employed 1½-3 years, 10% were employed 3½-5 years, and 20% were employed 5½-10 years.

Figure 15. Percentage Distribution of Program Staff Members by the Number of Years of Employment in FACE
(N=230)



Coordinators have the greatest longevity in FACE with an average of 9.3 years. Parent educators are employed an average 7.2 years, a decrease compared with 8.1 in PY18, while early childhood co-teachers average 7.0 years. The average length of employment for adult educators increased from 6.8 years in PY18 to 7.4 years in PY19; for early childhood teachers, it is 6.6 years.

Even with longevity among FACE staff members, each year positions at sites are not filled at least part of the school year. The programs with vacancies were either not fully staffed at the beginning of the program year or lost staff members sometime during the year. When a position is not filled, implementation of the program suffers. In PY19, approximately 55% of FACE programs reported no staff vacancies, a slight increase compared with approximately 45% the previous year. However, 45% of the PY19 programs (21 programs, four fewer than the previous year) reported that they had one or more staff vacancies during the year, ranging from one to five vacancies at one of the new programs and totaling 41 staff positions across the FACE program (six more vacant positions than in PY18 and 6-7 vacancies for each of the five service delivery positions). Nineteen percent of FACE programs (9 programs) reported that the preschool experienced staff vacancies, similar to the previous year when 22% of programs experienced preschool vacancies. Seven preschools needed an early childhood teacher and six needed a co-teacher; at four of the nine programs, both positions were vacant during the year (see Table 7). Fifteen percent of programs needed to employ an adult education teacher. Thirty percent of programs reported one or both parent educator position(s) vacant during the year, similar to the previous year. Four programs lacked a coordinator during PY19, two more coordinator positions than reported the previous year.

The amount of time required to fill a vacancy was reported by staff position and ranged from an average 4.7 months to fill the early childhood teacher position to an average 7.6 months to hire an early childhood co-teacher. [18]

Table 7. Percentage and Number of Programs Reporting Vacancies Sometime During PY19 and Average Number of Months Vacant by Staff Positions N=47

	%	#	Average # of Months Vacant
Coordinator	6	4	4.8
Adult Education Teacher	15	7	4.9
Early Childhood Teacher	15	7	4.7
Early Childhood Co-Teacher	13	6	7.6
Parent Educator	30	14	5.3

Some sites reported administrative vacancies. Twenty-three percent of programs (11 programs) reported that the position of principal was vacant at their school during at least part of the school year, ranging from one to ten months and averaging 5.7 months vacant.[19] At 11 schools, the principal served as coordinator. The principal is a key administrator responsible for ensuring that the assurances by the school required for eligibility for a FACE program are in place and maintained. [20]

Staff Members Who Were Formerly FACE Participants

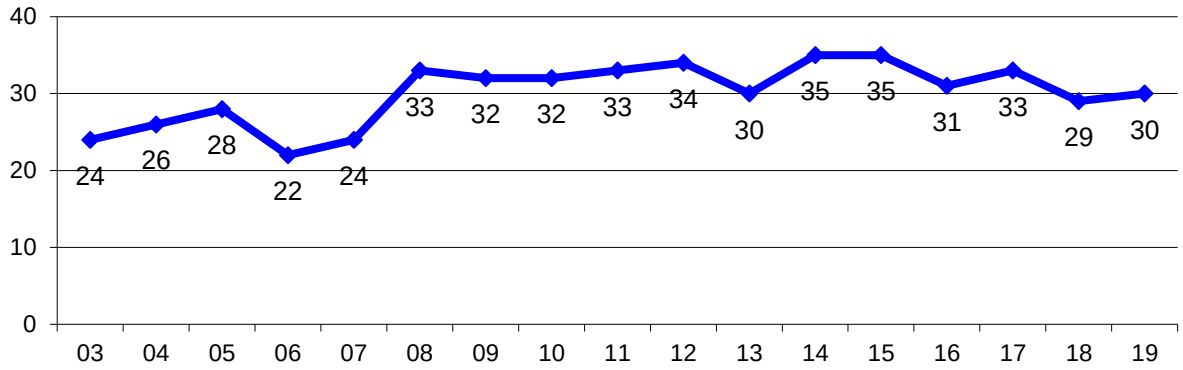
From PY03 to PY07, approximately one-fourth of staff members were former FACE participants (see Figure 16). Since PY08, approximately one-third of FACE staff members were FACE participants prior to their staff appointments—30% in PY19, similar to PY18. In PY19, 44% of early childhood co-teachers, 38% of parent educators, 20% of adult education teachers, 18% of early childhood teachers, and 16% of coordinators are former FACE participants.

[18] The average # of months vacant are based on data for the following number of positions: coordinator, four positions; adult education teacher, seven positions; early childhood teacher, six positions; early childhood co-teacher, five positions; and parent educator, 12 positions.

[19] The average # of months vacant are based on data for 10 principal positions.

[20] Bureau of Indian Affairs, Bureau of Indian Education. (2018). *Family and Child Education (FACE) Guidelines* (Appendix B). Washington, DC: Author.

Figure 16. Percentage of FACE Staff Members Who Are Former FACE Participants for Program Years 2003-2019



INTENSITY OF FACE SERVICES

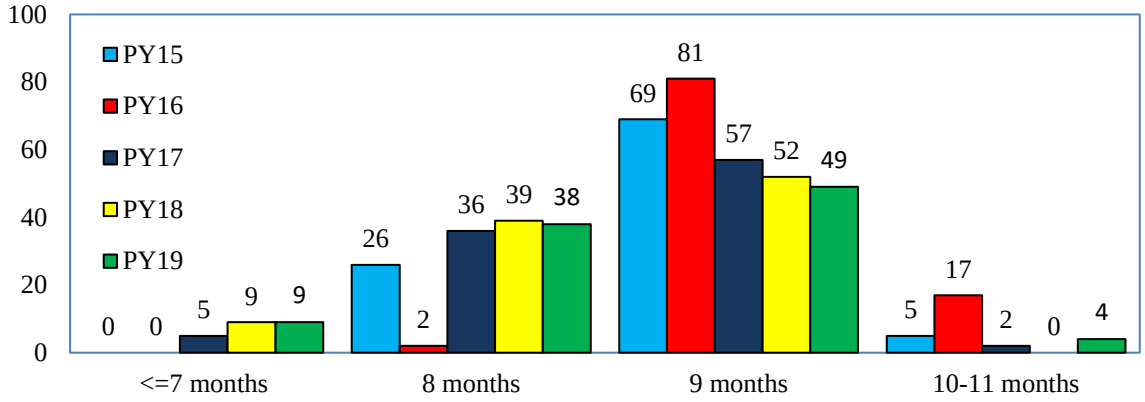
Intensity of services can be examined from two perspectives: the amount of service offered and the amount of service in which families actually participate. Note that during PY19, two government shutdowns might have impacted the FACE service hours available to participants.

Intensity of FACE Services Offered

The months during which FACE services are provided to families varies among programs. Service delivery began at 6% of the sites early to late July and at 51% in early to mid-August. Twenty-three percent of programs began services during the last half of August, and 15% began in early to late September. The two new programs began during the first two weeks in December. Ninety-one percent of programs concluded services sometime in May. One program provided services through June 7, and services at one program did not conclude until June 13; two other programs closed the last day of June (see Appendix D for a list of PY19 beginning and ending service dates for programs).

On average, FACE provided services for almost nine months, similar to the previous two years. The length of time during which FACE services were offered in PY19 ranges from 5 months (offered by one program) to 10.2 months (offered by one program). The two new programs and two more-established programs (9%) offered services for less than 8 months (5-7.9 months). Thirty-eight percent of programs offered services for 8.1 to 8.9 months, comparable with PY17 and PY18 percentages (36% and 39%, respectively). Almost one-half of programs offered services for nine months (9-9.9 months), similar to the 52% that did so in PY18 (see Figure 17). While none of the programs offered services for 10 or more months during PY18, two programs did so in PY19. (See Appendix D for the number of center- and home-based service days offered by site and overall averages.)

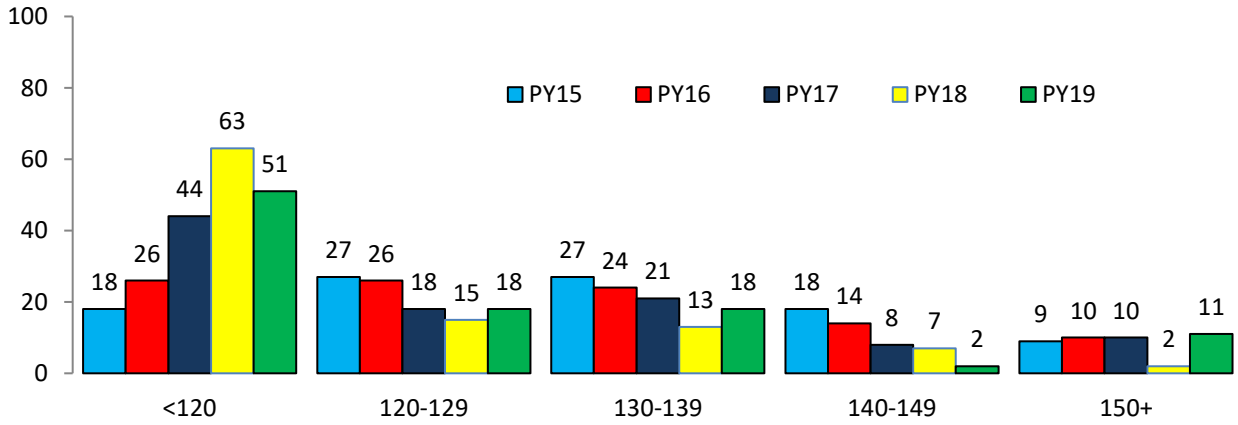
Figure 17. Percentage Distribution of FACE Programs by Number of Months of Service Provided During Program Years 2015-2019



Home-based Services Offered

On average, FACE programs provided home-based services for 117 days in PY19, 7 more days than were offered in PY18. An average of approximately 125 days of service had been offered for three consecutive years prior to PY18, when the average number of days decreased to 110. [21] In PY19, days offered at sites varied from 42-299.[22] Slightly more than one-half of the programs in PY19 offered fewer than 120 days of service, a notable decrease compared with 63% in PY18 (but more than the 45% in PY17).

Figure 18. Percentage Distribution of FACE Programs by Days of Home-based Service That Were Offered During Program Years 2015-2019 (N=45)



These changes may be due to a greater consistency in how FACE programs are reporting "days of service offered" as well as increases in staff turnover. In PY18 and PY19, thirty percent of

[21] "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.
[22] Based on data from 45 programs.

programs reported a vacancy for one or two parent educator positions; the average length of a vacancy was 3.7 months in PY18 and 5.3 months in PY19. After being hired, parent educators are limited in the service they can provide until they receive training from PAT. Slightly more than one-fourth of parent educators were new to FACE in PY18, and 22% were new in PY19.

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 18-36 visits per year for each child's family) and one FACE Family Circle (i.e., family group meeting) per month. Most families are scheduled for bi-weekly visits, but weekly visits are scheduled for families with needs for more intensive services. Programs reported that parent educators offered a total of 15,708 personal visits across sites during the year, averaging 341 visits per site.[23] The number of personal visits offered ranged from 62-787 per site.

FACE Family Circles address areas of interest to families with children. On average, programs offered ten FACE Family Circles for families for five consecutive years; in PY19, the number ranged from 6-20, averaging about one meeting per month. On average, parent-child interaction was a focus for seven meetings and family well-being and development-centered parenting were each a focus for six meetings. FACE offered an average of 22 hours of Family Circle meetings per site during PY19, similar to PY17-PY18 when an average 20 hours were offered. The number of hours in PY19 ranged from 10-45 hours for a total of 1,022 hours across programs. A total of 476 FACE Family Circles was offered by programs overall, 26 more than the previous year.

Center-based Services Offered

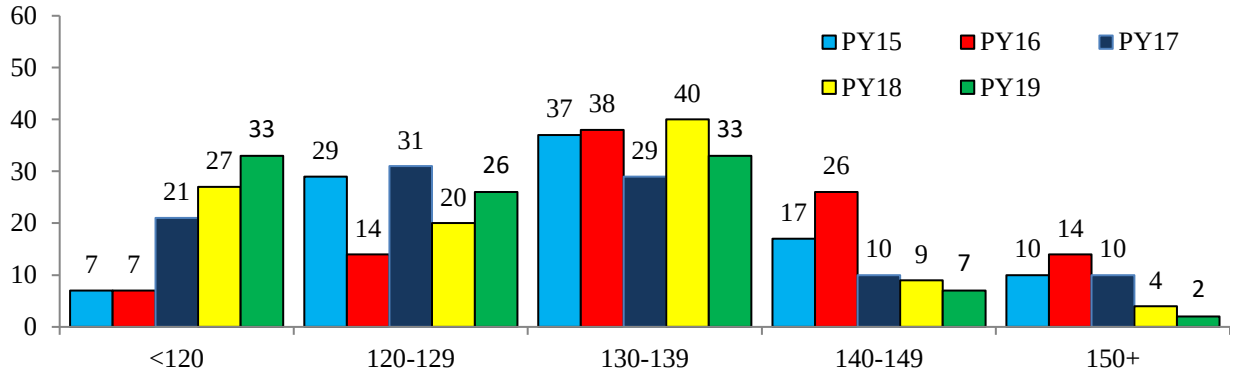
FACE programs reported that some form of center-based services (adult education, preschool, PACT Time, and/or Parent Time) were offered an average 126 days, similar to PY18.[24] In PY19, the number of days of center-based service varied from 75-180 days among sites. One third of the programs offered fewer than 120 days, the highest percentage over five years (see Figure 19). Twenty-six percent of the programs offered 120-129 days—a 6 percentage-point increase compared with 20% in PY18; the percentage offering 130-139 days decreased to 33% from 40% in PY18. Nine percent of programs offered 140 or more days of service (approximately 16 days a month for nine months), notably less than the percentages that offered at least 140 days the previous four years.

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 preschool services were offered four hours each day in PY19, the same average as in the preceding three years (not including the additional required hour of PACT time and lunch) and ranged from 3-6 hours.

[23] The number of visits offered is not necessarily the number completed. Sometimes parent educators attempt visits that, for various reasons, they are unable to complete.

[24] Based on data from 46 of 48 PY19 programs; one established program did not submit data and one new program was unable to offer a center-based program during its first year of operation.

Figure 19. Percentage Distribution of FACE Programs by Days of Center-based Services That Were Offered During Program Years 2015-2019 (N=46)



PY19 programs offered an average 59 hours of preschool per month, which is three hours more than the optimal expectation and similar to prior years (see Table 8). Average preschool hours per month varies from 29-87 at sites.

Adult education is required to be offered at least 2.5 hours per day. On average, adult education was offered three hours each day during PY19, the same average as the preceding three years (not including the additional required hour of PACT Time and hour of Parent Time). FACE programs offered an average of 40 hours of adult education per month, which is similar to the averages of the previous four years. The average amount of adult education offered varies from 13-75 monthly hours per site.

Table 8. Average Center-based Monthly and Yearly Hours Offered in PY15-PY19[25]

	PY15	PY16	PY17	PY18	PY19
Preschool					
Avg Hrs per Month	61	65	62	61	59
Avg Hrs per Year	554	592	555	540	531
Adult Education					
Avg Hrs per Month	42	43	43	42	40
Avg Hrs per Year	380	391	385	371	359

On average, FACE programs offered 531 hours of preschool and 359 hours of adult education during PY19. The average number of PY19 hours of preschool education that programs offered is 9 hours less than in PY18 and the lowest number of hours across four preceding years of data—but two government shutdowns occurred in PY19. The average number of PY19 hours of adult education that programs offered is 12 hours less than in PY18 and less than each of the four

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

preceding years. The number of hours of preschool services that programs offered in PY19 varied from 258-781 hours; adult education varied from 118-649.

Although programs continue to offer approximately one hour of PACT Time and one hour of Parent Time daily, attendance varies due to different types of adult participation. Parenting participation occurs at the FACE site, in the home, in K-3 classrooms, and/or in the community.

Intensity of Services Participants Received

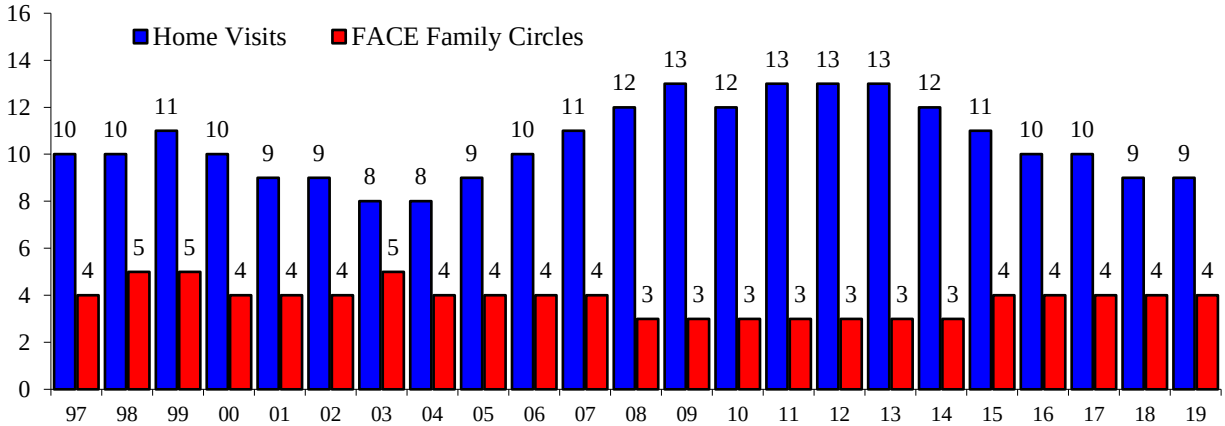
Program staff members document the number of months and the hours of service in which adults and children actually participate during the year.

Home-based Participation

In PY19, approximately 12,000 personal visits were provided to about 1,360 home-based families, for an average of 10 visits per household. On average, programs delivered 260 personal visits during the year, ranging from 42-748 personal visits.

Individual adults participated in an average of nine personal visits, similar to the previous year (see Figure 20). The average number of personal visits received varied from 4-16 at FACE sites (see home-based site-level participation data in Appendix E). The slight decline in personal visits between PY01 and PY04 was due to the early stages of FACE implementation at 17 sites that were added during that period. Since PY04, the average number of personal visits steadily increased until PY08 when the average number of visits held steady at 12 or 13 for the next seven years. The increase between PY04 and PY13 is reflective of a program improvement focus on providing weekly visits instead of bi-weekly visits. The recent decline in the average number of visits received by adults may be due in part to the parent educator staffing problems at 11 sites in PY16, 12 sites in PY17, 13 sites in PY18, and 14 sites in PY19; thus, the increase in the percentage of families receiving bi-weekly rather than weekly visits.

Figure 20. Average Number of Personal Visits Received and FACE Family Circles Attended by Home-based Adults in PY97-PY19



The expectation for FACE Family Circle offerings is at least one per month; thus, eight to ten meetings are expected to be offered at each site during the year, depending on the length of the program year. Some families do not participate the full year; therefore, they attend fewer FACE Family Circles. The average number of FACE Family Circles that home-based adults attended remained consistent at four or five until PY08, when the average decreased to three meetings. The average remained at three until PY15, when it increased slightly to four and remained at four meetings from PY15-PY19. Slightly more than three-fourths of home-based adults attended at least one FACE Family Circle during PY19, similar to the previous two years and a slightly higher percentage than the approximately 70% who attended in PY14-PY16.

Center-based Participation

Until PY15, center-based families were required to participate in FACE preschool, adult education, PACT Time, and Parent Time as full-time participants. A change to that requirement resulted in more flexibility for adult participation. Center-based adults are no longer required to attend adult education, but are required to participate in a minimum of two hours of parent engagement (PACT Time and Parent Time) each week. The different types of PY19 center-based adult participation that resulted are described in Table 9.

Table 9. Number and Percentage of Adults by Type of Center-based Participation in PY19

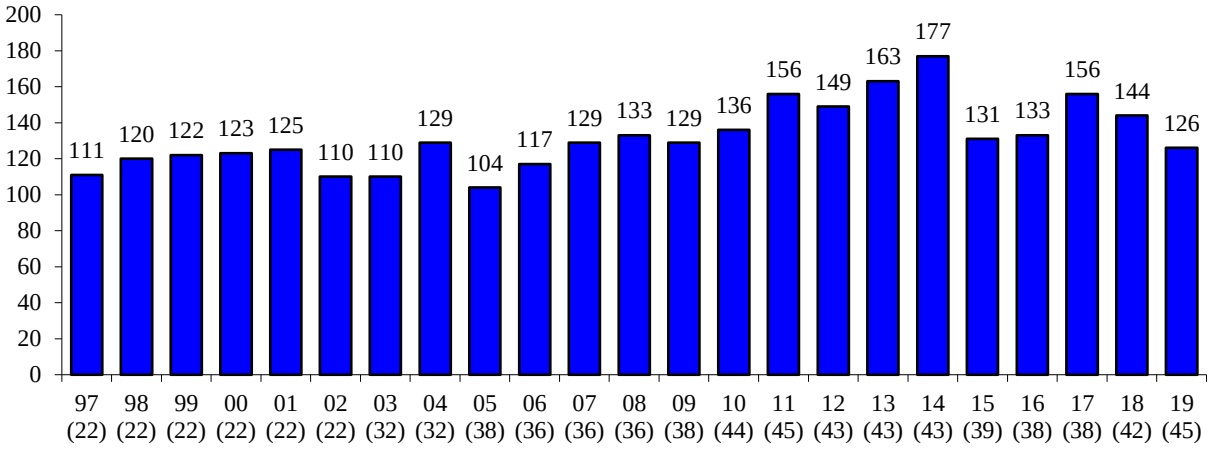
Type of Center-based Participation			Center-based Adults (N=732)	
Adult education	**PACT Time**	**Parent Time**	**Number**	%
✓	✓	✓	535	73
✓	✓		31	1
✓		✓	17	2
✓			8	1
	✓	✓	77	11
	✓		56	8
		✓	8	1

Of the 732 center-based adults in PY19, 73% participated in the full center-based component, including adult education, PACT Time, and Parent Time. The PY19 percentage is similar to PY18 when 69% participated in the full center-based component and is an 18 percentage-point increase compared with PY17 when 55% participated in full center-based services. Eleven percent attended only PACT Time and Parent Time in PY19, 8% participated in PACT Time only, and 1% participated in Parent Time only. Similar to the previous year, almost 80% of center-based adults participated in adult education on either a full-time or part-time basis. Twenty percent of center-based adults did not participate in adult education, but participated on a flex-time basis in parent engagement activities.

Almost all center-based preschoolers (87%) had parents who participated with them in PACT Time—a 10 percentage-point increase from PY18. There was no parental participation in any center-based service reported for 7% of FACE preschoolers—5 percentage points fewer than PY18 participation.

Average hours of annual attendance in adult education have varied since PY97 when attendance data were first collected, ranging from 104 hours in PY05 to 177 hours in PY14 (see Figure 21). The substantial increases in average hours of adult education in PY10-PY14, which peaked at a high of 177 average hours in PY14, declined to approximately 130 average hours in PY15-PY16 after program modifications were put in place. Average hours of annual attendance decreased from 144 hours in PY18 to 126 hours in PY19, the lowest average in 13 years. In part, this decrease may be due to adult education staffing vacancies at seven sites. In PY19, average hours of participation in adult education ranged from less than 65 hours in twelve programs to more than 300 hours in one program. Adult participation in adult education was not reported for three programs, one fewer programs than the previous year.[26] (See Appendix F for average center-based participation at programs during PY19.)

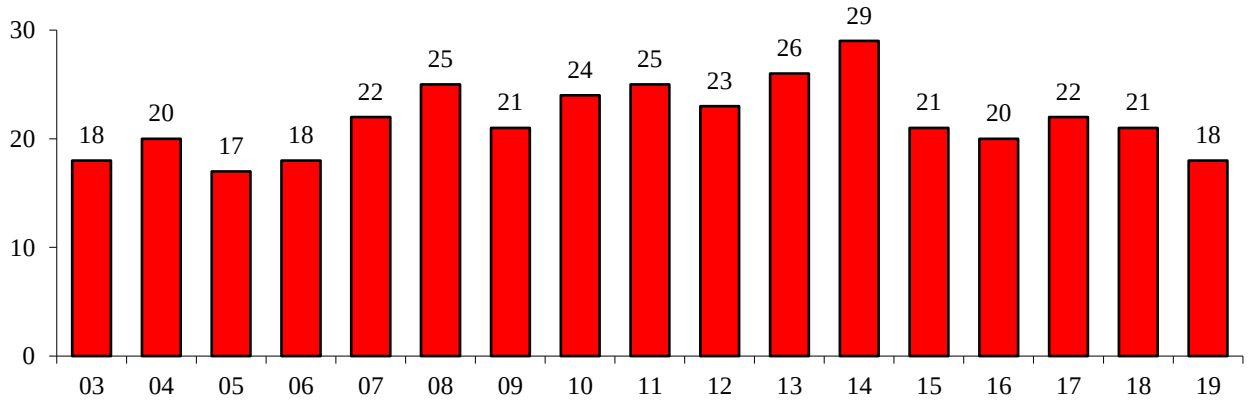
Figure 21. Average Hours of Attendance in FACE Adult Education in Program Years 1997-2019 (and Number of Sites)



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-PY19, approximately 20 hours a month on average, is a significant decrease from that in PY14, which was the high point in attendance and is similar to monthly averages for PY03-PY07. PY15 was first year that guidelines permitted more flexibility in adult education attendance.

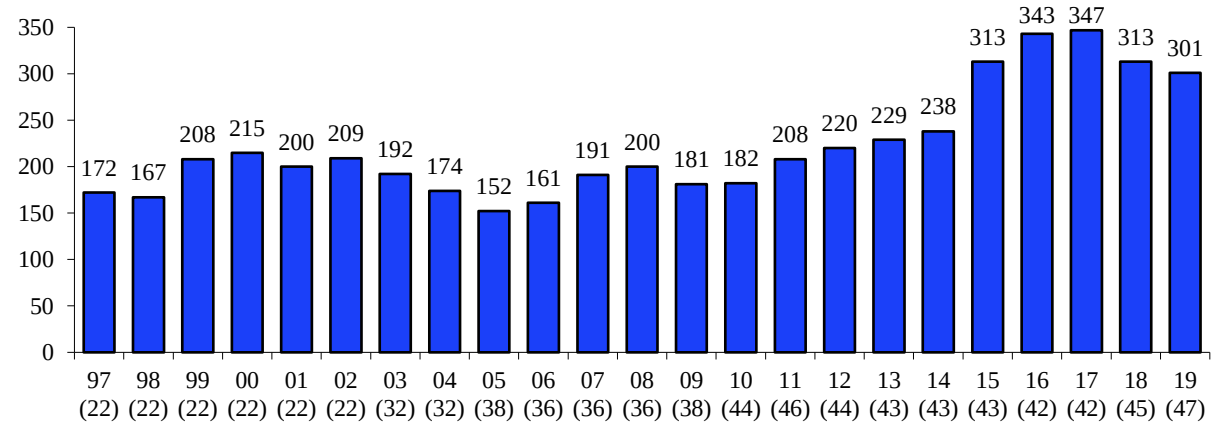
[26] One new program did not offer a center-based program its first year of implementation because it lacked a preschool staff. The two other programs offered adult education, but all the adults were flex-time participants.

Figure 22. Average Monthly Hours of Attendance in Adult Education in Program Years 2003-2019



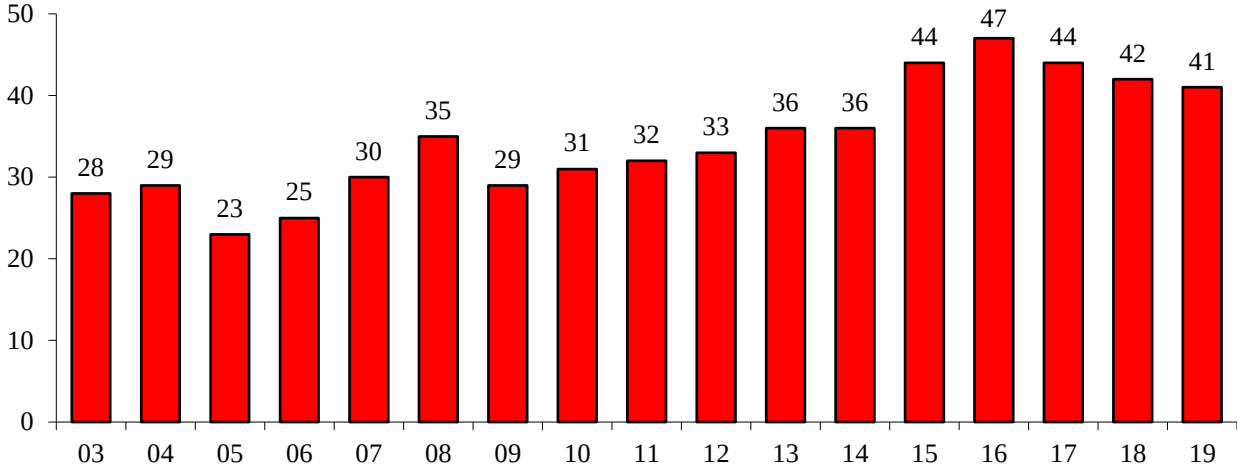
Average hours of FACE preschool attendance significantly increased in PY15-PY19 to more than 300 hours. Children attended a peak average of 347 hours of FACE preschool in PY17 (see Figure 23). The average 301 hours of attendance at FACE preschools during PY19 varied from less than 100 hours at two programs to more than 200 hours at slightly more than 75% of the programs, a decrease of approximately 7 percentage points compared with PY18. At eight of these programs in PY19, average attendance was more than 400 hours (similar to the number of programs in PY18, but six fewer programs than in PY17). Average attendance was more than 530 hours in one preschool, compared with three preschools in PY18.

Figure 23. Average Hours of Attendance in FACE Preschools in Program Years 1997-2019 (and Number of Sites)



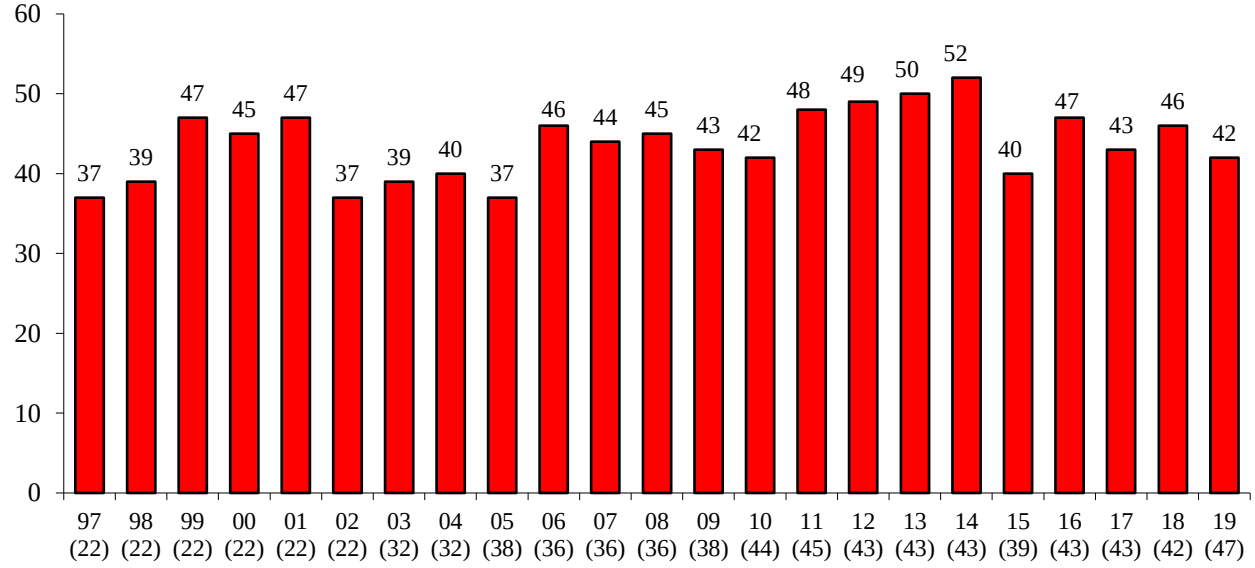
Children attended FACE center-based preschool an average of 41 hours per month, slightly less than the averages in PY15-PY18 (see Figure 24). Since PY09, the average monthly attendance gradually increased to the PY16 high of 47 hours. Average monthly attendance has decreased slightly since then.

Figure 24. Average Monthly Hours of Attendance in FACE Preschool in Program Years 2003-2019



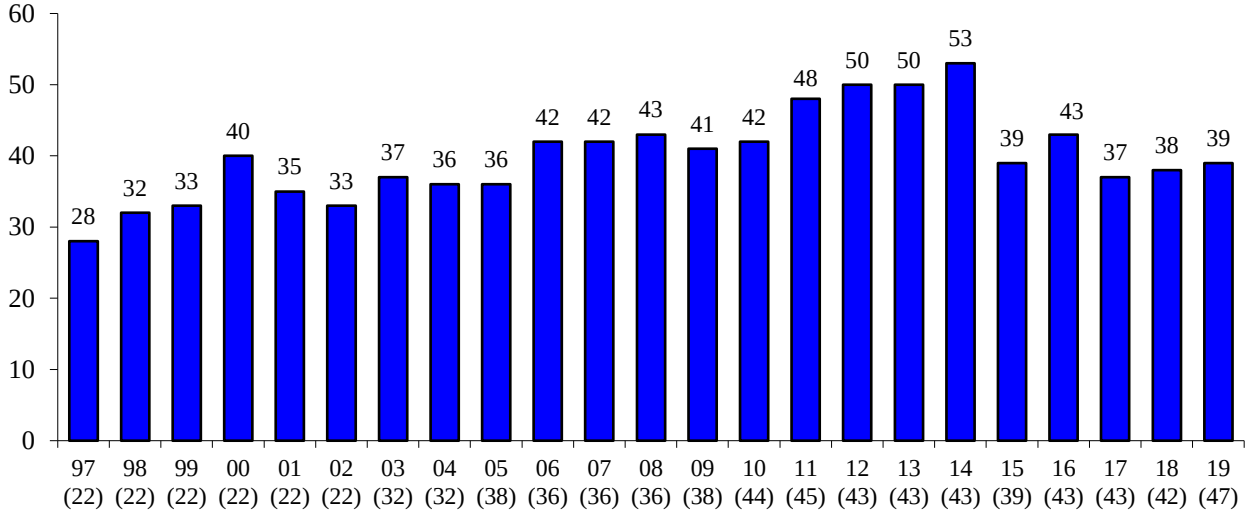
Since PY15, when adults could fulfill their parenting participation obligations outside of the preschool class for the first time (e.g., at home), average annual hours of PACT Time decreased from approximately 50 hours in PY11-PY14 to approximately 45 hours (see Figure 25). Average hours of center-based PACT Time decreased from 46 in PY18 to 42 in PY19. Average annual hours of PACT Time participation at programs range from 8-136 hours.

Figure 25. Average Hours of Adult Participation in PACT Time in PY97-PY19 (and Number of Sites)



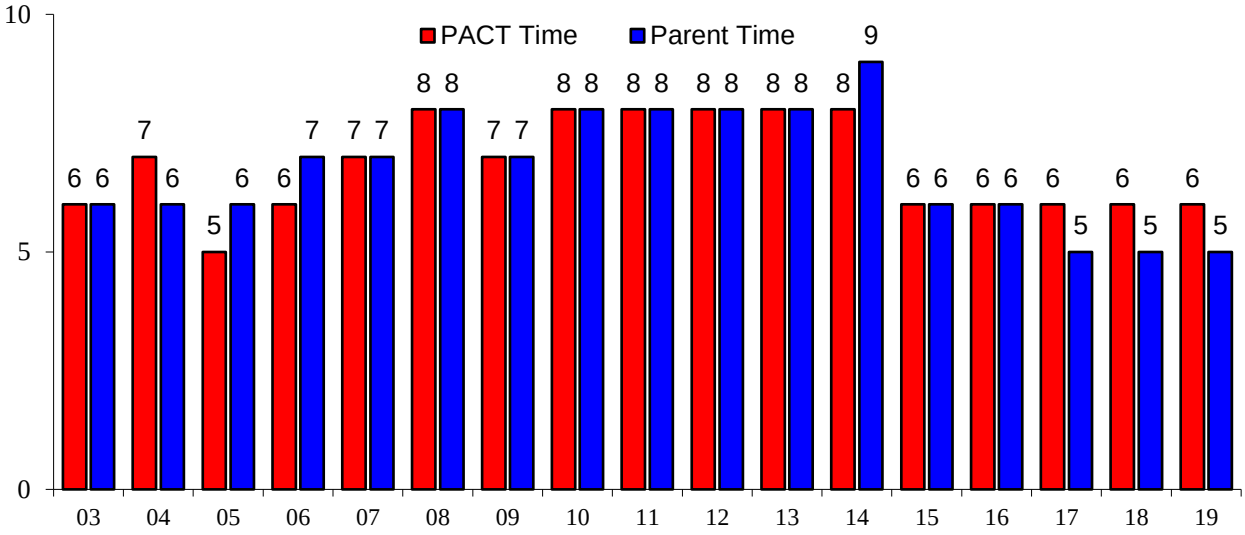
Center-based adults participated in an average 39 hours of Parent Time, similar to the previous four years and reflecting the changes to center-based attendance patterns since PY14 (see Figure 26). Average annual hours of Parent Time participation range at sites from 8-84 hours.

Figure 26. Average Hours of Adult Participation in Parent Time in PY97-PY19 (and Number of Sites)



Similar to the previous four years, PY19 center-based adults attended PACT Time an average of six hours per month. They attended Parent Time an average of five hours per month, the same as the previous two years and the lowest average since PY03 (see Figure 27). Average participation in both types of services was higher in years preceding PY15 when only full-time participation was available to adults.

Figure 27. Average Monthly Hours of Adult Participation in PACT Time and Parent Time in Program Years 2003-2019



Center-based adults may also attend FACE Family Circles. They are credited with Parent Time or PACT Time hours when they attend Family Circles. In PY19, 72% of adults who participated

in center-based services attended an average four FACE Family Circles (a participation increase of 5 percentage points since PY18).

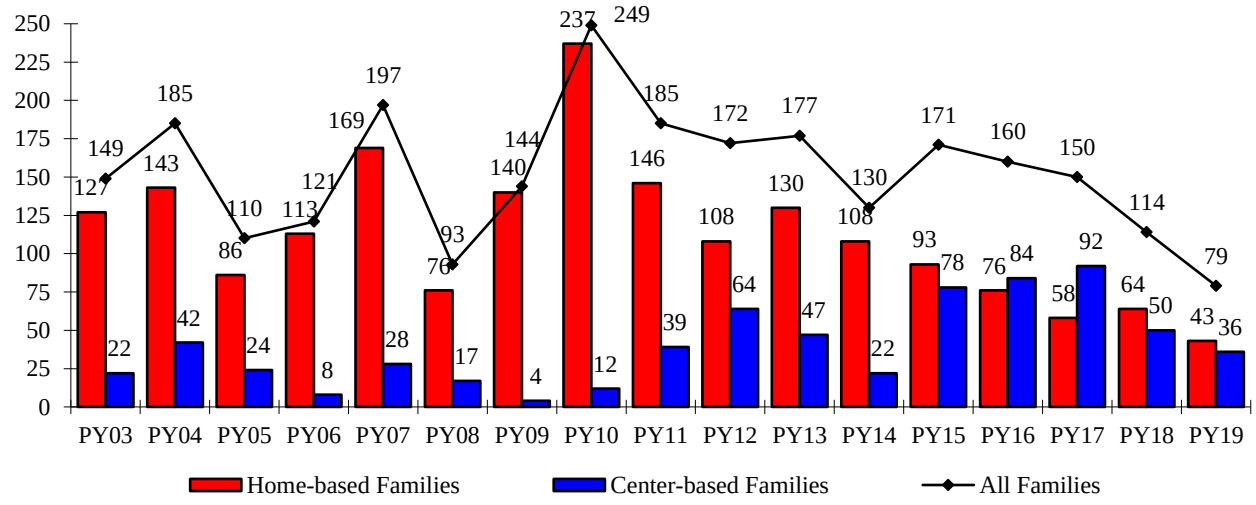
DEMAND FOR FACE SERVICES

FACE services are in demand as evidenced (1) by waiting lists of families who wish to participate but are not served because the program is at capacity or because of enrollment challenges, and (2) by the number of adults at year-end who expect to continue FACE participation.

In each year but two since PY03, more than 100 families were waiting for FACE services at the end of the program year (see Figure 28). In PY08, the number of families on waiting lists declined below 100 families, but the number increased again to 249 families in PY10, the year the highest number of families waited for services. The number declined to 130 families in PY14 and rose again to 171 families in PY15, declining consistently to 79 families in PY19.[27] Fifteen programs reported a waiting list, a decrease from more than 20 programs since PY15.

The number of families waiting for center-based services decreased from highs of 84 families in PY16 and 92 families in PY17 to 50 families in PY18 and 36 families in PY19. The number of families waiting for home-based services during this time period varied from 76 families in PY16 and 58 families in PY17 to 64 families in PY18 and 43 families in PY19.

Figure 28. Number of Families on FACE Waiting Lists at Year End for Program Years 2003-2019



In PY19, the 15 programs with a waiting list averaged five families who hoped to enroll in FACE services (see Table 10). The number of families waiting for home-based services ranged from 3-12 families with an average five families per program (reported by 8 programs). The number of

[27] Although nine programs reported a waiting list for the home-based program, the number of families waiting for service was reported by only eight programs. Eleven programs reported a center-based program waiting list, but only 10 programs reported the number of families.

families waiting for center-based services ranged from 1-10 families with an average four families per program (reported by 10 programs).

Table 10. Number of Programs That Reported Families on Waiting List and Number, Range, and Average Number of Families (N=47)

		Families on Waiting List		
	Number of Programs	Total Number	Range	Mean
All FACE Services	15	79	1-15	5
Home-based Services	8	43	3-12	5
Center-based Services	10	36	1-10	4

Reasons that home-based families could not be served in PY19 were provided by seven of the nine programs with waiting lists for home-based families. One program had two parent educators whose caseloads were at capacity. Two programs had parents who had signed up for the program whose work schedule, homelessness or other personal issues made personal visits difficult to schedule. At one site, five families inquired about the program at the end of the school year and then were placed on the list for the following school year. At one site, administrative support was lacking, as was transportation needed to serve families.

Ten of the 11 programs with center-based waiting lists provided reasons the families could not be served during PY19. Five programs were at full capacity. At one of these sites, the size of the room limited enrollment, and at two sites, the lack of an early childhood co-teacher limited enrollment. Two programs engaged families whose children were eligible near the end of the school year. Because of the timing, these families were placed on a list for participation the next program year. Another program reported a long list of home-based families with children nearing preschool age that wanted to transfer to the center-based program; these families were placed on the waiting list for admission in PY20. One program with 18 children limited the enrollment because the majority of the children were three years old, demonstrating separation anxiety and requiring more individualized attention and instruction. At one site, a child was placed on the waiting list for the time when the child was more completely potty trained. Parents at one site were waiting for their background clearance, and these families were on the waiting list. One family that wanted to enroll lived out of the service area, and one parent was unable to change his/her work schedule or employment in order to attend.

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 PY19, 85% of 1,319 responding adults reported their intention to continue their FACE participation in PY20, similar to PY16-PY18 when 80-84% of adults planned to continue their FACE participation.

The 15% of adults (201 adults) who indicated that they would not continue in the FACE program provided reasons (see Table 11). Of these adults, 47% participated in only center-based services during PY19, 47% participated in only home-based services, and 6% participated in both center- and home-based services.

Table 11. Percentage and Number of PY19 Adults Providing Reasons for Not Enrolling for PY20[28]
(N=201)

Reasons	Percentage	Number
Child will enter kindergarten	31	62
Moving from area	19	39
Employment	18	36
FACE child will enter a preschool other than FACE	16	33
Adult will continue education in another educational program	9	18
Have no child with whom to attend	7	14
Other	9	18

The children of slightly more than 30% of these adults will enter kindergarten and conclude their FACE participation; 16% of the adults will enroll their child in a preschool other than the FACE preschool, similar to the previous two years' percentages. For 7% of the adults, the child is no longer available to participate. Almost 20% of the adults are moving their family from the area, similar to the percentage in PY18. Finding employment or job demands prevented 18% of the adults from continuing in the FACE program, a 7 percentage-point decrease compared with PY18. In PY19, 9% of discontinuing adults reported that they would be continuing their education elsewhere, a slightly higher percentage than in PY16-PY18 when 6-7% of discontinuing adults planned to continue their education elsewhere. Nine percent of the adults reported that there were other reasons for not returning. Reasons other than those listed above reported by one or two adults include: the large distance to the FACE school, a decision by the non-participating parent of the child, sibling at a different school, and conflict with college schedule.

Regardless of their reason for discontinuing FACE participation, some of the adults who were leaving the program had educational plans for their future. Almost one-fourth of those who reported that they are leaving the FACE program specified which educational program they would attend (see Table 12). Of the discontinuing adults, 18% plan to enroll in college classes; this includes approximately 25% of discontinuing center-based adults and those in both components and almost 10% of home-based-only adults who were planning to leave the FACE program. Less than 5% plan to enroll in other GED classes. One percent plan to complete high school and one percent plan to enroll in vocational education. Of the thirty-six adults who marked *other*, only three center-based adults wrote a description. One listed the intent to join the Job Corps, one listed the intent to learn the Navajo Language and one adult stated that her child is a special needs child.

[28] The percentage totals more than 100 and the number totals more than 201 since some respondents selected more than one reason option.

Table 12. Percentage and Number of Discontinuing Adults Who Plan to Enroll in Other Educational Programs/Classes Following FACE Participation in PY19

	All (N=201)		Home-based Only (N=95)		Center-based Only (N=94)		Both Home- and Center-based (N=12)	
Program/Classes	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
College	18	36	8	8	27	25	25	3
GED classes	4	9	3	3	5	5	8	1
High School	1	3	1	1	1	1	8	1
Vocational education	1	2	1	1	1	1	0	0
ABE classes	0	0	0	0	0	0	0	0
Other	18	36	15	14	22	21	8	1

IMPLEMENTATION OF EARLY CHILDHOOD STANDARDS

Near the end of PY19, the staff of 46 early childhood programs (teachers and co-teachers) completed a self-assessment of their implementation of the FACE program's Language and Literacy and Mathematics Standards (see the standards and indicators in Appendix G). 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[29] (see overall ratings and ratings for each program in Appendix H). Over the years, the overall average ratings for the standards have fluctuated between 3.2-3.8. See Figures 29 and 30.

Language and Literacy Standards

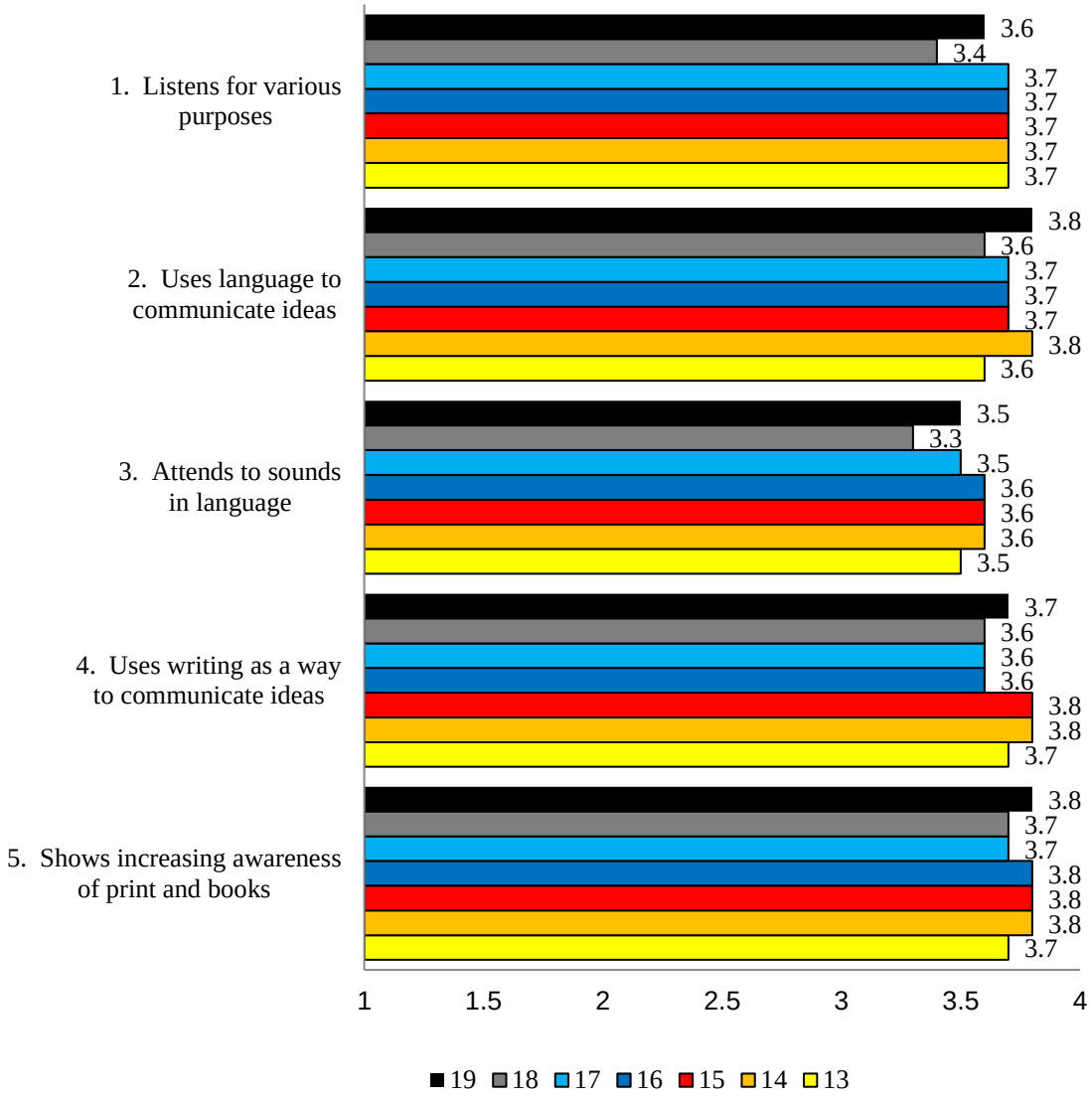
Five standards comprise the Language and Literacy Standards; from 4-8 indicators make up each standard. The overall average rating for each of the Language and Literacy Standards in PY19 is 3.5 or higher (see Figure 29). Eighty-five percent of programs (compared with 70% in PY18 and 86% in PY17) rated all five Language and Literacy Standards at least 3.0, indicating that the Language and Literacy Standards are *mostly implemented* in the early childhood programs.

The overall mean ratings over time suggest that all Language and Literacy Standards are *mostly* to *well implemented* in the FACE early childhood program, with mean ratings ranging from 3.3-3.8 since PY13. In PY14, all standards received their highest rating, which was maintained for one to three years for four of the five standards. In PY18, the mean rating for three of the five standards decreased; however, the mean rating for all five standards increased in PY19 compared with the PY18 rating.

Prior to PY13, the average ratings for Standard 3, "attends to sounds in language," were 3.3-3.4, increasing to 3.5-3.6 in PY13-PY17. In PY18, the average rating decreased again to 3.3. Then, in PY19, the mean rating increased again to 3.5. Of potential concern in PY18 was Standard 1, "listens for various purposes"; after averaging 3.7 since PY13, the mean rating fell to 3.4, but increased to 3.6 in PY19. After averaging 3.7-3.8 for four years, the PY18 mean rating for Standard 2, "uses language to communicate ideas," was 3.6, increasing to 3.8 in PY19, the highest rating achieved for this standard (also achieved five years earlier). The average rating for Standard 4, "uses writing as a way to communicate ideas," is 3.7, an increase from a three-year average of 3.6. Standard 5, "shows increasing awareness of print and books," maintained an average rating of 3.8 for three years and then in PY17 and PY18 the average rating decreased to 3.7, increasing again to 3.8 in PY19.

[29] Degree of implementation rated as follows: 1=*Not Yet*, 2=*Beginning to Implement*, 3=*Mostly Implemented*, 4=*Well Established*.

Figure 29. Mean Self-Ratings of Early Childhood Language/Literacy Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2013-2019



In PY19, the staff in two programs rated all five standards as *well established* in its early childhood classroom; all indicators of quality for these programs received a rating of 4.0, signifying the highest quality early childhood language and literacy program. The staff in six programs rated four of the five standards as *well established*; the remaining standard received an average rating of 3.0 or higher. The staff in five programs rated three of the five standards 4.0., *well established*; the remaining two standards received an average rating of 3.5 to 3.8. Eighteen programs rated one or two standards 4.0, *well established*; the remaining standards received an average rating of 2.8 to 3.9. Nine preschool staffs rated one standard $\leq$ 3.0. Three programs rated implementation of three or four of the Language and Literacy Standards $\leq$ 3.0, and two programs rated all five standards 3.0, just beginning to *mostly implement*. Across Language and Literacy Standards the average self-ratings by programs indicate that from 7-26% of programs might benefit from

additional professional development on the different standards. A discussion of average ratings for the implementation of each Language and Literacy Standard in PY19 follows.

Standard 1. Listens for various purposes. The overall mean rating (3.6) indicates that this standard is *mostly implemented*. Almost 55% of the early childhood programs (25 programs, 11 more than the previous year) rated this standard as 3.8-4.0, *well established,* and 35% (16 programs) rated it *mostly established* (3.2-3.6). Five programs (compared with 10 programs the previous year) rated Standard 1 as low as 2.6-3.0, just *beginning to implement* but approaching *mostly implemented*.

Standard 2. Uses language to communicate ideas. The average rating for this standard (3.8) indicates that it is approaching a rating of 4.0, *well established,* across the FACE early childhood program. Almost 65% of the programs (29 programs, nine more than the previous year) rated this standard 3.8-4.0, *well established.* Thirty percent (14 programs) rated Standard 2 *mostly established* (3.2-3.6), while only three programs (three fewer than the previous year) rated the standard 2.8-3.0, approaching *mostly implemented*.

Standard 3. Attends to sounds in language. The average rating for this standard is 3.5, *mostly implemented*. While Standard 3 is rated 3.8-4.0, *well established,* by almost 45% of the programs (20 programs, seven more than in PY18), it is rated *mostly implemented* (3.3-3.5) by almost 30% of the programs (13 programs). Slightly more than one-fourth of programs (12 programs) rated this standard 2.5-3.0, *beginning to implement* to approaching *mostly implemented*. This suggests the need for professional development for these 12 programs.[30]

Standard 4. Uses writing as a way to communicate ideas. The overall rating for this standard is 3.7, approaching *well established*. Slightly more than 65% of the early childhood education programs (31 programs, 2 more programs than in PY18) rated their programs 3.8-4.0, *well established* for this standard. The average self-rating by 20% of staffs (9 programs) indicates that Standard 4 is *mostly implemented* (3.2-3.6) in their preschool classrooms. Six programs rated this Standard 2.6-3.0, from *beginning to implement* to approaching *mostly implemented.*

Standard 5. Shows increasing awareness of print and books. Standard 5 is rated 3.8, indicating that it is approaching a rating of 4.0, *well established,* across the FACE early childhood program. Seventy percent of programs (32 programs, 4 more than the previous year) rated their programs 3.8-4.0, *well established* for this standard. This Standard is *mostly implemented* (3.3-3.6) in slightly more than 20% of FACE preschools (10 preschools). The four remaining programs (three fewer than the previous year) rated this standard 3.0-3.1, beginning to be *mostly implemented*.

Of the 15 programs (three fewer than the previous year) with the lowest mean ratings ($\leq$ 3.1) for one or more Language and Literacy Standard, only one was staffed by an early childhood teacher new to the FACE program. However, the early childhood co-teacher in five programs was new and, in one program, had only two years of experience with FACE. The early childhood teacher position at this two-year-old program was vacant the first 6 months of the year, and at one site, the co-teacher position was vacant throughout the year. Twelve programs[31] were staffed by early

[30] One program did not rate all indicators for Standard 3 and the overall rating could not be computed.

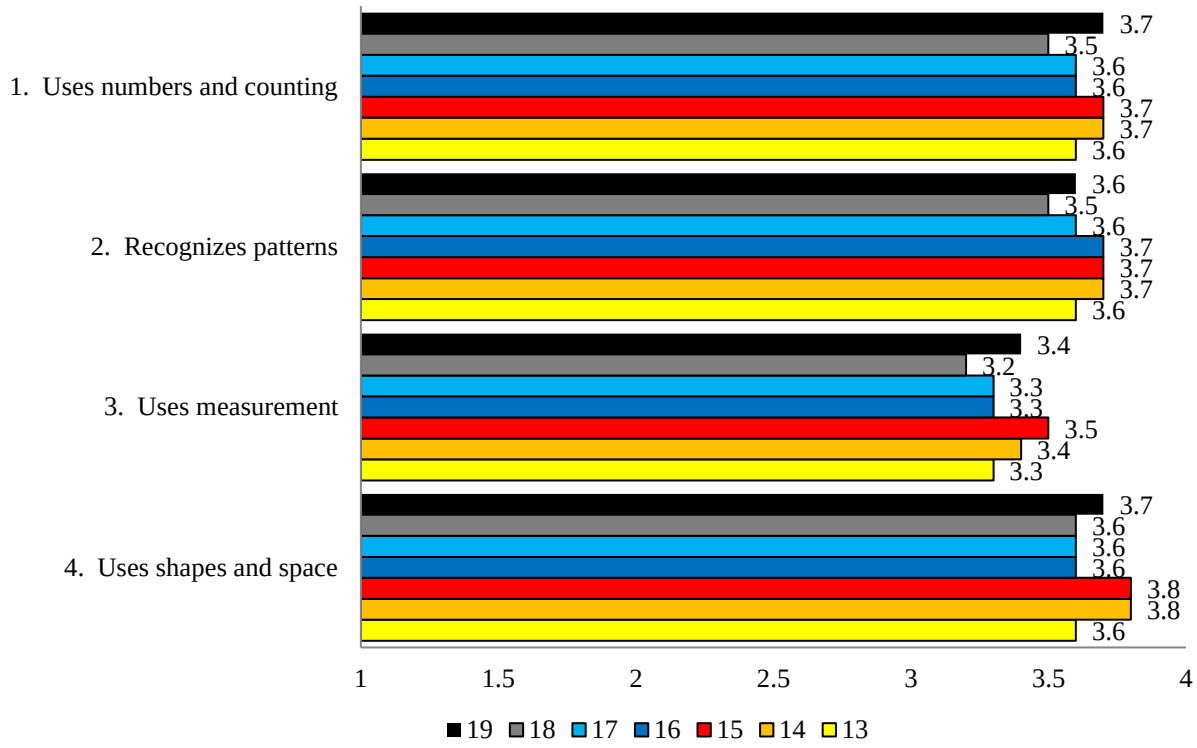
[31] A program with a low rating for one standard did not provide the number of years the early childhood teacher was employed in the FACE program; however, the teacher was not new to FACE.

childhood teachers employed from 3-18 years, suggesting the need for on-going teacher support for classroom implementation of the Language and Literacy Standards. The eight co-teachers who were not new to the FACE program were employed from 3-19 years.

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 in PY19 is 3.4 or higher (see Figure 30). Eighty-three percent of early childhood FACE programs (compared with approximately 60% in PY16-PY18) rated all four Mathematics Standards at least 3.0, indicating the Mathematics Standards are beyond *mostly implemented* in their classrooms.

Figure 30. Mean Self-Ratings of Early Childhood Mathematics Categories Based on Assessment of Standards Conducted by Preschool Staffs in Program Years 2013-2019



The overall mean ratings over time suggest that all Mathematics Standards are *mostly* to *well implemented* in the FACE early childhood program, with mean ratings ranging over the years from 3.2 to 3.8 since PY13. The mean ratings for all four standards increased in PY19 compared with the previous year, when three of the four standards had decreased and one had remained the same as in PY17. The average rating for Standard 1, "uses numbers and counting to determine and compare quantities, solve problems, and understand number relationships," increased from 3.5 in PY18 to 3.7 in PY19; 3.7 is the high for Standard 1. The average rating for Standard 2, "recognizes and creates patterns and understands their relationships and functions," increased from

3.5 in PY18 to 3.6 in PY19, but is lower than the PY14-PY16 high of 3.7. The average rating for Standard 3, "uses measurement to make and describe comparisons in the environment," increased from 3.2 in PY18 to 3.4 in PY19; 3.5 in PY15 is the highest mean rating for Standard 3 over a 7-year period. The average rating for Standard 4, "uses shapes and space to define items in the environment," increased from 3.6 in PY18 to 3.7 in PY19. A rating of 3.8 for Standard 4 in PY14-PY15 is the highest rating over seven years for all the Mathematics Standards. All standards attained their highest rating in PY15; for three of the four standards, their highest rating occurred in both PY14 and PY15.

The staff in six PY19 programs (compared with two in PY18 and four in PY17) rated all four standards as *well established* in its early childhood classroom; all indicators of quality for these programs received a rating of 4.0, signifying the highest quality early childhood mathematics program. *Well established* was also the self-rating for the five Language and Literacy Standards for one of these programs. Staff in five programs (one more than the previous year) rated three of the four standards as 4.0, *well established*; the remaining standard received an average rating of 3.3-3.8. Sixteen preschool staffs self-rated implementation of one to two standards 4.0; the average rating for the remaining standards is 2.5 to 3.9. Nine programs rated implementation of one or two standards $\leq$ 3.0, just approaching, *mostly implemented*, while three programs rated three standards low. Six programs self-rated implementation of three or all four of the mathematics standards $\leq$ 3.0. Across Mathematics Standards the average self-ratings by programs indicate that from 11-26% of programs might benefit from additional professional development on the different standards. Discussion of the average ratings for the implementation of each Mathematics Standard in PY19 follows.

Standard 1. Uses numbers and counting to determine and compare quantity, solve problems, and understand number relationships. The mean rating for this standard is 3.7, *mostly implemented* approaching *well established*. Almost 55% of the programs (26 programs, four more than the previous year) gave this standard a mean rating of 3.8-4.0, *well established*. The self-rating for one-third of the programs (15 programs, four more than the previous year) ranged from 3.2-3.7, *mostly implemented*. Five programs (compared with nine in PY18) rated this standard 2.9-3.0, 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. Slightly more than 55% of the programs (26 programs, compared with 23 programs in PY17 and PY18) gave this standard an average rating of 3.8-4.0, *well established*. The average rating for 20% of the programs (9 programs, two less than the previous year) for this standard is 3.2-3.7, *mostly implemented.* Almost one-fourth of programs (11 programs, four more programs than in PY18) gave Standard 2 an average rating of 2.2-3.0, *beginning to implement* to moving towards *mostly implemented* and needing professional development on this standard.

Standard 3. Uses measurement to make and describe comparisons in the environment. This standard is the lowest-rated overall (3.4), but well within the *mostly implemented* category. Fifteen of the programs (five more than the previous year) rated their preschool classrooms 3.8-4.0, *well established*, for this standard; 11 of the preschools in these fifteen programs received a self-rating of 4.0 (two more than in PY18). The average ratings for slightly more than 40% of the programs

(19 programs) are 3.2-3.7, beginning to be *mostly implemented* to moving towards *well established*. Mean ratings by slightly more than one-fourth of the programs (11 programs, compared with 13 in PY18) indicate that this standard is moving towards *mostly implemented* (2.7-3.0). One preschool was rated 1.8, approaching *beginning to implement*. The need for professional development on implementing this standard is indicated for the preschool staffs at these 12 programs.

Standard 4. Uses shapes and space to define items in the environment. The overall rating for this standard is 3.7, approaching *well established*. The mean rating for almost 60% of the programs (28 programs, five more than the previous year) on the implementation of this standard is 3.8-4.0, *well established. Mostly established* (3.2-3.7) is the average rating for implementation of Standard 4 for 30% of the early childhood classrooms (13 classrooms compared with 17 in PY18). Five programs (one more than the previous year, but two fewer programs than in PY17) were rated 2.7-3.0, approaching *mostly implemented*.

Of the 15 programs with the lowest mean ratings ($\leq$ 3.0—two fewer than the previous year) for one or more Mathematics Standard, four were staffed by early childhood teachers with only one or two years of FACE experience, and at one site, the early childhood teacher position was vacant. The co-teacher position was vacant at one site, and the co-teachers at six programs had only one or two years of FACE experience. At one of these sites, the co-teacher was the only preschool staff member during the year and at another, the co-teacher was the solo teacher for six months. The remaining ten programs were programs staffed by early childhood teachers employed from 3-18 years, suggesting the need for continuing staff support for classroom implementation of the Mathematics Standards.

The higher PY19 mean self-ratings for all of the standards provide evidence that some challenges with the implementation of the Standards in the early childhood classrooms were addressed, perhaps by the on-going professional development, by hiring experienced new teachers and co-teachers, and/or by more teachers and co-teachers having more experience implementing the CIRCLES curriculum. Although nine programs had at least one new early childhood staff member in both PY18 and PY19, in PY19 fewer programs had teachers that were in their first year with FACE than in PY18 (17% vs. 30%) and fewer were staffed by co-teachers new to FACE (20% vs. 24%). Six programs indicated that the early childhood teacher position was vacant at least sometime during the year in PY19 compared with seven programs in PY18, and four programs lacked an early childhood co-teacher at least sometime during the year, as in PY18. Every year some FACE programs must hire new early childhood staff members, rendering continuous professional development on the preferred early childhood curriculum essential to the strength of the FACE program across sites.

FACE PLANNING TIME

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

Planning for FACE Service Delivery

Since PY07, FACE training has emphasized the effective use of a weekly FACE planning day. Planning days are generally used in four ways: for FACE planning, documentation and teaming; for other FACE program activities; for professional development, 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 occurs on FACE planning days.

In PY19, 44 programs set aside one day each week for planning and other activities. Two programs provided home-based and center-based services five days a week and had no set-aside planning day. At one of these sites, the program staff met weekly after students were dismissed. At the other school where the program also provided five days of service, school dismissal was at 1:15 pm on Wednesdays. This staff used the partial day on Wednesdays to meet and/or used 30 minutes in the morning on Tuesdays and Fridays as planning time.

Within FACE planning, documentation and teaming, staff report six activities (see Table 13). Almost all programs use their planning time for documentation (46 programs), full FACE team planning (45 programs) and individual planning (45 programs). Most use their planning time for center-based team planning (42 programs), home-based team planning (41 programs) and team building (40 programs). Approximately 90% of programs reported using their planning time for center-based team planning and home-based team planning. This somewhat lower percentage for home-based team planning and for center-based team planning might be due to programs lacking one or two parent educators or lacking one or two center-based staff members during the year.

Most programs also used their planning time for other FACE program activities. Almost all programs reported using planning time to participate in professional development opportunities (45 programs). Most used planning time to conduct recruitment and retention activities (43 programs). Eighty-seven percent used planning time to provide personal visits (40 programs).

In the area of school and community activities, most programs reported using planning time to attend school activities (45 programs), to help in the school (44 programs), and to attend community activities (44 programs). Slightly more than three-fourths of the programs reported using the planning day to participate on community advisory councils (35 programs). This represents a considerable expansion of the use of planning time for this purpose. The number of programs participating on community advisory councils has steadily increased from 18 programs in PY15 to 35 programs in PY19.

Slightly more than one-half of programs reported additional uses of their planning day. Ten programs reported using planning time for school- or BIE-sponsored professional development. Six programs reported using planning time for connecting and planning with community agencies and organizations. Four staffs explored the research on teaching and classroom management strategies to improve their programs. One or two programs reported other uses of their planning time. These include substitute teaching, attending school leadership meetings, conducting FACE Family Circle meetings, conducting health screenings, maintaining the classroom environment,

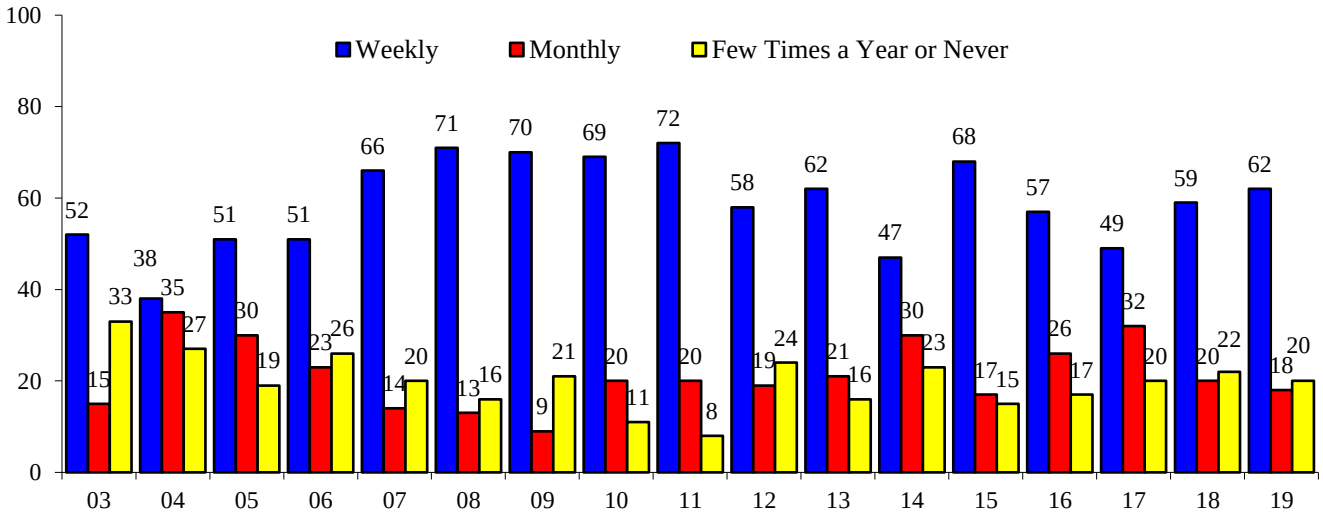
filling out requisitions and other school-required forms, collaborating with school staff members, and shopping for program supplies.

Table 13. Number of Programs Using Planning Time for Various Purposes (N=46)

Use of Planning Day	Number of Programs
For Planning, Documentation, and Teaming:	
Documentation	46
Full FACE team planning	45
Individual planning	45
Center-based team planning	42
Home-based team planning	41
Team building	40
For Other FACE Program Activities:	
Professional development	45
Recruiting and retention activities	43
Providing personal visits	40
For School or Community Activities:	
Attending school activities	45
Helping in school	44
Attending community activities	44
Participating on Community Advisory Council	35

It is important that FACE program staffs interact with school administrators on a regular basis to help ensure a strong FACE program. This interaction often takes place during planning day meetings. The principal or another school administrator is considered a member of the FACE team, often also serving as the FACE coordinator, although this is occurring less frequently over time. In PY17, 62% of FACE coordinators were school administrators; in PY18, 43% were school administrators; and in PY19, 38% were school administrators. After a three-year decline in the percentage of FACE staffs meeting *weekly* with the school administrator, the percentage rose in PY18 to 59% and to 62% in PY19. Almost 20% of staffs met with a school administrator on a *monthly* basis, and 20% met only a *few times a year* or *never* (see Figure 31).

Figure 31. Percentage of FACE Staffs Who Meet with Administrators by Frequency of Meetings for Program Years 2003-2019.



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. All programs reported having a written transition plan that describes the process that is shared with families. Ninety-six percent of programs reported using an individualized written transition plan with each transitioning family that highlights specific strategies and activities for the family. Almost all programs (98%) have a written plan for transitioning from home-based to center-based components and most (96%) have a written transition plan that includes procedures for transitioning from the center-based program to kindergarten. See Table 14. Almost three-fourths of transition plans include a written plan that defines procedures for transitioning adults, which represents a 17 percentage-point increase compared with PY18 and approaches the 79% of plans that did so in PY17.

Slightly more than 60% of transition plans include a section on transitioning from the home-based program to a preschool other than FACE, 5 percentage points higher than the 53% in PY18 and close to the 64% in PY14-PY16. Approximately 55% of plans include information on transitioning from the home-based program *prenatal to 3* to the home-based program *3 through kindergarten* and from the home-based program to kindergarten, increases of 19 percentage points and 15 percentage points, respectively, compared with the previous year. Slightly more than one-half of transition plans include a section on transitioning from the center-based program to the home-based program; 21 programs, an increase of 13 programs, included transitioning from center-based to home-based programs in their transition plans.

Table 14. Percentage and Number of Programs by Type of Transition Included in Written Plan in PY19

Type of Transition	Percentage	Number	(N)
From home-based to center-based	98	45	(46)
From home-based to preschool (other than FACE)	62	28	(45)
From home-based *prenatal to 3* to home-based *3 through kindergarten*	58	26	(45)
From home-based to kindergarten	53	24	(45)
From center-based to kindergarten	96	43	(45)
From center-based to home-based	51	21	(41)
From FACE to other programs for adults (Example: work, education)	74	34	(46)

In PY19, 45 programs reported that they provided transition services to children and/or adults. Of these 45 programs, all provided transition services to children, and 42 programs (89%) provided transition services to both adults and children. Most children who are assisted are transitioning from the center-based program to kindergarten (242 children) or from the home-based program to the center-based program (118 children). Additionally, 33 programs provided transition services to 106 home-based adults transitioning to the center-based program. Most adults who are assisted have children who are transitioning from the center-based program to kindergarten (176 adults) or are transitioning from FACE to other programs for adults (162 adults).

FACE TECHNICAL ASSISTANCE SUPPORT

The technical assistance that is provided to sites is extensive and is designed to meet identified implementation needs. Some forms of assistance are provided to FACE staffs as a group (e.g., Regional Training sessions) and some assistance are designed to meet specific needs at individual programs. Types of assistance are reviewed in this section for each of the home- and center-based components. At the end of PY19, programs reported on the types of technical assistance they received from PAT and NCFL during the program year and rated the helpfulness of the support. Each type of technical assistance was rated as (1) *not helpful*, (2) *somewhat helpful*, or (3) *very helpful* (see Table 15).

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

Type of Technical Assistance	%	(N)	Not Helpful 1	Somewhat Helpful 2	Very Helpful 3	(N)
Home-based						
FACE Technical Assistance						
On-site Visits	100	(47)	2	20	78	(45)
On-line Training	98	(46)	0	28	72	(43)
Penelope Webinars	76	(45)	0	33	67	(30)
Penelope Training -Face-to-Face	49	(45)	0	16	84	(19)
TA—phone, email, texts	98	(46)	0	32	68	(41)
Implementation Conference Calls	100	(46)	02	32	68	(41)
Follow-up Training	22	(45)	0	22	78	(9)
Foundational 2 Training	22	(46)	20	10	70	(10)
Foundational Model Training – Parent Educators	37	(46)	0	20	80	(15)
Foundational Model Training – Program Leadership	11	(47)	0	0	100	(4)
Supportive Resources	100	(46)	2	16	81	(43)
Other Technical Assistance						
PAT International Conference	57	(47)	0	16	84	(25)
Interaction Across Abilities Training	11	(45)	0	0	100	(5)
Teen Parenting Training	27	(45)	0	8	92	(12)
Fatherhood Training	9	(45)	0	25	75	(4)
Center-based						
FACE Technical Assistance						
On-site Visits	100	(45)	0	9	91	(45)
On-line Training	82	(45)	0	26	74	(35)
TA—phone, email, texts	100	(45)	2	22	76	(41)
Implementation Conference Calls	98	(45)	2	16	81	(43)
Implementation Training	51	(45)	0	9	91	(22)
Other Technical Assistance						
NCFL National Conference	64	(44)	0	15	85	(27)

Home-based Technical Assistance

All home-based programs participated in on-site visits and support calls. Home-based programs received 1-2 on-site visits from PAT. Of 45 responding sites, 69% (31 programs) reported one TA visit and 31% (14 programs) received two visits. Ninety-one percent of sites reported that all home-based staff members participated in on-site visits. Almost 80% of programs rated on-site visits as *very helpful* and 20% rated them *somewhat helpful*.

Almost all home-based staffs participated in on-line training (such as webinars and Knowledge Studio); programs participated in from 1-20 on-line learning experiences offered by PAT. For example, 34 programs participated in webinars on the new data tracking system, Penelope; the average rating for the Penelope webinars was 2.7, approaching *very helpful*.[32] In addition to on-line training, 22 programs received face-to-face training on the Penelope Data Tracking System; the average rating for face-to-face training (2.8) approached *very helpful*.

Almost all programs participated in support calls for the home-based component; programs reported participation in 2-30 calls. All home-based programs participated in Implementation Conference calls and received supportive resources distributed by PAT. These resources were rated *very helpful* in meeting program needs by slightly more than 80% of programs; slightly more than 15% of programs rated the resources *somewhat helpful*.

Slightly more than 20% of programs sent parent educators to Follow-up Training and Foundational 2 training offered by PAT. Slightly more than 35% of programs sent parent educators to Foundational Model Training, and slightly more than 10% sent program leadership to the training. From 70-100% of attendees who rated these trainings reported that they were *very helpful.*

PAT offered other trainings to which the FACE staff was invited. Slightly more than 55% of programs sent parent educators to the PAT International Conference. Four FACE programs presented at the conference. Approximately 10% of programs approved home-based staff participation in Interaction Across Abilities training and in Fatherhood training. Slightly more than one-fourth sent parent educators to Teen Parenting training.

Center-based Technical Assistance

For the center-based component, all programs received one or two TA visits from NCFL during PY19. Of 43 responding sites, 81% (35 programs) reported receiving one TA visit, and 19% (8 programs) received two visits. Ninety-one percent of 45 responding programs reported that all center-based staff members participated in the on-site visit(s). Ninety-one percent of staffs rated the visits as *very helpful.*

Slightly more than 80% of programs reported participation in on-line training, such as webinars and Recorded Learning Modules (ranging from 1-14). Three-fourths of the 35 programs that rated this type of technical assistance considered it to be *very helpful.*

[32] Rating options are (1) *Not Helpful*, (2) *Somewhat helpful* and (3) *Very Helpful.*

Of the 45 programs that responded, all reported receiving technical assistance through calls, emails, and texts and all but one reported participating in implementation conference calls. The technical support calls in which center-based staff members participated ranged from 2-50 calls. Approximately 75-80% of the programs that provided a rating reported that these types of support are *very helpful.*

Implementation training offered by NCFL was attended by center-based staff members from approximately one-half of the programs. Of 22 programs that rated the training, 91% rated the sessions as *very helpful.*

While none of the programs reported attending the NCFL national conference in 2016, funding was made available in 2017 and 60% of programs attended that year's conference. Funding was approved for slightly more than 70% of the programs for center-based staff participation in the PY18 national conference and almost 65% of programs were approved in PY19. Five programs presented at the PY19 national conference.

All FACE programs are expected to attend a FACE regional training session annually; 45 programs attended regional training and 44 programs reported attendance by at least one and as many as seven staff members. Forty of these programs sent at least one parent educator to the regional training (89%). Forty-one programs sent their early childhood teacher (91%) and their adult education teacher (91%), while 36 programs sent their early childhood co-teacher (80%). The coordinators at 80% of programs participated in a regional training session, but administrators from only 27% of FACE schools participated (a 13 and 3 percentage-point increase, respectively, compared with PY18, following a decline in PY17). One or two school board member(s) from two schools also attended a regional training session, as did a business officer from two schools. A Human Relations manager from one site attended a regional training session. Eighty-nine percent of the programs rated the regional training as *very helpful* and 9% rated it *somewhat helpful*.

Participation in other technical assistance sponsored or given by the BIE, PAT or NCFL was reported by 22 programs. Other types of technical assistance mentioned by these programs include on-site visits by the BIE FACE program team, attending the Governor's Fourth Annual Education Summit and reviews of files and the budget. Listed were special trainings or conferences on NCFL's Service Learning project; the Department of Education's Striving Readers Comprehensive Literacy grant; administering the Northwest Evaluation Association's Children's Progress Academic Assessment (NWEA-CPAA); Unit 4 Literacy; facilitating groups; using Penelope software; and Brazelton's Neonatal Behavioral Assessment. Other trainings mentioned include driving safety, CPR, first aid, food handling, and active shooter/lock down.

FACE OUTCOMES

This section of the report describes the outcomes for FACE children, FACE adults, home-school partnerships, community partnerships, and the integration of American Indian language and culture in the FACE program. 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 identifying issues and concerns in the areas of prenatal and birth, environmental safety, immunization and insurance, general health, dental health, and special needs (IEP/IFSP). Developmental and health screening results for FACE children and assessment of center-based children are also gathered, as are parental observations of outcomes. Once issues, concerns and progress are identified, a program better tailored to a child can be implemented and successful transition to kindergarten can occur.

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.

Prenatal and Birth

Parents provided information about their pregnancy and their child's birth complications.

- For 23% of the children (363 children), their mother's pregnancy was a high-risk pregnancy. Complications during pregnancy that could affect the child included gestational diabetes for the mothers of 10% of FACE children and preeclampsia for the mothers of 6% of the children. Conditions for fewer mothers include placenta previa and low amniotic fluid (15 and 21 children, respectively). Other health complications during and at the end of pregnancy listed for mothers include high blood pressure for 15 mothers; and for five-seven mothers, anemia, cholestasis, non-gestational diabetes, and pre-mature birth. A range of other complications during pregnancy were each listed for one or two mothers. A difficult labor was reported for 5% of births (94 births), and difficulty during delivery was reported for 4% of births (73 births).

- Use of Folic acid and vitamin supplements is recommended for a healthy pregnancy and birth. The mothers of 45% of the children took Folic acid during pregnancy and 86% took vitamin supplements. These percentages are similar to the percentages reported the previous year.

- Parents reported that 11% of FACE children (203 children) were exposed to neurotoxins before birth, similar to PY18. Of these children, 35% were exposed to more than one neurotoxin. Fifty-six percent of the 203 children were exposed to nicotine and other toxins found in tobacco products because their mothers smoked during pregnancy, 18% were exposed to alcohol, 27% were exposed to marijuana, and 17% were exposed to amphetamines. A few children were exposed to opioids/heroin, barbiturates, cocaine/crack or various other neurotoxins in utero.

- Twenty-seven percent of children (477 children) exhibited special conditions at birth. Of these children, 83% were jaundiced at birth. Twenty-two percent of the children who exhibited special conditions at birth were reported to have various other conditions, including issues with various heart irregularities (26 children) or other circulatory system issues (14 children), the respiratory system (13 children), and the muscular-skeletal system (12 children). A few children had digestive/gastro-intestinal, immune system, and/or infection issues. Other conditions included premature birth (12 children) and drug withdrawal resulting from mother's drug use (6 children).

- Parents were asked to report on breastfeeding if their child was 12 months or younger. Breastfeeding is promoted for children's health and well-being at the start of life. Of the 1,273 children of responding parents, 67% of children were breastfed. Breastfeeding was initiated in the hospital for 87% of children and at home for 13%. Sixty percent of children who were breastfed received only breast milk during their first six months of life. Forty-three percent of the children were breastfed five months or less, 12% were breastfed six to nine months, 20% were breastfed more than nine months, and 24% were breastfeeding at the time of data collection.

Environmental Safety and Concerns

- Home safety concerns include working smoke detectors on each floor, childproofing to prevent accidental injuries, and having a family plan and supplies in case of an emergency. Seventy-two percent of the children live in homes with at least one smoke detector on each floor where the family resides. Sixty-eight percent of children live in homes that are reported as childproofed, and 50% live in homes where the family has a plan and supplies for emergencies.

- Children's safety while sleeping is promoted through practices such as placing children on their backs to sleep, avoiding soft bedding to prevent suffocation, and awareness of potential dangers when infants share beds. For children up to the age of 12 months, 74% are *always* placed on her/his back to sleep, 23% are *sometimes* placed on his/her back, and 3% *never* are. Compared with PY18, almost 10% fewer children are *always* placed on their back, while 10% more children *sometimes* are placed on their back. The percent that *never* are decreased by 1 percentage point. For 29% of the children who are infants to 12 months, there is *never* soft bedding in the area where the child sleeps, *sometimes* there is soft bedding in the area where 21% of the children sleep, and it is *always* in the area where 50% of the children sleep, an increase of 10 percentage points compared with the percentage reported as *always* in the area in PY18. Twenty-six percent of children up to the age of 12 months

never share a bed, 35% *sometimes* share a bed, and 39% *always* share a bed, an increase of 13 percentage points in the percentage of children who *always* share a bed compared with PY18.

- During PY19, 166 children were exposed to second-hand smoke— approximately 10% of children for whom parents provided information and a decrease of 2 percentage points compared with PY17-PY18. This is much lower than the 40% of children aged 3-11 reported by the Center for Disease Control and Prevention (CDC) who experience second-hand smoke.[33] However, the differences in ages of children for the FACE and CDC comparison should be noted. Of the 166 FACE children exposed to second-hand smoke, 92% were exposed *sometimes* but 8% were *always* exposed.

- Parents reported that 89% of the children use an approved car seat according to State law. This is similar to the percentage in PY18 and a 9 percentage-point decrease compared with PY17. Appropriate use of car seats for children is a focus in parenting education in FACE.

- For children aged 4 or older, 47% reportedly wear a helmet when engaged in activities such as biking, skating, and skateboarding—similar to the PY18 percentage.

- Thirty-nine percent of children were screened for lead poisoning. For the children whose test results were available, only three children's levels were reported as somewhat high; one parent added that the child was being monitored.

Immunization and Insurance

- Immunizations are up to date for 94% of PY19 FACE children—a dramatic increase since PY01 when fewer than half of children were current. Nationally, 70% of children aged 19-35 months are current with their immunizations.[34] By comparison, 93% of PY19 FACE children in this age group are current with the recommended immunizations.

- At least 95% of the FACE children are covered by a health insurance plan, similar to PY18 and a large increase over the PY14 percentage when only half of the children had medical insurance coverage.

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[33] 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**.)**

[34] https://www.cdc.gov/nchs/data/hus/2017/066.pdf Table 66. Vaccination coverage for selected diseases among children aged 19–35 months, by race, Hispanic origin, poverty level, and location of residence in metropolitan statistical area: United States, selected years 1998–2016 — United States, 2016. Report from Center for Disease Control and Prevention, National Center for Health Statistics, 2017.

General Health

- Parents reported a medical condition for 12% of FACE children (217 children), primarily asthma (70 children) and prematurity/low birth weight (37 children). Other conditions varied greatly and for 8-15 children included feeding difficulties, hearing impairment, heart defects or disease, and overweight or obesity.

- Allergies were reported for 14% of PY19 children, the same percentage as in PY18. The most frequently reported are environmental allergies, such as those due to dust, molds, pollens, and animal dander; food allergies; and allergies to various prescription or non-prescription drugs. Food allergies are a concern for schools and programs as they offer meals and snacks.

- Forty percent of children were screened for anemia; 28 children were reported to have tested anemic or slightly anemic.

- One emergency room visit was made for 13% of FACE children; a second visit to the emergency room was made for 2% of FACE children. For the first visit, 60% percent of children were taken to an emergency room for an illness, 15% sustained an injury and 1% were taken for poisoning. One-fourth of the children were reported taken to the emergency room for other reasons at the time of their first visit. Conditions listed by parents of these children that sent them to the emergency room include ear/eye/nose/throat issues for 15 children, accidents for nine children, skin infections or rashes for eight children, and respiratory system issues for seven children. Each of the following issues resulted in three or four children visiting the emergency room: seizures, allergic reactions, jaundice, and urinary tract infection. One or two children were admitted for heart problems or dehydration.

- Among children under the age of two years, 55% were reported to *never* fall asleep with a bottle in their mouth. Although this behavior is discouraged, 34 percent *sometimes* fall asleep with a bottle in their mouth, and 11% were reported to *always* do so.

Dental Health

- Good dental care is emphasized in both components of the FACE program, and obtaining dental checkups on a regular basis is promoted. Seventy-six percent of children have a source for dental care; 59% have regularly scheduled dental appointments and 60% have experienced their first dental appointment. Thirteen percent of children have parents who reported that they had concerns about their child's teeth or gums; decaying teeth was the concern for at least 47% of the parents who reported concerns.

- Among PY19 FACE children aged one year or older, 95% reportedly brush their teeth. Fifty-three percent brush their teeth *regularly*, and 42% *sometimes* brush their teeth.

IEP/IFSP

In PY19, 69 children with an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) received services through FACE to address their special needs, fewer than the 97 who received services the previous year. The most frequently identified type of delay for these children is speech or language impairment, reported for almost 65% of these children. Other needs varied greatly, including small percentages of these children with special needs in the categories of autism, hearing impairment, specific learning disabilities, multiple disabilities, orthopedic impairment, and other health impairments.

Developmental and Health Screenings

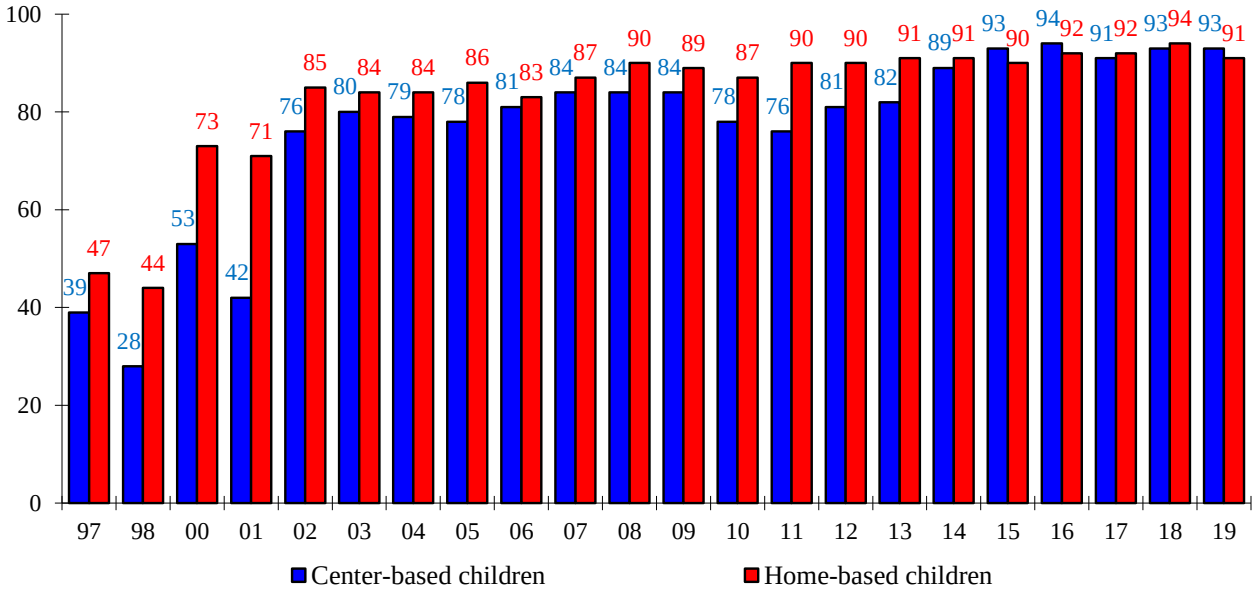
FACE programs provide documentation of screening that is conducted for children in the areas of language development, gross and fine motor skills, cognitive development, social-emotional development, hearing, vision, dental health, and general health. Some of the screening is provided directly through 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 91% of FACE children received some type of screening in PY19, approaching the goal of providing appropriate screening services for all children. This is approximately twice the percentage of children who were screened since the data were first reported in PY97 (see Figure 32). Screening services were provided to 91% of home-based children and 93% of center-based children in PY19. PY19 is the fifth consecutive year in which at least 90% of children participating in each component received screening services.

Overall, in PY19, the percentages of children screened in six of the eight areas are only slightly lower than the percentages in the previous year (a decrease of 1-2 percentage points). In both years, the same percentage of children were screened in the areas of hearing (76%) and in general health (84%). Compared with PY18, percentages of center-based children screened remain the same or increased 1-7 percentage points, while percentages of home-based children screened decreased 1-4 percentage points. The largest increase for percentages of center-based children screened are for hearing (82% vs. 75%, an increase of 7 percentage points) and dental (79% vs. 73%, an increase of 6 percentage points).

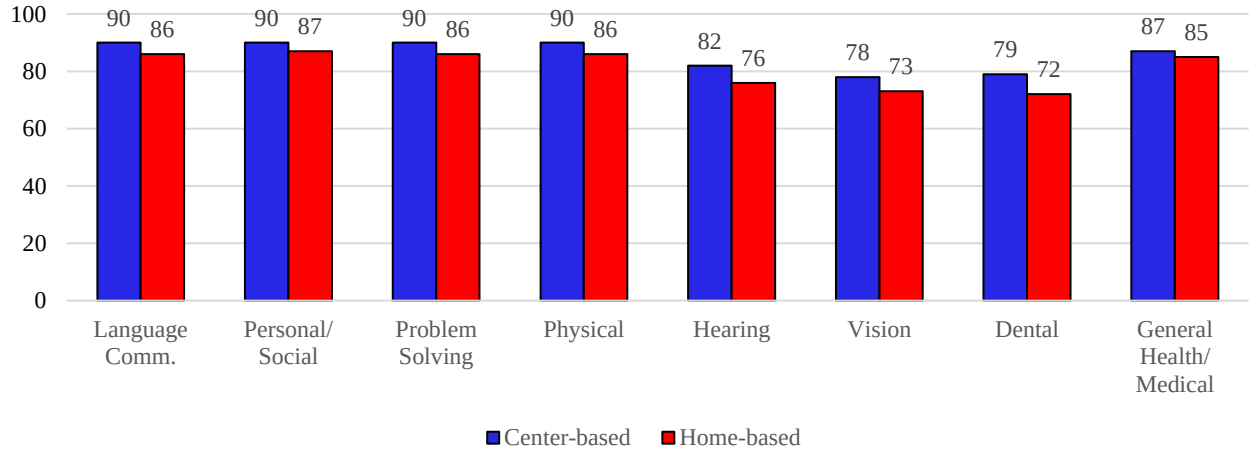
In PY19, most children are screened in the areas of personal/social development (88%), language/communication (87%), problem solving (87%), and physical development (87%). A somewhat lower percentage of home-based children than center-based children are screened in these four areas (a difference of 3-4 percentage points). See Figure 33. Ninety percent of center-based children are screened in language/communication, personal/social development, problem solving, and physical development, and 86-87% of home-based children are screened in these four areas.

Figure 32. Percentage of Center-based and Home-based Children Who Received Screening Services in PY97-PY19[35]



Children are also screened for hearing (76%), vision (73%), dental concerns (72%) and general health (85%). Eighty-two percent of center-based children and 76% of home-based children were screened for hearing in PY19. Seventy-eight percent of center-based children and 73% of home-based children received vision screening. Similarly, 79% of center-based children received dental screening, and 72% of home-based children did so. General health screening was conducted for 87% of center-based children and 85% of home-based children.

Figure 33. Percentage of PY19 Home-based and Center-based Children Who Were Screened—by Screening Area



[35] 1999 data not available.

Detection of Developmental Concerns

Developmental concerns were identified for slightly more than one-fourth of children who were screened (see Table 16), similar to recent years. Twelve percent of screened children were referred for services, similar to the previous seven years. In PY19, 9% received services to address identified concerns. At the end of PY19, concerns remained for 9% of screened children, similar to percentages in the previous ten years.

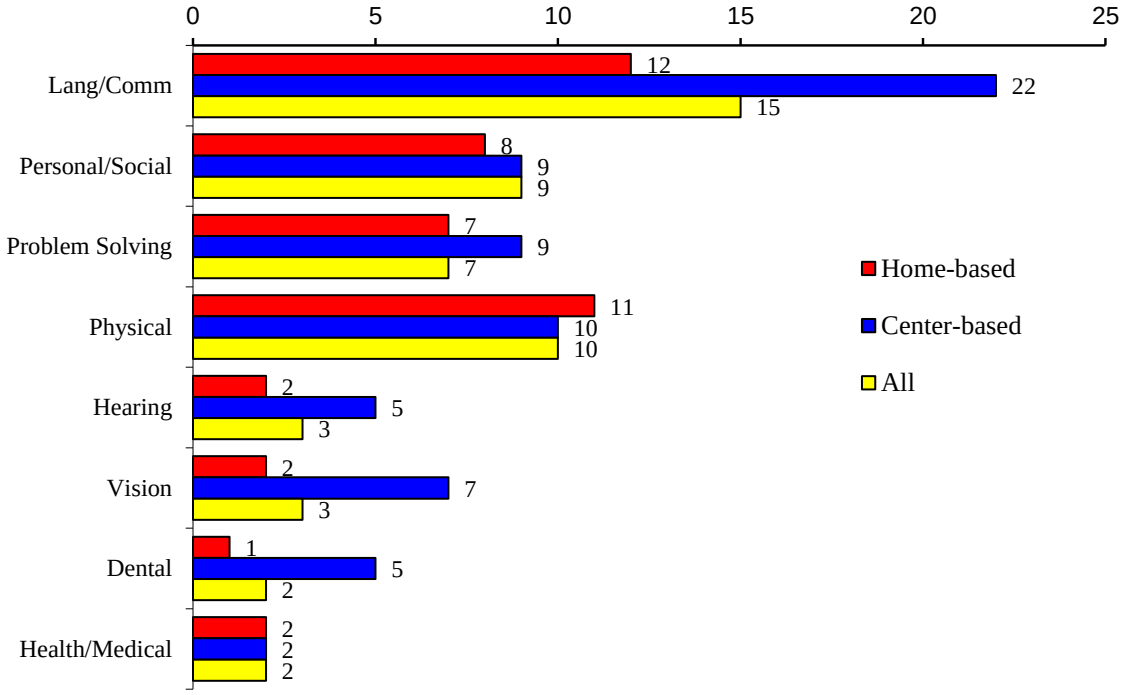
Table 16. Percentage and Number of FACE Children Who Were Screened and Percentages of Screened Children with Concerns and Referred for/Receiving Service by Screening Area

	Percent of FACE Children Screened (N=2,154)	Number Screened	Percent of Screened Children with: Concerns Identified	Service Referral	Service Received	Concerns Remaining at Year-end
Language/communication	87	1,883	15	6	4	6
Personal/Social	88	1,895	9	2	2	2
Problem solving	87	1,883	7	2	2	3
Physical development	87	1,883	10	3	2	3
Hearing	76	1,645	3	2	2	1
Vision	73	1,573	3	2	2	1
Dental	72	1,556	2	1	1	1
General health/medical	84	1,800	2	1	1	1
Screening Areas Overall	**91**	**1,921**	**26**	**12**	**9**	**9**

Fifteen percent of screened children had concerns in language/communication in PY19; 9% of screened children had personal/social concerns; 7% had concerns in problem solving; and 10% had physical development concerns (see Figure 34). For each of the other areas, 2-3% of screened children were identified with concerns. Similar to the past eight years, concerns remained for 6% of children screened in the area of language/communication, and only 1-3% of screened children demonstrated concerns in other areas at year-end.

Consistent with the increased demonstration of delays as children age, higher percentages of center-based than home-based children were identified with concerns in screening areas overall, similar to the previous year (see Table 17). Thirty-four percent of center-based children and 23% of home-based children who were screened were identified with concerns. Concerns were resolved by the end of the year for approximately 66% of the children who had been identified with concerns—including 69% of identified home-based children and 60% of center-based children.

Figure 34. Percentage of PY19 Home-based, Center-based, and All Screened FACE Children for Whom Concerns Were Identified—by Screening Area



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

- Eight and 9% of home-based and center-based children, respectively, were identified with personal/social concerns. Other areas with similar percentages of home- and center-based children identified with concerns include problem solving (7% and 9%, respectively), physical development (11% and 10%, respectively), hearing (2% and 5%, respectively), and general/medical health (2%).

- Language/Communication concerns were identified for 22% of center-based children and 12% of home-based children. Vision concerns were identified for 5% of center-based children and 2% of home-based children. Dental concerns were identified for 5% of center-based children and 1% of home-based children.

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=2,154)	Number Screened	Percentage of Screened Children with Concerns Identified	Percentage Screened (N=1,523)	Number Screened	Percentage of Screened Children with Concerns Identified	Percentage Screened (N=648)	Number Screened	Percentage of Screened Children with Concerns Identified
Language/communication	87	1,883	15	86	1,314	12	90	586	22
Personal/social	88	1,895	9	87	1,326	8	90	586	9
Cognitive (problem solving)	87	1,883	7	86	1,314	7	90	586	9
Physical development	87	1,883	10	86	1,314	11	90	586	10
Hearing	76	1,645	3	76	1,165	2	82	531	5
Vision	73	1,573	3	73	1,118	2	78	505	7
Dental	72	1,556	2	72	1,096	1	79	512	5
General health/medical	84	1,800	2	85	1,296	2	87	562	2
Screening Areas Overall	**91**	**1,921**	**26**	**91**	**1,379**	**23**	**94**	**620**	**34**

Detection of Social-Emotional Concerns

In addition to the personal/social concerns described above, FACE staff members assist parents in completing an instrument that is used to assess social-emotional developmental delays or concerns. During PY19, staff members assisted parents in completing the assessment for 54% of FACE children, similar to the previous three years. All home-based children are to be assessed with the instrument; 71% of home-based children were assessed in PY19. Only center-based children who exhibit behaviors suggesting social-emotional developmental delays or concerns are to be assessed; 13% of center-based children were assessed in PY19. The child's age at the time of the first PY19 assessment ranged from 2-60 months.

Of children assessed for social-emotional concerns, 5% (55 children) were identified with social-emotional delays or concerns. Fifty-four percent of children who were identified with delays or concerns were less than 24 months of age (a large increase from 35% in PY18); 46% were 24 months or older. Sixty-six children assessed received a second assessment; continuing concerns were identified for three 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.[36] 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).[37]

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.*[38]

Most FACE preschoolers (93%) were assessed at least once with the EOWPVT and/or the WSS in PY19 (see Table 18). Seven percent of preschoolers in PY19 (similar to PY17 and PY18) were either not assessed, or programs provided no documentation.

[36] 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.

[37] Published by Academic Therapy Publications.

[38] Before PY18, a four-point response option was used.

Table 18. Percentage and Number of FACE Center-based Children Assessed PY17 - PY19

	% PY17	% PY18	% PY19	Number of Children PY19
EOWPVT but no WSS	16	7	11	73
WSS but no EOWPVT	2	4	3	21
Both EOWPVT and WSS	76	80	79	518
No EOWPVT or WSS	6	9	7	43
Total	100	100	100	655

EOWPVT Assessments for Center-based Children

The 591 preschoolers who were assessed at least once with the EOWPVT comprise 90% of all FACE preschoolers in PY19—similar to the 87% assessed with the EOWPVT in PY18 and the 92% assessed with the EOWPVT in PY17. Nine of these children either scored too low to have valid assessment scores or their scores were reported as raw scores rather than standard scores and they are also not included in the analyses.

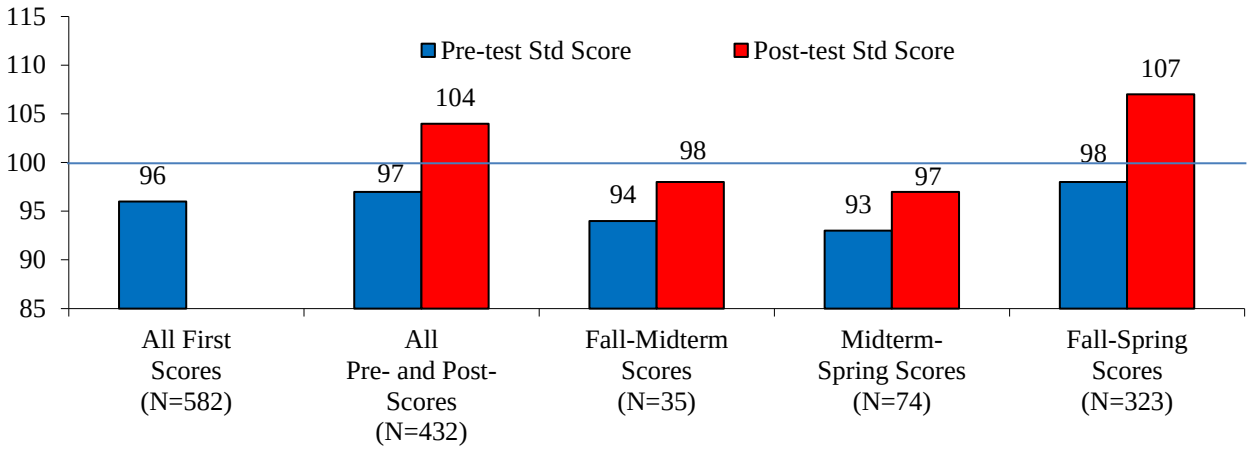
Teachers administer the EOWPVT assessment in the fall, at midterm, and in the spring; however, some children enter or exit preschool throughout the school year and are assessed with different testing cycles. Of 582 children who were assessed, 432 (74%) had more than one EOWPVT assessment during the year. Of these preschoolers with pre- and post-test scores, 75% were assessed fall-spring (and most of those also had an additional mid-term assessment); 8% were assessed fall-midterm; and 17% were assessed midterm-spring. Results are analyzed by test cycle because children attending preschool for the entire year can be expected to have more favorable results and gains than children who attend only part of the year.

For purposes of equal-interval comparison, standard scores with an average of 100 (equivalent to the 50th percentile or NCE) and a standard deviation of 15 based on a nationally-normed sample of children are used. The average first score for 582 children is 96, 4 standard scores less than the national average of 100 and equivalent to the 39th national percentile (see Figure 35).

For the 432 children with pre- and post-scores during PY19, the average pre-test score of 97 (equivalent to the 42nd national percentile) significantly and meaningfully increased to an average post-score of 104 (equivalent to the 61st national percentile). The increase of seven standard scores is a meaningful increase of slightly more than one-half of a standard deviation.[39] The post-score is four standard scores above the national average.

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

Figure 35. Average First PY19 EOWPVT Standard Score, Scores Overall, and Matched Pre-Post Scores Overall and by PY19 Testing Cycles



Children who attended preschool the entire year and were tested in the fall and spring demonstrated the largest gains, with an average increase of 9 standard scores (three-fifths of a standard deviation), rendering them at the 68th national percentile at the end of the school year. Children who attended fall-midterm demonstrated an average standard score gain of 4, with a post-test score of 98, near the national average of 100. Those who attended midterm-spring increased 4 standard scores, with a post-test score of 97, 3 standard scores below the national average of 100.

This analysis was also conducted by the background characteristics of children that are typically related to performance—age and gender. Preschoolers who are 3 years of age score significantly lower at pre-test than do 4-year-olds (with average pretest standard scores of 89 and 96, respectively). However, no significant differences exist at post-test. Similarly, no significant differences are found by gender at pre-test or post-test.

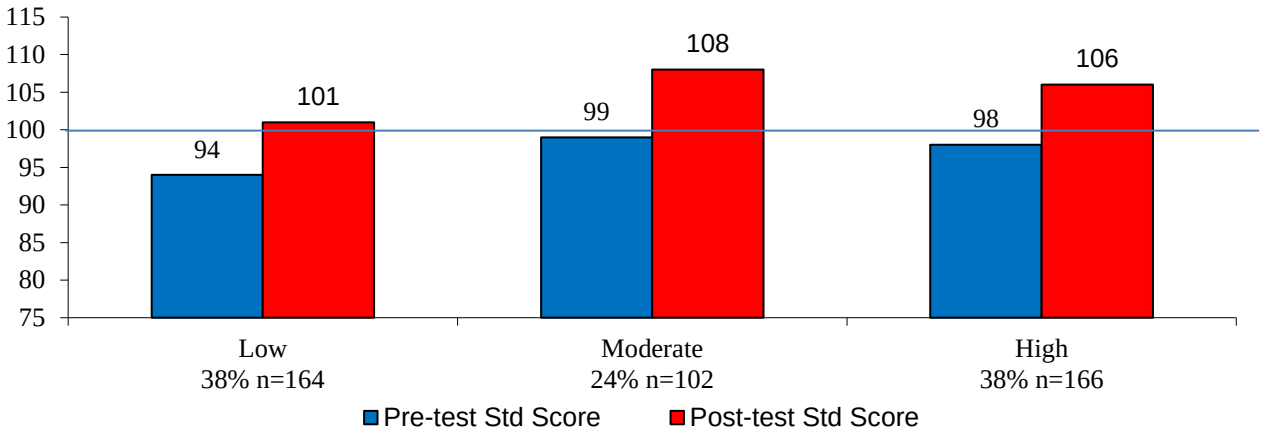
Of the 46 sites that used the EOWPVT for assessment, 54% of FACE programs (25 programs—six more programs than in PY18) demonstrated significant and meaningful average gains for their preschoolers. An examination of post-test performance for each of the 43 FACE sites reporting pre- and post-test data reveals that the average EOWPVT post-test scores at 70% of FACE programs are *at or above* the national average standard score of 100 (which is the 50th national NCE or percentile). This is 9 percentage points more than scored at this level in PY18.

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.

Thirty-eight percent of preschoolers who had both a pre- and post-test were found to have low attendance, 24% had moderate attendance, and 38% had high attendance (see Figure 36). Children who subsequently demonstrated low attendance scored significantly and meaningfully lower at pre-test than did children with moderate and high attendance. Low attendance children nonetheless made large gains during their preschool year, increasing from a standard score of 94 (slightly more than one-fourth of a standard deviation below average) to a standard score of 101, which is slightly above the national average. Children who subsequently demonstrated moderate or high attendance score at the average standard score of 99 and 98, respectively, just below the national average, at pre-test and gained 9 and 8 standard scores during their preschool year, rendering them at least one-half of a standard deviation above average at the end of the preschool year.

Figure 36. Average EOWPVT Standard Scores--Matched Pre-Post Scores Overall by Hours of FACE Preschool Attendance in PY19



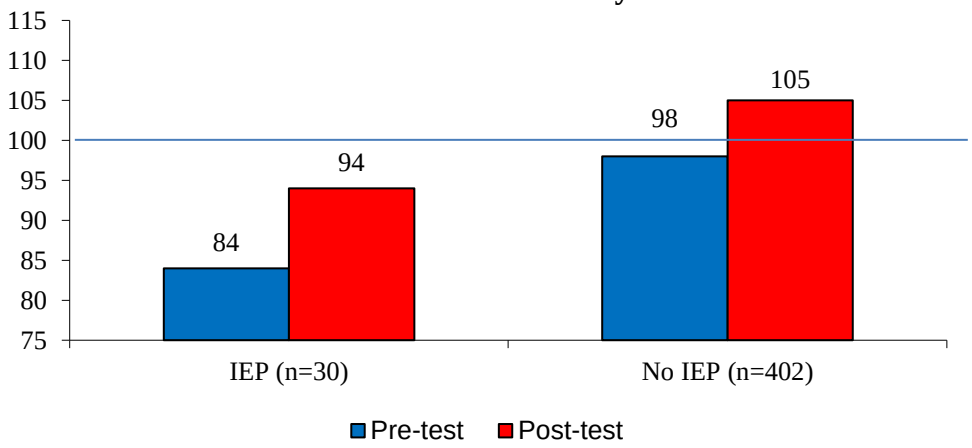
One-fourth of assessed preschoolers had received home-based services sometime during their FACE participation. There were no significant differences among children who had formerly received home-based services and those who had received only center-based services at preschool entry or at the end of preschool.

Preschoolers with IEPs were also identified on administrations of the EOWPVT. Seven percent of the center-based children who were assessed (41 children) were identified as having an IEP. Thirty of these children were assessed with both a pre- and post-assessment.

FACE preschoolers with IEPs score significantly below other preschoolers at pre-test, scoring slightly less than one standard deviation below the national average (i.e. with an average standard score of 84) compared with an average standard score of 98 for preschoolers who did not have an IEP (see Figure 37). At post-test, children with IEPs increased their average score to 94, a significant and meaningful increase of two-thirds of a standard deviation—and moving toward the national average of 100. Although preschoolers with IEPs continued to score significantly lower than other preschoolers (who had average pre-test and post-test scores of 98 and 105, respectively),

they made meaningful progress in narrowing the achievement gap and approaching the national average as preschoolers.

Figure 37. Average Standard Scores for EOWPVT for PY19 FACE Preschoolers by IEP Status



Work Sampling Assessment for Center-based Children

In PY19, FACE preschool staff members conducted at least one WSS assessment for 82% of FACE preschool children (539 children). This includes 249 children who were assessed with a 3-year-old form and 290 children who were assessed with a 4-year-old form. Of children who were assessed with the WSS, 78% (420) also had a post-assessment completed during the year. Children are rated on items categorized in each of eight domains.[40] 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 I.

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

This analysis was also conducted by gender, a background characteristic of children that is typically related to performance. Female and male 3-year-olds score similarly on each WSS scale at pre- and post-test. Female and male 4-year-olds also score similarly on each WSS scale at pre- and post-test. This finding differs from the previous year's findings; in PY18, female 4-year-olds scored significantly higher than male 4-year-old preschoolers on the personal and social domain, the language and literacy domain, and the social studies domain at pre- and post-test. In addition in PY18, female 4-year-olds scored significantly higher than male preschoolers at pre-test on the mathematical thinking and the arts domains, but they scored similarly at post-test.

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

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

Domains	Mean Pre-test	s.d.	Mean Post-test	s.d.	p-value	N
Personal & Social						
3-year-old WSS form	21.5	5.9	28.7	6.4	<.0001	183
4-year-old WSS form	23.7	6.5	31.7	5.2	<.0001	236
Language & Literacy						
3-year-old WSS form	17.4	5.4	23.8	6.6	<.0001	183
4-year-old WSS form	22.0	6.1	29.9	6.6	<.0001	235
Language & Literacy for English Language Learners						
3-year-old WSS form	4.7	1.5	6.7	1.6	<.0001	93
4-year-old WSS form	7.5	2.2	10.3	2.0	<.0001	142
Mathematical Thinking						
3-year-old WSS form	15.5	5.5	22.0	7.2	<.0001	182
4-year-old WSS form	18.8	6.1	27.6	8.0	<.0001	234
Scientific Thinking						
3-year-old WSS form	17.2	6.5	25.1	7.5	<.0001	181
4-year-old WSS form	18.9	6.7	28.1	7.3	<.0001	229
Social Studies						
3-year-old WSS form	9.2	3.1	13.3	3.5	<.0001	180
4-year-old WSS form	16.8	5.3	24.5	5.7	<.0001	233
The Arts						
3-year-old WSS form	7.0	2.1	9.3	2.2	<.0001	180
4-year-old WSS form	7.6	2.3	10.3	2.0	<.0001	233
Physical Development						
3-year-old WSS form	13.6	3.8	17.4	3.6	<.0001	181
4-year-old WSS form	15.2	3.8	19.6	2.6	<.0001	234

FACE preschoolers with moderate attendance score similarly to those preschoolers in their age group with high attendance on every domain (see Table 20). For both age groups, differences occur between preschoolers with moderate attendance and/or high attendance and preschoolers with low attendance on some domains. For 3-year-olds, preschoolers score similarly at pre- and post-test, regardless of their attendance frequency, on language and literacy, mathematical thinking, scientific thinking, and social studies domain. At pre-test, preschoolers three years of age differ only on the domain of language and literacy for English Language Learners (ELL); 3-year-old preschoolers with low attendance score significantly lower than those with high or

moderate attendance at both pre- and post-test.[41] At post-test, 3-year-old preschoolers with low attendance score significantly lower than 3-year-old preschoolers with moderate or high attendance on the personal-social domain. At post-test, 3-year-old preschoolers with low attendance score significantly lower than preschoolers with high attendance on social studies, the arts and physical development domains.

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

	Low Attendance (39%, n=162)			Moderate Attendance (24%, n=100)			High Attendance (37%, n=157)		
	Pre-Score	Post-Score	N	Pre-Score	Post-Score	N	Pre-Score	Post-Score	N
3-Year-Olds									
Personal/Social Development	20.7	26.0	74	21.6	30.1	39	22.2	30.8	70
Language & Literacy	17.0	22.5	74	17.7	24.8	39	17.6	24.7	70
Language & Literacy for ELLs	4.0	5.9	32	5.1	7.1	24	5.0	7.2	37
Mathematical Thinking	15.3	20.7	73	15.4	22.9	39	15.9	22.9	70
Scientific Thinking	17.4	23.7	73	18.1	26.6	38	16.7	25.7	70
Social Studies	9.0	12.3	73	9.3	13.4	38	9.5	14.4	69
The Arts	6.6	8.7	73	7.1	9.1	38	7.3	10.0	69
Physical Development	13.6	16.2	74	13.6	17.7	38	13.7	18.4	69
4-Year-Olds									
Personal/Social Development	22.1	30.2	88	24.0	32.5	61	25.1	32.6	87
Language & Literacy	20.5	27.9	87	22.4	31.4	61	23.2	30.8	87
Language & Literacy for ELLs	6.7	9.7	55	7.7	10.5	35	8.2	10.9	52
Mathematical Thinking	17.1	25.0	88	18.8	30.2	60	20.5	28.5	86
Scientific Thinking	18.2	27.1	84	19.5	29.4	59	19.1	28.3	86
Social Studies	15.4	22.8	87	17.0	26.0	60	18.1	25.2	86
The Arts	6.9	9.8	87	7.9	10.5	60	8.2	10.7	86
Physical Development	14.1	18.8	88	15.7	20.3	61	15.9	19.8	85

For 4-year-olds at pre- and post-test, preschoolers with low attendance score significantly lower than do preschoolers with high attendance on every domain except the scientific thinking domain (on which they score similarly to preschoolers with high or moderate attendance). At pre-test, 4-year-old preschoolers with low or moderate attendance score similarly on all domains with the exception of the arts and physical development domains; children with moderate attendance score

[41] Comparisons are significant at the < .= .05 level.

significantly higher on these two domains. At post-test, 4-year-old preschoolers with low attendance score significantly lower than those children with moderate attendance on personal-social, language and literacy, mathematical thinking, socials studies, and physical development domains. They score similarly on the language and literacy ELLs, scientific thinking and the arts domains.

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

The overall percentage of parents reporting a *large* impact for each of the indicators is similar to the previous six years' percentages (a 5 percentage-point difference or less). The difference in ratings between center-based parents and home-based parents may be reflective of the age differences and the differences in component services for center- and home-based children. Significant differences are found between groups for all indicators of impact, although the majority of parents, regardless of service received, reported *large* impacts of FACE on children. Significantly greater percentages of center-based parents rate the impact as *large* for the outcomes measured compared with parents receiving home-based-only services.

- Seventy-eight percent of parents reported that FACE has a *large* impact on increasing their child's interest in learning. Eighty-six percent of center-based-only parents reported the *large* impact compared with 82% of parents who received both services and 74% of home-based-only parents.

- Three-fourths of parents indicated that FACE has a *large* impact on increasing their child's interest in reading. Eighty-two percent of center-based-only parents and approximately three-fourths of home-based-only parents and parents who received both services reported a *large* impact.

- Seventy-three percent of parents reported that FACE participation has a *large* impact on preparing their child for school. Approximately 80% of center-based parents reported a *large* impact; the 82% of parents who received only center-based services is a decrease of 7 percentage points compared with the previous year. Sixty-five percent of home-based-only parents reported a *large* impact.

- Seventy-three percent of parents reported their child's increased self-confidence to be a *large* impact of FACE participation. Eighty percent of parents with only center-based services and 75% of parents with both services reported a *large* impact on children's self-confidence, as did 69% of parents with only home-based services.

Table 21. Percentage of PY19 Parents Reporting Degree of Impact of FACE on Children by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time:																
	Home-based-Only (1)				Center-based Only (2)				Both Home- and Center-based (3)				All Parents				
Impact on Child	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	Large	Somewhat	None	(N)	p*
Increased child's interest in learning	74	26	<1	(649)	86	14	0	(177)	82	18	1	(442)	78	21	<1	(1,268)	2>1, 3>1
Increased child's interest in reading	73	25	2	(626)	82	18	1	(176)	76	23	1	(433)	75	23	2	(1,235)	2>1
Prepared child for school	65	33	2	(535)	82	18	0	(174)	79	21	<1	(411)	73	26	1	(1,120)	2>1, 3>1
Increased child's self confidence	69	30	1	(616)	80	19	1	(177)	75	24	1	(432)	73	26	1	(1,225)	2>1
Increased child's verbal/ communication skills	67	31	2	(637)	78	22	0	(176)	77	22	1	(441)	72	27	1	(1,254)	2>1
Helped child get along better with others	57	39	4	(608)	77	22	1	(175)	74	24	2	(428)	66	31	3	(1,211)	2>1, 3>1

*Statistically significant at least at ≤ .05 level among types of service.

- Seventy-two percent of parents indicated that FACE participation has a *large* impact on increasing their child's verbal/communication skills. Slightly more than 75% of center-based parents reported a *large* impact, and 67% of parents with only home-based services reported that FACE has a *large* impact on increasing their child's verbal/communication skills. The percentage of center-based-only parents who reported a *large* impact decreased by 7 percentage points compared with the previous year.

- Approximately two-thirds of parents reported that FACE has a *large* impact on helping their child get along better with other children. Approximately 75% of center-based parents, whose children have more opportunities for interaction with others than do home-based-only children, reported a *large* impact on their children; a significantly fewer 57% of home-based-only parents reported this degree of 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.[42]

Thirty parents commented or mentioned other ways that FACE helps their child. Other ways participation in FACE helps includes increased independence and ability to make good decisions, increased talking, improved ability to follow directions/instructions, increased use and understanding of AI language and culture, decreased shyness, improved ability to follow a daily routine, improved motor sills, ability to use the toilet, increased creativity, and increased positive interaction with adults and other children. Two parents commented that their children have fun in their FACE preschool and want to go to school. All comments were positive.

Transition to Preschool

Regardless of where children attend preschool, preparing FACE families for smooth transitions from home-based to center-based components or to another preschool experience is an important focus in FACE programs. At the end of PY19, 422 home-based children were of preschool age (3 or 4) and eligible for fall 2019 enrollment in the FACE preschool.

At the end of PY19, FACE programs reported that 151 children and 131 adults received assistance with the transition to preschool. Staffs at 39 sites, three fewer programs than the previous year, reported that 118 home-based children were helped with their transition to the FACE preschool program (see Table 22). Transition assistance was provided to 106 adults whose children were transitioning at 33 sites, similar to the number of sites in PY18.

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

Table 22. Number of Home-based Children and Adults Who Were Assisted in Transitions to Preschool in PY19

	Children	Programs	Adults	Programs
Home-based to center-based	118	39	106	33
Home-based to another preschool	33	19	25	14
Home-based *prenatal to 3* to home-based *3 through kindergarten*	57	18	37	11

Programs also provided assistance with the transition of home-based participants to other preschools. To do so in communities where services are available, 88% network with Head Start, 71% network with the public preschool, and 68% have a relationship with the Early Head Start program. Networking with private preschools occurs in six communities (see Table 48 in the section on Coordination with Community Agencies/Programs). Nineteen programs reported that 33 home-based children were helped with their transition to another preschool, and 25 parents at 14 programs received transition assistance. Fifty-seven children at 18 sites were assisted in their transition from home-based *prenatal to 3* to home-based *3 through kindergarten.*

Parents were also asked if they or their child participated in activities to transition to FACE center-based services and if FACE helped in the process. Parents reported that 251 home-based children participated in activities to transition to center-based services, as did 112 parents. Of the 282 home-based parents who reported whether or not FACE helped with the transition to center-based services, 82% reported that FACE was helpful to their making the transition, similar to the percentage in PY17-PY18.

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*. In PY19, adult achievement information was provided for 1,864 FACE adults—86% of FACE adults (similar to PY17 and PY18). Information was provided for 95% of the center-based adults (an increase from 89% in PY18) and 83% of home-based adults (a decrease from 88% in PY18).

Goal Setting and Achievement

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

Included in the achievement data are reports on goal setting and completion. In PY19, 83% of FACE adults (1,796 adults) set at least one goal for the year. This includes 80% of home-based adults and 92% of center-based adults (see Table 23). Seventy-five percent of adults, whether or not they set a goal, completed at least one goal during the year, including 71% of home-based adults and 88% of center-based adults. Of the adults who set goals, 90% completed at least one goal, which includes 88% of home-based adults and 95% of center-based adults.

Table 23. Percentage of FACE Adults 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 FACE Adults	Percentage of Adults who Set Goals
All FACE Adults (N=2,157)	1,796	83	1,622	75	90
Home-based Adults (N=1,590)	1,274	80	1,124	71	88
Center-based Adults (N=732)	676	92	645	88	95

Adults set five parent/family/community goals, including improvement in parenting skills, understanding child development, improving their family's well-being, identifying and accessing resources, and increasing their involvement in the community. Between two-thirds and 84% of adults who set goals in these areas completed their goals. Almost 70% set goals to understand child development and to improve their parenting skills; 55% set the goal to improve their family's well-being (see Table 24). Somewhat higher percentages of center-based adults than home-based adults set goals in all areas measured (5-11 percentage points higher), with the exception of the goal of understanding child development; almost 60% of home-based adults and of center-based adults set this goal. Similarly, high percentages of home-based and center-based adults who set a goal to understand child development completed this goal (80% and 86%, respectively), as did home-based and center-based adults who set a goal to improve their parenting skills (83% and 81%, respectively). Considerably higher percentages (by 12-26 percentage points) of center-based adults than home-based adults who set the other three parent/family/community goals completed these goals. For each of the five areas, at least 80% of goal-setting center-based adults completed their goal. For each goal except to increase community involvement, at least three-fourths of goal-setting home-based adults completed their goal; 56% completed their community involvement goal.

Table 24. Percentage of FACE Adults Who Set Parent/Family/Community Goals in PY19 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=2,157)	Completed Goal (N=1,796)	Set Goal (N=1,590)	Completed Goal (N=1,274)	Set Goal (N=732)	Completed Goal (N=676)
Understand child development	68	81	59	80	58	86
Improve parenting skills	67	84	55	83	60	81
Improve family's well-being	55	80	44	77	52	89
Identify and access resources	39	79	30	75	40	89
Increase community involvement	28	66	20	56	31	82

Adults also set goals related to their child—preparing their child for school, socializing their child, and becoming more involved in their child's school. Due to the differences in component services and in children's ages, these goals were more likely to be set by center-based adults. Almost 70% of center-based adults set goals to prepare their child for school; slightly more than 45% of home-based parents did so (see Table 25). Slightly more than 60% of center-based adults had a goal to socialize their child; slightly more than 40% of home-based adults had this goal. Sixty percent of center-based adults and 40% of home-based adults set a goal to become more involved in their child's school. Goal completion was achieved by between approximately 85-90% of center-based adults who set these goals and by approximately 70-80% of home-based adults who set these goals.

Table 25. Percentage of FACE Adults Who Set Goals Related to Their Child in PY19 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=2,157)	Completed Goal (N=1,796)	Set Goal (N=1,590)	Completed Goal (N=1,274)	Set Goal (N=732)	Completed Goal (N=676)
Prepare child for school	63	78	46	72	68	90
Socialize child	55	82	41	78	61	90
Become more involved in child's school	54	74	40	70	60	84

Goals for educational self-improvement were also set by adults. Center-based adults are more likely to set goals related to educational self-improvement than are home-based adults due to

differences in focus for the components. Even so, the highest percentages of adults in either group set the educational goal to improve their AI language skills and to improve their reading skills. Higher percentages of center-based than home-based adults set and completed their goal to improve their AI language skills, to improve their reading skills and to improve their academic skills for college by 13 or more percentage points (see Table 26). While more than twice the percentage of center-based adults than home-based adults set the goal to complete one or more college/training courses, approximately 55% of both home-based and center-based adults who set the goal completed one or more college/training courses. Twelve percent of home-based adults set the goal of obtaining a GED or high school diploma; 10% completed this goal. Twenty percent of center-based adults set this goal; 20% of these goal-setting adults completed it.

Table 26. Percentage of FACE Adults Who Set Education Self-Improvement Goals in PY19 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=2,157)	Completed Goal (N=1,796)	Set Goal (N=1,590)	Completed Goal (N=1,274)	Set Goal (N=732)	Completed Goal (N=676)
Improve Native language skills	43	70	33	62	49	84
Improve reading skills	42	72	28	67	56	80
Improve academic skills for college	27	53	17	44	40	64
Complete one or more college/training course	18	53	12	52	27	56
Obtain GED or high school diploma	17	14	12	10	20	20

Other self-improvement goals within the scope of the FACE program were also set by adults; these include to make friends, to get a job, to improve employability, and to improve health and fitness (see Table 27). Among these four goals, adults were most likely to set making friends as a goal. Almost 55% of center-based adults and slightly more than 35% of home-based adults set this goal. Approximately 90% of adults who set this goal made friends during their participation in the FACE program in PY19.

Center-based adults were more likely to set employment goals. Slightly more than 45% of center-based adults set goals of getting a job and almost 55% set the goal of improving employability; approximately 30% of home-based adults set these employment goals. Approximately 65% of both center- and home-based adults met their goal of obtaining a job. Almost three-fourths of center-based adults achieved their goal to improve employability and almost 65% of home-based adults achieved their goal. Almost 40% of center-based adults and almost one-fourth of home-based adults set a goal to improve their health and physical fitness; three-fourths of center-based

adults who set this self-improvement goal met it as did almost 60% of home-based adults who set the goal to improve their health and physical fitness.

Table 27. Percentage of FACE Adults Who Set Other Self-Improvement Goals in PY19 and Percentage of Goal-Setting Adults Who Also Completed Them

	FACE Adults		Home-based Adults		Center-based Adults	
	Set Goal (N=1,796)	Completed Goal	Set Goal (N=1,590)	Completed Goal	Set Goal (N=732)	Completed Goal
Make friends	50	89	37	86	54	95
Get a job	42	64	31	65	46	63
Improve Employability	40	68	26	63	54	73
Improve health and fitness	32	66	23	59	38	75

Some adults reported other goals than those listed above. Most were employment or education goals for themselves. Ten adults, for example, set the goal to obtain their own home/housing; seven of these adults reached their goal. Nine adults specified food handlers training and all nine met their goal. Eight set a goal to increase their skills using the computer; seven of these adults met this goal. Seven adults set a goal to obtain a drivers' license, and six of these adults passed their driving tests. Eight adults set and completed the goal to engage in a family service-learning project. Three adults with police records set goals to address their situations; all three met their goals. Three adults set and achieved the goal of becoming an officer of the school's Parent Advisory Council. Some adults set specific goals related to their child. For example, 25 adults set and achieved the goal of ensuring their child's safety while riding in a vehicle through learning the correct use of car seats and/or seat belts. Eleven adults set a goal to train their child to use the toilet; by the end of PY19, children of ten of these adults were using the toilet.

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 PY19 findings support this trend. Regardless of the FACE services in which PY19 parents participated, almost all reported 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*.

Similar to previous years, at least 92% of parents, regardless of which services they received, reported that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured (see Table 28). Parents participating in center-based and/or home-based programs reported similarly high ratings of FACE impacts on increased amounts of time they spent with their child,

becoming more involved in their child's education, increased ability to more effectively interact with their child, increased parenting skills, increased understanding of child development, and increased ability to speak up for their child.

The FACE model is based on literacy and book sharing between parents and children. Parents participating in center-based and/or home-based services reported similarly high ratings of FACE impact on increased time spent reading to their child. Center-based parents, who have considerably more time with FACE staff than do home-based parents, reported a significantly higher degree of impact of FACE on learning how to encourage their child's interest in reading.

- Slightly more than 80% of parents—home-based and center-based—indicated that FACE helped them *a lot* to increase the amount of time they spend with their child.

- Almost 80% of parents reported that FACE helped them *a lot* to become more involved in their child's education and to more effectively interact with their child.

- Three-fourths of parents indicated that FACE helped them *a lot* to become a better parent and to increase their understanding of child development. A somewhat higher percentage of home-based-only parents (78%) than center-based-only parents (70%) reported that FACE helped them *a lot* to better understand child development.

- Almost 75% of parents indicated that FACE helped them *a lot* to increase their ability to speak up for their child.

- Seventy percent of parents reported that FACE helped them *a lot* in learning how to encourage their child's interest in reading. A considerable but significantly lower 68% of home-based-only parents reported a large impact compared with 79% of center-based-only parents.

- Slightly more than 65% of parents reported that FACE helped them *a lot* to increase their reading to their child.

Table 28. Percentage of PY19 Parents Reporting Degree of Impact of FACE on Their Parenting Skills by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time:												
	Home-based-Only (1)			Center-based-Only (2)			Both Home- and Center-based (3)			All Parents			
Impact on Parent	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	Significant Differences Among Types of Services*
Spent more time with child	81	17	(696)	81	15	(178)	81	14	(457)	81	16	(1,331)	ns
Became more involved in child's education	77	19	(693)	82	15	(177)	80	17	(451)	79	19	(1,321)	ns
Learned to more effectively interact with child	79	18	(698)	76	20	(177)	79	18	(449)	79	19	(1,324)	ns
Became a better parent	75	24	(694)	73	24	(164)	76	21	(434)	75	23	(1,292)	ns
Increased understanding of child development	78	20	(703)	70	26	(177)	73	24	(451)	75	22	(1,331)	ns
Increased ability to speak up for child	73	24	(683)	78	19	(161)	74	23	(434)	74	23	(1,278)	ns
Learned how to encourage child's interest in reading	68	26	(691)	79	18	(169)	70	28	(441)	70	26	(1,301)	2>1
Increased my reading to my child (the Reading Promise)	65	27	(683)	71	26	(165)	69	27	(434)	67	27	(1,282)	ns

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

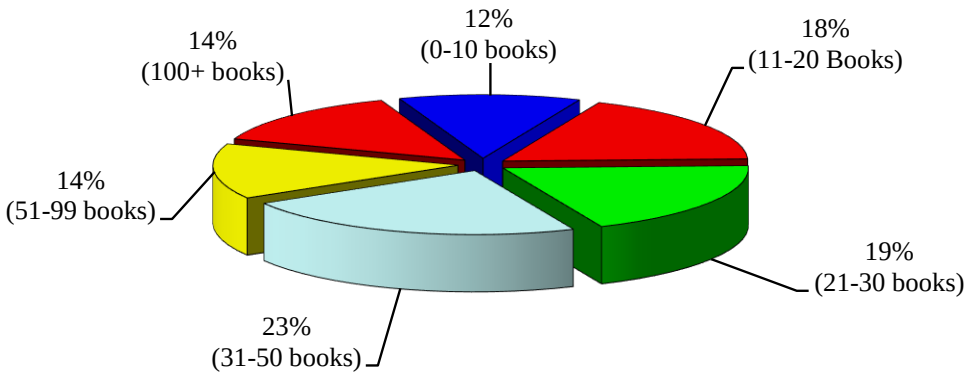
Home Literacy Outcomes

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).[43] These findings were duplicated in the PIRLS 2006 and 2011 studies.[44]

In all FACE components, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on carry-over into the home. In support of the FACE focus on home literacy, the BIE funds the distribution of high quality, age-appropriate children's books, an initiative administered by PAT in a partnership with the Dollywood Foundation's *Imagination Library* program. The *Imagination Library* program provides a new book each month for children actively engaged in FACE. Suggestions are provided to parents to use in sharing the book with their child, and families are encouraged to implement the parent-child activities included with each book. During PY19, 19,351 books were ordered for FACE children, approximately 3,000 fewer than were ordered during PY18.

At the end of PY19, parents reported the number of books in their homes for children and adults. Frequencies are similar to the prior year, with only 0-2 percentage point differences. Twelve percent of parents reported 0-10 books; 18% reported 11-20 children's books; 19% reported 21-30 books, 23% reported 31-50 books, 14% reported 51-99 books, and 14% reported 100 or more children's books in their homes (see Figure 38).

Figure 38. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in the Home at the End of PY19 (N=1,334)



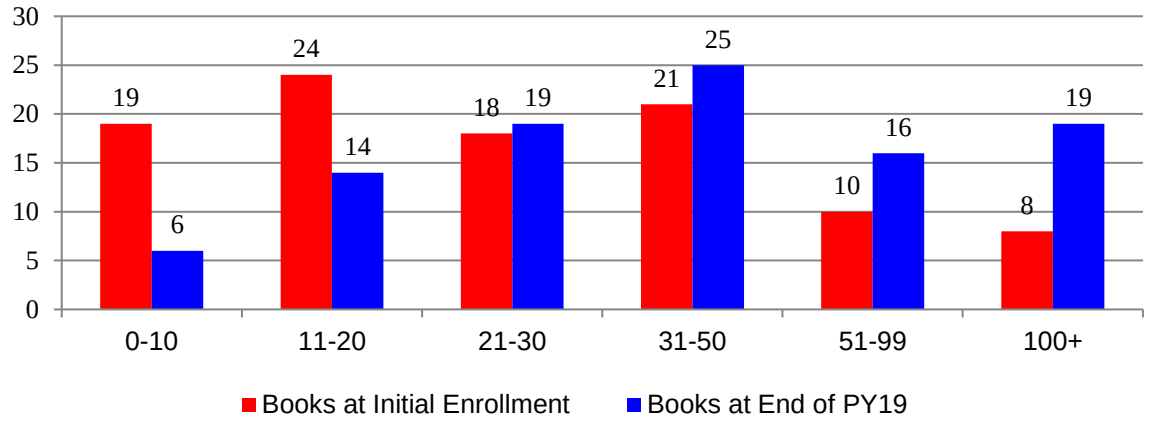
Matched data of the number of children's books in their parents' first year of FACE participation and at the end of PY19 indicate that the number of children's books increased significantly by the end of PY19 ($p < .0001$). Forty-three percent of FACE households had 0-20 children's books

[43] 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.

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

initially, but by the end of PY19 that percentage had decreased to 20% (see Figure 39). All households had at least five children's books. The percentage of households with 31-50 books increased from 21% to 25%; households with more than 50 children's books increased from 18% to 35%. Households with more than 100 books increased from 8-19% at the end of PY19.

Figure 39. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in Their Homes in their First Year of FACE Participation and at the End of PY19 (N=628)



While FACE has been instrumental in increasing the number of books in the home, FACE families lag somewhat behind families nationally and internationally in the number of children's books in homes. According to the cited study, 27% of 4th grade students internationally, and a similar rate of 28% nationally, reported more than 100 children's books in their homes.[45] Of the 79 FACE parents with children in the 4th grade, 23% reported 100 or more children's books in the home, an increase approaching national and international percentages from the 16% reported in PY18. Similarly, with an increase from 16% in PY18, 20% of 550 FACE parents with children in grades K-6 reported 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 (from an average of 20 to 25 books), it is a statistically significant increase during their FACE participation ($p < .0001$).

FACE parents reported the frequency that they conduct literacy activities that support their children's learning (see Table 29). They reported on literacy activities only if they believed the activities were age-appropriate for their children. For most literacy activities, parents reported daily or more frequent engagements. For almost all activities, the percentages of PY19 parents who conduct literacy activities *daily or several times a day* are similar to the percentages of parents who did so in recent years.

[45]Mullis, p. 114.7

Table 29. Percentage Distribution and Average Frequency That FACE Parents Engaged in Activities Supporting Literacy in PY19

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	5	20	75	4.7	1,310
Teach child, help child learn	0	1	4	21	74	4.7	1,304
Play with child	<1	1	6	28	65	4.6	1,332
Provide opportunities for child to scribble/draw/ write	< 1	2	9	29	60	4.5	1,234
Let child make choices	1	2	10	34	53	4.3	1,239
Encourage child to complete responsibilities	2	4	11	36	47	4.2	1,087
Listen to child read/pretend read	1	4	16	38	41	4.1	1,184
Read to child	1	5	20	36	39	4.1	1,338
Discuss day's events or special topics with child	3	8	19	33	37	3.9	1,178
Tell stories to child	2	6	20	36	36	4.0	1,314
Permit my child to watch TV, videos, or DVRs.	2	5	25	38	30	3.9	1,258
Take child on special activities outside home	6	33	21	14	26	3.2	1,311

- Approximately 75% of parents reported that they praise their child and help their child to learn *daily or several times a day*. Approximately 20% praise their child and help their child learn *almost daily*.

- Sixty-five percent of parents indicated that they play with their child *daily or several times a day*. Almost 35% of parents play with their child *almost daily* or at least *once or twice a week.*

- Sixty percent of FACE parents provide opportunities for their child to scribble, draw or write *daily or several times a day.* Almost 40% 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 35% reported that they do so *almost daily*. Ten percent of parents let their child make choices *once or twice a week.*

- Slightly more than 45% of parents indicated that they encourage their child to complete responsibilities *daily or several times a day*. Another slightly more than 45% reported that they do so *almost daily* or at least *once or twice a week.*

- Approximately 40% of FACE parents listen to their child read/pretend read and/or read to their child *daily or several times a day.* Approximately 55% do these reading activities *almost daily* or at least *once or twice a week.* Four or five percent reported doing these activities *a few times a month*.

- Slightly more than 35% of parents discuss the day's events or special topics with their child and/or tell stories to their child *daily or several times a day.* Approximately 35% do so *almost daily*, and approximately 20% do these activities *once or twice a week.* From 5-10% engage their children in these activities *a few times a month*.

- Thirty percent of parents reported that their child watches TV, videos, or DVDs *daily or several times a day.* Almost 40% of parents permit these activities *almost daily.* Slightly more than 30% of parents permit their child to watch electronic media only *once or twice a week* or less frequently.

- Slightly more than 60% of FACE parents take their child on special outings *once or twice a week* or more frequently. One-third do so *a few times a month*. Only slightly more than 5% of parents reported that they *never or almost never* take their child on special outings.

- Home-based and center-based parents engage in similar frequency of home literacy activities for six of 12 activities. These activities include: provide opportunities to scribble/draw/write, let child make choices, listen to child read/pretend read, read to child, tell stories to child, and permit watching TV, videos or DVRs.

- Home-based-only parents significantly more frequently praise their child ($p < .01$) and help their child learn ($p < .01$) than do center-based-only parents. Home-based-only parents and parents who participated in both services play with their child significantly more frequently ($p < .0001$) than do center-based-only parents. Center-based-only parents significantly more frequently encourage their child to complete responsibilities ($p < .05$) than do home-based-only parents. Parents who received both services significantly more frequently discuss events or special topics ($p < .01$) with their child than do home-based-only parents. Center-based parents significantly more frequently take their child on special activities outside the home ($p < .01$) than do home-based-only parents.

FACE parents also reported the frequency that their child participates in three literacy activities that support their learning (see Table 30). They reported on these literacy activities only if they believed the activities were age-appropriate for their children. From 80-85% of responding parents reported that their child reads or looks at print on their own, talks about what he/she reads or sees in print, and writes or draws *daily or almost daily*, and 12-13% do so *once or twice a week*. Both home- and center-based parents reported similar frequency of reading activities for their child.

Center-based parents reported significantly higher frequency of writing or drawing activities for their older children ($p < .05$).

Table 30. Percentage Distribution and Average Frequency That FACE Parents Report Their Child Engages in Activities Supporting Literacy in PY19

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
My child reads or looks at books or magazines at home on his/her own.	1	3	12	35	49	4.3	1,209
My child talks about what he/she reads or sees in books or magazines.	2	4	13	37	44	4.2	1,103
My child writes and/or draws.	1	4	12	37	44	4.2	1,137

The frequency of activities in the home 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 PY19.[46] Parents reported a high frequency of activities in the home, with *almost daily* engagement for most activities already by the end of their first year of participation in FACE; this high level was maintained at the end of PY19 (see Table 31). Moreover, parents significantly increased the frequency with which they conduct three out of the 11 activities that support literacy, perhaps adjusting to the age-appropriateness of those activities for their child. Parent ratings at the end of PY19 indicate that they significantly more frequently praise their child ($p < .05$), encourage their child to complete responsibilities ($p < .05$) and tell stories to their child ($p < .05$) than they did after their first year of FACE participation.

Data collected from the National Household Education Surveys were examined to determine the frequency with which parents of pre-kindergarten children aged 3-5 nationwide engage in various home literacy activities with their children.[47] Their responses provide a comparison to reports of center-based FACE parents who are participating with preschool-aged children. Nationwide findings indicate that 81% of children ages 3-5 who were not yet in kindergarten had parents who read to them *three or more times in the past week*. Seventy-three percent of parents with FACE preschoolers read to their pre-kindergarten children on a *daily* or *almost daily* basis. Nationwide, 33% of pre-kindergarten children aged 3-5 had parents who told them a story *three or more times in the past week*. Seventy-three percent of FACE parents of pre-kindergarten children tell stories to their child on a *daily* or *almost daily* basis.

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

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

Table 31. Average Rating of Frequency[48] That FACE Parents Reported Engagement in Activities Supporting Home Literacy at the End of Their First Year of FACE Participation and at the End of PY19

	End of First Year in FACE	End of PY19	N	Significance Level
Play with child	3.92	3.91	668	ns
Teach child, help child learn	3.91	3.93	643	ns
Praise child	3.87	3.93	642	<.05
Provide opportunities for child to scribble, draw, or write	3.84	3.87	531	ns
Let child make choices	3.77	3.82	556	ns
Listen to child read/pretend read	3.70	3.75	519	ns
Encourage child to complete responsibilities	3.69	3.78	424	<.05
Read to child	3.66	3.70	677	ns
Tell stories to child	3.59	3.66	644	<.05
Discuss day's events or special topics with child	3.52	3.59	503	ns
Take child on special activities outside home	2.93	2.99	650	ns

FACE adults also reported the frequency of their own engagement in literacy-related practices at the end of their first year in FACE and at the end of PY19. Slightly more than three-fourths of adults reported that they *frequently* read for pleasure both at the end of the first year in their FACE participation and at the end of PY19 (see Table 32). Approximately 65% of adults reported that they *frequently* spend time writing both earlier in their FACE participation and at the end of PY9. Sixty-six percent of adults reported earlier in their FACE participation that they *frequently* work with numbers, and a significantly higher 72% reported they do so at the end of PY19 ($p < .05$). At the end of their first year of FACE participation, 52% of adults reported that they *frequently* use community resources that support learning, and a significantly higher 57% reported that they *frequently* use community resources for learning by the end of PY19 ($p < .001$).

[48] 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 28.

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Table 32. Percentage of Adults Who Frequently Engage in Literacy-Related Activities at the End of Their First Year in FACE Participation and at the End of PY19[49]

	Percentage		Average			
	End of First Year in FACE	End of PY19	End of First Year in FACE	End of PY98	Significance Level*	(N)
Read for enjoyment	76	77	3.08	3.07	ns	(678)
Spend time writing	64	65	2.78	2.82	ns	(670)
Work with numbers	66	72	2.89	3.01	<.05	(655)
Use community resources that support learning	52	57	1.85	1.98	<.001	(671)

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.

FACE 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 380 adults, which includes assessments for 354 FACE adult education participants (60% of the 591 adult education participants), 16 other center-based adults who did not participate in FACE adult education, and 10 home-based parents. Of adult education participants, 328 were assessed with CASAS and 29 were assessed with TABE (three adults were assessed with both the CASAS and the TABE**).**

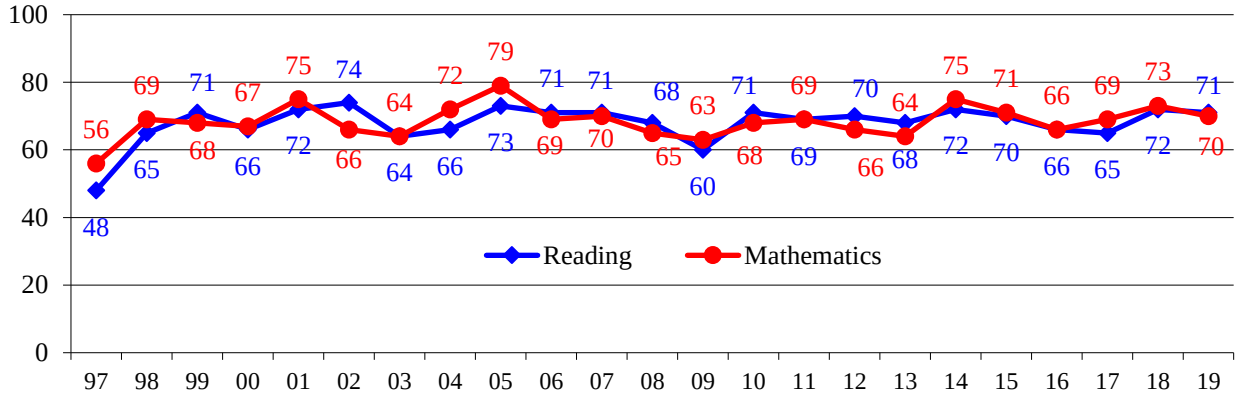
Matched CASAS pre- and post-assessments were obtained for 234 adults in reading and 228 in mathematics. On average, these adults demonstrate a statistically significant 3-point increase in reading—from 231 to 234 ($p < .0001$) and 4-point increase in math—from 220 to 224 ($p < .0001$).

The percentage of adults with matched scores who demonstrate gains in CASAS scores in reading and mathematics in each of the years PY97-PY19 is displayed in Figure 40. In PY97, the first year that CASAS tests were used, only 48% of adults increased their scores in reading and 56% increased scores in mathematics. After that first year, the annual percentages of adults who

[49] 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 60-74% in reading and from 63-79% in math. In PY19, 71% of adults demonstrated reading gains and 70% demonstrated gains in mathematics.

Figure 40. Percentage of Adults with Pre- and Post-CASAS Scores who Demonstrated Gains in Reading and Mathematics in Program Years 1997–2019



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 PY19 assessment in reading, 19% of adults with pre- and post-tests scored at the lowest *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels, 35% scored at the *advanced basic skills* level, and 16% scored at the highest level (*advanced adult secondary*). See Table 33. At post-test, a smaller 15% of the adults scored at *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels, and a small 27% scored at the *advanced basic skills* level. The percentage scoring at the *advanced basic skills* level doubled from 16% to 32%. Thirty-five percent of adults increased their score at least one level.

Table 33. Percentage Distribution of CASAS Score Levels of Center-based Adult Education Students for Matched Pre- and Post-Scores

	Matched Reading Scores (N=223)		Matched Math Scores (N=217)	
	Pre	**Post**	**Pre**	**Post**
Pre-Beginning/Beginning Literacy (Below 200)	2	6	6	7
Beginning/Intermediate Basic Skills (200-219)	17	9	37	28
Advanced Basic Skills (220-234)	35	27	44	41
Adult Secondary (235-244)	29	26	12	16
Advanced Adult Secondary (245+)	16	32	1	8

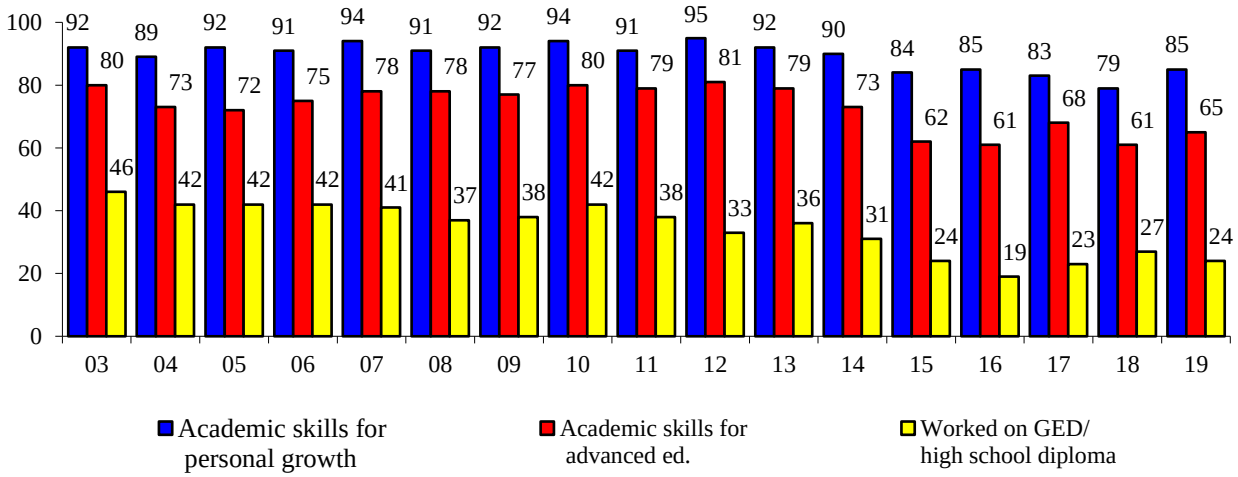
Forty-three percent of adults with matched scores in math scored at the *pre-beginning* to *intermediate basic skills* level in math, decreasing to 35% at post-test. The percentage scoring at *adult secondary* or higher increased from 13% to 24%, almost doubling. Only 1% of adults scored at the highest math level at pre-test, but 8% did so at post-test, an increase of 7 percentage points. Thirty percent of adults advanced at least one level in math.

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-nine adult education participants at five programs were assessed using the TABE. Seventeen adults were assessed at least once in reading. All had both pre- and post-assessments, and all demonstrated gains. Similarly, 17 had at least one assessment in math; all had both pre- and post-assessments, and all demonstrated gains.

Adults and staff reported other academic FACE impacts for adult education participants.

- Of responding adults in center-based adult education, 85% reported they improved their academic skills for purposes of their own personal growth (see Figure 41); 49% reported that they were helped *a lot* in this area.[50] Sixty-five percent reported they improved their academic skills so they can attend college or get a more advanced education; 34% reported that they were helped *a lot.* Twenty-four percent reported that FACE helped them make progress towards achieving a GED or a high school diploma. Nineteen percent reported that FACE helped them to pass at least one GED test, and 21% reported that FACE helped them to obtain a GED or high school diploma.

Figure 41. Percentage of Adults in FACE Adult Education Reporting Academic Outcomes in Program Years 2003–2019



- At the time of enrollment in PY19, 145 center-based adults reported the desire to obtain a GED or high school diploma as a reason for enrolling in FACE, and 150 center-based adults set it as an academic goal during the program year. FACE staff reported that 40 adults

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

completed their GED (16 adults) or high school diploma (24 adults) requirements during PY19. More than half were center-based adults. Since the inception of FACE, approximately 1,600 FACE adults have obtained their GED or high school diploma.

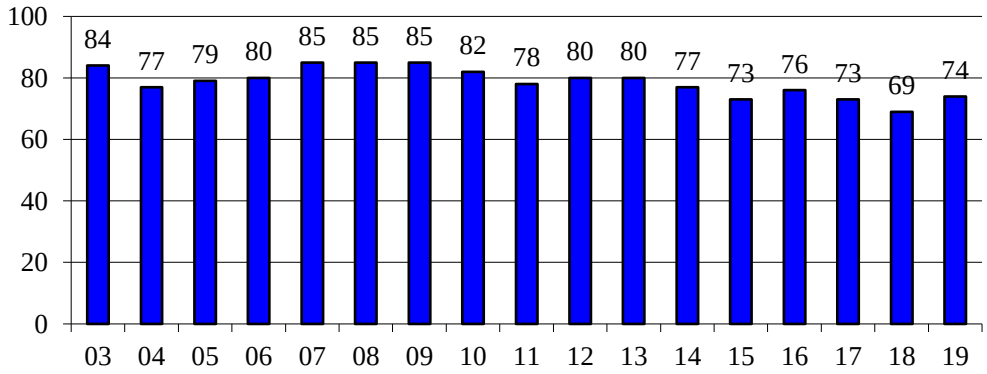
- FACE staff reported that 11% of center-based adults (80 adults compared with 108 adults reported in PY18) attended college or vocational courses during the year and that 71 home-based adults attended some form of post-secondary education program during the year, similar to the 72 adults in PY18.

- One-fourth of center-based adults reported that FACE helped them complete one or more college or technical school courses sometime during their FACE participation; 15% reported that FACE helped them earn a college degree or technical school certificate of completion.

- FACE staff were asked to describe "other noteworthy accomplishments by adults," and academic achievements were reported. Fourteen FACE adults graduated with post-secondary education degrees or certification; one adult received a Master's degree, four adults received a Bachelor's degree; four received an Associate's degree; and five received certification in their chosen field, such as athletics, adult education, elementary education, and nursing. A center-based adult education student received an award for an essay submitted to *Change Agent Magazine*. A high-school-age parent enrolled in the school's high school program.

- Almost three-fourths of adults in FACE adult education reported that FACE participation improved their computer skills (see Figure 42).

Figure 42. Percentage of Adults in FACE Adult Education Reporting Increased Computer Skills in Program Years 2003-2019



Language Learning

English language literacy and American Indian (AI) language literacy are each an important focus of the FACE program. As part of its program improvement efforts, the BIE and FACE contractors have increased professional development and support for a more intense focus on AI language literacy and integration in the FACE program. In order to assess dual language literacy as an

outcome of the FACE program, FACE adults were asked to rate their competency in English and in their AI language at enrollment and at the end of the program year in PY17-PY19.

Adults who are preparing for their GED test, for high school graduation or for academic success in post-secondary education are especially concerned with increasing their proficiency in some or all aspects of the English language. Some adults hope that increased proficiency in the English language will help their eligibility for job promotion. Parents are also concerned with helping their child's English literacy development.

Approximately 98% percent of FACE adults believe they are competent in English. Approximately 80-85% of adults reported that they speak, read, write and understand someone speaking English *very well;* approximately 15-20% reported that they do so *pretty well* (see Table 34). These percentages are similar to those reported in PY17-PY18.

Table 34. Percentage Distribution of Adults' Self-Ratings of Their English Language Literacy at the Time of PY19 Exit[51]

	Not at all	Not very well	Pretty well	Very well	N
Speak	< 1	1	16	82	1,336
Read	< 1	2	17	80	1,334
Write	1	3	18	78	1,335
Understand someone speaking	< 1	1	15	84	1,325

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 PY19 exit indicate that they are most confident in their ability to understand someone speaking their AI language. Fifty-five percent of FACE adults reported that they understand someone speaking their AI language *pretty well* or *very well* (see Table 35). FACE adults rated their speaking skills somewhat lower; almost 40% of FACE adults reported that they speak their AI language at least *pretty well*. Almost 45% of adults reported that they do speak their AI language, but *not very well*. AI language reading and writing skills are rated much lower. Almost 25% of FACE adults rated their ability to read as *pretty well* or *very well* and slightly more than 10% rated their writing skills similarly. Almost 45% reported that they do read and almost 40% reported that they do write their AI language but *not very well*. The PY19 percentages are similar to those reported in PY17-PY18.

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

Table 35. Percentage Distribution of Adults' Self-Ratings of Their American Indian Language Literacy at the Time of PY19 Exit

	Not at all (1)	Not very well (2)	Pretty well (3)	Very well (4)	N
Speak	18	44	21	17	1,332
Read	34	43	18	6	1,329
Write	49	39	9	3	1,345
Understand someone speaking	17	28	27	28	1,344

Evaluators examined a matched set of adults' first self-rating that occurred at PY17, PY18 or PY19 enrollment and end-of-year self-rating that occurred at the end of PY19 (see Table 36). Adults' AI language literacy self-ratings significantly increased in the areas of speaking ($p < .05$), reading ($p < .001$), and understanding ($p < .0001$) during their participation in the FACE program. No significant difference occurred in their self-rating in the area of writing their AI language.

Table 36. Percentage Distribution of PY19 Adults' Self-Ratings of Their American Indian Language Literacy at PY17-19 First Enrollment in FACE and at the End of PY19

	First Enrollment in FACE				End of PY19					
	Not at All	Not very well	Pretty well	Very well	Not at all	Not very well	Pretty well	Very well	(N)	Significant Differences*
Speak	21	45	20	14	17	44	25	25	293	< .05
Read	41	41	14	5	34	43	17	6	555	< .001
Write	51	38	8	3	49	39	9	4	1,168	ns
Understand	19	31	26	25	16	29	27	28	1,174	< .0001

* ns = not significant.

Employment Outcomes

FACE programs reported that 372 adults became employed during their PY19 participation; 57% were home-based adults and 44% were center-based adults. Throughout the history of FACE, approximately 7,800 adults gained employment during their FACE participation. Of 1,208 responding PY19 adults, 40% reported that FACE helped them get a job or a better job.

FACE assists adults in their transition from the FACE program to work or other education. Thirty-four programs reported that they have a written plan that includes defining procedures for assisting with transition for adults, an increase of 10 programs compared with the previous year. In PY19, 27 programs reported that they assisted 162 adults in their transition to work or to another education program.

Self-Improvement Outcomes

Adults provided information about ways in which FACE helps them as individuals (see Table 37).

- Almost 95% of adults reported that their FACE participation helps them feel better about themselves, irrespective of the service(s) they received.

- Most adults (90%) reported that they are more self-directed and self-disciplined as a result of participating in FACE, regardless of the component(s) in which they participated.

- Most adults (90%) reported that they increased the effectiveness of their interactions with other adults as a result of participation in FACE; significantly more center-based-only participants (93%) rated the effectiveness of their interactions with adults than did home-based-only participants (89%).

- Eighty-five percent of adults indicated that FACE participation helps them improve their communication skills. Significantly more center-based-only adults (91%) rated the impact of FACE on their communication skills than did home-based-only participants (83%).

- Adults believe that the emphasis on physical fitness initiated through the Let's Move in FACE effort makes a difference for them. Almost 70% of adults reported improved physical fitness as a result of participating in FACE. Adults who participated in the center-based-only component rated the impact of FACE on improving their physical fitness significantly higher than did home-based-only participants (84% and 62%, respectively).

Table 37. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating[52] 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	94	2.5	699	93	2.6	175	96	2.6	451	94	2.6	1,325	ns
Became more self-directed/self-disciplined	91	2.4	683	92	2.5	173	92	2.5	444	90	2.5	1,300	ns
Interacted with other adults	89	2.4	684	93	2.6	174	91	2.5	443	90	2.4	1,301	2>1, 3>1
Improved communication skills	83	2.2	670	91	2.4	174	87	2.3	442	85	2.3	1,286	2>1, 3>1
Improved physical fitness	62	1.9	655	84	2.2	162	73	2.1	421	69	2.0	1,238	2>1, 3>1

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

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

OUTCOMES FOR HOME-SCHOOL PARTNERSHIPS

The FACE program encourages home-school partnerships by providing training, support for site-based 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 and in other forms of participation, and providing opportunities for families to partner with schools. The FACE program encourages home-school partnerships by offering training and support for site-based FACE programs to strengthen parent involvement in their children's education, to collaborate with the regular school programs and to offer transition activities for families with children entering kindergarten.

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.[53]

In PY19, 40% of FACE parents who submitted the exit survey[54] also had children attending K-6 grades; they reported the frequency of their involvement with their child's schoolwork and class (see Table 38).

Table 38. Percentage Distribution of FACE Parent Involvement in Their K-6 Child's School and Average Frequency of Their Involvement (N=550)

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	5	20	73	4.6	538
Communicate with my child's teachers about my child	1	8	22	27	42	4.0	537
Visit my child's classroom	4	19	29	18	31	3.5	539

[53] 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.

[54] Sixty-four percent (1,371 adults) of PY19 adults (2,157 adults) submitted an exit survey.

- Almost three-fourths of FACE parents reported that they help their K-6 child with schoolwork *daily or almost daily*; 20% do so *once or twice a week*, and 7% do so *monthly* or less frequently.

- Ninety-nine percent of FACE parents communicate with their K-6 child's teacher. Approximately 40% reported that they do so *daily or almost daily*—a very high frequency of parent-teacher communication. Slightly more than one-fourth of FACE parents communicate with their child's teacher at least *once or twice a week*, and slightly more than 20% do so *a few times a month*. Almost 10% do so *a few times a year* or *never*.

- Ninety-six percent of FACE parents visit their K-6 child's classroom at least once during the year, and almost half do so at least *once or twice a week*. Almost 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 for most FACE families the school their school-age child attends is the location for their FACE participation. Home-based parents, on the other hand, may interact with their schools for only specific activities, such as FACE Family Circles. Similarly, both home- and center-based participants are more likely to report parent involvement if they have children in K-6 grades at the FACE school. For these reasons, Table 39 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.

- The percentages of PY19 parents who attend classroom or school events is similar to the percentages in PY18. Eighty-six percent of PY19 FACE parents attend classroom or school events at least *a few times a year*; on average, parents attend a *few times a month*. Ninety-six percent of FACE parents of K-6 children attend classroom or school events, and approximately 45% attend at least *once or twice a week* on average. The highest average attendance is by center-based parents; 99% of center-based parents of K-6 children and of all FACE center-based parents attend on average almost *once or twice a week*. Also, an impressive 92% of FACE home-based parents of K-6 children and 80% of all home-based parents attend classroom or school events almost *a few times a month* on average.

- The percentages of PY19 parents who volunteer time to provide assistance other than instructional assistance at school decreased for all groups by 7-18 percentage points. The largest decrease is for home-based parents. In PY18, they volunteered at least *a few times a year* on average; in PY19, they average less than *a few times a year*. However, almost 75% of center-based parents of K-6 children and almost 70% of all center-based parents volunteer to provide other assistance an average of almost *a few times a month.*

- With one exception, the percentage of parents volunteering to provide instructional assistance increased in PY19; the percentage of all home-based parents remained the same as in PY18. Slightly more than 55% of all FACE parents and slightly more than 70% of parents of K-6 children volunteer time to provide instructional assistance more often than *a few times a year*. Almost 85% of all center-based parents and center-based parents of K-6

children volunteer time to provide instructional assistance at school; they do so *a few times a month* on average. Almost 60% of home-based parents of K-6 children volunteer time to provide instructional assistance on average *a few times a year*. The largest increase in volunteering time to provide instructional assistance at school is the percentage of all center-based parents. In PY18, 66% of center-based parents volunteered compared with 81% in PY19; on average in both years, these parents volunteered almost as frequently as *a few times a month* (2.7 and 3.0, respectively).

Table 39. Percentage Distribution and Average Frequency of Parents' Involvement in Their Child's School by FACE Services Received in PY19[55]

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	33	16	18	3.1	1,326
Center-based	1	10	25	25	38	3.9	471
Home-based	20	24	37	11	7	2.6	855
FACE K-6	4	18	32	21	25	3.5	546
Center-based	1	8	27	26	38	3.9	283
Home-based	8	29	38	14	12	2.9	263
Volunteer time to provide other assistance at school							
All FACE	54	13	14	9	10	2.1	1,308
Center-based	31	11	23	14	20	2.8	464
Home-based	67	15	9	5	4	1.7	844
FACE K-6	41	15	18	12	14	2.4	539
Center-based	27	11	26	16	20	2.9	279
Home-based	57	18	10	8	7	1.9	260
Volunteer time to provide instructional assistance at school							
All FACE	44	20	18	9	9	2.2	1,308
Center-based	19	20	27	14	20	3.0	464
Home-based	58	20	13	6	4	1.8	844
FACE K-6	28	21	25	12	14	2.6	541
Center-based	16	18	30	16	21	3.1	280
Home-based	42	24	20	8	6	2.1	261

[55] Parents receiving both services in PY19 are included in both center- and home-based counts.

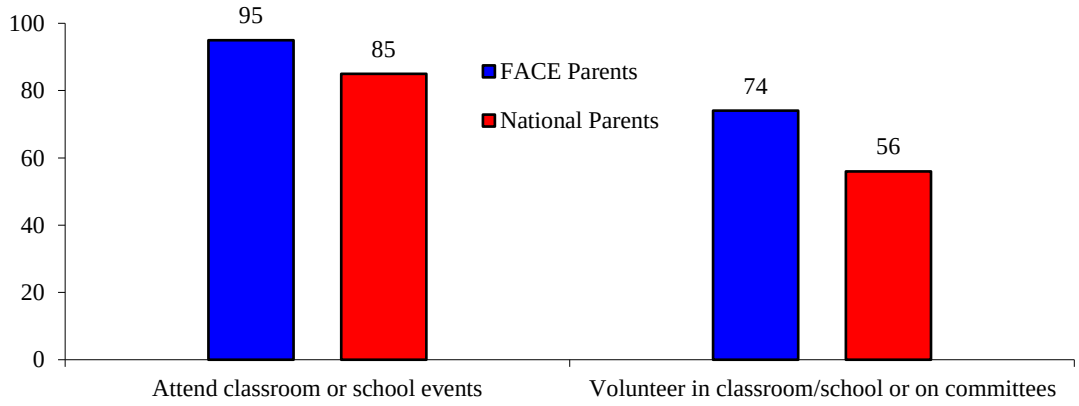
FACE parents also reported on their participation on school committees or boards and finding help through the school, such as obtaining information about community services.

- Twenty-four percent of FACE parents of K-6 children and 19% of all FACE parents participated on school committees or boards, slightly lower than PY18 percentages.

- Sixty percent of FACE parents of K-6 children (a higher percentage than the 53% reported in PY18) and 47% of all FACE parents (similar to what was reported in PY18) found the help they needed through the school in PY19.

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.[56] Involvement for the 442 PY19 FACE parents of children in grades K-2 was examined, and results indicate that FACE parents continue to be more involved in their child's education than are parents nationally (see Figure 43).

Figure 43. Percentage of FACE Parents of K-2nd Grade Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



- Almost all (95%) of FACE parents with K-2 children attend classroom or school events, compared with 85% of parents nationally.

- Nationwide, 56% of parents volunteer in the classroom or school or participate on school committees, considerably fewer than the 74% of FACE parents of K-2 children 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

[56] 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

activities, such as professional development and meetings. They work with classroom teachers, support teachers, and the library staff to augment FACE participants' experiences and to facilitate children's transition to the elementary school. They work with other support staffs to better serve those FACE children and their families needing special assistance.

Most FACE programs reported a high 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 40). Among the three school activities measured, FACE staffs are most likely to participate in regular school meetings (86% participated *monthly/weekly*); they are somewhat less likely to participate in professional development (76% participated *monthly/weekly*) and schoolwide planning (76% participated *monthly/weekly*).

Table 40. Percentage Distribution of the Frequency that FACE Program Staffs Participate in Regular School Activities (N=45)

	Never	A Few Times a Year	Monthly	Weekly
Participate in regular school meetings	0	13	33	53
Participate in school training/professional development	2	22	47	29
Participate in schoolwide planning	4	20	56	20

- Staff members in all FACE programs participated in regular school meetings, with *weekly* participation occurring for almost 55% of the programs, a 16 percentage-point increase compared with PY18; one-third participated *monthly*. Participation occurred *a few times a year* for almost 15% of the programs.

- Staff members in 98% of FACE programs participated in school-sponsored training and professional development. Staffs at 76% of the programs participated at least *monthly*, a 9 percentage-point increase compared with PY18, while staffs in 22% of the programs participated *a few times a year*.

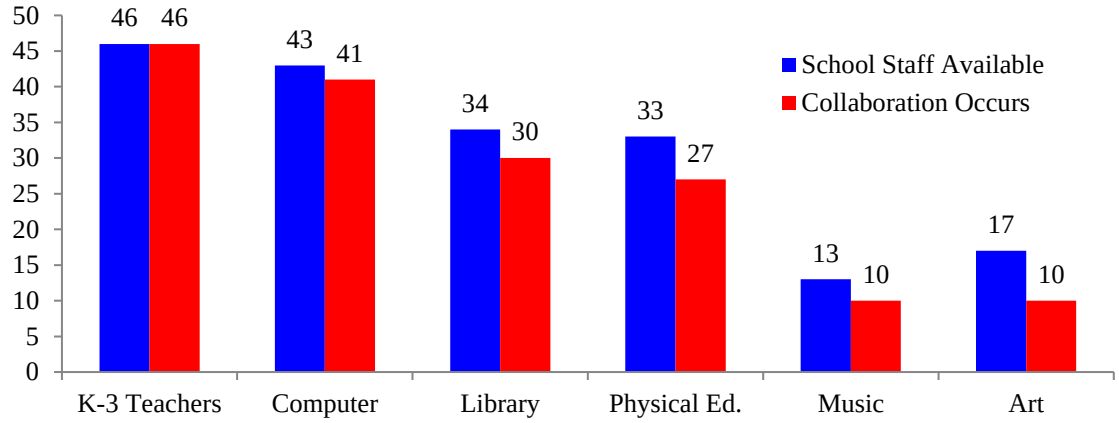
- Staff members at 96% of FACE programs participated in schoolwide planning. Staff members in slightly more than 55% of programs participated *monthly*, a 17 percentage-point increase compared with the previous year, and 20% of the programs participated *weekly*. In 20% of programs, staff members participated only *a few times a year*, a 10 percentage-point decrease.

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. Funding for some non-classroom positions has eroded over time. In PY19, the number of schools that employed a computer teacher decreased by two (43 vs. 45) and the number that employed a music teacher decreased by three (13 vs. 16) compared with the previous year. However, a few more schools in

PY19 employed a librarian (34 vs. 32), a physical education teacher (33 vs. 32), and an art teacher (17 vs. 14).

FACE staffs at all schools collaborated with K-3 classroom teachers in PY19, similar to recent years when all or almost all FACE staffs collaborated with K-3 classroom teachers (see Figure 44). Compared with PY18, the percentage of schools where collaboration with the librarian occurred was the same and collaboration with the computer teacher decreased by only 3 percentage points; for three years, almost all computer teachers collaborated with FACE. The percentage of schools where collaboration with physical education, music and art teachers occurred increased by 8-10 percentage points compared with PY18.

Figure 44. Number of FACE Sites Where School Staff Are Available and Where Collaboration Occurs



Librarians were available at 34 schools and collaboration occurred at 88% of these schools, a percentage similar to the previous three years. This collaboration with the librarian is of special importance to the FACE program because of the similar emphasis on literacy. Of the 33 schools with a physical education teacher, collaboration occurred at 82% of these schools. Thirteen schools had a music teacher, and collaboration occurred at slightly more than three-fourths of these schools. Of the 17 schools that had an art teacher, almost 60% of FACE programs collaborated with the art teacher.

FACE staffs in the schools where collaboration occurs rated the frequency with which they collaborate with school staffs (see Table 41).

Table 41. Percentage Distribution of FACE Program Staffs Rating the Frequency with Which They Collaborate with School Staffs

	A few times a year	Monthly	Weekly	N
K-3 teachers	46	24	30	46
Computer	17	46	37	44
Library	27	20	53	30
Physical education	11	15	74	27
Music	10	0	90	10
Art	30	20	50	10

- In PY19, 30% of FACE programs reported they met with K-3 teachers on a *weekly* basis, 24% did so *monthly,* and 46% did so *a few times a year*, a 13 percentage-point increase compared with PY18 when one-third collaborated only *a few times a year.*

- Thirty-seven percent of programs at sites that collaborated with the computer teacher did so on a *weekly* basis, compared with 45% the previous year. Slightly more than 45% of program staffs collaborated with the computer teacher *monthly*. Slightly more than 15% collaborated *a few times a year.*

- At almost 55% of the schools that collaborated with a functioning school library, interactions between the FACE and library staffs occurred *weekly*. This is a 19 percentage-point decrease compared with PY18. In 20% of schools, it occurred *monthly*, a 13 percentage-point increase. In slightly more than one-fourth of the schools, collaboration occurred only *a few times a year*.

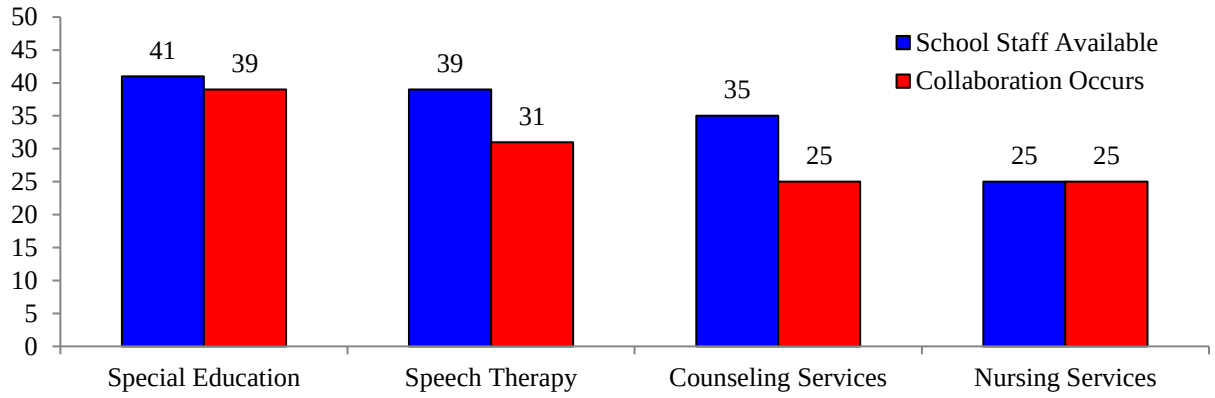
- At the 27 schools where collaboration with the physical education teacher occurred, 74% collaborated on a *weekly* basis. Fifteen percent of schools collaborated on a *monthly* basis and three schools collaborated *a few times a year.*

- Relatively few FACE schools have music or art teachers and even fewer collaborated with the FACE program. However, at the 10 sites where collaboration with the music teacher occurred, *weekly* collaboration occurred at 90% of the sites.

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 three years, the number of schools receiving the services of staffs in special education and counseling services increased, but the number of schools receiving the services of a nurse decreased. In PY19, one additional school received the services of Special Education staff (see Figure 45). In PY19, 35 programs obtained the services

of a counselor compared with 32 in PY18, 30 in PY17 and 28 in PY16. More programs received nursing services in PY19 compared with PY17 (22 programs) but decreased to 25 schools compared with 27 in PY18 and 26 in PY16. The 39 schools with speech therapy services is an increase from 32 in PY18 and PY17 and 36 in PY16.

Figure 45. Number of FACE Sites Where School Support Staff are Available and Where Collaboration Occurs



Of the 41 FACE schools that offer Special Education services, FACE collaborates with these support staff at 95% of these sites, an increase of 7 percentage points compared with the previous year. At the schools where speech therapy is available, collaboration occurred in 79% of the schools, a notable increase from PY18 when collaboration occurred in 66% of the schools, but similar to PY17 when collaboration occurred in 77% of the schools. Counseling services are available at 35 FACE schools; collaboration occurred in slightly more than 70% of the schools, similar to the approximately three-fourths of FACE programs in both PY18 and PY17 that collaborated with the school's counseling services. For four consecutive years, FACE programs collaborated with nursing staff at all or almost all of the sites where the services of a nurse were offered.

The relatively high rates of collaboration across the support services at schools where they are available indicate that FACE families are in need of and use these services. FACE staffs also rated the frequency with which they collaborate with the support staffs (see Table 42).

Table 42. Percentage Distribution of FACE Program Staffs Rating How Frequently They Collaborate with Support Staffs

	A few times a year	Monthly	Weekly	N
Special Education	54	21	26	39
Speech Therapy	35	23	42	31
Counseling Services	68	20	12	25
Nursing Services	40	32	28	25

- For slightly more than one-fourth of the programs, *weekly* collaboration with Special Education occurs to serve families. For slightly more than 20% of programs, *monthly* collaboration occurred. Approximately 55% of FACE programs collaborated with Special Education *a few times a year*.

- The number of programs that reported having access to speech therapy in their school decreased for three consecutive years (36 programs in PY16, 35 in PY17 and 32 in PY18) and then increased in PY19 to 39 schools. The highest percentage of FACE children with special needs are those children with language/communication concerns. In PY19, 42% of the programs that reported collaborating with speech therapy did so *weekly*, *23*% collaborated *monthly*, and 35% did so *a few times a year*.

- Since PY17, 70-75% of FACE programs collaborated with counseling services. Collaboration occurred *monthly* or *weekly* at 32% of the PY19 sites. It occurred *a few times a year* at 68% of these sites.

- The use of nursing services occurred at all of the schools where the services were offered. At 60% of these schools, collaboration with nursing services occurred at least *monthly*, a 10 percentage-point increase compared with the previous year. Collaboration occurred *a few times a year* at 40% of these schools.

FACE programs also reported other school staffs that collaborate with FACE. Two FACE programs reported collaboration with food services, with school transportation, and with school resources; and two reported that they collaborate with the community or school culture teacher. One program reported collaboration with each of the following: agriculture staff member, Child Life coach, maintenance staff, and school office staff.

Transition to School

Preparing FACE families for smooth transitions from FACE to school is an important focus in FACE programs. To support the transition of children, FACE and school staffs collaborate in a variety of ways. Some involve informal interactions and others occur as part of written transition plans. Ninety-six percent of programs that provided information have a plan that includes guidance for helping center-based children transition to kindergarten (see Table 43), and 52% include a section on assisting home-based children with their transition to kindergarten. (See Appendix J for individual program information on written plans, children transitioning to kindergarten and children assisted with the transition).

Table 43. Percentage and Number of Programs with Written Plans for Transitioning to Kindergarten (N=46)

	Programs with Provisions for Transitioning to K	
	%	Number
Center-based children to kindergarten	96	43
Home-based children to kindergarten	52	24

Seventy percent of programs (32 programs) have a written transition plan that includes provisions for serving transitioning children with special needs. Staffs at 85% of the FACE 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 44). At all but three of the schools, the FACE program provides opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In 35% of the schools, children have the opportunity to do so *weekly*; in 15% of the programs, they have the opportunity to do so *monthly*. In almost 45% of the schools, children have the opportunity to interact with the larger school community *a few times a year*, usually in the spring before transitioning into kindergarten the following fall. The frequency of interaction with other children in the school in PY19 is similar to the frequency in PY18, which was the third year of a three-year decline in frequency.

Table 44. Percentage Distribution of the Frequency That FACE Programs Provide Opportunities for Children to Participate in Regular School Activities (N=46)

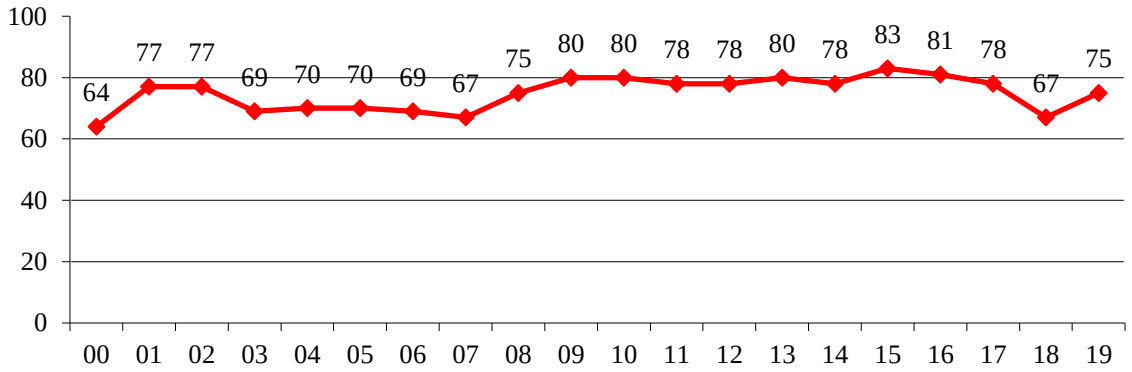
	Never	A Few Times a Year	Monthly	Weekly
To interact with other children in school	7	43	15	35
To use the school library	28	22	13	37

In PY19, slightly more than 70% of FACE sites support literacy efforts and children's transition to school by offering library services, similar to PY18 and PY17 when 70-75% did so. FACE children use the school library on a *weekly* basis at 37% of the schools, *monthly* at 13% of schools, *a few times a year* at 22% of the schools, and *never* at *28*% of the schools. Thirteen schools do not have a librarian, the same number as in PY17, but seven more schools than in PY16 and one fewer than in PY18. Thirty-three programs in schools that have a librarian rated the frequency with which FACE children use the school library. FACE children use it on a *weekly* basis at 45% of these schools, *monthly* at 9% of schools, *a few times a year* at 27% of these schools, and *never* at 18% of the schools with a school librarian.

FACE staff members at 43 sites reported that they meet with kindergarten teachers specifically to plan for children's transition from FACE to kindergarten. For slightly more than 60% of the programs, participation in transition meetings occurs *a few times a year;* at 22% of sites, it occurs *monthly;* and at slightly more than 10% of sites, it occurs as frequently as *weekly*.

Forty-four FACE programs[57] reported that 310 children (84% are center-based, 16% are home-based) were expected to transition into kindergarten in Fall 2019 (PY20), 34 fewer children than in the previous year, and a three-year decline since the PY16 high of 377 children.[58] Three-fourths of the transitioning children were expected to attend kindergarten at their FACE school, an increase of 8 percentage points compared with 67% in PY18 and similar to PY08-PY17 when 75-85% of transitioning children were expected to attend kindergarten at their FACE school (see Figure 46).

Figure 46. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School in Program Years 2000-2019



Twenty FACE programs reported transitioning 31 children (84% are center-based, 16% are home-based) with an Individual Education Plan (IEP) to kindergarten. Ten percent of transitioning children were expected to enter kindergarten with an IEP, similar to the previous two years (see Figure 47).

At the end of PY19, FACE programs reported the number of participants that received assistance with the transition to kindergarten. Programs reported that 247 center-based children received assistance with their transition from center-based preschool to kindergarten, accounting for 94% of transitioning center-based children, a slightly higher percentage than in PY18 when 90% of children received assistance (see Table 45). Twenty-six programs assisted 176 center-based adults with their child's transition to kindergarten. Staffs in 14 programs reported that 29 home-based children were helped; seven programs helped 18 home-based adults with their child's transition to kindergarten.

[57] Two new programs did not serve children transitioning into Kindergarten in PY19 and data are missing for two established programs.

[58] The number of home-based children reported by FACE staff is believed to be under-reported based on parent reports in Table 44. For home-based children who did not transition to FACE center-based preschool, FACE staff may no longer have contact with parents as their children enter kindergarten.

Figure 47. Number of FACE Children Transitioning into K and Number (and Percentage) of Transitioning Children Who Have an IEP in Program Years 2005-2019

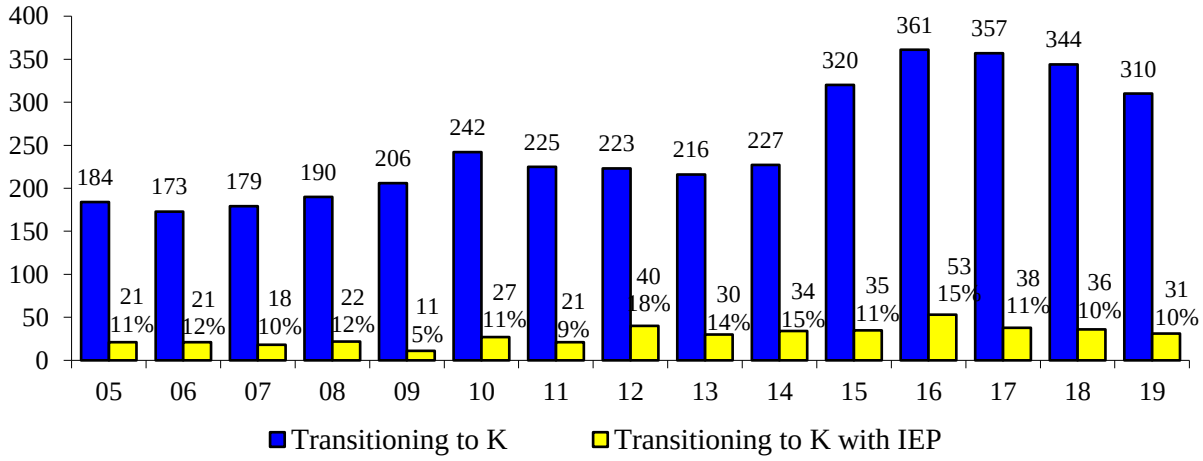


Table 45. Program Reports of FACE Children and Adults Who Were Assisted in Transitions to Kindergarten in PY19

	Children	Sites	Adults	Sites
Home-based to kindergarten	29	14	18	7
Center-based to kindergarten	247	41	176	26

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 164 home-based parents who reported that their child would transition from home-based to kindergarten, 67% reported that FACE helped with the transition—considerably more than reported by staff (see Table 46). Of the 255 center-based parents who reported their child's transition from FACE preschool to kindergarten, 85% reported that FACE helped with the transition.

Table 46. Number of Parents Reporting Their Children Transitioning to Kindergarten and Percentage and Number of Parents Reporting Assistance by FACE in PY19

	Number Transitioning to K	FACE Transition Assistance	
		%	#
Home-based to kindergarten	164	67	110
Center-based to kindergarten	255	85	197

Of parents who reported that their children would enter kindergarten the subsequent fall, 65% indicated that their child would attend kindergarten at their FACE school. For the parents who provided reasons why their child would not attend the FACE school, the most common reason

(reported by 36% of these parents) is that the child's home is located closer to another school (see Table 47). Thirty percent of parents reported that their child would attend the school that their siblings attend. For slightly more than 20% of the parents, another school is more convenient for their work location or schedule. Almost 15% of the parents indicated that another school would benefit their child more. Ten percent of the children would be moving out of the area. Less than 5% of parents reported that transportation issues prevented their child from attending the FACE school; 6% of parents described personal or family circumstances that would prevent their child from attending kindergarten at their FACE school.

Table 47. Percentage of FACE Parents Reporting Reasons for Their Children to Attend a School Other than the FACE School[59] (N=117)

Reasons	Percentage
Home is located closer to another school	36
Siblings attend another school	30
Another school is more convenient due to work location or schedule	21
Another school will benefit my child more	14
Move out of the area	10
Transportation issues	4
Other	6

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

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

provided to or by a partnering organization (see Table 48). When community partners are willing to network, they can serve as an important recruitment source for FACE or the next step for families; they often view FACE as a resource for their own clients and programs. Strengthening networks is an ongoing task for FACE programs so that community partners become valuable resources and recruiters for FACE.

Table 48. Percentage and Number of FACE Programs Where Services Are Available and Percentage of Those Programs Where Coordination Occurs (N=47)

Community Agency	%	Number	% of Programs Coordinating With Agency
Basic Services			
Health services	100	47	94
WIC	98	46	80
Tribal/BIA social services	96	45	67
Housing services	96	45	73
TANF (Temporary Assistance for Needy Families)	94	44	86
Tribal court/law enforcement	91	43	65
Community services (e.g., drug/alcohol abuse)	87	41	83
County/state social services	72	34	62
Educational Services—Adults			
Workforce Development	89	42	71
Tribal college or other post-secondary	87	41	73
Tribal/BIA Adult Education	62	29	76
Educational Services—Children			
Public school	96	45	71
Child Find	94	44	84
Head Start	85	40	88
State Early Intervention	79	37	84
Public Preschool	74	35	71
Tribal Early Intervention	70	33	91
Early Head Start	60	28	68
Family Literacy Program other than FACE	57	27	93
Private Preschool	30	14	43

Many of the FACE sites are remote and community services are difficult to obtain. Nevertheless, programs report an extensive network of relationships, an effort supported by PAT home-based Resource Network guidance. Networks include agencies and programs that provide basic services, such as social, health, housing, and law enforcement services. Networks also include 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 service varies from year to year as does the percentage of sites networking with community services, which often depends on the needs of the families and other factors. Programs also develop or participate in Community Advisory Councils/Committees, where contacts are made and networking occurs. Development of Community Advisory Councils/Committees is a particular focus of PAT.

Basic Services

More than 90% of FACE programs are located in communities where staff members and families can access Health Services (100%); Women, Infants, and Children (WIC) program services (98%); Tribal/BIA social services (96%); housing services (96%); Temporary Assistance for Needy Families (TANF) services (94%); and Tribal court and law enforcement (91%). Slightly more than 85% of FACE programs are located in communities that provide services for abusive situations, such as alcohol and drug abuse or domestic violence. County or state social services programs are located in slightly more than 70% of FACE communities. Compared with the previous year, from 2-4 additional FACE programs reported the availability of basic services with the exception of TANF and county/state social services. The number of programs that reported the availability of TANF decreased by one and the number that reported the availability of county/state social services remained the same.

- Where health services are available, most FACE programs coordinate with these services.
- Approximately 85% of FACE programs work with TANF and with community services for drug and alcohol abuse in the communities where they are available.
- Among programs with access to WIC, 80% coordinate with this service.
- Almost three-fourths of FACE programs work with housing services to assist families in communities where these services are available.
- FACE programs in 60-70% of communities where services are available coordinate with Tribal/BIA social services, Tribal court/law enforcement and county/State social services.

The percentage of FACE programs coordinating with a basic services agency decreased by 1-13 percentage points compared with the previous year with two exceptions: the percentage of FACE programs coordinating with community services for abusive situations increased 9 percentage points and with county or State social services remained the same.

Educational Services

Almost 90% of FACE communities have a Workforce Development program and slightly more than 85% have at least one Tribal college or other post-secondary education organization. Slightly more than 60% of FACE communities have a Tribal or BIA adult education program. Compared with the previous year, the number of communities with a Workforce Development program increased by three as did the number of communities with a post-secondary education organization and with a tribal or BIA adult education program.

- Slightly more than three-fourths of programs coordinate with Tribal or BIA adult education programs where available, similar to the previous year when 73% coordinated, but somewhat lower than the 81% reporting they did so in PY17.

- Almost three-fourths of programs where post-secondary institutions are available coordinate with them, approximately 16 percentage points lower than each of the previous three years.

- Slightly more than 70% of programs coordinate with Workforce Development in the communities where it is available, a 14 percentage-point decrease compared with PY18, but similar to the percentage reported in PY17.

Various educational organizations serving young children are located in FACE communities. Most FACE communities have a public school (96%) and a Child Find program (94%). Eighty-five percent of programs reported the availability of Head Start, three fewer than were reported in the previous year; 60% of programs reported the availability of Early Head Start, three more than the number in PY18. Approximately 80% have a State Early Intervention program and 70% have a Tribal Early Intervention program. Almost three-fourths of communities have a public preschool, but only 30% of communities in PY19 have private preschools, two fewer communities than in PY18. Slightly more than 55% of FACE communities have at least one other family literacy program; the number of communities with at least one other family literacy program increased by eight compared with the 19 programs in PY18.

For communities with educational organizations that serve young children, the percentage of programs that coordinate with these organizations was similar to PY18 for Child Find, public school, State Early Intervention, Tribal Early Intervention, Family Literacy programs other than FACE, and private preschool services (ranging between 2-5 percentage points). Large increases in the percentage of programs coordinating with Head Start (16 percentage points) and public pre-schools (13 percentage points) were reported. The percentage of FACE programs that coordinate with Early Head Start decreased by 9 percentage points.

- In communities with early intervention services, most FACE programs coordinate with Tribal Early Intervention services (91%), State Early Intervention (84%), and Child Find (84%).

- In communities with preschool opportunities in addition to the FACE preschool, almost 90% of FACE programs collaborate with Head Start. Approximately 70% collaborate with

public preschool and with Early Head Start. FACE collaborates in almost 45% of communities with private preschools.

- Most FACE programs (93%) coordinate with other family literacy programs where they are available.

- Slightly more than 70% collaborate with the public school in communities where one is available.

Further demonstrating the extensive network that FACE staffs cultivate to help families succeed, almost 45% of FACE programs (21 programs) listed other agencies or organizations with which they coordinate. These groups support the health, education, basic needs, safety, community inclusion, and mental and spiritual well-being of families. Eighteen dental, physical, behavioral, or mental health and well-being programs or organizations, such as Diabetes Prevention, Delta Dental, Indian Health Services, Sacred Beginnings, and Community Nurse services, were additionally listed. Fifteen additional educational groups—primarily early childhood and parental education—were listed, including home visit organizations, the local library, a tax service, National Park Service, the New Mexico State University ICAN program and the Johnson-O'Malley program. Fourteen programs listed additional social service organizations, such as Partnership with Native Americans, Food Distribution program, local churches, and the Nizhoni Foundation. Nine local community or government organizations, such as the fire department, the Chapter House, Los Alamos National Lab, and the post office, were mentioned. Collaboration with local stores was listed by two programs.

Adult Involvement with the Community

FACE adults reported the frequency of their involvement in their community. Their responses are analyzed by the type of FACE services in which they participated (see Table 49). The overall percentages of adults reporting involvement was similar to PY18 findings; in both years high percentages of adults participated in community social events and used community resources that support learning.

- Almost 90% of PY19 FACE adults participate in community social events; on average, they do so *a few times a month.* This frequency is similar to recent years.

- 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*. Adults who receive home-based-only services use community resources that support learning significantly less frequently than do center-based adults.

- Sixty percent 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* on average. Home-based-only adults use these resources significantly less frequently than center-based adults.

Table 49. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency of Involvement Overall and by Services Received Throughout FACE Participation[60]

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	87	2.9	(699)	92	3.3	(168)	90	3.1	(440)	88	3.0	(1,307)	ns
Use community resources that support learning	84	2.7	(694)	86	3.0	(170)	88	3.0	(447)	85	2.8	(1,321)	2>1, 3>1
Use community resources designed to meet special needs	56	2.1	(694)	65	2.5	(163)	66	2.14	(439)	60	2.3	(1,296)	2>1, 3>1
Volunteer to help community service programs	49	1.9	(702)	70	2.3	(167)	61	2.2	(444)	56	2.0	(1,313)	2>1, 3>1
Attend Tribal or chapter meetings	47	1.8	(699)	57	2.1	(169)	56	2.1	(442)	52	2.0	(1,310)	2>1, 3>1

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

[60] 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*.

- Slightly more than 55% of adults volunteer to help community services programs, engaging in this activity an average of *a few times a year*. Seventy percent of center-based-only adults, slightly more than 60% of adults who receive both services, and a significantly fewer but almost one-half of home-based adults volunteer to help.

- Slightly more than one-half of adults attend Tribal or chapter meetings, engaging in this activity an average of *a few times a year*. The 57% of center-based adults who do so is a significantly higher percentage than the 47% of home-based-only adults.

Overall, the frequency of adult community involvement in PY19 across all areas of involvement is similar to PY18, when, overall, the frequency was slightly lower compared with PY17, the year with the highest frequency of involvement over four years of data.

INTEGRATION OF AMERICAN INDIAN LANGUAGE AND CULTURE

The FACE goals to (1) *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* and (2) *strengthen family-school-community connection* are addressed through the integration of American Indian (AI) 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 collaborates 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.*[61]

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 50). All programs integrate language and culture in preschool and FACE Family Circles. For each of the other components, only 2-7% of programs (one to three) reported that they *never* or *almost never* integrate language and culture.

- Eighty-two percent of programs *always* or *almost always* integrate language and culture into preschool, a 13 percentage-point increase compared with the previous year. All other programs *sometimes* integrate language and culture into the preschool classroom.

- Sixty-seven percent of programs *always* or *almost always* integrate language and culture into adult education, a 14 percentage-point increase compared with PY18. Almost 30% do so *sometimes*. Only one program *never* integrates language and culture into the adult classroom and one program *almost never* does so.

- Slightly more than half of programs *always* or *almost always* integrate language and culture into PACT Time; slightly more than 35% of programs *sometimes* integrate language and/or culture. Three programs reported that they *almost never* integrate language and culture into PACT Time; three programs reported that they *never* do so.

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

Table 50. Percentage Distribution of Frequency That American Indian Language and Culture are Integrated into FACE Program Components

	Never (at none of the sessions)	**Almost never** (at almost no sessions)	**Sometimes** (at some sessions)	**Almost always** (at most sessions)	**Always** (at all sessions)	**(N)**
Center-based						
Preschool	0	0	18	38	44	(45)
Adult Education	2	2	29	40	27	(45)
PACT Time	7	7	36	27	24	(45)
Parent Time	2	7	31	40	20	(45)
Home-based						
Personal Visits	2	2	37	30	28	(46)
FACE Family Circle	0	0	39	26	35	(46)

- Sixty percent of programs *always* or *almost always* integrate language and culture into Parent Time, a notable 21 percentage-point increase compared with 39% in PY18; slightly more than 30% 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; one program reported that it *never* does so.

- Fifty-eight percent of FACE programs *always* or *almost always* integrate language and culture into personal visits, a slight decrease of 6 percentage points compared with PY18. Slightly more than 35% of programs *sometimes* integrate language and culture into personal visits; two programs *almost never* or *never* do so.

- At 61% of sites, FACE programs *always* or *almost always* integrate language and/or culture into FACE Family Circles, an increase of 11 percentage points compared with the previous year. All other programs *sometimes* integrate language and culture into FACE Family Circles.

A five-year analysis of the *always* or *almost always* integration of language and culture by center-based and home-based component is presented in Table 51. Note that many factors can influence annual fluctuations in the frequency of AI language and culture integration into FACE components, such as whether staffing positions are filled, staff members are AI language speakers, staff members are knowledgeable about the culture, staff members are trained, and participants welcome the use of their AI language.

Table 51. Percentage of Programs that *Almost Always* or *Always* Integrate American Indian Language and Culture into FACE Program Components PY15-PY19

	2015	2016	2017	2018	2019
Center-based					
Preschool	69	81	76	69	82
Adult Education	49	55	47	53	67
PACT Time	51	48	50	48	51
Parent Time	44	44	41	39	60
Home-based					
Personal Visits	61	65	54	64	58
FACE Family Circle	45	64	50	50	61

Over the past five years, the percentage of programs that *always* or *almost always* integrate AI language and culture ranges from 69-82% for the FACE preschool, 47-67% for adult education, 48-51% for PACT Time, and 39-60% for Parent Time. The highest percentage across five years are in PY19 for preschool, adult education, and parent time. The PY19 PACT Time percentage is similar to the previous four years.

For the home-based component, almost 60% of programs in PY19 *always* or *almost always* integrate language and culture into personal visits. This percentage is similar to PY15 when 61% of programs *always* or *almost always* integrated language and culture into personal visits. In PY19, slightly more than 60% of programs *always* or *almost always* integrated language and culture into FACE Family Circles, a percentage that is similar to PY16 when 64% of programs did so.

FACE staffs were asked to describe how the AI language and cultural activities are integrated with FACE services at their site. Integration occurs at least *to some degree* in all programs and can be grouped into four categories: (1) speaking the language to teach and/or for casual conversation; (2) using direct instruction and practice to learn the language; (3) learning about cultural practices and traditions, and (4) reading and writing the language and/or learning about the culture and history through reading and writing. Over time, these various types of integration have remained consistent, but the degree to which integration occurs and the percentage of programs reporting the types of integration vary from year to year. At some sites, language and culture integration is the responsibility of the FACE staff; at other sites, the school's culture teacher provides instruction and/or advice. At some sites, the FACE staff calls upon FACE participants or community resources to help integrate culture and language.

Programs described ways in which AI culture and language activities are integrated with their center-based FACE program components. Information was provided for 94% of preschools, 90%

of adult education programs, 79% of PACT Time components, and 92% of Parent Time components.[62]

- In 85% of responding preschool programs and in slightly more than 45% of adult education programs, direct instruction and practice on a specific area is used (e.g., clan names and proper introduction of self to others; other greetings; names of animals, plants, foods, colors, days of the week, and months of the year; common phrases; naming and working with numbers and shapes, etc.). Programs indicated that the AI language is spoken on a daily basis in at least 27% of the preschool classrooms, and almost 30% of programs mentioned that it was spoken regularly in the adult education classroom. Frequent use of the AI language in preschool is described by a center-based FACE program:

  > *Classroom instruction and cultural integration are honored in the classroom daily. We sing songs in both languages, and, as appropriate, give directions in both languages; teacher-child interactions are bilingual; and parent-child interactions are bilingual. During circle time, children introduce themselves in English and Navajo on their own with the teacher and peers giving help for the Navajo part. As the children get comfortable reciting on their own, we add the next section. The children will learn their first and second clanship, adding more as they go. This is a rote memory skill with conversational Navajo that is simple enough for the child to learn. Also, this is posted for the parent and child to learn.*

A program responsive to the community's perspective described integrating language and culture in adult education:

> *The Navajo language is spoken interchangeably with English throughout the day. The community is sensitive about the term "culture." We include stories, activities and events as permitted by the community.*

- Almost three-fourths of preschool and almost 80% of adult education staffs reported integrating language and culture through learning about cultural practices, traditions, values, history, arts and crafts, stories, foods, music and dance, and/or through participation in school or community cultural events and listening to guest speakers. One preschool staff whose integration of language and culture include extensive use of artifacts throughout the preschool classroom wrote:

  > *The staff presents the morning circle lessons in Navajo and English. We read books that are relevant to Navajo culture and traditions. The teacher and co-teacher talk to each other in Navajo during the day for students to hear conversational Navajo. Lessons are explained in English and then in Navajo. There are items throughout the classroom, such as native clothing, native-dressed dolls, Pendleton blankets, Navajo woven rugs, drums, books, and items labeled in the Navajo language.*

[62] Percentages in the next section are based on the number of staffs that reported on a component of their FACE program.

- Forty-five percent of preschool programs and slightly more than 35% of adult education programs reported that they support the use of the AI language in the classroom by reading books, other publications, labels and other environmental print and by writing. One program described reading the same books to children written in the AI language and written in English:

  > *We use the Dine' language during morning circle, small group and all day long with the help of a foster grandparent. We read stories that are written in the Dine' language, even though the children don't always understand them. Later, we read the same book in English.*

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

  > *Instruction in reading and writing Navajo was given to students. Students kept a binder with lessons. Simple books were used to encourage students to read in the Navajo language. The classroom is a safe place for non-native language speakers to attempt to read and speak their language.*

- FACE center-based programs use Parent Time as an opportunity for adults to work on their AI language fluency and to learn about and discuss their AI culture. Forty-five percent of the programs described conducting Parent Time in the AI language, encouraging students to practice the language and/or teaching the language during the Parent Time hour. Of the responding programs, almost 85% reported that they integrated aspects of the culture (those reporting on language are not included) into Parent Time to at least some extent. One program wrote how Parent Time is infused with language and culture:

  > *Two times a week, early childhood teachers conduct parent time. They are well versed in the Choctaw language and culture. The other two days, the students speak, interact and demonstrate using the Choctaw language. Vocabulary/pictures are prepared by the students to take home and use as a family learning activity. Parent educators are also instrumental in providing parent time activities and stories. Presenters and staff complete sessions on preparing traditional foods, sewing clothing, beading, and basket weaving. Adult students visit the elder center to volunteer and also to learn quilting, traditional stories and crafts from the elders.*

  Another program with a mission to support independence in their students reported:

  > *Parenting classes are conducted in both languages (Navajo and English). In preparation for the end of the year promotion, parents and children practice the Pledge of Allegiance in Navajo. In class, all adults are given written copies of the pledge to take home. Assignments to parents include cultural awareness self-identity for families to explore and learn. They get this information, and it is up to the parent to understand how cultural teachings can apply to their*

parenting skills, child-parent interaction, health and well-being, and taking responsibility in owning the knowledge they learn in class through portfolio assignments (learning about Navajo clanship, child development, parenting skills).

- Language and culture are integrated with PACT Time activities. PACT Time child-parent engagement and PACT circle are venues for a parent to speak with his/her child in the AI language. Slightly more than 80% of programs reported on AI language usage during PACT Time. Staff members not only encourage parents to speak their AI language during PACT Time, but also at home, especially when engaged in the transfer-home activities. Staff in at least 58% of the programs planned culturally-relevant activities in which children and parents could choose to engage or for PACT Time; storytelling was mentioned by seven programs. Children's books written in the AI language about the culture or about other AI cultures are available for children to choose during PACT Time or for the circle time leader to read to the group. Selecting AI books was mentioned by almost 30% of the programs. The emphasis on encouraging parents to promote the AI culture and language was described by a FACE center-based program:

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

  Teaching AI values and virtues while learning the Native language during PACT Time is pointed out by one center-based program:

  During PACT Time, the center-based staff practice and model our Lakota values and virtues, helping parents to use them in their play and parenting. We use simple phrases and words when talking with the children, demonstrating how to say the words throughout PACT Time. We use the Lakota term for "good relative" when we see children being a leader and for positive reinforcement. We want to be "good relatives" to one another.

  One center-based program described language learning during PACT Time that staff believes transfers to other times of the day:

  During PACT Time, parents have the opportunity to talk with their child in Navajo and English as they play and learn at different learning centers in the classroom. We have PACT Time in the classroom, outdoors, in the library and in the gym. In all of these settings, parents and children are continuously working on and practicing speaking in their Native tongue. All the teachers are there to help families, singing songs in both languages; giving instruction and direction, as appropriate, in both languages; reading books; and telling stories in the Native language and English. While practicing daily with the students, the teachers emphasize using the correct sounds in the Navajo language as

students learn how to speak with their peers. This is a very positive experience for the children, the teachers and the parents. We recite all together and when the children feel comfortable, they speak on their own with little prompting during other times of the day.

Staffs described ways in which AI culture and language activities are integrated with home-based FACE services, including incorporation in personal visits, Family Circle meetings, screening, and resource selection. Information was provided by 92% of programs for personal visits, by 90% of programs for FACE Family Circles, by 63% of programs for screenings, and by 81% of programs for resources.

- Forty-five percent of the reporting programs commented that parent educators converse and deliver personal visits in their AI language; 30% reported doing so during FACE Family Circles. As they converse, parent educators switch between speaking their AI language and English, depending on the family's level of fluency and interest in learning. To reinforce AI language development, 50% 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; 39% reported doing so during FACE Family Circle meetings. Three programs mentioned that the parent educators encourage parents to talk with their child using their AI language. One program wrote about both conversing in and teaching their AI language during personal visits:

  During personal visits we would greet families in our Dine' language. Some of our families speak the Dine' language and are fluent. They enjoy hearing us speak our Dine' language. We also provide activities in our Dine' language to teach words, such as for colors, numbers and some body parts.

  A program serving a bilingual community wrote about FACE Family Circles:

  Navajo language and culture are implemented at all times during monthly Family Circle meetings. Families build social connections by increasing their knowledge and practicing the Navajo language. All ten Family Circle presentations/instructions are conducted in the Navajo language. Family activity instruction is in the Navajo language. The reflection survey is explained in Navajo, and shared stories are encouraged to be done in the Navajo language.

- Fifty-five percent of programs commented that cultural values, beliefs, and practices were shared during personal visits and during FACE Family Circle meetings. These might include instructions on traditional arts and crafts; sharing teachings from grandparents regarding childbirth, development and rearing; story telling; engaging in music, such as singing and/or dancing; and participation in school or community cultural events, encouraged by the parent educators. A program that shared home-visit practices sensitive to cultural beliefs, values and customs that relate to parenting young children wrote:

Both parent educators have the knowledge about the Navajo philosophy of child birth, after the birth and growth and development. Parent educators used the Navajo language during home visits to help children learn the words for numbers, shapes, colors and the clan system. The importance of using the cradle board, of first laugh, of first step, etc. was discussed.

A program that shared practices sensitive to cultural beliefs, values and customs during FACE Family Circles wrote:

The FACE staff establishes clan relations with FACE families by introducing themselves and their clan at the beginning of meetings. We had a home-based grandparent present how to make blue corn mush and wild berry sumac pudding. She explained the food making process step by step in Navajo and English. She also talked about cooking utensils used, collection of ingredients and preparation of ingredients. The parents and children learned new vocabulary through this presentation. Family Circle information is presented in the English and the Navajo language. Culture topics are presented throughout the year as they pertain to the topics of the meetings or to the seasons. We presented shoe game stories, winter stories and winter games during the winter months.

- Forty-five percent of the programs reported teaching language and culture to home-based families during personal visits by asking them to make and/or read books and other reading materials, by giving them handouts that incorporate the AI language, or by helping them label items in the home in the AI language; 30% of programs mentioned doing so during FACE Family Circles. One program that focused on developing the Native language and culture by bringing books into the home reported:

I provide Navajo language board books for colors, numbers, seasons, baby's first laugh, nursery rhymes and one word and two-word sentences. The parents learn how to pronounce the Navajo words and once they learn, they'll say the Navajo words or sing the nursery rhymes and songs with their children. Parents and their two and a half year-old toddlers work together on a mini loom to make a Navajo rug to learn colors and for fine motor skill development.

One program that focuses on developing the AI language and culture by including reading and writing activities during FACE Family Circle commented:

The Navajo language continues to be used during Family Circle time with adults whose first language is Navajo. We also use the Family Circle activities such as book making with families to encourage use of the Native language. Activities included picture book making and nursery rhyme book making in the Native language. Support on sounds of letters/words in the Native language was given by the adult education teacher.

- Speakers from the community teach families to prepare Native foods, promote pride in the cultural heritage, teach traditional values as the basis for parenting, teach the AI language, or speak about public services. Guest speakers at FACE Family Circle was mentioned by 23% of reporting programs. One program described frequent use of presenters to share language and culture:

  > *The Navajo language and culture were integrated during FACE Family Circle by providing Navajo presenters to share cultural teachings. A community elder presented cultural teachings about Navajo winter games/stories, the shoe game, the stick game, and the string game. Another community member provided a session on the Navajo Clan system.*

- Screening children to determine adequate growth/development and needs is an important part of the home-based component of FACE. To accurately assess young children, use of their and their parents' primary or home language in settings where they are comfortable is often necessary for achieving an accurate assessment. Some early childhood development assessment tools used by the FACE program are completed by the child's parent; for some parents to adequately assess their child and/or understand the instruments and results, they need to be translated into their primary language. Thirty-seven percent of the programs that reported on screening mentioned that parent educators translate or have translation done by others so that parents can better assess their child and use the results of the assessment to help guide their parenting. Three programs mentioned the need for parent educators to be aware of the cultural norms of the family and to make sure all aspects of the assessment are within those norms. One program wrote:

  > *The Native language was used to explain the screening process and results to the caretaker whose first language is Navajo.*

- Sometimes during the use of some instruments for home-based assessment, children are asked questions. Four programs described translating into the AI language so that children better understood questions. A parent educator who rescreened a child who scored low when screened during the Child Find event wrote:

  > *I have a family who only talks Navajo to their child and when given the screening at Child Find, he scored low. When I redid the assessment, I asked mom to ask the child the questions in Navajo. He did way better. So, having an interpreter during Child Find would be nice.*

  Another program reported:

  > *During ASQ screenings, the children pointed to or named facial features and other body parts. The children also followed directions in Navajo during screenings. The parents praised their children in Navajo.*

- FACE programs are sensitive to the Native language, cultural traits and desires of the families they serve when identifying resources to support the families and the program. The

need for identifying resources for referral and with whom to partner that speak the community's AI language varies among programs depending on the degree to which families want to use their AI language rather than the English language; in the very least, resources need to be culturally sensitive. Frequently, programs collaborate with tribally-based resources to meet the language and cultural requirements of the FACE program. Forty-nine percent of the programs that reported on resources described or listed organizations that are culturally-sensitive resources. One program wrote:

> *Resources that work in coordination with FACE home-based, such as Growing in Beauty, use the Native language to explain intervention when needed.*

- All programs look for resources for obtaining culturally-relevant materials and books and other matter written in the AI language to use when delivering services to families.

- Programs identify bilingual individuals and AI language speakers knowledgeable about traditional ways as resources to make presentations, to provide demonstrations, to deliver community-based experiences, or to offer other services to FACE families; 36% of reporting programs described doing so. One program's list includes cultural presenters, *Hope Dancers,* and participation in *Drums of Winter.*

Eighty percent of the FACE schools employ a culture teacher. Table 52 provides the ways and frequency that culture teachers at these schools take part in the responsibility for providing AI language and cultural learning for FACE participants. Culture teachers coordinate with FACE staff, instruct preschoolers, instruct adults, and assist staff in other ways to integrate culture and language. Culture teachers are most likely to coordinate with the FACE staff in its efforts to integrate language and culture in the program components and are least likely to provide classroom instruction for FACE adults.

Table 52. Percentage Distribution of Frequency That the School's Culture Teacher Works with the FACE Program (N=37)

	Never	A few times a year	Monthly	Weekly	Daily
FACE staff coordinates with the culture teacher.	5	38	14	35	8
School's culture teacher provides classroom instruction for the FACE children.	40	8	8	32	11
School's culture teacher provides classroom instruction for the FACE adults.	51	14	11	24	0
School's culture teacher provides support to parent educators.	46	32	16	5	0
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)	30	30	14	27	0

- In all except two of the schools employing a culture teacher, the FACE program coordinates with the culture teacher to enhance ways in which culture and language are integrated and to introduce or reinforce for FACE participants the school's current focus on language and culture. At almost 45% of the schools, the FACE staff work with the culture teacher *weekly/daily*. At almost 15% of the schools, staffs work together *monthly*. Coordination occurs *a few times a year* at almost 40% of the schools.

- Culture teachers primarily work with the center-based program. The percentages of programs in PY19 where adult and preschool students receive classroom instruction from the culture teacher (49% and 60%, respectively) are similar to PY17 and PY18; all three years are slightly lower than PY16 (55% and 68%, respectively). However, the percentage of schools where the culture teacher works with the preschoolers on a *weekly* or *daily* basis increased from 34% in PY15 to approximately 45% in the following four years. The percentage of the programs where the culture teacher provides instruction for adults increased from 38% in PY14 to approximately 50% in PY15-PY19.

- At 53% of the schools employing a culture teacher, the culture teacher provides support to the parent educators. Slightly more than 20% do so at least *monthly*, and approximately 30% do so *a few times a year*.

- At 70% of the schools, FACE staff members receive assistance from the culture teacher in integrating language and culture into the FACE program in ways other than providing classroom instruction; this percentage is similar to 68% in PY17 but 6 percentage points lower than in PY18. In PY19, the assistance occurs *a few times a year* at 30% of the schools and at least *monthly* at approximately 40% of the schools.

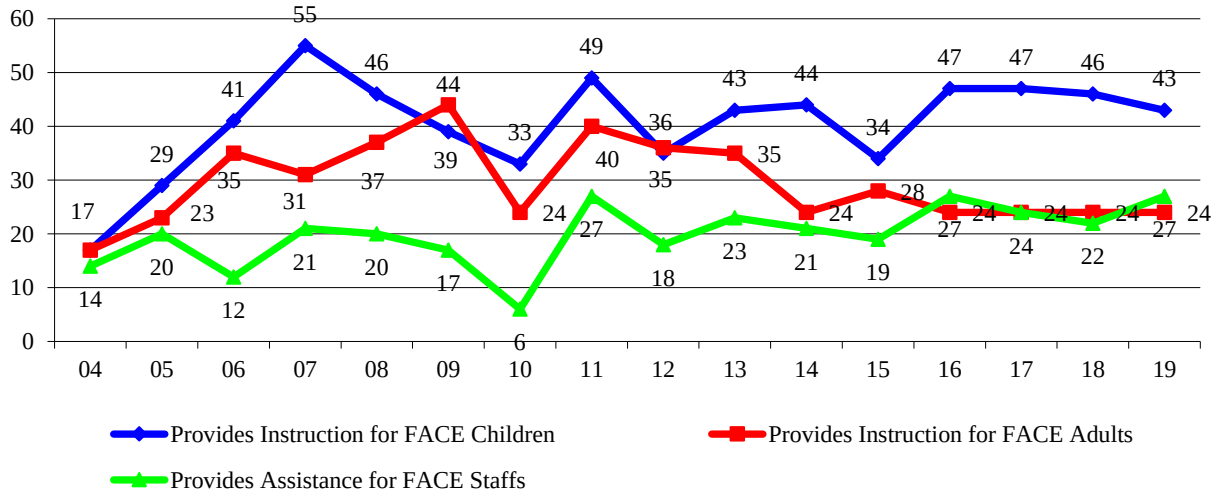
The frequency that school culture teachers work with FACE programs has fluctuated over time (see Figure 48). The most recent four-year trend suggests stabilization in the *daily/weekly* frequency with which culture teachers work with FACE programs. Approximately 45% of FACE preschool programs receive at least *weekly* instruction from the school's culture teacher. Culture teachers provide *daily*/*weekly* instruction to FACE adults in almost one-fourth of the programs in PY16-PY19. Similarly, approximately one-fourth of FACE staffs receive *daily*/*weekly* assistance in efforts to integrate culture and language in the FACE program in PY16-PY19.

The available resources and the success of the school in integrating language and culture affect FACE program efforts. Forty-five FACE staffs rated the degree to which the AI language is a focus for their school's K-3 curriculum.[63] Fifty-six percent of the FACE programs reported that AI language is *well integrated* in the school's K-3 curriculum, a 12 percentage-point increase from 44% in PY18 and only a 4 percentage-point decrease from the 60% reported in PY17. Only one program reported that the AI language was *not at all* a focus for the school. This school is a multi-cultural school with children from different tribes attending the school. Forty-two percent of programs reported that it was a focus *to some degree*. Of the nine programs that reported their school does not have a culture teacher, all rated the degree to which their American Indian

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

language is a focus for the K-3 curriculum as *not at all* or *to some degree*. All of the schools with the rating *well-integrated* employed a culture teacher.

Figure 48. Percentage of FACE Programs Where the School's Culture Teacher Provided *Daily/Weekly* Instruction/Assistance in Program Years 2004-2019



Of the 18 programs offering an explanation for the *well-integrated* rating, three reported that the school has an AI language immersion program; the grade range differs for each school and includes K-1, K-2, and K-3. At five sites, K-3 students attend a daily language and culture class, and at five sites they attend once or twice a week. Four programs explained that teachers incorporate language and culture into their classroom curriculum on a regular basis. Often, lessons by the classroom teachers and by the culture teacher are adapted from standards and curriculum developed by the Tribe. Two programs mentioned that supporting the AI language and culture is in the school's mission statement. School districts promote teaching language and culture; one program reported once-a-month teacher training from the district culture department. Three programs mentioned special monthly or annual activities, such as Native American Recognition Days. Other explanations for the highest rating include that the culture teacher has State and Tribal bilingual certification, that the school employs a full-time culture teacher for all grades, that not only is language and culture emphasized in K-3, but also in FACE and in the school's preschool program, that posters in the AI language hang in hallways, that the district requires the school to teach language and culture, and that the community supports it.

Forty-two percent of FACE programs reported that the AI language is integrated *to some degree* in the school's K-3 curriculum. Of the eight programs that provided an explanation for this rating, one explained that the K-3 students attend language and culture class weekly; at one school, they attend daily. Three programs explained that the AI language is used by K-3 teachers or co-teachers in the classroom. One program stated that the school offers AI language professional development for the classroom teachers, but that teachers use it in their classrooms at their own discretion. Another program explained that students spend at least one hour practicing vocabulary to help develop their Dine' language skills.

At the end of the year, FACE adults rated the FACE program on its impact in helping them increase use of their AI language. FACE adults reported that increased cultural awareness is an outcome of FACE. Sixty-six percent of adults indicated that participation in FACE helps increase their use of their AI language. Sixty-seven percent of center-based-only adults, 58% of adults who engaged in both services and 39% of home-based-only-adults reported that FACE impacts their use of their AI language. Center-based adults have more opportunity to focus on using their AI language than do home-based adults and reported a significantly greater FACE impact than did home-based adults.

At the end of the year, parents also rated the frequency with which they talk, read or tell stories to their child in their AI language. Forty-four percent of parents reported that they talk, read or tell stories to their child in their AI language *almost daily* or *daily or several times a day*, similar to the previous two years. Fifteen percent of parents reported that they engage with their child using their AI language *once or twice a week*; 12% of parents talk, read or tell stories to their child *a few times a month;* and 29% *never or almost never* do so. In PY19, parents who participate only in home-based services and parents who participate only in center-based services significantly more frequently engage their child in their AI language than parents who participate in both services ($p < .01$). On average they do so *once or twice a week*, while parents involved in both services do so only somewhat more frequently than *a few times a month*, on average.

IMPLEMENTATION CHALLENGES AND NEEDS

This section provides information for program planners and providers relative to FACE program challenges and additional training and support needs. The BIE, PATNC and NCFL use the feedback to improve the training and support provided to programs the following year.

At the end of PY19, each staff was asked to describe challenges encountered in implementing the FACE program. Challenges divide into those that could be addressed by the trainers/technical assistants for model implementation (PAT and NCFL) and those that could be addressed by the BIE or the school. The programs were also asked how technical assistance helped address the challenges encountered during the year and to describe additional support needed by the program at the end of PY19. Clearly, FACE staff members value the support and training they receive from the BIE, NCFL and PAT. Many of the descriptions on challenges and additional support needed included comments about the desire for continued technical assistance and training opportunities. Some programs requested additional site visits during the year and/or additional follow-up calls by their technical assistants because they perceive the support as necessary to delivering a quality program.

Home-based Challenges

Almost all FACE programs (94%) described challenges faced by their parent educators that required assistance from PAT, the BIE, or the school. Almost all programs that described technical assistance from the PAT trainers indicated the assistance was helpful.[64]

As in the past, implementing the Penelope Case Management System was the most frequently reported challenge for the home-based programs, reported by slightly more than 40% of programs in PY19. This is a sizable decrease from the almost 60% in PY18 and the more than 80% of programs in PY17 that reported implementing Penelope as a challenge. Programs stressed getting access to the system, the time factor in using the system, their efforts to input data, and their struggle to work with data already entered. Programs made positive comments about the support they received from the PAT technical assistance providers and from the Penelope support staff. As pointed out by one parent educator who was catching up with data entry, the technical assistance received from the PAT technical assistance provider and from the Penelope staff was very helpful:

> *Getting access to Penelope and getting all the forms completed was frustrating. Finally, I was able to get Penelope and started encoding families, visits, and all documentation (back tracking and catching up). It was a challenge, but I got it done! My TA and the Penelope staff really stepped up and got me access to Penelope.*

[64] Percentages are based on the 45 home-based programs that described implementation challenges encountered during the year. Excluded from the count are the two programs that provided no information and the one program reporting that there were no challenges during the year.

A few programs (slightly more than 10%) reported that problems with Internet access or with equipment added to the pressure of using Penelope and/or of printing curricular materials. Three programs had problems with Internet access; one site where access was restricted from time to time explained:

> *Limited Internet services due to students testing (e.g., State/standardized testing) occurred. Sometimes parent educators were restricted from using the Internet, so documentation could not be recorded online in a timely manner.*

Thirty-seven percent of programs reported personnel issues, such as having no parent educators for part of the year; having only one parent educator for part of the year; having new parent educators not yet fully trained; lacking a coordinator; and lacking the center-based adult education teacher, with whom the parent educators collaborated for service delivery or which required help from the parent educators to deliver center-based services for adults. At four sites, personal issues such as the birth of a baby, illness, a family member's death, and administrative leave kept parent educators from work. Five programs mentioned case load as an issue; three of these programs explained that case overload was the problem. A program challenged by having a parent educator position become vacant as the school year started reported:

> *Our program started out with only one parent educator because the position for the other parent educator became vacant. The position was filled in November 2018, but due to the government shut down, training was postponed one month after another until the new parent educator went to training in March 2019. The new parent educator then started using the curriculum with three families. The new parent educator has been busy recruiting families to serve in PY20.*

Another challenge reported by 35% of programs was the cancellation of personal visits and/or lack of attendance at FACE Family Circles. Families did not keep appointments or attend meetings, sometimes due to problems such as medical issues, family trauma, and conflicting appointments or needs. Some parent educators faced challenges delivering personal visits. Three home-based programs reported that the lack of vehicles interfered with their providing services to families, and six programs stated that inclement weather caused them or their families to cancel personal visits. An established program explained its challenge as motivating families to participate:

> *The challenge in home-based service is motivating families to keep their appointments and to participate in the visit and in FACE Family circles. The TA helped to address the challenge by suggesting that we revisit the incentive plan for the families.*

Recruitment/retention was a problem reported by one fourth of programs. Two staffs mentioned competition for the same families with other programs in the areas. Retention was due to various factors, such as families moving from the area, personal issues, finding a job, enrolling in school, or declining services from a new parent educator. As one program with one parent educator throughout the year explained:

The parent educator recruited throughout the school year to enroll families because some families moved out of the area, some dropped due to medical issues, some left to start school or employment. There are other early childhood service providers in nearby communities that compete with our program for families.

Another program reported on follow up from its technical assistant's recommendations:

Our biggest challenge is recruitment and retention, especially for home-based FACE. Our PAT TA helped address this challenge by recommending that we develop a recruitment calendar and incentive plan and collaborate with local agencies. We have followed up on each of those recommendations and implemented them.

One-fourth of programs reported FACE program implementation challenges. Challenges that primarily required assistance from PAT included the following: timely certification of new parent educators; time management, mentioned by three programs; record keeping for families enrolled in multiple components of FACE; providing service to teen parents needing legal guardian consent; scheduling screening; lesson delivery including strategies to engage parents/caregivers; completing electronic transition forms; setting up files; implementing transition plan and transitioning process; implementing Imagination Library; creating a handbook for families; using the enrollment package; setting goals; home visit observations; conducting planning meetings; handling the Foundational-2 curriculum mid-year subscription renewal; coordinator conducting debriefings with parent educator, observing personal visits and accessing Penelope; and handling missed visits.

Other challenges were identified for which programs required site-level and/or BIE assistance (each mentioned by one or two programs). They included the requirement of parent educators to serve as substitutes for the regular school; the requirement to attend professional development designed for classroom teachers; an office space that adequately accommodates two parent educators; a telephone located in a space for private conversations; school board support from at least 80% of the members; a school board member to attend a PAT conference with the parent educators; timely facilitation of travel arrangements for trainings; alternative space for serving families living in locations unsafe for parent educators; and a BIE and/or school requirement that parent educators turn over records to the FACE coordinator prior to leaving the position.

Additional Assistance Needed

Almost 75% of the FACE programs responded to the question, "What additional support does your program need?" to address home-based challenges (a lower percentage compared with the 85% reported the previous two years). These sites reported that they need additional or ongoing support from their school, from the BIE and/or from PAT. One program expressed appreciation for the varied site-related means of delivery, saying:

None at this time. For next year, a continuation of the awesome technical support on site, by computer and by phone!

Another program that values the availability of support that is offered wrote:

> *The support needs to be there all the time in case things come up. It is good to have that so we can rely on it if there are questions that need to be answered.*

Support needed from the school and/or the BIE varied across programs. Four programs mentioned needs related to technology, such as reliable Internet access, computer equipment and off-site communication equipment. Four programs wrote about the need for a fully staffed FACE program. Two programs mentioned that they were waiting for facility changes. One was waiting for their new building, and one program was waiting for a renovation that would result in larger PAT offices and appropriate on-site space for working with home-based families. A program noted that parent educators' pay should increase to be commensurate with the amount of documentation time required in addition to service preparation and delivery time. One program requested support using the NASIS system. One program explained that assistance is needed obtaining teaching supplies and training on STEAM, writing, and AI culture. Parent educators in another program desire funding and release time to visit an outstanding FACE program as part of the parent educators' training. This program also requested assistance with its budget and with parent background checks, which hinders serving their neediest families, writing:

> *Background checks are a big issue in BIE schools. This hinders the adult-service portion of the FACE program. We are frowned upon because of a lack of parent involvement, but our parents are not passing background checks.*

Almost 50% of the FACE programs listed the specific areas of additional technical assistance or training from PAT that they needed. One program suggested that training should be held locally and during summer break, rather than during the school year. One program requested training on days that do not interfere with service to families. Another program suggested that attendance at the specialized trainings, such as Interactions Across Abilities, should be required of all parent educators and coordinators. Another program reported that it would like to be scheduled for routine monthly follow-up calls from its PAT technical assistant.

Twenty percent of FACE programs (compared with 30% the previous year) discussed their need for further training and technical assistance on using Penelope coupled with time management; one program emphasized its need in the upcoming year for one-on-one training to increase understanding and skill using Penelope. Almost 15% of programs reported that new FACE staff members need training on the FACE model, according to their position in the FACE program.

Other training topics listed by one or two programs related to implementing the basic FACE program. These included PICCOLO, OLIVER, adult education, parenting skills, incorporating AI language into lesson plans that are based on the standards for early childhood and adult education, and a better understanding of what "providing good service" looks like. PICCOLO and Penelope training is also requested for coordinators who serve as center-based staff members.

Some training topics related to challenges faced by the families served by FACE were requested. Three programs identified working with high needs or special needs children as a training topic. One or two programs mentioned that future technical assistance or training should cover topics

such as Autism; assisting parents with balancing work, children and personal needs; assisting parents with managing stress; technology in the home; and at-risk families dealing with suicide, domestic violence, alcohol, or drugs.

One program asked for a re-assessment of the number of families a parent educator is required to serve if they serve a high number of high needs families. Ancillary issues to be considered include the need for frequent visits and the travel time required to serve the program's rural high needs families.

Center-based Challenges

Most of the FACE programs (88%) described challenges faced by their center-based staff. Some challenges require support from the school or the BIE; other challenges require support from the NCFL trainers/technical assistants. Almost all programs that commented on the quality of the technical assistance they had received from the BIE and NCFL; they indicated it was beneficial.[65]

Center-based challenges are site specific and vary, some mentioned by only one to four programs. However, slightly more than one-fourth of programs had personnel issues that required attention from the school and/or BIE, as well as NCFL. Almost 20% of programs mentioned staffing issues, either a vacant staff position or the need for training for new staff members. Four programs reported that they lacked an adult education teacher, which also meant no coordinator for two programs, and two programs reported that they lacked an early childhood teacher at least part of the year. The other programs needed training for their staff members on the FACE model. The staffs at four programs were not working together as a team; the problem was magnified due to the lack of planning time or the need to learn to work with new staff members. At one site, at least one staff member did not hold the educational credentials required for the position. One program explained how the other FACE staff members stepped in when the program lost its adult education teacher:

> *We encountered many challenges in our program this year. The biggest challenge was having no adult education teacher. We had a difficult time monitoring parents during their time in adult education. We managed to figure out a schedule for Parent Time and to find activities for parents. The parent educators helped parents during their available time. Our technical assistant gave us some ideas on how to work with parents during her visit.*

Other issues that required resolution with assistance from the school and/or BIE were reported by slightly more than 15% of the FACE program. Concerns with the budget and/or a slow approval and purchasing system for materials and/or for travel to trainings were expressed by four FACE programs. Transportation for families was a problem at three sites. One program suggested that FACE training for the business managers would help their understanding of FACE program needs. Issues needing support reported by one program each include NASIS system training and obtaining

[65] Percentages are based on the 42 center-based programs that described implementation challenges encountered during the year. Excluded from the count are the two programs that reported that they had no challenges during the year and the four programs that provided no information.

Special Education services for a disabled FACE child. The challenge of not receiving timely travel approval to attend training was expressed by one program:

> *The adult education teacher and co-teacher submitted travel requests for implementation training but they were not approved. The adult education teacher needed to receive training for CASAS to get started serving the adults. The adult education teacher received support from NCFL technical assistance in learning how to use the CASAS assessment for adult learners; the adult education teacher still needs to go to implementation training.*

Slightly more than 20% of programs reported the issue of low attendance, although considerably fewer than the 40% that reported low attendance in PY18. At slightly more than 10% of sites, the challenge was to recruit committed families; three of these programs mentioned low numbers enrolled in preschool. Getting parents to engage on the days that they attended the center-based program was a challenge described by two programs. Four programs explained the impact on the program of the background check requirement and process. One program struggling with enrollment brought up the issue with background checks when asked about challenges, saying:

> *Background checks on adults. Forms were completed but adults did not follow through on process; then many were incomplete due to adults and children dropping. Low enrollment in the center-based program throughout the school year. The school year ended with three preschoolers and four adults. This is an all-time low for the center-based program.*

Almost 30% of center-based programs reported they had faced challenges implementing preschool. Slightly more than 10% (a decrease from almost 20% in PY18) reported challenges implementing *CIRCLES: A Developmentally Appropriate Preschool Curriculum for American Indian Children.* Other implementation challenges mentioned by one or two programs that were addressed by technical assistance from the NCFL staff include the following: administering assessments, especially the EOWPVT and missed assessments; adding a greater variety of materials to the early childhood classroom, especially those items reflecting the culture of the families; modeling writing each day; teaching strategies to enhance student learning; replacing electronic copy of standards; and working with high needs children, such as working with children with severe behavioral issues. A program that stressed the helpfulness of the responses to program implementation issues that it received from NCFL, Northwest Evaluation Association and PAT staffs stated:

> *The NWEA staff for the Children's Progressive Academic Assessment were very helpful in getting our testing up and running. The FACE team worked together to complete and update recommendations by our NCFL technical assistants (developing a resource directory, recruitment plan, calendar, parent handbook, and transition plan). Our preschool TA was very patient and helpful to the preschool teachers with her suggestions for enhancing individual, as well as group, student learning. PACT Time and Parent Time ideas have improved the quality of the experiences for students and teachers. All staff members at NCFL and PAT*

have been readily available to answer timely questions and provide the help needed.

Various issues implementing adult education were reported by slightly more than one-fourth of programs. Three programs had asked for assistance with implementing PACT Time, including debriefing, and/or Parent Time. Areas of challenges that were reported by two programs include improving the organization of the adult education component overall and of adult education files and schedules; improving teaching strategies for adults; developing and implementing lessons when the strengths and goals of the adults vary; working with flex-time adults; and assessing adults with CASAS. Other challenges, each mentioned by one program, include identifying and working with special needs adults and using on-line training for adult educators. A program with a new adult education teacher who was trying to understand and organize the adult education component according to the FACE model wrote:

The adult education teacher needed to better organize, understand and communicate the FACE model and the adult education component. The visit from the BIE representative helped.

Other program implementation challenges (each mentioned by one or two program) include not receiving required forms by July 1 of the program year; developing a resource directory; developing and implementing a recruitment plan; setting the calendar for the year; developing and using a transition plan; developing a program handbook for parents; completing monthly reports; updating the FACE program information booklets; implementing a Service Learning project; implementing curriculum and required document changes that occur during the school year; and needing guidelines and a curriculum for working with K-3 teachers to set up K-3 PACT Time.

Additional Assistance Needed

At the end of PY19, almost three-fourths of the FACE programs reported that they need additional or ongoing support from their school, from the BIE and/or NCFL. Two programs reported that no additional support was needed at the end of the program year; one statement indicates how well the FACE program support system works:

None at this time. If we should need any additional support, we know we can count on TA for help.

Four programs indicated the need for all FACE program staff positions to be filled for PY20 or for a principal to be hired so that the adult educator, serving as acting principal, could return to the FACE program. One program expressed frustration with a slow hiring process, over which the FACE staff has no control.

Almost 35% of programs discussed the need for additional support from the school administration and/or the BIE. One or two programs pointed out problems for which desired solutions require assistance. Solutions to the reported problems include a faster, friendlier process for background checks; faster procurement process; improved transportation for families; larger classrooms; childcare provided in association with the adult education classroom; timely renovation of space

allotted to FACE; access to school's on-site technology assistant; NASIS support; access to services from the physical education teacher and the language and culture teacher; on-going administrative support; insurance that all individuals hired for the FACE program are qualified for the position; and a half day or day set aside for planning.

Slightly more than 30% of programs pointed out the need for continued training from NCFL. Staff position and topic varied and included working with adults and children suffering from physical and/or verbal abuse; communication skills; preschool implementation, including classroom management, Dialogic Reading strategies and skills development; PICCOLO and Penelope training for center-based staff members who serve as coordinators; coordinator's tasks; FACE positions other than their own (cross training); working with special needs children and their families, especially in regards to social-emotional development and conscious discipline; observation and documentation skills; working with behavioral issues in the preschool; classroom expectation/what quality looks like; and CASAS. A program requesting additional training for all center-based staff members listed:

> *Additional training for classroom staff, such as how to deal with children's behavioral issues; additional lesson planning ideas; and training for the coordinator.*

EVALUATOR RECOMMENDATIONS

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

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

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

- Analyze NWEA kindergarten entry assessments and expedite access to the databases required to address the impacts of FACE on kindergarten readiness.

As our evaluation contract comes to a close, the staff of Research & Training Associates, Inc. would like to thank FACE schools, communities, staff, parents and children for the honor of working with them in the implementation and improvement of the FACE program. We also thank the BIE and its staff and our fellow contractors—Parents as Teachers National Center and the National Center for Families Learning—for the opportunity to work as a team focused on the needs of the American Indian Community. We will cherish the challenges, the laughter, and the tears we experienced with you for the past 30 years.

Fondly,
Judy Pfannenstiel, Vicki Yarnell, and Theodora Lambson

APPENDIX A

Table A1. FACE Sites in PY19
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 PY19

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
Cove Day School, Red Valley, AZ
Dunseith Indian Day School, Dunseith, ND
Dzilth-Na-O-Dith-Hle Community School, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hanaadli Community School, Bloomfield, NM
Hannahville Indian School, Wilson, MI
John F. Kennedy School, White River, AZ
Kayenta Boarding School, Kayenta, AZ
Kha'p'o Community School, Espanola, NM (formerly Santa Clara)
Kin Dah Lichi'i Olta', Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Schools, Winslow, AZ
Little Singer Community School, Winslow, AZ
Little Wound School, Kyle, SD
Many Farms Community School, Chinle, AZ (formerly Chinle Boarding School)
Mariano Lake Community School, Crownpoint, NM
Naatsisaan Community School, Navajo Mountain, UT
Na'Neelzhiin Ji'Olta (Torreon) Day School, Cuba, NM
Nazlini Community School, Inc, Ganado, AZ
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintado Community School, Cuba, NM
Ramah Navajo School, Pine Hill, NM
Rough Rock Community School, Chinle, AZ
Salt River Elementary School, Scottsdale, AZ
St. Francis Indian School, St. Francis, SD
Tate Topa Tribal School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T'iis Nazbas Community School, Teec Nos Pos, AZ
T'iis Ts'ozi Bi'Olta' Community School (Crownpoint), Crownpoint, NM
To'Hajiilee Community School (Canoncito), Laguna, NM
Tse 'ii' ahi' Community School, Crownpoint, NM
Wingate Elementary School, Fort Wingate, NM

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

(PY19 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)[66]
- **Fond du Lac Ojibwe School, Cloquet, MN**
- **Na'Neelzhiin Ji'Olta Day School (Torreon), Cuba, NM**
- Takini School, Howes, SD (discontinued FACE implementation after PY05)
- **To'Hajiilee Community School (Canoncito), Laguna NM**

Program Year 93 (1992-93)

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

Program Year 94 (1993-94)

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

Program Year 95 (1994-95)

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

Program Year 02 (2001-02)

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

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

Program Year 02 (2001-02) (Continued)

- **Salt River Elementary School, Scottsdale, AZ**

Program Year 04 (2003-04)

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

Program Year 05 (2004-05)

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

Program Year 06 (2005-06)

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

Program Year 07 (2006-07)

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

Program Year 08 (2007-08)

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

Program Year 09 (2008-09)

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

Program Year 10 (2009-2010)

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

Program Year 11 (2010-2011)

- **Bread Springs Day School, Gallup, NM**
- **Greasewood Springs Community School, Ganado, AZ**
- **Kin Dah Lichi'i Olta', Ganado, AZ (discontinued FACE implementation after PY16 and began again in PY18. Also listed under PY18)**
- **Tse 'ii' ahi' Community School, Crownpoint, NM**

Program Year 12 (2011-2012)

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

Program Year 13 (2012-2013)

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

Program Year 17 (2016-2017)

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

Program Year 18 (2017-2018)

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

Program Year 19 (2018-2019)

- **Cove Day School, Red Valley, AZ**
- **Naatsisaan Community School, Navajo Mountain, UT**

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

FACE Site	First Year of FACE Implementation	Last Year of FACE Implementation
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
Cove	2018-19	
Ch'ooshgai (Chuska)	1992-93	2009-10
Coeur d' Alene	2001-02	2004-05
Cottonwood	2001-02	2006-07
Dunseith	2001-02	
Dzilth-Na-O-Dith-Hle	2006-07	
Enemy Swim	2001-02	
Fond du Lac	1990-91	
Gila Crossing	2001-02	
Greasewood Springs	2010-11	
Hanaadli	2017-18	
Hannahville	1992-93	
Jeehdeez'a	2001-02	2003-04
John F. Kennedy	2005-06	
Kayenta	2007-08	
Kha’p’o (Santa Clara)	2006-07 and 2016-17	2010-11
Kickapoo	1993-94	2010-11
Kin Dah Lichi’'i Olta’	2010-11 and 2017-18	2015-16
Lac Courte Oreilles	1993-94	
Lake Valley	2008-09	2012-13

FACE Site	First Year of FACE Implementation	Last Year of FACE Implementation
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
Naatsisaan	2018-19	
Na'Neelzhiin Ji'Olta (Torreon)	1990-91	
Nazlini	2016-17	
Nenahnezad	2001-02	2007-08
Oneida	2003-04	
Paschal Sherman	2001-02	2005-06
Pearl River	2004-05	
Pine Ridge	2009-10	
Pueblo Pintado	2011-12	
Ramah Pine Hill	1994-95	
Rough Rock	1993-94	
Meskwaki (Sac & Fox)	1993-94	1994-95
Salt River	2001-02	
Santa Rosa	2003-04	2010-11
Seba Dalkai	2003-04	2009-10
St. Francis	2003-04	
Takini	1990-91	2004-05
Tate Topa	2005-06	
Theodore Jamerson	2007-08	
Tiis Nazbas	1994-95	
Tiospa Zina	2003-04	2005-06
Tohaali	1993-94	2009-10
To'Hajiilee-He (Canoncito)	1990-91	
T’iis Ts’ozi Bi’Olta’ (Crownpoint)	1993-94	
Tse 'ii' ahi'	2010-11	
Wingate	1992-93	

APPENDIX B

Number of FACE Participants in Program Years 1991-2019

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 – 2019

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

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Partici-pants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
2008	663	546	1,209	1,605	1,611	3,216	2,106	2,064	4,170	107	39
2009	750	650	1,400	1,758	1,782	3,540	2,327	2,349	4,676	106	44
2010	775	670	1,445	2,018	1,984	4,002	2,647	2,587	5,234	116	45
2011	773	657	1,430	1,971	1,880	3,851	2,585	2,481	5,066	110	46
2012	785	665	1,450	1,756	1,693	3,449	2,407	2,303	4,710	107	44
2013	694	596	1,290	1,710	1,637	3,347	2,271	2,177	4,448	101	44
2014	619	521	1,140	1,728	1,651	3,379	2,218	2,115	4,333	101	43
2015	693	743	1,436	1,498	1,516	3,014	2,069	2,210	4,279	100	43
2016	722	726	1,448	1,505	1,549	3,054	2,108	2,221	4,329	101	43
2017	723	679	1,402	1,494	1,475	2,969	2,058	2,109	4,167	97	43[67]
2018	761	665	1,426	1,465	1,511	2,976	2,050	2,124	4,174	91	46
2019	732	655	1,387	1,590	1,564	3,154	2,157	2,154	4,311	90	48
Undup. Total	10,091	10,781	20,872	19,443	22,031	41,474	24,401	27,972	52,373		

[67] 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 PY19

Site	Number of FACE Participants at Sites During PY19						
	Participants Who Received Center-based Services		Participants Who Received Home-based Services		Unduplicated Participants Who Received Any Service		Total Unduplicated Participants
	Adults	Children	Adults	Children	Adults	Children	
Alamo	17	19	74	47	89	63	152
American Horse	15	20	18	21	31	41	72
Aneth	17	17	32	41	46	58	104
Atsa Biyaazh (Shiprock)	15	12	35	29	45	39	84
Baca	13	9	55	55	67	64	131
Beclabito	14	13	11	11	25	24	49
Blackwater	16	12	52	42	66	52	118
Bread Springs	11	12	46	39	53	47	100
Casa Blanca	6	8	33	34	36	42	78
Chi Chi'l Tah-Jones Ranch	12	10	23	21	32	31	63
Chief Leschi	20	15	36	36	49	49	98
Cove	0	0	10	10	10	10	20
Dunseith	10	14	46	50	54	60	114
Dzilth-Na-O-Dith-Hle	17	12	56	46	70	57	127
Enemy Swim	21	22	28	43	45	61	106
Fond du Lac	20	13	51	37	60	49	109
Gila Crossing	21	14	29	31	44	43	87
Greasewood Springs	17	20	29	30	40	47	87
Hanaadli	7	8	23	22	25	28	53
Hannahville	19	19	55	50	64	67	131
John F. Kennedy	13	12	40	45	50	54	104
Kayenta	15	16	23	27	32	42	74
Kha'p'o	9	13	33	29	42	41	83
Kindahlichii	18	17	17	17	30	33	63
Lac Courte Oreilles	18	11	16	16	31	27	58

Site	Number of FACE Participants at Sites During PY19						
	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	
Leupp	15	15	48	54	61	69	130
Little Singer	21	19	65	56	82	72	154
Little Wound	22	18	51	56	70	73	143
Many Farms (Chinle)	13	13	43	50	52	61	113
Mariano Lake	16	12	16	17	28	29	57
Naatsisaan	4	2	11	12	15	14	29
Na'Neelzhiin Ji' Olta	14	15	31	35	43	50	93
Nazlini	12	6	23	19	32	25	57
Oneida	21	21	54	53	64	70	134
Pearl River	18	12	32	47	48	58	106
Pine Ridge	20	14	10	8	25	22	47
Pueblo Pintado	18	14	16	13	27	25	52
Ramah Pine Hill	16	14	36	30	49	44	93
Rough Rock	15	8	18	19	33	27	60
Salt River	10	7	11	12	20	18	38
St. Francis	19	17	28	23	47	40	87
Tate Topa	21	18	39	45	54	60	114
Theodore Jamerson	20	25	26	26	45	51	96
T'iis Nazbas	9	9	46	50	53	56	109
T'iis Ts'ozi Bi'Olta' (Crownpoint)	20	20	23	26	41	44	85
To'Hajiilee (Canoncito)	18	12	31	25	48	37	85
Tse 'ii' ahi	8	10	25	31	28	37	65
Wingate	21	16	36	28	56	43	99
All Sites	**732**	**655**	**1,590**	**1,564**	**2,157**	**2,154**	**4,311**

APPENDIX D

Dates and Amount of FACE Services Offered at Sites During PY19

Dates and Amount of FACE Services Offered at Sites During PY19

	PY19 Program Dates		Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Days Personal Visits Were Offered	FACE Family Circles Offered
Overall Average			126	359	531	117	10
Alamo	8/27/18	5/16/19	132	528	660	132	10
American Horse	9/04/18	5/08/19	119	417	535		9
Aneth	8/07/18	5/21/19	136	272	476	165	10
Atsa Biyaazh	9/20/18	5/16/19	124	289	682	123	10
Baca	8/13/18	5/09/19	130	325	455	132	13
Beclabito	8/13/18	5/08/19	122	427	641	75	9
Blackwater	7/23/18	5/22/19	136	612	476	119	9
Bread Springs	8/06/18	5/15/19	122	305	427	118	9
Casa Blanca	8/21/18	5/20/19	116	263	406	135	8
Chi Chi'l Tah	8/06/18	5/22/19	148	370	518	133	8
Chief Leschi	9/10/18	6/13/19	116	464	668	97	20
Cove[68]	12/10/18	5/10/19				55	6
Dunseith	8/27/18	5/16/19	106	345	451	156	12
Dzilth-Na-O-Dith-Hle	8/15/18	5/16/19	128	320	438	124	12
Enemy Swim	8/28/18	5/22/19	119	355	587	110	11
Fond du Lac	9/04/18	5/30/19	133	599	599	133	10
Gila Crossing	8/27/18	5/16/19	124	496	682	114	14
Greasewood Springs	7/30/18	5/16/19	139	447	625	112	12
Hanaadli	9/10/18	5/09/19	111	265	666	120	7
Hannahville	9/10/18	6/07/19	113	230	550	94	14
John F. Kennedy	8/13/18	5/23/19	136	340	476	140	11
Kayenta	8/08/18	5/07/19	135	135	258	105	10

[68] Cove did not offer a center-based program in PY19.

	PY19 Program Dates		Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Days Personal Visits Were Offered	FACE Family Circles Offered
Kha'p'o	8/20/18	5/23/19	131	328	590	131	11
Kindahlichii	8/06/18	5/16/19	142	118	781	124	9
Lac Courte Oreilles	8/27/18	5/24/19	117	320	448	107	10
Leupp	8/15/18	5/09/19	118	255	585	111	10
Little Singer	8/15/18	5/02/19	118	649	649	99	11
Little Wound	8/22/18	5/16/19	125	506	625	110	10
Many Farms	8/07/18	5/14/19	130	278	384	123	12
Mariano Lake	8/13/18	5/08/19	118	263	590	91	9
Naatsisaan	12/03/18	5/22/19	75	188	324	62	6
Na' Neelziin J'olta	8/09/18	5/14/19	131	317	444	42	9
Nazlini	8/06/18	5/21/19	123	335	496	117	11
Oneida	8/04/18	5/31/19	125	413	469	134	10
Pearl River	8/08/18	5/24/19	146	402	511	299	10
Pine Ridge[69]							
Pueblo Pintado	8/06/18	5/17/19	129	581	581	139	10
Ramah	8/28/18	5/23/19	130	250	437		
Rough Rock	8/08/18	5/16/19	122	305	567	77	10
Salt River	7/09/18	5/16/19	134	335	603	125	12
St Francis	8/27/18	6/30/19	113	285	513	110	6
Tate Topa	9/03/18	6/30/19	130	305	486	157	9
Theodore Jamerson	8/16/18	5/23/19	129	389	548	114	12
Tiis-Nazbas	8/20/18	5/15/19	97	340	437	123	10
T'iis Ts'ozi Bi'Olta'	8/06/18	5/21/19	118	408	544	128	10
To' Hajiilee-He	8/08/18	5/24/19	180	533	649	151	15

[69] The Pine Ridge FACE Program did not submit the questionnaire needed for this table. The data for this table was on the pages missing from the Ramah FACE Program's questionnaire.

	PY19 Program Dates		Center-based Services			Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Days Personal Visits Were Offered	FACE Family Circles Offered
Tse'ii'ahi'	8/06/18	5/20/19	130	325	455	104	10
Wingate	8/13/18	5/16/19	124	310	434	108	10

APPENDIX E

Average Home-based Participation at Sites During PY19

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 PY19	Average Received Per Month[70]	Number of Parents	Number Offered During PY19	Average Attended During PY19	Number of Parents Who Attended in PY19
Alamo	14	2	74	10	3	65
American Horse	10	1	18	9	3	15
Aneth	9	1	32	10	5	28
Atsa Biyaazh	9	2	35	10	3	32
Baca	8	1	55	13	3	32
Beclabito	10	1	11	9	3	6
Blackwater	5	<1	52	9	4	45
Bread Springs	8	1	46	9	4	46
Casa Blanca	9	1	33	8	2	30
Chi Chi'l Tah-Jones Ranch	7	1	23	8	3	13
Chief Leschi	12	2	36	20	6	28
Cove	6	2	10	6	3	8
Dunseith	13	2	46	12	4	9
Dzilth-Na-O-Dith-Hle	11	2	56	12	4	47
Enemy Swim	10	2	28	11	2	23
Fond du Lac	13	2	50	10	3	41
Gila Crossing	5	1	29	14	3	24
Greasewood Springs	16	2	29	12	3	14
Hanaadli	11	2	23	7	4	20
Hannahville	7	<1	55	21	3	44
John F. Kennedy	8	1	40	11	3	32
Kayenta	6	<1	23	10	5	22
Kha'p'o	13	1	33	11	4	26
Kindahlichii	12	2	17	9	4	14
Lac Courte Oreilles	6	2	16	10	1	4
Leupp	15	2	48	10	4	36
Little Singer	6	<1	65	11	4	53
Little Wound	6	<1	51	10	4	42
Many Farms (Chinle)	10	1	43	12	6	40
Mariano Lake	4	1	16	9	4	13
Naatsisaan	5	<1	11	6	2	10

[70] <1; 1 to 1.4 = 1; 1.5 to 2.4 = 2; 2.5 to 3.4 = 3

	Personal Visits			FACE Family Circles		
	Average Received During PY19	Average Received Per Month[70]	Number of Parents	Number Offered During PY19	Average Attended During PY19	Number of Parents Who Attended in PY19
Na' Neelziin J'Olta (Torreon)	6	<1	31	9	3	24
Nazlini	7	1	23	11	5	22
Oneida	8	1	54	10	3	40
Pearl River	13	3	32	10	4	16
Pine Ridge	7	1	10	NA	4	10
Pueblo Pintado	11	2	16	10	3	8
Ramah	5	<1	36	NA	4	31
Rough Rock	7	<1	18	10	4	15
Salt River	9	1	11	12	4	9
St. Francis	7	1	28	6	2	14
Tate Topa	8	1	39	9	3	23
Theodore Jamerson	3	<1	26	12	4	16
T'iis Nazbas	10	1	46	10	3	28
T'iis Ts'ozi Bi'Olta' (Crownpoint)	8	1	23	10	3	10
To'Hajiilee (Canoncito)	11	1	31	15	6	30
Tse'ii'ahi	9	1	25	10	4	19
Wingate	12	2	36	10	7	35
Avg. at All Sites	**9**	**1**	**1,590**	**10**	**4**	**1,211**

APPENDIX F

Average Center-based Participation at Sites During PY19

PY19 Hours of Service Offered, Average Hours of Participation for the Year and for the Month, and Number of Participants in Center-based Components

	Adult Education				Preschool				PACT Time		Parent Time	
Site	Hrs. Offered	Avg. Hours of Partici-pation in PY19	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY19	Avg. Monthly Hours of Partici-pation	# of Child-ren	Avg. Hours of Partici-pation in PY19	# of Adults	Avg. Hours of Partici-pation in PY19	# of Adults
Alamo	528	220	30	15	660	394	51	19	73	17	73	17
American Horse	417	160	25	13	535	266	41	20	48	13	46	13
Aneth	272	0	0	0	476	385	40	17	21	16	19	15
Atsa Biyaazh	289	92	14	15	682	345	48	12	28	14	21	15
Baca	325	133	22	13	455	184	30	9	55	8	48	11
Beclabito	427	160	18	14	641	474	53	13	46	14	36	11
Blackwater	612	378	53	16	476	255	33	12	75	13	84	16
Bread Springs	305	203	27	11	427	276	34	12	52	11	52	11
Casa Blanca	263	195	23	4	406	339	41	8	64	4	56	4
Chi Chi'l Tah-Jones Ranch	370	123	16	7	518	539	79	10	31	11	49	7
Chief Leschi	464	252	33	17	668	454	56	15	62	13	58	19
Cove[71]												
Dunseith	345	84	9	5	451	443	54	14	13	5	21	9
Dzilth-Na-O-Dith-Hle	320	130	19	12	438	276	45	12	34	14	52	11
Enemy Swim	355	65	9	18	587	308	39	22	25	20	23	18
Fond du Lac	599	200	24	15	599	195	40	13	32	12	44	19
Gila Crossing	496	227	36	21	682	381	60	14	57	16	55	21
Greasewood Springs	447	31	4	14	625	464	58	20	12	12	13	16

[71] Cove did not offer a center-based program in PY19.

	Adult Education				Preschool				PACT Time		Parent Time	
Site	Hrs. Offered	Avg. Hours of Partici-pation in PY19	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY19	Avg. Monthly Hours of Partici-pation	# of Child-ren	Avg. Hours of Partici-pation in PY19	# of Adults	Avg. Hours of Partici-pation in PY19	# of Adults
Hanaadli	265	82	10	5	666	228	31	8	33	7	39	5
Hannahville	230	21	2	16	550	354	43	19	47	18	32	18
John F. Kennedy	340	168	23	9	476	284	35	12	136	10	54	13
Kayenta	135	94	14	12	258	178	30	16	33	15	47	12
Kha'p'o	328	34	4	9	590	405	47	13	16	9	23	4
Kindahlichii	118	53	11	12	781	429	59	17	45	18	19	15
Lac Courte Oreilles	320	62	11	16	448	65	13	11	27	16	25	17
Leupp	255	83	10	14	585	355	45	15	53	15	33	14
Little Singer	649	236	38	18	649	255	41	19	43	18	44	20
Little Wound	506	120	19	20	625	302	49	18	31	18	27	22
Many Farms (Chinle)	278	75	12	13	384	125	19	13	54	12	66	13
Mariano Lake	263	38	7	10	590	381	53	12	8	14	12	14
Naatsisaan	188	37	10	4	324	66	66	2	12	2	10	4
Na' Neelziin J'Olta	317	90	15	14	444	157	27	15	44	12	45	12
Nazlini	335	93	17	6	496	205	28	6	116	6	63	6
Oneida	413	36	4	9	469	368	44	21	62	21	48	15
Pearl River	402	151	21	15	511	285	42	12	63	11	56	18
Pine Ridge[72]		48	7	12		140	20	14	15	20	8	17
Pueblo Pintado	581	155	21	16	581	284	50	14	30	16	28	14
Ramah	250	34	6	13	437	210	30	14	37	15	22	14
Rough Rock	305	96	11	15	567	317	32	8	41	3	41	13

[72] Hours of services offered in 2019 by the Pine Ridge FACE program was not reported.

Site	Adult Education				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY19	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY19	Avg. Monthly Hours of Partici-pation	# of Child-ren	Avg. Hours of Partici-pation in PY19	# of Adults	Avg. Hours of Partici-pation in PY19	# of Adults
Salt River	335	108	15	5	603	499	57	7	46	9	38	8
St. Francis	285	93	17	12	513	350	51	17	38	17	36	18
Tate Topa	305	40	8	18	486	146	26	18	14	18	11	21
Theodore Jamerson	389	0	0	0	548	191	35	25	15	19	34	5
T'iis Nazbas	340	82	14	8	437	151	26	9	22	9	22	9
T'iis Ts'ozi Bi'Olta' (Crownpoint)	408	218	27	9	544	314	36	20	59	20	49	19
To'Hajiilee-He (Canoncito)	533	139	18	13	649	338	38	12	54	13	37	16
Tse'ii'ahi	325	52	7	8	455	209	27	10	20	7	21	7
Wingate	310	147	20	21	434	265	34	16	59	21	59	21
Avg. Across Sites	**359**	**126**	**18**	**562**	**531**	**301**	**41**	**655**	**42**	**622**	**39**	**637**

APPENDIX G

Early Childhood Standards and Indicators

Early Childhood Standards and Indicators

LANGUAGE AND LITERACY STANDARDS

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

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

MATH STANDARDS

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

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

APPENDIX H

Summary of Early Childhood Standards Implementation Ratings In PY19

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Language and Literacy Standards[73] in PY19

	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	3.6	3.8	3.5	3.7	3.8
Alamo	3.8	4.0	4.0	4.0	4.0
American Horse	2.8	3.8	2.5	2.6	3.6
Aneth	3.6	3.2	3.8	3.0	3.8
Atsa Biyaazh (Shiprock)	2.8	2.8	2.3	3.6	3.6
Baca	3.4	4.0	3.3	4.0	3.8
Beclabito	4.0	4.0	3.0	4.0	4.0
Blackwater	3.8	3.6	4.0	4.0	4.0
Bread Springs	3.0	3.0	3.0	3.0	3.0
Casa Blanca	3.4	4.0	3.0	4.0	3.9
Chi Chi'l Tah-Jones Ranch	3.8	4.0	3.8	4.0	4.0
Chief Leschi	3.8	4.0	3.3	4.0	3.9
Dunseith	3.6	3.6	3.8	3.6	3.3
Dzilth-Na-O-Dith-Hle	4.0	4.0	4.0	4.0	4.0
Enemy Swim	3.8	4.0	4.0	3.6	3.9
Fond du Lac	3.8	3.6	3.8	4.0	4.0
Gila Crossing	3.8	3.6	4.0	4.0	3.8
Greasewood Springs	3.6	3.6	3.0	4.0	3.8
Hanaadli	3.0	3.0	3.0	3.0	3.0
Hannahville	3.6	4.0	3.8	4.0	3.9
John F Kennedy	3.8	4.0	4.0	4.0	4.0
Kayenta	4.0	4.0	3.5	4.0	3.6
Kindahlichii	4.0	4.0	3.5	3.6	3.8
Kha'p'o (Santa Clara)	4.0	4.0	3.5	4.0	3.8
Lac Courte Oreilles	3.4	3.8	3.3	3.8	3.6
Leupp	3.8	4.0	4.0	4.0	4.0
Little Singer	3.8	4.0	4.0	4.0	4.0

[73] Based on data received from 46 FACE programs. 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
Little Wound	3.8	3.6	2.5	3.8	3.4
Many Farms (Chinle)	3.8	3.8	4.0	3.8	4.0
Mariano Lake	3.8	3.6		3.8	4.0
Na' Neelziin J'olta (Torreon)	3.8	3.8	3.5	3.0	3.8
Nazlini	3.4	3.8	3.3	4.0	4.0
Oneida	4.0	4.0	4.0	4.0	4.0
Pearl River	2.6	3.4	2.5	3.0	3.1
Pine Ridge	3.4	4.0	3.0	4.0	3.6
Pueblo Pintado	3.4	3.2	2.5	3.4	3.5
Ramah	3.8	3.6	4.0	4.0	4.0
Rough Rock	3.8	3.8	3.5	3.8	3.8
Salt River	3.6	3.8	3.3	3.6	3.1
St. Francis	3.8	4.0	3.8	4.0	3.8
Tate Topa	3.6	3.6	3.5	3.4	3.8
Theodore Jamerson	3.2	3.6	3.3	3.2	3.3
Tiis-Nazbas	3.6	4.0	3.8	4.0	3.8
T'iis Ts'ozi Bi'Olta' (Crownpoint)	3.8	3.8	3.5	3.4	4.0
To' Hajiilee-He (Canoncito)	3.6	3.6	2.8	4.0	3.6
Tse'ii'ahi	3.6	4.0	3.8	4.0	3.9
Wingate	3.8	4.0	4.0	4.0	4.0

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Mathematics Standards[74] in PY19

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Overall	3.7	3.6	3.4	3.7
Alamo	4.0	4.0	4.0	4.0
American Horse	3.7	3.2	3.0	3.5
Aneth	4.0	3.0	3.3	3.7
Atsa Biyaazh (Shiprock)	3.6	2.2	1.8	3.3
Baca	3.3	2.8	2.8	4.0
Beclabito	3.6	3.3	3.5	3.7
Blackwater	3.9	4.0	4.0	3.7
Bread Springs	3.0	3.0	3.0	3.0
Casa Blanca	4.0	4.0	4.0	4.0
Chi Chi'l Tah-Jones Ranch	4.0	4.0	4.0	3.8
Chief Leschi	4.0	4.0	3.8	3.7
Dunseith	3.4	4.0	4.0	4.0
Dzilth-Na-O-Dith-Hle	4.0	4.0	4.0	4.0
Enemy Swim	4.0	3.8	3.2	4.0
Fond du Lac	3.8	3.0	3.3	4.0
Gila Crossing	3.9	4.0	3.5	4.0
Greasewood Springs	3.6	3.2	3.3	3.5
Hanaadli	3.0	3.0	3.0	3.0
Hannahville	3.8	3.8	3.2	3.7
John F Kennedy	3.9	4.0	3.3	4.0
Kayenta	3.6	3.7	3.3	3.7
Kha'p'o (Santa Clara)	3.0	2.5	3.5	2.5
Kindahlichii	3.7	3.8	3.8	3.8
Lac Courte Oreilles	3.9	4.0	3.8	3.8
Leupp	4.0	4.0	4.0	4.0

[74] Based on data received from 46 FACE programs. 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
Little Singer	4.0	4.0	4.0	4.0
Little Wound	3.3	2.7	2.8	3.3
Many Farms (Chinle)	3.9	4.0	4.0	4.0
Mariano Lake	3.9	4.0	3.2	4.0
Na' Neelziin J'olta (Torreon)	3.8	4.0	3.5	3.8
Nazlini	3.8	3.7	3.2	3.8
Oneida	3.8	4.0	3.2	4.0
Pearl River	3.0	3.0	3.0	3.0
Pine Ridge	3.5	3.7	3.5	3.8
Pueblo Pintado	3.2	3.7	3.0	3.8
Ramah	4.0	4.0	3.8	4.0
Rough Rock	3.5	3.8	3.5	3.8
Salt River	3.3	3.0	2.7	2.8
St. Francis	4.0	4.0	4.0	4.0
Tate Topa	3.3	4.0	3.0	3.3
Theodore Jamerson	2.9	2.8	2.7	3.2
Tiis-Nazbas	3.8	4.0	2.8	3.7
T'iis Ts'ozi Bi'Olta' (Crownpoint)	3.8	3.2	3.3	3.8
To' Hajiilee-He (Canoncito)	3.8	3.7	4.0	3.8
Tse'ii'ahi	3.7	4.0	3.7	4.0
Wingate	4.0	4.0	3.3	4.0

APPENDIX I

Work Sampling System Responses in PY19

Percentage Distribution of Proficiency Ratings on WSS Domains by Child's Age in PY19[75]

	Age 3 WSS Form						Age 4 WSS Form					
Domain	***Not Yet***	***In Process***	***Proficient***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**# of Children with Scores**	***Not Yet***	***In Process***	***Proficient***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**# of Children with Scores**
Personal/Social Development	11	51	38	12	2,925	249	4	34	62	12	3,140	289
Language & Literacy	17	54	29	11	2,600	249	8	41	52	12	3,347	288
Language & Literacy for ELLs	11	61	28	3	372	129	5	41	53	4	685	175
Mathematical Thinking	22	55	23	11	2,506	249	10	46	44	12	3,228	289
Scientific Thinking	19	57	24	12	2,765	247	9	47	44	12	3,224	287
Social Studies	15	56	29	6	1,406	246	7	42	51	10	2,762	288
The Arts	12	55	32	4	962	246	5	38	57	4	1,131	288
Physical Development	4	52	44	7	1,698	247	1	25	74	7	1,994	288

[75] Data for this table were obtained from the child's final PY19 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, 249 3-year-old children had ratings for each of the 12 items in the personal/social domain, resulting in 2,925 ratings. The percentage distribution for each of the four response options was calculated for the 2,925 ratings. In this example, 11% of the responses were rated as *not yet*, 51% were rated as *in process*, and 38% as *proficient* for age/grade.

APPENDIX J

Transition of Children from FACE to Kindergarten at Sites During PY19

Transition of Children from FACE to Kindergarten at Sites During PY19

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	6	5	1	1	5	1
American Horse	Y		12	12	0	1	12	0
Aneth	Y	N	12				12	0
Atsa Biyaazh	Y	N	4	4	0	1	4	
Baca	Y	Y	4	4	0		3	0
Beclabito	Y	Y	9	9	0	1	9	0
Blackwater	Y	N	9	5	4	1	5	0
Bread Springs	Y	N	7	7	0	1	7	
Casa Blanca	Y	Y	8	5	3	0	0	2
Chi Chi'l Tah	Y	N	4	4	0	0	4	0
Chief Leschi	Y	N	5	4	1	1	4	
Cove	Y	N						
Dunseith	Y	Y	7	7		2	7	0
Dzilth-Na-O-Dith-Hle	Y	Y	6	4	2	0	6	3
Enemy Swim	Y	Y	8	8	0	6	8	0
Fond du Lac	Y	N	2	2			3	
Gila Crossing	Y	Y	10	9	1	2		2
Greasewood Springs	Y	Y	11	10	1	1	11	1
Hanaadli	Y	N	2	2	0	0	2	0
Hannahville	Y	N	10	10	0	2	10	

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
John F. Kennedy	Y	N	5	5	0	0	5	
Kayenta	Y	N	6	6	0		6	0
Kha'p'o	Y	Y	5	3	2	1	3	1
Kindahlichii	N	N	7	7	0	0	7	0
Lac Courte Oreilles	Y	N	6		6	0	2	0
Leupp	Y	Y	12	5	8	0	5	8
Little Singer	Y	Y	14	11	3	2	11	1
Little Wound	Y	Y	8	6	2	1	6	3
Many Farms (Chinle)	Y	Y	9	5	4	0	7	2
Mariano Lake	Y	N	8	8		0		0
Naatsisaan	N	N						
Na,Neelzhiin Ji' Olta	Y	N	5	5	0	0	5	
Nazlini	Y	Y	6	5	1	1	5	1
Oneida	Y	Y	7	7	0	3	7	0
Pearl River	Y	Y	3	2	1		2	2
Pine Ridge[76]								
Pueblo Pintado		N	6	6	0	0	6	0
Ramah[77]								
Rough Rock	Y	Y	9	7	2	0	8	1

[76] Pine Ridge did not submit the data for this table.

[77] Pages containing the data necessary for this table were missing from Ramah's Team Evaluation Study Questionnaire.

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
Salt River	Y	N	6	6	0	1	5	
St Francis	Y	N	10	10	0	1	10	0
Tate Topa	Y	Y	2	2	0		1	0
Theodore Jamerson	Y	Y	3	3	0	0	3	0
T'iis Nazbas	Y	Y	6	2	4	0	2	0
T’iis Ts’ozi Bi’Olta’	Y	Y	8	8	0	0	8	
To'Hajiilee-He	Y	N	5	5	0			5
Tse'ii'ahi	Y	Y	6	5	1	1	5	1
Wingate	Y	Y	12	11	1		11	0