BIA FAMILY AND CHILD EDUCATION PROGRAM

2006 Report

Report Prepared by:
Research & Training Associates, Inc.
11030 Oakmont, Suite 200
Overland Park, KS 66210-1100

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Bureau of Indian Education

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Report Prepared by:

Research & Training Associates, Inc.
Vicki Yarnell
Theodora Lambson
Judy Pfannenstiel

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INTRODUCTION

In 1990, the Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP) (now known as the Bureau of Indian Education or BIE) 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:[1]

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

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

> *…to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native person, taking into account the spiritual, mental, physical and cultural aspects of the person within a family and Tribal or Alaska Native village context.*[2]

The FACE Program addresses the seven BIE goals, which are:[3]

- All students will meet or exceed academic proficiency levels in reading and/or language arts and mathematics.
- All schools and residential programs will provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually.
- Student attendance rate will meet or exceed the United States rural attendance rate.

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[1] Bureau of Indian Affairs, Office of Indian Education Programs. (2006). *Family and Child Education (FACE) guidelines* (pp. 1-2). Washington, DC: Author.
[2] Ibid, p. 2.
[3] Ibid, pp.1-2.

- All schools will enhance the professionalism of all staff to improve educational programs for student success through:

  - ✓ Certification in their respective areas;
  - ✓ Comprehensive, systemic, and on-going professional development;
  - ✓ Recruitment and retention of highly qualified educators; and
  - ✓ Development of leadership using the Effective Schools Correlates.

- High school graduation rates will be 95% or higher.

- Each school will provide curriculum and instruction in Tribal languages and/or cultures and approved by the local school boards.

- All BIA-funded post-secondary institutions will meet or exceed the United States rural graduation rates.

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

Initially piloted at six sites, FACE has been implemented at 42 sites for periods ranging from 1 to 16 years (for a list of the schools and their locations, see Appendix A). In Program Year 2006 (PY06—including the period from July 1, 2005, to June 30, 2006), FACE was implemented at 38 sites. Two programs began implementation in PY06 (John F. Kennedy Day School and Tate Topa Tribal Grant School), replacing two programs that discontinued FACE participation the previous program year (Coeur d'Alene Tribal School and Takini School). FACE programs are predominantly located on reservations in Arizona and New Mexico (two-thirds of FACE sites), but there are also programs in Kansas, Michigan, Minnesota, Mississippi, North and South Dakota, Washington, and Wisconsin. PY06 marks the 16th year that FACE services have been offered.

PROGRAM DESIGN

The FACE program is designed to serve families with children from prenatal to age 5 in home- and center-based settings. Families may receive services in one or both settings. In this report, families who receive personal visits are referred to as home-based families; families who participate in adult education and early childhood education services at the center are referred to as center-based families.

The FACE program design is implemented through a collaborative effort of the BIE, the National Center for Family Literacy (NCFL), and the Parents as Teachers National Center (PATNC). Models from these programs have been adapted and integrated to achieve the FACE model.

PATNC provides the training and technical assistance for home-based services, which are delivered by parent educators to families with children from prenatal to 3 years of age. Some families with children 3 to 5 years of age also receive home-based services. The primary goal of home-based service providers is to support parents in their role as their child's first and most influential teacher. Service typically is delivered through personal visits of about one hour in duration that are offered weekly or on alternating weeks, monthly parent group meetings, periodic screening of overall development of the child, and referrals to school and community services. Using the research-based *Born to Learn*™ curriculum, parent educators help parents develop effective parenting skills by providing culturally relevant learning experiences that support children's development and interests, as well as engaging parents in developmentally appropriate interactions with their children. Almost all parent educators (97%) are American Indian. Many are members of the local tribal community and can conduct the visits in the family's native language.

NCFL provides training and technical assistance for implementation of center-based services, which are offered in BIE-funded elementary school facilities, to children aged 3 to 5 years and their parents. Services are offered four days a week through a four-component model based on the comprehensive family literacy model developed by the NCFL. Adult education addresses the academic needs of the parents, enhances and supports parenting skills, and addresses employability skills. The *Equipped for the Future Framework and Standards*[4] provides a framework for adult learning content standards to help adults achieve their goals for literacy and lifelong learning. Early education is provided for children in a developmentally appropriate preschool using the High/Scope approach in which literacy development is emphasized and children are involved in active learning. A process called *Dialogic Reading* is designed to increase the vocabulary and language comprehension of young children.[5] Parents and children are provided with daily opportunities to engage in child-directed, parent/child interactions during Parent and Child Together Time (PACT Time). A structured time, called Parent Time, gives parents the opportunity each day to address critical family issues in a supportive environment and to obtain information about various parenting issues. Center-based services are integrated through the teaming of preschool and adult education teachers. Cultural sensitivity and relevance are ensured through employment of individuals who are knowledgeable about the community and through involvement of community members. Sixty percent of the center-based staff members (i.e., coordinator, adult educator, preschool teacher, and preschool co-teacher) are American Indian.

One day each week is devoted to meetings, planning, outreach, record keeping, and/or delivering missed services. FACE staff members meet to coordinate their efforts to ensure that comprehensive services are provided for families. Joint planning sessions help team members focus on a common vision for the program that emphasizes support of language and culture. School administrators meet routinely with FACE staff members to ensure integration of FACE

[4] An initiative led by the National Institute for Literacy since 1994 to develop adult learning standards to guide assessment and instruction.

[5] 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.

services with the regular school program. Outreach to families helps sustain participation and outreach to community members helps build resource partnerships.

During initial years of implementation, children and teachers in grades K-3 benefited from instructional support provided through FACE using the High/Scope model. In PY05, Engage Learning, Inc., provided training and professional development opportunities to support K-3 teachers in providing a student-centered learning environment to bridge the transition from FACE to kindergarten. By PY06, schools were encouraged to use their professional development funds to continue training on student-centered learning. Some center-based FACE parents also continue to engage in PACT Time with their K-3 child in their child's classroom. FACE and school staffs meet periodically and participate together in professional development.

FACE services are extended through linkages to other school and community services. FACE staff members collaborate with an extensive network of community programs that provide social and other basic services, health services, and educational resources to meet the needs of FACE families.

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. Consistent with the NCLB legislation that focuses on highly qualified personnel, FACE requires the following for staff positions:

- Coordinators must be a school principal or administrator or should occupy a FACE position as the early childhood teacher or adult education teacher.

- Home-based parent educators and center-based early childhood co-teachers must have achieved an AA degree, 60 hours of college credit, or state certification for paraprofessionals.

- Center-based adult education and early childhood education teachers must be degreed and state-certified.

Some staff members have limited experience providing early childhood, adult education, or parenting education services; therefore, providing high quality and sustained professional development has always been key to the success of the program. Professional development for FACE staff members not only increases their knowledge and skills to benefit the program, but also improves their employability.

FACE training and technical assistance are provided by staff and trained consultants from NCFL and PATNC in collaboration with BIE staff. Trainers from these organizations provide preservice and inservice group training at national meetings and on-site. Training sessions focus on the specifics of each component of the FACE program and address local implementation

concerns. Training sessions are mandatory for FACE staff members as well as school administrators. The comprehensive training and technical assistance offered to all FACE staff members and administrators support the integration of the program components and are designed to sustain and ensure the success of the FACE model.

During PY06, several group-training sessions were offered. New FACE staff members participated in implementation and follow-up trainings in the fall. Special sessions provided training to early childhood teachers for working with preschool children with special needs, supporting adult educators in working with adults with special needs, and training parent educators to use Dialogic Reading strategies (see page 3). In the spring, all FACE staff members were required to attend the FACE and Baby FACE[6] National Training, where they participated in professional development and various opportunities designed to encourage networking with other program staff members. School administrators, board members, and parents were invited to attend this training. Sessions were offered in a variety of formats, including large-group sessions, small breakout sessions, and hands-on workshops. Training sessions are routinely assessed by participants; participant feedback is used to help technical assistance providers meet the needs of FACE programs. Feedback consistently indicates participants' satisfaction with the professional development that is provided.

EVALUATION FOR CONTINUOUS IMPROVEMENT

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

Initial evaluation studies focused on describing the implementation of the FACE program as a whole, as well as at individual sites. Particular attention was given to the evolutionary process in which three models were integrated and adapted into one comprehensive program. As the program has grown and implementation has improved, the evaluation has increasingly focused on program outcomes overall and at each site.

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 adults, children, home-school

[6] Baby FACE is an expansion of the FACE program, but it offers only home-based services, with training provided by PATNC in collaboration with the BIE. Baby FACE began implementation in 2003 and was operated in 56 American Indian communities in the United States in PY06.

partnerships, and community partnerships. Lastly, program needs and recommendations for program improvement are provided from FACE staffs, FACE participants, and the evaluators.

STUDY DESIGN

The PY06 study focuses on two areas: program implementation and program outcomes. The program implementation section examines enrollment information, participant and staff characteristics, and service intensity. The outcomes section presents information on the impact of FACE on adults, children from birth to 5 years of age, home-school partnerships, and community collaborations. Two basic questions guide this study:

- What are the characteristics of FACE participants and the services they received in PY06 and historically?

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

To address these questions, the study methodology includes a variety of instruments and procedures for gathering information (copies of instruments can be found in Appendix B).

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 instruments.

IMPLEMENTATION STUDY METHODOLOGY

Researchers analyze the implementation of FACE using data provided by FACE staff members and participants using forms developed through collaborative efforts of RTA, BIE, PATNC, and NCFL. Implementation data include the following:

1. Participation data for PY06 adults and children were obtained from rosters provided by all 38 sites. Data were provided for 2,301 adults and 2,248 children from birth to age 5. Roster data indicate that services were also received by 31 prenatal children and 90 children in K-3 who participated in PACT Time with their FACE parents. With the exception of a discussion of the K-3 children who participate in PACT Time (see page 76), prenatal and school-aged children are not included in analyses presented in this report.

2. Enrollment forms were obtained from all 38 sites and provide participant characteristics for 2,045 adults and 2,077 children (for response rates of 89% and 92%, respectively).

3. Screening information was obtained using a variety of instruments for 1,850 children (82% of all FACE children, including 83% of home-based children and 81% of center-based children) who received some sort of screening service. *Screening Summaries* were provided for a total of 1,907 children—85% of FACE children[7]; the *Ages and Stages Questionnaire*, provided developmental screening information for a total of 1,605 children (71% of FACE children—74% of home-based children and 64% of center-based children).

[7] For 57 children with screening summary forms, screening was actually not conducted for a variety of reasons.

4. Meisels' *Work Sampling System* checklists were provided for 347 of the FACE preschool children, comprising approximately 64% of the preschoolers.

5. Parent educators were instructed to administer the *Ages & Stages: Social-Emotional* instrument for children who exhibited behaviors suggesting social-emotional developmental delays/concerns. In PY06, 254 children (approximately 10% of FACE children) at 18 FACE sites were identified for ASQ:SE assessment.

6. Thirty-five programs completed a team questionnaire (a 92% response rate), providing staff and program implementation data.

OUTCOMES STUDY METHODOLOGY

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

Outcomes for Adults

1. Approximately 60% of PY06 adults (1,411 adults—including about 60% of both center-based and home-based adults) completed an exit/end-of-year survey, providing information about the impacts of FACE on themselves and their families.[8]

2. Thirty-five sites contributed data about achievements for 1,701 adults, comprising three-fourths of all PY06 adults (an increase from one-half of the adults in PY04 and two-thirds of the adults in PY05). Information was provided for almost all of the center-based adults (93%) and 70% of home-based adults, which is an increase over the 56% for whom information was provided the previous year. Information about functional literacy, which is examined through the *Comprehensive Adult Student Assessment System* (CASAS) scores, was provided for 459 adults for a 71% response rate for FACE adult education participants (an increase from 64% the previous year). Post-assessments were conducted for 330 adults, comprising 51% of adult education participants. Various other types of adult impacts—including goal setting and goal completion and various achievements—were also examined from the achievement data.

3. FACE staff questionnaires were completed by 35 programs (a 92% response rate) and provided additional data on adult achievements, such as GED/high school diploma completion and employment information.

Outcomes for Children from Birth to Five Years of Age

1. The *Screening Summary,* the *Ages and Stages Questionnaire* (ASQ), the *Ages & Stages: Social-Emotional* (ASQ:SE), a health questionnaire, and Meisels' *Work Sampling System* were instruments used to collect screening and assessment data (see discussion in item 3 on the previous page).

[8] This response rate is the lowest response rate that is methodologically acceptable for claims of representativeness of data.

2. Health and safety information was obtained from forms completed by parents of 1,820 FACE children for a response rate of 81% (85% of children who received home-based services and 68% of center-based children). Information was combined from two instruments: a new instrument (the *Born to Learn™ Health Record*), which was completed for 1,456 children, for a 65% response rate (including 72% of home-based children and 41% of FACE preschoolers) and a *Health Questionnaire* that had been used in prior years, completed for 384 children—16% of FACE children.

3. The *Expressive One-Word Picture Vocabulary Test*, an instrument that measures reading readiness skills, was used to assess preschoolers. This instrument was administered at least once to 436 children in FACE preschools at 36 sites, comprising 81% of FACE preschoolers. This is a large increase compared with the less than one-half of the preschoolers who received at least one assessment in PY05. A post-assessment was administered in PY06 to two-thirds of FACE preschoolers who were assessed (291 children).

4. Approximately 60% of PY06 adults (1,411 adults—including about 60% of center-based and home-based parents) completed an exit/end-of-year survey, providing information about the impact of FACE on their child(ren).

5. FACE parent educators completed a *Literacy Environment Inventory* to rate the home literacy environment for 1,241 families, representing 86% of home-based families. Of these families, 68% (843 families) had pre- and post-inventories completed during PY06.

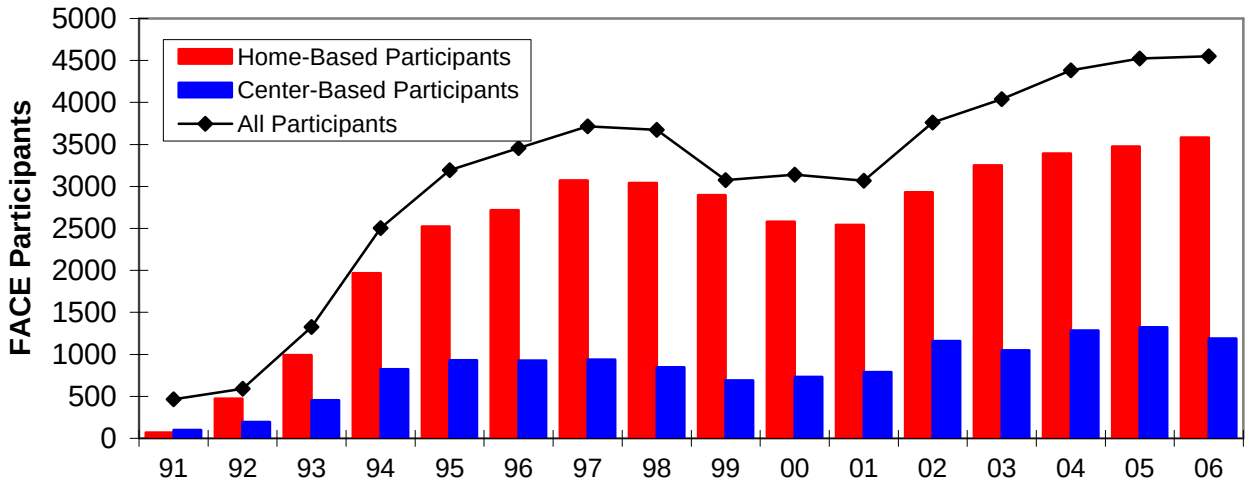
FACE IMPLEMENTATION

This report examines the implementation of FACE from several perspectives. Enrollment information is provided for PY06 and is compared with historic data. Implementation information includes general enrollment information, discussions of participant and staff characteristics, an in-depth discussion of intensity of services (identified by program partners as an area of needed focus), and a discussion of the demand for FACE services.

ENROLLMENT INFORMATION AND TRENDS

In 1991, FACE was implemented at six sites. The program gradually expanded to include 38 programs in PY06. During the first seven years, FACE enrollment increased steadily as sites were added and programs became increasingly established in their communities. Annual participation increased from fewer than 500 participants in the first year of implementation to approximately 3,500 participants from PY96 to PY98 (see Figure 1). Following PY98, participation declined, presumably as a result of the new Temporary Assistance for Needy Families (TANF) legislation, and stabilized at approximately 3,100 participants for a subsequent three-year period. In PY02, 10 new sites began implementing FACE, the first program expansion to occur in seven years, and was followed by the addition of seven sites in PY04. Since PY04, three sites have discontinued FACE implementation and three new sites began implementation. As a result of expansion and improved implementation, enrollment has increased almost tenfold from PY91 to PY06. (See Appendix C for participation data for each year).

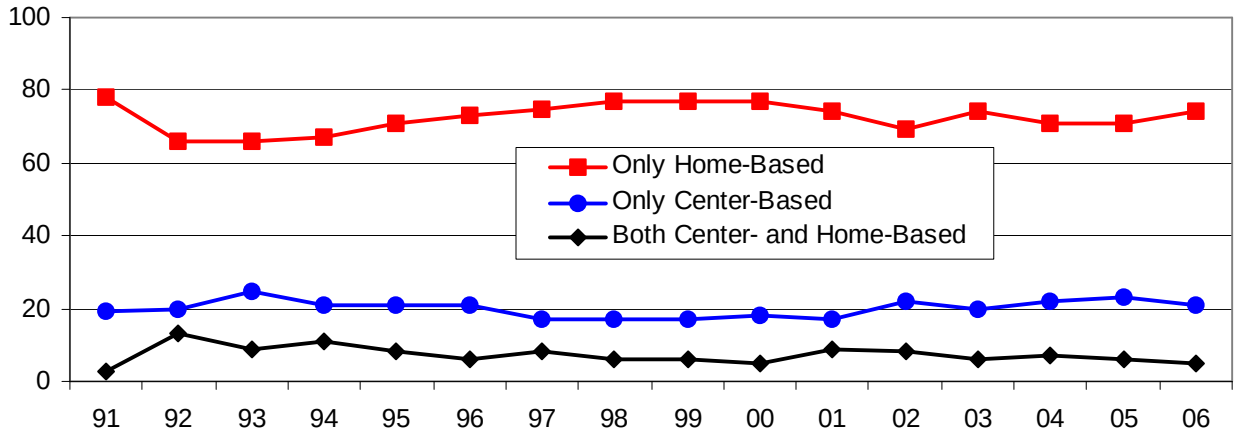
Figure 1. FACE Participation for Home-Based, Center-Based, and All Participants (Unduplicated) in Program Years 1991–2006



In PY06, 4,549 participants received FACE services in center- and/or home-based settings, similar to participation the prior two years. Participants include 2,301 adults and 2,248 children (aged birth to 5 years) from 1,815 families.

During PY06, 74% of participants received home-based services, 21% received center-based services, and 5% participated in both home- and center-based services. Annual participation rates in each component have remained relatively stable across the 16 years of FACE implementation (see Figure 2).

Figure 2. Percentage of Participants Receiving Center-Based, Home-Based, and Both Services in Program Years 1991–2006[9]



During the 16-year history of FACE, the program has served more than 25,000 participants, including approximately 12,000 adults and 13,000 children from 10,000 families (see Table 1). Of all FACE participants, 18% have participated in the full FACE model–receiving both center- and home-based services. Sixty-one percent of adults and 64% of children participated in only home-based services; 18% of adults and children received only center-based services.

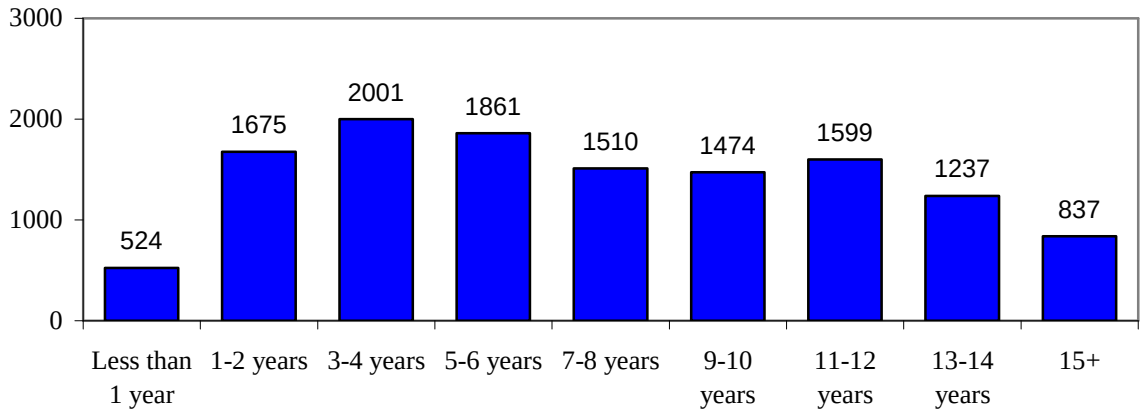
Table 1. Percentage of FACE Participants Who Have Received Center-Based, Home-Based, or Both Services

	Percent of Participants Who Received FACE Services			
	Only Center-Based	Only Home-Based	Both Center- and Home-Based	(N)
Adults	18	61	21	(11,895)
Children	18	64	18	(13,245)
All participants	18	64	18	(25,140)

Approximately 8,500 children who have received FACE services were school-aged (i.e., aged 5 years or older) at the beginning of the 2005-06 school year (see Figure 3). Most children who have received FACE services are not yet in high school. Approximately 800 would be expected to be enrolled in grade 10 or higher in 2005-06 (aged 15 or older).

[9] Annual participation rates reflect participation in a single year.

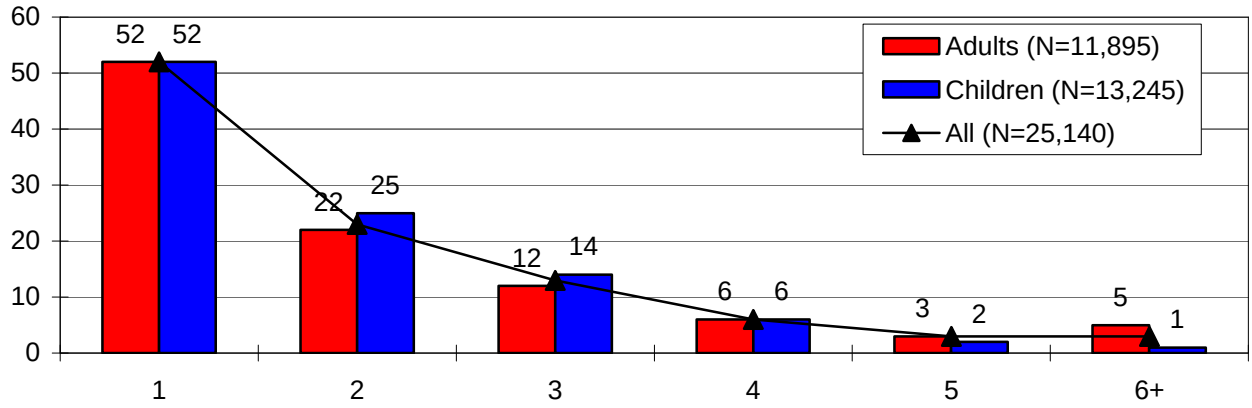
Figure 3. Age Distribution of Current and Former FACE Children



One-fifth of school-aged FACE children have participated in the full FACE model. Almost 60% have participated in home-based services only; approximately one-fifth have received only center-based services.

On average, adults and children participate in FACE services for two program years. Across the 16 years of FACE history, adults participate significantly longer than do children—2.1 years and 1.8 years, respectively. This probably occurs because some parents participate with multiple children. About one-half of adults and children participate for only one program year, one-fourth participate for two years, and one-fourth participate for three or more program years (see Figure 4).[10]

Figure 4. Percentage Distribution of the Number of Years Adults, Children, and All Individuals Participate in FACE



[10] 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 service in which they participated.

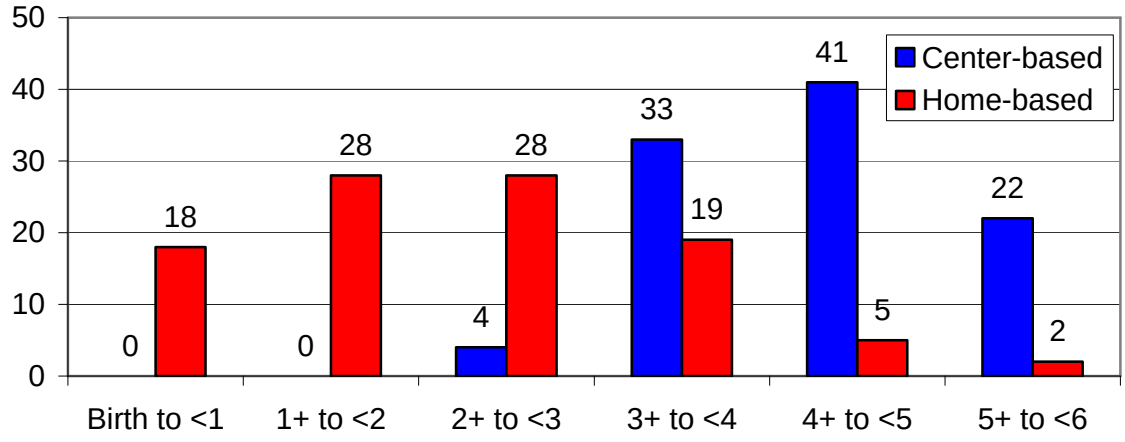
Among PY06 participants, 57% of adults and 48% of children received FACE services in prior years. This is comparable to participation in Even Start programs, where half of participants are enrolled longer than 10 months.[11]

PARTICIPANT CHARACTERISTICS

Children's Characteristics

The FACE model is designed to primarily serve children aged 3 and younger in the home-based setting and children aged 3 to 5 in the center-based preschool. Three-fourths of PY06 FACE children were under the age of 3 at the beginning of the program year. At the end of the year, most home-based children (92%) were under the age of 4 and approximately two-thirds of center-based children were 4 or older (see Figure 5).

Figure 5. Percentage Distribution of Center-Based and Home-Based Children by Age at End of Program Year



Twenty-nine programs reported that they had served children identified with special needs during PY06. A total of 164 children were identified—approximately 7% of PY06 children.[12] One site served 37 children with special needs and another served 19 children. Other sites served from 1 to 10 children identified with special needs during the year. Programs provided information about the types of needs that children had. Almost 70% of these children had an identified speech and language disorder, and 30% had an identified developmental delay (see Table 2). Other health care needs and multiple disabilities had each been identified for approximately 10% of the children. Visual impairment, hearing impairment, orthopedic impairment, learning disability, traumatic brain injury, emotional disturbance, and autism had each been identified for approximately 5% or fewer of the children.

[11] U.S. Department of Education, Planning and Evaluation Service, Elementary and Secondary Education Division. (2003). *Third national Even Start evaluation: Program impacts and implications for improvement* (p. 25). Washington, DC: Author.

[12] This response rate is probably so low because the young age of FACE children resulted in low identification rates.

Table 2. Percentage and Number of Children Identified with Special Needs by Type of Need (N=164)

Special need identified	Percent	Number
Speech and language disorder	68	111
Developmental delay	30	50
Other health care needs	12	20
Multiple disabilities	10	17
Visual impairment	7	12
Hearing impairment	5	9
Orthopedic impairment	5	9
Learning disability	5	9
Traumatic brain injury	2	4
Emotional disturbance	1	2
Autism	< 1	1

Additional characteristics of participating FACE children include the following:

- Almost 70% of FACE children reside with both parents. Twenty-nine percent live with only their mother; 3% live with only their father.

- Of the FACE children for whom information about mothers was provided (1,504 children—comprising 67% of FACE children), almost three-fourths (71%) have mothers who completed at least the equivalent of a high school diploma; approximately one-fourth of the mothers have less than a 12th grade education.

- Of the FACE children for whom information about fathers was provided (1,067 children—comprising 47% of FACE children), most (80%) have fathers who completed at least the equivalent of a high school diploma; 20% have fathers who have less than a 12th grade education.

- Almost 40% of FACE children live in households that receive some sort of public assistance.

- Approximately 60% of FACE children have mothers who are unemployed—compared with approximately two-thirds in PY05; almost 40% of FACE children have fathers who are unemployed.

- Slightly more than one-third (35%) of FACE children most frequently speak *both* English and their native language in their home; 62% most frequently speak just English; 3% most frequently speak only their native language.

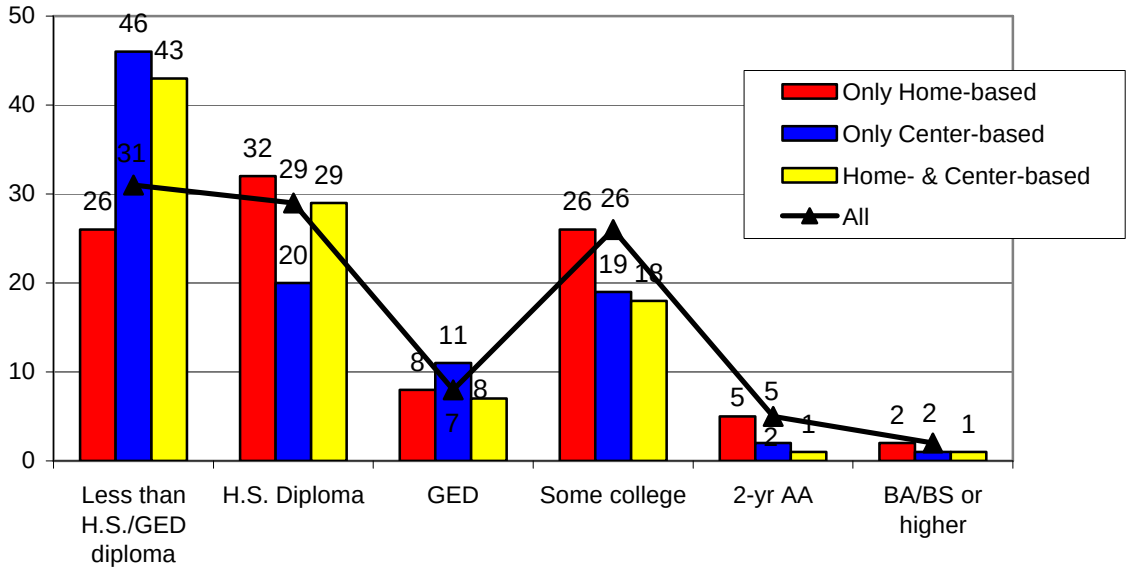
- On average, five individuals (two adults and three children) reside in FACE children's homes.

- At the conclusion of PY06, almost 175 participating FACE children were of school entry age, 69% of whom were expected to attend FACE schools.

Adult Characteristics

Approximately one-third of PY06 adults had not completed a high school diploma or obtained a GED at the time of enrollment in FACE (see Figure 6). Slightly less than one-half of the adults who participated in FACE adult education (i.e., received center-based services) and one-fourth of adults receiving only home-based services had completed less than a 12th grade education prior to their enrollment in FACE. Sixty-nine percent of PY06 adults had completed high school or obtained a GED. One-third of adults had completed some form of post-secondary education at program entry, but few (7%) had completed a degree at the time of enrollment.

Figure 6. Percentage Distribution of Adults by the Highest Level of Education Completed at the Time of FACE Enrollment by FACE Services Received in PY06



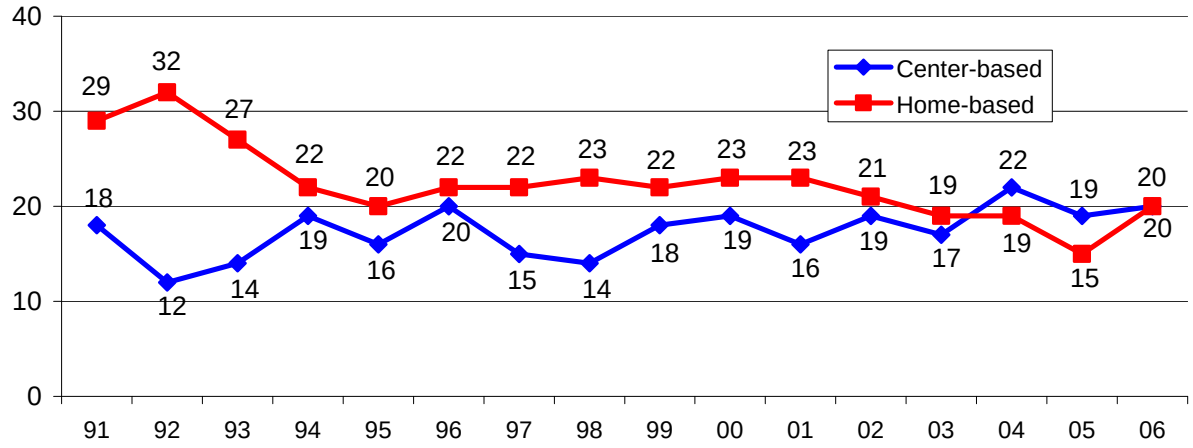
The average age of participating PY06 parents or adults is 29 and ranges from 14 to 79 years of age. Overall, 13% of FACE adults are under the age of 20, approximately one-half are in the 20-29 age range, and about one-third are 30 or older (see Table 3). Center-based adults tend to be slightly younger than do home-based adults, with average ages of 29 and 30 respectively. Sixty-five percent of home-based adults are less than 30 years of age, compared with 60% of center-based adults. Adults participating in both services are the youngest, averaging 27 years. Almost three-fourths of these adults are younger than 30 years of age.

Table 3. Percentage Distribution of FACE Adults by Age and Average Age in PY06 by Type of FACE Services Received

Age	Home-Based-Only (N=1,543)	Center-Based-Only (N=480)	Both Home- and Center-Based (N=152)	All (N=2,175)
Percentage aged:				
Less than 20 yrs.	13	13	12	13
20 - 29 yrs.	52	47	60	52
30 - 39 yrs.	23	21	19	22
40 or older	12	19	9	13
Average age	29	30	27	29

Males typically comprise about 22% of adult participants. In PY06, 20% of center-based adults and 20% of home-based adults were comprised of males. The percentage of center-based adults who are males has varied from a low of 12% in PY92 to the PY04 high of 22%, and decreasing slightly to 19% in PY05 and 20% in PY06 (see Figure 7). Males have comprised as many as 32% of home-based adults early in FACE implementation (in PY92), decreasing to 15% in PY05 and increasing somewhat to 20% in PY06. PY04 and PY05 marked the only years in which the percentage of males participating in center-based services exceeded the percentage of males who participated in home-based services.

Figure 7. Percentage of Male Participants by Their Participation in Center-Based and Home-Based Services in Program Years 1991-2006



Other characteristics of participating PY06 adults include the following:

- Eighty-four percent of FACE adults are parents of the child(ren) with whom they participate. Seventy-one percent are mothers and 13% are fathers. Eight percent are grandparents; 7% are other relatives; and 1% are caretakers, guardians, or friends.

- One-third of the adults report receiving some form of financial assistance from a federal, state, or tribal agency.

- Approximately two-thirds of PY06 adults are unemployed (two-thirds of females and approximately 60% of males). More than 60% of home-based adults and approximately 80% of center-based adults are unemployed. The one-third of participants who are employed average about 36 hours of work each week. Employed females average 36 hours per week, slightly less than the 39 hours worked by employed males.

At the time of their enrollment, 28% of PY06 adults reported that they were employed and almost all reported the name of the company or organization for which they worked. For reporting purposes, the companies and organizations were organized into categories of employment.

Sixty percent of the adults worked in four types of industry: health and social services (18%), education (18%), retail trade (13%), and gaming (12%). See Table 4. Another 7% were employed by their tribe, but the area of their employment was not specified. Four or five percent of the adults worked in each of the areas of wholesale trade, childcare services, and food services. The remaining adults (accounting for 19% of the respondents) worked for a wide variety of places of employment, including employment in public safety, hotel and motel services, construction, recreation and entertainment, finance, transportation, local government, business consulting, forestry, utilities, publishing, agriculture, real estate, a federal agency, a faith-based organization, and unspecified forms of self-employment.

Table 4. Percentage of Adults in Categories of Employment at the Time of Their Enrollment in FACE (N=648)

Categories of Employment	Percent	Number
Health and social/human services	18	118
Education	18	114
Retail Trade: goods and services	13	83
Gaming industry	12	76
Tribe: employment area unspecified	7	43
Wholesale trade, manufacturing, and distribution	5	31
Child care services	4	29
Restaurant industry	4	28
Other	19	126

STAFF CHARACTERISTICS

Staff information was provided by 35 sites at the end of PY06 (a 92% response rate).[13] Typically, FACE staffs consist of about five members, but staffs ranged from four to six staff members at the end of the program year. Only 19% of FACE staff members were new to FACE in PY06 (see Table 5). This percentage is less than the percentage for each of the past three years, demonstrating a decline in staff turnover overall (see Figure 8). When the PY06 percentage of new staff members is compared with PY03 and PY05 rates (years when no new sites were added to the FACE program)[14], percentages decreased for three out of the five positions. Most notably, the percent of coordinators new to FACE decreased from 18% in PY03 and 21% in PY05 to only 10% in PY06. While the percentage of early childhood teachers who were new to FACE in PY06 increased from 22% in PY05 to 26% in PY06, the percentage decreased by 6 percentage points when compared with 32% in PY03. The percentage of early childhood co-teachers new to FACE was similar in PY03, PY05, and PY06 (about 21%).

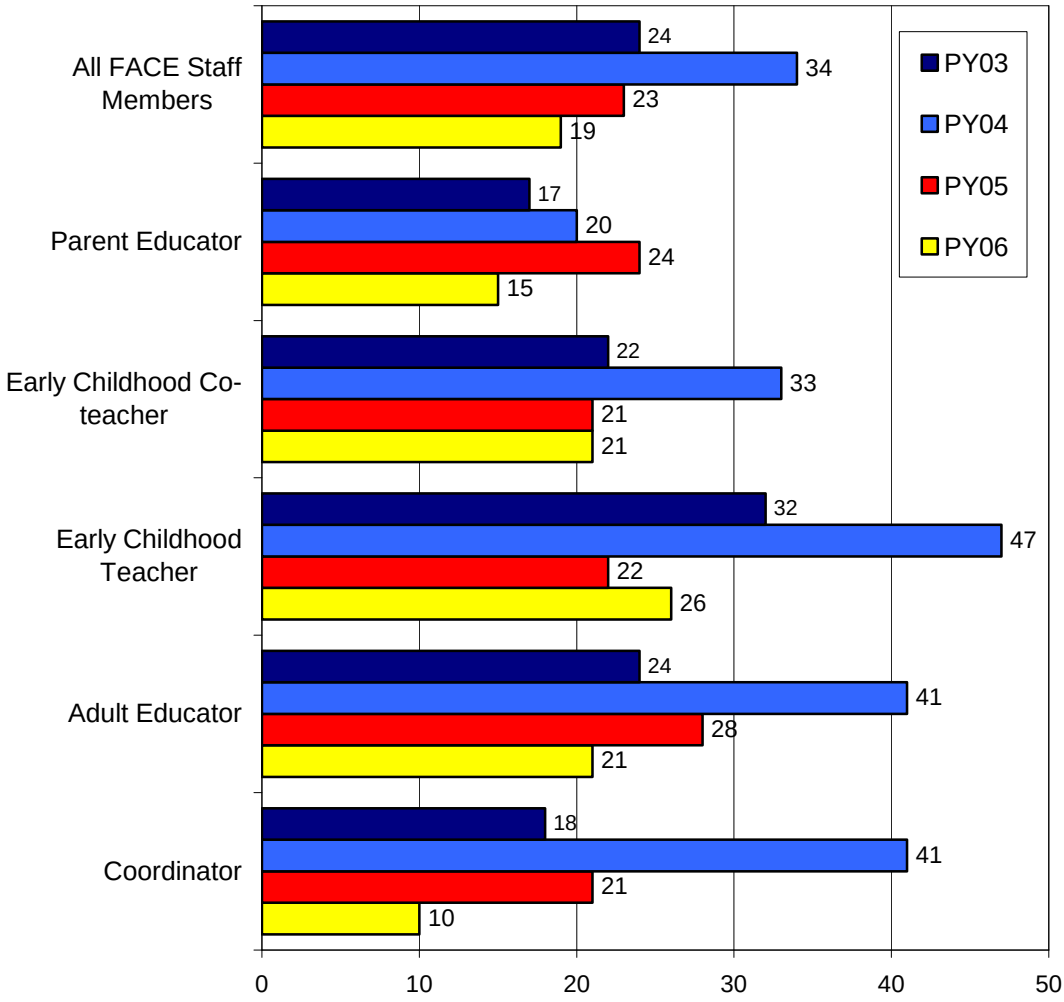
Table 5. FACE Staff Characteristics

Characteristics of Staff Members	Coordin-ator N=(30)	Adult Educator (N=29)	Early Childhood Teacher (N=34)	Early Childhood Co-Teacher (N=34)	Parent Educator (N=66)	All FACE Staff Members (Unduplicated) (N=181)
Percent American Indian	50	45	56	82	97	73
Percent new to FACE in PY06	10	21	26	21	15	19
Average years employed in FACE	6.1	4.7	4.3	5.0	5.6	5.1
Percent who were former FACE participants	10	10	18	29	29	22
Percent who earned degree during FACE employment	27	3	18	12	15	14
Percent Highest College Degree Completed:						
No degree	0	0	0	24	20	13
Associates degree	3	0	3	35	59	29
Bachelors degree	10	52	76	24	15	33
Masters degree or higher	84	45	18	3	5	22
Unknown	3	3	3	14	2	3

[13] Team questionnaires were not completed for Chinle, Nenahnezad, and Paschal Sherman.

[14] FACE programs were newly implemented at seven sites in Program Year 2004.

Figure 8. Percentage of FACE Staff Members New to FACE by Position in Program Years 2003 – 2006

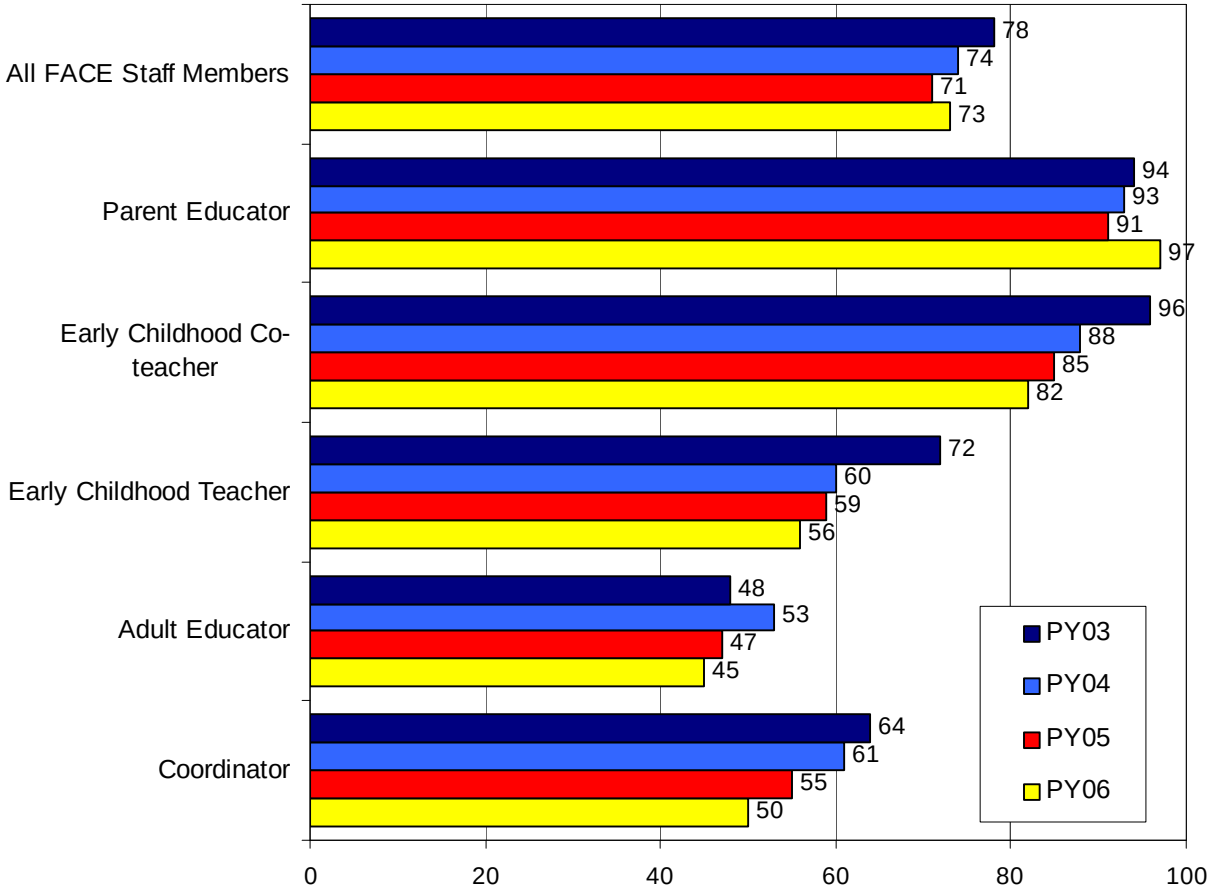


In spite of turnover, staff members continue to demonstrate longevity in their FACE employment. On average, staff members have worked in the FACE program for more than 5 years, with periods of employment ranging from less than 1 year to all 16 years of FACE implementation. Only 16% of staff members were employed in FACE for 1 year or less, compared to 25% during the 2 previous years. Half were employed 1½ to 5 years and one-third were employed 6 years or more. Coordinators have the greatest longevity in FACE, working an average of 6.1 years, followed by parent educators, who have worked in FACE for an average of 5.6 years. Early childhood co-teachers have been employed in FACE for an average of 5.0 years. Early childhood teachers and adult educators demonstrate the most turnover in the FACE program, averaging 4.3 and 4.7 years, respectively.

Seventy-three percent of all FACE staff positions are held by American Indians, similar to the previous two years, but less than the 78% reported in PY03 (see Figure 9). Almost all parent educators (97%) and most co-teachers (82%) are American Indian. Approximately 55% of early childhood teachers and 50% of coordinators, compared with less than half of adult educators

(45%), are American Indian. With two exceptions, percentages of staff members who are American Indian have declined since PY03. In PY04, more than half of adult educators were American Indian compared to the other three years, when slightly less than half were American Indian (48% in PY03, 47% in PY05, and 45% in PY06). In PY06, a slight increase in the percentage of parent educators who were American Indian occurred (97%), compared with PY03 through PY05 (94%, 93%, and 91%, respectively).

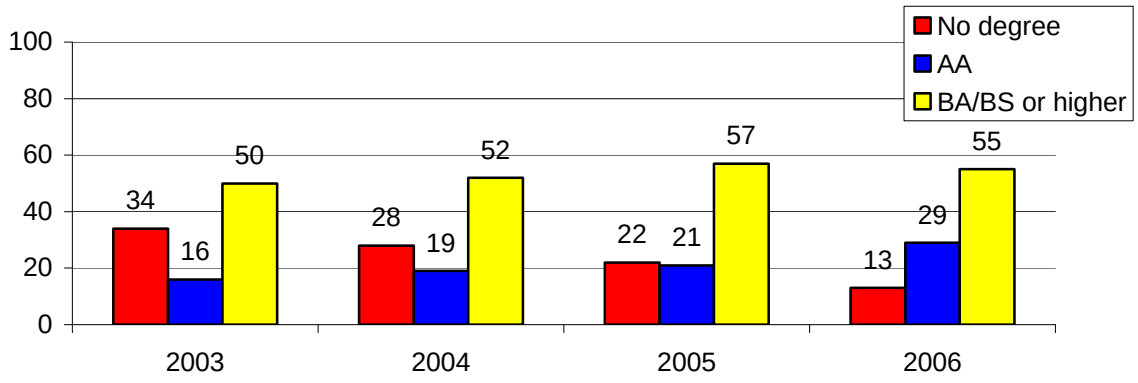
Figure 9. Percentage of FACE Staff Members Who Are American Indian by Position in Program Years 2003 – 2006



Almost one-fourth of FACE staff members (22%) were FACE participants prior to their staff appointments—a decline from 28% in PY05. Rates vary among positions. Twenty-nine percent of parent educators were FACE participants prior to their employment, similar to PY05 (30%). The PY06 percentages were also lower than PY05 for early childhood co-teachers (29% vs. 45%), early childhood teachers (18% vs. 22%), coordinators (10% vs. 21%), and adult educators (10% vs. 16%).

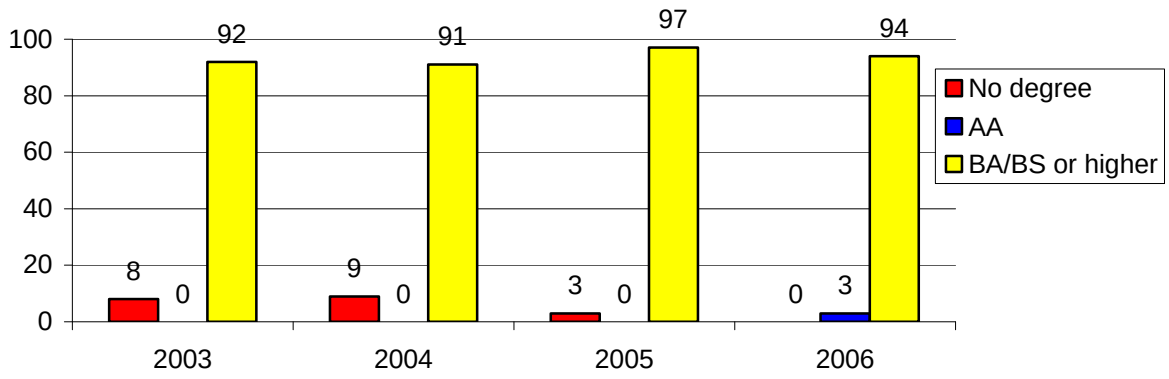
The FACE program continued to make progress toward 2006 compliance with the NCLB legislation, with the intended outcome of a staff degreed appropriately for each position. In PY03, two-thirds of FACE staff members had completed at least an associate's degree (see Figure 10). The percentage increased to 71% in PY04, 78% in PY05, and 84% in PY06.

Figure 10. Percentage of FACE Staff Members Completing Education Degrees for Program Years 2003 to 2006



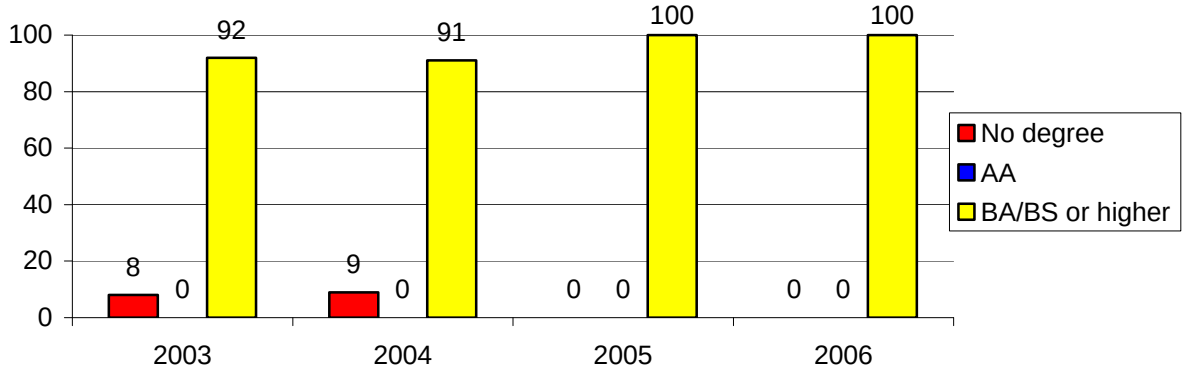
Increases in percentages of staff members with degrees by position is also demonstrated over time. Almost all coordinators, adult educators, and early childhood teachers have a bachelor's degree or higher; the percentage who had no degrees decreased for each position from approximately 10% in 2003 to none in 2006 (see Figures 11-13).

Figure 11. Percentage of FACE Coordinators Completing Education for Program Years 2003 to 2006 [15]

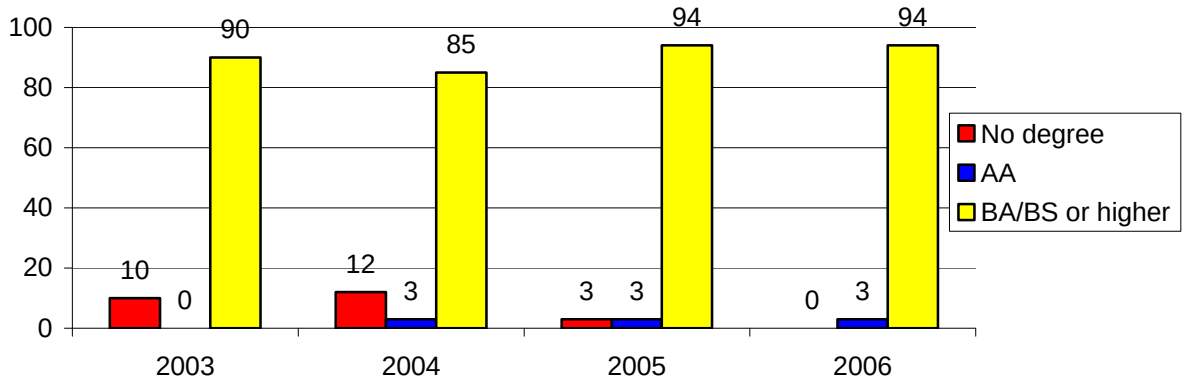


[15] For each program year, differences in the sum of the percentages and 100% are due to staff members with unknown educational status.

Figures 12. Percentage of FACE Adult Educators Completing Education for Program Years 2003 to 2006



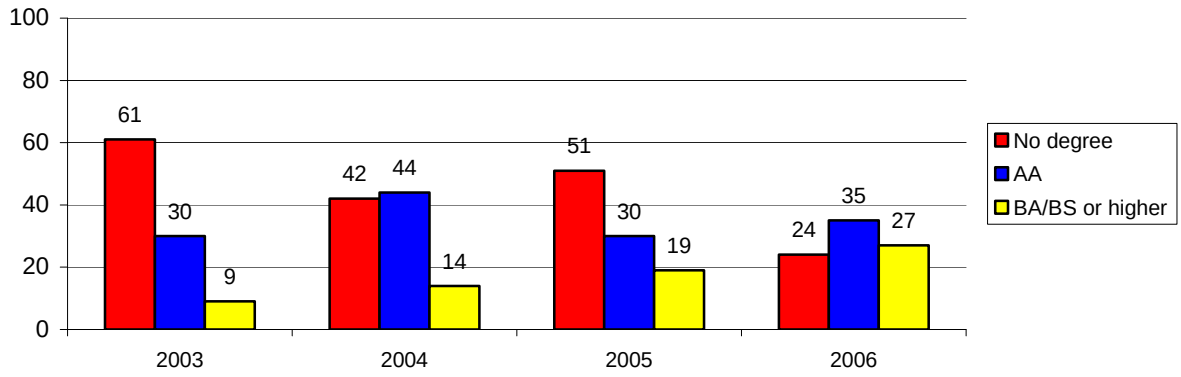
Figures 13. Percentage of FACE Early Childhood Teachers Completing Education for Program Years 2003 to 2006



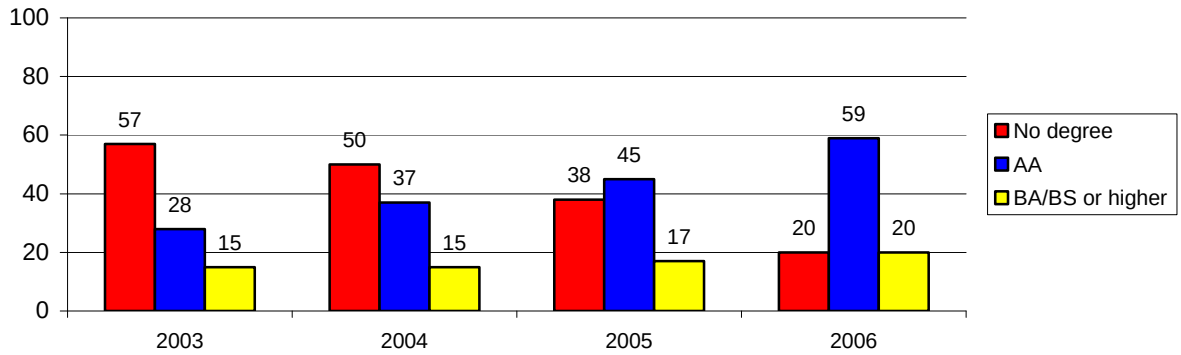
The percentage of early childhood co-teachers with a post-secondary degree increased from 39% in PY03 to 58% in PY04 (see Figure 14). In PY05, the percentage decreased to 49%, a decrease that is explained by the hiring of less experienced staff members at the newest sites. By PY06, the percentage with degrees increased to 62%. It should be noted that these data do not indicate the percentage of non-degreed early childhood co-teachers who have CDA certification or state paraprofessional certification.

The most notable increase in percentages of staff members with post-secondary degrees has occurred among parent educators. In PY03, only 43% of parent educators held at least an associate's degree (see Figure 15). That percentage increased to 52% in PY04, 62% in PY05, and 79% in PY06. As with the early childhood co-teachers, these data do not indicate the percentage of non-degreed parent educators who have CDA certification or state paraprofessional certification.

Figure 14. Percentage of FACE Early Childhood Co-Teachers Completing Education for Program Years 2003 to 2006



Figures 15. Percentage of FACE Parent Educators Completing Education for Program Years 2003 to 2006



Of the 33 programs that provided information, approximately three-fourths (24 programs) reported that all FACE staff members met NCLB requirements. Of 181 staff members, 88% were reported to meet the requirements. The one adult educator listed as not meeting NCLB requirements has a bachelor's degree plus 9 college credit hours. Each of three early childhood teachers not meeting requirements has a bachelor's degree, but are apparently not degreed in early childhood. The three early childhood co-teachers and four parent educators who did not meet requirements had earned college credit, ranging from 12 to 112 credit hours.

During their FACE employment, 16% of FACE staff members earned a post-secondary degree, similar to percentages over the past three years. Percentages vary somewhat by position. More than one-fourth of coordinators and almost 20% of early childhood teachers earned a postsecondary degree during FACE employment. Almost one-fourth of parent educators and almost one-fifth of coordinators achieved a postsecondary degree during FACE employment. Fifteen percent of early childhood teachers and parent educators, but only 3% of adult educators, earned a postsecondary degree during their FACE employment. FACE staffers also earned certifications, endorsements, or licenses during their employment in FACE. FACE staff members' ongoing engagement in continuing education demonstrates lifelong learning—one of the five FACE goals.

INTENSITY OF FACE SERVICES

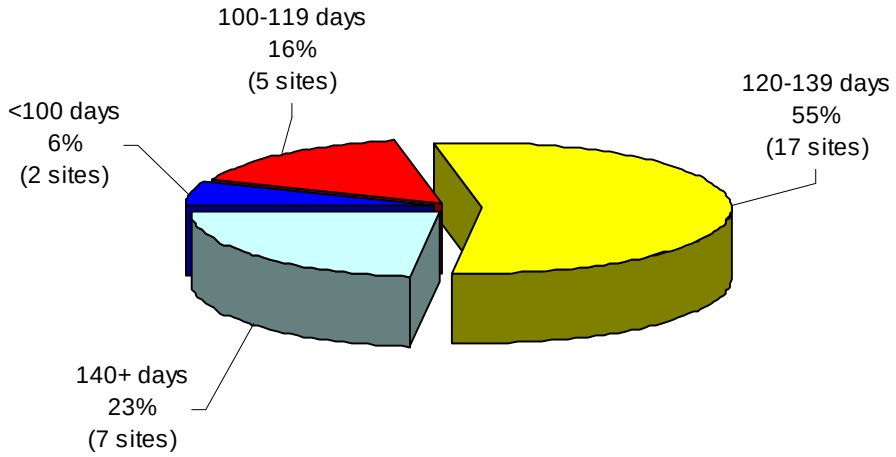
Intensity of services can be examined from two perspectives: the amount of service offered and the intensity of service in which families actually participate.

FACE Services Offered

Data from 31 programs reveal that more than half began delivery of PY06 services in August, while approximately 40% began in September. One program began service delivery July 1st. Most programs ended in May (84%), but 16% ended in June. On average, programs provided service during 9 months.[16] Almost half of programs were in session 9 to 9½ months, and approximately 40% were in session 8 to 8½ months during the year. Three programs delivered services approximately 10 months out of the year. The varying lengths of the program service delivery year help account for the differences in estimated days of service over the program year and in participation hours for the year.

On average, FACE programs offered approximately 128 days of service, ranging from 97 days to 160 days. Two sites offered less than 100 days of service, 16% (5 sites) offered from 100 to 119 days, more than half of the sites (17 sites) offered from 120 to 139 days of service, and almost one-fourth (7 sites) offered at least 140 days (see Figure 16).

Figure 16. Percentage Distribution of Sites Reporting Days of FACE Service Offered in PY06



The number of days of service dictates the hours of service offered over the year. On average, FACE sites offered 414 hours of adult education, ranging by program from 228 hours to 671 hours (see Table 6). FACE sites offered an average of 517 hours of preschool, ranging from 339 hours to 760 hours. FACE sites also offered an average of 121 hours of PACT Time, ranging from 75 hours to 144 hours; and 135 hours of Parent Time, ranging from 87 hours to 360 hours.

[16] For PY06, two new programs were in session approximately three months during the year and are not included in this description.

Table 6. Average Amount of Center-Based Service Offered, Monthly Service Offered, and Standard Monthly Offering[17] During PY06
(N=31)

	Service Offered During PY06		Monthly Service Offered During PY06		
Center-Based Service	**Average**	**Range**	**Average**	**Range**	**Standard**
Hours of adult education	414	228-671	46	25-73	40
Hours of preschool	517	339-760	58	36-89	56
Hours of PACT Time	121	75-144	14	8-17	16
Hours of Parent Time	135	87-360	15	10-45	16

Standards were developed to set expectations for service offerings. Site-level offerings can be compared with these standards. The average service offering is very close to the expected standards.

The expectation is that adult education will be offered about 2.5 hours per day (not including the additional required hour of PACT Time and hour of Parent Time), four days a week, for a standard of about 40 hours each month. FACE sites actually offered an average of 46 hours per month, ranging from 25 to 73 hours monthly. Using Even Start levels of intensity as a comparison, the amount of adult education services offered is considered to be of *high-moderate* intensity (>30 and <60 hours per month).[18]

FACE preschool services are expected to be offered about 3.5 hours per day (not including the additional required hour of PACT Time), four days a week, for a monthly standard offering of approximately 56 hours. FACE sites actually offered 58 average hours per month, ranging at sites from 36 to 89 hours monthly. The amount of service offered is considered to be at a *high-moderate* level (>30 and <65 hours per month) according to Even Start levels of intensity.[19]

Center-based services are expected to include PACT Time and Parent Time, each offered about an hour a day, for a standard offering of about 16 hours monthly. Sites offered an average of 14 hours of PACT Time and 15 hours of Parent Time monthly. Sites offered services ranging from 8 to 17 monthly hours of PACT Time and from 10 to 45 hours of Parent Time each month.

For home-based services, the expectation is that programs offer 2 to 4 personal visits to families and 1 parent group meeting per month (or from 18 to 36 visits per year for each family). This service is intensive compared with other families served by PATNC, who are offered monthly visits. Assuming one hour of parenting education per personal visit and per parent group meeting, approximately 5 hours of parent education are offered to home-based families each

[17] Recommended service is obtained from the *Guidelines for Reporting Service Data on the FACE Evaluation Participation Roster* that was developed during PY03. Note that this is an optimal amount of service.
[18] U.S. Department of Education, Planning and Evaluation Service, Elementary and Secondary Education Division, p. 60. Levels of intensity include: *low intensity, low-moderate, high-moderate,* and *high intensity.*
[19] Ibid, p. 63.

month. On average, programs offered 11 group meetings for parents during the year, with site-level offerings ranging from 5 to 30.

Table 7. Average Number of Home-Based Parent Group Meetings Offered, Monthly Meetings Offered, and Standard Monthly Offering[20] During PY06

	Service Offered During PY06		Monthly Service Offered During PY06		
	Average	**Range**	**Average**	**Range**	**Standard**
Number of parent group meetings	11	5-30	1	1-4	1

FACE Participation Intensity

Program staff members documented the number of months and the hours of service in which families actually participated during PY06. Although intensity of most services increased somewhat from PY05, maintaining consistent participation of families facing difficult and varied issues continues to be a challenge of FACE implementation—much like it is for other family literacy programs.

On average, adults and children participated in FACE for almost seven months during PY06, only two months less than the average period that service was offered. This represents a slight increase over PY05 participation of about one-half of a month. Center-based participants attended an average of six months, compared with seven months for home-based participants.

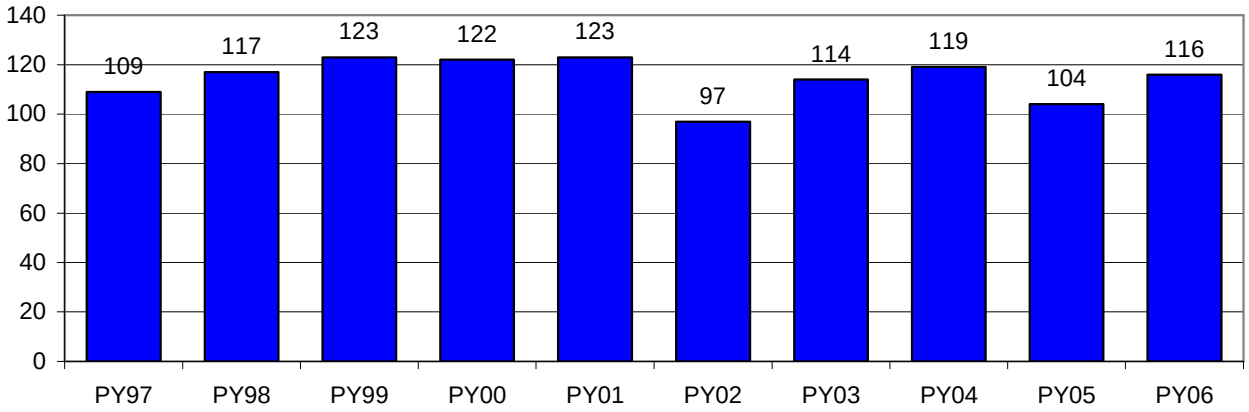
Center-Based Participation

Examination of the average amount of center-based service since PY97 indicates that participation has fluctuated somewhat over the years. In PY06, center-based adults participated in an average of 116 hours of adult education (which includes hours of participation at the FACE center, at other adult education programs, or at home), a 12 hour increase over the PY05 average participation (see Figure 17). Average hours of participation in adult education during PY06 ranged from 50 hours or less at four sites to more than 250 hours at two sites (Oneida and Fond du Lac).[21] See Table 8.

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

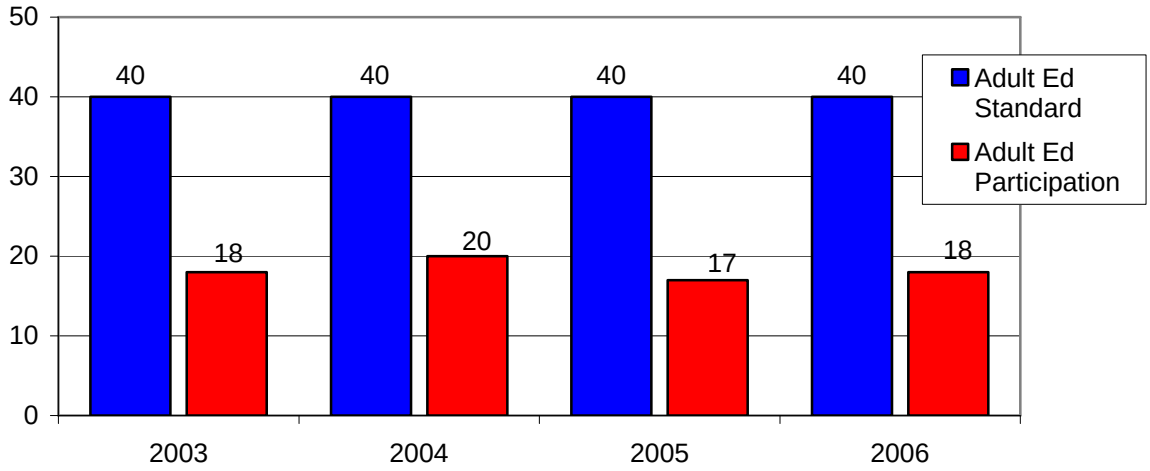
[21] At 40 hours per month, the maximum hours per year possible of adult education ranges from 320 hours to 400 hours, depending on the length of the program year.

Figure 17. Average Hours of Participation in Adult Education in Program Years 1997-2006



Monthly participation in adult education increased slightly compared with the prior year; however, the average level of participation is notably less than the standard for service offered (40 hours per month). On average, FACE adults participate in 18 hours of adult education monthly—slightly less than one-half of the 40-hour standard (see Figure 18). This amount is similar to monthly averages the previous three years. Using Even Start levels of intensity for comparison, the amount of monthly adult education service in which adults participate is at a *low-moderate* intensity (>8 and ≤30 hours per month).[22] Approximately one-third of center-based adults participated in adult education for an average of 11 or fewer hours per month during PY06, one-third participated for 12 to 23 hours a month, and one-third participated 24 or more hours per month. Most adults (84%) participated less than the FACE recommended benchmark for attendance (which is 75% of the standard offered—equivalent to 30 hours per month), but 5% of adults participated at the full 40-hour monthly standard.

Figure 18. Average Monthly Hours of Adult Education Participation and Standard Offered in Program Years 2003 - 2006



[22] U.S. Department of Education, Planning and Evaluation Service, Elementary and Secondary Education Division, p. 60.

Table 8. Average Number of Center-Based Hours of Participation Per Year and Per Month, Number of Adult Education and Preschool Participants, and Percentage of Adults and Children Meeting the 75% Benchmark[23]

	Participation in Adult Education				Participation in Preschool				Participation in PACT Time		Participation in Parent Time	
	Hrs. In PY06	Monthly hrs. (amount offered≈40)	# of Adults	% of Adults Meeting 75% Benchmark	Hrs. In PY06	Monthly hrs. (amount offered≈56)	# of Child-ren	% of Children Meeting 75% Benchmark	Hrs. In PY06	Monthly hrs. (amount offered≈16)	Hrs. In PY06	Monthly hrs. (amount offered≈16)
Alamo	148	21	10	20	176	29	10	13	57	8	58	8
Atsa Biyaazh	162	19	18	11	231	27	20	10	65	8	65	8
Beclabito	71	12	13	0	95	19	16	6	28	5	28	5
Blackwater	137	20	29	3	203	26	18	0	52	7	78	12
Ch'ooshgai	184	23	17	18	241	32	12	17	65	8	66	8
Chi Chi'l Tah	127	16	19	5	141	21	18	0	46	6	46	6
Chief Leschi	109	23	18	20	182	27	15	20	45	9	52	9
Chinle	134	21	17	6	161	25	15	0	51	8	51	8
Cottonwood	67	11	15	0	103	18	8	0	29	5	24	4
Crownpoint	80	11	26	0	126	19	24	4	32	4	39	5
Dunseith	97	17	27	11	145	27	26	12	38	7	37	7
Enemy Swim	148	24	17	41	220	35	14	43	64	8	45	7
Fond du Lac	260	37	11	64	272	38	5	60	62	11	71	11
Gila Crossing	191	31	11	55	196	40	9	33	45	7	59	9
Hannahville	114	17	19	11	259	37	14	36	39	6	34	5
J. F. Kennedy[24]	14	12	4	0	28	23	4	25	6	5	6	5
Kickapoo	67	14	32	16	256	46	21	57	11	3	8	2

[23] Percentage of adults and children meeting the 75% benchmark were determined by calculating the percentage of adults who attended at least 75% of the 40 hour per month standard for adult education attendance and the percentage of children who attended at least 75% of the 56 hour per month standard for preschool attendance.

[24] John F. Kennedy joined FACE in PY06 and offered approximately two and one half months of service.

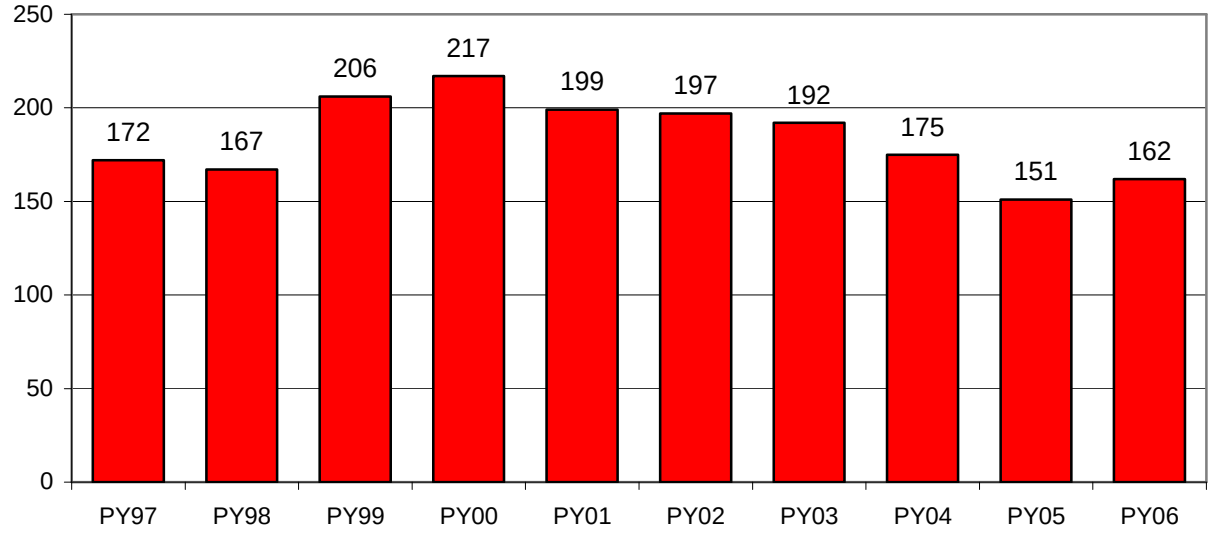
	Participation in Adult Education				Participation in Preschool				Participation in PACT Time		Participation in Parent Time	
	Hrs. In PY06	Monthly hrs. (amount offered≈40)	# of Adults	% of Adults Meeting 75% Benchmark	Hrs. In PY06	Monthly hrs. (amount offered≈56)	# of Child-ren	% of Children Meeting 75% Benchmark	Hrs. In PY06	Monthly hrs. (amount offered≈16)	Hrs. In PY06	Monthly hrs. (amount offered≈16)
Lac Courte Oreilles	160	22	18	22	156	21	20	0	45	6	45	6
Little Singer	75	18	19	21	104	22	17	6	19	5	22	5
Little Wound	105	16	15	7	129	20	16	0	21	3	27	4
Mescalero	90	24	24	33	162	25	10	0	33	6	39	10
Nenahnezad	121	21	10	10	175	25	11	0	4	1	42	7
Oneida	272	32	12	50	247	35	11	27	64	8	64	8
Paschal Sherman	103	17	16	0	71	12	13	0	34	6	42	7
Pearl River	87	15	14	0	158	24	9	0	49	8	34	6
Pine Hill	50	11	31	3	104	16	21	0	29	5	21	4
Rough Rock	192	22	9	33	114	14	13	0	66	8	66	8
Salt River	111	20	27	26	150	24	24	21	34	6	31	5
Santa Rosa	133	23	16	38	129	25	15	20	40	7	38	7
Seba Dalkai	127	16	9	0	280	34	12	25	65	8	51	7
St. Francis	141	19	28	11	191	26	21	0	52	7	54	7
Tate Topa[25]	48	26	6	33	33	13	6	0	8	4	0	0
T'iis Nazbas	57	9	20	6	88	17	16	0	35	5	23	4
Tiospa Zina	35	6	5	0	48	9	5	0	15	3	13	2
Tohaali	143	26	17	41	181	33	11	36	31	7	34	6
To'Hajiilee	98	16	19	11	167	26	10	10	39	7	41	7
Torreon	68	11	14	0	109	16	12	0	40	6	29	4
Wingate	161	18	18	6	177	20	17	0	124	15	57	7
Overall	**116**	**18**	**650**	**16**	**162**	**25**	**539**	**12**	**42**	**6**	**42**	**7**

[25] Tate Topa joined FACE in PY06 and offered approximately three and one half months of service. No Parent Time hours were reported.

Adults at three sites (Gila Crossing, Oneida, and Fond du Lac) averaged 30 or more monthly hours of participation (the 75% benchmark for attendance). At these sites, one-half or more adult participants met the 75% attendance benchmark. At six additional sites, at least one-third of adult education participants met the benchmark.

Preschool participation has also fluctuated over the years. In PY06, preschoolers participated for an average of 162 hours in FACE preschool, 11 hours more than did children the previous year (see Figure 19), but less than during prior years. The average attendance at FACE preschools during PY06 varies from less than 100 hours at six sites to more than 200 hours at nine sites (see Table 8).

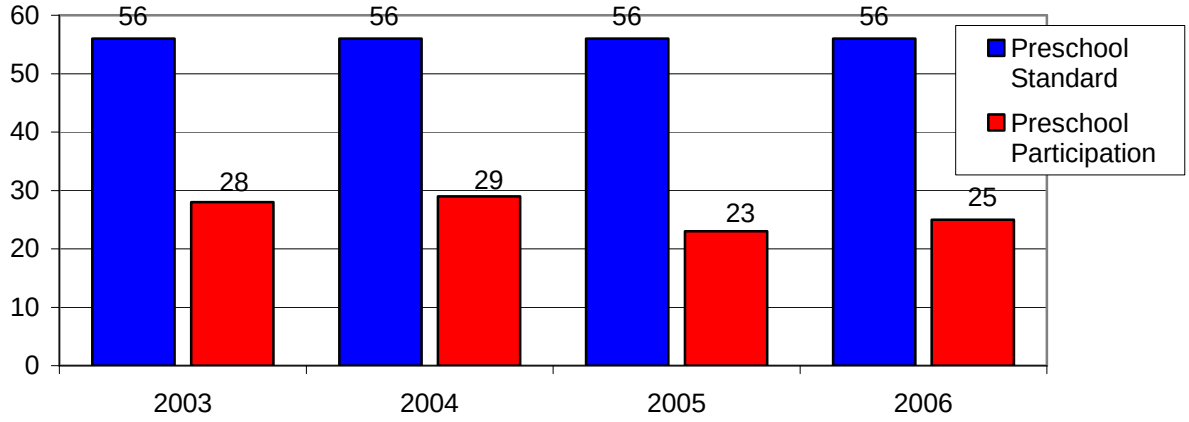
Figure 19. Average Hours of Participation in FACE Preschool in Program Years 1997-2006



FACE children participated in a monthly average of 25 hours of preschool—slightly less than one-half of the standard for service offered (56 hours per month), but two hours more than the average monthly participation in PY05 (see Figure 20). Comparing FACE participation with Even Start levels of intensity, the amount of service in which children participate is at a *low-moderate* level (>12 and ≤30 hours per month).[26] One-third of children attended preschool 17 hours or less each month, one-third attended 18 to 30 hours, and one-third attended more than 30 hours. Most children (88%) attended less than the recommended FACE benchmark of 75% participation (which is equivalent to 42 hours per month). Children at two sites (Gila Crossing and Kickapoo) averaged at least 40 hours of monthly participation, but most sites (28 sites) averaged fewer than half of the available hours for participation (28 hours). Children at two sites averaged 12 or fewer hours of participation monthly.

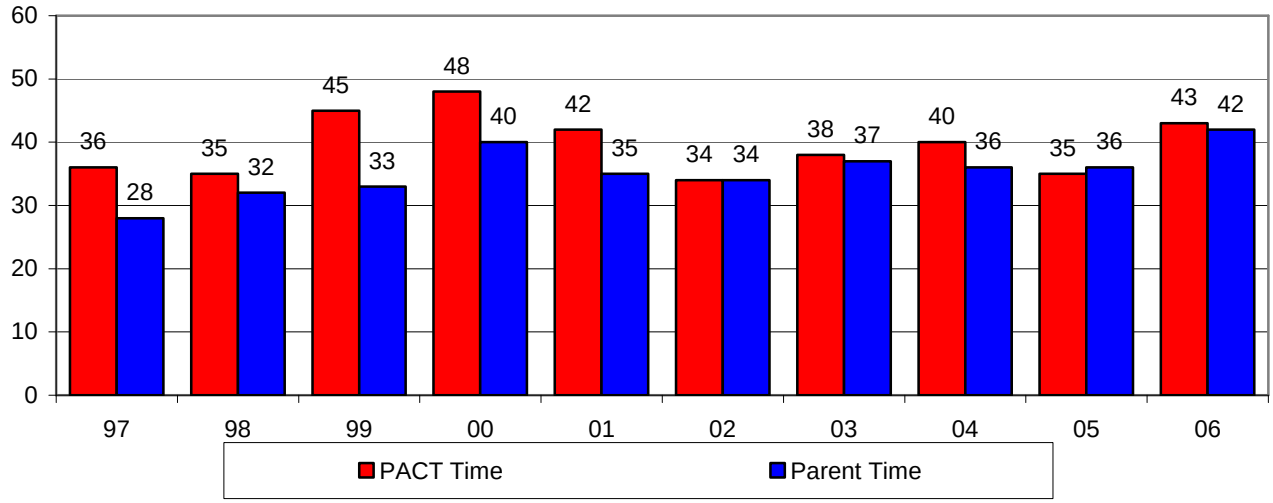
[26] U.S. Department of Education, Planning and Evaluation Service, Elementary and Secondary Education Division, p. 63.

Figure 20. Average Monthly Hours of FACE Preschool Participation and Standard Offered in Program Years 2003 - 2006



In PY06, center-based adults participated in an average of 43 hours of PACT Time, 8 hours more than during PY05, and 42 hours of Parent Time, 6 hours more than during PY05 and a higher intensity than in most previous years (see Figure 21). Average hours of PACT Time and Parent Time ranged at sites from approximately 10 hours to 70 hours (see Table 8). Participants at seven sites averaged less than 25 monthly hours of PACT Time participation and at eight sites averaged less than 25 hours of Parent Time participation. Five sites averaged 65 or more hours of participation in PACT Time, and four sites averaged 65 or more hours of participation in Parent Time. Wingate parents averaged 124 hours of PACT Time for the year and Fond du Lac parents averaged 71 hours of Parent Time.

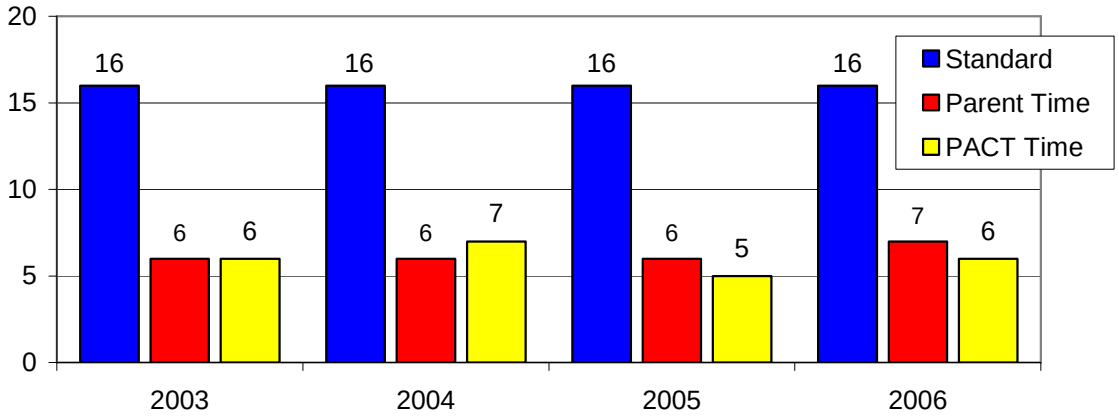
Figure 21. Average Hours of Participation by Center-Based Adults in PACT Time and Parent Time in Program Years 1997-2006



Center-based adults are offered approximately 16 hours per month of parenting education through Parent Time and participate in 7 hours on average—slightly less than half of the maximum number of hours offered per month (see Figure 22). However, 7 hours is an increase over average participation during the previous three years. Participants at approximately two-

thirds of the sites averaged fewer than half of the available hours for participation. Using Even Start's levels of intensity for comparison, center-based families have the opportunity to participate in parenting education at a *high-moderate* level (>10 and <20 hours per month), but they actually engage in a *low-moderate* level (>4 and <10 hours per month).[27]

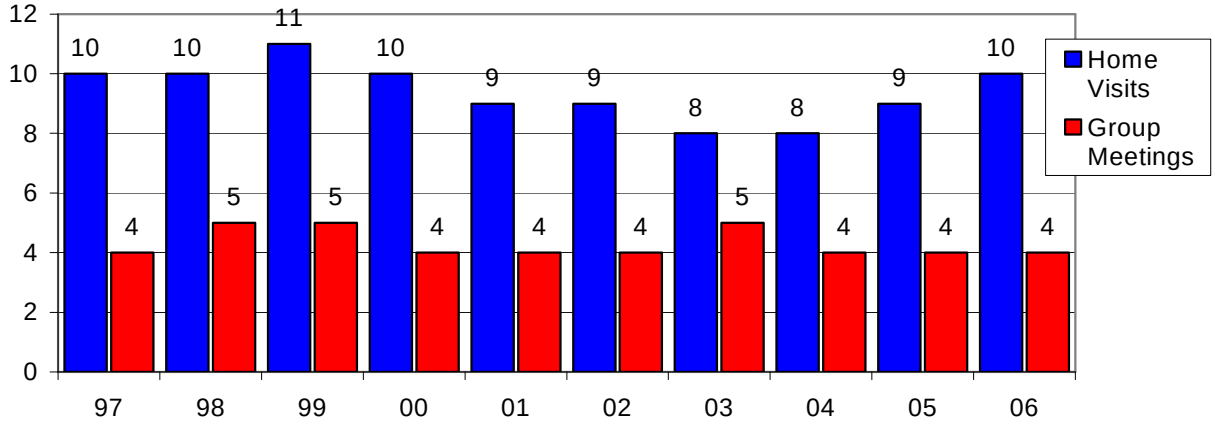
Figure 22. Average Monthly Hours of Center-Based PACT Time and Parent Time Participation and Standard Offered in Program Years 2003 - 2006



Home-Based Participation

Average home-based participation has remained fairly constant over time. On average, families participated in 10 personal visits in PY06. The slight decline in personal visits over the years may be due to an increasing number of families who are offered personal visits on alternating weeks instead of weekly. However, in PY06, adults received an average of 10 personal visits, perhaps indicating a continuing upturn from the low of 8 in PY02 and PY03 (see Figure 23). The average number of parent group meetings attended by home-based adults has remained consistently at four or five since PY97.

Figure 23. Average Number of Personal Visits and Parent Group Meetings in Which Home-Based Adults Participated in Program Years 1997-2006



[27] Ibid, p. 61.

Using the standard of weekly or biweekly visits to calculate optimal participation for families, an average of 14 biweekly visits or 28 weekly visits would have been expected to be offered in PY06 to families that participated the full year. The number of visits actually offered is not known, but if all families were offered biweekly visits, they would have participated in about 71% of available visits (slightly less than the FACE recommended benchmark of 75% participation).

At individual sites, the average number of personal visits in which families participated ranged from 6 to 23 by sites (see Table 9). Parents at almost 60% of the sites (22 sites), compared with slightly more than one-third of the sites the previous year, received an average of at least 10 personal visits. Parents at five of these sites received an average of at least 15 personal visits. Parents at Chief Leschi were served most frequently, receiving an average 23 visits during PY06.

Table 9. Average Number of Personal Visits Received and Parent Group Meetings Attended by Home-Based Adults During PY06 and Monthly

	Number of Personal Visits			Number of Parent Group Meetings		
	Average Received During PY06	Average Received Per Month	(N)	Average Attended During PY06	Average Attended Per Month	(N)
Alamo	14	2	37	4	1	34
Atsa Biyaazh	11	2	51	6	1	36
Beclabito	16	2	22	2	<1	14
Blackwater	9	1	47	3	<1	47
Ch'ooshgai	10	1	83	5	1	70
Chi Chi'l Tah	13	2	53	5	1	51
Chief Leschi	23	3	14	5	1	11
Chinle	10	1	43	4	1	43
Cottonwood	8	1	53	3	<1	49
Crownpoint	8	1	54	3	1	26
Dunseith	9	2	53	2	<1	26
Enemy Swim	15	2	27	3	<1	20
Fond du Lac	18	2	43	3	<1	28
Gila Crossing	10	1	39	3	<1	26
Hannahville	6	1	90	3	<1	52
J. F. Kennedy	8	1	67	3	1	49
Kickapoo	8	1	95	3	<1	39
Lac Courte Oreilles	11	2	33	4	<1	29
Little Singer	7	1	30	3	<1	17
Little Wound	10	2	46	4	1	18

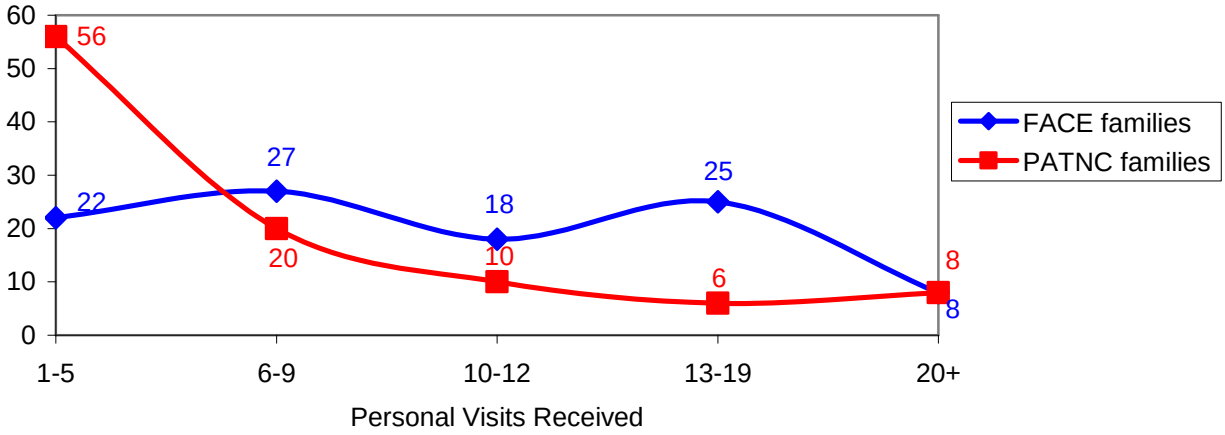
	Number of Personal Visits			Number of Parent Group Meetings		
	Average Received During PY06	Average Received Per Month	(N)	Average Attended During PY06	Average Attended Per Month	(N)
Mescalero	12	2	53	3	<1	11
Nenahnezad	11	2	39	4	<1	27
Oneida	10	2	16	3	<1	8
Paschal Sherman	7	1	18	5	1	10
Pearl River	11	2	59	4	1	31
Pine Hill	6	1	81	5	1	67
Rough Rock	7	1	64	4	1	49
Salt River	6	1	50	2	<1	42
Santa Rosa	11	2	26	2	1	19
Seba Dalkai	13	2	38	7	1	36
St. Francis	8	2	43	2	<1	22
Tate Topa	4	2	19	5	4	19
T'iis Nazbas	11	2	55	3	<1	42
Tiospa Zina	8	1	30	2	<1	15
Tohaali	9	1	52	3	<1	41
To'Hajiilee	10	2	77	7	1	63
Torreon	10	1	50	3	<1	31
Wingate	15	2	56	11	1	55
Overall	**10**	**1**	**1,806**	**4**	**1**	**1,273**

On a monthly basis, home-based adults received an average of one personal visit each month and participated in approximately one parent group meeting per month. Thus, they receive an estimated two hours of parenting education per month.

Participation in personal visits is considerably more intense for FACE families than for families served nationwide by PATNC. FACE families are offered weekly or biweekly personal visits, compared with families nationwide who generally are offered monthly visits. One-half of FACE families received a total of 10 or more visits compared with approximately one-fourth of PATNC families nationally that participated at this level (see Figure 24).[28] Less than one-fourth of FACE families participated in five or fewer personal visits compared with almost 60% of families served by PATNC nationally.

[28] 2005-2006 Parents as Teachers Born to Learn Annual Program Report Summary. p2. Retrieved June 20, 2007 from http://www.parentsasteachers.org/atf/cf/%7B00812ECA-A71B-4C2C-8FF3-8F16A5742EEA%7D/APR%202pager%2005-06.pdf.

Figure 24. Percentage Distribution of FACE Families and PATNC Families Nationally Who Received Personal Visits in PY06



The standard for group meeting offerings is one per month; thus, approximately eight to ten meetings are offered during the year, depending on the length of the program year. Average attendance at individual sites ranged from 2 to 11 parent group meetings. On average, parents at four sites (Atsa Biyaazh, Seba Dalkai, To'Hajiilee, and Wingate) attended approximately three-fourths of the group meetings offered. Parents at most sites (34 sites) attended an average of five or fewer group meetings.

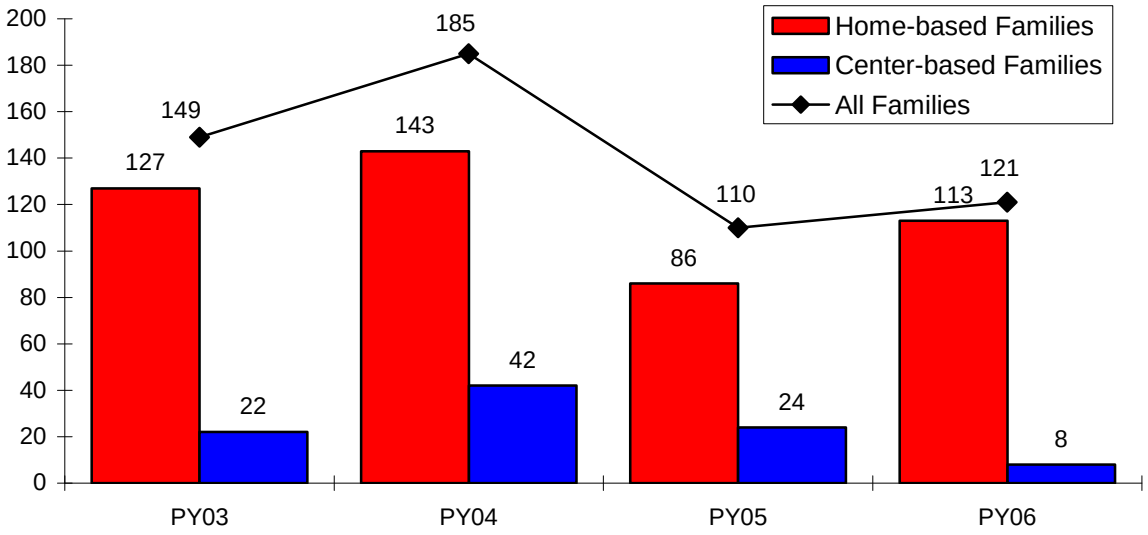
DEMAND FOR FACE SERVICES

FACE services remain in demand as evidenced by waiting lists of families who wish to participate but are not served because the program is at capacity. Each year from PY03 to PY06, approximately 15 sites reported waiting lists, and more than 100 families awaited service each of those years (see Figure 25). In PY06, reports from 14 sites indicate that 121 families awaited service at the end of the year, including 113 home-based families and 8 center-based families.[29]

At the end of PY06, 10% more families awaited FACE service than in PY05, but for these two years, there were fewer families on waiting lists than the 185 in PY04 and 149 in PY03. At the end of PY06, 27 more families awaited home-based services, but 16 fewer families awaited center-based services than in PY05. Programs with waiting lists for home-based services ranged from 86 families awaiting service in PY05 to 143 families in PY04. Center-based families awaiting service ranged from the low of 8 families in PY06 to a high of 42 families in PY04.

[29] The number of PY06 families on a waiting list at year-end is under reported because one of the 14 programs that indicated that they had a waiting list for home-based services at year-end did not report the number of families on its list.

Figure 25. Number of Families on FACE Waiting Lists at Year End for PY03 to PY06



Six programs explained why home-based families could not be served. At half of these sites, the caseload for each parent educator was at capacity. At the other half of the sites, only one parent educator was employed and her caseload was at capacity. Two programs had a waiting list for center-based services during PY06. Only eight families in one of the two programs were waiting for center-based services at year-end.

Demand for service is also documented by reports of participating adults who indicate their intention to continue FACE participation or not to continue participation. At the end of PY06, almost 80% of the responding adults (including approximately 80% of home-based adults and 75% of center-based adults) reported their intention to continue their FACE participation the following program year.

Of the 236 adults who provided reasons for not returning, approximately 15% reported that they might change their minds and re-enroll. One fourth indicated that the age of their child was the reason for not re-enrolling (e.g., preschoolers will enter kindergarten; home-based children are no longer eligible for services; home-based children will enter preschool, usually Head Start). Almost 20% reported that they were moving from the area, and 10% reported that they would be working. Approximately 5% indicated they had no child with whom to attend, and another 5% would not re-enroll because of their own educational needs.

Adults who were not planning to continue their participation in FACE were asked to indicate any other educational classes or programs in which they were intending to enroll. Sixteen percent were enrolling in college classes and 10% were enrolling in other GED preparation classes. Less than 5% were enrolling in high school classes, vocational education, or ABE classes. Of the respondents who were center-based participants, 23% planned to enroll in college classes.

Of the parents who indicated that they intended to continue FACE participation in PY07, 45% (398 parents) provided reasons why they wanted to do so (see Table 10). Almost 40% of parents wrote that they wanted to continue because of their enjoyment of the program, they and their child are gaining a lot from participation, or they believe the program provides high quality services.

Table 10. Percentage of Parents Reporting Reasons They Plan to Continue in FACE During PY07

	Center-Based Parents (N=90)	Home-Based Parents (N=283)	Both Home- and Center-Based (N=25)	All Parents (N=398)
Enjoy participating in program/gain a lot from participation/regard program as high quality	29	42	35	39
Receive quality support/education for my child's growth and development	19	39	32	34
Receive quality support for my own academic and/or personal advancement	37	4	12	12
Enhances my parenting skills and knowledge	23	16	24	18
Other	7	1	4	3

Center–based parents wrote,

We're both improving.

Face is reliable and constant.

Home-based parents wrote,

It's a great experience for all

Wonderful program. Don't know what to do without it.

Almost 35% reported that they intend to continue because of the gains made by their child from participating in the program. Home-based parents wrote,

I want my child to learn more.

I want the best education for my child. We enjoy all the help.

Center-based parents wrote,

FACE helps your child understand a lot before kindergarten, and they get a full classroom experience.

Great start for education. Encourages my child to learn and interact with other kids.

While only 12% of parents overall indicated they would return for their own academic or personal enhancement, approximately 35% of center-based parents gave this as the reason for continuing in the program. Center-based parents wrote,

I need to learn more math, reading, and social studies.

Very important to complete my GED.

Although only 16% of home-based parents reported that they were continuing in the program because of the parenting skills and knowledge that they grained from participation, approximately one-fourth of center-based parents and parents whose family participated in both components gave this as the reason for continuing. Parents enrolled in both components wrote,

I like the program because it makes me a better parent.

I like spending the time getting to know my family.

FACE OUTCOMES

This section of the report describes the outcomes of FACE participation for adults, children from birth to 5 years of age, home-school partnerships, and community partnerships. The outcomes for FACE participation are examined within the context of the following FACE program goals: [30]

1. Support parents/primary caregivers in their role as their child's first and most influential teacher.

2. Strengthen family-school-community connections.

3. Increase parent participation in their child's learning and expectations for academic achievement.

4. Support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program.

5. Promote lifelong learning.

OUTCOMES FOR ADULTS

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

Adults were asked to describe how FACE participation *most* helped them. In keeping with the focus of the component in which they were enrolled, 77% of home-based adults reported that participation in FACE *most* helped them improve parenting skills, while the same percentage of center-based parents were split between parenting skills improvement and academic/employment improvement (see Table 11). Thirty-nine percent of center-based adults reported that participation in FACE *most* helped them improve parenting skills, and 38% reported that participation *most* helped them improve academically or improve their employability.

[30] Bureau of Indian Affairs, Office of Indian Education Programs, p. 1.

Table 11. Percentage of Adults Reporting How FACE Participation *Most* Helped Them

	Center-Based adults (N=233)	Home-Based adults (584)
Parenting Skills Improvement		
Spent more time with child/learned to more effectively interact with child	11	22
Became more involved in child's education	14	20
Increased understanding of child development	5	22
Became a better parent	7	8
Learned to encourage child's interest in reading	2	5
Increased ability to speak up for child	0	0
Academic and Employment Improvement		
Improved academic skills for personal growth	6	< 1
Improved academic skills for advanced education	9	2
Obtained or completed work toward GED or high school diploma	14	6
Increased computer skills	6	1
Obtained a job or a better job	3	< 1
Self-Improvement		
Feel better about self/have more self-confidence	7	3
Improved/increased interaction with other adults	8	5
Improved self-direction/self-discipline	4	3
Improved communication skills	< 1	< 1
Increased usage of native language	0	0
Other		
Everything/learned a lot	2	2
Traveled	< 1	< 1

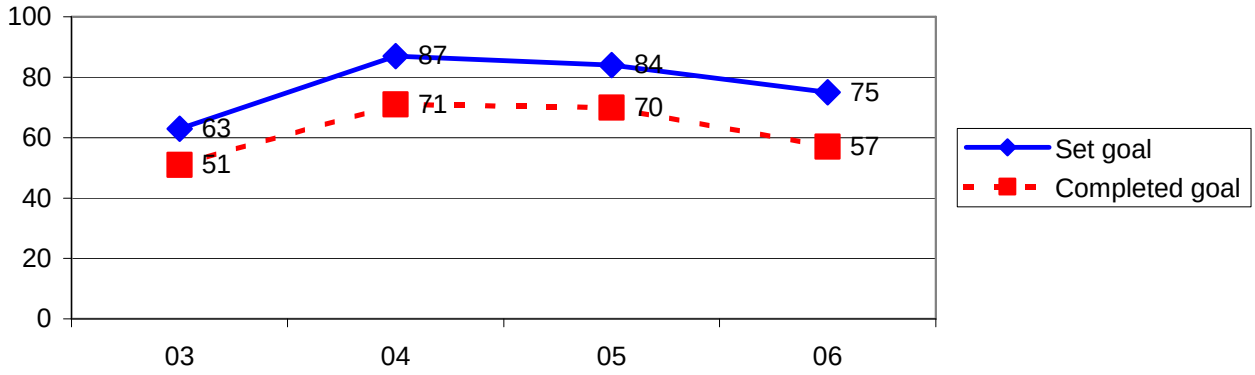
Goal Setting and Achievement

Adults who participate in center-based adult education use *Equipped for the Future*[31] (EFF) standards for adult literacy and lifelong learning as a framework from which to set goals for their

[31] Developed in 1994 as a national collaborative effort directed by the National Institute for Literacy.

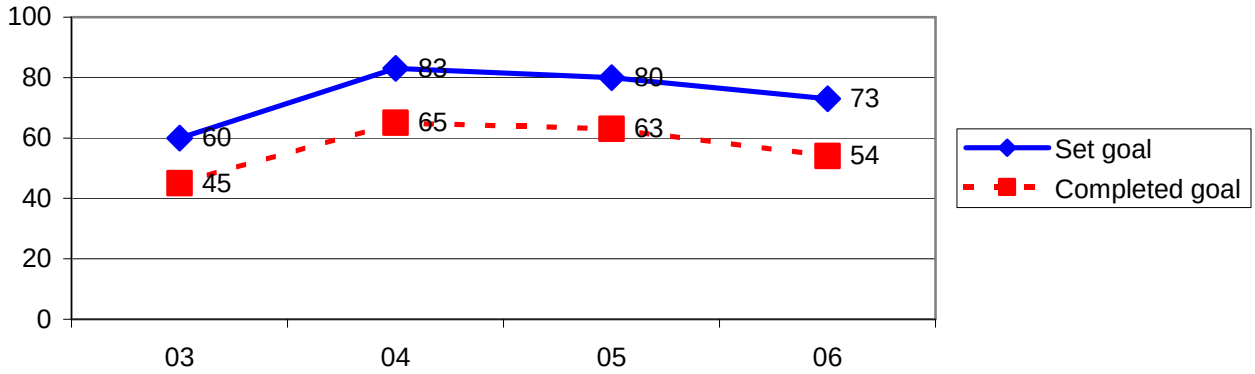
roles as parent/family member, citizen/community member, and worker. Using the EFF framework to categorize goals, FACE staffs work with adults to document and report achievement. This documentation indicates that three-fourths of adult education participants set at least one goal; 57% completed a goal (see Figure 26). These percentages are lower than those in PY04 and PY05, when approximately 85% of center-based adults set goals and about 70% completed goals.

Figure 26. Percentage of Center-Based Adults Who Set and Completed Any Goal in Program Years 2003 to 2006



As in the past, adults most frequently set goals for themselves as parents. Approximately three fourths of adults set parenting goals; slightly more than one-half completed parenting goals—fewer than PY04 and PY05 reports of about 80% of adults who set goals and more than 60% who completed them (see Figure 27).

Figure 27. Percentage of Center-Based Adults Who Set and Completed Goals as Parents/Family Members in Program Years 2003 to 2006



Adults also set goals for their roles as workers and as citizens/community members. For both roles, approximately two-thirds of center-based adults set goals; about 40% completed these goals (see Figures 28 and 29). The percentage who set and completed goals as workers decreased from PY05 percentages of 75% and 55%, respectively. The percentage of adults who

set goals as citizens/community members increased slightly from 64% in PY05 to 67% in PY06. However, the percentage reporting completion of these goals decreased slightly from 48% in PY05 to 42% in PY06.

Figure 28. Percentage of Center-Based Adults Who Set and Completed Goals as Workers in Program Years 2003 to 2006

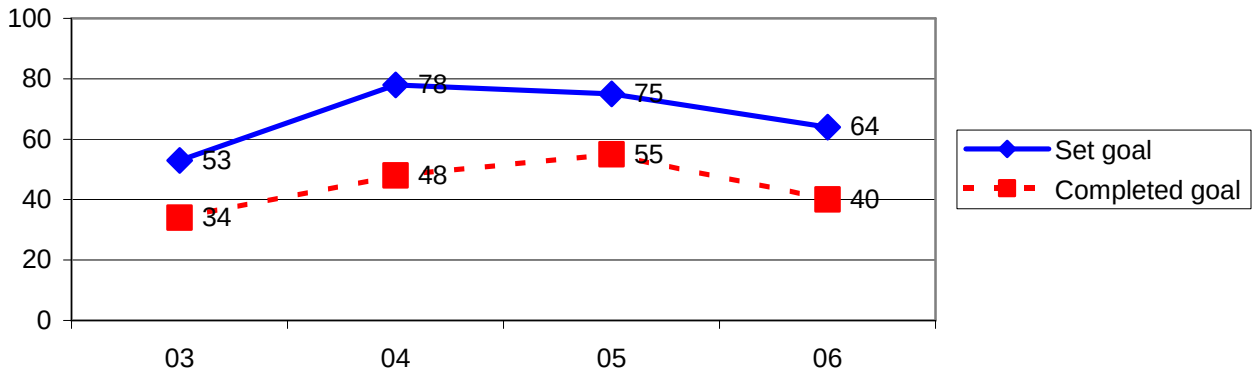
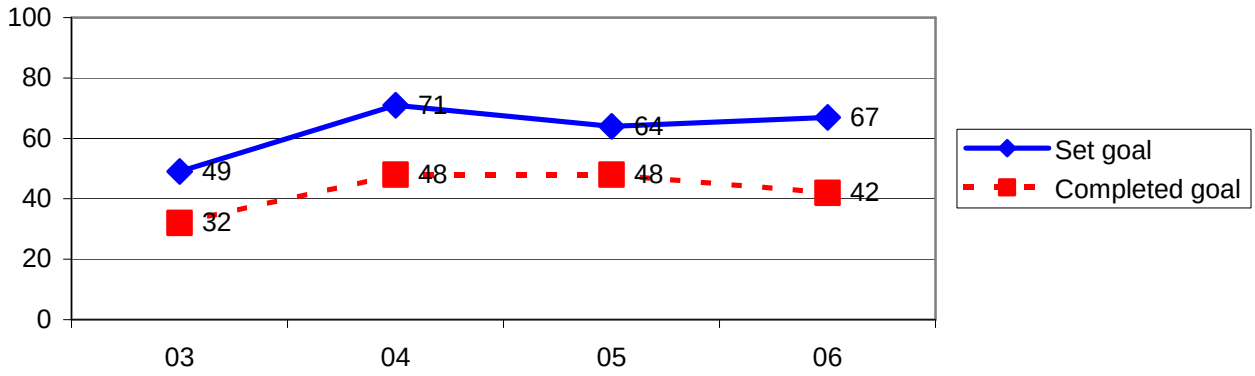


Figure 29. Percentage of Center-Based Adults Who Set and Completed Goals as Citizens/Community Members in Program Years 2003 to 2006



Parenting Outcomes

Throughout the years of FACE implementation, parents have consistently identified their improved parenting skills and their increased understanding of their children to be the most important program outcomes for themselves and their families. The PY06 findings support this trend. Regardless of the FACE services in which they participated, almost all parents report that participation improves their parenting knowledge and skills. The findings provide evidence of progress toward meeting the program goal, to *support parents/primary caregivers in their role as their child's first and most influential teacher.*

At the end of PY06, FACE adults reported outcomes for FACE participation in terms of their parenting skills. In all areas that were measured, almost all parents reported that FACE had at least *somewhat* of an impact (see Table 12).

Table 12. Percentage Distribution of FACE Adults' Reports of the Degree to Which FACE Improved Their Parenting Skills

Parenting Impact	A lot	Somewhat	None	(N)
Spent more time with child	80	17	3	(1,342)
Learned to more effectively interact with child	78	20	2	(1,344)
Became more involved in child's education	78	18	4	(1,337)
Increased understanding of child development	76	21	3	(1,343)
Became a better parent	75	21	4	(1,341)
Learned to encourage child's interest in reading	72	22	6	(1,304)
Increased ability to speak up for child	64	28	8	(1,309)

- Most parents (78-80%) indicated that FACE helped them *a lot* to increase the amount of time they spend with their child, to more effectively interact with their child, and to become more involved in their child's education. For each of these areas, approximately 20% reported that FACE participation had *somewhat* of an impact.

- Approximately three-fourths of parents reported that FACE participation helped them *a lot* to increase their understanding of child development, to become a better parent, and to learn to encourage their child's interest in reading. For each of these practices, approximately 20% indicated that FACE helped them *somewhat.*

- Almost two-thirds of parents reported that FACE helped *a lot* to increase their ability to speak up for their child. More than one-fourth reported that FACE was *somewhat* helpful in encouraging this practice.

The degree to which three of these factors impact parents vary somewhat by the type of services received.

- Parents who participated in the full model of FACE (receiving both home- and center-based services) were significantly more likely to report becoming a better parent than were parents who received only home- or only center-based services ($p < .01$). Almost 80% of parents with full FACE services reported that FACE helped them *a lot* in this regard, compared with 74% of home-based-only parents and 70% of center-based-only parents.

- Seventy-four percent of parents who participated in the full FACE model reported that FACE helped them *a lot* in encouraging their child's interest in reading—compared to 69% of home-based-only parents ($p < .01$).

- Almost 70% of parents who received full FACE services and center-based-only parents reported that FACE helped them *a lot* in learning to speak up for their child—compared to 61% of home-based-only parents ($p < .001$).

- More than 80% of parents who participated in the full FACE model and center-based-only parents reported that FACE helped them *a lot* in becoming more involved in their child's education—compared to 75% of home-based parents ($p < .01$). Differences here are likely due to differences in the child's age.

Academic Outcomes

Academic outcomes for FACE adults are reported both by FACE staff members and self-reports of adult participants. These findings provide evidence of progress toward meeting the program goal to *promote lifelong learning.*

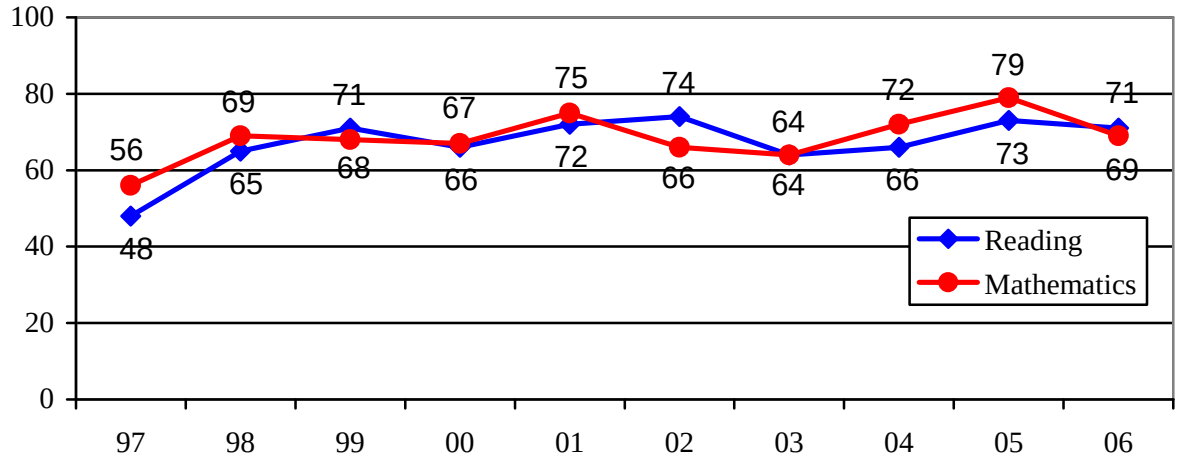
Adult educators assess the academic achievement of adult education participants with the *Comprehensive Adult Student Assessment System* (CASAS). Reading and/or math assessments were conducted at least once for 459 adults, comprising 71% of FACE adult education participants. Post-assessments were conducted for 330 adults, 51% of adult education participants. Scores are grouped into five levels (*pre-beginning/beginning literacy*, *beginning/intermediate basic skills*, *advanced basic skills*, *adult secondary*, and *advanced adult secondary*). Similar to the previous year, pretest scores indicate that 18% of adults score at *beginning literacy* or *beginning/intermediate basic skills* in reading, and a sizable 42% score at those levels in math (see Table 13). Of assessed adults, 22% scored at the highest level (*advanced adult secondary*) in reading at the time of the pretest, compared with only 6% scoring at that level in math. At the time of the posttest, 58% of adults with reading scores and 32% with math scores performed at the *secondary* or *advanced secondary* levels. On average, adults demonstrated a small, but statistically significant, 3-point increase in reading—from 234 to 237 ($p < .0001$) and in math—from 224 to 227 ($p < .0001$). Approximately 30% advanced a level in reading and 30% advanced a level in math during the year.

The annual percentage of adults who demonstrate CASAS gains in reading and mathematics fluctuates from year to year (see Figure 30). Across the ten-year period, the percentage of adults who demonstrated mathematics gains increased from 56% in PY97 to 69% in PY06, a 10-point decrease from the PY05 high of 79%. Those adults demonstrating gains in reading increased from 48% in PY97 to 71% in PY06.

Table 13. Percentage Distribution of Matched CASAS Pretest and Posttest Scores by Subject Area and Literacy Level

	All Reading Pretest Scores (N=457)	Matched Reading Scores (N=329) Pre-test	Matched Reading Scores (N=329) Post-test	All Math Pretest Scores (N=451)	Matched Math Scores (N=330) Pre-test	Matched Math Scores (N=330) Post-test
Pre-Beginning/Beginning Literacy (Below 200)	<1	0	<1	5	4	3
Beginning/Intermediate Basic Skills (200-219)	17	15	10	37	32	25
Advanced Basic Skills (220-234)	38	35	32	40	44	41
Adult Secondary (235-244)	22	25	25	12	14	22
Advanced Adult Secondary (245+)	22	25	33	6	7	10

Figure 30. Percentage of Adults Demonstrating CASAS Gains in Reading and Mathematics in Program Years 1997–2006



FACE staffs from 34 sites reported that 58 adult participants completed requirements for their GED or high school diploma during PY06. Slightly more than one-half of center-based adults reported a goal of obtaining a GED or diploma. Of those with this goal, almost one-fifth achieved the goal during PY06. Twelve percent of center-based adults attended college or vocational courses during the year; 6% completed one or more courses. Since the inception of FACE, approximately 900 FACE adults have obtained their GED or high school diploma.

FACE participation also affects computer literacy. Increased computer literacy was reported for approximately two-thirds of center-based adults. This includes improved word processing for

one-half of the adults (318 adults) and learning to effectively use the Internet for 55% of adults (355 adults).

FACE staffs rated the frequency with which center-based adults use technology in their FACE program. In almost all programs (94%), adults use technology *daily*. At one site, adults use technology *weekly*. Only one staff reported that adults *rarely or never* use technology in their program. Sixteen sites that reported *daily* usage described how adults use technology. At almost two-thirds of these sites, adults use the computer to conduct Internet searches, and at half of the sites, they use the computer for word processing or journaling and for emailing. Approximately one-third of the reporting staffs described the use of the digital camera and the computer to download photographs. One-third reported use of the computer to complete adult education lessons or for GED preparation. Other uses of computer technology that were mentioned by at least one staff include producing the school newspaper; producing Webbe books; using graphic art/clip art/print shop software for projects such as making invitations, calendars, or books; assessment; copying disks; transferring MP3 files; and using Excel software.

As part of the focus on literacy, adults are encouraged to submit parent essays describing the impact of FACE participation on their lives. FACE staff reported that 179 adults completed these essays. Most (165) were center-based parents; the remaining 14 participated in home-based services.

Home Literacy Outcomes

In all components of FACE, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on carry-over into the home. In PY06, FACE parent educators completed a Literacy Environment Inventory at program entry and year's end for families they served. Of the 1,241 families with at least one inventory (representing 86% of home-based families), two-thirds had both pre- and post-inventories. On average, the time between pre- and post-inventories was five months.

Findings from FACE staffers' reports indicate that households have significantly more books for children and adults at year's end ($p < .0001$). Matched data for families reveal that there are an average of 44 children's books in homes at year's end, compared with an average of 30 children's books at program entry (see Table 14).

Table 14. Significance of the Change in Average Number of Children's and Adults' Books in FACE Households at the Beginning and End of PY06

	Program Entry	End-of-Year	(N)	Level of Significance
Children	30	44	(784)	< .0001
Adults	20	27	(782)	< .0001

Parent modeling of reading behavior is another factor in stimulating children's interest in reading. On average, FACE households have 27 adult-level books at year's end, a significant increase over the average of 20 adult-level books at program entry ($p < .0001$).

While FACE has been instrumental in increasing the number of books in the home, FACE families still lag behind families nationwide in the number of children's books in homes. Only 11% of children's homes in the U.S. contain 25 or fewer books,[32] compared with almost 45% of FACE homes that contain so few books (see Table 15).[33] *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) had higher reading achievement than those students from homes with few children's books (10 or fewer).[34] Only 11% of FACE children have 100 or more children's books. With the FACE program's emphasis on reading, perhaps the home libraries of more FACE children will grow to meet the standard of consisting of more than 100 volumes. The Dollywood Foundation's *Imagination Library* program helps FACE reach this goal by providing FACE children a new book each month.

Table 15. Percentage Distribution of FACE Families by the Number of Children's Books in the Home at Year End (N=784)

Number of Books	Percent	Number
0-10	10	77
11-25	33	262
26-50	35	273
51-99	11	89
100 or more	11	83

In addition to a significant increase in the number of children's and adults' books in the household, other factors indicate an improvement in the quality of FACE home literacy environments. By the end of the year, significantly higher percentages of families ($p < .0001$) have newspapers and/or magazines for adults in their home (97% vs. 93%), display children's

[32] Mullis, I. V. S., Martin, M. O., Gonzales, E. J., & Kennedy, A. M. (2003). *PIRLS 2001 international report: IEA's study of reading literacy achievement in primary schools* (pp. 109-113). Chestnut Hill, MA: Boston College.
[33] This may be, in part, due to the high preponderance of young children in FACE families. Three-fourths of PY06 FACE children were under the age of 3.
[34] Ibid.

writing/art (84% vs. 70%), and store children's books within reach of the children (98% vs. 90%)[35] (see Table 16).

Table 16. Percentage of FACE Homes With Indicators of Literacy from PY06 Program Entry to Year End

	Program Entry	End of Year	(N)	Level of Significance
Newspapers and/or magazines for adults in home	93	97	(835)	< .0001
Children's writing/art work displayed	70	84	(819)	< .0001
Children's books stored within reach of children	90	98	(753)	< .0001

Research further indicates that the frequency of adult conversation with children is a predictor of their success in language development.[36] By year's end, FACE parents significantly increased the frequency of conversations with their children in a native language ($p < .0001$) and in English ($p < .001$) (see Table 17). Matched data reveal that by the end of PY06, 21% of parents converse with their children *very frequently* in their native language compared with 17% who did so at program entry; by year's end, fewer parents had *no conversation* with their children in their native language. This provides evidence of progress in achieving the FACE goal of *supporting and celebrating the unique cultural and linguistic diversity of each American Indian community served by the program.* At year's end, three-fourths of parents converse with their children *very frequently* in English compared with approximately two-thirds who did so at program entry.

Table 17. Percentage Distribution and Average[37] Frequency That Parents Talk to Child Throughout the Day by Language Used

	Program Entry					End of Year						
	No conversation	Infrequent	Frequent	Very frequent	Average	No conversation	Infrequent	Frequent	Very frequent	Average	(N)	Level of Significance
Native	29	26	28	17	2.3	25	29	25	21	2.4	(807)	< .0001
English	< 1	4	28	68	3.6	< 1	3	23	74	3.7	(832)	< .001

The frequency that FACE parents conducted other activities supporting literacy with their children at the end of the year was compared with the frequency reported by FACE staffers at

[35] Data for this literacy indicator are missing for 11% of the families with matched Literacy Environment Inventories.

[36] Hart, B. & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children* (pp. 191-193). Baltimore, MD: Paul H. Brookes Publishing Co.

[37] Response categories were coded to numeric values to compare averages. *No conversation*=1, *Infrequent*=2, *Frequent*=3, and *Very frequent=4.*

program entry. At the end of PY06, parents conducted all but one literacy activity significantly more frequently than they did at the beginning of their participation ($p < .0001$) (see Table 18). These activities include playing with their child; providing opportunities for their child to look at/read books independently; reading to their child; listening to their child read/pretend to read; singing or telling rhymes to their child; telling stories to their child; and providing opportunities for their child to scribble, draw, color, or write. No significant difference occurred in the frequency that parents allowed their child to watch videotapes, DVDs, or television at program entry and at the end of the program year.

Table 18. Average Frequency That Parents Engage in Literacy Activities at PY06 Program Entry and Year End[38]

	Program Entry	End of Year	(N)	Level of Significance
Play with child	4.4	4.6	(786)	< .0001
Provides opportunities for child to look at/read books independently	4.1	4.4	(740)	< .0001
Read to child	3.9	4.2	(799)	< .0001
Listen to child "read/play with book"	3.8	4.2	(575)	< .0001
Provides opportunities for child to scribbles/draws/colors/writes	3.9	4.2	(650)	< .0001
Sing/tell rhymes to child	3.8	4.1	(804)	< .0001
Tell stories to child	3.5	3.8	(753)	< .0001
Permits child to watch videotapes, DVDs, and or television	4.0	4.0	(709)	ns

Studies indicate that a high level of home literacy activities, such as shared reading, is positively and significantly related to oral language, phonological sensitivity, and word decoding ability in 4- and 5-year-olds.[39] To assess the effects of the FACE program in this regard, staff members rated the frequency of parent support of book/print concepts when they read to their children, such as pointing out pictures, left-to-right print on the page, and letter names. The use of techniques to support book/print concepts increased significantly by year's end ($p < .0001$) (see Table 19). Matched data indicate that the use of these techniques at almost all readings increased by 13 percentage points by the end of the year and approximately half as many parents were reading without using these techniques.

[38] Items were rated using the following scale: 1=*never or almost never*, 2=*a few times a month*, 3=*once or twice a week*, 4=*almost daily*, and 5=*daily or several times a day*.

[39] Burgess, S.R., Hecht, S.A., & Lonigan, C.J. (2002). Relations of the home literacy environment (HLE) to the development of reading-related abilities: A one-year longitudinal study. *Reading Research Quarterly, 37*, p.4.

Table 19. Percentage Distribution of Frequency and Average Frequency That Parents Support Book/Print Concepts at PY06 Program Entry and Year End (N=810)

	Percentage of parents supporting book/print concepts:				
	At Few or None of the Readings (1)	At Some of the Readings (2)	At Almost All Readings (3)	Average	Level of Significance
Program entry	11	35	54	2.4	< .0001
Year's end	5	28	67	2.6	

FACE parents also reported the frequency that home literacy activities that support their children's learning are conducted in their homes. They reported on practices only if they believed the practices were age-appropriate for their children. Reports indicate that parents conduct most activities frequently (see Table 20). The percentages of parents that conduct practices at least weekly differ little from the percentages of PY05 parents who did so.

Table 20. Percentage Distribution of Parent Engagement in Activities Supporting Home Literacy

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)	(N)
Play with child	<1	<1	1	8	90	(1,334)
Teach child	1	1	2	7	90	(1,301)
Praise child	1	1	1	8	89	(1,309)
Let child make choices	2	1	5	18	75	(1,186)
Encourage child to complete responsibilities	3	1	5	21	69	(956)
Read to child	<1	1	5	26	68	(1,337)
Listen to child read/pretend read	2	1	6	28	63	(934)
Tell stories to child	2	2	9	31	56	(1,297)
Have discussions with child	4	3	10	28	55	(1,072)
Take child on special activities outside home	5	14	23	23	35	(1,286)

- Almost all FACE parents (89%-90%) play with their child, teach their child, and praise their child *daily or almost daily*.

- Three-fourths of FACE parents *daily or almost daily* let their child make choices. Almost 20% do so *once or twice a week.*

- Seventy percent of FACE parents *daily or almost daily* encourage their child to complete responsibilities. Approximately 20% do so *once or twice a week.*

- Almost 70% of FACE parents read to their child *daily or almost daily.* Approximately one-fourth read to their child *once or twice a week.*

- Almost 65% of parents listen to their child read/pretend read *daily or almost daily.* Almost 30% do so *once or twice a week.*

- Approximately 55% of FACE parents tell stories to their child *daily or almost daily*. Approximately 30% of parents perform this activity *once or twice a week.*

- Fifty-five percent of FACE parents have discussions with their child *daily or almost daily*. Almost 30% of parents have discussions *once or twice a week.*

- The frequency with which FACE parents take their child on special activities varies. Thirty-five percent reported taking their child on special activities *daily or almost daily*, almost one-fourth do so *once or twice a week*, approximately one-fourth do so *a few times a month,* and almost 15% do so *a few times a year*.

The frequency of FACE parent/child interactions reported at the end of PY06 was compared with reports earlier in their FACE participation for 681 parents.[40] Responses were only reported when parents believed the activity was age-appropriate for the child. At the end of PY06, parents reported conducting several types of home literacy activities with their children significantly more frequently than they did earlier in their FACE participation. Parent reports indicate significant increases in the frequency that they read to their child ($p < .05$), listen to their child "read" ($p < .001$), and tell stories to their child ($p < .01$). Seventy percent of parents read to their child *daily or almost daily* at the end of FACE participation, compared to 64% who do so early in participation (see Figure 31). Two-thirds of parents report listening to their child "read" on a daily basis at the end of FACE participation, compared with slightly more than one-half who do so earlier in FACE (see Figure 32). The percentage of parents who tell stories to their child *daily or almost daily* increased slightly from 51% to 57% (see Figure 33).

[40] Parent surveys used in this study as baseline data were administered at the end of each year of participation in FACE. Thus, families had received some FACE services prior to completing the survey.

Figure 31. Percentage of Parents Reporting Frequency That They Read to Their Child Early in FACE and at the End of PY06 (N=617)

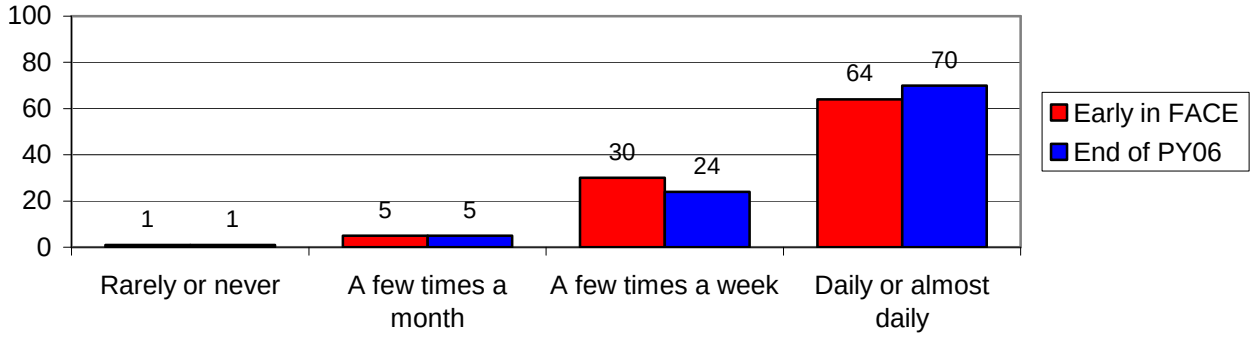


Figure 32. Percentage of Parents Reporting Frequency That They Listen to Their Child "Read" Early in FACE and at the End of PY06 (N=321)

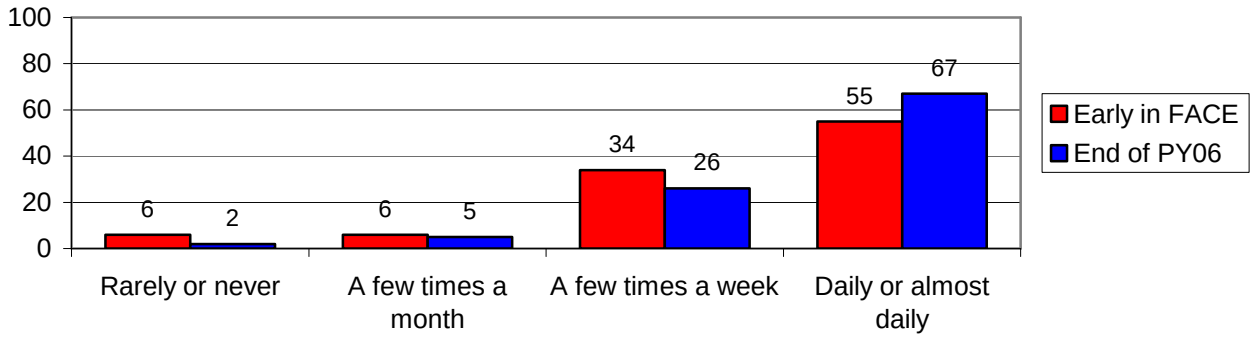
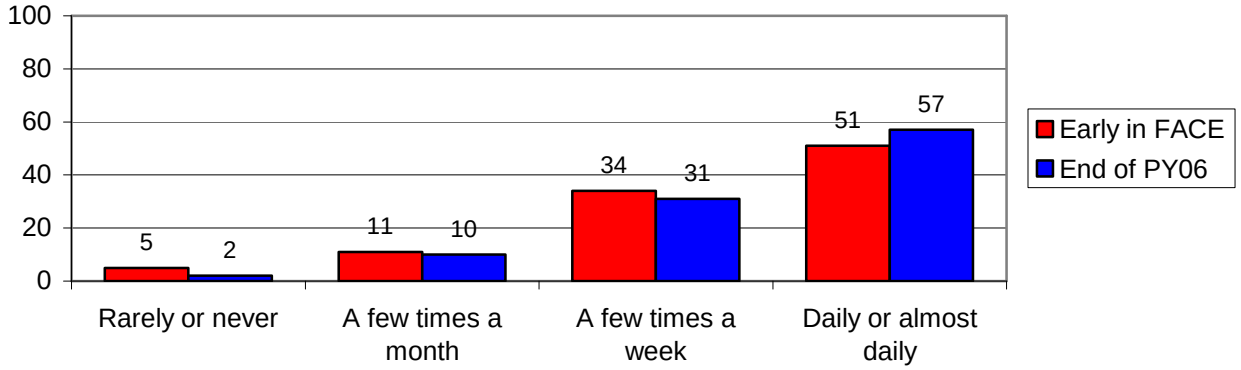


Figure 33. Percentage of Parents Reporting Frequency That They Tell Stories to Their Child Early in FACE and at the End of PY06 (N=580)



Parent reports of the frequency that they discuss the day's events and encourage their child to complete his/her responsibilities also significantly increased during FACE participation ($p < .05$). The percentage of parents who discuss the day's events with their child *daily or almost*

daily increased from 51% to 58% (see Figure 34). At the end of FACE participation, almost three-fourths of parents report encouraging their child to complete their responsibilities *daily or almost daily,* compared to two-thirds who do so earlier in FACE participation (see Figure 35).

Figure 34. Percentage of Parents Reporting Frequency That They Discuss the Day's Events With Their Child Early in FACE and at the End of PY06 (N=400)

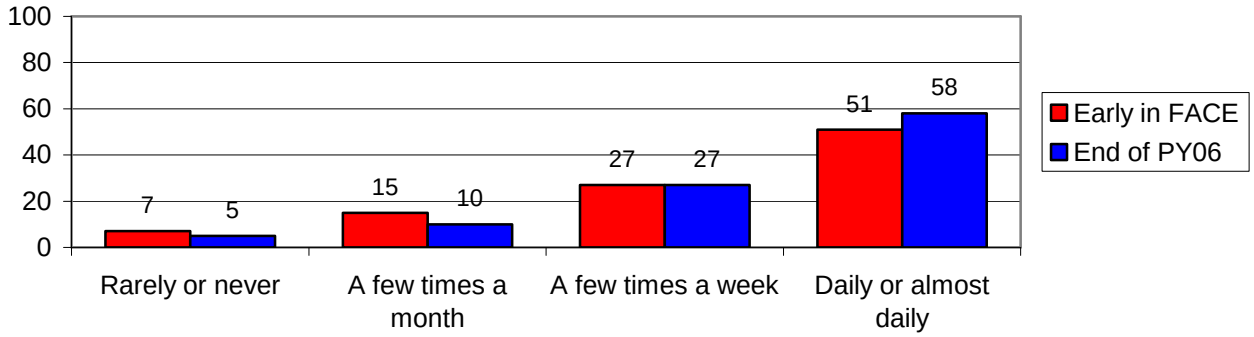
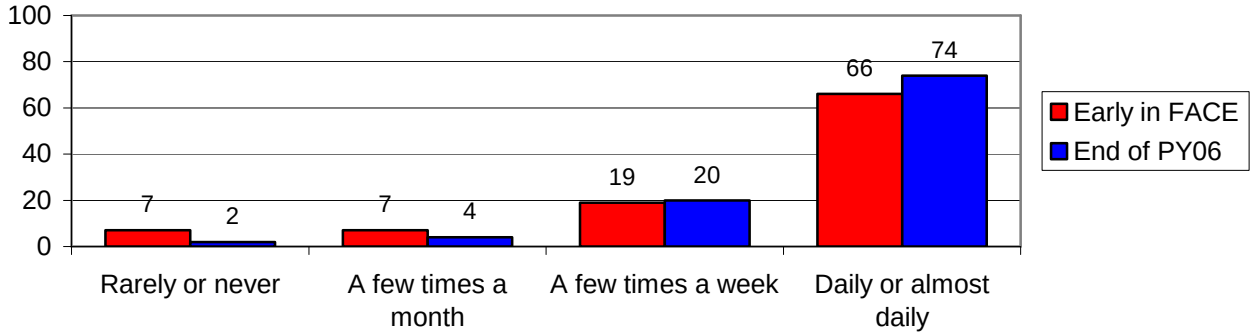


Figure 35. Percentage of Parents Reporting Frequency That They Encourage Their Child to Complete Responsibilities Early in FACE and at the End of PY06 (N=289)



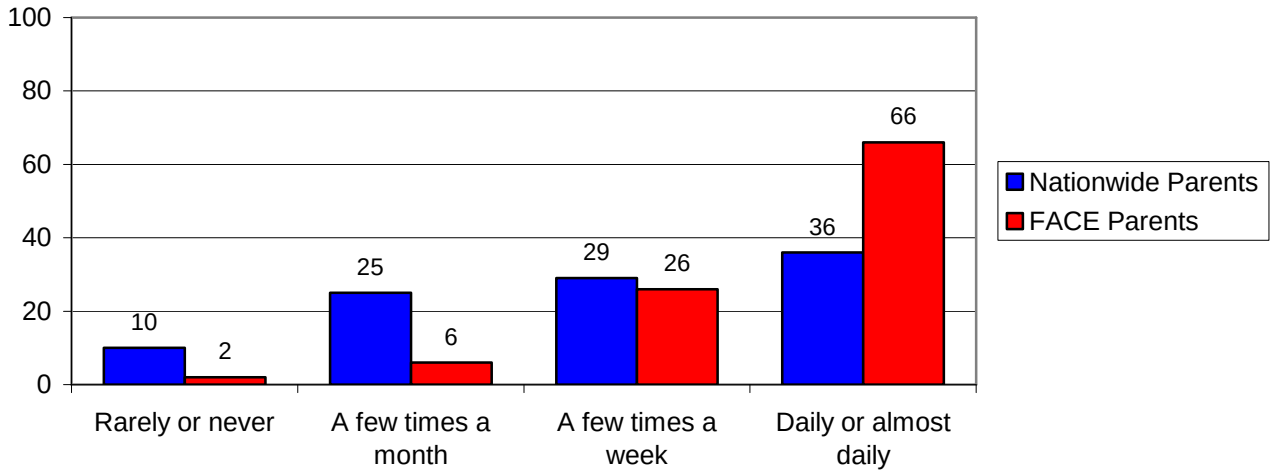
Data collected by the National Household Education Surveys for 2002-2003 were examined to determine the frequency with which parents of children in grades K-3 engage in various home literacy activities with their children.[41] Their responses were compared to reports of K-3 FACE parents.[42] Nationwide findings indicate that one-third of parents read to their children on a daily basis, a considerably smaller percentage than the two-thirds of FACE parents who read to their children this frequently (see Figure 36). The percentage of FACE parents of K-3 children who

[41] Vaden-Kiernan, N., & McManus, J. (2005). *Parent and family involvement in education: 2002-03* (NCES Publication No. 2005-043, pp. 19-21). Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved May 1, 2006, from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005043.

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

read daily to their children has remained consistent at approximately 66% since PY03. Only 2% of FACE parents reported that they *rarely or never* read to their K-3 children, compared with 10% of parents nationally.

Figure 36. Percentage Distribution of the Frequency That K-3 FACE Parents and K-3 Parents Nationwide Read to Their Child



The importance of home literacy activities is underscored by research findings. An international study found that better readers at the 4th grade had engaged in a high level of early literacy activities with their parents (or someone else in the home) before they started school.[43] These activities included reading books and environmental print, playing with alphabet toys (e.g., blocks with letters of the alphabet), word games, singing, and telling stories. Studies also indicate that a high level of home literacy activities such as shared reading is positively and significantly related to oral language, phonological sensitivity, and word decoding ability in 4- and 5-year-olds.[44] A special analysis of *The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99* (ECLS-K), sponsored by the U.S. Department of Education National Center for Education Statistics (NCES), found that children from a home environment rich in literacy (i.e., one in which children are frequently read to, sung to, and told stories to and one that has more children's books and records/audiotapes/CDs) demonstrated higher levels of reading skills and knowledge and skills at kindergarten entry, during kindergarten, and in 1st grade.[45]

Literacy-related practices of the FACE adults were also self-reported. Responses were examined by comparing the frequency with which they reported conducting these activities at the end of PY06 to their reports earlier in their FACE participation. Although the percentage of adults who reported that they frequently read for pleasure remained at 82% early in their FACE participation

[43] Mullis, I.V.S., Martin, M.O., Gonzales, E.J., & Kennedy, A.M. (2003). *PIRLS 2001 international report: IEA's study of reading literacy achievement in primary schools.* Chestnut Hill, MA: Boston College.

[44] Burgess, S.R., Hecht, S.A., & Lonigan, C.J. (2002). Relations of the home literacy environment (HLE) to the development of reading-related abilities: A one-year longitudinal study. *Reading Research Quarterly, 37,* 4.

[45] U.S. Department of Education, National Center for Education Statistics. (2003*). The early childhood longitudinal study, kindergarten class of 1998-99* (pp. 74-75). Washington, DC: Author.

and at the end of participation, there was nevertheless a small, but significant gain in the frequency ($p < .05$). See Table 21. The percentage of adults who reported that they frequently spend time writing increased from 72% early in their participation to 76% at the end of PY06 ($p < .0001$). Seventy percent of the adults reported that they frequently work with numbers early in FACE, increasing to 78% who reported this level of frequency at the end of PY06 ($p < .0001$). The percentage of adults reporting frequent use of community resources that support learning (about 50%) did not significantly change during FACE participation.

Table 21. Percentage of Adults Who Frequently Perform Literacy-Related Activities Early in FACE Participation and at the End of PY06[46] (N=565)

	Percentage Who Frequently Perform Activity		Average Response		
	Early in FACE	End of PY06	Early in FACE	End of PY06	Significance Level
Read for enjoyment	82	82	3.2	3.3	.05
Spent time writing	72	76	2.9	3.1	<.0001
Worked with numbers	70	78	2.9	3.2	<.0001
Used community resources that support learning	50	47	1.8	1.8	ns

Academic impacts were self-reported by 553 respondents who participated in FACE adult education in PY06 and who completed an end-of-year/exit questionnaire (approximately 85% of adult education participants). The percentage of adults who reported academic and employment impacts was generally lower than was reported the previous years (see Table 22). This may be due in part to a more representative population of respondents than has occurred in previous years.

Table 22. Percentage of Center-Based Adults Reporting Academic Outcomes

	PY02 (N=311)	PY03 (N=312)	PY04 (N=412)	PY05 (N=432)	PY06 (N=533)
Improved academic skills for personal growth	81	89	89	92	85
Improved academic skills for advanced education	71	74	73	72	64
Obtained a GED or high school diploma	33	43	42	42	37
Increased computer skills	NA	66	77	79	69

[46] 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 was 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.

- Most adults (85%) reported an improvement in their academic skills for their own personal growth, somewhat lower than the 92% who reported this impact the previous year.

- Approximately two-thirds of adults reported an improvement in academic skills to enable them to obtain an advanced degree, a decrease from the three-fourths reporting this impact the previous four years.

- Of the responding center-based adults, 37% reported that FACE has helped them make progress toward obtaining a GED or high school diploma (similar to the 45% of center-based adults who reported a goal of obtaining a GED or high school diploma).

- Almost 70% of adults reported that FACE participation improved their computer skills—a decrease of 10 percentage points from adults reporting this impact in PY05.

Employment Outcomes

FACE staffs provided employment information for participating adults. Reports indicate that 391 of the PY06 adults became employed during the year—slightly more than were reported in PY05. Additionally, FACE staffs reported that 379 adults completed job applications or attended job interviews during PY06. Throughout the history of FACE, at least 3,400 adults gained employment during their FACE participation.

More than half of center-based adults reported that FACE helped them obtain a job or a better job, similar to reports the previous three years (see Table 23).

Table 23. Percentage of Center-Based Adults Reporting Employment Outcomes

	PY02 (N=311)	PY03 (N=312)	PY04 (N=412)	PY05 (N=432)	PY06 (N=553)
Obtaining a job or a better job	43	54	55	54	56

Self-Improvement Outcomes

Approximately 60% of PY05 adults (1,411 adults) completed an exit/end-of-year survey, providing information about ways in which FACE affected them as individuals. Center-based parents were more likely to report most of the self-improvement outcomes than were adults who participated in the home-based component (see Table 24). These findings are consistent with the expanded goals of the center-based program, which include personal, academic/employment, and parenting self-improvement goals. The home-based component focuses primarily on parenting self-improvement.

Table 24. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating[47] of Types of Self-Improvement by Service Received Throughout FACE Participation

Self-Improvement	1 Home-Based Only			2 Center-Based Only			3 Both Home- and Center-Based			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	88	2.4	(804)	97	2.7	(161)	96	2.6	(369)	92	2.5	(1,334)	2>1, 3>1
Interacted with other adults	82	2.3	(791)	97	2.7	(161)	92	2.5	(366)	87	2.4	(1,318)	2>1, 3>1, 2>3
Became more self-directed/self-disciplined	83	2.3	(796)	96	2.6	(160)	92	2.4	(363)	87	2.4	(1,319)	2>1, 3>1
Improved communication skills	78	2.2	(787)	96	2.5	(161)	88	2.4	(365)	83	2.3	(1,313)	2>1, 2>3
Increased usage of native language	57	1.8	(779)	77	2.2	(158)	68	2.0	(367)	63	1.9	(1,304)	2>1, 3>1

* ns=not significant; otherwise, significant between designated groups (1=home-based only, 2=center-based only, 3= center- and home-based) at ≤ .001 level.

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

- Ninety-two percent of adults reported that their FACE participation helped them feel better about themselves. Almost all (97%) center-based adults reported this impact, as did most home-based adults (88%).

- Most adults (87%) reported that they increased the frequency of their interactions with other adults as a result of participation in FACE. Almost all (97%) center-based adults reported this impact, compared with 82% of home-based adults.

- Most adults (87%) reported that they became more self-directed and self-disciplined as a result of participating in FACE. Almost all center-based adults (96%) reported this impact, as did 83% of home-based adults.

- Almost all center-based adults (96%) and almost 80% of home-based adults reported that FACE participation helped improve their communication skills.

- Approximately two-thirds of adults indicated that participation in FACE helped increase their usage of their native language, providing further evidence that FACE addresses the program goal to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program*. About 70% of center-based adults and 60% of home-based adults reported this impact.

OUTCOMES FOR CHILDREN FROM BIRTH TO 5 YEARS

The program goal to *promote lifelong learning* provides the foundation for providing FACE services to children from birth to 5 years of age. Progress toward achievement of this goal is measured through health and screening records, preschool student assessments, and parent observations.

Detection of Potential Learning and Developmental Problems

Early identification of concerns about children's health and development and obtaining appropriate resources for children are essential FACE services. Health information is collected at the time of children's enrollment, and various screenings and assessments are conducted to routinely monitor the development of all FACE children. The identification of health and developmental concerns underscores the need to ensure that screening services are provided consistently for FACE children.

Parents completed health records for 1,456 children in PY06, for a 65% response rate of FACE children, a 72% response rate for home-based children, and a 41% response rate for center-based children. Health records (sometimes in combination with screening summary records) indicate the following:

- Eighty-three percent of children are current with their immunizations, similar to rates in recent years (and similar to the 2004 national rate for children aged 19 to 35 months).[48]

- Eighty-four percent of children for whom a health record was completed received regular medical checkups—a notable increase over the 70% reported in PY05.

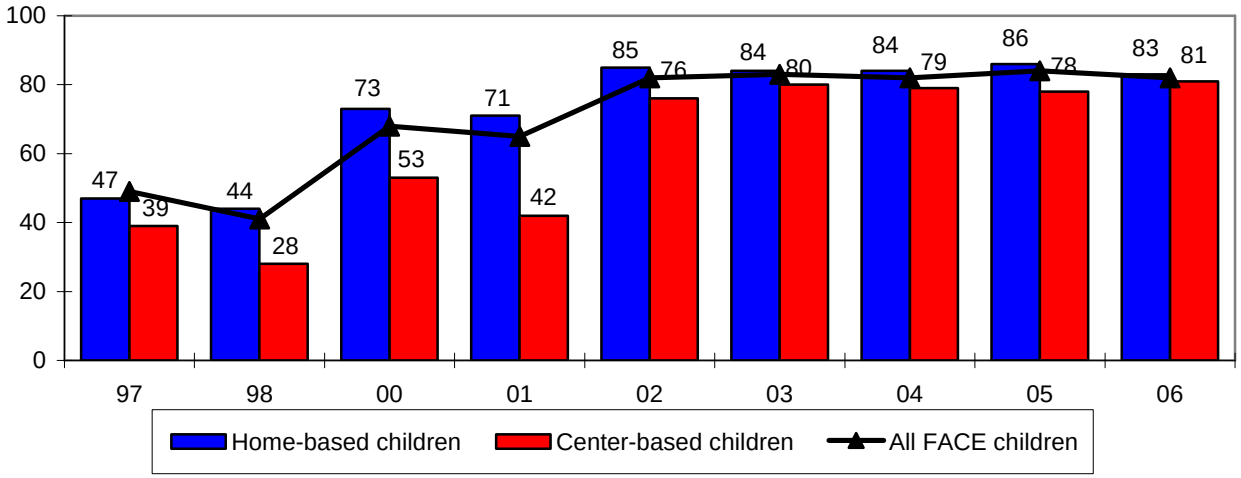
- Serious illnesses or injuries were reported for 8% of children. One-half of these conditions were respiratory problems; approximately 15% resulted from accidents; the others were varied illnesses, birth complications, and other physical ailments.

- Parents report that most FACE children (87%) use car seats, similar to percentages reported in recent years. Approximately three-fourths of the children for whom car seats were not used were younger than 3 years of age.

FACE staffs also provided 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, nutrition, dental health, and/or general health. Some of the screening is provided directly through FACE services and is documented through a variety of procedures; some is provided indirectly through other community services. All of the screening data are aggregated to provide comprehensive screening information about FACE children.

Screening records indicate that 82% of FACE children received some type of screening, slightly less than rates of screening the previous four years (see Figure 37). In PY06, screening services were provided to 83% of the home-based children (slightly less than the 86% who were screened in PY05) and to 81% of center-based children (an increase from 78% in PY05).

Figure 37. Percentage of Center-Based, Home-Based, and All FACE Children Who Received Screening Services in Program Years 1997 to 2006[49]

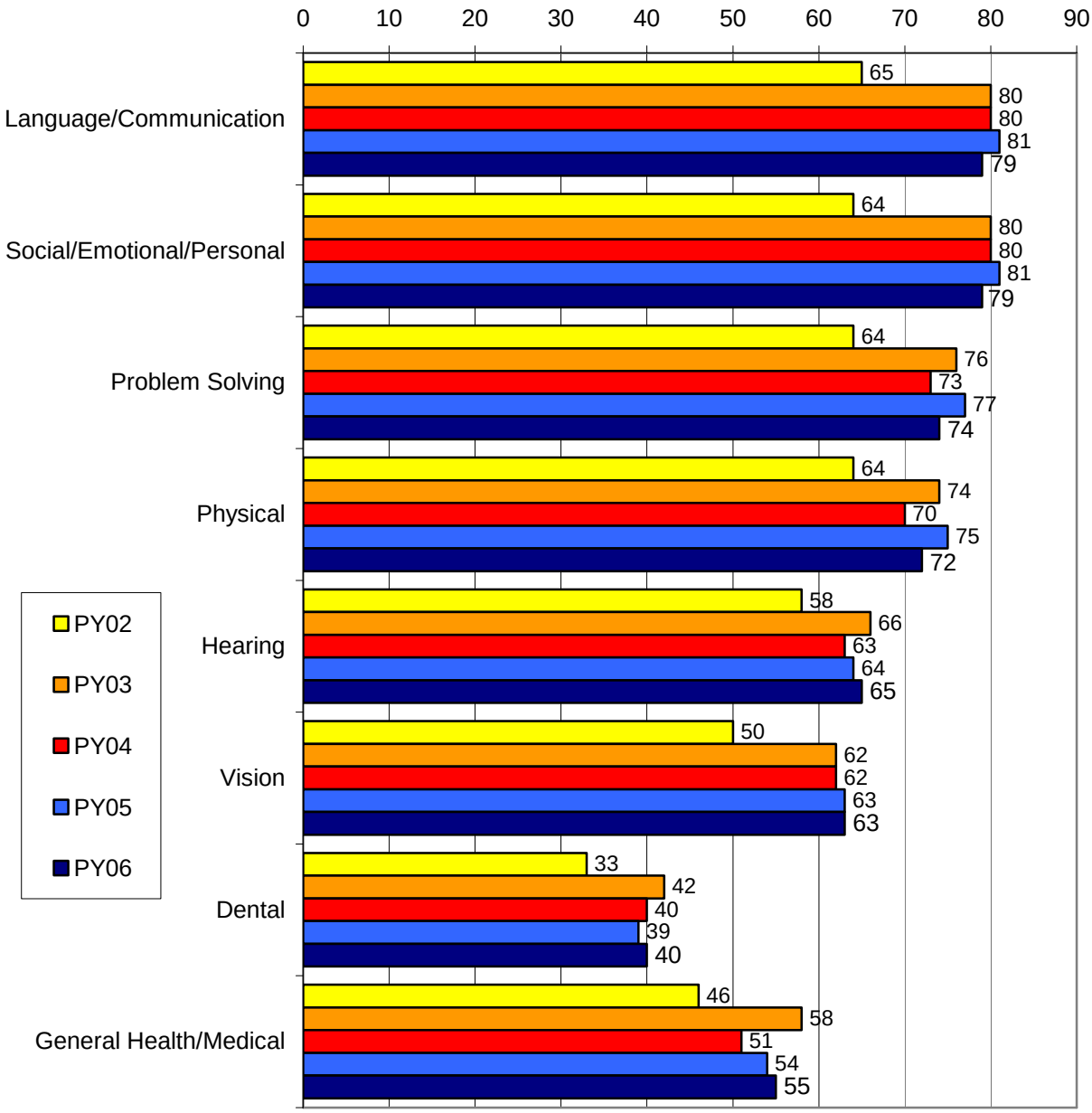


[48] Forum on Child and Family Statistics. *America's children in brief: key national indicators of well-being*, 2006. Retrieved November 27, 2006 from http://www.childstats.gov/americaschildren/hea.asp.

[49] 1999 data not available.

Examination of specific areas of screening over time provides evidence of the emphasis on screening in recent years. Rates in PY03-PY06 are notably larger in all areas than they were in PY02 (see Figure 38). In each of the areas of language development/communication, social-emotional development, problem solving, and physical development, percentages increased from approximately 65% to 70%-80% in subsequent years. Percentages of children screened for hearing, vision, dental, and general health/medical continue to be lower than for other areas. Almost two-thirds of children received screening services for hearing and vision, but only 40% received dental screening (probably due to the child's age). Fifty-five percent had some sort of general health/medical screening reported.

Figure 38. Percentage of FACE Children Screened by Area of Screening



Developmental concerns were identified for one-fourth of children who were screened (see Table 25). Approximately 15% of screened children were referred for and received services to address identified concerns.[50] At the end of the year, concerns were ongoing for 7% of screened children. Concerns were most frequently identified in the area of language/communication, where 15% of children were identified. For all other areas, less then 10% of children demonstrated concerns.

Table 25. Percentage and Number of FACE Children Who Were Screened and Results for Screened Children by Screening Area

			Percent of Screened Children With:			
	Percent (N=2,248)	**Number**	**Concerns Identified**	**Service Referral**	**Service Received**	**Concerns Remaining at Year-end**
Language/communication	79	1,786	15	7	8	3
Social/emotional/personal	79	1,786	7	2	5	2
Cognitive (problem solving)	74	1,671	6	3	5	1
Physical development	72	1,609	6	4	6	2
Hearing	65	1,457	5	4	8	1
Vision	63	1,408	4	3	7	1
Dental	40	890	8	7	11	2
General health/medical	55	1,238	5	4	9	<1
Screening Areas Overall	**82**	**1,850**	**24**	**14**	**15**	**7**

ASQ Screening for Home-Based Children

Home-based children were screened with the *Ages and Stages Questionnaire* (ASQ). Developmental areas that are assessed include communication, problem solving, personal-social, and gross and fine motor skills. In PY06, results of ASQ assessments were provided for 1,310 children, approximately three-fourths of home-based children. Of those who were assessed, 90% scored at or above the cutoff for normal development in all areas; 10% had one or more concerns identified. Examination of individual developmental areas indicates that the incidence of identified concerns was small—less than 10% for each area (see Table 26). Among the developmental areas, communication has the highest rate of concerns with 9% of the children assessed demonstrating concerns in that area.

[50] Percentages of children with identified concerns, referrals, receiving service, and with unresolved issues is slightly more than in PY05 because these percents are calculated for children who were screened. In the PY05 report, they were reported for all FACE children (including those for whom screening documentation was not provided).

Table 26. Percentage and Number of Home-Based Children Screened With ASQ and Percentage of Screened Children Who Were Identified With Concerns by Developmental Area

Developmental Areas	Percent (N=1,775)	Number	Percent of Screened Children With Concerns Identified
Communication	74	1,310	9
Problem solving	74	1,308	6
Personal-social	74	1,309	3
Gross Motor	74	1,310	3
Fine Motor	74	1,310	4

At the time of the last screening, the age of children who were screened with the ASQ varied from 4 to 60 months. Slightly less than one-third of the children were in each of the age groups, 1 to 12 months, 13 to 24 months, and 25 to 36 months. The remaining 11% were older than 36 months. Of children who were assessed, few concerns were identified for those aged 1-12 months (see Table 27). Concerns most frequently identified for the 13- to 24-month group were in the area of communication, where 14% of the children scored below the cutoff for normal development. Among children aged 25 to 36 months, a slightly fewer 11% had identified concerns in the area of communication. Among children aged 37 to 48 months, few concerns were identified, but approximately 6% were identified in the areas of communication, problem solving, and fine motor skills. Of the few children older than 48 months of age (46 children), 15% were identified with concerns about communication skills and 9% had concerns identified in each of the areas of problem solving skills and fine motor skills.

Table 27. Percentage and Number of Screened Home-Based Children and Percentage of Screened Children Identified With Concerns in Developmental Areas by Age at Last Screening

Age at last ASQ Screening	Percent (N=1,312)	Number	Percentage of Screened Children with Concerns Identified: Communi-cation	Problem Solving	Personal-Social	Gross Motor	Fine Motor
1-12 mo.	28	369	1	2	1	4	1
13-24 mo.	32	421	14	7	4	4	5
25-36 mo.	29	382	11	8	5	3	5
37-48 mo.	7	94	5	6	3	0	6
49-60 mo.	4	46	15	9	2	4	9

More than one ASQ assessment was conducted during PY06 for approximately 40% of home-based children (similar to the percentage in PY05). Percentages of these children who had

identified concerns differed little from the first assessment to the last, with no more than 6% identified with concerns in any of the areas (see Table 28).

Table 28. Percentage of Children With Matched Pre- and Post-Screening and Identified With Concerns (N=731)

Developmental Areas	Concerns at Prescreening	Concerns at Postscreening
Communication	6	6
Problem Solving	3	3
Personal-Social	3	2
Gross Motor	2	2
Fine Motor	3	3

ASQ: Social Emotional Screening

FACE staff members assist parents in completing the *Ages & Stages: Social-Emotional* (ASQ: SE) instrument for children who exhibit behaviors suggesting social-emotional developmental delays/concerns. In PY06, 254 children were identified for ASQ: SE assessment, approximately 10% of FACE children. Eighty-five percent of the children who were assessed received home-based services during PY06, 11% participated in center-based services, and 4% participated in both home- and center-based services. Age at the time of first assessment ranged from 6 months to 60 months.

Less than 1% of FACE children (15 children) were identified with social-emotional delays/concerns. All of these children were at least 12 months of age when the risk was identified. One child with identified risks was reassessed a few months later. The risk was no longer identified at the time of the post-assessment.

WSS Assessment for FACE Preschoolers

Using Meisels' *Work Sampling System* (WSS) to assess preschool children, FACE preschool staff members conducted at least one assessment for about two-thirds of FACE preschool children (compared to one-half in PY04 and PY05). Of the children who were assessed with the WSS (355 children), almost two-thirds also had a post-assessment completed during the year.

During the assessment process, children are rated (using rating options of *Not Yet, In Process—Emerging, In Process—Partially Proficient* and *Proficient for Age/Grade*) on a number of performance indicators that are organized in seven domains: (1) personal and social development, (2) language and literacy, (3) mathematical thinking, (4) scientific thinking, (5) social studies, (6) the arts, and (7) physical development. For purposes of demonstrating growth

in each of the seven domains, these ratings have been assigned values from 1 to 4, which were summed and then averaged to compute domain scores.[51]

Scores were obtained for students' final PY06 assessment (which included the assessment for students who were assessed only once during the year, as well as the final assessment of students who were assessed more than once). As in the past, 4-year-olds were much more frequently rated as *proficient* in all categories than were 3-year-olds (see Table 29).

Table 29. Percentage Distribution of Preschooler Proficiency on WSS Domains by Child's Age

	3-year-olds (N = 192)				4-year-olds (N = 163)			
	Not Yet	In Process-Emerging	In Process-Partially Proficient	Proficient for Age/ Grade	Not Yet	In Process-Emerging	In Process-Partially Proficient	Proficient for Age/ Grade
Physical Development	<1	28	39	33	0	8	21	71
Personal & Social	2	34	31	33	0	14	26	61
Language & Literacy	8	36	32	25	2	13	31	55
The Arts	3	40	27	30	1	16	27	56
Mathematical Thinking	11	42	28	19	4	16	36	44
Scientific Thinking	10	39	30	22	4	15	30	50
Social Studies	7	40	28	24	1	14	32	52

One-third of 3-year-olds demonstrated proficiency for their age in physical development, personal and social skills, and the arts. One-fourth of 3-year-olds were rated as *proficient* in language and literacy and social studies. Approximately 20% demonstrated proficiency in mathematical thinking and scientific thinking. Percentages of 3-year-olds who were rated as *not yet* varied from <1% with that rating in physical development to 11% in mathematical thinking.

Approximately 70% of 4-year-olds demonstrated proficiency in physical development, 60% demonstrated proficiency in the personal and social domain, and 55% demonstrated proficiency in language and literacy and the arts. One-half demonstrated proficiency in social studies and scientific thinking, and almost 45% were rated as *proficient* in mathematical thinking. No more than 4% of 4-year-olds were rated *not yet* in any of the domains.

[51] With permission granted from Pearson, the WSS copyright holder, the response categories were changed from options in previous years (*Not Yet, In Process,* and *Proficient).* The four response options and their numerical value are: *Not Yet*=1, *In Process—Emerging*=2, *In Process—Partially Proficient*=3, *Proficient for Age/Grade*=4.

For each of the seven domains, most PY06 FACE preschool children with two assessments demonstrate improvement in WSS ratings (see Table 30). More than 90% demonstrated improvement personal and social development, language and literacy, mathematical thinking, and social studies. Almost 90% improved in scientific thinking. Approximately 80% improved in the arts and physical development. Rates were similar for 3- and 4-year-olds in personal and social development, language and literacy, mathematical thinking, and social studies. Three-year-olds were somewhat more likely than were 4-year-olds to have improved ratings in scientific thinking, the arts, and physical development. The most notable differences were in the physical development and arts domains. Almost 90% of 3-year-olds demonstrated gains in physical development, compared to about 80% of 4-year-olds. Eighty-seven percent of 3-year-olds demonstrated gains in the arts compared to 79% of 4-year-olds.

From PY03 to PY06, the percentage of children demonstrating gains in all areas increased for both age groups. Almost 60% of all PY06 children (including 64% of 3-year-olds and 55% of 4-year-olds) with pre-and post-assessments demonstrated gains in all seven domains (see Figure 39). This is almost double the percent of PY03 children with gains in all domains and a notable increase over 45% with gains in all domains in PY04 and half in PY05. Rates for 3- and 4-year-olds were identical for PY04 and PY05, but in PY06, 9% more 3-year-olds than 4-year-olds made gains in all seven domains

Figure 39. Percentage of FACE Preschoolers Demonstrating Improvement in All WSS Dimensions for All Children and by Age

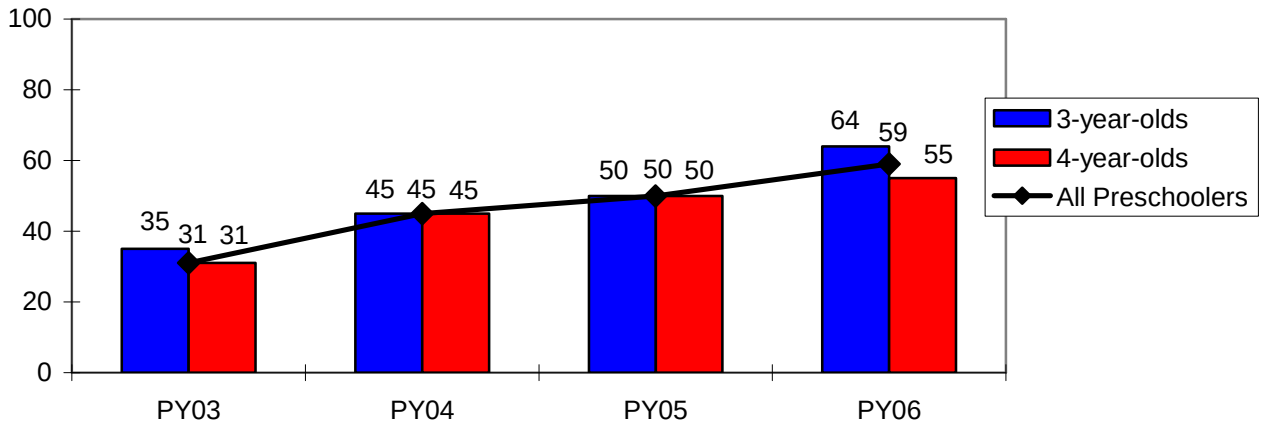


Table 30. Percentage of Preschool Children Demonstrating Improvement on WSS for All Children and by Age

	All Preschoolers				3-year-olds				4-year-olds			
	PY03 (N=163)	PY04 (N=161)	PY05 (N=235)	PY06 (N=227)	PY03 (N=92)	PY04 (N=78)	PY05 (N=125)	PY06 (N=113)	PY03 (N=71)	PY04 (N=83)	PY05 (N=110	PY06 (N=114)
Personal & Social Development	85	81	94	92	88	83	94	93	82	78	93	92
Language & Literacy	89	85	94	96	90	86	95	96	86	84	92	95
Mathematical Thinking	81	78	94	94	83	79	94	95	79	76	94	94
Social Studies	82	88	92	94	82	85	92	93	82	90	91	95
Scientific Thinking	68	80	84	89	72	78	86	92	63	81	81	86
The Arts	70	78	83	83	73	76	86	87	66	81	81	79
Physical Development	74	81	82	85	80	85	87	89	67	77	77	81
Gains in All WSS Dimensions	**31**	**45**	**50**	**59**	**35**	**45**	**50**	**64**	**31**	**45**	**50**	**55**

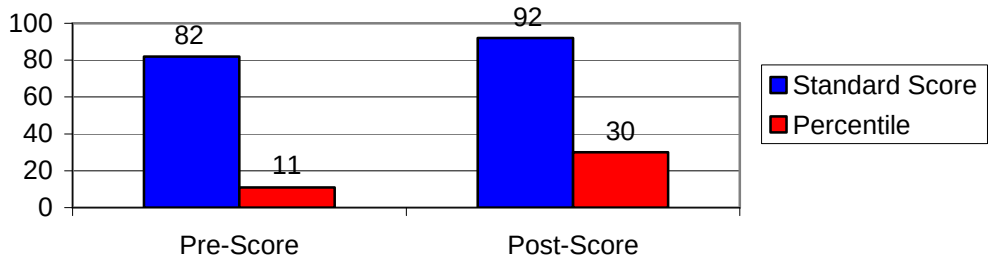
Dialogic Reading for Preschoolers

Center-based staff and parents were trained to implement a strategy known as *Dialogic Reading*, which is designed to increase the vocabulary and language comprehension of young children.[52] The strategy involves children and their parents in a shared reading experience. Fundamental to this technique is a process called PEER. This is a short interaction between a child and the adult. The adult *prompts* the child by asking the child a question about a page in the book, the child responds, and the adult *evaluates* the child's response by adding more information (*expanding),* and finally asks the child to *repeat* the expanded response. This process is repeated throughout the reading of the book to the child.

FACE preschool children who participated in Dialogic Reading were assessed with the Expressive One-Word Picture Vocabulary Test, an instrument that measures expressive vocabulary—an important factor in reading readiness.[53] This instrument was administered at least once to 436 children in FACE preschools at 36 sites, comprising 81% of FACE preschoolers (compared with less than one-half of the preschoolers who received at least one assessment in PY05). A post-assessment was administered in PY06 to two-thirds of the children (291 children). On average, children were reassessed 5.7 months after their initial assessment, but the period of time between assessments varied from 1 month to 9.6 months.

For purposes of comparison, raw scores are converted to standard scores with an average of 100 and a standard deviation of 15. At the time of the last assessment, average scores had increased by 10 points (from a standard score of 82 to 92), a significant and meaningful gain ($p < .0001$) (see Figure 40). The pretest standard score is equivalent to a percentile rank of 11 and the posttest score is equivalent to a percentile of 30. Although these children ranked at only the 30th percentile at the end of PY06, they nevertheless demonstrated significant ($p < .0001$) and meaningful growth (two-thirds of a standard deviation) from their baseline measures.

Figure 40. Average Matched Pre- and Post-Standardized Scores and National Percentile Equivalents from Expressive One-Word Picture Vocabulary Test in PY06[54] (N=291)



[52] 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.

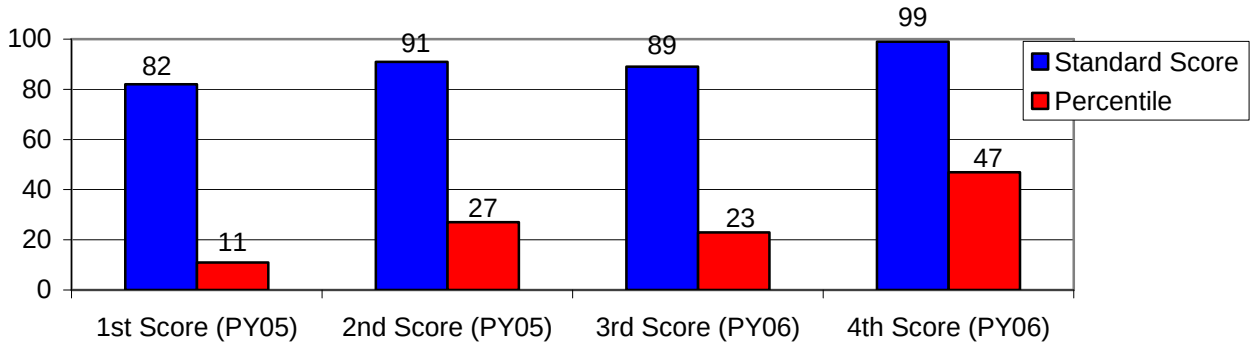
[53] Published by Academic Therapy Publications.

[54] For convenience, the scale of 0-100 is used to illustrate scores and percentiles; however, the scale for each differs. Standardized scores can range from approximately 55 to 145. Percentiles range from 1 to 99.

Of the 34 sites for which pre- and post-scores were available, statistically significant gains were demonstrated at almost 60% of the sites. Average post-test scores were at or greater than the 50th percentile at six sites—one more than the previous year—and at one site, average post-tests scores were at the 99th percentile. Of the children with matched test data, 10% scored at or above the 50th percentile at the time of the pre-test, compared with 32% of the children who did so on the post-test.

Data are available for 81 children for whom results of four assessments were available—two scores in PY05 and two in PY06. These children started at the 11th percentile (a standard score of 82) and were last assessed at the 47th percentile (a standard score of 99)—almost at the national average (see Figure 41). This is evidence of moving from a very low expressive vocabulary to an almost level playing field compared to national norms.

Figure 41. Average Matched Standardized Scores and National Percentile Equivalents From Four Expressive One-Word Picture Vocabulary Tests in PY05 and PY06 (N=81)



Use of Technology

Staffs rated the frequency with which center-based preschoolers use technology in the FACE program. In most programs (85%), children use technology *daily*. In almost 10% of programs, they use technology *weekly*. At one site, the children use technology *monthly*, and at another site, they *rarely or never* use technology. Fourteen staffs (40%) described children's use of computer technology as a daily choice during Plan-Do-Review time. Four of these staffs reported that working at a computer was also a choice during PACT time. Software programs and Internet sites available for children's use include Reader Rabbit and PBSkids.org. At a school reporting *weekly* usage, center-based children go to the computer lab once a week with their parents. They use Kid Pix VI software during their computer time.

Parent Observations of Child Outcomes

On the end-of-year/exit questionnaire, 1,411 FACE adults rated the extent to which FACE participation has helped their child. Parent ratings generally indicate positive impacts of FACE participation for their children, but their responses varied depending on the age of their child and the focus and intensity of the services in which they participated. Parents only rated areas of

impact that they believed were applicable due to their child's age. For each of six areas that were measured, almost all parents (96% or more) rated the area as having at least *somewhat* of an impact on their child (see Table 31).

Parent perceptions are described in the following:

- Approximately three-fourths of parents indicated that FACE had a *large* impact on increasing their child's interest in learning and in reading. Ratings on these items were similar for the different types of FACE participation.

- Almost 70% of parents indicated that FACE participation had a *large* impact on increasing their child's verbal/communication skills. Responses were similar for the three types of FACE participation.

- Almost 70% of parents indicated that FACE participation had a *large* impact on preparing their child for school. Ratings of center-based parents and home-based parents were similar.

- Almost 70% of parents reported their child's increased self-confidence to be a *large* impact of FACE. Seventy-six percent of center-based parents compared with a significantly fewer 64% of home-based parents reported that FACE had a *large* impact on increasing their child's self-confidence ($p < .01$).

- Sixty-one percent of parents reported that FACE had a *large* impact on helping their child get along with other children. Parents who participated in center-based services were significantly more likely to report this as an impact than were other parents (not surprising, due to the opportunities for interactions with other children in preschool and to age differences among center- and home-based children) ($p < .01$).

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.[55]

[55] 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 31. Percentage of Parents Reporting Degree of Impact of FACE on Children by Type of Services Received by Parent During Their FACE Participation

	Type of services in which adults participate over time: 1 Home-Based Only			2 Center-Based Only			3 Both Home- and Center-Based			All Parents			
Impact on Child	**Large**	**Somewhat**	**(N)**	**Large**	**Somewhat**	**(N)**	**Large**	**Somewhat**	**(N)**	**Large**	**Somewhat**	**(N)**	**Significant Differences***
Increased child's interest in learning	74	25	(745)	77	23	(160)	80	19	(356)	76	23	(1,261)	ns
Increased child's interest in reading	73	25	(696)	77	22	(156)	76	22	(354)	74	24	(1,206)	ns
Increased child's verbal/ communication skills	66	31	(732)	72	26	(158)	72	25	(354)	68	29	(1,244)	ns
Prepared child for school	67	31	(581)	73	26	(297)	76	26	(311)	69	29	(1,042)	ns
Increased child's self confidence	64	34	(691)	76	22	(158)	71	27	(350)	68	30	(1,199)	2>1, 3>1
Helped child get along better with others	57	38	(700)	77	22	(157)	63	33	(345)	61	35	(1,202)	2 >1, 2>3

*ns=not significant; otherwise, statistically significant at ≤ .01 level

OUTCOMES FOR HOME-SCHOOL PARTNERSHIPS

Home-school partnerships are encouraged through the FACE program's structure, which provides training and support for FACE staffs to collaborate with the regular school programs and to provide opportunities that encourage the partnering of families and the schools. The goal of *strengthening family-school-community connections* is addressed through a variety of FACE strategies, including the promoting of home literacy practices among families, providing opportunities for parents to participate in PACT Time at school with their K-3 children, offering transition activities for families with children entering kindergarten, and supporting parents' involvement in their children's education.

Parent Involvement in Their Children's Education

Increased parent involvement in children's education is an important outcome of FACE participation, supporting the program goal to *increase parent participation in their child's learning and expectations for academic achievement*. FACE parents seem to be involved in their children's education and with the FACE school at a high level (see Table 32), findings that have been consistent over the history of FACE implementation.

Table 32. Percentage of FACE Parents Reporting Involvement in Their Child's School and Average Frequency of Their Involvement

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Average Freq-uency	N[56]
Help my K-6 child with schoolwork	<1	2	3	18	76	4.7	430
Communicate with my K-6 child's teachers about my child	2	7	23	28	39	3.9	430
Visit my K-6 child's classroom	2	14	35	22	26	3.6	428
Attend classroom or school events	20	16	28	15	21	3.0	1,302
Volunteer time to provide instructional assistance at school	54	14	14	7	11	2.1	1,299
Volunteer time to provide other assistance at school	43	21	17	9	9	1.3	1,295

- Almost all parents of K-6 children report they help their child with schoolwork, communicate with their child's teacher, and visit their child's classroom. Approximately three-fourths help their child with schoolwork almost daily; two-thirds communicate with their child's teacher at least weekly; one-half visit their child's classroom at least weekly.

[56] N's for the first three activities include only parents of K-6 children. N's for the last three activities are for all responding parents.

- About 80% of FACE parents attend classroom or school events—whether or not they have children in the school. On average, these parents attend events *a few times a month*.

- Approximately one-half of FACE parents volunteer time to provide instructional assistance at school—whether or not they have children in grades K-6.

- Almost 60% of FACE parents volunteer time to provide other assistance at school—regardless of whether they have school-aged children.

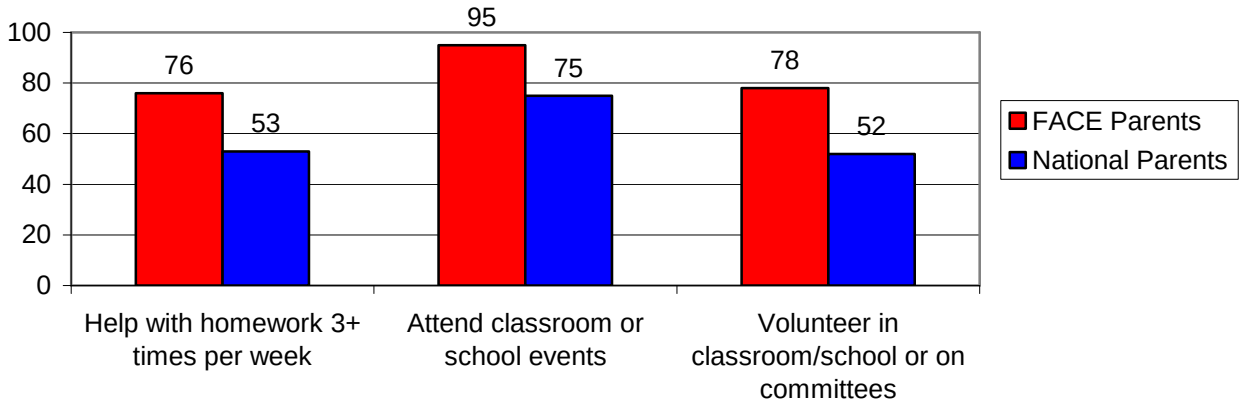
FACE parents also reported on their participation on school committees or boards and finding help through the school, such as obtaining information about community services.

- Approximately 20% of parents participate on school committees or boards.

- Almost one-half of parents (45%) find the help they need through the school (similar to the percentage the previous year, but more than the one-third who reported this assistance in PY04).

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.[57] Involvement for parents of children in grades K to 5 was examined, and results suggest that, on several measures, FACE parents appear to be more involved in their child's education than do parents nationally. A sizable 76% of PY06 FACE parents with children in grades K to 5 report helping their child with homework three or more times a week, compared with only 53% of parents nationwide (see Figure 42). Almost all PY06 FACE parents with children in grades K to 5 attend classroom or school events (95%), compared with 75% of parents nationally. Nationwide, only 52% of parents volunteer in the classroom or school or participate on school committees, compared with 78% of FACE parents who do so.

Figure 42. Percentage of FACE and National Parents Reporting Involvement in Their K-5 Child's Education



[57] Vaden-Kiernan & McManus, pp. 11-15.

Collaboration of FACE and the Regular School Program

Collaboration between FACE and the regular school program occurs in several ways. Examples of FACE-school collaboration include FACE staff members participating in regular school staff activities, such as professional development and meetings; participating in specially scheduled meetings and other activities; and facilitating FACE children's participation in regular school activities.

Most FACE staffs report some degree of participation in school professional development activities, regular school meetings, school planning activities, and meetings with the administration; but the frequency of their participation varies (see Table 33).

- FACE staffs at one-half of the sites met with their school administration *weekly*, and at approximately one-fourth of sites, they met *monthly*. FACE staffs at another one-fourth of sites only met *a few times a year*.

- Staff members at all responding FACE programs participated in regular school meetings, with *weekly* participation occurring at almost 45% of the sites, *monthly* participation occurring at approximately 30% of the sites, and participation *a few times a year* occurring at approximately 25% of the sites.

- FACE staff members at all but two responding programs participated in schoolwide planning. Approximately one-fourth participated *weekly*, almost one-fourth participated *monthly,* and almost half participated *a few times a year*.

- Staff members at all but one responding FACE program participated in training and professional development at their schools. Staffs in approximately 45% of the programs participated *monthly* or *weekly,* and staffs in half of the programs participated *a few times a year*.

Table 33. Percentage Distribution of the Frequency That FACE Staffs Participate in Regular School Activities (N=35)

Ways in Which FACE Staff Members Participate	Never	A Few Times a Year	Monthly	Weekly
Meet with school administrators	0	26	23	51
Participate in regular school meetings	0	26	31	42
Participate in schoolwide planning	6	49	23	23
Participate in school training/professional development	3	50	35	12

FACE staffs work together with classroom teachers, support teachers, and the library staff to enhance FACE activities and to facilitate transition to school. Similar to the previous year, more than 90% of FACE staffs collaborated with K-3 classroom teachers and more than three-fourths collaborated with the library staff (see Table 34). Approximately 65% collaborated with the computer staff, and one-half collaborated with the physical education staff. One-fourth or fewer FACE staffs collaborated with music and art teachers.

Table 34. Percentage Distribution of the Frequency That FACE Staffs Collaborate With Teachers and Library Staff

Teachers and Library Staff with whom the FACE Staffs Collaborate	Never	A Few Times a Year	Monthly	Weekly	(N)
K-3 classroom	9	49	29	14	(35)
Library	23	29	6	43	(35)
Computer	32	29	12	26	(34)
Physical Education	49	17	0	34	(35)
Music	74	13	0	13	(31)
Art	83	7	3	7	(30)

- Staffs in almost half of programs collaborated with K-3 classroom teachers *a few times a year*. Staffs in almost 30% of programs collaborated *monthly*, and in almost 15% of programs, they collaborated *weekly*. Fewer than 10% of FACE staffs *never* worked together with K-3 classroom teachers.

- At almost 45% of the sites, collaboration with the library staff occurred as frequently as *weekly*, but at almost 30% of sites, it only occurred *a few times a year*. Collaboration *never* occurred at almost one-fourth of the sites.

- FACE staffs collaborated with the computer staff at least *monthly* at almost 40% of the sites and *a few times a year* at almost 30% of the sites. They *never* collaborated at 11 sites, which is almost twice as many sites as reported lack of collaboration the previous year.

- Staffs at half of the FACE programs collaborated with the physical education staff and approximately one-third did so *weekly*, suggesting that these schools provide physical education for their FACE center-based participants.

- Few staffs collaborated with the music or art staffs. In fact, approximately 75% reported that they *never* did so with the music staff and almost 85% reported that they never did so with the art staff, possibly because music and art were not offered at their school. Of the few programs that collaborated with the music or art teachers, about half did so *weekly* and half did so *a few times a year*.

FACE staffs also work together with other support staffs to better serve FACE children and their families needing special assistance and to facilitate transition to school for these children. In PY06, about three-fourths of FACE staffs collaborated with Special Education and nursing services staffs (see Table 35). Approximately 65% collaborated with the speech therapy staff, and almost 60% collaborated with Title I and approximately 55% collaborated with counseling services.

Table 35. Percentage Distribution of the Frequency That FACE Staffs Collaborate With Support Staffs

Support Staffs with whom the FACE Staffs Collaborate	Never	A Few Times a Year	Monthly	Weekly	(N)
Special Education	24	47	12	18	(34)
Nursing Services	27	45	12	15	(33)
Speech Therapy	36	30	0	33	(33)
Title I	42	36	15	6	(33)
Counseling Services	44	34	13	9	(32)

- In one-fourth of programs (8 programs), collaboration with the school's Special Education staff *never* occurred; half of these programs served no children with Special Education needs during PY06, and none of them had children with Special Education needs who were transitioning to kindergarten. For approximately 45% of programs, collaboration occurred *a few times a year*. For almost 30% of the programs, collaboration occurred *monthly* or *weekly*; all but one of these programs are more established programs that began FACE implementation during the 1990's.

- While approximately one-fourth of FACE staffs *never* collaborated with the school's nursing services staff, another approximately one-fourth did so at least *monthly*. Collaboration occurred *a few times a year* at 45% of sites.

- Almost two-thirds of staffs worked with speech therapy staff members. One-third met *weekly* and less than one-third met *a few times a year*.

- Similar to the previous year, approximately 60% of sites reported collaboration with the Title I staff. However, collaboration occurred less frequently in PY06. It occurred at least *monthly* at only 20% of the sites, compared with half of the sites in PY05.

- At almost 35% of sites, collaboration with counseling services staff occurred only *a few times a year*; however, approximately 20% of the staffs collaborated with counseling services at least *monthly.*

Preparing FACE children to transition to school includes providing opportunities to participate in regular school activities while they are in preschool (see Table 36).

- At all but four of the responding sites, the FACE program provided opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In approximately one-third of the programs, children had the opportunity to do so *weekly* and in another 10% of the programs, they had the opportunity to do so *monthly*. In almost 45% of the schools, children had the opportunity to interact with the larger school community *a few times a year*.

Table 36. Percentage Distribution of the Frequency That FACE Staffs Provide Opportunities for Children to Participate in Regular School Activities (N=35)

Opportunities provided FACE children	Never	A Few Times a Year	Monthly	Weekly
To interact with other children in school	11	43	11	34
To use the school library	26	14	11	49

- At three-fourths of the sites, the school supported the FACE program's literacy effort by offering library services, a notable decrease from the 90% that did so in PY05. The frequency with which FACE children used the school library varied among sites; at almost one-half of schools, library services occurred *weekly* and at approximately 10% they occurred *monthly*. At 40% of the sites, children only had the opportunity *a few times a year* or *never*.

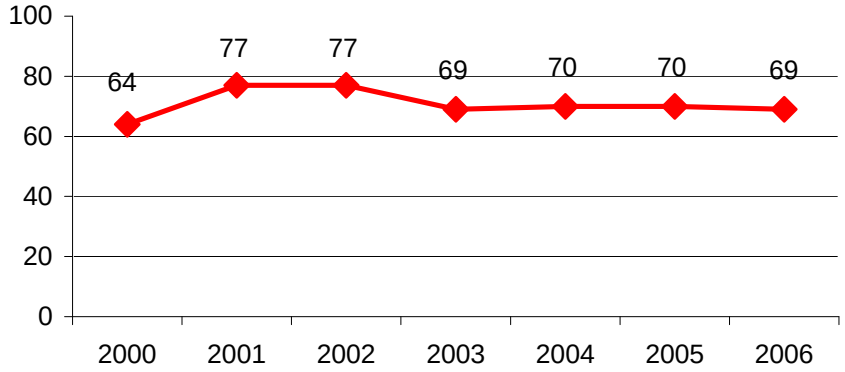
Another way that FACE staffs collaborate with school staffs is by facilitating parents' interactions with their K-3 children through PACT Time in the child's classroom. In PY06, 90 K-3 children and 89 FACE parents participated together in PACT Time at 19 sites.

Transition to School

At the end of PY06, sites reported that 168 children who had participated in FACE during the program year would transition into kindergarten in fall, 2006. All but two sites served at least one child who would transition to kindergarten. As many as 26 transitioning children were served at one site. Sites reported that approximately 70% of the transitioning children were expected to attend kindergarten at their FACE school—a rate that has remained consistent at almost 70% since PY03 (see Figure 43).

Although both center-based and home-based children are supported in their transition to kindergarten, typically there are few participating home-based children who are old enough to enter school at the end of the year (only about 4% or 5% in PY06); therefore, it can be assumed that most of the transitioning FACE children attended FACE preschools.

Figure 43. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School—by Program Year



To support the transition of the children, FACE and school staffs collaborate. Collaborative efforts vary among sites. Some involve informal interactions, and others occur as part of formalized transition plans. FACE staff members at most sites (82%) meet with kindergarten teachers specifically to plan for children's transition from FACE to kindergarten. For 62% of the programs, participation in transition meetings occurs *a few times a year*, at 15% of sites it occurs *monthly*, and at 6% of sites (2 sites), it occurs *weekly*.

Approximately 80% of FACE programs (compared to 70% the pervious year) have a formalized transition plan for helping FACE children as they move into kindergarten (implementation of the plan was expected to begin in PY07 at four sites). FACE staffs were asked to describe their formalized transition plan and 16 staffs did so.

The plans of almost 70% of the 16 reporting programs include FACE children's visits to the kindergarten classroom(s). The frequency and timing of the visits differ. Examples of transition activities include children attending kindergarten morning circle, visiting the kindergarten classroom routinely, and participating in various activities with kindergarten students. At one of the sites, the children spend a week in the kindergarten classroom(s) accompanied by a FACE teacher. At one site, parents are encouraged to observe their children during their kindergarten visit.

Approximately one-third of the plans describe collaboration between the FACE early childhood teacher and the kindergarten teacher. This collaboration has two basic purposes: to inform the early childhood teacher about the kindergarten teacher's expectations of entering kindergartners and to share the FACE preschoolers' portfolios and assessment results with the kindergarten teacher(s). Approximately 30% of the plans include a description of how the staff communicates with parents regarding their child's transition to kindergarten. One site holds Kindergarten Transition Night to present to parents and provide written information about preparing their child for kindergarten. One program's plan includes reading books about starting school to the FACE children and lists the screenings for children prior to kindergarten entry. One program includes children's attendance in summer school as part of its plan. One staff wrote,

The FACE preschool students participate in activities with kindergarten students. They also attend all special classes—such as music, physical education, library, and culture—in the school. This helps them when they enter kindergarten. They know the school routine, and it alleviates the beginning school stress most kindergarten students experience.

In PY06, approximately one-third of the FACE programs served transitioning children who had an Individual Education Plan (IEP). Twelve percent of the transitioning children entered kindergarten with an IEP, similar to the 11% who entered kindergarten with an IEP the previous year. Almost half of staffs—an approximately 10% increase compared to the previous year—reported that their program has a formalized plan for helping FACE children who have an IEP as they transition to kindergarten, but only ten staffs provided a description of their program's plan. Eight staffs reported IEP or transition meetings attended by the interventionist, receiving school staff member(s), FACE early childhood teachers, and the parent(s). Two staffs reported that the public school that provides services for the children continue that service, thereby providing for a child's transition to kindergarten. One staff stated that the child's portfolio is given to the kindergarten teacher and the school's student services department maintains the child's permanent file. One staff reported that not only is a transitioning meeting held, but children with an IEP are included in the transition activities for all children, such as visiting the kindergarten classroom.

Transition activities are not provided for all FACE children because some parents send their children to schools other than the FACE school. Staffs in approximately three-fourths of the programs provided reasons why FACE parents decide to send their children to schools other than their FACE school. At 12 sites, some parents send their child to a school that is closer to their residence than is the FACE school (see Table 37). Ten of the programs report that some parents have options of where to send their child (e.g., they prefer the language immersion school, the school with certain extra-curricular activities, the public school, the school that they attended, a "less political" school). At six sites, families move into other school areas. A few sites report other reasons for enrolling child in other schools, convenient location to parents' work, transportation issues, and enrolling children with siblings.

Table 37. Percentage and Number of Programs Reporting Reasons Parents Send Their Children to Other Schools
(N=27)

	Percent	Number
Home is located closer to another school	44	12
Parents have options of where to send their child	37	10
Move out of the area	22	6
Another school is more convenient for location or schedule of work	19	5
Transportation issues	15	4
Siblings attend another school	15	4

Of the parents who reported they would not send their child to the FACE school and who gave a reason, 35% listed the preferred school for their child, which often times was the public school. One-fourth chose another school because it is closer to their home, and almost 10% chose to send their child to the same school as a sibling attends. Almost 30% of the parents reported that the family was moving from the area. Only a few parents cited the quality of the FACE school as the reason they were sending their kindergartener elsewhere.

OUTCOMES FOR COMMUNITY PARTNERSHIPS

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

Collaboration with Community Agencies/Programs

Key to the success of the FACE program is the establishment of a network of collaborative partners that provide needed services for FACE families. These collaborators also serve as a recruitment source for FACE and view FACE as a resource for their clients and programs.

Many of the FACE sites are remote and services are difficult to obtain. Nevertheless, programs report an extensive network of collaborative relationships. The network includes agencies and programs that provide basic services, such as social, health, housing, and law enforcement services (see Table 38). The network also includes educational institutions and programs for adults and children.

Table 38. Percentage of FACE Programs in Communities Where Services are Available and Percentage of Programs With Service Available by Type of Collaboration

Community Agency	Percent of Programs That Have Service (N=35)	Percent of Programs With Available Service Where: No Collab-oration Occurred	Information Was Exchanged	FACE Referred to Agency	Agency Referred to FACE	(N)
BASIC SERVICES						
Health services	100	3	89	60	23	(35)
Tribal/BIA social services	100	11	74	51	43	(35)
WIC	100	14	71	49	23	(35)
TANF (Temporary Assistance for Needy Families) agency	97	15	68	53	53	(34)
Housing services	94	21	58	52	9	(33)
County/state social services	91	19	69	44	31	(32)
Community services like alcohol & drug abuse services, domestic violence, etc.	91	9	81	50	38	(32)
Tribal court/law enforcement	91	19	66	16	31	(32)
EDUCATIONAL SERVICES						
Tribal college or other post-secondary institution	94	6	82	70	12	(33)
Workforce Development	89	10	77	52	32	(31)
Tribal/BIA adult education	80	4	82	54	50	(28)
Head Start	100	11	74	60	34	(35)
Public school	91	31	63	19	16	(32)
Public Preschool	77	33	59	41	22	(27)
Tribal Early Intervention	69	4	92	67	33	(24)
State Early Intervention	66	26	65	52	13	(23)
Early Head Start	43	27	60	47	27	(15)
Private Preschool	20	71	14	14	14	(7)
Even Start	20	14	71	71	71	(7)

Basic Services

In the area of basic needs, all FACE programs are located in communities where health services; tribal or BIA social services; and Women, Infants, and Children (WIC) program services are available. Almost all programs are located in communities where the staffs can access the Temporary Assistance for Needy Families (TANF) agency (97%) and housing services (94%). All but three programs (91%) are located in communities served by county or state social services; services for abusive situations, such as alcohol and drug abuse or domestic violence; and tribal law enforcement services.

Even though services are available in their community, not all programs networked with all the available services. Approximately 20% of programs did not network with housing services, county or state social services, or tribal law enforcement services that exist in their communities. Fifteen percent of programs did not collaborate with TANF or WIC and approximately 10% did not collaborate with tribal or BIA social services or organizations that address abusive situations. Only one program did not network with health services.

For those programs that collaborate, the nature of the collaboration with networking organizations varies among FACE programs and might include the exchange of information, receipt of referrals from a collaborator, and/or referrals made to a collaborating partner. Among these types of collaboration, information exchange occurs for the highest percentage of FACE programs. Almost 90% of programs in communities where services are available exchanged information with health services. Approximately 80% shared information with community agencies for abusive situations. Approximately 70% exchanged information with tribal or BIA social services, TANF, WIC, county or state social services, and law enforcement services. Almost 60% exchanged program information with housing services.

FACE families were referred for service to collaborating partners. Sixty percent of programs referred FACE families to health services. Approximately one-half of programs referred families to tribal or BIA social services, TANF, WIC, housing services, county or state social services, and agencies for abusive situations. Approximately 15% referred families to tribal court or law enforcement services.

Collaborators view FACE as a resource for their clients and thereby become recruiters for FACE. Almost 55% of the programs located in communities where service is available received referrals from TANF, and approximately 40% received referrals from tribal or BIA social services and community service programs for families in abusive situations. Approximately 30% received referrals from county or state social services and tribal law enforcement services. Almost one-fourth received referrals from health services and from the WIC program. Housing services made referrals to almost 10% of programs.

Educational Services

In the area of educational services for adults, most FACE programs (94%) are in communities that have one or more post-secondary institutions, and all but two of these programs collaborated with the post-secondary institution(s). While only four programs received referrals, approximately 80% exchanged information and 70% made referrals.

The Workforce Development program is available for adults in most FACE programs (89%) and all but three of these programs included Workforce Development in their community services network. Approximately three-fourths of programs with service available exchanged program information with Workforce Development and approximately half made referrals to the program. One-third of FACE programs received referrals from Workforce Development.

Eighty percent of programs are in communities where Tribal or BIE adult education is available. Of these programs, only one did not collaborate with adult education. Approximately 80% of FACE programs with service available exchanged information with adult education service providers. Half made referrals to adult education and half received referrals from adult education.

FACE programs also collaborate with agencies that provide educational services for children. Even though educational services for children are available in their community, not all programs network with the available services. Although Head Start is available in all the FACE communities, 11% (four programs) did not collaborate with Head Start. However, three-fourths exchanged program information, 60% made referrals to Head Start, and one-third received referrals from Head Start. Most programs (91%) can access a public school, but only 70% of these programs did so. Almost 60% exchanged information, 40% made referrals, and almost one-fourth received referrals from the public school in the community.

Almost 70% of FACE programs have a Tribal Early Intervention program available and all of these programs except one collaborate with Tribal Early Intervention. Approximately 90% of programs with service available exchanged information. Two-thirds made referrals and one-third received referrals from the Tribal Early Intervention program in their community.

Three-fourths of programs have a State Early Intervention program available in their community. One-fourth of these programs did not network with the State Early Intervention program. Two-thirds exchanged information, and approximately half made referrals. Only three programs received referrals from the state program.

Less than half of FACE programs are in communities with an Early Head Start (43%), private preschool (20%), or Even Start (20%) program. Of programs with service available, one-fourth did not collaborate with Early Head Start but 60% exchanged information. Approximately half made referrals to the Early Head Start program, and four programs received referrals. Of the seven programs in communities where private preschool is available, five of them did not collaborate with the private preschool. Of the two programs that did collaborate, one exchanged information, one made referrals, and one received referrals. Of the seven programs in

communities where Even Start is available, two programs did not collaborate. Five programs exchanged information, made referrals, and received referrals.

Integration of Culture

The FACE goal to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* is addressed and the community and school connections are strengthened through the integration of culture and tribal language with the FACE program. In approximately one-third of the FACE schools, the tribal language is *well integrated* with the K-3 curriculum and in 60%, it is integrated *to some degree*.[58]

Program staffs reported the frequency with which native language and cultural beliefs and values are integrated in home-based services and center-based services. All programs integrate their language and culture at least to some degree (see Table 39).

Table 39. Percentage Distribution of FACE Sites Reporting Frequency of Tribal Language and Native Culture Integration in Services (N=33)

	Never	Almost Never	Sometimes	Almost Always	Always
Home-based Services					
Personal visits	0	9	39	39	12
Parent group meetings	0	3	58	21	18
Center-Based Services					
Early childhood education	0	3	21	48	27
Adult education	0	0	61	30	9
PACT Time	0	0	58	24	18
Parent Time	0	0	55	42	3

Half of the programs (similar to the previous year) *always* or *almost always* integrate native culture and tribal language during personal visits. In almost 40% of the programs, staffs *sometimes* integrate native culture and language during personal visits, and in almost 10% of the programs, they *almost never* integrate culture and language during personal visits. At 40% of the sites (10% fewer than reported doing so the previous year), staffs *always* or *almost always* integrate native culture and language during parent group meetings, and at almost 60% of the sites, they *sometimes* do so. One staff reported that they *almost never* integrate native culture and language during group meetings.

[58] FACE staffs rated the degree to which tribal language is a focus for their school's K-3 curriculum. Rating options include *not at all, to some degree*, and *well integrated*.

Three-fourths of staffs (10% fewer than reported doing so the previous year) *always* or *almost always* integrate culture and language during preschool, and approximately 20% *sometimes* do so. One staff reported that they *almost never* integrate native culture and language during preschool. In adult education, tribal culture and language are *always* or *almost always* integrated at almost 40% of the FACE sites (15% fewer than reported doing so the previous year). They are *sometimes* integrated in approximately 60% of the programs. Approximately 45% of the program staffs *always* or *almost always* integrate culture and language during PACT Time and Parent Time, and approximately 55% *sometimes* do so.

To integrate native culture and tribal language, about half of FACE programs have obtained the services of the school's culture teacher, primarily for their center-based program. At approximately 45% of the sites, the culture teacher provides classroom instruction for FACE preschoolers; and in approximately half of schools (a 20% increase compared to the previous year), the culture teacher provides classroom instruction for adults (see Table 40). In half of the schools, the culture teacher helps the FACE staff prepare for culture and language instruction that staff members provide.

Table 40. Percentage Distribution of the Frequency That Schools' Culture Teacher Assists FACE
(N=34)

Ways in Which School's Culture Teacher Assists FACE	Never	A Few Times a Year	Monthly	Weekly
Provides classroom instruction for FACE children	56	3	0	41
Provides classroom instruction for FACE adults	50	12	3	35
Assists the FACE staff in efforts to integrate culture and language in the program	50	29	9	12

The frequency with which the culture teacher provides classroom instruction has increased over time. The percentage of sites where *weekly* instruction occurs in the preschool and in the adult education classroom increased by 12% compared to PY05. The frequency with which the culture teacher assists the FACE staff in efforts to integrate culture and language in the program declined. Weekly assistances occurred at 12% of the sites in PY06 compared to 20% of the sites in PY05.

FACE program staffs were asked to describe ways in which tribal cultural and language activities have been integrated with FACE services. Responses indicate an ongoing awareness of the importance of designing and implementing a program that meets the goal to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program.*

Three-fourths of the staffs stated that the tribal language was either spoken during service delivery and/or taught as part of their FACE program. Almost one-third of the programs include language or culture classes as part of the curriculum for their center-based adults and four

programs include classes for their center-based children. At one site, the FACE staff was enrolled in a native language course during PY06. The extent of integration of language varies among sites. The parent educators at almost one-third of the sites deliver personal visits in the tribal language or use a combination of English and the family's native language. Nine staffs reported that language is incorporated throughout the center-based day. At some sites center-based adult classes are conducted in the native language, and at other sites, the native language is used during Parent Time. Other ways that language is incorporated into FACE include the translation of home-based and/or center-based lessons into the native language or the incorporation of some native language into the lessons. At least 35% of early childhood teachers incorporate language during Circle Time; for example, they teach the names of colors, numbers, months, days, animals, body parts, and/or foods. They teach greetings, songs, and the clan system. At a few sites, an elder teaches the children the language. Both center-based and home-based children use books written in their tribal language. In at least 20% of the programs, integration includes preschool teachers posting labels in the classroom in both the tribal language and English and placing cultural artifacts in the classroom. Labels and artifacts are also found in adult education classrooms. At one site, adults make flash cards, books, and puzzles using their culture and native language.

All but one staff described ways that native culture is incorporated into the FACE curriculums. It is most often incorporated during group sessions (e.g., Parent Time, PACT Time, group time during adult education, group time during preschool, or home-based group meetings). Examples of topics include traditional food preparation, traditional farming methods, and traditional child rearing methods. Guest speakers share cultural information and conduct related activities. Staffs facilitate cultural-related projects for their participants, such as sewing dance regalia, quilts, baby slings, or sashes; beading moccasins, jewelry, or clothing; weaving baskets or rugs; cooking traditional foods; and constructing drums or cradleboards. Traditional stories, dance, and songs are shared. At two sites, cultural activities are linked to monthly themes. At another site, the Navajo philosophy of learning is integrated with EFF standards and preschool key learning experiences. In at least two other programs, students share and discuss traditional values and morals and contemporary issues.

Half of the staffs indicated that cultural integration occurs by the participation of FACE families and staff members in community, school, or program cultural events. Cultural events include field trips to culturally significant places, sugar bush and wild rice camp, powwows, year-end celebrations, Native American Week, monthly traditional dress day, Elders Day, Corn Roast, Gathering of Nations, monthly Cultural Family Night, Native American Early Learning Project, ceremonies, and other special events.

In spite of similarities, each program's efforts are unique, as exemplified by the following listing:

> *Delivery of home visits in the Navajo language or Navajo-English languages, based on family preference. Center-based integration of Navajo language/culture at circle, lunch, and throughout day. Center-based culture time with foster grandma who introduced basic concepts, such as clan names, animals, colors, [and] body parts in Navajo. Center-based adults speaking Navajo as their primary language in the adult education classroom. Cultural education*

workshops, learning activities (e.g., making cradleboards), [and] fieldtrips to culturally significant places. Access to cultural classes offered by. . . continuing education.

One staff summed up integration by writing,

FACE students participate in school cultural events. Students speak [our tribal] language on a daily basis, and cultural activities are integrated into EC time and adult education.

Adult Involvement with the Community

FACE adults reported the frequency of their involvement in their community at the end of PY06. A higher percentage of center-based adults participate in each of the community involvement activities than did so the previous year.

- Most FACE adults (86%) participate in community events; on average, they do so a little more than *a few times a year,* less frequently than the previous year. Almost all adults who participate in only center-based services participate in community events (94%), significantly more than the 84% of home-based adults and the 86% of both home- and center-based adults who do so ($p < .05$). See Table 41.

- Seventy-five percent of adults used community resources that support learning, and, on average, they do so almost as frequently as *a few times a month*. There are no significant differences in the frequency with which adults who receive different types of services use the resources.

- Almost 60% of adults accessed community resources designed to meet special needs, such as social services. They do so *a few times a year,* on average. There are no significant differences in the frequency with which adults who receive different types of services use the resources.

- One-half of adults attend tribal/chapter meetings and volunteer to help community services programs, engaging in these activities more frequently than *a few times a year,* on average, and more frequently than the previous year. Center-based only adults and both center- and home-based adults attend tribal or chapter meetings significantly more frequently than do home-based only adults ($p < .05$). Center-based adults (63%) volunteer to help community service programs significantly more frequently than the 51% of home-based adults or the 51% of both center- and home-based adults who do so ($p < .05$).

Table 41. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency[59] of Involvement by FACE Service and Overall

Community Involvement Activity	Type of services in which adults participate: 1 Home-Based (N=669)		2 Center-Based (N=129)		3 Both Home- and Center-Based (N=325)		All Adults (N=1,123)		Significant Differences*
	% reporting involvement	average frequency of involvement	% reporting involvement	average frequency of involvement	% reporting involvement	average frequency of involvement	% reporting involvement	average frequency of involvement	
Participate in community social events	84	2.9	94	3.4	87	3.0	86	3.0	2 > 1, 2 > 3
Use community resources that support learning	74	2.5	81	2.8	74	2.6	75	2.6	ns
Use community resources that are designed to meet special needs	57	2.1	63	2.2	57	2.2	58	2.2	ns
Attend tribal or chapter meetings	48	1.8	59	2.2	53	2.0	51	1.9	2 > 1, 3 > 1
Volunteer to help community service programs	51	1.9	63	2.4	51	2.0	52	2.0	2 > 1, 2 > 3

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

[59] 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*.

NEEDS AND RECOMMENDATIONS

This section is intended to provide information for program planners and trainers relative to program training and support needs. Program recommendations are provided from the perspectives of FACE staffs, participants, and the evaluators.

NEEDS

FACE staffs rated the adequacy of the support and training they received to help them implement the FACE program. Compared to the previous year, somewhat fewer staffs rated the support, training, and technical assistance provided as *very adequate* (see Table 42).

Table 42. Percentage Distribution of Staff Ratings of Adequacy of Support and Training (N=35)

	Very Inadequate	Inadequate	Adequate	Very Adequate
Training and technical assistance provided by PATNC to home-based staff	0	3	31	66
Training and technical assistance provided by NCFL to center-based staff	0	3	49	49
Support provided by RTA, NCFL, and PATNC on organizing and completing paperwork	0	6	46	49
Support from BIE	3	3	60	34
Support from school administration	0	18	50	32

- Two-thirds of staffs rated the technical assistance and training provided by PATNC as *very adequate*. All but one of the remaining programs rated the training and technical assistance provided as *adequate*. The program that gave the inadequacy rating was a new program with a staff that needed more information and training.

- Almost one-half of staffs rated training and technical assistance provided by NCFL as *very adequate*, and almost one-half rated the training and technical assistance as *adequate*. Only one program rated NCFL's training and technical assistance as *inadequate*. The program that gave the inadequacy rating was an established program that requested greater thoroughness from their technical assistance providers.

- Almost one-half of staffs rated support provided by NCFL, PATNC, and RTA for completing paperwork as *very adequate*, and all but two of the remaining programs rated the support as *adequate*. One staff wrote,

Need to streamline data/paperwork requirements so only essential data are collected. Training and/or more explanation on new data to be collected would be appreciated to clear up any ambiguities and clarify (ex: developmental delay v. learning disability) with examples.

- Approximately one-third of staffs rated support received from the BIE as *very adequate*. All but two of the remaining staffs rated the support as *adequate*. One program that gave a rating of *inadequate* for support provided recommended that the BIE conduct a site visit in year one or two of implementation rather than year three. Another program indicated that it needed more assistance with areas identified as weaknesses by the BIE.

- The ratings for support provided by the school administration continue to be lower than the ratings for support provided by other groups. Support from the school administration was rated as *very adequate* by approximately one-third of staffs and as *adequate* by half of staffs. Almost 20% of programs (six programs) reported that the support was inadequate compared to only one program that gave an inadequacy rating the previous year. Staffs that rated the support provided by their school administration as *inadequate* or *very inadequate* sought improved communication about school events and activities, administrator participation in FACE training, assistance with recruitment, or greater administrator participation in staff meetings and in visits to the program.

Training and Support Needs

Staffs were asked to describe any FACE training or other support needed for their program. Staffs at 89% of the sites described their programs' needs.

At the end of PY06, early childhood education staffers at four sites needed FACE implementation and follow-up training. Seven FACE staffs requested training on meeting the needs of children who require special services, including laws, updates, identification, and techniques. Four staffs requested training on assessment and screening, including screening for vision problems. Two staffs requested training on transitioning children to kindergarten, including children with special needs. Two staffs stated needs for training on classroom instructional strategies, especially literacy strategies and active learning methodologies. Each of the following training topics for early childhood education staffers was requested by only one program: strategies for integrating tribal language and culture, classroom management strategies, strategies for introducing music in the classroom, early childhood education standards, NAEYC accreditation process, nutrition, and teaching parents effective ways to toilet train their child.

At year-end, the adult educator at two sites required FACE implementation and follow-up training. Six staffs requested training on classroom instructional strategies for adults, including strategies for helping students prepare for the GED, literacy strategies, active learning methodologies, using Equipped for the Future, and strategies for working with non-degree-seeking adults. Each of the following training topics for adult educators was requested by only one program: strategies for integrating tribal language and culture, classroom management

strategies, alternative assessment tools, strategies for introducing music in the classroom, nutrition, teaching anger management, career opportunities for adults, and working with adults on grief/crises/stress management.

At the end of PY06, the parent educators at one site needed FACE implementation and follow-up training. Six programs requested PATNC training on serving children ages 3 to 5. Two programs listed training on working with children with special needs. Each of the following training topics for parent educators was requested by one program: integration of culture and language, child development; screening; an update on PAT; and family portfolios, especially what to keep and what to discard.

Seven FACE staffs requested leadership training on team building, conducting weekly meetings, organizational strategies related to data collection and maintenance, and assets/strengths-based management. Six staffs requested training on technology; suggested topics include introduction to computers, the digital camera, photograph printing, Excel software, Power Point software, money/business management, and HyperStudio software. Five staffs requested training on the software for creating RealeBooks. Two staffs stated the need for the enhanced Dialogic Reading training for their early childhood educators and other staffers. Two staffs expressed their interest in receiving CPR/first aide training. Each of the following training topics was requested by only one program: retention and recruitment, monthly reporting, end-of-year reporting, grant writing, FACE update (requirements, new policies, and goals), action planning for serving teen parents, and chauffeur driver license. One staff requested online classes.

A few FACE staffs also listed program support needs. Funding to adequately compensate staff members, particularly those with longevity in the FACE program, was listed by two staffs. The following were each listed by one program: the development of a share mail network for parent educators, help with the NAEYC accreditation process, development of an alternative to the current background check for adult students (some adults who are not a threat to children are kept from enrolling in the program because of the restrictions of the current background check system), and childcare for younger children of center-based parents. One staff requested that programs receive all sample family file forms for the upcoming year by May 1st and that no new forms be introduced during a school year. One site suggested recognizing a program each month and sharing information about that program with the other FACE sites. One staff suggested the requirement that the FACE coordinator position be filled prior to the beginning of a new program year. One staff listed High Scope training for teachers in kindergarten to grade 3. Another staff listed the need for administrators to attend FACE implementation training in order to better support the program.

When asked to describe training and support needs, one staff wrote the following:

- *Active learning methodologies [including] concrete examples of how active learning is carried in each domain of development [and] what active learning looks like in a typical FACE classroom setting.*

- *More on native language/culture during home visits and in the classrooms [including] ways to encourage families to speak their native language with their children, research on*

benefits of knowing and using one's native language (specifically American Indian) to share with families, [and] methods for teaching native language as a second language.

- *CPR/First Aid [and] CDL training to build a pool of qualified drivers at the school.*

- *Strategies for staying organized throughout the year, [thus] not getting overwhelmed by paperwork, [to include] formats for establishing our own data banks to collect the RTA data during the year.*

To help identify program needs, staffs were asked to rate how effectively they use their planning time for individual planning, team planning, working on paperwork, and recruiting and retention activities. Almost 70% of staffs reported that they use their planning time for individual planning *very effectively* (see Table 43). Approximately 30% of staffs might benefit from help in this area. Approximately 55% of staffs reported that they use their planning time for team planning and for working on paperwork *very effectively*. Approximately 45% of staffs indicated that they were only somewhat successful or not very successful in using planning time for team planning and paperwork. Sixty percent of staffs might gain from assistance in using their planning time for recruiting and retention activities. Only 40% indicated that they used their planning time *very effectively* for recruitment and retention.

Table 43. Percentage Distribution of FACE Staff Ratings of Effective Use of Planning Day

	Not Very Effectively	Somewhat Effectively	Very Effectively	(N)
For individual planning	3	29	68	(34)
For team planning	3	40	57	(35)
For working on paperwork	3	41	56	(34)
For recruiting and retention activities	3	57	40	(35)

Staffs listed other uses for planning time. Six staffs reported using planning time for collaborative activities with the school; all but two of these staffs reported that they use planning time for collaboration *very effectively*. Four staffs indicated that they use planning time for collaborative activities with the community (e.g., Early Childhood Council, Child Find, Health Fair, mini-workshops); all but one reported that this is very effective use of planning time. One or two staffs listed the following uses of planning time and all rated planning time for these uses as very effective: participating in schoolwide committee meetings, engaging in activities with families, picking up FACE supplies, planning for the national conference, socializing/celebrating, and holding meetings with parents.

RECOMMENDATIONS

The FACE program staffs, participants, and evaluator made recommendations.

Staff Recommendations

Approximately two-thirds of FACE programs offered recommendations. When more than one staff made a recommendation, it is noted.[60]

The following recommendations pertain to training and technical assistance:

- Hold implementation training for new staffers earlier in the program year, perhaps during the summer so that service to families is not interrupted (recommended by two staffs).
- Provide update training for all staffers every three to four years.
- Increase training opportunities on leadership.
- Cross-train FACE staffers.
- Increase training opportunities on preschool teaching techniques.
- Increase training opportunities on working with children with special needs.
- For the national conference, include the intended audience (i.e., attendees who would most benefit from the session) in the descriptions of all sessions.
- Hold trainings at tribally-owned facilities.
- Hold mini regional/agency conferences for information sharing (requested by two programs).
- Approve two site visits per year to observe other FACE programs and to collaborate.
- Lengthen the time for site visits from NCFL and PATNC staffers.
- Provide very specific information in the technical assistance feedback reports about the strengths and weakness of the program.
- Provide more support for the NAEYC accreditation process, including assistance with the funding.

The following recommendations concern changes to the FACE program:

[60] The data for this report were collected in PY06 and shared with the BIE, NCFL, and PATNC.

- Drop the required number of weekly personal visits for parent educators from 12 to 10 to allow more time for making up missed visits.

- Allow some flexibility for each program to meet the needs of their community. One staff cited the need for a more flexible schedule to accommodate the children of working parents. At this site, FACE children were transferring to the Head Start program.

- Hold a RealeBook/Webbe book recognition contest, similar to the parent essay contest.

The following recommendations pertain to administration and management:

- Provide additional or "full" funding (recommended by seven staffs). Reasons for needing the funding varied and include the following: to hire a full-time coordinator; to adequately compensate staff members who have served in the FACE program for a considerable length of time, and to help with transportation costs. One staff wrote,

  We would like to see continuation of the program and an assurance that there will be future funding to sustain it.

- Address family records/evaluation issues (recommended by six staffs). Six staffs encouraged a reduction in paper work and the examination and change of forms to decrease the redundancy. Three staffs requested that they receive all required forms for the new program year prior to the start of the new year. Two staffs requested a computer-based system for data collection. One staff requested the development of an alternative to the use of personal data, such as social security numbers, by the BIE and RTA. One site requested written assurances from the BIE and RTA that controls are in place to insure confidentiality.

- Update and disseminate the FACE directory early in the program year.

- Demonstrate more cultural sensitivity to local settings, thereby avoiding "one size fits all" thinking.

Participant Recommendations

When adults completed the end-of-year exit survey, they were asked to provide recommendations to improve FACE services. Almost 270 adults from 36 sites offered recommendations to improve their program. Of these adults, approximately two-thirds are home-based parents, and one-third are center-based parents (11% of home-based adults and 16% of center-based adults responded).

- Parents (70 parents) from 25 sites expressed the need for more activities or changes in activities, particularly for the home-based program. Parents from 14 programs requested more field/educational trips for all FACE families. Suggestions for specific outings include incorporating more outdoor activities, such as wilderness trips for working on hearing and touching senses, swimming lessons, cookouts, and other summer time outings.

Other suggestions listed by parents from one to three programs include the following: increase the number of family nights; offer more meetings specifically for dads; hold more activities for single parents; offer more incentives; include a group game during family meeting time; offer child-age-specific meetings; hold birthday or other celebrations; offer more opportunities to use the native language, to share traditions and to learn the native culture; offer more activities where home-based children can interact; offer more art, music, and cooking activities for parents; and allow plenty of opportunities for parents to socialize. Parents at several sites indicated the need for a change in the day or time when group meetings are offered so that more families can attend.

- Parents (63 parents) from 22 sites made recommendations that pertain to the FACE staff. Comments from parents at nine sites indicate the need for better communication, especially from the center-based teachers and among all staff members. Center-based parents at six sites were concerned about the qualifications and/or commitment of the adult educator who served their program. Other suggestions from parents at one to three sites include the following: employ additional parent educators so that more home-based families can be served; employ staffers who will stay longer than a year; train staffers in all aspects of FACE; increase the number of center-based staffers to decrease child-teacher and adult-teacher ratios; show greater understanding of daily problems faced by parents; improve teamwork and organization, especially organizational issues that pertain to group sessions, events, and field trips; keep appointments; and improve professionalism.

- Personal visits were addressed by parents (38 parents) from 13 sites; they recommended offering more personal visits. Parents at some sites requested the opportunity to have evening and/or weekend visits. Parents at several sites asked for personal visits during the summer and at several other sites requested that their parent educator leave a book at each visit. At one site, parents requested that personal visits last a minimum of 30 minutes and that parent educators keep their appointments. Parents at one site asked for the opportunity to have some of their visits at the school. A few parents recommended the addition of information on specific topics, such as postpartum issues, how to interact with infants, and learning disabilities in young children.

- Parents (17 parents) from 11 sites commented about the need to increase recruitment efforts, and thereby involve more families—especially high-risk families—in the FACE program.

- Parents (30 parents) from 11 sites recommended changes for adult education. At 10 sites, parents requested more time for adult education; parents in several of these programs suggested that FACE offer a longer school year. Other suggestions listed by parents at one to three sites include the following: offer college or vocational classes; continue or offer science and history curriculums; spend more time on GED preparation; improve the adult education component, in general; decrease the number of required daily forms; offer career counseling; lengthen the "drop everything and read" time; give more individual attention; hold evening sessions for adults; increase educational supplies; offer a FACE program strand for teen parents; provide additional information on planning ahead for child's

education; provide more attention to the issues of non-traditional parents; and schedule more time to interact with child.

- Parents (10 parents) at eight sites expressed the need for center-based services for children younger than preschoolers. The recommendation to offer center-based services for infants and toddlers so that families can participate in the center-based program was made by parents at five sites. Recommendations for home-based families include offering group playtime for home-based children and baby-parent group time.

- Parents (13 parents) from six sites made recommendations to improve transportation for their FACE program. Two programs need to provide transportation services so that FACE center-based participants can attend the program. At another site, families need transportation or help with the cost of gasoline for field trips. Parents at one site are concerned about the driving ability of the their bus driver. Parents at two sites believe that changes need to be made to bus routes.

- Parents (6 parents) at four sites indicated that the space provided for the FACE program is inadequate. Space to conduct workshops or group meetings is particularly lacking.

- Although parents were asked to make recommendations to improve the FACE program, parents (32 parents) from 11 sites took the opportunity to praise the program and recommended that the FACE program continue in their community. Parents wrote,

  I love the home visits and the education I receive.

  I have learned a lot. Please continue to help families.

Evaluator Recommendations

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

- Continue most current evaluation procedures including meeting annually with the BIE, NCFL, and PATNC staffs to review data; continue emphasis on keeping FACE sites accountable for providing complete and timely data; and continue to require administrators to attend FACE training to help them understand and support the program.

- Collaborate with the BIE in sharing information in the development of a comprehensive database for school-aged children. This database would include information about FACE participation.

- Focus on updating the longitudinal database—adding risk factors and ensuring accuracy of information.

- Focus on participation and outcome changes over time.

- Continue to focus on the intensity of services received by families.

APPENDIX A

FACE Sites by First Year of Implementation

FACE Sites by First Year of Implementation[61]

1991

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

1992

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

1993

Alamo Navajo Community School, Magdalena, NM
Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM
Blackwater Community School, Coolidge, AZ
Chinle Boarding School, Many Farms, AZ
Crownpoint Community School, Crownpoint, NM
Kickapoo Nation School, Powhattan, KS
Lac Courte Oreilles Ojibwe School, Hayward, WI
Rough Rock Community School, Chinle, AZ
Meskwaki (Sac & Fox) Settlement School, Tama, IA (discontinued FACE implementation after PY97)
Tohaali Community School (Toadlena), Newcomb, NM

1994

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

2001

Coeur d'Alene Tribal School, De Smet, ID (discontinued FACE implementation after PY05)
Cottonwood Day School, Chinle, AZ
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
Paschal Sherman Indian School, Omak, WA
Salt River Elementary School, Scottsdale, AZ

[61] Four of the FACE sites listed did not implement FACE in PY06. They are: Conehatta Elementary School and Meskwaki (Sac & Fox) Settlement School, Coeur d'Alene Tribal School, and Jeehdeez'a Academy.

FACE Sites by First Year of Implementation

2003

Beclabito Day School, Shiprock, NM
Mescalero Apache School, Mescalero, NM
Oneida Nation Elementary School, Oneida, WI
Santa Rosa Boarding School, Sells, AZ
Seba Dalkai Boarding School, Winslow, AZ
St. Francis Indian School, St. Francis, SD
Tiospa Zina Tribal School, Agency Village, SD

2005

Pearl River Elementary School, Philadelphia, MS

2006

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

APPENDIX B

FACE Data Collection Instruments

FACE EVALUATION DATA COLLECTION CHECKLIST
for Program Year 2006 (July 1, 2005-June 30, 2006)

Data requirements for program evaluation are listed below, but are subject to change. FACE coordinators will be notified of any changes. Copies of forms should be mailed, faxed, or emailed to the designated location at the indicated time(s). The address for Research & Training Associates, Inc. (RTA) can be found at the end of the next page. Forms that are provided by RTA are available electronically on request.

Data Requirements	Where to send forms (RTA address information is at the end of the next page)	Due Date
a. Forms provided by RTA:		
▪ ***Monthly Participation Data form—*** Data should reflect program participation and achievements for the preceding month	Fax or email to RTA (Vicki Yarnell—913 451-8190) and CSI (Debbie Lente-Jojola—505 248-7545)	The 5th of each month
▪ ***Enrollment form***—Complete one *Adult's Information* enrollment form for each adult and one *Child's Information* enrollment form for each child at the time they begin participation in PY06. Keep together enrollment forms for individuals who participate as a family.	Send to RTA	May 31
▪ ***Participation roster—***To be completed by the FACE staff as a team. Include names and service information for ***all*** FACE participants—adults and children. Participants should be listed ***only once*** on the roster.	Send to RTA	May 31
▪ ***Center-based and Home-based Adult Achievements roster***—Record all adult achievements—for both center- and home-based adults.	Send to RTA	May 31
▪ ***Summary of Screening form***—Provide summary information for all center- and home-based children. Using the ASQ, Health Record, and any other information, complete a Summary of Screening form for each child.	Send to RTA	May 31
▪ ***Exit or End-of-Year Survey for FACE Adults***—To be completed by ***all*** adults (both center- and home-based) who participate during PY06. Complete at the time of program exit, or at the conclusion of the program year.	Send to RTA	May 31
▪ ***Literacy Environment Inventory***—Parent educators complete this 2-page inventory **twice** for each family, once at the beginning of the family's participation in PY06 and at the end of the program year (or the end of their participation).	Send to RTA	May 31
▪ ***FACE Team Evaluation Study Questionnaire—***To be completed by FACE staff as a team. This form will be provided near the end of the program year.	Send to RTA	May 31

Data Requirements	Where to send forms (RTA address information is at the end of the next page)	Due Date
b. Other data to be collected from the FACE staff:		
▪ Copies of ***ASQ Information Summary Sheets:*** two for each home-based child and one for each center-based children.	Send to RTA	May 31
▪ Copies of ***ASQ-SE Information Summary Sheets,*** as needed for home-based children only.	Send to RTA	May 31
▪ Copies of ***Work Sampling checklists*** for center-based children.	Send to RTA	May 31
▪ Copies of the ***PAT Health Record*** for both home- and center-based children.	Send to RTA	May 31
▪ **Expressive Language assessment** results for center-based children will be collected by NCFL.	Send to NCFL	Throughout the year per testing timeline

Send forms to:
Research & Training Associates, Inc.
11030 Oakmont Street, Suite 200
Overland Park, Kansas 66210-1100

Phone (Vicki Yarnell): (913) 451-8117 x237
Fax: (913) 451-8190
Email: vyarnell@rtainc.com

BIA FACE PROGRAM EVALUATION DATA,
Program Year 2006 (July 1, 2005 – June 30, 2006)—Enrollment Form

This form should be completed at the time of enrollment in PY06. Your responses to the following questions will be combined with those from other FACE participants to provide information to the Bureau of Indian Affairs about the FACE program. All information will remain confidential.

Date (mo/day/yr) ____/____/____

Adult's Information

Adult's Name _____ Social Security # ____-___-_____

Date of birth (mo/day/yr) ____/____/____ Male ❒ Female ❒

Address _____ Phone number _____

1. What is the highest grade you completed ***before*** you enrolled in FACE? _____

   Place a check (✓) by each educational experience you had ***before*** you enrolled in FACE:

   ❒ Received a high school diploma
   ❒ Completed a GED
   ❒ Attended a job training program
   ❒ Completed some college course(s): __ credit hours
   ❒ Received a certificate (describe) _____
   _____
   ❒ Received a 2-year Associate Degree
   ❒ Received a Bachelor's Degree
   ❒ Received a Master's Degree
   ❒ Other: _____
   _____

2. Are you currently attending school (other than FACE adult education)? ❒ Yes ❒ No

3. Are you currently employed? ❒ Yes ❒ No
   If yes, approximately how many hours a week do you work? ___ *hours per week.*

   If yes, for what company/organization do you work? _____

4. Do you currently receive financial assistance from a state, federal, or tribal agency? ❒ Yes ❒ No

5. Children with whom you are participating in FACE:

		Do you live with this child? Yes	No
Child's name _____	Your relationship to child _____	❒	❒
Child's name _____	Your relationship to child _____	❒	❒
Child's name _____	Your relationship to child _____	❒	❒

Prenatal (unborn) child ❒ Yes ❒ No

6. Please describe why you enrolled in FACE (check all that apply):
   ❒ To obtain a GED or high school diploma
   ❒ To improve my academic skills so I can go to college/technical school or get other training/education
   ❒ To improve my parenting skills
   ❒ To improve my chances for getting a job or a better job
   ❒ To prepare my child for school
   ❒ To help my child get along with others
   ❒ Other (describe) _____

BIA FACE PROGRAM EVALUATION DATA, PROGRAM YEAR 2005-06

Enrollment Form (Continued)

Child's Information

Child's Name _____ Child's Social Security # ____-___-_____

Child's date of birth ____/____/____ Male ❒ Female ❒

Prenatal (unborn) child? ❒ Yes ❒ No

Is this child enrolled in school? ❒ Yes ❒ No If yes, what grade? _____ grade

1. How many people live in the child's home? (Include this child in the counts.)

Total number of people	_____
Number of children aged birth to 4 years	_____
Number of children aged 5 to 8 years	_____
Number of children aged 9 to 13 years	_____
Number of children aged 14 to 17 years	_____
Number of adults aged 18 or older	_____

2. Please provide information about head(s) of household in the child's home:

	Female Head of Household	**Male Head of Household**
Name	_____	_____
Relationship to child	_____	_____
Hours per week employed	_____	_____
Highest grade completed	_____	_____
Currently attending school?	Yes ❒ No ❒	Yes ❒ No ❒

3. Does the family with whom the child is living receive public assistance from a tribal, state, or federal agency? Yes ❒ No ❒

4. What language is spoken in the child's home? (Check all that apply)

   English ❒ Native ❒ Other ❒ (specify)_____

   What is the primary or most frequently spoken language in the child's home?

   English ❒ Native ❒ Other ❒ (specify)_____

BIA FACE PROGRAM EVALUATION DATA
Participation Roster for Program Year 2006 (July 1, 2005 - June 30, 2006)

Program Site _____

Record the amount of service received by every FACE adult and child who participated during Program Year 2006.

Family #	Name* and Social Security #	Birth date	Adult or child *(A/C)*	Trans-portation provided *(Y/N)*	Number of months partici-pated this year	Hours of Adult Ed. received at FACE center	Hours partici-pated in FACE Preschool	Hours participated in FACE center PACT Time (don't include school-aged children)	Hours partici-pated in PACT Time for school-aged child	Hours partici-pated in FACE center Parent Time	Hours of Adult Ed. received at home (provided by FACE A.E.)	Number of Home Visits received from parent educator	Number of Group Mtgs. attended	Hours of Adult Ed received other than at center or in home

*Include prenatal children. Write "prenatal" for unborn children. **Leave blank for prenatal children.

BIA FACE PROGRAM EVALUATION DATA

Center-based and Home-based Adult Achievements Completed During PY06 (July 1, 2005 – June 30, 2006)

Program Site:

Name and Social Security Number of Adult	CASAS Reading ***Scaled* Scores** (150 – 250) in PY06		CASAS Math ***Scaled* Scores** (150 – 250) in PY06		Check (✓) to indicate those adults who set goals and those who completed goals in their role(s) as:						Achievements Write the codes in the appropriate column from the five code groups below to report the achievements of adult participants.				
					Worker		*Parent/ Family Member*		*Citizen/ Community Member*						
	Pre-Score	Post-Score	Pre-Score	Post Score	Set goal	Completed goal	Set goal	Completed goal	Set goal	Completed goal	**E**ducation	**W**orker Role	**P**arent/ Family Role	**C**itizen/ Community Role	**O**ther

Education:	**Worker Role:**	**Parent/Family Role:**	**Citizen/Community Role**:	**Other**:
E1: Successfully completed any GED test or earned high school credit E2: Received GED E3: Received high school diploma E4: Enrolled in college/vocational course E5: Advanced one or more CASAS/TABE levels E6: Completed college/vocational school course E7: Placement in postsecondary education or training; took SAT, ACT or other placement exam E8: Submitted Parent Essay **E9a: Has achieved basic computer skills** E9b: Demonstrates proficiency in computer skills E9: Can use a computer for word processing **E11: Can effectively search the Internet** E12: Completed appropriate learning disabilities testing E13: Completed one or more Verizon online courses E14: Published Webbe book demonstrating basic writing skills	W1: Completed job application W2: Attended job interview or Job Fair W3: Became employed or obtained Green Card W4: Received work promotion W5: Retained employment W6: Obtained a better job W7: Completed Employability Skills Training W8: Completed work-based project or training W9: Participated in job-shadowing (1/2-1 day) W10: Participated in volunteer work experience (1 week or more) W11: Received food handler's training W12: Received food handler's license W13: Worked on CDA W14: Received CDA W15: Received other certification/license W16: Uses specialized technology on the job	P1: Attended parent-teacher conference P3: Became member of PTA/PTO or community parent organization P4: Became a leader in PTA/PTO or community parent organization P5: Increased contact with child's teachers to discuss child's education P6: Participated in additional PACT Time with elementary child at school P7: Became certified in CPR or infant CPR P8 Increased amount of family time spent in reading, homework, family activities P9: Independently sought after and gained family support services P10: Attended additional training courses on parenting, such as seat-belt safety, first aid, positive discipline P11: Active participation or increased involvement in FACE Parent Meetings P12: Participating in family counseling or 12-Step Recovery Program P13: Participate in Family Literacy Night at the school or in community P14: Uses Dialogic Reading strategies with children consistently P15: Produced a Webbe book specific to his/her child's literacy development	C1: Registered to vote or voted for 1st time C2: Voted in local or national election C3: Obtained driver's license or CDL C4: Volunteered in child's school, including reading to elementary children, after-school programs, judging science fair, etc. **C5: Volunteered in community improvement activities, including making quilts and clothing for those in need** C6: Elected to Tribal Council or school board **C7: Participated in fundraising for community projects** **C8: Produced Webbe books to benefit school and/or community** **C9: Wrote a letter to the local newspaper or to a politician to express his/her point of view**	O1: Increased use of spoken Native language O2: Increased use of written Native language O3: Shared Native traditions with other family members or FACE participants O4: Learned new Native skills, such as rug and basket weaving, silver smithing O5: Obtained library card O6: Reduction of receipt of public assistance O7: Obtained Drivers License O8: (Specify any other achievements)

BIA FACE PROGRAM EVALUATION DATA
SUMMARY OF SCREENING FOR PROGRAM YEAR 2006 (July 1, 2005 – June 30, 2006)
For Center-based (CB) and Home-based (HB) Children

Please provide screening information for *all* children who participated in FACE this year.
Program Site _____ Name of Child _____ Child's SS#____-___-_____

If no screening was conducted for this child during the year, please explain why: _____

Area of Screening	Screened during PY06?		Were delays or concerns identified?		Referred for services?		Received services?		Agency to which child was referred	Were delays or concerns resolved?	
	Yes	No	Yes	No	Yes	No	Yes	No		Yes	No
Communication (ASQ)	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Gross Motor (ASQ)	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Fine Motor (ASQ)	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Problem Solving (ASQ)	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Personal Social (ASQ)	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Social Emotional (ASQ-SE, as needed))	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
General Health/Medical	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Dental	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Hearing	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Vision	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑
Other (describe):	❑	❑	❑	❑	❑	❑	❑	❑		❑	❑

1. At the end of PY06, are the child's immunizations up-to-date? ❑ Yes ❑ No
2. Does the child ride in a child safety seat in the family vehicle (*from Health Record*)? ❑ Yes ❑ No
3. Does the child receive special services, such as under the Individual Disabilities Education Act? ❑ Yes ❑ No If yes, does the child have an IEP (Individualized Education Plan)? ❑ Yes ❑ No; an IFSP (Individualized Family Service Plan)? ❑ Yes ❑ No Please describe child's needs:_____

BIA FAMILY AND CHILD EDUCATION PROGRAM EVALUATION DATA
Exit or End-of-Program-Year Survey for FACE Adults, Program Year 2006

FACE School _____ **Date** ___/___/___

Adult's Name _____ **Social Security #** ___-___-_____

All information that you provide will remain confidential. Your responses will be combined with those from other FACE participants to provide information to the Bureau of Indian Affairs about the FACE program.

1. Did your child's participation in FACE help in any of the following ways?

	Yes, a lot	***Yes, somewhat***	***No***	***Not applicable due to child's age***
a. Prepared my child for school.	❑	❑	❑	❑
b. Increased my child's self confidence.	❑	❑	❑	❑
c. Increased my child's verbal/communication skills.	❑	❑	❑	❑
d. Increased my child's interest in learning.	❑	❑	❑	❑
e. Increased my child's interest in reading.	❑	❑	❑	❑
f. Helped my child get along better with others.	❑	❑	❑	❑
g. Other (describe)	❑	❑	❑	❑

2. Describe how FACE participation has <u>*most*</u> helped *your child*.

3. Did participation in FACE help *you* in any of the following ways?

	Yes, a lot	***Yes, somewhat***	***No***
a. Obtained a GED or high school diploma.	❑	❑	❑
b. Improved my academic skills so I can go to college or get more education.	❑	❑	❑
c. Improved my academic skills for my own personal growth.	❑	❑	❑
d. Improved my communication skills.	❑	❑	❑
e. Feel better about myself.	❑	❑	❑
f. Became more self-directed/self-disciplined.	❑	❑	❑
g. Interacted with other adults.	❑	❑	❑
h. Increased my understanding of child development.	❑	❑	❑
i. Learned to more effectively interact with my child.	❑	❑	❑

	Yes, a lot	*Yes, somewhat*	*No*
j. Spent more time with my child.	❑	❑	❑
k. Became more involved in my child's education.	❑	❑	❑
l. Became a better parent.	❑	❑	❑
m. Got a job or a better job.	❑	❑	❑
n. Increased my usage of my native language.	❑	❑	❑
o. Increased my computer skills.	❑	❑	❑
p. I can speak up for my child.	❑	❑	❑
q. I learned how to encourage my child's interest in reading.	❑	❑	❑
r. Other (describe)	❑	❑	❑

4. Describe how your participation in FACE has *most* helped *you*.

5. How often do *you* do each of the following activities?

	Daily or Almost Daily	*Once or Twice a Week*	*A Few Times a Month*	*A Few Times a Year*	*Never*
a. I read for my enjoyment or learning.	❑	❑	❑	❑	❑
b. I spend time writing.	❑	❑	❑	❑	❑
c. I work with numbers—use math to solve problems.	❑	❑	❑	❑	❑
d. I participate in community social events.	❑	❑	❑	❑	❑
e. I attend tribal or chapter meetings.	❑	❑	❑	❑	❑
f. I volunteer my time to help community service programs (for example, youth or senior programs).	❑	❑	❑	❑	❑
g. I use community resources that support learning (for example, libraries, museums, zoos, or parks).	❑	❑	❑	❑	❑
h. I use community resources that are designed to meet special needs (for example, social services).	❑	❑	❑	❑	❑

6. How often do you do each of the following activities with your FACE child (children)?

	Daily or Almost Daily	*Once or Twice a Week*	*A Few Times a Month*	*A Few Times a Year*	*Never*	*Doesn't Apply Because of Child's Age*
a. I read to my child.	❑	❑	❑	❑	❑	❑
b. I listen to my child "read."	❑	❑	❑	❑	❑	❑
c. I tell stories to my child.	❑	❑	❑	❑	❑	❑
d. I play with my child.	❑	❑	❑	❑	❑	❑
e. I let my child make choices.	❑	❑	❑	❑	❑	❑
f. I take my child on special activities (other than FACE activities) outside our home (for example, visit nearby communities or attend powwows).	❑	❑	❑	❑	❑	❑
g. I have discussions with my child about topics such as the day's events or my child's special interests.	❑	❑	❑	❑	❑	❑
h. I encourage my child to complete his or her responsibilities (household chores, for example).	❑	❑	❑	❑	❑	❑
i. I praise my child.	❑	❑	❑	❑	❑	❑
j. I teach my child, help my child learn.	❑	❑	❑	❑	❑	❑

7. Please indicate if and how often you are involved at the school. (Please respond even if you don't have school-aged children.)

	Daily or Almost Daily	*Once or Twice a Week*	*A Few Times a Month*	*A Few Times a Year*	*Never*
a. I attend classroom or school events.	❑	❑	❑	❑	❑
b. I volunteer my time to provide instructional assistance at school (for example, reading to or tutoring children).	❑	❑	❑	❑	❑
c. I volunteer my time to provide other assistance in at school (for example, helping with special events).	❑	❑	❑	❑	❑

d. I participate or have participated on school committees or boards. ❑ ***Yes*** ❑ ***No***

e. I find help I need through the school (for example, obtaining information about community services). ❑ ***Yes*** ❑ ***No***

8. Check the following grades in which you have children enrolled. (If you **do not** have a child in grades K-6, skip to item 9.) ❑ ***Kindergarten*** ❑ ***1st*** ❑ ***2nd*** ❑ ***3rd*** ❑ ***4th*** ❑ ***5th*** ❑ ***6th***

How often do you do each of the following with or for your children in grades K-6?

	Daily or Almost Daily	***Once or Twice a Week***	***A Few Times a Month***	***A Few Times a Year***	***Never***
a. I help my children with their schoolwork.	❑	❑	❑	❑	❑
b. I communicate with my children's teachers about my children (for example, through phone conversations or parent-teacher conferences).	❑	❑	❑	❑	❑
c. I visit my children's classrooms.	❑	❑	❑	❑	❑

9. Will your FACE child(ren) attend kindergarten at this school? ❑ ***Yes*** ❑ ***No***
If not, please explain why.

10. Do you intend to continue participating in FACE? ❑ ***Yes*** ❑ ***No***
Why or why not?

11. If you do *not* intend to enroll in FACE again, please indicate below any other educational classes/programs in which you are enrolled or will be enrolling:

❑ High school classes ❑ GED classes (other than FACE)
❑ Vocational education ❑ ABE classes (other than FACE)
❑ College classes ❑ Other:

12. What recommendations do you have to improve FACE services?

Thank you for taking the time to assist the FACE program!

School: _____ Family Number: _____ Date: __ __/__ __/__ __

FACE Literacy Environment Inventory
Program Year 2006 (July 1, 2005 – June 30, 2006)

FACE Adult's Name (Last, First) Social Security Number

_____ _____-____-_____
_____ _____-____-_____
_____ _____-____-_____

Age(s) of this family's FACE children _____

Parent Educator's Name _____ Date Completed _ _ /_ _ /_ _

This is a form to help the parent educator observe and document the home literacy environment. You will complete the inventory no later than the 4th personal visit at program entry. Complete this form again for each family at the end of the program year. Please refer to the "How to complete the Literacy Environment Inventory" for more complete directions.

	Yes	No
1. There are newspapers and/or magazines for the adult in the home.	❒	❒
2. Children's writing/art work is displayed in the home.	❒	❒
3. There are children's books in the home.	❒	❒
3.a. If yes, the books are within reach of the child.	❒	❒

3.b. If yes, about how many children's books does this family have?
Approximately _____ children's books

4. About how many books for adults does this family have?
Approximately _____ books for adults

5. How would you describe the frequency with which adults talk to the child(ren) throughout the day?

In a Native language:
- ❒ No conversation with child(ren) in Native language
- ❒ Infrequent conversation with child(ren) in Native language
- ❒ Frequent conversation with child(ren) in Native language
- ❒ Very frequent conversation with child(ren) in Native language

In English:
- ❒ No conversation with child(ren) in English language
- ❒ Infrequent conversation with child(ren) in the English language
- ❒ Frequent conversation with child(ren) in the English language
- ❒ Very frequent conversation with child(ren) in the English language

6. How would you describe the parents'/caregivers' support of book/print concepts such as pointing out pictures, words, left to right print on page, and letter names to child?

❒ At few or none of the readings ❒ At some of the readings ❒ At almost all readings

School: _____ Family Number: _____ Date: __ __/__ __/__ __

7. How often are the FACE parent(s)/caregiver(s) involved in the following activities with their child(ren)?

	Never or almost never	A few times a month	Once or twice a week	Almost daily	Daily or several times a day	Not Appropriate due to child(ren)'s age
k. Reads to the child(ren) (includes book sharing, book play).	❑	❑	❑	❑	❑	❑
l. Listens to the child(ren) read/pretend read.	❑	❑	❑	❑	❑	❑
m. Provides opportunities for child to look at books (or read) independently	❑	❑	❑	❑	❑	❑
n. Tells stories to the child(ren).	❑	❑	❑	❑	❑	❑
o. Sings or tells rhymes to the child(ren).	❑	❑	❑	❑	❑	❑
p. Plays with the child(ren).	❑	❑	❑	❑	❑	❑
q. Provides opportunities for child(ren) to scribble/draw/ color/write.	❑	❑	❑	❑	❑	❑
r. Permits child(ren) to watch video tapes, DVDs, and/or television.	❑	❑	❑	❑	❑	❑

Note: a copy of this form will be sent to RTA at the end of PY06 in accordance with the FACE Evaluation Data Collection Checklist instructions.

FACE Team Evaluation Study Questionnaire for Program Year 2006[62]

School: _____

The responses to the items in this questionnaire represent the consensus thinking of the FACE staff at your school. Please hold a meeting to negotiate responses that best represent the thinking of the FACE staff as a group. Return the completed questionnaire to RTA by **May 31, 2006** along with your other evaluation data. If you have any questions, call Vicki Yarnell at 800 922-9031. If you would like an electronic Word version of this form, email your request to vyarnell@rtainc.com.

Part I: FACE Program Information

1. Please provide the responses to the following questions:

   - How many GEDs were awarded to FACE participants during this program year (July 1, 2005-June 30, 2006)? _____
   - How many high school diplomas were awarded to FACE participants during this program year? _____
   - How many adults who participated in FACE this program year gained employment during this program year? _____
   - How many adults who participated in FACE this program year enrolled in higher education during this program year? _____

2. For your FACE program, is there a waiting list of individuals who wish to participate (but cannot be served because the program is at capacity) in:

   Home-based services? Yes ❑ No ❑ Number of families on waiting list _____
   If yes, please explain why families aren't participating now.

   Center-based services? Yes ❑ No ❑ Number of families on waiting list _____
   If yes, please explain why families aren't participating now.

3. During what period of time were FACE services offered at your site this program year (July 1, 2005-June 30, 2006)?

   Start date for service delivery in PY06:____/____/____

   Last day of service delivery in PY06:____/____/____

[62] Program Year 2006: July 1, 2005 through June 30, 2006

4. In the table below, describe the weekly schedule of services (the times services were offered) and provide the total amount of service offered during PY06 for each type of service. When calculating the amount of service offered during the year, only include scheduled days of service (i.e., exclude holidays, professional development days, etc.). Report the total number of hours offered during the year for early childhood education, adult education, PACT Time, and Parent Time. Report the total number of personal visits offered during the year (counting the total number of visits completed and the number of visits that were scheduled, but not completed). Report the total number of group meetings offered.

Service	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total amount of service offered during PY06
a. Early Childhood Education	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	_____ hours
b. Adult Education	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	_____ hours
c. PACT Time	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	_____ hours
d. Parent Time	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	_____ hours
e. Personal Visits	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	__: __ __ to __: __ __	_____ visits completed _____ visits scheduled, but not completed
f. Group Meetings							_____ meetings

5. How often are Native language and/or cultural traditions and values integrated in the following:

	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)**
a. Early Childhood Education	❑	❑	❑	❑	❑
b. Adult Education	❑	❑	❑	❑	❑
c. PACT Time	❑	❑	❑	❑	❑
d. Parent Time	❑	❑	❑	❑	❑
e. Personal Visits	❑	❑	❑	❑	❑
f. Parent Group Meetings	❑	❑	❑	❑	❑

6. In the table below, describe the FACE staff member currently serving in each position according to the column headings. (If the position is vacant, write "vacant" by the position title.)

Current FACE staff position	**American Indian?** Yes	No	**Former FACE participant?** Yes	No	**New to this FACE program this program year?** Yes	No	**# of years working in *any* FACE program (include this year)**	**Highest level of education completed (check one)** HS Dip./GED	AA	BA/BS	MA/MS	Ph.D/Ed.D	Other	**# of college credit hours completed *beyond* highest level of ed.**	**Met NCLB requirements?** Yes	No	**List all post secondary degrees/ certificates received *during FACE employment***
Coordinator *List any other positions currently held by this person:* _____ _____	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	
Adult Education Teacher	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	
Early Childhood Teacher	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	
Early Childhood Co-Teacher	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	
Parent Educator	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	
Parent Educator	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	
Other FACE position *Provide position title(s):*	❑	❑	❑	❑	❑	❑	_____	❑	❑	❑	❑	❑	❑	_____	❑	❑	

7. Describe ways in which tribal cultural and language activities have been integrated with FACE services.

8. Number of PY06 FACE children identified with special needs. _____

   Report below the number of PY06 children who are identified with the following types of special needs:

Special needs identified	Number of children	Special needs identified	Number of children
Autism	_____	Mental retardation	_____
Visual impairment	_____	Emotional disturbance	_____
Deaf-blindness	_____	Speech & language disorder	_____
Developmental delay	_____	Learning disability	_____
Hearing impairment	_____	Other health care needs	_____
Orthopedic impairment	_____	Traumatic brain injury	_____
Multiple disabilities	_____	Other (specify)	_____

9. Please rate how adequate you believe each of the following factors has been in the implementation of your FACE program this year. If you mark *very inadequate* or *inadequate*, please explain:

	Very Inadequate	Inadequate	Adequate	Very Adequate
a. Support from BIA OIEP Explain:	❑	❑	❑	❑
b. Support from your school administration. Explain:	❑	❑	❑	❑
c. Training and technical assistance provided by NCFL to center-based staff Explain:	❑	❑	❑	❑

	Very Inadequate	Inadequate	Adequate	Very Adequate
d. Training and technical assistance provided by PATNC to home-based staff Explain:	❑	❑	❑	❑
e. Training and support provided by RTA, NCFL, and PATNC on organizing and completing required paperwork: Explain:	❑	❑	❑	❑

10. How effectively does your team use itsplanning time:	Not very Effectively	Somewhat Effectively	Very Effectively
For team planning	❑	❑	❑
For individual planning	❑	❑	❑
For working on paperwork	❑	❑	❑
For recruiting and retention activities	❑	❑	❑
For other uses Explain:	❑	❑	❑

	Rarely or Never	Monthly	Weekly	Daily
11. How often do center-based adults use technology in your FACE program? Describe:	❑	❑	❑	❑
How often do center-based children use technology in your FACE program? Describe	❑	❑	❑	❑

12. Describe any training needs or other support needed for your FACE program.

13. Describe any recommendations that you have for the BIA OIEP FACE Program overall (please do not include recommendations specific to your site only).

Part II: FACE School Information

1. How many children (center- and home-based) who participated in your FACE program this year will enter kindergarten Fall 2006? _____

2. Of these FACE children who will enter kindergarten in Fall 2006, about how many will attend kindergarten at ***this*** FACE school? _____

   For what, if any, reasons do FACE parents decide to send their children to schools other than this FACE school?

3. Is there a formalized transition plan for helping FACE children as they transition to kindergarten?
   Yes ❑ No ❑ If yes, please describe.

4. Of the FACE children who will enter kindergarten in Fall 2006, how many have an IEP? _____

5. Is there a formalized transition plan for helping FACE children who have IEPs as they transition to kindergarten? Yes ❑ No ❑ If yes, please describe.

6. Rate the frequency with which FACE collaborates with the school.

	Never	A few times a year	Monthly	Weekly
a. FACE staff members participate in school training/professional development (other than FACE training).	❑	❑	❑	❑
b. FACE staff members participate in regular school meetings.	❑	❑	❑	❑
c. FACE staff members participate in schoolwide planning.	❑	❑	❑	❑
d. FACE staff members meet with school administrator(s).	❑	❑	❑	❑
e. FACE staff member(s) meet with K teachers to plan for children's transition from FACE to kindergarten.	❑	❑	❑	❑
f. FACE staff members collaborate with K-3 teachers.	❑	❑	❑	❑
g. FACE program provides opportunities for FACE children to interact with other children in the school (not including meals, recess, etc.).	❑	❑	❑	❑
h. FACE children use the services of the school library/librarian.	❑	❑	❑	❑
i. The school's culture teacher provides classroom instruction for the FACE children.	❑	❑	❑	❑
j. The school's culture teacher provides classroom instruction for the FACE adults.	❑	❑	❑	❑
k. The 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).	❑	❑	❑	❑

7. FACE staff members collaborate with the following support teachers/staff:

	Never	A few times a year	Monthly	Weekly
Title I	❑	❑	❑	❑
Special Education	❑	❑	❑	❑
Speech Therapist	❑	❑	❑	❑
Computer	❑	❑	❑	❑
Librarian	❑	❑	❑	❑
Physical Education	❑	❑	❑	❑
Art	❑	❑	❑	❑
Music	❑	❑	❑	❑
Counselor	❑	❑	❑	❑
Nurse	❑	❑	❑	❑
Other (list)	❑	❑	❑	❑

8. Please check all research-based literacy, reading, or math reform strategies that are being implemented in grades **K-3** at this FACE school.

❑ Accelerated Reader
❑ Balanced Literacy
❑ California Learning Record
❑ Core Knowledge
❑ Engage Learning
❑ High/Scope
❑ Success for All
❑ Four Blocks
❑ Reading Recovery
❑ Reading First
❑ Other (list):_____
_____

	Not at all	To some degree	Well integrated
9. To what degree is the tribal language(s) a focus for the K-3 curriculum at your school?	❑	❑	❑

Explain:

Part III: FACE Collaboration with Community Agencies/Services

Indicate whether each of the following community organizations or agencies is available in your community and all types of collaborative interactions that have occurred this year (*check all that apply*). Describe any other forms of collaboration that occur.

Community Agencies/Organizations	**Is this available to families living in this community?**		**Check all forms of collaboration that occurred this year**				**Describe other forms of collaboration**
	Yes	*No*	*No collaboration occurred*	*Program information was exchanged*	*Agency made referrals to FACE*	*FACE made referrals to agency*	
a. Tribal/BIA social services	❑	❑	❑	❑	❑	❑	
b. County/state social services	❑	❑	❑	❑	❑	❑	
c. TANF (Temporary Assistance for Needy Families) agency	❑	❑	❑	❑	❑	❑	
d. Tribal court/law enforcement	❑	❑	❑	❑	❑	❑	
e. Tribal/BIA adult education	❑	❑	❑	❑	❑	❑	

Community Agencies/Organizations	Is this available to families living in this community?		Check all forms of collaboration that occurred this year				Describe other forms of collaboration
	Yes	*No*	*No collaboration occurred*	*Program information was exchanged*	*Agency made referrals to FACE*	*FACE made referrals to agency*	
f. Tribal college or other post-secondary institution	❑	❑	❑	❑	❑	❑	
g. WIC	❑	❑	❑	❑	❑	❑	
h. Health services	❑	❑	❑	❑	❑	❑	
i. Housing services	❑	❑	❑	❑	❑	❑	
j. Other public school(s)	❑	❑	❑	❑	❑	❑	
k. Head Start	❑	❑	❑	❑	❑	❑	

Community Agencies/Organizations	Is this available to families living in this community?		Check all forms of collaboration that occurred this year				Describe other forms of collaboration
	Yes	*No*	*No collaboration occurred*	*Program information was exchanged*	*Agency made referrals to FACE*	*FACE made referrals to agency*	
l. Early Head Start	❑	❑	❑	❑	❑	❑	
m. Even Start	❑	❑	❑	❑	❑	❑	
n. Private preschool(s)	❑	❑	❑	❑	❑	❑	
o. Public preschool(s) (other than FACE)	❑	❑	❑	❑	❑	❑	
p. State Early Intervention program (e.g., Special Education preschool)	❑	❑	❑	❑	❑	❑	
q. Tribal Early Intervention program (e.g., Special Education preschool)	❑	❑	❑	❑	❑	❑	

Community Agencies/Organizations	Is this available to families living in this community?		Check all forms of collaboration that occurred this year				Describe other forms of collaboration
	Yes	*No*	*No collaboration occurred*	*Program information was exchanged*	*Agency made referrals to FACE*	*FACE made referrals to agency*	
r. Workforce Development	❑	❑	❑	❑	❑	❑	
s. Community services (like alcohol & drug abuse services, domestic violence, shelters, etc.)	❑	❑	❑	❑	❑	❑	
t. Other organizations (list):							
_____	❑	❑	❑	❑	❑	❑	
_____	❑	❑	❑	❑	❑	❑	
_____	❑	❑	❑	❑	❑	❑	

Thank you for your completing this questionnaire!

APPENDIX C

Participation in Program Years 1991-2006

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 – 2006

Program Year	Center-based Participants			Home-based Participants			All Participants			Average Participants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
1991	46	53	99	185	182	167	231	235	466	78	6
1992	99	95	194	256	217	473	310	280	590	98	6
1993	230	223	453	490	500	990	646	681	1,327	121	11
1994	453	369	822	963	1,002	1,965	1,215	1,289	2,504	119	21
1995	492	437	929	1,234	1,288	2,522	1,570	1,624	3,194	139	23
1996	486	439	925	1,370	1,348	2,718	1,737	1,720	3,457	157	22
1997	476	461	937	1,578	1,495	3,073	1,889	1,828	3,717	169	22
1998	439	406	845	1,580	1,461	3,041	1,894	1,781	3,675	167	22
1999	377	314	691	1,342	1,223	2,565	1,595	1,481	3,076	140	22
2000	377	355	732	1,340	1,241	2,581	1,617	1,522	3,139	143	22
2001	411	377	788	1,306	1,237	2,543	1,564	1,503	3,067	139	22
2002	639	520	1,159	1,481	1,440	2,921	1,908	1,853	3,761	118	32
2003	575	472	1,047	1,617	1,632	3,249	2,027	2,014	4,041	126	32
2004	684	602	1,286	1,710	1,683	3,393	2,185	2,197	4,382	112	39
2005	718	606	1,324	1,744	1,733	3,477	2,272	2,254	4,526	119	39
2006	650	539	1,189	1,806	1,775	3,581	2,301	2,248	4,549	120	38
Undupli-cated Total	**4,616**	**4,599**	**9,215**	**9,733**	**10,801**	**20,534**	**11,895**	**13,245**	**25,140**		