

Family And Child Education



Guidelines and Requirements

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General Information

Purpose of FACE Guidelines: To provide requirements and guidance for successful FACE Program Implementation. These guidelines will be used in combination with the FACE Program Assurances found in Appendix B. (See Appendix A for a definition of the terms used in the guidelines.)

History of the Family and Child Education Program

In 1990, through Congressional appropriations, the Bureau of Indian Education (BIE), formerly the Office of Indian Education Programs (OIEP), developed the Early Childhood/Parental Involvement Pilot program. The program was based on three distinct and proven early childhood and family education models; namely, Parents as Teachers (PAT), National Center for Families Learning (NCFL) and the High/Scope preschool curriculum for Early Childhood and the High/Scope Educational Approach for K-3. Five sites implemented the program using all three of the above models and the sixth site, known as the single-site initiative used only the High/Scope preschool and K-3 model. In 1992, the Early Childhood/Parental Involvement Pilot Project was renamed and became the Family and Child Education (FACE) program. Over time, FACE has been implemented at 64 BIE-funded schools for periods ranging from 1 to 32 years. In Program Year 2022 FACE services were provided at 53 schools.

Goals

The overall goals of the FACE Program are to:

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

The FACE Program addresses national educational goals as identified in Every Student Succeeds Act of 2015 (ESSA) as well as the seven BIE goals, which are:

1. All students will meet or exceed academic proficiency levels in reading and/or language arts and mathematics.

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2. 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.
3. Student attendance rate will meet or exceed the United States rural attendance rate.
4. All schools will enhance the professionalism of all staff to improve educational programs for student success through:
 - Certification in their respective areas; (when applicable)
 - Comprehensive, systemic, and on-going professional development;
 - Recruitment and retention of highly qualified educators; and
 - Development of leadership using the Effective Schools Correlates.
5. High school graduation rates will be 95% or higher.
6. Each school will provide curriculum and instruction in Tribal languages and/or cultures as approved by the local school boards.
7. All Bureau-funded post-secondary institutions will meet or exceed the United States rural graduation rates.

FACE supports the mission of the BIE, 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.

Assurances

FACE can only be successful when it is supported and integrated within a total school-wide approach. The school administrator and school board must annually submit a FACE Budget, Assurances and Language and Culture plans via the FACE continuing program application. Submission of required FACE documents is a commitment from the school to fully support and implement the FACE model.

Program Description

FACE has been designed to implement a family literacy program for American Indian families in BIE-funded schools. Program services integrate language and culture in three settings: home, school, and community. In the home-based setting, services are provided through a 4-component model: Personal Visits, FACE Family Circles (Group Connections), Screenings, Resource Networks – which includes participation in a Community Advisory Committee. In the center-based setting, services are provided

through: Adult Education, Preschool, Parent Time, and Parent and Child Together (PACT) Time®. PACT Time is also conducted in kindergarten through third grade school classrooms.

In addition to the above services, participating FACE families benefit from the following services. Families receive age-appropriate books from Unite for Literacy and Imagination Library books from the Dollywood Foundation for their children every month from birth to age five. The School Classroom services are expected to continue or extend the child-centered active learning approach using school funds.

Home-based Services

Two parent educators, who are usually from the community deliver the following four types of services to home-based families with children from prenatal through kindergarten: Personal Visits, FACE Family Circles, Screenings, and Resource Networks along with a Community Advisory Committee. Services to families are delivered in the home, school, and community environments. Within the Parents as Teachers broader context of parent education and family support are three key areas of emphasis that are critical to working with families during their children's earliest years of life: Parent-Child Interaction, Development-Centered Parenting, and Family Well-Being.

Parent educators are trained and certified in the Parents as Teachers *Foundational, Model Implementation, and Foundational 2 Curriculum online curriculum* to implement an evidence-based home visiting model in combination with professional expertise and understanding of the family's culture, values, and characteristics. Parent educators are recommended to have knowledge of the community and culture of the population served. **It is required that parent educators have basic technology and computer skills to adequately use the online Foundational Curriculum and Penelope, the current home-based data-based operating system; Office suites, and communication and collaboration tools (Google Meets, Zoom, Skype, etc.).**

Parent educators conduct personal visits to each enrolled family. Personal visits typically take place in the home with the parent(s) (or an enrolled adult family member) of children prenatal through kindergarten. During personal visits, the parent educator assesses the developmental level of the child and provides parent-child learning experiences that support the child's development, which include opportunities for the parent and child to interact. The parent educator focuses on three areas of emphasis: Parent-Child Interactions, Developmental-Centered Parenting, and Family Well-Being. Screening and referrals are also integral parts of the personal visit. Documentation of services delivered throughout the four components is entered daily into the data-based system by each FACE parent educator.

In addition to receiving personal visits, parents are required to attend a planned monthly FACE Family Circle (Group Connection), which always provides child development information and/or parenting, Family Well-Being topics, and opportunities for Parent-Child Interactions. Parents are encouraged to participate in the planning and delivery of activities for the Family Circles such as serving as greeters at the door, handling the

sign-in table, facilitating an activity station, or leading book sharing. Parent participation enhances opportunities in meeting adult needs and goals. Family Circles are conducted at the school, Chapter Houses, community agencies' locations, etc. Connecting families to resources (Resource Networks) for support in reaching their goals and addressing their needs is easier when FACE has solid relationships with community providers, is a part of an advisory council, and updates a Community Resource Directory annually.

Transitions to center-based FACE, to *Foundational 2* (three through kindergarten), and to other early child settings are facilitated by the home-based team. FACE Home-based families can participate in center-based FACE adult education services, Head Start and other preschool services as long as home-based services using PAT curriculum and model are not duplicated. Ongoing reflective practice and reflective supervision occurs between parent educators and their immediate supervisors. (the individual that observes personal visits annually and monitors family records/documentation.

Center-based Services

Center-based services are offered at each site by the Adult Education Teacher, Preschool Teacher, and Preschool Co-teacher. The center-based staff is supported through professional development and technical assistance by the National Center for Families Learning.

Families, enrolled in center-based, receive services in four components. The four components of the center-based Family Literacy model are **Preschool, Adult Education, Parent Time**, and **Parent and Child Together Time (PACT) Time®**. The family literacy approach in the center-based FACE program builds success for the parent/child relationship by strengthening their confidence, increasing their educational ability, and broadening their outlook for success, while infusing tribal language and culture in program implementation. The results have an impact on a personal level for the family as well as a broader impact on the community.

The FACE center-based setting is composed of two designated classrooms located at a BIE-funded school. One center-based classroom is equipped to serve as a preschool classroom for 15 children (20 maximum) who are between the ages of 3 to 5. The second classroom serves as the Adult Education classroom.

Preschool. Preparing preschoolers for kindergarten is of prime concern to the Bureau of Indian Education. FACE has shown evidence-based outcomes for preschool children, ages three and four years, within a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies—particularly in the areas of language/literacy learning and mathematics. In SY22 BIE selected the Teaching Strategies Creative Curriculum as the primary preschool curriculum and TS GOLD as the primary preschool assessment tool for FACE.

Adult Education. While children are receiving their educational services, parents are busy working towards their own learning goals in the adult education classroom. Goals are the foundation of adult learning in FACE. Adult goals drive the curriculum and daily

focus in the adult education classroom. Adult students set goals around adult basic education, HiSet, Penn Foster, GED, or other approved high school equivalency programs, college and career readiness, higher education, employability skills, and more. In FACE, adult learners are supported by their adult education teacher as well as their classmates in active learning throughout the day. Technology skill building as well as other 21st century employability skills are integrated into individualized and whole group lessons.

Parent Time. In Parent Time, parents learn new skills, plan and reflect, build relationships, experience personal growth, and feel supported as their child's first and most important teacher. Parents are full partners in the education of their children and other members of their families, with their children's school, and with their communities. Lessons are often designed to develop knowledge of their community, culture, and language. Parents gain knowledge about effective family life skills, child development, and how to help their family be healthy. Parents can also learn about services offered throughout the community that can help them achieve their goals. The topics covered during Parent Time are driven by parent interest.

Parent and Child Together (PACT) Time®. Parent-child interactions are the heart of FACE. PACT Time supports the strengthening of emotional bonds as parents and children work and play alongside one another. Parents and children work and play together in the children's classroom. The parents support and participate in their children's play. They learn how their children are growing and developing through observation. Parents see how their children learn best and have time to work with them effectively. The teachers are present to provide support and demonstrate effective teaching strategies. The teachers also model reading strategies for parents and provide ideas that will help children learn at home.

School Classroom Services

The transition into kindergarten is facilitated through collaboration among FACE staff and elementary grade staff. School funds are used to provide appropriate professional development in addressing the academic needs of the elementary grade educational program.

Center-based FACE parents with adult education needs, with elementary children (K-3), participate in PACT Time. The adult education teacher and elementary teacher work together in supporting PACT Time in the elementary grades.

Program Integration

Program services must be integrated for FACE to provide seamless and meaningful services to families. These connections are planned and purposeful and are developed by the entire team, including the FACE Coordinator. These connections are across home-based and center-based services and are delivered through curriculum and learning activities including collaboration, transitioning families, recruitment and retention, program planning, and integration within the school.

Professional Development

Funds are allocated to each FACE Program for all FACE staff to participate in professional development. **Participation in professional development and technical assistance is mandatory.** FACE professional development is administered through the BIE. For new staff members, this includes an overview of FACE and Implementation, and includes resources for new FACE Principal/Administrators. All staff, and administration, attend annual Regional professional development and virtual training. FACE center-based staff (preschool teacher, preschool co-teacher and adult education teacher) attend FACE Implementation Training and Advance Implementation Training. All FACE parent educators receive PAT face-to-face training (or distance when available): *Foundational, Model Implementation, Foundational 2* training, and online curriculum. FACE Parent Educators must participate in 20 hours of PAT offered professional development annually. New supervisors attend the *Foundational* and *Model Implementation* training and the FACE Implementation training for administrators. All FACE staff receive on-site and distance technical assistance services which include webinars, online training, teleconferencing, videoconferencing TA calls/meetings, etc. Administrative attendance at all FACE training is expected. Funds to provide for elementary teacher training is the responsibility of the school and evidenced by the signed assurances submitted to BIE. In preparing the BIE Travel Request form and completing the Justification section of the BIE Travel Request, sample verbiage may be requested from the BIE FACE Director.

Mandatory Training:

- Foundational – PAT
- Model Implementation – PAT
- Foundational 2 – PAT
- Penelope Training
- Training on administering ASQ-3, ASQ SE-2, and Piccolo, - PAT
- Training on administering, ASQ-3, EOWPVT, TS GOLD, CASAS - NCFL
- FACE Regional Training
- FACE Model Implementation – NCFL
- Teaching Strategies Gold and Creative Curriculum for Preschool - NCFL
- Advanced Trainings for Preschool and Adult Education - NCFL
- FACE model Administrator/Principal Training

Suggested Training:

- Parents as Teachers International Conference – annually-Home-based Team
- Parents as Teachers Specialized Trainings – announced each year and offered at Spring Follow-up FACE training
- Reflective Practice/Reflective Supervision
- National Center for Families Learning Conference – Center-based Team

Evaluation

BIE will contract for an annual external evaluation of the FACE program. The evaluator will assess the success of the program using data gathered from each school implementing a FACE program. This will include, but not be limited to, the adult and child monthly participation rosters and activity reports, implementation data, outcome data, and other documentation, as requested. This process is used to obtain statistical and narrative information to accurately describe the FACE program accomplishments in both a quantitative and qualitative manner. The external evaluator will provide specific data collection requirements at the beginning of each program year. This data collection is authorized by the Family Education Rights and Privacy Act (FERPA). No data reported are personally identifiable. Annual evaluation reports are provided to each FACE program, BIE and technical assistance providers and utilized for program improvement.

Required evaluation forms:

- Adult Enrollment Form
- Child Enrollment Form
- ASQ 3 and ASQ SE
- Health Record
- Staff Information Form
- Monthly Participation Rosters – Adult and Child
- Monthly Site Reports
- Adult Achievement Rosters
- Exit/End-of-Year Survey
- FACE Team Evaluation Study Questionnaire

Policies and Procedures

The school understands and will follow the policies established by BIE on implementation of the FACE program assurances, addressing program status of each: High Performance, Satisfactory, Additional Support, Concern, Probation, and New. See Appendix C for procedures in how programs are assigned status. Schools are notified of status via Native Star.

Eligibility Criteria

Applicant Eligibility. Eligible schools shall:

- A. Operate a BIE-funded elementary school.
- B. Implement all components of the FACE model and hire the necessary team to implement the program (two parent educators, adult education teacher/parent engagement instructor, preschool teacher, and preschool co-teacher).**
- C. If FACE positions are unfilled, positions should be continually posted until filled.
- D. Provide safe, appropriate, and adequate facilities which include one classroom for children aged 3-5 with appropriate restroom facilities; one classroom for adults; a playground area for the 3 to 5-year-old children; office(s) with storage space for two parent educators; space to conduct FACE Family Circles and meet privately with home-based parents; two vehicles for the parent educators; and technology to include internet access, computers, printers, and copiers.
- E. Ensure that all FACE personnel will not be used as substitute teachers or monitors (test, bus, lunchroom, etc.) within the elementary school setting.**
- F. Provide safe and appropriate transportation for FACE adults and children to attend center-based and other related activities including FACE Family Circle.
- G. Provide two safe and appropriate vehicles, one for each parent educator to conduct personal visits during the days and hours families need and prefer personal visit services.
- H. Conduct a current and comprehensive needs assessment to provide evidence in the program application that the FACE Program will be an integral part of the total school community, allowing for a continuity of services.
- I. Provide required program documentation upon request.
- J. Support participation of administrators and center- and home-based staff at all required training.

- K. Ensure transition from FACE to elementary school with a philosophically similar and developmentally appropriate approach to learning and provide elementary school staff with related professional development.

- L. Agree to all FACE Assurances.

- M. Complete the FACE Continuing Program application on Native Star, due May 31st annually. Complete sections 1-4: Program Needs, Budget, School/Community commitment, Progress checks and Evaluation. Individual program status will be available on Native Star, in the comment box on page three, following submission and review of application.

Participant Eligibility. Eligible participants shall:

- A. First criteria for all participants: **Be an American Indian student with a Certificate of Degree of Indian Blood (CDIB)** and be eligible for admission to a BIE-funded school upon reaching school age.
25 CFR, Pt 39
Eligible Indian student means a student who:
 - (1) Is a member of, or is at least one-fourth degree Indian blood descendent of a member of, a tribe that is eligible for the special programs and services provided by the United States through the Bureau of Indian Affairs to Indians because of their status as Indians;
 - (2) Resides on or near a reservation or meets the criteria for attendance at a Bureau off-reservation home-living school; and
 - (3) Is enrolled in a Bureau-funded school.

- B. For home-based services, be a parent(s) or primary caregiver(s) of an American Indian student prenatal through kindergarten and be willing to actively participate in weekly or bi-weekly personal visits, screenings, resource networks, and FACE Family Circles.

- C. For the center-based services, be a parent(s) or an adult family member of an American Indian student, 3-years-old to 3rd grade, and agree to actively participate in the FACE center-based program.

- D. A child is enrolled in either home-based or center-based, but not both. Families with multiple children can enroll and participate in both home-based or center-based. Child enrollment type determines the parent's program enrollment.

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- E. For both home- and center-based services, eligibility includes adults and children with special needs.

- F. For center-based participation, a child shall be toilet trained. However, children with documented special needs are excluded from this requirement when there is a parent or guardian also attending the FACE center-based program full-time to provide changing as needed.

Priority for Participant Enrollment

The following items list the recommended participant enrollment for both home- and center-based services. The list for each service is organized in order of priority with one being given the most priority.

A. Home-based Services:

1. Teenage parents with children prenatal to 36 months of age.
2. Families with children from prenatal to 36 months of age; and adults who are in need of educational services.
3. Families who are referred by collaborating agencies.
4. Families with children who are ages 3 years through kindergarten who are in need of services.

B. Center-based Services:

1. Priority for center-based enrollment is for families with adult family members who are able to participate full time (four full days each week) and part-time (1-3 full days each week). It is recommended that at least 75% of families with preschool-age children participate full or part time. Full-time and part-time adults participate in all center-based components, Adult Education, PACT Time, and Parent Time, each day they attend FACE. Home-based families transitioning to center-based with adults that have educational needs that can participate at a full-time or part-time level are prioritized before new families.
2. Families of preschool children with adults who are unable to participate at the full-time or part-time level are considered flex-time. It is recommended that sites enroll no more than 25% of flex-time families. Priority for flex-time participants is given to families transitioning from home-based programming, teen parents and families referred by collaborating agencies.

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3. Adults with only children in kindergarten through 3rd grade who have education needs and want to enroll in adult education classes, must participate at the full-time or part-time level.

Notes:

- a) Home-based and Center-based children may not be retained in the FACE program. Children transition to kindergarten when they are age eligible.
- b) Children of school staff are not an enrollment priority in FACE.
- c) All preschool children are enrolled full-time.

Program Implementation Requirements

Administrative Requirements

- A. Each FACE program shall be locally developed and included in the school-wide plan, which provides for central administration oversight over all program functions and clearly establishes administrative lines of authority.
- B. Annually, by May 31st, submit a proposed budget and application, via Native Star. Funds must be spent down or obligated for Bureau Operated Schools by May 31st annually.
- C. Designate an administrator or an experienced FACE staff member, trained across the full-FACE model (home-based and center-based), to serve as the coordinator, who will have responsibility over the operation and supervision of the program and who will be responsible for maintaining all FACE functions. For new programs, the principal is required to assume these responsibilities for at least the first two years of implementation. The Coordinator position may then shift to a FACE staff/team member.
- D. Administrators shall ensure that services will be available to eligible children and adults regardless of special needs.
- E. Coordinate with other early childhood and other related programs (Tribal Early Childhood Programs, Head Start, Title 1, Early Intervention Services [Part B & C], Johnson O'Malley, Day Care, Parent Engagement, Higher Education, Colleges, Public Schools, Social Services, Drug and Alcohol, Indian Health Services, Women Infants and Children, etc.). In those instances, where other early childhood and other related programs are operated on or near reservations, the applicant shall coordinate with existing programs to provide services that meet identified needs of parents and children.
- F. The FACE Coordinator is to take an active role on the school leadership team.
- G. The FACE parent educator(s) is to serve on a community advisory committee.
- H. Each FACE Program shall have policies for and shall maintain a record keeping system for:
 - 1. Program operations (Current financial records/budget information, equipment inventory, safety and health inspections) and family folders.
 - 2. Enrollment information, **NASIS enrollment and Penelope (home-based data-base management system). All FACE participants (adults; Full-time, Part-time, Flex-time, Home-Based and children) are assigned a NASIS number upon enrollment.**

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3. Attendance records
 4. Personnel records to include:
 - a. job descriptions
 - b. provisions for staff development
 - c. confidential background checks
 - d. performance appraisals
 - e. staff certification
 - f. Each parent educator shall participate in at least 2 hours of individual reflective supervision a month and annually complete the Core Competencies Self-Assessment.
 5. Confidentiality provisions (confidentiality agreements in compliance with FERPA regulations)
 6. Participant information to include:
 - a. enrollment and exit information
 - b. Child Health Record & Family Centered Assessment Synthesis Record
 - c. annual required screenings and assessments participant progress information (goals, achievements, participation)
 - d. health/immunization information
 - e. transition planning documentation
 - f. Penelope data
 - g. NASIS number
 - h. Media release
 7. Individual Family Service Plans (IFSP; birth to two); Individual Education Plans (IEP; three to 21) for children and adults with special needs.
 8. Mandatory Preschool Assessments: Teaching Strategies Gold and the Expressive One Word Picture Vocabulary Test, three times per year during the fall, winter, and spring.
 9. Required FACE evaluation data.
 10. Other required program data. Coordinator is responsible for final review of data prior to submission.
 11. **Post FACE vacant positions and actively search on key websites including BIE and USA Jobs until filled.**
- I. Program Planning and Consultation:
1. Each FACE Program shall provide opportunities to parents and staff for planning, advisement, and consultation with program administrators (e.g.,

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Parent Advisory Committee, parent input during program planning, serving on school and FACE Advisory committees). The program shall maintain evidence of such consultations.

2. Each FACE Program shall publish, distribute, and regularly update a brochure explaining the program; and a parent handbook with enrollment eligibility information, hours of operation, virtual services policies, process for transitions, leadership/volunteer opportunities, etc.
3. Each FACE team shall conduct and periodically review a self-assessment using tools provided by PATNC and NCFL. Related action plans will then be developed to address continuous program improvement. Each parent educator shall participate in at least two hours of individual reflective supervision a month and annually complete the Core Competencies Self-Assessment.
4. Each FACE Program staff shall **actively participate** in strengths-based technical assistance, both in person and virtual, provided by BIE to ensure fidelity to the model. Technical assistance is provided at meetings, on-site, and online by PATNC and NCFL.
5. The FACE administrator at each FACE Program shall participate in site visits provided by PATNC and NCFL. Administrators shall meet with consultants for a pre-visit entrance meeting and with the FACE component staff and consultants for an exit meeting.

The on-site technical assistance includes the following:

- a. Pre-Technical Assistance documents
- b. Observation of both home- and center-based service delivery
- c. Review of program and service delivery records; data-based systems
- d. Feedback to staff on both strengths and recommendations for continuous improvement
- e. Involvement of the principal, coordinator and other administrators
- f. Exit meeting with Leave Behind Summaries
- g. Follow-up written reports
- h. Professional development
- i. Responses to specific requests for assistance including strategies and modeling
- j. **On-site technical assistance visits are not considered Monitoring. Budgets will not be reviewed by technical assistance consultants.**

Virtual Technical Assistance also includes the above tasks/activities.

Required Staff and Qualifications

Each FACE Program will employ full time staff that meets state requirements for the positions. Each position must be filled by a qualified person. **One person may not fill more than one position with the exception of the coordinator.** Related experience, Native language, and cultural knowledge of the community are desired. Only FACE staff are to be paid with FACE funds.

1. Coordinator - A coordinator is designated for the program. The coordinator should be the elementary principal, an administrator, or an experienced adult education Teacher, experienced early childhood teacher, or an experienced parent educator. If the position is other than a FACE staff member, it is an in-kind contribution of the school, providing funds are available. First year staff, new or inexperienced staff should not fill the coordinator position. The school may pay the coordinator a stipend if funds are available.
2. Parent Educator - Two full-time parent educators to fulfill duties for home-based services. It is recommended that Parent educators possess a Bachelor's degree or at least an AA degree, 60 college hours, or state certification for paraprofessionals (per ESSA requirements). Individuals must have technology experience and knowledge and be proficient enough to be able to use online curriculum and data-based systems. A parent educator must be certified by Parents as Teachers National Center and after training, must maintain certification annually by participating in at least 20 hours of competency-based professional development and training. Parent Educators must attend Parents as Teachers *Foundational and Model Implementation* training **before** providing services to families. She/he must also have a valid driver's license. **New parent educators who have been certified for less than 12 months are expected to have a caseload of 12-14 families and meet with each family once per week (weekly visits). Experienced parent educators who have been certified for more than 12 months are expected to have a caseload of 24-26 families and meet with each family once every two weeks (biweekly visits).** Related early childhood experiences and supervised work experiences with young children and parents, native language and cultural knowledge of the community are desired.
3. Preschool Teacher - One full-time position for the center-based preschool classroom. Preschool Teacher must possess a bachelor's degree and be state certified in the area of early childhood education. A teacher possessing certification in elementary education must have or be in the process of acquiring early childhood endorsement, as required by their state.
4. Preschool Co-teacher - One full-time position for the center-based preschool classroom. The Preschool Co-teacher must possess an AA degree, 60 college hours, or state certification for paraprofessionals (per ESSA requirements).

5. Adult Education Teacher - One full-time position for the center-based adult education classroom. The Adult Education Teacher must possess a bachelor's degree. Experience working with adults is desirable.
6. It is encouraged that each staff member meets the qualifications of the FACE Program. However, if a qualified person cannot be found, the position may be filled by one who meets most of the qualifications and is willing to work toward full credentials as circumstances allow. An Individual Development Plan must be available for review upon request.

Curriculum and Instruction

A. Setting and Component Descriptions

1. Home-based Setting: Each FACE home-based family with children prenatal through kindergarten shall receive services from certified parent educators using the Parents as Teachers approach, *Foundational, Model Implementation*, and *Foundational 2* curricula. Services include personal visits; developmental, health, hearing, and vision screenings including *the Parents as Teachers Child Health Record*; family assessments –including *PICCOLO* and *Family Centered Synthesis Assessment Record*, Resource Network; and FACE Family Circle. Services are delivered with a focus on child development, parenting education, family support and family well-being. Parents as Teachers National Center will provide the approach, curriculum, resources, training, and distance/on-site technical assistance to implement model components to address the needs of families.
 - a. Program schedule. FACE home-based parent educators will operate full-day programs four days a week providing personal visits mornings through late afternoon. The fifth day each week will be set aside for team planning, coordination, individual planning, connecting with community resources, and possible make-up personal visits. Parent educators should participate in Community Advisory Committee meetings as scheduled.
 - b. Participation Agreement. Each family that signs up for FACE Home-based will sign an agreement along with the parent educator outlining the expectations.
 - c. Personal Visits. As the core delivery mechanism in the Parents as Teachers approach, the personal visit provides an opportunity to individualize services by adapting each visit to meet the needs of parents/caregivers and children within their family systems. Detailed personal visit plans from the Parents as Teachers *Foundational*, and *Foundational 2* curricula will be used as the basis of each visit. Consistent across all personal visits is an emphasis on Parent-Child Interaction, Development-Centered Parenting, and Family Well-Being. The structure

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and process of the personal visit also includes an intentional *opening* and *closing*. The approach, personal visit goals, and personal visit elements come to life in the content of the *Foundational Plans* and *Planning Guide*.

The parents help in deciding the content, and parent educators share information and lead discussions around age-appropriate information about child development, milestones, parenting behaviors, protective factors, family well-being/support, etc. They also always include age-appropriate parent-child activities, book sharing, family goal setting and information, and resource referrals. The frequency of personal visits is weekly or bi-weekly, depending upon the needs of the family. Visits typically last 45 to 60 minutes. A multi-child visit can last 75-90 minutes. Each visit requires an average total of approximately 2½ - 3 hours for parent educators to plan, study the information to be shared, gather materials, travel, conduct the visit, make follow-up contacts about resources/referrals as needed, and document the visit within the Penelope data-based system. Parent educators are required to provide at least 12 visits each week. New parent educators who have been certified for less than 12 months are expected to have a caseload of 12-14 families and meet with each family once per week (weekly visits). Experienced parent educators who have been certified for more than 12 months are expected to have a caseload of 24-26 families and meet with each family once every two weeks (biweekly visits). There is some flexibility with the number of families assigned to a caseload for each parent educator. Determination is based on the number of children per assigned families and other family characteristics; and must be documented and approved by Parents as Teachers. During special community crises (like COVID-19) personal visits may be offered virtually or through telecommunication only after the parent educator has participated in required training and understands protocol and documentation procedures/processes. Families must agree to the service, be provided support if needed –laptops, hotspots, cell phones, tablets, etc. Confidential policies must be practiced.

- d. FACE Family Circles. At least once a month, parent educators will plan, lead and conduct a FACE Family Circle, primarily for home-based families with children prenatal through kindergarten. The FACE Family Circles usually take place at the school or a significant common place within the community and accessible to families. If there is a special community crisis (like COVID-19) FACE Family Circles may be conducted via Facebook, Zoom or some other social media service only after the parent educators have received training and follow the school's confidentiality policies. Families should receive support in order to participate if needed – laptops, hotspots, cell phones, tablets, etc. If FACE Family Circles are offered to center-based families, the entire FACE team is involved in planning and conducting FACE Family Circles. The parent educators lead in planning content that will be centered on the three areas of emphasis: Parent-Child Interaction, Development-Centered Parenting, and Family

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Well-Being. In addition to providing parent education and family support, the purposes of the FACE Family Circle component include providing social support for the participating adults, increasing the connection between families and the school, and recruiting and transitioning families from home-based to center-based. Center-based families are often invited to attend, especially if the content is appropriate for families with preschool-aged children.

- e. Screening. Within 45 days of enrollment, each child enrolled in home-based FACE will receive health, hearing, vision, dental and developmental screening every year from the parent educators. They will use the following recommended tools: the Parents as Teachers *Health Record* (reviewed periodically throughout the year). It is recommended that home-based children birth -3 receive Otoacoustic Emissions (OAEs from a community provider and results documented within Penelope. Children 4 years and older may receive the OAE or a functional hearing screening and a vision functional assessment through the school or community partner. The *Milestones* should be reviewed and updated if needed for each enrolled child during every personal visit. Each child should also receive the Ages and Stages Questionnaire (ASQ-3) at least twice a year and the Ages and Stages Questionnaire: Social Emotional-2 (ASQ:SE-2) once a year. Parent educators will share the results of all screenings with parents and follow-up on any developmental concerns identified with appropriate referrals within the community. Other tools will be utilized to document growth in achieving goals, parenting behaviors/skills, etc. Parent educators should complete a PAT approved family-centered assessment – Family Centered Synthesis, within 90 days of enrollment and every 6 months thereafter. PICCOLO – within 45 days of enrollment and February 1, May 1. When multiple children are enrolled within a family, parent/caregiver-child pairings should occur, allowing observations of interactions between parent/caregiver and each child.
- f. Resource network. Parent educators will develop and annually update a local Community Resource Directory. They will connect families with necessary community resources, providing support and advocacy when appropriate. The parent educators will also participate in a local advisory committee that supports FACE parents with their goals and needs and/or develop such a local advisory committee. These efforts are to be documented within Penelope.
- g. Transitioning. By the time a child is 2½ (30 months), a formal plan should be started for transitioning the family from home-based to center-based, to PAT FACE home-based 3 years through kindergarten (Foundational 2), to kindergarten, or to another early childhood program. The first-choice option for a home-based child is to transition to FACE center-based. Preference is given to full-time and part-time families with adult enrollment. When a child is unable to transition to Center-based FACE a

second option could be public preschool, Head Start and participation in FACE Home-based Foundational 2.

A written Individualized Family Transition Plan for each family will be developed by the family with the parent educator. Goals and next steps will be highlighted. **The written plan must be completed for each child/family leaving the FACE program and include the child's current NASIS number. The plan must be written for children going to bureau funded schools or public preschools.** This plan will be coordinated by the parent educators with support of the FACE staff to ensure smooth and positive transitions for families. Documentation will be kept on the appropriate forms. An *Effective Transitions in FACE* packet is available on *faceresources.org* to guide the team through transitions.

The transition plan for a student with special needs must include the family, the receiving FACE preschool teacher or public preschool teacher or FACE Parent educator and the school district representative or school administrator. Copies of documents that support families' transitions include recent screenings (vision, hearing, Parents as Teachers Health Record, ASQ-3, ASQ:SE-2,) goal setting forms, ISP's, Transition Plan, Immunization Record, enrollment record/eligibility documents). Note: send copies not originals which should remain in family folder

- h. Adult Education and support for home-based adults. The Adult Education Teacher will provide, upon written request, Adult Education services or materials/resources to parents who are receiving home-based services and can participate in adult education at a full or part-time level. This service will require coordination between the parent educator and adult education teacher. These services should not interrupt the four full days of center-based service delivery or the content for regularly scheduled personal visits.
 - i. Memorandum of Understanding (MOU): Establish and maintain MOUs with state local education agencies, in providing early intervention and/or special education services, as needed.
2. Center-based Setting: The curriculum of each school/center-based setting shall reflect the language and culture of the community and include: Adult Education, Preschool Education, PACT Time and Parent Time. NCFL will provide the training and on-site technical assistance to implement all four components.
- a. Program schedule. FACE staff will operate full-day programs four days a week. The fifth day each week will be set aside for team planning, coordination, and component integration.

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- b. **Preschool Education.** Children in preschool must be enrolled for full-day services four days a week (minimum 3 hours per day) not including lunch, breakfast and PACT Time.
- c. **Parent and Child Together (PACT) Time®.** PACT Time is offered daily on a consistent schedule in the preschool classroom. The PACT Time routine includes child preparation and /planning, child choice, parent and child interaction, PACT Time Circle, transfer home, and adult planning /debriefing and lasts for one hour each day. All center-based staff is present and involved in the interactions and support of families during this scheduled time. Parents are also invited to participate in PACT Time in the preschool class throughout the children's daily schedule. FACE staff will provide opportunities for parents and children to participate in PACT Time at home and in the community, especially for those parents who are unable to participate in PACT Time in the school setting. Hours of PACT Time experiences will be documented for each family.
- d. **Parent Time.** Parent Time is offered on a consistent schedule in the adult education classroom for one hour each day. Parents discuss and explore parenting topics, issues relevant to the lives of American Indian families, ways to support their children's school readiness and success, and other topics or issues that help them reach their goals. Parent Time is organized by and often facilitated by the adult education teacher. The FACE preschool teacher and/or co-teacher facilitate Parent Time regularly with a focus on child development topics, particularly dialogic reading strategies and school readiness skill development. Parents who are not participating in adult education full-time will participate in Parent Time sessions in the school, home and community. The adult education teacher follows up with parents who participate in these alternative Parent Time sessions to offer additional support and to document hours dedicated to Parent Time.
- e. **Adult Education.** Adults participate in a minimum of 2.5 hours per day of instruction designed to achieve their goals in areas including basic skills (reading, writing, mathematics, and technology), completion of GED, HiSET, Penn Foster, or other high school equivalency program, employability and workplace skills, entry into higher education, and college course completion. Adult enrollment includes parents and adult family members with FACE children from preschool through third grade, home-based families, and adults from early childhood programs collaborating with the FACE program. Adult students may participate at the school or in off-site adult learning programs on a flexible schedule with support from the FACE adult education teacher. It is an allowable use of FACE funds to pay for testing.
- f. **Adult Participation Plan.** A formal written plan for participation will be developed for adult family members with the goal of maximizing adult participation in PACT Time, Parent Time, and Adult Education. A minimum

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of 2 hours per week of Parent Time and PACT Time is required for all families with children enrolled in FACE preschool services.

- g. Flex-time adults. FACE programs may enroll up to 25% of families with preschool-age children whose parents are not able to commit to full-time or part-time participation. The minimum expectation is that flex-time adults will actively participate in two hours of documented parent engagement activities (a combination of PACT Time and Parent Time) weekly. Programs are responsible for getting a firm commitment from flex-time adults. Programs are encouraged to establish their own requirements for flex-time adults that go beyond the minimum participation to ensure FACE families benefit from intensive services and meet the family goals of FACE.
- h. Preschool Education. Children will participate in a **full-day** (minimum of 3 hours per day) educational program using the Teaching Strategies Creative Curriculum. The instruction will be based on the BIE *Early Learning Program Guidelines and Preschool Standards* which align with the Teaching Strategies Objectives for Learning, with lesson plans reflecting this emphasis. Assessment using the Teaching Strategies Gold and the *Expressive One Word Picture Vocabulary Test* will be completed year times per year as specified by the BIE.
- i. Transition for children. A formal written plan will be developed for transitioning children and their families: from home- to center-based, from center- to home-based, from center-based to kindergarten, and from center-based to other early childhood programs and/or other schools as appropriate. This will be coordinated by center- and home-based staff and kindergarten teachers and other school staff to ensure a smooth and effective transition. **The written plan must be completed for each child leaving the FACE program and include the child's current NASIS number. The plan must be written for children going to bureau funded schools or public schools.** The first-choice option for a home-based child is to transition to FACE preschool. Preference is given to full-time and part-time families with an adult enrolled in adult education.

For a child with special needs transitioning to kindergarten, the planning team must include the receiving school administrator, special education staff and related service providers.
- j. Screening. Each child enrolled in preschool will be screened annually, within 45 calendar days of enrollment. Each child will be screened in overall health, development, dental, hearing, and vision. The preschool teacher and co-teacher will work with the parents to complete the Ages and Stages Questionnaire (ASQ-3) within 45 days of enrollment. Results will be discussed with parents and referrals and follow-up will occur promptly.

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- k. Community resources. Center-based staff will link families to necessary community resources, and support and advocate when appropriate. Parent educators will serve as a valuable resource because of their development and ora Resource Network.

3. School Setting

- a. Each kindergarten through 3rd grade classroom shall provide appropriate professional development in addressing the academic needs of the kindergarten through 3rd grade educational program.
 - b. Content. The content scope and sequence is defined by state standards and benchmarks.
 - c. Teacher/Child Interaction. Teachers support and extend children's learning through dialogue; teachers share control with children; teachers create a supportive social environment and encourage intrinsic motivation to learn.
 - d. Assessment. Elementary children's academic progress will be tracked by the assessment that the school has chosen.
 - e. K-3 PACT Time. Center-based is primarily designed for parents and their preschool children. However, the parent of an elementary student can participate in Adult Education and Parent Time in the FACE center-based adult classroom. They must also participate in PACT Time in the elementary classroom with the cooperation of their child's teacher and the support of the adult education teacher. This group of families cannot be the majority of families served because of the impact on the early childhood classroom enrollment. Families with only K-3 children should be enrolled in the program when there are adult education needs participating at the full-time or part-time level.
 - f. K-3 PACT Time Support. The adult education teacher will be primarily responsible for guiding and supporting PACT Time. With the full support of the school principal, professional development on PACT Time will be provided to teachers by the FACE staff at least once per year.
 - g. The elementary teachers will work with the FACE staff to develop annual formal transition plans for children from FACE programs through grade 3.
- B. Overall Program Integration. The purpose of program integration is to build connections between all program components so families can receive seamless, effective and comprehensive services.

Planning time (ideally one full day per week) includes the entire FACE staff (coordinator, parent educators, preschool teacher and co-teacher, adult

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education teacher in both team and individual work. The school principal and/or administrator should regularly be involved. In addition, regular Center-based observations should be documented. The Home-based supervisor (Coordinator/Administrator) should consistently participate with each Parent Educator in planning, implementing and follow-up documentation in Penelope. They should annually observe each parent educator plan, conduct a personal visit, FACE Family Circle and give written and oral feedback using the *Personal Visit Observation Record* and *Group Connection Observation Record*; and document the services within Penelope. Quarterly File and Penelope reviews should be conducted and documented Team planning and integration. The weekly team meeting will include a written agenda, sign-in sheet, and minutes which will be distributed to each team member and kept on file. This full-team meeting should not exceed two hours unless the meeting involves a team building activity. The school principal/administrator's involvement is critical.

1. Home- and center-based component meetings and individual planning. Time is allotted on planning days for these sub-teams to meet following the full-team meeting. Individual staff also will need time for job-related tasks; visiting community providers to promote FACE; and reflective practice and reflective supervision. Suggested agenda items include:
 - a. curriculum planning - integrated and individual
 - b. reflective practice - staff will participate in reflective practice during full team meetings monthly. Reflective Supervision with each parent educator should occur two hours a month after the supervisor has participated in Reflective Supervision training
 - c. development and purchasing of curriculum materials and resources
 - d. development of collaborations with community resources
 - e. information and referrals and follow-up on referrals
 - f. record-keeping and reporting (includes entries into data-base system)
 - g. recruitment, engagement and retention in the field
 - h. make-up personal visits; and planning of FACE Family Circle for Home-based team
 - i. additional services to families (GED testing, medical appointments, Adult Education for home-based, etc.)
 - j. Incentives
 - k. Other pertinent tasks

2. Suggested agenda items for the full-team meeting:
 - a. weekly updates including updates to action plans/implementation strategies
 - b. strengths and challenges
 - c. discussion and problem solving
 - d. referrals to resources and follow-up
 - e. record-keeping and reporting

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- f. recruitment, retention, and maintaining family engagement
- g. level of participation of families
- h. family feedback forms and surveys
- i. budget planning and quarterly budget status report
- j. FACE Family Circle planning; planning of personal visits; locating resources for referrals and updating Resource Network
- k. integration of language and culture into components
- l. Imagination Library enrollment update
- m. building integration with the school, tribe and community
- n. program evaluation
- o. advocacy and sustainability
- p. special activities and field trips
- q. transition planning
- r. NASIS, Penelope (home-based data management system)
- s. team building activities
- t. action plan review and revision
- u. FACE Implementation Standards
- v. preparation for and follow-up from technical assistance visits and reports
- w. Native Star
- x. Incentives

Facilities

- A. Compliance. FACE facilities shall comply with all Federal, State, Tribal and Bureau of Indian Affairs (BIA) health, safety, and licensing codes. Staff will be responsible for daily safety checks and reporting of any concerns. Administration is responsible for follow-through with BIA Safety and Facilities.

- B. Indoor Facilities
 1. The FACE Program shall ensure that indoor FACE facilities are safe, comfortable, and clean. Space, light, ventilation, heat, and other physical arrangements shall be consistent with Federal, State and BIA health and safety codes for parent educator office space and for preschool and adult education classrooms.
 2. Any changes to FACE facilities must be approved by BIE prior to the change being made.
 3. Parent educator office space is adequate to contain desks; locking filing cabinets; secure accessible storage for weekly visit plan kits; screening tools and for materials such as toys, books, and supplies. Ideally, there will also be space to conduct private meetings, personal visits and FACE Family Circle meetings with families as needed. Office space should contain a minimum of 120 square feet per parent educator. Ideally there should be sufficient storage area for materials/resources for personal visits and FACE Family Circles.
 4. A minimum of 60 square feet of usable classroom space per child (15 children minimum) in the preschool classroom with appropriate bathroom facilities for preschool children.
 5. Adequate classroom space for up to 15 Adult Learners.
 6. Adequate technology for adults and children including, computers, connection to the internet, flash drives and appropriate software and access to a printer. In the adult education classroom, there should be at least one computer for every two students.

- C. Staff Equipment
 1. Essential: desk phones with voicemail, Internet access, printers, computers, laptops, hot spots for FACE staff, and 2-way radios installed within each vehicle, and/or cell phones if radio installation is not possible.
 2. Staff furniture (in good condition):
 - a. Essential: desks, tables, chairs, locking filing cabinets, bookshelves, and secure storage cabinets.
 - b. Desirable: refrigerator, microwave, utensils/kitchenware, sewing machine (for adult education).

- D. Technology to support evaluation process

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1. The FACE team will be provided with adequate access to the internet, computers and scanners to support the ongoing evaluation process.
- E. Outdoor Environment
1. The FACE outdoor environment includes age-appropriate equipment that is handicapped accessible. A minimum of 75 square feet of fenced play space per child shall be designated as a play area for the 3- to 5-year-old children.
- F. Home-based: Items needed to provide Virtual Services
1. Essential: Staff – desk, cell phones, email, hot spot, laptops, printer-ink, paper, storage for files/folders; video-conferencing platform; Facebook page, etc.- Outdoor picnic table to provide personal visits outdoors if needed. Provide masks, hand sanitizer, etc. per local and CDC requirements. Books for book sharing.
 2. Essential: Families- laptops, I-pads, hot-spots, cell phones, gift cards with additional minutes for cell phones, binders to store parent handouts; access to video-conferencing platform, Facebook page, etc.
- G. Center-based: Items needed to provide virtual Services
1. Essential – Staff – the adult education teacher, preschool teacher and preschool co-teacher all need access to a laptop, email, hot spot, and Zoom or another video conferencing platform.
 2. Essential – Families – virtual services are provided to both adults and children, families need at least one laptop or tablet, connection to the internet/hot spot and a flash drive.

Health and Safety Standards

Health and Safety

- A. Each FACE program shall provide a copy of the school health and safety policy plus the school contingency plan to each staff member and parent. Including an Action Plan to offer Virtual services to families.
- B. The FACE staff shall be trained in CPR and first aid according to school policy and procedures.
- C. The FACE program shall participate in the regularly scheduled school fire drills.
- D. The FACE program shall implement the BIA Suspected Child Abuse Neglect (SCAN) policy for reporting child abuse and neglect.
- E. The FACE program shall implement the BIA Federal background/security checks for staff and center-based adult participants. Center-based adults may visit for 5 days or less throughout the year without a background check.

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25 CFR §63.14 All positions that allow an applicant, employee, volunteer regular contact with or control over Indian children are subject to a background investigation and determination of suitability for employment.

25 CFR §63.16 Indian tribes and tribal organizations may conduct their own background investigations, contract with private firms, or request the Office of Personnel Management (OPM) to conduct an investigation. The investigation should cover the past five years.

- F. The FACE classrooms and offices shall be kept safe and clean.
- G. Children and adults shall have access to safe drinking water.
- H. Follow local and state mandates with regards to masking and social distancing.

Medical

- A. Prior to enrollment, center-based children shall be required to have evidence of a complete physical examination, which was conducted within the last 12 months.
- B. Upon enrollment for center-based and home-based, the parent will provide documentation that their child's immunizations are up-to-date and consistent with state requirements. This document will be updated annually and kept in the confidential family or child file.

Administration of medication. Staff shall follow school policies and procedures.

Personal Hygiene

- A. Children and adults shall have regular access to appropriate bathroom facilities. Hand washing frequently and daily teeth brushing will be part of the routine.
- B. The FACE center-based staff will ask parents to send and/or bring extra clothing to school for a child to change into if clothing gets wet or soiled. There should be a clean and private space for a child who needs to change clothes.

Food and Food Preparation

- A. Meals and/or snacks for children and adults are planned to meet the participant's nutritional requirements as recommended by the Child Care Food Program of the U.S. Department of Agriculture. Meals provided will be determined based on the length of the program day.
- B. Both children and adults qualify for free and reduced meal reimbursement, as students of the school. A separate USDA Free and Reduced Meal Reimbursement

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form must be submitted to school food services for each child and adult student. If denied by USDA FACE funds can be used to provide food for the adults.

- C. Breakfast, lunch and snacks will be provided daily to adults and children participating in the FACE program.
- D. Reasonable food purchases are allowable expenses for FACE Family Circles and special FACE events.

Transportation

Attendance Areas

Every FACE Program shall recruit and serve families residing within the school boundaries established for student enrollment in grades Kindergarten through Grade 3. This is considered to be within a reasonable bus ride from families' home to the school-based FACE Program.

Child Supervision

- A. Each child can be accompanied by his/her parent or adult family member enrolled in the on-site Adult Education class when being transported to FACE on the school bus. Families can also be transported in for FACE Family Circles.
- B. When children are entering or leaving the vehicle, the following safety precautions shall be taken:
 - 1. The accompanying staff member, parent, volunteer, or the driver shall ensure that a parent or other responsible person designated by the parent receives the child when leaving the vehicle or the FACE center-based program.
 - 2. Children shall enter and leave the vehicle from the curbside unless the vehicle is in a protected area or driveway. A staff member shall closely supervise children entering and leaving the vehicle at all times.
 - 3. Children shall not be left unattended in a vehicle.

Vehicles and Operators

- A. The FACE Program shall have on file for each vehicle used in the program verification of the following:
 - 1. Annual vehicle inspection
 - 2. Vehicle insurance
 - 3. Evidence of compliance by drivers with all BIA, tribal and state requirements, including a copy of each driver's driving record and license number.
- B. Vehicles used by the program for the transportation of children and adults shall meet existing federal and state motor vehicle codes and safety equipment requirements.
- C. Drivers shall be certified to meet state licensing requirements. School bus operators and operators of vehicles for the transportation of children and adults are required

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to be licensed under the Commercial Driver's License Program operated by all states. This license must be endorsed appropriately.

- D. All staff members who are required to operate/drive a school vehicle in performance of their FACE job responsibilities must comply with the requirements specified in the Code of Federal Regulations, 5 CFR 930, and the Department of the Interior's Motor Vehicle Safety Policy, 485 DM16 (the form required is the GSA Form 3607, Motor Vehicle Operator's License and Driving Record).
- E. Any transportation of FACE families in staff member's personal vehicles is discouraged as outlined in the school's policies and procedures.

Parent Educator Transportation

- A. Schools are to lease or otherwise provide a reliable vehicle for each parent educator to use for delivering personal visits.
- B. Each parent educator must have easy access to an assigned vehicle for all individual family-focused, scheduled personal visits.
- C. For safety reasons, a two-way radio or cell phone should be provided for parent educators to address emergencies when out in the field.

APPENDIX A

Definition of Terms Used in FACE Guidelines

The following definitions apply:

Actively participate – Home-based: participating in all components - 75% of scheduled personal visits and 75% of the offered Family Circles, screenings, etc.; Center-based: full-day attendance 75% of service days for preschool children and adult education students.

Additional Support – The status of Additional Support is assigned to programs that may have two areas of concern. They must have written, verifiable processes in place and are taking appropriate steps to respond to and correct actions according to signed FACE assurances (Appendix B).

Adult Education – Services or instruction provided to address the personal, academic, and/or career goals of the parent.

Adult family members – Any qualifying adult of a family enrolled and participating in services.

Ages and Stages Questionnaire Third Edition (ASQ-3) – A developmental screening tool used by trained center-based and home-based staff: twice a year for home-based children and once a year for center-based children.

Ages and Stages Questionnaire: Social-Emotional Second Edition (ASQ:SE-2) – Used by trained parent educators to help parents/caregivers assess social-emotional behaviors of home-based children.

American Indian Student – A student who is an enrolled member of or is at least a ¼ degree American Indian Blood descendent of a member of a federally recognized American Indian tribe that is eligible for special programs and services provided by the BIA to American Indians because of their status as American Indians and resides within the attendance area of a BIE-funded school.

American Indian Tribe – American Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688), that is recognized as eligible for the special programs and services provided by the United States to American Indians and Alaska Natives because of their status as American Indians.

Beyond the Basics Training - Beyond the Basics is a two-and-a-half day training that focuses on a deeper dive into implementing and integrating the four components of the center-based program: Adult Education, Preschool, PACT Time, and Parent Time. It will include training on best practices, data-driven instruction, lesson planning, modeling and facilitation strategies, and action planning.

BIA – Bureau of Indian Affairs

BIE – Bureau of Indian Education

Center-based – Preschool classes for children ages 3-5, adult education services for parents or adult family members, and parent engagement activities including PACT Time and Parent Time.

Concern Status – FACE programs that have challenges meeting assurances could be placed on Concern Status based on the following:

- Not in compliance with several FACE Assurances
- Lack of administrative support
- Lack of staff and unwillingness to fill vacant positions
- Lack of data collection and documentation
- Lack of timely monthly reporting submissions
- Inadequate utilization and incorporation of PAT and NCFL approved curricula
- Does not meet enrollment requirement in home- and/or center-based services.
- Unwillingness to meet enrollment requirements/unable to provide documentation of adequate recruitment efforts
- Lack of participation in technical assistance provided by PAT and NCFL, including the following:
 - Has not completed recommendations found in technical assistance reports
 - Overall lack of involvement in technical assistance calls, site visits, and training
- Reduced from Probation Status

Early Childhood Education – comprehensive educational activities for children ages prenatal through age 8/or third grade.

ESSA (Every Student Succeeds Act) - Signed into law on December 10, 2015, ESSA reauthorized the 50-year-old Elementary and Secondary Education Act.

Family and Child Education (FACE) Program – A Family and Child Education program which is an American Indian model for school reform serving prenatal through age 8 and their parents/primary caretakers in three settings – home, school, and community.

FACE Coordinator – The individual designated by the school to have primary responsibility for the day-to-day operation of the FACE Program.

FACE Family Circle – Planned monthly informational family meetings lead and conducted by parent educators primarily for home-based families centered on supporting parental roles in Development-Centered Parenting, Parent-Child Interaction, and Family Well-Being. Note: At most schools, FACE center-based families also participate in the meetings.

FACE Implementation Training - Implementation Training for center-based teachers is a required training for new adult education teachers, preschool teachers and preschool co-teachers that will focus on the components of the center-based program: Adult

Education, Preschool, PACT Time, and Parent Time. It will include an overview of the FACE program as well as training on best practices, recruitment and retention, assessments, documentation, and FACE teamwork.

FERPA – The Family Education Rights and Privacy Act is a federal law that protects the privacy of student education records.

Foundational and Model Implementation – This five-day certification training lays the foundation for the Parents as Teachers approach to home visitation within an early childhood system and is designed so programs meet the requirements for affiliation. The training is facilitated by expert trainers who emphasize reflective practice and hands-on learning. There is an emphasis on the Parents as Teachers approach to working with building relationship-based competencies for providing personal visits; strengthening protective factors to improve parenting behaviors and maximize child outcomes. The Foundational Training and its introduction to the online curricula is a prerequisite to the Model Implementation Training, both for program supervisors and for parent educators.

Foundational 2 Curriculum - This professional development combines the *Foundational* and *Foundational 2: 3 Years to Kindergarten* trainings, offering both within five consecutive days. Successful completion of this training combination results in approved use of the *Foundational Curriculum* and *Foundational 2: 3 Years through Kindergarten*, which is primarily online.

Full Day – A full day in center-based FACE includes each of the four components: Adult Education, Preschool Education, PACT Time, and Parent Time.

High Performance – Programs with a full team or recruiting staff. Documentation will be provided to BIE FACE Director. Programs serving as a desirable FACE model and are meeting the Assurances and FACE Implementation Standards at a high level. (See Appendix C)

Home-based – Two full time parent educators, who are usually from the community deliver the following four types of services to home-based families with children from prenatal through kindergarten: Personal Visits, FACE Family Circles, Screenings, and Resource Networks. Services provided in the home, virtually or at the school.

Imagination Library – The purpose of the Imagination Library is to foster a love of reading among the FACE participants by providing them with a gift of a specially selected book each month. By mailing high quality, age-appropriate books directly to the family's home or FACE program, children are building a library regardless of the family's income. Home-based and Center-based children are enrolled in the program which is funded through the BIE through a collaboration with PAT and the Dollywood Foundation.

NASIS – Native American Student Information System.

Native Star – A web-based system implemented by the BIE, state education agencies, and districts to inform, coach, sustain, track, and report school improvement activities.

NCFL – National Center for Families Learning, the organization that provides the training, resources, and technical assistance for center-based FACE.

NCFL CIRCLES®: The Core Curriculum – based on active learning, research-based early learning program guidelines, and preschool standards.

PATNC – Parents as Teachers (PAT) National Center; the organization that provides the curriculum, resources, training, and technical assistance for home-based FACE.

Parent(s) – Parent, guardian, foster parent, caregiver or person acting as a parent of a child, (such as an extended family member with whom a child lives or someone who has direct influence and/or responsibility for the child).

Parent and Child Together (PACT) Time® – PACT Time is a specified time when parents interact with their child in the child's classroom, at home, or in the community.

Family Engagement – Parents and adult family members and children participate in engagement activities that include PACT Time and Parent Time.

Parent Time – A specified time when parents explore parenting issues and other concerns related to being a parent – including child development and helping their child learn.

Penelope – A web-based data management system used to document recordkeeping forms and centralize data entry for home-based services. Data is inputted and updated weekly by parent educators.

Personal visits – Trained and certified parent educators make visits primarily in the homes of families to share age-appropriate child development information with parents, help them learn to observe their own child's development, address their parenting concerns, and engage the family in activities that provide meaningful parent/child interaction. Drawing upon PAT's research-based curriculum, parent educators present age-appropriate lessons in a user-friendly, nonjudgmental, and culturally competent format. Additional resources complement the PAT curriculum, including books and handouts. Visits are planned with input from families.

PICCOLO – Parenting Interactions with Children: A Checklist of Observations Linked Outcomes. Checklist of 29 observable developmentally supportive parenting behaviors in four domains (affection, responsiveness, encouragement, and teaching). It is a reliable tool for parent educators that shows what parents can do to support their children's development. PICCOLO helps parent educators observe a wide range of parenting behaviors through the approach known as developmental parenting and focusing on parenting strengths-what the parent already believes is important to do and is comfortable doing with his or her child- a valuable resource for increasing the developmental support available to young children.

Preschool Education – Comprehensive education for children age 3 to kindergarten entry. The main preschool curriculum is the Teaching Strategies Creative Curriculum along with NCFL's *CIRCLES®: Core Curriculum* is used to guide instruction.

Probation – A program is granted probationary status when BIE has determined that the program is out of compliance with Assurances, Standards and the quality of the program is at risk. Probationary status may also be granted when the program fails to address status concerns in a timely manner, full FACE team is not hired and functioning, etc. In all cases, probation means that the FACE program is in jeopardy and that if the identified problems are not corrected in a timely manner funding for the program will be withdrawn.

The program will receive notification from the BIE FACE Director. (See Appendix C).

Reflective Practice – Process used with parent educators to help them think about and analyze actions in order to improve professional practice. It is exploring and explaining events, not just describing them. Analyzing anxieties, errors, and weaknesses, as well as strengths and successes.

Reflective Supervision – A relationship between the parent educator and supervisor that supports learning. It is a process of setting aside individual time monthly for the parent educator with supervisor to “examine thoughts, feelings, actions and reactions evoked in the course of working closely with young children and families.”

Resource Network – Parent educators are knowledgeable about community resources, linking families with them when necessary. Also includes parent educators participating on a community advisory committee monthly, and advocating for families. Annually compiling a Resource Directory that reflects key community and state resources.

Satisfactory Status – FACE sites that may have challenges meeting one area of Concern status and also have processes in place and are taking appropriate steps to respond to and correct actions according to signed FACE assurances and have implemented all components of FACE. The program will receive notification from the BIE FACE Director. (See Appendix C)

School Classroom Services – Elementary classroom instruction beginning in Kindergarten through Grade 3.

Screenings – Informal health, hearing, vision, dental, and developmental family centered, screenings that offer a quick, easy way to observe how a child is growing and build upon those skills. Delays in development can be identified early and early intervention accessed. Family-centered assessment measures healthy well-being and parent-child life skills outcomes. Home-based tools include: Parents as Teachers *Health Record, Milestones*, Otoacoustic Emissions (OAEs), or some other approved hearing screening ASQ-3 (twice a year); ASQ:SE-2 annually, family-centered assessment. – Family Centered Synthesis Assessment and PICCOLO. Center-based requires the ASQ-3 and the Health Record.

Teaching Strategies Creative Curriculum - the main curriculum used in the preschool classroom.

Teaching Strategies GOLD – the developmentally appropriate, observation-based assessment used in the preschool classroom three times per year.

Waiting List - when a program is fully enrolled, a waiting list is created to document and prioritize students and families with an interest in future participation.

APPENDIX B

FACE Assurances

All FACE programs must include the following assurances which are to be signed by the school Principal, School Board President, Education Line Officer, and submitted annually with the Family & Child Education Program Plan and budget.

1. The school will ensure that native language and culture are incorporated, celebrated, and reflected in the FACE program.
2. The school administration and School Board is committed to implementation of the FACE School Reform model.
3. The school has read, understands, and will follow the policies established by the Bureau of Indian Education on implementation of the FACE program addressing the different program status and the ramifications of each status: High Performance, Satisfactory, Additional Support, Concern Status, and Probation.
4. The school will ensure that FACE is fully staffed with five staff members who are fully state certified and qualified for the positions that they hold in meeting the requirements of Every Student Succeeds Act of 2015, P.L. 114-95.
5. The school will ensure enforcement of the BIA Federal background check requirements for staff and center-based adult participants. A local or tribal background check may also be used in addition to the BIA Federal background check.

25 CFR §63.14 All positions that allow an applicant, employee, volunteer regular contact with or control over Indian children are subject to a background investigation and determination of suitability for employment.

25 CFR §63.16 Indian tribes and tribal organizations may conduct their own background investigations, contract with private firms, or request the Office of Personnel Management (OPM) to conduct an investigation. The investigation should cover the past five years.

6. The school will ensure attendance at all required FACE trainings for FACE staff and Principal/Administrator trainings approved by BIE.

7. The school will ensure that full FACE enrollment is established and maintained in home-based and center-based. New parent educators are expected to have a caseload of 12-14 families and conduct weekly visits with families. Experienced parent educators are expected to have a caseload of 24-26 families and conduct biweekly visits. Center-based will maintain an enrollment of 15 – 20 children.
8. The school will ensure that families will participate on a regular basis in home based (75% of offered visits are completed – weekly/biweekly; 75% of offered FACE Family Circles are attended and center-based (75% attendance by children).
9. The school will maintain and submit, in a timely manner, all required program data (home-based, center-based, and K- 3).
10. School funds are utilized to provide appropriate professional development in addressing the academic needs of the prenatal through grade 3 educational program. FACE staff should not be required to attend all school professional development; only that which is determined to be useful and/or appropriate for jobs/roles.
11. The school will coordinate with all existing preschool programs, including transition activities from home-based (ages birth – age 3) to center-based (age 3 -5), from center-based to kindergarten, from center-based to other early childhood programs or other schools as appropriate.
12. The school will ensure that FACE funding is utilized appropriately (personnel, travel, materials & supplies, incentives for families, etc.). FACE staff will be made aware of budget balance. FACE staff may be compensated for the role of coordinator.
13. Grant Schools only: The school has no outstanding audit exceptions regarding fiscal or program management.
14. The school will provide office space which includes storage for FACE home-based parent educator(s) and the center-based teachers.
15. The school will provide adequate (i.e., 60 sq. feet per child) and safe (enclosed and age appropriate indoor and outdoor equipment) facilities for parent meetings, for families, and their children from prenatal to age 5.
16. Two appropriate and safe classrooms, restroom facilities for adults and children, and playground space for children three to five years of age are provided at the school.

17. The school will provide appropriate transportation for: 1) Children ages 3 -5 years old and their parents, if applicable, to attend center-based (early childhood and adult education), 2) Each Parent Educator to conduct personal visits, and 3) Families attending monthly FACE Family Circles.

18. It is allowable for children to attend center-based preschool when a parent is not able to participate full time or part time in center-based programming. Parents or guardians of these children must still be enrolled in FACE, receive NASIS numbers, and participate in a minimum of two hours of documented parent engagement activities weekly.

APPENDIX C

Procedures for Determining Program Implementation Status

The procedures for determining program implementation status was amended for clarity and to acknowledge differences in program status. The following statuses were developed to communicate with FACE programs their respective status in implementing the FACE model.

- A. **High Performance:** The determination that programs have implemented assurances and have performed at a high level of implementation in all FACE components is based on the following:
- In compliance with FACE Assurances (Appendix B)
 - Annual review and use of FACE Program Implementation Standards and Action Plans
 - Administrative support
 - Full program staff.
 - Consistent and complete data collection and documentation
 - Submission of monthly reports
 - Adequate utilization and incorporation of PAT and NCFL approved curricula
 - Full enrollment in home- and/or center-based services
 - Active participation in technical assistance provided by PAT and NCFL:
 - Succeeds in meeting and completing recommendations found in technical assistance reports
 - Involvement in technical assistance calls, site visits, and training
- B. **Satisfactory:** The status of Satisfactory is assigned to programs that may have one area of Concern Status. They also have processes in place and are taking appropriate steps to respond to and correct actions according to the signed FACE assurances and have implemented all components of FACE.
- C. **Additional Support:** The status of Additional Support is assigned to programs that may have two areas of concern. They must have written, verifiable processes in place and are taking appropriate steps to respond to and correct actions according to signed FACE Assurances (Appendix B). Additional Support may be assigned to programs that have successfully implemented FACE but have areas identified in need of improvement, in which case the program may benefit from extra support from technical assistance providers in the form of additional TA calls, support emails or a second TA visit.
- D. **Concern Status:** FACE programs that have challenges meeting the assurances could be placed on Concern Status based on the following:
- Not in compliance with several FACE Assurances

- Lack of administrative support
- Lack of staff and unwillingness to fill vacant positions
- Lack of data collection and documentation
- Lack in timely monthly reporting submissions
- Inadequate utilization and incorporation of PAT and NCFL approved curricula
- Does not meet enrollment requirement in home- and/or center-based services
- Unwillingness to meet enrollment requirements/unable to provide documentation of adequate recruitment efforts
- Lack of participation in technical assistance provided by PAT and NCFL, including the following:
 - Has not completed recommendations found in technical assistance reports
 - Overall lack of involvement in technical assistance calls, site visits, and training
- Reduced from Probation Status
- They must have written, verifiable processes in place and are taking appropriate steps to respond to and correct actions according to signed FACE Assurances (Appendix B).

E. **Probation:** FACE programs that have difficulty meeting the assurances or implementing standards for more than one program year could be placed on probation based on the following:

- Not in compliance with many FACE Assurances
- Continued lack of administrative support
- Continues to lack a full staff and remains resistant to fill vacant positions
- Continues to use FACE staff as classroom substitutes
- Continued incomplete and/or timely data collection, submission and documentation
- Continues to lack in utilization and incorporation of PAT and NCFL approved curricula
- Continues not to meet enrollment requirements in home- and/or center-based services and is unable to provide documentation of adequate recruitment efforts
- Continues to lack in participation of technical assistance provided by PAT and NCFL, including the following:
 - Has not completed recommendations found in technical assistance reports
 - Overall lack of involvement in technical assistance calls, site visits, and training
- The program will receive notification from the BIE FACE Director.
- They must have written, verifiable processes in place and are taking appropriate steps to respond to and correct actions according to signed FACE Assurances (Appendix B).

F. **New Program:** programs within the first two years of start-up.

Status notification will be entered on the FACE Continuing Application on Native Star, following review of the application.

2 years of Concern Status – At risk of moving to Probation Status.

2 years of Probation Status – At risk of loss of Program funding.