Family And Child Education Guidance

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General Information ◆>>>○<

Purpose of FACE Guidelines

The FACE guidance supports the effective implementation of the FACE Program by outlining essential requirements and providing a structured framework for stakeholders. These guidelines promote consistent practices and methodologies that are crucial for the program's success. They offer a comprehensive approach to operationalizing the FACE program, ensuring alignment with its mission to provide educational services to families in Tribal communities.

The Guidelines and Assurances (Appendix A) delineate the procedural and compliance requirements necessary for program operation. These assurances ensure accountability, adherence to program policies, and alignment with federal regulations. Appendix A establishes a standardized approach for stakeholders to fulfill their responsibilities, fostering uniformity and reliability in program delivery.

The FACE Program Component Instructions provide detailed guidance on implementing the program's core components. These include:

1. **Early Childhood Education (ECE)** - Focuses on supporting children ages 0-5 in developing foundational cognitive, and motor skills essential for school readiness. The component emphasizes culturally relevant, age-appropriate curriculum and activities that promote holistic child development.

2. **Adult Education** - Addresses the educational needs of parents and caregivers, offering opportunities to improve literacy, obtain a GED, enhance employability skills, or pursue further education. This component strengthens the family unit by empowering adults as lifelong learners and active participants in their children's education.

3. **Parent and Child Learning Time** - Encourages meaningful interactions between parents and children, fostering positive relationships and reinforcing the role of parents/caregivers as the child's first teacher. This component integrates culturally relevant activities to enhance family engagement.

4. **Family Enrichment Services** - Provides support services, such as home visits, workshops, and resource referrals, to address the unique needs of families. These services promote well-being, resilience, and effective parenting practices, ensuring families have access to holistic support systems.

5. **Prekindergarten Education** - Tailored to children 4 to 5 years of age, this component ensures a seamless transition to kindergarten by emphasizing school readiness skills. It incorporates culturally appropriate materials and practices to create a welcoming, inclusive learning environment.

The FACE glossary (APPENDIX G) defines specific terms used throughout the document, eliminating ambiguity and facilitating smoother execution of program tasks and objectives. Clear terminology ensures all stakeholders have a shared understanding of program expectations, processes, and roles, minimizing misinterpretation and enhancing collaborative efforts.

By combining the Guidelines and Assurances, Program Component Instructions, and a clearly defined glossary, the FACE guidance ensures all stakeholders have the tools and knowledge to implement the program effectively, maintain consistency and achieve the program's overarching goals.

History of the Family and Child Education (FACE) Program

In 1990, the Bureau of Indian Education (BIE), then known as the Office of Indian Education Programs (OIEP), launched the Early Childhood/Parental Involvement Pilot program, funded through Congressional appropriations. This initiative was based on three well-established early childhood and family education models. Initially, the program was implemented across five sites. A sixth site uniquely focused solely on the High/Scope model for preschool and K-3 levels. By 1992, the program expanded and was rebranded as the Family and Child Education (FACE) program, marking a significant milestone in its development and impact on early childhood and parental involvement education.

Introduction

The BIE's early childhood education office provides a FACE program grounded in Native values. This community-centric model emphasizes kindergarten readiness through collaboration among families, local resources, and schools, which is critical for students' academic success. The program includes parenting education to support student development from the earliest years, providing developmentally appropriate resources guiding daily family involvement. Research on early childhood education has identified several indicators for student success, including consistent and positive family involvement. These indicators are part of the FACE comprehensive evaluation plan to ensure a high-quality model. Recent evaluations conclude that the BIE FACE Program has significantly increased participants' academic and educational attainments.

The program's primary goal is to reduce the educational achievement gap by providing essential skills for preschoolers and their families, preparing them for school. Services include early childhood education, adult education, and parenting education, delivered in homes and at school centers. The program also supports Native language proficiency as 32% of families served in the 22-23 school year spoke their Native language in their home.

Goals

The overall goals of the FACE Program are to:

- Support primary caregivers in their role as the child's first and most influential teacher.
- Strengthen family-school-community connections.

- Increase family participation in the child's learning and expectations for academic achievement.
- Celebrate the unique cultural and linguistic diversity of each Indigenous community served by the program.
- Promote lifelong learning and school readiness.

Focus Areas for Implementation

Used for targeted implementations and focused site improvements:

1. **Engagement**

   - **Definition -** Refers to the active participation of families, children, and community members in the FACE program. Engagement builds strong partnerships between educators, families, and Tribal communities.

   - **What It Entails**

     - Strengthening parent involvement in children's learning through parent and child learning time.

     - Promoting consistent attendance and active participation in FACE activities.

     - Facilitating communication between families and program staff to ensure needs are addressed.

     - Encouraging collaboration between FACE sites and community organizations to provide additional resources.

2. **Culture and Language**

   - **Definition -** Prioritizing the integration of Tribal culture, traditions, and language into all aspects of the FACE program to foster identity and connection to heritage.

   - **What It Entails**

     - Embedding culturally relevant materials, stories, and practices into curriculum and activities.

     - Offering language immersion or revitalization programs for children and families.

     - Training staff on culturally responsive teaching methods and Tribal protocols.

     - Collaborating with Tribal leaders and cultural experts to ensure authenticity and respect for traditions.

3. **Curriculum & Assessment**

   - **Definition -** Ensuring the use of evidence-based curricula and assessment tools that align with the goals of the FACE program and meet the developmental needs of children and families.

- **What It Entails**

  - Implementing developmentally appropriate and culturally responsive curriculum for early childhood and adult education components.

  - Regularly assessing children's progress in developmental domains and school readiness.

  - Monitoring adult learners' advancements in literacy, employability, or educational goals.

  - Using assessment data to guide individualized instruction and program improvements.

4. **Transition Plans**

   - **Definition -** Creating structured plans to ensure smooth transitions for children and families from one phase of education to another, such as from FACE programs to kindergarten.

   - **What It Entails**

     - Developing personalized transition plans for each child, incorporating family input.

     - Collaborating with local schools to align expectations and prepare children for kindergarten.

     - Hosting transition activities, such as kindergarten readiness workshops or visits to new classrooms.

     - Providing guidance and resources to parents to support their child's transition.

5. **Readiness Strategies**

   - **Definition -** Focused approaches to ensure children and families are prepared for the next stages of their educational journeys.

   - **What It Entails**

     - Building foundational skills in literacy and numeracy development for children.

     - Enhancing parenting skills to support learning at home.

     - Offering targeted interventions for children and families with identified needs.

     - Preparing adult learners with skills to pursue further education, training, or employment opportunities.

6. **Data Collection**

- **Definition -** Systematically gathering and analyzing data to inform decision-making, monitor progress, and enhance program effectiveness.

- **What It Entails**

  - Collecting data on child outcomes, family participation, adult education achievements, and community engagement.

  - Maintaining accurate and secure records to track program implementation and compliance.

  - Using data analytics to identify areas for targeted improvements and measure program impact.

  - Sharing data with stakeholders to ensure transparency and guide future initiatives.

How These Work Together

By focusing on these areas, targeted implementations and site improvements address specific challenges and foster overall program success. Engagement ensures buy-in from families and communities, while Culture and Language honor Tribal heritage. Curriculum & Assessment provide structured learning pathways, and Transition Plans ensure continuity for children and families. Readiness Strategies equip participants with the tools for success, and Data Collection enables ongoing program refinement and accountability. Together, these targets create a holistic approach to advancing the FACE program's mission.

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 vast diversity of Indian Tribes and Alaska Native villages, taking into account the spiritual, mental, physical and cultural aspects of the individual.

BIE and FACE Structure ◆❯❯❯⚬❮

The Bureau of Indian Education funds 187 elementary and secondary schools and dormitories in 23 states on 63 American Indian reservations. FACE is the BIE's only funded early childhood education program, which implements culturally appropriate family literacy, school and community connections, adult and early childhood education, and parental involvement models.
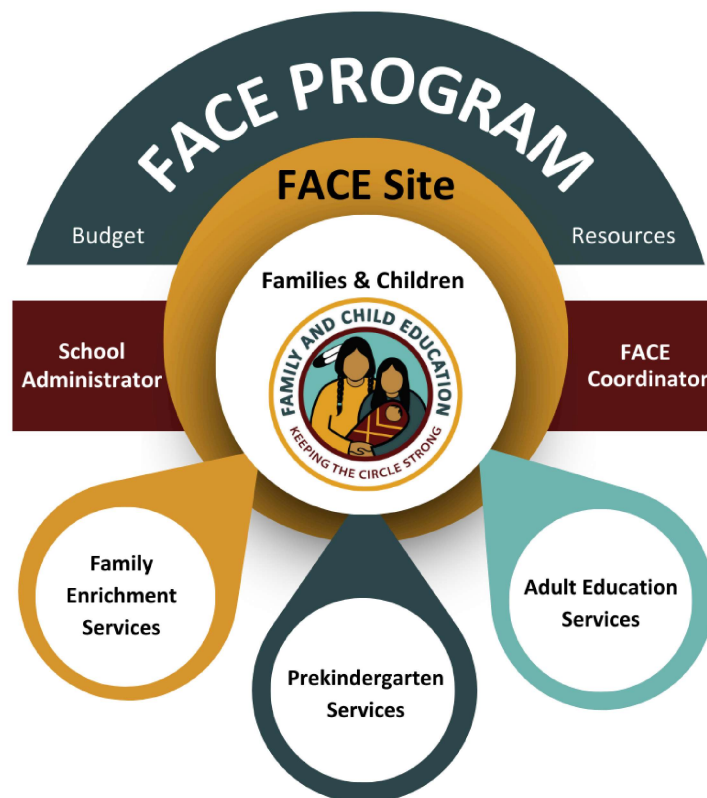
The FACE model has three main components:

1. **Family Enrichment Services** (prenatal to 3 years old)
2. **Prekindergarten Services** (4 to 5 years old)
3. **Adult Education Services**

BIE FACE Leadership

The BIE FACE Leadership team, composed of **two BIE employees** and the **lead point of contact (POC) from each contracted partner**, manages and oversees the funding and implementation of the FACE program. This leadership structure ensures comprehensive oversight, collaboration, and alignment across all program components. The **two BIE employees** hold **final decision-making authority** on all actions taken regarding the FACE program, ensuring that decisions align with federal regulations, program goals, and the needs of Tribal communities.

The program is divided into **overall program** and **site-specific categories**, enabling tailored support and resources for each FACE site. Each site, in collaboration with the BIE FACE Leadership, determines how to implement the **Family Enrichment, Prekindergarten, and Adult Education** components, which are designed to address the unique needs of the communities served. The number of sites participating in the FACE program is fluid, as it is determined annually through the FACE application process, which evaluates the readiness and capacity of potential sites.

All activities, resources, and products associated with the FACE program are **reviewed and approved by the BIE FACE Leadership** team. The final authority of the two BIE employees ensures consistency, accountability, and adherence to the FACE program's mission and objectives. This structure allows for collaborative input from contracted partner POCs while maintaining centralized control to uphold program integrity and ensure that all decisions reflect the priorities and standards of the Bureau of Indian Education.

Implementation Structure and Commitment

Over the past thirty years, the FACE model has demonstrated that communities are best served when its three components—Family Enrichment Services (prenatal to 3 years old), Prekindergarten Services (4 to 5 years old), and Adult Education Services—are tailored to address local needs and priorities. Recognizing the diversity of Tribal communities, FACE sites are given the flexibility to implement one, two, or all three components. This adaptability enhances program effectiveness by allowing each site to align its offerings with the specific needs of the families and community it serves.

Hybrid Implementation Option: The FACE program offers a hybrid option that combines selected components, cross-training staff, and funding to best meet the unique needs of schools and communities. This hybrid approach will be determined collaboratively with the school administrator and approved by BIE FACE Leadership, ensuring alignment with community priorities and program goals. The decision-making process will consider factors such as community needs, available resources, and the long-term sustainability of program implementation.

As part of the hybrid model, staff may be cross-trained to effectively support multiple components of the FACE program. This cross-training ensures that personnel are equipped to adapt to the program's dynamic needs, providing a seamless integration of Family Enrichment, Prekindergarten, and Adult Education services. The cross-training plan will be tailored to each site's needs and supported through BIE FACE-approved professional development resources.

This flexibility to choose components or hybrids ensures that FACE sites can focus their efforts and resources where they will have the greatest impact, whether providing comprehensive services

across all components or concentrating on a specific area of need. By empowering sites to make these decisions, the FACE program fosters more meaningful engagement, better outcomes, and stronger alignment with the unique goals of each community.

Funding and Eligibility Criteria

Annual funding is based on the site's application, previous year data, and commitment to offer all three FACE components. The eligibility criteria require operating a BIE-funded elementary school and/or local Tribe support to facilitate a FACE program.

Funding and Allocation Process

- Funding is allocated during the summer, based on site status reports and federal allocations to the BIE FACE program.

- Approved applicants must sign the BIE data-sharing agreement and FACE annual assurances to finalize funding.

Applications

The FACE program has established a streamlined online application process through the FACE Portal for new applicants and continuing sites. This centralized system ensures efficiency and consistency in application submissions, reviews, and funding allocations.

New Applications

New applications are submitted by schools or sites not currently part of the FACE program but wish to establish a FACE site.

Eligibility Criteria for New Applications:

- Must operate a BIE-funded elementary school to qualify.

- Demonstrate capacity and commitment to offer FACE components:

    1. Family Enrichment Services (prenatal to 3 years old)

    2. Prekindergarten Services (4 to 5 years old)

    3. Adult Education Services

Application Process for New Sites:

1. Application Period: Opens **August 1st** and closes **October 31st** annually.

2. Requirements:

    - Submit a completed application through the FACE Portal.

- Participate in an interview process to assess readiness, infrastructure, and alignment with FACE goals.

- Provide documentation demonstrating the site's ability to implement and sustain FACE components.

3. Funding Allocation:

- Approved new sites receive startup funds in January to support program establishment, staffing, and resource procurement.

4. Evaluation and Approval:

- The BIE FACE Leadership Team and contracted partners review new applications to determine the site's readiness, capacity, and commitment.

Continuing Applications

Existing FACE sites seeking continued funding and support for the upcoming program year must submit a Continuing Application.

Eligibility Criteria for Continuing Applications:

- Must have an active, approved FACE program in the current program year.

- Must demonstrate alignment with FACE program goals and adherence to program guidelines.

- Commitment to continue offering FACE components.

Application Process for Continuing Sites:

1. Application Period: Opens **March 1st** and closes **April 30th** annually.

2. Requirements:

- Submit an updated application through the FACE Portal.

- Include updated program plans, performance documentation, and data from the previous year.

- Provide a signed BIE data-sharing agreement and FACE annual assurances.

3. Funding Allocation:

- Funding for continuing sites is determined based on the following:

  - Previous year's performance data and evaluations.

  - Current enrollment numbers.

  - Compliance with FACE guidelines and reporting requirements.

4. Evaluation and Renewal:

- Continuing applications are reviewed for adherence to program standards, performance outcomes, and evidence of ongoing site improvements.

5. Submission Requirements:

- All continuing applications are due by **April 30th** to ensure timely funding and support.

Key Differences Between New and Continuing Applications

Criteria	New Applications	Continuing Applications
Purpose	To establish a new FACE site.	To secure ongoing funding and support for an existing FACE site.
Eligibility	Requires a BIE-funded elementary school and readiness to implement all three components.	Requires an active FACE program with demonstrated performance and compliance.
Application Period	August 1st to October 31st.	March 1st to April 30th.
Funding Type	Startup funds allocated in January for program establishment.	Annual funding based on previous year's performance and current needs.
Review Criteria	Assessed for readiness, infrastructure, and alignment with program goals.	Assessed for compliance, performance, and continuous improvement efforts.
Approval Process	Includes an interview and readiness assessment by BIE FACE Leadership.	Includes performance evaluations and data review by BIE FACE Leadership.

Professional Development and Training for FACE Sites

The FACE Program provides comprehensive professional development opportunities tailored to each site's unique needs. These opportunities are structured to support both new and existing sites in implementing and sustaining high-quality FACE program components. Professional development is delivered through various formats, including face-to-face, virtual, and on-site sessions, all outlined in the annual Site Support Plans distributed each summer.

Professional Development for New Sites

What New Sites Can Expect:
New sites receive an intensive onboarding process to establish a strong foundation for successfully implementing the FACE components.

Key Professional Development Features for New Sites:

1. Orientation Training:

   - Mandatory training sessions to introduce FACE program components, policies, and expectations.

   - Overview of the FACE-approved curricula, assessment tools, and data systems.

2. On-Site Initial Support:

   - BIE FACE Leadership and contracted partners visit the site to provide hands-on training for all staff, including parent educators, prekindergarten teachers, and adult education instructors.

   - Guidance on creating an action plan for program implementation.

3. Program-Specific Training:

   - Family Enrichment Services: Training for paraprofessionals on conducting home visits, developmental screenings, and parent-child interaction strategies.

   - Prekindergarten Services: Instruction for teachers on implementing the BIE-approved prekindergarten curriculum and monitoring kindergarten readiness.

   - Adult Education Services: Training for adult education instructors on designing individualized learning plans, delivering literacy and GED preparation, and integrating culturally relevant materials.

4. Follow-Up Support:

   - Regular virtual check-ins to address questions, provide additional resources, and monitor progress.

   - Assistance with setting up the FACE Portal and submitting required data.

5. Collaborative Networking Opportunities:

   - Introduction to peer sites to share experiences and best practices.

Tiered Professional Development for Existing Sites

Existing sites receive professional development based on their specific needs and performance levels as determined by annual evaluations, data reports, and feedback. This tiered model ensures that each site gets the targeted support necessary to enhance performance and sustain success.

Tier 1: Intensive Support

Criteria:

- Sites identified as "Below Goal" or "No Activity" in one or more program components.

- Struggles with compliance, implementation, or outcomes.

What to Expect:

- On-Site Support: One-on-one, hands-on assistance from BIE FACE Leadership or contracted partners.

- Tailored Training Plans: Customized sessions focused on addressing critical issues such as data reporting, curriculum fidelity, or family engagement.

- Frequent Progress Monitoring: Weekly or bi-weekly check-ins to track improvements.

- Corrective Action Plans: Development of a detailed plan to address and resolve challenges.

Examples of Support:

- Intensive coaching for prekindergarten teachers on managing classroom routines.

- Specialized training for parent educators on conducting effective home visits.

Tier 2: Targeted Support

Criteria:

- Sites performing at a "Meets Goal" level but with identified areas needing improvement.

What to Expect:

- Virtual Professional Development: Focused online workshops tailored to site-specific challenges (e.g., enhancing family engagement or improving assessment practices).

- Scheduled Check-Ins: Monthly or bi-monthly virtual meetings to review progress and address emerging needs.

- Collaborative Learning Opportunities: Sessions connecting sites facing similar challenges to share solutions and strategies.

Examples of Support:

- Training for prekindergarten staff on refining transition plans for kindergarten readiness.

- Workshops for adult education instructors on incorporating technology into lesson plans.

Tier 3: Maintenance and Growth Support

Criteria:

- Sites performing at "Exceeds Goal" or consistently achieving high "Meets Goal" levels.

What to Expect:

- Periodic Check-Ins: Quarterly reviews to maintain momentum and ensure continued success.

- Advanced Training Opportunities: Sessions focused on innovation, leadership development, and scaling successful practices.

- Peer-to-Peer Learning: Opportunities to mentor other sites or participate in pilot initiatives.

Examples of Support:

- Training on advanced data analytics to inform program enhancements.

- Leadership workshops for site coordinators.

Summary of Professional Development Formats

- Face-to-Face: On-site training sessions for hands-on support, especially for new or Tier 1 sites.

- Virtual Training: Online workshops and webinars for convenience and flexibility, often used for Tier 2 and Tier 3 sites.

- Collaborative Networks: Peer-to-peer sharing and mentoring to build capacity and share best practices across sites.

Evaluations

FACE sites are required to submit monthly data reports, which provide regular updates on program activities, participation, and outcomes. These reports are supplemented by mid-year and annual reviews, during which progress updates and feedback are provided to ensure alignment with program goals and expectations.

Performance Levels

FACE site performance is categorized as follows:

- Exceeds Goal: Exceeds site goals, demonstrating exceptional implementation and outcomes.

- Meets Goal: Meets site goals, fulfilling expected benchmarks and standards.

- Below Goal: Partially meets site goals, indicating areas where improvements are needed.

- No Activity: Site goals are not met, requiring immediate intervention and support to address deficiencies.

Evaluation Process and Roles

The BIE FACE Leadership Team and contracted partners collaboratively evaluate each site's performance. This evaluation includes a comprehensive review and rating of each program component (Family Enrichment, Prekindergarten, and Adult Education) and overall site performance.

Data Sources for Evaluation:

- <u>FACE Portal Submissions</u>: All data submitted by sites in the FACE Portal, including attendance records, progress reports, and participant assessments.

- <u>Monthly Data Reports</u>: Insights into ongoing program activities and outcomes.

- <u>Mid-year and Annual Reports</u>: Summaries of program performance, identifying trends and areas for targeted improvement.

- <u>Contracted Partner Observations and Interactions</u>: Feedback based on on-site visits, virtual interactions, training sessions, and collaborative support provided throughout the year.

Steps in the Evaluation Process:

1. <u>Data Analysis</u>: Evaluate all submitted data, including FACE Portal entries and monthly reports, to assess the accuracy and completeness of reported information.

2. <u>Component Ratings</u>: Each program component is rated individually based on performance data and partner observations.

3. <u>Site Ratings</u>: Sites are rated holistically by combining data-driven insights and contracted partners' qualitative feedback.

4. <u>Feedback and Recommendations</u>: Findings are documented, and tailored recommendations are provided to guide continuous improvement.

Annual Review

The Annual Review is a comprehensive evaluation that incorporates:

1. Quantitative Data: Analysis of FACE Portal submissions, attendance records, and participant outcomes.

2. Qualitative Observations: Feedback from contracted partners based on their on-site visits, virtual interactions, and ongoing support throughout the program year.

3. Collaborative Insights: Summaries of interactions between contracted partners and site teams, highlighting successes, challenges, and areas for growth.

4. Actionable Recommendations: A synthesis of data and observations to inform targeted professional development and site improvement plans.

By combining quantitative metrics with qualitative insights from contracted partners, the Annual Review ensures a holistic evaluation of each site's performance and alignment with FACE program goals.

Tiers for Targeted Professional Development

To provide tailored support based on performance levels, FACE sites are assigned to one of three tiers for professional development:

Tier 1

- Criteria: Sites performing at "Below Goal" or "No Activity" levels.

- Support Provided:

    - Intensive, one-on-one support.

    - On-site visits to provide hands-on guidance.

    - Development of detailed corrective action plans.

- Frequency: Weekly or bi-weekly check-ins with BIE FACE leadership and contracted partners.

Tier 2

- Criteria: Sites that "Meet Goal" but demonstrate areas requiring targeted improvement.

- Support Provided:

    - Virtual professional development sessions tailored to identify challenges.

    - Focused workshops addressing specific needs.

    - Regular virtual check-ins to monitor progress.

- Frequency: Monthly or bi-monthly virtual meetings.

Tier 3

- Criteria: Sites performing at "Exceeds Goal" or high "Meets Goal" levels.

- Support Provided:

    - Periodic check-ins to maintain momentum.

    - Opportunities for peer-to-peer sharing of best practices.

    - Participation in advanced training or pilot initiatives.

- Frequency: Quarterly check-ins or as needed.

Annual Evaluation

In addition to ongoing internal evaluations, an Annual External Evaluation is conducted to assess the program's overall success. This evaluation uses qualitative and quantitative data, including FACE Portal submissions and contracted partners' observations, to provide a comprehensive analysis of program effectiveness.

Evaluation Timeline

1. Monthly: Submission of program data reports and updates through the FACE Portal to track ongoing activities, participation, and outcomes.

2. Mid-year: A detailed progress review is conducted, incorporating FACE Portal data and feedback from contracted partners.

3. Annual (End of Year): Comprehensive performance review combining quantitative metrics, qualitative insights, and contracted partners' observations.

4. Annual External Evaluation: Conducted after the close of the program year, leveraging data and feedback to assess overall program effectiveness and inform strategic planning for the next cycle.

FACE Component Overview ◆❯❯❯O❮

Family Enrichment Services

Objective:
To strengthen parent-child relationships, increase parents' educational abilities, broaden their outlooks and expectations, and integrate local culture and language into family interactions.

Staff:

● One or two FACE Family Enrichment Advocates, preferably from the local community, who are trained to deliver culturally relevant and developmentally appropriate services.

● These staff members work directly with families with children from **prenatal to 3 years of age**.

Services:
Delivered in **home**, **school**, and **community** environments to ensure accessibility and flexibility based on family needs. Core service areas include:

● **Parent-Child Interaction:** Supporting healthy, positive engagement between parents and children to foster developmental growth.

● **Development-Centered Parenting:** Educating parents on child development stages, milestones, and effective parenting practices.

● **Prenatal Care:** Providing support and resources for expectant parents to ensure healthy pregnancies and newborn care.

- **Family Well-Being:** Assisting families with strategies to address challenges.

Key Service Components:

1. **Personal Visits**

   - **Frequency:** Conducted weekly or bi-weekly, depending on family needs.

   - **Content:** Includes developmental assessments, structured parent-child learning experiences, and discussions supporting family well-being.

   - **Documentation:** Detailed records of each visit are entered into the data system **daily**, ensuring accurate tracking of progress and services.

2. **FACE Family Circles**

   - **Purpose:** Monthly group gatherings where families share experiences, learn about child development, and participate in parenting education.

   - **Activities:** Sessions include opportunities for parent-child interactions and are co-planned with parent input to ensure relevance.

3. **Screenings**

   - **Types:** Health, hearing, vision, and developmental screenings.

   - **Timeline:** Conducted within **45 days of enrollment** and then annually.

   - **Follow-Up:** Results are shared with parents, and referrals or additional support are provided for developmental concerns.

4. **Community Resource Network**

   - **Resource Directory:** A **Community Resource Directory** is developed and updated annually to catalog local services and resources available to families.

   - **Connection:** Staff assist families in accessing community resources such as healthcare, housing, financial assistance, and educational opportunities.

5. **Transitions**

   - **Formal Transition Plans:** Developed to help families move seamlessly from Family Enrichment Services to prekindergarten, kindergarten, or other early childhood programs.

   - **Support:** Includes preparing parents and children for the next phase through visits, meetings, and resource sharing.

These detailed and comprehensive services are designed to meet families where they are and equip them with the tools and knowledge to support their child's growth and development while integrating their community's rich cultural and linguistic heritage.

Prekindergarten Services

Objective:
To support student success by enhancing confidence, educational abilities, and expectations while integrating local culture and language into educational experiences.

Staff:

- **One certified teacher** and **one paraprofessional** work collaboratively to provide high-quality educational services for children **4 to 5 years old**.

Services:
Delivered in **classrooms/sites**, these services emphasize **kindergarten readiness** and include structured seasonal family activities to foster engagement and learning.

Key Components of Prekindergarten Services:

1. **Kindergarten Readiness:**

   - **Definition:** Preparing children with the skills and knowledge needed for success in kindergarten and beyond. This includes:

     - Cognitive skills: Early literacy, numeracy, problem-solving, and critical thinking.

     - Physical development: Fine and gross motor skills.

   - **Required Services:**

     - Daily activities aligned with developmental milestones and kindergarten expectations.

     - Hands-on learning experiences, group interactions, and culturally relevant storytelling and lessons.

     - Regular progress monitoring to assess readiness and address learning gaps.

2. **Prekindergarten Classroom:**

   - **Structure:** A **full-day program** tailored for children aged **4 to 5 years old**.

   - **Curriculum:** The FACE program mandates the use of a **BIE-approved curriculum**, which is standardized across all sites and designed to align with developmental and cultural goals. **This curriculum is mandatory** for all prekindergarten services and ensures consistency in teaching practices and outcomes.

3. **Parent and Child Activities:**

- **Purpose:** To empower parents with the skills and confidence to actively support their child's learning journey.

- **Focus Areas:** Lessons emphasize family life skills, child development, and accessing community resources. Parents learn through active engagement in classroom activities with their children.

4. **School Classroom Services:**

   - **Integration:** Facilitates smooth transitions into kindergarten through direct collaboration among FACE staff and elementary grade educators.

   - **Parental Involvement:** Prekindergarten parents with adult education needs are encouraged to participate in parent activities offered in elementary classrooms.

5. **Program Integration:**

   - Ensures seamless and meaningful family services by fostering intentional connections between **Family Enrichment** and **Prekindergarten Services**. This integration allows families to experience continuity and consistency in the support they receive.

6. **Transitions:**

   - **Formal Transition Plans:** Developed collaboratively to ensure children and families are prepared for the move to kindergarten or other early childhood programs.

   - **Support:** Transition plans include meetings with kindergarten teachers, classroom visits, and resources to help parents understand and navigate the next phase of their child's education.

By combining mandatory use of the **BIE-approved curriculum**, structured kindergarten readiness activities, and integrated family support, the FACE prekindergarten services ensure that children are well-prepared for academic and success in kindergarten while maintaining strong ties to their culture and community.

Adult Education Services

Objective:
To empower adult learners by supporting goal setting and achievement in **basic education**, **GED attainment**, **college and career readiness**, **employability skills**, and integrating **local culture and language** into their learning journey. These services are designed to enhance personal growth, family engagement, and workforce readiness while honoring the community's cultural values.

Staff:

1. **One Adult Education Coach** with expertise in delivering evidence-based practices tailored to adult learners.

2. This teacher is trained to address the unique needs of adult learners, including diverse educational backgrounds, varying skill levels, and cultural priorities.

Services:

1. **Individualized Learning Plans**

   - Each adult learner works with the teacher to create a personalized learning plan that aligns with their goals, whether improving basic literacy, earning a GED, or preparing for college or a career.

   - Plans incorporate culturally relevant content and local language instruction where applicable.

2. **Group Learning Opportunities**

   - Small-group sessions offer peer support, collaborative learning experiences, and opportunities to build communication skills.

   - Topics may include resume writing, financial literacy, or collaborative community projects.

3. **General Educational Development (GED) Preparation**

   - Tailored instruction in core subjects (math, reading, writing, science, and social studies) to prepare learners for GED testing.

   - Practice tests and access to testing resources are provided.

4. **College and Career Readiness**

   - **College Readiness:** Workshops on college application processes, financial aid, and navigating higher education.

   - **Career Readiness:** Training on career exploration, resume building, job applications, and interview preparation.

5. **Employability Skills Development**

   - Emphasis on **21st-century skills**, including communication, teamwork, problem-solving, and adaptability.

   - Training in technology skills such as computer literacy, internet navigation, and using software for personal and professional purposes.

   - Certification opportunities (e.g., Microsoft Office, vocational skills) based on local workforce needs.

6. **Cultural and Language Integration**

   - Local culture and language are woven into all aspects of the curriculum to ensure learners feel connected to their heritage.

   - Courses may include traditional crafts, Tribal governance, or instruction in local languages.

7. **Technology Skill Building**

   - Courses designed to help adults gain confidence using technology for education, work, and daily life.

   - Topics include navigating online learning platforms, using email, creating presentations, and basic troubleshooting

8. **Digital Literacy Support**

   - Focused instruction on **digital literacy** to help adults navigate modern technology effectively.

   - Topics include online safety, using productivity tools (e.g., spreadsheets, word processors), and accessing online resources for education and employment.

   - Access to devices and internet resources for those who need them to participate fully in learning.

9. **Family Engagement Integration**

   - Courses designed to strengthen the role of adults as active participants in their children's education.

   - Includes sessions on supporting children's learning at home, understanding developmental milestones, and participating in parent-teacher conferences.

   - Parent and child learning activities are integrated to reinforce learning and build strong family relationships.

10. **Support Services for Adult Learners**

    - **Counseling and Advising -** Regular one-on-one meetings with educators to discuss progress, challenges, and adjustments to learning plans.

    - **Resource Referrals -** Connecting adults to community resources, such as childcare, transportation assistance, and health services, to reduce barriers to participation.

    - **Financial Literacy Workshops -** Teaching adults how to manage personal and household finances, including budgeting, saving, and accessing credit responsibly.

11. **Community and Workforce Connections**

    - Partnerships with local businesses, Tribal enterprises, and community colleges to provide internships, job-shadowing opportunities, and vocational training.

- Adult learners are connected to potential employers through job fairs, networking events, and mentoring programs.

12. **Ongoing Assessments and Feedback**

- Adults receive regular assessments to monitor their progress in meeting education and career goals.

- Feedback is provided in a supportive manner, and learning plans are updated as needed to reflect growth and evolving aspirations.

13. **Structure of Delivery**

- **Individual Instruction -** One-on-one sessions tailored to meet specific learning needs and goals.

- **Group Workshops -** Collaborative learning environments that encourage peer-to-peer interaction and mutual support.

- **Online and Hybrid Options -** Online courses and blended learning models are available for adults with scheduling or mobility challenges.

- **Flexible Scheduling -** Classes and workshops are scheduled at times that accommodate adult learners' responsibilities, such as work and family care.

Integration with Other FACE Components:
The Adult Education component is intentionally designed to complement and enhance the other components of the FACE program, ensuring a holistic approach to family learning and development. Parents who participate in Adult Education also benefit from:

- Increased ability to support their children's educational journeys.

- Opportunities to engage in **cultural preservation and language revitalization** efforts alongside their children.

- Access to resources and tools to achieve greater self-sufficiency and community involvement.

This comprehensive approach ensures that adult learners in the FACE program are equipped with the knowledge, skills, and confidence to meet their personal, educational, and professional goals while contributing to the well-being of their families and the broader community.

Implementation Process for FACE Program ◆>>>O<

Step 1: Initial Setup and Planning

Establish a FACE program team, including a coordinator, family enrichment advocates, a preschool teacher, a preschool co-teacher, and an adult education coach.

Responsibilities of FACE Program Team Roles

- **Coordinator**

  o Oversees the overall implementation and management of the FACE program.

  o Ensures compliance with BIE-approved guidelines, curriculum, and reporting requirements.

  o Facilitates communication and coordination among team members and external stakeholders.

  o Monitors program performance, validates all site data for accuracy and completeness, and ensures timely submission of all required forms and reports, such as:

    ▪ Monthly data reports submitted through the FACE Dashboard.

    ▪ Transition and referral forms for participants moving to the next phase or academic level.

    ▪ Attendance records, program evaluations, and site status reports.

  o Follows the FACE program calendar to ensure all reporting and assessment deadlines are met, including those related to program evaluations and participant assessments.

- **Family Enrichment Advocate**

  o Deliver Family Enrichment Services to families with children from prenatal to 3 years old.

  o Conduct home visits, group sessions, and developmental screenings.

  o Support parent-child interactions and provide resources on parenting, health, and early childhood development.

  o Maintain accurate documentation of visits, screenings, and family progress in compliance with the FACE calendar for reporting and assessments.

- **Preschool Teacher**

  o Implements the BIE-approved prekindergarten curriculum for children 4 to 5 years old.

  o Plans and delivers developmentally appropriate lessons focused on kindergarten readiness.

  o Tracks and assesses student progress using approved tools and methods, ensuring assessment deadlines are met as outlined in the FACE calendar.

  o Completes and submits all necessary reports, including progress assessments and attendance records, in alignment with program deadlines.

- **Preschool Co-Teacher**

  o Assists the preschool teacher in classroom instruction and activities.

  o Provides additional support to students, ensuring a positive and inclusive learning environment.

  o Helps manage classroom materials and maintain daily routines.

  o Supports the implementation of curriculum and completion of assessments as required by the FACE calendar.

- **Adult Education Coach**

  o Delivers the BIE-approved adult education curriculum, supporting parents and caregivers in achieving educational goals.

  o Provides instruction in literacy, GED preparation, college readiness, and employability skills.

  o Develops individualized learning plans, tracks progress, and completes assessments and evaluations by the deadlines specified on the FACE calendar.

  o Submits reports documenting adult learner participation, progress, and outcomes.

__Existing Positions:__ Sites established before the 2023-2024 school year will retain their existing professional staff position titles, minimum requirements, and job responsibilities as outlined in their position descriptions. When a vacancy occurs, these positions will transition to the new FACE component professional staff titles, classifications, minimum requirements, job responsibilities, and position descriptions.

Facilities Requirements for Initial Setup

- o Compliance with Regulations

    - ▪ Facilities must adhere to school, state, federal, BIE/BIA, and/or Tribal requirements to ensure age-appropriate setting, safety, and accessibility.

- o Classrooms

    - ▪ Provide age-appropriate classrooms for Prekindergarten Services with sufficient space for group activities, individual learning, and quiet time.

    - ▪ Include proper storage for educational materials and supplies.

- o Office Space

    - ▪ Designate private or semi-private office space for the program coordinator, parent educators, and other staff.

    - ▪ Ensure secure storage for sensitive documents and program records.

- o Playgrounds

    - ▪ Designate outdoor play areas that meet all safety standards, including secure fencing and age-appropriate, accessible equipment.

    - ▪ Ensure compliance with safety guidelines as required by school, state, federal, BIE, and Tribal regulations.

- o Health and Safety Compliance

    - ▪ Equip facilities with first-aid kits, fire extinguishers, emergency supplies, and other safety equipment.

    - ▪ Ensure ADA compliance for accessibility and follow health and safety protocols set by school, state, federal, BIE, and/or Tribal authorities.

- o Technology Access

    - ▪ Provide computers, internet access, and printers for staff to complete reports, access the FACE dashboard, and support program administration.

    - ▪ Include technology resources such as projectors or smart boards for instructional use.

- o Multi-Purpose Space

    - ▪ Allocate space for family engagement activities, parent and child learning time, and community workshops.

Step 2: Professional Development and Training

- **Mandatory Training:** Schedule mandatory training for all staff across the three FACE program components, including:

    o **Family Enrichment Services:** Training in home-based services for families, focusing on foundational skills and effective model implementation to equip parent educators for home visits and parent engagement.

    o **Prekindergarten Services:** Training in Teaching Strategies Creative Curriculum to support the delivery of the BIE-approved curriculum for early childhood education.

    o **Adult Education Services:** Training in relevant instructional strategies, including literacy, GED preparation, and adult learning methodologies.

- **Ongoing Professional Development:** BIE will establish a schedule for regular, ongoing professional development tailored to each component. This will include reflective practice sessions to allow staff to assess their methods, share insights, and make adjustments to improve service delivery**.**

Step 3: Enrollment and Initial Assessments

- Conduct outreach and recruitment within the school's designated boundaries as defined by the school's policies. These boundaries determine the geographic area eligible for program services and guide all recruitment efforts.

- Enroll eligible children or families and conduct initial health, hearing, vision, and developmental screenings within 45 calendar days of enrollment.

Individualized Service Plans (ISPs): Individualized Service Plans (ISPs) are developed for each family participating in the FACE program to address their unique needs and goals. These plans include a family profile, outlining strengths and areas needing support, and establishing measurable short- and long-term goals for child development, education, and family well-being. ISPs detail the specific services to be provided, including parent-child engagement, prekindergarten learning, and adult education support, along with the frequency and location of these services. Transition plans are a critical component, preparing children to move between program phases, such as Family Enrichment to Prekindergarten, or to external programs like kindergarten. The plans also include referrals to additional services, such as healthcare or special education, and ensure follow-up to meet family needs. Progress is regularly monitored, with adjustments made as circumstances change, and all plans are documented in the FACE-approved data system to track services and outcomes effectively.

Step 4: Service Delivery

Family Enrichment Services

- Conduct weekly or bi-weekly personal visits focused on parent-child interaction, developmental-centered parenting, and family well-being.

- Plan and conduct monthly FACE Family Circles for group connections and community building.

- Update the Community Resource Directory and connect families with necessary resources that include but are not limited to.

   o **Health Services –** Local clinics, hospitals, immunization programs, and mental health services.

   o **Educational Support –** Early intervention services, special education resources, and literacy programs.

   o **Social Services –** Housing assistance, food banks, childcare support, and financial aid programs.

   o **Employment and Training Opportunities –** Job placement services, vocational training, and GED preparation programs.

   o **Cultural and Community Programs –** Tribal services, language preservation initiatives, and cultural events.

- All FACE sites will use the FACE approved data system to collect and report all data and follow the data reporting calendar to ensure all information is submitted in a timely manner.

Prekindergarten Services

- Provide full-day preschool education using the BIE FACE-approved standards, curriculum, and assessments, which are mandatory to ensure consistency and alignment with program goals.

- Offer adult education classes focused on basic skills, high school equivalency, college readiness, and employability skills.

- Facilitate parent and child learning time designed to enhance parent-child interactions through structured activities that promote bonding, communication, and learning. Activities are hands-on, culturally relevant, and aligned with developmental goals. Additionally, provide Parent Time sessions focused on equipping parents with knowledge and skills in child development, effective parenting strategies, and accessing community resources to support their family's well-being and educational success.

- All FACE sites will use the FACE approved data system to collect and report all data and follow the data reporting calendar to ensure all information is submitted in a timely manner.

Adult Education Services

- Develop and provide personalized plans for each participant that address their specific educational and career goals

- Facilitate GED Preparation such as basic math, reading, and writing, along with practice tests and resources to support GED readiness.

- Facilitate workshops on resume writing, job applications, interview preparation, and workplace communication skills.

- Provide small-group sessions and workshops focused on financial literacy, parenting strategies, and community involvement.

- Coordinate with the Family Enrichment and Prekindergarten components to create opportunities for adults to learn alongside their children and as a family unit, fostering stronger family bonds and joint educational experiences.

- Incorporate Tribal language, traditions, and cultural values into all educational programming, with opportunities for participants to engage in cultural preservation activities.

- Ensure all adult education services utilize the BIE-approved curriculum and resources designed for the FACE program to maintain consistency and fidelity to program goals.

- Use the FACE-approved data system to track attendance, progress, and outcomes. Ensure timely reporting and regular updates to learning plans.

Step 5: Program Integration and Coordination

- Hold weekly team meetings for planning and coordination, including integration of family enrichment and prekindergarten services.

- Involve the school principal/administrator in regular planning and evaluation meetings.

- Develop and Implement Transition Plans. Use the BIE FACE Transition Form to create and execute comprehensive plans for all types of transitions within and beyond the FACE program. This includes transitions such as:

  o **Within FACE Program:** Moving from Family Enrichment Services to Prekindergarten Services.

  o **To Kindergarten:** Preparing children to move from Prekindergarten Services to kindergarten.

  o **To Other Early Childhood Programs:** Supporting transitions to external early learning programs or services.

Step 6: Evaluation and Continuous Improvement

- Participate in the annual external evaluation conducted by BIE.

- Collect and submit required data, including participation rosters, implementation data, and outcome data.

- Conduct regular self-assessments and update action plans to address areas for improvement (APPENDIX B).

- All FACE sites will use the FACE approved data system to collect and report all data and follow the data reporting calendar to ensure all information is submitted in a timely manner.

Step 7: Compliance and Reporting

- Maintain thorough documentation of program operations, including financial records, enrollment information, attendance records, and personnel records.

- Ensure compliance with all health and safety standards, including regular fire drills and child abuse reporting procedures.

Step 8: Community Engagement and Sustainability

- Develop strong relationships with community resources and agencies to support families.

- Participate in community advisory committees and other collaborative efforts.

- Advocate for the sustainability and growth of the FACE program within the community and with relevant stakeholders.

Eligibility Criteria for FACE Program Components ◆>>>○<

General Prioritization for Enrollment

Enrollment into FACE program components is guided by the following criteria:

- **Age -** Services are age-specific, with distinct ranges for each program component.

- **Educational Needs -** Priority is given to families or children identified as needing additional support based on assessments or referrals.

- **Referrals -** Families referred by Tribal organizations, health departments, or other community programs are prioritized.

- **Tribal Enrollment Policies -** Each FACE site must adhere to the **school's enrollment policies**, including criteria for enrolling non-Native children.

Eligibility and Enrollment by Component

1. Family Enrichment Services (Prenatal to 3 Years Old)

- **Eligibility**

  - Families with children from **prenatal to 3 years old** are eligible to participate.

  - Pregnant women and expectant families are encouraged to enroll for prenatal education and parenting support.

  - Tribal members and children from families meeting Tribal enrollment criteria are prioritized.

  - **Non-Native Enrollment:** Families who are not members of the Tribe may be eligible to participate if:

    - The school's enrollment policy allows for the inclusion of non-Native families.

- Space and resources are available after Tribal member families have been accommodated.

- Non-Native families meet any additional criteria outlined in the school's policy (e.g., residency in the local community).

2. Prekindergarten Services (4 to 5 Years Old)

- **Eligibility**

  - Children must be **4 years old by the birthday cutoff date** (e.g., **September 1st** or another date set by the local school calendar).

  - Children transitioning from Family Enrichment Services are given enrollment priority.

- **Tribal Enrollment Policy:**

  - Tribal members and children from families meeting Tribal enrollment criteria are prioritized for Prekindergarten Services.

  - **Non-Native Enrollment:** Non-Native children may be eligible if:

    - The school's policy permits their enrollment.

    - There is sufficient capacity after prioritizing Tribal member families.

    - The children meet any additional criteria outlined in the school's enrollment policies (e.g., local residency or sibling enrollment).

3. Adult Education Services (Parents and Adult Family Members)

- **Eligibility**

  - Adults must be parents, legal guardians, or caregivers of children enrolled in the FACE program (Family Enrichment or Prekindergarten components).

  - Adults not directly connected to enrolled children may be eligible if school policy permits and resources allow for additional participants.

  - Services are prioritized for Tribal members or those meeting the Tribe's enrollment criteria.

School Policy on Non-Native Enrollment

Each FACE site must align its enrollment practices with the **school's Tribal and non-Tribal enrollment policies**. These policies dictate:

- Whether **non-Native children** are eligible to enroll in FACE services.

- The **criteria non-Native families must meet**, such as residency in the school district, availability of resources, or alignment with program goals.

Adherence to Local School Calendar

All FACE program components follow the **local school calendar** for:

- **Enrollment periods** to ensure consistency and alignment with district schedules.

- **Transitions** between program components (e.g., Family Enrichment to Prekindergarten or Prekindergarten to kindergarten).

- Adhering to birthday cutoff dates (e.g., **September 1st**) to determine age eligibility for Prekindergarten Services.

By strictly following the school's enrollment policies and calendar, FACE sites ensure equitable access and alignment with community needs while maintaining compliance with Tribal and federal regulations.

Program Implementation Requirements ◆⟩⟩⟩○⟨

Administrative Requirements

- **Annual submission -** Each FACE site must submit an annual continuing application with a projected budget, signed annual FACE assurances, ongoing staffing updates, and a data-sharing agreement.

- **FACE Data Site -** All FACE sites will submit information and data through the approved FACE Data site.

- **Attend -** BIE FACE Leadership will provide an annual list of training/professional development that will be identified as optional or mandatory based on the individual site status.

- **Evaluation -** All sites participate in the evaluation process, which includes a mid-year review and an end-of-year evaluation. Each site must follow the data calendar and submit all required documentation in a timely manner.

- **Site Support Plans -** BIE FACE Leadership will provide each site an annual support plan outlining professional development, training, and support resources based on previous years' data and site goals. The site is expected to use these plans for overall site improvement and growth.

Transportation

Child Transportation

- **Eligibility:** Only FACE Prekindergarten 4 and 5-year-old students are eligible for school bus transportation.

Vehicles and Operators Requirements

- Vehicles used by the FACE program must comply with all applicable **federal motor vehicle safety standards** and any additional **state, local, or Tribal safety regulations**.

- Schools are responsible for ensuring that the vehicles provided meet all required **safety standards**, including regular inspections, maintenance, and necessary certifications.

- The **use of personal vehicles** for transporting FACE participants is strictly prohibited to maintain compliance and accountability.

Operators

- All drivers must hold a **valid driver's license** and meet all applicable **federal, state, and Tribal requirements** for vehicle operation.

- Operators must complete any required training on vehicle use, safety protocols, and emergency response procedures.

Family Enrichment Advocate Transportation

- **Vehicle Access**

  - Schools offering **Family Enrichment Services** must ensure that advocates have access to **reliable, program-designated vehicles** for conducting home visits.

  - These vehicles must be reserved specifically for program use to support advocates in delivering services efficiently and consistently.

- **Safety Compliance**

  - Schools are responsible for ensuring that vehicles meet all **federal, state, local, and Tribal safety regulations**, including:

    - Regularly scheduled vehicle inspections.

    - Maintenance checks (e.g., brakes, tires, lights, and fluid levels).

    - Compliance with seatbelt and airbag requirements.

  - Schools must keep documentation of inspections and maintenance as part of their program compliance records.

- **Safety Equipment**

  - Vehicles must be equipped with **two-way radios, cell phones, or other reliable communication devices** to ensure that advocates can maintain contact during home visits.

  - Additional equipment, such as **first-aid kits, emergency supplies, and roadside safety tools**, must be included in each vehicle.

- **Advocates Training**

  - Advocates must be trained in vehicle safety protocols, proper use of safety equipment, and emergency response procedures.

Key Responsibilities for Schools

1. **Provision of Vehicles**
   - Schools must provide program-specific vehicles that are safe, reliable, and compliant with all safety regulations for use by Family Enrichment advocates.

2. **Regular Inspections and Maintenance**
   - Schools must establish a schedule for vehicle inspections and maintenance to ensure safety and functionality.
   - All maintenance records must be retained for accountability and compliance purposes.

3. **Safety Regulation Compliance**
   - Schools must ensure vehicles meet all applicable safety standards, including federal motor vehicle requirements and local regulations, and address any deficiencies promptly.

4. **Monitoring and Reporting**
   - The school must monitor vehicle usage and report any incidents or issues to program leadership immediately.

5. **No Participant Transportation**
   - FACE participants (children and families) are not permitted to be transported in program vehicles to maintain compliance and safety protocols.

This policy ensures that schools prioritize the safety and reliability of vehicles used for Family Enrichment Services. It also provides advocates with the tools needed to deliver high-quality home-based services while adhering to all regulatory requirements.

Recruitment and Service Area

Recruitment and service delivery for the FACE program are conducted within the stipulated boundaries identified by the school. These boundaries define the geographic area the program serves and guide all outreach and service activities.

Recruitment Activities

- Target Population - Recruitment efforts focus on families living within the school boundaries.

Service Delivery

Consistency with School Boundaries

All FACE program services—including Family Enrichment, Prekindergarten, and Adult Education—are provided exclusively to participants residing within the school boundaries.

Boundary Limitations

Travel for home visits, recruitment, or community events is limited to the defined area to maximize resource efficiency and align with program policies.

Personnel Records

- **Records Maintenance and Management:** Adhere to applicable federal requirements for handling personnel files, records management, staff development provisions, background checks, performance appraisals, and staff certification.

FACE Site Support

Key FACE position: FACE Coordinator designated by the School Administrator.

- **Objective -** Support the FACE program with all administrative duties and serve as the site point of contact.
- **Staff -** Designated as an additional responsibility to an already qualified FACE staff member.
- **Services -** Basic computer skills and responsible for data submission. Meet weekly with the team to review data.

Privacy, Security and Data Collection Measures

Participant Information Requirements

To ensure compliance and program effectiveness, the FACE program requires the collection and maintenance of **comprehensive participant information**. All records must be securely managed in adherence to applicable federal and state privacy regulations, including the **Family Educational Rights and Privacy Act (FERPA)** and any relevant Tribal privacy laws.

Required Participant Information
Enrollment Records
- Participant demographics (name, date of birth, address, contact information).
- Tribal enrollment status, if applicable, as per the school's policies.
- Documentation of eligibility, including residency verification within the school boundaries or enrollment criteria.
- Parental/guardian/caregiver consent forms for participation in the FACE program.
Health Records
- Immunization records, including proof of required vaccinations.
- Results from required health screenings (e.g., vision, hearing, and general health checks).
- Emergency contact information and medical authorization forms for program activities.

Assessment Records
- Developmental assessments for children (e.g., cognitive and motor skills) conducted during initial enrollment and periodically thereafter.
- Academic assessments for adult learners, such as literacy and numeracy levels, GED readiness evaluations, and progress in employability skills.
- Screening results for Family Enrichment Services participants (e.g., prenatal care status, parent-child interaction quality).

Progress Documentation
- Individual learning plans and goals for children and adults.
- Attendance records for program components (e.g., Prekindergarten, Adult Education).
  - Logs of home visits, group sessions, and parent and child learning activities.
  - Notes on family engagement and participation in program events.

Data Sharing and Reporting Information
- NASIS (Native American Student Information System) numbers assigned to all enrolled participants, as applicable.
- Aggregated data for reporting purposes, ensuring individual participant confidentiality.

Data Privacy and Collection

FACE sites are required to adhere to strict privacy, security, and data collection protocols to ensure compliance, protect participant confidentiality, and support effective program management.

Privacy and Security Measures
- Compliance with Privacy Regulations - Participant information must be managed in accordance with FERPA, relevant state privacy laws, and Tribal regulations to safeguard confidentiality.

- Secure Data Storage - All records must be securely stored in either:

  1. Digital systems: Encrypted databases with restricted access.

  2. Physical systems: Locked filing cabinets in secure locations.

- Parental/Guardian Consent - Written consent is required for the collection, storage, and use of participant information, including health records and assessment data.

Data Collection and Reporting
- FACE sites must use the FACE-approved data system for collecting and reporting participant information.

- Sites are required to follow the data reporting calendar to ensure timely and accurate submission of all required information, including enrollment, health, assessment, and progress data.

By implementing these measures, the FACE program ensures the protection of participant privacy, accountability in data management, and compliance with all applicable regulations, supporting effective service delivery and program outcomes.

Curriculum and Assessment Requirements

Curriculum

- All FACE sites must follow the BIE-approved curriculum for each program component, including Family Enrichment Services, Prekindergarten Services, and Adult Education Services.

- The curriculum is mandatory and ensures consistency, alignment with developmental goals, and integration of cultural relevance across all sites.

- Implementation requires structured lesson plans, standardized instructional strategies, and approved materials tailored to each program component.

Assessments

- Sites must utilize BIE-approved assessments to evaluate the progress of children, adult learners, and overall program effectiveness.

- Assessments are integral to monitoring developmental milestones, academic achievements, and the success of curriculum implementation.

Transition and Referral Requirements

Transition Forms

- FACE sites must complete **transition forms** to prepare participants for the **next academic level** (e.g., from Prekindergarten to kindergarten) or the **next phase within the FACE program** (e.g., from Family Enrichment Services to Prekindergarten).

- These forms document the participant's progress, readiness, and any specific needs to ensure a seamless transition.

Referral Forms

- Referral forms are required for **internal services** (e.g., transitioning between FACE components) and **external services** (e.g., special education support, community resources).

- Referrals include detailed information about the participant's progress, needs, and recommendations for continued support.

Purpose

- These forms ensure that families and students experience continuity of services, whether transitioning within the FACE program or progressing to the next academic level or external programs.

- They help align support systems by providing the receiving educators, programs, or service providers with the necessary information to build on the participant's achievements and address their needs.

Facilities

- **Safety Standards -** Ensure facilities comply with all applicable Federal, State, and Tribal requirements. Conduct safety checks and report any concerns to BIE FACE Leadership. Provide safe, comfortable, clean spaces that comply with health and safety requirements. Ensure that classroom and office spaces are adequate, equipped with necessary technology, and include secure storage.

- **Play Areas -** Play areas for FACE programs must comply with all applicable **federal, state, Tribal, and BIE requirements** to ensure safety, accessibility, and alignment with program standards. All equipment must be age-appropriate and designed to support the physical, cognitive, and development of children served in the program. Additionally, play areas must be accessible to all children, including those with disabilities, in accordance with ADA guidelines and relevant Tribal accessibility regulations. To ensure safety, outdoor play spaces must be securely fenced, providing all participants with a safe and supervised environment. These standards create a developmentally appropriate and inclusive space that fosters growth and well-being.

Virtual Learning

- **Provision -** Ensure that staff have access to the necessary technology and resources for virtual services, including laptops, hotspots, and video conferencing platforms, should the need arise.

Health and Safety Standards

Sites must adhere to any and all school, federal, state, BIE, and/or Tribal health and safety requirements:

Compliance with Health and Safety Regulations

FACE sites must comply with all applicable school, federal, state, BIE, and Tribal laws and regulations to maintain a safe and healthy environment.

This includes meeting standards for:

- Facility maintenance, cleanliness, and hazard prevention.

- Emergency preparedness and response.

- Accessibility for individuals with disabilities in compliance with ADA guidelines.

- Adherence to OSHA (Occupational Safety and Health Administration) regulations where applicable.

Staff Training in Health and Safety

<u>**CPR and First Aid Certification**</u>

- All FACE program staff must be trained and certified in CPR and basic first aid to effectively respond to medical emergencies.

- Certification must be current and renewed according to the certifying organization's guidelines.

<u>**Emergency Response Training**</u>

- Staff must receive training specific to the site's school, federal, BIE, state, and Tribal emergency procedures, including fire safety, severe weather responses, and active shooter protocols.

Participation in School Safety Drills

<u>**Mandatory Drills**</u>

- All FACE staff are required to actively participate in school-mandated safety drills, including:

  - Fire evacuation drills.

  - Lockdown drills for active shooter scenarios.

  - Earthquake, tornado, or other natural disaster preparedness drills, as applicable.

- Drills must align with the safety protocols established by the school, Tribal authorities, BIE, and other governing entities.

Reporting Child Abuse and Neglect

<u>**Mandatory Reporting Requirements**</u>

- FACE program staff must comply with all school, federal, state, BIE, and Tribal child abuse reporting laws.

- Staff are required to:

  - Be familiar with mandatory reporting policies specific to their jurisdiction.

  - Immediately report any suspicions of child abuse or neglect to the appropriate authorities, as required by law.

- Regular training in recognizing signs of abuse or neglect and understanding reporting protocols is mandatory for all staff.

Additional Health and Safety Considerations

- School Health Screenings and Immunizations

- Sites must ensure compliance with school health screening requirements (e.g., vision, hearing, and wellness checks) and immunization mandates for children and staff.
- School Environmental Safety

    - Facilities must be maintained to meet school, federal, state, and Tribal safety standards, ensuring proper ventilation, secure storage of hazardous materials, and adherence to fire codes.

- Emergency Supplies

    - Sites must maintain emergency supplies, including first-aid kits, fire extinguishers, and emergency contact lists, that are readily accessible and in compliance with safety regulations.

Food and Food Preparation

- **Nutritional Requirements -** Ensure that meals and snacks meet nutritional requirements. Submit USDA Free and Reduced Meal Reimbursement forms for each student.

Required Background Checks

- **Compliance -** Implement BIE/BIA/Tribal policies for conducting federal background checks for staff and adult participants.

FACE Asset Ownership

- **BIE FACE resources and products** are the sole property of the Federal BIE FACE program and cannot be used or published without written consent

Failure to Meet Enrollment Requirements ◆❯❯❯◯❮

If a FACE site fails to meet participant enrollment requirements:

Assessment and Identification

1. Conduct Immediate Assessment for Low Enrollment: FACE defines low enrollment as participation levels that are below 70% of the established enrollment target for any program component (20-25 students in Prekindergarten, 15-20 students in Adult Education, 50 Families in Family Enrichment). When this threshold is met, an immediate assessment must be conducted to identify the reasons for low enrollment and address barriers to participation effectively. Below are key areas to review:

    o Review Enrollment Records: Examine current and past enrollment data to identify trends and gaps.

    o Demographics Analysis: Compare enrollment data with community demographics to determine if eligible families are being missed.

o   Survey Families: Conduct surveys with existing and potential participants to gather insights on barriers to enrollment.

o   Engage with families, Tribal leaders, and community members to understand perceptions of the FACE program and address misconceptions or concerns.

o   Collaborate with Local Agencies: Partner with health clinics, schools, and social services to identify families who may qualify for the program but are not enrolled.

o   Evaluate Recruitment Efforts: Assess the effectiveness of outreach strategies, including advertisements, home visits, and community events.

o   Analyze Accessibility: Review the program's location, hours, and services to determine if logistical barriers (e.g., transportation, scheduling) are impacting enrollment.

o   Assess Program Awareness: Evaluate whether families in the community are aware of the FACE program and its benefits.

o   Review Messaging: Ensure that promotional materials clearly communicate program goals, eligibility criteria, and benefits.

o   Staffing Levels: Ensure there are enough trained staff to conduct effective outreach and provide services.

o   Facility Readiness: Verify that facilities are welcoming, accessible, and meet community expectations.

Development of Action Plan

- Develop a detailed action plan to address identified issues, including enhanced outreach efforts, partnerships with community organizations, and improved communication strategies.
- Set clear, measurable goals and timelines for increasing enrollment.

Implementation of Corrective Measures

- Implement the action plan, focusing on targeted outreach to priority populations and collaborating with local agencies to reach eligible families.
- Enhance marketing and communication efforts to raise awareness about the program's benefits and services.

Monitoring and Evaluation

- Monitor progress regularly and evaluate the effectiveness of implemented measures.
- Adjust the action plan as needed based on ongoing assessment and feedback.

Technical Assistance and Support

- Seek technical assistance from BIE and other relevant organizations to support enrollment efforts.
- Provide additional training for staff on effective recruitment and community engagement strategies.

Reporting and Accountability

- Maintain transparent reporting on enrollment status and corrective measures taken.
- Communicate progress and challenges to stakeholders, including BIE, community partners, and families.

Potential Consequences

- If enrollment requirements are not met within the established timeline, the program may face consequences such as a review of funding allocation, increased oversight, or a reassessment of program viability.
- Continued failure to meet enrollment requirements despite corrective measures may result in the discontinuation of the program.

By following these steps, FACE sites can effectively address and resolve enrollment issues, ensuring that they meet the requirements and continue to provide valuable services to American Indian families and their children.

Appendices

FACE Assurances

All FACE applications must include the following assurances, which must be signed by the school Principal and School Board President. Applications without signed assurances may not be funded.

The FACE site, with oversight from the school administrator, is responsible for ensuring compliance with the following assurances to maintain program fidelity and funding eligibility. Non-compliance with these assurances, failure to meet program requirements, or inadequate performance may result in **reduced funding or termination of funding and removal from the FACE program**.

Assurances

1. **Incorporation of Native Language and Culture**
   The site will ensure that **Native language and culture** are incorporated, celebrated, and reflected in all aspects of the FACE program. This includes integrating cultural traditions and values into instructional practices, curriculum, and family engagement activities to honor and preserve the community's heritage.

2. **Commitment to In-Person Delivery**
   The site will fully implement the FACE program model, prioritizing in-person delivery of services as the primary method of instruction to maximize program effectiveness and outcomes.

   o **Research-Based Best Practice:** The full implementation of the FACE model, encompassing all components—Family Enrichment, Prekindergarten, and Adult Education—is a research-based best practice proven to achieve the most comprehensive and impactful results. Sites are strongly encouraged to consider strategies for implementing the full FACE model to ensure alignment with evidence-based benefits and optimal outcomes for families and communities.

   o **Component, Hybrid, or Full Model Option:** Sites may choose to implement a single FACE component (Family Enrichment, Prekindergarten, or Adult Education), multiple components, or a hybrid model combining selected components. This decision must be made collaboratively with the school administrator and approved by BIE FACE Leadership, ensuring alignment with community needs, program goals, and available resources. Sites selecting a single component, multiple components, or a hybrid option must provide a justification for their choice and outline how the selected configuration will meet the educational and developmental priorities of the community.

o **Virtual Delivery:** Virtual delivery of services will only be used on a limited, time-bound basis and must include a written statement from the administrator. The statement must detail the community-specific need and the anticipated time frame for virtual delivery and must be submitted to BIE FACE staff for approval.

3. **Adherence to FACE Guidelines, Standards, Curriculum, and Assessments**
   The site will adhere to the **BIE FACE guidelines** and will fully implement the **BIE FACE-adopted standards, curriculum, and assessments** for all program components. These tools are mandatory to ensure program consistency, alignment with developmental and academic goals, and fidelity to the FACE program model. The site will ensure that these elements are integrated into all instructional and operational practices.

4. **Educator Qualifications**

   For Bureau Operated Schools (BOS), the site will ensure educator qualifications meet the standards established by the appropriate licensing and certification authorities of the State in which the position is located, as required by **25 C.F.R. § 38**.

   Tribally controlled schools may establish their own standards for educator qualifications and are not required to follow BIE's educator standards.

5. **Background Check Compliance**
   The site will ensure compliance with **BIE and/or Tribal Federal background check requirements** for all staff and adult education participants. In addition, local or other Tribal background check requirements may also be conducted to provide further assurance of safety and security.

6. **Mandatory Training Attendance**
   The site will ensure that all FACE staff, including the Principal/Administrator, attend **mandatory FACE training** sessions provided and scheduled by BIE. This includes training on curriculum implementation, program management, and early childhood best practices.

7. **Enrollment Records in Approved Systems**
   The site will establish and maintain enrollment records for all FACE participants, including family enrichment (home-based) and preschool (center-based) programs, in the **Native American Student Information System (NASIS)** or another school-approved student information system. Enrollment data must be accurate, regularly updated, and submitted as required.

8. **Data Collection and Reporting**
   The site will collect, maintain, and submit all required data to BIE FACE in a timely manner. The site will follow the **BIE FACE reporting calendar** to ensure all deadlines are met and will enter all data into the **BIE FACE-approved data portal** to ensure accuracy, consistency, and compliance with reporting requirements.

   o **Data Sharing Agreement:** The site will sign and comply with the BIE Data Sharing Agreement to ensure the secure, accurate, and timely sharing of data as required for program implementation, evaluation, and reporting. Failure to provide a signed Data Sharing Agreement may result in non-compliance with program requirements and ineligibility for funding.

9. **School Professional Development Participation**
   The administrator will ensure that FACE staff participate in all **school-funded professional development activities**, including training sessions on early childhood education, school improvement initiatives, and safety and security protocols, to align with the school's broader educational goals.

10. **Transition Plans and Coordination**
    The site will provide each student and family with a **transition plan** for moving between program phases or to the next academic level. Transition plans will coordinate activities with early childhood programs and include support for readiness for kindergarten or other educational milestones.

11. **Adherence to School Calendar and Policies**
    The site will follow the school's **calendar for daily operations**, including holidays, professional development days, and emergency closures. Additionally, the FACE program will comply with all school-wide **enrollment policies**, including eligibility criteria and enrollment processes.

12. **Facilities and Transportation Compliance**
    The site will ensure that facilities and transportation used for program implementation meet the requirements for the awarded components and are managed in compliance with **current federal, state, Tribal, and BIE regulations**. This includes ensuring safety, accessibility, and functionality of physical spaces and vehicles.

13. **FACE Site Funding Calendar and Cycle**
    The site will adhere to the FACE funding cycle, which begins in **July** when BIE receives federal funding for early childhood education, family literacy, and adult education.

    o **Continuing Applications:** Sites must submit continuing applications by **April 30** annually. Failure to meet this deadline or adhere to program requirements may result in reduced funding or program removal.

o **Administrator Approvals:** The school administrator must sign the **award letter and action plan requirements** each year before funding is released in July.

o **New Sites:** Applications for new sites close on **October 31**, with selections announced by **December 31**. Approved new sites will receive startup funds between **January 30 – February 15**.

o **Mid-year Adjustments:** Funding adjustments will be made in late January or early February based on enrollment and participation metrics to ensure funding reflects program needs and goals.

Acknowledgment of Assurances

By signing below, the school Principal and School Board President affirm their understanding and commitment to these assurances and acknowledge that failure to meet these requirements may result in **termination of funding and removal from the FACE program**.

Signatures:

Principal Name: _____

Signature:_____

Date: _____

School Board President Name: _____

Signature:_____

Date: _____

These assurances provide a clear framework for FACE program implementation, accountability, and funding compliance.

APPENDIX: B

Family and Child Education (FACE) Program Site Self-Assessment Tool

Purpose: This assessment tool is designed to help FACE program sites evaluate their implementation practices, identify areas of strength, and determine opportunities for continuous improvement. Sites should complete this assessment annually or as needed to ensure alignment with FACE program goals and guidelines.

Section 1: General Program Implementation

1.1 Program Goals and Vision

1. Are the FACE site goals and objectives clearly communicated to staff, families, and stakeholders?

    - ☐ Yes

    - ☐ Partially

    - ☐ No
      Supporting Evidence:

2. Does the site align daily operations and activities with the FACE program's mission (e.g., readiness, family engagement, cultural preservation)?

    - ☐ Yes

    - ☐ Partially

    - ☐ No
      Supporting Evidence:

3. Is the program's vision reflected in outreach efforts, curriculum implementation, and community engagement?

    - ☐ Yes

    - ☐ Partially

    - ☐ No
      Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:

- Resources required:
- Responsible parties:
- Timeline:

Section 2: Core Program Components

2.1 Family Enrichment Services (Prenatal to Age 3)

1. Are home visits conducted consistently and documented accurately in the FACE-approved data system?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

2. Are developmental screenings completed within 45 days of enrollment and updated annually?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

3. Are monthly FACE Family Circles conducted, and are families actively participating?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:
- Resources required:
- Responsible parties:
- Timeline:

2.2 Prekindergarten Services (Ages 4-5)

1. Is the BIE-approved prekindergarten curriculum implemented with fidelity, including the use of culturally relevant materials and teaching strategies?

    - ☐ Yes

    - ☐ Partially

    - ☐ No
      Supporting Evidence:

2. Are student progress and kindergarten readiness regularly monitored and documented using approved tools?

    - ☐ Yes

    - ☐ Partially

    - ☐ No
      Supporting Evidence:

3. Are transition plans collaboratively developed with families and local schools to ensure a smooth transition to kindergarten?

    - ☐ Yes

    - ☐ Partially

    - ☐ No
      Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:

- Resources required:

- Responsible parties:

- Timeline:

2.3 Adult Education Services

1. Are adult learners progressing toward individualized goals (e.g., GED, literacy improvement, employability skills)?

    - ☐ Yes

- ● ☐ Partially

- ● ☐ No
  Supporting Evidence:

2. Are culturally relevant topics and activities integrated into adult education sessions?

   - ● ☐ Yes

   - ● ☐ Partially

   - ● ☐ No
     Supporting Evidence:

3. Are adult education resources accessible to all participants, and are barriers to participation addressed?

   - ● ☐ Yes

   - ● ☐ Partially

   - ● ☐ No
     Supporting Evidence:

Action Plan (if needed):

- ● Steps to address gaps:

- ● Resources required:

- ● Responsible parties:

- ● Timeline:

Section 3: Data and Evaluation

3.1 Data Collection and Reporting

1. Are all required data reports submitted accurately and on time as per the FACE data calendar?

   - ● ☐ Yes

   - ● ☐ Partially

   - ● ☐ No
     Supporting Evidence:

2. Are staff regularly reviewing and analyzing program data to guide decisions and improvements?

- ☐ Yes

- ☐ Partially

- ☐ No
  Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:

- Resources required:

- Responsible parties:

- Timeline:

3.2 Evaluation and Continuous Improvement

1. Does the site conduct regular self-assessments to identify strengths and areas for growth?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

2. Are results from self-assessments and external evaluations used to update action plans and professional development priorities?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:

- Resources required:

- Responsible parties:

- Timeline:

Section 4: Family and Community Engagement

1. Are families actively engaged in program activities, including planning, implementation, and feedback?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

2. Does the site collaborate with Tribal leaders, community organizations, and schools to enhance program impact?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:

- Resources required:

- Responsible parties:

- Timeline:

Section 5: Professional Development and Staff Capacity

1. Have all staff completed mandatory professional development aligned with FACE program goals?

   - ☐ Yes

   - ☐ Partially

   - ☐ No
     Supporting Evidence:

2. Are opportunities provided for staff reflection, skill enhancement, and sharing best practices?

   - ☐ Yes

   - ☐ Partially

- ☐ No
  Supporting Evidence:

Action Plan (if needed):

- Steps to address gaps:

- Resources required:

- Responsible parties:

- Timeline:

Scoring and Summary

Scoring Guide

- Yes: The standard is met effectively.

- Partially: Progress is evident, but additional actions are needed.

- No: The standard is not met; immediate action is required.

Overall Assessment Summary

- Strengths Identified:
  (List areas where the site excels.)

- Challenges/Barriers Identified:
  (List areas needing improvement or resources.)

- Next Steps:

    - Develop a detailed action plan.

    - Align professional development and resources to address gaps.

    - Monitor progress through regular follow-up assessments.

APPENDIX: C

FACE Site Funding Calendar and Cycle

The FACE program's funding cycle begins each year on **July 1**, when the Bureau of Indian Education (BIE) receives the annual **Child and Family Development Funding** from Congress. These funds are specifically designated for supporting the FACE program's operations, including early childhood education, family literacy, and adult education initiatives within Tribal communities.

Once received, the funding is distributed to existing FACE sites as **base funding**. **Base funding** is contingent upon each site submitting a continuing application due **April 30th** every year and a successful end-of-year performance evaluation. Sites that fail to submit the required application or do not meet performance requirements may face a reduction in base funding,or they risk not being funded altogether.

Performance awards are also allocated at this same time, rewarding sites that met or exceeded the established performance metrics in the prior year.

For **new FACE sites**, the funding process follows a structured timeline:

- Applications for new sites close on **October 31**.
- Selections are finalized and announced by **December 31**.
- Approved new sites receive startup funds the January funding cycle (**January 30 - February 15**), allowing them to prepare for program implementation.

Additionally, mid-year funding adjustments occur in late January or early February based on enrollment and participation erics, which are reviewed as part of the **Mid-Year Performance Progress Report**. These adjustments ensure that funding reflects the actual needs of each site and aligns with program goals.

To streamline operations, the FACE program funding structure is designed to provide budget staff with only **two major funding distributions** per year: one in **July** and another no later than **February 15**. This approach hopefully simplified the budget process while snoring timely and adequate resource allocation for existing and new FACE sites.

This structured timeline ensures a clear, consistent process for the allocation and distribution of FACE funding. It emphasizes accountability, with sites required to meet application deadlines and performance standards to maintain funding and program participation.

July 1

1. **BIE Receives Child and Family Development Funding**

   ○ The Bureau of Indian Education (BIE) receives the original Child and Family Development Funding on **July 1** of every year.

   ○ These funds are specifically allocated for the FACE program and support its core mission of early childhood education, family literacy, and adult education within Tribal communities.

APPENDIX: D

SAMPLE: FACE Program Budget Template

Site Name:
Fiscal Year:
Contact Person:

I. Personnel Costs

Position	Full-Time Equivalent (FTE)	Annual Salary ($)	Fringe Benefits (%)	Total Cost ($)
FACE Coordinator				
Prekindergarten Teacher				
Adult Education Instructor				
Family Service Coordinator				
Support Staff (e.g., aides)				
Subtotal				**$0.00**

II. Program Operations

Item/Service	Quantity	Unit Cost ($)	Total Cost ($)
Classroom Supplies			
Curriculum Materials			
Family Engagement Activities			
Assessments/Testing Tools			
Subtotal			**$0.00**

III. Professional Development

Training/Event	Number of Staff	Cost per Person ($)	Travel Costs ($)	Total Cost ($)
FACE National Training				
Local Workshops				
Certification Programs				

Training/Event	Number of Staff	Cost per Person ($)	Travel Costs ($)	Total Cost ($)
Subtotal				$0.00

IV. Facilities and Utilities

Item	Cost per Month ($)	Number of Months	Total Cost ($)
Classroom Rental			
Utilities (Electricity, Water, etc.)			
Maintenance			
Subtotal			$0.00

V. Equipment and Technology

Item	Quantity	Unit Cost ($)	Total Cost ($)
Computers/Tablets			
Interactive Boards			
Furniture (Desks, Chairs)			
Subtotal			$0.00

VI. Administrative Costs

Item	Cost per Month ($)	Number of Months	Total Cost ($)
Program Oversight			
Office Supplies			
Communication (Phone, Internet)			
Subtotal			$0.00

VII. Travel

Purpose	Number of Trips	Cost per Trip ($)	Total Cost ($)
Staff Travel for Training			
Home Visits (Mileage)			
Subtotal			$0.00

VIII. Other Expenses

Item	Quantity	Unit Cost ($)	Total Cost ($)
Cultural Activities			
Outreach and Recruitment			
Subtotal			$0.00

Total Budget Summary

Category	Total Cost ($)
Personnel Costs	
Program Operations	
Professional Development	
Facilities and Utilities	
Equipment and Technology	
Administrative Costs	
Travel	
Other Expenses	
Grand Total	$0.00

APPENDIX: E

MID-YEAR   **PROGRESS REPORT**

FACE SITE _____

SCHOOL TYPE _____

STATE _____

PERFORMANCE PERIOD: _____

SCHOOL YEAR: _____

PREKINDERGARTEN

COMPONENT TIER	
MID-YEAR REVIEW RATING (0-3)	
PARTICIPATION %	

FAMILY ENRICHMENT

COMPONENT TIER	
MID-YEAR REVIEW RATING (0-3)	
PARTICIPATION %	

ADULT EDUCATION

COMPONENT TIER	
MID-YEAR REVIEW RATING (0-3)	
PARTICIPATION %	

FACE SITE TIER LEVELS

3   EXCEEDS GOAL / EXPECTATION

2   MEETS GOAL / EXPECTATION

1   BELOW GOAL / EXPECTATION

0   NEW SITE

DATA TEAM

COMPONENT TIER	
MID-YEAR REVIEW RATING (0-3)	

COMMUNICATIONS TEAM ASSETS

Y/N

APPENDIX: F

ANNUAL EVALUATION

FINAL

FACE SITE _____   PERFORMANCE PERIOD: _____

SCHOOL TYPE _____   SCHOOL YEAR: _____

STATE _____

PREKINDERGARTEN	MID-YEAR	END-OF-YEAR
TIER LEVEL		
RATING (0-3)		
PARTICIPATION %		

FACE SITE TIER LEVELS	
3	EXCEEDS GOAL / EXPECTATION
2	MEETS GOAL / EXPECTATION
1	BELOW GOAL / EXPECTATION
0	NEW SITE

FAMILY ENRICHMENT	MID-YEAR	END-OF-YEAR
TIER LEVEL		
RATING (0-3)		
PARTICIPATION %		

DATA TEAM	MID-YEAR	END-OF-YEAR
TIER LEVEL		
RATING (0-3)		

ADULT EDUCATION	MID-YEAR	END-OF-YEAR
TIER LEVEL		
RATING (0-3)		
PARTICIPATION %		

COMMUNICATIONS TEAM ASSETS

Y/N

APPENDIX: G

Glossary of Terms Used in FACE Guidance

The following definitions apply:

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.

BIA – Bureau of Indian Affairs

BIE – Bureau of Indian Education

Prekindergarten – Preschool classes for children ages 4-5, adult education services for parents or adult family members, and parent engagement activities.

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 that is a model serving prenatal through grade 3 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 led and conducted for FACE participants supporting parental roles in child development, parent-child Interaction, and family well-being.

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

NASIS – Native American Student Information System.

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).

Family Engagement – Parents and adult family members and children participate in engagement activities.

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.

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.

Tiered Support – The status of Additional Support is assigned to programs that may have 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.

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.

*Note: This glossary is a living document and will be updated regularly as new terms or concepts are introduced. Please check back periodically for additions or revisions.