Family and Child Education (FACE) Guidance for SY21

At all program sites, each FACE team should work with the school administration to create a plan to provide services for families for the 2020 – 2021 school year. We realize that communities are working through different situations. As things change in your community, review and update the plan to reflect your current needs.

The following is programing guidance as you create your plan. Please reach out to your technical assistance teams from the National Center for Families Learning (NCFL) and Parents as Teachers (PAT) for additional support while planning and implementing.

If the FACE program is considering resuming in person programing, there are several considerations in making this decision. These include but are not limited to:

* State, tribal, BIE, and public health guidance
* Families’ comfort with in-person programing
* The ability to maintain social distancing with family members during home visits and classes in the home or school setting
* All adults and older children wear protective face coverings

**Enrollment:**

Continue to use the FACE Guidelines to enroll families into the program. This year, the enrollment form is a PDF that parents can fill in and return digitally. Children and parents need to be enrolled and assigned NASIS numbers. Adults who are participating in the program virtually/remotely are not required to have background checks.

**Center-Based Guidance**

Work with guidance from your school to structure your programming to best meet the current needs of your community. Classes could be offered virtually/remotely or in-school. NCFL technical assistance staff will be available at all times during the school year for in-class or virtual support.

**If starting the year virtually/remotely:**

**Preschool:**

* Create packets of materials for each child to establish a learning center in the home. Materials could include crayons, paper, glue sticks, pencils, etc.
* Have weekly contact with individual students through phone calls, Zoom, or other digital ways.
* Complete with the parent the ASQ-3 screening for each child through a call or Zoom connection.
* Connect with the class through a digital platform to facilitate Circle Time, Story Reads, songs, gross motor activities, etc. Record, if possible, and share with all families.
* Keep lessons and activities focused on active learning. Send home ideas and materials that children can use in a variety of ways.

**Adult Education:**

* Background Checks are not required for virtual participation. The background check process should be started when the planning for transitioning back to on-site programming begins.
* Have weekly contact with students individually through phone calls or Zoom.
* Address the needs of adult learners – set up virtual group discussions based on needed topics.
* Partner with your community college to enroll learners in online classes.
* Support adults as they determine their program goals.
* Create a system for adults to track their own participation in adult education.

**Parent Time and Parent and Child Together (PACT) Time®:**

* Minimum expectation for Parent Time and PACT Time engagement is 2 hours per week.
* Support parents in creating family goals.
* Organize a weekly Parent Time. Use a digital platform to host and invite guest speakers.
* Send home PACT Time ideas and activities.

**If starting the year with on-site center-based classes:**

* Follow all health and safety procedures provided by your school and set up hygiene and cleaning procedures in the classrooms.
* Consider social distancing requirements when recruiting and enrolling families.
* Set up the classrooms to allow for social distancing. Remove extra furniture to allow more space.
* Consider sending PACT Time® activities home to minimize the numbers of students in the classrooms.

**Home-Based Guidance**

Parents as Teachers National Center has been exploring the delivery of personal visits through live video conferencing platforms for five years. Being presented with the COVID-19 public health crisis has prompted PATNC to put these learnings into action. Many parent educators have been providing virtual personal visits, FACE Family Circle meetings, etc.

The home-based component of FACE will use these methods of service delivery and continue to use these methods throughout the health crisis. Virtual personal visits include visits with families through an interactive video conferencing (IVC) platform that allows there to be two-way, real-time, audiovisual communication between the home visitor and parent(s), guardians, or primary caregivers and their child(ren). Virtual visits include telecommunication visits-visits completed via audio phone calls.

IVC visits require that parent educators and families have access to a device that can support the video conferencing platform selected. For an optimal experience, parent educators and families will use a computer or tablet during virtual visits. If a computer or tablet is unavailable, a smart phone may be used to access the video conferencing platform. We strongly recommend that IVC uses a secure video conferencing platform such as Zoom or Adobe Connect. Programs may find that they will need to provide occasional technical support to families. It can be helpful to identify a staff person who can fill this role.

As some communities will begin to lift stay-at-home orders, some programs may be reevaluating how to proceed with services.

* If a FACE home-based program is within a community that does not have a current stay-at-home order, leadership should decide how to best provide services to home-based families while maintaining the safety and well-being of their FACE parent educators and families.
* Continuing to offer Personal Visits, Screenings, Information and Referrals (Community Resource Network), and FACE Family Circles through interactive video-conferencing and telecommunication remains the option recommended at this time. Use Penelope – data-base system to plan and record services delivered. Recorded training for virtual home visiting services is available via PATNC website, FACEResources.org, and will be offered via live webinars to support FACE Parent Educators.

**If starting the year virtually/remotely:**

* Arrange a date/time with supervisor to access ASQ Screenings Kits or download questionnaires on a jump drive.
* Determine other resources needed to work remotely (laptop, hot spot, jump drives, etc.)
* Develop a way to get Imagination Library books to children if they are delivered to the school.
* Visit resources listed below, FACE TA Brief, and live webinars to get guidance on how to plan/support virtual home-visiting services – Personal Visits, Screenings, FACE Family Circles, and Resource Network.

**If starting the year working on-site and providing on-ground home-based services:**

If program is considering resuming on ground home-based services with some or all families, programs will also need to identify risk of infection to parent educators and families being visited.

* The supervisor should support each parent educator in identifying his or her own risk of transmitting infection and risk of complications to the parent educator if he or she is infected with COVID-19. Any parent educator with signs and symptoms of a respiratory illness or other related illnesses should not report to work.
* Parent educators at high risk of severe COVID-19 complications (those who are older or have underlying health conditions) should reconsider on ground personal visits.
* The supervisor should also support each parent educator in identifying home-based program participants and others living in the household who may be at greater risk of transmitting infection or having complications if infected with COIVD-19 and therefore should not receive on ground personal visits at this time.
* The parent educator should contact the family (e.g., by telephone, email, text) before the visit to determine if anyone in the visited home has signs or symptoms of COVID-19.

**Technical Assistance and Professional Development**

We will continue to support sites through ongoing technical assistance and professional development. In-person trainings are being reformatted and will be offered virtually for the time being. Trainings include:

* Virtual Implementation Training
* Virtual FACE Regional Training
* Virtual Parents as Teachers Foundational/Model Trainings Online Courses and Modules
* Virtual Foundational 2 Trainings –Parent educators serving families Birth through Kindergarten
* Virtual learning opportunities via PATNC and NCFL annual conferences
* Snapshot Modules
* Live Webinars
* FACE to FACE Virtual Discussions
* Virtual Book Discussions

**Additional Resources**

Unite for Literacy will distribute additional books from its Growing Readers program to a targeted number of families for the 2020-21 school year. The goal of this initiative is to support the early childhood goals outlined in the Strategic Direction.

Each family will receive weekly mailings of books throughout the school year. Each mailing will include four picture books and a tip card for the family. The weekly book packets can be delivered to a FACE site, school, classroom, or mailed directly to the home. Additionally, families with smart phones can opt-in to receive text messages designed to reinforce early literacy engagement.

**FACE Websites with additional resources:**

* Center-based – face.familieslearning.org
* Home-based – faceresources.org