

## **Mapping Success: Family and Child Education (FACE) Program**

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This report summarizes the outcomes of an exploratory study of best practices and critical success factors related to family literacy education programs. Using the Family and Child Education (FACE) program, sponsored by the Bureau of Indian Affairs (BIA) as case material, the study examined the perceptions of stakeholders (school personnel, parents, families, program and other school staff members, and local community agencies and organizations) on program implementation at the local level. FACE was chosen for this case study because it has been referenced frequently as a successful program in the integration of services for parents and children. The overarching question for this inquiry was: What indicators in the FACE program show a composite (profile) of success that can assist educators and policymakers in replication elsewhere in family literacy programs?

The rationale for studying project implementation was based on the assumption that participant outcomes depend on program variables; therefore, it was necessary to examine project implementation variables and the extent to which the program was faithful to the original model of family literacy education according to the BIA guidelines before assessing specific participant outcomes. Successful program implementation explains how high quality family literacy programs achieve their goals in meeting the needs of families.

Data collection methods for this study included on-site visits, class observations, expert interviews, and content analysis of trainer and program evaluation reports (1991-2001). First, in the analysis of the data, the researcher identified the critical program features. Second, from these program features, the researcher identified principles of successful implementation using Thompson's critical success factors analysis and Porter's theoretical framework of successful policy implementation. The researcher also identified five variables derived from the program features of FACE that qualify as critical success factors of high performance. These features reflect current practices and structures or attributes of existing BIA schools that are already in place and are beginning to show positive results. They include:

1. Having an established curriculum
2. Following a well known implementation structure
3. Establishing quality control measures
4. Providing a strong funding support
5. Having an efficient organizational communication

Collectively, these attributes determine the success of FACE and are critical to the implementation process of FACE as a family literacy program and provide a glimpse of how this integrated model of a tribal, early childhood, parental involvement program works and how it can be replicated elsewhere in other American Indian communities and beyond.

**FOR FURTHER INFORMATION ON THIS PROJECT, CONTACT:**  
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