EXECUTIVE SUMMARY

BIA Family and Child Education Program

2005 Study

Report Prepared for:

U. S. Department of the Interior
Bureau of Indian Affairs
Bureau of Indian Education
In 1990, the Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP) initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood/parental involvement program. The FACE program primarily serves families with children from prenatal to 5 years of age by providing early childhood education, adult education, and parenting services. The goals of the FACE program are to:

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

Program Year 2005 (PY05, including the period from July 1, 2004, to June 30, 2005) marks the 15th year that FACE services have been offered.

Program Design

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

PATNC provides the training and technical assistance for home-based services, which are delivered by parent educators to families with children ranging from prenatal to 3 years of age. The primary goal of home-based service providers is to support parents in their role as their child’s first and most influential teacher. Services are delivered through personal visits that are offered weekly or on alternating weeks, monthly parent group meetings, periodic screening of overall development of the child, and referrals to school and community services.

NCFL provides training and technical assistance for implementation of center-based services, which are offered in school facilities to children aged 3 to 5 years and their parents. Services are offered four days a week through a four-component model. Adult education addresses the academic needs of the parents, enhances and supports parenting skills, and addresses adults’ employability skills. Early education is provided for children in a developmentally appropriate preschool in which literacy development is emphasized. Parents and children are provided with daily opportunities to interact during Parent and Child Together Time (PACT Time). Parent

---

Time, gives parents the opportunity each day to address critical parenting/family issues in a supportive environment.

**Participation in FACE**

In 1991, FACE was implemented at six sites. The program gradually expanded to include 39 programs in PY05. Annual participation increased from fewer than 500 participants in the first year of implementation to more than 4,500 participants in PY05 (see Figure 1). During its 15-year history, FACE has served more than 23,000 participants, including approximately 11,000 adults and 12,000 children in 9,200 families.

![Figure 1. FACE Participation for Home-Based, Center-Based, and All Participants (Unduplicated) in Program Years 1991–2005](image)

During PY05, FACE services were provided to 4,526 participants. This includes 2,272 adults and 2,254 children (from birth to 5 years of age) in 1,815 families. During this program year, 71% of participants received home-based services, 23% received center-based services, and 6% received both home- and center-based services.

**Intensity of Service in PY05**

Examination of the average monthly participation indicates that maintaining consistent participation of families facing difficult and varied issues continues to be a challenge for FACE implementation—much like it is for other family literacy programs.

- On average, FACE adults participated in 17 hours of adult education monthly—less than one-half of the maximum hours offered (40 hours).
- FACE children participated in 23 hours of preschool monthly—less than one-half of the maximum 56 hours offered each month.
Home-based families received an average of one personal visit each month and participated in approximately one parent group meeting per month, receiving an estimated two hours of parenting education per month. Families were offered from three to five hours of parenting education per month (including two or four hours in personal visits, depending on whether visits were offered weekly or biweekly, and one hour in monthly parent group meetings).

Goal Setting and Achievement

Adults who participate in center-based adult education use Equipped for the Future standards for adult literacy and lifelong learning as a framework from which to set goals for their roles as parent/family member, citizen/community member, and worker. ²

- Most adult education participants (84%) set at least one goal in PY05; 70% of participants completed one or more goals during the year.
- Most adults (80%) set parenting goals; almost two-thirds completed these goals.
- Three-fourths of adults set goals in their roles as workers; more than one-half completed these goals.
- Slightly less than two-thirds of adults set goals as citizen/community member; almost one-half of PY05 adults completed these goals.

Parenting Impacts

FACE parents have consistently identified improved parenting skills and increased understanding of their children to be the most important impacts of FACE participation—providing evidence of achievement of the program goal to support parents/primary caregivers in their role as their child’s first and most influential teacher.

- Most parents (81%) indicated that FACE helped them a lot with increasing the amount of time they spend with their child.
- Approximately three-fourths of parents reported that FACE participation helped them a lot in more effectively interacting with their child, becoming more involved in their child’s education, becoming a better parent, and increasing their understanding of child development.
- Seventy percent of parents reported that FACE helped a lot in encouraging their child’s interest in reading. One-fourth reported that FACE was somewhat helpful in this area.
- Approximately two-thirds of parents reported that FACE helped a lot with increasing their ability to speak up for their child.

---

² Developed in 1994 as a national collaborative effort directed by the National Institute for Literacy.
Home Literacy Practices

Parents reported the frequency that they conducted home literacy activities—providing evidence of progress in achieving the FACE program goal of increasing parent participation in their child's learning and expectations for academic achievement.

- Parent reports indicated that they read to their child significantly more frequently at the end of PY05 than they did at program entry. Approximately two-thirds of FACE parents of K-3 children, compared with only one-third of parents nationally, read to their children daily (see Figure 2). Only 1% of FACE parents, compared with 10% of parents nationally, reported that they rarely or never read to their K-3 children.

Figure 2. Percentage Distribution of Frequency That Parents Read to Their K-3 Child For FACE Parents and National Comparison

- Parents told stories to their child significantly more frequently at the end of PY05 than they did early in their FACE participation. Eighty-seven percent of FACE parents, compared with 80% of parents nationally, told stories to their K-3 child at least once a week.

- Most adults (almost 81%) reported that they frequently read for pleasure early in their FACE participation, but a significantly larger 87% read with this frequency at the end of PY05.

- The percentage of adults who reported that they frequently spend time writing significantly increased from 72% early in their participation to 76% at the end of PY05.

- The percentage of adults reporting frequent use of community resources that support learning significantly increased from 49% to 58% during FACE participation.

---

Academic Achievement and Employment Impacts for Adults

Adult educators assess the academic achievement of adult education participants with the Comprehensive Adult Student Assessment System (CASAS), providing evidence that the program goal to promote lifelong learning is addressed. CASAS scores are grouped into five levels (pre-beginning/beginning literacy, beginning/intermediate basic skills, advanced basic skills, adult secondary, and advanced adult secondary).

- Adults demonstrated statistically significant increases in reading and in math achievement.

- Pretest scores indicate that 18% of adults scored at beginning levels (beginning literacy or beginning/intermediate basic skills) in reading; one-fourth scored at the highest level (advanced adult secondary). At the time of the posttest, 53% of adults performed at the secondary or advanced adult secondary levels. Approximately one-third of adults advanced a level in reading.

- At pretest, a sizable 42% of adults scored at beginning literacy or beginning/intermediate basic skills in math; only 6% scored at the highest level (advanced adult secondary). At the time of the posttest, 29% performed at the secondary or advanced secondary levels. Approximately one-third of adults advanced a level in math.

Other academic and employment accomplishments reported by FACE staff include the following:

- One-hundred adult participants completed requirements for their GED or high school diploma during PY05. Since the inception of the FACE program, approximately 830 FACE adults have obtained their GED or high school diploma.

- About half of PY05 center-based adults reported a goal of obtaining a GED or high school diploma, and approximately 40% reported that FACE has helped them make progress in achieving that goal. Of adults with this goal, 14% achieved the goal during PY05 and another 16% completed some of the GED tests.

- During PY05, 171 participating FACE adults enrolled in higher education.

- Approximately 60% of center-based adults acquired computer literacy skills.

- During the year, 352 participating FACE adults became employed and 522 adults completed job applications or attended job interviews. More than one-half of PY05 center-based adults reported that FACE helped them obtain a job or a better job. Throughout the history of FACE, at least 3,000 adults gained employment during their FACE participation.
Self-Improvement Impacts for Adults

FACE adults provided information about ways in which FACE affected them as individuals.

◆ Almost 90% of adults reported that their FACE participation helped them feel better about themselves.

◆ Most adults (85%) reported that they improved their interaction with other adults as a result of participation in FACE.

◆ Most adults (86%) reported that they became more self-directed and self-disciplined as a result of participating in FACE.

◆ Almost all center-based adults (94%) and about three-fourths of home-based adults reported that FACE participation helped improve their communication skills.

Parent Reports of Impacts on Their Children

At the end of the year, FACE parents rated the extent to which FACE participation has helped their child. Parent observations revealed the following:

◆ Approximately three-fourths of parents indicated that FACE participation had a large impact on increasing their child’s interest in learning and reading.

◆ Approximately two-thirds of parents indicated that FACE participation had a large impact on increasing their child’s verbal/communication skills.

◆ Approximately two-thirds of parents indicated that FACE participation had a large impact on preparing their child for school.

◆ Two-thirds of parents reported their child’s increased self-confidence to be a large impact of FACE participation.

◆ Sixty-one percent of parents reported that FACE participation had a large impact on helping their child get along with other children.

Screening Services for Children

The early detection of developmental delays is a critical component of the FACE program. Trained FACE staff members conduct screenings in language development, gross and fine motor skills development, cognitive development, and social-emotional development.

◆ During PY05, 84% of all FACE children—including 86% of home-based children and 78% of center-based children—received some type of screening service.
Developmental concerns were identified for 21% of FACE children. Twelve percent of FACE children were referred for services to address concerns, 13% of FACE children received services, and 8% of FACE children had continuing concerns at the end of the program year. Concerns were most frequently identified in the area of language/communication, in which 11% of children screened were identified with concerns.

Assessment of Preschool Students

Early childhood educators assess developmental progress of FACE preschoolers using Meisels’ Work Sampling System (WSS). Children are rated on performance indicators in each of seven domains. Most FACE preschool children demonstrate improvement in WSS ratings.

More than 90% of PY05 FACE preschoolers demonstrated improvement in four domains: personal and social development, language and literacy, mathematical thinking, and social studies. More than 80% improved in scientific thinking, arts, and physical development domains.

One-half of FACE preschoolers demonstrated gains in all seven domains. This is an increase over 31% with gains in all domains in PY03 and 45% in PY04.

Center-based staff and parents are trained to implement dialogic reading, a strategy designed to increase the vocabulary and language comprehension of young children through shared reading experiences with their parents. FACE preschool children are assessed with the Expressive One-Word Picture Vocabulary Test, an instrument that measures reading readiness skills.

At the time of their last assessment, standardized scores had increased by 10 points (from 80 to 90), a significant and meaningful gain.

On average, children with four assessments (two in PY04 and two in PY05) scored at the 7th percentile at the first assessment in PY04 and at the 45th percentile (near the national average) at the last assessment in PY05 (see Figure 3). This is evidence of closing the gap for children with a very low expressive vocabulary to an almost level playing field compared with national norms.

---


5 Published by Academic Therapy Publications.

6 Scores are standardized to a mean of 100 and a standard deviation of 15. 100 is an average standardized score and is equivalent to the 50th percentile.
Parent Involvement in Children’s Education

Increased parent involvement in children’s education is an important impact of FACE participation, supporting the program goals to increase parent participation in their child’s learning and expectations for academic achievement and to strengthen family-school-community connections. Compared to parents nationally, FACE parents seem to be involved at a high level in their children’s education and with the FACE school.

- A sizable 73% of PY05 FACE parents with children in grades K to 5 reported helping their child with homework three or more times a week, compared with only 53% of parents nationwide (see Figure 4).

Almost all PY05 FACE parents with children in grades K to 5 attended classroom or school events (93%), compared with 75% of parents nationally.

---

7 Vaden-Kiernan & McManus, pp. 11-15.
• Nationally, only 52% of parents volunteered in the classroom or school or participate on school committees, compared with 77% of FACE parents who did so.

**Integration of Culture**

The FACE goal to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* is addressed and the community connection is strengthened through the integration of culture and tribal language in FACE program services.

• Almost 55% of the programs *always or almost always* integrated native culture and tribal language during personal visits in PY05. In approximately 45% of the programs, staffs *sometimes* integrated native culture and language during personal visits.

• Almost 85% of FACE staffs *always or almost always* integrated culture and language during preschool, a significant increase compared with the previous year, and approximately 15% *sometimes* did so.

• In adult education, tribal culture and language were *always or almost always* integrated at approximately 55% of the FACE sites. They were *sometimes* integrated in approximately 45% of the programs.

• Sixty-one percent of adults indicated that participation in FACE helped increase their usage of their native language.

**Recommendations**

From the evaluator’s perspective, several recommendations for future evaluation efforts are offered.

• Continue most current evaluation procedures such as meeting annually with Bureau, NCFL, and PATNC staffs to review data; emphasizing the importance of accountability of FACE sites for providing complete and timely data; and requiring administrators to attend FACE training to help them better understand and support the program.

• Continue the collaboration with the Bureau to develop a system for collection of data for school-aged children to include information such as kindergarten entry readiness measures and other student achievement data, information about special services received, and preschool attendance.

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

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

• Investigate ways in which to further computerize data collection efforts.
<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>Chief Leschi, Puyallup, WA</td>
</tr>
<tr>
<td></td>
<td>Conehatta Elementary School, Conehatta, MS (discontinued FACE implementation)</td>
</tr>
<tr>
<td></td>
<td>Fond du Lac Ojibwe School, Cloquet, MN</td>
</tr>
<tr>
<td></td>
<td>Na’Neelzhii Ji’Olta Day School (Torreon), Cuba, NM</td>
</tr>
<tr>
<td></td>
<td>Takini School, Howes, SD</td>
</tr>
<tr>
<td></td>
<td>To’Hajiilee-He Community School (Canoncito), Laguna, NM</td>
</tr>
<tr>
<td>1992</td>
<td>Chi Chi’l Tah-Jones Ranch Community School, Vanderwagen, NM</td>
</tr>
<tr>
<td></td>
<td>Ch’ooshgai Community School (Chuska), Tohatchi, NM</td>
</tr>
<tr>
<td></td>
<td>Hannahville Indian School, Wilson, MI</td>
</tr>
<tr>
<td></td>
<td>Little Singer Community School, Winslow, AZ</td>
</tr>
<tr>
<td></td>
<td>Wingate Elementary School, Fort Wingate, NM</td>
</tr>
<tr>
<td>1993</td>
<td>Alamo Navajo Community School, Magdalena, NM</td>
</tr>
<tr>
<td></td>
<td>Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM</td>
</tr>
<tr>
<td></td>
<td>Blackwater Community School, Coolidge, AZ</td>
</tr>
<tr>
<td></td>
<td>Chinle Boarding School, Many Farms, AZ</td>
</tr>
<tr>
<td></td>
<td>Crownpoint Community School, Crownpoint, NM</td>
</tr>
<tr>
<td></td>
<td>Kickapoo Nation School, Powhattan, KS</td>
</tr>
<tr>
<td></td>
<td>Lac Courte Oreilles Ojibwe School, Hayward, WI</td>
</tr>
<tr>
<td></td>
<td>Rough Rock Community School, Chinle, AZ</td>
</tr>
<tr>
<td></td>
<td>Meskwaki (Sac &amp; Fox) Settlement School, Tama, IA (discontinued FACE implementation)</td>
</tr>
<tr>
<td></td>
<td>Tohaali Community School (Toadlena), Newcomb, NM</td>
</tr>
<tr>
<td>1994</td>
<td>Ramah Navajo School Board, Inc., Pine Hill, NM</td>
</tr>
<tr>
<td></td>
<td>T’iis Nazbas Community School, Teec Nos Pos, AZ</td>
</tr>
<tr>
<td>2001</td>
<td>Coeur d’Alene Tribal School, De Smet, ID</td>
</tr>
<tr>
<td></td>
<td>Cottonwood Day School, Chinle, AZ</td>
</tr>
<tr>
<td></td>
<td>Dunseith Indian Day School, Dunseith, ND</td>
</tr>
<tr>
<td></td>
<td>Enemy Swim Day School, Waubay, SD</td>
</tr>
<tr>
<td></td>
<td>Gila Crossing Community School, Laveen, AZ</td>
</tr>
<tr>
<td></td>
<td>Jeehdeez’a Academy (Low Mountain), Chinle, AZ</td>
</tr>
<tr>
<td></td>
<td>Little Wound School, Kyle, SD</td>
</tr>
<tr>
<td></td>
<td>Nenahnezad Community School, Fruitland, NM</td>
</tr>
<tr>
<td></td>
<td>Paschal Sherman Indian School, Omak, WA</td>
</tr>
<tr>
<td></td>
<td>Salt River Elementary School, Scottsdale, AZ</td>
</tr>
<tr>
<td>2003</td>
<td>Beclabito Day School, Shiprock, NM</td>
</tr>
<tr>
<td></td>
<td>Mescalero Apache School, Mescalero, NM</td>
</tr>
<tr>
<td></td>
<td>Oneida Nation Elementary School, Oneida, WI</td>
</tr>
<tr>
<td></td>
<td>Santa Rosa Boarding School, Sells, AZ</td>
</tr>
<tr>
<td></td>
<td>Seba Dalkai Boarding School, Winslow, AZ</td>
</tr>
<tr>
<td></td>
<td>St. Francis Indian School, St. Francis, SD</td>
</tr>
<tr>
<td></td>
<td>Tiospa Zina Tribal School, Agency Village, SD</td>
</tr>
<tr>
<td>2005</td>
<td>Pearl River Elementary School</td>
</tr>
</tbody>
</table>