EXECUTIVE SUMMARY

BIE Family and Child Education Program

2011 Study

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by:
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EXECUTIVE SUMMARY

In 1990, the Bureau of Indian Education (BIE) initiated the Family and Child Education (FACE) program, an integrated model for American Indian early childhood education/parental involvement. The FACE program primarily serves families with children prenatal to 5 years of age by providing early childhood, adult, and parenting education 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 Design and Implementation

The FACE program is implemented through a collaborative effort of the BIE, Parents as Teachers (PAT), and the National Center for Family Literacy (NCFL). Models from these programs have been integrated and infused with tribal culture to achieve the FACE model.

PAT provides the training and technical assistance for home-based services, which are delivered by service providers (parent educators) to families with children ranging from prenatal to 3 years of age. The primary goal is to provide the "information, support, and encouragement parents need to help their children develop optimally during crucial early years of life." Literacy is an important focus of home-based services. Services are delivered through personal visits that are offered weekly or on alternating weeks, monthly FACE Family Circles (family group meetings), periodic screening of overall health and development of the child, and referrals to school and community services.

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1 This document summarizes the 2011 Study of the BIE Family and Child Education Program that was prepared for the Bureau of Indian Education, Bureau of Indian Affairs, U.S. Department of the Interior by Research & Training Associates, Inc. (11030 Oakmont, Suite 200, Overland Park, KS 66210-1100) in June, 2011. Authors are: V. Yarnell, T. Lambson, and J. Pfannenstiel.
2 Formerly the Bureau of Indian Affairs—BIA, Office of Indian Education Programs.
4 Obtained from http://www.parentsasteachers.org/about/what-we-do/visionmission-history on 7/17/12.
NCFL provides training and technical assistance for 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 employability skills of adults. Early Childhood Education is provided for children in a developmentally appropriate classroom using the HighScope approach that emphasizes literacy development and active involvement of children in their learning. Parents and children are provided with daily opportunities to engage in child-directed, parent/child interactions during Parent and Child Together Time (PACT Time). Some center-based FACE parents also continue to engage in PACT Time with their K-3 child in their child’s classroom. A daily structured time, called Parent Time, provides a supportive environment for parents to address critical family and parenting issues.

**Participation in FACE**

Beginning in 1991, FACE was implemented at six sites, serving almost 500 participants (see Figure 1). The program gradually expanded to 46 programs in Program Year 2011 (PY11, the period from July 1, 2010, to June 30, 2011).

![Figure 1. Number of FACE Participants in Home-based, Center-based, and Overall (Unduplicated) by Program Year (With Number of Sites)](image)

- During the 21-year history of FACE, the program has served approximately 36,000 American Indians, including about 17,000 adults and 19,000 children in approximately 14,500 families. Of these FACE participants, 18% participated in the full FACE model—receiving both center- and home-based services; 63% participated in only home-based services; and 19% participated in only center-based services.

- In PY11, FACE services were provided to 2,585 adults and 2,481 children (aged birth to 5 years) from 2,027 families. Seventy-two percent of adults and children participated in only home-based services, 24% participated in only center-based services, and 4% participated in both home- and center-based services.

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Adults participated in center-based adult education for a monthly average of 25 hours and children attended for a monthly average of 32 hours of FACE early childhood education.

During PY11, home-based families received 13 personal visits, on average, which is among the highest average number of visits recorded.

Outcomes for FACE Children

The early detection of developmental delays is one of the critical components of the FACE program. The following are findings for PY11 FACE children:

- Eighty-eight percent of children—including 90% of home-based children and 83% of center-based children—received some type of screening service, more than doubling the percentage who were screened since data were first reported in PY97.

- Of children who were screened, almost one-fourth were identified with developmental concerns—mostly in the areas of language/communication (12%) and physical development (9%). Eleven percent were referred for services, 10% received services to address identified concerns, and 8% continued to display ongoing concerns at the end of the year.

- Five percent of FACE children had an IEP or IFSP. Four percent of home-based children and 7% of center-based children had IEPs or IFSPs. Almost 70% of these children were diagnosed with speech or language impairment.

Early childhood teachers assessed developmental progress of FACE preschoolers using Meisels’ Work Sampling System (WSS). Children were rated twice on performance indicators in each of seven domains during PY11. Most FACE preschool children demonstrate improvement in WSS ratings.

- As would be expected, more 4-year-olds demonstrated proficiency in all of the domains than did 3-year-olds. Domains with the highest degree of proficiency included personal/social and physical development. Approximately one-third of 3-year-olds and 60% of 4-year-olds demonstrated proficiency in each of these two domains. From 55% to 60% of 3-year-olds and 75% of 4-year-olds demonstrated partial or full proficiency in the language/literacy, mathematical thinking, scientific thinking, social studies, and arts domains. For each of the seven domains, average scores increased significantly during PY11.

- Four-year-olds who participated in more than one year of FACE early childhood education scored significantly higher on all seven domains than did 4-year-olds with only one year of FACE early childhood education.

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5 WSS domains include personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.
Center-based staff members and parents are trained to implement the *Dialogic Reading* strategy, which is designed to increase the vocabulary and language comprehension of young children. The strategy involves children and their parents in a shared reading experience. FACE preschool children were assessed with the Expressive One-Word Picture Vocabulary Test, an instrument that measures expressive vocabulary—an important factor in emergent literacy. Average standard scores increased by 9 points (from a standard score of 88 to 97), a significant and meaningful gain (see Figure 2). The pre-test standard score is equivalent to a percentile rank of 21 and the post-test score is equivalent to a percentile of 42, near the national average.

![Figure 2](image)  

Research indicates that children who are socially and emotionally ready for school have better social and academic success in kindergarten and have a better chance for later school and vocational success. FACE parents believe that FACE is effective in preparing their child for school.

- Eighty percent of parents indicated that FACE participation had a *large* impact on increasing their child’s interest in learning.

- Three-fourths of parents reported that FACE participation had a *large* impact on increasing their child's interest in reading.

- Almost three-fourths of parents reported that FACE participation had a *large* impact on their child’s verbal/communication skills and preparing their child for school.

- Approximately 70% of parents indicated that participation in FACE had a *large* impact on increasing their child’s self-confidence, while almost two-thirds reported a *large* impact on

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7 Published by Academic Therapy Publications.

8 For convenience, the scale of 0-100 is used to illustrate scores and percentiles; however, the scale for each differs. Standardized scores can range from approximately 55 to 145. Percentiles range from 1 to 99.
improving their child’s ability to get along with other children.

One parent summarized the benefits of FACE participation for children:

*My daughter, three this year, is learning to socialize with other children. She loves her new friends that she has made. Her verbal skills are coming along and she is happier to see that other children match her speed. I’m finding that she isn’t behind, but learning in her own way. They say that every child is different and with the help of the FACE teachers, I understand that now.*

♦ At the end of PY11, 225 FACE children were of age to transition into kindergarten. FACE parents planned to send 78% of these children to kindergarten at the FACE school. Nine percent of transitioning children had an IEP for special needs.

♦ Most FACE staffs (80%) had written implementation plans to help children transition from FACE to kindergarten. One program staff reported,

*The parents got to meet with the kindergarten teachers to learn about kindergarten and to have their questions answered. The preschoolers visited the kindergarten classroom and went on the kindergarten end-of-the-year field trip. Home-based families were able to come to the preschool for transition activities.*

**Outcomes for FACE Adults**

One focus in FACE is to encourage parents to set explicit goals for themselves. With an increased emphasis on goal setting for home-based parents, 60% of home-based parents set goals and 48% completed goals. Seventy-six percent of center-based parents set at least one goal; 63% completed a goal.

FACE adults most frequently set goals for themselves as parents. FACE adults consistently identify their improved parenting skills and their increased understanding of their children to be the most important program outcomes for themselves and their families.

♦ Seventy-two percent of center-based adults set parenting goals; 57% achieved their parenting goals.

♦ Fifty-four percent of home-based adults set parenting goals for themselves; 41% completed their parenting goals.

♦ Most parents (from 73% to 82%) indicated that FACE helped them a lot in increasing the amount of time they spend with their child, in becoming more involved in their child’s education, in more effectively interacting with their child, in increasing their understanding of child development, in becoming a better parent, and in encouraging their child to read. Almost 70% reported that FACE participation helped them a lot in increasing their ability to speak up for their child. Other parents generally reported that FACE participation was somewhat helpful in these areas.
One parent commented about the impact FACE had on her parenting skills:

FACE means so much to me because I have learned the different stages of growth and development. My parent educator taught me to know what to expect and the different stages. Looking back, I wish I would have put my older children in FACE.

The academic achievement of adults is an important focus for the center-based component of FACE. In FACE Adult Education, teachers assessed academic achievement with the Comprehensive Adult Student Assessment System (CASAS).

- Of adults with both pre-test and post-test reading scores, 12% scored at beginning levels (beginning literacy or beginning/intermediate basic skills) at pre-test; 51% scored at the highest levels (adult secondary or advanced secondary). At post-test, 11% scored at the beginning levels and 61% scored at the highest levels.

- Of adults with both pre-test and post-test mathematics scores, 41% of adults scored at beginning levels (beginning or beginning/intermediate basic skills) at pre-test; 19% scored at the highest levels (adult secondary or advanced secondary). At post-test, 30% scored at beginning levels and 28% scored at the highest levels.

- Of adults with both pre-test and post-test scores, approximately 30% advanced at least one level in reading and in math during the year.

- At the time of enrollment, 42% of center-based adults reported a goal of obtaining a GED or high school diploma. Eighty-one percent of adults who reported this goal indicated that FACE participation helped them make progress toward achieving their goal. They passed a GED test or received a GED diploma.

- Fifty-two adult participants completed requirements for their GED and 35 received a high school diploma in PY11. Since the inception of the FACE program, approximately 1,250 FACE adults obtained their GED or high school diploma (approximately 20% of all center-based adults).

- Seventy-eight percent of center-based adults improved their computer literacy skills through FACE participation.

A parent commented about the impact of FACE on her academic development:

My dreams and prayers are finally coming true with all the help of the FACE Program. My first biggest goal to accomplish was getting my GED and to know more about being a better parent. I am proud to say that I managed to pass my GED test. I now believe that my children know how important education is to me, and I am finally a good role model to them in every way.
Other outcomes for PY11 FACE adults include the following:

- A total of 422 adults (16% of FACE adults) completed job applications or attended job interviews and 344 adults (13%) gained employment. Forty-eight percent of center-based adults who enrolled in FACE to improve their employability reported that FACE helped them obtain a job or a better job. Throughout the history of FACE, approximately 4,900 adults gained employment during their FACE participation.

- Some FACE participants earned the required credentials to become employed in FACE. Of 250 FACE staff members, one-third were former FACE participants.

- Almost all (95%) of FACE adults reported that FACE participation helped them feel better about themselves. Most FACE adults (90%) reported increased frequency of their interactions with other adults, more self-direction and self-discipline, and improved communication skills.

**Home Literacy Practices**

In all components of FACE, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on transfer to the home. Evidence of impacts on home literacy is provided through parent reports:

- Seventy-eight percent of FACE parents reported reading to their K-3 children on a daily basis. This is a considerably higher percentage than reported for parents nationwide, where only 36% of parents read to their K-3 children this frequently (see Figure 3). Only 1% of the FACE parents reported that they *rarely or never* read to their K-3 children, compared with 10% of parents nationally who reported this very low frequency.

**Figure 3. Percentage Distribution of the Frequency That FACE Parents With K-3 Children and K-3 Parents Nationwide Read to Their Child**

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♦ FACE parents read to their child significantly more frequently at the end of PY11 than they did early in their FACE participation. At the end of PY11, 78% of parents read to their child daily or almost daily, compared with 71% of parents who did so early in their FACE participation.

♦ FACE parents significantly increased the frequency that they listen to their child read by year’s end. Eighty-four percent of FACE parents reported listening to their child read on a daily basis at the end of FACE participation, compared with 74% who did so early in FACE participation.

♦ The frequency that FACE parents tell stories to their child significantly increased during FACE participation. At the end of the year, 75% of parents compared with 66% of parents early in FACE reported that they tell stories to their child daily or almost daily.

FACE addresses the need to increase the number of books in homes by implementing special initiatives designed to distribute books to families. The following provides evidence in these endeavors:

♦ The BIE funds the Dollywood Foundation’s *Imagination Library* program to provide FACE children a new book each month.

♦ The RealeBooks Project is a special initiative that the BIE funds in support of family literacy. Materials and training are provided to assist FACE staffs and families in creating their own RealeBooks on computers and to distribute those books to all participating FACE families and to kindergarten students at FACE schools.

♦ FACE households had more books for children and adults at year-end than at the time of entry into FACE. FACE children had a median of 50 books at year-end, compared with a median of only 30 at the beginning of FACE participation. Toward the FACE program’s goal of more than 100 volumes of children’s books in each home, 14% of the homes of FACE children had this number of books in their homes by the end of PY11.

**Parent Involvement in Children’s Education**

The FACE program’s focus on increasing parent involvement in children’s education is supported by research, which indicates that increasing parents’ involvement in the school predicts increases in literacy achievement and matters most for children at greatest risk.\(^\text{10}\) The involvement of PY11 FACE parents in the education of their K-5 children is compared with nationally reported parent involvement data from the National Household Education Survey.\(^\text{11}\)

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\(^{11}\) Vaden-Kiernan & McManus, pp. 11-15.
Almost all FACE parents who had K-5 children (92%) in PY11 attended classroom or school events, compared with 81% of parents nationally who did so (see Figure 4).

Nationwide, only 60% of parents volunteered in the classroom or school or participated on school committees, compared with 73% of PY11 FACE parents who did so.

Figure 4. Percentage of FACE and National Parents of K-5 Children Reporting Involvement in Their Child’s Education

Integration of Native Language and Culture

One important focus within each FACE program is to support and celebrate the cultural and linguistic diversity. Native language and culture is infused throughout the FACE program.

Language and/or culture are integrated at least *sometimes* in each FACE program component.

In 71% of the programs, the culture teacher assists the staff in efforts to integrate native language and culture. The culture teacher provides classroom instruction for FACE children in 59% of the programs and for FACE adults in 62% of the programs.

The FACE program ensures the integration of native language and culture through the hiring of community members whenever possible. Almost three-fourths of all FACE staff members are American Indian. Most parent educators (95%) and early childhood co-teachers (78%) are American Indian. Almost half or more of early childhood teachers (67%), coordinators (60%), and adult educators (45%) are American Indian.

Almost two-thirds of adults indicated that participation in FACE helped increase their usage of their native language.
Evaluator Recommendations

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

♦ Continue to meet at least annually with the BIE, NCFL, and PAT staffs to review evaluation issues.

♦ Continue emphasis on keeping FACE sites accountable for providing complete and timely data; and continue to require administrators to attend FACE training to help them understand and support the program.

♦ Continue to collaborate with the BIE in sharing information in the development of a comprehensive database for school-aged children and integrating FACE reporting in NASIS. This database would include information about FACE participation and could provide data for evaluation studies on FACE outcomes (e.g., school readiness data, student achievement data, and information about special needs).

♦ Focus on updating the RTA longitudinal database and ensuring accuracy of information. Continue the process of converting to NASIS student identification number.

♦ Continue to focus on the intensity and quality of services received by families and provide site level feedback reports that compare their data to FACE standards of implementation and to other FACE sites.

♦ Conduct trend analyses that connect types and quantity of FACE participation to outcomes.

♦ Continue to share site-level analysis and findings with technical assistance providers.

♦ Work with the FACE program to develop Fidelity of Implementation indicators for all components.

♦ Provide support for a FACE Impact Evaluation to assess program impacts on school readiness.
### FACE Sites by First Year of Implementation

(PY11 Sites are noted with an asterisk.)

#### Program Year 91 (Spring 1991)
- *Chief Leschi, Puyallup, WA*
- Conehatta Elementary School, Conehatta, MS (discontinued FACE implementation after PY04)
- *Fond du Lac Ojibwe School, Cloquet, MN*
- *Na’Neelzhiin Ji’Olta (Torrreon Day School), Cuba, NM*
- Takini School, Howes, SD (discontinued FACE implementation after PY05)
- *To’Hajiilee-He Day School (Canoncito), Laguna, NM*

#### Program Year 92 (1991-92)
- *Chi Chi’l Tah-Jones Ranch Community School, Vanderwagen, NM*
- Chooshgai Community School (Chuska), Tohatchi, NM (discontinued FACE implementation after PY10)
- *Hannahville Indian School, Wilson, MI*
- *Little Singer Community School, Winslow, AZ*
- *Wingate Elementary School, Fort Wingate, NM*

#### Program Year 93 (1992-93)
- *Alamo Navajo Community School, Magdalena, NM*
- *Atsia Biyaazh Alternative School (Shiprock), Shiprock, NM*
- *Blackwater Community School, Coolidge, AZ*
- *Kickapoo Nation School, Powhattan, KS*
- *Lac Courte Oreilles Ojibwe School, Hayward, WI*
- *Many Farms Community School, Chinle, AZ* (formerly Chinle Boarding School)
- *Meskwaki (Sac & Fox) Settlement School, Tama, IA* (discontinued FACE implementation after PY97)
- *Rough Rock Community School, Chinle, AZ*
- *Tiists’oozi’Bi’Olta (Crownpoint), Crownpoint, NM Tohaali Community School (Toadlena), Newcomb, NM (discontinued FACE implementation after PY11)

#### Program Year 94 (1993-94)
- *Ramah Navajo School Board, Inc., Pine Hill, NM*
- *T’iis Nazbas Community School, Teec Nos Pos, AZ*

#### Program Year 02 (2001-02)
- Coeur d’Alene Tribal School, De Smet, ID (discontinued FACE implementation after PY05)
- Cottonwood Day School, Chinle, AZ (discontinued FACE implementation after PY07)
- *Dunseith Indian Day School, Dunseith, ND*
- *Enemy Swim Day School, Waubay, SD*
- *Gila Crossing Community School, Laveen, AZ*
- *Jeehdeez’a Academy (Low Mountain), Chinle, AZ* (discontinued FACE implementation after PY04)
- *Little Wound School, Kyle, SD* Nenahnezad Community School, Fruitland, NM (discontinued FACE implementation after PY08)
- *Paschal Sherman Indian School, Omak, WA* (discontinued FACE implementation after PY06)
- *Salt River Elementary School, Scottsdale, AZ*

#### Program Year 04 (2003-04)
- *Beclabito Day School, Shiprock, NM*
- Mescalero Apache School, Mescalero, NM (discontinued FACE implementation after PY07)
- *Oneida Nation Elementary School, Oneida, WI*
- *Santa Rosa Boarding School, Sells, AZ* (discontinued FACE implementation after PY11)
- Seba Dalkai Boarding School, Winslow, AZ (discontinued FACE implementation after PY10)
- *St. Francis Indian School, St. Francis, SD*
- Tiospa Zina Tribal School, Agency Village, SD (discontinued FACE implementation after PY06)

#### Program Year 05 (2004-05)
- *Pearl River Elementary School, Philadelphia, MS*

#### Program Year 06 (2005-06)
- *John F. Kennedy Day School, White River, AZ*
- *Tate Topa Tribal School, Fort Totten, ND*

#### Program Year 07 (2006-07)
- *Dzilth-Na-O-Dith-Hle, Bloomfield, NM*
- *Santa Clara, Espanola, NM* (discontinued FACE implementation after PY11)

#### Program Year 08 (2007-08)
- *Casa Blanca Community School, Bapchule, AZ*
- *Kayenta Community School, Kayenta, AZ*
- *Theodore Jamerson Elementary School, Bismark, ND*

#### Program Year 09 (2008-09)
- *American Horse School, Allen, SD*
- *Baca/Dlo’ay azhi Community School, Prewitt, NM*
- *Chilchinbeto Community School, Kayenta, AZ*
- *Lake Valley Navajo School, Crownpoint, NM*
- *Leupp Community School, Winslow, AZ*
- *Mariano Lake Community School, Crownpoint, NM*

#### Program Year 10 (2009-2010)
- *Pine Ridge School, Pine Ridge, SD*

#### Program Year 11 (2010-2011)
- *Bread Springs Day School, Gallup, NM*
- *Greasewood Springs Community School, Ganado, AZ*
- *Kin Dah Lichi’i Olta, Ganado, AZ*
- *Tse ‘ii’ ahi’ Community School, Crownpoint, AZ*