EXECUTIVE SUMMARY

BIE Family and Child Education Program

2014 Study

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by:
Research & Training Associates, Inc.
EXECUTIVE SUMMARY

In 1990, the Bureau of Indian Education (BIE) initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood education/parental involvement program. 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 National Center (PAT), and the National Center for Families Learning (NCFL). Programs are located at BIE schools. PAT provides the home-based model and NCFL provides the center-based model for preschool and adult education. Models from these programs have been integrated and infused with tribal culture to achieve the FACE model. PAT and NCFL provide the training and technical assistance to implement their components.

Families that receive early childhood parenting and family support services through personal visits are referred to as home-based families; families that participate in early childhood education and adult education at the center are referred to as center-based families; some families participate in both home- and center-based services.

Home-based services are delivered by parent educators primarily to families with children ranging from prenatal to 3 years of age, although they also serve children from 3 to 5 if their family cannot participate in center-based services. Using the PAT Foundational Curriculum, parent educators help parents develop effective parenting and family well-being skills by providing culturally relevant learning experiences that support children’s development and

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1 This document summarizes the 2014 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 May, 2015. Authors are: V. Yarnell, T. Lambson, and J. Pfannenstiel.

2 Formerly the Bureau of Indian Affairs—BIA, Office of Indian Education Programs.

interests, engage parents in developmentally appropriate interactions with their children, and promote the family’s welfare. Services are delivered through weekly or bi-weekly personal visits that are usually 60-90 minutes in duration, monthly FACE Family Circles (family group meetings), periodic screening of overall health and development of the child, and referrals to school and community services.

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. FACE preschool is provided for children 3½ hours each day in a developmentally appropriate classroom using the NCFL preschool model. The academic needs and employability skills of adults are addressed through adult education, which is offered 2½ hours a day. A daily structured time, called Parent Time, occurs one hour each day and provides a supportive environment for center-based parents to address critical family and parenting issues. Additionally, parents and children are provided with daily opportunities to engage in child-directed interactions during one hour of Parent and Child Together Time (PACT Time®). Center-based services include periodic screening of overall health and development of the child and referrals for services.

Home- and center-based staffs collaborate to provide comprehensive services to all FACE families and to support family transitions, such as children transitioning to preschool or kindergarten, and adults transitioning to employment or other educational programs.

FACE Participation

In the spring of 1991, FACE was first implemented at six sites, serving almost 500 participants (see Figure 1). The program gradually expanded to a program high of 5,234 participants in 45 programs in program year 2009-2010 (PY10), but decreased somewhat over the next four years to 4,333 participants in program year 2013-2014 (PY14). PY14 participants include 2,218 adults and 2,115 children from 1,778 families, served at 43 sites. During PY14, 74% of participants received home-based services only, 22% received center-based services only, and 4% participated in both home- and center-based services.

Figure 1. Number of Adults and Children Who Participated in FACE by Program Year (with Number of Sites)
During the 24-year history of FACE, the program has served 42,690 American Indians, including 20,022 adults and 22,668 children from approximately 17,000 American Indian families. Since the inception of the FACE program, 63% of adults and children participated in only the home-based component, 19% participated in only the center-based component, and 18% of FACE adults and children participated in the full FACE model (receiving both home- and center-based services).

Similar to previous years, PY14 home-based families received an average of 12 personal visits, and attended three Family Circles. Center-based adults participated an average of 177 hours of adult education, 53 hours of Parent Time, and 52 hours of PACT Time. Children attended an average of 238 hours of FACE preschool. The average number of hours of participation in all four center-based services is an all time high.

**Outcomes for FACE Children**

The early detection of developmental delays and health and dental problems is one of the critical components of the FACE program. The following are findings for PY14 FACE children:

- Ninety percent of children—including 91% of home-based children and 89% of center-based children—were screened during the year.
- Of children who were screened, 24% were identified with developmental concerns—mostly in the areas of language/communication (12%) and physical development (8%). Thirteen percent were referred for services.
- Nine percent of children have ongoing medical conditions, most frequently respiratory system issues, digestive system problems or cardio-vascular system concerns.
- Eighteen percent of children older than 1½ years were diagnosed with dental abnormalities, mostly due to decay of their baby teeth.
- Six percent of PY14 children have an IEP or IFSP. The most frequently identified type of need is speech or language delay, reported for 67% of these children. Of the children ready to exit FACE preschool and enter kindergarten, 15% have an IEP/IFSP.

Center-based staff members and parents are trained to implement a reading strategy that is designed to increase the vocabulary and language comprehension of young children. FACE preschool children are assessed with the *Expressive One-Word Picture Vocabulary Test* (EOWPVT) to measure growth in expressive vocabulary. Teachers administer the assessment in the fall, at midterm, and in the spring. Scores are standardized to a mean of 100 and a standard deviation of 15.

- Average pre-test standard scores ranged from a low of 88 (for children who attended the center-based program fall-midterm), which equates to the 21st national percentile, to 96 (for the 65% of children who attended fall-spring), which equates to the 39th national percentile (see Figure 2).

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4 Published by Academic Therapy Publications.
Regardless of the testing cycle, children significantly and meaningfully increase their performance at the time of the last assessment. Average standard scores significantly and meaningfully increased by 8 points for children in the fall-spring testing cycle. They significantly and meaningfully increased by 4-5 points for children testing in the fall-midterm cycle and in the midterm-spring cycle.

For the two-thirds of FACE preschoolers who attended for the full year (Fall-Spring), the average pre-test standard score of 96 is equivalent to the 39th national percentile rank and below the national average (100) which is equivalent to the 50th percentile. The average post-test standard score (104) is equivalent to the 61st national percentile rank—which renders FACE children at the end of preschool on a level playing field with children nationally.

Children who attended FACE preschool in PY13 entered preschool scoring at the 34th national percentile with an average standard score of 94. At post-test in the subsequent PY14 school year, they tested at an average standard score of 104, which equates to the 61st national percentile. With two years of FACE preschool, the achievement gap is not only closed for children on average, but these children score substantially above the national average.

Children who enter preschool and subsequently demonstrate low attendance score at lower levels at pre-test and post-test than do children with moderate or high attendance (see Figure 3). On average, children with low attendance score 93 at pre-test (the 32nd national percentile) and increase to 99 (slightly lower than the national average). The children with moderate attendance score similarly to those with high attendance, who score at the 45th national percentile equivalent at pre-test and at the 63rd percentile at post-test, well over the national average.
Figure 3. Average Standard Scores and National Percentile Equivalents of EOWPVT by Hours of FACE Preschool Attendance in PY14 (N=288)

- FACE preschool children with an IEP/IFSP score significantly below other FACE preschoolers, and two-thirds of a standard deviation below the national average (i.e., a standard score of 90) at pre-test. At post-test, preschoolers with an IEP/IFSP score significantly lower than do other preschoolers (with scores of 95 and 102, respectively), but they have made meaningful progress toward reaching the national average as preschoolers.

- At one-half of FACE programs, the average EOWPVT post-test performance is near or at the national average (a standard score of 100 and at the 50th national percentile). Average scores at 30% of programs are significantly above the national average, and at 20% of sites are significantly below the national average.

Early childhood teachers assess developmental progress of FACE preschoolers using Meisels’ Work Sampling System (WSS). Children were rated twice on performance indicators in each of seven domains during PY14.  

- For each of the seven domains, preschoolers score significantly higher on post-assessments.

- At the last assessment, 39% of 3-year-olds and 69% of 4-year-olds demonstrate proficiency in physical development. Thirty-four percent of 3-year-olds and 61% of 4-year-olds demonstrate proficiency in personal/social development. Between 21%-27% of 3-year-olds and 46%-58% of 4-year-olds were rated proficient in the language/literacy, mathematical thinking, scientific thinking, social studies, and arts domains.

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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.
Four-year-olds assessed in spring 2014 scored higher than 2011-12 entering kindergartners whose teachers had rated them as having *above average* preparation for kindergarten on personal/social development, language and literacy, and mathematical thinking scales.

FACE parents believe that FACE is effective in preparing their child for school.

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

- Three-fourths of parents report that FACE participation has a *large* impact on increasing their child's interest in reading. Parents who received both home- and center-based services were slightly more likely to report a *large* impact (79%) than were home-based-only parents (76%) and center-based-only parents (73%).

- Almost three-fourths of parents report that FACE participation has a *large* impact on increasing their child’s verbal/communication skills.

- Almost three-fourths of parents indicate that participation in FACE has a *large* impact on increasing their child’s self-confidence.

- Seventy percent of parents indicate that participation in FACE has a *large* impact on preparing their child for school. Almost 80% of parents who participate in center-based-only services and in both home- and center-based services report a *large* impact. A significantly fewer, but still large, two-thirds of home-based-only parents report a *large* impact.

- Almost two-thirds of parents report a *large* impact on improving their child’s ability to get along with other children.

At the end of PY14, 227 FACE children were expected to enter kindergarten fall 2014. Seventy-eight percent of these children were expected to attend kindergarten at their FACE school. Ninety-three percent of FACE programs have developed a transition plan that includes helping center-based children transition to kindergarten, and 46% of programs have a plan that includes assisting home-based children with their transition to kindergarten.

**Outcomes for FACE Adults**

One focus in FACE is to encourage parents to set explicit goals for themselves. Eighty-nine percent of adult education participants set at least one goal, and 75% completed a goal. With an increased emphasis on goal setting for home-based parents, 76% of home-based parents set goals and 65% completed goals. FACE adults most frequently set goals for themselves as parents.

- Seventy-eight percent of center-based adults set parenting goals; 61% of these center-based adults achieved their parenting goals.

- Fifty-nine percent of home-based adults set parenting goals for themselves; 48% of the home-based adults who set parenting goals completed their goals.
Consistent with previous years, at least 95% of parents, regardless of services received, report that FACE impacts their parenting skills somewhat or a lot in all areas that are measured. There are no significant differences in parenting impacts for home-based and center-based parents, except for learning how to encourage the child's interest in reading. Significantly more parents who participated in both components learned how to encourage their child's interest in learning.

- Most parents indicate that FACE helps them a lot in increasing the amount of time they spend with their child (84%), in becoming more involved in their child’s education (84%), in more effectively interacting with their child (82%), in becoming a better parent (80%), in increasing their understanding of child development (79%), in encouraging their child's interest in reading (75%), and in increasing their ability to speak up for their child (74%).

- Eighty percent of parents receiving both home- and center-based FACE services report a large impact, greater than the 74% of center-based only and home-based only parents do so.

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

- Eighteen percent of FACE adults score at beginning reading levels (pre-beginning/beginning literacy or beginning/intermediate basic skills) at pre-test; 50% score at the highest levels (adult secondary or advanced secondary). At post-test, 9% score at the beginning levels and 65% score at the highest levels.

- Forty-three percent of adults score at beginning math levels (pre-beginning/beginning literacy or beginning/intermediate basic skills) at pre-test; 16% score at the highest levels (adult secondary or advanced secondary). At post-test, 32% score at beginning levels and 32% score at the highest levels.

- Twenty-two percent of adults score at the highest reading level at both pre- and post-test; another 36% of adults increased their score at least one level. Only 3% of adults score at the highest math level at both pre- and post-test, but 36% of adults advanced at least one level.

- On average, adults demonstrate a statistically significant 5-point increase in reading and a nine-point increase in math.

- Seventy-two percent of adults demonstrate reading gains and 75% demonstrate gains in mathematics.

- Approximately 63% of adults with the goal of obtaining a GED or a high school diploma report that FACE participation helps them make progress towards achieving their goal. They either passed a GED test or received a GED diploma.

- Eighty-four adults completed requirements for their GED or received high school diplomas in PY14. Since the inception of FACE, approximately 1,400 FACE adults have obtained their GED or high school diploma (approximately 20% of current and former center-based participants).
During PY14, 409 center- and home-based adults became employed during the year. Thirty-one percent of center-based adults with the goal of obtaining a new job or a better job report that FACE helped them achieve their goal. Throughout the history of FACE, approximately 5,900 adults gained employment during their FACE participation.

Some FACE participants earned the required credentials to become employed in FACE. Thirty-five percent of FACE staff members are former FACE participants.

Most FACE adults (88% to 94%) report feeling better about themselves, increased frequency of their interactions with other adults, more self-direction and self-discipline, and improved communication skills.

Seventy-two percent of FACE adults report that participation helped improve their physical fitness.

Home Literacy Practices

Parent reports suggest that FACE participation impacts their home literacy practices.

Seventy-eight percent of parents read to their FACE child daily or almost daily as a result of their FACE participation.

Eighty-two percent of FACE parents with children ages 3-6 report they read to those children on a daily or almost daily basis. This is a considerably higher percentage than parents nationwide, with only 55% of parents nationally who read to their children ages 3-6 this frequently (see Figure 4). Only 3% of the FACE parents and parents nationwide report that they rarely or never read to their children.

Figure 4. Percentage Distribution That Center-based Parents and Parents Nationally Read to Their Child

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Nationwide parents who are categorized as similar in economic status to most FACE families, read to their children even less frequently. Only 40% of those parents read to their children ages 3-6 daily.

FACE parents significantly increase the frequency that they listen to their child "read" by year’s end. Eighty-four percent of FACE parents report listening to their child "read" on a daily basis at the end of FACE participation, compared with 79% who did so early in FACE participation.

The frequency that FACE parents tell stories to their child significantly increases during FACE participation. At the end of the year, 77% of parents compared with 70% of parents early in their FACE participation report they tell stories to their child daily or almost daily.

The number of children's books reported at the time of initial enrollment increased significantly at the end of PY14. Forty-three percent of FACE households had 20 or fewer children's books initially, but by the end of PY14 that percentage had decreased to 22%. The percentage of households with 100 or more books increased from 11% to 17%. BIE funds the Dollywood Foundation’s Imagination Library program to provide FACE children a new book each month.

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 parent involvement in the school predicts increases in literacy achievement and matters most for children at greatest risk. The involvement of PY14 FACE parents in the education of their K-5 children is compared with nationally reported parent involvement data. See Figure 5.

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

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Most FACE parents with K-5 children attend classroom or school events (93%), compared with fewer parents nationally (81%).

Nationwide, 60% of parents volunteer in the classroom or school or participate on school committees; slightly more than the 55% of PY14 FACE parents do so.

**Integration of Native Language and Culture**

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

- Ninety-eight percent or more of the programs report that language and/or cultural traditions and values are integrated at least sometimes in each of the FACE components.
- In 65% of FACE programs located in schools with a culture teacher, the school's culture teacher assists the staff in efforts to integrate native language and culture in FACE programs. The culture teacher provides classroom instruction for FACE preschoolers in 56% of the programs and for FACE adults in 38% of the programs.
- The FACE program ensures the integration of native language and culture through the hiring of tribal and community members whenever possible. Seventy-seven percent of all FACE staff members are American Indian.
- Sixty-four percent of PY14 adults indicate that participation in FACE helped increase their use of their native language. Seventy-nine percent of PY14 adults who participated in center-based-only services, 59% of adults who participated in the home-based-only services, and 69% who participated in both home- and center-based services report this impact.

**Programs' Concerns**

As part of the on-going effort to improve the FACE program, staffs review the quality of their program by rating the degree of implementation of multiple quality indicators for 12 program areas. They also describe the year's challenges and technical assistance needs at year's end.

- Continuing professional development and new staff training were cited as needs for more than half of both home- and center-based programs. Concerns sited by staff members include timing of training, sufficiency and adequacy of training for new staff members, and technical difficulties with web-based training.
- Slightly more than 20% of programs cite recruitment, enrollment, or retention challenges for their center-based component. This concern is supported by programs rating themselves as beginning to implement for the indicator, "full FACE enrollment is established and maintained in center-based." Other factors that affect recruitment, enrollment, or retention include the length of time required for background checks of parents, lack of child care for siblings, parents' conflicting schedules, financial stresses, and other family problems limit participation.
FACE Sites in Program Year 2013-2014

Alamo Navajo Community School, Magdalena, NM
American Horse School, Allen, SD
Aneth Community School, Montezuma Creek, UT
Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM
Baca/Dlo’ay azhi Community School, Prewitt, NM
Beclabito Day School, Shiprock, NM
Blackwater Community School, Coolidge, AZ
Bread Springs Day School, Gallup, NM
Casa Blanca Community School, Bapchule, AZ
Chi Chi’l Tah-Jones Ranch Community School, Vanderwagon, NM
Chief Leschi School, Puyallup, WA
Dunseith Indian Day School, Dunseith, ND
Dzilth-Na-O-Dith-Hle, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hannahville Indian School, Wilson, MI
John F. Kennedy Day School, White River, AZ
Kayenta Community School, Kayenta, AZ
Kin Dah Lichi’i’i Olta, Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Community School, Winslow, AZ
Little Singer Community School, Winslow, AZ
Little Wound School, Kyle, SD
Many Farms Community School, Chinle, AZ (formerly Chinle Boarding School)
Martano Lake Community School, Crownpoint, NM
Na’Neelzhin Ji’Olta Day School (Torreon), Cuba, NM
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintano, Cuba, NM
Ramah Navajo School Board, Inc., Pine Hill, NM
Rough Rock Community School, Chinle, AZ
Salt River Elementary School, Scottsdale, AZ
St. Francis Indian School, St. Francis, SD
Tate Topa Tribal Grant School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T’iis Nazbas Community School, Teec Nos Pos, AZ
T’iists’oozi’Bi’Olta Community School (Crownpoint), Crownpoint, NM
To’Hajiilee-He Community School (Canoncito), Laguna, NM
Tse ’ii’ ahi’ Community School, Crownpoint, NM
Wingate Elementary School, Fort Wingate, NM