

EXECUTIVE SUMMARY



BIE Family and Child Education Program

2013 Study

Report Prepared for:

**U. S. Department of the Interior
Bureau of Indian Affairs
Bureau of Indian Education**

by:

Research & Training Associates, Inc.

EXECUTIVE SUMMARY¹

In 1990, the Bureau of Indian Education (BIE)² 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.³

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 Families Learning (NCFL). Programs are located at BIE schools. PAT provides the pre-birth to age 3 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. Both 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; families that receive both home- and center-based services are considered to have participated in the *full FACE model*.

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. Two parent educators are employed at most

¹ This document summarizes the *2013 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, 2014. Authors are: V. Yarnell, T. Lambson, and J. Pfannenstiel.

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

³ Bureau of Indian Affairs, Bureau of Indian Education. (2010). *Family and Child Education (FACE) guidelines* (p. 1). Washington, DC: Author.

sites and each is required to serve 12 families weekly or 24 families bi-weekly, reaching a maximum of 48 families served at a site at any point in time. 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 interests, engage parents in developmentally appropriate interactions with their children, and promote the family's welfare. Services are delivered through 1-to-2 hour personal visits that are offered weekly or on alternating weeks, monthly FACE Family Circles (family group meetings) of about 1½ to 3 hours duration, periodic screening of overall health and development of the child, and referrals to school and community services. Parent educators collaborate with center-based staff to encourage home-based families to transition into the center-based component when the child is old enough. They also support transitions to other preschools (if the family is unable to continue in FACE) or entry to kindergarten.

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 center-based programs can serve a maximum of 20 preschool children and 15 adults at a time. Services are offered four days a week through a four-component model. *FACE preschool* is provided for children 4½ hours each day in a developmentally appropriate classroom using the NCFL preschool model. The model emphasizes literacy development, active involvement of children in learning, and culturally relevant experiences. The academic needs and employability skills of adults are addressed through *adult education* offered 3½ 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. Early childhood teachers and co-teachers and adult education teachers also provide support in family transitions to kindergarten, employment, and other adult education options.

FACE Participation

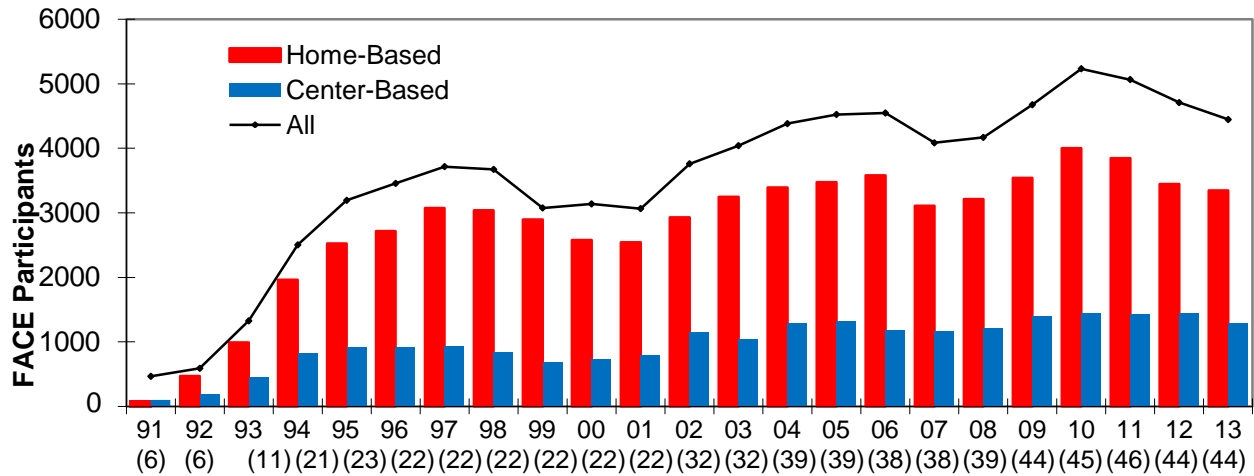
Beginning in 1991, FACE was implemented at six sites, serving almost 500 participants. The program gradually expanded to 44 programs in Program Year 2013 (PY13),⁴ providing service to 2,271 adults and 2,177 children (aged birth to 5 years) in 1,845 families (see Figure 1). During the PY13 program year, 71% of participants received home-based services only, 25% received center-based services only, and 4% participated in the full FACE model.

During the 23-year history of FACE, the program has served 40,391 American Indians, including 19,026 adults and 21,365 children from approximately 16,100 American Indian families. A total of 32,530 adults and children have received home-based services; 15,191 adults and children have received center-based services.⁵ Since the inception of the FACE program, 62% participated in only the home-based component, 20% participated in only the center-based component, and 18% of FACE adults and children participated in the full FACE model.

⁴ Program Year 2013 (PY13) includes the period from July 1, 2012, to June 30, 2013)

⁵ The total exceeds 40,391 because some participants received both home- and center-based services.

Figure 1. Number of FACE Participants in Home-based and Center-based Components, and All Participants (Unduplicated Total) by Program Year (with Number of Sites)



Similar to previous years, PY13 home-based families received an average 13 personal visits, and attended three Family Circles. Center-based adults participated an average of 163 hours of adult education, 50 hours of Parent Time, and 50 hours of PACT Time. Children attended an average of 229 hours of FACE preschool.

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 PY13 FACE children:

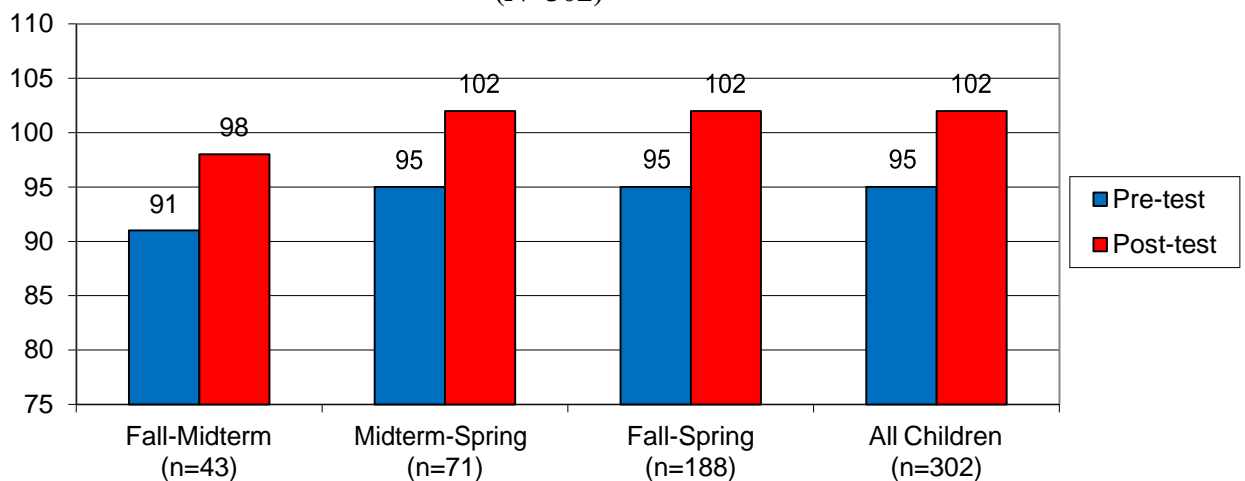
- ◆ Eighty-nine percent of children including 91% of home-based children and 82% of center-based children were screened during the year.
- ◆ Of children who were screened, 26% were identified with developmental concerns—mostly in the areas of language/communication (15%) and physical development (10%). Fourteen percent were referred for services, 11% received services to address identified concerns, and 9% continue to display ongoing concerns at the end of the year.
- ◆ Ten percent of children have ongoing medical conditions, most frequently respiratory system issues or cardio-vascular system issues.
- ◆ Seventeen percent of children older than 1½ years were diagnosed with dental abnormalities, mostly due to decay of their baby teeth.
- ◆ Six percent of PY13 children have an IEP or IFSP. Approximately 70% of children with an IEP/IFSP were diagnosed with a speech or language impairment. The percentage of children with an IEP/IFSP increases with the child's age. Of the children ready to exit FACE preschool and enter kindergarten, 14% 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.⁶ Teachers administer the assessment in the fall, at midterm, and in the spring; however, some children enter or exit preschool throughout the school year and are assessed at different testing cycles depending on entry and exit time.

- ◆ Average pre-test standard scores range from a low of 57 (for children who entered the center-based program in the spring) to 138 (for children who were assessed fall-midterm-spring). Thus, at their first assessment in PY13, children enter FACE preschool with *EOWPVT* scores that range from almost three standard deviations below the national average, a large gap by any definition, to more than two standard deviations above the national average.
- ◆ Regardless of the testing cycle, children significantly and meaningfully increase their performance at the time of the last assessment (see Figure 2). Average standard scores significantly and meaningfully increased by approximately seven points (about one-half of a standard deviation) for children in each testing cycle.⁷

Figure 2. Average Standard Scores for EWOPVT in PY13 by Testing Cycle (N=302)



- ◆ For the two-thirds of FACE preschoolers who attended for the full year (Fall-Spring), the average pre-test standard score of 95 is equivalent to the 37th national percentile rank and well below the national average of 50. The average post-test standard score (102) is equivalent to the 55th national percentile rank—which renders FACE children at the end of preschool on a level playing field with children nationally.
- ◆ FACE preschoolers significantly and meaningfully increase *EOWPVT* performance by approximately one-half of a standard deviation regardless of whether their attendance is *low, moderate, or high*.⁸ Even with this large effect size, children with *low* attendance do

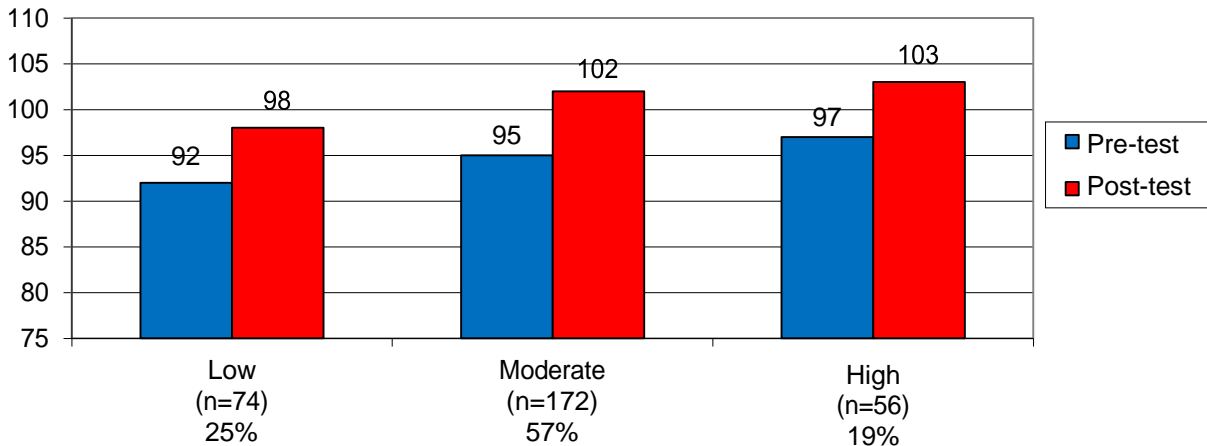
⁶ Published by Academic Therapy Publications.

⁷ Scores were standardized to a mean of 100 and a standard deviation of 15.

⁸ To develop categories of attendance—high, moderate, and low—the FACE program standard that children should attend 75% of the 650 hours⁸ is used to define *high* attendance (488 hours or more). *Low* attendance is defined as 240 hours or less (approximately 53 days), and *moderate* is defined as >240 but < 488 hours.

not reach the national average at post-test. Children with *moderate* and *high* frequency attain the level playing field status of their peers nationally (see Figure 3).

Figure 3. Average Standard Scores for EOWPVT by Hours of FACE Preschool Attendance in PY13



- ◆ FACE preschool children with an IEP/IFSP score significantly below other FACE preschoolers, and almost a full standard deviation below the national average (i.e., a standard score of 86 which is the 24th national percentile) at pre-test. At post-test, preschoolers with an IEP/IFSP score significantly lower than other preschoolers (with scores of 95 and 102, respectively), but they have made meaningful progress toward reaching the national average as preschoolers.
- ◆ At approximately three-fourths of FACE programs, the average EOWPVT post-test performance is *near* or *above* the national average. Average scores at 20% of programs are *significantly above* 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 PY13.⁹

- ◆ For each of the seven domains, preschoolers score significantly higher on post-assessments.
- ◆ Almost one-half of 3-year-olds and two-thirds of 4-year-olds demonstrate proficiency in physical development. More than one-third of 3-year-olds and almost 60% of 4-year-olds demonstrate proficiency in personal/social development. Between 20-30% of 3-year-olds and 39-47% of 4-year-olds were rated *proficient* in the language/literacy, mathematical thinking, scientific thinking, social studies, and arts domains.

⁹ WSS domains include personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.

- ◆ FACE preschoolers who attended as 4-year-olds in spring 2013 score higher at post-test than did 2012 entering kindergarteners at FACE schools whose teachers rated them as having *average* or *above average preparation* on personal/social development and language and literacy.¹⁰ They score similarly to entering kindergarteners who are rated as having *average* or *above average preparation* on the mathematical thinking scale.

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. Parents participating in center-based-only services are more likely to report this impact (87%).
- ◆ Seventy percent of parents report that FACE participation has a *large* impact on increasing their child's interest in reading.
- ◆ Almost three-fourths of parents report that FACE participation has a *large* impact on their child's verbal/communication skills. Parents who participate in center-based-only services are even more likely to provide this rating (80%).
- ◆ Approximately 70% 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 services only report a *large* impact. A significantly fewer, but still large, two-thirds of home-based-only parents report a *large* impact.
- ◆ Approximately 70% of parents indicate that participation in FACE has a *large* impact on increasing their child's self-confidence.
- ◆ Approximately two-thirds of parents report a *large* impact on improving their child's ability to get along with other children. Three-fourths of center-based-only parents and almost 70% of full-FACE-model parents report a *large* impact.

At the end of PY13, 216 FACE children were of age to enter into kindergarten fall 2013. Eighty percent of these children were expected to attend kindergarten at their FACE school. All but one FACE program have developed a transition plan for helping center-based children transition to kindergarten, and approximately 70% of programs have a plan for 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-two percent of adult education participants set at least one goal, and 68% completed a goal. With an increased emphasis on goal setting for home-based parents, 70% of home-based parents set goals and 58% completed goals. FACE adults most frequently set goals for themselves as parents.

¹⁰ Pfannenstiel, J., Yarnell, V., & Seltzer, D. (2012). *Family and Child Education Program (FACE): Impact study report*. Overland Park, KS: Research & Training Associates, Inc.

- ◆ Seventy-seven percent of center-based adults set parenting goals; 65% of center-based adults achieved their parenting goals.
- ◆ Sixty-three percent of home-based adults set parenting goals for themselves; 52% of home-based adults completed their parenting goals.

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

- ◆ Most parents indicate that FACE helps them *a lot* in increasing the amount of time they spend with their child (84%), in becoming a better parent (82%), in becoming more involved in their child's education (81%), in more effectively interacting with their child (80%), in increasing their understanding of child development (80%), in encouraging their child's interest in reading (73%), and in increasing their ability to speak up for their child (69%).

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)*.

- ◆ Sixteen percent of FACE adults score at beginning reading levels (*beginning literacy* or *beginning/intermediate basic skills*) at pre-test; 50% score at the highest levels (*adult secondary* or *advanced secondary*). At post-test, 14% score at the beginning levels and 59% score at the highest levels.
- ◆ Forty-four percent of adults score at beginning math levels (*beginning* or *beginning/intermediate basic skills*) at pre-test; 14% score at the highest levels (*adult secondary* or *advanced secondary*). At post-test, 31% score at beginning levels and 23% score at the highest levels.
- ◆ Twenty-one percent of adults score at the highest reading level at both pre- and post-test; another 28% 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 31% of adults advanced at least one level.
- ◆ On average, adults demonstrate a statistically significant three-point increase in reading—from 234 to 237 ($p < .0001$) and a three-point increase in math—from 221 to 224 ($p < .01$).
- ◆ Sixty-eight percent of adults demonstrate reading gains and 64% demonstrate gains in mathematics.
- ◆ Approximately 56% 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.
- ◆ Sixty-four adults completed requirements for their GED or received high school diplomas in PY13. Since the inception of FACE, approximately 1,340 FACE adults have obtained

their GED or high school diploma (approximately 20% of current and former center-based participants).

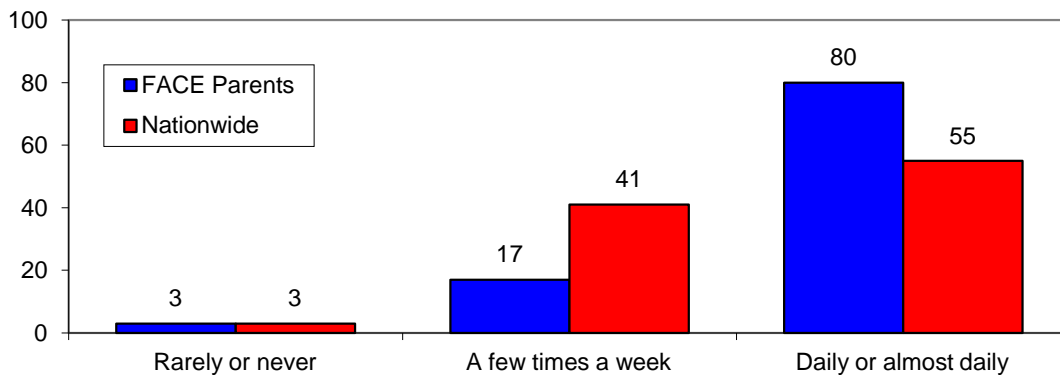
- ◆ Almost 350 center- and home-based adults became employed during the year. A total of 375 adults completed job applications or attended job interviews during the year. Fifty-three percent of center-based adults with the goal of obtaining a new job or a better job report that FACE helped them achieve their goal. Throughout the history of FACE, approximately 5,500 adults gained employment during their FACE participation.
- ◆ Some FACE participants earned the required credentials to become employed in FACE. Thirty percent of FACE staff members are former FACE participants.
- ◆ Almost all FACE adults (96%) report that participation helped them feel better about themselves; most (90% to 94%) report increased frequency of their interactions with other adults, more self-direction and self-discipline, and improved communication skills.
- ◆ Almost 80% of FACE adults report that participation helps 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 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).¹¹

Figure 4. Percentage Distribution of FACE Center-based Parents and Parents Nationwide With Children Aged 3-6 Reporting the Frequency That They Read to Their Child



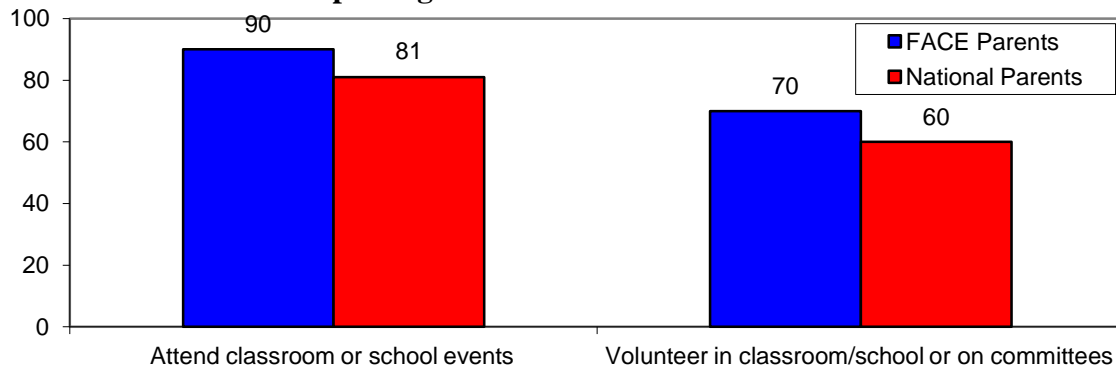
¹¹ Vaden-Kiernan, N., & McManus, J. (2008). *Parents' reports of the school readiness of young children from the National Household Education Surveys Program: 2007* (NCES Publication No. 2008-051, pp. 11-12). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

- ◆ The frequency that FACE parents tell stories to their child significantly increases during FACE participation. At the end of the year, 79% of parents compared with 69% of parents early in their FACE participation report they tell stories to their child *daily or almost daily*.
- ◆ At the time of their initial FACE enrollment, 45% of FACE households with pre- and post-data had 20 or fewer children's books; by the end of PY13, the percentage had decreased by half to only 22% of these households with relatively few children's books. The percentage of households with 100 or more books increased from 13% to 17% at the end of PY13. The 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.¹² The involvement of PY13 FACE parents in the education of their K-5 children is compared with nationally reported parent involvement data.¹³ 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



- ◆ Most FACE parents with K-5 children attend classroom or school events (90%), compared with fewer parents nationally (81%).

¹² Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. (2007). *Family involvement in school and low-income children's literacy performance*. (Family Involvement Research Digests). Cambridge, MA: Harvard Family Research Project. Retrieved May 11, 2009: <http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-involvement-in-school-and-low-income-children-s-literacy-performance>.

¹³ National Center for Education Services. (2007). Parent & family involvement in education, 2006-07 school year, National Household Surveys Program, p. 9. Retrieved June 3, 2013: <http://nces.ed.gov/pubs2008/2008050.pdf>

- ◆ Nationwide, 60% of parents volunteer in the classroom or school or participate on school committees, compared with 70% of PY13 FACE parents who 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.

- ◆ Approximately 90% of the programs report that language and/or cultural traditions and values are integrated at least *sometimes* in each of the FACE components.
- ◆ In 77% of FACE programs, 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 70% of the programs and for FACE adults in 60% 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-one percent of PY13 adults indicate that participation in FACE helps increase their use of their native language. Eighty-three percent of PY13 adults who participated in center-based-only services during their FACE tenure report this impact—significantly more than the 53% of adults who participated only in the home-based component.

A parent comments on the importance of FACE in keeping her native language and culture alive:

The FACE program helped me adopt the self-identity of being Navajo. I grew up in a place that wasn't really connected to the Navajo reservation. Growing up in an isolated community, I was not aware of my Navajo culture. I have learned of the many things that make me who I am as a Navajo woman. FACE has given me that second chance to discover my language, my traditions, and my heritage. In my culture class, I am learning to speak and write Navajo. I have learned that there are some very interesting traditions, like celebrating my baby's first laugh and having a very special celebration when a young girl reaches puberty.

FACE Sites in Program Year 2012-2013

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, Vanderwagen, NM
Chief Leschi School, Puyallup, WA
Chilchibeto Community School, Kayenta, AZ
Dunseith Indian Day School, Dunseith, ND
Dzilh-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 Olta, Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Lake Valley Navajo School, Crownpoint, NM
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)
Mariano Lake Community School, Crownpoint, NM
Na'Neelzhiin 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