

EXECUTIVE SUMMARY



BIE Family and Child Education Program

2017 Study

Report Prepared for:

**U. S. Department of the Interior
Bureau of Indian Affairs
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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, parenting and adult 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 school readiness and lifelong learning.³

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. Home-based and center-based models have been integrated and infused with tribal language and culture to achieve the FACE model. PAT and NCFL provide the training and technical assistance to implement their components.

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 through 5 if their family cannot participate in center-based services or other preschool services. Parent educators are trained and certified to use the PAT *Foundational, Model Implementation* and *Foundational 2 Curriculum—3 Years through Kindergarten* curricula in planning services for families. PAT's approach to parent education and family support includes three key areas of emphasis throughout the curricula: development-centered parenting, parent-child interaction, and family well-being. The blend of personal visit plans and guided planning tools allow parent educators enough flexibility to individualize services for families while maintaining consistency required to produce desired outcomes. This approach and the curricula also help to organize discussions around family

¹ This document summarizes the *2017 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, Overland Park, KS 66210-1100) in May, 2018. 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. (2017). *Family and Child Education (FACE) Guidelines* (p. 1). Washington, DC: Author.

well-being, child development, protective factors, and parenting behavior to strengthen the parent educator and family relationships. Services are delivered through weekly or bi-weekly personal visits that are usually 60-90 minutes in duration, monthly FACE Family Circles (Group Connections), 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 for 3- to 5-year-old children and their parents. Services are offered four days a week in BIE-funded elementary school facilities using a four-component model based on the comprehensive family literacy model developed by NCFL. The components are adult education, early childhood education (preschool), Parents and Children Together Time® (PACT Time), and Parent Time. Adults can participate in center-based services full-time, part-time or flex-time. Full- and part-time participation includes attendance in adult education as well as PACT Time and Parent Time. Flex-time attendance includes the minimum requirement of at least two hours of parent engagement (in PACT Time and Parent Time) but does not require participation in adult education.

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. The center-based staff also supports teachers and parents in elementary school classrooms where parents engage in PACT Time with their child.

FACE Participation

During the 27-year history of FACE, the number of schools implementing FACE increased from the initial six programs to 44 programs in PY17. Over time, FACE has been implemented in 63 different schools; 19 programs discontinued for various reasons. FACE has served 48,167 participants, including 25,750 children and 22,417 adults in approximately 20,500 American Indian families. Since the inception of the FACE program, 62% of children and 59% of adults participated in only the home-based component, 21% of children and 20% of adults participated in only the center-based component, and 17% of children and 21% of adults participated in the full FACE model (receiving both home- and center-based services). Of the 20,321 FACE children who received home-based services since the inception of FACE, 22% transitioned into center-based preschool, comprising 45% of the children who received center-based services.

The positive impacts of the FACE program are evidenced by its longevity. Four of the original six programs still serve families. Over the program's history, 285 participants received FACE services first as a child and then as an adult. The oldest former child participant is now about 31 years of age.

PY17 participants include 2,058 adults and 2,109 children from 1,798 families served at 43 sites (see Table 1).⁴ Two-thirds of participants received home-based-only services, 29% participated in center-based-only services and 5% participated in both home- and center-based services in PY17. Of the PY17 center-based children, more than half (53%) had also participated in home-based services sometime during their FACE services.

⁴ Of the 44 PY17 FACE programs, one program did not submit participation data.

Table 1. Number and Percentage of Participants by FACE Services Received During PY17

	Center-based only		Home-based only		Both Center- & Home-based		All Services
	#	%	#	%	#	%	#
Adults	564	27	1,335	65	159	8	2,058
Children	634	30	1,430	68	45	2	2,109
All Participants	1,198	29	2,765	66	204	5	4,167

During PY17, 1,475 children and 1,494 adults received home-based services, participating in an average 10 personal visits and four group meetings during the year. Center-based services were provided to 679 children who attended FACE preschools, and 723 adults who participated in at least some of the center-based services (adult education, PACT Time, and Parent Time). A total of 464 adults attended an average 156 hours of adult education, 631 adults participated in an average 43 hours of PACT Time, and 638 adults participated in an average 37 hours of Parent Time.

During each of the past three years, approximately 1,500 adults and 1,500 children have participated in the home-based component.

The adoption of more flexible requirements for adult participation resulted in different types of center-based participation among families beginning in PY15. The number of FACE preschoolers increased from 521 in PY14 to 679 in PY17. The number of center-based adults increased from 619 in PY14 to 723 in PY17.

Of the PY17 center-based adults, 64% participated in adult education, 87% participated in PACT Time and 88% participated in Parent Time. Center-based adult participation varied: 55% participated in the original model (adult education, PACT Time, and Parent Time); 23% attended only PACT Time and Parent Time, and 22% participated in various other combinations of center-based adult services.

Screening and Preventive/Safety Outcomes for FACE Children

The early prevention and detection of developmental delays and health and dental problems is a critical component of the FACE program. Periodic screenings provide the means for early prevention, detection, and intervention, thereby increasing the chance for normal development for every child.

- ◆ Ninety-two percent of children—including 92% of home-based children and 91% of center-based children—were screened during PY17, the third consecutive year that at least 90% of FACE children in each component received screening services.
- ◆ Complications during pregnancy, labor, or birth were reported for 23% of the children (420 children), similar to recent years. Of these children, 29% were born prematurely. Approximately one-third of children demonstrated special medical concerns at birth, primarily consisting of metabolic problems that caused jaundice and other problems.

- ◆ Parents reported that 156 children were exposed to neurotoxins before birth, an increase from the 108 reported in PY16. Of these children, 53% percent were exposed to nicotine and other toxins found in tobacco products because their mothers smoked during pregnancy; 41% were exposed in utero to illegal drugs taken by their mothers, and 16% were exposed to alcohol during pregnancy.
- ◆ Eight percent of children have ongoing medical conditions. The most frequently reported are respiratory system issues, cardio-vascular system problems and integumentary system conditions.
- ◆ Seventeen percent of children older than 1½ years were diagnosed with dental abnormalities, mostly due to decay of their baby teeth.
- ◆ Nationally, 71.6% of children aged 19-35 months are current with their immunizations.⁵ By comparison, 96% of PY17 FACE children in this age group are current with the recommended immunizations.
- ◆ Ninety percent of children are routinely taken to a medical facility for regular check-ups and sick care. Eighty-nine percent of children are within normal weight and height limits for their age. At least 85% of the FACE children are covered by a health insurance plan, a dramatic three-year increase over the percentage in PY14 when only half of the children had medical insurance coverage.
- ◆ Parents reported that 98% of PY17 FACE children use car seats. Appropriate use of car seats for children has been a large focus in FACE parenting education. This focus on safety extends to the use of helmets when biking or skating. For children aged 4 or older, 61% reportedly wear a helmet when engaged in these activities.
- ◆ Of children who were screened, 26% were identified with developmental concerns. Slightly more than half of these children (or 14% of all screened children) were referred for services. At the end of PY17, concerns remained for 9% of screened children, similar to percentages in the previous eight years.
- ◆ Fourteen percent of all screened children (18% of screened center-based children and 12% of screened home-based children) were identified with language/communication concerns, the most frequently identified concern.
- ◆ Five percent of PY17 children had an IEP or IFSP. The most frequently identified type of concern was a speech or language delay, reported for 60% of these children. Of the children who were ready to exit FACE preschool and enter kindergarten, 11% had an IEP/IFSP, a decrease of 4 percentage points compared with the previous year.

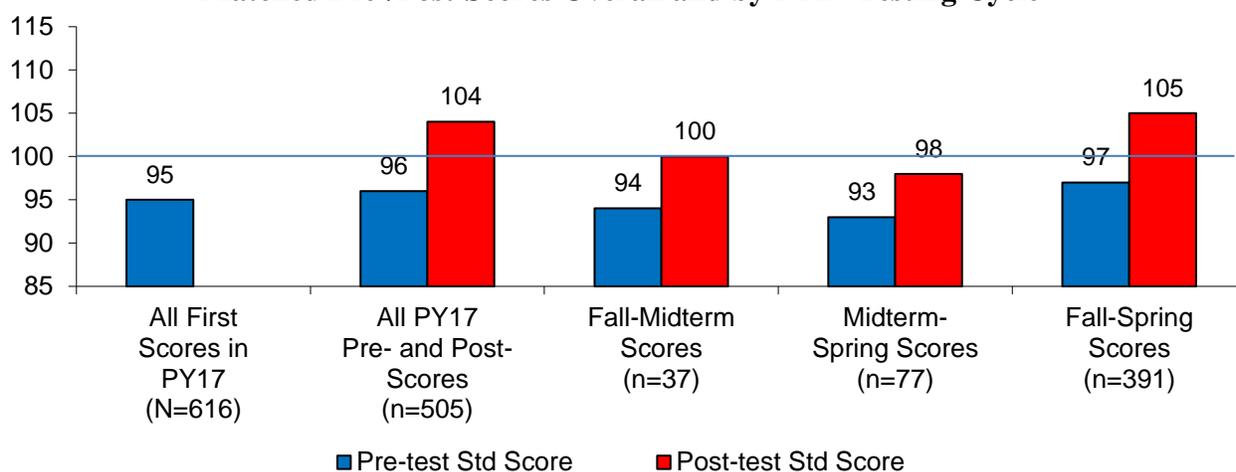
⁵ <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6433a1.htm#Tab2> (Holly A. Hill, MD, PhD; Laurie D. Elam-Evans, PhD; David Yankey, MS, MPH; James A. Singleton, PhD; Maureen Kolasa, MPH. National, State, and Selected Local Area Vaccination Coverage Among Children Aged 19–35 Months — United States, 2014. Morbidity and Mortality Weekly Report from Center for Disease Control and Prevention, August 28, 2015 / 64(33):889-896.)

Cognitive Outcomes for FACE Children

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

- ◆ The average pre-test score for 616 children entering preschool was 95, 5 standard scores lower than the national average of 100 and equivalent to the 37th national percentile (see Figure 1).

Figure 1. Average First PY17 EOWPVT Standard Score Overall and Matched Pre-/Post-Scores Overall and by PY17 Testing Cycle



- ◆ Upon entry to the FACE preschool, average scores ranged from a low of 93 (for children who attended the center-based program midterm-spring), which equates to the 32nd national percentile, to 97 (for the children who attended fall-spring), which equates to the 42nd national percentile.
- ◆ FACE preschoolers significantly and meaningfully increased their performance at post-test. Among the 505 children with pre- and post- scores during PY17, the average pre-test score of 96 (equivalent to the 39th national percentile) increased to an average post-test score of 104 (equivalent to the 61st national percentile and above the national average).
- ◆ Children who attended preschool the entire year and were tested in the fall and spring of PY17 demonstrated the largest gains, with an average increase of eight standard scores, rendering them at the 63rd national percentile at the end of the school year. The increase is a significant and meaningful increase. The post-score is four standard scores above the national average.
- ◆ FACE preschoolers with IEPs scored significantly below other preschoolers at pre-test, with a standard score of 86. At post-test, children with IEPs increased their average score to 97,

⁶ Published by Academic Therapy Publications.

a significant and meaningful increase. Although they continued to score significantly lower than other preschoolers (who had average pre-test and post-test scores of 97 and 104, respectively), they made meaningful progress in closing the gap and approaching the national average as preschoolers.

Early childhood teachers also assess developmental progress of FACE preschoolers using Meisels' *Work Sampling System (WSS)* for indicators of proficiency in each of eight domains.⁷

- ◆ For each of the eight domains, FACE preschool children demonstrated statistically significant improvement in ratings on every domain for both 3- and 4-year-old children.
- ◆ For each of the domains, most FACE preschoolers were rated at least *in process-partially proficient*.

Parents believe that FACE has a large impact on the cognitive development of their home- and center-based children.

- ◆ Eighty-one percent of parents believed that FACE participation has a *large* impact on increasing their child's interest in learning.
- ◆ Approximately three-fourths of parents reported that FACE participation has a *large* impact on increasing their child's interest in reading, increasing their child's verbal/communication skills, increasing their child's self-confidence, and preparing their child for school.
- ◆ Seventy percent of parents reported a *large* impact on improving their child's ability to get along with other children, while almost 30% reported *somewhat* of an impact.

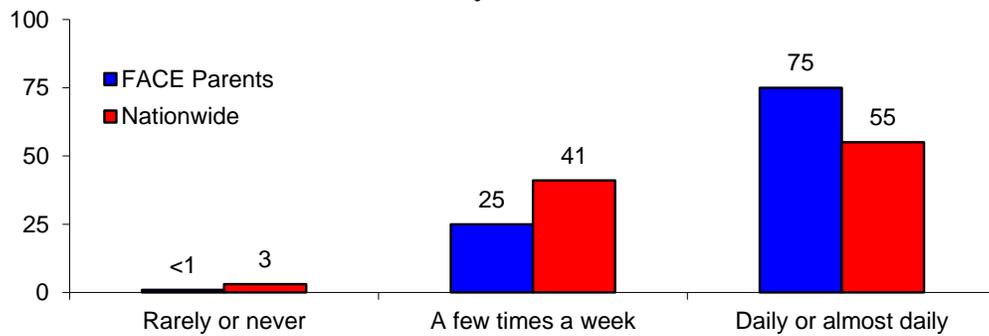
Home Literacy Practices

- ◆ Home- and center-based parents reported that FACE participation has a *large* positive impact on their home literacy practices.
- ◆ Three-fourths of FACE center-based parents read to their 3- to 6-year-old children *daily or almost daily*. This is a considerably higher percentage than parents nationwide. Only 55% of parents nationally read to their 3- to 6-year-old children this frequently (see Figure 2).⁸

⁷ WSS domains include personal and social development, language and literacy, language and literacy for English learners, mathematical thinking, scientific thinking, social studies, the arts, and physical development.

⁸ 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.

Figure 2. Percentage Distribution of Frequency That Center-based Parents and Parents Nationally Read to Their Child

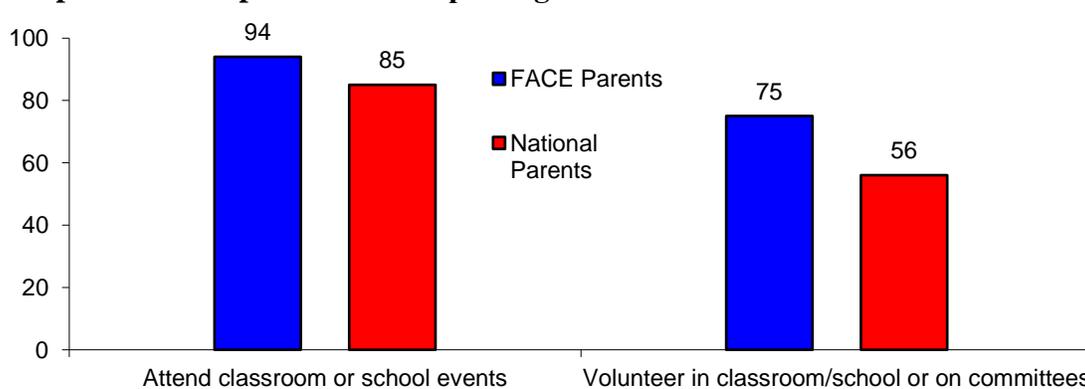


- ◆ Nationwide, parents who are categorized as similar in economic status to most FACE families read to their children even less frequently. Only 40% of those parents read *daily* to their 3- to 6-year-old children.
- ◆ The number of children's books in the home reported at the time of initial enrollment increased significantly by the end of PY17. The percentage of households with 31-50 books increased from 18% to 25%, and households with more than 50 children's books increased from 18% to 32% at the end of PY17. Thirty-nine percent of FACE households had 20 or fewer children's books initially, but by the end of PY17 that percentage had decreased to 20%.

Parent Involvement in Children's Education

The FACE program's focus on increasing parent involvement in children's education is supported by a long history of research which indicates that a parent's involvement in their child's school increases literacy achievement—and matters most for children at greatest risk. The involvement of PY17 FACE parents in the education of their K-2nd grade children is compared with national involvement.⁹ See Figure 3.

Figure 3. Percentage of FACE Parents of K-2nd Grade Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



⁹ National Household Education Surveys Program. First Look. (2016). Parent and family involvement in education. p. 8. Retrieved March ed 29, 2017 from: <https://nces.ed.gov/pubs2017/2017102.pdf>

- ◆ Most FACE parents with K-2nd grade children attend classroom or school events (94%), compared with a lower percentage of parents nationally (85%).
- ◆ Three-fourths of PY17 FACE parents volunteer in the classroom or school or participate on school committees; 56% of parents nationally do so.

Outcomes for FACE Adults

The FACE program encourages home- and center-based adults to set explicit goals for themselves to help guide their participation in FACE. Eighty-nine percent of PY17 adults set goals related to one or more areas of parent/family/community, their child and self-improvement; slightly more than 90% completed at least one goal.

Adults most frequently set goals to improve parenting skills and to understand child development—each set by about two-thirds of adults and completed by approximately 85% of these adults. This is consistent among both home- and center-based adults. Other goals varied dependent upon the services in which adults participated and the age of their child.

At least 94% of home- and center-based parents reported that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured. More than 70% of all parents believed FACE participation helped them *a lot* on all measures of impact.

- ◆ Slightly more than 80% of parents indicated that FACE helped them *a lot* to increase the amount of time they spend with their child. A significantly greater 85% of home-based-only parents reported this degree of impact compared with 76% of center-based-only parents.
- ◆ Significantly more home-based-only parents reported that FACE helped them *a lot* to become a better parent (80%) than did center-based-only parents (66%) and to increase their understanding of child development (80% vs. 71% of center-based-only parents).
- ◆ Eighty percent of parents indicated that FACE helped them *a lot* in becoming more involved in their child's education. Almost 75% of parents reported that FACE helped them *a lot* in learning how to encourage their child's interest in reading and in increasing their ability to speak up for their child.

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)*.

- ◆ Thirty percent of FACE adults with matched scores in reading scored at beginning reading levels (*pre-beginning/beginning literacy* or *beginning/intermediate basic skills*) at pre-test; 32% scored at the *advanced basic skills* level and 39% scored at the highest two levels (*adult secondary* or *advanced adult secondary*). At post-test, 50% scored at the highest two levels.
- ◆ Fifty-one percent of adults with matched scores in mathematics scored at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 48% at post-test. Forty-nine percent were assessed at the *advanced basic skill* level or higher at pre-test; 52% scored at that level or higher at post-test.

- ◆ Sixty-five percent of adults demonstrated reading gains and 69% demonstrated gains in mathematics. Twenty-nine percent of adults increased their reading score at least one level, and 33% advanced at least one level in mathematics.
- ◆ At five programs, teachers assessed academic achievement using the *Test of Adult Basic Education* (TABE). All ten adults with pre- and post-reading and mathematics scores demonstrated statistically significant gains.
- ◆ Seventy-six percent of center-based adults reported improved academic skills for personal growth; 43% reported that they were helped *a lot* in this area. Fifty-five percent reported improved academic skills for advanced education; 27% reported that they were helped *a lot*.
- ◆ Of respondents in center-based adult education, 83% reported they improved their academic skills for purposes of their own personal growth. Sixty-eight percent reported they improved their academic skills so they can attend college or get a more advanced education.
- ◆ FACE staff reported that 50 adults completed their GED or high school diploma requirements during PY17. Since the inception of FACE, approximately 1,520 FACE adults have obtained their GED or high school diploma.
- ◆ FACE's promotion of life-long learning is demonstrated by 100 home-based adults and 78 center-based adults who attended college or vocational courses during the year. Fifty-five percent of the PY17 adults who reported they planned to discontinue FACE participation at the end of the year also planned to enroll in college or technical school after leaving the FACE program.
- ◆ During PY17, 406 adults became employed; two-thirds were home-based adults and one-third were center-based adults. Throughout the history of FACE, approximately 7,050 adults gained employment during their FACE participation.
- ◆ Some FACE participants earn the required credentials to become employed in FACE. One-third of FACE staff members were formerly participants in FACE.
- ◆ As a result of FACE participation, most FACE most adults reported feeling better about themselves, having more self-direction and self-discipline, having increased frequency of interactions with other adults, and gaining improved communication skills (83-92%).
- ◆ Slightly more than 70% of FACE adults reported that FACE participation helped improve their physical fitness. The opportunity to make the greatest impact resides in the center-based component, and a significantly higher percentage of center-based-only adults reported a high degree of impact on their physical fitness.
- ◆ English language literacy and American Indian language literacy are each an important focus of the FACE program. Approximately 96% of FACE adults believe they are competent in English. At least 80% of adults reported that they speak, read, write and understand someone speaking English *very well* and approximately 20% do so *pretty well*. The most frequent rating of FACE adults for all areas of American Indian language literacy was *not very well*. Approximately 40% of FACE adults rated that they do *not very well* speak, read, and write their American Indian language.

Integration of American Indian Language and Culture

The FACE program supports and celebrates the culture and language of the FACE communities. Over time, tribal members have obtained the qualifications to predominantly staff the FACE programs. American Indian language and culture are infused throughout the FACE program.

- ◆ The FACE program prioritizes the hiring of tribal and community members. Eighty-five percent of all PY17 FACE staff positions were held by American Indians. Ninety-six percent of parent educators, 79% of coordinators, 72% of adult education teachers, 76% of early childhood teachers, and 92% of early childhood co-teachers are American Indian.
- ◆ At least 87% of FACE programs reported that language and/or cultural traditions and values were integrated *sometimes* or more frequently in each of the FACE components.
- ◆ All programs integrated language and culture in preschool, and for each of the other components, only one to five programs reported that they *never* or *almost never* integrated language and culture.
- ◆ In the 34 FACE schools that have a culture teacher, the teacher assisted the FACE staff in efforts to integrate native language and culture. The culture teacher provided classroom instruction for FACE preschoolers in 19 of the programs and for FACE adults in 15 schools.
- ◆ A goal of the FACE program is to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program*. At the end of the year, adults rated the FACE program on its impact in helping them increase their usage of their Native language. Adults reported that increased cultural awareness is an outcome of FACE. Sixty-eight percent of adults indicated that participation in FACE helped increase their use of their American Indian language; the average rating is 2.0 (*somewhat*).¹⁰
- ◆ At the end of the year, parents also rated the frequency with which they talk, read or tell stories to their child in their Native language. Forty-four percent of parents reported that they talk, read or tell stories to their child *almost daily* or *daily* or *several times a day*. Fourteen percent of parents reported that they engage with their child using their American Indian language *once or twice a week*. Forty-two percent of parents talk, read or tell stories to their child using their American Indian language *a few times a month* or *never* or *almost never*.

Each year, the FACE program demonstrates renewed efforts to support participants in acquiring skill in their native language and knowledge of their local culture. These efforts are distinctively part of the FACE program.

¹⁰ Averages are calculated on a 3-point scale, where 1=No, 2=Yes, *somewhat* and 3=Yes, *a lot*.

FACE Sites in Program Year 2016-2017

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
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 Boarding School, Kayenta, AZ
Kha'p'o Community School, Espanola, NM (formerly Santa Clara)
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)
Mariano Lake Community School, Crownpoint, NM
Na'Neelzhiin Ji'Olta Day School (Torreon), Cuba, NM
Nazlini Community School, Inc., Ganado, AZ
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintado, Cuba, NM
Ramah Navajo School, 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 School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T'iis Nazbas Community School, Teec Nos Pos, AZ
T'iis Ts'ozi 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