

EXECUTIVE SUMMARY



BIA Family and Child Education Program

2006 Study

Report Prepared for:

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

This document summarizes the *2006 Study of the BIA Family and Child Education Program* that was prepared by Research & Training Associates, Inc., for the Bureau of Indian Education, Bureau of Indian Affairs, U.S. Department of the Interior. Research & Training Associates, Inc. (11030 Oakmont, Suite 200, Overland Park, KS 66210-1100). *Executive Summary* authors are: V. Yarnell, T. Lambson, and J. Pfannenstiel.

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In 1990, the Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP) initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood/parental involvement program. The FACE program primarily serves families with children from prenatal to 5 years of age by providing early childhood education, adult education, and parenting services. The goals of the FACE program are to:¹

- ◆ 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

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

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

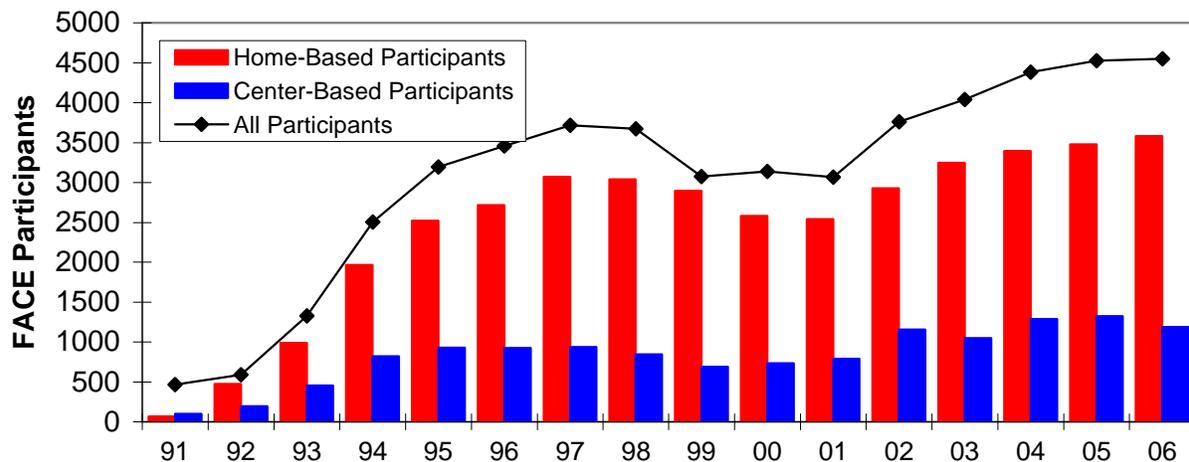
NCFL provides training and technical assistance for implementation of center-based services, which are offered in school facilities to children aged 3 to 5 years and their parents. Services are offered four days a week through a four-component model. Adult education addresses the academic needs of the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

¹ Bureau of Indian Affairs, Office of Indian Education Programs. (2006). *Family and Child Education (FACE) guidelines* (p. 1). Washington, DC: Author.

Participation in FACE

In 1991, FACE was implemented at six sites. The program gradually expanded to include 38 programs in Program Year 2006 (PY06—including the period from July 1, 2005, to June 30, 2006). Annual participation increased from fewer than 500 participants in the first year of implementation to approximately 4,500 participants in PY06 (see Figure 1). During the 16-year history of FACE, the program has served an unduplicated count of more than 25,000 participants, including approximately 12,000 adults and 13,000 children from 10,000 families.

Figure 1. FACE Participation in Program Years 1991–2006



In PY06, 4,549 participants received FACE services in center- and/or home-based settings. Participants include 2,301 adults and 2,248 children from 1,815 families. Seventy-four percent of these participants received home-based services, 21% received center-based services, and 5% participated in both home- and center-based services.

Parenting Outcomes

Parents report that participation improves their parenting knowledge and skills.

- ◆ Most parents (78-80%) indicated that FACE helped them *a lot* to increase the amount of time they spend with their child, to more effectively interact with their child, and to become more involved in their child's education. For each of these areas, approximately 20% reported that FACE participation had *somewhat* of an impact.
- ◆ Approximately three-fourths of parents reported that FACE participation helped them *a lot* to increase their understanding of child development, to become a better parent, and to learn to encourage their child's interest in reading. For each of these areas, approximately 20% reported that FACE participation helped them *somewhat*.
- ◆ Almost two-thirds of parents reported that FACE helped *a lot* to increase their ability to speak up for their child. More than one-fourth reported that FACE was *somewhat* helpful in encouraging this practice.

Home Literacy Practices

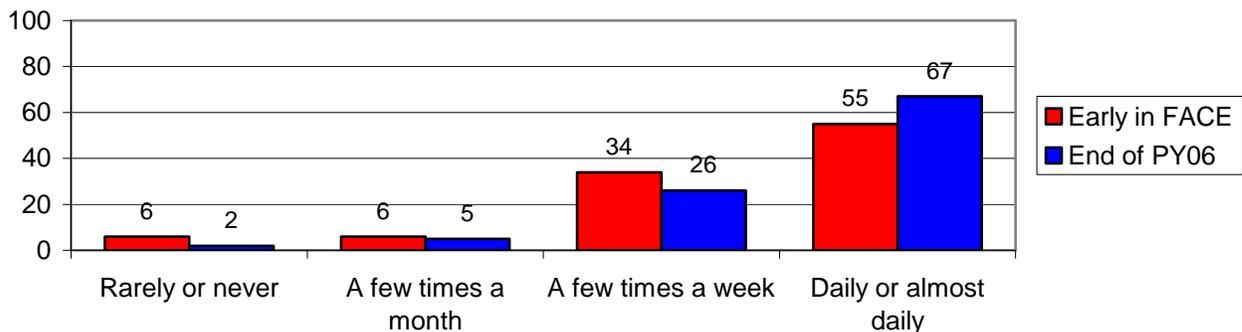
Home literacy information for home-based parents was obtained at the beginning and at the end of PY06.

- ◆ On average, FACE homes contained 30 children’s books at PY06 entry, significantly increasing to an average of 44 children’s books at year’s end.
- ◆ Parent modeling of reading behavior helps stimulate children’s interest in reading. On average, FACE households have 20 adult-level books at PY06 entry significantly increasing to 27 adult-level books at year’s end.
- ◆ By the end of the year, significantly more families have newspapers and/or magazines for adults in their home (97% vs. 93% at PY06 entry), display children’s writing/art (84% vs. 70%), and store children’s books within reach of the children (98% vs. 90%).
- ◆ Parents significantly increased their use of techniques to support their child’s book/print concepts by year’s end. The use of these techniques *at almost all readings* increased from 54% to 67% by the end of the year, and the percentage of parents reading to their child without using these techniques was reduced from 11% to 5%.

The frequency of parent/child literacy-related interactions reported by parents at the end of PY06 was compared with their reports earlier in FACE participation.

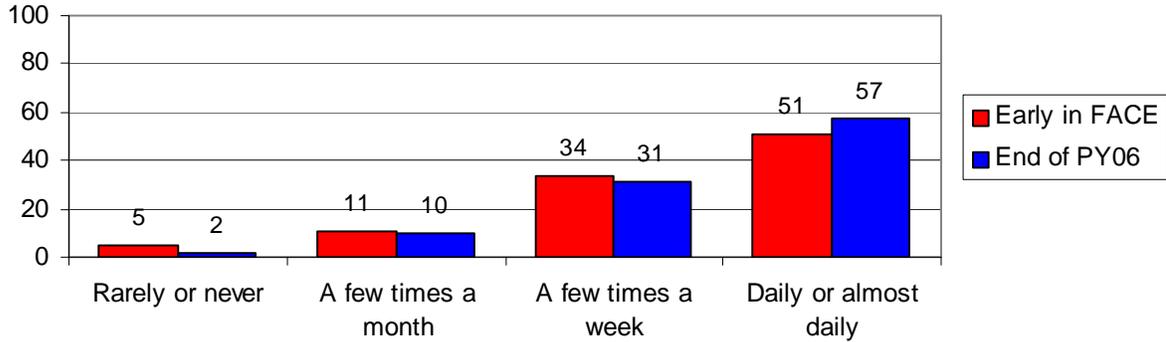
- ◆ Two-thirds of parents report listening to their child “read” on a daily basis at the end of FACE participation, significantly more than the one-half who do so earlier in FACE (see Figure 2).

Figure 2. Percentage of Parents Reporting Frequency That They Listen to Their Child “Read” Early in FACE and at the End of PY06



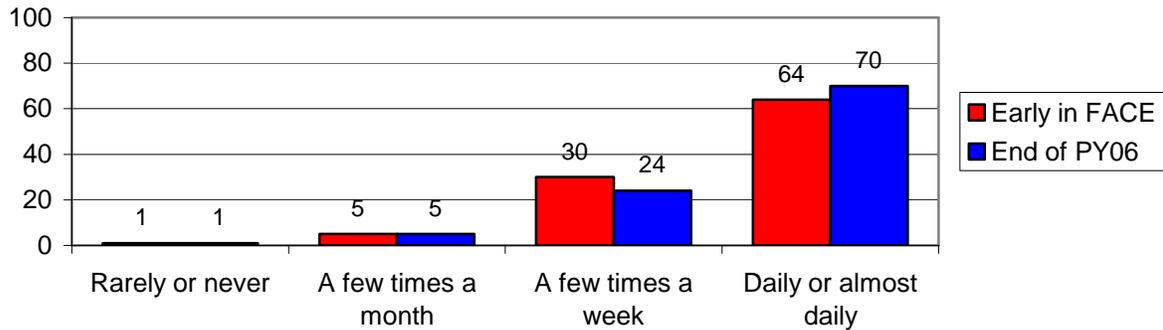
- ◆ The frequency that FACE parents tell stories to their child significantly increased during FACE participation. The percentage of parents who tell stories to their child *daily or almost daily* increased from 51% to 57% (see Figure 3).

Figure 3. Percentage of Parents Reporting Frequency That They Tell Stories to Their Child Early in FACE and at the End of PY06



- ◆ Parents read to their child significantly more frequently at the end of PY06 than they did at program entry. Seventy percent of parents read to their child *daily or almost daily* at the end of FACE participation, compared with 64% who did so early in participation (see Figure 4).

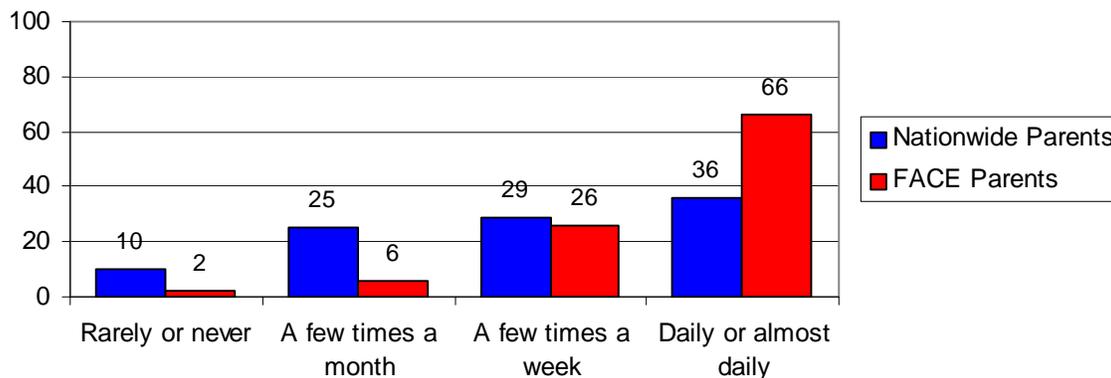
Figure 4. Percentage of Parents Reporting Frequency That They Read to Their Child Early in FACE and at the End of PY06



- ◆ Nationwide findings indicate that one-third of parents read to their K-3 children on a daily basis, a considerably smaller percentage than the two-thirds of FACE parents who read to their K-3 children this frequently (see Figure 5).² Only 2% of FACE parents reported that they *rarely or never* read to their K-3 children, compared with 10% of parents nationally.

² Vaden-Kiernan, N., & McManus, J. (2005). *Parent and family involvement in education: 2002-03* (NCES Publication No. 2005-043, pp. 19-21). Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved May 1, 2006, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005043>.

Figure 5. Percentage Distribution of the Frequency That K-3 FACE Parents and K-3 Parents Nationwide Read to Their Child



Academic Achievement and Employment Outcomes for Adults

Adult educators assess the academic achievement of adult education participants with the *Comprehensive Adult Student Assessment System (CASAS)*. CASAS scores are grouped into five levels: *pre-beginning/beginning literacy*, *beginning/intermediate basic skills*, *advanced basic skills*, *adult secondary*, and *advanced adult secondary*.

- ◆ Pretest scores indicate that 18% of adults scored at beginning levels (*beginning literacy* or *beginning/intermediate basic skills*) in reading; 22% scored at the highest level (*advanced adult secondary*). At the time of the posttest, 58% of adults performed at the *secondary* or *advanced adult secondary* levels.
- ◆ At pretest, a sizable 42% of adults scored at *beginning literacy* or *beginning/intermediate basic skills* in math; only 6% scored at the highest level (*advanced adult secondary*). At the time of the posttest, 32% performed at the *secondary* or *advanced secondary* levels.
- ◆ On average, adults demonstrated a small, but statistically significant, 3-point increase in reading—from 234 to 237 and in math—from 224 to 227.
- ◆ Approximately 30% of adults advanced a level in reading and 30% advanced a level in math during the year.

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

- ◆ Slightly more than one-half of PY06 center-based adults reported a goal of obtaining a GED or high school diploma. Of those with this goal, almost one-fifth achieved the goal during PY06.
- ◆ During PY06, 58 adult participants completed requirements for their GED or high school diploma. Since the inception of the FACE program, approximately 900 FACE adults have obtained their GED or high school diploma.

- ◆ Twelve percent of center-based adults attended college or vocational courses during the year; one-half of these adults completed one or more courses.
- ◆ Approximately two-thirds of center-based adults developed or improved their computer literacy skills.
- ◆ During PY06, 391 participating adults became employed and 379 adults completed job applications or attended job interviews during PY06. Throughout the history of FACE, at least 3,400 adults gained employment during their FACE participation.

Parent Reports of Outcomes for Their Children

At the end of the year, FACE parents rated the extent to which FACE participation has helped their child. Responses were made only if parents believed the measure was age-appropriate.

- ◆ Approximately three-fourths of parents indicated that FACE had a *large* impact on increasing their child's interest in learning and in reading.
- ◆ Almost 70% of parents indicated that FACE participation had a *large* impact on increasing their child's verbal/communication skills.
- ◆ Almost 70% of parents indicated that FACE participation had a *large* impact on preparing their child for school.
- ◆ Almost 70% of parents reported their child's increased self-confidence to be a *large* impact of FACE.
- ◆ Sixty-one percent of parents reported that FACE had a *large* impact on helping their child get along with other children.

Screening Services for Children

The early detection of developmental delays is a critical component of the FACE program.

- ◆ During PY06, 82% of all FACE children—including 83% of home-based children and 81% of center-based children—received some type of screening service.
- ◆ Developmental concerns were identified for one-fourth of children who were screened.
- ◆ Approximately 15% of screened children were referred for and received services to address identified concerns; at the end of the year, concerns were ongoing for 7% of screened children.
- ◆ Concerns were most frequently identified in the area of language/communication, for which 15% of children were identified.

Assessment of Preschool Students

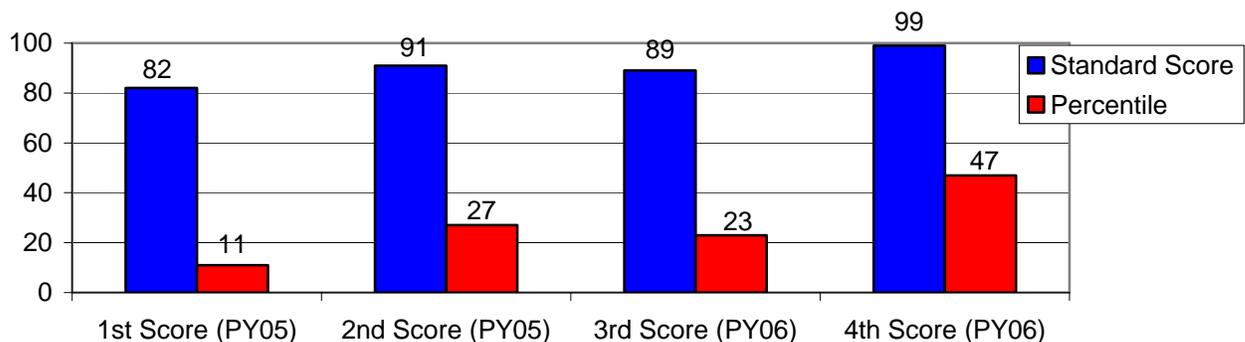
Early childhood educators assess developmental progress of FACE preschoolers using Meisels' *Work Sampling System* (WSS). Children are rated on performance indicators in each of seven domains. Most FACE preschool children demonstrate improvement in WSS ratings.

- ◆ More than 90% of FACE preschoolers demonstrated improvement in personal and social development, language and literacy, mathematical thinking, and social studies. Almost 90% improved in scientific thinking. Approximately 80% improved in the arts and physical development.
- ◆ Almost 60% of all PY06 children (including 64% of 3-year-olds and 55% of 4-year-olds) with pre-and post-assessments demonstrated gains in all seven domains.

Center-based staff and parents were trained to implement Dialogic Reading, a strategy that involves children and their parents in a shared reading experience. FACE preschool children who participated in Dialogic Reading were assessed with the Expressive One-Word Picture Vocabulary Test, an instrument that measures expressive vocabulary—an important factor in reading readiness.

- ◆ FACE preschool children with two years of Expressive One-Word Picture Vocabulary scores improved from an initial assessment at the 11th percentile (a standard score of 82) to an assessment at the 47th percentile (a standard score of 99) at the end of the year, a significant and meaningfully large gain (see Figure 6).³ This is evidence of moving from a very low expressive vocabulary to an almost level playing field compared with national norms.

Figure 7. Average Matched Standardized Scores and National Percentile Equivalents From Four Expressive One-Word Picture Vocabulary Tests in PY05 and PY06⁴



³ Scores are standardized to a mean of 100 and a standard deviation of 15. 100 is an average standardized score and is equivalent to the 50th percentile.

⁴ 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.

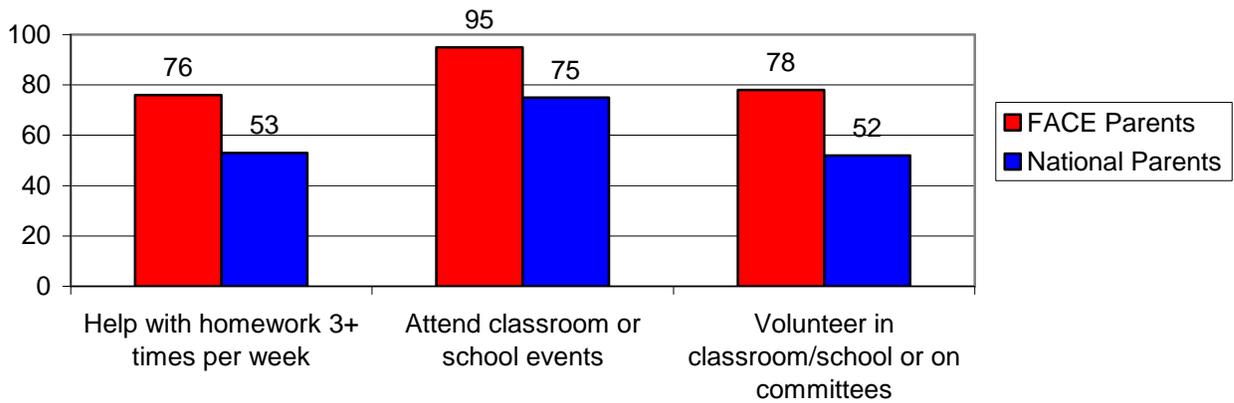
- ◆ Average post-test scores were at or greater than the 50th percentile at six sites; at one site, average post-tests scores were at the 99th percentile.

Parent Involvement in Children’s Education

FACE parents demonstrate a high level of involvement in their children’s education and with the school. FACE parents appear to be more involved in their child’s education than are parents nationally.

- ◆ A sizable 76% of PY06 FACE parents with K-5 children report helping their child with homework three or more times a week, compared with only 53% of parents nationwide who report doing so (see Figure 8).

Figure 8. Percentage of FACE and National Parents Reporting Involvement in Their K-5 Child’s Education



- ◆ Almost all PY06 FACE parents with K-5 children attend classroom or school events (95%), compared with 75% of parents nationally who do so.
- ◆ Nationwide, only 52% of parents volunteer in the classroom or school or participate on school committees, compared with 78% of FACE parents who do so.

Integration of Culture

The FACE goal to support cultural uniqueness is addressed and the community connection is strengthened through the integration of culture and tribal language in FACE program services.

- ◆ All programs integrate their language and culture at least *to some degree*.
- ◆ Half of the programs *always* or *almost always* integrate native culture and tribal language during personal visits. In almost 40% of the programs, staffs *sometimes* integrate native culture and language during personal visits; in only 10% of programs do staffs *almost never* integrate native culture.

- ◆ Three-fourths of staffs *always* or *almost always* integrate culture and language during preschool, and approximately 20% *sometimes* do so.
- ◆ In adult education, tribal culture and language are *always* or *almost always* integrated at almost 40% of the FACE sites. They are *sometimes* integrated in approximately 60% of the programs.
- ◆ Approximately two-thirds of adults indicated that participation in FACE helped increase their usage of their native language.

Recommendations of Program Evaluator

- ◆ Continue most current evaluation procedures, including meeting annually with the BIE, NCFL, and PATNC staffs to review data. 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.
- ◆ Collaborate with the BIE in sharing information in the development of a comprehensive database for school-aged children. This database would include information about FACE participation.
- ◆ Focus on updating the longitudinal database—adding risk factors and ensuring accuracy of information.
- ◆ Continue to focus on the intensity of services received by families.
- ◆ Focus on participation and outcome changes over time.

FACE Sites by First Year of Implementation

<p>1991 Chief Leschi, Puyallup, WA Conehatta Elementary School, Conehatta, MS (discontinued PY05) Fond du Lac Ojibwe School, Cloquet, MN Na'Neelzhiin Ji'Olta Day School (Torreon), Cuba, NM Takini School, Howes, SD To'Hajiilee-He Community School (Canoncito), Laguna, NM</p>	<p>1992 Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM Ch'ooshgai Community School (Chuska), Tohatchi, NM Hannahville Indian School, Wilson, MI Little Singer Community School, Winslow, AZ Wingate Elementary School, Fort Wingate, NM</p>
<p>1993 Alamo Navajo Community School, Magdalena, NM Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM Blackwater Community School, Coolidge, AZ Chinle Boarding School, Many Farms, AZ Crownpoint Community School, Crownpoint, NM Kickapoo Nation School, Powhattan, KS Lac Courte Oreilles Ojibwe School, Hayward, WI Rough Rock Community School, Chinle, AZ Meskwaki (Sac & Fox) Settlement School, Tama, IA (discontinued PY98) Tohaali Community School (Toadlena), Newcomb, NM</p>	<p>1994 amah Navajo School Board, Inc., Pine Hill, NM</p>
<p>2001 Coeur d' Alene Tribal School, De Smet, ID (discontinued PY06) Cottonwood Day School, Chinle, AZ 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 PY05) Little Wound School, Kyle, SD Nenahnezad Community School, Fruitland, NM Paschal Sherman Indian School, Omak, WA Salt River Elementary School, Scottsdale, AZ</p>	<p>2003 eclabito Day School, Shiprock, NM escalero Apache School, Mescalero, NM neida Nation Elementary School, Oneida, WI nta Rosa Boarding School, Sells, AZ eba Dalkai Boarding School, Winslow, AZ . Francis Indian School, St. Francis, SD ospa Zina Tribal School, Agency Village, SD</p>
<p>2005 Pearl River Elementary School, Philadelphia, MS</p>	<p>2006 ohn F. Kennedy Day School, White River, AZ ate Topa Tribal Grant School, Fort Totten, ND</p>