

F.A.C.E.

(Family And Child Education)



1999-2000

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

HISTORY

The Office of Indian Education Programs developed an Early Childhood/Parental Involvement Pilot Program in 1990. The program was based on three distinct and proven early childhood models, namely; Parents As Teachers (PAT), Parent and Child Education (PACE) as adopted by the National Center for Family Literacy and the High/Scope Curriculum for early childhood and grades K-3. Through this combination a new paradigm in family literacy was created. This program is flexible and adaptable to the needs of the family participants, reflecting the cultural traditions and values of the community and, therefore, each program is unique. The pilot projects were implemented in six sites at Bureau funded schools. These sites were selected on the basis of the rating given to each application, and tribal support for the project. The schools selected for the pilot projects were:

Fond du Lac Ojibwe School	Cloquet, MN
Canoncito School	Laguna, NM
Torreón School	Cuba, NM
Takini School	Howes, SD
Chief Leschi School	Tacoma, WA
Conehatta Elementary School	Conehatta, MS

In 1992, the early Childhood/Parental Involvement Program was renamed and became Family and Child Education (FACE). Five new sites were added to the program. They were:

ChiChiltah/Jones Ranch	Vanderwagen, NM
Chuska Boarding School	Tohatchi, NM
Wingate Elementary School	Ft. Wingate, NM
Hannahville Indian School	Wilson, MI
Little Singer Community School	Winslow, AZ

In 1993, ten new sites were added to the program. They were:

Alamo Navajo School	Magdalena, NM
Blackwater Community School	Coolidge, AZ
Chinle Boarding School	Many Farms, AZ
Crownpoint Boarding School	Crownpoint, NM
Kickapoo Nation School	Powhattan, KS
Lac Courte Oreilles Ojibwe School	Hayward, WI
Rough Rock Demonstration School	Chinle, AZ
Sac & Fox Settlement School	Tama, IA
Shiprock Alternative School	Shiprock, NM
Toadlena Boarding School	Newcomb, NM

In 1994, two new sites were added to the program. They were:

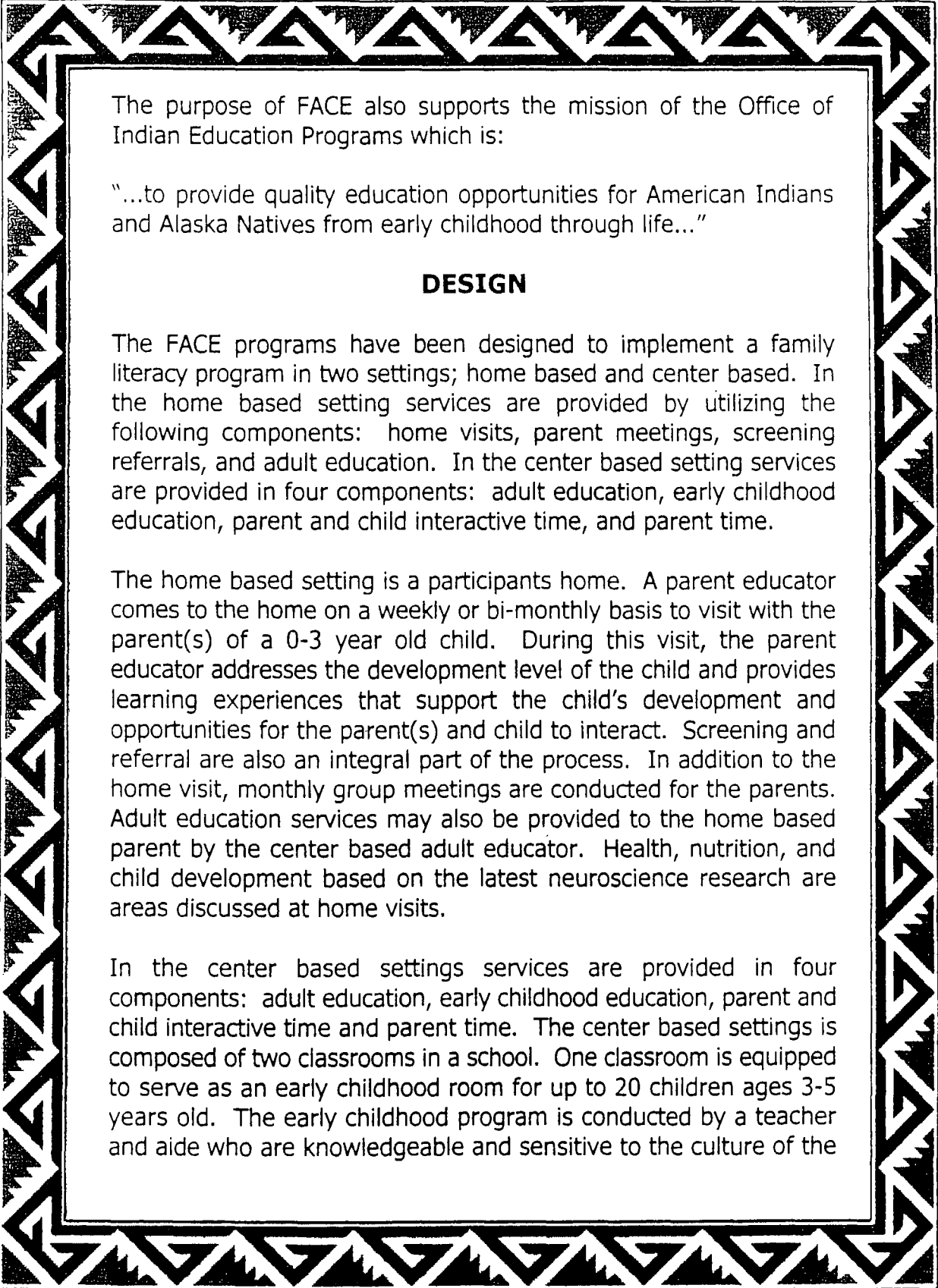
Ramah Navajo/Pine Hills School	Pine Hills, NM
TiisNasbaz Community School	TeecNosPos, AZ

From 1995 - 1999, due to funding constraints, no new sites have been added. All previously selected sites, except Sac & Fox Settlement School continue to implement the program. Staff development and training for continued program support and improvement is provided to all 22 FACE sites three times a year.

PURPOSE

The purpose of FACE is to address the literacy needs of the family. FACE serves children ages 0-5 years and their parents/primary care givers. The FACE program also addresses the National Educate America 2000 Goals and Indian America 2000 + Educational Goals in the areas of:

1. School Readiness
2. High School Completion
3. Student Achievement and Citizenship
4. Adult Literacy and Lifelong Learning
5. Safe, Disciplined and Drug Free Schools
6. Tribal Government, Language and Culture



The purpose of FACE also supports the mission of the Office of Indian Education Programs which is:

"...to provide quality education opportunities for American Indians and Alaska Natives from early childhood through life..."

DESIGN

The FACE programs have been designed to implement a family literacy program in two settings; home based and center based. In the home based setting services are provided by utilizing the following components: home visits, parent meetings, screening referrals, and adult education. In the center based setting services are provided in four components: adult education, early childhood education, parent and child interactive time, and parent time.

The home based setting is a participants home. A parent educator comes to the home on a weekly or bi-monthly basis to visit with the parent(s) of a 0-3 year old child. During this visit, the parent educator addresses the development level of the child and provides learning experiences that support the child's development and opportunities for the parent(s) and child to interact. Screening and referral are also an integral part of the process. In addition to the home visit, monthly group meetings are conducted for the parents. Adult education services may also be provided to the home based parent by the center based adult educator. Health, nutrition, and child development based on the latest neuroscience research are areas discussed at home visits.

In the center based settings services are provided in four components: adult education, early childhood education, parent and child interactive time and parent time. The center based settings is composed of two classrooms in a school. One classroom is equipped to serve as an early childhood room for up to 20 children ages 3-5 years old. The early childhood program is conducted by a teacher and aide who are knowledgeable and sensitive to the culture of the

community, and engage children in active learning based on the developmental level of the individual child. The second room serves as the adult education classroom for up to 15 adults. An adult education teacher assesses the educational needs of each adult and develops an individual course plan for addressing those needs. This room is also used for enhancing parenting skills. Parents are required to participate in parent time. Parent time becomes a support group for the parents. All areas of parenting are discussed, from how to handle temper tantrums and sibling rivalry, to preparing a child for the transition to school and high school. During Parent And Child Time (PACT), the adults participate in learning activities with their child and practice what they have learned in parenting skills time.

The Office of Indian Education Programs provides for FACE training on all aspects and components of FACE. Training is conducted on a national level and at individual FACE sites.

IMPACT OF FACE

In 1998, the FACE program directly affected more than 2,500 participants in 960 families and indirectly touched the lives of innumerable others, including participants families, community members and FACE staff members. Over the seven years of FACE program implementation, FACE services have been provided to approximately 9000 adults & children representing 3,500 families.

FUTURE FACE

The Office of Indian Education Programs plans to increase the number of FACE programs in the BIA funded schools, as funds become available and encourage all schools to consider FACE as a model for school reform. .



FACE SITES

SCHOOL AND ADDRESS AND PHONE NUMBER	FACE COORDINATOR & SCHOOL PRINCIPAL	PROGRAM BEGAN # OF PARTICIPANTS RESERVATION
Alamo Navajo Community School P.O. Box 907 Magdalena, NM 87825 Phone: 505/854-2635 Fax: 505/845-2545	Gail Campbell Ron Bateman	August 1993 83 families Navajo
Blackwater Community School Route 1, Box 95 Coolidge, AZ 85228 Phone: 520/215-5859 Fax: 520/215-5862	Jacquelyn Power Jo Lewis	August 1993 37 families Gila River
To'Hajiilee-He (Canoncito) School P.O. Box 439 Laguna, NM 87026 Phone: 505/836-6426 Fax: 505/836-4914	Elaine Costello Vacant	April 1990 54 families Navajo
Chi-ch'il~tah/Jones Ranch Comm. School P.O. Box 278 Vanderwagen, New Mexico 87326 Phone: 505/778-5573 Fax: 505/778-5575	Barbara Hauke Vacant	August 1992 49 families Navajo
Chief Leschi School System 5625 52nd Street East Puyallup, Washington 98371 Phone: 253/445-6000 x 3117 Fax: 253/445-2350	Daryl Summers Ray Lorton	August 1990 32 families Puyallup
Chinle Boarding School P.O. Box 70 Many Farms, Arizona 86538 Phone: 520/781-6221 Fax: 520/781-6376	Lena Smith Dr. Fannie Spain	August 1993 82 families Navajo
Chuska Boarding School P.O. Box 321 Tohatchi, New Mexico 87325 Phone: 505/733-2280 Fax: 505/733-2222	Sadie Jefferson Gloria Arviso	August 1992 83 families Navajo

Conehatta Elementary School
P.O. Box 146
Conehatta, Mississippi 39057
Phone: 601/775-3906
Fax: 601/775-9229

Donna Denison
Calvin Isaac

April 1990
39 families
Choctaw

Crownpoint Community School
P.O. Box 178
Crownpoint, New Mexico 87313
Phone: 505/786-6160
Fax: 505/786-6163

Virginia Jumbo
Virginia Jumbo

August 1993
60 families
Navajo

Fond du Lac Ojibway School
105 University Road
Cloquet, Minnesota 55720
Phone: 218/878-2671
Fax: 218/879-4176

Mindy Jezierski
Mike Rabbideaux

April 1990
51 families
Fond du Lac

Hannahville Indian School
N 14911 Hannahville B1 Road
Wilson, Michigan 49896
Phone: 906/466-2722
Fax: 906/466-2556

Rose Potvin
William Boda

August 1992
63 families
Hannahville

Kickapoo Nation School
P.O. Box 106
Powhattan, Kansas 66527
Phone: 785/474-3550
Fax: 785/474-3498

Dr. Mary Ann Bowman
Ken Cannon

August 1993
64 families
Kickapoo

Lac Courte Oreilles Ojibwa School
Route. 2 Box 2800
Hayward, Wisconsin 54843
Phone: 715/634-8924
Fax: 715/634-6058

Trixie Duffy
Craig Euneau

August 1993
29 families
Lac Courte Oreilles

Little Singer Community School
P.O. Box 310
Winslow, Arizona 86047
Phone: 520/526-6680
Fax: 520/526-8994

Lucinda Godinez
Lucinda Godinez

August 1992
55 families
Navajo

Pine Hills School
Route 125
P.O. Box 220
Pine Hill, NM 87357
Phone: 505/775-3253
Fax: 505/775-3240

Yin May Li
Pat Mitz

August 1994
27 families
Navajo

Rough Rock Community School
RRDS, Box 217
Chinle, Arizona 86503
Phone: 520/*728-3311
Fax: 520/728-3215

Lorene Tohe VanPelt
Roberta Tayah

August 1993
60 families
Navajo

Atsa' Biya'a'zh (Shiprock) Comm. Sch.
P.O. Box 1799
Shiprock, New Mexico 87420
Phone: 505/368-5170
Fax: 505/368-5102

Rene Teller
Rene Teller

August 1993
153 families
Navajo

Takini School
HC 77, Box 537
Howes, South Dakota 57748-9511
Phone: 605/538-4399
Fax: 605/538-4315

Margie Loud Hawk
Vacant

April 1990
47 families
Cheyenne River

T'isnabzbas Community School
P.O. Box 102
Teeenospos, Arizona 86514
Phone: 520/656-3252
Fax: 520/656-3486

Al Begay

April 1994
51 families
Navajo

Toadlena Community School
P.O. Box 9857
Newcomb, New Mexico 87455
Phone: 505/789-3205
Fax: 505/789-3203

Kendall Conduff
Delores Bitsilly

August 1993
69 families
Navajo

Torreon Day School
HCR 79, Box 9
Cuba, New Mexico 87103
Phone: 505/731-2272
Fax: 505/731-2252

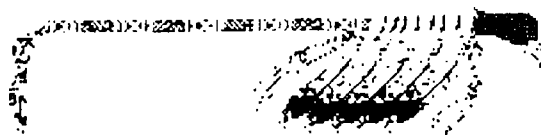
David Acuna
Ken Toledo

August 1990
75 families
Navajo

Wingate Elementary School
P.O. Box 1
Ft. Wingate, New Mexico 87316
Phone: 505/488-6470
Fax: 505/488-6478

Grace Benally
Dianne Owens

August 1992
54 families
Navajo

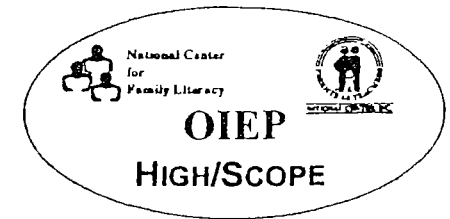




Bureau of Indian Affairs

Office of Indian Education Programs

Family and Child Education Program



Parents As Teachers

Families and their birth to 3-year-old children

Home Visits:

- Support Parents as Child's First Teacher
- Focus on Child's Growth and Development
- Attention to Parent/Child Interaction

Screening:

- Periodic Assessment of Child's Growth and Development – Denver II
- Hearing, Vision and Health Screening

Parent Group Meetings:

- Support Group Atmosphere
- Focus on Child Development Information and Issues
- Attention to Parenting Needs and Interests

Referral Network:

- Connecting Families with Services Outside the Program

Component Integration:

- Regular Joint Planning Meetings
- Daily Communication Among Staff
- Planned Input from Families
- Regular Staff Development Opportunities
- Shared Learning Among Components

Staff:

- Parent Educators
- Program Coordinator
- Community Volunteers

National Center for Family Literacy

Families and their 3- to 5-year-old children

Adult Education:

- Focus on Educational Goals, Needs and Interests of Adults
- Attention to Parents as First Teachers
- Attention to Employability Skills and Career Education

Early Childhood Education:

- High/Scope Preschool Curriculum Including Active Learning, Plan/Do/Review, Key Experiences, Authentic Assessment

PACT Time:

- Parent/Child Interaction
- Literacy Focus
- Transfer Home Element

Parent Time:

- Support Group Atmosphere
- Attention to Adult Interests, Non-Educational Needs, Critical Issues, Parenting Skills
- Referral Network for Families

Component Integration:

- Regular Joint Planning Meetings
- Daily Communication Among Staff
- Planned Input from Families
- Regular Staff Development Opportunities
- Shared Learning Among Components

Staff:

- Adult Education Teacher
- Early Childhood Teacher
- Early Childhood Co-Teacher
- Program Coordinator
- Community Volunteers

High/Scope Curriculum

Kindergarten through third grade children

Active Learning:

- Materials, Manipulation, Choice, Language, Support

Classroom Arrangement:

- Five or More Well-Organized, Child Accessible, and Labeled Activity Areas with Wide Range of Interesting Materials

Daily Schedule:

- Consistent Routine
- Plan/Do/Review Sequence
- Small Group Instructional Workshops
- Balance of Teacher and Child Planned Activities

Content:

- Scope and Sequence Defined by Key Experiences in Math, Language and Literacy, Science, Movement, and Music
- Teacher Planned Daily Workshops Focus on Key Content Areas
- Child-Planned Activities Related to Key Experiences

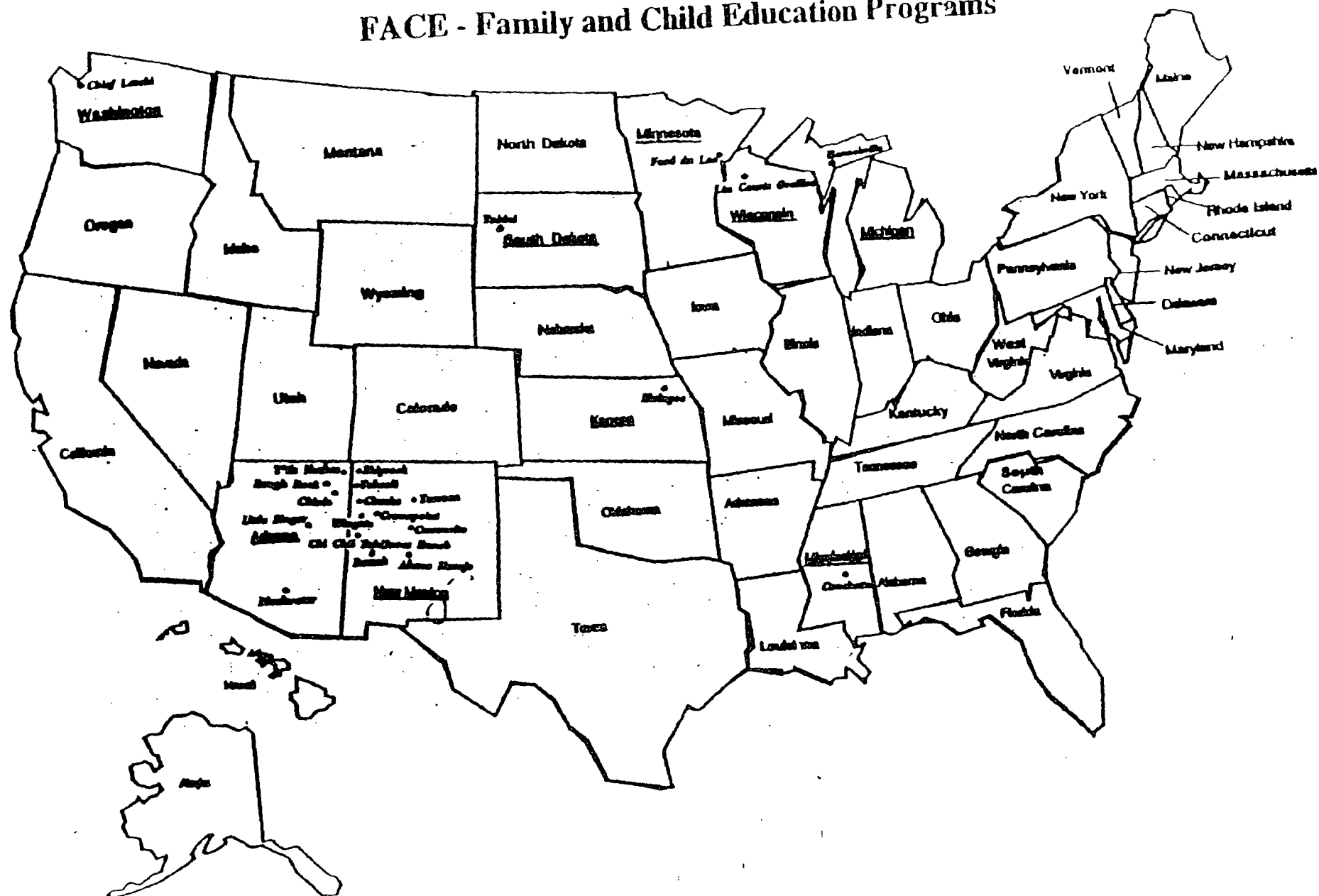
Teacher/Child Interaction:

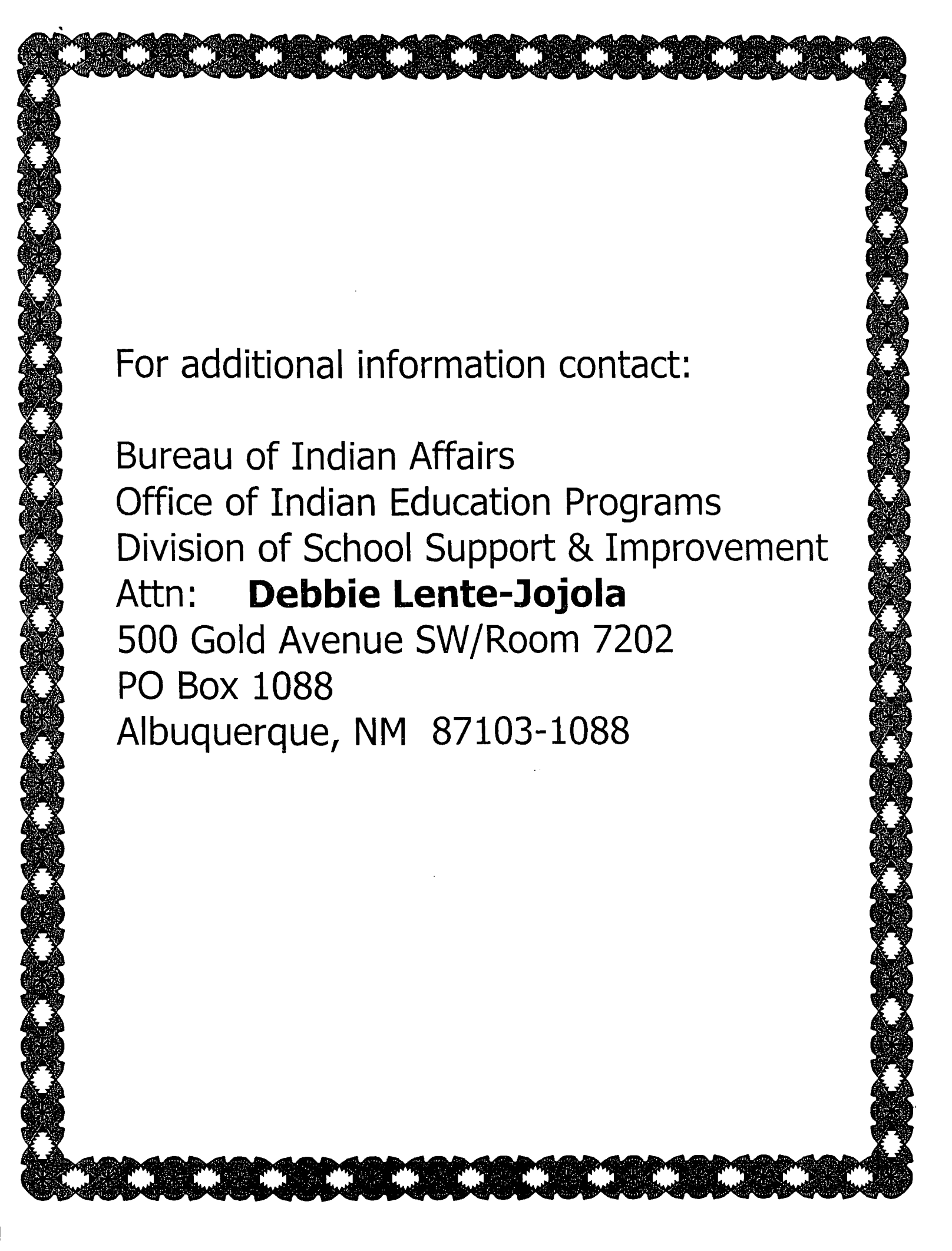
- Teachers Support and Extend Children's Learning by Engaging in Instructional Dialogue
- Teachers Share Control with Children
- Teachers Create Positive Social Environment
- Teachers Support Children's Intrinsic Motivation to Learn

Assessment:

- Anecdotal Notes Collected by Teachers
- Student Work Samples in Portfolio
- Assessment Guided by Key Experiences
- Daily Assessment and Planning

FACE - Family and Child Education Programs





For additional information contact:

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Albuquerque, NM 87103-1088

Clinton Presidential Records Digital Records Marker

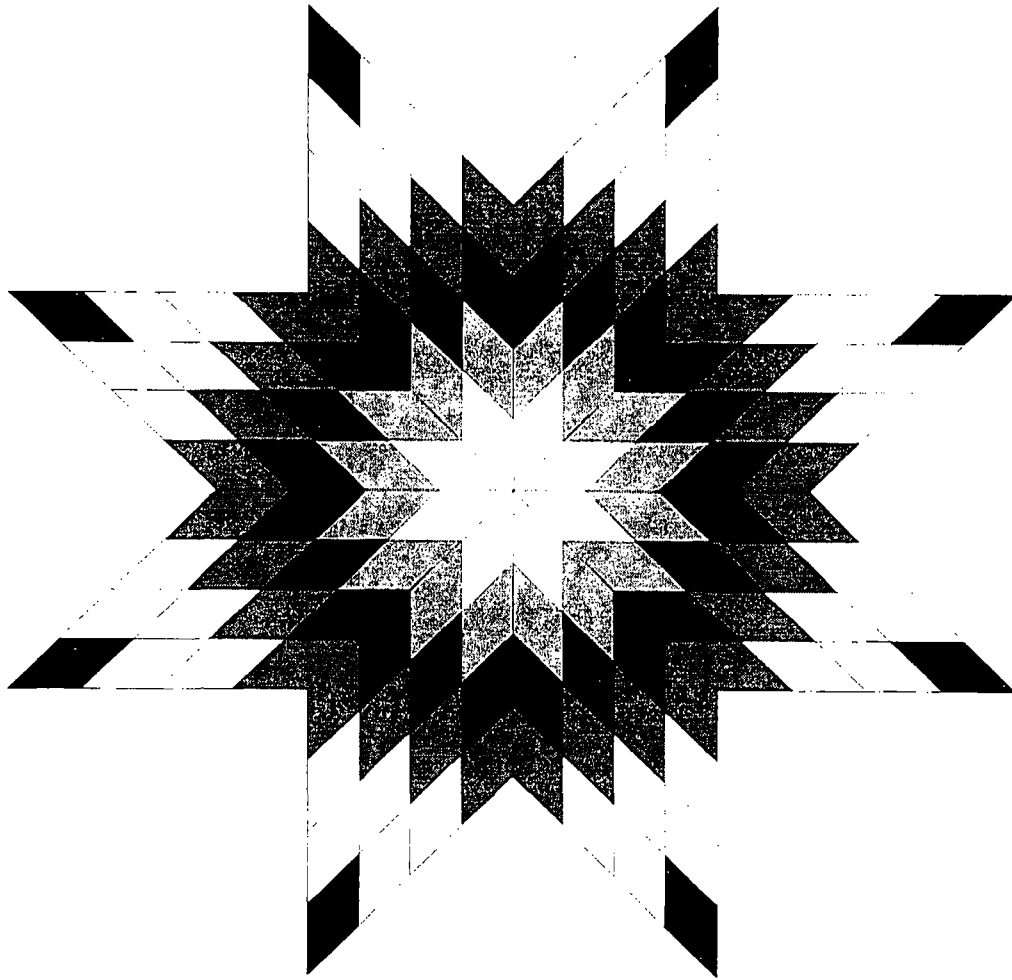
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