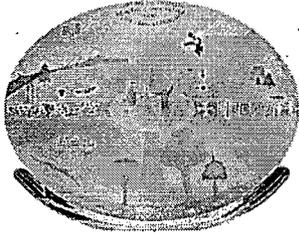


Office Of Indian Education Programs
Building Exemplary Schools For Tomorrow



Mission Statement

- 25 CFR 32 and states that the BIA, OIEP is to provide quality education opportunities from early childhood through life in accordance with the tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian tribes and Alaska native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and tribal or Alaska native village contexts.

Office of Indian Education Programs
Bureau of Indian Affairs
Topics

- What is the policy of the U.S. Congress toward INDIAN tribes?
- What types of education programs does the BIA provide?
- What special factors impact the cost of administering BIA schools?

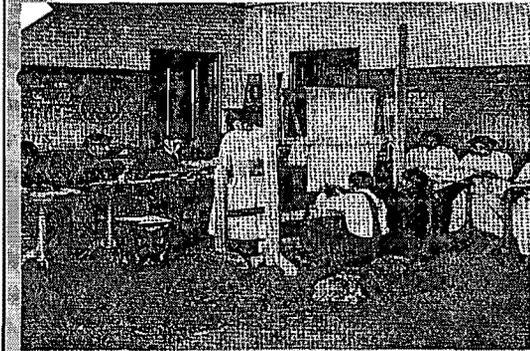
- What has been recent funding levels for BIA schools?
- What kinds of problems are the BIA funded schools experiencing during the 1999-2000 school year?
- Where is the OIEP in its efforts to implement the GOVERNMENT performance and results act (GPRA)?

Why the Unique Federal –Tribal Relationship?

- Constitution of the United States
- Federal statutes
- Treaties
- Court decisions

- The *Indian Commerce Clause* recognized as acknowledging the broad federal authority and special trust responsibility.
- *Educational provision in treaties* in 1794 and extended this policy through the treaty-making period ended around 1871.
- *Snyder Act 1921* provides authority to the BIA to educate and support the acculturation of Indians.

Boarding School Era



A Scientific Beginning

- *"Carlisle Barracks will never again be required for military purposes, and I know of no better place for such an experiment".*
- General Hancock, United States Army (1879).

The Theory

- *"When we speak of the education of the Indians, we mean that comprehensive system of training and instruction which will convert them into American citizens..."*
- Thomas Morgan, Commissioner of Indian Affairs 1891

The Practice

- *"The problem that confronts us, while simple of statements, is complicated in the details of its solution. In detail, however, it has to do with the elevation of the individuals of a variant race, which is found in every stage of human advancement, from barbarism to a state of commendable social advancement, and under geographical and economic conditions of the most diversified character to a position of a worthy citizenship."*
- R.G. Valentine, Commissioner of Indian Affairs 1910

Preliminary Findings

- *"Whatever the necessity may once have been, the philosophy underlying the establishment of Indian boarding schools, that the way to "civilize" the Indian is to take Indian children, even very young children, as completely as possible away from their home and family life, is at variance with modern views of education of social work, which regard home and family as essential social institutions from which it is generally undesirable to uproot children." Meriam Report 1928*

Collier Era

- **Indian Reorganization Act of 1934** introduced the teaching of Indian history and culture into bureau schools.
- Previously full **assimilation and eradication** of Indian culture had been the policy of the federal government.

New Scientists New Experiments

- "The Present policy: That Indian property must not pass to whites; that Indian organization must be encouraged and assisted; that Indian family life must be respected and reinforced; that Indian culture must be appreciated, used and brought into the stream of American culture as a whole; and that the Indian as a race must not die, but must grow and live."
- John Collier, Commissioner of Indian Affairs 1935

- *Like the miner's canary, the Indian marks the shifts from fresh air to poison gas in our political atmosphere; and our treatment of Indians, even more than our treatment of other minorities, reflects the rise and fall in our democratic faith....-Felix Cohen (1953)*

P.L. 93-638, the Indian Self-determination and Education Assistance Act of 1975

- *"Congress declares that a major goal of the United States is to provide the quantity and quality of educational services and opportunities which will permit Indian children to compete and excel in the life areas of their choice...."*

- Authority to the tribes to contract and to determine the education programs for their children.

The Education Amendment of 1978 P.L. 95-561

- Mandated major changes in bureau funded schools
 - Empowered Indian school boards
 - Provided for local hiring of teachers and staff
 - Direct funding of schools and school construction

P.L. 100-297 The Tribally Controlled Schools Act of 1988

- *"The Congress declares its commitment to the maintenance of the Federal Governments unique and continuing trust relationship with and responsibility to the Indian people through the establishment of a meaningful Indian Self-Determination policy for education....."*

What Types of Education Programs Does the BIA Provide?

Elementary and Secondary School Programs

- Bureau operates 65 elementary and secondary schools.
- Tribes through grant/contract operates 120.
- Are located on 63 reservations in 23 states.
- Approximately 4,800 Personnel.

Student Enrollment

- In School Year 1999-00.
 - 49,076 students served.
 - 9,701 students in residential programs.
 - 1,800 families served in 22 FACE programs.

Exceptional Education

- 12,527 students served (19%):
 - 136 students received residential services.
 - Gift and talented:
 - 6,934 identified and served.

2.4 million total population
 30-40% are school age
 BIA serve @ 10% of kids

Post-secondary

- 26 Tribally Controlled Community Colleges.
 (Actually 32 but 26 are fed. funded)
 - Approximately 30,000 students served.
- Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.
 - Approximately 1,563 full time students.

Other Programs

- JOM – 271,884 students.
- Higher Education Grant Program.
 - In 1999, 9,800 scholarships were awarded.
 - Average award of \$3,000 per scholarship.
 - 1,800 received college degrees.
- Adult Education Programs.
 - In 1999, 10,000 Indian adults participated.

What Special Factors Impact The Cost Of Administering BIA Schools?

- Hiring and retaining good teachers and administrators.
- Department of Defense Overseas Teachers Pay and Personnel Practices Act.

- Poverty areas.
 - Located in six of the ten poorest counties in America.
 - No economies of scale.
- Numbers of Schools.
 - Between 1 - 100 41.
 - Between 100 - 300 82.
 - +300 62.

Student Transportation Needs

- Reservation road system necessitates use of 4-wheel vehicles.
- Kindergarten children must be transported door to door.
- GSA increasing the rates BIA must pay to lease its buses.
- Requirements to use vehicles that meet state and federal safety standards.

Transportation Actual Mileage

	SY 95-96	SY 96-97	SY 97-98	SY 98-99	SY 99-00
Day Student Miles	14,256	14,700	15,495	14,438	14,363
Resident Student Miles	405	417	344	375	357
Total Miles	14,661	15,197	15,839	14,811	14,721
Dollars per mile	\$1.59	\$1.60	\$1.90	\$2.10	\$2.26

In SY 1993-1994 the national average was \$2.92 per mile for public schools.

What Has Been Recent Funding Levels for BIA Schools?

Fiscal Year	School Year	Number of Schools	ADM	WSU	\$ per WSU
1996	1996-97	187	49,213	89,079	2,904
1997	1997-98	185	50,373	91,729	3,067
1998	1998-99	185	50,125	90,422	3,199
1999	1999-00	185	49,076	88,302	3,390
2000	2000-01	185	49,321	88,744	3,517
2001	2001-02	185	49,568	89,187	3,685

Comparison of Funding For BIA Schools With National Average Expenditures.

- Two studies sponsored by the Bureau of Indian Affairs.
 - SY 1993-94 the national per pupil expenditure average was \$5,314 compared to the BIA funding level at \$5,200 per student, and (\$4,194 W/O Residential).
- The second study completed in 1997.
 - SY 1995-96, the national per pupil average was \$5,550 compared to the BIA funding level of \$5,392, and (\$4,503 W/O Residential).

- The National Average Per Pupil Expenditure (NAPPE) as computed by the National Center for Education Statistics is based on current expenditures for educational and related services in public schools nationwide, and does not include residential component.

- Because of the unique circumstances of BIA-funded schools, comparisons with funding of other schools in the United States must be made with great caution. For a example:

- BIA-operated schools are required by statute to pay their teachers according to the salary schedule for the Department of Defense Dependents Schools (DoDDS).

- The majority of BIA funded schools are small schools located in remote rural locations. This increases the cost for the transportation and food service programs.

- Residential component- The Department's school system operates dormitories for 10,000 students. It should be noted that when it comes to BIA schools, comparisons with the national average must be made with additional care. If the residential funding was deducted from the BIA average, the instructional per pupil expenditure for 1993-1994 would be \$4,194, and for 1995-1996 \$4,503.

School Year	National Average	BIA Average	Difference	W/O Residential	Difference
(1)1993-94	\$5,314	\$5,200	\$114	\$4,194*	\$1,120
(2)1995-96	\$5,550	\$5,392	\$154	\$4,503*	\$1,047

The average cost above for BIA average includes residential cost.
The per pupil expenditure for instructional costs only at BIA funded schools.

Table 5: Increases in ISEP Funds Per WSU Compared to Changes in Education Costs Measured by Five Price Indices: FY 1989 to 1996

Year	Elementary/Secondary Price Index	State and Local Government Price Deflator	GDP Chain Weight Deflator	CPI All Urban Services	Employment Cost Index	Actual ISEP/Pupil (1989)
1989	144.2	91.2	97.7	86.8	89.8	2537
1990	152.2	94.9	97.6	91.6	88.8	2705
1991	159.7	98.3	97.3	96.3	92.9	2874
1992	161.8	100.0	105.0	100.0	96.9	2994*
1993	166.8	102.2	102.6	103.9	101.0	2874
1994	170.6	104.7	105.9	107.3	102.6	2967
1995	N/A	105.5	107.6	111.0	106.9	2975
1996	N/A	109.4	109.9	114.5	112.4	2964*
Percent Change in Index: 1989 to 1996	18.35%	19.0%	22.5%	31.9%	27.0%	14.9%
Projected ISEP/Pupil Based on Index Change through 1996	3,190*	3,044	3,107	3,241	3,222	2,904

Indices Results

- Prices increased between 20 and 32 percent depending upon the particular deflator being employed.
- The smallest change was seen in the state and local government deflator.
- At the other extreme is the consumer price index (CPI), which showed a 32 percent increase over this period.

Indices Results

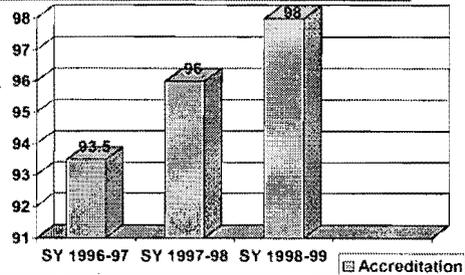
- The bottom row of the table shows what the ISEP funding level would have been if it had kept pace with each of the five deflators.
- The inflated ISEP values ranged from a low of \$3,044 per WSU to a high of \$3,346 per WSU (excluding the Elementary/Secondary Price Index).
- The average value from the four indices was \$3,177, which represents a nine percent increase over the actual ISEP level of \$2,904 per WSU in 1996.

- "By every measure, it appears that increases in ISEP funding have not kept pace with rising costs. The gap in ISEP funding per WSU ranged from a low of \$140, when compared to the State and Local Government deflator, to a high of \$442, as measured by the Consumer Price Index.
- While none of these indices is pegged directly to cost changes in BIA schools, the fact that increase in ISEP funding levels fell below price increases on all indices does raise concerns about the adequacy of current funding levels."

What Kinds of Problems are the BIA Funded Schools Experiencing During the 1999-2000 School Year?

- Budget constraint has impacted schools
 - Textbooks and instructional supplies
 - Counseling services
 - Unable to hire teachers and or reduction of staff
 - Accreditation standards not met

Accreditation Status



Facilities

BUILDING STATISTICS

- Locations covering 26 states
- 186 schools at 190 locations
- Education - 2,380 buildings, 16.9 million SF., cost of \$1.3 billion for replacement of
- 1/3 of the schools need replacement and remaining 2/3 of the schools need major repairs.

BUILDING AGE

AGE-RANGE IN YEARS	BLDG COUNT	% OF BLDG
0-29	1,300	54.62
30-49	741	31.13
50-69	235	9.08
70-89	67	2.8
90-99	18	.7
100+	11	.4

BUILDING BREAKOUT

	Number of Buildings	Square Foot of All Bldgs	Estimated Replacement Cost for All Buildings	Backlog Amount for All Buildings
Education	2,380	16.9M	1.3B	1.114M
Non-Education	1,395	3.9M	342M	10.1M
Education Quarters	2,735	31.5M	2.6M	112.2M
Non-Education Quarters	1,001	1.1M	50.1M	50.1M
TOTALS	3,776	21.5M	1.2B	12.238M

Facilities Operation Budget Request

FY 2000 Enacted	FY 2001 Requested	FY 2002 Needed	FY 2002 Unmet
\$54,091	\$55,601	\$82,625	\$27,224

Where Is the OIEP in Its Efforts to Implement the GOVERNMENT Performance and Results Act (GPRA)?

Indicators

	SY 1996-97	SY 1997-98	SY 1998-99	comparison
Enrollment	49,218	50,373	50,125	-248
Accred	93.5%	96%	98%	2%
Ave Attend rate	90%	90%	91%	1%
Retention rate	96%	95%	99%	4%
Dropout rate	13%	12%	11%	-1%

Math

Indicators	SY 1996-97	SY 1997-98	SY 1998-99	comparison
Partially prof	55%	51%	52%	1%
Proficient	38%	41%	43%	2%
Advanced	7%	8%	5%	-3%

Language Arts

Indicators	SY 1996-97	SY 1997-98	SY 1998-99	comparison
Partially prof	53%	52%	52%	0%
Proficient	40%	41%	41%	0%
Advanced	7%	7%	7%	0%

Staff Development Technology

Indicators	SY 1996-97	SY 1997-98	SY 1998-99	comparison
Partially prof	61%	48%	37%	-11%
Proficient	30%	38%	46%	8%
Advanced	9%	14%	17%	3%

Staff Development Assessments

Indicators	SY 1996-97	SY 1997-98	SY 1998-99	comparison
Partially prof	0	40%	34%	-6%
Proficient	0	45%	48%	3%
Advanced	0	15%	18%	3%

Special Education

Indicators	SY 1998-99	SY 1998-99	comparison
Enrollment	9,693	50,125	19.33%
Ave. Attend rate	88%	91%	3%
Retention rate	93%	99%	6%
Dropout rate	10%	11%	1%
Graduation rate	49%	56%	7%

Special Education

Indicators	SY 1998-99	SY 1998-99	comparison
Math			
Partially prof	82.16%	52%	30.16%
Proficient	16.65%	43%	26.35%
Advanced	1.19%	5%	3.81%

Special Education

• Language arts			
Partially prof	85.15%	52%	33.15%
Proficient	14.04%	41%	26.96%
Advanced	.81%	7%	6.19%

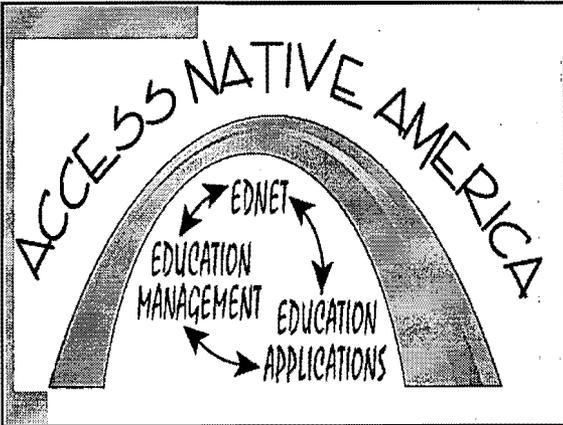
- Department of Education Programs**
- Education for the Disadvantage-Title 1 Part A
- FY 1999 \$49,389,651
 - School Improvement –Title II, Part B Professional Development
- FY 1999 \$1,670,000

- School Improvement Stewart B. McKinney Act
- FY 1999 \$100,000
- Safe & Drug-Free Schools –Title IV Part A
- FY 1999 4,410,000

- Goals 2000 Educate America Act P.L. 103-227
- FY 1999 \$2,893,695
- Technology Literacy Challenge Fund Title III, Part A
- FY 1999 \$2,215,000
- Indian Education Grants Title IX Part A
- FY 1999 \$1,883,042

- Class Size Reduction Program
 - FY 1999 \$3,466,727
- Comprehensive School Reform Demonstration
 - FY 1998 \$896,402

Technology



- ### A National Performance Review Reinvention Laboratory
- Access Native America will meet the President's challenge by connecting every Bureau of Indian Affairs-funded school to the Department of the Interior's internet backbone.

- ## EDNET
- Provides twenty-four hour a day access to all BIA-funded schools
 - Provides domain name service and internet access to every school
 - OIEP will reinvent the procurement processes for the acquisition of technology to connect every school

- ## Education Management
- New school statistics software will improve the process for developing and distributing school operations funding, maintaining student records, and planning curriculum.
 - Access to federal finance system, personnel services.

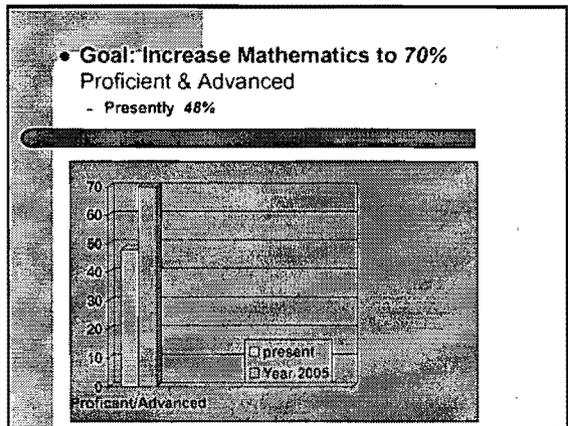
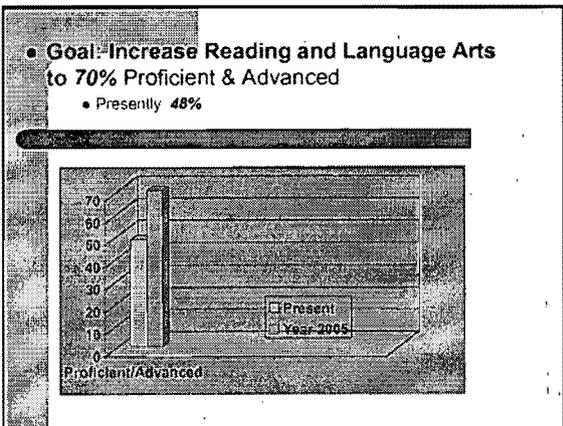
- Isolated locations will be able to make changes on their W2 forms, enrollment on insurance plans, etc.
- Improve reporting on attendance, discipline, student accomplishments, portfolio and increase statistics.

- ### Education Applications
- Partnership with schools for funding for training teachers.
 - Partnership with industry and other government agencies.
 - Partnership with non-profit organizations.
 - Partnership with tribes and tribal community colleges to develop culturally based curricula.

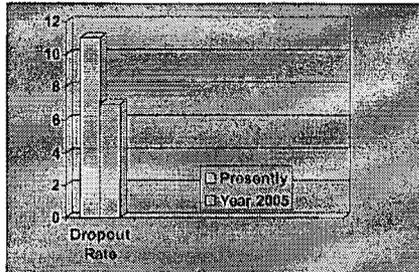
Future

*Building Exemplary Schools for Tomorrow
5 Year Project*

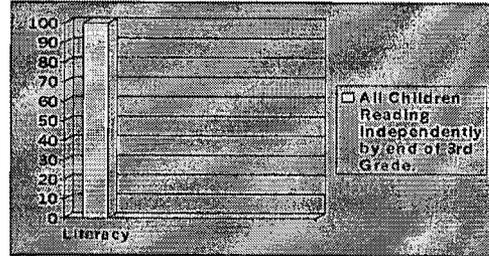
- ### 4 CRITICAL ISSUES
- Language Arts
 - Math
 - Reading
 - Dropout



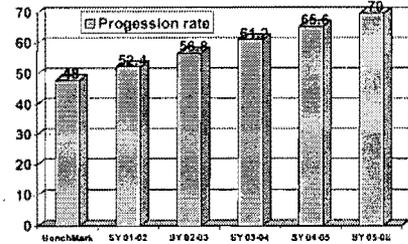
- **Goal: Reduce Dropout Rate to 7%**
- Presently 11%



- **Literacy Goal: All Children Reading Independently by end of 3rd Grade.**



Yearly Progression Rate to Reach 70%



CSRP

- SCHOOL MISSION AND VISION
- COMPREHENSIVE NEEDS ASSESSMENT
- IMPROVING TEACHING AND LEARNING, STANDARDS AND ASSESSMENT
- IMPROVING OPPORTUNITY TO LEARN
- INCREASING PARENTAL AND COMMUNITY SUPPORT AND INVOLVEMENT

- IMPROVING GOVERNANCE, ACCOUNTABILITY AND MANAGEMENT
- MAKING IMPROVEMENTS SYSTEM-WIDE WITH BOTTOM UP, GRASSROOTS REFORM
- BENCHMARKS/TIMELINES/MONITORING OF PROGRESS
- BUDGET OF VARIOUS PROGRAMS

The Effective Schools' Correlates

- Clear and Focused School Mission
- Instructional Leadership
- Frequent Monitoring of Student Progress
- High Expectations for All
- The Opportunity to Learn and Student Time-on Task
- Safe and Orderly School Environment for Learning
- Positive Home-School Relations
- Cultural Relevance

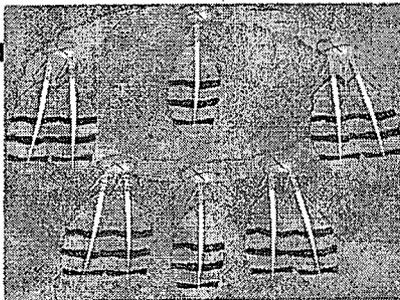
STAFF DEVELOPMENT

- Develop Instructional Leadership Thru Partnerships
 - School Board Leadership Training
 - Principals Academy
 - Teacher Professional Development
 - Superintendents/ELO's Leadership Institute
- Support Reading/Writing/Math thru
 - Professional Development Opportunities
- Support Assessment Training
- Encourage Early Childhood Restructuring

Goal

- *Build a Preeminent Education System of American Indian Schools Thru Effective Schools*

ALL CHILDREN CAN LEARN AND BE SUCCESSFUL



KEEPERS OF DREAMS

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
Torreon 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:

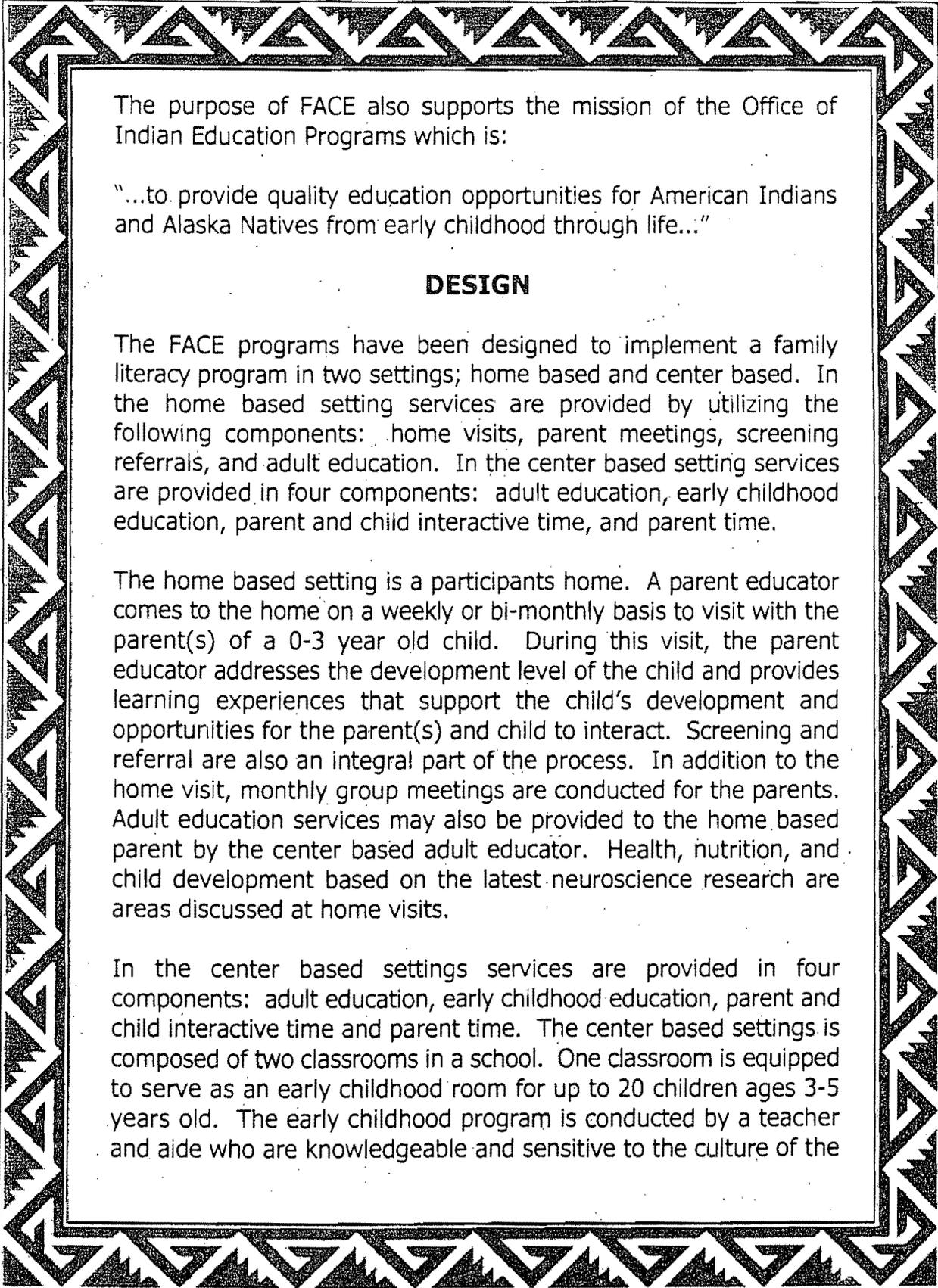
Ramah Navajo/Pine Hills School	Pine Hills, NM
TiisNasbaz Community School	TeecNosPos, AZ

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'Hajilee-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 Tohatchij, 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'isnazbas Community School
P.O. Box 102
Teechnospos, 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

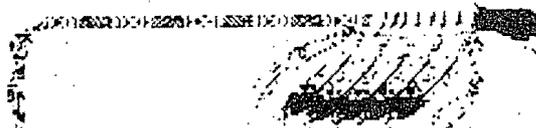
David Acuna
Ken Toledo

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

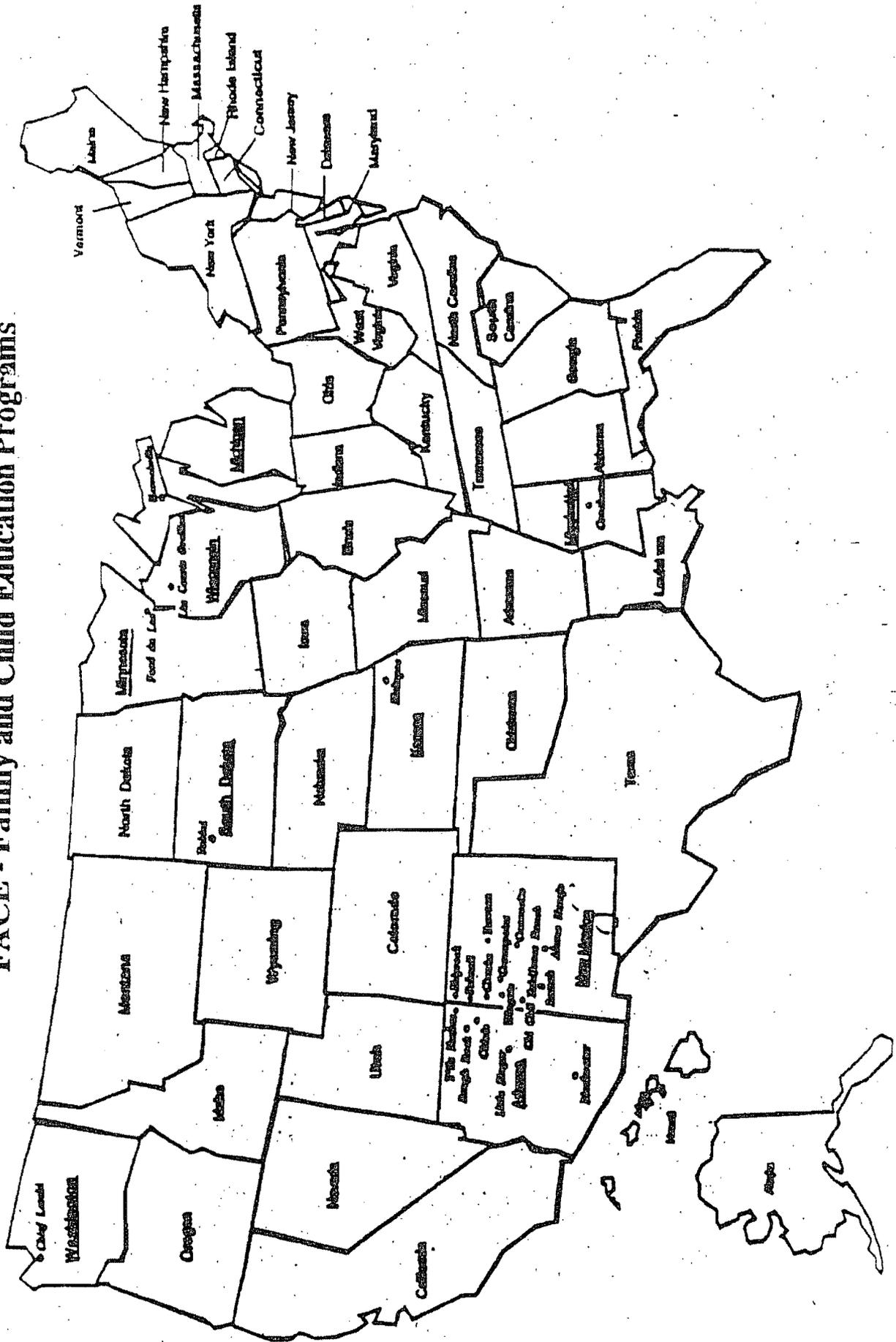
Teacher/Child Interaction:

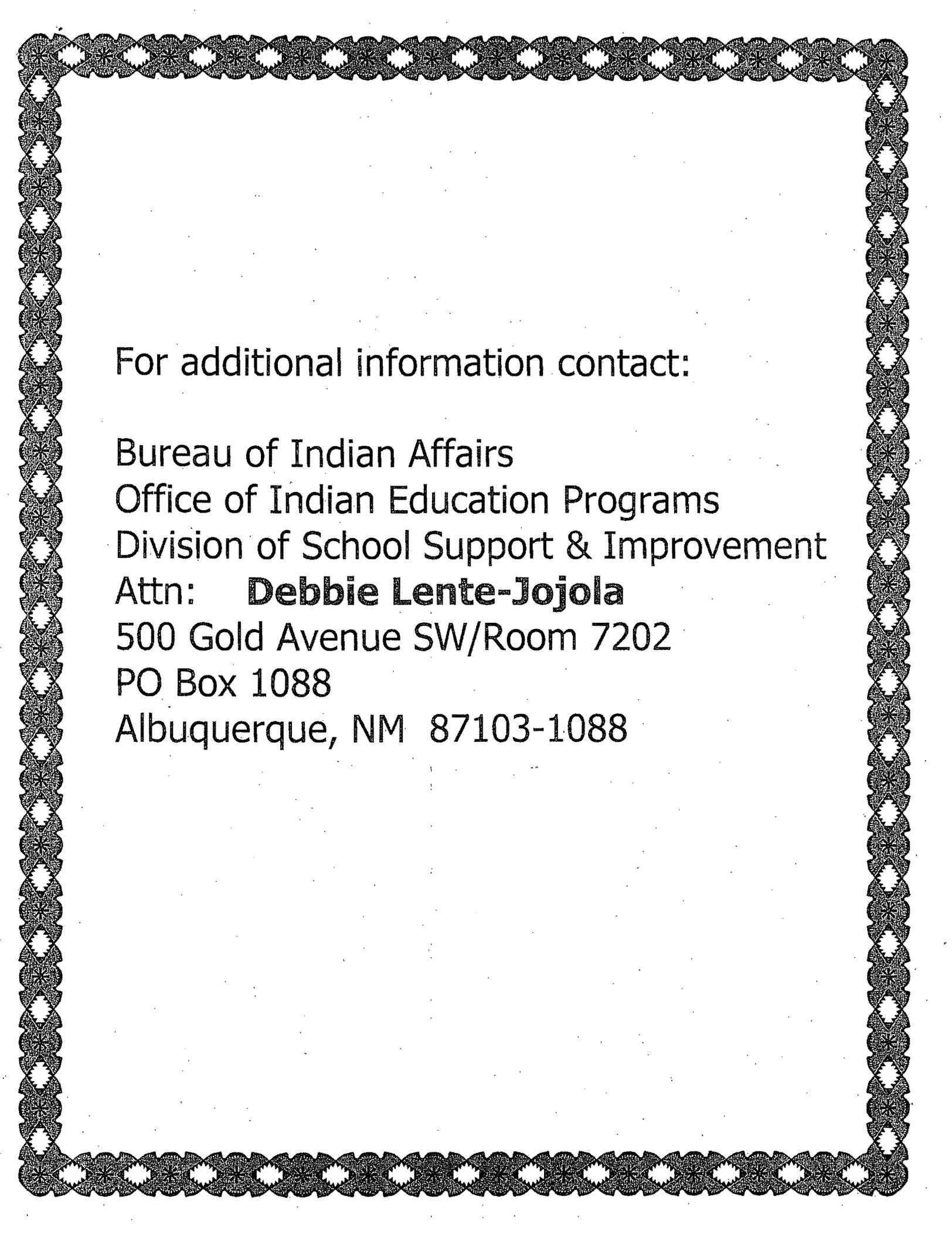
- Teachers Support and Extend Children's Learning by Engaging in Instructional Dialogue
- Teachers Share Control with Children
- Teachers Create Positive Social Environment
- Teachers Support Children's Intrinsic Motivation to Learn

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:

Bureau of Indian Affairs
Office of Indian Education Programs
Division of School Support & Improvement
Attn: **Debbie Lente-Jojola**
500 Gold Avenue SW/Room 7202
PO Box 1088
Albuquerque, NM 87103-1088

FACE Advanced Spring Training

One hundred and eighty staff attended the Family and Child Education (FACE) Advanced Spring Training in Phoenix, Arizona, March 30–April 1. Acting FACE Coordinator Debbie Lente-Jojola opened the training and introduced speakers Joe Christie, Acting Director, Office of Indian Education Programs; Doug Rollins, Lead Education Specialist; and Kevin Skendandore, Division Chief, School Improvement Resource Center.

Among the many highlights at the training were featured speakers Sigmund Boloz (author of *Be Dangerous*), Betty Sanchez and Debbie La Croix. Presentations and activities centered around reading strategies, active parent groups, shaken baby syndrome, and many other topics of interest to family literacy practitioners in general and FACE programs in particular. The Advanced Training also included a field trip to the Heard Museum, where staff had the opportunity to discover new ways to connect curriculum with Native history and culture.

The "Patsy Jones Outstanding FACE Program Award" was awarded to the Tohaali Community School, whose accomplishments include enhancing parent volunteerism in the school and forging many collaborative partnerships with local and tribal agencies. Awards were also presented to the winners of the FACE Parent Essay Contest—Grace Nez, Chi Chi'l Tah/Jones Ranch; Ingrid Mitchell, Tohaali; and Carmen Kesluck, Hannahville. In her essay, Nez captured the spirit of the FACE program: "I had never been to school in my life and I knew entering the FACE program would be a challenge. Today, thanks to FACE, I have a daughter, a granddaughter, and a great-granddaughter helping me with my studies."



Grace Nez and Sharon Darling

Study Shows FACE Has Impact

The recently released *1998 Study of the BIA Family and Child Education Program* reveals consistent strengths and continuous improvement in programs designed to benefit American Indian families. This seventh annual study, prepared by Research and Training Associates, Inc., for the Office of Indian Education Programs in December, 1999, highlights impacts the FACE program has had on preschool children, school-age students, adult participants, and families as a whole.

The Family and Child Education (FACE) program is a collaborative effort that draws on the resources and expertise of the Parents as Teachers National Center (PAT), the High/Scope Research Foundation, and the National Center for Family Literacy. The program targets American Indian families with children from birth through grade three, and is currently implemented at 22 sites in nine states.

The growth of the FACE program is clearly evidenced in the steady increase of participants, from 466 in Program Year 1991 to 3,675 in Program Year 1998. In these first eight years of FACE, approximately 10,800 adults and children have received services.

While the families who participate in FACE are American Indian, some of the barriers they contend with are similar to those faced by others who participate in family literacy programs regardless of cultural makeup. For example, according to the report, between half and two-thirds of the adults who enroll in FACE in a typical year have less than a twelfth-grade education, and some 75% of the participating adults are unemployed.

Interestingly, 20% of the FACE adults are fathers. And although English is reported to be the primary language spoken in the homes of 75% of the participating children, a native language is also spoken in two-thirds of FACE children's homes.

The study describes many encouraging impacts of the FACE program on preschool student achievement:

- Almost all three-year-olds (96%) and most four-year-olds (90%) demonstrate improved language and literacy skills.
- Almost all four-year-olds (96%) demonstrate improvement in mathematical thinking and in social studies domains.

According to a preliminary investigation on the longitudinal effects of FACE participation on school achievement, the study found that:

- Students who participate in FACE score significantly higher on standardized tests of reading and math in early elementary grades than do children who do not participate in FACE.
- Students who participate in both home-based and center-based services score the highest in both reading and math, more than one-third a standard deviation above students who do not participate in FACE.

FACE has also impacted parents' involvement with their children's education, both in the short- and long-term. The study states that, as a result of their participation in FACE, almost all parents report that they consistently help their child to learn (97%), praise and play with their child (96%), read to their child (91%), listen to their child "read" (88%), encourage their child to complete responsibilities (88%), let their child make choices (88%), and tell stories to their child (84%). FACE parents of older elementary children continue to read to their child, tell stories to their child, and play with their child more frequently than do comparison parents of older elementary children.

Not only are FACE parents more involved with their children's learning at home, they also demonstrate a commitment to being involved with their children's school experiences. Parents who participate in FACE attend parent-teacher conference significantly more frequently than do parents who do not participate in FACE, and FACE parents maintain this high level of attendance through the K-3 grades. Teacher reports of parent involvement for 12 comparable BIA schools indicate that only 60% of parents visit their child's classroom, compared to 70% of parents in FACE schools.

Perhaps one of the clearest signs of success of the FACE program as documented in the study is the overwhelming satisfaction reported by adult participants, who rate most services as "very helpful." Eighty percent of participants report that the FACE program helps them to better understand child development, to interact more effectively and frequently with their children, and to become more involved in their children's education. ♦

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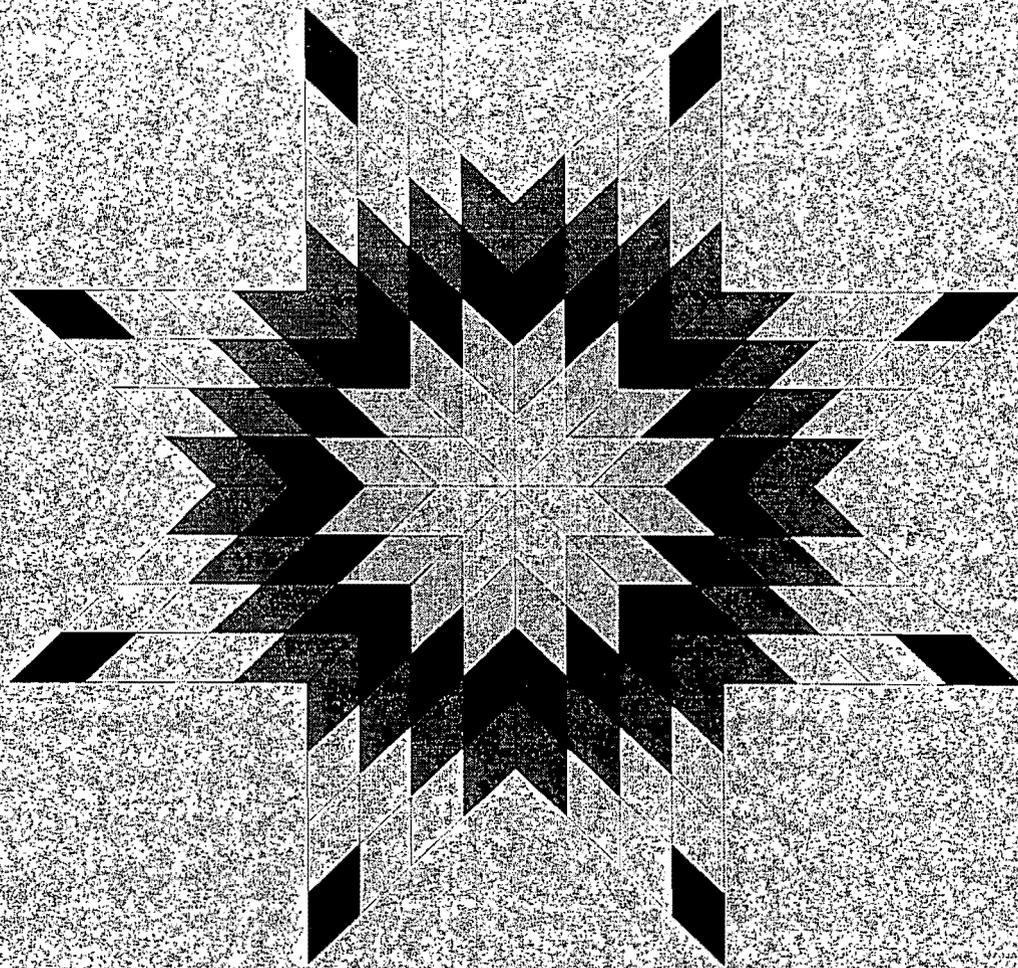
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Bureau of Indian Affairs

Office of Indian Education Programs



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