



# Rural School Innovations Webinar Series

Improving Educational Outcomes for  
Native American Children - Project BabyFACE

Created by Parents as Teachers

Wednesday, June 13, 2012

2:00 PM EDT

# Welcome

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## *Opening Remarks:*

Robert Mahaffey, Director Communications , Rural School and Community Trust

Arthur Mallory, Parents as Teachers Board Member and former Missouri Commissioner of Education



## *Presenters:*

Maggie Probert, Parents as Teachers, Development Director

Marsha Gebhardt, Parents as Teachers, BabyFACE Project Director

Judy Pfannenstiel, Senior Research Associate, Research and Training Associates, Inc.

# History of Parents as Teachers

*All children will learn, grow, and develop to realize their full potential.*

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- Started as a pilot project in four Missouri school districts in 1981. Initial legislation passed in 1984.
- The non-profit Parents as Teachers National Center founded in 1987.
- 81% of local PAT programs are in either rural communities or small towns.
- There are now nearly 3,100 local Parents as Teachers programs in all 50 states, US Territories and seven other countries (Australia, Canada, China, Germany, New Zealand, Switzerland, United Kingdom) serving nearly 500,000 families annually.



# Parents as Teachers: Our Vision and Mission

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**Our Vision:** All children will learn, grow and develop to realize their full potential.



**Our Mission:** To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

# Parents As Teachers: Our Values

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- The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life.
- Parents are their children's first and most influential teachers.
- Established and emerging research should be the foundation of parent education and family support curricula, training, materials and services.
- All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations.
- An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

# Parents As Teachers Diversity

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- 17% Hispanic/Latino
- 83% Non-Hispanic/Latino
  - 25% African American
  - 35% Caucasian
  - 3% Native American/Alaskan
  - 2% Asian
  - 13% Multi-racial
  - 5% Unknown



- 81% of communities served are either rural or small towns.
- 16% of families speak Spanish as their primary language.
- 14% of families have at least 1 parent who is foreign-born.

# Matching Funders

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Rural School and Community Trust

W. K. Kellogg Foundation

Annie E. Casey Foundation

Enterprise Holding Trust

John T. Vucurevich Foundation

Cherokee Preservation Foundation

Penguin Group USA

Arizona Community Foundation

# History of PAT's Work With Tribal Communities

- Contracting with the Bureau of Indian Education for training and on-site technical assistance since 1991.
- Adaptations developed for Tribal communities have helped to overcome barriers in 100+ American Indian and Alaska Native communities, plus Tribal communities in Australia and New Zealand.
- Outside evaluations have shown significant results in the areas of health, development, school readiness and parent involvement.
- PAT currently provides training and on-site technical assistance to 67 programs and over 130 parent educators in American Indian communities.

# BabyFACE Project Objectives

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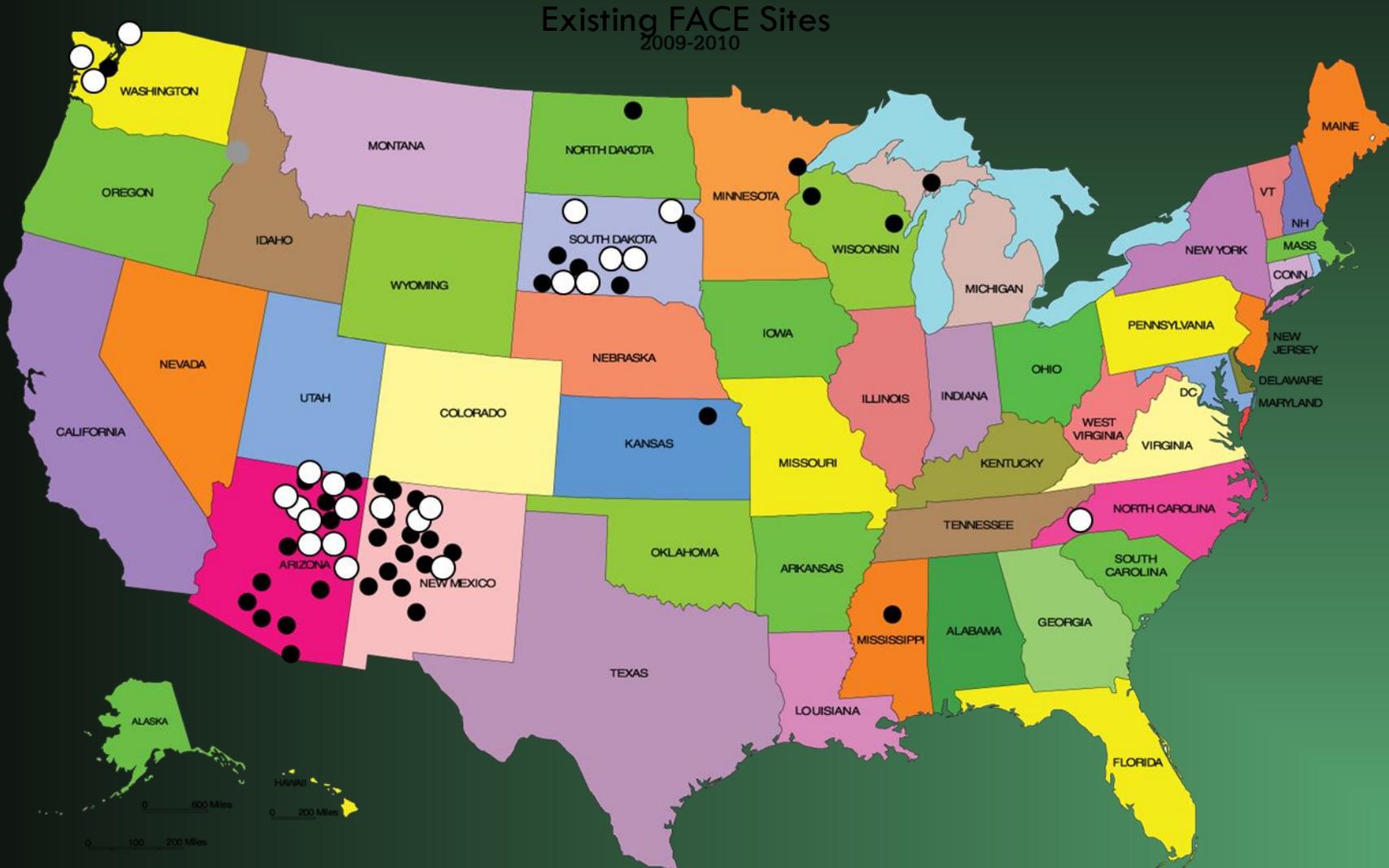
## Competitive preferences

- Innovations in improving early learning outcomes
- Innovations that serve schools in rural LEAs

## More specific objectives

- Parent knowledge of early childhood development & parent practice
- Prevent child abuse & neglect
- Assure early detection of developmental delays and health issues
- School readiness & school success – including providing 100 books to each home
- Parent involvement in school & community
- Support Native language and culture

# New BabyFACE Sites 2010-2015



# BabyFACE Project Components

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- 24 personal visits, annually, for 40-48 families
- Monthly Family Circles
- Health and developmental screenings
- Resources and referrals
- Non-participant evaluation data collection

# Personal Visits

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2 ½ hours per visit (average time needed), includes:

- Preparation (Study, gather, copy/make materials)
- Travel
- Visit—45-60 min
- Recordkeeping
- Follow-up



# Personal Visits

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Who gets personal visits? Families with children prenatal to kindergarten entry. Fathers and extended family are encouraged to participate.

How often are personal visits scheduled? Bi-weekly for those with high needs.

## Key Components to Each Personal Visit:

- Parent-Child Interaction
- Development-Centered Parenting
- Family Well-Being



# Parent-Child Interaction Activity

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# Emphasizing Native Language & Culture During Parent-Child Activities

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# Development-Centered Parenting

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- Increase parents' knowledge of child development
- Facilitate their understanding of how each stage of development is linked to behavior
- Explain how to use knowledge and understanding to make appropriate parenting decisions

# Screening

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## Developmental:

- ASQ-3 (Ages and Stages Questionnaire)
- ASQ:SE (Social Emotional)



## Health Record:

- Hearing (OAE: oto-acoustic emissions testing)
- Vision

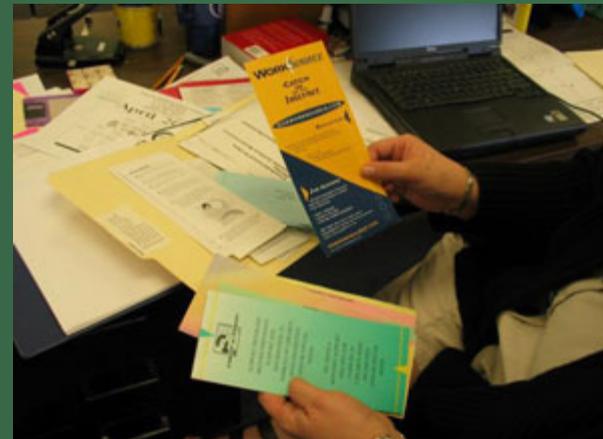
# Resource & Referral Network

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Parent educators become personally familiar with child health and development resources.

Emphasis on family well-being means connecting families with community services to meet their broader needs and goals.



# Family Circle

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- Monthly gathering led by parent educators
- Purposes: child development and/or parenting information; parent-child activities; social network; encouragement of language and culture



# Challenges

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- Getting the matching funding
- Staffing; parent educators
  - Lack of qualified personnel in isolated communities
  - Requirements of BIE bureaucracy
  - Difficulty of communicating qualifications
  - Turnover
- Supervision
  - Lack of time available
  - Turnover

# Challenges

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- Isolation of families  
Long distances and impassable roads
- Internet access
- Recruitment of families due to evaluation parameters



Only families with child born in 2011 through March 2012

Non-participant families with child born in 2010; not receiving any other home-based services

# Lessons Learned

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- Play a larger role in hiring.
- Elicit a stronger, more specific commitment from supervisors.
- Acknowledge the first year as a “start-up” year.
- Provide more intense technical assistance in the first year.
- Realize that technology is a bigger challenge and a bigger solution than expected

# Successes

- Children's books in homes: average 3 per month
- Needed resources brought to families:  
car seats, cribs, diapers
- Families connected with  
community resources



# Moving Forward

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## *Next Steps:*

Intensify technical assistance support through the second and third grant years.

## *Beyond the grant funding period:*

Find funding to continue at least the evaluation comparison between non-participant and participant children at kindergarten entry.

# Project Evaluation Design

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- Baby FACE grant is a Validation Grant.
- An experimental and/or quasi-experimental design (QED) is required: One site has an experimental design with randomly assigned participants and control group; 19 sites have a QED with comparison groups
- Baby FACE participants are all children born between Jan. 1, 2011 and Mar. 31, 2012
- Comparison children are all children in the same geographic area served by the program who were born in 2010.
- Baseline equivalence of groups will be tested.

# Evaluation Questions

What are the effects of the Baby FACE home visiting program?

- Children's cognitive development at age 3 years, as measured by the Boehm-3;
- Children's socio-emotional development at age 2 and 3, as measured by the Devereux Early Childhood Assessment (DECA);
- Protective factors in the home environment (*family functioning and resiliency, social support, concrete support, and parents' nurturing and children's attachment*); and
- The number of books in the home and frequency of home literacy activity at age 3.

# Contacts

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[www.ruraledu.org](http://www.ruraledu.org)



[www.parentsasteachers.org](http://www.parentsasteachers.org)

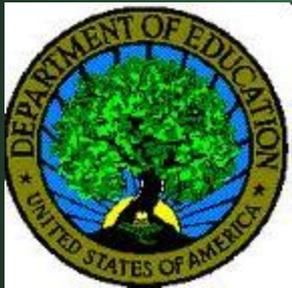
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# Thank you

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## Rural School and Community Trust

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