A Training Guide for Implementing *Making It Work* in Tribal Early Learning Settings

National Center on Early Childhood Development, Teaching, and Learning

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Introduction

AUDIENCE

This training and implementation guide supports program leaders and early childhood staff working with children ages birth to five in American Indian and Alaska Native (AIAN) early learning settings that implement *Making It Work (MIW)*. *MIW* is a tool and a process that tribal and native communities can use to connect research-based guidelines with their own unique traditional cultural skills, values, beliefs, and lifeways to prepare children for school success.

Early childhood leaders and managers can use this guide to help integrate tribal language and cultural activities throughout the early learning program, and in their work with families and communities. It can also support school readiness in the five Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF) domains: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development.

Program coordinators, coaches, trainers, and other professional development staff can use this guide to train leaders as they use and implement *MIW* in early childhood programs, including home visiting.

Trainers will need to be thoroughly familiar with *MIW* Introduction and Steps to Put *Making It Work* Into Practice For Children Ages Birth to Five.

RATIONALE AND CONTEXT FOR USE

This Training Guide for Implementing *MIW* in Tribal Early Learning Settings helps early childhood staff and program leaders in AIAN early learning settings implement the *MIW* three-step process. There are many different ways that early childhood staff engage with children and families. From center-based to family child care to home visiting, staff can pair the *MIW* three-step process with program models to integrate materials that represent the community, culturally and linguistically.

To understand the purpose of each step, leaders and staff need thorough training. This guide gives trainers the tools they need to make sure participants understand how to use and implement *MIW*. The contents include:

- Regulations and standards supporting school readiness
- Checklists with important information to read before and the day of training
- Links to sample trainer agendas
- PowerPoint presentation with presenter's notes and key training handouts and activities
- Next steps and ideas to expand practice, Implementing *Making It Work* is a Multi-Year Journey
- Resources
- Frequently asked questions

It is important to note that many of the guide's examples and materials are geared towards a center-based Head Start program but are merely being used as an example, not as an endorsement or requirement to implement the *MIW* process in a particular program setting. Program leadership will need to determine the resources and materials they need for their program's specific training.

The learning objectives for the *MIW* training are that participants will:

- Develop a deep understanding of the *Making It Work* process
- Connect traditional cultural skills, values, beliefs, and lifeways to early learning outcomes
- Create cultural lessons based on the domains for early learning outlined in the Head Start Early Learning Outcomes Birth to Five (HSELOF) or state early learning and development standards
- Intentionally teach children in ways that promote their learning, growth, and development and support families to do the same
- Identify steps to include families, elders, and the community in language and cultural traditions
- Develop an implementation plan for *MIW*

PATHS TO SCHOOL READINESS FOR AMERICAN INDIAN AND ALASKA NATIVE CHILDREN

Early childhood programs—such as Early Head Start, Head Start, child care, and home visiting programs—support children as they grow and thrive in school and in life. Through grant funding, programs provide services and requirements clearly outline programs' goals and responsibilities. Programs establish school readiness goals in collaboration with public, private, and tribal schools and within their state and local early learning guidelines. School readiness goals, as defined by the Head Start Program Performance Standards, are "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten" (HSPPS 1305.2 Terms). What follows is a highlighted list of regulations that can support grantees utilization of the *Making It Work* resource.

HEAD START AND EARLY HEAD START
Subpart C - Education and Child Development Program Services

§1302.30 A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts.

§1302.32 (a) (1) (iii) and **§1302.35 (d) (1) (iii)** Use curricula that has organized developmental scope and sequence

§1302.36 Tribal language preservation and revitalization

§1302.50 (a) (b) Family and Community Engagement

§1302.51 Parent activities to promote child learning and development

§1302.53 Community partnerships and coordination with other early childhood and education programs

§1302.102 (a) (3) School readiness goals align with HSELOF

CHILD CARE

§98.15 (a) (9) (i) Implement early learning and developmental guidelines that are developmentally, culturally, and linguistically appropriate

§98.33 (b) (1) (iv) Use best practices concerning children's development, meaningful parent and family engagement, and physical health and development

§98.44 Promotes the social, emotional, physical, and cognitive development of children through culturally and linguistically appropriate practices

§98.53 Professional development and training on: culturally, and age-appropriate strategies to promote all of the major domains of child development and learning, including specialized training for working with populations of children such as Native American and Native Hawaiians; engaging parents and families in culturally and linguistically appropriate ways

TRIBAL MATERNAL, INFANT, AND EARLY CHILDHOOD HOME VISITING PROGRAM (MIECHV)
Along with the goals of the overall MIECHV program, the tribal MIECHV Program has the following specific goals

- "Supporting the development of happy, healthy, and successful American Indian and Alaska Native (AIAN) children and families through a coordinated home visiting strategy that addresses critical maternal and child health, development, early learning, family support, and child abuse and neglect prevention needs

- Implementing high-quality, culturally relevant evidence-based home visiting programs in AIAN communities

- Expanding the evidence base around home visiting interventions with Native populations

- Supporting and strengthening cooperation and coordination and promoting linkages among various programs that serve pregnant women, expectant fathers, young children, and families, resulting in coordinated, comprehensive early childhood systems in grantee communities"
  (OMB No.: 0970-0389, p.5).

Tribal communities can also receive funding for home visiting through their own state tribal set-aside. Program goals may differ, so staff should review their funder's specific requirements

.

CULTURALLY RESPONSIVE SCHOOL READINESS

Traditional lifeways, languages, and cultural heritages are important contributions to young children's school readiness. When young children can see reflections of human diversity, they not only learn to appreciate and respect their own identity, but those that are different than their own. *Making It Work* helps AIAN early childhood staff address school readiness requirements by including stories, songs, poems, and families' individual experiences. Children develop critical school readiness skills and learn and develop a sense of pride in their families' culture.

On the first day of school, every child in Winona Howe's Head Start classroom stands in a circle along with his and her family. Winona offers an elder Sweetgrass and asks her to bless the class with a prayer to the Creator. Following the prayer, another elder sings a round dance song. She encourages the children to move their feet in side-step rhythmic patterns that accompany the words and beats of the drum. At the end of the song everyone shakes each other's hands and exchanges a greeting. The family members leave the classroom for coffee in the cafeteria while the children transition to sitting in a circle.

Winona motions "come here" and verbally directs the children to sit in the circle. She listens to the children's conversation about the morning activity. She begins by asking the children questions about the Sweetgrass gift for the elder. Next, she compliments their listening skills during the prayer.

The children liked moving their feet and bodies to the flow of the round dance song. However, Winona knows that she's giving them more than some exercise and fun. She knows that she is using this round dance activity to honor her children and their families' heritage and to prepare them for school and lifelong learning.

Throughout the year, Winona will implement *Making It Work* by

- connecting the community's traditional cultural skills, values, beliefs, and lifeways to the HSELOF;
- using the research to show how each area of learning is important for children's development and how that learning relates to children's languages and cultural lifeways;
- aligning early learning guidelines to her program's language and cultural curriculum;
- talking about how all three—the domains, the research, and the state guidelines—fit together; and
- engaging parents, families, and community members to support children as they learn their language and cultural lifeways at home as well as in the classroom.

THE JOURNEY FOR *MAKING IT WORK* AND YOUR PROGRAM

As with any change within your program, *MIW* requires commitment and effort over several years. To help you fully integrate your tribal language and culture into your program, you will need to have a plan.

Use *MIW* to create your own, specialized individual tribal language and cultural lessons that are tied to developmentally appropriate practices. Make sure to include the entire leadership, staff, and families from the very beginning. This training provides templates, but your staff will determine how language and culture become alive and a part of everyday practice in classrooms, during home visits and socializations, and family child care homes. Include families, elders, and community members in activities—it's central to children's learning. Tribal programs already plan wonderful activities for children and there is so much learning already happening. Your staff will learn how to use strategies to create a systematic way to honor language and culture daily.

KEYS TO SUCCESSFUL IMPLEMENTATION

To successfully implement *MIW*, begin with a small team of two or three teachers, family child care providers, or home visitors who are committed to fully completing the process. Support initial training needs with coaching and (when needed) short, focused follow-up trainings. When the initial team becomes proficient, gradually include more teachers, family child care providers, and home visitors to continue integrating your traditional cultural skills, values, beliefs, and lifeways into your programs.

Ideally, this training takes place over two consecutive days. This may not work for all programs, so we have included sample agendas for three half-day trainings. The more the staff use the *MIW* tool, the more successful they will implement it. As with anything, dedication of effort at the beginning can have greater benefit in the long term. This guide includes sample steps for implementing *MIW*. Review these steps and develop a plan that will meet your needs. You may want to consider integrating *MIW* training as part of your coordinated professional development system, including research-based coaching supports such as practice-based coaching to help staff implement what they learn during training sessions.

You are the ones who hear the questions and see the day-to-day reality that AIAN early childhood staff and families experience. Please share your *MIW* experiences with the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). Keep us informed about what challenges and successes you experience. That way, we can highlight your important work and share your lessons learned to help other programs. We are specifically interested in hearing from home visiting programs that have utilized the *MIW* approach to supplement their home visiting model so that we can incorporate specific examples and lessons learned through this process.

Please contact the NCECDTL staff at any time. Our job is to help you do your job! If you are a home visiting program or providing services through the family child care option and would like some assistance adapting this training to meet the needs of your program, contact our staff to assist with this process.

-The Staff of NCECDTL

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IMPLEMENTING *MAKING IT WORK* IS A MULTI-YEAR JOURNEY

Good planning takes time, especially developing lasting partnerships and implementation plans—and they yield amazing results!

MIW places leaders in the unique position to engage staff over time and help them gradually build their skills by

- making connections between traditional ways and the HSELOF, tribal, and state early learning standards;
- developing culturally and linguistically responsive lesson plans; and
- promoting and supporting family and community engagement.

This requires a sustained, program-wide commitment with an extended training cycle. It will take several years to fully integrate *MIW* into the fiber of instruction in their program. *MIW* trainers can remind programs to include this in their professional development plans for staff.

The *MIW* materials provide you with some tools to begin and continue this journey. We hope this introduction to *MIW* will help you to

- respond to questions about implementing *MIW* in your program;
- engage your program in a multi-year effort to embrace, adopt, and implement *MIW* in your community;
- confirm your current knowledge about research and promising practices for AIAN children and their families;
- lead your program and develop high-quality services and systems for AIAN children and their families; and
- begin teaching key values and skills to the next generation.

See the The Multi-Year Journey Roadmap for details on the seven-step process.

Training Delivery

FORMAT AND DELIVERY

Ideally, initial *Making It Work* training takes place as a two-day face-to-face training. Trainers need two full days to cover all the information and give participants enough time to complete the activities. The first 90 minutes is perhaps the most important, because it is when you lay the foundation for *MIW* and set the tone for working together. This is an opportunity to share the purpose and use of *MIW* and to cover the logistics of training. Knowing what to expect alleviates anxiety, enabling participants to fully participate and take responsibility for their own learning.

Because two full training days may not be possible for some programs to schedule, three half day training sessions can cover the same content in multiple stages.

The message that we wish to convey to programs is that "successful training + follow up coaching supports = change in practice." It's important to communicate to participants that we expect them to change practices in their programs and communities, while acknowledging and validating what they are already doing and what they have accomplished. Change is part of continuous improvement—it means growth and does not in any way invalidate what happened in the past. Rather, new ideas grow in an environment prepared by those who have gone before us. One of the trainer's tasks is to provide a setting that recognizes and applauds the participants and their accomplishments, while simultaneously suggesting ways they can change.

PREPARATION FOR TRAINING

Each program is unique! Before training, the internal or external trainer will need to become familiar with the program's curriculum, assessment tools, lesson plans, program options, settings, and cultural and tribal language. This is also an excellent time to learn more about how the program uses practice-based coaching and professional development. For example, the trainer will want to ask how well they have aligned their curriculum, ongoing child assessments, school readiness goals, and professional development with the HSELOF. Home visiting programs should consider the program's model, fidelity, assessment processes, and how they might implement the *MIW* framework. The trainer will also want to know which state and tribal standards staff implement and what professional development needs they might have. Trainers gather this knowledge during teleconference calls with the management staff or, when available, an on-site visit.

When possible, ask program staff to assist with the logistics and planning for the training. This helps to secure buy-in and makes the training more relevant to them. Invite them to assist you in facilitating the small-group activities, if they wish and it seems appropriate.
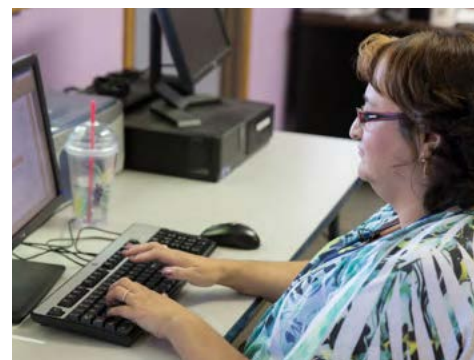
Peer-sharing and networking is an effective way for participants to connect and learn from one another. Organize the presentation in a way that encourages staff to work together as much as possible. *MIW* training provides a great opportunity for team building.

See the checklist below for some further guidance.

PRE-TRAINING CHECKLIST

☐ Begin the process by putting together a planning team. Depending on your service option (center-based, child care, family child care, or home visiting), consider including key personnel such as the director, coordinators, early childhood managers, child care providers, or home visitors. Encourage the program to invite their tribal language and cultural staff, elders, Policy Council/Advisory Committee members, Local Education Agency(s), governance (tribal council members), cultural keepers, etc.

☐ Once you establish your team, schedule a meeting or teleconference to discuss the two-day training and agenda, school readiness goals, who will be attending, and follow-up calls. Stress that this is more than a two-day training—implementation requires ongoing support to staff. Discuss implementation and what that will look like during and after the training event.

  ☐ Connect this training with any practice-based coaching and professional development plans the program may have in place, such as determining staff needs for strengthening ongoing professional development using the HSELOF. Consider using the HSELOF to Inform Professional Development guide to assess staff needs that you can support throughout the *MIW* process. For tribal home visiting programs, explore how this training connects to current professional development plans and to your program's evidence-based model fidelity approach, and how to support as they implement.

  ☐ Discuss the scheduling of the breaks and lunch. Provide enough time for lunch—1 to 1 ½ hours. Note that sample trainer agendas are based on a one-hour lunch time. Finalize the participants' and trainer's agenda with tentative timelines.

  ☐ The planning team should work together to identify cultural lifeways they can use in training. Make sure the lifeways are not too broad. Use different ones than those in Section 3: Pilot Program Examples of *Making It Work*.

  ☐ Decide how you will divide participants for the **Making the Connection** and **Making It Happen** activities. Smaller groups—usually less than five—work best. Try to have a mix of staff in each group. For smaller programs, work with the planning team to determine best peer sharing opportunities.

  ☐ Recommend having a copy of Introduction and Steps to Put *Making It Work* Into Practice For Children Ages Birth to Five: A Guide for Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning for each participant. Stress to the director that using the entire document ensures a smooth workshop, and the manual is a valuable resource for education staff. If the copying expense is an issue, suggest providing a complete section for each team. Bring extra copies of this guide and a few copies of Section 3: Pilot Program Examples. All are available at https://eclkc.ohs.acf. hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian.

☐ Determine the availability of electronic equipment—laptop, projectors, screen, extension cords, speakers, etc. Have speakers to use with your laptop. Often the program will not have speakers.

☐ Bring music to play before, during, after the training. Use this to bring the group back from breaks (or bring a bell, drum, etc.).

☐ Review resources, including:

  ☐ The ECLKC and the NCECDTL web resources, such as the HSELOF, Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers, Early Childhood Curriculum Scope and Sequence, 15-Minute In-Service Suites, and Practice-Based Coaching.

  ☐ Thoroughly review the, Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers. Have examples available for staff working with children ages three to five.

  ☐ Review My Peers webpage and the different communities you can join, if you're not already a member. MyPeers is an online platform with communities that support programs on a variety of topics. Stress the Culturally and Linguistically Responsive Practices (CLRP) Community and the AIAN Language and Culture Community which both support staff as they implement culturally and linguistically responsive practices and support the specific needs of AIAN communities respectively. It is important to note that this platform also contains communities that are specific to home visiting.

ENSURE MIW IS ON THE PROGRAM'S
PD PLAN FOR STAFF.

- ☐ Prepare materials for the training and activities:
  - ☐ Head Start Early Learning Outcomes Framework (HSELOF)—at least 2 copies for each table.
  - ☐ Write the HSELOF domains on cardstock.
  - ☐ Handout with assessment indicators used by the program (at least 2 per table). If the teams participating in the training use Teaching Strategies Gold, consider using this Objectives for Development and Learning handout.
  - ☐ Make sure each table has a copy of its program's school readiness goals.
  - ☐ Write quotes from Language and Culture Matter: What Research Shows Activity on card stock or print as a handout. Print this handout from the new Implementing Making It Work in Tribal Early Learning Settings webpage under the "Activities and Handouts" tab.
  - ☐ Easel paper, sticky notes, tape, and markers.
  - ☐ Participant program's lesson plans forms and relevant child assessment data.
  - ☐ Name tags or tent cards for each participant.
  - ☐ Sign-in sheet.
  - ☐ Table toys (optional).

While this set-up may be most applicable to centers, work with your planning team to determine what materials would be applicable for other service options.

- ☐ Prepare participant packets. Consider providing folders for the materials, if the program does not provide them. Copy each handout and place them (or number them) in the order they are used. Electronically send all handouts with a draft agenda to the director for both the workshop and training. Include an equipment list.
  - ☐ Introduction and Steps to Put Making It Work Into Practice For Children Ages Birth to Five: A Guide for Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings.
    - • If you cannot print the guide in its entirely, print the **MIW** Process Cycle (page 7) and The **Making It Work** Three-Step Process (page 14).
  - ☐ *Making It Work* blank forms for **Making the Connection**, **Making It Happen**, and **Making It Real**.
  - ☐ Participant agenda.
  - ☐ PowerPoint slides with a place for participants to take notes.
  - ☐ PowerPoint slides with notes that highlight any handout that you will need and any page in the guide you'd like to reference.
  - ☐ NCECDTL Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers.
  - ☐ Early Childhood Curriculum Scope and Sequence.
  - ☐ Goals and Activities: Examples for Drumming—Birth to Three, Three to Five, and blank form.
  - ☐ Pause and Reflect form.
  - ☐ Participant feedback form or evaluation (if presenter chooses to administer).

TRAINING DAY

Welcome participants as they come into the room. Have the computer, projector, and other equipment set up and tested, handouts, and the agenda placed at every seat, and other prep activities completed beforehand so that you are available to greet arriving participants. It is also important that you identify and acknowledge those who have attended a previous *MIW* training. Stress that these materials are updated and cover ages birth through five. Restate the purpose of *MIW*, which is to connect and integrate cultural practices into their current curriculum by planning and implementing cultural learning experiences for young children.

Start the activities with participants sitting with people they know. Later, have them number off to complete **Making the Connection. Making the Connection** is very important as it sets the stage for the next two parts. Spend enough time on this and make it fun for the participants. **Making the Connection—Part B** is a great resource because it includes the complete HSELOF for the participants to use while completing the **Making It Happen** form.

The **Making It Happen** activity invites education staff to define and reinforce goals and activities, usually by referring to **Making the Connection: Part B** (the HSELOF goals) and the indicators included in their program's chosen assessment tool.

Making It Real gives staff members an approach for individualizing instruction. **Making It Real** is most helpful when staff feel thoroughly comfortable with the first two steps in *Making It Work*. Usually programs start to develop this step three in years two and three of *MIW* implementation. You may choose to hold off on the activity (described in the presenter's notes for slide 77). When appropriate, participants use their own assessments of four children from the previous assessment period. They discuss how they will plan activities and learning experiences before they select activities from **Making It Happen**. Encourage the ECE manager, or whomever oversees ongoing assessment and curriculum planning activities in the program, to review these plans on a regular basis. Programs may need follow up on **Making It Real** later in the year.

Use the training day checklist that follows to ensure that you have everything you need for a successful event.

TRAINING DAY CHECKLIST

☐ Arrive at least 1-2 hours early to set up the training area and test equipment.

    ☐ Put handouts at each table with agenda on the top.

    ☐ Set up sign-in sheets and name tags or tent cards.

    ☐ Have round tables if possible so that staff can connect with one another.

    ☐ Set up in a circle or "open" setting.

☐ Use the PowerPoint you prepared with highlights, handout numbers, etc.

☐ Organize the handouts in piles so participants can easily access them. Set them up on a table so they are easy to find when it is time to hand them out.

☐ Bring up the ECLKC website on your computer. Also bring up the HSELOF, Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers, Early Childhood Curriculum Scope and Sequence, 15-minute In-Service Suites, Practice-Based Coaching, and My Peers websites. Remember to stress the different My-Peers communities individuals can join, especially the CLRP and AIAN Language and Culture Community.

☐ Identify an individual such as the ECE manager or program director that can discuss the assessment tool and review the results and encourage them to use these data in lesson planning and goal development.

☐ Discuss how the school readiness goals are integrated into the individualized small-group activities.

☐ Keep copies of the lifeways, **Making It Happen**, and evaluations to use in post-workshop calls.

☐ Continually emphasize planning, individualization, school readiness goals, assessments, and using the data they gather—intentional teaching!

AGENDAS FOR TRAINING

Due to the complexity of this training, this guide includes detailed agendas to assist trainers with facilitation. These agendas outline preparation trainers need to cover the topic and include actual handouts, activities, and estimated time. Trainer agenda content ties to the PowerPoint slides. Full-day trainings need a seven hours, plus a one-hour lunch. Half-day agendas need three four-hour blocks of time, such as 8:00-12:00, and include a short break. While the half-day agendas use the same PowerPoint slides as the full-day agendas, time for some of the activities are different and trainers should adjust accordingly. The half-day sessions do not have a separate PowerPoint and the slides do not reflect the adjusted time for some activities.

The notes section uses several acronyms. The reference chart below will help facilitators support understanding.

ACRONYM	DEFINITION
CCDF	Child Care Development Fund
ECLKC	Early Childhood Learning and Knowledge Center
HSELOF	Head Start Early Learning Outcomes Framework
HO	Handout
MIH	Making It Happen
MIR	Making It Real
MIW	Making It Work
MTC	Making the Connection
PFCE	Parent, Family, and Community Engagement
PPT	PowerPoint
SRG	School Readiness Goal(s)
TSG®	Teaching Strategies Gold®

OVERVIEW OF TRAINING RESOURCES

Please visit A Training Guide for Implementing *Making It Work* In Tribal Early Learning Settings on the Early Childhood Learning and Knowledge Center (ECLKC) to download the following resources, including the sample training agendas, PowerPoint slides, and presenter's notes. The table below is a general guide to the available resources.

RESOURCE		WHAT IT IS AND HOW TO USE IT
PPT Presentation		
		This set of slides is for the complete *Making It Work* training. Trainers can use this to facilitate a deep understanding of the *Making It Work* process and help programs develop implementation plans.
Presenter Notes		
		The presenter's notes accompany the PPT presentation to provide details on delivery of the content, such as talking points, approximate time frames, and handouts referenced for each slide. Modifications can be made at the trainer's discretion based on program type and group sizes.
Full, Two-Day Training Presenter Agenda	**Half-Day Training Presenter Agendas**	
		There are multiple sample agendas. Based on time allotted, trainers can use the trainer agenda that is most convenient: two full-days or three half-days.

Sample Participant Agenda	
	This is a sample *participant* agenda for Day 1. Trainers should feel free to edit so it matches the agreed upon training and lunch hours. An additional page for Day 2 should be provided to participants.
Learning Activity: Language and Culture Matter	
	This handout is distributed as an opening activity. It provides both Western research and age-old wisdom from elders on the importance of language and culture for each domain of development.
Learning Activity: Scope and Sequence	
	These handouts are a precursor to Step 2 of the *MIW* process. Definitions for scope and sequence are discussed prior to participants' planning of cultural activities for each domain. When working with preschoolers, use the document titled Early Childhood Curriculum Scope and Sequence. When working with infants and toddlers, use NCECDTL Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers.

Learning Activity: Goals and Activities Completed Example	
	This handout is a precursor to Step 2 of the *MIW* process. Distinctions are made between goals, that are created in Step 1, and activities, that are developed in Step 2.

Learning Activity: Goals and Activities Blank Form	
	This handout is a precursor to Step 2 of the *MIW* process. Paired with the completed example, participants will use this form to create their own activities for the lifeway they have chosen.

Pause and Reflect Form	
	Towards the end of the training, trainers can use this form to have participants reflect on the content and think about their next steps.

ACTIVITIES AND HANDOUTS

This section of the guide provides an overview of the activities and handouts for the two day training. The following activity pages:

- reference the PPT slide
- alert the trainer of any advance preparation
- provide instructions to give participants.
- include photographs of how training participants completed the activity to show how you might prepare chart paper in advance.
- note where to access the learning activities either from the Training Guide for Implementing Making It Work in Tribal Early Learning Settings page on the ECLKC or from the Introduction and Steps to Put MIW into Practice for Children Ages Birth to Five document.

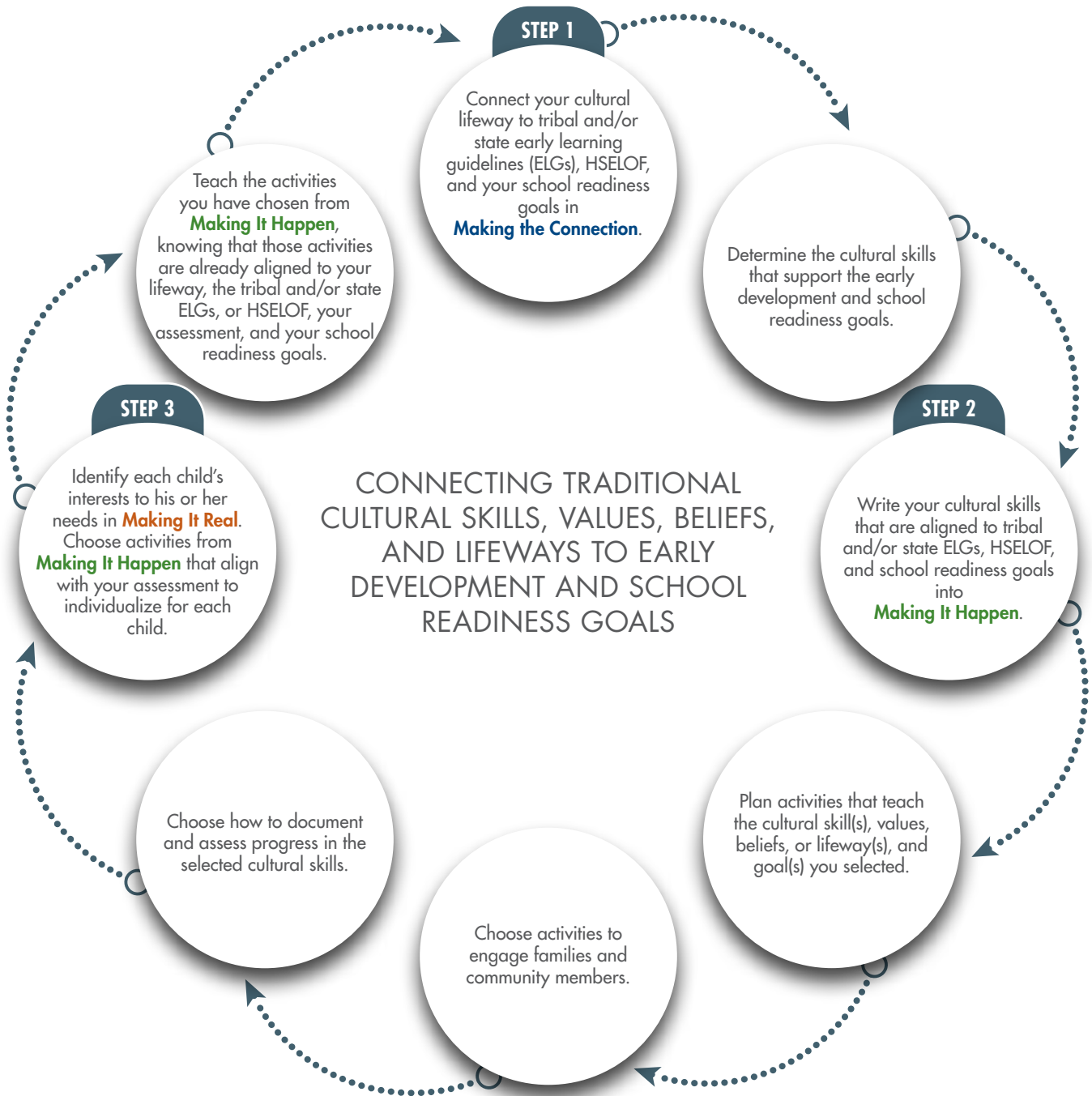Trainers should review the presenter notes for additional context on what precedes and follows each activity.

MAKING IT WORK PROCESS CYCLE

Refer to PPT slide 18.

Access and print the **MIW** Process Cycle HO from page 7 in Steps and Introduction to Making It Work.

STEP 1

Connect your cultural lifeway to tribal and/or state early learning guidelines (ELGs), HSELOF, and your school readiness goals in **Making the Connection**.

Determine the cultural skills that support the early development and school readiness goals.

Teach the activities you have chosen from **Making It Happen**, knowing that those activities are already aligned to your lifeway, the tribal and/or state ELGs, or HSELOF, your assessment, and your school readiness goals.

STEP 3

Identify each child's interests to his or her needs in **Making It Real**. Choose activities from **Making It Happen** that align with your assessment to individualize for each child.

CONNECTING TRADITIONAL CULTURAL SKILLS, VALUES, BELIEFS, AND LIFEWAYS TO EARLY DEVELOPMENT AND SCHOOL READINESS GOALS

STEP 2

Write your cultural skills that are aligned to tribal and/or state ELGs, HSELOF, and school readiness goals into **Making It Happen**.

Choose how to document and assess progress in the selected cultural skills.

Choose activities to engage families and community members.

Plan activities that teach the cultural skill(s), values, beliefs, or lifeway(s), and goal(s) you selected.

LANGUAGE AND CULTURE MATTER: WHAT RESEARCH SHOWS ACTIVITY

P Refer to PPT slides 22-27.

Access and print the **Language and Culture Matter** HO from the "Activities and Handouts" tab on the [Training Guide for Implementing Making It Work in Tribal Early Learning Settings](#) webpage.

Use this handout in the opening activity. It provides both Western research and age-old wisdom from elders on the importance of language and culture for each domain of development. As participants engage in this activity, they think about how their cultural skills, values, and beliefs align to each of the domains of development.
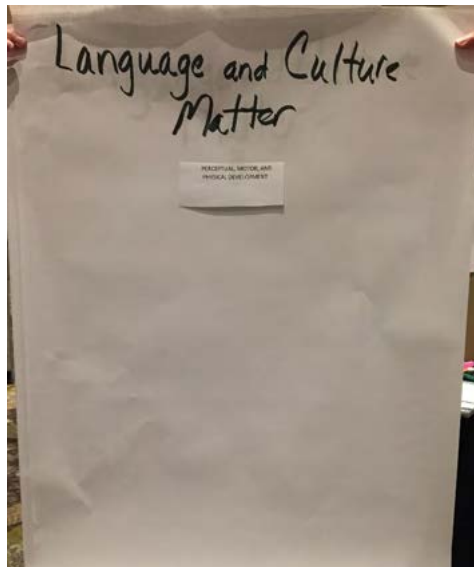
Preparation:

Prepare easel paper with the title "Language and Culture Matter." Include the assigned domain and subtitles: why it matters, how lifeways align, and how to engage family and community.

Provide each table the **Language and Culture Matter** HO, easel paper, and markers.

Instructions for Participants:

Each table has a domain and quotes to read and discuss.

1. Read the quotes.

2. Discuss

    a. Why it matters. Emphasize why it matters for your own program and community. How do your see it align with your culture? How do you engage your families and communities?

    b. How lifeways align with this research in your program.

    c. How family and community engagement support learning.

3. Use the easel paper to record your answers.

4. Come back as whole group to discuss. If more than one table has the same domain, have both report out on different quotes. Have participants read and discuss all quotes for each domain.
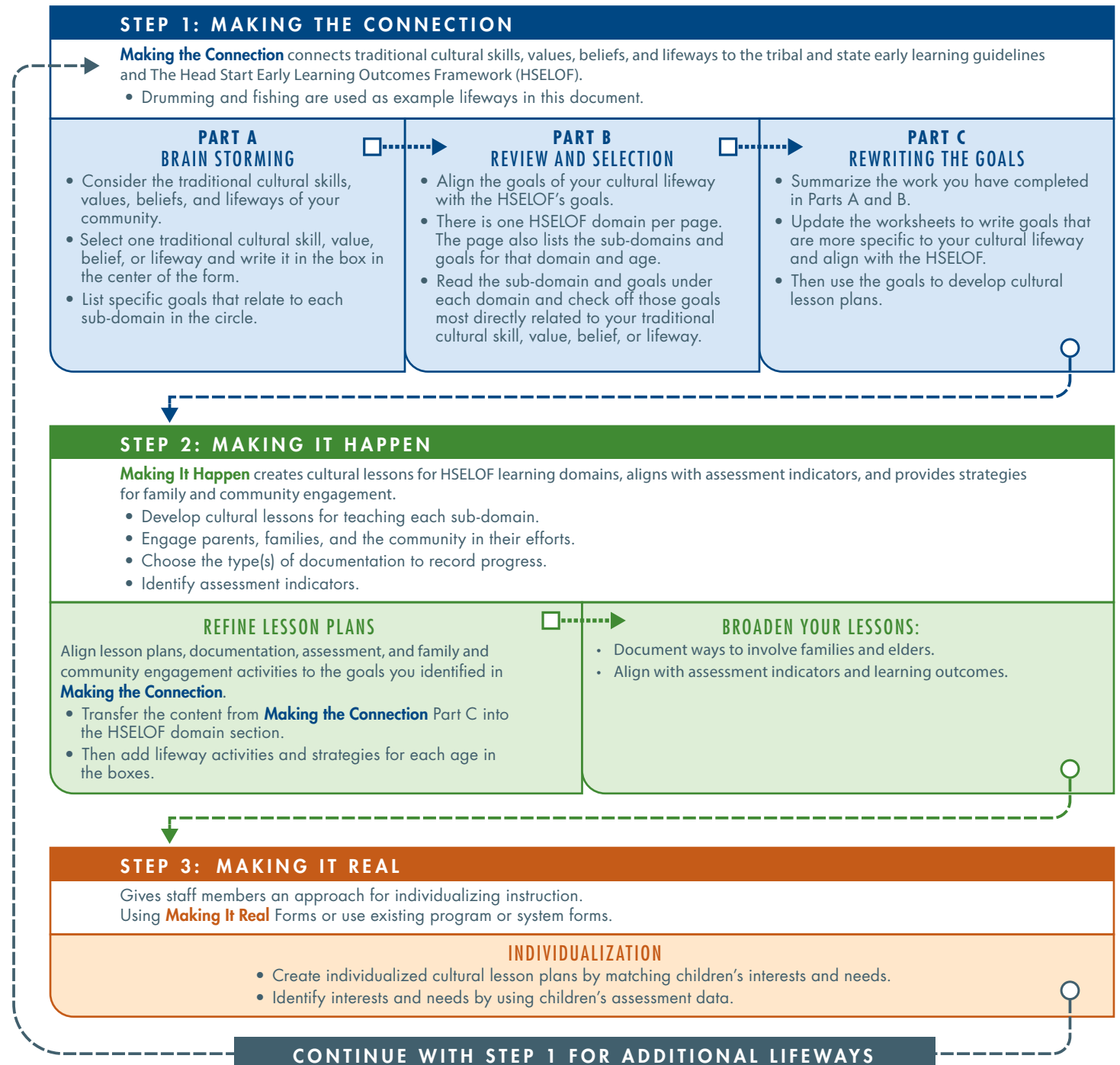
THE *MAKING IT WORK* THREE-STEP PROCESS
P Refer to PPT slide 35.

Access and print the ***MIW Three-Step Process*** HO from page 14 in <u>Steps and Introduction to *Making It Work*</u>.
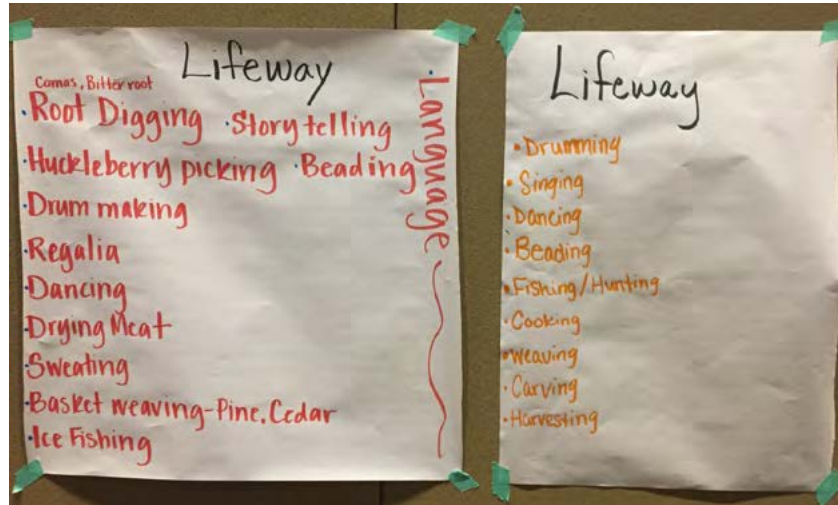
The *Making It Work* Three-Step Process

STEP 1: MAKING THE CONNECTION

Making the Connection connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).
- Drumming and fishing are used as example lifeways in this document.

PART A
BRAIN STORMING
- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.
- List specific goals that relate to each sub-domain in the circle.

PART B
REVIEW AND SELECTION
- Align the goals of your cultural lifeway with the HSELOF's goals.
- There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.
- Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.

PART C
REWRITING THE GOALS
- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.
- Then use the goals to develop cultural lesson plans.

STEP 2: MAKING IT HAPPEN

Making It Happen creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.
- Develop cultural lessons for teaching each sub-domain.
- Engage parents, families, and the community in their efforts.
- Choose the type(s) of documentation to record progress.
- Identify assessment indicators.

REFINE LESSON PLANS
Align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in **Making the Connection**.
- Transfer the content from **Making the Connection** Part C into the HSELOF domain section.
- Then add lifeway activities and strategies for each age in the boxes.

BROADEN YOUR LESSONS:
- Document ways to involve families and elders.
- Align with assessment indicators and learning outcomes.

STEP 3: MAKING IT REAL

Gives staff members an approach for individualizing instruction.
Using **Making It Real** Forms or use existing program or system forms.

INDIVIDUALIZATION
- Create individualized cultural lesson plans by matching children's interests and needs.
- Identify interests and needs by using children's assessment data.

CONTINUE WITH STEP 1 FOR ADDITIONAL LIFEWAYS

MAKING THE CONNECTION—PART A BRAINSTORMING LIFEWAYS

P Refer to PPT slide 41.

Instructions for Participants:

1. List lifeways on the easel paper at the table. Be specific—for example, not "food" but "blueberry picking."

2. Report out.

3. Select one lifeway to work on for an example.

MAKING THE CONNECTION—PART A BRAINSTORMING GOALS
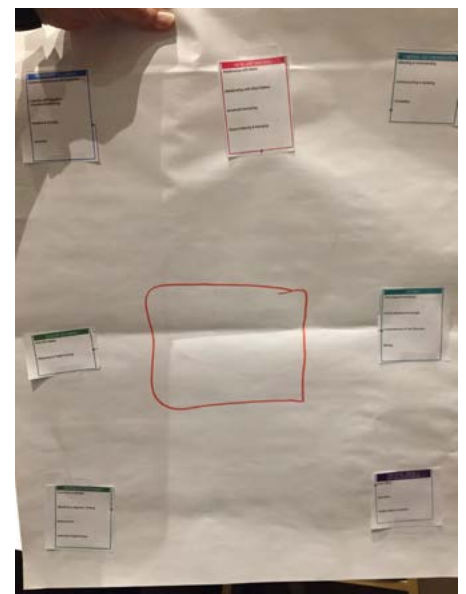
P Refer to PPT slide 42.

Preparation:

Be sure to use the domains from the appropriate age group that staff work with.

Give participants:

- Click on the hotlinks to access the **Making the Connection (MTC) - Part A blank forms** HOs based on the age group staff work with infants and toddlers, use page 3; preschoolers, use page 24.

- Easel paper with the **MTC** Part A replicated on it (see sample image below—note this may look different based on the age group). As a tip, trainers can print, cut, and attach the form. An alternative to this, could be having this as a poster that is laminated to use over and over that participants can write on directly, or place the sticky notes on.

- Each domain written on construction paper.

- Blank sticky notes.

Instructions for Participants:

1. Write your selected lifeway in the middle of your paper.

2. On your table is the domain you will work with.

3. Assign a note taker.

4. Brainstorm goals for that lifeway and list them on the handout or easel paper.

5. Report out. Each table with the same domain will report out together.

DAY TWO: ACTIVITIES AND HANDOUTS

USING SCOPE AND SEQUENCE TO PLAN RESPONSIVE LEARNING EXPERIENCES FOR YOUNG CHILDREN

Refer to PPT slide 57.

Click on the hotlinks to access the HOs based on the age group staff work with.

Infants and Toddlers: Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers

Preschoolers: Early Childhood Curriculum Scope and Sequence

These handouts are a precursor to step two of the **MIW** process. Discuss and define scope and sequence with participants before they plan cultural activities for each domain. The handout referenced in the PowerPoint focuses on infants and toddlers, but contains questions relevant to all education staff working with young children. The trainer can think of examples to share for education staff working with three- to five-year olds when using the infant and toddler handout. For instance, mathematics development is a sub-domain in the HSELOF for children ages three to five. The scope of math activities offered by a program may include numbers, operations, measurement, and geometry. A goal related to drumming might be that children recognize, duplicate, and extend simple patterns. When planning activities to address this goal, the developmental levels of the children must be considered. Some children may be able to copy the pattern, while others may be able to extend it and create their own. The sequencing of these experiences will build from less complex to more complex. Both scope and sequence should be considered when planning learning activities.

Preparation:

Have examples for 3 to 5-year-olds, as this brief is for infants and toddlers.

Instructions for Participants Focusing on Preschool

1. Read the Early Childhood Curriculum Scope and Sequence document.

2. Think about a recent learning experience you provided. Discuss the following questions:

    a. How you can scaffold children's development and learning? What open-ended prompts might you use? What other materials might you offer?

    b. How will you support children's next levels of development?

3. Report back to the large group.

Instructions for Participants Focusing on Infant and Toddler Experiences:

1. Read NCECDTL Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers independently or take turns reading sections out loud.

2. Discuss by answering the questions on page 6.

3. Report back to the large group.

GOALS AND ACTIVITIES: EXAMPLES FOR DRUMMING—BIRTH TO THREE, THREE TO FIVE, AND BLANK FORM

Refer to PPT slide 59.

Access and print **Goals and Activities** HOs from the "Activities and Handouts" tab on the Training Guide for Implementing Making It Work in Tribal Early Learning Settings webpage.

These handouts:

- Help distinguish between goals and activities, and therefore are a precursor to step two of the *MIW* process where activities are developed to align with goals. For instance, in the area of perceptual, motor, and physical development for infants and toddlers, the goal around drumming might be that children will dance to drum music. The associated activity is to play drum music and encourage children to dance. For children ages three to five, a mathematics goal related to drumming might be that children recognize, duplicate, and extend simple patterns. The associated activity would be to have children experiment with drumming the same pattern at different tempos (speeds).

- Provide examples of goals, activities, and teaching practices through the drumming lifeway for birth to three and three to five. The blank form is provided for participants to develop their own.
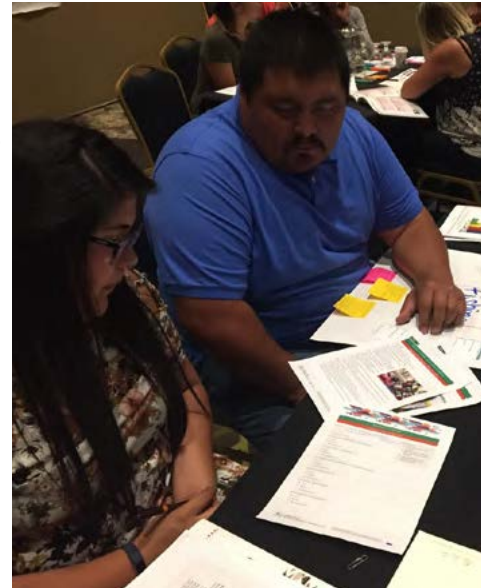
Instructions for Participants:

1. Assign each group a domain and provide them with the goals and activities handout.

2. Review the HO.

3. Ask participants to add two more activities and a teaching practice.

4. Have participants report back.

COMPLETE MAKING IT HAPPEN (MIH)

🅿️ Refer to PPT slide 67.

Click on the hotlinks to access the **MIH** HOs based on the age group staff work with.

Infants and Toddlers: see pages 11-20 of the MIW blank forms

Preschoolers: see pages 34-40 of the MIW blank forms

Background:

The Steps and Introduction to Making It Work use Teaching Strategies GOLD® for the purposes of providing examples only, and not as an endorsement of the assessment. If a program is not using TSG®, they should conduct the **Making It Happen** activity with another tool. Talk to programs during the pre-training call about what assessment they use and plan accordingly, so they can record progress in the goals and cultural activities.

Preparation:

Trainers can assign one or two domains per table, if time is limited. For programs using TSG®, have copies of the following handout available, Teaching Strategies Objectives for Development and Learning: https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD%20Objectives%20and%20Dimensions.pdf.

Instructions for Participants:

1. Decide what documentation would be the best for recording children's progress for the activities on the **Making It Happen** form.

2. Use the handout Objectives for Development and Learning or the your program's assessment tool to choose the assessment indicators that would best assess children's progress.

3. List the associated assessment tool indicators on the **MIH** form.

HOW WE KNOW THE CHILD IS LEARNING	
DOCUMENTATION	
Anecdotal record Picture Other tape recording/video ____	☐ Checklist ☐ Child's/group's work

ASSESSMENT TOOL INDICATORS: Teaching Strategies GOLD: 11. Demonstrates positive approaches to learning. 11a. Attends and engages. 11b. Persists. 11c. Solves problems. 11d. Shows curiosity and motivation. 11e. Shows flexibility and inventiveness in thinking. 33. Explores the visual arts. 34. Explores musical concepts and expression. 35. Explores dance and movement concepts. 36. Explores drama through actions and language.

COMPLETING THE MIH FORM

🅿️ Refer to PPT slide 72.

Click on the hotlinks to access the **MIH** HOs based on the age group staff work with.

Infants and Toddlers: see pages 11-20 of the <u>MIW blank forms</u>

Preschoolers: see pages 34-40 of the <u>MIW blank forms</u>

<u>Preparation</u>:

Here are some ways to complete the **Making It Happen** forms.

☐ Option 1:

　☐ Assign a lifeway to each table. Give the team (the same people that worked together yesterday afternoon) blank **Making It Happen** forms for a domain. **NOTE: They will need enough blank Making It Happen forms with that domain for each lifeway!** Make sure participants cover all domains for the age group they are working with.

　☐ Have each team visit each table that has a lifeway which is outlined on **Making the Connection Part C** from day 1.

　☐ Have participants complete the **Making It Happen** form using the lifeway on **Making the Connection Part C** form on the table. Then have them leave the form at the table and move onto the next lifeway.

　☐ Participants complete all lifeways with those domains and then go back through with a different domain that is assigned to them (if needed).

　☐ After all the domains are completed, make one last round to read through and add to what their coworkers did. At first this takes a lot of time to complete, but by the end of the day they can move fairly quickly through the activity (10–15 minutes for each lifeway). Participants can become proficient in a few domain areas, and the process helps them develop skills they can later apply to other domains.

☐ Option 2:

　☐ The first person to show up for the training on day 2 chooses what lifeway their table will work with. Continue to assign lifeways as people show up. Wait until they sit at a table, as you want to only have one lifeway per table.

　☐ Have participants use that lifeway to complete all the **Making It Happen** forms. (That will be all the domains for their age group.) This usually takes more time; however, they use all the domains at their one table.

Adjust the text on the slide as necessary to reflect the approach you use.

For completed examples of each domain for fishing and drumming see the <u>Steps and Introduction to *Making It Work*</u> on pages 56-75 for infants and toddlers or, pages 76-89 for preschoolers.

MAKING IT REAL ACTIVITY

🅿️ Refer to PPT slide 76.

Background:

The third step in the process is **Making It Real**, which helps staff individualize the cultural activities developed in **Making It Happen** for the children in the program. This activity allows participants to get up and move and get to know each other better.

Instructions for Participants:

1. Think about what your interests are. They do not have to be professional—they can be swimming, gardening, hiking, knitting, dancing, etc. Often our interests become our strengths because we like doing the activity, we get good at it.

2. Write one interest on a sticky note related to the lifeway of choice and have a neighbor put it on your back. In this way, other participants will see your interests when moving around the room.

3. Walk around the room asking people you don't know about their interests.

4. Afterwards, come back to your table and think about what doesn't interest you.

5. Report out.

Make sure to take the sticky off your backs.

A possible extension: Have participants that had similar interests come together and talk amongst themselves about how it might look in their programs.

PAUSE AND REFLECT

🅿️ Refer to PPT slide 79.

Print the **Pause and Reflect** HO from the "Activities and Handouts" tab on the Training Guide for Implementing Making It Work in Tribal Early Learning Settings webpage.

At the end of the training, trainers can use this form to have participants reflect on the content and think about their next steps. Questions include the important take-aways and any challenges to implementing **MIW** in their program.

Instructions for Participants:

1. Reflect on the content and think about next steps.

2. Share at your table, and later with the large group.

Next Steps for Implementation

FOLLOW-UP

☐ Schedule follow-up teleconference calls. Pre-arrange your call with the director. If you haven't heard back from the director a month after the training, email him or her. Directors get busy and usually appreciate the email.

☐ Work with the planning team and key personnel such as the ECE manager and director. Both need to buy in to the process for implementation to be successful.

THE MULTI-YEAR JOURNEY ROADMAP

To make your efforts work, gather information and develop a broad support network. This section lays out a seven-step process in an easy to follow format as you take your journey.

Step 1: Form a team

Step 2: Gather Information

Step 3: Integrate tribal language and culture into early childhood systems and services

Step 4: Link *Making It Work* to your tribal and program regulations and systems

Step 5: Assess organizational capacity and financial resources

Step 6: Develop an intentional, well-organized plan

Step 7: Identify key human resources (i.e., language and cultural staff, TTA providers, elders, etc.) to help implement

STEP 1: FORM A TEAM

TEAM MEMBERS

☐ Education manager, program director, or coordinator

☐ 1–2 program staff who have a strong knowledge of child development

☐ 1–2 cultural experts; perhaps an Elder or a staff or community member who is a native speaker or is knowledgeable about traditional ways, values, stories, teachings, etc.

☐ Parents or family members

☐ Policy Council or Advisory Committee Member

☐ Governing body member

TEAM MEMBER QUALITIES

Team members should

☐ work well on their own (be self-motivated) and as a part of a group,

☐ value the importance of language and culture-based learning,

☐ want programs to use culturally relevant activities and teachings daily and across all areas of the curriculum, and

☐ be able to commit the time and energy necessary to produce material and products for implementation.

Community Elders, leaders, and families are the best place to begin when planning to teach a traditional skill, value, belief, or lifeway. Invite them to help plan and, if they are interested, have them work with the children. When children build relationships with Elders, other culturally knowledgeable community members, and families they learn as much as they can from the *Making It Work* experiences. The more prepared the education staff are, the more the children will learn!

GATHERING STORIES

1. Take time to explain why you're interested in gathering language and cultural information. Explain, "At our early learning program, your knowledge will help the children learn

   ☐ their tribal language,

   ☐ their heritage,

   ☐ the traditional teachings,

   ☐ the importance of language and culture,

   ☐ traditional stories,

   ☐ traditional ways, and

   ☐ traditional arts, music, and dance.

This is an important way to make learning more meaningful and get children excited about their culture and who they are."

2. Topics for conversation and story sharing might include, but are not limited to

   ☐ your experiences when you were growing up;

   ☐ what you liked to do as a young child, teenager, adult, and Elder, including traditional lifeways;

   ☐ lessons that your parents or grandparents taught you;

   ☐ stories that you remember; and

   ☐ anything about language and culture that will help children develop a strong sense of cultural identity.

CHECKLIST TO DEVELOP A NETWORK

☐ Gather information about the tribal language and cultural skills, traditions, teachings, and stories.

☐ Select team or committee members, including tribal language, cultural and child development experts.

☐ Form relationships and build partnerships with the following entities:

   ☐ Policy Council/Advisory Committee

   ☐ Tribal Council

   ☐ Indian Health Service (Tribal Health Center)

   ☐ Education Division

   ☐ Indian Child Welfare

   ☐ Tribal School

   ☐ LEA

   ☐ WIC

☐ Engage parents, families, Elders, and community members.

☐ Build partnerships with local, regional and national agencies, colleges, and universities.

☐ Use a computer spreadsheet to develop a system to keep track of contacts.

QUESTIONS TO ASK AFTER DEVELOPING A NETWORK

☐ Do we need more information about tribal language and cultural topics to proceed?

☐ Have we accessed all our local cultural resources?

☐ Have we utilized our families and community members as resources for tribal language and cultural knowledge?

☐ Have we partnered with tribal colleges to seek language and cultural knowledge and gather information?

☐ Do we need to continue gathering information?

☐ Do we need to look outside of our community for more information?

☐ Do we need to look regionally for information? Do we need to share information or ask for help from a neighboring tribal community?

☐ Do we need to look nationally for information?

STEP 3: INTEGRATE LANGUAGE AND CULTURE INTO EARLY CHILDHOOD SYSTEMS AND SERVICES

Without language, the canoe, paddle, water, seat, the birds you hear are different than what our ancestors experienced. If you know the language, then you know what our ancestors heard, saw, felt, and experienced.

—Zalmai "Zeke" Zahir, University of Oregon

Many AIAN programs first started their Head Start, home visiting, and child care programs to pass along their culture and language. Tribes and native communities have always known what research now tells us—when programs integrate culture and language into daily activities and engage families in those activities, children

- develop a positive sense of self;
- achieve successful child outcomes;
- learn two languages; and
- know their community, family, and cultural values, which promotes their resilience and well-being.

When programs integrate language and culture into their early childhood systems and services, they pass their culture and language to the next generation. *Making It Work* can help build the foundation necessary to support programs as they plan and teach tribal language and culture.

One Program's Experience

INTEGRATING LANGUAGE AND CULTURE

We were always trying to integrate culture into the curriculum—the science domain, the math domain, etc. Then we realized that culture should be at the base, serving as the foundation, the building block for curriculum development. It was an amazing paradigm shift! We are now making huge gains in integrating language and culture into our early childhood programming.

—The Red Cliff Early Childhood Center

These are the steps that the Red Cliff Early Childhood Center used to ensure that culture is the building block for curriculum development:

- ☐ Write a program mission statement that reflects the importance of language and culture
- ☐ Create goals that reflect cultural values
- ☐ Develop benchmarks to achieve the culturally relevant program goals
- ☐ Track your program's progress (monthly/quarterly) in meeting those benchmarks
- ☐ Design classroom activities that are culturally appropriate
- ☐ Use community resources and cultural experts to plan cultural activities that support the curriculum
- ☐ Form a strong relationship with tribal council liaison
- ☐ Encourage tribal council liaison to share culturally-relevant information and program's cultural activities with the tribal council
- ☐ Invite tribal council members to participate in program activities (family nights, field trips, Pow Wows, ceremonies, etc.)
- ☐ Invite community members to share their cultural knowledge or a cultural activity in the classroom
- ☐ Design family nights, socializations, and field trips focused on culture and language
- ☐ Gather information from parents and community members about cultural topics that they feel are important
- ☐ Ensure that both management and teaching staff receive professional development related to language and culture

Consider ways to link to the various program management, planning, and oversight systems which are critical to high-quality services. Programs may address these in a variety of ways that fit best with their program needs. For instance, they may set up weekly meetings with the team to address them separately. Or, take a day to tackle as many as they can.

☐ Communication

☐ Program Planning and Service System Design

☐ Recordkeeping and Reporting

☐ Human Resources

☐ Data and Evaluation

☐ Fiscal Management

☐ Community & Self-Assessment

☐ Facilities & Learning Environments

☐ Transportation

☐ Technology & Information Systems

☐ Training and Professional Development

☐ Ongoing Monitoring and Continuous Improvement

This list includes the 12 program management, planning, and oversight systems that are critical to high-quality service delivery. For help implementing this step, visit the Management Systems page on the ECLKC. Each component includes questions to evaluate both existing strengths and areas for growth. CCDF programs should visit the Proposed Tribal Child Care Management Systems Framework: Summary to support implementation of the CCDF final rule requirements and consider how the framework applies to the unique context of their own AIAN CCDF programs.

In addition, the Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition, highlights how sound planning practices support effective Head Start programs. It discusses requirements and expectations for effective planning, program operations, and continuous improvement practices. Using real-world scenarios and sample templates, it explores how reporting requirements support data-informed decision-making.

☐ Will you need to reorganize responsibilities for staff to attend meetings and implement *Making It Work* in their settings?

☐ Will your program need extra support staff? If so, how will the program provide it? By reorganizing? Reassignment? Through volunteers? Interns? Community support, such as Elders delivering lifeway lessons?

☐ Explore different funding sources, including small grants, if extra funding is needed to implement *Making It Work*.

STEP 6: DEVELOP AN INTENTIONAL, WELL-ORGANIZED PLAN

Outlines for three years of planning follow.

YEAR 1 IMPLEMENTATION PLAN	
PLANNING	☐ Gather information. ☐ Select a team. ☐ Develop a network of support. ☐ Provide professional development. ☐ Choose a cultural lifeway.
MAKING THE CONNECTION	☐ Connect your cultural lifeway to your program's implementation standards, the HSELOF for example.
MAKING IT HAPPEN	☐ Align teaching, documentation, and assessment. ☐ Teach the cultural lifeway activities. ☐ Engage parents, families, Elders, and community members in teaching and supporting activities.
REVIEW PROCESS	☐ Assess strengths, needs, and progress. ☐ Make necessary adjustments and changes. ☐ Continue developing new cultural lifeways, time permitting.
YEAR 2 IMPLEMENTATION PLAN	
PLANNING	☐ Continue teaching cultural lifeways from year 1 and add new cultural lifeways.
MAKING THE CONNECTION	☐ Connect your cultural lifeway to your program's implementation standards, the HSELOF for example.
MAKING IT HAPPEN	☐ Align teaching, documentation, and assessment. ☐ Teach the cultural lifeway activities. ☐ Engage parents, families, Elders, and community members in teaching and supporting activities. ☐ Repeat the process if there is time.
MAKING IT REAL	☐ Include cultural lifeways from the previous year. ☐ Plan targeted individual and small-group lessons. ☐ Implement lesson plans. ☐ Track children's progress.
REVIEW PROCESS	☐ Assess strengths, needs, and progress. ☐ Make necessary adjustments and changes. ☐ Continue developing new cultural lifeways.
YEAR 3 IMPLEMENTATION PLAN	
PLANNING	☐ Continue teaching cultural lifeways from years 1 and 2.
MAKING THE CONNECTION	☐ Connect your cultural lifeway to your program's implementation standards, the HSELOF for example.
MAKING IT HAPPEN	☐ Align teaching, documentation, and assessment. ☐ Teach the cultural lifeway activities. ☐ Engage parents, families, Elders, and community members in teaching and supporting activities. ☐ Repeat the process if there is time.
MAKING IT REAL	☐ Plan targeted individual and small-group lessons. ☐ Implement lesson plans. ☐ Track children's progress.
REVIEW PROCESS	☐ Assess strengths, needs, and progress to guide full implementation. ☐ Make necessary adjustments and changes to your systems and services. ☐ Continue developing new cultural lifeways. ☐ Expand, enhance, and sustain staff, families, Elders, and community buy in.

☐ Work with the trainer for ongoing webinars, conference calls, follow up trainings.

☐ Work with a TTA provider or consultant to assist with implementation.

☐ Invite your tribal language and cultural staff to assist with implementation.

☐ Invite Elders to your program, or socializations with home visitors, on a regular basis.

☐ Identify a lead (or leads) at the program to champion and coordinate the effort.

RESOURCES

EARLY CHILDHOOD LEARNING AND KNOWLEDGE CENTER

- Engaging Interactions and Environments: 15-minute In-service Suites
- Head Start Early Learning Outcomes Framework Implementation Toolkit
- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five
- *Making It Work*: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings
- Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers
- *Making It Work*! Pilot Study Program Examples
- Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs ACF-IM-HS-15-02
- Tribal Language Revitalization Report

OTHER

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- National Academies of Sciences, Engineering, and Medicine. 2017. "Promising and Effective Practices for Specific Populations of English Learners Grades Pre-K to 12," *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*: 337-350. https://doi.org/10.17226/24677.
- Rouvier, R. & Child Language Research and Revitalization Working Group. 2017. "Language Documentation, Revitalization, and Reclamation: Supporting Young Learners and Their Communities." Waltham, MA: EDC. https://www.edc.org/sites/default/files/uploads/RouvierWhitePaperFinal.pdf.
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Frequently Asked Questions

The list of frequently asked questions below provides the trainer with common questions and a guide for possible answers. The trainer can use this in different ways, depending on the audience and how many participants are in attendance.

☐ Do I use this information or strategy in several ways, settings, and as often as I could?

I think my teachers would retain information better if I presented it in different ways and reinforced it in a variety of settings. For example, we focus a lot on indoor lesson planning, but we may also focus on outdoor environments.

☐ Do the other teachers and assistants I work with in my classroom and in our program use and understand these strategies?

We are all at different levels of understanding and implementation. I have some teachers that really seem interested in new information and others look at it as just more work. Getting everyone on board can be difficult. I find that my interest and understanding in the topic influences them.

☐ Can I explain this concept or strategy in a way that other teachers and assistants in my classroom and in our program will understand it?

I am a very visual learner and I sometimes assume that everyone else is too. It would be good for me to present information in a manner that speaks to all learning styles. I know that adults, like children, learn by doing, so my strategies should be more hands-on.

☐ Are all the staff in my classroom consistently implementing these activities in ways that support children's learning?

I am sometimes concerned about the lessons implemented. Some teachers don't have a clear understanding of developmentally appropriate activities. Perhaps a more hands-on approach would help them understand the process.

☐ Am I prepared to teach this to other teachers and assistants? And am I able to provide ongoing support as they master this concept or strategy?

I feel prepared to share information with teachers and assistants. However, I do realize that some need more support than others. I found that I needed to provide different levels of support for each staff member. Follow-up is really important to the success of any new process. I need to outline a strategy for ongoing support.

☐ What systems do I (or our center) need to have in place to help our classrooms engage in high-quality cultural and tribal language activities that promote children's learning?

I need to follow up with my teaching staff to review the information covered. Sometimes information presented in trainings is not implemented within the classroom setting. Establishing a system to follow-up on trainings would provide more support for teaching staff.

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