

## Presenter's Notes for Implementing *Making It Work* In Tribal Early Learning Settings

This guide walks you through presenting *Implementing Making It Work in Tribal Early Learning Settings*.

### Materials Needed:


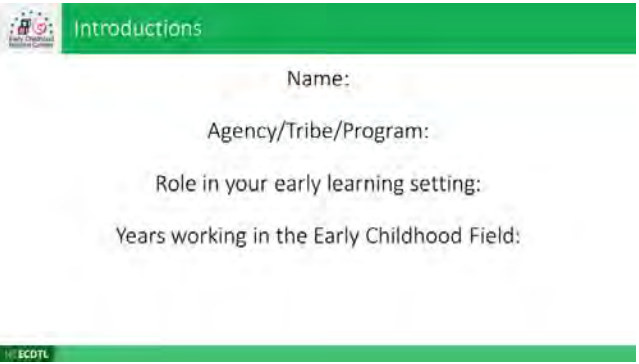
- Electronic equipment - laptop, projectors, screen, extension cords, speakers, etc.
- Presenter PowerPoint slides
- Learning Activities
  - Language and Culture Matter: What Research Shows Activity
  - Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers
  - Goals or Activity
  - Pause and Reflect
  - Implementing Making It Work is a Multi-Year Journey
- Easel paper, sticky notes, tape, and markers
- Participant program's lesson plans forms and child assessments
- Provide name tags or tent cards for each participant.
- Participant handouts:
  - [Making It Work- 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](#)
  - [Making It Work Blank Forms](#)
  - Agenda
  - Evaluation (if presenter chooses to administer)


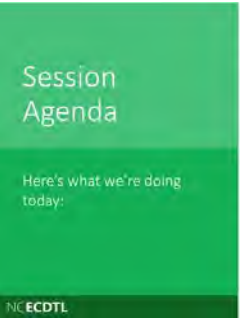
Before you Begin:



Review the Pre-Training and Training Day Checklists in **A Training Guide for Implementing Making It Work in Tribal Early Learning Settings**.

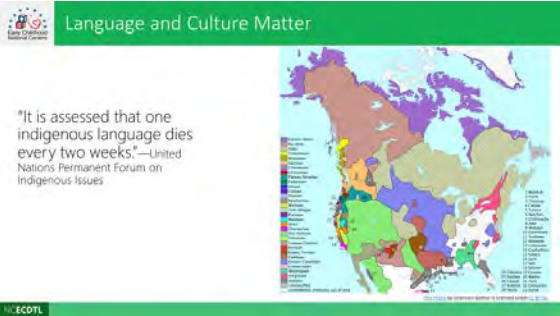
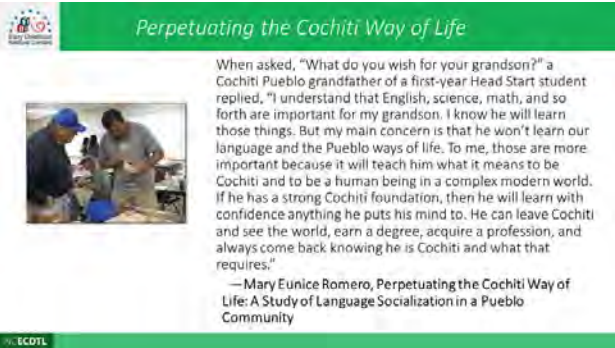
### Optional:

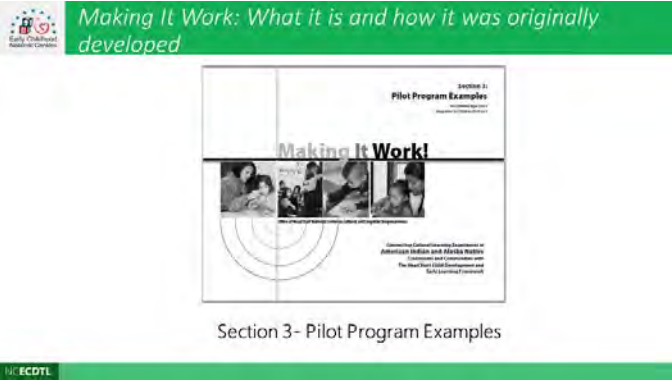

- Sign-in sheet
- Table Toys

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 1</b></p> 	<p><b>Slide 1: Opening</b></p> <p>Display this slide on the screen while participants are arriving.</p> <p>When ready to begin training, move to the next slide.</p>
<p><b>Slide 2</b></p> 	<p><b>Slide 2: Introduction of Participants-Learning about our Audience</b> (20 minutes; slides 1-2) Time depends on the size of the group <i>Choose several questions and then ask participants or do the activity below.</i></p> <p><i>Say to participants:</i> <i>Let's get to know you. Raise your hand if:</i></p> <ul style="list-style-type: none"> <li>▪ <i>You are a teacher; an ECE coordinator; a cultural/language educator; a tribal leader; a parent; a Family Service Coordinator; a director.</i></li> <li>▪ <i>How many have attended a <b>Making It Work</b> workshop in the past?</i></li> <li>▪ <i>How many of you know what <b>Making It Work</b> is?</i></li> <li>▪ <i>How many have seen <b>Making It Work</b> on ECLKC website?</i></li> <li>▪ <i>How many of you have cultural curriculum lesson plans in your program?</i></li> <li>▪ <i>How many of these plans are tied to your assessment tool?</i></li> </ul> <p>Then ask participants to introduce themselves by giving their name, program, role in program, and years in early childhood.</p>


Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 3</b></p>  <ul style="list-style-type: none"> <li>▪ Develop a deep understanding of the <i>Making It Work</i> process</li> <li>▪ Connect traditional cultural skills, values, beliefs, and lifeways to research-based guidelines</li> <li>▪ Create cultural lessons based on research-based early learning domains</li> <li>▪ Intentionally teach children in ways that promote their learning, growth, and development</li> <li>▪ Identify steps to include families, elders, and the community in language and cultural traditions</li> <li>▪ Develop an implementation plan for MIW</li> </ul>	<p><b>Slide 3: Session Objectives and Agenda</b> (5 minutes; slides 3-4)</p> <p>Have written on easel paper:</p> <ul style="list-style-type: none"> <li>• Definition of lifeway – A customary manner of living; a way of life; a custom or practice.</li> </ul> <p>Discuss Read through the outcomes listed on the slide.</p> <p><i>Say to participants:</i> <i>Please think about the outcomes as we go through the presentation.</i> <i>At the end of the workshop we will return to the learning outcomes to ensure we have met them.”</i> <i>“Are there any questions?”</i></p>
<p><b>Slide 4</b></p>  <p>Day 1:</p> <ol style="list-style-type: none"> <li>1. Welcome and introductions</li> <li>2. Language and Culture Matter</li> <li>3. Making It Work (MIW): What It is and How It was Developed</li> <li>4. Roles and Responsibilities</li> <li>5. Language and Culture Matter Activity</li> <li>6. MIW and the Head Start Early Learning Outcomes Framework</li> <li>7. MIW Three Step Process</li> <li>8. Step 1: Making the Connection</li> <li>9. Review of the Day</li> </ol>	<p><b>Slide 4: Session Objectives and Agenda</b> (5 minutes; slides 3-4)</p> <p>Provide handout with agenda for the day.</p> <p>Review the agenda and discuss logistics and lunch arrangements.</p> <p>Stress that you will meet the needs of the group and there may be changes.</p> <p>Have them refer to their handout.</p>
<p><b>Slide 5</b></p>	<p><b>Slide 5: Language and Culture Matter</b> (5 minutes; slides 5-8)</p> <p><b>Preparation:</b> <b>Write quote below on chart paper in advance.</b></p>

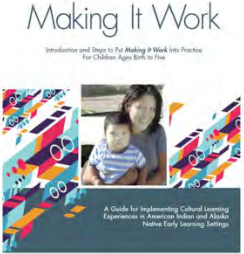

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Language and Culture Matter</b></p>  <p><b>NECOTL</b></p>	<p>Begin discussion of the slide by saying that language and culture are what bring us all together today. Language and culture are inextricably linked. It is through language that culture is transmitted. These are all factors that are impacted by language and culture. Notice that some are things we notice on the surface, such as customs and rituals like song, dance, and dress. Many of the other factors are deeper level factors that we don't see, but make us who we are and give us a sense of belonging.</p> <p><i>Say to Participants:</i>  <i>"The language is your world view. The way you see the world (when speaking in my native language) . . . is so different from thinking in English. Every single sound of the language has a meaning to it, and unless you can understand those meanings, it is really hard to put that world view together."</i>  <b>— Jonathan Ross, Alaska Native Heritage Center</b></p>
<p><b>Slide 6</b></p> <p><b>Language and Culture Matter</b></p>  <p><b>NECOTL</b></p>	<p><b>Slide 6 – Language and Culture Matter (5 minutes; slides 5-8)</b>  <b>Preparation:</b>  <b>Write quote below on chart paper.</b></p> <p><i>Say to Participants:</i>  <i>"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."</i> — <b>Zalmi "Zeke" Zahir, University of Oregon</b></p> <p>Language is one of the 5 domains that we'll be addressing. We're going to encourage you to think about language goals.</p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
	<p>NOTE: Tribes may be sensitive to the domain of literacy because some do not have the written language- a lot is oral. This is a cultural integration tool – this is not meant to be used exclusively for implementation of a language revitalization program.</p>
<p><b>Slide 7</b></p> 	<p><b>Slide 7: Language and Culture Matter (5 minutes; slides 5-8)</b></p> <p>Source: <a href="http://www.un.org/esa/socdev/unpfii/documents/2016/Docs-updates/backgroundL2.pdf">http://www.un.org/esa/socdev/unpfii/documents/2016/Docs-updates/backgroundL2.pdf</a></p> <p>Read the Slide</p> <p>Pause</p> <p>“When that happens, there is something that can never be said again.” — NPR</p> <p>Ask for reflections</p>
<p><b>Slide 8</b></p> 	<p><b>Slide 8: Language and Culture Matter (5 minutes; slides 5-8)</b></p> <p><b>Read Slide</b></p> <p><i>Say to Participants:</i></p> <p><i>We share this because it speaks to having a strong, positive self-identity.</i></p> <p><i>MIW is a tool that every tribal and native community can use to connect their own unique traditional cultural skills, values, beliefs, and lifeways, with research-based guidelines – whether it’s the Head Start, state standards, or tribal standards.</i></p>

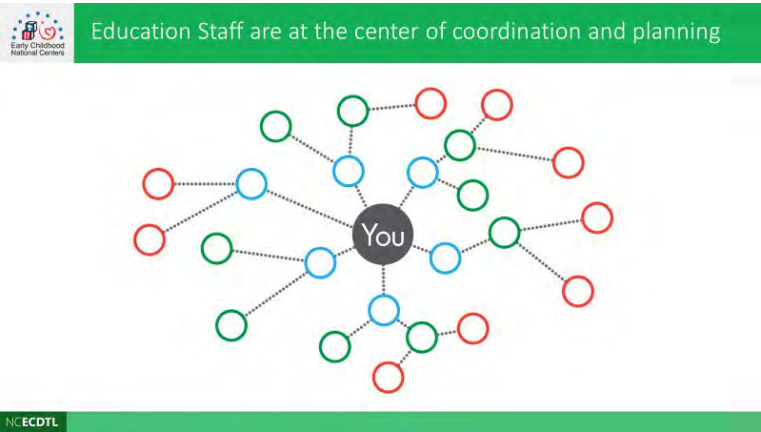
Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 9</b></p> 	<p><b>Slide 9: The Journey and Acknowledgements - Making It Work What it is and how it was developed</b>  <b>Transition</b>  <b>(10 minutes; slides 9-12)</b>  <b>Say to Participants:</b>  <i>Eight programs made a tremendous contribution by participating in the pilot study and modifying the tool with their input throughout the years following the study. Their program examples are currently available on the ECLKC website and include: cultural storytelling, beading, drum-making, powwow, basket making, gathering berries, and blue corn tortillas. The pilot was framed around the original MIW; therefore, the pilot examples are for ages 3-5 but can be modified for B-3 and it used the old Head Start framework. Therefore, the domains and subdomains are different; however, the goals and activities can still be used as examples.</i></p>
<p><b>Slide 10</b></p>  <ul style="list-style-type: none"> <li>• Cherokee Nation Early Childhood Unit Head Start</li> <li>• Grand Traverse Band of Ottawa and Chippewa Indians Head Start</li> <li>• Inter-Tribal Council of Michigan, Inc. Head Start,</li> <li>• Pokagon Band of Potawatomi</li> <li>• Sault Tribe of Chippewa Indians Head Start and Early Head Start</li> <li>• Rincon Band of Luiseño Indians Head Start</li> <li>• Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start</li> <li>• Walatowa Head Start, Pueblo of Jemez</li> </ul>	<p><b>Slide 10: The Journey and Acknowledgements - Pilot Programs Part of Development</b>  <b>(10 minutes; slides 9-12)</b>  <b>Say to Participants:</b>  <i>These are the eight programs made a tremendous contribution by participating in the pilot. Teachers and leaders spent time during their summer recess to provide feedback. Though they found the process difficult in the beginning, at the end, they all found it to be worthwhile. Some examples of the work they developed for their tribes are in <b>Making It Work</b> Section 3: Pilot Study Examples, which is on the ECLKC. I think you'll find them to be helpful resources as you use the tool in your program.</i></p> <p><u>Stress that with the current updates the tool now reaches Birth to Three and other early learning programs (i.e. child care and home visiting).</u></p>





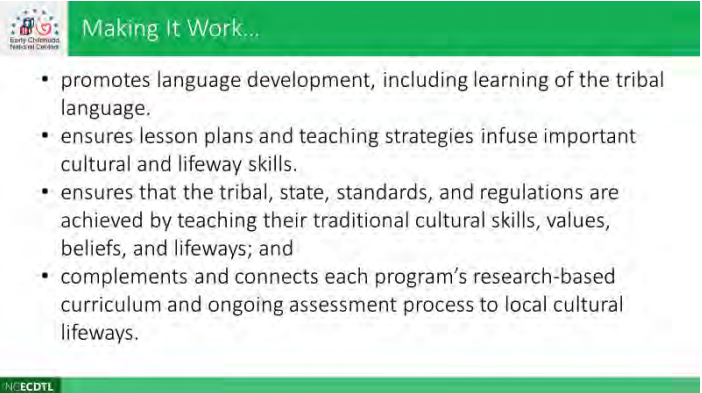
Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 11</b></p>  <ul style="list-style-type: none"> <li>• Originally developed by the Office of Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR) in collaboration from AIAN Head Start programs.</li> <li>• First shared at the National Indian Head Start Directors' Association (NIHSDA) in 2011.</li> <li>• Through continuous feedback from tribal leaders, Head Start leaders, early childhood teachers, cultural and language staff, and early childhood program staff, MIW! evolved over time and became a tool used in many Head Start programs.</li> <li>• Recently expanded to include Birth to Three and reach all early learning programs.</li> </ul>	<p><b>Slide 11: The Journey and Acknowledgements - History and Development of MIW (10 minutes; slides 9-12)</b></p> <p>Preparation: Have ready the ECLKC website and show how to navigate.</p> <p><i>Say to participants:</i></p> <p><i>There were many other contributors, including many participants in workshops and trainings that provided input on what was included in the original MIW! tool. Over a course of 4 years there were 31 conference/trainings/onsite visits. Over 700 people completed evaluations/sign in sheets. Some of these participants attended several sessions.</i></p> <p><i>Some of the conferences/workshops/summits were NIHSDA, NWHSC, Regional HS Conference, School Readiness summits, and the International Conference on Language Documentation and Conservation conference in 2015 in HI.</i></p> <p>For the full list of contributors, see the Acknowledgements.</p>
<p><b>Slide 12</b></p>	<p><b>Slide 12: The Journey and Acknowledgements - Current revisions/updates (10 minutes; slides 9-12)</b></p> <p><i>Say to Participants:</i></p> <p><i>The National Center on Early Childhood Development, Teaching, and Learning has expanded the MIW tool to Birth to Five, updated the framework to the Head Start Early Learning Outcomes Framework – Ages Birth to Three, included other early learning settings.</i></p> <p>For the full list of contributors, see the Acknowledgements.</p>


Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Current Version of MIW</b></p>  <p>NC ECDTL</p>	
<p><b>Slide 13</b></p> <p><b>Roles and Responsibilities of Early Childhood Educators</b></p>  <p>NC ECDTL</p>	<p><b>Slide 13: Setting the Stage - Roles and Responsibilities of Early Childhood Educators (5 minutes; slides 13-15)</b></p> <p><i>Have available:</i></p> <p>The next three slides set the stage. It is important to acknowledge the challenges and opportunities. Stress that MIW will assist with connecting what they <u>are already doing</u> AND <u>integrate tribal language and culture</u></p> <p><u>Option: For this slide, presenters can create a wordle with participants using poll everywhere.</u></p> <p><i>Say to Participants</i></p> <ul style="list-style-type: none"> <li>• <i>How many are thinking about their classrooms or home visits right now?</i></li> <li>• <i>Or what their children are doing since there are no classes?</i></li> <li>• <i>Or the lesson planning and assessments they are behind on?</i></li> <li>• <i>How many are thinking, "I don't need another thing to do or learn?"</i></li> </ul>





Slide	Trainer Notes
<p><b>Day 1</b></p>	
	<p>Slide acknowledges all that they do; and the stress that comes with the job. Also, acknowledge that tribal programs also serve DLLs, which has implications for instructional strategies.</p>
<p><b>Slide 14</b></p> 	<p><b>Slide 14: Setting the Stage – Education Staff are at the Center of Coordination and Planning (5 minutes; slides 13-15)</b></p> <p><i>Say to Participants</i></p> <p><i>You have many roles and tasks to do and you are the center of coordinating what happens in the classroom and in home-based programs.</i></p>
<p><b>Slide 15</b></p>	<p><b>Slide 15: Setting the Stage (5 minutes; slides 13-15)</b></p> <p><i>Say to Participants</i></p> <p><i>As we go through this training, you will learn how to connect these areas to your language and culture and create lesson plans that have your language, your culture at the center of what you do each day.</i></p> <p><i>We want you to expand the knowledge you have; take it to the next level; help you to develop systems that fully integrate this information into your classrooms or home visits and use it on a daily basis.</i></p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>MIW is a tool that Connects the Dots</b></p>  <p>NECDTL</p>	
<p><b>Slide 16</b></p> <p><b>Making It Work is a tool that supports a process</b></p>  <p>NECDTL</p>	<p><b>Slide 16: Making It Work A Process, A Tool</b></p> <p>Transition slide Now let's look at the tool.</p>



Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 17</b></p>  <ul style="list-style-type: none"> <li>▪ promotes language development, including learning of the tribal language.</li> <li>▪ ensures lesson plans and teaching strategies infuse important cultural and lifeway skills.</li> <li>▪ ensures that the tribal, state, standards, and regulations are achieved by teaching their traditional cultural skills, values, beliefs, and lifeways; and</li> <li>▪ complements and connects each program’s research-based curriculum and ongoing assessment process to local cultural lifeways.</li> </ul>	<p><b>Slide 17: <i>Making it Work</i> is a Process, A Tool (5 minutes; slides 16-20)</b></p> <p><i>Say to participants:</i>  <i>There may be questions about the word “lifeway.” Provide a definition, such as “any custom and practice of a culture.” Use the easel!</i></p> <p><i>Then say: “You are in the amazing and challenging position of supporting AIAN Early Childhood Programs in providing high-quality, comprehensive services to children and families. These services can: (read the slide)</i></p> <ul style="list-style-type: none"> <li>• <i>promote language development, including learning of the tribal language.</i></li> <li>• <i>ensure lesson plans and teaching strategies infuse important cultural and lifeway skills.</i></li> <li>• <i>ensure that the tribal, state, standards, and regulations are achieved by teaching their traditional cultural skills, values, beliefs, and lifeways; and</i></li> <li>• <i>complement and connect each program’s research-based curriculum and ongoing assessment process to local cultural lifeways.</i></li> </ul>
<p><b>Slide 18</b></p>	<p><b>Slide 18: <i>Making It Work</i> is a Process (5 minutes; slides 16-20)</b></p> <p>Handout the <b>MIW Process Cycle</b> or use page 7 in the Guide, <b>Introduction and Steps to Put Making It Work? Into Practice for Children Ages Birth to Five</b></p> <p><i>Say to Participants:</i>  <i>Language and Culture can only come alive in individual AIAN programs after the entire program reflects on its own unique traditional cultural</i></p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>MIW is a Process</b></p>  <p>ECDTL</p>	<p><i>skills, values, beliefs, and lifeways and engages in an in-dept effort to implement.</i></p> <p><i>This is what we will be doing today. It represents the MIW Process. Each circle in the graphic represents the entire process that we'll be talking about during these two days.</i></p> <p><b>Read slide</b></p> <ul style="list-style-type: none"> <li>• <b>Making the Connection</b> connects traditional cultural, skills, values, beliefs, and lifeways to developmentally appropriate practices</li> <li>• <b>Making It Happen</b> creates cultural lessons for required learning aligns with goals, assessment indicators, and strategies for Family and Community Engagement</li> <li>• <b>Making It Real</b> to determine how to use assessment data to individualize and create targeted lessons for children to achieve</li> </ul>
<p><b>Slide 19</b></p> <p><b>Child Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning traditional cultural skills, values, beliefs, and lifeways</li> <li>• Fostering language development, including learning the tribal language</li> <li>• School readiness in each of the domains of early learning: <ul style="list-style-type: none"> <li>• Approaches to Early Learning</li> <li>• Social and Emotional Development</li> <li>• Language and Literacy</li> <li>• Cognition</li> <li>• Perceptual, Motor, and Physical Development</li> </ul> </li> <li>• School success for every child</li> </ul> <p>ECDTL</p>	<p><b>Slide 19: Child Outcomes (5 minutes; slides 16-20)</b></p> <p>Read the slide</p> <p>Note the connection to ELOF &amp; say there will be further discussion later in session.</p>

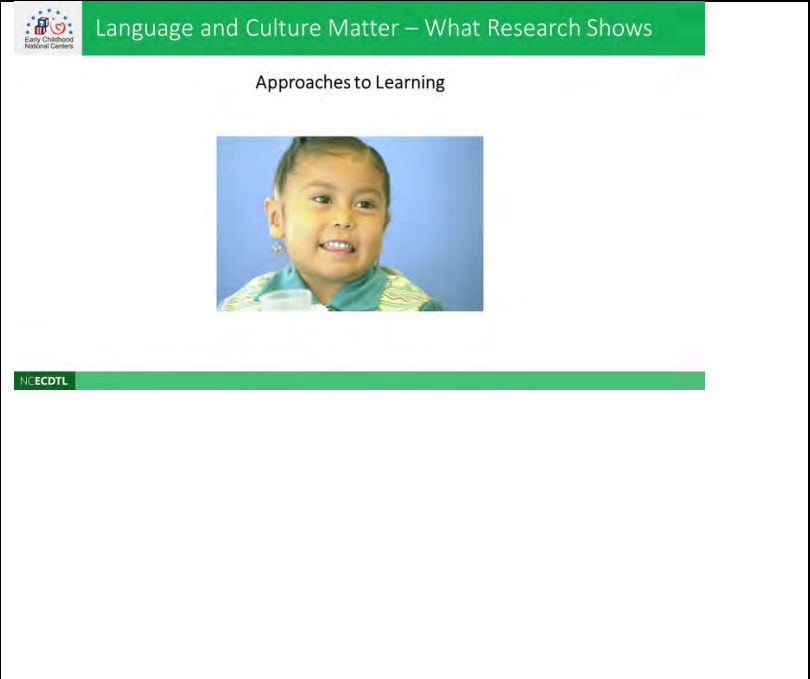
Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 20</b></p> 	<p><b>Slide 20: Family Outcomes (5 minutes; slides 16-20)</b></p> <p>Read the slide</p>
<p><b>Slide 21</b></p> 	<p><b>Slide 21: Language and Culture Matter- What Research Shows Transition Slide (30 minutes; slides 21-28)</b></p> <p>Now we've looked at the history of MIW and where we're at with the tool. Now let's look at why language and culture matter, which is the foundation of why we have MIW as a tool to assist programs with the integration of culture and language into everyday activities.</p> <p>Read quote on slide.</p> <p><i>Say to Participants-</i>  <i>We know that language and culture matters like we noted at the beginning of this training. Acknowledge that AIAN programs are already doing this. MIW supports the integration tribal culture &amp; language into the daily curricular activities &amp; learning.</i></p>





Slide	Trainer Notes
Day 1	
	<p>Discuss the HSPPS related to language revitalization:  <a href="https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-36-tribal-language-preservation-revitalization">https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-36-tribal-language-preservation-revitalization</a></p> <p><b>1302.36 Tribal language preservation and revitalization.</b>  A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children’s home language is English, exposure to English as described in §1302.31(b)(2)(i) and (ii) is not required.</p> <p>MIW is only a resource. Its use is not mandated. It is voluntary to implement.</p> <p>In Ch 9 of the National Academic of Science, Engineering and Medicine report, Promising Futures (2017), the importance of the tribal language for later academic success is stressed.</p>
Slide 22	<p><b>Slide 22: Language and Culture Matter- What Research Shows (30 minutes; slides 21-28)</b>  <b>Preparation:</b>  Prepare easel paper with the title “Language and Culture Matter; the domain; why it matters; how lifeways align; and how to engage family and community.</p> <p>They will record their answers/thoughts on the easel paper. They then will report out to the whole group the highlights of their discussions.</p>





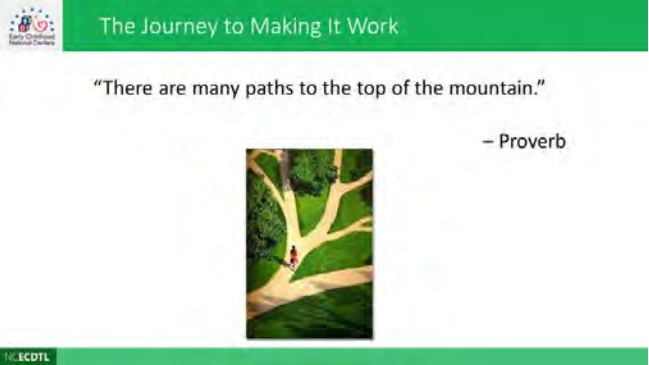
Slide	Trainer Notes
<p><b>Day 1</b></p>	
<div data-bbox="205 337 852 695">  <p>Language and Culture Matter- What Research Shows</p> <p><b>ACTIVITY</b></p> <p>Each table has a domain and quotes to read and discuss</p> <ul style="list-style-type: none"> <li>• Think about your own program and community.</li> <li>• Read the quotes.</li> <li>• Discuss (Why it Matters; How lifeways align with this research in your program; How family and community engagement supports learning)</li> <li>• Use the easel paper to record your answers.</li> <li>• Come back as whole group to discuss</li> </ul>  <p><small>© ECDTL</small></p> </div>	<p>We have western research, but we also have the age-old wisdom of our elders. They are always telling us stories and the importance of why culture and language matter. With this activity we will be reviewing research and wisdom from elders and learning about the importance of sharing both of these with our families and community members.</p> <p>Empowers staff to see importance of what they’re doing. They know this, but they can show it through research. It helps us in our collaboration in working with others who may not be a part of the tribe. The endo the activity they leave with “language” they can use in professional settings to help advance the process of the importance of culture and language in educational settings.</p> <p>Introduce Activity Hand out the quotes to be included in the <b>Language and Culture Matter</b> activity.</p> <p>Activity is outlined on this slide. Quotes on each Table; easel paper to write on; markers</p> <p><b>Then say:</b> <i>The wisdom of ages and current research agree that culture and language are integral to learning and identity formation. At your tables, you have a sample of the research. This research supports AIAN early childhood staff to address the school readiness and developmental appropriate practice requirements, even as they teach their traditional cultural skills, values, beliefs, and lifeways.</i> <i>On your table are quotes and easel paper to take notes. Read the quote you have and discuss:</i></p>

Slide	Trainer Notes
Day 1	
	<ul style="list-style-type: none"> <li>• <i>Why it matters—what research tells us about children’s development. <b>Be sure to emphasize your own program and community. How do you see it align with your culture. How do you engage your families and communities?</b></i></li> <li>• <i>How traditional cultural skills, values, beliefs, and lifeways align with this research in your program.</i></li> <li>• <i>How family and community engagement supports children’s learning at home and in the classroom.</i></li> </ul> <p><i><b>MIW</b> supports AIAN early childhood staff not only to address the school readiness requirements as they teach their traditional cultural skills, values, beliefs, and lifeways but also to gather data to track children’s progress in achieving goals.</i></p> <p>Point out that the instructions are on this slide.</p> <p><b>Give 10 minutes for the activity itself.</b></p> <p>Bring group back together and have each table report out. Should take 3-5 minutes per table. Engage them in discussion about what they read and how this applies to what their elders/culture believe/share. Proceed with the following slides for each area of development. If more than one table has the same domain, have both report out on different quotes. Try to have all quotes read and discussed for each domain.</p>
Slide 23	<p><b>Slide 23: Language and Culture Matters- What Research Shows (30 minutes; slides 21-28)</b></p> <p><b>Preparation:</b> Trainer should include one key point based on conversations for the domain.</p>

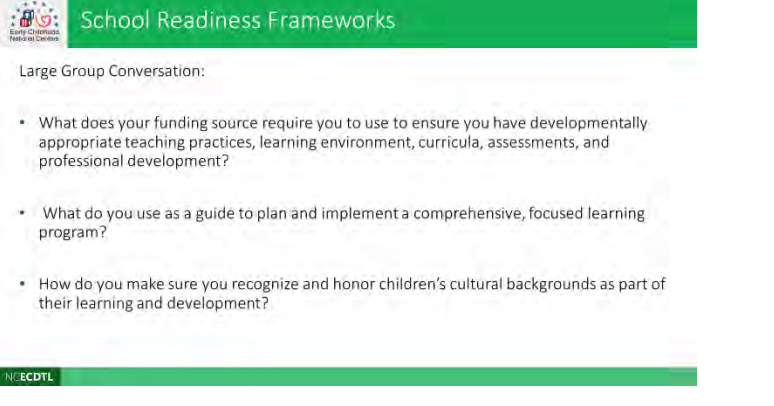
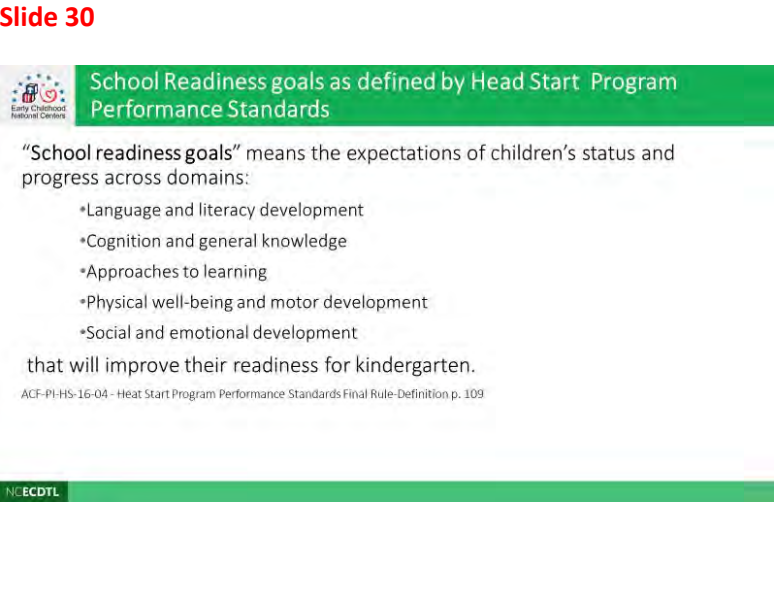
Slide	Trainer Notes
<p><b>Day 1</b></p>	
 <p>The slide features a green header with the text "Language and Culture Matter – What Research Shows" and the Early Childhood National Centers logo. Below the header, the text "Approaches to Learning" is centered above a photograph of a young child with a joyful expression. At the bottom of the slide, the NCECDTL logo is visible on a green bar.</p>	<p>Quotes on Cards at Table from <i>Training and Implementation Guide</i>. Activity</p> <p>Show this slide as participants share about these quotes. Keep slide up until all tables have reported out to the whole group.</p> <p><i>Say to Participants after all the tables with these quotes have reported out:</i></p> <p><i>An important part of MIW is the support it provides early learning staff to increase and refine their understanding of the importance of their culture and language and how they can use cultural activities to develop children’s goals. An individual lesson or activity is only one step toward a child’s developing a specific skill. Instruction is a series of activities. Without the teacher holding a clear vision on what the goal is, they may or may not recognize it when a child has actually mastered a specific skill. This makes it hard for them to accurately track and report children’s progress. They learn this distinction and they report that this has changed the way they teach.</i></p>
<p><b>Slide 24</b></p>	<p><b>Slide 24: Language and Culture Matters- What Research Shows (30 minutes; slides 21-28)</b></p> <p><b>Preparation:</b></p> <p>Trainer should include one key point based on conversations for the domain.</p> <p>Activity and Discussion continued</p> <p>Show this slide as participants share about this domain. Keep slide up until all tables with this domain have reported out to the whole group.</p> <p><i>Say to Participants after all the tables with this quote have reported out:</i></p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p data-bbox="212 337 262 381"></p> <p data-bbox="279 342 814 367">Language and Culture Matter – What Research Shows</p> <p data-bbox="417 394 684 414">Social and Emotional Development</p>  <p data-bbox="212 683 262 699">NCECOTL</p>	<p data-bbox="1003 334 1850 505"><i>As we go through the training, you are provided “language” to use in sharing the importance of their cultural and language. Why does this domain matter citing research such as this. How do traditional cultural skills, values, beliefs, and lifeways align with state and local school expectations?</i></p>
<p><b>Slide 25</b></p> <p data-bbox="212 808 262 852"></p> <p data-bbox="279 813 814 837">Language and Culture Matter – What Research Shows</p> <p data-bbox="478 857 653 876">Language and Literacy</p>  <p data-bbox="212 1154 262 1170">NCECOTL</p>	<p data-bbox="1003 737 1766 802"><b>Slide 25: Language and Culture Matters- What Research Shows (30 minutes; slides 21-28)</b></p> <p data-bbox="1003 808 1163 837"><b>Preparation:</b></p> <p data-bbox="1003 878 1814 943">Trainer should include one key point based on conversations for the domain.</p> <p data-bbox="1003 984 1404 1013">Activity and Discussion Continues</p> <p data-bbox="1003 1057 1839 1122">Show this slide as participants share about this domain. Keep slide up until all tables with this domain share all of the quotes</p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 26</b></p> 	<p><b>Slide 26: Language and Culture Matter- What Research Shows (30 minutes; slides 21-28)</b></p> <p><b>Preparation:</b> Trainer should include one key point based on conversations for the domain.</p> <p>Activity and Discussion continues</p> <p>Show this slide as participants share about this domain. There are several quotes for Cognition. Keep slide up until all tables with this domain have reported out on these quotes and then move to the next slide with continued quotes for this domain.</p>
<p><b>Slide 27</b></p> 	<p><b>Slide 27: Language and Culture Matter- What Research Shows (30 minutes; slides 21-28)</b></p> <p><b>Preparation:</b> Trainer should include one key point based on conversations for the domain.</p> <p>Activity and Discussion Continues- Last domain</p> <p>Show this slide as participants share about this domain. Keep slide up until all tables with this domain have reported out to the whole group.</p> <p><i>Say to Participants after all the tables have reported out: These are just a few quotes you can share with your families and community partners. They give you the research to back up your cultural wisdom and show the importance of the work you are doing with language and culture in your early childhood settings.</i></p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
	<p>At the end of this Power Point, resources for these and more references are provided.</p> <p>After the reporting out, hand out index cards and ask participants to write words of wisdom from an elder or teacher of theirs that helped to show the importance of culture language, and learning. Trainer can compile and send to group later.</p>
<p><b>Slide 28</b></p> 	<p><b>Slide 28: The Journey to Making It Work</b>  <b>Read Slide</b>  As this proverb states-there are many paths to the top of the mountain. There were many paths in the development and implementation of MIW. Many people, tribes, communities have been involved in its development in the past and now.</p> <p>*Highlight that these various &amp; many paths allow programs to support and focus on their unique needs &amp; strengths. Whether they are an EHS, HS, Childcare program, or home visiting program, MIW can be used as a tool to connect their Tribal language and culture to children’s learning.</p> <p><b>This may be a good time for a break.</b></p>
<p><b>Slide 29</b></p>	<p><b>Slide 29: School Readiness Frameworks (15 minutes; slides 29-31)</b>  Possible answers:</p> <ol style="list-style-type: none"> <li>1. ELOF, tribal standards, state standards</li> <li>2. Creative curriculum/teaching strategies gold</li> <li>3. Their won cultural curricula; Family Spirit for home-visiting.</li> </ol> <p>NOTE: HSELOF resource:  <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-getting-started.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-getting-started.pdf</a></p>



Slide	Trainer Notes
<p><b>Day 1</b></p>	
 <p><b>Slide 29: School Readiness Frameworks</b></p> <p>Large Group Conversation:</p> <ul style="list-style-type: none"> <li>• What does your funding source require you to use to ensure you have developmentally appropriate teaching practices, learning environment, curricula, assessments, and professional development?</li> <li>• What do you use as a guide to plan and implement a comprehensive, focused learning program?</li> <li>• How do you make sure you recognize and honor children's cultural backgrounds as part of their learning and development?</li> </ul> <p>NECDTL</p>	<p>This resource is excellent for the trainer to review and use language from this as they acknowledge other frameworks.</p> <p><b>Small Group Activity:</b> Have participants look at what they use as their Framework, whether they are EHS/HS, CCDF, or HV. Then from here we can move into school readiness and ELOF. Read the questions and have a discussion around the Standards and Regulations. Talk about Child Care and Home Visiting and curriculum and frameworks they use. Then move to School Readiness (next slide).</p>
 <p><b>Slide 30: School Readiness goals as defined by Head Start Program Performance Standards</b></p> <p>“School readiness goals” means the expectations of children’s status and progress across domains:</p> <ul style="list-style-type: none"> <li>*Language and literacy development</li> <li>*Cognition and general knowledge</li> <li>*Approaches to learning</li> <li>*Physical well-being and motor development</li> <li>*Social and emotional development</li> </ul> <p>that will improve their readiness for kindergarten.</p> <p>ACF-PI-HS-16-04 - Head Start Program Performance Standards Final Rule-Definition p. 109</p> <p>NECDTL</p>	<p><b>Slide 30: Standards and/or Regulations- School Readiness goals as defined by HSPPS (15 minutes; slides 29-31)</b></p> <p><b>Have Available:</b></p> <ul style="list-style-type: none"> <li>• <b>Easel Paper to record responses</b></li> <li>• <b><i>MIW Guide for Introduction and Steps to Put Making It Work Into Practice, page 4</i></b></li> </ul> <p><b>Ask:</b> “How does school readiness fit into all of this”, “What do you think of when you hear ‘School Readiness?’” How does this definition apply for CCDF? HV? We can add to this to make sure we have the language needed for these programs.</p> <p>Take responses and write on easel paper. Wait patiently for open and honest replies. Make sure to include the following perspectives if they are not mentioned: <b>“Participants in the past have said things like:</b></p>

Slide	Trainer Notes
Day 1	
	<ul style="list-style-type: none"> <li>▪ “Initially, this sounded like just ONE more thing to do! We are so busy already. How can we do more?! But after learning more about it, I realized the value, benefit, NEED to do this . . .”</li> <li>▪ “When I hear ‘School Readiness,’ I hear a message asking us NOT to do cultural activities and to ignore our culture; to give up our culture to meet Head Start requirements.”</li> <li>▪ “When teachers and families teach young children their traditional cultural skills, values, beliefs, and lifeways, children are developing school readiness because all cultures have always taught their children to communicate, get along with others, be fit and strong, and how to learn about the world and apply that knowledge.”</li> </ul> <p>Cover the points on the slide.</p> <p>Ask the participants to discuss the process they used to develop their program’s school readiness goals (SRG). (Refer to page 4 once again in the Guide to Introduction and Steps to Put Making It Work Into Practice.)</p>
Slide 31	<p><b>Slide 31: Standards and/or Regulations – Making It Work and HSELOF (15 minutes; slides 29-31)</b></p> <p>Now we want to tie our Frameworks and School Readiness together. Utilize the information that has been shared and bring back to MIW and HSELOF. Use the language in the <b>Getting Started with the Head Start Early Learning Outcomes Framework</b>. Use the HSELOF Link: <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-getting-started.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-getting-started.pdf</a></p>

**Slide**

**Trainer Notes**

**Day 1**

Making It Work and HSELOF

Connecting the Dots

NCECDTL

\*Highlight that these various & many paths allow programs to support and focus on their unique needs & strengths and meet their funding requirements. Discuss CC and HV here.

Reminder:  
Lesson plans, ELOF, individualization, PFCE, student education plans, outcomes, assessments

**Slide 32**

**Slide 32: The HSELOF (10 minutes; slides 32-34)**

MIW is grounded in the Head Start Early Learning Outcomes Framework: Ages Birth to Three (HSELOF)

DOMAIN ORGANIZATIONS

	CENTRAL DOMAIN				
	APPROPRIATE LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND COMMUNICATION	COGNITIVE	PHYSICAL, SOCIAL, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Physical, Motor, and Physical Development
PREK/COOL DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Physical, Motor, and Physical Development

FRAMEWORK ORGANIZATION

```

    graph TD
      DOMAIN[DOMAIN] --> SUBDOMAIN[SUB-DOMAIN]
      SUBDOMAIN --> GOALS[GOALS]
      GOALS --> PROGRESSIONS[DEVELOPMENTAL PROGRESSIONS]
      PROGRESSIONS --> INDICATORS[INDICATORS]
    
```

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*Have available:*

- Guide for Introduction and Steps to Put Making It Work Into Practice- page 5-6**
- HSELOF (Participants' packets)
- Definitions of the Framework's Organization (Central Domain; Sub-Domain; Goals; Developmental Progressions: Indicators)-written on easel



Hand out HSELOF (in participants' packets) and guide for **Introduction and Steps to Put Making It Work Into Practice**

Cover the points on the slide.

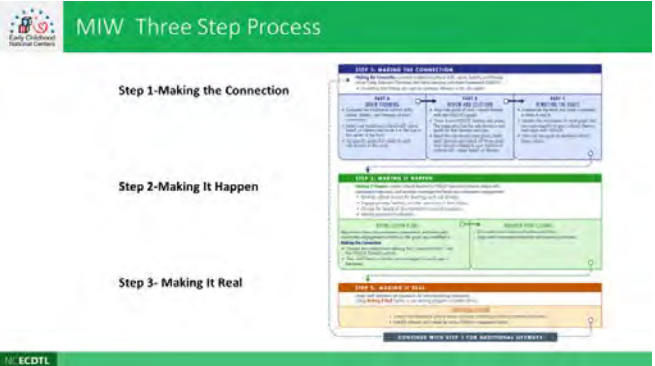
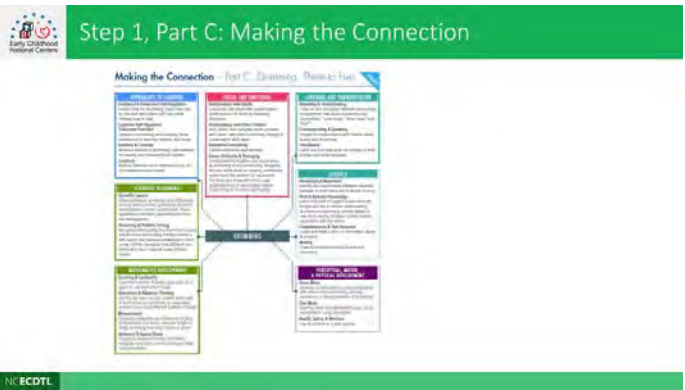
**Ask:**  
"Why do you think the Framework is being required? What is its purpose?"

Slide	Trainer Notes
Day 1	
	<p><b><i>Take 3 or 5 responses and cover the following key points if they are not mentioned by the group:</i></b></p> <ul style="list-style-type: none"> <li>▪ The Framework is required because these are the goals—the developmental building blocks—that research says young children need to learn to be successful in school and in life.</li> <li>▪ The purpose of the Framework is to outline the essential goals of development and learning based on current research that Head Start has used to establish school readiness goals and track children’s progress.</li> <li>▪ From the beginning of time, human beings have taught all these domain areas (except literacy, because initially cultures only communicated orally; but even then, people read the stars, the weather, tracks, etc.).</li> <li>▪ This means that many of your traditional cultural lifeways include goals outlined in the HSELOF.</li> </ul> <p>MIW is a tool every tribal and native community can use to connect research-based guidelines, including tribal and state early learning guidelines, as well as the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF), with their own unique traditional cultural skills, values, beliefs, and lifeways.</p> <p>The HSELOF lays out the essential areas of children’s learning and development to guide early childhood education professionals and families in supporting children’s early development and school readiness. It is grounded in a comprehensive body of research. By describing how children progress in key areas of learning and development, adults better understand how to provide an effective learning experience while supporting early learning outcomes.</p>

Slide	Trainer Notes
Day 1	
	<p>Programs use the HSELOF to guide their choices in curriculum and learning materials, to plan daily activities, and to engage in intentional teaching practices. Incorporating these strategies with state and tribal early learning guidelines promote successful learning for all children. Domains, Subdomains, Goals, Developmental progressions, Indicators-tied to their assessment and curriculum</p> <p><b>Below are definitions - Have on Easel Paper:</b>  <b>Cover each of these:</b>  <b>Central Domain:</b> Broad areas of early learning and development, identified in the image below for both infants and toddlers, as well as preschool-aged children  <b>Sub-domains:</b> Categories or components of development within a domain. For instance, Social and Emotional Development includes the following sub-domains: relationships with adults, relationships with other children, emotional functioning, and sense of identity and belonging.  <b>Goals:</b> Broad statements of expectation for children’s learning and development, which can be referred to as standards in state early learning guidelines. For instance, for the sub-domain “emotional functioning,” the goal for both infants and toddlers, as well as preschoolers, is “Child expresses care and concern toward others.”  <b>Developmental Progressions:</b> goals, behaviors, and concepts that children will demonstrate as they progress toward a given goal within an age period. For instance, developmental progressions for infants and toddlers are provided for birth to nine months, eight to 18 months, and 16 to 36 months.  <b>Indicators:</b> Specific, observable goals, behaviors, and concepts that children should know and be able to do by the end of the designated age period (i.e., 36 months or 60 months).</p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 33</b></p>  <ul style="list-style-type: none"> <li>• Each child is unique and can succeed.</li> <li>• Learning occurs within the context of relationships.</li> <li>• Families are children's first and most important caregivers, teachers, and advocates.</li> <li>• Children learn best when they are emotionally and physically safe and secure.</li> <li>• Areas of development are integrated, and children learn many concepts and goals at the same time.</li> <li>• Teaching must be intentional and focused on how children learn and grow.</li> <li>• Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.</li> </ul>	<p><b>Slide 33: The HSELOF (10 minutes; slides 32-34)</b></p> <p>Go over the points on the slide</p>
<p><b>Slide 34</b></p> 	<p><b>Slide 34: Questions and Transition to MIW (10 minutes; slides 32-34)</b></p>



Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 35</b></p>  <p>The diagram shows the MIW Three Step Process. It is divided into three main steps: Step 1-Making the Connection, Step 2-Making It Happen, and Step 3-Making It Real. Each step is further broken down into sub-steps and specific actions. For example, Step 1 includes 'Identify the Need', 'Build the Relationship', and 'Develop the Plan'. Step 2 includes 'Implement the Plan' and 'Monitor and Evaluate'. Step 3 includes 'Sustain the Plan' and 'Share the Plan'. The diagram is presented in a flowchart format with arrows indicating the sequence of steps.</p>	<p><b>Slide 35: Making It Work Cycle – Three Step Process- Making the Connection-Introduction (10 minutes; slides 35-38)</b></p> <p><i>Say to Participants:</i>  <b>MIW</b> is a Three Step Process. We will start talking in-depth about <b>Step 1: Making the Connection</b>.</p> <p>Participants can see the full document in the <b>Introduction and Steps to Put Making It Work into Practice for Children Ages Birth to 5</b>.</p>
<p><b>Slide 36</b></p>  <p>The diagram is titled 'Step 1, Part C: Making the Connection'. It is a flowchart showing the process of making the connection. It starts with 'Identify the Need' and 'Build the Relationship', which lead to 'Develop the Plan'. This then leads to 'Implement the Plan' and 'Monitor and Evaluate', which finally leads to 'Sustain the Plan' and 'Share the Plan'. The diagram is presented in a flowchart format with arrows indicating the sequence of steps.</p>	<p><b>Slide 36: Grasping the Big Picture (10 minutes; slides 35-38)</b></p> <p>Completed example for 3-5 drumming. Trainer can adjust form for appropriate age group. This is provided here so that participants have a vision for what the completed step looks like.</p>

**Slide**

**Day 1**

**Trainer Notes**

**Slide 37**

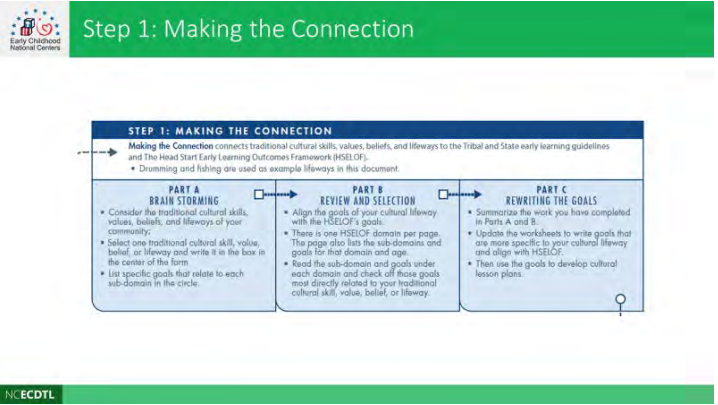
**Slide 37: Grasping the Big Picture (10 minutes; slides 35-38)**

Completed example for 3-5 drumming. Trainer can adjust form for appropriate age group. This is provided here so that participants have a vision for what the completed step looks like.

**Slide 38**

**Slide 38: Grasping the Big Picture (10 minutes; slides 35-38)**

Completed example for 3-5 drumming. Trainer can adjust form for appropriate age group. This is provided here so that participants have a vision for what the completed step looks like.

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 39</b></p>  <p>The slide content is as follows:</p> <p><b>STEP 1: MAKING THE CONNECTION</b>    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.</p> <p><b>PART A BRAIN STORMING</b></p> <ul style="list-style-type: none"> <li>Consider the traditional cultural skills, values, beliefs, and lifeways of your community.</li> <li>Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.</li> <li>List specific goals that relate to each sub-domain in the circle.</li> </ul> <p><b>PART B REVIEW AND SELECTION</b></p> <ul style="list-style-type: none"> <li>Align the goals of your cultural lifeway with the HSELOF's goals.</li> <li>There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.</li> <li>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.</li> </ul> <p><b>PART C REWRITING THE GOALS</b></p> <ul style="list-style-type: none"> <li>Summarize the work you have completed in Parts A and B.</li> <li>Update the worksheets to write goals that are more specific to your cultural lifeway and align with HSELOF.</li> <li>Then use the goals to develop cultural lesson plans.</li> </ul> <p>NCECDL</p>	<p><b>Slide 39: Making the Connection- Introduction (5 minutes)</b></p> <p>Handouts</p> <ul style="list-style-type: none"> <li>Guide to <b>Introduction and Steps to Putting MIW Into Practice</b>, pp. 8-10</li> <li>Blank <b>Making the Connection</b> forms for all parts</li> </ul> <p>Say to Participants:  <i>Now that you have seen the big picture, we will focus on each step separately.</i></p> <p><i>Part A includes: p.9</i>  <b>PART A INCLUDES</b></p> <ul style="list-style-type: none"> <li><i>Selecting one traditional cultural skill, value, belief, or lifeway through a brainstorming activity; and figuring out which sub-domain relates to the cultural skill, value, belief, or lifeway.</i></li> </ul> <p><b>Making the Connection</b> begins with brainstorming and will be unique to your culture and community. During this process, you will consider the traditional cultural skills, values, beliefs, and lifeways of your community;</p> <ul style="list-style-type: none"> <li><i>select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form (there are different Making the Connection forms for children from birth to three years old and for preschool-aged children, and each square represents one domain of the Head Start Early Learning Outcome Framework: Ages Birth to Five); and</i></li> <li><i>list specific goals that relate to each sub-domain in the box.</i></li> </ul> <p><i>Remember, this is a brainstorming activity. It will be refined in the next part.</i></p> <p><b>Part B includes: (p.9)</b></p> <ul style="list-style-type: none"> <li><i>reviewing the HSELOF goals for each domain; and</i></li> </ul>

Slide	Trainer Notes
Day 1	
	<ul style="list-style-type: none"> <li>• <i>selecting the goals—exactly what the children will know and be able to do after they’ve worked on this activity and have learned the skill of the cultural lifeway.</i></li> </ul> <p><b>Making the Connection—Part B</b> is a way to align the goals of your cultural lifeway with the HSELOF’s goals. There is one domain per page. Within the chart is a list of all the HSELOF sub-domains and goals for that domain. Read the sub-domain and goals under each domain.</p> <ul style="list-style-type: none"> <li>• <i>Check those goals most directly related to your traditional cultural skill, value, belief, or lifeway. These goals are the ones that children will be able to do when they have met the HSELOF indicators.</i></li> <li>• <i>Include all sub-domains, even those that don’t relate directly to your cultural lifeway, such as Perceptual, Motor, and Physical Development’s goal for the child to demonstrate personal hygiene and self-care skills. The purpose is to let others know that you have considered all the domains and sub-domains</i></li> </ul> <p><b>Part C includes:</b> (p.10)</p> <ul style="list-style-type: none"> <li>• <i>rewriting the goals into the <b>Making the Connection</b> form; making them specific to your cultural lifeway; and</i></li> <li>• <i>working with these goals as you develop cultural lesson plans.</i></li> </ul> <p><i>In Part C, you will summarize the work you have completed in Parts A and B. You will write goals that are more specific to your cultural lifeway that align with HSELOF. Once you have identified these goals, you will use them to develop cultural lesson plans.</i></p>
Slide 40	<p><b>Slide 40: Making the Connection-Part A-Choosing a lifeway (15 minutes; slides 40-41)</b></p> <p>Reference and Handouts:</p> <ul style="list-style-type: none"> <li>• <i>Guide to Introduction and Steps to Putting MIW Into Practice, pp. 8-10 and Appendix A</i></li> </ul>

Slide

Trainer Notes

Day 1

**Making the Connection-Part A**

**Making the Connection – Part A: Drumming, Birth to Three.**

**Making the Connection – Part A: Drumming, Three to Five.**

NC ECDTL

- Blank *Making the Connection* forms for all parts

CHOOSE which age group you will use for these examples. Use just one age group for now.

*Say to Participants:*  
We see that the traditional cultural skill, value, belief, or lifeway is drumming, which is written in the rectangle in the center. The surrounding boxes represent each of the domains of the HSELOF. Within each box, the goals that are supported by drumming are listed.

*With this form, we are able to see how drumming is connected to all the HSELOF domains. Drumming is a cultural lifeway that does address all of the domains. Not all cultural lifeways will connect with every domain, and that is okay. **Making the Connection** will help you identify the domains, sub-domains, and goals that connect to your cultural lifeway.*

Slide 41

**Slide 41: Making the Connection-Part A-Identifying lifeways (15 minutes; slides 40-41)** Time depends on size of group. Allow enough time as this is laying the foundation for the rest of the work.

Reference guide to **Introduction and Steps to Putting MIW Into Practice**, pp. 5-6, 8-10 and Appendix A

- Make sure each table has easel paper and markers.
- Easel paper with the word “Lifeway” on the top. Definition of lifeway – A customary manner of living; a way of life; a custom or practice.

Use the same age group as you did on the previous slide.

*Say to Participants:*

**Making the Connection-Part A**

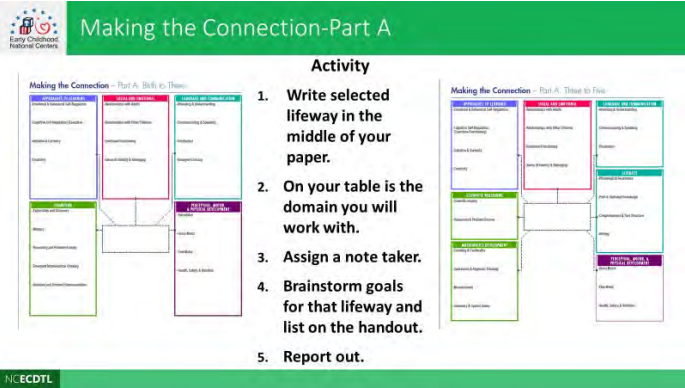
**Brainstorming Activity**

- List your lifeways on the easel paper at your table.
- Report out.
- Select one lifeway to work on for an example.

Be specific-not “food” but “blueberry picking”.

NC ECDTL

Slide	Trainer Notes
Day 1	
	<p><i>Think of your traditional cultural skills, values, beliefs, and/or lifeways. These may include special foods, drumming, dance, beading, values (respect, stewardship) etc.</i></p> <p>Ask participants to list their lifeways on the easel paper at their tables. Remember: This is brainstorming activity. After about 5–8 minutes, have each table report out. As they report out list the lifeways on easel paper at the front of the room.</p> <p><i>Say to participants:</i>  <i>The next part is to choose one of these lifeways to use as for an example as we complete this form.</i>  <i>Think about ones that we listed that go across cultures (e.g., drumming, beading, dancing, fishing).</i>  <i>Let's pick one of these to use as example. These need to be specific and not broad (e.g., language, farming, foods too broad).</i></p> <p><i>Then say:</i>  <i>On the next slide we will use this lifeway and identify goals that children can learn from this lifeway. We will look at each domain and identify goals that the children will learn.</i></p>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 42</b></p>  <p><b>Activity</b></p> <ol style="list-style-type: none"> <li>1. Write selected lifeway in the middle of your paper.</li> <li>2. On your table is the domain you will work with.</li> <li>3. Assign a note taker.</li> <li>4. Brainstorm goals for that lifeway and list on the handout.</li> <li>5. Report out.</li> </ol> <p>NCECDTL</p>	<p><b>Slide 42: Making the Connection-Part A-identifying goals the children will learn.</b>  <b>(30 minutes)</b> Depends on size of group. Allow enough time as this is laying the foundation for the rest of the work.</p> <p>ADJUST THIS SLIDE TO ONLY HAVE THE FORM FOR THE AGE GROUP YOU CHOOSE!! DELETE THE ONE YOU WILL NOT USE!!</p> <p>Refer to:</p> <ul style="list-style-type: none"> <li>• Guide to <b>Introduction and Steps to Putting MIW Into Practice</b>, pp. 5-6, 8-10 and Appendix A</li> <li>• Blank <b>Making the Connection</b> forms for all Parts</li> </ul> <p>When filling out the form, remind participants that they are just brainstorming goals at this point. They're just getting all of their ideas down. There are no right or wrong answers.</p> <p>Have available:</p> <ul style="list-style-type: none"> <li>▪ <b>Making the Connection (MTC)—Part A</b> handout (blank form)</li> <li>▪ Easel paper with the <b>MTC Part A</b> form on it. 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.</li> <li>▪ The domains written on individual pieces of construction paper</li> <li>▪ Have available blank sticky notes</li> </ul> <p><i>Say to participants:</i>  <i>We will now look at each domain and identify goals that the children will learn. Put the lifeway we selected in the middle. (Point to the spot).</i></p> <p>Support participants to discuss and address the domain elements (goals) listed in the circles. For example, with drumming, you might say something like, “Kids will use drumsticks and dance. This fits into</p>



Slide	Trainer Notes
Day 1	
	<p>'Perceptual, motor, and physical development domain under gross motor and fine motor.'</p> <p><i>At your table on a piece of construction paper is a domain. That is the domain you will work with. Now list the goals the children may learn from this lifeway for this domain on the stick notes. Place the sticky notes on the easel paper under the correct subdomain.</i></p> <p>Allow 10 minutes for this brainstorming.</p> <p>Pull back together and either use the easel paper to log what the participants' identified as goals for their domains. There may be several tables with the same domain. Have each table with the same domain report out together.</p> <p>Choose someone to assist you to chart responses or type into the electronic form on the laptop.</p> <p>(Participants' responses can be typed into the computer and projected upon the screen or written on a large copy of the form on easel paper.)</p>
Slide 43	<p><b>Slide 43: Making the Connection- Part B (30 minutes; slides 43-45)</b></p> <p>Transition Slide</p> <p>Handouts</p> <ul style="list-style-type: none"> <li>• Guide to <b>Introduction and Steps to Putting MIW Into Practice</b>, pp. 8-10</li> <li>• Blank <b>Making the Connection</b> forms for Part B- 2 blank packets for each table of 6-make sure age appropriate</li> <li>• Domain on card stock (from last activity)</li> </ul>

Slide	Trainer Notes			
<p><b>Day 1</b></p>				
<div data-bbox="212 337 275 386"> </div> <div data-bbox="289 342 957 386" style="background-color: #008000; color: white; padding: 5px;"> <p>Step 1: Making the Connection-Part B</p> </div> <div data-bbox="268 443 894 659" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>STEP 1: MAKING THE CONNECTION</b></p> <p><i>Making the Connection</i> 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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p><b>PART A BRAINSTORMING</b></p> <ul style="list-style-type: none"> <li>• Consider the traditional cultural skills, values, beliefs, and lifeways of your community.</li> <li>• Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.</li> <li>• List specific goals that relate to each sub-domain in the circle.</li> </ul> </td> <td style="width: 33%; padding: 5px;"> <p><b>PART B REVIEW AND SELECTION</b></p> <ul style="list-style-type: none"> <li>• Align the goals of your cultural lifeway with the HSELOF's goals.</li> <li>• There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.</li> <li>• 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.</li> </ul> </td> <td style="width: 33%; padding: 5px;"> <p><b>PART C REWRITING THE GOALS</b></p> <ul style="list-style-type: none"> <li>• Summarize the work you have completed in Part A and B.</li> <li>• Update the worksheets so your goals that are more specific to your cultural lifeway and align with the HSELOF.</li> <li>• Then use the goals to develop cultural lesson plans.</li> </ul> </td> </tr> </table> </div> <div data-bbox="205 735 268 751" style="background-color: #008000; color: white; padding: 2px;"> <p>NC ECDTL</p> </div>	<p><b>PART A BRAINSTORMING</b></p> <ul style="list-style-type: none"> <li>• Consider the traditional cultural skills, values, beliefs, and lifeways of your community.</li> <li>• Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.</li> <li>• List specific goals that relate to each sub-domain in the circle.</li> </ul>	<p><b>PART B REVIEW AND SELECTION</b></p> <ul style="list-style-type: none"> <li>• Align the goals of your cultural lifeway with the HSELOF's goals.</li> <li>• There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.</li> <li>• 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.</li> </ul>	<p><b>PART C REWRITING THE GOALS</b></p> <ul style="list-style-type: none"> <li>• Summarize the work you have completed in Part A and B.</li> <li>• Update the worksheets so your goals that are more specific to your cultural lifeway and align with the HSELOF.</li> <li>• Then use the goals to develop cultural lesson plans.</li> </ul>	<p><b>Review Part A</b> includes: p.9  <b>PART A INCLUDES</b></p> <ul style="list-style-type: none"> <li>• Selecting one traditional cultural skill, value, belief, or lifeway through a brainstorming activity; and figuring out which sub-domain relates to the cultural skill, value, belief, or lifeway.</li> </ul> <p>Just completed this part:</p> <ul style="list-style-type: none"> <li>• selected one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form</li> <li>• listed specific goals that relate to each sub-domain in the circle.</li> </ul> <p><i>Say to Participants:</i>  <i>Now we will do Part B:</i>  <b>Part B</b> includes: (p.9)  <b>Making the Connection—Part B</b> is a way to align the goals of your cultural lifeway with the HSELOF's goals. There is one domain per page. Within the chart is a list of all the HSELOF sub-domains and goals for that domain.  <i>Read the sub-domain and goals under each domain.</i></p> <ul style="list-style-type: none"> <li>• Check those goals <b>most directly</b> related to your traditional cultural skill, value, belief, or lifeway. These goals are the ones that children will be able to do when they have met the HSELOF indicators.</li> </ul>
<p><b>PART A BRAINSTORMING</b></p> <ul style="list-style-type: none"> <li>• Consider the traditional cultural skills, values, beliefs, and lifeways of your community.</li> <li>• Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.</li> <li>• List specific goals that relate to each sub-domain in the circle.</li> </ul>	<p><b>PART B REVIEW AND SELECTION</b></p> <ul style="list-style-type: none"> <li>• Align the goals of your cultural lifeway with the HSELOF's goals.</li> <li>• There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.</li> <li>• 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.</li> </ul>	<p><b>PART C REWRITING THE GOALS</b></p> <ul style="list-style-type: none"> <li>• Summarize the work you have completed in Part A and B.</li> <li>• Update the worksheets so your goals that are more specific to your cultural lifeway and align with the HSELOF.</li> <li>• Then use the goals to develop cultural lesson plans.</li> </ul>		
<p><b>Slide 44</b></p>	<p><b>Slide 44: Making the Connection—Part B (30 minutes; slides 43-45)</b></p> <p>Handouts</p> <ul style="list-style-type: none"> <li>• Guide to <i>Introduction and Steps to Putting MIW Into Practice</i>, pp. 8-10</li> <li>• Blank <i>Making the Connection (MTC)</i> forms for Part B- 2 blank packets for each table of 6-make sure age appropriate</li> <li>• Domain on card stock (from last activity)</li> </ul> <p><i>Say to participants:</i></p>			

**Slide**

**Day 1**

**Trainer Notes**

**Making the Connection- Part B – linking to HSELOF**

Part B is a way to align the goals of your cultural lifeway with the HSELOF's goals. There is one domain per page.

NC ECDL

Using the form, each small group will select the indicators from the HSELOF that children will be able to do when they have learned the goals of the cultural lifeway. Each table is assigned an age group. Look at all of the domains, even if you do not have a goal listed on MTC Part A. Look at all of the domains, but only report out for the domain that is on your table.

**Slide 45**

**Slide 45: Making the Connection—Part B (30 minutes; slides 43-45)**

**Making the Connection- Part B**

**ACTIVITY**

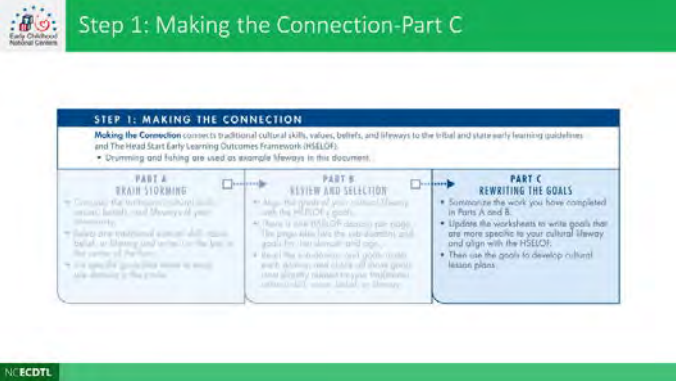
1. Use the Goals Under Each Domain from MTC-Step 1-Part A.
2. Check the box for these goals that are most directly related to your lifeway.
3. Many may apply, but choose the most relevant.
4. Report back.

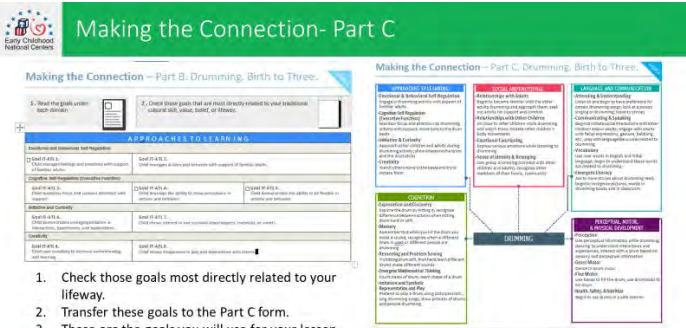
NC ECDL

Say to participants:  
 Let's look at the lifeway "Drumming" for Birth to Three and the domain Approaches to Learning. On this slide you see the MTC-Part A form for the lifeway "Drumming" for Birth to Three on the left, and MTC-Part B Birth to Three form on the right. Note: Birth to Three does not have all of the same domains as Three to Five and of course the goals are different for each age group. Make sure you have the right Part B form. Now, let's see what sub-domains and goals apply to drumming. You can follow along if you want. Look in your Guide on page 27.

Check those goals most directly related to your traditional cultural skill, value, belief, or lifeway. These goals are the ones that children will be able to do when they have met the HSELOF goals.

- **Emotional & Behavioral Self-Regulation—**
  - Drums with Other—Goal to mark is #2- Child manages actions and behavior with support of familiar adults.

Slide	Trainer Notes
<p><b>Day 1</b></p>	
	<ul style="list-style-type: none"> <li>▪ <b>Cognitive Self-Regulation (Executive Functioning)</b>— <ul style="list-style-type: none"> <li>▪ Maintain interest when drumming—Goal to mark is #3.</li> </ul> </li> <li>▪ <b>Initiative &amp; Curiosity</b>— <ul style="list-style-type: none"> <li>▪ Show interest in the drum; move toward the drummers—Goals to mark are #6 and #7-child demonstrates emerging initiative in interactions, experiences, and explorations and child shows interest in and curiosity about objects, materials, or event.</li> </ul> </li> <li>▪ <b>Creativity</b>— <ul style="list-style-type: none"> <li>▪ Sing; dance; drum-Goals to mark are #8 and #9- Child uses creativity to increase understanding and learning; child show imagination in play and interactions with other.</li> </ul> </li> </ul> <p>At your table you have these <b>MTC Part B</b> forms. Use the lifeway and goals we just did and complete these forms.  Allow about 8-10 minutes. Check in with each table. Report out.</p>
<p><b>Slide 46</b></p>  <p><b>STEP 1: MAKING THE CONNECTION</b>  <b>Making the Connection</b> connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELCF).  • Drumming and fishing are used as example lifeways in this document.</p> <p><b>PART A: BRAIN STORMING</b></p> <ul style="list-style-type: none"> <li>• Compare the traditional cultural skills, values, beliefs, and lifeways of your community.</li> <li>• Select one traditional cultural skill, value, belief, or lifeway and write on the line in the center of the frame.</li> <li>• Use specific guidelines from the HSELCF to help you determine if the goal is:</li> </ul> <p><b>PART B: REVIEW AND SELECTION</b></p> <ul style="list-style-type: none"> <li>• Align the goal of your cultural lifeway with the HSELCF's goals.</li> <li>• Have a list of HSELCF domains for each goal. The paragraph lists the standards and goals for that domain and age.</li> <li>• Select the standards and goals that align with the goal of your cultural lifeway.</li> <li>• Develop a lesson plan that includes the goal, standards, and goals that align with the goal of your cultural lifeway.</li> </ul> <p><b>PART C: REWRITING THE GOALS</b></p> <ul style="list-style-type: none"> <li>• Summarize the work you have completed in Parts A and B.</li> <li>• Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELCF.</li> <li>• Then use the goals to develop cultural lesson plans.</li> </ul> <p>NCECDTL</p>	<p><b>Slide 46: Making the Connection-Part C-Transition Slide (30 minutes; slides 46-48)</b></p> <p>Handouts</p> <ul style="list-style-type: none"> <li>• Guide to <b>Introduction and Steps to Putting MIW Into Practice</b>, pp. 8-10</li> <li>• Blank <b>Making the Connection</b> forms for Part C (Note this form looks just like Part A except for the title on the right.)</li> </ul> <p>Say to Participants:  <b>Part A includes: (p.9)</b>  <b>PART A INCLUDES</b></p> <ul style="list-style-type: none"> <li>• <i>selecting one traditional cultural skill, value, belief, or lifeway through a brainstorming activity; and</i></li> </ul>

Slide	Trainer Notes
<p><b>Day 1</b></p>	
	<p><i>figuring out which sub-domain relates to the cultural skill, value, belief, or lifeway.</i></p> <p><b>Part B</b> includes: (p.9)</p> <ul style="list-style-type: none"> <li>• reviewing the HSELOF goals for each domain; and</li> <li>• selecting the goals—exactly what the children will know and be able to do after they’ve worked on this activity and have learned the skill of the cultural lifeway.</li> </ul> <p><b>Part C</b> includes: (p.10)</p> <ul style="list-style-type: none"> <li>• rewriting the goals into the <b>Making the Connection</b> form; making them specific to your cultural lifeway; and</li> </ul> <p><i>The next step will be working with these goals as you develop cultural lesson plans, which is <b>Making It Happen</b>.</i></p>
<p><b>Slide 47</b></p>  <p>1. Check those goals most directly related to your lifeway.</p> <p>2. Transfer these goals to the Part C form.</p> <p>3. These are the goals you will use for your lesson plans.</p> <p>NCECDTL</p>	<p><b>Slide 47: Making the Connection—Part C (30 minutes; slides 46-48)</b></p> <p><b>Say to participants:</b></p> <p><i>Let’s look at the lifeway “Drumming” for Birth to Three and the domain <b>Approaches to Learning</b>. On this slide you see the <b>MTC-Part B</b> form for the lifeway “Drumming” for Birth to Three on the left, and <b>MTC Part C</b> Birth to Three form on the right. Note: Birth to Three does not have all of the same domains as Three to Five and of course the goals are different for each age group. Make sure you have the right forms.</i></p> <p><i>Now, let’s see what sub-domains and goals apply to drumming. You can follow along if you want. Look in your Guide on page 27.”</i></p> <ol style="list-style-type: none"> <li>1. On <b>Part B</b> you checked those goals most directly related to your traditional lifeway. These goals are the ones that children will be able to do when they have met the HSELOF goals. <ul style="list-style-type: none"> <li>▪ <b>Emotional &amp; Behavioral Self-Regulation—</b></li> </ul> </li> </ol>

Slide	Trainer Notes
Day 1	
	<ul style="list-style-type: none"> <li>▪ <b>Part A</b> -Drums with Others—<b>Part B</b> -Goal to mark is #2- Child manages actions and behavior with support of familiar adults. <b>Part C</b> -Engage in Drumming Activity with Support of Familiar Adults.</li> <li>▪ <b>Cognitive Self-Regulation (Executive Functioning)</b>— <ul style="list-style-type: none"> <li>▪ <b>Part A</b> -Maintain interest when drumming. <b>Part B</b> -Goal to mark is #3-Child maintains focus and sustains attention with support. <b>Part C</b> – Maintain focus and attention to drumming activity with support and move body to the drum beats</li> </ul> </li> <li>▪ <b>Initiative &amp; Curiosity</b>— <ul style="list-style-type: none"> <li>▪ <b>Part A</b> -Show interest in the drum; move toward the drummers. <b>Part B</b> -Goals to mark are #6 and #7-child demonstrates emerging initiative in interactions, experiences, and explorations and child shows interest in and curiosity about objects, materials, or event. <b>Part C</b> – Approach other children and adults during drumming activity and shows interest in the drum and the drum sticks.</li> </ul> </li> <li>▪ <b>Creativity</b>— <ul style="list-style-type: none"> <li>▪ <b>Part A</b> - Sing; dance; drum. <b>Part B</b> - Goals to mark are #8 and #9- Child uses creativity to increase understanding and learning; child show imagination in play and interactions with other. <b>Part C</b> – Watch others move to the beats and try to imitate them.</li> </ul> </li> </ul> <p>At your table you have these <b>MTC Part B</b> forms. Use the lifeway and goals we just did and complete these forms. Be specific to the lifeway with your goals.</p> <p>Allow about 8-10 minutes. Check in with each table. Report out.</p>

Slide

Trainer Notes

Day 1

Slide 48

Slide 48: Making the Connection-Part C (30 minutes; slides 46-48)

Say to Participants

*This is the difference between Part A and Part C.*

**Part A**

**Part C**

NCEDTL

Slide 49

Slide 49 Review Making the Connection and Day's Activities [Closing] (60-90 minutes)

Have available MTC forms for all parts. Allow participants time to work through Step 1, whether for another domain or another lifeway. Rotate and offer support.

Report out.

- Each table shares about the process of completing the **Making the Connection** forms.
- Share their **Making the Connection Part C** goals.

Ask participants to take 5–10 minutes for reflection and to use the inside of the tent cards to make notes.

**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 (HSELCF).

- 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 HSELCF's goals.
- There is one HSELCF 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**


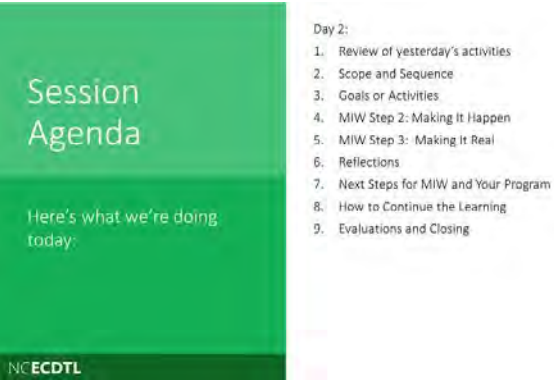
- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with HSELCF.
- Then use the goals to develop cultural lesson plans.

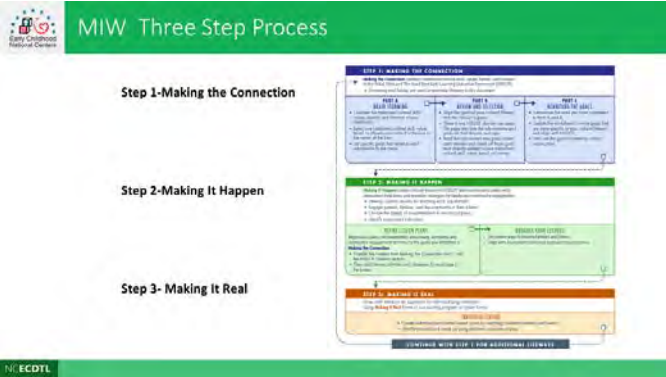
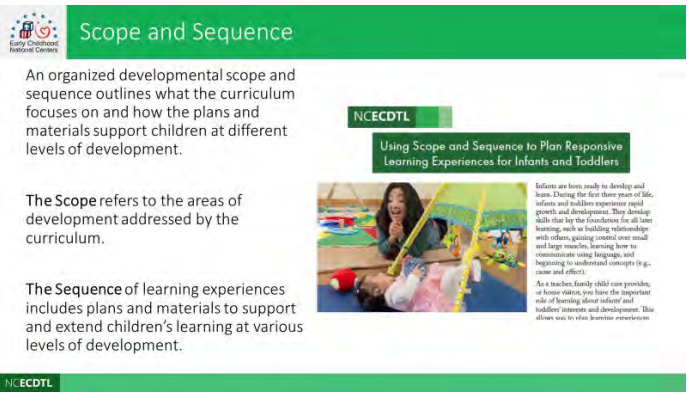
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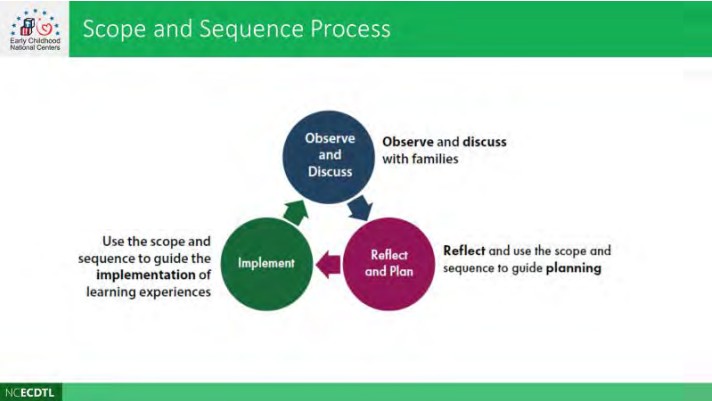
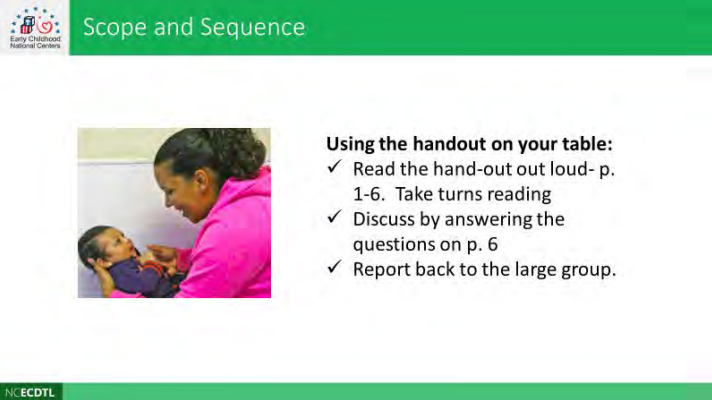


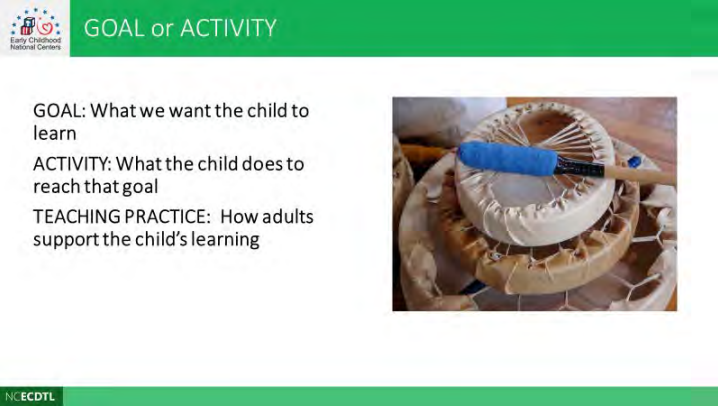
Slide	Trainer Notes
<p><b>Day 1</b></p>	
<p><b>Slide 50</b></p> 	<p><b>Slide 50: Questions (5 minutes)</b></p> <p>Discuss plans for tomorrow, especially when doors will be open and workshop begins.</p> <p>Clarify if they can leave their materials at their tables. Also, clarify if the materials will be moved by cleaning staff. Sometimes the papers are moved and then it is hard to figure out what papers belong to who.</p> <p>Thank them for their hard work.</p>

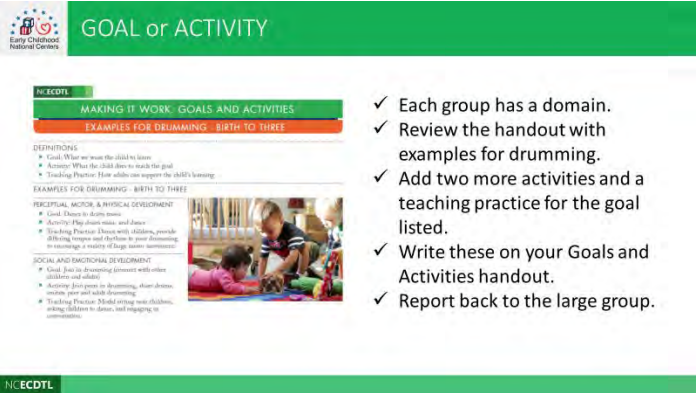
Slide	Trainer Notes
<p><b>Day 2</b></p>	
<p><b>Slide 51</b></p>  <p>How to Bring Making It Work to your Early Learning Setting</p> <p>Date:</p> <p>Presenters:</p>  <p>NCECDTL</p>	<p><b>Slide 51: Closing Slide Day 1 and Opening Slide for Day 2</b></p> <p>Display this slide on the screen while participants are leaving and then arriving the next day.</p> <p><b>2ND DAY</b></p> <p>Ask participants to get into the same groups they were in when the session ended yesterday.</p> <p><i>Then say: "Good Morning! You really did a lot of good work yesterday. Do you have any thoughts to share or questions to ask?"</i></p> <p>Respond to their feedback and add anything that you wanted to follow up on from yesterday.</p> <p>Then say: "We're going to continue to work with the lifeway we chose yesterday."</p> <p>Show and discuss the reference materials on each table that they will be using today. These are for reference only and will be collected at the end of the day:</p> <ul style="list-style-type: none"> <li>▪ HSELOF (card stock)</li> <li>▪ HSELOF booklet</li> <li>▪ PFCE Framework booklet</li> </ul> <p>Participants should have copies of their school readiness goals (one per table/group).</p> <p>Participants should have copies of their assessment tool.</p> <p><b>When ready to begin training move to the next slide.</b></p>

Slide	Trainer Notes
<p><b>Day 2</b></p>	
<p><b>Slide 52</b></p>  <ul style="list-style-type: none"> <li>• Develop a deep understanding of the <i>Making It Work</i> process</li> <li>• Connect traditional cultural skills, values, beliefs, and lifeways to research-based guidelines</li> <li>• Create cultural lessons based on research-based early learning domains</li> <li>• Intentionally teach children in ways that promote their learning, growth, and development</li> <li>• Identify steps to include families, elders, and the community in language and cultural traditions</li> <li>• Develop an implementation plan for MIW</li> </ul>	<p><b>Slide 52: Session Objectives</b> (15 minutes; slides 52-54)</p> <p>Have written on easel paper:</p> <ul style="list-style-type: none"> <li>• Definition of lifeway – A customary manner of living; a way of life; a custom or practice.</li> </ul> <p>Discuss Read through the outcomes listed on the slide.</p> <p><i>Say to participants:</i> <i>“Please think about the outcomes as we go through the presentation.</i></p> <p><i>At the end of the workshop we will return to the learning outcomes to ensure we have met them.”</i></p> <p><i>“Are there any questions?”</i></p>
<p><b>Slide 53</b></p>  <p>Day 2:</p> <ol style="list-style-type: none"> <li>1. Review of yesterday's activities</li> <li>2. Scope and Sequence</li> <li>3. Goals or Activities</li> <li>4. MIW Step 2: Making It Happen</li> <li>5. MIW Step 3: Making It Real</li> <li>6. Reflections</li> <li>7. Next Steps for MIW and Your Program</li> <li>8. How to Continue the Learning</li> <li>9. Evaluations and Closing</li> </ol>	<p><b>Slide 53: Agenda</b> (15 minutes; slides 52-54)</p> <p>Read the Slide Stress that you will meet the needs of the group and there may be changes.</p> <p>Have them refer to their handout</p>

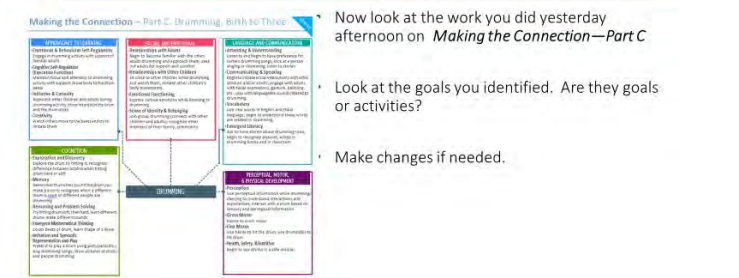
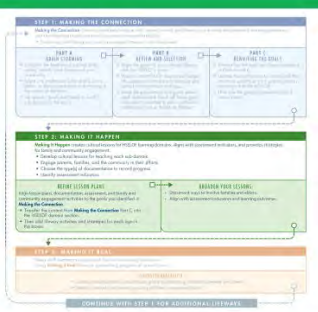
Slide	Trainer Notes
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<p><b>Slide 54</b></p>  <p>The diagram illustrates the MIW Three Step Process. It is divided into three main sections: Step 1-Making the Connection, Step 2-Making It Happen, and Step 3- Making It Real. Each step includes a list of key components and a flowchart showing the progression. Step 1 includes 'Establish a Relationship', 'Build Trust', and 'Establish a Connection'. Step 2 includes 'Set Goals', 'Plan', and 'Implement'. Step 3 includes 'Evaluate', 'Reflect', and 'Share'. The NCECDTL logo is at the bottom left.</p>	<p><b>Slide 54: Making It Work Cycle – Three Step Process- Making the Connection-Introduction</b> (15 minutes; slides 52-54)</p> <p><i>Say to Participants:</i> <b>MIW is a Three Step Process. Yesterday we covered Step 1. Today, we will start talking in-depth about Step 2: Making It Happen.</b></p> <p>Participants can see the full document in the <b>Introduction and Steps to Put Making It Work into Practice for Children Ages Birth to 5</b> guide.</p>
<p><b>Slide 55</b></p>  <p>The slide is titled 'Scope and Sequence'. It contains text explaining that an organized developmental scope and sequence outlines what the curriculum focuses on and how the plans and materials support children at different levels of development. It defines 'Scope' as the areas of development addressed by the curriculum and 'Sequence' as the order of learning experiences that support and extend children's learning at various levels of development. A photo shows a young child playing with colorful toys. The NCECDTL logo is at the bottom left.</p>	<p><b>Slide 55: Scope and Sequence</b> (25 minutes; slides 55-57)</p> <p>Preparation: Review <b>NCECDTL Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers</b> <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf</a></p> <p>Have examples for 3-5 year old's as this brief is for infants and toddlers Have available Scope and Sequence handout.</p> <p><i>Say to participants:</i> <b>Before moving into Step 2 of MIW, we want to take a moment to take a step back to talk about scope and sequence. On your tables there are copies of the NCECDTL brief on Scope and Sequence with these definitions.</b></p>

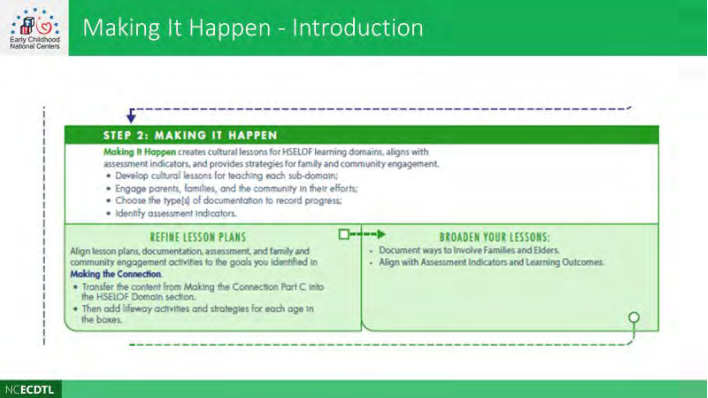
Slide	Trainer Notes
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<p><b>Slide 56</b></p>  <p><b>Slide 56: Scope and Sequence Process</b></p> <p>Observe and Discuss: Observe and discuss with families</p> <p>Reflect and Plan: Reflect and use the scope and sequence to guide <b>planning</b></p> <p>Implement: Use the scope and sequence to guide the <b>implementation</b> of learning experiences</p> <p>NCECDL</p>	<p><b>Slide 56: Scope and Sequence</b> (25 minutes; slides 55-57)</p> <p>Emphasize page 6 with the process graphic.</p> <p>Discuss the process:</p> <ol style="list-style-type: none"> <li>1. Observe and Discuss</li> <li>2. Reflect and plan</li> <li>3. Implement</li> </ol>
<p><b>Slide 57</b></p>  <p><b>Slide 57: Scope and Sequence</b></p> <p>Using the handout on your table:</p> <ul style="list-style-type: none"> <li>✓ Read the hand-out out loud- p. 1-6. Take turns reading</li> <li>✓ Discuss by answering the questions on p. 6</li> <li>✓ Report back to the large group.</li> </ul> <p>NCECDL</p>	<p><b>Slide 57: Scope and Sequence</b> (25 minutes; slides 55-57)</p> <p>Preparation:</p> <p>Review <b><i>NCECDL Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers</i></b>  <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf</a></p> <p>Have examples for 3-5 year old's as this brief if for infants and toddlers  Have available Scope and Sequence handout.</p> <p>Introduce the activity:</p> <p><i>Say to participants:</i></p> <p><i>Take turns reading this brief pages 1-6. After you have read through this document discuss by answering the questions on page 6. You have 25 minutes to complete this activity.</i></p>

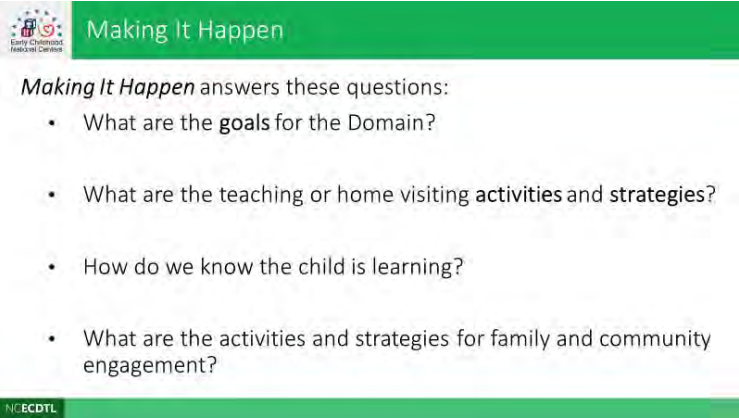
Slide	Trainer Notes
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	<p>Report back to group.</p>
<p><b>Slide 58</b></p>  <p><b>GOAL or ACTIVITY</b></p> <p>GOAL: What we want the child to learn  ACTIVITY: What the child does to reach that goal  TEACHING PRACTICE: How adults support the child's learning</p> <p>NC ECDTL</p>	<p><b>Slide 58: Goal or Activity</b>  (20 minutes; slides 58-60)</p> <p>This is a very important concept for participants to understand before they move forward. Often, they confuse activities for goals and skills. Take time to make sure they understand the difference.</p> <p>As you transition to this activity, tie it to how goals and activities relate to the last activity on scope and sequence.</p> <p><i>Say to participants:</i></p> <p>“In <b><i>Making it Happen</i></b>, you will develop activities and teaching practices for a cultural lifeway that teach the HSELOF goals.</p> <p>“Let’s take a moment to talk about goals, activities and teaching practice.”</p> <p><i>Ask participants:</i></p> <p>Think about drumming. “What are some examples of goals? What are examples of activities?” “What are some examples of teaching practices?”</p> <p>After 3 or 5 responses, summarize by reading the slide.</p>

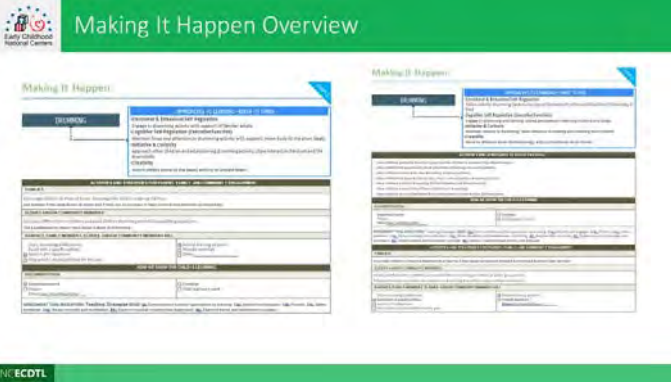
Slide	Trainer Notes
<p><b>Day 2</b></p>	
<p><b>Slide 59</b></p>  <ul style="list-style-type: none"> <li>✓ Each group has a domain.</li> <li>✓ Review the handout with examples for drumming.</li> <li>✓ Add two more activities and a teaching practice for the goal listed.</li> <li>✓ Write these on your Goals and Activities handout.</li> <li>✓ Report back to the large group.</li> </ul>	<p><b>Slide 59: Goal or Activity</b> (20 minutes; slides 58-60)</p> <p>Introduce the activity:</p> <p>Have available:</p> <ul style="list-style-type: none"> <li>▪ Goals and Activities handout with examples for drumming</li> <li>▪ Domains written individually on pieces of construction paper</li> <li>▪ Blank Goals and activities form</li> </ul> <p>Assign each group a domain.</p> <p><i>Then say to participants:</i></p> <p><i>“Review the information in the handout in your group</i></p> <p><i>“For your domain, add two more activities and teaching strategies for the goals listed. Write these down on the blank copy.</i></p> <p><i>“When you’re finished, report back to the large group.”</i></p>
<p><b>Slide 60</b></p>	<p><b>Slide 60: Goal or Activity</b> (20 minutes; slides 58-60)</p> <p><b>NOTE: You will use <i>Making the Connection Part C</i> from yesterday afternoon for this activity.</b></p> <p><i>Say to participants:</i></p> <p><i>“Now look at the work you did yesterday <b>afternoon</b> (<b>Making the Connection Part C</b>).</i></p> <p><i>“Did you have any activities instead of goals?”</i></p> <p><i>“Makes changes so that you have goals listed for the domain and not activities.”</i></p>

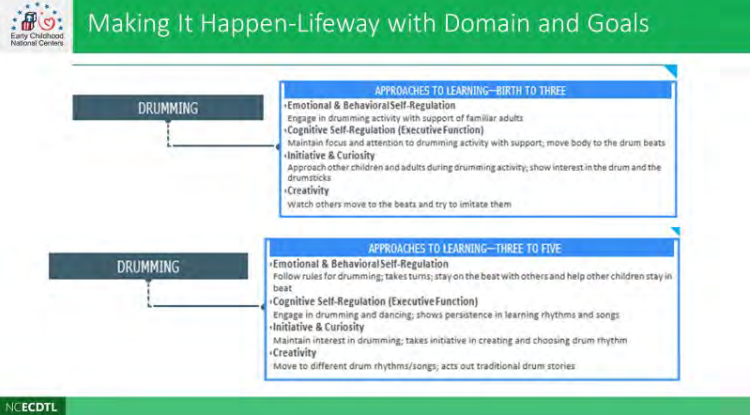


Slide	Trainer Notes
<p><b>Day 2</b></p>	
<p><b>GOALS OR ACTIVITIES</b></p>  <p>Now look at the work you did yesterday afternoon on <i>Making the Connection—Part C</i></p> <ul style="list-style-type: none"> <li>Look at the goals you identified. Are they goals or activities?</li> <li>Make changes if needed.</li> </ul>	<p><i>“We will not move to the next part and you will use teaching strategies in this part of MIW.</i></p> <p><b>This is a good time to take a BREAK.</b></p>
<p><b>Slide 61</b></p> <p><b>MIW Process</b></p> <p>Step 1-Making the Connection</p> <p><b>Step 2-Making It Happen</b></p> <p>Step 3- Making It Real</p> 	<p><b>Slide 61: Transition Slide to Making It Happen</b> (15 minutes; slides 61-62)</p> <p>Say to Participants:</p> <p><i>“We are now going to spend this morning on <b>Making It Happen</b>. You can use the <b>Introductions and Steps to Put Making It Work! Into Practice for Children Ages Birth to Five Appendix B--Pages 55-92</b> for reference.</i></p> <p><i>You have resource materials at your table you will be using as well. Let’s get started.”</i></p>

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<p><b>Slide 62</b></p> 	<p><b>Slide 62: Making It Happen-Introduction</b> (15 minutes; slides 61-62)</p> <p>Participants should have copies the <b>Introductions and Steps to Put Making It Work Into Practice for Children Ages Birth to Five</b></p> <p>Tell participants that pages 11-12 provides a summary of this Step. <i>Provide a summary to the participants for this Step.</i></p> <p><i>Summary:</i></p> <p><b><i>Making It Happen</i></b> is the second step in the <b><i>Making It Work</i></b> process. Within this step, you create cultural lessons for the HSELOF learning domains, aligns with assessment goals, and provides strategies for family and community engagement activities to the goals you identified in <b><i>Making the Connection</i></b>—when you connect all of these pieces, children learn better; and you use this process to target your lessons and to make them more effective.</p> <p><b>Making It Happen</b> leads staff through a process in which they</p> <ul style="list-style-type: none"> <li>•develop cultural lessons for teaching each domain;</li> <li>•engage parents, families, and the community in their efforts;</li> <li>•choose type(s) of documentation to record progress;</li> <li>•identify assessment indicators;</li> <li>•connect classroom activities to activities families can do at home;</li> <li>•invite families to be part of the process at home and at the center; and</li> <li>•engage Elders and community members in planning, teaching, and supporting their efforts.</li> </ul>

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<p><b>Slide 63</b></p>  <p><i>Making It Happen</i> answers these questions:</p> <ul style="list-style-type: none"> <li>• What are the <b>goals</b> for the Domain?</li> <li>• What are the teaching or home visiting <b>activities and strategies</b>?</li> <li>• How do we know the child is learning?</li> <li>• What are the activities and strategies for family and community engagement?</li> </ul>	<p><b>Slide 63: Making It Happen Overview</b> (10 minutes; slides 63-64)</p> <p>Have available:</p> <ul style="list-style-type: none"> <li>▪ <b>Making It Happen</b> packets</li> <li>▪ Domains written on construction paper</li> <li>▪ <b>Making the Connection Part C</b> from yesterday. Use will use the lifeway from yesterday for this activity.</li> </ul> <p>Hand out the <b>Making It Happen</b> packet and one or two domains for each group. Be sure that all domains are distributed.</p> <p><i>Say to participants:</i></p> <p><i>“In <b>Making the Connection</b>, you connected your cultural lifeway to the goals of the Framework. Now that your lifeway is connected to the Framework, you are ready to create activities for teaching activities to reach these goals.</i></p> <p><i>“<b>Making It Happen</b> aligns your lesson plans, documentation, assessment, and PFCE activities to the goals identified in Making the <b>Connection</b>. And it answers all these questions.</i></p> <p><i>“Let’s look at the form and see where these questions are answered.”</i></p>
<p><b>Slide 64</b></p>	<p><b>Slide 64: Making It Happen Overview</b> (10 minutes; slides 63-64)</p> <p>Participants should have copies the <b>Introductions and Steps to Put Making It Work! Into Practice for Children Ages Birth to Five</b></p> <p>Tell participants that in Appendix B, (pick the age group you are working with), use “Approaches to Learning domain” for lifeway “Drumming.” It</p>

Slide	Trainer Notes
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 <p><b>Slide 65</b></p>	<p>will be either page 56 (Birth to Three) or page 76 (three to five). Using a pointer, point to the different parts of this form.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>▪ <i>Make sure you have the right age and domain.</i></li> <li>▪ <i>This is where you write your traditional lifeways. In this example, it is drumming.</i></li> <li>▪ <i>Here is where you list the goals you identified in <b>Making the Connection—Part C</b>. We will be using the lifeway that we used yesterday morning. Later you will complete this form for the lifeway your program identified yesterday afternoon. This is where you list the activities that you develop for the goals.</i></li> <li>▪ <i>Here is where you identify the documentation and assessment indicators that let you know the child is learning.</i></li> <li>▪ <i>On the right side you list the Parent, Family, and Community Engagement activities.</i></li> <li>▪ <i>Below that is where you check how you are engaging your families and community members.</i></li> </ul> <p><i>We will now go over each section and give each group the opportunity to practice completing the form for a few domains with the work we did yesterday morning. Find the easel paper you used yesterday morning.</i></p>
<p><b>Slide 65</b></p>	<p><b>Slide 65: Making It Happen Lifeway with Goals</b> (15 minutes)</p> <p>Note to Trainer: Make sure you have the correct form for the age group on this slide.</p> <p>Each table will have one or two domains that participants will begin to work with. Try to have them use different domains from yesterday. The</p>

Slide	Trainer Notes
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 <p>The slide content includes:</p> <ul style="list-style-type: none"> <li><b>DRUMMING</b> (top box):       <ul style="list-style-type: none"> <li>APPROACHES TO LEARNING—BIRTH TO THREE           <ul style="list-style-type: none"> <li>Emotional &amp; Behavioral Self-Regulation: Engage in drumming activity with support of familiar adults</li> <li>Cognitive Self-Regulation (Executive Function): Maintain focus and attention to drumming activity with support; move body to the drum beats</li> <li>Initiative &amp; Curiosity: Approach other children and adults during drumming activity; show interest in the drum and the drumsticks</li> <li>Creativity: Watch others move to the beats and try to imitate them</li> </ul> </li> </ul> </li> <li><b>DRUMMING</b> (bottom box):       <ul style="list-style-type: none"> <li>APPROACHES TO LEARNING—THREE TO FIVE           <ul style="list-style-type: none"> <li>Emotional &amp; Behavioral Self-Regulation: Follow rules for drumming; takes turns; stay on the beat with others and help other children stay in beat</li> <li>Cognitive Self-Regulation (Executive Function): Engage in drumming and dancing; shows persistence in learning rhythms and songs</li> <li>Initiative &amp; Curiosity: Maintain interest in drumming; takes initiative in creating and choosing drum rhythm</li> <li>Creativity: Move to different drum rhythms/songs; acts out traditional drum stories</li> </ul> </li> </ul> </li> </ul> <p>Logo: Early Childhood National Centers NCECDL</p>	<p>goal is to have them work with all of the domains by the end of the training. Make sure they are looking at the correct age grouping of the <b>Making It Happen</b> form when doing this activity. They will use the lifeway from yesterday.</p> <p><i>Say to participants:</i></p> <p><i>Here is where you list the lifeway you identified in <b>Making the Connection—Part C</b>.</i></p> <p><i>This lifeway will be the same for each of the forms in the packet.</i></p> <p><i>Remember that there is a separate <b>Making It Happen</b> form for each domain.</i></p> <p><i>You see from the example that you now list those goals identified in <b>Making the Connection—Part C</b> for Approaches to Learning into the rectangle in the <b>Making It Happen</b> form. Remember to rewrite the goal to be more specific, if necessary.</i></p> <p>Read the first goal.</p> <p>Read the rest of the domain elements:</p> <p><i>You see how the goals have been made more specific to connect the domain element to the cultural lifeway, instead of just writing ‘dances to drum’.</i></p> <p><i>Now transfer the goal you have identified for your domain into the rectangle in Making It Happen, making them more specific to your cultural lifeway, if necessary. Make sure they are goals and not activities.</i></p>

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**ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS**

- Sit with a child during drumming activity. Have the child sit alone on the floor with the adult gradually moving further away.
- Model and encourage the child to sit by other adults/children who he/she is not familiar with.
- Encourage other children and adults to approach and sit with the child.
- Encourage the child to touch the drum and drum sticks.
- Model and encourage children to move their bodies to the drum beats.
- Give children the opportunity to drum. Use containers, pots, and pans.
- Have materials the drum is made of for the child to touch, handle.
- Beat drum for transition from one activity to another (if culturally appropriate).

**ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS**

- Have children participate in drumming for longer periods of time to increase their attention span.
- Teach children rhythms to use. Watch for their memory of these drumming rhythms.
- Have children create their own drumming rhythms/patterns.
- Encourage children to watch other children and adults and imitate their movements.
- Provide drumming props in the classroom.

**ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL**

- Have children gradually drum for longer periods of time to increase their attention span.
- Give children the opportunity to be persistent in learning new drum patterns.
- Have children create their own drumming rhythms/patterns.
- Give children the opportunity to plan, share, and complete a drumming session.
- Have children perform drumming for their families and the community.
- Have children move to the different rhythms of drumming.
- Have children act out traditional drum stories and/or those written by themselves.

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**Slide 66: Making It Happen-Activities and Strategies**  
(20 minutes)

Say to participants:

*Note the difference between birth-3 and 3-5 year olds for this section. Birth to 3 is broke up into two separate age groups. 0-18 months and 18-36 months. The goals are the same, but the activities are different.*

Ask participants to complete their domain/goals. Write on the **Making It Happen** form.

Report out.

Reinforce scope and sequence and goals and activities. May want to include an example to share with participants.

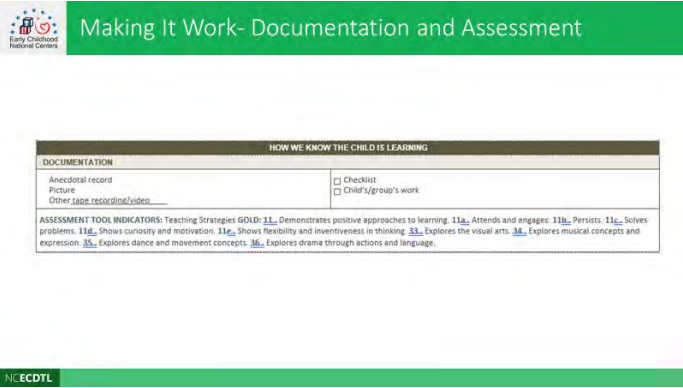
Say to participants:

*This is where you list the activities that will support children in practicing and developing the goals represented in the rectangle on the top of this form. Let's look at the slide and identify what is a goal in each of these activities. We will use 3-5-year olds for this example. (p76)*

*Many activities use multiple goals. The value of having an activity for every goal, even though that goal might be addressed in another activity, is that you then have more activities for children to practice the same goal in different ways—which we know supports learning.*

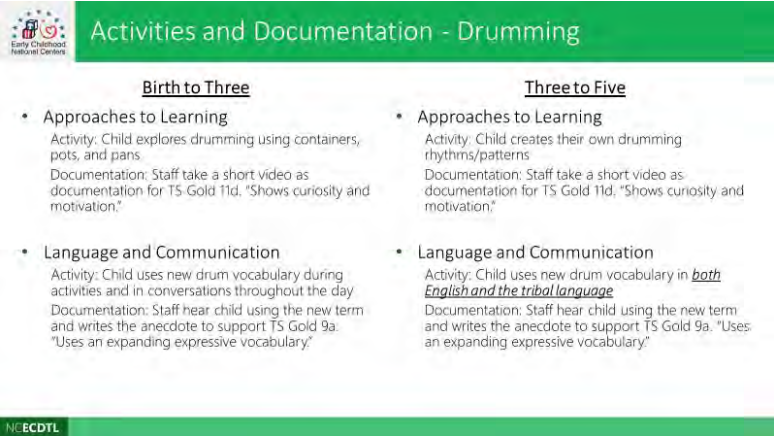
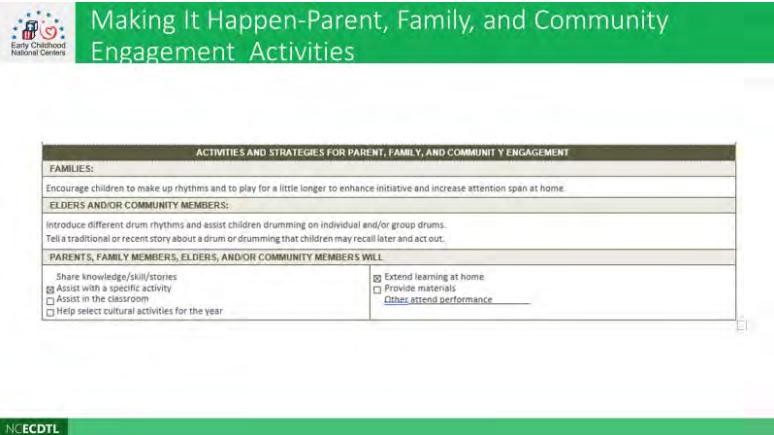
*Decide what activities would be the best to include for teaching the elements of your domains. List them along with the goals on your form.*

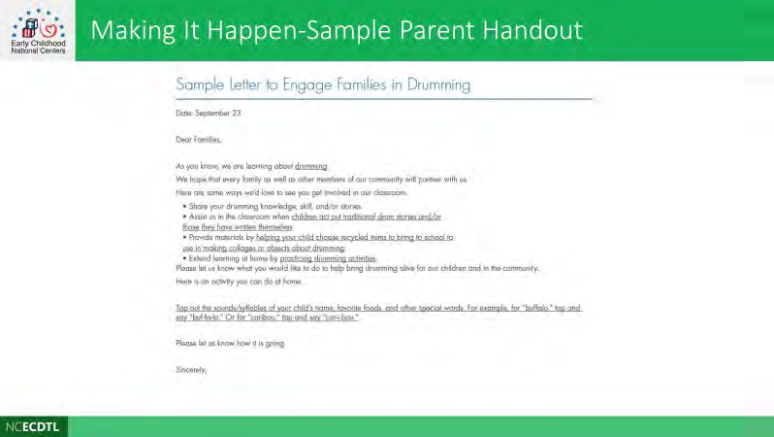
Point out how the activity is not as specific as you would probably want it. For example: Would children be working in small groups with an Elder?;

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	<p>What rhythms would you introduce?; How many children would you have, and would an Elder be assisting?; What are the different rhythms or patterns?; What are the different sizes of drumsticks (small and large or small, medium, and large)?; How will you record their responses (a three-column chart)?; Your lesson plans come into play and answer these questions and provide more detail.</p> <p>Ask the participants to complete the activities for their activities and strategies.</p>
<p><b>Slide 67</b></p>  <p>The screenshot shows a slide with a green header 'Making It Work- Documentation and Assessment' and the Early Childhood National Centers logo. Below the header is a table titled 'DOCUMENTATION' under the heading 'HOW WE KNOW THE CHILD IS LEARNING'. The table has two columns: one for documentation types (Anecdotal record, Picture, Other type recording/video) and one for methods (Checklist, Child's/group's work). Below the table is a paragraph of 'ASSESSMENT TOOL INDICATORS' with various numbered indicators. At the bottom of the slide is a green bar with the text 'NCECDTL'.</p>	<p><b>Slide 67: <i>Making It Happen</i>—Documentation and Assessment</b> (10 minutes; slides 67-68)</p> <p>Note: Hand out may be used from Teaching Strategies Gold. <a href="https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD%20Objectives%20and%20Dimensions.pdf">https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD%20Objectives%20and%20Dimensions.pdf</a></p> <p><i>Say to participants:</i></p> <p><i>How we know a child is learning is through documentation and assessment. You notice that our examples use Teaching Strategies GOLD. It's only because Teaching Strategies is the most commonly used tool nationally.</i></p> <p>Ask what curricula they use.</p> <p><i>Then say:</i></p> <p><i>In <b>Making It Happen</b>, we're asking you to choose beforehand what types of documentation you think would be best for recording progress in the goals addressed in your cultural activities. For example, a checklist might be good for Gross Motor goals but not for Receptive Language. Deciding your type of documentation beforehand supports intentional teaching.</i></p>

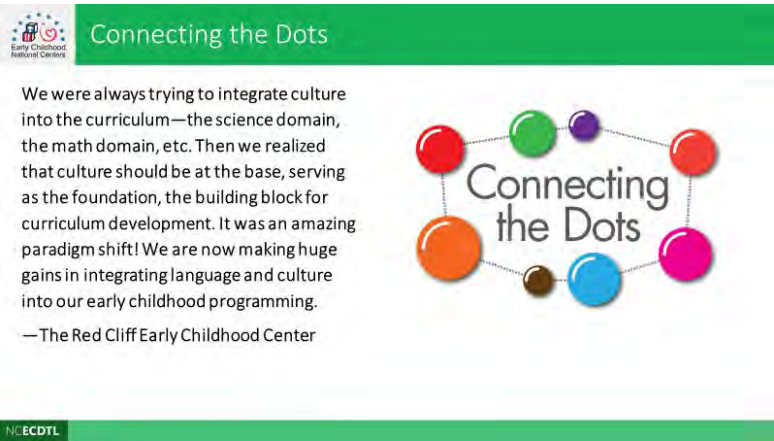


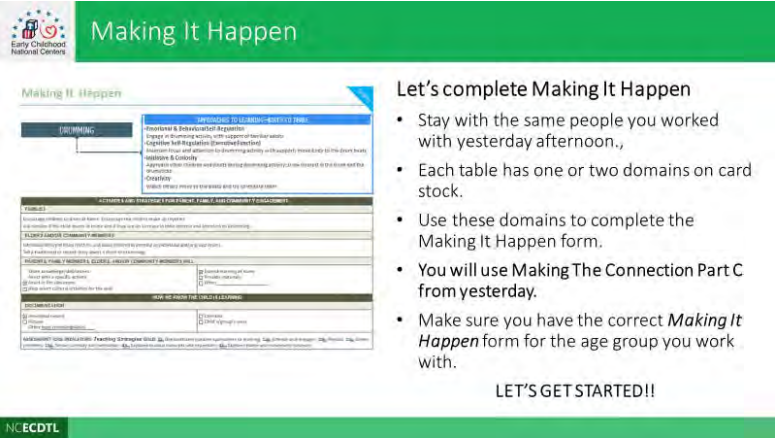
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	<p><i>Let's see what documentation was chosen for Approaches for Learning. You see that only three were chosen. You would not want to choose more than three because it would become too lengthy to record and be too much data to process.</i></p> <p>Read the slide for documentation:  'Anecdotal record' , 'picture' , and 'other-tape recording/video' .  The purpose of staff listing the assessment indicators beforehand is to support intentional teaching but also for staff to be able to articulate and illustrate to others how their traditional cultural goals are assessed by your current tool."</p> <p>Read the slide for Assessment Tool Indicators from the slide.  <i>Then say:</i>  <i>Decide what documentation would be the best for recording children's progress for the activities that you have chosen. Also choose the assessment indicators that would best assess children's progress by using the handout 'Objectives for Development and Learning' on the table or the indicators from your own assessment tool. List them on your form. "Because there may be some duplication, you might want to begin thinking about ways to integrate Making It Happen into your current ongoing assessment process.</i></p> <p>Ask the participants to complete the activities for their documentation and assessment.</p>





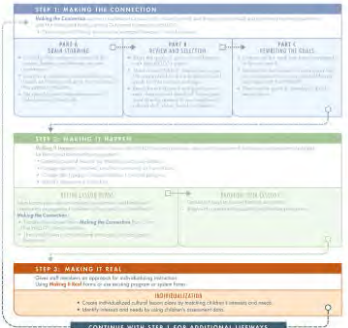

Slide	Trainer Notes		
<p><b>Day 2</b></p>			
<p><b>Slide 68</b></p>  <p><b>Birth to Three</b></p> <ul style="list-style-type: none"> <li><b>Approaches to Learning</b> Activity: Child explores drumming using containers, pots, and pans Documentation: Staff take a short video as documentation for TS Gold 11d. "Shows curiosity and motivation."</li> <li><b>Language and Communication</b> Activity: Child uses new drum vocabulary during activities and in conversations throughout the day Documentation: Staff hear child using the new term and writes the anecdote to support TS Gold 9a. "Uses an expanding expressive vocabulary."</li> </ul> <p><b>Three to Five</b></p> <ul style="list-style-type: none"> <li><b>Approaches to Learning</b> Activity: Child creates their own drumming rhythms/patterns Documentation: Staff take a short video as documentation for TS Gold 11d. "Shows curiosity and motivation."</li> <li><b>Language and Communication</b> Activity: Child uses new drum vocabulary in <i>both English and the tribal language</i> Documentation: Staff hear child using the new term and writes the anecdote to support TS Gold 9a. "Uses an expanding expressive vocabulary."</li> </ul> <p>NCECDTL</p>	<p><b>Slide 68 – Connection Between Activities and Assessment</b> (10 minutes; slides 67-68)</p> <p>Discuss these concrete examples for B-3 and 3-5 for drumming. This slide serves as an opportunity to reinforce scope and sequence.</p> <p>Participants should use documentation to plan activities and activities should be planned for varying levels of development.</p> <p>Participant can reference Teaching Strategies GOLD™ Objectives for Development &amp; Learning:  <a href="https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD%20bjectives%20and%20Dimensions.pdf">https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD%20bjectives%20and%20Dimensions.pdf</a></p>		
<p><b>Slide 69</b></p>  <p><b>ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT</b></p> <p><b>FAMILIES:</b> Encourage children to make up rhythms and to play for a little longer to enhance initiative and increase attention span at home.</p> <p><b>ELDERS AND/OR COMMUNITY MEMBERS:</b> Introduce different drum rhythms and assist children drumming on individual and/or group drums. Tell a traditional or recent story about a drum or drumming that children may recall later and act out.</p> <p><b>PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL</b></p> <table border="1"> <tr> <td> <input type="checkbox"/> Share knowledge/skill/stories  <input checked="" type="checkbox"/> Assist with a specific activity  <input type="checkbox"/> Assist in the classroom  <input type="checkbox"/> Help select cultural activities for the year         </td> <td> <input checked="" type="checkbox"/> Extend learning at home  <input type="checkbox"/> Provide materials  <input type="checkbox"/> <i>Others attend performance</i> </td> </tr> </table> <p>NCECDTL</p>	<input type="checkbox"/> Share knowledge/skill/stories <input checked="" type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year	<input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> <i>Others attend performance</i>	<p><b>Slides 69: Making It Happen—PFCE Activities</b> (15 minutes; slides 69-70)</p> <p><i>Say to participants:</i></p> <p><i>Activities that engage families and communities around their culture ensure children’s success in school and life. This part of Making It Happen directly connects the classroom activities to activities families can do at home.</i></p> <p>Read the activities on the slide and discuss how they are related to the teaching activities. Read the strategies and point out that they are only examples. Participants might want to include their own.</p> <p><i>Then say to participants:</i></p>
<input type="checkbox"/> Share knowledge/skill/stories <input checked="" type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year	<input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> <i>Others attend performance</i>		

Slide	Trainer Notes
<p><b>Day 2</b></p>	
	<p><i>Select, adapt, and then write down an activity (or activities) that engages families in supporting your lifeway at home and in their community.</i></p> <p><i>Develop and write down an activity (or activities) that will include the wisdom, knowledge, and goals of Elders and community members for your selected lifeway.</i></p> <p><i>Check the strategies used to track how you involve families, Elders, and community members.</i></p> <p><i>Please list them on your form.</i></p>
<p><b>Slide 70</b></p> 	<p><b>Slide 70: Making It Happen—Parent Handout</b> (15 minutes; slides 69-70)</p> <p>Point out to participants that they will not be writing the letter today. You just want them to be aware that the resource is available in the <b>Introductions and Steps to Put Making It Work! Into Practice for Children Ages Birth to Five.</b></p> <p><i>Say to participants:</i></p> <p><i>Parents are the first teachers. Involving them empowers them. After planning all the domain activities for a cultural lifeway, you will want to choose the activities that you want to include in a letter to families. Though you only refer to a few activities in your letter, you'll probably use all of them at different times and with different families.</i></p> <ul style="list-style-type: none"> <li>• <i>Use the sample letter on pages 90-91 in the <b>Introductions and Steps to Put Making It Work! Into Practice for Children Ages Birth to Five</b> to create your own letter to send to families, making the necessary changes and adding the activities you decide to include.</i></li> </ul>

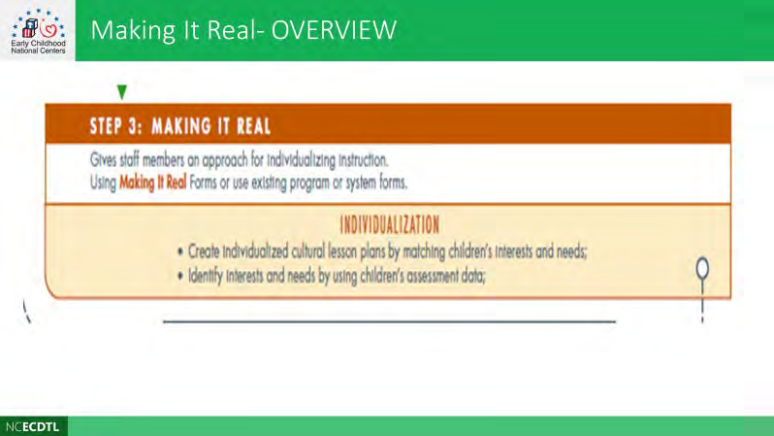
Slide	Trainer Notes
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	<ul style="list-style-type: none"> <li>• <i>Use the letter to talk with families about how they would like to be engaged.</i></li> <li>• <i>At this point, if not before, you might be thinking this takes too much time and this is just more paperwork for teachers when so much is already being asked of them. True. But once it is done, your teachers, program, and community have a resource that you will always be able to use.</i></li> </ul> <p>Who within the families in your program and in your community can you call upon to share their knowledge of the language, traditional songs, dances, beadwork, traditional storytelling and a multitude of important aspects of your traditional culture?</p> <ul style="list-style-type: none"> <li>• If language is their area of expertise perhaps they can help with the bilingual labeling of the activity centers, toys, and materials in the classroom or center.</li> <li>• If they are a championship dancer at pow-wows perhaps they would help with tiny tot dancer activities and steps for large motor, music and movement activities.</li> <li>• Some elders volunteer in programs to lead cultural learning activities, read to the children, share traditional storytelling, or speak to the children in the traditional language.</li> <li>• Some of the fathers may sing on a drum, play the hand drum or traditional flute and be willing to be a guest presenter in the classroom or offer ideas for culturally responsive music activities.</li> <li>• Sharing about traditional foods such as wild rice, berries, blue corn tortillas, salmon or venison, caribou or sturgeon, making dough and developmentally appropriate culinary activities teach science, math, and measurement.</li> <li>• Beadwork can develop counting, sorting, color recognition, one-to-one correspondence and fine motor skills. There may be someone in your</li> </ul>

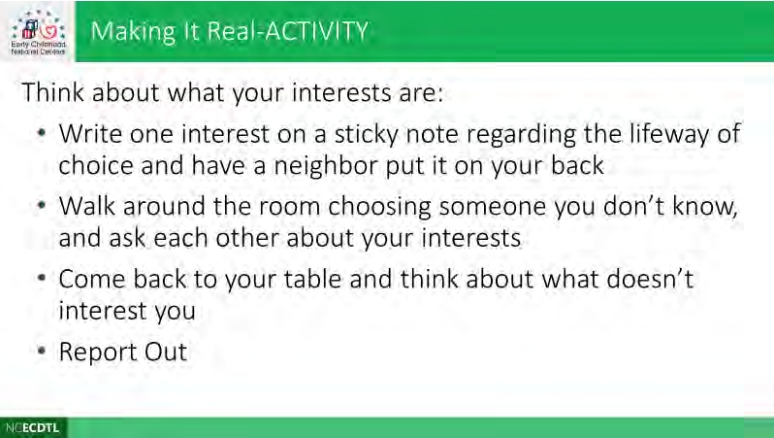
Slide	Trainer Notes
<p><b>Day 2</b></p>	
	<p>community who is well known for their beadwork who can be called upon for their ideas to help the children get started and adapting the materials to be age appropriate.</p> <ul style="list-style-type: none"> <li>Your program can utilize the MIW tool to infuse these activities and cultural aspects into the early childhood classroom or curriculum while making the connections to the Early Learning Outcomes Framework.</li> </ul> <p>Have participants complete the PFCE section of MIH.</p>
<p><b>Slide 71</b></p> 	<p><b>Slide 71: <i>Making It Happen</i>—Connecting the Dots</b> (5 minutes)</p> <p>Read testimonial and discuss.</p> <p><i>Ask participants:</i></p> <ul style="list-style-type: none"> <li><i>•How did this feel for you?</i></li> <li><i>•Were you able to connect the dots?</i></li> </ul>

Slide	Trainer Notes
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<p><b>Slide 72</b></p>  <p><b>Let's complete Making It Happen</b></p> <ul style="list-style-type: none"> <li>Stay with the same people you worked with yesterday afternoon.,</li> <li>Each table has one or two domains on card stock.</li> <li>Use these domains to complete the Making It Happen form.</li> <li>You will use Making The Connection Part C from yesterday.</li> <li>Make sure you have the correct <i>Making It Happen</i> form for the age group you work with.</li> </ul> <p>LET'S GET STARTED!!</p>	<p><b>Slide 72: <i>Making It Happen</i></b> (45 minutes)</p> <p>Note to Trainer: Make sure you have the correct form for the age group on this slide. Make sure you have them using the MTC Part C from yesterday morning. Later they will use their own lifeways from yesterday afternoon.</p> <p>It is important that participants have all of the materials. Go to each table and check that they have the materials. Assist with completing this form. Have the ECE and other resource people assist as needed.</p> <p>Read the slide</p> <ul style="list-style-type: none"> <li>Have participants locate the cards with domains.</li> <li>Have them locate the correct forms.</li> <li>They will record what they decide on the <i>Making It Happen</i> (8 ½ X 11) form. They can then keep these and take it back to their program.</li> </ul>
<p><b>Slide 73</b></p>	<p><b>Slides 73: Activity—Share Work with Others</b> (20 minutes)</p> <p>NOTE to Trainer: You may need to adjust the time according to the number of groups reporting out.</p> <p>Have each group share part of their <b>Making it Happen</b> work. Ask them to do the following:</p> <ul style="list-style-type: none"> <li>Discuss one activity you will be doing for this lifeway and how it is tied to the goal.</li> <li>Discuss one PCFE activity.</li> <li>Discuss how you will know the child is learning.</li> </ul>

Slide	Trainer Notes
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<div data-bbox="212 337 974 391" style="background-color: #008000; color: white; padding: 5px;">  Share work-Summary of Making It Happen         </div> <p data-bbox="254 407 562 459">Each Table Reports out on the following:</p> <ul data-bbox="254 500 630 703" style="list-style-type: none"> <li>▪ Discuss one activity you will be doing for this lifeway and how it is tied to the goal</li> <li>▪ Discuss one PCFE activity</li> <li>▪ Discuss how you will know the child is learning</li> </ul>  <div data-bbox="205 743 974 764" style="background-color: #008000; color: white; padding: 2px;">  </div>	<p data-bbox="1003 337 1377 362"><b>This is a good time for a Break.</b></p>
<div data-bbox="212 865 974 919" style="background-color: #008000; color: white; padding: 5px;">  MIW Process         </div> <p data-bbox="226 1000 537 1024">Step 1-Making the Connection</p> <p data-bbox="226 1068 485 1092">Step 2-Making It Happen</p> <div data-bbox="226 1211 453 1235" style="background-color: yellow; padding: 2px;"> <p>Step 3- Making It Real</p> </div>  <div data-bbox="205 1276 974 1297" style="background-color: #008000; color: white; padding: 2px;">  </div>	<p data-bbox="1003 800 1455 865"><b>Slide 74: Transition to <i>Making It Real</i></b> (5 minutes; slides 74-75)</p> <p data-bbox="1003 906 1234 930"><i>Say to participants:</i></p> <p data-bbox="1098 971 1875 1036"><b><i>Making It Work</i> consists of three steps, and we have done two of the steps: <i>Making the Connection</i> and <i>Making It Happen</i>.</b></p> <p data-bbox="1098 1076 1560 1101"><i>Now we will talk about <b>Making It Real</b>.</i></p> <p data-bbox="1098 1141 1864 1206"><b><i>Making It Real</i> identifies children’s interests and needs to create individualized cultural lesson plans.</b></p> <p data-bbox="1003 1247 1203 1271"><b>Note to Trainer:</b></p> <p data-bbox="1098 1279 1833 1344">It is suggested that this part of <b>MIW—Making It Real</b>—not be implemented right away. In the workshop we provide a brief</p>



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	<p>overview of <b>Making It Real</b>, but we do not spend a lot of time on this as it is a lot to take in.</p>
<p><b>Slide 75</b></p> 	<p><b>Slide 75: Making It Real- Overview</b> (5 minutes; slides 74-75)</p> <p>The last step in <i>MIW</i> is <b><i>Making It Real</i></b>, which gives staff members <u>an approach for individualizing instruction</u>.</p> <p><b><i>Making It Real</i></b> is most helpful after staff are thoroughly comfortable with the first two steps in <b><i>Making It Work</i></b>. Usually, programs start to develop this step in years 2 and 3.</p> <p><b><i>Making It Real</i></b> helps teachers create individualized cultural lesson plans by:</p> <ul style="list-style-type: none"> <li>• identifying interests and needs by using children’s assessment data;</li> <li>• matching each child’s interest and need to one of the activities from <i>Making It Happen</i>;</li> <li>• highlighting common interests and needs (using color, different fonts, etc.) to create small learning groups;</li> <li>• listing the traditional cultural goals, values, beliefs, and lifeways that interest families; and</li> <li>• listing the program topics that relate to the cultural lifeway.</li> </ul>

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<p><b>Slide 76</b></p>  <p>Think about what your interests are:</p> <ul style="list-style-type: none"> <li>• Write one interest on a sticky note regarding the lifeway of choice and have a neighbor put it on your back</li> <li>• Walk around the room choosing someone you don't know, and ask each other about your interests</li> <li>• Come back to your table and think about what doesn't interest you</li> <li>• Report Out</li> </ul>	<p><b>Slide 76: <i>Making It Real</i>—Interest Activity</b> (15 minutes; slides 76-77) Cover the points on the slide.</p> <p><i>Then say to participants:</i></p> <p><i>“Your interests do not have to be professional. They can be swimming, gardening, hiking, knitting, dancing . . .</i></p> <p><i>“What are some of your interests? What doesn't interest you? Balancing your checkbook? Cleaning? Reading a data report? Exercising?</i></p> <p><i>“Have you ever combined what was easy for you to do with what you found hard? Any examples?</i></p> <p><i>“If we don't like to clean but we like to sing, we will sing when we clean the house, or we don't like to exercise every day but if we do it with a friend it's more fun and easier to do. It's what we do as humans.</i></p> <p><i>“When we individualize for children, <b>that</b> is what we want to do—we want to match interest and need to support the child to learn what is difficult at the moment. As teachers, it is one of our most important tasks. It is what good teaching is all about.</i></p> <p><i>“Often our interests become our strengths because we like doing the activity, we get good at it.</i></p> <p><i>“The third step in the process is <b>Making It Real</b>, which is a way to individualize the cultural activities you developed in <b>Making It Happen</b> for the children in your class.”</i></p> <p><b>Remind participants to take the sticky off their backs.</b></p>

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**Extension:** Have participants that had similar interests group together and talk amongst themselves how it might look in their classrooms.

**Slide 77**

NEECDTL

**Slide 77: Making It Real—Using Assessment Data**  
(15 minutes; slides 76-77)

Say to participants:

*“This final form asks you to do the following:*

- *Identify children’s interests by listing the five highest scores on each child’s assessment.*
- *Identify needs by listing the three lowest scores on the assessment.*
- *Underline or highlight common interests and needs to create small learning groups.*
- *Choose an activity from **Making It Happen** that addresses a need combined with an interest.*

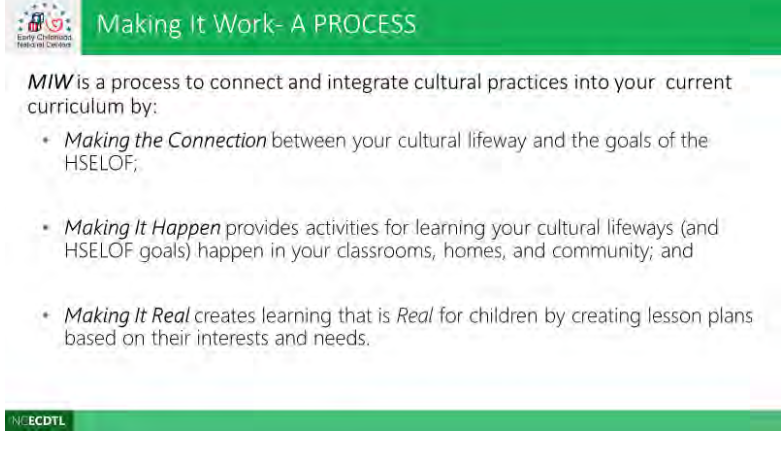
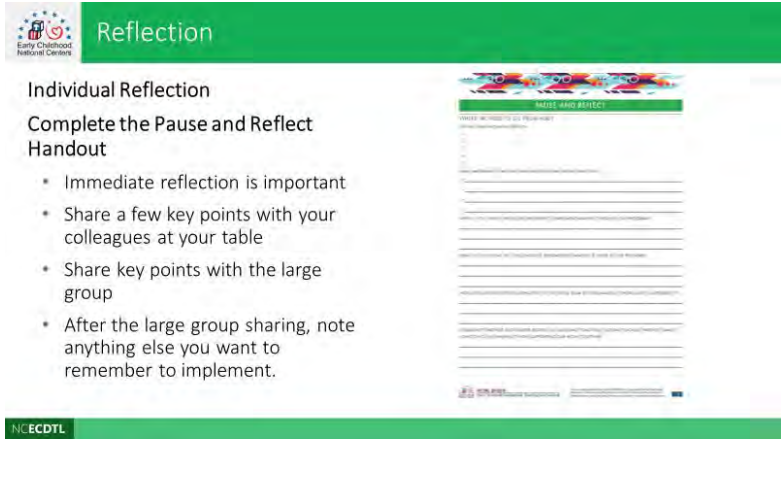
*In the **Making It Real** form—family interests and program topics can be added on the back to support parent involvement and a meaningful connection to program topics.*

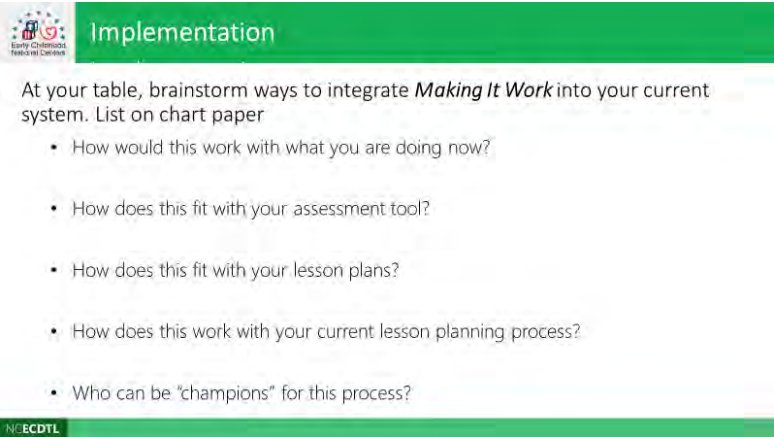
*See completed example of **Making It Real: Using Assessment Data to Identify Interests and Needs** on page 93.*

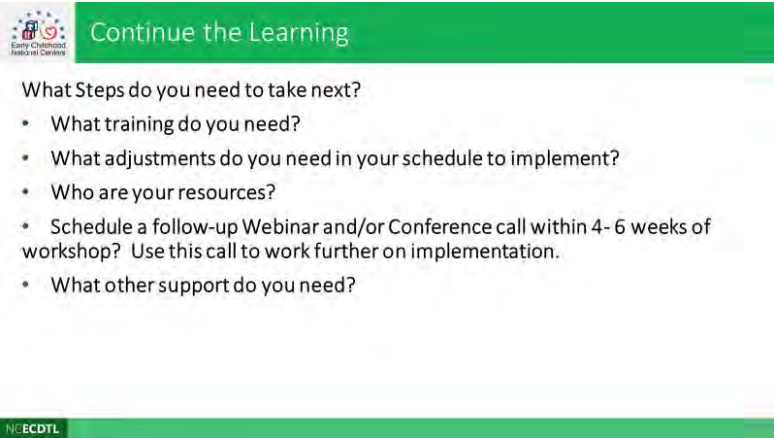
***Making It Real** form can be put into Excel, which makes it possible to enter the entire class and as many activities as you wish.*

*On the slide, we see that the second page includes “Family Interests” in traditional cultural goals, values, beliefs and lifeways at the end of the form. The purpose of knowing family cultural*

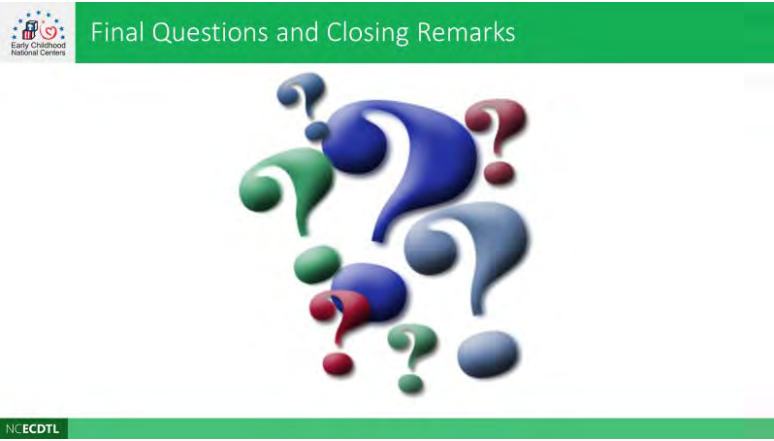
Slide	Trainer Notes
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	<p><i>interests is that it supports teachers in creating lesson plans that encourage family involvement in planning curriculum and engaging in activities.</i></p> <p><i>In the examples in <b>Making It Work</b> sections 2 and 3, we listed children’s interests, but you could put family’s interests here instead.</i></p> <p><i>Program Topics are also included at the end as a reference for integrating them into cultural activities whenever possible to make them more relevant and meaningful for children and families. For example, safety is included in the Physical Development and Health Domain.</i></p> <p><i>The first approach of <b>Making It Real</b> is an introduction to thinking and planning in terms of interests and needs. Many staff prefer to begin with this approach because it is easier and quicker.</i></p>
Slide 78	<p><b>Slide 78: Making It Work</b> (5 minutes)</p> <p>Say to participants:</p> <p><i><b>Making It Work</b> is not a curriculum but instead a process to develop a cultural curriculum. As with School Readiness, it is important for all of us to be able to describe the process not only for ourselves but for others: colleagues, families, community members, and federal reviewers.</i></p> <p>Cover the points on the slide.</p>

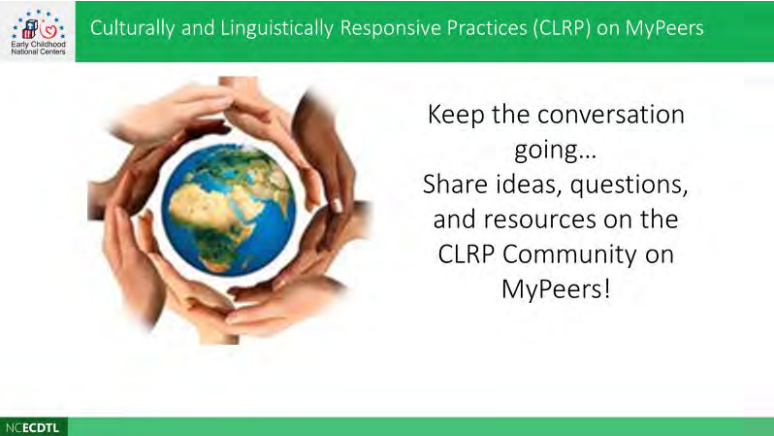
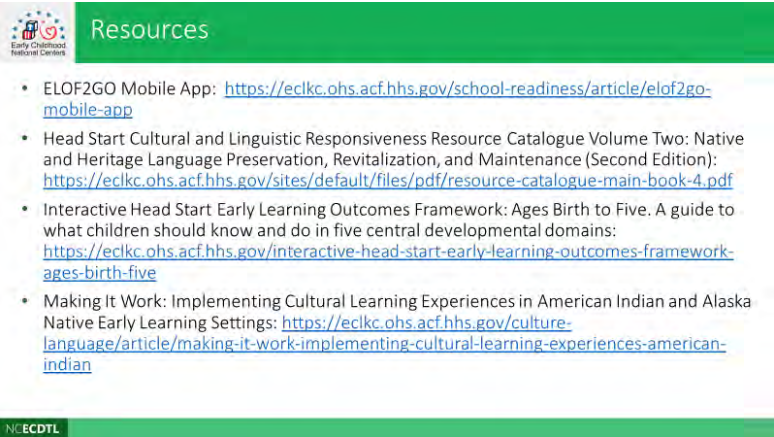
Slide	Trainer Notes
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 <p><b>MIW</b> is a process to connect and integrate cultural practices into your current curriculum by:</p> <ul style="list-style-type: none"> <li>• <i>Making the Connection</i> between your cultural lifeway and the goals of the HSELOF;</li> <li>• <i>Making It Happen</i> provides activities for learning your cultural lifeways (and HSELOF goals) happen in your classrooms, homes, and community; and</li> <li>• <i>Making It Real</i> creates learning that is <i>Real</i> for children by creating lesson plans based on their interests and needs.</li> </ul> <p>NECDTL</p>	
<p><b>Slide 79</b></p>  <p><b>Individual Reflection</b></p> <p>Complete the Pause and Reflect Handout</p> <ul style="list-style-type: none"> <li>• Immediate reflection is important</li> <li>• Share a few key points with your colleagues at your table</li> <li>• Share key points with the large group</li> <li>• After the large group sharing, note anything else you want to remember to implement.</li> </ul> <p>NECDTL</p>	<p><b>Slide 79: Reflection Time</b> (20 minutes)</p> <p>Have available:</p> <ul style="list-style-type: none"> <li>▪ The “Pause and Reflect” handout</li> </ul> <p>Refer to the “Pause and Reflect” handout.</p> <p>Cover the points on the handout.</p> <p><i>Say to participants:</i></p> <p><i>Our last objective was to develop an implementation plan. Please take this time to reflect on the content and think about your next steps. Reflecting is important. Research tells us that if we do not think about and act on or plan for what we have learned within 72 hours of a training, we tend not to use the information. You have</i></p>

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	<p><i>approximately 10 minutes to fill out the 'Pause and Reflect' handout. First do this individually.</i></p> <p>After participants have completed the handout, ask them to share at their table. After about 5 minutes have them share a few responses with the large group.</p> <p>As participants share, chart their responses on the easel.</p> <p>After the sharing, have them take additional time to make individual reflection notes on their tent card.</p>
<p><b>Slide 80</b></p>  <p><b>Implementation</b></p> <p>At your table, brainstorm ways to integrate <i>Making It Work</i> into your current system. List on chart paper</p> <ul style="list-style-type: none"> <li>• How would this work with what you are doing now?</li> <li>• How does this fit with your assessment tool?</li> <li>• How does this fit with your lesson plans?</li> <li>• How does this work with your current lesson planning process?</li> <li>• Who can be "champions" for this process?</li> </ul> <p>MECDTL</p>	<p><b>Slide 80: Implementation</b> (20 minutes)</p> <p>Have available:</p> <ul style="list-style-type: none"> <li>▪ Easel paper</li> <li>▪ Markers</li> </ul> <p><b>Have all of the same program staff sit together to complete the rest of these activities.</b></p> <p>Cover the points on the slide.</p> <p>Ask participants to assign a note taker. Brainstorm at their table ways to integrate <b>Making It Work</b> into their current system of documentation, lesson planning, individualization, and assessment and then to report out to the group.</p> <p>Cover some key points from <b>A Training Guide for Implementing Making It Work in Tribal Early Learning Settings</b>, section on <b>Implementing Making It Work is a Multi-Year Journey</b>.</p>

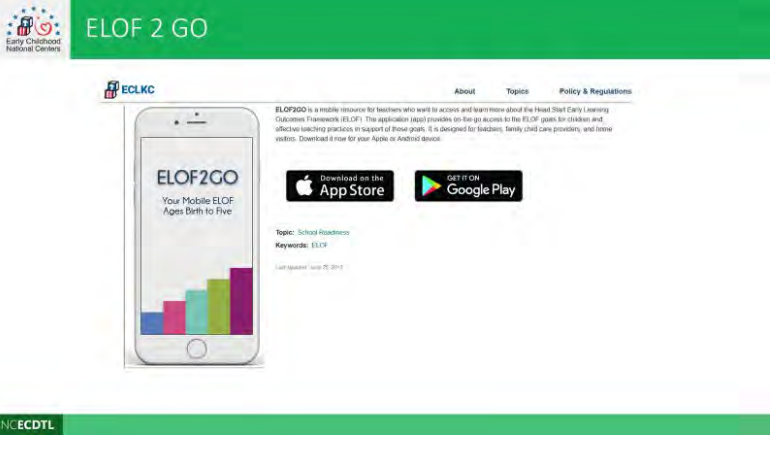
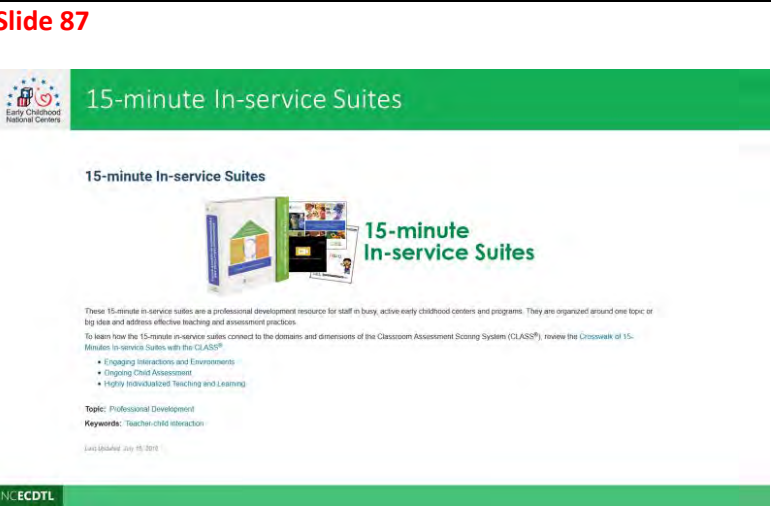
Slide	Trainer Notes
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<p><b>Slide 81</b></p>  <p>What Steps do you need to take next?</p> <ul style="list-style-type: none"> <li>• What training do you need?</li> <li>• What adjustments do you need in your schedule to implement?</li> <li>• Who are your resources?</li> <li>• Schedule a follow-up Webinar and/or Conference call within 4- 6 weeks of workshop? Use this call to work further on implementation.</li> <li>• What other support do you need?</li> </ul> <p>NCECDTL</p>	<p><b>Slide 81: Follow-Up-Continue the Learning</b> (10 minutes)</p> <p>Cover the points on the slide.</p> <p>Have all the same program staff sit together for this activity.</p> <p><i>Say to participants:</i></p> <p><i>At your table and with your director, ECE manager, etc. Talk about these questions and take notes.</i></p> <p><i>Talk about the implementation suggested guidance in <b>A Training Guide for Implementing Making It Work in Tribal Early Learning Settings, Implementing Making It Work is a Multi-Year Journey.</b> For the follow up call, work with the director on an implementation plan. Use the guidance in <b>A Training Guide for Implementing Making It Work in Tribal Early Learning Settings.</b> Determine what handouts to use.</i></p> <p>NOTE: Whatever follow-up you have decided with the program, you can make this slide a reminder, filling in the date and time if known.</p>
<p><b>Slide 82</b></p>	<p><b>Slide 82: Session Objectives</b> (2 minutes)</p> <p>Read through the outcomes listed on the slide.</p> <p><i>Say to participants:</i></p> <p><i>These are the outcomes we outlined yesterday. We covered a lot and you have worked hard. Thank you.</i></p> <p><i>On your name cards, write down any take ways, reflections, next steps. Take these back with you to your program.</i></p>




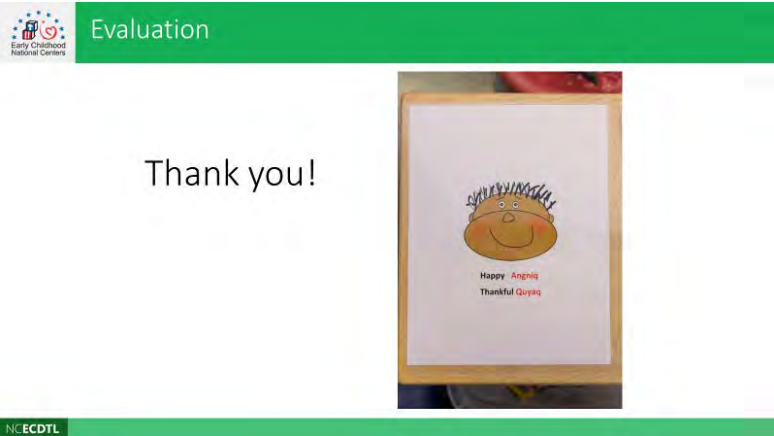
Slide	Trainer Notes
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<div data-bbox="205 329 533 764"> <p><b>Session Objectives</b></p> <p>At the end of this presentation, you should be able to:</p> <p>NCECDTL</p> </div> <div data-bbox="562 350 949 756"> <ul style="list-style-type: none"> <li>• Develop a deep understanding of the <i>Making It Work</i> process</li> <li>• Connect traditional cultural skills, values, beliefs, and lifeways to research-based guidelines</li> <li>• Create cultural lessons based on research-based early learning domains</li> <li>• Intentionally teach children in ways that promote their learning, growth, and development</li> <li>• Identify steps to include families, elders, and the community in language and cultural traditions</li> <li>• Develop an implementation plan for MIW</li> </ul> </div>	
<p><b>Slide 83</b></p> <div data-bbox="205 862 974 1300">  <p>Final Questions and Closing Remarks</p> <p>NCECDTL</p> </div>	<p><b>Slide 83: Final Questions and Closing Remarks</b> (5 minutes)</p> <p>Ask if there are any questions.</p>

Slide	Trainer Notes
<p><b>Day 2</b></p>	
<p><b>Slide 84</b></p>  <p>Culturally and Linguistically Responsive Practices (CLRP) on MyPeers</p> <p>Keep the conversation going... Share ideas, questions, and resources on the CLRP Community on MyPeers!</p> <p>NCECDL</p>	<p><b>Slide 84: CLRP on MyPeers</b> (5 minutes; slides 84-87)</p> <p>Encourage participants to join the CLRP MyPeers community to keep the conversation going. This is a place to share ideas, questions, and resources with your colleagues. If participants are not aware of MyPeers, show them the link on the home page of ECLKC for how they can join.</p>
<p><b>Slide 85</b></p>  <p>Resources</p> <ul style="list-style-type: none"> <li>• ELOF2GO Mobile App: <a href="https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app">https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app</a></li> <li>• Head Start Cultural and Linguistic Responsiveness Resource Catalogue Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition): <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-main-book-4.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-main-book-4.pdf</a></li> <li>• Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five. A guide to what children should know and do in five central developmental domains: <a href="https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five">https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five</a></li> <li>• Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings: <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian">https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian</a></li> </ul> <p>NCECDL</p>	<p><b>Slide 85: Resources</b> (5 minutes; slides 84-87)</p> <p><b>Note:</b> This would be a good time to show participants how to navigate the ECLKC website to find <b>MIW</b> materials. Bring up the MIW webpage, Brief on Scope and Sequence, 15-minutes In-service Suites, etc.</p> <ul style="list-style-type: none"> <li>• <b>Making It Work- 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</b> – <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-Indian">https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-Indian</a></li> </ul>

Slide	Trainer Notes
Day 2	
	<ul style="list-style-type: none"> <li>• <b>Section 3: Pilot Program Examples</b> - <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/making-it-work-section-03-pilot-program-examples.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/making-it-work-section-03-pilot-program-examples.pdf</a></li> <li>• <b>NCECDTL Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers</b> - <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf</a></li> <li>• <b>Tribal Language Revitalization Report</b> - <a href="https://eclkc.ohs.acf.hhs.gov/publication/report-tribal-language-revitalization-head-start-early-head-start-2015">https://eclkc.ohs.acf.hhs.gov/publication/report-tribal-language-revitalization-head-start-early-head-start-2015</a></li> <li>• <b>Engaging Interactions and Environments – 15-minute In-service Suites</b> - <a href="https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments">https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments</a></li> <li>• <b>Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs OHS Information Memorandum 15-02</b> - <a href="https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-15-02">https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-15-02</a></li> </ul>
Slide 86	<p><b>Slide 86: Resources</b> (5 minutes; slides 84-87)</p>

Slide	Trainer Notes
<p><b>Day 2</b></p>	
 <p><b>ELOF 2 GO</b></p> <p>ELOF2GO is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). The application (app) provides on-line access to the ELOF goals for children and objective teaching practices in support of those goals. It is designed for teachers, family child care providers, and home visitors. Download it now for your Apple or Android device.</p> <p>Download on the App Store   GET IT ON Google Play</p> <p>Topic: School Readiness Keywords: ELOF Last updated: June 25, 2014</p> <p>NECDTL</p>	
 <p><b>15-minute In-service Suites</b></p> <p>15-minute In-service Suites</p> <p>These 15-minute in-service suites are a professional development resource for staff in busy, active early childhood centers and programs. They are organized around one topic at a time and address effective teaching and assessment practices.</p> <p>To learn how the 15-minute in-service suites connect to the domains and dimensions of the Classroom Assessment Scoring System (CLASS®), review the <i>Crosswalk of 15-Minute In-service Suites with the CLASS®</i>.</p> <ul style="list-style-type: none"> <li>Engaging Interactions and Environments</li> <li>Ongoing Child Assessment</li> <li>Highly Individualized Teaching and Learning</li> </ul> <p>Topic: Professional Development Keywords: Teacher-child interaction Last updated: July 10, 2014</p> <p>NECDTL</p>	<p><b>Slide 87: Resources</b> (5 minutes; slides 84-87)</p>

Slide	Trainer Notes
<p><b>Day 2</b></p>	
<p><b>Slide 88</b></p>  <p><b>Slide 88: Closing Quote</b> (2 minutes)</p> <p>Read the quote.</p>	
<p><b>Slide 89</b></p> ecdctl@ecetta.info, or' and 'Call (toll-free): 1-844-261-3752'. At the bottom left, the NCECDTL logo is visible." data-bbox="98 573 464 839"/> <p><b>Slide 89</b> (5 minutes)</p> <p>Keep up on screen. Hand out evaluation form, if you will be administering one. Have participants complete and turn in the evaluation. Let participants know that there are references listed in <b>A Training Guide for Implementing Making It Work in Tribal Early Learning Settings</b> at the end.</p>	

Slide	Trainer Notes
<b>Day 2</b>	
<p><b>Slide 90</b></p>  <p>The slide features a green header with the 'Early Childhood National Centers' logo and the word 'Evaluation'. The main content area has 'Thank you!' on the left and a framed cartoon character on the right. The character has spiky hair and a wide smile, with the text 'Happy Angpil' and 'Thankful Guyag' below it. A green footer contains the acronym 'NECDTL'.</p>	<p><b>Slide 90: Thank You</b> Thank the tribe, programs, and participants.</p>