



***Making It Work:*** A Guide for Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings

Presenters:  
 Melody Redbird-Post, NCTEED  
 Deborah Mazzeo, NCECDTL  
 Lisa Ojibway, SCBC

March 20, 2018

---

---

---


---


---

---

---


---

 **Introductions**




Deborah Mazzeo, Ph.D.  
Cultural and Linguistic Practices Coordinator

National Center on Early Childhood Development, Teaching, and Learning




Melody Redbird-Post, M.Ed.  
Project Director

National Center on Tribal Early Childhood Development



Lisa Ojibway, M.S., Ed.M.  
Infant Toddler Specialist Network

Child Care State Capacity Building Center



---

---

---

---

---

---

---

---

 **Remarks from the Administration for Children and Families**



Jennifer Amaya-Irion, M.S.W., Program Specialist, Content Lead for Culture and Language, Office of Early Childhood Development, Division of Comprehensive Services and Training and Technical Assistance, Administration for Children and Families, U.S. Department of Health and Human Services.



---

---

---

---

---

---

---

---

## Session Objectives

At the end of this presentation, you should be able to:

- Use MIW to explain the benefits of integrating language and culture.
- Understand how integrating language and culture connects with the Head Start Program Performance Standards (HSPPS), Child Care Development Fund (CCDF) regulations, and the Early Learning Outcomes Framework (ELOF) to support school readiness goals.
- Learn the three-step process to Making It Work (MIW).
- Infuse traditional values and practices in early learning programming.
- Conduct continuous quality improvement and cultural responsiveness through family engagement.
- Learn about implementation highlights, successes, and considerations.

NCECDTL

---

---

---

---

---

---

---

---

## Session Agenda

Here's what we're doing today:

1. Introductions
2. Purpose and background of MIW
3. Importance of language and culture
4. Connections to the HSPPS and CCDF regulations
5. MIW three-step process
6. Program experiences
7. Next steps
8. Questions

NCECDTL

---

---

---

---

---

---

---

---

## Chat Question

- **Cultural Pride:** Please share with each other what American and Indian Alaska Native nation(AIAN) you are from in the chat box
- **Diverse Languages:** The cultures and languages across AIAN communities are very different





NCECDTL

---

---

---

---


---

---

---

---

**Culture, Language, and Identity Formation**



“Children’s identity and sense of self are inextricably linked to the language they speak and the culture in which they have been socialized, which takes place in a specific family context” (Crago, 1988, as cited in California Department of Education, 2008)

“Culture also influences young children’s developing sense of self, as many cultures emphasize collective or group worth rather than worth based on individual accomplishments” (Rogoff, 2003, as cited in Tomlinson & Hyson, 2009)

ECDTL

---

---

---

---

---

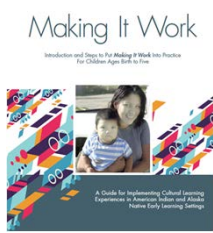
---

---

---

**Making It Work...**

- promotes language development, including learning of the tribal language.
- ensures lesson plans and teaching strategies infuse important cultural and lifeway skills.
- ensures that the tribal, state, and The Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF) standards and regulations are achieved by teaching their traditional cultural skills, values, beliefs, and lifeways; and
- complements and connects each program’s research-based curriculum and ongoing assessment process to local cultural lifeways.



<https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-connecting-cultural-learning-experiences-american-indian>

ECDTL

---

---

---

---

---


---

---

---

**Chat Question**

- Who has used the Making It Work tool?
- Please share about your experience and what aspects of cultural learning you were able to infuse into your early childhood classroom(s) or program(s)?



ECDTL

---

---

---

---

---

---

---

---

 **Head Start Program Performance Standards**

- Subpart C – Education and Child Development Program Services

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

§1302.36 Tribal language preservation and revitalization  
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.

§1302.35 Education in home-based programs  
Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the **family’s traditions, culture, values, and beliefs**



---

---

---

---

---


---

---


---

---

---

 **2016 CCDF Regulatory References**

- § 98.15(a)(9)(i)  
Implement early learning and developmental guidelines that are developmentally, **culturally and linguistically appropriate**
- § 98.33(b)(1)(iv)  
Use best practices concerning children’s development, **meaningful parent and family engagement**, and physical health and development
- § 98.44  
Promotes the social, emotional, physical, and cognitive development of children through **culturally and linguistically appropriate practices**
- § 98.53  
Professional development and training on
  - culturally and age-appropriate strategies** to promote all of the major domains of child development and learning, including specialized training for working with populations of children such as Native Americans and Native Hawaiians
  - engaging parents and families in culturally and linguistically appropriate ways**



---

---

---

---

---


---

---


---

---

---

 **2017-2019 CCDF Tribal Plan**

- Sections 1  
Coordinating with relevant systems, including Head Start and Early Head Start and Early Childhood Home Visiting
- Section 3  
Ensuring equal access to high quality child care for low-income children
- Section 5  
Supporting continuous quality improvement



---

---

---

---

---


---


---

---


---

---

 **Family, Community Engagement, and Children's Learning**



“when parents and community leaders make decisions themselves regarding content, process, and medium of instruction, Native language and culture programs ‘enhance student motivation, self-esteem, and ethnic pride’ and provide opportunities for parents and elders to participate in student learning, thereby bringing the community and school together” (as cited in NASEM, 2017, p. 347)



---

---

---


---

---


---

---


---

 **Culturally Based Education**

“Research about the influences of culturally based education on the academic performance of Native American children shows that interweaving cultural topics with daily activities strengthens their identity and leads to better outcomes for all students”



Demmert & Towner, 2003



---

---

---

---

---

---

---

---

 **What Is Making It Work**





---

---

---

---

---

---

---

---

### History of MIW

- Originally developed by the Office of Head Start former National Center on Cultural and Linguistic Responsiveness (NCCLR) in collaboration from AIAN Head Start programs.
- First shared at the National Indian Head Start Directors' Association in 2011.
- Through continuous feedback from tribal leaders, Head Start leaders, early childhood teachers, cultural and language staff, and early childhood program staff, MIW evolved over the 4 years and became a tool used in many Head Start programs.
- Recently expanded to include Birth to Three and reach all early learning programs.

---

---

---

---

---

---

---

---

---

---

### Early Learning Outcomes Framework (ELOF)

The diagram illustrates the structure of the ELOF. At the top, 'DOMAIN ORGANIZATIONS' are categorized into 'OPTIMAL DOMAINS' (Language and Literacy, Social and Emotional Development, Physical, Motor, and Perceptual Development) and 'EMERGENT DOMAINS' (Approaches to Learning, Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Foundations, and Physical, Motor, and Perceptual Development). Below this, the 'FRAMEWORK ORGANIZATION' is shown as a hierarchy: 'DOMAIN' at the top, followed by 'SUB-DOMAIN', 'GOALS', 'DEVELOPMENTAL TRAJECTORIES', and 'INDICATORS'.

---

---

---

---

---

---

---

---

---

---

### MIW Process

Three Steps:

- Step 1: Making the Connection
- Step 2: Making It Happen
- Step 3: Making It Real

The flowchart details the MIW process in four main steps:
 

- STEP 1: MAKING THE CONNECTION:** Involves 'PART A: ASSESS CURRENT REALITY' (assessing current reality, identifying strengths and needs), 'PART B: IDENTIFY GOALS' (setting goals for the program), and 'PART C: ENGAGE THE COMMUNITY' (involving families and community members).
- STEP 2: MAKING IT HAPPEN:** Involves 'DEVELOPING A PLAN' (creating a plan for implementation) and 'IMPLEMENTING THE PLAN' (putting the plan into action).
- STEP 3: MAKING IT REAL:** Involves 'MONITORING AND EVALUATING' (tracking progress and outcomes) and 'ADJUSTING THE PLAN' (making changes as needed).
- STEP 4: MAKING IT REAL:** Involves 'SUSTAINING THE PLAN' (ensuring long-term success) and 'EVALUATING IMPACT' (measuring the overall impact of the program).

 The process concludes with 'CONTINUE WITH STEP 1 FOR ADDITIONAL LIFEWAYS'.

---

---

---

---

---

---

---

---

---

---

**Chat Question**

- Brain storm and list important aspects of your traditional culture
- What should children in your community know and learn about their culture?



**ECDTL**

---

---

---

---

---

---


---

---

**The Journey to Making it Work**

“There are many paths to the top of the mountain.”

– Proverb



**ECDTL**

---

---

---

---

---

---

---

---

**Step 1: Making the Connection**

**STEP 1: MAKING THE CONNECTION**  
 Making the Connection connects traditional cultural skills, values, beliefs, and lifeways to the Tribal and State early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).  
 • Drumming and fishing are used as example lifeways in this document.

| PART A<br>BRAINSTORMING  | PART B<br>REVIEW AND SELECTION   | PART C<br>REWRITING THE GOALS  |
|--|--|--|
| <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> | <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>Select 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> | <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> |

**ECDTL**

---

---

---

---

---

---

---

---

### Brainstorming Webs

#### Fishing: Birth to Three

|  |   |   |
|--|---|---|
| <b>APPROACHES TO LEARNING</b><br>Engaged & Extended Self-Expression<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught | <b>SOCIAL AND EMOTIONAL</b><br>Homeownership with Family<br>Interaction with others in fishing game<br>Relationship with Other Children<br>Shared play with peers<br>Emotional Regulation<br>Self-regulation<br>Ability to play with others in the culture<br>A fish<br><b>Sense of Identity &amp; Belonging</b><br>Learn about the tradition and importance of fishing in the home and community | <b>LANGUAGE AND COMMUNICATION</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught                                   |
| <b>COGNITION</b><br>Engaged & Extended Self-Expression<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught              | <b>IDENTIFYING, MONITORING &amp; PROMOTING PHYSICAL DEVELOPMENT</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught   | <b>IDENTIFYING, MONITORING &amp; PROMOTING PHYSICAL DEVELOPMENT</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught |

#### Fishing: Three to Five

|  |   |   |
|--|---|---|
| <b>APPROACHES TO LEARNING</b><br>Engaged & Extended Self-Expression<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught | <b>SOCIAL AND EMOTIONAL</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught   | <b>LANGUAGE AND COMMUNICATION</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught                                   |
| <b>COGNITION</b><br>Engaged & Extended Self-Expression<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught              | <b>IDENTIFYING, MONITORING &amp; PROMOTING PHYSICAL DEVELOPMENT</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught | <b>IDENTIFYING, MONITORING &amp; PROMOTING PHYSICAL DEVELOPMENT</b><br>Homeownership with Family<br>Culture in the Home<br>Cognitive Self-Regulation<br>Language Development<br>Literacy & Numeracy<br>Community<br>An understanding of how the fish are being caught |

---

---

---

---

---

---

---

---

---

---

### Making It Happen

**STEP 2: MAKING IT HAPPEN**

Making It Happen creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.

- Develop cultural lessons for teaching each sub-domain;
- Engage parents, families, and the community in their efforts;
- Choose the type(s) of documentation to record progress;
- Identify assessment indicators.

**REFINE LESSON PLANS:**

Align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in Making the Connection.

- Transfer the content from Making the Connection Part C into the HSELOF Domain section.
- Then add follow-up activities and strategies for each age in the boxes.

**BROADEN YOUR LESSONS:**

- Document ways to Involve Families and Elders.
- Align with Assessment Indicators and Learning Outcomes.

---

---

---

---

---

---

---

---

---

---

### Chat Question

Who within the families and your community can you call upon to share their knowledge of the language, traditional songs, dances, beadwork, traditional story telling and a multitude of important aspects of your traditional culture?




---

---

---

---

---

---

---

---

---

---



**Making It Real**

**STEP 3: MAKING IT REAL**

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

**INDIVIDUALIZATION**

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

ECCTL

---

---

---

---


---

---

---

---

**Implementation Highlights**



- Sugaring example
- Building example

ECCTL

---

---

---

---

---

---

---

---

**Implementation Successes**

- Makes curricula culturally responsive to tribes
- Enhances parent and community engagement
- Enhances language immersion possibilities



ECCTL

---

---

---

---


---

---

---

---

**Implementation Considerations**



- Initial time investment
- Staff turnover

ECDTL

---

---

---

---

---


---

---

---

**Chat question**

**Share your ideas:** How do you envision using the Making It Work tool?



ECDTL

---

---

---

---

---

---

---

---

**Next Steps**

- How to Bring Making It Work to Your Program (Training and Implementation Guide)
- Sample Lifeways from the Field

Please contact me with stories at:  
[dmazzeo@zerotothree.org](mailto:dmazzeo@zerotothree.org)



ECDTL

---

---

---

---

---


---

---

---

**Health and Wellbeing**

“It has been observed that as participants progress through language or cultural revitalization, they often develop an enhanced sense of tribal identity that is protective in aspects of health and wellbeing” (as cited in Rouvier, 2017, p. 16)



**Language Documentation, Revitalization and Reclamation: Supporting Young Learners and Their Communities**  
Child Language Research and Revitalization Working Group  
 Corresponding Author: Ruth Rouvier

EDCTL

---

---

---

---

---

---

---

---

**Closing Quote**

*Education that interweaves cultural topics with daily activities strengthens Native American children's identity and leads to better outcomes for all students.*  
 —Demmert & Towner, 2003



EDCTL

---

---

---

---

---


---

---

---

**Questions and Evaluation**

We welcome your feedback. Please complete this brief [survey](#).



EDCTL

---

---

---


---

---

---

---

---



## References

- California Department of Education. 2008. *California Preschool Learning Foundations* (Vol. 1). Sacramento, CA: California Department of Education. <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
- Crago, Martha B. (1988). "Cultural context in communicative interaction of young Inuit children." *Dissertation Abstracts International*, 50(1-A). Retrieved from [http://digitool.library.mcgill.ca/webclient/StreamGate?folder\\_id=0&dvs=1503325901972~679&usePid1=true&usePid2=true](http://digitool.library.mcgill.ca/webclient/StreamGate?folder_id=0&dvs=1503325901972~679&usePid1=true&usePid2=true)
- Demmert, William G., Jr., and John C. Towner. 2003. *A Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students*. Portland, OR: Northwest Regional Educational Laboratory. <http://educationnorthwest.org/sites/default/files/resources/cbe.pdf>

ECDTL

---

---

---


---

---

---

---

---



## References

- National Academies of Sciences, Engineering, and Medicine. (2017). Promising and effective practices for specific populations of English learners grades pre-K to 12. In *Promoting the educational success of children and youth learning English: Promising futures* (pp. 337-350). Washington, DC: The National Academies Press. <https://doi.org/10.17226/24677>.
- Rogoff, Barbara. 2003. *The Cultural Nature of Human Development*. New York, NY: Oxford University Press.
- Rouvier, R. & Child Language Research and Revitalization Working Group. (2017). *Language documentation, revitalization, and reclamation: Supporting young learners and their communities*. Waltham, MA: EDC. Retrieved from <https://www.edc.org/sites/default/files/uploads/RouvierWhitePaperFinal.pdf>
- Stark, D.R. (n.d.). Tribal Home Visiting: Cultural enrichments, enhancements, and adaptations of tribal home visiting programs. Retrieved from [https://www.acf.hhs.gov/sites/default/files/ecd/1533\\_thv\\_cultural\\_enhancement\\_brief\\_508\\_compliant.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/1533_thv_cultural_enhancement_brief_508_compliant.pdf)

ECDTL

---

---

---

---

---

---

---

---