

Doing Both! Teaching Your Culture and Language and Meeting School Readiness and Head Start Requirements

Vanessa Maanao-French: Welcome. Welcome, welcome. We're so pleased to have you with us. And for those who have done the webinar with us before, you probably recognize the words of greeting from the different tribes around the country. And we always invite you to add to our welcome board. So if you don't see your welcome on there, your greeting, we invite you to use a questions box to actually add in your greeting. And what's really helpful for us is if you could add the name of your tribe and the state that you are adding your greeting from. And we want this welcome board to be crowded. So, please, if you don't see yours, add it in there.

So now you guys probably recognize my voice by now, for those of you that have been on the webinar many, many times. So I want to introduce myself and the rest of the webinar team that's going to be with you today. So my name is Vanessa Maanao-French I'm the program manager for the AIAN Project here at the National Center on Quality Teaching and Learning based out of Seattle, Washington. This is my little daughter Cece, a very recent photo from going to go get pumpkins. And people who have been on this webinar have just been watching her grow. So I'll get you an updated photo in January.

So to introduce the rest as always we have our beautiful Dawn and Susan, and I'll let them introduce themselves as well, but they're our behind-the-scenes dynamic duo that without them we could not have these webinars go so smoothly. So, Dawn and Susan?

Dawn Williams: Hi, everyone, this is Dawn Williams. I'm the project manager for our webinars at NCQTL and one of the curriculum specialists. And if you have any needs during the webinar, just please let us know through the questions box.

Susan Stewart: Hi, this is Susan Stewart, and I just want to say hello and echo Dawn's comments to send us questions through the box, and we can help you out. So have a wonderful webinar.

Vanessa: Thanks, Dawn and Susan. So our topic for today. I am super excited. The title is Doing Both! about how you can teach your culture and language while still meeting those school readiness requirements from Head Start. And the dynamic duo, the second dynamic duo that we have on the webinar today are really going to show us how to make that seamless. So without further ado, I would love to introduce to you Joanne Knapp-Philo and Marjory Keenan, both from the National Center on Cultural and Linguistic Responsiveness. I was fortunate enough to meet them both just this year, in March, in person at the southwest conference, and I am so thrilled that they can be with us today to share ways to bridge what has seemed like a gap between Head Start requirements and teaching in ways, which honor our culture, history, and Native language. And I know they have so much to share with you, so enough of me, and I'll turn it over to Joanne so they can get started.

Joanne Knapp-Philo: Good afternoon, and welcome to our session today. Marjory and I work at the National Center on Cultural and Linguistic Responsiveness, as Vanessa said, and we're really honored to have this chance to spend time with you and to share some of our ideas, and most importantly, to gather new ones from each of you. So in our time together this afternoon, we really want to think about and share with each other some of the ways that you're teaching your culture and language in Head Start and Early Head Start programs. Because, we truly believe that for millennia, adults in every culture

have taught their children the skills and the information that they need to thrive in their culture. And we know that each of your programs and communities are working every day to teach your children your culture and your traditional ways, even as you are also preparing them for success in school.

So today what we want to do is think about a way that you can do it all. My mother always used to say but in this case you really can. You really can meet school readiness requirements and teach -- while you are teaching your traditional skills, values, beliefs, and lifeways all at one time. And we're going to start this morning, or this afternoon with them, with a story about one tribe's experience, and Marjory's going to share that with us.

Marjory Keenan: I'm going to read a story that is a description of how one program has integrated Culture and Language into their classrooms. If you would like to read along, this is handout #1, titled "A Story." If you haven't had a chance to download it yet, there is a link in the questions box for you.

"In each classroom there are large murals, made by the children, showing a typical 'river of grass' environment, with a small island of dry land and trees. The children pasted pictures of animals in the grass, water, trees, and sky, and happily show you the painted turtle, alligator, egret, heron, deer, and anhinga. In the 'house corner,' there is a traditional open-sided thatched hut, or "Chicki", with a doll-sized hammock and a fire pit with traditional cooking implements, where the girls are cooking dinner.

The boys are catching magnetic fish in the pretend pond. A dad is teaching a group of boys how to build a trap. A poster shows the clans, with their animal totems; each child's name is written under the clan she or he belongs to. Tribal elders are present to share their language, traditional stories, and crafts with the children. An Elder is teaching a small group how to count in their tribal language. Later their teacher will work with the children to count in English."

In the story I just read, you can see that the folks in this program are teaching their culture and language every day in their Head Start classrooms. It's a wonderful example of how a program is able to promote conversation and emergent literacy through their culture and environment. Let's take a moment now for you to share the ways that you teach your culture and language every day in your classrooms. Vanessa will guide you through the process.

Vanessa: Thanks, Marjory. So this is our first activity today where you get to share with us what you're doing in your programs. And for those of you who have been on our webinars before, you're likely very, very familiar with the questions box, the place where you get to talk directly to us. And although it sounds counterintuitive, this is actually where we would like for you to share your thoughts with us. So for those that aren't quite sure, there's a little box in the upper right-hand corner of your screen, and it shows just where you need to type in your thoughts to us. Just be sure you press "send" or "enter" so that it makes it all the way to us and doesn't just sit there. So we're going to give you a minute or so to let us know one or two ways that the language and culture of your community is reflected in the classroom environment. And it can come from any of the categories that are listed here on your screen or maybe in a way that's not listed yet. And I wanted to let you know, too, that we plan to compile this, all of your thoughts that you share with us, into a list that we'll send out to the full group, so it'll be great to have your experiences and to be able to share them across the country. So now just some time to type and think.

Joanne: A lot of answers are coming up now. A number of people have said that they use a number of cultural artifacts in their classroom. People have talked about doing activities like pow-wow and pipes. People have talked about using your tribal language in your classroom. One person talked about that their tribal language is written, and so they label things with both English and their tribal language. What other things have people thought of?

Marjory: I see that some games -- there's the stick passing game, someone mentioned, and also foot races.

Susan: I'm seeing all kinds of things like real pictures of today's life. One group -- teach according to the seasons, and the dramatic play areas are set up, and as maple sugar camps in the spring, camping, fishing, etcetera, and they try to use realistic materials when possible, and language is spoken all day. So the areas and the materials are labeled in the tribal language as well. Oh, gosh, so many wonderful things. Pictures are painted on the classroom walls in the name of -- in the tribal language and then in English also. Providing instructions in the tribal language. Drums and shawls. Go ahead.

Joanne: Another person wrote in that their materials are usually natural or part of nature, part of the animal life in their community and in their areas. People are talking about singing in their tribe, tribal language, pictures of their families to identify their tribe. And using traditional songs like "Head, Shoulders, Knees, and Toes", but using it in your own languages. Moccasin games, bowling game. It sounds like people are doing a really large number of really exciting things, and I can't wait to get this list and share it with other people as we move on.

Marjory: Yeah, thanks so much. They're just great ideas. Now Joanne is going to talk about the learning domains that were addressed in the story and how they connect to the early learning framework.

Vanessa: And if I could say one thing before, Joanne, you start. I just didn't want to cut people off. So, please, as you're thinking of things throughout the webinar, go ahead and keep adding to this list, because, again, this is a list that's going to come back to you. So as you think of things, use that questions box and we'll capture it. There's just so much coming in right now, I'd hate to lose a single idea. Thanks.

Joanne: Thanks, Vanessa, I was going to say the same thing, so we're all anxious to see all the great examples that people are going to put forward and share with each other. I know that you're all familiar with the Head Start Child Development Early Learning Framework, and we all know that the inner circle applies to Early Head Start and the outer circle applies to 3- to 5-year-olds. And that the extra piece of the pie, if you will, at the bottom applies to 3- to 5-year-olds who are learning more than one language.

So let's take a minute and think about the story Marjory just shared and think about the environments in that story and how they address some of the key learning areas. If you think about language as language development skills, which everyone knows is one of the key areas of learning, in Marjory's story it was supported in many, many different ways. They used new and novel words, like "anhinga" and "thatched roof", and images like rivers of grass. And it talked about counting in the tribe's traditional language and in English. And here in this picture you can see another way that folks are developing language skills and supporting their cultures at the same time. If you look in this picture, the teacher is telling a traditional story in the tribal language with puppets. So there are many, many ways, which I'm sure many of you have done.

But I think what's helpful for us is we can think about -- we can track children's progress and understanding as we do these same activities. So if we look at another activity, literacy and language skills, I'd like you guys to take a turn. Think about Marjory's story and think about the picture on the slide, and then type in some examples from the story or the picture that show Language and Literacy Skills are being developed. So take a minute. Think about either the story or the picture that's in front of us. And give us some examples of language and literacy skills that are being developed here.

Vanessa: Okay, just so you all know, this is another place for you guys to give us some sharing from your personal experiences. And, again, we're going to use that questions box. And I know people have been using it that we asked you earlier, so keep that coming. But now we're going to also ask you specifically about Literacy Knowledge and Skills. And you can think back to the story that Marjory shared with us earlier, but we can also use this photo as a springboard for thinking about how language and literacy can be supported in your classrooms. So we'll give you a quick minute to think about that. And I know the picture is a little bit small. You can't even really see exactly what book he's reading to the children, but that may be less important than the practice of reading and sharing a book. And I think this book is about seasons. Marjory and Joanne probably know better.

Marjory: It is.

Vanessa: Okay, perfect. See? I've got really good vision up close. So share with us your ideas now. And I'm going to actually start sharing those ideas as you guys bring them up. Looks great. Let me see. Oh, and the picture of a male reading to the children, which is lovely. Thank you for that. And I'm going to give you a little bit of space and time to keep writing. Good stuff is coming in.

Joanne: Some of the ideas that are coming in now are pretty exciting. People are talking about listening skills are being developed during story time and having conversations with elders and beginning to tell a story and the sequence of a story. Understanding print from right to left and expanding vocabulary. Again, somebody else talked about how important it is to have positive male role models in the classroom and how important it is to show that a parent is supporting literacy as well as at school, that they're doing it in school and they're doing it at home. Another person commented how engaged the children in the picture are about the story. They really are. Every single one of them is just so there. Even the little girl who's looking sideways and pretending she's not is really paying attention.

The back-and-forth progression, another person mentioned, and knowing how to hold books the right way. And again, listening skills. So I think you can see that if we think about Marjory's story as well, there were the posters showed the clans. Each child's name was written under their clan. There was labeling, again, as we talked about here. And the mural itself was something the children could read, if you will. They could see the pictures and tell the story of their culture from the pictures, as the children are doing here with this book.

So think again. There's lots of ways that language and literacy skills can be developed as we're using our traditional ways and still achieving Head Start Child Outcomes Framework. Let's look at the next skill that we want to -- the next framework element. It's Math Knowledge and Skills. Now you can see here that this little guy is working on arranging pine cones from the smallest to the largest. I personally really like this picture because I think sometimes we forget that we can use so many things from nature and from the world around us that really support who we are and what's important in our environment. And I think this is a perfect example of him teaching us that we can learn from nature and learn math skills.

And in the story that Marjory read us, the father was building a trap, and the trap has to be the right size and shape for the animal that's being trapped. When you're doing that, you're going to compare the size of the animals in the mural. Questions like, "Is the crab bigger than the deer?" "Who's smaller?" Counting animals in the mural. There were several different animals, and you could count the fish in the fish pond. How many fish did the boys catch? If one boy has 8 fish and one has 5, who has more, who has less? When would they be the same? There are so many ways that we can teach math skills just in the ordinary ways of moving forward as would have been done for centuries. I think that's a really important point for us to think about.

Next one is Science Knowledge and Skills. And again, this time I'd like you guys to take a look at it and think about science and think about what you see in the picture, and what did you hear in Marjory's story that really supports children to develop science and math skills. So, again, take a minute, write in your responses. Again, we're going to have all of these to take home, so that'll be really important. And we really appreciate all of the input. So what Science and Math Skills -- Science Knowledge and Skills are the children doing in this picture or did Marjory teach us in her story? Some answers are beginning to come in. Some folks were talking about the children are observing. They're sequencing. They're recognizing differences, same and differences. Participating in investigation and patterns. And certainly the children in this picture are definitely investigating that bug. That was a really keen observation.

What other things have you thought of either in the story or in this picture that represent science? Oh, here's a great idea. In the story, the whole environment is about the nature of the world we live in and the whole cycle of life, and really including that very, very important concept that is the core of being and that it's about the relationship with animals and the river and the plants, and that children and people are all part of that cycle. It's about children using their five senses, feeling and using all the visual input that comes to them. Making observations and describing those objects and describing those observations. And being gentle while still using their fine motor skills and observing, but doing it gently. So there's so many more pieces here than just the science. The whole social-emotional part of recognizing that the little bug needs you to treat it gently and yet -- as you learn about how it works. Looking at the patterns in nature is another great opportunity to support children in that way, to support science.

Another important comment was it's really -- that this is an opportunity for children to not be fearful and to really respect the baby bug. And, again, as someone said earlier, it's part of a cycle of life just as we are. I think sometimes we think that science is hard and science is different. One of the advantages is that we have the opportunity to work with really young children and to see the wonders of science and to have the opportunity to teach them the wonders of science as part of their culture and school readiness. So let's go on to the last one. As you know, there are more than five domain areas, but we're just going to talk about five for today. Let's look at social studies.

And in the story that Marjory read, the boys were playing traditional -- they were playing traditional ways to fish and to trap food. The girls were playing at traditional ways to cook and care for babies. The traditional buildings were part of the classroom, and their clans were recognized as part of the classroom. Now what I'd like you to do is take a minute and look at this picture with the older toddlers. What are the older toddlers learning that support their social and emotional skills? Their social and social studies -- I'm sorry, their Social Studies Knowledge and Skills as they are participating in this

activity in the picture. Again, Social Studies Knowledge and Skills. What are these older toddlers learning as they're participating in this activity? Some good ideas are coming in now.

One person commented on they're learning their traditional gender roles, which are a really important part of social studies knowledge and skills. And we don't know what culture this is from, but it may be that the girls are engaging in certain kinds of dances while the boys would be doing other kinds of activities. Women are certainly learning about their family and their community and the roles at pow-wow and dancing plays and their traditions, and is that how that's done which is different from society to society. They're learning about directions. They're learning about the shape of the circle, the rocks and the wood we use and how to build a fire safely and the safeness of it having to do with their responsibility to the community to not have fires that will harm people or themselves. Dancing around the fire clockwise and respecting the fire as the center of many of the traditional homes and ceremonies. And understanding, as someone pointed out, when and how and under what circumstances women dance, and when and how and under what circumstances men do. And they're really learning about the environment in the traditional ways.

And, again, what's so important, I think, here is for us to realize is that they're learning that all creation is sacred and has life, and that's such an important part of traditional ways. And all of that can be learned at the same time as they're developing the Head Start child development requirements, and we can actually take data on that, so that we can see that they're moving forward in all of the things and that we don't have to separate traditional teachings necessarily for young children from the other things that we need to do.

What I'd like to do now is to move forward a little bit to the next slide. And, again, all of the ideas, as you keep thinking them up, we'll add them in and will be sent out through handouts. In the previous activity, what we've been doing is we've been connecting ways of teaching culture and language in the story and the pictures to the domains of the Head Start Outcomes Framework. And what this is a picture of is a web that is one of the steps in Making It Work! which we'll talk about later, but it helps us think about how the skills in each specific cultural lifeway connect to the domains and the domain elements.

What you're seeing here on your screen is handout #2. So if you haven't had a chance to download that, there's a link. And, please, feel free to download that at any time that you wish. If you look in the box, very briefly, in the center, it lists drumming. And drumming is a traditional skill valued and part of the lifeways of many, many Native cultures. The rounded squares around the center of drumming each represent one of the domains of the Head Start Child Outcomes Framework.

So you've got physical health and development, creative arts and expression, language and playing development, logic and reasoning. I'm not going to read them all to you. You know them better than I do. But, what happened was we were thinking about the domains and then we were thinking about the domain elements. And the domain elements are those things that are in the lower box that are in bold. So if you look at physical development and health, you'll see that there are four domain elements that we need to track children's progress on when they're in preschool. One is physical health and physical health status. The other is their health knowledge and practice. The third is their gross motor skills. And the fourth is their fine motor skills. You can then see that what we've written in here are some activities, that one might think about.

But first you have to decide if that particular domain element is relevant to what you're teaching. So, for example, we're thinking about drumming here and physical health status. Well, it's absolutely true that if a child is not healthy, or is ill, they can't drum very well. But that's not really directly related to the health status. Teaching a child to drum is not directly related to health status. We wouldn't really be thinking that this was an area that we were supporting. But look at the others. Health knowledge and practice. If you're using drumsticks in a way that's safe to others and to the drum, that is a very important practice that is part of our social society and interactions with one another and with the universe. Gross motor skills. As you're drumming, you develop control and balance and coordination with others while drumming. You develop an awareness of space from the direction of the sticks -- or the mallets, depending on what your culture uses. And fine motor skills, children are developing hand strength, dexterity, eye-hand coordination, all while using drumsticks. You can really see that they're direct relationships.

And if we move on to the next slide, we'll see another way of taking this down even further. What we have here is you have the physical health and -- physical development and health, and then we're going to take a look at the fine motor skills. What I want to ask you to do is to take a few minutes and look at the four skills that are listed next to the boxes. Think about the activity -- it's listed in the yellow box at the bottom -- children are drumming different rhythms using different sizes of drumsticks. And let's think about it. When they are doing that, when they're drumming different rhythms, with different sizes of drumsticks, are they developing hand strength and dexterity? Yeah, they definitely are. When they're developing eye-hand coordination, are they doing that as they're using the drumsticks? Yes, definitely. How about manipulating a range of objects? Absolutely. Manipulating writing, drawing, and art tools: obviously not. So we wouldn't be developing that skill, but we would be developing three of the skills that they are required to succeed in in fine motor skills.

So I think you can see that there's a really direct relationship, and we just have to think about how we want to frame our work and the way we set up our lessons to assure that we're gathering all the information and still teaching people to be who we want them to be in their culture. Let's go on to the next slide and you guys can do some work. This one is a focus on self-regulation. You can see that self-regulation is a domain element. You know where to find that now.

So what I'd like you to do is look at the activity in the bottom box. You're going to have children drum to music, stopping and starting when the music starts and stops. So take a minute. We're going to do a poll on this. I want you to think about -- and there's not one answer. There can be many answers. You don't have to restrict yourself. What are children learning? Which of these skills, of these four skills, are they developing as they're doing the activity of drumming, starting and stopping when the music starts and stops? Are they recognizing labels and emotions? Are they handling impulses and behavior with minimal direction from adults? Are they following simple rules, routines, and directions? And/or they shifting attention between tasks and moving through transitions with minimal direction from adults? So take a minute and fill out the poll.

Susan: Oh, I'm sorry, Joanne, because we set it out earlier, we'll just have to have people write in chat what they think. So if we can keep that slide up. The first one, A, recognizes and labels emotions, is A. B is handles impulses and behavior with minimal direction from adults. C is follows simple rules and routines and directions. And D is shifts attention between tasks and moves through transitions with

minimal direction from adults. So you can just write your answers there in the question and answer box, and we will share those back.

We are hearing from people the following. Handles impulses and behavior with minimal direction from adults. Also follows simple rules, routines, and directions. And we're also getting one that shifts attention between tasks and moves through transitions with minimal directions from adults. Let's see if we have any As. We do have somebody who says that recognizes and labels emotions is also a skill. So, Joanne, maybe you could speak to those.

Joanne: Well, I think that there could be instances when all of those absolutely apply. We didn't talk about whether we were labeling things, but if we had, then that absolutely would be appropriate. Certainly the ones that other people identified are also appropriate. And I think that that's the whole point, is we have to think through how we're doing the lesson, what are the rules that we set up, what are we asking of children, and are we repeating this activity often enough for them to develop their skill and for us to really track how they're improving in this area. So those are important things that we wanted to think about. And now -- I'd like to move on --

Marjory: Joanne, also --

Joanne: I'm sorry?

Marjory: I saw that one participant shared that not all children can drum in some tribes, which is true, because drumming is often a gender-specific activity. So what you would need to think about this activity, that it might be for only a small group and not all your children. And I just felt that was an important point that -- was to be shared with everyone.

Joanne: Absolutely. Thank you for pointing that out. Yes, we're usually thinking of these as small group activities, and we're thinking of, you know, different children will be in different places, and will need different kinds of skills. So that's absolutely true. But one of the things that children are learning in that kind of activity, depending on what an individual culture expects of children's behavior and adult's behavior, is what are the rules of the culture? So that's another social skill: who does what, what the rules are. So thank you, Marjory, that's really very helpful, and thank you to whomever pointed that out. Now Marjory's going to continue her story that she began earlier.

Marjory: "This Head Start program reflects a deliberate effort by the tribe to teach their children by reinvigorating their traditional culture and language as well as preparing them for success in a modern world. Traditionally, communication is often nonverbal. Adults, especially women, do not traditionally talk much while they work. The tribe recognizes that their children have to be literate, though, in both English and in their culture and language." This part of the story talks about the ways the program supports language and culture. And now we would like you to share again, and Vanessa will guide you through the process.

Vanessa: Thanks, Marjory. So earlier in the webinar, we asked you about the ways that language and culture is represented in the classroom environment. And thank you for all of your responses. It's

amazing. So now we're going to actually broaden out that question and ask you to share ways that you support language and culture throughout the program, so beyond the classroom walls. How do you communicate to children and families through the activities that you provide in the program, program-wide, that you support culture and Native language? So if someone were to ask about what your story is in your program about how culture and language is strengthened, what would your story be? What are some examples from your story? So we'll give you some time to think, share, and write.

Marjory: One person said by living it... and doing it. Children are taught how to show respect when elders speak.

Joanne: Another person talks about have language provided throughout the center by labeling entrances, exits, parent handouts, and family letters. Teaching children how to respect, how to show respect when their elders speak. Sharing legends and stories. Beginning to give thanks to all that we have. Monthly social cultural gatherings that include families. Sending home Native words for those families who don't know them so that they can practice with their children at home. Even the cultural specialists that many tribes have available to come in, and an extra pair of hands interact with the children in your home language, teach the children how to dance or to sing in your cultural language using the appropriate dialect.

Another person talked about we've reached out to our past of agriculture and put gardens in front of classrooms. Others talked about blessings and events that are always based on the children and include them as part of the blessing. Sending out your monthly newsletters with different words that can be taught to the children at home. Also a monthly calendar that reflects the words that are being taught in the classroom and teach them the Dakota culture. Encouraging families to come in and learn along with their children. That's really so important, especially with language, because so many of the generation of our children's parents don't have their language, and so all the ways that we continue to support that are really critical and really part of the mission of Head Start. Monthly parent/family events that include a cultural activity from teaching staff and from the tribal culture. Having programs in the community that one teacher teaches the language and another teaches the culture. Or really taking the opportunity to learn from your elders and learn from those who have the skills that we don't have, and to keep them before those people are gone from us. There's just so many more.

I know that we have to move on, but I also know that you can please keep entering these so that we can give them and share them with everybody, and the whole group will have a really great list when we're finished. So please keep adding as we move forward.

Marjory: Yes, and just thank you so much. They're just great. There's a story that we've been reading, and this last part also makes two very important points. This program is aware that cultures direct how, where, and to whom to speak. There's an awareness and a respect that values the traditional ways of speaking. There's also the awareness that they need to prepare their children to live in two cultures, to know the cultural and mainstream ways of speaking. These are a few ideas that one program thought were important for integrating culture and language. Of these ideas, which ones do you think are most important? It might be something that you are already doing or something you would like to do. And

also please feel free to share something that you do in the program -- in your program -- that's not included on the list. And again, you can write that in the chat box. Susan, would they also need to write in if it's A, B, C, D?

Susan: No, the poll is up this time, so you can use the poll to answer your question, if you want to pick two from the list that are there. But if you would like to add something else, please use that questions and answers box to let us know your other thoughts about that.

Marjory: I see we have parents and elders come into the classroom weekly. And providing language lessons to our children. And an elder program. And that the activities are shared with the community through their radio station.

Susan: All right, let's see what the results are. Well, goodness, look at this. What we're seeing here is that 58% want to use the program goals to reflect their cultural values. 63% want to design classrooms that are culturally appropriate. 32% want to use community resources and cultural experts to help plan activities for the curriculum. 11% are or want to use tribal council members to participate in program activities. And 58% want to design family activities around culture and language.

Marjory: Ah. Yeah. It's really great to see what you see that are most important in this list, and also what you added as your own great ideas. There -- our third handout is a resource for you that lists the steps that one program developed to ensure integrating language and culture into their program and throughout their center. And again, the link is in the questions box for you if you haven't downloaded it yet. We're now going to think about parent, family, and community engagement. As you know, families and communities teach their language and culture to children through everyday interactions.

Programs form partnerships with families and communities to encourage and support the cultural values that promote the well-being of their children. It is through collaboration and communication that trust is built between families, programs, and community partners. These partnerships support children in becoming successful in school and life. You are probably familiar with this framework. It was developed by the National Center for Parent, Family, and Community Engagement for programs to support families and children in achieving positive outcomes. Establishing the trusting and collaborative partnerships we spoke of previously involves integrating culture and language into your program foundations, your program impact areas, and in outcomes for families and children.

We're now going to look at how Making It Work! promotes family, parent, and community engagement. Making It Work! is a tool for AIAN programs to use to help them think through how teaching their cultural skills, values, beliefs, and lifeways connect to the early learning framework. Parent, family, and community engagement is integrated throughout Making It Work! After you connect your cultural lifeway to the framework, which we showed earlier, you then plan your family and community engagement activities as part of the teaching process. We're now going to see how Making It Work! supports families in achieving positive outcomes. On the left are the family outcomes that were listed in the framework on the previous slide.

On the right are strategies and practices that are woven throughout Making it Work! We will show a few examples of how this strategy supports family outcomes. Family well-being is supported when programs preserve and support families' identities and languages. We know positive parent-child relationships are enhanced when programs build upon children's interests and extend learning at home and school. Families recognize they are lifelong educators when programs invite them to share their knowledge, skills, and stories in the classroom. Families become learners themselves as they become more involved in how best to support their children's learning. Family engagement in transitions is meaningful and rewarding when families are asked to share their cultural and linguistic background to support their child's transition to school. And we know that family connections to peers and community are enhanced when they and their children participate in cultural activities in their community. And last, families as advocates and leaders see themselves as advocates and leaders when they're able to help select and plan cultural activities for the curriculum.

Though these are just a few examples, we see how including culture and language into our programs support positive family outcomes. Joanne will wrap up our webinar with the next few slides.

Joanne: As Marjory mentioned earlier, Making it Work! is a process that supports you to teach your language and culture and to meet the Head Start requirements. It's a tool that can be easily adapted for 3-5 and used for 0-3 as well. And if you're interested in more information, please, feel free to contact our center or talk to your ECEs. They would be happy to help you out with that as well. We just wanted to take one more time this morning -- this afternoon, I guess, where you guys are -- to go to the next slide. And one of the things we know about adult learning is that if we don't take the time right now to promise ourselves what we want to take away from an experience, then we don't take away anything.

So if you could just take a minute, select the top two ideas that you want to use to move your current efforts forward. And you all obviously have many wonderful current efforts. If you've got an idea or two that you want to use or improve on or refine, or you've got a strategy, please put it into the poll, which one of the sections of the poll you think are the ones you're going to take home. You can have two votes and then we'll take a minute, and Vanessa will give us the information about the survey and the certificates. Thank you so much for your time.

Susan: All right.

Vanessa: Isn't that interesting?

Susan: It is interesting.

Joanne: Looks to me like everybody has a lot of work to do. [Laughter]

Vanessa: That was my takeaway as well. But it's going to be meaningful work, meaningful being busy. I love it, I love it. Fantastic. Okay. So as promised, we would like to offer you a certificate, for those who would like it, for your participation today. And in exchange for that certificate, an evaluation. And the evaluation for us is really important. So it helps us to learn from you how better to serve the purpose of providing webinars to you. And so it's a really brief survey. Click, click, click, give us some feedback.

Every time we get the feedback, we act on it and we do something different the next time. So there is a link now in the questions box that you can get to that survey. At the end of the survey, it'll ask you if you'd like a certificate. If you click that box yes, we will send one out to you in email. You'll have that within the next couple of days. So just wanted to let you know that that is there for you.

Thank you. Oh, and thank you, thank you, thank you to Joanne and Marjory for being our guests today and for facilitating such a wonderful webinar for us. And I know they're going to thank you right back, but I just wanted to extend a thank you to them for their time with us today.

Joanne: And of course Vanessa's right. Go ahead, Marjory.

Marjory: No, you go ahead, Joanne.

Joanne: Well, I think on behalf of both of us,

I just want to thank you all for your participation. This has really been a great learning opportunity for us. We, too, are anxious to take your ideas and share them with others, with your permission. And we really appreciate the time you spent, and we look forward to hearing more and more about your efforts.

Thank you again, and have a great day.