


**Where on the map are you?**

While you are waiting for the webinar to begin, please introduce yourself in the chat box:

- Tell us your name
- Where on the map do you provide services to American Indian and Alaska Native programs or children?



**Participation Note:**  
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Using Wi-Fi alone may result in problems when viewing short videos shared during presentations.

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**A Training Guide for Implementing Making It Work in Tribal Early Learning Settings and Ongoing Implementation Supports**

September 4, 2019

Presenters:

- Renetta Goeson, OHS Region XI TTA
- Deborah Mazzeo, NCECDTL
- Roselia Ramirez, NCECDTL
- Melody Redbird-Post, NCTECD
- Deb Shuey, NCECDTL

NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

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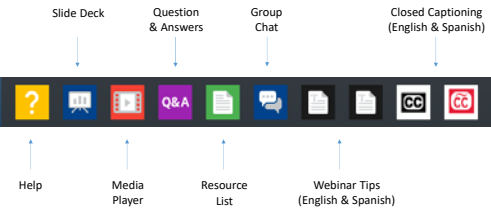
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**Webinar Features**



Slide Deck    Question & Answers    Group Chat    Closed Captioning (English & Spanish)

Help    Media Player    Resource List    Webinar Tips (English & Spanish)

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**Introductions**




Renetta Goeson, OHS Region XI




Deborah Mazzeo, NCECDTL



Melody Redbird-Post, NCTEED



Roselia Ramirez, NCECDTL



Deb Shuey, NCECDTL

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



Jennifer Amaya, M.S.W., Program Specialist,  
Culturally and Linguistically Responsive Practices  
Content Lead,  
Office of Head Start



Todd Lertjuntharangool,  
Regional Program Manager,  
Region XI,  
Office of Head Start

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**Session Agenda**

Here's what we're doing today:

1. Providing an overview of the Making It Work (MIW) training materials.
2. Sharing successful implementation stories from the field.
3. Discussing the AIAN 15-minute Inservice-suites.

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**Session Objectives**

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

- Use the materials available to train staff on the *Making It Work* three-step process in your program.
- Identify next steps for implementing *Making It Work*.
- Understand how the AIAN specific 15-minute In-service Suites can support ongoing Making It Work implementation.

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**Two MIW Guides**

- An introductory guide that explains the MIW three-step process (2017).
- A training guide to help program leaders and TTA staff implement MIW (2019).

*Making It Work*  
A Guide for Implementing Tribal Early Learning Experiences for American Indian and Alaska Native Young Children

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

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**Poll**

Have you heard of Making It Work, or used it in the past?

A) I have not heard of this resource  
 B) I have heard of it, but I have not used it  
 C) I have used this resource

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**Making It Work**

*Making It Work (MIW)* is a tool and a planning process used to connect your program's own unique tribal traditional cultural skills, values, beliefs, and lifeways to the Head Start Early Learning Outcomes Framework (ELOF), or other early learning guidelines for children from birth to age five.

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

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**MIW Three-Step Process**

**Step 1-Making the Connection**

**Step 2-Making It Happen**

**Step 3- Making It Real**

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**Pride in Culture While Developing School Readiness Skills**

Making It Work helps AIAN early childhood staff address school readiness requirements by including stories, songs, poems, and families' individual experiences.

The Making It Work tool supports school readiness in the five ELOF domains:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

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**Why Is It Important?**

- Develop a deep understanding of the Making It Work process
- Connect traditional cultural skills, values, beliefs, and lifeways to early learning outcomes
- Create cultural lessons based on the ELOF domains or state early learning and development standards



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**Why Is It Important?**



- Intentionally teach children in ways that promote their learning, growth, and development and support families to do the same
- Identify steps to include families, elders, and the community in language and cultural traditions

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**New Training Guide**

Contents:

- Regulations and standards supporting school readiness
- Checklists with important information to read before and the day of training
- Links to PowerPoint presentation with presenter's notes, sample trainer agendas, key training handouts and activities
- Next steps and ideas to expand practice, the Multi-Year Journey

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



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**Training Guide Webpage on ECLKC**



Note tabs for:

- Presentation materials
- Sample agendas
- Activities and handouts

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**Who is it for?**

- Early childhood leaders and managers
- Program coordinators, coaches, trainers, and other professional development staff
- Early Head Start, Head Start, child care, and home-visiting programs
- Programs serving children ages birth to five



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**Format and Delivery**

- **Pre-training preparation**
  - Connect this training with any practice-based coaching and professional development plans
  - Review resources
  - Prepare materials for participants
  - Plan logistics
- **Deliver the training**
- **Post-training activities**
  - Follow-up calls
  - Develop Implementation plan



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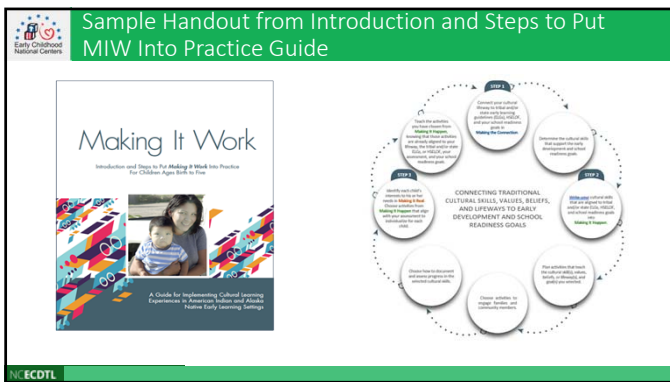
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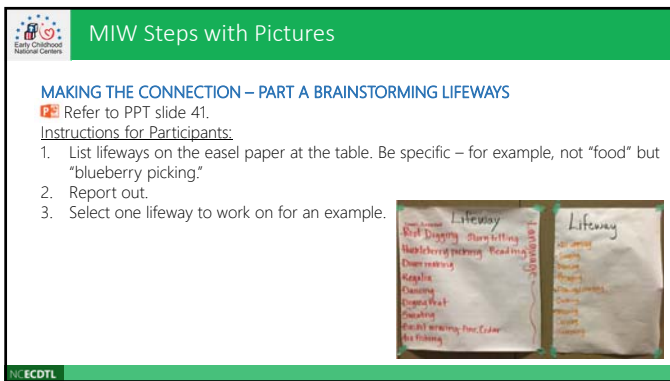
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**Learning Activities**

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**Multi-Year Journey Roadmap**

- Step 1: Form a team
- Step 2: Gather Information
- Step 3: Integrate tribal language and culture into systems and services
- Step 4: Link Making It Work to regulations and systems
- Step 5: Assess capacity and financial resources
- Step 6: Develop an intentional, well-organized plan
- Step 7: Identify key human resources

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**Implementation Story - Why They Started**

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**Pilot Programs Part of MIW Development**

- Cherokee Nation Early Childhood Unit Head Start
- Grand Traverse Band of Ottawa and Chippewa Indians Head Start
- Inter-Tribal Council of Michigan, Inc. Head Start,
- Pokagon Band of Potawatomi
- Sault Tribe of Chippewa Indians Head Start and Early Head Start
- Rincon Band of Luiseño Indians Head Start
- Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start
- Walatowa Head Start, Pueblo of Jemez

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**Special Thanks to...**

- Participants of the pre-intensive session at the Northwest Indian Head Start Coalition 28th Annual Conference held on August 6, 2018
- Our partners also in attendance:

Elizabeth A. Laverdure-McDougall, Ph.D., Region XI Grantee Specialist

Mike Richardson, Director, National American Indian and Alaska Native Head Start Collaboration Office

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**Implementation stories**

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**Highlights from the Site Visit**

- 2-day training hosted by Pueblo of Acoma on April 10-11, 2019
- Also included:
 

Pueblo of Isleta	Pueblo of Zuni
Pueblo of Laguna	Pueblo of Sandia
Pueblo of San Felipe	Pueblo of Cochiti
Pueblo of Santa Ana	Pueblo of Zia
- Eight Northern Indian Pueblos
- Five Sandoval Indian Pueblos
- Mescalero Apache Tribe
- Pueblo of Taos
- Pueblo of Tesuque
- Santo Domingo of Pueblo
- 66 participants
- Partnership between Head Start and Child Care
- Making It Work followed a session on Language Revitalization held the first day.

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**Successes – What worked?**

- Listening to everyone's ideas or what they're doing at their centers was helpful.
- The "Making it Work" layout worked well and was a lot easier to use as a lesson plan.
- Understanding curriculum writing: "Making it Work" we plan on using this tool at our center.
- Opportunity to collaborate and partner with other tribal programs
- Combining culture with lessons and more organized
- Working in groups with programs
- Peer-to-peer involvement



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**Next Steps -How will you use "Making it Work" once you get home?**

"We would use the Making it Work, in the family home CC with CC providers. Involve the providers and parent to have input and ownership of helping create the lesson plans to use in the home for children of various ages."

"I believe me and my coworkers will use this in our programs - its very simple and efficient."



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 Implementation Story – Next Steps?





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Ongoing-Support:

AIAN 15-minute In-service Suites





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 Poll

Have you heard or used the AIAN 15-minute Inservice Suites?

- A) I have not heard of this resource
- B) I have heard of it, but I have not used it
- C) I have used this resource



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**15-minute In-service Suites**

These 15 minute in-service suites are a professional development resource for staff in early childhood centers and programs. They are organized around one topic in the field and address effective teaching and assessment practices.

By downloading the 15 minute in-service suites content to the library and dashboard of the Classroom Assessment Scoring System (CLASS), you have the flexibility of 15 minutes in-service suites and the CLASS.

**Explore Resources**

- Engaging Interactions and Environments [View Resource >](#)
- High-Quality Instructional Teaching and Learning [View Resource >](#)
- Engaging Child Assessment [View Resource >](#)

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**Variety of Topics**

**Teaching Practices**

Engaging Interactions and Environments

These 15 minute in-service suites are a professional development resource for staff in early childhood centers and programs. They are organized around one topic in the field and address effective teaching and assessment practices.

Before you begin, please read the page about engaging interactions and environments. For more information, please visit the [Classroom Assessment Scoring System \(CLASS\)](#).

**Social and Emotional Support**

- Building Relationships
  - Fostering Connections
  - Being Responsive to Children's Needs
  - Creating a Caring Community
- Interest-Based Learning
  - Using Children's Interests
  - Creating a Learning Environment
- Well-Organized Classrooms
  - Managing the Classroom
  - Classroom Organization
  - Materials and Resources
  - Materials to Support Learning
  - Fostering Environments

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**Coming Soon!**

- New AIAN 15 - Minute In-service Suites for STEAM, Math, and Writing!

**STEAM**

**Implementing Research-Based Curriculum and Teaching Practices**

[View Resource >](#)

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Meaningful Connections to Multicultural Principles, Making It Work, and Authentic Resources

What is Culture?

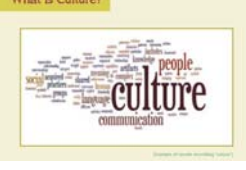
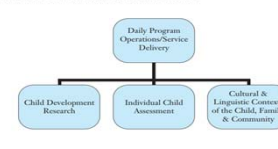


Figure 3. Sources of Developmentally Appropriate Practices.



Multicultural Principles 1 and 4, respectively

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Parent, Family, and Community Engagement

Culturally and linguistically responsive environments can only be created by engaging and partnering with families, Elders, and the community. Establishing a partnership with families and the community is crucial for children’s learning and later success in life.  
(MIW, page 20)



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How to Use the 15-minute In-service Suites

Used in coaching to look at goals

Managing the Classroom


- [Designing Environments\\*](#)

Engaging Interactions

- [Fostering Children’s Thinking Skills\\*](#)
- [Making Learning Meaningful\\*](#)
- [Using the Scientific Method\\*](#)

Language Modeling and Conversations

- [Asking Questions\\*](#)
- [Novel Words\\*](#)



Engaging Interactions and Environments

View Resource ▶

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**Culturally and Linguistically Responsive Practices (CLRP) on MyPeers**

Keep the conversation going...  
Share ideas, questions, and resources on the CLRP or AIAN Language and Culture Communities on MyPeers!

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**Questions**




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**Resources**



- A Training Guide for Implementing Making It Work In Tribal Early Learning Settings: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/training-guide-implementing-making-it-work-tribal-early-learning-settings>
- AIAN 15 - Minute In-service Suites: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>
- ELOF2GO Mobile App: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- 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: <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>
- Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

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