



National Native American Heritage Month—Celebrating School Readiness in Tribal Early Childhood Programs across the United States

November 12, 2019

Collaborating Partners



- ◆ Office of Child Care
- ◆ Office of Head Start
- ◆ National Center on Tribal Early Childhood Development
- ◆ Early Childhood Training and Technical Assistance System (ECTTAS)
- ◆ Administration for Native Americans (ANA)
- ◆ Office of Planning, Research and Evaluation (OPRE)
- ◆ American Indian and Alaska Native (AI/AN) Head Start Collaboration Office
- ◆ Region XI AI/AN Training and Technical Assistance (T&TA)
- ◆ Tribal Early Childhood Research Center

Presenters

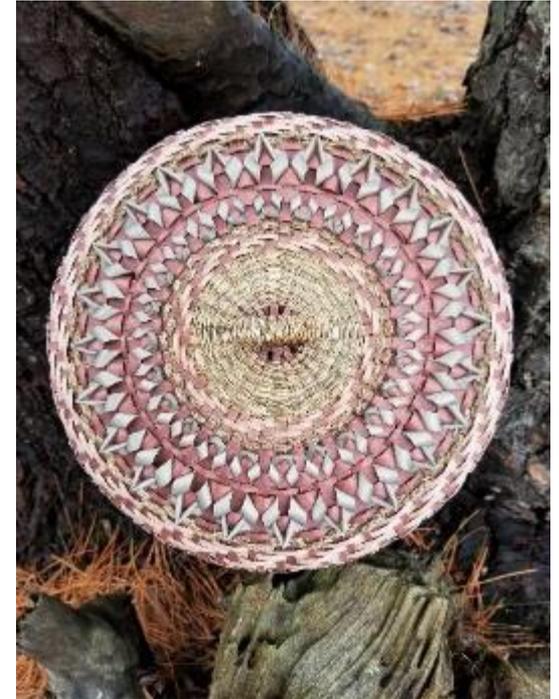
- ◆ **Melody Redbird-Post**, M.Ed., Project Director, National Center on Tribal Early Childhood Development
- ◆ **Lisa Ojibway**, M.S., Ed.M., Infant/Toddler Specialist Network, Child Care State Capacity Building Center
- ◆ **Pigeon Big Crow**, Child Care and Development Fund Program Director, Oglala Sioux Tribe
- ◆ **Tina Saunooke**, Head Start Director, Eastern Band of Cherokee Indians
- ◆ **Lisa Abramson Martin**, Internal Evaluator, Inter-Tribal Council of Michigan
- ◆ **Jessica Barnes-Najor**, Ph.D., Associate Director, Community Evaluation and Research Collaborative, Tribal Early Childhood Research Center, Michigan State University

Presenters

- ◆ **Meryl Barofsky**, Ph.D., Senior Social Science Research Analyst at the Office of Planning, Research and Evaluation
- ◆ **Micker “Mike” Richardson**, MBA, Director, National American Indian and Alaska Native Head Start Collaboration Office
- ◆ **Joanna Whitaker**, M.A.Ed., Program Officer, National American Indian and Alaska Native Head Start Collaboration Office
- ◆ **Steve Shuman**, Senior Training and Technical Assistance Associate, National Center on Early Childhood Health and Wellness, Education Development Center
- ◆ **Deborah Mazzeo**, Ph.D., Cultural and Linguistic Practices Coordinator, National Center on Early Childhood Development, Teaching and Learning
- ◆ **Jeannie Hovland**, Commissioner, Administration for Native Americans

Session Objectives

- ◆ Increase awareness of tribal, local, state, and national activities around tribal school readiness
- ◆ Learn from tribal practitioners about tribal school readiness
- ◆ Build understanding of the research and resources available
- ◆ Identify additional areas of interest for shared learning and support



Agenda

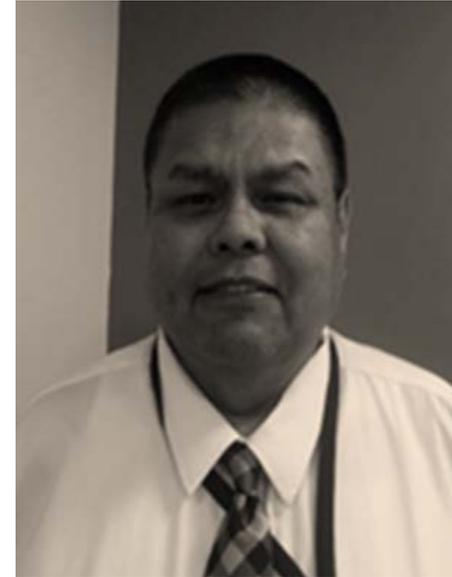


- ◆ Welcome
- ◆ Administration for Children and Families (ACF) remarks
- ◆ Local initiatives
- ◆ National efforts
- ◆ Continuing the conversation
- ◆ Resources
- ◆ Closing remarks

Welcome



Jennifer Amaya-Thompson,
M.S.W.I. Program Specialist, Culturally and
Linguistically Responsive Practices
Content Lead, Comprehensive Services
T&TA Division, Office of Head Start,
jennifer.amaya-thompson@acf.hhs.gov



Jim Henry,
Child Care Program Specialist,
Office of Child Care—Central Office,
james.henry@acf.hhs.gov



CCDF Grantee Spotlight

Pigeon Big Crow, Oglala Sioux Tribe, Child Care and Development Fund Program, South Dakota



Play is the
highest form
of research

Albert Einstein

Oglala Sioux
Childcare
STEAM
approach

Science, Technology, Engineering,
Art and Math for school readiness



STEAM programming is offered to all age ranges

- Baby STEAM

- Infants and Toddlers to become self aware and aware of his/her senses.
- Sound play, tactile play, gross and fine motor skill development

- STEAM-

- Nature awareness - Cultural awareness
- Asking questions, seeking answers and options
- Problem Solving - Have fun learning
- Build Resiliency

Traveling STEAM- remote set up in schools and community events

STEAM Activities



Build Resiliency



- ***Secure early attachments
- Good self esteem, self worth, competence
- A sense of mastery at anything and some form of control that comes with understanding one's personal strengths

1. Children feel physically safe and emotionally stable
2. Children experience a sense of belonging and ownership
3. Children develop self worth
4. Children develop quality relationships with peers and adults
5. Children develop an understanding of Lakota values
6. Children feel pride and accountability that comes with mastery

Questions and Answers





Head Start Grantee Spotlight

Tina Saunooke, Eastern Band of Cherokee Indians



ELOF
Goal

Social and Emotional Development

Relationships with adults



School Readiness Goal

Social & Emotional Development

- Develop positive relationships and interactions
- Identify and express emotions in a variety of ways
- Ask for help as needed
- Develop a sense of belonging with in family, community and culture.

Friends of the Cherokee



QBHS/EHS



Ways to build the S/E framework

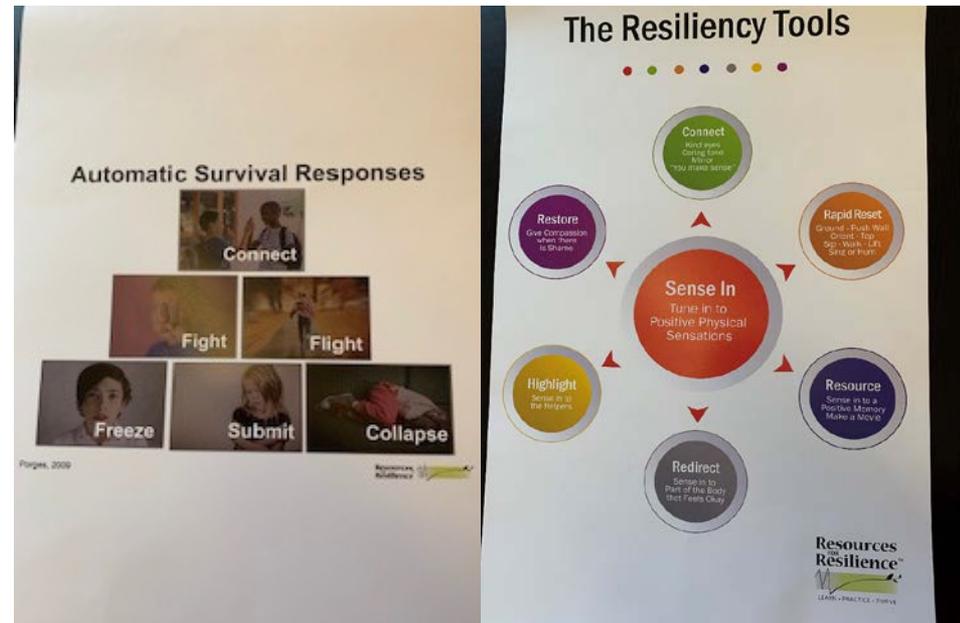
- Support families where they are; 86 grandparents/caregivers raising children other than their own; Substance Abuse and other traumas
- Family Goals
- Teachers; SCEFEL
I/T Tipitoes
Preschool
- Teachers; Education on ACE's



**Head Start-Yoga and Gardening
Partnership with PAN grant**

Teaching Staff

- RECONNECT FOR RESILIENCE™ (RFR) trainings are trauma-informed and resiliency-focused, and offer practical strategies that individuals, organizations, and whole communities can use to promote balance and wellbeing. We teach about trauma, the brain, and the human nervous system in a way that participants of all ages, educations, or backgrounds can understand. Our simple, teachable format is designed for anyone to learn.



Sgi - Thank You!

Tina Saunooke, MA HD
Early Education Director

Eastern Band of Cherokee Indians
Qualla Boundary HS & EHS



Questions and Answers

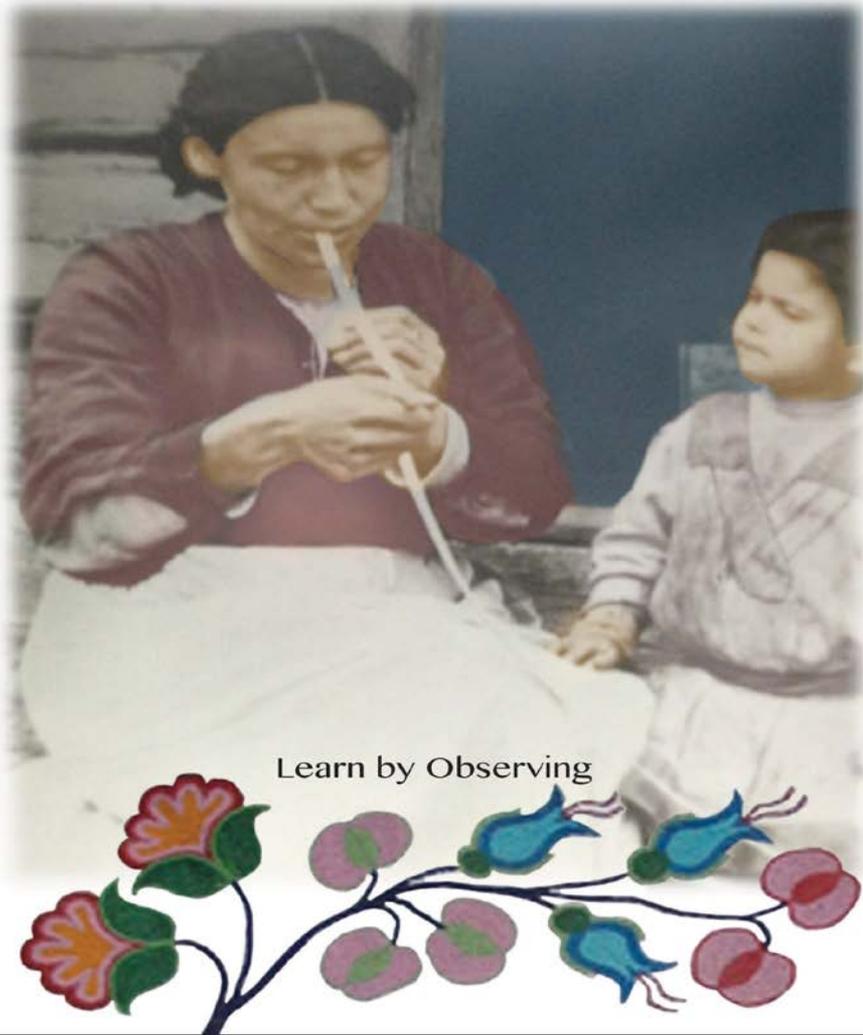




Tribal Home Visiting Grantee Spotlight

Lisa Abramson Martin, Inter-Tribal Council of
Michigan

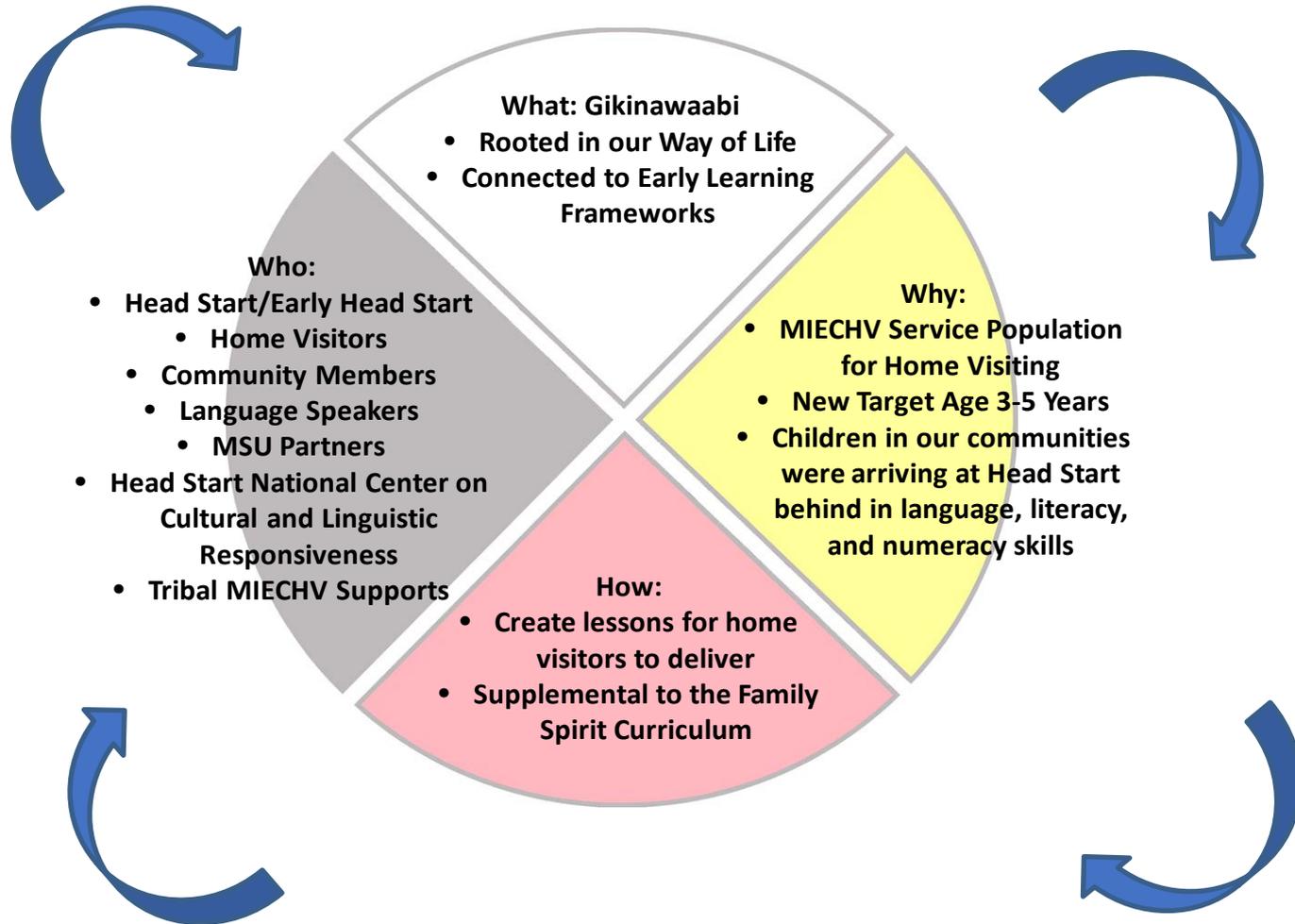
Gikinawaabi



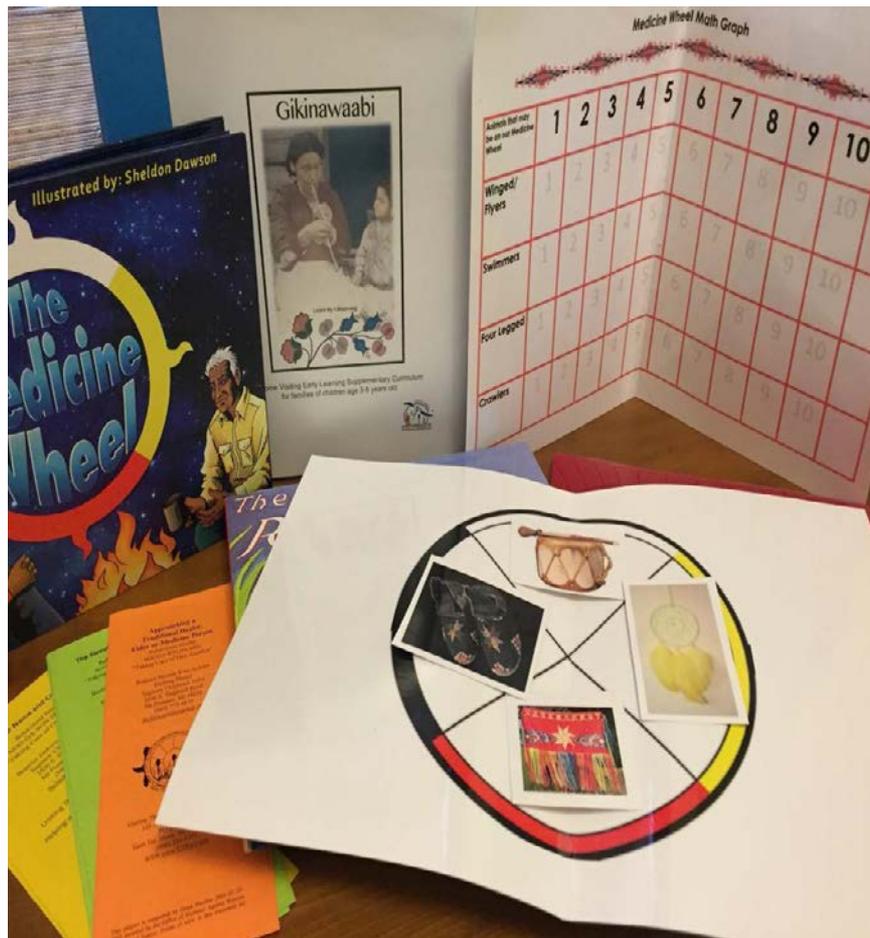
**A Home Visiting
Early Learning
Supplementary
Curriculum for
families of
children age 3-5
years old.**

About the Cover: This picture by Artist Deb Pine features her grandmother Mamie Pine teaching her daughter Elizabeth (Lizzy) Pine how to make Ash baskets.

The Journey for Gikinawaabi

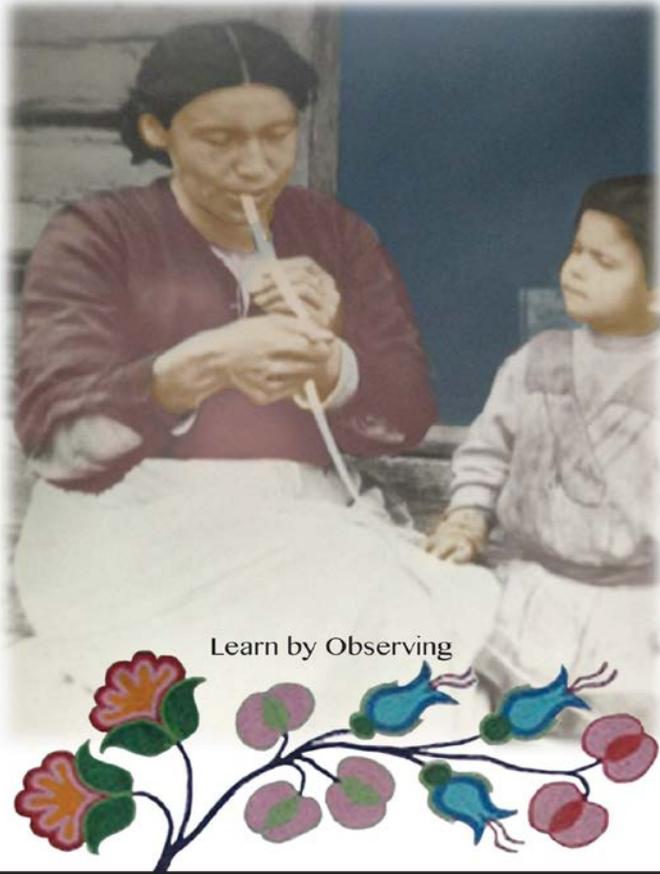


Gikinawaabi Evaluation



- Evidence that Gikinawaabi improves early learning skills in children
- Parents in treatment sites had a more advanced understanding of early learning and their role in supporting their child's early learning

Gikinawaabi



About the Cover: This picture by Artist Deb Pine features her grandmother Mamie Pine teaching her daughter Elizabeth (Lizzy) Pine how to make Ash baskets.

“In my opinion parents are more excited about materials that are culturally focused. So if they are excited they are more likely to use it with their child. Sometimes there’s just not a lot of materials out there. Sometimes it’s just hard to get parents excited. And if the parent is excited the child will feed off of that.” ~ ITCMI Home Visitor

Inter-Tribal Council of MI Tribal MIECHV Team

Elizabeth Kushman, Project
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Manager

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Questions and Answers





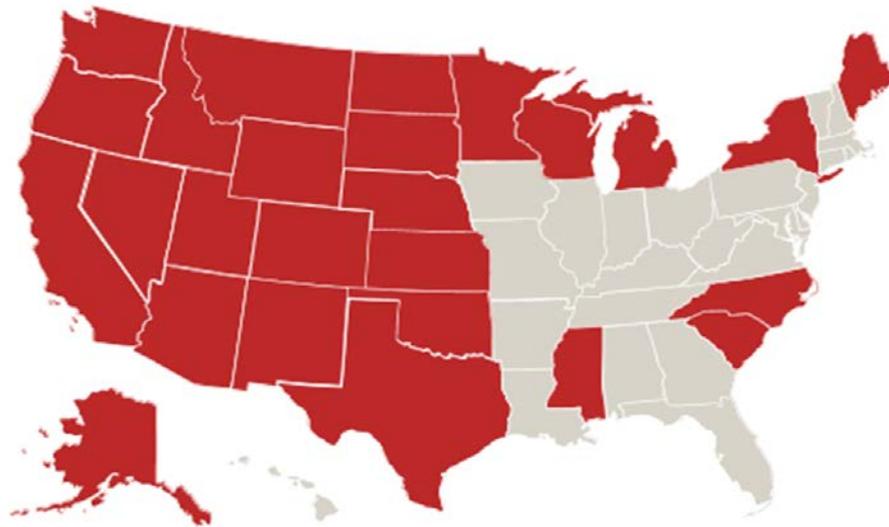
American Indian and
Alaska Native

family and child experiences survey

American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015 (AI/AN FACES 2015)



Region XI Head Start is in 26 states (in red).



FACES and AI/AN FACES



FACES

- FACES was conducted every 3 years from 1997-2009 in Regions I-X
- After a major redesign in 2012, it was last conducted in 2014
- Will be conducted again starting in fall 2019



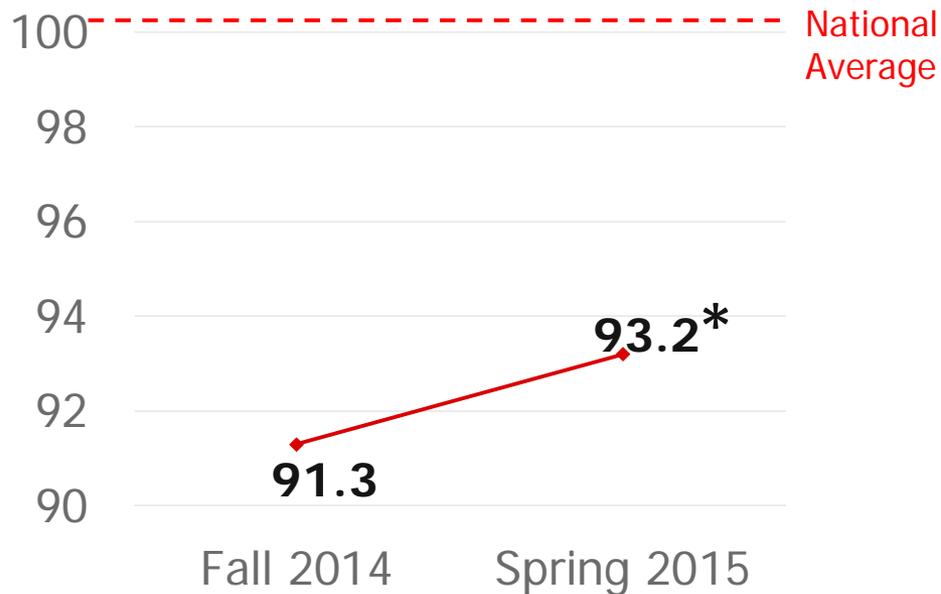
AI/AN FACES

- Began in 2015 after multi-year collaborative planning effort to address process for engaging in research with sovereign tribal nations; concerns about use of existing measures in Region XI
- Will be conducted again starting in fall 2019

School Readiness



Children's receptive vocabulary scores improved over the program year.



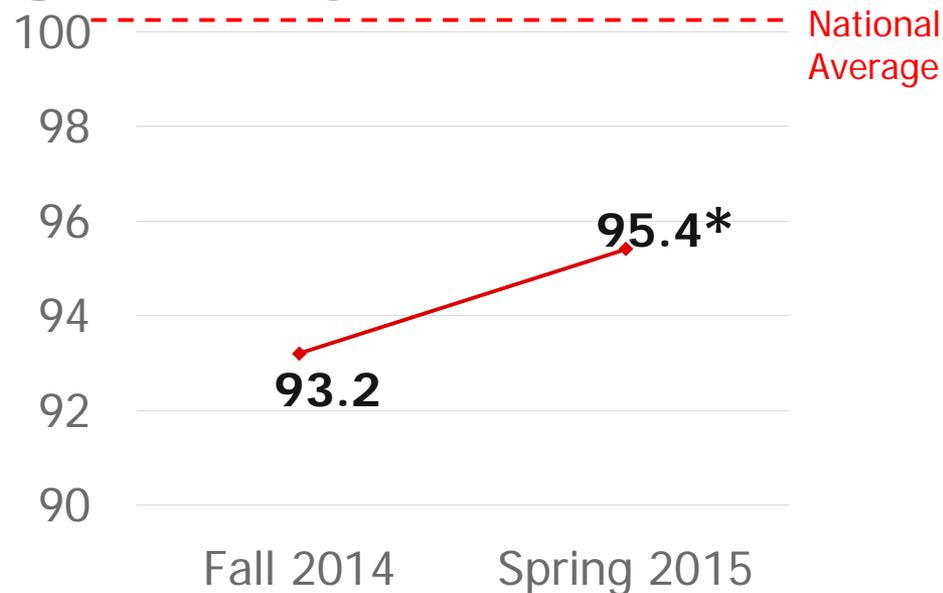
Source: AI/AN FACES Fall 2015 and Spring 2016 Direct Child Assessment

Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

Standard scores allow for comparisons of an individual's performance to others of the same age in the general population. These scores have a mean of 100 and a standard deviation of 15

* The difference between the fall 2015 and spring 2016 scores is statistically significant at the $p < .05$ level. National Average is based on English-speaking children of the same age nationally.

Children's expressive vocabulary scores improved over the program year.



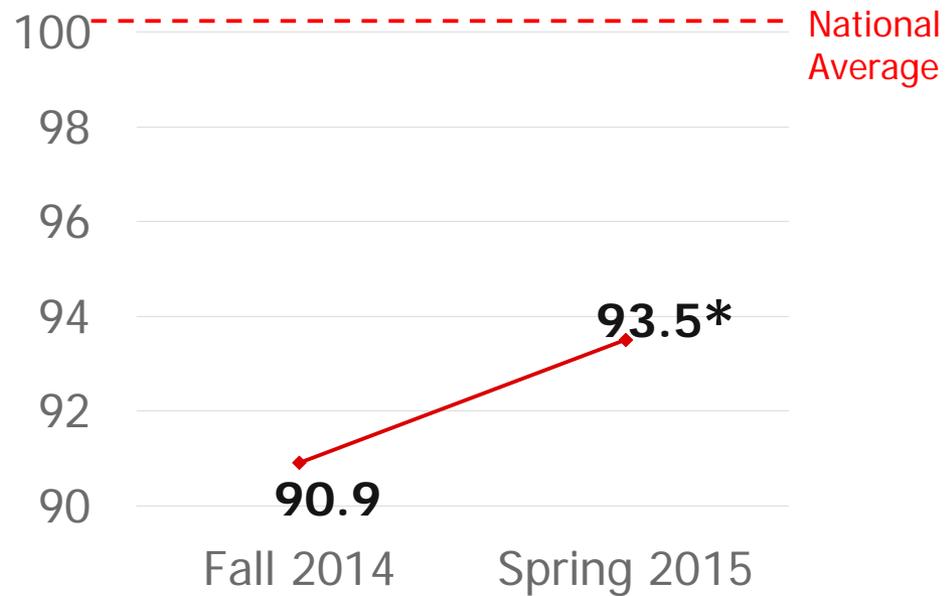
Source: AI/AN FACES Fall 2015 and Spring 2016 Direct Child Assessment

Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

Standard scores allow for comparisons of an individual's performance to others of the same age in the general population. These scores have a mean of 100 and a standard deviation of 15

* The difference between the fall 2015 and spring 2016 scores is statistically significant at the $p < .05$ level. National Average is based on English-speaking children of the same age nationally.

Children's math scores improved over the program year.



Source: AI/AN FACES Fall 2015 and Spring 2016 Direct Child Assessment

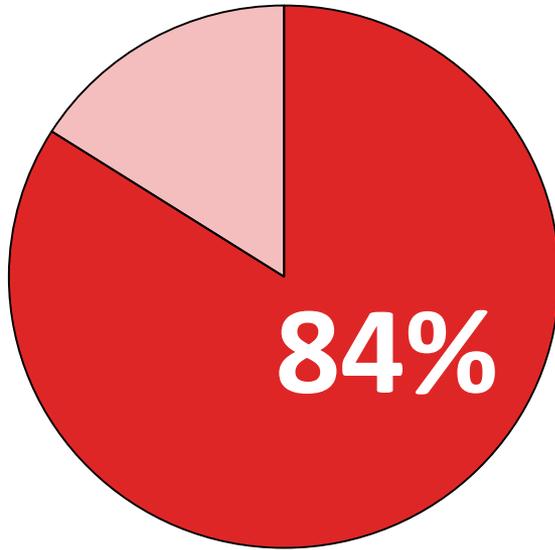
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Culture and Language

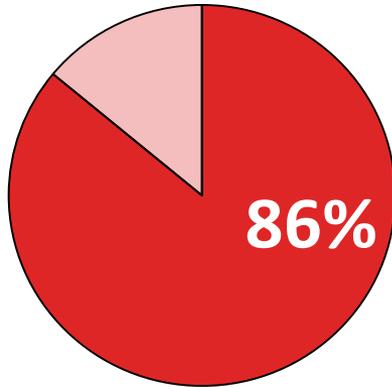




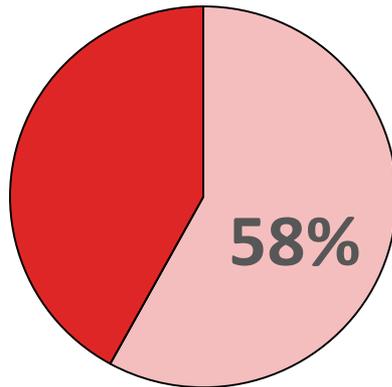
of children in Region XI Head Start have at least one lead teacher, assistant teacher, or paid aide who is AI/AN.

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016.



of children in Region XI Head Start have at least one type of cultural items in the classroom.

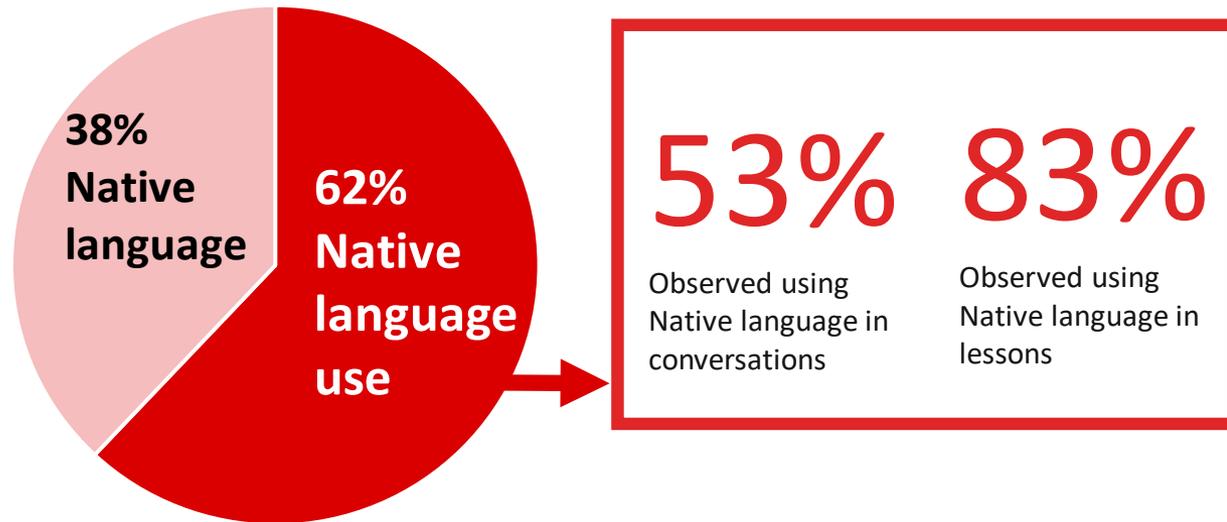


of those children with a cultural item in their class, used the item during a 4-hour observation.

Source: Spring 2016 AI/AN FACES Classroom Observation.

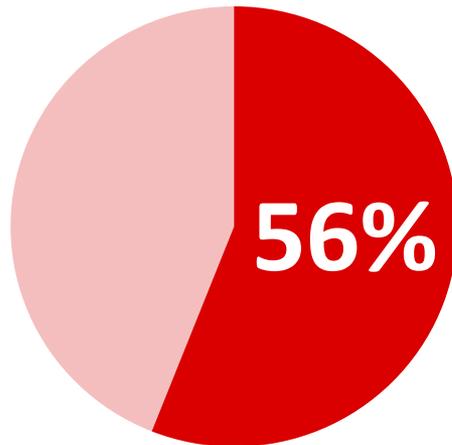
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016.

Nearly two-thirds of Region XI Head Start children were in classrooms where Native language use was observed.



Source: Spring 2016 AI/AN FACES Classroom Observation, Table E.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Informal use indicates Native language used as part of a conversation, while formal Native language use is part of a planned lesson.



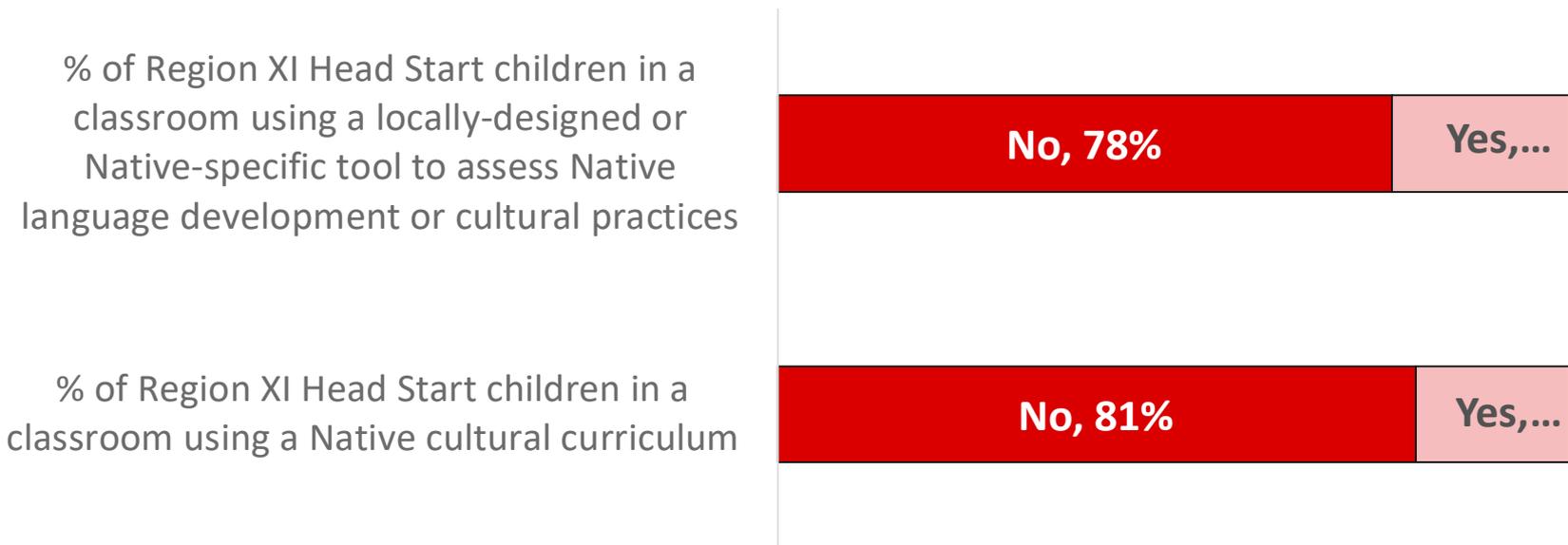
of Region XI Head Start children's classrooms receive Native language lessons.

Source: Spring 2016 AI/AN FACES Teacher Survey and Center Director Survey, and Fall 2015 AI/AN FACES Parent Survey, Table E.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director.



Less than a quarter of Region XI Head Start children's classrooms use cultural or locally-designed curricula or assessment tools.



Source: Spring 2016 AI/AN FACES Teacher Survey, Table E.8.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms).

For more information

- To learn more about the study and study reports, see the AI/AN FACES study page on the ACF website:
 - <https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>
- To learn more about the data and apply for access, see the AI/AN FACES 2015 study page on the Research Connections:
 - <https://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/36804>

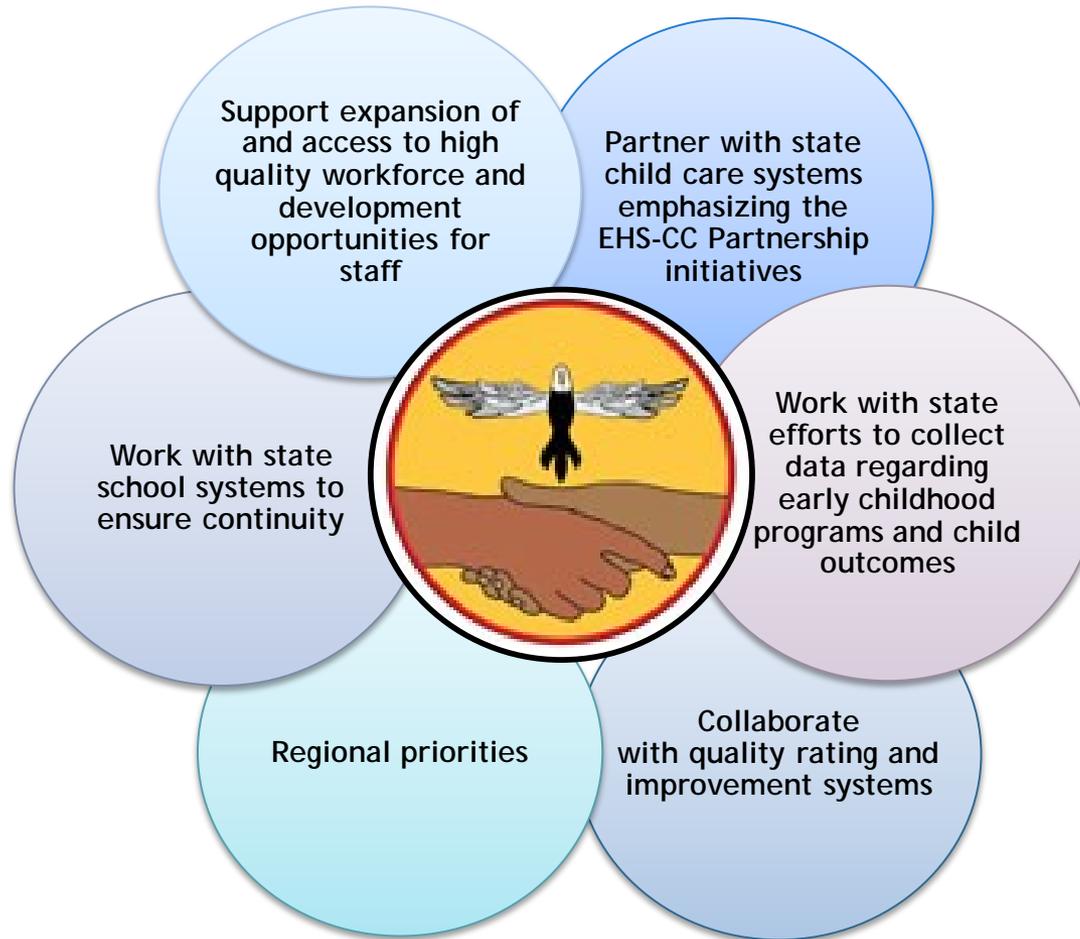


Additional support for questions

- Questions about creating an AI/AN FACES 2015 research plan and submitting plan to the AIAN FACES OPRE Data Team
 - [AIAN OPRE Data@acf.hhs.gov](mailto:AIAN_OPRE_Data@acf.hhs.gov)
- Questions about the data:
 - faces-aianfaces-help@mathematica-mpr.com



National American Indian and Alaska Native Head Start Collaboration Office: Priority Areas



Collaboration and Community Engagement



- ◆ Developing relationships with local education agencies
- ◆ Transition
- ◆ Disabilities
- ◆ Role of memoranda of understanding in collaborative process
- ◆ Language and culture
- ◆ Collaboration between tribal, local, state, and federal entities to support program school readiness activities



NATIONAL CENTER ON

Early Childhood Health and Wellness



School Readiness and Health





NATIONAL CENTER ON
Early Childhood Health and Wellness

School Readiness Begins with Health

**9 Health Strategies
to Support
School Readiness**



1

Learn about each child, their family, and their community to develop health services that address each child's individual needs.



2

Support children's readiness to learn by ensuring that each child is as physically healthy as possible.

3

Ensure all indoor and outdoor early learning environments allow children to challenge themselves safely without risk of injury.





4

Support every child's mental health and social and emotional wellbeing.

5

Promote consistent attendance to support each child's ability to participate in program activities.



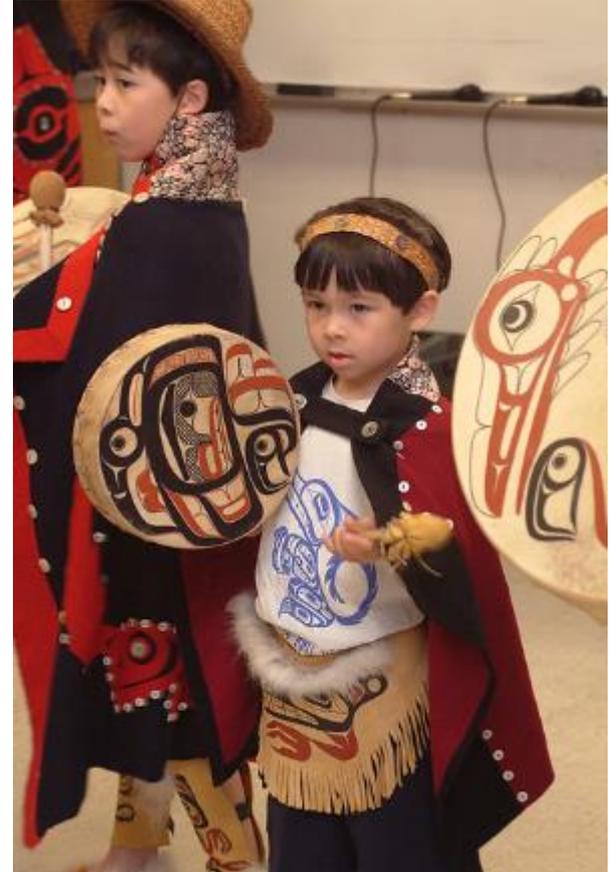


6

Establish partnerships with local schools and ECE programs to exchange health information and support health services during transitions.

7

Develop individual healthcare plans for children with special health care needs that maximize their ability to participate in program activities and include a plan for transitioning to kindergarten.





8

Build family health literacy to ensure that families can act as health champions for their children.

9

Support services to pregnant mothers and expectant families so each child has the best possible foundation for good health and learning.



Healthy Children Are Ready to Learn





Resources

Health and School Readiness Resources

- ◆ “Health Services to Promote Attendance”:
<https://eclkc.ohs.acf.hhs.gov/health-services-management/article/health-services-promote-attendance>
- ◆ “Healthy Children Are Ready to Learn”:
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/healthy-children-are-ready-learn>
- ◆ “When Health Affects Assessment”:
<https://eclkc.ohs.acf.hhs.gov/physical-health/article/when-health-affects-assessment>
- ◆ “Health Strategies to Support School Readiness”
- ◆ “Healthy Transitions to Kindergarten”



**Coming
soon!**

ECQA Center Resources

- ◆ *Sustaining Quality Improvement at All Levels of the Early Learning System:*
https://childcareta.acf.hhs.gov/sites/default/files/public/d-2_sustaining_quality_improvement_at_all_levels_of_the_early_learning_system_rev_0.pdf
- ◆ *Family and Stakeholder Engagement:*
https://childcareta.acf.hhs.gov/sites/default/files/public/qris_family_and_stakeholder_engagement_1.pdf
- ◆ *Early Learning and Development Guidelines:*
https://childcareta.acf.hhs.gov/sites/default/files/public/075_19_07_state_eldgs_web_final508.pdf

PFCE Center Resources

- ◆ Building Partnerships with Families Series: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series>
 - Explore this resource to learn more about how to build strong and effective partnerships with families that are positive, ongoing, and goal oriented.
- ◆ Tip sheets from the Research to Practice Series:
 - “Family Engagement in Transitions: Transition to Kindergarten”:
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-transition-to-kindergarten.pdf>
 - “Family Engagement and School Readiness”:
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-school-readiness.pdf>
- ◆ Videos
 - “Engaging Families in the Transition to Kindergarten”:
<https://eclkc.ohs.acf.hhs.gov/video/engaging-families-transition-kindergarten>
- ◆ Handouts
 - “Implementing the PFCE Framework”:
<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/implementing-pfce-framework>

DTL Center Resources

Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings for Children Ages Birth to 5: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

- ◆ *A Training Guide for Implementing Making It Work in Tribal Early Learning Settings:* <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/making-it-work-training-implementation-guide.pdf>
- ◆ *Implementing cultural learning experiences in AI/AN Settings: A Webinar on Making It Work:* <https://eclkc.ohs.acf.hhs.gov/video/implementing-cultural-learning-experiences-aian-settings-webinar-making-it-work>
- ◆ *Introduction and Steps to Put Making It Work Into Practice for Children Ages Birth to Five* guide: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/making-it-work-2017.pdf>
- ◆ *Making It Work* training materials page with PowerPoints, sample agendas, activities, and handouts: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/training-guide-implementing-making-it-work-tribal-early-learning-settings>
- ◆ One-page informational sheet: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/miw-one-pager.pdf>
- ◆ *Section 3: Pilot Program Examples* showing different lifeways: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/making-it-work-section-03-pilot-program-examples.pdf>

Head Start Resources

- ◆ *A Report on Tribal Language Revitalization in Head Start and Early Head Start:*
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/report-tribal-language-revitalization.pdf>
- ◆ “15-Minute In-Service Suites”:
<https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>
 - **Note:** the asterisk symbol (*) indicates a suite with additional materials that have been specifically designed for programs with American Indian and Alaska Native populations.
- ◆ “Office of Head Start – Services Snapshot: American Indian and Alaska Native (AI/AN) All Programs (2016–2017)”:
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/service-snapshot-ai-an-2016-2017.pdf>



- ◆ <http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/trc/Pages/TRC.aspx>
- ◆ www.ncreconnect.org
- ◆ <https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>
 - Google “AI/AN FACES”



Continuing the Conversation ...

Share Ideas, Questions, and Resources

MyPeers: A Collaborative Platform for the Early Care and Education Community



AI/AN Language and Culture
Community



Culturally and Linguistically
Responsive Practices Community

Use the following link to join: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>.



“Let us put our minds together and see what life we can make for our children.”

—Sitting Bull, Dakota Sioux, 1831–1890

Spiritual Quotes to Live By. (n.d.). 100 inspirational Native American quotes to live by [Web page]. Retrieved from <http://www.spiritual-quotes-to-live-by.com/100-inspirational-native-american-quotes.html>

Closing Remarks



Jeannie Hovland, Commissioner,
Administration for Native Americans,
anacommissioner@acf.hhs.gov



Contact Us!

Contact the National Center on Tribal Early Childhood Development.

- ◆ Email: nctecd@ecetta.info
- ◆ Phone: 877-296-2401
- ◆ Website:
<https://childcareta.acf.hhs.gov/centers/national-center-tribal-early-childhood-development>

We Appreciate Your Feedback!

- ◆ <https://www.surveymonkey.com/r/12novwebinar>



ADMINISTRATION FOR
CHILDREN & FAMILIES