Language Is Spirit: Exploring the healing power of heritage language revitalization in American Indian communities and why it is critical to Early Childhood Education.

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ICF International/OHS Region XI AIAN TTA
Region XI –American Indian Alaska Native
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Introductions

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Learning Objectives

• Participants will learn how to build a community of language learners/practitioners
• Gain an enhanced understanding of Head Start management systems connects to support
• Learn how to support systems building and ongoing sustainability
• Apply this knowledge through the lens of the Head Start Program Performance Standards

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Without language, the canoe, paddle, water, seat, the birds you hear are different than what our ancestors experienced. If you know the language, then you know what our ancestors heard, saw, felt, and experienced.

—Zalmai “Zeke” Zahir, University of Oregon

quote from Making It Work Manual

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Let’s get up and move!

**Stand up and Share Activity:**

Where are you with language program development?

Movement activity—Move to where you feel you currently are on the spectrum from no language to full immersion.
ACF-IM-HS-15-02 - Background

- Across the United States, 45,175 children with AIAN heritage are served in Head Start and Early Head Start programs.

- Region XI administers 148 tribal Head Start grantees and 57 tribal Early Head Start grantees that serve 47 percent, or 21,259, of the enrolled AIAN children.

- The remainder of children with AIAN heritage, 53 percent, are served across the regions.
Currently, almost two percent of enrolled children's primary languages spoken at home are Native North American and Alaska Native languages (1.9 percent); one percent reported Spanish; and the majority reported English (95.7 percent).

This shows a decrease from the eight percent enrolled children who reported AIAN languages as their dominant language in 2001 for Region XI.
The Native American Languages Act of 1990

The Native American Languages Act of 1990 found that the "lack of clear, comprehensive, and consistent federal policy on treatment of Native American languages...has often resulted in acts of suppression and extermination of Native American languages and cultures."

DLL Joint Policy Statement p. 30

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DLL Joint Policy Statement

Through the Act, the federal government affirmed their position that the United States should “preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages” and “encourage and support the use of Native American languages as a medium of instruction.”

DLL Joint Policy Statement p. 30
Background Resources

• Esther Martinez Native American Language Act

• Improving Head Start for SR Act 2007 (PL-110-134)

• Head Start Program Performance Standard (45CFR Chapter 13 XIII Sept 2016)

• DLL Joint Statement
Why Are We Here?

Head Start Program Performance Standards:

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. If children’s home language is English, exposure to English as described in §1302.31(b)(2)(i) and (ii) is not required.
HEAD START
Regional T/TA Network

Activity

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Head Start Management Wheel

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Leadership and Governance

• Governing Body/Tribal Council
• Policy Council
• Management Staff

Part 1301 – Program Governance
Questions to Consider

• How do you know that Governing Body/Tribal Council and Policy Council members are knowledgeable about their roles and responsibilities as Head Start program leaders?

• How is the required expertise (e.g. financial, legal, and early education) represented on the governing body/Tribal Council? If exceptions have been made, how are these documented?

• What is the makeup of the Policy Council? How are program options represented on the Policy Council?

• How does communication between governing body/Tribal Council, Policy Council and key management staff take place in support of decision-making?

• If applicable, how are governing body/Tribal Council members involved in strategic planning activities?

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Program Management, Planning and Oversight Systems

1302 Subpart J – 1302.101 (a)(1-4) – Management System
1302 Subpart J – 1302.103 (a and b) – Implementation of PPS
1304 – Federal Administrative Procedures
1305 – Definitions
Guides programs through their five-year journey

Includes coordinated approaches that ensure inclusion of all children and families

Focuses on how data informs planning process
What is the timeline for our annual program planning process? This should include:

- Community assessment review and/or update
- Goal and objective development/review
- Coordinated approaches
- Action planning
- Ongoing monitoring
- Self-assessment

How are the following stakeholders engaged in our program planning process?

- Program staff
- Governing body/Tribal Council members
- Policy Council members
- Community members
Drives data-based decision-making
Informs each stage of the program planning cycle
Uses qualitative and quantitative measures to ensure effective program management

1302 Subpart J - 1302.101(b)(4)
1302 Subpart J - 1302.102(c)(1)(2)(i-v)
Questions to Consider

• How do we collect and use data to inform ongoing monitoring and continuous improvement?

• How are staff utilized in our data management process?

• What well-chosen and well-implemented methods for data collection and analysis are used to determine impact?

• How does our approach to data management support the availability, usability, integrity, and security of data?
Accounts for federal assets and compliance with regulations
- Includes internal controls
- Helps program leaders collaborate as they develop budgets to address goals and priorities

1302 Subpart B – 1302.20 – 1302.24 (Program Structure)
1303 – Financial and Administrative Requirements

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Questions to Consider

• What is the timeline for our fiscal management activities?
• How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities?
• How do our policies and procedures inform our fiscal management efforts?
• How does our budgeting process relate to our program planning activities? Inform resource development efforts?
• If applicable, how are we using advisory committees to support fiscal management activities?

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• Initiates the program planning process
• Provides the right services to the right population (external focus)
• Supports continuous quality improvement (internal focus)

1302 Subpart J - 1302.102 (b)(2)(i-iii)

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Questions to Consider

- How does our community assessment align with the service needs of children and families?
- Does our community assessment include school and child care data? How does the community assessment inform our program planning process?
- Who is engaged in the process?
- What is the timeline of our self-assessment process? How is it informed by our program planning process?
- How are the results of our self-assessment shared with staff and program leadership?
Support children and families indoors and outdoors

Cultivate spaces that are safe and inspire learning

1303 Subpart E – Facilities
1302.31(c)(d) – Learning Environments

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Questions to Consider

• How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements?

• How do our indoor and outdoor learning environments support the needs of children, families, and staff?

• How is facilities management addressed from the perspectives of program planning and fiscal management?
• Ensures the safe and efficient movement of children
• Aligns with service area needs; complies with state and federal regulations

1303 Subpart F – Transportation
Questions to Consider

• How is our transportation system aligned with the needs of our families?

• How do we monitor compliance of our transportation system with state and federal regulations?

• What backup systems are in place to ensure all children are accounted for after each trip?

• What are the budget implications of our maintenance and repair efforts?
• Maintain the infrastructure needed to address the increased reliance on data collection and analysis
• Select and manage the appropriate hardware and software needed to monitor progress

1302.102(c) – Using data for continuous improvement
1303.20 – Establishing procedures
1303.24(b) – Maintaining records – using web-based system
1303.21 – Program procedures – confidentiality

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Questions to Consider

• How does our technology (hardware or software) align with our program operations and planning activities?

• How are technological issues addressed in fiscal management?
Emphasizes the importance of training and technical assistance for every grantee

Offers a range of instructional resources including federal and regional T/TA staff and key resources on the ECLKC website

1302 Subpart I - 1302.92(b)

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Questions to Consider

• How do our training and professional development plans address the knowledge and skills needed to meet our program’s goals and objectives?

• In addition to training and technical assistance resources (both regional T/TA and the national centers), how are our training and technical assistance funds being used to access additional professional development resources?

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• Builds relationships with internal and external stakeholders
• Helps programs “tell their stories” as they pursue program and school readiness goals

1301 - Program Governance
1302 - Program Operations
1303 - Financial and Administrative Requirements
1304 - Federal Administrative Procedures
1305 - Definitions

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Questions to Consider

• How does our communication plan address both internal and external communication among and between program leadership, staff, families, and the community?

• How do our communication policies and procedures address key issues such as social media management and confidentiality?

• What communication approaches are used to meet the needs of culturally and linguistically specific populations?
• Builds and maintains a program’s institutional memory
• Oversees and distribute strategic reports and recordkeeping activities
• Informs staff, leadership, and external partners

1302 Subpart J – 1302.102 (d)
1303 Subpart C – Protection for the Privacy of Child Records

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• Adjusts programs to better address goals and objectives
• Shares data with staff, Policy Councils, and governing bodies to engage all in the program planning process

1302 Subpart J - 1302.102(b)(1)(i-iv)
1302 Subpart J – 1302.102(b)(2)
Questions to Consider

- How does ongoing monitoring inform our program operations and planning process?
- What is the timeline for ongoing monitoring activities?
- How are staff trained and engaged in ongoing monitoring efforts?
- How are the results of our ongoing monitoring shared with staff and program leadership?
• Reminds us that a Head Start program is only as good as its people

• Ensures that staff and volunteers have the credentials and competencies needed to fulfill responsibilities
Why it’s Important

“...many language teachers and learners have reported that their “community heals through language.” By approaching language revitalization in an open, gentle, supportive way, they are able to strengthen relationships within their community and instill a greater sense of identity, confidence and pride in children, their families and their teachers.”

-Report on Tribal Language Revitalization in Head Start and Early Head Start p. 6
PLANNING TIME

Pause and Reflect *(Immediate reflection is important)*

• On the handout provided, plan next steps. Share back.
THANK YOU!

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