

# Cradleboard to Career: Activities to Engage Youth and Families

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# CHIEF LESCHI SCHOOLS

OUR PREMISE: Children's language develops successfully in a strengths-based community approach that engages parents and children together.

Our Beliefs:

- 1) School success is largely based on “Academic English” proficiency
  - 2) Attachment to family and community predicts language proficiency
  - 3) Safe and stable family environments promote positive attachment
  - 4) Parents’ post-secondary success correlates with children’s success
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## “Capable, Connected and Contributing”

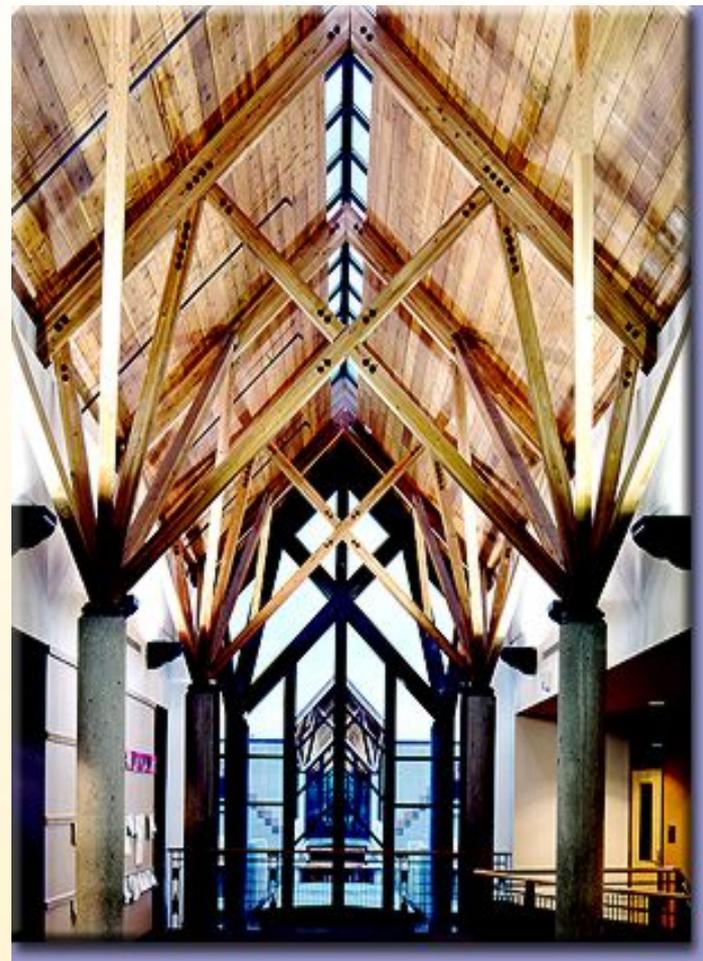
The water is wide in the Salish Sea. Pulling together, we find our way “full circle”.

Strong family and cultural connections build language capability. Language helps us re-connect and contribute.

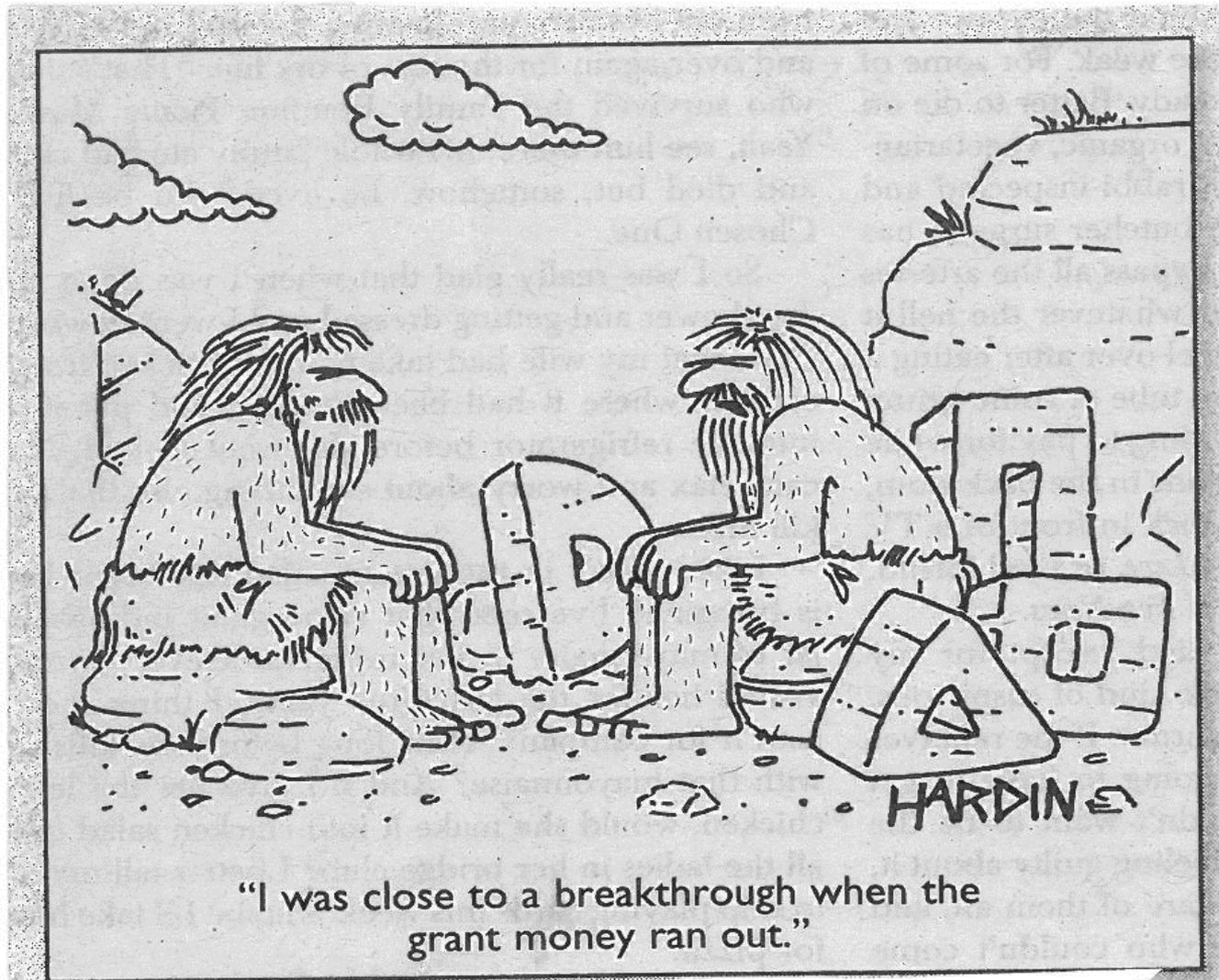


## Some key **program support and partnerships:**

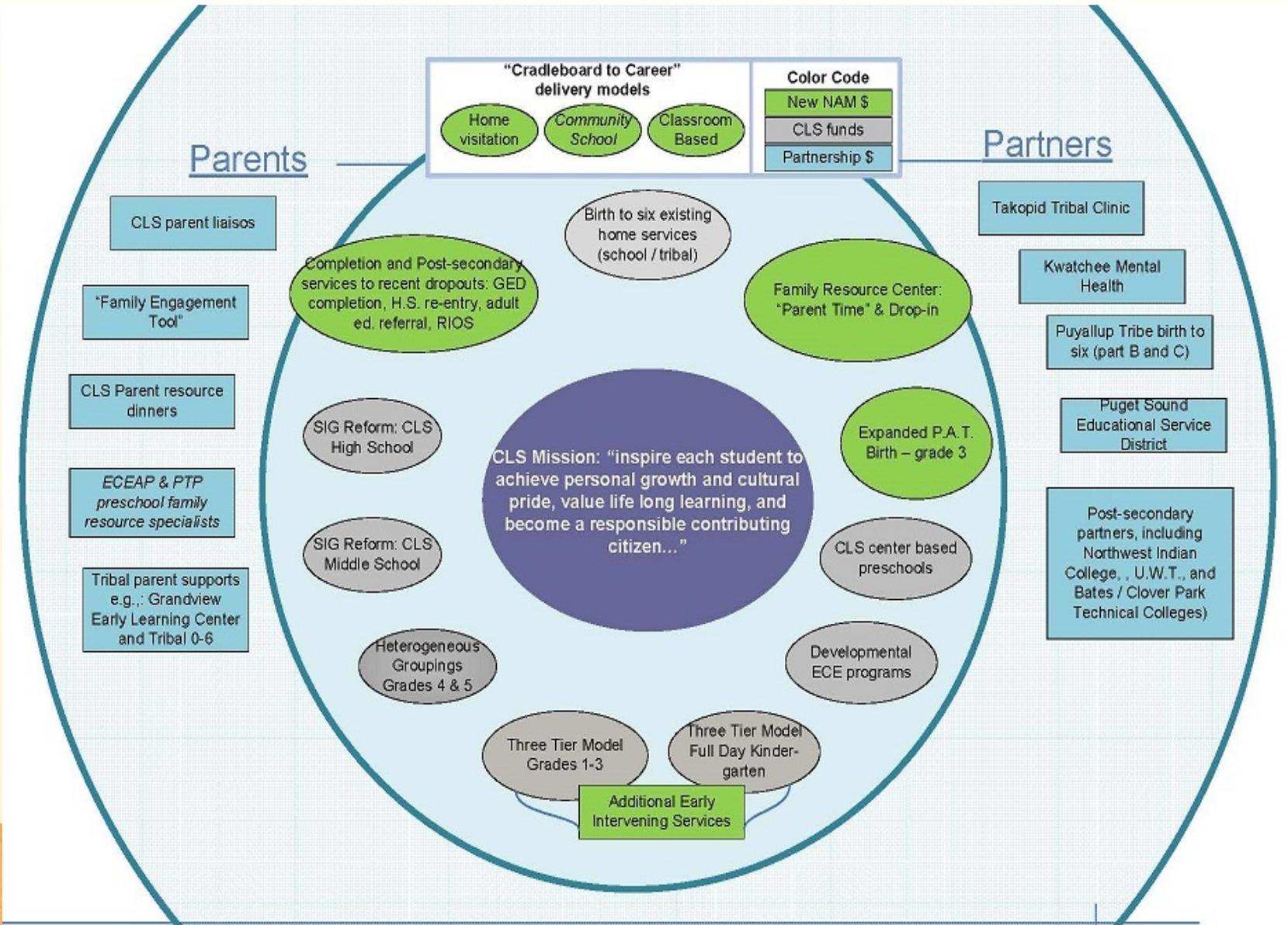
- Puyallup Tribe of Indians
- Puyallup Tribe Birth to Six Program
- Grandview Early Learning Center
- Takopid tribal health
- Kwawachee (tribal) Mental Health program
- Good Samaritan (community) Behavioral Health
- Puget Sound Educational Service District



# Partnership building promotes program sustainability!



# “Cradleboard to Career” Concept



Four program components;  
all include family  
connections and  
“community school”  
leveraging of resources.



- 1) **“Parents as Teachers”** (extended model)
- 2) **“Readiness to Learn”** (family supports)
- 3) **Grades K-3 language** (language intervention)
- 4) **Grades 4-5 language** (cohort follow-through)

...editorial comment on system building!



**Four components are linked together to *supplement* existing language development capacity:**

**1) “Parents as Teachers” (extended model)**

2) “Readiness to Learn” (family supports)

3) Grades K-3 language (language intervention)

4) Grades 4-5 language (cohort follow-through)

- **Increase parent knowledge of early childhood development and improve parenting practices.**
- **Provide early detection of developmental delays and health issues.**
- **Prevent child abuse and neglect.**
- **Increase children’s school readiness and school success.**

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- **Increase access to tribal and community family services**
- **Provide direct in-home social service connections**
- **Provide direct school and/or home based adult education**
- **Prevent drop-out of highest risk young adults (H.S. completion and post-secondary support)**

## Diana Palmer, “Cradle to Career” Parent Educator Role



**Diana Palmer, Cradle to Career Parent Educator:  
“DIALOGIC READING” role play with one of our parents**



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**K-3 intervention:** Provide RTI coaching and explicit instruction that *supplements* existing intervention services to tier two and three ELLs, including Sheltered English (emphasizing contextual learning such as Warrior News and tutoring by older siblings and cousins).

**4-5 follow-through:** Continue to support those students in each cohort that require additional interventions through consultation, coaching, and connections with partnership resources, e.g., Sylvan.

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# Supplemental “Adapted sheltered English” language intervention

Include explicit instruction in oral language and written language “5 components”.

Direct

Intentionally build on students’ prior knowledge and interests. Include cultural content and family connections.

Provide frequent opportunities to practice prior to public performance. Include authentic opportunities for engagement.

Relevant

Applied

# Direct instruction: language development





**“Relevant and Applied”: concept  
and vocabulary development in  
“Warrior News” (technology based  
for use in home and school).**





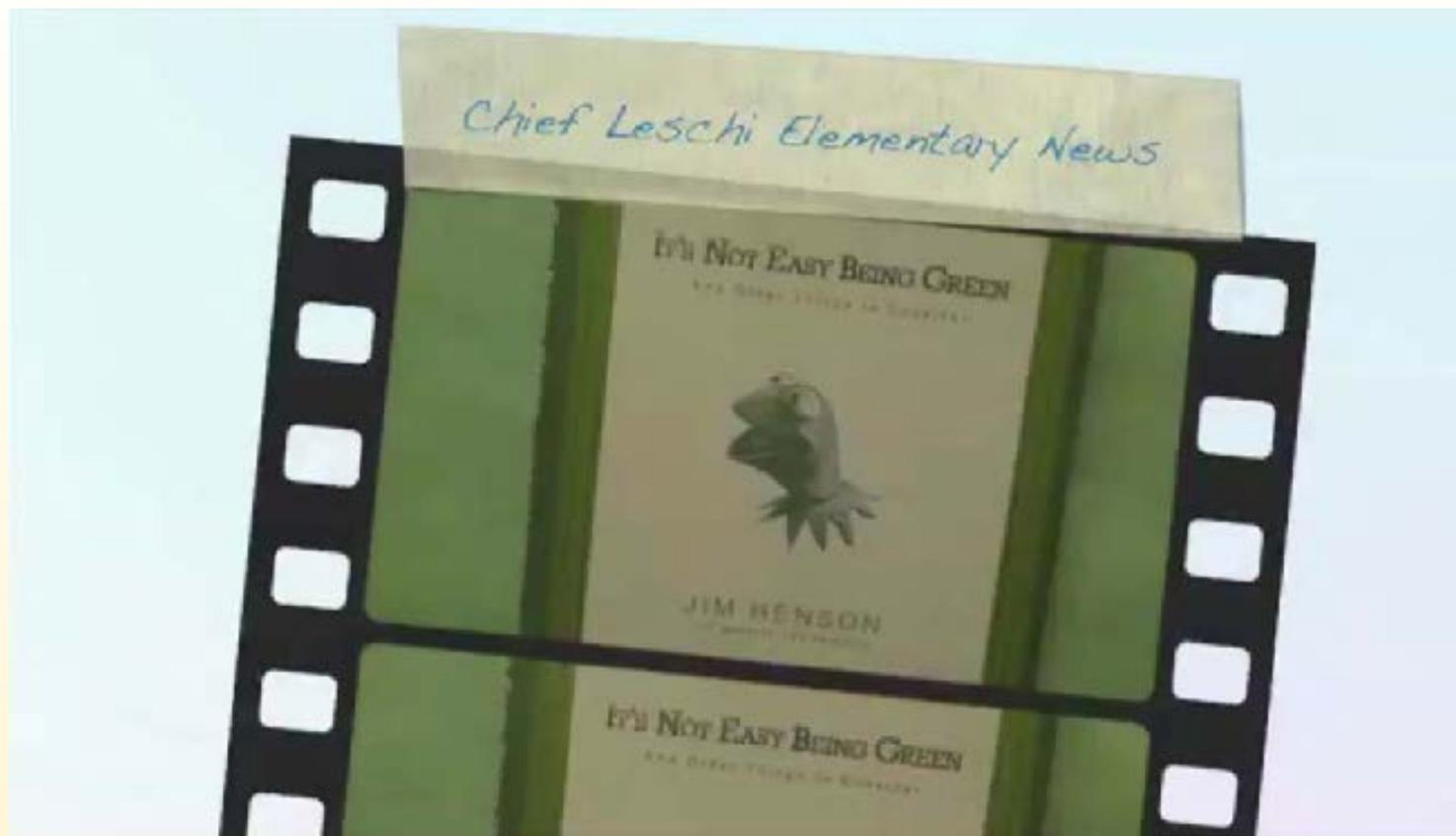
11-4-13 Elementary Warrior News - from language learning lab activity: quote of the day, new culture teacher – poetry (warrior news broadcasts available to parents and community through NAM grant technology support).



11-12-13 Elementary Warrior News (from language learning lab activity:, vocabulary development)

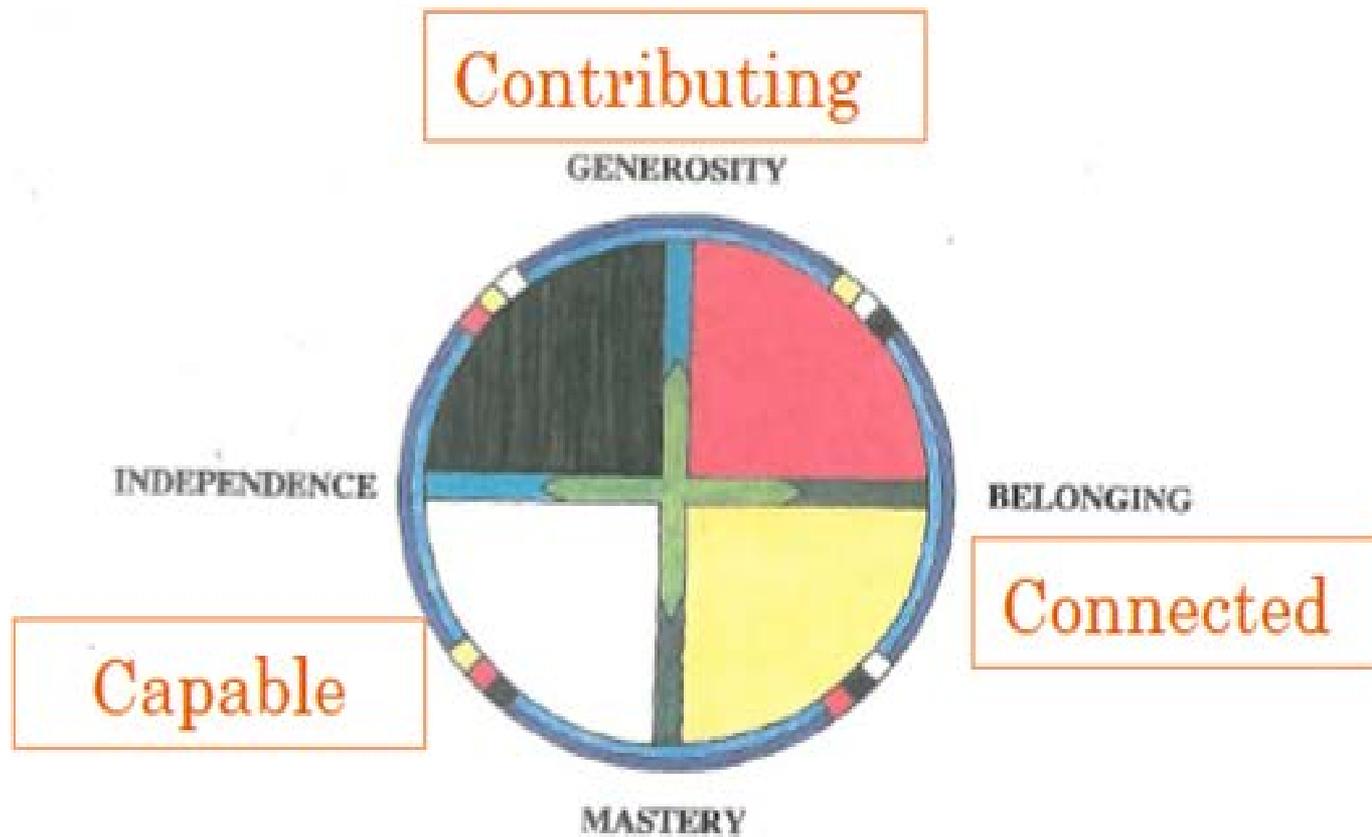
*“We (modeled the) importance of voice ‘intonation’ and having variety and expression in one’s story telling....The kids really seemed to enjoy the stories, and their laughter and comments let us know that our goal had been attained!”*

Explicitly taught story telling as part of "oral tradition" ... (excerpt from newsletter)



11-25-13 Elementary Warrior News (literature / concept development)



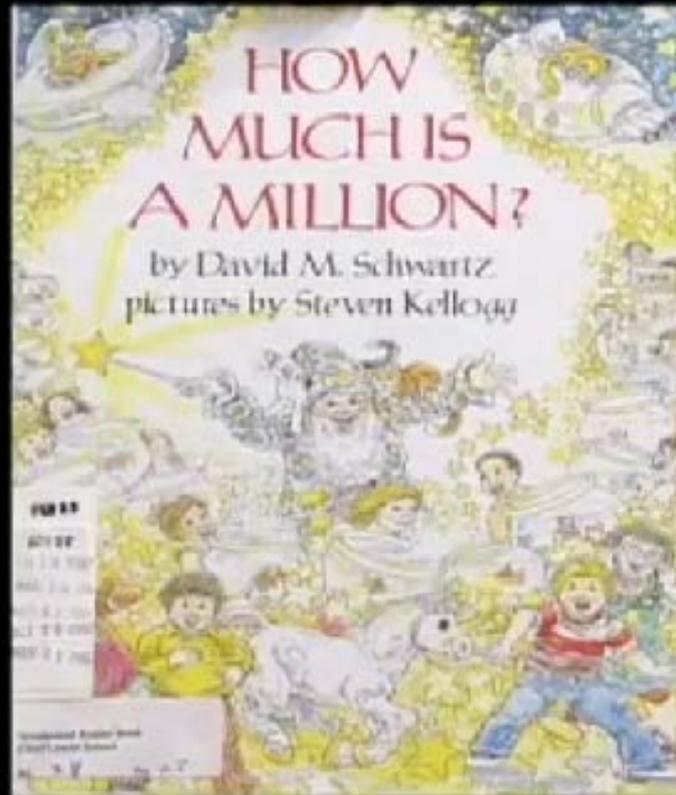




H.S. Warrior news: word usage and vocab development (model for elem. News)



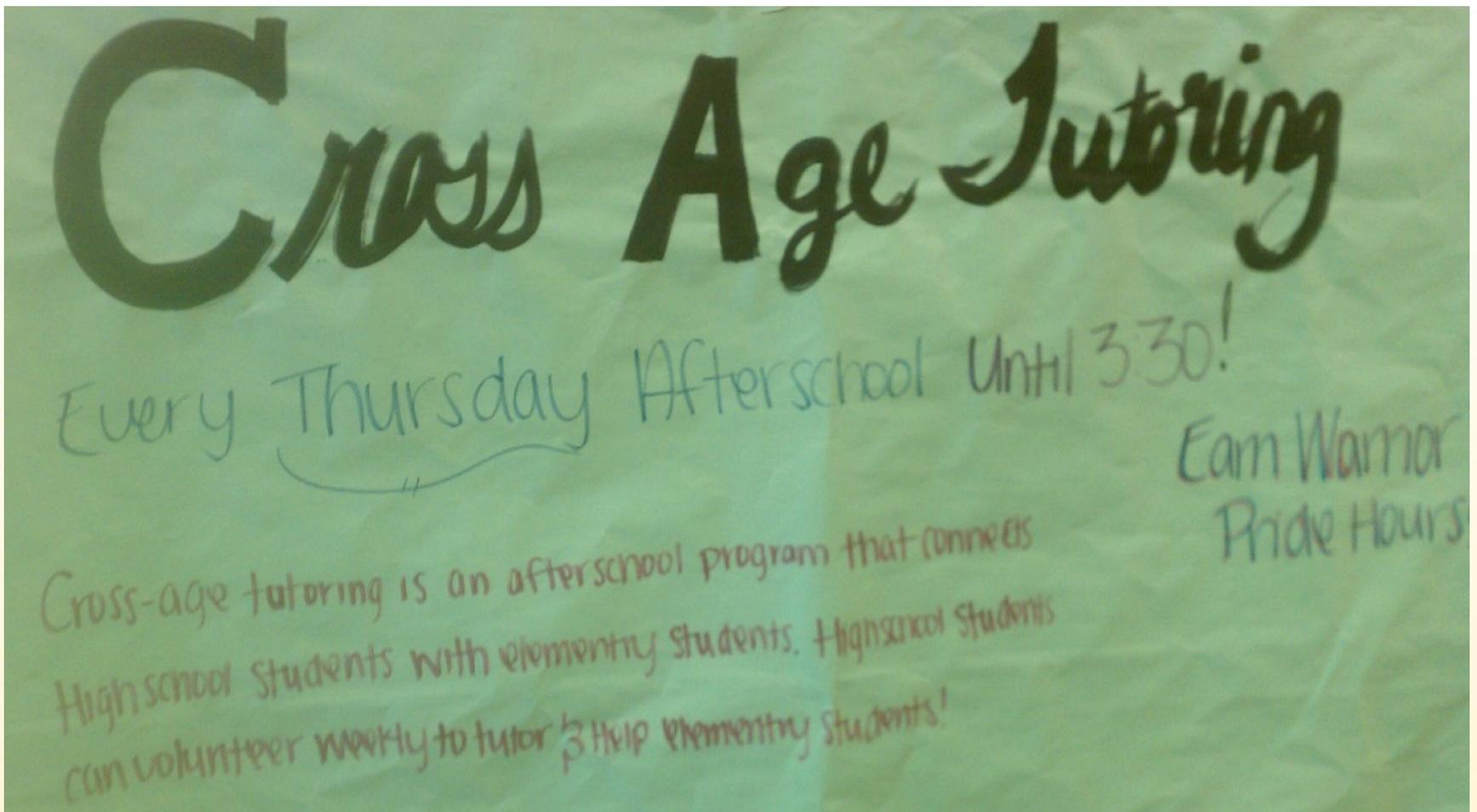
H.S. Warrior news: “Warrior Quote of the day” – older students an example to their younger siblings/cousins



Generosity – Capable H.S. language learners create learning material for use in homes and learning lab

# Twulshootseed mobile Apps (on itunes and Puyallup website): learning lab, family resource center, and in-home use

- [Twulshootseed Alphabet](#)
- [75 Words](#)
- [Texting Twulshootseed](#)
- [Twulshootseed: “What Is That”](#)



Cross age tutoring by older extended family: Service Learning  
“Warrior Hours”

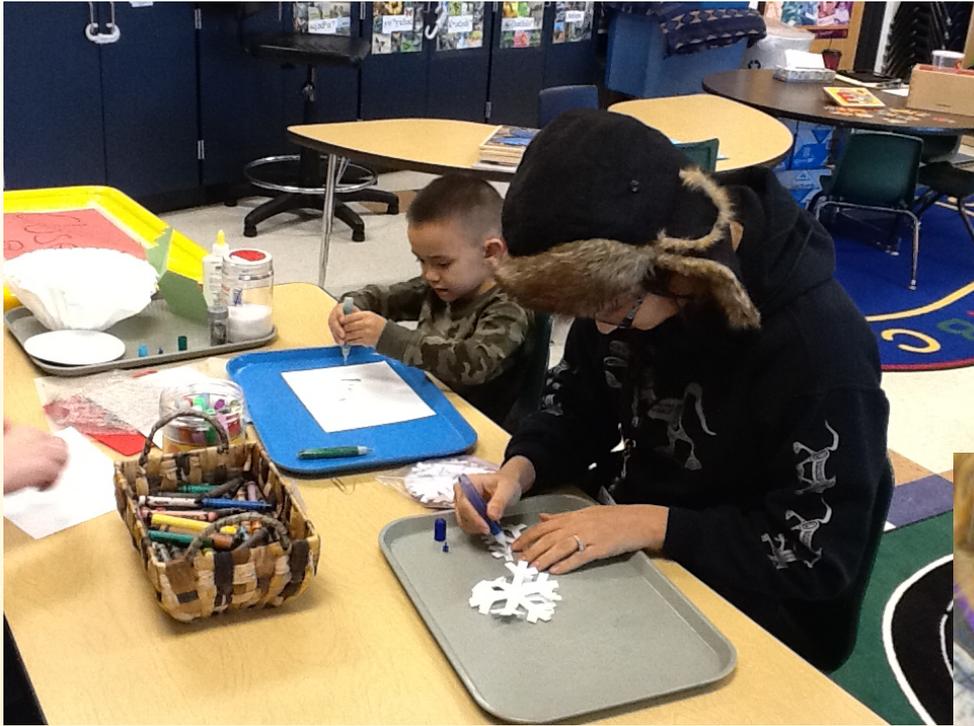


Language development: Name that fruit! How many?  
Which is your favorite? Why?



Mentoring model being expanded into afterschool “Family Learning Center” through community library concept.

# PACT time: “Parent and Child Together”, expanded to after school programming and parent night parent engagement



# More Information?

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You can tell us who else was in on the heist. Or Detective Perez can keep the PowerPoint going alllllll night long.