



A New Chapter for Native American Languages in the United States:

A Report on Federal Agency Coordination and Support

U.S. Department of Education

U.S. Department of Health and Human Services

U.S. Department of Interior



A New Chapter for Native American Languages in the United States:

A Report on Federal Agency Coordination and Support

**U.S. Department of Education
U.S. Department of Health and Human Services
U.S. Department of Interior**

October 2016

CONTENTS

Letter from Agency Leaders	6
Executive Summary	7
Background of the Native American Languages Memorandum of Agreement	11
About the NL MOA partners	11
History of Native Language Loss and Reversing the Tide	12
Chapter 1: Identifying statutory, regulatory, and other barriers to long term sustainable Native American language instruction	16
Chapter 2: Research on Native Language revitalization and/or retention and educational attainment.....	22
Reviews of the Research.....	22
Recent and Upcoming Research and Reports.....	23
Chapter 3: Identifying and disseminating effective and exemplary Native American language programming.....	28
What is Working at ED to Collect and Disseminate Promising Practices.....	29
Chapter 4: Federal Funding	31
U.S. Department of Health and Human Services, Administration for Children and Families, the Administration for Native Americans.....	31
U.S. Department of Education.....	32
Ancillary Support for Native Language Programs and Projects.....	33
Grants for Research.....	34
Funding for Facilities and/or Infrastructure.....	34
Chapter 5: Federally funded training and technical assistance for Native American language programs and projects.....	35
Support Available within ACF	35
Support available within BIE.....	37
Support Available within ED.....	37
Chapter 6: Furthering the Coordination of programs, using evidenced-based models that demonstrate accountability.....	39
Chapter 7: The future of the Native Languages Memorandum of Agreement.....	41
Acknowledgements.....	42
Sources Cited	43
Appendices.....	44

LETTER FROM AGENCY LEADERS

October 2016

Greetings Relatives:

Last year, at the 2015 Native American Languages Summit, three youth presented on their efforts to preserve Native Languages. Their presentations were full of passion, commitment, and fortitude. Seeing the next generation using and living the language was a wonderful testament to the purpose of language revitalization. We knew any solution had to empower Native youth to lead this effort, with support from our agencies along the way.

When we began this formal partnership nearly four years ago under an interagency memorandum of agreement, we knew the stakes were high. We had an obligation both as members of our tribal communities and as leaders in the federal government to honor the treaties and trust responsibilities entered into by our ancestors. No single Department had the answers or the full authority to go it alone. Typically we each work in our own space, our own silos, but for this purpose we joined forces. We knew that our time and resources for this work were limited, so it only made sense to work together.

While challenges remain, in a short period of time our partnership has chartered a course for meaningful collaboration on this important issue. We are pleased to present this Report which documents the achievements we have made to strengthen language and culture in Native communities and provides a roadmap for future progress.

In the words of Sitting Bull, “Let us put our minds together and see what life we can make for our children.”

Respectfully,



Lillian Sparks Robinson,
Commissioner, Administration for Native Americans



Ann Marie Bledsoe-Downes,
Deputy Assistant Secretary, Policy & Economic Development Office of the Assistant Secretary, Indian Affairs and Acting Director, Bureau of Indian Education



William Mendoza,
Executive Director, White House Initiative on American Indian and Alaska Native Education

EXECUTIVE SUMMARY

“If you don’t control education, you don’t control the future of the Nation.”

T. Lunderman

Sicangu Lakota advisory member of the Rosebud Sioux Tribe Department of Education, advocating for full tribal control of the education system at the Joint U.S. Departments of Education and Interior Education Roundtable, at National Congress of American Indians, January 25, 2012

The right to maintain distinct tribal languages is fundamentally about self-determination and cultural survival. Languages are inextricably bound to self-identity, social and community values, and the weakening of tribal languages weakens tribes as nations and people. If the United States is going to make good on their treaties with Indian Nations, their trust responsibility, and with laws passed by Congress, the United States must fully support Native American language efforts.¹

For the past 25+ years (at least since the passage of the Native American Languages Act in 1990) the Federal Government has made efforts to reverse its previous policies of extinguishing tribal languages in schools and instead provides funding to help support tribes and schools in preserving and revitalizing Native American Languages (see Chapter 4). This report, “A New Chapter for Native American Languages in the United States: A Report on Federal Agency Coordination and Support” details the recent efforts over the last four years, since the signing of a formal interagency partnership agreement of three federal agencies, the U.S. Department of Education, the U.S. Department of Health and Human Services and the U.S. Department of the Interior to work together to support Native American Languages.

For the purpose of this report, Native American means an Indian, Native Hawaiian, or Native American Pacific Islander², and “Indian” has the definition under section 7491(3) of title 20 which includes members of federally or state recognized tribes and Alaska Natives. We will refer to Native American languages throughout this report, and by this we mean the historical, traditional languages spoken by Native Americans.

This report reflects efforts to identify the barriers, levers, and best practices that federal agencies can use to better support Native American languages. The information used to generate these recommendations include Tribal Consultation, listening sessions, dialogues at two Native American Languages Summits as well as information from research and other reports.

Chapters 1-7 highlight what we have learned about each of the goals of the Native Languages MOA. The Departments have agreed to:

¹ Native American Languages Act of 1990, Public Law 101-477, Sec. 102

² Ibid, Sec 103

1. Identify statutory or regulatory barriers that impede collaboration and result in duplication of efforts and/or minimize the impact of efforts on the part of federal, state, or tribal governments, or schools or other entities to effectively implement Native language activities;
2. Identify research that explores educational attainment and Native language retention and/or revitalization;
3. Explore ways to gather data about effective and/or exemplary Native language instruction both in terms of the administration of funds and programs, as well as program impact on educational achievement; disseminate information on best practices across federal agencies regarding program and instructional design, and institutional support for Native language instruction for Native American populations;
4. Review Federal funding mechanisms, explore means for coordinating funding opportunities to remove barriers, and simplify the process for potential grantees seeking to integrate Native language instruction and activities in educational settings;
5. Review current training and technical assistance provided by HHS, DOI, and ED related to Native language preservation and maintenance efforts; assess needs and identify means for enhancing the quality of this training and technical assistance, both to assist existing grantees and potential grantees; and identify opportunities to provide joint technical assistance;
6. Ensure, to the extent practicable, that programs funded by the federal agencies to provide Native language instruction are coordinated, evidence-based, demonstrate accountability through assessments of student achievement, and further the goals of the Native American Languages Act; and
7. Identify additional departments and agencies interested in or important to the implementation of the goals of this MOA, including the goals of the Native American Languages Act.

Throughout each chapter, we identify recommendations that the federal partners can use as a roadmap for continued partnership. Among the recommendations identified:

RECOMMENDATIONS FOR INCREASING CERTIFIED TEACHERS

- Market existing federal professional development grants as potential avenues for developing specialized programs in colleges that can educate individuals to be both proficient in the language and licensed teachers.
- Create a “fast track” to a Bachelor of Arts (BA) or Early Childhood Education credential for Native American language speakers (fully funded with wrap around support)
- Use scholarships and loan repayment as tools to create incentives for Native American language speakers to pursue teaching degrees

RECOMMENDATIONS TO INCREASE FUNDING STABILITY

- Federal agencies can identify ways to use existing formula funding for ongoing support of Native American languages.
- Federal agencies can support tribes and Native American communities working with their local schools and school districts by offering technical assistance, guidance, and tools focused on key factors that make Native American language instruction successful in school based settings.

- Federal agencies can support schools with resources to embed Native American language instruction as part of the regular education program, not as an extracurricular or add on programming.

RECOMMENDATIONS REGARDING ASSESSMENTS

- Provide schools with funding and time to create a multitude of achievement tests relevant to the Native American language curriculum and state content standards.
- Explore flexibilities and alternatives, such as exemption of t students in Native American language medium schools from standardized tests that are written and conducted in English³.

RECOMMENDATIONS FOR MATERIAL AND CURRICULUM DEVELOPMENT

- Federal agencies should make a concerted effort to catalogue existing materials developed with federal funds for research and distribution purposes, as allowed under statute.
- Increase outreach to eligible entities to apply for discretionary funding to develop materials, curriculum, and instructional capacity.
- Encourage eligible entities to use for formula funding from ED for Native American materials and curricula
- Prioritize the use of existing resources at BIE schools through allocation of current funds for the purposes of the development of materials, curricula, and instructional capacity as well as the use of additional external funding to increase instructional capacity.

RECOMMENDATION ON ENCOURAGING MORE RIGOROUS RESEARCH

- Widely distribute the finding of the Native Language Medium Education Report when it is published
- Consider organizing future interagency Native American Language Summits to be inclusive of identifying future areas for research as well as highlighting existing research.
- Prioritize federal agency research plans to include more research related to factors that motivate and facilitate participation of families in language revitalization programs.

RECOMMENDATIONS FOR FUTURE RESEARCH TOPICS

- Increase research on family engagement in Native American language revitalization programs.
- Highlight the effects on educational outcomes for students and schools of incorporating Native American languages and culture into the school curriculum
- Provide promising practices demonstrated as effective for implementing a culturally relevant learning environment and identification of factors that serve as barriers or facilitators for implementation.

RECOMMENDATIONS FOR HOW TO BETTER COLLECT AND DISSEMINATE PROMISING PRACTICES

- Establish regular communications across various formats to capture and disseminate information regarding promising and effective practices.

³ Under previous versions of ESEA schools were limited in the number of years a student could get a waiver for non-English based tests and there was a maximum % of students within a school that could “opt out” of the standardized testing.

- Organize in person meetings and trainings when possible. However, webinars, listservs, social media, and websites can be utilized to a greater extent in the sharing of ideas and resources.
- Support Native Americans' participation, as subject matter experts, in communities of learning and other forums to present their language program models, findings, and promising practices to peers.

RECOMMENDATIONS FOR FURTHER EXPANSION OR REFINEMENT OF TRAINING & TECHNICAL ASSISTANCE

- Continue to identify opportunities to strengthen and enhance training and technical assistance offered through the various program offices.
- Convene the various technical assistance providers, or their federal TA managers, either virtually or in person to discuss upcoming training and technical assistance work plans and how to better leverage and coordinate efforts to avoid duplication.
- Explore ways to share training and technical assistance for grantees across program offices and federal agencies.

RECOMMENDATIONS FOR INCORPORATING NEW INFORMATION TO FURTHER THE GOALS OF THE NALA

- Continue working with the federal partners, state, and tribal governments to meet the MOA goals.

U.S. Department of Education(ED) recommendations for short-term:

- Synthesize all activities and findings of efforts within ED.
- Disseminate broadly within ED to establish a foundational shared knowledge base
- Start within to model practices and structures for others

U.S. Department of Education recommendations for long-term:

- Implement some legislative and policy recommendations, such as:
 - (1) Consolidate indigenous language activities with a designated lead office
 - (2) Integrate and explicitly identify support for indigenous language activities into all school reform initiatives Include in ED priorities.
 - (3) Maintain a cross agency council to direct coordinated activities
 - (4) Establish standards with an accountability system for tracking and holding entities responsible for outcomes.

RECOMMENDATIONS FOR ESTABLISHING NEW FEDERAL PARTNERSHIPS

- Share the Native Languages MOA with other federal agencies and invite their review and feedback, particularly ways in which they might support one or more of the established goals
- Plan to review and update the NL MOA including the addition of new partners in 2017 or 2018

BACKGROUND OF THE NATIVE AMERICAN LANGUAGES MEMORANDUM OF AGREEMENT

Early in the Obama Administration a commitment was made to improve American Indian and Alaska Native education that would embrace the inclusion of Native American languages and cultures. In 2011, the President established the White House Initiative on American Indian and Alaska Native Education ((WHIAIANE) Executive Order No. 13592) charged with the responsibility to help expand educational opportunities and improve educational outcomes for all American Indian and Alaskan Native (AI/AN) students, including opportunities to learn their Native American languages, cultures, and histories, and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives. Among other things, EO 13592 provides that the WHIAIANE Executive Director serves “as a liaison with other executive branch agencies on AI/AN issues and” advises “those agencies on how they might help to promote AI/AN educational opportunities; and help “to ensure that the unique cultural, educational, and language needs of AI/AN students are met.”

In alignment with these objectives, in November of 2012, the Department of Health and Human Services’ Administration for Native Americans, the Department of the Interior’s Bureau of Indian Education and the WHIAIANE signed a memorandum of agreement (MOA) to collaborate on programming, resource development and policy for Native American languages across the three agencies. The NL MOA encourages programs and projects supported by any of the NL MOA partners to include instruction in and preservation of Native American languages. Each of the partner agencies works both internally and externally to identify barriers, levers, and promising practices that will help communities implement successful programs and projects that further the goal of Native American language revitalization. Additionally, the partners formed a Native Languages Workgroup and members share information with each other and work together to accomplish the goals in the MOA.

About the NL MOA partners

The Administration for Native Americans (ANA), a program office within the Administration for Children and Families (ACF) promotes the goal of social and economic self-sufficiency of American Indians, Alaska Natives, Native Hawaiians, and other Native American Pacific Islanders. Enacted under the Native American Programs Act of 1974 (NAPA), ANA provides community-based project funding to improve the lives of Native American children and families and the communities they live in. Although support for cultures and languages were supported with ANA funds prior to the Native American Languages Act (NALA), it was after the passage of the NALA in 1992 that an explicit part of ANA’s mission was amended to promote, and provide funding for, language preservation and maintenance. NAPA was further amended in 2006 with the passage of the Esther Martinez Native American Languages Act, to promote immersion activities through language nests serving young children age birth to 7 years; language survival schools serving children in site based settings for ages 7 and older, and language restoration programs. With Congressional report language that required ANA to provide at least \$3 million in annual awards for Esther Martinez grants, a larger proportion of ANA’s funding has gone to support Native language projects. ANA also leads an internal ACF work group to coordinate efforts to support Native American languages across other ACF

divisions including early childhood programs such as the Office Head Start (OHS) and Tribal Maternal Infant and Early Childhood Home Visiting (Tribal MIECHV), the Office of Child Care (OCC), and the Office of Planning, Research, and Evaluation (OPRE).

In the Department of the Interior, the Bureau of Indian Education (BIE)'s mission is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. Further, the BIE is to manifest consideration of the whole person by taking into account the spiritual, mental, physical, and cultural aspects of the individual within his or her family and tribal or village context. Currently, the BIE oversees a total of 183 elementary, secondary, residential, and peripheral dormitories across 23 states. Of these 183 schools, 124 are tribally controlled under Public Law 93-638 Indian Self Determination Contracts or Public Law 100-297 Tribally Controlled School Grants. The remaining 59 schools are operated directly by the BIE. Additionally, the BIE has oversight of two post-secondary schools and works with 37 Federal and Tribally Controlled Colleges and Universities.

The WHIAIANE leads the President's Executive Order 13592, signed December 2, 2011, *Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities*. WHIAIANE is located within the Department of Education and seeks to support activities that will strengthen the Nation by expanding education opportunities and improving education outcomes for all AI/AN students. WHIAIANE is committed to furthering tribal self-determination and ensuring AI/AN students, at all levels of education, have an opportunity to learn their Native languages and histories, receive complete and competitive educations, are prepared for college, careers, and productive and satisfying lives.

History of Native Language Loss and Reversing the Tide⁴

Since first contact with outsiders to the Americas, the indigenous languages have been dying-- either because of extinction of linguistic groups due to disease and warfare, or a slow fade to English language dominance due to economic and political pressures. Whereas, in some of the first treaties, the Europeans or the United States pledged to provide teachers and education in the Native languages, soon there was a shift to providing education solely in English in order to more quickly assimilate tribal people into the new nation.⁵ With the large scale federal funding for and operation of missionary and boarding schools throughout the 19th century and through the termination era of the 1950s, it was the policy of the United States to deal with the "Indian problem" by converting them as quickly and as efficiently as possible into U.S. citizens with no further claims against the Federal Government. Later, with a policy of tribal self-determination and through a series of education reports and laws⁶, the U.S. policy shifted to recognizing that "the status of the cultures and languages of Native Americans is unique and the United States has

⁴ See Native American Languages Federal Historical Timeline in Appendix 3

⁵ See Indian Civilization Act of 1819 for one example.

⁶ See President Nixon's Special Message to Congress on Indian Affairs: "The time has come to break decisively with the past and to create the conditions for a new era in which the Indian future is determined by Indian acts and Indian decisions." [Special Message to Congress on Indian Affairs](#) (July, 8, 1970)

the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages."⁷

For centuries, tribes have resisted efforts at assimilation and attempted to maintain their tribal languages, cultures, and traditions. When religious practices were outlawed, they were conducted in secret. Even today, many of the traditional ceremonies are conducted only in the indigenous language, and elders wonder who will be left to carry on the culture and ceremonies when the last speakers are gone.

There are fewer languages spoken today in the United States than at any time in previous history. In fact, many of the languages indigenous to North America are on the “endangered languages list.”⁸ Estimates of current Native American languages spoken in the United States range from 155⁹ to about 175¹⁰ According to the Linguistic Society of America, out of hundreds of languages that were once spoken in North America, only 194 remain, and over three quarters of them are endangered. Thirty-four (34) of the languages are spoken by adults, but by few children; 73 are spoken almost entirely by adults over 50; 49 are spoken only by a few people, mostly over 70; and five (5) may have already become extinct. The relatively “safer” Native languages include 33 languages that are spoken by both adults and children, but even many of these are seeing declines in the percentage of children who are speakers of their Native language. The languages that are not being transmitted to children, or that are being learned by only a few children, are endangered and more likely to become extinct.¹¹

Despite changes in formal federal policy, there is continued pressure to give up Native languages and use English instead. Often this is demonstrated through English only movements in the state education systems. In addition, sometimes there is peer and other pressure to fit in, as more and more Native Americans live off of reservations or traditional lands and villages and over 90 percent of Native American children attend public schools.

Since 1980, the American Community Survey, part of the U.S. Census has been asking respondents about AI/AN languages spoken at home by AI/AN individuals’ age 5 and over. In 1990, the year Congress passed NALA, there were 281,990 who replied yes they spoke a Native Language; in 2000 there were 353,340, and in 2010 there were 372,095. We are encouraged by the fact that overall, Native American languages are gaining speakers, but we know that the upward trend is not true for each language and each Native American community. In addition, the overall percentage of the AI/AN population that speaks a Native American language is in decline.

⁷ Native American Languages Act 1990, Public Law 101-477, Sec.102

⁸ See <http://www.ethnologue.com/endangered-languages>

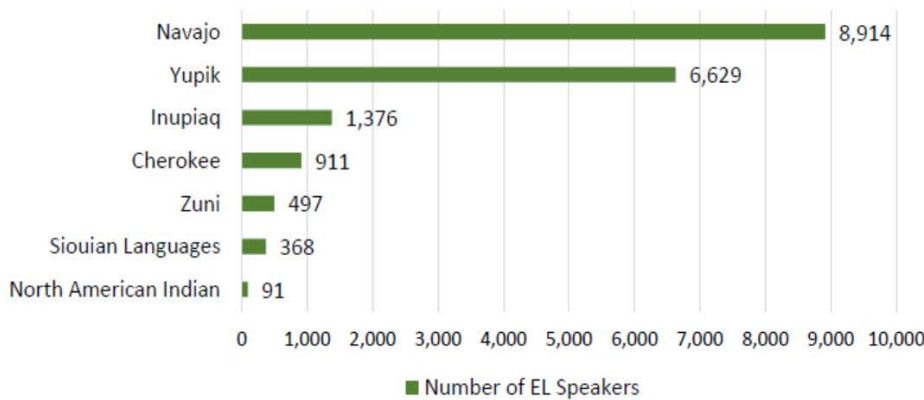
⁹ In 1992 Dr. Michael Krauss, President of the Society for the Study of the Indigenous Languages of the Americas and Director of the Alaska Native Language Center,

¹⁰ Warhol, Larisa citing Krauss, 1998 in Native American Language Policy in the United States., 2011

¹¹ How many North American native languages are endangered? (from <http://www.linguisticsociety.org/content/what-endangered-language>)

Data from the Office of English Language Acquisition at the US Department of Education provides some insights into the seven states that have the highest percentages of AI/AN English Language Learners.

AI/AN Languages Spoken by ELs as Reported by Seven States: SY 2013–14



Fact
 In SY 2013–14, the seven AI/AN languages spoken by ELs, as reported by seven states, were Navajo, Yupik, Inupiaq, Cherokee, Zuni, Siouian languages, and North American Indian.

Note: Alaska, Arizona, Montana, New Mexico, Oklahoma, South Dakota, and Utah reported AI/AN languages among the top five most commonly spoken languages for ELs, other than English. Montana reported “North American Indian” as one of the languages.
 Source: EDFacts/Consolidated State Performance Report, SY 2013–14

Despite history and current pressures, the fact that so many Native American languages have survived is evidence of the strength of these communities as well as the importance spiritually and culturally of the languages to Native American communities.

As I watch my students begin to welcome their language home, IT IS A CERMONY. It is a ceremony of healing for us and for them individually to realize how they might be preventing the language from coming home unless they recognize the dynamics of oppression and shame that have replaced our desire to learn... Yes, the damage was done by the oppressors, unless we individually step up to say, “When my language was taken, it was an act of violence and no more will I be afraid of my own language.”

--Faith Spotted Eagle (Ihanktonwan Nakota)

Dakota Language Teacher, Yankton Sioux Tribe, Lake Andes, South Dakota, and NMAI Project Advisory Work Group Member (Native Language Preservation: A Reference Guide for Establishing Archives and Repositories. ANA p. 4-5).

CHAPTER 1: IDENTIFYING STATUTORY, REGULATORY, AND OTHER BARRIERS TO LONG TERM SUSTAINABLE NATIVE AMERICAN LANGUAGE INSTRUCTION

Some of the perceived or actual statutory or regulatory barriers that created the most resistance to Native American language preservation and revitalization efforts stemmed from the No Child Left Behind Act of 2001 (NCLB) and the Improving Head Start For School Readiness Act of 2007 (Head Start Act of 2007). These barriers included requirements for teacher qualifications and student assessments. Curriculum needed to be “evidence-based” and student assessments were meant to demonstrate students are meeting challenging state standards in the case of NCLB or “school readiness goals” under the Head Start Act of 2007. At conferences, tribal consultation meetings, listening sessions, and at the previous two federally sponsored Native American Language Summits (2014 and 2015), the following challenges to meeting ED and HHS requirements while at the same time providing Native Language instruction in school based settings have been identified.

Challenge #1: Finding, hiring, and retaining state certified or licensed teachers fluent in a Native American language. This proves to be a barrier for communities at all levels of learning from early childhood through college age. For the early years, most federally or state funded programs require a degree or certification in early childhood in order to be a teacher in a classroom. Less training may be required in a day care or family day care setting, however finding enough individuals with the necessary degree, certifications, or training in early childhood development and fluent or at least semi-fluent in Native American languages has proven to be challenging for many schools and community based organizations.

The lack of credentialed/licensed teachers remains a challenge through the elementary years. Contributing factors to this include too few AI/AN/NH/PI college students pursuing careers in education and/or teacher credentials and, of those that are in this career path, too few are already fluent in their Native language.

At the high school level, since Native American languages can be taught as a single subject class or elective, there are alternative ways to bring fluent speakers into the classroom as instructors, such as through alternative credentials where an individual is certified to teach a specific language through an agreement worked out by a tribe and the local or state education agency. While this process may empower tribes to determine language fluency of instructors, this solution is highly localized. Each tribe has to work out agreements with each school or district for certifying individuals, and in some cases, a certification may only be valid at that one school or school district and not recognized in other areas of the state or in a different state.

Most tribal colleges and universities and some native serving higher education institutions provide opportunities to learn Native American languages and several also provide bachelor’s degrees in elementary or early childhood education.¹² Students pursuing advanced degrees can often take advantage of these opportunities to learn or improve their Native American language skills. However, there are few opportunities to pursue higher education entirely in a Native

¹² Reyhner, Jon and Edward Tennant. (1995), *Maintaining and Renewing Native Languages*.p.291-292.

American language, with one notable exception at the Ka Haka ‘Ula O Ke ‘elikōlani College at the University of Hawaii at Hilo.

One of the primary barriers to long term sustainable Native American language instruction in the BIE is the lack of certified teachers who speak a Native language. Teacher recruitment and retention is a primary focus of BIE’s reform efforts to improve and increase human capital. Partnerships with local colleges and universities that offer education courses and Native American language classes are being examined.

PROMISING MODEL: TEACHER CREDENTIALS

Ka Haka ‘Ula O Ke ‘elikōlani College of Hawaiian Language Graduate Programs

Vision and Mission of the College

‘O ka ‘ōlelo ke ka ‘ā o ka maui.

Language is the fiber that binds us to our cultural identity.

Consistent with the official status of the Hawaiian language in the state constitution, the Hawai’i state legislature in 1997 mandated the establishment of a college at the University of Hawai’i at Hilo, with classes and staff meetings to be conducted through the Hawaiian language. Established by the University of Hawai’i Board of Regents in 1998, UH Hilo’s College of Hawaiian Language, Ka Haka ‘Ula o Ke ‘elikōlani, was named in honor of Ruth Ke ‘elikōlani Keanolani Kanāhoahoa, the nineteenth century high chiefess known for her strong advocacy of Hawaiian language and culture.

The mission of the college is first to seek the revitalization of the Hawaiian language and culture, endangered by the dominance of Western culture in the twentieth century, so that both language and culture once again become commonplace in both educational and non-educational contexts in Hawai’i. Secondly, the college seeks to aid other indigenous peoples to revitalize their own endangered languages and cultures. Linguistics, the scientific study of human language, is central to the Ph.D. program of the college and informs its work in all other areas as well.

The college is still small and its programs are not fully established. The M.A. program in Hawaiian Language and Literature was initiated in 1998, shortly after the college was established. The [Kahuawaiola Indigenous Teacher Education Training Program](#) to train Hawaiian speaking teachers for Hawaiian medium schools was initiated in 1999. Two additional graduate programs were later initiated, the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization in 2006, and the M.A. in Indigenous Language and Culture Education in 2007.

For now, the college’s ability to train students whose indigenous language is other than Hawaiian is limited to the Ph.D. program. The M.A. program in Indigenous Language and Culture Education currently offers only a Plan B practicing track, which requires students to be fluent in Hawaiian language. In the future, when the faculty is larger, the college intends to open a monitoring indigenous education track that will be open to students focusing on other indigenous languages. The college will also open the certificate program in indigenous language and culture

revitalization, which aims to give course work to students who have already obtained a bachelor's degree in order to help prepare them for work as educators, or for entering one of the college's graduate programs.

See: <https://hilo.hawaii.edu/catalog/khuok-post-baccalaureate> for more information

PROMISING MODEL: PARTNERING WITH TRIBAL COLLEGES FOR TEACHER TRAINING

For the **Sisseton Wahpeton Oyate Head Start Program** in North Dakota, the Tribe is collaborating with external partners and moving ahead to implement an immersion classroom, with an eventual goal of operating the Head Start program as a full immersion program in the future. In order to develop a plan to achieve their goal, they reached out to the National American Indian and Alaska Native Head Start Collaboration Office (NAIANHSCO).

The NAIANHSCO director was able to travel onsite, and support the community in:

- an assessment of language learning resources,
- creation of a strategic plan, and
- creation of formal partnerships with the local tribal college and elders.

There have been some setbacks with staff turnover and fluent first speakers passing away, but they have also experienced success, with a recent three day language intensive class for teaching staff. As part of their long term strategy to build a fluent early childhood workforce, they are to providing language coursework for credit by the Tribal College for 15 staff members.

RECOMMENDATIONS FOR INCREASING CERTIFIED TEACHERS

- Market existing professional development grants as potential avenues for developing specialized programs in colleges that can educate individuals to be both proficient in the language and mechanisms to support the creation of licensed teachers.
- Create a “fast track” to a Bachelor of Arts (BA) or Early Childhood Education credential for Native American language speakers (fully funded with wrap around support)
- Use scholarships and loan repayment flexibilities as tools to create incentives for Native American language speakers to pursue teaching degrees

Challenge #2: Stable funding also proves to be a challenge. Many Native Language programs are operating on the fringes of regular school instruction, either as enrichment provided once or twice a week, as a pull out, sprinkled in for 10-15 minutes a day as a “lesson,” or as a before or after school extracurricular program. When the instruction is provided by an elder, by the tribal cultural preservation office, or by an extracurricular service provider, the funding for such programming may be at the discretion of the school district, the tribe, or an outside funder. Thus, the continuity as well as the effectiveness of these services is in jeopardy because of their sporadic nature. The tenuousness and part time nature of the programming also makes it more difficult to attract long term staff, further destabilizing the viability of the instruction.

PROMISING MODEL: BILINGUAL PUBLIC CHARTER SCHOOL

The Lower Kuskokwim School District-At the 2014 Native American Languages Summit, the Lower Kuskokwim School District presented a promising model for long term integration of the language into the curriculum. One key is the support of the School Superintendent. At the district level, decisions about hiring, curriculum, and resources can be supported or thwarted by the superintendent/chancellor. Recognizing the importance of the continuation of the language, the Lower Kuskokwim School District has fully embraced teaching the Yupik language. The District has a full time curriculum developer, because as times change, the curriculum needs revising to remain current with the standards. They also have an evaluator who analyzes the school data to help refine their approach, to make sure they are getting the academic results for the students. Currently, the school district is offering full immersion in grades K-3 and as the grades increase, they gradually increase the English learning, while maintaining the Yupik language.

PROMISING MODEL: IMMERSION CHARTER PUBLIC SCHOOL

The Chief Tahgee Academy-Language activists from the Nez Perce Tribe in Idaho tried for many years to have the language taught in their local schools, but they were not as successful, because they lacked the “highly qualified” teachers that the school district required. In order to start a language immersion school, community members applied to the State of Idaho to operate a public charter school. The theory behind public charter schools is that innovations can happen on a smaller scale and the school, while still publicly funded, can have fewer restrictions for staffing and curriculum. However, starting a new school is time and resource intensive. Chief Tahgee Academy was started three (3) years ago and is currently using federal grants as well as state funding to develop the curriculum and teacher professional development necessary to become a fully resourced elementary school.

RECOMMENDATIONS TO INCREASE FUNDING STABILITY

- Federal agencies can identify ways to use existing formula funding for ongoing support of Native American languages.
- Federal agencies can support tribes and Native American communities working with their local schools and school districts by offering technical assistance, guidance, and tools focused on key factors that make Native American language instruction successful in school based settings.
- Support schools to embed Native American language instruction as part of the regular education program, not as an extracurricular or add on program.

Challenge #3: There is a need for assessments of Native American Language learning conducted in the language of instruction. There are various ways and formal assessment rubrics to assess language learning and fluency gains. More challenging for communities is how to assess learning of other content areas in the Native American language to ensure that students who are in language medium schools are progressing in mastery of other academic content areas on par with students attending other public and private schools. Unlike the creation of one standardized test in English for an academic area that a school can use “off the shelf,” tests of academic content will need to be specific and tested for validity and reliability for a relatively small population of learners. In some cases, the testing can only be oral, for the several Native

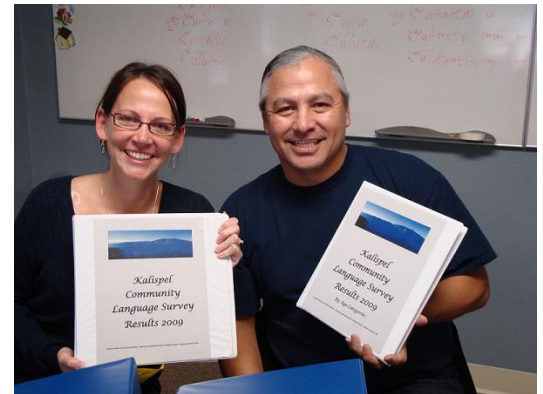
American languages that are not written, so additional time and resources are necessary to test for proficiency across the various content areas. Fortunately, the recent reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) allows for language medium schools to waive standardized tests until later grades, or to develop alternate assessments, but once again additional resources are needed for the development of assessments.

RECOMMENDATIONS REGARDING ASSESSMENTS

- Provide schools with funding and time to create a multitude of achievement tests relevant to the Native American language curriculum and state content standards.
- Explore flexibilities and alternatives, such as exemption of students in Native American language medium schools from standardized tests that are written and conducted in English.

Challenge #4: Developing adequate Native American language materials and curricula to support Native American language and culture development.

Similar to a need for assessments, when there are standardized curriculum and academic achievement expectations, the need to develop curriculum which aligns with the state standards or common core curriculum can be expensive and time consuming. Once again, curricula must be developed and modified with individuals who are fluent in the Native language. In addition, some concepts and new words or phrases may need to be developed with input from elders and the tribe so that a new lexicon can be adopted according to tribal protocol.



Completion of Language Survey

RECOMMENDATION FOR MATERIAL AND CURRICULUM DEVELOPMENT

- Federal agencies should make a concerted effort to catalogue existing materials developed with federal funds for research and distribution purposes, as allowed under statute.
- Increase outreach to eligible entities who can apply for discretionary funding from ANA or ED to develop Native American language materials, curricula and instructional capacity.
- Encourage eligible entities to use formula funding from ED to develop Native American language curricula, materials and instructional capacity.
- Prioritize the use of existing resources at BIE schools through allocation of current funds for the purposes of the development of materials, curricula, and instructional capacity as well as the use of additional external funding to increase instructional capacity.

Challenge #5: Lack of rigorous research to inform effective practices. With few resources to meet the diverse indigenous linguistic learning needs of Native American communities, there is a tremendous need to apply the limited resources available in ways that will provide the best and

most effective outcomes. However, the starting points, assets, and resources available in each community differ, so there is no one size fits all approach to language revitalization efforts. There is also very little research and guidance for, when given a certain set of circumstances, the path that each community should take to maximize effectiveness. Layered on top of that are various funding sources and restrictions that might hinder optimum learning for a given community, but we lack the research and studies that identify what needs to be changed.

RECOMMENDATION ON ENCOURAGING MORE RIGOROUS RESEARCH:

- Widely distribute the finding of the Native Language Medium Education Report when it is published.
- Consider organizing future interagency Native American Language Summits to be inclusive of identifying future areas for research as well as highlighting existing research.



Elders Sharing Language

CHAPTER 2: RESEARCH ON NATIVE LANGUAGE REVITALIZATION AND/OR RETENTION AND EDUCATIONAL ATTAINMENT

There are two specific questions driving the research agenda for Native American languages- what is the best way to ensure their survival and what is the link between embracing language and culture and educational outcomes for Native American students? In answering the first question it is important to understand that languages encompass whole linguistic systems of expression, systems that express values, mores, traditions and knowledge. Native American communities have expressed the belief that their specific language was gifted to them by the creator and within it are whole universes of references that have enabled Native peoples to continue to exist and to thrive for centuries. When a language is lost, all of the specific cultural knowledge contained within it is lost as well.

In answering the second question, research has shown that embracing Native American languages in the school setting can improve educational outcomes. Education and educational attainment positively correlate with improved socio-economic outcomes; with increased educational attainment the higher the standard of living, health, safety, and nearly every other measure of well-being. However there is less research on how exactly to structure language learning in the multitude of settings and circumstances which Native American students find themselves.

Reviews of the Research

In 1998, 60 years after the Miriam Report, President Clinton signed an Executive Order on American Indian and Alaska Native Education (EO 13096), whose purpose was to develop a comprehensive federal response, consistent with tribal traditions and cultures, to improving academic performance and reducing the dropout rate. The EO created a working group to determine research priorities in education for AIAN students. This ultimately led to the development of the "American Indian and Alaska Native Education Research Agenda" (2001).

The 2001 American Indian and Alaska Native Education Research Agenda calls for research to be strength-based and highlight what is working. Additionally research on native language and culture was a priority. In terms of research methods, the agenda calls for:

- Detailed national data, including over sampling in national studies and collecting tribal or village affiliation data about Native participants.
- Resolving definitional issues should be by AI/AN tribes and include precise methods for identifying who is Native, along with their tribal or village affiliations.
- Research on Native students should involve researchers with demonstrated knowledge of Native culture(s).
- Research quality should receive a high priority; one measure of methodological quality is knowledge (on the part of researchers) of the culture and language of the groups studied.

As part of this work, a quite comprehensive literature review on the impact of Native Language and Culture Revitalization was conducted by Dr. William Demmert in 2001.¹³ Key findings from Dr. Demmert's review of studies about native language bilingual and immersion programs

¹³ Demmert, W. (2001) Improving Academic Performance of Native Students

include that supporting students fluent in their mother tongue during the early grades often resulted in better academic outcomes relative to fluent students who received English-only instruction, in addition there were often social-emotional benefits including increase pride and confidence, better attitudes toward school, and decreased dropout rates.

In this report, Dr. Demmert acknowledged that research indicates that achieving full fluency in the Native language by English speakers, as was achieved by Native Hawaiians and the Maori in New Zealand, would be difficult without extensive teacher training by fluent speakers knowledgeable about second language acquisition, making the recommendations related to developing more certified teachers who are proficient or fluent in Native American languages a critical part of using schools to help revitalize Native American languages.

More recently, the Review of Educational Research journal published a literature review related to culturally responsive schooling (CRS) for indigenous youth (Castagno and Brayboy 2008). CRS proposes that grounding education in “the heritage language and culture indigenous to a particular tribe is a fundamental prerequisite for the development of culturally-healthy students and communities”¹⁴. In this review, the authors argue that despite advocating for CRS for over 40 years, there has been little lasting systemic, institutionalized changes in schools that serve indigenous youth. They reiterate the need for more and better research and teacher training and problematize the standardization of curriculum. Recognizing tribal sovereignty and self-determination in education is a critical avenue for making needed changes to the school environment, curriculum and pedagogy that will ultimately close the academic achievement gap between Native Americans and non-Hispanic whites.

Recent and Upcoming Research and Reports

Each of the NL MOA agencies has been engaged in research that seeks to increase the knowledge base of promising practices. The Office of Head Start (OHS) has long supported the cultural and linguistic diversity of the families and children in its programs. This commitment includes support for language revitalization in tribal programs. In early 2015, OHS commissioned a project to learn directly about the efforts underway in the field, and the findings are presented in [*A Report on Tribal Language Revitalization in Head Start and Early Head Start.*](#)

In addition to highlighting approaches to integrating language in Head Start classrooms, the Report identifies staff and parent reluctance to using tribal languages due to shame or myths that the language is inferior or difficult to learn. Leadership from the Head Start program can help dispel these myths and create a climate that is supportive and enables staff and parents to understand the benefits of dual language learning.

¹⁴ Alaska Native Knowledge Network, 1998 quoted in Castagno and Brayboy (2008), p.941.



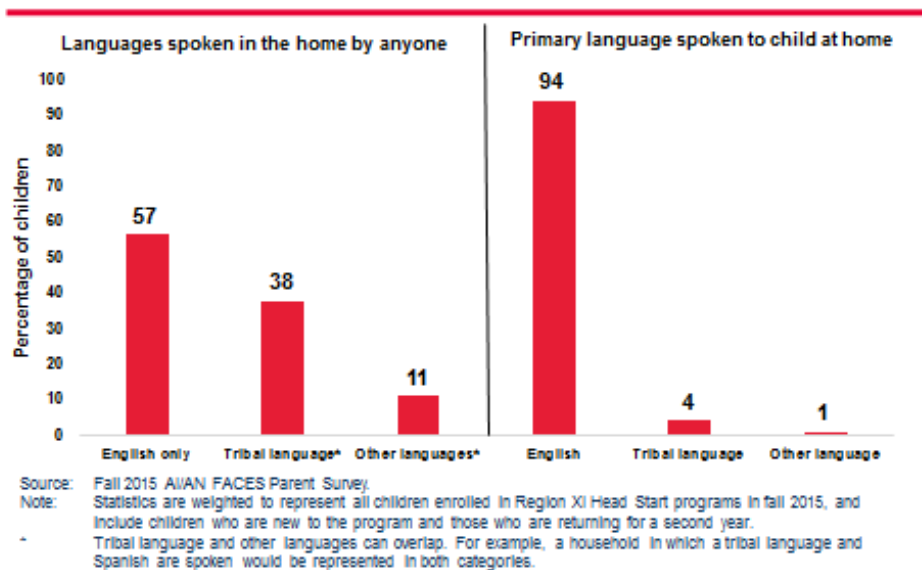
A Report on Tribal [Language Revitalization in Head Start and Early Head Start](#).

The Office of Head Start's (OHS) Language Revitalization Report provides information about efforts to revitalize tribal languages.

The American Indian and Alaska Native Family and Child Experiences Survey (AI/AN FACES) was designed and implemented through a partnership of tribal Head Start leaders, researchers and federal officials. It is the first study of tribal Head Start programs nationwide. The study was conducted with 21 Region XI tribal Head Start programs in the fall of 2015 and 22 programs in the spring of 2016. New data from AI/AN FACES will provide information about Native American language use in tribal Head Start programs. Additionally, there is preliminary information about languages spoken in the home by families whose children attend tribal Head Start programs (note: 20 percent of children are non-AI/AN).

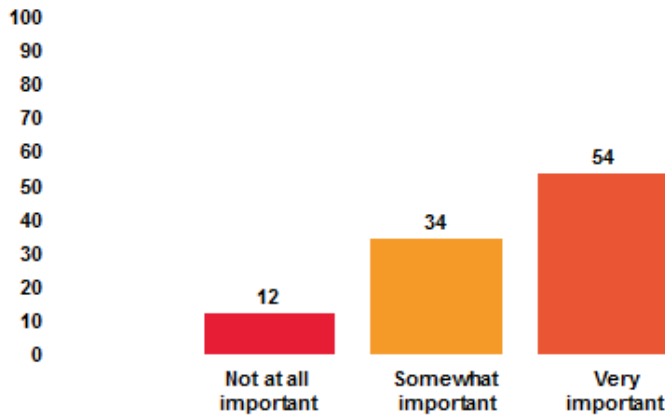
Of children who attend tribal Head Start in Region XI, 38 percent of families report that a tribal language is spoken in the home, and 88 percent report that it is somewhat or very important that their child learn their tribal language.

Languages Spoken in the Home



All parents responding (19% of AIAN FACES Study children did not identify as AIAN)

Importance of Child's Learning Tribal Language



Source: Fall 2015 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015, and include children who are new to the program and those who are returning for a second year.

MATHEMATICA
Policy Research

65



At the U.S. Department of Education, the West Comprehensive Center, one of the Regional Comprehensive Centers funded by the Comprehensive Centers Program published a comprehensive literature review on the scope and impact of Native language and culture revitalization. The purpose of the review is to inform tribal leaders, educators, policymakers, and researchers about research-based efforts to identify promises practices related to reclaiming and revitalizing language and culture at all stages of education, from early childhood to postsecondary education.¹⁵

Reflected in *Culture and Language Revitalization for Native American Students: An Annotated Bibliography* is the observation that while most articles, reports, books, and journal articles describe culture- and language-revitalization efforts with specific populations in a few geographic locations, there are persistent indications across the literature that some key practices, such as family involvement, academically rigorous language instruction, and the thoughtful integration of culture throughout various subject areas, may be generalizable to a broad segment of Native communities. The articles identified and described in the literature review provide examples of how some Native communities approach teaching languages and cultural traditions to their youth while simultaneously preparing students for life in the modern technological age. OELA invested \$999,085 in an evaluation study to examine services and strategies for English

¹⁵ Fredericks, L., Shtivelbank, A., Espel, E., & Worthington, A. (2015). *Culture and Language Revitalization for Native American Students: An Annotated Bibliography*. San Francisco, CA: WestEd.

learners in the Native American, Alaska Native, Native Hawaiian, and Pacific Islander communities that are supported through the NAM program. The study is expected to release findings in spring 2018.

The ESSA charges ED with conducting a Native Language Medium Education Report within 18 months of enactment.¹⁶ The Secretary of Education, in collaboration with the Secretary of the Interior, shall: (1) Conduct a study to evaluate all levels of education being provided primarily through the medium of Native American languages; and (2) Report on the findings of such study.

The study shall evaluate the components, policies, and practices of successful Native American language immersion schools and programs, including: (1) The level of expertise in educational pedagogy, Native American language fluency, and experience of the principal, teachers, paraprofessionals, and other educational staff; (2) How such schools and programs are using Native American languages to provide instruction in reading, language arts, mathematics, science, and, as applicable, other academic subjects; (3) How such schools and programs assess the academic proficiency of the students, and (4) the academic outcomes, graduation rate, and other outcomes of students who have completed the highest grade taught primarily through such schools and programs as compared to demographically similar students who did not attend a Native language medium school.

Achieving the purposes of any program, including Native language revitalization programs, depends upon engaging participants in the program. Three aspects of engagement that may aid language revitalization programs include: 1) enrolling intended audience; 2) engaging the target audience in the recommended number of sessions; and 3) sustaining engagement across the intended length of the program. Human services research shows that across programs, recruiting and retaining families can be a challenge. Yet, when families are more engaged, they tend to show more benefits of programs (Nievar, Van Egeren, & Pollard, 2010). More research is needed to understand what factors motivate and facilitate participation of AI/AN families in language revitalization programs.

Community-based participatory research approaches may be especially important to understand how language revitalization programs are implemented and how they might best fit with participants' needs. Research about Native American language issues by American Indians who speak their Native language is vital to advancing the language within tribal communities for the future generations. Research must be shared and passed along to the tribes and the students of those tribes to maintain the culture and the unique qualities that define each tribal community.

RECOMMENDATIONS FOR FUTURE RESEARCH TOPICS:

- Increase research on family engagement in Native American language revitalization programs.
- Highlight the effects on educational outcomes for students and schools of incorporating Native American languages and culture into the school curriculum

¹⁶ ESSA, Sec. 6005 Report on Native American Language Medium Education.

- Provide promising practices demonstrated as effective for implementing a culturally relevant learning environment and identification of factors that serve as barriers or facilitators for implementation

CHAPTER 3: IDENTIFYING AND DISSEMINATING EFFECTIVE AND EXEMPLARY NATIVE AMERICAN LANGUAGE PROGRAMMING

The Task Force believes that a well-educated American Indian and Alaska Native citizenry and a renewal of the language and cultural base of the American Native community will strengthen self-determination and economic well-being and will allow the Native community to contribute to building a stronger nation—an America that can compete with other nations and contribute to the world's economies and cultures.

(Indian Nations at Risk Task Force, 1991, p.iv)

The NL MOA partners have consistently explored ways to identify and promote effective models of Native American language instruction in terms of program and instructional design, impact, and sustainability. This has been critical to understand connections between Native language program characteristics and improved outcomes for children, youth, and families. All of the partners recognize grantee program staff as experts at what is working in their community.

The BIE through its Indian School Equalization Program (ISEP) funding provides over \$25 million to schools serving over 36,000 students with Native language and culture related programs. The ISEP funds are the primary funds for basic and supplemental education programs at BIE-funded elementary and secondary schools. Within the BIE school system, there are several schools with immersion programs or scheduled times in which Native language speakers work with the students on a conversational style curriculum of instruction within the elementary and secondary schools. BIE has also seen some success within the Family and Child Education (FACE) program in which the adults and children interact more closely to encourage the use of their Native language in the classroom¹⁷. According to a recent survey of 45 BIE FACE programs, almost 80 percent of the programs *always* or *almost always* integrate language and culture into early childhood education. All other programs *sometimes* integrate language and culture into the preschool classroom. For a full exploration of the BIE FACE outcome evaluation, see: <http://www.bie.edu/Programs/FACE/index.htm>.

BIE schools show success and improvement when they partner and collaborate with their tribal language departments. Some BIE schools are working in tandem with tribal language departments to focus on professional development for Native American language teachers and getting more parental involvement in the school environment. For example, in one community, Native American language teachers are brought together regularly to develop and refine language curriculum, standards, and assessments. Instructional strategies are also modeled and shared.

The BIE schools with tribal partnerships have also led to strong parental involvement programs focusing on Native American language reinforcement in the home. For example, another

¹⁷ FACE was initiated in 1990, and currently has programs in 44 BIE-funded schools. It was designed as a family literacy program; an integrated model for an early childhood/parental involvement program for American Indian families in BIE-funded schools. Evaluation indicates that FACE programs are succeeding in addressing achievement gaps for American Indian children primarily located on rural reservations, and in better preparing them for school

outcome formed by a school and tribal partnership has been the creation of seminars for parents and guardians of school age children. Instructional methods such as, “Total Physical Response,” or learning by doing, have been widely shared among both instructors and parents to teach the language vocabulary in a more conversational style and setting. Cultural games, dance, art, music, tribal stories, and history make up the subject matter and curriculum. Teacher assistants and parents receive handouts to help teach Native American language to students and children in the classroom and in more familial settings, respectively.

What is Working at ED to Collect and Disseminate Promising Practices

Grantees under the NAM program are required to provide data to demonstrate that English Learners (ELs) served under the NAM grant are making annual substantial progress toward meeting approved goals, objectives and performance measures utilizing ED 524B. OELA utilizes the data to determine the effectiveness of the programs and the planning of the appropriate technical assistance to grantees. Successful NAM grantees are selected to conduct workshops best practices on their program at different conferences such as the National Bilingual Education Association (NABE) and at the National Indian Education Association (NIEA). Presentations were also provided to the National Advisory Committee on Indian Education (NACIE) and to student teachers at the University of Oregon and Northern Arizona University Flagstaff. In addition, webinars, website postings, annual directors’ meetings and national conference presentations are common vehicles for sharing effective practices and programs.

The Talking Stick, an online community of practice created to provide an online forum for NAM grantees to interact with grantees serving similar populations or facing similar challenges to help each other; link novice grantees with experienced grantees; and give grantees the opportunity to interact with OELA and other ED staff and experts. Members of The Talking Stick initiate forums and blogs regarding best practices in program and instructional design in supporting Native language instruction.

- Articles regarding the NAM program have been published, articles include:
 - National Clearinghouse for English Language Acquisition (NCELA) website
 - Perspectives NABE Publication
 - The Journal of American Indian Education (JAIE)
- Presentations and workshops have been conducted at the NIEA, NABE, Lakota Nations Educational Conference, Bilingual Multicultural Education/Equity Conference (BMEEC) and Council of Chief State School Officers.

At the Administration for Children and Families promising practices for Native American language revitalization are discussed via the ACF NL Workgroup, mentioned earlier in this report. Promising models are shared in newsletters, at conferences, in webinars and online. ANA has also published two Native Language Project Compendiums that provide snapshots of ANA funded projects. In efforts to further disseminate information, the ACF has hosted joint webinars between ACF and ED by practioners in the field of Native language instruction for American Indian and Alaska Native populations.

PROMISING MODEL: COMMUNITY COORDINATION

At the first interagency Native American Languages Summit in 2014, the Pueblo of Jemez shared their strategy for a whole community response and recommitment to immersion throughout the education continuum for early education through high school.¹⁸ Jemez members decided that maintaining high levels of community fluency were important to them, so they came together to set a vision, determine a strategic plan, and set short and long term goals. A leadership committee consisting of representatives of all school levels meets to ensure they are on track to achieve their goals. Ten years into their plan, and so far they have achieved collaboration on pre-service and in-service training for teachers so that they will have the knowledge and skills necessary to teach effectively. They are seeing great results in graduation rates and their schools are making AYP.

RECOMMENDATIONS FOR HOW TO BETTER COLLECT AND DISSEMINATE PROMISING PRACTICES

- Establish regular communications across various formats to collect and disseminate information regarding promising and effective practices.
- Organize in person meetings and trainings are when possible. However, webinars, listservs, social media, and websites can be utilized to a greater extent in the sharing of ideas and resources.
- Support Native Americans' participation, as subject matter experts, in communities of learning and other forums to present their language program models, findings, and promising practices to peers.

¹⁸ See Appendix 1 for a Summary of the Native American Languages Summit 2014

CHAPTER 4: FEDERAL FUNDING

Below is a list of direct federal funding for Native American Languages available to tribes, tribal consortia, native nonprofits and/or native serving educational institutions.

U.S. Department of Health and Human Services, Administration for Children and Families, the Administration for Native Americans

The ANA Native Language Preservation and Maintenance program provides funding for projects to support assessments of the status of Native languages in an established community, as well as the planning, designing, and implementing of Native language curriculum and education projects to support a community's language preservation goals. Native American communities include American Indian tribes (federally recognized and non-federally recognized), Native Hawaiians, Alaska Natives, and Native American Pacific Islanders.

The purpose of the Native American Language Preservation and Maintenance - Esther Martinez Immersion (EMI) program is to provide financial assistance to community-driven projects designed to preserve Native American languages through Native American language nests and Native American language survival schools. ANA is interested in supporting locally determined projects designed to reduce or eliminate community problems and achieve community goals. Funded EMI projects reflect specific, measurable, achievable, relevant, and time-bound outcomes and include specific strategies for achieving intended performance. All EMI grants must have a start date of August 1.

Projects funded under this opportunity must meet one of the following requirements as specified in the Esther Martinez Native American Languages Preservation Act (42 U.S.C. 2991b-3(b)(7). Pub. L. 109-394):

- **Native American Language Nests** are site-based educational programs that provide child care and instruction in a Native American language for at least 10 children under the age of 7 for an average of at least 500 hours per year per child, provide classes in such languages for parents or legal guardians of children enrolled in such language nests, and must ensure that a Native American language is the medium of instruction in the Native American language nest.
- **Native American Language Survival Schools** are site-based educational programs for school-age students that provide at least 500 hours of Native American language instruction to at least 15 students for whom a Native American language survival school is their principal place of instruction, and which develop instructional courses and materials, provide teacher training, and work toward achieving Native American language fluency and academic proficiency in mathematics, reading, and sciences, and are located in areas that have high numbers or percentages of Native American students.
- **ANA Native Language Community Coordination Demonstration Project (NLCC)** is a major place-based demonstration intended to address gaps in community coordination across the language education continuum. These projects are intended to demonstrate evidence-based strategies that integrate Native language and educational services across a continuum of language instruction from early childhood through post-secondary education. Throughout the five years of funding, pending congressional appropriations,

ANA will provide support and guidance to build the capacity of NLCC grantees in the areas of needs assessments, planning, implementation, benchmark data collection, and rigorous evaluation. Expected dates of this demonstration project are from August 2016-July 2021. The total award for NLCC in FY2016 was just over \$1.85 million.

- **ANA Social and Economic Development Strategies** project funds can be used to support projects with an economic or social development focus that also include Native American language learning as a focus of the project. For example, ANA has funded an ecotourism project included teaching participants about Native plants and animals in the Native American language to be used for cultural tours.

TABLE 1. ADMINISTRATION FOR NATIVE AMERICANS NATIVE LANGUAGE GRANTS TOTAL YEAR ONE FUNDING REQUESTED VS. FUNDING RECEIVED AND TOTAL AWARDS, 2006 - 2016				
Year	Amount requested – all language	Amount awarded – all new language projects	Language Award Continuations	Total New and Continuations
2006	\$12,438,854	\$1,554,026	\$4,725,409	\$6,279,435
2007	\$14,744,797	\$3,239,496	\$2,462,198	\$5,701,694
2008	\$12,622,356	\$5,377,425	\$2,488,487	\$7,865,912
2009	\$15,118,003	\$5,351,826	\$4,453,548	\$9,805,374
2010	\$23,696,317	\$5,977,100	\$6,231,027	\$12,208,127
2011	\$27,448,148	\$5,491,497	\$8,021,216	\$13,512,712
2012	\$22,943,064	\$4,816,687	\$9,837,942	\$14,654,629
2013	\$17,787,456	\$4,108,208	\$9,074,338	\$13,182,546
2014	\$ 21,094,283	\$4,450,699	\$7,951,151	\$12,401,850
2015	\$13,047,887	\$4,460,179	\$8,346,238	\$12,806,417
2016	\$23,530,382	\$5,584,094	\$7,497,583	\$13,081,677
TOTALS	\$ 204,471,547	\$50,411,237	\$71,089,137	\$121,500,373

Within the ANA, the NLCC Demonstration Projects are meant to help communities bring together sometimes isolated language learning opportunities into one cohesive and coordinated system that provides opportunities for community members to learn in their Native American language from early childhood through college. As a cooperative agreement, there will be more support and involvement from ANA than in a typical grant. As a demonstration project, funded under ANA’s demonstration and pilot project authority, there will also be an evaluation component that will enable ANA to identify and report on promising strategies, models, and approaches to community coordination as well as to identify ways to address and overcome obstacles to implementation.

U.S. Department of Education Office of Elementary and Secondary Education (OESE)

Office of English Language Acquisition (OELA) Native American and Alaska Native Children in Schools Program: This is a title III funded discretionary grants program that provides support for increasing the English language proficiency of participating students, and the teaching and learning of Native American languages. Grantees develop language instruction projects for ELs from Native American, Alaska Native, Native Hawaiian and Pacific Islander backgrounds. Projects include teacher training, curriculum development, and evaluation and assessment to support student instruction and parent-community participation. The Native American and Alaska Native Children in Schools program has an annual budget of \$5 million.

In 2016, OELA awarded almost \$3 million dollars in grants under the Native American and Alaska Native Children in School Program (NAM). It is projected that this new cohort will serve approximately 5,000 Native American and Alaska Native students over the course of 5 years at all grade levels, from PK – 12th.

Office of Indian Education Professional Development Grants

The program is designed to prepare and train American Indians to serve as teachers and school administrators. Professional development grants are awarded to: increase the number of qualified individuals in professions that serve American Indians; provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and improve the skills of those qualified American Indians who already serve in these capacities. Individuals trained under this program must perform work related to their training and that benefits American Indian people or repay the assistance received.

U.S. Department of Interior, Bureau of Indian Education

The BIE does not have grants for funding Native American language programs. However, under the BIE reorganization, there will be an oversight Office of Sovereignty in Indian Education which will include support for American Indian language programs as noted earlier through our basic ISEP funding. BIE schools receive funds for teacher professional development that can be used to attend workshops related to dual language instruction, immersion programs, and developing curricula and materials.

Ancillary Support for Native Language Programs and Projects

Tribal Historic Preservation Offices The National Park Service (NPS) Tribal Preservation Program assists Indian tribes in preserving their historic properties and cultural traditions through the designation of Tribal Historic Preservation Offices (THPO) and through annual grant funding programs. Two important grant programs resulted from *Keepers of the Treasures* report that are funded through the [Historic Preservation Fund](#). These are the formula grants to the Tribal Historic Preservation Offices, and the competitive Tribal Project Grants to federally recognized tribes, Alaska Natives and Native Hawaiian organizations.

Grants for Research

National Science Foundation and the National Endowment for Humanities Documenting Endangered Languages. This funding partnership between the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) supports projects to develop and advance knowledge concerning endangered human languages. Made urgent by the imminent death of roughly half of the approximately 7,000 currently used languages, this effort aims to exploit advances in information technology to build computational infrastructure for endangered language research. The program supports projects that contribute to data management and archiving, and to the development of the next generation of researchers. Funding can support fieldwork and other activities relevant to the digital recording, documenting, and archiving of endangered languages, including the preparation of lexicons, grammars, text samples, and databases. Funding will be available in the form of one- to three-year senior research grants as well as fellowships from six to twelve months.

The Smithsonian Institution [Recovering Voices Program](#) strives to collaborate with communities and other institutions to address issues of indigenous language and knowledge diversity and sustainability at the national and global level. The purpose of the Community Research Program is to support indigenous communities in their efforts to save, document, and enliven their languages, cultures, and knowledge systems. Funding brings groups of community scholars from around the world to the Smithsonian to examine specific objects, specimens, and documents related to their heritage and to engage in a dialogue with Smithsonian staff in order to recover and revitalize their language and knowledge. Interdisciplinary projects are encouraged. Projects can have a budget of up to \$10,000 in funding through Recovering Voices.

Funding for Facilities and/or Infrastructure

U.S. Department of Agriculture (USDA) Rural Development Community Facilities Direct Loan and Grant Program This program provides affordable funding to develop essential community facilities in rural areas. An essential community facility is defined as a facility that provides an essential service to the local community for the orderly development of the community in a primarily rural area, and does not include private, commercial, or business undertakings.

U.S. Housing and Urban Development (HUD) Indian Community Development Block Grant (ICDBG) The ICDBG program provides eligible grantees with direct grants for use in developing viable AI/AN communities, including decent housing, a suitable living environment, and economic opportunities, primarily for low and moderate income persons. In addition to housing or economic development, funds can be used for community facilities. Community facilities can include infrastructure construction, e.g., roads, water and sewer facilities; and single or multipurpose community buildings.

Institute for Museum and Library Services The IMLS funds **Tribal Museums, Libraries and Archives** that can be local repositories for tribal language resources. For example the Native American Library Service Enhancement Grants are competitive grants available to Indian Tribes to support activities that advance the operations of eligible Native American libraries to new levels of service.

CHAPTER 5: FEDERALLY FUNDED TRAINING AND TECHNICAL ASSISTANCE FOR NATIVE AMERICAN LANGUAGE PROGRAMS AND PROJECTS.

Support Available within ACF

Under the Native American Programs Act, one of the duties of ANA is to provide technical assistance (TA) to applicants and grantees related to planning, developing, conducting, managing, and administering projects as well as to unsuccessful applicants to revise their grant proposal. In addition, ANA provides short-term in-service training to grantees. Training takes place in person, and is also available via webinar, and accessible via recording on the ANA website. Applicants are also able to take advantage of free electronic technical assistance, where ANA TA providers work with applicants via phone and email prior to application submission to provide guidance, support, and tools designed to ensure understanding of all expectations and requirements in funding opportunity announcements. In addition, new awardees are provided with post award training to enable them to successfully manage the award according to the federal grant award agreement, which includes accessing federal information systems and understanding reporting requirements.

At ANA's Native American Languages Symposium in 2011, held in Prior Lake, MN, ANA grantees indicated that they wanted a clearinghouse for Native American language resources and for ANA to share more information on best practices.

While the ANA has not had the capacity or resources to establish a clearinghouse, the President's FY 2017 Budget, includes new authority and funding for a TA Center for Native Youth Resilience that includes resources to establish a Native American Community Connector that is designed to function, at least in part, as a clearinghouse of resources and locally designed models. As Native language and culture are key to Native youth resiliency, the TA Center is one opportunity through which ANA can share what is working with ANA and other grantees that can benefit the broader language revitalization community. The meeting itself was one such opportunity for Native Language grantees to connect with each other, as well as hear from experts in the field of Native American Language revitalization. (See Appendix with list of presenters and topics from 2011 ANA Native American Languages Symposium).

Also as a result of the 2011 Symposium, the ANA initiated a series of bimonthly Native American Language grantee calls, where current grantee approaches and successes in topic areas suggested at the Symposium are highlighted and grantees provide ongoing input. Later, the ANA launched a Native Language Virtual Community of Learners, moderated by one of the ANA's technical assistance providers. The online community afforded ANA grantees the opportunity to access the language community on their own time, ask each other questions, and share links to resources.

The ANA TA Centers also took over hosting the real time peer learning that was occurring during the bimonthly calls and the sessions were formalized into webinars accessible to audiences beyond just ANA grantees. Through these webinars, ANA coordinates with other ACF offices and the MOA partners to share highlights from their programs. The webinars are

recorded, further adding to the long term value as a resource to the Native American language revitalization community.

The ANA has found that the virtual Community of Learners using the Google platform has not been active or well utilized, despite having nearly 300 members. ANA's TA Centers are currently soliciting feedback from the Native language grantee community to learn how to more effectively make this resource successful

The OHS has developed numerous resources to support Native language and teaching, including the *Head Start Cultural and Linguistic Responsiveness Resource Catalogue, Volume 2*, and *Making It Work! (MIW!)*, a tool to connect culture, language, and curriculum. MIW! is currently being updated to reflect the new Head Start Early Learning Outcomes Framework. In general, the materials are designed for preschool settings, though some can be adapted for infants and toddlers. The *OHS Tribal Language Report 2012* highlighted a misperception among some tribal programs that the integration of tribal language and culture was inconsistent with the *Head Start Program Performance Standards*. In an effort to clarify this issue, OHS then issued an Information Memorandum (IM), *Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs: ACF-IM-HS-15-02*, affirming its ongoing support for tribal language revitalization. In addition, OHS has conducted a series of conference sessions and tribal consultations on language revitalization and compliance with OHS standards. Federal legislation also supports Native American language teaching in public schools.

The AI/AN Head Start Collaboration Office is also actively working with tribes in the area of language preservation and revitalization. The Office serves as not only a convener but also shares across tribes approaches and what is working for other tribes so they can hear and learn from each other. They recently launched an AIAN Language and Culture online network, part of the Office of Head Start sponsored MyPeers online learning communities. This network has been built so AIAN grantees who are promoting language and culture within their programs can exchange ideas, experiences, and opportunities. The AIAN Language and Culture Community includes, but is not limited to, Head Start Directors, Education Managers, and Staff who work towards educating their children in their tribal culture and language. Lastly, on September 1, 2016 the Office of Head Start issued new Head Start Program Performance Standards. Throughout these standards and tribal programs language and culture are addressed in a number of ways. The new Head Start Program Performance Standards continue to provide for the integration of tribal language and culture in Head Start classrooms, in the curricula, with ongoing observation-based assessment, and across program systems and services.

OHS strongly supports the full integration of AI/AN languages and culture in their Head Start and Early Head Start programs, including the use of language immersion, dual language, and other proven approaches. So much so that within the new Head Start Program Performance Standards a regulation was added to clearly state that OHS supports tribal language revitalization, preservation, restoration, or maintenance efforts should a tribe decide to teach their tribal language in the learning environment.

Support Available within BIE

The BIE's Strategic Plan (2014) to transform American Indian Education at its 183 BIE-funded schools on 64 reservations across 23 states identifies, "Promoting the Sustainability of Native Culture, History, and Languages" as one of four major priority areas. BIE's educational emphasis has moved to focus on Native culture, history, and languages within BIE-funded schools by encouraging students to maintain and explore their tribal identities. BIE understands the unique opportunity it has in collaborating with tribes to preserve and maintain Native cultures through curriculum and instruction. The inclusion of Native languages, histories, cultures, customs, and values as a vital component of instructional learning is voiced by many tribes and supported by the BIE (BIE Strategic Plan, 2014)

The BIE has convened two Annual Native American Languages Summits in the past three years and plans to continue to bring together school and tribal leaders to discuss best practices and relevant issues. The primary purpose of the Summits was to develop a policy framework for the BIE on Native American Languages with input from key stakeholders to promote sustainability of Native languages and cultures. The face-to-face meetings allowed representatives from tribes, tribal education departments, and schools to voice their experiences, concerns, and ideas around the topic of building Native language sustainability among students in BIE schools. A product of the BIE Summits was the BIE Native Languages National Policy Memorandum.

As part of BIE's reorganization, new positions were created to provide technical assistance to schools in the area of Native language and culture. Native Language and Culture Specialists are being hired in each of the three regions in BIE – Navajo, Bureau Operated, and Tribally Controlled Schools.

Support Available within ED

As mentioned earlier, ESSA required consultation between the local education agencies (LEAs) and tribes. Therefore there must be coordination in ensuring that local tribal goals and standards are present along with federal requirements and college and career ready standards and assessments. ED just released a Dear Colleague letter providing guidance to LEAs to implement the consultation that is required and the Office of Indian Education will be a resource to states and districts as they move forward¹⁹.

Both the OIE and OELA offer pre-application training via webinar to potential applicants.

Currently OELA sponsors the National Center for English Language Acquisition (NCELA) which provides a portal to research relevant to promising practices for English Language learners. OELA provides individual grantee TA support and hopes to establish a robust network and community of practice for sharing and learning effective practices. This concept can easily expand to incorporate cross-programs and cross-agency work to support Native American students.

¹⁹ U.S. Department of Education (2016) Dear Colleague Letter on ESEA Section 8538

RECOMMENDATIONS FOR FURTHER EXPANSION OR REFINEMENT OF TRAINING & TECHNICAL ASSISTANCE

- Continue to identify opportunities to strengthen and enhance training and technical assistance offered through the various program offices.
- Convene the various technical assistance providers, or their federal TA managers, either virtually or in person to discuss upcoming training and technical assistance work plans and how to better leverage and coordinate efforts to avoid duplication.
- Explore ways to share training and technical assistance for grantees across program offices and federal agencies.

CHAPTER 6: FURTHERING THE COORDINATION OF PROGRAMS, USING EVIDENCED-BASED MODELS THAT DEMONSTRATE ACCOUNTABILITY.

Over the last seven years, Native American students and tribal communities have made progress in reinvigorating efforts to preserve and restore Native American languages and culture; building tribal capacity to influence and control educational decisions for Native students; and raising awareness about school climate issues that are unique to Indian students and communities.

The Every Student Succeeds Act (ESSA), which the President signed into law on December 10, 2015, includes a number of provisions that build on the progress we have seen over the last seven years. The ESSA will support Native American students and communities, Indian tribes, and states and districts in continuing that progress in the following areas:

- Tribal consultation –states and local education agencies (LEAs) are required to engage in meaningful consultation with tribes or tribal organization in the development of state plans for Title I grants and LEAs must consult with tribes *before* making any decision that affects opportunities for American Indian/Alaska Native students in programs, services, or activities funded by ESSA.
- Native Language Immersion – Funds awarded under a new Title VI (the new title for Indian education) are available to support Native American languages as the primary language of instruction.
- Data – Data from standardized achievement tests must be disaggregated by subgroup, including American Indian/Alaska Native students. This will enable better assessment of how Native students are doing compared with their peers.
- Teachers – The No Child Left Behind requirement that teachers be “highly qualified” has been eliminated. This benefits Native Americans because now public schools can better leverage the knowledge of community Elders as language teachers without requiring them to go through lengthy and often burdensome certification processes.
- Elders – New Title VI expressly encourages educational activities that incorporate tribal Elders. In many cases Elders are the only remaining speakers of endangered Native American languages.
- Bureau of Indian Education Eligibility – the BIE is now eligible to apply for all discretionary ESSA funding. Previously, grants for which states could apply for, such as Race to the Top grants, were not available to the BIE.
- Improving school climate and suicide prevention.

Currently, ED is consulting on two key requirements in the ESSA that support the revitalization of Native American languages, the Study on Native Language Medium Education (Sec. 6005) and the establishment of a grant for Native American and Alaska Native Immersion Schools and Programs (Sec. 6133).

In developing the native language immersion grant program, the Office of Indian Education at the U.S. Department of Education has met with the Administration for Native Americans at the U.S. Department of Health and Human Services to better understand ANA’s grant programs and processes in order to coordinate their own grants in a way that will be complementary. They are also using the input from tribal consultations and listening sessions to better understand the unmet needs.

For the Report on Native Language Medium Education, the study will “evaluate the components, policies, and practices of successful Native American language immersion schools and programs.” One of the goals of the Report is to demonstrate academic outcomes, graduation rates, and where possible college attendance rates as compared to those that did not attend a Native American language medium school.

RECOMMENDATIONS FOR INCORPORATING NEW INFORMATION TO FURTHER THE GOALS OF THE NALA

- Continue working with the Federal partners, State, and Tribal governments to meet the NL MOA goals.

U.S. Department of Education recommendations for short term:

- Synthesize all activities and findings of efforts within ED.
- Disseminate broadly within ED to establish a foundational shared knowledge base.
- Start within to model practices and structures for others.

U.S. Department of Education recommendations for long term:

- Implement some legislative and policy recommendations, such as:
 - (1) Consolidate indigenous language activities with a designated lead office.
 - (2) Integrate and explicitly identify support for indigenous language activities into all school reform initiatives. Include in priorities.
 - (3) Maintain a cross agency council to direct coordinated activities.
 - (4) Establish standards with an accountability system for tracking and holding entities responsible for outcomes.

CHAPTER 7: THE FUTURE OF THE NATIVE LANGUAGES MEMORANDUM OF AGREEMENT

There is a burgeoning field of federal and non-federal resources that can be leveraged to further promote the goals of the NL MOA. While planning for the three Native Language Summits, we have identified new partners that are eager to join us in supporting the revitalization of indigenous languages.

Potential future federal partners include:

- The Smithsonian Institute, in particular:
 - The National Museum of the American Indian
 - The Center for Folklife and Cultural Heritage
- The National Endowment for Humanities
- The National Science Foundation
- The Institute for Museum and Library Services

RECOMMENDATIONS FOR ESTABLISHING NEW FEDERAL PARTNERSHIPS

- Share the NL MOA with other federal agencies and invite their review and feedback, particularly ways in which they might support one or more of the established goals.
- Plan to review and update of the NL MOA including the addition of new partners in 2017 or 2018.

ACKNOWLEDGEMENTS

The partnership and collaboration created as a result of this Memorandum of Agreement would not have been possible without the dedication and commitment of the Administration for Native Americans, the Bureau of Indian Education, and the White House Initiative on American Indian and Alaska Native Education. The leadership including Commissioner Lillian Sparks Robinson (ANA), former BIE Directors Brian Drapeaux, Charles Russell, and current acting Director Ann Marie Bledsoe Downes (BIE), and William Mendoza, the Executive Director for WHIAIANE was instrumental in garnering support from other program offices within their respective Departments and ensuring that staff had the time available to fulfill the goals of the MOA.

Staff from the three respective agencies, primarily Ron Lessard, Chief of Staff for the WHIAIANE, Juanita Mendoza, Chief of Staff, BIE, Jacquelyn Cheek, Special Assistant to the BIE Director, Dr. Maureen Lesky, Special Assistant to the Associate Deputy Director for BIE Operated Schools in t Albuquerque, NM O, and Michelle Sauve, Intergovernmental Affairs Specialist worked together throughout all three years to work on interagency goals, planning the Native Language Summits, and producing this report.

The Administration for Native Americans would like to thank current and past members of the ACF Native American languages Workgroup: Rosia Curry, Tom Dannan, Brent Huggins, Camille Loya, Carmelia Strickland, and Amy Zukowski (Sagalkin), ANA; James Henry and Brian Richmond, Office of Child Care; Angie Godfrey, WJ Strickland, Sharon Yandian, Office of Head Start; Moushumi Beltangady, Carrie Peake, Tribal Maternal Infant and Early Childhood Home Visiting; and Aleta Meyer and Nicole Denmark, Office of Planning Research and Evaluation. Without their willingness to partner and take on extra work, we could not achieve half as much as we do. We also wish to extend thanks to Miker Richardson, National American Indian and Alaska Native Head Start Collaboration Office for inviting ANA to be members of the AIANHSCO Advisory group and continuing to outreach to new partners and encouraging collaboration between federal and nonfederal partners.

SOURCES CITED

Castagno, A, Brayboy, B.M.J. (2008). Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature. American Educational Research Association. Retrieved from <http://rer.sagepub.com/content/78/4/941>

Demmert, W.G., Jr. (2001). *Improving academic performance among Native American students: A review of the research literature*. Retrieved from ERIC database. (ED463917)

Executive Order 13096 (1998). American Indian and Alaska Native Education. Retrieved from <https://www.gpo.gov/fdsys/pkg/FR-1998-08-11/pdf/98-21643.pdf>

Nievar, A.M., Van Egeren, L.A., & Pollard, S. (2010). A meta-analysis of home visiting programs: Moderators of improvements in maternal behavior. *Infant Mental Health Journal*, 31(5), 499–520.

Native American Languages Act, Public Law 101-477-October 1990

Native American Languages Act, Public Law 102-524-January 1992

Office of Head Start. (2015) *A Report on Tribal [Language Revitalization in Head Start and Early Head Start](#)*. Retrieved from eclkc.ohs.acf.hhs.gov

Pease-Pretty On Top, J. (n.d.). *Native American language immersion: Innovative Native education for children and families*. Retrieved from American Indian College Fund website: <http://www.collegefund.org/userfiles/file/ImmersionBook.pdf>

¹Reyhner, Jon and Edward Tennant. (1995), Maintaining and Renewing Native Languages. *The Bilingual Research Journal*, 19(2), 279-304.

Smallwood, B. A., Haynes, E. F., & James, K. (2009). *English language acquisition and Navajo achievement in Magdalena, New Mexico: Promising outcomes in heritage language education*. Washington, DC: Center for Applied Linguistics.

Strang, William - von Glatz, Adrienne - Hammer, Patricia Cahape. (2002) *Setting the Agenda: American Indian and Alaska Native Education Research Priorities*. ERIC Digest. ED471718

U.S. Department of Education. (2016) Dear Colleague Letter on ESEA Section 8538, Consultation with Indian Tribes and Tribal Organizations. Retrieved from <http://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf>

U.S. Department of Education, English Learners who are American Indian and/or Alaska Native.(2016) Retrieved from http://www.ncela.us/files/fast_facts/OELA_WHIAIANE_FF_AIAN_ELs.pdf

APPENDICES

1. Summary of the Native American Languages Summit 2014
2. Native Heritage Language Programs: Guidelines, [Native Languages Archives Repository Project - Reference Guide, ANA](#)
3. Native American Languages Federal Historical Timeline



NATIVE AMERICAN LANGUAGES SUMMIT:

WORKING TOGETHER FOR NATIVE AMERICAN LANGUAGE SUCCESS

SUMMARY

FRIDAY, JUNE 20, 2014
ARLINGTON, VA

GOAL:

The goal for the Native American Languages Summit was to provide updates from federal offices on current efforts to provide support to Native American Communities seeking to revitalize Native American languages; share successes from the field in two areas that have been previously identified as challenges (integrating Native Language immersion in schools and developing assessments); and discover through small groups discussions ways to further support Native American communities teaching their Native languages in an effort to improve accountability for educational progress and measurable success.

BACKGROUND:

In November of 2012, the Department of Health and Human Service's Administration for Native Americans, the Department of Interior's Bureau of Indian Education and the White House Initiative for American Indian and Alaska Native Education signed a memorandum of agreement (MOA) to collaborate on programming, resource development and policy across our agencies. The MOA encourages programs and projects supported by any of the MOA partners to include instruction in and preservation of Native American languages. The partners formed a Native Language Workgroup and each of the partner agencies worked both internally and externally to identify barriers, levers, and promising practices that will help communities implement successful programs and projects that further the goal of language revitalization.

Additionally, members of the Native Language Workgroup identified areas for collaboration and resource-sharing with each other and partner communities. This has resulted in better dissemination of funding announcements and resources, cross promotion at events, for example ANA presenting at the Office of English Language Acquisition Native American Program Directors Meeting, and collaboration on webinars of benefit to our shared audiences. A major milestone in this partnership has been the development of this

summit which brings together grantees and staff from the various federal agencies to share challenges and paths to success.

PROCESS:

A core planning team consisting of staff from the Department of Education, the Bureau of Indian Education and the Administration for Children and Families met over several months to plan the Summit including the selecting the agenda topics, designing the format, and proposing speakers. In addition the planning team held a teleconference with stakeholders to get input and used information provided from Tribal leaders and/or grantees at previous listening sessions and meetings to narrow the purpose and topics. Each agency also sent volunteers to help facilitate the small group discussion and take notes.

SMALL GROUP BREAKOUTS:

Highlights from Challenges:

- Biggest challenges across all groups were the lack of fluent speakers to serve as teachers, community complacency and/or fear that overall educational attainment would suffer, and that assessments of content knowledge are in English
- Preschool to grade 12 common challenges involve working with the school district, teacher professional development, and home support
- High school and Adult or Higher Education challenges not mentioned in the other groups included colloquial vs. standardized speech and the need for the language to count toward credit for graduation
- All groups other than High School also mentioned space as a challenge

Highlights from Successful Strategies:

- All breakout mentioned the importance of intergenerational support, relationship building, and collaboration as key strategies. Public relations such as websites, Facebook were also mentioned
- Several breakout mentioned field trips, cultural context, language teaching in the home or summer camps/community immersion pods as successful strategies
- Higher education/Adult education mentioned online and blended courses as successful in overcoming fear, transportation or other costs associated with in-person classes.

Resources needed:

- All age breakouts mentioned the need for role models and/or best practices
- Most mentioned curriculum and materials specific to their language

Support needed:

- All groups requested opportunities to network and mentoring
- Most needed support in community building/community empowerment to overcome the challenges of complacency and fear
- Most would also benefit from additional teacher training and demonstrations of instruction techniques in all content areas
- Elementary and High school breakout groups mentioned wanting longer funding periods
- The earlier ages birth-elementary mentioned research, tools for language standardization and assessment.

EVALUATION:

- We received 61 responses to our survey of participants, with attendance estimated at 275. The overall evaluation of the Summit was positive, with nearly 80% of participants responding mostly or fully agreeing with the statement that the summit provided “useful information and/or strategies to improve my Native language program”, only 15.5% somewhat agreed, and 5% stated that this was not applicable, 0% disagreed. The majority (70.5% and 71.7% found the federal updates to be effective. Additionally, over 80% of participants responding to the survey found the Language Assessment at the Program Level and the Native American Languages in schools presentations mostly or fully effective.
- Open-ended feedback indicated that attendees would have preferred a longer gathering and more time for discussion both with presenters and in the small group discussions. Participants indicated desire for a similar gathering in the near future, (next year/2015) perhaps with more breakout sessions, and more time for networking.

OUTCOMES:

As a result of this gathering, several useful resources will be developed:

- 1) All plenary sessions were video-taped and will be made available online.

- 2) The breakout session summaries will be used to plan future webinars, develop training and other resources or as a guide to federal offices on how best to support communities engaged in language revitalization efforts.

AGENDA:

Exhibit Space

8:00-9:00 Registration and Poster Session Open

Community participants will present posters displaying their language revitalization efforts. We encourage you to visit the poster session prior to the start of the Summit to get a sense of the diversity of projects and languages currently supported by the sponsoring agencies.

Plenary Room

**9:00 - 9:30 Cultural Opening from the Pacific & Welcome by the White House
Domestic Policy Staff**

We will have a traditional opening representative of ANA’s communities in the Pacific Islands to start our Summit in a good way. We will then have remarks from White House staff on the importance and support from the Administration on improving Native American educational outcomes while at the same time preserving and supporting Native Languages.

Raina Thiele, Deputy Associate Director of Intergovernmental Affairs, the White House

**9:30-10:15 Update on Native Language Initiatives from Native Language MOA
partners**

Each federal partner will share highlights from their current efforts at supporting community-based Native Language instruction. In addition, they will provide an overview of available resources that can support language revitalization in your community.

Lillian Sparks Robinson, Commissioner, Administration for Native Americans

Ron Lessard, Chief of Staff, White House Initiative on American Indian and Alaska Native Education

Dr. Libia Gil, **Assistant Deputy Secretary and Director, Office of English Language Acquisition**

Dr. Charles M. Roessel, Director, Bureau of Indian Education

10:15-10:30 Updates on Native Language Initiatives: The Smithsonian Institute

Recovering Voices is an initiative led by the Smithsonian's National Museum of Natural History in partnership with other Smithsonian units to promote the documentation and revitalization of the world's endangered languages and the knowledge preserved in them.

Dr. Michael Mason, Director Center for Folklife and Cultural Heritage

10:30-11:00 Keynote Speaker: Julie Cajune, Independent Education Consultant

Ms. Cajune brings a multi-faceted perspective to language revitalization work. Having worked as a teacher, tribal curriculum developer, public school administrator, at the State level and as Executive Director of a research center located at the Salish and Kootenai College, Ms. Cajune will share her perspective and stories on why language preservation is important across the education continuum and how we can partner to expand the possibilities and successes of our work.

11:00-12:00 Panel: Can the Common Core Reflect Tribal Values, and what is the role of Native Language?

One challenge facing many Native American Language programs is support at the school, district, and State level for incorporating time for language instruction into the school day. Often principals and superintendents want to focus on subject areas that students are tested in at the State level. One looming challenge is the impact of Common Core standards and whether or not they will be an obstacle to language preservation efforts in schools that adopt them. Our panelists will provide an overview of their past and current efforts to incorporate language and what lessons that may hold in this new era.

Kevin Shendo, 1st Lieutenant Governor, Jemez Pueblo
Ataneurluq Veronica Winkelman, Yugtun Educational Specialist
Rachel Cikigaq Nicholai, Yup'ik Language Specialist

12:00-1:00 Lunch

Plenary Room

1:00 - 2:15 Panel: Methods of Language Assessment at the Program Level

Having a reliable, age and culturally appropriate assessment of learning is a critical element for language programs. Assessments serve as a guide to fluency development and measure of progress over time on the impact of your language program in the community. Our panelists will share their process and challenges in developing language assessments for various ages and educational settings.

Brook Ammann, Director, Waadookodaading
Dr. Charles Stansfield, Second Language Testing Institute
Ms. Karen Feagin, Test Developer, Second Language Testing Institute

Breakout Rooms

2:30 - 3:45 LANGUAGE SUMMIT AFTERNOON ROUND TABLES

Description: Each workshop will discuss the support and restraints which affect learning Native American languages. We will focus on levers for success and resources need to overcome challenges. A facilitator will provide a list of discussion questions to guide the group conversation and a note taker will capture the discussion so a summary of key points and lessons learned can be shared at the final plenary.

- | | |
|---|--------------|
| • Round Table- Birth to age 7 | Commonwealth |
| • Round Table Ages 8 to 13 | Potomac |
| • Round Table-High School | Washington |
| • Round Table-Higher Education and Adults | Van Buren |

Please select the age group which most closely aligns with the population of learners with whom you work.

Plenary Room

4:00 - 5:00 Summary of Roundtable Discussions, Closing

Appendix 2

Native Heritage Language Programs: Guidelines

By Darrell R. Kipp, Founder and Director, Piegan Institute

The following Guidelines are designed primarily for those Native heritage language communities inspired to develop a language program on their own. It is in no way a nod away from tribal, public school or tribal college efforts, to which they also apply. However, the current trend of development of Native American language programs is almost exclusively in the hands of small groups of interested individuals within Native nations and Native language communities.

The enactment of the Native American Languages Act in 1990 was an important benchmark in a remarkable and growing movement in Native American communities to revitalize Native heritage languages. Today, the issues surrounding Native language revitalization are chronicled daily in local and national media outlets. Front page newspaper coverage, national and regional magazines, television and radio continue to provide stories of fledging language programming across the nation. Established Native language programs, such as Punano Leo Immersion Schools in Hawaii, the Nizipuhwahsin School in Montana and the Akwesasne Freedom School in New York, report being nearly overwhelmed with tribal delegations seeking information on starting a Native heritage language program in their community.

In the early 1990s, a series of national gatherings under the banner of Native American Language Issues (NALI) focused entirely on tribal language revitalization. The last in the series was held at the University of Hawaii at Hilo in 1994, with over 1,000 tribal participants from North American Indian communities. Inspired and enchanted by the powerful example set by the Punano Leo Hawaiian Language programs, and overwhelmed by the closing ceremony, countless individuals acted on the advice of Punano Leo Founder Kauanoë Kamane and returned home to “Just do it!”

Since then and especially in the last five years, more and more Native nations and language communities have embarked on developing language programs. Today, it is likely that every Native language community has the makings of an active group in the field. Unfortunately, most do not know what direction to take or what logistics to employ. Pressured by time, diminishing numbers of speakers and severely limited funding and classroom space, most are at a loss to know how they might successfully implement programming and overcome the obvious obstacles.

The Basic Premises Needed to Develop a Native Heritage Language Program

Never ask permission or beg to save the language when preparing to develop a Native heritage language program. In other words, the rights and responsibilities associated with a Native heritage language belong to everyone in the Native nation or Native language community. Those Native individuals accepting the responsibility of revitalizing their language have the right to undertake that revitalization and do not have to approach another entity for permission to begin.

Never beg for help. Explain and outline the needs of the group, but never beg or demand assistance. Instead, seek out like-minded people and create a chartered private nonprofit designed exclusively for language revitalization activities. Obtain a tax-exempt determination from the Internal Revenue Service (IRS) and apply for an Employers Identification Number (EIN) to legalize the work of the group. It is also recommended to obtain the services of a Certified Public Accounting (CPA) early on, even if the group has little in the way of funds. Having a CPA firm taking care of financial and reporting tasks will free the group from anxiety attacks, crisis management, and allow a full reporting to the community on a regular basis. In addition, it allows the group to focus on language programming and fund raising.

Do not debate the issues associated with developing a language program. Never bring the tribal language into any arguments, or denigrate it with debate. In many communities a great deal of negative confusion surrounds community language revitalization. The many years of institutional conditioning and prohibitions against speaking, teaching, learning or studying the tribal language were successful and have resulted in an incoherent assessment of the worth of a tribal language.

Avoid at all costs debating issues connecting to this longstanding dogma and stand firm in the honorable calling to work in a positive manner with the language. Debate will only cause a loss of energy needed to complete the difficult tasks at hand. More dangerously, debate may induce doubt and frustration and weaken the resolve of the group. In most cases, the longstanding debate about dialect, correct pronunciation, word selection and “old” versus “new” language forms becomes trivial when compared to the looming death of the language. Those groups successful in rejuvenating their language experience a dynamic resolution of many of the issues confronted early on in their development.

Once the group has established an immersion classroom, do not debate with public school educators about methodologies or classroom content. They are trained in a format very different from those of immersion classrooms and will apply an inappropriate standard to the debate. There is no need to explain or apologize for the decision to use the Native language exclusively as the medium of instruction. Refreshing and high-caliber scientific investigation supports the immersion format and, in time, will become more dispersed among mainstream educators.

Be action orientated and rely on the action process as a guide in determining direction, logistics and programming of the effort. Many of the questions posed in development answer themselves in time as long as the group maintains a dynamic approach, always moving ahead. Do not allow any single issue to stymie continued development. It is often useful to set aside a contentious issue for a while and move on to other pending issues, keeping in mind that the “process” of development is at work and it is likely many issues will resolve themselves. Although consensus is a wonderful goal for an organization to achieve in decision making, there are times when an individual in the group must act decisively. Generally, a group can determine a leader (without formal electioneering) based on a person’s capabilities and actions. It is not recommended that developing groups in language programming embrace the standard hierarchical form of elected officers over the model of people simply working together. It is hoped that there will come a time when the organization is much larger and demanding of a more formal structure and governing system.

Show, don’t tell. It is important that the group developing the language programming become action orientated at all times. It is of little value to constantly talk about what should be done, when time can be better spent doing something tangible. It is important for an informal group to establish itself as an organization by obtaining a post office box, opening a business savings and checking account, obtaining donated office space and equipment, acquiring a telephone (without staff, an answering machine is paramount) and doing the myriad other tasks associated with setting up shop. Veterans in the language vitalization movement remind aspiring program developers that, once involved, it is a very difficult to bail out. People in the language movement find themselves leaving behind established careers and molding new ones out of their involvement in the movement. The crucial point in development is when children in the program begin to go home and into the community speaking the tribal language. This is immediate goal of every program. All else is secondary or supportive. There is only one priority of the program: teach children to speak the Native language. Show the community the possibilities and realities, and stop telling what could or might happen in a perfect world.

Specific Activities in Developing a Native Heritage Language Program.

The most important initial task is to collect information on the Native heritage language and its speakers. A community survey to establish the status of the language is an important first step in the development of a Native heritage language program. If funding and expertise are available, an in-depth survey can be done. Otherwise, even a perfunctory check must be done. Most Native nations

and language communities have never taken a serious accounting of the status of their languages. Consequently, many tribes find themselves in a precarious position, with only a small number of elderly speakers available to assist. Due to health and economic factors, these individuals often are not in the position to readily assist. Again, a survey can provide warning signals to a group and also give a timeline on the life of their language.

The Blackfeet Tribe of Montana conducted a full scale survey in 1985, under the sponsorship of the tribal college, and findings revealed all the fluent speakers were 50 years old and older. The survey also revealed that no children in the tribe spoke the language. Today, the largest numbers of fluent speakers are in their seventies and eighties, as predicted by the survey. During the interim period, language programming was started in the tribal Head Start programs, the tribal college and in a private immersion school. Yet, despite being forewarned, the Tribe remains hard pressed to preserve its language.

There are numerous decisions to be made in developing a survey, particularly respecting definitions, such as “fluent speaker.” Agreeing on definitions and designing the survey form can bring a great deal of clarity to the issue at hand, which is the status quo of tribal knowledge among participants. Questions on historical and contemporary events, music, dance and art practitioners, photographs, films and audio and video tapes and related language collectibles may prove of helpful in determining an overall status check on the language. (See Chapter 4, “How to Build Infrastructure: Tools for Preserving: Model Heritage Language Survey.”)

While it is important to make plans to conduct a full-scale survey as soon one can be done, any level of survey in the interim will reveal much needed information. For example, individuals not readily identified as speakers will often come forth and be counted. There are reasons that many individuals do not openly speak their heritage language. Many people, although they are proficient speakers, do not consider themselves “fluent” speakers. Many people “understand” the language well, but do not consider themselves speakers. Many have simply gone quietly about their lives and never made an issue of their gift. Whatever the case, it is important that the status of the tribal language be monitored by the Native American language group, since it is the river upon which they navigate. The Indigenous Language Institute (www.indigenous-language.org) in Santa Fe, New Mexico, has an excellent handbook available for guidance in this endeavor.

Once the language group organizes, its organization should be chartered with the tribal or state government. Becoming a legal entity will enable the organization to receive private, tribal, state and federal funding. Once a group of founders – the people joining together in the language vitalization effort -- is established, a list of actions, tasks and goals should be outlined. A common goal is to research, preserve and promote the Native language. These goals may be further described as collecting and reviewing Native language materials, developing seminars and educational programs, building facilities, publishing written, audio and video learning materials and any other elements desired by the group. In addition, the group should develop a three-year plan of action – a five-year plan at the most -- outlining basic activities. It need not be a sophisticated document, but it should be preserved and used as a work plan.

The organizing group can get assistance in developing the charter and by-laws of the group, but should not belabor the effort. Most bookstores carry manuals on incorporating nonprofits which include computer disks with generic charters and by-laws. These manuals give step-by-step instructions and include reliable instructions how to become IRS-certified. The organization will be issued an Employer Identification Number (EIN) and becomes a legal entity capable of carrying out the full spectrum of business activities needed to promote and preserve the Native language. The group should then obtain the services of a Certified Public Accounting (CPA) firm, in order to assure sound financial reporting and accounting.

Start small; dream big. The most successful tribal language programs today began as small, self-supporting organizations. All incorporated as private nonprofits at the onset, obtained IRS certification and relied heavily on the collective expertise, dedication and involvement of a small group

of people. As is the common situation today they faced the classic list of obstacles: limited language expertise, funding and space.

The next action step is to begin seeking funding sources. Again, successful programs today began action orientated programs with a minimum of funding resources. Those groups who operate under the fallacy that “writing a grant” is a magic elixir for success will be quickly disappointed. One of the most successful programs today still utilizes the founding rule of equal pay for all employees based on available revenue. The staff often conducted elementary fundraising events, such as bake sales, to make payday. Another program barely managed to pay minimum wage in the beginning, but it now offers a pay scale comparable to professional level salaries. The rule is simply that fundraising is a daily activity and seldom, if ever, goes away. Individuals and foundations respond to action-orientated programming more than they do to grant applications. Careful attention to developing a “hot” mailing list, composed of individuals familiar with the work and results of the organization, cannot be emphasized enough. A twice-yearly mailing to friends of the organization will begin to pay excellent dividends within a few years.

Irrespective of the success of organizing, researching and fundraising, the most critical goal of the Native heritage language programs is to achieve full immersion with their students. Many programs, even those deemed successful with several years of experience, still struggle to attain full immersion with their students. Each program will ultimately produce a child speaking his or her Native language. That child will be like no other in the community, until another child achieves fluency. It is a slow process, fraught with obstacles, but majestic in its rewards.

Appendix 3: Native American Languages Federal Historical Timeline

Dates	Era or Legislation	Significance
1600-1800	Colonial	Disease and warfare lead to decimation of native populations and indigenous languages.
1800-1900	Assimilation	During the boarding school era NA languages forbidden in the schools order to "civilize".
1928	Miriam Report	Criticized boarding schools and similar policies that perpetuated social and economic disparities.
1917-1945	World War I & II	Native American Code Talkers used tribal languages to assist in secret communications for the War efforts.
1969	Kennedy Report on Indian Education: A National Tragedy-A National Challenge	This report cited a lack of funding, insufficient infrastructure, unqualified instructors, and inadequate resources for Indian education.
1972	Indian Education Act	Established the Office of Indian Education within the U.S. Department of Education. Authorizes formula and competitive grant programs.
1975	Self-Determination and Education Assistance Act	Allowed for direct contracting from government agencies to Tribes.
1990	Native American Languages Act (PL 101-477)	The Act makes it the policy of the United States to "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages".
1991	U.S. Secretary of Education Indian Nations At Risk Task Force Report	The report gives strong support for linguistically and culturally appropriate education calling for the maintenance and renewal of native languages and cultures.
1992	Native American Languages Act (PL 102-524)	Expands NALA to provide grants from the ANA for language preservation and maintenance.
2006	Esther Martinez Native American Languages Act (PL 109-394)	This law provides grants by the ANA for Native language immersion schools, language nests, and language restoration programs.
2011	EO 13592: Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities	Establishes the WHIAIANE, charged with the responsibility to help expand educational opportunities and improve educational outcomes for all American Indian and Alaskan Native (AI/AN) students, including opportunities to learn their Native American languages, cultures, and histories.
2012	DOI-HHS-ED Memorandum of Agreement on Native American Languages	Federal partners will collaborate on programming, resource development and policy for Native American languages across the three agencies.
2015	Every Student Succeeds Act (2015)	ESSA supports revitalization and preservation of NA languages by producing a study of Native Language Medium education and providing for Native Language Immersion grants.