



## ANA NATIVE LANGUAGE POD VISION: NATIVE LANGUAGES ARE THRIVING

The Native Language Pod formed in late 2011 to build ANA staff and technical assistance provider knowledge, skills, and abilities in support of ANA's native language sustainability efforts. The Pod proposed the following goals for calendar year 2013, in alignment with the ANA Strategic Plan for FY2013 -2014.

### **Native Language Pod Goals for 2013:**

#### **Goal: Use Effective communication and Outreach to promoting Grantee sustainability & resource sharing**

ANA's website featured three new language success stories in 2013:

- Sac and Fox Nation (with Cultural Survival, Inc.) master-apprentice program
- Ojibwe podcasts
- Wampanoag teachers certified

ANA's website also featured a new language resource: [ANA Language Grantee Best Practices](#), which was also shared via the listserv and shared with the ACF Language Work group. A second resource on [Master-Apprentice Methodology](#) is in review.

The Native Language and Culture Edition of *The ANA Messenger* published in February 2014. This edition of the Messenger pulls together many of the resources (webinars, success stories, practice brief, and additional resources) into one publication, highlighting the work of grantees, Training & Technical Assistance providers, ANA staff, and our collaboration partners both inside and outside the federal government into one compendium.

In addition, ANA T&TA providers hosted a Native Language Virtual Community Center (VCC) so that learning could take place asynchronously as well, and resources could be shared and stored. The Native Languages VCC has grown to 117 members as of December 2013.

#### **Goal: ANA is a leader and clearinghouse for training and technical assistance**

To further this goal, ANA held bimonthly language calls for grantees and hosted two webinars open to a general audience in order to highlight the successes of ANA grantees as well as to share methods, resources, and strategies for achieving project success. The calls were primarily a peer learning opportunity, while the webinars sought to bring in experts and reach a general audience beyond ANA grantees.

#### 4 Language Grantee Calls

Open Forum We heard from grantees on future call topics and presenters. There were two grantees who presented on their projects:

- Cynthia Catches is the project director of *Oceti Wakan* (Sacred Fireplace) in Pine Ridge, South Dakota, which is a small non-profit dedicated to the preservation of the Lakota culture, language, and the healing of its people. They have written and published books and CDs on Lakota language and culture, along with curriculum for the prevention of alcohol and drug abuse, based on Lakota values, for our children
- Sharon Pazi is the Acting Executive Director at Dakota Wicohan, a nonprofit organization based in Morton, MN. Sharon is from the Upper Sioux Community and is of the Jackson/Pazi Tiwahe (family).

Virtual Community Center Jim St. Arnold presented on his project and the Google+ VCC:

- Jim St. Arnold is the Program Director for Great Lakes Indian Fish and Wildlife Commission. Their current language project, *Original Teachings of Anishinaabe Practices*, works to preserve and maintain the Anishinaabe language for future generations by recording and archiving traditional stories relating to teachings of cultural practices and describing the relationship of the Anishinaabe to the natural world.
- Lisa Enos began working at the Head Start Program as a Teacher's Assistant where she visited all the Head Start classes teaching language with her Uncle and presenting cultural activities. She now works with the Washoe Tribe's Immersion Project.

Teacher Certification Three grantees presented on their varied experiences with teacher certification.

- Mississippi Band of Choctaw. Their project is to project to train and certify Choctaw language instructors, and produce language learning materials for teaching Choctaw Language Learning Standards.
  - Jason Lewis works for the Choctaw Tribal Language Program with the Mississippi Band Choctaw.
- Makah Indian Tribe
  - Janine Ledford is an enrolled Makah tribal member and the Executive Director of the MCRC and Project Director of the current ANA language project, titled "Makah Voices-Fluency and Literacy Project".
  - Adriene Bowechop is Makah tribal member and the project manager and is a certified language teacher and teaches 5<sup>th</sup> grade language classes each week at the Neah Bay Elementary School.
  - Maria Pascua is an enrolled Makah tribal member and serves as the language specialist. Maria is the most fluent of the certified language teachers and teaches high school language classes.
- Coeur d'Alene. Dr. Raymond Brinkman is a Tribal Linguist and has worked with the Coeur d'Alene Language Program since 1996. Mr. Brinkman has taught mostly adult-level classes previously, but this year has started teaching regular classes to 6<sup>th</sup> and 7<sup>th</sup> grades at the Tribal School. He also works on the Coeur d'Alene Tribe's ANA Language

Grant to develop a Teacher Training Program as well as creates community language outreach materials.

### Recruitment Strategies to Engage Parents in Language Learning

- Reggie Cadotte is the Ojibwe Language Revitalization Project Director at the Red Cliff Early Childhood Center. The Red Cliff Early Childhood Center operates an Early Head Start program serving children from 6 weeks to 3 years old. Reggie works with the Early Head Start teachers to provide an Ojibwe language immersion experience for enrolled children. Reggie also works with the parents and families so they can continue providing an Ojibwe language immersion experience in the home.
- Cindy Catches is Project Director of our ANA Language Preservation Grant for Oceti Wakan. Oceti Wakan is a small non-profit on the Pine Ridge Reservation dedicated to the preservation of Lakota culture and language and the healing of their people. They have published five Lakota language books and CDs.

### Two Webinars

#### Language Assessment and Proficiency Tools - ANA Webinar - July 18, 2013

Language assessment and proficiency tools are often the best gauges of language acquisition. There are a variety of tools that language projects can use, such as the American Council on the Teaching of Foreign Languages or ACTFL. Choosing the right assessment tools and providing staff training and support in their use can be difficult. Ku Kahakalau, is the Project Director of the Institute for Native Pacific Education & Culture or INPEACE's ANA Funded Project located in Kapolei, HI. Dr. Kahakalau presented on an Indigenous Language Proficiency Scale she developed. We were also joined by Dr. Lori Quigley, Dean of the School of Education at the Sage Colleges. A member of the Seneca Nation, she has a Ph.D. in Language, Learning, and Literacy and her research interests include second language acquisition, culturally relevant pedagogy, Native American education initiatives, learning community theory and pedagogy, and multigenerational trauma. Dr. Quigley presented on language assessment tools.

#### Preparing Native Language Teachers: Strategies for Success - November 20, 2013

The Office of English Language Acquisition (OELA) presented to grantees on how OELA's programs are assisting that effort. Successful grantees shared stories about their efforts to train the next generation of Native American language teachers. Dr. Louise Lockard, Northern Arizona University, and Terrie Kinsey, Sac and Fox Nation of Oklahoma, presented on two models. Dr. Lockard is part of NAU's teacher credential program where the focus is on building the teaching skills of native speakers, and Sac and Fox focuses on building conversational fluency of young adults in addition to skills in teaching, leading to accreditation in the state.

### **Goal: The ANA financial assistance process is transparent and trusted.**

ANA used impact data from 2012 and earlier on best practices and challenges to improve 2013 grant reviewer training. In addition, ANA is in the process of getting the language funding opportunity announcement (FOA) revised and it will be approved for use for 3 years, which will help grantees and potential grantees plan ahead for future funding cycles.

## **Goal: ANA is the federal government's human services go-to source for Native languages/Continuing and Expanding ACF Interoperability**

**The ACF Native Languages Work group** has met consistently in 2013, which is an improvement over 2012, although there is still progress to be made around sharing information and coordinating resources, outreach, etc.

Notable accomplishments for this year include:

- Outreach to the Tribal Child Care peer leaders to participate in ANA language grant application review,
- OCC staff member Carrie Peake presenting about ANA and the Native Language MOA to Tribal Child Care grantees at NICCA conference,
- Invitation to the National Head Start AIAN Collaboration office Advisory Council meeting,
- A presentation at the National Association for the Education of Young Children,
- and an invitation for the ANA Commissioner to present to the Tribal Home Visiting grantees, although this meeting was later cancelled.

ANA also provided talking points on the ACF Native Language work group and the Interagency MOA for use throughout the agency and during Tribal consultation.

Members of the **Interagency Native Language MOA workgroup** met twice in 2013, and seem to be picking up momentum on some of the goals for the **MOA**. Goals for this MOA include:

1. Identify statutory or regulatory barriers that impede collaboration and/or result in duplication efforts
2. Identify research that explores education attainment and Native language retention and/or revitalization
3. Explore ways to gather data about effective and/or exemplary Native language instruction
4. Review Federal funding mechanisms, explore means of coordinating funding opportunities and simplify the process
5. Review current training and technical assistance provided by HHS, BIE, and ED related to Native languages; assess needs and identify means for enhancing the quality of T/TA
6. Ensure, to the extent practicable, that programs funded by Federal Agencies are coordinated, evidence-based, demonstrate accountability through assessments of student achievement, and further the goals of the Native American Languages Act;
7. Identify additional departments and agencies interested in or important to the implementation of this Memorandum

## **Goal: ANA has high performing, high achieving staff/Building Staff Capacity**

Staff were encouraged to participate in the grantee language calls, and all webinars. All staff training used data from impact review trips and were geared to improving the outcomes for ANA grantees.