

INDIGENOUS LANGUAGE INSTITUTE



Project Title: Native Language Self-Study Curriculum
Award Amount: \$134,128
Type of Grant: Language
Project Period: Sept. 2009 – Sept. 2010
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- . 1 job created
- . 3 Native American consultants hired
- . 4 elders involved
- . 6 youth involved
- . \$33,250 in resources leveraged
- . 9 individuals trained
- . 9 partnerships formed
- . 1 language teacher trained
- . 16 native language classes held
- . 5 youth increased their ability to speak a native language
- . 1 adult increased her ability to speak a native language

BACKGROUND

The Indigenous Language Institute (ILI) was established in Santa Fe, New Mexico in 1992 as the Institute for the Preservation of Original Languages of the Americas. ILI is dedicated to indigenous language learning research, the development of language materials, and the dissemination of effective language learning methods.

This project was based on input from several native communities in the Santa Fe area

regarding challenges experienced by existing Native American language classes; classes tended to start and passion would fade, then classes would disband. According to project staff, many communities in the region wanted a way to allow self-study for a variety of languages. Inquiries also came from people who were living away from their communities and had no resources to learn their native language.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and pilot a self-study curriculum to provide language knowledge, skills, and tools, and contribute to the language revitalization efforts of a pilot community.

The first objective was to develop and implement a self-study pilot language curriculum, which a cohort of students would use to achieve beginner level proficiency. ILI project administrators selected the Tewa language for the pilot curriculum and formed a critical partnership with Santa Fe Preparatory School, which agreed to incorporate the curriculum into its larger program of study. Project staff selected Santa Fe Prep in part because it is in compliance with New Mexico language testing standards. Six high school students initially comprised the core language learner

group. The students were self-selected; however, the course was open to all Native American students at the school.

The project director devised the self-study curriculum with input from the student learners and teacher. Project staff promoted the project through conferences, e-newsletters, brochures, ILI's website, and word of mouth. The curriculum was a structured 'self-study' that put the onus on the students to pursue language learning. In order to facilitate this process, project staff incorporated the use of iPod Touch and digital video cameras into the curriculum. This technology engaged the learners and enabled audio/video recordings of the language lessons to save what was learned and created. Project staff implemented 12 lesson plans over 16 weeks. Lesson subject matter consisted predominantly of greetings, mealtime conversations, school-based vocabulary, and everyday conversation.

The second objective was for ILI to ensure that at least two sites would be willing to incorporate the self-study curriculum into their larger programs. To accomplish this, project staff communicated with numerous schools in the area to describe the program, explain its benefits, and solicit participation. Although Santa Fe Prep was the only site that adopted the program during the project period, several other schools expressed interest in implementing it in the near future.

OUTCOMES AND COMMUNITY IMPACT

Six students started and five ultimately completed the Tewa self-study curriculum under the tutelage of Ms. Laura Jagles, an existing Santa Fe Prep teacher. Students earned class credit for involvement in the course and were tested using the ILI testing standard (adapted for the self-study guide). Of the five students who completed the program, four achieved beginner's proficiency and one exceeded this level.

Students showcased their new proficiency by presenting a skit to a community audience of 30 people at the end of the curriculum. In addition to learning their native language, students expressed an enhanced sense of cultural identity; one student remarked "By learning our language, now we can be Indian all the time."

Project staff and participants produced numerous Tewa language materials during the course of the project, including a professionally edited video, three instruction manuals, a skit, a set of instructive photos, and numerous reports and lesson plans.

Administrators at Santa Fe Prep plan to continue teaching Tewa and utilizing elements of the self-study curriculum. Although ILI was not able to secure the participation of a second site for the curriculum, several other schools expressed considerable interest and program staff is optimistic that the curriculum will be adopted elsewhere.

"We learn the language to know more about who we are as a people."

- Ms. Laura Jagles, Tewa Self-Study Curriculum Tutor

NATIVE AMERICAN PROFESSIONAL PARENT RESOURCES, INC.



Project Title:	First Steps
Award Amount:	\$704,399
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Jan. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 13 elders involved
- 12 youth involved
- \$129,190 in resources leveraged
- 195 individuals trained
- 38 partnerships formed

BACKGROUND

Incorporated as a native nonprofit in 1996, Native American Professional Parent Resources (NAPPR), Inc. is a parent resource center located in Albuquerque, New Mexico. The service area of Albuquerque includes a population of approximately 100,000 Native Americans, including members of 19 different tribes. NAPPR serves first-time parents within the greater Albuquerque area and administers an early childhood intervention program that provides developmental services to Native American infants and toddlers with, or at risk of, developmental delays.

Recognizing a gap in the availability of service providers that address child abuse

and neglect, and acknowledging the link between parent unemployment and child abuse, NAPPR sought to develop a parent training program that would emphasize both healthy parenting techniques and employment readiness skills.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a culturally-appropriate parenting curriculum targeted at first-time Native American parents that would empower them with the life and parenting skills needed to foster the healthy growth and well-being of their children. In addition, NAPPR wished to implement a “primary intervention,” one that would address parents and children who were not involved currently in the social services system.

The project’s first objective was to develop a “First Steps” parenting curriculum. The curriculum had three components, or “steps”: 1) a child abuse and neglect prevention component; 2) an employment readiness component tied to child care employment training; and 3) a community awareness component.

In developing the First Steps curriculum, NAPPR relied on a steering committee comprised of professionals in the social services, education, and child care fields as well as parents, elders, and youth, to make recommendations on five topics in parenting and life-skills development and five cultural themes to be included in the parenting curriculum.

Upon the direction of the steering committee, NAPPR reviewed a number of parenting curricula targeted at indigenous peoples from around the world. NAPPR chose three curricula that were most compatible with the steering committee's recommendations and most appropriate to the individuals within their service area.

The project's second objective was to develop four one to two day pilot training workshops using the curricula. By the third year, approximately 156 people had participated in the child abuse and neglect prevention pilot trainings and 39 people had participated in the 45-hour child care training course and the employment readiness pilot trainings. Participants also completed pre- and post-test evaluations of the trainings, which helped inform revisions to the curricula.

Project staff initially intended parents to attend the child care training course and the employment readiness training simultaneously. However, it was determined that many parents were only interested in the employment readiness program. Recognizing the popularity of this aspect of the program, NAPPR developed an additional part of the curriculum called EMPLOYability.

EMPLOYability focused on developing resume writing, interview skills and the

interpersonal relationship skills necessary in the workforce. An employment counselor, as well as a NAPPR staff member, worked one-on-one with the participants. At the end of the project period, five of the 10 EMPLOYability program participants were employed.

The project's final objective was to implement a community awareness campaign around the issue of child abuse prevention. To achieve this objective, the project established a Community Awareness Workgroup, which determined the best means for reaching the intended audience. Following the recommendations of this workgroup, NAPPR developed billboards, posters for buses, and radio advertisements, which succeeded in its aim of increasing attendance in the program.

OUTCOMES AND COMMUNITY IMPACT

A total of 194 parents have participated in at least one of the First Steps parenting workshops. By participating in the First Steps trainings, these parents have learned new skills and inexpensive ideas for how to spend time with their children. Participants learned that they can make toys and musical instruments, take day trips, and play with their infants in ways that foster cognitive development and strengthen their families.

This program provides an activity that many parents look forward to on a bi-weekly basis. A number of the parents have formed networks and support systems within their local communities as a result of their participation in the program. In addition, program participants now are equipped with the skills needed to secure employment, an essential building block for creating strong, healthy families.

PUEBLO OF ISLETA



Project Title:	Developing a Department of Language and Cultural Preservation
Award Amount:	\$304,000
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 4 Native American consultants hired
- 25 elders involved
- 150 youth involved
- \$65,000 in resources leveraged
- 4 individuals trained
- 8 partnerships formed
- 3 language teachers trained
- 5 language teachers certified
- 920 native language classes held
- 55 youth increased their ability to speak a native language
- 40 adults increased their ability to speak a native language

BACKGROUND

The Pueblo of Isleta is located in central New Mexico, 15 miles south of Albuquerque. Tiwa is the native language of the tribe, and although many tribal members still speak it, its use has declined in recent years. According to project staff, this decline is partially attributable to uncoordinated efforts of multiple tribal

entities (traditional leaders, political leaders, and tribal educational entities) that had been acting independently of each other in their efforts to maintain Tiwa's vitality.

PURPOSE AND OBJECTIVES

The purpose of this project was to unify disjointed tribal efforts toward language revitalization by developing a centralized Department of Language and Cultural Preservation. To accomplish this, project staff furnished and equipped the departmental office; hired a department director; established partnerships with other New Mexico tribes with functional language programs for the purpose of operational support and guidance; built community support by increasing tribal members' involvement in language revitalization; and integrated language components into existing tribal programs.

The first objective of the project was to develop and review tribal language policies. Project staff successfully developed a tribal language policy manual in year one and reviewed it in year two. The manual covered topics such as: what should be taught, how to register for classes, who could apply for teacher certification, and

how prospective teachers could appeal if denied certification.

The second objective of the project was to design and review a teacher certification program. To accomplish this, staff developed a program requiring Tiwa teachers to demonstrate an acceptable degree of proficiency in language and culture, curriculum development, and classroom management. Teacher job descriptions were amended to require the ability to speak (or willingness to learn to speak) Tiwa. This certification program was implemented in year two of the project and included an appeal process for those denied certification. Additionally, tribal administrators signed a memorandum of agreement (MOA) with the State of New Mexico, which provides formal recognition of the tribe's language teacher certification process. Once certified, teachers could teach anywhere in the State of New Mexico.

The third objective was to improve students' ability to learn Tiwa. Project staff achieved this by developing age-appropriate curricula and instructional language materials for pre-school, elementary school, and adult classes. The project team developed PowerPoint presentations and graphic animations to integrate into course materials to engage learners more effectively with a visual element. A general curriculum was created for adult classes as well. Because Tiwa is primarily a spoken language rather than a written one, proficiency measurements for all levels were completed orally.

OUTCOMES AND COMMUNITY IMPACT

The most significant outcome of this project was the creation of a fully-staffed language and cultural preservation department for the tribe. The new department has harnessed the wisdom, knowledge, and energy of

various groups and individuals on the pueblo to achieve important results. The tribe now has a formal language policy manual, a certification process for teachers, and a set of standard operating procedures by which it can effectively and efficiently direct its language preservation and revitalization efforts.

Prior to the project, only four to six tribal members were active in language classes; by the end of the project 30 tribal members were actively enrolled, and project staff expressed confidence that this trend would continue. Tiwa language classes now are taught on the pueblo, in its school system, and at an Albuquerque charter school attended by Isleta students. The tribe has formalized its relationship with this charter school through an MOA, ensuring that Isleta students (and only Isleta students) at the school will have access to ongoing Tiwa language instruction. Tiwa language components now are being incorporated into other tribal programs to a significantly greater degree than before the department was created.

Project staff members stated that by centralizing and formalizing their language policies, they have given greater cohesion to the formerly disjointed language maintenance and revitalization efforts taking place prior to this project. They expressed a very strong sense of pride in what they were able to accomplish, and a distinct feeling of optimism about the overall health of the Tiwa language on the pueblo.

“Lack of coordination has disappeared and been replaced by a coordinated effort between the different entities.”

- Paul Lujan, Language Coordinator