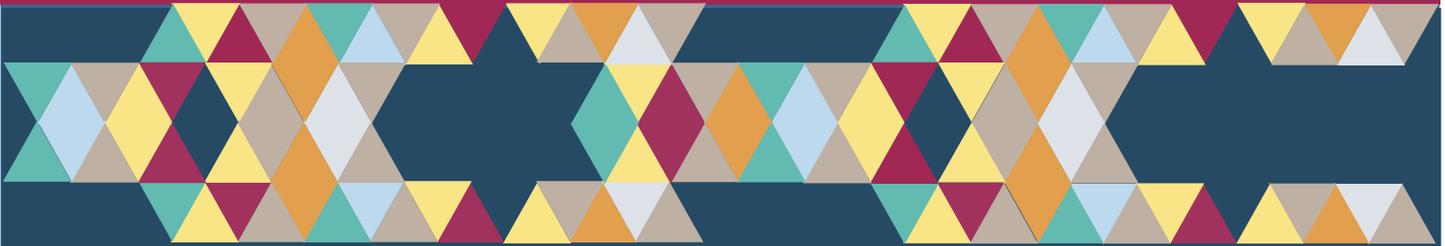


# Esther Martinez Initiative

*Preserving the Heart of Our Cultures*



Celebrating 10 Years of the Esther Martinez  
Native American Languages Preservation Act



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



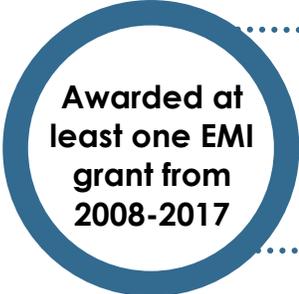


**There is real, tangible healing for the families that are part of the project, and it's happening through the language. The kids have no fear, no embarrassment – they are free. They know who they are; they are Lakota.**



—Parent of Language Nest Student

Sitting Bull College: Wakanyeza Kin Wakanyan Woglakapi Ktelo! Project



## 2 NON PROFIT ORGANIZATIONS

Alliance of Early Childhood Professionals Turtle Island Cultural Services

## 20 NATIVE SCHOOLS & EDUCATION CENTERS

- Aaniiih Nakoda College
- Aha Punana Leo
- Bdote Learning Center
- CNMI Public School System
- Friends of the Akwesasne Freedom School
- Hearts Gathered
- Huraa, Inc.
- Ke Kula o Nawahiokalaniopuu Iki
- Keres Children's Learning Center
- Lakhotiyapi Okahtan Wichoichage, Inc. (LOWI)
- Little Big Horn College
- Nkwusm
- Oglala Lakota College
- Piegan Institute
- Salish School of Spokane
- Sequoyah Schools
- Sitting Bull College
- Stone Child College
- Waadookodaading
- Wopanaak Language and Cultural Weetyoo, Inc.

## 19 FEDERALLY RECOGNIZED TRIBES

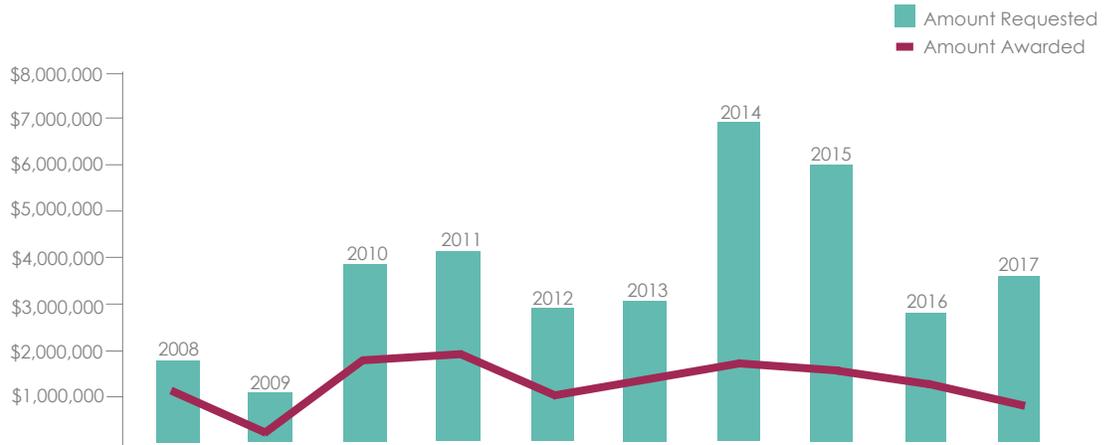
- Chickaloon Native Village
- Confederated Salish & Kootenai Tribes
- Confederated Tribes of Grand Ronde
- Crow Tribe of Indians
- Euchee (Yuchi) Tribe of Indians
- Hoopa Valley Tribe
- Kalispel Tribe of Indians
- Leech Lake Band of Ojibwe
- Makah Indian Tribe
- Native Village of Kotzebue
- Oglala Lakota College
- Passamaquoddy Tribe
- Pechanga Band of Luiseno Mission Indians
- Sac and Fox Nation of Oklahoma
- Spokane Tribe of Indians
- Washoe Tribe of Nevada and California
- Yakutat Tlingit Tribe
- Ysleta del Sur Pueblo
- Yurok Tribe

## History of the Esther Martinez Immersion

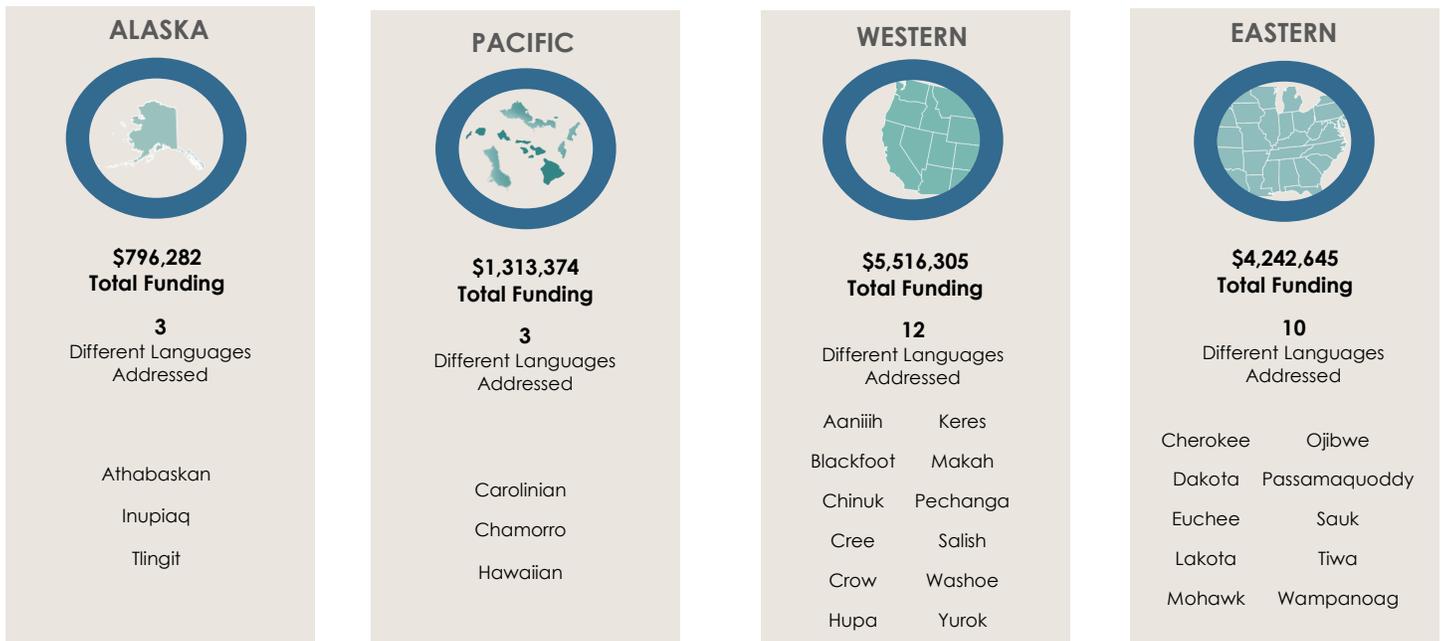
Language immersion and restoration grant funding is awarded in accordance with the Esther Martinez Native American Languages Preservation Act of 2006. As a result of this legislation, ANA provides funding to support three-year projects implemented by Native American Language Nests, Survival Schools, and Restoration Programs. ANA began funding this Initiative in 2008, with this year marking its 10th year of funding. In 2014, ANA changed the name from Esther Martinez Initiative to Esther Martinez Immersion to mark the significance of ANA's lasting dedication to funding language immersion efforts. The Esther Martinez Initiative supports the development of self-determining, healthy, culturally and linguistically vibrant, self-sufficient Native American communities. This Funding Opportunity Announcement is focused on community-driven projects designed to revitalize the Native American languages to ensure the survival and continuing vitality of these languages and the culture of Native peoples for future generations.

### Funding Requested vs. Awarded

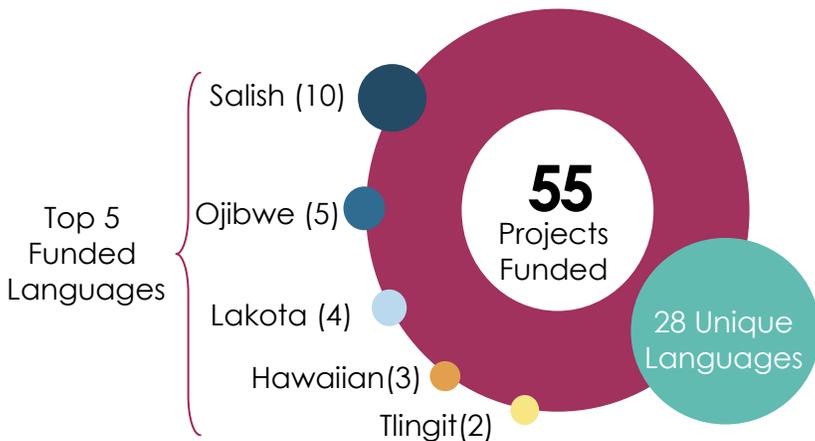
From 2008-2017, ANA has received 158 requests for EMI funding totaling \$43,232,726 and of those requests has awarded 55 projects \$13,744,230 in their first year of funding. In total, ANA has been able to fund 35% of money requested for EMI.



## REGIONAL BREAKDOWN 2008-2017



## LANGUAGE FAMILIES FUNDED



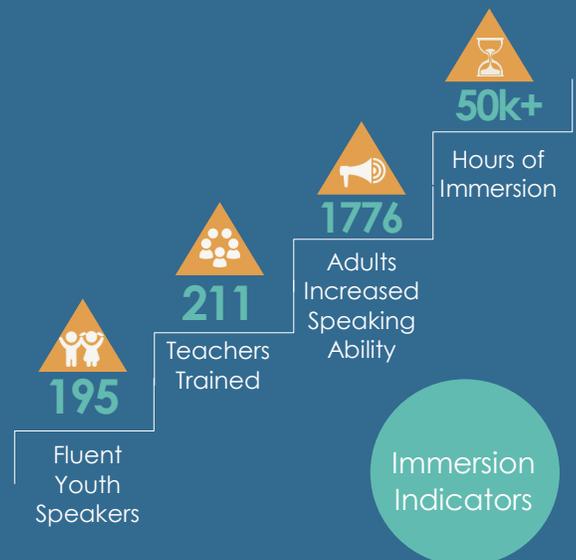
With 10 projects funded, the Salish language is by far the most frequently funded language in the Western region and overall. Projects were located in Washington and Montana and were led by 7 different tribes, schools, or organizations. The next two most frequently funded languages are Ojibwe and Lakota, with 5 and 4 projects funded respectively in the Eastern region. Hawaiian is the most frequently funded language in the Pacific with 3 projects, and Tlingit is the most frequently funded language in the Alaska region with 2 projects. Most other languages that have been funded, however, have only been funded once.

## FURTHER INVESTIGATION

- ▲ Changes in the community after EMI funding, including status of language before the program and current status
- ▲ Aspect(s) of the EMI program that have had the most lasting impact on the community
- ▲ Deliverables produced or systems created/institutionalized that had the greatest effect on future programming
- ▲ Advice for other communities/language programs implementing EMI/EMI-style projects or language programs in general
- ▲ How to continue fostering children's fluency levels and parental learning and involvement after finishing the program
- ▲ Results of any follow-up or long term assessments done with children who have finished the program. If so, what do those assessments look like? What resources are needed to keep up with those children and families?
- ▲ What did they learn from that follow-up or long-term assessment?

## SITE VISIT DATA

Out of 55 projects funded, ANA conducted end of project site visits between 2011 and 2015 with 25 of those projects. Each language project is required to report on key indicators of successful language immersion implementation, including youth and adults with increased ability to speak their language, youth and adult fluent speakers created, number of teachers trained and/or certified, and a breakdown of hours of immersion instruction for students involved in the project.



### GRANTEE HIGHLIGHT

#### Aha Punana Leo

In the late 2000s, rapid growth in language nest enrollment was exceeding the number of available teachers. Many teachers had little experience working in a Hawaiian medium school and needed training in the Hawaiian language and in immersion pedagogy. Aha Punana Leo's 2011-2014 EMI grant addressed this need by having 49 teachers complete an early childhood development course, 45 teachers complete a Hawaiian language course, and developing 6 new college-level courses. After the project, teachers said they had more confidence to communicate with parents and chart out a learning strategy for students. As one teacher said in regards to new-found confidence, "My career is now at another level." ANA Punana Leo plans to partner with the state to keep providing college-level learning opportunities for teachers.

# ANA DATA REVIEW

## 2011-2015



### ▶▶ **What is Data Review?**

The Data Review is an analysis of 2011-2015 (ending) Administration for Native American's grant data. The primary data source for this review is the Project Outcome and Assessment Survey. Used on site visits, the Project Outcome and Assessment survey focuses on qualitative and quantitative information such as accomplishing objectives, project beneficiaries, and project successes and challenges. Supporting data comes from ANA grant applications and Grant-Solutions (online grant management database).

### ▶▶ **What are End of Project Site Visits?**

End of Project Site Visits, referred to as site visits, are an opportunity for grantees to share the story of their projects. ANA staff spend a day, on site, with project staff to learn about various aspects of the project including the process and challenges of working towards project objectives. Site visits provide an unique avenue for ANA to meet directly with project beneficiaries and members of the communities served, which is vital to understanding the effectiveness and impact of these projects. Moreover, data collected provides rich, detailed information that incorporates indigenous knowledge, stories, and community solutions to better understand the full picture of a program.

ANA visits approximately 70% of all ending projects each year, which amounts to roughly 70-80 projects annually. Sites are chosen based on variables, including geographic distribution, funding amount, grant area, and frequency of past visits.

### ▶▶ **Why does ANA complete Site Visits?**

The Native American Programs Act (NAPA), which authorized the Administration for Native Americans, mandates ANA to assess the impact and effectiveness of our projects. The first full-scale exploration of ANA's portfolio occurred in 2006; since then, ANA has visited over 708 projects. This report will specifically review the 295 site visits that occurred from 2011-2015.



# LANGUAGE



## Overview: Language Projects

ANA awards Esther Martinez Immersion (EMI) projects and Language Preservation and Maintenance (P&M) projects that focus on Native languages across the U.S.A and Pacific Islands. ANA visited 15 EMI projects that include community-based schools instructing students in their Native language for at least 500 hours per year per student in either a Native language nest (for children under 7) or a Native language survival school (for students in K-12). ANA visited 80 P&M projects that include community-based efforts to offer language courses, increase intergenerational language-based activities, train language teachers, develop, print, and disseminate language materials, or develop technology to reach a broader audience. The P&M program has four subtypes, including assessment, immersion, implementation, and planning.

## About the Data

When thinking about what we wanted to learn from our language grantees, several key areas quickly emerged. Determining which models of immersion produce the greatest number of fluent speakers can help us give better assistance to potential grantees when determining which model works best for their community. Additionally looking at the role of community involvement and intergenerational activities will improve ANA's ability to encourage projects that truly integrate the community from before the project is developed to after the project ends. Finally, looking at beneficiary interview data helps ANA to understand how communities define their own project impact.

## Key Points

- 26 projects together created 612 fluent speakers
- EMI projects created the most fluent speakers out of all projects that had significant immersion activities
- 87% of projects included intergenerational activities
- 100% of P&M immersion projects were considered effective, while only 59% of planning projects were considered effective
- The percentage of projects that involved the target population during planning has decreased by 10% over the last 5 years

58

Languages Addressed

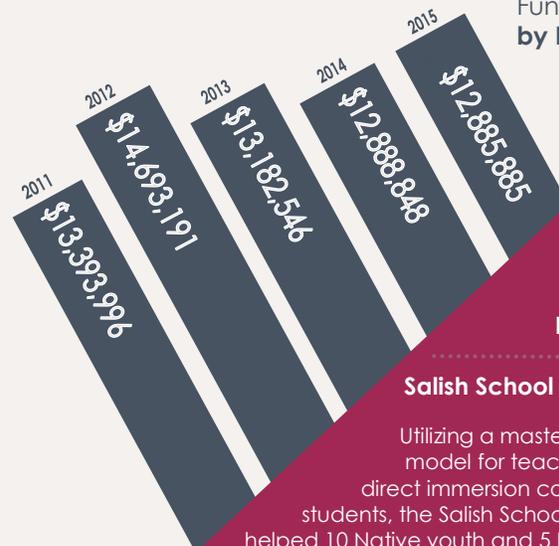
4,546

Elders Involved

11,197

Youth Involved

New & Continuing Language Funding by Fiscal Year



## GRANTEE HIGHLIGHT

### Salish School of Spokane

Utilizing a master apprentice model for teachers with a direct immersion component for students, the Salish School of Spokane helped 10 Native youth and 5 Native adults achieve fluency in Salish.

"The kids are ambassadors, bringing in family and community to the school. Increasing pride in the language. The language has saved us."

-Teacher and parent of student at SSOS

# LANGUAGE

## Current Status of Language

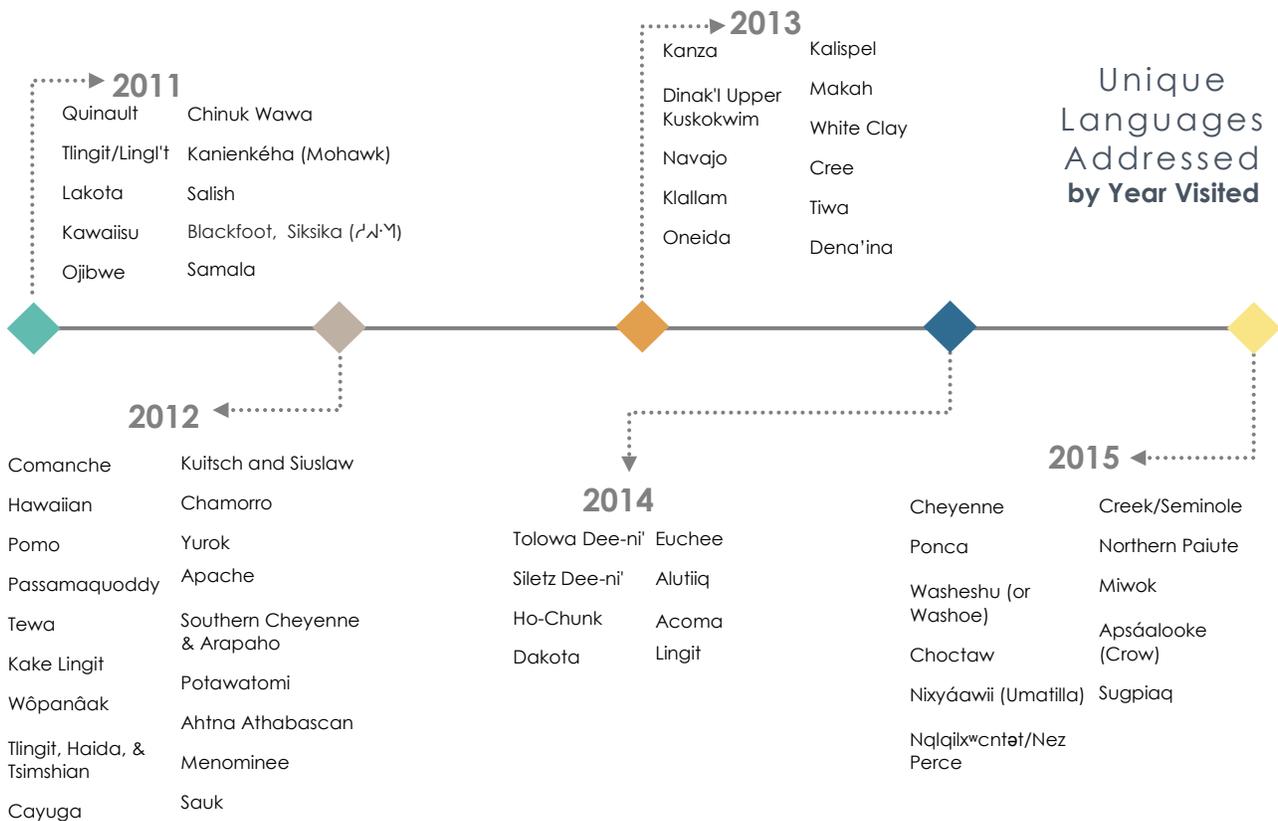
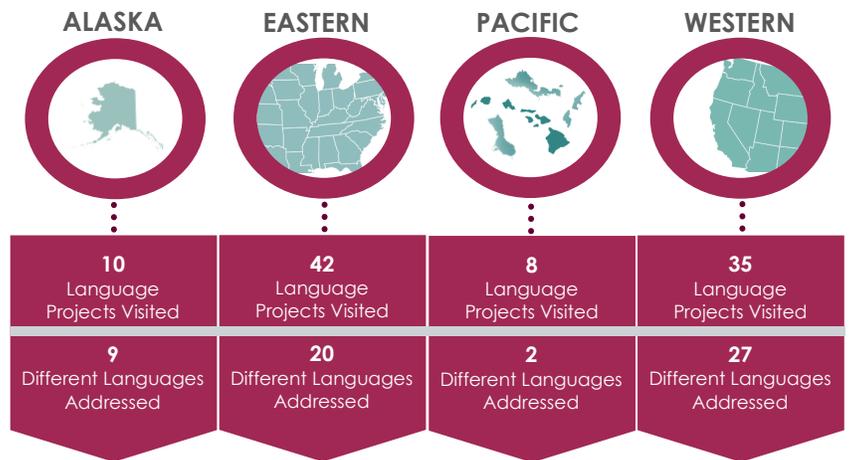
Native languages are critically endangered. Within the past 400 years, over 200 Native languages have become extinct. Forty-six Native languages are struggling to survive this decade alone. Therefore, it is momentarily important for ANA to assess the true impact our language funding is having on our communities. For some communities who have very low numbers of fluent speakers who are also mostly Elders, it may be more beneficial to preserve the language through written documentation. For other communities who have at least several fluent speakers who are capable of teaching the language, an immersion school or language nest may be most beneficial. As a funding organization that has the ability to give over \$12 million per year to language projects, ANA must better understand how to assist grantees in designing a language program that fits their community needs and addresses the current status of their language in the most effective ways.



87%  
Of Language Projects had Intergenerational Activities

## Regional Breakdowns

Out of the 95 total language projects visited, Eastern had the most number visited at 42, while Pacific had the least visited at 8. Eastern also had the highest number of repeat languages, meaning that ANA funds projects for the same language more frequently in the Eastern Region than languages in other regions.





### Top Language Challenges



### Fluency

Twenty-seven projects created fluent youth, while 29 projects created fluent adults. However, those 27 projects created 442 fluent youth compared to the 170 fluent adults created by the 29 projects. It is important to note that ANA allows communities to define fluency for themselves, which means that they may develop or utilize their own fluency assessment or use a more common fluency assessment, such as ACTFL.

**612** new fluent speakers were created by the 29 projects

Of these, **72%** were youth and **28%** were adults

### Language Project Outputs

Each project at ANA can have a maximum of three objectives. Each objective can have an unlimited amount of outputs, which pinpoint what the project will produce or complete in order to accomplish the objectives. During end of project site visits, ANA reviews the outputs created to better understand which outputs are the best benchmarks for monitoring progress toward project success. We reviewed over 520 comments about outputs created and identified themes that emerged. The eight key themes that emerged are described below.

**Assessment:** developing community-specific language fluency or teacher preparedness assessments

**Curriculum Developed:** developing community-specific language curriculum, increasing age or fluency range of existing language curriculum

**Learning Community:** involving parents, including community in language programs or events, performing songs/dances/skits in community, mentoring or creating round tables for language improvement

**Multimedia Resource:** translating existing resources, recording audio or video, creating iPad apps or podcasts

**Outreach:** recruiting, advertising, dissemination information about events or project successes

**Systems Created or Institutionalized:** institutionalizing language access/processes in community, forming advisory councils, creating strategic plans, developing partnerships, holding multi-community meetings or conferences, improving organizational infrastructure

**Training:** training of teachers, staff, community members

**Website Resource:** creating website to host language resources, creating official online presence of language program

# of times an Objective created an Output associated with that theme

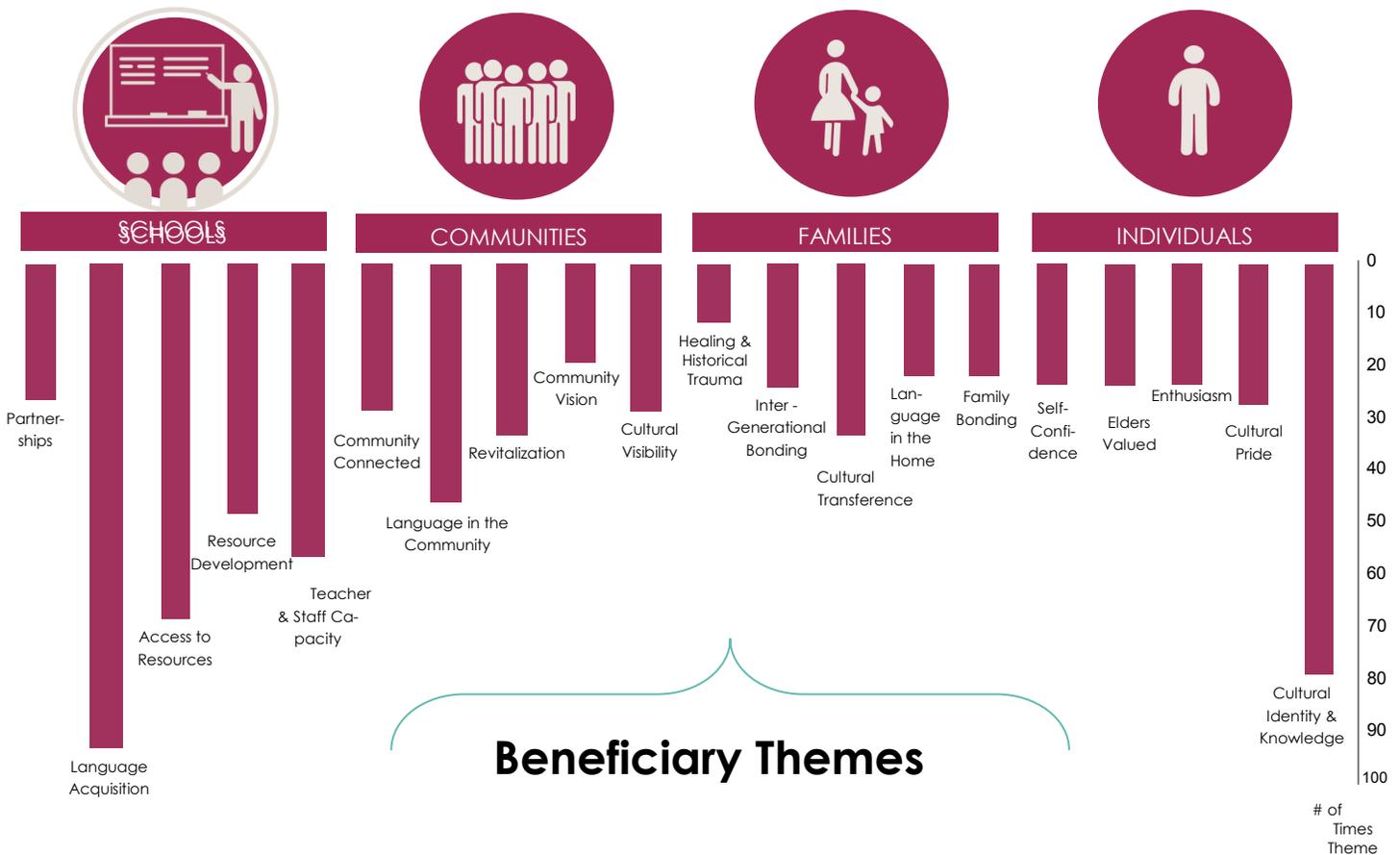


## Beneficiary Comments

During site visits, ANA interviews project beneficiaries to better understand the impact of the projects on the lives, families, and communities involved. These interviews provide an opportunity for ANA to understand the deeper meaning, importance, and urgency of language projects through the eyes of these communities. ANA's Program Evaluation and Planning team reviewed interview text collected from 2011-2015 including 442 beneficiary comments, identified themes that emerged, and then determined which themes were mentioned the most frequently as shown in the chart below.

## Beneficiaries

Site Visits 2011-2015



## Beneficiary Themes

### Beneficiary Theme Results

Mentioned 46 times, language in the community, or language being heard, spoken, or utilized in the community as a result of the project, was the most recurrent theme for the "Community" beneficiary category. The theme of revitalization, the second most mentioned theme at 33 times, included language being utilized more widely or after a period of dormancy, or even language invigorating the revitalization of the community itself. For the "Schools" beneficiary category, students acquiring language (93) is an obvious impact of a language project; however, additional benefits were felt on the school level, including teacher and staff capacity building (56) and partnership development (26). On the "Family" beneficiary level, healing and historical trauma was mentioned 11 times and included comments on both acknowledging historical trauma for the first time in families and language playing a role in the reversal of historical trauma in families. Cultural identity and knowledge was the most recurrent theme for the "Individual" beneficiary category (79), which demonstrates that language and culture are inseparable. Other noteworthy themes for individuals are youth enthusiasm for learning their language (23) and Elders being valued as a result of their involvement in teaching and mentoring others (23). Looking at how communities operationalize the impact of language projects helps us understand how to ensure programmatic success for different intended beneficiary groups and how to better evaluate the outcomes of those projects.

## Examples of Benefit Themes

### SCHOOLS

**Language Acquisition:** Verbal, written, and oral language speaking growth and proficiency

**Teacher & Staff Capacity:** Teachers and staff pursuing training, developing skills, and seeking out opportunities to incorporate culture into teaching methodology

### COMMUNITIES

**Community Connected:** Communities strengthening relationships, reconnecting with each other over language revitalization, and creating solidarity to overcome barriers

**Visibility:** Community efforts are visible to those outside the community, outside community becomes more aware of their Native neighbors, and outside community participates

### FAMILIES

**Cultural Transference:** Transferring culture from Elders to youth, passing on cultural traditions, knowledge, and identity

**Intergenerational Bonding:** Creating a positive network of relationships across age ranges and learning cultural wisdom from Elders' lived experiences

### INDIVIDUALS

**Cultural Identity:** Perception of belonging in the community, learning cultural knowledge, traditions, ceremonies, language, and spirituality

**Self-Confidence:** Feeling of trust in one's abilities, qualities, and power



### SCHOOLS

"This language program has been the lynchpin of the revitalization of Native culture here in Grand Ronde. Chinuk-Wawa has seen a significant boost in usage and proficiency, particularly among Native youth." Project Staff, Confederated Tribes of the Grande Ronde, 2011



### INDIVIDUALS

"For them (Elders) to see their children live and express their lives in a way that they never have and that their identities are intact. Makes them think of the place they have lost." Elder, Turtle Island Cultural Services, 2014



"A lot of tribal members were relocated throughout the country after termination. Now, more and more are moving back and they want to connect to their culture. The tables [project activities] let them do that. Adults are learning... and when they learn, they bring it home." Adult Language Learner, College of Menominee Nation, 2012



"Re-establishment of intergenerational connections is occurring, which helps heal historical trauma and revitalize elders; children come home and teach parents/grandparents things; kids don't feel like they are secondary citizens because their culture and language are different from the mainstream." Family Member of Language School Student, Waadookodaading, Inc., 2011

### COMMUNITIES

### FAMILIES

