



National Native Languages Survey

Revised Draft Survey and Description of the Content

June 2024

Sponsor: Administration for Native Americans, Administration for
Children and Families, U.S. Department of Health and
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Contractor: Mathematica

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The Administration for Native Americans (ANA) within the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS) is responsible for designing and implementing a survey to understand the status of all Native American languages spoken in the United States. ANA has undertaken this project in partnership with ACF's Office of Planning, Research, and Evaluation (OPRE) to plan and engage with community partners to learn about what to ask and how to survey Tribal Nations and Native American language communities about their language status. In partnership, OPRE and ANA awarded a contract called *Survey on Use of All Native American Languages in the United States* (or the Native American Languages Survey [NALS] project for short) to Mathematica and Miami Environmental and Energy Solutions (MEES), a Tribal 8a business, to formulate the survey and design options.

This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by OPRE, ANA, ACF, HHS or the U.S. Government.

Acknowledgements

The development of this survey would not have been possible without many voices and perspectives. The Mathematica team would like to express our appreciation to the Administration for Children and Families project team, Aleta Meyer, Michelle Sauve, Amy Zukowski, Laura Hoard, and Pooja Curtin, for their guidance throughout the project and development of the draft survey and design to support the Durbin Feeling Native American Languages Act of 2022. We are especially grateful to our partners at Miami Environmental & Energy Solutions, LLC—Kendra King Bowes and David Sullivan; consultants Daryl Baldwin and Tracy Hirata-Edds of the Myaamia Center at Miami University and Maxwell Yamane from the University of Oklahoma; members of the project’s Community Work Group; and participants in both federal consultations and public notice for comment for generously sharing their insights and expertise in the development of this survey. The list of the Community Work Group members is available here: <https://www.acf.hhs.gov/ana/durbin-feeling>.

We would also like to acknowledge the ANA Commissioner Patrice H. Kunesh and the ACF Deputy Assistant Secretary for Planning, Research, and Evaluation Lauren Supplee for their vision and leadership for: keeping community partners at the center of this project throughout; leaning in on acknowledging the harmful federal policies and practices of the past to forge a more trusting and collaborative future; insisting on clear and plain language; and providing staff time and resources to engage deeply.

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Overview of this document

This document provides a brief description of the revised draft survey and the current content for the survey:

- **Part I: Description of the revised draft survey**
 - Survey content
 - Survey development process to date and future needs
 - Survey question format and introductory points
- **Part II: Revised draft survey**
- **Appendix A: Survey question source list ▲**

Part I: Description of the revised draft survey

The Durbin Feeling Native American Languages Act of 2022 (Durbin Feeling Native Languages Act of 2022; accessible here:

<https://www.acf.hhs.gov/ana/priorities/language/durbin-feeling>) established federal support for a survey on the revitalization, maintenance, and use of all Native American languages in the United States. As a result, the Administration for Native Americans (ANA) within the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS) is responsible for designing and delivering a survey to understand the status of all Native American languages spoken among American Indian and Alaska Native Tribes, Native Hawaiian and Pacific Islander communities, and distinct Native American language communities in the United States. Thereafter, ANA will administer the survey every five years using a learning-oriented approach: an iterative process to learn from experience and improve the effort over time. It will be critical for the federal government to allocate sufficient resources to implement the survey in a way that centers a learning-oriented approach and honors community voices. With this investment, future survey data will inform continuing interagency efforts and policies to better support efforts to revitalize Native languages.

The current survey design project is a first step in this endeavor. ANA has undertaken this project in partnership with ACF's Office of Planning, Research, and Evaluation (OPRE) to plan and engage with community partners to learn about what to ask and how to survey Tribal Nations and Native American language communities about their language status. In partnership, OPRE and ANA awarded a contract to Mathematica and Miami Environmental and Energy Solutions (MEES), a Tribal 8a business, to formulate the survey and design options.

Ultimately, the goal of the survey is to be a national census of Native languages, meaning each Tribal Nation and Native American language community would be invited to respond to the survey. For this effort, Native American language community has been interpreted as a community interested in doing language revitalization efforts, even if not engaged in language revitalization efforts (as an unmet need). Because data would be reported at the community level, outreach efforts will identify at least one representative to respond to the survey on behalf of each participating entity (in other words, each participating Tribal Nation and Native American language community). Across invited entities, there will likely be variation in what office or group has access to data on language-learning efforts and estimates of language speakers or users.

A. Description of survey content

In alignment with the goals of the Durbin Feeling Native Languages Act of 2022, the revised draft survey includes questions to inform the following six key topics that Congress highlighted in the legislation:

- 1. Information on which Native American languages are currently used and spoken
- 2. Estimates on the number of users and speakers of each Native American language
- 3. Relevant statistics and information on language use
- 4. Information on the types of projects and practices meant to maintain and revitalize Native American languages
- 5. Information on unmet needs for preserving Native American languages
- 6. Any other necessary information

Below, Table 1 further outlines each of the six key topics. Each key topic is broken down into a set of goals that have guided the survey development process. The intention of these goals is to ensure that the data collected produce survey findings that represent a fuller understanding of that topic. The table also includes the number of questions that align with the key topics.

Table 1. Number of questions and question labels proposed by topic and goals in current list of draft survey questions

Topic	Number of questions	Question IDs
1. Information on which Native American languages are currently used	21*, **	
• Identification of languages: Identification and listing of specific Native American languages spoken.	10	1.1-1.3f
• Dialects: Variations or dialects within each identified language.	6	1.3a-1.3f

Topic	Number of questions	Question IDs
<ul style="list-style-type: none"> Current language status: Information on whether language is currently spoken or being revitalized in the community; if community has interest in language efforts. 	8	1.4a-1.5c
<ul style="list-style-type: none"> Generational usage: Information on language usage across different age groups or generations within the community. 	2**	1.6
2. Estimates of the number of people who use each Native American language	44*	
<ul style="list-style-type: none"> Total user or speaker count: Total count or estimate of users or speakers for each identified language. 	36	2.1a-2.4d
<ul style="list-style-type: none"> Fluency levels: Assessment of fluency levels (e.g., fluent, semi-fluent, non) in each identified language. 	20	2.4a
<ul style="list-style-type: none"> Age distribution: Number of language users or speakers categorized by age groups (e.g., children, adults, elders). 	20	2.4a
<ul style="list-style-type: none"> Trends in language use: Trends in the number of users or speakers over time (e.g., growth, decline, stable numbers). 	8	1.4, 2.5-2.7
<ul style="list-style-type: none"> Intergenerational transmission: Information on the transmission of language skills from one generation to another. 	<i>Goal identified by community input for qualitative approach***</i>	
3. Language usage statistics	20*	
<ul style="list-style-type: none"> Domains of usage: Identification of contexts or domains where the language is primarily used (e.g., home, community events, religious ceremonies). 	22	3.1a-3.3
<ul style="list-style-type: none"> Frequency of usage: Frequency or regularity of language usage within different contexts. 	25	3.1a-3.2, 4.2e
<ul style="list-style-type: none"> Factors influencing usage: Factors affecting the usage of language (e.g., cultural assimilation, educational policies, community initiatives). 	1	3.4
<ul style="list-style-type: none"> Language shift: Information on any observed shift from Native American languages to dominant languages within different spheres of life. 	1	1.5b
4. Types of current Native American language maintenance and revitalization projects and practices	53*	
<ul style="list-style-type: none"> Initiative types: Description and categorization of ongoing projects (e.g., language learning programs, curriculum development and training, planning and assessment, outreach, archival) and/or details of community-led initiatives for language preservation (these may be unfunded or grassroots-style efforts). 	41	4.1-4.2d, 4.2f, 4.5a-4.8g, 4.12a-4.12b
<ul style="list-style-type: none"> Collaborative efforts: Formal partnerships or collaborations with external agencies, universities, or institutions for language revitalization. 	8	4.6a-4.6d, 4.13a-4.14

Topic	Number of questions	Question IDs
• Language use supports: People, resources, tools, or methodologies employed in language maintenance efforts.	8	4.3-4.4, 4.7, 4.9-4.12b
• Funding utilized: Types of funding used to support efforts (e.g., federal, foundation, self-funded).	7	4.2a-4.2c, 4.5c-4.5e, 4.14
5. Any unmet needs	8*	
• Community needs: Understanding the specific needs, funding gaps, and preferences of the community for effective language revitalization.	4	5.1-5.2c, 5.6
• Resource gaps: Identification of specific areas where resources for language revitalization are lacking (e.g., funding, educational materials, trained personnel).	4	5.2a-5.3
• Prioritization of needs: Prioritization of unmet needs based on urgency or impact on language revitalization efforts.	1	5.4
• Barriers to resources: Identification of barriers preventing access to or utilization of available resources.	1	5.5
6. Other information	3	
• Technical assistance: efforts needed to build capacity or sustainability of language maintenance and revitalization.	2	6.1a-6.1b
• Anything else.	1	6.2
i. Respondent information	9	
• Information about the primary person completing the survey.	9	i.1a-i.2b

* Indicates that some single questions within this topic cover multiple goals, so goal totals do not sum to the topic total.

** Indicates multiple questions are proposed as options for the same content.

*** See Appendix D of the design plan for additional information on the proposed qualitative case studies.

B. Description of survey development process to date and future needs

Community input on content

As part of this project, Mathematica, Miami Environmental & Energy Solutions, LLC (MEES), and ACF partners formed a Community Work Group (CWG) of Native language experts, including Elders, linguists, and community members (the list of the CWG members is available here: <https://www.acf.hhs.gov/ana/durbin-feeling>). The formation of the CWG was to (1) ensure Native voices are at the forefront of this effort and (2) provide feedback on every iteration of the draft survey and plans for engaging communities in survey administration. The CWG met from December 2023 to June 2024. Following all CWG engagements, Mathematica and MEES hosted meaning-making

sessions with expert project consultants from the Myaamia Center at Miami University and the University of Oklahoma to help synthesize, organize, and apply feedback from the CWG directly to action steps for the survey and design plan.

In addition, ANA hosted and participated in various opportunities to meet with and gather input from Tribal leaders, Native organizations, and community members. ANA gathered and shared information through ACF Tribal consultations and listening sessions from June 2023 through February 2024 that have informed the survey development and design planning. A Notice of Public Comment on a draft set of survey questions and administrative questions was open from March 8 to April 8, 2024.

Process to identify, adapt, and develop survey questions

To begin the survey drafting process, the project team searched for surveys and reports available online on the topics of Native American and/or Indigenous languages and their use. After reviewing these resources, the project team identified existing survey questions that could cover the survey topics outlined in the Durbin Feeling Native Languages Act of 2022. With our partners at ACF and the CWG, we identified survey questions to propose for use in the survey, drafted adaptations as needed to existing items to align with the goals of this survey, and drafted new items to ensure coverage of the survey topics. This list was submitted for 30-day public comment in March 2024. The project team worked with ACF and the CWG to summarize and apply feedback received from the public to a draft survey.

During the contract period, the project team contacted all authors of survey questions included in the revised draft to confirm any requirements for use of existing survey questions as part of the final National Native Languages Survey. The team received permission from all authors for included questions. The sources for all survey questions are included in Appendix A.

Further input needed to finalize content

As this is a diverse population, preparation efforts should ensure the survey content and administration procedures work for as many Tribal Nations and Native American language communities as possible for a successful national implementation of the voluntary survey. Following a learning-oriented approach, this project team proposes two activities to continue the survey and design development needed to learn from experience to improve this survey effort prior to national implementation of the survey. The first phase is a survey instrument pretest of the draft survey (which was developed based on public comment to an item set) to improve the clarity and conciseness of survey instructions and question wording clarity, to streamline survey formatting, and to

understand the burden associated with completing the survey. The second phase, once a refined survey is ready, will be an operational field test to better understand the timeline and level of effort needed to conduct the survey activities and to build trust with Tribal Nations and Native American language communities. There are a number of future survey administration activities that would benefit from field testing—including identifying Nations and communities to invite to the survey, building relationships and trust with Nations and communities, continuing survey development, and establishing culturally and scientifically rigorous protocols vetted through a Data Stewardship Committee.

While the entire survey would benefit from pretesting, the project team identified a subset of survey questions to prioritize for pretesting based on feedback from the CWG and the public. Below, we list this subset of survey questions to prioritize for pretesting:

1. *Questions 1.1-1.3c*: These questions ask about the responding entity and the language(s) and dialect(s) that the entity will provide information about. These are critical questions to use and understand the data and should be pretested to ensure clarity and inclusivity. It will also be important to confirm the appropriate approach for asking about information on dialects.
2. *Question 1.6*: The project team identified two options to capture language usage without the need for numerical estimates. However, opinion has been split about which version to use. Given the importance of this question, these options should be pretested to inform final wording and choice.
3. *Questions 2.1a-2.4d*: These questions ask about both population and language use estimates. Based on feedback from the CWG and the public, it is clear that both the type and amount of information will vary by responding entity. These questions should be carefully pretested to ensure that they are appropriate, clear, and best align with the kinds of data entities already have or can most easily collect themselves. For example, the pretesting protocol should ask whether estimates of counts (like the current proposed questions) or estimates of percentages (to be added to or replace the current questions) align with responding entities' existing data.
4. *Questions 3.1a-3.4 and 4.1*: These questions ask about the places that language is used and will be important to understand language use patterns over time. As such, it is critical that the options provided best capture the kinds of places responding entities are aware of language use, while also minimizing the lists to reduce respondent burden.
5. *Questions 4.8a-g*: These questions ask about language archives. These should be carefully pretested to ensure that all respondents can successfully interpret and answer them, even if they are not themselves archivists or linguists.

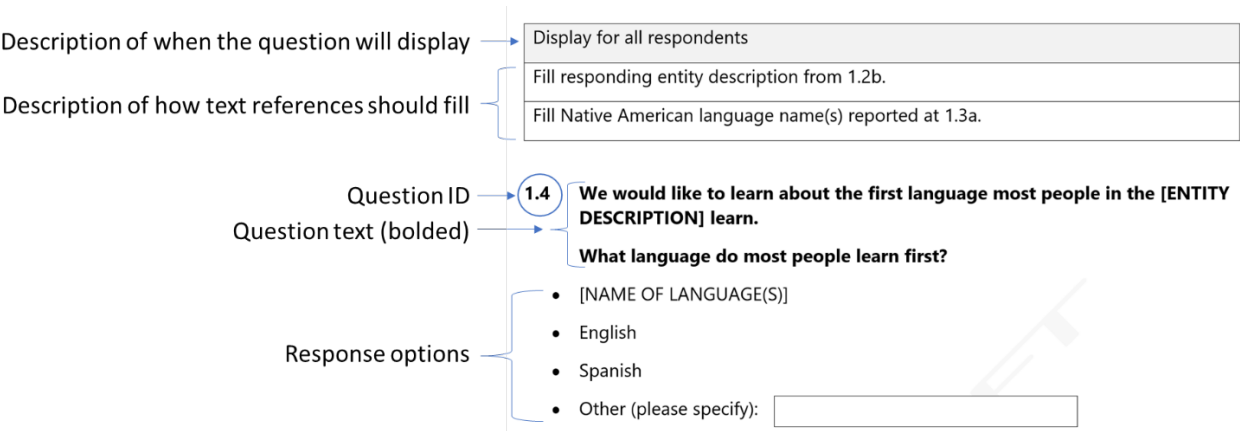
C. Description of revised draft survey question format and introductory points

The next section of this document outlines the text that survey respondents will see and how that text will be organized and displayed. We provide an at-a-glance mock-up of the survey question format. Then, we include recommended survey introduction points. These points are high-level and should eventually be crafted into final text with significant input from Native perspectives once the survey content has been pretested and finalized. The revised draft survey follows in Part II of this document and is organized into sections that align with the key topics and subsections that align with the set of goals for each topic.

Format of initial survey questions for self-administration on the web

The survey is currently set up as if it will be self-administered on the web. Future work will adapt the questions and format to support other modes, such as in-person and telephone interviewing.

- The question display follows a format outlined below. Rows in white above the question text include useful information such as instructions for when to display a question, or information about how to fill in text based on previous answers. Note: in the web instrument, respondents will *not* see the display/fill text, only what is below those rows.



- When text will fill based on previous answers, the text is surrounded by brackets. For example, the fill "[NAME OF LANGUAGE]" is used in a number of questions and will be filled with the name of the Native American language the respondent is reporting on.

D. Recommended survey introduction points for the respondents

Below, we describe the type of information we recommend the future survey team prepares in the final survey's introduction, with example text shown in italics. We provide this list here as context for what respondents completing the future survey will see about the survey intention, background, and purpose. This text should be prepared and refined with CWG and pretesting input.

- **Describe the survey (the National Native Languages Survey) and its sponsor (the Administration for Native Americans [ANA]).**
 - *As part of the Durbin Feeling Native American Languages Act of 2022 (Durbin Feeling Native Languages Act of 2022), ANA will administer a nationwide survey on Native American languages every five years.*
 - *The survey will engage Tribal Nation and Native American language community organization representatives to learn about language use, language learning, and unmet needs in the community.*
 - *The law requires that the survey makers consult with Native American Tribes, traditional leaders, and representatives of Native American language communities, including Native Hawaiian and Pacific Island communities.*
 - *ANA's work began by meeting with and listening to Native language educators and practitioners across the country. This included meeting with representatives from Hawaii and Alaska, National Indian Education Association's members, the National Congress of American Indians Language Task Force, the American Indian Higher Education Consortium, the Department of Health and Human Services Tribal Consultations, and the Administration for Children and Families' Tribal Advisory Council. ANA also brought together a community work group of Native language advisors to help develop the draft survey and advise on the entire design process. This group consists of Tribal leaders and Native language experts and represents a variety of language communities across the United States.*
- **Describe and define the terminology that is used in the survey** (for example, Tribal Nation and Native American language community; language use/user).
- **Describe the benefits of participation for respondents and Native American communities more broadly.**
 - *The data will provide Tribal Nations, Native American language communities, and Congress with critical information about how federal support can best help to revitalize and maintain Native languages.*

- *The data can be used by Tribal Nations and Native American language community organizations to apply or advocate for funding opportunities.*
- *The data can support the identification of barriers that Tribal Nations and Native American language community organizations face in applying for funding opportunities.*
- **Outline the key information requested in the survey.**
 - *Congress wants to know more about the following six topic areas, which will be included in the survey:*
 - *Information on which Native American languages or dialects are currently used*
 - *Estimates on the number of users or speakers of each Native American language or dialect surveyed*
 - *Relevant statistics and information on Native American language use*
 - *Information on the types of projects and practices meant to maintain and revitalize Native American languages*
 - *Information on unmet needs for preserving Native American languages*
 - *Any other necessary information*
- **Provide instructions for coordinating multiple representatives for each responding Tribal Nation or Native American language community organization to complete the survey, if needed.**
 - *Multiple people at the Tribal Nation or Native American language community organization may need to support the completion of the survey. Each section of the survey will start with a clear description of the types of questions so that an appropriate representative can be identified to complete the section. A detailed outline of the survey and its content should have been sent to you with the link to the survey. This information can also be found on ANA's website, here [insert link].*
- **Acknowledge the history of language loss.** This may include a link to the [Federal Indian Boarding School Initiative Investigative Report](#).
 - *ANA wants to honor Native language users and speakers and recognize the historic trauma of the federal government's destructive policies that threatened the continued use of Native American languages, specifically policies such as boarding schools, forced displacement, and assimilation programs aimed to eradicate Native people and their languages. These policies led to a significant decline in language usage felt today that*

endangers cultural heritage, traditional knowledge systems, family structures, and community well-being.

- **State how this survey hopes to build and repair trust.**
 - *Now with leadership from Congress, the United States government wants to redress past wrongs and to assist Tribal Nations and Native American language communities in their self-determined efforts to revitalize and preserve Native languages. These efforts must be respectful and combined with real engagement of Native communities to ensure ANA asks the right questions in the right way and in a manner that appreciates the urgency and complexity of Native language preservation and reclamation.*
- **Summarize how long the survey is estimated to take—both to gather the needed information for the survey and to complete the survey itself—along with a description of any tokens of appreciation** (once survey is pretested and design is finalized). In soliciting feedback from the CWG and the public during the survey design process, feedback coalesced around the suggestion that the survey should take no longer than one hour to complete, and the future survey team should provide a token of appreciation to acknowledge the time spent by respondents to participate. The survey instrument pretesting effort should provide clarity regarding how long the survey may take to complete.
- **Describe how data will be handled and analyzed and what results will or will not be publicly available or identifiable at the individual respondent or Tribal Nation/Native American language community levels. Emphasize that the survey will not ask respondents to share culturally sensitive information or information that could be considered intellectual property.** (Note: definitions and example(s) of culturally sensitive information and intellectual property will be provided). The future survey team should also plan to describe (1) the collaborative analysis process that will be utilized inclusive of meaning-making sessions with experts and (2) the formation of a data stewardship committee to guide all decisions around data use.
- **Emphasize that participation is completely voluntary and will not affect any services the Tribal Nation/Native American language community receives from ANA.**
 - *Participation in the survey is completely voluntary. The choice to participate will not affect any services that a Tribal Nation or Native American language community receives from ANA or other federal agencies. You can skip any questions you do not wish to answer.*

- **If a web survey, provide guidance on how to navigate the survey platform** (for example, if there are instructions to save surveys that are in progress). Please note, example text will need to be based on the final selected survey platform.
- **Provide contact information for any questions.**

Part II: Revised Draft Survey

Section i: Respondent Information

A. Main survey contact

Display for all respondents at the beginning of the survey

i.1a. Who is the *main* contact person for questions about this survey?

As a reminder, multiple people may support the completion of this survey.

First Name:

Last Name:

Display for all respondents at the beginning of the survey

i.1b. Is it okay for us to contact you if we have any follow-up questions regarding your responses?

- Yes
- No

Display if i.1b. = yes.

i.1c. Please provide your phone number and your time zone:

Phone number: [###-###-####]

Time zone: [dropdown list]

Display if i.1b. = yes.

i.1d. Please provide your email address:

Display once for each unique respondent

i.1e. Are you a representative of:

- A Tribal government or Alaska Native corporation or
- An organization or group, or
- Both?

Display once for each unique respondent

If i.1e = Tribal government, fill "Tribal Nation"

If i.1e = Organization or group, fill "organization or group"

If i.1e = Both, loop through each version once

i.1f. What is the name of your [Tribal Nation/organization or group]?

Display once for each unique respondent

If 1.1e = Tribal government, fill "Tribal Nation"

If 1.1e = Organization or group, fill "organization or group"

If 1.1e = Both, loop through each version once
--

i.1g. What is your title or role in the [Tribal Nation/organization or group]?

--

B. Survey contact for each section

Display for all respondents at the beginning of each section (1-6)

i.2a. The main contact of this survey has been identified as [MAIN CONTACT NAME]. Will [MAIN CONTACT NAME] complete this section?

- Yes
- No

Display if i.2a = no (for each section)

i.2b. Who will complete this section of the survey?

First Name:

Last Name:

PROGRAMMER NOTE: Repeat questions 1.2a and 1.2a (contact information) if new respondent named at the beginning of a new section.

Section 1: Information on which Native American languages are currently used

In the first section, we would like to learn about the Native American language or languages in the Tribal Nation or Native American language community for which you are reporting.

This section of the survey asks questions about:

- Which Tribal Nation or Native American language community are you responding for?
- How should the survey describe the entity (for example, Tribal Nation, Village, Band, Pueblo, Rancheria, or Native American language community)?
- Which Native American language(s) or dialect(s) are or have been used in the Tribal Nation or Native American language community, and which you will be responding about?
- What are characteristics of the language – for example, is it spoken, written, or signed?
 - If written, which forms are used or have been officially adopted?

Display for all respondents

1.1.* We understand that multiple Native languages and/or dialects might exist in a community. Which of the following statements applies to you?

***Please note: This question is very important, as it will allow the survey team to understand which Tribal Nations and Native American language communities are interested in participating.**

- a. I am reporting for *only one* Tribal Nation or Native American language community.
- b. I am reporting for *more than one* Tribal Nation or Native American language community.

Display for all respondents

If 1.1 = a (reporting for only one), generate only one response box in 1.2a.
If 1.1 = b (reporting for more than one), fill "If more than one, please enter each in a separate box below." Generate two boxes and allow respondent to click a button ("Click here to add more responses") to generate additional response boxes as needed.

1.2a.* For which Tribal Nation or Native American language community are you reporting?

[If more than one, please enter each in a separate box below.]

***Please note: This question is very important, as it will allow the survey team to understand which Tribal Nations and Native American language communities are interested in participating.**

- a.
- b.

**Click here to add
more responses**

Display for all respondents

Fill name of responding entity from 1.2a.

1.2b. Which of the following best describes [NAME OF ENTITY]?

Please note, the rest of this survey will use your answer to this question.

- Tribal Nation (include federal or state recognized Indian Tribes)
- Alaska Native Corporation
- Native American language community (such as a non-profit organization, Tribal College or University, or urban Indian organization)
- Other (please specify):

Display if 1.2b = Native American language community
--

1.2c. Which of the following best describes your Native American language community?

- Non-profit organization
- Tribal College or University
- Urban Indian organization
- Other (please specify):

Topic A. Identification of languages and dialects

Display for all respondents
Fill responding entity description from 1.2b.

1.3a.* What Native American language(s) and/or language dialect(s) have traditionally been spoken, read, written, or signed in the [ENTITY DESCRIPTION]?

The rest of this survey will refer to your answer(s) to this question.

Please do include traditional languages that are currently in use.

Please do *not* include colonial languages such as English, Spanish, or French.

*Please note: This question is very important, as it will help the survey team understand which languages or dialects have been represented in this effort.

Please enter each language in a separate box.

- a.
- b.
- c.

Click here to add more responses

Display for all respondents; Repeat question as needed based on 1.3a.

Fill Native American language name(s) reported at 1.3a.

1.3b. Are there any other names used (now or in the past) for [NAME OF LANGUAGE]?

- Yes; please specify:
- No
- Don't know

Display for all respondents

Fill responding entity description from 1.2b.

Fill Native American language name(s) reported at 1.3a.

1.3c. What language(s) and/or dialect(s) will you be reporting on for the [ENTITY DESCRIPTION] for this survey?

Please select all that apply.

- ☐ [NAME OF LANGUAGE(S)]
- ☐ [NAME OF LANGUAGE(S)]
- ☐ [NAME OF LANGUAGE(S)]

Display for all respondents; Repeat question as needed based on 1.3c.

Fill Native American language name(s) reported at 1.3a.

1.3d. Which of the following descriptions apply for [NAME OF LANGUAGE]?

Please select all that apply.

- ☐ This is or has been an oral or spoken language
- ☐ This is a signed language
- ☐ This language has a written form

Display if 1.3d = written

Fill Native American language name(s) reported at 1.3a.

1.3e. Are there multiple written forms for [NAME OF LANGUAGE]?

- Yes
- No
- Don't know

Display if 1.3d = written
Fill responding entity description from 1.2b.

1.3f. Has one written form been officially adopted by the [ENTITY DESCRIPTION]?

- Yes; please specify:

- No
- Don't know

Topic B. Current language status

In the next questions, we'd like to learn about the status of [NAME OF LANGUAGE] broadly. In later sections of the survey, we will ask for more details about efforts such as language programs.

The next series of questions ask about:

- What is the current status of the language, including whether anyone currently uses it (speaks, writes, reads, or signs)?
- Is language learning happening?
 - If no language learning is currently happening, is there interest in language learning?
 - If there is interest in language learning, are there plans for learning to begin?
 - If there are plans, what resources would be needed to start?
- Are there any first language learners (those who learned this language first), and whether they continue to use the language into adulthood?
- Are there any second language learners (those who learned this language after learning another language)?
- Are there different patterns of language use between different generations?
- Are there archival materials of the language?
 - If so, where those materials are housed and are steps being taken to document or record the language?

Display for all respondents
Fill responding entity description from 1.2b.
Fill Native American language name(s) reported at 1.3a.

1.4 We would like to learn about the first language most people in the [ENTITY DESCRIPTION] learn.

What language do most people learn first?

- [NAME OF LANGUAGE(S)]
- English
- Spanish
- Other (please specify):

Display for all respondents
Fill responding entity description from 1.2b.
Fill Native American language name(s) reported at 1.3a.

1.4a. Does anyone in the [ENTITY DESCRIPTION] currently use [NAME OF LANGUAGE]?

By use of language, we mean speaking, reading, writing, or signing in any capacity.

- Yes
- No

Display for all respondents
Fill responding entity description from 1.2b.
Fill Native American language name(s) reported at 1.3a.

1.4b. Is language learning occurring in the [ENTITY DESCRIPTION] in [NAME OF LANGUAGE]?

This could be through any means of learning, such as in schools, between family members, or through language learning materials like instructional materials or coloring books.

- Yes
- No
- Don't know

Display if 1.4b = no or don't know
Fill responding entity description from 1.2b.

1.4c. Is there interest within the [ENTITY DESCRIPTION] to learn this language and/or dialect(s)?

- Yes
- No
- Don't know

Display if 1.4c = yes
Fill responding entity description from 1.2b.

1.4d. Does the [ENTITY DESCRIPTION] currently have plans to support language learning efforts?

- Yes
- No
- Don't know

Display if 1.4c or 1.4d = yes

Fill responding entity description from 1.2b.

1.4e. What would the [ENTITY DESCRIPTION] need to bring these plans into action?

- ☐ Funding
- ☐ People with time to work on plan development or implementation
- ☐ People with expertise to support plan development or implementation (such as educators, linguists, or archivists)
- ☐ People who use or speak the language
- ☐ Access to language archives
- ☐ Plans or policies (such as policies around including Native languages in schools or community spaces)
- ☐ Formal guidance and support from [Tribal/community] leaders
- ☐ Training and/or technical assistance on topics that would support plan development or implementation
- ☐ Curriculum for language learning
- ☐ Other (please specify):
- ☐ Don't know

Display for all respondents

Fill Native American language name(s) reported at 1.3a.

1.5a. Are there any first language users or speakers of [NAME OF LANGUAGE]? By first language users or speakers we mean people who learned the language from childhood as their first language.

- Yes
- No
- Don't know

Display if 1.5a = yes

1.5b. Do these people continue to use or speak this language as adults?

- Yes, most or all
- Yes, some
- No
- Don't know

Display for all respondents

Fill Native American language name(s) reported at 1.3a.

**1.5c. Are there any second language users or speakers of [NAME OF LANGUAGE]?
By second language users or speakers we mean people who have learned
this language after already learning another language, such as English.**

- Yes
- No
- Don't know

Display for all respondents		
1.6	<p>OPTION 1:</p> <p>Which description best fits the current state of this language? Please select only one. In this question, "fluent" means that people can express almost everything in all situations in the language.</p> <ul style="list-style-type: none"> • The language has not been used as an everyday language for some time, but some people are now learning the language. • The language is used mostly by the grandparental generation and older. Only people in the grandparental generation and older are fluent in the language. • The language is used mostly by the parental generation and older. Only people in the parental generation and older are fluent in the language. • The language is used by most children in limited situations, but some children can use it in all situations. Some children and older people are fluent in the language, but some children are not fluent. • The language is used by all age groups, including children. People in all age groups are fluent in the language. • There is no one who uses the language left. 	<p>OPTION 2:</p> <p>What is the situation of the language? Please select the description that best applies. You may add details in the comment box below.</p> <ul style="list-style-type: none"> • There are no first-language users or speakers. • There are a few Elders who are users or speakers. • Many of the grandparent generation use the language, but the younger people generally do not. • Some adults in the community use the language, but the language is not used by children. • Most adults in the community use the language, but children generally do not. • Most adults and some children use the language. • All members of the community, including children, use the language. • There is a new population of language users or people are beginning to learn the language after a period of time in which no one used the language. • Other/more detail: [Text box]

Section 2: Estimates of the number of users of each Native American language

In the next section, we would like to hear about the number and types of people who use this Native American language. By use of language, we mean speaking, reading, writing, or signing in any capacity. We also would like to learn where language is used and how that has changed over time.

This section of the survey asks questions about:

- Does the [ENTITY DESCRIPTION] have access to population estimates?
- How would you describe the population data?
 - Can you share estimates in the survey?
- What is the size of the [ENTITY DESCRIPTION] for which you are reporting?
 - How are these numbers estimated? What year are these estimates from?
- Are there estimates of the number of people who use the language?
 - Can you share estimates in the survey?
- How many people use the language by age group? How do people use the language by age group?
 - How are these numbers estimated? What year are these estimates from?
- What language do most people learn first?
- How has language use changed over the last five years?
- How has language use changed over the last five years in certain places—for example, how has language use in schools changed over the last five years?

Display for all respondents
Fill responding entity name from 1.2a
Fill responding entity description from 1.2b.

2.1a. Does [NAME OF ENTITY] currently collect or have access to the estimated number of people in the [ENTITY DESCRIPTION]?

- Yes
- No
- Don't know

Display if 2.1a = yes

2.1b. What description(s) apply for the population data of the [NAME OF ENTITY]?

Please select all that apply.

- ☐ Estimates of people living on a reservation or government-designated area for Native American people
- ☐ Estimates of people living in rural areas not on a reservation or government-designated area for Native American people
- ☐ Estimates of people living in urban areas (cities)
- ☐ Other (please specify):

Display if 2.1a = yes

2.1c. Are you able to share those estimates with us?

This information will be used by ANA to better understand the number of Native American language users and the current state of language revitalization efforts to address current unmet needs of Tribal Nations and Native American language communities.

- Yes
- No

Display if 2.1c = yes
<p>If 2.1b = people living on a reservation, display 2.2a-b.</p> <p>If 2.1b = people living in rural areas not on a reservation, display 2.2a-c</p> <p>If 2.1b = people living in urban areas, display 2.2a-d</p> <p>If 2.1b = other, display 2.2a-e</p>
Fill responding entity description from 1.2b.

2.2a. Please provide the following information to the best of your knowledge on the size of the [ENTITY DESCRIPTION]'s population.

	Estimate	Don't know
a. TOTAL: All people in the [ENTITY DESCRIPTION]	[#]	<input type="radio"/>
b. People living on reservation or government-designated area for Native American people	[#]	<input type="radio"/>
c. People living in rural areas not on a reservation or government-designated area for Native American people	[#]	<input type="radio"/>
d. People living in urban areas (cities)	[#]	<input type="radio"/>
e. Other	[#]	<input type="radio"/>

Display if 2.1c = yes

2.2b. Please provide the name of the source(s) or method(s) used for these population estimates.

- Don't know

Display if 2.1c = yes

2.2c. What year(s) are the numbers or estimates from?

- Don't know

Display if 2.1c = yes

2.2d. Any other detail(s) that would be helpful for us to know about the population estimates for the [ENTITY DESCRIPTION]?

Display for all respondents
Fill responding entity description from 1.2b.

2.3a. Does the [ENTITY DESCRIPTION] currently collect or have access to information on the estimated number of people who use this language in any capacity?

- Yes
- No
- Don't know

Display if 2.3a = yes

2.3b. Are you able to share those estimates with us?

This information will be used by ANA to better understand the number of Native American language users and the current state of language revitalization efforts to address current unmet needs of Tribal Nations and Native American language communities.

- Yes
- No

Display 2.4a if answer to question 2.3b (*if the community currently collects/has access to information on the number of speakers/users/signers of this language, are you able to share?*) = Yes

If multiple selected at 1.3d, repeat this question as a loop for each selected response.

If 1.3d = this is/has been an oral/spoken language, fill "say" in 2.4a-a; fill "have a conversation" in 2.4a-b and 2.4a-c

If 1.3d = this is a signed language, fill "sign" in 2.4a-a; fill "have a conversation" in 2.4a-b and 2.4a-c

If 1.3d = this language has a written form (but not spoken or signed), fill "read or write" in 2.4a-a; fill "read or write text" in 2.4a-b and 2.4a-c

2.4a. For those who [speak/sign/read or write] in this language, please provide your estimate of the number of people in each age group who can do the following.

If you are unable to estimate, please select "Don't Know" in each box.

	Total	0-19 years	20-39 years	40-59 years	60+years
a. Can [say/sign/read or write] some words and simple sentences.	[#]/DK	[#]/DK	[#]/DK	[#]/DK	[#]/DK
b. Can [have a conversation/read or write text] in limited situations. They cannot communicate everything in the language.	[#]/DK	[#]/DK	[#]/DK	[#]/DK	[#]/DK
c. Can [have a conversation/read or write text] in all situations. They can communicate almost everything in the language.	[#]/DK	[#]/DK	[#]/DK	[#]/DK	[#]/DK
d. Total	[#]/DK	[#]/DK	[#]/DK	[#]/DK	[#]/DK

Display if 2.3b = yes

2.4b. Please provide the name of the source(s) or method(s) used for these language use estimates.

- Don't know

Display if 2.3b = yes

2.4c. What year(s) are the numbers or estimates from?

- Don't know

Display if 2.3b = yes

2.4d. Any other detail(s) that would be helpful for us to know about these language use estimates?

Display for all respondents
Fill responding entity description from 1.2b.
Fill Native American language name(s) reported at 1.3a.

2.5. Next, we would like to learn about the first language most people in the [ENTITY DESCRIPTION] learn.

What language do most people learn first?

- [NAME OF LANGUAGE(S)]

- English

- Spanish

- Other (please specify):

Display for all respondents
Fill Native American language name(s) reported at 1.3a.
Fill responding entity description from 1.2b.

2.6. Next, we would like to understand how language use for [NAME OF LANGUAGE] has changed over time, if at all.

Overall, do people in the [ENTITY DESCRIPTION] use [NAME OF LANGUAGE] more often, less often, or the same amount as five years ago?

By use of language, we mean speaking, reading, writing, or signing in any capacity.

- More often now
- The same amount
- Less often now
- Don't know

Display for all respondents

Fill Native American language name(s) reported at 1.3a.

2.7. For the places listed below, how has the use of [NAME OF LANGUAGE] changed *in the last five years*?

Would you say the use of [NAME OF LANGUAGE] has greatly decreased, somewhat decreased, stayed about the same, somewhat increased, or greatly increased?

	Greatly decreased	Somewhat decreased	Stayed about the same	Somewhat increased	Greatly increased
a. In the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In Tribal, local, or village government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In a virtual community (a group of people with a shared identity or interest who come together online to communicate, collaborate, and share resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Language usage statistics

In the next section, we are interested in learning about where and how often this Native American language is used in the [ENTITY DESCRIPTION].

This section of the survey asks questions about:

- How frequently is the language used in various places? For example, how often is the language used in the home?
- How often is the language used in certain community activities? For example, how often is the language used during traditional lifeway activities, such as hunting, fishing, or gathering?
- When do people use the language? For example, do people use the language in day-to-day interactions?
- Are any services or programming provided in the language?
- What resources or activities support keeping the language in use?

Display for all respondents

3.1a. To your knowledge, how frequently is this Native American language being used in the following places?

	All day, all the time	Daily (a few times a day)	Weekly (a few times a week)	Monthly (a few times a month)	Yearly (a few times a year)	Never	n/a
a. Homes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Workplaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Shops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Community centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Tribal, local, or village government offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Hospitals or health care centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Social media, such as Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Schools</i>							
h1. Preschool (3-5 years old)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h2. Elementary and middle school (grades K-8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h3. High school (grades 9-12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h4. Higher education (beyond grade 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display for all respondents

3.1b. To your knowledge, how often is this Native American language being used in the following activities?

	Always	Often	Sometimes	Rarely	Never
a. Traditional lifeway activities, such as hunting, fishing, or gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Artistic or creative activities, such as weaving, beading, pottery, or basketry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Music events, such as singing, drumming, or fiddling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Traditional spaces, such as longhouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Storytelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Sporting events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ceremonies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Church	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other community meetings or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display for all respondents
Fill responding entity description from 1.2b.

3.2. The following is a list of ways people may use language.

When do people in the [ENTITY DESCRIPTION] use this language?

Please select all that apply.

- ☐ Day-to-day interactions
- ☐ Performing Welcome
- ☐ Attending language camp(s)
- ☐ Attending linguistics workshop(s)
- ☐ Attending language class(es)
- ☐ Teaching language class(es)
- ☐ Singing in language
- ☐ Teaching language songs
- ☐ Telling stories
- ☐ Audio or video recordings of language
- ☐ When developing or disseminating new words
- ☐ During Tribal, local, or village government meetings
- ☐ Listening to Elders tell stories
- ☐ During traditional practices and/or activities
- ☐ Participating in traditional ceremonies
- ☐ Playing Native American games
- ☐ Naming people or places
- ☐ Court systems
- ☐ Social services programs
- ☐ Through programs designed to promote health and wellness (please specify):
- ☐ Other cultural activities (please specify):

Display for all respondents
Fill Native American language name(s) reported at 1.3a.
Fill responding entity description from 1.2b.

3.3. To the best of your knowledge, are any of the following services provided in [NAME OF LANGUAGE] in the [ENTITY DESCRIPTION]?

Please select all that apply.

- ☐ Child care (such as infant or toddler care, or afterschool or summer care)
- ☐ Medical or dental care
- ☐ Elder care
- ☐ Legal aid
- ☐ Law enforcement
- ☐ Banking
- ☐ Newspapers
- ☐ TV/radio shows
- ☐ Signage in buildings and public spaces
- ☐ Interpreting/translating when a service is not provided in this language
- ☐ Other services (please specify):

Display for all respondents
Fill responding entity description from 1.2b.

3.4. What resources or activities do you think helps to keep the Native language in use by people within the [ENTITY DESCRIPTION]?

Please select all that apply.

- ☐ Formal instruction (for example, being taught at school)
- ☐ Informal learning from family, friends, Elders, or other language users
- ☐ Participation in cultural or community activities and events
- ☐ Spiritual or ceremonial domains
- ☐ Requirement to speak the language to hold office in Tribal, local, or village government
- ☐ Written materials
- ☐ Audio recordings
- ☐ Educational videos
- ☐ Use of language in movies or other media (audio or subtitled)
- ☐ Public signage
- ☐ Language credit at educational institutions (K-12 and above)
- ☐ Digital applications (for example, language learning apps)
- ☐ Accreditation attainment connected to language use
- ☐ Pronunciation guides
- ☐ Other (please specify):

Section 4: Types of current Native American language maintenance and revitalization projects and practices

In the next section, we would like to learn about the efforts and initiatives for ongoing or planned Native American language projects in the [ENTITY DESCRIPTION]. The section is organized in three topics.

The first topic focuses on language initiatives programs and classes, immersion schools, departments, and centers. Based on your responses to select questions, follow-up questions related to your response may appear. This series of questions ask about:

- What kind of language initiatives, if any, are in place?
 - What is the name of the language initiative(s)?
 - How many students participate in the language initiative(s)?
- What kind of language program(s), if any, exist?
- How often do children or students receive language lessons by age?
- Do students receive instruction in oral, written, or sign language?
- Does one or more Elder(s) or language specialist(s) support language instruction in local schools?
- Who teaches the language?
- How would you describe the activities in the language initiative(s)—for example, does the language initiative(s) have language classes or family programming?
- Who is the target audience of the language initiative(s)?
- How is the language initiative(s) funded?
- How old is the language initiative(s)?
- What are the challenges facing the language initiative(s)?
- How many people benefit from the language initiative(s)?
 - Are the people that benefit members of the [ENTITY DESCRIPTION]?
 - How many people organize the language initiative(s)?
- What resource(s) are available for language teaching? For example, is there a community language class or workshop for children?

Display for all respondents

4.1. To your knowledge, is this language taught in any of the following settings?

	Yes	No	Not applicable	Don't know
Primary or secondary schools (elementary, middle, or high schools)				
a. Public school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Bureau of Indian Education school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tribally run school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Charter school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Private school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other learning settings				
f. Early childhood settings (such as Early Head Start, Head Start or other preschools, or other child care options)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Higher education settings (such as Tribal or non-Tribal colleges and universities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community settings				
h. Tribally run or community-based language programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Virtual language programs or apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Non-profit organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Cultural organization (for example, spiritual or dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Anywhere else? (Please specify)				

Topic A. Language Initiatives (programs and classes, immersion schools, departments, and centers)

The next questions ask about language initiatives.

Display for all respondents
Fill responding entity description from 1.2b.
Fill "Language department" if a Tribal Nation
Fill "Language center" if a Native American language community

4.2a. Does the [ENTITY DESCRIPTION] have any of the following currently in place?

Please select all that apply.

- ☐ Full or partial language immersion school or language nest (definitions are listed below)
 - ☐ Full immersion in all classrooms (where only the Native language is used for all interactions and activities every day, without English or another language being used)
 - ☐ Full immersion in some classrooms (where only the Native language is used for all interactions and activities every day, without English or another language being used)
 - ☐ Partial immersion (where the Native language is used 50% of the time or more)
 - ☐ Language nest (a language program that provides immersive instruction and/or child care provided by speakers of the language)
- ☐ Language program or non-immersion language classes at a school, district, or college/university
- ☐ Immersion based learning for adult community members taught by a speaker
- ☐ [Language department at the Tribal Nation]
- ☐ [Language center within the Native American language community]
- ☐ Other (please specify)

Display if any category selected at 4.2a; repeat as necessary in a loop

Fill responding entity description from 1.2b.

4.2b. Please provide the following information for the [ENTITY DESCRIPTION]'s language [program/school/department/center].

Name of the language [program/school/department/center]:

--

Display if any category selected at 4.2a; repeat as necessary in a loop

Fill program/school/department/center based on response to 4.2a

4.2c. Number of students or learners in the language [program/school/department/center].

--

Display if 4.2a = program

Fill responding entity description from 1.2b.

4.2d. What kind of Native American language program or classes does the [ENTITY DESCRIPTION] have?

Please select all that apply.

- ☐ Structured language lessons
- ☐ Unstructured language lessons (for example, teachers using words in the classroom, but not providing language instruction)
- ☐ Family immersion or language learning curriculum
- ☐ Age-specific immersion or language learning instruction
- ☐ Live online language instruction
- ☐ Self-guided online language instruction
- ☐ Other (please specify):

Display if 4.2a = program

Fill a-d if corresponding option reported at 3.1a.

4.2e. How often do children or students in the following grades receive any Native language instruction or lessons?

	Daily	3-4 times a week	1-2 times a week	Less than once a week	Never
a. Preschool (3-5 years old)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Elementary and middle school (grades K-8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. High school (grades 9-12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Higher education (beyond grade 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display if 4.2a = program
Fill responding entity description from 1.2b.

4.2f. Do students in the [ENTITY DESCRIPTION]'s school(s) receive instruction in any of the following areas for this language?

	Yes	No	Does not apply, this language does not have [an oral/a written/a signed] form
a. Oral language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Written language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display if 4.2a = program or school

4.3. The next question is about use of Native American culture and language in the classroom.

Do you have one or more cultural/language Elder(s) or specialist(s) who supports language instruction in local schools?

By cultural/language Elder or specialist we mean someone that you may rely on or consult with in regard to culture or language. Though culture and language are interrelated, sometimes an Elder or specialist might be consulted on only one or the other, and not both.

- Yes
- No
- Don't know

Display for all respondents

4.4. Who teaches this Native American language in the community?

This could be in formal settings (like school) or informal settings (like at home).

Please select all that apply.

- ☐ Family members
- ☐ School teachers
- ☐ Language program teachers
- ☐ Elders
- ☐ Native academics (for example, Native linguists)
- ☐ Non-Native academics (for example, linguists)
- ☐ Others (please specify):
- ☐ No one
- ☐ Don't know

Display if 4.2a = department or center

4.5a. Please select the categories that best describe the [department/center] initiative's activities.

Please select all that apply. We have provided definitions to assist in the selection.

- ☐ Preschool (language instruction in early childhood education)
- ☐ Bi/multilingual school (school with the language as a medium of instruction along with one or more languages)
- ☐ Mother tongue education (school with instruction in a language of the local community for students who speak it)
- ☐ Language classes
- ☐ Language camps
- ☐ Family programming (designed to support families speaking the language in the home)
- ☐ Mentor-apprentice (partnership between learners of the language and speakers for one-on-one learning)
- ☐ Teacher training (training for teachers of the language)
- ☐ Curricula and other educational materials (development of lesson plans and educational resources)
- ☐ Documentation (audio and video language recording)
- ☐ Other educational resources (development of grammars and dictionaries; new word documentation)
- ☐ Cultural events
- ☐ Elder gatherings
- ☐ Technology and cyberspace (presence of the language on the internet or in phone apps, social media, video games, etc., or use of these platforms for language learning)
- ☐ Media (use of the language in radio or television, or in print)
- ☐ Other (please specify):

Display if any category selected at 4.2a; repeat as necessary in a loop
Fill program/school/department/center based on response to 4.2a

**4.5b. Who is the target audience of the language
[program/school/department/center]'s activities?**

Please select all that apply.

- ☐ Infant (0-2 years old)
- ☐ Preschool students (3-5 years old)
- ☐ Elementary and middle school students (grades K-8)
- ☐ High school students (grades 9-12)
- ☐ Higher education students (for example, enrolled in undergraduate, graduate, and/or technical degree and/or certificate programs)
- ☐ Adults not in school
- ☐ Learners who can use some words and simple sentences
- ☐ Learners who can communicate in limited situations, but cannot communicate everything in the language
- ☐ Learners who can communicate almost everything in the language
- ☐ In-service support for language teachers
- ☐ Other (please specify):

Display if any category selected at 4.2a; repeat as necessary in a loop
Fill program/school/department/center based on response to 4.2a

4.5c. How is the language [program/school/department/center] funded?

Note: Your response on this survey will not affect current or potential funding opportunities.

Please select all that apply.

- ☐ Administration for Native Americans (ANA) funding
- ☐ Office of Head Start funding
- ☐ Department of Education funding
- ☐ Department of Interior funding
- ☐ Other federal funding (please specify):
- ☐ Tribal government funding
- ☐ State government funding
- ☐ Community funding
- ☐ Business sponsorship
- ☐ Funding from Tribal gaming enterprises
- ☐ Charitable trust or foundation
- ☐ Private donations
- ☐ Participant payments
- ☐ Other (please specify):
- ☐ Don't know

Display if any category selected at 4.2a; repeat as necessary in a loop

Fill program/school/department/center based on response to 4.2a

4.5d. How long has the language [program/school/department/center] been operational?

- [Number response] Years
- [Number response] Months (if less than 1 year)
- Don't know

Display if any category selected at 4.2a; repeat as necessary in a loop

Fill program/school/department/center based on response to 4.2a

4.5e. What challenges exist regarding sustainability of the language [program/school/department/center]?

Please select all that apply.

- ☐ The funding is too little
- ☐ The funding is too competitive to apply for
- ☐ Funding applications require expert grant writers
- ☐ Grant periods are too short to achieve long lasting progress
- ☐ Lack or shortage of teachers
- ☐ Some grant requirements are not applicable to the community or are unreasonable
- ☐ Lack or shortage of other staff or program personnel
- ☐ Lack or shortage of language users
- ☐ Lack or shortage of instructional time
- ☐ Lack or shortage of capacity of learners
- ☐ Other (please specify):

Display if any category selected at 4.2a; repeat as necessary in a loop

Fill program/school/department/center based on response to 4.2a

**4.6a. Do you know the number of people who benefit from the language
[program/school/department/center]'s activities?**

- Yes
- No

Display if 4.6a = yes

Fill program/school/department/center based on response to 4.2a

**4.6b. How many people benefit from the language
[program/school/department/center]'s activities?**

[Number response]

Display if any category selected at 4.2a; repeat as necessary in a loop
Fill program/school/department/center based on response to 4.2a
Fill responding entity description from 1.2b.

**4.6c. Are those who benefit from the language
[program/school/department/center] members of the [ENTITY
DESCRIPTION] or outside individuals?**

Please select all that apply.

- ☐ Members of the [ENTITY DESCRIPTION]
- ☐ Outside individuals

Display if any category selected at 4.2a; repeat as necessary in a loop

Fill program/school/department/center based on response to 4.2a

**4.6d. Do you know the number of people who organize the language
[program/school/department/center]'s activities?**

- Yes
- No

Display if 4.6d = yes; repeat as necessary in a loop
--

Fill program/school/department/center based on response to 4.2a

**4.6e. How many people organize the language
[program/school/department/center]'s activities?**

[Number response]

Display for any respondent with no selections at 4.2a

4.7. To the best of your knowledge, please indicate which resource(s) or product(s) are currently available for language teaching and transmission.

Please select all that apply.

- ☐ Community language class or workshop for children
- ☐ Community language class or workshop for adults
- ☐ Language camp
- ☐ Teaching language through song
- ☐ Teaching language through stories
- ☐ Teaching language through dance
- ☐ Teaching language through other cultural activities, such as fishing, hunting, and arts
- ☐ Master and apprentice programs
- ☐ Online classes
- ☐ Other (please specify):

Topic B. Language Archives

The next questions ask about language archives.

This series of questions ask about:

- Are there archived materials of the language?
 - Does the [ENTITY DESCRIPTION] house the materials?
 - Are there active efforts to document or record the language?
 - How many archived language materials exist?
 - Are there audio materials for the language? If so, how many?
 - What kind of media does the [ENTITY DESCRIPTION] have—for example, are there paper, photographic, or video materials?

Display for all respondents

4.8a. Are there any archived materials for this language? By archived materials we mean documents or recordings in this language that have been stored or preserved. These could include historical documents or recordings of Elders.

- Yes
- No
- Don't know

Display if 4.8a is yes

Fill responding entity description from 1.2b.

4.8b. Are those archived materials stored within the [ENTITY DESCRIPTION], outside the [ENTITY DESCRIPTION], or both?

- Archived materials are stored only within the [ENTITY DESCRIPTION]
- Archived materials are stored only outside the [ENTITY DESCRIPTION]
- Archived materials are stored both within and outside the [ENTITY DESCRIPTION]
- Don't know

Display if 4.8a is yes

4.8c. Is the community currently taking steps to document or record this language? This could include activities such as recording Elders or digitizing archived materials and making them searchable.

- Yes (please specify):
- No
- Don't know

Display if 4.8a is yes

4.8d. Estimated number of archived materials for this language

- Don't know

Display for all respondents

Fill responding entity description from 1.2b.

4.8e. Do you have any audio materials for this language? This could include early language data or samples collected by the [ENTITY DESCRIPTION], [ENTITY DESCRIPTION] members, or external researchers.

- Yes
- No
- Don't know

Display if 4.8e is yes

4.8f. Estimated number of audio materials for this language

- Don't know

Display if 4.8a is yes
Fill responding entity description from 1.2b.

4.8g. What types of media are in archives held by the [ENTITY DESCRIPTION]? If possible, please indicate the percentage of the whole for each type selected.

Please select all that apply.

- ☐ Paper: ____%
- ☐ Photographic (negatives, prints, slides, transparencies, etc.) : ____%
- ☐ Audio: ____%
- ☐ Video: ____%
- ☐ Digital: ____%
- ☐ Microfilm-microfiche: ____%
- ☐ Other: ____%

Topic C. Language Materials/Resources

The next questions ask about materials and resources that are currently available in or being planned by the [ENTITY DESCRIPTION].

This series of questions ask about:

- What kind of resource(s) or product(s) are available for archiving the language?
- What kind of language materials do people use for the language?
- Which resource(s) or product(s) are available to promote the language?
- What resource(s) or product(s) are currently available to support the language?
 - Which resource(s) or product(s) are currently being planned?
- Is the [ENTITY DESCRIPTION] working with any organizations to support the language?
 - If so, what is the organization(s) and their role(s)?
- Does the [ENTITY DESCRIPTION] receive funding to support language maintenance? If so, from where?

Display for all respondents

4.9. To the best of your knowledge, please indicate which resource(s) or product(s) are currently available for collecting, recording, and archiving this language.

Please select all that apply.

- ☐ Audio recording
- ☐ Video recording
- ☐ Photography
- ☐ Transcription of recording
- ☐ Archiving of recording
- ☐ Digitizing capabilities
- ☐ Other (please specify):

Display for all respondents

4.10. To the best of your knowledge, please indicate which resource(s) or product(s) are currently available for this language. You can include complete and in-progress resources.

Please select all that apply.

- ☐ Dictionary
- ☐ Word list
- ☐ Grammar
- ☐ Language learning materials (curriculum or instructional materials)
- ☐ Story book
- ☐ Audio content (for example, radio content, podcast)
- ☐ Audiovisual content (for example, short film, documentary, animation)
- ☐ Computer program
- ☐ Language learning websites
- ☐ Smartphone application(s) (sometimes called apps)
- ☐ Other (please specify):

Display for all respondents

4.11. To the best of your knowledge, please indicate which resource(s) or product(s) are currently available for the promotion of this language.

Please select all that apply.

- ☐ Information on the internet and social media (for example, websites, Facebook, or blogs)
- ☐ Live performance
- ☐ Print media (for example, in newspapers or magazines)
- ☐ Audiovisual material (for example, TV, film, music, or radio)
- ☐ Research publication
- ☐ Forum or conference presentation
- ☐ Promoting language through an exhibition or other special event
- ☐ Documentary
- ☐ Apps (for example, Duolingo) and/or interactive software (for example, Rosetta Stone)
- ☐ Other (please specify):

Display for all respondents
Fill responding entity description from 1.2b.
Fill "A language department or center" if neither are selected at 4.2a.

4.12a. For the next questions, we would like to learn about what resources that the [ENTITY DESCRIPTION] is currently using or planning to develop.

To the best of your knowledge, which resource(s) or product(s) are currently available for supporting the [Tribal Nation/Native American language community?

Please select all that apply.

- ☐ Materials to support language advocacy (for example, language rights)
- ☐ Policies and/or protocols (for example, rights management, ethics guidelines)
- ☐ A spelling system (sometimes called an orthography)
- ☐ Processes to develop and disseminate new words
- ☐ A language curriculum
- ☐ [A language department or center]
- ☐ Other (please specify):

Display where options for 4.12a are not marked
Fill "A language department or center" if neither are selected at 4.2a.

4.12b. To the best of your knowledge, which resource(s) or product(s) are currently in the planning stage?

Please select all that apply.

- ☐ Materials to support language advocacy (for example, language rights)
- ☐ Policies and/or protocols (for example, rights management, ethics guidelines)
- ☐ A spelling system (sometimes called an orthography)
- ☐ Processes to develop and disseminate new words
- ☐ A language curriculum
- ☐ [A language department or center]
- ☐ Other (please specify):

Display for respondents who did not select any choices at 4.2a (no language program, school, center, or department reported)

Fill responding entity description from 1.2b.

4.13a. Are there any organizations working with the [ENTITY DESCRIPTION] on any aspect of language maintenance or revitalization?

- Yes
- No
- Don't know

Display if 4.13a = yes

4.13b. Please write the name of the collaborating organization(s) and provide a brief description of their role.

--

Display for respondents who did not select any choices at 4.2a (no language program/school/center/department reported)
--

Fill responding entity description from 1.2b.

4.14. Please indicate whether the [ENTITY DESCRIPTION] receives funding from the following sources to support language maintenance.

Please select all that apply.

- ☐ Administration for Native Americans (ANA) funding
- ☐ Office of Head Start funding
- ☐ Department of Education funding
- ☐ Department of Interior funding
- ☐ Other federal funding (please specify):
- ☐ State/local funding
- ☐ Business sponsorship
- ☐ Charitable trust or foundation
- ☐ Other (please specify):
- ☐ Don't know

Section 5: Any unmet needs

Finally, we want to understand the specific needs of the [ENTITY DESCRIPTION] and where additional resources or support are most needed.

This section of the survey asks questions about:

- Is enough being done to support language use?
- What efforts would help keep the language in use?
 - What resources would help keep the language in use?
 - What can the federal government do to help keep the language in use?
- How could language learning be improved?
- What other activities or resources would the [ENTITY DESCRIPTION] like to see?
- What factors are important for the success of language activities?
- What factors could limit the success of language activities?
- What is the best way to strengthen the language?
 - What is the best way to teach the language based on current resources?

Display for all respondents

5.1. For the next question, please indicate your level of agreement with the following statement.

Enough is being done to support the use of Native American languages in my community.

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

Display for all respondents

Fill responding entity description from 1.2b.

5.2a. What efforts do you think help keep the Native American language in use by people within the [ENTITY DESCRIPTION]?

--

Display for all respondents

Fill responding entity description from 1.2b.

5.2b. What resources would further help to keep the Native American language in use by people within the [ENTITY DESCRIPTION]?

--

Display for all respondents

5.2c. What can the federal government do to support language reclamation efforts?

--

Display for all respondents

Fill responding entity description from 1.2b.

5.3. What other language activities or resources would the [ENTITY DESCRIPTION] like to see for this language?

--

Display for all respondents

5.4. Please list the factors that you think are important for helping language activities to succeed.

--

Display for all respondents

5.5. Please list the factors that you think could prevent language activities from succeeding or limit their success.

5.6. Does your [ENTITY DESCRIPTION] have a cost estimate or budget for Native language activities, including those that are not funded? If so, please include the total cost estimate (need) and how much funding is currently allocated for these activities (this may be less than the need).

Section 6: Other information

We would like to learn about whether and how the [ENTITY DESCRIPTION] has engaged in training and technical assistance opportunities.

This section of the survey asks questions about:

- Is the [ENTITY DESCRIPTION] receiving any training or technical assistance? If so, from where?
 - If so, what kind of training or technical assistance?
- Is there anything else that you would like to add?

Display for all respondents
Fill responding entity description from 1.2b.

6.1a. Is the [ENTITY DESCRIPTION] receiving any training or technical assistance (T/TA) from the Administration for Native Americans (ANA) or any of the following organizations?

Please select all that apply.

☐ Administration for Native Americans (ANA)

☐ Other federal agencies (please specify):

☐ Tribal Colleges or Universities (please specify):

☐ Non-Tribal Colleges or Universities (please specify):

☐ Other organizations (please specify):

☐ Other (please specify):

☐ Don't know

Display for all respondents

6.1b. If yes, what kind of training or technical assistance (T/TA)?

- ☐ Project planning and development
- ☐ Pre-application T/TA
- ☐ Other (please specify):

Display for all respondents

6.2. Is there anything else that you would like to add before finishing this survey?

Closing section: Thank you and token of appreciation

Appendix A: Survey Question Source List

Table A.1. Sources with questions included or adapted in revised draft survey

Survey name	Year/round	Source/organization	External link(s)
American Indian and Alaska Native (AIAN) Family and Child Experiences Survey (FACES) parent survey	2015; 2019	Administration for Children and Families	Report: https://www.acf.hhs.gov/opre/report/home-and-community-native-language-and-cultural-experiences-among-ai/children-region-xi Survey: https://www.childandfamilydataarchive.org/cfda/archives/cfda/studies/38028/summary
AIAN FACES program director survey	2019	Administration for Children and Families	https://www.childandfamilydataarchive.org/cfda/archives/cfda/studies/38028/summary
AIAN FACES teacher survey	spring 2022	Administration for Children and Families	https://www.childandfamilydataarchive.org/cfda/archives/cfda/studies/38028/summary
ANA Outcomes Assessment Tool	1995	ANA	Documentation provided by ANA
Global Survey of Language Revitalization Efforts	2019	Smithsonian Institution, University of Hawaii Manoa	https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/79070f20-bee7-4fb7-b4c9-99f3bfe89901/content
Indigenous Language and Wellbeing Survey	2023	National Health and Medical Research Council (Australia)	https://journals.sagepub.com/doi/10.1177/11771801231194650?cid=int.sj-full-text.similar-articles.1
National Indian Education Study	2019	National Center for Education Statistics	Report: https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2021018.pdf Survey: https://nces.ed.gov/nationsreportcard/nies/questionnaire.aspx
National Indigenous Language Survey (NILS): Language Attitude Survey	2014 (NILS2)	Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)	https://aiatsis.gov.au/sites/default/files/research_pub/2014-2nd-national-indigenous-languages-survey-attitude-questionnaire_2.pdf
NILS: Language Activity Survey	2014 (NILS2)	AIATSIS	aiatsis.gov.au/sites/default/files/research_pub/2014-2nd-national-indigenous-languages-survey-activity-questionnaire_2.pdf
The National Museum of the American Indian (NMAI) Archival Survey Form	2006	NMAI	https://www.uaf.edu/anla/docs/ANA-guide.pdf
NEW: National Native Languages Survey	2023-2024	Mathematica and Miami Environmental & Energy Solutions, LLC	N/A

Survey name	Year/round	Source/organization	External link(s)
Status of First Nations Languages	Fourth Edition 2022	First Peoples' Cultural Council	https://fpcc.ca/resource/language-status-report-2022/
Te Kupenga	2018	Statistics NZ	https://www.stats.govt.nz/information-releases/te-kupenga-2018-final-english/