ANA
ADMINISTRATION FOR NATIVE AMERICANS

NATIVE LANGUAGE COMMUNITY COORDINATION

NLCC Cumulative Report

November 2023

SISTER SKY INCORPORATED

NATIVE LANGUAGE COMMUNITY COORDINATION

TABLE OF CONTENTS

FOREWORD iv

1. EXECUTIVE SUMMARY 1
   - PROGRESS TOWARD OBJECTIVES 2
   - RECOMMENDATIONS FOR LANGUAGE REVITALIZATION COMMUNITIES 6
   - KEY FINDINGS 7

2. ANA AND THE NLCC PROJECT 9
   - LANGUAGE REVITALIZATION LEGISLATION AND FUNDING 10
   - THE NLCC PROJECT 12

3. PURPOSE AND ORGANIZATION OF THE REPORT 14

4. LANGUAGE REVITALIZATION 15
   - LANGUAGE CONTINUUM 17
   - SPECIFIC CONSIDERATIONS FOR NATIVE AMERICAN LANGUAGE PROGRAMS 17

5. NLCC ASSESSMENT AND EVALUATION APPROACHES 21
   - COMMUNITY READINESS ASSESSMENTS 21
   - COHORT-WIDE INDICATORS 25
   - RIGOROUS EVALUATION 26

6. DESCRIPTION OF RECIPIENTS 27
   - AANIIIH NAKODA COLLEGE, HARLEM, MT 28
   - CHEROKEE NATION, TAHLEQUAH, OK 30
   - KIOWA TRIBE OF OKLAHOMA, CARNEGIE, OK 33
   - SUN'AQ TRIBE OF KODIAK, KODIAK, AK 36
   - YUROK TRIBE, KLAMATH, CA 38

7. TRAINING AND TECHNICAL ASSISTANCE PROVIDED 40
   - SUPPORT FROM ANA FEDERAL STAFF MEMBERS 40
   - SUPPORT FROM THE NLCC T/TA CENTER 40
   - DATA ANALYSIS CAPACITY BUILDING 41

8. PROGRAM PERFORMANCE AND RECIPIENT ACTIVITIES 43
CRA SCORES 43
THE JOURNEY TOWARD PROGRAM OBJECTIVES 46
COHORT-WIDE CHALLENGES 64
INDIVIDUAL COHORT-WIDE INDICATOR IMPROVEMENTS 65

9. FINDINGS, LESSONS LEARNED, AND RECOMMENDATIONS 69
SUMMARY OF REPORT FINDINGS 69
LESSONS LEARNED 72
SUMMARY AND RECOMMENDATIONS 75

REFERENCES 88

APPENDIX A: EXIT INTERVIEW NOTES TEMPLATE 90
EXAMPLE: SUN'AQ PROGRAM NOTES TEMPLATE 90

APPENDIX B: RECIPIENT DASHBOARDS 91
AANIIIH NAKODA COLLEGE 91
CHEROKEE NATION 92
KIOWA TRIBE OF OKLAHOMA 93
SUN'AQ TRIBE OF KODIAK 94
YUROK TRIBE 95

APPENDIX C: DATA COLLECTION TEMPLATE 96

LIST OF FIGURES 97

LIST OF TABLES 97

FOREWORD

The Administration for Native Americans (ANA) is grateful to everyone involved in the Native Language Community Coordination (NLCC) project for their contributions to language revitalization in Native American communities, including individuals from:

- Aaniiih Nakoda College
- Cherokee NationKiowa Tribe of Oklahoma
- Kiowa Tribe of Oklahoma
- Sun'aq Tribe of Kodiak
- Yurok Tribe
- ANA
- Sister Sky Inc
- Western Region Training and Technical Assistance Center, a resource for the ANA
- Spo-ka'nay Enterprises LLC

Additionally, ANA would like to provide special acknowledgement of several individuals.

ANA acknowledges the tremendous contributions of the late Dr. Lynette Chandler to the Aaniiih Nakoda College language program and to language revitalization in general. It was under her visionary leadership that the Aaniiih program secured ANA NLCC funding and launched this initiative. In response to the endangerment of the Aaniiih language and traditional lifeways, Dr. Lynette Chandler founded the White Clay Immersion School. As an unrelenting champion of Aaniiih culture, she sustained the school through many challenges and earned several awards for her language revitalization efforts, including the Unsung Hero Award in 2011.

ANA recognizes language keeper and advocate Carole Lewis of Yurok Tribe. If not for her dedication and commitment to the language, the tribe's NLCC program would not have been possible. ANA commends Carole Lewis, along with her sister Kay Inong, for all the support they provided to the Yurok NLCC program.

ANA honors Durbin Feeling ᏒᎵᏁ of Cherokee Nation and other elders who played key roles in perpetuating their languages but who are no longer with us. The tragic loss of these elders over the course of the NLCC project highlights the urgent need to preserve and revitalize languages while elder speakers are available to support and guide these efforts.

1. EXECUTIVE SUMMARY

In 2016, the Administration for Native Americans (ANA), a program office within the Administration for Children and Families, U.S. Department of Health and Human Services, launched a first-of-its-kind demonstration project designed to promote a seamless language learning continuum within Native American language revitalization communities. To this end, ANA awarded cooperative agreements to a cohort of five participants:

- Aaniiih Nakoda College, Fort Belknap Indian Community, Harlem, MT
- Cherokee Nation, Tahlequah, OK
- Kiowa Tribe of Oklahoma, Carnegie, OK
- Sun'aq Tribe of Kodiak, Kodiak, AK
- Yurok Tribe, Klamath, CA

Language revitalization entails efforts to interrupt and reverse the loss of a currently spoken but endangered language. Given that many Native American languages are in danger of becoming extinct and the connection of language to Native American cultures and identities, language revitalization for Native American languages is critically important.

Former ANA Commissioner Lillian Sparks Robinson was inspired by Aaniiih Nakoda College and their White Clay Immersion school that was part of Aaniiih Nakoda College and envisioned the Native Language Community Coordination (NLCC) project to help Native language revitalization programs coordinate the bridging of any gaps in language learning across the educational continuum within a community. The project was intended to ensure that language instruction is available to all who want to learn their Native language, including early childhood, elementary, middle, secondary, and post-secondary levels. The NLCC project provided and supported comprehensive planning, development of additional community resources, sustainability planning for language transmission, development of learning paths, and cultivation of new language teachers. Since this project was organized around cooperative agreements, ANA staff and a technical assistance center were more involved with the cohort in the implementation of their projects than would occur under other competitive grants. Although the NLCC project was initially planned as a 5-year initiative, COVID-19 delayed projects under all cooperative agreements. Therefore, ANA added another 12 months, making it a 6-year initiative.

The NLCC project provided funding and technical assistance to the participants to aid them in identifying and working toward objectives, while simultaneously providing evaluation support and building participant capacity to perpetuate their projects after the grant's conclusion. In their application, each participant identified community-specific objectives and accompanying measures. In addition, the cohort developed benchmark indicators that could be applied to easily aggregate community data.

The primary data sources for evaluating participants' progress toward their individual objectives and the cohort-wide indicators included Community Readiness Assessments, Ongoing Progress Reports, and Annual Data Reports, as well as participant exit interviews that took place in Year 6. An example of the templates the team used for taking exit interview notes is included as Appendix A. Additionally, three of the five participants were interviewed one year following the close of the project to see if the programs are sustained and whether the influence of the NLCC projects are still being felt a year later.

PROGRESS TOWARD OBJECTIVES

Over the course of the project, participants formed language and community advisory boards, developed partnerships and strategic plans, engaged their communities through outreach events, trained new language teachers, enhanced proficiency, and created language learning materials and curricula. A few highlights from the participants' performance data are provided as follows.

Aaniiih Program Progress Highlights

To reach young learners, the Aaniiih program developed a pre-K curriculum and partnered with two Head Start centers to provide Aaniiih language instruction to students ages 3 to 5. Through these partnerships, the program saw an increase in the number of Head Start graduates who demonstrate basic knowledge of the Aaniiih language from zero to 60 students.

One beneficial outcome of having to make project adjustments due to COVID-19 was that the Aaniiih program had the capacity to edit audio recordings of fluent speakers. They added these files to the existing curriculum and used them to develop a language app that is publicly available for download.

Another achievement by the Aaniiih program was the creation of a language coalition. The coalition was formed with members from the language advisory board originally established for the White Clay Immersion School. The coalition comprises elders, parents, language teachers, and immersion school graduates. New members were added over the course of the project.

The key lessons of Aaniiih program over the course of the 6-year project involved the language coalition, mainly the importance of convening coalition members on a regular basis. In retrospect, program staff noted that scheduling standing monthly meetings, rather than scheduling each meeting separately, would have promoted better attendance. Further, they noted that the coalition would have functioned more efficiently with focused agendas, rather than open agendas.

Cherokee Program Progress Highlights

During Year 1 of the grant, the Cherokee program developed curricula for each high school grade. As a result of their NLCC project, Cherokee Nation developed and established coordinated, standardized Cherokee language curricula for various educational levels, including early childhood, elementary school, high school, and college certification. Prior to the grant award, curriculum and language revitalization efforts were not consistent and were managed by various offices and programs throughout the Cherokee government with no mandate to coordinate, share resources, and work together. During the project, the Cherokee project changed that, and they conceptualized, established, and fully seated a language advisory board comprising both tribal and non-tribal members to oversee language revitalization and coordination efforts.

The Cherokee NLCC project further benefited from the Cherokee Language Master-Apprentice Program as the students in the Master-Apprentice program became the source of candidates for the teacher certification program that was established under the NLCC project. The Cherokee program demonstrated leadership in the design and operation of the master-apprentice program and provided mentorship to other participants on this programming throughout the NLCC

project. To advance intergenerational language learning, the Cherokee Language Master-Apprentice program paired adult language learners with speakers who have achieved mastery of the language.

During the NLCC project, the Cherokee program developed meaningful partnerships that helped ensure the success of the project during the grant and post-grant. In fact, at the end of the grant, Cherokee reported having 23 partnerships that benefited from the project by: (1) providing representation on the Cherokee Language Community Board, (2) developing language curriculum materials, (3) providing televised language classes, (4) developing state teacher certification, and (5) engaging in language transcriptions and instruction. Additionally, the Cherokee program achieved their intended level of community participation in language programming through targeted outreach efforts.

To help meet the basic needs of first-language Cherokee speakers, and thus enable them to focus on language revitalization efforts, the Cherokee program initiated the Speakers' Services program, which supports the daily living needs of elder speakers to ensure their safety and well-being. Because of the NLCC project, they were able to identify where all living Cherokee speakers were and document their address and location. Then they prioritized them to get the COVID-19 vaccines and delivered food to their homes to keep them safe.

Additionally, by the end of the project, the Cherokee program had developed a sustainability plan mapping out a plan to continue language efforts post-grant. The Cherokee program's sustainability plan outlines continued collaboration with the state of Oklahoma, local public schools, and regional higher education institutions to further expand the Cherokee curriculum and maintain state and tribal teacher certifications. The Cherokee Nation also built the Durbin Feeling Language Center to ensure Native language efforts are unified and operate in a central location.

When asked about lessons learned, Cherokee program personnel pointed to the length of time needed to hire personnel. The hiring process within the tribe can take 6 months to a year. Thus, staff turnover created challenges to moving the work forward and completing objectives. Despite these challenges, program staff reported that they were very pleased with the program's accomplishments.

Kiowa Program Progress Highlights

Prior to the NLCC project, the Kiowa Tribe's language efforts were limited to the tribe's Museum services. By the end of the six-year project, the Kiowa Tribe had a fully-staffed language program that included instruction, curriculum development, and teacher training. The Kiowa program successfully engaged both youth and elders in language and cultural events. During Year 2, 216 youth and 153 elders participated in their events. In Year 5, during the pandemic, the program hosted 17 events, reaching 50 youth and 156 elders. In addition, the Kiowa language program exceeded their goal of developing 20 materials, creating 37 language learning resources in Year 5 alone.

When the pandemic arose, the Kiowa program successfully pivoted from an in-person instructional model to a virtual one. They were able to conduct all program activities through Zoom, including weekly language classes, professional development sessions, staff meetings, steering committee meetings, and elder mentor meetings. This virtual programming enabled the program's reach to participants who lived outside of Kiowa communities. To ensure their elders were safe and could still share their stories, the Kiowa program purchased extra tablets and wi-fi connections for each elder and trained family members in the home to help the elder to connect when it was time for language classes. Elders were able to tell stories from their childhood and cultural teachings that would have been lost and untold.

One of the program's objectives was establishing a teacher credentialing process and training a minimum of 25

teachers. The program successfully accomplished this objective despite not all the trained teachers having completed the credentialing process. In addition, they created and implemented a language teacher credentialing board, which was not an original objective for the project. A lesson learned that the program staff highlighted during their exit interview was the importance of establishing the credentialing process early in the project timeline. They reported feeling rushed to have the teacher candidates complete the credentialing process, with some candidates expressing that they did not feel ready to begin the process.

In the final project year, the Kiowa program received support from the tribe to continue project activities post-grant. The tribal council voted to support the Kiowa language program moving forward as part of the annual tribal budget.

One year following the close of the project, the Kiowa Language Department was recognized by the Oklahoma State Department of Education for training credential teachers in Kiowa language, which allows them to teach Kiowa in Oklahoma schools so that the students can receive a world language credit for graduation. They have also been included in the Kiowa tribe's organizational chart, and the tribe is working on building a cultural and traditional center. The major lesson they learned from NLCC is to have a solid, effective working relationship with the Kiowa tribal legislators and executive branch. The Kiowa language department has strengthened their partnership with the various school districts in the communities they serve and are teaching Kiowa in three public school systems this fall: Anadarko, Carnegie, Weatherford; and Riverside Indian School, a Bureau of Indian education boarding school.

Sun'aq Program Progress Highlights

The Sun'aq program's goal was to establish a Language Nest for pre-school aged children, and they were able to facilitate a dramatic increase in the number of students involved in multiple learning communities. Between Year 1 and Year 5, the number of students participating in three or more learning communities rose from 26 to 151.

The Sun'aq program demonstrated leadership in pivoting to virtual programming during the pandemic. In November 2021, the Sun'aq program hosted a virtual Alutiiq Nation Festival and surpassed their goal of 75 registrants. Spanning 2 days, the event included five workshops featuring Alaska Native artists who led participants in activities such as salve-making and embroidery. This event created a forum for facilitating community connections, speaking the language, and sharing in traditional activities. As a result of their outreach efforts, the Sun'aq program exceeded their goal of more than 50% community participation.

Throughout the life of the project, the Sun'aq program focused on ensuring that the strategic plan fully addressed their community's language needs. For example, in Year 3 the Sun'aq program contracted with a facilitator to lead a strategic planning session. Out of this session came a new strategic plan. In Year 5, the Sun'aq program revisited the strategic plan, engaging community stakeholders to update it and develop a new action plan for future language revitalization efforts.

The main lesson learned, as reported by Sun'aq program staff, was the amount of work required to operate a language nest. They found that maintaining an immersion environment requires several advanced speakers of the language and numerous support staff. For this reason, it was not feasible to enlist language learners as teaching staff. The program personnel noted that if they could start from the beginning, they would concentrate their initial efforts on creating adequate teaching capacity prior to implementing a language nest or immersion school.

A significant challenge for the program was teacher burn-out. Prior to the onset of the COVID-19 pandemic, the language

nest went through six teachers. Teachers reported burnout due to classroom management challenges and a lack of support in managing behavioral issues within an immersion environment. In addition, the teachers were responsible for food preparation and communication with families. Teacher burnout is a common theme among language communities that venture into some form of immersion school for children. These communities often have limited capacity and do not fully anticipate the enormous amount of work it takes to teach language while dealing with all the other management and operational responsibilities required of a school or nest.

One year following the close of the project, the Sun'aq Tribe language program is stronger in system and procedures that can be applied to future language initiatives. They also have increased learning opportunities for their community such as an Alutiiq language house where anyone can come to speak conversational Alutiiq including teachers, elders, students, etc. and is a program established and hopes to put 18 people through the program over the course of the 3-year federal grant they received. This immersion space encourages the use of Alutiiq in day-to-day life. Another opportunity is with the Alutiingcut Childcare center that teaches about a dozen children their numbers and songs in Alutiiq. Language courses have been made available at high school and college levels. The major lesson learned is that it takes time and dedication to continue to grow a successful language program.

Yurok Program Progress Highlights

Yurok Tribe provided leadership in how to prioritize building teacher capacity and how to retain and adequately prepare future teachers. It was difficult for most candidates to attend college full-time, work full-time, and have time to devote to learning language. Challenges balancing these responsibilities led to some teacher candidates dropping out of the program, as well as difficulty recruiting other candidates to fill these vacancies. To help mitigate these challenges, the program provided wrap-around support services for their teacher candidates and articulated best practices for retention. By the end of Year 6, the Yurok program had met its goal of having 10 teacher candidates gain the knowledge and fluency necessary to pass the Advance Yurok Credential Assessment and earn a Life-Time Native Language Teaching Credential. In addition, by the end of Year 6, six teacher candidates had obtained a bachelor's degree and a standard California teaching credential.

Following the onset of the COVID-19 pandemic, all Yurok program activities shifted to an online platform. After activities were made available online, the Yurok program reported an increase in attendance of tribal citizens who did not live in the community. Another benefit of the online programming was that it was accessible to those residing in the community who could not normally participate due to time constraints or transportation challenges.

Participants exceeded some of their goals. The Yurok program partnered with College of the Redwoods to create and implement the first Yurok language course at the college level. In addition, the number of advanced Yurok language speakers increased within the community during the NLCC project.

One year following the close of the project, the Yurok Language Program has seen an increase in community collaborations, especially among tribal departments, and local partners. An example of inter-departmental collaboration was seen this summer when the Yurok department of education teamed up with the language department to provide an 8-week Yurok Language Teacher Internship that was open to teachers with at least 4 years of Yurok language. It's an intensive 8-week immersion for 8 hours a day. The focus was built on what the intern already knew and gave them experience teaching the language, using the language, and improving their language skills. Yurok also launched a new website that is separate from the Yurok Tribe so they could house their new sequential lessons, called Yurok Language Village learning pathway. This combines the Yurok worldview with their language and includes the geography and

traditions of Yurok villages along the Klamath river.

A major lesson learned was the importance of collecting, analyzing, and using data to inform their language program. Prior to NLCC they knew they had to collect data, but they didn't know what kind of data and how to use it to inform program activities. NLCC taught them all these skills and they have implemented it in the new Yurok Language Program Request forms where they can collect data the helps them improve their program services or add new services that meet the community needs.

RECOMMENDATIONS FOR LANGUAGE REVITALIZATION COMMUNITIES

One of the goals of the NLCC initiative was to identify lessons learned from the cohort that can help inform the field of Native American language revitalization. Based on the data explored in this report, recommendations have emerged for future language revitalization efforts and funding those programs. See Table 1 for the objectives and recommendations.

Table 1. Recommendations for Language Revitalization Communities

Objective	Recommendations
Expansion of the language learning continuum	• Develop unified language goals and expectations for second-language speakers across the learning continuum.
Development of curricula and materials	• Base the scope of the curricula on current levels of language knowledge. • Update curricula as language knowledge increases, rather than viewing curricula as static.
Strategic planning	• Engage in strategic planning to benefit the community's vision, execution, and progress towards language goals. • Revisit the strategic plan periodically to ensure that it still aligns with the community's language revitalization vision.
Formation of language advisory boards	• Establish a language advisory board or committee to contribute diverse perspectives and expertise to support long-term planning around shared language acquisition.
Community outreach	• Keep the community informed of language efforts to create buy-in for and awareness of language efforts.
Partnerships	• Create a community of practice in which participants can learn from one another's successes and challenges. • Communicate regularly with partners to keep them informed.

Objective	Recommendations
Immersion instruction	• Ensure that enough language proficient teachers are in the program when possible. • Create a lesson plan or guide to help keep teachers on track in meeting language benchmarks.
Teacher credentialing	• Identify measurable proficiency levels. • Modify the teacher credentialing process as needed when language knowledge increases. • Include language proficiency and teaching ability in the teacher credentialing process.
Teacher candidate support and retention	• Provide sufficient resources to support teacher-candidates and enable them to focus on language revitalization. • Inform teacher-candidates about the scope of learning at the start of the program; use the goal as an incentive to continue learning.

KEY FINDINGS

Overall findings from the data collected for this report.

- The cohort faced a variety of shared challenges:
  - Obstacles to participation, such as connectivity and transportation limitations in rural areas, as well as hesitancy among community members to learn or use their Native language, sometimes due to historical trauma;
  - Few or no remaining first-language speakers; and
  - Disruptions and changes to programming due to the COVID-19 pandemic.
- Participants used innovative, community-specific strategies to overcome these challenges.
- Participants provided language learning opportunities across the educational continuum by developing new curricula, materials, and programming, as well as updating existing curricula.
- Participants built program capacity to sustain efforts post-project.
- All participants improved their performance over the course of the project and demonstrated substantial progress toward the objectives and cohort-wide indicators.
- Five years of continued funding and support led to all projects meeting and exceeding their objectives and achieving additional accomplishments.
- Through peer-to-peer learning, participants shared best practices and learned from one another. For example, the Cherokee program shared information with other participants on how to design a master-apprentice program.

Some of the other key lessons learned through this community of practice included:

- Communication and strong organizational leadership are critical to program success.
- Online programming can expand learning communities and opportunities.
- Input from the community supports effective program design.
- Building teacher capacity is a crucial early step to transmitting language knowledge.

Through their work towards grant-specific objectives and cohort-wide indicators, the participants formed and strengthened language and community advisory boards, formed partnerships, engaged in strategic planning, conducted community outreach, developed language learning curricula and materials, and increased proficiency in their Native languages.

They overcame challenges related to capacity and the COVID-19 pandemic by tailoring solutions to their unique communities. Areas in which the participants showed especially strong leadership and innovation included master-apprentice programming and approaches to teacher-candidate retention.



2. ANA AND THE NLCC PROJECT

The Native American Programs Act of 1974 established the Administration for Native Americans (ANA) within the Department of Health and Human Services to advance the self-determination of Native American communities by funding projects that support capacity-building for Native American and Alaska Native tribes, Native Hawaiian and Pacific Islander communities and organizations.

ANA Mission

Promote the goal of self-sufficiency and cultural preservation for Native Americans by providing social and economic development opportunities through financial assistance, training, and technical assistance.

The financial assistance ANA provides includes grant funding opportunities for community-based projects. ANA serves all Native Americans, including the 574 federally recognized tribes, as well as state-recognized tribes; American Indian and Alaska Native nonprofit organizations; Native Hawaiian organizations; and Native Pacific Island populations that are US territories, including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands.

ANA subscribes to the philosophy that sustainable change must originate at the community level. To advance self-sufficiency and cultural preservation, ANA ensures its projects are planned, designed, and implemented by Native American community members toward addressing their unique needs. See Table 2.

Table 2. ANA goals and core beliefs

Goals	Core Beliefs
• Foster the development of stable, diversified local economies and economic activities that will provide jobs, promote community well-being, and encourage community partnerships. • Support local access to, control of, and coordination of services and programs that safeguard the health and well-being of Native children and families. • Increase the number of projects involving youth and intergenerational activities in Native American communities.	• ANA believes a Native community is self-sufficient when it can generate and control the resources necessary to meet its social and economic goals and the needs of its members. • ANA believes the responsibility for achieving self-sufficiency resides with the Native governing bodies and local leadership. • ANA believes progress toward self-sufficiency is based on efforts to plan and direct resources in a comprehensive manner consistent with long-range goals.

LANGUAGE REVITALIZATION LEGISLATION AND FUNDING

The Native American Languages Act of 1990 established the rights of Native American children to express themselves and be educated and assessed in their own Native languages and encourages the use of Native American languages as the medium of instruction in schools. This pivotal legislation ended the historical trend of suppressing Native languages and affirmatively advocates for the right of Native students to learn to speak their Native languages and to learn about other concepts via these languages (National Coalition of Native American Language Schools & Programs, 2022)

ANA funds language revitalization and preservation projects through the Native American Programs Act (NAPA) and the Esther Martinez Native American Language Immersion Act of 2006. These language projects typically demonstrate strong community ties, the presence of community language champions, and detailed plans for language education continuum development. ANA's support included grant funding and technical assistance for the following activities:

- Native American language nests[1] and language survival schools. [2]
- Native American language restoration programs.
- Native American language projects that facilitate and encourage the transfer of language skills from one generation to another.
- Native American language projects that train Native Americans to teach the language to others or enable them to serve as interpreters or translators.
- Native American language projects that develop, print, and disseminate materials to be used to teach a Native American language.
- Native American language projects that train Native Americans to produce or participate in a television or radio program to be broadcast in the language.
- Native American language projects that compile, transcribe, and analyze oral testimony to record and preserve the language.
- Native American language projects that develop websites and language learning software applications and implement other uses of technology to preserve the language.

[1]Language Nests are "site-based educational programs that provide child care and instruction in a Native American language for at least 10 children under the age of seven for an average of at least 500 hours per child" (Esther Martinez Native American Languages Preservation Act (42 U.S.C. 2991b-3(b)(7). Pub. L. 109-394), 2006).

[2]Survival Schools are "site based educational programs for school-aged students that provide at least 500 hours per year per student of Native American language instruction to at least 15 students" (Esther Martinez Native American Languages Preservation Act (42 U.S.C. 2991b-3(b)(7). Pub. L. 109-394), 2006).

ANA works to address and support Native American language revitalization and reclamation by offering two programs that provide annual funding opportunities: (1) Native Language Preservation and Maintenance (P&M) and (2) Esther Martinez Immersion (EMI). The ANA P&M provides

> funding for projects to support assessments of the status of the Native languages in an established community, as well as the planning, design, restoration, and implementation of Native language curriculum and education projects to support a community's language preservation goals. Projects take place in urban, rural, and reservation settings and through a variety of forms such as material and resource development, professional development for language teachers, and direct instruction in and outside of a classroom setting. (Administration for Children and Families, 2021)

The ANA EMI program supports

> the development of self-determining, healthy, culturally and linguistically vibrant, self-sufficient Native American communities. This program is focused on community-driven projects designed to revitalize Native American languages to ensure the survival and continued vitality of these languages and the culture of Native peoples for future generations. The EMI grant funding is awarded in accordance with the Esther Martinez Native American Languages Preservation Act of 2006, as amended. The program provides funding to support three to five-year projects implemented by Native American Language Nests and Survival Schools. These site-based learning projects must offer a minimum of 500 hours of immersion. (Administration for Children and Families, 2021)

Native language revitalization projects also can be funded under ANA's Social and Economic Development Strategies (SEDS) program.

In 2016, ANA announced the availability of funds for 5-year cooperative agreements to support communities that demonstrate success in offering a continuum of Native language instruction from early childhood through post-secondary education. The purpose of this new demonstration project, the Native Language Community Coordination (NLCC) funding opportunity, was to build upon the successes of the Native Languages P&M and the EMI programs.

THE NLCC PROJECT

NATIVE LANGUAGE
COMMUNITY COORDINATION

Purpose of the NLCC Demonstration Project

The NLCC project was designed to help Native communities' language revitalization efforts and to coordinate comprehensive, community-wide language revitalization programming. The NLCC demonstration project supported participants in integrating language programs into their broader educational systems and create a continuum of Native language instruction for all ages and fluency levels.

Project Implementation

The NLCC demonstration project was authorized under Section 805 – Research, Demonstration, and Pilot Projects – of the Native American Programs Act of 1974, 42 U.S.C. 2991d, (NAPA), which states, "The Commissioner may provide financial assistance through grants or contracts for research, demonstration, or pilot projects conducted by public or private agencies which are designed to test or assist in the development of new approaches or methods that will aid in overcoming special problems or otherwise furthering the purposes of this title" (Authorizing Legislation (NAPA 1974): Native American Programs Act of 1974, 2014).

The NLCC demonstration project was the first project under this authority. It was intended to help bridge gaps in the language learning continuum and support access to language programs for all learners. ANA has observed that many Native communities had fragmented and siloed language programming and needed support for community-wide coordination and long-term, comprehensive planning. ANA solicited tribal input on the concept and design of a demonstration project to address these challenges. Aaniiih Nakoda College and the White Clay Immersion School provided the inspiration for the NLCC initiative. When former Commissioner Lillian Sparks Robinson saw the elementary school included in the College and the Head Start center was across the street, she wanted more communities to have this model of the language learning continuum from early childhood to adults in place based instructional centers. In compliance with the NAPA, ANA published a notice of public comment on the intended demonstration prior to issuing the Funding Opportunity Announcement. Thereafter, ANA entered into cooperative agreements with five Native American communities in 2016 under the leadership of Commissioner Sparks Robinson, who shared her vision for the NLCC project during the 2022 NLCC Semi-Annual Meeting. Commissioner Sparks Robinson sought more long-term planning for language transmission, development of learning paths, and cultivation of new language teachers.

Eligible applicants for the NLCC project included Native American and Alaska Native tribes, Native Hawaiian and Pacific Islander communities and organizations, and agencies serving Native populations with demonstrated strong community ties, a plan for language education continuum development, and the presence of community champions.



ANA awarded cooperative agreements to a cohort of five participants:

- Aaniiih Nakoda College, Harlem, MT
- Cherokee Nation, Tahlequah, OK
- Kiowa Tribe of Oklahoma, Carnegie, OK
- Sun'aq Tribe of Kodiak, Kodiak, AK
- Yurok Tribe, Klamath, CA

Enhanced Training and Technical Assistance

ANA also awarded a contract to Sister Sky Inc. to establish the NLCC Training and Technical Assistance (T/TA) Center, a team who provided Native American language-specific technical assistance, evaluation support, and facilitation of peer-to-peer learning opportunities to award participants over the course of the 6-year project. Twice a year, the NLCC T/TA Center hosted semi-annual meetings for the NLCC cohort, during which they heard presentations, participated in workshops, and delivered presentations on their lessons learned. Other forums that provided opportunities to exchange information and ideas included webinars and one-on-one monthly coaching calls. In addition, the NLCC T/TA Center held monthly cohort calls, which provided a convenient forum for the participants to exchange information and interface with both the ANA team and the NLCC T/TA Center. The ANA team also held monthly meetings with the NLCC T/TA Center to discuss the project and implementation issues, plan for upcoming cohort calls and semi-annual meetings, and address any other matters.

3. PURPOSE AND ORGANIZATION OF THE REPORT

The NLCC demonstration project advanced the vision of ANA's Native Language efforts by supporting the creation of a continuum of Native language instruction from preschool through post-secondary education. Cooperative agreements with five Native educational programs succeeded in developing applied evidence-based strategies that integrated Native language and educational services within a specific community. The NLCC demonstration project highlighted each community's potential to integrate stand-alone language programs into a broader educational system that can offer a continuum of Native language instruction from pre-school through post-secondary education.

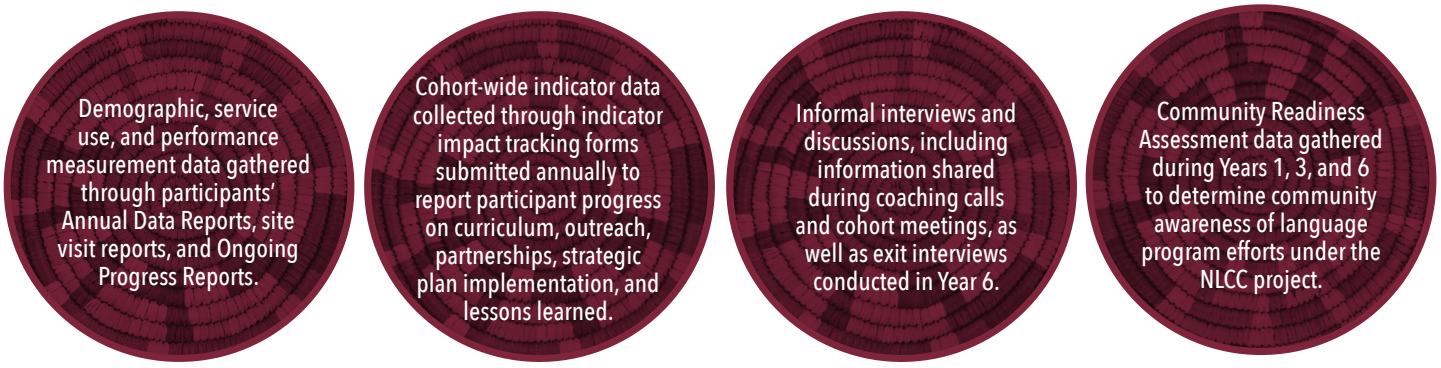
The purpose of this cumulative report is to document successive goals, objectives, activity, event, or outcome achieved by each NLCC participant and the total influence towards each of their language revitalization efforts.

Elements of this Report

- Describe the NLCC project, the participants, and the family and community contexts that influenced the outcome of community language projects.
- Highlight the Native language and education services in Native communities as a function of the NLCC project.
- Tell the story of program implementation across funding years, highlighting successes, challenges, and areas for improvement.
- Describe the systems of support that the NLCC T/TA Center and ANA provided to the participants.
- Summarize participant performance measurements and participant performance in benchmark areas identified by the NLCC cohort.
- Present recommendations for improving program reach, supports, and requirements.

This report reflects data collected from several sources listed and described below and in Figure 1.

Figure 1: Data sources for the cumulative report



4. LANGUAGE REVITALIZATION

What is meant by the term language revitalization? According to linguist Dr. Andrea Wilhelm, "language revitalization is a fairly recent subfield of linguistics that is concerned with halting and reversing the extinction of languages" (Wilhelm, 2013). Language revitalization is distinct from language maintenance. Linguist expert Leanne Hinton described the history and different perspectives between language maintenance and language revitalization:

> *For many linguists and funders, to save a language means to document it before the last speakers die–the renewal of a philosophy that was current among linguists for the first half of the twentieth century but was dormant for several decades. For many Native activists in the communities where the language is being lost, to document a language is just to "pickle" it; but to save a language is to train new speakers–to find ways of helping people learn the language in situations where normal language transmission across generations no longer exists. (Hinton, 2003)*

Teresa L. McCarty, a Hopi educator and scholar, and Sheila E. Nicholas, an anthropologist and educator, further defined language revitalization by delineating between language reclamation and revitalization and framing revitalization as one of several components of reclamation: "Language reclamation includes revival of a language no longer spoken as a first language, revitalization of a language already in use, and reversal of language shift." (McCarty & Nicholas, 2014).

Linguist Wesley Y. Leonard also characterized language reclamation as extending beyond language revitalization, noting that reclamation prioritizes more than the production of new speakers of an endangered language. He asserted that language reclamation encompasses the community's approach to understanding and defining a language. Language reclamation has been shown to promote greater use of a language throughout a community by aligning the teaching of that language with community needs and beliefs (Leonard, 2017).

Regarding the importance of language revitalization and its ties to culture, Joy Bonner from the Queensland Indigenous Languages Advisory Committee stated in 2006, "Language is the expression of our culture and our land. We cannot have one without the others. We cannot describe our culture and our land if we do not have language" (Bonner, 2006).

ANA leadership values the importance of Native languages. In her June 18, 2014, testimony on Senate Bills 1948 and 2299, the Native American Languages Reauthorization Act, ANA Commissioner Lillian Sparks Robinson stated, "ANA believes that language revitalization is essential to continuing Native American culture and strengthening a sense of community. Use of Native American languages builds identity and assists communities in moving toward social cohesion and self-sufficiency" (2014).

The following year, Commissioner Sparks Robinson expanded on this concept in her November 2015 testimony before the Senate Committee on Indian Affairs:

> *Native American values and traditions are embedded in language and there is growing evidence that Native language and culture act as protective factors against suicide and suicidal ideation, substance abuse disorders, and other risky behaviors. Historical and contemporary conditions, including widespread and persistent poverty,*

have resulted in Native American peoples experiencing significant health disparities and some of the harshest living conditions in the United States. Remarkably, at the same time, Native American peoples have met such significant conditions with extraordinary abilities to survive, to overcome, and to draw from culturally and linguistically-based [sic] tools to not just survive, but to thrive. Native languages are among the most critical and meaningful of these tools. (Senate Hearing 114-192 on S. 410, S. 1163, and S. 1928, 2015)

In additional testimony, Commissioner Sparks Robinson provides these observations:

Listening sessions and tribal consultation indicate that the extra investment in Native American language programs is critical to our communities. As demonstrated by research by Cornel Pewewardy and Patricia Hammer, Harold Sorkness and Lynn Kelting-Gibson, and Janine Pease-Pretty On Top, Native language and culture [foster] higher outcomes from Native youth due to lower levels of depression, increased academic achievement, and strengthened problem-solving skills. When educational institutions recognize that Native culture and language are inherent strengths, we increase the self-worth and optimism of our youth. It is by going back to traditional, ancestral, Indigenous ways of knowing, based in culturally and linguistically specific values and norms, that we believe Native American communities will thrive on their own terms. (Senate Hearing 114-192 on S. 410, S. 1163, and S. 1928, 2015)

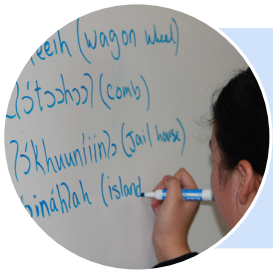
ANA Commissioner Jeannie Hovland, who succeeded Commissioner Sparks Robinson, continued this work and framed language revitalization as a factor in resilience among Native Americans. She stated:

We believe that language revitalization is essential for continuing Native American culture and strengthening self-determination. Native American values and traditions are embedded in language. These values and traditions are a source of resilience and cultural cohesion that connects us with past and future generations. (Senate Hearing 115-367 Examining Efforts to Maintain and Revitalize Native Langauges for Future Generations, 2018)

Thus, defining the pivotal role of language in supporting the well-being of Native American communities, ANA created the NLCC demonstration project and built its mission around language revitalization.

Successful language revitalization programming requires the support of the community. ANA believes that the involvement of all community members is essential to successful language program development. See Figure 2. Encouraging involvement of the entire community, from learners to teachers, in determining language goals and implementing project activities ensures that the project is whole-heartedly endorsed by the community and will help the project succeed.

Figure 2: The reciprocal relationship between language revitalization efforts and community members



Language revitalization efforts

Community members



LANGUAGE CONTINUUM

In a statement to the U.S. Senate Committee on Indian Affairs, Clarena M. Brockie, Montana State Representative, described the White Clay Immersion School's purpose.

> *In 2003, the White Clay Immersion School was established under the Aaniiih Nakoda College. The goals of the school are to: (1) promote the survival and vitality of the White Clay language; (2) provide culturally based educational opportunities that build cognitive skills and foster academic success; (3) instill self-esteem and positive cultural identity; and (4) prepare students to become productive members of society. (Senate Hearing 113-510 S. 1948 and S. 2299, 2014).*

Commissioner Sparks Robinson visited several ANA language grant recipients to experience the progress of language revitalization work. During her visit to the White Clay Immersion School in Fort Belknap, Montana, she observed the work of Dr. Lynette Chandler, founder of the immersion school, and Dr. Sean Chandler, who developed a continuum of Aaniiih language education in the community. The Head Start Center, which was across the street from the college, provided language instruction to preschool aged children. The Tribal College provided language instructions to adult students and also housed the elementary school program where students were provided native language instruction. But what happened to these students to help continue their native language education after they left elementary school? The missing link was the language instruction at the middle and high school levels. This visit to the White Clay Immersion School inspired Commissioner Sparks Robinson's vision to propose and later fund the NLCC demonstration project. She explained that this new effort was intended to "address gaps in community coordination across the Native language educational continuum" (Senate Hearing 114-192 on S. 410, S. 1163, and S. 1928, 2015).

SPECIAL CONSIDERATIONS FOR NATIVE AMERICAN LANGUAGE PROGRAMS

Historically, federal policies and programs have targeted many aspects of Native American cultures, including Native languages, in an overt attempt to destroy Native culture and lifeways. These efforts include the intentional suppression of Native languages, traditions, and religions, and the forced relocation and compulsory boarding school attendance by Native American children. Research on historical trauma shows that such loss of language and traditions continue to contribute to an array of negative health and social outcomes in many Native communities (Whitbeck, Adams, Hoyt, & Chen, 2004).

Since its inception, ANA has focused its resources on combatting the loss of Native languages and reversing its harmful legacy. ANA understands that the context within which Native language revitalization programs operate is unique. Each community presents its own history, along with its challenges and opportunities to revitalize language and culture. The following sections explore these considerations.

Native Language Programs Experience Unique Challenges

Native American communities across the United States face few actual barriers but many unique arrays of obstacles to reviving and perpetuating their languages. Impediments to accessing language programs and resources are one significant challenge for many Native Americans. Those who reside in rural Native American communities may lack the equipment and infrastructure needed to access online language learning resources. For example, on some tribal reservations, broadband infrastructure is limited or completely unavailable. Many remote Native American communities experience transportation challenges. Access issues also pose an obstacle for Native American people residing in urban settings or other locations removed from their communities, since Native language programs and available resources are typically located within the Native American community where the language is most spoken (Cherokee Nation, 2020).

Competition between traditional responsibilities and those imposed by colonial structures, such as the demands of employment, can also hinder language learning efforts, as noted by a participant in a focus group Cherokee Nation of Oklahoma conducted around language learning:

> *"Responsibility is my barrier to learning the language. My other life, my colonized life. Like having to worry about getting a degree, getting a job, owning a house. I don't have all the time in the world to work on my language. I should have been brought up in my language." (Cherokee Nation, 2020)*

Historical trauma caused by a legacy of genocidal and discriminatory treatment also plays a significant role in hindering Native language revitalization. Suppression of traditional ways, including the use of Native language, led to a hesitance among Native American people to teach these ways to younger generations. This gap in transmission of culture and language resulted in many Native Americans having limited or no connection to or knowledge of their Native languages. In addition, the number of first language speakers is quickly diminishing, making it difficult for language learners to practice what they are learning with others. Some Native American communities have no remaining first-language speakers and must rely on documentation and second-language speakers to carry the language forward. Finally, discrimination against Native American people and cultures persists to this day, creating further hesitance among Native American people to freely practice their traditions, including speaking their languages (American Indian Relief Council, n.d.).

A participant in the Cherokee focus group shared, "My mom went to a boarding school, and she was forbidden to speak [Cherokee] too. My mom still doesn't want to talk about it, but she will if we ask her questions about it. She was one of those who were forbidden to speak it" (Cherokee Nation, 2020).

Native Language Programs – Assets and Strengths

Native American cultures, traditions, knowledge, and lifeways are interconnected with Native languages. Native communities place tremendous value on the wisdom of their traditional lifeways. Because language is deeply interwoven into these lifeways, Native American communities understand the urgency of language revitalization. This insight and commitment to perpetuating Indigenous cultures has led many Native American communities and organizations to design successful language revitalization programs.

Youth involvement is a key component for Native language revitalization efforts across the United States. Several of the NLCC participants shared specific stories about youth who became involved in their projects and are determined to carry their Native languages forward, perpetuating the language throughout the community and sharing it with future generations. Just as youth are vital to the continuation of language revitalization efforts, these efforts can, in turn, benefit the youth who are involved.

As noted by Laura Zingg, youth who learn their Native languages "are able to maintain critical ties to their culture, affirm their identity, and preserve important connections with older generations." (2019)

A 2011 report by the U.S. Census Bureau estimated that Indigenous communities across the United States collectively spoke 169 Native American languages of the more than 300 Native American languages spoken historically in the United States (Krauss, 1998). While these languages vary by tribe, community, and region, Native American organizations and communities often have unique insights into the challenges and strengths other Native communities may be experiencing, thus positioning them as ideal mentors. Often, Native American communities support one another in language revitalization efforts by sharing promising practices and lessons learned. This mentorship is a tremendous strength in conceptualizing and building successful programming.

Opportunities to Further Support Native Language Programs

Native language revitalization programs need continued financial and human resources, encouragement, and technical assistance to sustain their efforts toward reviving and preserving their languages.

Future initiatives to support Native language revitalization projects should focus on building capacity to transfer language as a first step. This approach requires the prioritization of teacher training and credentialing, including a focus on ensuring that adult teachers attain high levels of language proficiency. If a program fails to build teacher and language program staff capacity before implementing language in the classroom, staff turnover can pose serious challenges. The development of a proficient teacher workforce must precede implementation of language programming and curricula. Once these core capacities are developed, the program can then implement a variety of language learning modalities without overextending staff and instructors.

As described in the previous section, peer-to-peer mentoring is commonly a tremendous strength for Native American participant cohorts. One of the most impactful aspects of the NLCC project was that participants interfaced with one another often, sharing lessons learned and encouragement. Future Native language revitalization initiatives should foster this peer-to-peer mentorship to promote sustainable success.

Although the Cherokee program's objectives did not relate to their existing Cherokee Language Master-Apprentice Program, their NLCC project support their success with the program and demonstrated the tremendous benefits such a program can create for Native language revitalization programming. Development of a master-apprentice program is an excellent step for building teacher capacity and strengthening the proficiency of teacher candidates through immersion and one-on-one interactions with fluent speakers.

Peer-to-Peer Opportunities to Learn from Native Language Programs

One significant benefit of the NLCC project was the opportunity to create peer-to-peer mentoring among the participants. Over the course of the project, participants used several platforms to engage with and learn from one another, including an online discussion forum; monthly cohort calls that included designated mentoring sessions on a variety of topics; and other opportunities to collaborate, such as joint development of panel presentations for various conferences. Early in the project, the cohort members decided to visit and see first-hand the communities of their peers. They traveled to Klamath, CA, where Yurok Tribe hosted an NLCC Semi-Annual Meeting. They also visited Kodiak, AK, and were welcomed by Sun'aq Tribe of Kodiak. Plans to visit the other cohort communities in future years were halted by COVID-19 which caused bans on travel.

One outstanding example of this peer-to-peer learning is the Cherokee program. Not only did they demonstrate leadership in the design and operation of their master-apprentice program, but they also provided mentorship to other cohort members who wanted to develop master-apprentice programs in their communities.

Two fellow NLCC cohort members, Yurok Tribe, and Sun'aq Tribe of Kodiak, have met privately with Cherokee to begin developing master-apprentice models for their communities.



The Cherokee Master-Apprentice Program

To advance intergenerational language learning, the Cherokee Language Master-Apprentice program pairs adult language learners with speakers who have achieved mastery of the language. The apprentices spend 40 hours per week in a language and cultural immersion setting for 2 years and receive a stipend for their participation. Learners emerge from the program with intermediate language skills at a minimum. The primary purpose of the program is to prepare learners to advance the Cherokee language through teaching (Cherokee Nation Language Department, 2022).

5. NLCC ASSESSMENT AND EVALUATION APPROACHES

During the NLCC project, ANA identified four primary outcomes that warranted particular focus from the participants. These outcomes are as follows.

1. Documentation and implementation of lessons learned because of the pandemic.
2. Outreach within their communities about language programming.
3. Formation of strategic partnerships.
4. Development of teacher capacity.

Importantly, building capacity to teach and transfer language should be a primary focus for language programs, since instructors must be in place before a program can teach language on a large scale. Data from all assessment and evaluation activities is presented in Chapter 8, which reviews participant performance and accomplishments.

COMMUNITY READINESS ASSESSMENTS

The Community Readiness Model (CRM) was used throughout the project to guide needs assessments, readiness assessments, and strategic planning for the NLCC participants. The ANA NLCC implementation team, which consisted of experts from ANA and a T/TA team from Sister Sky Inc., including two subcontractors, provided ongoing training to NLCC participants on using the CRM to assess and reassess community language needs related to the cooperative agreement goals and objectives. ANA chose the CRM as a tool for each participant to use to measure the community's readiness level at three points in time–at the beginning of the project, mid-implementation, and at the end of the project.

The Community Readiness Manual, developed by Dr. Barbara Plested, Dr. Pamela Jumper-Thurman, and Dr. Ruth Edwards, has been used in Indian Country since it was first published in 2006. The following information is adapted from this source and describes how the CRM specifically applies to NLCC participants and their communities (Plestad, Jumper-Thurman, & Edwards, 2014).

What is the Community Readiness Model?

The CRM is a model for community change that integrates a community's culture, resources, and level of readiness to address an issue. It enables communities to define issues and strategies within their own contexts and builds cooperation among systems and individuals. To assess a community's level of readiness to act on an issue, the CRM examines efforts, knowledge, resources, and attitudes within the community.

The CRM measures five key dimensions:

1. Community knowledge of the issue;
2. Community knowledge of efforts;
3. Community climate about the issue;
4. Leadership;
5. Resources.

Under the CRM, communities complete the following activities to assess their level of readiness and determine how to move forward.

- Receive or create a set of survey questions.
- Interview key respondents using the survey.
- Score the interviews.
- Calculate the readiness score.
- Develop a strategic plan to outline next steps.

The NLCC participants were asked to measure the efforts and activities, number of resources, level of community knowledge, and community attitudes about learning their Native languages across the educational continuum. Each of the NLCC participants identified their communities as local to their language program geographically and their nine respondents who are knowledgeable about their community but not necessarily about language (Plestad, Jumper-Thurman, & Edwards, 2014).

Figure 4 below shows the nine stages of readiness outlined by the CRM, with the top stage reflecting the highest level of awareness and the bottom stage reflecting the lowest level of awareness. The model articulates which of the nine stages of readiness a community falls into and defines strategies that are appropriate for each level of readiness (p. 14). Based on their respective stages of readiness in each dimension, the NLCC participants determined specific strategies consistent with their community's culture.

Figure 3: Nine Stages of readiness (Plestad, Jumper-Thurman, & Edwards, 2014, p. 14)



Each dimension can be at a different stage of readiness. The stage of readiness is determined by the readiness level score for that dimension. Table 2, which is provided as an example, shows each dimension, the readiness level score obtained from the survey for that dimension, and the corresponding readiness stage for each readiness level score. The stages only measure how ready each community is to change and do not reflect how well the project objectives are being implemented.

Table 2: Example of Community Readiness Dimensions

Dimension	Readiness Level	Readiness Stage
Community Knowledge of the Issue	3	Vague Awareness
Dimension/Score Analysis: Community members have only vague knowledge about the issue. For example, they may have some awareness that the issue is problematic and why it occurs.		
Community Knowledge of Efforts	3	Vague Awareness
Dimension/Score Analysis: A few community members have heard about local efforts but know little about them.		
Community Climate about the Issue	2	Denial/Resistance
Dimension/Score Analysis: The community believes that this issue is a concern in general but believes that it is not a concern in this community or that it can't or shouldn't be addressed.		
Leadership	2	Denial/Resistance
Dimension/Score Analysis: Leadership believes that this issue is a concern in general but believes that it is not a concern in this community or that it can't or shouldn't be addressed.		
Resources	4	Preplanning
Dimension/Score Analysis: Current efforts may be funded, but the funding may not be stable or continuing. There are limited resources identified that could be used for further efforts to address the issue.		

While the CRM is a powerful diagnostic tool for understanding a community's level of readiness and developing a plan for next steps, it is not a tool to prescribe and enforce project goals.

Why is the Community Readiness Model important for the NLCC projects?

The CRM has three major components: (1) the Community Readiness Assessment (CRA), (2) the analysis of the assessment results, and (3) the development of an action plan based on the assessment analysis. CRM can be used for any issue or situation in a community; it teaches the transferable skills of assessment, analysis, and strategic planning to address the issue in question.

For the NLCC projects the participants measured the needs of their communities regarding language revitalization. Because the participants conducted three assessments over the course of their cooperative agreements, they were able to adjust their projects to the needs of their communities and determine what was needed to sustain their language programs across the educational continuum.

The NLCC participants conducted CRAs in Year 1 to determine how ready their respective communities were for embracing the NLCC language project at the beginning of their projects. As shown in Figure 5, they conducted the CRA again in Year 3 to determine what changes the project was having in the community at the halfway mark of their project's implementation. The final time the CRA was conducted was in Year 6, to determine the rating at the end of the project. These assessment results helped determine how each community embraced the language revitalization efforts over the course of the project.

Figure 4: CRAs conducted throughout the NLCC project.



Conducting multiple assessments offered participants opportunities to compare results over time, analyze their CRA results for Year 6, compare data across all three assessments, and identify lessons learned. The NLCC participants received the following guidance on interpreting changes in scores from one CRA to the next.

- If a number has decreased since Year 3, look at your strategic plan. Were you able to conduct all the activities? Did an outside element that was not included in your plan affect your activities? What can be changed in your plan to increase the community's readiness to engage in language revitalization?
- If your number increased since Year 3, look again at your strategic plan. What activities were well-received? Can you identify which activities were embraced by the community? Do you have additional data that can provide you with lessons learned to further improve your engagement with the community?
- You can use the CRM for other "communities" that engage in language revitalization. For example, if you conducted a focus group and want to know more about the readiness level of a subset of that focus group, conduct a CRA for that group.

Comprehensive Implementation Planning

Analysis of the CRA scores can indicate where the project needs to develop activities to increase capacity or community knowledge about the project. Following the needs assessment, the CRM directs NLCC participants to develop strategic plans that outline steps toward completing these activities. The initial CRA was intended to direct the NLCC participants in developing a strategic plan on how to include the community in the project moving forward.

As part of their application, every NLCC participant was required to develop an Objective Work Plan (OWP) with one goal and up to three objectives and corresponding activities for the completion of their projects. Since the OWPs were developed prior to the initial CRA, the ANA NLCC implementation team asked the NLCC participants to complete the strategic plan portion of the CRM and then update their OWP objectives to include the strategic plan activities they had identified.

The participants adapted their strategic plans as the projects continued. Each successive CRA prompted changes or revisions to the participant's initial strategic plan, enabling the project to respond to the evolving needs of the community regarding language revitalization and coordination. Figure 6 below illustrates this implementation planning process.

Figure 5: Comprehensive implementation planning process



Cohort-Wide Indicators

Since each participant set different objectives, it was important to establish additional standardized indicators that were measurable across all participant projects. The ANA NLCC implementation team worked with the NLCC participants to develop cohort-wide indicators that could be applied easily to aggregate community data. These indicators include the following.

Cohort-Wide Indicators

- Curriculum Enhanced/Strengthened to Implement Native Language Program
- Strategic Plan Created/Strengthened
- Community/Language Board
- Community Outreach Events
- Partnerships Formed/Strengthened

RIGOROUS EVALUATION

The ANA NLCC T/TA Center and the participants worked together to determine the best approaches for evaluating the NLCC projects. This required by the Native Americans Program Act. During the first semi-annual meeting, all parties engaged in an in-person discussion to brainstorm cohort-wide benchmarks for measuring participant performance. This community-based participatory approach to evaluation was designed to assess the effectiveness and outcomes of the project funding, as well as build community evaluation capacity so participants could continue to assess their language coordination programs into the future.

The evaluation of NLCC project work incorporated information from several areas, including individual indicators presented by the NLCC participants in their applications, cohort-wide indicators, participants' Ongoing Progress Reports, Annual Data Reports, exit interviews conducted during Year 6, and participants' community readiness levels in each domain for each assessment conducted.

Notably, in-person site visits were not feasible during the NLCC project period due to the COVID-19 pandemic. The NLCC T/TA Center team believes that such visits would have supplemented the current data to provide a more comprehensive picture of programs' accomplishments and activities. As shared by Brent Huggins, Program and Management Analyst for the ANA Division of Program Evaluation and Planning, "I never realized all the amazing work the project completed regarding the college-level language activities. Through sitting down and discussing the accomplishments and challenges of the project, I heard their story."

Appendix C includes a template that demonstrates how the data was collected from each participant for each year in which assessments were conducted. Participant data can be found in Chapter 8 of this report. Discussion of the data gathered for each participant is covered in Chapter 9.



6. Description of Participants

Five eligible applicants were competitively awarded cooperative agreements for the NLCC demonstration project. Profiles for each cooperative agreement participant are included in this chapter, ordered by their ANA region as follows.

- Aaniiih Nakoda College, Harlem, MT
- Cherokee Nation, Tahlequah, OK
- Kiowa Tribe of Oklahoma, Carnegie, OK
- Sun'aq Tribe of Kodiak, Kodiak, AK
- Yurok Tribe, Klamath, CA

The map in Figure 6 that follows shows each participant's location across the United States.

Figure 6: Participant locations



This chapter provides an overview of each participant's community, their chosen approach to language revitalization, and the population they served through their NLCC programming. Also, Chapter 6 lists the objectives and accompanying measurements that each participant identified at the outset of the project. Participant performance, activities, and accomplishments are described in Chapter 8.



AANIIIH NAKODA COLLEGE, HARLEM, MT

Aaniiih Nakoda College is located on the Fort Belknap Indian Reservation in north-central Montana. The mission of the college is based on a commitment to maintaining and revitalizing Indigenous lifeways for Native students. Enrollment is open to everyone who wants to attend. The Fort Belknap Indian Reservation is home to two tribes: the A'aninin (the White Clay People also referred to as the Gros Ventre) and the Nakoda (Assiniboine). The two tribes are joined together as the Fort Belknap Indian Community but are two distinct tribes, each with their own language.

With only 30 fluent living speakers, the Aaniiih language stands on the brink of extinction as a living language. The only hope for its survival is teaching the language to the tribe's children. A'aninin tribal citizens concluded that the greatest problems facing the successful revitalization of the Aaniiih language are too few opportunities for children of all ages to learn and use the language and too few instructors available to teach the language.

niinénnh nnááákich ééih (White Clay People Speaking White Clay Language Together)

The NLCC project focused on the revitalization and maintenance of the Aaniiih (White Clay) language. Under the project, a coalition of local educators and community leaders collaborated to provide a seamless system of Aaniiih language instruction from pre-K to college on the Fort Belknap Indian Reservation. Aaniiih Nakoda College, a tribally operated community college chartered by the Fort Belknap Indian Community Council, served as the lead institution for the project. Key partners in the project included the White Clay Immersion School, local Head Start and Early Head Start programs, Harlem High School, and Dodson High School.

The program set a goal to establish an integrated system of Aaniiih language instruction on the Fort Belknap Indian Reservation to increase the numbers of Aaniiih language speakers in all age groups and at all levels of fluency. To achieve this goal, the program identified the following objectives.

1. Producing four guidance documents, which will provide the framework for integrated planning, delivery, and assessment of Aaniiih language instruction on and around the Fort Belknap Indian Reservation.
   Objective 1: By the end of the 60-month project period, the project's Aaniiih language education coalition will produce four guidance documents that will provide the framework for the integrated planning, delivery, and assessment of Aaniiih language instruction on and around the Fort Belknap Indian Reservation. The coalition will be made up of at least 12 community representatives who will meet quarterly throughout the 5-year project period and beyond to coordinate Aaniiih language education efforts.

2. Aligning Aaniiih language instruction from preschool to college will result in an increase in the number of Aaniiih speakers at all levels of age and fluency.
   Objective 2: By the end of the 60-month project period, the project will expand and align Aaniiih language instruction from preschool to college to significantly increase the number of speakers at all levels of fluency, resulting in at least 90 Head Start graduates with basic Aaniiih language skills, 65 school-aged children and adults with moderately proficient language skills, and 20 high school-aged students and adults who are fluent Aaniiih language speakers.
3. Offering Aaniiih language educational opportunities for current and future Aaniiih language teachers, which will provide them with skills and credentials to deliver quality Aaniiih language instruction.
   Objective 3: By the end of the 60-month project period, the project will offer Aaniiih language instruction opportunities for current and future Aaniiih language teachers that will provide them with the skills and credentials they need to deliver quality language instruction at their respective levels of instruction, resulting in 11 Head Start and Early Head Start teachers and co-teachers who possess moderately proficient language skills and 10 fluent speakers who hold Class VII certifications to teach the Aaniiih language in Montana's public schools.

Accomplishments Related to NLCC Efforts

Accomplishments related to Aaniiih language coordination efforts include growing the language advisory board, strengthening curricula, and providing language instruction in Head Start classrooms in partnership with two Head Start programs. Chapters 8 and 9 explore participants' progress toward their objectives in greater detail.

Approach to Language Revitalization

The Aaniiih program took an integrated approach to promoting language revitalization. The primary purpose of this approach was to develop a seamless continuum of language learning from early childhood into adulthood. Components of this approach included the following.

- Collaborate with local Head Start programs to provide Aaniiih instruction in Head Start classrooms.
- Partner with the White Clay Immersion School to promote immersive language learning for elementary and middle school students.
- Implement an Aaniiih language degree program at Aaniiih Nakoda College.
- Program to educate and certify future Aaniiih language teachers to build teacher capacity.

Population Served

The Aaniiih language program served the residents of the Fort Belknap Indian Reservation, with a particular focus on students from early childhood education through college. In addition, the program prioritized building teacher capacity by offering language education programming for current and aspiring language teachers.

Watch the Aaniiih Cohort Journey Video

https://www.youtube.com/watch?v=uLFjzaxugCs



CHEROKEE NATION, TAHLEQUAH, OK

Up until the early nineteenth century, the Cherokee people lived in the southeastern woodlands of North America in present-day North Carolina, Tennessee, and Georgia. Under the Indian Removal Act of 1830, the United States forcibly removed the Cherokee from their homelands and relocated them to the current state of Oklahoma. The forced migration was known as the Trail of Tears, where as many as 6,000 individuals perished. Today, the Cherokee Nation has more than 300,000 citizens and is headquartered in Tahlequah, OK.

The Cherokee language is called ᏣᎳᎩ (tsalagi), and Cherokee people today are commonly called ᎠᏂᏣᎳᎩ (anitsalagi). Long ago, the Cherokee people went by the name of ᎠᏂᎩᏍᏆᎩ (anigiduwagi). Today, the Cherokee Nation primarily uses the Cherokee language for government business. The orthography was developed by ᏍᏆᏤᎪ (Sequoyah) between 1809 and 1823 and was ratified by Cherokee Nation's Tribal Council in 1825. Sequoyah was not an English speaker, and he could not read or write in any language. The Cherokee people remember him with great honor for his astonishing accomplishment.

ᏣᎳᎩ is Iroquoian, under the greater Macro-Siouan language family, and is the sole member of the Southern Iroquoian language family. It is a polysynthetic, tonal, and concrete language. ᏣᎳᎩ is the foundation of the Cherokee people's cultural identity, as it offers direct connections to family and community. For example, Cherokees often identify themselves by their own relationship to the closest Cherokee speaker in their family. Much more than an avenue for communication, ᏣᎳᎩ is a way of contextualizing the world in which Cherokee people live.

The total number of Cherokee citizens from the three federally recognized Cherokee tribes (Cherokee Nation, United Keetoowah Band of Cherokee Indians, and Eastern Band of Cherokee Indians) is approximately 400,000. The number of fluent, first speakers of the language account for less than 0.5% of this population. Most of these speakers are elders. As elders are lost, the number of speakers diminishes.

ᏔᎵᏁᎯᏍᏗᏓᏂᏴᏫ ᏗᎦᏚᎲᏍᏗᏉᏗ: Our Unified Language Curriculum

The ᏔᎵᏁᎯᏍᏗᏓᏂᏴᏫ ᏗᎦᏚᎲᏍᏗᏉᏗ: Our Unified Language Curriculum program set a goal of standardizing the Cherokee language curriculum by achieving the following objectives.

1. The program will develop a comprehensive Cherokee language curriculum for all Cherokee language programs–early childhood, elementary, high school, and college certification–using American Council of Teaching Foreign Languages guidelines to set language proficiency goals for all age levels by the end of Year 5.
   Objective 1: Development of a comprehensive Cherokee language curriculum for all Cherokee language programs–early childhood, elementary, high school, and college certification–using American Council of Teaching Foreign Languages guidelines to set language proficiency goals for all age levels by the end of Year 5. During the third 12-month period, the project will make Curriculum Standards at Novice Learner Proficiency rating for High School and College age levels available for implementation, Complete Cherokee Language Curriculum Standards at Intermediate Learner Proficiency rating for High School and College age levels.

2. At the completion of the project, a fully functional Cherokee Language Board with oversight capacity will be seated to help direct and evaluate Cherokee Nation's language revitalization initiatives.
   Objective 2: By Year 5, the proposed project will provide for the formation and establishment of a seated, 12-member Cherokee Language Board to oversee Cherokee Nation language programs education efforts nation-wide through the functions of a temporary, seven-member Cherokee Language Committee made up of a group of Cherokee Nation partners. During the third 12-month period, the project will evaluate and select four additional Cherokee Language Board members.

3. The program will develop and formalize the Cherokee Nation language teacher certification process.
   Objective 3: Development and formalization of a Cherokee Nation Language Teacher Certification that is rigorous and detailed, specific to Oklahoma's Cherokee language needs, will be completed by Year 2, with 25-30 teachers being certified by Year 5. During the third 12-month period, the project will select 10 teachers from various Cherokee Nation Language programs to pilot Cherokee Language Teacher certification evaluation process and troubleshoot and refine criteria. Criteria and process will be finalized for Cherokee Language teacher certification.

Accomplishments Related to NLCC Efforts

Accomplishments related to the Cherokee language coordination efforts include developing and strengthening numerous curricula, establishing a language advisory board, and creating partnerships to develop teacher certification test questions. Chapters 8 and 9 explore participants' progress toward their objectives in greater detail.

Approach to Language Revitalization

Prior to this project, the tribe operated a range of productive, yet independent, language programs with little focus on producing language teachers. No consistent coordination was found among the departments, and each program had its own measures of success and separate curricula. Under the NLCC project, the Cherokee program aimed to unify its language revitalization programming by standardizing the Cherokee language curricula for all its language programs, which include early childhood, elementary school, high school, and college certification programs. In addition, the program worked to standardize the teacher credentialing process and establish a language advisory board to ensure the unified implementation of language revitalization efforts.

The Cherokee language program also operates a master-apprentice program through which language learners spend 40 hours per week across 2 years in a language and cultural immersion setting learning from fluent speakers. The primary purpose of the program is to prepare learners to advance the Cherokee language by enhancing their own proficiency.

Population Served

The program focused on unifying Cherokee language programs and their participants by establishing standardized, effective curricula. Intended beneficiaries of the program included early childhood, elementary school, high school, and college students, as well as adult learners. Over time, the programming expanded to include public school learners in addition to students within the Cherokee language programs.

Watch the Cherokee Cohort Journey Video

https://www.youtube.com/watch?v=8kJN1F89dWM





KIOWA TRIBE OF OKLAHOMA, CARNEGIE OK

The Kiowa people originally lived in Western Montana near present-day Yellowstone National Park. Over time, they migrated south, following the Rocky Mountains, to eventually settle in the southern Plains. In 1867, the U.S. government relocated the Kiowa people to present-day Oklahoma. Today, Kiowa Tribe of Oklahoma is based in the town of Carnegie, OK, and has more than 12,000 citizens.

The Kiowa language is an isolated language, with no other tribes or communities speaking it. As is the case for most Native American cultures, the Kiowa epistemology is held within its language; their ways of knowing, their customs, and their history are expressed through the language. Much of the Kiowa identity is demonstrated with the Kiowa language during songs and prayers. Currently, approximately 20 fluent Kiowa speakers remain within the Kiowa population, and the language is primarily spoken by older generations. There are no fluent Kiowa language speakers under the age of 18.

Kiowa Language and Culture Revitalization Program

The Kiowa Language and Culture Revitalization Program articulated the goal of building capacity for Kiowa language instruction through three objectives.

1. Develop and implement a Kiowa language teacher professional development and credentialing program.
   Objective 1: By the end of Year 5, develop and implement a Kiowa language teacher professional development and credentialing program to train a minimum of 25 teachers with at least five teachers in each community representing each educational level, including five teachers in early childhood (ages 0–7), five teachers in elementary (ages 8–10), five teachers in middle school (ages 11–13), five teachers in high school (ages 14–17), and five teachers in post-secondary (ages 18 and older), and involving teacher participation in weekly mentorship sessions between language teachers and tribal elders (fluent speakers) for a minimum of 120 hours per year.

2. Develop and complete a minimum of 20 sets of Kiowa language learning materials.
   Objective 2: By the end of Year 5, design, develop, and complete a minimum of 20 sets of Kiowa language learning materials with each set including at least one of each of the following categories: book with audio CD; CD or DVD audio or video; flashcards; rebus chart [which illustrates words or syllables through pictures or symbols]; interactive literacy materials; activity sheets; suggested activity instructions; project instructions; and presentation rubrics that each express a cultural theme from the curriculum framework as well as correlate with lesson planning and students' developmental abilities for use in the classroom and by family members outside the classroom.

3. Implement a minimum of one Kiowa language and culture outreach activity per quarter at each of the five identified sites representing different Kiowa communities: Anadarko, Carnegie, Cache, Norman, and Tulsa.
   Objective 3: By the end of Year 5, implement a minimum of one Kiowa language and culture outreach activity per quarter at each of five identified sites representing five different Kiowa communities involving a minimum of 20 participants at each site to build community and tribal member interest in Kiowa language learning, to recruit potential Kiowa language learners across the preschool through college age span, and to recruit potential Kiowa language instructors.

Accomplishments Related to NLCC Efforts

Accomplishments related to Kiowa language coordination efforts include developing 17 curricula and materials in a single year and connecting with elders and youth through outreach events, which continued virtually during the pandemic. Chapters 8 and 9 explore participants' progress toward their objectives in greater detail.

Approach to Language Revitalization

Prior to the NLCC grant, Kiowa Tribe of Oklahoma and individual tribal citizens launched various language revitalization initiatives, such as community language classes and formal instruction in schools, daycares, and Head Start classrooms. However, these efforts were diffused and disconnected from one another. Until 2016, Kiowa Nation did not have a dedicated language department. Under the NLCC project, the tribe officially launched the Kiowa Language and Culture Revitalization Program.

Much like the Cherokee program, the Kiowa program capitalized on NLCC resources to focus on curriculum and development of teacher capacity. They also conducted outreach events to engage the community in cultural activities and offer meaningful opportunities for language use. The program developed language learning materials for each group using a thematic, values-based, community-defined curriculum grounded in Kiowa ways of knowing.

The program used a community-based learning model previously developed for the Kiowa language. They also applied the Indigenous Language Institute's How Do I Say…? model. Under this model, students work with fluent speakers to learn the language and select what to learn next. During the project, the program also implemented a beginner-level curriculum adapted from a University of Oklahoma curriculum.

Population Served

The Kiowa program designed their language revitalization efforts for five specific communities: Anadarko, Carnegie, Cache, Norman, and Tulsa. They provided language mentorship sessions to these communities. All members of each community, from children to adults, were included in the intended audience. The program recognized five age groups in its programming, including pre-K through second grade, third through fifth grade, sixth through eighth grade, ninth through twelfth grade, and ages 18 and older. Due to a shift to virtual programming because of the COVID-19 pandemic, the program has drawn participation from Kiowa people outside of the original five communities.

Watch the Kiowa Cohort Journey Video

https://www.youtube.com/watch?v=NhOeDDIIFaI

Examples of graphics used to teach Kiowa







SUN'AQ TRIBE OF KODIAK, KODIAK, AK

Sun'aq Tribe of Kodiak is a federally recognized tribe located on Kodiak Island in Alaska. More than two-thirds of the Alaska Native population living in the Kodiak Archipelago are citizens of Sun'aq Tribe of Kodiak, making it the largest of the 10 federally recognized tribes in the area and the largest Alaska Native community in the Gulf of Alaska. The tribe serves 1,738 tribal citizens who live on the island.

Alutiiq language and culture are long-standing; archaeological evidence shows an Alutiiq presence on Kodiak Island for more than 8,000 years. Sun'aq Tribe of Kodiak's traditional homelands encompass nearly 75,000 square miles of land and sea. The people of Sun'aq Tribe of Kodiak settled permanently where the city of Kodiak is now located about 2,500 years ago and interacted regularly with other tribes throughout the archipelago. They follow an elaborate maritime subsistence lifestyle of hunting, fishing, and gathering throughout the year, as set forth by their ancestors. For Alaska Natives, subsistence refers to a way of living that emphasizes the importance of respecting the land and its resources and acknowledging a connection to the natural world.

Tamamta Liitukut (Everyone is Learning)

In keeping with their heritage, the tribe is working to revitalize their Alutiiq language. Tamamta Liitukut (Everyone is Learning) was the title of the Kodiak Alutiiq language education continuum project for NLCC. The goal of Tamamta Liitukut was to develop a culturally relevant Kodiak Alutiiq immersion language nest for preschool-aged children with complementary outreach services for all age groups to sustain Alutiiq as a living language. To meet this goal, the program established the following two objectives.

1. **Alutiit'stun Niuwawik (A Place to Speak Alutiiq) Language Nest will demonstrate the value of school sustainability by serving preschool students and their parents.**

   Objective 1: By Month 60, the Alutiit'stun Niuwawik Language Nest will demonstrate the value of school sustainability by serving at least 30 preschool students, raising 75% to an Intermediate Alutiiq speaking proficiency.

2. **Tamamta Liitukut will implement a culturally relevant Alutiiq language outreach campaign and enhance existing courses through teacher professional development.**

   Objective 2: By Month 60, we will implement a culturally relevant Alutiiq language outreach campaign and enhance existing courses through teacher professional development to recruit and retain 50 students who participate in three or more learning communities.

Accomplishments Related to NLCC Efforts

Accomplishments related to Alutiiq language coordination efforts include providing 800 hours of immersion instruction to preschoolers across 2 years and growing the number of student participants in multiple learning communities. Chapters 8 and 9 explore participants' progress toward their objectives in greater detail.

Approach to Language Revitalization

The Sun'aq program followed an immersion approach to language learning by providing a language nest for preschool-aged children. Under the language nest model, children who are 5 years old or younger interact with fluent speakers. This immersive environment, which is established as a home-like setting, helps the children acquire the language naturally as they grow (Tsawout First Nation 2022). Those who attend Alutiit'stun Niuwawik, the Alutiiq language nest, are immersed in the Alutiiq language at a young age, which promotes language proficiency early in the educational continuum.

To further advance proficiency within the community, the program aimed to support language learning along the entire educational continuum, beyond the early childhood level. As part of these efforts, the program launched a community engagement campaign that included hosting Alutiiq festivals where families participated in traditional cultural activities and had opportunities to learn and practice the language.

The program employed the *Where Are Your Keys?* model, an interactive approach to learning that uses body movement, including sign language, to help learners retain knowledge.

Population Served

The program primarily focused on building proficiency among Alaska Native preschoolers and their parents or caregivers. To create a setting in which young children can practice what they learn and be supported in their language learning efforts, the program followed the approach of involving whole families in programming. As reflected in the program's name, which translates to "everyone is learning," the program welcomed all members of the community to join the language learning opportunities.

Watch the Sun'aq Cohort Journey Video

https://www.youtube.com/watch?v=8t1hq4VKOfA



YUROK TRIBE, KLAMATH, CA

The Yurok Tribe is the largest tribe in California, with more than 5,000 members. The Yurok Reservation is in the far northwest corner of California, near the Oregon border in Klamath, CA. The Yurok have continuously occupied the same traditional territory since before European contact, so they continue to live in many of the same village sites as their ancestors.

When Yurok Tribe established a language restoration program in 1997, it conducted its first comprehensive study of the status of Saa'-a-goch (the Yurok language). The study identified 20 fluent speakers, all of whom were age 70 or older. Most of these elders had not used the Yurok language as a daily means of communication since they were small children. Nearly 50 years had passed since any child had learned to speak Yurok. Starting in 1997, the Yurok people began working tirelessly to increase the number of speakers, and they have achieved impressive gains in the numbers of speakers at all ages. In 2009, the Yurok program produced its first seven conversationally fluent speakers. Currently, there are 24 second language learners who are conversationally fluent, 10 of whom have passed the requirements for a Native language teaching credential from the California Commission on Teacher Credentialing. Each year, around 300 language learners receive instruction in the Yurok language under this program.

Bridging the Language Gaps from Preschool through College

The mission of the Yurok Language Project: Bridging the Language Gaps from Preschool through College was to "restore the Yurok language to the status of a living, flourishing language with speakers of all levels." In alignment with this mission, the project goal was to develop the resources necessary to implement a comprehensive language program of high-quality Yurok language instruction for language learners from preschool through college. To achieve this goal, the following three objectives were identified.

Watch the Sun'aq Cohort Journey Video

https://www.youtube.com/watch?v=8t1hq4VKOfA

1. **Teacher candidates will gain the knowledge and fluency in Yurok language necessary to pass the Advanced Yurok Credential Assessment and will earn a Life-Time Native Language Teaching Credential issued by Yurok Tribe in conjunction with the California Commission on Teacher Credentialing.**

   Objective 1: By the end of Year 5, 10 teacher candidates will gain the knowledge and fluency in Yurok Language necessary to pass the Advance Yurok Credential Assessment and will earn a Life-Time Native Language Teaching Credential issued by Yurok Tribe in conjunction with the California Commission on Teacher Credentialing.

2. **Teacher candidates will complete 200 hours of training in the teaching of the Yurok language and will provide a minimum of 200 hours of language instruction to language learners in preschool through college and in community language classes.**

   Objective 2: By the end of Year 5, 10 teacher candidates will complete 200 hours of training in the teaching of Yurok Language and will provide a minimum of 200 hours of language instruction to language learners in preschool through college.

3. **Teacher candidates will have obtained at least a bachelor's degree and a Standard California Teaching Credential.**

   Objective 3: By the end of Year 5, six teacher candidates will have obtained a bachelor's degree and a Standard California Teaching Credential.

Accomplishments Related to NLCC Efforts

Accomplishments related to Yurok language coordination efforts include credentialing new teachers, providing support for teacher candidates, and creating new lesson plans. Chapters 8 and 9 explore participants' progress toward their objectives in greater detail.

Population Served

As reflected in the program name, the program aimed to develop a streamlined system of language learning to serve all students, from preschool through college. To develop the teaching infrastructure needed to support this system, the direct focus under the NLCC grant was on teacher candidates.

Watch the Yurok Cohort Journey Video

https://www.youtube.com/watch?v=la4zL81XkyE

7. TRAINING AND TECHNICAL ASSISTANCE PROVIDED

Ongoing training and technical assistance (T/TA) were provided to the NLCC participants to help build capacity and expand the impact of their language revitalization efforts. The ANA NLCC implementation team offered this support through a variety of platforms.

SUPPORT FROM ANA FEDERAL STAFF MEMBERS

At the outset of the cooperative agreements on August 1, 2016, the ANA NLCC implementation team provided all training and technical assistance (T/TA) for the recipients. The ANA NLCC implementation team included the Director of the Division of Program Operations and program specialists, staff members from the Office of the Commissioner, and program analysts from the Division of Program Evaluation and Planning. They provided T/TA on grants management, post-project amendments, reporting, the CRM, and commencing work toward the project objectives under the cooperative agreements. Additionally, the ANA NLCC implementation team coordinated and facilitated the post-award meeting and in-person meetings, including the annual ANA Grantee Meeting, to encourage peer-to-peer networking among the recipients over the course of the cooperative agreements.

SUPPORT FROM THE NLCC T/TA CENTER

On September 29, 2017, ANA awarded a T/TA contract to Sister Sky Inc., a Native American woman-owned business, to continue providing T/TA services to the participants for the remaining 4 years of the cooperative agreements. As part of Sister Sky Inc., the NLCC T/TA Center provided services to the NLCC participants with a core staff of four people: Center Director, T/TA Director, Language Evaluator, and Project Coordinator. Two subcontractors also assist with T/TA services for evaluation and multimedia support.

As a resource of ANA, the NLCC T/TA Center was dedicated to serving the Native peoples of the United States and its territories, including American Samoa, Guam, and Commonwealth of the Northern Mariana Islands. To promote the development and enhancement of language revitalization programs broadly, the NLCC T/TA Center provided virtual or in-person trainings up to six times a year through webinars or the ANA Annual Grantee Meeting for all ANA language participants. Topics include language and the brain, family language plans, intellectual property, Native languages, and more.

The NLCC T/TA Center provided targeted T/TA to the NLCC cooperative agreement participants as they completed their projects, which extended through June 2022. The primary goal of the Center was to maximize the NLCC participants' influence on their respective communities' language revitalization efforts.

Types of T/TA Provided

- Webinars on Native language topics
- Meetings in person or virtual semi-annually
- Coaching calls were scheduled monthly
- Site visits in-person or virtual
- Website and online interactive forum: www.ananlcc.org
- Social media group, private for the cohort
- Tools and materials shared with and among participants
- Cohort calls facilitated monthly that included peer-to-peer networking and building a community of practice

Sister Sky Inc.

Sister Sky Inc. (SSI) was the prime contractor for this federal contract. SSI staffed the NLCC T/TA Center, providing the Center Director, T/TA Director, and Project Coordinator. In addition, SSI developed materials and offered travel support as needed to provide quality T/TA for each NLCC participant.

Gary Bess Associates

Gary Bess Associates (GBA) served as the SSI language evaluation subcontractor/partner who fulfilled the evaluation needs for this work. The GBA language evaluator provided the cohort with capacity-building training in research, assessment, and evaluation. In addition, the language evaluator supported the NLCC cohort with data collection and analysis.

Vexing Media, LLC

Vexing Media, LLC, served as the multimedia/technology subcontractor who partnered with SSI to support this project. Vexing Media developed and maintained the NLCC web portal (www.ananlcc.org), provided email list management for the bi- monthly newsletter, assisted in webinar and virtual meeting production, and provided T/TA to the participants on multimedia platforms and analytics from various platforms (e.g., Google, Zoom, and Facebook).

DATA ANALYSIS CAPACITY BUILDING

One crucial aspect of technical assistance is to help programs build the capacity to collect, analyze, and draw conclusions from the program's own data. The NLCC T/TA Center conducted several activities designed to strengthen participants' skills pertaining to gathering and presenting data. For example, as shown in Table 3 below, the T/TA Director and the Language Evaluator created a rubric to guide participants in drafting their own findings.





Table 3: Example of the NLCC T/TA Center's capacity-building T/TA materials

Guidelines to Writing Your Findings

Findings Needing Improvement	Critique	Improved Findings
"We conducted outreach."	This response is too vague and does not provide concrete reporting of your activities (e.g., does not provide a timeframe for when the activity occurred).	"During 2018-2019 reporting period, we conducted outreach in five (5) locations: one (1) location in each proposed five (5) communities. On average we reached approximately 100 participants at each event." OR "During the 2018-2019 reporting period, we provided the community with 19 outreach events/activities, which were attended by 811 youth and 113 elders."
"Those who attended our outreach events reported that they enjoyed themselves, gaining an interest in learning the language and culture."	This finding could be viewed as anecdotal and needs to be supported by data.	"According to the community survey that attendees completed after our events, more than 90 percent (93.0%) of attendees reported their overall experience as good or excellent" OR, "The majority (87.5%) of attendees reported that the event increased their interest in learning the language and culture."
"During the reporting period, volunteers provided assistance in completing grant activities."	This finding would be more meaningful if it were quantified.	"During the 2019-2019 reporting period, 23 volunteers provided 492 volunteer hours creating five new learning resources, such as a language guide for household items, for camps and outreach events. There were 10 adult chaperones assisting at 14 camp sessions, providing a total of 212 volunteer hours."

To further support the NLCC participants in building their data collection and analysis capacity, the NLCC T/TA Center guided them in data analysis exercises in 2021 at semi-annual meetings in Klamath, California and Kodiak, Alaska. Using their own data, participants put together dashboards showcasing efforts toward their objectives, key partnerships, materials and resources created, lessons learned, potential post-grant funding sources, and promising practices. The data accumulated from these exercises supported the participants in reporting on their accomplishments under the NLCC project and justifying future grant applications. The participant dashboards are included in Appendix B.

8. PROGRAM PERFORMANCE AND PARTICIPANT ACTIVITIES

The participants, with the support of the NLCC T/TA Center, tracked their performance and documented their activities through several approaches. Throughout the course of the project, they engaged in three CRAs at different points in time to assess their communities' preparedness to implement language revitalization efforts under the NLCC project. Participants also compiled and submitted Annual Data Reports (ADRs), which included data that highlights progress toward their individual program objectives and cohort-wide indicators that were identified at the project's outset as benchmarks for measuring progress.

"The participants have made phenomenal progress towards strengthening their Native language teaching and training efforts in their communities."

–Carmelia (Mia) Strickland, Director, ANA Division of Program Operations

This chapter summarizes data from these sources, first providing an overview of the cohort's collective CRA scores, then exploring each participant's achievements toward their objectives, and finally highlighting participant accomplishments under the cohort-wide indicators. In addition, this section includes success stories submitted by the participants who shared selected achievements in their own words.

CRA SCORES

During the NLCC project, each participant conducted three CRAs at different points in time. The initial CRAs in Year 1 helped participants ascertain how prepared their communities were for the NLCC language project at the beginning. Participants again conducted CRAs in Years 3 (mid-point and prior to the COVID-19 pandemic) and 6 (end of project) to measure changes in community readiness to embrace the NLCC language revitalization efforts. Because the participants completed their final CRAs midway through Year 6 , this report includes CRA data for all 6 years of the project.

Figure 9 below shows the average scores across the participants for each of the community readiness dimensions, which include resources related to the issue, community knowledge about the issue, community climate, leadership, and community efforts. It also illustrates the average overall CRA score and the range of mean scores for each dimension and the overall CRA score.

[3] Notably, the Kiowa program was granted a no-cost extension, meaning that their final CRA was not completed in time for inclusion in this report.

Figure 7: NLCC Cohort Average CRA dimension scores and overall CRA scores



In Year 1, apart from the community efforts dimension, average scores for the CRA dimensions and the average overall CRA score suggest that community readiness for NLCC language revitalization efforts was in the vague awareness phase. This phase indicates that most of the community felt that there was local concern about creating or strengthening local Native language programming but that there was no immediate motivation to do anything about it.

In Year 3, except for the community efforts dimension, average scores for the CRA dimensions and the average overall CRA score suggest that community readiness for language revitalization efforts was in the preplanning phase. This phase indicates clear recognition in the community that something must be done but efforts are not focused or detailed.

[4] Notably, the Kiowa program was granted a no-cost extension, meaning that their final CRA was not completed in time for inclusion in this report.

The quotations that follow provide a snapshot of the participants' interpretations of why scores increased from Year 1 to Year 3.

"Many community members have heard of local efforts and are familiar with the purpose of the effort. This time around, people could tell me a lot more information about the current language programs and events that are taking place in Kodiak." ~ Sun'aq Program

"Our interviewees were primarily the same people we interviewed in the first survey, and they seemed to have had a personal increase in awareness that affected how they saw their communities." ~ Cherokee Program

In Year 6, apart from the community efforts dimension, average scores for the CRA dimensions and the average overall CRA score suggest community readiness for addressing language problems as being in the vague awareness phase. The following participant insights offer an example of interpretations of the reasons for the reduction in scores between Years 3 and 6.

"I believe the main reason for this [decrease] has been the changes caused by the pandemic. We have not been able to host public events and have gone through many staff changes due to the pressures of working through the pandemic." ~ Sun'aq Program

"Additionally, the respondents indicated that there was some knowledge of the issues pertaining to the loss of Native language and the current efforts towards raising awareness. The respondents did have some knowledge of the resources available but stated that no information was given to the public about these resources." ~ Aaniiih Program

The discrepancy between COVID challenges and CRA is based on how the CRA works best. In the beginning of the NLCC projects, each cohort member met with nine community members in person as focus groups to give the survey. When the pandemic occurred, the cohort had to use other non-personal methods to conduct the CRA questionnaire, which could affect the scores. Regarding awareness, the decrease could mean that those surveyed had no access to the online resources, or they weren't aware of the availability, or they didn't have the skills, knowledge, or equipment to gain access to the online resources. The CRA works best when it is conducted in person and doesn't necessarily include community members at large (outside nearby community).

THE JOURNEY TOWARD PROGRAM OBJECTIVES

The following sections list each participant's objectives and summarize their progress toward achieving them. Each section below also includes that participant's success story in their own words.

Aaniiih Nakoda College

Objective 1

By the end of the 60-month project period, the project's Aaniiih language education coalition will produce four guidance documents that will provide the framework for the integrated planning, delivery, and assessment of Aaniiih language instruction on and around the Fort Belknap Indian Reservation. The coalition will be made up of at least 12 community representatives who will meet quarterly throughout the 5-year project period and beyond to coordinate Aaniiih language education efforts.

Progress toward Objective 1 – Activities and Achievements

Prior to the start of the project, Aaniiih had established a language advisory board. During Year 1 of the project, Aaniiih strengthened their language advisory board to include additional individuals who taught the language. Additionally, in Year 1, Aaniiih rebranded their board name to be more reflective of their efforts, renaming it the Language Coalition. In Year 2 of the project, no substantive changes or enhancements were made to the Language Coalition. However, in Year 3 of the grant award the Language Coalition grew to comprise nine community representatives, nearing the project goal of 12 community members by the end of the project. The composition of the coalition includes Aaniiih language instructors, elders, Aaniiih Nakoda College staff, and White Clay Immersion School parents.

The Aaniiih program identified their most significant lesson learned through the NLCC project as the need to have more structure for the Language Coalition's meetings. They took the approach of scheduling meetings on an individual basis, rather than instituting regular monthly meetings. This approach proved very challenging, with at least several members being unavailable for each meeting. The program team also observed that developing structured meeting agendas would have likely produced more efficient coalition meetings.

"We still have a lot of work to do to promote and maintain the Aaniiih language. With COVID-19, we have been able to bring Aaniiih to more people via remote delivery."

~ Aaniiih Nakoda College, Year 5 Annual Data Report (ADR)

Objective 2

By the end of the 60-month project period, the project will expand and align Aaniiih language instruction from preschool to college to significantly increase the number of speakers at all levels of fluency, resulting in at least 90 Head Start graduates with basic Aaniiih language skills, 65 school-aged children and adults with moderately proficient language skills, and 20 high school-aged students and adults who are fluent Aaniiih language speakers.

Progress toward Objective 2 – Activities and Achievements

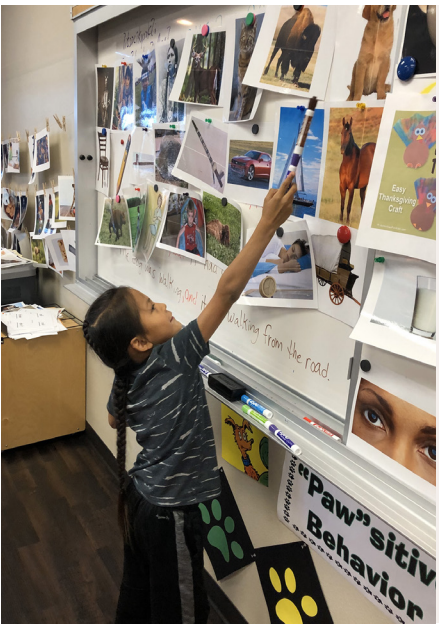
Prior to the start of the project, Aaniiih had curricula for kindergarten through eighth grade and the college level. During Year 1 of the grant, Aaniiih expanded its curricula to include pre-K and strengthened the existing curricula for first grade

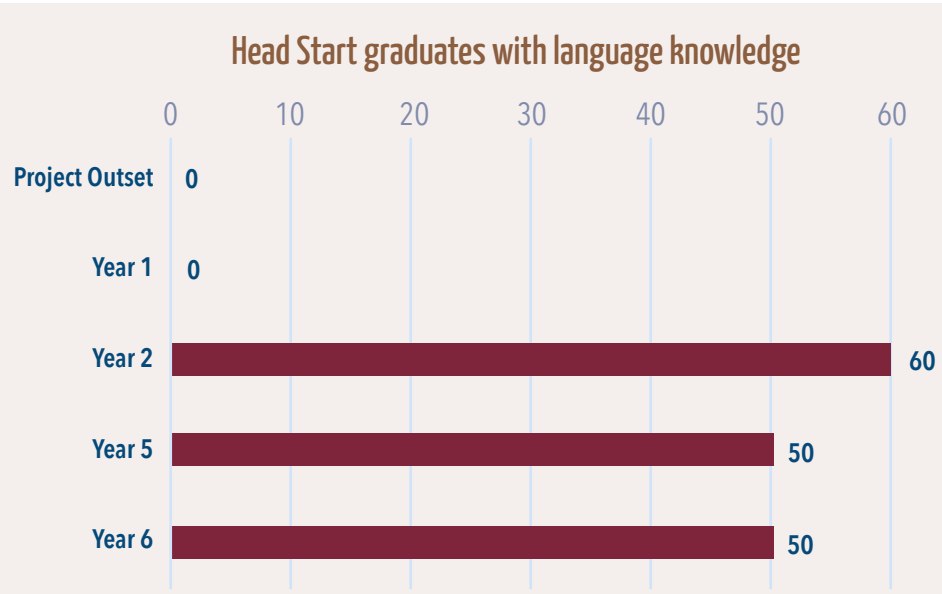
and fifth through seventh grades. Though no new curricula were developed in Years 2 and 3, strengthening of existing curricula continued. Prior to the start of the project and during Year 1, no Head Start graduates could demonstrate basic knowledge of the Aaniiih language. Year 2 increased from zero to 60 Head Start graduates demonstrating basic language knowledge. In Year 5, even in the time of COVID-19, 50 Head Start graduates demonstrated basic knowledge of the Aaniiih language, followed by another 50 Head Start graduates in Year 6. Figure 10 below illustrates these increases in language knowledge among young children.

Objective 3

By the end of the 60-month project period, the project will offer Aaniiih language instruction opportunities for current and future Aaniiih language teachers that will provide them with the skills and credentials they need to deliver quality language instruction at their respective levels of instruction, resulting in 11 Head Start and Early Head Start teachers and co-teachers who possess moderately proficient language skills and 10 fluent speakers who hold Class VII certifications to teach the Aaniiih language in Montana's public schools.

Figure 8: Head Start graduates with language knowledge across project years.





Progress toward Objective 3 – Activities and Achievements

In Year 1 of the project, Aaniiih developed a new partnership with Fort Belknap Head Start to provide Aaniiih instruction in Head Start classrooms. In Year 2, Aaniiih continued to strengthen this partnership and promote language acquisition for young children. Also in Year 2, Aaniiih developed a new partnership with the Hays Head Start Program located 35 miles south of Aaniiih Nakoda College in Hays, Montana.

Progress Toward Closing Gaps in the Language Continuum

The Aaniiih program employed an innovative approach to reach more community members. Using audio recordings of fluent Aaniiih speakers, they created an Aaniiih language app that anyone can download and use. The Aaniiih program will continue language instruction for all area schools and organizations post-NLCC, and they plan to collaborate with

local language programs to educate language teachers through the newly developed Aaniiih Nakoda College degree program.

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Figure 9: The Aaniiih language app



Challenges

The Aaniiih language has approximately 30 remaining speakers, all of whom are second language speakers. Additionally, the slow development of the Language Coalition in the early years of the project, which was compounded by COVID-19, slowed progress in the initial development and modification of the guiding documents used to assess language acquisition efforts. Even at the end of Year 5, some community partners with similar language interests had yet to provide representatives to serve on the Language Coalition. Additionally, COVID-19 disrupted classroom time for teaching the Aaniiih language in Head Start programs.

Aaniiih Nakoda College's Success Story

One of the Aaniiih program's greatest successes was its enlistment of youth in carrying forward the language. According to Zingg (2019), those who learn their Native language at a young age are "able to maintain critical ties to their

culture, affirm their identity, and preserve important connections with older generations." Involving youth in language revitalization helps advance these critical efforts into the future. The program shared the following about three young champions of the Aaniiih language.

Three bright young Aaniiih people are rising to become future leaders in the Aaniiih language. For the last several years it appeared that there would only be a few of us taking on the immense task to restore our Aaniiih language. Recently, three young learners have begun to help share the weight of this seemingly indefinite process. They have been inspired to become instructors and have naturally grown into this process, as they have been involved in the Aaniiih language through White Clay Immersion School (WCIS) for most of their lives.

Xavier Hawley began volunteering his time as a classroom de-clutterer and chaperone to the students when his mother was a teacher at WCIS. Upon entering college at ANC [Aaniiih Nakoda College], Xavier became a student intern, assisting WCIS teachers. He is set to be one of the first graduates of ANC's new 4-year degree in Aaniiih Nakoda Ecology. While he was in his first year of college, Xavier began teaching at the Head Start programs. He travels throughout the reservation to provide this instruction and has developed curricula for Head Start teachers to use on their own.

Wozek and Serena Chandler have had similar paths to becoming champions for the Aaniiih language. Both began as students at WCIS. Throughout her high school years, Wozek served in a mentorship role for the younger WCIS students through a previous ANA grant. Upon enrolling at ANC in 2015, she returned to the WCIS as a student intern, mentor, and first-grade language teacher. She also began teaching within the local Head Start program. Wozek left in 2018 to obtain her bachelor's degree but planned to return to teaching and developing curriculum. Serena graduated from WCIS in 2018. As she entered high school, she too served as a mentor to young WCIS students. Along with her mentorship duties, Serena has already begun teaching the language and developed ideas for language curricula and how to deliver stories and cultural activities to WCIS children. She will graduate high school in May 2022 and is set to enroll at ANC in Fall 2022 to continue her work to perpetuate the Aaniiih language.

~ Aaniiih Program



Cherokee Nation

Objective 1

Development of a comprehensive Cherokee language curriculum for all Cherokee language programs–early childhood, elementary, high school, and college certification–using American Council of Teaching Foreign Languages guidelines to set language proficiency goals for all age levels by the end of Year 5. During the third 12-month period, the project will make Curriculum Standards at Novice Learner Proficiency rating for High School and College age levels available for implementation and complete Cherokee Language Curriculum Standards at Intermediate Learner Proficiency rating for High School and College age levels.

Progress toward Objective 1 – Activities and Achievements

Before the start of Cherokee's NLCC project, curricula existed for pre-K to eighth grade as well as for college and adult/ community courses. No curriculum had been created for the high school grades.

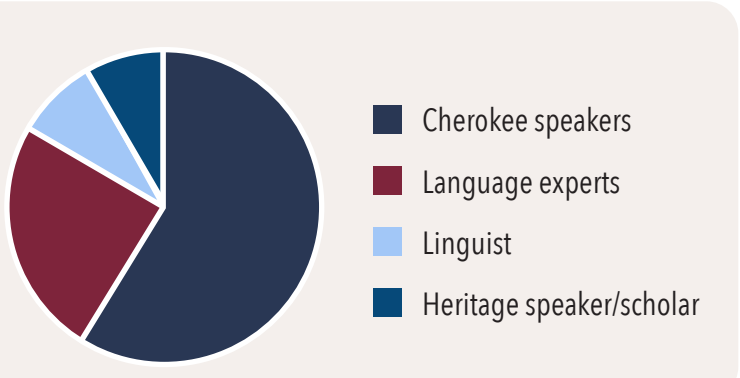
During Year 1, the Cherokee program developed curricula for each high school grade while also strengthening the curricula for seventh and eighth grades as well as for college and adult/ community courses. In Years 2 and 3, Cherokee continued strengthening the curricula. Notably, many resources contributed by partners in Cherokee's language efforts were curriculum-related (e.g., providing language curriculum materials, time, and resources). In Year 6, Cherokee focused on finalizing the digital materials developed in Year 5. These finalized materials included approximately 1,400 lesson plans, or 700 days of language lessons, across the intermediate low through advanced low proficiency levels.

> *"We have started developing [curricula] that will fill in the gaps where curricula [are] currently missing from our language teaching materials. Additionally, staff has also started developing multimedia educational materials to complement the curricula for all of the current materials we already have."*
>
> *~ Cherokee Nation, Year 3 Cohort-Wide Impact Indicator Tracking Form*

Objective 2

By Year 5, the proposed project will provide for the formation and establishment of a seated, 12-member Cherokee Language Board to oversee Cherokee Nation language programs education efforts Nation-wide through the functions of a temporary, seven-member Cherokee Language Committee made up of a group of Cherokee Nation partners. During the third 12-month period, the project will evaluate and select four additional Cherokee Language Board members.

Figure 10: Membership of the Cherokee Language Community Board



Progress toward Objective 2 – Activities and Achievements

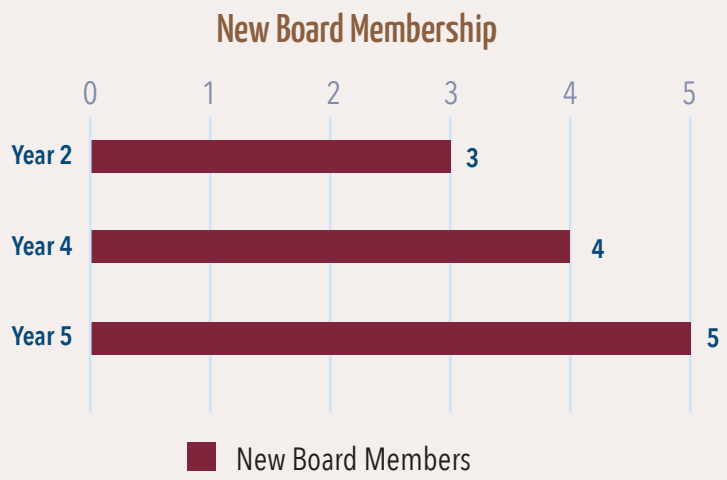
The Cherokee Language Community Board is made up of Cherokee Nation citizens, Cherokee speakers, citizens from other tribes, language advocates, and Cherokee and non-Cherokee second language acquisition experts. These individuals were nominated and vetted by the Cherokee Language Committee and approved by the Cherokee Nation administration.

During Year 1 of the project, the Cherokee Language Committee developed a methodology for selecting, nominating, and seating the 12 Cherokee Language Community Board members. In Year 2, the Cherokee Language Committee nominated and approved three Cherokee language speakers to be seated on the Cherokee Language Community Board, and in Year 4, they nominated and approved four more members. In Year 5, the Cherokee Language Community Board membership was finalized. The board comprises seven elder Cherokee speakers and community leaders, three non-Cherokee language experts, one linguist, and one university scholar and heritage speaker.

The Cherokee Language Community Board has good synergy, as "elders keep the project efforts centered on Cherokee values and standards, while language experts provide perspectives on best practices in the areas of language revitalization and language teaching methodologies" (Cherokee Nation NLCC, 2022). Figure 12 above shows the composition of the board, while Figure 13 below illustrates the growth of the board over the course of the project. The board helped the Cherokee program improve unity among previously fragmented language initiatives and curricula.

Figure 11: New Board members throughout the project.





Objective 3

Development and formalization of a Cherokee Nation Language Teacher Certification that is rigorous and detailed, specific to Oklahoma's Cherokee language needs will be completed by Year 2, with 25-30 teachers being certified by Year 5. During the third 12-month period, the project will select ten teachers from various Cherokee Nation Language programs to pilot Cherokee Language Teacher certification evaluation process to troubleshoot and refine criteria. Criteria and process will be finalized for Cherokee Language teacher certification.

Progress toward Objective 2 – Activities and Achievements

The Cherokee program aimed to partner with the state of Oklahoma and the University of Oklahoma to develop

certification test questions and update questions for the state certification exam. However, they encountered delays when they learned that they needed to first obtain legislative approval from the state to develop their own teacher certification program. With the addition of Year 6, a no-cost extension year, the program finalized the alternative Cherokee teacher certification process and awarded 17 alternative Cherokee teacher certifications. The delay in attaining this objective demonstrates that legislative requirements are an important consideration in setting goals and objectives pertaining to teacher certification.

Progress Toward Closing Gaps in the Language Continuum

Leveraging the expertise of elder Cherokee speakers was a key component of the program. The Cherokee program recognized that Cherokee elders could benefit from improving their social determinants of health (non-medical factors that influence health outcomes, such as housing, food and nutrition, transportation, and social service connections). To help meet the needs of first-language Cherokee speakers, the Cherokee program initiated the Speakers' Services program that supported the daily living needs of these elders. By addressing quality-of-life issues, this program helped ensure that first language speakers could focus their energy on language efforts.

In line with these efforts, the Cherokee program leveraged CRA data to compile a directory of elder Cherokee speakers across all three Cherokee tribes (Cherokee Nation of Oklahoma, Eastern Band of Cherokee Indians, and United Keetoowah Band of Cherokee Indians). This directory played an unplanned, yet valuable, role in the tribes' responses to the pandemic, since it provided a record of elders who may need food and supplies delivered during quarantine. The directory also included the signatures of all living Cherokee language speakers.

Over the course of the NLCC project, the Cherokee program developed 23 partnerships to support language revitalization. These partnerships aided the program in staffing the community board, developing curricula and materials, delivering virtual language classes, establishing state teacher certification processes, providing language instruction, and completing language transcriptions. Additionally, through targeted outreach efforts, the Cherokee program reported that they achieved their intended level of community participation in language programming.

To promote the success of the program beyond the conclusion of the NLCC project, the Cherokee program developed a sustainability plan that outlines how they plan to continue language revitalization work. The sustainability plan outlines continued collaboration with the state, local public schools, and regional higher education institutions to further expand the Cherokee curriculum and maintain state and tribal teacher certifications. In addition, the Cherokee Nation invested $20 million to build the Durbin Feeling Language Center that serves as a central hub for all Cherokee Native Language programs and instruction.

Challenges

One of the biggest challenges the Cherokee program continuously faced and still faces is that first language speakers account for fewer than 0.5% of the Cherokee Nation population. Most of these speakers are elders and as elders are lost the number of speakers diminishes. The Cherokee program also faced substantial challenges during the grant. During the COVID-19 pandemic, limited internet connectivity in rural areas slowed language instruction and progress toward objectives. In addition, a lack of funding for program support staff made completion of day-to-day operations challenging for the program.

When asked about lessons learned, Cherokee program personnel pointed to the length of time needed to hire

personnel. The hiring process within the tribe can take 6 months to a year. Thus, staff turnover created challenges to moving the work forward and completing objectives. Despite challenges with staff turnover, program staff reported that they were very pleased with what the program accomplished.

Cherokee Nation Success Story

The ᏐᏉᏂᏍᎪᏓᏁᎸᎯ ᏗᏕᏲᎲᏩᏙᎯ: Our Unified Curriculum program shared the following story about a graduate from the Cherokee language master-apprentice program. This account offers an example of how the program benefited individuals, the community, and efforts to revitalize the Cherokee language.

Ulogil and his four younger siblings were raised in Adair County in the same community his grandparents grew up in. Like most 30-year-olds who grew up in a rural Cherokee community, Ulogil grew up in two worlds. Ulogil's grandparents were native Cherokee speakers. Of the 1,900 remaining Cherokee speakers, many live in Adair County. However, even in Adair County, the intergenerational transmission of Cherokee is nearly non-existent. Ulogil's parents are not Cherokee speakers, so he and his siblings grew up in an English-speaking home. Despite not learning the language, Ulogil was raised with undisputable Cherokee values and culture. However, without the Cherokee language to properly interpret these values and worldviews, Ulogil always felt a void in his life. Ulogil spent most of his young adult life searching for meaning. After he completed his bachelor's degree, Ulogil moved further from home to work at a rehabilitation center, and though this work was impactful for the young men he mentored, Ulogil's emptiness remained.

Meanwhile, the Cherokee Nation was beginning the ᏐᏉᏂᏍᎪᏓᏁᎸᎯ ᏗᏕᏲᎲᏩᏙᎯ: Our Unified Curriculum project. One year into the project, Ulogil applied for a 2-year language apprentice position in Tahlequah. Ulogil believed that if he could reclaim his language, he could fully connect his self-identity to his life's purpose. As a language apprentice, Ulogil returned closer to home and spent 2 years with three master Cherokee speakers alongside seven other language apprentices. As a language apprentice, Ulogil grew as a person and a second language Cherokee speaker. Ulogil quickly connected with the language curriculum and teaching methodologies, and he began teaching outside of the program. His hands-on teaching experience fueled his desire to return home and teach Cherokee to children. Ulogil had often considered how his life would have been different if he had connected with his language at a younger age. He wanted to offer that opportunity to other children and youth in his community.

In 2020, Ulogil returned to his home community as an elementary Cherokee language teacher. Since then, he has implemented a K–8 Cherokee language program in one of the most densely populated Cherokee communities. He teaches 12 language classes per day and helps other teachers incorporate Cherokee into their daily lessons. Now, Ulogil and nine others are applying for Cherokee teacher certification through a tribal process developed as a part of the ᏐᏉᏂᏍᎪᏓᏁᎸᎯ ᏗᏕᏲᎲᏩᏙᎯ project. ᏐᏉᏂᏍᎪᏓᏁᎸᎯ ᏗᏕᏲᎲᏩᏙᎯ has unified Cherokee language strategy and helped create a more sustainable environment for the Cherokee language and new Cherokee teachers like Ulogil.

~ Cherokee Program

Kiowa Tribe of Oklahoma

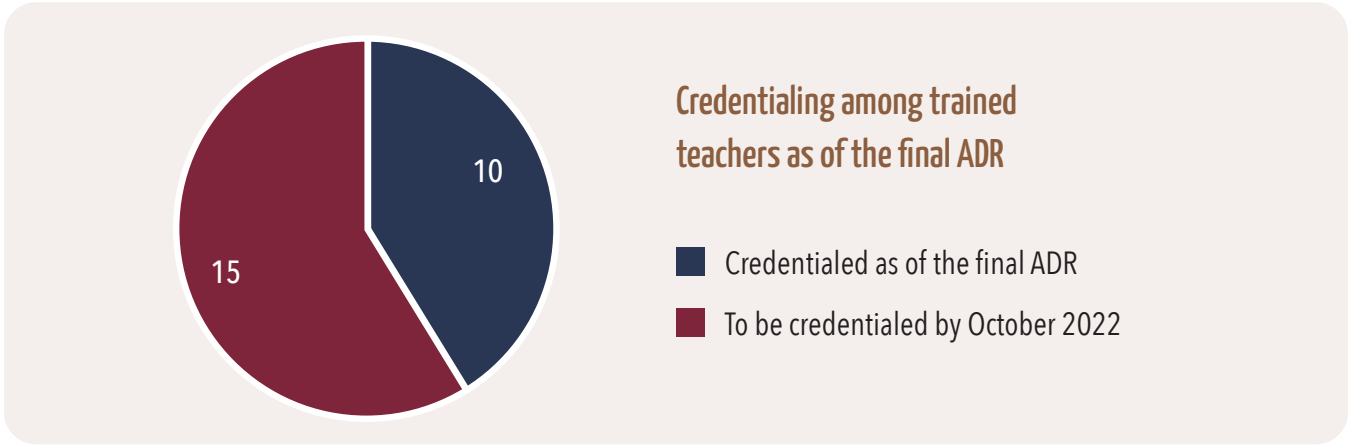
Objective 1

By the end of Year 5, develop and implement a Kiowa language teacher professional development and credentialing program to train a minimum of 25 teachers with at least five teachers in each community representing each educational level, including five teachers in early childhood (ages 0–7), five teachers in elementary (ages 8–10), five teachers in middle school (ages 11–13), five teachers in high school (ages 14–17), and five teachers in post-secondary (ages 18 and older), involving teacher participation in weekly mentorship sessions between language teachers and tribal elders (fluent speakers) for a minimum of 120 hours per year.

Progress toward Objective 1 – Activities and Achievements

The program successfully trained at least 25 teachers and created a Native language teacher credentialing process. Even though at the time of the final ADR, not all the trained teachers had yet completed the credentialing process, the credentialing of Kiowa language teachers remains a program priority. To date, the Kiowa program has credentialed 10 teachers with 15 more teacher candidates to be credentialed by October 31, 2022, as shown in Figure 14 below.

Figure 12: Trained teachers who were credentialed or waiting to be credentialed as of the final ADR



In Year 2 of the project, 10 teachers received language instruction training and nine of the 10 teachers received the Kiowa Language and Cultural Revitalization certification for their efforts. In Year 3 of the project, 14 teachers received language instruction training, though none received certification for their efforts. In Year 5, teacher candidates continued to participate in weekly language classes and individual language work over the course of the project year.

Although a language teacher credentialing board was not articulated as part of the original objective, the program established a credentialing process and created a board to aid with the process. In the final quarter of Year 5, the Kiowa Tribal Legislature passed a law that directed the Chairman to appoint qualified teacher candidates to the Kiowa Language Credentialing Board.

As reported during the program's exit interview, the importance of developing a teacher credentialing process early in the project was a key lesson learned. Program staff recalled feeling rushed to have the teacher candidates complete the credentialing process, with some candidates expressing that they did not feel ready to begin the process.

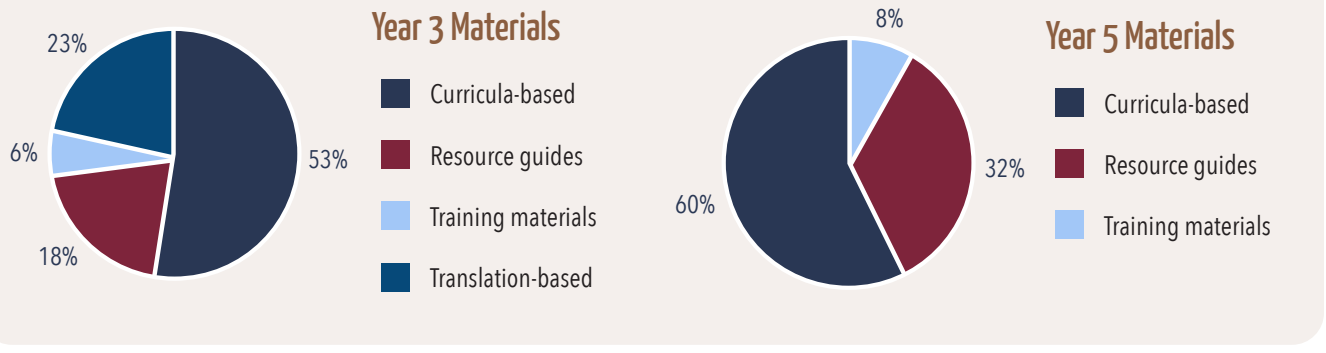
Objective 2

By the end of Year 5, design, develop, and complete a minimum of 20 sets of Kiowa language learning materials with each set including at least one of each of the following categories: book with audio CD; CD or DVD audio or video; flashcards; rebus chart; interactive literacy materials; activity sheets; suggested activity instructions; project instructions; and presentation rubrics that each express a cultural theme from the curriculum framework as well as correlate with lesson planning and students' developmental abilities for use in the classroom and by family members outside the classroom.

Progress toward Objective 2 – Activities and Achievements

In the Year 3 reporting period, 17 materials or resources were created with nearly a quarter (23%) being in an electronic format. Of the materials developed during the reporting period, more than half (53%) were curricula-based, including posters and workbooks. Other materials included translated CDs and books, resource guides, and training materials. In Year 5, 37 materials or resources were created with nearly 85% (84%) being in an electronic format. Most of the materials developed (60%) were training materials. Other resources included a curriculum for teacher candidates' lesson plans and resource guides, including videos and handouts for teaching. Figure 15 below shows the types of materials created for Years 3 and 5.

Figure 13. Material types for Years 3 and 5



Objective 3

By the end of Year 5, implement a minimum of one Kiowa language and culture outreach activity per quarter at each of five identified sites representing five different Kiowa communities involving a minimum of 20 participants at each site to build community and tribal member interest in Kiowa language learning, as a way to recruit potential Kiowa language learners across the preschool through college age span, and to recruit potential Kiowa language instructors.

Progress toward Objective 3 – Activities and Achievements

In Year 2, 216 youth and 153 elders participate in 23 language and cultural outreach activities/events. Using sign-in sheets, the Kiowa program tracked how many new youth and elders attended each activity/event during the reporting year. During Year 2, 89 new youth attended events, with at least one new youth participating in 78% of the activities. On average, 16 participants attended each event, which was slightly lower than the projection of 20 attendees per event. It should be noted that 26% of the activities had 20 or more participants attending. In Year 5, even in the time of COVID-19, 50 youth and 156 elders participated in 17 virtual language and cultural outreach activities. On average, 12 participants attended each Year 5 activity/event. Figure 16 below summarizes event participation for Years 2, 5, and 6.

"Participants at community outreach events continued to grow and indicated increased interest in continuing to learn Kiowa language and culture. Professional development sessions for teacher candidates were streamlined and plans were made to offer virtual sessions in the following project year."

~Kiowa Tribe of Oklahoma, Year 5 ADR

Figure 14. Event participation in Years 2, 5, and 6

Year 2 Events	23 events	16 participants per event on average	153 elder participants	216 youth participants
Year 5 Events	17 events	12 participants per event on average	156 elder participants	50 youth participants
Year 6 Events	19 events	7 participants per event on average	105 elder participants	25 youth participants

Progress Toward Closing Gaps in the Language Continuum

Before Kiowa Tribe of Oklahoma started participating in the NLCC project, they did not have a formal Native language program. Upon receiving the NLCC cooperative agreement, the Kiowa Language and Culture Revitalization Program was formally established.

The Kiowa program continued to advance along the language continuum despite the COVID-19 pandemic. They successfully transitioned to conducting all program activities via Zoom, including weekly language classes, professional development sessions, staff meetings, steering committee meetings, and elder mentor meetings. To ensure the safety and participation of Kiowa elders, the Kiowa program purchased devices and internet connectivity for each elder and trained family members in the home to help the elder to connect to language classes.

In addition, another major accomplishment was establishing a language credentialing board, which significantly enabled progression along the language continuum. Due in part to the creation of this board, the program attained their objective of credentialing 25 Kiowa teachers by October 2022. This milestone helps the program reach the maximum number of Kiowa students, since the program will have enough teachers to implement Kiowa language classes in Oklahoma public schools as an option for a world language credit.

The program intends to continue to expand its reach and build upon the strong foundation established through the NLCC project. In the final project year, the Kiowa program received support from the tribe to continue project activities post-grant. The tribal council voted to include support for the Kiowa language as part of the annual tribal budget moving forward.

Challenges

Within Kiowa Tribe of Oklahoma, approximately 20 fluent Kiowa speakers remain with no fluent speakers under age 18. Additionally, the Kiowa language has fallen out of favor as the first language for Kiowa tribal citizens.

During the NLCC project, the Kiowa program experienced significant instability in the form of staff turnover, changes in leadership, and multiple relocations of program offices. The program's broad approach of attempting to reach five Kiowa communities increased these challenges. Program staff later reported that starting with fewer target communities may have been more effective. This challenge, as well as low stipends for teacher candidates, led to difficulty retaining teacher candidates.

Kiowa Tribe of Oklahoma's Success Story

The Kiowa program achieved many successes over the course of the NLCC project, including the following:

- Established and maintained a physical space for the program despite several relocations, including one move due to a tornado destroying the facility.
- Shifted in-person programming to a virtual format to ensure that language services remained available to communities during the COVID-19 pandemic, which further benefited the program by mitigating transportation challenges for teacher candidates.
- Increased collaboration to strengthen the program's capacity to advance the Kiowa language, such as standardizing the representation of language characteristics and sounds.
- Enhanced support for language learners by creating a network among them for sharing learning materials.
- Provided one-on-one learning interactions between learners and fluent speakers and a shared curriculum framework.

The program shared the following about the impacts of the one-on-one interactions and the shared framework.

> *"In the final year of our program, I can see that our teacher candidates are learning more efficiently and at a far more accelerated pace than I have seen in 30+ years as a second language learner."*
>
> *~ Kricket Connywerdy, Kiowa Language and Cultural Revitalization Program Resource Specialist*

Sun'aq Tribe of Kodiak

Objective 1

By Month 60, the Alutiit'stun Niuwawik Language Nest will demonstrate the value of school sustainability by serving at least 30 preschool students, raising 75% to an intermediate Alutiiq speaking proficiency.

Progress toward Objective 1 – Activities and Achievements

In the Year 1 reporting period, four language nest preschool students participated in immersion classes taught at the intermediate Alutiiq language level for preschool-aged children. In Year 3, the number of preschool students participating in these intermediate classes more than tripled, with 14 children attending during the reporting period. Notably, over the 2-year period, 18 preschoolers received 800 hours of immersion instruction at the intermediate Alutiiq language level. After the onset of COVID-19, methods for assessing proficiency levels became problematic due to having no in-person classroom opportunities. As a result, all language nest preschool students in the 2020-2021 reporting period were assessed by their parents, and the parents were then interviewed by language nest staff to determine progress. For this reason, data for subsequent years is limited.

Objective 2

By Month 60, we will implement a culturally relevant Alutiiq language outreach campaign and enhance existing courses through teacher professional development to recruit and retain 50 students who participate in three or more learning communities.

Progress toward Objective 2 – Activities and Achievements

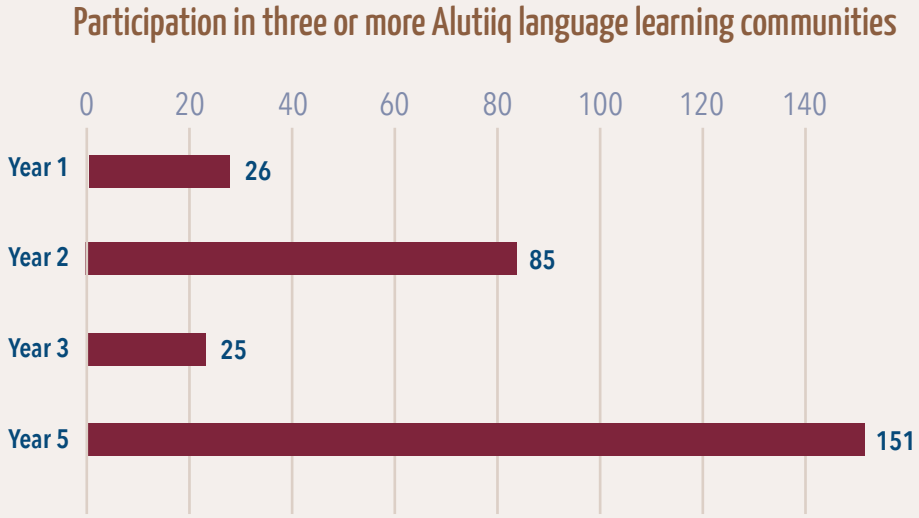
In Year 1 of the project, 26 students participated in three or more learning communities. In Year 2, this number more than tripled, increasing to 85 students. However, while participation in Year 3 was close to Year 1 with 25 students involved in three or more learning communities this number substantially increased in the following years. Even after the onset of COVID-19, the Sun'aq program continued to provide numerous learning opportunities for students, and in Year 5 of the project, 151 students were reported to have participated in three or more learning communities. Figure 17 below provides a visualization of participation in three or more learning communities across Years 1, 2, 3, and 5.

"We have now established a culturally relevant Kodiak Alutiiq immersion language nest for preschool-aged children. We also have family classes, college classes, and high school classes. We wrote curriculum … in Year 3, which needs to be formatted and revised for publishing. Outreach services also include the development of take-home kits for families of [language] nest students. We hosted trainings for families of the language nest and the community to learn to play 'go-fish' and to learn about teaching and learning methods."

~ Sun'aq Tribe of Kodiak, Year 3 ADR

Figure 15: Participation in three or more learning communities during Years 1, 2, 3, and 5





Progress Toward Closing Gaps in the Language Continuum

The Sun'aq program has taken several steps to sustain and expand their language revitalization efforts post-grant. In Year 5, the Sun'aq program updated their strategic plan in partnership with community supporters. The resulting action steps pertain to future language revitalization planning for after the conclusion of the NLCC project. The Sun'aq program was recently awarded another ANA grant that will assist them in increasing their language teacher pool and supporting language teaching at all levels.

Challenges

One challenge that the Sun'aq program faced was maintaining sufficient instructional capacity for the Alutiiq language nest. Without having a strong base of teachers with high proficiency already established, the program struggled to fully staff the language nest or have backup teachers when someone was sick. An important lesson learned from this challenge was that building teacher capacity is an essential first step that must be taken before implementing language programming in the classroom.

The program also faced teacher burn-out. Prior to the onset of the COVID-19 pandemic, the language nest went through six teachers. Teachers became burned out due to classroom management challenges and a lack of support in managing behavioral issues within an immersion environment. In addition, the teachers were responsible for food preparation and communication with families. Teacher burnout is a common theme among language communities that venture into some form of immersion school for children. These communities often have limited capacity and do not fully anticipate the enormous amount of work it takes to teach language while dealing with all the other management and operational responsibilities required of a school or nest.

Sun'aq Tribe of Kodiak's Success Story

The Sun'aq program described the journey of one of their language learners from a curious youth with little knowledge of the language to a soon-to-be participant of an occupational endorsement certificate in the Alutiiq language. This story highlights the program's positive impact on individuals, the community, and efforts to revitalize the Alutiiq language.

Sadie Coyle's language journey began when she joined the Alutiiq Dancers in 2011 when she was just 10 years old. She was curious to learn more about her roots. In her freshman year of high school, Sadie joined Alutiiq language classes. Once she completed the high school courses, Sadie continued to the Alutiiq college courses at Kodiak College during her high school career.

Sadie joined the Sun'aq program in 2019 as an assistant teacher at Alutiit'stun Niuwawik. Being part of the program enabled Sadie to gain the fluency and knowledge she has today. Sadie graduated from Kodiak College in May 2022 with her Occupational Endorsement Certificate in the Alutiiq language.

According to Sadie, "even a simple 'Cama'i'" from her students was enough to continue to motivate her as a teacher. She fondly recalls the little ones singing along with her to songs she sang as a child.

When COVID-19 shut the language nest down in March 2020, Sadie and two fellow Nest teachers brainstormed ideas for shifting to distance learning, including developing a series of themed videos. Additionally, Sadie assisted in coordinating successful community events and outreach. One such event was the Alutiiq Nation Festival held in November 2021. Sadie and other staff members worked with Alutiiq artists to teach Alutiiq crafts to more than 75 Alutiiq people. Sadie performed with her coworkers and fellow dancers, Alyssa and Stevi, sharing a staple Alutiiq gratitude song, "Quyanaa." She also led Alutiiq weather reports during the event. The festival received positive feedback.

Sadie's transformation into a strong, confident teacher provides an example of what language revitalization programs can achieve with sufficient resources, funding, and support. She has taken the tools, knowledge, and memories of being at Alutiit'stun Niuwawik to continue her language journey. Proudly representing the members of Sun'aq Tribe of Kodiak Island, Alaska, Sadie has applied for the Kodiak Alutiiq Master-Apprentice Program, a 3-year apprenticeship program designed to increase language fluency.

~ Sun'aq Program

Yurok Tribe

Objective 1

By the end of Year 5, 10 teacher candidates will gain the knowledge and fluency in Yurok Language necessary to pass the Advance Yurok Credential Assessment and will earn a Life-Time Native Language Teaching Credential issued by Yurok Tribe in conjunction with the California Commission on Teacher Credentialing.

Objective 2

By the end of Year 5, 10 teacher candidates will complete 200 hours of training in the teaching of Yurok Language and will provide a minimum of 200 hours of language instruction to language learners in preschool through college.

Objective 3

By the end of Year 5, six teacher candidates will have obtained a bachelor's degree and a Standard California Teaching Credential.

Progress toward Objectives 1, 2, and 3 – Activities and Achievements

As the project progressed, it became apparent that some objectives may have been too ambitious for the project timeframe and funding level. However, with the additional project year, the Yurok program was able to meet the program objectives pertaining to teacher candidate fluency, education, and teacher credentialing. In Year 6 alone, four teacher candidates reached advanced competency, which was sufficient to achieve their Level III Life-Time Native Language Teaching Credential. Teacher candidates' efforts toward earning their teaching credentials led to the following accomplishments.

> *"The teacher candidates are becoming role models in our tribal communities. High school students who are taking Yurok language classes are aspiring to become Yurok language teachers one day. Community members are very supportive of our project. For example, at a Del Norte School District Board meeting, there were many community members, Native and non-Native, speaking during [the open comment session] requesting Yurok language and culture for their children."*
>
> *~ Yurok Tribe*

- In Year 2 of the project, though no teacher candidates gained the knowledge and fluency in the Yurok language necessary to pass the Advance Yurok Credential Assessment, 10 teacher candidates received guidance in (1) teacher training/professional development for language instruction, (2) language acquisition, and (3) classroom management.
- In Year 3 of the project, eight teacher candidates received similar guidance as provided in Year 2, and four of the eight candidates earned a Life-Time Native Language Teaching Credential from Yurok Tribe in conjunction with the California Commission on Teacher Credentialing. In Year 3, six of the eight teacher candidates created two new lesson plans, which will be used as education resources for teachers.
- In Year 5, teacher candidates used their newly acquired knowledge about Yurok word definitions, rules, and structure to develop basic grammar books. Additionally, each teacher candidate created language lessons that

were made available for the community to access.

- The COVID-19 pandemic slowed the progress of the teacher candidates, as many of them lacked the connectivity to fully engage in online programming. However, due to the shift to virtual programming, the program experienced increased participation from tribal citizens who lived outside of the community, as well as those living within the community who had competing obligations or transportation challenges.
- Over the life of the project, Yurok held and documented monthly check-ins with teacher candidates. The program conducted a content analysis of monthly meeting notes to achieve a richer understanding of the contributing factors that appear to increase teacher candidate retention. Figure 18 that follows lists these key factors.

Figure 16. Factors contributing to Yurok teacher candidate retention



Program flexibility

- If candidates were unable to fulfill obligations, program staff helped them make other arrangements. For example, if a candidate could not complete their classroom observations in Year 1, arrangements were made for their completion during Year 2.
- Virtual options were available for many meetings and activities.

Assistance navigating systems

- The language specialist assisted candidates with tracking, scheduling, and navigating requirements and deadlines for their university programs, the credentialing program, and NLCC, such as aiding with the university admission process.

Emotional support and encouragement

- Program staff offered praise for candidate accomplishments and encouragement amid challenges.
- The language specialist took an approach of ongoing collaboration with candidates to respond to inquiries and help them succeed.

General and technical assistance

- Program staff offered tutoring and assistance with studying.
- The language specialist provided technical assistance, including help completing forms, such as graduation applications and online registration.

Financial incentive

- The program issued stipends to teacher candidates.
- To prevent delays in payment of stipends, the language specialist assisted teacher candidates in submitting the required documentation.

The program's Language Specialist provided many of these supports by offering coordination, encouragement, and technical assistance. In partnership with Humboldt State University, the program also provided teacher candidates with higher education support services, including tuition assistance. In addition, financial incentives in the form of stipends helped ensure participants could continue to fulfill their commitment to the program.

Progress Toward Closing Gaps in the Language Continuum

The Yurok program collaborated with College of the Redwoods to create the first college-level Yurok language course: Yurok 1A. The Yurok program also continued to expand language programming to the public schools in Del Norte and Humboldt Counties. The number of advanced Yurok language speakers increased in the community during the NLCC project, which, in turn, increased the number of families speaking Yurok language to family members within the home and community.

Challenges

A 1997 survey identified 20 remaining fluent speakers of the Yurok language. At that time, all fluent speakers were age 70 or older, and most of them had not regularly spoken the language since childhood. At the time of the survey, approximately 50 years had passed since any child had learned to speak Yurok.

A significant challenge the Yurok program encountered during the NLCC project was teacher candidate retention. Because most teacher candidates were balancing full-time work and/or college attendance with their participation in the program, some became overwhelmed and dropped out. To help alleviate this challenge, the Yurok program offered wrap-around services, as described above in Figure 18.

Yurok Tribe's Success Story

Language revitalization advances the well-being of individuals and the community. The Yurok program shared an example of the positive effects of language revitalization on the people involved in these efforts.

After losing her child and her grandfather who was a long-time language mentor, the Yurok language manager, Victoria Carlson, found comfort and purpose in leading the revitalization of the Yurok language. The program described this benefit in the following way.

This project has removed all the stigma of depression and the sadness Victoria was feeling prior to this project. Today, Victoria Carlson has been able to stand up strong to represent her Indigenous language, ancestors, and community. She now has the self-esteem and the ability to carry on the language goals of her elder fluent speakers and past teachers. She can now walk with the feeling of accomplishment, excitement, and drive to ensure the survival of the Yurok language. ~ Yurok Program

COHORT-WIDE CHALLENGES

While each participant faced unique challenges, the cohort also contended with several difficulties as a group. As discussed in Chapter 4, the participants operated their programs within a context of encounters that are specific to Native American language preservation efforts. Common disparities for these programs include participation in programming, such as limited connectivity and transportation issues, and hesitance to learn one's Native language due to a legacy of suppression of Native cultures.

The most fundamental complication all language programs have is a limited understanding of the concepts embedded in their specific language, thus limiting their ability to articulate it. The amount of language knowledge gathered and organized will determine how well a program can understand a language's concepts. Limited language knowledge inhibits the successful teaching of that language. It also limits the ability to effectively assess students' proficiency levels, which is necessary to determine learner progression, curriculum sequence effectiveness and efficiency, and teacher effectiveness. Finally, insufficient language knowledge can hinder the development of effective learning paths. The more a program understands about language concepts and vocabulary, the better they will be at creating appropriate learning paths, sharing language knowledge, and determining program effectiveness to determine needed refinements.

Another concern that all NLCC participants faced is the low number of first-language speakers. In many Native American communities, few or no remaining first-language speakers are available, meaning language revitalization programs must rely heavily on documented language knowledge to carry the language forward (Sherris, et al., 2013). For example, first language speakers account for fewer than 0.5% of the Cherokee Nation population. Most of these speakers are elders, and as elders are lost, the number of speakers diminishes. Within Kiowa Tribe of Oklahoma, approximately 20 fluent Kiowa speakers remain with no fluent speakers under age 18. Similarly, Aaniiih has approximately 30 fluent speakers. Yurok Tribe has lost many of its first-language speakers, given that 20 fluent speakers were identified in 1997, all of whom were age 70 or older at that time.

The global COVID-19 pandemic posed a particular opportunity for NLCC participants to find creative solutions to delivering their programs. The global health emergency and the resulting mandates that prohibited many in-person meetings and gatherings necessitated a change in direction to include virtual programming for the NLCC participants. Language classes and outreach events had to be quickly adapted for virtual settings. Despite the challenges of this abrupt shift, moving to an online setting benefited the programs by widening their reach. For example, when the pandemic forced programs to move to virtual instruction, the Sun'aq program created a series of videos that engaged students and their families through storytelling, sing-alongs, and language instruction. A positive outcome of this shift was the extended outreach to language learners in other parts of the country and even internationally. Similarly, the Kiowa program modified their elder-mentor learning sessions and community outreach events to a virtual format, which enabled a greater reach than would have been possible in person. Additionally, this transition necessitated a greater focus on technology that prompted the program to enhance their social media outreach.

The participants drew important lessons around continuing the work of language revitalization during a global emergency. A sample of promising practices for overcoming pandemic-related issues as reported by participants is summarized below.

- Programs learned the importance of prioritizing open communication with partners and program administration.
- Language advocates were important for engaging with the community and promoting the language program during the pandemic.
- Online language learning options helped relieve some of the hurdles community members face to accessing

language programming, such as transportation challenges. The virtual resources created and established during the pandemic, such as audio recordings of elder speakers, remain useful for the future.

- Although a pause on in-person programming was challenging in many ways, it provided programs time to focus on strengthening capacity and developing curricula.
- As a result of the pandemic, remote work grew more common and created more opportunities for employing language teachers. For example, during the pandemic, the Sun'aq program hired a remote language teacher for the middle school level.

INDIVIDUAL COHORT-WIDE INDICATOR IMPROVEMENTS

To measure increases in project capacity, the ANA NLCC implementation team and the participants collaboratively identified cohort-wide indicators that served as benchmarks across projects. Improvement in cohort-wide indicators suggests increased capacity to sustain language retention and acquisition efforts after the NLCC projects conclude.

The following sections discuss participant activities related to each cohort-wide indicator and highlight which participants achieved improvements for each indicator.

Curriculum Enhanced/Strengthened to Implement Native Language Program

Most of the participants developed curricula for some grades or levels prior to the NLCC project. This earlier work benefited program outcomes during the project period when curricula integrated into classrooms. Indeed, all the participants realized increases the number of grades/level attainment, especially during Years 1 and 2 of the projects when the work focused on building upon, modifying, or revising existing curricula. To strengthen their curricula, participants leveraged partners, including Curriculum Specialists, Teacher Candidates, Elders/Mentors, Language Programs/Program Administrators, and School Readiness Programs, to complete the work. Curricula were prioritized among the materials created during the project and became the focus during Years 3, 4, and 5, when approximately half of all participant materials completed were curricula.

In the fifth year, some efforts regarding curricula focused on aligning the curricula with modified orthography or educational levels (e.g., aligning high school and college curricula to create a seamless spectrum of learning).

NLCC Cohort Activity Highlights: Curriculum Enhanced/Strengthened

During the first year of their grant, the **Aaniiih program** created a new curriculum for pre-K learners. Throughout the project, they strengthened curricula for first graders and middle schoolers.

The **Cherokee program** created four new curricula in Year 1 and updated curricula for all levels of learners in 2020. During Year 6, they finalized approximately 1,400 lesson plans (700 days of language lessons).

As one of their objectives, the **Kiowa program** aimed to develop at least 20 language learning materials over the course of the project. They far exceeded that goal, creating 37 materials in Year 5 alone and 17 materials in Year 2.

The **Sun'aq program** developed K-5 and middle school curricula applicable to short language workshops and longer sessions.

The **Yurok program** delivered monthly workshops for teacher candidates on language planning and teaching methods. In Year 3, a group of teacher candidates developed two new lesson plans that the program will use as educational resources for teachers in the future.

Strategic Plan Created/Strengthened

Figure 17: Trends across all participants about their strategic plans for Years 1 through 5.



To increase their community readiness levels regarding language revitalization, the participants developed strategic plans in response to their initial CRA findings. Participants engaged in ongoing work throughout the project period to create and update these strategic plans. For each project year, each participant assessed how adequately their strategic plan addressed their community's language needs. From Year 1 to Year 3 of the cooperative agreements, participants reported increased levels of language adequacy regarding their strategic plans' approaches to meeting the community language needs. However, a decrease in the adequacy to meet language needs from Year 3 to Year 4 occurred. Further examination of participant ADR submissions suggested a possible reason for this decrease: some participants identified that their 2020 strategic plan did not meet the contemporary needs of language programs and that a new plan should be developed to guide current leaders, as well as the next generation leaders. This trend continued in Year 5, as some participants were still updating or modifying their strategic plans based upon planning efforts during the year and recent data. Figure 19 that follows shows aggregate trends in the extent to which strategic plans across all participants addressed their community needs across 5 years.

NLCC Cohort Activity Highlights: Strategic Plans

Prior to the cooperative agreement, the **Aaniiih program** and the White Clay Immersion School did not have a strategic plan unique to the program's vision and mission. The White Clay Immersion School, Aaniiih Nakoda College, and the language advisory board have nearly finished creating a strategic plan for the White Clay Immersion School that will advance the survival of the Aaniiih language.

Within their Year 5 strategic plan, the **Sun'aq program** outlined action steps for future language revitalization efforts after the NLCC project concludes. They involved community stakeholders in this process.

In developing their strategic plan, the **Yurok program** worked with Yurok Tribe's Head Start program and Health and Human Services Department to better understand how language efforts support people experiencing mental health issues. In addition, the program worked closely with their language advisory committee to draft and execute a strategic plan that

Community/Language Advisory Board Created/Strengthened

For some members of the cohort, Years 1 and 2 of the NLCC project involved efforts to identify, nominate, and seat members of community and language advisory boards, create, and approve criteria for board members, and develop board by-laws. During Year 3, participants began to use these boards to provide a voice for their projects, highlighting language retention and acquisition efforts. In Year 4, the COVID-19 pandemic slowed board efforts. Instead, some participants were able to redirect their efforts to review and modify language curriculum standards and teacher certification standards. As the COVID-19 pandemic continued during Year 5, board efforts transitioned to virtual settings or were postponed. It should be noted that the Cherokee program established a fully seated board during Year 5, meeting the participant's grant objective.

NLCC Cohort Activity Highlights: Language Advisory Boards

The **Aaniiih program** also added new members to their language advisory board because of this project. As of Year 3, nine of the 12 members were in place.

The **Cherokee program** met their objective of establishing a language advisory board, beginning in Year 1 with creating a methodology for nominating board members. In Year 5, the Cherokee program finalized the 12-member Cherokee Language Community Board. The board comprises seven Cherokee speakers and community leaders, three non-Cherokee language experts, one linguist, and one university scholar and heritage speaker. The program has reported that the diverse board members promote a focus on Cherokee values while also providing input on language revitalization methodologies.

As a result of **Kiowa program** advocacy, during Year 5, Kiowa Tribe of Oklahoma passed a law requiring the tribal chairman to appoint qualified teacher candidates to the Kiowa Language Credentialing Board. This approach will help ensure that the Board has robust input from well-qualified members.

The **Yurok program** created subcommittees within their language advisory board to direct expertise and efforts toward specific topics.

Community Outreach Events

Engagement with the community is essential to spreading language use and recruiting language learners. All participants prioritized engagement with their communities. Community outreach took the form of events and opportunities for input, such as invitations to complete a survey about the language program. The COVID-19 pandemic disrupted some of the planned in-person outreach events, but, in many cases, the participants were able to pivot to virtual events. One example of a successful transition to a virtual event can be seen in the highlight below from the Sun'aq program.

NLCC Cohort Activity Highlights: Community Engagements

The **Kiowa program** successfully engaged youth and elders in language and cultural events. During Year 2, they drew 216 youth and 153 elder participants. Prior to the pandemic, their events averaged 16 participants. In Year 5 during the pandemic, the program hosted 17 events, reaching 50 youth and 156 elders. Despite the challenge of drawing engagement for virtual events, they averaged 12 participants per event in Year 5.

In November 2021, the **Sun'aq program** hosted a virtual Alutiiq Nation Festival. They surpassed their goal of 75 registrants, drawing 78 registrants in total. Spanning 2 days, the event included five workshops featuring Alaska Native artists who led participants in activities such as salve-making and embroidery. This event created a forum for facilitating community connections, speaking the language, and sharing in traditional activities.

Partnerships Formed and Strengthened

Even during Year 4, when COVID-19 began to impact project work, participants engaged with approximately 40 partners each project year to further their language acquisition and retention efforts. Though most of the partnerships were with their tribal government departments or agencies, as well as schools and universities, an uptick in partnerships occurred from Year 1 to Year 3 with nonprofit organizations and private businesses. Additionally, most of the partners were engaged with the curriculum and language materials development. Further, some partners provided volunteers or space for events, while others provided donations and financial resources to help with language efforts.

NLCC Cohort Activity Highlights: Partnerships

The **Aaniiih program** partnered with the local Head Start centers to incorporate Aaniiih language instruction into Head Start programming. In Year 1, they launched a partnership with the nearby Fort Belknap Head Start. During Year 2, they formed a partnership with the Hays Head Start center located in Hays, Montana. They created a variety of language materials and aids for Head Start students. Through these partnerships, the program increased the number of Head Start graduates who demonstrated a basic knowledge of the Aaniiih language from zero to 60 students.

According to the final annual data report, the **Cherokee program** had established 23 partnerships in support of language revitalization. These partnerships provided language advisory board members and assisted the program with curricula development, virtual and in-person language instruction, language transcription, and the creation of a teacher certification process.

The **Yurok program** partnered with College of the Redwoods to design the first college-level Yurok course. In addition, the program worked with Del Norte and Humboldt Counties to implement Yurok language programming in public schools located in these counties.

9. FINDINGS, LESSONS LEARNED, AND RECOMMENDATIONS

Chapter 9 summarizes the observations, data, and outcomes of the NLCC demonstration project and whether the purpose of the NLCC project was met by the cohort participants. In addition, to the findings, Chapter 9 discusses the lessons learned that informed the NLCC cohort recommendations for meeting language revitalization programming in Indigenous communities across the U.S. and its territories.

SUMMARY OF FINDINGS

The purpose of the NLCC demonstration project was to build upon the successes of the Native Language Preservation and Maintenance Program and the Esther Martinez Immersion Program. The assessment of all the data collected from the cohort's individual objectives, the cohort-wide indicators, the data analysis report, and analysis of the individual and collective outcomes are summarized as follows.

Participants provided language learning opportunities across the educational continuum.

All the participants increased the number of grades or levels for which curricula were developed and strengthened or updated existing curricula. In addition, all the programs developed supporting materials to aid in language retention and acquisition. Some highlights related to this finding are as follows.

- The **Aaniiih program** expanded its reach to include Head Start students.
- During Year 1 of the grant, the **Cherokee program** developed curricula for each high school grade. Curricula for high schoolers did not exist prior to the NLCC project.
- As a result of the **Cherokee program's** standardization of their curricula and the language advisory board's unification of the previously fragmented language initiatives, Cherokee Nation provided tribal funds to the program to build a language learning center where all language programming will be housed under one roof.
- During the pandemic, the **Kiowa program** produced a high volume of language learning materials, of which 84% were available electronically. This approach helped reach all community members during lockdowns and also made language learning more accessible to those who live outside the community.
- The **Sun'aq program** successfully increased the number of preschool students receiving immersion instruction, with the number of students tripling between Years 2 and 3. Over this 2-year period, these students received 800 hours of immersion instruction.
- The **Yurok program** partnered with College of the Redwoods to offer the first-ever college-level Yurok course. They also established the Yurok language seal of biliteracy. High school students who pass a Yurok language assessment receive this seal on their diplomas.

Each of the five programs provided a variety of language learning opportunities across the educational continuum that included an expansion of students receiving language instruction, creating new curricula for grade-levels, standardizing language curricula, and recognizing student language accomplishments.

Participants used innovative, community-specific strategies to overcome challenges.

The COVID-19 pandemic posed significant challenges for all the participants and had an especially profound impact on in-person events and classes. Additional challenges for some of the participants included achieving buy-in from partners or the community, as well as obstacles related to limited data and capacity. Examples of using community-specific approaches to surmount these difficulties include the following.

- The **Aaniiih program** initially had difficulty launching a partnership with one of the nearby Head Start centers. They found a solution through building relationships. One of the program's language instructors visited the Head Start facility to meet with one of the teachers in person, and through cultivating this relationship, the Aaniiih program was eventually able to begin offering weekly programming at this location.
- During the COVID-19 pandemic, the focus on virtual programming enabled the **Aaniiih program** to spend time editing audio recordings of fluent speakers. They then used these recordings to develop a publicly available Aaniiih language app.
- In recognition that the tribe's elder language speakers could benefit from services to improve their social determinants of health, the **Cherokee program** implemented the Speakers' Services program. This program supports the daily living needs of these elders to enable them to focus on language revitalization efforts.
- When the **Sun'aq program's** language nest had to close during the COVID-19 pandemic, the team found creative ways to engage students through online content. They created a series titled "Nestame Street," which followed a Sesame Street theme. These videos were highly interactive and contained storytelling, sing-alongs, daily language lessons, and more. Because of the array of online programming the Sun'aq program offered during the pandemic, they noticed an increase in the number of language learners using the content.
- For many years, the **Yurok program** has offered Yurok classes for high school students. The program had limited data on the outcomes and potential benefits of this program. To ensure they have sufficient data to identify successes and any needed improvements for these classes, the program partnered with a professor at a nearby college to design and execute focus groups to survey former high school students on whether and how high school-level Yurok classes benefited them.
- Community members were able to use the online services that came from outside the nearby community. For example, Cherokee, Kiowa, Sun'aq, and Yurok commented on how tribal members outside of their respective communities were joining and participating in language classes through the online connections. Those participants stated that they have not had the opportunity to learn their languages until the online resources were made available. Also, Yurok had infrastructure issues regarding locals not having enough internet bandwidth to fully access the online resources.

To mitigate the barriers that the participants faced that included the COVID-19 pandemic, social determinants of health for elders, and limited outcome data, they used community-specific strategies, such as building partnerships, employing technology such as apps and online, establishing social services for elders, and using focus groups.

Participants built programs and community capacity to sustain efforts.

Many of the participants focused on boosting teacher capacity in recognition that a solid group of teachers must be in place before successful community language learning can occur. Examples of successful teacher capacity-building include the following.

- The **Cherokee program** revised their teacher credentialing process, so it is standardized and streamlined and thus able to produce teachers more efficiently with proficiency in the language. In addition, the program developed a sustainability plan that accounts for how they will continue language evaluation work after the conclusion of the NLCC project, including how they intend to maintain state and tribal teacher certifications.
- Within all three of their program objectives, the **Yurok program** prioritized promoting the professional development of teacher candidates. The program found that providing wrap-around support services for teacher candidates, including financial incentives, helped the teacher candidates remain invested in the program.

In addition to building teacher capacity, many of the participants formed language advisory boards and other advisory bodies, which included the following.

- The **Aaniiih program** rebranded their language advisory board and seated new members.
- During the NLCC project, the **Cherokee program** established and fully seated a language advisory board comprising 12 Cherokee speakers, community leaders, and experts, as well as several non-Cherokee experts.
- The **Kiowa Tribe** of Oklahoma passed a law requiring tribal leadership to appoint qualified teacher candidates to the Kiowa Language Credentialing Board.
- The **Yurok program** created subcommittees within their language advisory board to direct expertise and effort toward specific topics.
- The **Yurok program** also leveraged elder consultants to guide the direction of their program.

Participants improved program performance.

Overall, the five NLCC participants demonstrated significant progress toward their objectives. Some examples of these improvements include the following.

- To reach young learners, the **Aaniiih program** developed a pre-K curriculum and partnered with two Head Start programs to provide Aaniiih instruction to students ages 3 to 5.
- During the NLCC project, the **Cherokee program** conceptualized, established, and fully seated a language advisory board to oversee language revitalization efforts.
- The **Kiowa program** significantly exceeded their goal of developing 20 materials, creating 37 language learning resources in Year 5 alone.
- The **Sun'aq program** facilitated a dramatic increase in the number of students involved in multiple learning communities. Between Year 1 and Year 5, the number of students participating in three or more learning communities rose from 26 to 151.
- The **Yurok program** provided leadership in how to prioritize building teacher capacity and how to retain and adequately prepare future teachers. They did so by providing wrap-around support services for their teacher candidates and articulating best practices for retention.

Progress is also evident in the words of the participants themselves, as the following quotations were shared as part of a presentation during a semi-annual meeting.

"Our community has pride in our children speaking the language, and young people are becoming semi-fluent for the first time in generations! This year also we have focused as a movement to get the word out about our language revitalization efforts, which has increased community knowledge of our programs and efforts."

~ NLCC Participant

"An awareness has been brought to the surface for the community to see how vital it is for the language to be strengthened. Attendance in all the areas we serve has grown at each event held. It has brought a different demographic to become interested in the program, therefore helping the program grow in terms of community needs and interest."

~ NLCC Participant

"The materials now being used in the class are materials that have been developed within this project."

~ NLCC Participant

LESSONS LEARNED

Selected lessons learned are reported by the participants and are summarized by themes as expressed in this section.

Communication and strong leadership are critical considerations.

Each of the participants emphasized the importance of effective communication, collaboration with partners, and effective program leadership in ensuring the success of a language revitalization program. Some of their insights are included.

- A high level of communication with program leadership, community leadership, and language program participants helps ensure that all interested parties know what the program is doing and why.
- Weekly staff meetings are one avenue for promoting strong communication.
- Language advisory board meetings should follow a structured process that includes recurring, regular meetings guided by an agenda.
- Strong leadership supports staff retention and promotes successes among all staff members. One aspect of effectively leading a language revitalization program is to document and share institutional knowledge so any incoming staff can easily become oriented to the project and so data is easily accessible for reporting and day-to-day operations.

Online programming can expand learning communities.

As the Sun'aq and Yurok programs learned when they transitioned their immersion programming to a virtual format because of the pandemic, online content can reach an expanded audience. While in-person interactions are valuable for learning a language, offering online programming helps reach learners who live outside of the community and offers additional modes of participation for those within the community. Other lessons learned include the following.

- Leveraging technology can boost awareness of and interest in the language program, as well as aid in distributing information.
- Some audience members may still prefer hard copies of materials, so it is important to offer materials in multiple formats.

Community engagement supports effective program design.

Many participants found that welcoming input from the community, including elders and speakers of the language helps to design an effective language revitalization program. Participants discussed the importance of involving people with language knowledge in the program and seeking community feedback on program activities. Their observations on this topic are included.

- It is important to recruit language speakers to be involved in language revitalization efforts and to act as champions for those efforts.
- Language efforts are strengthened by collaboration with speakers and partners from a variety of backgrounds. For example, diverse board membership helps to guide programming in a way that stays true to a tribe's culture and tradition while also following general language revitalization best practices.
- Elder consultants provide important insight for Native language revitalization programming.

Building teacher capacity is crucial to sustained learning.

Without a cohort of teachers who are trained in the language, sharing language knowledge is impossible. One of the primary lessons learned from this project was the importance of prioritizing building teacher capacity. The Yurok program demonstrated a best practice for retaining teacher candidates by providing financial incentives and support services that enable the teacher candidates to devote their attention to learning the language. Other participants shared the following insights about teacher capacity.

- For planned immersion schools, building teacher capacity is a crucial first step.
- Creating a waiting list of teacher candidates can help fill gaps during participant turnover and promote teacher capacity.
- Not all language learners have access to fluent speakers or others with whom they can practice or converse. Pairing teacher candidates with elder mentors can help bridge this gap.
- Creating networks of learners helps streamline the learning process while providing peer support for those learning the language.
- It is critical to pay a living wage to Native language teacher candidates so they can support their families while also remaining committed to the training program.

Native language programs are successful when they intentionally emphasize relationship building, peer-to-peer networking, and capacity building across programs.

Throughout the project, participants used several platforms to engage in peer-to-peer mentoring and to learn from one another. The NLCC T/TA Center and ANA implementation team facilitated these channels, which included an online discussion forum; monthly cohort calls that included peer-to-peer discussions on a variety of topics; and other opportunities to collaborate, such as joint development of panel presentations for various conferences. In some instances, personnel from one language program joined coaching calls for other participants to share insights and lessons learned. For example, the director for the Cherokee program joined a coaching call with the Aaniiih language program to present information about the Cherokee master-apprentice program, as the Aaniiih program was beginning to conceptualize a similar program. Consistently across the course of the project, the Cherokee program provided mentorship to other participants on master-apprentice programming.

The NLCC T/TA Center hosted peer-to-peer discussions during monthly cohort calls, which spanned a wide variety of topics, ranging from teacher certification to curriculum design, and involved all participants. Transferable insights about language revitalization emerged from these group discussions. Examples of these insights are included as follows.

- Wraparound services for teacher candidates support their capacity to fully focus on language learning.
- Active recruitment for participation in language programming is often necessary for sustaining language revitalization efforts.
- When designing a curriculum, it is important to determine the objectives and work backward to identify the lessons needed to attain those objectives.
- When master speakers are available, creating a master-apprentice program can be a very effective approach to transferring language knowledge.
- Audio and video recordings of fluent speakers are a critical resource for language revitalization programs. If possible, these recordings should capture both narratives from a single speaker and interactions between multiple speakers.

SUMMARY AND RECOMMENDATIONS

The five NLCC participants leveraged the NLCC project to accomplish their objectives.

- Expansion of the language learning continuum
- Development of curricula and materials
- Strategic planning
- Formation of language advisory boards
- Community outreach
- Partnerships
- Immersion instruction
- Teacher credentialing
- Teacher candidate support and retention

Based on the data explored in this report, recommendations have emerged for future language revitalization and coordination funding programs. Table 3 lists these recommendations by broad objective and highlights examples of participant comments that support them.





Table 3: Recommendations by broad objective

Objective	Recommendations	Project Comments Supporting the Recommendation
Expansion of the language learning continuum	• Develop unified language goals and expectations for second-language speakers across the learning continuum.	*"The Cherokee language community now benefits from unified [curricula] across the continuum of language learners. Through the hard work of the Cherokee language committee and Community language advisory board, the Cherokee Language Department can operate under one unified strategy to further an integrated approach to Cherokee community restoration through language revitalization."* *~ Cherokee Program, Year 6 ADR* *"As we did not have a credentialing process for Kiowa Language Learners to follow, we had to learn and develop at the same time. It put the development of learning on the learner and made the language acquisition slower than if a process had already been in place as a guide to follow."* *~ Kiowa Program, 2022 email correspondence*
Development of curricula and materials	• Base the scope of the curricula on current levels of language knowledge. • Update curricula as language knowledge increases, rather than viewing curricula as static.	*"We are in a continuous mode of aligning curricula resources with our modified orthography so that all of these wonderful resources will be useable to all future teacher candidates after they complete our training program."* *~ Kiowa Program, Year 5 Cohort-Wide Impact Indicator Tracking* *"We just don't have or know enough about our own language to establish comparable fluency levels in alignment with ACTFL [American Council on Teaching of Foreign Languages] and other languages."* *~ Aaniiih Program, Exit Interview*

Objective	Recommendations	Project Comments Supporting the Recommendation
Strategic planning	• Engage in strategic planning to benefit the community's vision, execution, and progress towards language goals. • Revisit the strategic plan periodically to ensure that it still aligns with the community's language revitalization vision.	*"It is always good practice to create a long-term strategic plan for your language program. It is also important to incorporate your community's voice. Planning and hosting focus group meetings and [distributing] surveys to retrieve input is always a good way to get community feedback. Schedule time to review and update your strategic plan with your Language Committee, as needed."* *~ Yurok Program, Year 5 ADR* *"The strategic plan was a bit out of date and needed to be updated with current needs."* *–Sun'aq Program, Year 5 Cohort-Wide Impact Indicator Tracking*
Formation of language advisory boards	• Establish a language advisory board or committee to contribute diverse perspectives and expertise to support long-term planning around shared language acquisition.	*"The development of the Cherokee Language Committee had made it apparent just how decentralized the language programs were. This grant allowed these diverse language programs to unite and work together in a way that encouraged the new Cherokee Nation Administration to unite us under one language department. This has exponentially increased our ability to meet the needs of our Cherokee Speakers and Language Learners. We are rapidly expanding and developing language programs to meet the needs of future generations."* *~ Cherokee Program, Year 6 ADR*

Objective	Recommendations	Project Comments Supporting the Recommendation
Community outreach	• Keep the community informed of language efforts to create buy-in for and awareness of language efforts.	*"There has been a tremendous increase in overall awareness and knowledge of the project and the project impacts throughout the community. It has brought awareness and knowledge of the need for Kiowa language instruction. The Kiowa community is ready to move forward and build on the momentum gained during this project."* *~ Kiowa Program, Year 6 ADR* *"Always reach out to the community and keep a good avenue of communication."* *~ Aaniiih Program, Year 5 ADR*
Partnerships	• Create a community of practice in which participants can learn from one another's successes and challenges. • Communicate regularly with partners to keep them informed.	*"Once partnerships were developed, the need for ongoing communication was key. Some partnerships required a quarterly meeting, while some required a monthly meeting to communicate."* *~ Yurok Program, Year 5 Cohort-Wide Impact Indicator Tracking* *"Additionally, if some of the partnerships are not fully on board, then we will have a hard time in pursuing the advancement of the language within the community outside of our White Clay Immersion School and Aaniiih Nakoda College."* *~ Aaniiih Program, Year 5 Cohort-Wide Impact Indicator Tracking*

Objective	Recommendations	Project Comments Supporting the Recommendation
Immersion instruction	• Require that language teachers be proficient in the language. • Create a lesson plan or guide to help keep teachers on track in meeting language benchmarks.	*"It would be very difficult to immersion-teach if you were not proficient in that language. Some language learners may not understand what immersion instruction is. There needs to be a process in place for a teacher to follow to keep them from getting frustrated about what to do. Our program developed a process for credentialing Kiowa language teachers. Once this process was developed, language acquisition increased at a much faster rate and more teacher candidates were retained due to less frustration on what they needed to do."* *~ Kiowa Program, 2022 email correspondence*
Teacher credentialing	• Identify measurable proficiency levels. • Modify the teacher credentialing process as needed when language knowledge increases. • Include language proficiency and teaching ability in the teacher credentialing process.	*"Methods for measuring progress in language proficiency included monthly assessments by language mentors for teacher candidates. Constructs measured included the teacher candidate's understanding, vocabulary, grammar usage, fluency level, pronunciation, cultural knowledge, preparation, participation, and involvement in language learning. Strengths and weaknesses were also documented monthly by language mentors."* *~ Kiowa Program, Year 6 ADR*

Objective	Recommendations	Project Comments Supporting the Recommendation
Teacher candidate support and retention	• Provide sufficient resources to support teacher-candidates and enable them to focus on language revitalization. • Inform teacher-candidates about the scope of learning at the start of the program; use the goal as an incentive to continue learning.	*"There was elder mentor/teacher candidate language training before there was a system in place on how to train teachers. We did not have materials developed for mentors/candidates to use. It was very difficult for mentors and candidates to know how to do their training sessions and what was expected of them. If the candidate program had more realistic financial support, it would have been easier to develop the program."* *~ Kiowa Program, 2022 email correspondence.* *"Over the past five years, several teacher candidates shared that they didn't realize how difficult it was going to be to reach the advance level of Yurok language."* *~ Yurok Program, Year 5 ADR*

Through their work toward individual objectives and cohort-wide indicators, the participants formed and strengthened language and community advisory boards, developed strategic partnerships, engaged their communities through outreach events, and created language learning materials and curricula.

They overcame challenges related to capacity and the COVID-19 pandemic by tailoring solutions to their unique communities. Through both regular community of practice meetings and organic connections, the participants shared best practices and lessons learned from one another. Some of their key takeaways included the importance of building teacher capacity, gathering community input, and forming strategic partnerships. Areas in which the participants showed especially strong leadership and innovation included master-apprentice programming and approaches to teacher candidate retention.

The NLCC demonstration project illustrated the abilities of Native American communities and organizations to successfully use federal funding to bridge gaps in language revitalization programming. During the project, the NLCC participants

- Strengthened and enhanced Native language curricula.
- Developed and enhanced their strategic plans.
- Established and improved language advisory boards.
- Engaged community members in outreach events.
- Formed and strengthened partnerships.
- Provided language learning opportunities across the educational continuum.

- Used innovative, community-specific strategies to overcome challenges. And
- Built program capacity to sustain efforts.

In addition, the NLCC participants demonstrated that

- communication and strong leadership are critical considerations for Native language revitalization programs.
- online programming can expand learning communities.
- input from the community supports effective program design.
- building teacher capacity is a crucial early step.
- Native language programs are successful when they intentionally emphasize relationship building, peer-to-peer networking, and capacity building across programs.

NATIVE LANGUAGE
COMMUNITY COORDINATION

This 6-year investment in Native language programming helped the five NLCC language revitalization programs to advance along the language learning continuum. To further promote the success of the NLCC participants and support other Native American communities as they strive to revitalize endangered languages and the cultures of which these languages are an integral piece, long-term federal programs providing significant financial resources are essential. As demonstrated by the significant achievements of all NLCC participants, similar cooperative agreements should be replicated in the future.



10. ONE YEAR AFTER NLCC

In the year after the close of the NLCC cooperative agreements, ANA wanted to know if the ripples of the NLCC project were still being experienced in the participant communities. Each participant received an email requesting a time for a short interview about the past year (July 2022 through June 2023). The purpose of this interview was to verify whether the NLCC projects are currently being sustained by the participants' communities as well as if the impact of the NLCC project is still being felt a year later. Three of the five participants agreed to be interviewed and answered the following questions.

- How have your language revitalization programs changed due to participation in NLCC?
- What was the best part of being a part of NLCC cohort?
- Would you recommend a second cohort for the NLCC project? Why or why not?
- What do YOU see as NLCC cohort accomplishments?
- What lessons learned and improvements made (quality improvement to program) have occurred since July 2022?
- Any recommendations for other language revitalization programs that have come up since July 2022?

KIOWA TRIBE OF OKLAHOMA, CARNEGIE, OK

Lillie Pinnell, Director for the Kiowa Language Department, agreed to be interviewed and answered the posed questions as follows.

How have your language revitalization programs changed due to participation in NLCC?

The biggest improvement or change is working with Dr. Cathleen Skinner at the Oklahoma State Department of Education. Dr. Skinner is the director of World Languages who recognized our program for training credentialed teachers to teach Kiowa in April 2023. We've been working for years to develop this process, which allows us to teach the language in schools. Now that it's complete, students will get graduation credit for taking Kiowa as a world language. This is a pivotal step towards revitalizing the Kiowa language. As of April 2023, we've trained 25 people with 13 of them receiving teaching credentials. This fall we will be teaching in three public school systems: Anadarko, Carnegie, Weatherford; and Riverside Indian School, a Bureau of Indian Education boarding school. We're looking to add more schools next year.

We've continued our community classes in Oklahoma in Anadarko, Carnegie, Norman, and Tulsa communities and in our district seven, which is any place outside of Oklahoma. We use Zoom and Facebook and have a Kiowa elders discussion at our Administration on Aging office in Carnegie. The elders get together and discuss Kiowa language while sharing and relearning the language.

We've been able to attend several summits to share our program with different school systems. For example, Tulsa public schools invited us to present our program, so now we're working with them to be included in their curriculum for next year.

We continue to use the materials we created through our NLCC project goals and objectives. We have the same staff, but

we've changed staff roles and responsibilities based on their knowledge and expertise. We have a language material editor, language translator liaison (fluent Kiowa speaker who works with the elders), language technician, and the executive administration (director and executive assistant).

We've expanded our partnerships within the Kiowa tribe, such as childcare, and continuing to expand our outreach events, which also connects us to community partners (e.g., schools, school partners).

We've established our department infrastructure and have become embedded into the Kiowa tribe organizational chart. We have our teacher credentialing board, which has been moved under the Kiowa language department since we provide them with staff, compile their meeting minutes, and help them upon request. Last July (2023) we had a huge banquet to recognize 15 teachers that were credentialed, and we also recognized the 25 teachers that completed the grant program.

Lastly, the Kiowa tribe is working on building a cultural and traditional center that will include the language department and museum.

What was the best part of being a part of NLCC cohort?

What NLCC did for us as a cohort was to put us all together to work with one another on the same mission and goal of reviving our indigenous languages. ANA gave us the tools and the training that we needed to do that. We are still using those tools and I'm grateful for that.

Would you recommend a second cohort for the NLCC project? Why or why not?

Yes, I would. Also, the number of cohort members is a good fit, too. Five or six allows each participant to work closely with one each other. Also, five to six years is a good length of time to be able to measure the outcomes and be able to adjust and see if the adjustments make the difference towards improved outcomes.

What do YOU see as NLCC cohort accomplishments?

I think having younger people becoming interested in Kiowa language is a major accomplishment. From our outreach events, and the tribe supporting us, word has gotten around about our language program. For example, I moved away and went to college, then moved back to Oklahoma and became involved in the language. Hearing the old recordings of my grandparents and my great-grandparents made me hunger to learn and speak my language. I encouraged my son to take Kiowa in high school, and now he speaks better than I do. It's a great feeling that what I'm doing is continuing the language legacy of my ancestors.

What lessons learned and improvements made (quality improvement to program) have occurred since July 2022?

One of the major lessons learned is to have a solid, effective working relationship with the tribal legislators and executive branch. Once you have their support, then any issues that you come upon will be minimal. If they know from the beginning about the program (project), then they will be very supportive of language revitalization. Also, having strong relationships with the other NLCC cohort members gives you clout (maybe power) that in working with the other four tribes, language revitalization is important and well worth pursuing. For example, I was invited to the Cherokee Nation's grand opening of the Durban Feeling Language Center and the Kiowa tribe knew about it and was very impressed.

Another lesson learned was to retain our staff. Our staff throughout the project were committed to language revitalization, but at times we had a high turnover and low stability for one reason or another before I became part of the project. Since I began working with the staff and learning about the NLCC project, we've maintained the staff. This is very good for the consistency of our program and meeting its goal and objectives.

I'm glad that we've developed such good partnerships with the schools and the state of Oklahoma department of education. The lesson here is to start or establish partnerships at the beginning and grow them slowly so they will be sustained well after the grant has ended. Especially if the language department has various locations so that all tribal members have access to learning their language. For example, we had at least five locations in Oklahoma and numerous Kiowa people who wanted to learn their language. We built a strong network of partners within the public-school systems of Anadarko, Carnegie, Tulsa, Norman, and Lawrence.

Any recommendations for other language revitalization programs that have come up since July 2022?

Only what I put in the lessons learned: get tribal administration buy-in, identify your partners, and re-establish a relationship or build a new one, and work to maintain your staff, especially if they are passionate about language.

SUN'AQ TRIBE OF KODIAK, KODIAK, AK

Lynda Saqalngatak Lorenson is the Program Services Director for the Sun'aq Tribe of Kodiak and as she was interviewed, she gave the following answers to the posed questions.

How have your language revitalization programs changed due to participation in NLCC?

The Sun'aq Tribe language program gained system and procedural experience that can be applied to our future language programs. The staff are more aware of the details, complexities, and difficulties that come with building a successful language program. In addition, the language program staff formed relationships with other tribal language programs that have become experts in the field of Indigenous language. These relationships are very important for us to continue to sustain and expand our program further into the language continuum that we began with the NLCC project.

To continue the language revitalization continuum work, we've increased learning options such as a language house, partnering with the childcare center, offering classes at the high school, and supporting Elders working with the various learners at the museum at least once a week with the museum recording the sessions for future use. We opened an Alutiiq Language House that encourages the use of Alutiiq in day-to-day life. We obtained a federal grant to pay a group of language apprentices and mentors to master the language and the point of the house is a place where they can meet and practice using the language. The tribe hopes to put 18 people through the language house program over the course of the 3-year grant. The Alutiingcut Childcare center teaches about a dozen children their numbers and songs in Alutiiq. We've made Alutiiq language courses available at Kodiak's high school. A similar program at the Kodiak college was already in place, but now it is more consistent.

What was the best part of being a part of NLCC cohort?

By far, the best part of being a part of the NLCC cohort was the access to other programs that were doing the same work we were doing (peer-to-peer networking in a Community of Practice). Those that had been operating longer than us had invaluable experiences and knowledge that they shared with us. For those that had not been in operation as Sun'aq, it provided us with the opportunity and ability to be a teacher and pass on our experience and knowledge.

Would you recommend a second cohort for the NLCC project? Why or why not?

I absolutely would recommend a second cohort. I do think that it should be a 5-year program. The language learning community depends on elders for traditional knowledge. As we know, far too often we lose those elders during the project. Having a solid chunk of time is beneficial for the program to ensure success.

What do YOU see as NLCC cohort accomplishments?

During our grant period, we were able to create an entire Alutiiq language curriculum for our school district. That is huge for our community.

What lessons learned and improvements made (quality improvement to program) have occurred since July 2022?

We have learned that it takes time and dedication to continue to grow a successful language program.

Any recommendations for other language revitalization programs that have come up since July 2022?

Although the work is hard, and sometimes thankless, it will all be worth it when two generations from now can speak the traditional language.

YUROK TRIBE, KLAMATH, CA

Victoria Carlson, Yurok Language Program Manager, agreed to be interviewed and provided the answers to the questions posed. She is Yurok/Tolowa, raised with grandparents who were first-language, fluent Yurok speakers. Victoria is very passionate about Yurok language and wants to share it with everyone who is interested in Yurok language revitalization.

How have your language revitalization programs changed due to participation in NLCC?

We've seen an increase in community collaborations. We're a small program at Yurok, and we like to do a lot of language activities but sometimes with a small staff, it can be difficult to implement language activities. We started to increase community collaborations with partners (e.g., Two Feathers Native American Family Services, Yurok Food Sovereignty program, Northern California Indian Development Council Inc. (Crescent City Field Office), and the Boys & Girls Club). These collaborations came about since July 2022, increasing community partnerships.

A new program we started is the Yurok Language Teacher Internship that was open to teachers who had about 4 years of Yurok language. This is an intensive 8-week immersion for 8 hours a day which concluded on August 4, 2023. The focus built on what the interns already knew and gave them experience teaching the language, using the language in a variety of situations, and improving their language "ear." The interns worked with the language staff in person (Victoria, Barbara, and James) as well as online (Brittany) and the linguist from UC Berkeley. Cree Whelshula helped us pull in other trainers from other organizations and she provided a 2-day virtual workshop. This internship was organized in partnership with the Yurok Tribe Education department. The education department paid for the interns' wages and we, the language department, provided the expertise to train and curriculum for the linguistic workshops. We were able to focus on the various parts of language such as grammar and functions of grammar, transcribing audio, phonics (correlating the sound of Yurok language to words) and incorporating the indigenous worldview in the teaching of Yurok language.

Another area that changed was how we develop lesson plan training. After NLCC we started looking at the sequential

lessons as a pathway and building on each lesson to get to the next level, really building conversational Yurok speakers from the beginning. We also wanted to expand our knowledge of our history and life along the river (Yurok worldview). From this came the Yurok Language Village learning pathway (https://www.yuroklanguage.com/home). We built a website separate from the Yurok Tribe site and provided lessons based on the villages along the river. As you complete one village (houses within each village have different lessons to complete), you can move onto the next village to continue the lessons. The Village Learning Pathway also teaches the geography of the tribe and the villages along the river that are important to the Yurok people because of how the people lived in the village as well as the ceremonies and knowledge held by that village. This is currently a work in progress, so it's not complete yet, but we do have seven villages that can be visited.

An important area that changed because of NLCC is looking at data and data analysis. For example, prior to NLCC we were getting language requests in a variety of ways (e.g., email, phone messages, casual conversations) and we weren't collecting data from these requests. One of the important lessons from NLCC is how powerful data can be for us. We were able to add to our new website the Yurok Language Request Form, which collects data for us. It is linked to Google forms, which makes it easy for us to download the information, analyze it, and present it to tribal council as needed.

What was the best part of being a part of NLCC cohort?

Well, I think we had more than one "best" part of being a NLCC cohort member. In addition to sharing information among the NLCC cohort members and being a part of something special, was gaining confidence to manage the language program and carry on the vision of the Yurok language program. For example, when we would attend the annual ANA conferences and be on a panel to share what we had learned with other Native language programs, it felt good to see all of those who wanted to listen, know, and learn what we had done so far.

Another best part of being in the NLCC cohort was all the trainings we received on a variety of topics from managing our grants to looking at the objective workload and breaking it down by quarters as well as the activities to be done, who's assigned to the work, etc. to learning about including our worldview into the language as they can't be separated.

The last part that affected me was the site visits that we had. Visiting the other cohort members, seeing their communities, and witnessing their work was invaluable. Having our semi-annual meetings at the different cohort sites was a real big influence because they helped me solidify my vision for the Yurok language program and to prove that "yes, we can do this, too," and led us to self-determination about our language revitalization work.

Would you recommend a second cohort for the NLCC project? Why or why not?

Yes, I would definitely recommend a second cohort (as well as many others) for the NLCC project. We learned and gained so much being a part of the demonstration project. From establishing relationships with other language programs to gaining confidence in our language work to seeing how language programs work within our partners' communities to supporting one another. It felt good having people in our corner for 5 to 6 years with other cohort members. Also, those relationships continue even after the NLCC project ended. Because we are friends, more than just colleagues, I know I can reach out to the Cherokee or others to discuss ideas that I have about a master apprentice program.

What do YOU see as NLCC cohort accomplishments?

I think the biggest accomplishment was being able to credential more Yurok language teachers and were able to fill the positions of the language teachers that were retiring. When we began the cohort, we had two language teachers retiring and we were able to fill those positions so the Yurok language classes could continue.

Also, we found that we had an increase in children learning Yurok language from the teacher candidates that participated in our NLCC project. The teacher candidates would be practicing the language lessons and their children would pick up on the lessons, too. This is one change that I noticed and will need to follow more closely. For example, when we meet with our current teacher candidates, we ask if their children are picking up the language and we find that the children are also able to speak Yurok. Our elders would be so tickled to hear the little ones voices naming animals and speaking Yurok.

What lessons learned and improvements made (quality improvement to program) have occurred since July 2022?

We've learned that the immersion pods are needed to continue. The teacher candidates need the pods to increase their immersion time. In addition to being immersed in Yurok, the pods provided support for the teacher candidates by making them feel that they are not the only ones struggling to learn Yurok. We've continued the online immersion pods and looking to re-start them in person although we do have the immersion camps during the summer, but we are finding that's not enough immersion time to acquire language skills.

Any recommendations for other language revitalization programs that have come up since July 2022?

Find your primary goal for your language revitalization program and find ways to meet that goal. For example, our primary goal at Yurok is to increase the number of Yuok language teachers. We focused on a teacher candidate program for our NLCC project and although we didn't meet the objective of having advanced language teacher candidates, we're still working on this goal, which includes teacher language development at all levels with or without grant money.

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APPENDIX A: EXIT INTERVIEW NOTES TEMPLATE

EXAMPLE: SUN'AQ PROGRAM NOTES TEMPLATE

NLCC Recipient: Sun'aq Program	
Objective	**Final Status of Objective & Key Lessons Learned**
By Month 60, the Alutiit'stun Niuwawik Language Nest will demonstrate the value of school sustainability by serving at least 30 preschool students, raising 75% to an Intermediate Alutiiq speaking proficiency.	
By Month 60, we will implement a culturally relevant Alutiiq language outreach campaign and enhance existing courses through teacher professional development to recruit and retain 50 students who participate in three or more learning communities.	

APPENDIX B: RECIPIENT DASHBOARDS

AANIIIH NAKODA COLLEGE

NATIVE LANGUAGE COMMUNITY COORDINATION

Aaniiih Nakoda College
ADR/Cohort-Wide Impact Indicator Tracking Form
Grantee-Level Evaluation Findings

STRENGTHENING/ENHANCING CURRICULUM

Highlighting Efforts

- 2019: Created language materials & aides for local Head Start; created materials "on-demand" for Head Start.
- 2020: Edited audio of fluent speakers to be used for curriculum, phone apps, & other media; received training on using online education tools for language instruction; created materials on-demand for Head Start.

STRENGTHENING/ENHANCING THE STRATEGIC PLAN

Highlighting Efforts

- 2017: Worked to ensure that the strategic plan had goals that are achievable, knowing that challenges are likely to manifest.
- 2019: Held meetings with Language Board, Immersion school, and college to create, refine, and put into practice a plan that will be beneficial to the survival of the language.



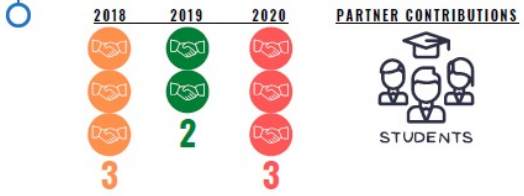
STRENGTHENING/ENHANCING THE COMMUNITY/LANGUAGE BOARD

Highlighting Efforts

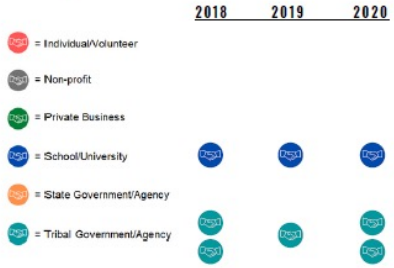
- 2017: Strengthened Language Board by including more individuals who teach the language within area schools. Rebranded the Board.
- 2019: The Language Board made the most positive ground as compared to previous years. The Board was more active in providing a "voice" (in the community) to highlight language efforts.

PARTNERSHIPS THAT BENEFITED LANGUAGE ACQUISITION/RETENTION EFFORTS

BENEFICIAL PARTNERSHIPS: NEW/ONGOING BY YEAR



PARTNER CONTRIBUTIONS



CREATING MATERIALS AND RESOURCES

= Curriculum → 1
= Resource Guides
= Training Materials → 1
= Translations
OTHER = Other

LESSONS LEARNED

Highlighting Lessons Learned

- 2018: Partner leadership is vital to encouraging others to participate in language acquisition/retention efforts.
- 2020: Biggest obstacle encountered in 2020 was COVID-19. Pivoted to online learning and continued to learn more about the multiple methods of online learning.

SHARING PROMISING PRACTICES



COMMUNICATION IS KEY!

Highlighting Promising Practices

- 2018: Language advocates have to engage and communicate effectively to achieve their goals.
- 2019: Keep good communication as to what you are performing for the betterment of language acquisition.
- 2020: Keep a good flow of communication.

ANTICIPATED SOURCES FOR FINANCIALLY SUSTAINING PROJECT POST GRANT

TOP THREE (3) SOURCE INDENTIFIED

FEDERAL





PRIVATE FOUNDATIONS





CHEROKEE NATION

NATIVE LANGUAGE COMMUNITY COORDINATION

Cherokee Nation

ADR/Cohort-Wide Impact Indicator Tracking Form
Grantee-Level Evaluation Findings

STRENGTHENING/ENHANCING CURRICULUM

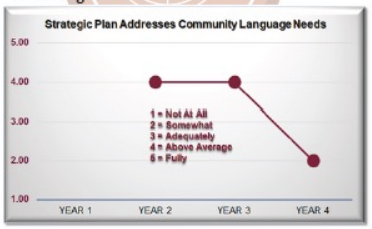
Highlighting Efforts

- 2017: Had no (0) to minimal curriculum for some grades/levels; existing curriculum has been updated and developed new curriculum for some grades/levels.
- 2019: Developed multimedia educational materials to complement the curricula for all of the current materials developed.
- 2020: Created new curriculum for secondary, college, and adult learners; enhanced early childhood, elementary, and junior high curriculum; partnered with internal departments and local college to help streamline a missing piece of college curriculum.

STRENGTHENING/ENHANCING THE STRATEGIC PLAN

Highlighting Efforts

- 2017: Created a Language Committee that is developing a 20-year Strategic Plan.
- 2019: Formally reviewed and updated the plan utilizing input from staff, Language Committee, and community.
- 2020: Came to a realization that the original Strategic Plan was "out-of-date"; need to develop a new plan that is reflective of contemporary needs and future goals.



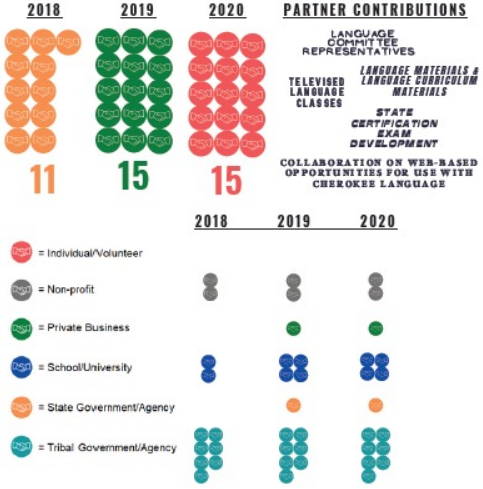
STRENGTHENING/ENHANCING THE COMMUNITY/LANGUAGE BOARD

Highlighting Efforts

- 2017: Created and approved the criteria for Language Board members.
- 2019: Seated three (3) standing Board members and nominated and approved the next four (4) members who will go through the confirmation process.
- 2020: The Language Board, based on their expertise in second language acquisition, reviewed and modified Cherokee language curriculum standards and Cherokee teacher certification standards.

PARTNERSHIPS THAT BENEFITED LANGUAGE ACQUISITION/RETENTION EFFORTS

BENEFICIAL PARTNERSHIPS: NEW/ONGOING BY YEAR



CREATING MATERIALS AND RESOURCES

= Curriculum → All 3 years
= Resource Guides
= Training Materials
= Translations
OTHER = Other

LESSONS LEARNED

Highlighting Lessons Learned

- 2018: Learned to navigate the issues that are specific to working with external State agencies.
- 2019: Moving forward it should be easier to complete Teacher Certification activities within our project because the State is in onboard.

TOP SOURCES INDENTIFIED



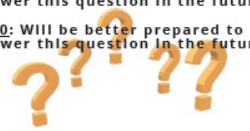
SHARING PROMISING PRACTICES



STILL THINKING ABOUT THAT ONE...

Highlighting Promising Practices

- 2018: Will be better prepared to answer this question in the future.
- 2020: Will be better prepared to answer this question in the future.



ANTICIPATED SOURCES FOR FINANCIALLY SUSTAINING PROJECT POST GRANT





KIOWA TRIBE OF OKLAHOMA

NATIVE LANGUAGE COMMUNITY COORDINATION

Kiowa Tribe of Oklahoma

ADR/Cohort-Wide Impact Indicator Tracking Form
Grantee-Level Evaluation Findings

STRENGTHENING/ENHANCING CURRICULUM

Highlighting Efforts

- 2017: Curriculum Specialist developed a curriculum framework and themes. Teacher Candidates developed lesson plans in tandem with Elder Mentors.
- 2018: Teacher Candidates, working with Elder Mentors, developed lesson plans. Learning Materials Assistant and Curriculum Specialists worked with Elder Mentors to develop a Curriculum Book.
- 2020: Development of the Kiowa Language Lesson Plan Template (KLLP), which was adapted from lesson planning recommendations from Indigenous Language Institute. The teacher learning workbook was also completed, which provided a 10-month outline of topics from which to work.

STRENGTHENING/ENHANCING THE STRATEGIC PLAN

Highlighting Efforts

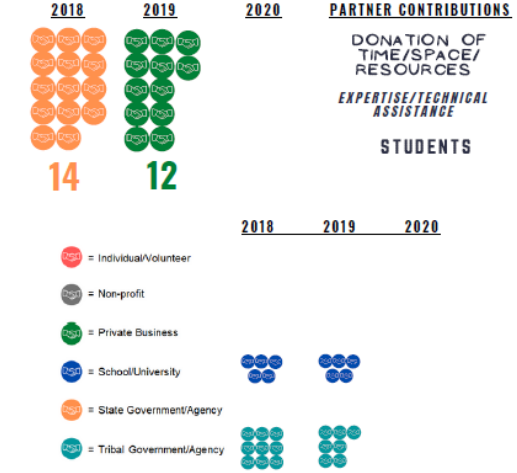
- 2019: A Strategic Plan was developed through the efforts of this grant. Plans were developed to create quality materials, train Kiowa speaking teachers, and expand to communities across the state where large Kiowa populations are located. The goal of this plan was to introduce the language and to strengthen knowledge of language that had already been established in communities.
- 2020: During the reporting period a vision statement and mission statement were developed:

Vision Statement: To revive the Kiowa language and culture. There are no fluent Kiowa language speakers under the age of 18 and the Kiowa language is becoming extinct.

Mission Statement: To bring to fruition the vision of the Kiowa Language and Culture Revitalization Program by implementing and successfully meeting [grant] objectives.

PARTNERSHIPS THAT BENEFITED LANGUAGE ACQUISITION/RETENTION EFFORTS

BENEFICIAL PARTNERSHIPS: NEW/ONGOING BY YEAR



PARTNER CONTRIBUTIONS

DONATION OF TIME/SPACE/ RESOURCES

EXPERTISE/TECHNICAL ASSISTANCE

STUDENTS



CREATING MATERIALS AND RESOURCES

= Curriculum → All 3 years
= Resource Guides → 2019
= Training Materials → 2 of 3 years
= Translations → 2 of 3 years
OTHER = Other → 2018

LESSONS LEARNED

Highlighting Lessons Learned

- 2018: Utilizing technology and making materials available online created increased interest in language efforts.
- 2019: One of the obstacles encountered is related to staffing events. Some events were not taken into consideration when the grant was written. Also, the budgeting of making 50% of the staff to be part-time doesn't allow for proper program coverage.
- 2020: Strong leadership is needed to support staff retention, promote successes and accomplishments, and for the development of organizational skills for all staff. It is important to organize the program so any new staff following can pick up where the old staff left off before leaving the program.

SHARING PROMISING PRACTICES

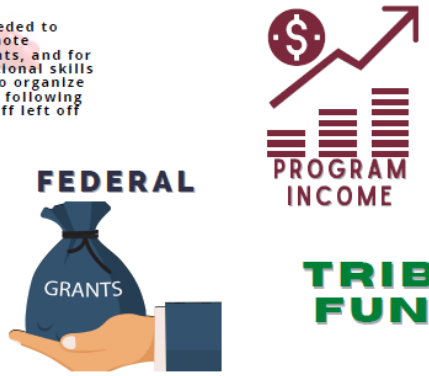


Highlighting Promising Practices

- 2018: Work with partners and keep an open line of communication. Try to work closely with your administration for programmatic support.
- 2019: Utilize technology to help disseminate information. The younger demographic will grasp the technology and become interested in the content. It should be noted, however, that adults prefer materials to be fluid between technology and hard copy formats, which allows for ease of learning the content.

ANTICIPATED SOURCES FOR FINANCIALLY SUSTAINING PROJECT POST GRANT

TOP SOURCES INDENTIFIED



SUN'AQ TRIBE OF KODIAK

NATIVE LANGUAGE COMMUNITY COORDINATION

Sun'aq Tribe of Kodiak

ADR/Cohort-Wide Impact Indicator Tracking Form
Grantee-Level Evaluation Findings

STRENGTHENING/ENHANCING CURRICULUM

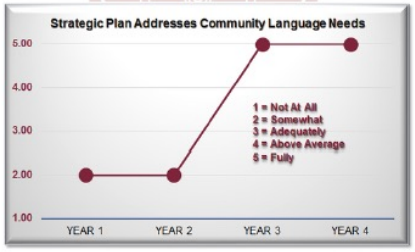
Highlighting Efforts

- 2017: Started with available curriculum and added many lessons to it, focusing on early childhood developmental needs and linguistic themes.
- 2019: Developed K-5 curriculum for the project. The middle school curriculum was developed for short workshop styles and for longer sessions. The K-5 curriculum will go through revision process this year, so that it can be published.

STRENGTHENING/ENHANCING THE STRATEGIC PLAN

Highlighting Efforts

- 2017: Found that the Strategic Plan did NOT meet community needs. The Strategic Plan needed to be improved using archives accumulated.
- 2019: Using a professional facilitator, held Strategic Planning meeting in year three. Developed multiple action plans from what was learned at the Strategic Planning meeting.



STRENGTHENING/ENHANCING THE COMMUNITY/LANGUAGE BOARD

Highlighting Efforts

- 2017: The Language Board was already strong; there was a Strategic Plan and good Board participation. The Language Board typically met monthly throughout the first year of the project.
- 2018: Added a ListServ, which has been successful in increasing information among the Language leaders.
- 2020: The Language Board has been around for a long time. Unsure if the Language Board was strengthened this year.

PARTNERSHIPS THAT BENEFITED LANGUAGE ACQUISITION/RETENTION EFFORTS

BENEFICIAL PARTNERSHIPS: NEW/ONGOING BY YEAR

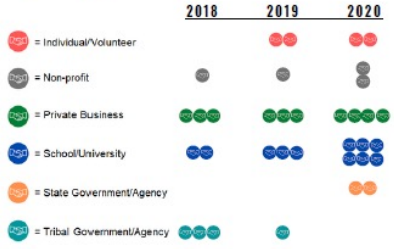


PARTNER CONTRIBUTIONS

MATERIALS/RESOURCES /DONATIONS/SPACE

COLLABORATION OPPORTUNITIES (E.G., SOCIAL MEDIA, VOLUNTEERING, PARTNERING ON PROJECTS WITH SIMILAR GOALS)

MENTORSHIP



CREATING MATERIALS AND RESOURCES

= Curriculum → 2 of 3 years
= Resource Guides
= Training Materials
= Translations → 2018
OTHER = Other → All 3 years

LESSONS LEARNED

Highlighting Lessons Learned

- 2018: "This is the Swiss Army knife of grant projects and we struggle to accomplish all the things we set out to do. I would suggest developing projects smaller in scope."
- 2020: "We are grateful that this is a 5-year grant because we are finding that with 5 years, rather than 3, we are able to build a strong program that will last."



TRIBAL FUNDS



SHARING PROMISING PRACTICES



Highlighting Promising Practices

- 2018: Welcome/recruit adults that are language speakers who are willing, though reluctant to participate in language efforts, and train and support the adults in leading language activities and routines.
- 2020: A five-year process is key to building a robust language program.

ANTICIPATED SOURCES FOR FINANCIALLY SUSTAINING PROJECT POST GRANT

TOP SOURCES INDENTIFIED







YUROK TRIBE

Yurok Tribe

ADR/Cohort-Wide Impact Indicator Tracking Form
Grantee-Level Evaluation Findings

NATIVE LANGUAGE COMMUNITY COORDINATION

STRENGTHENING/ENHANCING CURRICULUM

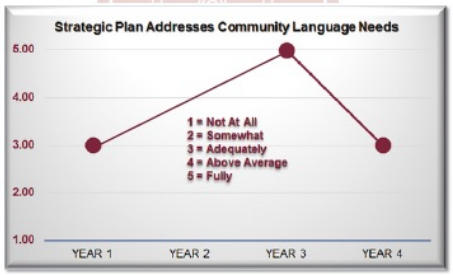
Highlighting Efforts

- 2017: Each Teacher Candidate developed a minimum of two (2) curriculum lesson plans for the grade level they planned to teach.
- 2019: Provided monthly in-person/online workshops that offered trainings in lesson planning, Native language teaching methods, and utilizing existing language curriculum.

STRENGTHENING/ENHANCING THE STRATEGIC PLAN

Highlighting Efforts

- 2017: Held monthly Language Advisory Committee meetings to create new long-term and short-term goals. Sought input from community members and language learners regarding the development of the new Strategic Plan.
- 2019: Met with the Yurok Tribe Head Start Program and Health and Human Services Department to query them on why language efforts can strengthen and help families, youth, Elders, and clients experiencing mental health issues.



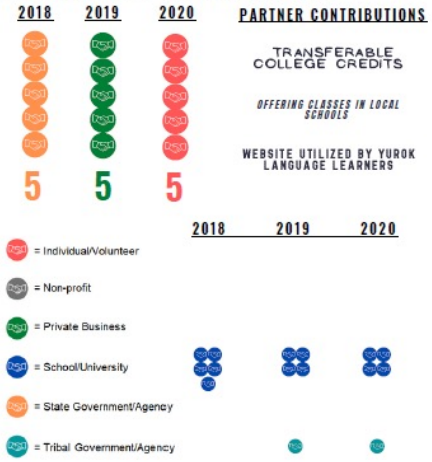
STRENGTHENING/ENHANCING THE COMMUNITY/LANGUAGE BOARD

Highlighting Efforts

- 2017: The Language Advisory Committee by-laws were: 1) drafted with support from the Yurok Culture Department; 2) reviewed by the Office of Tribal Attorney; and 3) approved by the Yurok Tribal Council. Additionally, community members and Tribal Council members with a Yurok language background were identified and recommended for the Language Advisory Committee.
- 2019: The Language Advisory Committee met monthly to discuss efforts regarding the Yurok Language. Sub-committees were also formed from the Language Advisory Committee to address language topics that were more specific to their experience and knowledge.

PARTNERSHIPS THAT BENEFITED LANGUAGE ACQUISITION/RETENTION EFFORTS

BENEFICIAL PARTNERSHIPS: NEW/ONGOING BY YEAR



PARTNER CONTRIBUTIONS

TRANSFERABLE COLLEGE CREDITS

OFFERING CLASSES IN LOCAL SCHOOLS

WEBSITE UTILIZED BY YUROK LANGUAGE LEARNERS

CREATING MATERIALS AND RESOURCES

= Curriculum → All 3 years
= Resource Guides
= Training Materials → 2018
= Translations
OTHER = Other

LESSONS LEARNED

Highlighting Lessons Learned

- 2018: "One obstacle our project encountered was participant [Teacher Candidate] turnover. We had three (3) participants drop out by year 3, so we would have to recruit for a new participant each time [one dropped out]. My advice for other projects would be to have a waiting list of participants, so if a participant exits from the project a waiting list is ready."
- 2019: "Lesson 1: To monitor budget on a more frequent basis. Lesson 2: Communication is key. Ensure communication with support staff in planning trainings and events. Lesson 3: To keep your grant files and teacher candidate portfolios up-to-date and organized."

SHARING PROMISING PRACTICES



Highlighting Promising Practices

2018

- Organization is key
- Keep an open-line of communication with partners
- Have weekly staff meetings and/or planning meetings

ANTICIPATED SOURCES FOR FINANCIALLY SUSTAINING PROJECT POST GRANT

TOP SOURCE INDENTIFIED

FEDERAL





APPENDIX C: DATA COLLECTION TEMPLATE

Example of data collection from participants

NLCC Recipient: <name>

Individual Indicators

- A
- B
- C

Cohort-Wide Indicators

- Curriculum Enhanced/Strengthened to Implement Native Language Program
- Strategic Plan Created/Strengthened
- Community/Language Board
- Community Outreach Events
- Partnerships Formed/Strengthened

ADR Items

- A
- B
- C

CRA: Yearly Levels

Year 1 (initial)		Year 3 (mid-project)		Year 6 (end of project)	
Dimension	Readiness Level	Dimension	Readiness Level	Dimension	Readiness Level
Knowledge of efforts		Knowledge of efforts		Knowledge of efforts	
Leadership		Leadership		Leadership	
Community climate		Community climate		Community climate	
Knowledge of issue		Knowledge of issue		Knowledge of issue	
Resources		Resources		Resources	

LIST OF FIGURES

Figure 1. Data sources for the summative report 14
Figure 2. The reciprocal relationship between language revitalization efforts and community members 16
Figure 3: Nine Stages of readiness (Plestad, Jumper-Thurman, & Edwards, 2014, p. 14) 22
Figure 4. CRAs conducted throughout the NLCC project. 24
Figure 5. Comprehensive implementation planning process 25
Figure 6. Participant locations 27
Figure 7. NLCC Cohort Average CRA dimension scores and overall CRA scores 44
Figure 8. Head Start graduates with language knowledge across project years 47
Figure 9. The Aaniiih language app 48
Figure 10. Membership of the Cherokee Language Community Board 50
Figure 11. New Board members throughout the project 51
Figure 12. Trained teachers who were credentialed or waiting to be credentialed as of the final ADR 54
Figure 13. Material types for Years 3 and 5 55
Figure 14. Event participation in Years 2, 5, and 6 56
Figure 15. Participation in three or more learning communities during Years 1, 2, 3, and 5 59
Figure 16. Factors contributing to Yurok teacher candidate retention 62
Figure 17. Trends across all recipients regarding their strategic plans for Years 1 through 5 66

LIST OF TABLES

Table 1. Recommendations by broad objective 6
Table 2. Example of Community Readiness Dimensions 23
Table 3. Recommendations by broad objective 76