



EDUCATION EFFORTS TO PRESERVE NATIVE AMERICAN LANGUAGES

LEGISLATIVE EDUCATION STUDY COMMITTEE

SENATOR WILLIAM SOULES, CHAIRMAN

REPRESENTATIVE G. ANDRES ROMERO, VICE-CHAIRMAN

OCTOBER 5, 2021



Introductions and Blessing



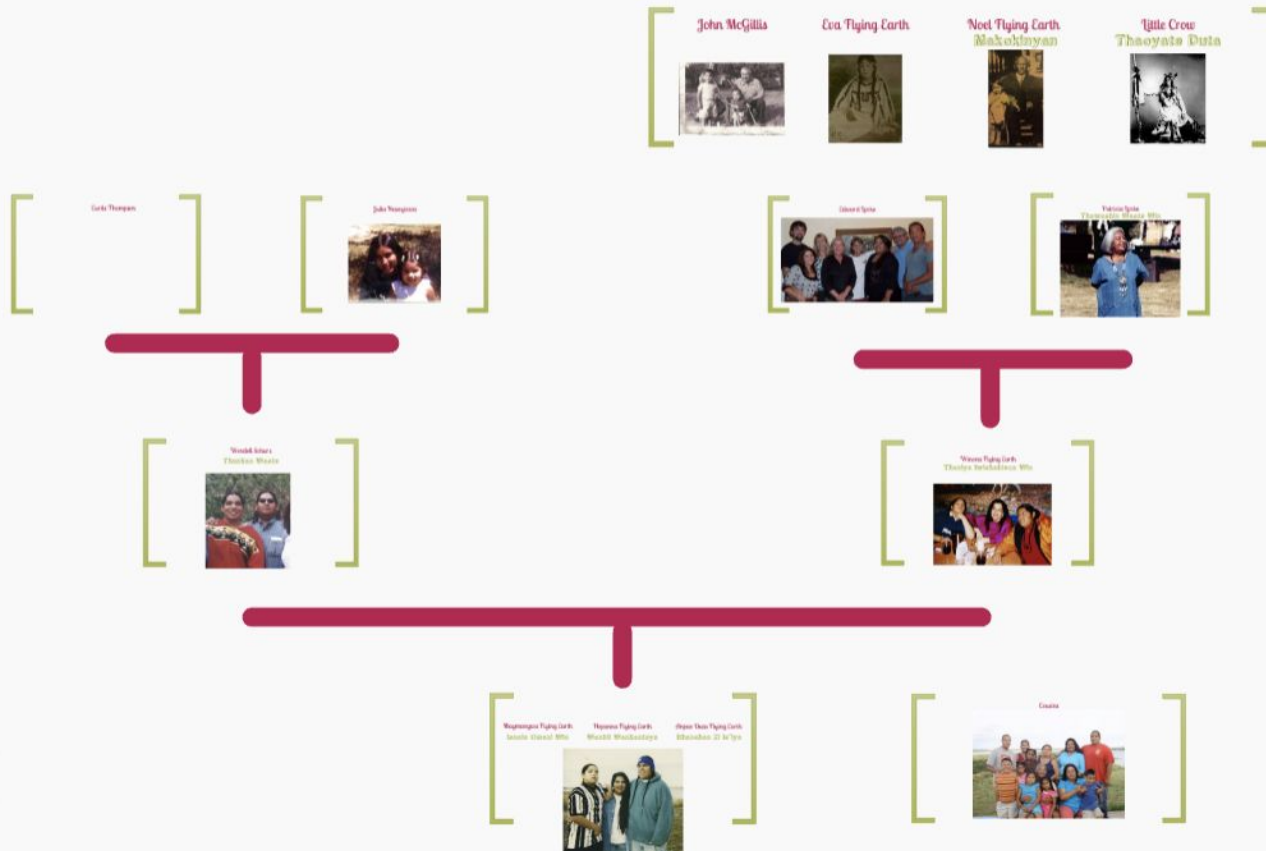
Warlance Chee
Diné
2021-2023 NISN Fellow
Saad K'idilye Diné
Language Nest



Anpao Duta Flying Earth
Of the Lakota, Dakota,
Ojibwe, and Akimel
O'odham tribes
Executive Director, NISN



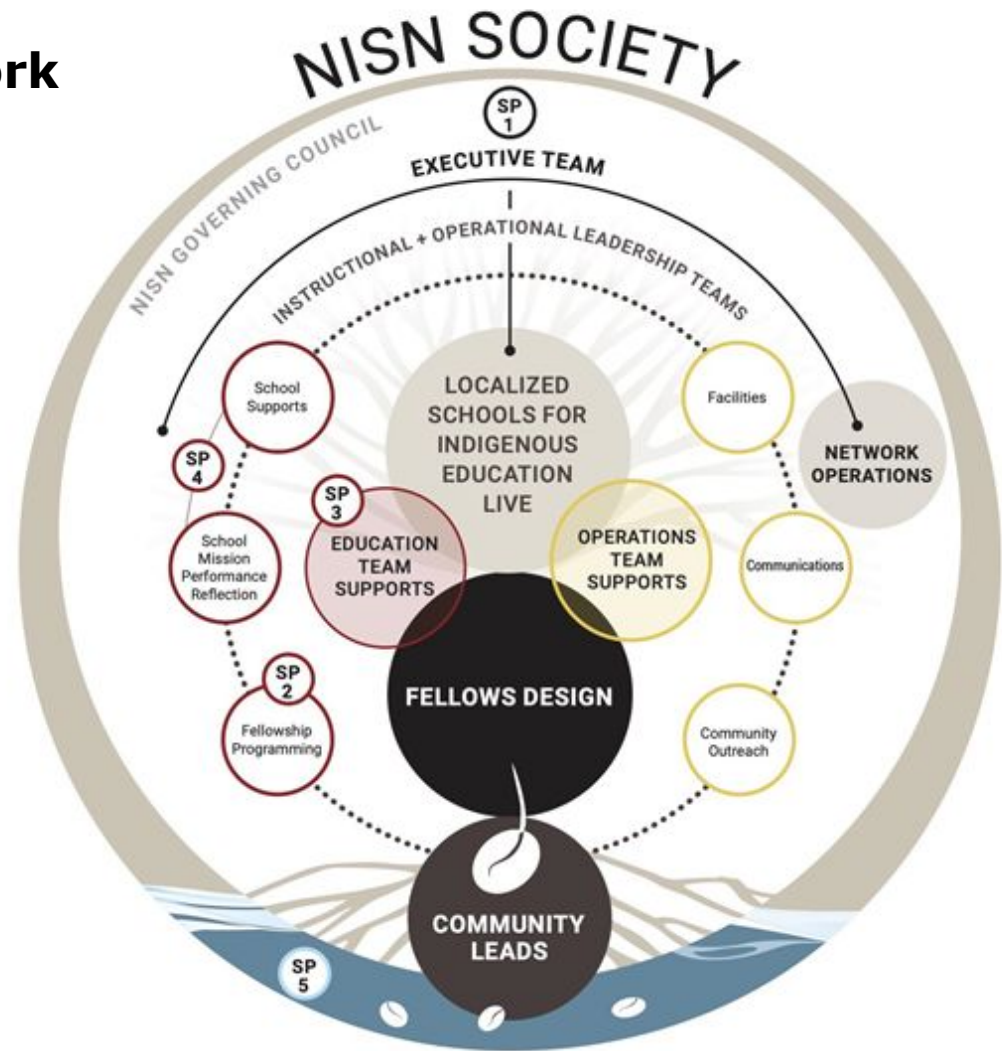
Makhokinyan Thiwahe Family History





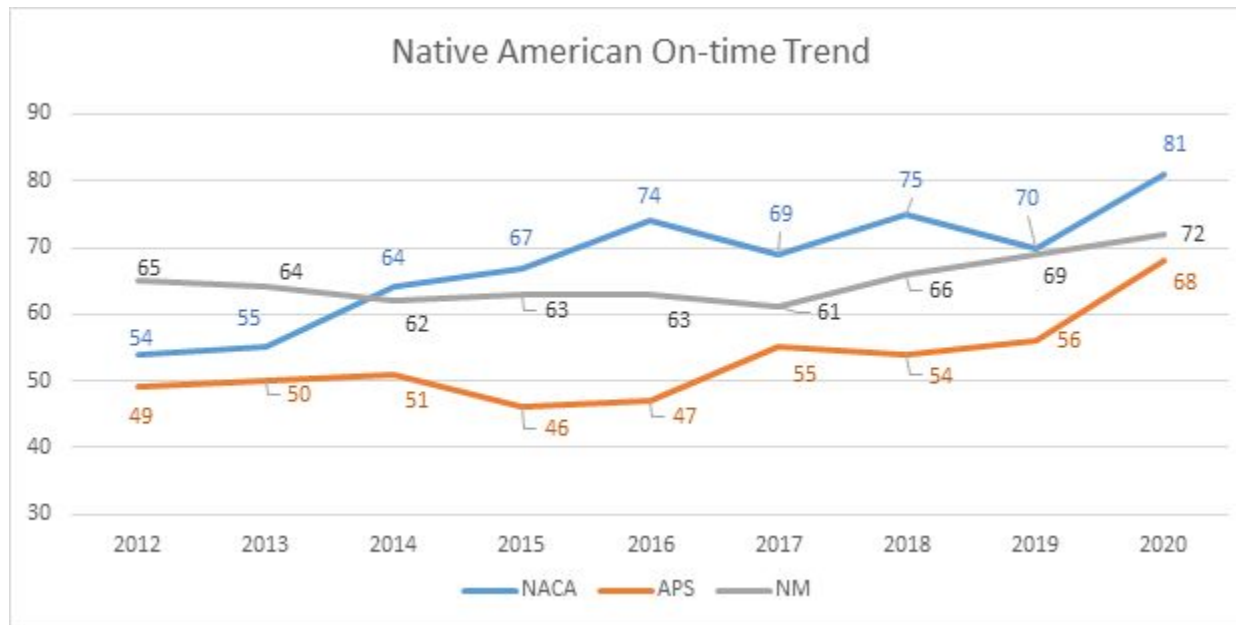
NACA Inspired Schools Network

The NACA Inspired Schools Network (NISN) is building a movement of students, families, and educators to create excellent schools relevant to the communities they serve. NISN works with fellows who are committed to Indigenous communities to establish schools throughout the country that will create strong leaders who are secure in their identity, academically prepared, healthy, and ultimately transforming their communities.





NACA's Graduation Rate for Native students significantly exceeds the APS and state averages



What we're talking about isn't theoretical. It can and has been done.



Indigenous Languages @ NISN

Network School	Language Goal	Model within a BMEP	Languages Taught
NACA	Proficiency	Enrichment	Dine, Keres, Zuni, Tiwa, Lakota, English
<i>Dream Dine</i>	Fluency	Dual Language	Dine, English
<i>Six Directions</i>	Proficiency	Enrichment	Dine, Zuni, English
<i>Khapo Community School</i>	Proficiency	Enrichment, Dual Language	Tewa, English
<i>DEAP</i>	Proficiency	Enrichment	Dine, English
<i>Raices</i>	Proficiency	Enrichment, Dual Language	Spanish, English, Nahautl



NMPED Heritage Language Programs - Cuba Independent Schools & Native American Community Academy (NACA)

- From 2013 - 2021: Taught as a Dine language teacher at Cuba Elementary School and NACA
- Experienced strong, consistent K-12 language programming within the constraints of 45 to 60 minute blocks
- Worked with what we have: heritage language program in K-12 Public Education
- 2020-21: Decided take a different approach. Launched a prenatal/language nest, with Indigenous thought, planning stories, teachings, songs, prayers, love and beliefs lead to a early learning language nest



Saad K'idilyé Diné Language Nest



SAAD K'IDILYÉ



What is a language nest?

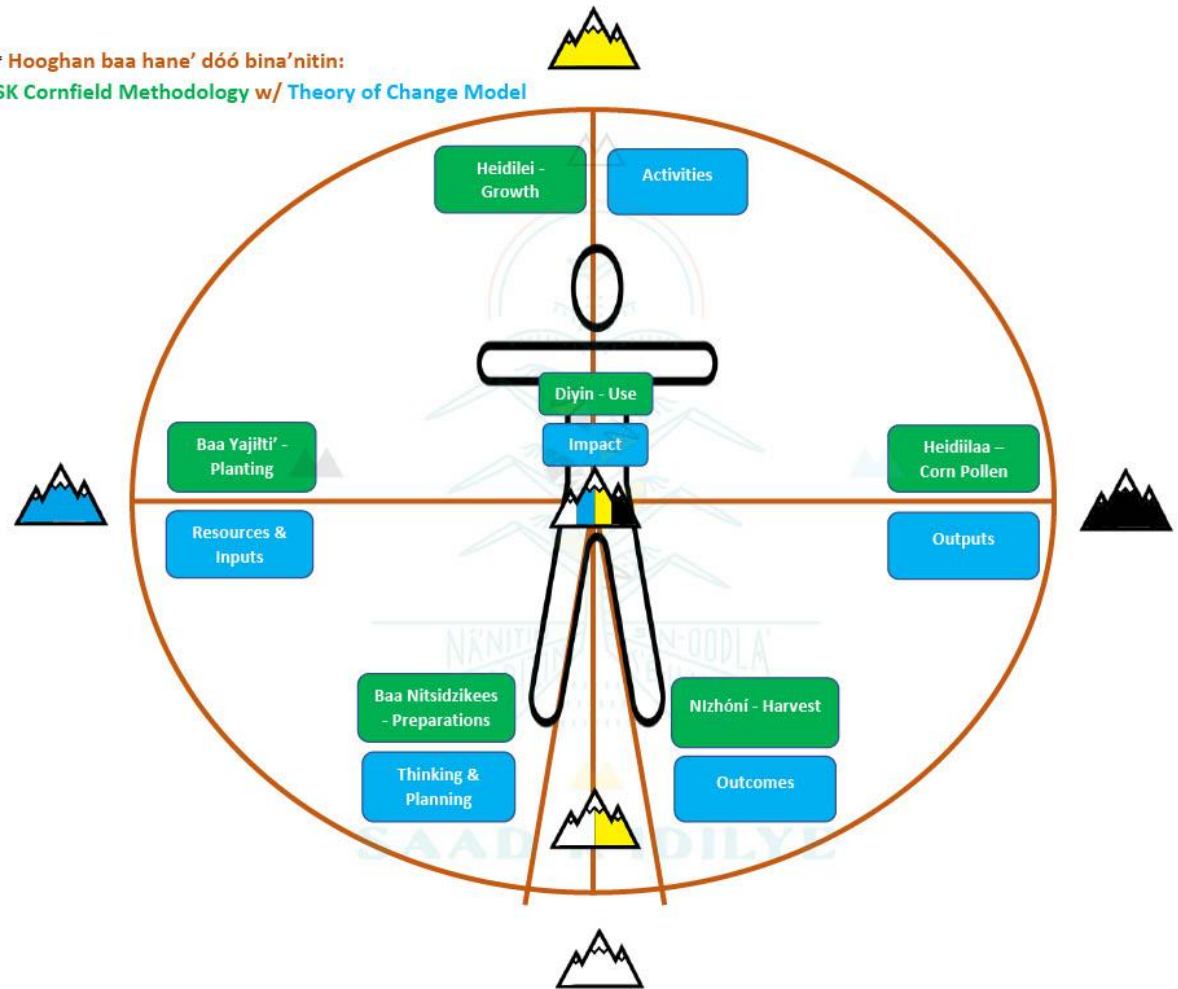
- A language nest is a community site-based language program for children from birth to five years old where they are immersed in their Native (heritage) language.
- A language nest is a safe, home-like environment for young children to interact with speakers, often elders, through meaningful activities.

First Nations Cultural Council, Language Nest Handbook, 2014. Retrieved from [http://www.fpcc.ca/files/PDF/Language/Language Nest/FPCC LanguageNestHandbook EmailVersion2.pdf](http://www.fpcc.ca/files/PDF/Language/Language%20Nest/FPCC%20LanguageNestHandbook%20EmailVersion2.pdf)



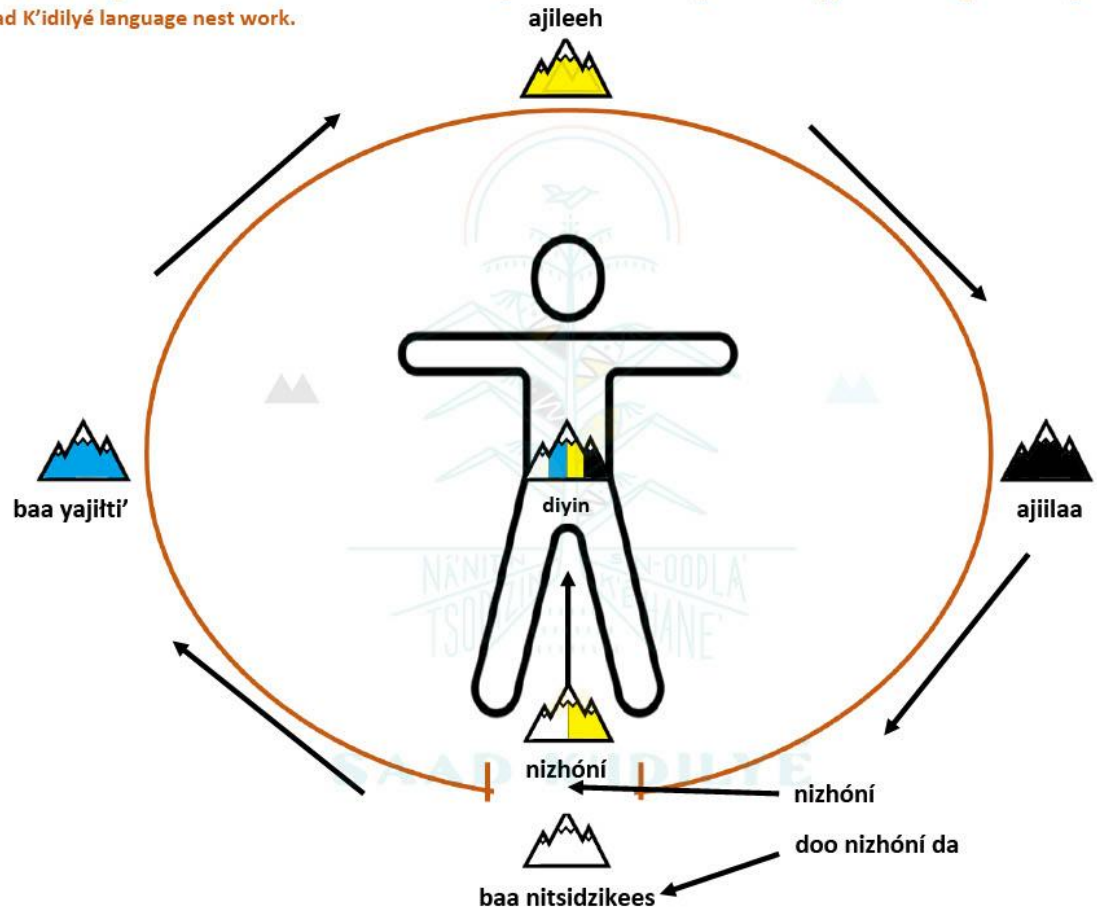
* Hooghan baa hane' dóó bina'nitin:

SK Cornfield Methodology w/ Theory of Change Model



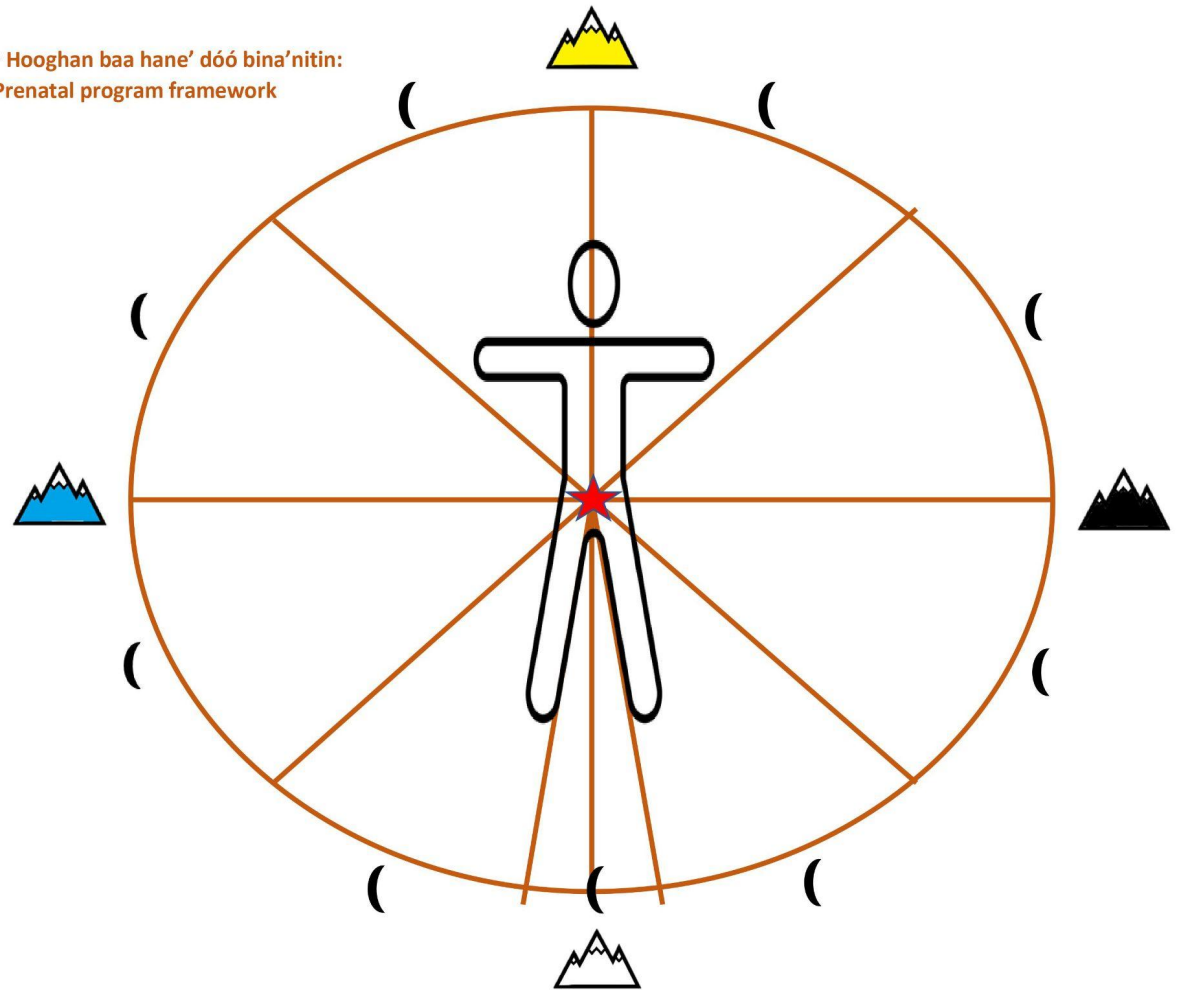


* Dził dóó Hooghan Baa Hane' dóó bina'nitin – Planning tool and model to guide and support us through each stage of our Saad K'idilyé language nest work.





* Hooghan baa hane' dóó bina'nitin:
Prenatal program framework





Building on our foundation

- use language to say k'e
- have stories and teachings
- songs and prayers
- that is their belief
- walk in beauty on mother earth with that foundation and teachings



Policy Recommendations: Early Childhood

- ❖ **Focus on Early Child Language Development.** Language immersion must start at prenatal stage. This requires support and investment in families to be first language speakers to their children.
- ❖ **Invest Early.** Explore increased distributions from the Early Childhood Trust Fund that are earmarked/dedicated to Native American Early Childhood Programs.



Policy Recommendations: Teachers and Professional Development

- ❖ **Ensure Native Language Teachers**, regardless of what certification they hold, count toward the Teacher Cost Index and, therefore, generate SEG dollars for the LEA.
- ❖ **Require salary equity** between traditionally licensed and alternatively licensed Native language and culture teachers. Pay 520 teachers as Level I
- ❖ **Support and Fund summer professional development opportunities for language teachers.** In collaboration with Tribal Education Departments, higher education departments and public schools, these programs would be an opportunity for teachers to become certified and share best practices for teaching languages.



Policy Recommendations: Extended Learning Time

- ❖ **Create an Extended Learning Time pilot for Native Language Programs with LEA's, Tribal Education Departments, and others. Fund these programs through Extended Learning time and/or K-5+. Pull out programs, or extended school days focused on language immersion should be eligible for extended learning time programs.**
- ❖ **Create a K-5+ Summer Language Immersion Pilot. Consider funding student Native Language summer language programs with K-5+ dollars.**



Policy Recommendations: Language as a Continuum

- ❖ **Foster, collaborate, and invest in a K-12 continuum for language pathways in communities.** There must be continuity in language programs from elementary to middle to high school.
- ❖ **Language and culture programs cannot be an “add-on.”** By having language classes be an elective, and not part of core instruction, priority is not given to language programs. When reforming graduation requirements, consider ways to making language more meaningful in credit attainment and capstone requirements toward graduation.
- ❖ **Tweak Bilingual Seal for Native Language Programs.** Ensure higher education institutions award appropriate credit for attainment of a Native Language proficiency as certified by the Tribe.



Philámayaye. Ahéhee'.
Thank you