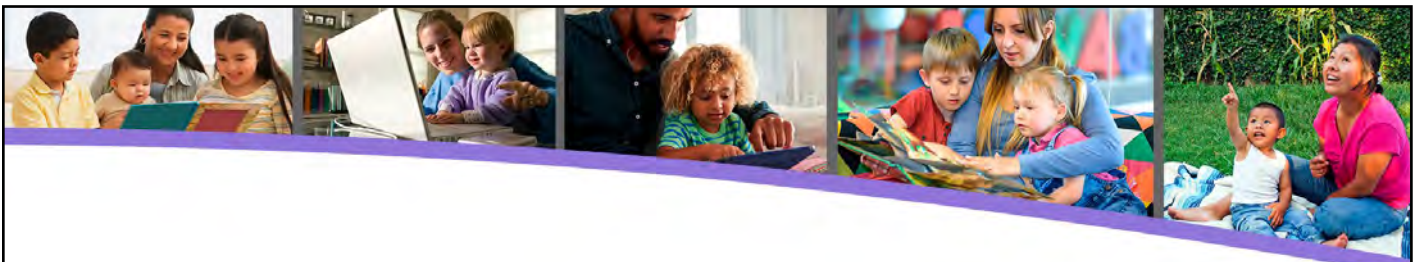




Lobby Icebreaker

Use the Chat Box to share answers to the following.
Please introduce yourself and share what program
you are from and answer the question:

**What does a “healthy” tribal language look like in a
community/family?**



Family Engagement, Language, and Literacy Webinar Series

**Family and Community Engagement in Young Children's
Native Language Learning and Development**

Wednesday May 2, 2018 | 2-3:30 p.m. EDT



Logistics

- If possible, connect via hard-wired internet (instead of WiFi).
- Help connectivity by closing other programs.
- Your phones will be on mute!
- To make a comment during the webinar, please use the chat box.
- This webinar will be posted on ECLKC.

Family and Community Engagement in Children's Native Language Learning

Meet the Presenters



Dr. Christine Sims
Acoma Pueblo
University of New Mexico

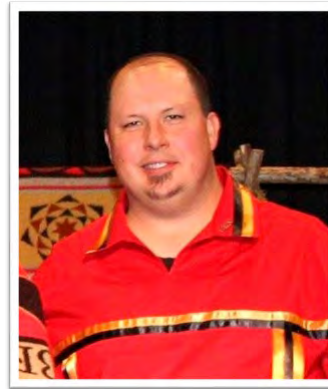


Micker (Mike) Richardson
Haliwa-Saponi
Director of the National American
Indian/Alaska Native Head Start
Collaboration Office (NAIANHSCO)

Family and Community Engagement in Children's Native Language Learning



Lana Garcia Jemez Pueblo
Early Childhood Program Manager
*Walatowa Head Start Language
Immersion Program*



Howard Paden (Cherokee Nation)
*Program Manager of the Cherokee
Nation Mentor/Apprentice Program*

Family and Community Engagement in Children's Native Language Learning

Learning Objectives

- Learn about opportunities and challenges for engaging families and communities in young children's Native language learning and development
- Learn from the experiences of a range of Native communities
- Identify strategies for engaging families and communities based on the shared experiences of today's presenters.

Family and Community Engagement in Children's Native Language Learning

Head Start Program Performance Standard:

§1302.36 Tribal language preservation and revitalization. A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in §1302.31(b)(2) (i) and (ii) is not required.

Family and Community Engagement in Children's Native Language Learning

Introduction

Why Native language development is important for young children

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Native Languages Today

- Status of most Native languages today in the US
- Efforts to reintroduce Native language use
- Benefits to children, families, and communities

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Unique Cultures and Language Communities: Common challenges and opportunities for children's Native language learning and development

- Diverse perspectives about young children's native language learning and development
- Diverse cultural and linguistic practices
- Variable availability of cultural and language resources
- Diverse approaches to language learning in community agencies

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Native American children learning tribal languages

- What we know about the language learning process
- Language learning in sociocultural contexts
- Young children need opportunities to hear and learn to use language in different ways

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What some communities are doing to ensure that young children are hearing and using the Native language

How these efforts support the concepts of interaction with adult speakers and providing opportunities for children to observe and hear language use in natural contexts and use it themselves.

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The Towa language of Jemez Pueblo, New Mexico



Lana Garcia (Jemez Pueblo)

Director, Walatowa Head Start Language Immersion Program

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Jemez Pueblo experiences in moving towards full immersion in their Head Start program

- The language of the community was shifting from Towa to English
- Strong desire to maintain the traditional way of learning and teaching children
- How the PhotoVoice Project was used to understand the cultural learning foundations for Jemez children

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Jemez Pueblo experiences in moving towards full immersion in their Head Start program

- Head Start teachers assessed children's Towa language fluency
- Towa language learning needs were brought to attention of parents, tribal leaders and community through language forums
- Decision to transition to full Towa language immersion approach in Head Start program based on parent, family, and community input

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Lessons Learned

- Need for professional development for all staff
- Need to engage and reassure parents about the benefits of learning Towa
- Working with Head Start rules and regulations

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Jemez Pueblo experiences in moving towards full immersion in their Head Start program

- 5 years into transition to full Towa language approach
- Observations from families and community members
- Increased participation in cultural events and practices
- Growing self confidence within community in using Towa

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Jemez Pueblo experiences in moving towards full immersion in their Head Start program

- Positive changes in parent/family attitudes towards Towa language use and learning
- A teamwork approach from staff for successful transition.
- Community support increased for the program which encouraged staff
- Tribal leadership ensures that the work continues and is protected

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Comments and Questions on the Jemez Experience

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Community Experiences: The Cherokee Language

Howard Paden (Cherokee Nation)

Program Manager for the Cherokee Language Master Apprentice
program in Tahlequah, OK

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Mission statement

The Cherokee Language Master Apprentice Program is dedicated to cultivating new Cherokee language teachers using training methods that honor and perpetuate the Cherokee culture and language. We foster an intergenerational approach to language revitalization and preservation to ensure the growth and continuation of the Cherokee language and culture for all generations.

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- Cherokee Language Master Apprentice Program (CLMAP) provides opportunities for individuals to participate in a two year, 40 hours a week adult immersion.
- The expectation of the course of two years is that the Language Apprentices receive approximately 3,900 contact hours of Cherokee.
- Participants also receive one year of teaching experience using language revitalization teaching methods.



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To achieve 3,900 contact hours...

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Extended time is spent with Cherokee speakers from Various communities



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Tahlequah



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Evening Shade



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Kenwood



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Language and Cultural Field Trips



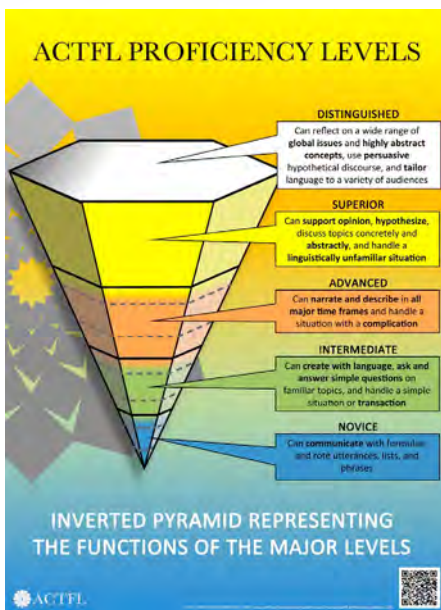
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Progress

- To measure the progress of the participants, the program has adopted the American Council of Teaching Foreign Languages (ACTFL) proficiency guidelines.
- These guidelines present the levels of proficiency as ranges.
- Using these ACTFL levels, the goal of CLMAP is to move a new Cherokee speaker to the Intermediate High or Advanced Low.

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Cherokee speakers



- It is estimated there are between 2000-2500 Cherokee speakers currently.
- The average age of these speakers is between 60-69.
- If the number of Cherokee speakers is determined to be reliable, it would represent a language speaking population of less than 1% of tribal citizens.

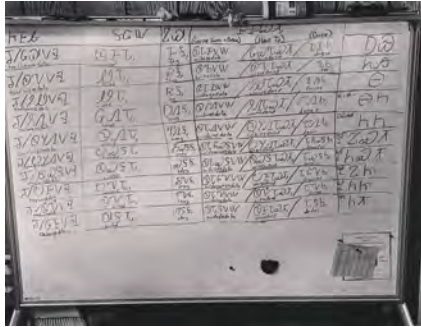
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Two language hotspots in the Cherokee nation 14 county jurisdiction



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With such a small percentage of tribal citizens speaking the Cherokee language, a program that increases the population of Cherokee speakers on an exponential level is greatly needed.



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Since January 2015, CLMAP has graduated 6 students



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In January 2018, CLMAP welcomed 7 new students to the program



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They must know what we are losing

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Comments and Questions on the Cherokee Experience

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Panelist Discussion

Comments by Dr. Joshua Sparrow, Director, Brazelton Touchpoints Center, co-PI, NCPFCE

- The cognitive benefits of language learning
- The social well-being of young children
- Building stronger relationships between children, their parents, and adult members of their language and cultural community.

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Panelist Discussion

- Comments by Lana Garcia, Jemez Pueblo
- Comments by Howard Paden, Cherokee Nation
- Comments by Mike Richardson, Haliwa-Saponi

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Ideas for families and communities in support of children's Native language learning

- Tips for language use at home.
- Tips for language use in the classroom.
- Tips for the community.
- Other resources you may want to explore:

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Q&A

What questions do you have?

Please use the chat box.



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Resources



[Bringing Our Languages Home](#) by Leanne Hinton (2013). Heyday Books.

Family and Community Engagement in Children's Native Language Learning

Upcoming Webinar

Family and Community Engagement in Young Children's
Native Language, Learning, and Development

Join Us on May 9 for Part 2!

Family and Community Engagement in Children's Native Language Learning

Join the Chat After the Webinar!



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Online Survey and Certificates

- Your feedback is important to us!
- And email with a survey link and certificate is on its way! Keep an eye out for it in your inbox.

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For more information about this resource, please contact us:
pfcewebinars@ecetta.info | 1-866-763-6481