

Celebrating Tribal Early Childhood Language Revitalization Efforts across the United States

November 13, 2018

Collaborating Partners



- ◆ National Center on Tribal Early Childhood Development
- ◆ National Center on Early Childhood Development, Teaching and Learning
- ◆ Child Care State Capacity Building Center
- ◆ Administration for Native Americans
- ◆ American Indian and Alaska Native (AI/AN) Head Start Collaboration Office
- ◆ Region XI AI/AN Training and Technical Assistance (T/TA)
- ◆ Tribal Early Childhood Research Center (TRC)

Presenters

- ◆ **Michelle Sauve**, Intergovernmental Affairs Specialist, Administration for Native Americans
- ◆ **Micker (Mike) Richardson**, MBA, Director, National American Indian/Alaska Native Head Start Collaboration Office
- ◆ **Joanna Whitaker**, M.A.Ed., Program Officer, National American Indian/Alaska Native Head Start Collaboration Office
- ◆ **Lisa Ojibway**, M.S., Ed.M., Infant/Toddler Specialist Network, Child Care State Capacity Building Center
- ◆ **Melody Redbird-Post**, M.Ed., Project Director, National Center on Tribal Early Childhood Development
- ◆ **Marie Clairmont**, Rosebud Sioux Tribe Child Care Services, Lakota Language Preservation Project

Presenters

- ◆ **Carol Bellamy**, Systems Specialist, Region XI American Indian/Alaska Native Training and Technical Assistance
- ◆ **Jim Parrish**, Executive Education Director of School Programs, Senior Director of the School of Choctaw Language, Choctaw Nation of Oklahoma
- ◆ **Michelle Sarche**, Ph.D., Director, Tribal Early Childhood Research Center, University of Colorado Anschutz Medical Campus, Colorado School of Public Health, Centers for American Indian and Alaska Native Health
- ◆ **Suzanne Thounvenelle**, Early Childhood Development Specialist, Head Start Information and Communication Center (HSICC)
- ◆ **Deborah Mazzeo**, Ph.D., Cultural and Linguistic Practices Coordinator, National Center on Early Childhood Development, Teaching, and Learning

Session Objectives

- ◆ Increase awareness of tribal, local, state, and national activities around tribal language revitalization
- ◆ Learn from tribal practitioners about tribal language revitalization efforts
- ◆ Build understanding of research and resources available
- ◆ Identify additional areas of interest for shared learning and support



Agenda



- ◆ Welcome
- ◆ Administration for Children and Families (ACF) remarks
- ◆ National efforts
- ◆ State innovative approaches
- ◆ Local initiatives
- ◆ Research
- ◆ Resources
- ◆ Closing remarks



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National Efforts

Administration for Native Americans

- ◆ Legislation
- ◆ Funding
- ◆ Federal Coordination
- ◆ National Summits
- ◆ Resources



- Visit: acf.hhs.gov/ana and ananlcc.org



AI/AN Head Start Collaboration Office



- State Summits

- Washington State Tribal Early Learning Language Summit
- Montana Early Childhood Tribal Language and Indigenous Games Summit

- AI/AN Language and Culture Peer Network on MyPeers

- Resources, grant information, and program implementation examples

- National and Regional Conferences

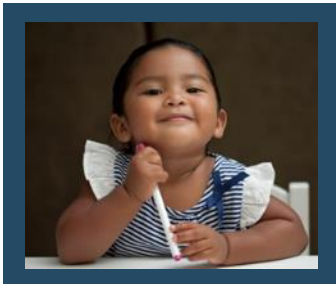
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CHILD CARE

State Capacity Building Center



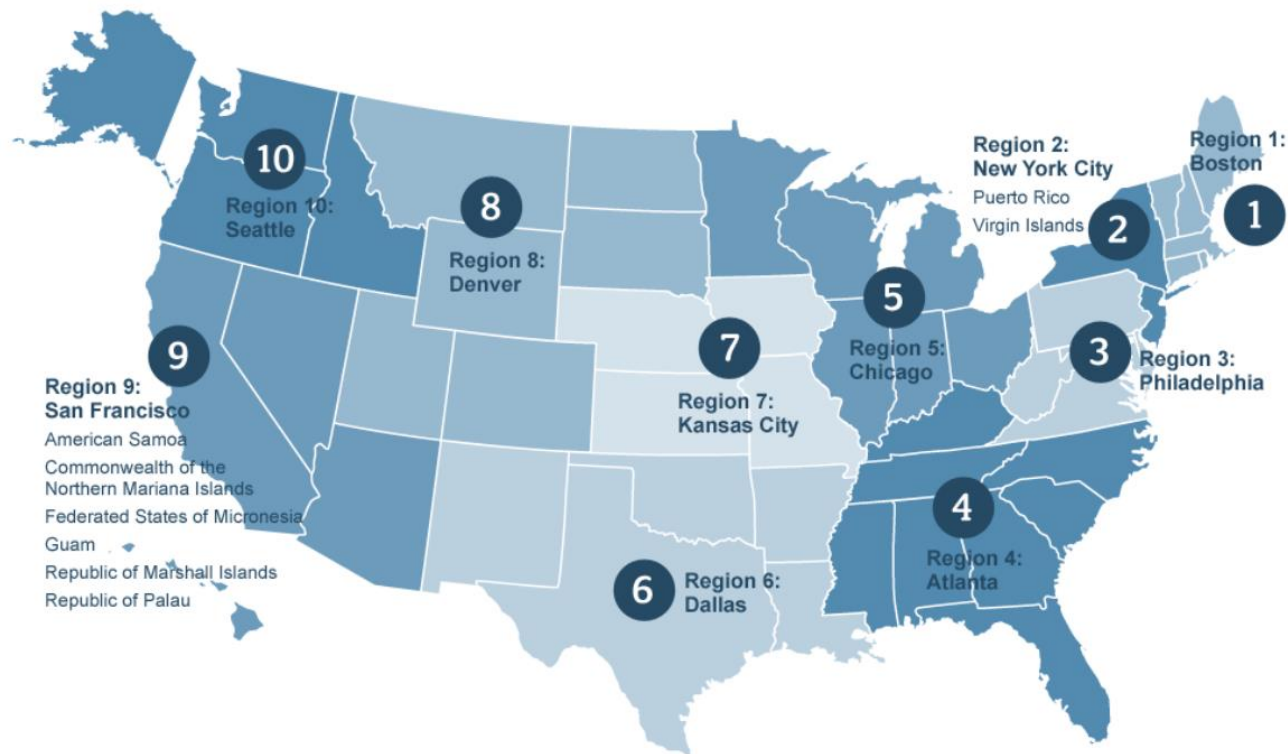
Infant/Toddler Specialist Network

- ◆ American Indian and Alaska Native Infant and Toddler community of practice
- ◆ National and regional collaborative technical assistance and trainings
- ◆ Language Revitalization and the Cognitive-Linguistic Superpower of Babies
- ◆ Resources to improve programs and services for infants and toddlers
- ◆ A tribal liaison to strengthen cultural responsiveness

State Systems Specialist Network

- ◆ State and Tribe Coordination community of practice
- ◆ Collaborative T/TA to meet the needs of AI/AN CCDF grantees
- ◆ Resources to improve child care programs and services
- ◆ A tribal liaison to strengthen coordination and collaboration efforts

State Approaches to Supporting Language Revitalization



Source: Administration for Children and Families. (2016). Regional offices [Web page]. Retrieved from <https://www.acf.hhs.gov/oro/regional-offices>

National Center on Tribal Early Childhood Development

NCTECD provides training and technical assistance to support American Indian and Alaska Native Child Care and Development Fund (CCDF) grantees with **implementation of the Child Care and Development Fund final rule of 2016.**



CCDF Grantee Spotlight

- ◆ Marie Clairmont
- ◆ Rosebud Sioux Tribe CCDF Program

Sicangu Oyate Cikala Waunspe Oti

In 1999, Rosebud Sioux Tribe Child Care Services designed/built the Sicangu Oyate Cikala Waunspe Oti (SOCWO) Daycare center/training center with culture in the forefront. The goal was to create a bi-cultural, bi-lingual learning environment to use the training center as a tool to restore traditional knowledge and to revitalize Lakota language. Traditional knowledge and language instruction will be provided to the families of the Sicangu.



7 Generations

- ◆ 2009 – Employment of Lakota Waunspekiye for development and training of staff, parents, and providers. Children enrolled in daycare center learning Lakota language, cultural educational training, and health and safety training. Reeducate our people in the proper techniques of child rearing practices. Inculcate our traditional social values in educational training of staff and providers.
- ◆ 2016 - Cultural educational training, early childhood training, health and safety training, Lakota language instruction, development of increased language and cultural resources.
- ◆ 2023 – Ongoing quality child care, cultural educational training, and Lakota language instruction to further develop education for our children on the importance of our traditional views on recycling and protecting our ecosystems.
- ◆ 2030 – Children with family members as child care providers, daycare center used only as a training center only. This depicts our goals to partner with other members of the Oceti Sakowin in the sharing of resources, early childhood training, support and guidance, and friendship. Most importantly, to design and teach our children unity.

Wolakota Gloniciyapi

Retaining Cultural Identity in Professional Development

◆	Jan 15, 2010	Introduction	½ hour	Gale
		Native American Contribution to the World	3 hrs	P. Gibbs
		Culture on the Rosebud	½ hour	W. Akard
		Origin Story	3 hrs	I.Quigley
◆	Jan 22, 2010	Time of the Seasons	2 hrs.	V. Douville
		Lakota Star Knowledge	4 hrs	V. Douville
		Oceti Sakowin	2 hrs	V. Douville
		Time of the Seasons	2 hrs	V. Douville
◆	Feb 26, 2010	Toske Lakota Ki Ihanni Tipi	3 hrs	P. Gibbs
		Tipi Set-up with Contents for View		
◆	Mar 19, 2010	RST History	3 hrs	V. Douville
		RST Community History	3 hrs	V. Douville
◆	Mar 26, 2010	Thought & Philosophy	6 hrs	A. White Hat
◆	April 2, 2010	Lands Plants and Animals	6 hrs	I.Quigley/S.Black Crow
◆	April 9, 2010	Children's Games/Toys	3 hrs	SteveT./P.Gibbs/S.Black Crow
◆	April 16, 2010	Arts & Crafts	6 hrs	Steve T./P. Gibbs/S.Black Crow
◆	April 23, 2010	Song & Dance	3 hrs	I.Quigley/F.Cutt
◆	May 14, 2010	Staff Appreciation		

Quality

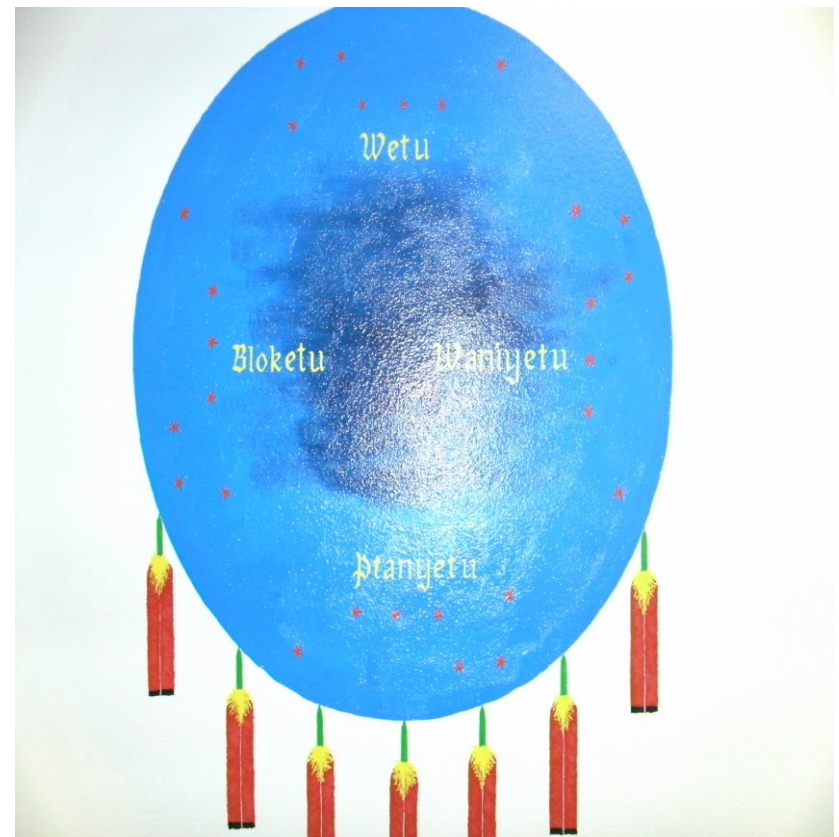
- ◆ Working on the design of a moon calendar for our scheduled health and safety trainings, early childhood trainings, cultural educational training, and all other activities.
- ◆ This will also be a part of the organization of the curriculum in the centers that will be based on seasons. All classroom activities will be based on the season we are in.

Who were we?

Oceti Sakowin (7 Council Fires)



Seasons



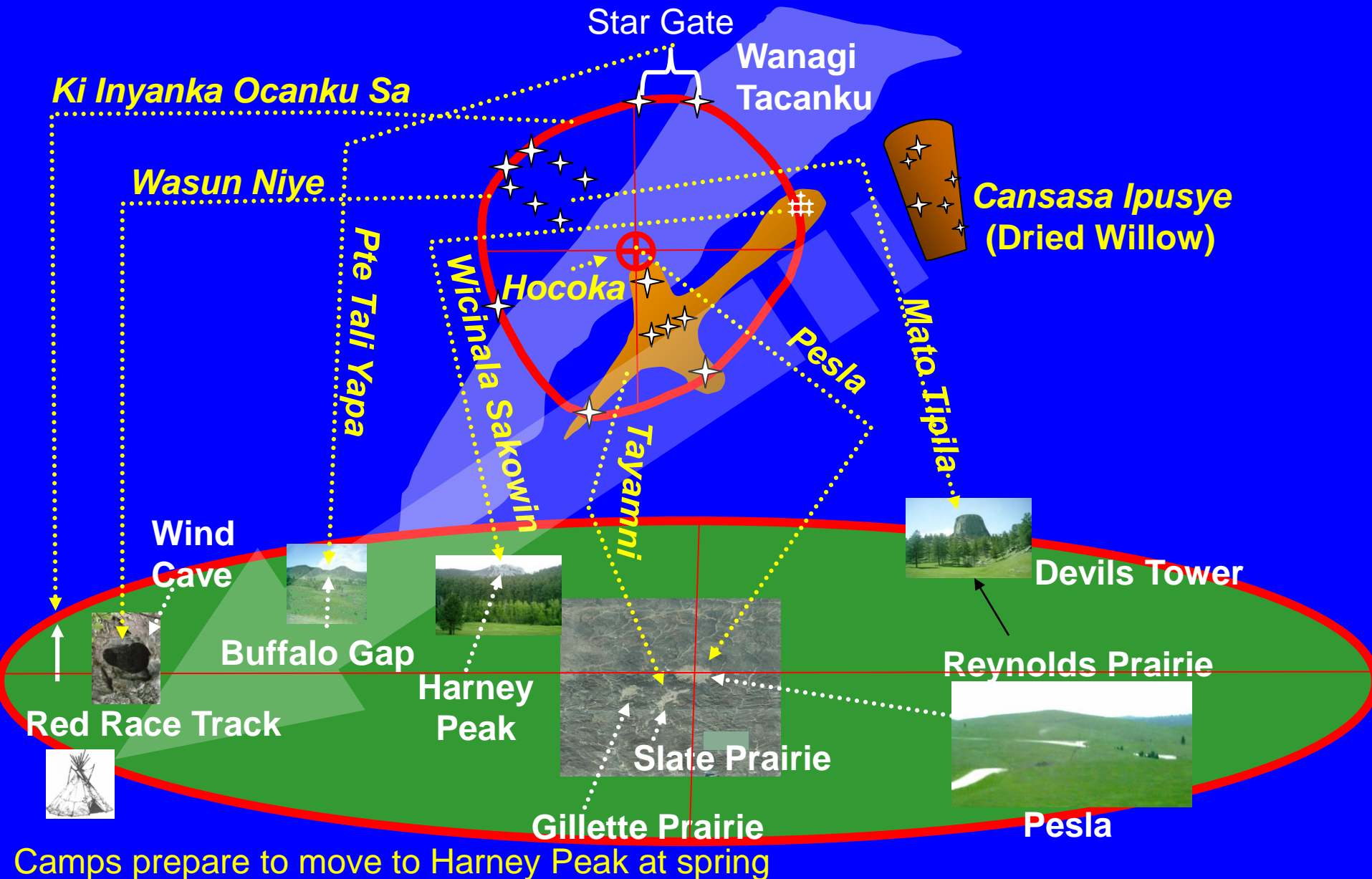
The Lakota Calendar System

- ◆ The Lakota calendar system is based on time changes initiated by the solstice and the equinox.
- ◆ These changes caused by the solstice and the equinox impact the sun and the moon's apparent positions.
- ◆ The tilt of the earth and the influence of the moon, in turn, determines the time of the seasons.
- ◆ It is the seasons that beckon the Lakota with an array of signs and the Lakota respond by creating activities to prepare for the arriving season.
- ◆ In order to prepare for the arrival of each season, the Lakota developed a lunar calendar based on the phases of the moon, the appearances of the position of the sun in the sky, the alignment of the stars, the position of the Big Dipper, and other natural signs.

Wicahpi Woslolye

- ◆ The knowledge of astronomy and how it relates to the Lakota is what the star bundle keeper or the medicine man once possessed. In the past, the knowledge of the stars and how they moved about in the night sky in relationship to the oyate (people) and the landforms on earth made the Lakota successful in their endeavors.
- ◆ Today, it is almost a lost way of life due to the condition the Lakota people are now in, and there is a great need to restore this knowledge to enhance the spiritual growth of the people.

Above and Below Connection



Divine Character Qualities Spoken to the People from the Star People Delivered on a Braided Bison Rope

- ◆ Wicoiye Waste – Honesty
- ◆ Wopila – Gratitude
- ◆ Awanmiglake – Self Control
- ◆ Waunsila – Compassion
- ◆ Wahola – Respect
- ◆ Tawacin Suta – Strong Will
- ◆ Wacintanka – Perseverance
- ◆ Wastecake - Kindness
- ◆ Sutake – Endurance
- ◆ Wacintanka – Patience
- ◆ Owatanla – Fidelity
- ◆ Tawacin Waste – Generosity
- ◆ Cante Tinze – Courage
- ◆ Inskinciya Un – Industrious
- ◆ Taku ki Ognayeh Ci Ounye – Accountability
- ◆ Woableza – Understanding
- ◆ Wolakota - PEACE

Reflection of Lakota Thought and Philosophy

Lakota world view prepared the people to live a well balanced life and this balanced lifestyle was reflected in how the land was cared for, the land was in pristine order.

Today, the land and the environment is nearing the tolerance point because it is overworked, depleted, and in a great need to be revitalized. This is being realized by the people living on earth and they are looking for alternatives to save the land and the environment. The world is realizing that their alternatives rest on the foundations of what the Lakota and other indigenous people believed in and how they viewed the thought and philosophy process that brought harmony to the order of the world and the universe.

Lakota children developed into well balanced citizens of the tribe because of the blending of respect for nature, animals, and people and a heavy dose of ceremonial upbringing.

Questions and Answers



Head Start Grantee Spotlight

- ◆ Jim Parrish
- ◆ Choctaw Nation of Oklahoma





Maximizing Language Teachers with Technology

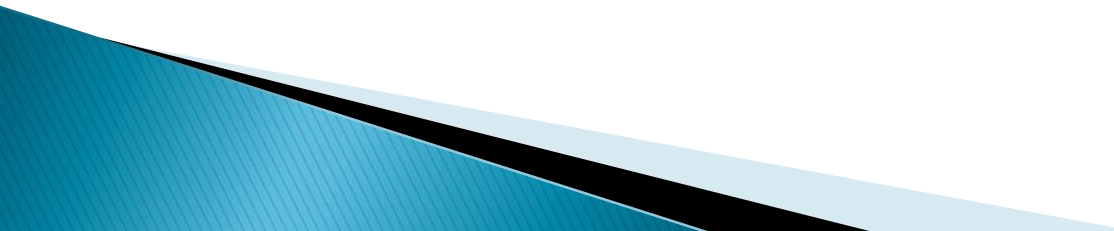
Jim Parrish

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Purpose of Technology

The purpose of this session is to share with others how the Choctaw Language Department uses technology to maximize the use of their Choctaw Language Teachers. There is a shortage of qualified Native Language Teachers and because of this shortage the Choctaw Nation uses technology to teach the Choctaw Language to a larger number of people.



Language Delivery Areas

- All 14 Head Starts in the Choctaw Nation

Number of Students

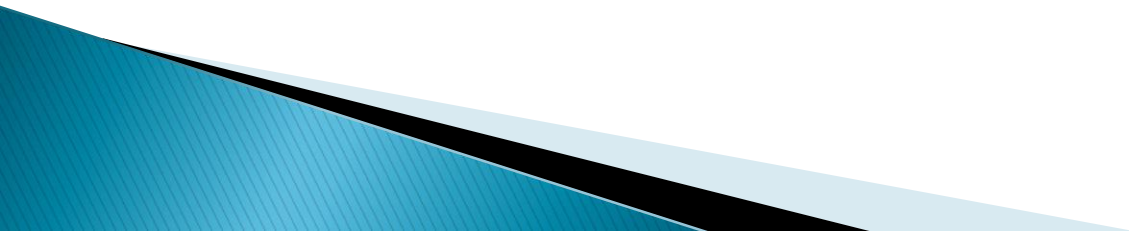
- 333 Head Start Students

Number of Classes

- 20 Classes in the 10 ½ Counties
- 

Distance Learning

Distance learning refers to a teaching method that occurs when students and teachers are located in two different places. It provides live face to face interaction so both students and teachers can engage with each other. You can also share electronic documents along with voice and video.



Head Start Teaching Lab



Live Face to Face Interaction



Teaching Resources



Keeping Kids Engaged



Vocabulary Lessons



Halito

vocabulary



Ofi



Chi p̄sa la chike!



Hashi tomi



Impa

Makvlla!

For more information, please check out our website at www.choctawschool.com

Questions and Answers



The Tribal Early Childhood Research Center



TRC Mission

The TRC brings together early childhood researchers, tribal Child Care, Home Visiting, and Head Start program leaders, federal partners, and other tribal early childhood stakeholders to grow the field of tribal early childhood research through pilot research, measure development, and training. In all of its efforts, the TRC seeks to ensure that tribal voices and priorities are at the forefront. Communities of Learning are central to the work of the TRC.

The TRC is supported by a grant from the Administration for Children and Families

The TRC Native Language and Culture Community of Learning



- ◆ Using data from the AI/AN Head Start Family and Child Experiences Survey 2015, 2 research briefs are in development
 - Region XI Head Start children's Native language and culture experiences in their...
 - Homes and communities
 - Classrooms and programs
- ◆ Data suggest a gap between what parents and programs want for children's language learning and what children experience

The majority (90%) of children have parents who feel it's important that their child learn a Native language

- However, just under half (49%) of children have parents who report *any* Native language use in the home, and...
- 5% of children have parents who report a Native language as the *primary* language

Region XI Head Start programs also prioritize children's Native language learning

- More than half of Region XI children are in Head Start classrooms that
 - Include Native language instruction (55%)
 - Use Native language at least some of the time for instruction (65.4%)
- However, fewer than half are in Head Start classrooms that
 - Have printed materials in a Native language (37%)
 - Where children are read to in a Native language (24.9%)
- Almost 1/4 of Head Start children's center directors and over 1/3 of children's program directors identified this as an area where they needed support to lead more effectively

These data offer a snapshot in time. We know that parents and programs, and Native nations as a whole, are on an upward trajectory of Native language revitalization.

These data can be used to strengthen our resolve. With our diverse expertise, we must expand and innovate in our efforts to support Head Start parents and programs in realizing their goals for Native children's language learning.

Contact us!



www.tribalearlyresearch.org

www.ncreconnect.org

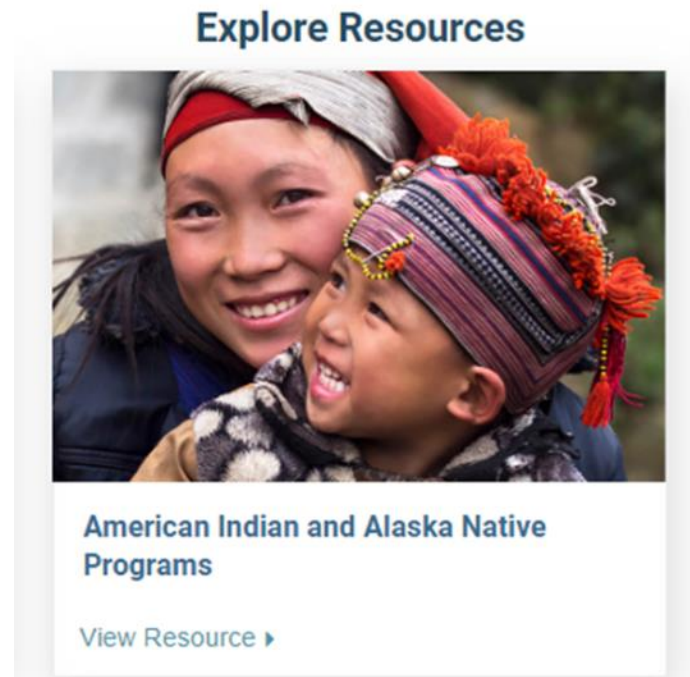
<https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>

(Google “AI/AN FACES”)



Resources

AI/AN Resources and Materials on the Early Childhood Learning and Knowledge Center (ECLKC)



<https://eclkc.ohs.acf.hhs.gov/programs/article/american-indian-alaska-native-programs>



AI/AN Resources (continued)



Tribal Language and Culture Materials

- ◆ [A Report on Tribal Language Revitalization in Head Start and Early Head Start](#)
- ◆ [Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs \(ACF-IM-HS-15-02\)](#)
- ◆ [Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native in Early Learning Settings](#)
- ◆ [Office of Head Start Tribal Consultation](#)



AI/AN School Readiness Materials

- ◆ [AI/AN Education Manager Webinar Series](#)
- ◆ [AI/AN Teacher Webinar Series](#)

Administration for Native Americans Language Resources

- ◆ [Webinar: How Can Urban Communities Implement Native Language Classes?](#)
- ◆ [Grantee Best Practices across Program Areas](#)
- ◆ [Language Assessment and Proficiency Tools - ANA Webinar](#)
- ◆ [Project Planning and Development Participant Manual](#)

MyPeers: A Collaborative Platform for the Early Care and Education Community



Keep the conversation going...
share ideas, questions, and resources.

- ◆ AI/AN Language and Culture Community
- ◆ Culturally and Linguistically Responsive Practices (CLRP) Community



Link to join: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

Poll Question 1

- ◆ Are you familiar with any of the following resources? (check all that apply)
 - Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native in Early Learning Settings
 - A Report on Tribal Language Revitalization in Head Start and Early Head Start
 - Other: What other resources and tools are you using to support your work?

Poll Question 2

- ◆ Please list any topics you are interested in for future webinars (funding sources, research behind language development, ideas from tribal nations).

Closing Remarks

Contact the National Center on Tribal Early Childhood Development

- ◆ Email: nctecd@ecetta.info
- ◆ Phone: 877-296-2401
- ◆ Website:
<https://childcareta.acf.hhs.gov/centers/national-center-tribal-early-childhood-development>



ADMINISTRATION FOR
CHILDREN & FAMILIES