



How to Tell the Story of Language Revitalization and Cultural Resilience Strategies in Tribal CCDF Programs

October 27, 2023



Before We Get Started

- We are recording the webinar.
- We have enabled closed captioning. Hide captions or adjust settings with the Live Transcript button at the bottom of your screen.
- We will post the recording, slides, and transcript online.
- All participants are muted.
- Type your **questions** or **comments** into the chat box at any time. We'll have time for questions and a discussion with our panelists at the end of the webinar.

Child Care Research and Evaluation Capacity Building Center

Supported through the Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families and managed through a contract with the Urban Institute, in partnership with Mathematica

Alysia Blandon, OPRE project officer

Teresa Derrick-Mills, project director

Goal: Assess and build the research and evaluation capacity of Child Care and Development Fund (CCDF) Lead Agencies.

To learn more, see our [Building Child Care Research Capacity](#) web page.

The Case for Telling Our Stories

“This is a critical generation of Native children, the last to prevent the deterioration of our Native languages. Without language, how long can a culture survive without unraveling? We need a different paradigm to win this race against time.”

—Dr. Christine Sims (Acoma Pueblo), director of the American Indian Language Policy Research and Teacher Training Center at the University of New Mexico

Speaker Introductions



Melody Redbird-Post

Project director of the Tribal Child Care Capacity Building Center



Jessica Barnes-Najor

Director for community partnerships, Office for Public Engagement and Scholarship at Michigan State University, and coprincipal investigator of the Tribal Early Childhood Research Center



Carolyn Codopony

Tribal CCDF administrator, Comanche Nation

*Office of Child Care



Tribal Child Care Capacity
Building Center

Language and Cultural Revitalization in Tribal Early Childhood Education



197 Indigenous languages are still spoken in North America.

135 of these are categorized as endangered languages and spoken by Elders.

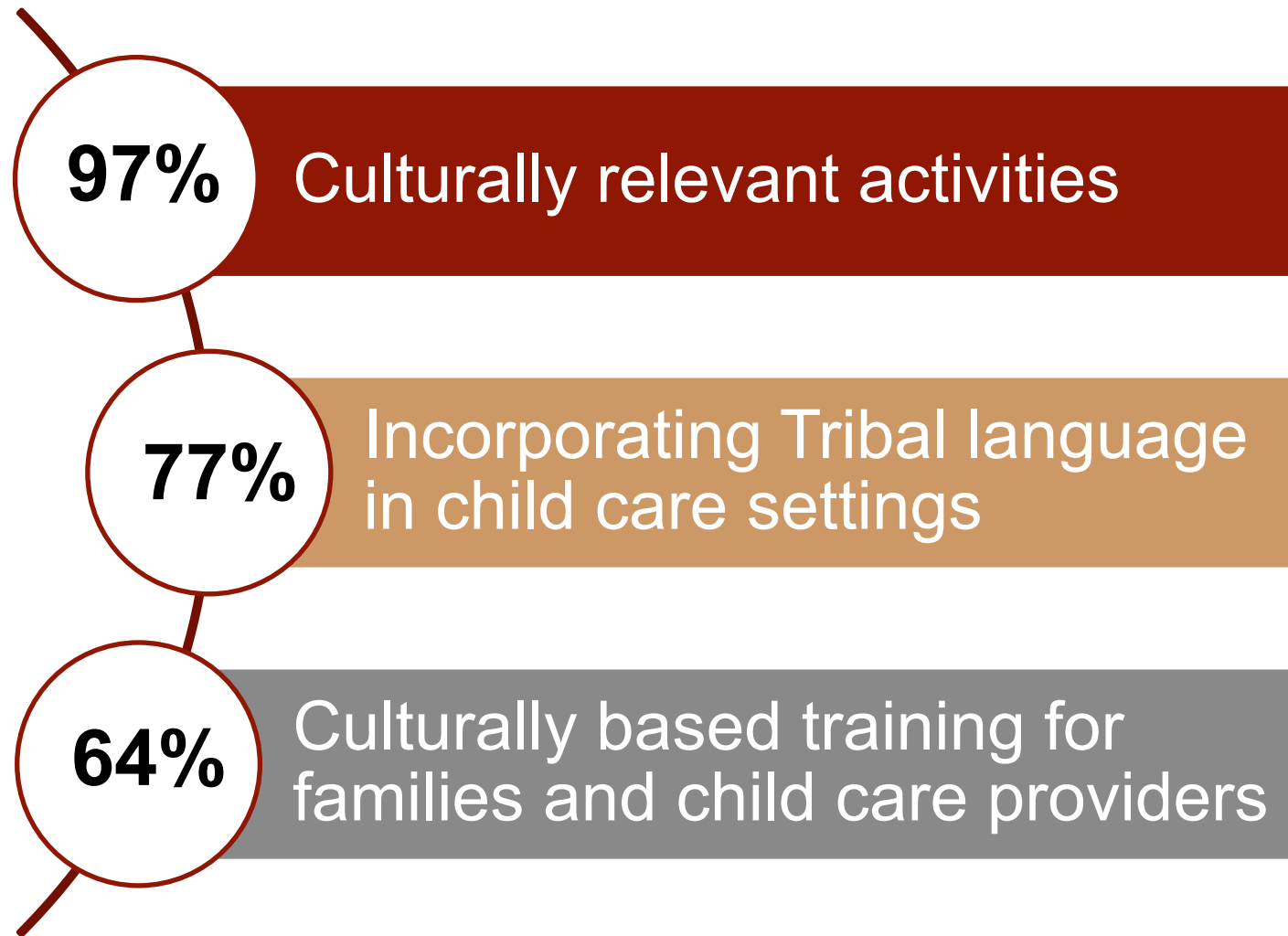


What Is Language Revitalization?

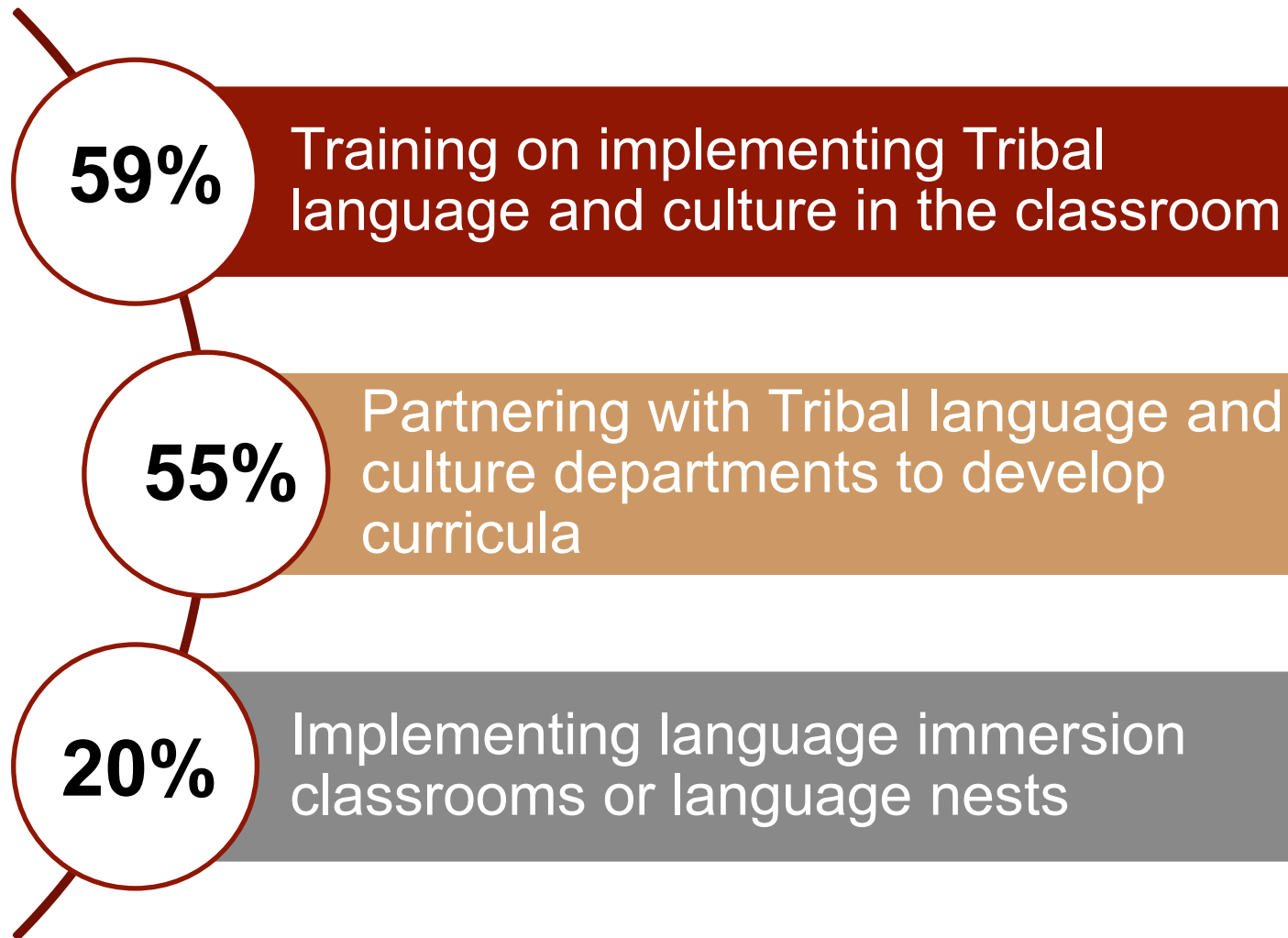
Intentional effort by a Tribal Nation or Tribal community to restore intergenerational transmission of their language



Priorities to Support Language and Culture in Tribal CCDF



Priorities to Support Language and Culture in Tribal CCDF



Language and Culture as Resiliency



“More recent understandings of the importance of supporting Native language development in the early years and the role of early childhood education in this process have led to a shift toward supporting early childhood programs as allies to Native language revitalization efforts.”

Language and Culture as Resiliency



- ◆ “Home- and center-based early childhood education and care programs such as Home Visiting, Head Start, and child care can support the inclusion of Native language and culture in the programs’ home-to-school connection efforts.”
- ◆ “These programs are in a unique position to get to know families and build upon families’ specific cultural strengths (see Sarche et al., 2020).”

Language and Culture as Resiliency

“Focusing on cultural strengths has the potential to build trust and provide opportunities for collaboration between families and program staff to support young children’s engagement with Native language and cultural practices.”



Language and Culture as Resiliency



“Connecting AI/AN children and families with their Native language and cultural practices supports a world view that promotes cognitive, physical, and emotional well-being for children, their families, and the staff working in AI/AN communities.”

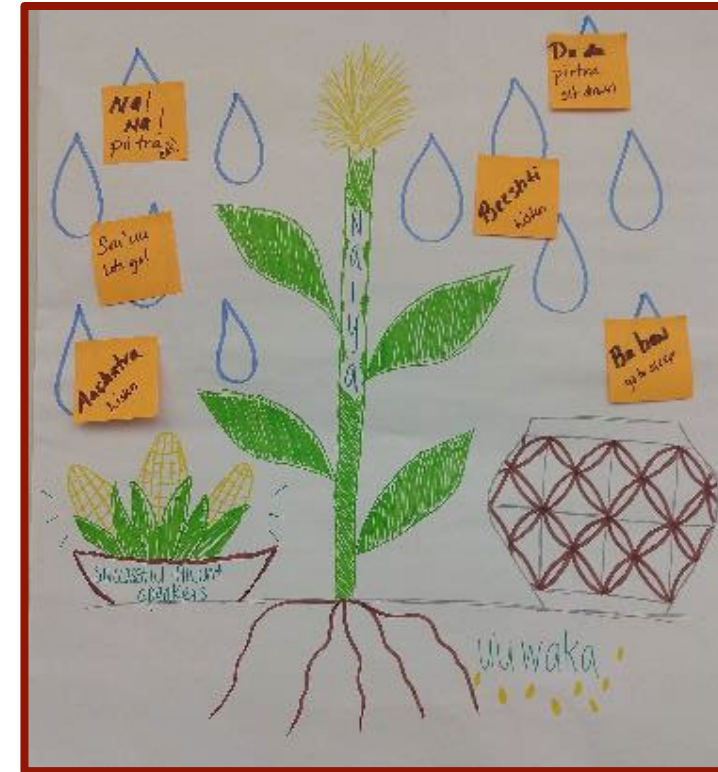
Benefits to Children

- ◆ Positive impact on children's comprehension and productive and receptive language skills
- ◆ Opportunities to learn cultural values, norms, and practices
- ◆ Positive self-esteem
- ◆ Improved student behavior
- ◆ Higher test scores on English-only tests after only one year in immersion



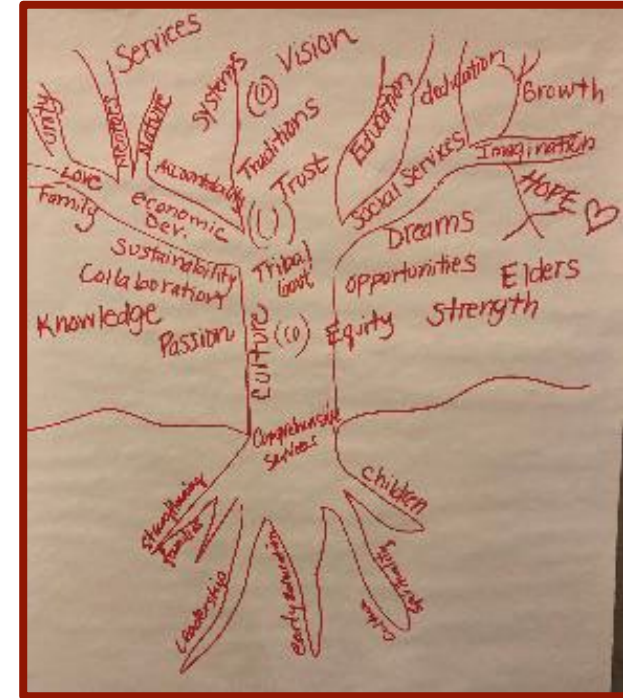
Benefits to Child Care Providers

- ◆ Improved student and teacher retention
- ◆ Increased family participation
- ◆ Language revitalization through building a community of speakers
- ◆ Community-based opportunities for children to speak the target language outside the classroom
- ◆ High-quality immersion programs are grounded in the communities they serve



Designing Language Learning Experiences

- ◆ Different teaching approaches
 - Total physical response
 - Action learning
 - “Teaching through the language”
- ◆ Opportunity to infuse traditional Tribal knowledge
- ◆ Indigenous ways of learning
- ◆ Culturally revitalizing curriculum



Making It Work!

[About](#)[Topics](#)[Policy & Regulations](#)

Home » Culture and Language

Share Print

Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings for Children Ages Birth to 5

Traditional lifeways, languages, and cultural heritages are important components of young children's school readiness. Making It Work helps American Indian and Alaska Native (AIAN) early education staff meet these goals as they teach children about their traditional cultural skills, values, beliefs, and lifeways.

Adults have always taught children the skills and values that they need to succeed as adults in their culture. The [Head Start Early Learning Outcomes Framework \(ELOF\)](#) calls these the "domains of early learning." When early childhood programs connect their community's traditional cultural skills, values, beliefs, and lifeways with the [ELOF](#) domains or state and tribal early learning guidelines, children develop math, literacy, social, emotional, self-help, and other skills.

Making It Work

Making It Work is a suite of products that helps [AIAN](#) programs:

- Implement cultural learning experiences for children ages birth to 5
- Connect traditional cultural skills, values, beliefs, and lifeways to school readiness goals
- Create cultural lessons that engage families and communities
- Document children's progress using the program's ongoing child assessment process
- Match children's interests and needs to create individualized lesson plans for each child and small groups

This [one-page informational sheet](#) explains what Making It Work is, who can use it, and why it is important.

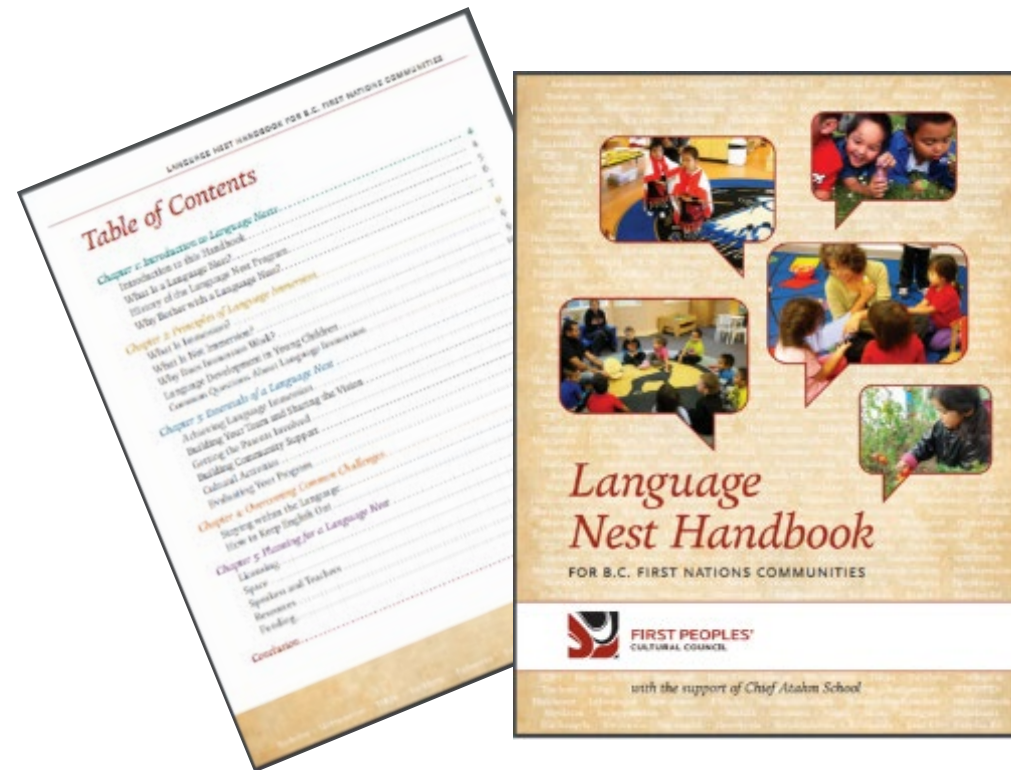
[Steps and Introduction to Making It Work](#)

This guide offers a three-step process to connect tribal cultural skills, values, beliefs, and lifeways to research-based guidelines, including the

[Give us feedback](#)

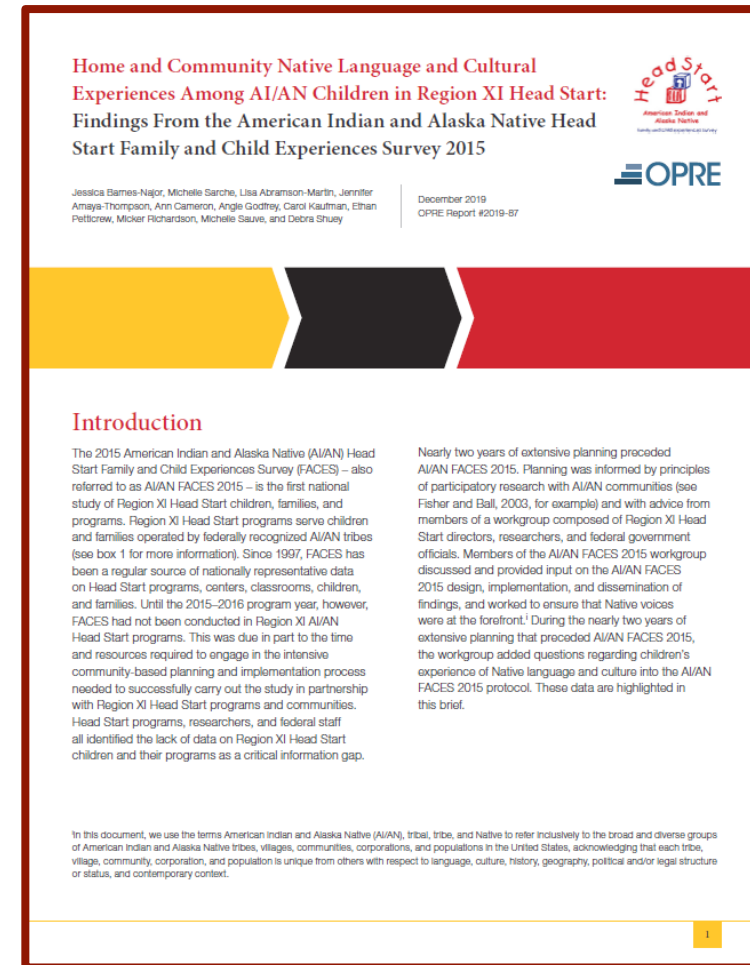


Resource: *Language Nest Handbook* from the First Peoples' Cultural Council



Resource on Tribal Language and Culture

“Home and Community Native Language and Cultural Experiences Among AI/AN Children in Region XI Head Start: Findings from the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015”



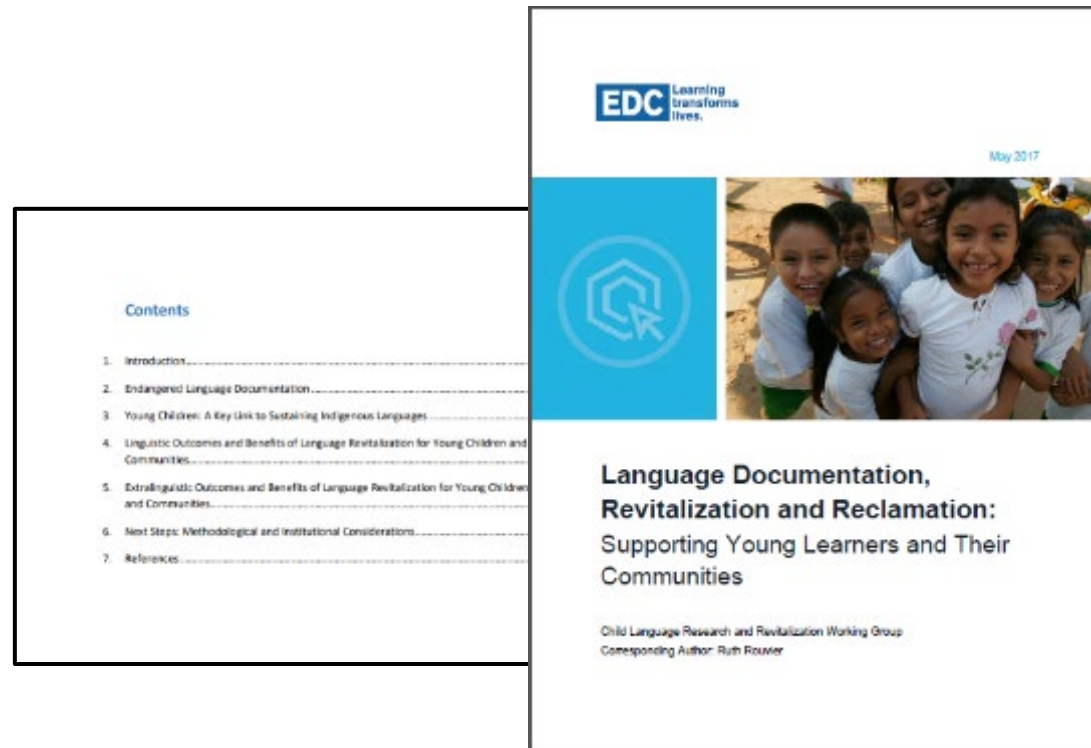
Resource: Webinar

“Celebrating Tribal Early Childhood Language Revitalization Efforts across the United States” (2018)

Administration for Children and Families webinar recording and link to slides:
<https://childcareta.acf.hhs.gov/resource/celebrating-tribal-early-childhood-language-revitalization-efforts-across-united-states>



Resource (research review): *Language Documentation, Revitalization and Reclamation” Supporting Young Learners and Their Communities*



Resource: *A Report on Tribal Language Revitalization in Head Start and Early Head Start*



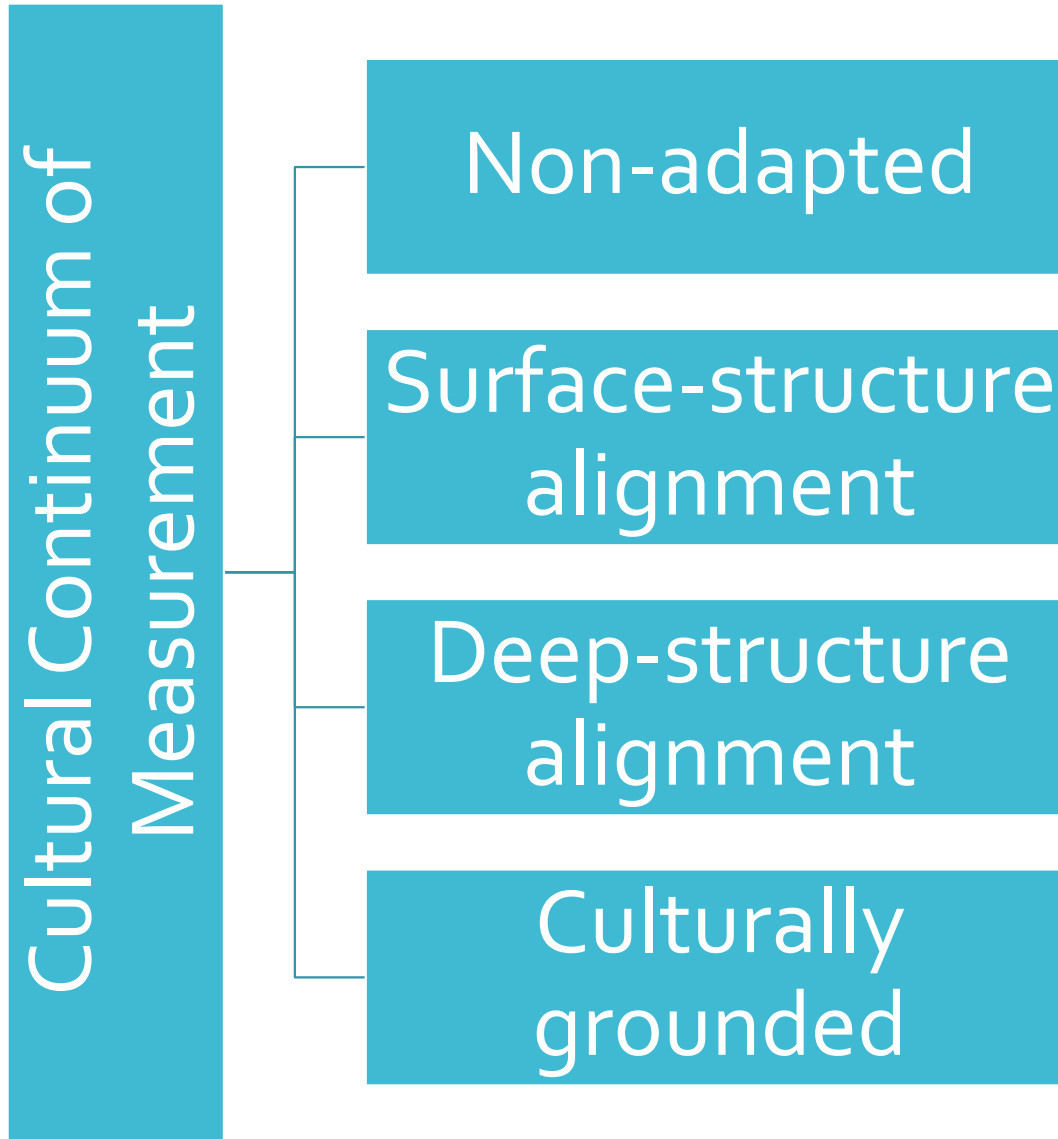
Connecting Program to Research

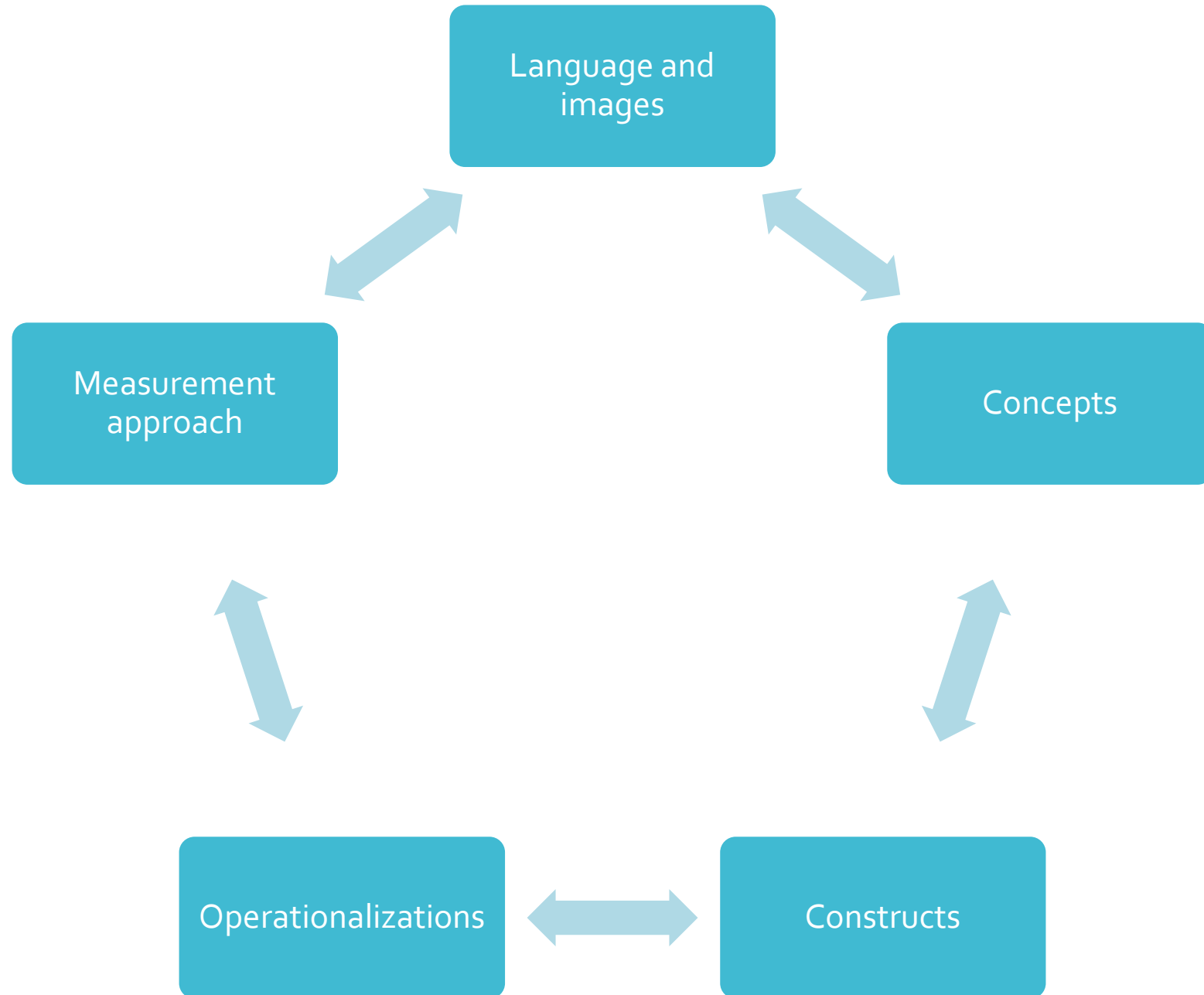
Poll: Have you tried to measure whether language or cultural revitalization efforts are making a difference in your community?

Moving Toward Indigenous-Based Measurement

One step at a time...







COLUMNS: Categories of Alignment	Non- adapted/ Generic alignment	Surface- structure Alignment	Deep- structure Alignment	Culturally Grounded Alignment
Language and images	Low-Mid	High	High	High
Concepts	Low-Mid	Low-Mid	High	High
Constructs	Low-Mid	Low-Mid	High	High
Operationalizations	Low-Mid	Low-Mid	High	High
Measurement approaches	Low-High	Low-High	Low-Mid	High

ROWS: Measure Elements

Language and
images

Concepts

Constructs

Operationalizations

Measurement
approaches

Non-
adapted/
Generic
alignment

Low-Mid

Low-Mid

Low-Mid

Low-Mid

Low-High

Surface-
structure
Alignment

High

Low-Mid

Low-Mid

Low-Mid

Low-High

Deep-
structure
Alignment

High

High

High

High

Low-Mid

Culturally
Grounded
Alignment

High

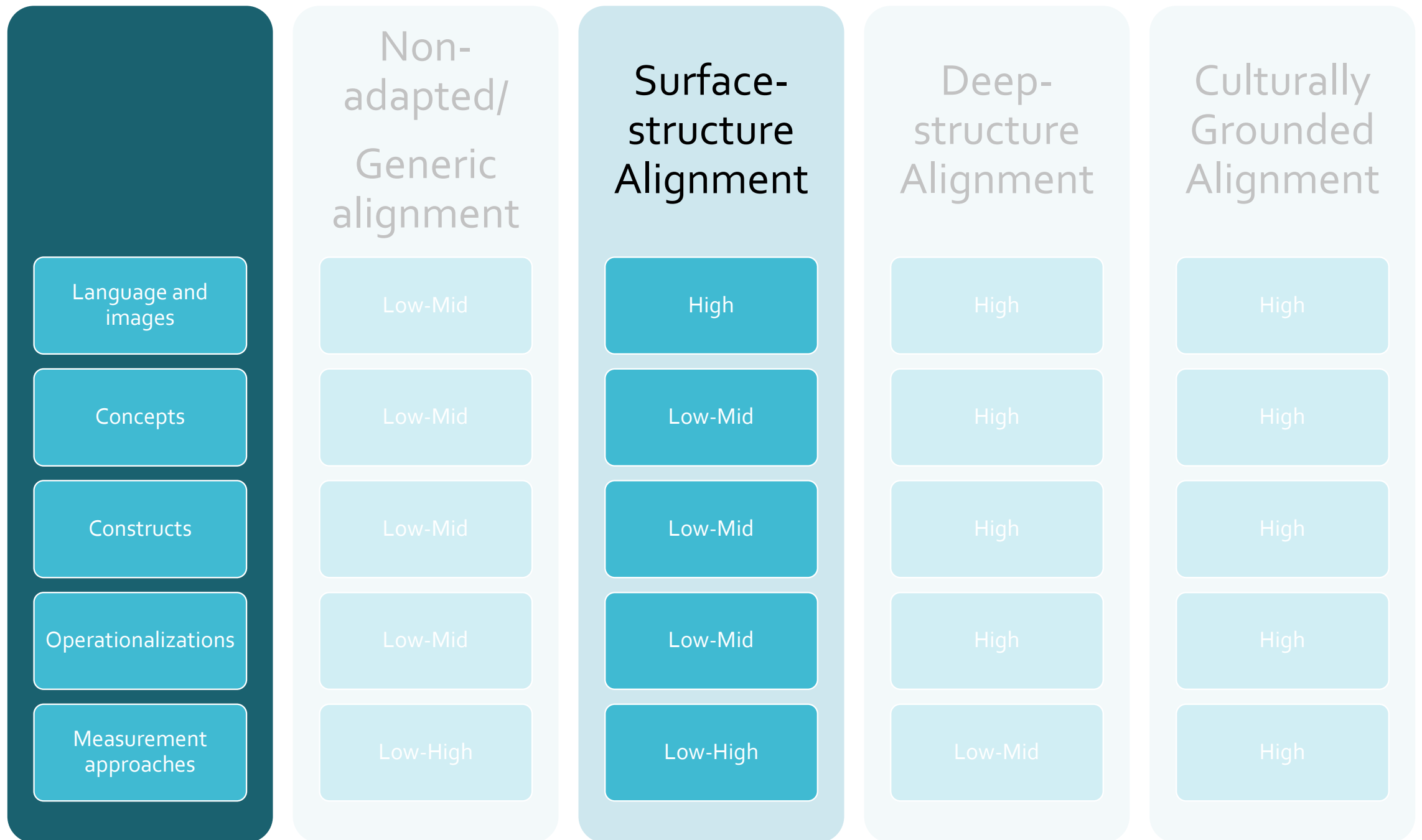
High

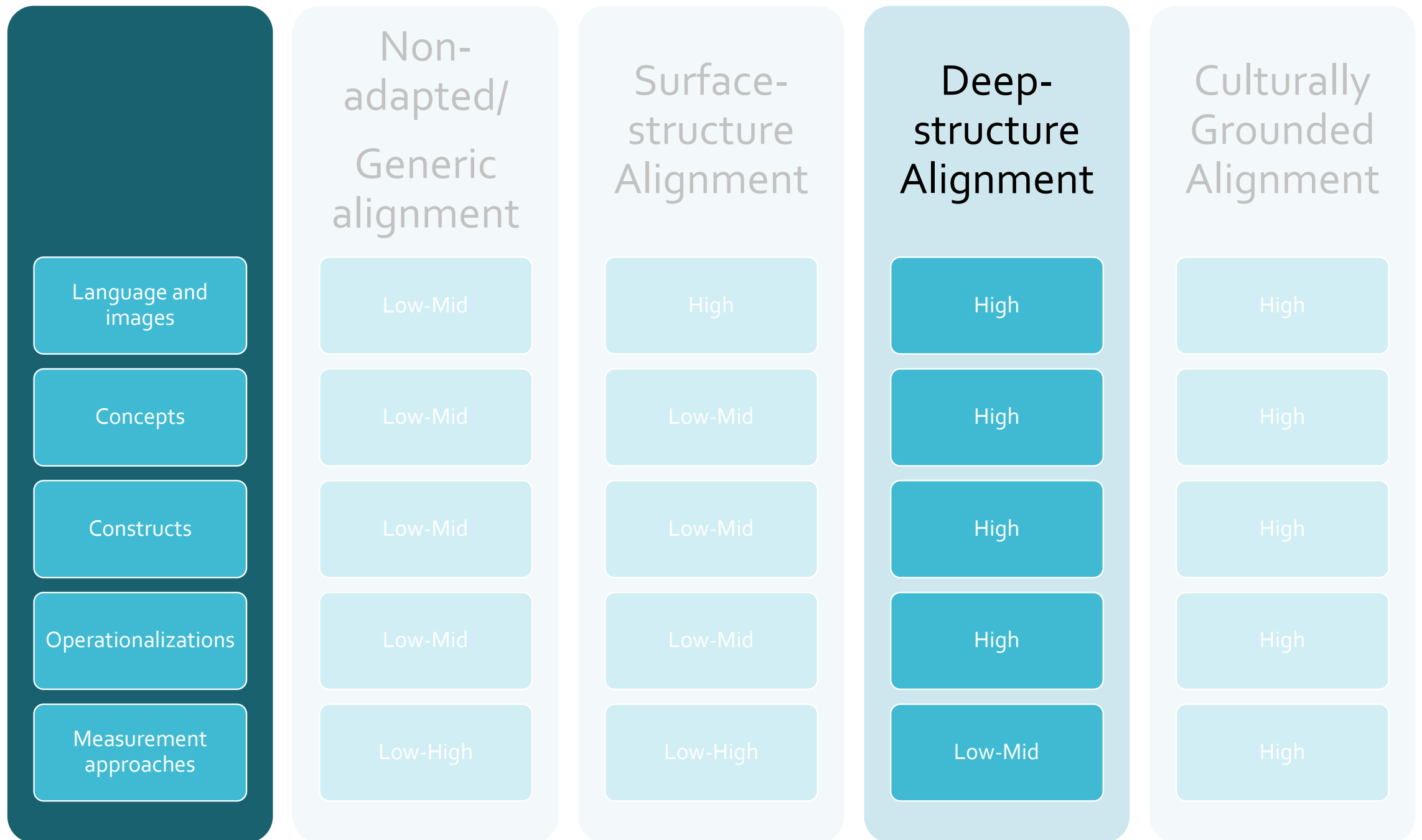
High

High

High

	Non-adapted/ Generic alignment	Surface- structure Alignment	Deep- structure Alignment	Culturally Grounded Alignment
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Measurement approaches	Low-High	Low-High	Low-Mid	High





	Non-adapted/ Generic alignment	Surface- structure Alignment	Deep- structure Alignment	Culturally Grounded Alignment
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Measurement approaches	Low-High	Low-High	Low-Mid	High

Classroom
Assessment
Scoring System

Non-Adapted or Generic Alignment

Emotional Support

Positive Climate

Negative Climate

Educator
Sensitivity

Regard for ***Child***
Perspectives

Classroom Organization

Behavior
Management

Productivity

Instructional
Learning Formats

Instructional Support

Concept
Development

Quality of
Feedback

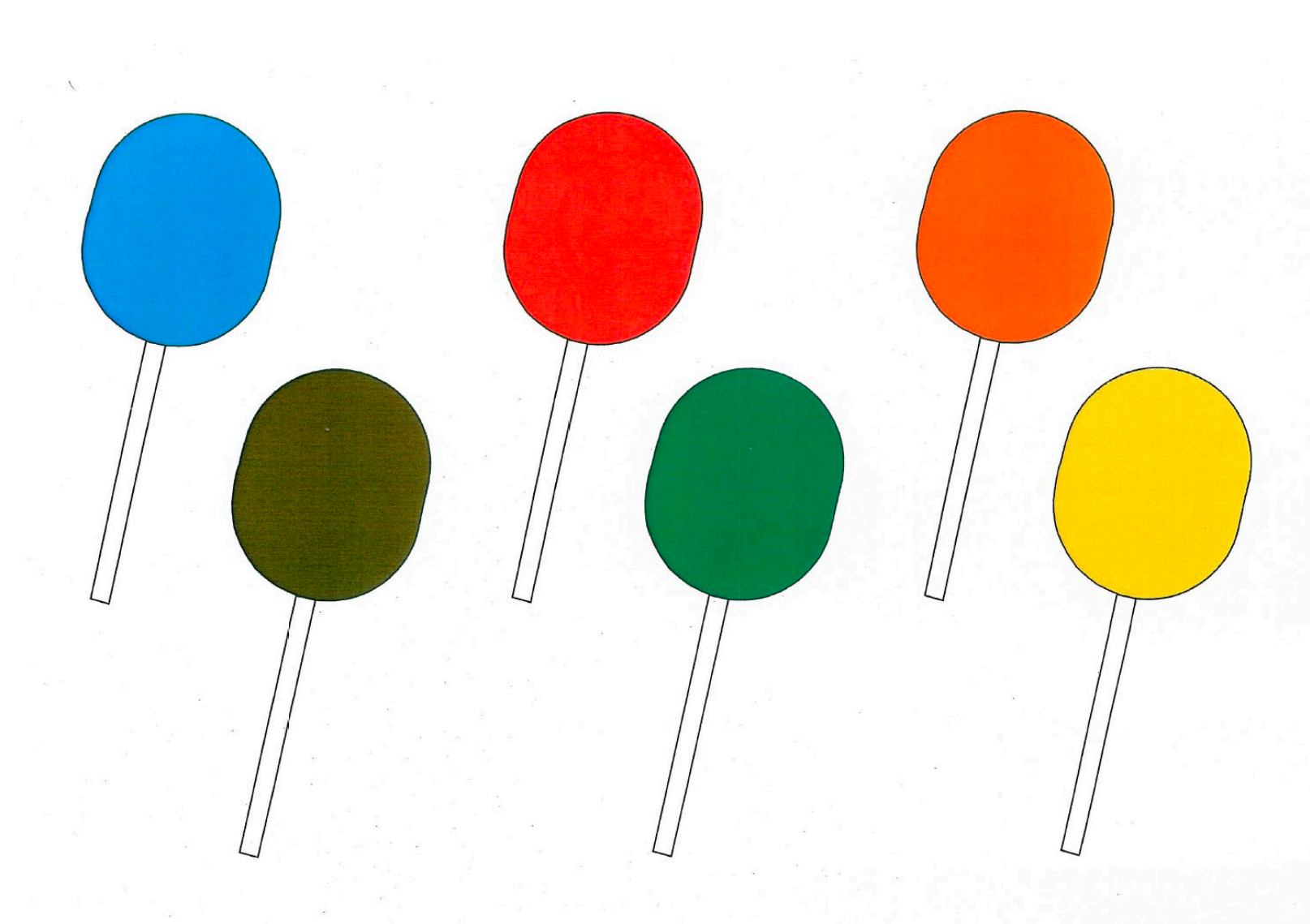
Language
Modeling

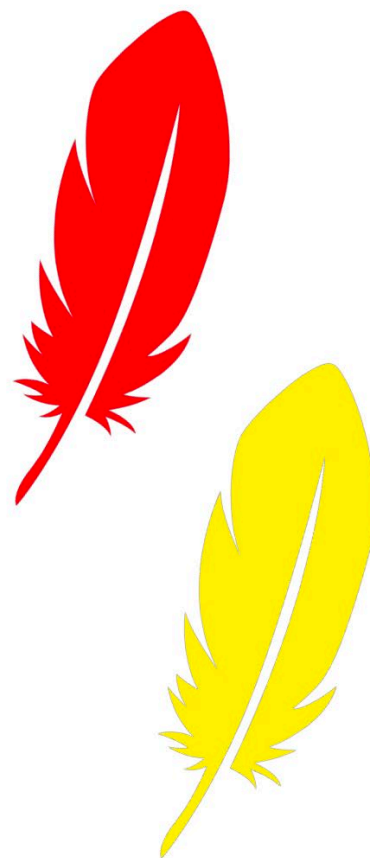
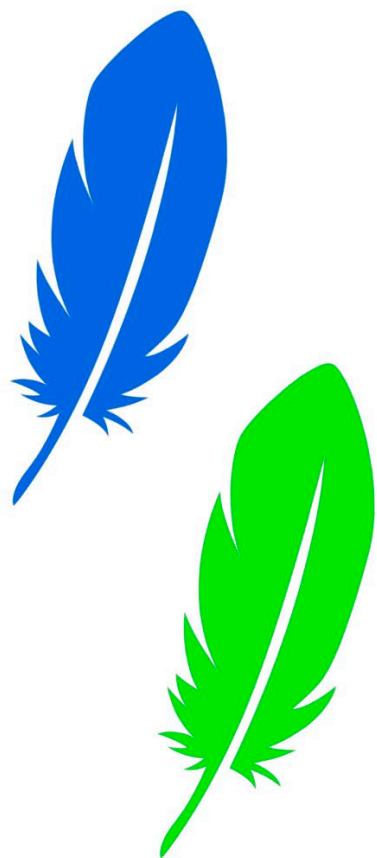
2nd Edition CLASS

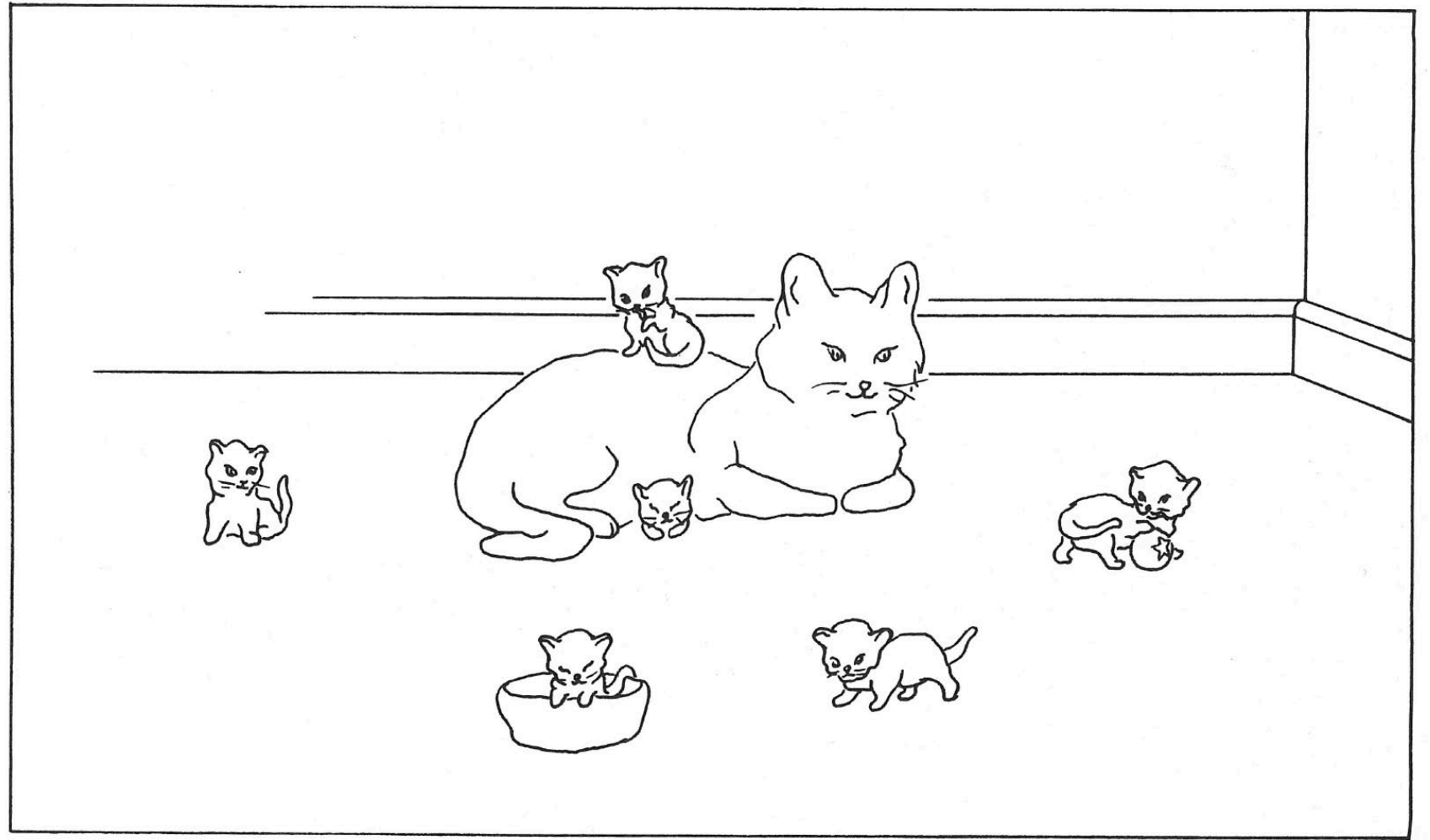
Levels	Non-adapted/ Generic alignment	Surface- structure Alignment	Deep- structure Alignment	Culturally Grounded Alignment
Language and images	Low	High	High	High
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Constructs	Low	Low-Mid	High	High
Operationalizations	Low-Mid	Low	High	High
Measurement approaches	Low-High	Low-Mid	Low-Mid	High

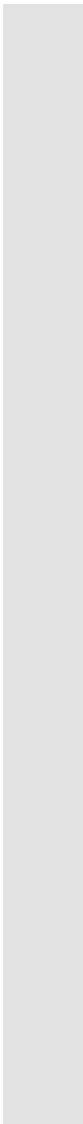
School
Readiness
Assessment

Surface-Structure Alignment









Levels

Language and
images

Concepts

Constructs

Operationalizations

Measurement
approaches

Non-
adapted/
Generic
alignment

Low

Low

Low

Low

Low

Surface-
structure
Alignment

High

Low

Low

Low

Low-Mid

Deep-
structure
Alignment

High

High

High

High

Low-Mid

Culturally
Grounded
Alignment

High

High

High

High

High

Native Culture
and Language in
the Classroom
Observation,
Version 3 (2022)

Deep-Structure Alignment

List of culturally relevant objects

*items new in 2022

	Culturally relevant objects
☒	Cultural books
☒	Native language labels
☒	Native music and instruments
☒	Natural objects
☒	Toys representing animals
☒	Native architecture
☒	Native dress or regalia
☒	Native foods
☒	Representations of spiritual or traditional lifeways*
☒	Native art*
☒	Outside spaces and/or objects*
☒	Subsistence tools or representations*

Native language use

2015 and 2019

- All data were categorized within formal and informal use

2022

- Types of interactions that included Native language use
- Who participated in these interactions
- How children responded

Cultural activities

*2022 only

	Culturally relevant activities
☒	Traditional storytelling
☒	Lessons or teachings about traditional values
☒	Ceremonies
☒	Cultural practices
☒	Traditional food practices
☒	Traditional music and dance



PERSON FROM OUTSIDE
OF THE COMMUNITY



PERSON WHO IS A PART
OF THE COMMUNITY

Data Collection Methodology

Levels

Language and
images

Concepts

Constructs

Operationalizations

Measurement
approaches

Non-
adapted/
Generic
alignment

Low

Low

Low

Low

Low

Surface-
structure
Alignment

High

Low-Mid

Low-Mid

Low

Low-Mid

Deep-
structure
Alignment

High

High

High

High

Low-Mid

Culturally
Grounded
Alignment

High

High

High

High

High

Culturally
immersed
classroom
interactions
observation

Culturally Grounded Alignment

Culturally immersed classroom interactions observation



Cycles of observation, reflection, and action



Collaboration



Nonverbal exchanges



Autonomy in routines



Autonomy in problem solving



Coregulation



NOTATION OF TIME
STAMP

(FREQUENCY & QUALITATIVE REVIEW)



PERSON WHO IS A PART
OF THE COMMUNITY

Data Collection Methodology

	Non-adapted/ Generic alignment	Surface- structure Alignment	Deep- structure Alignment	Culturally Grounded Alignment
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Measurement approaches	Low-High	Low-Mid	Low-Mid	High

The background of the slide is a teal-colored marbled paper with intricate, swirling patterns. On the left side, there is a solid dark teal rectangular area that serves as a backdrop for the title text.

Finding the Right Balance

Insights from Our Guests

We welcome your questions for the panel. To ask a question, please type it into the chat box. We will return to participant questions at the end.

Thank you for joining us!

If you have questions, feel free to email me
(Diana Gates) at dgates@mathematica-mpr.org.

For the ECB Center, Teresa Derrick-Mills,
tderrick-mills@urban.org.

Related resources

See the [Building Child Care Research Capacity](#) web page and [OPRE website](#) for slides, audio recordings, and transcripts of webinars (posted a few months after each webinar)

See [Indigenous Language Revitalization in Early Care and Education: An Overview of the Available Literature](#)

See [Exploring Curriculum Development in Indigenous Early Childhood Language Immersion Programs: An Indigenous Storywork Journey Through the Kiowa Encampment Story Circle Methodology](#)

See [Best Practices and Challenges in Mi'kmaq and Maliseet/Wolastoqi Language Immersion Programs](#)

Related resources

See [Encouragement, Guidance, Insights, and Lessons Learned for Native Language Activists Developing Their Own Tribal Language Programs](#)

See [Language Revitalization Planning Toolkit](#)

See [Seasonal Planning Phases Infographics](#)

See [Language Learning Assessment Tool](#)

See [Language Revitalization and Research Projects – Sample Documents](#)

Related resources

See [Esther Martinez Initiative: Preserving the Heart of Our Cultures](#)

See [A New Chapter for Native American Languages in the United States: A Report on Federal Agency Coordination and Support](#)

See [Ready for a New Decade: Investing in Native Language Immersion](#)

See [Ready for a New Decade: Investing in Native Language Immersion—A Summary for Native Communities and Language Practitioners](#)

See [Language Nest Online Toolkit](#)

Related resources

See [Language Nest Handbook](#)

See [Home and Community Native Language and Cultural Experiences Among AI/AN Children in Region XI Head Start](#)

See [Celebrating Tribal Early Childhood Language Revitalization Efforts across the United States](#)

See [Language Documentation, Revitalization and Reclamation: Supporting Young Learners and Their Communities](#)

See [A report on tribal language revitalization in Head Start and Early Head Start](#)