

---

# Dual Language/Tribal Language Revitalization Designation Updates

---

Indian Policy Early Learning

March 17, 2025



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**



# Agenda Items

---

- Update on Dual Language/Tribal Language Revitalization Designation
- Review Tribal Language and Culture Guidelines
- Gather insights on Designation Proposal for Tribal Programs
  - LOVIT Way (attestation)
  - Standard pathway for Tribal programs
  - Tribal Engagement Opportunity

## Today's Goal

Revisit Tribal Language and Culture Guidelines and gather input on the proposed designation process for tribal programs.

# Dual Language Designation Update




## Phase 1:

Early Adopter phase: During this phase, eligible programs had the opportunity to start the Dual Language Designation process by opting in to the commitment level of the Designation.

## Phase 2:

Programs seeking the Dual Language Designation will be required to submit evidence of meeting the Standards and Best Practices to receive a designation.



# Dual Language/Tribal Language Revitalization Designation Update



Program level designation that is based on:

1. an individual teacher's demonstration of specialized knowledge and skill through
  - a) teacher's consistent use of a partner language in the learning environment and
  - b) teacher's knowledge and practice of supporting multi-lingual development in partnership with families.
2. Individual leader's demonstration of program supports/practices



***With recognition and adaptations for the unique nature of Tribal language revitalization programming.***





## Dual Language Standard Areas

- Curriculum & Assessment
- Program Structure
- Cultural Inclusivity
- Family Engagement & Community Partnerships
- Tribal Language & Culture Guidelines



## TRIBAL LANGUAGE AND CULTURE GUIDELINES

Guideline	Practices
1. Tribal Elders and family members are welcome to participate in the program.	<ul style="list-style-type: none"><li>a) There are opportunities for families to learn the language.</li><li>b) Elders are invited to visit classrooms several times a year.</li><li>c) Family members are invited to share their culture.</li></ul>
2. Tribal cultural activities are available as part of the program.	<ul style="list-style-type: none"><li>a) Tribal groups represented in the program are the primary sources for programming.</li><li>b) Cultural activities such as dance, seasonal harvesting, foods, music, art, storytelling, and traditional teachings are shared in the classroom.</li></ul>
3. Tribal designees lead lessons for children and staff.	<ul style="list-style-type: none"><li>a) Tribal designee leads lessons for children.</li><li>b) Other teachers incorporate words/language into their teaching.</li><li>c) Language classes are available for staff.</li></ul>

# Pathways for Tribal Programs



## LOVIT Way

- Demographic Questions
  - What is your partner language?
  - What is your program language model? (needs menu of options and definitions)
  - How many children are being served?



# Pathways for Tribal Programs



## Standard pathway

- Completion of a portfolio
- **Portfolio-** is a set of questions that are aligned to the Tribal Language and Cultural Guidelines.





# Portfolio DRAFT - Program Leader Questions

- 1) What is your partner language?
- 2) What is your program language model? (Select from a menu of options and definitions)
- 3) How many children are being served?
- 4) What are program leaders doing to facilitate growth and ensure that teaching staff are successful in implementing tribal language instruction?
- 5) What language learning resources do you have in the community that you share with families and staff, if available?
- 6) Share examples of daily, weekly, or yearly of cultural activities that are available as part of your program. **For example**, dance, seasonal harvesting, foods, music, art, storytelling, and traditional teachings are shared in the classroom
- 7) Share program weekly schedule, sharing opportunities for language learning for children, if available.
- 8) Share ways that you welcome Tribal elders (traditional knowledge keepers) and families to participate in your program. **For example**...invitation for Elders to visit classroom, families sharing culture in classroom, family nights,

**Share in chat: What practices are already in place? What kind evidence should we collect from the program leader?**



# Portfolio DRAFT – Classroom Teacher Questions:

- 1) Share examples of daily, weekly, or yearly of cultural activities that are available as part of your classroom environment. **For example**, yearly family calendar, pictures, video or written.
- 2) Share pictures, video, or written description of environment and/or materials that are available in your classroom.
- 3) Share how you incorporate language lessons into the everyday classroom.
- 4) Share ways that you welcome Tribal elders (traditional knowledge keeper) and families to participate in the classroom environment. **For example**, word of the week in newsletter, parent volunteers

**Share in the chat: What practices are already in place? what kind of evidence should we collect from the classroom teacher?**



# Closure/Next Steps

- For DCYF:
  - Convene Tribal Advisory workgroup
  - Commitment- 1-2 times April/May
- For committee:
  - Workgroup Invitation
  - Stay tuned for DCYF updates



---

# Thank you!

---

Questions for us?

Blanca Chavez- [blanca.chavez@dcyf.wa.gov](mailto:blanca.chavez@dcyf.wa.gov)

Juliana Ayala-Flores- [juliana.ayala-flores@dcyf.wa.gov](mailto:juliana.ayala-flores@dcyf.wa.gov)