# Dual Language/Tribal Language Revitalization Designation Updates

**Indian Policy Early Learning** 

March 17, 2025



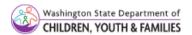


### **Agenda Items**

- 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



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



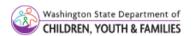
## **Dual Language Designation Update**

#### 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.



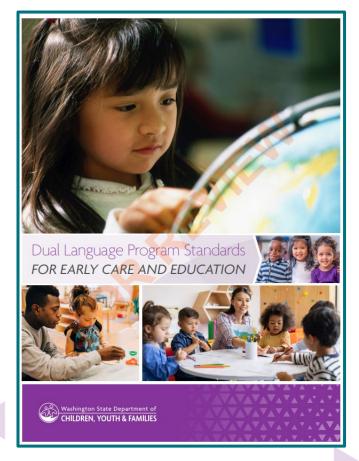
# **Dual Language/Tribal Language Revitalization Designation Update**

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 & CommunityPartnerships
- Tribal Language & Culture
   Guidelines



Available in English, Spanish, and Somali!



#### TRIBAL LANGUAGE AND CULTURE GUIDELINES

Guideline	Practices
Tribal Elders and family members are welcome to participate in the program.	<ul> <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>
Tribal cultural activities are available as part of the program.	<ul><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><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**

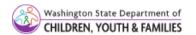
- Demographic Questions
  - O What is your partner language?
  - What is your program language model? (needs menu of options and definitions)
  - O How many children are being served?



# **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?

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