

The Alaska Native Language Preservation and Advisory Council **REPORT TO THE GOVERNOR AND LEGISLATURE**



July 2014

By: Alaska Native Language Preservation and Advisory Council

Appointed members:

Annette Evans Smith, Chair
April G.L. Counciller, Ph.D., Vice-Chair
Delores Churchill
Bernadette Yaayuk Alvanna-Stimpfle
Walkie Charles, Ph.D (2012-2013 Chair)

Legislative members:

Senator Donald Olson
Representative Benjamin Nageak

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LETTER FROM THE COUNCIL

July 2014

Dear Governor Sean Parnell and members of the Alaska State Legislature:

As members of the Alaska Native Language Preservation and Advisory Council (ANLPAC), we are pleased to present the first report Alaska State Legislature. This report describes the findings and recommendations of the Alaska Native Language Preservation and Advisory Council and the activities of the Council and its staff.

Alaska Native language preservation and revitalization issues of particular interest to the Council include:

1. Advocating for the preservation, restoration, and revitalization of Alaska Native languages through collaboration and sharing for all.
2. Developing adequate methods to encourage language revitalization and restoration.
3. Informing the Legislature and Alaskan citizens about the commission's role and duties.

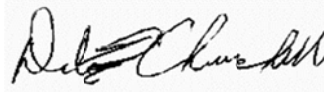
The ANLPAC is honored to work collaboratively with the Governor, Alaska State Legislature and other partners to address Alaska Native language issues, and to help shape our state's future preservation and revitalization efforts for Alaska Native languages.

Sincerely,

ALASKA NATIVE LANGUAGE PRESERVATION AND ADVISORY COUNCIL



Annette Evans Smith,
Chair



Delores Churchill,
Council member



April Counciller, Ph.D.,
Council member, Vice Chair



Walkie Charles, Ph.D.,
Council member



Bernadette Yaayuk Alvanna-Stimpfle,
Council member

TABLE OF CONTENTS

LETTER FROM THE COUNCIL	i
1. INTRODUCTION	1
2. EXECUTIVE SUMMARY	2
3. COUNCIL BACKGROUND	3
3.1 Purpose	4
3.2 Membership	4
4. METHODOLOGY	4
4.1 Building Partnerships	5
4.2 Public Testimony	6
4.3 Survey	6
4.4 Work Sessions and Strategic Planning	7
5. FINDINGS AND RECOMMENDATIONS	8
5.1 Information Scarcity	9
5.1.1 Finding: Research Data Lacking	10
5.1.2 Recommendation: Research Language Status and Effective Programs	10
5.1.3 Finding: Knowledge Gaps Exist for Individuals and Families	11
5.1.4 Recommendation: Information Awareness Campaign	11
5.2 Regional Disparities	13
5.2.1 Finding: Vast Program Differences Exist Between Regions	13
5.2.2 Recommendation: Collaboration and Connectivity	15
Statewide Summit	15
Online Database	15
5.3 Education	16
Policy Improvements	17
Family Involvement	18
Certification and Standardization	18
(Great) Expectations	20
5.3.3 Finding: Existing Language Statute	20
5.3.4 Recommendation: Research Expansion of Alaska Statute 14.30.420	22
5.4 Reconciliation	22
5.4.1 Finding: Continued Need for Reconciliation	23
5.4.2 Recommendation: Foster an Environment of Reconciliation and Healing	24
State Holiday for Native Languages	24
Native Language Place Names	25
Collection of Testimony	25
6. CONCLUSION	25
APPENDICES	27
BIBLIOGRAPHY	56

1. INTRODUCTION

Qaġnutinatut magua nutaat tuiġat Inupiuraaqsuituat pizaŋilagut nalutiblugit Inupiaqtun qaniġnamik, uaptiktun ilisimatitaagatigut aŋayuġaaptalu, aanagutlu. Naguuġasualuta 'aa nuŋuġluta Inupiaqtun qaniġnamik. We need to apologize to our young people and children that we didn't speak to them like our grandparents and parents did for us. We need to reconcile our intergenerational grief of losing our languages.

Bernadette Yaayuk Alvanna-Stimpfle, ANLPAC member, May 6, 2014

In May 2014, Alaska became the second state in the country (after Hawai'i) to recognize Native languages as official languages of the state with the passage of House Bill 216 during the 28th Legislature (Official Languages of State, House Bill 216, 2014), the bill is yet to be signed into law by the Governor. The bill recognizes Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangax, Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian.

It is in the wake of this momentous decision, and as required by statute, the Alaska Native Language Preservation and Advisory Council (ANLPAC or Council) releases this report, which paints a general picture of the status of Alaska's Native languages and the efforts being made to reverse their loss. Despite recent accomplishments, including the creation of the ANLPAC and the designation of Alaska Native languages as official, there is a continuing urgency for language survival. All Alaska Native languages are declining in speaker numbers.

An internationally recognized method of language endangerment, the Expanded Graded Intergenerational Disruption Scale (EGIDS), estimates language endangerment on a scale of one to ten, with one for languages used internationally (such as English) to ten for fully extinct languages, such as ancient Pictish in Scotland (EGIDS language status, 2014). Among the 21 recognized Alaska Native languages, *all but one is listed as declining*. Alaska's languages are listed as: 6b - *Threatened* (losing speakers), 7 - *Shifting* (no longer transmitted to children), 8a - *Moribund* (spoken only by elderly), 8b - *Nearly Extinct* (only a handful of speakers) and 9 - *Dormant* (no fluent speakers, but retaining ethnic pride in language). The one exception, St. Lawrence Island Yupik (also known as Siberian Yupik) ranks at 4 - *Educational*, meaning that

the language is in vigorous use and supported by literature and schools (Krauss, 2014). While rating scales have been critiqued for portraying an easily outdated and over-simplified view of language vitality, it is clear that Alaska's languages are in distress. The sections below will describe the first set of findings and recommendations made by the ANLPAC.

2. EXECUTIVE SUMMARY

Without language preservation, a culture dies. As Alaskans, we honor and celebrate our traditional cultures. The state will join with Alaskans to make sure these languages live on.

Governor Sean Parnell, May 9, 2012.

Senate Bill 130 from the 27th Legislature established the Council for the purpose of recommending the establishment or reorganization of programs to support the preservation, restoration, and revitalization of Alaska Native languages (Senate Bill 130, 2012). The ANLPAC is required by statute to submit a report of its findings and recommendations every even numbered year to the Alaska Legislature and Governor. This report is the first submitted since the establishment of the Council in 2012. It is the Council's goal that current and future reports lay the foundation for language restoration and revitalization opportunities that are well-planned and well-funded with intergenerational learning opportunities statewide.

Four categories of findings and associated recommendations will guide Alaska towards preserving and revitalizing Alaska's heritage languages. There are many potential pathways to language revitalization and preservation. The Council has designated a small number of initial recommendations that are achievable in the short-term to build toward future, more ambitious efforts. The ANLPAC hopes that policy makers and leaders will take these recommendations and raise them to priority status, for time is truly growing short for Alaska Native language revitalization. This report will lay the foundation for the Council's future work and reports. For reference, the categories, findings, and recommendations of this report are summarized in the table below.

Table 1: Summary of Key Findings and Recommendations

CATEGORY	FINDINGS	RECOMMENDATIONS	SECTION
<i>Information Scarcity</i>	Research Data Lacking	Research Language Status and Effective Programs	5.1
	Knowledge Gaps Exist for Individuals and Families	Information/Awareness Campaign	
<i>Regional Disparities</i>	Vast Program Differences Exist Between Regions	Collaboration and Connectivity (Conference and Database)	5.2
<i>Education</i>	Existing Statute Regarding Language Curricula	Research Expansion of Alaska Statute 14.30.420	5.3
<i>Reconciliation</i>	Continued Need for Reconciliation	Foster an Environment of Reconciliation and Healing (Holiday, Place Names, Testimony)	5.4

The Council found that each of the four areas overlapped, informed, and impacted each other. For instance, information scarcity was shown to exist between different regions of Alaska in terms of individual learning opportunities, while also being exhibited by educational institutions in relation to existing language legislation. Data about Alaska Native language programs and best practices are not available in a single information source. In some instances, people were not aware of programs in their own communities (Alaska Native Language Preservation and Advisory Council, Survey Monkey, 2013). Schools surveyed by ANLPAC staff were sometimes not aware of existing state statute to teach Alaska Native language, and some had more advanced language instruction compared to other schools.

3. COUNCIL BACKGROUND

The Alaska Native Language Preservation and Advisory Council was established by the Governor and Legislature in 2012 with the passage of Senate Bill 130 (Senate Bill 130, 2012).

3.1 Purpose

The purpose of the ANLPAC is to recommend the establishment or reorganization of programs to support the preservation, restoration, and revitalization of Alaska Native languages. The Council shall advise both the Governor and Legislature on programs, policies, and projects to provide for the cost-effective preservation, restoration, and revitalization of Alaska Native languages in the state.

3.2 Membership

On October 18, 2012, Governor Sean Parnell appointed five Alaska Native language experts to the Council representing diverse regions of the state, as well as one member of the Senate and one member of the House of Representatives. The Council members appointed include; Annette Evans Smith, Chair (Athabaskan, Alutiiq and Yup'ik); April Gale Laktonen Counciller, Ph.D., (Alutiiq) Vice-Chair; Delores Churchill (Haida); Bernadette Yaayuk Alvanna-Stimpfle (Inupiaq); and Walkie Charles, Ph.D., (Yup'ik) Chair 2012-2013. In June of 2013, Representative Benjamin Nageak (Iñupiaq) was appointed by Speaker of the House Mike Chenault. Senator Donny Olson (Iñupiaq) was appointed by Senate President Charlie Huggins in August 2013. For biographical information on the Council members, see Appendix I.

4. METHODOLOGY

In the first 18 months, an aggressive agenda was set by the Council with meetings to establish the foundation for future efforts, conduct strategic planning and work sessions, and develop the report to the Governor and Legislature. The Council began the process of gathering critically important public testimony and researched how others have met the challenge to preserve, restore and revitalize Alaska Native languages.

This work is the basis for this report. Four methods were used to determine the findings and recommendations. These methods include: building partnerships, hearing public testimony, conducting a survey across the state, and strategic planning and work sessions.

The Council recognized the pressing need to develop a multi-year, multi-phase plan to accomplish an agenda to create a roadmap for the work of the Council into the future.

4.1 Building Partnerships

The ANLPAC has begun to form partnerships across the state and outside of Alaska. Some of these organizations include: First Alaskans Institute, Alaska Federation of Natives, Alaska Native Heritage Center, Alaska Native Language Center, Alaska Native Language Archive, Inuit Circumpolar Conference Alaska, and Native leaders, Irish Consul General, Minister of State for Gaeltaech, Alutiiq Heritage Foundation, Doyon Foundation, and Alaska Department of Education & Early Development.

In October 2013, First Alaskans Institute (FAI) hosted an interactive presentation during the statewide Elders and Youth Conference in Fairbanks, just before the annual Alaska Federation of Natives convention. Some 50 Elders and youth from around Alaska attended the presentation in person, which was also televised live statewide. The Council gained input from both audiences on how they view Alaska Native language revitalization and why it is important to them to learn Alaska Native language.

Immediately after the FAI Elders and Youth Conference, the annual Alaska Federation of Natives convention was held, during which the Council held a break-out session. The session was attended by some 75 people from around Alaska. Council heard topics ranging from reconciliation and healing, to education, language transmission, lack of information and funding for programs.

The Alaska Native Heritage Center has been helpful in providing information on its language revitalization research, program and efforts. The Heritage Center staff has worked closely with Council staff in sharing information about the status of Alaska Native language. The Council members and staff attended the ANHC language summit and continue to work together.

The ANLPAC has drawn on existing language research and data from the Alaska Native Heritage Center (ANHC) and the Alaska Native Language Center (ANLC). The ANLC, with its history in collecting and publishing some of the Alaska Native languages, is a prime location to establish strong connections for further studies and research of other Alaska Native languages that need direction leading to publication and maintenance. Walkie Charles introduced Council members and staff to the UAF Alaska Native Language Center staff. Drs. Lawrence Kaplan,

Gary Holton, Patrick Marlow, and Ms. Hishinlai’ “Kathy” Sikorski have provided valuable input to the Council. Sustaining collaborative relationships with Alaskan language scholars strengthens the work of ANLPAC.

Council members and staff have also met with the Inuit Circumpolar Council Alaska staff, and had conversations with a number of Alaska Native leaders about partnering to revitalize Alaska Native language. Continued engagement and collaboration with these groups will be imperative to the success of the Council’s mission. Council members and staff will continue to pursue statewide partnerships that will advance Alaska Native language revitalization and preservation.

4.2 Public Testimony

The Council hosted seven public testimony sessions at statewide meetings and conferences. At these events, the Council reached out to various Alaska Native organizations to make the public aware of the Council’s existence and lay the foundation for future work in partnership with Alaska Native organizations around the state.

These public testimony sessions helped guide the findings of the council. Alaskans pointedly and tearfully related stories about the loss of their languages. Elders expressed regret and sadness to see their ways of speech declining each year. Youth shared their frustration to learn their heritage language due to a lack of resources. Language teachers described discouragement over the lack of support they felt from administrators, school boards, and state institutions.

Fluent speaking Elders are passing away every month. In my town, we only have 2 living speakers. They are in their 90s and their health is not good. How close we are coming to extinction of our sacred languages is unthinkable.

Ahl'lidaaw, Terri Burr of Ketchikan, Nov. 4, 2013

4.3 Survey

In October 2013, ANLPAC posted an online survey with 33 questions, using the Survey Monkey data collection tool. Answers were sought on the status of Alaska Native languages, programs, obstacles and opportunities for language preservation and revitalization.

Postcards with information and directions to the online survey were sent to some 450 people and organizations across Alaska. The postcard was given out at several statewide events including First Alaskans Institute Elders and Youth Conference in Fairbanks (with live television broadcast), Alaska Federation of Natives Convention in Fairbanks, Bilingual Multicultural Education and Equity Conference in Anchorage, BIA Providers Conference in Anchorage and other smaller events. The survey was closed in March 2014, and 131 responses were collected. Respondents represented 65 Alaska communities and all 12 Alaska-based regional ANCSA corporations. Two school districts responded, and three identified a culture/language group instead of community.

The survey findings indicated the respondents' main areas of interest include: education and programs, resources (financial, teachers and students, curriculum and teaching tools), endangerment of languages and clearinghouse of information.

4.4 Work Sessions and Strategic Planning

Since the Council members were appointed in October 2012, the Council has met 11 times. Early on, the Council decided to develop a strategic plan with measurable goals and objectives to guide its work. The planning session helped to identify opportunities, priorities, partners and resources. The strategic plan also helped the Council to deliberate survey results, public testimony, relevant research, and personal expertise.

A strategic planning session was held on February 20-21, 2014, and was facilitated by Dennis McMillian of the Foraker Group. The Council identified priorities for the coming years. Additionally the Council discussed major topics and concerns. Five key areas were identified in the strategic plan: 1) funded educational opportunities, 2) research, 3) planning to implement recommendations, 4) work with partners, and 5) ensure sustainability of the Council. The strategic planning resulted in a list of internal priorities for the future work of the Council, some of which is reflected in this report.

5. FINDINGS AND RECOMMENDATIONS

The Alaska Native Language Preservation and Advisory Council prioritized the following findings and recommendations outlined below. These findings and recommendations are the results of the online survey, public testimony gathered from seven Council presentations in Anchorage and Fairbanks, and the Council's work sessions.

TABLE 1: SUMMARY OF KEY FINDINGS AND RECOMMENDATIONS

CATEGORY	FINDINGS	RECOMMENDATIONS	SECTION
<i>Information Scarcity</i>	Research Data Lacking	Research Language Status and Effective Programs	5.1
	Knowledge Gaps Exist for Individuals and Families	Information/Awareness Campaign	
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Each of these findings is tied to a specific recommendation. Each finding subsection is immediately followed by its associated recommendation subsection. See the narrative below for descriptions.

We come from a place of strength as indigenous peoples...The practices of colonization, take those things out of us, still exists...it's not past tense. Our kids aren't learning their languages in our public school system...Whatever we can do to support your work, let us know. Gunalcheesh, Hawaa.

Liz Medicine Crow, First Alaskans Institute, April 5, 2013

5.1 Information Scarcity

More information is needed on successful programs statewide and both financial and in-kind resources. There is a need for research data and information for learners. The Council has found that states with well-planned language programs can make a big impact on reversing language loss. In fact, The United Nations Educational, Scientific and Cultural Organization (UNESCO), a specialized agency of the United Nations (UN), states on their website:

“It is estimated that, if nothing is done, half of 6000 plus languages spoken today will disappear by the end of this century. With the disappearance of unwritten and undocumented languages, humanity would lose not only a cultural wealth but also important ancestral knowledge embedded, in particular, in indigenous languages....However, this process is neither inevitable nor irreversible: well-planned and implemented language policies can bolster the ongoing efforts of speaker communities to maintain or revitalize their mother tongues and pass them on to younger generations.” (UNESCO, 2014, June 1).

There is tremendous interest for language preservation and revitalization, and a wealth of information about successful projects and efforts nationwide that can aid the Council and statewide groups in their efforts. There is little or no information-sharing for local or regional efforts to advance language revitalization goals. Connectivity is a must for programs to learn best practices. Program collaboration within language families would advance their collective or regional impact.

Based on an online survey from the Alaska Native Heritage Center, 90 percent of respondents want to learn a language, 80 percent of parents who responded to their survey would enroll their children in a language program, and 97 percent of parents who responded would participate in a language program with their children (Alaska Native Heritage Center language survey, Survey Monkey, 2012). The Alaska Native Language Preservation and Advisory Council survey indicated that 85 percent of respondents knew someone who wanted to learn how to speak, read and or write an Alaska Native language. However, in the ANLPAC survey, only 50 percent of the same total number of respondents indicated that there was a language program that they were aware of in their community.

5.1.1 Finding: Research Data Lacking

Policy makers and leaders in our state require up-to-date data on language status, speaker numbers, and effective policies and programs. But this information is generally lacking or outdated. This hinders the formation of innovative solutions to Alaska Native language loss. Research is necessary to consolidate and update language data and compile profiles of existing programs, councils, committees and ad-hoc efforts. While much of this information is available on the web, it is not compiled in a single information source anywhere for the public.

With the wide geographical dispersion, and regional variation in Alaska, quality data describing Alaska Native languages is difficult and expensive to collect. Based on results from the Council's recent survey (Alaska Native Language Preservation and Advisory Council, Survey Monkey, 2013), indicators generated must be used carefully since they may not accurately reflect actual conditions in the state. In addition, nationally generated indicators may be misleading if they fail to take into account unusual or unique conditions in the state. A good example of the Council's recent survey show that individuals may not know of language efforts within their own communities, and many are unaware of language legislation that might apply to their school district (AS 14.30.420) (See Section 5.3.3).

5.1.2 Recommendation: Research Language Status and Effective Programs

The Council recommends updated research on the status and vitality of Alaska Native languages, and existing programs that are contributing to language vitality, survival and revitalization.

To update data on Alaska Native languages' numbers and status, the Council recommends a legislative grant to the Alaska Native Language Center (ANLC) to conduct a comprehensive update of speaker numbers and language status around the state. The most recent speaker data is based on language population status research by Dr. Michael Krauss in 2007, and 1997 (Krauss, 2014). Many researchers are reluctant to share estimates of speaker numbers, as it is often outdated as soon as it is published. New research methods are now available to assess language health through multiple measures to gather accurate information of the status of Alaska Native languages and relevant information for language planning (Lewis, June 2014). The Council would work cooperatively with ANLC to update research and resources about language status and vitality in Alaska, and use the data for future recommendations to policy makers.

The second part of this recommendation is to expand and continue research on existing and effective programs in Alaska. Over the past 18 months, ANLPAC staff has begun compiling program information, but it is not yet available to the public. This information, along with data collected by the ANLC on language status will be added to an online, comprehensive database that is described below in section 5.2.2. Although the infrastructure for this database is in place within the Division of Community and Regional Affairs, staff will need human, equipment, software and financial resources to accommodate an expanded database.

5.1.3 Finding: Knowledge Gaps Exist for Individuals and Families

The Council found that some individuals and families interested in learning or teaching their language were not aware of existing language resources and opportunities available in their community or region. In the Council's survey, respondents in the same community indicated that they knew of a language learning program, and did not know of a language learning program.

[We need greater] community awareness of programs and concerns.

Steven Holley, ANLPAC survey, Nov. 4, 2013

This finding shows that there are communication and public information shortfalls that are addressable with a concerted statewide effort.

5.1.4 Recommendation: Information Awareness Campaign

The ANLPAC recommends a two-phase information campaign for a multi-year, public information awareness campaign. Phase One of the campaign would involve research by staff in the needs for language revitalization across the state, and how this Council may assist in efforts. Phase Two of the information campaign would increase awareness of Alaska Native language revitalization, restoration and preservation.

Modeled after the well-known Governor's "Choose Respect" campaign, and conducted by the same office, the Council's language revitalization effort would utilize paid and no-cost efforts to share information with the public about the importance of Alaska Native language learning and revitalization (Alaska, State of, Choose Respect, June 2014) The Governor's Choose Respect campaign for FY2013 identified \$450,000 for a public education and awareness campaign.

Strategies included marches in 120 communities, an ad campaign on more than 17 radio and television stations among other education awareness activities. The Council's awareness campaign would connect interested individuals with language learning opportunities to get involved in their regions.

During the first phase, staff would research, survey and determine public perceptions and information needs with regard to Alaska Native language revitalization, restoration and preservation. Target audiences would be identified so that appropriate communication methods would be deployed for specific audiences. The same relationships identified in Section 4.1 Building Partnerships, would be developed and leveraged to gain information and communication Alaska Native language preservation, restoration and revitalization efforts.

For the second phase of the information campaign, target audience would be identified. The Council anticipates that the audiences would include, but not be limited to Governor, Legislature, schools, school districts, boroughs, tribes, regional nonprofit organizations, statewide organizations including the Alaska Federation of Natives, First Alaskans Institute, tourism organizations, ANCSA Regional Association, University of Alaska system, nonprofit organizations, museums, culture groups, and international groups involved in language preservation and revitalization efforts.

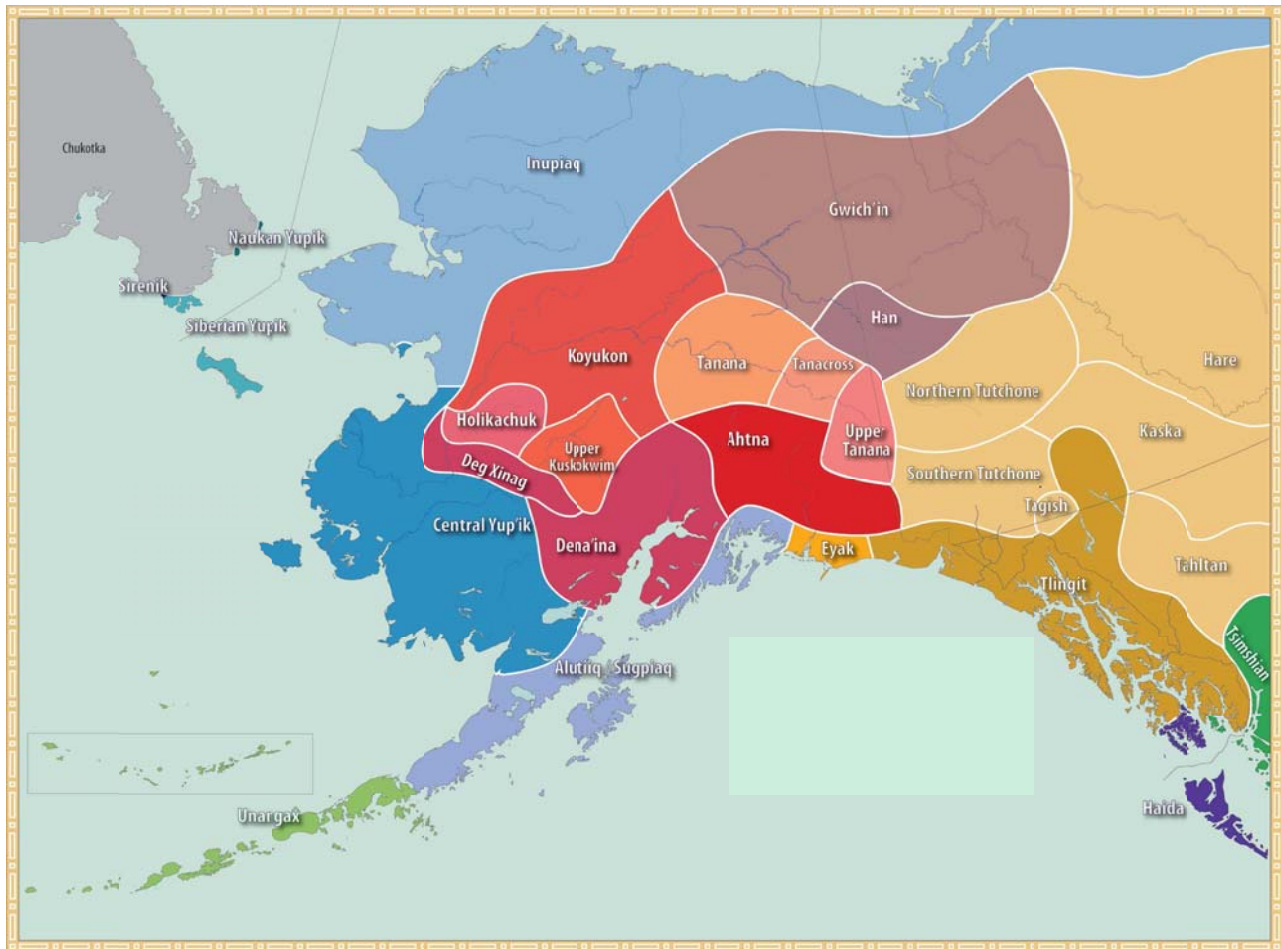
Key messages would be developed to increase awareness of the Council and Alaska Native language programs, increase the desire to learn an Alaska Native language, build partnerships, and facilitate information sharing for the community online database. Furthermore, strategic communications would be used to develop a greater understanding of what the Council is and why it exists, increase awareness of Alaska Native languages and programs available, increase opportunities for public input, share information with the Governor, Legislature and members of the community, expand use of technology and other forms of media, develop community forums for increased dialogue. Once the information campaign is deployed, an evaluation of the plan with measurable goals and objectives identified, the Council would determine if the information campaign was successful in reaching the intended target audience, key messages understood and feedback provided, and if the strategies were effective in reaching the intended audience.

5.2 Regional Disparities

The ANLPAC has found that vast differences exist between regions in the areas of established programs and language planning efforts. Further, (related to the previous finding) there is no central clearinghouse of information for policy makers, leaders, organizations, or learners to access information about the programs exist, which hinders information-sharing and collaboration throughout the state. The size of our state and limited information and transportation infrastructure further exacerbates the differences in language programming and revitalization between communities and regions. Region-level planning efforts are scarce and varied. Differing organizations implement and oversee language programs and projects throughout the state. This means that community and regional language efforts exist in relative isolation.

5.2.1 Finding: Vast Program Differences Exist Between Regions

Some regions have well-established and priority-setting programs, commissions, or councils tasked with language planning, revitalization, and education, while other regions have little or no language infrastructure. Preservation and revitalization efforts of Alaska Native languages in rural and urban Alaska are underway but vary from region to region. These differences cannot be attributed to one factor, as the differences between regions cannot be correlated directly to single factors such as funding access, municipality or borough involvement, school district support, or access to teacher training programs.

IMAGE 1. ALASKA NATIVE LANGUAGE MAP, COURTESY OF ALASKA NATIVE LANGUAGE CENTER (KRAUSS, 2014)

Comprehensive information is unavailable, which ties in with the recommendation for this finding. Because information is lacking for Alaska Native language programs, this section does not attempt to provide examples. Some data exists for selected programs around the State, but it is not the Council's purpose to bring attention to specific programs in this report.

Paired with the issue of regional disparities, there are also infrequent opportunities for programs to collaborate, network, and share best practices which would alleviate regional disparity. Existing conferences such as Alaska Federation of Natives (AFN) Annual Convention (Alaska Federation of Natives Annual Convention, June 2014) First Alaskan's Institute's Elders and Youth Conference (First Alaskans Institute, 2014), The Alaska Department of Education & Early Development and Alaska Association for Bilingual Education's Bilingual, Multicultural Education and Equity Conference (BMEEC, June 2014), and the University of Alaska's Alaska

Native Studies Conference (University of Alaska Anchorage, June 2014) are important means of gathering to share ideas, and all have served to disseminate information about Alaska Native languages. However, because of the varied topics covered at these conferences, the Council stresses the need for Alaska Native language information sharing. This issue is also apparent in the results of the statewide survey, which indicated that many Alaskans are unaware of successful programs, methods, and available opportunities, even within their own communities and regions.

5.2.2 Recommendation: Collaboration and Connectivity

The ANLPAC recommends two actions to address the issue of regional disparities in language planning and programs. The ANLPAC recommends funding for sponsorship of a statewide language summit at the Alaska Native Heritage Center. The Council also recommends funding to expand the Division of Community and Regional Affairs' Community Database Online to include information about Alaska Native language statistical information and programs.

Statewide Summit

Vast differences exist between regions; support and information sharing through a statewide summit will allow individual regions a greater level of agency to enact region-specific language planning efforts. Even regions with established programs may have unresolved issues and barriers and information that is important to share as success. Such information sharing and collaborating will encourage communities to take a leadership role in the activities and initiatives that work best for their location. The ANLPAC supports strong and well-organized regional planning efforts, whether they are supported by borough or municipal entities, nonprofit organizations, Native corporations, local or regional tribal entities, or grassroots organizations. An added benefit of the statewide summit is to establish the increased collaboration between regional and state language planning and implementation. State funding is needed to establish this effort.

Online Database

Information collected and compiled under recommendations to address information scarcity (see section 5.1 above) needs to be widely accessible to the public. The expanded community database online would serve as an information clearinghouse for information on regional

language statistics, speakers, programs, learning materials, and funding. As discussed previously, DCRA has an existing community database online system that can serve as a platform for delivery of this recommendation. Funding would be needed to help pay for an additional or contract IT programmer, technical assistance from DCRA Research and Analysis staff, and software and hardware updates to pay for the programming cost of adding these data elements to the existing database for DCRA's online community database. Staff research for database is covered under the existing DCRA budget.

This database has the potential to provide real-time access to information and resources compiled by ANLPAC staff and generated through the ANLC study (see section 5.1.2 above). An interactive, "living" website such as this would allow users to submit additional information about their own programs and community efforts. Additionally, individuals and families would have increased access to existing resources for their own language learning efforts. ANLPAC promotes capacity-building as an important means of fostering success for language learners statewide.

This Council and the state should encourage participation and collaboration to revitalize Alaska Native languages by funding the language summit and database expansion. These actions are time-sensitive, as many of Alaska's fluent Native language speakers are of advanced age and unlikely able to participate in efforts within a few years. Language programming, resources and funding should be made accessible to all communities. Along those lines, collaborations between communities and organizations will strengthen capacities and is critical to ensure cooperation for resources.

5.3 Education

[Alaska shall] establish and maintain a system of public schools open to all children of the State," [and] "provide for other public education institutions.

Alaska Constitution article VII, § 1.

Historically, the use of Native language was suppressed, and schools emphasized assimilation of Alaska Native students (Alaska Natives Commission Final Report, 1999). Many individuals who

testified at ANLPAC sessions described punishment they received as children, and the shame inflicted on families who spoke their Native languages in the home and community. While trauma from these experiences is still within living memory, schools today can serve as a positive contributor to community and regional language revitalization efforts. As the education category is broad, the following subsections will provide an overview of selected themes that emerged from the Council's research, survey, and public testimony.

Policy Improvements

While school-based language education programs cannot solely reverse the trend of language loss, the ANLPAC suggests that Alaska enact policies that enhance Alaska Native language revitalization. This reflects a shift in education policy nationwide that supports culturally-responsive learning as a means for increasing student success and graduation rates. Studies have shown that Native language education can result in higher educational attainment in all subjects by Native students (McIvor, November 2009).

I am the chairman of the Inupiaq language commission in our region and have been for several years. ... we have run into some tough obstacles, in trying to get our Inupiaq language integrated into the public schools and I think that is something that all need to collectively work together to try to get that worked out.

Mary Schaeffer, Elders and Youth Conference 2013

Federal and state education policies should be aligned to support the teaching and learning of Alaska Native languages, particularly when it comes to adequate resource allocation. Testimony frequently centered on the lack of sufficient funds to support Native language education in schools, and the corresponding need for families, schools, and communities to collaborate to achieve quality language instruction. Innovative approaches like charter schools and policy changes are needed to foster innovation and remove barriers. Innovative approaches will be examined and recommended in future ANLPAC reports. This will involve collaboration between the ANLPAC and Alaska Department of Education's Rural Education Department, which could be expanded and staffed to enhance and support future policy changes.

Teachers need support from parents and community members to authentically transmit Alaska Native languages and culture. ... Teachers embrace the importance of incorporating cultural heritage into school activities and routines, because it plays an essential role in supporting each child's quest for identity and connections in his/her world.

Joan Walser, Kuspuk School District

Family Involvement

Even when languages are taught and supported at school, limited family learning opportunities contribute to the inability of parents to support language use in the home, despite the necessity for family language use in revitalization efforts (Paulston, 1994). Many respondents to the Council's statewide survey were concerned that parents and schools were not providing enough educational opportunities or tools to teach younger generations to learn Alaska Native languages.

The majority of fluent speakers of Alaska's Native languages are Elders. Elder speakers are concerned that languages are in danger of not being transmitted from generation to generation. Even if Alaska Native languages were taught in all schools, several respondents mentioned that language instruction should also be reinforced at home. Furthermore, some suggested that whole-family learning and speaking could be the best method to reinforce Alaska Native languages and culture, even when language learning is initiated in immersion preschools and schools - a perspective strongly backed-up by scholarly research (Fishman, 1991; Paulston, 1994; Pease-Pretty On Top 2002, 2005). ANLPAC agrees that the best hope for sustaining our languages will be found in intergenerational immersion-based learning opportunities that focus on early childhood language acquisition, such as those seen in Hawaii (E Ola Ka 'olelo Hawai'i, 2014, June 12).

Certification and Standardization

Some respondents express a need for uniformity of Alaska Native language curriculum and the state certification process to teach Alaska Native languages. Several mentioned that curriculum was non-existent for their community. Some respondents mentioned that non-fluent, non-indigenous teachers were teaching language; while, in some communities intermediate-level speakers are the only available teachers. A concern over correct and appropriate language used in school curricula was expressed by a handful of individuals during public testimony.

Very important is the issue of finding teachers that can teach the languages ... the difficulty we're running into is [having] people certified so that the students can get credit for it, you know learning the language the same as learning Russian and French...

Shirley Kendall (Tlingit), Anchorage

Respondents expressed the need for instructors having linguistic and cultural accuracy, but schools need assistance and processes for identifying and assessing instructors. *Type M* certification (often used to provide credentialing to vocational education instructors without a teaching degree) is used by individual school districts to certify Native language teachers. Numerous individuals suggested that this system lacks standardization, and is unevenly applied by districts, who can determine individually what criteria are used to qualify for *Type M*.

Native language instructors frequently lack *Type A* teacher certification of regular classroom teachers, and instead are certified as *Type M* or have no certification at all. Some are employed as classroom aides at a lower pay and status than other teachers. Thus, they often do not benefit from the same employment protections, benefits, and continuing education opportunities as regular certified teachers. For example, a long-time fluent Native language instructor served for more than 20 years in her district (her whole career) and did not receive retirement benefits, in contrast to her colleagues who were certified teachers. Districts using *Type M* instructors can be also be critiqued for allotting instructional funding that could be used to hire full-time teachers. This is a critical topic that will be further researched and addressed in a future report.

For Native language programs to work...takes school district leadership, a willingness to fund programs and instructors, and a dedication to organizing curriculum and instruction. Currently in many schools, English is the only language supported. Communities need support from the school to meet their Native language revitalization and sustainability goals.

Christopher D. Meier, Director of Curriculum, Lower Yukon School District

(Great) Expectations

Suggestions and comments from testimony and the statewide survey were varied, and revealed high public expectations of the ANLPAC; specifically that the Council would serve as the conduit for communicating public needs to policy makers and lead the charge for language restoration statewide. In terms of formal education, many respondents said that long-term assessment and planning for language teaching and learning should occur. Alaskans testified that formal language education should be adequately funded, with access to textbooks, recordings, and culturally-relevant instruction. These same respondents want parents to reinforce learning, with a long-term plan to grow speakers of languages. Families want to establish scholarships for students to learn language. Some survey respondents suggest legislation to make Alaska's Native language a requirement in schools to graduate.

My niece is starting to teach... so she's coming to us and we give her any help she can get, 'cause, I'm afraid, like I said, when we pass, it will pass with us...

Greg Fratis, Sr., Elders and Youth Conference 2013

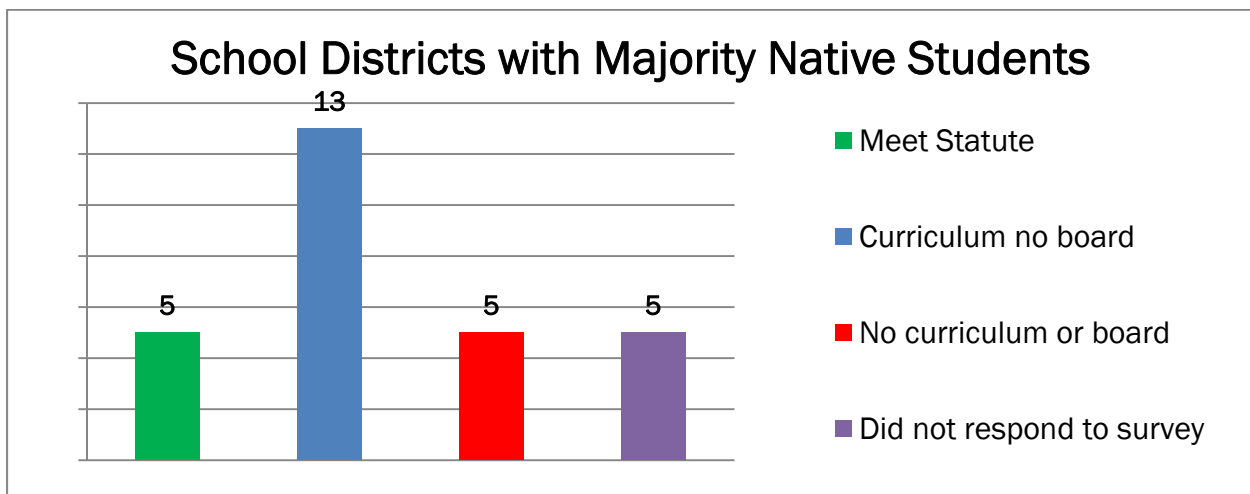
With education being perhaps the broadest category of information gathered by the ANLPAC and with the concerns and suggestions from Alaskan residents being varied and extensive, it will take time to prioritize and plan for widespread education policy changes. For this report, the Council wishes to focus on short-term specific action steps that are achievable and augmentable over time. Thus, our educational finding relates to already existing legislation, and sets a foundation for future action.

5.3.3 Finding: Existing Language Statute

The ANLPAC wishes to draw attention to an existing Alaska statute related to Alaska Native language instruction in school districts. At the Council's direction, staff conducted state policy research and uncovered a bill that was passed into law in 2000 (AS 14.30.420). This statute mandates that school districts with a majority of students who are Alaska Native shall establish a local Native language curriculum advisory board, and if an advisory board recommends the establishment of a Native language curriculum, the school board in that district may initiate and conduct such a curriculum (AS 14.30.420). It may be surprising to some that this statute exists,

as the Council's research has not shown a widespread awareness of AS 14.30.420. This statute is included in its entirety as Appendix II for reference.

Of the 54 school districts in Alaska (268 schools), 28 school districts met the criteria outlined in the statute of having a majority Native population. According to this statute, each school district should have a Native language curriculum advisory board, and if recommended by that board, enact a Native language curriculum. These 28 districts represent 182 individual schools in Alaska, or 36 percent of all Alaskan schools. Unfortunately, of the 28 districts with a majority Native population, *only five school districts meet the statutory requirement and have a Native language advisory board.*



Although many districts that are required by statute to have a Native language curriculum advisory board do not, many who lack a majority of Native students *do* in fact have Native language curriculum. Of those who responded to inquiries by Council staff, 21 school districts (of 54) have a Native language curriculum in at least one school.

Many schools lack Native language advisory committees and Native language curricula, in part because the statute applies to full-district enrollments rather than individual school populations. If the statute were to apply to school districts with at least one *school* having a majority Native population, more districts would potentially be affected. While the expanded school research is

ongoing, the cursory research reveals 39 districts (72 percent) would meet the statutory requirement.

5.3 4 Recommendation: Research Expansion of Alaska Statute 14.30.420

While Alaska Statute 14.30.420 refers to school districts that have a majority Alaska Native population, the Council wishes to research the statutory threshold to include all districts where individual *schools* are predominately Native, even though the school district as a whole may not meet the statutory threshold. This would increase the number of schools that benefit from having a Native language advisory board, and potentially, a Native language curriculum.

The Alaska Native Language Preservation and Advisory Council proposes to work with the Alaska Department of Education & Early Development (DEED) and state policy makers to educate school districts about the existence and requirements of AS 14.30.420. Further, ANLPAC will direct staff to work with DEED to research the potential impacts of future expansion of this statute to apply to Native enrollment at individual school sites, rather than applying to full-school district enrollment. While it is potentially positive to impact a greater number of schools through expansion of the statute, it will be important to document the financial and human impacts of expansion, particularly for regions with Native population but few fluent speakers.

5.4 Reconciliation

At the core of many problems in the Alaska Native community are unhealed psychological and spiritual wounds and unresolved grief brought on by a century-long history of deaths by epidemics and cultural and political deprivation at others' hands; some of the more tragic consequences include the erosion of Native languages in which are couched the full cultural understanding, and the erosion of cultural values.

Alaska Natives Commission Final Report, 1999.

Created by Congress in 1990 at the urging of Alaska Native groups, the Alaska Natives Commission was created and funded as a joint federal and state commission to research policies and programs affecting Alaska Natives. Fifteen years after the Alaska Natives Commission report was released in 1999, their findings of historical trauma, and rapid social, cultural, and linguistic change are still apparent (Alaska Natives Commission Staff, 1999). The ANLPAC

statewide language survey and public testimony gathered in the spring of 2013 through the spring of 2014 documented widespread grief, shame, and anger about language loss and cultural erosion in every region of Alaska. This demonstrates that despite widespread acknowledgement of the challenges faced by Alaska Native communities, much remains to be done to address these persistent issues.

5.4.1 Finding: Continued Need for Reconciliation

While some might feel that language loss and its associated suffering is in the past, many who spoke out in public testimony to the Council expressed ongoing trauma, as a result of language suppression and the continued erosion of Alaska Native languages and cultures. While this finding may be surprising or discomfiting to many, it was clear from public testimony collected by the Council that historic wounds run deep, and are exacerbated by the continued struggles of individuals and communities to retain their languages. This intergenerational trauma will continue to shadow Alaska Native communities unless widespread reconciliation is achieved.

I had to go to Wrangell [Institute] and when we did talk our language they washed our mouth out with soap. Some of them, I don't know what they had but it made their mouth foam. When I went home that summer I didn't want to talk [my language] anymore and it's still hard for me to talk about it.

Gloria Danson, Alaska Native Studies Conference, April 5, 2013,

The ANLPAC asserts that despite the great strides that have been made, the damaging effects of language suppression has not been widely examined. Surprisingly, language-suppressive policies are noted in some districts that previously have offered Native language instruction. This reinforces the need for open dialogue and reconciliation within communities and at all levels of the state.

The kids started telling me, gee we're not doing a lot of those, we miss Yupik, I wish you were still here. Ever since the school started to become standard [because of education reforms] ... the hours are getting limited, limited, limited. And last time I went, one kid said now when we say things in our language, we get punished, we're on the gym list. The principal is telling us don't use your language when I'm hearing you.

Elaine Kingeeguk, Savoonga, Alaska Native Language Summit, April 26, 2013

While the facts outlined above are disheartening, the ANLPAC contends that language revitalization can begin the healing process and build resiliency in communities. There are academic as well as social benefits associated with language learning and language revitalization. Studies have shown students who have benefitted from strong cultural and language programs perform better in school and in life, while students who feel disconnected from their culture demonstrate tendencies towards higher risk behavior (Peacock, 2000). A study on Native language immersion sponsored by the W.K. Kellogg Foundation noted that all students learning a second language perform higher on standardized tests (Pease-Pretty On Top, 2005). Native students leaning their mother tongue also show greater scores and improvement on standardized tests, as demonstrated by Navajo, Blackfeet and Assiniboine immersion students (McCarty, 1996). This is reinforced in the Hawaiian and Maori schools, where students outperform their peers in regular public schools (Pease-Pretty On Top, 2005). Social problems such as suicide risk are also alleviated through strong linguistic and cultural identity (McIvor, November 2009).

There's personal benefits [of language learning], of feeling...really connected... to my past, connected to my family, also being connected to the community that I live in, and learning from the Elders...and also to the larger community of learners...

Peggy Azuyak, Old Harbor

5.4.2 Recommendation: Foster an Environment of Reconciliation and Healing

Because of the role that governments and policy makers have played in language erosion, it is reasonable to expect that policy makers participate in the creation of an environment conducive to reconciliation. There are numerous ways to address this need, but concrete measures, however small, will show a strong commitment.

State Holiday for Native Languages

The ANLPAC recommends the creation of an annual State holiday, Alaska Native Languages Day on April 21, to celebrate and recognize Alaska Native languages. This date falls on the

anniversary of the passage of HB 216 (Alaska, State of, HB 216). The goal of this holiday is to facilitate public discourse about language loss and the benefits of revitalization.

Native Language Place Names

The second part of this recommendation is for communities and regions to work with the Alaska Historical Commission to collaborate on increasing the number of official Alaska Native language place names approved by the US Geological Survey. Allowing a community to reclaim its traditional place names is another concrete measure towards building and fostering an environment of reconciliation.

Collection of Testimony

The ANLPAC also recommends continued collection of testimony at ANLPAC meetings and other public events to promote public awareness and healing. Policy makers are encouraged to attend ANLPAC meetings and testimony opportunities to gain a fuller understanding of the importance of this goal for Alaska. These three small yet concrete actions will help to foster an environment of healing and reconciliation in Alaskan communities.

To me it's healing. This language is healing to me. Nick Alokli, Akhiok/Kodiak

6. CONCLUSION

*Kiarqurarraarluni yuk, niicugniurturarraarluni-llu tuani taugaam qanemcikangqerciquq.
When we've taken the opportunity to observe and taken the opportunity to listen, then we
too, might have a story to tell.*

John B. Charles (1930-1995)

While Alaska Native languages are declining at an alarming rate, it is the Council's firmly-held belief that well-planned and well-implemented language programs can reverse the trend. This report highlights important issues that the ANLPAC wishes to bring to prominence among Alaska's policy makers. This parallels the expectations of many Alaskans who testified and shared recommendations through the statewide survey. It is clear to the Council that it has

tremendous statewide support for the work ahead. It is through these partnerships and collaborations that the Council hopes to achieve ambitious goals.

This challenge is both daunting and hopeful – and is a role that the ANLPAC members are grateful to have. The Council has the support of 10,000 years of history and looks forward a future with healthy and sustainable communities with revitalized linguistic heritage. There is much to be done, and many other potential actions that will help the survival of Alaska Native languages. Reversing language loss in Alaska will require allies and collaborators from all regions and communities, along with government and policy makers - people who aspire to strengthen communities through living language and culture.

Some of them always say: Alutiit awa'i qikiiyut (“Alutiiq people now are shy”) to speak our language... But you know, that's how we grew up. We have to outgrow it.

Anonymous Elder, Kodiak Island

The Council's recommendations, if enacted, are a collection of strategies that would improve the feasibility of future efforts for language revitalization in our state. This will be achieved by fostering an environment conducive to language use and revitalization throughout communities (Fishman, 1991, 2001; Paulston, 1994). Languages cannot be saved by affecting only one aspect of society - it will take partnerships between governments and individuals, between schools and tribes. While none of the recommendations in this report is directly tied to the survival of any specific language, we believe that these recommendations will aid policy makers, regions, communities, and families in their interconnected efforts to leave a healthy linguistic legacy for future generations.

APPENDICES

1 through 7

TABLE OF CONTENTS

APPENDIX 1 – COUNCIL MEMBERS AND STAFF	28
APPENDIX 2 – AS.14.30.420 NATIVE LANGUAGE EDUCATION	31
APPENDIX 3 – HB 216B	32
APPENDIX 4 – HCS CSSB 130(FIN).....	34
APPENDIX 5 – TITLE 14. EDUCATION, LIBRARIES, AND MUSEUMS.....	38
APPENDIX 6 – ANLPAC SURVEY SYNOPSIS	47
APPENDIX 7 – ANLPAC SURVEY	49

APPENDIX 1 – COUNCIL MEMBERS AND STAFF



Senator Donald Olson - *Inupiaq*

From Golovin, lifelong Alaskan, Senator Olson was born in Nome and is a doctor, pilot, reindeer herder, businessman and Legislator. He and wife Willow have four children: Colby, Martin, Donald Jr., and Maggie Rae.



Representative Benjamin Nageak - *Iñupiaq*

From Barrow, Representative Nageak was the North Slope Borough Mayor in the mid, 1990s and just completed his freshman term as representative during the 28th Legislature.



Annette Evans Smith (Chair) - *Koyukon Athabascan, Alutiiq and Yup'ik*

Evans Smith, of Anchorage, is the Alaska Native Heritage Center President and CEO, where she has worked in several roles since 2003. Under her leadership, the center has initiated a study to identify Alaska Native language programs and learners of Alaska Native languages with the hope of connecting Alaska Native residents in Anchorage to the language programs that exist across Alaska. Her prior work involves service with Southcentral Foundation and The Northern Forum. She holds a bachelor's degree in international relations from Stanford University and is also a trustee with the Western States Arts Federation. Evans Smith is actively learning the Yup'ik language through her grandmother and Marge Nakak.



April Gale Laktonen Counciller, Ph.D. (Vice-Chair) - *Alutiiq*

Counciller, of Kodiak, is an assistant professor of Alutiiq language and culture at Kodiak College where she is establishing an Alaska Native Studies program. She is active in language preservation efforts, serving as a member of the *Qik'rtarmiut Alutiit* Regional Language Advisory Committee, the Alaska Native Studies Council, the Alutiiq New Words Council, the Alutiiq Heritage Foundation Board of Directors, and the Koniag Inc. Board of Directors. She has also received the Harry S. Truman Scholar, Leadership and Public Service Award from the Truman Foundation. Counciller holds a bachelor's degree in anthropology and American civilization from Brown University, a master's degree in rural development from the University of Alaska Fairbanks, and a Ph.D. in language planning and Indigenous knowledge systems from UAF.

**Delores Churchill - *Haida***

Delores Churchill is a renowned Haida master weaver of baskets, hats, robes, and other regalia. Using such materials as spruce root, cedar bark, wool, and natural dyes, she creates utilitarian and ceremonial objects of unmatched beauty and cultural significance. Churchill learned these skills from her mother, Selina Peratrovich, at a time when there were just three active Alaskan Haida weavers. Peratrovich asked her daughter to burn her baskets for the first five years of the apprenticeship because "I am well known for my baskets. If you say you learned from me, you better be good." Churchill has lectured, demonstrated, exhibited and published her art of basketry throughout the world. She continues to teach young people the knowledge and skills related to the weaving tradition, observing: "As long as Native art remains in museums, it will be thought of in the past tense." To speak to this point, she recently helped the people of Klukwan village replicate a 500-year-old spruce root hat found frozen in a glacier on the Yukon-Alaska border.

**Bernadette Yaayuk Alvanna-Stimpfle - *Inupiaq***

Alvanna-Stimpfle, of Nome is a fluent speaker of Inupiaq who is the Kawerak, Inc. Eskimo Heritage Program Director. She has taught with Nome Public Schools for twenty-five years as a Bilingual-Bicultural Inupiaq language and culture teacher, a classroom teacher and worked with English as Second Language students and English Language Learners. She has also taught Inupiaq at the Northwest Campus in Nome. She has also worked as a teacher mentor for the Alaska Statewide Mentoring Project. From 1998-2008, Alvanna-Stimpfle was involved with the Alaska Rural Systemic Initiative where Native educators from all over the state to develop standards for culturally responsive school standards and ways to teach students from the indigenous perspective. She is a member of the King Island Drummers and Dancers and a former member of the King Island Native Community tribal Council. She is a member of the King Island Native Community Elders committee. Alvanna-Stimpfle holds a master's degree in Education in Language and Literacy and a bachelor's degree in Inupiaq Eskimo language from UAF.

**Walkie Charles, Ph.D. - *Yup'ik***

Charles, of Fairbanks, is an assistant professor of Yup'ik Eskimo at the University of Alaska Fairbanks (UAF). He grew up in Emmonak speaking Yup'ik. He has earned a bachelor's degree in elementary education at the University of Alaska Fairbanks, a master's degree at the University of Massachusetts at Amherst, and a Ph.D. in applied linguistics at UAF. His research interests are second language acquisition, dynamic assessment, and socio-cultural theory. As a Native speaker of Yugtun, one of his interests is to maintain his language through teaching it at educational levels. Charles was the Inaugural Chair of ANLPAC from 2012 to 2013.

**Council Staff****Connie Irrigoo – *St. Lawrence Island Yupik***

Born and raised in Nome, Connie is full St. Lawrence Island Yupik. Her family is from Gambell on St. Lawrence Island. Connie has previously worked for CIRI, Southcentral Foundation, and U.S. Senator Ted Stevens. After graduating from the University of Hawaii at Manoa, Connie gained a greater appreciation for her own culture and language after experiencing the cultural pride of the Hawaiians and other Pacific Rim cultures while living in Hawaii.

**Misty Garner – *Alutiiq and Haida***

Born in Anchorage, and raised in Kodiak and Anchorage, Misty's mother is from Hydaburg in Southeast Alaska and her father was born in Karluk and raised in Afognak, near Kodiak Island. Due to the Exxon Valdez Oil Spill affecting the economy in Kodiak; her family moved to Anchorage with her father's job at International Business Machines (IBM). Misty is currently a Kicargwigmi Sugpiaq/Alutiiq Yugneret language learner and instructor for the language group in Anchorage.

APPENDIX 2 – AS.14.30.420 NATIVE LANGUAGE EDUCATION

Sec. 14.30.420. Native language education. (a) A school board shall establish a local Native language curriculum advisory board for each school in the district in which a majority of the students are Alaska Natives and any school district with Alaska Native students may establish a local Native language curriculum advisory board for each school with Alaska Native students in their district. If the local Native language curriculum advisory board recommends the establishment of a Native language education curriculum for a school, the school board may initiate and conduct a Native language education curriculum within grades K through 12 at that school. The program, if established, must include Native languages traditionally spoken in the community in which the school is located. Each school board conducting a program of Native language education shall implement the program as a part of regular classroom studies and shall use

- (1) instructors who are certified under [AS 14.20.020](#) or 14.20.025; and
- (2) to the maximum extent possible

- (A) instructors and instructional materials available through the University of Alaska; and
- (B) audio-visual, computer, and satellite technology.

(b) In this section,

- (1) "district" has the meaning given in [AS 14.17.990](#);
- (2) "Native" means a person of one-fourth degree or more Alaskan Indian, Eskimo, or Aleut

blood.

APPENDIX 3 – HB 216B

28-LS0905\Y

CS FOR HOUSE BILL NO. 216(STA)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-EIGHTH LEGISLATURE - SECOND SESSION

BY THE HOUSE STATE AFFAIRS COMMITTEE

Offered: 4/1/14
Referred: Rules

Sponsor(s): REPRESENTATIVES KREISS-TOMKINS, MILLETT, EDGMON, NAGEAK, AND HERRON, Gara, Guttenberg, Foster, Drummond, LeDoux, Kito III, Kawasaki, Muñoz, Josephson, Gruenberg, Isaacson, Tuck, Holmes, Seaton, Tarr, Olson, Costello, Feige

SENATORS Egan, Dyson, Olson, French, Stevens, Ellis, Wielechowski, Micciche, Dunleavy, McGuire, Gardner, Bishop, Fairclough, Hoffman, Meyer, Stedman

A BILL

FOR AN ACT ENTITLED

1 "An Act adding the Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangaḡ,
2 Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana,
3 Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages
4 as official languages of the state."

5 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

6 * Section 1. AS 44.12.310 is amended to read:

7 **Sec. 44.12.310. Official languages [LANGUAGE].** The English, Inupiaq,
8 Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangaḡ, Dena'ina, Deg Xinag,
9 Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana,
10 Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages are
11 [LANGUAGE IS] the official languages [LANGUAGE] of the State of Alaska.

12 * Sec. 2. AS 44.12.310 is amended by adding a new subsection to read:

13 (b) The designation of languages other than English as official languages of
14 the state under (a) of this section does not require or place a duty or responsibility on

HB0216b

-1-

CSHB 216(STA)

New Text Underlined [DELETED TEXT BRACKETED]

28-LS0905\Y

- 1 the state or a municipal government to print a document or record or conduct a
- 2 meeting, assembly, or other government activity in any language other than English.

APPENDIX 4 – HCS CSSB 130(FIN)



LAWS OF ALASKA

2012

Source

HCS CSSB 130(FIN)

Chapter No.

AN ACT

Establishing the Alaska Native Language Preservation and Advisory Council and relating to the preservation, restoration, and revitalization of Alaska Native languages.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1

AN ACT

1 Establishing the Alaska Native Language Preservation and Advisory Council and relating to
2 the preservation, restoration, and revitalization of Alaska Native languages.

3

4 * **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
5 to read:

6 LEGISLATIVE FINDINGS. The legislature finds that the preservation of Alaska
7 Native languages is a critical component in the sustenance of cultural identity. The legislature
8 further finds that Alaska Native languages are the foundation of cultures and are vital in
9 maintaining traditional knowledge and understanding.

10 * **Sec. 2.** AS 44.33 is amended by adding a new section to read:

11 **Article 7A. Alaska Native Language Preservation and Advisory Council.**

12 **Sec. 44.33.520. Alaska Native Language Preservation and Advisory**
13 **Council.** (a) The Alaska Native Language Preservation and Advisory Council is

1 established in the department for the purpose of recommending the establishment or
2 reorganization of programs to support the preservation, restoration, and revitalization
3 of Alaska Native languages.

4 (b) The council established under this section shall

5 (1) advise both the governor and legislature on programs, policies, and
6 projects to provide for the cost-effective preservation, restoration, and revitalization of
7 Alaska Native languages in the state;

8 (2) meet at least twice a year to carry out the purposes of the council;
9 members may participate in meetings telephonically; and

10 (3) prepare reports of its findings and recommendations for the
11 governor's and the legislature's consideration on or before January 1 of each even-
12 numbered year.

13 (c) The governor shall appoint to the council established in this section five
14 voting members who are professional language experts and who represent diverse
15 regions of the state. In addition, one member of the senate appointed by the president
16 of the senate and one member of the house of representatives appointed by the speaker
17 of the house of representatives shall serve on the council as nonvoting members. In
18 appointing the nonvoting members of the council, the president of the senate and the
19 speaker of the house of representatives shall appoint a member of the bush caucus, if a
20 bush caucus exists. In this subsection, "bush caucus" means a group of legislators that
21 represents rural areas of the state.

22 (d) The members appointed by the governor shall serve at the pleasure of the
23 governor.

24 (e) Members of the council shall serve without compensation but are entitled
25 to per diem and travel expenses as provided under AS 39.20.180.

26 (f) The department shall provide staff as needed to support the council; the
27 staff must demonstrate competency in an Alaska Native language.

28 * **Sec. 3.** The uncodified law of the State of Alaska is amended by adding a new section to
29 read:

30 REPORT; APPOINTMENTS. (a) Notwithstanding AS 44.33.520(b)(3), the first
31 report under AS 44.33.520(b)(3), added by sec. 2 of this Act, is due on or before July 1, 2014.

- 1 (b) The governor shall make the appointments required by AS 44.33.520(c), added by
- 2 sec. 2 of this Act, on or before December 1, 2012.

APPENDIX 5 – TITLE 14. EDUCATION, LIBRARIES, AND MUSEUMS**State Statute 2011****TITLE 14. EDUCATION, LIBRARIES, AND MUSEUMS****Chapter 14.03 PUBLIC SCHOOLS GENERALLY Sec.****14.30.420. Native language education.**

(a) A school board shall establish a local Native language curriculum advisory board for each school in the district in which a majority of the students are Alaska Natives and any school district with Alaska Native students may establish a local Native language curriculum advisory board for each school with Alaska Native students in their district. If the local Native language curriculum advisory board recommends the establishment of a Native language education curriculum for a school, the school board may initiate and conduct a Native language education curriculum within grades K through 12 at that school. The program, if established, must include Native languages traditionally spoken in the community in which the school is located. Each school board conducting a program of Native language education shall implement the program as a part of regular classroom studies and shall use

- (1) instructors who are certified under AS 14.20.020 or 14.20.025; and
- (2) to the maximum extent possible
 - (A) instructors and instructional materials available through the University of Alaska; and
 - (B) audio-visual, computer, and satellite technology.

(b) In this section,

- (1) "district" has the meaning given in AS 14.17.990;
- (2) "Native" means a person of one-fourth degree or more Alaskan Indian, Eskimo, or Aleut blood.

Sec. 14.25.048. Teachers of Alaska Native language and culture.

(a) Except as provided in (d) of this section, an employee employed by a participating employer on or after June 5, 1988, shall participate in the plan under AS 14.25.009 - 14.25.220 if the employee

(1) teaches Alaska Native language or culture in a permanent full-time or permanent part-time position;

(2) learned about the subject to be taught by living in the culture or using the language in daily life; and

(3) is qualified to teach the subject to elementary or secondary students as required by regulations adopted by the Department of Education and Early Development.

(b) An employee or former employee may receive credit for retroactive membership service for employment before June 5, 1988 if the employee or former employee met the requirements listed in (a) of this section at the time of the employment. To receive credit for the retroactive membership service, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061. However, an employee or former employee may not receive retroactive credit under this subsection if the employee received credited service under AS 39.35 for the employment.

(c) An employee or former employee who received credit under AS 39.35 for service that qualifies under (a) of this section may elect to transfer those periods of employment to the plan. To receive credit for retroactive membership service under this subsection, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061.

(d) Notwithstanding (a) of this section, an employee employed as a teacher of Alaska Native language and culture and participating in the Public Employees' Retirement System under AS 39.35 on the day before June 5, 1988 shall remain a member under AS 39.35 unless the employee elects to become a member of the Teachers' Retirement System on or before September 3, 1988.

Sec. 14.40.117. Establishment of Alaska Native Language Center.

The University of Alaska shall establish an Alaska Native Language Center, the purposes of which are to

(1) study languages native to Alaska;

(2) develop literacy materials;

(3) assist in the translation of important documents;

(4) provide for the development and dissemination of Alaska Native literature; and

(5) train Alaska Native language speakers to work as teachers and aides in bilingual classrooms

Sec. 14.43.050. Purpose of scholarships.

Because of the language difficulty and economic conditions of the Native peoples of the state, and the necessity for integrating the Native cultures with the state economy, it is the purpose of the legislature to provide assistance to Natives who wish to pursue a higher education beyond the attainments possible in the free public schools system.

Sec. 14.25.048. Teachers of Alaska Native language and culture.

(a) Except as provided in (d) of this section, an employee employed by a participating employer on or after June 5, 1988, shall participate in the plan under AS 14.25.009 - 14.25.220 if the employee

(1) teaches Alaska Native language or culture in a permanent full-time or permanent part-time position;

(2) learned about the subject to be taught by living in the culture or using the language in daily life; and

(3) is qualified to teach the subject to elementary or secondary students as required by regulations adopted by the Department of Education and Early Development.

(b) An employee or former employee may receive credit for retroactive membership service for employment before June 5, 1988 if the employee or former employee met the requirements listed in (a) of this section at the time of the employment. To receive credit for the retroactive membership service, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061. However, an employee or former employee may not receive retroactive credit under this subsection if the employee received credited service under AS 39.35 for the employment.

(c) An employee or former employee who received credit under AS 39.35 for service that qualifies under (a) of this section may elect to transfer those periods of employment to the plan. To receive credit for retroactive membership service under this subsection, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061.

(d) Notwithstanding (a) of this section, an employee employed as a teacher of Alaska Native language and culture and participating in the Public Employees' Retirement System under AS 39.35 on the day before June 5, 1988 shall remain a member under AS 39.35 unless the employee elects to become a member of the Teachers' Retirement System on or before September 3, 1988.

Sec. 14.20.025. Limited teacher certificates.

Notwithstanding AS 14.20.020(b), a person may be issued a limited certificate, valid only in the area of expertise for which it is issued, to teach Alaska Native language or culture, military science, or a vocational or technical course for which the board determines by regulation that baccalaureate degree training is not sufficiently available. A limited certificate may be issued

under this section only if the school board of the district or regional educational attendance area in which the person will be teaching has requested its issuance. A person who applies for a limited certificate shall demonstrate, as required by regulations adopted by the board, instructional skills and subject matter expertise sufficient to ensure the public that the person is competent as a teacher. The board may require a person issued a limited certificate to undertake academic training as may be required by the board by regulation and make satisfactory progress in the academic training.

Sec. 44.12.310. Official language.

The English language is the official language of the State of Alaska.

27th Legislature(2011-
2012) Alaska Admin Code
4 AAC 03

History: Eff. 1/14/78, Register 65; am 8/15/78, Register 67; repealed 5/4/2000, Register 154

4 AAC 34.090. Definitions

(a) In this chapter, unless the context requires otherwise,

(1) "district" or "school district" means a city and borough school district or regional educational attendance area;

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing or in reading and language arts under 4 AAC 06.730, 4 AAC 06.737 or 4 AAC 06.755;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

(3) "school that is attended by at least eight LEP pupils" means any school, elementary, middle, or any combination secondary school with eight or more LEP pupils in regular daily attendance;

(4) "Alaska Native" has the meaning given in 4 AAC 06.899;

(5) "American Indian" has the meaning given in 4 AAC 06.899;

(6) "outlying area" has the meaning given in 20 U.S.C. 7801(30) (Elementary and Secondary Education Act); the definition of "outlying area" set out in 20 U.S.C. 7801(30), as revised as of January 8, 2002, is adopted by reference.

(b) In AS 14.30.410 and this chapter, "department" means the department of education and early development.

(c) In AS 14.30.400, "bilingual-bicultural education program" means a program of instruction in elementary or secondary education that is designed for children of limited English speaking ability and whose primary language is other than English.

Sec. 44.33.760. Loan information officers.

- (a) The department may provide itinerant loan information officers to serve persons who reside outside the major population centers of the state.
- (b) The loan information officers shall be trained, to the extent that the department considers necessary, in a program administered by the department and approved by the Alaska Housing Finance Corporation, the Alaska Industrial Development and Export Authority, and the principal departments of the executive branch that administer loan programs.
- (c) A majority of the loan information officers shall be persons who are conversant in Alaska Native languages that are spoken by a significant number of Alaska Natives. The department shall provide brochures and other printed materials, written in easily understandable English and in the Alaska Native languages that are spoken by a significant number of Alaska Natives, for distribution by the loan information officers. The brochures and printed materials must explain the purposes of the various state loan programs, the minimum qualifications under the programs, the method for obtaining assistance in the completion of applications for the programs, and other information the department determines will improve the access of persons in rural areas to the state's loan programs.
- (d) The department shall coordinate its efforts under this section with local financial institutions and community groups to determine the proper itinerary and travel schedule of the loan information officers and to provide adequate notice to persons in rural areas of the itinerary and travel schedule of the loan information officers.
- (e) The department shall assign the loan information officers to rural areas based on the current and potential future demands for loans in those areas and shall establish offices for the loan information officers in rural areas if the department determines it is necessary to provide familiarity with the area served by the loan information officers and to reduce travel costs.

TITLE 7**HEALTH AND SOCIAL SERVICES****7 AAC 160.250. Exemptions from estate recovery**

- (a) A special low-income Medicare beneficiary under 7 AAC 100.754 who receives assistance from the department only in the form of payment for the beneficiary's Medicare co-payments or deductibles is exempt from estate recovery.
- (b) A Medicaid expenditure made for services that a recipient would not have been required to pay for if the recipient was not eligible for Medicaid is exempt from estate recovery.
- (c) American Indian and Alaska Native income and resources, including rents, leases, royalties, usage rights, or income from them, are exempt from estate recovery if that income is or those resources are

- (1) located on, near, or within the most recent boundaries of a current or prior federally recognized or designated reservation;
- (2) derived from the passing of land described in (1) of this subsection from an American Indian or an Alaska Native or descendant of an American Indian or Alaska Native to
- (A) one or more relatives, by blood, adoption, or marriage;
- (B) another American Indian or Alaska Native; or
- (C) an American Indian or Alaska Native group;
- (3) derived from the exercise of a federally protected right to extract or harvest natural resources from land described in (1) of this subsection;
- (4) held in trust or restricted status or are judgment funds that are exempt from recovery by state law, including the following distributions or conveyances by an Alaska Native corporation organized under to 43 U.S.C. 1601 - 1629h (Alaska Native Claims Settlement Act (ANCSA)) to an Alaska Native or descendant of an Alaska Native:
- (A) stock, including stock issued or distributed as a dividend or distribution on stock, or bonds issued by that corporation;
- (B) land or an interest land, including land or an interest in land received as a dividend or distribution on stock;
- (C) a shareholder homesite conveyed under 43 U.S.C. 1620(j);
- (D) an interest in a settlement trust; and
- (E) any other property interest that is conveyed, or deemed to be conveyed, under 43 U.S.C. 1601 - 1629h;
- (5) originally protected assets and ownership interests that have been inherited, if the protected source can be clearly traced; or

(6) ownership interest in or usage rights to items not included in this subsection, with unique religious, spiritual, traditional, or cultural significance or usage rights that support subsistence or a traditional lifestyle in accordance with applicable tribal law or custom.

(d) In this section,

(1) "Alaska Native group" has the meaning given "Native group" in 43 U.S.C. 1602(d);

(2) "settlement trust" means a trust

(A) established and registered

(i) by an Alaska Native corporation organized under 43 U.S.C. 1601 - 1629h; and

(ii) under the laws of the state and under a resolution of its shareholders; and

(B) operated for the benefit of shareholders, Alaska Natives, and descendants of Alaska Natives, in accordance with 43 U.S.C. 1629e (sec. 39 of the Alaska Native Claims Settlement Act) and the laws of the state.

APPENDIX 6 – ANLPAC SURVEY SYNOPSIS

Alaska Native Language Preservation & Advisory Council Survey Findings

In October 2013, the Alaska Native Language Preservation & Advisory Council (ANLPAC or council) posted a survey with 33 questions online. Answers were sought on the status of Alaska Native languages, programs, obstacles and opportunities for language preservation and revitalization.

Postcards with information and directions to the online survey were sent to some 450 people and organizations across Alaska. The postcard was given out at several statewide events including First Alaskans Institute Elders & Youth Conference in Fairbanks (with live television broadcast), Alaska Federation of Natives Convention in Fairbanks, Bilingual Multicultural Education and Equity Conference in Anchorage, BIA Providers Conference in Anchorage and other smaller events.

The survey was closed in March 2014, and 131 responses were collected. Respondents represented 65 Alaska communities and all 12 Alaska-based regional ANCSA corporations. Two school districts responded, and three identified a culture/language group instead of community.

The survey findings indicated main areas of interest by respondents include: education and programs, resources (financial, teachers and students, curriculum and teaching tools), endangerment of languages and clearinghouse of information. This brief summary explains survey results.

Of the responses, many were concerned that parents and schools were not providing enough educational opportunities or tools to teach younger generations to learn Alaska Native languages. Related to this, most fluent speakers are elders and most were concerned that languages are danger of not being transmitted from generation to generation. Even if Alaska Native languages were taught in school, several respondents mentioned that what students learn in school may not be reinforced at home, as parents aren't speaking an Alaska Native language at home. Furthermore, some suggested that whole-family learning of Alaska Native language may be the best method to transmit languages and culture.

Some respondents mentioned standardization of Alaska Native language curriculum and the state certification process to teach Alaska Native languages. Several mentioned that curriculum was non-existent for their community. Some respondents mentioned non-fluent, non-indigenous teachers were teaching language. Some want correct and appropriate language to be taught. Respondents preferred to have fluent, indigenous speakers teach culturally correct languages.

In terms of formal education, many respondents mentioned that a long-term assessment and planning for language teaching and learning should to occur. Respondents mentioned that formal school education should be funded with textbooks, recordings, culturally appropriate teachers. These same respondents want parents to reinforce learning, with a long-term plan to grow speakers of languages. Also, respondents want scholarships for students to learn language. Some respondents want legislation to make Alaska Native language a requirement in schools to graduate and; standardized curriculum should be created for Alaska Native language.

Outside of formal classrooms, the next main area mentioned by respondents was community-based Alaska Native language programs to learn language. In some instances, respondents did not know of language efforts in their own communities. Many programs have started but interest waned and participants (both learners and teachers) lost interest. Or, tools provided to learn were not sufficient to learn. Many respondents did not know about programs offered within communities or region.

Cost effective and interactive tools used to learn include: YouTube, radio, and some applications to learn languages. Very few paid to learn a language, and some teachers were paid to teach. Most responses indicated that growing more fluent speakers was more valuable than financial rewards. Financial support was another main topic related to community-based Alaska Native language programs.

Overwhelmingly, respondents want financial assistance or funding for Alaska Native language instruction and learning, in and outside of schools. In addition, respondents want funding to apply toward curriculum development and teaching tools so that language is transmitted. Most fluent speakers were identified as elders, and respondents understand that fluent speakers are quickly passing away. Languages are in danger of being lost with elders, and respondents want to act quickly so that culturally appropriate knowledge is passed on through the generations.

Lastly, respondents want information from a singular location to learn about other language programs and offerings. A central location with information about best practices, curriculum, identification of problems and resources, assessment, long-term planning, legislation, schools, funding, revitalization efforts, and partnerships were among the attributes listed that respondents are seeking.

APPENDIX 7 – ANLPAC SURVEY

Alaska Native Language Preservation & Advisory Council

Alaska Native Language Program & Projects

*** 1. Name of Community**

*** 2. What Alaska Native Languages are, or were spoken in your community?**

<input type="checkbox"/> Aleut	<input type="checkbox"/> Haida	<input type="checkbox"/> Kuskokwim
<input type="checkbox"/> Alutiiq	<input type="checkbox"/> Tlingit	<input type="checkbox"/> Upper Tanana
<input type="checkbox"/> Central Yup'ik	<input type="checkbox"/> Eyak	<input type="checkbox"/> Lower Tanana
<input type="checkbox"/> Cup'ik	<input type="checkbox"/> Ahtna	<input type="checkbox"/> Tananacross
<input type="checkbox"/> St. Lawrence Island Yupik	<input type="checkbox"/> Dena'ina	<input type="checkbox"/> Han
<input type="checkbox"/> Inupiaq	<input type="checkbox"/> DegXinag	<input type="checkbox"/> Gwich'in
<input type="checkbox"/> Coast Tsimshian	<input type="checkbox"/> Holikachuk	
<input type="checkbox"/> Nisga-Gitksan	<input type="checkbox"/> Koyukon	

Other (please specify)

*** 3. What dialects are spoken in your community?**

*** 4. Do you know how many fluent speakers are in your community?**

No

Yes

If yes, how many?

*** 5. What age group are the fluent speakers?**

*** 6. For the language or dialects listed above, Is there anyone you know that wants to:**

<input type="checkbox"/> Speak	<input type="checkbox"/> Write
<input type="checkbox"/> Read	<input type="checkbox"/> All

Alaska Native Language Preservation & Advisory Council

***7. Is there an Alaska Native Language program in your community?**

- Yes (please skip the next page of questions--8 to 11--and continue to question 12 on the last page, to the end)
- No (please answer questions 8 to 11 on the next page)

Alaska Native Language Preservation & Advisory Council

If there is NO Alaska Native Language Program please answer this page

8. If you do not currently have a language revitalization program, do you have a cultural entity program?

9. Is anyone in your community planning to start an Alaska Native language program?

10. Do you know of any person or organization working on a language program or project for your language?

11. If the State of Alaska offered help to get information about starting a language preservation or revitalize an Alaska Native language program, how would you like them to support your community's efforts?

Alaska Native Language Preservation & Advisory Council

If there IS an Alaska Native Language Program, please answer this page

12. For future generations, how would you like the State of Alaska to support and enhance Alaska Native language education?

13. Are there any language programs or projects in your community that you know about?

<input type="checkbox"/> Pre-kindergarden school	<input type="checkbox"/> Adult learner
<input type="checkbox"/> Elementary school	<input type="checkbox"/> Regional non-profit organization
<input type="checkbox"/> Middle school or Jr. high school	<input type="checkbox"/> Religious organization
<input type="checkbox"/> High school	<input type="checkbox"/> Other
<input type="checkbox"/> College	

14. How many people have participated in the language program?

15. Who is teaching the language?

16. How are teachers selected?

17. Are teachers paid or otherwise compensated?

Yes

No

Other (please specify)

Alaska Native Language Preservation & Advisory Council

18. Are students paid or otherwise rewarded?

Yes Grades Incentives

No

Other (please specify)

19. Do students pay to learn?

Yes No

If yes, how much

20. When and where is the language programs held?

21. For the language program: How do you keep students continued interest language going?

22. Have you used or do you know of any online language program or software?

Rosetta Stone Internet

Language app Interactive software

Facebook Radio

Other social media

Other (please specify)

23. Did you create partnerships with other Native entities to start your language program?

Yes No

Other (please specify)

24. What are some challenges experienced with the language program?

Alaska Native Language Preservation & Advisory Council

25. What resources do you use for the language education?

- Textbooks
- Websites
- Smart phone
- Tablet
- Workbooks
- Applications

Other (please specify)

26. Overall, what is your goal in reviving your Alaska Native language? Example: Creating a Majority of fluent speakers, future generations of Native speakers, the option of learning and providing, etc.

27. What worked the best in your language program?

28. What do you hope to see from the Alaska Native Language Preservation and Advisory Council, year, two years, and five years?

Alaska Native Language Preservation & Advisory Council

Contact Information

Information will not be released to the public.

*** 29. Name**

*** 30. Organization**

*** 31. Phone number**

*** 32. E-mail address**

33. Additional comments

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