



# HEAD START CULTURAL <sup>AND</sup> LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE



**VOLUME TWO: NATIVE AND HERITAGE LANGUAGE PRESERVATION,  
REVITALIZATION, AND MAINTENANCE (SECOND EDITION)**

Head Start Cultural and Linguistic Responsiveness  
Resource Catalogue  
Volume Two: Native and Heritage Language Preservation,  
Revitalization, and Maintenance (Second Edition)

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# HEAD START CULTURAL AND LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE

Volume Two: Native and Heritage Language Preservation,  
Revitalization, and Maintenance (Second Edition)

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## HEAD START CULTURAL AND LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition)

### Purpose of Catalogue

Head Start is more ethnically, culturally, and linguistically diverse than ever before. The Office of Head Start (OHS) is dedicated to providing all Head Start programs with resources to meet the diverse needs of their communities. This resource catalogue (volumes one, two, and three) is designed to provide programs with evidence-based materials, research, promising practices, and other information to help develop culturally and linguistically responsive systems and services. The catalogue includes books, articles, videos, and other useful resources—most of which are available free of charge.

The resource catalogue is organized into three volumes, each with a special focus. A few resources are included in more than one volume, but most are not.

- *Volume One: Dual Language Learning* provides information to support Head Start programs working to maximize the development and potential of dual language learners (DLLs) and their families. Catalogue entries showcase resources and practices on topics such as teaching strategies, assessment of DLLs, and supporting culturally and linguistically diverse programs.
- *Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance* provides information to support Head Start programs working to preserve, revitalize, and/or reclaim American Indian, Alaska Native, Pacific Island, and other heritage languages. Catalogue entries showcase resources and practices on topics such as early childhood language nests, the use of technology in language learning, immersion preschool programs, and culturally responsive curricula.
- *Volume Three: Cultural Responsiveness* provides information to support Head Start programs in developing culturally competent and responsive practices. Catalogue entries showcase resources and practices on topics such as culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum.

New resources will continue to be added to each volume of the catalogue. Resource recommendations are welcomed and can be emailed to the NCCLR at [ncclrinfo@edc.org](mailto:ncclrinfo@edc.org).

**Organization**

The resources in *Volume One: Dual Language Learning* and *Volume Three: Cultural Responsiveness* are organized into four sections: Education Strategies and Promising Practices; Family or Community Involvement; Program Systems, Policies and Procedures; and Benefits, Impacts and Effects.

The resources in *Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance* are organized into three sections: Education Strategies and Promising Practices; Family or Community Involvement; and Program Systems, Policies, and Procedures.

Resources are listed alphabetically by title in the table of contents for each section. Users may browse titles or search for specific words, including names. (See instructions in Technical Notes on pages 58 and 59.)

**Resource Entries**

Each resource entry includes the following information:

- Description of the resource content
- Language (or languages) in which the resource is written or available
- Free or for purchase information
- Research type (evidence-based practice or research)
- Source where the resource is found on the Internet or where it can be acquired
- Reference with basic information about the publication such as the author, date of publication, and publisher or source
- Related documents of importance or interest, when applicable
- Comments on resource, when applicable
- Resource type
- The Head Start Child Development and Early Learning Framework domains that the resource supports, if applicable
- Audience for whom the resource may be particularly useful
- Head Start program type for which the resource is most relevant



## Categories Key

Each of the resources in the catalogue is categorized by (1) resource type (2) The Head Start Child Development and Early Learning Framework (HSCDELFL) domains, (3) audience, (4) Head Start program type, and (5) research type.

### Resource Type

Identifies the type of resource:

- Article
- Assessment Tool
- Book
- Booklet/Brochure
- Brief
- Curriculum Resource
- Government Publication
- Head Start Publication
- Other Resource Type
- Paper
- Report
- Training
- Video
- Website

### HSCDELFL Domains

Identifies The Head Start Child Development and Early Learning Framework domains that the resource supports:

- Physical Development & Health
- Social & Emotional Development
- Creative Arts Expression
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Logic & Reasoning
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Social Studies Knowledge & Skills
- English Language Development

### Audience

Identifies audiences (roles) to whom the resource may be particularly useful:

- Families
- Board & Policy Council
- Directors & Managers
- Education & Literacy Managers
- Education Staff
- Family Services Staff
- Health & Disabilities Staff
- Community Partners
- T/TA Providers

### HS Program Type

Identifies the Head Start program type for which the resource is most relevant:

- EHS (Early Head Start, 0–3 years)
- HS (Head Start, 3–5 years)
- MSHS (Migrant and Seasonal Head Start, 0–5 years)
- AIAN HS (American Indian-Alaska Native Head Start, 3–5 years)

### Research Type

Identifies the type of research the resource is based on:

- Evidence-based Practice: Those developed by individuals and organizations that have proven useful to the ECE community
- Research: Quantitative and qualitative studies that have been published—most of which have been peer reviewed for validity



## To Use the Search Feature

Download and use Adobe Reader 9.5 or higher. The Adobe Reader search feature (also called Full Reader Search) allows you to search for part of a word, a complete word, or a phrase found in the catalogue.

### Search options

- Whole Word Only finds the entire word entered, not portions of the word. For example, the word “child” would not be highlighted if you entered the word “children” to find. The search feature will locate hyphenated text regardless of the use of hyphens in the search box.
- Case Sensitive finds words that contain exactly the same capitalization as you enter in the Find dialog box.

### To find a word or phrase

There are two ways to search for a word or phrase in the catalogue.

#### 1. Using the Find feature:

- Enter the name, word or phrase you wish to find in the Find box at the top right of the PDF. When the program finds the text, it is displayed with the text highlighted.
- It is not necessary to include hyphens in the Find What text box. The Find tool will locate hyphenated text regardless of the use of hyphens in the text box.
- Click the forward arrow to find the next occurrence of the word or phrase or the back arrow to find the text on earlier pages.

#### 2. Using the Search feature:

- Click on Edit in the Adobe Reader menu bar.
- Click on “Search.”
- Enter the name, word or phrase you wish to find in the text box in the search window to the left of the PDF.
- Click “Search.” When the program finds the word or phrase in the catalogue the page containing the text is displayed with the text highlighted. The search results will also be listed in the “results” box in the search window.
- Click “New Search” to find the next occurrence of the word or phrase.

**Note:** You can also access the Search feature via the Find box.

- Click on the down arrow next to the Find box (right-hand corner of PDF window).
- Click on “Open Full Reader Search.”
- Continue with steps 3–5 above.



## To Use the Bookmarks Feature

The Bookmarks feature allows you to select the page you wish to view in this catalogue. It is similar to a table of contents.

To use bookmarks:

- Open catalogue in Adobe Acrobat Reader.
- Look for the bookmarks menu on the left side of the PDF window. If it is not visible, click the Bookmarks icon tab to display bookmarks.
- Click the bookmark text to go to your desired page
- If a plus sign (+) appears to the left of the bookmark, click the plus sign to show (or the minus sign to hide) lower-level bookmarks.
- To hide the bookmarks again, click the Bookmarks icon tab.

To adjust the width of the Bookmarks window:

- Click and drag the right vertical border of the Bookmarks window to the right to increase the width of the window and to the left to decrease it.



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### Aboriginal Young Children's Language and Literacy Development: Research Evaluating Progress, Promising Practices, and Needs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This report summarizes information about the language and literacy development of Aboriginal children in Canada. It includes views from Aboriginal elders, parents, early childhood educators, and speech pathologists and emphasizes the importance of strategically supporting these children's heritage language and culture and the impact of early childhood services and parent training. It provides overviews of early language programs and approaches.</p> <p><b>English</b> <b>Free</b></p>	Paper Report	Language Development; Literacy Knowledge & Skills; Social Studies Knowledge & Skills; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf">http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf</a>			
<b>Reference</b> Ball, J. (2007). <i>Aboriginal young children's language and literacy development: Research evaluating progress, promising practices, and needs</i> . Canadian Language and Literacy Networked Centre of Excellence. Retrieved from <a href="http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf">http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b> Although this is a Canadian resource with Canadian Head Start and early education programs in mind, many findings and recommendations apply to AIAN Head Start, Head Start, EHS, and child care programs in the United States.				

### Advocates for Indigenous California Language Survival

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These training workshops and conferences of the Advocates for Indigenous California Language Survival (e.g., Breath of Life workshops, biennial Language of Life conference, Master Apprentice Language Learning Program) assist California Indian communities and individuals in keeping their languages alive.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training	Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.aicls.org/">http://www.aicls.org/</a>			
<b>Reference</b> Advocates for Indigenous California Language Survival. (n.d.). Conferences & programs. Retrieved from <a href="http://www.aicls.org/">http://www.aicls.org/</a>				
<b>Related Documents</b>				
<b>Comments</b>				


**'Aha Pūnana Leo: Hawaiian Language Nest Movement**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website provides a brief history of the early childhood language nest movement in Hawaii. It showcases challenges that have been overcome, approaches and policies implemented, as well as positive outcomes for children and families participating in the programs. Collaborations with other language revitalization projects, including the Māori language revival in New Zealand, are also highlighted.</p> <p><b>English; some resources in Hawaiian</b> <b>Free</b></p>	Website	Language Development	All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ahapunanaleo.org">http://www.ahapunanaleo.org</a></p>			
<p><b>Reference</b> 'Aha Pūnana Leo. (n.d.). Hawaiian language nest movement. Retrieved from <a href="http://www.ahapunanaleo.org/">http://www.ahapunanaleo.org/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


**Alaska Native Language Center**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website features research and documentation on the 20 native languages of Alaska and is a major site for the study of Eskimo and Northern Athabaskan languages. The website includes extensive native language resources, including readers, stories, dictionaries, and more.</p> <p><b>English; Eskimo and Northern Athabaskan languages</b> <b>Free</b></p>	Website	Language Development	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.uaf.edu/anlc/">http://www.uaf.edu/anlc/</a></p>			
<p><b>Reference</b> Alaska Native Language Center. (n.d.). Languages, Publications, &amp; Resources. Retrieved from University of Alaska-Fairbanks website: <a href="http://www.uaf.edu/anlc/">http://www.uaf.edu/anlc/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### The American Folklife Center

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This collection of The American Folklife Center, within the Library of Congress website, includes more than three million photographs, manuscripts, audio recordings, and video clips. These resources document traditional cultures worldwide, including many tribal languages. It is America’s first national archive of traditional life and one of the oldest and largest repositories of its kind in the world.</p> <p><b>English, with access to multiple languages</b></p> <p><b>Free</b></p>	Website	Social Studies Knowledge & Skills	All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.loc.gov/folklife/archive.html">http://www.loc.gov/folklife/archive.html</a>			
<b>Reference</b> U.S. Library of Congress. (n.d.). The American Folklife Center. Retrieved from <a href="http://www.loc.gov/folklife/archive.html">http://www.loc.gov/folklife/archive.html</a>				
<b>Related Documents</b> The Breath of Life Archival Institute for Indigenous Languages, a two-week summer institute, assists tribal representatives in using the Folklife Archives to research their own tribal languages: <a href="http://www.endangeredlanguagefund.org/BOL_faqs.php">http://www.endangeredlanguagefund.org/BOL_faqs.php</a> .				
<b>Comments</b> Visitors to the site can search the archives online to see the resources available. Archived materials may be accessed at the Library of Congress in Washington, DC.				


### American Indian and Alaska Native School Readiness

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper (pgs. 100–113 in Rural Early Childhood Report No. 2) explores how early childhood programs must be structured to prepare American Indian and Alaska Native (AIAN) children with fundamental skills needed to enter school and whether early childhood programs and activities are effective in promoting school readiness for AIAN children. The paper discusses implications for future research.</p> <p><b>English</b></p> <p><b>Free</b></p>	Paper Report		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://ruralec.msstate.edu/reports/AI-AN-report.pdf">http://ruralec.msstate.edu/reports/AI-AN-report.pdf</a>			
<b>Reference</b> Thompson, N. L., Pope, M. A., & Holland, J. (2005). American Indian and Alaska Native school readiness. In National Center for Rural Early Childhood Learning Initiatives (2006), <i>Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, Little Rock, Arkansas</i> (pp. 100–113; Rural Early Childhood Report No. 2). Mississippi State, MS: Mississippi State University Early Childhood Institute.				
<b>Related Documents</b>				
<b>Comments</b>				


**American Indian Language Development Institute**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These trainings, sponsored by the American Indian Language Development Institute (AILDI), are dedicated to mobilizing efforts to document, revitalize, and promote indigenous languages and reinforce the processes of intergenerational language transfer. AILDI conducts ongoing outreach, training, and collaborative partnerships with educators, schools, and indigenous communities nationally and internationally. Training opportunities include several summer programs through the University of Arizona.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training	Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://aildi.arizona.edu/">http://aildi.arizona.edu/</a></p>			
<p><b>Reference</b> American Indian Language Development Institute. (n.d.). Summer session &amp; workshops. Retrieved from <a href="http://aildi.arizona.edu/">http://aildi.arizona.edu/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> AILDI is part of the Consortium of Indigenous Language Organizations (CILO): <a href="http://www.ilinative.org/cilo/">http://www.ilinative.org/cilo/</a>.</p>				


**Anishinaabek Mushkegowuk Onkwehonwe (AMO) Language Commission of Ontario**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website features more than 80 free and for-purchase resources, which are in one of 13 languages from the First Civilizations of Oniatari'io (Ontario). The website's clearinghouse of books, CDs, and DVDs is searchable by language and by education level, including early learning.</p> <p><b>English; 13 native languages</b> <b>For Purchase</b></p>	Website	Language Development; Creative Arts Exploration	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.amolco.ca/resources">http://www.amolco.ca/resources</a></p>			
<p><b>Reference</b> AMO Language Commission of Ontario. (n.d.). Downloads &amp; resources. Retrieved from <a href="http://www.amolco.ca/resources">http://www.amolco.ca/resources</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Awakening Our Languages


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This ten-volume collection of handbooks, published by the Indigenous Language Institute (ILI), includes the findings of an in-depth analysis of tribal language programs across the nation. Each volume in the series addresses such important topics as program planning, materials and curriculum design, understanding teachers and learners, program evaluation, and more.</p> <p><b>English</b> <b>For Purchase</b></p>	Booklet/ Brochure		All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ilinative.org/Marketplace/Handbooks.html">http://www.ilinative.org/Marketplace/Handbooks.html</a></p>			
<p><b>Reference</b> The Indigenous Language Institute (ILI). (2004). <i>Awakening our language</i> [Series]. Santa Fe, NM: Author. Retrieved from <a href="http://www.ilinative.org/Marketplace/Handbooks.html">http://www.ilinative.org/Marketplace/Handbooks.html</a></p>				
<p><b>Related Documents</b> The original paper that this series is based on can be found at <a href="http://jan.ucc.nau.edu/jar/ILAC/ILAC_13.pdf">http://jan.ucc.nau.edu/jar/ILAC/ILAC_13.pdf</a>.</p>				
<p><b>Comments</b></p>				

### Blackfoot Language Groups


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website features an online Blackfoot language dictionary and provides a pronunciation guide, grammar, vocabulary, and a resource list on the Blackfoot language.</p> <p><b>English &amp; Blackfoot</b> <b>Free</b></p>	Website		All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.umt.edu/ling/BLG/BlackfootDictionary/home.html">http://www.umt.edu/ling/BLG/BlackfootDictionary/home.html</a></p>			
<p><b>Reference</b> Blackfoot Language Group (n.d.). Blackfoot pronunciation, vocabulary, and grammar. Retrieved from the University of Montana website: <a href="http://www.umt.edu/ling/BLG/BlackfootDictionary/home.html">http://www.umt.edu/ling/BLG/BlackfootDictionary/home.html</a>.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				




### The Blood Runs Through Every One of Us and We Are Stronger for It: The Role of Head Start in Promoting Cultural Continuity in Tribal Communities

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This multiple case study examines the former American Indian Program Branch Head Start directors' perceptions of the role their program plays in preserving cultural integrity in tribal communities. Of interest are the unique aspects of the tribal customs of child rearing and early childhood educational practices within each community and directors' visions of how Head Start contributes to the future of children.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<b>Research Type</b> Resource	<b>Source</b> <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1018&amp;context=famconfacpub&amp;sei-redir=1#search=The+Blood+Runs+Through+Every+One+of+Us+and+We+Are+Stronger+for+It">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1018&amp;context=famconfacpub&amp;sei-redir=1#search=The+Blood+Runs+Through+Every+One+of+Us+and+We+Are+Stronger+for+It</a>			
<b>Reference</b>	Willis, L. M., & Edwards, C. P. (1999). The blood runs through every one of us and we are stronger for it: The role of Head Start in promoting cultural continuity in tribal communities. Retrieved from DigitalCommons@University of Nebraska-Lincoln website: <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1018&amp;context=famconfacpub&amp;sei-redir=1#search=The+Blood+Runs+Through+Every+One+of+Us+and+We+Are+Stronger+for+It">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1018&amp;context=famconfacpub&amp;sei-redir=1#search=The+Blood+Runs+Through+Every+One+of+Us+and+We+Are+Stronger+for+It</a>			
<b>Related Documents</b>				
<b>Comments</b>				


### Breath of Life Workshop

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This biennial workshop is sponsored by the Advocates for Indigenous California Language Survival and the University of California-Berkeley for California Indians whose languages have no fluent speakers. The goal is for participants to access, understand, and research materials on their languages and to use them for language revitalization.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training		Families; Community Partners; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://linguistics.berkeley.edu/~survey/activities/breath-of-life.php">http://linguistics.berkeley.edu/~survey/activities/breath-of-life.php</a>			
<b>Reference</b>	Regents of the University of California. (2010). Breath of life. Survey of California and Other Indian Languages. Retrieved from the University of California-Berkeley, Department of Linguistics website: <a href="http://linguistics.berkeley.edu/~survey/activities/breath-of-life.php">http://linguistics.berkeley.edu/~survey/activities/breath-of-life.php</a>			
<b>Related Documents</b>				
<b>Comments</b>	This workshop is held every other year, on even-numbered years. Some scholarships are available.			


### Building the Pathway of Change Workbook

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 18-page workbook guides programs to become more culturally responsive through stages of quality improvement. The step-by-step approach to planning for programmatic change is open-ended enough to support any goal, from language revitalization efforts to redesigning curriculum or assessment practices.</p> <p><b>English</b> <b>Free</b></p>	<p>Training</p>		<p>Directors &amp; Managers; Education &amp; Literacy Managers; T/TA Providers</p>	<p>All</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ahsabc.net/files/building_the_pathway_of_change.pdf">http://www.ahsabc.net/files/building_the_pathway_of_change.pdf</a></p>			
<p><b>Reference</b> Matheson, A. (n.d.). <i>Building the pathway of change workbook</i>. Aboriginal Head Start Association of British Columbia. Retrieved from <a href="http://www.ahsabc.net/viewcategory/17">http://www.ahsabc.net/viewcategory/17</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> This Aboriginal Head Start Association of British Columbia site also features a number of resources for purchase, such as tools for culturally relevant curriculum design and strategies for involving elders. Available at <a href="http://www.ahsabc.net/viewcategory/17">http://www.ahsabc.net/viewcategory/17</a>.</p>				


### Center for Applied Linguistics

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website provides comprehensive information on heritage languages: briefs, voices from the community, and a searchable database of heritage language programs. The site also provides links to additional resources, including books, other websites, and articles.</p> <p><b>English</b> <b>Free</b></p>	<p>Website</p>	<p>Language Development; English Language Development</p>	<p>Board &amp; Policy Council; Directors &amp; Managers; Education &amp; Literacy Managers; Education Staff; Family Services Staff; Health &amp; Disabilities Staff; Community Partners; T/TA Providers</p>	<p>HS; AIAN HS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.cal.org">http://www.cal.org</a></p>			
<p><b>Reference</b> Center for Applied Linguistics. (n.d.). Retrieved from <a href="http://www.cal.org">www.cal.org</a>.</p>				
<p><b>Related Documents</b> Heritage Languages in America, a featured topic of CAL found at: <a href="http://www.cal.org/heritage/index.html">http://www.cal.org/heritage/index.html</a></p>				
<p><b>Comments</b> Type “heritage languages” in the website’s search bar.</p>				


**Consortium of Indigenous Language Organizations (CILO)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>The website is a partnership of four organizations, all working to support indigenous language preservation and intergenerational transmission of cultural knowledge and heritage through training and technical assistance. The organizations' Language Immersion for Native Children (LINC) project and workshops may be of particular interest to language preservationists.</p> <p><b>English</b> <b>Free</b></p>	Website	Language Development; Social Studies Knowledge & Skills	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ilinative.org/cilo/index.html">http://www.ilinative.org/cilo/index.html</a></p>			
<p><b>Reference</b> Consortium of Indigenous Language Organizations (CILO). (n.d.). Consortium of indigenous language organizations (CILO). Retrieved from <a href="http://www.ilinative.org/cilo/index.html">http://www.ilinative.org/cilo/index.html</a></p>				
<p><b>Related Documents</b> A catalogue of workshops focused on language immersion programming for children, including preschoolers, is available at <a href="http://www.ilinative.org/cilo/CILOCatalog.pdf">http://www.ilinative.org/cilo/CILOCatalog.pdf</a>.</p>				
<p><b>Comments</b> The four CILO partners include the Indigenous Language Institute, Advocates for Indigenous California Language Survival, American Indian Language Development Institute, and the Oklahoma Native Language Association.</p>				

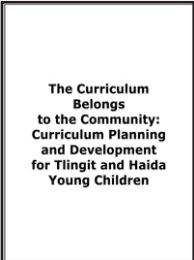
**Consortium of Indigenous Language Organizations (CILO) Workshops**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These various trainings and workshops are offered by the Consortium of Indigenous Language Organizations and focus on language preservation and revitalization. Workshops are offered at locations throughout the country (Arizona, California, New Mexico, Oklahoma, and other states) and may also be delivered in other communities by request of a tribe or group.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training	Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ilinative.org/cilo/Workshops.html">http://www.ilinative.org/cilo/Workshops.html</a></p>			
<p><b>Reference</b> Consortium of Indigenous Language Organizations. (n.d.) Workshops. Retrieved from <a href="http://www.ilinative.org/cilo/Workshops.html">http://www.ilinative.org/cilo/Workshops.html</a></p>				
<p><b>Related Documents</b> <b>Comments</b></p>				


### The Contribution of Indigenous Heritage Language Immersion Programs to Healthy Early Childhood Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses research on the contribution of heritage language programs to early childhood and community development among the First Nations communities in British Columbia. The article also discusses implications for practice, policy, and future research.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Resource	<b>Source</b> <a href="http://web.uvic.ca/~reach/documents/rc_eng12.pdf">http://web.uvic.ca/~reach/documents/rc_eng12.pdf</a>			
<b>Reference</b> McIvor, O. (2005). The contribution of indigenous heritage language immersion programs to healthy early childhood development. <i>Research Connections Canada</i> , 12, 5–17. Retrieved from <a href="http://web.uvic.ca/~reach/documents/rc_eng12.pdf">http://web.uvic.ca/~reach/documents/rc_eng12.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				


### The Curriculum Belongs to the Community: Curriculum Planning and Development for Tlingit and Haida Young Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly describes the curriculum planning framework that the Central Council of the Tlingit and Haida Indian Tribes of Alaska Head Start developed. This framework is grounded in community values, set in the societal context of the tribes, and rooted in the rhythms of community life.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Families; Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://main.zerotothree.org/site/PageServer?pagename=est_journal_index_archives">http://main.zerotothree.org/site/PageServer?pagename=est_journal_index_archives</a>			
<b>Reference</b> Rinehart, N. M. (2006). The curriculum belongs to the community: Curriculum planning and development for Tlingit and Haida young children. <i>Zero to Three</i> , 26(4), 46–48.				
<b>Related Documents</b>				
<b>Comments</b>				

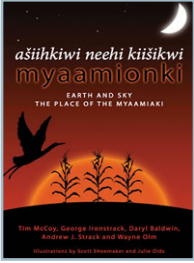
### The Development of a Curriculum Toolkit with American Indian and Alaska Native Communities

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article explains the creation of the <i>Growing and Learning with Young Children</i> curriculum toolkit. The toolkit was designed to give American Indian and Alaska Native early childhood educators working in a variety of settings the framework for developing a research-based, developmentally appropriate, tribally specific curriculum for use with young native children. The article explains challenges in implementing the toolkit.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Board & Policy Council; Community Partners; T/TA Providers	HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.springerlink.com/content/4844x13h85450443/">http://www.springerlink.com/content/4844x13h85450443/</a>			
<b>Reference</b> Thompson, N. L., Hare, D., Sempier, T. T., & Grace, C. (2008). The development of a curriculum toolkit with American Indian and Alaska Native communities. <i>Early Childhood Education Journal</i> , 35(5), 397–404. doi:10.1007/s10643-007-0222-3				
<b>Related Documents</b> Grace, C., & Thompson, N.L. (2007). <i>Growing and learning with native young children: Workshops for teachers, parents, and community leaders</i> . Mississippi State, MS: National Center for Rural Childhood Learning Initiatives.				
<b>Comments</b>				

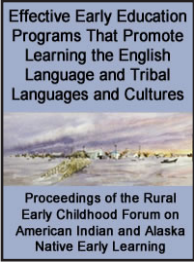
### Disappearing Languages: Enduring Voices—Documenting the Planet’s Endangered Languages

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website (within the larger National Geographic website) showcases a project aimed at documenting endangered languages and preventing language extinction. The site features nine digital stories and books created by indigenous people.</p> <p><b>English</b> <b>Free</b></p>	Website	Language Development; Creative Arts Exploration	All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://travel.nationalgeographic.com/travel/enduring-voices/">http://travel.nationalgeographic.com/travel/enduring-voices/</a>			
<b>Reference</b> National Geographic. (n.d.). Disappearing languages: Enduring voices—Documenting the planet’s disappearing languages. Retrieved from <a href="http://travel.nationalgeographic.com/travel/enduring-voices/">http://travel.nationalgeographic.com/travel/enduring-voices/</a>				
<b>Related Documents</b> Additional examples of digital stories and print books can be found on the Indigenous Language Institute website: <a href="http://www.ilinative.org/share/repository.html">http://www.ilinative.org/share/repository.html</a> .				
<b>Comments</b>				

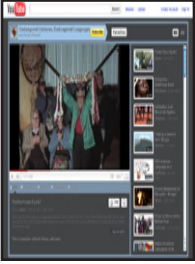
### Earth and Sky: The Place of the Myaamiaki

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This curriculum, supported by the Miami Tribe of Oklahoma and NASA, explores the Earth and Sky from a Myaamia perspective. It includes stories and activities intended to be a family learning experience, supported by an interactive website with sound clips of Myaamia words and phrases, along with links to an interactive map.</p> <p><b>English, Myaamia</b> <b>Free</b></p>	Curriculum Resource	Language Development; Literacy Knowledge & Skills; Science Knowledge & Skills	Families; Education & Literacy Managers; Education Staff	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf">http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf</a>			
<b>Reference</b> McCoy, T., Ironstrack, G., Baldwin, D., Strack, A., & Olm, W. (2011). <i>Earth and sky: The place of the Myaamiaki</i> . Miami, OK: Miami Tribe of Oklahoma. Retrieved from <a href="http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf">http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				


### Effective Early Education Programs That Promote Learning the English Language and Tribal Languages and Cultures

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper (pgs. 55–78 in Rural Early Childhood Report No. 2) examines promising practices in early childhood education programs and activities that promote the effective use of English as a primary and/or secondary language and in programs that develop and preserve American Indian and Alaska Native language and culture. The paper discusses innovative systems, public policy, and future research.</p> <p><b>English</b> <b>Free</b></p>	Paper Report	Language Development; English Language Development	Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://ruralec.msstate.edu/reports/AI-AN-report.pdf">http://ruralec.msstate.edu/reports/AI-AN-report.pdf</a>			
<b>Reference</b> Rinehart, N. M. (2005). Effective early education programs that promote learning the English language and tribal languages and cultures. In National Center for Rural Early Childhood Learning Initiatives (2006), <i>Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, 2005, Little Rock, Arkansas</i> (pp. 55–78; Rural Early Childhood Report No.2). Mississippi State, MS: Mississippi State University Early Childhood Institute.				
<b>Related Documents</b>				
<b>Comments</b>				


**Endangered Cultures, Endangered Languages (YouTube Channel)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This YouTube channel is managed by a Nez Perce linguist, anthropologist, filmmaker, and language teacher who administers the Indigenous Languages and Technology listserv. It includes short videos in many indigenous languages for classroom use, films about endangered language issues and programs, and teaching films. (Video length varies 3–15 min.)</p> <p><b>Oneida; Ho-Chunk; Tuscarora; Salish; Anishinaabemowin; Lakota; Hopi; other indigenous languages; English</b></p> <p><b>Free</b></p>	Video	Language Development	Education & Literacy Managers; Education Staff; Family Services Staff	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.youtube.com/user/weyiiletpu">http://www.youtube.com/user/weyiiletpu</a>			
<b>Reference</b> Weyiiletpu. (n.d.). <i>Endangered cultures, endangered languages</i> [Video file]. Retrieved from <a href="http://www.youtube.com/user/weyiiletpu">http://www.youtube.com/user/weyiiletpu</a>				
<b>Related Documents</b>				
<b>Comments</b> Users can look at a wide array of videos from all over the world, including many on Native American language preservation. Several are geared toward children through puppetry, animation, and story-telling.				


**Ethnologue: Languages of the World**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This comprehensive reference volume catalogues all known living languages in the world today (6,909 language descriptions and 41,186 languages and dialects). The Ethnologue has been an active research project for more than fifty years, to which thousands of linguists and other researchers all over the world have contributed.</p> <p><b>English</b></p> <p><b>Free</b></p>	Book	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	All
<b>Research Type</b> Resource	<b>Source</b> <a href="http://www.ethnologue.com">http://www.ethnologue.com</a>			
<b>Reference</b> Lewis, M. P. (Ed.). <i>Ethnologue: Languages of the world</i> (16th ed.). Dallas, TX: SIL International. Retrieved from <a href="http://www.ethnologue.com/web.asp">http://www.ethnologue.com/web.asp</a>				
<b>Related Documents</b>				
<b>Comments</b> Hard copies of the book are also available for purchase.				

**Family Feathers—Understanding and Guiding Your Preschool Child: Tips and Tools from Parents, Professionals, and Elders**


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video series (on DVD), produced by the Tlingit and Haida Head Start Program, offers parents of preschool-age children culturally relevant solutions to many of the challenges parents face. The series combines practical advice from Tlingit and Haida parents and elders along with research on how preschool-age children grow and develop best. (Video length varies 15–30 min.)</p> <p><b>English</b> <b>For Purchase</b></p>	Video	All	All	HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> Tlingit and Haida Head Start program; phone 1-907-463-7153. Ask for Dayna Focht, Child Development Coordinator.</p>			
<p><b>Reference</b> Alaska Native Home-Based Video Project of the Tlingit and Haida Head Start Program. (1999). <i>Family feathers—Understanding and guiding your preschool child: Tips and tools from parents, professionals, and elders</i> [Video series]. Juneau, AK: Central Council Tlingit and Haida Indian Tribes of Alaska Head Start Program.</p>				
<p><b>Related Documents</b> There is a companion video series geared toward parents with babies called Parent’s Journal—Understanding Your Baby: Tips and Tools from Parents, Professionals and Elders, available from the same source.</p>				
<p><b>Comments</b> The Tlingit &amp; Haida Head Start website is found at <a href="http://www.ccthita.org/services/family/headstart/index.html">http://www.ccthita.org/services/family/headstart/index.html</a>. <b>Note:</b> Orders must be placed by telephone.</p>				

**First Speakers: Restoring the Ojibwe Language**


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This public television website contains information about Ojibwe language revitalization efforts. A highlight of the site is an inspiring and informative hour-long television program featuring elders, professionals from early childhood programs, scholars, and Ojibwe speakers all working together to preserve a heritage language.</p> <p><b>English</b> <b>Free</b></p>	Website		All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.tpt.org/?a=productions&amp;id=3">http://www.tpt.org/?a=productions&amp;id=3</a></p>			
<p><b>Reference</b> Twin Cities Public Television, Inc. (2010). <i>First speakers: Restoring the Ojibwe language</i>. Retrieved from <a href="http://www.tpt.org/?a=productions&amp;id=3">http://www.tpt.org/?a=productions&amp;id=3</a></p>				
<p><b>Related Documents</b> <b>Comments</b></p>				



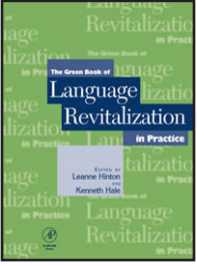
### Four Successful Indigenous Language Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This chapter (pgs. 248–262) in <i>Teaching Indigenous Languages</i> (papers from the 4th Annual Stabilizing Indigenous Languages Symposium) compares Cree, Hualapai, Māori, and Hawaiian indigenous language programs; discusses implications for other language groups in creating their own programs; concludes that successful programs link language and culture, teaching materials, community support, and parent involvement; and describes positive outcomes, beyond language learning.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	Directors & Managers; Education & Literacy Managers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://jan.ucc.nau.edu/~jar/TILpi.pdf">http://jan.ucc.nau.edu/~jar/TILpi.pdf</a>			
<b>Reference</b> Stiles, D. B. (1997). Four successful indigenous language programs. In J. Reyhner (Ed.), <i>Teaching indigenous languages</i> (pp. 148–262). Flagstaff, AZ: Northern Arizona University. Retrieved from <a href="http://jan.ucc.nau.edu/~jar/TIL_21.html">http://jan.ucc.nau.edu/~jar/TIL_21.html</a>				
<b>Related Documents</b>				
<b>Comments</b>				

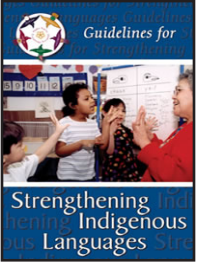
### The Future of Inuktitut in the Face of Majority Languages: Bilingualism or Language Shift?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article examines the existing literature on bilingual Inuit children to explore the prospects for the survival of Inuktitut, given the increase in the use of English in Inuit regions.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; English Language Development	T/TA Providers	AIAN HS
<b>Research Type</b> Resource	<b>Source</b> <a href="http://journals.cambridge.org/action/displayAbstract?fromPage=online&amp;aid=1045480">http://journals.cambridge.org/action/displayAbstract?fromPage=online&amp;aid=1045480</a>			
<b>Reference</b> Allen, S. (2007). The future of Inuktitut in the face of majority languages: Bilingualism or language shift? <i>Applied Psycholinguistics</i> , 28(3), 515–536. doi:10.1017.S0142716407070282				
<b>Related Documents</b>				
<b>Comments</b>				

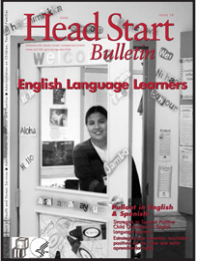
**The Green Book of Language Revitalization in Practice**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This edited book contains extensive information about supporting and revitalizing the many languages that are threatened with extinction worldwide. It discusses a variety of approaches to language revitalization and focuses on model programs and promising practices.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Resource</p>	<p><b>Source</b> <a href="http://books.emeraldinsight.com/display.asp?K=9780123493538&amp;cur=EUR">http://books.emeraldinsight.com/display.asp?K=9780123493538&amp;cur=EUR</a></p>			
<p><b>Reference</b> Hilton, L., &amp; Hale, K. (Eds.). (2008). <i>The green book of language revitalization in practice</i>. Bingley, UK: Emerald.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


**Guidelines for Strengthening Indigenous Languages**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 28-page booklet, adopted by the Assembly of Alaska Native Educators, was created to help local Alaskan language committees make recommendations regarding heritage language in their communities. It includes guidelines for native elders, parents, aspiring language learners, native communities and organizations, educators, and more. It also includes links to numerous resources.</p> <p><b>English</b> <b>Free</b></p>	Booklet/ Brochure	Social & Emotional Development; Language Development; Literacy Knowledge & Skills; Social Studies Knowledge & Skills	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ankn.uaf.edu/publications/language.pdf">http://www.ankn.uaf.edu/publications/language.pdf</a></p>			
<p><b>Reference</b> Alaska Native Knowledge Network. (2001). <i>Guidelines for strengthening indigenous languages</i>. Fairbanks, AK: Author. Retrieved from <a href="http://www.ankn.uaf.edu/publications/language.pdf">http://www.ankn.uaf.edu/publications/language.pdf</a></p>				
<p><b>Related Documents</b> Copies can also be ordered from ANKN offices at 907-474-1902 or <a href="mailto:emailpublications@ankn.uaf.edu">emailpublications@ankn.uaf.edu</a>.</p>				
<p><b>Comments</b> This booklet offers practical guidelines that could be used by other Tribal, Alaska natives, and Pacific Islanders to develop their own guidelines and language policies.</p>				

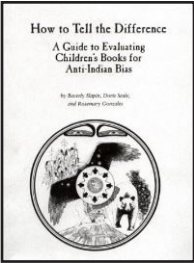
### Head Start: An Avenue to Revitalize a Language

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article in <i>Head Start Bulletin</i> #78 (pgs. 39–42) describes how the Cherokee Nation Head Start supports the preservation of Cherokee language, history, and culture with community collaboration, Cherokee language curriculum, and professional development. Families participate as language learners and through education meetings. The article identifies strategies other Head Start programs might use to support native language and culture.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf</a>			
<b>Reference</b> Drew, R., & Grass, R. (2005). Head Start: An avenue to revitalize a language [Electronic version]. <i>Head Start Bulletin</i> , 78, 39–42. Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

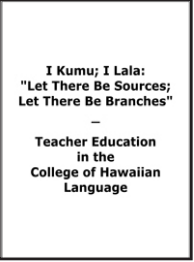
### Heritage Languages in America

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website promotes the maintenance and development of heritage languages. Resources on the site spotlight heritage language programs, videos, research articles and books, policy statements, briefs, advice, and more. Resources are available in numerous languages, including Chinese, Japanese, Korean, Spanish, Arabic, Croatian, Hindi, Urdu, Tagalog, Czech, Russian, and others. The site also includes a Heritage Language programs database.</p> <p><b>Chinese, Japanese, Korean, Spanish, Arabic, Croatian, Hindi, Urdu, Tagalog, Czech, Russian, Yiddish</b></p> <p><b>Free</b></p>	Website		Directors & Managers; Education & Literacy Managers; Family Services Staff; Community Partners; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.cal.org/heritage/research/index.html">http://www.cal.org/heritage/research/index.html</a>			
<b>Reference</b> Heritage Languages in America. (n.d.). Research and resources. Retrieved from <a href="http://www.cal.org/heritage/research/index.html">http://www.cal.org/heritage/research/index.html</a>				
<b>Related Documents</b> Center for Applied Linguistics website found at: <a href="http://www.cal.org">http://www.cal.org</a>				
<b>Comments</b>				

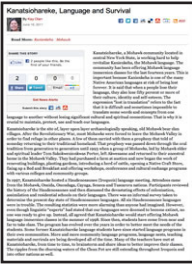
**How to Tell the Difference—A Guide For Evaluating Children’s Books for Anti-Indian Bias**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This guide contains basic criteria for selecting for children books that are free of anti-Indian bias.</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		Families; Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=135&amp;Itemid=108">http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=135&amp;Itemid=108</a></p>			
<p><b>Reference</b> Seale, D., Slapin, B., &amp; Gonzalez, R. (n.d.). <i>How to tell the difference: A guide for evaluating children’s books for anti-Indian bias</i>. Retrieved from <a href="http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=135&amp;Itemid=108">http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=135&amp;Itemid=108</a></p>				
<p><b>Related Documents</b> Oyate Criteria for Evaluating Books found at: <a href="http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=136&amp;Itemid=109">http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=136&amp;Itemid=109</a></p>				
<p><b>Comments</b></p>				


**I Kumū; I Lala: “Let There Be Sources; Let There Be Branches”—Teacher Education in the College of Hawaiian Language**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on the historical development of the Kahuawaiola Indigenous Teacher Education Program, a program taught in the Hawaiian language. The article describes in detail the features of the program and discusses the program’s history, future direction, and national and international connections.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://jaie.asu.edu/subscribe.html">http://jaie.asu.edu/subscribe.html</a></p>			
<p><b>Reference</b> Wilson, W. H., &amp; Kawai'ae'a, K. (2007). I kumu; I lala: “Let there be sources; let there be branches”—Teacher education in the College of Hawaiian Language. <i>Journal of American Indian Education</i>, 46(3), 37–53.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### Kanatsiohareke, Language and Survival

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes the revitalization of the languages of the Mohawks from central New York State. Especially relevant to peoples using Haudenosaunee/Iroquois languages, the article discusses maintaining, protecting, using, and teaching native languages as a foundation of culture.</p> <p><b>English</b> <b>Free</b></p>	Article		All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/">http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/</a></p>			
<p><b>Reference</b> Olan, K. (2011). Kanatsiohareke, language and survival. Indian Country Today Media Network.com. Retrieved from <a href="http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/">http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

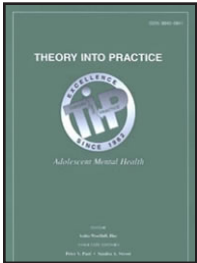
### Lakota Language Consortium

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website is devoted to teaching the Lakota language and to housing resources for both teachers and children. Some of the materials are free and some are for purchase (picture books, CDs, textbooks, posters, etc).</p> <p><b>English; some Lakota</b> <b>Free</b></p>	Website	Language Development	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.lakhota.org/">http://www.lakhota.org/</a></p>			
<p><b>Reference</b> Lakota Language Consortium, Inc. (n.d.). Lakota language consortium. Retrieved from <a href="http://www.lakhota.org/">http://www.lakhota.org/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> Some resources are also available for purchase.</p>				


**Lakota Lessons: The Silent Way (YouTube)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These nine Lakota/Dakota language lessons on YouTube showcase the use of a teaching strategy called <i>The Silent Way</i>. <i>The Silent Way</i> is learner-centered and uses manipulatives and problem-solving to support comprehension and vocabulary acquisition. The strategy places a strong emphasis on the learner practicing and using the target language almost immediately. (Video length varies 3–8 min.)</p> <p><b>Lakota; Dakota</b> <b>Free</b></p>	Video	Language Development	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.youtube.com/watch?v=PxjMhi6jV2E">http://www.youtube.com/watch?v=PxjMhi6jV2E</a></p>			
<p><b>Reference</b> Girma1jo. (n.d.). Lakota lesson 1: The silent way [Video file]. Retrieved from <a href="http://www.youtube.com/watch?v=PxjMhi6jV2E">http://www.youtube.com/watch?v=PxjMhi6jV2E</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> The Silent Way is a “for purchase” curriculum. For more information visit <a href="http://educationalsolutions.com/the-silent-way/introduction?menuId=100&amp;ms=3">http://educational solutions.com/the-silent-way/introduction?menuId=100&amp;ms=3</a>.</p>				

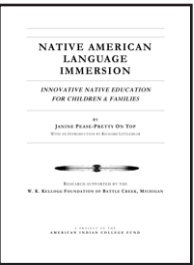
**Languages and Tribal Sovereignty: Whose Language Is It Anyway?**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article argues that Pueblo languages should not be dealt with as other languages in schools. Pueblo culture, history, and politics have evolved within a different way of thinking about language and require unique educational solutions. The article discusses how, in order to find these solutions, Pueblo communities and schools must develop partnerships founded on mutual respect.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.tandf.co.uk/journals/titles/00405841.asp">http://www.tandf.co.uk/journals/titles/00405841.asp</a></p>			
<p><b>Reference</b> Martinez, R. B. (2000). Languages and tribal sovereignty: Whose language is it anyway? <i>Theory Into Practice</i>, 39(4), 211–219.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


***Nā Honua Maui Ola: Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments***

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These cultural guidelines were developed with the belief that continued learning and practice of the Hawaiian language and culture is a fundamental prerequisite for nurturing culturally healthy and responsive citizens and contributes to the growth and harmony of the community. The guidelines focus on teaching and learning through the Hawaiian language instead of about it.</p> <p><b>Hawaiian, English</b> <b>Free</b></p>	Book	Language Development; Social Studies Knowledge & Skills	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.olelo.hawaii.edu/olelo/nhmo.php">www.olelo.hawaii.edu/olelo/nhmo.php</a></p>			
<p><b>Reference</b> Native Hawaiian Education Council. (2002). <i>Nā Honua Maui Ola: Hawai'i guidelines for culturally healthy and responsive learning environments</i>. Hilo, HI: Author. Retrieved from <a href="http://www.olelo.hawaii.edu/pub/NHMO.pdf">http://www.olelo.hawaii.edu/pub/NHMO.pdf</a></p>				
<p><b>Related Documents</b> Pamphlet with the seven cultural guiding themes for Hawaiian education success: <a href="http://www.olelo.hawaii.edu/pub/NHMOpamphlet-2.pdf">http://www.olelo.hawaii.edu/pub/NHMOpamphlet-2.pdf</a></p>				
<p><b>Comments</b> This document is not specific to early childhood. However, it is an excellent resource of general guidelines that apply to organizations serving all age levels.</p>				


***Native American Language Immersion: Innovative Native Education for Children and Families***

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 93-page book from the American Indian College Fund provides a broad overview of language immersion projects and programs for children and families. It includes rationale, analysis, and descriptions of native language education. The document is easy to read and showcases many real-life examples of language immersion programs, as well as logistical information.</p> <p><b>English</b> <b>Free</b></p>	Book		Education & Literacy Managers; Education Staff	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.collegefund.org/userfiles/file/ImmersionBook.pdf">http://www.collegefund.org/userfiles/file/ImmersionBook.pdf</a></p>			
<p><b>Reference</b> Pease-Pretty On Top, J. (n.d.). <i>Native American language immersion: Innovative native education for children and families</i>. American Indian College Fund. Retrieved from <a href="http://www.collegefund.org/content/publications">http://www.collegefund.org/content/publications</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> Areas of special interest may be the description of two language immersion preschool programs, the overview of Hawaiian language immersion programs, and the culture and language camps.</p>				

### Native American Language Preservation Summit


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This annual training is sponsored by the Falmouth Institute to explore the complex relationships between native languages, cultures, and identities. Through this training, language experts, scholars, preservation activists, and instructors prepare participants for future initiatives and help to augment existing programs.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training	Approaches to Learning; Language Development; Social Studies Knowledge & Skills	Families; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.falmouthinstitute.com/">http://www.falmouthinstitute.com/</a></p>			
<p><b>Reference</b> Falmouth Institute. (n.d.). Native American Language Preservation Summit. Retrieved from <a href="http://www.falmouthinstitute.com/">http://www.falmouthinstitute.com/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Northwest Indian Language Institute


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These trainings by the Northwest Indian Language Institute (NILI) provide native language teachers and community members with coaching and instruction in language teaching, materials and curriculum development, benchmarks creation, and linguistics. With tribal partners, NILI supports and strengthens language preservation efforts by establishing collaborative, on-going projects that meet the specific needs and desires of each language community.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training	Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://pages.uoregon.edu/nwili/">http://pages.uoregon.edu/nwili/</a></p>			
<p><b>Reference</b> Northwest Indian Language Institute. (n.d.). Summer institute. Retrieved from <a href="http://pages.uoregon.edu/nwili/">http://pages.uoregon.edu/nwili/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				




### Northwest Indian Languages Benchmarks

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This set of benchmarks, created by the Northwest Indian Language Institute, describes six distinct levels of native language proficiency, from “beginning” to “master” speaker. Native language benchmarks may help parents, teachers, and students understand what is needed to move toward proficiency in a native language.</p> <p><b>English</b> <b>Free</b></p>	Assessment Tool	Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://pages.uoregon.edu/nwili/language-proficiency-benchmarks">http://pages.uoregon.edu/nwili/language-proficiency-benchmarks</a>			
<b>Reference</b> Northwest Indian Language Institute. (n.d.). The Northwest Indian languages benchmarks. Retrieved from <a href="http://pages.uoregon.edu/nwili/language-proficiency-benchmarks">http://pages.uoregon.edu/nwili/language-proficiency-benchmarks</a>				
<b>Related Documents</b>				
<b>Comments</b> The level 1–6 benchmark documents on this website may be useful for hiring purposes, individual professional development plans, program evaluation, or other areas where growth in native language proficiency is being tracked.				


### Online Dictionary Resources for Alaska Native Languages

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webpage of online dictionaries from the Alaska Native Language Archive collection makes many language dictionaries available in searchable PDF documents and others available in web-accessible forms. Some dictionaries may also be purchased as books from the Alaska Native Language Center.</p> <p><b>English and multiple Alaska Native languages</b> <b>Free</b></p>	Other Resource Type	Language Development	Families; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.uaf.edu/anla/collections/dictionaries/">http://www.uaf.edu/anla/collections/dictionaries/</a>			
<b>Reference</b> Alaska Native Language Archive. (2011). Online Dictionary Resources for Alaska Native Languages. Retrieved from <a href="http://www.uaf.edu/anla/collections/dictionaries/">http://www.uaf.edu/anla/collections/dictionaries/</a>				
<b>Related Documents</b>				
<b>Comments</b>				


**“Our Beloved Cherokee”:  
A Naturalistic Study of Cherokee Preschool Language Immersion**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article presents a case study of a Cherokee preschool language immersion program—Tsalagi Ageyui: “Our Beloved Cherokee.” A naturalistic inquiry into the micro- and macrosociocultural dimensions of reversing Cherokee language shift, the study reveals that, of all Cherokee Nation language programs, Tsalagi Ageyui holds the greatest potential to increase intergenerational, mother-tongue transmission in the home, family, neighborhood, and community.</p> <p><b>English; Cherokee</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills	Board & Policy Council; Education & Literacy Managers; T/TA Providers	HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1525/aeq.2007.38.4.323/abstract">http://onlinelibrary.wiley.com/doi/10.1525/aeq.2007.38.4.323/abstract</a></p>			
<p><b>Reference</b> Peter, L. (2007). “Our beloved Cherokee”: A naturalistic study of Cherokee preschool language immersion. <i>Anthropology &amp; Education Quarterly</i>, 38(4), 323–342. doi:10.1525/aeq.2007.38.4.323</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


**Our Children, Our Ways:  
Early Childhood Education in First Nations and Inuit Communities**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This series of six videos and guides, based on early childhood curriculum areas, include images from quality child care programs in diverse First Nations and Inuit communities. Elders, parents, and caregivers share thoughts on developing programs that reflect the values, experiences, languages, and priorities of their communities. (Video length varies 15–19 min.)</p> <p><b>English</b> <b>For Purchase</b></p>	Video	All	Families; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://bookstore.rrc.mb.ca/redriver/shop_product_detail.asp?catalog%5Fgroup%5Fid=LT1&amp;catalog%5Fgroup%5Fname=U2VhcmNoIFJlc3VsdHM&amp;catalog%5Fid=0&amp;catalog%5Fname=U2VhcmNoIFJlc3VsdHM&amp;pf%5Fid=100603774&amp;product%5Fname=T3VylENoaWxkcmVulE91">http://bookstore.rrc.mb.ca/redriver/shop_product_detail.asp?catalog%5Fgroup%5Fid=LT1&amp;catalog%5Fgroup%5Fname=U2VhcmNoIFJlc3VsdHM&amp;catalog%5Fid=0&amp;catalog%5Fname=U2VhcmNoIFJlc3VsdHM&amp;pf%5Fid=100603774&amp;product%5Fname=T3VylENoaWxkcmVulE91</a></p>			
<p><b>Reference</b> Chikak Communications. (1999). <i>Our children, our ways: Early childhood education in First Nations and Inuit communities</i>. Winnipeg, MB: Red River College Early Childhood Education Program.</p>				
<p><b>Related Documents</b> Guides accompany the videos.</p>				
<p><b>Comments</b></p>				

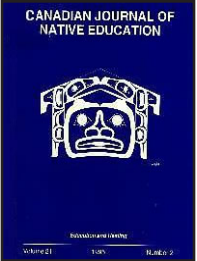
### Oyate Criteria for Evaluating Books

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This guide is a companion to “How to Tell the Difference—A Guide for Evaluating Children’s Books for Anti-Indian Bias.”</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		Families; Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=136&amp;Itemid=109">http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=136&amp;Itemid=109</a></p>			
<p><b>Reference</b> Oyate (n.d.). Oyate criteria for evaluating books. Retrieved from <a href="http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=136&amp;Itemid=109">http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=136&amp;Itemid=109</a></p>				
<p><b>Related Documents</b> How to Tell the Difference: A Guide for Evaluating Children’s Books for Anti-Indian Bias found at: <a href="http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=135&amp;Itemid=108">http://www.oyate.org/index.php?option=com_content&amp;view=article&amp;id=135&amp;Itemid=108</a></p>				
<p><b>Comments</b></p>				


### Pacific Early Literacy Resource Kit

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This web-based resource kit was developed through research and collaboration with early literacy teachers in U.S. Affiliated States of the Pacific. It includes curriculum resources, such as alphabet charts and children’s books in nine Pacific Island languages, as well as strategies for teachers, families, administrators, and policy makers.</p> <p><b>English; some resources in nine Pacific languages</b> <b>Free</b></p>	Curriculum Resource		All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.prel.org/toolkit/index.htm">http://www.prel.org/toolkit/index.htm</a></p>			
<p><b>Reference</b> Pacific Resources for Education and Learning. (n.d.). Pacific early literacy resource kit. Retrieved from <a href="http://www.prel.org/toolkit/index.htm">http://www.prel.org/toolkit/index.htm</a></p>				
<p><b>Related Documents</b> There are 10 Early Reader books (K–3) in nine Pacific languages and English in PDF and audio (MP3) files free on the site at <a href="http://www.prel.org/products/re_earlyreaders/index.html">http://www.prel.org/products/re_earlyreaders/index.html</a>.</p>				
<p><b>Comments</b> The contents of this website are geared toward children K–2. Tools, activities, and family information may need to be adapted for younger learners.</p>				

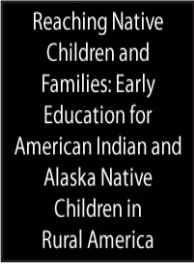
**Preschool Immersion Education for Indigenous Languages:  
A Survey of Resources**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reviews literature about preschool immersion education for indigenous languages, including information about existing programs and other relevant resources.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.lights.ca/sifc/cjne.htm">http://www.lights.ca/sifc/cjne.htm</a>			
<b>Reference</b> Johnson, B., & Johnson, K. (2002). Preschool immersion education for indigenous languages: A survey of resources. <i>Canadian Journal of Native Education</i> , 26(2), 107–123.				
<b>Related Documents</b>				
<b>Comments</b>				


**Raising a Child in the Pūnana Leo:  
Everyone (Men and Women) Play an Important Role**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly describes the Hawaiian Pūnana Leo preschool total immersion programs and debunks some of the myths surrounding the involvement of men in the Pūnana Leo programs.</p> <p><b>English; Hawaiian</b> <b>Free</b></p>	Article		Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.ccie.com/library/5018130.pdf">http://www.ccie.com/library/5018130.pdf</a>			
<b>Reference</b> Iokepa-Guerrero, N. (2008). Raising a child in the Pūnana Leo: Everyone (men and women) play an important role. <i>Child Care Information Exchange</i> (May/June), 30–33.				
<b>Related Documents</b>				
<b>Comments</b>				

**Reaching Native Children and Families: Early Education for American Indian and Alaska Native Children in Rural America**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article outlines some of the challenges of educating young American Indian and Alaska Native children and provides a brief history of these challenges, along with suggestions for developing curricula.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		All	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.zerotothree.org/">http://www.zerotothree.org/</a>			
<b>Reference</b> Thompson, N. L., & Hare, R. D. (2006). Reaching native children and families: Early education for American Indian and Alaska Native children in rural America. <i>Zero to Three, 26</i> (4), 43–45.				
<b>Related Documents</b>				
<b>Comments</b>				

**Reading Tip Sheets for Parents**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These one-page Reading Tip Sheets offer easy ways for parents to help children become successful readers. Although they are divided by children’s ages, many of them can be used with children at various ages and stages.</p> <p><b>English; Spanish; Arabic; Chinese; Haitian Creole; Hmong; Korean; Navajo; Russian; Tagalog; Vietnamese</b></p> <p><b>Free</b></p>	Other Resource Type	Literacy Knowledge & Skills	Families; Education & Literacy Managers; Family Services Staff	All
<b>Research Type</b> Resource	<b>Source</b> <a href="http://www.colorincolorado.org/guides/readingtips">http://www.colorincolorado.org/guides/readingtips</a>			
<b>Reference</b> Colorín Colorado. (n.d.). Reading tip sheets for parents. Retrieved from <a href="http://www.colorincolorado.org/guides/readingtips">http://www.colorincolorado.org/guides/readingtips</a>				
<b>Related Documents</b>				
<b>Comments</b> Tip Sheets for parents of babies and toddlers are available only in English and Spanish; those for parents of children in preschool through third grade are available in all 11 languages.				


### Review of the Literature on the Assessment of Indigenous Languages

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
<p>This report reviews the literature on oral language assessments for Native American languages. Because published resources on these language assessments are rare, the paper includes resources from international indigenous language training programs. As well, it provides an overview of the efforts of several indigenous communities to develop and implement language assessments, and the methods, benchmarks, and proficiency scales used.</p> <p><b>English</b> <b>Free</b></p>	Paper Report		Directors & Managers; Education & Literacy Managers; T/TA Providers	HS; AIAN HS
<b>Research Type</b> Resource	<b>Source</b> <a href="http://www.measuredprogress.org/c/document_library/get_file?uuid=58e0860f-48c3-461f-aff8-1f8387316dff&amp;groupId=10157">http://www.measuredprogress.org/c/document_library/get_file?uuid=58e0860f-48c3-461f-aff8-1f8387316dff&amp;groupId=10157</a>			
<b>Reference</b> Haynes, E., Stansfield, C., Gynra, C. D., Schleif, M., & Anderson, S. (2010). <i>Review of the literature on the assessment of indigenous languages</i> . Rockville, MD: Second Language Testing, Inc. Retrieved from <a href="http://www.measuredprogress.org/c/document_library/get_file?uuid=58e0860f-48c3-461f-aff8-1f8387316dff&amp;groupId=10157">http://www.measuredprogress.org/c/document_library/get_file?uuid=58e0860f-48c3-461f-aff8-1f8387316dff&amp;groupId=10157</a>				
<b>Related Documents</b>				
<b>Comments</b>				


### Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
<p>This 80-page booklet includes a revised version of the original 10 multicultural principles of Head Start. It also includes a brief research review, key implications, stories from the Head Start community, and questions and activities that encourage reflection.</p> <p><b>English; Spanish</b> <b>Free</b></p>	Head Start Publication	Language Development; English Language Development	All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</a>			
<b>Reference</b> U.S. Department of Health and Human Services. (2010). <i>Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five</i> . Washington, DC: Early Head Start National Resources Center. Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</a>				
<b>Related Documents</b> IM-HS-10-02 Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (ACF, 2010) is found at <a href="http://www.acf.hhs.gov/programs/ohs/policy/im2010/acfimhs_10_02.html">http://www.acf.hhs.gov/programs/ohs/policy/im2010/acfimhs_10_02.html</a> .				
<b>Comments</b> This document replaces the original Multicultural Principles for Head Start Programs published in 1992.				

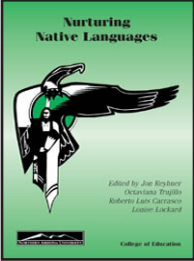
### Samala Chumash Language Tutorial

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website offers an example of a user-friendly tutorial for adult language learners. The website guides users through a range of simple to complex Samala language lessons. The site also includes a pronunciation guide, illustrated vocabulary, Samala texts, a Samala-English dictionary, archived language recordings, and a glossary of technical terms.</p> <p><b>English; some Samala</b> <b>Free</b></p>	Website	Language Development	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.chumashlanguage.com/">http://www.chumashlanguage.com/</a></p>			
<p><b>Reference</b> Applegate, R., &amp; Santa Ynez Band of the Chumash Indians. (n.d.) Samala Chumash language tutorial. Retrieved from <a href="http://www.chumashlanguage.com/">http://www.chumashlanguage.com/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### Saving Salish—A Language Revival

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video reports how tribal members of the Kalispel Reservation are reviving their Salish language from near extinction. Adults are learning Salish at an adult school and through a special computer program developed using elders speaking Salish, and young children are learning the language through an immersion preschool, with parents learning Salish to support their children. (Video length 11 min.)</p> <p><b>English, some Salish</b> <b>Free</b></p>	Website	Language Development	All	HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.youtube.com/watch?v=urllnR_6fRE">http://www.youtube.com/watch?v=urllnR_6fRE</a></p>			
<p><b>Reference</b> KSPS-TV Northwest Profiles. (n.d.) <i>Saving Salish—A language revival</i> [Video file]. Public Broadcasting System. Retrieved from <a href="http://www.youtube.com/watch?v=urllnR_6fRE">http://www.youtube.com/watch?v=urllnR_6fRE</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Situational Navajo: A School-Based, Verb-Centered Way of Teaching Navajo


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article (in <i>Nurturing Native Languages</i>, pgs. 25–52) describes situational Navajo language immersion programs, where students are put into situations where Navajo must be spoken. The characteristics of situational Navajo classrooms are discussed, including examples of noun-based and verb-based lesson plans.</p> <p><b>English; Navajo</b> <b>Free</b></p>	<p>Article</p>	<p>Language Development; Literacy Knowledge &amp; Skills</p>	<p>Board &amp; Policy Council; Community Partners; T/TA Providers</p>	<p>HS; AIAN HS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://jan.ucc.nau.edu/~jar&gt;NNL/">http://jan.ucc.nau.edu/~jar&gt;NNL/</a></p>			
<p><b>Reference</b> Holm, W., Silentman, I., &amp; Wallace, L. (2003). Situational Navajo: A school-based, verb-centered way of teaching Navajo. In J. Reyhner, O. Trujillo, R. L. Carrasco, &amp; L. Lockard (Eds.), <i>Nurturing Native Languages</i> (pp.25–52). Flagstaff, AZ: Northern Arizona University.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Subtractive Bilingualism and the Survival of the Inuit Language: Heritage- Versus Second-Language Education


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This longitudinal study examines the impact of early heritage- and second-language education on heritage- and second-language development among Inuit, white, and mixed-heritage (Inuit-white) children. Findings support claims that early instruction exclusively in the socially dominant language can lead to heritage language loss among minority-language children, and that heritage language education may reduce this process.</p> <p><b>English</b> <b>Free</b></p>	<p>Article</p>	<p>Language Development; English Language Development</p>	<p>Board &amp; Policy Council; T/TA Providers</p>	<p>HS; AIAN HS</p>
<p><b>Research Type</b> Resource</p>	<p><b>Source</b> <a href="http://www.sfu.ca/psyc/faculty/wrights/publications/JEP2000.pdf">http://www.sfu.ca/psyc/faculty/wrights/publications/JEP2000.pdf</a></p>			
<p><b>Reference</b> Wright, S. C., Taylor, D. M., &amp; MacArthur, J. (2000). Subtractive bilingualism and the survival of the Inuit language: Heritage- versus second-language education. <i>Journal of Educational Psychology</i>, 92(1), 63–84. Retrieved from <a href="http://www.sfu.ca/psyc/faculty/wrights/publications/JEP2000.pdf">http://www.sfu.ca/psyc/faculty/wrights/publications/JEP2000.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				



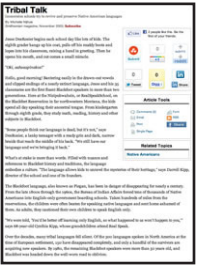
### Supporting Young Indigenous Children’s Language Development in Canada: A Review of Research on Needs and Promising Practices

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 30-page review of research focuses on the first- and second-language development of young indigenous children in Canada. It discusses the importance of language in transmitting cultural values and challenges associated with language, including health issues and linguistic mismatch in school entry. The review highlights approaches to meeting the language needs of indigenous children, including those in Aboriginal Head Start.</p> <p><b>English, French</b> <b>For Purchase</b></p>	Article	Language Development; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	AIAN HS
<b>Research Type</b> Resource	<b>Source</b> <a href="http://muse.jhu.edu/journals/cml/summary/v066/66.1.ball.html">http://muse.jhu.edu/journals/cml/summary/v066/66.1.ball.html</a>			
<b>Reference</b> Ball, J. (2009). Supporting young indigenous children’s language development in Canada: A review of research on needs and promising practices. <i>The Canadian Modern Language Review</i> , 66(1), 19–47. doi:10.3138/cmlr.66.1.019				
<b>Related Documents</b>				
<b>Comments</b>				

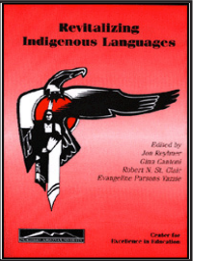
### A Teachers’ Tool for Reflective Practice: Racial and Cultural Differences in American Indian Students’ Classrooms

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This training tool is designed to help education staff explore if and how cultural differences are affecting teaching and learning in the classroom for Native American children. The tool guides teachers through journaling and small study groups to reflect on their day-to-day work, the school context, and alternative interaction styles and contexts.</p> <p><b>English</b> <b>Free</b></p>	Training		Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	EHS; HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.mcrel.org/PDF/Diversity/Cultural_awareness_journal.pdf">http://www.mcrel.org/PDF/Diversity/Cultural_awareness_journal.pdf</a>			
<b>Reference</b> Apthorp, H., Kinner, F., & Enriquez-Olmos, M. (2005). <i>A teachers’ tool for reflective practice: Racial and cultural differences in American Indian students’ classrooms</i> . Aurora, CO: Mid-Continent Research for Education & Learning. Retrieved from <a href="http://www.mcrel.org/PDF/Diversity/Cultural_awareness_journal.pdf">http://www.mcrel.org/PDF/Diversity/Cultural_awareness_journal.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b> This tool is geared toward non-native teaching staff that work with Native American students. However, it is easy to adapt for any program’s efforts toward being more culturally responsive for diverse families and children.				


**Tribal Talk: Immersion Schools Try to Revive and Preserve Native American Languages**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the language preservation efforts at Nizipuhwahsin, or Real Speak School, on the Blackfoot reservation in Montana. At this school, established in 1995, children in kindergarten through eighth grade spend all day speaking their ancestral tongue.</p> <p><b>English; Blackfoot</b> <b>Free</b></p>	<p>Article</p>	<p>Language Development</p>	<p>Families; Directors &amp; Managers; Education &amp; Literacy Managers; Education Staff; Community Partners</p>	<p>HS; AIAN HS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.smithsonianmag.com/people-places/Tribal_Talk.html">http://www.smithsonianmag.com/people-places/Tribal_Talk.html</a></p>			
<p><b>Reference</b> Nijuis, M. (2003). Tribal talk: Immersion schools try to revive and preserve Native American languages. <i>Smithsonian</i>, 34(8), 36–38.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

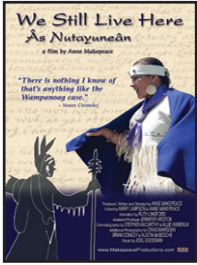
**Using TPR Storytelling to Develop Fluency and Literacy in Native American Languages**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This chapter (pgs. 53–58) in <i>Revitalizing Indigenous Languages</i> (collected papers from the Fifth Annual Stabilizing Indigenous Language Symposium) describes an adaptation of the Total Physical Response (TPR) immersion approach called TPR-Storytelling, which uses a variety of oral approaches with native children and families, including storytelling, gestures, etc., to teach vocabulary, comprehension, and language skills in the classroom.</p> <p><b>English</b> <b>Free</b></p>	<p>Article</p>	<p>Language Development</p>	<p>Education &amp; Literacy Managers; Education Staff; Family Services Staff</p>	<p>HS; MSHS; AIAN HS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://coyoteteaching.pbworks.com/f/Coyote02.pdf">http://coyoteteaching.pbworks.com/f/Coyote02.pdf</a></p>			
<p><b>Reference</b> Cantoni, G. P. (1999). Using TPR-storytelling to develop fluency and literacy in Native American languages. In J. Rehyner, G. Cantoni, R. N. St. Clair, &amp; E. P. Yazzie (Eds.), <i>Revitalizing indigenous languages</i> (pp. 53–58). Flagstaff, AZ: Northern Arizona University.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### Wanda Reams Dena'ina Curriculum

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webpage showcases two sample language lesson plans developed for the Kenaitze Indian Tribe in Alaska. One is for adult learners and the other is for children. Both lessons highlight the use of digital recordings of native language speakers.</p> <p><b>English/Dena'ina</b> <b>Free</b></p>	Curriculum Resource	Language Development	Directors & Managers; Education & Literacy Managers; Education Staff	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://qenaga.org/curriculum-reams.html">http://qenaga.org/curriculum-reams.html</a>			
<b>Reference</b> Dena'ina Qenaga. (n.d.). <i>Wanda Reams Dena'ina curriculum</i> . Dena'ina Qenaga Digital Archive. Retrieved from: <a href="http://qenaga.org/curriculum-reams.html">http://qenaga.org/curriculum-reams.html</a>				
<b>Related Documents</b> The following page has additional Dena'ina language lessons that are adaptable for children PreK through high school: <a href="http://www.qenaga.org/archive/docs/T1005R2005a-02.pdf">http://www.qenaga.org/archive/docs/T1005R2005a-02.pdf</a> .				
<b>Comments</b>				


### We Still Live Here: Âs Nutayuneân

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This DVD tells the story of how the Wampanoag Tribes of Mashpee and Aquinnah (Massachusetts) revived their language, which had not been spoken for more than 100 years. Inspired by visions of her ancestors, Jesse Little Doe Baird began a journey that led to an unprecedented feat of language reclamation by her people. (Video length 56 min.)</p> <p><b>English; some Wampanoag</b> <b>For Purchase</b></p>	Video	Language Development; Social Studies Knowledge & Skills	All	HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.makepeaceproductions.com/wampfilm.html">http://www.makepeaceproductions.com/wampfilm.html</a>			
<b>Reference</b> Makepeace, A. (2011). <i>We still live here: Âs Nutayuneân</i> . Lakeville, CT: Makepeace Productions.				
<b>Related Documents</b> A 2011 interview with Jesse Little Doe Baird about the language reclamation initiative appeared in <i>The Boston Globe</i> : <a href="http://articles.boston.com/2011-07-31/lifestyle/29836233_1_wopanaak-fluent-speakers-language">http://articles.boston.com/2011-07-31/lifestyle/29836233_1_wopanaak-fluent-speakers-language</a> .				
<b>Comments</b>				

### What Does It Mean to Lose a Language? Investigating Heritage Language Loss and Revitalization Among American Indians

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes a study of schools and tribal groups to identify attitudes toward native language and culture. As well, the study examined correlations between children’s attitudes toward and proficiency in the heritage language and English, their sense of self-identity, and their school performance.</p> <p><b>English</b> <b>Free</b></p>	Article		Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.u.arizona.edu/~aildi/Useful_Links/McCarty_Romero_article.pdf">http://www.u.arizona.edu/~aildi/Useful_Links/McCarty_Romero_article.pdf</a>			
<b>Reference</b> McCarty, T. L., & Romero, M. E. (2005, Fall). What does it mean to lose a language? Investigating heritage language loss and revitalization among American Indians. <i>Show &amp; Tell</i> . 13–17. Retrieved from <a href="http://www.u.arizona.edu/~aildi/Useful_Links/McCarty_Romero_article.pdf">http://www.u.arizona.edu/~aildi/Useful_Links/McCarty_Romero_article.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### Wicoie Nandagikendan Early Childhood Urban Immersion Project

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website highlights an urban Dakota/Ojibwe immersion preschool program in Minneapolis, Minnesota. The website contains lesson plans, video clips of children and teachers, information about the importance of heritage language preservation, and written goals and principles for the revitalization efforts.</p> <p><b>English; Dakota; Ojibwe</b> <b>Free</b></p>	Website	Language Development	Families	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://earlychildpro.org/wicoie-nandagikendan-2/">http://earlychildpro.org/wicoie-nandagikendan-2/</a>			
<b>Reference</b> Alliance of Early Childhood Professionals. (n.d.). Wicoie Nandagikendan early childhood urban immersion project. Retrieved from <a href="http://earlychildpro.org/wicoie-nandagikendan-2/">http://earlychildpro.org/wicoie-nandagikendan-2/</a>				
<b>Related Documents</b> Find an archive of language immersion family newsletters at <a href="http://earlychildpro.org/wicoie-nandagikendan-2/wicoie-nandagikendan/page/2/">http://earlychildpro.org/wicoie-nandagikendan-2/wicoie-nandagikendan/page/2/</a> .				
<b>Comments</b> Explore the Wicoie Nandagikendan dropdown menu on this website to view videos/digital stories and teacher reports from the immersion preschool program.				


## Family and Community Involvement

These resources provide information on practices that support family involvement and encourage community collaboration.


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### Aboriginal Young Children’s Language and Literacy Development: Research Evaluating Progress, Promising Practices, and Needs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This report summarizes information about the language and literacy development of Aboriginal children in Canada. It includes views from Aboriginal elders, parents, early childhood educators, and speech pathologists and emphasizes the importance of strategically supporting these children’s heritage language and culture and the impact of early childhood services and parent training. It provides overviews of early language programs and approaches.</p> <p><b>English</b> <b>Free</b></p>	Paper Report	Language Development; Literacy Knowledge & Skills; Social Studies Knowledge & Skills; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf">http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf</a></p>			
<p><b>Reference</b> Ball, J. (2007). <i>Aboriginal young children’s language and literacy development: Research evaluating progress, promising practices, and needs</i>. Canadian Language and Literacy Networked Centre of Excellence. Retrieved from <a href="http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf">http://ecdip.org/docs/pdf/CLLRNet%20Feb%202008.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> Although this is a Canadian resource with Canadian Head Start and early education programs in mind, many findings and recommendations apply to AIAN Head Start, Head Start, EHS, and child care programs in the United States.</p>				

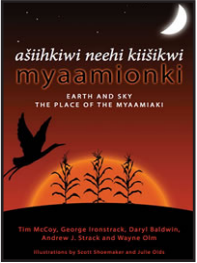
### ‘Aha Pūnana Leo: Hawaiian Language Nest Movement

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website provides a brief history of the early childhood language nest movement in Hawaii. It showcases challenges that have been overcome, approaches and policies implemented, as well as positive outcomes for children and families participating in the programs. Collaborations with other language revitalization projects, including the Māori language revival in New Zealand, are also highlighted.</p> <p><b>English; some resources in Hawaiian</b> <b>Free</b></p>	Website	Language Development	All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ahapunanaleo.org">http://www.ahapunanaleo.org</a></p>			
<p><b>Reference</b> ‘Aha Pūnana Leo. (n.d.). Hawaiian language nest movement. Retrieved from <a href="http://www.ahapunanaleo.org/">http://www.ahapunanaleo.org/</a> Evidence-based Practice</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


**Consortium of Indigenous Language Organizations (CILO)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>The website is a partnership of four organizations, all working to support indigenous language preservation and intergenerational transmission of cultural knowledge and heritage through training and technical assistance. The organizations' Language Immersion for Native Children (LINC) project and workshops may be of particular interest to language preservationists.</p> <p><b>English</b> <b>Free</b></p>	Website	Language Development; Social Studies Knowledge & Skills	All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ilinative.org/cilo/index.html">http://www.ilinative.org/cilo/index.html</a></p>			
<p><b>Reference</b> Consortium of Indigenous Language Organizations (CILO). (n.d.). Consortium of indigenous language organizations (CILO). Retrieved from <a href="http://www.ilinative.org/cilo/index.html">http://www.ilinative.org/cilo/index.html</a></p>				
<p><b>Related Documents</b> A catalogue of workshops focused on language immersion programming for children, including preschoolers, is available at <a href="http://www.ilinative.org/cilo/CILOCatalog.pdf">http://www.ilinative.org/cilo/CILOCatalog.pdf</a>.</p>				
<p><b>Comments</b> The four CILO partners include the Indigenous Language Institute, Advocates for Indigenous California Language Survival, American Indian Language Development Institute, and the Oklahoma Native Language Association.</p>				


**Earth and Sky: The Place of the Myaamiaki**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This curriculum, supported by the Miami Tribe of Oklahoma and NASA, explores the Earth and Sky from a Myaamia perspective. It includes stories and activities intended to be a family learning experience, supported by an interactive website with sound clips of Myaamia words and phrases, along with links to an interactive map.</p> <p><b>English, Myaamia</b> <b>Free</b></p>	Curriculum Resource	Language Development; Literacy Knowledge & Skills; Science Knowledge & Skills	Families; Education & Literacy Managers; Education Staff	HS; MSHS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf">http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf</a></p>			
<p><b>Reference</b> McCoy, T., Ironstrack, G., Baldwin, D., Strack, A., &amp; Olm, W. (2011). <i>Earth and sky: The place of the Myaamiaki</i>. Miami, OK: Miami Tribe of Oklahoma. Retrieved from <a href="http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf">http://www.myaamiaproject.org/earthandsky/documents/curriculum/EarthandSky_web.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Family Feathers—Understanding and Guiding Your Preschool Child: Tips and Tools from Parents, Professionals, and Elders**


Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video series (on DVD), produced by the Tlingit and Haida Head Start Program, offers parents of preschool-age children culturally relevant solutions to many of the challenges parents face. The series combines practical advice from Tlingit and Haida parents and elders along with research on how preschool-age children grow and optimally develop. (Video length varies 15–30 min.)</p> <p><b>English</b> <b>For Purchase</b></p>	Video	All	All	HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> Tlingit and Haida Head Start program; phone 1-907-463-7153. Ask for Dayna Focht, Child Development Coordinator.</p>			
<p><b>Reference</b> Alaska Native Home-Based Video Project of the Tlingit and Haida Head Start Program. (1999). <i>Family feathers—Understanding and guiding your preschool child: Tips and tools from parents, professionals, and elders</i> [Video series]. Juneau, AK: Central Council Tlingit and Haida Indian Tribes of Alaska Head Start Program.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> The Tlingit &amp; Haida Head Start website is found at <a href="http://www.ccthita.org/services/family/headstart/index.html">http://www.ccthita.org/services/family/headstart/index.html</a>. <b>Note:</b> Orders must be placed by telephone.</p>				

**First Speakers: Restoring the Ojibwe Language**

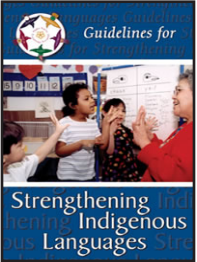
Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This public television website contains information about Ojibwe language revitalization efforts. A highlight of the site is an inspiring and informative hour-long television program featuring elders, professionals from early childhood programs, scholars, and Ojibwe speakers all working together to preserve a heritage language.</p> <p><b>English</b> <b>Free</b></p>	Website		All	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.tpt.org/?a=productions&amp;id=3">http://www.tpt.org/?a=productions&amp;id=3</a></p>			
<p><b>Reference</b> Twin Cities Public Television, Inc. (2010). <i>First speakers: Restoring the Ojibwe language</i>. Retrieved from <a href="http://www.tpt.org/?a=productions&amp;id=3">http://www.tpt.org/?a=productions&amp;id=3</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				



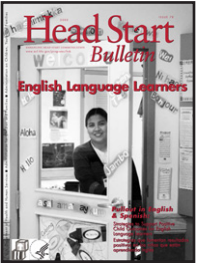
### Four Successful Indigenous Language Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This chapter (pgs. 248–262) in <i>Teaching Indigenous Languages</i> (papers from the 4th Annual Stabilizing Indigenous Languages Symposium) compares Cree, Hualapai, Māori, and Hawaiian indigenous language programs; discusses implications for other language groups in creating their own programs; concludes that successful programs link language and culture, teaching materials, community support, and parent involvement; and describes positive outcomes, beyond language learning.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	Directors & Managers; Education & Literacy Managers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://jan.ucc.nau.edu/~jar/TILpi.pdf">http://jan.ucc.nau.edu/~jar/TILpi.pdf</a></p>			
<p><b>Reference</b> Stiles, D. B. (1997). Four successful indigenous language programs. In J. Reyhner (Ed.), <i>Teaching indigenous languages</i> (pp. 148–262). Flagstaff, AZ: Northern Arizona University. Retrieved from <a href="http://jan.ucc.nau.edu/~jar/TIL_21.html">http://jan.ucc.nau.edu/~jar/TIL_21.html</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### Guidelines for Strengthening Indigenous Languages

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 28-page booklet, adopted by the Assembly of Alaska Native Educators, was created to help local Alaskan language committees make recommendations regarding heritage language in their communities. It includes guidelines for native elders, parents, aspiring language learners, native communities and organizations, educators, and more. It also includes links to numerous resources.</p> <p><b>English</b> <b>Free</b></p>	Booklet/ Brochure	Social & Emotional Development; Language Development; Literacy Knowledge & Skills; Social Studies Knowledge & Skills	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ankn.uaf.edu/publications/language.pdf">http://www.ankn.uaf.edu/publications/language.pdf</a></p>			
<p><b>Reference</b> Alaska Native Knowledge Network. (2001). <i>Guidelines for strengthening indigenous languages</i>. Fairbanks, AK: Author. Retrieved from <a href="http://www.ankn.uaf.edu/publications/language.pdf">http://www.ankn.uaf.edu/publications/language.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> Copies can also be ordered from ANKN offices; phone 907-474-1902 or <a href="mailto:emailpublications@ankn.uaf.edu">emailpublications@ankn.uaf.edu</a>. This booklet offers practical guidelines that could be used by other Tribal, Alaska Natives, and Pacific Islanders to develop their own guidelines and language policies.</p>				

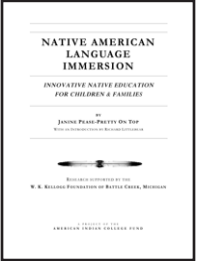
### Head Start: An Avenue to Revitalize a Language

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article in <i>Head Start Bulletin</i> #78 (pgs. 39–42) describes how the Cherokee Nation Head Start supports the preservation of Cherokee language, history, and culture with community collaboration, Cherokee language curriculum, and professional development. Families participate as language learners and through education meetings. The article identifies strategies other Head Start programs might use to support native language and culture.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf</a>			
<b>Reference</b> Drew, R., & Grass, R. (2005). Head Start: An avenue to revitalize a language [Electronic version]. <i>Head Start Bulletin</i> , 78, 39–42. Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Bulletin%20%2378_English%20Language%20Learners.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

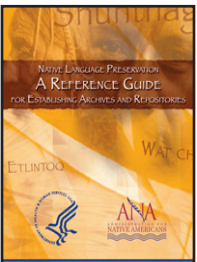
### Honoring Cultural Traditions: Early Head Start Programs in American Indian and Alaska Native Communities

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article (Technical Assistance Paper #12) provides a brief overview of the issues unique to Early Head Start programs working with American Indian and Alaska Native families. It highlights the features of several programs, including some that are implementing language preservation initiatives.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development	All	EHS; HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.ehsnrc.org/PDFfiles/TA12.pdf">http://www.ehsnrc.org/PDFfiles/TA12.pdf</a>			
<b>Reference</b> Early Head Start National Resource Center. (2008). <i>Honoring cultural traditions: Early Head Start programs in American Indian and Alaska Native communities</i> . Washington, DC: Author. Retrieved from <a href="http://www.ehsnrc.org/PDFfiles/TA12.pdf">http://www.ehsnrc.org/PDFfiles/TA12.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				


***Native American Language Immersion:  
Innovative Native Education for Children and Families***

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 93-page book from the American Indian College Fund provides a broad overview of language immersion projects and programs for children and families. It includes rationale, analysis, and descriptions of native language education. The document is easy to read and showcases many real-life examples of language immersion programs; it also provides logistical information.</p> <p><b>English</b> <b>Free</b></p>	Book		Education & Literacy Managers; Education Staff	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.collegefund.org/userfiles/file/ImmersionBook.pdf">http://www.collegefund.org/userfiles/file/ImmersionBook.pdf</a></p>			
<p><b>Reference</b> Pease-Pretty On Top, J. (n.d.). <i>Native American language immersion: Innovative native education for children and families</i>. American Indian College Fund. Retrieved from <a href="http://www.collegefund.org/content/publications">http://www.collegefund.org/content/publications</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> Areas of special interest include the description of two language immersion preschool programs, the overview of Hawaiian language immersion programs, and the culture and language camps.</p>				


***Native Language Preservation:  
A Reference Guide for Establishing Archives and Repositories***

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 265-page guide explains why language repositories aid in long-term language preservation efforts. It includes guidelines and practical strategies, examples, and approaches for cataloguing and maintaining records safely for future generations.</p> <p><b>English</b> <b>Free</b></p>	Book		Directors & Managers; Education & Literacy Managers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.acf.hhs.gov/programs/ana/programs/LanguageGuide.html">http://www.acf.hhs.gov/programs/ana/programs/LanguageGuide.html</a></p>			
<p><b>Reference</b> U.S. Department of Health &amp; Human Services, Administration for Native Americans. (2006). <i>Native language preservation: A reference guide for establishing archives and repositories</i>. Washington, DC: Administration for Native Americans. Retrieved from <a href="http://www.acf.hhs.gov/programs/ana/programs/LanguageGuide.html">http://www.acf.hhs.gov/programs/ana/programs/LanguageGuide.html</a></p>				
<p><b>Related Documents</b> The Administration for Native Americans offers competitive grants for language preservation projects. Information is available at <a href="http://www.acf.hhs.gov/programs/ana/grants/grant_awards.html">http://www.acf.hhs.gov/programs/ana/grants/grant_awards.html</a>.</p>				
<p><b>Comments</b> Of special interest may be documents in the Appendix, such as the Native Heritage Language Programs: Guidelines and an adaptable survey related to language materials, policies, and archival practices.</p>				

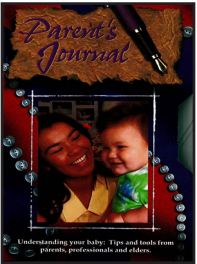
### Northwest Indian Languages Benchmarks

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This set of benchmarks, created by the Northwest Indian Language Institute, describes six distinct levels of native language proficiency, from “beginning” to “master” speaker. Native language benchmarks may help parents, teachers, and students understand what is needed to move toward proficiency in a native language.</p> <p><b>English</b> <b>Free</b></p>	Assessment Tool	Language Development	Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://pages.uoregon.edu/nwili/language-proficiency-benchmarks">http://pages.uoregon.edu/nwili/language-proficiency-benchmarks</a>			
<b>Reference</b> Northwest Indian Language Institute. (n.d.). The Northwest Indian languages benchmarks. Retrieved from <a href="http://pages.uoregon.edu/nwili/language-proficiency-benchmarks">http://pages.uoregon.edu/nwili/language-proficiency-benchmarks</a>				
<b>Related Documents</b>				
<b>Comments</b> The level 1–6 benchmark documents on this website may be useful for hiring purposes, individual professional development plans, program evaluation, or other areas where growth in native language proficiency is being tracked.				


### Our Children, Our Ways: Early Childhood Education in First Nations and Inuit Communities

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This series of six videos and accompanying guides, based on early childhood curriculum areas, include images from quality child care programs in diverse First Nations and Inuit communities. Elders, parents, and caregivers share thoughts on developing programs that reflect the values, experiences, languages, and priorities of their communities. (Video length varies 15–19 min.)</p> <p><b>English</b> <b>For Purchase</b></p>	Video	All	Families; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; AIAN HS
<b>Research Type</b> Evidence-based Resource	<b>Source</b> <a href="http://bookstore.rrc.mb.ca/redriver/shop_product_detail.asp?catalog%5Fgroup%5Fid=LT1&amp;catalog%5Fgroup%5Fname=U2VhcmNoIFJlc3VsdHM&amp;catalog%5Fid=0&amp;catalog%5Fname=U2VhcmNoIFJlc3VsdHM&amp;pf%5Fid=100603774&amp;product%5Fname=T3VylENoaWxkcmVulE91">http://bookstore.rrc.mb.ca/redriver/shop_product_detail.asp?catalog%5Fgroup%5Fid=LT1&amp;catalog%5Fgroup%5Fname=U2VhcmNoIFJlc3VsdHM&amp;catalog%5Fid=0&amp;catalog%5Fname=U2VhcmNoIFJlc3VsdHM&amp;pf%5Fid=100603774&amp;product%5Fname=T3VylENoaWxkcmVulE91</a>			
<b>Reference</b> Chikak Communications. (1999). <i>Our children, our ways: Early childhood education in First Nations and Inuit communities</i> . Winnipeg, MB: Red River College Early Childhood Education Program.				
<b>Related Documents</b> Guides accompany the videos.				
<b>Comments</b> The videos include images of cultural, linguistic and community-relevant programming in diverse communities.				


**Parent’s Journal—Understanding Your Baby: Tips and Tools from Parents, Professionals, and Elders**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video series, available on DVD with a reproducible notebook, was produced by the Tlingit and Haida Head Start and offers practical, culturally relevant information and solutions for parents-to-be and parents with very young children. (Video length varies 20–30 min.)</p> <p><b>English; some Tlingit and Haida</b></p> <p><b>For Purchase</b></p>	Video	Language Development	Families	EHS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> Tlingit and Haida Head Start program; phone 1-907-463-7153. Ask for Dayna Focht, Child Development Coordinator.</p>			
<p><b>Reference</b> Alaska Native Home-Based Video Project of the Tlingit and Haida Head Start Program. (1999). <i>Parent’s journal—Understanding your baby: Tips and tools from parents, professionals, and elders</i> [Video series]. Seattle, WA: RXL Pulitzer.</p>				
<p><b>Related Documents</b> There is a companion video series geared toward parents with preschool aged children called <i>Family Feathers—Understanding and Guiding Your Preschool Child: Tips and Tools from Parents, Professionals and Elders</i>, available from the same source.</p>				
<p><b>Comments</b> The Tlingit and Haida Head Start program website is found at <a href="http://www.ccthita.org/services/family/headstart/index.html">http://www.ccthita.org/services/family/headstart/index.html</a>. <b>Note:</b> Orders for video must be placed by telephone.</p>				


**Raising a Child in the Pūnana Leo: Everyone (Men and Women) Play an Important Role**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly describes the Hawaiian Pūnana Leo preschool total immersion programs and debunks some of the myths surrounding the involvement of men in the Pūnana Leo programs.</p> <p><b>English; Hawaiian</b></p> <p><b>Free</b></p>	Article		Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ccie.com/library/5018130.pdf">http://www.ccie.com/library/5018130.pdf</a></p>			
<p><b>Reference</b> Iokepa-Guerrero, N. (2008). Raising a child in the Pūnana Leo: Everyone (men and women) play an important role. <i>Child Care Information Exchange</i> (May/June), 30–33.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### Reading Tip Sheets for Parents

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These one-page Reading Tip Sheets offer easy ways for parents to help children become successful readers. Although they are divided by children’s ages, many of them can be used with children at various ages and stages.</p> <p><b>English; Spanish; Arabic; Chinese; Haitian Creole; Hmong; Korean; Navajo; Russian; Tagalog; Vietnamese</b></p> <p><b>Free</b></p>	<p>Other Resource Type</p>	<p>Literacy Knowledge &amp; Skills</p>	<p>Families; Education &amp; Literacy Managers; Family Services Staff</p>	<p>All</p>
<p><b>Research Type</b> Resource</p>	<p><b>Source</b> <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></p>			
<p><b>Reference</b> Colorín Colorado. (n.d.). Reading tip sheets for parents. Retrieved from <a href="http://www.colorincolorado.org/guides/readingtips">http://www.colorincolorado.org/guides/readingtips</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> Tip Sheets for parents of babies and toddlers are available only in English and Spanish; those for parents of children in preschool through third grade are available in all 11 languages.</p>				


### Samala Chumash Language Tutorial

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website offers an example of a user-friendly tutorial for adult language learners. The website guides users through a range of simple to complex Samala language lessons. The site also includes a pronunciation guide, illustrated vocabulary, Samala texts, a Samala-English dictionary, archived language recordings, and a glossary of technical terms.</p> <p><b>English; some Samala</b></p> <p><b>Free</b></p>	<p>Website</p>	<p>Language Development</p>	<p>All</p>	<p>AIAN HS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.chumashlanguage.com/">http://www.chumashlanguage.com/</a></p>			
<p><b>Reference</b> Applegate, R., &amp; Santa Ynez Band of the Chumash Indians. (n.d.) Samala Chumash language tutorial. Retrieved from <a href="http://www.chumashlanguage.com/">http://www.chumashlanguage.com/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

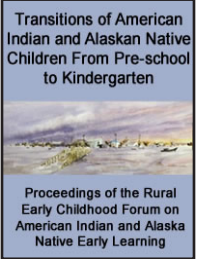
### Saving Salish—A Language Revival

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video reports how tribal members of the Kalispel Reservation are reviving their Salish language from near extinction. Adults are learning Salish at an adult school and through a special computer program developed using elders speaking Salish; and young children are learning the language through an immersion preschool, with parents learning Salish to support their children. (Video length 11 min.)</p> <p><b>English, some Salish</b> <b>Free</b></p>	Website	Language Development	All	HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.youtube.com/watch?v=urInR_6fRE">http://www.youtube.com/watch?v=urInR_6fRE</a></p>			
<p><b>Reference</b> KSPS-TV Northwest Profiles. (n.d). <i>Saving Salish—A language revival</i> [Video file]. Public Broadcasting System. Retrieved from <a href="http://www.youtube.com/watch?v=urInR_6fRE">http://www.youtube.com/watch?v=urInR_6fRE</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Spoken First

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website tracks language news from Native American communities across the country. Users can sign up for the RSS news feed.</p> <p><b>English</b> <b>Free</b></p>	Website		Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://falmouthinstitute.com/language/">http://falmouthinstitute.com/language/</a></p>			
<p><b>Reference</b> Falmouth Institute. (n.d.). Spoken first. Retrieved from <a href="http://falmouthinstitute.com/language/">http://falmouthinstitute.com/language/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Transitions of American Indian and Alaskan Native Children From Pre-school to Kindergarten**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper (pgs. 79–99 in Rural Early Childhood Report No. 2) explores the transition of American Indian and Alaska Native children to kindergarten and the implications of this change for maintaining connections with their unique home languages and cultures.</p> <p><b>English</b> <b>Free</b></p>	Paper Report		Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://ruralec.msstate.edu/reports/AI-AN-report.pdf">http://ruralec.msstate.edu/reports/AI-AN-report.pdf</a></p>			
<p><b>Reference</b> Clay, C. D. (2005). Transitions of American Indian and Alaska Native children from pre-school to kindergarten. In National Center for Rural Childhood Learning Initiatives (2006), <i>Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, 2005, Little Rock, Arkansas</i> (pp.79–99; Rural Early Childhood Report No. 2). Mississippi State, MS: Mississippi State University Early Childhood Institute.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				



**Program Systems,  
Policies, and Procedures**

These resources provide information to help develop systems, policies, and procedures that support culturally diverse families and children, including young dual-language learners.

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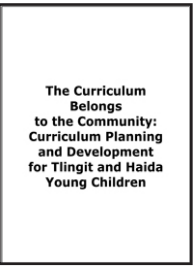
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### Awakening Our Languages

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This ten-volume collection of handbooks, published by the Indigenous Language Institute (ILI), includes the findings of an in-depth analysis of tribal language programs across the nation. Each volume in the series addresses such important topics as program planning, materials and curriculum design, understanding teachers and learners, program evaluation, and more.</p> <p><b>English</b> <b>For Purchase</b></p>	Booklet/ Brochure		All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.ilinative.org/Marketplace/Handbooks.html">http://www.ilinative.org/Marketplace/Handbooks.html</a></p>			
<p><b>Reference</b> The Indigenous Language Institute (ILI). (2004). <i>Awakening our language</i> [Series]. Santa Fe, NM: Author. Retrieved from <a href="http://www.ilinative.org/Marketplace/Handbooks.html">http://www.ilinative.org/Marketplace/Handbooks.html</a></p>				
<p><b>Related Documents</b> The original paper that this series is based on can be found at <a href="http://jan.ucc.nau.edu/jar/ILAC/ILAC_13.pdf">http://jan.ucc.nau.edu/jar/ILAC/ILAC_13.pdf</a>.</p>				
<p><b>Comments</b></p>				

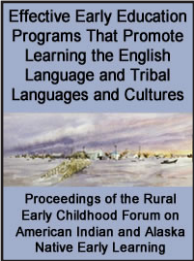
### The Curriculum Belongs to the Community: Curriculum Planning and Development for Tlingit and Haida Young Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly describes the curriculum planning framework that the Central Council of the Tlingit and Haida Indian Tribes of Alaska Head Start developed. This framework is grounded in community values, set in the societal context of the tribes, and rooted in the rhythms of community life.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Families; Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://main.zerotothree.org/site/PageServer?pagename=est_journal_index_archives">http://main.zerotothree.org/site/PageServer?pagename=est_journal_index_archives</a></p>			
<p><b>Reference</b> Rinehart, N. M. (2006). The curriculum belongs to the community: Curriculum planning and development for Tlingit and Haida young children. <i>Zero to Three</i>, 26(4), 46–48.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### The Development of a Curriculum Toolkit with American Indian and Alaska Native Communities

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article explains the creation of the <i>Growing and Learning with Young Children</i> curriculum toolkit, which was designed to give American Indian and Alaska Native early childhood educators the framework for developing a research-based, developmentally appropriate, tribally specific curriculum for use with young native children. The article also explains challenges in implementing the toolkit.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Board & Policy Council; Community Partners; T/TA Providers	HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.springerlink.com/content/4844x13h85450443/">http://www.springerlink.com/content/4844x13h85450443/</a>			
<b>Reference</b> Thompson, N. L., Hare, D., Sempier, T. T., & Grace, C. (2008). The development of a curriculum toolkit with American Indian and Alaska Native communities. <i>Early Childhood Education Journal</i> , 35(5), 397–404. doi:10.1007/s10643-007-0222-3				
<b>Related Documents</b> Grace, C., & Thompson, N.L. (2007). <i>Growing and learning with native young children: Workshops for teachers, parents, and community leaders</i> . Mississippi State, MS: National Center for Rural Childhood Learning Initiatives.				
<b>Comments</b>				

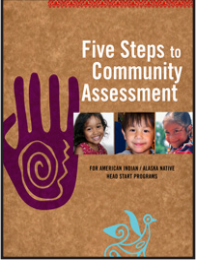
### Effective Early Education Programs That Promote Learning the English Language and Tribal Languages and Cultures

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper (pgs. 55–78 in Rural Early Childhood Report No. 2) examines promising practices in early childhood education programs that promote the effective use of English as a primary and/or secondary language and in programs that develop and preserve American Indian and Alaska Native language and culture. The paper discusses innovative systems, public policy, and future research.</p> <p><b>English</b> <b>Free</b></p>	Paper Report	Language Development; English Language Development	Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://ruralec.msstate.edu/reports/AI-AN-report.pdf">http://ruralec.msstate.edu/reports/AI-AN-report.pdf</a>			
<b>Reference</b> Rinehart, N. M. (2005). Effective early education programs that promote learning the English language and tribal languages and cultures. In National Center for Rural Early Childhood Learning Initiatives (2006), <i>Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, 2005, Little Rock, Arkansas</i> (pp. 55–78; Rural Early Childhood Report No.2). Mississippi State, MS: Mississippi State University Early Childhood Institute.				
<b>Related Documents</b>				
<b>Comments</b>				

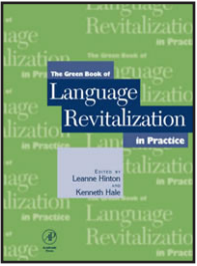
### Esther Martinez Native American Language Preservation Act of 2006

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This act amends the Native American Programs Act of 1974 to provide for the revitalization of Native American languages through language immersion projects and other programs. Also known as Public Law 109-394, it was passed during the 109th session of Congress.</p> <p><b>English</b> <b>Free</b></p>	Government Publication		Board & Policy Council; Directors & Managers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.govtrack.us/congress/bill.xpd?bill=h109-4766">http://www.govtrack.us/congress/bill.xpd?bill=h109-4766</a></p>			
<p><b>Reference</b> Esther Martinez Native American Language Preservation Act of 2006, Public Law 109-394, 120 Stat. 2705. (2006). Retrieved from <a href="http://www.govtrack.us/congress/bill.xpd?bill=h109-4766">http://www.govtrack.us/congress/bill.xpd?bill=h109-4766</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


### Five Steps to Community Assessment for American Indian/Alaska Native Head Start Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 103-page electronic book guides users through planning, designing, and gathering assessment information; it then assists users in the process of analyzing data and using results to make programmatic decisions.</p> <p><b>English</b> <b>Free</b></p>	Book		Directors & Managers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.aed.org/Publications/upload/AIAN_5Steps.pdf">http://www.aed.org/Publications/upload/AIAN_5Steps.pdf</a></p>			
<p><b>Reference</b> AED Center for Early Care &amp; Education &amp; the American Indian Technical Assistance Network. (2006). Five steps to community assessment for American Indian/Alaska Native Head Start programs. Washington, DC: Department of Health and Human Services. Retrieved from <a href="http://www.aed.org/Publications/upload/AIAN_5Steps.pdf">http://www.aed.org/Publications/upload/AIAN_5Steps.pdf</a></p>				
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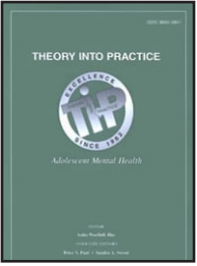
**The Green Book of Language Revitalization in Practice**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This edited book contains extensive information about supporting and revitalizing the many languages that are threatened with extinction worldwide. It discusses a variety of approaches to language revitalization and focuses on model programs and promising practices.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Resource</p>	<p><b>Source</b> <a href="http://books.emeraldinsight.com/display.asp?K=9780123493538&amp;cur=EUR">http://books.emeraldinsight.com/display.asp?K=9780123493538&amp;cur=EUR</a></p>			
<p><b>Reference</b> Hilton, L., &amp; Hale, K. (Eds.). (2008). <i>The green book of language revitalization in practice</i>. Bingley, UK: Emerald.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


**Kanatsiohareke, Language and Survival**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes the revitalization of the languages of the Mohawks from central New York State. Especially relevant to peoples using Haudenosaunee/Iroquois languages, the article discusses maintaining, protecting, using, and teaching native languages as a foundation of culture.</p> <p><b>English</b> <b>Free</b></p>	Article		All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/">http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/</a></p>			
<p><b>Reference</b> Olan, K. (2011). Kanatsiohareke, language and survival. Indian Country Today Media Network.com. Retrieved from <a href="http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/">http://indiancountrytodaymedianetwork.com/ict_sbc/kanatsiohareke-language-and-survival/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

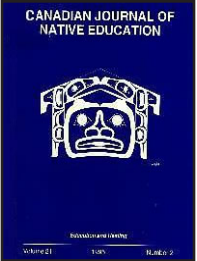
**Languages and Tribal Sovereignty: Whose Language Is It Anyway?**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article argues that Pueblo languages should not be dealt with as other languages in schools. Pueblo culture, history, and politics have evolved within a different way of thinking about language and require unique educational solutions. The article discusses how, in order to find these solutions, Pueblo communities and schools must develop partnerships founded on mutual respect.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.tandf.co.uk/journals/titles/00405841.asp">http://www.tandf.co.uk/journals/titles/00405841.asp</a></p>			
<p><b>Reference</b> Martinez, R. B. (2000). Languages and tribal sovereignty: Whose language is it anyway? <i>Theory Into Practice</i>, 39(4), 211–219.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				


**Northwest Indian Language Institute**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>These trainings by the Northwest Indian Language Institute (NILI) provide native language teachers and community members with coaching and instruction in language teaching, materials and curriculum development, benchmarks creation, and linguistics. With tribal partners, NILI supports and strengthens language preservation efforts by establishing collaborative, on-going projects that meet the specific needs and desires of each language community.</p> <p><b>Various Languages</b> <b>For Purchase</b></p>	Training	Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://pages.uoregon.edu/nwili/">http://pages.uoregon.edu/nwili/</a></p>			
<p><b>Reference</b> The Northwest Indian Language Institute. (n.d.). Summer institute. Retrieved from <a href="http://pages.uoregon.edu/nwili/">http://pages.uoregon.edu/nwili/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

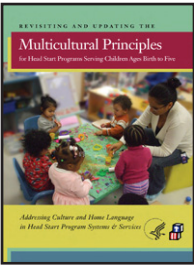
**Preschool Immersion Education for Indigenous Languages:  
A Survey of Resources**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reviews literature about preschool immersion education for indigenous languages, including information about existing programs and other relevant resources.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.lights.ca/sifc/cjne.htm">http://www.lights.ca/sifc/cjne.htm</a>			
<b>Reference</b> Johnson, B., & Johnson, K. (2002). Preschool immersion education for indigenous languages: A survey of resources. <i>Canadian Journal of Native Education</i> , 26(2), 107–123.				
<b>Related Documents</b>				
<b>Comments</b>				

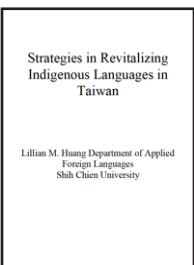
**Raising a Child in the Pūnana Leo:  
Everyone (Men and Women) Play an Important Role**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly describes the Hawaiian Pūnana Leo preschool total immersion programs and debunks some of the myths surrounding the involvement of men in the Pūnana Leo programs.</p> <p><b>English; Hawaiian</b> <b>Free</b></p>	Article		Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	EHS; HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.ccie.com/library/5018130.pdf">http://www.ccie.com/library/5018130.pdf</a>			
<b>Reference</b> Iokepa-Guerrero, N. (2008). Raising a child in the Pūnana Leo: Everyone (men and women) play an important role. <i>Child Care Information Exchange</i> (May/June), 30–33.				
<b>Related Documents</b>				
<b>Comments</b>				

### Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five

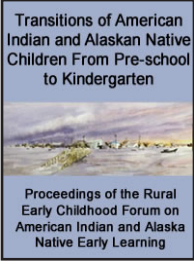
Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 80-page booklet includes a revised version of the original 10 multicultural principles of Head Start. It also includes a brief research review, key implications, stories from the Head Start community, and questions and activities that encourage reflection.</p> <p><b>English; Spanish</b> <b>Free</b></p>	Head Start Publication	Language Development; English Language Development	All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</a></p>			
<p><b>Reference</b> U.S. Department of Health and Human Services. (2010). <i>Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five</i>. Washington, DC: Early Head Start National Resources Center. Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</a></p>				
<p><b>Related Documents</b> IM-HS-10-02 <i>Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five</i> (ACF, 2010) is found at <a href="http://www.acf.hhs.gov/programs/ohs/policy/im2010/acfimhs_10_02.html">http://www.acf.hhs.gov/programs/ohs/policy/im2010/acfimhs_10_02.html</a>.</p>				
<p><b>Comments</b> This document replaces the original Multicultural Principles for Head Start Programs published in 1992.</p>				

### Strategies in Revitalizing Indigenous Languages in Taiwan

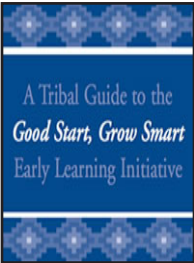
Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper summarizes the recent efforts of the Taiwanese government in its policies and programs to include indigenous languages in public schools. The content includes major aims and approaches the government has taken, as well as challenges, outcomes, and future goals.</p> <p><b>English</b> <b>Free</b></p>	Article		Families; Board & Policy Council; Directors & Managers; Community Partners	AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://yamiproject.cs.pu.edu.tw/yami/conference/paper/03.pdf">http://yamiproject.cs.pu.edu.tw/yami/conference/paper/03.pdf</a></p>			
<p><b>Reference</b> Huang, L. M. (2004, June). Strategies in revitalizing indigenous languages in Taiwan. North American Taiwan Studies Conference, Hawaii. Retrieved from <a href="http://yamiproject.ca.pu.edu.tw/yami/conference/paper/03.pdf">http://yamiproject.ca.pu.edu.tw/yami/conference/paper/03.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				



### Transitions of American Indian and Alaskan Native Children From Pre-school to Kindergarten

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper (pgs. 79–99 in Rural Early Childhood Report No. 2) explores the transition of American Indian and Alaska Native children to kindergarten and the implications of this change for maintaining connections with their unique home languages and cultures.</p> <p><b>English</b> <b>Free</b></p>	Paper Report		Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://ruralec.msstate.edu/reports/AI-AN-report.pdf">http://ruralec.msstate.edu/reports/AI-AN-report.pdf</a>			
<b>Reference</b> Clay, C. D. (2005). Transitions of American Indian and Alaska Native children from pre-school to kindergarten. In National Center for Rural Childhood Learning Initiatives (2006), <i>Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, 2005, Little Rock, Arkansas</i> (pp.79–99; Rural Early Childhood Report No. 2). Mississippi State, MS: Mississippi State University Early Childhood Institute.				
<b>Related Documents</b>				
<b>Comments</b>				

### A Tribal Guide to the “Good Start, Grow Smart” Early Learning Initiative

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This guide outlines the background behind the Good Start, Grow Smart early education initiative and provides advice for implementing it in tribal communities.</p> <p><b>English</b> <b>Free</b></p>	Government Publication		Board & Policy Council; T/TA Providers	EHS; HS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.acf.hhs.gov/programs/ccb/initiatives/gsgs/tribal_gsgs/gsgs_guide.pdf">http://www.acf.hhs.gov/programs/ccb/initiatives/gsgs/tribal_gsgs/gsgs_guide.pdf</a>			
<b>Reference</b> U.S. Department of Health & Human Services, Administration for Children and Families Child Care Bureau. (2004). <i>A tribal guide to the “Good Start, Grow Smart” early learning initiative</i> . Washington, DC: Author. Retrieved from <a href="http://www.acf.hhs.gov/programs/ccb/initiatives/gsgs/tribal_gsgs/gsgs_guide.pdf">http://www.acf.hhs.gov/programs/ccb/initiatives/gsgs/tribal_gsgs/gsgs_guide.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

## Technical Notes

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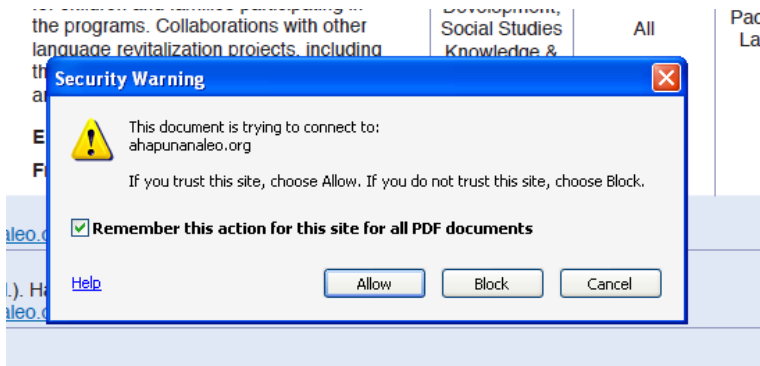
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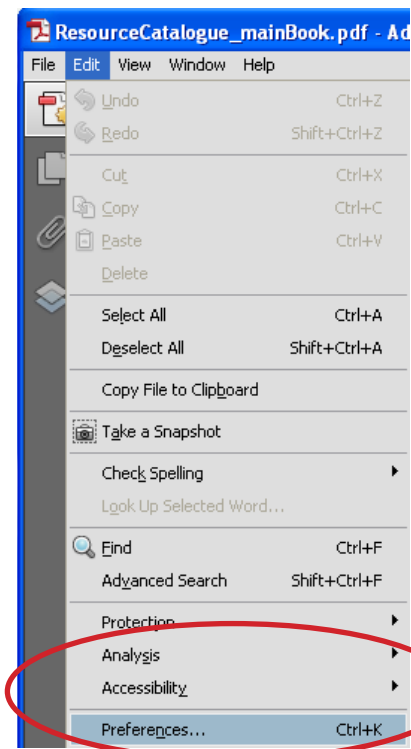
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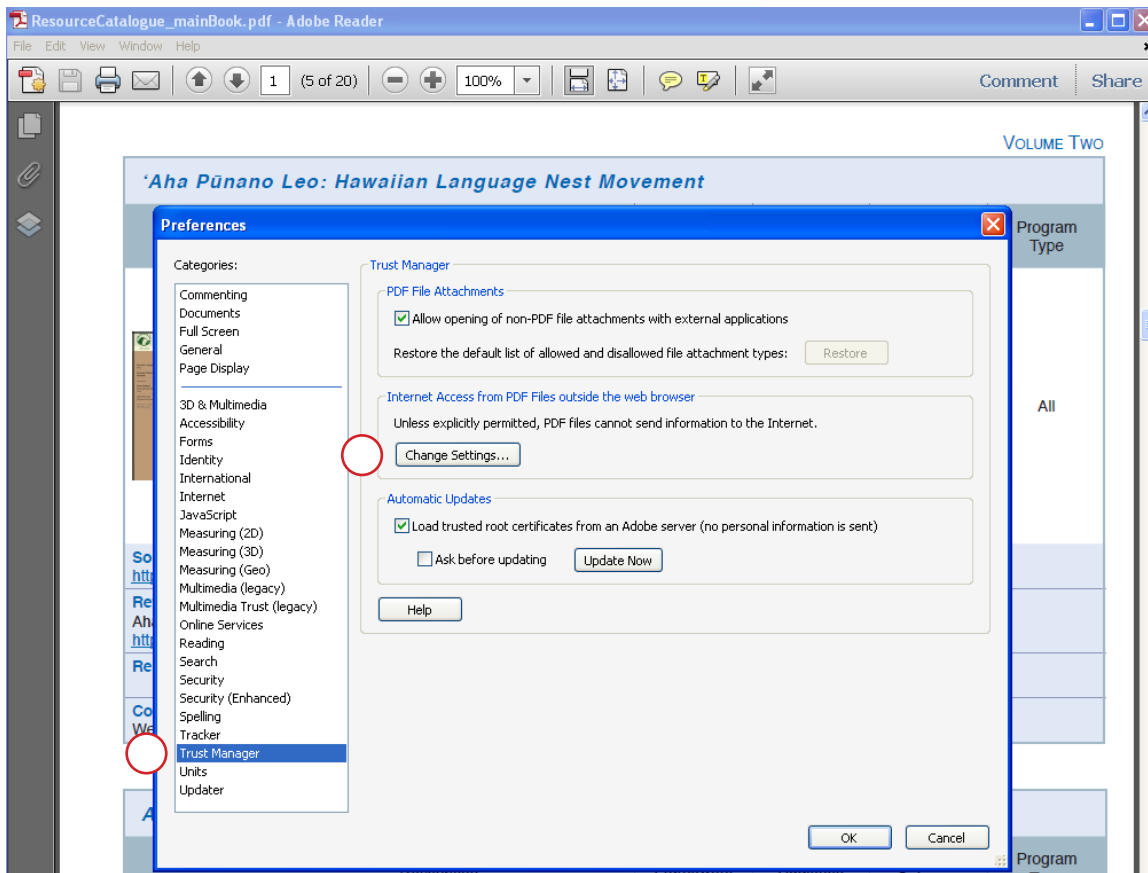
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