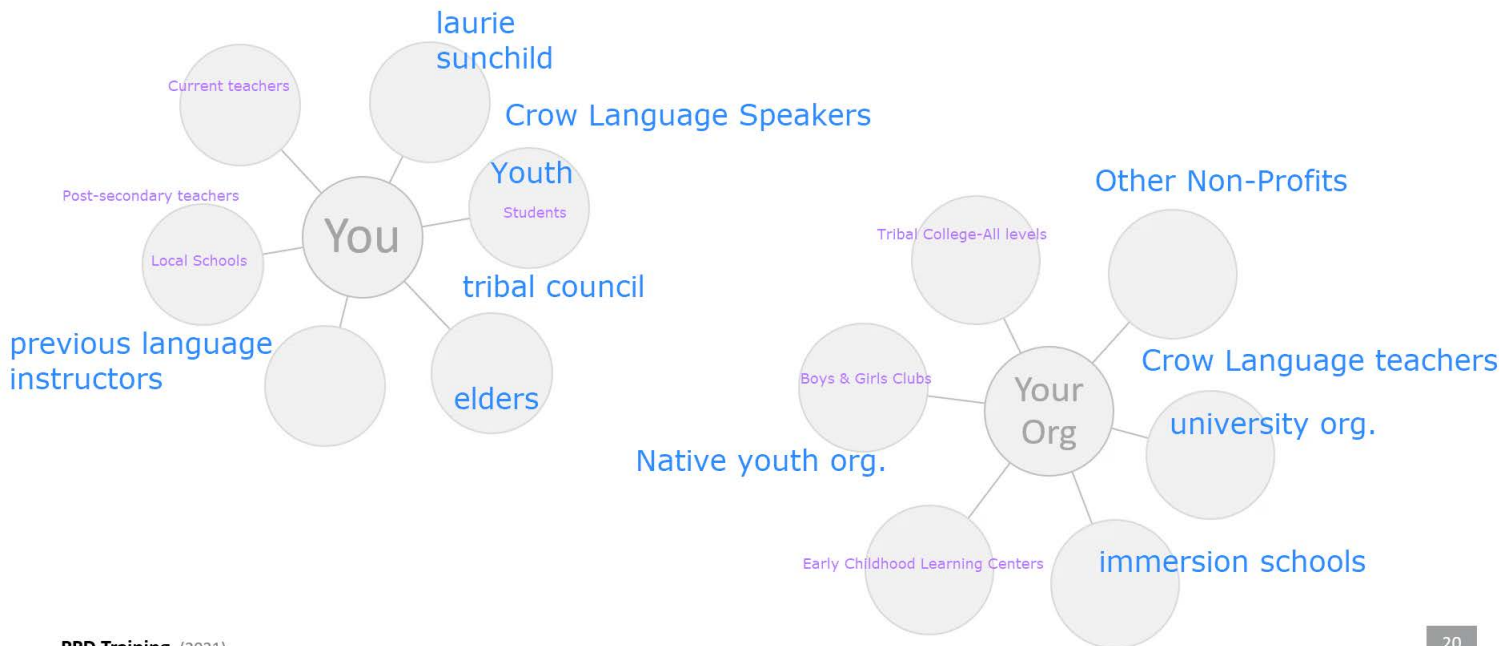


ACTIVITY: Community Connection Mapping



ACTIVITY: Community Outreach and Engagement

| | | | |
|--------|-----------------------------|---------------------------|--------------|
| What? | Taos Pueblo | Newspaper/Flyers | Monday Radio |
| Who? | Youth in particular | Parents/Elders | Speakers |
| Where? | Pueblo Entrance/Check Point | <High Traffic Area | School |
| When? | Two Week timeframe | | |
| How? | Tribal Gov approval | Email/Telephone responses | |
| Why? | Language Revitalization | | |

ACTIVITY: Alternative Methods for Outreach

| MEETINGS | SURVEYS | FOCUS GROUPS | INTERVIEWS |
|----------|---|--------------|---|
| | <p>Incentives:</p> <ul style="list-style-type: none">-Bingo Night-Food-Fun and engaging <p>Interactive, anonymous Survey: Poster w/ stickers</p> <p>Polling (Use online app/phone for remote poll)</p> <p>Drive through (to address covid restrictions)</p> | | <p>Using interviews to identify interest levels</p> <ul style="list-style-type: none">-Traditional method-builds rapport |

ACTIVITY: All on the Wall

Learning opportunities
outside of schools ✓ ★

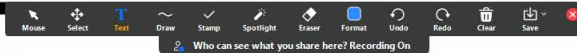
use of language in other
tribal businesses/locations

More speakers ✓ ★

Bringing in more students ✓ ★

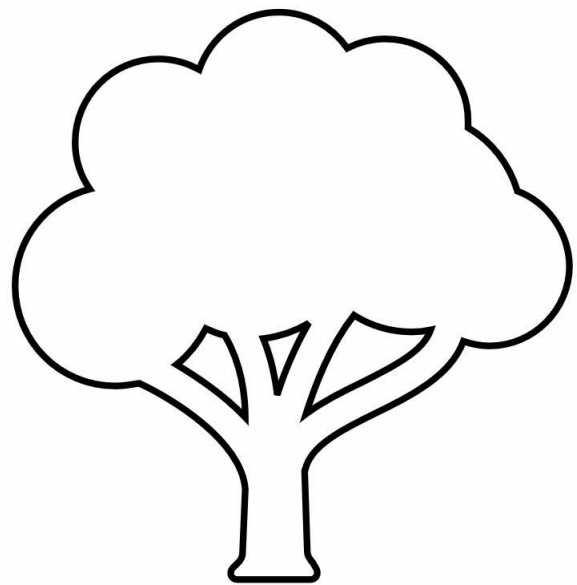
Increased fluency ✓ ★

All community members have the
opportunity and interest in participating in
language programming.



ACTIVITY: Needs Tree

More speakers involved



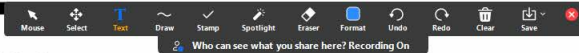
disagreement on language spelling ★

Language instruction methods do not produce speaking skills ✓ ★

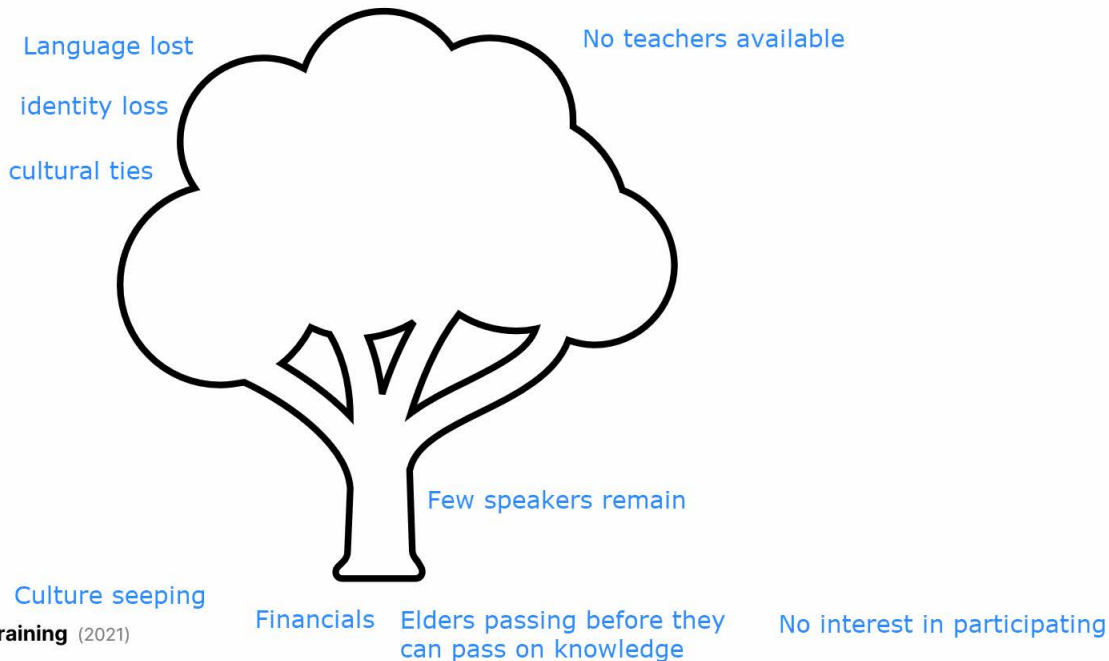
Not enough existing speakers ✓ ★ ✓ ✓
Few speakers remain ★

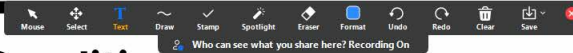
timing
Few adults motivated to learn to speak ★
investment ✓
Family commitments





ACTIVITY: Needs Tree





ACTIVITY: Identify Conditions

| Community Identified Concerns | Prioritized Condition of Highest Concern | Secondary Sources | Means of Gathering Documentation |
|--|---|--|-------------------------------------|
| <p>✓</p> <p>culture loss</p> <p>teacher skills</p> | <p>Few speakers</p> <p>elder interest/participation</p> | <p>historical data - past trauma speaking the language</p> <p>Published stories from linguist - Tribal College</p> <p>Archives</p> | <p>Annotated bibliography</p> |
| <p>✓</p> | | <p>Key informant interviews - with elders</p> <p>Anecdotal evidence</p> | <p>conversations and notetaking</p> |



Who can see what you share here? Recording On

ACTIVITY: Determining a Project Goal

LTCG: More Speakers

CCC: Few remaining elder speakers

Project Goal: To increase number of speakers, our community will create elder-adult mentorships to revitalize the language.

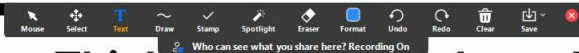
Raising number of adult speakers

✓ Creating elder/adult mentorship ★ ✓ ✓

★ Teacher apprenticeship (finding secondary students) ★

Pre-K bilingual school ★

Recording elder fluent speakers (with chat time) ★



ACTIVITY: Big Picture Thinking (Work Backwards)

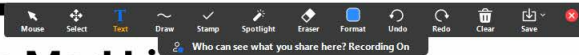
PG: To create elder/adult mentoship program

1. raise awareness

- identify elders
- engage elders
- identify adults

2. training program (increase capacity)

- define the program
- curriculum
- incentives



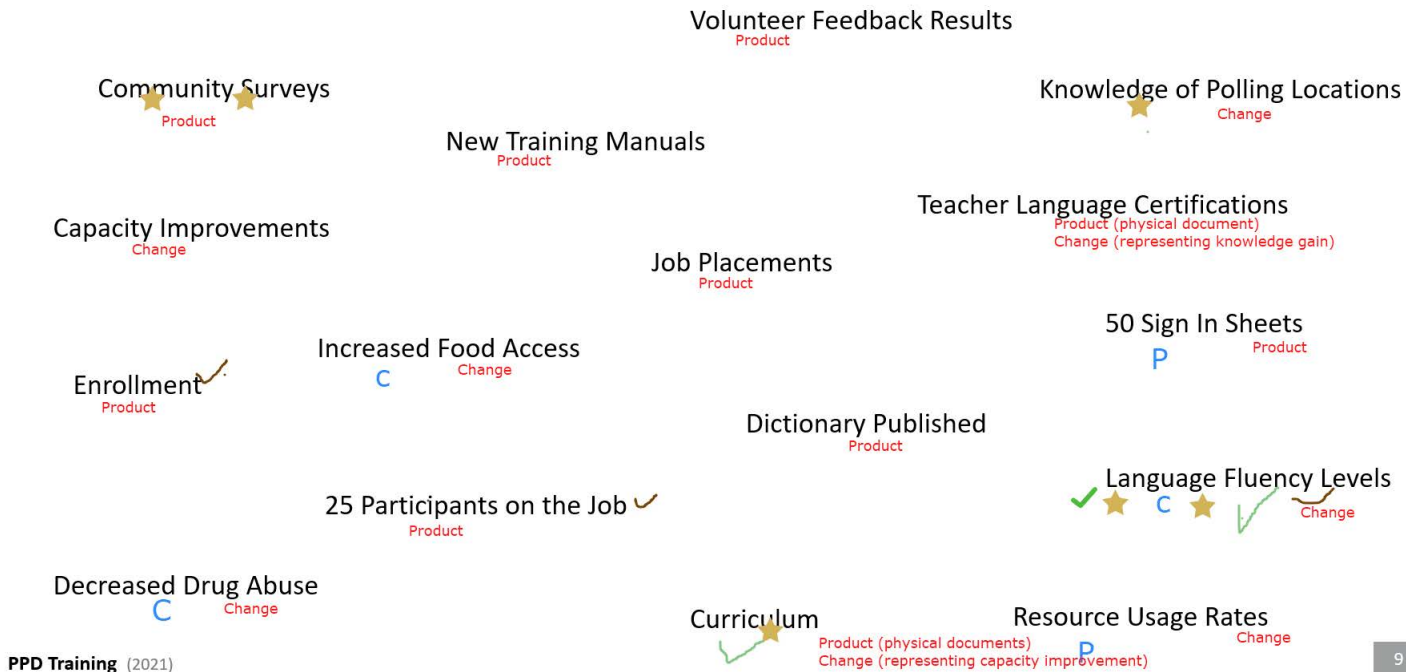
ACTIVITY: Objective Mad Lib

By the end of the grant (3 years), the 3 community members employed by our education center
(*timeline*) (population)

will become fluent enough to.....
(*indicator*)

~~by~~ teach the language to students in the education center and community
(*target*)

ACTIVITY: Which is which?



ACTIVITY: Draft Your Own

LTCG: All community members have the opportunity to and interest in participating in language programming

CCC: There are few first language speakers remaining, many of whom are leery of speaking their language due to past trauma which is hindering the progress and capacity of the existing language program

PG: To increase the number of second language speakers through the development of personal relationships with elder first language speakers in a mentorship project

Obj 1: By the end of 12 months, the language program will increase language awareness and interest levels of first language speakers by building language rapport through 5 personal relationships.

.

Outcome:

Decrease in

hesitancy by first language speakers

Increasing your confidence in using language

increase in opportunities for language use

Outputs:

#s of speakers

Curriculum

creation of a viable project/program

#s of recordings of language

#s of videos recorded

ACTIVITY: SWOT

Internal Strengths

- # of staff speaking the language (potential first language speakers)
- Interested participants from within current programming
- Leadership/Administration with interest and skill set

Internal Weaknesses

- Limited qualified staff
- Limited knowledge/experience with master-apprentice approach
- Limited language teachers/knowledge of language instruction
- Limited financial resources
- Limited resource materials

- # of first language speakers
- Interested participants from the community
- Community support
- Language usage

External classes available during working hours

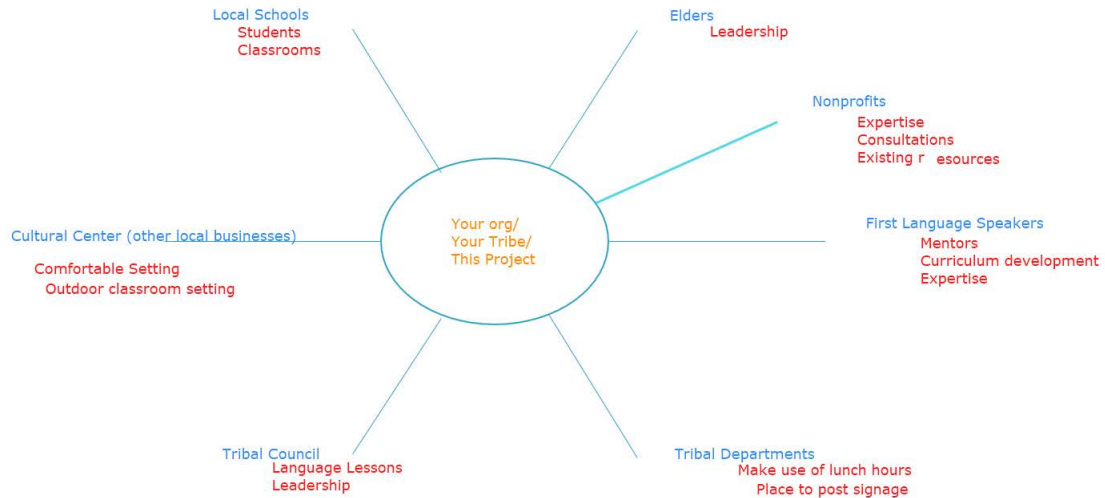
- Limited interest in community youth
- apathy and stigma of language learning/speaking

External Opportunities

- Tribal college offering language certification
- Nonprofit orgs, like ILI for training opportunities
- Community partnerships - in areas like culture, education, art

External Threats

ACTIVITY: Asset Mapping



ACTIVITY: Practice Brainstorming Activities

Obj 1: By the end of 12 months, the language program will increase language awareness and interest levels of first language speakers by building language rapport through 5 personal relationships.

Outputs:

create flyers
gain #s of participants
engage with #s elders
Partnerships building

Language assessment/Elder engagement survey

- > determine what to teach
- > determine where to teach
- > determine when to teach
- > for how long

Engage with elders

- > identify elders
- > contact directly
- > meet with them
- > establish compensation
- > determine travel

Engage with speakers

Engage Participants

- > recruit
- > interview
- > establish incentive compensation

ACTIVITY: 6 Ws of Ongoing Monitoring and Evaluation

| | | |
|-------------------|--|----------------------------------|
| Goal: | To increase the number of second language speakers through the development of personal relationships with elder first language speakers in a mentorship project | |
| Objective: | By the end of 12 months, the language program will increase language awareness and interest levels of first language speakers by building language rapport through 5 personal relationships. | |
| Outputs: | # Elders engaged, Staff, Curricula, Office Space, Classroom Space | |
| Outcome: | There is a decrease in elder hesitancy to speak the language and participate in a mentorship project | |
| What? | hesitancy levels or confidence levels | |
| Who? | Project Director | |
| Where? | Electronic file (spreadsheets) | |
| When? | Monthly | |
| How? | self-assessment, pre- and post-assessments, testimonials | |
| Why? | Improve project and make adjustments reporting results to participants/stake holders | Guage progress, provide feedback |

ACTIVITY: How might you do each?

| | |
|-----------------------------|--|
| Objective: | By the end of 12 months, the language program will increase language awareness and interest levels of first language speakers by building language rapport through 5 personal relationships. |
| Routinization: | Ongoing operations to maintain personal relationships |
| Increased Capacity: | Having built confidence in 1st language speakers will have snowball effect |
| Partnerships: | Partnership with Elder Center |
| Leveraged Resources: | Elder Center offers meeting space |
| Program Income: | |

ACTIVITY: Assets vs Funding

| Resources You Have | Partner Resources | ANA Funding Requests | Value/Cost |
|--------------------|-------------------------------------|----------------------|------------------|
| Staff | Meeting Space | Curriculum | |
| Classroom | | | \$50/sq ft |
| Copier | | | \$350 |
| | | | \$.20/page |
| | PED | | |
| | > cash donation/funding for schools | | \$200/mo |
| | > Supplies | | \$500/annually |
| | > Salary | | 25% of all staff |
| | 50% discounted consultant rate | 50% consultant rate | \$100/hour |