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Executive Summary

Bristol Bay Native Corporation Education Foundation convened its first Bristol Bay Language Summit on May 1st and 2nd, 2022 at the Alaska Native Heritage Center. The need for a language-focused gathering as well as complementary language revitalization efforts grew out of the recommended priorities in BBNCEF’s [Cultural Wellness Check](#), a community-based needs assessment conducted in 2020, with findings that the “primary concern” was “the loss of (...) language and the lack of opportunities to learn it” (p. 2). BBNCEF gathered Dena’ina, Yugtun, and Alutiiq Elders, speakers, teachers, and learners in Anchorage to connect, discuss, and support existing region-wide efforts in language revitalization. The flexibility in the programming and discussion-heavy aspects of the Summit allowed for participants to have conversations and build connections with other participants and people in the Bristol Bay Region. Participants were able to discuss and reflect on welcoming and supportive learning environments (language agreements), language and cultural materials and archiving; learn about language revitalization across the world and revitalization practices for the Yuchi language; observe a demonstration of the Total Physical Response language teaching method and learn about approaches to developing language teachers and learners; watch a traditional Yup’ik naming ceremony, and listen to the history and traditional stories about local places in Bristol Bay; and listen to Elders share on the importance of speaking one’s language and living one’s culture.

The Language Summit was well-regarded by participants and BBNCEF staff. Based on post-summit survey responses, participants felt connected with others in their region, stating that working together and in small groups as well as conversations and learning from each other were high points. There is a stated desire to continue the momentum of the Summit and be involved in BBNCEF’s language work, with survey responses indicating a strong interest in future Language Summits (100%), online meetings [on a monthly or quarterly basis], and the development of a Bristol Bay Language Council (92% as *very interested* and *extremely interested*).

Recommendations

Raven’s Group compiled the following action steps to forward language work in the Bristol Bay region. These recommendations were developed through analysis of the participation of the attendees, planning committee, results from the interactive activities at the summit and the final survey results.

1. **Establish a Bristol Bay Language Council:** A Language Council would initiate language planning and programming more broadly in Bristol Bay and could take on a more permanent role within the cultural and language work that BBNCEF does and supports. It is important to note

that the make up of the council should ensure that Dena'ina and Alutiiq languages have balanced representation for making decisions and providing input that can help with language teaching and language revitalization.

2. **Continue convening annual Language Summits:** All of this year's Summit participants were interested in additional Language Summits. As a recommendation based on participant feedback, future summits should prioritize high interest areas (*Figure 5*), such as success stories of other Indigenous languages and revitalization efforts, teaching methods, language acquisition theory and practices, and language planning, as well as include guest presenters/speakers to share their stories and experiences of their own successes and education models and methods for language revitalization.
3. **Develop an online Language Meeting series:** Ninety-seven percent of Summit participants expressed interest in an online Language Meeting series, with a preference for meeting either monthly or quarterly. Noting survey responses of participants' language interests, online monthly meeting topics could range from success stories and models of language revitalization around the world, language teaching strategies and methods, and language planning.
4. **Start initial exploration of a Bristol Bay Language and Culture Archive:** Required first steps would be a group or committee to head the initial discussions, explore archive design and funding options, and set the parameters of a regional archive, which could be done by the Summit Planning Committee, a Bristol Bay Language Council, or an ad-hoc Archive Committee. Considerations raised by Summit Planning Committee members and Summit Participants included location(s) of archive, access protocols to the archive as well as to sensitive and family/tribe/clan specific materials, archival material entry processes, online access and website (access), setting up an Archive Research Board and review process (similar to an Institutional Review Board), hiring/training archivists/archive manager, use of materials for educational curriculum and teaching materials, among other preferences and concerns.
5. **Develop a Language Revitalization Strategic Plan:** Since language revitalization efforts have many components and moving parts as well as a variety of prioritization areas; a Language Revitalization Strategic Plan (LRSP) would help to focus and maintain efforts on specific language areas for the Bristol Bay region. A LRSP would guide region-wide efforts, setting goals for a specified number of years; organize and plan grant applications ([Appendix D](#)) and project focuses to meet those goals and build up language learning, teaching, and planning resources; and assess progress made during implementation and at the end of the goal period to aid in iterative planning. Many tribes and/or tribal organizations have developed their own LRSP (see [Appendix](#)

[C](#) for examples), and each differs in structure and priority areas but all are focused on increasing language use, learning, and visibility.

6. **Strategize governmental and private funding to support language revitalization efforts:**

Activities and efforts for language revitalization and language education require funds to compensate peoples' time and to purchase supplies/materials, so it is recommended that BBNCEF investigate federal and private grants that can support these activities and efforts.

[Appendix D](#) lists specific Federal grants that fund Indigenous education, language education, and adjacent educational areas, i.e., libraries and archives. Also, developing a grant application strategy would help to prioritize grants for specific purposes, and a grant application strategy would best serve regional goals and priorities by organizing and aligning the grant application strategy with the Language Revitalization Strategic Plan and LRSP goals and timeline.

BBNCEF Language Summit: Introduction and Context

Bristol Bay Native Corporation Education Foundation convened its first Bristol Bay Language Summit on May 1st and 2nd, 2022 at the Alaska Native Heritage Center. The need for a language-focused gathering as well as complimentary language revitalization efforts grew out of the recommended priorities in BBNCEF’s [Cultural Wellness Check](#), a community-based needs assessment conducted in 2020, with findings that the “primary concern” was “the loss of (...) language and the lack of opportunities to learn it” (p. 2). With funding from a National Endowment of the Humanities’ Archiving grant, BBNCEF gathered Dena’ina, Yugtun, and Alutiiq Elders, speakers, teachers, and learners in Anchorage to connect, discuss, and support existing region-wide efforts in language revitalization.

BBNCEF hired Raven’s Group to facilitate and help with schedule design and development of the Language Summit with collaboration from BBNCEF’s staff and Language Summit Planning Committee. As part of the schedule design, Raven’s Group developed Summit Goals and Participant Outcomes with input from Language Summit Planning Committee (see below).

<p>Overall Goal(s) of Language Summit:</p> <ul style="list-style-type: none">• Want to know what is happening in regions, communities, by region to know what is happening and then• What are the priorities• What can be achieved in the next 5-10 years
<p>Participant Outcomes:</p> <ul style="list-style-type: none">• Participants feel a stronger connection with other Language Warriors in their region• Participants want to continue the momentum of Language Summit• Participants want to be involved in BBNCEF’s continued language efforts

The Summit schedule can be viewed in [Appendix A](#); to note, the Summit was intended as a flexible convening for connecting and sharing among the group, so the schedule was adjusted throughout the Summit to accommodate these intentions.

Participant Ideas, Group Presentations, and Post-Summit Feedback

The goal of the Language Summit was to provide space for participants to connect and discuss the summit topics prioritized by the BBNCEF Planning Committee. Several prioritized topics were designed as small group discussions with each group sharing out to all participants at the end of discussion time and sharing their discussion, ideas, and responses with the larger group. Two discussion activities, *Language Agreements* and *Archiving Language and Cultural Materials and Recordings*, included each group developing posters as documentation of their discussions and ideas to share out more broadly. The following two sections display what participants shared and wrote down for these two activities.

Language Agreements

Language agreements were intended to set the tone of the Summit and help participants come together and discuss what values and practices were agreeable for creating safe and welcoming spaces for language learners and speakers to participate and learn (for the Summit and for future language activities). For the activity, people created their own Language Agreement statements in response to Language Agreement prompts and shared their statements with their small group. The small groups further discussed what was shared by each person, and then each small group created their own set of Language Agreements, which was presented to the entire group of participants. Eight groups provided the following agreements for language learning:

Language Agreement Prompts

1. Why do you think language learning agreements are helpful? How can they be useful?
2. What issues come up in language learning environments that you would want to address with an agreement?

Group A:

- ❖ Take nothing with offense, give nothing with offense.
- ❖ Be Brave
- ❖ Mistakes are Welcome! Each mistake is a learning opportunity.
- ❖ Respect everyone's contribution to the process
- ❖ Don't be afraid to try.
- ❖ People should be able to get along with each other
- ❖ Don't be too critical with mistakes, etc.

Group B:

Wangkuta Arnat Assilriit

1. If we are not in agreement, we will not succeed. Then it will hinder the learning environment.
2. Today in this day and age, our children are taught using the Western Method & curriculum. Since the beginning of colonization
3. Our language, customs, traditions, ceremonies, our way of life, teachings, our stories and songs, are NOT included in the current school systems.
4. The whole community has to have full support of the schooling of the children at home and at school. The parents and extended family have to share responsibility of language and cultural teaching.

Arnat Assilriit

Group C:

Dena'ina

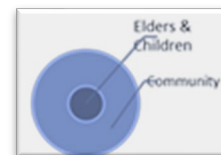
2. Foundation to work from; inspiration; goals & guidelines; vision; clear direction

3.

- Very few fluent speakers, speakers live in different places
- Need collaborative language learning plan with villages, fluency plan
- Be honest about “community wellness”
- Ask the kids: what do THEY need to be supported on their language journey
- Communities need to celebrate our youth year-round
 - 1st hunting harvest
 - coming of age
 - accomplishments

Group D:

1. Hold yourself accountable to speak your language – BE BRAVE ♡ HAVE VOICE
2. Be respectful, Don't poke fun – Heart forward
Everyone is important
3. Be flexible + patient
We create time for what needs to happen
4. Elders + children (all ages) are
our future ☺
5. Urgency ⇒ stay on task + be focused
6. (LOL) Laughter is medicine
7. Make room for all languages +
different dialects



Group E:

1. Incorporate language learning with elders, youth, and community members
2. Creating a safe environment to speak our languages
3. Gently correcting mispronounced or incorrect words. No shaming, we are all learning
4. Make it fun and have humor
5. Storytelling needs to be embraced and encouraged
6. Continue to grow together through our languages
7. Understanding the different dialects and where they come from

Group F:

1. We will listen to learn!
2. We will learn to speak!
3. We will speak to stand up!
4. We will support language learners of ALL levels
5. Language is Ellam Yua
6. Language learning will incorporate our values
7. Language learning will build on the past, include the present, and look to the future

Group G:

- Language learning is a healing process.
- Treat people like you want to be treated.
- Be respectful and inclusive. It's ok to make mistakes.
- Speaking your language is BEAUTIFUL! Show your pride of speaking your language.
- Change begins with you. Be the example.
- Don't worry about saying it wrong. Speaking it is better than not speaking at all. Speaking any words makes you a speaker. Use your voice.
- Learning in immersion. Creating curriculum to make language a priority.

Group H:

Alerqutet Maligterrla(i)narluki

- Calillgutekluci, kiiyei cali(?)kenaci
- Maliggluku Yugtun elicaraq
- Qigcigluki allat qaneryarat
- Ayuqluki elicarluki ayuqenritengraata elitnaurat qaneryarait
- Tegganret ilakerrlainarluki elitnauryigmi
- Yugturlainaq
- Assilriakiin pirrlainarluta
- Aturluku erinan pitalqegggluku
- Nasvagluki elitnaulten elitnauravnun
- Kituucin nallunriterrlainarluku
- Elitnaurat cingumarrlainarluki
- Canganaituq allartelleq taugaam egmian kituggluku allartelleq

Archiving Conversation

A key topic of the Language Summit (and a focus of the funding source) was to discuss *Archiving Language and Cultural Materials and Recordings*. A brief presentation on archiving and collections was presented to participants to set up the topic, with the exploration of developing an Indigenous Archive within the Bristol Bay Region. In addition, participants were asked about any language and cultural materials and/or projects that they were aware of. Participants met in small groups and discussed archiving for the region, with guiding prompts on page 5 to help with the conversation. At the end of small group discussions, presenters from each group shared their discussion out to the larger group. Seven groups provided the following ideas and points for language and cultural archiving:

Group 1:

Where can we find language materials/recordings?

- Regional corps, village corps
- Alutiiq Museum
- Sam Fox Museum
- Schools
- Park Service
- BBNCEF
- Land Trust
- International Museums
- BLM
- UAA & UAF
- BBNA
- Hospital
- Churches
- Local genealogist

What could and should a place to store these materials look like?

- Each village should have a system
- Overarching system for region
- The information & system has to be trusted. The information contains integrity.
- Family have access to study & view/listen.
- Depend upon ourselves & grow our own (for archiving, teaching, etc.)

Archiving Discussion Prompts

- ❖ What projects have you participated in, or are aware of, that produced language materials such as recordings, transcripts? where data/recordings etc. that was gathered get stored? How accessible is it?
- ❖ To your knowledge, what other language materials and resources exist?
- ❖ What access do you have to those materials/documents?
- ❖ How would you utilize the materials for language and/or cultural learning?
- ❖ If an archive was created, What would work best for the region and smaller regional communities and language learners?
 - What could and should a place to store all these materials look like? Should it be a university or should it be a private organization? A corporation?
- ❖ What access issues are you worried about when it comes to making an archive? E.g. Who should have access? What should a person have to do in order to access the materials? What if non-native or non-Indigenous researchers want to access materials?
- ❖ If there are culturally sensitive or family/clan specific materials, what protocols would you like to see in place to ensure appropriate access?
- ❖ What other questions, comments, or concerns do you have around developing and storing language materials?

Group 2:

- Form a planning committee for procedures of archiving and approval process of request for archived information
- Process of where to send information once it is collected
- Have sharing sessions to make sure the knowledge is recorded
- Archive and document dance, songs, ceremonies before the knowledge is gone forever
- Anything that is recorded or photographed must give a copy to the village so they can have it on file.
- Have funding for online platform partners
- Create a dictionary of the motions to the dance songs
- Bristol Bay region arts festival. Dancing with big prize competitions
- CDs & websites that teachers can play for the kids to learn. Zoom sessions with verses of the songs visually and pictures
- Access to anyone on the websites. Easy click on it & watch videos
- Guard sensitive information such as exact GPS locations from general public but have it accessible to those who really need the information
- Create Indigenous Review Board for information requests
- Need for a traveling specialist to go to villages for archiving. Vetted through BBNC.

Group 3:

1. Mike & Anecia participated in language recording/workshops (UAF). Qaspegs. Kameksaks. Pattern. (note: unaware of access; borrow from YK)
 2. YK Delta materials
 3. No access to UAF → Student at UAF have access.
 4. Include the elders – E-week
-
1. Stored at BBNCEF for easy access
 2. Need more video recordings of our elders in our region
 3. Develop a curriculum from our Bristol Bay region

Group 4:

- There are published books and are accessible to middle & high school teachers: Pal'aq of Qalirneq
- Angucinraankuk Kangipluk-llu of Cetuyaraq; Atkiq Lena Paul Ilutsik of Alaqnaq; Mancuaq Matrona Javier
- Yugtun Language app/yugtun.com
- There is a book at the printers of interviews of 1986 Yugtun language teachers
- ANCSA BIA Historical & Cemetery sites (tapes) Chasing the Dark
- John Dyasuk @ Fish and Wildlife produce transcripts of placenames; wildlife related data and yugtun names

Group 5:

- AK Native Language Center
- KCC printed Children's books
- In the SWRSD, the schools are provided with published materials with snapshot lessons
- Qayagaurcuun; computer-aatgun; Tegganret – tegganemteggun; Yugtun elitnauristetnun
- Culture camps; classrooms; community gatherings; training gatherings

Group 6:

- BIA, Parks Service, Project Jukebox, UAF/ANLC, Anchorage Museum
- Apps-child Memrise, Word of the day – TikTok
- Qenaga, Kenaitze Website...
- Village collections, Churches, National & International Museums (Finland; Chicago)

Rabbit hole. **Education** & outreach is key. Building a relationship with communities.

- Create curriculum integrating games/songs/stories, vocabulary/conversation.
 - Republishing materials
 - Creating apps & books
-
- Work with what we have – don't have to recreate everything
-
- Archivist should be familiar with communities and be sensitive to materials that should be private.
-
- Asking family, getting verbal or written permission

Group 7:

DECOLONIZE

- Archives are very Institutionalized & create access problems
 - We need to Decolonize so info is “family friendly”
- WE ARE NOT EXTINCT
 - If we don't speak → we let “them win”.
- EVERYONE HERE is the archive
 - Start now & speak to children at home & live who we are knowing each day we are waking our tongues & unleashing “Archives”

Post-Summit Survey Participant Feedback

Participants completed a survey (see [Appendix E](#) for blank survey) at the end of the Language Summit to provide feedback and to help inform future language events. The survey was accessed via QR code and completed with mobile devices by the participants; in total, there was a survey return from 36 participants. The survey was seven questions, all questions were multiple choice or fill in the blank, and each question had an optional follow-up question and/or space to provide additional feedback. The following findings presents participant thoughts and feedback from the May Language Summit.

One feedback question asked participants “How did you feel about the length of the summit?” Thirty-six participants responded and three quarters felt the summit was “about the right length”, and the other quarter felt the summit was either “too short” or “much too short” (see Figure 1). One participant did state in their follow up: “I think 3 days would be just right.”

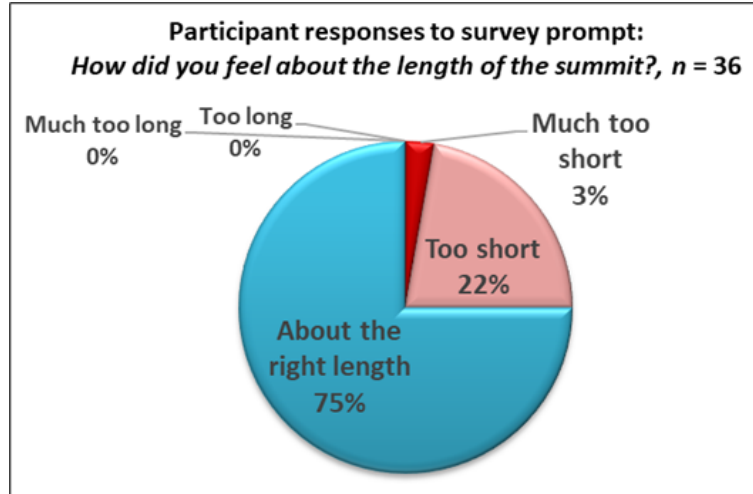


Figure 1: How did you feel about the length of the summit?, Participant responses

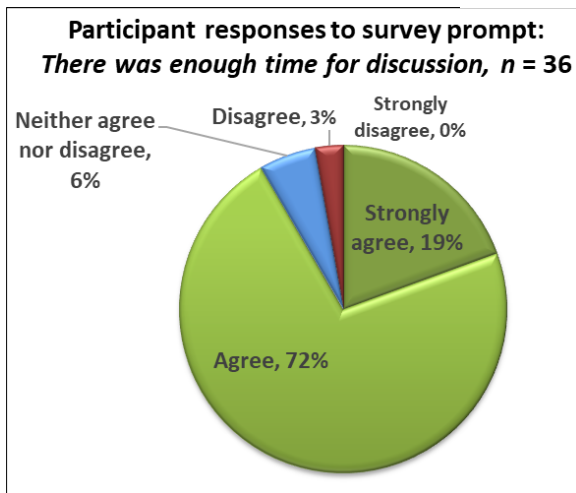


Figure 2: There was enough time for discussion., Participant responses

Another feedback question asked participants to select a response to the statement – *There was enough time for discussion.* Thirty-six participants responded, and a large majority of the participants felt there was enough time for discussion during the language summit. None of the follow up comments related specifically to the length of time for discussion but one response alluded to the pacing as favorable – “We are fortunate to have what others call Native time.”

Participants were asked to respond to the open response question, answering “What was the activity you liked the most and why?” Thirty-four participants responded and a wide variety of answers were provided. The facilitators have coded the open-ended responses into 14 codes or themes to provide a synopsis of favored activities. Some participants wrote multiple items for the activities they liked, which

is reflected in a higher number of codes (53) to responses (34).

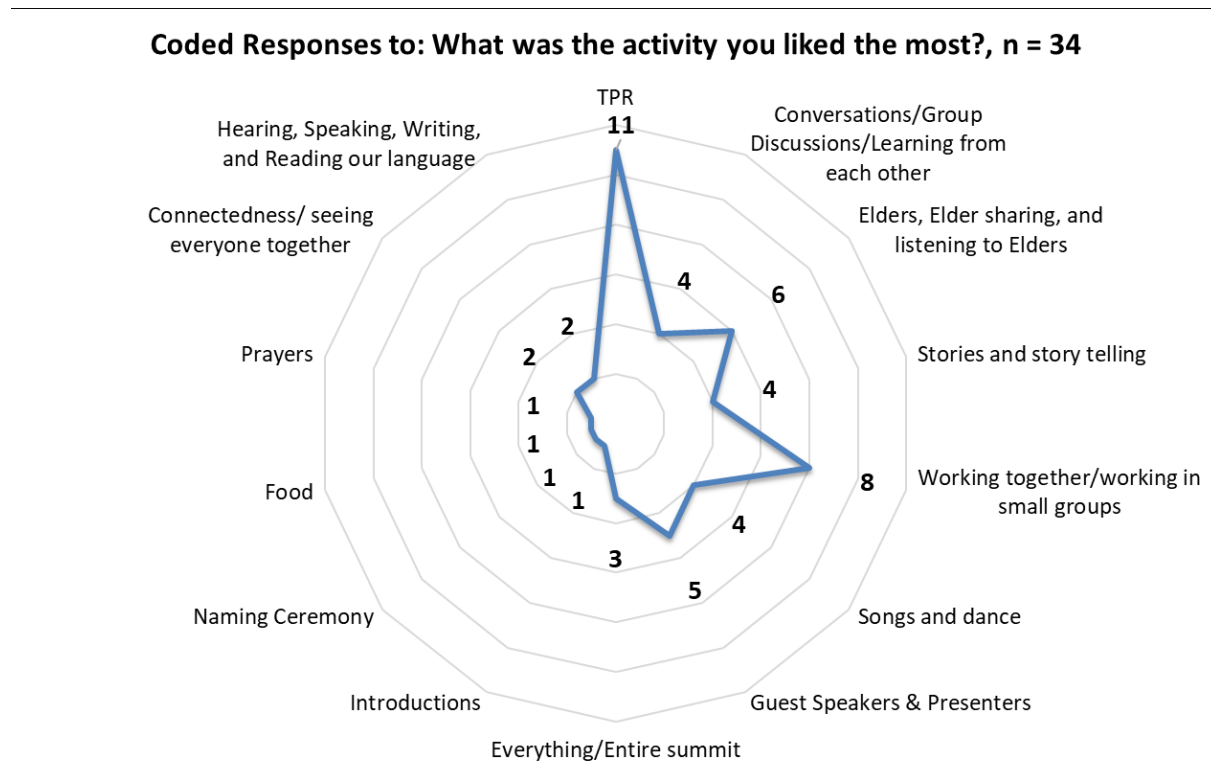


Figure 3: What was the activity you liked the most?, Coded responses

The last feedback question was an open response question and asked participants – “*What was your biggest takeaway from this event?*” Thirty-three participants responded and there were a wide variety of takeaways and perspectives on the experience. The facilitators recognize the importance of the Language Summit and the experiences and reflections shared by participants; with that in mind, all responses to the “*biggest takeaway*” question are provided below in Figure 4.

The remaining three survey questions asked for participant opinions and feedback about potential language planning supports and events that BBNCEF might provide in-region. One survey question asked participants “*How interested would you be in attending Language Summits in the future?*” All thirty-six participants responded that they would be ‘*extremely interested*’ (83%) or ‘*very interested*’ (17%) in attending future Language Summits. A follow up question was asked – “*If future Language Summits are planned, what topics would you like to see presented/discussed?*” and 24 participants responded with a wide variety of preferences for topics. The facilitators have coded the open-ended responses into 12 codes to provide an overarching preference of topics. Some participants wrote multiple items for the activities they liked, which is reflected in the number of codes (34) to responses (24).

1. We are all working towards the same goal.	2. Meeting relatives and friends	3. Connections/networking
4. "TPR!!,	5. Language Recording and Transcription Workshop	6. We need to act now.
7. Overall, this is good	8. All were great topics to digest and think about	9. We need the languages in our homes to be. Priority.
10. It gave me inspiration and hope for our future generations!	11. All	12. We need more doing.
13. We want to take our languages back!	14. That LKSD knows what they're doing.	15. Verifying the importance of language learning.
16. We can save our languages!!!	17. Lots of net work. So happy to see the diverse region	18. People are willing to take the time to bring our language back. More people should be invited
19. The importance of learning the language of our ancestors and how we are the teachers of our language in our homes.	20. Lots of good energy to make us interested and focused	21. Our languages are in a critical state and we need to grow new learners and be better about archiving.
22. Speak up for yourself speak up for your language culture and children	23. Having so many fluent speakers in one room and learning what the education curriculum creators are working on.	24. Our children are starving for language. We need to feed them.
25. No more talking, time to do it & make things happen to revitalize our language & culture.	26. That it's possible to bring our languages back - this is a start	27. Inspiration
28. How our language is getting distinct- not very many speak and write in our language	29. Real stories	30. Please lead the creation of an IRB for social science research!
31. We need to develop specific strategies to growing native speakers.	32. I learned a lot about myself	33. We are our own language archive!

Figure 4: What was your biggest takeaway from this event?, Participant responses

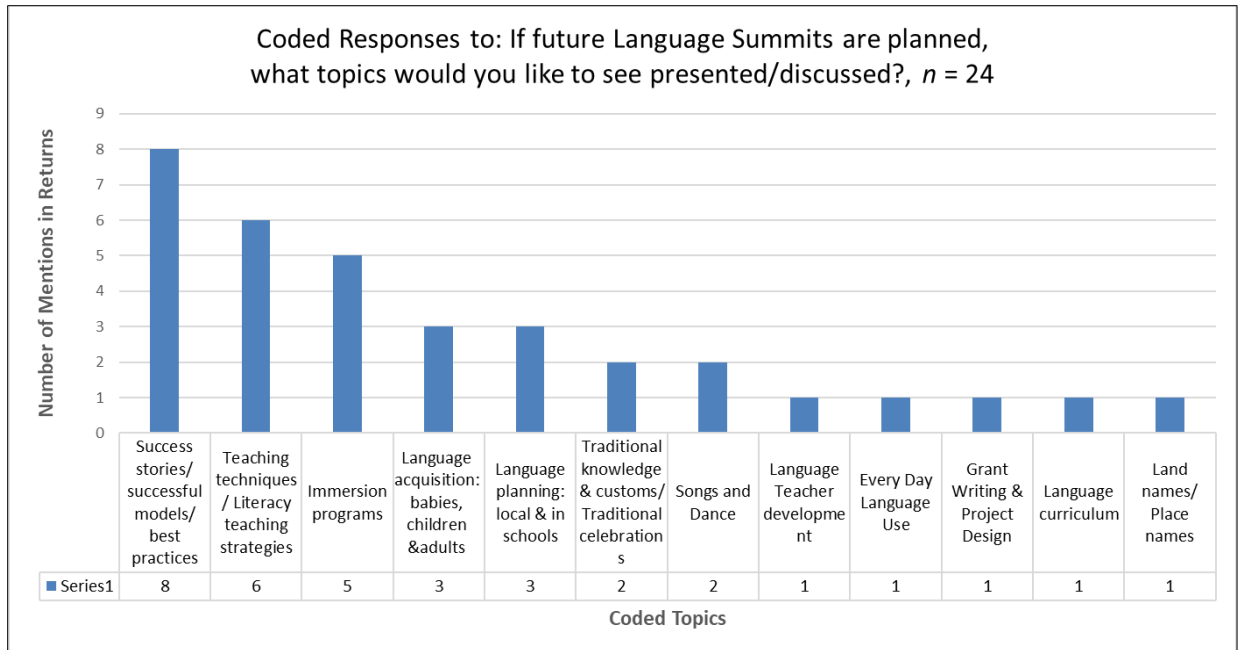


Figure 5: If future Language Summits are planned, what topics would you like to see presented/discussed?, Coded responses

The next question asked participants “If BBNCEF were to provide online connection meetings for language topics, would you be interested in attending?” Thirty-six participants responded with 35 participants (97%) of respondents answering ‘Yes’ and one respondent (3%) answering ‘No’. When asked about the frequency of online meetings, 27 participants responded – see the Figure 6. for a display by response of frequency.

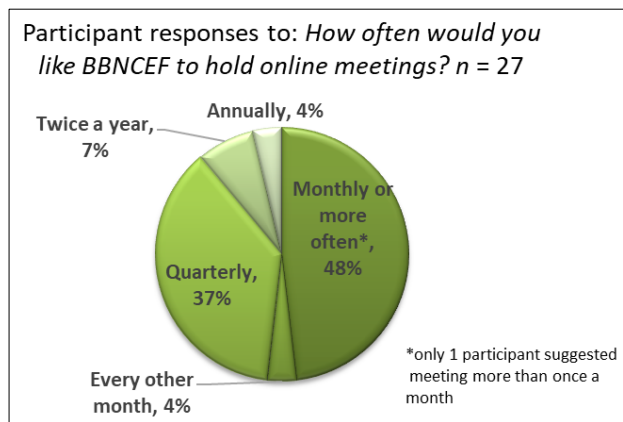
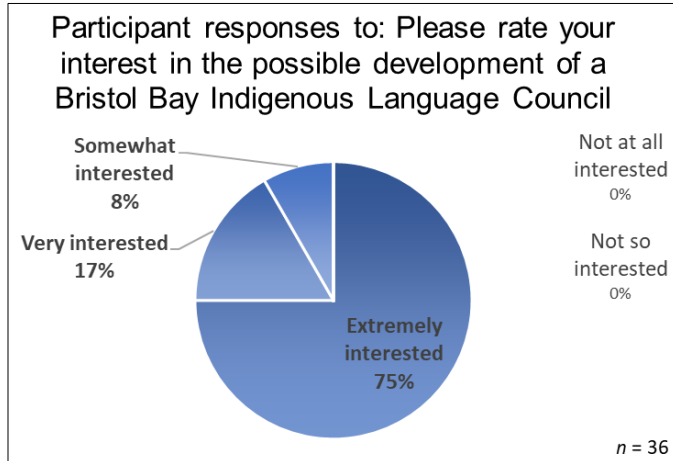


Figure 6: How often would you like BBNCEF to hold online meetings?, Participant responses

The last question asked participants to rate their interest in the development of a Bristol Bay Indigenous Language Council. All thirty-six participants responded with a breakdown of responses in *Figure 7*. Some feedback that was shared in the open-ended response ‘*Any Comments/Thoughts*’ were:



“Organization and development will be a good tool”, “We have so many councils and organizations, funding needs to be directed to individuals for direct learning opportunities with preschool aged youth and parents”, “As long as it’s just that. A language council. Not a ‘traveling to Hawaii to see how they do it council’”, and “We’re at a critical time of [revitalizing] our language & let’s not just talk about it but do it!”

Figure 7: Please rate your interest in the possible development of a Bristol Bay Indigenous Language Council, Participant responses

Summary and Recommendations

The first Bristol Bay Language Summit, hosted by Bristol Bay Native Corporation Education Foundation, was well-regarded by participants and BBNCEF staff. Participants were able to discuss and reflect on welcoming and supportive learning environments (language agreements), language and cultural materials and archiving; learn about language revitalization across the world and revitalization practices for the Yuchi language; observe a demonstration of the Total Physical Response language teaching method and learn about approaches to developing language teachers and learners; watch a traditional Yup'ik naming ceremony, and listen to the history and traditional stories about local places in Bristol Bay; and listen to Elders share on the importance of speaking one's language and living one's culture.



May '22 BBNCEF Bristol Bay Language Summit Participants

The flexibility in the programming and discussion-heavy aspects of the Summit allowed for participants to have conversations and build connections with other participants and people in the Bristol Bay Region. Based on post-summit survey returns and observations, all participant outcomes were forwarded during the Summit. Participants felt connected with others in their region, with open-ended survey responses stating that working together and in small groups as well as conversations and learning from each other were high points. There is a stated desire to continue the momentum of the Summit and be involved in BBNCEF's language work, with survey responses indicating a strong interest in future Language Summits (100%), online meetings [on a monthly or quarterly basis], and the development of a Bristol Bay Language Council (92% as *very interested* and *extremely interested*).

Recommendations

With the high level of participant enthusiasm for language revitalization work, BBNCEF's already established Language Planning Committee, and discussions with BBNCEF staff, Raven's Group recommends the following steps.

7. **Establish a Bristol Bay Language Council:** A Language Council would initiate language planning and programming more broadly in Bristol Bay and could take on a more permanent role within the cultural and language work that BBNCEF does and supports. Council members, who would likely be actively involved in language revitalization and education and/or first language speakers or highly proficient second language speakers, would be able to provide their knowledge and expertise with region-wide language planning and strategies as well as help BBNCEF with the design and development of language activities and projects. Working with BBNCEF staff, the Language Council can provide guidance on region wide gatherings and learning opportunities, i.e., Language Summits, online Language series, etc. It would be strongly recommended that the Language Council be involved with the design of a Bristol Bay Language and Cultural Archive. By leveraging the Council members' knowledge and expertise around language teaching, language and cultural materials, and awareness of local records/recordings, the Council could undertake the initial steps for exploring what an Archive might look like and any parameters needed for taking next steps; the Archive work could be solely headed up by the Language Council, or if decided, a Bristol Bay Archive Council/Working Group could split off to fully focus on the development of an Archive. It is important to note that the make up of the council should ensure that Dena'ina and Alutiiq languages have enough representation for making decisions and providing input that can help with language teaching and language revitalization.
8. **Continue convening annual Language Summits:** All of this year's Summit participants were interested in additional Language Summits. As a recommendation based on participant feedback, future summits should prioritize high interest areas (*Figure 5*), such as success stories of other Indigenous languages and revitalization efforts, teaching methods, language acquisition theory and practices, and language planning, as well as include guest presenters/speakers to share their stories and experiences of their own successes and education models and methods for language revitalization. Due to the expense of Language Summits, it is recommended that BBNCEF apply for larger multi-year grants that can be managed and implementing by BBNCEF and include an annual Language Summit as a grant activity.

9. **Develop an online Language Meeting series:** Ninety-seven percent of Summit participants expressed interest in an online Language Meeting series, with a preference for meeting either monthly or quarterly. As an initial step and depending on BBNCEF staff capacity, a recommendation would be for quarterly meetings for the remainder of the 2022 calendar year. Based on attendance and enthusiasm of the quarterly meetings, a monthly series could be developed for the 2023 calendar year. Noting survey responses of participants' language interests, online monthly meeting topics could range from success stories and models of language revitalization around the world, language teaching strategies and methods, and language planning (see *Figure 5* above). For presenters of various success stories and models, [Appendix B](#) lists Indigenous language teachers and knowledge bearers who could be guest speakers for the online series.
10. **Start initial exploration of a Bristol Bay Language and Culture Archive:** Required first steps would be a group or committee to head the initial discussions, explore archive design and funding options, and set the parameters of a regional archive, which could be done by the Summit Planning Committee, a Bristol Bay Language Council, or an ad-hoc Archive Committee. Considerations raised by Summit Planning Committee members and Summit Participants included location(s) of archive, access protocols to the archive as well as to sensitive and family/tribe/clan specific materials, archival material entry processes, online access and website (access), setting up an Archive Research Board and review process (similar to an Institutional Review Board), hiring/training archivists/archive manager, use of materials for educational curriculum and teaching materials, among other preferences and concerns.
11. **Develop a Language Revitalization Strategic Plan:** Since language revitalization efforts have many components and moving parts as well as a variety of prioritization areas; a Language Revitalization Strategic Plan (LRSP) would help to focus and maintain efforts on specific language areas for the Bristol Bay region. A LRSP would guide region-wide efforts, setting goals for a specified number of years; organize and plan grant applications ([Appendix D](#)) and project focuses to meet those goals and build up language learning, teaching, and planning resources; and assess progress made during implementation and at the end of the goal period to aid in iterative planning. In addition, development of the LRSP through a community-based participatory process would increase local ownership of the plan and prioritize community goals for language revitalization. Many tribes and/or tribal organizations have developed their own LRSP (see [Appendix C](#) for examples), and each differs in structure and priority areas but all are focused on increasing language use, learning, and visibility. Lastly, the Language Revitalization Strategic

Plan could either be developed solely by the Bristol Bay Language Council or developed in tandem with a contractor experienced in strategic planning and/or language planning.

12. Strategize governmental and private funding to support language revitalization efforts:

Activities and efforts for language revitalization and language education require funds to compensate peoples’ time and to purchase supplies/materials, so it is recommended that BBNCEF investigate federal and private grants that can support these activities and efforts.

[Appendix D](#) lists specific Federal grants that fund Indigenous education, language education, and adjacent educational areas, i.e., libraries and archives. Also, developing a grant application strategy would help to prioritize grants for specific purposes, and a grant application strategy would best serve regional goals and priorities by organizing and aligning the grant application strategy with the Language Revitalization Strategic Plan and LRSP goals and timeline.

These recommendations can be initiated on their own; though, it is recommended that BBNCEF first establish a Language Council to help determine which are higher priorities and most needed in the Bristol Bay region as well as to help support and provide guidance of these recommendations as BBNCEF becomes more involved in language education and revitalization. While the steps or organization of the recommendations are up to BBNCEF to enact, Raven’s Group imagines, with the synergy between these elements, that it could be best organized as follows:

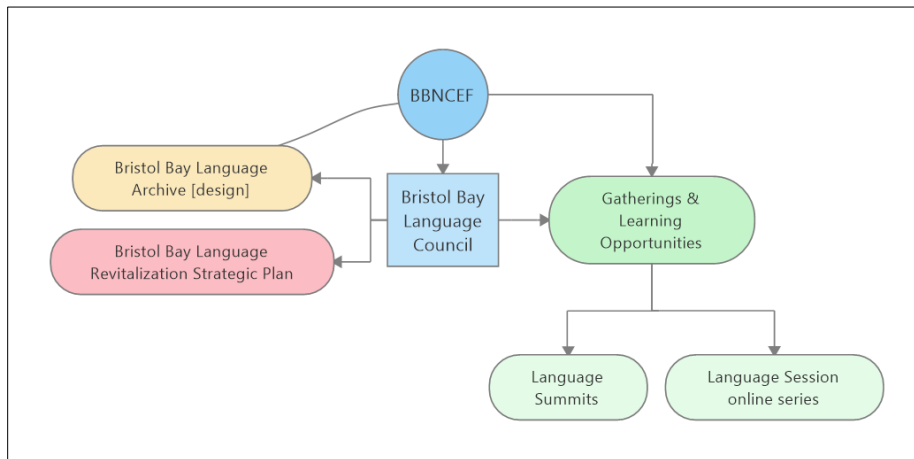


Figure 8: Possible organization of recommendations for continuing language work

Appendix A: May 2022 Language Summit Schedule

BBNCEF Language Summit '22 Meeting Overview		
Day 1 Schedule (Sunday, May 1) Gathering Room the Entire Day		
Time	Activity Title	Details
8 am	Breakfast and Visiting	Catering arrives at 7:30 am
9 am	Welcome Remarks, Land Acknowledgement, Prayer and Introductions	<ul style="list-style-type: none"> ● Land Acknowledgement ● Traditional Prayer ● Song Tarvarnauramken ● Song – Dena’Ina Prayer Song ● Why we’re here ● Guiding reminds of process and protocol ● Introductions ● Review of Flow of Day
10:30 am	Language Learning Agreements	<ul style="list-style-type: none"> ● Raven’s Group provides background for setting meeting agreements and discusses examples of language agreements ● Break into groups by number (Count off in language of your choice, preferably your Indigenous Language); 5 groups of 8 people minimum ● Group Discussions and workshop - each group drafts and develops their own set of agreements ● After drafted agreements for each group, they will be posted on wall and everyone can vote on them/provide comments
11:15 am	BREAK	

11:30 am	Keynote: h@IA Turning Heart and Richard Grounds Speakers (Yuchi) (~45 min)	
12:15 pm	Lunch (12:30 pm the latest)	<ul style="list-style-type: none"> ● Elder Prayer before lunch - Pauline Hobson; ● Lunch ● Traditional Song(s) at end of Lunch (open invitation)
1:15 pm	Speaker Series presentation (can bump this by 15 ish min if needed)	Present on the Speaker Series and ask for feedback from summit participants
1:30 pm	River of Language activity (can also move this by 15-20 min)	<ul style="list-style-type: none"> ● RG introduce activity with a visual example (10 min) ● Break into groups by number (Count off in language of your choice, preferably your Indigenous Language); 5 groups of 8 people minimum (5 min) ● Language River flowing through past, present, and future (going upriver starting at future) [RG will print off copies of the description that each group will receive] <ul style="list-style-type: none"> ○ Where would we like to be in the future? (~30 min) ○ Where is it now/Where are we now? (~30 min) ○ Where was the language? (~15 min)
3 pm	Break - tea/coffee	
3:15 pm	Share out of Rivers	Each River group shares out their visual to the whole group - 5-8 minutes each group
3:40 pm	TPR Presentation and Demo	Language Method Demo In the large room with the big group – end with questions about the method at the end
~4:45 pm	Housekeeping/Tomorrow Notes	
~4:50 pm	Closing Song(s)	<ul style="list-style-type: none"> ● Singers

**Day 2 Schedule (Monday, May 2)
In Gathering Room Entire Day**

Time	Activity Title	Details
8 am	Breakfast and Visiting	Catering details: Delivered at 7:30 am
9 am	Summit Opening	<ul style="list-style-type: none"> • Welcome • Traditional Prayer • Alutiiq Quayana Song • Naniq Lighting • Review of Flow of Day
9:30 am	Indigenous Archiving - Desires, Current Materials/Past Projects, Access	Conversations at round tables by participants (6 or more) about archiving language materials and accessing materials [to lay the groundwork for the future discussions of an archive]
10:15 am	BREAK	BREAK
10:30 am	Panel Discussion and Small Group Discussions on Training and Growing Our Own Language Teachers	<ul style="list-style-type: none"> • Michelle R., Janet, AlexAnna will lead a discussion on the ANEP grant they're working on, how they are growing language teachers, and best practices that they have found through their experiences (25 min) • Q&A time for Presenters (10 min) • Then follow with small groups at their tables (can combine to have 6+ at each table) of what is needed to grow teachers in own community and in the region as a whole (25 min)
11:30 am	Grant Writing & Alutiiq Language Project Presentations	<p>Grant Writing (20 min) + Alutiiq Language Project (15 minutes)</p> <p>Participants post discussion topics during lunch for Art of Hosting</p>

12 pm	Lunch Time	<ul style="list-style-type: none"> ● Elder Prayer for lunch opening ● Lunch ● Traditional Song(s) at end of Lunch
1 pm	Connecting time in your Language Group	Options: 1- river of life for language group 2- refine language agreements for your language group 3- discussion prompts
2 pm	Break	Traditional Song/Dance
2:15 pm	Participant-Informed Topical Discussions and Brainstorming	Post Parking Lot topics <ul style="list-style-type: none"> ● Follow Steps of OST Method ● Participants can freely choose a topic they're interested in from parking lot topics given at lunch time to lead discussion ● Discussion Lead will set up at one table; ideally, 6 tables of different topics (~10-15 min) ● Discuss while taking notes (Group votes on a scribe; though everyone can be a scribe)
3:15 pm	Present Ideas out to Whole Group	Present summaries of Discussions By group - each group gets 5 ish mins max
3:50 pm	Housekeeping and Closing Remarks By BBNCEF	<ul style="list-style-type: none"> ● Post-Summit Survey ● Discuss upcoming opportunities <ul style="list-style-type: none"> ○ Monthly/quarterly online meetings ○ Gauge interest in creating a Bristol Bay Indigenous Language Council ○ Gauge interest in additional Summits/Summits for language ○ Any additional needs/topics you would like addressed?
4:00 pm	Closing Thoughts Round Robin	Closing in large group: What's one thing in your heart you would like to share?
5 pm	Adjourn	

Appendix B: Potential Speakers for Language Summits

The following list is to help provide some ideas for possible Keynote Speakers for future Language Summits and Gatherings. On the post-Summit survey, Summit participants shared their interest in learning more about language revitalization efforts and language teaching methods from other tribes and Indigenous language teachers and scholars. The list is divided into Alaskans involved in Alaska Native language education/revitalization and non-Alaskans involved in indigenous language education/revitalization.

Alaskans who are involved in Alaska Native language education and/or revitalization

- Dr. Panigkaq Agatha John-Shields
- Sondra Shaginoff-Stuart
- Ya Ne Dah Ah School director/teachers/staff at Nay'dini'aa Na' Kayax (Chickaloon Village Tribal Council)
- Dr. April Laktonen Counciller
- Yaayuk Bernadette Alvanna-Stimpfle
- Allan Hayton

Non-Alaskans who are involved in indigenous language education and/or revitalization

<p>Dr. Neyooxet Greymorning (Accelerated Second Language Acquisition)</p>	<ul style="list-style-type: none"> • Local News on ASLA language method: https://www.youtube.com/watch?v=Bhsw9b6OiJc • Blackfoot language learners who have gone through ASLA: https://www.youtube.com/watch?v=mHUuUkBD4Go
<p>Dr. Jeremy Green (Mohawk teacher/SLA specialist) - <i>spoke and presented at UAF's Indigenous Language Summit in 2018</i></p>	<ul style="list-style-type: none"> • What is the SLA process of your language?: https://www.youtube.com/watch?v=Ub-I6bJQk_8 • The Oral Literacy Approach: https://www.youtube.com/watch?v=eEnlsJX0Dec • Using OPI to assess speaking proficiency: https://www.youtube.com/watch?v=CfyburirBso&t=192s • Teaching Haudenosaunee Languages: https://www.youtube.com/watch?v=1ju53DLOKLO&t=193s
<p>Onowa McIvor - Indigenous Professor at UVic w/focus on revitalization and teaching methods</p>	<ul style="list-style-type: none"> • https://libguides.uvic.ca/indigenouseducation/indigenousspeakers/revitalization - brief video • Editor of, Promising Practices in Indigenous Teacher Education: https://link.springer.com/book/10.1007/978-981-10-6400-5

Possible other educators on the Indigenous Language Institute's BoD and Language Advisory Council: <https://ilinitiative.org/board-of-directors/> & <https://ilinitiative.org/language-advisory-council/>

Appendix C: Examples of Language Revitalization Strategic Plans

The following links are strategic plans that Indigenous organizations and/or tribal governments have developed to work on language revitalization in their communities. The examples are to provide a broad view of what has been done for language planning and organizing efforts for language revitalization.

- ❖ Haíłzaqvıa Revitalization Strategic Plan: Setting Our Course for the Next Five Years 2019-2024:
 - <http://www.heiltsuknation.ca/wp-content/uploads/2019/06/Ha%C3%AD%C9%ABzaqv%E1%B8%B7a-Revitalization-Strategic-Plan.pdf>

- ❖ Tsi kioñnhet Onkwawen:na Kanien'ké:ha *Let us Restore our Words in Mohawk*: An MCA Mohawk Language Strategic Plan:
 - <http://www.akwesasne.ca/wp-content/uploads/2018/10/MCA-MOHAWK-LANGUAGE-STRATEGIC-PLAN-March-15-2017-FINAL.pdf>

- ❖ STRATEGIC PLAN For Dakota and Ojibwe Language Revitalization in Minnesota:
 - <https://www.house.leg.state.mn.us/comm/docs/indianaffairsCouncil-strategicplan.pdf>

- ❖ STRATEGIC PLAN FOR REVITALIZING THE HUL'QUMI'NUM' LANGUAGE:
 - <http://www.hulquminum.bc.ca/pubs/htg-language-strategic-plan.pdf>

- ❖ White River First Nation Language Revitalization Project ~Strategic Plan~:
 - <https://whiteriverfirstnation.com/wp-content/uploads/2019/10/Strategic-Language-Plan-FINAL.pdf>

- ❖ Aboriginal Languages Trust CONSULTATION ON THE DRAFT STRATEGIC PLAN:
 - [https://www.aboriginalaffairs.nsw.gov.au/policy-reform/language-and-culture/aboriginal-languages-trust-strategic-plan/Strategic-Plan-Consultation-Document-\(in-branding\)\[67\].pdf](https://www.aboriginalaffairs.nsw.gov.au/policy-reform/language-and-culture/aboriginal-languages-trust-strategic-plan/Strategic-Plan-Consultation-Document-(in-branding)[67].pdf)

Appendix D: Federal Grants to aid in BBNCEF Language Work

Grant Opportunity & Website	General Description and/or Notes
<p>1) Native American Language and Preservation and Maintenance (ANA - P & M Grant)</p> <p>https://www.grants.gov/web/grants/view-opportunity.html?oppId=329540 (Closed grant)</p>	<p>The Native Language Preservation and Maintenance program provides funding for projects to support assessments of the status of the native languages in an established community, as well as the planning, designing, restoration, and implementing of native language curriculum and education projects to support a community's language preservation goals. Native American communities include American Indian tribes (federally-recognized and non-federally recognized), Native Hawaiians, Alaskan Natives, and Native American Pacific Islanders.</p> <ul style="list-style-type: none"> • Grant Length of 1, 2, 3 years • Requires 20% Match • \$100,000- \$300,00 per budget period • Need to Partner with a Tribal Organization • Requires a Community Needs Assessment
<p>2) Native American and Alaska Native Children in School Program (NAM - DOE)</p> <p>https://www2.ed.gov/programs/naancs/application.html (Closed grant)</p>	<p>The purpose of the NAM program is to award grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American students, including Alaska Native, Native Hawaiian and Native American Pacific Islander children, who are identified as English learners (ELs). The goal of this program is to support the teaching, learning, and studying of Native American languages while also increasing the English language proficiency and academic achievement of students served. In addition, under this fiscal year 2018 competition, the Department includes an invitational priority on promoting literacy by providing families with evidence-based strategies for promoting literacy, including family literacy activities.</p> <ul style="list-style-type: none"> • 5 year grants • No Match Req. • \$275,000- \$325,000 per budget period (based on 2018 amts)
<p>3) Alaska Native Equity Education (ANE - DOE Grant)</p> <p>https://www2.ed.gov/programs/alaskanative/index.html</p>	<p>The overall purpose is to meet the unique education needs of Alaska Natives and to support supplemental education programs to benefit Alaska Natives. Allowable activities include, but are not limited to, the development of curricula and education programs that address the education needs of Alaska Native students, and the development and operation of student enrichment programs in science and mathematics. Eligible activities also include professional development for educators, activities carried out through Even Start (# 84.213) programs and Head Start programs, family literacy services, and dropout prevention programs.</p>

	<ul style="list-style-type: none"> • 3 year grants • No Match Req. • \$200,000- \$500,000 per budget period
<p>4) Native American Library Grant: Basic Services</p> <p>https://www.ims.gov/grants/available/native-american-library-services-basic-grants</p> <p>(Closed)</p>	<p>The goal of the FY 2020 Native American Library Services Basic Grants Program is to support existing library operations and maintain core library services. 3 OMB Control #: 3137-0093, Expiration Date 9/30/21 IMLS-CLR-D-0021 The Native American Library Services Basic Grants Program no longer has a separate Education/Assessment Option. Funding for tribal library staff to attend library-related continuing education courses or training workshops; attend or give presentations at conferences related to library services; and/or hire a consultant for an onsite professional library assessment can be included in the Library Services Plan and the Budget. No more than \$3,000 of the \$6,000 - \$10,000 award may be allotted for education/assessment activities or travel. If an applicant does not include funding for education</p> <p>Possibility: Create a Tribally-Owned Digital Language Resource Library - house Curriculum and Language Learning/Teaching Resources</p> <ul style="list-style-type: none"> • 1 year grant; completion qualifies grantee for further funds via Enhancement Grants • No cost sharing • \$6,000-\$10,000
<p>5) Native American Library Grant: Enhancement Grants</p> <p>https://www.ims.gov/grants/available/native-american-library-services-enhancement-grants (Closed)</p>	<p>Native American Enhancement grants are competitive grants available to carry out activities, described in 20 U.S.C. 9141, that advance the programs and services of eligible Native American libraries. This program is designed to assist Native American tribes in improving core library services for their communities. Reflecting IMLS’s agency-level goals of championing lifelong learning, strengthening community engagement, and advancing collections stewardship and access, the goals for this program are to:</p> <ul style="list-style-type: none"> • Improve digital services to support needs for education, workforce development, economic and business development, health information, critical thinking skills, and digital literacy skills. • Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users. • Enhance the preservation and revitalization of Native American cultures and languages. <ul style="list-style-type: none"> • Grant length - up to 2-years • No cost sharing • Max. \$150,000 per budget period

<p>6) Native American Language Preservation and Maintenance- Esther Martinez Immersion (ANA - Immersion grant)</p> <p>https://www.acf.hhs.gov/ana/grants/funding-opportunities (Closed)</p>	<p>The program provides funding for community-based projects that ensure continuing vitality of Native languages through immersion-based instruction. Programs funded under the EMI notice of funding opportunity must meet the requirements for either a Native American Language Nest, or a Native American Survival School. As defined by Esther Martinez Native American Languages Preservation Act (42 U.S.C. § 2991b-3(b)(7)), Language Nests are "site-based educational programs that- (i) provide instruction and child care through the use of a Native American language for at least 5 children under the age of 7 for an average of at least 500 hours per year per student," and Native American Survival Schools are "site-based educational programs for school-age students that- (i) provide an average of at least 500 hours of instruction through the use of 1 or more Native American languages for at least 10 students for whom a Native American language survival school is their principal place of instruction."</p> <ul style="list-style-type: none"> • Choice of 1, 2, 3 years • Requires 20% Match • \$100,000- \$300,00 per budget period
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Appendix E: Blank Post-Summit Survey

BBNCEF Language Summit Survey

Future Bristol Bay Language Efforts

BBNCEF would like to continue this important language work after the summit and support community efforts towards language learning and teaching. Answers to following three questions will help to gauge support in different language planning areas.

1. How interested would you be in attending Language Summits in the future?

- Extremely interested
- Very interested
- Somewhat interested
- Not so interested
- Not at all interested

If future Language Summits are planned, what topics would you like to see presented/discussed?

2. If BBNCEF were to provide online connection meetings for language topics (guest presenters, language teaching methods, demonstrations, etc.), would you be interested in attending?

- Yes
- No

If online connection meetings do happen, how often would you like BBNCEF to hold online meetings? (monthly, quarterly, etc.)

3. Please rate your interest in the possible development of a Bristol Bay Indigenous Language Council.

- Extremely interested
- Very interested
- Somewhat interested
- Not so interested
- Not at all interested

Any Comments/Thoughts (optional):

Bristol Bay Language Summit 2022 Post-Summit Survey

Please respond to the following questions about the Language Summit you attended these past two days. Any feedback will be helpful for future planning.

4. What was the activity you liked the most and why?

5. How did you feel about the length of the summit?

- Much too short
- Too short
- About the right length
- Too long
- Much too long

Comment (optional):

6. There was enough time for discussion.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comment (optional):

7. What was your biggest takeaway from this event?

Thank you for your time and responses!