



PRESERVATION AND REVITALIZATION OF NATIVE AMERICAN
LANGUAGES IN EDUCATION
OCTOBER 7, 2016



**Native American
Community Academy**
*Where Education, Community, and
Culture Come Together*



OPENING – WOGLAKA & INTROS





How did I get here?

Makhokinyan Family



Historical Context

A Perspective of Eras of Education for Indigenous Communities:

- Indigenous Education

- Pre-colonial education respective to each community/tribe

- American Indian Education

- Americanization boarding schools, “*Kill the Indian Save the Man*”

- Native American Education

- Marked by Indian Self Determination Act and Tribal colleges

- Indigenous Education

- Centering Indigenous philosophies and ideologies through community-based education movements



Native American Community Academy (NACA)

NACA Mission and History

TO ENGAGE STUDENTS, EDUCATORS, FAMILIES, AND COMMUNITY
IN CREATING A SCHOOL THAT WILL PREPARE OUR STUDENTS TO
GROW FROM ADOLESCENCE TO ADULTHOOD AND BEGIN
STRENGTHENING COMMUNITIES BY DEVELOPING STRONG
LEADERS WHO ARE ACADEMICALLY PREPARED, SECURE IN THEIR
IDENTITY AND HEALTHY.



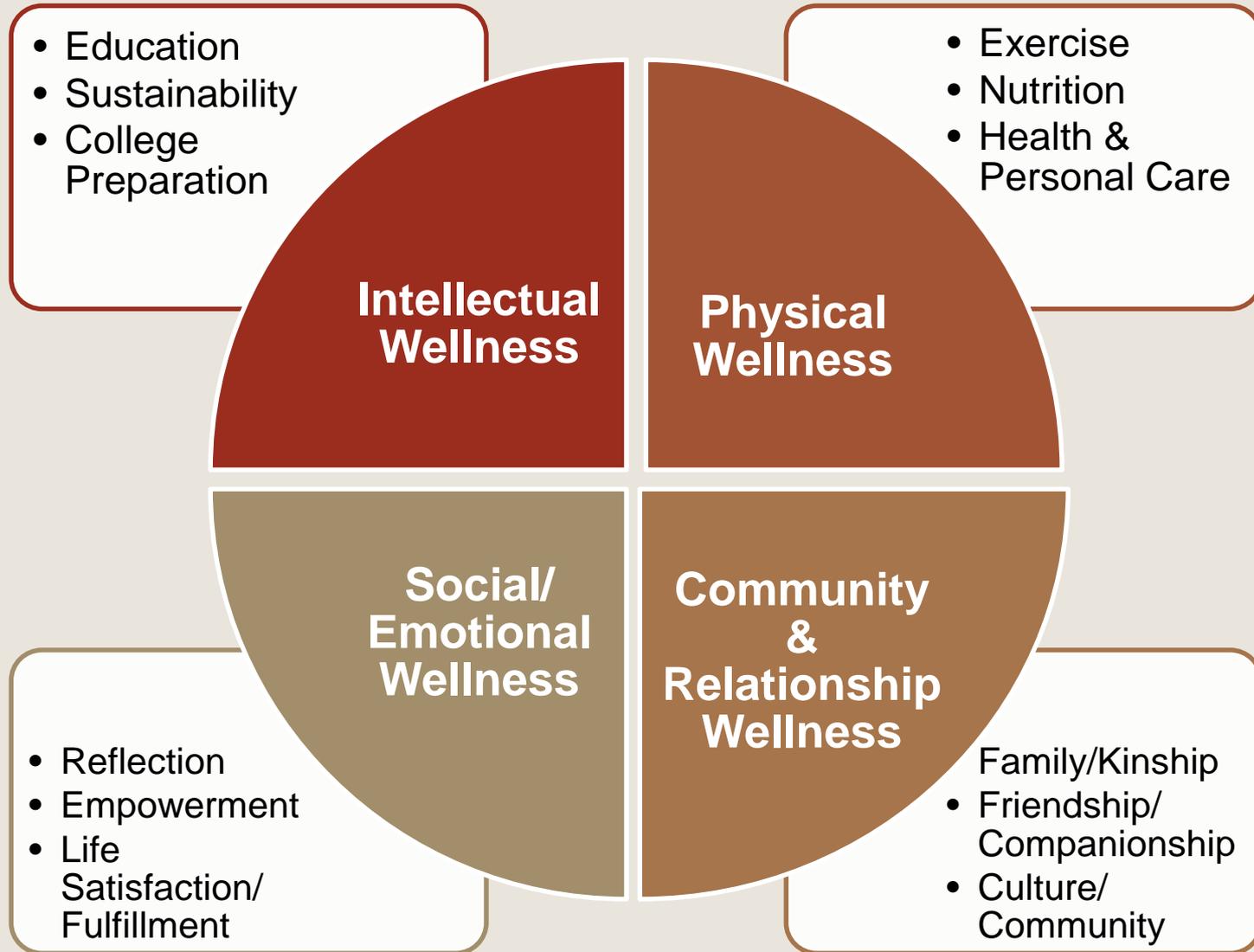
COMMUNITY-LED DESIGN

- Early Planning of NACA---drawing on decades of advocacy for Native American students and families by engaging the strengths and assets of the community
 - Collaboration with 150+ community members and advisors
 - **Establish a school that reflects the community's values/priorities** including personal wellness, cultural identity, and academic preparation.



NACA WELLNESS WHEEL

Aligned to many Indigenous world views and used for ongoing goal setting and growth





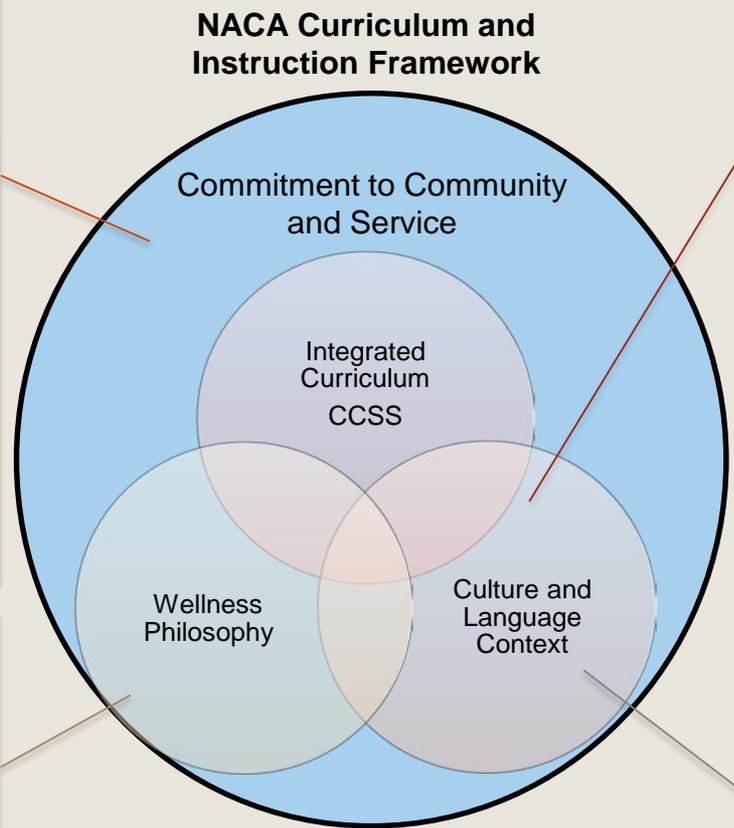
NACA GOALS

- ❖ Integrated curriculum
- ❖ Cultural relevancy
- ❖ Community relations

- ❖ Wellness philosophy
- ❖ Language revitalization
- ❖ Enrichment & college-preparatory focus

- Year round, community-based **Out of School Time** program
- **Community presentations, open houses, guest speakers, cultural events, and mentoring**
- **Key community partnerships** include: Americans for Indian Opportunity, NM Forum for Youth & Community, CNM, Southwest Youth Services, UNM School Based Health, UNM Tribal Service Corps, Institute of American Indian Arts, Aotearoa Sister Schools

- **Student Support Services** providing free, school-based, culturally-sensitive, high quality mental health services open to all students and families
- **Experiential Education Program** focused on students' overall wellness; part of required Personal Wellness class for all students
- Supporting families with healthcare, nutrition, and social services at the **on-site school based health center**



- **Integrated Curriculum** - culturally based education, holistic wellness philosophy, and community/ based education – to guide the development of school programs, wellness, and academic curriculum
- **Rigorous college prep curriculum and vigorous testing** (all students complete at least 6 hours of dual enrollment credit prior to graduation, ACT, AP, Pre-AP)

- Using **Native literature, language, and culture as the framework for rigorous, college-prep curriculum**
- Specific studies include storytelling, oral traditions, cultural history, Native languages, community presentations, and Native American literature



A NACA EDUCATION

NACA

What it looks like

Integration of Academic Excellence & Cultural Relevance

- Curriculum, pedagogy, and assessments satisfy Common Core standards and practices, with data-backed evaluation of outcomes
- Education is done in whole or part using Indigenous Languages, or through Indigenous teaching practices (e.g. integrating geology curriculum with Native creation stories, impact of policy on tribes, impact of Ind.Ed)

Focus on holistic wellness

- Holistic Wellness Wheel used as a framework for students and staff to assess growth and set goals
- Services, supports, and programs oriented around Intellectual, Spiritual, Physical, and Emotional Health
- Respectful interaction between teachers & students sensitive to impact of boarding schools in Native communities due to colonization

Community Transformation

- NACA is a key facilitator of connections within the community, creating and leading partnerships with organizations like the Indian Pueblo Cultural Center, UNM's NAS, SYS, Inc., AIO
- NACA leads community events such as the NACA Feast day, Pow-wow and 1491s



THE NACA MODEL HAS PUT STUDENTS ON THE PATH TO SUCCESS IN COLLEGE AND THEIR COMMUNITIES

A

NACA received New Mexico's **highest rating for student growth** in 2012–13, 2013, 2014 outperforming the state average for improving academic achievement.

A

NACA received an A in College and Career Readiness on the NM report card.

100

100 percent of NACA seniors are **accepted into college**.

4x

Of graduating seniors, 83 percent have **gone on to college immediately after their Senior year**. This is four times the national average for Native American students.

90%

90% of a student's day is rooted in rigorous, culturally relevant learning.



COLLEGE ENTRANCE: AWESOME STUDENTS AND GROWTH

NACA students are continuing their education all over the U.S. – and the world!

- **Arizona State University (Tempe, AZ)**
- Bard College (Annandale-on-Hudson, NY)
- **Barnard College (New York, NY)**
- Bennington College (Bennington, VT)
- **Brown University (Providence, RI)**
- Central New Mexico Community College (Albuquerque, NM)
- **Columbia College Chicago (Chicago, IL)**
- Columbia University (New York, NY)
- **Colorado State University (Ft. Collins, CO)**
- Cornell College (Mount Vernon, IA)
- **Dartmouth College (Hanover, NH)**
- Earlham College (Richmond, IN)
- **Elmira College (Elmira, NY)**
- Eugene Lang – The New School (New York, NY)
- **Evergreen State College (Olympia, WA)**
- Fort Lewis College (Durango, CO)
- **Goucher College (Baltimore, MD)**
- Hamilton College (Clinton, NY)
- **Haskell Indian Nations University (Lawrence, KS)**
- Illinois College (Jacksonville, IL)
- **John Cabot University (Rome, Italy)**
- Lawrence University (Appleton, WI)
- **Loyola University - New Orleans (New Orleans, LA)**
- Macalester College (St. Paul, MN)
- **Mesalands Community College (Tucumcari, NM)**
- New Mexico State University (Las Cruces, NM)
- **Pomona College (Claremont, CA)**
- Prescott College (Prescott, AZ)
- **Princeton University (Princeton, NJ)**
- Reed College (Portland, OR)
- **Riverside City College (Riverside, CA)**
- Southwestern University (Georgetown, TX)
- **Stephens College (Columbia, MO)**
- University of Hawaii (Honolulu, HI)
- **University of New Mexico (Albuquerque, NM)**
- University of Puget Sound (Tacoma, WA)
- **Williams College (Williamstown, MA)**
- Yale University (New Haven, CT)



Languages

- We currently offer the following languages:
 - Navajo
 - Keres
 - Lakota
 - Tiwa
 - Zuni

Structure

- 1 hr/Day
- All students grades 6-10 take a language every year
- Levels 1-4 depending on proficiency



NACA Indigenous Languages Vision

- To promote a **sustainable learning environment** that supports **language development** through **innovative** classroom settings and **cultural specific experiences** in connection with the **land** and surrounding Indigenous **communities**. Language is connected to **identity**. The students' knowledge and skills within language and culture will be measured against NACA's leveled indicators of language proficiency. In the long run, on their own, they will be able to **speak confidently** while effectively navigating situations that enable them to express themselves properly in a **formal/informal** Indigenous language only social gathering.



NACA Indigenous Languages Vision cont...

- They will be able to vocally express their **blessing of language** with **spiritual understanding**, politically support their community, and read, write, and speak in an academic setting, as well as empower others to reinforce the **Indigenous belief** that our language and social unity exists to support our **well-being** and **core values** in any environment. The NACA Indigenous language curriculum is the **driving force** in achieving these goals for our **Young Native Leaders**.



NACA Language trends

- Majority of students across language classes can recognize, recall, and respond to simple questions and prompts. Students are trending towards recognizing, recalling, and responding to COMPLEX questions and prompts. Most students are performing at a language level 2 and 3 (pre production and language emergence).
- Develop a language-based performance task that focuses on authentic use and daily implementation of language within a cultural context.
- Incorporate community and families in language demonstrations, surveys, and family nights



NACA: GROWING TOGETHER 2006 - 2016 CELEBRATING 10 YEARS AND A COMMUNITY-LED SCHOOL AND VISION





Thank you for coming!

Ahe'hee'!

Miigwetch!

Wophila!

Daw wah aye!



Questions?



If you're in Albuquerque...

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