



POTLATCH FUND

INSPIRING THE NATIVE TRADITION OF GIVING

Memorandum

To: 2017 Language Preservation and Education Grant Cycle Applicants
From: Lawrence Leake, Managing Director
Date: May 9, 2017
Re: Community Language Assessment Survey

The Potlatch Fund 2017 Community Language Assessment Survey follows on pages two and three of this PDF document.

- The 2017 Community Language Assessment Survey is in draft form and will continue to evolve through discussions with applicants and grantees.
- The 2017 Community Language Assessment Survey will be finalized prior to Friday, August 11, which is the date on which projects, funded under this grant cycle, may commence.
- Staff anticipate that the 2017 Community Language Assessment Survey will change and additional questions may be added to better serve grantee; however Potlatch Fund expects that the attached will remain as core elements of final document.

Information Sessions:

Wednesday, May 24 – via teleconference: 10:30 a.m. - 12:00 p.m. Pacific time [[RSVP](#)]

Wednesday, June 7 – via teleconference: 10:30 a.m. - 12:00 p.m. Pacific time [[RSVP](#)]

Mandatory Webinar for 2017 grantees:

Thursday, August 3 – via teleconference: 12:00 p.m. - 1:00 p.m.

Please contact Lawrence Leake (206.624.6076 x13 | lawrence@potlatchfund.org) with any questions or concerns.

Thank you.

Organization Name: _____

Participant Name: _____

Age: _____ Gender: _____ Language spoken/learning: _____

Tribal Affiliation(s): _____

If enrolled, list the tribe: _____

Community Language Assessment Survey

This survey will help determine your current speaking community's status. Assessment is a first step in designing an effective and efficient **Language Transfer System**. This community survey looks at four areas of your community's current capacity to transfer language: the size of the speaking community, the size of the language learning community, the knowledge and skill levels of language instructors in the community, and current language activities supported by the community.

- The speaking community -

A speaker is defined as having oral proficiency in the target language. Oral proficiency is the ability to understand and communicate thoughts, desires, needs, and news as general conversation for ordinary and common daily communication entirely in the language with others in the speaking community.

Instructions – Please check **only one box** below, if the individual meets the definition of a speaker as described above.

First Language Speaker

First Language Speakers are defined as those that speak the target language as their first language. Generally, the language was or is learned in the home as the primary or dominant language of communication.

Second Language Speaker

Second language speakers are defined as those that have learned the target language to a proficient level in addition to their first language. The second language will have been learned through formal and/or informal systems or processes.

Is the language predominately spoken in the home? **Yes** **No**

- The learning community –

For the purposes of this survey a learner is defined as either a 0-4 year child learning the language as their first language or a child or adult in some form of organized language instruction.

Instructions – Please check **only one box** below, if the individual meets the definition of a learner as described above.

First Language Learner

First language learners are defined as infants and toddlers that live in a household where the target language is the dominant language of communication; and/or are participating in an organized immersion environment such as a language nest or other immersion setting where the target language is the only mode of communication.

Second Language Learner

Second language learners are defined as those that are participating in some form of organized language instruction such as immersion courses, evening language classes, public school language classes, summer language camps, etc.

- Language Instructors -

Language instructors are defined as individuals with various levels of teacher and/or teaching methods training that provide organized language instruction via a formal or informal curriculum to one or more learners. This includes certificate level to doctorate levels of education.

Instructions – Please check ***all boxes that apply***, if the individual meets the definition of an instructor as described above. Please indicate the education program attempted or completed.

Language instructor training level

- Doctorate Degree**
 - Graduated Degree(s) earned _____
 - Some course work _____
- Master’s Degree**
 - Graduated Degree(s) earned _____
 - Some course work _____
- Bachelor’s Degree**
 - Graduated Degree(s) earned _____
 - Some course work _____
- Some formal training**
 - Completed Certificate(s) earned _____
 - Some course work Workshop(s) attended _____
- No formal training with teaching experience**

- Language Activity –

Many types of language activities can take place in communities and can include formal and informal activities. Formal activities are generally sponsored by a community organization such as a Tribal college, public school, tribal language program, tribal museum, nonprofit organization, or other entities. Informal language activities include gatherings or ceremonies that have high levels of sustained language use.

Immersion, structured and/or unstructured. How many hours per day/week/month does the individual currently participate in? _____.

How many hours of instruction are available for the entire course of activity? _____

Formal curriculum with a defined sequence (Organized language classes in school, community classes, summer programs, etc.) How many hours per day/week/month does the individual currently participate in? _____.

How many hours of instruction are available for the entire course of activity? _____

List all the language programs, formal and informal, in which the individual has participated. Estimate how many hours the individual was involved in each language program. Include seasonal language camps, college language courses, community language classes, public school language programs, etc.

Example: *Public school language program: 1 hr per week, 30 weeks. Summer language camp: 40 hrs.* _____
