Community Language
Planning Guide

DISCLAIMER

In respect of the Dene, Saulteaux, Lakota, Dakota, Nakoda and Cree language groups, the information provided in this book is only a general guide to develop a plan to preserve and revitalize a First Nations language. There is diversity among the First Nations' languages and cultures of Saskatchewan. In particular, it should be noted that not all First Nations have the same ways of knowing and speaking. It is recommended that local Elders, Knowledge Keepers and other community members to be involved with the development of the language planning.

PREFACE

The Saskatchewan Indigenous Cultural Centre's (SICC's) mandate is to protect, preserve and promote the languages and cultures of the First Nations peoples of Saskatchewan. It is our dream to witness all First Nations people learning our ways, speaking our languages and living our lives as given by the Creator. The SICC was founded in 1972 at the direction of our Elders and leadership to promote, protect, preserve, and revitalize the cultures and languages of the First Nations of Saskatchewan and this remains true today.

The Community Language Planning Guide is the outcome of the relationship between SICC staff, Elders Council and community language representatives. This guide provides a language planning framework that is a result of years of community collaboration. It is our hope that language champions, educators, professionals, and anyone interested in language revitalization will find this guide useful within their communities as it will benefit any First Nation language.

Our ancestors foresaw that our languages would be close to the brink of extinction and now we are at a crucial moment in time where we must act. Many First Nations in Saskatchewan have implemented language programming in their communities and what once seemed inevitable is now attainable.

ACKNOWLEDGEMENTS

To the Elders that came before us, who have worked tirelessly over the years, their teachings continue to be passed on and will continue. We wish to acknowledge the many gifted men and women whose contributions have made the work at the Saskatchewan Indigenous Cultural Centre possible and the many hands that have helped put this Community Language Planning Guide together.

Despite the challenges that our people have and are still experiencing, many of our Old Ones held onto their languages, traditions, and ceremonies. We are thankful to them for preserving our place in the world through our ancestral stories, sounds, and ceremonies. They keep our language, traditions and ceremonial spirit alive.

Cover photo of tipi by Doug Cuthand

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INTRODUCTION

Saskatchewan is home to eight (8) First Nations language groups: Plains Cree, Woodland Cree, Swampy Cree, Dene, Dakota, Lakota, Nakoda, and Saulteaux. Many of the 74 First Nations want to learn their language and start language programming. This guide will contribute to the efforts of reviving First Nation languages for any community. It will provide the tools for strategic planning to incorporate language priorities, focus on energy and resources, strengthen procedures and ensure all critical elements are working toward common goals. One of the main principles behind community language planning is that during the early stages, community engagement occurs as much as possible. The effectiveness of the plan relies heavily on the collective voices of all community members and that each person has an opportunity to contribute.

This Language Planning guide includes a short collection of resources and activities that will coordinate and align with the main component termed the 'Community Language Charter' that consists of a vision statement, mission statement, values, goals and objectives. Also provided in the package are four other major components that are named 1) Community Mapping, 2) Environmental Scan, 3) Community Language Planning, and 4) Budget, as well as other adaptable language supplementary resources and templates. Completing this framework will provide a valuable source for the community to utilize for additional culture and language initiatives.

Language is learned daily through commitment towards building a stronger foundation as a community. First Nation languages need to heard, spoken and welcomed into every building, home, school, on the land and in all outdoor spaces. Community language planning that involves Elders, Language Keepers, leadership, youth and parents will empower the community as they move forward together with unity. Obtaining their feedback and listening to their voices will reinforce the integrity of the plan, strengthen the knowledge, and support individuals who are making contributions to the language revitalization process.

OVERVIEW

To illustrate the overall concepts and main sections that are required to complete a Community Language Plan, the below diagram has been created. This diagram gives a visual representation of the five sections that make up the bulk of the completed workplan.
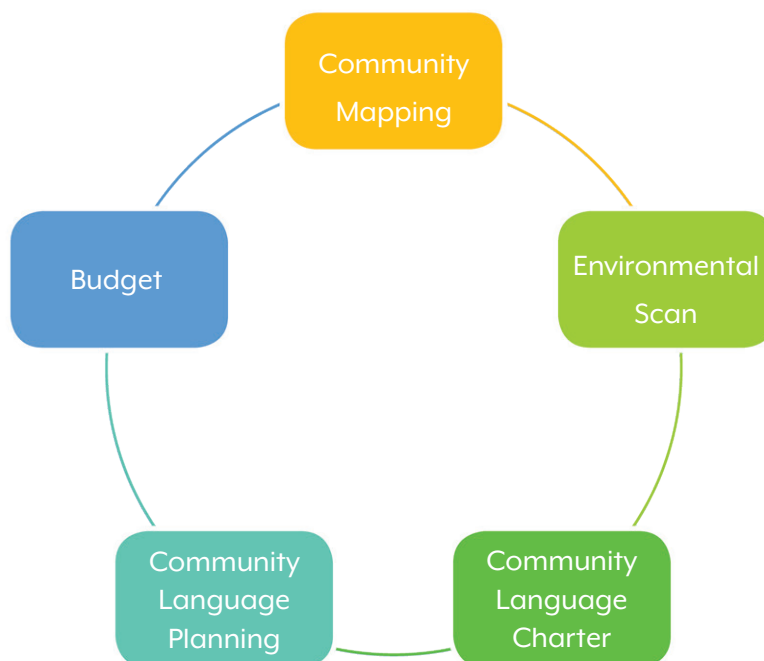
Remember, each section of this Community Language Plan format can and should be customized to suit the needs of your community. It cannot be stressed enough that this is merely a guide to assist and strengthen programming that may already be in place or provide the first steps in the beginning stages of planning a language program.

For language revitalization to have a chance at success continued commitment and maintenance is required in each category. Implementing the completed Community Language Plan renews the dedication, commitment and passion in the pursuit of passing on First Nation languages to future generations.

COMMUNITY MAPPING ACTIVITY

Before diving into any other activities, it is recommended that the Community Mapping activity be the first step towards language planning. The purpose of Community Mapping is to determine and identify the status of your language within your community in a way that might have otherwise been overlooked. The activity length will be dependent on the guidance provided by the community and/or the number of participants. To ensure an accurate community map, it is recommended that this activity be done with as many Elders, language speakers, and community members as possible.

Community Mapping involves language planners who create a landscape of their community by placing the numbers of non-speakers, beginner speakers, silent speakers and fluent speakers within their homes and buildings to identify the community's language status. It provides a visualization of your community and where your language levels are. This visualization will help shift minds to a place where learning and revitalizing language is needed. This activity also assists with identifying potential supports within the community and brainstorming how they could be used to help revitalize the language.

Objectives

1. Foster a sense of community teamwork and focus on language revitalization.
2. Create a map of the community that illustrates the identified language status.

Materials

- Flip Charts and Poster Paper
- Markers and Pens
- Brainstorm Activity -Supplementary Resources (optional)

Procedure

1. Stress that the maps do not have to be a work of art, rather to find the fun in drawing the map. Divide participants into groups.

2. Take a moment to imagine and visualize driving down each road and streets of houses. How many people reside in each home? How many people work in each public building? How many of these people speak a First Nation language fluently or partially?

3. Allow time for the group(s) to brainstorm and draw their community map(s). Groups can decide on a format of drawing the map in jigsaw pieces or on one large map. Display maps when complete.

Discuss the finished products by reflecting on the process of mapping and the language level within the community. The maps will be used as resources for your Community Language Charter and Environmental Scan sections.

COMMUNITY MAPPING ACTIVITY SAMPLE

Band Office

Clinic

School

Household
Demographics
Example 1

2 fluent
1 beginner

Gasbar

4 non-fluent

Household
Demographics
Example 2

TOTALS:
⊙ Non-Fluent Speakers: ___9___
⊘ Beginner Speakers: ___2___
⊗ Silent Speakers: ___1___
● Fluent Speakers: ___3___
Languages Spoken: _Cree, Saulteaux, etc other F.N. languages_
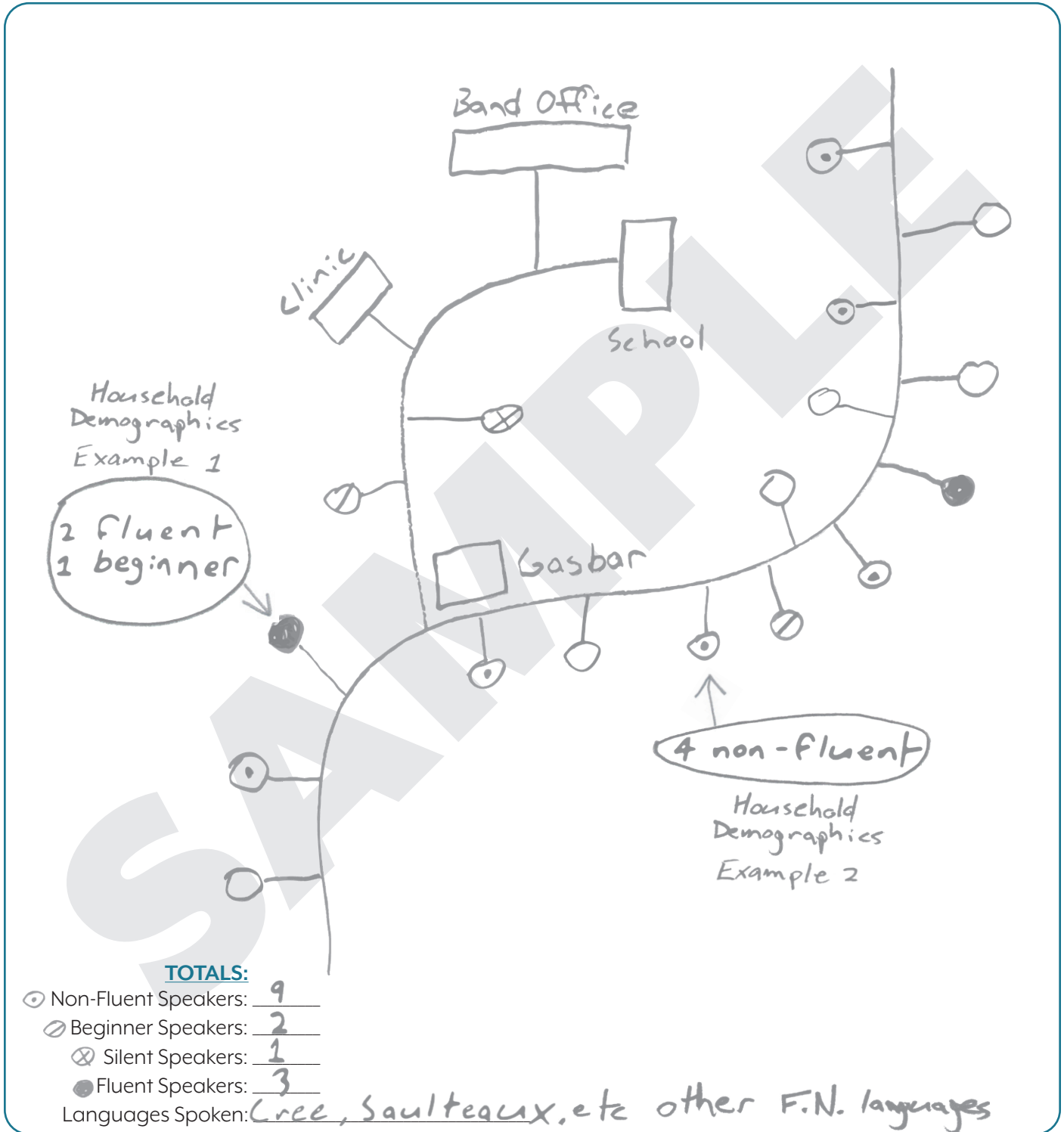
This is a sample & illustrates all locations in a community & how many speakers (community resources) there are & where they are.
Each location will show # of speakers.

ENVIRONMENTAL SCAN

The Environmental Scan is gathering of as much information about the community as possible. Once completed it will provide a picture of your community as it is now, but within a numerical context.

This information will then be used to guide and develop the rest of your Community Language Plan. Technically speaking, the Environmental Scan will interpret the relevant data to identify opportunities and aspirations (Society for Human Resources Management, 2019).

Ideally, the Environmental Scan would have an individual or a committee of residents who will research and gather data. A list of factors that should be determined, is provided below:

- Linguistic demographics;
- Identification of existing and required cultural and language resources;
- Any other factors and priorities in your community that are inclusive of language and culture.

Access to community information is necessary and could be obtained from community Elders, leadership, and membership.

An Environmental Scan is essentially a clear and concise version of the most significant data and is organized in a way that is easy to digest. It will serve as a convenient reference for your community and potential partners in your Language Planning journey. To assist you in your research, an **Environmental Scan Template** has been provided. As always, this template can be changed to suit the characteristics of your community.

COMMUNITY LANGUAGE CHARTER

A Community Language Charter is an agreement developed by community members about how they will work towards language preservation and revitalization. The information gathered from the community maps will guide the work needed for all aspects of the Language Charter. A Community Language Charter involves identifying a Vision, Mission, Values, Goals and Objectives with all elements linked to one another. The Language Charter should be completed with as many community members as possible. A **Community Language Charter Sample** and **Community Language Charter Template** have been provided to assist in this process.

Vision
In the First Nations worldview, a vision is given to us by the Creator and one of the greatest gifts given to us is our Native tongues. The question is, how do you want to honor the Creator's vision? What is your goal for the community language revitalization efforts? Where do you want to end up given a perfect world? The vision is a statement that captures the bigger picture of your community's work.

Mission
In the First Nations worldview, a mission is the direction given by the Elders and community members. We need to ground ourselves with the importance of our languages, treaties, and being enriched with First Nations ways of knowing. For example, by signing treaties, our ancestors wanted our Creator's laws to be there and our customs and beliefs to endure. What strategy will you put in place to help realize the vision? The mission is an action statement that generalizes how you have decided to reach your vision.

Values
In the First Nations worldview, our values are based on our Creator's and natural laws. These are laws of knowing – we know them to be true – which are much more concrete than beliefs and surround us every day. For example, our First Nation languages are valued as sacred, spiritual, are intertwined with the land, and a gift from the Creator. How will you govern yourselves each day – what components will you carry with you? The values define how everyone will behave while doing this work.

Goals
In the First Nations worldview, goals are the things that you want to achieve over the span of one season to a span of four seasons or longer, like generations. The question is, what do you want to accomplish in the short and long term? What efforts will the community be making throughout its language journey? The goals are general statements that describe how the overall mission will be carried out.

Objectives
In the First Nations worldview, objectives are knowing the necessary protocols in each step of our life-long learning journeys. For example, when we reach different stages of life, dedicated ceremonies occur. What breakthroughs will occur in the community's language journey? What needs to happen to reach the community's goals? Is there more that can be done? The objectives are more specific statements that detail how a goal will be reached. Each goal will need to have objectives associated with it

COMMUNITY LANGUAGE CHARTER SAMPLE

The following Community Language Charter Sample is the direction that the Saskatchewan Indigenous Cultural Centre (SICC) has undertaken as an organization. It serves as a roadmap for SICC's work in the same way a Community Language Charter will for your overall Language Plan.

Please note that, instead of multiple Values, SICC has an overarching Philosophy that guides the work carried out. In the same respect, there is one overall Goal with accompanying Objectives. These options can also be utilized by your community if they so choose.

Mission Statement
Protect, preserve and promote cultures and languages of the First Nations people of Saskatchewan.

Vision Statement
Learning our ways, speaking our languages and living our lives as given by the Creator.

Philosophy
The Saskatchewan Indigenous Cultural Centre (SICC) has served First Nations people since 1972. It was the First Nations controlled educational institution serving at the provincial level. SICC strives to maintain the cultural identity of First Nations cultures who inhabit what is now known as Saskatchewan: Plains Cree, Swampy Cree, Woodlands Cree, Dene, Saulteaux, Dakota, Nakoda and Lakota.

Goals and Objectives
To assist in developing traditional and contemporary cultural skills of First Nations people;

1. To promote cross cultural awareness of First Nations people's historic and current role in Canadian society;
2. To provide a First Nations resource base for bands and school systems to draw upon so that First Nations children may accurately inherit the values and traditional of their heritage;
3. To conduct and facilitate research on First Nations heritage and culture;
4. To advocate the preservation of First Nations languages, cultures, traditional arts and history;
5. To advocate First Nations, control and management of First Nations cultural resources; and,
6. Above all, to respect and promote the Inherent Sovereignty of First Nations and their governments, as recognized by the Royal Proclamation of 1763, confirmed by Treaties 4, 5, 6, 8, 10 and Constitutional relationships.

COMMUNITY LANGUAGE PLANNING

The Community Language Plan is a detailed framework that describes the state of language in your community, what you can do to improve it, and how you plan to do so. Building a Language Plan for your community will answer the questions who, what, when, where, why, and how. Being able to answer these questions ensures that the efforts your community makes are directly tied to revitalizing the language.

Each community is different and, as such, not all Language Plans will be the same. While a Community Language Plan format is provided, it is not meant to be all encompassing. Most likely, you will need to customize the provided format to suit your community's unique needs. As mentioned previously, this format is meant to guide you in your planning and is merely a starting point.

Short term goals, in this context, can be monthly or seasonal. These goals will be achieved within a few months or a season. For example, the Dene Language classes that will run every Thursday starting May 1 will develop beginner and intermediate language speakers by September 30. An example of one step needed to accomplish this goal would be to identify and recruit an intermediate Dene language speaker assistant and a Dene Language Keeper to facilitate the class.

Long term goals, in this context, are yearly. These goals will be achieved over the course of a year and are closely tied to the objectives set out in the Community Language Charter. For example, a long-term goal could state that the community will increase the number of beginner and intermediate Dene language speakers by 20% at the end of 2020. The short-term goal of implementing Dene language classes would be an example of one step in achieving this long-term goal. Other language programs would also be steps in achieving this long-term goal.

Once the short- and long-term goals have been established, it is important to outline how they will be evaluated after they have been implemented. An example of one way to do this includes creating surveys. These surveys could be used to gather feedback from community participants about a language program's effectiveness. These surveys would be customized to each program and depend on the community participants to complete them within the season. Assessing the long-term goals could be done by gathering all the surveys and analyzing the outcomes. This would be done at end of the year. Evaluating the short- and long-term goals provide important information needed for future planning and goal setting.

In order to assist in the planning of the Community Language Programming, a **Short-Term Community Language Programming Template** and **Long-Term Community Language Programming Template** have been provided. These templates are merely a guide that can be customized to suit the needs of the community.
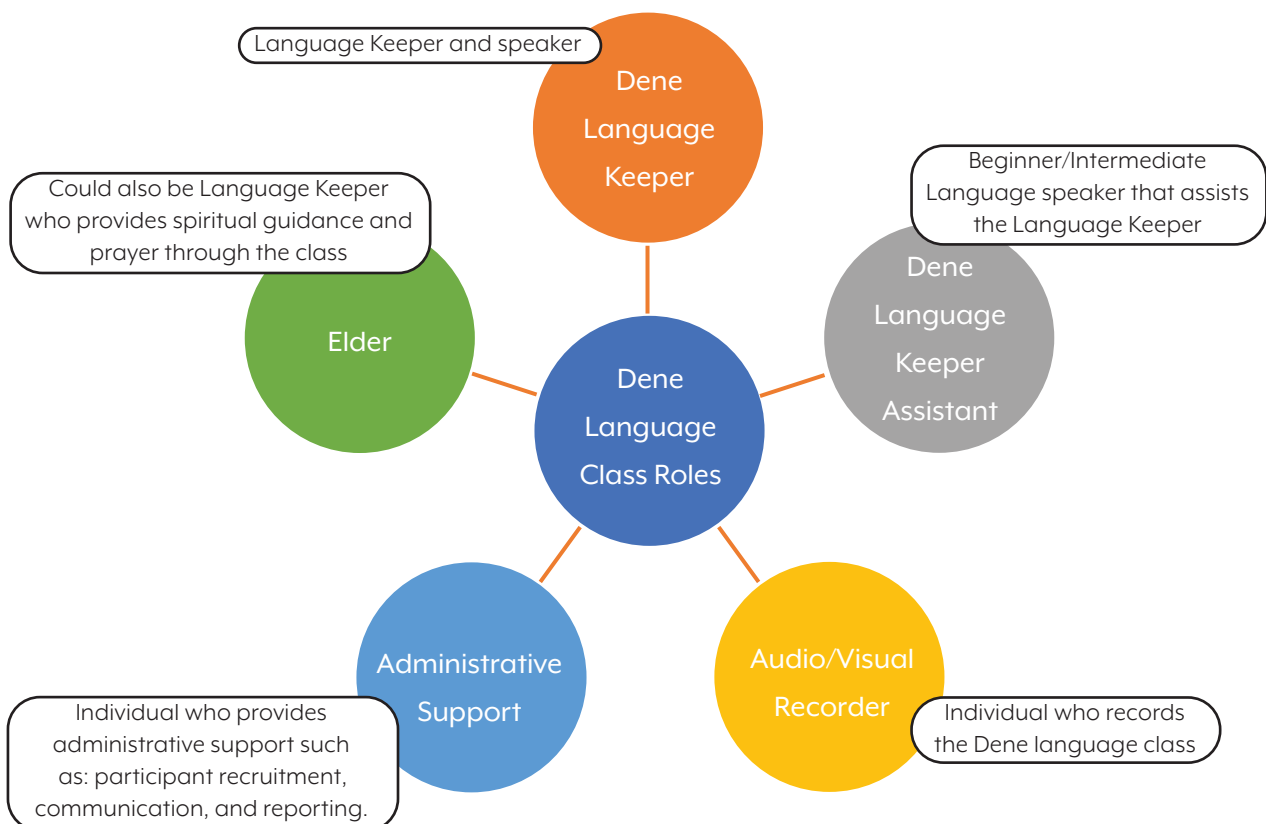
ROLES AND RESPONSIBILITIES

Each role involved in Community Language Planning will need to be defined and include a list of associated responsibilities. There are many ways to develop the roles you will need in your planning. For example, when deciding the roles associated with Community Language Programming, they could be categorized by each Language Program. What roles are needed for the Language Classes, Language Nests, Language Camps, and Land Based Learning programs? What tasks are associated with each and who will be responsible for them?

There may be a team for each language program, but one person (facilitator) must be responsible for a task being completed on time. Organizational charts could be used in this section to show the many roles required and who will be assigned it. An example is provided below of possible roles and one associated responsibility for a weekly Dene language class. Keep in mind that there are usually many responsibilities for a role and many other roles may be required to run programs effectively.

Dene Class Example

Language Keeper and speaker

Dene Language Keeper

Beginner/Intermediate Language speaker that assists the Language Keeper

Dene Language Keeper Assistant

Could also be Language Keeper who provides spiritual guidance and prayer through the class

Elder

Dene Language Class Roles

Administrative Support

Audio/Visual Recorder

Individual who provides administrative support such as: participant recruitment, communication, and reporting.

Individual who records the Dene language class

Defining the roles and responsibilities within the Community Language Plan ensures that the Vision and Mission described in the Community Language Charter are achieved. They also provide a way to hold everyone involved in the Language Plan accountable to each other and the community.

COMMON LANGUAGE LEARNING PROGRAMS

Below are some of the common language learning programs a community could implement in one season to a span of four seasons. There are additional activities that could be incorporated, however, these are the typical programs that are present in Saskatchewan.

Language Classes

Language classes can be held in the home, school and community. They can employ several language learning methodologies as you will see later in this guide. They are usually held once or twice a week for one to three hours. Each class usually focuses on an individual theme. Through this method, there is usually one teacher for several students and is the most common method employed in language learning.

https://store.sicc.sk.ca/collections/teachers-resource-guides/products/teaching-sacred-language-curriculum-bundle

Language Nests

Language nests originated in New Zealand and is an immersion-based approach to language revitalization in early-childhood education. The goal is to create new speakers by creating linguistic and cultural immersion environments for young children and their parents to become fluent through daily activities. It is a way to bring language back into our homes which is necessary for revitalizing a language. Language nests are being used in many forms and not only through parents and children. The only requirement is the learning environment must be nurturing.

http://www.fpcc.ca/files/PDF/Language/Language_Nest/FPCC_LanguageNestHandbook_EmailVersion2.pdf

Language Camps

Language Camps create opportunities for the community to come together including families, Elders, youth and children to be immersed in a camp setting. While the focus is language and culture, camps also provide and promote positive self-identity and, in turn, motivation to learn the language and culture.

http://www.fpcc.ca/files/PDF/culture-camps-handbook.pdf

Land Based Learning

Land based learning involves utilizing the land as a teacher. For thousands of years, the land has been a valuable teacher for all Indigenous people. It has only been the past 100 to 150 years where we have not relied on the land to provide us a natural classroom. There is a resurgence on the importance of land-based education and learning to revive the connection between First Nations people and the land as they are dependent on one another. It enhances traditional and cultural values and language is central to that learning.

https://store.sicc.sk.ca/collections/teachers-resource-guides/products/land-based-education-english

COMMON LANGUAGE LEARNING METHODOLOGIES

Below are some of the methodologies that a First Nations community could utilize within their language learning programs. There are additional methodologies that could be incorporated, however, these are the typical programs that are present in Saskatchewan.

Total Physical Response

This language learning method was developed by Dr. James Asher and consists of an oral approach that incorporates simple actions done with your whole body while listening, responding, and repeating techniques based on comprehension and then moving towards language acquisition. This method is the most highly used technique among language teachers in Saskatchewan.

Accelerated Second Language Acquisition

This language learning method was developed by Dr. Stephen Greymorning and is based on his teachings and observations. He focuses on using an oral approach by the use of pictures as visual aids to build on comprehension and speaking. Most importantly, it is a parallel to the way First Nation people originally learned the language – without correcting, but encouraging one another.

Mentor-Apprentice

This language learning method is carried out with a fluent speaker who is partnered with a learner in an immersion environment preferably in the home and on the land, but also at work or in the community. This is regarded as the most successful method of learning a language, but requires dedication by both the teacher and learner.

Plains Indian Sign Language

This language learning method, also known as hand signs, uses hand and finger positions that symbolize language words and phrases which were known to the majority of the Plains peoples. At one time, it was estimated that there were over 1,000 words and phrases using hand signs. Today, there are approximately 400 and can be used across languages to assist with language barriers.

LANGUAGE LEARNING METHODOLOGY REFERENCES

Below are some references that could be used to learn more about certain language learning methodologies. There are many other references to be found, but these are the ones offered by the Saskatchewan Indigenous Cultural Centre.

Teaching Sacred Language Curriculum Book & Flashcards

The main strategies are based on the oral and visual language methodologies of TPR and ASLA and also based on a holistic and seasonal year plan, stages for language revitalization, tips for working with Elders, assessments, checklists, rubrics and anecdotal records. There is a set of 305 flashcards with pictures that accompany the lessons.
https://store.sicc.sk.ca/products/teaching-sacred-language-curriculum-bundle

Cultural Teachings: First Nations Protocols and Methodologies

This book is a compilation of First Nations ceremonial customs and protocols and offers some historical background information. It provides a representation of foundational teachings to create an understanding of respectful and appropriate behavior when attending various ceremonies.
https://store.sicc.sk.ca/collections/teachers-resource-guides/products/cultural-teachings-first-nations-protocols-and-methodologies-english

Instructor's Resource Guide

The guide will enhance educators' ability to promote cultural knowledge and understanding to their students through activities that provide students opportunities to articulate, reflect and demonstrate their learning. This educational resource is about traditional knowledge, way of life, traditions, and to keep it moving forward to the next generation.
https://store.sicc.sk.ca/collections/teachers-resource-guides/products/instructors-resource-guide

First Nations Language Dialogues

The 84 dialogues provided in this resource will aid in the preservation of legacy materials required for future generations to access. The language and traditional knowledge shared can be recorded digitally or manually. It is based around themes that are meant to guide First Nation conversation. To accommodate the different linguistic groups with space provided for translation it has been written in English.
https://store.sicc.sk.ca/products/first-nations-language-dialogues-handbook

Mentor-Apprentice Program

This is a framework that provides daily instructions about how language learning works in a one-on-one, language immersion-based setting. Adult learning is done informally in a partnership between one fluent speaker and one language learner. The mentor (fluent speaker) teaches the apprentice (language learner) the selected target language on a daily basis where the apprentice can build proficiency through understanding, listening, speaking and by participating in activities together.
At the time of this publication, this resource is currently being completed.

BUDGET

An important part of Community Language Planning is ensuring that the costs of everything, monetary or otherwise, are covered. Creating an annual budget for your Community Language Plan will let the community know in advance how much money is available, how it will be spent, and allow for contingency planning in the case of emergencies.

Small purchases can add up quickly and affect bigger, sometimes more important, purchases. A budget helps keep track of spending and prevents unnecessary purchases in both the short- and long-term. Where emergencies arise, a budget will also prepare you to quickly deal with any unplanned situations.

The **Community Language Budget Worksheet** has been created to assist you in your planning. It has been created as an annual budget and plans for four major programs, Language Classes, Language Nests, Language Camps, and Land Based Learning, in addition to Professional Development and Administrative expenses. The headings included are potential expenses a community might incur and is not all encompassing. The Budget Worksheet, like this guide, is only a starting point and should be customized to the needs of the community and the potential funding agency.

When developing your budget, keep in mind this is an educated guess as to the amounts that will be required to successfully complete the program as outlined in your plan. Development of the expense amounts can be done via research and communication with key project delivery people. Budgets also need to balance. A balanced budget is when the total income amount = total expense amounts for a $0 overage or deficit.

Here are typical areas that must be taken into consideration when developing your program budget and are directly connected to the Indigenous Languages and Cultures Program (ILC). This is not an extensive list. Those expense items include but are not limited to:

- **Wages for Resource People** – Coordinators, Traditional Knowledge Keepers, Elders, Coordinators, Cultural Resource People, Cooks, etc.

- **Supplies / Material: Expenses** – directly related to the completion of the activities outlined in your plan. Can include Language Resources, Ceremonial supplies, Cultural Supplies, etc.   This should not include food or equipment rental.

- **Venue / Facility** – This should only be included in situation where additional space is required. The existing space of applicant's community / organization is not usually eligible and should be considered an in-kind contribution – i.e. rent, utilities, office overhead.

- **Advertising / Promotion** – Includes print, radio, television, Facebook ads, poster, etc.

- **Transportation** – For out of town facilitators / instructors. Participant transportation. Utilize standard mileage rates and Google maps to estimate. These are expenses related to the movement of people, such as, participants and project staff, instructors, facilitators, Elders and volunteers to and from project activities. This may include but is not limited to: rentals / chartering (bus, car, boat), purchasing of airfare, taxi, train and bus tickets and mileage.

BUDGET *(con't)*

- **Accommodation** – Rooms range from $100-150 / night. Research to get actual amounts.

- **Food Expenses** – These are all solid or liquid consumables purchased for the project. This includes anything that can be eaten, drunk, cooked or prepared by participants in a project or activity, including but not limited to meals, snacks, refreshments and traditional fare that is used within the project activities. Nutritional expenses. Should be minimal.

- **General Liability Insurance** – For projects that have public participation. For ILC, this has to be for no less than $2,000,000.00 and is a requirement for community-based projects that have public participation such as camps and classes.

- **Meetings** – These are meetings that are connected to language planning or coordination and can include venue, per diems and travel expenses.

- **Translation and Communications Services**

- **Documentation** – hiring of videographers, photographers and editors.

- **Professional Development and Training Programs** – This would be an eligible expense for language instructors / mentors. Other individuals connected to the language project may be considered.

- **Administration** – Most time this is ineligible. In the case of the Indigenous Languages and Cultures Program, 15% of Administrative Expenses are eligible. These can include:
    - Communications (e.g. telephone/internet)
    - Equipment rental related to the administration of the project
    - General Administration (e.g. Executive Director, Administrative Assistant)
    - Office rental
    - Postage/Freight
    - Printing/Photocopies

Ineligible Expenses

- Capital construction and renovation;
- Core funding for organizations including staffing and committees in the context of the ongoing governance;
- Travel outside of Canada;
- Stipends, allowances or honouraria for attendance in a course/activity are generally not eligible but may be considered for the mentor / apprenticeship programs;
- Salaries and honouraria for general board members;
- Contingency/miscellaneous fees;
- Deficit recovery;
- Cash prizes, gifts, or the purchase of alcohol;
- Activity that exclusively promotes definable religious or political viewpoints; and
- Contributions of volunteer hours.

CONCLUSION

After final edits and reviews have been done by the community, the Community Language Plan can then potentially be used to search for additional funding. Many grants and funding sources request the information that is included in the Language Plan. The application process can be quite lengthy if there is a lack of information and direction. Thankfully, the Community Language Plan will have many answers to the questions associated with the application process. If it does not, it will at least facilitate where the answers could be found.

This guide contributes to the efforts of reviving Indigenous languages for communities who do not know where to start or are in the beginning stages of planning. It is the wish of the Old Ones that we hold onto our languages, traditions, and ceremonies. It is for our children, our families, and our communities that this strategic plan has been formed.

We hope that our humble efforts will help with the revitalization of our languages and pray that the spirit of the language awakens within.

Language Planning Templates

COMMUNITY MAPPING TEMPLATE

TOTALS:

Non-Fluent Speakers: _____

Beginner Speakers: _____

Silent Speakers: _____

Fluent Speakers: _____

Languages Spoken: _____

Environmental Scan for Language Revitalization Template

First Nation? Ex) Makwa Sahgaiehcan				
How many members are there within your First Nation? Ex) 3,000 members				

How many members live on-reserve? Ex) 1,500 members	Number:

How many students are there in daycare, headstart, and K to 12 on-reserve. Ex) 450 students	Number:

Daycare: ____	Headstart: ____	Kindergarten: ____	Grade 1: ____	Grade 2: ____
Grade 3: ____	Grade 4: ____	Grade 5: ____	Grade 6: ____	Grade 7: ____
Grade 8: ____	Grade 9: ____	Grade 10: ____	Grade11: ____	Grade 12: ____

How many members do not speak their language?	Number:
How many members are beginner speakers? (They know a handful of vocabulary)	Number:
How many members are silent speakers? (They understand but do not speak it)	Number:
How many members are fluent speakers?	Number:
How many First Nations language teachers are there?	Number:
What opportunities exist for language professional development?	
What language resources are available?	
What opportunities for accreditation are there for language teachers?	

Community Language Charter Template

First Nation Community: _____

Target Language: _____

Target Audience: _____

Community Language Program Name: _____

Vision Statement

Mission Statement

Values

Goal #1

Objectives

1.

2.

3.

Goal #2

Objectives

1.

2.

3.

Short-Term Community Language Programming Template

Target Language:	> _____
Target Audience:	> _____
Goal:	> _____
Objective:	> _____
Date:	> _____

Activity Program(s)	What you'll need to do to implement the strategy.
Committee (Partnership)	Roles and Responsibilities? Instructor(s):
Resources	What resources will you use in your language program?
Progress	How you know that you made progress on each activity step.
Completion Date	When you expect to complete each activity step.

Long-Term Community Language Programming Template (1/4)

Date	Meetings
January	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	
February	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	
March	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	

Long-Term Community Language Programming Template (2/4)

Date	Meetings
April	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	
May	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	
June	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	

Long-Term Community Language Programming Template (3/4)

Date	Meetings
July	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	
August	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	
September	**Title:**
Goal:	
Instructor(s)	
Progress:	Date:
Needs Improvement:	

Long-Term Community Language Programming Template (4/4)

Date	Meetings	
October	**Title:**	
Goal:		
Instructor(s)		
Progress:	Date:	
Needs Improvement:		
November	**Title:**	
Goal:		
Instructor(s)		
Progress:	Date:	
Needs Improvement:		
December	**Title:**	
Goal:		
Instructor(s)		
Progress:	Date:	
Needs Improvement:		

COMMUNITY LANGUAGE BUDGET WORKSHEET

MONTH	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
SUMMARY													
NET Income – Expense													
Beginning Balance													
Predicted													
Actual													
Revenue													
Community Contribution													
Fundraising													
Grants (confirmed)													
Grants (pending)													
Sponsorship													
Fees													
Other Income #1													
Other Income #2													
Total Income													
Expenses													
Language Classes													
Venue													
Elders													
Instructors													
Mileage													
Accommodations													
Per Diem													
Food													
Language Nestsw													
Venue													
Elders													
Instructors													
Mileage													
Accommodations													
Per Diem													
Food													

MONTH	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Language Camps													
Venue													
Instructors													
Coordinator													
Mileage													
Accommodations													
Per Diem													
Food													
Land-Based Learning													
Elders													
Instructors													
Mileage													
Accommodations													
Per Diem													
Food													
Professional Development													
TPR Training													
ASLA Training													
SICC FNLKG													
Miscellaneous													
Bank Fees													
Postage													
Other Miscellaneous													
Administration (ILC maximum is 15%)													
Accounting fees (bookkeeper)													
Communications (e.g. telephone/internet)													
Equipment rental related to the administration of the project													
General Administration (e.g. Executive Director, Administrative Assistant)													
Office rental													
Postage/Freight													
Photocopies													
Total Expenses													

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