

2013 SENATE EDUCATION

SB 2281

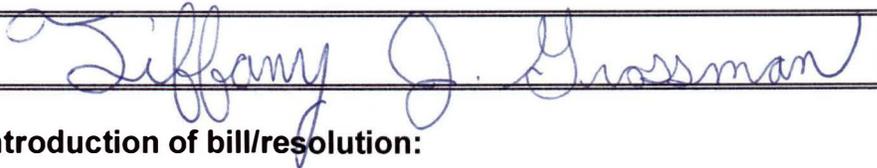
2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2281
2-6-13
18350

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to membership of the American Indian language preservation committee; and to provide an appropriation

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll opened the hearing on SB 2281

Senator Marcellais: I wish to introduce SB 2281 (Written Testimony #1 attached) (3:15)

Chairman Flakoll: In the 2005 session we did \$18,000 for a similar program. What happened with that?

Senator Marcellais: They developed a dictionary at the Turtle Mountain Community College. The Michif course is available at the high school.

Chairman Flakoll: Did they preserve any of it digitally whether it is video or audio?

Senator Marcellais: Not to my knowledge.

Chairman Flakoll: How are the languages within certain dialects? What distinguishes it?

Senator Marcellais: There is an overlap. The Michif is a combination of French, Korean, and Chippewa. My parents listened to Canadian radio and understood so there is an overlap.

Vice Chairman Schaible: How do we determine what the official language we preserve and document?

Senator Marcellais: I believe each nation has their own language and each nation has to decide which to preserve.

Vice Chairman Schaible: My understanding is the Sioux have a language but a lot of varieties. How do we decide which to preserve?

Senator Marcellais: The Nations themselves decide.

Chairman Flakoll: Is the appropriation to defray the cost of meetings and do what is necessary whether it is books, tapes, and digitalization?

Senator Marcellais: Yes.

Chairman Flakoll: The changes that were made in terms of the participants on the Council Committee are there because of what?

Senator Marcellais: They are there with the involvement that they have some importance with preserving the culture.

Chairman Flakoll: The amendments shift from a variety of individuals representing a hodgepodge to one individual by five individuals. Why the change?

Senator Marcellais: Maybe someone else can answer that.

Senator Luick: How will the dollar amount be used?

Senator Marcellais: That would be divided up among five nations which would equal \$30,000 for each nation.

Senator Luick: Do you think they could get by with any less?

Senator Marcellais: I don't know.

Chairman Flakoll: If this passes, would that close the deal? Would the \$150,000 provide a complete turnkey solution to this?

Senator Marcellais: We would have to determine that after the biennium and see where the preserving of the languages are at that point.

Senator Heckaman District 23: I will add a few comments to this bill as a co-sponsor. When I signed a contract at the BIA school at Fort Totten, all staff are required to take a culture class for a semester at the Tribal College. The Sioux is made of three dialects. Dakota Lakota and Nakota are what I learned. We also study the culture of the Sioux tribe. To preserve these languages we need to teach to the young children right away. We are allowing Native American to be substituted as a foreign language. They have trouble keeping staff available because there are no certification courses in the state. Another problem is that some staff is fluent in language but don't have the teaching techniques to present it in a classroom.

Standing Rock Tribe was not able to attend but testimony was passed out (Attachment #2)

Chairman Flakoll: Close the hearing on SB 2281

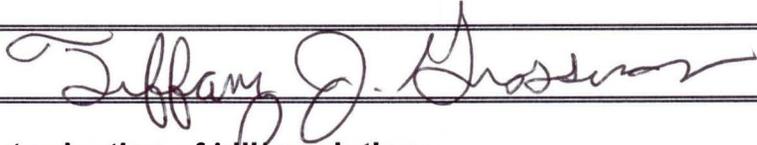
2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2281
2-6-13
18393

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to membership of the American Indian language preservation committee; and to provide an appropriation

Minutes:

You may make reference to "attached testimony."

Senator Marcellais: Motion for a do pass on SB 2281 and re-refer to appropriations

Senator Poolman: Second

**A roll call vote was taken for a Do Pass on SB 2281 and Re-refer to appropriations:
5 yeas, 1 neas, 0 absent**

Senator Marcellais will carry

2281

Date: 7-06-13
Roll Call Vote #: 7

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO.

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do pass & re-refer to approps

Motion Made By Marcellais Seconded By Poolman

Senators	Yes	No	Senator	Yes	No
Chairman Tim Flakoll	✓		Senator Joan Heckaman	✓	
Vice Chairman Donald Schaible	✓		Senator Richard Marcellais	✓	
Senator Larry Luick		✓			
Senator Nicole Poolman	✓				

Total (Yes) 5 No 1

Absent 0

Floor Assignment Marcellais

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2281: Education Committee (Sen. Flakoll, Chairman) recommends DO PASS and BE REREFERRED to the Appropriations Committee (5 YEAS, 1 NAYS, 0 ABSENT AND NOT VOTING). SB 2281 was rereferred to the Appropriations Committee.

2013 SENATE APPROPRIATIONS

SB 2281

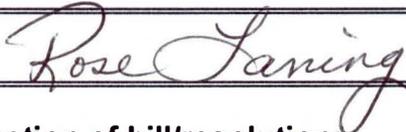
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

SB 2281
February 11, 2013
Job # 18655

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A bill relating to membership of the American Indian language preservation committee

Minutes:

Testimony attached # 1-5

Legislative Council - Brady Larson
OMB - Lori Laschkewitsch

Chairman Holmberg opened the hearing on SB 2281. All committee members were present.

Senator Marcellais, District 9, Belcourt, ND

Bill Sponsor

Testimony attached # 1

This bill would assist in revitalizing the Native American languages.

Senator Robinson - Explain how the bill will accomplish what you want.

Senator Marcellais - The turtle mountain college is developing a dictionary. This would assist in the instruction of the language itself at the college. It is also being performed at the high school. If you look at the curriculum for the DPI, Native American Language is one of the foreign languages provided.

Senator Gary Lee - This was brought up in Education a couple of sessions ago, but this is more specific. Wasn't there money put somewhere for this same kind of language preservation?

Senator Marcellais: That is correct. There was to initiate the preservation of the language at that time but we need more funding to continue to preserve the language.

Senator Gary Lee What has been accomplished so far?

Senator Marcellais - We have a dictionary being developed at our reservation.

Representative Kenton Onstad, District 4, Parshall, ND

Testified in favor of SB 2281

Testimony attached # 2 - testimony of Mari B. Rasmussen, Professor, George Washington University; Grant writer for Missouri River Educational Cooperative.

Rod Froelich, District 31, former state legislator,

Testified in favor of SB 2281

Testimony attached # 3 - testimony from Delilah Yellow Bird (his sister-in-law)

Asking for passage and to also increase appropriation

The language in SD was predominantly Lakota

V.Chairman Bowman - The \$150,000 - what exactly is that going to do that isn't currently being done?

Rod Froelich - I don't know, but there are others here who can answer.

V.Chairman Bowman - As the testimony indicates how important it is to preserve this, in the Indian culture that is taught, should that be a part of that teaching so you are accomplishing two things at the same time?

Rod Froelich: My mother-in-law, she still speaks Arikara. Kids were taken out of school and were sent to boarding schools and penalized if they spoke their own language. That is why we lost a lot of the language. We're going to lose the languages and we will have no one to teach them when they are lost.

Kathryn Froelich, Missouri River Education Cooperative, and member of Mandan, Hidatsa & Arikara Nation

Testified in favor of SB 2281

Testimony attached # 4

V.Chairman Bowman - After hearing the testimony on how important it is to teach languages, what is stopping the schools from putting together a language curriculum? The culture will increase the kids' outlook and make them better because they learn and understand this. It seems to me this should have been done for a long time. Did we stop it or did it not get started and now it is an important part of what you are asking for?

Kathryn Froelich At White Shield, they have curriculum developed for the language and culture but that curriculum needs updating desperately. All of the schools now focus on common core standards. The focus is on test scores, map testing, and standardized scores. Everything is so driven that it is being left behind so we need to update the curriculum. At Standing Rock, they receive the funding from the last financial support and they used it to do digital Bernstein Bears for the communities and it is online for the teachers to use. It was purchased through linguists fluent in many languages. There is a constant need to support ongoing technology. A native owned technological organization in Nevada is trying to put an application for native language on ipads. White Shield needs resources and people. We need to get elders into the schools.

Senator Krebsbach- I was interested in Senators Marcellais's statement that they are creating dictionary. Are others reservations creating dictionaries and isn't that a good tool to have?

Kathryn Froelich Yes there are dictionaries out there - but they need to be updated and changed as language changes. Dr. Doug Parks out of the University of Indiana who is a fluent Arikara speaker has done volume 1, 2, and 3 and there are like dictionaries. Publication costs money and digitalizing things cost more as well.

Senator Krebsbach - I am thinking about the WW II days and the Code talkers. What would be the outcome if that was digitalized and known throughout the world what they were talking about?

Jeani Borchest, (for Waste' Win Young)

Testified in favor of SB 2281

Testimony attached # 5 from Ms. Waste' Win Young, Fort Yates, ND

27:17 **Chairman Holmberg** - The other day I emailed all of you an article about the Law School Building from the Grand Forks Herald. I received an email from the Dean of the Law School who said there is a major error. The article said that to satisfy ABA standards, it would cost \$3 million. The \$3 million is to bring the building up to building code, it is not the ABA thing. I will get this forwarded to you.

Scott Davis, Director, Indian Affairs

Testified in favor of SB 2281

I have some feedback. We had a meeting with the State DPI a week ago and had breakout sessions on Native American learning styles and curriculum. I came away from there with language. We don't have a system in place. Whenever daughters and sons go through public school systems, they are offered a class on French or Spanish in North Dakota and that is a good thing but they don't usually apply them. We are thinking we could offer an elective of Lakota, Hidatsa, Arikara, thought the tribal colleges and the IVAN network. That would be beneficial. My colleague Mrs. Froelich mentioned the ARRA funds awarded two session ago for \$18,000 went to Standing Rock at that time but Standing Rock had to come up with a match for the project for Bernstein Bears. It was challenging distributing the funds but the project is going very well.

Chairman Holmberg closed the hearing on SB 2281.

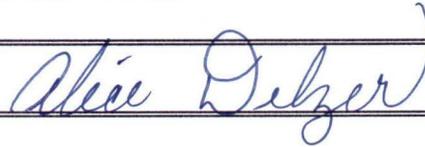
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

SB 2281
02-15-2013
Job # 19046

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL relating to American Indian language preservation (Do Not Pass)

Minutes:

Chairman Holmberg called the committee to order. All committee members were present.

Senator Wanzek stated that earlier today they acted on SB 2218 which provides workforce grants to tribal colleges. This program is very exciting because it's helping people help themselves. He applauds the efforts to holding on to the Native American Language but is not convinced another \$150,000 is going to achieve the desired results any quicker.

Senator Wanzek moved a Do Not Pass.

Vice Chairman Bowman seconded.

Discussion:

Senator Gary Lee explained why he will support the motion of Do Not Pass.

Senator Mathern explained why he will oppose the motion of Do Not Pass.

Vice Chairman Bowman stated that he forgot to ask this question during the hearing and wondered if they have looked into developing some type of work with those who developed Rosetta Stone. It seems like it would make sense to work out something with this organization. Discussion on this issue followed.

Roll Call Vote: 9 YES, 4 NO - motion Do Not Pass

Senator Gary Lee will carry the bill.

Date: 2-15-13

Roll Call Vote # 1

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2281

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Wanzek Seconded By Bowman

Senators	Yes	No	Senator	Yes	No
Chairman Ray Holmberg	✓		Senator Tim Mathern		✓
Co-Vice Chairman Bill Bowman	✓		Senator David O'Connell		✓
Co-Vice Chair Tony Grindberg	✓		Senator Larry Robinson		✓
Senator Ralph Kilzer	✓		Senator John Warner		✓
Senator Karen Krebsbach	✓				
Senator Robert Erbele	✓				
Senator Terry Wanzek	✓				
Senator Ron Carlisle	✓				
Senator Gary Lee	✓				

Total (Yes) 9 No 4

Absent 0

Floor Assignment Lee

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2281: Appropriations Committee (Sen. Holmberg, Chairman) recommends DO NOT PASS (9 YEAS, 4 NAYS, 0 ABSENT AND NOT VOTING). SB 2281 was placed on the Eleventh order on the calendar.

2013 TESTIMONY

SB 2281

#17

Testimony

Senate Bill 2281 relating to membership of the American Indian language preservation committee; and to provide an appropriation

Education Committee, Senator Flakoll, Chairman

This bill will assist with the preservation and revitalization of Native American languages.

On our reservation there are two languages with their roots in indigenous languages – Ojibwa, is a traditional language of the Anishinabe people.

Michif is a mixed language based on French, Cree and Ojibwa.

Five years ago there were only 31 fluent Ojibwa speakers and of these speakers, majority being between the ages of 56 to 70 years of age. Since then we have had 18 more speakers have been added to the list with another 40 identifying themselves as semi-fluent. Michif, was spoken by almost all adults 40 years and over. Today, the college has identified 98 Michif speakers. Of these, 82 are between the ages 56-70; and 16 are 36-55. There are no younger fluent speakers. Michif has moved from a commonly used language to one at risk with only about 1% of the reservation population speaking it and almost half of the speakers being 70 years of age.

There is a critical need to document, preserve and transmit the languages of the Turtle Mountains before they are lost. Language is like air within, around and among us. Sacred Voices in the Air, reflects this. There is a sense of urgency in knowing that the voices of the languages are being stilled by death. With each passing year, the presence of the voices in the winds fade. It must be recaptured before it becomes an indistinct murmur.

Thank you very much for the opportunity to appear in support of Senate Bill 2281. I will try an answer any questions the committee may have.

Testimony provided by Standing Rock Sioux Tribe
Tribal Department of Education – Language Revitalization Program
SB 2281

Ho

Wednesday, February 6, 2013

Hello My Relatives,

Good Morning. I shake your hands with a happy heart. In English they call me Sunshine Carlow and in Lakota they call me Shell River Woman. I am a Hunjkapáa and Oglála Lakóta woman and I live on the Standing Rock Reservation. I thank you all for listening to me today.

I am here today representing the Standing Rock Sioux Tribe – Tribal Department of Education, Language Revitalization Program asking you to appropriate funds to this bill because there is a need.

The Native languages of our state are a rich part of North Dakota History. These are the languages that have echoed across the North Dakota landscapes for thousands of years. By appropriating funds you are not only making language revitalization efforts available to the tribal members of our state but to all North Dakotans. There is a need.

Research has shown if a student feels they belong and feels their culture is valued by their school and community they will have success in the classroom. It is not that our schools do not try or are not aware of the importance of having culturally relevant and enriching activities at school – however there are strict performance and testing requirements tied to the funding that keeps school doors open. This leaves little time or funds for the development of academic programming that is culturally sensitive or relevant. There is a need.

On Standing Rock, daily there are community members that come into our office suggesting or recommending potential programs and activities to promote and encourage the use and preservation of our Lakóta and Dakóta languages. There is a want.

There are 7 distinct Languages spoken on the 5 Reservations in the State of North Dakota:

1. Lakota
2. Dakhota
3. Mandan
4. Hidatsa
5. Arikara
6. Ojibway
7. Cree

Each language is unique and has ties to generations of past. Our tribe is not unique in the incidence of having more than one dialect or language spoken by our tribal members.

Today we are here to justify that there is a need. What activities you may ask, would be made possible? Why is there a need for state funds and why is it the responsibility of the State of North Dakota to contribute to these efforts?

Examples of Potential Programs/Activities/Initiatives for Native Languages in North Dakota that could be supplemented or funded by this bill.

1. There is a need for language archiving projects for elder speakers –recording video and audio in the target language. Most fluent speakers are 55 years of age and older. On Standing Rock it is almost a weekly occurrence that we lose a fluent speaker.
2. There is a need to create and document new words or variant usage of core words.
3. There is a need to develop materials to encourage and practice the reading and writing of North Dakota's Native Languages. Research shows that languages that are developed in written form have the strongest chance for survival when on the brink of extinction.
4. There is a need to develop and standardize orthographies for North Dakota's Native Languages
5. There is a need for young adult/ 2nd Language Learner Programs for young individuals like myself that will carry the language into the next generations.
6. There is a need to pursue the development of Immersion Pre-Schools
7. There is a need to develop multi-media programs and initiatives to adapt to the ever changing technological world our children and adults are accustomed to.
8. There is a need to create Master – Apprentice language programs – pairing fluent speakers with non-fluent speakers to create more fluent speakers at a rapid rate.
9. There is a need to perform community surveys to gauge the state of each language.
10. There is a need for Radio Programming so our children can hear their languages.
11. There is a need for Public Signage so our children can see their languages.
12. There is a need for Public Service Announcements so we can promote the usage of our languages.
13. There is a need to develop assessment tools so we can gauge our learning and
14. There is a need to develop the fulfillment of the high school foreign language requirements for Native Languages

15. There is a need for Teacher Training – for classroom teachers and language teachers to create, encourage, and increase the opportunities for exposure of Native and non-native students to the native languages of North Dakota
16. There is a need for the creation of teaching materials for classroom use.

These are all potential programs and activities that could be developed for each of the 7 distinct languages of the state of North Dakota. I am certain that each tribe has many of these activities in progress to varying degrees but all could use further development and resources. And what better way to move forward than hand in hand with the support of State of North Dakota. This gives you, as the representatives of the people the opportunity to be leaders and recognize all aspects of the rich diversity we have in North Dakota.

There are a number of programs and justifications that we can and will give you today. But the bottom line is our language is who we are. It ties us and our children to our past, to the beauty of who we are and we are North Dakotans.

There is love and safety in those words I heard as a child from my grandmothers lips. Ištíma. Tąakoža. Čhépa. Pąásu. These are words that belong to me—that are forever endeared in my heart and make me unique. I want my children to know and love them as I do, to know and love being Lakóta as I do. I also want ALL North Dakotans to have the opportunity to learn in a positive way the beauty of my people and my language. Through the approval bill you can give them that opportunity and we can forge together to a brighter better North Dakota. Again I thank you for your time and for listening to me today and I pray you will pass SB 2281.

Senator Marcellais

SB 2281

1

2-11-13

Testimony

**Senate Bill 2281 – relating to membership of the American Indian
language preservation committee; and to provide an appropriation
Appropriation Committee
Senator Holmberg, Chairman
February 11, 2013**

This bill will assist with the preservation and revitalization of Native American languages on North Dakota Native American reservations.

On our reservation there are two languages with their roots in indigenous languages – Ojibwa is a traditional language of the Anishinobe people. Michif is a mixed language based on French, Cree and Ojibwa.

Five years ago there were only 31 fluent Ojibwa speakers and of these speakers, majority being between the ages of 56 to 70 years of age. Since then we have had 18 more speakers have been added to the list with another 40 identifying themselves as semi-fluent. Michif, was spoken by almost all adults 40 years and over. Today, the college has identified 98 Michif speakers. Of these, 82 are between the ages 56-70; and 16 are 36-55. There are no younger fluent speakers. Michif has moved from a commonly used language to one at risk with only about 1% of the reservation population speaking it and almost half of the speakers being 70 years of age.

This bill would assist the Native American tribes in preserving there individual languages.

Thank you very much for the opportunity to appear in support of Senate Bill 2281. I will try an answer any questions the committee may have.

Mari B. Rasmussen
SB 2281
2-11-13

2/11/2013

#2

Senate Bill 2281 – Native Language Preservation

Mari B. Rasmussen
930 North 7th Street
Bismarck, ND

Chairman Holmberg and Members of Senate Appropriations:

My name is Mari Rasmussen. I am a resident of North Dakota and vote in District 35. I have worked in education in the state for nearly 30 year as a classroom teacher, program administrator and teacher educator. Currently I am working for George Washington University in Washington, DC. I also am still involved with education in North Dakota through my roles as an adjunct professor with Valley City State University and in assisting the Missouri River Educational Cooperative with grant-writing, program evaluation and professional development

Senator Holmberg and Members of the Committee, though I am unable to address you in person, I would like to add my voice of support for Senate Bill 2281. This is an important bill for the Native American children of North Dakota. It will allow them to maintain and develop heritage language and cultural skills, which, according to research, can support positive self-esteem, boost academic achievement and lead to successful in college and career.

The legislation for the language preservation committee address ed in this bill resulted from legislation sponsored by Representative Onstad and others in the Sixty-first Legislative Assembly. This legislation was drafted after listening to the needs teachers in reservation schools in the state. These teachers who assisted children in developing proficiency in their Native languages and cultures were in desperately need of resources.

In addition to the formation of a committee, that bill had included language addressing curriculum and materials development to assist for the the language and culture teachers.

There was a fiscal note that supported the costs of these development activities, along with funds for small grants to schools for their language/culture programs. Unfortunately, the language of that original bill and fiscal note was drastically changed and here we are four years later with the same need.

In my position with George Washington University I have conducted research for several technical reports, requested by the United States Department of Education on Native American educational issues. The research is clear on the importance of including language and culture in the curriculum for Native American students. There is a direct correlation between schools that have strong Native language and cultural programs and high academic achievement that leads to post secondary success.

Senator Holmberg and Committee Members, legislation to sufficiently fund Native language and cultural education programs in North Dakota is long overdue. I urge you, not only to pass SB 2282, but also to increase the appropriation, with an assurance that the Native language teachers and Native students in North Dakota will get the support they desperately needed to develop into proud, responsible citizens of the North Dakota and knowledgeable members of their tribal communities.

Rasmussen, M. B. & Romanova, N. (2011). *Post Secondary Success for Native American Students*. Short Turn Around Report. National Clearinghouse for English Language Acquisition, George Washington University, Washington, DC, available at http://www.ncele.gwu.edu/files/uploads/7/Post_Secondary_Success_NAm.pdf.

Rasmussen, M. B., Romanova, N., Wilde, J. & Woodson, K. (2012). *The Identification of Native American and Alaska Native English Learners*. Short Turn Around Report. National Clearinghouse for English Language Acquisition, George Washington University, Washington, DC.

Delilah Yellow Bird #3
SB 2281
2-11-13

Senate Bill 2281 – Native Language Preservation

Delilah Yellow Bird

Arikara Language Teacher White Shield School

2 Second Avenue W. Roseglen, ND

Chairman Holmberg and Members of Senate Appropriations:

My name is Delilah Yellow Bird. I am a resident of the Fort Berthold Indian Reservation. I have worked in education for over 30 years as a para-professional, bilingual education program coordinator and classroom teacher. Currently I am the Arikara language teacher at the White Shield School.

Senator Holmberg and Members of the Committee, though I am unable to address you in person, I would like to add my voice of support for Senate Bill 2281. This is an important bill for the Native American children of North Dakota. It will allow them to maintain and develop heritage language and cultural skills as well as, support positive self-esteem, boost academic achievement and lead to success in college and career.

The sponsors of the bill drafted this piece of legislation after listening to the needs teachers in reservation schools in the state. As a teacher who teaches children in developing proficiency in their Native language and culture I know firsthand the need of resources in developing those skills. Presently, the White Shield has an impressive collection of materials and resources from funding in the 90's but we need to keep current with technology as well.

Senator Holmberg and Committee Members, legislation to sufficiently fund Native language and cultural education programs in North Dakota is long overdue.

I urge you, not only to pass SB 2281, but also ask you to increase the appropriation, with an assurance that the Native language teachers and Native students in North Dakota will get the support they desperately needed to develop into proud, responsible citizens of the North Dakota and knowledgeable members of their tribal communities.

Sincerely

Delilah Yellow Bird

Kathryn Froelich #4
SB 2281
2-11-13

February 7, 2013

Mr. Chairman and Committee members

I am here in support of SB2281 which supports and promotes the preservation of language of North Dakota's first people.

My name is Kathryn Froelich; I am an enrolled member of the Mandan, Hidatsa, and Arikara Nation. I receive my Bachelor of Science, Masters in Education, and Ph.D. in Teaching and learning from the University of North Dakota. My professional experience includes: 15 years as a classroom teacher for the Bureau of Indian Affairs, 17 years as a professor for Sitting Bull College, and currently I am employed by the Missouri River Education Cooperative. One of the MREC's focus areas addressed by *Project Circle* is American Indian Language and Culture. The MREC understands the impact of culturally relevant curriculum, and recognizes how dual language acquisition leads to academic success.

According to the National Indian Education Association

- There were 175 American Indian languages still spoken in 1996.
- Linguists estimate that only twenty of these languages will still be spoken by the year 2050 without urgent help they will disappear forever.
- Native language immersion programs have been shown to promote higher academic success for students who participate in Native language immersion programs compared to their Native peers who do not participate in these programs.
- U.S. Senate Committee on Indian Affairs recently held a mark-up on the Native American Language Preservation Act which was favorably acted upon in support of Native American Languages.
(NIEA Resolution 2012-2)

SB 2281 provides the much needed support for preserving, maintaining, and promoting the language of North Dakota's first peoples. The support could provide professional development training in dual language acquisition, resources and materials for classroom instruction, and preservation of the languages.

In closing I would just like us to remember the historical contributions American Indians have made to our great nation; one example would be the Navajo, Lakota, Cherokee, Choctaw, Meskwaki, and Comanche, code talkers who were instrumental in both WWI and WWII. Their efforts in using their Native Language helped our military succeed.

(H.R. 4766 109th: *Esther Martinez Native American Languages Preservation Act of 2006*)

Waste' Win Young #5
SB 2281
2-11-13

My name is Waste' Win Young. I am the Tribal Historic Preservation Officer for the Standing Rock Sioux Tribe. I support SB2281.

My three year old son attends the Lakota Language Nest, a pre-school Lakota/Dakota immersion school in Fort Yates, ND at Sitting Bull College. This program is the first of its kind in the state of North Dakota. Since its inception in August of 2012 my son has steadily increased his Lakota vocabulary and is starting to complete whole sentences. This is an amazing opportunity for our children that does not come free. As parents we pay tuition for their attendance and we frequently fundraise to help pay for classroom supplies. The two fluent Lakota speaking teachers that are in the classroom are paid for from an ANA (Administration for Native Americans) grant which is also supplemented with a grant from the ND Humanities Council.

The story of the Lakota Language Nest has been featured in an Associated Press news article in the Bismarck Tribune recently as well as nationwide.

I would encourage appropriations for native language preservation in the state of North Dakota.

The first nations of this great state were displaced as a result of settlement and as a result our culture, traditional practices and languages were greatly affected. At Standing Rock, the Yanktonai Dakota dialect is projected to die out within 30 years. I have seen first hand the benefits of being bilingual. It greatly impacts the community and results in a rich diverse culture of which we can mutually benefit and share from. My son is in the first class of its kind. As parents we are required to attend weekly class and if we are absent three times the Sitting Bull College enforces a three strike rule—where if we miss class three times we are dismissed from the program. We hold ourselves to higher standards in the program and as parents because we realize that saving our language is of utmost importance for us. We sing our ceremonial songs, communicate with our grandparents and with God in our native language. It is slowly being revitalized. I would appreciate if you would consider support for this bill.

Thank you,

Ms. Waste' Win Young

PO BOX 782

Fort Yates, ND 58538

701-426-3875 or 701-854-4902