

**American Rescue Plan Emergency Language Grants**  
**Post-Project Report Instructions**

1. Describe the post project status of the Native language now that your project is nearing the end or ended.
2. Describe how the project helped to recover from the impact of COVID-19 on the Native language.
3. Describe how well you were able to achieve the project's objectives.
  - a. Indicate the percentage of activities completed through the project
  - b. List any Outputs or tangible products of the project such as curriculum, dictionaries, recordings, etc
  - c. List the Outcomes of the projects – what has changed in your community as a result of the project.
4. List up to three achievements you are most proud of and why.
5. List any partnerships or consultants and how they supported the project.
6. Domains
  - a. Resources and Documentation
    - i. Enter the Material or Resource Created
    - ii. Select the type from the dropdown menu
    - iii. Check if it was technology based or not
    - iv. Indicate if Elders were involved in the creation of the resource or material
    - v. How does the creation of the resource or material support the project's objectives of goals.
  - b. Instruction
    - i. Indicate if the project has partnered with a Head Start if the project serves youth ages 0-6
    - ii. Indicate how many youth (birth to 17) increased fluency
    - iii. Indicate how many youth (birth to 17) increased fluency
    - iv. Describe your means of measurement to gauge fluency

**Teacher Training Table**

- a. Enter in the name of the training or workshop
- b. Enter what skills were taught
- c. Enter the number of teachers trained
- d. Enter the instruction certification or issuing agency. Enter N/A if not applicable.
- e. Enter the proficiency certification or issuing agency. Enter N/A if not applicable.
- f. Select yes if the trainings involved Elders.
- g. Select yes if the trainings were virtual
- h. Enter the number of hours to complete the certification or course

**Student Instruction Table**

- a. Select the Proficiency Level from the drop down menu
- b. Enter the total number of classes

- c. Select whether the instruction was in an immersion nest, survival school or other institution
- d. Enter the total number of students taught
- e. Enter the average age of the students
- f. Select yes if the instruction involved Elders.
- g. Enter the percentage of instruction that was virtual

#### Master-Apprentice Table

- a. Enter the total number of hours of Master Apprentice sessions
- b. Enter the total number of Apprentices
- c. Enter the total number of Masters
- d. Enter the average age of Apprentices
- e. Enter the average age of Masters
- f. Enter the percentage of instruction that was virtual

#### c. Technology and Infrastructure

- i. List the technology, equipment or software purchased
- ii. Indicate whether policies and procedures for safe and responsible use were in place or developed.
- iii. Indicate whether there was internet access or infrastructure improvements
- iv. Indicate whether a website or social media was created
- v. Describe how the technology supports the Native language preservation or transmission

#### d. Planning for a language Project

- i. Complete the sentence for what type of planning activities you conducted (check all that apply)
- ii. If you answered yes, to option 1 Develop language surveys or assessments
  - a. please indicate what type of surveys or assessments you developed;
  - b. how many surveys/assessments were distributed and returned;
  - c. How you disseminated the survey/assessment
  - d. And the overall purpose

#### e. Elder or Intergeneration Engagement

- i. List the activities engaging youth and Elders
  - a. Enter the activity
  - b. Enter the number of youth participants
  - c. Enter the number of Elder participants
- ii. Indicate whether the activities promoted cultural preservation and if yes, how?