

Native American and Alaska Native Children in School (NAM) Program

2016 and 2018 Cohorts

June 2021



This report was produced under U.S. Department of Education Contract No. GS-10F-0201T - National Clearinghouse for English Language Acquisition (NCELA) with Manhattan Strategy Group. Melissa Escalante served as the contracting officer's representative. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

U.S. Department of Education

Miguel Cardona
Secretary

Office of English Language Acquisition

Supreet Anand
Acting Assistant Deputy Secretary and Director

June 2021

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be U.S. Department of Education, Office of the English Language Acquisition, *Native American and Alaska Native Children in School (NAM) Program: 2016 and 2018 Cohorts*, Washington, D.C., 2020.

This report is available on the Department's website at <https://ncela.ed.gov/native-american-and-alaska-native-children-school-program>

Availability of Alternate Formats

On request, this publication is available in alternate formats, such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternate Format Center at 202-260-0852 or by contacting the 504 coordinator via e-mail at ofe_eos@ed.gov.

Notice to Limited English Proficient Persons

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), email us at Ed.Language.Assistance@ed.gov, or write to U.S. Department of Education, Information Resource Center, 400 Maryland Ave., SW, Washington, DC 20202.

This document contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is neither intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.

Contents

Tables	ii
Figures	iii
Key Terms	iv
Executive Summary	1
1. Introduction	3
Government Performance and Results Act	5
2. Overview of the Grantee Cohorts	6
Data Sources and Methodology	6
Characteristics of Grantees.....	6
Grantee Locations.....	7
Grant Priorities	8
Grant Entity Types	9
School Program Types	11
Project Features	11
3. Outcomes	12
GPRA Outcomes	12
Progress on Program Goals	15
Challenges Meeting Program Goals.....	16
Summary	17
Appendix	18

Tables

Table 1.1. Total Proposed Funding NAM 2016 and NAM 2018	4
Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2016 NAM Cohort.....	13
Table 3.2. Summary of Aggregated GPRA Outcomes Reported by 2018 NAM Cohort.....	15
Table 3.3. 2016 NAM Cohort-Reported Progress on Grantee Program Goals (N = 10).....	16
Table 3.4. 2018 NAM Cohort-Reported Progress on Grantee Program Goals (N = 7).....	16
Table 3.5. School Year 2019–20 Cohort-Reported Program Challenges NAM 2016 and 2018	17
Table A.1. 2016 Cohort NAM Grantees	18
Table A.2. 2018 Cohort NAM Grantees	18

Figures

Figure 2.1. NAM Grant Locations: 2016 Cohort.....	7
Figure 2.2. NAM Grant Locations: 2018 Cohort.....	8
Figure 2.3. Entities Receiving NAM Grants.....	10
Figure 2.4. Number of School Program Types	11
Figure 2.5. Project Features of the NAM Grantees: 2016 and 2018 Cohorts.....	12

Key Terms

- **Characteristics Spreadsheet:** The characteristics spreadsheet collects key information about the grant project, such as public/private partnerships, languages served, personnel/staff served in the project, and project aims. The information in the characteristics spreadsheet provides grantee information discussed in this report and also serves to support the ability of the Office of English Language Acquisition (OELA) to quickly respond to questions from internal and external sources regarding grant implementation and outcomes.
- **Elementary and Secondary Education Act of 1965 (ESEA):** The national education law that seeks to provide all students opportunities to receive a fair, equitable, and high-quality education and to close educational achievement gaps.
- **Every Student Succeeds Act (ESSA):** Signed into law December 2015, this act reauthorizes the ESEA.
- **The Government Performance Results Act of 1993 (GPRA):** Under GPRA, federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress, and regularly report on achievement.
- **Institutions of Higher Education (IHEs):** Institutions of postsecondary education, colloquially known as universities or colleges.
- **Knowledge Management System (KMS):** Refers to an online financial and performance monitoring tool for the U.S Department of Education's (Department's) discretionary grants. By reporting in the KMS, grantees provide data to demonstrate that they are making substantial progress toward meeting approved goals, objectives, and performance measures to receive continuation funding.
- **Local Educational Agency (LEA):** As defined in the ESEA, a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.
- **Native American Language:** The historical, traditional languages spoken by Native Americans, consistent with section 103 of the Native American Languages Act (25 U.S.C. 2902).
- **Native American and Alaska Native Children in School (NAM) Program:** The purpose of the NAM program is to award grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American and Native Alaskan students who are identified as English learners (ELs). The goal of this program is to support the teaching, learning, and studying of Native American and Native Alaskan languages while also increasing the English language proficiency of students served to achieve the same challenging state academic content and achievement standards for all students.
- **State Educational Agency (SEA):** As defined in the ESEA, a state-level government organization within each U.S. state or territory responsible for education, including providing information, resources, and technical assistance on educational matters to schools and residents.

Executive Summary

In the Native American Languages Act of 1990, Congress recognized the importance of preserving Native American languages by protecting and promoting the rights of Native Americans to develop their proficiency and use of Native American languages.¹ In addition, it is the policy of the United States to encourage and support the use of Native American languages in the classroom to ensure the survival of Native American languages and to increase educational opportunities and achievement for Native American and Alaska Native students.² Native language preservation has been shown to confer cognitive, socio-emotional, and educational benefits to Native students.³

Thus, the Native American and Alaska Native Children in School (NAM) program awards discretionary grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American students who are identified as English learners (ELs). The goal of the NAM program is to support the teaching, learning, and studying of Native American languages.

This document highlights and presents information about the 2016 and 2018 grantee cohorts of the NAM program. It uses self-reported information from 17 grantees in the 2019–20 project year. The data represented captures the grantees' program performance results based on nine Government Performance and Results Act (GPRA) measures for the 2016 cohort and three GRPA measures for the 2018 cohort. In addition to the required focus on English language proficiency, the NAM program identified priority areas for funded projects that included Native American and Alaska Native language instruction, early learning, parent engagement, and family literacy. The report also presents descriptions and graphs illustrating grantee school program types, project features, and reported program outcomes, progress, and challenges.

Although 70% of the grantees reported that the COVID-19 pandemic greatly impacted grantee activities, many grantees were still able to report on progress made toward activities of their program's performance goals as outlined in the GPRA measures. Highlights from grantee performance on GPRA measures include:

- More than 4,000 pre-K–12 students participated in Native language programs administered by the 2016 grantees.
- Ninety-six percent of students served by the 2016 cohort made progress on the state-approved English proficiency exam.
- More than 600 pre-K–12 students participated in Native language programs administered by the 2018 grantees.
- The 2018 grantees reported that 88% of students served attained proficiency in English on the state-approved English proficiency exam, and 28% of students made progress in the Native language.

¹ 25 U.S.C. 2903 (1)

² 25 U.S.C. 2903 (3)

³ Jesse, D., Northup, J., & Withington, A. (2015). Promising education interventions to improve the achievement of Native American students: An annotated bibliography. [A report from the West Comprehensive Center.] San Francisco, CA: WestEd.

- Grantees in both cohorts provided teacher/staff professional development and promoted parent and community involvement by hosting family literacy nights and organizing visits with community elders.
- Grantees created mobile apps and other instructional materials to promote the learning of Native languages.

Disruptions due to COVID-19 included collecting student outcome data, increased project costs to shift activities from in-person to virtual, reduced family engagement opportunities, and staff changes because of lockdown measures.

1. Introduction

The NAM program is authorized under Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, and is administered by the U.S. Department of Education’s Office of English Language Acquisition (OELA). The NAM program seeks to improve academic outcomes in English for Native American and Alaska Native (NA/AN) students by providing funding for programs that support language instruction educational programs, including NA/AN language and culture revitalization. Thus recipients of this discretionary grant program have designed projects with the aim of supporting the teaching, learning, and studying of Native American languages,⁴ while also increasing the English language proficiency of students served to achieve the same challenging State academic content and achievement standards for all students. In addition to the required focus on supporting the learning and studying of Native American languages while also increasing the English language proficiency of the children served under such a project, the NAM program identifies priority areas that include early learning and development, family and community engagement, and the promotion of family based literacy practices for the 2016 and 2018 grantees. The 2016 and 2018 grantees were not required to address all these priority areas in the design of their projects but were encouraged to employ an array of activities and strategies in support of them.

Grantees may design five-year projects that include teacher training, curriculum development, and evaluation and assessment to support the core program of student instruction and parent-community participation. Student instruction may comprise preschool, elementary, secondary, and postsecondary levels, or combinations of these levels.

NAM applicants must operate elementary, secondary, and/or postsecondary schools primarily for Native American children (including Alaska Native children). Eligible entities based on this criterion include the following:

- Indian tribes
- Tribally sanctioned educational authorities
- Native Hawaiian or Native American Pacific Islander Native language educational organizations
- Elementary schools or secondary schools operated or funded by the Bureau of Indian Education (BIE) or a consortium of such schools
- Elementary schools or secondary schools operated under a contract with or grant from the BIE in consortium with another such school or a tribal or community organization

For the 2018 NAM cohort, elementary schools or secondary schools operated by the BIE and an institution of high education (IHE), in consortium with an elementary school or secondary school operated under a contract with or a grant from the BIE or a tribal or community organization, were also eligible to apply for a grant.

All NAM grantees are required to submit an annual performance report (APR) that provides the most current performance and financial expenditure information. The APR must include information on performance outcomes related to the Government Performance and Results Act

⁴ The term “Native American language” means the historical, traditional languages spoken by Native Americans, consistent with section 103 of the Native American Languages Act (25 U.S.C. 2902).

(GPRA), as well as project-specific performance measures. The U.S. Department of Education (Department) considers these data in making annual continuation awards. At the end of the project period, grantees must submit a final performance report, including financial information, goal attainment, and program evaluation.

Approximately \$5 million is available for NAM grantees annually. The average award amounts were \$300,020 for the 2016 cohort and \$300,627 for the 2018 cohort.

Table 1.1. Total Proposed Funding NAM 2016 and NAM 2018

Cohort	Years completed	Total funding⁵	Number of awards
2016 Cohort	4 of 5	\$15,001,018	10
2018 Cohort	2 of 4	\$6,623,381	7

⁵ Total proposed funding for NAM cohorts 2016 and 2018 can be found here:
<https://www2.ed.gov/programs/naancs/awards.html>

Government Performance and Results Act

The GPRA of 1993 requires federal agencies to prepare a strategic plan covering a multiyear period and to submit an annual performance plan and an APR. The Government Performance and Results Modernization Act of 2010 updated some aspects of the GPRA of 1993, and placed emphasis on the use and analysis of goals and measures to improve outcomes of federally funded programs.

The Department developed nine GPRA performance measures for evaluating the overall effectiveness of the 2016 NAM cohort and three performance measures for the 2018 NAM cohort. All institutions receiving federal funds under the NAM program must report on their progress toward meeting these performance measures:

GPRA for 2016 NAM Cohort

- **Measure 1:** The percentage of English learners (ELs) served by the program who score proficient or above on, as applicable, valid and reliable state or local district reading assessments
- **Measure 2:** The percentage of ELs served by the program who are making progress in learning English as measured by the state-approved English language proficiency (ELP) assessment
- **Measure 3:** The percentage of ELs served by the program who are attaining proficiency in English as measured by the state-approved ELP assessment
- **Measure 4:** The percentage of students served by the program who are enrolled in Native American language instruction programs
- **Measure 5:** The percentage of students making progress in learning a Native American language as determined by each grantee. This may include such measures as performance tasks, portfolios, and pre- and post-tests.
- **Measure 6:** The percentage of students who are attaining proficiency in a Native American language as determined by each grantee. This may include such measures as performance tasks, portfolios, and pre- and post-tests.
- **Measure 7:** The percentage of preschool children ages 3 and 4 enrolled in the program
- **Measure 8:** The percentage of preschool children ages 3 and 4 who are screened for developmental or cognitive delays.
- **Measure 9:** The percentage of coordination contacts between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten

GPRA for 2018 NAM Cohort

- **Measure 1:** The number and percentage of ELs served by the program who score proficient or above on the state reading assessment
- **Measure 2:** The number and percentage of ELs served by the program who are attaining proficiency in English as measured by the state-approved English language proficiency (ELP) assessment
- **Measure 3:** The number and percentage of students making progress in learning a Native language as determined by each grantee, including through such measures as performance tasks, portfolios, and pre- and post-tests

2. Overview of the Grantee Cohorts

Data Sources and Methodology

This section of the report provides a profile of the NAM program based on information received through numerous data sources. It conveys a profile of important characteristics of these grantee entities through tabular and graphic presentations of key information related to the characteristics of institutions and grant activities. All available electronic data (partial and completed surveys) residing in the sources outlined in the box below were used in the analysis.

Frequencies were generated for all data elements, and summative reports on key continuous variables for the program were developed. Key variables presented in this report include the following:

- Location of grantees
- School program types served by grantees
- Priorities addressed by the grantees
- Grant-funded activities and outcomes reported by the grantees
- Student-level data in partnering LEAs or SEAs
- Project-level and aggregated GPRA measures

The data were closely examined to identify the occurrence and distribution of missing data and data values that appeared inconsistent and out-of-range. In all cases, data were aggregated and analyzed at the level corresponding to the outcome in question.

Characteristics of Grantees

All 17 grantees funded in 2016 and 2018 are included in this report. There are 10 grantees in the 2016 cohort and seven grantees in the 2018 cohort.

Data Sources

Data for the development of this report were collected from four primary sources:

- Knowledge Management System (KMS) Data: The KMS provides the majority of program- and grant-specific information. On this online platform, grantees report on project measures for individual grant activities and outcomes for the entire grant.
- Characteristics Spreadsheet: This provides some program- and grant-specific information, such as (1) the name of the applicant; (2) the partner LEAs or SEAs; (3) the title of the proposed project; (4) which, if any, of the competitive and invitational priorities a project is addressing; (5) a brief project description, including a description of major project activities; (6) the number of students served; (7) project goals, objectives, and performance outcomes; and (8) contact information, such as the project director's name, telephone, and e-mail.
- GPRA Data: The overall effectiveness of the NAM program is measured by nine GPRA measures for 2016 cohort and three GPRA measures for the 2018 cohort, developed by the U.S. Department of Education. All NAM grantees report their progress toward meeting these performance measures each year.
- The Integrated Postsecondary Education Data System (IPEDS): This is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs.

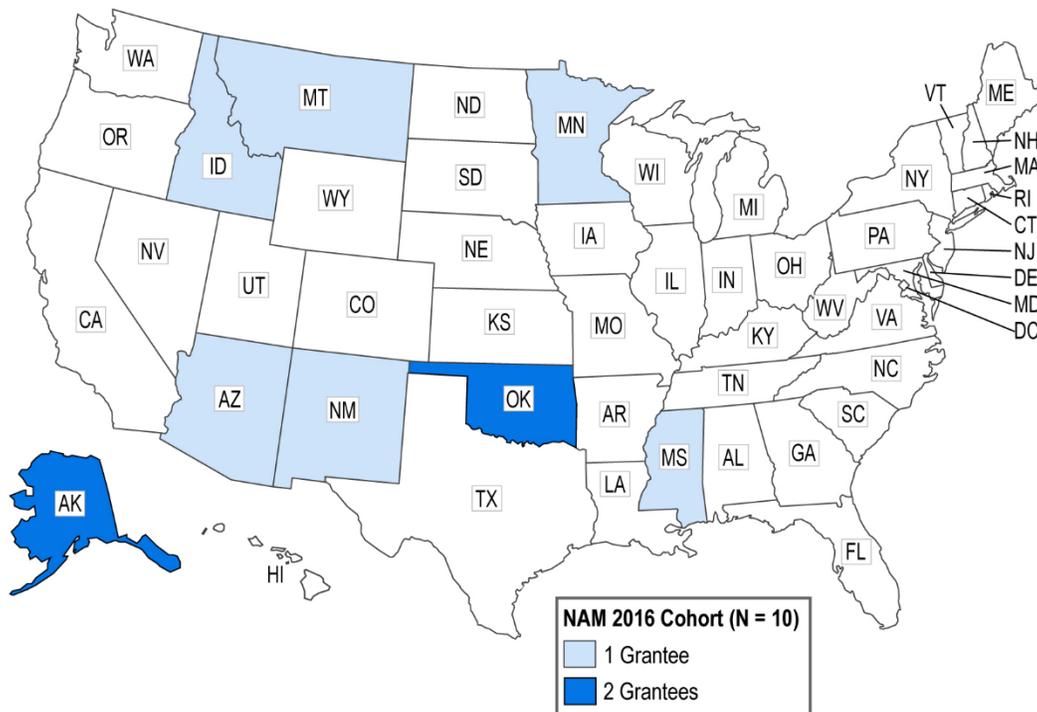
A complete list of the 10 entities awarded a NAM grant in 2016 can be found in the Appendix. More than 25 partners are associated with the 2016 grantees. These include IHEs, public school districts, health care centers, cultural centers, early childhood programs, immersion schools, and libraries. The 10 Native languages represented in the 2016 cohort are Central Yup'ik Eskimo, Koyukon Athabascan, Navajo, Shoshoni, Ojibwe, Choctaw, Cree, Diné (Navajo), Cherokee, and Osage.

A complete list of the seven entities awarded a NAM grant in 2018 can be found in the Appendix, as well. Grantees from the 2018 cohort formed partnerships with six organizations, including early childhood centers, public school districts, IHEs, and an immersion school. Ten Native languages are utilized by participants working with the 2018 grantees, including Yup'ik, Inupiaq, Ichishkiin, Numu, Kiksht, Tsalagi, Twulshootseed, Cherokee, Lakota/Dakota, and Wôpanâak.

Grantee Locations

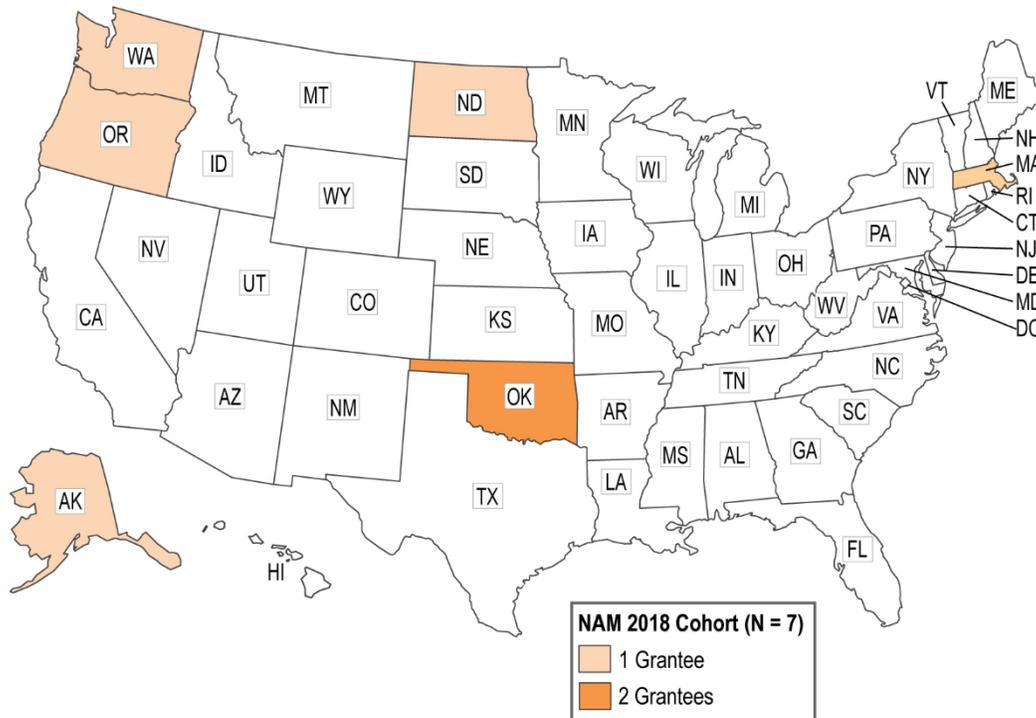
Entities in eight states received NAM grants in 2016, as seen in Figure 2.1. Two states received two or more NAM grants, six states received only one grant, and 43 states did not receive any NAM grants.

Figure 2.1. NAM Grant Locations: 2016 Cohort



Entities in six states received NAM grants in 2018, as seen in Figure 2.2. One state received two or more NAM grants, five states received only one grant, and 45 states did not receive any NAM grants.

Figure 2.2. NAM Grant Locations: 2018 Cohort



Grant Priorities

The NAM competition is structured using the following three types of priorities:

- Absolute priority: Under 34 CFR 75.105(c)(3), only applications that meet this priority are considered.
- Invitational priorities: Under 34 CFR 75.105(c)(1), applicants may address these priorities, but they are not given competitive preference points.
- Competitive priorities: These are priorities that applicants may address and which add to their overall scores.

In 2016 and 2018, the NAM competition included the same absolute priority of supporting the learning and studying of Native American languages while also increasing the English language proficiency of the children served. Competitive and invitational priorities differed across the two competitions and are summarized in the box below.

The NAM 2016 Grant Competition Priorities

- Absolute Priority: Supporting the learning and studying of Native American languages while also increasing the English language proficiency of the children served under such a project
- Competitive Preference Priority: Early Learning and Development Outcomes
- Invitational Priority: Parent, Family, and Community Engagement

The NAM 2018 Grant Competition Priorities

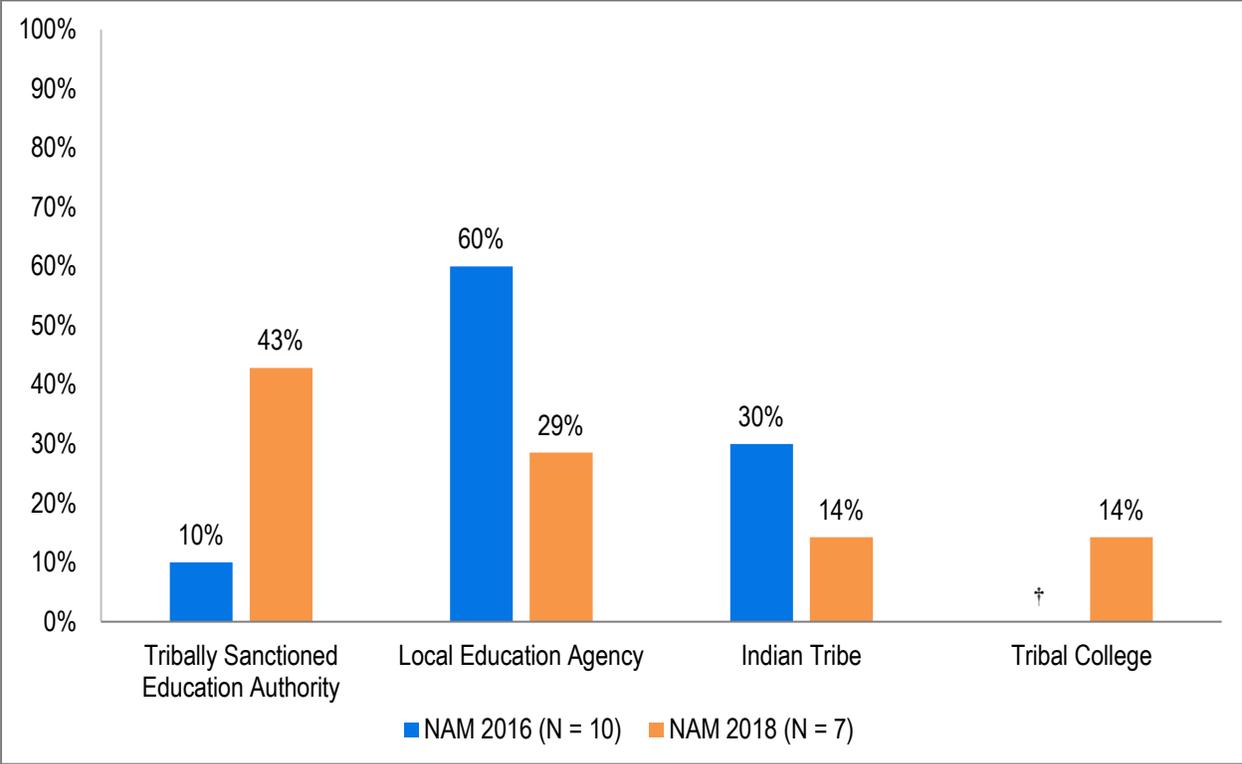
- Absolute Priority: Supporting the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of the children served under such a project
- Invitational Priority: Promoting literacy by providing families with evidence-based (as defined in 34 CFR 77.1) strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials or content about how to support their child's reading development or providing family literacy activities (as defined in Section 203(9) of the Workforce Innovation and Opportunity Act).

The invitational priority that all 10 of the 2016 cohort grantees chose to respond to was family and community engagement, and all seven of the 2018 cohort responded to the invitational priority of promoting family-based literacy. Ninety percent of the grantees in the 2016 cohort responded to the competitive priority of early learning and development outcomes. There was no competitive priority for 2018 grantees.

Grant Entity Types

For the 2016 cohort, all 10 of the grantees received funds and completed the fourth year of their projects in school year (SY) 2019–20. For the 2018 cohort, all seven grantees received funds and completed the second year of their projects in SY 2019–20. The entities receiving NAM grants in 2016 and 2018 were Native tribes, nonprofit organizations, and public school districts. Tribal colleges became eligible entities for the NAM grant in the 2018 NAM competition. Figure 2.3 describes the distribution of these grantees. In 2016, 10% of 2016 NAM grantees served participants in tribally sanctioned educational authorities and 60% served participants in LEAs. In the 2018 cohort, more than 40% of grantees are tribally sanctioned educational authorities and 29% are LEAs. Grantees are also Indian tribes and a tribal college.

Figure 2.3. Entities Receiving NAM Grants

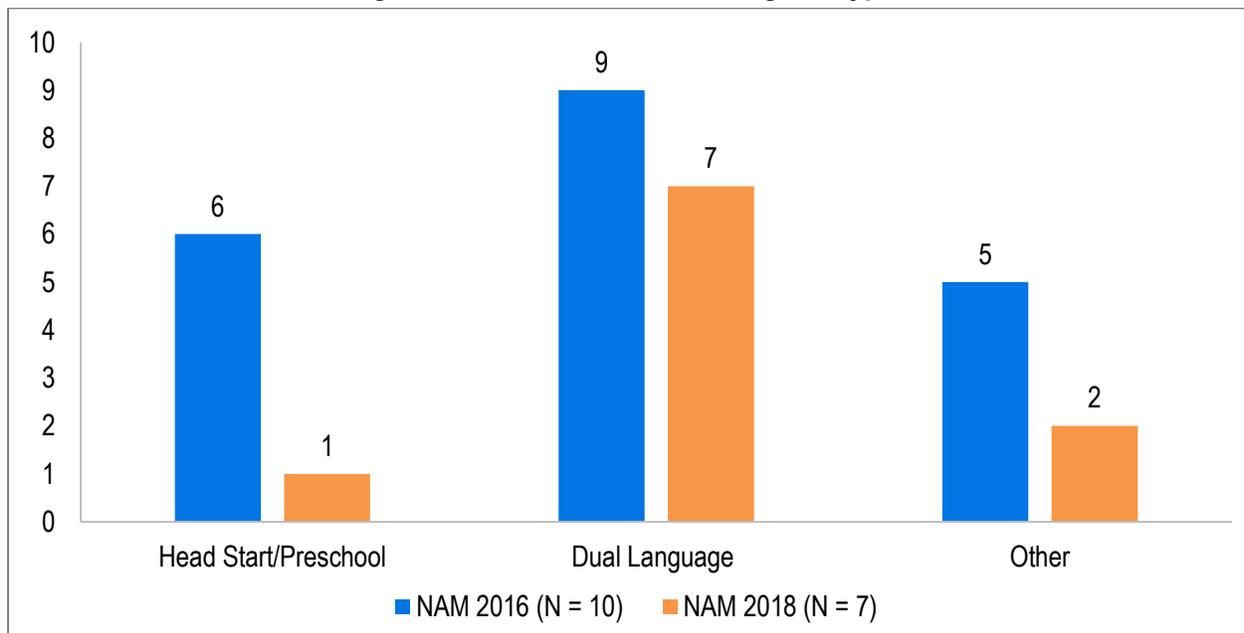


† Tribal colleges were not eligible entities in 2016.

School Program Types

Figure 2.4 illustrates the school program types served by the NAM grantees. Nine out of 10 2016 grantees served teachers and students in dual language programs, whereas all seven 2018 grantees worked with teachers and students in dual language programs. Early childhood education was also an area of focus for 2016 grantees, with five of the 10 grantees serving students, teachers, and families in preschool or Head Start programs. Grantees also implemented their grants in digital environments in preK–12 programs (N = 1) and in foreign-language programs (N = 1).

Figure 2.4. Number of School Program Types

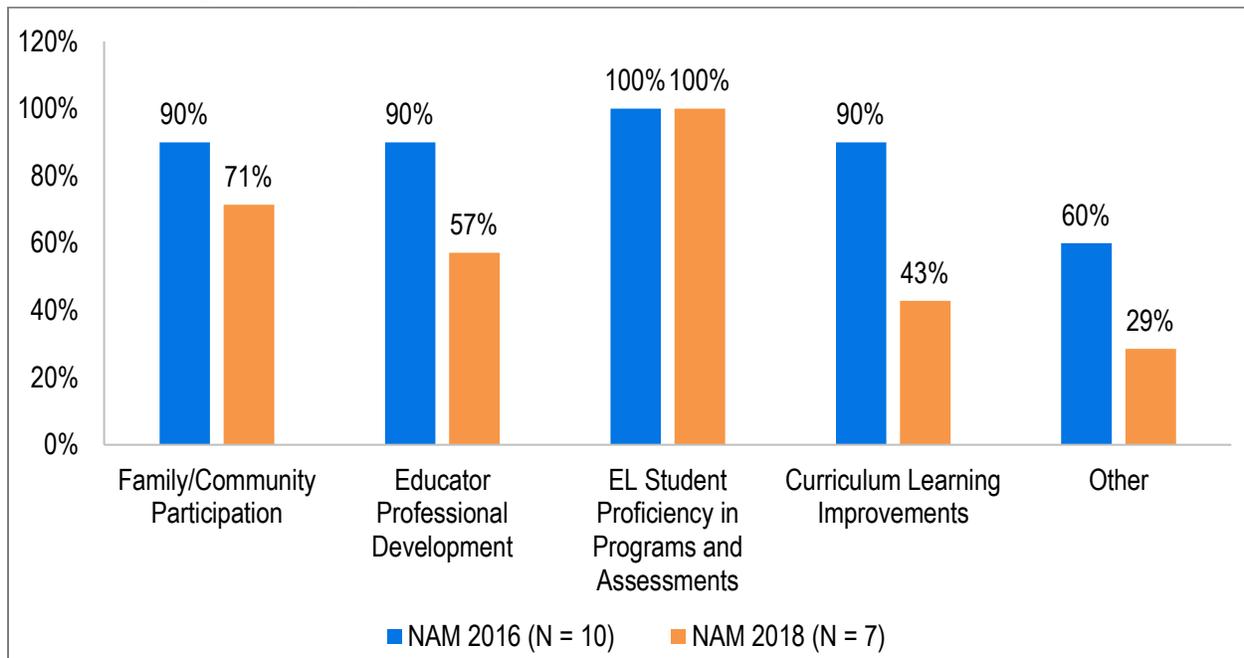


Project Features

Some NAM projects implemented unique activities or features to support the project goals.

Figure 2.5 illustrates the various project features reported by the 2016 and 2018 grantees. The most widely reported features include increasing EL proficiency, providing teacher/staff professional development, promoting parent and community involvement, and implementing curriculum development programs. Other project features include creating Native language assessments (N = 2), promoting school readiness (N = 2), and focusing on STEM instruction (N = 1).

Figure 2.5. Project Features of the NAM Grantees: 2016 and 2018 Cohorts



3. Outcomes

This section presents the GPRA measure outcomes and project measure outcomes for the 17 grants awarded under the NAM 2016 and 2018 competitions. Using the KMS online reporting system, the 17 grantees submitted quarterly reports in SY 2019–20. The data reported included GPRA targets and other information (e.g., financial expenditures). This report focuses on data collected from the fourth year of the 2016 cohort and the second year of grant implementation for the 2018 cohort.

The following sections provide detailed information regarding how each GPRA outcome was calculated for the 2016 and 2018 NAM cohorts. Notes are included where the COVID-19 pandemic impacted some grantee activities.

Grantees who reported no data (for target or outcomes) often gave reasoning in the notes. Examples of reasons cited include the granting of student assessment waivers to states by the U.S. Department of Education due to the COVID-19 pandemic, and the cancellation of spring state-mandated assessments.

GPRA Outcomes

As required by the APR, grantees must submit both numerical responses for the GPRA measures and short narratives to describe (a) the strategies used to meet the GPRA measures and (b) the extent to which the program met the GPRA measures.

Tables 3.1 and 3.2 summarize aggregated GPRA outcomes reported by the 10 grantees in the 2016 cohort and seven grantees in the 2018 cohort.

Some grantees reported exceeding GPRA targets and provided reasoning in the notes.

As Table 3.1 shows, grantees made significant progress toward many of their GPRA measures. In SY 2019–20, grantees reported serving more than 4,000 students in Native language programs administered by the 2016 grantees, more than exceeding their targets. In addition, the 2016 cohort served more than 600 preschool learners, also exceeding their targets. Ninety-six percent of students served by the 2016 cohort made progress on the state-approved English proficiency exam. However, overall, only 35% of students made progress on Native language proficiency.

For the 2018 grantees, 88% of students served attained proficiency in English on the state-approved English proficiency exam, and 28% reported making progress in the Native language as shown in Table 3.2. Grantees from 2016 made the least progress on the GPRA targets measuring student progress on learning a Native language, with grantees reporting only 19% of participants attained proficiency in a Native language as measured by a Native language assessment. Grantees from 2018 struggled the most to meet GPRA targets for students achieving proficiency on State reading assessments, with grantees reporting only 43% of participants scoring proficient or above on their state reading assessment. As the COVID-19 pandemic impacted grantee activities, the tables below also outline to what extent the pandemic affected their ability to reach GPRA measures.

Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2016 NAM Cohort⁶

	GPRA Measures	Percentage⁷	Basis of Calculations	COVID-19 Impact
1	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	139%	Of the 4 grantees that could report, 723 of the targeted 519 ELs scored proficient.	Because of school closings, 60% of grantees could not report on Measure 1.
2	The number and percentage of ELs served by the program who are making progress in learning English as measured by the state-approved English language proficiency assessment	96%	Of the 7 grantees that could report, 373 of the targeted 388 ELs made progress.	Because of school closings, 30% of grantees could not report on Measure 2.
3	The number and percentage of ELs served by the program who are attaining proficiency in English as measured by the state-approved English language proficiency assessment	63%	Of the 6 grantees that could report, 130 of the targeted 205 ELs attained language proficiency.	Because of school closings, 40% of grantees could not report on Measure 3.

⁶ Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department’s discretionary grants.

⁷ In instances where grantees reported more than 100%, this is due to such reasons as grantees having recruited more participants than expected or more participants having participated in that GPRA measure than first targeted.

	GPRA Measures	Percentage⁷	Basis of Calculations	COVID-19 Impact
4	The number and percentage of students served by the program who are enrolled in Native American language instruction programs	123%	Of the 9 grantees that could report, 2,951 out of the targeted 2,405 students were enrolled.	Because of school closings, 10% of grantees could not report on Measure 4.
5	The number and percentage of students making progress in learning a Native language as determined by each grantee, including such measures as performance tasks, portfolios, and pre- and post-tests	35%	Of the 5 grantees that could report, 462 of the targeted 1,311 students were reported as making progress.	COVID-19 impacted Measure 5 for 50% of grantees.
6	The number and percentage of students who are attaining proficiency in a Native language as determined by each grantee, including such measures as performance tasks, portfolios, and pre- and post-tests	19%	Of the 3 grantees that could report, 136 of the targeted 719 students attained proficiency.	Because of school closings, 70% of grantees could not report on Measure 6.
7	For programs that received competitive preference points, the number and percentage of preschool children ages 3 and 4 enrolled in the program	102%	Of the 7 grantees that could report, 667 of the targeted 652 preschool children were enrolled.	COVID-19 impacted Measure 7 for 30% of grantees.
8	For programs that received competitive preference points, the number and percentage of preschool children ages 3 and 4 who are screened for developmental or cognitive delays	135%	Of the 8 grantees that could report, 611 of 454 targeted preschool children were screened.	COVID-19 impacted Measure 8 for 20% of grantees.
9	For programs that received competitive preference points, the number and percentage of coordination contacts between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten	115%	Of the 7 grantees that could report, 457 of the targeted 398 coordination contacts were contacted.	COVID-19 impacted Measure 9 for 30% of grantees.

Table 3.2. Summary of Aggregated GPRA Outcomes Reported by 2018 NAM Cohort⁸

	GPRA Measures	Percentage⁹	Basis of Calculations	COVID-19 Impact
1	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	43%	Of the 2 grantees that could report, 136 of the targeted 319 ELs scored proficient.	COVID-19 impacted Measure 1 for 71% of grantees.
2	The number and percentage of ELs served by the program who are attaining proficiency in English as measured by the state-approved English language proficiency assessment	88%	Of the 3 grantees that could report, 223 of the targeted 253 ELs attained proficiency.	COVID-19 impacted Measure 2 for 57% of grantees.
3	The number and percentage of students making progress in learning a Native language as determined by each grantee, including such measures as performance tasks, portfolios, and pre- and post-tests	53%	Of the 5 grantees that could report, 460 of the targeted 867 students made progress.	COVID-19 impacted Measure 3 for 28% of grantees.

Progress on Program Goals

In addition to GPRA outcomes, grantees also establish and report on the progress they make toward goals specific to their projects.

Tables 3.3 and 3.4 showcase 2016 and 2018 NAM project-specific measures that grantees worked toward in SY 2019–20. As each grantee can specify their own project measures, data in these tables are derived from a qualitative analysis of the grantee-reported project-specific measures and accompanying grantee notes from the KMS update 3 reporting period. This qualitative analysis yielded four broad themes that grantees are working toward: increasing English language achievement; creating Native language assessments and measuring Native language proficiency; promoting family and community connections; and developing curriculum and instructional materials. It is important to note that while all grantees had intended to report on project-specific goals, only some grantees could complete activities due to the school closures that resulted from the COVID-19 pandemic.

⁸ Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department’s discretionary grants.

⁹ In instances where grantees reported more than 100%, this is due to such reasons as grantees having recruited more participants than expected or more participants having participated in that GPRA measure than first targeted.

Table 3.3. 2016 NAM Cohort-Reported Progress on Grantee Program Goals (N = 10)

Program Goals	Number of Grantees	Sample and Summary of Activities
English Language Assessment and Achievement	8	Some grantees reported exceeding targets of students making progress in English as measured by assessments such as WIDA and ELLOPA, ranging from approximately 30%–50%.
Native Language Assessment and Achievement	3	Some grantees reported exceeding targets of a percentage of students making progress in Native language proficiency assessments, both standardized and informal, ranging from 65%–93%.
Family/Community Connections	5	Grantees reported conducting home visits, providing literacy training for parents, and sending home books in the Native language.
Curriculum/Instructional Materials	3	Grantees developed a variety of curriculum and instructional materials, such as digital apps and storybooks in the Native language.

Table 3.4. 2018 NAM Cohort-Reported Progress on Grantee Program Goals (N = 7)

Program Goals	Number of Grantees	Sample and Summary of Activities
Enrollment/Attendance	2	Grantees reported increasing attendance and enrollment in their programs/schools.
Native Language Assessment and Participation	3	Some grantees reported students making progress on Native language assessments and increasing the number of instructional hours offered in the Native language.
Family/Community Connections	4	Grantees conducted home visits, virtual literacy training for parents, and parent and teacher conferences, and sent home books and other instructional materials in the Native language.
Teacher Professional Development	2	Teachers received professional development workshops and coaching, and participated in coursework toward licensure.

Challenges Meeting Program Goals

As noted throughout this report, the COVID-19 pandemic greatly impacted the ability of NAM 2016 and 2018 grantees to complete project activities. This finding is not surprising given the documented disproportionate impact that the pandemic has had on Native communities.¹⁰ Seventy percent of 2016 and 2018 grantees made references to COVID-19 disrupting project activities. Examples of COVID-19 disruptions included the inability to collect student outcome data, increased project costs to shift activities from in-person to virtual, reduced family engagement opportunities, and project staff changes because of lockdown measures. However,

¹⁰ Hatcher S. M., Agnew-Brune C., Anderson M., et al. COVID-19 Among American Indian and Alaska Native Persons — 23 States, January 31–July 3, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:1166–1169. DOI: [http://dx.doi.org/10.15585/mmwr.mm6934e1external icon](http://dx.doi.org/10.15585/mmwr.mm6934e1external%20icon).

some grantees reported on instances where project activities persevered, or even thrived, despite the hardships the pandemic presented. For instance, some grantees reported the ability to provide professional development to teachers on a greater breadth of topics by switching to a virtual format, and others reported enrolling more teachers than anticipated in virtual programs than when the programs were in-person.

Table 3.5. School Year 2019–20 Cohort-Reported Program Challenges NAM 2016 and 2018

Program Challenges	Number of Grantees
Increased Costs	1
Inability to Collect Data	13
Staffing Issues	4
Decreased Family Engagement Opportunities	4

Summary

NAM 2016 and 2018 grantees made progress toward both GPRA measures and project-specific measures, with 2016 grantees reporting the most progress on GPRA measures related to making progress in English proficiency, Native language proficiency, and increases in student enrollment. The 2016 cohort made the least progress on GPRA measures related to attaining proficiency in English and in the Native language. Grantees from the 2018 cohort made the most significant progress on the GPRA measure regarding student attainment of English language proficiency and made the least progress on the GPRA measure regarding the number of students who scored proficient on state reading assessments.

Appendix

Table A.1. 2016 Cohort NAM Grantees

Grantee Number	Institution	Project Title
T365C160001	Fairbanks Native Association	Fairbanks Native Association Head Start Koyukon Athabascan Literacy Program
T365C160002	Osage County Interlocal Cooperative	Language Advancement Utilizing Native Culture and Heritage
T365C160003	Mississippi Band of Choctaw Indians	Annopa Tikboshtoya (Carry the Language Forward): Choctaw Language in the Choctaw Tribal Schools
T365C160004	Rocky Boy School District 87 J&L	Rocky Boy School Native American Children in School Program
T365C160005	Farmington Municipal Schools	Strengthening Teaching and Learning of the English and Diné (Navajo) Languages
T365C160006	Chief Tahgee Elementary Academy	Development, design, and implementation of Shoshoni language acquisition digital software for use in a Shoshoni language immersion K-6 elementary blended learning academy
T365C160007	Hunters Point Boarding School, Inc.	Diné Child Development through a Two-Way Dual Language Program
T365C160008	Red Lake Band of Chippewa Indians	Red Lake Tribe - Growing Ojibwe and English Demonstration Project
T365C160009	Grand View School	Project Early Learning
T365C160017	Lower Kuskokwim School District	Developing Culturally Responsive Native Language Assessment Systems

Table A.2. 2018 Cohort NAM Grantees

Grantee Number	Institution	Project Title
T365C180007	Jefferson County School District 509J	Warm Springs K-8 Academy Native Language and English Learners Program
T365C180008	Puyallup Tribe of the Puyallup Reservation	Grandview Early Learning Center Twulshootseed and English Language Learner “TELL” Project
T365C180010	Cherokee Nation Education Corporation	Increasing English Proficiency of Tsunadeloquasdi Students
T365C180014	Wôpanâak Language and Cultural Weetyoo, Inc.	Numukayuhsunônak: Our Children Speak Two Languages
T365C180016	Stilwell Public Schools	Cherokee Pride
T365C180022	Cook Inlet Tribal Council, Inc.	Cultural Connections
T365C180025	Sitting Bull College	Makhasitomni Nunpakiye Manipi - They Walk in Two Worlds