

## Tuesday, November 7, 2017 (NPD and NAM)

4:00 p.m.–6:00 p.m. <i>Grand Registration Desk</i>	<b>NAM Early Bird Registration</b> ( <i>Check In and Pick Up Meeting Materials</i> )
5:00 p.m.–6:00 p.m. <i>Skyview</i>	<b>Networking Reception</b>

## Wednesday, November 8, 2017 (NPD and NAM)

7:30 a.m.–8:45 a.m. <i>Skyview</i>	<b>Grantee Poster Setup</b>
8:00 a.m.–8:45 a.m. <i>Grand Registration Desk</i>	<b>Registration</b>
8:00 a.m.–8:45 a.m. <i>Grand Foyer A–C</i>	<b>Continental Breakfast</b>
8:45 a.m.–9:00 a.m. <i>Salons A–E</i>	<b>Native American Cultural Performance</b>
9:00 a.m.–9:15 a.m. <i>Salons A–E</i>	<b>Welcome</b> <i>José Viana, Assistant Deputy Secretary and Director, OELA, U.S. Department of Education</i> <i>Supreet Anand, Deputy Director, OELA, U.S. Department of Education</i>
9:15 a.m.–9:45 a.m. <i>Salons A–E</i>	<b>Greetings</b> <i>Senior Official, U.S. Department of Education</i>
9:45 a.m.–10:45 a.m. <i>Salons A–E</i>	<b>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</b> <i>Bobbi Ciriza Houtchens, Committee Member, National Academies of Science and Medicine</i>
10:45 a.m.–11:00 a.m.	<b>Break</b>
11:00 a.m.–11:30 a.m. <i>Salons A–E</i>	<b>Profiles of English Learners</b> <i>Supreet Anand, Deputy Director, OELA, U.S. Department of Education</i>
11:30 a.m.–1:00 p.m. <i>Skyview</i>	<b>Grantee Poster Presentations</b>
12:00 a.m.–1:00 p.m. <i>Grand Foyer A–E</i>	<b>Working Lunch: Reflections on Poster Presentations</b>
1:00 p.m.–2:00 p.m.	<b>Concurrent Breakout Sessions</b> ( <i>Sessions repeat at 2:15 p.m.</i> )

## Strategies for the Sustainability of Grant-Funded Programs

**Jamila Smith**, *Team Leader, Insular Areas Team*, Office of School Support and Rural Program, U.S. Department of Education

**Room: Salon F**

*We've all spent several years putting the "reform" in education reform; the changes have come fast and furious at every level. But there's a lurking, unanswered question in our work: After the initial burst of energy that comes with a new reform, how do you make it stick? How do you sustain change over time—through leadership transitions, resource constraints, and the implementation challenges that inevitably arise?*

*One of the most important aspects of sustainability is performance management: The discipline of creating and maintaining clarity about what you are trying to do, how you are planning to do it, and how you will monitor progress and adjust course as you implement your reforms. In this interactive session, we will introduce you to a comprehensive framework that defines good performance management and give you an opportunity to identify how to engage stakeholders and partners toward the sustainability of your current work.*

## Wednesday, November 8, 2017—cont. (NPD and NAM)

### Language Documentation and Revitalization: Research Implications for Native Children 0–5

**Christine Sims**, *Associate Professor*, University of New Mexico

**Room: Salon K**

*A collaborative study examining the role of linguistic documentation in American Indian language revitalization efforts recently brought together Native scholars, linguists, Native language practitioners, and experts in the field of childhood development, public health, psychology, psychiatry, education, and Indigenous studies to explore how such practices can benefit the language goals of tribal communities.*

*The importance of this topic is critical for American Indian tribes where language shift has contributed to the growing loss of Native languages while also threatening cultural survival. In particular, issues concerning language revitalization efforts focused on young children 0–5, including the linguistic and extralinguistic benefits to their well-being, are areas that have yet to be fully researched and are largely absent in the literature. As well, the impact on children's mental, emotional and physical health, their sense of identity, and their relationships with family and community have yet to be fully examined and understood.*

*The results of this ongoing study, compiled in a White Paper, utilized a cross-disciplinary approach to identify and review the existing research and to identify gaps and areas needing further research.*

### English Learners in the ESEA, as Amended by the ESSA

**Jill Eichner**, *Attorney*, Office of the General Counsel, U.S. Department of Education

**Room: Salon H**

*This session will highlight the major changes to the Elementary and Secondary Education Act (ESEA) made by the Every Student Succeeds Act (ESSA) with regard to English Learners. It will include topics of interest to IHEs that are training teachers of ELs, as well as topics relevant to NAM grantees serving American Indian/Alaska Native students who are ELs.*

### Designing Evaluations to Meet What Works Clearinghouse™ Standards

**Jonathan Jacobson**, *Senior Research Scientist*, Institute of Education Sciences, U.S. Department of Education

**Room: Salon G**

*Jonathan Jacobson, of the Institute of Education Sciences, will discuss how to plan project evaluations to include findings that are likely to meet What Works Clearinghouse (WWC) standards.*

### Engaging Families and Communities to Support Dual Language Programs and Learners

**Lynn Fulton-Archer**, *Education Specialist—Language Immersion*, Delaware Department of Education

**Room: Salon J**

With one in seven kindergarten students enrolled in an immersion program, Delaware immersion programs serve students from all backgrounds. The success of these programs are based heavily on community and parent engagement. During this session, the presenter will share strategies, activities, and structures currently in place in Delaware programs to support all learners.

### **Culturally and Linguistically Responsive Multi-Tiered Systems of Support for English Learners**

**Moderator:** Amy Bae, *Education Program Specialist, Office of Special Education Programs, U.S. Department of Education*

**Panelists:** Julie Esparza Brown, *Associate Professor, Portland State University*

Linda Cavazos, *Principal Investigator Director, American Institutes for Research*

Letti Romero Grimaldo, *Co-Principal Investigator, University of Texas at Austin*

**Room: A–E**

Panelists from three U.S. Department of Education (OSEP) Model Demonstration Projects for Multi-Tiered Systems of Support for Culturally and Linguistically Responsive Teaching will share components of their RTI frameworks and research-based strategies that address the language and literacy needs of English Learners (ELs). Emphasis will be on differentiating core instruction and designing interventions for ELs with and without learning disabilities.

2:00 p.m.–2:15 p.m.

**Transition Time**

### **Wednesday, November 8, 2017—cont. (NPD and NAM)**

2:15 p.m.–3:15 p.m.

**Concurrent Breakout Sessions**

3:15 p.m.–3:30 p.m.

**Break**

3:30 p.m.–5:00 p.m.

*Salons A–E*

**Roundtable Discussions: Peer-to-Peer Sharing**

*\*See Map for Table Topics\**

5:00 p.m.

*Salons A–E*

**Reflections of the Day**

### **Thursday, November 9, 2017 (NAM Only)**

8:30 a.m.–9:00 a.m.

*Salon J Foyer*

**Continental Breakfast—Meet and Greet**

9:00 a.m.–9:15 a.m.

*Salon J*

**Traditional Opening**

**Nathaniel Taylor**, *NAM Project Coordinator of “Growing Ojibwe and English Literacies,”*  
Red Lake Band of Chippewa Indians

9:15 a.m.–9:45 a.m.

*Salon J*

**Welcome and Introduction**

**José Viana**, *Assistant Deputy Secretary and Director, OELA, U.S. Department of Education*

10:00 a.m.–10:45 a.m.

*Salon J*

**Keynote Speaker**

**Nāmaka Rawlins**, *Director Strategic Partnerships and Collaborations, ‘Aha Pūnana Leo Early Learning School*

10:45 a.m.–11:00 a.m.

**Break**

11:00 a.m.–12:00 p.m. <i>Salon J</i>	<b>Problem of Practice: Preserving Heritage Languages, Curriculum and Assessment</b> <b>Facilitator: Rosalie Grant, <i>Quantitative Researcher</i>, WIDA at the Wisconsin Center for Education Research</b>
12:00 p.m.–1:00 p.m.	<b>Lunch (<i>On Your Own</i>)</b>
1:00 p.m.–2:30 p.m. <i>Salon F</i>	<b>2016 NAM Grantees: An Overview of Discretionary Grant Recipients' Responsibilities for Grant Administration</b> <b>Fengju Zhang, <i>NAM Team Lead</i>, OELA, U.S. Department of Education</b>
1:00 p.m.–2:30 p.m. <i>Salon E</i>	<b>2013 NAM Grantees: An Overview of Discretionary Grant Recipients' Closeout Responsibilities</b> <b>Celeste McLaughlin, <i>Grants Management Coordinator</i>, OELA, U.S. Department of Education</b>
2:30 p.m.–2:45 p.m.	<b>Break</b>
2:45 p.m.–3:00 p.m. <i>Salon J</i>	<b>ESSA Updates</b> <b>Robert Salley, <i>Program Officer</i>, Office of State Support, U.S. Department of Education</b>
3:00 p.m.–3:45 p.m. <i>Salon J</i>	<b>National Indian Education Study</b> <b>Grady Wilburn, <i>Statistician</i>, National Center for Educational Statistics, U.S. Department of Education</b>
3:45 p.m.–4:45 p.m. <i>Salon J</i>	<b>Peer-to-Peer Sharing</b>
4:45 p.m.–5:00 p.m. <i>Salon J</i>	<b>Reflections of the Day and Traditional Closing</b>