

Monday, November 6, 2017 (NPD Only)

4:00 p.m.–6:00 p.m.

NPD Early Bird Registration (*Check In and Pick Up Meeting Materials*)

Tuesday, November 7, 2017 (NPD Only)

8:30 a.m.–9:15 a.m.

Registration

8:30 a.m.–9:15 a.m.

Grand Foyer A–C

Continental Breakfast

9:15 a.m.–9:30 a.m.

Salons A–C

Viva Voces Varsity Women’s Choir

Mount Vernon High School—Alexandria, Virginia

9:30 a.m.–10:00 a.m.

Salons A–C

Welcome

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

Supreet Anand, *Deputy Director*, OELA, U.S. Department of Education

10:00 a.m.–11:00 a.m.

Salons A–C

Student Panel Discussion

Student Panel: International High School at Largo, Prince George’s County Public Schools

Panel Moderator: **Anthony Sepúlveda**, *Education Program Specialist*, OELA, U.S. Department of Education

11:00 a.m.–11:15 a.m.

Break

11:15 a.m.–12:00 p.m.

Salons A–C

Update from TESOL International Association

Presenters: **Christopher Powers**, *Executive Director*, TESOL International Association

John Segota, *Associate Executive Director for Public Policy & Professional Relations*, TESOL International Association

12:00 p.m.–1:15 p.m.

Lunch (*On Your Own*)

1:15 p.m.–2:45 p.m.

Salons A–C

An Overview of Discretionary Grant Recipients’ Responsibilities for Grant Administration

Presenters: **Liz Judd**, *NPD Program Officer*, OELA, U.S. Department of Education

Francisco López, *NPD Team Lead*, OELA, U.S. Department of Education

Personally Identifiable Information (PII)

Presenter: **Michael Hawes**, *Director of Student Privacy Policy and Assistance Division*, Office of Management, U.S. Department of Education

2:45 p.m.–3:00 p.m.

Break

3:00 p.m.–4:00 p.m.

Salons A–C

NPD Project Evaluations: Questions and Considerations to Support Strong Designs

Moderator: **Molly Faulkner-Bond**, *Associate Education Research Scientist*, National Center for Education Research, U.S. Department of Education

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

	<p>Scott Snyder, <i>Evaluator</i>, University of Alabama Bruce Yelton, <i>Evaluator</i>, BYC Consulting</p>
	Transition Time
4:15 p.m.–5:00 p.m. <i>*See Room Assignments*</i>	Meet Your Program Officer
Tuesday, November 7, 2017—cont. (NPD and NAM)	
5:00 p.m.–6:00 p.m. <i>Skyview</i>	Networking Reception
Wednesday, November 8, 2017 (NPD and NAM)	
7:30 a.m.–8:45 a.m. <i>Skyview</i>	Grantee Poster Setup
8:00 a.m.–8:45 a.m. <i>Grand Registration Desk</i>	Registration
8:00 a.m.–8:45 a.m. <i>Grand Foyer A–C</i>	Continental Breakfast
8:45 a.m.–9:00 a.m. <i>Salons A–E</i>	Native American Cultural Performance
9:00 a.m.–9:15 a.m. <i>Salons A–E</i>	<p>Welcome José Viana, <i>Assistant Deputy Secretary and Director</i>, OELA, U.S. Department of Education Supreet Anand, <i>Deputy Director</i>, OELA, U.S. Department of Education</p>
9:15 a.m.–9:45 a.m. <i>Salons A–E</i>	<p>Greetings Senior Official, U.S. Department of Education</p>
9:45 a.m.–10:45 a.m. <i>Salons A–E</i>	<p>Promoting the Educational Success of Children and Youth Learning English: Promising Futures Bobbi Ciriza Houtchens, <i>Committee Member</i>, National Academies of Science and Medicine</p>
10:45 a.m.–11:00 a.m.	Break
11:00 a.m.–11:30 a.m. <i>Salons A–E</i>	<p>Profiles of English Learners Supreet Anand, <i>Deputy Director</i>, OELA, U.S. Department of Education</p>
11:30 a.m.–1:00 p.m. <i>Skyview</i>	Grantee Poster Presentations
12:00 a.m.–1:00 p.m. <i>Grand Foyer A–E</i>	Working Lunch: Reflections on Poster Presentations

1:00 p.m.–2:00 p.m.

Concurrent Breakout Sessions (Sessions repeat at 2:15 p.m.)

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