



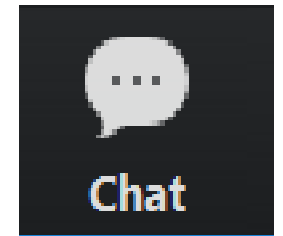
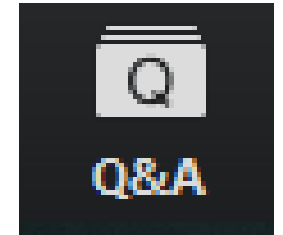
Native American and Alaska Native Children in School (NAM) Grant Program

Successful Native Education Projects: Stories from NAM Project Directors

U.S. Department of Education | February 4, 2021

How to Take Part in This Webinar

- Click the “Q&A” button to ask **content questions** at any point.
- Click the “Chat” button to ask **technical questions** at any point.
- A PDF of the presentation and the recording will be made available shortly after the webinar at <https://ncela.ed.gov/Webinars>



Like & Follow OEELA on Social Media



Follow OEELA on Twitter
@ASKNCELA1



Like OEELA on Facebook
@ED.OEELA



Follow OEELA on LinkedIn
@OEELA

What job roles are in the audience today?

- a. PK-12 tribal school staff
- b. PK-12 public or charter school staff
- c. Tribal college/university or IHE staff
- d. Preschool staff
- e. Evaluator or researcher



Opening & Welcome



Celeste McLaughlin
NAM Team Leader
OELA



Stephanie Nichols
Education Program Specialist
OELA

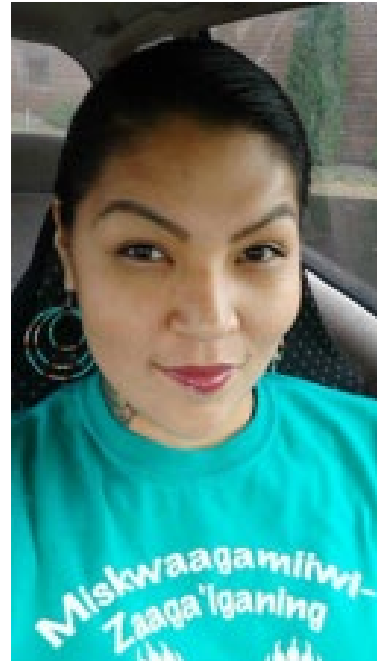


Elizabeth Bucknor
Education Program Specialist
OELA

Opening & Welcome



Lorraine David
NAM Project
Director, Fairbanks
Native Association



Naomi Long
NAM Project Director, Red
Lake Band of Chippewa
Indians



Heather Oats
NAM Project Director, Rocky
Boy Schools

Agenda

- Opening and Welcome
- NAM Program Overview
- FY21 NAM Grant Competition (Priorities GPRA)
- Panelists:
 1. Lorraine David, NAM Project Director, Fairbanks Native Association
 2. Naomi Long, NAM Project Director, Red Lake Band of Chippewa Indians
 3. Heather Oats, NAM Project Director, Rocky Boy School
- NCELA Resources
- Q&A

NAM Program Overview

NAM Program Overview



- The purpose of the Native American and Alaska Native Children in School (NAM) program is to award 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 this program is to support the teaching, learning, and studying of Native American languages while also increasing English language proficiency.
- *Title III* Authorization – ESEA Sec. 3112
 - **Legislation**
Program Statute: [Elementary and Secondary Education Act of 1965, as amended, Title III, Part A, Subpart 1, Sec. 3112; 20 U.S.C. 6821\(c\)\(1\)\(A\), 3111\(c\)\(1\)\(A\), and 20 U.S.C. 6822.](#)
 - **Regulations**
The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in [2 CFR part 200](#), as adopted and amended in 2 CFR part 3474 and the Supplemental Priorities.

NAM Program Overview

Eligibility

Entities that operate the following kinds of elementary, secondary, and postsecondary schools primarily for Native American children (including Alaska Native children) are eligible applicants under this program:

- An Indian tribe
- A tribally sanctioned educational authority
- A Native Hawaiian or Native American Pacific Islander native language educational organization
- An elementary school or secondary school that is operated or funded by the Bureau of Indian Education (BIE), or a consortium of such schools
- An elementary school or secondary school operated under a contract with or grant from the BIE, in consortium with another such school or a tribal or community organization
- An elementary school or secondary school operated by the BIE and an institution of higher education, in consortium with an elementary school or secondary school operated under a contract with or grant from the BIE or a tribal or community organization

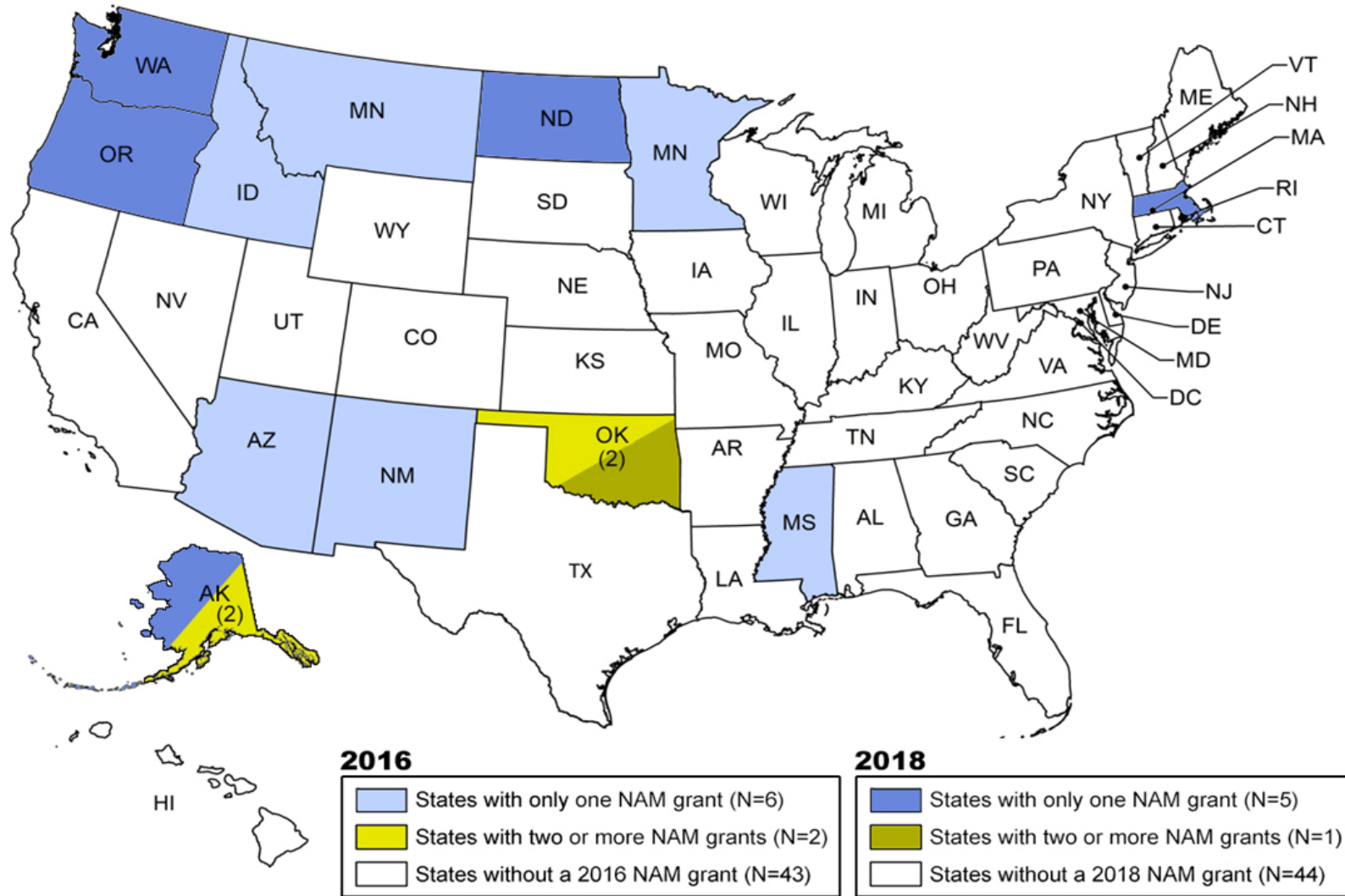
NAM Program Overview

Types of Projects

Projects may include teacher training, curriculum development, and evaluation and assessment to support the core program of student instruction and parent and family engagement. Student instruction may comprise preschool, elementary, secondary, or combinations of these levels.

- Developing and implementing dual language instructional programs that help children learn and be proficient in two or more languages
- Developing Native language curricula, instructional materials, or assessment of native language proficiency
- Developing capacities and systems to monitor the academic progress of ELs
- Implementing parent and family engagement programs

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL (NAM) GRANTS BY STATE: 2016 & 2018



NAM Program Overview

Languages Spoken in Our NAM Grant Projects

2016 Grantees:

- Central Yup'ik Eskimo
- Koyukon Athabascan (one of the 20 endangered Alaska Native languages)
- Navajo
- Shoshoni
- Ojibwe
- Choctaw
- Cree
- Diné (Navajo)
- Cherokee

2018 Grantees:

- Ichishkiin
- Numu
- Kiksht
- Yup'ik
- Inupiaq
- Twulshootseed (aka Coast Salish)
- Tsalagi
- Dakota
- Lakota
- Cherokee
- Wôpanâak

FY 21 NAM Grant Competition

FY 21 NAM Competition

- NAM program budget – approximately \$5 million
- Budget for FY 21 competition – approximately \$2.3 million
- Project period – up to 60 months
- Awards up to \$325,000 per year
- Average size of awards \$275,000 – \$325,000 per year
- Anticipated FY 21 awards – 8 grants
- Date for publication of the Notice Inviting Applications in the Federal Register – December 18, 2020
- Closing date – March 3, 2021 at 11:59 p.m. EST

FY 21 NAM Competition

- **Absolute Priority:** Projects that support the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of the children served.
- **Invitational Priorities:**
 - 1) Promoting literacy
 - 2) Remote learning

- For more information regarding the NAM competition and to access the recording and PowerPoint of today's webinar, please visit the following website:
 - <https://www2.ed.gov/programs/naancs/applicant.html>
- For questions regarding the NAM competition, please email:
 - NAM2021@ed.gov

Panelists:

Lorraine David, NAM Project Director, Fairbanks Native Association

Naomi Long, NAM Project Director, Red Lake Band of Chippewa Indians

Heather Oats, NAM Project Director, Rocky Boy Schools

Revitalizing Denaakk'e in a Dual Language Classroom

Lorraine David, Project Director, Fairbanks Native Association

Barbara Sundberg, Project Evaluator, CR Research and Evaluation

Agenda

- Introduction
- Successes and Challenges
- Activities and Resources
- Assessments
- Sustainability

Denaakk'e Classroom: Introduction



FAIRBANKS NATIVE
ASSOCIATION



Background

Our project was funded in 2016 through a 5-year grant by the U.S. Department of Education Office of English Language Acquisition (OELA) Native American and Alaska Native Students in School (NAM).

Purpose

The purpose of our program was *to establish a Koyukon Athabascan Head Start classroom and provide effective instruction and support to Alaska Native students in Fairbanks. Within the classroom, we wanted to develop English proficiency and proficiency in the Koyukon Athabascan language (Denaakk'e).*

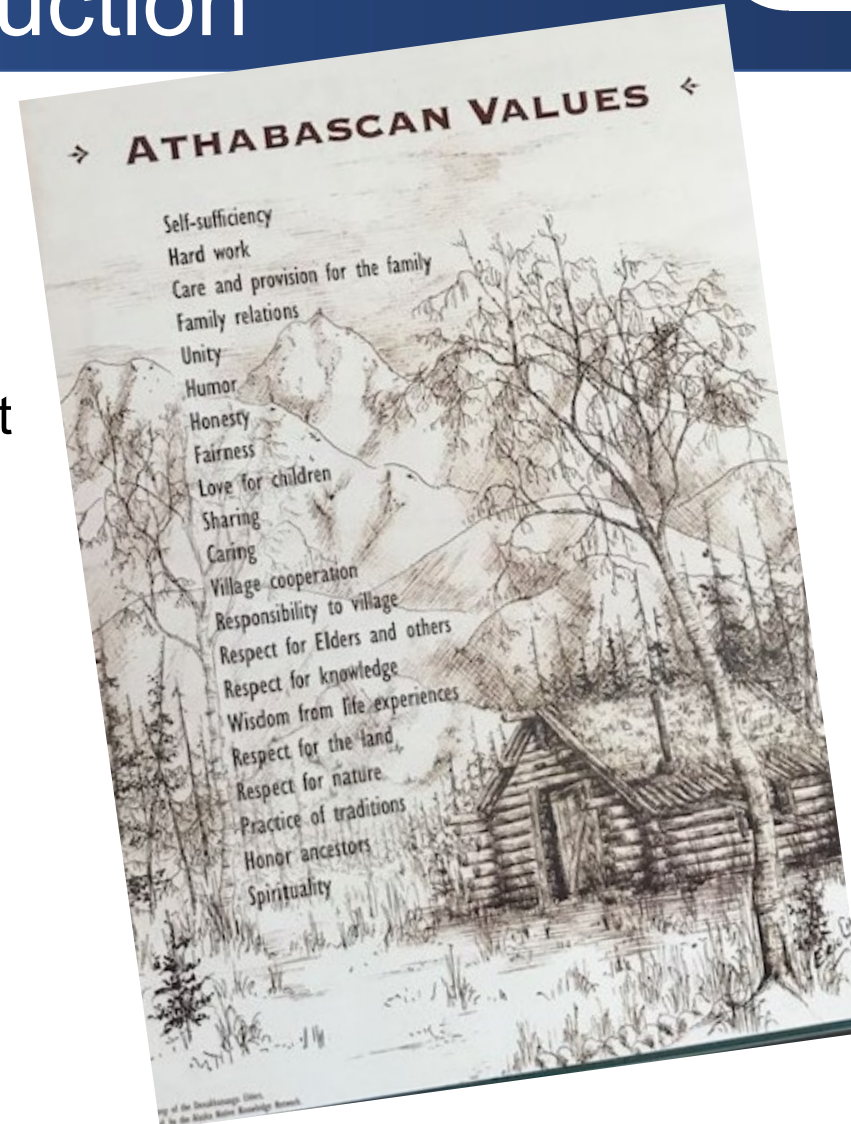
Denaakk'e Classroom: Introduction

Start with your Indigenous Values

Develop a program that makes sense for your program and your community, not what another curriculum or program suggests.

Staff training in learning the **Native language** and learning **effective strategies** for teaching Denaakk'e as a second language is **ESSENTIAL**.

Leadership from Elders and Native culture bearers and speakers is **ESSENTIAL**.



Denaakk'e Classroom: Introduction

- Program Highlights:
 - What we tried
 - What worked best
 - All perspectives were/are important
 - (Project Director, staff, Elders, parents, students, Advisory Council)
 - Recommendations

Denaakk'e Classroom: Successes & Challenges

Year 1 (FY 17)

Planning
Hire Project Director & classroom staff (3)
Trainings & meetings to learn policies, expectations, & learn about teaching youngsters a Native language
Advisory Council
Locate classroom space in a local elementary school
Train staff how to speak Denaakk'e
Met with Elders
Observed Head Start classrooms
Cultural workshops
Find best ways to involve parent & community



Year 2 (FY 18)

Open the classroom
Register children
Staff learning Denaakk'e
Trainings & workshops
Bring cultural items into the classroom
Elder comes to the classroom
Use pictures & labels
Translate from the *Creative Curriculum & Second Step/TSG*
Attended fish camp
Research & tour dual language preschool programs/MIW
Develop 2 assessments: developmental classroom-based, & an individual 1-1 hands-on assessment



Year 3 (FY 19)

Register students
Program & staff changes
Trainings, classes, & workshops
Staff learning Denaakk'e
Website resources available
Class participated in Indigenous People Day & Festival of Native Arts
One teacher returned, 2 new
Continued with Denaakk'e lessons & activities, posters, labels, & pictures
Revisions to Denaakk'e assessments
Begin work on a Denaakk'e curriculum
Engage parents (community Denaakk'e class)



Year 4 (FY 20)

All 3 classroom staff returned
Some student turnover
Staff learns Denaakk'e
Trainings, classes, & workshops
An Elder started coming to the classroom twice a week or more, on a regular basis
Staff continue to learn Denaakk'e, attend workshops & UAF classes, & learn from others
Increased resource & lesson development & implementation
Denaakk'e curriculum arrives for use in December 2019
Classroom closes in March



Year 5 (FY 21)

Both teachers returned
But everything is different
Sending hands-on items home for families (family, animals, clothing, foods)
Hosting individual Zoom meetings once or twice a week with child & parent
Sending out short video recordings of Denaakk'e
Expanding our online resources
Implementing Denaakk'e curriculum

No in-person interactions
Much less instructional time
No community events

Denaakk'e Classroom: Successes & Challenges

Year 1 (FY 17)

Planning
Hire Project Director & classroom staff (3)
Trainings & meetings to learn policies, expectations, & learn about teaching youngsters a Native language
Locate classroom space in a local elementary school
Train staff how to speak Denaakk'e
Met with Elders
Observed Head Start classrooms
Cultural workshops
Find best ways to involve parent & community
Advisory Council

Year 2 (FY18)

Open the classroom
Register children
Staff learning Denaakk'e
Trainings & workshops
Bring cultural items into the classroom
Elder comes to the classroom
Use pictures & labels
Translate from the *Creative Curriculum* & *Second Step/TSG*
Attended fish camp
Research & tour dual language preschool programs/MIW
Develop & pilot test 2 assessments: developmental classroom-based, & an individual 1-1 hands-on assessment

Early Years Creating our Dual Language Denaakk'e Classroom

Who will teach the children Denaakk'e, what will we teach, how will we teach, and where?

What classroom activities will reinforce Denaakk'e and English language skills?

How do we ensure a cultural environment for learning?

How do we measure student progress in learning Denaakk'e?

Denaakk'e Classroom: Successes & Challenges



Denaakk'e Classroom: Successes & Challenges

Parent/Family Involvement

- Inviting parents into the classroom for shared meals, especially around holidays and celebrations
- Involvement in community events
- Provided audio files and access to Denaakk'e resources
- Annual Parent Input Survey



He teaches his brother the Denaakk'e he is learning.

We took a trip to Denali Park and when she saw animals, she told us how to say the animal name in Denaakk'e.

He introduces himself using his Denaakk'e name.

I want my child to become more immersed in her culture and understand who she is as an Indigenous child.

I would like more books and games and activities to learn Denaakk'e at home.



Denaakk'e Classroom: Successes & Challenges

Year 3 (FY 19)

Register students

Program & staff changes

Trainings, classes, & workshops

Staff learning Denaakk'e

Website resources available

Class participated in Indigenous People Day & Festival of Native Arts

One teacher returned, 2 new

Continued with Denaakk'e lessons & activities, posters, labels, pictures

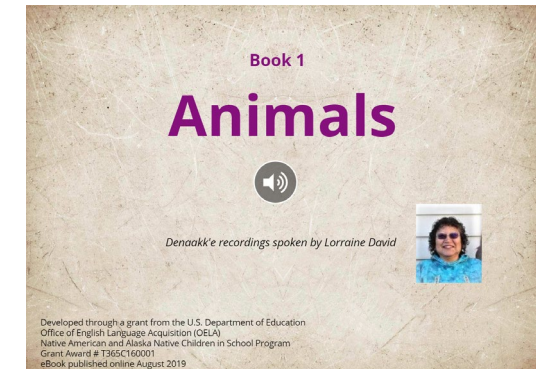
Revisions to Denaakk'e assessments

Begin work on a Denaakk'e curriculum

Engage parents (community Denaakk'e class)



Nelo' etonlaah



<https://read.bookcreator.com/u5eVR95GM6TDKyPF66QCWTckss02/F7KsyjfMQierNNMFuNgawQ>

Denaakk'e Classroom: Activities & Resources

Welcome to our Denaakk'e
Head Start Classroom



By the end of Year 3, other local Head Start teachers were interested in how the Dual Language Program was incorporating cultural activities.

An ebook was compiled from the 2018–19 school year and presented at the FNA Head Start Inservice in August 2019.

https://app.bookcreator.com/library/-LZznAgRpf_YJKW0nmou

Denaakk'e Classroom: Activities & Resources

Cultural Activities



- Denaakk'e Names
- Families/Kinship
- Activities with Elders
- Animals
- Scraping a Moose Hide
- Cutting Fish, Drying Salmon
- Making Blueberry Ice Cream
- Learning Denaakk'e Words, Phrases, and Songs
- Singing, Drumming, Dancing
- Making and Wearing Regalia
- Performing at Community Events



Denaakk'e Classroom: Activities & Resources

Kinship Activities



Shared Mealtimes



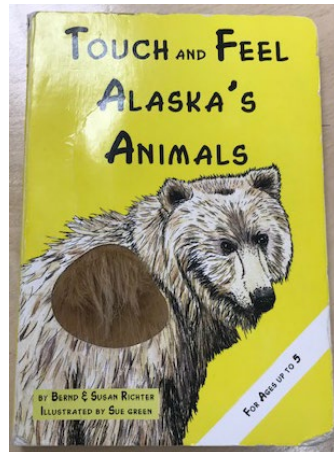
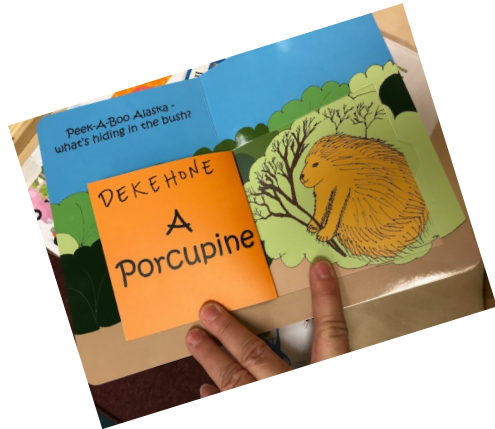
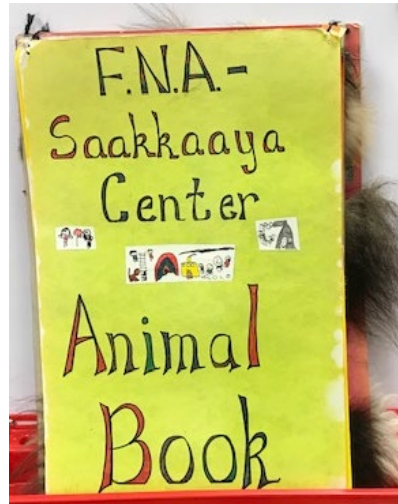
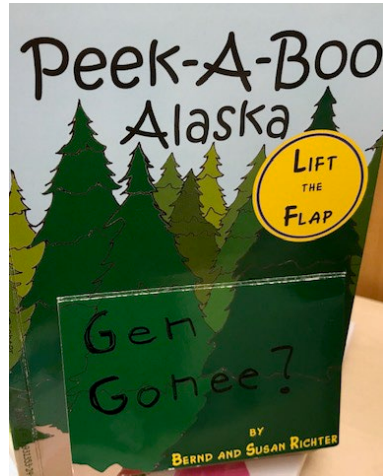
Community Events



Parents as Teachers



Denaakk'e Classroom: Activities & Resources



 bedzeyh	 teek	 geege
 tl'oo	 gets	 lookk'e
 Leedo	 gyuh	 dekehne

BINGO Game Card

Denaakk'e Classroom: Successes & Challenges



Challenges

Lack of a **Denaakk'e curriculum** (cultural activities and language activities). Our team was spending hours translating parts of the Head Start Creative Curriculum into Denaakk'e every week.

Increase the Denaakk'e language skills and competencies of our classroom staff so that they, along with our Project Director Lorraine David, could speak and model Denaakk'e for the students.

Assess dual language development (English and Denaakk'e) and document student progress using both the TSG for English and program-developed assessments for Denaakk'e.

Building meaningful relationships with families and the community

Responses

Our program received a **mini-grant** from the State of Alaska Department of Education and Early Development for the creation of a Denaakk'e curriculum.

Built in lots of **time for language learning, lessons, and practice** for the team. This included attendance at relevant workshops and classes presented by local and national professionals.

We **identified nine of the TSG subtests** that help measure English language acquisition skills in Head Start programs. We **developed two Denaakk'e assessments** for our project: observation-based developmental language continuum and one-on-one end-of-year language assessment.

Intentionally invited parents and families into the classroom, provided audio files for use outside of the classroom, created a website, and were a visible presence at community at events.

Denaakk'e Classroom: Successes & Challenges

Year 4 (FY 20)

All 3 classroom staff returned

Some student turnover

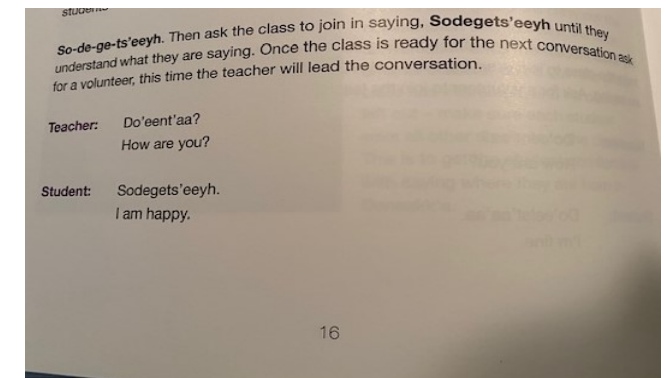
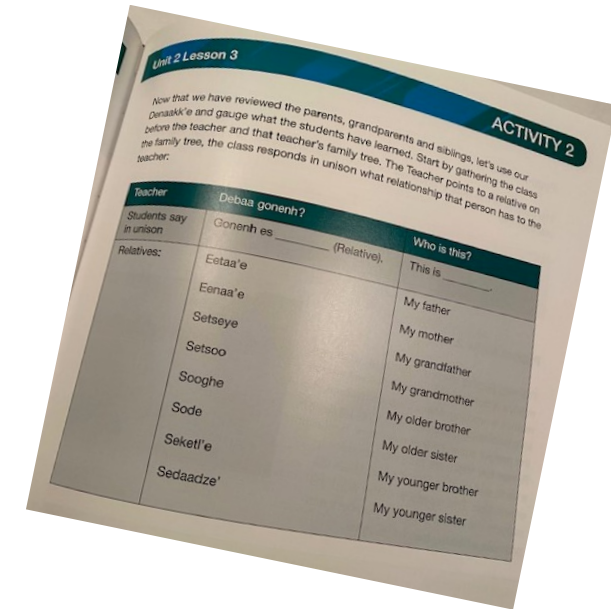
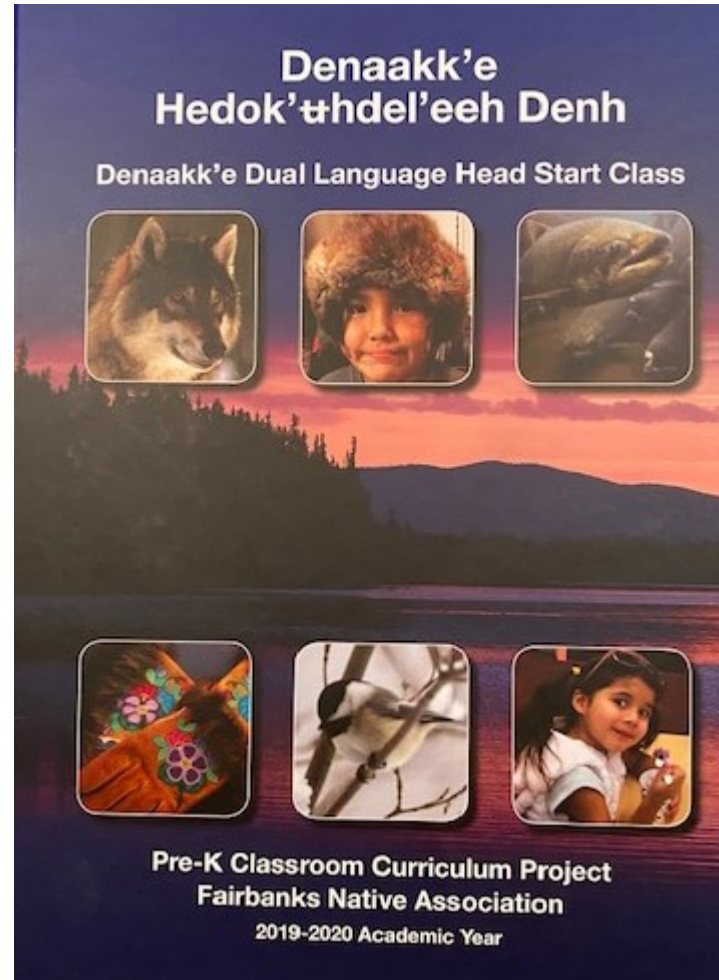
An Elder started coming to the classroom twice a week or more, on a regular basis

Staff continue to learn Denaakk'e, attend workshops & UAF classes, learn from others

Increased resource & lesson development & implementation

Denaakk'e curriculum arrives for use in December 2019

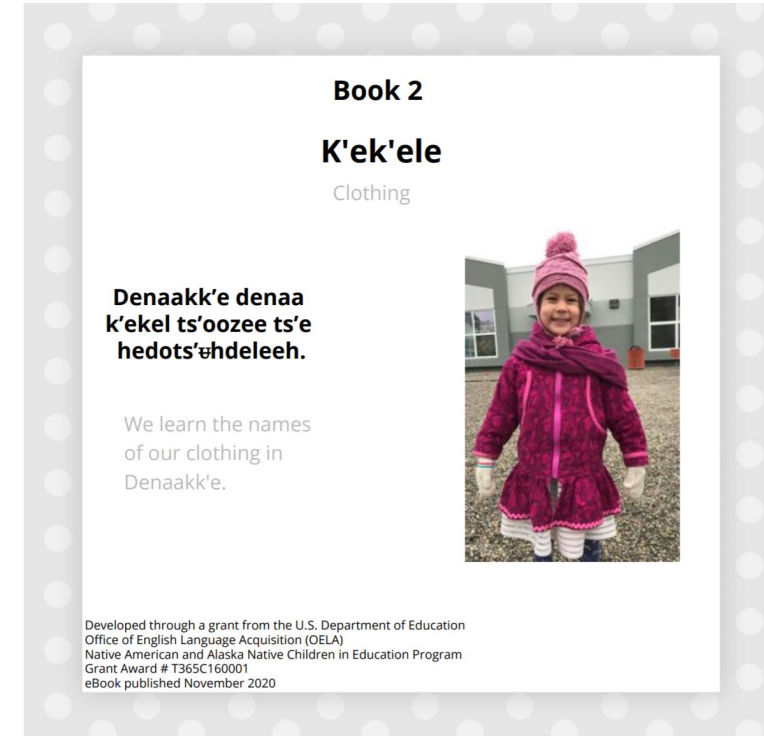
Classroom closes in March 2020



Denaakk'e Classroom: Successes & Challenges

Find out what is engaging to students and how it reflects the culture.

What kinds of language activities can be built around cultural topics of interest that support language?



<https://read.bookcreator.com/u5eVR95GM6TDKyPF66QCWTCkss02/dq0HsjLJSh2TOWt4GRuw8A>

Denaakk'e Classroom: Successes & Challenges

Year 5 (FY 21)

Both teachers returned

But everything is different because the program went virtual

Sending hands-on items home for families (family, animals, clothing, foods)

Hosting individual Zoom meetings once or twice a week with child & parent

Sending out short video recordings of Denaakk'e

Expanding our online resources

Implementing Denaakk'e curriculum

No in-person interactions

Much less instructional time

No community events



What language experiences can we provide for at-home learning, and what will that look like?

Which hands-on Denaakk'e activities can be replicated and provided for use at home?

How do we document progress when teaching remotely?

Denaakk'e Classroom: Successes & Challenges



Lessons Learned

Translations from the Head Start Creative Curriculum and Second Step were time-consuming and did not always stick.

Classroom staff were not confident in their own abilities to speak because they were just learning the language themselves.

Elder/Project Director Lorraine could not always be at the classroom to model Denaakk'e for staff and students.

Words and phrases were not used or repeated enough to move into long-term memory. Go beyond introducing the language, to ensuring students LEARN the language and have ample *opportunities to show what they can say*.

What Worked Best

Teaching Denaakk'e for daily classroom routines that students heard often, and physically practicing the routines every day. Examples: **Nelo'etonlaah** (*Wash your hands*), **Leedo** (*Sit down*), **Daalek** (*Quiet*), **Edzoo** (*It's cold*).

Designing and playing games to promote active, hands-on use of Denaakk'e to help reinforce words, phrases, questions, and concepts within the classroom or home setting (naming clothing when getting dressed, naming food at mealtimes).

Creating a cultural environment where resources and materials were used along with language.

Building in mini-immersion experiences, where once a phrase or word is learned, it is ONLY spoken in Denaakk'e (for example, saying **Baasee'** for *Thank you* at mealtimes when asking **Ti'oo nedaa** (*Pass the milk*)).

Involving the families by providing audio recordings and invitations to the classroom is essential to support young learners.

Denaakk'e Classroom: Assessing Student Progress

Assessments

Observable

Measurable

Valid and reliable

Denaakk'e Native language assessments were developed collaboratively, pilot tested, and revised to reflect the curriculum covered each year

English Language and Literacy Skills Assessment

Teaching Strategies Gold (9 subtests)

Developmental based on teacher observations

Completed by teachers

3 x a year

Denaakk'e Language Skills Assessments (2)

Classroom/Observation-based completed by teachers

Developmental based on teacher observations

Completed by teachers

3 x a year

One-on-one Denaakk'e assessment

Measures individual progress learning Denaakk'e

Project Director/Evaluator team assesses children

1 x a year (early May)

Denaakk'e Classroom: Assessing Student Progress

Classroom or Observation-based Assessment Page 1 of 2

Completed by the teachers 3 x a year

Developmental continuum

Developed collaboratively with the Denaakk'e team

Similar to developmental measures from the Head Start *Teaching Strategies Gold*

Observation-Based Denaakk'e Developmental Language Assessment (2020-21)					Dates: First Semester ____/____/2020 Second Semester ____/____/2021	
Student Name/Denaakk'e Name:					Student ID#: (birthdate)	
	Early Beginning	Beginning	Developing	Working toward Proficiency		
Scoring guide: Assess students in Fall , Winter, and Spring . Place an 'F' for Fall semester in the rubric. Use the same assessment for Winter, placing a 'W' in the appropriate column. Use the same rubric and place an 'S' for Spring semester in the appropriate column. We will be able to see growth over time from Fall to Spring.						
Denaakk'e Name	Sometimes responds to his or her Denaakk'e name.	Responds to and attempts to say Denaakk'e name.	Says Denaakk'e name with increasing accuracy.	Says Denaakk'e name consistently and with accuracy.		
Interest & Participation	Shows little interest in cultural items such as drums, furs, fish.	Shows greater interest in cultural items and begins to participate in using cultural items and in cultural activities (furs, drum, beads, animals, clothing, family members).	Shows <i>increased understanding</i> of Denaakk'e words, phrases, and questions during cultural activities including Center, Circle, or independent play, and begins to repeat/use Denaakk'e in dramatic play.	Shows high level of engagement in Denaakk'e language activities and cultural activities. Can ask and answer simple questions in Denaakk'e (Do'eenta'aa? Genee gonee?) and name several items in Denaakk'e during play.		
Cultural Stories	Seldom engages during cultural stories.	Actively listens to a cultural story told by Elders and staff.	Can retell part of a cultural story using some Denaakk'e words and shows an increased understanding of what the story means.	Can retell most of a cultural story using some Denaakk'e words with accuracy and a greater understanding of its meaning.		
Songs	Seldom sings a song in Denaakk'e.	Begins to sing along in Denaakk'e with some accuracy.	Sings Denaakk'e songs with <i>increasing accuracy</i> .	Sings Denaakk'e songs accurately and independently with or without prompting.		
Classroom Routines	Does not yet show an understanding of classroom routines when spoken in Denaakk'e.	Responds to classroom routines spoken in Denaakk'e, but not consistently.	Understands and consistently follows one-step directions in Denaakk'e and can speak at least 2 daily classroom routines.	Understands, follows, and can speak at least 3 classroom routines in Denaakk'e. (For example, student can say Nelo' etonlaah or Leehaanh.)		
Speaking Denaakk'e	Seldom participates in Denaakk'e language (speaking) activities.	Begins to show interest and participates more frequently in Denaakk'e language and speaking activities.	<i>Increases speaking</i> in Denaakk'e during activities such as Circle time or during virtual learning activities and can speak at least 8 words and 4 phrases with increasing accuracy .	Shows high levels of participation in speaking Denaakk'e. Leads the class in Denaakk'e activities. Can tell/teach Denaakk'e to others and speaks at least 10 words and 5 phrases with accuracy.		

Denaakk'e Classroom: Assessing Student Progress

Classroom or Observation-based Assessment Page 2 of 2

Completed by the teachers 3 x
a year

Document words and phrases
the children could say in
Denaakk'e

Developed collaboratively with
the Denaakk'e team

Family/Kinship			Counting and Colors			Animals			
<input type="checkbox"/>	eenaa'e	my mother	<input type="checkbox"/>	K'eelekk'ee	one	<input type="checkbox"/>	deneege	moose	
<input type="checkbox"/>	eetaa'e	my father	<input type="checkbox"/>	neteekk'ee	two	<input type="checkbox"/>	leek	dog	
<input type="checkbox"/>	sooghe	my older brother	<input type="checkbox"/>	tokk'ee	three	<input type="checkbox"/>	ggøh	rabbit	
<input type="checkbox"/>	seketl'e	my younger brother	<input type="checkbox"/>	denk'ee	four	<input type="checkbox"/>	dekehone	Porcupine	
<input type="checkbox"/>	sode	my older sister	<input type="checkbox"/>	K'eelts'edenaale	five	<input type="checkbox"/>	lookk'e	fish	
<input type="checkbox"/>	sedaadze'	my younger sister	<input type="checkbox"/>	neelkk'aa tokk'ee	six	<input type="checkbox"/>	bedzeyh	caribou	
<input type="checkbox"/>	setsoo	my grandma	<input type="checkbox"/>	neelkk'aa tokk'ee	seven	<input type="checkbox"/>	ggaal	king salmon	
			<input type="checkbox"/>	K'eelekk'ee	ten	<input type="checkbox"/>	nobbaaye	fox	
			<input type="checkbox"/>	bedee'onee		<input type="checkbox"/>	dotson	raven	
			<input type="checkbox"/>	K'eelhudaaltonee		<input type="checkbox"/>	telele	eagle	
<input type="checkbox"/>	setseye	my grandpa	<input type="checkbox"/>	daalets'etl	blue	<input type="checkbox"/>	noye'e	beaver	
<input type="checkbox"/>	segooqe'	my baby	<input type="checkbox"/>	daalekk'es	red	<input type="checkbox"/>	ggaagge	bear	
<input type="checkbox"/>			<input type="checkbox"/>	lekk'ul	white	<input type="checkbox"/>	teekkone	wolf	
Foods			Our Land/Environment			Weather			
<input type="checkbox"/>	sookaanee	bread, biscuits	<input type="checkbox"/>	nen'	land, earth	<input type="checkbox"/>	Dohoot'aa?	What is the weather like?	
<input type="checkbox"/>	daalgune	crackers	<input type="checkbox"/>			<input type="checkbox"/>	Edzoo	It is cold or I am cold.	
<input type="checkbox"/>	too	water	<input type="checkbox"/>	Doyeets	air	<input type="checkbox"/>			
<input type="checkbox"/>	tsaay	tea	<input type="checkbox"/>		sun				
<input type="checkbox"/>	tl'oo	milk	<input type="checkbox"/>	Yo	sky	<input type="checkbox"/>	Etlebaa'	It is hot/I am hot.	
<input type="checkbox"/>	geege	berries	<input type="checkbox"/>	Hene	river	<input type="checkbox"/>	Hedeets'eyh	It is windy.	
<input type="checkbox"/>	nelaane	meat	<input type="checkbox"/>	dlel	mountain	<input type="checkbox"/>	Hek'edee'onh	It is sunny.	
<input type="checkbox"/>	lookk'e	fish	<input type="checkbox"/>	kk'eeyh	birch trees	<input type="checkbox"/>	Elyol	It is snowing.	
<input type="checkbox"/>	leggune	dry fish							
<input type="checkbox"/>	deekk'oodzee	fruit/sweet	<input type="checkbox"/>	ts'ebaa	spruce trees	<input type="checkbox"/>	Elkonh	It is raining.	
<input type="checkbox"/>	denyaaghe	vegetables	<input type="checkbox"/>	Tseetl	snow	<input type="checkbox"/>	Dzaatsen' hoolaanh	There are clouds.	
Clothing			Feelings			Other Words			
<input type="checkbox"/>	kkaatseeyh	pants	<input type="checkbox"/>	Do'eent'aa?	How are you?	<input type="checkbox"/>	ggena'	friend	
<input type="checkbox"/>	kkaakene	boots, shoes	<input type="checkbox"/>	Sodegets'eeyh	I am happy.	<input type="checkbox"/>	keloosge	cup	
<input type="checkbox"/>	de'aak	shirt/top/dress	<input type="checkbox"/>	Do'eelst'aa'aa	I am fine.	<input type="checkbox"/>	tl'ok	plate	
<input type="checkbox"/>	ts'eh	hat	<input type="checkbox"/>	Sozelt's'eeyh	We are happy.	<input type="checkbox"/>	tl'ogesdle'	bowl	
<input type="checkbox"/>	denaalaan	winter scarf	<input type="checkbox"/>	Taaghese-nekk	I am tired.	<input type="checkbox"/>	sekkoł	spoon	
<input type="checkbox"/>	nodaalk'edee		<input type="checkbox"/>		I am mad.	<input type="checkbox"/>		fork	
<input type="checkbox"/>	gets	mitten	<input type="checkbox"/>	Seyehdoyk'elek	I am sad.	<input type="checkbox"/>	stooltsek	chair	
<input type="checkbox"/>	tleeteey	snow pants	<input type="checkbox"/>	Daalgeggots	I am calm.	<input type="checkbox"/>	k'edzes	dance	
<input type="checkbox"/>	kkaatseeyh					<input type="checkbox"/>		learn	
<input type="checkbox"/>	tleeteey de'aak	outdoor coat	<input type="checkbox"/>	Ebaa eesdlaanh	I am sick.	<input type="checkbox"/>	leghele	drum	
Phrases used in the Classroom									
<input type="checkbox"/>	Nedaats'e ne'ooze?			What is your name?			<input type="checkbox"/>	Seneentaanh	You look at me.
<input type="checkbox"/>	_____se' ooze'			My name is _____.			<input type="checkbox"/>	K'oolaaleetl'onh	You listen.
<input type="checkbox"/>	Leehaanh			You stand up.			<input type="checkbox"/>	Daalek	You be quiet.
<input type="checkbox"/>	Leedo			You sit down.			<input type="checkbox"/>	Nekk'aa dest'aa	I like you.
<input type="checkbox"/>	Nelo' etonlaah			You wash your hands.			<input type="checkbox"/>	Baasee'	Thank you.
<input type="checkbox"/>	Hesooto hoonlaanh			You clean up.			<input type="checkbox"/>	Onee'	Come here.
<input type="checkbox"/>	Nelo hetonlaah			You brush your teeth.			<input type="checkbox"/>	_____hodee?	Where is ____?
<input type="checkbox"/>	Neelkk'e Neenuhdaal			You all line up.			<input type="checkbox"/>	Kk'udaa hee?	Did you have enough?
<input type="checkbox"/>	Genee neentaanh?			What do you see?					
<input type="checkbox"/>	Neeltggenaa' ts'eelaanh			We are friends.			<input type="checkbox"/>	Kk'udaa	That's enough.
<input type="checkbox"/>	Mendone Hoozoanh			It is a good morning.			<input type="checkbox"/>	Oho' / Nedeenh	Yes / No
<input type="checkbox"/>	Genee gonee?			What is this?			<input type="checkbox"/>		
<input type="checkbox"/>	Baabe kk'aadee? Baabe kk'aat.			Are you hungry? I am hungry.			Classroom Songs		
<input type="checkbox"/>	Nok'esodon'			We will eat.			<input type="checkbox"/>	Sodeelts'eyh	(Welcome Song)
<input type="checkbox"/>	Tl'oo kk'aat or tl'oo nedaa'			I want milk. / Pass the milk.			<input type="checkbox"/>	Noneetenaaghe'aan'	(See You Later Song)
<input type="checkbox"/>	Tl'oo esenoanh.			I am drinking milk.					
<input type="checkbox"/>	De'aak nedeelkoot / devaaghedeelkoot			Put your coat on / Hang your coat			<input type="checkbox"/>	Airplane song	



Office of English Language Acquisition



Denaakk'e Classroom: Assessing Student Progress

End-of-Year DELLA

Denaakk'e Early Language Learning Assessment

One-on-one assessment

Given 1 x a year by Project Director
and Project Evaluator

Hands-on

Developed collaboratively

Purpose is to assess each child's receptive
language and expressive language



Denaakk'e Classroom: Sustainability

- Sharing resources through the Fairbanks Native Association (FNA) website
- Use of materials in other Head Start classes
- Materials are being used in some elementary schools
- Development of Denaakk'e language nests in community
- Providing Denaakk'e curriculum to the University of Alaska Fairbanks Alaska Native Language Center
- Sharing resources through the FNA website:
- <https://www.fairbanksnative.org/our-services/education/head-start/indigenous-language-project/denaakke-learning-resources/>

Contact Information

Lorraine David

- Project Director and Athabascan Elder
- Fairbanks Native Association
- (907) 251-6995
- ldavid@fairbanksnative.org



Barbara Sundberg

- (ebooks, surveys, assessments)
- Project Evaluator
- CR Research and Evaluation
- (907) 460-2504
- compassroseak@gmail.com

Extending the Benefits of Biliteracies

Naomi Long, Project Director

Agenda

- Unique Needs Identified
- Determining and Meeting Grant Objectives
- Project Implementation
- Challenges and Successes
- Preparing to Cross the Finish Line

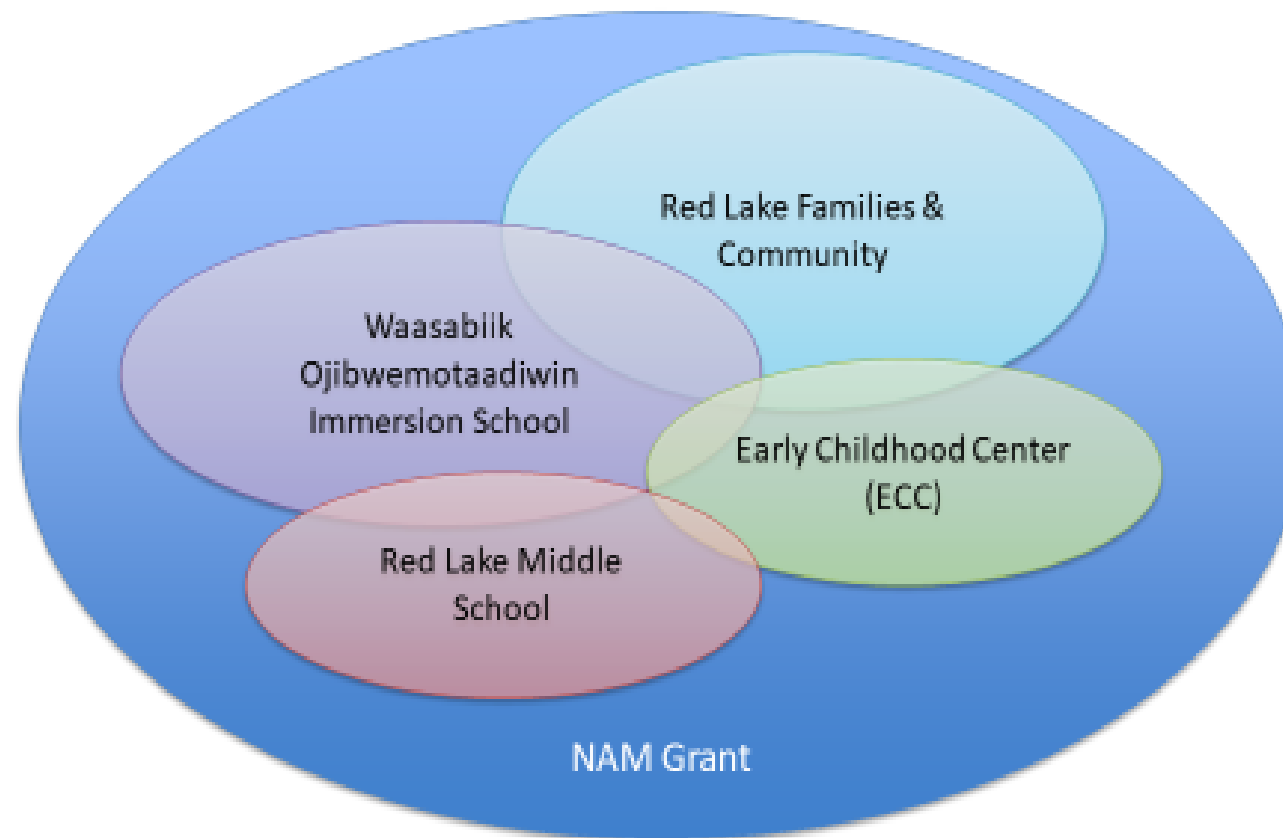
Unique Needs Identified

- Need for language within the Red Lake School District #38
- Parent engagement
- Family engagement
- Community engagement
- Language and Culture as own entity within the Tribe

Determining & Meeting Grant Objectives

- Grant proposal
- Partnerships and stakeholders
 - Roles and shared ideas
 - Project site locations
- GRPA measures and outcomes
- Project-specific measures and outcomes

Separation of educational domains (2021)



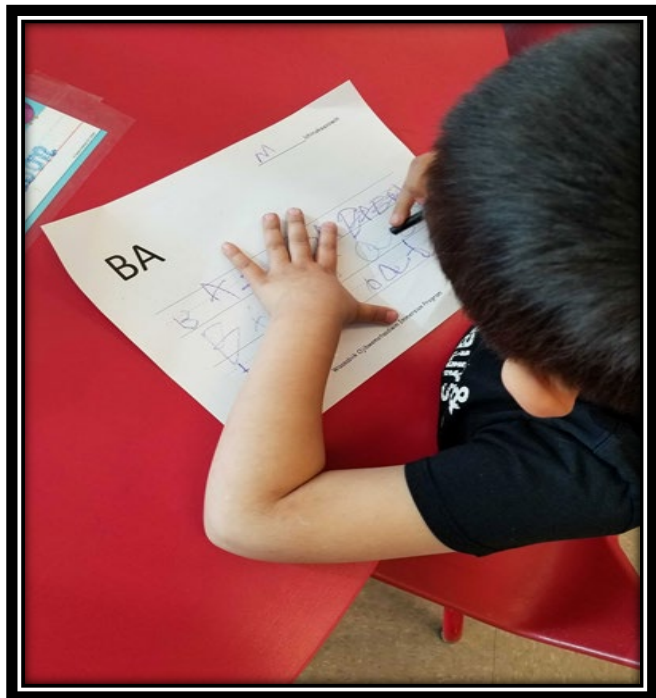
Project Implementation

- Supporting bilingual language and literacy development
 - Increased access to spoken and print forms of Ojibwe
 - Materials developed
 - Cultural literacies
- Building teacher capacity
 - How to integrate language and culture into teaching
 - Teacher training
- Increasing participation in Ojibwe immersion
 - Stabilizing enrollment numbers
 - Increase Ojibwe immersion activities within the Red Lake school district
- Growing family engagement with student learning
 - Responding to parents' needs and desires

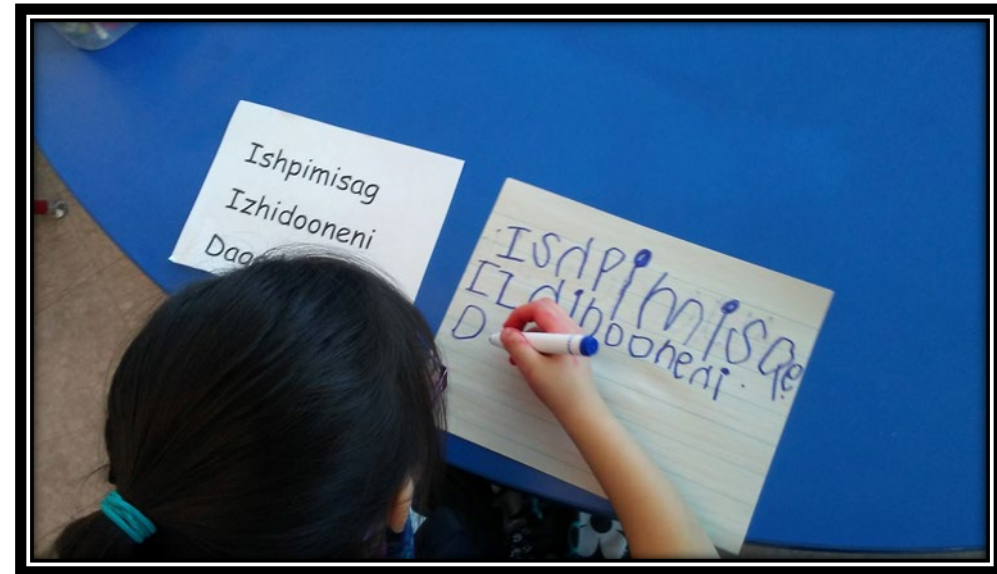
- Ojibwe oral storytelling — Donald Applebee (Red Lake Ojibwe), Oral storyteller



- Immersion student practicing writing Ojibwe letter sounds



- Immersion student practicing writing Ojibwe words/sentences



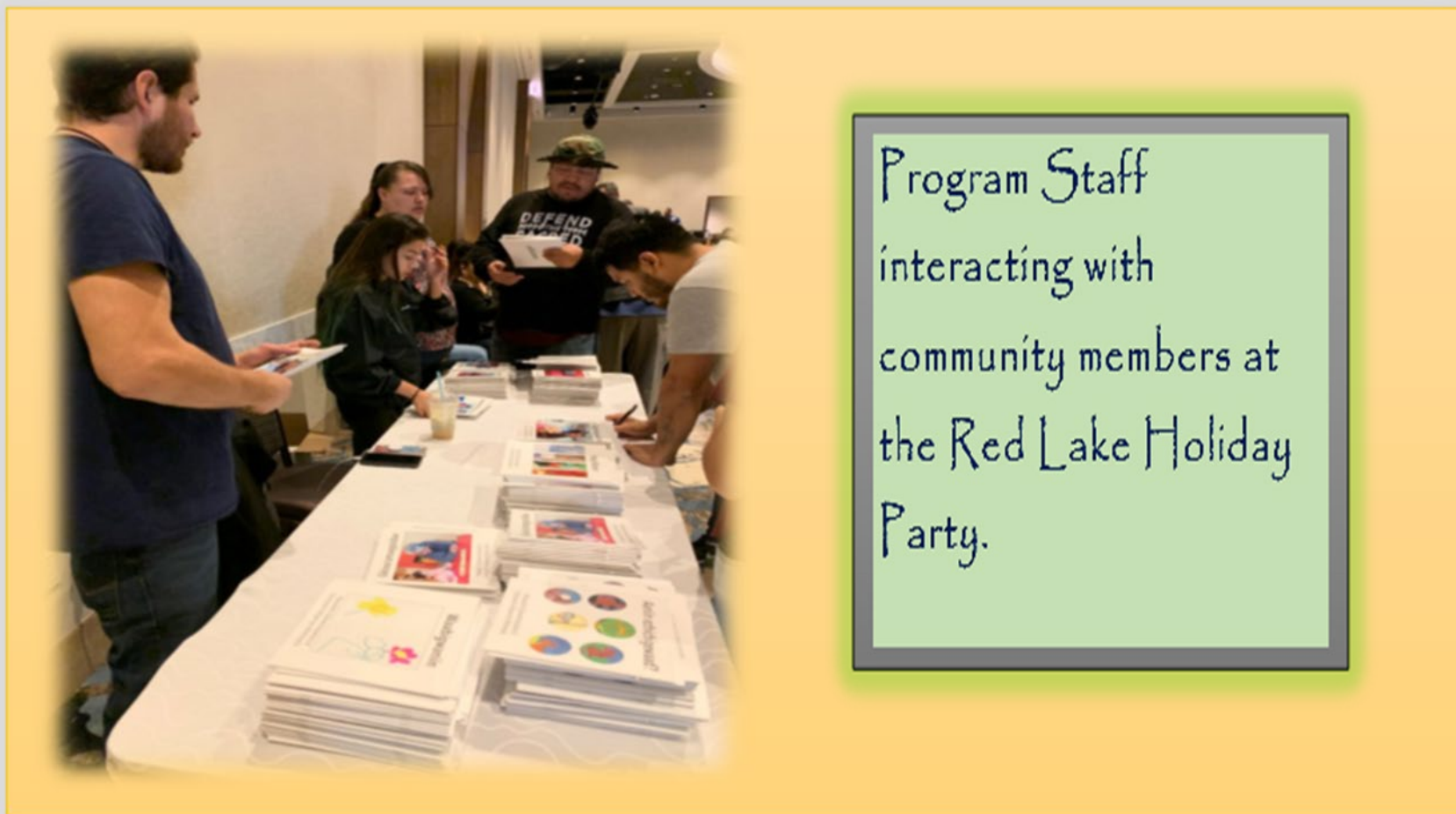


**Students
learning Ojibwe
songs with
teachers, project
staff, and a
parent**



- Students using learning materials to engage with each other





Program Staff
interacting with
community members at
the Red Lake Holiday
Party.



Ojibwe Language Literacy
Specialist and the Immersion
elders and program participants
singing and dancing in both
Ojibwe and English.

- Students, teachers, and project staff built a traditional Ojibwe birch bark canoe. There are stories and songs that teach the students language and culture.



- Project staff, participating teachers, and community members dedicate their Saturdays to conduct a free book exchange in the Red Lake community.





Red Lake Immersion elder and
Project staff member with puppet
“lkwe” sharing some storytelling
with Immersion students.



Immersion Staff and Project contractors utilize social media platforms to engage language and literacy activities and materials to participants and the community.

Highlight:

It reached over 15,000 people and generated numerous shares.



Program staff,
Program participants,
a program parent, and
community members
from Red Lake were
invited to perform at
the Minnesota State
Capital for Red
Lake Nation Day.

-St. Paul, MN

Challenges & Successes

- Challenges

- Personnel
- Partnerships
- Community
- Covid-19 pandemic
- Closed reservation borders

- Successes

- Immersion students excelling
- Partnerships
- Literacy in the homes
- Parent and community engagement
- Sustainability

Preparing to Cross the Finish Line

- Literacy awareness
 - Students, parents, and community
- Planned activities
- Overall project evaluation

Contact Information

Naomi Long

Project Director

Red Lake Band of Chippewa Indians

nalong1955@gmail.com

Cree Immersion Pre-K

Heather A. Oats, NAM Coordinator

Nicole Big Bow, Pre-K Teacher

Valerie Sunchild, Cree Language Teacher

Agenda



Grant Overview

Grant Staff Introduction

Our Community

Our Classroom

Assessment and Curriculum

Family Involvement

Parent Testimony

Contact Information

Grant Overview

We are a five-year program, funded through the NAM program. This is our fifth and final year in the program. Every year we select 15 students for the Cree immersion classroom; half Cree and half English language instruction.

NAM Staff



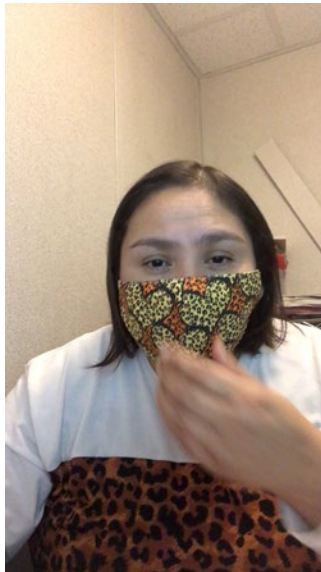
Valerie Sunchild, Cree Teacher



Still image from video of Valerie Sunchild introducing herself.

NAM Staff

Heather Oats
NAM Coordinator



Still image from video of Heather Oats
introducing herself.

Nicole Big Bow
Pre-K Teacher



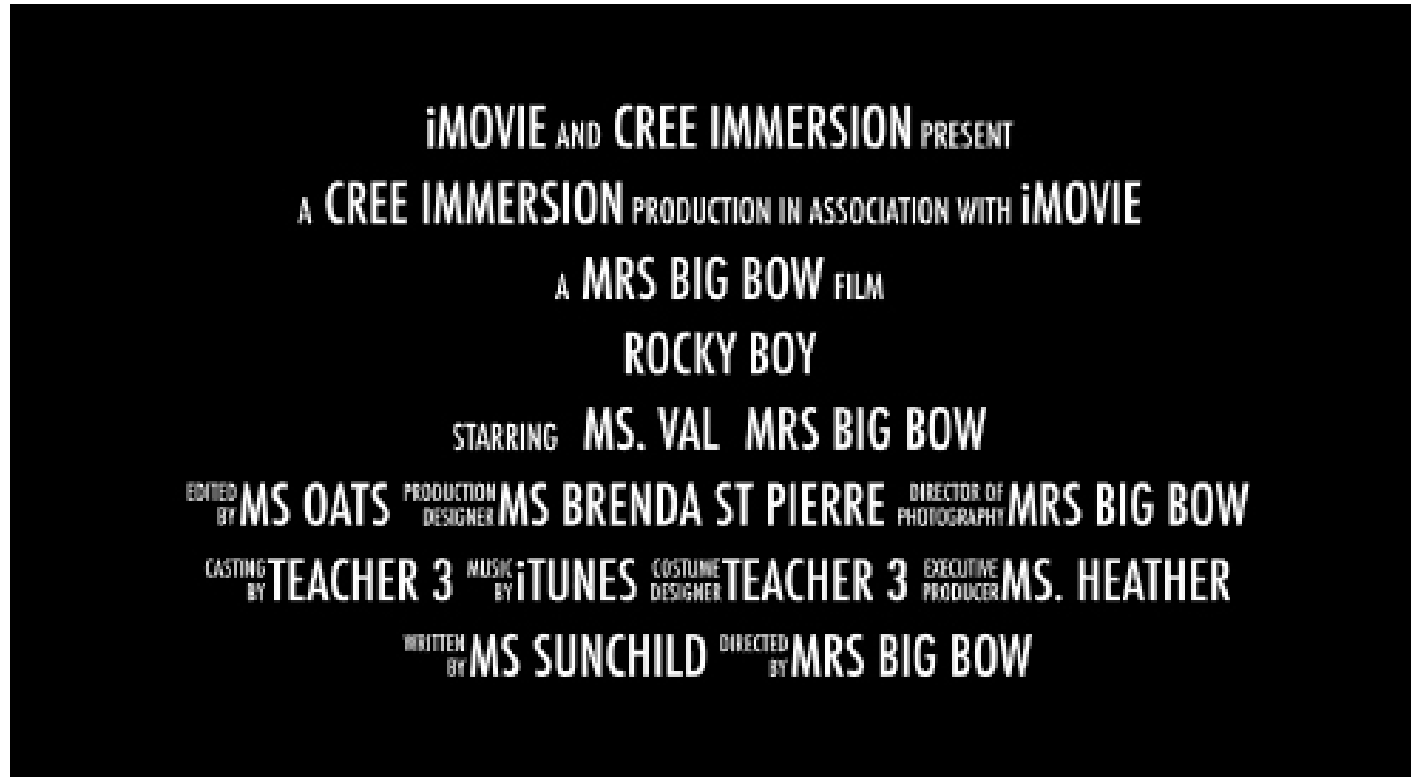
Still image from video of Nicole Big Bow
introducing herself.

Our Community

Rocky Boy is located in the heart of the Bear Paw mountains in North Central Montana. The reservation is 122,000 acres with 6,177 enrolled tribal members.



Our Community



Still image from promotional trailer for a film about the Rocky Boy Cree Community.

Our Classroom



Our Classroom



Still image from video of teacher instructing students in learning words and pronunciation of the Cree language.

Assessment & Curriculum

- OWL curriculum
- Cree language assessment
- EWOWPVT-4 expressive vocabulary
- Tiered small groups

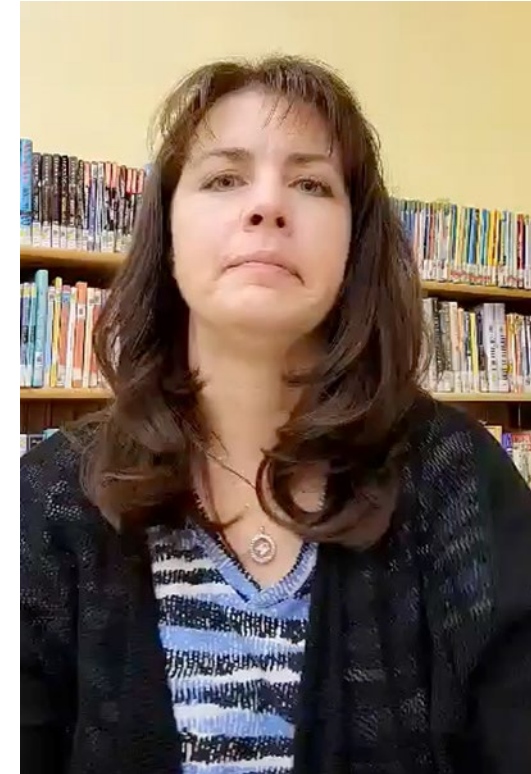


Family Involvement & Support



Parent Testimony

“The pre-K Cree immersion was an amazing experience for my daughter and for me. My daughter, Fury LaMere, was not only taught to speak Cree; the program prepared her to enter kindergarten. Fury not only learned the basics, she also learned about her culture and even taught me a few things. I would recommend this program for any child who not only needs to be prepared for kindergarten, but to be immersed in the Chippewa Cree language and culture. Thank you!”



Still image from video of a mother speaking about her child's experience in pre-K Cree immersion.

Parent Testimony



Still image from video of a mother speaking about her child's experience in pre-K Cree immersion.



Still image from video of a mother speaking about her child's experience in pre-K Cree immersion.

Contact Information

Heather Oats

NAM Coordinator

Rocky Boy School District

heathero@rockyboy.k12.mt.us



Nicole Big Bow

Cree Immersion Pre-K Teacher

Rocky Boy School District

nicoleb@rockyboy.k12.mt.us

Valerie Sunchild

Cree Language Teacher

Rocky Boy School District

valeriesc@rockyboy.k12.mt.us

National Clearinghouse for English Language Acquisition (NCELA) Resources

Resources: New NCELA Webpage

NEW: Ensuring Continuity Of Learning And Operations

View

Edit

Manage display

Revision operations

Convert



The Office of English Language Acquisition (OELA), knows how important it is that districts and schools have access to resources that recognize the unique learning profiles and needs of English learners in order to facilitate their education during unplanned school closures.

These resources are intended for school personnel and institutions of higher education to improve distance learning and the support of English learners and their families during school closures. All resources are free. Additional resources will be added, please check back periodically. To submit resources for consideration, please complete the Remote Learning Resources Submission Form below.

<https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations>

Additional OELA Resources

NCELA Website: <https://ncela.ed.gov/>

- Fact Sheet: [English Learners Who Are American Indian/Alaskan Native](#)
- Fact Sheet: [The Top Languages Spoken by English Learners \(ELs\) in the United States](#)
- OELA Podcast: [Dual Language Education: Historical U.S. Perspectives and Current Practices](#)
- OELA Webinar: [Culturally Responsive School Practices to Promote the Success of Native American English Learners](#)
- Report: [2014–2016 Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program](#)

Contact Information



NCELA

Melissa Escalante

Management and Program Analyst, OELA

Melissa.Escalante@ed.gov

202-401-1407

Q & A



NAM2021@ed.gov

Certificate of Completion

- You can receive a Certificate of Completion if you completed at least 90% of this webinar
 - Email askncela@manhattanstrategy.com



Contact Information



NAM Workgroup

Celeste McLaughlin

Team Lead, OELA

Celeste.McLaughlin@ed.gov

Elizabeth Bucknor

Education Program Specialist, OELA

Elizabeth.Bucknor@ed.gov

Stephanie Nichols

Education Program Specialist, OELA

Stephanie.Nichols@ed.gov

Thank you!

