



Way' Do'ent'a? Aloha Keshhi  
 iishuh Ahó Hè Cama'i  
 Haho Sán uu d'áng gíidang?  
 Maiku Aang Nts'aa' dijt'eh?  
 Ndadz dengit'a? O'-Si-Yo'  
 Halito Shap kaij

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

## 2016, 2018, & 2021 Cohorts

May 2023

Ama gunlaak  
 Behne  
 Marúawe  
 Do'eent'aa?  
 Bhozo  
 Hawé  
 Nts'e di'tae?  
 Da'anzho  
 Buzhu  
 Nänjit dähönche?  
 Paglagivsi  
 Do'eent'aa?  
 Ya'at'eeh  
 Nts'é t'ínt'eh?  
 Ma-da-way  
 Hau  
 Loloma  
 Da'ent'a  
 Waqaa?  
 \*haku  
 Wáa sá si yatee?  
 Weyt-kp  
 Apaa Nya:wéh sgé:nö'  
 DEPARTMENT OF EDUCATION  
 UNITED STATES OF AMERICA  
 OELA  
 Office of English Language Acquisition  
 Neenjit d'ónch'yàa?  
 Guw'aadzi  
 Gwe'  
 Aho  
 Ba'ax ka wa'alik?  
 Naghe Nduninyu  
 Pedlanet'e  
 Waqaa

**Native American and Alaska Native Children  
in School (NAM) Program  
2016, 2018, & 2021 Cohorts**

May 2023

U.S. Department of Education  
Office of English Language Acquisition

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**May 2023**

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## 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 Languages:** 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.<sup>1</sup> 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.<sup>2</sup> Native language preservation has been shown to confer cognitive, socio-emotional, and educational benefits to Native students.<sup>3</sup>

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, 2018, and 2021 grantee cohorts of the NAM program.<sup>4</sup> It uses self-reported information from grantees in the 2022 fiscal year (FY). The data presented captures the grantees' program performance results based on three GRPA measures for the cohorts. 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.

Highlights from grantee performance on GPRA measures include the following:

- For the 2016, 2018, and 2021 grantees, more than 1,200 preK–12 students made progress in learning a Native language.
- The percentage of students served who attained proficiency on the state-approved reading assessment ranged from 23% to 54%.
- The percentage of students served who attained proficiency in English on the state-approved English proficiency exam ranged from 1% to 46%.

In addition to reporting on GPRA-related activities, NAM grantees reported on a variety of project-specific measures. Grantees provided teacher/staff professional development and promoted parent and community involvement by hosting family literacy nights, creating apps, and through cultural events. Grantees created assessments and instructional materials to promote the learning of Native languages.

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<sup>1</sup> 25 U.S.C. 2903 (1)

<sup>2</sup> 25 U.S.C. 2903 (3)

<sup>3</sup> 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.] WestEd.

<sup>4</sup> As some 2016 grantees received a no-cost extension due to the COVID-19 pandemic, their final year reporting is captured in this report rather than the 2020–2021 project year report.



## 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 to support the teaching, learning, and studying of Native American 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. 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. Additionally, 2021 grantees could also respond to a remote learning invitational priority. The 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

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 (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 for FY 2022 were \$297,136 for the 2016 cohort, \$316,657 for the 2018 cohort, and \$319,518 for the 2021 cohort.

Table 1.1. Total Proposed Funding NAM 2016, 2018 and 2021

Cohort	Years completed	Total funding for all 5 years <sup>5</sup>	Number of awards
2016 Cohort	5 of 5 years completed	\$15,001,018	10
2018 Cohort	4 of 5 years completed	\$11,051,490	7
2021 Cohort	1 of 5 years completed	\$14,380,572	9

## 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 GPRA performance measures for evaluating the overall effectiveness of the 2018 and 2021 grantees. All institutions receiving federal funds under the NAM program must report on their progress toward meeting these performance measures.

### GPRA for 2018 and 2021 NAM Cohorts

- **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

### 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

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

## 2. Overview of the Grantee Cohort

### 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 grantees
- Grant-funded activities and outcomes reported by 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.

#### 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 the 2016 cohort and three GPRA measures for the 2018 and 2021 cohorts, developed by the Department. All NAM grantees report their progress toward meeting these performance measures each year.

### Characteristics of Grantees

A complete list of the 26 entities awarded a NAM grant in 2016, 2018, and 2021 can be found in the Appendix. More than 25 partners are associated with the 2016 grantees. These include Institutes of Higher Education (IHEs), public school districts, health care centers, cultural centers, early childhood programs, immersion schools, and libraries. The ten Native languages represented in the 2016 cohort are Central Yup'ik Eskimo, Cherokee, Choctaw, Cree, Diné (Navajo), Koyukon Athabascan, Navajo, Ojibwe, Osage, and Shoshoni.

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

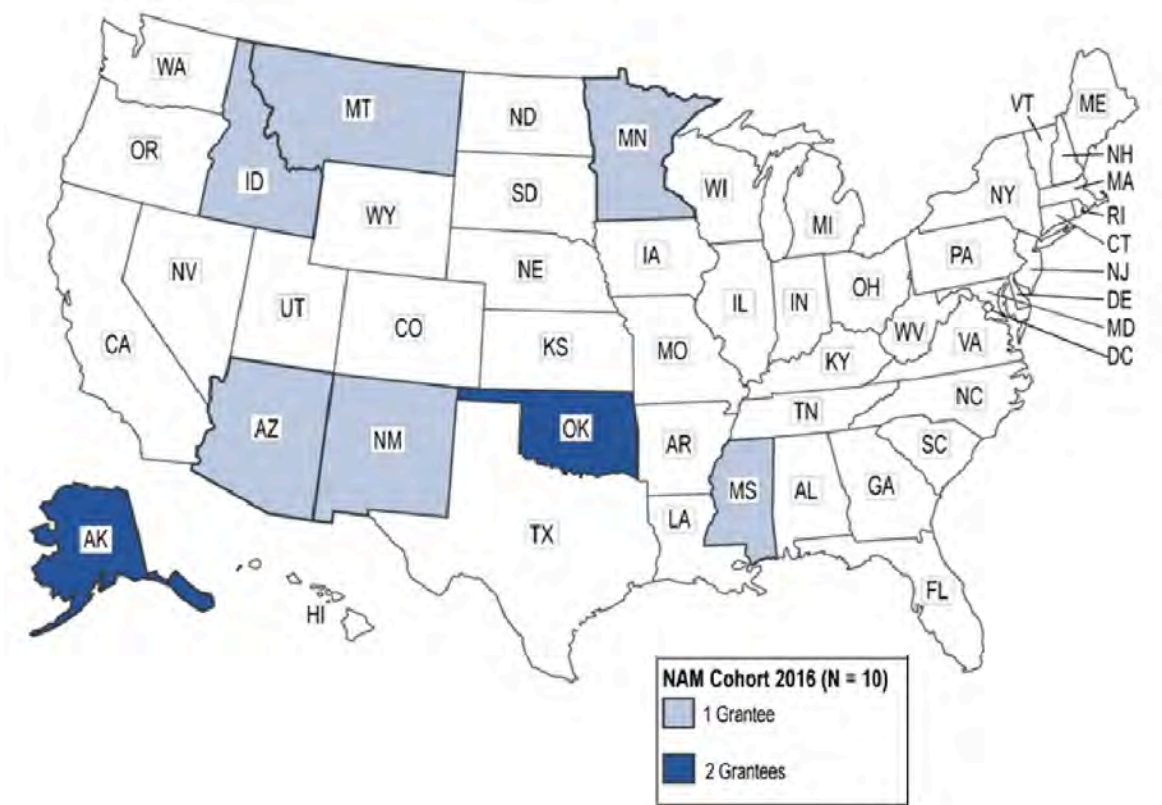
utilized by participants working with the 2018 grantees, include Cherokee, Lakota/Dakota, Inupiaq, Ichishkiin, Numu, Kiksht, Tsalagi, Twulshootseed, Wôpanâak, and Yup'ik,

The 2021 grantees worked in partnership with 14 different organizations including Girls and Boys Club, IHEs, public school districts, and tribes. Participants of the 2021 grantees are served in eight different Native languages, including Choctaw, Cree, Crow/Apsaalooke, Diné (Navajo), Lakota, Ojibwe, Osage, and Yugtun (Yup'ik).

## Grantee Locations

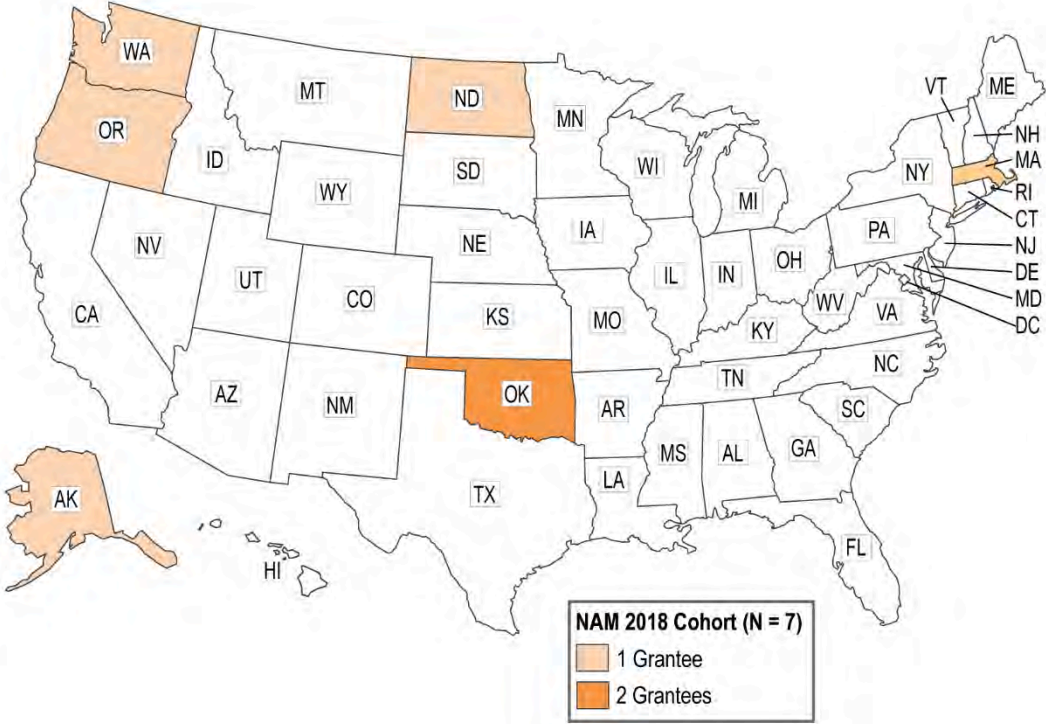
Entities in eight states received NAM grants in 2016, as seen in Figure 2.1. Two states received two or more NAM grants, six states received only one grant, and 42 states and Washington D.C. did not receive a NAM grant.

Figure 2.1. NAM Grant Locations: 2016 Cohort



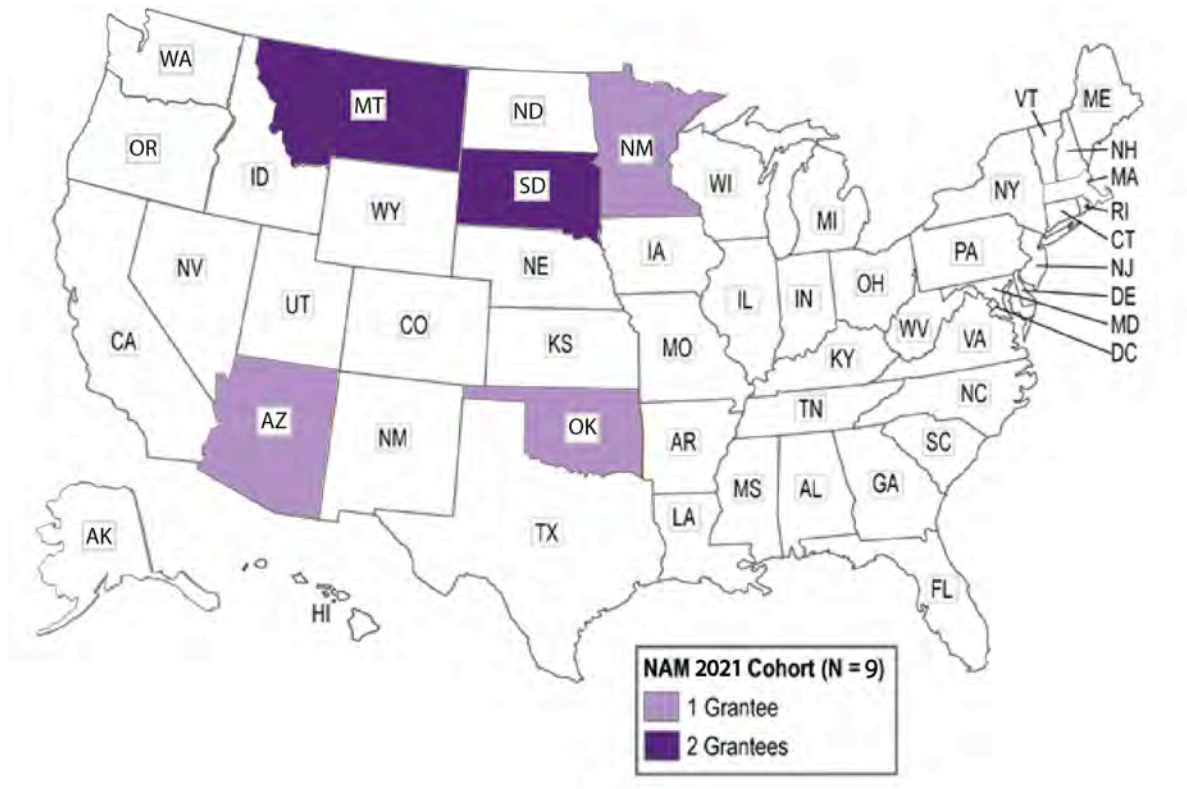
Out of the 50 states and the District of Columbia, entities in six states received NAM grants in 2018, as seen in Figure 2.2. One state received two or more NAM grants, five states received only one grant, and 44 states and the District of Columbia did not receive a NAM grant.

Figure 2.2. NAM Grant Locations: 2018 Cohort



For the 2021 grantees, two states received two or more grants and three states received one grant. Forty-five states and the District of Columbia did not receive a NAM grant.

Figure 2.3. NAM Grant Locations: 2021 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, 2018, and 2021 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 three 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 NAM 2021 Grant Competition Priorities**

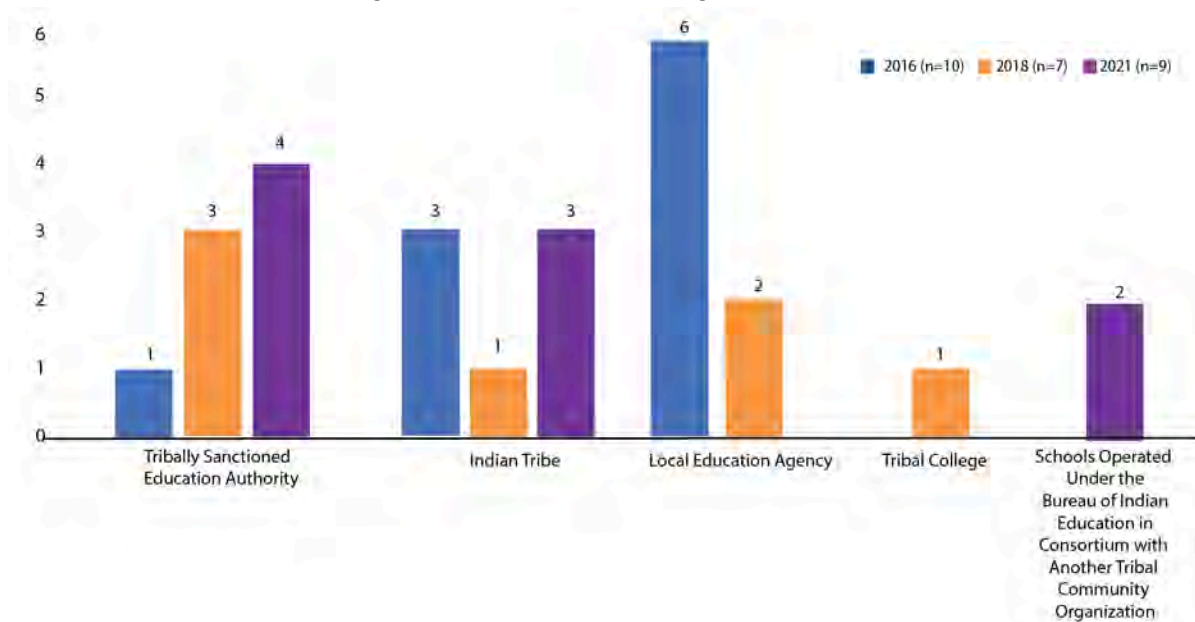
- Absolute Priority: Supporting the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of the children served under such a project
- Invitational Priority 1: Promoting literacy by providing families with evidence-based (as defined in 34 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).
- Invitation Priority 2: Remote Learning: Under this invitational priority, an applicant must propose a project that is designed to address one or both of the following priority areas: (a) Adopting and supporting models that leverage technology (e.g., universal design for learning, competency-based education, or hybrid/blended learning) and provide high-quality digital learning content, applications, and tools. (b) Providing personalized and job-embedded professional learning to build the capacity of educators to effectively use technology to create remote learning experiences that advance student engagement and learning (e.g., synchronous and asynchronous professional learning, professional learning networks or communities, and coaching).

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 and 2021 grantees. One 2021 grantee responded to invitational priority 1, and two grantees responded to invitational priority 2.

## Grant Entity Types

For the 2016 cohort, all ten grantees received funds and completed their final year of the project.<sup>6</sup> All seven grantees from the 2018 cohorts received funds and completed the fourth year of their projects in school year (SY) 2021–22. Nine 2021 grantees began the first year of their grant. The entities receiving NAM grants in 2016, 2018, and 2021 were Native tribes, nonprofit organizations, and public school districts. Tribal colleges became eligible entities for the NAM grant in the 2018 NAM competition. Figure 2.4 describes the distribution of these entities receiving NAM grants. For 2016, one NAM grantee served participants in tribally sanctioned educational authorities and six served participants in LEAs. In the 2018 cohort, three grantees are tribally sanctioned educational authorities and two are LEAs. Grantees from 2016, 2018, and 2021 are also affiliated with Indian tribes and one grantee from 2016 is from a tribal college. For the 2021 grantee cohort, four grantees served participants in tribally sanctioned educational authorities and three grantees served an Indian tribe or school operated under the Bureau of Indian Education, respectively.

Figure 2.4. Entities Receiving NAM Grants



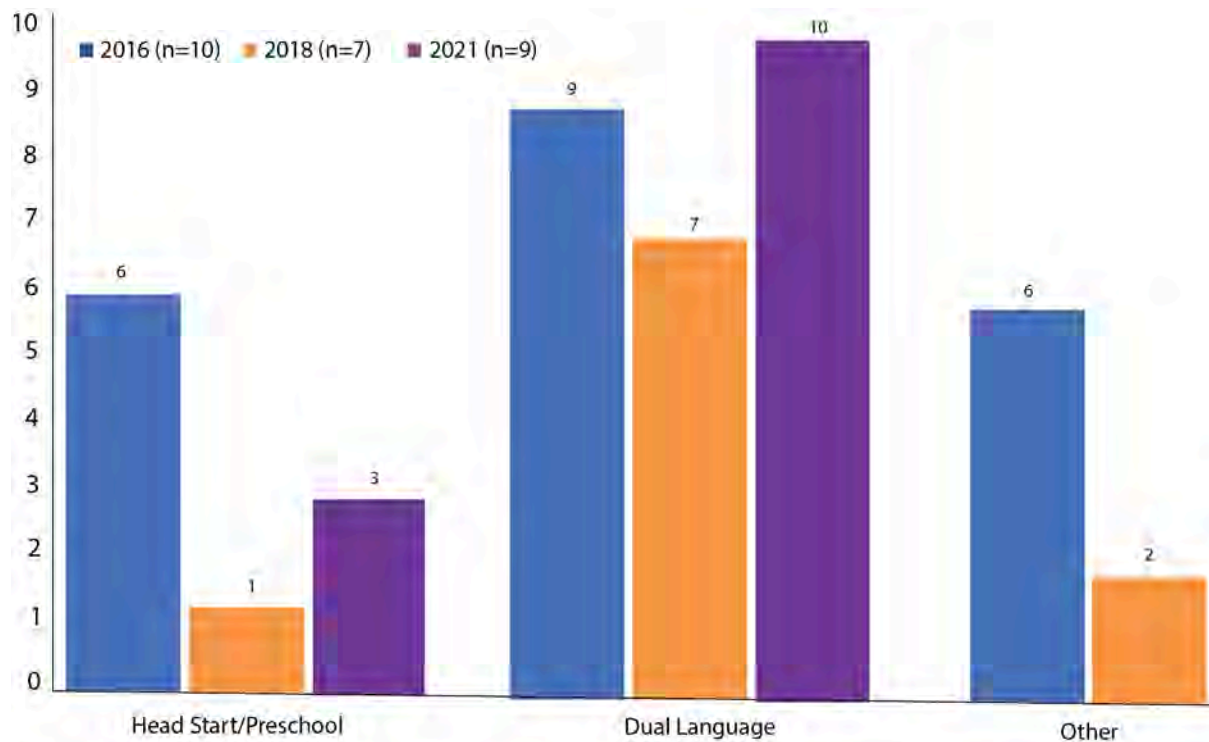
## School Program Types

Figure 2.5 illustrates the school program types served by the NAM grantees. All of the 2016 and 2021 grantees, and most of the 2018 grantees, served teachers and students in dual language programs. Early childhood education was also an area of focus for grantees, with six out of ten 2016 grantees and three out of nine 2021 grantees working in early childhood settings, respectively. Grantees also implemented their grants in digital environments and in foreign-language programs.

<sup>6</sup> Due to the number of no-cost extensions approved for the 2016 cohort in their final year of their grant in FY 2021, their information is being reported in FY 2022.



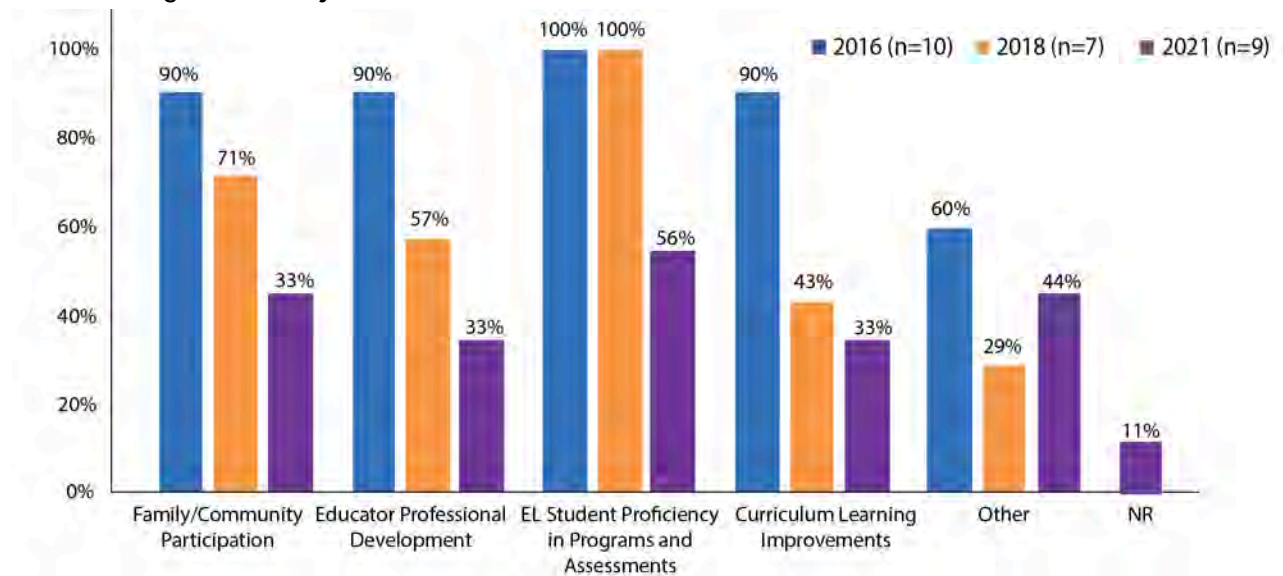
Figure 2.5 Number of School Program Types



## Project Features

Some NAM projects implemented unique activities or features to support the project goals. Figure 2.6 illustrates the various project features reported by the 2016, 2018, and 2021 grantees. The most widely reported features include increasing English proficiency among learners, providing teacher/staff professional development, promoting parent and community involvement, and implementing curriculum development programs. Other project features include creating Native language assessments, promoting school readiness, and focusing on STEM instruction.

Figure 2.6. Project Features of the NAM Grantees: 2016, 2018, and 2021 Cohorts



NR=Not reported

### 3. Outcomes

This section presents the GPRA measure outcomes and project measure outcomes for the grants awarded under the 2016, 2018, and 2021 competitions. Using the KMS online reporting system, the grantees submitted quarterly reports in FY 2022. The data reported included GPRA targets and other information (e.g., financial expenditures). This report focuses on data collected from the final year of grant implementation for the 2016 cohort, the fourth year for the 2018 cohort, and the first year for the 2021 cohort.

The following sections provide detailed information regarding how each GPRA outcome was calculated for the cohort. Grantees who reported no data (for targets or outcomes) often gave reasoning in the notes. Examples of reasons cited include the postponement or cancellation of program assessments due to lingering impacts of COVID-19.

#### 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.

Table 3.1 summarizes aggregated GPRA outcomes reported by the ten grantees in the 2016 cohort. Some grantees reported exceeding GPRA targets and provided reasoning in the notes. The 2016 grantees made the most progress on GPRA targets measuring the attainment of English language proficiency (106%) and number of students enrolled in Native language programs (125%).

For some grantees, the COVID-19 pandemic negatively impacted their ability to collect assessment data related to several measures. Accordingly, 2016 grantees reported making the least progress on the GPRA targets measuring student proficiency on state assessments in

reading (23%) and in attaining proficiency the Native language as measured by grantee selected assessments (24%).

Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2016 NAM Cohort<sup>7</sup>

	GPRA Measures	Percentage <sup>8</sup>	Basis of Calculations
1	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	<b>23%</b>	Of the 10 grantees that could report, 129 of the targeted 573 ELs scored proficient.
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	<b>46%</b>	Of the 10 grantees that could report, 191 of the targeted 412 ELs made progress.
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	<b>106%</b>	Of the 10 grantees that could report, 198 of the targeted 187 ELs attained language proficiency.
4	The number and percentage of students served by the program who are enrolled in Native American language instruction programs	<b>125%</b>	Of the 10 grantees that could report, 3,037 out of the targeted 2,426 students were enrolled.
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	<b>66%</b>	Of the 10 grantees that could report, 959 of the targeted 1,456 students were reported as making progress.
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	<b>24%</b>	Of the 10 grantees that could report, 217 of the targeted 915 students attained proficiency.
7	For programs that received competitive preference points, the number and percentage of preschool children ages 3 and 4 enrolled in the program	<b>76%</b>	Of the 9 grantees that could report, 499 of the targeted 654 preschool children were enrolled.
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	<b>93%</b>	Of the 10 grantees that could report, 425 of 456 targeted preschool children were screened.

<sup>7</sup> Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department's discretionary grants.

<sup>8</sup> 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.

	<b>GPRA Measures</b>	<b>Percentage<sup>8</sup></b>	<b>Basis of Calculations</b>
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	<b>61%</b>	Of the 10 grantees that could report, 242 of the targeted 398 coordination contacts were contacted.

For the 2018 cohort, grantees made the most progress on the GPRA target measuring Native language proficiency, with 67% of students making progress in the Native language, as shown in Table 3.2. Grantees made the least progress on the GPRA targets measuring student proficiency in reading and in attaining English language proficiency. Grantees reported only 32% of English learners attaining proficiency in English as measured by the state-approved English language proficiency assessment, and 37% of students scoring proficient or above on the state-approved reading exam.

Table 3.2. Summary of Aggregated GPRA Outcomes Reported by 2018 NAM Cohort<sup>9</sup>

	<b>GPRA Measures</b>	<b>Percentage</b>	<b>Basis of Calculations</b>
1	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	<b>37%</b>	Of the 7 grantees that could report, 133 of the targeted 359 ELs scored proficient.
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	<b>32%</b>	Of the 7 grantees that could report, 91 of the targeted 253 ELs scored proficient.
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	<b>67%</b>	Of the 7 grantees that could report, 670 of 993 students made progress in learning a Native language.

The 2021 cohort made the most progress on the GPRA targets measuring student proficiency on a state-approved reading exam (54%), and on those measuring Native language proficiency (52%), shown in Table 3.3. Grantees made the least progress on the GPRA target measuring student proficiency in attaining English language proficiency, with grantees reporting only 1% of English learners attaining proficiency in English as measured by the state-approved English language proficiency assessment.

Table 3.3. Summary of Aggregated GPRA Outcomes Reported by 2021 NAM Cohort

	<b>GPRA Measures</b>	<b>Percentage</b>	<b>Basis of Calculations</b>
1	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	<b>54%</b>	Of the 9 grantees that could report, 91 of the targeted 170 ELs scored proficient.

<sup>9</sup> Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department's discretionary grants.

	GPR A Measures	Percentage	Basis of Calculations
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	<b>1%</b>	Of the 9 grantees that could report, 3 of the targeted 257 ELs scored proficient.
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	<b>52%</b>	Of the 9 grantees that could report, 198 of 382 students made progress in learning a Native language.

## Progress on Program Goals

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

Tables 3.4 through 3.6 showcases some of the 2016, 2018, and 2021 NAM project-specific measures that grantees worked toward.<sup>10</sup> 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 enrollment and attendance in programs; increasing English language achievement and fostering school readiness; creating Native language assessments and measuring Native language proficiency; promoting family and community connections; developing curriculum and instructional materials; and promoting Native culture.

Almost half of the 2016 grantees provided robust family engagement activities, including home visits, and providing families with Native language books. More than half of the 2016 grantees offered many professional development activities for their participants including professional learning in the Native language and offering courses toward TESOL certification. The grantees of 2016 also reported students achieving proficiency in both English and Native language (see Table 3.4).

Table 3.4. 2016 NAM Cohort-Reported Progress on Grantee Program Goals (N = 10)

Program Goals	Number of Grantees	Sample and Summary of Activities
Enrollment/ Attendance	3	Grantees reported enrolling anywhere from 13 to 75 students in their language programs.
Academic Achievement/ School Readiness	4	Grantees reported students obtaining proficiency on literacy and language tests.
Native Language Assessment and Achievement	4	Grantees reported exceeding targets of a percentage of students making progress in Native language proficiency assessments, both standardized and informal, ranging from 13%–75%.

<sup>10</sup> 2016 grantees reported on activities from their final year, 2018 reported on activities from their fourth year, and 2021 grantees reported on activities from the first year of their grant.

Program Goals	Number of Grantees	Sample and Summary of Activities
Family /Community Connections	4	Grantees reported conducting home visits, providing literacy training for parents, and sending home books in the Native language.
Teacher Professional Development	6	Grantees reported teachers participating in professional development in the Native language and receiving certification to teach in the Native language and in TESOL.
Curriculum/ Instructional Materials	1	One grantee reported finalizing the digitizing of all of the Native language curriculum.
Culture	2	Grantees reported that elders shared cultural traditions with Head Start student, and grantees used Native American heritage literature and play activities to connect with students.

Table 3.5 provides the 2018 grantees progress on program goals during the fourth year of their five year grant. Five out of seven grantees reported increases in enrollment and program offerings and three out of seven grantees offered cultural programming for families and the community. The 2018 grantees also provided family and community engagement through the facilitation of conferences, literacy workshops, and the sharing of Native literature (see Table 3.5).

Table 3.5. 2018 NAM Cohort-Reported Progress on Grantee Program Goals (N = 7)

Program Goals	Number of Grantees	Sample and Summary of Activities
Enrollment/ Attendance	5	Grantees reported increased enrollment in programs and offering expanded summer options.
Academic Achievement/ School Readiness	2	Grantees reported 17% of their targeted students obtaining proficiency in English and administering the WIDA MODEL assessment to students.
Native Language Assessment and Achievement	2	Grantees developed and administered curriculum-based measures assessments in the Native language and created culturally specific books which were used as assessment tools.
Family/ Community Connections	4	Grantees conducted literacy trainings and held conferences for families. Grantees also sent home Native and English literature.
Teacher Professional Development	2	Teachers received professional development and certification hours in the Native language.
Curriculum/ Materials Development	2	Grantees developed books in the Native language and developed new courses in the Native language.
Culture	3	Grantees held cultural events for community and created community pages on social media platforms.

During the first year of their grant the 2021 cohort reported enrolling students into their programs and providing teachers with professional development to teach English and the Native language. The 2021 grantees also provided many outreach opportunities to families through literacy trainings, parent-teacher conferences, and through the development of a Native language app (see Table 3.6).

Table 3.6. 2021 NAM Cohort-Reported Progress on Grantee Program Goals (N = 9)

Program Goals	Number of Grantees	Sample and Summary of Activities
Enrollment/ Attendance	4	Grantees reported enrolling pre-K through first grade students.
Academic Achievement/ School Readiness	1	Grantees reported students obtaining proficiency in English and less students being identified as at-risk readers.
Native Language Assessment and Achievement	2	Grantees developed and administered curriculum-based measures assessments in the Native language and students making progress in the Native language.
Family /Community Connections	5	Grantees conducted literacy trainings and held conferences for families. Grantees also sent home Native and English literature and reported working on an app in the Native language.
Teacher Professional Development	4	Teachers received professional development and certification hour in English and in the Native language.
Curriculum/ Materials Development	2	Grantees developed leveled books in the Native language.

## Challenges Meeting Program Goals

The COVID-19 pandemic had a significant impact on the 2016 and 2018 cohorts. The area typically impacted was with regards to student outcome data due to the pause in assessments and virtual school. Some grantees reported difficulties recruiting teachers and staffing shortages in general.

## Summary

NAM 2016, 2018, and 2021 grantees made progress toward GPRA measures and project-specific measures. Grantees from all three cohorts made significant progress on the GPRA measure regarding student attainment of Native language proficiency. The GPRA measure with the least progress made was the number of students who scored proficient on state reading assessments for NAM 2016 and 2018, and for NAM 2021 it was the number of students who attained proficiency in English.

## 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



Table A.3. 2021 Cohort NAM Grantees

Grantee Number	Institution Name	Project Title
T365C210012	County of Big Horn Co School District 17H & 1 (Hardin)	Ammaaléehkuua (Place We Go for Knowledge)
T365C210015	Independent School District #625, Saint Paul Public Schools	Ojibwe E-Learning Platform
T365C210008	Learning Point Alaska Inc.	Innovative Technology in Science Inquiry (ITSI) for Yup'ik Students
T365C210029	Osage County Interlocal Cooperative	PISTONS (Providing Instructional Supports to Osage Nation and Schools)
T365C210017	Painted Desert Demonstration Projects DBA The STAR School	Naasnęę'njji! Niha'áłchiní bá - From Here On Forward For Our Children
T365C210021	Red Cloud Indian School	Stepping Back to Step Forward
T365C210019	Rocky Boy Schools	Cree Preschool Enhancement
T365C210014	Sicangu Community Development Corporation	Uᅅłóayapi Kte! We Will Carry It On! — Lakota Language Revitalization
T365C210028	The Cherokee Nation	Immersion Charter School