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**TRIBAL CONSULTATION: NATIVE
AMERICAN AND ALASKA NATIVE
CHILDREN IN SCHOOL PROGRAM (NAM)
JANUARY 12-13, 2016, WASHINGTON, D.C.**

**Libia S. Gil, PhD
Assistant Deputy Secretary/Director
Office of English Language Acquisition**

AGENDA

INTRODUCTION

- U.S. Department of Education, Office of English Language Acquisition (OELA)
 - Libia Socorro Gil, Ph.D., Assistant Deputy Secretary/Director
 - Francisco Lopez, Education Program Specialist, Discretionary Grants Division

NAM PROGRAM

- Legislative Authority
- Current Grantee Profiles

2016 Description of Proposed Policy Change

- No regulatory or policy changes to this grant
- Authorized priorities and Supplemental Priorities

2016 GRANT COMPETITION-TRIBAL IMPACT

- Opportunities
- Limitations

FEEDBACK AND COMMENTS



NAM PROGRAM – TITLE III

- To help ensure that Native American/Alaska Native students who are English learners develop high levels of academic attainment in English and meet challenging academic content and student academic achievement standards
- Title III Authorization – ESEA Sec. 3203 (a) Eligible Entities. Individuals served by elementary, secondary and postsecondary schools operated predominately for Native American children and youth, an Indian tribe, a tribally sanctioned educational authority or schools operated or funded by the Bureau of Indian Education shall be considered a local agency

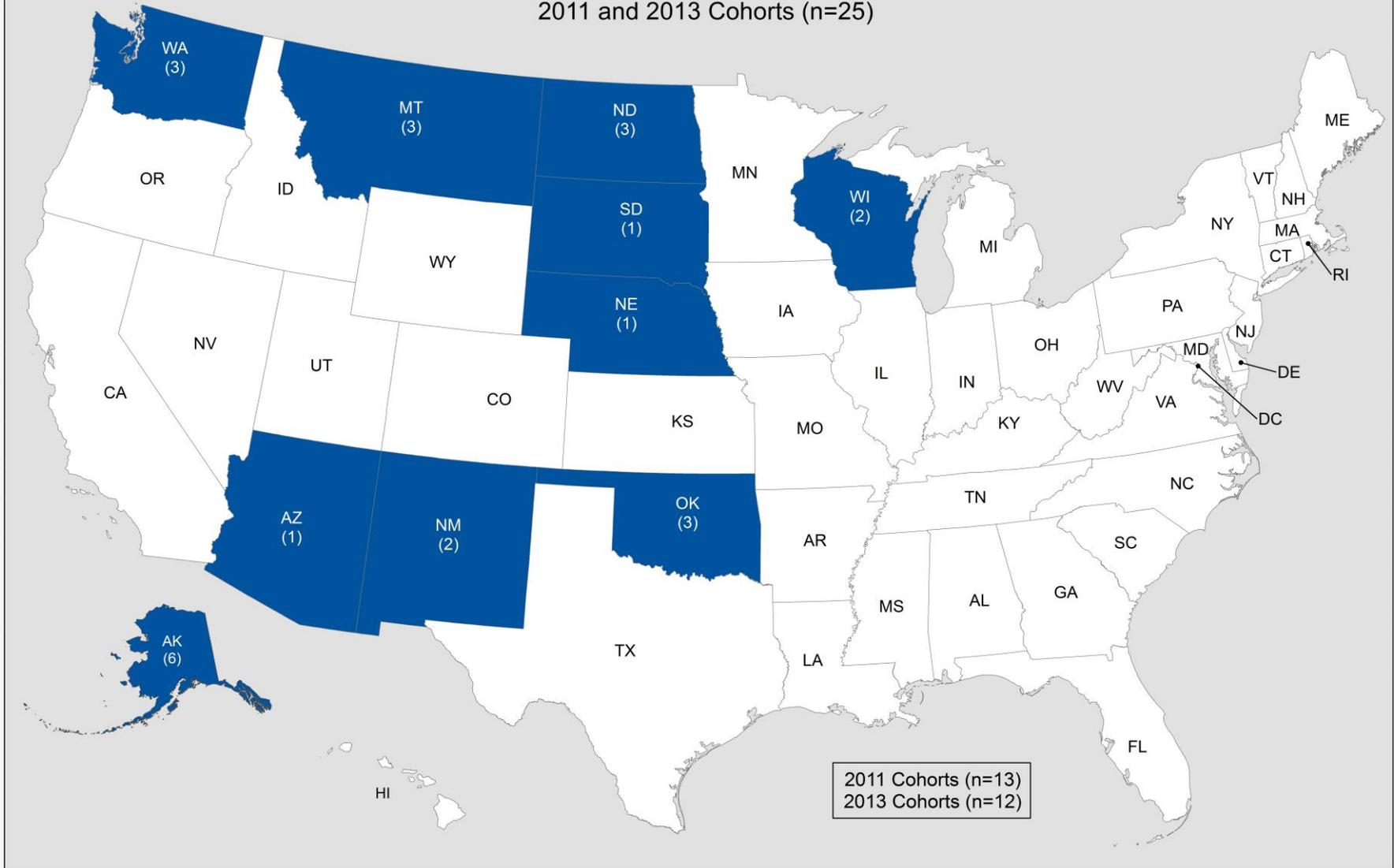


EXAMPLES OF SUPPORTED ACTIVITIES

- **Developing and implementing state and local academic content and achievement standards for learning English and other languages.**
- **Implementing policies to ensure access to other education programs**
- **Developing and implementing programs to help develop proficiency in English and other languages**
- **Developing accountability systems to monitor the academic progress of English Learners**
- **Implementing family education programs and outreach**



Native American and Alaska Native Children in School Program (NAM) Grants
2011 and 2013 Cohorts (n=25)



GRADES SERVED

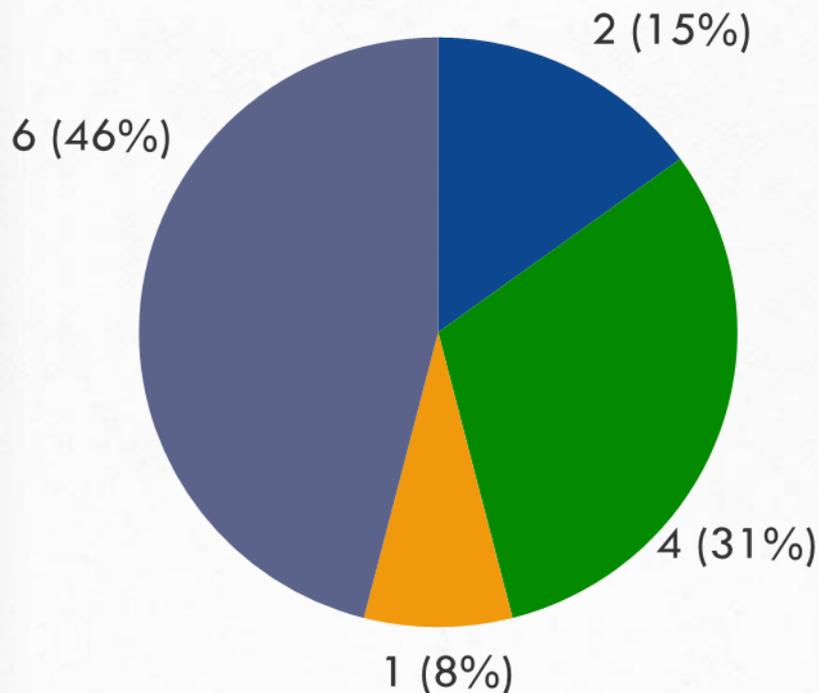
Grades Served	2011 Cohort (N=13)	2013 Cohort (N=12)
Early Childhood		1 (8%)
Elementary	1 (8%)	2 (17%)
Secondary	1 (8%)	2 (17%)
Combination		
Early Childhood and Elementary		1 (8%)
Early Childhood and Secondary		1 (8%)
Elementary and Middle	2 (15%)	2 (17%)
Middle and Secondary	2 (15%)	
All Grades	5 (39%)	3 (25%)
Postsecondary	2 (15%)	

Source: 2011 and 2013 NAM Grant Applications.

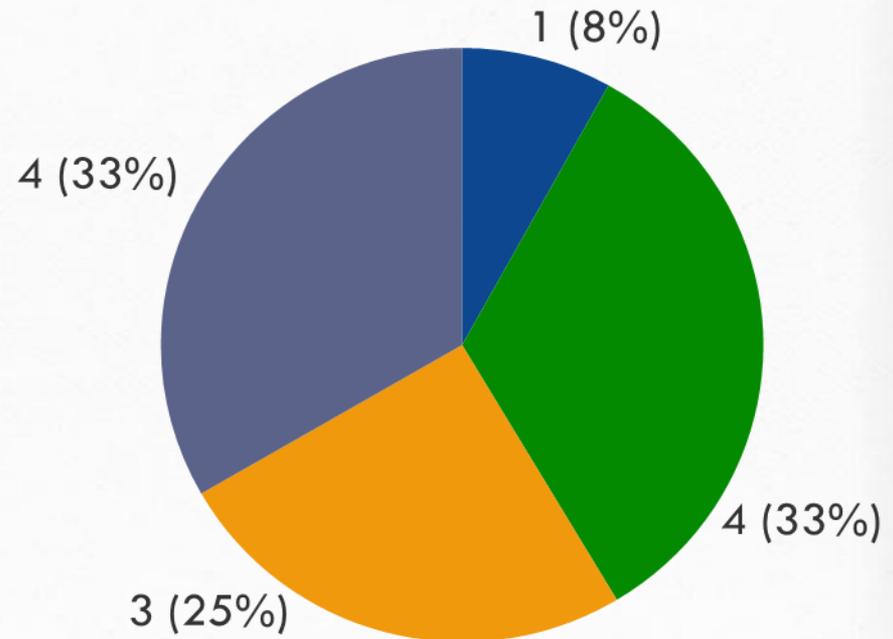


INSTITUTE TYPE

2011 Cohort
N=13



2013 Cohort
N=12



- Bureau of Indian Education
- Local Education Agency
- Public School
- Tribal Entity

Source: 2011 and 2013 NAM Grant Applications.



LANGUAGES OF INSTRUCTION

Languages Represented in 2011 and 2013 NAM Cohorts

Arikara	Mandan
Athabascan	Mescalero Apache
Cherokee	Navajo
Cree	Ojibwe
Cup'ik	Puyallup Salish
Dakota/Lakota	Sahaptin (Ichishkin)
French	Spanish
Hidatsa	Tiwa
HoChunk	Twulshootseed
Liupiaq	Yup'ik
Lingit	

Source: 2011 and 2013 NAM Grant Applications.



PRIORITY AREAS 2011 & 2013

Priority Areas	2011 Cohort (N=13)	2013 Cohort (N=12)
Postsecondary Success	11 (85%)	9 (75%)
Data-Based Decision Making	10 (77%)	12 (100%)
Native Language Instruction	6 (46%)	10 (83%)
Parent Involvement	9 (69%)	11 (92%)
Civic Learning and Engagement	0 (0%)	6 (50%)

Source: 2011 and 2013 NAM Grant Applications.



MEASURES OF PROGRESS

- **Measure 1.1:** The percentage of English learners served by the Native American and Alaska Native Children in School program who score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments.
- **Measure 1.2:** The percentage of English learners served by the Native American and Alaska Native Children in School program who are making progress *or* attained proficiency in English as measured by the State English language proficiency assessment.



FEEDBACK AND COMMENTS



ED DEPT'S SUPPLEMENTAL PRIORITIES

- Priority 1—Improving Early Learning and Development Outcomes
- Priority 2—Influencing the Development of Non-Cognitive Factors
- Proposed Priority 3—Promoting Personalized Learning
- Priority 4—Supporting High-Need Students
- Priority 5—Increasing Postsecondary Access, Affordability, and Completion
- Priority 6—Improving Job-Driven Training and Employment Outcome
- Priority 7—Promoting Science, Technology, Engineering, and Mathematics (STEM) Education



ED DEPT SUPPLEMENTAL

PRIORITIES

Priority 8—Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments

- Priority 9—Improving Teacher Effectiveness and Promoting Equitable Access to Effective Teachers
- Priority 10—Improving the Effectiveness of Principals
- Priority 11—Leveraging Technology To Support Instructional Practice and Professional Development
- Priority 12—Promoting Diversity
- Priority 13—Improving School Climate, Behavioral Supports, and Correctional Education
- Priority 14—Improving Parent, Family, and



2016 NAM GRANT COMPETITION

- **Approximately \$3mil must be awarded in FY2016 for cohort I**
- **Anticipated funding range of awards: \$300,000-400,000 per year for five years**
- **All grant programs are expected to strengthen evidence base for a learning agenda to expand knowledge and practice**
- **Focused priorities to be finalized**



TRIBAL IMPACT

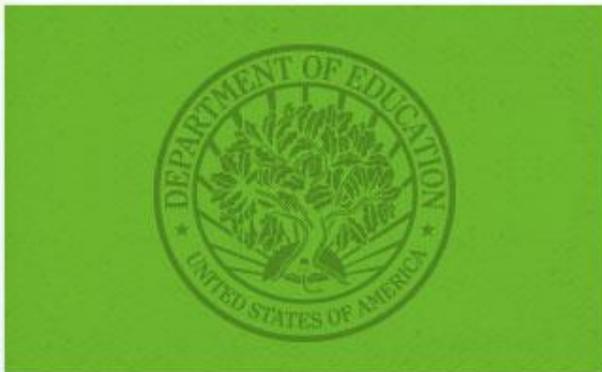
- **Opportunities**
 - Focused on supporting and strengthening educational outcomes for Native American children and youth
 - Increasing emphasis on identifying effective practices for broad dissemination
 - Develop and expand capacity to serve Native American children and youth.
- **Challenges**
 - Data collection and infrastructure support
 - Capacity development



QUESTIONS

- **What do you see as the areas of greatest need?**
- **What are school programs not addressing very well for Native American children?**
- **Please identify practices you believe are effective in teaching Native American and Alaska Native children?**





U.S. DEPARTMENT
OF EDUCATION

National Professional Development Program

Preparing Educators for English Learners



OELA announces the 2016 National Professional Development (NPD) program call for proposals. NPD funds eligible institutions of higher education in consortia with local educational agencies or state educational agencies to implement professional development activities that will improve instruction for English learners .

Professional development may include preservice or in-service activities for educators of ELs including teachers, administrators, paraprofessionals or others educators working with ELs.

Applications available at <http://www.grants.gov/search-grants.html?agencies%3DED%7CDepartment%20of%20Education>

Notice of Intent to Apply Due: 12/31/15

Transmittal of Applications Due: 2/19/16

Pre-application Webinars: <http://www2.ed.gov/programs/nfdp/applicant.html>

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