

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

2018 & 2021 Cohorts

March 2024



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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.¹ 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.² Native language preservation has been shown to confer cognitive, socio-emotional, and educational benefits to Native students.³

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 2018 and 2021 grantee cohorts of the NAM program.⁴ It uses self-reported information from grantees in the 2022 fiscal year (FY). The data presented capture 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, remote instruction, 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.

A summary of the 2021 grantee performance on GPRA measures in FY 2022 include the following:

- More than 400 preK–12 students made progress in learning a Native language.
- The percentage of students served who attained proficiency on the state-approved reading assessment was 12%.
- The percentage of students served who attained proficiency in English on the state-approved English proficiency exam was 15%.

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 and creating home literacy packets. Grantees also revised curriculum and instructional materials to promote the learning of Native languages.

¹ 25 U.S.C. 2903 (1)

² 25 U.S.C. 2903 (3)

³ 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.

⁴ Due to the nature of final year reporting activities, some 2018 grantees were unable to complete their FY 2022 reports in the KMS. Exhibits and notes in this report will indicate when 2018 grantee data is missing. These data will be included in next fiscal year's 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, 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 \$316,657 for the 2018 cohort, and \$314,416 for the 2021 cohort.

Table 1.1. Total Proposed Funding NAM 2018 and 2021

Cohort	Years completed	Total funding for all 5 years ⁵	Number of awards
2018 Cohort	5 of 5 years completed	\$11,051,490	7
2021 Cohort	2 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 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

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.

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

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 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 16 entities awarded a NAM grant in 2018 and 2021 can be found in the Appendix.

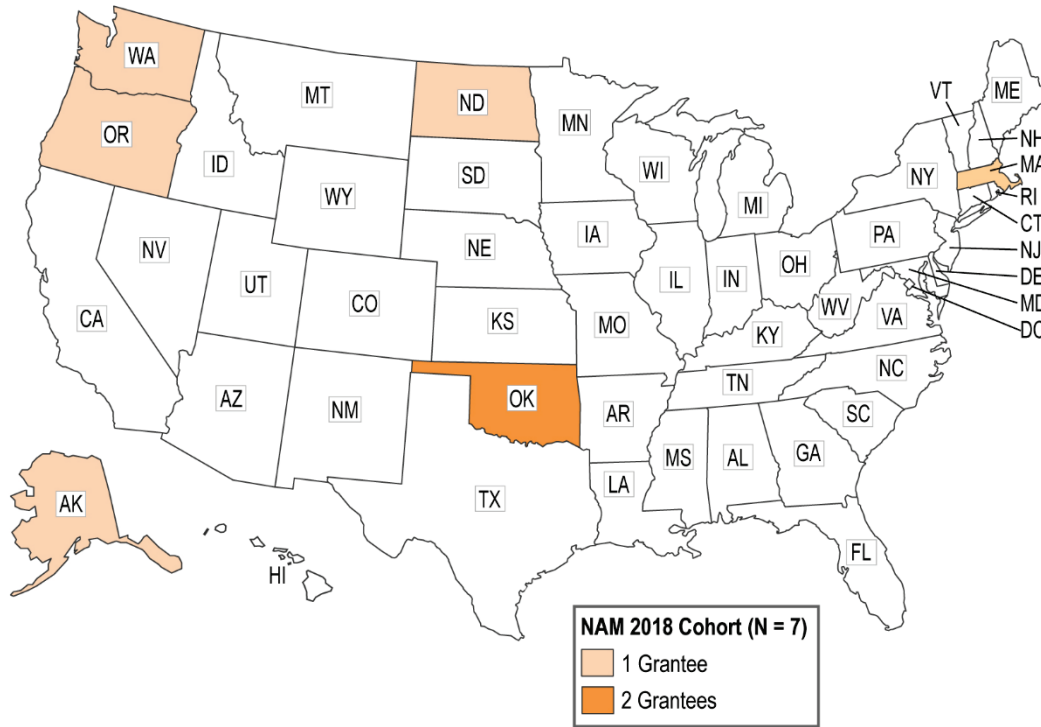
Grantees from the 2018 cohort formed partnerships with six organizations, including early childhood centers, public school districts, IHEs, and an immersion school. Ten Native languages utilized by participants working with the 2018 grantees, include Cherokee, Lakota/Dakota, Inupiaq, Ichishkiin, Numu, Kiksht, Tsalagi, Twulshootseed, Wôpanâak, and Yup'ik,

In FY 2022 the 2021 cohort 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

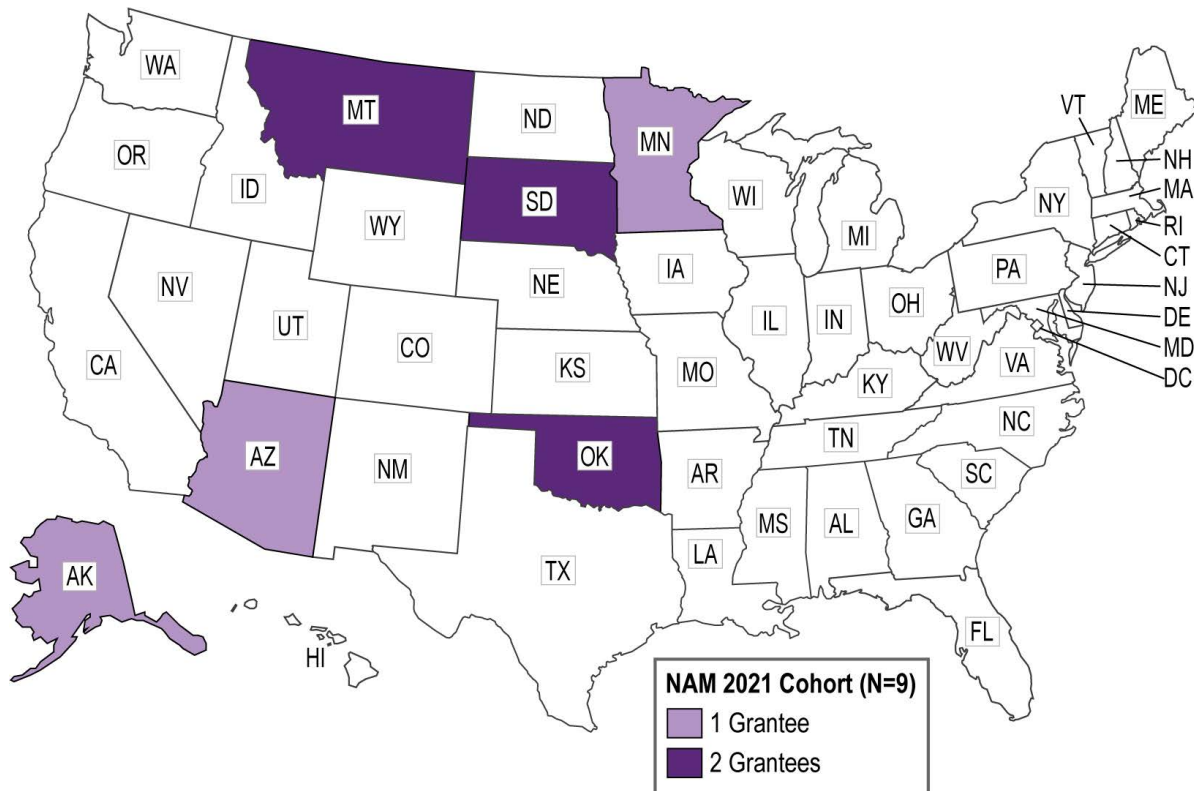
Out of the 50 states and the District of Columbia, entities in six states received NAM grants in 2018, as seen in Figure 2.1. One state received two or more NAM grants, five states received only one grant, and 44 states and the District of Columbia did not receive a NAM grant.

Figure 2.1. NAM Grant Locations: 2018 Cohort



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

Figure 2.2. 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 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 two competitions and are summarized in the box below.

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

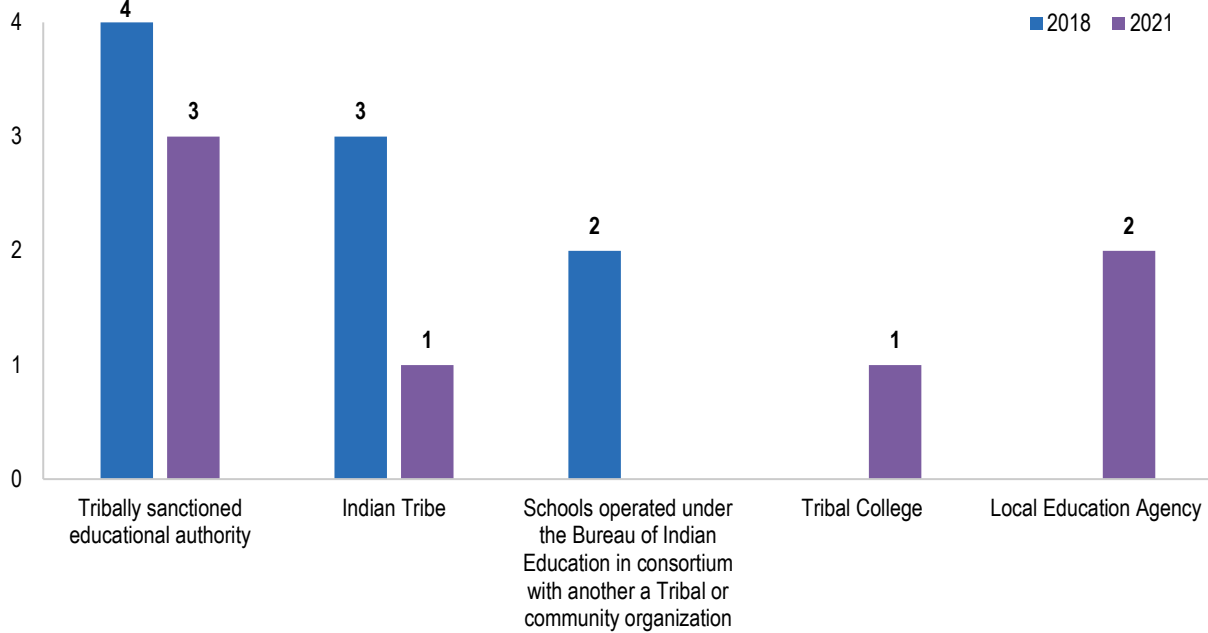
- **Absolute Priority:** Supporting the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of the children served under such a project
- **Invitational Priority 1:** Promoting literacy by providing families with evidence-based (as defined 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).

All seven grantees of the 2018 cohort responded to the invitational priority of promoting family-based literacy. 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

All seven grantees from the 2018 cohorts received funds and completed the fifth and final year of their projects in school year (SY) 2022–23. Nine 2021 grantees began the first year of their grant. The entities receiving NAM grants in 2018 and 2021 were Native tribes, nonprofit organizations, and public school districts. Figure 2.3 describes the distribution of these entities receiving NAM grants. In the 2018 cohort, three grantees are tribally sanctioned educational authorities and two are LEAs. Grantees from 2018 and 2021 are also affiliated with Indian tribes. 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.

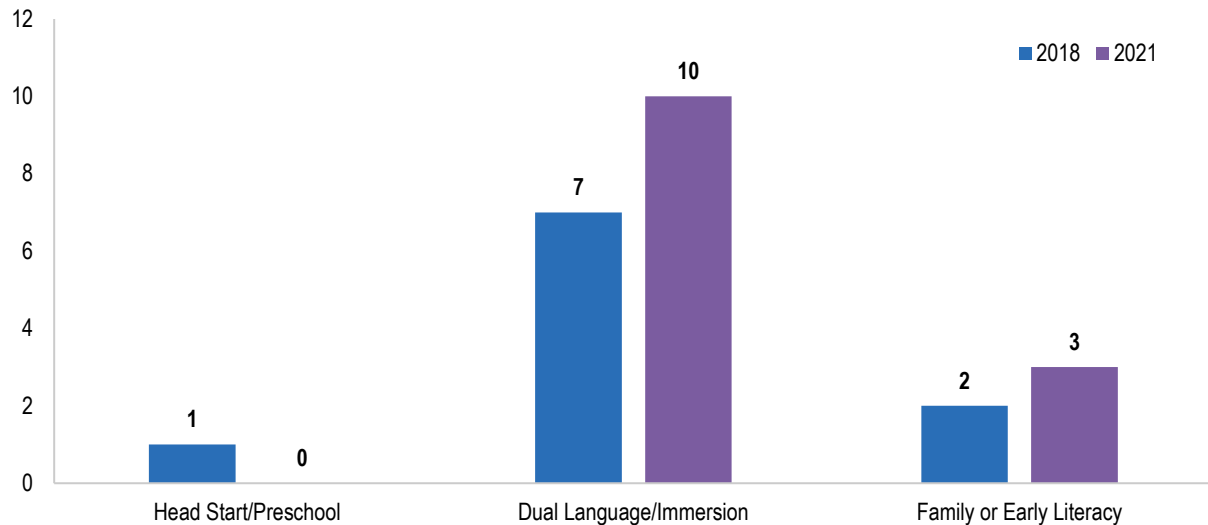
Figure 2.3. Entities Receiving NAM Grants



School Program Types

Figure 2.4 illustrates the school program types served by the NAM grantees. All of the 2021 grantees and most of the 2018 grantees served teachers and students in dual language programs. Early or family literacy education was also an area of focus for grantees, with three out of nine 2021 grantees and two out of seven 2018 grantees working in these settings, respectively. One 2018 grantee focused their work in a Head Start Program.

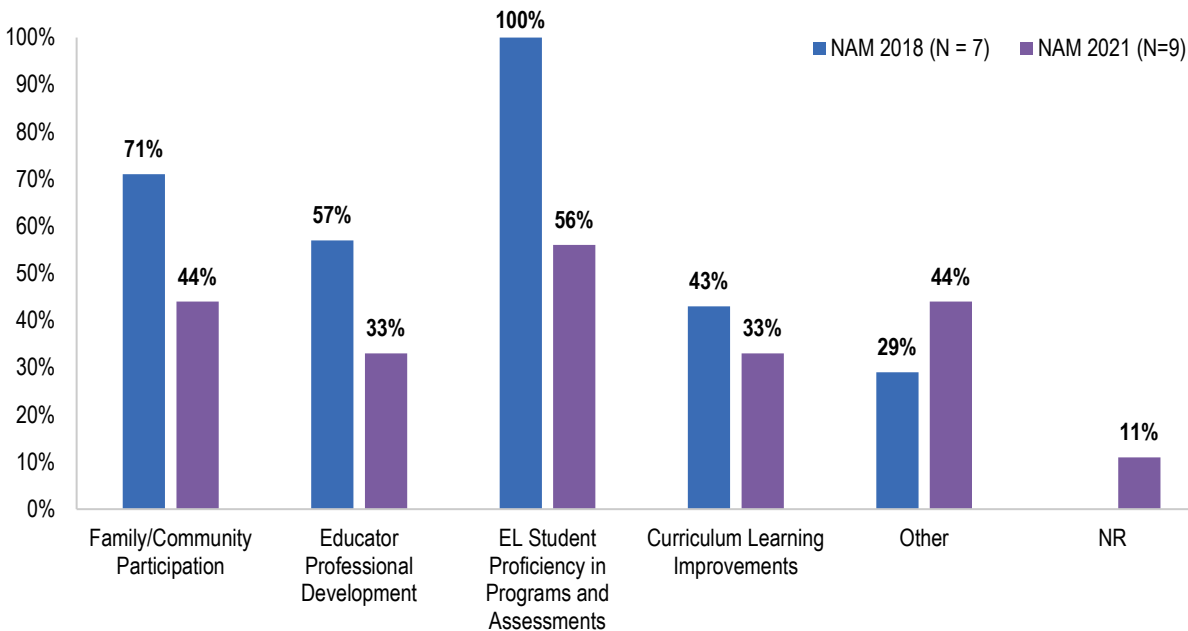
Figure 2.4 Number of School Program Types



Project Features

Some NAM projects implemented unique activities or features to support the project goals. Figure 2.5 illustrates the various project features reported by the 2018 and 2021 grantees. The most widely reported features include increasing English proficiency among learners, promoting parent and community involvement, providing teacher/staff professional development, and implementing curriculum development programs. Other project features include creating Native language assessments, mobile apps, and focusing on STEM instruction.

Figure 2.5. Project Features of the NAM Grantees: 2018 and 2021 Cohorts



NR=Not reported

3. Outcomes

This section presents the GPRA measures outcomes and project measures outcomes for the grants awarded under the 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 outcomes and other information (e.g., financial expenditures). This report focuses on data collected the second year of the 2021 cohort as most of the 2018 grantees were still completing their final report at the time of this report drafting.⁶

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 that the GPRA measure does not apply to a particular year of the grant or that student scores have not yet been provided.

⁶ The fifth year GPRA data for the 2018 grantees will be included in the FY 2023 NAM discretionary grant report.

GPRAs Outcomes

As required by the APR, grantees must submit both numerical responses for the GPRAs measures and short narratives to describe (a) the strategies used to meet the GPRAs targets and (b) the extent to which the program met the GPRAs targets.

Table 3.1 summarizes aggregated GPRAs outcomes reported by the ten grantees in the 2021 cohort. Some grantees reported exceeding GPRAs targets but did not provide reasoning in the notes. The 2021 grantees made the most progress on GPRAs target measuring number of students making progress in learning a Native language (143%).

For some grantees, their state’s testing protocol impacted their ability to collect timely assessment data on reading and English language proficiency. Accordingly, most 2021 grantees did not meet their GPRAs targets for measures 1(15%) and 2 (12%) in FY 2022.

Table 3.1. Summary of Aggregated GPRAs Outcomes Reported by 2021 NAM Cohort⁷

	GPRAs Measures	Percentage	Basis of Calculations
1	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	15%	Of the 9 grantees that could report, 27 of the targeted 184 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	12%	Of the 9 grantees that could report, 23 of the targeted 197 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	143%	Of the 9 grantees that could report, 420 of 301 students made progress in learning a Native language.

Progress on Program Goals

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

Table 3.2 showcases the 2021 NAM project-specific measures that grantees worked toward.⁸ 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 six 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; and developing curriculum and instructional materials.

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

⁸ 2018 grantees activities will be included in next year’s discretionary report and 2021 grantees reported on activities from the second year of their grant.

During the second 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 and through the provision of literacy packets and books in both English and the Native language (see Table 3.2).

Table 3.2. 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 expanding enrollment to second graders and increasing enrollment in all grades.
Academic Achievement/School Readiness	3	Grantees reported students exceeding literacy and language proficiency goals on standardized assessments and increasing science proficiency on assessments.
Native Language Assessment and Achievement	4	Grantees reported 100% of students making progress in Native language and accessing science content in the Native language.
Family/Community Connections	5	Grantees conducted literacy trainings and sent literacy packets and books home to families in both English and Native language.
Teacher Professional Development	5	Teachers received professional development and coaching in English and Native language.
Curriculum/Materials Development	3	Grantees developed leveled books in the Native language and revised language and literacy curriculum.

Challenges Meeting Program Goals

Only one of the 2021 grantees reported challenges in meeting goals, noting they experienced delays in project implementation due to challenges with contracted services and organizational financial processes.

Summary

For the cohort that could report, NAM 2021 grantees made progress toward GPRA measures and project-specific measures. Specifically, NAM 2021 grantees 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 attained proficiency in English.

Appendix

Table A.1. 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.2. 2021 Cohort NAM Grantees

Grantee Number	Institution	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	Naasneę'nijij' Niha'áłchíní 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	Uŋglóayapi Kte! We Will Carry It On! — Lakota Language Revitalization
T365C210028	The Cherokee Nation	Immersion Charter School