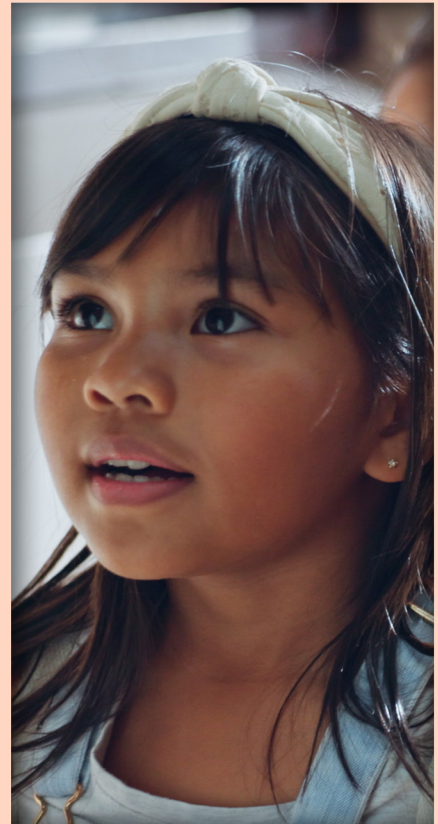


# Native American and Alaska Native Children in School (NAM) Program

2021 and 2023 Cohorts  
*January 2026*



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**Native American and Alaska Native Children  
in School (NAM) Program  
2021 and 2023 Cohorts**

January 2026

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

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### **U.S. Department of Education**

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*Secretary*

### **Office of English Language Acquisition**

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*Acting Assistant Deputy Secretary and Director*

### **January 2026**

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## Key Terms

- ***Elementary and Secondary Education Act of 1965 (ESEA)***: The national education law that seeks to provide all students opportunities to receive a fair and high-quality education and to close educational achievement gaps
- ***Every Student Succeeds Act (ESSA)***: Signed into law in December 2015, this act reauthorizes the *ESEA*.
- ***The Government Performance Results Act of 1993 (GPRA)***: Under the *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 2021 and 2023 grantee cohorts of the NAM program. It uses self-reported information from grantees in the 2023 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 and 2023 grantee performance on *GPRA* measures in FY 2023 includes the following:

- More than 1,100 preK–12 students made progress in learning a Native language.
- The percentage of students who attained proficiency on the state-approved reading assessment was 110 percent for the 2021 cohort and 96 percent for the 2023 cohort.<sup>4</sup>
- The percentage of students who attained proficiency in English on the state-approved English proficiency exam was 74 percent for the 2021 cohort and 49 percent for the 2023 cohort.

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 provided mobile apps, technology tools, language tutors, and created 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> When percentages exceed 100 percent, it indicates the grantees were able to recruit or enroll more students into the program than their original five-year targets.

## 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 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 so they can meet challenging state academic content and achievement standards. 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. In addition, 2021 grantees could also respond to a remote learning invitational priority and 2023 grantees could respond to a strengthening cross-agency coordination and community engagement 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 2023 were \$316,652 for the 2021 cohort and \$317,985 for the 2023 cohort.

**Table 1.1. Total Proposed Funding for NAM 2021 and 2023 Cohorts**

Cohort	Years completed	Total funding for all 5 years <sup>5</sup>	Number of awards
2021 Cohort	3 of 5 years completed	\$14,380,572	9
2023 Cohort	1 of 5 years completed	\$9,574,099	6

## ***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 2021 and 2023 grantees. All institutions receiving federal funds under the NAM program must report on their progress toward meeting these performance measures.

### **GPRA for 2021 and 2023 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 Cohorts**

### **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.

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<sup>5</sup> Total proposed funding for the NAM cohorts can be found here: <https://ncela.ed.gov/resources/report-2021-nam-grantees>

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 *GPR*A 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.

## Characteristics of Grantees

A complete list of the 15 entities awarded a NAM grant in 2021 and 2023 can be found in the Appendix.

In FY 2023, the 2021 cohort worked in partnership with 14 different organizations, including the 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).

Grantees from the 2023 cohort formed partnerships with three organizations which include a charter school, immersion school, and a foundation. Grantees from the 2023 cohort reported using the Ute and Cherokee languages.

### Data Sources

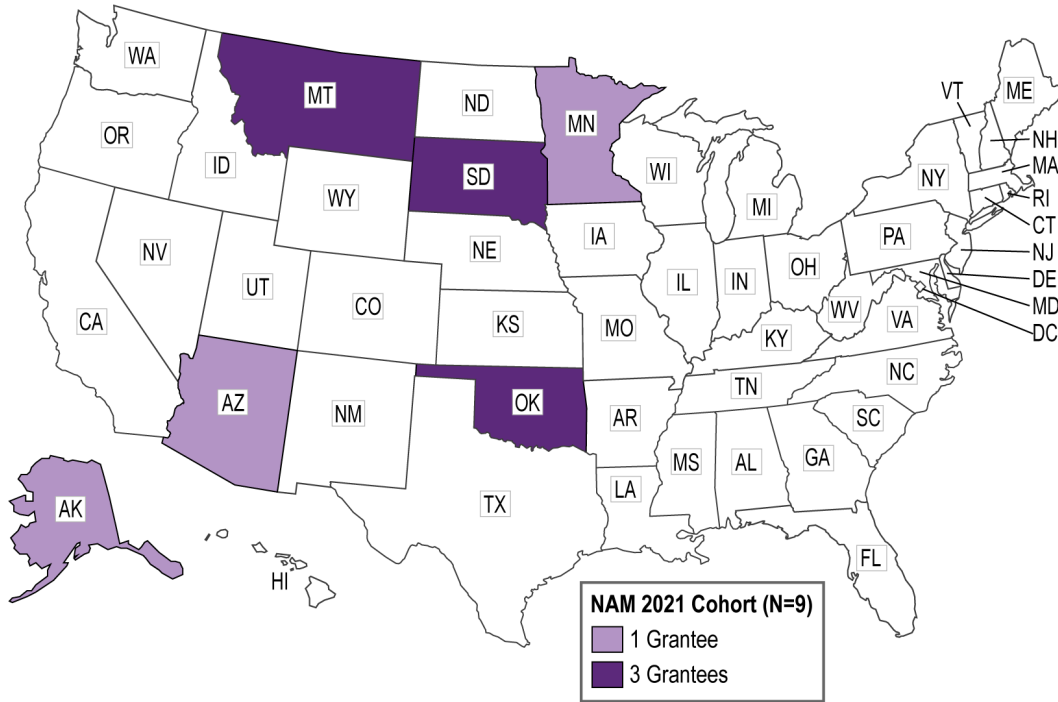
Data for the development of this report were collected from two primary sources:

- **Knowledge Management System (KMS) Data:** The KMS provides program- and grant-specific information. On this online platform, grantees report on project measures for individual grant activities and outcomes for the entire grant. Grantees also report (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 *GPR*A measures for the 2021 and 2023 cohorts, developed by the Department. All NAM grantees report their progress toward meeting these performance measures each year.**

## Grantee Locations

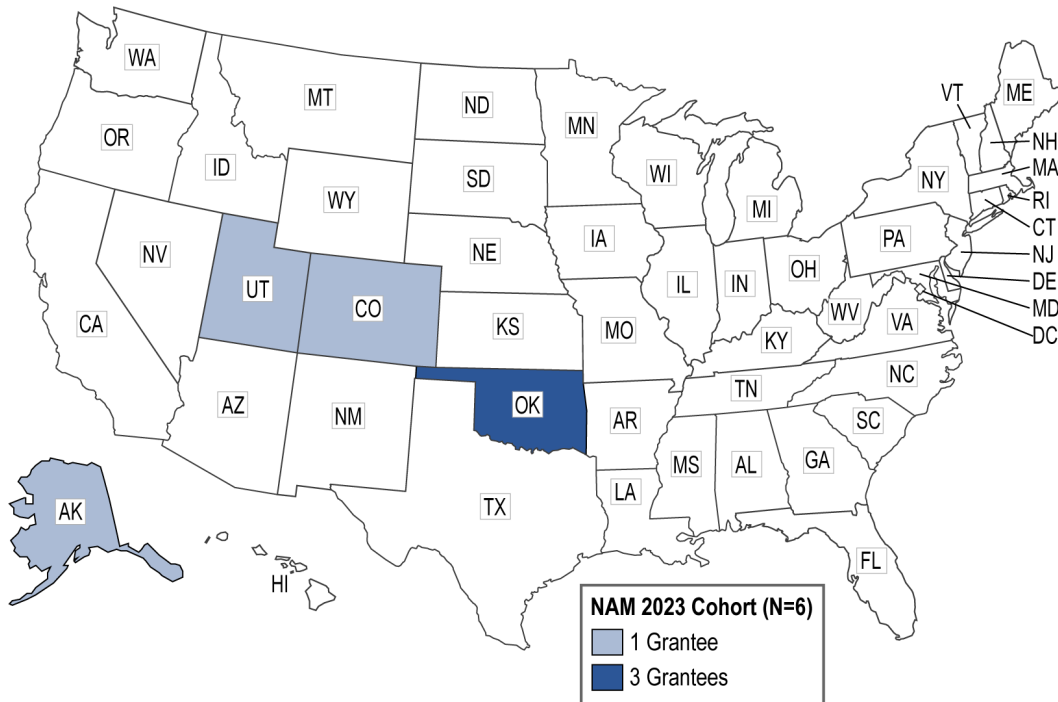
For the 2021 grantees, three states received two or more grants and three states received one grant. Forty-four states and the District of Columbia did not receive a NAM grant.

**Figure 2.1. NAM Grant Locations: 2021 Cohort**



For the 2023 grantees, Oklahoma received three grants and two states received one. Forty-seven states and the District of Columbia did not receive a NAM grant.

**Figure 2.2. NAM Grant Locations: 2023 Cohort**



## Grant Priorities

The NAM grant 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 2021 and 2023, 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 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; and/or (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 NAM 2023 Grant Competition Priorities**

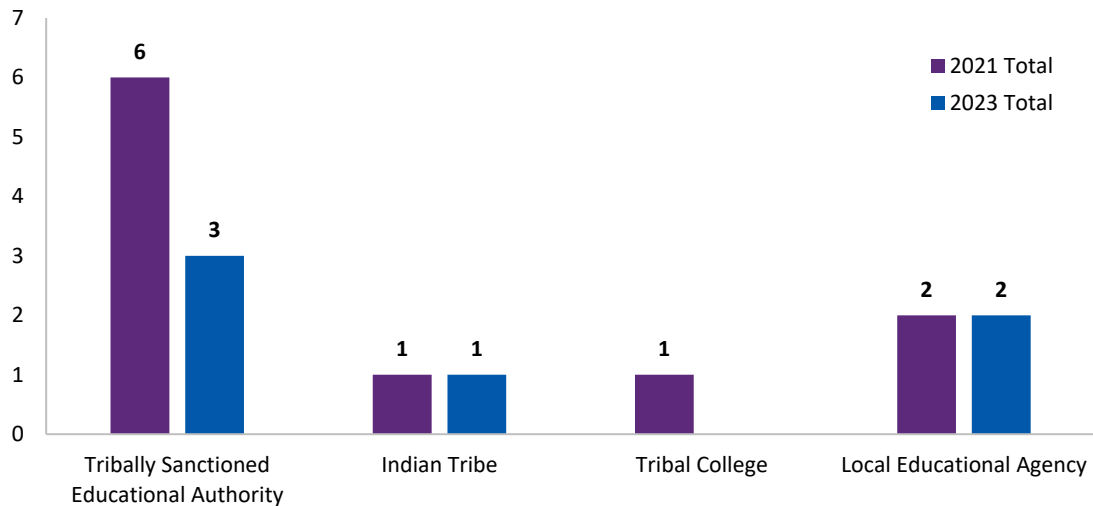
- **Absolute Priority:** Supporting the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of the children served under such a project.
- **Competitive Priority:** Promoting equity in student access to educational resources, opportunities, and welcoming environments
- **Invitational Priority:** Strengthening cross-agency coordination and community engagement to advance Native American languages while increasing English language proficiency

One of the 2021 grantees responded to invitational priority 1 to promote literacy by providing families with evidence-based strategies of promoting literacy, and two grantees responded to invitational priority 2 that addresses remote learning. None of the grantees of the 2023 cohort responded to the competitive or invitational priorities.

## Grant Entity Types

All fifteen grantees from the 2021 and 2023 cohorts received funds and completed the third and first year of their projects in school year (SY) 2023–24, respectively. The entities receiving NAM grants in 2021 and 2023 were Native tribes, colleges, nonprofit organizations, and public school districts. Figure 2.3 describes the distribution of these entities receiving NAM grants. In the 2021 cohort, six grantees were affiliated with tribally sanctioned educational authorities, two grantees were from LEAs, and one grantee was from a tribal college. Three grantees from 2023 were from tribally sanctioned educational authorities, two were from LEAs, and one grantee was from a tribal college.

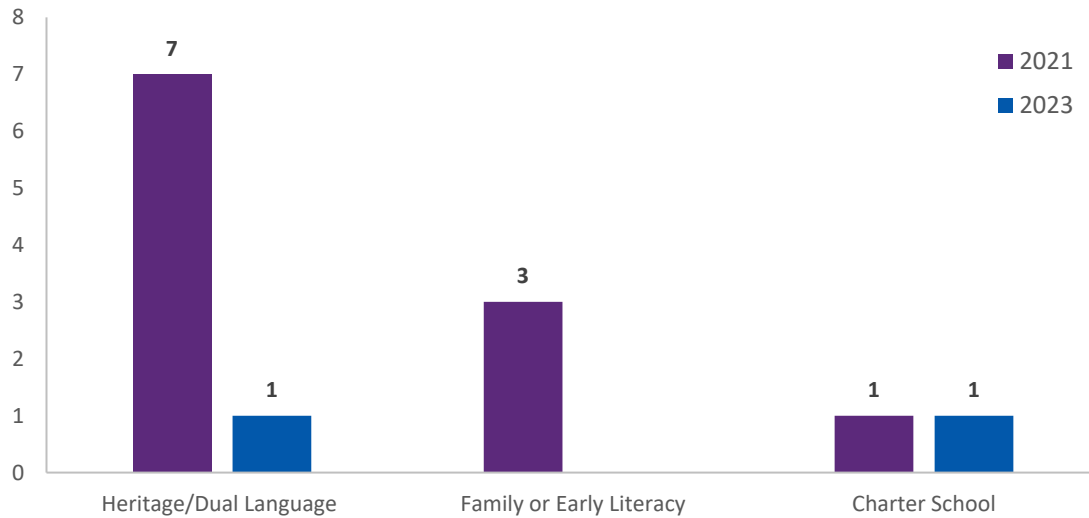
Figure 2.3. Entities Receiving NAM Grants



## School Program Types

Figure 2.4 illustrates the school program types served by the NAM grantees. Seven of the 2021 grantees and one of the 2023 grantees served teachers and students in dual or heritage language programs. Early or family literacy education was also an area of focus for three of nine 2021 grantees. One grantee each in 2021 and 2023 indicated their projects served charter schools.

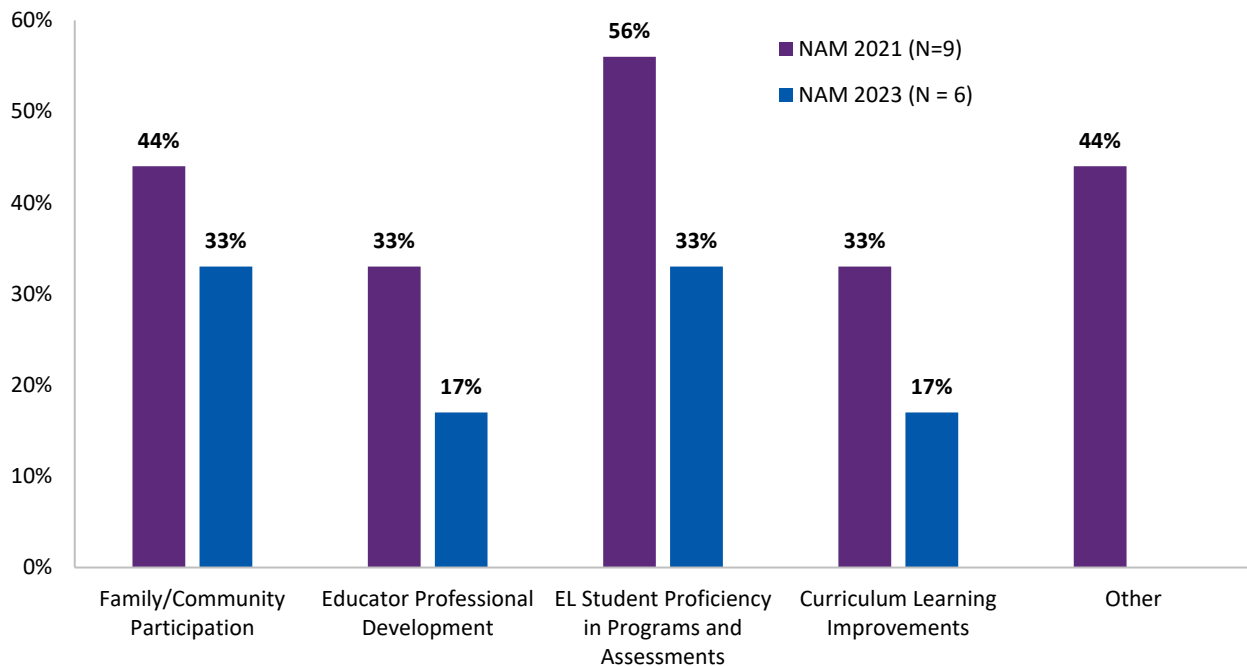
**Figure 2.4. Number of School Program Types**



## 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 2021 and 2023 grantees. The most widely reported features include increasing English proficiency among learners for the 2021 cohort. For the 2023 cohort, there was a tie between increasing English proficiency and family communication/participation. Other project features include creating Native language assessments, mobile apps, and focusing on STEM instruction.

**Figure 2.5. Project Features of the NAM Grantees: 2021 and 2023 Cohorts**



### 3. Outcomes

This section presents the *GPR*A measures outcomes and project-specific measures outcomes for the grants awarded under the 2021 and 2023 competitions. Using the KMS online reporting system, the grantees submitted quarterly reports in FY 2023. The data reported included *GPR*A targets and outcomes and other information (e.g., financial expenditures).

The following sections provide detailed information regarding how each *GPR*A 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 *GPR*A measure does not apply to a particular year of the grant or that student scores have not yet been provided.

#### *GPR*A Outcomes

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

Table 3.1 summarizes aggregated *GPR*A outcomes reported by the nine grantees in the 2021 cohort. Most 2021 grantees met their *GPR*A targets with many exceeding them. Those grantees who exceeded targets did not provide reasoning in the notes. The 2021 grantees made the most progress on the *GPR*A target measuring number of students making progress in learning a Native language (174 percent). Measure 2, the percentage of ELs served by the program who are attaining proficiency in English, had the lowest attainment among grantees at 74 percent in FY 2023.

**Table 3.1. Summary of Aggregated *GPR*A Outcomes Reported by 2021 NAM Cohort<sup>6</sup>**

	<i>GPR</i> A 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	110%	Of the 9 grantees, 103 of the targeted 94 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	74%	Of the 9 grantees, 76 of the targeted 103 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	174%	Of the 9 grantees, 414 of 238 students made progress in learning a Native language.

Table 3.2 summarizes aggregated *GPR*A outcomes reported by the six grantees in the 2023 cohort. Some grantees reported exceeding *GPR*A targets but did not provide reasoning in the

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<sup>6</sup> Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department’s discretionary grants

notes. The 2023 grantees made the most progress on the *GPRA* target measuring number of students making progress in learning a Native language (97 percent).

Fewer than half of the 2023 grantees met their *GPRA* targets for measure 2 (49 percent) in FY 2023.

**Table 3.2. Summary of Aggregated *GPRA* Outcomes Reported by 2023 NAM Cohort<sup>7</sup>**

	<i>GPRA</i> Measures	Percentage	Basis of Calculations
<b>1</b>	The number and percentage of ELs served by the program who score proficient or above on the state reading assessment	96%	Of the 6 grantees, 226 of the targeted 235 ELs scored proficient.
<b>2</b>	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	49%	Of the 6 grantees, 77 of the targeted 157 ELs scored proficient.
<b>3</b>	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	97%	Of the 6 grantees, 729 of 750 students made progress in learning a Native language.

## Progress on Program Goals

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

Tables 3.3 and 3.4 showcase the NAM project-specific measures that the 2021 and 2023 grantees worked toward. 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 periods. This qualitative analysis yielded seven 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; teacher professional development, developing curriculum and instructional materials; and promoting Native culture.

During the third year of their grant, the 2021 cohort reported enrolling students in 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 activity kits in both English and the Native language (see Table 3.3).

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

**Table 3.3. 2021 NAM Cohort-Reported Progress on Grantee Program Goals (N = 9)**

Program Goals	Number of Grantees	Sample and Summary of Activities
<b>Enrollment/Attendance</b>	5	Grantees expanded enrollment due to an innovative immersion model and increased enrollment in all grades.
<b>Academic Achievement/School Readiness</b>	4	Grantees reported students meeting proficiency targets on standardized assessments and decreasing the risk of reading failure by 9% over the previous school year.
<b>Native Language Assessment and Achievement</b>	2	Grantees reported 100% of students making progress in Native languages, including in the domains of reading and writing.
<b>Family/Community Connections</b>	7	Grantees provided technology tools for students to bring home, conducted literacy trainings in both English and Native languages, and hosted community engagement events to preserve heritage languages.
<b>Teacher Professional Development</b>	5	Grantees increased teacher participation in professional development events, attended national bilingual conferences, and hired coaches and teachers.
<b>Curriculum/Materials Development</b>	5	Grantees developed leveled books in the Native language, created live-action videos, and wrote trade books in English and the Native language.
<b>Culture</b>	2	Cultural events sponsored by grantees included moccasin-making and cultural dress. Grantees reported that these events promoted a strong sense of belonging among families and their students.

During the first year of their grant, the 2023 cohort reported enrolling students in after-school programs, as well as summer camps. Grantees also offered tutoring and literacy events for both families and the larger community and facilitated professional learning in the Native language (see Table 3.4).

**Table 3.4. 2023 NAM Cohort-Reported Progress on Grantee Program Goals (N = 6)**

Program Goals	Number of Grantees	Sample and Summary of Activities
<b>Enrollment/Attendance</b>	2	Grantees enrolled students in after-school programs and summer camps.
<b>Academic Achievement/School Readiness</b>	2	Grantees reported providing students with access to different types of tutoring and after-school STEM classes.
<b>Native Language Assessment and Achievement</b>	1	Grantees reported promoting oral language development in the Native language through a variety of methods at school.
<b>Family/Community Connections</b>	4	Grantees conducted literacy trainings in both English and Native languages and facilitated lending libraries.

Program Goals	Number of Grantees	Sample and Summary of Activities
Teacher Professional Development	2	Advisory committees to advise staff were formed, and grantees helped facilitate observations at other schools teaching the Native language.
Curriculum/Materials Development	5	Grantees worked with colleges to create curriculum and other materials in the Native language.
Culture	1	Culturally appropriate books were sent home to families. Events sponsored by grantees included moccasin-making and cultural dress.

## Challenges Meeting Program Goals

One challenge the 2021 grantees reported included pivoting to an online assessment platform to assess Native language proficiency and reading ability. As it was their first year, some 2023 grantees were not able to collect achievement data from the students. However, grantees report developing plans to mitigate such challenges in year two of their grant.

## Summary

Both NAM 2021 and 2023 grantees made substantial progress toward *GPR*A measures and project-specific measures. Specifically, both NAM 2021 and 2023 grantees made the most progress on the *GPR*A measure regarding student attainment of Native language proficiency. Similarly, both 2021 and 2023 grantees made the least progress in the number of students who attained proficiency in English during SY 2023–2024.

## Appendix

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

Grantee Number	Institution	Project Title
T365C210012	Big Horn County 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'njiił' 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	Siçanǵu Community Development Corporation	Uᅅglóayapi Kte! We Will Carry It On! — Lakota Language Revitalization
T365C210028	The Cherokee Nation	Immersion Charter School

**Table A.2. 2023 Cohort NAM Grantees**

Grantee Number	Institution	Project Title
T365C230003	Osage County Interlocal Cooperative	Project KANZA (The Kaw People)
T365C230011	Ute Mountain Ute Tribe	Ute Mountain Ute Tribe Nuchiu Rising 2023
T365C230007	Box Elder School District 13	Box Elder School Culture and Language Literacy Program
T365C230005	Cook Inlet Tribal Council, Inc	Cultural Connections Continuation
T365C230002	Stilwell Public School District	Cherokee Pride II
T365C230001	Cherokee Nation Education Corporation	Increasing English Proficiency of Sequoyah Students Project