



**NATIVE AMERICAN AND
ALASKA NATIVE CHILDREN IN
SCHOOL PROGRAM (NAM)
GRANTEE CHARACTERISTICS**

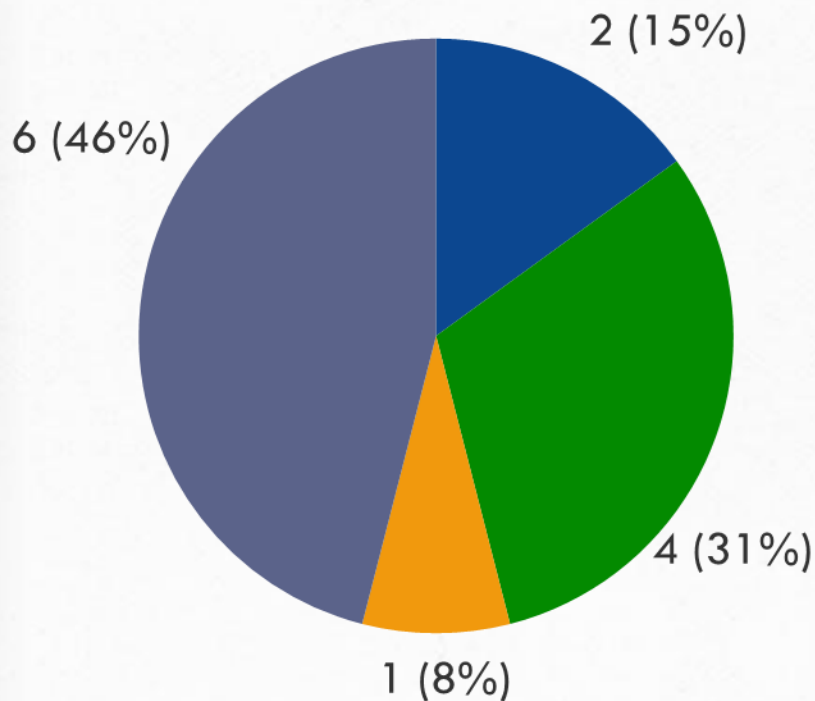
OVERVIEW OF NAM GRANTEES

- Currently there are 25 NAM grantees: 13 grantees in the 2011 cohort and 12 in the 2013 cohort.
- The plurality of 2011 grantees are tribal schools. In 2012, there are an equal number of LEA and tribal schools.
- Most NAM grantees serve a range of grades from early childhood through grade 12.
- In 2011, “postsecondary success” was the most common priority area. In 2013, “data-based decision making” and “parent involvement” were the most common priority areas in the cohort. Seventeen have programs in early learning.
- There are 23 Native American languages represented by NAM grantees.

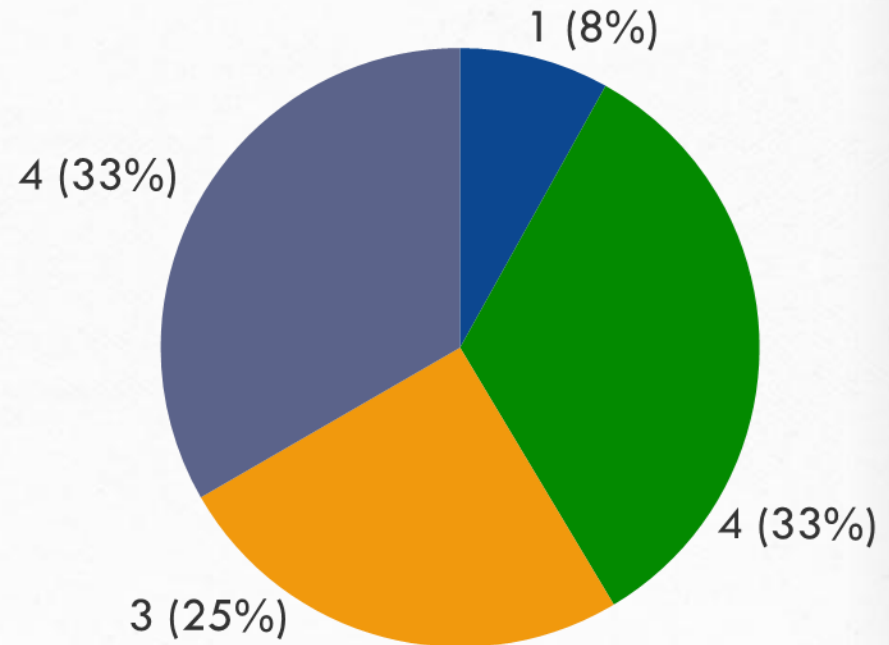


GRANTEE TYPE

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.



PRIORITY AREAS

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.



LANGUAGES OF INSTRUCTION

Languages Represented in 2011 and 2013 NAM Cohorts

Arikara	Mandan
Athabaskan	Mescalero Apache
Cherokee	Navajo (Dine)
Cree	Ojibwe
Cup'ik	Puyallup Salish
Dakota/Lakota	Sahaptin (Ichishkin)
French and Spanish	Salish
Hidatsa	Tiwa
HoChunk	Twulshootseed
Inupiaq	Yup'ik
Tlingit	Anishinaube (Ottawa)

Source: 2011 and 2013 NAM Grant Applications.

