

National Professional Development (NPD) Program 2016, 2017, and 2021 Cohorts

March 2024



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Contents

Tables	ii
Figures.....	iii
Key Terms.....	iv
Executive Summary	1
1. Introduction.....	3
Government Performance and Results Act	4
2. Overview of the Grantee Cohort	5
Data Sources and Methodology	5
Characteristics of Grantees.....	6
Grantee Locations.....	8
Grant Priorities	10
Project Features	12
3. Outcomes	13
GPRA Outcomes	13
NPD 2016 Cohort GPRA Measures	13
NPD 2017 Cohort GPRA Measures	14
NPD 2021 Cohort GPRA Measures	15
Progress on Program Goals	16
Challenges Meeting Program Goals.....	20
Summary	20
Appendix.....	22

Tables

Table 1.1. Total Proposed Funding NPD 2016, 2017, and 2021	4
Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2016 NPD Cohort	14
Table 3.2. Summary of Aggregated GPRA Outcomes Reported by 2017 NPD Cohort	15
Table 3.3. Summary of Aggregated GPRA Outcomes Reported by 2021 NPD Cohort	15
Table 3.4. 2016 NPD Cohort-Reported Progress on Grantee Program Goals (N = 25)	17
Table 3.5. 2017 NPD Cohort-Reported Progress on Grantee Program Goals (N = 21)	18
Table 3.6. 2021 NPD Cohort-Reported Progress on Grantee Program Goals (N = 25)	19
Table A.1 2016 Cohort NPD Grantees	22
Table A.2. 2017 Cohort NPD Grantees	24
Table A.3. 2021 Cohort NPD Grantees	26

Figures

Figure 2.1. Number of Grantees	6
Figure 2.2. Minority-Serving Institution Designations of NPD Grantees	7
Figure 2.3. Participants Served by NPD Projects	7
Figure 2.4. NPD Grant Locations: 2016 Cohort.....	8
Figure 2.5. NPD Grant Locations:h 2017 Cohort	9
Figure 2.6. NPD Grant Locations: 2021 Cohort	9
Figure 2.7. NPD 2016, 2017, and 2021 Grant Competition Priorities.....	11
Figure 2.8. NPD Grantee-Reported Project Priority Areas.....	12
Figure 2.9. Project Features of the NPD Grantees: 2016, 2017, and 2021 Cohorts	12

Key Terms

- **Characteristics Spreadsheet:** The characteristics spreadsheet collects key information about the grant project for grantees prior to 2021, 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. Grantees after 2021 enter this information into the Knowledge Management System (see below)
- **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*.
- **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.
- **National Professional Development (NPD) Program:** Provides grants for eligible entities to implement professional development activities intended to improve instruction for English learners (ELs) and assists education personnel working with ELs to meet high professional standards. Professional development activities may include both preservice and in-service activities.
- **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

Educator effectiveness has been shown to be the most important in-school factor affecting student achievement and outcomes beyond test scores.¹ However, data suggest that many teachers arrive in the classroom unprepared to meet the needs of English learners (ELs).² Given the lingering impact that the COVID-19 pandemic has had on exacerbating existing inequities facing ELs across the country,³ ensuring teacher preparedness and effectiveness continues to be a priority of the U.S. Department of Education (the Department).⁴ Accordingly, the National Professional Development (NPD) Grant Program provides funding over a five-year period to institutions of higher education (IHEs) and/or public or private entities with relevant experience and capacity to support professional development activities that are designed to improve classroom instruction for ELs and assist educational personnel working with such children to meet high professional standards. This program is administered by the Department's Office of English Language Acquisition (OELA).

This document highlights and presents information about the 2016, 2017, and 2021 grantee cohorts of the NPD Program for 142 grantees in the 2021–22 project year.⁵ The data represented capture the grantees' program performance results based on three Government Performance and Results Act (GPRA) measures for the 2016, 2017, and 2021 cohorts. In addition to the required focus on providing professional development to improve instruction for ELs, the NPD program identified priority areas for funded projects that included improving parent, family, and community engagement, supporting EL educator workforce in early childhood education, using data to improve literacy instruction, and implementing dual-language approaches. The report also presents descriptions and graphs illustrating grantee program types, project features, and reported program outcomes, progress, and challenges.

Grantees reported on progress related to their program's performance goals as outlined in the GPRA measures:

- Over 4,000 in-service teachers participated in programs on average, exceeding grantees' participation targets for in-service teachers.
- In addition, 755 preservice teachers were served in teacher preparation programs administered by the cohorts, with 2016 and 2017 grantees exceeding targets and 87% of the 2021 grantees meeting their participation and recruitment targets.

¹ Blazar, D., & Kraft, M. (2017). Teaching and teacher effects on student attitudes and behaviors. *Educational Evaluation and Policy Analysis*. 39(1), 146-170.

² Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. National Clearinghouse for English Language Acquisition.

³ U.S. Department of Education, Office of Special Education and Rehabilitative Services (2021). *Supporting child and student social, emotional, behavioral, and mental health needs*.
<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

⁴ U.S. Department of Education (July 2023). *Raise the bar policy brief: Eliminating educator shortages through increased compensation, high-quality and affordable teacher preparation and teacher leadership*.
<https://www.ed.gov/raisethebar/eliminating-educator-shortages-compensation-preparation-leadership>

⁵ Combined total of grantees from 2016, 2017, and 2021 cohorts. 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. Due to the nature of final year reporting activities, some 2017 grantees were unable to complete their fiscal year 2022 reports in the KMS. Exhibits and notes in this report will indicate when some 2017 grantee data is missing.

- Close to 2,000 educators either completed or were making progress toward obtaining a certificate, endorsement, or license in teaching ELs, with 2016 and 2021 grantees exceeding their targets.

In addition to reporting on GPRA-related activities, NPD grantees reported on a variety of project-specific measures. Grantees provided teacher/staff professional development, promoted parent and community involvement, developed coursework to better prepare pre- and in-service teachers to work with ELs, and worked toward improving academic outcomes for ELs.

1. Introduction

The National Professional Development (NPD) Grant Program is administered by the U.S. Department of Education's Office of English Language Acquisition (OELA). The NPD Grant Program supports professional development activities that are designed to improve classroom instruction for English learners (ELs) and assist educational personnel working with such children to meet high professional standards. These standards include certification and licensure for teachers who work in language instruction educational programs or who serve ELs. Entities eligible to apply for NPD grants are institutions of higher education (IHEs) or public or private entities with relevant experience and capacity, in consortia with local educational agencies (LEAs) or state educational agencies (SEAs).

Grants awarded under this program may be used for one or more of the following activities: (1) preservice professional development programs that will assist schools and IHEs to upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially educational paraprofessionals; (2) the development of program curricula appropriate to the needs of the consortia participants involved; and (3) financial assistance to pay for tuition, fees, and books for enrolling in courses required to complete the degree involved or to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve ELs. IHEs may design program activities that focus on the following:

- High-quality professional development (PD) for content teachers and administrators
- Induction programs for new teachers
- Development for higher education faculty
- Career ladder programs for paraprofessionals
- Certification-oriented coursework for English language development (ELD) specialists
- PD for other educational personnel, such as administrators, school counselors, and school psychologists

All NPD grantees must 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 (the Department) will consider 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 \$46 million is available for NPD grantees annually. The average award amount for the 2016 cohort in Fiscal Year (FY) 2021 was \$467,117, with awards ranging from \$274, 679 to \$562,638. For the 2017 cohort in FY 2021, the average award amount was \$487,752, with the awards ranging from \$215,158 to \$561,310. The 2021 grantees have an average award amount of 517, 674 in FY 2021, ranging from \$277,466 to \$600,000.

Table 1.1. Total Proposed Funding NPD 2016, 2017, and 2021

Cohort	Years completed	Total funding all 5 years ⁶	Number of awards
2016 Cohort	5 of 5 years completed	\$236,812,690	49
2017 Cohort	5 of 5 years completed	\$211,860,831	43
2021 Cohort	1 of 5 years completed	\$138,481,964	50

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 six GPRA performance measures for evaluating the overall effectiveness of the NPD program for 2016 and 2017 grantees. All institutions receiving federal funds under the NPD program must report on their progress toward meeting these performance measures:

- **Measure 1:** The number and percentage of program participants who complete the preservice program. Completion is defined by the applicant in the submitted application.
- **Measure 2:** The number and percentage of program participants who complete the in-service program. Completion is defined by the applicant in the submitted application.
- **Measure 3:** The number and percentage of program completers, as defined by the applicant under measures 1 and 2, who are state-certified, licensed, or endorsed in EL instruction
- **Measure 4*:** The percentage of program completers who rate the program as effective in preparing them to serve EL students
- **Measure 5*:** The percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively
- **Measure 6*:** For projects that received competitive preference points for Competitive Preference Priority 2 (Improving Parent, Family, and Community Engagement), the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement

* GPRA measures 4, 5, and 6 were designed to be collected and analyzed by an objective third-party entity. These measures are specific to the effectiveness of the professional development participants receive. Responses to these questions will enable OELA to shape the content of future technical assistance provided to the grantees and inform future competitions. IES is now conducting a program study that will address GPRA measures 4, 5, and 6.

⁶ Total proposed funding for the NPD cohorts can be found here: <https://www2.ed.gov/programs/nfdp/funding.html>

The Department developed four GPRA performance measures for evaluating the overall effectiveness of the NPD program for 2021 grantees. All institutions receiving federal funds under the NPD program in 2021 program report on their progress toward meeting these performance measures:

- Measure 1: The percentage of project-specific annual goals the program met.
- Measure 2: The number of pre-service program participants enrolled annually.
- Measure 3: The unduplicated number of in-service program participants served annually.
- Measure 4: Under measures 2 and 3, the number of participants who are making progress toward becoming State certified, licensed, or endorsed in EL instruction and the number of participants who have become State certified, licensed, or endorsed by the end of the five-year project period.

2. Overview of the Grantee Cohort

Data Sources and Methodology

This section of the report provides a profile of the NPD program based on information received through numerous data sources. It conveys a profile of important characteristics of these grantee institutions 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 to the right were used in the analysis.

Some NPD grantee institutions have more than one NPD grant. Since a grantee institution is required to submit a report for each NPD grant awarded to that institution, this results in a higher number of grantees (grant awards) than the number of grantee institutions. This variation affects different sections of this report. Data on grant activities and expenditures are based on the number of total grants from grantee institutions that submitted an online KMS report (see information box for more details on the KMS). This variation should be noted when comparing this information to the number of NPD grantee institutions.

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 and type of participants projected to be served by the project (e.g., preservice teachers, in-service teachers, school administrators, other school personnel, parents, community members); (7) project goals, objectives, and performance outcomes; and (8) contact information, such as the project director's name, telephone, and email.
- **GPRA Data:** The overall effectiveness of the NPD program is measured by six GPRA measures for the 2016 and 2017 cohort and the four GPRA measures for the 2021 cohort. All NPD grantees report their progress toward meeting these performance measures each year.
- **The Integrated Postsecondary Education Data System (IPEDS):** This is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs.

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:

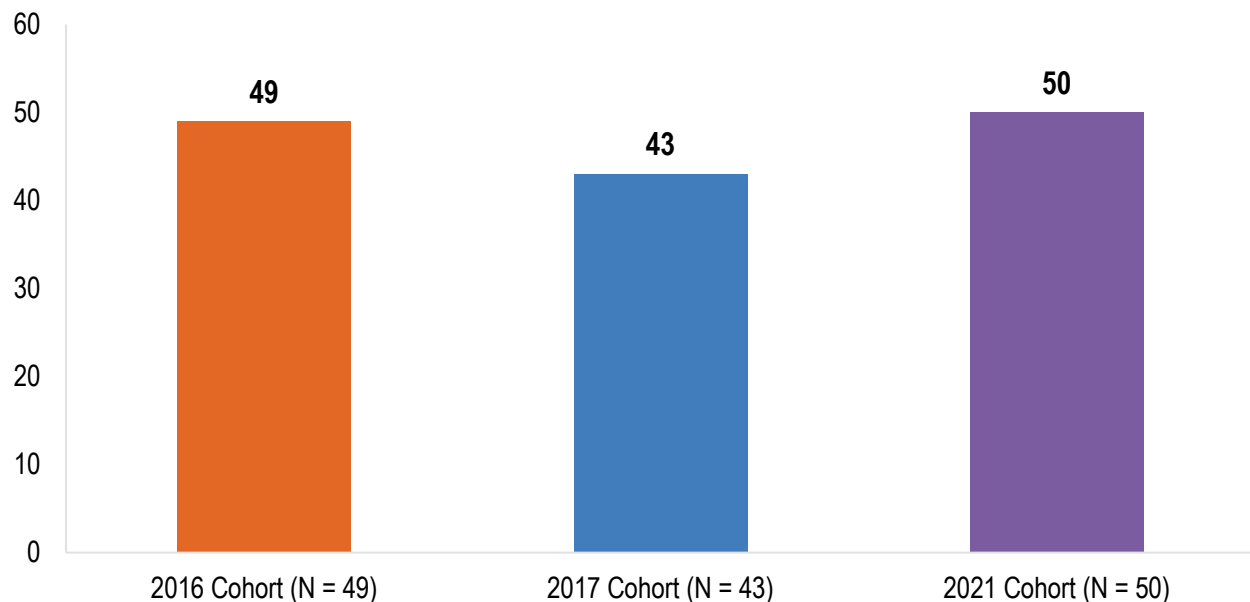
- Location of grantees
- Minority-serving institution designations of grantees
- Priorities addressed by the grantees
- Grant-funded activities and outcomes reported by the grantees
- Student-level data in partnering LEAs or SEAs
- Project-level and aggregated GPRA measures

We closely examined 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 appropriate levels.

Characteristics of Grantees

In FY 2021, 92 grantees received funds and completed the final year of their grants and 50 grantees received funds and completed the first year of their five-year grant. All grantees in all cohorts are included in this report with a complete list of the 142 entities found in the Appendix.

Figure 2.1. Number of Grantees



Grantees include personnel from IHEs and from public or private entities that work with SEAs or LEAs. The number of LEAs involved in a partnership with the grantees ranges from 1 to 27 for the 2016, 2017, and 2021 cohorts. In addition, several grantees reported the SEA as the partner in grant activities (Arkansas, Arizona, Georgia, Hawaii, Iowa, Nebraska, Ohio).

Grantees from cohort 2016 and 2021 report having affiliations with both Hispanic-serving institutions and Asian American/Pacific Islander or Native American-Serving Institutions.

Additionally, 6% of 2021 grantees are affiliated with historically Black colleges and universities (HBCUs) or Black-serving non-HBCUs. No grantees from the 2017 cohort reported minority-serving institution designations (see Figure 2.2).

Figure 2.2. Minority-Serving Institution Designations of NPD Grantees

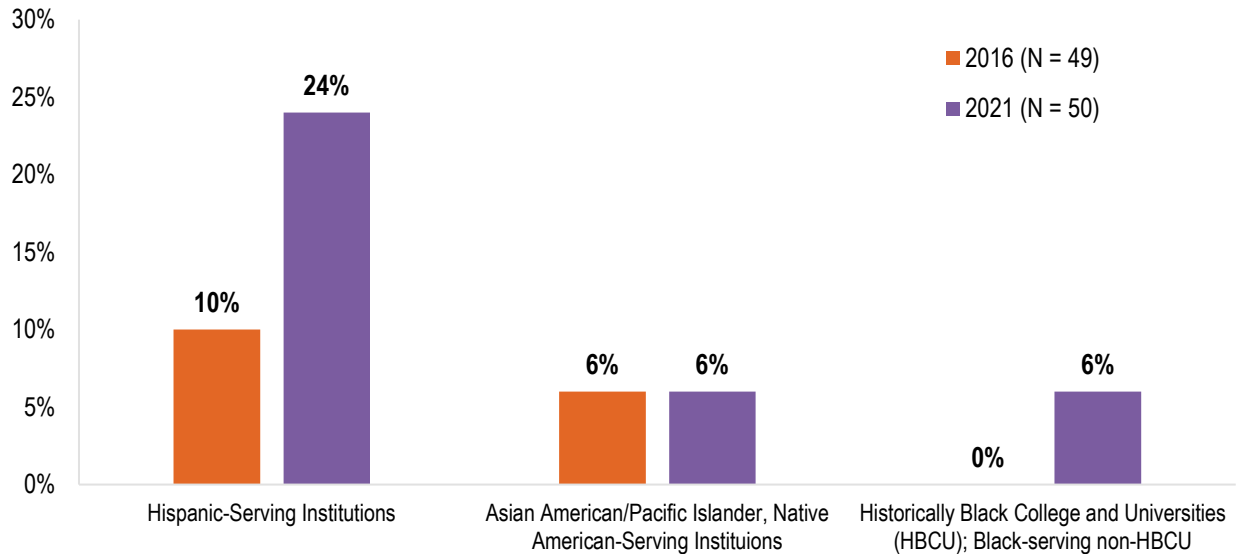


Figure 2.3 illustrates the type and percentage of participants served by the NPD grantees. Grantees may serve several types of participants throughout the life of their grant. Over 90% of 2016 and 2017 grantees work with in-service teachers whereas 70% of 2021 grantees report working with preservice teachers. Grantees also reported working with other types of participants including administrators, paraprofessionals, and support staff.

Figure 2.3. Participants Served by NPD Projects

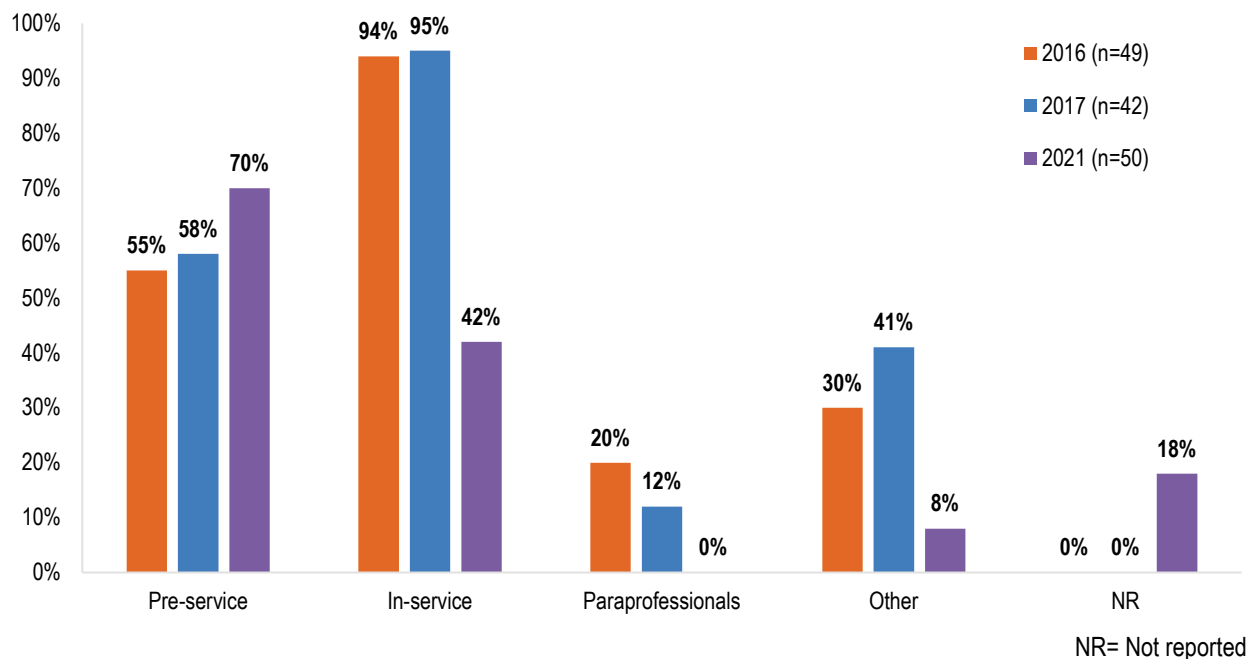
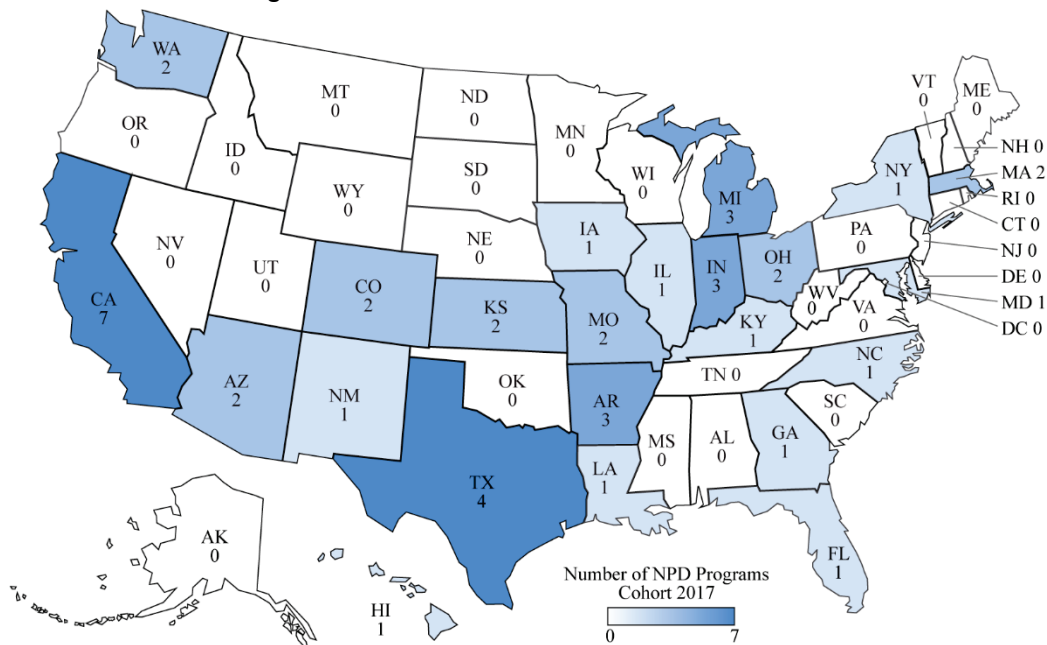
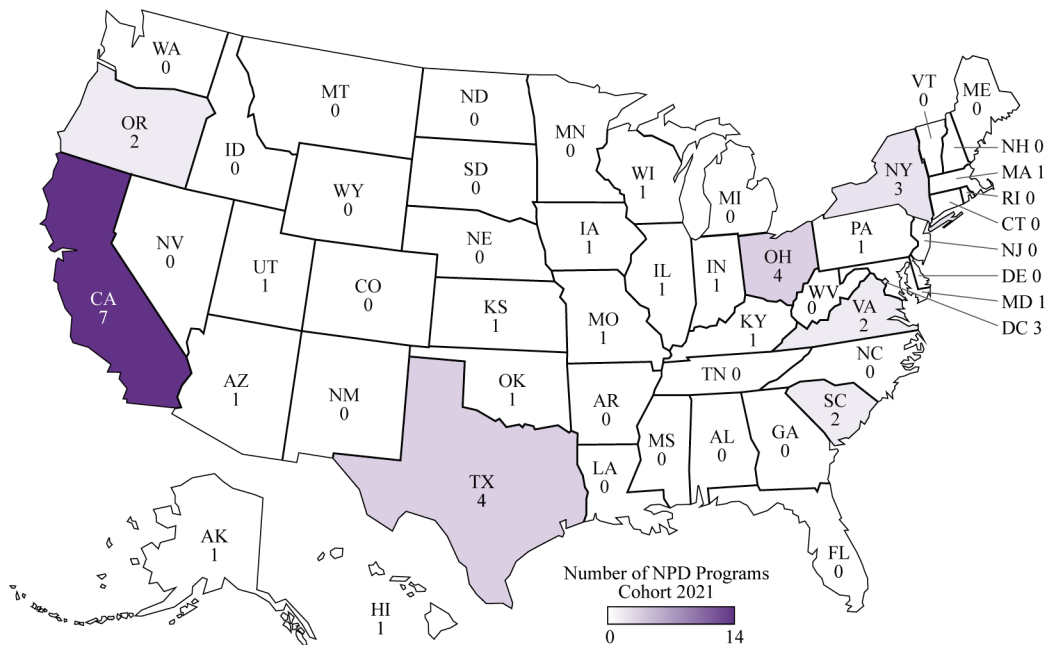


Figure 2.5. NPD Grant Locations: 2017 Cohort

As Figure 2.6 below indicates, Grantees from 2021 are located in 23 states. California has the most NPD grants (N=14), with Ohio and Texas having the second most NPD grants, with four each. New York has three grants, Washington D.C., Oregon, South Carolina and Virginia, each have two grants, and 15 states have one grant.

Figure 2.6. NPD Grant Locations: 2021 Cohort

Grant Priorities

The NPD 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 or absolute preference points.
- Competitive priorities: These are priorities that applicants may address and which add to their overall scores.

All applicants in 2016, 2017, and 2021 were required to address the absolute priority of providing professional development to improve instruction for ELs; they could also address invitational and competitive priorities. Invitational priority 1 was the same for all three cohorts but the competitive priorities and invitational priority 2 were only similar for the 2016 and 2017 grantees (see Figure 2.7).

Figure 2.7. NPD 2016, 2017, and 2021 Grant Competition Priorities**NPD 2016 Grant Competition Priorities:**

- **Absolute Priority:** Providing professional development to improve instruction for English learners (ELs)
- **Competitive Preference Priority 1:** Moderate evidence of effectiveness
- **Competitive Preference Priority 2:** Improving parent, family, and community engagement
- **Invitational Priority 1:** Dual language approaches
- **Invitational Priority 2:** Supporting the early learning workforce to serve ELs and apply the same developmental learning content to all levels of teacher preparation, or content about how to support a child's reading development or provide family literacy activities (as defined in Section 203[9] of the Workforce Innovation and Opportunity Act)

NPD 2017 Grant Competition Priorities:

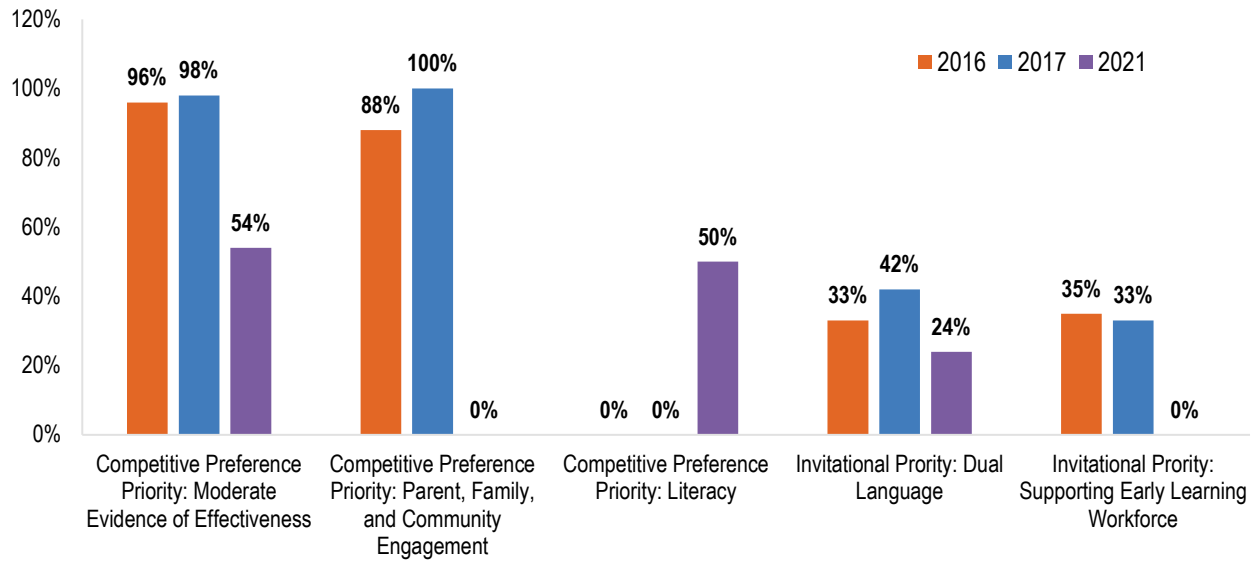
- **Absolute Priority:** Providing professional development to improve instruction for English learners (ELs)
- **Competitive Preference Priority 1:** Moderate evidence of effectiveness
- **Competitive Preference Priority 2:** Improving parent, family, and community engagement
- **Invitational Priority 1:** Dual language approaches
- **Invitational Priority 2:** Supporting the early learning workforce to serve ELs and apply the same developmental learning content to all levels of teacher preparation, or content about how to support a child's reading development or provide family literacy activities (as defined in Section 203[9] of the Workforce Innovation and Opportunity Act)

NPD 2021 Grant Competition Priorities:

- **Absolute Priority:** Providing professional development to improve instruction for English learners (ELs)
- **Competitive Preference Priority 1:** Moderate evidence of effectiveness
- **Competitive Preference Priority 2:** Promoting literacy

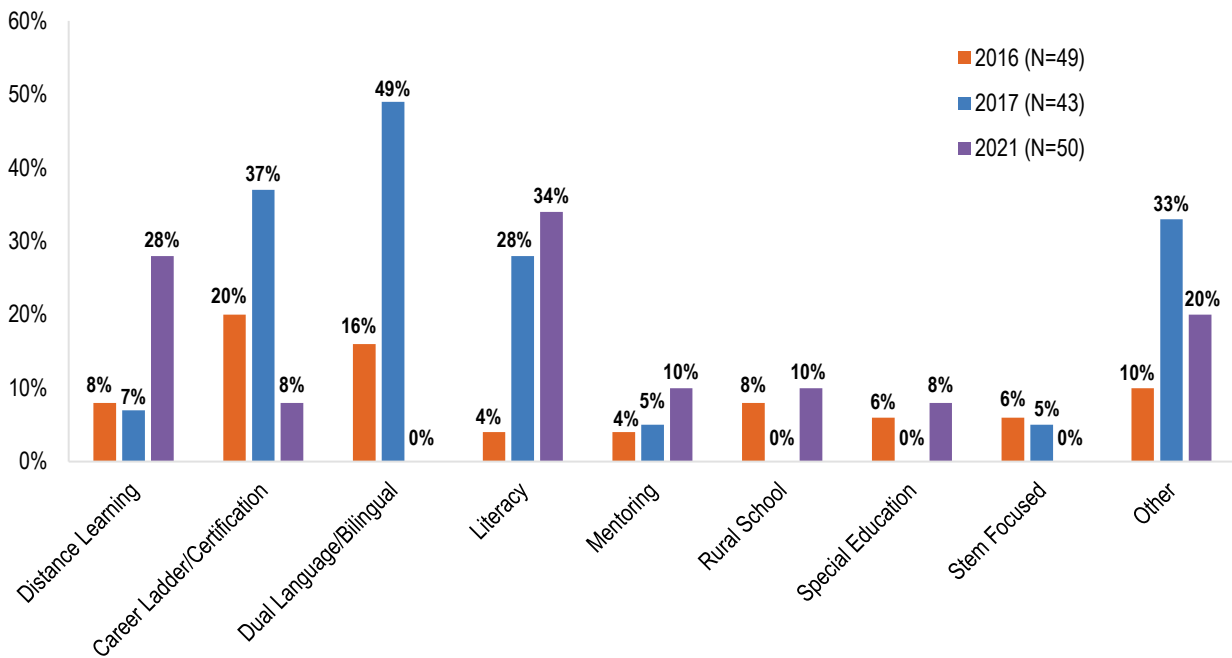
As Figure 2.8 indicates, more than 95% of 2016 and 2017 grantees and 54% of the 2021 grantees responded to the competitive priority of implementing a research program that meets the moderate level of evidence.⁷ In addition, all the 2017 grantees and 88% of the 2016 grantees addressed the parent, family, and community engagement competitive priority. Fifty percent of 2021 grantees addressed the promoting literacy competitive priority. Fewer than half of the 2016, 2017, and 2021 grantees addressed the invitational priorities regarding dual language approaches.

⁷ Moderate level of evidence is defined by the What Works Clearinghouse Evidence Standards, <https://ies.ed.gov/ncee/wwc/Handbooks>

Figure 2.8. NPD Grantee-Reported Project Priority Areas

Project Features

NPD projects implement unique activities or features to support the program goals. Figure 2.9 shows the various project features reported by the grantees. The most widely reported features for the 2016, 2017, and 2021 grantees include literacy, paraprofessionals, and alternative certification.

Figure 2.9. Project Features of the NPD Grantees: 2016, 2017, and 2021 Cohorts

3. Outcomes

Using the KMS online reporting system, the grantees submitted quarterly reports in FY 2021. The data reported included GPRA targets and other information (e.g., financial expenditures). This report focuses on data collected from the final years of grant implementation for the 2016 and 2017 cohorts, and for the first year for the 2021 cohort.

The following sections provide detailed information regarding how each GPRA outcome was calculated for the three NPD cohorts, including the number and percentage of grantees serving the participant type and the number and percentage of completers.⁸

Grantees who reported no data (for targets or outcomes) often gave reasoning in notes. Reasons include: this GPRA measure does not apply to this year of the grant; these data will be reported as part of the final report.

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.

Tables 3.1 through 3.3 summarize aggregated GPRA outcomes reported by the grantees in the 2016 cohort (N=49), 2017 cohort (N=43), and 2021 cohort (N=50). Some grantees reported higher numbers of program completers than target outcomes and provided reasoning in the notes.

Due to final year reporting requirements, some 2017 grantees did not submit GPRA outcome data via the KMS. Accordingly, the summary tables for the 2017 cohort will indicate how many of the 43 grantees actually reported GPRA outcome data in FY 2021.

NPD 2016 Cohort GPRA Measures⁹

Table 3.1 summarizes aggregated GPRA outcomes reported by the 49 grantees in the 2016 cohort. Some grantees reported higher numbers of program completers than target outcomes and provided reasoning in the notes.

As Table 3.1 shows, 2016 grantees made significant progress toward many of their GPRA measures. In the final year of their project year, 350 preservice teachers participated in teacher preparation programs administered by the 2016 grantees, with 103% of their program participants completing the preservice program. In addition, 858 in-service teachers completed the program for the 2016 cohort, with grantees on average exceeding their completion targets for in-service teachers (116%). Moreover, grantees in the 2016 cohort reported that more 692

⁸ For calculations, all columns under each GPRA measure (target number and outcome number) were summed individually. The sum of the outcome column was divided by the sum of the target column, then multiplied by 100 to produce a percentage.

⁹ GPRA measures 4, 5, and 6 were designed to be collected and analyzed by an objective third-party entity. These measures are specific to the effectiveness of the professional development participants receive. Responses to these questions will enable OELA to shape the content of future technical assistance provided to the grantees and inform future competitions. IES is now conducting a program study that will address GPRA measures 4, 5, and 6.

participants who were state-certified, licensed, or endorsed in EL instruction completed their program in the 2021–22 project year, with many of the grantees exceeding their targets (101%).

Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2016 NPD Cohort¹⁰

	GPRA Measures	Percentage ¹¹	Basis of Calculations
1	The number and percentage of program participants who complete the preservice program as defined by the applicant in the application	103%	Of the 49 grantees that could report, 350 of the targeted 339 participants have completed the preservice program.
2	The number and percentage of program participants who complete the in-service program as defined by the applicant in the application	116%	Of the 49 grantees that could report, 858 of the targeted 737 participants completed the in-service program.
3	The number and percentage of program completers, as defined by the applicant under measures 1 and 2, who are state-certified, licensed, or endorsed in EL instruction	101%	Of the 49 grantees that could report, 692 of the targeted 682 participants are state-certified, licensed, or endorsed in EL instruction.

NPD 2017 Cohort GPRA Measures¹²

In the 2021–22 project year, more than 200 preservice teachers participated in teacher preparation programs administered by the 2017 grantees, with 87% of the targeted program participants completing the program. In addition, over 2,000 in-service teachers completed the program for the 2017 cohort, with grantees on average exceeding their completion targets for in-service teachers (129%). Moreover, grantees in the 2017 cohort reported that more than 500 (73%) participants who were state-certified, licensed, or endorsed in EL instruction completed their program in the 2020–21 project year.

¹⁰ Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department's discretionary grants.

¹¹ 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 initially targeted.

¹² GPRA measures 4, 5, and 6 were designed to be collected and analyzed by an objective third-party entity. These measures are specific to the effectiveness of the professional development participants receive. Responses to these questions will enable OELA to shape the content of future technical assistance provided to the grantees and inform future competitions. IES is now conducting a program study that will address GPRA measures 4, 5, and 6.

Table 3.2. Summary of Aggregated GPRA Outcomes Reported by 2017 NPD Cohort¹³

	GPRA Measures	Percentage ¹⁴	Basis of Calculations
1	The number and percentage of program participants who complete the preservice program as defined by the applicant in the application	87%	Out of 43 grantees that could report, 25 reported that 256 of the targeted 294 participants completed the program.
2	The number and percentage of program participants who complete the in-service program	129%	Out of 43 grantees that could report, 38 reported that 2292 of the targeted 1780 participants completed the in-service program.
3	The number and percentage of program completers, as defined by the applicant under Measures 1 and 2, who are state-certified, licensed, or endorsed in EL instruction	73%	Out of 43 grantees that could report, 35 reported 544 of the targeted 742 participants are state-certified, licensed, or endorsed in EL instruction.

NPD 2021 Cohort GPRA Measures

As Table 3.3 shows, the 2021 grantees also made significant progress toward their GPRA measures, with 88% of their project-specific annual goals met. In the 2021–22 project year, 149 preservice teachers participated in teacher preparation programs administered by the 2021 grantees, with grantees enrolling 95% of their targeted participants. In addition, 989 in-service teachers were served in their program, exceeding targets for in-service teachers (102%). Moreover, the 2021 grantees reported that 707 of their program participants were making progress toward becoming state-certified, licensed, or endorsed in EL instruction in the 2021–22 project year, with many of the grantees exceeding their targets (106%).

Table 3.3. Summary of Aggregated GPRA Outcomes Reported by 2021 NPD Cohort¹⁵

	GPRA Measures	Percentage ¹⁶	Basis of Calculations
1	The percentage of project-specific annual goals the program met.	88%	Of the 50 grantees that could report, grantees reported meeting 88% of their project-specific annual goals.
2	The number of pre-service program participants enrolled annually	95%	Of the 50 grantees that could report, 149 of the targeted 157 participants enrolled in a pre-service program.

¹³ Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department's discretionary grants

¹⁴ In instances where grantees reported more than 100%, this is due to reasons such as grantees having recruited more participants than expected or more participants having participated in that GPRA measure than first targeted.

¹⁵ Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department's discretionary grants

¹⁶ In instances where grantees reported more than 100%, this is due to reasons such as grantees having recruited more participants than expected or more participants having participated in that GPRA measure than first targeted.

	GPRA Measures	Percentage ¹⁶	Basis of Calculations
3	The unduplicated number of in-service program participants served annually.	102%	Of the 50 grantees that could report, 989 out of the targeted 971 participants enrolled in an in-service program.
4	Under measures 2 and 3, the number of participants who are making progress toward becoming State certified, licensed, or endorsed in EL instruction and the number of participants who have become State certified, licensed, or endorsed by the end of the five-year project period.	106%	Of the 50 grantees that could report, 707 out of 664 of the targeted participants reported making progress toward becoming State certified, licensed, or endorsed in EL instruction.

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 3.4 through 3.6 showcase the project-specific measures that grantees worked toward in FY 2021.

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. Using a purposeful sampling method,¹⁷ the qualitative analysis yielded six broad themes that grantees are working toward: enhancing the relevance of university coursework; offering graduate degrees or certificates; increasing English language achievement in students; increasing educator efficacy; enhancing the ability of educators to work with EL families; and enhancing the relevance of professional development for EL stakeholders. It is important to note that while all grantees had intended to report on project-specific goals, some grantees reported an inability to complete activities due to lingering impacts from the COVID-19 pandemic, particularly ones associated with measuring English language achievement.

Table 3.4 summarizes the progress of the 2016 grantees during the final year of their project. Sixty percent of sampled grantees conducted activities related to the certification, endorsement, or licensing of teachers. For example, sampled grantees offered ESOL endorsements, MA programs, and certification in ESOL for paraprofessionals. Additionally, over half of all the 2016 grantees conducted activities related to providing professional development to teachers and administrators. Activities from sampled grantees include providing workshops and coaching on a variety of topics such as leadership and literacy.

¹⁷ To ensure a representative sample, 25 grantees from the 2016 and 2021 cohort were chosen to reflect all geographic regions in the U.S. All 21 grantees out of the 43 grantees in the 2017 cohort who reported project-specific measure data in the KMS are included in Table 3.5 .

**Table 3.4. 2016 NPD Cohort-Reported Progress on Grantee Program Goals
(N = 25)**

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	4	- Revised eight course modules to integrate ENL theory, research, and practice into the reading, special education, and early childhood curriculum. - Uploaded more than 140 teaching snapshots, sample lesson plans, and EL strategy tutorials. - Revised syllabi to align with ESOL standards.
Graduate Degrees/Endorsement/Licensure	15	- Five participants received their master's certification. - More than 90% of participants on track for ESOL certification. - Fourteen paraprofessionals completed ESOL certification program.
EL Achievement	1	Could not collect student data
Family/Community Connections	6	- Exceeded targets for helping families learn to use a mobile app. - Ninety-four in-service candidate completed coursework related to serving immigrant families and communities. - More than 80% of the surveyed teachers said the program helped them connect with EL families.
EL Stakeholder Professional Development	13	- Sixty percent of targeted teachers participated in professional development on literacy in content areas. - More than 70 teachers received coaching. - Provided professional development in instructional conversations and literature logs to more than 40 teachers.
EL Educator Efficacy	7	- Ninety percent of participants passed the teaching certification exam. - Over 90% of administrators said the program improved the efficacy of their teachers. - Over 100 special education teachers reported they were knowledgeable in topics related to EL instruction as a result of their participation in the project.

Table 3.5 outlines the progress of 21 of the 43 2017 grantees in their final year of their grant. Of the 21 grantees who submitted data, 62% reported on activities related to providing EL professional development to project participants such as coaching and workshops for administrators. In addition, over half of the grantees who submitted data reported activities related to offering degrees, endorsements, or providing licensure support for teachers of ELs. The

third most common project specific measure met by the grantees who provided data was fostering family and community connections. Examples of activities include providing family engagement workshops and sending books home.

**Table 3.5. 2017 NPD Cohort-Reported Progress on Grantee Program Goals
(N = 21)**

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	6	- Grantees created coaching manuals to support in-service teachers. - Grantees created new courses. - Grantees created and facilitated online bilingual modules for preservice programs.
Graduate Degrees/ Endorsement/Licensure	11	- Forty teachers obtained leadership positions in bilingual/ESL education. - Six graduates were placed in schools within one month of finishing the program. - Forty-nine teachers completed EL licensure.
EL Achievement	4	- Grade 3 and 4 students in two-way immersion programs taught by project teachers performed statistically significantly better on math and science exams when compared to students of teachers not in two-way immersion programs. - Grantees investigated the impact of peer tutoring on EL academic outcomes. - Students of project teachers outperformed the students of non-project teachers on measures of reading.
Family/Community Connections	8	- One hundred percent of participants reported engaging families at least twice each semester. - More than 100 pre- and in-service teachers received PD on family outreach and engagement. - Parent surveys indicate they enjoyed the book distributions and that they are reading to their children regularly. - Grantees distributed 25 family engagement kits. - Ninety-two percent of families reported that they attended a family engagement activity at the school.

Program Goals	Number of Grantees	Sample and Summary of Activities
EL Stakeholder Professional Development	13	- Over 100 teachers attended professional development on serving multilingual learners. - Peer coaching workshop attended by 134 participants. - Exceeded recruitment targets for teacher professional development. - Administrators assessed the professional development as effective.
EL Educator Efficacy	6	- More than 90% of participants surveyed indicated they were using evidence-based instructional practices with ELs. - One hundred percent of targeted teachers finished the EL seminar and indicated the professional development helped them teach ELs. - Almost all of the participants said they modified their instructional practices based on the professional development provided by grantees.

Table 3.6 summarizes the activities of the 2021 grantees for their first year of the NPD grant. Almost half of all sampled grantees are enrolling and supporting participants in certification, endorsement, or licensure programs. The second most common activity for these grantees would be the provision of professional development to a variety of stakeholders. A little under half of the sampled grantees are providing workshops, conferences, coaching, and other job-embedded professional development to educators, families, and administrators.

**Table 3.6. 2021 NPD Cohort-Reported Progress on Grantee Program Goals
(N = 25)**

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	8	- Grantees created three online modules for Emergent Bilingual Program course. - Fourteen course syllabi were updated using the WWC Recommendations 1 and 4. - Grantees developed 45 hours of high-quality online workshops in Spanish for DL educators.
Graduate Degrees/Endorsements/Licensure	14	- Five teachers earned 6 credit hours in literacy coursework for their ESOL master's. - Forty in-service teachers in coursework towards an ESOL endorsement and/or Dual Language specialization. - Enrolled 22 teachers in the ESL endorsement program.

Program Goals	Number of Grantees	Sample and Summary of Activities
Family/Community Connections	5	- Eighty-five percent of family members self-reported an increase in knowledge for supporting their child's literacy learning and English learning. - Grantees developed and implemented 5 family literacy workshops. - Sixty individuals attended family literacy events designed for families of emergent bilingual.
EL Stakeholder Professional Development	12	- Ten participants have begun PD, coaching, and modeling experiences. - Thirty in-service teachers participated in the professional development program. - Grantees developed and delivered monthly Community of Practice sessions focused on improving EL instruction and results.
EL Educator Efficacy	6	- Forty percent of participating teachers showed an increase of 5% or more growth in self-efficacy for effective ESOL practices. - Eighty percent of participating teachers said they strongly agreed or agreed that the project increased their effectiveness as teachers of MLs. - All 23 participants were able to apply the project's strategies to their teaching or leadership practice.

Challenges Meeting Program Goals

The COVID-19 pandemic had some impact on the 2016 and 2017 grantees but much less when compared to SY 2020–2021. The area typically impacted was with regards to student outcome data. These grantees also reported difficulty administering project assessments given challenges such as staffing issues at the schools/districts or competing initiatives related to recovery efforts. Grantees of the 2021 cohort who had difficulties meeting program goals often cited that their first year of the project was a planning year.

Summary

NPD grantees made significant progress on all GPRA measures. Additionally, all grant cohorts exceeded their targets for number of in-service participants enrolled, with the 2016 and 2017 grantees reporting over 3,000 in-service teachers completing their programs in SY 2021–2022. Grantees from the 2016 and 2021 cohorts exceeded their targets for program completion at 103% and 106%, respectively.

While 2016 grantees exceeded all their GPRA targets, NPD 2017 grantees made the least progress on number and percentage of program completers, as defined by the applicant under

Measures 1 and 2, who are state-certified, licensed, or endorsed in EL instruction. NPD 2021 grantees made the least progress toward the percentage of project-specific annual goals the program met.

Grantees from all cohorts made progress on a number of project-specific measures, including creating university coursework, providing family outreach, delivering professional development to educators and administrators, and facilitating the certification, endorsement, and licensure of bilingual and ESL teachers.

Appendix

Table A.1 2016 Cohort NPD Grantees

Grantee Number	Institution
T365Z160002	University of Colorado Boulder, School of Education BUENO Center
T365Z160006	University of Alabama at Birmingham
T365Z160008	New Mexico Highlands University
T365Z160009	The Regents of the University of Colorado
T365Z160016	Texas Woman's University-PIONERAS
T365Z160017	Texas Woman's University-ELLevate!
T365Z160021	Salisbury University
T365Z160027	Brown University
T365Z160034	Washington State University
T365Z160061	Hamline University
T365Z160071	The College of New Jersey
T365Z160082	University of Memphis
T365Z160084	University of Minnesota Twin Cities
T365Z160094	University of Florida
T365Z160106	Southern Methodist University
T365Z160110	University of Iowa
T365Z160111	Eastern Michigan University
T365Z160115	Regents of the University of Minnesota
T365Z160116	Research Foundation of CUNY/Lehman College
T365Z160134	Oregon State University
T365Z160146	California State University (CSU), Chancellors Office
T365Z160151	Old Dominion University
T365Z160155	Butler University
T365Z160159	Temple University
T365Z160163	Montana State University
T365Z160166	University of Alabama at Birmingham
T365Z160177	Houston Baptist University
T365Z160178	Boise State University
T365Z160187	University of North Texas
T365Z160194	The George Washington University
T365Z160205	Missouri State University
T365Z160212	Georgia State University Research Foundation, Inc.
T365Z160222	Texas A&M University
T365Z160228	California State University, San Marcos
T365Z160229	Texas A&M University

Grantee Number	Institution
T365Z160230	Aquinas College
T365Z160244	University of California, Los Angeles (UCLA)
T365Z160249	Loyola Marymount University
T365Z160263	Board of Regents, University of Nevada Las Vegas
T365Z160269	The Research Foundation CUNY - The City College
T365Z160278	Winthrop University
T365Z160292	University of California, Davis
T365Z160305	The University of Central Florida Board of Trustees
T365Z160307	University of Central Oklahoma
T365Z160311	Pennsylvania State University
T365Z160324	Regents of the University of Colorado at Colorado Springs
T365Z160339	University of North Florida
T365Z160351	University of Nebraska, Lincoln
T365Z180002	Mercy College

Table A.2. 2017 Cohort NPD Grantees

Grantee Number	Institution
T365Z170007	University of Washington
T365Z170037	Webster University
T365Z170048	The Ohio State University
T365Z170058	University of Washington
T365Z170065	The Regents of the University of Colorado
T365Z170070	President and Board of Trustees of Santa Clara College
T365Z170071	Northern Arizona University
T365Z170072	Purdue University
T365Z170073	Texas A&M University
T365Z170074	The Regents of the University of Colorado
T365Z170082	Los Angeles County Office of Education
T365Z170089	California Association for Bilingual Education (CABE)
T365Z170104	Kanu o ka 'Āina Learning 'Ōhana
T365Z170114	Teachers College, Columbia University
T365Z170121	University of Kentucky Research Foundation
T365Z170122	The University of Akron
T365Z170126	Grand View University
T365Z170135	The Curators of the University of Missouri on behalf of UMSL
T365Z170138	Lesley University
T365Z170160	Framingham State University
T365Z170162	University of Louisiana at Lafayette
T365Z170163	CSU Chico, Research Foundation
T365Z170170	AZ Board of Regents on behalf of Arizona State University
T365Z170181	University of North Texas
T365Z170189	Towson University
T365Z170190	University of Arkansas
T365Z170192	Texas A&M University
T365Z170196	Regents of the University of California, Los Angeles
T365Z170197	Kansas State University
T365Z170203	University of North Carolina Greensboro
T365Z170213	Purdue University
T365Z170217	Western Michigan University
T365Z170221	Texas Wesleyan University
T365Z170223	Regents of the University of California
T365Z170226	Indiana University
T365Z170233	University of Kansas Center for Research, Inc.
T365Z170235	University of Arkansas

Grantee Number	Institution
T365Z170236	The University of Central Florida Board of Trustees
T365Z170246	Georgia State University Research Foundation, Inc.
T365Z170251	California League of Middle Schools
T365Z170256	Roosevelt University
T365Z170267	Regents of New Mexico State University
T365Z170272	University of Arkansas

Table A.3. 2021 Cohort NPD Grantees

Grantee Number	Institution
T365Z210175	The Regents of the University of California
T365Z210080	The Regents of the University of California, Los Angeles
T365Z210176	The Danielson Group Inc
T365Z210212	Ensemble Learning
T365Z210133	Los Angeles County Office of Education
T365Z210211	St. John's University, New York
T365Z210124	The Board of Regents of the University of Wisconsin System
T365Z210058	The Ohio State University
T365Z210091	Clarkson University
T365Z210102	Old Dominion University Research Foundation
T365Z210171	University of Kansas Center for Research, Inc.
T365Z210089	Clemson University
T365Z210007	University of Cincinnati
T365Z210121	Missouri State University
T365Z210117	Towson University
T365Z210067	University of Hawaii
T365Z210040	University of Utah
T365Z210122	The Research Foundation CUNY - The City College
T365Z210097	George Mason University
T365Z210157	University of Central Oklahoma
T365Z210131	The University of Texas at San Antonio
T365Z210143	Loyola Marymount University
T365Z210051	The University of Texas at Austin
T365Z210160	Morningside College
T365Z210068	Cleveland State University
T365Z210128	The University of North Carolina at Greensboro
T365Z210206	National Association for Bilingual Education
T365Z210195	CSU Chico, Research Foundation
T365Z210098	Texas A&M University
T365Z210094	Georgetown University
T365Z210158	Portland State University
T365Z210063	The Regents of the University of California
T365Z210033	Winthrop University
T365Z210022	Santa Clara University
T365Z210185	California State University System
T365Z210198	Cabrini University
T365Z210173	Oregon State University

Grantee Number	Institution
T365Z210200	Sonoma State University
T365Z210187	Regents of the University of California, Riverside
T365Z210142	ABOR for and on behalf of Northern Arizona University
T365Z210151	Purdue University
T365Z210172	The Regents of the University of California, Santa Cruz
T365Z210062	Baylor University
T365Z210014	University of Kentucky Research Foundation
T365Z210125	San Diego State University Foundation
T365Z210190	University of Alaska Anchorage
T365Z210140	California Association for Bilingual Education
T365Z210164	Regents of the University of California, Merced
T365Z210110	Brandman University
T365Z210145	Miami University