

National Professional Development (NPD) Program

2021 and 2022 Cohorts



May 2024



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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 in December 2015, this act reauthorizes the *ESEA*.
- **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
- **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, ensuring teacher preparedness and effectiveness continues to be a priority of the U.S. Department of Education (the Department).³ 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 2021 and 2022 grantee cohorts of the NPD Program for 94 grantees in the 2022–23 project year.⁴ The data represented capture the grantees' program performance results based on three Government Performance and Results Act (GPRA) measures for the 2021 and 2022 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, promoting equity in student access to resources, 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:

- More than 4,500 in-service teachers participated in programs on average, exceeding 2021 grantees' participation targets for in-service teachers.
- In addition, more than 1,000 preservice teachers were served in teacher preparation programs administered by the cohorts, with 2021 grantees exceeding targets on average (108%) and 86% of the 2022 grantees on average meeting their participation and recruitment targets.
- Close to 3,000 educators either completed or were making progress toward obtaining a certificate, endorsement, or license in teaching ELs, with 2021 grantees exceeding their targets on average.

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. (2023, July). *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>

⁴ Combined total of grantees from 2021 and 2022 cohorts

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 family 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 2021 grantees had an average award amount of \$517,674 in fiscal year (FY) 2022, ranging from \$277,466 to \$600,000. The 2022 grantee award amounts ranged from \$170,426 to \$600,000, with an average award amount of \$514,550.

Table 1.1. Total Proposed Funding NPD 2021 and 2022

Cohort	Years completed	Total funding for all 5 years ⁵	Number of awards
2021 Cohort	2 of 5 years completed	\$138,481,964	50
2022 Cohort	1 of 5 years completed	\$119,638,185	44

Government Performance and Results Act (GPRA)

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 four GPRA performance measures for evaluating the overall effectiveness of the NPD program for 2021 and 2022 grantees. All institutions receiving federal funds under the NPD program in 2021 and 2022 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 preservice 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.

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

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 total number of 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.

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.

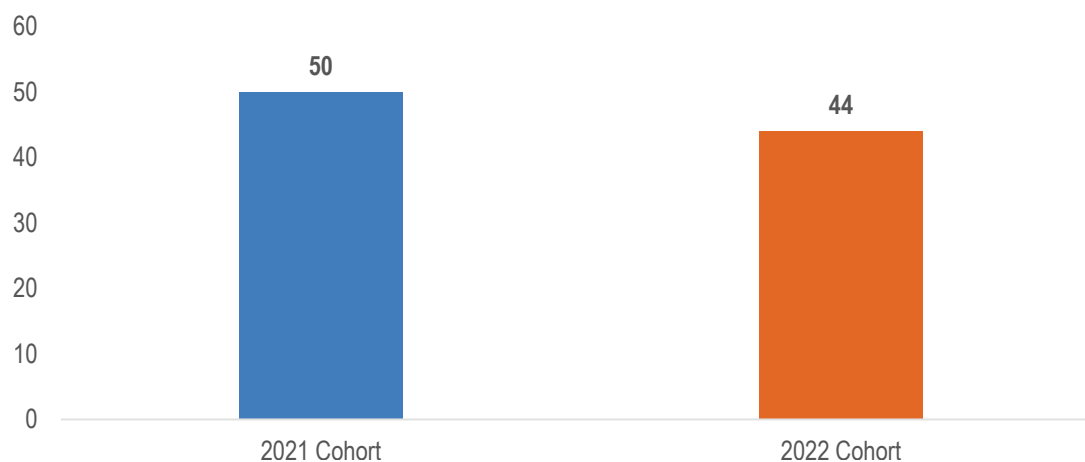
Data for the development of this report were collected from four primary sources:

- **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 four *GPRA* measures for the 2021 and 2022 cohorts. 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.

Characteristics of Grantees

In FY 2022, 50 grantees received funds and completed the second year of their grants, and 44 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 94 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 6 for the 2021 and 2022 cohorts. In addition, several grantees reported the SEA as the partner in grant activities (Delaware, Hawaii, New Mexico, Oregon, Texas).

Grantees from the 2021 and 2022 cohorts report having affiliations with Hispanic, Asian, and historically Black colleges and universities (HBCUs) or Black-serving non-HBCUs, with Hispanic-serving institutions being the most common affiliation for both 2021 (24%) and 2022 (30%) grantees (see Figure 2.2).

Figure 2.2. Minority-Serving Institution Designations of NPD Grantees

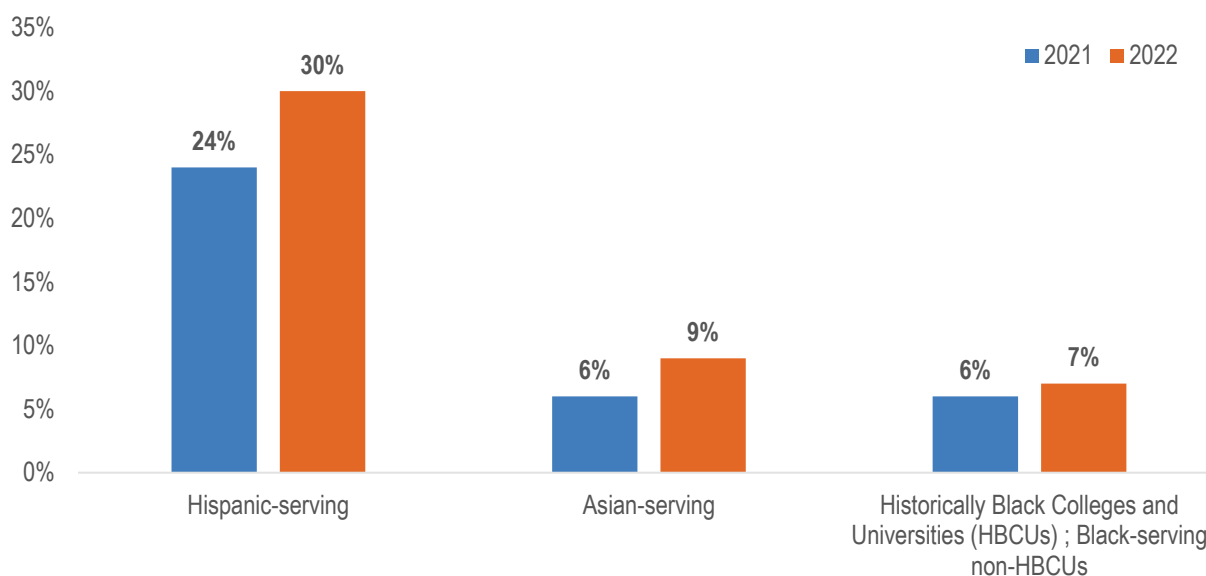
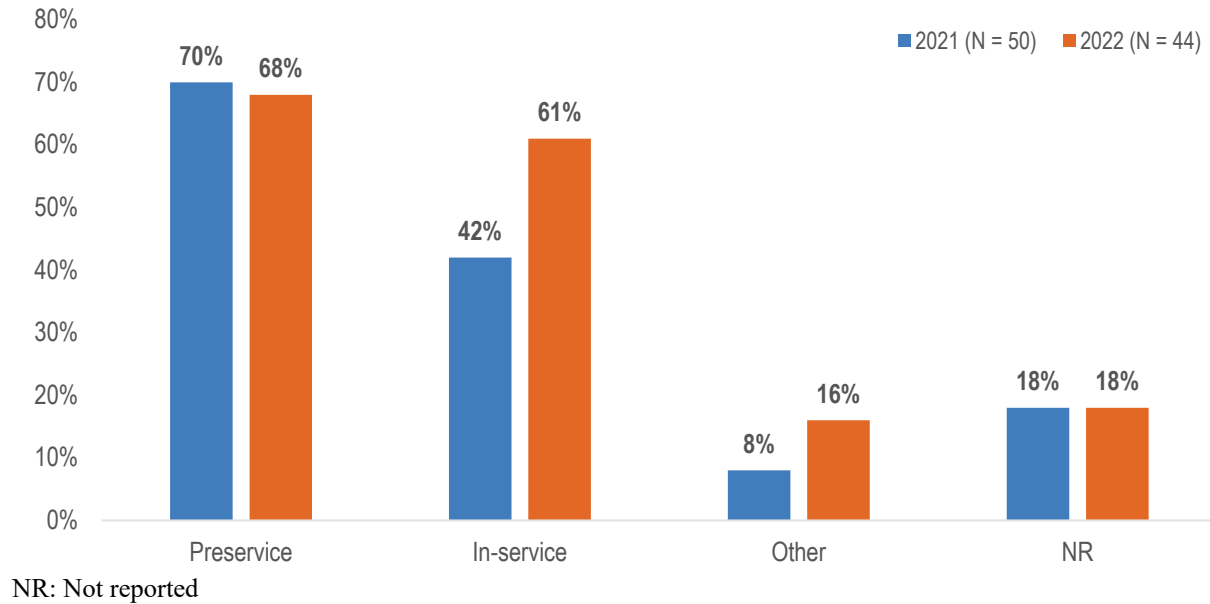


Figure 2.3 illustrates the type and percentage of participants served by the NPD grantees. Grantees may serve several types of participants throughout the life of their grant. More than 60% of 2021 and 2022 grantees work with preservice teachers, whereas 42% and 61% of 2021 and 2022 grantees, respectively, report working with in-service teachers. Grantees also reported working with other types of participants.

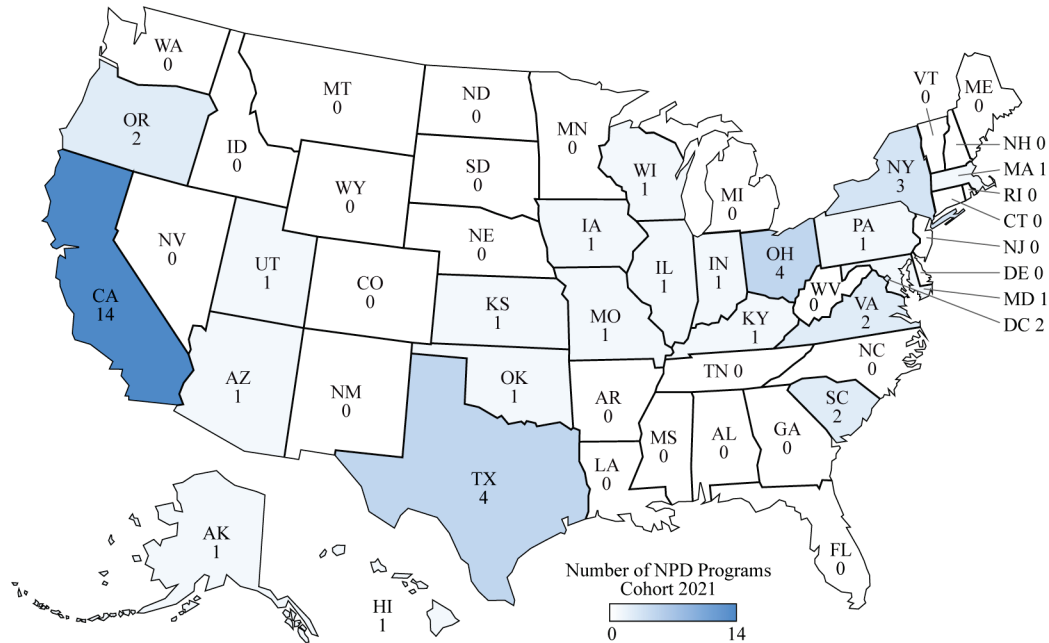
Figure 2.3. Participants Served by NPD Projects



Grantee Locations

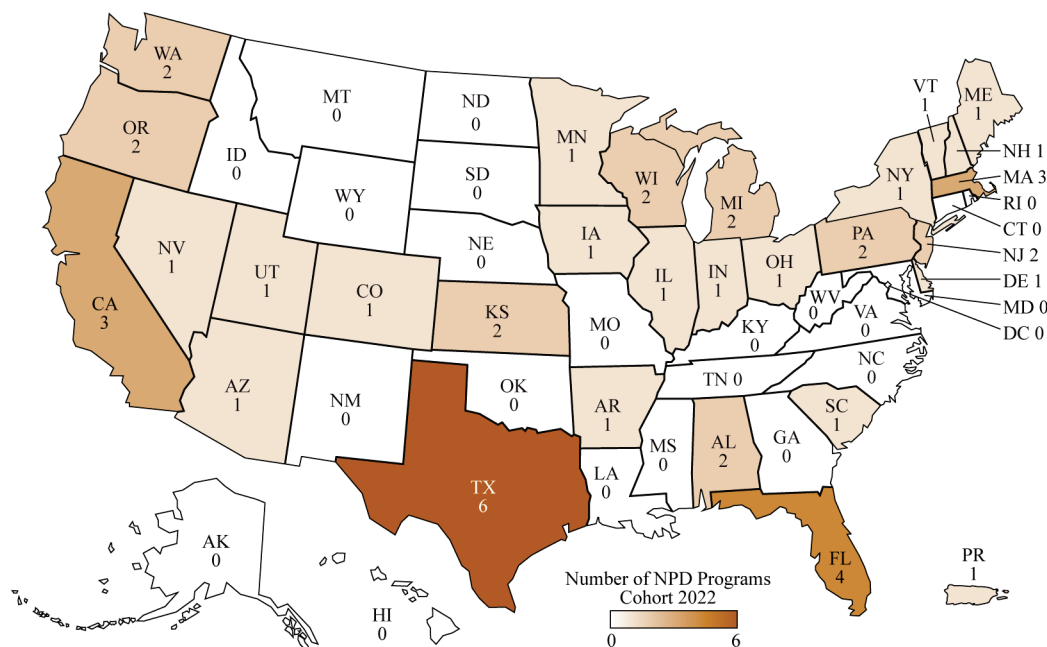
As Figure 2.4 below indicates, grantees from 2021 are located in 23 states. California has the most NPD grants (N = 14), with Ohio and Texas having the second most NPD grants, with four each. New York has three grants, Oregon, South Carolina, Virginia, and Washington D.C. each have two grants, and 15 states have one grant.

Figure 2.4. NPD Grant Locations (Cohort 2021)



As Figure 2.5 below indicates, grantees from 2022 are located in 28 states and Puerto Rico. Texas has the most NPD grants (N = 6), with Florida having the second most NPD grants (N = 4). California and Massachusetts each have three grants and Alabama, Kansas, Michigan, New Jersey, Oregon, Pennsylvania, Washington, and Wisconsin each have two grants. Sixteen states and Puerto Rico each have one grant.

Figure 2.5. NPD Grant Locations (Cohort 2022)



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 2021 and 2022 were required to address the absolute priority of providing professional development to improve instruction for ELs; they could also address invitational and competitive priorities. Competitive priority 1 was the same for the cohorts but differed for the other competitive and invitational priorities (see Figure 2.6).

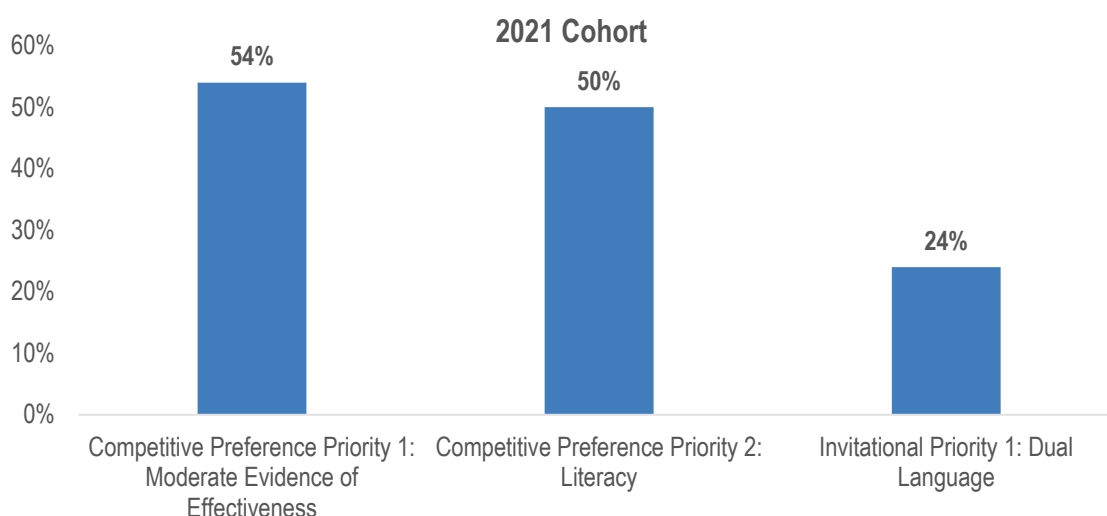
Figure 2.6. 2021 and 2022 Grant Competition Priorities**NPD 2021 Grant Competition Priorities:**

- **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
- **Invitational Priority 1:** Dual language approaches

NPD 2022 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 equity in student access to educational resources and opportunities
- **Invitational Priority 1:** School readiness
- **Invitational Priority 2:** Family engagement

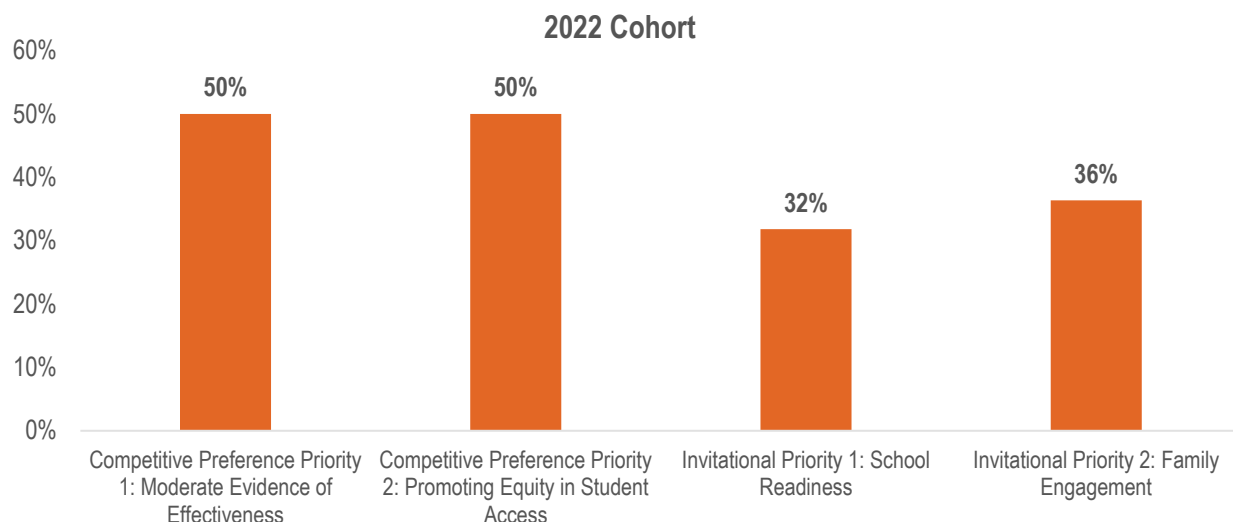
As Figure 2.7 indicates, more than half (54%) of the 2021 grantees responded to the competitive priority of implementing a research program that meets the moderate level of evidence of effectiveness.⁶ In addition, 50% of the grantees addressed the second competitive priority: promoting literacy. The priority least addressed by the 2021 grantees was the invitational priority regarding dual language (24%).

Figure 2.7. 2021 NPD Grantee-Reported Project Priority Areas

⁶ Moderate level of evidence is defined by the What Works Clearinghouse Evidence Standards, <https://ies.ed.gov/ncee/wwc/Handbooks>

Fifty percent of the 2022 grantees responded to the two competitive priorities: priority 1 regarding moderate evidence of effectiveness and priority 2 concerning the promotion of equity in student access to educational resources and opportunities. In addition, fewer than 40% of the 2022 grantees responded to the two invitational priorities: school readiness (32%) and family engagement (36%).

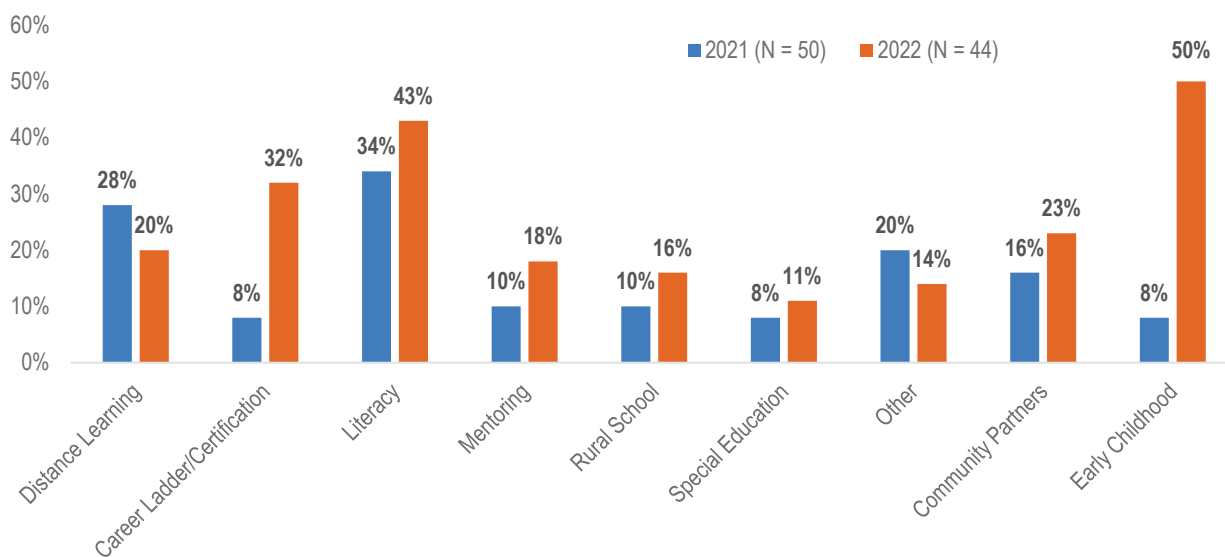
Figure 2.8. 2022 NPD Grantee-Reported Project Priority Areas



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 2021 grantees were literacy, distance learning, and community partners. For the 2022 grantees, the most common reported features included early childhood, literacy, and career ladder/certification.

Figure 2.9. Project Features of the NPD Grantees: 2021 and 2022 Cohorts



3. Outcomes

Using the KMS online reporting system, the grantees submitted quarterly reports in FY 2022. The data reported included GPRA targets and other information (e.g., financial expenditures). This report focuses on data collected from the second year of grant implementation for the 2021 cohort and first year for the 2022 cohort.

The following sections provide detailed information regarding how each GPRA outcome was calculated for the two NPD cohorts, including the number and percentage of grantees serving the participant type and the number and percentage of completers.⁷

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 and 3.2 summarize aggregated GPRA outcomes reported by the grantees in the 2021 cohort (N = 50) and 2022 cohort (N = 44). Some grantees reported higher numbers of program completers than target outcomes and provided reasoning in the notes.

NPD 2021 Cohort *GPRA* Measures

Table 3.1 summarizes aggregated GPRA outcomes reported by the 50 grantees in the 2021 cohort. Some grantees reported higher numbers of program completers than target outcomes and provided reasoning in the notes.

As Table 3.1 shows, 2021 grantees made significant progress toward many of their *GPRA* measures. In the second year of their project, 621 preservice teachers participated in teacher preparation programs, with grantees on average exceeding their targets (108%). In addition, 3,147 in-service teachers enrolled in their programs, with grantees on average meeting their enrollment targets. Moreover, the 2021 grantees reported that 1,947 of their program participants were making progress toward becoming state-certified, licensed, or endorsed in EL instruction in the 2022–23 project year, with many of the grantees exceeding their targets (125%).

⁷ 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.

Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2021 NPD Cohort⁸

	GPRA Measures	Percentage⁹	Basis of Calculations
1	The percentage of project-specific annual goals the program met	78%	On average, grantees reported meeting 78% of their project-specific annual goals.
2	The number of preservice program participants enrolled annually	108%	Of the grantees that could report, grantees reported that 621 of the targeted 577 participants enrolled in a preservice program.
3	The unduplicated number of in-service program participants served annually	100%	Of the grantees that could report, grantees reported that 3,147 of the targeted 3,138 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.	125%	Of the grantees that could report, grantees reported that 1,947 of the targeted 1,561 participants reported making progress toward becoming State-certified, licensed, or endorsed in EL instruction.

NPD 2022 Cohort GPRA Measures

Table 3.2 summarizes aggregated GPRA outcomes reported by the 44 grantees in the 2022 cohort. These grantees also made significant progress toward many of their GPRA measures. In the first year of their projects, more than 400 preservice teachers participated in teacher preparation programs administered by the 2022 grantees, with 89% of the targeted program participants completing the program. In addition, more than 1,300 in-service teachers enrolled in their programs during the 2022–23 project year.

Table 3.2. Summary of Aggregated GPRA Outcomes Reported by 2022 NPD Cohort¹⁰

	GPRA Measures	Percentage¹¹	Basis of Calculations
1	The percentage of project-specific annual goals the program met	78%	On average, grantees reported meeting 78% of their project-specific annual goals.

⁸ Source: Knowledge Management System (KMS): Refers to an online financial and performance monitoring tool for the Department's discretionary grants

⁹ 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.

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.

	GPRA Measures	Percentage¹¹	Basis of Calculations
2	The number of preservice program participants enrolled annually	86%	Of the grantees that could report, grantees reported that 469 of the targeted 544 participants enrolled in a preservice program.
3	The unduplicated number of in-service program participants served annually	77%	Of the grantees that could report, grantees reported that 1,395 of the targeted 1,806 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.	89%	Of the grantees that could report, grantees reported that 991 of the targeted 1,114 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 3.3 and 3.4 showcase the project-specific measures that grantees worked toward in FY 2022.

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 third reporting period in the KMS. Using a purposeful sampling method,¹² 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 3.3 summarizes the progress of the 2021 grantees during the second 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 and bilingual education for paraprofessionals. In addition, almost 70 percent of 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 science and literacy instruction, and leading professional learning communities (PLCs).

¹² To ensure a representative sample, 25 grantees from the 2021 and 2022 cohort were chosen to reflect all geographic regions in the U.S.

**Table 3.3. 2021 NPD Cohort-Reported Progress on Grantee Program Goals
(N = 25)**

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	6	• Grantee revised special education coursework and refined the ESL practicum. • Grantee updated curriculum to align with state reading policies
Graduate Degrees/Endorsements/Licensure	15	• Fifty educators passed the ESL licensure exam. • Recruited five students to the Masters in Teaching plus ESL licensure program • Twelve teachers became eligible for ESOL endorsement.
EL Achievement	2	• Thirteen of 20 ELs passed the Hawaiian language proficiency course. • Sixty-eight percent of the students' literacy skills improved pre- to post-test.
Family/Community Connections	8	• More than 180 families were recipients of family outreach activities provided by grantees. • Elementary ELs and their families engaged in literacy activities such as read-alouds. • Participants reported feeling more prepared to engage with families as a result of the grantee's professional learning.
EL Stakeholder Professional Development	17	• Coaches met with PLCs monthly. • Thirty-four educators engaged with the online content. • Participants received training in the peer-assisted learning program.
EL Educator Efficacy	10	• More than ninety percent of educators reported an increase in the use of instructional practices highlighted by the grantees. • Eighty-five percent of educators and administrators reported increased knowledge about assessment practices. • Seventy percent of educators reported having a positive attitude toward students' home languages.

Table 3.4 outlines the progress of the 2022 grantees in the first year of their grant. Of the sampled grantees, almost half reported on activities related to providing EL professional development to project participants, such as coaching and lesson planning. In addition, 64% of the sampled grantees reported 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 facilitating literacy events with parents and students.

**Table 3.4. 2022 NPD Cohort-Reported Progress on Grantee Program Goals
(N = 25)**

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	4	• Grantee revised course modules to align with the ESL and bilingual education programs. • Project team ensured that six of the twelve sessions were informed by the Institute of Educational Sciences practice guides.
Graduate Degrees/Endorsements/Licensure	16	• Ten in-service program participants enrolled in the graduate Bilingual Education Certification program. • Grantee enrolled 16 paraprofessionals in Grow Your Own program. • Grantee enrolled 140 in-service teachers in their program. • More than 80 participants enrolled in test preparation related to licensure.
EL Achievement	0	
Family/Community Connections	7	• Seventeen parents participated in family engagement events. • Project team developed and translated eight sets of family literacy resources for families with children in prekindergarten. • Four parent outreach sessions took place during the first year of the grant, and administrators shared student language goals with families.
EL Stakeholder Professional Development	11	• Eighteen preservice teachers received 10 hours of mentoring focused on implementing practices for building equity, expanding access to educational opportunities, and improving learning environments for ELs. • Thirty-three teachers participated in co-planning and lesson study sessions. • Grantee provided coaching/mentoring activities with the ESL and bilingual instruction cohorts.
EL Educator Efficacy	2	• Grantee reported that 11 teachers showed 5% growth in self-efficacy. • Nine mentors reported positive growth in developing key mentoring competencies in building equity, expanding access to educational opportunities, and improving learning environments for ELs.

Challenges Meeting Program Goals

The most common challenges in meeting program goals for the 2021 and 2022 grantees were related to obtaining student performance data and the recruitment of teachers. Some 2022 grantees also noted that their first year of the project was a planning year and that interfered with their ability to make progress toward their project-specific measures.

Summary

NPD grantees made significant progress on all GPRA measures, with the 2021 grantees reporting the most progress on all their GPRA measures. The 2021 and 2022 grantees reported enrolling more than 1,000 preservice and 4,500 in-service teachers in their programs. Moreover, grantees from the 2021 cohorts exceeded their targets for the number of participants who are making progress toward becoming State-certified, licensed, or endorsed in EL instruction (125%).

Both 2021 and 2022 grantees made the least progress toward the percentage of project-specific annual goals the program met (78%).

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

Appendix

Table A.1. 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 (UW) 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

Grantee Number	Institution
T365Z210022	Santa Clara University
T365Z210185	California State University System
T365Z210198	Cabrini University
T365Z210173	Oregon State University
T365Z210200	Sonoma State University
T365Z210187	The 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	The Regents of the University of California, Merced
T365Z210110	Brandman University
T365Z210145	Miami University

Table A.2. 2022 Cohort NPD Grantees

Grantee Number	Institution
T365Z220155	National Association for Bilingual Education
T365Z220149	San Diego State University Foundation
T365Z220055	University of Cincinnati
T365Z220076	William Paterson University of New Jersey
T365Z220063	Grand Valley State University
T365Z220150	BakerRipley
T365Z220096	The Board of Regents of UW-System on behalf of UW-Milwaukee
T365Z220089	Kansas State University
T365Z220103	The Regents of the University of California, Los Angeles
T365Z220037	The University of Texas at El Paso
T365Z220049	Temple University
T365Z220080	The College of New Jersey
T365Z220020	University of Oregon
T365Z220078	University of South Florida
T365Z220074	University of Massachusetts Boston
T365Z220137	Western Oregon University
T365Z220027	Western Michigan University
T365Z220058	Region 18 Education Service Center
T365Z220118	University of Arkansas System
T365Z220111	University of Kansas Center for Research, Inc.
T365Z220072	Texas A&M University
T365Z220095	The Florida International University Board of Trustees
T365Z220105	University of Delaware
T365Z220141	Cabrini University
T365Z220119	Southeast Service Cooperative
T365Z220131	The Regents of the University of Colorado
T365Z220015	The University of Central Florida Board of Trustees
T365Z220053	Wayne State University
T365Z220104	Florida Atlantic University
T365Z220050	Stephen F. Austin State University
T365Z220054	The University of Alabama in Huntsville
T365Z220013	The University of Alabama at Birmingham
T365Z220018	California State University San Marcos Corporation
T365Z220092	Lasell University

Grantee Number	Institution
T365Z220147	University of North Texas at Dallas
T365Z220152	Western Washington University
T365Z220109	Trustees of Indiana University
T365Z220110	Weber State University
T365Z220099	Clemson University
T365Z220101	Trustees of Boston University
T365Z220019	University of Washington
T365Z220025	Board of Regents, NSHE Nevada State College
T365Z220060	California State University, Dominguez Hills Foundation
T365Z220075	University of Northern Iowa