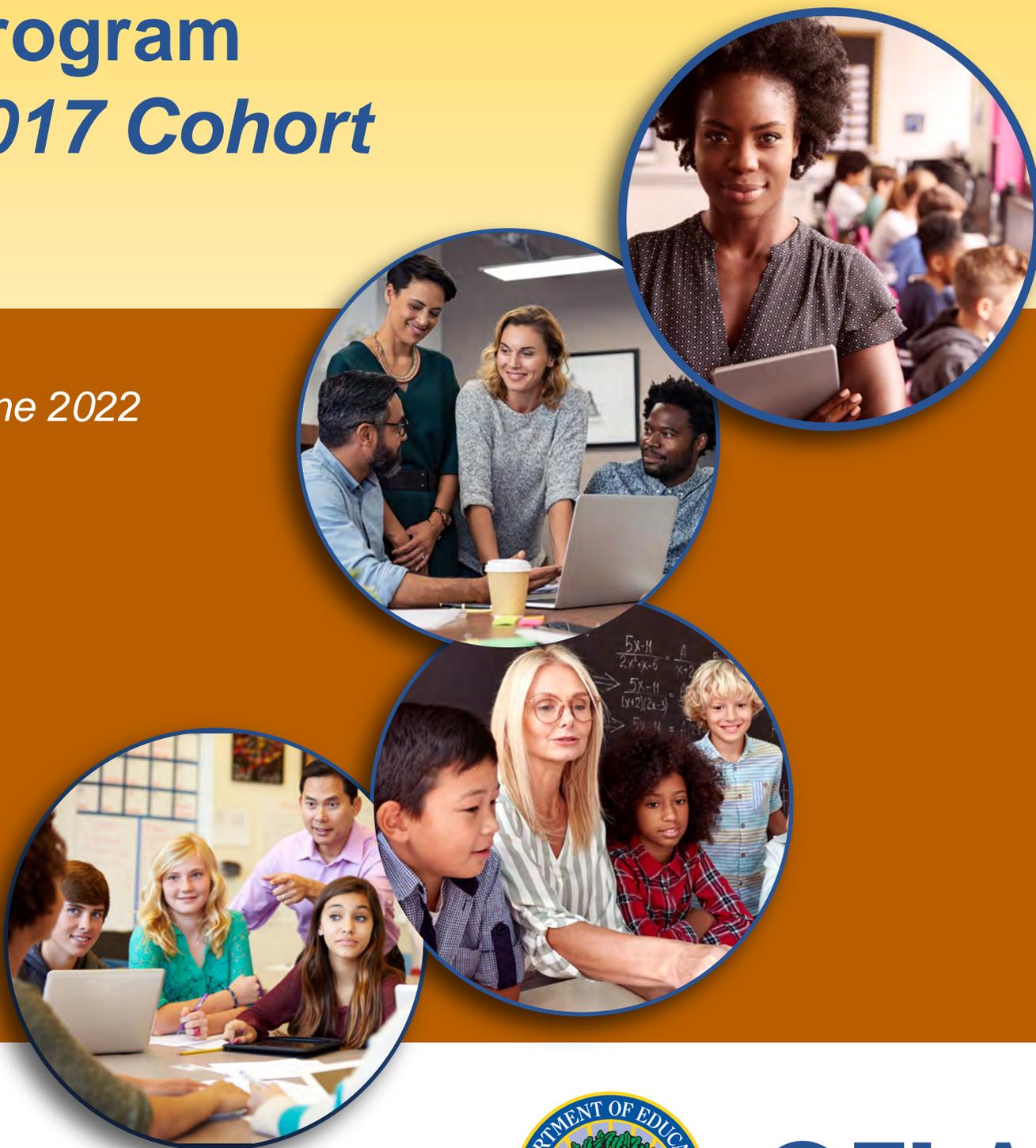


National Professional Development (NPD) Program 2017 Cohort

June 2022



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Key Terms

- **Characteristics spreadsheet:** The characteristics spreadsheet collects key information about the grant project, such as public/private partnerships, languages served, personnel/staff served in the project, and project aims. The information in the characteristics spreadsheet provides grantee information discussed in this report and also serves to support the ability of the Office of English Language Acquisition (OELA) to quickly respond to questions from internal and external sources regarding grant implementation and outcomes.
- **Elementary and Secondary Education Act of 1965 (ESEA):** The national education law that seeks to provide all students opportunities to receive a fair, equitable, and high-quality education and to close educational achievement gaps.
- **Every Student Succeeds Act (ESSA):** Signed into law December 2015, this act reauthorizes the ESEA.
- **The Government Performance Results Act of 1993 (GPRA):** Under GPRA, federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress, and regularly report on achievement.
- **Institutions of higher education (IHEs):** Institutions of postsecondary education, colloquially known as universities or colleges.
- **Knowledge Management System (KMS):** Refers to an online financial and performance monitoring tool for the U.S. Department of Education's (Department's) discretionary grants. By reporting in the KMS, grantees provide data to demonstrate that they are making substantial progress toward meeting approved goals, objectives, and performance measures to receive continuation funding.
- **Local educational agency (LEA):** As defined in the ESEA, a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.
- **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 negative impact of the COVID-19 pandemic on ELs across the country,³ ensuring teacher preparedness and effectiveness is more important than ever. 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 the relevant experience and capacity to support professional development activities that are designed to improve classroom instruction for ELs and assist education personnel working with such children to meet high professional standards. This program is administered by the U.S. Department of Education's (the Department's) Office of English Language Acquisition (OELA).

This document highlights and presents information about the 2017 grantee cohort of the NPD program for 43 grantees in the 2020–21 project year.⁴ The data represented capture the grantees' program performance results based on three Government Performance and Results Act (GPRA) measures for the 2017 cohort. 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 development of the early learning education EL workforce, 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.

Although COVID-19 impacted some planned activities, grantees were still able to report on progress related to their program's performance goals as outlined in the GPRA measures:

- Close to 1,800 preK–12 teachers, administrators, paraprofessionals, school support staff, and preservice teachers participated in programs administered by the 2017 grantees.
- In addition, 475 preservice teachers were served in teacher preparation programs administered by the cohort, with 89% of the grantees meeting their participation and recruitment targets.
- Close to 1,300 in-service teachers participated in programs, on average exceeding grantees' participation targets for in-service teachers.

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

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 Due to lingering impacts of the COVID-19 pandemic on grantees' ability to complete their final project activities, project outcomes for the 2016 grantees will be reported in the following year's discretionary report.

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.

Eighty percent of the sampled 2017 grantees reported that COVID-19 disrupted activities related to their project specific program goals.⁵ Disruptions included an inability to collect student outcome data, shifting activities from in-person events to virtual events, reduced family engagement opportunities, an inability for teachers to complete certificate or degree requirements, and challenges in recruiting teachers.

⁵ To ensure a representative sample, 25 grantees from the 2017 cohort were chosen to reflect all geographic regions in the U.S.

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 education personnel working with such children to meet high professional standards. These standards include certification and licensure for teachers who work in language instruction education 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 education personnel who are not certified or licensed, especially education 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 education 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 this 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. For the 2017 cohort in fiscal year (FY) 2021, the average award amount was \$504,431, with the awards ranging from \$215,158 to \$568,923.

Table 1.1. Total Proposed Funding NPD 2017

Cohort	Years completed	Total funding all 5 years ⁶	Number of awards
2017 Cohort	4 of 5 years completed	\$211,860,831	43

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, and 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. The Department's Institute of Education Sciences is now conducting a program study that will address GPRA measures 4, 5, and 6.

⁶ Total proposed funding for the NPD 2017 cohort 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) from 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.

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

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 2017 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. IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs.

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

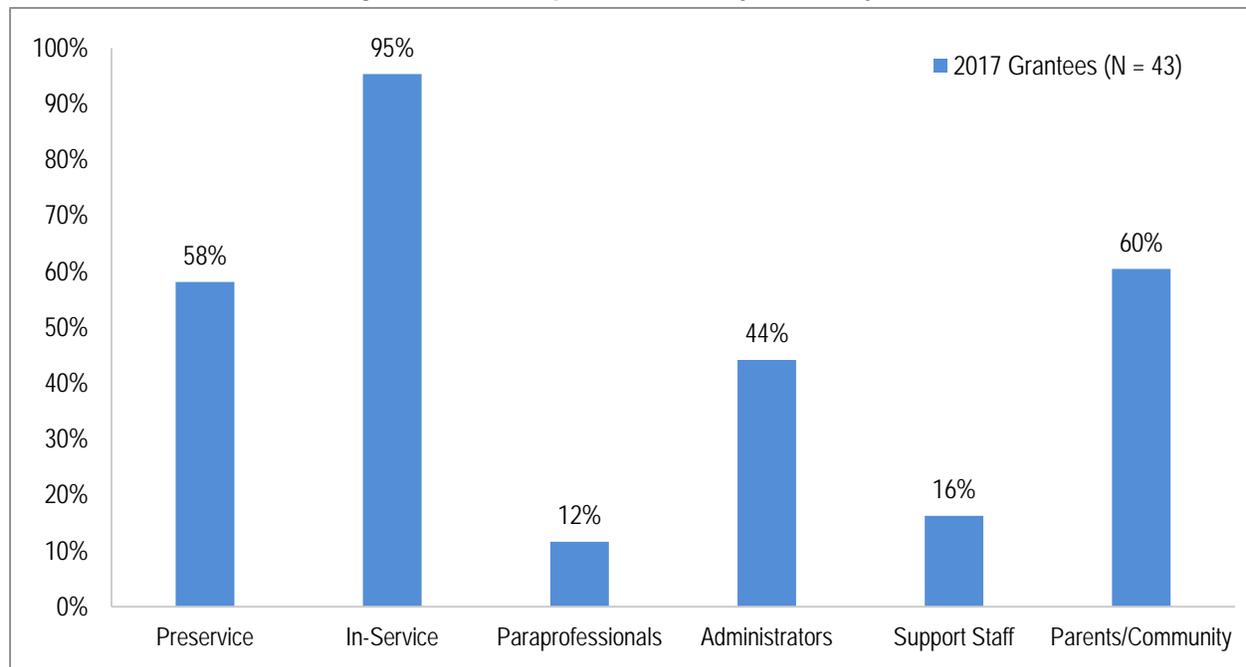
In 2017, 43 grantees received funds and completed the fourth year of their grants in FY 2021. All grantees in the 2017 cohort are included in this report with a complete list of the 43 entities found in the Appendix.

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 one to 27 for the 2017 grantees. In addition, several grantees reported the SEA as the partner in grant activities (Arkansas, Arizona, and Georgia).

Figure 2.1 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. Grantees from the 2017 cohort reported they will serve more than 4,000 participants.

In-service teachers, or teachers currently teaching, are participants in 95% of the grantees' projects. More than half of all grantees also work with preservice teachers. In addition, grantees from the 2017 cohort serve a high percentage of parents and the community through their projects (60%).

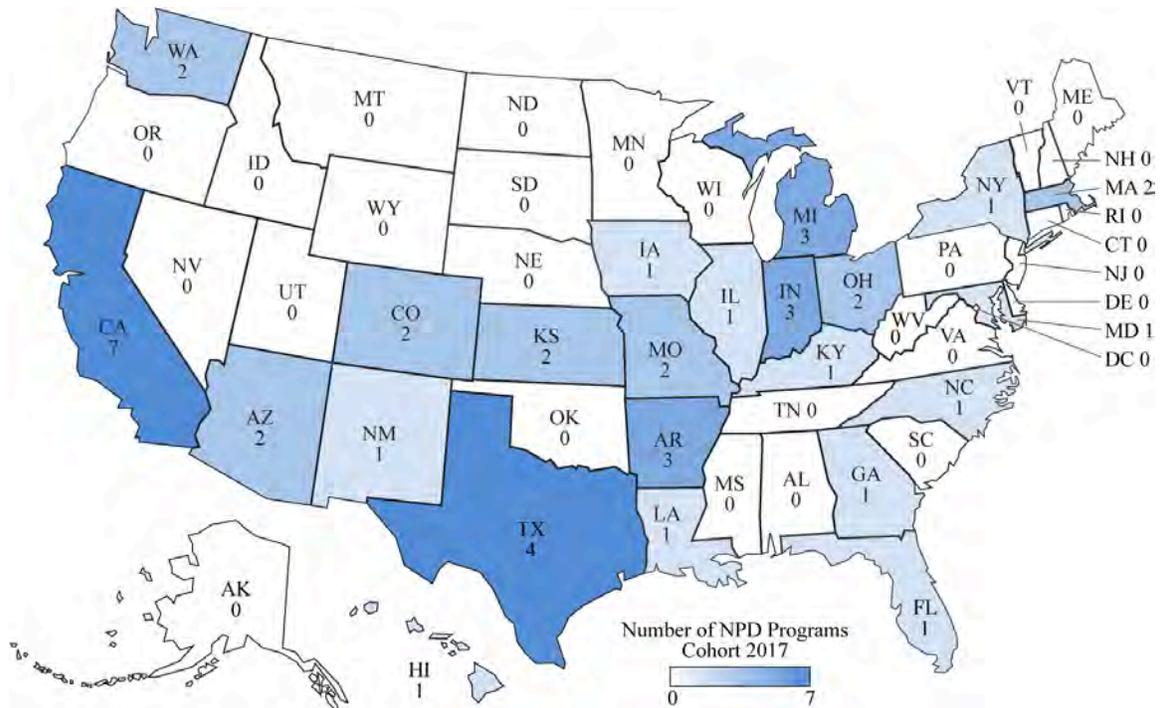
Figure 2.1. Participants Served by NPD Projects



Grantee Locations

Out of the 50 states and the District of Columbia, grantees located in 23 states received at least one NPD grant as part of the 2017 NPD grant competition, as seen in Figure 2.2. In 2017, 11 states received two or more NPD grants, 12 states received only one grant, and 27 states and the District of Columbia did not receive any NPD grant funding.

Figure 2.2. NPD Grant Locations:
2017 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.

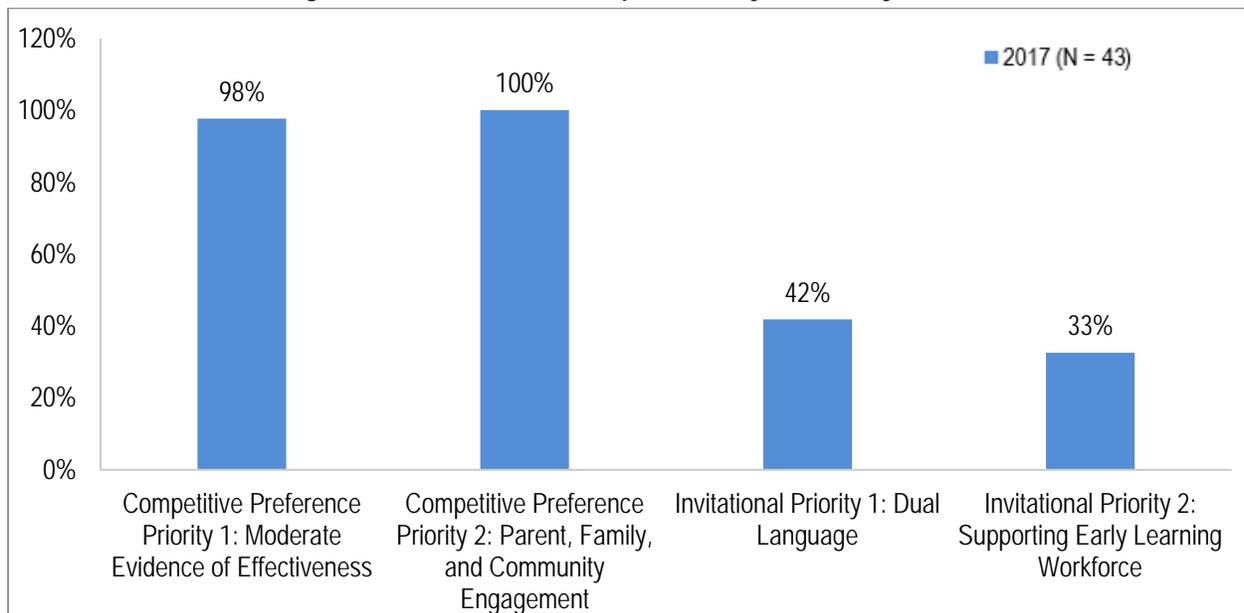
All applicants in 2017 were required to address the absolute priority of providing professional development to improve instruction for ELs; they could also address invitational and competitive priorities (see Figure 2.3). As Figure 2.4 indicates, 98% of grantees responded to the competitive

priority of implementing a research program that meets the moderate evidence of effectiveness.⁷ In addition, all of the 2017 grantees addressed the second competitive priority: parent, family, and community engagement. Moreover, fewer than half of the 2017 grantees addressed the invitational priorities to improve educator preparation and provide professional learning regarding dual language implementation models.

Figure 2.3. 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)

Figure 2.4. NPD Grantee-Reported Project Priority Areas



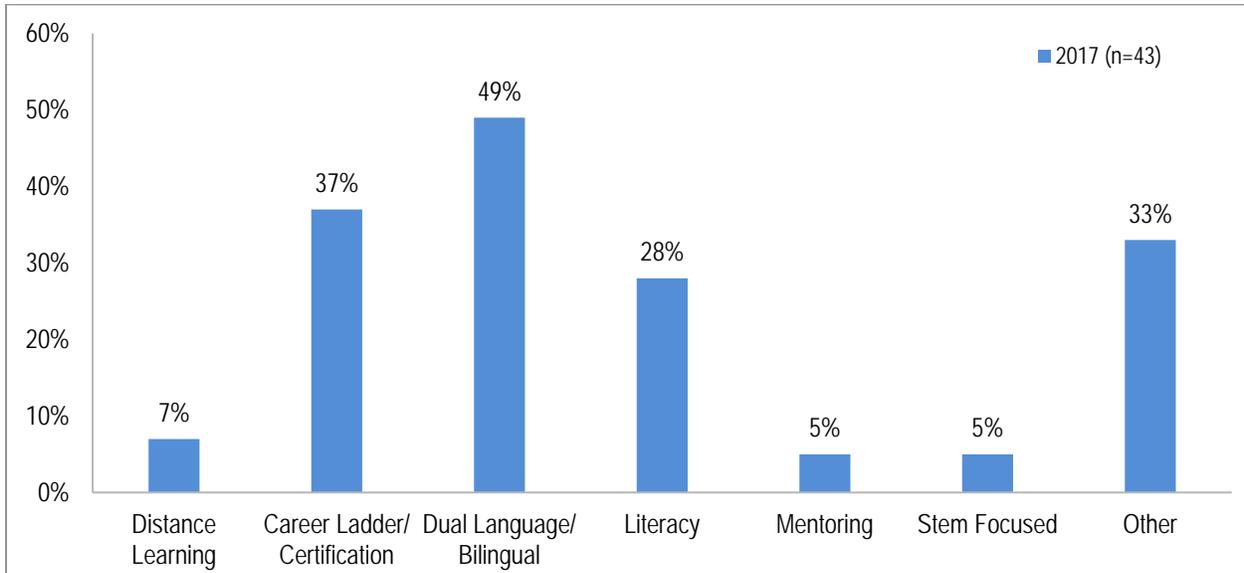
Project Features

NPD projects implement unique activities or features to support the program goals. Figure 2.5 shows the various project features reported by the 2017 grantees. The most widely reported features for the 2017 grantees include promoting dual language/bilingual education and

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

providing certification. Grantees who fall in the “Other” category reported such features as early childhood and micro-credentialing.

Figure 2.5. Project Features of the NPD Grantees: 2017 Cohort



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 third year of grant implementation for the 2017 cohort.

The following sections provide detailed information regarding how each GPRA outcome was calculated for the 2017 NPD cohort, including the number and percentage of grantees serving the participant type and the number and percentage of completers.⁸ Notes are included where the COVID-19 pandemic impacted some grantee activities.

Grantees who reported no data (for target or outcomes) often gave their reasoning in notes. Examples of reasons cited include that the GPRA measure was not applicable to that year in the grant or that certain GPRA measures apply only to the completion of the grant.

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.

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.

NPD 2017 Cohort GPRA Measures⁹

Table 3.1 summarizes aggregated GPRA outcomes reported by the 43 grantees in the 2017 cohort. Some grantees reported higher numbers of program completers than target outcomes and provided reasoning in the notes.

As Table 3.1 shows, grantees made significant progress toward many of their GPRA measures. In the 2020–21 project year, more than 400 preservice teachers participated in teacher preparation programs administered by the 2017 grantees, with 89% of the grantees meeting their participation and recruitment targets. In addition, nearly 1,300 in-service teachers completed the program for the 2017 cohort, with grantees on average exceeding their completion targets for in-service teachers (150%). Moreover, grantees in the 2017 cohort reported that more than 500 participants who were state-certified, licensed, or endorsed in EL instruction completed their program in the 2020–21 project year, with many of the grantees exceeding their targets (126%). The table below also outlines to what extent grantees reported that the COVID-19 pandemic affected their ability to reach GPRA measures.

Table 3.1. Summary of Aggregated GPRA Outcomes Reported by 2017 NPD Cohort¹⁰

	GPRA Measures	Percentage ¹¹	Basis of Calculations	COVID-19 Impact
1	The number and percentage of program participants who complete the preservice program as defined by the applicant in the application	89%	Of the 43 grantees that could report, 475 of the targeted 534 completed the program.	N/A
2	The number and percentage of program participants who complete the in-service program	150%	Of the 43 grantees that could report, 1,284 of the targeted 854 completed the in-service program.	COVID-19 impacted Measure 2 for 1 grantee.
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	126%	Of the 43 grantees that could report, 673 of the targeted 533 participants are state-certified, licensed, or endorsed in EL instruction.	N/A

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.

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 reasons such as grantees having recruited more participants than expected or more participants having participated in that GPRA measure than first targeted.

Progress on Program Goals

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

Table 3.2 showcases 2017 NPD project-specific measures that grantees worked toward in FY 2020–21. As each grantee can specify its 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,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; 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 the school closures that resulted from the COVID-19 pandemic (see Table 3.3 for more information on the impact of COVID-19 upon progress on program goals).

Table 3.2. 2017 NPD Cohort-Reported Progress on Grantee Program Goals
(N = 25)

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	8	<p>Grantees created videos featuring teachers implementing high-quality instructional practices.</p> <p>Grantees created and facilitated online modules for pre- and in-service teachers.</p> <p>Grantees enhanced coursework to address guidance on implementing remote learning for ELs.</p>
Graduate Degrees/ Certification	18	<p>Forty-one percent of participants are on track for bilingual certification.</p> <p>Ten participants obtained TESOL certification.</p> <p>Eighty-six percent of in-service teachers are on track for TESOL certification, and 80% of pre-service teachers are on track for certification.</p> <p>100% pass rate on the ESOL Praxis assessment.</p>
EL Achievement	3	<p>Grantees measured EL achievement in reading using state-administered assessments.</p> <p>Grantees developed more than 50 lessons designed to improve the academic language acquisition of ELs.</p>

¹² To ensure a representative sample, 25 grantees from the 2017 cohort were chosen to reflect all geographic regions in the U.S.

Program Goals	Number of Grantees	Sample and Summary of Activities
Family/Community Connections	15	<p>One hundred percent of participants reported engaging families at least twice each semester.</p> <p>More than 100 pre- and in-service teachers received PD on family outreach and engagement.</p> <p>Grantees distributed books in native languages to families.</p> <p>Participants rated family engagement PD as highly effective.</p> <p>Ninety-five percent of families said the training sessions helped them better support their students at home.</p>
EL Stakeholder Professional Development	16	<p>Grantees provided virtual PD sessions, some focused on how to best implement virtual instruction.</p> <p>Differentiated technical assistance was provided to school staff on a variety of topics.</p> <p>Grantees provided coaching toward the implementation of instructional strategies highlighted in the coursework/PD.</p> <p>Grantees observed classroom teaching virtually.</p>
EL Educator Efficacy	10	<p>More than 90% of participants developed culturally responsive lessons for their students.</p> <p>All participants successfully completed the practicum course.</p> <p>More than 70% of preservice teachers demonstrated increased efficacy in leveraging students' home languages to teach mathematics.</p> <p>After participating in the program, 100% of surveyed participants indicated they were more prepared to work with ELs.</p> <p>More than 90% of administrators indicated their teachers were better prepared to work with ELs because of program activities.</p>

Challenges Meeting Program Goals

The COVID-19 pandemic greatly impacted the ability of the 2017 grantees to complete project program goals. Eighty percent of the sampled 2017 grantees made references to COVID-19 disrupting project program goals, whereas only one grantee mentioned the pandemic disrupting activities related to GPRA. Examples of COVID-19 disruptions included the inability to collect student or teacher outcome data, shifting activities from in-person events to virtual events, reduced family engagement opportunities, the inability of participants to complete degrees/certifications as planned, and reduced recruitment numbers (Table 3.3). However, some grantees reported instances in which project activities persevered, or even thrived, despite the hardships the pandemic presented. For example, some grantees reported the ability to provide more targeted and one-on-one professional development to participants in a virtual format, some grantees were able to provide professional learning on how to teach remotely, and others reported using the summer to make up for PD delayed in FY 2019–20 due to the pandemic.

Table 3.3. School Year 2020–21 Cohort-Reported Program Challenges of NPD 2017 (N = 25)

Program Challenges	Number of Grantees
Converting In-Person Activities to Virtual Platforms	7
Inability to Collect Data	8
Degree/Certificate Completion Issues	2
Decreased Family Engagement Opportunities	4
Recruitment Issues	4

Summary

NPD 2017 grantees made significant progress toward both GPRA measures and reported the most progress on in-service program completers, with over 1,200 teachers completing the program. NPD 2017 grantees made the least progress on GPRA measures related to preservice completers. Despite making progress on project-specific measures, grantees cited COVID-19 as a barrier toward attaining all their project-specific goals. For example, 32% of sampled grantees reported that the pandemic resulted in redesigning, rescheduling, or reducing the number of in-person activities conducted by the project, and 28% of grantees reported that the pandemic impacted their ability to collect outcome data related to project-specific measures.

Appendix

Table A.1. 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 'Ohana
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

Grantee Number	Institution
T365Z170233	University of Kansas Center for Research, Inc.
T365Z170235	University of Arkansas
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