National Professional Development (NPD) Program

2021, 2022, and 2024 Cohorts

August 2026

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Key Terms

- ***Elementary and Secondary Education Act of 1965* (*ESEA*):** The national education law that seeks to provide all students with opportunities to receive a fair and high-quality education and to close educational achievement gaps.
- ***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 (TA) 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.[1] However, data suggest that many teachers arrive in the classroom unprepared to meet the needs of English learners (ELs).[2] Given the lingering achievement gaps, 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 Elementary and Secondary Education (OESE).

This document highlights and presents information about the 2021, 2022, and 2024 grantee cohorts of the NPD program for 107 grantees in the 2024–25 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, 2022, and 2024 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 the EL educator workforce in early childhood education, and using data to improve literacy instruction. 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 8,000 in-service teachers participated in programs, exceeding the 2022 and 2024 grantees' participation targets for in-service teachers (148 and 160%, respectively).
- In addition, more than 2,000 preservice teachers were served in teacher preparation programs administered by the cohorts, with 2021 and 2024 grantees exceeding targets on average (100 and 119%, respectively).

[1] Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*. *104*(9), 2633-2679. https://doi.org/10.1257/aer.104.9.2633

[2] U.S. Department of Education. (n.a.). *Digest of Education Statistics: Table 209.42 Percentage of public and private school teachers who teach English learner students and students with disabilities and percentage with selected qualifications or coursework, by selected teacher and school characteristics: 2020–21*. https://nces.ed.gov/programs/digest/d22/tables/dt22_209.42.asp?current=yes

[3] U.S. Department of Education. (n.a.). *NAEP Report Card: Reading*. https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4; Tamez-Robledo, N. (2024, May 27). English learner scores have been stuck for two decades. What will it take to change? *Edsurge.* https://www.edsurge.com/news/2024-05-27-english-learner-scores-have-been-stuck-for-two-decades-what-will-it-take-to-change

[4] Combined total of grantees from 2021,2022, and 2024 cohorts

- More than 5,000 educators either completed or were making progress toward obtaining a certificate, endorsement, or license in teaching ELs, with all grantees exceeding their targets on average.

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 Elementary and Secondary (OESE). The NPD Grant Program supports professional development (PD) 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 PD 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 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 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 $572,387 in fiscal year (FY) 2024, ranging from $460,468 to $600,000. The 2022 grantee award amounts ranged from $326,106 to $600,000, with an average award amount of $556,299. The 2024 grantees had an average award amount of $574,209 in FY 2024, ranging from $360,506 to $699,298.

Table 1.1. Total Proposed Funding NPD 2021, 2022, and 2024

Cohort	Years completed	Total funding for all 5 years[5]	Number of awards
2021 Cohort	4 of 5 years completed	$138,481,964	50
2022 Cohort	3 of 5 years completed	$119,638,185	44
2024 Cohort	1 of 5 years completed	$40,784,372	13

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, 2022, and 2024 grantees. All institutions receiving federal funds under the NPD program in 2021, 2022, and 2024 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://www.ed.gov/grants-and-programs/teacher-preparation-grants/national-professional-development-program-84365z#funding-and-legislation

2. Overview of the Grantee Cohorts

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

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

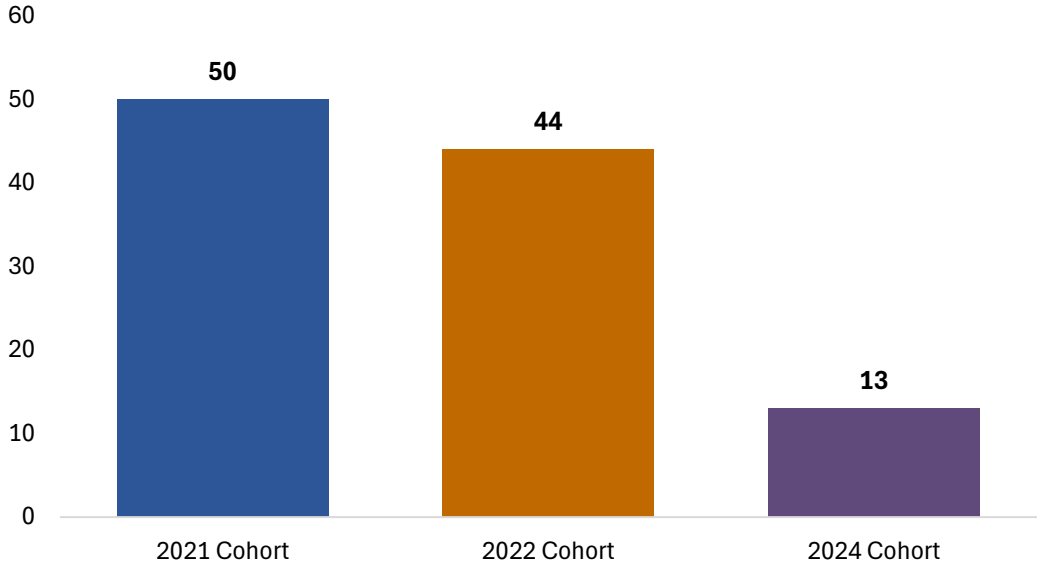
- **Knowledge Management System (KMS) Data**: The KMS provides most program- and grant-specific information. On this online platform, grantees report on project measures for individual grant activities and outcomes for the entire grant. Grantees also report (1) the name of the applicant; (2) the partner LEAs or SEAs; (3) the title of the proposed project; (4) which, if any, of the competitive and invitational priorities a project is addressing; (5) a brief project description, including a description of major project activities; (6) the number 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, 2022, and 2024 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 Department'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.

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 2024, 50 grantees received funds and completed the fourth year of their grants, 44 grantees received funds and completed the third year of their grants, and 13 grantees completed the first year of their five-year grants. All grantees in all cohorts are included in this report with a complete list of the 107 entities found in the Appendix.

Figure 2.1. Number of Grantees



Grantees include personnel from IHEs and 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 six for the 2021, 2022, and 2024 cohorts. In addition, several grantees reported the SEA as the partner in grant activities (Delaware, Hawaii, New Mexico, Oregon, and Texas).

Grantees from the 2021, 2022, and 2024 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 2021 (24%), 2022 (30%), and 2024 (15%) grantees (see Figure 2.2).

Figure 2.2. Minority-Serving Institution Designations of NPD Grantees

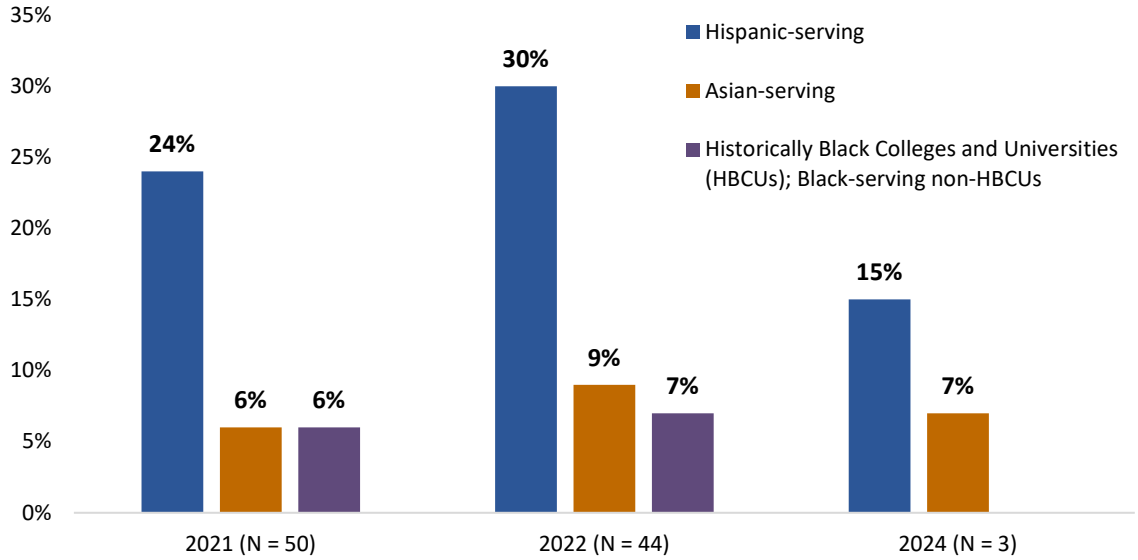
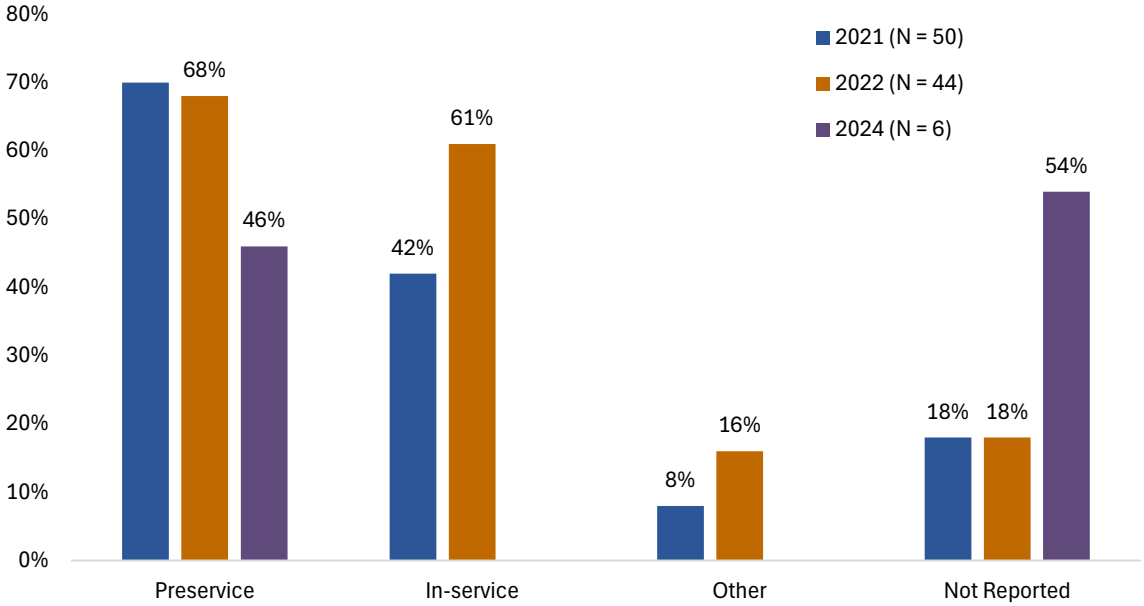


Figure 2.3 illustrates the type and percentage of participants served by the NPD grantees. Grantees may serve several types of participants throughout the life of their grant. More than 60% of 2021 and 2022 grantees worked with preservice teachers, whereas less than half of 2024 grantees reported working with preservice teachers. For 2021 and 2022 42% and 61% of grantees respectively reported working with in-service teachers. Grantees also reported working with other types of participants such as administrators and other educational staff. Fifty-four percent of the 2024 grantees did not report information on participant type, possibly due to the fact grantees were still in the midst of recruiting participants in their first year.

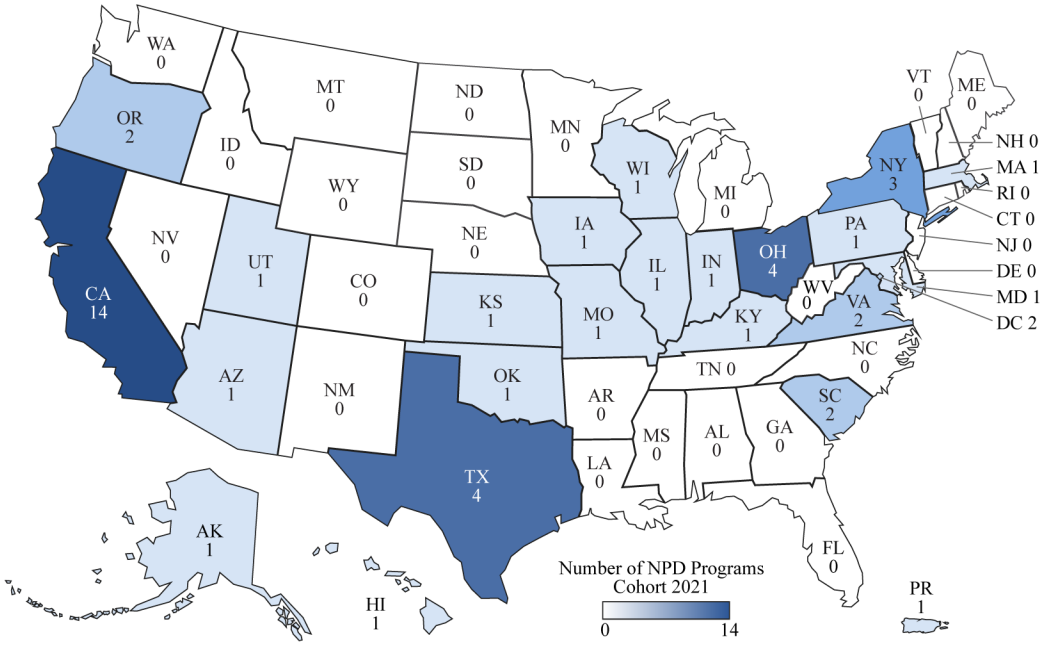
Figure 2.3. Participants Served by NPD Projects



Grantee Locations

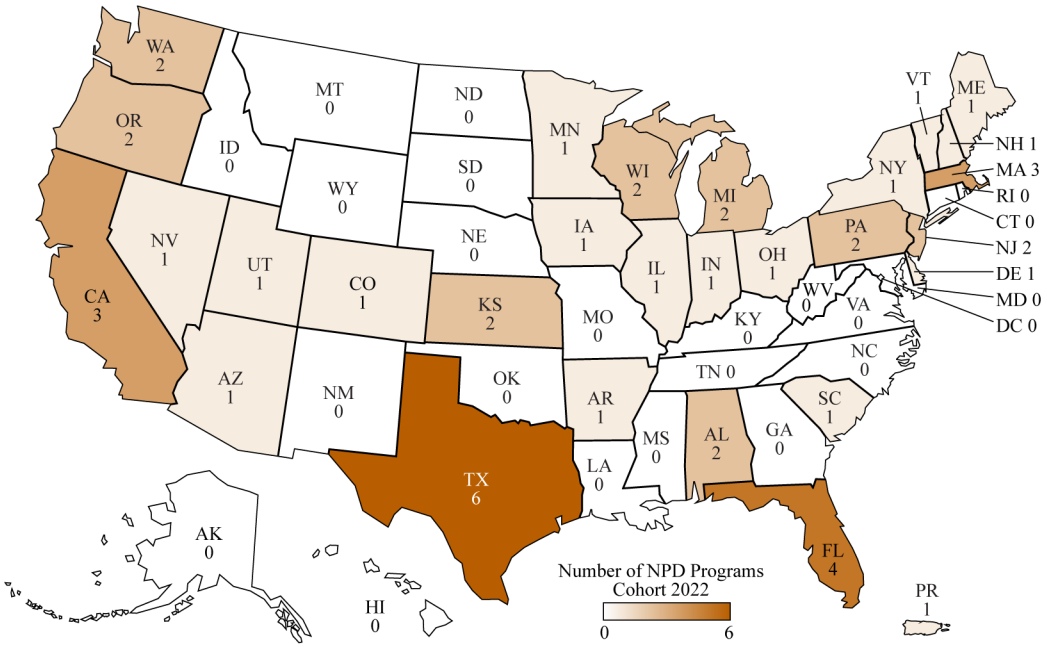
As Figure 2.4 below indicates, grantees from 2021 are located in 23 states. California has the most NPD grants (N = 14), with Ohio and Texas having the second most NPD grants, with four each. New York has three grants, Oregon, South Carolina, Virginia, and Washington D.C. each have two grants, and 15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

Figure 2.4. NPD Grant Locations: 2021 Cohort



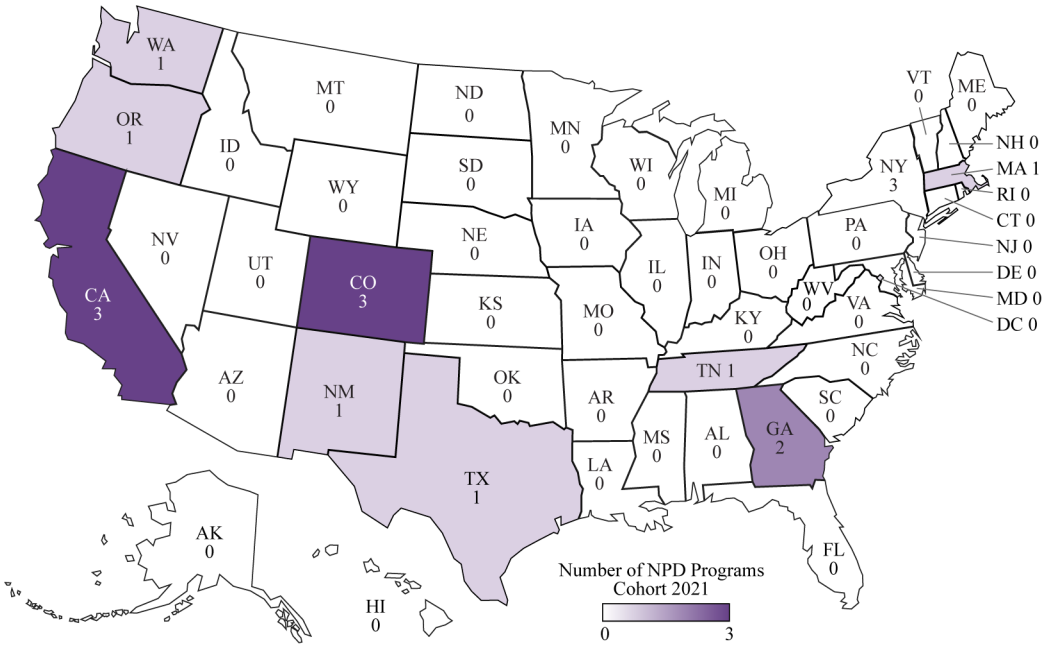
As Figure 2.5 below indicates, grantees from 2022 are located in 28 states and Puerto Rico. Texas has the most NPD grants (N = 6), with Florida having the second most NPD grants (N = 4). California and Massachusetts each have three grants, and Alabama, Kansas, Michigan, New Jersey, Oregon, Pennsylvania,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

Figure 2.5. NPD Grant Locations: 2022 Cohort



The 2024 grantees are located in nine states. California and Colorado have the most NPD grants (N = 3), with Georgia having the second most NPD grants (N = 2). Massachusetts, New Mexico, Oregon, Tennessee, Texas, and Washington each have one grant (Figure 2.6).

Figure 2.6. NPD Grant Locations: 2024 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 2021 and 2022 were required to address the absolute priority of providing PD to improve instruction for ELs; they could also address invitational and competitive priorities. Competitive priority 1 was the same for these two cohorts but differed for the other competitive and invitational priorities (see Figure 2.7). For 2024 grantees, applicants were required to address the absolute priority of increasing the number of bilingual or multilingual teachers through a grow-your-own pre-service program that recruits teacher candidates who are bilingual or multilingual. The 2024 grantees could also respond to one competitive and invitational priority (see Figure 2.7)

Figure 2.7. 2021, 2022, and 20224 Grant Competition Priorities

NPD 2021 Grant Competition Priorities:

- **Absolute Priority**: Providing professional development to improve instruction for 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 PD to improve instruction for ELs
- **Competitive Preference Priority 1:** Moderate evidence of effectiveness
- **Competitive Preference Priority 2:** Promoting student access to educational resources and opportunities
- **Invitational Priority 1:** School readiness
- **Invitational Priority 2:** Family engagement

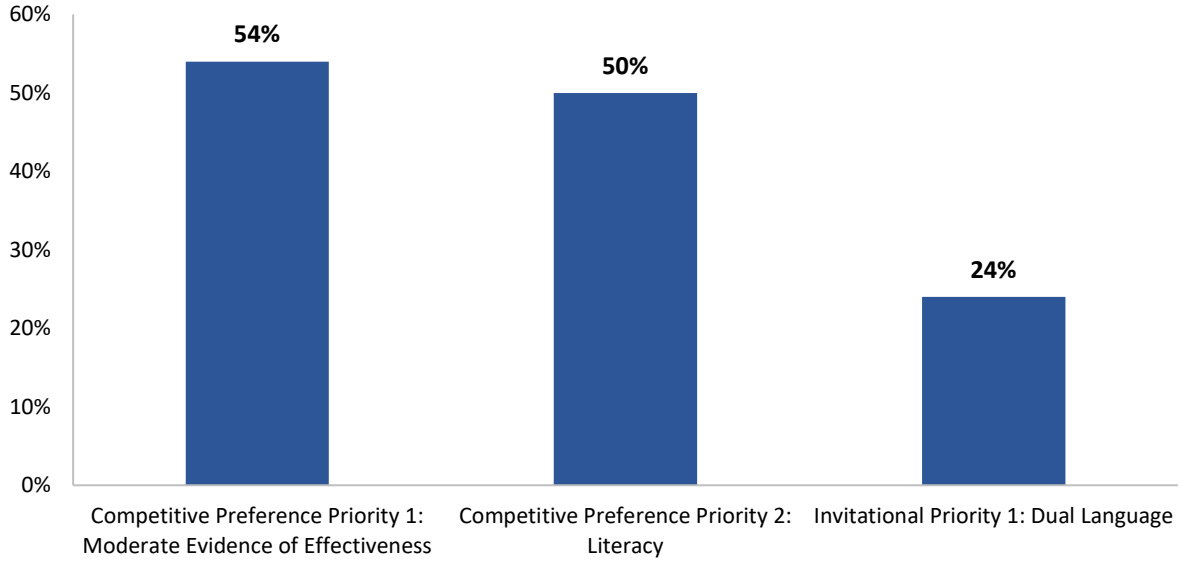
NPD 2024 Grant Competition Priorities:

- **Absolute Priority:** Increase the number of bilingual or multilingual teachers through a grow-your-own pre-service program that recruits teacher candidates who are bilingual or multilingual.
- **Competitive Preference Priority 1:** Applications from new potential grantees
- **Invitational Priority 1:** Service to students from first-generation or low-income backgrounds.

As Figure 2.8 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%).

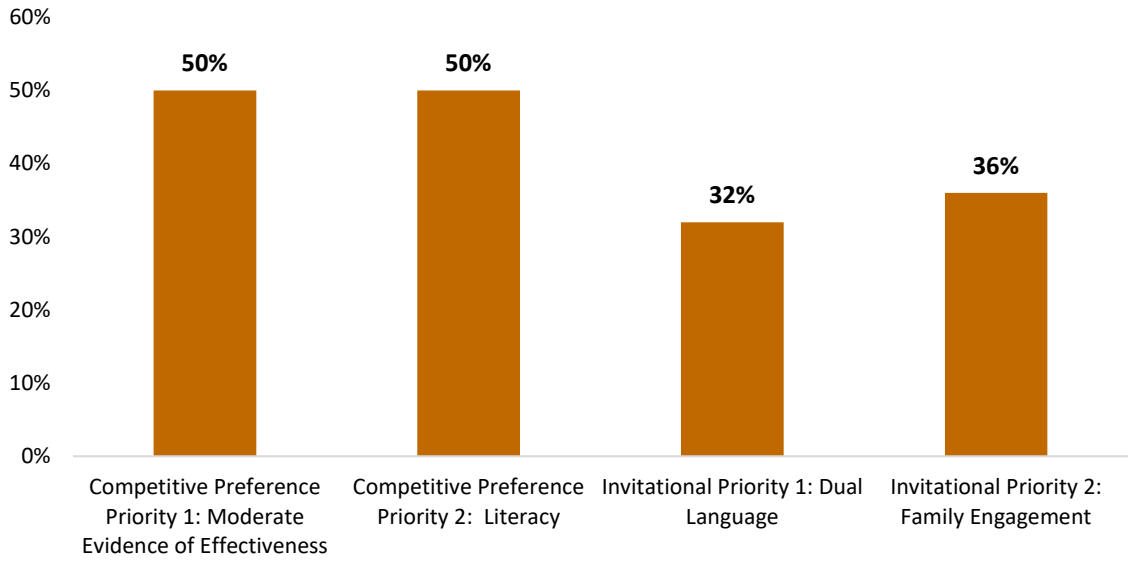
Figure 2.8. 2021 NPD Grantee-Reported Project Priority Areas: Cohort 2021



Of the 2022 grantees, 50% responded to the two competitive priorities: priority 1 regarding moderate evidence of effectiveness and priority 2 concerning the promotion of student access to educational resources and opportunities.[8] In addition, fewer than 40% of the 2022 grantees responded to the two invitational priorities: school readiness (32%) and family engagement (36%).

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

Figure 2.8. 2022 NPD Grantee-Reported Project Priority Areas: Cohort 2022

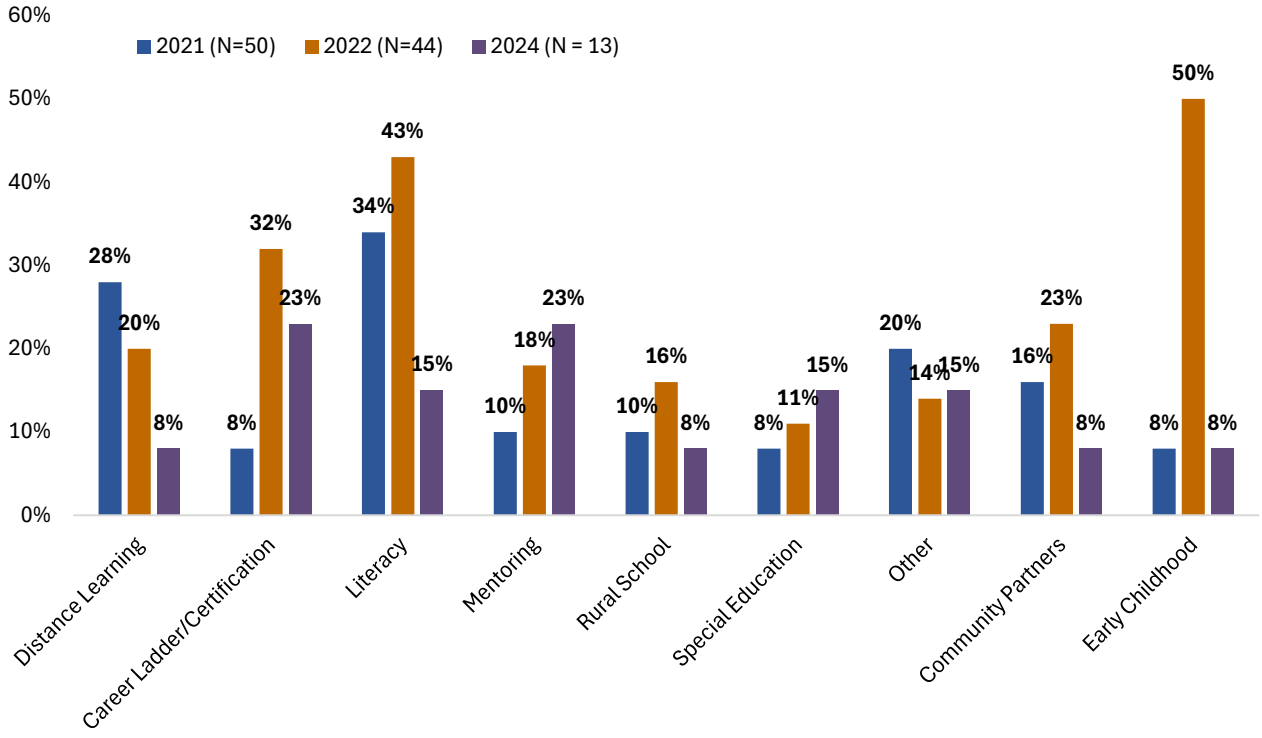


Grantees from the 2024 cohort did not report responding to either the competitive or the invitation priorities.

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. The 2024 grantees reported that career ladder/certificate and mentoring were the most-commonly employed activities to support program goals.

Figure 2.9. Project Features of the NPD Grantees: 2021, 2022, and 2024 Cohorts



3. Outcomes

Using the KMS online reporting system, the grantees submitted quarterly reports in FY 2024. The data reported included *GPRA* targets and other information (e.g., financial expenditures). This report focuses on data collected from the fourth year of grant implementation for the 2021 cohort, third year for the 2022 cohort, and first year for the 2024 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.[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.

[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.

Tables 3.1 through 3.3 summarize aggregated *GPRA* outcomes reported by the grantees in the 2021 cohort (N = 50), 2022 cohort (N = 44), and 2024 cohort (N = 13). 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 fourth year of their project, 884 preservice teachers participated in teacher preparation programs, with grantees on average meeting their targets (100%). In addition, 3,591 in-service teachers enrolled in their programs, with grantees on average meeting their enrollment targets (94%). Moreover, the 2021 grantees reported that 2,287 of their program participants were making progress toward becoming state-certified, licensed, or endorsed in EL instruction in the 2024–25 project year, with many of the grantees exceeding their targets (135%).

Table 3.1. Summary of Aggregated *GPRA* Outcomes Reported by 2021 NPD Cohort[8]

	GPRA Measures	Percentage[9]	Basis of Calculations
1	The percentage of project-specific annual goals the program met.	**98%**	On average, grantees reported meeting 98% of their project-specific annual goals.
2	The number of preservice program participants enrolled annually.	**100%**	Grantees reported that 884 of the targeted 840 participants enrolled in a preservice program.
3	The unduplicated number of in-service program participants served annually.	**94%**	Grantees reported that 3,591 of the targeted 3,814 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.	**135%**	Grantees reported that 2,287 of the targeted 1,698 participants reported making progress toward becoming state-certified, licensed, or endorsed in EL instruction.

[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.

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 third year of their projects, more than 866 preservice teachers participated in teacher preparation programs administered by the 2022 grantees, with 66% of the targeted program participants enrolled in the program. In addition, more than 3,000 in-service teachers enrolled in their programs during the 2024–25 project year, with grantees on average exceeding their enrollment targets (148%).

Table 3.2. Summary of Aggregated *GPRA* Outcomes Reported by 2022 NPD Cohort[10]

	GPRA Measures	Percentage[11]	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 goas.
2	The number of preservice program participants enrolled annually.	**66%**	Grantees reported that 582 of the targeted 866 participants enrolled in a preservice program.
3	The unduplicated number of in-service program participants served annually.	**148%**	Grantees reported that 4,694 of the targeted 3,177 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.	**130%**	Grantees reported that 2,652 of the targeted 2,037 participants reported making progress toward becoming state-certified, licensed, or endorsed in EL instruction.

NPD 2024 Cohort *GPRA* Measures

Table 3.3 summarizes aggregated *GPRA* outcomes for the first year reported by the 13 grantees in the 2024 cohort. In their first year, the 2024 grantees made substantial progress in the enrollment of preservice and in-service program participants, at 119 and 160%, respectively. Although in summary the 2024 grantees exceeded their targets for *GPRA* Measure 4, these data

[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.

were reported by only five grantees and only one of those grantees reported that they exceeded their targets.

Table 3.3. Summary of Aggregated *GPRA* Outcomes Reported by 2024 NPD Cohort[12]

	GPRA Measures	Percentage[13]	Basis of Calculations
1	The percentage of project-specific annual goals met	**50%**	On average, grantees reported meeting 78% of their project-specific annual goals.
2	The number of preservice program participants enrolled annually	**119%**	Grantees reported that 559 of the targeted 468 participants enrolled in a preservice program.
3	The unduplicated number of in-service program participants served annually	**160%**	Grantees reported that 488 of the targeted 305 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.	**304%**	Grantees reported that 271 of the targeted 89 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 2024.

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,[14] the qualitative analysis yielded seven broad themes that grantees are working toward: enhancing the relevance of university coursework; offering graduate degrees or certificates; increasing English

[12] 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

[13] 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.

[14] To ensure a representative sample, 25 grantees from each of the 2021 and 2022 cohorts were chosen to reflect all geographic regions in the U.S. Data from all 13 2024 grantees are reported here.

language achievement in students through dual language or bilingual programming; increasing educator efficacy; enhancing the ability of educators to work with EL families; enhancing the relevance of PD for EL stakeholders, and goals that fall into the "other" category.

Table 3.3 summarizes the progress of the 2021 grantees during the fourth year of their project. More than 75% of sampled grantees conducted activities related to providing programs and courses leading to graduate degrees, endorsements, or licensure. For example, sampled grantees offered English to Speakers of Other Languages (ESOL) endorsements, master's programs, and bilingual certifications for science teachers. In addition, more than 60% of grantees provided workshops and coaching to teachers and administrators on a variety of topics, such as science, artificial intelligence and literacy instruction, and family engagement.

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	3	• Ten courses in the Special Education major were created this year. • Grantees updated micro credentialing courses based on participant feedback.
Graduate Degrees/ Endorsements/Licensure	19	• Thirty-three students were enrolled in the PhD program in Spring 2025, and one graduated at the end of that term. • Nineteen in-service teachers completed their Teaching English to Speakers of Other Languages (TESOL) endorsement. • Twenty teachers earned 18 credit hours in literacy/ESOL.
EL Achievement Through Bilingual or Dual Language Programs	3	• All bilingual staff completed the professional learning series. • Nine dual language teachers received instructional coaching.
Family/Community Connections	10	• Grantees developed four sets of printed family literacy materials for grades 3–5 to be distributed across partner districts. • Over 40 caregivers attended workshops. • Of surveyed caregivers, 98% found the workshops beneficial.
EL Stakeholder PD	16	• More than 290 in-service educators and administrators participated in PD activities. • Seventy-six educators participated in professional learning communities. • Participants completed 15 co-teaching cycles provided in a series of four online modules.

Program Goals	Number of Grantees	Sample and Summary of Activities
EL Educator Efficacy	12	• Over 75% of participants experienced at least 5% growth as measured by the self-efficacy survey from beginning to end of year. • Of pre-service teachers, 80% rated the program as effective in preparing them to work with ELs. • Close to 90% of administrators said the project improved the instructional practices of their EL educators.
Other	4	• Grantees worked with district administrators to establish an effective research partnership. • Published research article on project outcomes in *TESOL Journal*.

Table 3.4 outlines the progress of the 2022 grantees in the third year of their grant. Of the sampled grantees, more than 60% reported on activities related to providing EL PD to project participants, such as coaching and facilitating in-person and virtual workshops. In addition, over half of the sampled grantees reported offering degrees, endorsements, or providing licensure support for EL teachers. 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	3	• Developed 10 training videos • Revised 10 online courses for preservice and in-service teachers
Graduate Degrees/ Endorsements/Licensure	14	• Seventy-one preservice and 50 in-service teachers are making progress on their English as a Second Language (ESL) endorsement. • Five coaches completed their certification program. • Of participants, 57% have earned their ESL instructional leadership certificate.
EL Achievement Through Bilingual or Dual Language Programs	7	• Two participants passed the bilingual exam. • Seven participants registered for the third course in the sequence, Teaching Young Bilingual Children.

Program Goals	Number of Grantees	Sample and Summary of Activities
Family/Community Connections	12	• Over 100 caregivers attended the Family Book events that were offered 10 times over the year. • Fifteen families received three home visits and one backpack of resources to support academic success. • Forty parents attended the Fall workshop.
EL Stakeholder PD	16	• Over 100 teachers and paraeducators earned continuing education units through participation in PD. • Twelve early childhood educators received six cycles of instructional coaching. • • Thirty-six teachers participated in a mentorship network.
EL Educator Efficacy	7	• Of student teachers, 100% demonstrated high-quality instructional practices for ELs. • Of completers, 86% found the program effective in preparing them to support ELs in their future classrooms.
Other	4	• Published open access resources for the field • Established a reading club for learners in rural areas

Table 3.5 outlines the progress of the 2024 grantees in the first year of their grant. Of the sampled grantees, 38% reported offering ESOL/bilingual certification programs/certificates. Over 20% indicated they completed activities related to dual language/bilingual teacher PD. As this was the first year for the 2024 cohort, most grantees worked to establish their program and recruit participants.

Table 3.5 2024 NPD Cohort-Reported Progress on Grantee Program Goals (N = 25)

Program Goals	Number of Grantees	Sample and Summary of Activities
University Coursework	1	Grantee is working to refine content with national and state standards.
Graduate Degrees/ Endorsements/Licensure	5	• Twenty-four participants are currently completing courses. • On target for enrolling grade 12 students in Teaching as a Profession and Early Childhood • Education career and technical education pathways.

Program Goals	Number of Grantees	Sample and Summary of Activities
EL Achievement Through Bilingual or Dual Language Programs	3	• Recruited over 30 candidates for the bi/multilingual TESOL program. • Enrolled 50 bilingual fellows into the bilingual authorization in Spanish program.
Family/Community Connections	0	
EL Stakeholder PD	1	Six out of eight Mentor Leaders facilitated a community of practice
EL Educator Efficacy	0	
Other	2	Marketed professional learning opportunities

Challenges Meeting Program Goals

The most common challenges in meeting program goals for the 2021 and 2024 grantees were related to the recruitment of teachers or scheduling family engagement activities. Some 2022 and 2024 grantees also noted that some of their measures were not applicable until the final years of their project.

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, 2022, and 2024 grantees reported enrolling more than 2,000 preservice and more than 8,700 in-service teachers in their programs.

All grantees made the least progress toward the percentage of project-specific annual goals the program met.

Grantees from all cohorts made progress on several project-specific measures, including creating university coursework, providing family outreach and family literacy events, delivering PD to educators and administrators, and facilitating the certification, endorsement, and licensure of 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
T365Z210022	Santa Clara University
T365Z210185	California State University System
T365Z210198	Cabrini University
T365Z210173	Oregon State University
T365Z210200	Sonoma State University

Grantee Number	Institution
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
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

Grantee Number	Institution
T365Z220019	University of Washington
T365Z220025	Board of Regents, NSHE Nevada State College
T365Z220060	California State University, Dominguez Hills Foundation
T365Z220075	University of Northern Iowa

Table A.3. 2024 Cohort NPD Grantees

Grantee Number	Institution
T365Z240131	Alder Graduate School of Education
T365Z240060	Cal Poly Corporation
T365Z240125	Chemeketa Community College District
T365Z240135	Dual Language Education of New Mexico
T365Z240130	Fort Lewis College
T365Z240026	Gwinnett County Board of Education
T365Z240030	Kennesaw State University Research and Service Foundation, Inc
T365Z240112	Texas A&M University Commerce
T365Z240011	The Regents of the University of Colorado
T365Z240031	University of California, Santa Barbara
T365Z240103	University of Massachusetts Lowell
T365Z240073	University of Memphis
T365Z240065	Washington State University