

How a Federal Grant Program Is Training and Supporting Educators of English Learners

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How a Federal Grant Program Is Training and Supporting Educators of English Learners

Appendix

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INTRODUCTION

Across the nation, states and school districts face a persistent shortage of educators with expertise in promoting both the English proficiency and academic achievement of English learner (EL) students. To help improve educators' qualifications and classroom instruction for ELs, the National Professional Development (NPD) program has awarded grants for EL-focused educator professional development projects since 2002. This U.S. Department of Education-funded program allows grantees to serve the varied types of educators who work with ELs, including those preparing to join the educator workforce, and encourages grantees to focus on professional development topics and approaches supported by rigorous research evidence. In addition, the NPD program encourages grantees to engage in evaluation activities, including performance measurement and rigorous evaluations of project effectiveness, that may inform project improvement and contribute to evidence building. This study examines the extent to which NPD grantees implemented their projects in ways aligned with these program objectives, drawing primarily on a survey of all 2016 and 2017 NPD grantees. This document provides background information about the NPD program (Appendix A), the data sources and measures used in this study (Appendix B), supporting statistical details and supplemental findings related to the findings presented in the report (Appendix C), and findings from additional analyses that are not discussed in the report but may help readers better understand the findings (Appendix D).

APPENDIX A. BACKGROUND ON THE NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

This appendix provides additional information about the National Professional Development (NPD) program, particularly the 2016 and 2017 grant competitions that served as the focus of this evaluation. It provides information about the program priorities and criteria that were used to select grantees (section A.1) and lists the 92 NPD grant projects funded in 2016 and 2017 (section A.2).

A.1. Program Background

The NPD program was authorized by Sections 3111(c)(1)(C) and 3131 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA). Administered by the U.S. Department of Education’s Office of English Language Acquisition, the NPD program is intended to support professional development activities that will improve classroom instruction for English learners (ELs) and help educators working with ELs meet high professional standards, including standards for certification and licensure. To achieve these goals, the NPD program awards competitive grants with up to five years of funding to institutions of higher education (IHEs)—or other entities with relevant capacity and expertise—working in consortia with state educational agencies (SEAs) or local educational agencies (LEAs). ESSA specifies six types of activities that NPD grantees can support using NPD funds, as described in Exhibit A.1.

Exhibit A.1. Allowable uses of NPD funds as specified in Section 3131 of the Every Student Succeeds Act

NPD Funds May Be Used:	
(1) For professional development programs for current educators and individuals preparing to become educators	
	For effective pre-service or inservice professional development programs that will improve the qualifications and skills of educational personnel involved in the education of English learners, including personnel who are not certified or licensed and educational paraprofessionals, and for other activities to increase teacher and school leader effectiveness in meeting the needs of English learners;
(2) For curricula development	
	For the development of curricula or other instructional strategies appropriate to the needs of the consortia participants involved;
(3) For EL parent, family, and community engagement strategies	
	To support strategies that strengthen and increase parent, family, and community member engagement in the education of English learners;
(4) To develop and share effective instructional practices for ELs	
	To develop, share, and disseminate effective practices in the instruction of English learners and in increasing the student academic achievement of English learners, such as through the use of technology-based programs;

NPD Funds May Be Used:

(5) For financial assistance for completing certification or licensing requirements for EL educators

In conjunction with other Federal need-based student financial assistance programs, for financial assistance, and costs related to tuition, fees, and books for enrolling in courses required to complete the degree involved, to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve English learners; and

(6) For strategies for promoting EL school readiness and transition to elementary school

As appropriate, to support strategies that promote school readiness of English learners and their transition from early childhood education programs, such as Head Start or State-run preschool programs, to elementary school programs.

Note: EL is English learner; NPD is National Professional Development. The detailed description of each allowable use of NPD funds under the bolded heading is an excerpt from Section 3131 of the Every Student Succeeds Act (ESSA). While the 2017 NPD Notice Inviting Applications included all six allowable uses of funds outlined in ESSA, the 2016 NDP Notice Inviting Applications included three: (1) Pre-service 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) In conjunction with other Federal need-based student financial assistance programs, for financial assistance, and costs related to tuition, fees, and books for enrolling in courses required to complete the degree involved, to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve ELs.

Source: Section 3131 of the Every Student Succeeds Act.

At the time that this evaluation started, the NPD program had held seven grant competitions (in 2002, 2004, 2007, 2011, 2012, 2016, and 2017) that awarded a total of 484 grants. There were two active cohorts of grantees (awarded in 2016 and 2017) when data collection for the evaluation took place in summer 2021.¹ The 2016 grantees were approaching the end of their fifth and final year of their grants, and the 2017 grantees were approaching the end of their fourth year.

To guide the development of NPD projects, the 2016 and 2017 Notice Inviting Applications to apply for NPD funds included requirements that each applicant had to meet in order to receive an award (called an absolute priority) and other priorities for which applicants could receive extra points based on the quality of their plans (called competitive preference priorities).² These priorities are presented in Exhibit A.2.

Exhibit A.2. NPD program priorities as specified in the 2016 and 2017 NPD notice inviting applications

Description of Absolute and Competitive Preference Priorities for NPD

Absolute Priority: Providing Professional Development to Improve Instruction for English Learners

Under this priority, projects must provide professional development activities that will improve classroom instruction for ELs and assist educational personnel working with ELs to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs.

Description of Absolute and Competitive Preference Priorities for NPD

Competitive Preference Priority 1: Moderate Evidence of Effectiveness

Projects meeting this priority are supported by moderate evidence of effectiveness, which means that one of the following conditions is met:

- (A) There is at least one study of the effectiveness of the process, product, strategy, or practice being proposed that meets the What Works Clearinghouse Evidence Standards without reservations, found a statistically significant favorable impact on a relevant outcome (with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse), and includes a sample that overlaps with the populations or settings proposed to receive the process, product, strategy, or practice.
- (B) There is at least one study of the effectiveness of the process, product, strategy, or practice being proposed that meets the What Works Clearinghouse Evidence Standards with reservations, found a statistically significant favorable impact on a relevant outcome (with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse), includes a sample that overlaps with the populations or settings proposed to receive the process, product, strategy, or practice, and includes a large sample and a multi-site sample.

Competitive Preference Priority 2: Improving Parent, Family, and Community Engagement

Projects meeting this priority are designed to improve student outcomes through one or more of the following:

- (A) Developing and implementing systemic initiatives to improve parent and family engagement by expanding and enhancing the skills, strategies, and knowledge (including techniques or use of technological tools needed to effectively communicate, advocate, support, and make informed decisions about the student's education) of parents and families.
- (B) Providing professional development that enhances the skills and competencies of school or program leaders, principals, teachers, practitioners, or other administrative and support staff to build meaningful relationships with students' parents or families through systemic initiatives that may also support students' learning at home.
- (C) Implementing initiatives that improve community engagement, the relationships between parents or families and school or program staff by cultivating sustained partnerships.

Note: EL is English learner; NPD is National Professional Development. The detailed description of each NPD program priority under the bolded heading is an excerpt from the original Notice Inviting Applications.

Source: 2016 and 2017 NPD Notice Inviting Applications.

To determine which projects to fund, a set of peer reviewers evaluated NPD grant applications based on criteria in four areas: (1) the quality of the project design, (2) the quality of project personnel, (3) the quality of the management plan, and (4) the quality of the project evaluation plan. Exhibit A.3 outlines the criteria used to rate applications. The NPD program incentivized applicants to pay particular attention to these criteria when designing their PD projects because applicants with the highest overall scores across those criteria, combined with any extra points awarded for meeting competitive preference priorities, were awarded NPD grants.

Exhibit A.3. Grant selection criteria as specified in the 2016 and 2017 NPD Notice Inviting Applications

NPD Grant Selection Criteria and Sub-Criteria

Quality of the project design (up to 45 points)

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replications of project activities or strategies including information about the effectiveness of the approach or strategies employed by the project.
- (3) The extent to which the proposed project is supported by strong theory (as defined in the Notice Inviting Applications).

Quality of project personnel (up to 10 points)

- (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (2) The qualifications, including relevant training and experience, of the project director or principal investigator.
- (3) The qualifications, including relevant training and experience, of key project personnel.

Quality of the management plan (up to 25 points)

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (2) The extent to which the time commitment of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Quality of the project evaluation (up to 20 points)

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (2) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.
- (3) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- (4) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Note: NPD is National Professional Development. The detailed description of the NPD grant selection criteria under the bolded heading is an excerpt from the original Notice Inviting Applications.

Source: 2016 and 2017 NPD Notice Inviting Applications.

NPD's Notice Inviting Applications specified six performance measures for the NPD program (see Exhibit A.4). All grantees were required to report annually on these measures to the U.S. Department of Education's Office of English Language Acquisition to inform decisions about grantee continuation and describe overall progress across grantees.

Exhibit A.4. NPD performance measures as specified in the 2016 and 2017 NPD Notice Inviting Applications**NPD Performance Measures****Measure 1: Program completion by educators in preparation**

The number and percentage of program participants who complete the preservice program. Completion is defined by the applicant in the submitted application.

Measure 2: Program completion by current educators

The number and percentage of program participants who complete the inservice program. Completion is defined by the applicant in the submitted application.

Measure 3: Program completers with state EL certification or endorsement

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: Program completers' rating of whether the Program was effective

The percentage of program completers who rate the program as effective in preparing them to serve EL students.

Measure 5: Employers' rating of whether the program was effective

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: Program completers' rating of whether the Program on parent, family, and community engagement was effective

For projects that received competitive preference points for Competitive Priority 2, 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.

Note: EL is English learner; NPD is National Professional Development. The detailed description of each NPD performance measure under the bolded heading is an excerpt from the original Notice Inviting Applications.
Source: 2016 and 2017 NPD Notice Inviting Applications.

A.2. Grants Awarded in 2016 and 2017

Exhibits A.5 and A.6 list the 92 NPD projects funded in 2016 and 2017, respectively. Nearly all of these grants went to institutions of higher education (88 out of 92), and four went to other entities, including three education-focused nonprofit organizations and a county office of education. One third of grantees (33 percent) partnered with an SEA to implement their grant activities, and most (96 percent) partnered with at least one LEA. Grantees' number of LEA partners ranged from 0 to 37 and averaged about 5 per grantee.³ Collectively, the 92 grantees, their SEA partners, and their LEA partners were located in 42 states and the District of Columbia (see Exhibit A.7).

In the 2016 and 2017 grant competitions, NPD grantees could receive up to \$550,000 per year for a maximum of five years. In 2016, the NPD program awarded 49 grants that collectively totaled \$114,406,345 over the five-year grant period. In 2017, the NPD program awarded 43 grants with a five-year total of \$107,917,456. The amount of funding awarded to individual projects across these two grant competitions ranged from \$1,565,658 to \$2,750,000, with most projects (95 percent) receiving awards of over \$2 million.

Details about the professional development activities that each grantee planned to implement with their NPD funds can be found in grantees' original funding applications and in project abstract summaries on the NPD program's website at <https://www2.ed.gov/programs/nfdp/awards.html>.

Exhibit A.5. NPD grants awarded in fiscal year 2016

Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
New Mexico Highlands University	2 + 2 Career Ladder Teacher Licensure Program	–	n/a	NM	\$2,204,821
University of Iowa	Advocacy, Capacity, and Collaboration for English Learners (ACCEL) in Iowa	IA	4	IA	\$2,225,362
University of North Texas at Dallas	Bilingual Educators of Communities and Schools (BECAS)	–	4	TX	\$1,868,247
University of California Davis	Building District Capacity to Support Mentors and Teachers in the Academic Literacy and English Language Development of Young English Learners	CA	5	CA, MA	\$2,500,000
California State University System	College-Ready English Learners: Preparing Teachers to Foster ELD Using the Expository Reading and Writing Curriculum	–	6	CA, MA	\$2,736,587
University of Colorado Boulder	DECE: Diversity Endorsement and Community Engagement	CO	1	CO	\$2,603,741
University of Minnesota	Dual Language and Immersion Pathways to English Learner Success through Professional Development and Engagement (DLI3P) Project	–	6	MN	\$2,662,737
Texas A&M University	Eco-Resilience NPD Program: Synergistically Connecting Multiple Environments for the Success of English Learners	–	6	TX	\$2,750,000
Texas Woman's University	ELLevate! (English Language Learner Educators Vested in Advancement of Teaching Excellence)	–	1	TX	\$2,125,242
Hamline University of Minnesota	ELM (English Learners in the Mainstream)	MN	37	MN	\$1,572,604

Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
Washington State University	Equity for Language Learners- Improving Practices and Impact of Culturally-Responsive Teaching (ELL-IMPACT)	–	9	WA	\$2,274,430
University of North Florida	ESOL Career Ladder for Student Success (ESOL CLASS)	–	1	FL	\$2,184,748
University of California Los Angeles	Exc-EL Leadership Academy	–	1	CT	\$2,377,064
The George Washington University	GW-VA SEA NPD Project	VA	4	VA	\$2,623,358
Missouri State University	iELT-Ozarks (Improving English Language Teaching in Ozarks)	–	4	MO	\$2,483,661
University of Minnesota	Improving Instruction for English Learners Through Improved Accessibility Decisions	WV	0	MN, WV	\$2,308,922
University of Colorado Colorado Springs	Improving Instruction for English Learners: Preservice and Inservice Preparation for Educators in Southern Colorado	–	5	CO	\$2,585,901
City University of New York City College of New York	Improving Instruction for Secondary English Learners; TESOL Certification and Team-Based PD for Content Literacy	–	1	NY	\$2,677,520
University of Alabama at Birmingham	Improving Preschoolers' Acquisition of Language through Coaching Teachers and Professional Development (IMPACT-PD)	AL	0	AL	\$2,568,726
University of Nebraska	International Coalition for Multilingual Education and Equity (ICMEE)	CO	12	CA, CO, MA, NE	\$2,739,661
University of Memphis	LASER [Leadership Assistance for Science Education Reform] Focused	–	2	CO, TN	\$1,565,658
University of Colorado Boulder	MA and CLD Endorsement Program	–	1	CO	\$2,445,773
The University of Central Florida	Micro-credentialing of English Learner Teaching Skills (MELTS)	–	6	FL	\$2,441,766
Montana State University	Montana Teachers of English Language Learners (MontTELLS)	–	12	MT, UT, WY	\$2,702,694

Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
Winthrop University	Next LEVEL: NETWORK for Leading Education that Values English Learners	–	3	SC	\$2,549,275
Houston Baptist University	Project ¡ADELANTE!: Assistance and Development in Language Acquisition for Novice Teachers of English Learners	–	2	TX	\$2,602,436
California State University San Marcos	Project ACCEPT - Aligning the Common Core for English Learners, Parents and Teachers: A Professional Development Community in Dual Language Education	–	3	CA	\$2,560,603
Lehman College	Project ALPHA Two	NY	1	NY	\$1,811,315
Southern Methodist University	Project CONNECT: Creating the Ongoing Network to Engage Communities and Teachers	–	1	TX	\$2,462,007
University of Alabama at Birmingham	Project CREST: Consortium for Responsive Education and Successful Teaching of ELs	–	3	AL	\$2,611,041
University of Nevada Las Vegas	Project E ³ : Enhancing, Engaging, and Empowering Teachers for the Next Generation of English Learners	NV	0	NV	\$1,810,305
Texas A&M University	Project Empowering Teachers of English Language Learners (ETELL)	–	n/a	TX	\$2,750,000
Brown University	Project Engage	RI	0	RI	\$2,456,852
University of Central Oklahoma	Project ENGAGE (Equipping a New Generation for Academic Growth and Excellence)	OK	3	OK	\$2,535,755
Butler University	Project PACE (Prepare, Advocate, Collaborate, & Empower)	IN	3	IN	\$2,027,155
Texas Woman's University	Project PIONERAS	–	1	TX	\$2,229,640
University of Florida	Project STELLAR (Supporting Teachers of English Language Learners Across Rural Settings)	–	1	FL	\$2,393,911
Old Dominion University	Project TEAMS: Preparing Teams of Educators to Assess and Instruct English Language Learners With and Without Disabilities	VA	1	VA	\$2,143,221

Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
Mercy College (previously The College of New Rochelle)	Rigor for the Education of Successful ELLs Through Their Teachers	–	28	NY	\$2,747,670
Loyola Marymount University	Rigorous Opportunities for Young Children to Accelerate Language and Literacy (ROYAL): Effects of the Sobrato Early Academic Language (SEAL) Model	–	1	CA	\$2,750,000
Boise State University	Rural Development and Endorsement Opportunities (REDO) Project	–	n/a	ID	\$2,047,567
Pennsylvania State University - Univ. Park	Science 20/20: Bringing Language Learners into Focus through Community-School-University Partnership	–	1	PA	\$2,141,442
The College of New Jersey	Success for English Language Learners (SELL)	–	12	NJ	\$2,642,089
Salisbury University	TARGET Phase III: Training and Retaining Grades K-12 Eastern-Shore Teaching Professionals	–	10	MD	\$2,737,765
Oregon State University	Teachers Educating All Multilingual Students (TEAMS)	–	5	OR	\$2,599,406
Georgia State University	Todos Juntos: Uniting Communities to Improve Practices for English Learners (Juntos)	–	2	GA	\$2,694,887
Temple University	Transforming School L.I.F.E. (Leadership, Instruction, Family Engagement) for ELs	–	3	PA	\$2,681,776
Aquinas College	Using CLE-SIOP Model to Improve Paraprofessional and Content Teacher Instruction for English Learners	–	7	MI	\$2,523,712
Eastern Michigan University	Writing Research Intervention in Teaching English Language Learners (WRITELL)	MI	3	MI	\$2,667,292
Total					\$114,406,345

Note: LEA is local educational agency. A “–” indicates that the grantee did not identify an SEA partner. “n/a” indicates that data were not available to report on the number of LEA partners. Private school partners are included in counts of LEA partners. Grant size is based on the total amount of funding across the five-year grant period that the U.S. Department of Education recommended when the grant was awarded.

Source: Office of English Language Acquisition list of 2016 NPD grantees and grantee applications; NPD Grantee Survey, Question B7.

Exhibit A.6. NPD grants awarded in fiscal year 2017

Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
University of Colorado Boulder	Adams 12 Five Star School District Master of Arts and CLD Endorsement Program	–	1	CO	\$2,573,788
California State University Chico	CIELO Project: Community and Instruction for expanding English Learners' Opportunities in rural California schools	–	1	CA	\$2,613,134
California Association for Bilingual Education (CABE)	Dual Language Education Leadership Initiative Guided High-Quality Training (DELIGHT)	–	2	CA	\$2,749,989
University of Central Florida	Dual Language Support Through Technology Enhanced Programs and Strategies (DL STEPS)	–	2	FL	\$2,691,313
Teachers College, Columbia University	Early Language and Literacy Professional Development for Teachers of English Learners	–	1	NY	\$2,684,732
The Ohio State University	Educators and Families for English Learners (EFs4ELs)	TX	9	DC, OH, TX	\$2,714,984
Lesley University	EL Teacher/Parent Training Certificate Project (ELTPTC)	–	1	MA	\$2,732,410
The University of North Carolina Greensboro	Engaging and Advancing Community-centered Teacher Development (EnACTeD)	NC	2	NC	\$2,509,174
Towson University	English Learners Moving to Proficient Outcomes With Engagement and Rigor (EMPOWER)	–	1	MD	\$2,221,723
University of Louisiana at Lafayette	English Transformation Center for Sustainable and Scalable Success (ETCS3)	–	1	LA	\$2,304,438
Georgia State University	Equipping Schools, Communities, & Universities for Excellence in Lang. Acquisition (ESCUELA)	GA	5	GA	\$2,623,835
Kanu o ka Aina Learning Ohana	Ho'okahi Ala, 'Okole'a Ka Meheu: One Road, With a Different Footprint	HI	0	HI	\$2,525,413
Roosevelt University	Illinois Dual Language Teacher Leadership Project (IDLTLTP)	–	6	IL	\$2,396,890
Webster University	Increasing Teacher Capacity through Communities of Practice to Serve English Learners	–	6	MO	\$2,720,168

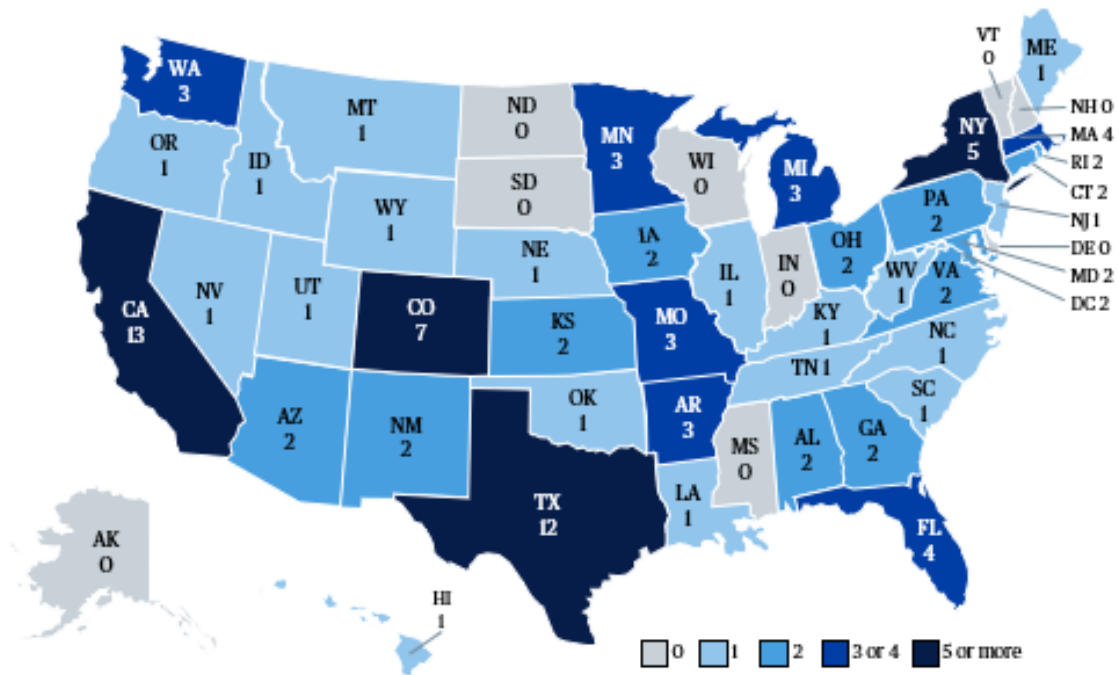
Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
Purdue University	Leveraging the Lectura y Lenguaje [Literacy & Language]: A Collaborative Scale up of Literacy and Language for ELs in Central Indiana	IN	3	IN	\$1,840,319
Texas A&M University	Massive Open Online Professional Informal Individual Learning (MOOPIL)	–	24	TX	\$2,687,272
Santa Clara College	Mathematics and Language, Literacy Integration (MALLI) in Dual Language Settings	–	5	CA	\$2,298,595
The University of Akron	NE Ohio Achieve	–	11	OH	\$2,370,987
Indiana University	Partnering for Radical School Improvement: Preparing Every Teacher for English Learners	–	3	IN	\$2,749,138
Texas A&M University	Preparing Academic Leaders: Teachers of English Learners	TX	26	TX	\$2,567,821
Framingham State University	Producing Reading and Oral Proficiency in ELLs (PROPELL)	–	3	MA	\$1,522,340
Purdue University	Professional and Parental Understanding for Equity in Dual Language Education (Project PUEDE)	IN	1	IN	\$1,892,481
University of California Riverside	Project Adelante Moving Forward	–	11	CA	\$2,728,950
University of Washington	Project Bilingual Educator Capacity (BECA)	–	4	WA	\$2,391,890
University of Arkansas	Project CONNECT: Creating Organized Networks Needed to Effectively Increase Early Childhood Teacher Performance	AR	1	AR	\$2,740,876
New Mexico State University	Project Elevate: A Quality Professional Development Program for Teachers, Future Teachers, English learners, and Families of English Learners in New Mexico	–	3	NM	\$2,748,029
Grand View University	Project EMPOWER	–	6	IA	\$2,750,000
Western Michigan University	Project English Learners and Teacher Education (ELATE)	–	6	MI	\$2,613,930
Kansas State University	Project INSIGHT (Implementing and Navigating Student Instructional Goals through High-quality Teaching)	–	3	KS	\$2,569,089

Grantee	Project Name	State Partner	# of LEA Partners	Grantee and State/LEA Partner Location(s)	Grant Size
University of Kentucky Research Foundation	Project PLACE (Partnerships for Learning, Achievement, and Classroom Engagement)	–	3	KY	\$2,711,861
University of Washington	Project TELL-PD	–	1	WA	\$2,742,769
University of Arkansas	REACH (Retooling Educators and Paraprofessionals to ACHieve Teacher Credentialing)	AR	1	AR	\$2,744,347
University of Arkansas	SOAR Strategically Organized for EL	AR	N/A	AR	\$2,740,876
Arizona State University	STEMSS CRUISE EL: Science, Technology, Engineering, Math and Social Studies Content for Relational Understanding and to Integrate Strategies in eLearning of English Learners	AZ	15	AZ	\$2,656,624
University of Missouri St. Louis	Strengthening Equity and Effectiveness for Teachers of English Learners (Project SEE-TEL)	MO	4	MO	\$2,636,801
University of North Texas	Success in Language and Literacy Instruction	–	1	TX	\$2,709,133
University of Kansas	Supporting Technology, Educators, and Parents for Upward Progress (STEP-UP)	–	1	KS	\$2,544,954
University of Colorado Boulder	Teachers Improving Learning in Dual Education (TILDE)	CO	1	CO	\$2,522,587
Los Angeles County Office of Education	Teaching English Learners through the Arts (TELA)	–	9	CA	\$2,750,000
Texas Wesleyan University	Texas Wesleyan University National Professional Development Project	TX	6	TX	\$2,052,461
Northern Arizona University	The Diné Dual Language Teachers Professional Development Project	AZ	8	AZ	\$1,987,045
University of California Los Angeles	The ExcEL Peer Network	–	11	CA, CT, ME, NY, RI	\$2,728,256
California League of Middle Schools	The Pedagogical Paradigm: Instructional Routines and Family Engagement for Educators of English Learners	–	4	CA	\$1,856,034
Total					\$107, 917,456

Note: LEA is local educational agency. A “–” indicates that the grantee did not identify an SEA partner. “n/a” indicates that data were not available to report on the number of LEA partners. Private school partners are included in counts of LEA partners. Grant size is based on the total amount of funding across the five-year grant period that the U.S. Department of Education recommended when the grant was awarded.

Source: Office of English Language Acquisition list of 2017 NPD grantees and grantee applications; NPD Grantee Survey, Question B7.

Exhibit A.7. Number of NPD grant projects with grantees or state/LEA partners located in each state



Source: Office of English Language Acquisition lists of 2016 and 2017 NPD grantees and grantee applications; NPD Grantee Survey, Question B7 (N=92).

APPENDIX B. METHODS

The implementation evaluation of the National Professional Development (NPD) program was designed to address the following research questions:

- Given the wide latitude in the types of educators NPD grantees could serve, which types did NPD grantees choose to serve?
- Faced with both substantial flexibility and some federally encouraged topics or approaches, what kinds of professional development did they choose to provide?
- To what extent did grantees use rigorous research to design their activities and collect data to support rigorous project evaluations, as the program encouraged?

This appendix describes the data sources used to address the above questions (section B.1) and the measures that the study team analyzed descriptively to generate the findings related to each question (section B.2).

B.1. Data Sources

Data for this evaluation came primarily from a survey administered to NPD grantees from June to October of 2021. Several findings presented in the report draw on other data sources, including grantees' applications and the Integrated Postsecondary Education Data System (IPEDS), which is a system of annual surveys of postsecondary institutions conducted by the National Center for Education Statistics. For each data source, Exhibit B.1 presents the target sample, sample size, data collection timeline, and information obtained. Additional information about these data sources is provided in the narrative that follows.

Exhibit B.1. Data sources, target sample, sample size, timing of data collection, and information obtained from each source

Data Source	Target Sample	Sample Size	Timing of Data Collection	Information Obtained
Grantee survey	All 92 grants awarded in 2016 and 2017	92 ¹	Summer 2021	Number and types of educators served, project goals and activities, use of research evidence, design and implementation of coursework and professional development provided to educators, and project evaluation plans
Grant applications	All 92 grants awarded in 2016 and 2017	89 ²	Fall 2022	Anticipated number of current educators and educators in preparation to be served
IPEDS	All unique 82 IHEs part of an NPD grant in 2016 and 2017	82 ³	Fall 2022	Number of degree completers in 2016 in general education and three EL-focused program areas (bilingual and multilingual education, multicultural education, and English as a second language)

¹ Of the 92 grantees, 91 completed the survey. One grantee completed only the first few questions of the survey.

² Applications were not available for three grantees.

³ Some IHEs received multiple grants and some grants involved multiple IHE partners, with a total of 82 unique IHEs represented across the two cohorts.

Note: EL is English learner; IPEDS is Integrated Postsecondary Education Data System. IHE is institution of higher education.

B.1.1. Grantee Survey

This section describes the survey development process, sample, and survey administration procedures.

Survey Development

The study team developed the grantee survey and pilot tested the draft survey with the project directors of two NPD grantees. Pilot participants completed the survey and then participated in cognitive interviews conducted by the study team to identify survey items or instructions that were difficult to understand, were poorly worded, or had other issues. The study team incorporated feedback from these cognitive interviews into the final version of the survey. Once the final survey and data collection procedures were developed, the American Institutes for Research®'s (AIR®'s) Institutional Review Board reviewed the survey instrument and procedures to ensure the rights and welfare of survey respondents were appropriately protected.

Survey Sample

The grantee survey was administered to all grantees funded through the 2016 and 2017 grant competitions, which included 49 grantees from the 2016 competition and 43 grantees from the 2017 competition, for a total of 92 grantees. At the time of the grantee survey in summer 2021, the 2016 grantees were finishing the last year of the five-year grant while the 2017 grantees were finishing the fourth year of the five-year grant.

Survey Administration

The study team administered the survey online to the 92 grantee project directors using the Alchemer survey platform. Prior to sending the survey, the study team contacted the Institutional Review Board or other relevant staff for each grantee to obtain their approval for conducting research. At the start of data collection, NPD project directors received a notification email from the U.S. Department of Education explaining the survey's purpose, followed by a survey invitation email from AIR with the survey link and instructions. During the survey administration window, NPD project directors received email or phone call reminders about the survey approximately once per week. The project directors of 91 grantees completed the survey; the project director from the remaining grantee completed only the first few questions of the survey.

B.1.2. Grant Application Review

To examine whether the NPD grantees met their target number of teachers served, as specified in their grant applications, the study team conducted a review of grant applications, which are available on the NPD program website for 89 of the 92 grants awarded in 2016 and 2017. Based on the descriptions of planned project activities and anticipated participants in the grant applications, the study team determined two unduplicated counts—the number of current teachers and the number of teachers in preparation that each grantee expected to serve based on the decision rules presented in Exhibit B.2. These two counts were then added to produce the total number of teachers a grantee expected to serve. For five grantees, only the total number of expected teacher participants was available, because their applications did not specify how many of their participants would be current teachers versus

teachers in preparation. For another five grantees, it was unclear from their applications how many teachers they expected to serve.

Exhibit B.2. Decision rules for determining the number of teachers targeted by the grantees based on information contained in grant applications

Scenario	Decision Rule
Grantees planned to provide professional development to teachers serving various grade levels, including the postsecondary level (for example, college or university faculty members).	Only early childhood (birth to pre-K), elementary (grades K-5), and secondary (grades 6-12) teachers or teachers in preparation who were expected to participate in grant-supported professional development activities were included in the count of expected teacher participants. Intended participants at the postsecondary level were not included in the teacher count.
Grantees planned to provide professional development to paraprofessionals or teaching assistants.	Paraprofessionals and teaching assistants were included in the count of expected teacher participants only if the grant-supported professional development activities were intended to help them become certified teachers.
Grantees planned to employ a “train-the-trainer” approach where they would provide professional development directly to teachers who were then expected to train additional teachers.	Only the “trainer” educators who were expected to directly participate in grant-supported professional development activities were included in the count of expected teacher participants.
Grantees’ applications described a group of “treatment” teachers who would participate in professional development activities as well as a group of comparison teachers who would be used to evaluate whether the professional development received by treatment teachers had an impact.	The group of comparison teachers were included in the count of expected teacher participants only if the grant application indicated that they would also participate in grant-supported professional development activities during the grant period.

B.1.3. IPEDS

To provide context for the number of teachers served by the NPD grantees, the study team collected information on degree completions for the 82 institutions of higher education (IHEs) funded in 2016 and 2017 from IPEDS. For each of the 82 IHEs, the study team identified the number of degree completers from the 2016 and 2021 IPEDS as the total number of students who completed a degree in 2016 and 2021 in either an area of general education or any of three EL-focused areas—bilingual and multilingual education, multicultural education, or English as a second language.⁴ Findings from this analysis are presented in Exhibit D.3 in Appendix D.

B.2. Measures

This section describes the measures used to generate the findings presented in the report and supplemental findings presented in Appendix C, as well as findings from additional analyses not discussed in the report, presented in Appendix D. The study team analyzed all measures with descriptive analyses, computing means across grantees for continuous measures and percentages for categorical measures as appropriate.

B.2.1. Measures Related to Key Finding 1: Educators Served

Most of the measures related to findings about educators served by NPD grantees were based entirely on data from the grantee survey. This section first describes these survey-based measures and then describes how the study measured the number of teachers grantees planned to serve and the number actually served based on their grant applications and survey responses.

Exhibit B.3 lists the specific survey items used to create measures related to findings about the educators served by NPD grantees, which are presented in the order in which the relevant findings are discussed in the report. It also lists the exhibits in the report and Appendix C where the findings are presented.

Exhibit B.3. Grantee survey items used to create measures related to findings about educators served

Measure	Survey Item	Exhibit
Percentage of grantees that reported increasing the number of educators served in their professional development or certification programs	<p>Question C8: As part of your NPD grant activities, were any of the following changes made to the participating IHE (or similar entity) teacher education programs? <i>Note: Please include both planned changes and unplanned changes that took place in the course of the project.</i></p> <ul style="list-style-type: none"> a. Increased the number of educators enrolled in an EL-focused certification program b. Increased the number of educators enrolled in a non-EL-focused certification program who were also learning about EL instruction <p>Question D4: As part of your NPD grant project, were any of the following changes made to your professional development practices?</p> <ul style="list-style-type: none"> a. Increased the number of educators served that were learning practices to support ELs 	Exhibit C.1
Percentage of grantees with a primary focus on one, two, three, four, five, or six educator role types; percentage of grantees with a primary focus on a specific educator role type	<p>Question B1: Which of the following types of educators were the primary focus of your NPD project? <i>If your project prepares educators for a new area of specialization, please select the role they are preparing for.</i></p> <ul style="list-style-type: none"> a. General education or content area teachers b. ESL specialists c. Bilingual education/dual language specialists d. Early childhood educators e. Special education teachers f. Paraprofessionals or assistant teachers g. Instructional coaches h. School or district leaders i. Other 	Exhibit C.2, Exhibit C.3, Exhibit 3 in the report
<p><i>Note: To facilitate the summary of detailed survey responses, the study team recoded valid responses under B1i (Other) into specific educator roles described by B1a through B1h, grouped similar educator roles</i></p>		

Measure	Survey Item	Exhibit
	<p>together, and then classified the eight specific educator roles asked about in Question B1 into six educator role types as follows:</p> <ol style="list-style-type: none"> 1. General education teachers: (a) General education or content area teachers 2. EL specialists: (b) ESL specialists and (c) Bilingual education/dual language specialists 3. Early childhood educators: (d) Early childhood educators 4. Special education teachers: (e) Special education teachers 5. Paraprofessionals or assistant teachers: (f) Paraprofessionals or assistant teachers 6. Coaches/leaders: (g) Instructional coaches and (h) School or district leaders 	
<p>Percentage of grantees serving educators working in different combinations of grade bands; percentage of grantees serving educators working in a specific grade band</p>	<p>Question A3: Which grade levels do participants in your NPD grant project serve (or, if pre-service educators are included, are preparing to serve)? Please select all that apply.</p> <ol style="list-style-type: none"> a. Early childhood (birth to prekindergarten) b. Elementary grades c. Middle school grades d. High school grades 	<p>Exhibit C.4, Exhibit C.5, Exhibit C.6</p>
<p>Number of grantees serving only current teachers; number of grantees serving both current teachers and teachers in preparation; average and total number of teachers served by grantees</p>	<p>Question A2: Approximately how many of the following types of individuals have participated in your NPD-supported activities to date?</p> <ol style="list-style-type: none"> a. Pre-service teachers b. In-service teachers <p><i>Note: For the three grantees that did not respond to the above question, the study team inferred the type(s) of educators they served based on responses to the following two questions:</i></p> <p>Question C2: Did your NPD project involve coursework for pre-service teachers, in-service teachers, or both? Please select all that apply.</p> <p>Question D1: Has your NPD project included professional development activities for <u>in-service educators</u> (e.g., workshops, training modules, coaching) <u>other than</u> coursework provided through an IHE?</p>	<p>Exhibit 2 in the report, Exhibit C.7</p>
<p>Percentage of grantees reporting specific challenges to implementing project-introduced changes to professional development activities</p>	<p>Question C11: Which, if any, of the following factors have constrained your ability to implement the changes made to teacher education programs?</p> <ol style="list-style-type: none"> a. Limited funding to acquire the needed resources or support ongoing implementation b. Limited buy-in among IHE teacher education faculty or leadership (e.g., to incorporate EL-focused content into their coursework) c. Reluctance among pre-service or general education/content teachers to pursue EL-focused credentials 	<p>Exhibit C.8, Exhibit C.9</p>

Measure	Survey Item	Exhibit
	<ul style="list-style-type: none"> d. IHE leadership, faculty, or staff turnover e. Limited EL-related expertise among IHE teacher education faculty f. Shifting IHE priorities for teacher education g. Limited emphasis on EL-related credentials or professional development at IHE, state, or district level h. Limited available research evidence to inform how to implement the program changes i. Evaluation results indicating that the changes did not improve educational outcomes <p>Question D7: Which, if any, of the following factors constrain your ability to implement the changes made to professional development practices?</p> <ul style="list-style-type: none"> a. Limited funding to acquire needed resources or support ongoing implementation b. Limited buy-in among state, district, or school partners to incorporate EL-focused professional development c. Reluctance among early childhood, general education/content area teachers to pursue EL-focused credentials or professional development d. NPD project staff turnover e. Staff turnover at the state or district f. Limited EL-related expertise at the state or district level g. Shifting state or district priorities for teacher professional development h. Limited emphasis on effective instruction for ELs at the state or district i. Educators' lack of time to participate in professional development activities j. Limited available research evidence to inform how to implement the program changes k. Evaluation results indicating that the changes did not improve educational outcomes 	
<p>Percentage of grantees reporting that they had made specific changes to the implementation of their professional development activities as a result of the COVID-19 pandemic</p>	<p>Question H1: What, if any, changes have been made in your implementation of NPD project activities as a result of the COVID-19 pandemic?</p> <ul style="list-style-type: none"> a. Conducted some activities virtually instead of in-person b. Delayed or postponed some activities c. Canceled some activities d. Added more supports for project participants e. Added more supports for project staff (e.g., IHE faculty, professional development providers) f. Integrated content about supporting ELs in a distance learning environment g. Altered project evaluation plans 	<p>Exhibit C.10</p>

Measure	Survey Item	Exhibit
<p>Percentage of grantees taking specific steps to support implementation</p>	<p>Question C10: What steps have been taken to support the implementation of changes made to teacher education programs?</p> <ul style="list-style-type: none"> a. Incorporated technology that allowed new ways to access or deliver EL-focused content (e.g., online platforms, video conference sessions) b. Developed a resource hub where professional development providers, IHE faculty, or other educators can access EL-focused instructional materials, resources, or tools developed through the NPD project c. Improved the capacity of IHE faculty to teach EL-focused practices (e.g., hired new faculty members with the expertise and/or increased expertise among existing faculty) d. Improved the capacity of SEA or LEA partners to support EL educators in EL-focused practices e. Developed enduring collaborative relationships among IHE(s), states, and/or school districts around EL-focused issues f. Developed enduring collaborative relationships among IHE faculty, departments, or programs (e.g., collaboration among EL-focused programs and general education/content area-focused programs) g. Better aligned teacher preparation or professional development programs with state or district needs h. Revised IHE policies to codify the change(s) i. Revised state or district policies to codify the change(s) j. Secured other sources of funding to continue the program beyond the NPD grant <p>Question D6: What steps have been taken to support the implementation of changes made to your professional development practices?</p> <ul style="list-style-type: none"> a. Incorporated technology that allowed new ways to access or deliver EL-focused content (e.g., online platforms, video conference sessions) b. Developed a resource hub where professional development providers, IHE faculty, or other educators can access EL-focused instructional materials, resources, or tools developed through the NPD project c. Improved the capacity (e.g., expertise, teaching skills) of district or school-based professional development providers to deliver professional development with EL-focused content d. Established a larger cadre of experienced providers to deliver EL-focused professional development across states and/or districts e. Developed enduring collaborative relationships among IHE(s), states, and/or school districts around EL-focused issues 	<p>Exhibit C.11</p>

Measure	Survey Item	Exhibit
	<ul style="list-style-type: none"> f. Developed enduring collaborative relationships among generalist or content educators with EL specialist educators within schools and districts g. Better aligned professional development programs with state or district needs h. Revised state or district policies to codify the change(s) i. Secured other sources of funding to continue the program beyond the NPD grant 	

Note: EL is English learner; ESL is English as a second language; IHE is institution of higher education; LEA is local education agency; NPD is National Professional Development; SEA is state education agency.

While all measures listed in the exhibit above were created based entirely on survey data, the study team drew on both survey data and grant application data to measure whether a grantee met, did not meet, or exceeded its target number of teachers served. To create this set of measures, the study team compared the number of teachers expected to be served as specified in the grantee applications with the number of teachers served as reported in the grantee survey. Because the grantee survey was administered one year prior to the end of the grant for the 2017 grantees, it is possible that the number of teachers served is an underestimate of the total that would be served by the end of the grant. Thus, for 2017 grantees, these comparisons were based on an adjusted target, defined as 75 percent of the original target number of teachers to be served.⁵ Given that it is reasonable to expect the actual number of teachers served by a grantee to differ somewhat from the target number from the application that might have been provided as a rough estimate or a rounded estimate, we allowed some flexibility when judging whether a grantee met its target. Specifically, grantees that reported serving within 15 percent of their original or adjusted targets were considered as having met the target number of teachers served, and those that reported serving more than 115 percent of their targets were considered as having exceeded their targets. The remaining grantees were considered as having not met their targets.⁶ Results from this analysis were presented in Exhibit 4 of the report. The categorization of the grantees based on whether they met, did not meet, or exceeded their target was also used in the analysis presented in Exhibit C.7 that supplements Exhibit 4.

To determine the total number of teachers that grantees expected to serve (see Exhibits C.7 and D.1), the target number of teachers expected to be served that each grantee specified in their grant application were added together across all grantees. For 2017 grantees, the adjusted target number of teachers expected to be served—75 percent of their original target—was used to account for the timing of the survey (see endnote 5).

B.2.2. Measures Related to Key Finding 2: Coverage and Focus of Professional Development

Exhibit B.4 presents the specific survey items used to create measures related to findings about the professional development topics that grantees covered, the topics that they emphasized, as well as the professional development approaches that they used. It also lists the exhibits in the report and Appendix C where the relevant findings are presented.

Exhibit B.4. Grantee survey items used to create measures related to findings about grantees’ professional development coverage and focus

Measure	Survey Item	Exhibit
<p>Percentage of grantees covering a given number of professional development topics;</p> <p>Percentage of grantees whose professional development focused on instructional strategies for English language development and/or English learners’ academic content mastery;</p> <p>Percentage of grantees covering specific professional development topics and reporting a given topic as a top three focus for their NPD projects</p>	<p>Question B5: Have your NPD project’s activities covered any of the following topics?</p> <p>Question B6: Which three topics did your NPD project’s activities focus on the most? Please select only three.</p> <ul style="list-style-type: none"> a. Instructional strategies for promoting English language development b. Dual language approaches that foster bilingualism and biliteracy c. Instructional strategies for facilitating ELs’ mastery of academic content d. Culturally responsive teaching practices e. Supports for subpopulations of ELs (e.g., ELs with disabilities, newcomer students, students with interrupted schooling, long-term ELs) f. Practices for assessing ELs and using assessment data to inform EL instruction g. Using response to intervention or multitiered systems of support for ELs h. Supporting ELs’ social-emotional health i. Strategies for EL parent, family and community engagement and support j. Other 	<p>Exhibit C.12, Exhibit C.13, Exhibit 5 in the report</p>
<p>Percentage of grantees providing specific types of learning opportunities for parents or families of ELs</p>	<p>Question E1: Have your NPD grant activities included learning opportunities for parents or families of ELs (i.e., learning opportunities in which parents or families of ELs have directly participated)?</p> <p>Question E2: What types of activities has your project provided for parents or families of ELs?</p> <ul style="list-style-type: none"> a. School-based parent or family engagement events (e.g., parent nights) b. Workshops c. Ongoing classes or courses (e.g., adult ESL classes) d. Online tools, modules, or publications developed through the grant 	<p>Exhibit C.14</p>
<p>Percentage of grantees by the number of professional development approaches used;</p> <p>Percentage of grantees using different professional development approaches</p>	<p>Question C3: Did your NPD project coursework create or involve any of the following types of programs? (Response options: Yes, our project created a new program of this type; Yes, the project involved an existing program of this type; No, the project did not create or involve this type of program)</p> <ul style="list-style-type: none"> a. Traditional undergraduate pre-service teacher preparation program b. Traditional master’s degree program 	<p>Exhibit C.15, Exhibit 6 in the report</p>

Measure	Survey Item	Exhibit
	<ul style="list-style-type: none"> c. Traditional postbaccalaureate/5th year teacher pre-service preparation program that does not include a master’s degree d. Alternative postbaccalaureate, teacher residency, or Grow Your Own program e. Coursework for in-service teachers to acquire new EL-related certifications or endorsements f. Micro-credentialing program for in-service teachers that offers a competency- based micro- credential (e.g., a mini-degree or digital badge) in a particular skill or topic g. Massive Open Online Courses (MOOCs) for in-service teachers h. Continuing education credits for in-service teachers to maintain or renew their certification 	
	<p>Question C6: Are participants expected to engage in any of the following opportunities to apply their learning about serving ELs in order to complete their NPD-supported coursework requirements? Please select all that apply.</p>	
	<ul style="list-style-type: none"> b. Receiving individualized coaching on supporting ELs (e.g., classroom observations with structured feedback; review of student data; lesson planning) from an instructional specialist, teacher mentor, or administrator 	
	<p>Question D2: Which of the following types of professional development activities does your NPD project include? On average, how many hours should a participant spend in each included activity? If your NPD project does not include a certain type of activity, please enter “0.” Note: If expectations for the number of sessions vary for different types of participants, please provide an average.</p>	
	<ul style="list-style-type: none"> a. Summer workshops, academies, or training modules b. School- year workshops, academies, or training modules c. Professional learning communities (PLCs) or communities of practice d. Individualized coaching, e.g., receiving classroom observations with structured feedback from a coach e. Micro- credentialing program that offers a competency- based micro- credential (e.g., a mini-degree or digital badge) in a particular topic area f. Massive Open Online Courses (MOOCs) g. Conferences 	
	<p><i>Note: To provide a high-level summary of professional development approaches used by grantees, the study team combined grantees’ responses to survey items describing similar professional development approaches. Grantees that responded “Yes” to Items</i></p>	

Measure	Survey Item	Exhibit
	<p><i>C3a, C3b, C3c, C3e, or C3h were considered as having provided professional development through traditional coursework. Grantees that selected either Item C6b or D2d were considered as having provided professional development through individualized coaching. Grantees that either responded “Yes” to Item C3f or selected Item D2e were considered as having provided professional development through micro-credentialing programs. Grantees that either responded “Yes” to Item C3g or selected Item D2f were considered as having provided professional development through MOOCs.</i></p>	
<p>Percentage of grantees providing coursework and percentage providing professional development other than coursework</p>	<p>Question C1: Have your NPD grant activities involved coursework (either credit bearing or non-credit bearing) provided through an institute of higher education (IHE) or similar entity for pre-service and/or in-service educators? Yes/No</p> <p>Question D1: Has your NPD project included professional development activities for in-service educators (e.g., workshops, training modules, coaching) other than coursework provided through an IHE? Yes/No</p>	<p>Exhibit C.16</p>
<p>Average time span for completing coursework; average time span for completing other forms of professional development</p>	<p>Question C4: What is the total span of time in which participants are expected to complete the coursework? <i>If expectations vary for different types of participants or coursework activities, please provide an average.</i> Please write in the number of months: ____</p> <p>Question D3: What is the total span of time in which participants are expected to complete the professional development activities? If expectations vary for different types of participants or professional development activities, please provide an average. Please write in the number of months: ____</p>	<p>Exhibit C.17</p>
<p>Percentage of grantees providing specific types of coursework programs among grantees offering coursework; average number of courses or modules required for completing specific coursework programs</p>	<p>Question C3: Did your NPD project coursework create or involve any of the following types of programs? (Response options: Yes, our project created a new program of this type; Yes, the project involved an existing program of this type; No, the project did not create or involve this type of program)</p> <ol style="list-style-type: none"> Traditional undergraduate pre-service teacher preparation program Traditional master’s degree program Traditional postbaccalaureate/5th year teacher pre-service preparation program that does not include a master’s degree Alternative postbaccalaureate, teacher residency, or Grow Your Own program 	<p>Exhibit C.18</p>

Measure	Survey Item	Exhibit
	<ul style="list-style-type: none"> e. Coursework for in-service teachers to acquire new EL-related certifications or endorsements f. Micro-credentialing program for in-service teachers that offers a competency-based micro-credential (e.g., a mini-degree or digital badge) in a particular skill or topic g. Massive Open Online Courses (MOOCs) for in-service teachers h. Continuing education credits for in-service teachers to maintain or renew their certification <p>Question C5: For each type of program involved in your NPD project, how many courses or modules is a participant expected to take to complete the program? If your project did not involve a particular type of program, please enter "0." (<i>Respondents were asked to provide the information for the same list of coursework programs presented in Question C3.</i>)</p>	
<p>Percentage of grantees that identified specific supports for educators as a primary focus of their project activities</p>	<p>Question B4: Has your NPD grant had a primary focus on any of the following types of activities? Please select up to three.</p> <ul style="list-style-type: none"> a. Providing coursework or professional development to improve pre-service or in-service educator skills and knowledge for working with ELs b. Developing program curricula tailored to the learning of educators participating in the project e. Providing financial assistance for the costs to meet certification or licensing requirements for teachers who work in language instruction or serve ELs <p><i>Note: Only select items under Questions B4 relevant to the analysis presented in Exhibit C.19 are listed above.</i></p>	<p>Exhibit C.19</p>

Note: EL is English learner; ESL is English as a second language; IHE is institution of higher education; NPD is National Professional Development.

B.2.3. Measures Related to Key Finding 3: Use of Rigorous Research Evidence

Exhibit B.5 presents the specific survey items used to create measures related to findings about grantees’ use of rigorous research evidence to inform their professional development activities. It also lists the exhibit in the report where the relevant findings are presented.

Exhibit B.5. Grantee survey items used to create measures related to findings about grantee’s use of rigorous research evidence

Measure	Survey Item	Exhibit
Percentage of grantees agreeing or strongly agreeing with statements regarding the use of research evidence to inform project activities	<p>Question B9: To what extent do you agree or disagree with the following statements regarding use of evidence in developing and implementing your project activities?</p> <ul style="list-style-type: none"> a. The NPD grant competition’s Competitive Preference Priority 1 encouraged our team to use research evidence that we would not have otherwise used to specify our project goals and activities. d. Research meeting the moderate evidence requirement cited in our grant application directly informed how we selected and designed specific grant activities. e. Research meeting the moderate evidence requirement cited in our grant application directly informed our selection of project evaluation outcome measures. j. Our project found it challenging and/or was unable to implement the activities or practices that we had identified for meeting the moderate evidence standard. <p>(Response options: Strongly Disagree, Disagree, Agree, Strongly Agree)</p>	Exhibit 7 in the report

Note: EL is English learner; NPD is National Professional Development.

B.2.4. Measures Related to Key Finding 4: Evaluation Activities for Project Improvement and Evidence Building

Exhibit B.6 presents the specific survey items used to create measures related to findings about grantees’ evaluation activities for project improvement and evidence building. It also lists the exhibits in the report and Appendix C where the relevant findings are presented.

Exhibit B.6. Grantee survey items used to create measures related to findings about grantee’s use of evaluation activities

Measure	Survey Item	Exhibit
Percentage of grantees that evaluated or planned to evaluate project effectiveness; percentage of grantees that collected or planned to collect the relevant outcome data for project evaluation	<p>Question G1: Which of the following types of data about project outcomes has your NPD project collected or does it plan to collect?</p> <ul style="list-style-type: none"> h. Classroom observation data i. EL students’ English proficiency outcomes <p>Question G2: For what purposes have you used or do you plan to use the data you collect?</p> <ul style="list-style-type: none"> f. To assess the project’s effectiveness in improving participants’ classroom practices g. To assess the project’s effectiveness in improving EL student outcomes 	Exhibit 8 in the report, Exhibit C.20
Percentage of grantees that collected or planned to collect specific types of evaluation data	<p>Question G1: Which of the following types of data about project outcomes has your NPD project collected or does it plan to collect?</p> <ul style="list-style-type: none"> a. Participation rates b. Completion rates c. Participant perceptions of the program (e.g., based on survey, interview, or focus group data) d. Employers’ perceptions of participants’ preparation to serve ELs (e.g., based on survey, interview, or focus group data) e. Certification exam pass rates f. Assessments of teacher knowledge other than state certification exams g. Certification rates h. Classroom observation data i. EL students’ English proficiency outcomes j. EL students’ achievement outcomes on academic content assessments 	Exhibit C.21
Percentage of grantees that collected or planned to collect specific types of data required for performance measurement	<p>Question G1: Which of the following types of data about project outcomes has your NPD project collected or does it plan to collect?</p> <ul style="list-style-type: none"> b. Completion rates c. Participant perceptions of the program (e.g., based on survey, interview, or focus group data) d. Employers’ perceptions of participants’ preparation to serve ELs (e.g., based on survey, interview, or focus group data) g. Certification rates 	Exhibit 9 in the report

Measure	Survey Item	Exhibit
<p>Percentage of grantees using data for project improvement purposes</p>	<p>Question G2: For what purposes have you used or do you plan to use the data you collect?</p> <ul style="list-style-type: none"> b. To better align teacher preparation or professional development activities with state or school district needs c. To refine program curricula and better tailor to the learning of educators participating in the project <p>Question B9: To what extent do you agree or disagree with the following statements regarding use of evidence in developing and implementing your project activities?</p> <ul style="list-style-type: none"> k. We revised a program activity or approach in response to data we collected. <p>(Response options: Strongly Disagree, Disagree, Agree, Strongly Agree)</p> <p><i>Note: Items b and c under Question G2 pertain to using data to inform project improvement. To provide a high-level summary of grantees' data use, the study team combined those two items and considered a grantee as having used or planning to use data to inform project improvement if it selected either item.</i></p>	<p>Exhibit 10 in the report</p>
<p>Percentage of grantees that had shared, were planning to share, or were not planning to share their project evaluation results publicly</p>	<p>Question G3: Does your NPD grant project plan to publicly release its summative evaluation report, publish an article, or otherwise share results assessing the project's impact on desired outcomes, or has it already publicly released such results?</p> <ul style="list-style-type: none"> a. Yes, we plan to publicly share results of our project's impact in the future. b. Yes, we have already publicly released results of our project's impact. c. No, we do not plan to release these results publicly. 	<p>Exhibit 11 in the report</p>

Note: EL is English learner; NPD is National Professional Development.

B.2.5. Measures Related to Findings From Additional Analyses

Exhibit B.7 presents the specific survey items used to create measures related to the findings presented in Exhibits D.1 and D.2 in Appendix D. The findings presented in Exhibit D.3 are based on IPEDS data, and the measures are described in section B.1.3.

Exhibit B.7. Grantee survey items used to create measures related to findings from additional analyses

Measure	Survey Item	Exhibit
Average number of teachers actually served	Question A2: Approximately how many of the following types of individuals have participated in your NPD-supported activities to date? a. Pre-service teachers b. In-service teachers	Exhibit D.1
Percentage of grantees reporting that LEA partners participated in activities to support the implementation of their grant projects among grantees with fewer than 5 LEA partners and grantees with 5 or more LEA partners	Question B7: The application for your NPD grant identified the following partners affiliated with your project. Please confirm whether this information is still accurate and update your list of grant partners as needed. <i>Note: Please include partners that were affiliated with your grant project at any point during the grant period, even if they are no longer actively involved in grant activities. Please enter "None" if your NPD grant did not include a particular type of partner.</i> Local Education Agency (LEA) Partners (e.g., school districts) _____ Question B8: Which, if any, types of partners have participated in the following types of activities to support the implementation of your NPD grant? Please select all that apply. If your project has not engaged in a particular activity, please select N/A. (Response option: LEA partners) d. Supporting parent, family, and community member engagement in the education of ELs e. Providing financial assistance for the costs to meet certification or licensing requirements for teachers who work in language instruction or serve ELs g. Identifying educator workforce or professional learning needs to be addressed through the grant project i. Developing project goals or measurable objectives j. Recruiting participants k. Engaging in continuous improvement practices to guide implementation of the grant over time	Exhibit D.2

Note: EL is English learner; LEA is local education agency; NPD is National Professional Development.

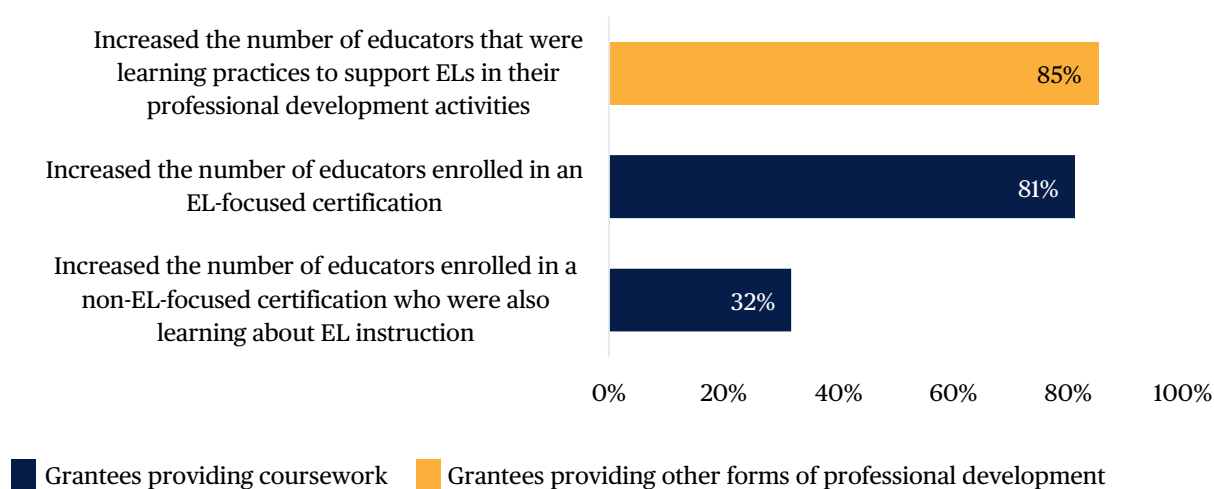
APPENDIX C. SUPPLEMENTAL EXHIBITS

This appendix includes supporting statistical details and supplemental findings related to the number and types of educators served by National Professional Development (NPD) grantees (section C.1), the coverage and focus of the professional development activities provided by the grantees (section C.2), and the project evaluation and data collection activities conducted by grantees (section C.3).

C.1. Educators Served

Exhibit 2 in the report provides information on the number of current teachers and teachers in preparation that grantees served. As shown in Exhibit C.1, for a majority of grantees, those numbers reflect efforts to improve educators' access to EL-focused professional learning and certification programs. Eighty-five percent of grantees that provided forms of professional development other than coursework indicated that they increased the number of educators learning practices to support ELs. Among grantees that provided coursework programs, 81 percent reported increased educator enrollment in EL-focused certification programs, and nearly a third reported increased educator enrollment in non-EL-focused certification programs where participants were also learning about EL instruction.

Exhibit C.1. Percentage of grantees that reported increasing the number of educators served in their professional development or certification programs



Source: NPD Grantee Survey, Question C8 (N = 85) and D4 (N = 81).

Exhibit 3 in the report presents the distribution of grantees based on whether they had a primary focus on serving general education teachers, English learner (EL) specialists, or both. Exhibits C.2 and C.3 provide further information about the educator role types served by the grantees. Exhibit C.2 presents the percentage of grantees with a primary focus on each specific educator role type. Exhibit C.3 presents the percentage of grantees by the total number of educator role types that were their primary focus.⁷ The former shows that grantees most commonly focused on general education teachers and EL specialists, each reported as a primary focus by over three quarters of the grantees. The latter shows

that only 20 percent of the grantees focused primarily on a single educator role type, with the majority of the grantees focusing on multiple—as many as all six—educator role types.

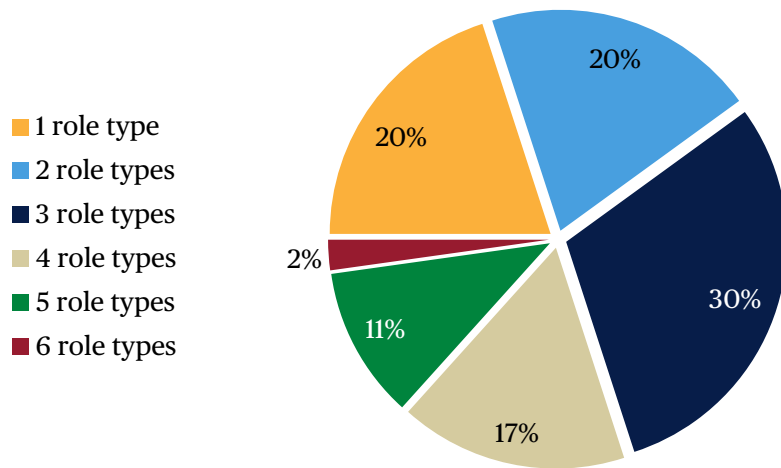
Exhibit C.2. Percentage of grantees with a primary focus on a specific educator role type

Educator Role Type	Percentage of Grantees With a Primary Focus on the Educator Role Type
EL specialists	79%
General education teachers	78%
Coaches/leaders	51%
Early childhood educators	28%
Paraprofessionals or assistant teachers	26%
Special education teachers	24%

Note: EL is English learner.

Source: NPD Grantee Survey, Question B1 (N = 90).

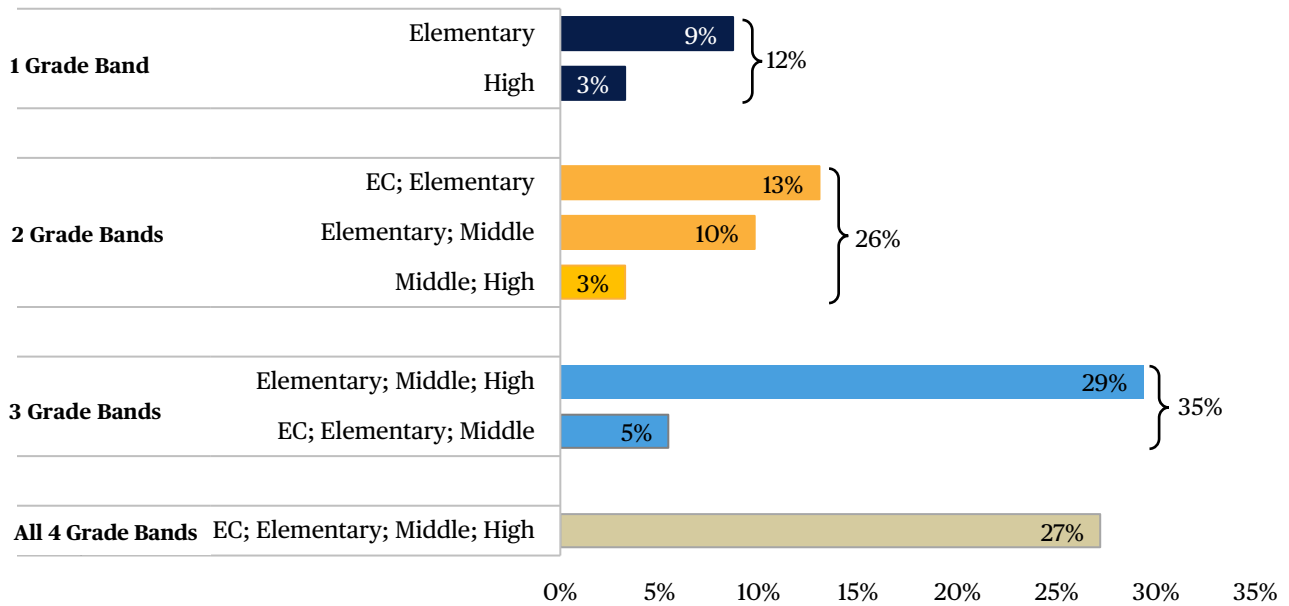
Exhibit C.3. Percentage of grantees by the total number of educator role types that were the primary focus of a grantee



Source: NPD Grantee Survey, Question B1 (N = 90).

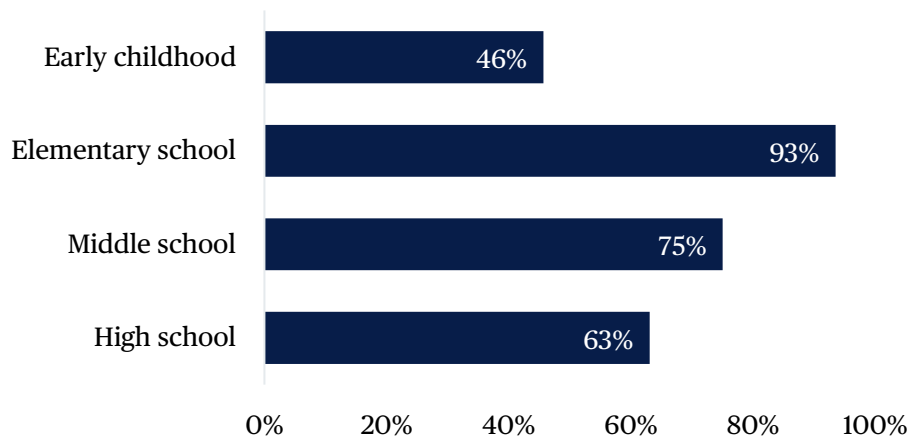
In addition to educator role types, the study team examined the grade bands of the educators served by NPD grantees. Exhibit C.4 presents the percentage of grantees that served educators in different combinations of grade bands. It shows that only 12 percent of the grantees served a single grade band and the majority of the grantees served multiple grade bands, with over 60 percent serving at least three of the four grade bands. Almost all grantees (93 percent) served educators in the elementary grades, whereas less than half (46 percent) of the grantees served early childhood educators (see Exhibit C.5).

Exhibit C.4. Percentage of grantees serving educators working in one, two, three, or all four grade bands



Note: EC is early childhood. Percentages within the “3 Grade Bands” category do not sum to 35 due to rounding.
 Source: NPD Grantee Survey, Question A3 (N = 92).

Exhibit C.5. Percentage of grantees serving educators in each grade band

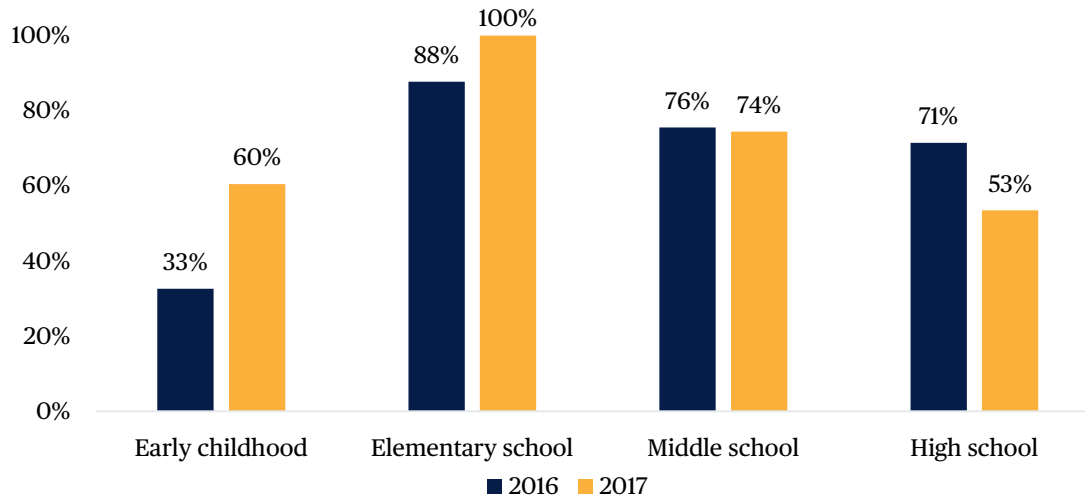


Source: NPD Grantee Survey, Question A3 (N = 92).

As an extension of Exhibit C.5, Exhibit C.6 presents the percentage of grantees serving educators in each grade band, separately for each of the two cohorts. It shows that a third of the grantees in the 2016 cohort served early childhood educators, while the percentage of grantees serving early

childhood educators almost doubled for the 2017 cohort (60 percent). For both cohorts of grantees, the NPD grant competition offered an optional, invitational priority focused on supporting early childhood educators. For the 2017 competition, however, support for school readiness and transition to elementary school was added as an allowable use of funds (see Appendix A), which might at least partially explain the increase between the two cohorts in the percentage of grantees serving early childhood educators. Across grade bands, educators in the elementary grades, followed by educators in middle school grades, were the most commonly served for both cohorts.

Exhibit C.6. Percentage of grantees serving educators in each grade band, by cohort



Source: NPD Grantee Survey, Question A3 (N = 92).

Exhibit 4 in the report presents information on the percentage of grantees that did not meet, met, or exceeded the number of teachers they proposed to serve in their NPD grant applications. To supplement that information, Exhibit C.7 provides the total number of teachers that grantees in each of those three categories expected to serve and the number they actually served. It shows that the overall intended reach of the NPD program, as set by the grantees in their grant applications, included 23,054 teachers,⁸ and that 20,036 teachers in total were actually served by the grantees. Thus, even though the majority of grantees met or exceeded their target number of teachers to be served, grantees collectively fell short of serving the number of teachers that they had intended to serve.

Exhibit C.7. Number of teachers expected to be served and number of teachers actually served by grantees, overall and by grantees that did not meet, met, or exceeded the number of teachers they proposed to serve in their grant applications

Grantees	Teachers Expected to Be Served	Teachers Actually Served
All grantees (<i>N</i> = 80)	23,054	20,036
Grantees that did not meet their target number (<i>N</i> = 25)	10,074	3,533
Grantees that met their target number (<i>N</i> = 33)	6,701	6,763
Grantees that exceeded their target number (<i>N</i> = 22)	6,280	9,740

Note: The number of teachers expected to be served and the number actually served by grantees include both current teachers and teachers in preparation. See Appendix B.2.1 for an explanation of how these numbers were calculated. The number of teachers actually served reported here differs from the number reported in Exhibit 2 because it is limited to the 80 grantees for which information on the number of teachers they expected to serve was available.

Source: NPD Grantee Survey, Question A2 and grant application data (*N* = 80).

Exhibit 4 in the report indicates that almost one third (31 percent) of the grantees did not meet the target number of teachers that they had proposed to serve. To shed light on this finding, the study team analyzed survey data on specific challenges that grantees experienced in implementing project-introduced changes to their professional development activities. Results from this analysis are presented in Exhibits C.8, C.9, and C.10. These results show that compared with grantees that met or exceeded their target number of teachers to serve, grantees that did not meet their target were more likely to report having experienced several of the implementation challenges examined. Among grantees that provided coursework, 32 percent of those that did not meet their target number of teachers to serve reported encountering constraints due to funding limitations, compared with 18 percent of those who met or exceeded their targets (see Exhibit C.8). Among grantees that provided professional development other than coursework, those that did not meet their target number of teachers to serve were more likely than other grantees to report being constrained by educators' lack of time to participate in professional development, shifting state or district priorities for teacher professional development, and staff turnover at the state or district level (see Exhibit C.9). Grantees that did not meet their targets also reported having to make changes to their project activities as a result of the COVID-19 pandemic, but they did so at similar rates as grantees that met or exceeded their targets (see Exhibit C.11).

Exhibit C.8. Percentage of grantees reporting specific challenges to implementing project-introduced changes to coursework activities among grantees that met or exceeded their target number of educators to serve and grantees that did not meet their target

Challenge	Grantees Providing Coursework		
	All Grantees (N = 73)	Grantees That Met or Exceeded Their Target (N = 51)	Grantees that did not meet their target (N = 22)
Limited EL-related expertise among IHE teacher education faculty	40%	41%	36%
Limited emphasis on EL-related credentials or professional development at IHE, state, or district level	30%	27%	36%
Shifting IHE priorities for teacher education	29%	29%	27%
IHE leadership, faculty, or staff turnover	27%	27%	27%
Limited buy-in among IHE teacher education faculty or leadership (e.g., to incorporate EL-focused content into their coursework)	23%	24%	23%
Limited funding to acquire the needed resources or support ongoing implementation	22%	18%	32%
Reluctance among pre-service or general education/content teachers to pursue EL-focused credentials	21%	24%	14%
Limited available research evidence to inform how to implement the program changes	11%	8%	18%
Evaluation results indicating that the changes did not improve educational outcomes	1%	2%	0%

Note: EL is English learner; IHE is institution of higher education.

Source: NPD Grantee Survey, Questions A2 and C11 (N = 73).

Exhibit C.9. Percentage of grantees reporting specific challenges to implementing project-introduced changes to professional development activities other than coursework among grantees that met or exceeded their target number of educators to serve and grantees that did not meet their target

Challenge	Grantees Providing PD Other Than Coursework		
	All Grantees (N = 69)	Grantees That Met or Exceeded Their Target (N = 47)	Grantees That Did Not Meet Their Target (N = 22)
Educators' lack of time to participate in professional development activities	65%	57%	82%
Shifting state or district priorities for teacher professional development	33%	26%	50%
Staff turnover at the state or district level	32%	19%	59%
Limited funding to acquire needed resources or support ongoing implementation	30%	30%	32%
Limited buy-in among state, district, or school partners to incorporate EL-focused professional development	26%	26%	27%
Limited emphasis on effective instruction for ELs at the state or district level	25%	23%	27%
Reluctance among early childhood, general education/content area teachers to pursue EL-focused credentials or professional development	19%	19%	18%
Limited EL-related expertise at the state or district level	17%	11%	32%
NPD project staff turnover	10%	9%	14%
Limited available research evidence to inform how to implement the program changes	7%	4%	14%
Evaluation results indicating that the changes did not improve educational outcomes	1%	0%	5%

Note: EL is English learner. PD is professional development.
Source: NPD Grantee Survey, Questions A2 and D7 (N = 69).

Exhibit C.10. Percentage of grantees reporting that they had made specific changes to the implementation of their professional development activities as a result of the COVID-19 pandemic among grantees that met or exceeded their target number of educators to serve and grantees that did not meet their target

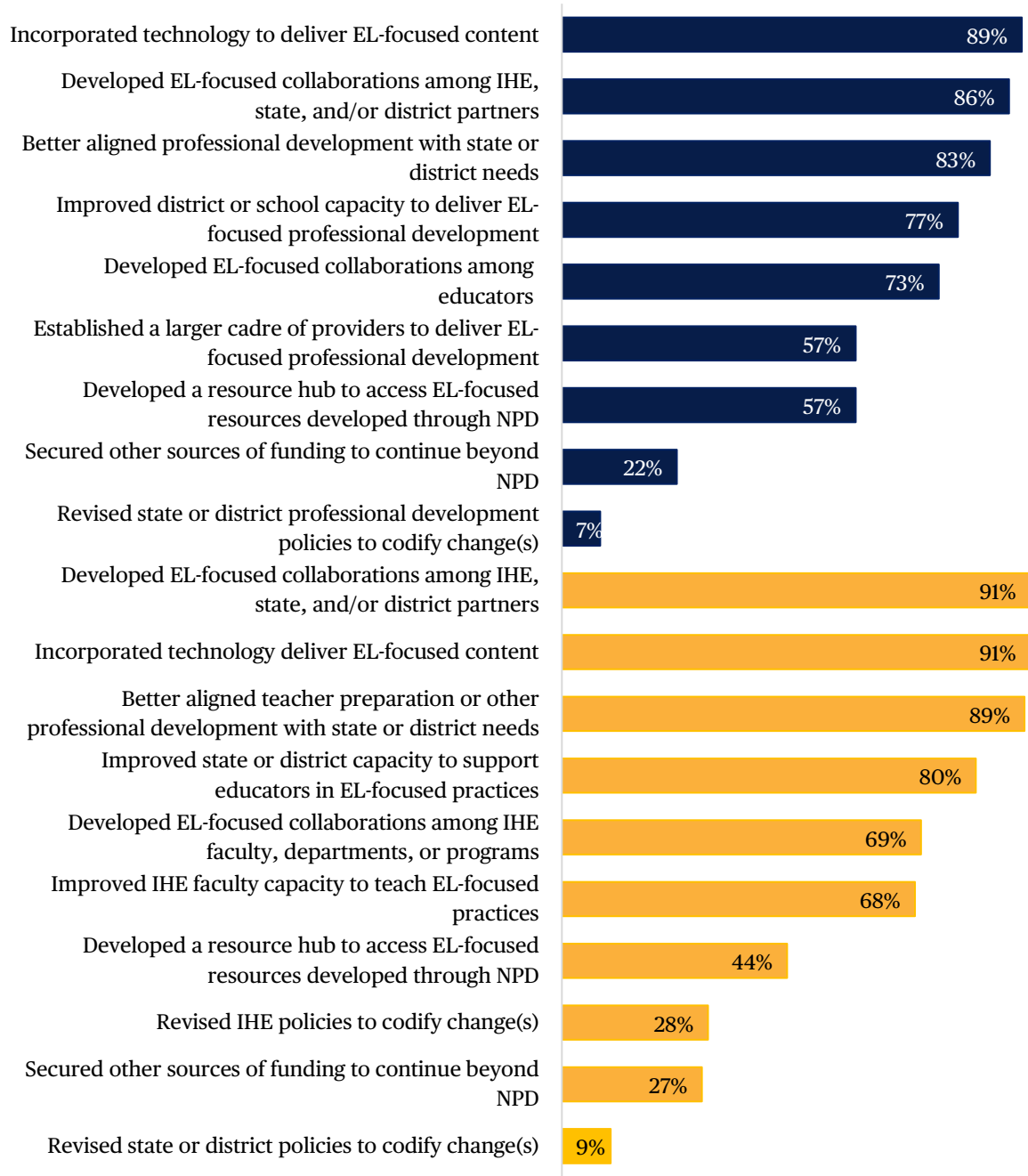
Change	Grantees That Met or Exceeded Their Target (N = 55)	Grantees That Did Not Meet Their Target (N = 25)
Conducted some activities virtually instead of in-person	96%	96%
Integrated content about supporting ELs in a distance learning environment	89%	80%
Delayed or postponed some activities	80%	88%
Added more supports for project participants	78%	88%
Altered project evaluation plans	78%	80%
Canceled some activities	69%	68%
Added more supports for project staff (e.g., IHE faculty, professional development providers)	53%	48%

Note: EL is English learner. IHE is institution of higher education.

Source: NPD Grantee Survey, Questions A2 and H1 (N = 80).

In addition to implementation challenges, the study team further examined the steps that grantees took to support the implementation of their NPD projects. As Exhibit C.11 shows, grantees took various steps to support implementation, which may have helped mitigate the challenges that they encountered.

Exhibit C.11. Percentage of grantees taking specific steps to support implementation



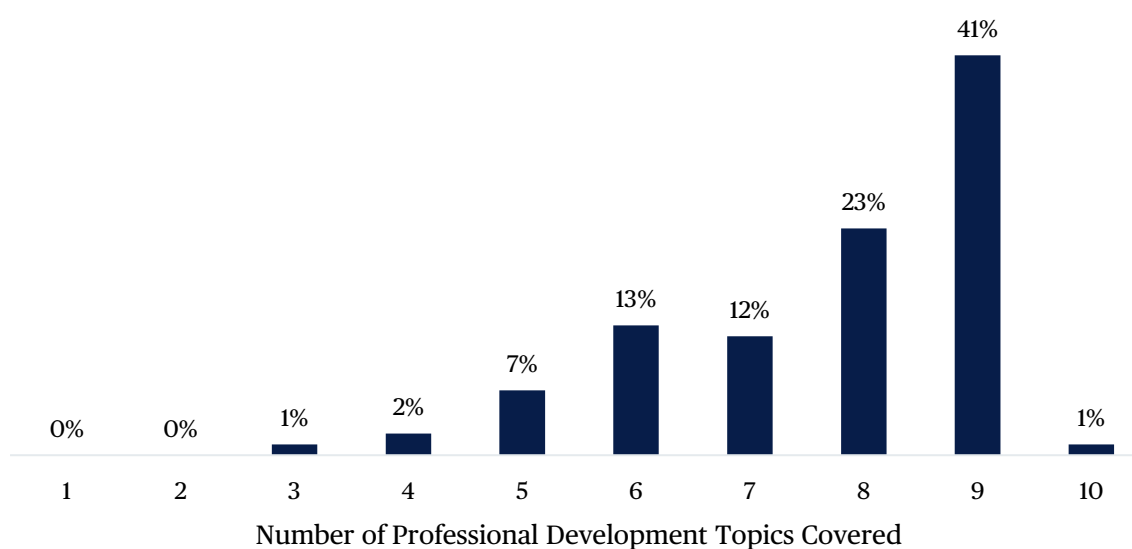
■ Grantees providing coursework ■ Grantees providing other forms of professional development

Note: EL is English learner; IHE is institution of higher education; NPD is National Professional Development. The set of bars in blue represent data based on Question C10, which was asked of grantees whose grant activities involved coursework provided by an IHE or similar entity; the set of bars in yellow represent data based on Question D6, which was asked of grantees whose NPD projects included professional development activities for current educators other than coursework provided through an IHE. Source: NPD Grantee Survey, Questions C10 (N = 85) and D6 (N = 91).

C.2. Coverage and Focus of Professional Development

Exhibit 5 in the report presents the percentage of grantees that covered specific topics in the professional development that they offered as well as the percentage of grantees that selected each given topic as a top three focus. Supplementing the information presented in Exhibit 5, Exhibit C.12 presents the percentage of grantees by the number of professional development topics covered. It shows that all grantees covered at least three professional development topics, with almost two thirds (65 percent) of the grantees covering eight or more topics.

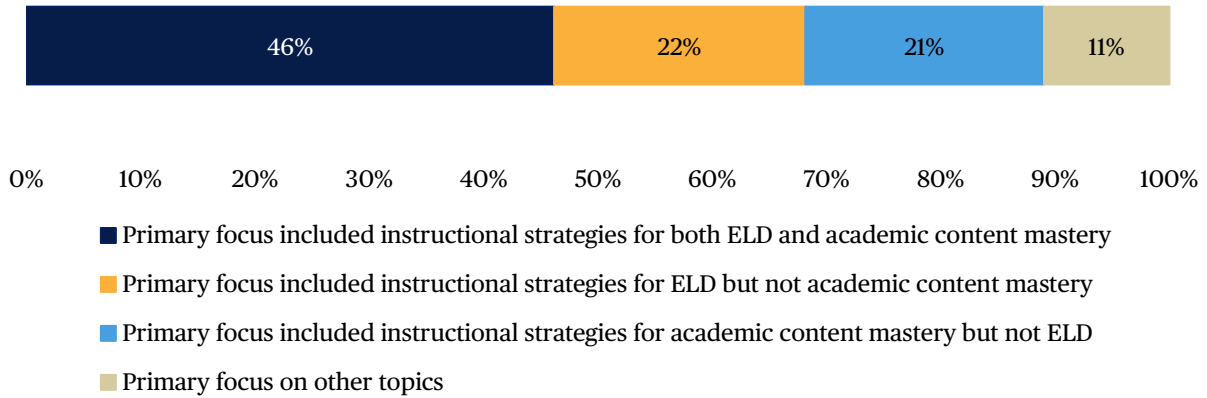
Exhibit C.12. Percentage of grantees by the number of professional development topics covered



Source: NPD Grantee Survey, Question B5 (N = 91).

Exhibit C.13 supplements Exhibit 5 in the report by presenting the percentage of grantees that identified both instructional strategies for ELs' English language development (ELD) and instructional strategies for ELs' academic content mastery, either of the two topics, or other topics as being among the top three foci for their NPD projects. It shows that almost half (46 percent) of the grantees identified both topics as being among the top three foci for their NPD projects and about one fifth (22 percent and 21 percent, respectively) of the grantees identified only one of the two topics as being among the top three foci for their NPD projects.

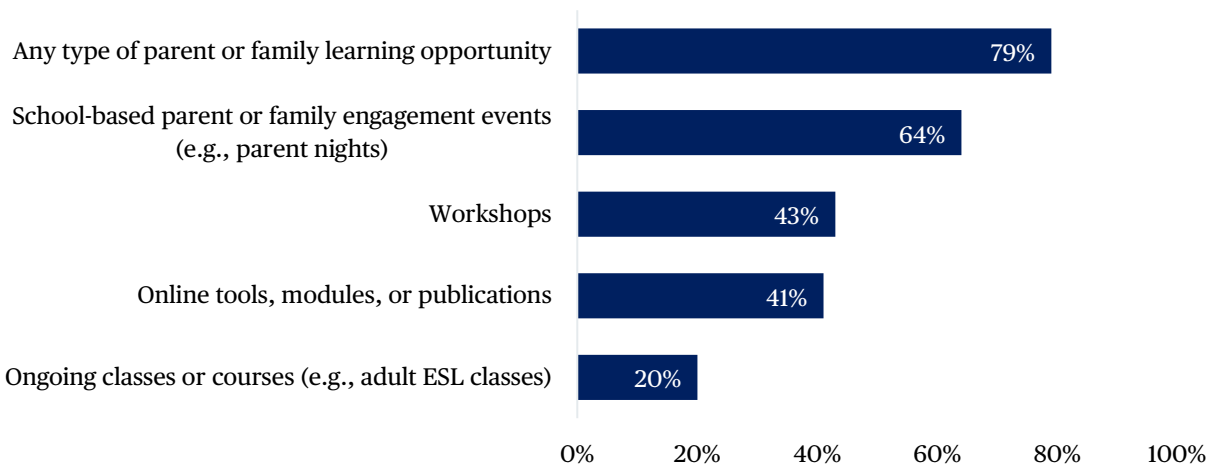
Exhibit C.13. Percentage of grantees whose professional development included a primary focus on instructional strategies for English language development (ELD) and/or ELs’ academic content mastery



Source: NPD Grantee Survey, Question B6 (N = 91).

Exhibit 5 of the report presents the percentage of grantees that covered strategies for EL parent and family engagement in their professional development for educators and the percentage of grantees that made this topic a top three focus for their NPD projects. To provide further information about grantee activities related to EL parent and family engagement, Exhibit C.14 presents the percentage of grantees that provided various types of learning opportunities for parents or families of ELs (i.e., learning opportunities in which parents or families of ELs directly participated).⁹

Exhibit C.14. Percentage of grantees providing specific types of learning opportunities for parents or families of ELs

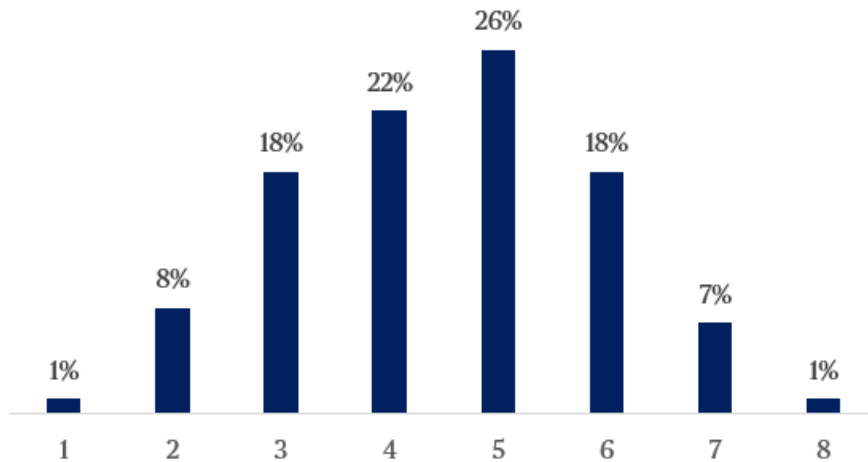


Note: EL is English learner; ESL is English as a second language.

Source: NPD Grantee Survey, Questions E1 and E2 (N = 91).

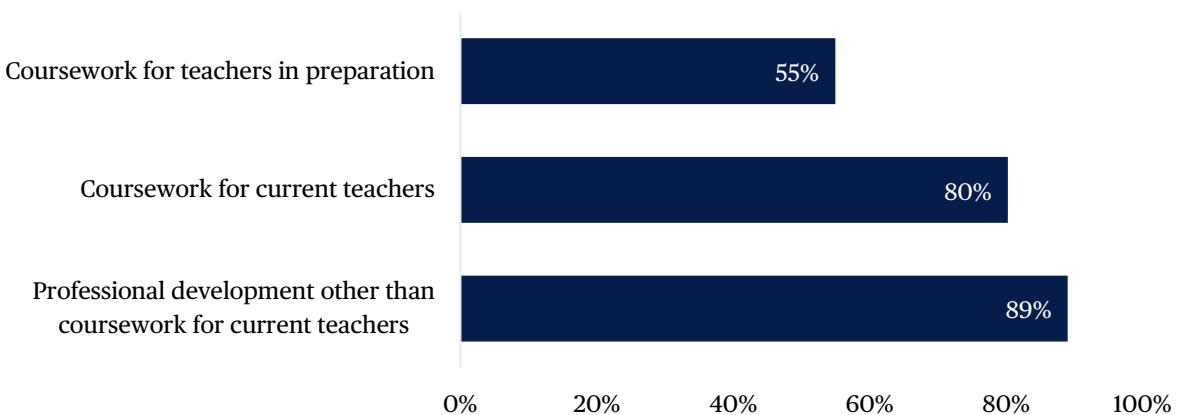
Exhibit 6 in the report presents the percentage of grantees that used different approaches to providing professional development. To supplement the information provided in Exhibit 6, Exhibit C.15 presents the percentage of grantees by the number of professional development approaches used, which ranged from one to eight, with virtually all grantees using multiple approaches to providing professional development. In addition, Exhibit C.16 shows that 55 percent of grantees provided coursework for teachers in preparation while 80 percent of grantees provided coursework for current teachers..

Exhibit C.15. Percentage of grantees by the number of professional development approaches used



Source: NPD Grantee Survey, Questions C3, C6, and D2 (N = 91)

Exhibit C.16. Percentage of grantees providing coursework and percentage providing professional development other than coursework



Source: NPD Grantee Survey, Questions C1 and D1 (N = 91)

Exhibit C.17 presents the average number of months that it took educators to complete the coursework or other forms of professional development activities offered by grantees serving only current educators and grantees serving both current educators and educators in preparation. For both types of grantees, coursework tended to take more time to complete than other forms of professional development (16.6 months as compared with 13.5 months on average across all grantees).

Exhibit C.17. Average time span for completing coursework and other forms of professional development activities offered by grantees, overall and for grantees serving only current educators and grantees serving both current educators and educators in preparation

Grantees	Months Needed to Complete Coursework	Months Needed to Complete Other Forms of Professional Development
Grantees serving both current educators and educators in preparation (<i>N</i> = 50)	17.2	13.4
Grantees serving only current educators (<i>N</i> = 42)	15.7	13.7
All grantees (<i>N</i> = 92)	16.6	13.5

Source: NPD Grantee Survey, Questions C4 (*N* = 85) and D3 (*N* = 81).

Exhibit C.18 presents additional details about the types of coursework programs that grantees provided. Among grantees providing coursework, the most commonly provided type of coursework program was coursework for in-service teachers to acquire EL credentials (79 percent), followed by traditional master’s degree programs (52 percent) and traditional undergraduate teacher preparation programs (42 percent). The exhibit further shows that coursework programs leading to a degree or certification typically required more courses to complete than programs offering continuing education credits or other ongoing professional learning opportunities.

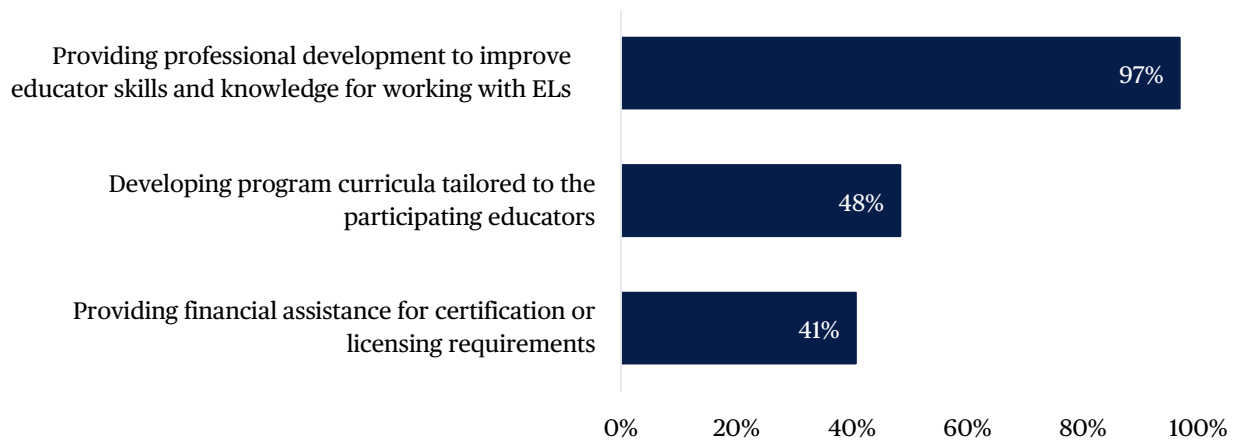
Exhibit C.18. Percentage of grantees providing specific types of coursework programs among grantees offering coursework and average number of courses or modules required to complete those programs

Type of Coursework Program	Percentage of Grantees Including Program	Number of Courses or Modules Needed to Complete Program
Coursework for in-service teachers to acquire new EL-related certifications or endorsements	79%	6.6
Traditional master’s degree program	52%	11.0
Traditional undergraduate pre-service teacher preparation program	42%	13.7
Continuing education credits for in-service teachers to maintain or renew their certification	31%	2.4
Traditional postbaccalaureate/5th year teacher pre-service preparation program that does not include a master’s degree	19%	8.8
Micro-credentialing program for in-service teachers that offers a competency-based micro-credential in a particular skill or topic	18%	3.7
Alternative postbaccalaureate, teacher residency, or Grow Your Own program	16%	12.6
Massive Open Online Courses (MOOCs) for in-service teachers	7%	2.5

Source: NPD Grantee Survey, Questions C3 and C5 (N = 85).

In addition to professional development, grantees provided other types of support to the educators they served. Exhibit C.19 presents the percentage of grantees that identified specific types of support to educators as a primary focus of their project activities. Not surprisingly, virtually all (97 percent) NPD grantees identified providing professional development to improve educator skills and knowledge for working with ELs as a primary focus of their project activities. Almost half of the grantees also identified developing program curricula tailored to participating educators (48 percent) and providing financial assistance for teachers working with ELs to meet certification or licensing requirements (41 percent) as a primary focus of their project activities.

Exhibit C.19. Percentage of grantees identifying specific supports for educators as a primary focus of their project activities



Note: EL is English learner.

Source: NPD Grantee Survey, Question B4 (N = 91).

C.3. Project Evaluation and Data Collection Activities

Exhibit 8 in the report presents the percentage of grantees that evaluated or planned to evaluate project effectiveness and the percentage of grantees that collected or planned to collect the outcome data needed for the evaluation based on data pooled across both 2016 and 2017 cohorts. Exhibit C.20 breaks down those results by cohort. It reveals that 2017 grantees tended to report these activities at higher rates than 2016 grantees, following the NPD program’s 2017 addition of the use of valid and reliable performance data on relevant outcomes to evaluate project activities as a criterion for scoring applications for NPD funding. Ninety-three percent of 2017 grantees, for example, reported collecting data to evaluate project effectiveness at improving EL student outcomes, whereas 73 percent of 2016 grantees did so. In addition, 83 percent of 2017 grantees reported collecting EL students’ proficiency or achievement data, compared with 57 percent of 2016 grantees that did so.

Exhibit C.20. Percentage of grantees that evaluated or planned to evaluate project effectiveness and percentage of grantees that collected or planned to collect the outcome data needed, by cohort

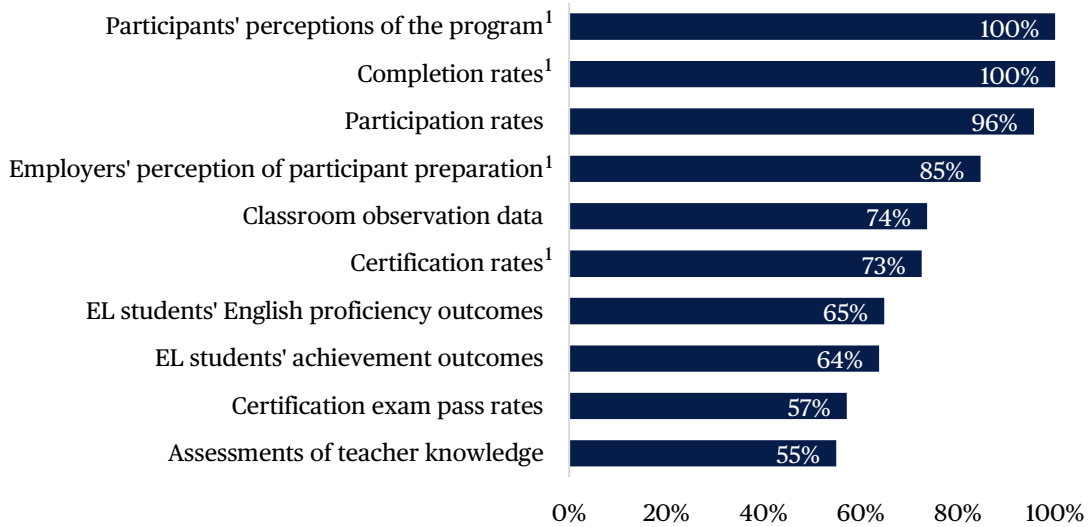
Project Evaluation and Data Collection Activities	2016 Grantees (N = 49)	2017 Grantees (N = 42)
Evaluate effectiveness at improving instruction	96%	98%
Collect classroom observation data	76%	71%
Evaluate effectiveness at improving EL student outcomes	73%	93%
Collect EL students' proficiency or achievement data	57%	83%

Note: EL is English learner.

Source: NPD Grantee Survey, Questions G1 (N = 91) and G2 (N = 91).

According to the grantee survey, NPD grantees collected or planned to collect various types of data as part of their evaluation activities. Exhibit 9 in the report presents the percentage of grantees that collected or planned to collect specific types of data that all grantees were required to include in their annual performance reports. Exhibit C.21 expands Exhibit 9 by presenting information about grantees' collection or planned collection of both required performance data and other types of data. It shows that virtually all (96 percent) grantees collected data on participation rates and between 55 percent and 74 percent of the grantees also collected other types of data not required for performance reporting purposes (that is, EL student outcomes, teacher knowledge and practice, and certification exam pass rates).

Exhibit C.21. Percentage of grantees that collected or planned to collect specific types of evaluation data



¹Performance measures that all NPD grantees were required to include in their annual performance reports.

Note: EL is English learner.

Source: NPD Grantee Survey, Question G1 (N = 91).

APPENDIX D. FINDINGS FROM ADDITIONAL ANALYSES

This appendix provides findings from additional analyses that are not discussed in the report but may help readers better understand the report’s findings. These additional analyses provide information about grantees who had either more or fewer LEA partners (section D.1), and the number of general education or English learner (EL)-focused degree completers in 2016 and 2021 at the 82 IHEs included in this study (section D.2).

D.1. Analyses of Grantees with a Higher-Than-Average Number of LEA Partners

To examine whether grantee experiences in the context of having more or fewer LEA partners, the study team considered two factors. Exhibit D.1 presents the average number of teachers grantees expected to serve and the average number of teachers actually served, examined separately for those who had less than five LEA partners (the average number of LEA partners in the sample) and those who had five or more LEA partners. Grantees with fewer than five LEA partners served on average around 60 fewer educators than expected, while grantees with five or more LEA partners served on average around 30 fewer educators than expected. Exhibit D.2 presents information on the percentage of grantees that had LEA partners participating in different types of project activities. Grantees whose projects had five or more LEA partners reported more participation of LEA partners in the various activities, except for recruitment of participants.

Exhibit D.1. Average number of teachers that grantees expected to serve and the average number of teachers actually served among grantees with fewer than 5 LEA partners and grantees with 5 or more LEA partners

Average Number of Teachers	Grantees With Fewer Than 5 LEA Partners (N = 48)	Grantees With 5 or More LEA Partners (N = 28)
Teachers expected to be served	205	357
Teachers actually served	146	329

Note: EL is English learner; LEA is local educational agency. The numbers of teachers expected to be served and actually served by grantees include both current teachers and teachers in preparation. See Appendix B.2.1 for an explanation of how these numbers were calculated.

Source: NPD Grantee Survey, Questions A2 and B7 (N = 76); grant application data.

Exhibit D.2. Percentage of grantees reporting that their LEA partners participated in activities supporting the implementation of their grant projects among grantees with fewer than 5 LEA partners and grantees with 5 or more LEA partners

Activity	Grantees With Fewer Than 5 LEA Partners (N = 57)	Grantees With 5 or More LEA Partners (N = 29)
Recruiting participants	89%	83%
Supporting parent, family, and community member engagement in the education of ELs	72%	83%
Developing project goals or measurable objectives	42%	55%
Engaging in continuous improvement practices to guide implementation of the grant over time	63%	72%
Providing financial assistance for the costs for teachers to meet certification or licensing requirements	12%	17%
Identifying educator workforce or professional learning needs to be addressed through the grant project	61%	62%

Note: EL is English learner; LEA is local educational agency.
Source: NPD Grantee Survey, Questions B7 and B8 (N = 86).

D.2 Number of General Education or EL-Focused Degree Completers at Institutions of Higher Education (IHEs)

To provide context for the number of educators in preparation served by NPD grantees, the study team analyzed IPEDS data on the number of general education or EL-focused degrees that were conferred at the 82 IHEs that received NPD grants in 2016 or 2017. Exhibit D.3 presents the number of degree completers in these two cohorts of IHE grantees based on IPEDS data from both 2016 (the year before grant implementation began in 2016 and 2017 grantees) and 2021 (the most recent year with available IPEDS data and the year of grantee survey administration). The IPEDS data show an increase between 2016 and 2021 in the number of degree completers in general education or EL-focused areas in both cohorts of IHE grantees, with the number of 2021 degree completers (4,679) comparable to the total number of educators in preparation served by NPD grantees based on the 2021 grantee survey (4,443). This finding suggests that among IHE grantees, the EL-focused learning offered through their NPD projects reached a sizeable proportion of students pursuing education-related degrees.

Exhibit D.3. Number of 2016 and 2021 degree completers in general education or EL-focused areas in 82 IHE grantees, overall and by cohort

Institution of Higher Education Grantees	Number of Degree Completers in 2016	Number of Degree Completers in 2021
2016 cohort (N = 46)	1,753	2,612
2017 cohort (N = 36)	1,686	2,067
Both cohorts (N = 82)	3,439	4,679

Note: EL is English learner; IHE is institution of higher education.
Source: 2016 and 2021 IPEDS data (N = 82).

ENDNOTES

- ¹ Since 2017, the Department has held two more grant competitions (in 2021 and 2022) and awarded 94 additional grants.
- ² In addition to the absolute and competitive preference priorities, the 2016 and 2017 grant competitions included two invitational priorities, which were optional and did not offer applicants any advantage in winning the competition. The two invitational priorities were (1) dual language approaches and (2) supporting the early learning workforce to serve ELs and apply the same developmental learning content to all levels of teacher preparation.
- ³ Information on grantees' state and LEA partners was primarily collected through the grantee survey (Question B7), but for two grantees with missing survey data for that item, the information was collected from their grant applications. The range and average number of LEA partners is based on information from 88 of the 92 grantees. Four grantees did not specify their number of LEA partners.
- ⁴ The following IPEDS Classification of Instructional Programs codes were used to obtain the number of 2016 degree completers in each of the four areas examined: 13.0101, 13.0201, 13.0202, and 13.1401. The relevant data were retrieved from the following IPEDS website:
<https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2016&surveyNumber=3>.
- ⁵ Grantees often used the first year of the five-year NPD grants as a planning year and served participants across the remaining four years. At the time of the survey, 2017 grantees were finishing their fourth grant year, completing three of the four grant implementation years. Therefore, for those grantees, the study team defined an "adjusted target" of the number of participants served as 75 percent of their original target.
- ⁶ Results based on alternative criteria (for example, within/above/below 10 or 20 percent of the original or adjusted target) are not substantially different.
- ⁷ The 2016 NIA featured more explicit language than the 2017 NIA around helping paraprofessionals meet certification requirements. The study explored whether 2016 grantees were more likely than 2017 grantees to serve paraprofessionals and/or have a goal of helping paraprofessionals meet certification requirements, but this did not appear to be the case.
- ⁸ As context, the total number of teachers in the United States with at least one EL in their classroom in 2020-21 was approximately 2.1 million (National Center for Education Statistics, 2022a, 2022b). It is important to note, however, that the NPD program is not designed or funded at a scale to reach all teachers of ELs nationally.
- ⁹ The study also explored grantees' provision of family learning opportunities among grantees that did and did not indicate that EL family engagement was a top three topic of focus for their NPD project activities, to see if grantees that did not report family engagement as a top three focus were more likely to provide direct family learning opportunities instead. However, this did not appear to be the case.

REFERENCES

- National Center for Education Statistics. (2022a). *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*. U.S. Department of Education. https://nces.ed.gov/programs/digest/d22/tables/dt22_209.42.asp
- National Center for Education Statistics. (2022b). *Table 208.30. Public elementary and secondary teachers, by level and state or jurisdiction: Selected years, fall 2000 through fall 2021*. U.S. Department of Education. https://nces.ed.gov/programs/digest/d22/tables/dt22_208.30.asp