

Title III National Professional Development Program (NPD)



PROGRAM TYPE	Discretionary/Competitive Grants/Training
LEGISLATIVE AUTHORITY	Elementary and Secondary Education Act, as amended, Title III, Sec. 3131, 20 U.S.C. 6861
AVERAGE RANGE OF AWARDS	\$350,000 to \$600,000 per year per awarded applicant
PROJECT PERIOD	Up to 60 months

ELIGIBILITY INFORMATION

Institutions of Higher Education (IHEs) or public or private entities with relevant experience and capacity in consortia with local educational agencies (LEAs) or State educational agencies (SEAs).

NEXT FUNDING OPPORTUNITY

Competition instructions and requirements will be updated in late Fall 2026. To view previous NPD competition instructions and requirements, please visit the Office of English Language Acquisition's (OELA) website <http://www2.ed.gov/programs/nfdp/index.html> or the National Clearinghouse for English Language Acquisition (NCELA) website at www.ncela.ed.gov. Both sites contain award information for cohorts 2016 through 2022.

PROGRAM PURPOSE

This program provides professional development activities intended to improve instruction for English Learners (ELs) and assist educational personnel working with such children to meet high professional standards. The NPD program intends to improve the academic achievement of ELs by supporting pre-service and in-service training for teachers and other staff, including school leaders working with ELs.

PROGRAM DESCRIPTION

(1) For effective pre-service or in-service professional development programs that will improve the qualifications and skills of educational personnel involved in the education of ELs, 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 ELs; (2) For the development of program curricula appropriate to the needs of the consortia participants involved; (3) To support strategies that strengthen and increase parent, family, and community member engagement in the education of ELs; (4) To develop, share, and disseminate effective practices in the instruction of ELs and in increasing the academic achievement of ELs, including the use of technology-based programs; (5) In conjunction with other Federal need-based student financial assistance programs, for financial assistance, including 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; and (6) As appropriate, to support strategies that promote school readiness of ELs and their transition from early childhood education programs, such as Head Start or State-run preschool programs, to elementary school programs.

PROGRAM DESIGN

Grantees may, for example, design programs that address high quality professional development for content teachers and administrators; induction programs for new teachers; faculty development for higher education faculty; career ladder programs for paraprofessionals; certification-oriented coursework for English language development specialists; and professional development for other educational personnel such as administrators, school counselors, and school psychologists. Programs may also provide support to upgrade the qualifications and skills of personnel who are not certified or licensed; develop program curricula; and offer support for tuition, fees, and books.

Office of English Language Acquisition
OELA.ed.gov • NCELA.ed.gov
 400 Maryland Ave.
 SW, Washington, DC 20202
www.ED.gov