

PREPARATION OF SPECIAL  
EDUCATION, EARLY INTERVENTION,  
AND RELATED SERVICES LEADERSHIP  
PERSONNEL  
(ASSISTANCE LISTING NUMBER  
84.325D)

APPLICANT ORIENTATION

- ▶ Slides are for guidance only and information has been summarized due to logistics of the webinar.
- ▶ Please read the entire Notice Inviting Applications (NIA).
- ▶ Please review the recorded webinar titled “Applying for Office of Special Education Programs Discretionary Grants” for additional information related to submitting an application.

- ▶ NIA published in the Federal Register January 31, 2022.
- ▶ Applications due no later than 11:59:59 p.m. Eastern Time on April 1, 2022.

# Application Package Contents



- ▶ Dear Applicant Letter
- ▶ Notice Inviting Applications
  - Federal Register Notice
  - Grants.gov System Submission Procedures and Tips for Applicants
- ▶ Priority Description and Selection Criteria
- ▶ General Information
- ▶ Required Forms



# Program Information

Purpose

Eligible Applicants

Number of Awards

Funding Levels

Project Period

- ▶ Purpose of the Personnel Development Preparation program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

- ▶ The purpose of this priority is to support existing doctoral degree programs that prepare special education, early intervention, and related services personnel who are well-qualified for, and can act effectively in, leadership positions as researchers and special education/early intervention/related services personnel preparers in institutions of higher education (IHEs), or as leaders in State educational agencies (SEAs), lead agencies (LAs), local educational agencies (LEAs), early intervention services programs (EIS programs), or schools.

- ▶ One absolute priority.
- ▶ One competitive preference priority - An applicant (i.e., IHE) that has not had an active grant in the last five years.
- ▶ The doctoral program must culminate in a doctoral degree and may include a Doctor of Education (Ed.D.) degree.
- ▶ Partnerships comprised of two or three IHEs with existing doctoral programs that prepare scholars are included in the absolute priority and eligible to apply for funding.
- ▶ Clinical doctoral degrees in related services are eligible to apply for funding under 84.325K.
- ▶ The preparation of school principals is not included under this priority.



- ▶ Eligible applicants: IHEs and private nonprofit organizations.
- ▶ Up to 25 awards for individual IHEs.
  - Note: Total number of awards may change depending on the number of group application awards under each absolute priority.
- ▶ For a single budget period of 12 months, we will not make an award exceeding:
  - Individual IHE- \$250,000
  - Two-IHE partnership application - \$500,000
  - Three-IHE partnership application- \$750,000
- ▶ Project period is up to 60 months.

# Competition Information

Application Narrative and Selection Criteria

Project Assurances

General Requirements

- ▶ Significance
- ▶ Quality of the Project Services
- ▶ Quality of the Project Evaluation
- ▶ Quality of the Management Plan and Adequacy of Resources

- ▶ Data demonstrating the need for the special education or early intervention leadership personnel proposed to be prepared;
- ▶ Data demonstrating the success of the doctoral program to date;
- ▶ Scholar competencies to be acquired; and
- ▶ Conceptual framework.

# Quality of Project Services

- ▶ Recruitment strategies to attract high-quality scholars, including those from members of groups that have traditionally been underrepresented;
- ▶ Components of the project, such as coursework, research requirements, internship experiences, work-based experiences, program evaluation or other opportunities provided to scholars, that will enable the scholars to acquire the competencies needed by leaders;
- ▶ For partnership projects, describe how the components of the project are designed to ensure that scholars have opportunities to work with faculty and scholars at each IHE participating in the partnership that will promote the competencies needed by leaders;
- ▶ Improve child outcomes in a variety of educational or early childhood and early intervention settings;

# Quality of Project Services (cont.)

- ▶ Describe how the project will partner with diverse stakeholders, including individuals with disabilities and their families and individuals from racially and ethnically diverse backgrounds and their families, to inform and support project components;
- ▶ Describe how the project will use resources, as appropriate, available through technical assistance centers;
- ▶ Mentoring;
- ▶ Promote the acquisition of scholars' critical leadership skills, including those related to communication, networking, and collaboration; and
- ▶ Promote scholars' knowledge of strategies and approaches in attracting, preparing, and retaining future educators.

- ▶ Evaluate how well the goals or objectives of the proposed leadership project have been met;
- ▶ Project and scholar outcomes, including scholar competencies;
- ▶ Describe evaluation methodologies;
- ▶ Use of data to improve the program on an ongoing basis; and
- ▶ Reporting evaluation results.

- ▶ Qualifications of key project personnel and their time commitments;
- ▶ Adequacy of the management plan;
- ▶ Adequacy of support and resources from the applicant organization; and
- ▶ Adequacy of budget.



- ▶ Significance (10 points)
- ▶ Quality of the Project Services (45 points)
- ▶ Quality of the Project Evaluation (25 points)
- ▶ Quality of the Management Plan and Adequacy of Resources (20 points)

# Required Project Assurances - Scholars

- ▶ Scholars will be recruited and enrolled into the program within the first 12 months;
- ▶ Ensure that efforts to recruit a diverse range of scholars, including diversity of race, ethnicity, or national origin, are consistent with applicable law;
- ▶ Service obligation and disbursing scholarships;
- ▶ Meet the statutory requirements in section 662(e) through (h) of IDEA;

# Required Project Assurances - Budget

- ▶ 65 percent of the total budget will be used for scholar support;
- ▶ Ensure that a revised project budget will be submitted should the project not be able to recruit and enroll the proposed number of scholars that can graduate from the program by the end of the project period;
- ▶ Budget for attendance at Project Director's meeting;

- ▶ Project syllabi in Appendix B;
- ▶ Participation in cross-project collaboration, advanced trainings, and cross-site learning opportunities;
- ▶ Accessible websites;
- ▶ Posting project progress;
- ▶ Reporting scholar accomplishments; and
- ▶ Annual data reporting on scholars.

- ▶ Recipients of funding under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (see section 606 of IDEA).
- ▶ Each applicant for, and recipient of, funding under this program must involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).
- ▶ Applicant must describe steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. (See Section 427, GEPA).

# Submission Information

Application Submission

Submission Tips

Ineligible Applications

Application Tips

- ▶ Applications must be submitted electronically using Grants.gov.
- ▶ Applications may not be submitted via email.
- ▶ Applications must be submitted no later than 11:59:59 p.m., Eastern Time, on April 1, 2022.
- ▶ Application narrative sections and all other attachments to the application must be uploaded as a PDF read-only, non-modifiable format (preferred) or Microsoft Word file.

- ▶ Register early. Grants.gov may take five or more business days to complete. Be sure that your registration with the System for Award Management (SAM) is current.
- ▶ Submit early. Don't wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.
- ▶ Verify submission is ok. Verify that Grants.gov received your submission on time and that it was validated successfully.



- ▶ Maximum funding levels for each grant are noted in the notice.
- ▶ Recommended organization, page limits, spacing, and font sizes facilitate the application review process.
- ▶ Read-only, non-modifiable PDF files facilitate the consolidating of application elements and review process.
- ▶ Read carefully “Grants.gov Submission Procedures and Tips for Applicants” found in section B of the application package.

# Ineligible Applications

- ▶ Duplicate applications.
- ▶ Applications received after deadline (April 1, 2022, at 11:59:59 p.m., Eastern Time).
- ▶ Applications not addressing the published priority.

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OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES  
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