



# U.S. Department of Education

## **Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel**

### **FY 2026 Grant Competition**

Posted May 13, 2026

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## Program Information

The purposes of the Personnel Development to Improve Services and Results for Children with Disabilities program are to (1) help address State-identified shortages and needs for personnel preparation in special education and early intervention, including infants and toddlers, and youth 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, to be successful in serving those children.

The purpose of the Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel (84.325K) competition is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority, ED will fund grantees that use evidence-based strategies to prepare scholars in special education, early intervention, and related services at the bachelor's degree, certification, master's degree, educational specialist degree, or clinical doctoral degree levels to serve in

a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.

*Assistance Listing Number (ALN):* 84.325K.

*Program Authority:* [20 U.S.C. 1462](#) and [1481-1482](#).

*OMB Control Number:* 1820-0028.<sup>1</sup>

*For Further Information:* Sunyoung Ahn. Telephone: (202) 987-0141. Email: [sunyoung.ahn@ed.gov](mailto:sunyoung.ahn@ed.gov).

*Type of Award:* Discretionary grants.

*Estimated Available Funds:* \$8,750,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

*Maximum Award:* We will not make an award exceeding \$1,250,000 per project for a project period of 60 months or an award that exceeds \$350,000 for any single budget period.

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<sup>1</sup> According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0028. Public reporting burden for this collection of information is estimated to average 26.5 hours per response, including the time for reviewing instructions, searching existing

data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (P.L. 108-446, Sec. 650 and 682). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov).

*Estimated Number of Awards:* 35.

*Project Period:* Up to 60 months.

*Application Deadline:* **July 2, 2026.**

*Waiver of Proposed Rulemaking:* Under the Administrative Procedure Act (APA) ([5 U.S.C. 553](#)), ED generally offers interested parties the opportunity to comment on proposed priorities. Section 681(d) of the Individuals with Disabilities Education Act (IDEA), however, makes the public

comment requirements of the APA inapplicable to the absolute priority and Competitive Preference Priority 1 in this notice.

*Note:* This application notice and instructions document is the official document governing the grant competition. ED is not bound by any estimates in this notice.

# Eligibility

## Eligible Applicants

Institutions of higher education (IHEs),<sup>2</sup> and private nonprofit organizations.

*Note:* Eligible applicants must have a bachelor’s degree, certification, master’s degree, educational specialist degree, or clinical doctoral degree program that prepares scholars in special education, early intervention, and related services or be a private nonprofit organization that has the legal authority to enter into grants and cooperative agreements with the Federal government on behalf of an applicant that has a bachelor’s degree, certification, master’s degree, educational specialist degree, or clinical doctoral degree program that prepare scholars in special education, early intervention, and related services.

*Note:* If you are a nonprofit organization, under [34 CFR 75.51](#), you may demonstrate your nonprofit status by providing: (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; (3) a certified copy of the applicant’s certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

## Costs

### Cost Sharing

This program does not require cost sharing or matching.

### Indirect Cost Rate Information

This program uses a training indirect cost rate. This limits indirect cost reimbursement to an entity’s actual indirect costs, as determined in its negotiated indirect cost rate agreement,

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<sup>2</sup> For the purpose of this priority, “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965, as amended, which is inclusive of community colleges, and also includes any college or university receiving funding from the Secretary of the Interior under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (See section 602(17) of IDEA ([20 U.S.C. 1401\(17\)](#))).

or eight percent of a modified total direct cost base, whichever amount is less. For more information regarding training indirect cost rates, see [34 CFR 75.562](#). For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see this [webpage](#).

### **Administrative Cost Limitation**

This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in [2 CFR part 200 subpart E](#) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards.

### **Subgrantees**

Under [34 CFR 75.708\(b\) and \(c\)](#), a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to the following types of entities: IHEs, nonprofit organizations suitable to carry out the activities proposed in the application, and other public agencies. The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee, consistent with [34 CFR 75.708\(b\)\(2\)](#). However, an eligible applicant is not required to award subgrants and may instead administer the program directly. Additionally, under [34 CFR 75.708\(b\) and \(c\)](#) subgrantees are not authorized to further subgrant.

## **Submission Requirements and Deadlines**

Applications Available	<b>May 13, 2026</b>
Application Deadline	<b>July 2, 2026</b>
Deadline for Intergovernmental Review	<b>August 31, 2026</b>

**Applicants are required to follow the 2025 Common Instructions and Information for Applicants to Department of Education Discretionary Grant Programs**, published in the *Federal Register* on August 29, 2025 (90 FR 42234) and available at [ED 2025 Common Instructions](#).

*Note:* For new potential grantees unfamiliar with grantmaking at ED, please consult our [“Getting Started with Discretionary Grant Applications”](#) webpage.

# Program Description

## Priorities

This competition includes one absolute priority and two competitive preference priorities. The absolute priority and Competitive Preference Priority 1 are from allowable activities specified in the statute (see sections 662 and 681 of IDEA ([20 U.S.C. 1462](#) and [1481](#))). Competitive Preference Priority 2 is from [34 CFR 75.225](#).

*Absolute Priority:* We consider only applications that meet the absolute priority. The absolute priority must be identified in the abstract form and the project narrative section of the application.

*Competitive Preference Priorities:* We award an additional 5 points to an application that meets Competitive Preference Priority 1 and an additional 5 points to an application that meets Competitive Preference Priority 2. Applicants should indicate in the abstract if competitive preference priorities are addressed, and which competitive preference priorities are being addressed.

<i>Priority Type</i>	<i>Priority Title</i>	<i>Required</i>	<i>Priority Language</i>	<i>Points</i>
Absolute Priority	<p><i>Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel</i></p> <p><i>Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities</i></p> <p><i>Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities.</i></p>	Yes	The purpose of this priority is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority, ED will fund grantees that use evidence-based strategies to prepare scholars in special education, early intervention, and related services at the bachelor’s degree, certification, master’s degree, educational specialist degree, or clinical doctoral degree levels to serve in a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.	Not applicable

<i>Priority Type</i>	<i>Priority Title</i>	<i>Required</i>	<i>Priority Language</i>	<i>Points</i>
Competitive Preference Priority 1	<i>Applications from Historically Black Colleges and Universities (HBCUs) and Tribally Controlled Colleges and Universities (TCCUs)</i>	No	Under this priority, an applicant must demonstrate the project will be implemented by one of the following entities: (a) Historically Black Colleges and Universities (HBCUs). <sup>3</sup> (b) Tribally Controlled Colleges and Universities (TCCUs). <sup>4</sup>	0 or 5 points
Competitive Preference Priority 2	<i>Applications from New Potential Grantees</i>	No	Under this priority, an applicant must demonstrate that the applicant has not had an active discretionary grant under the ALN 84.325K, 84.325M, or 84.325R, including through membership in a group application submitted in accordance with <a href="#">34 CFR 75.127</a> through <a href="#">75.129</a> , in the last five years before the deadline date for submission of applications under ALN 84.325K.	0 or 5 points

**Absolute Priority Program Requirements:**

*Absolute Priority:*

The purpose of this priority is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority,

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<sup>3</sup> For purposes of this priority, “Historically Black Colleges and Universities” means colleges and universities that meet the criteria in [34 CFR 608.2](#).

<sup>4</sup> For purposes of this priority, “Tribally Controlled Colleges and Universities” has the meaning ascribed to it in section 316(b)(3) of the Higher Education Act of 1965, as amended.

ED will fund grantees that use evidence-based<sup>5</sup> strategies to prepare scholars<sup>6</sup> in special education, early intervention, and related services<sup>7</sup> at the bachelor's degree, certification,<sup>8</sup> master's degree, educational specialist degree, or clinical doctoral degree levels to serve in a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.

*Note:* Projects may include individuals who are not funded as scholars (see footnote 5), but are in degree programs, including those participating in registered apprenticeship programs (e.g., general education, early childhood education, administration) that are cooperating with the grantee's project. These individuals may participate in the coursework, assignments, field or clinical experiences, and other opportunities required by the scholars' program of study (e.g., speaker series, monthly seminars) if doing so does not diminish the benefit for project-funded scholars (e.g., by reducing funds available for scholar support or limiting opportunities for scholars to participate in project activities).

*Note:* Personnel preparation degree programs that prepare all scholars to be dually certified can qualify under this priority.

*Note:* Eligible applicants may submit only one application under the 84.325K competition.

*Absolute Priority Focus Areas:*

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<sup>5</sup> For the purposes of this priority, "evidence-based" means, at a minimum, evidence that demonstrates a rationale (as defined in [34 CFR 77.1](#)), where a key project component (as defined in [34 CFR 77.1](#)) included in the project's logic model (as defined in [34 CFR 77.1](#)) is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes (as defined in [34 CFR 77.1](#)).

<sup>6</sup> For the purposes of this priority, "scholar" is limited to an individual who: (a) is pursuing a bachelor's, certification, master's, educational specialist degree, or clinical doctoral degree in special education, early intervention, or related services (as defined in this notice); (b) receives scholarship assistance as authorized under section 662 of IDEA ([34 CFR 304.3\(g\)](#)); (c) will be eligible for a license, endorsement, or certification from a State or national credentialing authority following completion of the degree program identified in the application; and (d) will be able to be employed in a position that serves children with disabilities for a minimum of 51 percent of their time or case load. Individuals pursuing degrees in general education or early childhood education do not qualify as "scholars" eligible for scholarship assistance.

<sup>7</sup> For the purposes of this priority, "related services" includes the following: speech-language pathology and audiology services; assistive technology services; interpreting services; intervener services; psychological services; applied behavior analysis; physical therapy and occupational therapy services; recreation, including therapeutic recreation services; social work services; counseling services, including rehabilitation counseling; and orientation and mobility services.

<sup>8</sup> For the purposes of this priority, "certification" refers to programs of study for individuals with bachelor's, master's, educational specialist, or clinical doctoral degrees that lead to licensure, endorsement, or certification from a State or national credentialing authority following completion of the degree program that qualifies graduates to teach or provide services to children with disabilities. Programs of study that lead to a certificate of completion awarded from the institution of higher education, but do not lead to licensure, endorsement, or certification from a State or national credentialing authority, do not qualify.

Within this absolute priority, ED intends to support projects under the following two focus areas: (A) Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities; and (B) Preparing Personnel to Serve School-Age Children with Disabilities.

Focus areas are based on the age groups of children that scholars intend to serve upon the completion of the program and should align with State licensure and certification requirements for the age group.

In this competition, Focus Areas (A) and (B) each constitute a separate funding category. ED intends to award grants under each of these funding categories, provided that applications submitted are of sufficient quality.

Applicants must identify the specific focus area (i.e., A or B) under which they are applying as part of the competition title on the application cover sheet (SF-424, line 12).

*Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities and Their Families.*

This focus area is for projects that prepare early intervention, early childhood special education, and related services personnel to provide services to infants, toddlers, and preschool children with disabilities and their families, including expectant parents of an infant with a disability. Programs preparing early intervention special educators and early childhood special educators must prepare graduates to meet State and national professional organization standards for early intervention special educators and early childhood special educators. In States where certification in early intervention is combined with certification in early childhood special education, applicants may propose a combined early intervention and early childhood special education personnel preparation project under this focus area. In States where the certification age range is other than birth through five, applicants must propose a preparation project that complies with the State's certification requirements for early intervention and early childhood special education personnel. Programs that prepare general early childhood educators are not eligible under this competition regardless of whether a degree in early childhood education complies with the State's certification requirements for early intervention special educators or early childhood special educators.

*Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities.*

This focus area is for projects that prepare special education and related services personnel to work with school-age children with disabilities.

*Focus Areas A and B:*

Applicants may, but are not required to, use a portion of the first budget period and no more than \$100,000 to enhance an existing program, without enrolling scholars. If an applicant chooses to use a portion of the first budget period for planning and enhancement, then the applicant must provide sufficient justification for requesting program planning time and include the goals, objectives, key personnel and collaborators, and intended outcomes of program planning in year one, a description of the proposed strategies and activities to be supported, and a timeline for the work. The proposed strategies may include activities such as—

- (a) Updating coursework, course outcomes, scholar competencies, assignments, or extensive and coordinated field or clinical experiences needed to support preparation for special education, early intervention, or related services scholars;
- (b) Building the capacity (e.g., hiring a field supervisor, providing professional development for faculty and field supervisors) of the project to prepare scholars to serve children with disabilities and their families;
- (c) Purchasing needed resources (e.g., additional teaching supplies, technology-based resources, or other specialized equipment to enhance instruction); or
- (d) Establishing relationships, which may include developing memorandums of understanding or other formal agreements with State, Tribal, or local agencies to prepare scholars, including in registered apprenticeship programs, and early intervention and early childhood programs or schools to serve as sites for field or clinical experiences needed to support the project.

In addition to requesting up to \$100,000 for planning, additional Federal funds may also be requested for scholar support and other grant activities occurring in year one of the project, provided that the total request for year one does not exceed the maximum award available for one budget period of 12 months (i.e., \$350,000). Applicants proposing projects to develop, expand, or add a new area of emphasis within the curriculum of early intervention, special education, or related services programs must provide, in their applications, information on how these new areas will be sustained once Federal funding ends.

*Note:* Under [34 CFR 75.250](#), project periods under this priority may be up to 60 months. Projects should be designed to ensure that all proposed scholars successfully complete the program within 60 months from the project start date. ED may reduce continuation awards for any project in which scholar recruitment is not on track or scholars are not on track to complete the program by the end of the 60 months.

To be considered for funding under this absolute priority, all applicants must meet the application requirements contained in the priority. All projects funded under this absolute priority also must meet the programmatic and administrative requirements specified in the priority.

**Absolute Priority Application Requirements:**

In addition, to be considered for funding under this priority, applicants must meet the following requirements. These requirements align with the selection criteria that are proposed for this competition:

(a) Demonstrate, in the narrative section of the application under “Significance,” how—

- (1) The proposed project addresses State or Tribal shortages of personnel who are fully qualified to serve children with disabilities, ages birth through 21 to improve outcomes for children with disabilities, including literacy and math outcomes;
- (2) The proposed project will increase the number of personnel with competencies in the proposed preparation focus area to provide effective evidence-based instruction, interventions, and services, including through distance education, that improve outcomes for children with disabilities, including literacy and mathematics outcomes, and their families, including expectant parents of infants with disabilities; and
- (3) The applicant has successfully graduated students from its program. To address this requirement, include data, if available, on the number of students who have graduated in the last five years, and the number of those working in the field.

(b) Demonstrate, in the narrative section of the application under “Quality of the project design,” how—

- (1) The project will conduct its planning activities if the applicant elects to use up to a portion of the first budget period for planning;
- (2) The project will recruit and retain scholars to participate in the project. To meet this requirement, the applicant must describe—
  - (i) The selection criteria the project will use to identify program applicants for admission into the program and the recruitment strategies;
  - (ii) The specific recruitment strategies the project will use to attract all applicants, including applicants with disabilities; and

*Note:* The recruitment strategies and scholar selection criteria the applicant intends to use must ensure equal access and treatment of all applicants seeking admission to the program, and must be consistent with applicable law, including Federal civil rights laws.

- (iii) The approach that will be used to mentor and support all scholars accepted into the program with the goal of helping them complete the program within 60 months of the project start date and preparing them for careers in special education, early intervention, or related services;
- (3) The project will promote the acquisition of competencies needed by special education, early intervention, or related services personnel in the project’s proposed preparation focus area to provide effective evidence-based interventions, and services that improve outcomes for children with disabilities, including literacy and mathematics outcomes and their families, including expectant parents of infants with disabilities. To address this requirement, the applicant must—
- (i) Describe how the proposed components, such as coursework; field or clinical experiences in early intervention, early childhood, or school settings; work-based experiences; or other opportunities provided to scholars, and sequence of the components will enable the scholars to acquire the competencies needed by applicable personnel to serve children with disabilities in a school or children and their families, including expectant parents of infants with disabilities in an early intervention setting;
  - (ii) Describe how the proposed project will reflect current evidence-based practices in personnel preparation to prepare scholars to provide effective evidence-based instruction, interventions, and services that improve outcomes for children with disabilities, including literacy and mathematics outcomes, and their families, including expectant parents of infants with disabilities in a variety of early childhood and early intervention settings or educational settings;
  - (iii) Describe the pedagogical practices that will be used to ensure that scholars are prepared to create supportive learning environments for children with disabilities; and
  - (iv) Describe how the project will engage State or Tribal agencies; parents, including parents with disabilities; local agencies, schools, or programs; and youth with disabilities, to inform and support project components.
- (c) Demonstrate, in the narrative section of the application under “Adequacy of resources,” how—

- (1) Accommodations and resources provided to scholars will be individualized to ensure graduation of highly competent professionals;
- (2) The budget is adequate for meeting the project objectives and mitigating financial burden to scholars in completing the program of study;
- (3) Scholar support will be distributed to support scholars in completing their degrees. In distributing scholar support, the applicant must consider that—
  - (i) Scholar support does not need to be uniform for all scholars and should be customized for individual scholars based on scholars' financial needs, including consideration of all costs associated with the cost of attendance;
  - (ii) Scholar support can include support for cost of attendance (e.g., tuition and fees; university student health insurance; an allowance for books, materials, and supplies; an allowance for miscellaneous personal expenses; an allowance for dependent care, such as child care; an allowance for transportation; and an allowance for room and board), travel in conjunction with training assignments, including conference registration, and stipends to support scholars' completion of the program and professional development;
  - (iii) Projections for scholar support should consider tuition increases and cost of living increases over the project period; and
  - (iv) Projects that prepare personnel at the bachelor's degree level may not provide scholar support during the first two years (e.g., freshman and sophomore years) of the degree program.
- (d) Demonstrate, in the appendices or narrative under "Required project assurances" as directed, that the following requirements are met. The applicant must—
  - (1) Include, in Appendix A of the application—
    - (i) Charts, tables, figures, graphs, and visuals that provide information directly relating to the application requirements (e.g., logic model, person loading chart, project timelines) for the narrative; and
    - (ii) A letter of support from a public or private partnering agency, school, or program, that states it will provide scholars with a field or clinical experience including mentorship from successful professionals in the field the scholar is pursuing;
  - (2) Include in Appendix B of the application, a table that lists the project's required coursework Provide an assurance that—

- (i) The project will meet the requirements in [34 CFR 304.23](#), particularly those related to (A) informing all scholarship recipients of their service obligation commitment; and (B) disbursing scholarships. Failure by a grantee to properly meet these requirements is a violation of the grant award that may result in the grantee being liable for returning any misused funds to ED;
- (ii) The project will meet the statutory requirements in section 662(e) through (h) of IDEA;
- (iii) The project will be operated in a manner consistent with nondiscrimination requirements contained in Federal civil rights laws;
- (iv) At least 70 percent of the total award over the project period (i.e., up to 60 months) will be used for scholar support;
- (v) Scholar support provided by the project is not conditioned on scholars working for the grantee while enrolled in the program (e.g., personnel at the IHE);
- (vi) The project director, key personnel, and scholars will actively participate in learning opportunities (e.g., webinars, briefings) supported by the Office of Special Education Programs (OSEP). This is intended to promote opportunities for participants to understand reporting requirements, share resources, and generate new ideas by discussing topics of common interest to participants across projects including Department priorities and needs in the field;
- (vii) The project website, if applicable, will be of high quality, with an easy-to-navigate design that meets government or industry-recognized standards for web accessibility;
- (viii) Scholar accomplishments (e.g., public service, awards, publications, conference presentations) will be reported in annual and final performance reports; and
- (ix) Annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820-0686). The primary purposes of the data collection are to track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under [34 CFR 75.110](#). Data collection includes the submission of a signed, completed pre-scholarship agreement and exit certification for each scholar funded under an OSEP grant (see paragraph (f)(4)(i) of this priority). Applicants are encouraged to visit the Personnel Development Program Data Collection System website at

<https://pdp.ed.gov/osep> for further information about this data collection requirement.

## Selection Criteria

Selection criteria outline how the application will be scored. The maximum possible total score an application can receive for addressing the criteria is 100 points. The maximum possible score for addressing each criterion is indicated in parentheses following the criterion. The selection criteria for this competition are from [34 CFR 75.210](#).

- (a) *Significance (up to 10 points)*. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:
- (1) The data presented (including a comparison to local, State, regional, national, or international data) that demonstrates the issue, challenge, or opportunity to be addressed by the proposed project.
  - (2) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially contributions toward improving teaching practice and student learning and achievement.
- (b) *Quality of the project design (up to 45 points)*. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:
- (1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component.
  - (2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to build recipient and project capacity in ways that lead to improvements in practice among the recipients of those services.
  - (3) The extent to which the proposed project represents an exceptional approach to any absolute priority or absolute priorities used in the competition.
- (c) *Quality of the management plan (up to 20 points)*. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:
- (1) The extent to which the key personnel in the project, when hired, have the qualifications required for the proposed project, including formal training or work

experience in fields related to the objectives of the project, and represent or have lived experiences of the target population.

(2) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(d) *Adequacy of resources (up to 10 points)*. The Secretary considers the adequacy of resources of the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:

(1) The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization.

(2) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(e) *Quality of the project evaluation or other evidence-building (up to 15 points)*. The Secretary considers the quality of the project evaluation or other evidence-building for the proposed project. In determining the quality of the project evaluation or other evidence-building, the Secretary considers:

(1) The extent to which the methods of evaluation or other evidence-building are thorough, feasible, relevant, and appropriate to the goals, objectives, and outcomes of the proposed project; and

(2) The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes.

## Performance Measures

ED has developed the following performance measures to yield information on various aspects of the effectiveness and quality of the Personnel Development to Improve Services and Results for Children with Disabilities program (84.325K), and for the purposes of reporting to ED under [34 CFR 75.110](#).

Applications must describe:

The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data.

The applicant’s capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

<b>Program Measure</b>	<b>Description</b>
Program Performance Measure 1	The percentage of preparation programs that incorporate scientifically or evidence-based practices into their curricula.
Program Performance Measure 2	The percentage of scholars completing the preparation program who are knowledgeable and skilled in evidence-based practices that improve outcomes for children with disabilities.
Program Performance Measure 3	The percentage of scholars who exit the preparation program prior to completion due to poor academic performance
Program Performance Measure 4	The percentage of scholars completing the preparation program who are working in the area(s) in which they were prepared upon program completion
Program Performance Measure 5	The Federal cost per scholar who completed the preparation program
Program Performance Measure 6	The percentage of scholars who completed the preparation program and are employed in high-need districts
Program Performance Measure 7	The percentage of scholars who completed the preparation program and who are rated effective by their employers

Each grantee funded under this competition must collect and annually report data related to its performance on these measures in the project’s annual and final performance report to ED in accordance with section 653(d) of IDEA and [34 CFR 75.590](#). Applicants should discuss in the application narrative how they propose to collect performance data for these measures.

## General Requirements

- (a) Recipients of funding under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (section 606 of IDEA).

- (b) Applicants for, and recipients of, funding must involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (section 682(a)(1)(A) of IDEA).
- (c) Applicants for, and recipients of, funding must, where appropriate, determine whether the project has any potential for replication and adoption by other entities (section 682(a)(1)(B) of IDEA).

## Application Submission Information

### Competition Resources

Resources specific to this competition will be available at the [84.325K Grant Competition webpage](#).

### Registration

To apply, you must first be registered in two systems: [SAM.gov](#) and [Grants.gov](#). If you are already registered, make sure your registration is active and up to date.

Grants.gov registration involves several steps, including registration on [SAM.gov](#). You may begin working on your application while completing the registration process, but you cannot apply until all registration steps are complete. Once your SAM registration is active, it will take 24-48 hours for the information to become available in Grants.gov. For detailed information on the registration steps, please go to: [Grants.gov Applicant Registration](#). Please note that your organization will need to update its SAM registration annually.

#### **SAM.gov**

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. **Begin that process early.**

To register, go to [SAM.gov](#) and click on "[Get Started](#)."

Click on the [Entity Registration Checklist](#) for the information you will need to register in SAM.gov.

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

## **Grants.gov**

You must also have an active account with Grants.gov.

To register, go to [Grants.gov](https://www.grants.gov) and click “[Register](#).” When ready, click on “[Get Registered Now](#)” and complete the required fields.

For more information or assistance, click on “[Applicant Registration Page](#).”

ED strongly recommends that you do not 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. If Grants.gov rejects your application, you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

You must provide the Unique-Entity ID (UEI) on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

A *Grants.gov* applicant must apply online using Workspace, a shared environment in *Grants.gov* where members of a grant team may simultaneously access and edit different web forms within an application. The Grants.gov website contains [further instructions on how to apply](#).

### **Intergovernmental Review**

This is subject to Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in [34 CFR Part 79](#). One of the objectives of Executive Order 12372 is to strengthen federalism – or the distribution of responsibility between localities, States, and the Federal government – by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have developed to coordinate and review proposed Federal financial grant applications. Grant applicants need to contact State Single Points of Contact (SPOC) for information on their State’s procedures. Multi-State applicants should follow procedures specific to each State. Further information about the SPOC and the official list of entities can be found [online](#).

Absent specific State review programs, applicants may submit comments directly to the point of contact listed in this notice.

## **Verify Submission**

Verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, log in to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once ED receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time on the deadline date, your application is late. If your application has a status of "Received," it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the [Grants.gov site](#).

For more detailed information on troubleshooting Adobe errors, you can review the [Adobe Reader Software Tip Sheet](#) . If you discover your application is late or has been rejected, please see the instructions below. *Note:* You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

## **Helpful Hints When Working with Grants.gov**

Please go to the [Grants.gov Support Center](#) for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov [Applicant FAQs](#) as well as [additional information on Workspace](#).

## **Submission Problems – What should you do?**

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or via email at: [support@grants.gov](mailto:support@grants.gov). You may also access the [Grants.gov Self- Service Knowledge Base web portal](#).

## **Application Review Information**

*Review and Selection Process:* We remind potential applicants that in reviewing applications in any discretionary grant competition, ED may consider, under [34 CFR](#)

[75.217](#), information outside the rank order of applications, including: the information in each application; and any other information—

- (a) Relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants;
- (b) Concerning the applicant’s performance and use of funds under a previous award under any ED program; and
- (c) Concerning the applicant’s failure under any ED program to submit a performance report or its submission of a performance report of unacceptable quality.

Before making awards, ED staff will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements, including whether an application may fail to meet the “Terms and Conditions” applicable to awarded funds referenced elsewhere within this notice. This screening process may occur at various stages of the review and selection process. Applicants that are determined to be ineligible will not receive a grant, regardless of whether the application was included in the peer review process. Applications not selected for funding will be informed of ED’s decision in accordance with [34 CFR 75.218](#).

Peer reviewers will read, prepare a written evaluation of, and score the assigned applications, using the selection criteria provided in this notice.

*Additional Review and Selection Process Factors:* In the past, ED has had difficulty finding peer reviewers for certain competitions because so many individuals who are eligible to serve as peer reviewers have conflicts of interest. The standing panel requirements under section 682(b) of IDEA also have placed additional constraints on the availability of reviewers. Therefore, ED has determined that for some discretionary grant competitions, applications may be separated into two or more groups and ranked and selected for funding within specific groups. This procedure will make it easier for ED to find peer reviewers by ensuring that greater numbers of individuals who are eligible to serve as reviewers for any particular group of applicants will not have conflicts of interest. It also will increase the quality, independence, and fairness of the review process.

In addition, in making a competitive grant award, ED requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)).

# Award Requirements

## Terms and Conditions

If you are awarded a grant under this competition, you must ensure and may be required to demonstrate that Federal funds will not be used under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq.](#) or [42 U.S.C. 2000e et seq.](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. 1681 et seq.](#)), section 504 of the Rehabilitation Act ([29 U.S.C. 794](#)), the Age Discrimination Act of 1975 ([42 U.S.C. 6101 et seq.](#)), Title II of the Americans with Disabilities Act of 1990 ([42 U.S.C. 12131 et seq.](#)), the Boy Scouts of America Equal Access Act of 2001 ([20 U.S.C. 7905](#)), section 117 of the Higher Education Act of 1965, as amended ([20 U.S.C. 1011f](#)), or other applicable Federal law. To the extent that a grantee uses grant funds for such unallowable activities, ED reserves the right to take appropriate enforcement actions, including the potential recovery of grant funds or may pursue termination.

Please note the provisions of Executive Orders 14151, 14168, 14173, and 14190 as well as the U.S. Department of Justice’s July 29, 2025, non-regulatory “[Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination](#),” which clarifies the application of Federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion (“DEI”) programs.

Such activities may risk violating Federal civil rights laws and may jeopardize Federal funding. This includes any discriminatory equity ideology in violation of a Federal anti-discrimination law. A definition of “discriminatory equity ideology” is contained in Section 2(b) of Executive Order 14190. To the extent that any entity receiving grant funds under this grant uses those grant funds for such unallowable activities, ED reserves the right to take appropriate enforcement actions, including the recovery of grant funds or may pursue termination or non-continuation. The Grant Award Notification document accompanying your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

## Applicable Regulations

(a) The Education Department General Administrative Regulations in [34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99](#). (b) The Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in [2 CFR part 180](#), as adopted and amended as regulations of ED in [2 CFR part 3485](#). (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards in [2 CFR part 200](#), as adopted and amended as

regulations of ED in [2 CFR part 3474](#). (d) The regulations for this program in [34 CFR part 304](#).

*Note:* The regulations in [34 CFR part 86](#) apply to IHEs only.

### **Continuation Awards**

In making a continuation award under [34 CFR 75.253](#), ED considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; if ED has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application; or whether the continuation of the project is in the best interest of the Federal government.

In making a continuation award, ED also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)). In making any continuation award determination, ED may consider all relevant information.

# Application Checklist

The application will require you to fill out several forms, which are listed and linked in grants.gov. See below for a description of forms and sections:

## 1. Standard Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF-424
- ED Grant Application Form for Project Objectives and Performance Measures Information

## 2. Budget Information

- ED Budget Information Non-Construction Programs (ED Form 524)

## 3. ED Abstract Form

- Project Abstract

## 4. Project Narrative

- Application Narrative (Project Narrative Attachment Form)

## 5. Budget Narrative

- Budget Narrative Attachment Form

## 6. Other Attachment Forms

- Individual Resumes for Project Director & Key Personnel
- Documentation of Nonprofit Status

## 7. Assurances and Certifications

- Disclosure of Lobbying Activities (Standard Form LLL)
- Grants.gov Lobbying Form

### Part 1: Standard Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF-424

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and UEI). **When applying electronically via Grants.gov, you will need to ensure that the UEI on your application is the same as the UEI your organization used when it registered with the System for Award Management.**

Applicants are advised to complete the Application for Federal Assistance (Form SF-424) first. Grants.gov will automatically insert the correct Assistance Listing Number and program name automatically wherever needed on other forms.

Please do not attach any narratives, supporting files, or application components to the Standard Form (SF-424). Although this form accepts attachments, ED will only review materials/files attached in accordance with the instructions provided within this application.

For more information, review the [instructions online](#).

## **Part 2: Budget Information**

### ED Budget Information Non-Construction Programs (ED Form 524)

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide all requested budget information for each year of the project and the total column in order to be considered for Federal funding. Specific instructions for completing the budget forms are provided within this application package.

Applicants must provide a summary of requested Federal funds for each line-item category included on the worksheet. Applicants should provide dollar amounts for all requested years of the desired grant award. Example form can be found [here](#).

Instructions for completing ED Form 524 Section A:

- *Name of Institution/Organization*: Enter the name of the applicant in the space provided.
- *Personnel (line 1)*: Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.
- *Fringe Benefits (line 2)*: The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel (line 3)*: Indicate the travel costs of employees and participants only if applicable.
- *Equipment (line 4)*: Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for

financial statement purposes or \$10,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

- *Supplies (line 5)*: Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.
- *Contractual (line 6)*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
- *Construction (line 7)*: Construction funds are not authorized.
- *Other (line 8)*: Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. Do not include costs that are included in the indirect cost rate.
- *Total Direct Costs (line 9)*: The sum of lines 1-8.
- *Indirect Costs (line 10)*: Indicate the applicant's approved indirect cost rate, per [34 CFR 75.560-564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use a de minimis rate as provided for under [2 CFR 200.414\(f\)](#).
- *Training Stipends (line 11)*: Not Applicable for this program.
- *Total Cost (line 12)*: This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled Project Year 1 (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

### **Part 3: ED Abstract Form**

For the application Abstract, applicants should use the template located on the [84.325K Grant Competition webpage](#) under the Applicant Info and Eligibility tab.

#### **Part 4: Project Narrative**

This section should be attached as a single document to the Project Narrative Attachment Form and should be organized in the following manner and include the following parts in order to expedite the review process.

**Table of Contents**

The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed one double-spaced page.

**Application Narrative**

ED encourages applicants to limit this section of the application to the equivalent of no more than 25-50 pages. The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the project abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to the **Project Narrative**.

#### **Part 5: Budget Narrative**

This section should be attached as a single document to the Budget Narrative Attachment Form. It should be organized in the following manner and include the following parts in order to expedite the review process.

Each application must also provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent.

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project.

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

In accordance with [34 CFR 75.232](#), ED staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. ED may delete or reduce costs from the budget during this review.

### **Suggested Guidelines for the Budget Narrative**

1. Provide an itemized budget breakdown and justification by project year. The budget narrative fulfills the requirement of Form ED 524 -Section C Budget Narrative. Find information below in Part 5 on completing the budget narrative. For this program, applicants do not need to fill in non-Federal funds or resources listed in Section B.
2. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

### **Part 6: Other Attachment Forms**

Attach one or more documents to the Other Attachments Form. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you upload the attachments in the order they should appear in the application.

Suggested order:

- Reference List
- Appendix A
- Resumes/Vitae
- Letters
- Supplementary Information
- Other Appendices

### **Part 7: Assurances and Certifications**

Be certain to complete all required assurances and certifications in Grants.gov and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

- Disclosure of Lobbying Activities (SF LLL Form)**
- Grants.Gov Lobbying Form – “Certification Regarding Lobbying”**

*Note:* While it is required to submit the lobbying form that best meets an applicants’ situation, the two forms are classified as “optional” in Grants.gov to avoid submission errors when only one of the lobbying forms is submitted.

### **Attaching Files – Additional Tips**

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in Portable Document Format (PDF). ED recommends applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to ED.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.