



Personnel Development to Improve Services and Results for Children with Disabilities

Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and other Minority Serving Institutions (84.325M)

FY25 Grant Program Applicant Resource



Personnel Development 84.325M Grant Program



This grant program provides grants to Historically Black Colleges and Universities (**HBCUs**), Tribally Controlled Colleges and Universities (**TCCUs**), other Minority Serving Institutions (**MSIs**), and private nonprofit organizations to prepare and increase the number of personnel who are fully credentialed to **serve children with disabilities**.

Eligibility: Eligible applicants include HBCUs, TCCUs, MSIs, and private nonprofit organizations. The Department will use the [FY 2024 Eligibility Matrix](#) to determine MSI eligibility.

Funding: The Department estimates making 18 awards in FY 2025. The maximum award is \$350,000 for each 12-month budget period for up to 5 years for a total of **\$1,250,000**.

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





Absolute Priority

Purpose

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

The Department will fund projects within HBCUs, TCCUs, and other MSIs that prepare special education, early intervention, and related services personnel 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, schools, and distance learning.



Absolute Priority: Preparation of Special Education, Early Intervention, and Related Services Personnel at HBCUs, TCCUs, and other MSIs.

Focus Areas

Within this absolute priority, the Secretary intends to support projects under the following two focus areas. Applicants must identify the specific focus area (i.e., A or B) under which they are applying as part of the competition.

Preparing Personnel
to Serve **Infants,
Toddlers, and
Preschool-Age
Children** with
Disabilities

A



Preparing Personnel
to Serve **School-Age
Children** with
Disabilities

B





Scholar Recruitment & Support



The purpose of the Personnel Development Program is to prepare scholars in early intervention, special education, and related services and to ensure knowledge and skills of . This includes recruiting and providing financial support for scholars.



Recruitment

01

- Applicants must describe the recruitment strategies they will use to attract applicants, including, applicants with disabilities.
- The 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 law.



Support

02

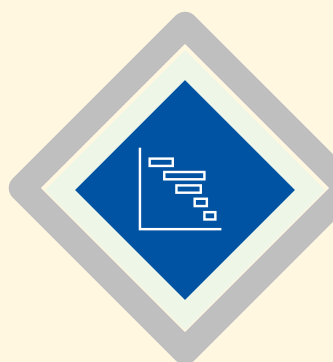
- At least **65 percent** of the total award over the project period must be **used for scholar support**.
- Scholar support does not need to be uniform for all scholars and **should be customized** for individual scholars based on scholars' financial needs.
- Scholar support can include **support for cost of attendance** (i.e., 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; and/or an allowance for room and board), **travel in conjunction with training assignments** including conference registration, and **stipends to support scholars' completion** of the program.



Scholar Preparation



The preparation of scholars in this program includes: (optional) planning time, designing the program so scholars learn how to provide evidence-based instruction, interventions, and services that improve outcomes for children with disabilities, offering field or clinical experiences, and providing resources to complete degrees.



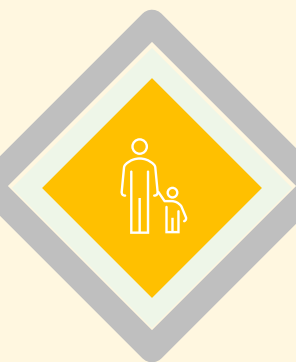
Planning Time

Applicants may, but are not required to, use up to 12 months of the first performance period and up to \$100,000 of funds awarded in the first budget period for program planning, including enhancing an existing degree program, without enrolling scholars.



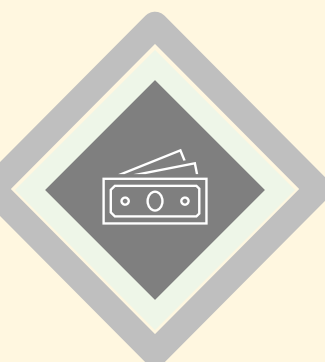
Program Design

Applicants should ensure that the program is designed to prepare scholars to serve children with disabilities.



Offer Experiences

Applicants should also ensure the program offers field or clinical experiences aligned to course work in early intervention, early childhood, and school settings.



Provide Resources

Applicants should also ensure that scholars be provided the resources they need to complete their degree.



Competitive Priorities & Selection Criteria



The application will be awarded based on applicants responding to the absolute priority requirements, two optional competitive preference priorities, and five selection criteria, described below.

Competitive Preference Priorities



Applications from New Potential Grantees

Under this priority, an applicant must demonstrate that the applicant (e.g., the IHE) has not had an active discretionary grant under the program from which it seeks funds, in the last five years.

(0 or 5 points)



Applications from HBCUs or TCCUs

Under this priority, an applicant must demonstrate that the project will be implemented by or in partnership with one or both of the following entities:

(0 or 5 points)

- a) Historically Black Colleges and Universities (HBCUs)
- b) Tribally Controlled Colleges and Universities (TCCUs)



Significance: In determining the significance of the proposed project, the Secretary considers 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.

10 points



Quality of Project Design: The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component; (ii) 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; and (iii) The extent to which the proposed project represents an exceptional approach to meeting program purposes and requirements and serving the target population.

45 points



Quality of the Management Plan: 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; (ii) 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; and (iii) 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.

20 points



Adequacy of Resources: The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization; and 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.

10 points



Quality of the Project Evaluation or Other Evidence-building: 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 (ii) 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.

15 points

Selection Criteria





FAQs & Resources



Common Questions

When is the application due?

The application is due June 26, 2025. Your application must be fully uploaded and submitted in the [Grants.gov](https://www.grants.gov) system no later than 11:59:59 p.m., Eastern Time, on the application date.

Where can I find the application package?

You may access the electronic grant applications at www.grants.gov.

You may search for the downloadable application package for this competition using **84.325**.

Is there a webinar available to provide additional information?

A prerecorded webinar is available to provide technical assistance to interested applicants. Links to the webinars may be found [here](#).



Resources & Contact



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

Point of Contact

Tracie Dickson, Competition Manager

Tracie.Dickson@ed.gov

202-245-7844

