

# 2025 ABSTRACT TEMPLATE

# 84.325K

## Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have

**Absolute Priority:** High-Intensity Needs

**Organization:**

**Project Title:**

**Start Date:**

**End Date:**

### Project Director:

**Full Name:**

**Address Line 1:**

**Address Line 2:**

**City:**

**State:**

**Zip Code:**

**Telephone:**

**Email:**

**Average Time on Project, Year 1 (%)\*:**

\* Example: enter .2532 for 25.32%.

### Additional Key Personnel (not including project director/s listed above):

Full Name / Degree Program	Position / Average Time on Project, Year 1 (%)*	Email

Example: enter .2532 for 25.32%.

**Briefly describe the purpose and expected outcomes. (100 words or fewer)**

**Briefly describe how the project will be designed, managed, and evaluated to address the identified outcomes. (100 words or fewer)**

**Disability (or disabilities) focused on by the project (check all that apply):**

- Autism \_\_\_\_\_
- Deaf-blindness \_\_\_\_\_
- Deafness \_\_\_\_\_
- Developmental delay (DD) \_\_\_\_\_
- Emotional disturbance (ED) \_\_\_\_\_
- Hearing impairment \_\_\_\_\_
- Intellectual disability \_\_\_\_\_
- Multiple disabilities \_\_\_\_\_
- Orthopedic impairment \_\_\_\_\_
- Other health impairment \_\_\_\_\_
- Specific learning disability \_\_\_\_\_
- Speech or language impairment \_\_\_\_\_
- Traumatic brain injury \_\_\_\_\_
- Visual impairment \_\_\_\_\_

**Age group(s) of students with disabilities focused on by the project (check all that apply):**

- Birth to 3 \_\_\_\_\_
- Preschool \_\_\_\_\_
- Elementary School \_\_\_\_\_
- Middle School \_\_\_\_\_
- High School \_\_\_\_\_
- Postsecondary \_\_\_\_\_

**Target content area(s) focused on by the project (check all that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Assessment _____                              | <input type="checkbox"/> ELs with Disabilities _____                  |
| <input type="checkbox"/> Behavior _____                                | <input type="checkbox"/> Accessible Educational Materials _____       |
| <input type="checkbox"/> Early Childhood _____                         | <input type="checkbox"/> Technology Research and Development _____    |
| <input type="checkbox"/> Inclusive Practices _____                     | <input type="checkbox"/> Assistive and Instructional Technology _____ |
| <input type="checkbox"/> Instructional Strategies _____                | <input type="checkbox"/> Transition Services _____                    |
| <input type="checkbox"/> Literacy _____                                | <input type="checkbox"/> Dropout Prevention _____                     |
| <input type="checkbox"/> STEM _____                                    | <input type="checkbox"/> Family Engagement _____                      |
| <input type="checkbox"/> MTSS _____                                    | <input type="checkbox"/> Related Services _____                       |
| <input type="checkbox"/> Data Collection, Analysis and Use (373) _____ | <input type="checkbox"/> Dispute Resolution _____                     |

**Geography focused on by the project (check all that apply):**

- Urban \_\_\_\_\_  Suburban \_\_\_\_\_  Rural \_\_\_\_\_

**Competitive Preference Priorities (check the box if applicable):**

**Competitive Preference Priority: Applications from New Potential Grantees**

- a) Under this priority, an applicant must demonstrate that the applicant has not had an active discretionary grant under the 84.325K, 84.325M, or 84.325R, including through membership in a group application submitted in accordance with 24 CFR 75.127-75.129 in the last five years before the deadline date for submission of applications under this program (ALN 84.325K).
- b) For the purpose of this priority, a grant or contract is active until the end of the grant’s or contract’s project or funding period, including any extensions of those periods that extend the grantee’s or contractor’s authority to obligate funds.

**Scholar Support through Grant:**

Budget Period	Number of Scholars per Cohort Receiving Support*	Percent of Funding Designated for Scholar Support
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
<b>Total</b>		

\*Note: Indicate the total number of scholars in each cohort that are receiving support in a budget period (e.g., Budget Period Year 3: 3 [Cohort 1] + 2 [Cohort 2]).

**How is the program delivered?**

- Online \_\_\_\_\_
- In-person \_\_\_\_\_
- Hybrid \_\_\_\_\_

**Minority-Serving Institution? (Check each box, as appropriate):**

**NOTE:** For purposes of this priority, the Department will use the FY 2024 Eligibility Matrix to determine MSI eligibility, see:

<https://www.ed.gov/grants-and-programs/grants-higher-education/eligibility-designations-higher-education-programs>

- Historically Black Colleges and Universities (HBCUs) \_\_\_\_\_
- Tribally Controlled Colleges (TCCUs) \_\_\_\_\_
- Other Minority Serving Institutions (MSIs) \_\_\_\_\_

**Additional Information**

The first two rows are **EXAMPLES** of the information requested.

<b>NAME of Degree Program</b>	<b>DEGREE Awarded to Program Graduates</b>	<b>LENGTH of Program (# Semesters or Total Credits)</b>	<b>CERTIFICATION/LICENSURE being pursued by Program Graduates</b>	<b>NUMBER OF SCHOLARS Proposed</b>
1. Early Intervention	M.A.	4 semesters; 32 credits	Early Interventionist Certification (0-2)	#
2. Blindness and Visual Impairments	M.A.	4 semesters; 36 credit hours	Blindness and Visual Impairments Licensure	#
3.				
4.				
5.				
6.				

**Briefly describe how “high-intensity needs” are defined for the purpose of this project being proposed to prepare personnel serving children with disabilities who have high-intensity needs.**