

2025 ABSTRACT TEMPLATE

84.323A

STATE PERSONNEL DEVELOPMENT GRANTS

Absolute Priority:	_____
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: John Smith, Ph.D. / Professor / Special Education Department	Example: 25.2%	Example:john.smith@UXX.EDU

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 1–4

You may choose up to 2. Please note you will not be given points for a competitive preference priority unless you have provided an “X” for up to 2 priorities below.

Competitive Preference Priority Title	Points Possible	Brief Description of Priority	Insert an X if you are responding to this priority (only 2 responses allowed)
<p>Competitive Preference Priority 1:</p> <p>Providing Career Pathways for Those Interested in Becoming Fully Certified Special Education Teachers, Including Paraprofessionals, Through Residency, Grow Your Own (GYO), and Registered Apprenticeships Programs</p>	Up to 5 points	Projects designed to increase the number of fully certified special education teachers by establishing a new, or enhancing an existing, teacher residency, GYO, or registered teacher apprenticeship program that minimizes or eliminates the cost of certification for special education teacher candidates and provides opportunities for candidates to be paid, including being provided with a stipend (which, for programs that include paid experience for the duration of the certification program, can be met through paragraph (i), below), to cover the time spent gaining classroom experience during their certification program.	
<p>Competitive Preference Priority 2:</p> <p>Supporting Emergency Certified Special Education Teachers to Become Fully Certified</p>	Up to 2 points	Projects designed to increase the number of fully certified special education teachers by implementing plans that address the emergency certification needs of personnel who work with children with disabilities.	
<p>Competitive Preference Priority 3:</p> <p>Person-Centered IEPs that Support Instructional Progress</p>	Up to 2 points	Projects designed to provide pre-service and in-service training to school and district personnel, including IEP team members (e.g., special education and general education teachers, related service personnel who work with children with disabilities) and administrators, to improve their skills in developing and implementing person-centered IEPs that support instructional progress and improve functional outcomes for children with disabilities.	
<p>Competitive Preference Priority 4:</p> <p>Principals as Instructional Leaders Who Support Collaborative Service Provision</p>	Up to 2 points	Projects designed to provide professional development to improve the instructional leadership provided by principals and other school leaders, district leaders, and teacher leaders to promote educational equity for children with disabilities.	