List of Absolute Priority Requirements [325K]

Page #'s	Priorities
	(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 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.