Grant Title: PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES: PERSONNEL PREPARATION IN SPECIAL EDUCATION, EARLY INTERVENTION, AND RELATED SERVICES

Funding Opportunity Number: ED-GRANTS-041311-002. CFDA Number(s): 84.325K.

Agency/Department: Department of Education, Office of Special Education and Rehabilitative Services.

Area of Research: Improve the quality and increase the number of personnel who are fully credentialed to serve children by supporting projects that prepare early intervention, special education, and related services personnel at the associate, baccalaureate, master's, and specialist levels.

Release and Expiration: Release Date: April 13, 2011.


Length of Support: Up to 60 months.

Eligible Applicants: Institutions of higher education (IHEs).

Summary: The purposes of this program are to (1) help address State-identified needs for highly qualified personnel--in special education, related services, early intervention, and regular education--to work with children, including infants and toddlers, 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 and experience, to be successful in serving those children. The purpose of the Personnel Preparation in Special Education, Early Intervention, and Related Services priority is to improve the quality and increase the number of personnel who are fully credentialed to serve children, including infants and toddlers, with disabilities--especially in areas of chronic personnel shortage--by supporting projects that prepare early intervention, special education, and related services personnel at the associate, baccalaureate, master's, and specialist levels. In order to be eligible under this priority, programs must prepare and support scholars to complete, within the project period of the grant, a degree, State certification, professional license, or State endorsement in early intervention, special education, or a related services field. Programs preparing scholars to be special education paraprofessionals, assistants in related services professions (e.g., physical therapist assistants, occupational therapist assistants), or educational interpreters are also eligible under this priority. Within this absolute priority, the Secretary intends to support projects under the following five focus areas: (A) Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities; (B) Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities; (C) Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities; (D) Preparing Personnel in Minority Institutions to Serve Children, Including Infants and Toddlers, with Disabilities; and (E) Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities.