



State Personnel Development Grant (SPDG) Program

FY2024 Grant Competition
Applicant Resource



The purpose of the SPDG program is to improve results for children with disabilities by assisting **State educational agencies (SEAs)** in reforming and improving their systems for **personnel preparation and professional development** of individuals providing early intervention, educational, and transition services.





Eligibility & Funding

ELIGIBILITY

State Educational Agencies (SEAs)

Note: does not have to be the special education office.

- SEAs with a current SPDG grant are not eligible to apply (if they are receiving new SPDG dollars in the same Fiscal Year)
- This includes the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands

FUNDING

Estimated Annual Range of Awards: **\$500,000 - \$2,100,000**

(for the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico)

- States may not receive less than \$500,000 in each year of the grant and must submit a budget in their application for not less than \$500,000 in each year of the grant.
- In the case of outlying areas (United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands), awards will be not less than \$80,000.

USE OF FUNDS

SPDGs use **at least 90%** of their funds to provide **professional development to improve the skills of personnel** so that they can improve outcomes for children with disabilities.

Additionally, up to 10% of SPDG funds can be used to make changes in the systems that support effective personnel.





Absolute Priorities

i The SPDG application has three Absolute Priorities. Applications must meet all three priorities to be considered for funding.

1

Effective and Efficient Delivery of Professional Development



To meet this priority an applicant must demonstrate in the SPDG State Plan that its proposed project will:

- (1) Use evidence-based professional development practices that will increase implementation of evidence-based practices and result in improved outcomes for children with disabilities.
- (2) Provide ongoing assistance to personnel receiving SPDG-supported professional development that supports the implementation of evidence-based practices with fidelity; and
- (3) Use technology to more efficiently and effectively provide ongoing professional development to personnel, including to personnel in rural areas, urban areas, or high-need local educational agencies (LEAs).

2

State Personnel Development Grants



To meet this priority an applicant must meet the following statutory requirements:

- (1) Submit a State Personnel Development Plan (the SPDG application) that identifies and addresses the State and local needs for the personnel preparation and professional development of personnel, as well as individuals who provide direct supplementary aids and services to children with disabilities.
- (2) Applicants must establish a partnership with LEAs and other State agencies involved in, or concerned with, the education of children with disabilities.
- (3) Use the grant funds to support activities in accordance with the State's Personnel Development Plan. See the Notice Inviting Applications (NIA) for full details on use of funds.

3

Improving Engagement Between Schools and Families



NEW for the FY25 SPDG competition!

Projects designed to develop the capacity of administrators and educators to develop systems and use strategies that build trust and engagement with families, while further strengthening the role families play in their child's development and learning. Projects must provide training and coaching to assist:

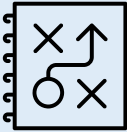
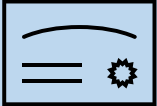


- (1) Administrators
- (2) Educators and Early Intervention Providers
- (3) Families

See the Notice Inviting Applications (NIA) for full details.



+ Competitive Preference Priorities

i The SPDG application has four Competitive Preference Priorities (CPPs). An applicant is not required to address any of the CPPs but may receive additional points to an application that meets up to two of the CPPs. An applicant may only respond to two CPPs. An applicant must indicate which two CPPs they are responding to in the application.

	<i>CPP</i>	<i>Possible points</i>
	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	up to 5 points
	Supporting Emergency Certified Special Education Teachers to Become Fully Certified	up to 2 points
	Person-Centered Individualized Education Programs (IEPs) that Support Instructional Progress	up to 2 points
	Principals as Instructional Leaders Who Support Collaborative Service Provision	up to 2 points

Please see the NIA for further detail regarding the CPP requirements.





Selection Criteria



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

Selection Criteria



Significance: The significance of the proposed project considers (i) the extent to which gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the project, including the nature and magnitude of those gaps or weaknesses (ii) the extent to which the training or professional development are of sufficient quality, intensity, and duration to lead to improvements in practice (iii) the likelihood that the proposed project will result in system change or improvement.

20 points



Project Design: the extent to which: (i) goals, objectives, and outcomes are clearly specified and measurable (ii) proposed is appropriate to, and will successfully address the needs of the target population or other identified needs (iii) services to be provided involve the collaboration of appropriate partners for maximizing effectiveness of project services (iv) the design of the proposed project reflects up-to-date knowledge from research and effective practice (v) the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

25 points



Project Personnel: considers: (i) extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability (ii) the qualifications, including relevant training and experience, of key project personnel.

10 points



Adequacy of Resources & Management Plan: considers: (i) the relevance and demonstrated commitment of each partner to the implementation and success of the project (ii) extent to which the budget is adequate to support the project (iii) adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks (iv) how the applicant will ensure that diversity of perspectives are brought to bear in the operation of the project (v) the potential for continued support of the project after Federal funding ends

20 points



Project Evaluation: extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

25 points



Performance Measures

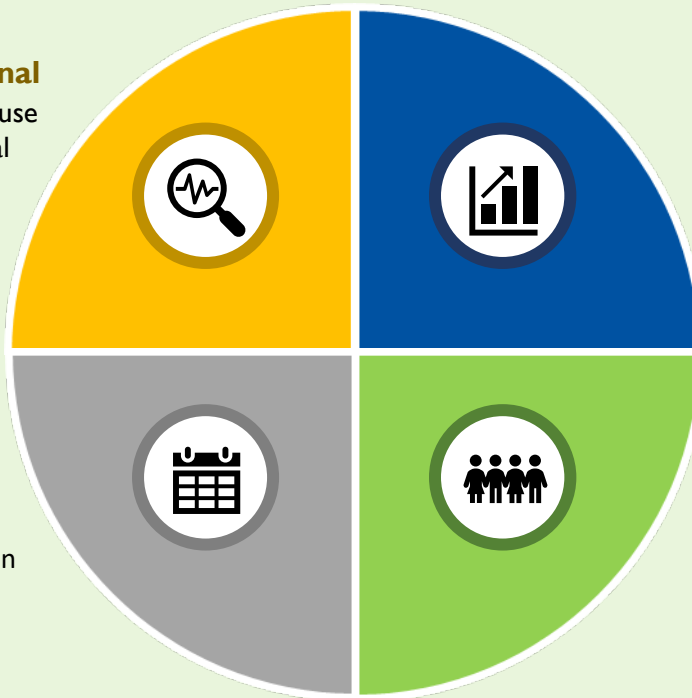


Each grantee funded under this competition must collect and annually report data related to performance measures. Applicants should discuss in the application narrative how they propose to collect performance data for these measures.

Performance Measures

1. Evidence Based Practices in Professional Development: projects use evidence-based professional development practices to support the attainment of identified competencies.

2. Sustaining SPDG-supported Practices: projects uses SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-support practices



3. Implementation Improvement: participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time

4. Child Outcomes: projects improve outcomes for children with disabilities



FAQs & Resources



Common Questions

May our SEA apply for a new SPDG if we are currently in a no-cost extension?

Yes, you may.

However, States that are receiving new funds in FY2024 are not eligible to apply.

May a Part C Lead Program Apply?

Yes, if they are part of the SEA. If they are not part of the SEA, they will need to partner with the SEA to apply

Who are the required partners for a SPDG?

A SPDG is required to have a contract or subgrant in place each year of the project with: (1) an Institution of Higher Education (IHE), (2) a local educational agency (LEA), and (3) an OSEP-funded Parent Training and Information Center of a Community Parent Resource Center. Note: You can find OSEP-funded parent centers listed [here](#).



Resources & Contact



[Program Website](#)



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

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