

also describe the range of anticipated preliminary analyses, subsequent multivariate analytic analyses, and how results will be presented. Specific examples of table shells and analytic models should be provided. The analytic relationship between core data and site-specific data should also be described.

4. Public Use Data Sets and Archiving

The proposal must contain a plan for working with the Child Care Research Collaboration and Archive (CCRCA) and with the site researchers to ensure that public use data sets produced at the end of the project are of high quality, well documented and suitable for archiving. The public use data will be archived with the CCRCA within 24 months after the project ends.

5. Project Management Plan

The Project Management Plan describes specific roles and responsibilities of each major component, presents an overall management and coordination plan, outlines individual roles and responsibilities of key staff, and demonstrates the applicant's ability to carry out the project. Resumes for key staff or position descriptions should be included along with capability statements for all participating organizations. A detailed timeline with associated personnel for all proposed activities and products must be included.

Phasing of the Intervention and Evaluation. This project is conceptualized as proceeding through five phases carried out over four years. The first phase is a planning period during which the needs and strengths of the target population will be more fully described; intervention and evaluation plans will be finalized; and pilot studies conducted. Baseline information on provider, children, and family characteristics could also be collected. In the second phase, the training intervention will be implemented with the targeted population. Data on fidelity of implementation will be collected through the training intervention period. The third phase will involve the collection of data to test for the effectiveness of the implementation. Measures and instruments to assess changes in skills, knowledge and practices in the care provider as a result of the training intervention will be utilized across all project sites. The fourth phase involves collection of data to assess maintenance of skills and practices in the care providers as well as the effects of changes in practice on child and family outcomes. The fifth

phase involves integration of data across projects, analyses of individual site and coordinated project data, and reporting of findings.

Steering Committee. The Steering Committee for this cooperative agreement will consist of key project staff from the Child Care Bureau, the Evaluation Coordinator, the Site Evaluators, and the organization in charge of training delivery. The purpose of the Steering Committee is to enable managers to coordinate various components in a collaborative and integrated manner, ensure that decisions reflect their diverse needs and perspectives, and resolve issues as they arise. Members of the Steering Committee will jointly consider issues encountered in finalizing and implementing the study design, including sample development, selection of core measures, training implementation, data collection and processing, quality control and data integrity, analysis, and reporting. The Steering Committee will meet three times a year in Washington, DC, and will engage in monthly conference calls. Members of the Steering Committee will also represent this evaluation in the Child Care Policy Research Consortium. The proposal should include a brief description of how the Steering Committee would function to maximize chances for success and enhance the value of this study.

Technical Work Group (TWG). In consultation with the Child Care Bureau, a TWG of experts will be established by the grantee. The TWG will provide technical assistance and feedback to the Steering Committee in development of the final study design, selection of core measures and site-specific measures, implementation of the training intervention, data collection and analysis. The TWG will meet twice in the first year of the project and annually thereafter. The proposal should include a list of individuals who might be asked to serve on the TWG along with a justification for the recommendations.

Meetings. Applicants should budget for three meetings each year in Washington, DC, with project coordinator, other individual project representatives, and Federal staff. At least one project representative and the evaluation coordinator should attend each two-day meeting. In addition, applicants should budget for one trip a year to Washington, DC, to attend the annual Child Care Policy Research Consortium meeting. The grantee and each individual project site should be represented at this three-day meeting.

J. Evaluation Criteria

Eligible applications will be scored competitively against the published evaluation criteria described below. These criteria will be used in conjunction with the other expectations, priorities and requirements in this announcement to evaluate how well each proposal addresses the Child Care Bureau's research agenda and goals. The point values indicate the maximum numerical weight for each criterion (100 total points).

Criterion 1. Approach (35 Points)

The extent to which the proposed approach:

Provides a theoretical framework and review of relevant prior empirical evidence supporting the proposed project, including a description of the provider training intervention along with the conceptual rationale, and empirical evidence supporting the intervention.

Discusses the training models that were considered for this evaluation and justifies the decision to evaluate the model selected for implementation and evaluation.

Describes how the implementation of the training will be executed, including details about critical components of the training model and how these are linked to expected caregiver outcomes.

Provides clear, concise hypotheses or research questions and includes a logic model that illustrates the links between the training components, expected caregiver outcomes, and outcomes for families and children.

Clearly describes and provides a rationale for how participants will be selected, including exclusion and inclusion criteria (with justification), and strategies for assigning participants to groups (where appropriate).

Demonstrates that the proposed sample size is sufficient for any quantitative aspects of the evaluation.

Provides clear descriptions and rationale for the data collection procedures and measures proposed.

Provides a detailed data analysis plan that shows how the measures and analyses relate to the proposed hypotheses or research questions and demonstrates their appropriateness for the questions under consideration.

Describes an approach, *i.e.*, proposed intervention, delivery methods, targeted population and research design, that will generate data useful for making decisions about taking the intervention to scale and generalizing the results to diverse populations and settings. Discussed the strengths and weaknesses of the approach in this regard.