

Discusses how advisory groups including the Steering Committee and Technical Work Group can support the work proposed under this evaluation. Describes the composition of the Technical Work Group.

Describes the activities planned for coordination of core cross-site elements of the training implementation and evaluation including how each project site will be integrated with the overall project.

Discusses how issues of diversity (across subjects with a variety of educational levels, ethnic and language minority backgrounds, and special needs) will be addressed in the implementation and evaluation of the training model.

Demonstrates the capacity for collaboration and partnerships in the delivery of the training intervention as indicated by letters of support or draft agreements.

Describes adequate protections for human subjects, confidentiality of data, and consent procedures, as appropriate.

#### Criterion 2. Organizational Profiles, Staff and Position Data (25 Points)

The extent to which the applicant: Demonstrates organizational experience and expertise in the area of child care and child care research.

Describes organizational support to the implementation of this project.

Demonstrates sufficient resources, including the adequacy of time devoted to the project by key staff, to ensure a high level of professional input and attention.

Demonstrates and documents specific organizational and staff experience in developing, implementing, maintaining, and evaluating an early childhood professional development or child care provider training intervention.

Provides information on the skills, experience, and capabilities of the project director and key project staff including the principal investigators and other key staff at each site. Describes their background to manage a project of this size, scope and complexity. Brief resumes of the current and proposed staff, as well as job descriptions, are included. Resumes indicate what position each individual will fill and position descriptions specifically describe the job as it relates to the proposed project.

Provides evidence that key staff have the necessary expertise in research design, sampling, field research, data processing, statistical analysis, reporting, and information dissemination.

Describes the relationship between the proposed project and other work

planned, anticipated, or underway with Federal assistance by the applicant.

Describes the management plan for achieving the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks and ensuring quality.

#### Criterion 3. Objectives and Need for Assistance (15 Points)

The extent to which the applicant: Demonstrates a solid understanding of the critical issues and research needs in child care and the need to improve caregiver knowledge, skills and practices especially in those areas targeted by the proposed approach.

Provides a literature review that is current and comprehensive, identifies other research that has addressed similar issues, and supports the need for the proposed training model and its evaluation. Describes how this evaluation will help address gaps in the research literature and unanswered questions.

Provides a conceptual model in which the research issues, objectives and hypotheses are significant, well-formulated, appropriately linked.

Describes a project framework that is appropriate, feasible and contributes to the importance, comprehensiveness, and quality of the proposed research.

Discusses issues and challenges in delivering training to caregivers who differ in terms of culture, language, education and other demographic characteristics; provide care in diverse child care settings; and serve low-income and ethnic and language minority children and families.

#### Criterion 4. Results or Benefits Expected (15 Points)

The extent to which the applicant: Identifies the results and benefits of the project and describes how these will inform child care policies and services, improve practice, and advance understanding of the contexts that promote healthy development and well-being in children and families.

Discusses the extent to which the questions are of importance and relevance for low-income children and families and their development and welfare.

Describes the significance to the field of the project and describes why the approach is innovative.

Provides a list of measurable objectives or indicators that will demonstrate whether and how well the goals of the project are being met.

Addresses the extent to which the expected results of the training

evaluation to be conducted will be applicable to other populations of caregivers, in other care settings or contexts.

Identifies possible barriers to achieving the proposed results and benefits and describes strategies for addressing these barriers.

Provides a dissemination plan that encompasses both professional and practitioner-oriented products.

#### Criterion 5. Budget and Budget Justification (10 Points)

The extent to which the applicant:

Demonstrates that the costs of the proposed project are reasonable and justified in terms of scope, approach, staff time commitment, and anticipated results. Refers to the budget information presented on Standard forms 424 and 424A and the applicant's budget justification.

Describes the fiscal control and accounting procedures that will be used to ensure prudent use, proper and timely disbursement, and accurate accounting of funds received under this announcement.

Allocates sufficient funds in the budget to provide for three project meetings in Washington D.C. as well as attendance for key project staff at the Child Care Bureau's annual meeting of its Child Care Policy Research Consortium.

Provides sufficient funds to make necessary project site visits.

### Part IV. Child Care Research Scholars (Priority Area 3)

#### A. Purpose

Scholarships will be awarded to doctoral candidates for child care research carried out under the auspices of the Child Care Bureau and the educational institution in which the student is enrolled. The purpose of this scholarship program is to increase the number of competent researchers with a sound grasp of child care research and its implications for policies and programs. A primary goal is to foster formal mentoring relationships between faculty members and graduate students who are pursuing research in the child care field. A related goal is to promote the growth of such relationships in colleges and universities throughout the United States in order to develop the national infrastructure for high quality child care research.

Research undertaken under this program must support the Child Care Bureau's research agenda in some way, either by addressing important questions and their implications or by breaking new methodological ground.