

questions of the study, and the population to be studied.

- The extent to which the planned measures and analyses are consistent with one another, and reflect knowledge and use of state-of-the-art measures and analytic techniques, or advance the state-of-the-art, as appropriate.

- The extent to which the analytic techniques are appropriate for the specific research question(s) under consideration.

- The extent to which the proposed sample size is sufficient to answer the range of proposed research questions for the study.

- The extent to which the scope of the project is reasonable for the funds available and feasible for the time frame specified.

- The extent to which the planned approach reflects sufficient written input from and partnership with the Head Start program (including the separate required review and written approval from the Head Start program and the Head Start Program Policy Council).

- The extent to which the budget and budget justification are appropriate for carrying out the proposed project.

2. Staff and Position Data 35 points

- The extent to which the faculty mentor and graduate student possess the research expertise necessary to conduct the study as demonstrated in the application and information contained in their vitae.

- The principal investigator/faculty mentor has earned a doctorate or equivalent in the relevant field and has first or second author publications in major research journals.

- The extent to which the faculty mentor and graduate student reflect an understanding of and sensitivity to the issues of working in a community setting and in partnership with Head Start program staff and parents.

- The adequacy of the time devoted to this project by the faculty mentor for mentoring the graduate student. The proposal should include evidence of the faculty mentor's commitment to mentoring the individual graduate student, and as appropriate, willingness to serve as a resource to the broader group of Head Start Graduate Students funded under this award.

3. Results or Benefits Expected 25 points

- The research questions are clearly stated.

- The presentation reflects original work done by the student (consistent with the general principles and guidelines of the *Ethical Principles of*

Psychologists and Code of Conduct 2002 (APA 2002).

- The extent to which the questions are of importance and relevance for low-income children's development and welfare.

- The extent to which the research study makes a significant contribution to the knowledge base.

- The extent to which the literature review is current and comprehensive and supports the need for the study.

- The extent to which the literature review has a complete set of reference citations and is written consistent with the guidelines of the *Publication Manual of the American Psychological Association, 5th ed.* (APA 2001).

- The extent to which the questions that will be addressed or the hypotheses that will be tested are sufficient for meeting the stated objectives.

- The extent to which the proposed project is appropriate to the student's level of ability and the stated time frame for completing the project.

Part III: Priority Area 1.02 Head Start Graduate Student Research Partnership Development Grants

Eligible Applicants: Institutions of higher education on behalf of *graduate students enrolled in a doctoral program.*

To be eligible to administer the grant on behalf of the student, the institution must be fully accredited by one of the regional accrediting commissions recognized by the Department of Education and the Council on Post-Secondary Accreditation. Faith-based institutions are also eligible to apply. Although the faculty mentor is listed as the Principal Investigator and must be committed to taking a central role in maintaining an ongoing research partnership with a Head Start program, this grant is intended for an individual student to be the primary conduit through which the research-related relationship is forged. Information about both the graduate student and the student's faculty mentor is required as part of this application. Any resultant grant award is not transferable to another student. The award may not be divided between two or more students.

Additional Requirements

- A university faculty member must serve as a mentor to the graduate student; this faculty member is listed as the "Principal Investigator." The application must include a letter from this faculty member stating that s/he has reviewed and approved the application and describing, in as much detail as is possible, the potential for the research partnership development project to lead to a research effort that would include

the student's dissertation study. It should also include a statement of the student's status in the graduate program and a description of how the faculty member will regularly monitor the student's work.

- The research partnership development project must be conducted by the individual graduate student or be a well-defined portion(s) of a larger research effort currently being conducted by a faculty member. If the project is part of a larger research partnership-building effort, the proposal must clearly distinguish between the student's portion and the activities of the larger research project. The graduate student must have primary responsibility for the proposed research efforts described in the application.

- The graduate student must begin to forge a research partnership with a Head Start or Early Head Start program. While one of the long-term purposes of the relationship should be to generate a doctoral dissertation research opportunity in the Head Start setting, the student should take an approach that is based in community/ecological/empowerment models, in which research needs are considered in the larger context of program needs, as well as mutually beneficial and empowering relationships. Appropriate activities during the grant period may include, but are not limited to, providing direct services and assistance to Head Start or Early Head Start programs with program activities, conducting assets/needs assessments, conducting focus groups, jointly identifying or defining problems with Head Start partners, training staff and other activities that foster collaborative, reciprocal relationships with Head Start partners.

- Graduate students will be expected to identify (a) a set of goals and objectives for the year, as well as a set of benchmarks for guiding and assessing incremental progress toward attaining these goals and objectives, and (b) specific *products* they expect to generate during the grant period such as community assets/needs assessments, problem descriptions, summaries of focus group findings or training efforts, and/or drafts of dissertation proposals.

- Grant recipients are encouraged to build upon their work by subsequently applying for the Head Start Graduate Student Research Grants (Priority 1.01) to support doctoral dissertation research.

- The application must contain (A) a letter from at least one Head Start or Early Head Start program certifying that they are receptive to exploring a potential research partnership with the applicant and (B) a separate letter