

certifying that the proposed partnership project has been reviewed and approved by the Head Start Program Policy Council. Notification of approval or pending approval by the Policy Council must be received from the official representative of the Policy Council and not an individual from the Head Start or Early Head Start program itself.

- The graduate student applicant must agree to attend the annual meeting for all Head Start Graduate Student Research grantees. This annual grantee meeting is typically scheduled during the summer or fall of each year and is held in Washington, DC. The fall 2003 meeting will be held Oct. 20–21, 2003. During this meeting, each student typically presents a brief overview of his or her study or proposed project. The intended goal of the meeting is to stimulate potentially useful and constructive feedback from other students and mentors, as well as to facilitate collaboration, networking and mentoring activities. The grant budget should reflect travel and housing funds for the graduate student for this meeting.

- Due to the small amount of the grant, the applicant's institution is strongly encouraged to waive indirect costs.

- Contact information, including phone numbers, addresses and e-mail addresses, for *both* the graduate student applicant and faculty mentor must be included in the application.

- The graduate student must write the application, consistent with the format and style guidelines of the *Publication Manual of the American Psychological Association, 5th ed.* (APA 2001) and the principles and guidelines from the *Ethical Principles of Psychologists and Code of Conduct* (APA 2002).

Project Duration: The announcement for priority area 1.02 is soliciting applications for project periods up to one year.

CRITERIA for Priority Area 1.02—Head Start Graduate Student Research Partnership Development Grants—The three criteria that follow will be used to review and evaluate each application under this priority area. Address each in the Project Narrative Section of the application (presented here in descending order of numerical weighting—see instructions in Appendix 2). The point values indicate the maximum numerical weight each criterion will be accorded in the review process. (100 points total).

1. Approach 40 points

- The extent to which there is a discrete project designed by the graduate student. If the proposed project

is part of a larger project designed by others, the approach section should clearly delineate the research partnership development component to be carried out by the student and how it is distinguished from the larger project.

- The extent to which the goals and objectives of the proposed activities, as well as the set of benchmarks for guiding and assessing progress, are clearly articulated and reflect an appropriate understanding of how these activities will fit within the context and complexities of the Head Start program's operations.

- 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 or proposed research partnership activities reflect sufficient opportunities for written input from and an active partnership with the Head Start program (including the separate required review and written approval of the proposed partnership activities 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 research project development activities.

- The extent to which proposed products reflect concrete and measurable steps toward design of a future dissertation project.

2. Staff and Position Data 35 points

- The extent to which the faculty mentor and graduate student possess the expertise necessary to successfully form a research partnership with a Head Start program 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 a reciprocal 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.

- The extent to which the mentor-mentee relationship is clearly described and has the potential to continue throughout the student's dissertation process.

3. Results or Benefits Expected 25 points

- 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 literature review, as well as a description of the needs of the local community if appropriate, is current and comprehensive and supports the need for developing this or similar research partnerships.

- The extent to which proposed goals and objectives for the year address the needs identified.

- The extent to which the specific *products* to be generated through the grant, as well as the benchmarks for assessing progress toward these goals and objectives, are clearly described and will potentially benefit the Head Start and/or research communities.

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

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

Part IV. Appendices

Appendix 1: Contents and Format of the Application

Clarity and conciseness are of utmost importance. ACF strongly encourages applicants to limit their applications to 100 pages, double-spaced and single-sided, with standard one-inch margins and 12 point fonts. This includes the entire Project Narrative Statement including text, tables, charts, graphs, resumes, corporate statements and appendices.

Applicants are cautioned to include all required forms and materials, organized according to the required format. The application packet must include the following items in order:

1. A cover letter that includes the announcement number, priority area and contact information.