



Early On Center for Higher Education

An Innovative Project of Clinton County RESA

EARLY ON FACULTY GRANT CRITERIA 2025-2027

Each grant application will be evaluated according to its potential to benefit early intervention and personnel preparation in Michigan and contribute to theory, knowledge, and practice in service delivery.

A range of methodologies is appropriate. Each will depend on the purpose of the research and the nature of the research question. These include:

- Quantitative methods that can allow generalization and the testing of hypotheses;
- Qualitative methods that can provide interpretation of meaning and dynamic processes which can serve exploratory purposes and provide deep knowledge.

RATIONALE/NEEDS ASSESSMENT (10 points)

1. Show awareness and understanding of current literature and research.
2. Identify knowledge or service delivery gaps and demonstrate how the research and/or activities will contribute to the early intervention system.
3. Research relevance is justified based on cited literature.
4. The rationale addresses a clear, meaningful and well-formulated problem relevant to *Early On*.

GOALS AND OBJECTIVES (10 points)

1. Clearly articulate the problem, research question, and/or hypothesis.
2. Goals and objectives demonstrate knowledge of the subject matter.
3. Goals are feasible, focused, and clearly stated.
4. The project addresses an important issue related to early intervention in Michigan.
5. The goals and objectives can be realistically achieved within the time frame of the project.



PROJECT DESIGN (40 points)

1. Use a sound theoretical and methodological robust approach (qualitative, quantitative, or mixed methods).
2. The project's aims, framework, methods, results, and broader goals are clearly connected and well aligned.
3. Justify methods and data collection strategies.
4. Ethical and legal considerations are embedded in the project's design, including informed consent and respect for participant rights. It also includes a proactive assessment of the potential impact on participant involvement considers the implications of disseminating project findings.
5. The project directors demonstrate prior success in conducting and publishing research/findings.
6. Includes appropriate activities and realistic timelines to achieve project objectives.
7. The Proposal aligns with the priorities stated in the grant announcement.

SIGNIFICANCE/POTENTIAL IMPACT TO THE FIELD (15 points)

1. The proposal aligns with one or more priority areas identified by the *Early On* Center for Higher Education, as outlined in the Faculty Grant Announcement.
2. The anticipated outcomes have the potential to advance understanding of the needs surrounding early intervention personnel preparation and the broader early intervention system.
3. The proposal thoughtfully acknowledges project limitations and avoids unsupported generalizations, ensuring responsible interpretation of findings.
4. The study's results are expected to offer meaningful educational insights for early intervention professionals and contribute positively to the personnel development infrastructure.
5. The project is designed to yield outcomes that can be readily applied in the field, positively shaping the daily work of early intervention personnel.
6. The proposal presents a clear and actionable plan, demonstrating the applicant's strong foundational knowledge of *Early On* and the capacity to execute a timely and goal-oriented project—positioning it to make a substantial impact on Michigan's early intervention system.



EXPECTED RESULTS (15 points)

1. The proposal outlines clear, systematic, and methodologically sound approaches for analyzing the data, ensuring alignment with the nature and structure of the information collected.
2. A thoughtfully constructed and rigorous design is presented to reduce potential biases, mitigate unrecognized influences, and prevent selective interpretation of evidence.
3. The anticipated results will enhance understanding of Michigan's early intervention system and inform improvements in personnel development practices.

DISSEMINATION OF RESULTS (10 points)

1. Project progress and outcomes will be reported in a timely manner through appropriate channels and formats tailored to the intended audiences.
2. The proposal outlines clear and effective dissemination strategies that emphasize sharing findings within Michigan to foster local collaboration and impact. This includes presentations at *Early On* Center for Higher Education events, the *Early On* Bi-Annual Conference, and other Michigan-based forums that engage early intervention faculty and practitioners. While national venues may be considered, the primary dissemination focus remains on in-state opportunities to strengthen regional knowledge exchange.