



Early On® Center for Higher Education
An Innovative Project of Clinton County RESA

EARLY ON® FACULTY GRANT CRITERIA 2019

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.

GOALS AND OBJECTIVES (10 points)

1. The problem, research question, and/or hypothesis are clearly stated.
2. The goals and objectives demonstrate knowledge of the subject matter.
3. Goals are feasible, focused, and clearly stated.
4. The project considers an important question for early intervention birth to three in the state of Michigan.
5. The goals are sufficiently specific to allow them to be reasonably addressed in the time frame of the project.

RATIONALE/NEEDS ASSESSMENT (10 points)

1. The proposal demonstrates an awareness and understanding of current knowledge and builds upon it.
2. The needs assessment will identify gaps in knowledge or understanding and demonstrate how the research and/or activities will contribute to existing knowledge.
3. Relevant research is adequately cited.
4. The rationale addresses a well-formulated problem.

SIGNIFICANCE/POTENTIAL IMPACT TO THE FIELD (15 points)

1. The proposal addresses one of the priorities of the *Early On* Center for Higher Education, as described in the Faculty Grant Announcement.
2. The outcomes of the proposed work have the potential to contribute to the understanding of needs related to the preparation of early intervention personnel or the early intervention system as a whole.
3. Limitations of the project are identified and unwarranted generalizations are avoided.
4. The value of the project is stated in terms of its findings being likely to provide educational value for early interventionists or benefit to the system of personnel development.
5. Outcomes of the proposed work have the potential to affect the day-to-day work of early interventionists in the field.
6. The proposal elucidates a plan that assures that the applicant has a strong foundational knowledge of *Early On* and the ability to implement a timely project to address all goals outlined for the initiative, thus having a significant impact on Michigan's early intervention system.

PROJECT DESIGN (40 points)

1. Theoretical and methodological design is robust.
2. The connections among the project aims, conceptual framework, strategies, project results, and the broader purposes are explicit and well matched.
3. Project strategies and data collection are adequately justified.
4. Ethical and legal principles are included in the design, featuring respect for participants and their rights, and informed consent. Project design includes reasonable anticipation of possible impacts on participants of engaging in the project and the effects of reporting its results.
5. The project directors have a positive track record for conducting and publishing research/findings.

6. The proposal includes appropriate activities and timelines to achieve project objectives.
7. The proposal incorporates the priorities identified in the grant announcement.

EXPECTED RESULTS (15 points)

1. Methods for analyzing the data are clearly stated, systematic, and appropriate to the nature of the data.
2. The proposal features a well-designed, systematic approach in order to minimize unacknowledged or unrecognized influences on the findings and discourage the selective interpretation of evidence.
3. Results will contribute to the understanding of Michigan’s early intervention system and/or its personnel development practices.

PROCESS OF SHARING RESULTS WITH OTHER INSTITUTIONS OF HIGHER EDUCATION AND/OR FIELD (10 points)

1. Progress and results are reported in a timely manner, by suitable means and in a format appropriate to the audience(s) for the project.
2. Dissemination strategies for the findings of the project are included and appropriate, and include presentation at *Early On* Center for Higher Education events and/or *Early On* Annual Conference.