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Executive Summary:

Funds are provided by the Office of Planning, Research and Evaluation (OPRE) for the creation of a Center for Research in Early Care and Education to focus on dual language learners (DLLs) from birth through 5 years of age and their families. The Center will provide leadership and collaborate with researchers from diverse areas of expertise in order (a) to improve the state of knowledge and measurement in early childhood research on young DLLs and the needs of their families as these relate to children's development, and (b) to identify and advance the evidence base for the best practices and strategies in early care and education programming to support the overall development of young DLLs and to effectively support their families. Settings to be considered include early care and education center-based programs, home-based and family child care providers, and Head Start and Early Head Start programs. Populations to receive particular attention include children in families who speak languages other than English, with low-income status and/or other social disadvantages, such as limited educational attainment or residence in economically disadvantaged areas.

The Center will be funded through a cooperative agreement which is part of larger OPRE research efforts related to Child Care Bureau (CCB) and Office of Head Start (OHS) priorities. A recent effort that is

closely related to the one described in this announcement and presents approaches to DLL research and programmatic questions relevant to CCB and OHS is *Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy, and Practice* (ACF, 2008c). Several related projects are described as part of the background below.

I. FUNDING OPPORTUNITY DESCRIPTION

Statutory Authority

This program is authorized under the Child Care and Development Block Grant Act of 1990, as amended, and as authorized by the Appropriations for Payments to States for the Child Care and Development Block Grant made under Division G, Title II of the Consolidated Appropriations Act of 2008, P.L. 110-161, and the Continuing Appropriations Act, 2009, P.L. 110-329.

In addition, this program is authorized by Section 649 of the Head Start Act, as amended by the Improving Head Start for School Readiness Act of 2007, codified at 42 United States Code (U.S.C.) 9844, and as authorized by the Appropriations for Children and Families Services Programs made under Division G, Title II of the Consolidated Appropriations Act of 2008, P.L. 110-161, and the Continuing Appropriations Act, 2009, P.L. 110-329.

Description

The Child Care Bureau (CCB) is dedicated to enhancing the quality, affordability, and availability of child care for all families. CCB administers federal funds to states, territories, and tribes to assist eligible low-income families, and families participating in the TANF (welfare) program, in accessing child care for children when the parents work or participate in allowable education or training activities. In addition, CCB funds a network of Technical Assistance projects that promote quality, strengthen program administration, share research findings, and help policymakers, program administrators, communities, caregivers and parents understand and make good decisions about child care (<http://www.acf.hhs.gov/programs/ccb/>).

The Office of Head Start provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early

reading and math skills they need to be successful in school. In FY 1995, the Early Head Start program was established to serve children from birth to three years of age in recognition of the mounting evidence that the earliest years matter a great deal to children's growth and development. The programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children of low-income families. They engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. (see <http://www.eclkc.ohs.acf.hhs.gov/hslc>).

The Center for Research in Early Care and Education: Dual Language Learners is a collaborative effort in support of these two programs. Activities of the Center are expected to advance the state of research addressing questions regarding the development of young dual language learners (DLLs) and the best practices for assessing, educating and caring for these children.

A. BACKGROUND

This section provides contextual information to introduce the need for a research center focused on young dual language learners and their families. First, relevant demographic statistics are presented to portray the quickly changing composition of young children in the U.S. Second, the discussion highlights a few dimensions of the diversity that exists within the population of DLL children and their families. Next, the discussion turns to specific programmatic concerns that are emerging in public efforts to serve young DLLs and that could be addressed by the Center for Research in Early Care and Education focusing on DLLs. Finally, this section concludes with a list of federal efforts and resources that are pertinent to the goals of this project, for the reader's consideration.

Changing Population. A simple estimate of the current proportion of children in the U.S. aged birth through 5 years who might be considered dual language learners (DLLs) is not available. However, approximately one in five U.S. residents speaks a language other than English at home, reflecting an increase of nearly 50% over the last decade (U.S. Census Bureau, American Community Survey, 2005-2007). Over the same period, the proportion of children enrolled in pre-Kindergarten through twelfth grade who were classified as Limited English Proficient (LEP)* increased by over 57% (NCELA, 2007).

Approximately 15% of children from birth through age 5 and not yet enrolled in kindergarten have parent(s) who primarily speak a non-English language at home (NCES, 2006). Furthermore, it is projected that by the year 2010, more than 30% of all school-aged children will come from a home where the primary language is not English (NAEYC, 2005).

Data on children with immigrant parents provide a potential, though not perfect proxy to estimate the numbers and proportion of DLLs in the U.S. One in five children birth to 5 years in the U.S. is in an immigrant family (i.e., at least one foreign-born parent) (U.S. Census Bureau, 2000). Children in immigrant families live throughout the U.S. The proportion of children in immigrant families varies in each state but falls below five percent in only 11 states (Hernandez, Denton, & Macartney, 2007). States differ substantially in the countries of origin of their immigrant families. For example, nationwide, only 3% of children in immigrant families have origins in Africa, but this proportion rises above 10% for the District of Columbia and the states of Maine, Maryland, and Minnesota.

National demographic shifts in linguistic diversity are pronounced in publicly funded early childhood programs. In 2007, nearly one-third of children entering Head Start spoke a language other than English at home. While the large majority of the DLL children entering Head Start and public schools are from Spanish-speaking homes (over 80%), more than 460 other languages are spoken by DLLs nationwide (Abedi, Hofstetter, & Lord 2004; ACF, 2008b; Seitzinger-Hepburn, 2004). Eighty-six percent of Head Start programs nationwide serve DLL children. Moreover, individual programs increasingly must offer services to support multiple languages, and many Head Start programs (in 36 states) serve populations that include children from eight or more different language backgrounds (ACF, 2008b).

Diversity of Young Dual Language Learners. Although we strain to identify an overall number to represent the substantial need of young DLLs in the U.S., it is clear that DLL children comprise a widely heterogeneous group. DLL children in the U.S. come from over 460 different language backgrounds (Capps et al, 2005). There is substantial variability across subgroups of DLL children in terms of household structure, economic status, and cultural norms. In order to be accurate, meaningful, and valid, discussions about DLLs must recognize the substantial diversity that exists in this population. For example, available data strongly suggest that DLL children are disproportionately represented within the overall population of children living in poverty (National Center for Children in Poverty, 2007;

Hernandez, 2006). Moreover, the average household income for families of young DLLs is typically lower than that of other families in low-income samples (Hernandez, 2006; Ziv, 2008). Thus, it is important for research and intervention efforts to distinguish between issues associated with exposure to a non-English home language and those associated with other significant contextual experiences, such as growing up in poverty.

DLL children are also diverse in their linguistic experiences. The amount of English that their parents or other members of the household speak may differ. The extent that one or more languages are spoken in the home varies as well. For example, a child may speak Tagalog to one parent and English to another or speak English to a parent but Tagalog to a grandparent. DLLs arrive at school with linguistic backgrounds and skills that are quite different from their monolingual English-speaking peers, but may also be just as different from their fellow DLL peers (Ballantyne et al, 2008). Among U.S. children in immigrant families, 5% have parents who speak no English, while 82% have parents that speak English and another language.

Twenty-eight percent of children ages 3 to 5 years in immigrant families are bilingual, speaking English fluently and another language at home (U.S. Census Bureau, 2000). Diversity in language use at home is found in the homes of U.S./native-born parents, as well, ranging from 5% of White children to 93% of Puerto Rican children in native-born families whose parents speak two languages at home (Hernandez et al, 2007). Among children ages 3 to 5 years in native-born families, 3% are bilingual, ranging from 1% among White children to 37% among children from Puerto Rico (U.S. Census Bureau, 2000). In addition, parents have different beliefs about the role of child care and early education settings in the development of home language and/or English language that may influence both children's and families' interactions with providers. Family attitudes may also differ in their preferences towards home and other languages: some prefer English-speaking as a primary goal for their family, while others prefer home language as primary in some contexts (e.g., home, with family) but expect their children to speak English at school and in other public places.

DLL children vary in the immigration status and histories of their families. Four out of five children in immigrant families are U.S. citizens (U.S. Census Bureau, 2000). However, sixty-eight percent of young children (i.e., ages birth to 5 years) in immigrant families are in families of mixed legal status (i.e., at least one sibling or parent is not a U.S. citizen, and at least one sibling or parent is a U.S. citizen.) Forty-five percent of all young children in immigrant families have a

parent who has been in the U.S. less than 10 years. Various data sources indicate that the largest groups of immigrants come from Latin America and Asia (Hamilton, Martin & Ventura, 2007; U.S. Census Bureau, 2000).

Cultural appropriateness, knowledge and sensitivity are key aspects of pursuing research with the DLL population. Items for assessments must be culturally appropriate to obtain valid results, and results must be interpreted with a culturally knowledgeable lens to give meaningful information to parents and programs. Also, interventions and strategies must often be adapted for effective, sensitive improvements in care and education settings. Standard research practices should also be shaped for efforts with DLL children, their families, and programs serving multicultural and multilingual populations. Some of the key questions regarding cultural issues for young DLLs and their early care and education programs include: family and programmatic attitudes about home language and English language usage, variations in parent involvement, and family features that influence parents' attitudes about and perceptions of their early care and education options. Recent works detail the concerns of OHS and CCB regarding the cultural appropriateness of assessment measures and caregiver/teacher strategies (ACF, 2004; ACF, 2008a; ACF, 2008b).

One effort to address these concerns with culturally appropriate outreach efforts is the American Indian and Alaska Native (AI/AN) Head Start Research Center (http://aianp.uchsc.edu/headstart/headstart_index.htm). Similarly, the *Design for the Migrant and Seasonal Head Start Survey Project* (ACF, 2004) represents ACF's commitment to approaching the linguistic and cultural diversity of the communities it serves and their unique needs in regard to service delivery with thoughtful research design and implementation plans. The AI/AN Center and the MSHS design study draw attention to the need to develop novel, cross-cultural research efforts grounded in deliberate and in-depth collaboration with the diverse cultural groups being studied. Activities of the Center for Research in Early Care and Education: Dual Language Learners may, as appropriate, include efforts addressing AI/AN population or Migrant and Seasonal Farmworkers (or other diverse populations served by OHS and CCB programs). The cultural and linguistic questions for early care and education programs serving these populations are unique; the research methodologies for approaching these communities must be tailored for successful implementation. Therefore, if the applicant intends to work with these and other special populations, care must be taken to incorporate

appropriate academic, programmatic and cultural expertise in the consultants and technical work groups assembled by the Center.

The Center for Research in Early Care and Education: Dual Language Learners will provide leadership to ensure that future research is responsive and culturally competent, and develops strategies and approaches that are effective for diverse young DLLs and their families. In order to accomplish this, the Center must consistently include consideration of cultural appropriateness while consolidating research, pursuing new research, and developing leadership activities.

PROGRAMMATIC CONCERNS

ACF is concerned with promoting all children's early development in care settings and early education programs. The substantial and growing population of DLLs, with its unique and varied issues, introduces new challenges to early childhood programs across the country as policymakers and practitioners find they must adjust and adapt their efforts in order to serve the population. To be able to serve young DLLs with evidence-based practices, researchers and policymakers need to be able to assess them with culturally and linguistically sound, valid and reliable measures and to recognize significant features at the level of family and provider that transmit or moderate program effects.

It is expected that the Center for DLL research will consider the programmatic concerns identified below, consolidate the available evidence regarding these or other important DLL concerns, and advance the state of the field through leadership and research activities that address the gaps in knowledge.

Limited understanding of barriers to programs and services.

Families of young DLL children are faced with multiple options when considering early care and education programs. Evidence indicates that U.S. children of immigrants (including families with working parents) were less likely to be in center-based care or to be enrolled in preschool programs than children of U.S.-born parents in 2000 (Hernandez et al, 2007; Matthews & Ewen, 2006). Families' participation in subsidized child care programs may also vary by ethnicity and English proficiency status. However, further research must be completed to explore families' decision-making processes regarding early care and education for their DLL children, and how these processes vary based on ethnicity and English proficiency (GAO, 2006).

It has been suggested that lower enrollment rates among Hispanic families reflect cultural preferences for "informal" family or home-based child care arrangements (Fuller, Eggers-Pierola, Holloway, et al, 1996). However, by attributing lower participation to non-specific cultural reasons, care providers and policymakers may overlook other important factors affecting enrollment of children from immigrant or LEP families in early education programs. Among children of Mexican descent, for example, the rate of 4-year olds enrolled in pre-K in the U.S. (55%) is lower than in Mexico (81%) (Hernandez et al, OECD, 2006). This suggests other factors beyond cultural preference may be involved. Variables that might influence enrollment include: English proficiency, availability of center-based care, program eligibility criteria, parent perceptions of eligibility, parental need for flexibility in services, and perhaps even family fears related to immigrant status (Capizzano et al, 2000; GAO, 2006; Kirmani & Yeung, 2008; Matthews & Ewen, 2006; Schexnayder & Rakpraja, 2003). As more and more evidence demonstrates the benefits of high-quality early care and education experiences, it is important not only to understand what might be suppressing enrollment of some groups of DLL infants, toddlers, and young children in early childhood programs, but also how these programs might reach out most effectively to their families. There is limited research available regarding family features that are linked with service selection, particularly for families with young DLL children. For providers, policymakers and researchers, better understanding of the decision-making processes will inform and improve recruitment of families of young DLL children and will maximize their early care and education opportunities.

Limited evidence-base for early childhood strategies. Educators and policymakers are concerned about the challenges of getting all children in the U.S. ready for school; however, there are additional challenges as well as advantages for supporting school readiness among the growing population of DLL children (ACF, 2008d; GAO, 2006). In the U.S., these children generally demonstrate lower school performance, high school completion and college attendance rates than their White, English-speaking peers (Llagas, 2003). Some DLL children master the English language, achieve at high levels, and maintain their native language, but it is not clear what key factors or early experiences promote development for young DLL children (Thomas & Collier, 2003). Recent reviews of the research literature on literacy and cognitive development highlighted the lack of evidence concerning optimal educational approaches for children under five years of age, particularly young DLL children (August & Shanahan, 2007; Thomas & Collier, 2003; NELP, 2008). The limited information

regarding effective interventions and strategies is further undermined by the lack of appropriate evidence-based measurement instruments for assessing the development of young DLLs' cognitive, linguistic and social-emotional skills. (See Head Start University Partnerships: English Language Learner grants; http://www.acf.hhs.gov/programs/opre/hs/univ_ptnerships_eng/index.html).

The Office of Head Start has outlined goals for their young DLLs in the recent reauthorization act (Improving Head Start for School Readiness Act of 2007, codified at 42 United States Code (U.S.C.) 9831 et seq.)

Programs are expected to promote the acquisition of the English language "*while making meaningful progress in attaining the knowledge, skills, abilities, and development ... including progress made through the use of culturally and linguistically appropriate instructional services.*" Programs and teachers are left with a list of questions regarding how to effectively support this progress among the young DLLs they serve (OHS, 2008).

Limited measurement tools for child assessment. Reliable and accurate measurement tools for assessing the development of young children are necessary to enable researchers to identify the best approaches for promoting school readiness. Without assessment of the changes in the children's skills, it is not possible to confirm that interventions or curricula were effective. In addition, they serve as tools for early education programs, identifying the individual progress and needs of each child in cognitive, linguistic and socio-emotional skills and abilities.

Measures are helpful to researchers and providers alike. However, most currently available assessments of the developmental progress of young DLLs are problematic and cannot yet provide information regarding comprehensive developmental status, including children's progress toward English language acquisition, or the effectiveness of interventions in early childhood. Valid measures in other languages are also needed to inform providers and researchers about the skills of the children they serve. For example, sound measures in Spanish would be immediately helpful in monitoring skill development among children served by the large number of Head Start and child care programs in Puerto Rico. Detailed review of currently available measures identified only a few measures that might be considered valid, reliable and appropriately normed for Spanish-speaking children in the U.S. Moreover, measures for other languages are virtually non-existent. The challenges facing researchers and practitioners in their attempts to obtain an accurate picture of overall development in the

early years include, but are not limited to (ACF, 2004; ACF, 2008c; Espinosa & Lopez, 2007; Saunders & O'Brien, 2007; Snow & Van Hemel, 2008):

- the difficulties inherent to precise assessment of infants, toddlers, and preschool-aged children, regardless of language background;
- cultural and/or linguistic biases of common measures that often rely on assumptions regarding cultural interpretations and that are often simply translated from English to another language without careful attention to meaning;
- the lack of field-wide definitions of appropriate norms for DLL children;
- limited evidence for norms or thoughtful selection regarding norms for many common measurement tools;
- the lack of field-wide definitions of appropriate assessments and goals for bilingual versus monolingual assessment of children under 6 years of age; and
- the lack of field-wide guidance about analyses and interpretation of separate monolingual measurement of language (e.g., Spanish and English being measured separately) and conceptual measures of bilingual children's skills (e.g., allowing child to respond in either English or Spanish).

Limited understanding of family level constructs. In addition to child assessments, important family-level variables have not been adequately identified, examined or measured with respect to the DLL population. Questionnaires and interviews with parents, when developed carefully, may allow insight into parental involvement, attitudes towards parenting, perceptions of and satisfaction with their early care and education options. Standardized methods for gathering this information strengthens research efforts to inform early care and education providers. Some valid measures (e.g., parent reports of expectations and satisfaction with care providers) could directly inform programs evaluating their own efforts.

Child care and Head Start programs are not only opportunities for the children enrolled, but can also provide supports for DLL families. Programs can assist families in integrating into communities, supporting educational and developmental goals for their children, and

accessing various services and programs that support work and parenting skills. Practices that support health, safety, developmental knowledge and educational involvement can all be advanced by strong early care and education programs.

Care and education settings for young children may directly influence families; furthermore, family factors may directly influence the effectiveness of early care and education activities (ACF, 2006; ACF, 2008c). However, there is limited research to advance understanding of the links between programmatic and family features that might influence program effectiveness. Again, this lack of research is even more apparent for families of young DLLs and the programs that serve them.

Two areas that might be particularly addressed within the Center for DLL Research could be a) identification of key family variables that link to program quality and young DLL outcomes, and b) measurement tools for assessing these parental features (e.g., questionnaires or interviews addressing community service utilization; parents' perceptions and satisfaction with programs; parent involvement and parental knowledge of child development). As with child assessments, measurement of DLL family-level constructs requires further development to address norms, cultural appropriateness, and methodology (e.g., Likert scale vs. open-ended, questionnaire vs. interview). For these efforts, the potential for cultural bias and even irrelevance of measures of family- or parent-level processes is especially pronounced, as differences in values are very likely to influence childrearing and child care goals and practices among adults.

The research field requires valid, culturally-competent tools to assess family-level processes in order to better understand the potential moderating role of family features on programmatic effectiveness (i.e., family-to-program links that are important for program quality and for young DLL outcomes).

Limited understanding of quality across early childhood

settings. Valid measures to describe the quality of early childhood settings can guide efforts to improve the early care and education of children. However, questions about existing measures of program quality challenge researchers, policymakers and practitioners. For example, how much of a difference in quality, as observed through a standardized instrument or rating system, makes a difference in a child's development? Are some aspects of quality more or less important for different children? Furthermore, emerging research points increasingly to the need for measures to go beyond well-established, general indices of quality and to incorporate aspects of

provider-child interactions and instructional practice in order to predict developmental progress or academic adjustment (ACF, 2007; Zaslow, 2006). As efforts to assess the quality of early childhood settings and to improve practices based on these appraisals increase, there is a need for more evidence regarding what facets of quality are most significant for supporting school readiness and other areas of development among young DLLs. The Center for DLL might address a number of research questions regarding provider- and center-level quality. Are current measurement approaches missing any dimensions of quality that are important for young DLLs or their families? For instance, if practices to support family literacy are significantly related to children's emerging literacy skills, should such practices (and potentially other program efforts) to engage parents be captured by measures of quality? In addition, as more states develop and promote quality ratings systems to inform parents about their options, do LEP parents make use of them in choosing early care and education for their infants, toddlers and children, and if so, how? What might constrain parents' use of this information? What other information might be meaningful for parents as well as practitioners and policymakers to consider in assessing the quality of a setting as it relates to young DLLs and their families? Beyond accounting for bilingual staff, the amount and variation in language use in a setting might be important features to observe, as they could be significant for the language and more general cognitive development of young DLL children.

Limited toddler/infant DLL measurement or knowledge. The Center for DLL research is expected to consider the issues for DLL children from infancy to five years of age. Although this announcement has emphasized the dearth of information regarding young DLLs, the limitations are even more extreme when considering infant/toddler DLLs. Assessments for infants and toddlers are usually limited to parent, teacher and caregiver reports, and programs often have concerns regarding formal assessment at these young ages and the potential for 'labeling' a child prematurely. In addition, it is difficult to develop effective interventions or strategies when the research community has yet to reach consensus about models of early bilingual language development. All the questions regarding families, assessment, and strategies considered above apply to these younger children; and each of the research and leadership activities that might be proposed by the Center for DLL research should include consideration of the unique issues pertaining to infants and toddlers.

Federal responses. The recent changes in cultural and linguistic composition of the U.S. population have triggered several federal

actions, including Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," (65 FR 50121, issued August 16, 2000). Under that order, federal agencies are required to publish guidance regarding prohibition against national origin discrimination in Title VI of the Civil Rights Act of 1964 that affects Limited English Proficient (LEP) persons. The federal regulation requires recipients of Federal financial assistance from HHS "to take reasonable steps to provide meaningful access to Limited English Proficient (LEP) persons" and the subsequent guidance that has been issued strongly encourages programs to facilitate or provide translation/interpretation for LEP individuals, at a minimum. Furthermore, the Child Care and Development Block Grant implemented guidance to ensure access to all children, including basing eligibility for child care subsidies on a child's immigration status and not a parent's status. In addition, starting in 2008, the Child Care Bureau added a question to the Child Care and Development Fund's (CCDF) State Plan template to collect information on state efforts to serve families of DLLs through the CCDF subsidy program. Although actions at the federal level have sought to improve access to public programs, questions abound regarding how federal and state programs can reduce barriers for DLLs and their families.

Historically, Head Start has promoted culturally and linguistically responsive programming (OHS, 2008 OR HS PPS, 1972). In the past two decades, Head Start has increasingly responded to the demographic shifts in its programs by requiring changes at the classroom and program levels in order to better serve DLL children and their families. For example, classrooms with a majority of children speaking a language other than English are required to have at least one classroom staff member or home visitor who speaks their non-English language (Program Performance Standard 1304.52(g)(2), OHS, 1998 (45 C.F.R.1304.52(g)(2)). The current Head Start Program Performance Standards include regulations addressing teachers' cultural and linguistic skills, classroom materials, ongoing assessment of progress, and family-oriented activities to better serve young DLLs and their families. As outlined in the reauthorization (Improving Head Start for School Readiness Act of 2007, codified at 42 United States Code (U.S.C.) 9831 et seq.), Head Start programs are expected to support DLL children's "*progress toward acquisition of the English language while making meaningful progress in attaining the knowledge, skills, abilities, and development [outlined in the act] including progress made through the use of culturally and linguistically appropriate instructional services*" (Sec. 641A(a)(1)(B)(x), 42 U.S.C. 9836A (a)(1)(B)(x)). Further, staff are to be provided technical

assistance including "*training in methods to promote vocabulary development and phonological awareness, in a developmentally, culturally and linguistically appropriate manner and support children's development in their native language.*" (Sec. 648(d)(2)(B), 42 U.S.C. 9843 (d)(2)(B)). The Act also calls for valid and reliable research-based measures (Sec. 641A(b)(2)(F), 42 U.S.C. 9836A (d)(2)(B)) that are linked to curricula that are *based on scientifically valid research* (Sec. 642(f)(3), 42 U.S.C. 9837(f)(3)). Programs, teachers and policymakers must address these specifications as effectively as possible. However, available research-based resources are scarce.

Care providers and teachers, as well as administrators of programs within the Child Care Bureau and Office of Head Start are facing several challenges related to DLLs for which there is no clear guidance as yet. A recent GAO study reported difficulties across federally-funded early childhood activities in staffing programs with trained bilingual or language-proficient staff (GAO, 2006). Furthermore, an OHS report, resulting from a nationwide needs assessment of Head Start programs, highlighted administrators' apprehensions about how to evaluate the language proficiency of prospective staff (ACF, 2008a). Both studies expressed concern about aspects of parent involvement and engaging families, including effective communication with parents and lower enrollment among some groups of eligible DLL families.

Several projects at HHS/ACF reflect efforts to understand young DLLs and to inform the public programs that serve them:

1. Head Start University Partnerships-English Language Learners, 2007-2010;
2. Study on the Status of Limited English Proficient Children Participating in Head Start and Early Head Start Programs, 2009-2011;
3. Design for Migrant and Seasonal Head Start Survey, 2007-2008;
4. National Academy of Sciences: Study of Early Childhood Assessment, October 2008;
5. *Dual Language Learning: What Does It Take? Head Start Dual Language Report*, February 2008;
6. Child Care Policy Research Grants, 2007-2010:
 - Child Care Choices of Low-Income Families with Vulnerabilities,
 - Choice of Care Among Low-Income Working Families: A Study of Latino Families in the New South,

- New Americans: The Child Care Choices of Parents of English Language Learners (ELL);

7. *Celebrating Cultural and Linguistic Diversity in Head Start, 1993-1996;*

8. *Design Options for the Assessment of Head Start Quality Enhancements, 2003-2004;*

9. *Quality in Early Childhood Care and Education settings: A Compendium of Measures, November 2007;*

10. Project Upgrade in Miami-Dade County, 2001-2009;

11. Head Start Quality Research Centers Consortiums (QRCs), 1995-2000, 2001-2006;

12. American Indian - Alaska Native Head Start Research Center, 2006-2010;

13. American Indian-Alaska Native Head Start Research and Outcomes Assessment (AIAN), 2002-2004

14. *Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy, and Practice. (Research Roundtable held April 16-17, 2008).*

For more information, please see the websites of Office of Planning, Research and Evaluation (OPRE) (<http://www.acf.hhs.gov/programs/opre>), Child Care and Early Education Research Connections (<http://www.childcareresearch.org/discover/index.jsp>), OHS Resource Center (HSRC) (<http://www.hsnrc.org/HSRC/index.cfm>), and Early Childhood Learning and Knowledge Center (ECLKC) (<http://eclkc.ohs.acf.hhs.gov/hslc>). In addition, other federal agencies have produced resources to help guide research and programming efforts to respond to the DLL population, including:

1. Developing Literacy in Second-Language Learners: Report of the National Literacy Panel *on Language-Minority Children and Youth* (August & Shanahan, 2006)
2. *Dual Language Learners in the Early Years: Getting Ready to Succeed in School* (NCELA, 2008)

Conclusion. Although this discussion is not exhaustive, the many issues raised here illustrate the considerable lag between the

questions and concerns of policymakers and practitioners about serving young DLLs (birth through 5 years) and their families and the implementation of viable, specific research that provides reliable and valid answers (ACF, 2008c).

B. PURPOSE

The following section more specifically describes the purpose of the Center for Research in Early Care and Education focusing on DLLs. The foremost goals and objectives of the Center are presented, including the two broad areas of inquiry that are of primary interest in this federal effort and several, more specific research topics that could begin to address these overarching questions. The section concludes with the requirements for the Center. Namely, the three categories of Center activities are described in detail: *focused program of research*, *national leadership activities*, and *supplemental activities*. In addition, the specific requirements for a successful proposal and for example activities that would fit within each category.

GOALS AND OBJECTIVES OF THE CENTER

The purpose of the Center for Research in Early Care and Education: Dual Language Learners is to build long-term capacity for research on effective care and education programming for dual language learners (DLLs) between birth and 5 years of age and their families. It is expected that the Center will develop a comprehensive plan regarding what is required to conduct valid, reliable, culturally and linguistically sound research to evaluate and develop early care and education programming that effectively serves young DLLs and their families. The Center will implement a program of research and leadership activities that reflect this plan.

The primary goals of the Center are to develop research activities that address the following broad areas of inquiry:

1. How can we best assess DLLs between birth and 5 years of age in large- and small-scale research studies and monitor their developmental progress in local programs? It is expected that the Center will advance research and, ultimately, programming nationwide in support of young DLLs by advancing the state of assessments of the overall development of DLL infants, toddlers and children up to 5 years of age. Specific areas of inquiry could include (this is not an exhaustive list):

a. defining relevant outcomes across developmental domains (i.e., social and emotional, language, literacy, mathematics, approaches to

learning, progress toward English language acquisition), across age span of birth to 5 years, and across early childhood settings;

- b. defining relevant outcomes among families of young DLLs;
- c. identifying and/or developing valid, culturally and linguistically sound measurement tools, systems, and procedures for assessing outcomes and growth across developmental domains;
- d. defining norms of DLL infants, toddlers, and preschool-aged children across developmental domains;
- e. defining field-wide appropriate standards for measurement of DLL children;
- f. defining processes for analysis and interpretation in assessing developmental progress of DLLs from monolingual or multiple language households;
- g. identifying, developing and/or validating measures of families of young DLL;
- h. identifying unique characteristics and needs of DLL children and families that should be considered in attempts to assess DLL children;
- i. identifying research that is still needed to fill gaps in knowledge regarding the developmental norms of young DLLs.

II. *What should we do in early care and education settings to support the overall growth and development of young DLLs and the needs of their families?* It is expected that the Center will advance research and programming efforts by identifying promising points of intervention for children birth through 5 years of age and their families. Specific areas of inquiry could include (this is not an exhaustive list):

In the area of families of young DLLs:

- a. identifying how state- and local-level systems and programs can ensure access for DLL families to child care subsidies and/or high-quality care settings;
- b. identifying what information regarding early care and education is most valued by DLL families;
- c. identifying effective or promising strategies for providing DLL families with meaningful information regarding child care options;

- d. identifying key features of DLL families that might shape their experiences with early childhood settings (e.g., beliefs about, perceptions or expectations of early childhood education or care providers, parent education, home language use, language proficiency, information sources);
- e. identifying family outcomes (e.g., family literacy, social capital, community integration) that support the positive development of young DLLs and could be targeted by early childhood programs.

In the area of early care and education providers and programs serving young DLLs:

- a. identifying characteristics/features of early childhood settings and staff and promising or effective standards, policies and practices across the diversity of settings (e.g., center-based, family child care, kith-and-kin care, home-based, monolingual or multi-lingual), that support the short- and long-term development of DLL infants, toddlers, and preschool-aged children across domains;
- b. identifying what factors may mediate or moderate the effects of promising features and practices in early care and education settings on young DLLs, including family-, caregiver- and teacher-level processes;
- c. identifying, validating and/or developing tools for assessing significant family- and/or provider-level variables;
- d. assessing the quality of early childhood settings as they relate to young DLLs and their families;
- e. identifying best approaches to improve the capacity of care providers and educators to serve DLLs and their families;
- f. identifying research that is still needed to fill gaps in knowledge regarding how public policies and early care and education settings and providers can support the overall growth and development of young DLLs and the needs of their families.

REQUIREMENTS FOR CENTER

The purpose of this opportunity is to fund a Center for early care and education research that provides leadership to the research field regarding a) methods for assessing young dual language learners (DLLs) and the needs of their families and b) the best practices in early childhood settings to promote the development of DLL children between birth and 5 years. Broadly, the Center will engage in

research and national leadership activities aimed at guiding researchers, policymakers, and practitioners in their efforts to evaluate and improve early childhood settings to better serve young DLLs and their families. The following section describes the general requirements of the Center and thus broadly defines the categories of activities which will be fundamental to address in applications for funding. Applicants should note that ACF will use a cooperative agreement mechanism that allows substantial involvement by ACF in the activities undertaken with Federal financial support. ACF intends to work cooperatively with the Grantee on the research and leadership activities as described below.

The successful proposal for the DLL Center will include 1) a comprehensive and detailed plan for a *focused program of research*, 2) comprehensive and detailed plans for primary *national leadership activities*, and 3) acknowledgement and details regarding ideas and resources for *supplemental activities* that could arise over the course of the project period. The activities proposed will represent a well-coordinated plan, involving cutting-edge questions and concerns regarding young DLLs in early care and education settings. ACF expects the *focused program of research* to comprise a slight majority of the Center's cost and effort (per year of the project); the primary *national leadership activities* and the *supplemental activities* should comprise a substantial minority of the Center's cost and effort.

I. FOCUSED PROGRAM OF RESEARCH

ACF intends for the work of the Center to include a *focused program of research* that ideally will result in solutions or answers to specific questions of interest to OPRE, CCB and OHS at the end of 5 years.

The focused program will pursue projects that provide information to the research field regarding a) methods for assessing young dual language learners (DLLs) and the needs of their families and b) the best practices in early childhood settings to support the development of DLL children between birth and 5 years.

It is expected that the Center's program of research will build dynamically on the relevant work that is already available and in development in the field, investing resources to advance the research in order to provide guidance to programs serving young DLLs and their families.

Proposal. The proposed plan for the *focused program of research* should address the full five years of potential funding (i.e., three years for initial award; two additional years that are at the option of ACF; each year's funding depends on satisfactory progress, availability of

funding, and a determination that continued funding would be in the best interest of the Government). The first year may reflect more developmental preliminary but substantial activities (i.e., identifying gaps in the field; reviews and secondary analyses; piloting; team development; establishing formal partnerships; refining activities and schedule in collaboration with the technical work group (TWG) and steering Committee). ACF expects applicants to propose a *focused program of research* that consists of a set of closely related studies that build on each other and together result in advancing the field of research regarding assessment and practice in early care and education of young DLLs and their families. ACF strongly discourages applications that propose a model in which multiple investigators each conduct separate studies that are only loosely coordinated around a given topic. The *focused program of research* should comprise original research that is targeted toward a specific question or related sets of questions. The successful applicant will demonstrate the importance of the question or questions to the field, will provide a description of rigorous methods to approach the question(s), and will provide a convincing argument that the research program and the methodological approach will significantly enhance the knowledge base. As noted above, the Center activities should address questions of assessment and program practices.

The plans for the focused research activities should be detailed and clear, describing the skills, expertise and knowledge of those involved, reflecting appropriate partnership development activities with programs, outlining a culturally and linguistically appropriate approach and specific objectives, goals, methodology and analyses for each proposed activity. Each planned activity should include a list of specific products expected (i.e., measurement instrument, results brief, report, presentations, etc.)

Experience and skill in productive collaborative partnerships (across organizations, agencies, intellectual partners, etc.) would be an important component of a competitive application. Evidence for collaborative skill would include successful participation in multi-site projects, recommendations from previous program partners and research partners, and previous management of multiple ongoing projects. The proposal should include a well-coordinated management and communication plan for all Center team members; this should be clearly defined, realistic and practical. The schedule must be fully explained; budget and budget narrative should represent appropriate but cost-effective support for all proposed activities.

As noted above, ACF expects the *focused program of research* to comprise 50 to 60 percent of the Center's annual cost and effort. The *national leadership activities* and *supplemental activities* are to be completed, in consultation with the steering Committee and technical work group, with the remainder of the funds and efforts.

Example activities. The *focused program of research* begins with identification of significant research questions for young DLLs and their families in early care and education settings. These questions should be closely linked to the stated goals and objectives of the Center. Significant areas of inquiry are described above, at the beginning of *Section IB*, in Goals and Objectives of the Center, and the applicant may identify additional important areas.

The *focused program of research* will then specify research activities to address the selected areas of inquiry. Activities could include: critical literature review and consolidation, meta-analyses, secondary analyses, new studies to advance research capabilities (e.g., development/evaluation of assessments, strategies, and approaches; descriptive surveys of programs and/or families; validation studies; gathering of normative data; longitudinal or cross-sectional studies of young DLL development). This list of activities is not exhaustive or proscriptive, and we look forward to innovative research activities that most effectively address the selected questions and that build the knowledge base.

2. NATIONAL LEADERSHIP ACTIVITIES

The Center will implement *national leadership activities*, including outreach and dissemination, to advance the capacity of researchers and policymakers to serve dual language learners between birth and 5 years of age. The Center will work cooperatively with ACF and consult with a technical work group (TWG) and additional consultants, as needed, throughout the period of funding. With the input of these groups, the Center will develop, refine and prioritize activities to (a) strengthen the capacity of DLL researchers to address concerns of practitioners and policymakers, and (b) provide leadership in advancing evidence-based practice and policy in support of young DLL children, their families, and their care and education providers.

As part of the Center's national leadership role on the topic of young DLLs and their families, it is expected that the Principal Investigator(s) and other Center research team members will engage in dialogue with researchers and practitioners. This dialogue will be used to identify promising areas of research, share information regarding key methodological approaches, and develop and complete outreach and

dissemination products that will advance the field. The Grantee will collaborate with CCB and OHS projects (e.g., research grantees, existing nationally funded technical assistance efforts) to disseminate the Center's recommendations for methodology for DLL research, as well as the specific findings from the Center's research.

Proposal. Proposals will include preliminary plans for *national leadership activities* over the course of five years (i.e., three years for initial award; two additional years that are at the option of ACF; each year's funding depends on satisfactory progress, availability of funding, and a determination that continued funding would be in the best interest of the Government). The plan should include innovative, creative and ground-breaking activities to strengthen the field of early childhood DLL research. Competitive proposals will include detailed procedures for ongoing refinement, development and prioritizing of the *national leadership activities*, in collaboration with ACF, the TWG, and additional consultants and stakeholders as necessary. This allows the applicant to make full use of expertise in the field to identify significant activities for this portion of the Center work. The refinement plan itself will be sufficiently detailed to highlight collaboration and coordination. Proposal should include details regarding Center resources that will address *leadership activities* (e.g., logistics support, quality-control and management). The proposed *national leadership activities* will demonstrate strong links to the goals and objectives of the DLL Center and, when possible, to the activities comprising the *focused plan of research* proposed by the applicant. As appropriate to the planned activities, the proposal will fully describe the expertise, skills and knowledge of the proposed Center team with respect to the completion of high-quality written products and organized logistical support for meetings, or other necessary abilities. Note that *national leadership activities* and *supplemental activities*, in combination, are expected to involve approximately 40% of the cost and efforts of the Center.

Strong proposals will include appropriate plans for strengthening, developing and refining the *national leadership activities* plan during the course of the project. All leadership activities should directly address the needs of researchers studying young DLLs and their families in early care and education settings.

Example activities. Examples of *national leadership activities* may include a combination of the following activities, and/or other key innovative activities identified by the applicant in their proposal.

1. Written products, such as handouts, reports, manuals, and/or briefs regarding:

- meta-analyses or secondary analyses of previous early care and education DLL research,
- promising methodology (e.g., sampling, assessment, analyses of bilingual development, etc.),
- practice and program models,
- assessment approaches (e.g., cultural appropriateness, programmatic use, etc.),
- literature review regarding assessment issues for specific populations.

2. Meetings, such as roundtables, institutes, and/or conferences regarding:

- identifying key needs concerning research, program and policy,
- interpreting and consolidating research,
- development of briefs/documents,
- disseminating center findings.

3. Other outreach, such as presentations at national conferences, meetings with stakeholders, and/or collaboration with CCB and OHS technical assistance activities.

This list of activities is not exhaustive or prescriptive, and we look forward to innovative leadership activities that most effectively address the selected questions and that advance the knowledge base.

3. SUPPLEMENTAL ACTIVITIES

During the course of the project period, the expertise of the Center personnel will be called upon to select and design *supplementary activities* as needed to respond to pressing policy and practice needs that fall within the domain of the Center. For designing and refining these supplemental projects, the Center will work through a consultative process between the Grantee, federal staff, the technical work group (TWG), and additional expert consultants, when needed.

Topics would be identified at a future date, as programmatic and research-field issues emerge regarding young DLLs, their families, and the programs that serve them.

Proposal. In this context, ACF does not expect applicants to provide highly detailed research plans for *supplemental activities* in the application. The applicant should, however, document capacity to

conduct such projects (e.g., knowledge of the field and research experience of key personnel, time, and equipment). Applicants are expected to acknowledge the need to set aside effort and funds to complete *supplemental activities* as they arise. Proposal should provide examples of a minimum of two supplementary studies/projects that the applicant believes might be useful to undertake, including a short rationale explaining the need for the proposed project and a description of the types of approaches that would be used. A strong proposal would include innovative, ground-breaking, and important projects that might be considered as *supplemental activities*. Although this section of the application does not need to be long, applicants should bear in mind that capacity for conducting quick response research projects will carry weight in the scoring of the application.

Example activities. The following activities could qualify as supplemental activities, addressing specific programmatic needs that might emerge over the course of the five year period of funding (i.e., three years for initial award; two additional years that are at the option of ACF; each year's funding depends on satisfactory progress, availability of funding, and a determination that continued funding would be in the best interest of the Government):

1. synthesizing the literature concerning measures of development in early childhood, to identify those that are most appropriate for infants, toddlers and young children from language minority backgrounds in order to provide guidance to national program evaluation efforts;
2. designing and/or conducting research to fill the gaps in knowledge regarding DLLs between birth and 5 years of age;
3. designing and/or rigorous evaluation of promising practices or interventions to support DLL children, their families, and care providers;
4. measure development, establishment of norms, and validation of measures for additional DLL population(s) with different languages/cultural backgrounds.

* Limited English Proficient (LEP), as defined by the U.S. Department of Health and Human Services (HHS), refers to persons who are unable to communicate effectively in English because their primary

language is not English and they have not developed fluency in the English language. As defined by the U.S. Department of Education (ED), LEP refers to those students who have not yet achieved English language proficiency (ELP), and are hence eligible for Language Instruction Educational Programs supported by ED, Office of English Language Acquisition (NCELA, 2007). The term "dual language learners" (DLLs) encompasses LEP, and other terms frequently used, such as bilingual, English language learners (ELL), English learners, children from language minority backgrounds, children who speak a language other than English (LOTE), and children for whom English is a second language (ESL). The term DLLs is used here, as it seems especially appropriate for a discussion of infants, toddlers and preschool-aged children who are learning a second language while continuing to acquire their first (or home) language. For more information regarding HHS definitions and resources pertaining to LEPs, see HHS' website (<http://www.hhs.gov/ocr/civilrights/resources/specialtopics/lep/index.html>). For more information regarding OHS definitions and resources pertaining to DLLs, see OHS' *Early Childhood Learning and Knowledge Center* (<http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners>).

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II. AWARD INFORMATION

Funding Instrument Type:	Cooperative Agreement
Estimated Total Program Funding:	\$1,500,000
Expected Number of Awards:	1
Ceiling on Amount of Individual Awards:	\$1,500,000 per budget period
Floor on Amount of Individual Awards:	None
Average Projected Award Amount:	\$1,500,000 per budget period
Length of Project Periods:	36-month project with three 12-month budget periods Other
Explanation of Other:	

The Federal share of project costs shall not exceed \$1,500,000 for any of the 12-month budget periods, inclusive of indirect costs. Half, or \$750,000 of this amount will be from Head Start research funds and \$750,000 will be from Child Care and Development Block Grant research funds. Head Start funds will be devoted to Center activities to (a) foster continuous improvement in the quality of the Head Start programs and in their effectiveness in enabling participating children and their families to succeed in school and otherwise, and (b) develop, test, and disseminate new ideas based on existing scientifically valid research, for addressing the needs of low-income preschool children and their families and communities. CCDBG funds will be devoted to Center research activities to (a) advance the provision of resources to low-income families to find quality child care for their children, and (b) enhance the quality and supply of child care for all families including those who receive no direct assistance under the CCDF.

The project period will be up to three years. The initial award will be for the first one-year budget period. Requests for a second and/or third year of funding within the project period should be identified in the current application (on SF-424A), but such requests will be considered in subsequent years on a noncompetitive basis, subject to the applicant's eligibility status, the availability of funds, satisfactory progress of the grantee, and a determination that continued funding would be in the best interest of the Government. An application for a continuation funded under this award beyond the three-year budget and three-year project period for an additional two years will be entertained in subsequent years on a noncompetitive basis, subject to availability of funds, satisfactory progress of the grantee (as described below under Roles and Responsibilities of OPRE), and a determination that continued funding would be in the best interest of the Government.

Awards under this announcement are subject to the availability of funds.

Description of Anticipated Substantial Involvement under the Cooperative Agreement:

A cooperative agreement is Federal assistance in which substantial Federal involvement in project activities is anticipated. ACF expects to work closely with the organization that receives funding to ensure monies are used appropriately and in the most effective manner possible and that the activities included in the approved application address the programmatic needs in an efficient, effective, and timely manner. Responsibilities of Federal staff and the successful applicant

are further negotiated prior to award. The organization selected to receive the award will be responsible for implementing the *focused plan of research activities*, *national leadership activities*, and *supplemental activities*.

ROLES AND RESPONSIBILITIES OF GRANTEE

The Grantee will design and implement activities in support of the key goals of the Center as described in this program announcement. Many of the expectations for the Center were outlined in *Section I.B, Purpose*. The Grantee will develop an innovative and coordinated *focused program of research*, involving multiple studies that will identify gaps in the research and advance the evidence-base regarding assessment and best program practices for young DLLs. The Grantee will identify a plan for *leadership activities* that will advance the state of research, including details regarding the development and refinement of the leadership plan over the course of the project. The Grantee will reserve resources and suggest potential projects for yet to be identified *supplemental activities*. The Grantee will coordinate the multiple studies involving academic and program partners, and subcontractors. Therefore, detail-oriented communication and management planning, as well as flexible problem-solving, will be of importance to Center success.

Priorities, schedule, goals and objectives will be further defined during negotiation of the cooperative agreement between OPRE and the Grantee. In addition, as the Center receives feedback and additional information from the technical work group (TWG), ACF, stakeholders and other expert consultants, it is expected that the proposed activities will also be further refined and negotiated within the context of the Center's scope of work, the joint objectives of the Center and OPRE, and the short- and long-term results expected. The Center may also be pursuing ongoing activities that will further inform the original proposal (e.g., developing/exploratory activities; research findings; literature reviews).

Grantees are encouraged to seek out and partner with other organizations and experts throughout the course of funding. The Grantee will establish and maintain a core Research Team, consisting of academic partners and/or subcontracted partners, and other key personnel who will contribute significantly to the design, implementation and management of the Center activities. In addition, the Grantee will establish and maintain a technical work group (TWG), made up of experts in early childhood assessment with respect to young DLLs, family outcome assessment, early care and education

evaluation, and other relevant topic areas. The Grantee will also meet monthly, either in person or by telecommunications, with a steering committee, to review progress, problem-solve, and solidify decisions regarding the Center activities. Further, the Center will identify and consult with individual experts for particular topics or activities, as needed.

The Grantee will propose a well-coordinated set of activities for five years. The initial award will be for the first one-year budget period, and continued funding beyond the initial one-year budget period will be considered in subsequent years, subject to satisfactory progress of the Grantee in accomplishing planned activities and available funding. OPRE will participate in TWG meetings and will work closely with the Grantee to promote partnerships and collaborative research, both within the Child Care Policy Research Consortium and with other potential partners conducting research on young DLLs attending early care and education programs.

Principal Investigator. The Principal Investigator (PI) will be the primary Center personnel representing the Center across all activities; their expertise, knowledge and skills will inform each portion of the Center activities, and will contribute directly to the collaborative efforts involved. Through their efforts, the Center will advance the state of research concerning young DLLs. A major role for the PI will be the establishment and maintenance of the collaboration across the various participants in the Center activities. The PI will also be the one who has the primary responsibility for successful completion of high-quality activities that address the needs of researchers of young DLLs and their families in early care and education settings.

It will be of key importance that the PI commits appropriate time and effort to the Center, to ensure ongoing management and oversight, and high-quality results and products. The Grantee should inform the Federal Project Officer regarding any significant changes in these time demands over the course of the project period.

The PI must have a Ph.D. or equivalent for their field, and should be an established expert as demonstrated by a substantial body of published work, including peer reviewed articles. The PI must have experience and skills in working with dual language learners and low-income families and in early childhood research methodology. The PI should have advanced experience and knowledge of early childhood assessment and/or program evaluation methodology. Additional areas of strength could include: child care/Head Start research, bilingual language development, cultural knowledge and sensitivity. Expertise

in the Child Care and Development Fund (CCDF) funding, state regulations regarding child care, and Early Head Start/Head Start programming, would be additional areas of interest.

Grantees are encouraged to seek out and partner with other organizations and experts throughout the course of funding, given the depth of expertise in DLLs that is required by this program announcement. Gaps in the PI skills may be addressed through subcontracts and partnerships with other skilled academic professionals (i.e., Co-PIs; consultants; logistic management support; research team).

Research Team. The Center Research Team personnel (project manager(s); coordinator(s); writers; data collectors; subcontracted academic and logistics support; academic partners; analyses contractors) are key to the success of all of the Center activities. The research team must include individuals with experience and skills for completing research with young children in child care and Head Start/Early Head Start settings; bilingual staff must be hired as appropriate for all Center activities. Gaps in Co-PI or PI abilities may be addressed by identified strengths in the Research Team. The Grantee will inform the Federal Project Officer of any changes in key personnel over the course of the Center project period.

Steering Committee. The steering committee will consist of the PI (and Co-PIs, if applicable), other selected key Center personnel, the Federal Project Officer (from OPRE), and representatives of OPRE, CCB and OHS (as available). This steering committee will meet monthly in person or by teleconference and will provide OPRE an opportunity to remain informed about ongoing project activities. The steering committee will (a) provide problem-solving feedback regarding project activities, b) review research plans, progress and products of the Center towards the Center's short- and long-term goals, (c) identify supplemental research activities to address emerging programmatic concerns, (d) identify and develop opportunities for dissemination of the Center's work, (e) identify opportunities for the Center to consult with policymakers, (e.g., State Child Care Administrators, and other CCDF and OHS stakeholders), and (f) facilitate communication and collaboration with other OPRE-, CCB-, and OHS-funded projects. Collaboration could include the joint development of products and the coordination of presentations or briefing events to inform research-to-practice projects, such as CCB's Child Care Technical Assistance Network (CCTAN) and Research Connections. Details of the *focused plan of research* and *national leadership activities* (as described in

Section IB, Purpose) will be refined and prioritized in collaboration with the steering committee.

Technical Work Group (TWG). The Center's plans and activities will be continually informed and refined with the feedback and contributions of a TWG, composed of researchers with expertise in young DLLs and relevant topics (e.g., families of DLLs, cultural competence, bilingual assessment and program evaluation methodologies). The TWG would be strengthened by members with extensive experience and understanding of CCDF, state regulations regarding child care, and Early Head Start/Head Start programming.

The TWG should be able to present the perspectives of a wide range of disciplines, offering information from a broader context to address the Center's goals. The TWG will provide expertise to support all Center activities, will assist in identifying cutting-edge questions and concerns in the research field, and will ensure that the highest standards of scientific rigor are maintained in the Center's work.

Federal staff (i.e., representatives of OPRE, OHS, and CCB) will also serve as members of the TWG. At a minimum, the TWG will meet once each year. The proposal should include a list of proposed members of the TWG, including sufficient details to assess their appropriate expertise. Clear and practical plans for communication and utilization of the TWG (in refining and informing all Center activities) will also strengthen the application. Final membership of the TWG will be decided in collaborative negotiations with ACF.

Additional Consultants. The Center may require additional expertise to inform various emerging project activities (e.g., consolidating research on a particular topic, writing or reviewing documents, contributing to the design or analysis plan for a study, or informing the team regarding concerns of a particular population). If gaps are identified in the expertise, skills or available time of the primary Center personnel, the Grantee could pursue additional consultation with these experts.

Products. The Center is expected to be a key resource of original information for researchers exploring DLL issues. A primary goal of the Center is improving the evidence base through a range of methods and approaches; communicating those improvements with the research community and policymakers will be an important component of the Center's work. Written products might include briefs, reports, booklets, and manuals. Other products might include working meetings, roundtables, research training institutes, webinars, or other innovative mechanisms for building consensus and disseminating information in the field. Each leadership and research project

completed by the Center should be linked to dissemination products and/or outcomes. The grantee will specify plans for logistical and publishing support as appropriate for the proposed activities.

Meetings. The Grantee will be expected to attend a minimum of five meetings annually. First, at least once a year, the Center will host an in-person meeting for the TWG, in which the work of the Center will be presented and the plan for research and leadership activities will be prioritized and refined. This would be an opportunity to consult with the TWG regarding specific questions and/or design decisions.

Additional TWG activities could include presentations to inform the Center regarding recent research findings in the field or to discuss diverse points of view. The Center will be responsible for all costs and logistics (i.e., hotel, travel, compensation) for the TWG activities. The second required meeting is the Annual Meeting of the Child Care Policy Research Consortium (CCPRC) held in Washington, DC. Third is the biennial Head Start National Research Conference (June 2010 and 2012) held in Washington, DC. In alternate years, the Grantee will attend another national Head Start meeting related to the Center's purpose (e.g., Dual Language Learners Institute). When the Center's PI or other key personnel are in Washington, DC for other meetings, OPRE will facilitate opportunities to present to OPRE, CCB and OHS. OPRE will identify two other opportunities for Center personnel to meet with CCB and OHS stakeholders to inform the Center's activities and to ensure that the Center's findings are reaching researchers, policymakers and practitioners. For example, the Grantee may be asked to participate in the annual Child Care State Administrators' Meeting. These meetings typically are held in the Washington, D.C. metropolitan area and last approximately two days. The budget should reflect travel funds for the PI and at least one key personnel to attend the required meetings and conferences, as well as sufficient travel funds for other relevant meetings and conferences.

Reporting. The Grantee will submit to OPRE regular quarterly Financial Status and Program Progress reports (See http://www.acf.hhs.gov/grants/grants_resources.html) that describe activities including, at a minimum: a) information about the actions taken to implement the proposed research project, b) outcomes of the proposed project, and c) issues and obstacles identified through implementation of the project.

ROLES AND RESPONSIBILITIES OF OPRE

OPRE staff will collaboratively negotiate with the Grantee regarding the roles and responsibilities outlined in this announcement, prior to

finalizing the Cooperative Agreement. The Federal Project Officer and other ACF staff will participate in the monthly steering committee to provide technical assistance and feedback and to remain informed about project activities and progress. OPRE staff will review and provide feedback regarding Center products. OPRE staff will act as a liaison between the Grantee and the Child Care Bureau and the Office of Head Start to ensure that the research products developed are relevant and translatable to the policy and practice communities.

Funding. Funding for the project will be for three years initially; two additional years of funding are possible. Funding for each year will depend on satisfactory progress towards Center goals, availability of funding, and a determination that continued funding would be in the best interest of the Federal Government.

The fourth and fifth years of funding are optional. The Grantee will be required to submit an updated proposal of activities for each of the additional years of funding. In deciding whether to continue funding of the Center for the optional fourth and fifth years, OPRE will consider the proposed activities for those years based on:

1. The recommendations of a review team consisting of federal staff. This review will be conducted during the last half of the second year of the project period. The review will primarily consider the proposed activities for the fourth and fifth years.
2. The timeliness and effectiveness with which all requirements of the negotiated cooperative agreement have been or are being met by the Center.
3. The quality, relevance, and usefulness of the Center's activities and products and the degree to which the Center's activities and products have contributed to improved policy and research capacity in the field, as they pertain to DLLs birth to 5 years of age and their families.

Please see *Section IV.5* for any restrictions on the use of funds for awards made under this announcement.

III. ELIGIBILITY INFORMATION

1. Eligible Applicants

Eligibility is open to all types of domestic applicants other than individuals.

Foreign entities are not eligible under this announcement.

Faith-based and community organizations are eligible to apply under this announcement.

2. Cost Sharing or Matching: None

3. Other:

Disqualification Factors

Applications with requests that exceed the ceiling on the amount of individual awards referenced in *Section II. Award Information* will be deemed non-responsive and will not be considered for funding under this announcement.

Any application that fails to satisfy the deadline requirements referenced in *Section IV.3., Submission Dates and Times*, will be deemed non-responsive and will not be considered for funding under this announcement.

IV. APPLICATION AND SUBMISSION INFORMATION

1. Address to Request Application Package:

Office of Planning, Research and Evaluation
c/o Educational Services, Inc.
4350 East West Highway
11th Floor, Suite 1100
Bethesda, MD 20814
Phone: 866-429-0520
Fax: 240-744-7005
Email: DLLreviews@esi-dc.com

For hearing or speech impaired callers, contact the Federal Relay Service at 1-800-877-8339 (TTY (Text Telephone) / ASCII (American Standard Code For Information Interchange)).

2. Content and Form of Application Submission:

This section provides information on the required form and content of application submissions. Applicants are required to submit one original and two copies of all application materials if applying in hard-copy. The

original signature of the Authorized Organization Representative (AOR) is required only on the original. Information on the required format, Standard Forms (SFs) and other forms, D-U-N-S Requirement, Project Description, Certifications, Assurances, Electronic Submission of applications, and Hard Copy submission of applications is available in this section. A Checklist of required application elements is available for applicants' use in *Section VIII* of this announcement.

Applicants must limit their application package to 100 pages, double-spaced, with standard one-inch margins and 12-point fonts (such as Times New Roman or Courier). This page limit applies to the narrative text and most of the supporting materials (i.e., Table of Contents, Project Abstract, Budget), but does not include the curriculum vitae, letters of support, or Standard Forms (SF) (see list below). Applicants must number the pages of their application beginning with the Table of Contents. Pages in excess of the page limitation will be removed and not reviewed.

Applicants must include all required forms and materials, organize these materials according to the format for their application package, and in the order presented below:

1. **Cover Letter.** Applicants should include a Cover Letter using official letterhead of the institution or university, and including the Funding Opportunity Number, the title of the application, and contact information.
2. **Contact Information Sheet.** The contact information sheet should include addresses, phone and fax numbers, and email addresses for the Principal Investigator or Project Director and the organization's authorized fiscal representative.
3. **Required Standard Federal Forms and Certifications.** The applicant must complete all the standard forms required for making applications for awards under this announcement, which may be found at:
http://www.acf.hhs.gov/grants/grants_resources.html The applicant's authorizing official must sign to acknowledge responsibility for the obligations imposed by the terms and conditions of the grant award. Required Standard Federal Forms and Certifications include:
 - Standard Application for Federal Assistance (SF-424);
 - Budget Information--Non-Construction Programs (SF-424A);
 - Assurance Regarding Non-Construction Programs (SF-424B);

- Certifications regarding lobbying, requires signature;
 - Disclosures of Lobbying Activities (if necessary) (SF-LLL);
 - Protection of Human Subjects Assurance, requires form and signature.
4. **Table of Contents**
 5. **Project Abstract** (one page maximum)
 6. **Project Description.** The project description should be carefully developed in accordance with the research goals as described in the Background and Purpose sections of *Section I* of this announcement, and the structural requirements listed in *Section V*. **Applicants are strongly encouraged to use the detailed *Evaluation Criteria* found in *Section V* to organize the project summary/abstract and full project description.**
 7. **Budget and Budget Justification.** Include a budget and budget justification in the application reflecting the entire project period. This budget should match the appropriate budget categories reflected in 424-A, Section B. The budget must include funds for the Principal Investigator and one other key staff to attend at least five meetings each year (as described in *Section II* under Meetings), most likely to occur in Washington, DC.
 8. **Third Party Agreements** (if necessary)
 9. **Appendix, including:**
 - Curriculum Vitae;
 - Letters of Support (if applicable);
 - Proof of Non-Profit Status (if applicable).

For electronic submissions via Grants.gov, application sections 1 through 8 are considered part of the mandatory project narrative section.

Non-Federal Reviewers

Since ACF will be using non-Federal reviewers in the review process, applicants have the option of omitting from the application copies (not the original) specific salary rates or amounts for individuals specified in the application budget as well as Social Security Numbers, if otherwise

required for individuals. The copies may include summary salary information.

If applicants are submitting their application electronically, ACF will omit the same specific salary rate information from copies made for use during the review and selection process.

Forms

Applicants seeking financial assistance under this announcement must file the appropriate Standard Forms (SFs) as described in this section. All applicants must submit an SF-424, Application for Federal Assistance. For non-construction programs, applicants must also submit an SF-424A, Budget Information and an SF-424B, Assurances. For construction programs, applicants must also submit SF-424C, Budget Information and SF-424D, Assurances. All required Standard Forms are available at:

http://www.acf.hhs.gov/grants/grants_resources.html.

Non-profit private organizations (not including private universities) are encouraged to submit the *"Survey on Ensuring Equal Opportunity for Applicants"* with their applications. Applicants using a hard copy application, place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. Applicants applying electronically, please submit this survey along with your application. The Survey may be found at http://www.acf.hhs.gov/grants/grants_resources.html.

D-U-N-S Requirement

All applicants must have a D&B Data Universal Numbering System (D-U-N-S) number. A D-U-N-S number is required whether an applicant is submitting a paper application or using the government-wide electronic portal, [Grants.gov](http://www.Grants.gov). A D-U-N-S number is required for every application for a new award or renewal/continuation of an award, including applications or plans under formula, entitlement, and block grant programs. A D-U-N-S number may be acquired at no cost by calling the dedicated toll-free D-U-N-S number request line at 1-866-705-5711 or you may request a number online at <http://www.dnb.com>.

PROJECT DESCRIPTION

Part I THE PROJECT DESCRIPTION OVERVIEW

PURPOSE

The project description provides the majority of information by which an application is evaluated and ranked in competition with other applications for available assistance. The project description should be concise and complete. It should address the activity for which Federal funds are being requested. Supporting documents should be included where they can present information clearly and succinctly. In preparing the project description, information that is responsive to each of the requested evaluation criteria must be provided. Awarding offices use this and other information in making their funding recommendations. It is important, therefore, that this information be included in the application in a manner that is clear and complete.

GENERAL EXPECTATIONS AND INSTRUCTIONS

ACF is particularly interested in specific project descriptions that focus on outcomes and convey strategies for achieving intended performance. Project descriptions are evaluated on the basis of substance and measurable outcomes, not length. Extensive exhibits are not required. Cross-referencing should be used rather than repetition. Supporting information concerning activities that will not be directly funded by the grant or information that does not directly pertain to an integral part of the grant-funded activity should be placed in an appendix.

Part II GENERAL INSTRUCTIONS FOR PREPARING A FULL PROJECT DESCRIPTION

INTRODUCTION

Applicants that are required to submit a full project description shall prepare the project description statement in accordance with the following instructions while being aware of the specified evaluation criteria. The text options give a broad overview of what the project description should include while the evaluation criteria identify the measures that will be used to evaluate applications.

LETTER OF INTENT

Applicants are strongly encouraged to notify ACF of their intention to submit an application under this announcement. Please submit the letter of intent by the deadline date listed in Section IV.3 Submission Dates and Times.

The letter of intent should include the following information: number and title of this announcement; the name and address of the applicant organization; and/or Fiscal Agent (if known); and the name, phone number, fax number and email address of a contact person.

Letter of intent information will be used to determine the number of expert reviewers needed to evaluate applications. The letter of intent is **optional**. Failure to submit a letter of intent will not impact eligibility to submit an application and will not disqualify an application from competitive review.

Letters of intent should be sent to Grant Review Team at:
DLLreviews@esi-dc.com.

TABLE OF CONTENTS

List the contents of the application including corresponding page numbers.

PROJECT SUMMARY/ABSTRACT

Provide a summary of the project description (one page or less) with reference to the funding request.

RESULTS OR BENEFITS EXPECTED

Identify the results and benefits to be derived.

For example, explain how your proposed project will achieve the specific goals and objectives you have identified related to the research question(s) of interest. How will the results inform future program and policy decisions? How will results inform the CCB or OHS program goals?

APPROACH

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished. Account for all functions or activities identified in the application. Cite factors that might accelerate or decelerate the work and state your reason for taking the proposed approach rather than others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.

Applicants must provide technical details on each of the proposed research projects including: 1) conceptual framework; 2) research questions, hypotheses, variables; 3) data sources; 4) linkages with other research; 5) data processing and statistical analyses; and 6) product development and information dissemination. Applicants must provide details on each of the proposed leadership and supplemental activities, including: 1) specific objectives; 2) participants and/or

target audience(s); 3) project development; and 4) anticipated products or outcomes.

Provide quantitative monthly or quarterly projections of the accomplishments to be achieved for each function or activity in such terms as the number of people to be served and the number of activities accomplished.

When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

If any data is to be collected, maintained, and/or disseminated, clearance may be required from OMB. This clearance pertains to any "collection of information that is conducted or sponsored by ACF."

Provide a list of organizations, cooperating entities, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

EVALUATION

Provide a narrative addressing how the conduct of the project and the results of the project will be evaluated. In addressing the evaluation of results, state how you will determine the extent to which the project has achieved its stated objectives and the extent to which the accomplishment of objectives can be attributed to the project. Discuss the criteria to be used to evaluate results, and explain the methodology that will be used to determine if the needs identified and discussed are being met and if the project results and benefits are being achieved. With respect to the conduct of the project, define the procedures to be employed to determine whether the project is being conducted in a manner consistent with the work plan presented and discuss the impact of the project's various activities that address the project's effectiveness.

ADDITIONAL INFORMATION

The following are requests for additional information that must be included in the application:

ELIGIBILITY CERTIFICATION

Applicants must provide the following as certification of their eligibility under this program announcement. Please provide:

Proof of Non-Profit Status

Non-profit organizations applying for funding are required to submit proof of their non-profit status. Proof of non-profit status is any one of the following:

- A reference to the applicant organization's listing in the IRS's most recent list of tax-exempt organizations described in the IRS Code.
- A copy of a currently valid IRS tax-exemption certificate.
- A statement from a State taxing body, State attorney general, or other appropriate State official certifying that the applicant organization has non-profit status and that none of the net earnings accrue to any private shareholders or individuals.
- A certified copy of the organization's certificate of incorporation or similar document that clearly establishes non-profit status.
- Any of the items in the subparagraphs immediately above for a State or national parent organization and a statement signed by the parent organization that the applicant organization is a local non-profit affiliate.

When applying electronically, proof of non-profit status may be submitted as an attachment; however, proof of non-profit status must be submitted prior to award.

STAFF AND POSITION DATA

Provide a biographical sketch and job description for each key person appointed. Job descriptions for each vacant key position should be included as well. As new key staff is appointed, biographical sketches will also be required.

ORGANIZATIONAL PROFILES

Provide information on the applicant organization(s) and cooperating partners, such as: organizational charts; financial statements; audit reports or statements from Certified Public Accountants/Licensed Public Accountants; Employer Identification Number(s); contact persons and telephone numbers; names of bond carriers; child care licenses and other documentation of professional accreditation; information on compliance with Federal/State/local government standards; documentation of experience in the program area; and, other pertinent information.

DISSEMINATION PLAN

Provide a plan for distributing reports and other project outputs to colleagues and to the public. Applicants must provide a description of the method, volume, and timing of distribution.

THIRD-PARTY AGREEMENTS

Provide written and signed agreements between grantees and subgrantees, or subcontractors, or other cooperating entities.

These agreements must detail the scope of work to be performed, work schedules, remuneration, and other terms and conditions that structure or define the relationship.

LETTERS OF SUPPORT

Provide statements from community, public, and commercial leaders that support the project proposed for funding. All submissions should be included in the application package or by the application deadline.

BUDGET AND BUDGET JUSTIFICATION

Provide a budget with line-item detail and detailed calculations for each budget object class identified on the Budget Information Form (SF-424A or SF-424C). Detailed calculations must include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated. If matching is a requirement, include a breakout by the funding sources identified in Block 15 of the SF-424.

Provide a narrative budget justification that describes how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

GENERAL

Use the following guidelines for preparing the budget and budget justification. Both Federal and non-Federal resources (when required) shall be detailed and justified in the budget and budget narrative justification. "Federal resources" refers only to the ACF grant funds for which you are applying. "Non-Federal resources" are all other non-ACF Federal and non-Federal resources. It is suggested that budget amounts and computations be presented in a columnar format: first column, object class categories; second column, Federal budget; next column(s), non-Federal budget(s); and last column, total budget. The budget justification should be in a narrative form.

PERSONNEL

Description: Costs of employee salaries and wages.

Justification: Identify the project director or principal investigator, if known at the time of application. For each staff person, provide: the title; time commitment to the project in months; time commitment to the project as a percentage or full-time equivalent; annual salary; grant salary; wage rates; etc. Do not include the costs of consultants, personnel costs of delegate agencies, or of specific project(s) and/or businesses to be financed by the applicant.

FRINGE BENEFITS

Description: Costs of employee fringe benefits unless treated as part of an approved indirect cost rate.

Justification: Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, FICA, retirement insurance, taxes, etc.

TRAVEL

Description: Costs of project-related travel by employees of the applicant organization. (This item does not include costs of consultant travel).

Justification: For each trip show: the total number of traveler(s); travel destination; duration of trip; per diem; mileage allowances, if privately owned vehicles will be used; and other transportation costs and subsistence allowances. If appropriate for this project, travel costs for key staff to attend ACF-sponsored workshops should be detailed in the budget.

EQUIPMENT

Description: "Equipment" means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of: (a) the capitalization level established by the organization for the financial statement purposes, or (b) \$5,000. (Note: Acquisition cost means the net invoice unit price of an item of equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Ancillary charges, such as taxes, duty, protective in-transit insurance, freight, and installation, shall be included in or excluded from acquisition cost in accordance with the organization's regular written accounting practices.)

Justification: For each type of equipment requested provide: a description of the equipment; the cost per unit; the number of units; the total cost; and a plan for use on the project; as well as use and/or disposal of the equipment after the project ends. An applicant organization that uses its own definition for equipment should provide a copy of its policy, or section of its policy, that includes the equipment definition.

SUPPLIES

Description: Costs of all tangible personal property other than that included under the Equipment category.

Justification: Specify general categories of supplies and their costs. Show computations and provide other information that supports the amount requested.

CONTRACTUAL

Description: Costs of all contracts for services and goods except for those that belong under other categories such as equipment, supplies, construction, etc. Include third-party evaluation contracts, if applicable, and contracts with secondary recipient organizations, including delegate agencies and specific project(s) and/or businesses to be financed by the applicant.

Justification: Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open and free competition. Recipients and subrecipients, other than States that are required to use 45 CFR Part 92 procedures, must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold fixed at 41 USC 403(11), currently set at \$100,000.

Recipients might be required to make available to ACF pre-award review and procurement documents, such as requests for proposals or invitations for bids, independent cost estimates, etc.

Note: Whenever the applicant intends to delegate part of the project to another agency, the applicant must provide a detailed budget and budget narrative for each delegate agency, by agency title, along with the required supporting information referred to in these instructions.

OTHER

Enter the total of all other costs. Such costs, where applicable and appropriate, may include but are not limited to: insurance; food; medical and dental costs (noncontractual); professional services costs; space and equipment rentals; printing and publication; computer use; training costs, such as tuition and stipends; staff development costs; and administrative costs.

Justification: Provide computations, a narrative description and a justification for each cost under this category.

INDIRECT CHARGES

Description: Total amount of indirect costs. This category should be used only when the applicant currently has an indirect cost rate approved by the Department of Health and Human Services (HHS) or another cognizant Federal agency.

Justification: An applicant that will charge indirect costs to the grant must enclose a copy of the current rate agreement. If the applicant organization is in the process of initially developing or renegotiating a rate, upon notification that an award will be made, it should immediately develop a tentative indirect cost rate proposal based on its most recently completed fiscal year, in accordance with the cognizant agency's guidelines for establishing indirect cost rates, and submit it to the cognizant agency. Applicants awaiting approval of their indirect cost proposals may also request indirect costs. When an indirect cost rate is requested, those costs included in the indirect cost pool should not be charged as direct costs to the grant. Also, if the applicant is requesting a rate that is less than what is allowed under the program, the authorized representative of the applicant organization must submit a signed acknowledgement that the applicant is accepting a lower rate than allowed.

(As required by the **Paperwork Reduction Act of 1995, P.L. 104-13**, the public reporting burden for the Project Description is estimated to average 40 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection information. The Project Description information collection is approved under OMB control number 0970-0139, which expires 4/30/2010. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.)

Certifications

Applicants must furnish, prior to award, an executed copy of the Certification Regarding Lobbying. Applicants must sign and return the certification with their application. If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the applicant shall complete and submit Standard Form (SF)-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. The Certification Regarding Lobbying may be found at:

http://www.acf.hhs.gov/grants/grants_resources.html.

When required for programs that involve human subjects, the Protection of Human Subjects Assurance Identification/IRB Certification/Declaration of Exemption form must be submitted. All forms may be reproduced for use in submitting applications. Applicants must sign and return the appropriate standard forms with their application. The Protection of Human Subjects Assurance Identification/IRB Certification/Declaration of Exemption (Common Rule) form may be found at:

http://www.acf.hhs.gov/grants/grants_resources.html.

Assurances

By signing and submitting the application, applicants are making the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination.

The Pro-Children Act of 1994, 20 U.S.C. 7183, imposes restrictions on smoking in facilities where federally funded children's services are provided. HHS grants are subject to these requirements only if they meet the Act's specified coverage. The Act specifies that smoking is prohibited in any indoor facility (owned, leased, or contracted for) used for the routine or regular provision of kindergarten, elementary, or secondary education or library services to children under the age of 18. In addition, smoking is prohibited in any indoor facility or portion of a facility (owned, leased, or contracted for) used for the routine or regular provision of federally funded health care, day care, or early childhood development, including Head Start services to children under the age of 18. The statutory prohibition also applies if such facilities are constructed, operated, or maintained with Federal funds. The statute does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, portions of facilities used for inpatient drug or alcohol treatment, or

facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 per violation and/or the imposition of an administrative compliance order on the responsible entity. Additional information may be found in the HHS Grants Policy Statement at: http://www.acf.hhs.gov/grants/grants_related.html.

Electronic Submission

Applicants to ACF may submit their applications in either electronic or paper (hard copy) format. To submit an application electronically, applicants must use the <http://www.Grants.gov> site. ACF will not accept applications via facsimile or email.

IMPORTANT NOTE: Before submitting an application electronically, applicants must complete the organization registration process as well as obtain and register "electronic signature credentials" for the Authorized Organization Representative (AOR). Applicants also must be registered in the Central Contractor Registry (CCR). **CCR registration must be updated annually. Applicants will not be able to upload an application to Grants.gov without current CCR registration and electronic signature credentials for the AOR. This process may take more than five business days, so it is important to start this process early, well in advance of the application deadline.**

Be sure to complete all Grants.gov registration processes listed on the Organization Registration Checklist at http://www.acf.hhs.gov/grants/registration_checklist.html.

Applicants will be able to download a copy of the application package, complete it off-line, and then upload and submit the application via the Grants.gov site.

If planning to submit an application electronically via <http://www.Grants.gov>:

- **It is strongly recommended that applicants do not wait until the application due date to begin the application process through Grants.gov.** Applicants are encouraged to submit their applications well before the closing date and time so that, if difficulties are encountered, there will still be sufficient time to submit a hard copy via express mail.
- **In order to address any difficulties that may be encountered during the submission process, it may be to**

an applicant's advantage to submit their applications 24 hours ahead of the closing date and time.

- Applicants are encouraged to check the Grants.gov webpage for announcements concerning system issues and updates that may affect the submission of applications.
- Checklists and registration brochures are maintained at the Grants.gov website to assist applicants in the registration process and may be found at:
http://www.grants.gov/applicants/get_registered.jsp
- If any difficulties are encountered in using Grants.gov, contact the Grants.gov Contact Center at: 1-800-518-4726, or by email at support@grants.gov, to report the problem and obtain assistance. **Remember to retain your service ticket number for reference whenever you have any interaction with the Grants.gov Contact Center.**
- Electronic submission is voluntary, but strongly encouraged. Applicants will not receive additional point value for submitting an application in electronic format, nor will ACF penalize any applicant that submits an application in hard copy.
- Applicants may access the electronic application and downloadable application package for this program announcement by using the FIND function at <http://www.Grants.gov>.
- Applicants may submit all required documents electronically, including all information typically included on the SF-424s, narratives, charts, etc.
- Electronic formats for the application attachments, such as narratives, charts, etc., should use standard software formats, e.g., Microsoft (Word and Excel), Word Perfect, Adobe PDF, JPEG, and GIF, etc..
- Though applying electronically, the application must still comply with any page limitation requirements described in this program announcement.
- When submitting an application via Grants.gov, applicants must comply with all due dates **AND** times referenced in *Section IV.3. Submission Dates and Times* of this program announcement.

- Applicants that must demonstrate proof of non-profit status may submit proof at the time of application by attaching the documentation to the electronic application, if they wish to do so. Proof of non-profit status, and any other required documentation, may be scanned and attached as an "Other Attachment." Assurances, certifications, and/or proof of non-profit status that are not submitted electronically at the time of application, are required to be submitted to ACF by the time of award and in hard copy. Acceptable types of proof of non-profit status are stated earlier in this section of the program announcement under "Eligibility Certification."
- It is **strongly recommended** that the applicant retain a printed hard copy of the application in case a hard copy must be submitted to ACF.

After the application is submitted electronically, the applicant will receive two emails from Grants.gov:

- An automatic acknowledgement of the application's submission that will provide a Grants.gov tracking number.
- An acknowledgement that the submitted application package has passed or failed a series of checks and validations.

ACF will retrieve the electronically submitted application from Grants.gov. Applicants will receive an email notification from ACF acknowledging that ACF has received the application.

ACF may request that the applicant provide original signatures on forms at a later date.

The Grants.gov website complies with Section 508 of the Rehabilitation Act of 1973. Grants.gov webpages are designed to work with assistive technologies such as screen readers. If an applicant uses assistive technology and is unable to access any material on the site, contact the Grants.gov Contact Center at support@grants.gov for assistance.

Hard Copy Submission of Applications

Applicants that are submitting their application in paper format should submit one original and two copies of the complete application with all attachments, unless directed otherwise. The original and each of the two copies must include all required forms, certifications, assurances, and appendices, be signed by the Authorized Organization

Representative (AOR), and be unbound. The original copy of the application must have original signature(s). See Section IV.6 of this announcement for address information for application submissions.

Please refer to *Section VIII* for a checklist of application requirements, their location and due dates that applicants may use in developing and organizing application materials.

Please refer to *Section IV.3* for details concerning acknowledgement of received applications.

3. Submission Dates and Times:

Due Date For Letter of Intent: 05/04/2009

Due Date for Applications: 06/15/2009

Explanation of Due Dates

The due date for receipt of applications is referenced above. Applications received after 4:30 p.m., eastern time, on the due date will be classified as late and will not be considered in the current competition.

Applicants are responsible for ensuring that applications are mailed or hand-delivered or submitted electronically well in advance of the application due date and time.

Mail

Applications that are submitted by mail must be received no later than 4:30 p.m., eastern time, on the due date referenced above at the address listed in *Section IV.6*.

Hand Delivery

Applications hand carried by applicants, applicant couriers, other representatives of the applicant, or by overnight/express mail couriers must be received on or before the due date referenced above, between the hours of 8:00 a.m. and 4:30 p.m., eastern time, at the address referenced in *Section IV.6*, between Monday and Friday (excluding Federal holidays).

Electronic Submission

Applications submitted electronically via Grants.gov must be submitted no later than 4:30 p.m., eastern time, on the due date referenced above.

ACF cannot accommodate transmission of applications by facsimile or email.

Late Applications

Applications that do not meet the requirements above are considered late applications. ACF shall notify each late applicant that its application will not be considered in the current competition.

ANY APPLICATION RECEIVED AFTER 4:30 P.M., EASTERN TIME, ON THE DUE DATE WILL NOT BE CONSIDERED FOR COMPETITION.

Extension of Deadlines

ACF may extend application deadlines when circumstances such as acts of God (floods, hurricanes, etc.) occur; when there are widespread disruptions of mail service; or in other rare cases. A determination to extend or waive deadline requirements rests with the Chief Grants Management Officer.

Acknowledgement of Received Application

ACF will not provide acknowledgement of receipt of hard copy application packages submitted via mail, courier services, or by hand delivery. Applicants who submit their application packages electronically via <http://www.Grants.gov> will receive two email acknowledgements from that website:

- An automatic acknowledgement of the application's submission that will provide a Grants.gov tracking number.
- An acknowledgement that the submitted application package has passed or failed a series of checks and validations.

4. Intergovernmental Review of Federal Programs:

State Single Point of Contact (SPOC)

This program is covered under Executive Order (E.O.) 12372, "Intergovernmental Review of Federal Programs," and 45 CFR Part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities". Under the Executive Order, States may design their own processes for reviewing and commenting on proposed Federal assistance under covered programs.

Applicants should go to the following URL for the official list of the jurisdictions that have elected to participate in E.O. 12372
http://www.whitehouse.gov/omb/grants_spoc/.

Applicants from participating jurisdictions should contact their SPOC, as soon as possible, to alert them of their prospective applications and to receive instructions on their jurisdiction's procedures. Applicants must submit all required application materials to the SPOC and indicate the date of submission on the Standard Form (SF) 424 at item 19.

Under 45 CFR 100.8(a)(2), a SPOC has 60 days from the application due date to comment on proposed new awards.

SPOC comments may be submitted directly to ACF to: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Grants Management, Division of Discretionary Grants, 370 L'Enfant Promenade SW., 6th Floor East, Washington, DC 20447.

Entities that meet the eligibility requirements of this announcement are still eligible to apply for a grant even if a State, Territory or Commonwealth, etc., does not have a SPOC or has chosen not to participate in the process. Applicants from non-participating jurisdictions need take no action with regard to E.O. 12372. Applications from Federally-recognized Indian Tribal governments are not subject to E.O. 12372.

5. Funding Restrictions:

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions, are unallowable under this grant award.

Grant awards will not allow reimbursement of pre-award costs.

Construction is not an allowable activity or expenditure under this grant award.

Purchase of real property is not an allowable activity or expenditure under this grant award.

6. Other Submission Requirements:

Submit applications to one of the following addresses:

Submission by Mail

Office of Planning, Research and Evaluation
c/o Educational Services, Inc.
4350 East West Highway
11th Floor, Suite 1100
Bethesda, MD 20814

Hand Delivery

Office of Planning, Research and Evaluation
c/o Educational Services, Inc.
4350 East West Highway
11th Floor, Suite 1100
Bethesda, MD 20814

Electronic Submission

See *Section IV.2* for application requirements and for guidance when submitting applications electronically via <http://www.Grants.gov>.

For all submissions, see *Section IV.3* for information on due dates.

V. APPLICATION REVIEW INFORMATION

1. CRITERIA:

Competing applications for financial assistance will be reviewed and evaluated against the criteria described in this section. The corresponding score values indicate the relative importance that ACF places on each review criterion. Applicants should address these criteria in the process of developing their application, as they are the basis upon which their applications will be judged. Application components may be organized such that a reviewer will be able to follow a seamless and logical flow of information (i.e., from a broad overview of the project to more detailed information about how it will be conducted).

APPROACH - 40 points

A. The extent to which the applicant's:

1. Proposal includes a multi-year plan for innovative, ground-breaking and productive activities that will constitute the *focused program of research, national leadership activities, and supplemental activities* to build research capacity to address the needs of programs

serving DLL infants, toddlers, and children up to 5 years of age and their families.

2. Proposal includes a plan and procedures for developing, prioritizing, and refining the combination of the *focused program of research, leadership and supplemental activities*.

3. Proposal clearly states goals and objectives of each of the planned *focused program of research and leadership activities* for multiple years of Center funding and that these goals and objectives are carefully justified, of national importance, directly address the Center's primary goals, and clearly lead to enhanced future research in this area.

4. Proposal operationalizes collaborative management, review and approval processes that clearly stipulate how the Center will ensure:

- highest scientific rigor in their research methodology, including sampling, measures, analytic techniques, interpretation of results, and dissemination.
- high quality of all products (i.e., reports, briefs, presentations, webinars, meetings, etc.)
- cultural appropriateness of their research methodology, including sampling, measures, analytic techniques, interpretation of results, and dissemination.

5. Proposal indicates understanding and sensitivity to cultural and diversity issues for young DLLs, not least of all the extent to which any data collection sampling schemes include: (a) at least two groups of language minorities, and (b) diversity in the characteristics of settings as they relate to cultural and linguistic diversity (i.e., multiple language groups, varied age groups, and different program approaches).

6. Proposal identifies research questions and proposes projects that go beyond simply recording linguistic, ethnic and racial categories to providing a more thorough examination of how these groupings intersect with important cultural dynamics such as social position, immigration status, family practices and parental goals for child care and/or socialization.

B. The extent to which:

1. Any research plans involving local childcare or early childhood programs or local Head Start or Early Head Start programs demonstrate a detailed process of how the applicant intends to recruit, develop and carry-out research projects located in early childhood settings
2. For each activity proposed, applicants provide a sufficiently detailed plan regarding methodology and management such that reviewers are able to evaluate the technical quality and feasibility of the proposed activity and thereby judge the applicant's capacity to conduct similar projects. For example, if meta-analyses are planned, the extent to which applicants specify procedures and inclusion criteria for selection of studies that conform to the highest scientific standards, planned analyses, schedule of completion, etc.
3. Applicants propose multiple studies as part of their focused program of research, including identification studies (e.g., literature reviews synthesizing research and/or identifying gaps, descriptive or meta-analyses identifying significant characteristics, features of settings or promising strategies), development/validation activities, and original research projects (e.g., descriptive studies, program evaluations, experimental studies, etc.)
4. Proposed focused program of research consists of a set of closely related studies that build on each other and together result in advancing the field of research regarding assessment and practice in early care and education of young DLLs and their families.
5. Methodology and analytic plans are adequately described and the proposed techniques are appropriate and state-of-the-art for the specific research question(s) under consideration. Research questions, design, and analyses clearly link to goals.
6. Proposal demonstrates how the Principal Investigator(s) and other research team members will engage in dialogue with researchers, policymakers, and other stakeholders.
7. Proposal for supplemental activities includes a minimum of two potential projects and reflects flexibility and capacity to respond quickly to developments in the field and in programming needs over the course of the Center's funding.
8. Proposal provides a formal organizational schedule that demonstrates how the Center will be fully operational within 6 months, including the establishment of a formal technical work group (TWG), the steering committee, and expert consultants.

9. Proposal develops logistics, communication and organizational plans for how Center team members will collaborate to achieve the goals of the Center.
10. Proposal reflects understanding and commitment to the roles and responsibilities of Grantee, as outlined above in Section II, Award Information.
11. Proposed members of TWG reflect a range of expertise, methodological approaches, and viewpoints, as would be necessary to gather critical input for Center activities and to build consensus in the field of research regarding early care and education for young DLLs and how best to serve their families. To this end, the extent to which the application includes sufficient details to assess TWG members' expertise.

STAFF AND POSITION DATA - 35 points

A. The extent to which the proposal demonstrates that the Principal Investigator (PI):

1. Has a Ph.D. or equivalent in their field and is an established expert as demonstrated by a substantial body of published work, including peer reviewed articles.
2. Has experience and skills in studying dual language learners (DLLs), particularly including advanced experience and knowledge of assessment of young DLLs.
3. Has experience and skills in studying low-income families.
4. Has experience and skills in early childhood research methodology, including advanced experience and knowledge of early childhood assessment, overall and with respect to DLLs.
5. Has experience and skills in program evaluation methodology.
6. Has designed and implemented substantial studies of DLL children ages birth to 5 years and their families.
7. Has familiarity with a range of research methods, including experience with interviews, observational methods, and language and developmental outcomes assessments.
8. Has expertise in child care and/or Head Start research.

9. Has demonstrated ability to establish working relationships with researchers (within and outside the applicant's own institution), policymakers, and practitioners.

10. Has demonstrated skills in producing high-quality written products, managing multi-tiered complex projects and working collaboratively with multiple research partners.

11. Has committed enough time and effort to this project in order to ensure a high level of management and oversight, professional input and attention, and high-quality results and products. To this end, the extent to which the proposal includes a review of all time and effort commitments of the PI, outlining the time and effort that will be available for Center activities.

B. The extent to which the proposal demonstrates that the Principal Investigator and/or the research team have demonstrated ability to:

1. Collect and analyze data on large groups of DLL children ages birth to 5 years and their families (including interviews, observational, and language and developmental outcomes assessments). To this end, the extent to which the application includes evidence of prior successful partnerships to conduct research with DLL communities.

2. Design, refine and implement the proposed projects and Center activities.

3. Implement rigorous measurement development and validation studies.

4. Complete projects that are responsive to specific programmatic needs.

5. Carry out research that incorporates the diversity of linguistic and cultural backgrounds of children served by CCB and OHS programs and the diversity of early childhood settings (i.e., center-based, home-based, family child care, kith-and-kin).

6. Understand federal and state child care policies and regulations and the Head Start and Early Head Start programs.

7. Understand the care and education needs of low-income families and the diverse cultural, linguistic, and ethnic populations served by CCB and OHS.

C. The extent to which the proposal demonstrates that the PI, the core research team, and/or any partner organizations assembled possess the expertise, skills and capabilities (as demonstrated in the

application and information contained in their curriculum vitae) as are necessary to:

1. Manage and maintain careful oversight and coordination of multiple ongoing projects, including managing logistics for proposed Center activities, including TWG and *national leadership activities*.
2. Create high-quality products to disseminate information to be utilized by researchers, policymakers, and practitioners in the field, using different types of products and media.

D. The extent to which the proposal demonstrates:

1. If the applicant proposes to partner with other researchers or organizations to execute the Center's activities,
 - each of the sub-contractors or partnerships enhance the Center's capacity to accomplish its purpose and goals, filling any gaps identified in the core research team, and
 - proposal provides evidence of partner(s)' relevant ability and expertise.
2. There is enough time and effort devoted to this project by staff in order to ensure a high level of management and oversight, professional input and attention, and high-quality results and products.
3. For each project proposed, assigned staff reflects understanding of and sensitivity to the issues of working in the specific communities and early childhood settings studied, preferably demonstrating particular expertise and experience in studying and serving these communities.
4. As necessary, applicants partner with other organizations to meet the needs of proposed activities, including but not limited to persons/entities specializing in young DLLs and their families.
5. The institution or the organization applying can provide the technological, scholarly, research, logistical resources and human capital that will either directly or indirectly benefit the proposed Center. For example, resources should include sufficient office and meeting space, equipment, personnel resources, information technology support, etc.
6. The research team reflects an appropriate range of expertise in areas relevant to the goals and objectives of the Center, including disciplines and methodology.

RESULTS OR BENEFITS EXPECTED - 15 points

A. The extent to which the applicant specifies:

1. A detailed and sound description of the anticipated results and benefits of the project.
2. How the results will benefit future child care subsidy and Head Start policy decisions.
3. A list of specific products and outcomes expected from each planned activity (e.g., measurement instrument, results brief, report, presentations, guidance, etc.) and how these can support the efforts of OHS, CCB, and OPRE.

B. The extent to which:

1. Any proposed conceptual models, research questions, and hypotheses are relevant to the goals and mission of the CCB and OHS programs and address issues of national importance.
2. Proposal includes substantive justification of the range of specific activities identified as constituting the *focused program of research* over the course of multiple years, particularly how these activities will enhance the capacity of the research community to address concerns of CCB and OHS programs serving DLL infants, toddlers, and preschool-aged children, and their families.
3. Proposal includes substantive justification of the *leadership activities* and proposed *supplemental activities*, particularly how these activities will advance knowledge and build consensus in the research community studying DLL infants, toddlers, and preschool-aged children and their families in order to better address programmatic needs of CCB and OHS serving DLLs.

BUDGET AND BUDGET JUSTIFICATION - 10 points

The extent to which the applicant's:

1. Proposed project costs are reasonable, appropriately allocated, and sufficient to accomplish the objectives, research, design, and dissemination plan.
2. Proposed budget costs are sufficiently detailed and justified according to the needs and time frame for carrying out the proposed Center research and leadership activities.

3. Proposal provides for the Principal Investigator and one other key staff to attend at least five meetings each year, most likely to occur in Washington, DC.
4. Proposed budget includes costs for at least one annual in-person meeting of the technical work group (TWG).
5. Proposed budget reflects appropriate proportions of funds such that a slight majority of costs/effort of the Center are devoted to the *focused program of research* and the remainder of costs/effort are devoted to a combination of *national leadership* and *supplemental activities*.
6. Proposed budget and budget narrative reflect understanding of potential for future identification of additional *supplemental activities*.
7. Proposed budget provides for activities to support emerging programmatic needs that are consistent with the proposed Center goals, as those needs are identified in consultation with OPRE.

2. Review and Selection Process:

No grant award will be made under this announcement on the basis of an incomplete application.

Initial ACF Screening: Each application will be screened to determine whether it was received by the closing date and time and whether the requested amount exceeds the stated ceiling. Late applications or those exceeding the funding limit will be returned to the applicants with a notation that they were unacceptable and will not be reviewed.

Applications not screened out will be evaluated on a competitive basis according to the specified evaluation criteria listed in *Section V.1*.

The competitive review will be conducted by panels of Federal and non-Federal expert reviewers knowledgeable in the areas of child care policy research and evaluation, Head Start, and young DLLs and their families. Application review panels will assign a score to each application and identify its strengths and weaknesses in relation to the evaluation criteria.

OPRE will conduct an administrative review of the applications and results of the competitive review panels and make recommendations for funding to the Director of OPRE.

The Director of OPRE will make the final selection of the application to be funded.

Please refer to *Section IV.2* of this announcement for information on non-Federal reviewers in the review process.

Approved but Unfunded Applications

Applications that are approved but unfunded may be held over for funding in the next funding cycle, pending the availability of funds, for a period not to exceed one year.

3. Anticipated Announcement and Award Dates:

Not Applicable.

VI. AWARD ADMINISTRATION INFORMATION

1. Award Notices:

Successful applicants will be notified through the issuance of a Notice of Award (NoA) document that sets forth the amount of funds granted, the terms and conditions of the grant, the effective date of the grant, the budget period for which initial support will be given, the non-Federal share to be provided (if applicable), and the total project period for which support is contemplated. The NoA will be signed by the Grants Officer and transmitted via postal mail.

Following the finalization of funding decisions, organizations whose applications will not be funded will be notified by letter, signed by the Program Office head.

2. Administrative and National Policy Requirements:

Grantees are subject to the administrative requirements in 45 CFR Part 74 (for non-governmental entities) or 45 CFR Part 92 (for governmental entities).

Direct Federal grants, sub-award funds, or contracts under this ACF program shall not be used to support inherently religious activities such as religious instruction, worship, or proselytization. Therefore, organizations must take steps to separate, in time or location, their inherently religious activities from the services funded under this program. Regulations pertaining to the Equal Treatment for Faith-Based Organizations, which includes the prohibition against Federal funding of inherently religious activities, can be found at the HHS web site at: <http://www.hhs.gov/fbci/waisgate21.pdf>.

A faith-based organization receiving HHS funds retains its independence from Federal, State, and local governments, and may continue to carry out its mission, including the definition, practice, and expression of its religious beliefs. For example, a faith-based organization may use space in its facilities to provide secular programs or services funded with Federal funds without removing religious art, icons, scriptures, or other religious symbols. In addition, a faith-based organization that receives Federal funds retains its authority over its internal governance, and it may retain religious terms in its organization's name, select its board members on a religious basis, and include religious references in its organization's mission statements and other governing documents in accordance with all program requirements, statutes, and other applicable requirements governing the conduct of HHS funded activities.

Additional information on "Understanding the Regulations Related to the Faith-Based and Community Initiative" can be found at:
<http://www.hhs.gov/fbci/regulations/index.html>.

HHS Grants Policy Statement

The HHS Grants Policy Statement (GPS) is the Department of Health and Human Services new single policy guide for discretionary grants and cooperative agreements. Unlike previous HHS policy documents, the GPS is intended to be shared with and used by grantees. It became effective October 1, 2006 and is applicable to all Operating Divisions (OPDIVS), such as the Administration for Children and Families (ACF), except the National Institutes of Health (NIH). The GPS covers basic grants processes, standard terms and conditions, and points of contact, as well as important OPDIV-specific requirements. Appendices include a glossary of terms and a list of standard abbreviations for ease of reference. The GPS may be accessed at http://www.acf.hhs.gov/grants/grants_related.html.

3. Reporting Requirements:

Grantees will be required to submit performance progress and financial reports periodically throughout the project period. Frequency of reporting is listed later in this section.

Beginning with FY 2009 awards, most ACF grantees will begin using the a Standard Form (SF) for required performance progress reporting (PPR). The SF-PPR is a standard government-wide performance progress reporting format consisting of a series of forms implemented by Federal agencies to collect performance information from award recipients. Most ACF grantees will begin using the standard format

implemented through ACF's Office of Grants Management (OGM), entitled the "ACF-OGM-SF-PPR." Use of the ACF-OGM-SF-PPR will begin for new awards and continuation awards made by ACF in FY 2009. At a minimum, grantees will be required to submit the ACF-OGM-SF-PPR, which consists of the ACF-OGM-SF-PPR Coversheet and the ACF-OGM-SF-PPR Appendix B Program Indicators.

ACF Programs that utilize other SF-PPR reporting formats, or other reporting forms or formats that differ from the new ACF-OGM-SF-PPR, have listed those forms or formats below. Grant award documents will inform grantees of the appropriate performance progress report form or format to use beginning in FY 2009.

Grantees will continue to use the Financial Status Report (FSR) SF-269 (long form) for required financial reporting.

The SF-269 (long form) and the ACF-OGM-SF-PPR may be found at http://www.acf.hhs.gov/grants/grants_resources.html. Grantees should consult their award documents to determine the appropriate performance progress report format required under their award.

Performance progress and financial reports are due 30 days after the end of the reporting period. Final program performance and financial reports are due 90 days after the close of the project period.

Final reports may be submitted in hard copy to the Grants Management Office Contact listed in Section VII. of this announcement.

Program Progress Reports: Quarterly
Financial Reports: Quarterly

VII. AGENCY CONTACTS

Program Office Contact:

Wendy DeCoursey, Ph.D.
Administration for Children and Families
Office of Planning, Research and Evaluation
370 L'Enfant Promenade, SW
7th Floor West
Washington, DC 20447
Phone: 202-260-2039
Fax: 203-205-3598
Email: wendy.decoursey@acf.hhs.gov

For hearing or speech impaired callers, contact the Federal Relay Service at 1-800-877-8339 (TTY (Text Telephone) / ASCII (American Standard Code For Information Interchange)).

Grants Management Office Contact:

David Kadan
 Grants Management Officer, HHS/ACF
 Office of Planning, Research and Evaluation Operations Center
 c/o Educational Services, Inc.
 4350 East West Highway
 11th Floor, Suite 1100
 Bethesda, MD 20814
 Phone: 866-429-0520
 Fax: 240-744-7005
 Email: DLLreviews@esi-dc.com

For hearing or speech impaired callers, contact the Federal Relay Service at 1-800-877-8339 (TTY (Text Telephone) / ASCII (American Standard Code For Information Interchange)).

VIII. OTHER INFORMATION

Checklist

You may use the checklist below as a guide when preparing your application package.

What to Submit	Where Found	When to Submit
Letter of Intent	Referenced in Section IV.2 of the announcement.	By application due date found in Overview and Section IV.3.
Table of Contents	Referenced in Section IV.2 of the announcement.	By application due date found in Overview and Section

		IV.3.
Project Summary/Abstract	Referenced in Section IV.2 of the announcement.	By application due date found in Overview and Section IV.3.
Project Description	Referenced in Section IV.2 of the announcement.	By application due date found in Overview and Section IV.3.
Budget and Budget Justification	Referenced in Section IV.2 of the announcement.	By application due date found in Overview and Section IV.3.
SF-424	Referenced in Section IV.2 under "Forms" and found at http://www.acf.hhs.gov/grants/grants_resources.html	By application due date found in Overview and Section IV.3.
SF-424A	Referenced in Section IV.2 under "Forms" and found at http://www.acf.hhs.gov/grants/grants_resources.html	By application due date found in Overview and Section IV.3.
SF-424B	Referenced in Section IV.2 under "Forms" and found at http://www.acf.hhs.gov/grants/grants_resources.html	By application due date found in Overview and Section

		IV.3.
SF-LLL	"Disclosure Form to Report Lobbying" is referenced in Section IV.2 under "Certifications" and found at http://www.acf.hhs.gov/grants/grants_resources.html Submission of this form is required if any funds have been paid, or will be paid, to any person for influencing, or attempting to influence, an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan.	By application due date found in Overview and Section IV.3.
Third-Party Agreements	Referenced in Section IV.2 of the announcement under "Project Description."	By application due date found in Overview and Section IV.3.
Letters of Support	Referenced in Section IV.2 of the announcement under "Project Description."	By application due date found in Overview and Section IV.3.
Proof of Non-Profit Status	Referenced in Section IV.2 of the announcement under "Eligibility Certification."	By date of award.
Certification Regarding Lobbying	Referenced in Section IV.2 of the announcement under "Certifications" and found at http://www.acf.hhs.gov/grants/grants_resources.html	By date of award.
Protection of Human Subjects Assurance Identification/IRB Certification/Declaration of Exemption Form	Referenced in Section IV.2 of the announcement under "Certifications" and found at http://www.acf.hhs.gov/grants/grants_resources.html	By date of award.