

Quality Improvement Center ON EARLY CHILDHOOD



Overview of the Request for Applications for Child Abuse and Neglect Prevention Dissertation Research Awards

A Pre-Application Technical Assistance Webinar

March 4, 2010

This product was developed by the National Quality Improvement Center on Early Childhood (QIC-EC). The QIC-EC is funded by the U.S. Department of Health and Human Services, Administration for Children, Youth and Families, Office on Child Abuse and Neglect, under Cooperative Agreement 90CA1763.

What is the Quality Improvement Center on Early Childhood (QIC-EC)?



Center
for the
Study
of
Social
Policy



Five-year cooperative agreement between the Children's Bureau (ACF, USDHHS) and the Center for the Study of Social Policy, in partnership with ZERO TO THREE and the National Alliance of Children's Trust and Prevention Funds

Purpose of the QIC-EC

Developing, disseminating, and integrating knowledge about maltreatment prevention among infants and young children (0-5) who are at high risk for abuse, neglect, and abandonment, by funding:

- **Research and demonstration projects**
- **Dissertation research projects**

Basic Premises of the QIC-EC

1. Early experiences matter.
2. More new knowledge is needed about primary prevention.
3. Using the social-ecological model expands the scope and reach of child maltreatment prevention efforts.
4. Child maltreatment prevention must be placed within the larger context of optimal child development and increased family strengths.
5. Child maltreatment prevention efforts must include a focus on increasing protective factors as well as decreasing risk factors.

Early Experiences Matter

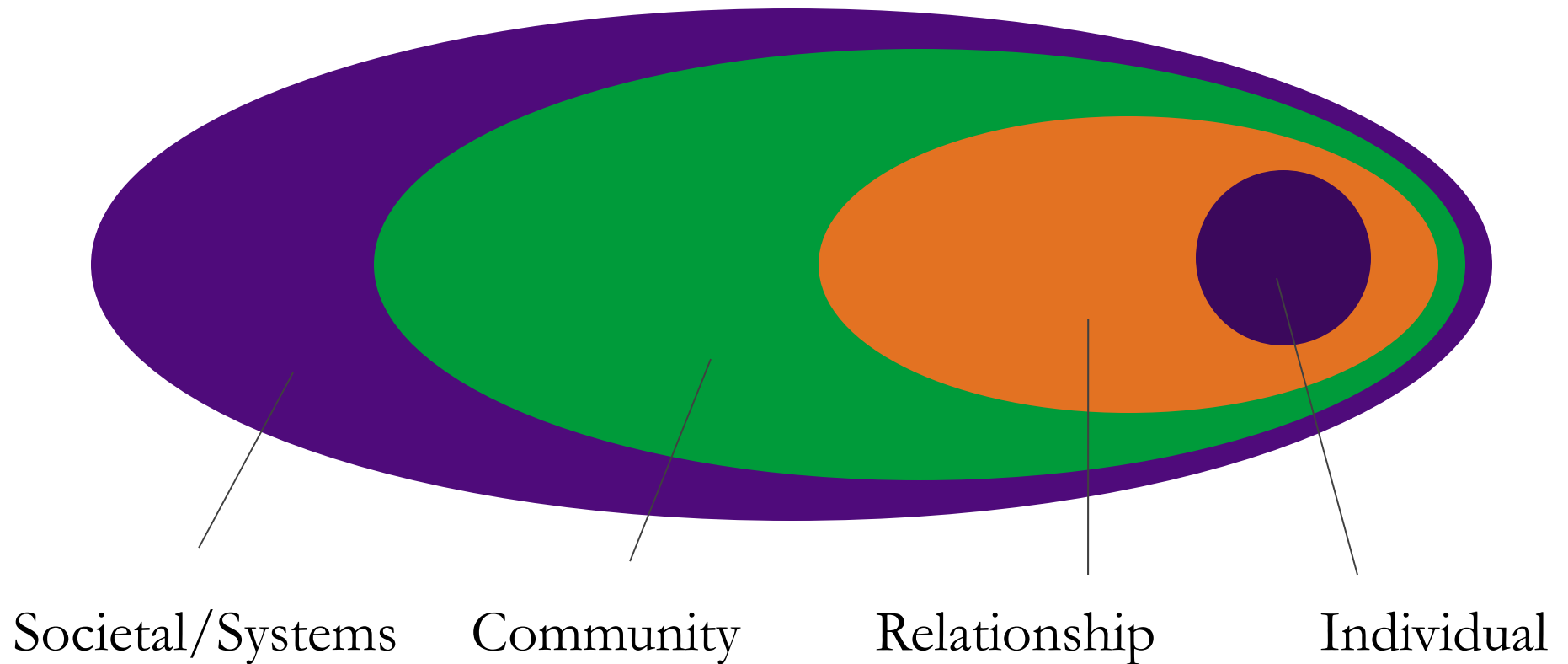
- **Rapid brain development**
- **Adverse early experiences can have lifelong consequences**
- **Positive early experiences lay a strong foundation**

The Need to Focus on Primary Prevention

“A complete etiologic picture of child maltreatment is still emerging, and the myriad of risk and protective factors related to child maltreatment at all levels of the social ecology remains unexplored. . . . Further, critical questions regarding the effectiveness of prevention programs still remain. . . . Rigorous research is needed to assess the effectiveness of prevention programs.” (p.76)

Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. (2009). *CDC Injury research agenda, 2009-2018*. Atlanta: U. S. Department of Health and Human Services, Centers for Disease Control and Prevention.

Social-Ecological Model



Slide 7

KSS3

Just FYI - I added animation to this slide to reflect the point that Deb Daro has made about a lot of work being done at the individual - relationship level, but less at the higher levels.

Kate Stepleton, 2/20/2009

Prevention *and* Promotion

Maltreatment Prevention

Efforts to Include Focus on:

- **Optimal Child Development**
- **Increased Family Strengths**

Risk & Protective Factors

Conditions or attributes of individuals, families, communities, or the larger society that. . .

- Increase the probability of maltreatment and poor outcomes = **Risk Factors**
- Decrease the probability of maltreatment and increase the probability of positive, adaptive, and resilient outcomes, even in the face of risk factors = **Protective Factors**

Dissertation Research Awards

- **Up to 4 awards**
- **\$25,000 for each of two 12-month funding periods**
- **Research must center on primary prevention and/or promoting child and family well-being**
- **Research must focus on the QIC-EC's target population**

The QIC-EC's Target Population

- **Infants and young children ages 0-5**
 - **And/or their families**
 - **Primary caregivers may include pregnant women**

- **Young children at high-risk for abuse, neglect, and abandonment including:**
 - **Substance-exposed**
 - **HIV/AIDS infected or affected**

Examples of Relevant Topics

1. Parent, family, community, or societal protective factors that are associated with reducing the risk of abuse or neglect of infants and young children
2. Differences in the characteristics of infants and young children who may be at greatest risk of neglect versus risk of abuse
3. Community and family-level supports that build protective factors and reduce the risk of maltreatment of infants and young children impacted by HIV/AIDS or substance abuse
4. Strategies for linking families to needed services who are impacted by maternal depression, other mental health issues, substance abuse, or domestic violence
5. Strategies for engaging and retaining high-risk, multi-problem families with infants and young children in early childhood and child abuse prevention programs
6. Effective means of preventing maltreatment of young children with developmental or physical disabilities
7. Aspects of family and community culture that may serve as risk and protective factors in families' and children's lives
8. Strategies for engaging and retaining special populations (e.g., fathers, teen parents, etc.) in child abuse prevention programs

Eligible Applicants

- U. S. citizens or legal residents
- Advanced-standing doctoral students, i.e., those admitted to doctoral candidacy by June 9, 2010 **
- Examples of relevant disciplines: social work, psychology, public health, early childhood/child development, sociology, anthropology, public policy
- Enrolled full-time each academic term of the funding period

Funding Periods

- **October 1, 2010 - September 30, 2011** (year 1)

- **October 1, 2011 - September 30, 2012** (year 2)

Application Process

- Submitting **3 complete application packets** (1 original and 2 copies) by the due date
- Application packets mailed or delivered to:
 - QIC-EC, The Center for the Study of Social Policy
 - 1575 Eye Street, Suite 500
 - Washington, DC 20005
 - Attention: Charlyn Harper Browne, PhD
- Due date and time
 - **Received by CSSP no later than 5:00 PM * June 9, 2010**

The Application Packet

Each of the following documents must be submitted:

1. An application form
2. An official, sealed graduate transcript
3. A curriculum vitae or resume
4. Official documentation of doctoral candidacy
5. A two-page summary of the focus of the research
6. Modified prospectus/proposal
7. Two letters of recommendation

The Application Form

- **General Information**
- **Educational Background**
 - Current institution
 - Date started
 - Degree program
 - Date admitted to candidacy
 - Expected graduation date
 - Degree to be awarded
 - Other graduate work
 - Academic honors, awards
 - Publications
- **Dissertation Research**
 - Topic/title of research
 - Name & email address of committee chairperson
- **Signature and Date**

NOTE:

- Print application form from RFA
- Preferably typed

Official Transcript

- **From current institution**
- **Student copies not accepted**

CV or Resume

- **3 pages maximum**

Candidacy Documentation

- **Official university documentation of advancement to candidacy**

Two-Page Summary

- **Description of the focus of the dissertation research including the research question(s) and proposed methodology**
- **Double-spaced**
- **12-point Times New Roman font**
- **1” margins on all sides**

Modified Proposal

- **25 pages maximum; number all pages after title page**
- **Double-spaced; 1” margin on all sides**
- **12-point Times New Roman font for all text** (exception: tables, charts, etc.)
- **Use headers to indicate each required section**
- **Required Sections (in this order and only these sections)**
 - Introduction/Background
 - Rationale for an Interest in Child Maltreatment Prevention
 - Research Question(s)
 - Theoretical Framework and Key Constructs
 - Significance (why the topic merits research)
 - Relevance of the Topic to the Work of the QIC-EC
 - Research Methodology
 - Two-Year Work Plan (including a timeline noting major milestones to be achieved)
 - References/Bibliography

Two Letters of Recommendation

- One letter must be from the dissertation committee chairperson
- Second letter from another faculty member who is familiar with the student's ability to conduct research.
- Both letters must be on departmental or institutional letterhead and have the respective faculty member's original signature.
- Both letters must be:
 - Included in the application packet
 - In sealed envelopes bearing the respective faculty member's signature on the seal
- NOTE: The letters should NOT be mailed separately.

Application Submission

- Submit 3 complete application packets (1 original and 2 copies) by the due date
 - The original and 2 copies must include all required documents **
 - Documents should not be stapled
 - Faxed or emailed application packets will NOT be accepted
- Complete application packets must be mailed or delivered to:
 - QIC-EC, The Center for the Study of Social Policy
 - 1575 Eye Street, Suite 500
 - Washington, DC 20005
 - Attention: Charlyn Harper Browne, PhD
- Complete application packets must be **received by CSSP:**
 - No later than **5:00 PM * June 9, 2010**

The Awards

- \$25,000 for each of two 12-month funding periods
- Equal amounts disbursed monthly, electronically
- Monthly stipend may be used as needed
- Only required use of funds:
 - Travel to an initial meeting of the awardees
 - Travel to attend 2 scientific meetings convened by ZTT
- **NOTE:** Awardees cannot receive other federal funds in addition to this award

Criteria for Receiving and Maintaining Funding

1. Sign funding agreement with CSSP
2. Certify not receiving any other federal funds
3. Be enrolled full-time each academic term of funding
4. At the beginning of each term, provide documentation of full-time enrollment
5. Submit a copy of the IRB approval to the QIC-EC, prior to data collection
6. Demonstrate progress in meeting the proposed dissertation research milestones
7. Submit quarterly reports providing evidence of progress

Criteria for Receiving and Maintaining Funding (cont.)

8. Attend all required meetings
9. Submit all required reports in a timely manner
10. Participate in conference calls.
11. At the end of year 1 and year 2, remind dissertation committee chairperson to submit report about academic standing and progress

NOTE: Failure to meet these criteria may result in a loss of funding

- **Receipt of continued support in year 2 is contingent upon review and approval of progress in year 1 by the QIC-EC Team.**

Required Meetings

- **An initial meeting with the QIC-EC Team and Children's Bureau officials:**
 - **December 3, 2010**
 - **Washington, DC**

- **Two scientific meetings convened by ZTT:**
 - **Spring of each funding period**
 - **Washington, DC**

Reporting Requirements

- Quarterly progress reports by awardee
- End-of-year progress reports by dissertation committee chairperson

Conference Calls

- QIC-EC Mentors convene monthly conference calls with individual awardees
- QIC-EC project director convenes a joint quarterly conference call with all awardees

The QIC-EC Mentors

1. Provide information to the assigned student about resources (knowledge and people) and information that could support the student's work.
2. Receive and review quarterly progress reports from the assigned student based on the timeline and milestones noted in the application.
3. Discuss with the student and/or major professor(s) concerns or questions about the student's progress.
4. Respond to questions the student might have about QIC-EC work activities and/or related activities within the Children's Bureau Training and Technical Assistance Network.
5. Invite, when appropriate, the student to participate in technical assistance sessions or information webinars tied to the QIC-EC research and demonstration projects if the activity has the potential to significantly advance the student's work.

For More Information

Website: www.qic-ec.org

Email Address: qic-ec@cssp.org

Charlyn Harper Browne, PhD ~ Project Director

Quality Improvement Center on Early Childhood

Center for the Study of Social Policy

1575 Eye Street, NW, Suite 500

Washington, DC 20005

202-371-1565

Survey

- **We would like to know more about who you are--what university you attend and what program you are in.**
- **Please stay on-line after the question/answer part of the webinar and complete the 2-question survey that will drop down.**

Thank you very much!

Comments & Questions

Please stay on-line
to complete the
2-question survey.

Thank you very, very much!