

Quality Improvement Center ON EARLY CHILDHOOD



Introduction to the QIC-EC
February 27, 2008

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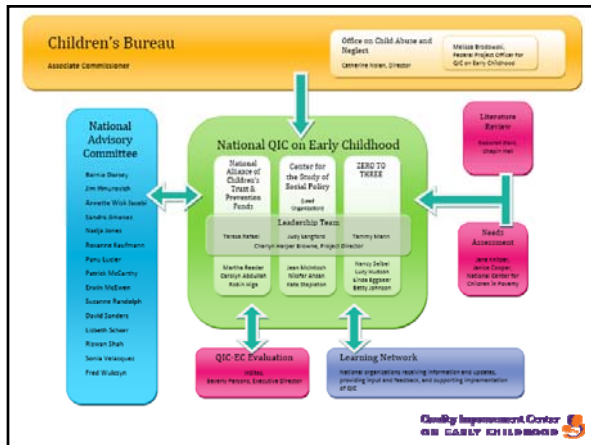
What is the Quality Improvement Center on Early Childhood (QIC-EC)?



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

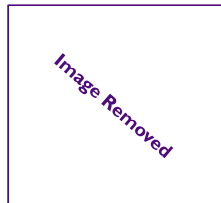


Purpose of the QIC-EC

- Generate and disseminate robust evidence and new knowledge
- Fund innovative evidence-based and evidence-informed research and demonstration projects, and dissertation projects
- Support program and systems strategies that contribute to child maltreatment prevention and optimal developmental outcomes for infants, young children, and their families.

Early Experiences Matter

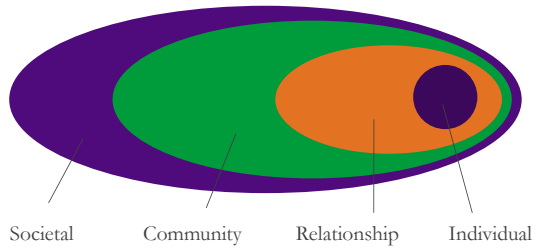
- Rapid brain development
- Adverse early experiences can have lifelong consequences
- Positive early experiences lay a strong foundation



Risk Factors AND Protective Factors

- Interact with one another
- Need to be considered together
- Are not a checklist

Social-Ecological Model



Centers for Disease Control and Prevention, 2007



Expected Short Term Outcomes

- Increased awareness and use of the social-ecological model as a framework for prevention strategies
- Increased awareness and use of an expanded definition of evidence-based practice
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- Increased implementation of the factors shown to contribute to successful of evidence-based programs



Expected Short Term Outcomes

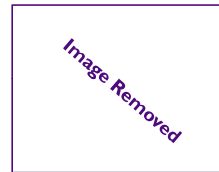
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- Increased knowledge about evidence-based and evidence-informed prevention programs and practices and the multi-level factors which reduce risk and contribute to positive outcomes for children and families
- Increased interactive communication and dissemination of lessons learned through the Learning Network
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- Integration of lessons learned from the work of the QIC into theory, practice, and policy



Expected Long-Term Outcomes

- Integration of lessons learned into theory, practice, policy, and statutes



- Strengthened family functioning
- Improved developmental outcomes for infants and young children

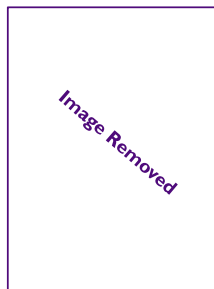
- Reduced likelihood of first incidence of child maltreatment, abandonment, and entry into child welfare system



Expected Long-Term Outcomes

(cont'd)

- Strengthened and sustained collaborations across child and family service systems
- Proactive change within and across child and family serving systems
- Proactive change in the public's attitude about child maltreatment
- Public policy that serves the well-being of all children



Comments & Questions



QIC-EC Work Phase I (Year I): Planning

Convening a National Advisory Committee (NAC)

Conducting a literature review

Conducting a needs assessment

Producing commissioned papers

Communicating with the Learning Network

Developing communication channels

Writing the implementation plan



The Literature Review

Deborah Daro, PhD:
Chapin Hall Center for Children

- Synthesis of effective prevention programs, collaborations, and strategies
- Ways in which child welfare outcomes can be enhanced via CAN prevention



The Needs Assessment

Jane Knitzer, PhD and Janice Cooper, PhD:
National Center for Children in Poverty

- Locus of state leadership in CAN prevention
- Nature of state prevention strategic plans
- Services and service delivery
- Barriers, challenges, opportunities



QIC-EC Work Phase II (Yrs 2-5): Implementation

Funding 48-month research and demonstration projects

Funding up to four dissertation projects

Conducting a cross-site evaluation of R&D projects

Disseminating emerging lessons across the Learning Network (LN) and in other venues (e.g., journal articles)

Receiving and sharing feedback throughout the LN

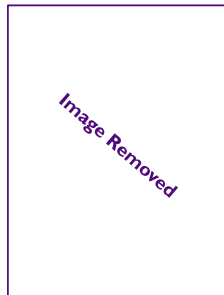
Evaluating the overall QIC-EC

Collaborating with federal resource centers and the T/TA network

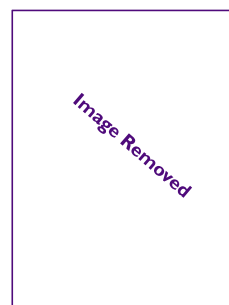


The RFP Processes

1. Announcement about QIC-EC
2. Detailed RFP
3. Broad dissemination
4. TA for prospective candidates



R&D Projects' Target Populations



- Infants and young children ages 0-5
- Highly vulnerable children at risk for maltreatment
 - Substance-exposed
 - HIV/AIDS infected or affected
- Before first occurrence of maltreatment or entry into child welfare system



R&D Projects

- Collaborations across the child abuse prevention, child welfare, early childhood, and other health, education, and social service systems
- Exploration of a broad range of issues
 - CAN prevention evidence
 - Risk and protective factors
 - Promotion of optimal child development



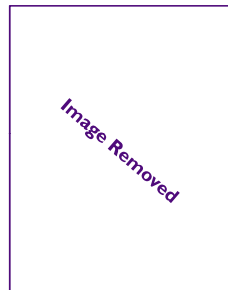
Organizing Framework for R&D Projects

- Social-ecological approach to prevention
- Evidence-based or evidence-informed research designs
- Expanded, integrated definition of “evidence”
- Promotion and prevention
- Inter-organizational partnerships / collaborations



Dissertation Support

- Up to four awards
- \$25,000 each
- Awarded in years 2 and 3 of the QIC-EC
- Doctoral students paired with a mentor



Comments & Questions



Dissemination of New Knowledge: The Learning Network

- Made up of public and private agencies and organizations and institutions
- Regional and national levels
- Representatives from ECE, MCH, MH, CW, CAN prevention, higher education, etc.
- Two-way information-sharing and feedback channel

Note: Members of the Learning Network will be eligible to apply for R&D grants



QIC-EC Products

- Print materials (e.g., literature review, needs assessment, and commissioned papers)
- Electronic materials (e.g., E-newsletter, downloadable papers)
- Electronic channels (e.g., website)



Evaluator / Evaluations



Beverly Parsons, PhD – Executive Director

Cross-site evaluation

Overall evaluation of QIC-EC



Some Key Questions

- What are the indicators of child maltreatment prevention success?
- What are the indicators that programs or systems help to lower risk factors, improve protective factors, and/or increase optimal child development?
- How do programs and systems identify, reach out to, recruit, retain, and serve very vulnerable children and their families?
- How can vulnerable families' informal systems be strengthened, mobilized, informed, and connected to service systems?
- What prevention and promotion strategies can be implemented across the ecological spectrum?



Some Key Questions

(cont'd)

- How can systems and programs best respond to the neglect of infants and young children?
- Are the same strategies effective for the prevention of neglect as with abuse?
- How do programs and systems respond to cultural differences in the definitions and perceptions of child maltreatment?
- Are best practices reflective of cultural differences in the perceptions of child maltreatment?
- What are the best ways to disseminate and diffuse new knowledge and innovative strategies into child and family serving programs?
- What are the best ways to translate new knowledge into useful action in multiple professional sectors?



Other Key Questions



Next Up for the LN

Next webinar: June 26, 2009, 3:30 – 5:00 EDT

Being an Informed Consumer of Prevention Research

- **Deb Daro**, Chapin Hall Center for Children
- Also invited:
 - **Corinne Graffunder**, Centers for Disease Control and Prevention
 - **Brenda Jones Harden**, University of Maryland



For More Information

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