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September 21-23

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Healthy Communities for All**

**Sep. 21-23, 2021
PHLC2021.org
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U.S. State Child Care Regulations: Preventing, Recognizing, & Reporting Child Maltreatment

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JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Presentation Overview

➤ Background

- Child Maltreatment
- Early Child Care & Education

➤ Method

➤ State Child Care Regulations Related to Child Maltreatment

➤ Public Health Implications



Definitions: Child Maltreatment

➤ Federal Definition

- “Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation... or an act or failure to act which presents an imminent risk of serious harm” (Federal Child Abuse Prevention & Treatment Act)

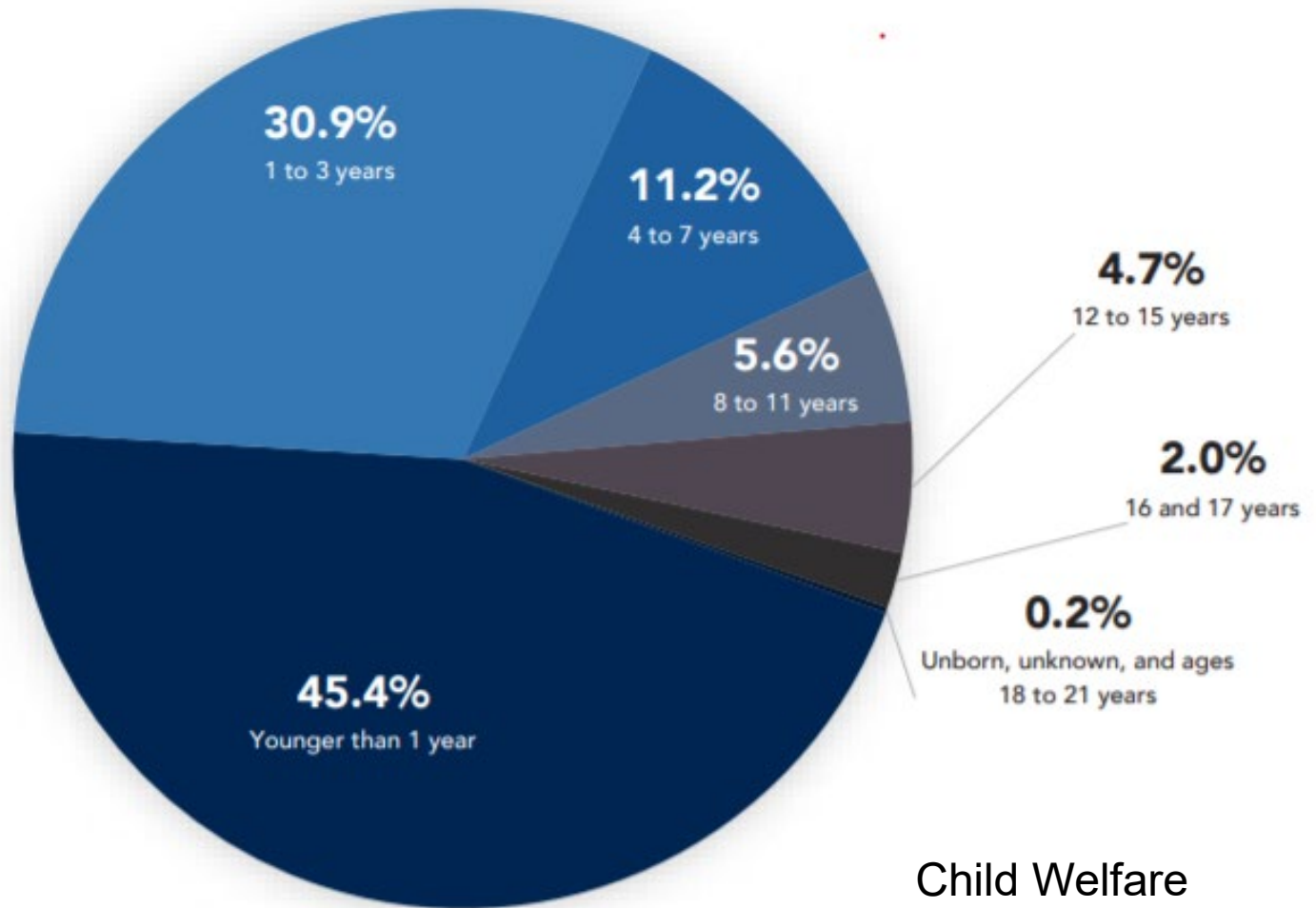
➤ State Definitions

- Abuse (physical / sexual / emotional) & neglect
- Abandonment, parental substance use, human trafficking

U.S. Rates of Child Maltreatment

- U.S. has one of highest reported prevalence rates of child maltreatment at 12.1% (Ferrara et al., 2015)
- In FFY 2019: 656,000 children were victims of child maltreatment = 8.9 victims per 1,000 children (Child Welfare Information Gateway, 2021)
- One study estimated that $> 1/3$ of all U.S. children experienced a child protective services investigation before the age of 18 years (Newton, 2016)

Fatality Victims by Age (2019)

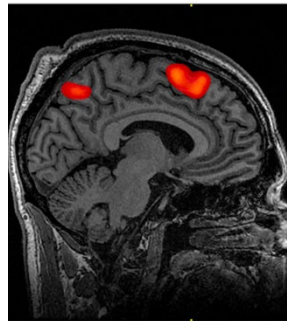


Child Welfare
Information
Gateway (2021).

Lifelong Consequences

- Clear relationship between child maltreatment and subsequent lifelong consequences on individual's social, mental, & physical health

Earlier age
of onset of
maltreatment

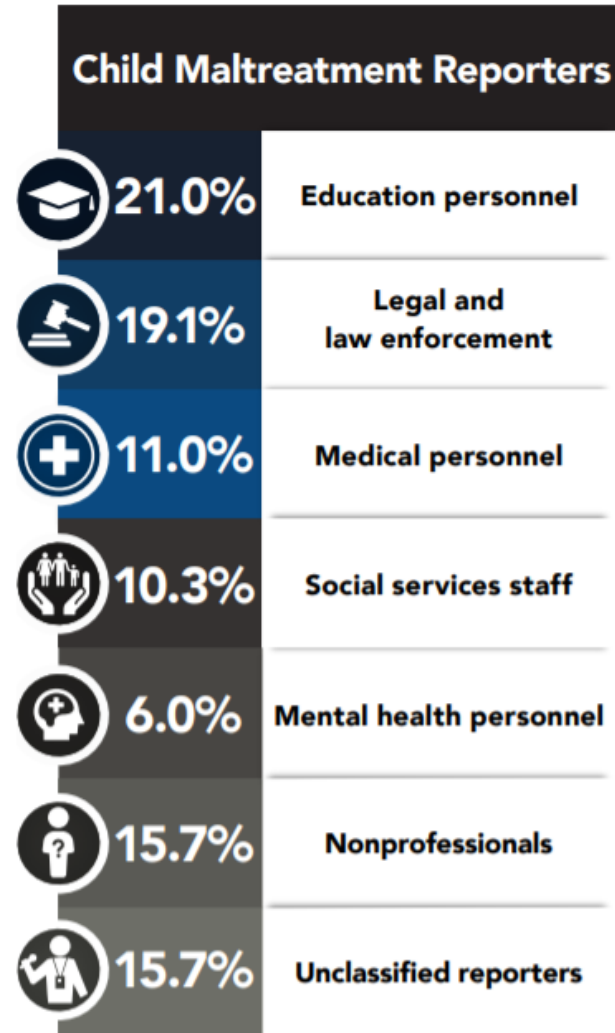


Adult cognitive,
emotional, &
behavioral problems

- U.S. lifetime economic burden (2008) = \$124 billion
(Ferrara et al., 2015)

Child Maltreatment Reporters

- 67.4% submitted by professionals
- Educational personnel submitting highest percentage of reports



Child Welfare Information
Gateway (2021).

Early Care & Education Facilities

Centers



- Care for more children
- Multiple staff
- Often in dedicated building

Homes



- Care for fewer children
- Staff of 1 or 2
- Often in provider home

The Impact of COVID-19

- Domestic violence increased
- Public health professionals concerned about increased child maltreatment, but...
 - Rates of reports of child maltreatment decreased
- However...
 - Reports by mandated reporters decreased
 - Severity of cases of child maltreatment increased



Our Study

- To assess how U.S. state regulations for child care providers on the prevention of, recognition of, and reporting procedures for child maltreatment compared to national evidence-based standards



Method

- Two independent reviewers compared ECE regulations related to child maltreatment current through July 31, 2021 for all states & DC (N=51) to national standards

- These separate sets of data were compiled into a single report & data translated into numerical scores
 - 0 = Not meeting the standard
 - 1 = Partially meeting the standard
 - 2 = Fully meeting the standard

National Standards

➤ We coded 8 standards which recommended:

- 1) Training
- 2) Reporting
- 3) Providing legal knowledge
- 4) Notifying parents

➤ To meet these standards, regulations had to be clear, unambiguous and embody the purpose of the standard

Caring for
Our Children:



National Health and Safety Performance Standards;
Guidelines for Early Care and Education Programs,
Third Edition

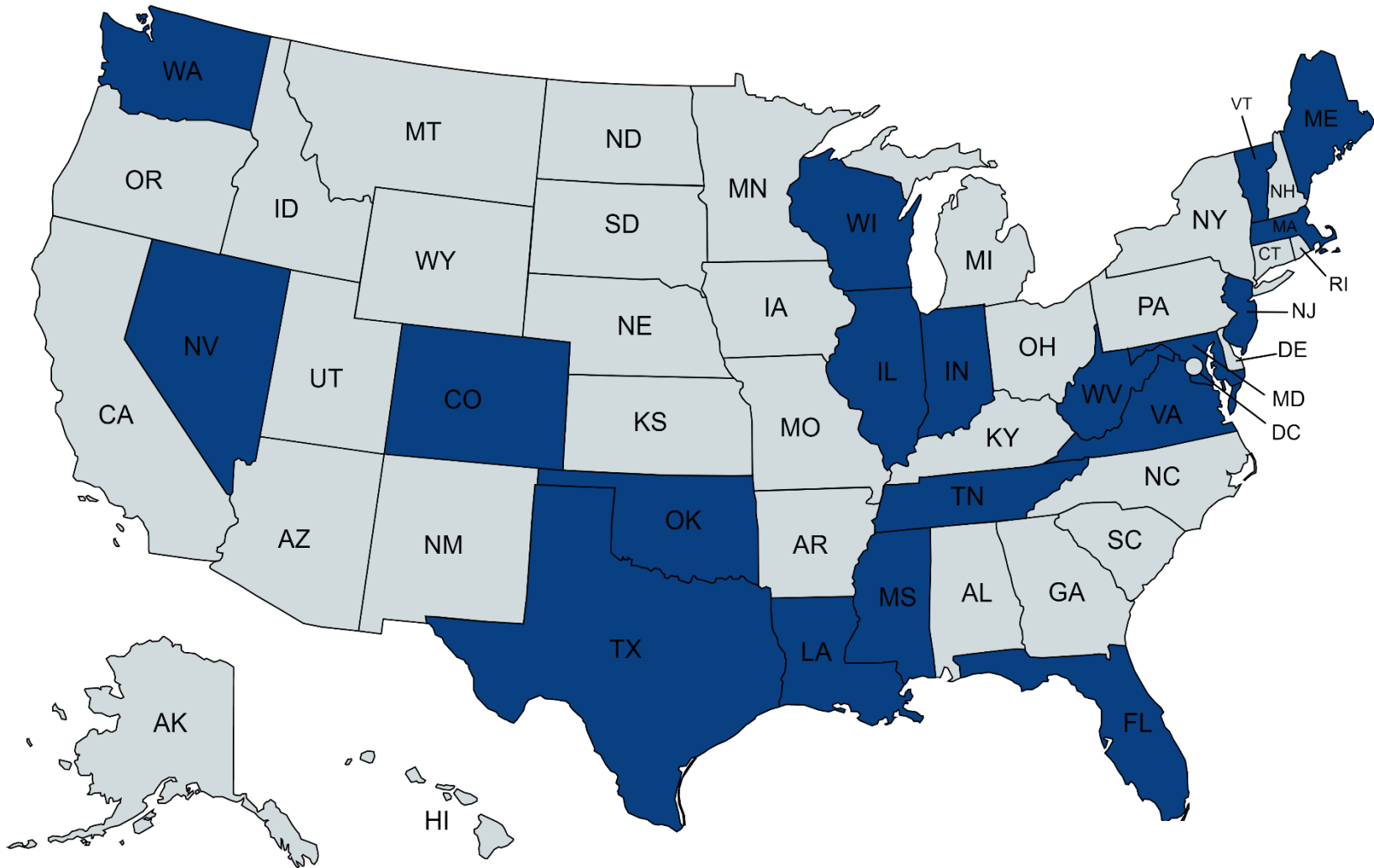
Results

- No state had regulations that fully met all 8 standards for either centers or homes
- A few states had regulations that at least partially met the 8 standards:
 - Centers (3) = Colorado, Utah, Washington
 - Homes (1) = Washington
- 1 state (Hawaii) had no regulations consistent with any of the 8 standards for either centers or homes

Fully Met 5+ Standards

- Had regulations fully meeting 5+ standards (of 8):
 - Centers = 19 states
 - Homes = 11 states

Centers



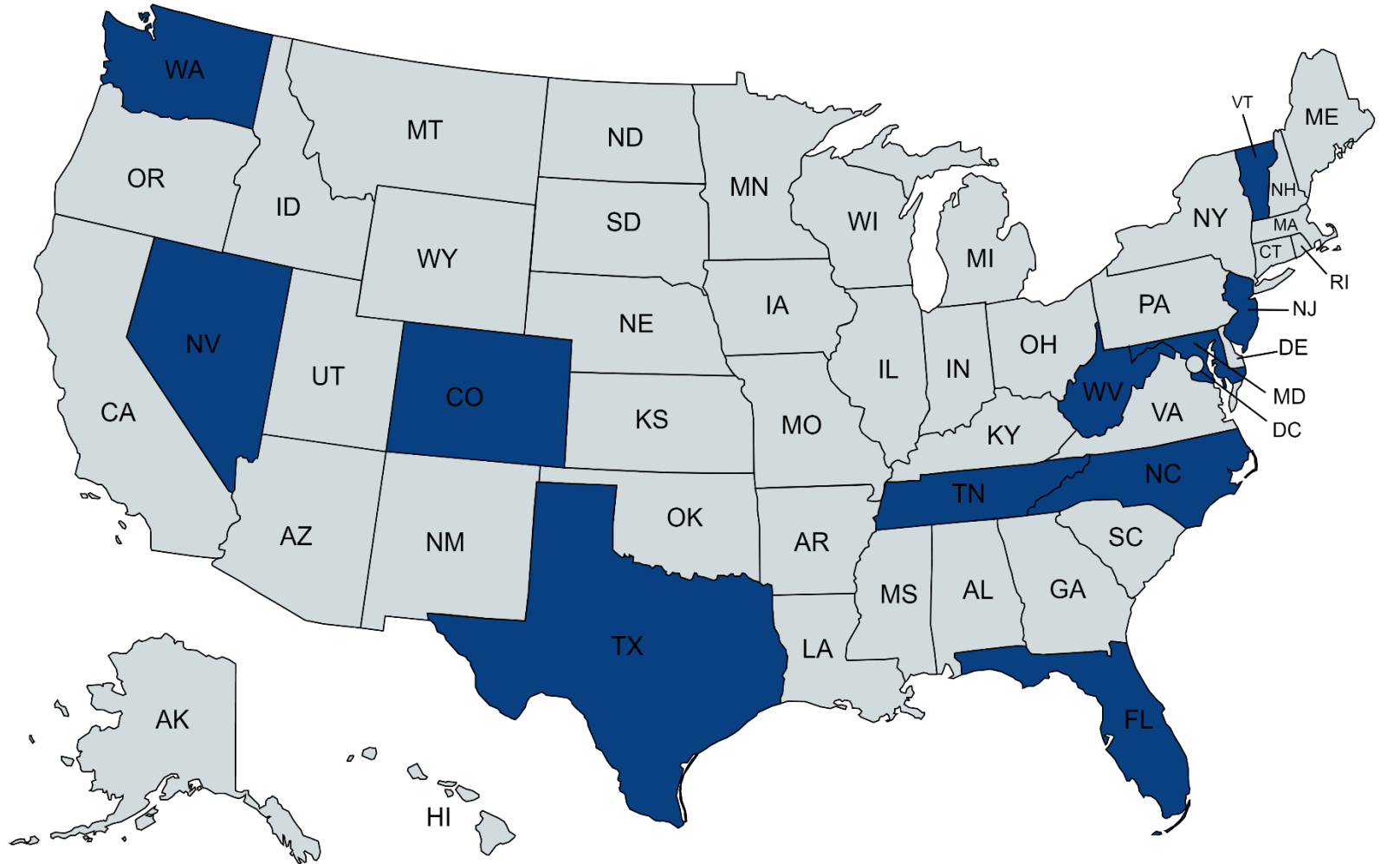
■ Fully Met 5+ Standards

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Homes



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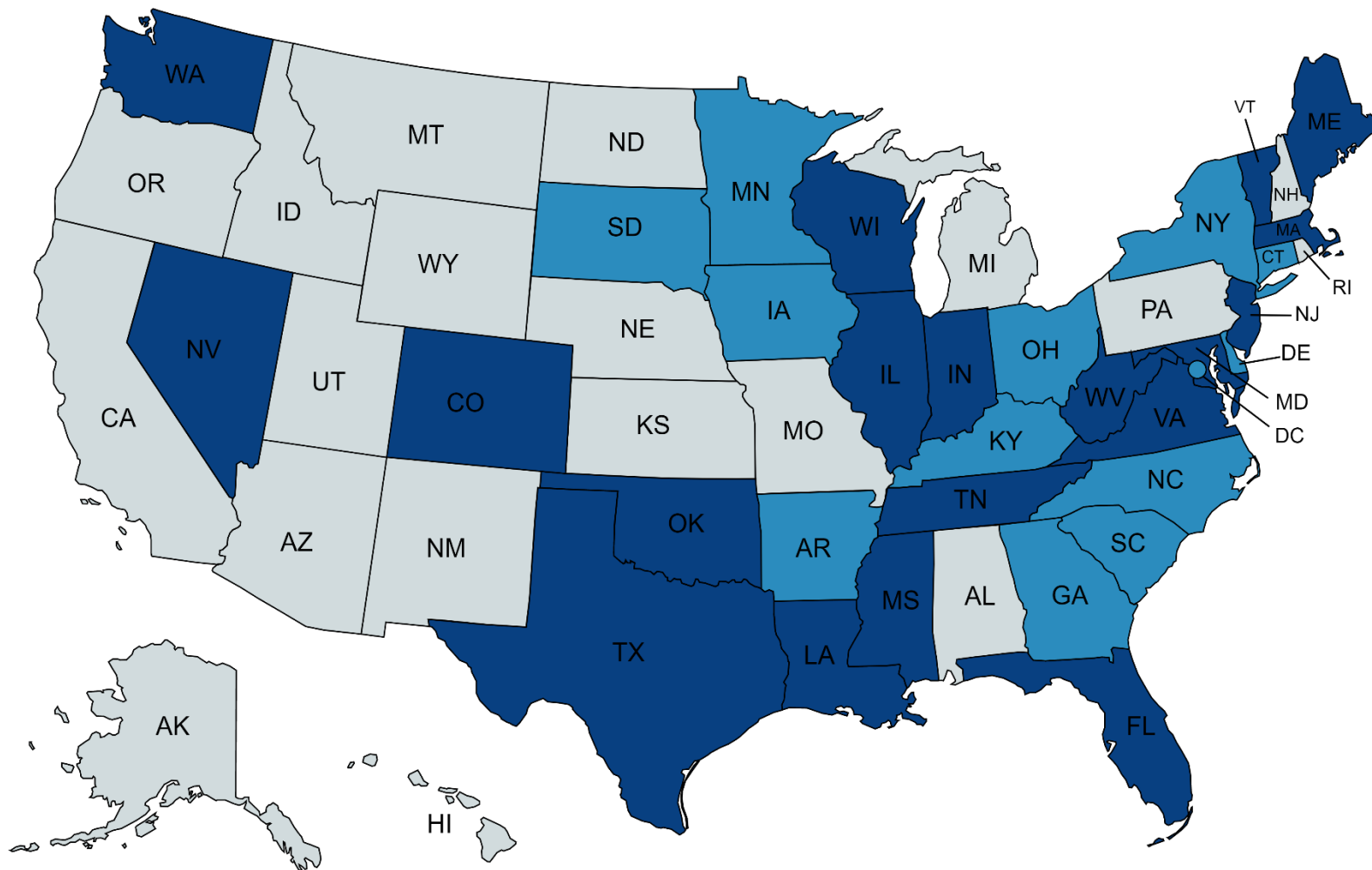
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■ Fully Met 5+ Standards

Partially Met 5+ Standards

- Had regulations at least partially meeting 5+ standards (of 8):
 - Centers = 32 states
 - Homes = 26 states

Centers



2021

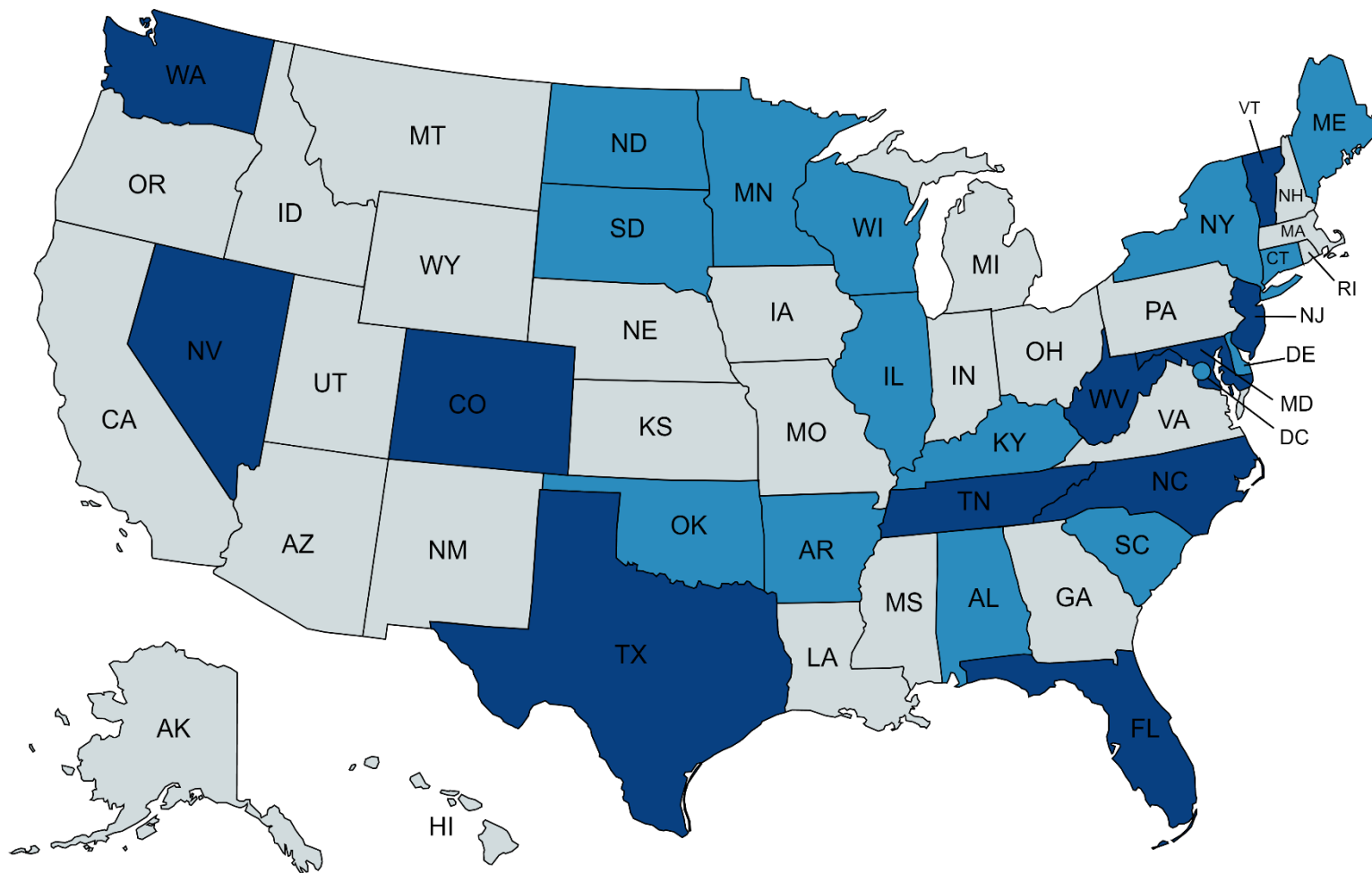
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■ Fully Met 5+ Standards
■ Partially Met 5+ Standards

Homes





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 Fully Met 5+ Standards
 Partially Met 5+ Standards

Examples: Coding

Standard:

- “Caregivers/teachers are mandated reporters of child abuse and neglect.”

States Fully Meeting the Standard:

- **Alabama:** “Each staff person is required by law to report known or suspected child abuse or neglect to the County Department of Human Resources or the local chief of police, or county sheriff.”
- **Connecticut:** “The following persons shall be mandated reporters: ... any person paid to care for a child in any public or private facility, child care center, group child care home or family child care home licensed by the state...”

Examples: Coding

State Partially Meeting the Standard:

- **Georgia:** “Within twenty-four (24) hours or the next work day, the Director or designated person-in-charge shall report or cause to be reported any suspected incidents of child abuse, neglect or deprivation to the local County Department of Family and Children Services in accordance with state law and to the Department, notifying that such a report was made.”
- **Kansas:** “All evidence of neglect or unusual injuries... shall be noted on the child's record, and shall be reported upon discovery to the program director or, in the absence of the program director, the person designated in charge of the child care facility. [He or she] shall report within 24 hours to the Kansas department of social and rehabilitation services any evidence of suspected child abuse or neglect.”

Regs Partially Meeting Standards

| | Centers | Homes |
|----------------------------------|---------|-------|
| Training: | | |
| Initial / Orientation | 48 | 46 |
| Ongoing | 35 | 34 |
| Partnerships | 14 | 7 |
| Reporting: | | |
| Mandated Reporters | 49 | 48 |
| Written Policy | 32 | 24 |
| Posted Numbers | 17 | 14 |
| Providing Legal Knowledge | 25 | 23 |
| Notifying Parents | 28 | 24 |

Variations Among Regulations

Examples:

- Mandated reporters were required to report child maltreatment between “immediately” and “within 24 hours”
- Initial training could occur “preservice”/“prior to assignment to children or task” to “within the first 90 days of employment”
- Ongoing training could occur “annually” to “every 5 years of employment.”

Summary of Findings

- Only a few states had regulations that at least partially met all 8 of the standards for either centers or homes
- Fewer than half of the states for centers (37%) or homes (22%) had regulations that fully met at least half of the standards
- The most common regulations governed initial training and mandated reporting



Summary of Findings

- Centers had more regulations related to child maltreatment than homes
- States need to continue to enact and strengthen their ECE regulations governing child maltreatment
- As children to return to schools & child care, it is important that states have systems in place to help teachers and caregivers prevent, recognize, and report child maltreatment.

Limitations

- Cross-sectional design
- Did not include outcome measures (e.g., child maltreatment report rates) in assessment so we cannot determine whether presence/absence of these regulations is correlated with these outcomes in each state
- We assessed the existence but not the enforcement of ECE regulations



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The impact of state policies on school-based teen dating violence (TDV) education on TDV victimization

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Teen Dating Violence (TDV)

- Verbal, physical, emotional, psychological, or sexual violence in a dating relationship, including stalking and perpetration via electronic media.



TDV Consequences for Victims

Male and Female Victims

- Victimized in adult relationships
- Depression and anxiety symptoms
- Suicidal ideation

Female Victims

- Smoking
- Binge drinking

Male Victims

- Antisocial behaviors
- Marijuana use

TDV education in Schools

- 1/3 of schools have TDV-specific policies
 - Prevention curriculum
 - TDV response
- 1/3 of school principals, nurses and guidance counselors have received formal TDV training

Solution: State legislation

Objective

To determine if states with

- comprehensive TDV laws (i.e., include recommended policy components) or
- those with certain policy components (e.g., TDV training of school staff)

show greater reductions in physical and sexual TDV victimization compared to states with fewer components or no laws

METHODS

TDV Education Law

Collected using Westlaw for 1999-2017

Westlaw Codified Law Index Terms:

- Curriculum
- Domestic Violence
- Education
- Secondary Schools
- Violence

Designated Search Terms:

- Coercion
- Dating abuse
- Dating relationship
- Dating violence
- Domestic Abuse
- Healthy relationship
- Human growth and development
- Intimate partner violence
- Relationship skills
- Sex(ual) education
- Teen dating violence

Exposure: TDV State-level Legislation

Comprehensive state-level TDV laws are expected to address additional key policy components that clearly specify:

- 1) TDV definition
- 2) requirements for district policy development and oversight
- 3) guidelines for policy review and sanctions for non-compliance
- 4) content of district policy
- 5) dating violence training for school staff
- 6) protections and legal rights of victims

Outcome: TDV

- Youth Risk Behavior Survey (YRBS)
 - A cross-sectional survey administered by the Centers for Disease Control and Prevention (CDC) that assesses health risk behaviors among high school students (grades 9-12) in the U.S.
 - This survey is administered during spring semesters of odd years.
- Data obtained data from states through the CDC, and individually contacted 5 states for their 2015 data.
 - Excluded states that did not participate, did not have weighted data, or did not ask either question about PDV or SDV.

Outcome: TDV

- Physical Dating Violence (PDV)
 - *“During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)”*
- Sexual Dating Violence (SDV)
 - *“During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)”*
- Presence or absence of PDV and SDV was dichotomized to yes/no (0 versus 1-6+ times).
- Only among those reporting dating in the last 12 months

Analysis

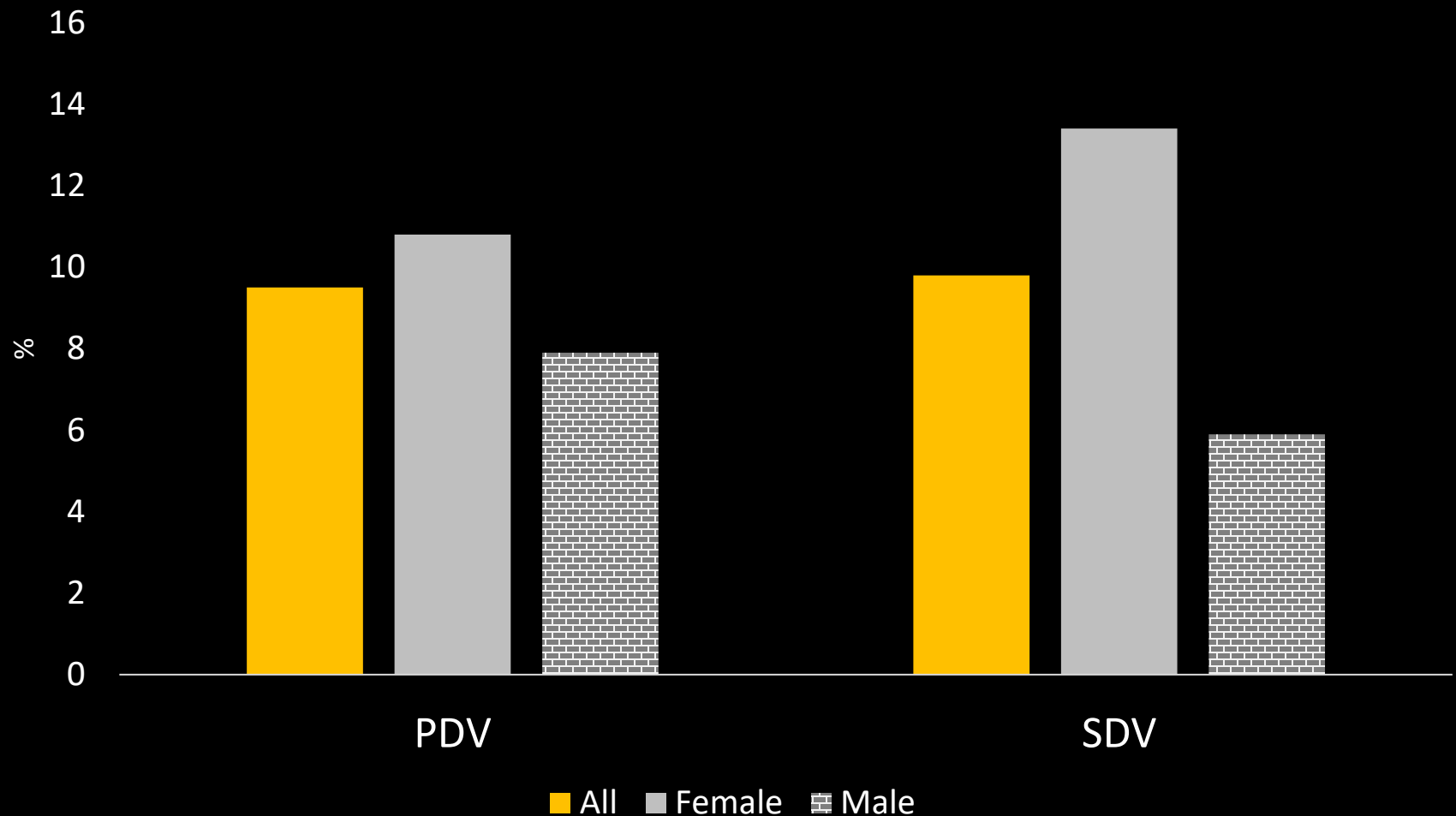
Used survey-based analytic approach to account for weighting and strata to estimate

- TDV prevalence
- Association with reporting TDV with TDV School-based Law

RESULTS

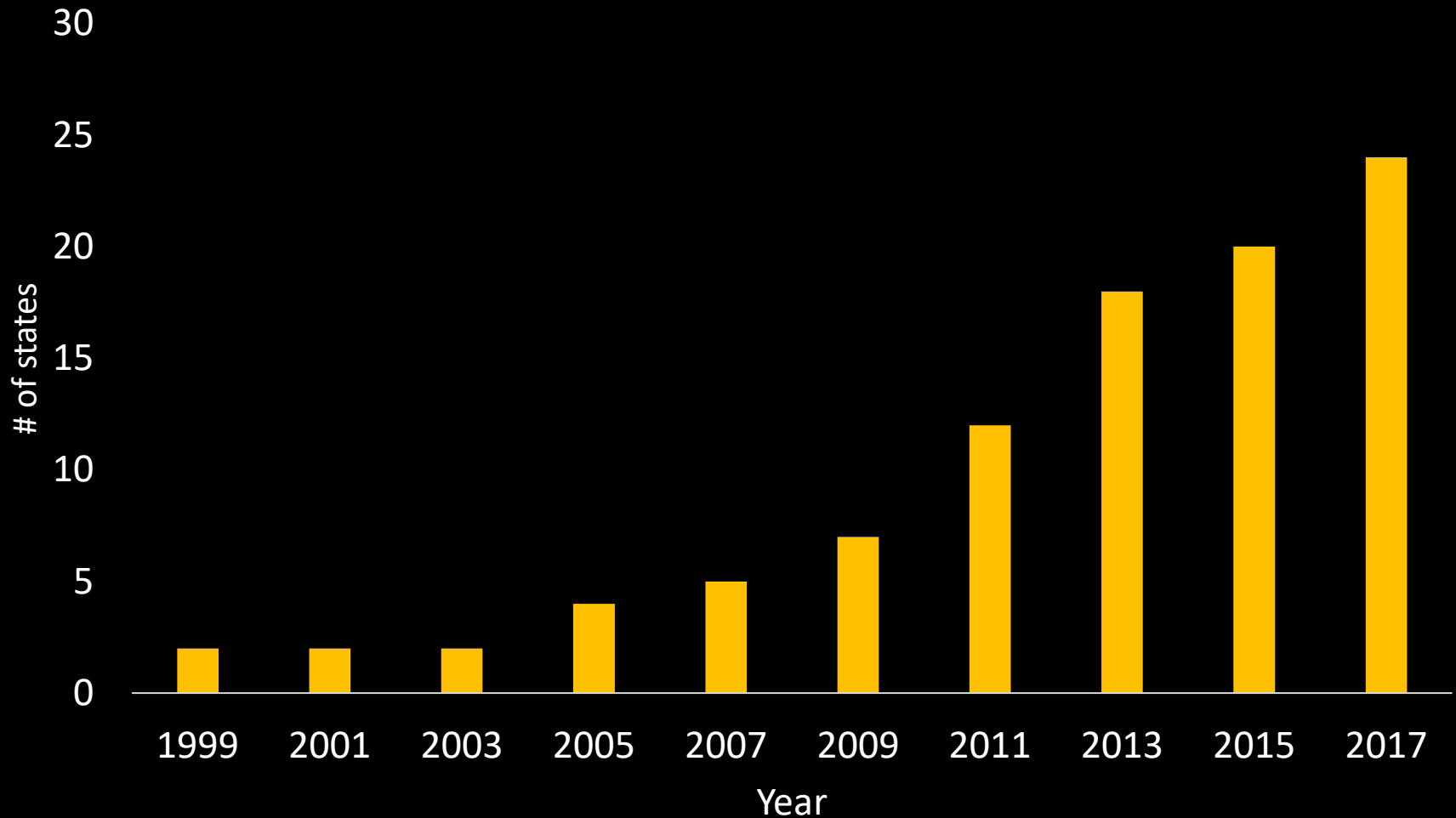
Females report experience TDV more than Males

2013-2017



PDV=physical teen dating violence; SDV=sexual teen dating violence

ANY TDV school-based policies



Coverage, Definitions, and Scope

[illegible]

Coverage, Definitions, and Scope

2013-2017 Associations

| | PDV | SDV |
|---|---------------------|-----|
| Statement of Purpose & prohibition: Includes language stating purpose/intent of law and stating teen dating violence is prohibited | ↓ | ↔ |
| Harms: Describes spectrum of harmful effects teen dating violence has on students | ↔ | ↔ |
| Scope: Specifies where policy is in effect. Full scope of coverage: school property, school-sponsored activities/events, school transportation, electronic/phone technology, or conduct that otherwise disrupts/endangers school community | ↓ | ↓ |
| Accuracy: Consistent with CDC Definition: “physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)” | ↔ | ↔ |
| Electronic component: Definition of TDV specifies use electronic vehicles to perpetrate violence | Unable to calculate | |
| Prohibited Behaviors: TDV behaviors explicitly described/enumerated | Unable to calculate | |
| Enumerated Groups: Specifies groups of students protected by law | Unable to calculate | |



Increased TDV



No effect



Decreased TDV

District-Level Policy Components

| | 1999 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2017 |
|---|------|------|------|------|------|------|------|------|------|------|
| # of states in analysis | 17 | 19 | 30 | 38 | 39 | 40 | 41 | 39 | 35 | 35 |
| District Policy Requirement: Permits or requires districts to establish school policy and sets requirements for policy development including completion dates. | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 | 4 | 6 |
| District Reporting: Requires explicit language related to incident reporting to department of education documenting implementation activities to ensure compliance with state law. | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 2 |
| Review of Policy: Establishes requirements for schools or districts to submit policies for review and sanctions for non-compliance. | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 2 |

District-Level Policy Components

2013-2017 Associations

| | PDV | SDV |
|---|-----|-----|
| District Policy Requirement: Permits or requires districts to establish school policy and sets requirements for policy development including completion dates. | ↓ | ↓ |
| District Reporting: Requires explicit language related to incident reporting to department of education documenting implementation activities to ensure compliance with state law. | ↔ | ↔ |
| Review of Policy: Establishes requirements for schools or districts to submit policies for review and sanctions for non-compliance. | ↔ | ↔ |



Increased TDV



No effect



Decreased TDV

District-Level Definitions and Procedures

[illegible]

District-Level Definitions and Procedures

2013-2017 Associations

| | PDV | SDV |
|--|-----|-----|
| District Definitions: Language stating districts include TDV definition | ↓ | ↓ |
| District Definition Accuracy: Definition consistent with CDC definition of teen dating violence. CDC Definition: “physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)” | ↔ | ↔ |
| District Policy Reporting: Language stating reporting by school personnel/and/or students and outlines reporting mechanisms designating individual responsible for receiving confidential/anonymous reports | ↔ | ↔ |
| District Policy Written Records: Language stating districts include written documentation and outlines or specifies written requirements. | ↔ | ↓ |



Increased TDV



No effect



Decreased TDV

District-Level Definitions and Procedures, continued

| | 1999 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2017 |
|---|------|------|------|------|------|------|------|------|------|------|
| # of states in analysis | 17 | 19 | 30 | 38 | 39 | 40 | 41 | 39 | 35 | 35 |
| District Policy Investigations & Response: | | | | | | | | | | |
| Language stating procedures be developed to investigating reports of teen dating violence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 |
| District Policy Sanctions: Language stating districts detail punitive consequences of teen dating violence offenses and supportive or remedial interventions for perpetrator. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| District Policy Referrals: Language stating districts establish procedures for referring victims, and others impacted to counseling or other supportive services | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 2 | 6 |
| District Policy Education Materials: Language stating posting of teen dating violence educational materials on district website allowing access by parents and guardians | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 2 |
| District Policy Notice to Parents and Students: Outlines requirements for districts to provide written notification of policies to students, families, and school staff annually and requires that districts actively review/discuss policies with the school personnel and students | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 4 | 4 |

District-Level Definitions and Procedures, continued

2013-2017 Associations

| | PDV | SDV |
|---|-----|-----|
| District Policy Investigations & Response: Language stating procedures be developed to investigating reports of teen dating violence | ↔ | ↓ |
| District Policy Sanctions: Language stating districts detail punitive consequences of teen dating violence offenses and supportive or remedial interventions for perpetrator. | ↔ | ↓ |
| District Policy Referrals: Language stating districts establish procedures for referring victims, and others impacted to counseling or other supportive services | ↔ | ↓ |
| District Policy Education Materials: Language stating posting of teen dating violence educational materials on district website allowing access by parents and guardians | ↔ | ↔ |
| District Policy Notice to Parents and Students: Outlines requirements for districts to provide written notification of policies to students, families, and school staff annually and requires that districts actively review/discuss policies with school personnel and students | ↔ | ↓ |



Increased TDV



No effect



Decreased TDV

Student-Level TDV Education

| | 1999 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2017 |
|--|------|------|------|------|------|------|------|------|------|------|
| # of states in analysis | 17 | 19 | 30 | 38 | 39 | 40 | 41 | 39 | 35 | 35 |
| Student TDV education: Language stating district provides dating violence prevention education to students | 0 | 0 | 0 | 2 | 3 | 4 | 10 | 11 | 12 | 18 |
| Student TDV education—age appropriate: Districts incorporate dating violence information that is age appropriate into school curriculum | 0 | 0 | 0 | 1 | 2 | 3 | 7 | 8 | 8 | 13 |
| Student TDV recognize & respond: Teaching recognition and response to incidents of TDV | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 6 | 5 | 6 |
| Student TDV education-comprehensive: Districts provide comprehensive healthy relationship programming | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Student TDV education-opt out: Parents cannot opt their child out of TDV education | 17 | 18 | 30 | 38 | 39 | 38 | 37 | 34 | 30 | 28 |

Student-Level TDV Education

2013-2017 Associations

| | PDV | SDV |
|---|-----|-----|
| Student TDV education: Language stating district provides dating violence prevention education to students | ↔ | ↔ |
| Student TDV education–age appropriate: Districts incorporate dating violence information that is age appropriate into school curriculum | ↔ | ↔ |
| Student TDV recognize & respond: Teaching recognition and response to incidents of TDV | ↔ | ↔ |
| Student TDV education-comprehensive: Districts provide comprehensive healthy relationship programming | ↔ | ↓ |
| Student TDV education-opt out: Parents cannot opt their child out of TDV education | ↔ | ↔ |



Increased TDV



No effect



Decreased TDV

Staff-Level TDV Education

[illegible]

Staff-Level TDV Education

2013-2017 Associations

| | PDV | SDV |
|--|---------------------|-----|
| Staff TDV training: Language stating training for school staff/employees | ↔ | ↔ |
| Staff TDV training-identify & respond: Staff training on identifying and responding to teen dating violence | ↓ | ↓ |
| Staff TDV training-all employees: Specifies all school staff/employees to be trained | ↓ | ↔ |
| Staff TDV Training frequency: Frequency of training is specified or incorporated into required in-service training programs | ↓ | ↔ |
| Staff TDV training for license: Language stating licensed teachers to complete TDV education for certification | Unable to calculate | |



Increased TDV



No effect



Decreased TDV

Protections and Legal Rights

| | 1999 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2017 |
|--|------|------|------|------|------|------|------|------|------|------|
| # of states in analysis | 17 | 19 | 30 | 38 | 39 | 40 | 41 | 39 | 35 | 35 |
| Language stating provision of in-school protective orders or transfer of perpetrator or victim to another school | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 |

2013-2017 Associations

| | PDV | SDV |
|--|-----|-----|
| Language stating provision of in-school protective orders or transfer of perpetrator or victim to another school | ↓ | ↔ |



Increased TDV



No effect



Decreased TDV

Conclusions

- TDV school-based education policies differ significantly
- Decreased PDV
 - Requiring all staff receive TDV education
 - Frequency of staff training specified
 - In school protective orders or transfers
- Decreased SDV
 - Large scope of policy coverage
 - Procedures for written documentation, investigation, sanctions for those committing harm and referrals for those experiencing harmed
 - Policy notification to students, parents, and staff annually
 - Comprehensive healthy relationships programming
- Decreased PDV & SDV
 - Requiring a district policy
 - Definition of TDV required
 - Staff training on the identifying and responding to TDV

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The impact of state policies on school-based teen dating violence (TDV) education on TDV victimization

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How states are utilizing law as a public health tool: Addressing adverse childhood experiences (ACEs)

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Public Health Law Conference 2021





ACEs Vital Signs Publication

- November 2019 edition presents CDC's first-ever comprehensive estimates of the potential to improve Americans' health by preventing ACEs.
- Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years).

1 in 6

1 in 6 adults experienced four or more types of ACEs.

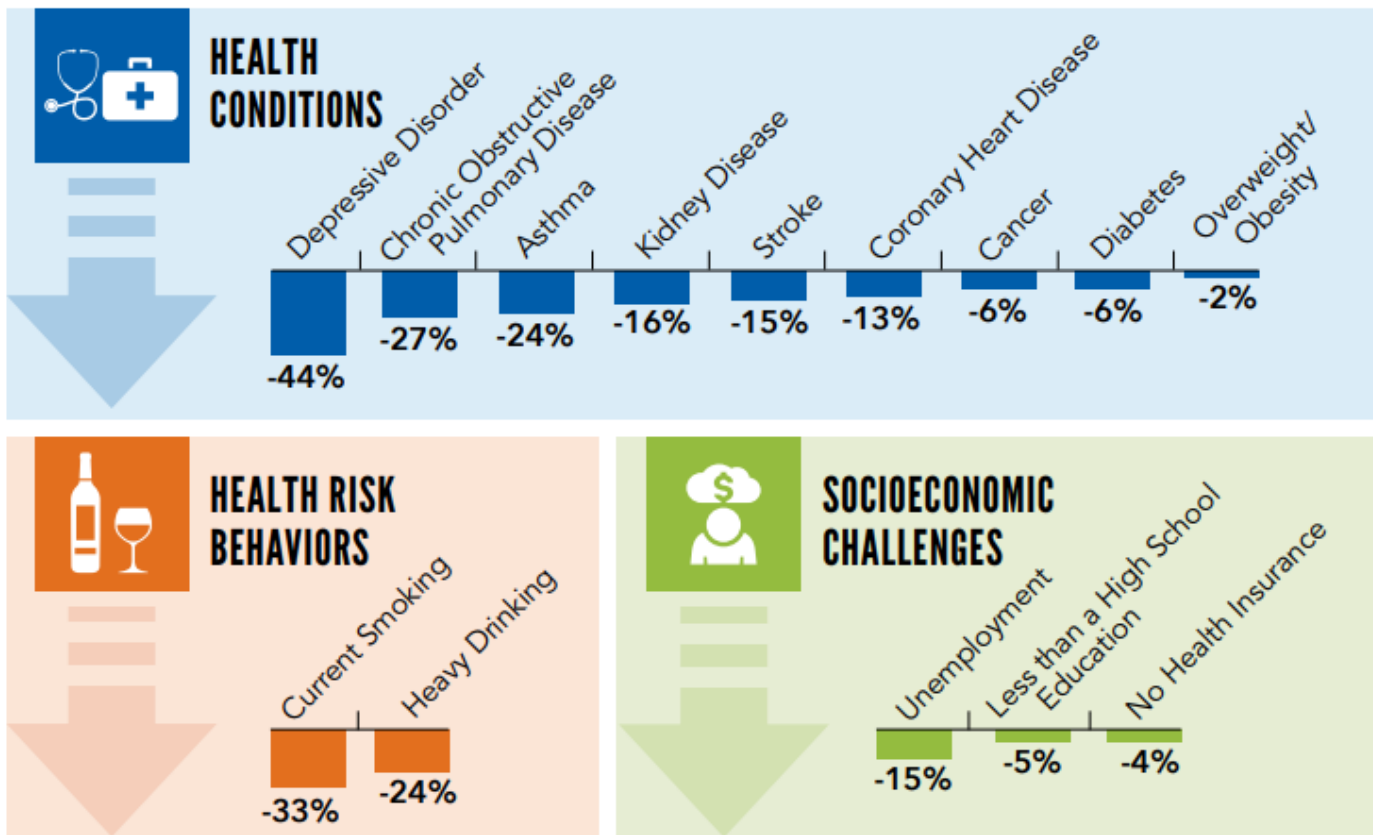
5 of 10

At least 5 of the top 10 leading causes of death are associated with ACEs.

44%

Preventing ACEs could reduce the number of adults with depression by as much as 44%.

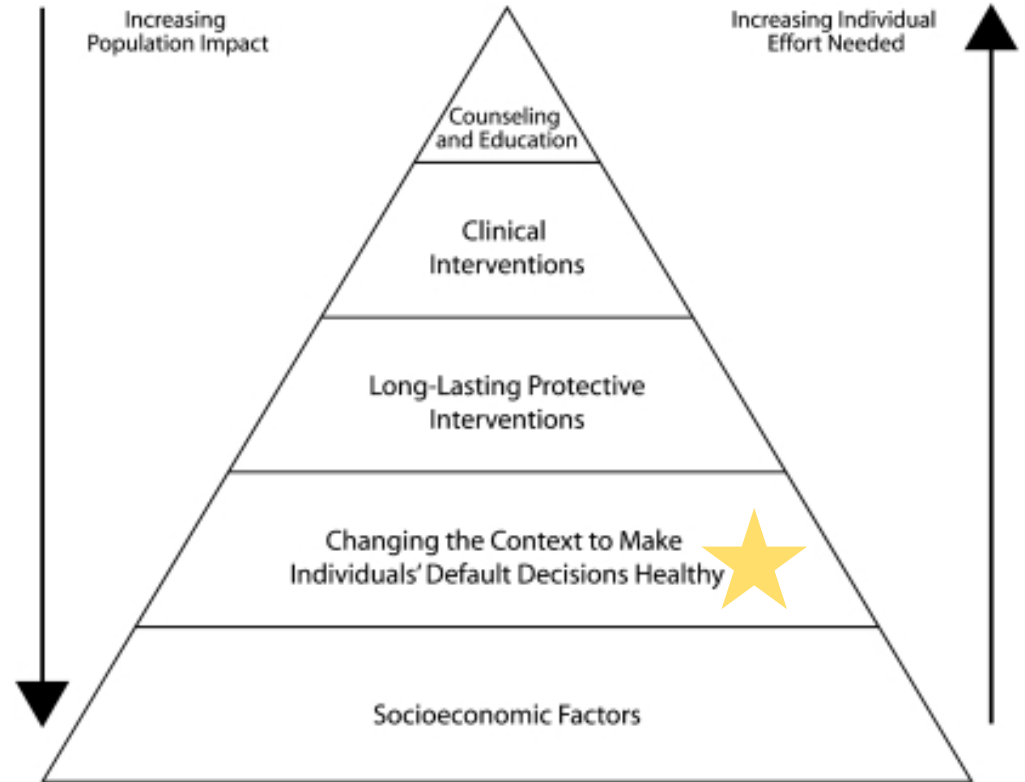
Potential Reduction of Negative Outcomes in Adulthood



SOURCE: BRFSS 2015-2017, 25 states, CDC Vital Signs, November 2019.

What's Law got
to do with it?

The Health Impact Pyramid



(Frieden, 2010)

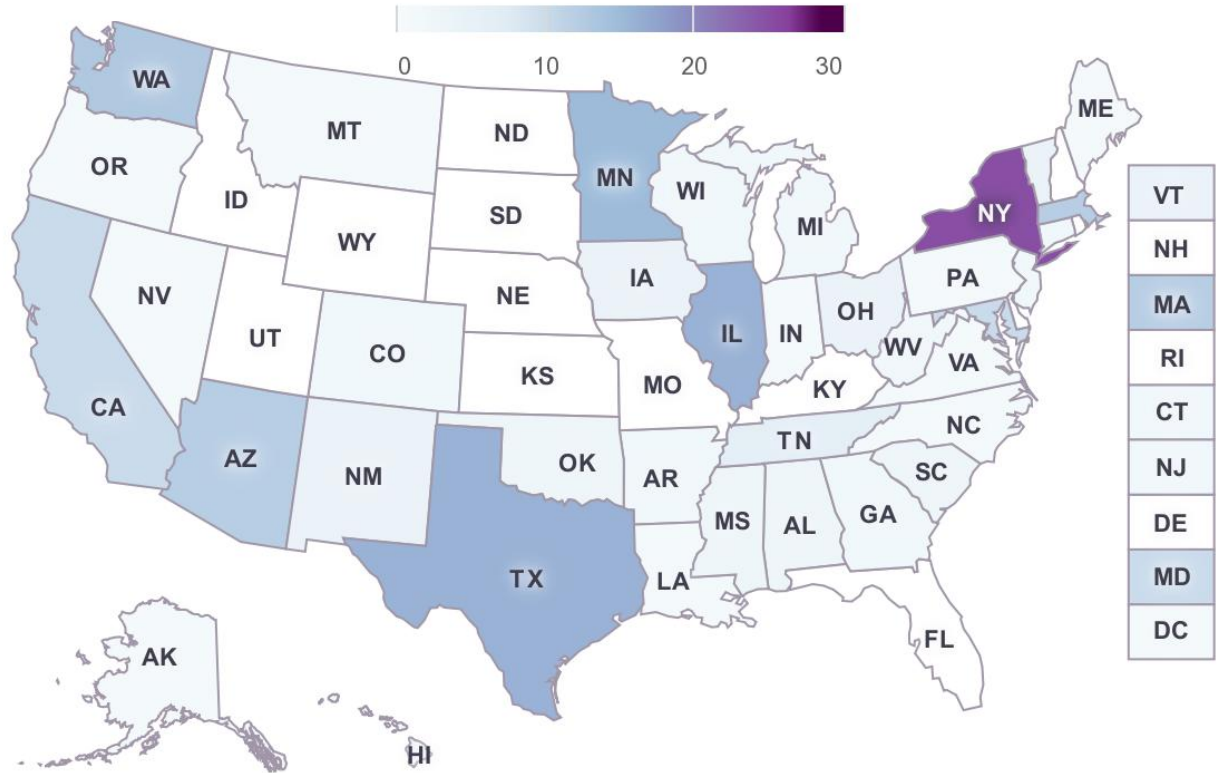
ACES Legislative Scan: Methods

- **Software:** FiscalNote
- **Search terms:** “State legislation: Bills” AND “Adverse Childhood Experiences”
- **Jurisdictions Included:** All 50 states and D.C.
- **Environmental Scan Date Range:** January 1, 2021 to June 30, 2021
- **Initial Data Analysis:**
 - Descriptive statistics of bills proposed
 - Trend analyses of enacted bills



Results Count Per Legislature

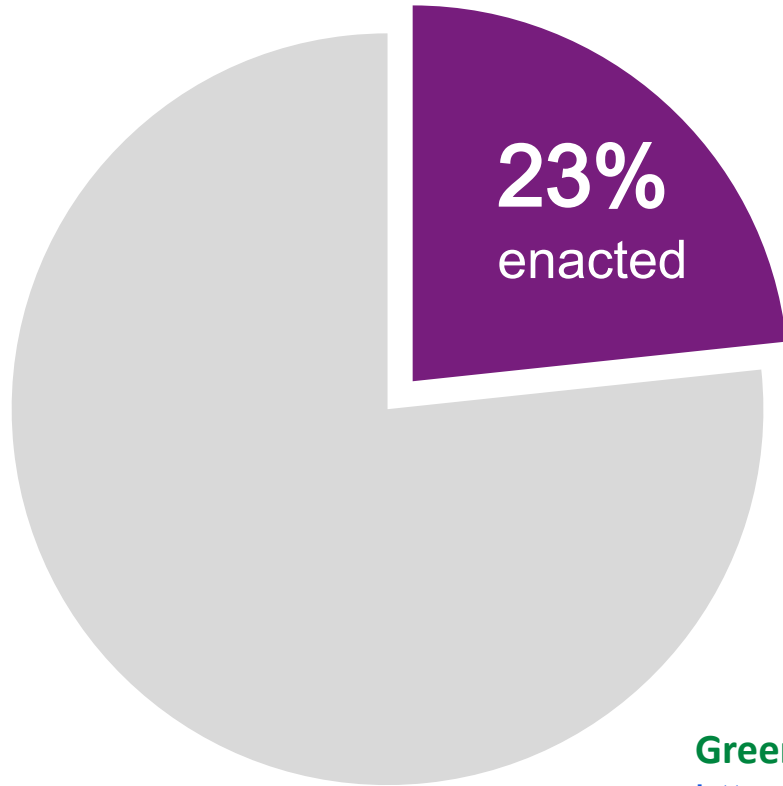
193
bills were
proposed from
38 states



Map prepared using FiscalNote

45 bills have been enacted

from the following **22 states:**



Arizona

California

Colorado

Connecticut

District of
Columbia

Iowa

Illinois

Louisiana

Massachusetts

Maryland

Minnesota

Mississippi

Montana

Nevada

New Mexico

New York

Ohio

Oklahoma

Texas

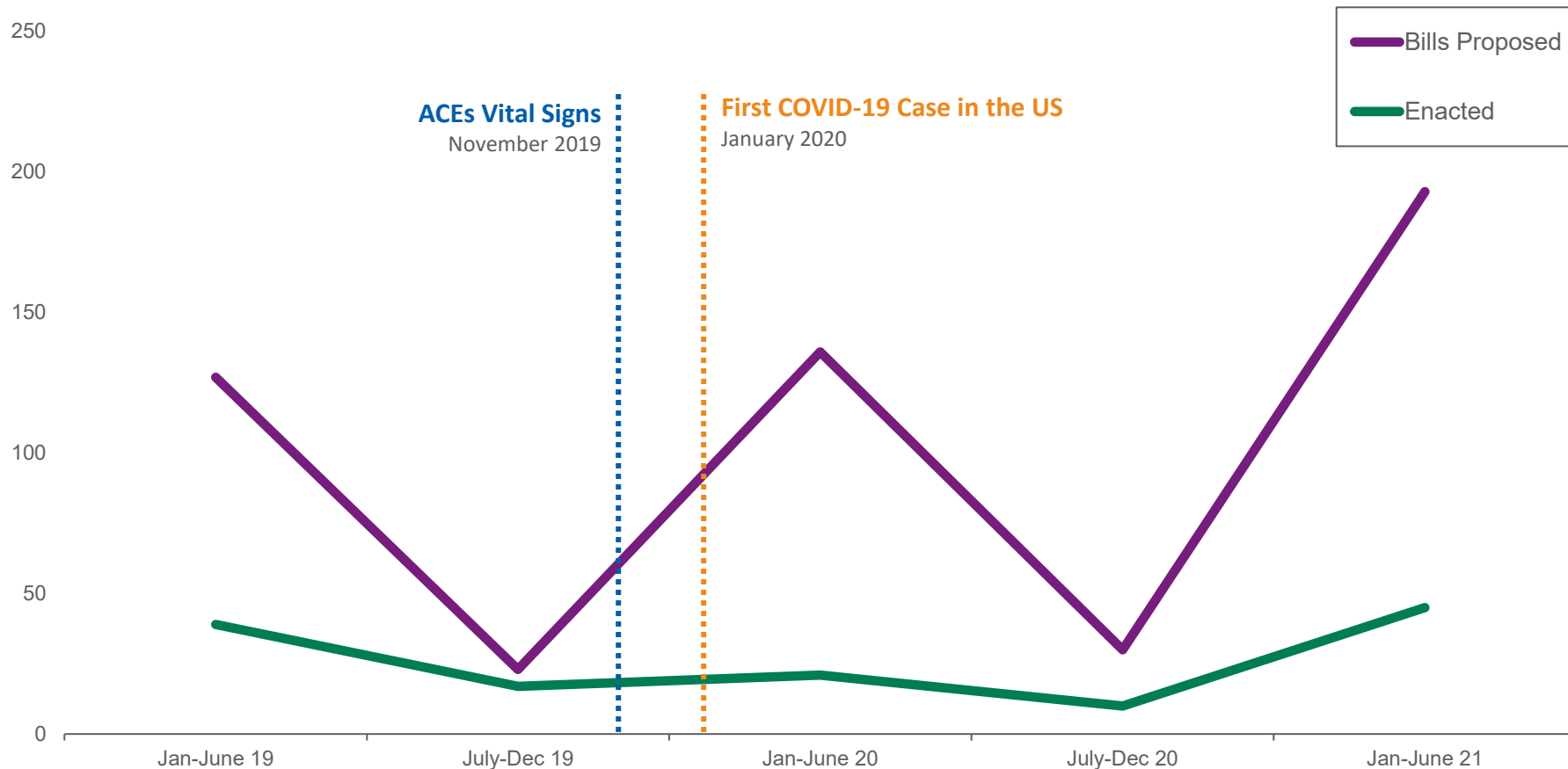
Virginia

Washington

Green indicates States with ACEs Questions on BRFSS 2015-2018;

<https://www.cdc.gov/violenceprevention/aces/ace-brfss.html>

Trends in State ACEs Bills



Trend Analyses of 45 Enacted ACEs Bills: January 1, 2021 – June 30, 2021

Themes of Enacted Bills

- Promoting ACEs awareness
 - Adverse Childhood Experiences (ACEs) Trauma Awareness Day
 - Adverse Childhood Experiences Awareness Day
 - Trauma-Informed Awareness Day
 - Kinship Care Month
- Survey and screening protocols
- To study and improve programs (Training, educational, behavioral, home visitation)

Examples of Enacted ACEs Bills

Maryland HB 771: Public Schools - Centers for Disease Control and Prevention Surveys - Revisions

- *Article – Education §7-420 (b):
The Department [of Education] in coordination with the Maryland Department of Health:
... (2) Shall include in the survey at least five questions from the Centers for Disease Control and Prevention Youth Risk Behavior Survey on Adverse Childhood Experiences or Positive Childhood Experiences.*
- *Section 2: And be it further enacted that, on or before May 31, 2023, the Maryland Department of Health shall publish a State– and county–level data summary and trends report on the data collected under § 7–420 of the Education Article*

Examples of Enacted ACEs Bills

Colorado HB 21-1248: Colorado Children's Trust Fund Act

Legislative declaration § 19-3.5-102.

- *“(1)(c) The types of trauma experienced by children who are under eighteen years of age include childhood emotional, physical, and sexual abuse; emotional and physical neglect; housing insecurity and poverty; and household challenges, including growing up in a household with substance abuse, mental health disorders, violence, or parental incarceration. Adverse Childhood Experiences such as these have been shown to have a lifelong impact on health, behavior, and age of mortality.”*
- *“(2) It is the purpose of this Article 3.5 to promote primary and secondary prevention programs that are designed to prevent child trauma and maltreatment before it occurs, lessen the occurrence of child abuse and neglect, and mitigate the impacts of Adverse Childhood Experiences to reduce the need for state intervention through child welfare actions and economic support for families experiencing poverty.”*

Example of Proposed ACEs Bills

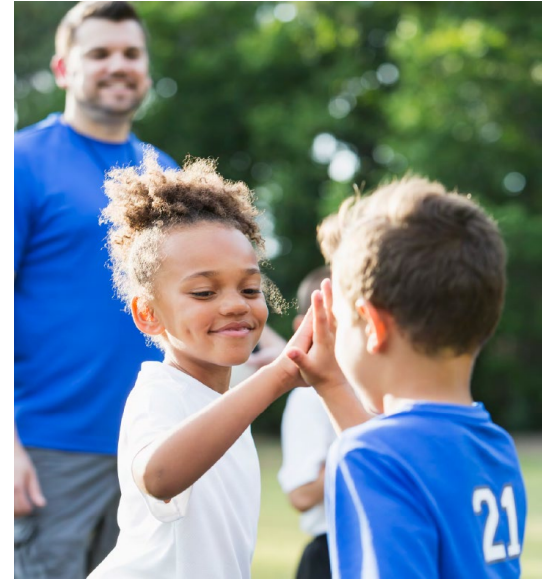
Arkansas SB 140

To require school district boards of directors to include in student discipline policies the requirement that schools conduct an assessment of a student's adverse childhood experiences before disciplining a student.

- *(c)(1) If an adverse childhood experience is determined to have a direct and substantial causal relationship to the behavior of the public school student, the public school district in which the public school student is enrolled shall provide to the public school student behavioral supports that the public school district determines are appropriate.*

Comparing the Numbers

| | January 1 – June 30, 2020 | January 1 – June 30, 2021 |
|--------------------------|------------------------------|------------------------------|
| Number of proposed bills | 136 | 193 |
| Number of enacted bills | 21 | 45 |



Examples from 2020

- Washington SB 6191: Health Youth Survey – Adverse Childhood Experiences
- Virginia HB 744: Juvenile; sentencing when tried as an adult

Next Steps

- Conducting additional research and analyses on primary prevention strategies in state legislation, based on [CDC's Technical Packages for Violence Prevention](#) and [Preventing ACEs: Leveraging the Best Available Evidence](#)
- Continue to monitor state ACEs legislation over longer period of time to conduct comprehensive trend analyses
- Use legal baseline to conduct impact studies to understand effects of such laws

ACEs Resources

- ACEs Vital Signs Report:
https://www.cdc.gov/mmwr/volumes/68/wr/mm6844e1.htm?s_cid=mm6844e1_w
- Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence:
<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>
- Behavioral Risk Factor Surveillance System ACE Data:
<https://www.cdc.gov/violenceprevention/aces/ace-brfss.html>

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Division of Violence Prevention

National Center for Injury Prevention and Control

Centers for Disease Control and Prevention



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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

