



Trauma-Informed Public Policy: Highlights from 2023

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REPORT SUMMARY

The purpose of this report is to shine a spotlight on key legislative initiatives considered in 2023 that align with and advance the principles of a trauma-informed (TI) approach.

Pages 2 and 3 contain selected compelling high-level findings about the state of the trauma-informed legislative landscape in 2023.

Pages 4 and beyond offer a comprehensive table providing more specific details about relevant individual bills and resolutions introduced at the state and national levels in 2023.

Guidelines for viewing the information tables in this report:

- Two separate sections outlining specific TI legislative proposals are included: one for bills (beginning on [p. 4](#)), followed by one for resolutions (beginning on [p. 186](#))
 - Each section is organized alphabetically by state, with federal-level policy proposals following individual state-level measures in the table
- Each row of the tables contain the following information:
 - **“State/Federal”** – venue in which the measure was introduced
 - The first entry for each venue contains the dates for the main legislative session
 - **“Measure #”** – number assigned to each legislative proposal
 - **“Status”** – final action taken related to the measure at the end of the 2023 session
 - Indicates whether or not a measure became law during the year of 2023
 - Date of latest significant action is noted
 - Measures labeled “Dead” were not signed into law before the end of the session
 - Measures labeled “Pending” are still under consideration, meaning the session dates span beyond the end of 2023
 - Measures labeled “Made Law” contain a direct link to the final language
 - **“Summary of Trauma-Informed Content”** – notes, excerpts, and highlights with notable alignment with the principles of a TI approach found within each measure’s text
 - Includes direct links to each measure’s official webpage for further exploration

A note on measures uplifted in this report:

The process of determining what to include in this report involves an in-depth ongoing search for the inclusion of key terms (e.g., “trauma-informed,” “adverse childhood experiences,” etc.) in bills and resolutions on each state legislature’s website as well as the U.S. Congress website. Each search is meticulously reviewed to determine its alignment with the principles of a TI approach.

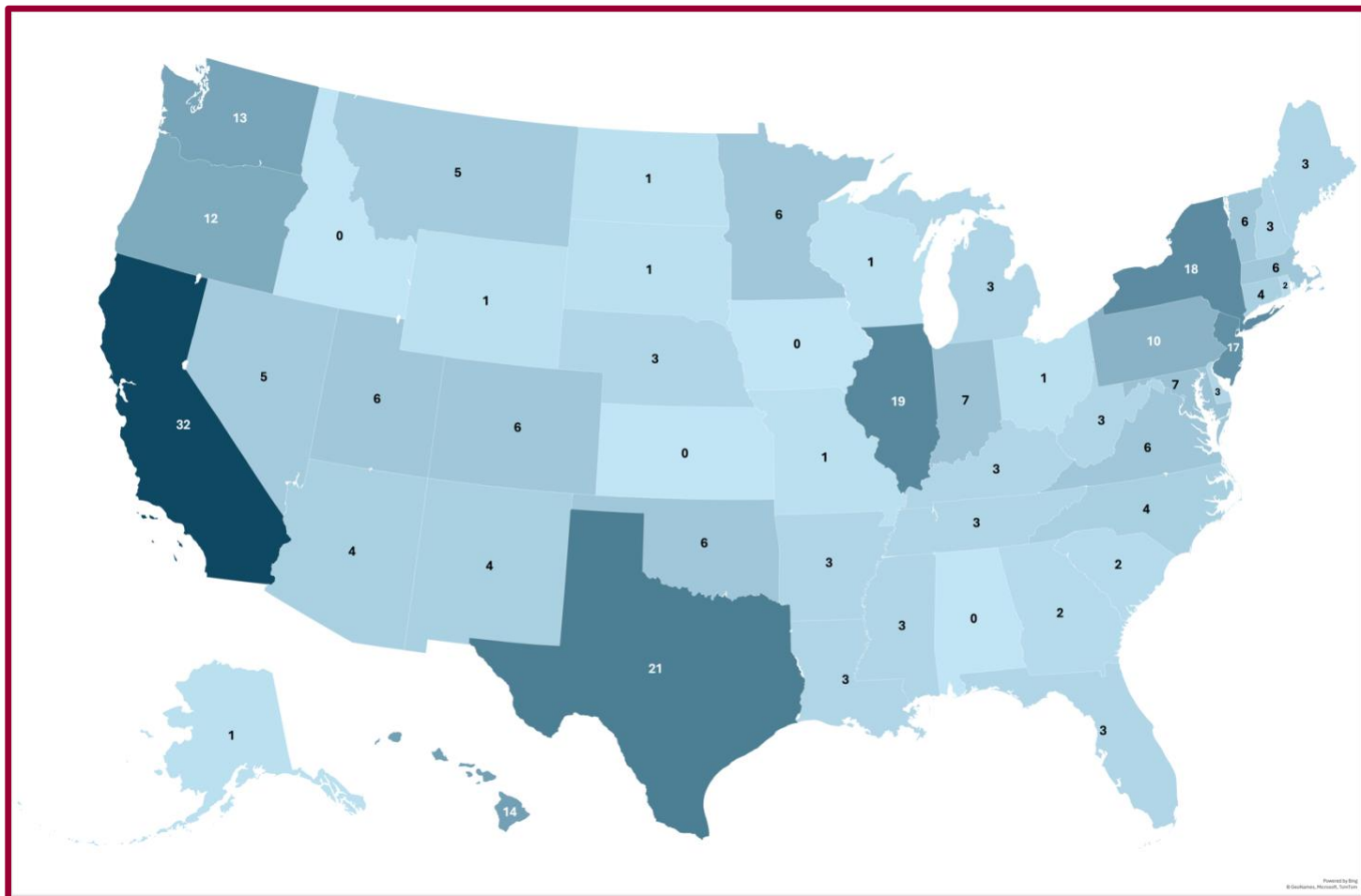
Based on this review, the 310 measures highlighted in this report were found to most substantially and meaningfully advance a TI landscape among results retrieved. Accordingly, this report does not contain an exhaustive list of *every* measure that could be possibly interpreted as being “trauma-informed.” This report intends to uplift the increasingly rich applications of the TI frame in policy and showcase notable trends and compelling developments to inform future policy advancement.



Measures significantly aligned with a trauma-informed approach active in 2023:

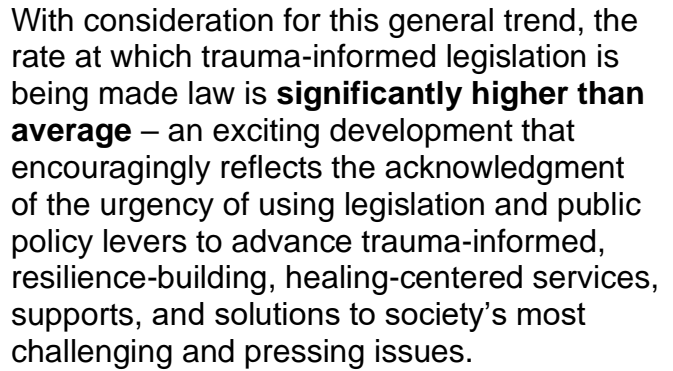
310 Notable Legislative Proposals

284 Bills | 26 Resolutions



In addition to the action seen on the **291 measures** considered across **46 states and the District of Columbia** that sought to meaningfully advance trauma-informed approaches through legislation in 2023, there also was significant movement on trauma-informed legislation in U.S. Congress:





Importantly, while the majority of proposed measures do *not* become law each year, it is not uncommon for legislative proposals to be re-submitted in subsequent sessions for reconsideration. Given the sheer volume of trauma-informed legislative proposals in 2023 alone, taken together with the increased awareness of and momentum behind advancing trauma-informed policies and practices, it is likely that many of the notable measures in this report that died because they were not signed into law before the end of the legislative session in their venues of consideration (or key aspects thereof) will continue to be discussed and potentially integrated into future public policy initiatives. This instills hope for more trauma-informed systems change in 2024 and beyond!

The word cloud below (generated with the help of [WordClouds.com](https://www.wordclouds.com/)) presents an at-a-glance look indicating the words, themes, and concepts that most frequently appear in the “Summary of Trauma-Informed Content” column of the information tables in this report, indicating what was “trending” in 2023’s legislative landscape.

Note: the size of each word in the image below indicates how frequently that word appeared across legislative proposals uplifted in the report. That is—the larger the word appears, the more frequently it was found in identified trauma-informed legislation.



Section I: Trauma-Informed Bills Considered in 2023

State/Federal	Measure #	Status	Summary of Trauma-Informed Content
Alaska (Legislative Session: 1/17/2023 – 5/16/2024)	House Bill 68 HB 68	Pending (Finance, 4/28/2024)	<p>This measure concerns sex trafficking-related provisions, including conviction and sentencing guidelines. The measure utilizes prostitution- and sex work-related laws that penalize those who perpetuate (“Johns”) and those who utilize the services of sex workers to provide guidance. Among the provisions includes a note that school districts engage in training so staff and students K-12 understand the signs of human trafficking, sex abuse, and sexual assault through undergoing an age-appropriate, trauma-informed training. The measure also includes efforts to support survivors of human trafficking, IPV, or other harmful sexual conduct through victim counseling centers offering trauma-informed supports.</p> <p>https://www.akleg.gov/basis/Bill/Detail/33?Root=HB68</p>
Arizona	House Bill 2393 & Senate Bill 1790 HB2393 & SB1709	Pending (House Health and Human Services, 1/30/2023; Senate Rules, 2/14/2023)	<p>This measure distributes funding from the state’s “Medical Marijuana Fund” to support various actions, including providing \$10,000,000 to fund “the formation and operation of councils, commissions, and programs dedicated to improving public health, including teen suicide prevention, the maternal mortality review program, improving youth health, substance abuse prevention, addressing adverse childhood experiences, the Arizona poison control system.”</p> <p>HB2393: https://apps.azleg.gov/BillStatus/BillOverview/78528 S1709: https://apps.azleg.gov/BillStatus/BillOverview/79398</p>
Arizona (Legislative Session: 1/9/2023 – 7/31/2023)	House Bill 2611 HB2611	Dead Died in Committee	<p>This measure seeks to appropriate funding in FY23-24 to the Dept. of Health Services for trauma-informed training and technical assistance. The bill outlines that this would include 12 months of training and technical assistance provided to help organizations in:</p> <ul style="list-style-type: none"> • identifying needs and change areas through trauma-informed assessment • reviewing policies and procedures to be aligned with a TI approach • engaging regional coordinators to support implementation of TI change and build a community of practice. <p>https://apps.azleg.gov/BillStatus/BillOverview/79463</p>
Arizona	House Bill 2718 HB2718	Dead Died in Committee	<p>Concerns the state’s Bill of Rights for people experiencing homelessness, including, among many other provisions, that grants be distributed by the state to “first care responder teams” (paramedics and licensed health care professionals)</p>

			<p>to administer aid and provide services and act as a point of contact with low barrier to entry, nonpunitive, harm reduction, and trauma-informed responses.</p> <p>https://apps.azleg.gov/BillStatus/BillOverview/79563</p>
Arizona	Senate Bill 1466 SB1466	Dead Died in Committee	<p>This measure addresses state policy regarding the use of recreational and medical cannabis. Among the many provisions is a call to include diagnoses of PTSD and Autism Spectrum Disorder as ones that qualify for a medical cannabis card, along with distributing \$10,000,000 to the state's "Medical Marijuana Fund" for "the formation and operation of councils, commissions, and programs dedicated to improving public health, including teen suicide prevention, the maternal mortality review program, improving youth health, substance abuse prevention, addressing adverse childhood experiences, the Arizona poison control system."</p> <p>https://apps.azleg.gov/BillStatus/BillOverview/79133</p>
Arkansas (Legislative Session: 1/9/2023.– 5/1/2023)	House Bill 1343 HB1343	Dead Died in Committee	<p>This measure seeks to allow the contents of teacher preparation programs to include content pertaining to evidence-based, trauma-informed classroom instruction within its curriculum. The bill does not <i>require</i> this for all entities, but does state that teacher preparation programs "<i>may include</i>" this content in curriculum.</p> <p>The bill outlines that such content as that which "prepares teacher candidates to use evidence-based, trauma-informed classroom instruction and recognition of behavioral reactions to trauma that may interfere with a student's academic functioning."</p> <p>Specifically, the bill supports:</p> <ul style="list-style-type: none"> • Training on recognizing possible signs of behavioral reactions to trauma • Training on the potential impacts of trauma • Strategies for recognizing the signs and symptoms of trauma • Practical recommendations for running a trauma-informed classroom <p>https://www.arkleg.state.ar.us/Bills/Detail?id=hb1343&ddBienniumSession=2023%2F2023R</p>
Arkansas	House Bill 1446 HB1446	Made Law 4/13/2023	<p>This measure would provide state-level oversight of the quality of care provided to children in psychiatric residential treatment facilities. Notably, the standards set forth by the bill state that "trauma-informed programming and clinical services and, when applicable, evidence-base treatment" is a priority. The bill also notes the</p>

			<p>importance of reducing the likelihood of re-entry into residential treatment, as well as of services being family-driven and youth-guided. This aligns with the trauma-informed value/principle of empowerment, voice, and choice.</p> <p>https://www.arkleg.state.ar.us/Bills/Detail?id=hb1446&ddBienniumSession=2023%2F2023R</p>
Arkansas	House Bill 1791 HB1391	Dead (Died in Committee)	<p>This measure would require school district directors to include the requirement that students are assessed for ACEs before disciplinary action (specifically exclusionary disciplinary action and putting students in an alternative setting) takes place into schools' discipline policies. The bill goes on to define ACEs and provides guidance for the process of how the assessment and action following assessment would look when there is a "direct and substantial relationship" between ACEs and the student's behaviors. The measure also delves into details re: positive school supports and best practices to support healthy student behaviors.</p> <p>https://www.arkleg.state.ar.us/Bills/Detail?id=hb1791&ddBienniumSession=2023%2F2023R</p>
California (Legislative Session: 12/5/2022 – 11/30/2024)	Assembly Bill 28 AB-28	Made Law 9/26/2023	<p>This measure would establish a tax on licensed firearms dealers, firearms manufacturers, and ammunition vendors to fund programs that address the causes and harms of gun violence. Among the provisions includes that \$2.5 million be made available for the Office of Emergency Services to provide counseling and trauma-informed support services to direct and secondary victims of mass shootings and other gun homicides and to individuals who have experienced chronic exposure to community gun violence.</p> <p>The bill states that such initiatives are intended to "help address risk factors for violent behavior, protect and heal victims, interrupt cycles of shootings, trauma, and retaliation among those at highest risk, and address racial inequality in access to safety for communities of color."</p> <p>Notably, the bill makes strong statements about gun violence being a public health and safety issue, and that experiences related thereto are traumatic. The bill also include a striking statistic that "youth living in inner cities show a higher prevalence of post-traumatic stress disorder than soldiers" to support the bill's urgency.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB28</p>

California	Assembly Bill 51 AB-51	Pending (Passed Assembly, 5/22/2023; Read twice in Senate, then ordered to inactive file, 9/13/2023)	<p>This measure concerns the state's pre-k system, seeking to make improvements through provisions that take actions such as setting the amount of income for eligibility to participate in programs at 120% of an area's median income, support childcare providers by allowing for reimbursement at better rates in relevant programming, and the development of developmentally-appropriate early learning resources.</p> <p>The bill also designates that childcare navigators be provided to support children to navigate the foster system, including through connections to resources and collaborating with all relevant parties and stakeholders involved. Such navigators and other childcare providers are to be provided with trauma-informed training and coaching on topics including (but not be limited to) infant and toddler development and research-based, trauma-informed best care practices.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB51</p>
California	Assembly Bill 81 AB-81	Pending (Passed Assembly, 4/20/2023; Amended and Read Twice in Senate, then ordered to inactive file, 9/11/2023)	<p>This measure seeks to safeguard existing state statutes protecting Indian children, families and the rights of tribes in child welfare cases, and strengthen certain protections and provisions to update the California Indian Child Welfare Act. Through this bill, a wholly independent state-law framework for ensuring that custody decisions involving Indian decisions properly account for the child's tribal relationship and the interest in maintaining those ties is formally preserved. This aligns with the trauma-informed principle of attending to cultural, gender, and historical issues.</p> <p>Notably, the bill qualifies many provisions within with statements of necessity to integrate trauma-informed approaches to supporting "culturally appropriate, child-centered practices that respect Native American history, culture, retention of tribal membership, and connection to the tribal community and traditions."</p> <p>https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202320240AB81</p>
California	Assembly Bill 85 AB-85	Dead (Passed Assembly and Senate, then Vetoed by	<p>This measure would require health care service plans or health insurance policies issued, amended, or renewed after 1/1/2024 to include coverage for screenings related to the social determinants of health, including those that screen for ACEs.</p> <p>The measure also establishes a working group to create standardized models and procedures to support coordination of care in communities in addition to examining</p>

		Governor, 10/7/2023)	<p>data on the social determinants of health to inform future policy and systems change initiatives.</p> <p>In its prevention-oriented approach, the bill defines “social determinants of health” as “the conditions under which people are born, grow, live, work, and age, including housing, food, transportation, utilities, and personal safety.”</p> <p>While this bill did pass in both chambers of the state legislature, the governor did veto the measure, stating that: “My Administration has made significant investments in policies that contemplate and improve social determinants of health, such as housing, social services, community engagement, economic development, and public education. While I support the overall goal of this proposal, it is duplicative of existing efforts, such as Adverse Childhood Experiences (ACEs) screenings and the work the Department of Health Care Services is doing through California Advancing and Innovating Medi-Cal (CalAIM). Further this bill may be premature; a standardized social determinants of health screening tool does not yet exist, though there are federal efforts ongoing. Our state policy should align with these national efforts to avoid conflicting policies.”</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB85</p>
California	Assembly Bill 280 AB-280	Pending (Amended then passed in Senate, then ordered to inactive file by Assembly, 9/14/2023)	<p>This measure would limit and demand certain practices and procedures related to the use of segregated confinement. Notably, among the provisions is that facilities provide appropriate programming to “individuals that pose a significant safety risk to themselves or others” and also that they provide opportunities for individuals to transition to less restrictive housing that are not segregated confinement, such as evidence-based transition programs and models found to be effective and successful in other carceral facilities. The bill goes on to list some options, including:</p> <ul style="list-style-type: none"> • Transition pods, which provide participants with the opportunity to interact with other incarcerated individuals while out of restraints • Transition groups, which are a revolving group that assists individuals who are preparing to be promoted to lower custody levels. • Residential rehabilitation units that are therapeutic and trauma-informed in providing access to therapy, treatment, and rehabilitative programming for individuals who have been determined to require more than 15 days of

			<p>segregated confinement to address individual treatment and rehabilitation needs and underlying causes of their behaviors</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB280</p>
California	Assembly Bill 369 AB-369	Pending (Passed Assembly, 5/25/2023; Held under submission in Senate Appropriations Committee, 9/1/2023)	<p>This measure concerns the statewide Independent Living Program, connected to the foster system. Provisions would take several actions, such as expanding the upper age eligibility of the from “up to 21-years old” to include youth “up to 23-years old” and striking an existing limit on the amount of supportive funds that foster youth may be eligible for when participating in a transitional independent living case plan.</p> <p>Notably, among the provisions is Requires the requirement that a collaborative partnership between the state’s Dept. of Social Services, county independent living program administrators, placement agencies, providers, advocacy groups, tribal representatives, and community groups, including young people with experience in the foster system be established to update and upgrade curriculum. This curriculum, which is required to be trauma-informed and culturally-relevant, would be intended to support successful transitions into adulthood.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB369</p>
California	Assembly Bill 505 AB-505	<p>Made Law 10/8/2023</p>	<p>This measure would establish the Office of Youth and Community Restoration, and outlines how this Office would operate, including being transferred all responsibilities, authority, and duties regarding juvenile justice from the Board of State and Community Corrections. In the bill, the Office claim its mission would be “to promote trauma-responsive, culturally informed services for youth involved in the juvenile justice system that support the youths’ successful transition into adulthood and help them become responsible, thriving, and engaged members of their communities.”</p> <p>Notably, the measure anchors in the state’s Health and Human Service law’s stated commitment to promoting trauma-responsive, culturally-informed services for young people who are justice system-involved. The bill also addresses the creation of individualized rehabilitation plans within courts, which also must “reflect and be consistent with the principles of trauma-informed, evidence-based,</p>

			<p>culturally-responsive care.” The bill also describes grant funding distribution to, among other things, evidence-based, promising, trauma-informed, and culturally-responsive practices.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB505</p>
California	Assembly Bill 589 AB-589	Dead (Passed in Assembly and Senate, then Vetoed by Governor, 10/7/2023)	<p>This measure would establish the Unicorn Homes Transitional Housing for Homeless LGBTQ+ Youth Program (the program) as a five-year pilot program. Among other aspects of the program, the bill states that the program will provide a trauma-informed approach across all of the following dimensions:</p> <ul style="list-style-type: none"> • Ensuring the physical and emotional safety of the younger people by understanding, recognizing, and responding to the effects of trauma • Preventing re-traumatization to ensure that the younger people feel physically, psychologically, and emotionally safe in their placement with a host family • Demonstrating trustworthiness and transparency when making decisions with the aim to build and maintain trust between the host family and the youth placed in their care • Leveling power differences for shared decision-making by ensuring that those impacted by decisions have a voice in the decision-making process • Empowering the youths to build on their strengths and identify strategies that will help them heal from trauma <p>Although this measure did pass in both chambers of the state legislature, the governor vetoed the bill, stating that: “In partnership with the Legislature, we enacted a budget that closed a shortfall of more than \$30 billion through balanced solutions that avoided deep program cuts and protected education, health care, climate, public safety, and social service programs that are relied on by millions of Californians. This year, however, the Legislature sent me bills outside of this budget process that, if all enacted, would add nearly \$19 billion of unaccounted costs in the budget, of which \$11 billion would be ongoing.</p> <p>With our state facing continuing economic risk and revenue uncertainty, it is important to remain disciplined when considering bills with significant fiscal implications, such as this measure.</p> <p>For this reason, I cannot sign this bill.”</p>

			https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB589
California	Assembly Bill 695 AB-695	Dead (Passed in Assembly and Senate, then Vetoed by Governor, 10/8/2023)	<p>This measure would establish the Juvenile Detention Facilities Improvement Grant Program to address the inadequate and dilapidated state of county juvenile detention facilities. Notably, the bill states that eligibility to receive grants is contingent upon a plan they propose that includes a description of how their program will contribute to the county’s ability to “provide trauma-informed, culturally appropriate programming in a homelike environment.”</p> <p>While this measure passed in both the Assembly and the Senate, the governor ultimately vetoed the bill, stating that: “In partnership with the Legislature, we enacted a budget that closed a shortfall of more than \$30 billion through balanced solutions that avoided deep program cuts and protected education, health care, climate, public safety, and social service programs that are relied on by millions of Californians. This year, however, the Legislature sent me bills outside of this budget process that, if all enacted, would add nearly \$19 billion of unaccounted costs in the budget, of which \$11 billion would be ongoing.</p> <p>With our state facing continuing economic risk and revenue uncertainty, it is important to remain disciplined when considering bills with significant fiscal implications, such as this measure.</p> <p>For this reason, I cannot sign this bill.”</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB695</p>
California	Assembly Bill 702 AB-702	Pending (Public Safety, 4/25/2023)	<p>This bill concerns the use of the Supplemental Law Enforcement Services Account that governs the state’s comprehensive multi-agency juvenile justice plan. Among other provisions, the measure states that programs and strategies that get funding are “modeled on healing-centered, restorative, trauma-informed, and positive youth development approaches and in collaboration with community-based organizations.”</p> <p>The bill also acknowledges an article noting that ACEs, toxic stress, and challenges related thereto to are exacerbated through becoming involved with the justice system, and notes that even if such experiences are not themselves considered traumatic, they are known to exacerbate trauma symptoms.</p>

			<p>The bill asserts that previous oversight fell short of implementing the laws related to funding such efforts, and proposes that this can be remedied through meaningfully developing a nonpunitive, community-based, healing-centered, trauma-informed approach to reduce collateral consequences for younger people who are justice-involved (and thus also saving taxpayer dollars).</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB702</p>
California	Assembly Bill 912 AB-912	Dead (Passed Assembly and Senate, then Vetoed by Governor, 10/8/2023)	<p>This measure would establish, expand, and fund early-violence-intervention programs, school-based physical and mental health services, and youth-recreational activities. The bill proposes the re-establishment of the Youth Reinvestment Grant Program to fund this effort and designates the Office of Youth and Community Restoration to administer it. Among other responsibilities, these entities are required to prioritize candidates that will help implement a mixed-delivery system of trauma-informed health and development diversion programs for younger people – and those entities that funding goes toward <i>cannot</i> be governmental or law enforcement, or probation entities.</p> <p>The bill notably also creates the Trauma Intervention program, which is tasked with implementing evidence-based interventions for pupils impacted by trauma. Such interventions must be “evidence-based or research-supported,” and also culturally-relevant, gender-responsive, developmentally-appropriate, and trauma-informed.</p> <p>The bill defines “trauma-informed” as “an approach that involves an understanding of ACEs and responding to symptoms of chronic interpersonal trauma and traumatic stress across the lifespan of an individual.” In describing the need for the Trauma Intervention Program, the bill anchors in research and localized information regarding how trauma shows up in communities and classrooms.</p> <p>While this measure passed in both the Assembly and the Senate, the governor ultimately vetoed the bill, stating that: “While I appreciate the author's commitment to early interdiction and violence reduction efforts, this bill creates new additional cost pressures and must be considered in the annual budget in the context of all state funding priorities.</p> <p>In partnership with the Legislature, we enacted a budget that closed a shortfall of more than \$30 billion through balanced solutions that avoided deep program cuts</p>

			<p>and protected education, health care, climate, public safety, and social service programs that are relied on by millions of Californians. This year, however, the Legislature sent me bills outside of this budget process that, if all enacted, would add nearly \$19 billion of unaccounted costs in the budget, of which \$11 billion would be ongoing.</p> <p>With our state facing continuing economic risk and revenue uncertainty, it is important to remain disciplined when considering bills with significant fiscal implications, such as this measure.”</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB912</p>
California	Assembly Bill 958 AB-958	Pending (Passed Assembly, 5/30/2023; held under submission in the Senate Appropriations Committee, 9/1/2023)	<p>This measure proposes that the right for people who are incarcerated to have personal visits as a civil right, The bill indicates that it seeks to prevent restrictions/denials for in-person visits from being given as disciplinary sanctions, conflicts with law enforcement, and other conditions where currently people who are incarcerated may be denied the ability to have visits.</p> <p>Notably, the bill cites research supporting that incarceration imposes heavy burdens on the families of incarcerated people, including trauma for the children of incarcerated parents, referring to the ACEs categories in its text. The bill also indicates that its proposed changes would have “reduce the likelihood of intergenerational cycles of criminality and incarceration.” The bill also refers to the health-harming nature of isolation by anchoring in COVID-19-related findings to bolster justification for its implementation.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB958</p>
California	Assembly Bill 1071 AB-1071	Made Law 7/13/2023	<p>This measure concerns teen dating violence prevention education administered by schools in the state, including, among other provisions, that the State Dept. of Education’s website be updated to provide school districts with resources to inform and support students and their families related to bullying, harassment, intimidation, and discrimination. This would add to existing law that has established that the website provide resources to support schools in supporting students impacted by “gangs, gun violence, and psychological trauma” and would be similarly rooted in schools collaborating with local community-based organizations.</p>

			https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1071
California	Assembly Bill 1110 AB-1110	Pending (Passed Assembly, 5/30/2023; Read twice in Senate, then held under submission, 9/1/2023)	<p>This measure would require the state's Office of Surgeon General to raise public awareness and coordinate policies governing scientific screening and treatment for toxic stress and ACEs. This would entail the Office to review literature on ACEs, develop guidance for culturally- and linguistically- competent ACEs screenings through improved data collection methods, and evaluate/submit a report on best practices for data collection.</p> <p>The bill's text asserts the importance of addressing ACEs through citing the categories and connections to poor health outcomes, including highlighting the disproportionate impact on marginalized and oppressed populations. The bill also uplifts the significance of data collections being disaggregated and processes being improved.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1110</p>
California	Assembly Bill 1154 AB-1154	Pending (Assembly Appropriations, held under submission 5/18/2023)	<p>This bill would require county social workers and probation officers to include information on the likely benefits for a dependent child or ward of one-on-one mentoring services, and a referral recommendation, in their reports to courts. Courts also may refer a foster youth to participate in a mentoring program under this bill. This bill also establishes eligibility criteria for nonprofit mentoring organizations to provide one-on-one mentoring for foster youth per a court referral, and provides access to reports by the mentoring organizations. Notably, such entities must meet specified criteria regarding experience with mentoring, serving foster youth, and providing trauma-informed training.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1154</p>
California	Assembly Bill 1450 AB-1450	Pending (Assembly Education, 3/9/2023)	<p>This measure would require schools to employ or contract with at least one mental health clinician and at least one case manager for each school-based site who are responsible for conducting universal screenings for ACEs.</p> <p>The bill specifies the actions that need to take place for the staff in these roles: the mental health clinician would conduct each screening and provide to the pupil and their parents/caretakers an "action plan" based upon findings from the</p>

			<p>screening. The case manager would be responsible for helping to implement these action plans.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1450</p>
California	Assembly Bill 1479 AB-1479	Dead (Passed Assembly and Senate, then Vetoed by Governor, 10/8/2023)	<p>This measure would establish the Pupil Social-Emotional, Behavioral, and Mental Health Program to provide eligible local educational agencies (LEAs) with funding to deliver model Tier 1 supports to students and families. The bill asserts that schools hold great promise as a way to support students who are struggling, calling schools “a hub for mental health support for pupils and their families, especially in under-resourced communities that do not have equitable access to mental health services, among other compelling points to support the need to implement this measure’s proposed changes. The bill explicitly connects ACEs, trauma, and the need for increased safety and supports.</p> <p>Tier 1 supports are defined as including:</p> <ul style="list-style-type: none"> • Providing support to students and families to address social-emotional and mental health concerns • Workshops and seminars for parents and families to provide social-emotional preventative interventions, including positive parenting tools • Facilitating collaboration and coordination between school and community-based providers to support students and families to obtain access to behavioral and mental health supports in school • Providing families with referrals to clinical care in order to support students' mental health needs within the community as needed • Facilitating trauma-informed training among school staff <p>The types of training outlined in the bill include more trauma-informed behavior management strategies, mental health support training, trauma-informed practices, and professional self-care such as Mindfulness-Based Stress Reduction (MBSR), Community Approach to Learning Mindfully (CALM), and Cultivating Awareness and Resilience in Education (CARE). Additionally, in alignment with the TI value of collaboration, the bill encourages schools to contract with local community-based organizations to provide these services at schools.</p> <p>Though this measure passed in both chambers, the governor issued a veto, stating that: “Unfortunately, this specific proposal creates additional significant ongoing Proposition 98 General Fund cost pressures up to tens of millions of dollars that are not accounted for in the state budget plan and may be duplicative of other investments made in prior budgets. The 2021 Budget Act provided \$50</p>

			<p>million to support the Scale Up Multi-Tiered System of Support (MTSS) Statewide Initiative, which provides grants to support schools in implementing services or practices aligned to the MTSS framework. Additionally, the Children and Youth Behavioral Health Initiative is a \$4.7 billion investment towards ensuring that every Californian aged 0-25 has increased access to behavioral health supports....</p> <p>With our state facing continuing economic risk and revenue uncertainty, it is important to remain disciplined when considering bills with significant fiscal implications, such as this measure.”</p> <p>https://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=202320240AB1479</p>
California	Assembly Bill 1506 AB-1506	Dead (Passed Assembly and Senate, then Vetoed by Governor, 7/27/2023)	<p>This measure adds to the Foster Youth Bill of Rights: the right for a foster youth, when a move or change in placement requires a change in school, to be provided with the opportunity to return to their school with an adult of their choosing to accompany the child in a trauma-informed manner to collect their belongings.</p> <p>While this measure did pass in both the Assembly and the Senate, the governor vetoed the bill, <u>stating that</u>: “While I appreciate the author's intent to support foster youth who change schools midyear, AB 1506 creates a new right without setting forth the policies needed to effectuate it. Specifically, this bill does not identify who will be responsible for implementing this new right or set a manner to hold them accountable for failing to meet the requirement.”</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1506</p>
California	Assembly Bill 1565 AB-1565	Pending (Passed Assembly, Senate Appropriations Held Under Submission, 9/1/2023)	<p>This measure would require the Department of Cannabis Control to disburse \$15 million from the California Cannabis Tax Fund to assist local equity applicants and licensees gaining entry into, and to successfully operate in, the state’s regulated cannabis marketplace. Notably, the bill outlines the types of programs under the Youth Education, Prevention, Early Intervention, and Treatment Account, which is allocated 60% of the funds deposited. Such programs, among others, include: “youth-focused substance use disorder treatment programs that are culturally and gender competent, trauma informed, evidence based, and that provide a continuum of care that includes screening and assessment (substance use disorder as well as mental health), early intervention, active treatment, family involvement, case management, overdose prevention, prevention of communicable diseases related to substance use, relapse management for</p>

			<p>substance use and other cooccurring behavioral health disorders, vocational services, literacy services, parenting classes, family therapy and counseling services, medication-assisted treatments, psychiatric medication, and psychotherapy.”</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1565</p>
California	<p>Assembly Bill 1644</p> <p>AB-1644</p>	<p>Pending</p> <p>(Assembly Appropriations, Held Under Submission, 5/18/2023)</p>	<p>This measure would require the Medi-Cal program to cover medically supportive food and nutrition, for at least 12 weeks, when determined to be medically necessary by a health care provider or health plan, as specified. This bill also establishes a medically supportive food and nutrition benefit advisory workgroup to advise the Dept. of Health Care Services in developing final guidance related to developing medically supportive food and nutrition interventions (sometimes colloquially referred to as “Food As Medicine” initiatives).</p> <p>Notably, the bill anchors in the trauma-informed value of cultural, gender, and historical issues, acknowledging that people of color within the state are disproportionately living with preventable chronic conditions that, as research has demonstrated, are able to be addressed through medically supportive food and nutrition interventions.</p> <p>https://leginfo.legislature.ca.gov/faces/billHistoryClient.xhtml?bill_id=202320240AB1644</p>
California	<p>Senate Bill 10</p> <p>SB-10</p>	<p>Made Law</p> <p>10/13/2023</p>	<p>“Melanie’s Law” - This measure would require local educational agencies (essentially, school districts) and offices of education across the state to include strategies for the prevention and treatment of an opioid overdose in their school safety plans. The bill also tasks the state’s Dept. of Education to partner with the state’s Health and Human Services Agency to develop training materials on the use of emergency opioid antagonists for school personnel, along with safety materials for parents, guardians, and pupils.</p> <p>Notably, the bill also calls for implementing a Multi-Tiered System of Supports, including restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support. The bill states that one aim of this is fo “help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.”</p>

			https://leginfo.legislature.ca.gov/faces/billHistoryClient.xhtml?bill_id=202320240SB10
California	Senate Bill 11 SB-11	Pending (Passed Senate, 5/30/2023; Assembly Appropriations, 8/23/2023)	<p>This measure would support the California State University (CSU) system to build internal capacity for mental health supports to students.</p> <p>If this bill was made law, the Legislature would be stating its intent to enact future legislation to restrict contracting out for institutions within the CSU system and instead support increasing the number of full-time, permanent mental health counselors.</p> <p>Notably, the bill makes the acknowledgment that “CSU students deserve trauma-informed, culturally competent care from mental health professionals that will understand the unique experiences that they are facing” and acknowledge the racial disparities experienced among CSU students of color when it comes to mental health struggles.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB11</p>
California	Senate Bill 35 SB-35	Made Law 9/30/2023	<p>“Community Assistance, Recovery, and Empowerment (CARE) Court Program” - This measure would amend the above-referenced program, created through legislation in 2022, to support successful implementation of expanding quality options for mental health and substance use disorder services for persons with certain severe mental illness diagnoses as an alternative to incarceration in a jail or psychiatric facility.</p> <p>The bill also sets forth a first cohort of communities in the state that the program will be implemented. Among this and many other provisions about the program, logistics, and its operating processes, the bill notably states that the Dept. of Health and Human Services must provide training and technical assistance to county behavioral health agencies and judicial officers to support change implementation, including training regarding the CARE process, CARE agreement and plan services and supports, supported decision-making, the supporter role, trauma-informed care, elimination of bias, psychiatric advance directives, family psychoeducation, and evidence-based models of care for people with severe behavioral health conditions.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB35</p>

California	Senate Bill 274 SB-274	Made Law 10/8/2023	<p>This measure would prohibit the suspension and expulsion of students for “disrupting school activities” or “willfully defying the valid authority of school personnel,” as well as when suspension or expulsion would take place solely on the fact that a student is truant, tardy, or otherwise absent from school activities. Rather than suspension or expulsion, the bill recommends supportive practices. The bill makes reference to Multi-Tiered Systems of Supports – including trauma-informed practices – as a way to support this change. (The rooting in MTSS appears in other legislation from this session that relates to various types of school discipline.)</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB274</p>
California	Senate Bill 331 SB-331	Made Law 10/13/2023	<p>This measure addresses several procedures and policies related to child safety and custody. The bill states that the Legislature intends to accomplish several aims through these policy proposals, including “to ensure that professional personnel involved in cases containing domestic violence or child abuse allegations receive trauma-informed and culturally appropriate training on the dynamics, signs, and impact of domestic violence and child abuse, including child sexual abuse” and that “trainings are designed to improve the ability of judges, judges pro tem, referees, commissioners, mediators, child custody recommending counselors, minors counsel, evaluators, and others who are deemed appropriate and who perform duties in family law matters to recognize and respond to child abuse, domestic violence, and trauma in family victims.”</p> <p>The bill outlines the training program “designed to improve the ability of courts to recognize and respond to child physical abuse, child sexual abuse, domestic violence, and trauma in family victims, particularly children, and to make appropriate custody decisions that prioritize child safety and well-being and are culturally sensitive and appropriate for diverse communities,” including its required content:</p> <ul style="list-style-type: none"> • Child sexual abuse • Physical abuse • Emotional abuse • Coercive control • Implicit and explicit bias, including bias relating to parents with disabilities • Long- and short-term impacts of IPV and child abuse on children • Victim and perpetrator behavioral patterns and relationship dynamics within the cycle of violence

			<ul style="list-style-type: none"> • Trauma <p>Among those provisions, the bill clarifies the standard for testifying as an expert in a child custody or visitation case where a parent has been alleged to have committed domestic violence or child abuse, prohibits a court from ordering family reunification treatments, as defined, and limits when a court may order counseling with a parent with whom the child has a damaged relationship, requires judges involved in child custody proceedings to report to the Judicial Council, and the Judicial Council to report to the Legislature, on their trainings in the area of domestic violence; and modifies the training programs that Judicial Council must establish for individuals who perform duties in family law members.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB331</p>
California	Senate Bill 407 SB-407	Made Law 9/23/2023	<p>This measure would require the Dept. of Social Services to include a requirement that potential resource families demonstrate the capacity and willingness to care for a child regardless of the child's sexual orientation or gender identity in its standards for assessing potential resource families. The bill makes findings and declarations about the over-representation of LGBTQIA2S+ and gender-expansive youth in the foster system and the trauma that occurs when LGBTQIA2S+ and gender-expansive youth are not placed with affirming families.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB407</p>
California	Senate Bill 408 SB-408	Pending (Passed Senate, 5/24/2023; Assembly Appropriations, 7/13/2023)	<p>This measure would require the Dept. of Social Services to establish up to 10 regional health teams in the state to serve youth and foster youth at risk of entering the foster system. The bill states that, whenever possible, the Legislature seeks to preserve and strengthen a child's family ties and, when a child must be removed from the physical custody of his or her parents, to give preferential consideration to placement with relatives. The bill also signals a commitment to children who are in out-of-home placements to live in the least restrictive family settings and as close to their family as possible, and outlines provisions related thereto. Additionally, the bill emphasizes that all children deserve to live with a committed, permanent, nurturing family and states that services and supports should be tailored to meet the specific needs of the individual child and family being supported.</p>

			<p>Among these provisions is the requirement that all licensed Community Care Facilities must utilize trauma-informed care and engage in trauma-informed practices, and that a coordinated, multi-system approach is needed to address what the bill suggests is a “trauma crisis” in the foster system.</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB408</p>
California	Senate Bill 824 SB-824	Pending (Passed Senate, Held in Assembly Appropriations, 9/1/2023)	<p>This measure would shift the state’s relative placement and approval processes, which currently are stated to exclude too many extended family members – potential kinship caregivers – who are fit and willing to care for children. The bill notes the disproportionality on communities of color embedded in criminal history reviews and judgments that contribute to this exclusion.</p> <p>In addition to honoring the trauma-informed value of cultural, gender, and historical issues through this acknowledgment, the measure also aligns itself with this value in expanding the term “relative” to reflect the more expansive, tribal definition of a relative.</p> <p>The bill notably also commits itself to supporting permanency when family resource applicants, taking measures to “ensure that resource family applicants and resource families have the necessary knowledge, skills, and abilities to support children in foster care by completing caregiver training,” which must include:</p> <ul style="list-style-type: none"> • An overview of the child protective and probation systems • The effects of trauma, including grief and loss, and child abuse and neglect, on child development and behavior, and methods to behaviorally support children impacted by that trauma or child abuse and neglect • Positive discipline and the importance of self-esteem • Health issues in the foster system • Accessing services and supports to address education needs, physical, mental, and behavioral health, and substance use disorders, including culturally relevant services • The rights of a child in foster care and the resource family’s responsibility to safeguard those rights, including the right to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color,

			<p>religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status</p> <ul style="list-style-type: none"> • Cultural needs of children, including instruction on cultural competency and sensitivity, and related best practices for providing adequate care for children or youth across diverse ethnic and racial backgrounds, as well as children or youth identifying as lesbian, gay, bisexual, or transgender • Basic instruction on existing laws and procedures regarding the safety of foster youth at school • Permanence, well-being, and education needs of children • Child and adolescent development, including sexual orientation, gender identity, and expression • The role of resource families, including working cooperatively with the child welfare or probation agency, the child's family, and other service providers implementing the case plan • The role of a resource family on the child and family team • A resource family's responsibility to act as a reasonable and prudent parent, and to provide a family setting that promotes normal childhood experiences and that serves the needs of the child • Information on providing care and supervision to children who have been commercially sexually exploited or who have been victims of child labor trafficking <p>https://leginfo.legislature.ca.gov/faces/billHistoryClient.xhtml?bill_id=202320240SB824</p>
<p>Colorado</p> <p><i>Legislative Session:</i> 1/9/2023 – 5/8/2023</p>	<p>House Bill 1003 HB23-1003</p>	<p>Made Law</p> <p>6/5/2023</p>	<p>This bill would require the Behavioral Health Administration to administer a mental health screening program available to public schools serving grades 6 - 12. To participate, schools must be public and either: lack a school-based health center; have fewer than the recommended number of school psychologists; or have a high risk of student suicide.</p> <p>The bill notes that, as a part of this process, participating schools must provide written notices to parents and allow them to request that their child not participate, but any child 12 or older may opt-in or opt-out regardless of their parent's request.</p> <p>Providers that conduct the screenings will use a tool in the student's native language and which is accessible. The bill further states that those administering the screenings will, among other requirements, be trauma-informed.</p>

			<p>Based on the outcomes of the screenings, providers will also be tasked to:</p> <ul style="list-style-type: none"> • Notify the school and parents if a student is in need of immediate attention from a mental health professional • Notify the parents (pending the student's consent if 12 or over) if a student is suffering from a mental health concern and is in need of services, and provide information on behavioral health resources • Refer students over the age of 12 directly to behavioral health services if deemed in need of services <p>https://leg.colorado.gov/bills/hb23-1003</p>
Colorado	House Bill 1108 HB23-1178	Made Law 5/25/2023	<p>This measure would create a task force to study victim and survivor awareness and responsiveness training requirements for judicial personnel as well as to appropriate funding toward enlivening those recommendations.</p> <p>Topics the task force must examine, at minimum, include:</p> <ul style="list-style-type: none"> • Current judicial training around the country on topics related to sexual assault, harassment, stalking, and domestic violence • Gaps in current training in the state and how to fill those gaps • Best practices to promote trauma-informed practices and approaches in the courts • Strategies to ensure training is effective for learning about victims and survivors and the impact that crime, domestic violence, and sexual assault have on victims and survivors, and that includes information on trauma and methods to minimize re-traumatization of victims and survivors • Approaches to best provide training on gender-based violence and issues affecting marginalized communities • The amount of training judicial personnel currently receive concerning the protection of the rights of victims in order to ensure any implemented training emphasizes that the rights of victims are to be protected as vigorously as the rights of defendants • The scope of judicial education opportunities already provided to judges related to domestic violence, the rights of victims, case management, domestic relations dockets, dependency and neglect dockets, juvenile proceedings, and criminal proceedings • The resources necessary to provide additional judicial education • The resources necessary to allow judges to participate in additional education

			<ul style="list-style-type: none"> “Any other topic or concern the task force believes is necessary to adequately study training for judicial personnel regarding victims and survivors of domestic violence, sexual assault, and other crimes” <p>https://leg.colorado.gov/bills/hb23-1108</p>
Colorado	House Bill 1178 HB23-1178	Made Law 5/25/2023	<p>This measure creates new requirements for the courts and those involved in parental responsibility proceedings designed to improve the ability of courts to recognize and respond to child physical abuse, child sexual abuse, domestic violence, and trauma in all family victims, particularly children, to recognize the presence and impacts of implicit and explicit bias, and to make custody decisions that prioritize child safety and wellbeing and that are culturally sensitive and appropriate for diverse communities.</p> <p>In proceedings concerning allocation of parental responsibility that involve a claim of domestic violence or child abuse of a minor, the bill requires courts to consider the admission of expert testimony and evidence only if the expert demonstrates expertise and experience working with victims of domestic violence or child abuse, including child sexual abuse, that is not solely forensic in nature, as well as to consider past evidence, including convictions, arrests, and restraining orders against the accused. Further, in these cases, courts are prohibited from separating or restricting contact between a child and their protective party in order to improve a deficient relationship with the accused. It also prohibits courts from ordering reunification treatment unless certain conditions are met. To inform the framework for these actions, the bill invites a task force to study victim and survivor awareness and responsiveness training requirements for Judicial Dept. personnel.</p> <p>Notably, the bill proclaims that “court personnel involved in cases containing abuse allegations who receive trauma-informed training on the dynamics, signs, and impacts of child abuse, child sexual abuse, and intimate partner violence will help protect and minimize risk of harm to the child” to support the training as outlined.</p> <p>https://leg.colorado.gov/bills/hb23-1178</p>
Colorado	House Bill 1291 HB23-1291	Made Law 6/1/2023	<p>This measure would change processes for expulsion hearings for schools and require training for hearing officers.</p> <p>In terms of expulsion hearings, the bill sets a different burden of proof: the school district must demonstrate that the student violated state law and the school district’s policy, <u>and</u> that expulsion is necessary to preserve the learning</p>

			<p>environment for other students. Related provisions task school districts with providing all records to guardians of children in expulsion hearings, and creating a report with facts and recommendations based on the hearing. Guardians also have the right to appeal this decision.</p> <p>The bill also requires that hearing officers participate in an annual training on state school discipline law. The training program is to be created by the state Dept. of Education for expulsion best practices, including integrating topics including but not limited to:</p> <ul style="list-style-type: none"> • Child and adolescent brain development • Restorative justice • Alternatives to expulsion • Trauma-informed practices • Conflict and bias in discipline, suspension, and expulsion <p>Notably, the bill refers to the significance of unconscious bias in the decision-making process already in place, and the disproportionate impact of such policies on children and adolescents that have experienced trauma in ways that continue to impact brain development and behavior. The bill also notes the importance of the expulsion process adopting a TI perspective.</p> <p>https://leg.colorado.gov/bills/hb23-1291</p>
Colorado	Senate Bill 91 SB23-091	Dead (Postponed Indefinitely in Senate Hearing, 2/16/2023)	<p>This measure concerns access to behavioral health services, including family therapy, group therapy, individual therapy, “services related to prevention, promotion, education, or outreach,” “evaluation, intake, case management, and treatment planning,” and “any other service determined to be necessary by the state department based on feedback received from stakeholders “ for certain Medicaid recipients under 21 years of age who experience risk factors that influence health.</p> <p>Under this bill, the identified “risk factors that influence health” include:</p> <ul style="list-style-type: none"> • Hospitalization in a neonatal or pediatric intensive care unit • Separation from custodial parent, legal guardian, or caregiver as a result of legal action or military requirement • Death of a custodial parent, legal guardian, caregiver, or sibling • Adoption, foster system involvement, or kinship placement • Housing instability • Underemployment or unemployment

			<ul style="list-style-type: none"> • Food insecurity • Child welfare system involvement • Exposure to domestic violence, sexual violence, or other traumatic events • Maltreatment or child abuse or neglect • Adolescent parenthood • Environmental displacement • Severe and persistent bullying • Diagnosis of a chronic condition that lasts for at least one year and requires ongoing medical attention or limits the ability to take part in daily life activities • Incidents of discrimination, including, but not limited to discrimination on the basis of race, ethnicity, gender expression, sexual orientation, religion, or learning disabilities or differences <p>The bill also addresses risk factors that influence health in custodial parents, legal guardians, and caregivers will qualify, with factors such as:</p> <ul style="list-style-type: none"> • Serious illness or disability • A history of incarceration • A diagnosed health condition • A diagnosed substance use disorder • Unemployment that lasted more than six months • Domestic violence or sexual violence • Adolescent parenthood <p>The state is tasked to identify guidelines and best practices for using screening and assessment tools for ACEs and other factors.</p> <p>The also bill notes that such risk factors will make access to services such as family, group, and individual therapy, services related to prevention, promotion, education, outreach, evaluation, intake, case management, and treatment, and further states that the state will also be exploring opportunities to enact a similar plan to address risk factors among adults independently.</p> <p>https://leg.colorado.gov/bills/sb23-091</p>
Colorado	Senate Bill 176 SB23-176	Made Law 5/30/2023	This measure concerns practices and health care services supporting people living with eating disorders, including prohibiting certain health benefit plans and the state medical assistance program from utilizing the body mass index, “ideal body

			<p>weight,” or any other standard requiring an achieved weight when determining medical necessity criteria or appropriate level of care for an individual with a diagnosed eating disorder, as well as to prohibit retail establishments from selling, transferring, or otherwise furnishing over-the-counter diet pills to people under 18 years of age.</p> <p>The original draft of the bill included a requirement that an eating disorder treatment and recovery facility “implement a treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma in accordance with recognized principles of trauma-informed approaches and trauma-informed interventions,” but this language was removed in the final version that ultimately was signed into law.</p> <p>https://leg.colorado.gov/bills/sb23-176</p>
Connecticut (Legislative Session: 1/4/2023 – 6/7/2023)	House Bill 6455 H.B. No. 6455	Dead Died in Committee	<p>This measure would eliminate the state's civil and criminal statutes of limitations concerning child sexual abuse matters in order to allow for trauma-informed pathways for civil and criminal justice seekers who are victims of child sexual abuse to pursue charges or damages when ready.</p> <p>https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=HB06455&which_year=2023</p>
Connecticut	House Bill 6773 H.B. No. 6773	Made Law 3/20/2023	<p>This measure would establish various requirements to assess and address housing insecurity for the state’s public college and university students. It defines “housing insecurity” as the lack of security caused by high housing costs relative to income, poor housing quality, unstable neighborhoods, overcrowding, or moving frequently. Among other provisions related to this process, the bill would require each public college and university to:</p> <ul style="list-style-type: none"> • Establish a team of students and institutional staff and faculty that is responsible for working with and supporting houseless or housing insecure students, and provide them with information about appropriate housing and mental health resources upon graduation • Designate a staff member who serves as a liaison for the institution and whose duties include identifying appropriate housing and mental health resources available to these students and using trauma-informed practices to mentor them • Designate an additional staff member to serve as a liaison for the institution’s houseless or housing insecure LGBTQIA2S+ students

			<ul style="list-style-type: none"> • Provide or offer financial assistance for students to receive medical care and mental health counseling to address issues surrounding their state of houselessness or housing insecurity • Provide trainings on trauma-informed practices to enable the institution's staff and faculty to more adequately respond to houseless students <p>https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=HB06773&which_year=2023</p>
Connecticut	House Bill 6846 H.B. No. 6846	Made Law 5/11/2023	<p>This measure reduces the number of crisis response drills that local and regional boards of education must require their schools to hold each school year. It changes requirements for the crisis response drill format, including those in the law governing the standards that the Department of Emergency Services and Public Protection (DESPP) must create for schools' security and safety plans. It also gives school boards more discretion in scheduling these drills and required fire drills throughout the school year. The bill also requires DESPP, in consultation with the State Department of Education (SDE), to evaluate the effectiveness of the bill's provisions on the number and implementation of both fire drills and crisis response drills. DESPP must report its findings and any recommendations for legislation by 1/1/25. The bill sets forth standards, procedures, and protocols for staff-only drills as well as whole-school crisis response drills.</p> <p>Among the provisions to accomplish the above, the bill requires that protocols developed are trauma-informed. The bill also mentions accommodating students who have experienced trauma or who have other "relevant disabilities," as well as giving students information on the availability of mental health counseling. The bill further indicates that students and families must be notified (in an age-appropriate way) about the drills taking place, with the choice to opt out.</p>
Connecticut	Senate Bill 5 S.B. No. 5	Made Law 6/6/2023	<p>This measure makes changes to laws on protections for survivors of family violence. Notably, the bill appropriates funds to the Dept. of Social Services to distribute to provide trauma-informed services to children and families experiencing violence. The bill defines "trauma-informed services" as "services directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and violence on a person."</p> <p>https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=SB00005&which_year=2023</p>

<p>Delaware</p> <p><i>Legislative Session: 1/10/2023 – 6/30/2024</i></p>	<p>House Bill 6</p> <p>H.B. No. 6</p>	<p>Pending (Education, 4/25/2023)</p>	<p>This measure would allocate one Mental Health Professional Unit and one Mental Health Coordinator Unit to each school district and charter school in the state. The bill outlines the duties of these roles, including:</p> <ul style="list-style-type: none"> • Developing partnerships with community-based organizations to expand access to behavioral health services • Consulting with mental health professionals employed by the school district to develop an implementation plan that is culturally competent, grief and trauma informed, developmentally appropriate, evidence based or evidence-informed, and follows the federal National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care <ul style="list-style-type: none"> ○ Notably, the bill outlines that this plan must: <ul style="list-style-type: none"> ▪ Aim to de-stigmatize mental health need ▪ Determine how to build workforce capacity as well as awareness to address student mental needs ▪ Develop a process to screen and identify mental health needs ▪ Incorporate brief intervention services to support students experiencing distress, trauma, or bereavement, as well as those who are at-risk for developing mental health/substance use challenges or diagnoses • Establishing collaborative relationships with families, community groups, family and peer support services, behavioral health providers, and local businesses to broaden and link available community resources to school-aged youth and their families <p>https://legis.delaware.gov/BillDetail?LegislationId=130243</p>
<p>Florida</p> <p><i>Legislative Session: 2/6/2023 – 5/5/2023</i></p>	<p>House Bill 1007 & Senate Bill 1064</p> <p>HB 1007 & SB 1064</p>	<p>Made Law</p> <p>6/16/2023</p>	<p>This measure seeks to integrate a trauma screen into the assessment of a child removed from their home. The bill adds to findings and intent that the timely identification of and response to acute presentation of symptoms indicative of trauma can reduce adverse outcomes for a child, aid in the identification of services to enhance initial placement stability and of supports to caregivers, and reduce placement disruption.</p> <p>Specifically, the bill would require a community-based care lead agency or the Dept. of Children and Families to conduct a trauma screening “as soon as practicable after the child’s removal but no later than 21 days after the shelter hearing.” When the screening indicates action ought to be taken, the agency/Dept. must, at minimum:</p>

			<ul style="list-style-type: none"> • Promptly refer the child to appropriate trauma assessment, which must be completed within 30 days, and, if appropriate, services and intervention as needed • Integrate the trauma screening, assessment, and services and intervention into children’s overall behavioral health treatment planning and services • Provide information and support, which may include but need not be limited to, consultation, coaching, training, and referrals to services, to the caregiver of the child to help the caregiver “respond to and care for the child in a trauma-informed and therapeutic manner” <p>HB 1007: https://www.flsenate.gov/Session/Bill/2023/1007 SB 1064: https://www.flsenate.gov/Session/Bill/2023/1064</p>
Florida	House Bill 1337 & Senate Bill 1190 HB 1337 & SB 1190	Made Law 6/16/2023	<p>“Step Into Success Act” - This measure would create a three-year Dept. of Children and Families-administered program – the “Step into Success Workforce Education and Internship Pilot Program” – to give eligible foster youth and former foster youth an opportunity to learn and develop essential workforce and professional skills, transition from the custody of the Dept. of Children and Families to independent living, and become better prepared for an independent and successful future.</p> <p>The program includes two components: a independent living professionalism and workforce education component, and an onsite internship component. The bill specifies how the pilot program will operate and includes reporting requirements. State government agencies as well as private-sector organizations may be sites for interns, who must be assigned mentors and (subject to available funding) receive stipends.</p> <p>The independent living professionalism and workforce education component of the program culminates in a certificate that allows a former foster youth to participate in the onsite workforce training internship. This component includes:</p> <ul style="list-style-type: none"> • Designating and ensuring that the number of qualified staff is sufficient to implement and administer the component, which may be part of a larger independent living or life skills training program if the larger program meets certain requirements • Developing all workshops, presentations, and curricula for the component, including, but not limited to, all written educational and training materials for foster youth and former foster youth. The training materials must address, but are not limited to, the following:

			<ul style="list-style-type: none"> ○ Interview skills ○ Professionalism ○ Teamwork ○ Leadership ○ Problem solving ○ Conflict resolution in the workplace <ul style="list-style-type: none"> • Requiring that the training provided be in addition to any other life skills or employment training required by law • Providing relevant written materials from the component and any relevant tools developed to ensure participants' successful transition to internships to all participating organizations offering workforce training intern opportunities • Providing materials to inform eligible foster youth and former foster youth of the program, participation requirements, and contact information to enroll • Advertising/promoting the education and internship program • Assessing the career interests of each eligible foster youth and former foster youth who expresses interest in participating in the program and determining the most appropriate internship and post-internship opportunities <p>The onsite workforce training internship opportunity component allows eligible former foster youth to obtain paid work (along with relevant stipends such as for clothing that complies with professional dress codes, etc.) experience through a limited-duration position in a structured program involving guidance from a mentor trained in working with youth who have experienced trauma. Tasks include:</p> <ul style="list-style-type: none"> • Developing processes and procedures to implement a trauma informed onsite workforce internship component, designed so that they can be replicated and scaled to meet various organizational structures and sizes, including providing assistance to eligible foster youth and former foster youth interested in participating in the internship component, including, but not limited to: <ul style="list-style-type: none"> ○ Identifying and monitoring internship opportunities ○ Being knowledgeable of the training and skills needed to match eligible foster youth and former foster youth with appropriate internships ○ Assisting eligible foster youth and former foster youth with applying for post-internship employment opportunities
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			<ul style="list-style-type: none"> Publicizing specific internship positions in an easily accessible manner and inform eligible foster youth/former foster youth of where to locate information Developing a process and schedule for the distribution of stipends to former foster youth participating in the component, subject to the availability of funds Distributing funds appropriated for the compensation of mentors who are participating in the component Developing and conduct follow-up surveys with: o former foster youth within three months after their internship start date to ensure successful transition into the work environment and to gather feedback on how to improve the experience for future participants Assigning mentors to participating former foster youth <p>Participating organizations must include, among other aspects, a trauma-informed approach to mentoring and training former foster youth.</p> <p>HB 1337: https://www.flsenate.gov/Session/Bill/2023/1337 SB 1190: https://www.flsenate.gov/Session/Bill/2023/1190</p>
Florida	House Bill 1557 & Senate Bill 1690 HB 1557 & SB 1690	Made Law 5/17/2023	<p>This measure concerns human trafficking and would require several things:</p> <ul style="list-style-type: none"> Child welfare safe houses and safe foster homes to have a trained individual on staff or under contract to provide security services, and to provide age-appropriate human trafficking awareness education to their residents Dept. of Children and Families to develop human trafficking public awareness signs, and requires certain child welfare residential facilities to post them A committee of the Statewide Council on Human Trafficking to conduct a study of adult safe houses, and, after the completion of the study, Dept. of Children and Families to adopt rules to certify adult safe houses <p>Notably, among the provisions of the bill are that, for safe houses to be certified, they must “use strength-based and trauma-informed approaches to care,” have policies that “ensure that adult survivors of human trafficking are served in a respectful and trauma-informed manner,” provide a “safe and therapeutic environment,” and “operate in a survivor-centered and trauma-informed manner.”</p> <p>HB 1557: https://www.flsenate.gov/Session/Bill/2023/1557</p>

			SB1690: https://www.flsenate.gov/Session/Bill/2023/1690
Georgia <i>Legislative Session:</i> 1/9/2023 – 4/2/2024	House Bill 677 HB677	Dead (Died in Committee)	<p>This measure concerns policies and procedures for higher education institutions related to informal resolution, investigation, adjudication, and resolution of sexual violence, IPV, or stalking complaints against students or employees. Notably, the bill requires that policies protect the safety and rights of students or employees and promote accountability, objectivity, impartiality, and trauma-informed responses.</p> <p>https://www.legis.ga.gov/legislation/65095</p>
Hawaii <i>Legislative Session:</i> 1/8/2023 – 5/3/2024	House Bill 55 HB55	Dead (Deferred by Education Committee, 3/20/2023))	<p>This measure seeks to provide Dept. of Ed. grants to support planning and implementation of various initiatives within community school consortiums, including a two-year grant-funded pilot program.</p> <p>The bill defines a "community school consortium" as “a group, consisting of one or more schools and community partners or community organizations, or both, including government agencies, that propose to work with one another to plan or implement, or both, community school programming.”.</p> <p>Notably, the bill aligns with the trauma-informed principles of collaboration and mutuality with its stated goals seeking to “support learners, educators, families, and communities by nurturing networks that promote reciprocity.”</p> <p>Additionally, applicants are asked to propose potential parent and community engagement plans and programming that promotes participatory decision-making and family empowerment. Among the categories of community school programming applicants may select from is trauma-informed care.</p> <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=55&year=2023</p>
Hawaii	House Bill 330, House Bill 1365, Senate Bill 294, Senate Bill 295, &	Made Law 6/14/2023	<p>These measures take approaches to task a working group and a collective impact program within the Office of Wellness and Resilience with activities that will help the state to “seek, design, and recommend transformative changes to the State’s existing child welfare system.” Notably, the bills all assert that the recommendations be centered on creating a child welfare system that is trauma-informed, sustains a community-based partnership, reflects Hawaii’s culture and values, and is responsive to the diverse needs of children and families who are</p>

	<p>Senate Bill 1211</p> <p>HB330, HB1365, SB294, SB295, & SB1211</p>		<p>system-involved across the state. This would all be developed in collaboration with the trauma-informed care task force in the state to assure alignment.</p> <p>These bills model the model by inviting meaningful participation to inform the direction of the work from “individuals with lived experience as birth parents, kin, youth, and resource caregivers in the child welfare system and members of the Native Hawaiian and Pacific Islander communities,” as well as providers and other professional stakeholders and decisionmakers.</p> <p>HB330: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=330&year=2023</p> <p>HB1365: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=1365&year=2023</p> <p>SB294: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=294&year=2023</p> <p>SB295: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=295&year=2023</p> <p>SB1211: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=1211&year=2023</p>
Hawaii	<p>House Bill 453</p> <p>HB453</p>	<p>Pending</p> <p>(House Corrections, Military, & Veterans Committee, 1/25/2023)</p>	<p>This measure would establish within the Dept. of Human Services a pilot program to provide housing and childcare vouchers to women who will soon complete, or have recently completed, a term of imprisonment as a sentenced offender, and who have (or will have) sole or primary custody of 1 or more children under the age of 18. There are, however, work requirements: voucher recipients must be employed at least 20 hours per week or be employed and attend an educational program for a combined total of at least 20 hours per week.</p> <p>Notably, the bill acknowledges that “women’s pathways into crime often involve a history of abuse, neglect, and trauma.” The bill also refers to a previous initiative in the state that implemented a trauma-informed care-based plan in a women’s community correctional facility, and goes into detail about the significance of findings in this program in terms of reducing re-traumatization, the</p>

			<p>interconnectedness of trauma/ACEs and experiences of being justice-involved, and overcoming barriers to successful community re-integration.</p> <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=453&year=2023</p>
Hawaii	House Bill 456 HB456	Pending (House Finance, 2/16/2023)	<p>This measure would establish the At-Risk Youth Grant Program within the Office of Youth Services. The bill outlines that programs that support youth from ethnic groups that are disproportionately represented in the States' correctional system, support rehabilitation, or meet needs identified by the office of youth services in consultation with the community will be prioritized for funding to "decrease the overrepresentation of youth from the Hawaiian community, Pacific Islander communities, and communities of color across Hawaii's criminal justice system and address intergenerational trauma, cultural dislocation, and risk factors associated with poverty.". Notably, the bill illuminates the connection between health-harming behaviors and experiences of trauma, as well as how incarceration contributes to such cycles. Further, the bill asserts that "best practices regarding youth from underserved communities who face negative risk factors and ACEs suggest that culturally-focused solutions have positive results," citing research to support this.</p> <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=456&year=2023</p>
Hawaii	House Bill 486, House Bill 487 & Senate Bill 894 HB486, HB487 & SB894	Made Law 6/14/2023	<p>This measure would transfer the Office of Wellness and Resiliency from the Governor's office to the Dept. of Human Services, while also extending the date by which the Trauma-Informed Care Task Force would dissolve to June of 2025. In this extension, the TIC Task Force will serve as an advisory board to the Office of Wellness and Resilience as recommendations for the state are made.</p> <p>Trauma-Informed Care Task Force activities would include:</p> <ul style="list-style-type: none"> • Create, develop, and adopt a statewide framework for trauma-informed and responsive practice, including all of the following: <ul style="list-style-type: none"> ○ A clear definition of "trauma-informed and -responsive practice" ○ Principles of trauma-informed and -responsive care that may apply to any school, health care provider, law enforcement agency, community organization, state agency, or other entity that has contact with children or youth ○ Clear examples of how individuals and institutions may implement trauma-informed and responsive practices across different domains,

			<p>including organizational leadership, workforce development, policy and decision-making, and evaluation</p> <ul style="list-style-type: none"> ○ Strategies for preventing and addressing secondary traumatic stress for all professionals and providers working with children and youth and their families who have experienced trauma ○ Recommendations to implement trauma-informed care professional development and strategy requirements in county and state contracts ○ An implementation and sustainability plan, consisting of an evaluation plan with suggested metrics for assessing ongoing progress of the framework <ul style="list-style-type: none"> ● Identify best practices, including those from native Hawaiian cultural practices, with respect to children and youth who have experienced or are at risk of experiencing trauma, and their families ● Provide a trauma—informe care inventory and assessment of public and private agencies and departments ● Identify various cultural practices that build wellness and resilience in communities ● Convene trauma—informe care practitioners so that they may share research and strategies in helping communities build wellness and resilience ● Seek ways in which federal funding may be used to better coordinate and improve the response to families impacted by COVID-19, substance use disorders, domestic violence, poverty, and other forms of trauma, including making recommendations for a government position to interface with federal agencies to seek and leverage federal funding with county and state agencies and philanthropical organizations ● Coordinate data collection and funding streams to support the efforts of the TIC task force ● Serve as an advisory board to the Office of Wellness and Resilience <p>A report of findings and recommendations will be due at the end of this process.</p> <p>HB486: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=486&year=2023 </p>
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Hawaii	<p>House Bill 550 & Senate Bills 356 & 1221</p> <p>HB550 & SB 356 & SB1221</p>	<p>Pending (House Education/ Finance, 1/27/2023; Senate Education/ HHS, 1/25/2023)</p>	<p>This measure would require the Dept. of Education to offer training for teachers, educational officers, and school-based behavioral health specialists on sex trafficking prevention and response among the student population. Notably, the bill calls to the significant increase in demand for support that survivors of trafficking sought out – including, specifically, trauma-informed care—in relation to COVID-19. The bill takes an empowerment lens and indicates that education about how to protect oneself from harm and build healthy relationships ends exploitation, and suggesting that educating students as well as those within the education system to reduce incidences of sexual exploitation of minors. Among other requirements, the curriculum must include trauma-informed strategies for responding to sex trafficking.</p> <p>HB550: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=550&year=2023</p> <p>SB1221: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=1221&year=2023</p> <p>SB356 (same as above): https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=356&year=2023</p>
Hawaii	<p>House Bill 554</p> <p>HB554</p>	<p>Made Law (6/14/2023)</p>	<p>Among other things, this measure would require that the University of Hawaii education system provide mandatory annual trauma-informed, gender-inclusive, LGBTQIA2S+-inclusive sexual misconduct primary prevention and awareness programming for students and employees of the university.</p> <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=554&year=2023</p>
Hawaii	<p>House Bill 582 & Senate Bill 238</p>	<p>Pending (Passed House, 3/7/2023, Senate</p>	<p>This measure seeks to expand the time period by which a civil action for childhood sexual abuse may be initiated, including an otherwise time-barred action, and also authorizes courts to require personnel to undergo training on a trauma-informed response to allegations of sexual abuse. Notably, the bill acknowledges the</p>

	HB582 & SB238	Health and Human Services, 3/10/2023)	<p>trauma inherent in the experience of childhood sexual abuse, and also acknowledge the ways that stigma and silencing can re-traumatize survivors.</p> <p>The bill describes a “trauma-informed response” to allegations of sexual abuse as including (but not limited to):</p> <ul style="list-style-type: none"> • Fully integrating research about the effects and impacts of trauma into policies, procedures, and practices; • Understanding the ways in which stress and trauma may affect attention, cognition, behavior, and memory processes; • Creating an environment that is safe, non-judgmental, and free of gratuitous re-triggering; and • Listening to and documenting victims’ statements without judgment. <p>HB582: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=582&year=2023 SB238: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=238&year=2023</p>
Hawaii	House Bill 850 HB850	Pending (Education, 3/10/2023)	<p>This measure would establish the Trauma-Informed Education Pilot Program in the state, which would involve funding a position for a trauma-informed resource teacher and an educational specialist in 2 areas in the state with complex needs, for a year. Notably, the bill states that it is the legislature’s commitment to incorporate trauma-informed education into the state school system, defining trauma-informed education as: “involving mental health education for students, teachers, staff, parents, and community members; adding a flexible, responsive, and measured strategy for addressing trauma; and an important component to the Dept. of Education’s multi-tier system of supports.” The bill calls to a successful example of implementation accomplished in 2021 – Compassionate Ko0olaupoko – and expounds upon the successes and positive impacts, indicating that this model “has brought together schools, community groups, businesses, and community members to envision what a trauma-informed community would look like.”</p> <p>The bill outlines the requirements and duties for both roles, with the description of the trauma-informed resource teacher position being particularly striking, including:</p>

			<ul style="list-style-type: none"> • Design and deliver high quality professional learning opportunities and technical assistance, including culturally-relevant, best practices in trauma-responsive practices to build capacity and sustainability; • Collaborate with district and school—level staff and partnering organizations to access and coordinate appropriate resources; • Support meetings with the district education specialist to advance projects and programs; provide technical assistance on designated priorities; and collaborate with internal staff and external groups, state and federal agencies, and business or professional associations; • Assist the district education specialist with coordination and collection of programmatic information for testimony, reports, and presentations to various audiences, including but not limited to the legislature and board of education; • Adhere to all procurement rules, regulations, and contractual requirements of the department of education and state and federal entities; • Assist the district education specialist in hosting advisory council meetings as needed in order to provide culturally attuned, trauma-responsive information that is helpful to the community; • Perform other related duties as required or assigned. <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=850&year=2023</p>
Hawaii	House Bill 948 HB948	Made Law (6/14/2023)	<p>This measure would establish a 2-year child and adolescent crisis mobile outreach team pilot program to expand existing crisis response services. Notably, the text of the bill acknowledges that “there is a need to improve mental health crisis intervention for at-risk youths in the community by expanding existing crisis response services to provide trauma-informed engagement within the system and individual training in terms of trauma-informed care, emphasizing the importance of providing trauma-informed care and ongoing support to younger people and families in the community. The bill mentions that training in trauma-informed care will be a part of the tasks those hired under this pilot program must accomplish.</p> <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=948&year=2023</p>
Hawaii	House Bill 1053 & Senate Bill 1351	Pending (Senate disagreed with House)	<p>This measure seeks to create and appropriate funds for an Infant and Early Childhood Mental Health Program to provide support and mental health services for children from birth to age five. Notably, the bill proclaims that “The legislature finds that the health and development of children under five years of age is critical to strengthen Hawaii’s communities,” and further go on to assert striking statistics</p>

	HB1053 & SB1351	amendments 4/13/2023; Conference Committee Meeting scheduled to resolve, 4/28/2023)	<p>regarding the significant proportion of people give years of age and younger who have significant mental health needs tied to a variety of factors, including ACEs as well as environmental concerns such as poverty.</p> <p>The bill also takes a prevention lens, noting that “interventions at an early stage of life can result in future cost savings for special education, mental health treatment, juvenile justice, and incarceration.”</p> <p>The bill also emphasizes the significance of COVID-19 on child development. Notably, emphasizing that the inequities and disparities present in impacts, experiences, and outcomes related to COVID-19 have contributed to “family stress, toxic stress, and ACEs, and perpetuate intergenerational and historical trauma.”</p> <p>Finally, among other provisions, the bill outlines that the mental health program proposed would develop and implement “flexible strategies for the delivery of services and workforce training in a variety of settings, including early child care and learning, home visitation, and early intervention, and promote better understanding of the needs of infants and young children, the importance of positive early relationships, and the benefits of trauma-informed care.”</p> <p>HB1053: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=1053&year=2023</p> <p>SB1351: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=1351&year=2023</p>
Hawaii	House Bill 1130 & Senate Bill 712 HB1130 & SB712	Made Law 6/14/2023	<p>This measure seeks to establish a trauma-informed certification program for adult corrections officers at a particular community college campus within the University of Hawaii education system. Program completion according to the bill would involve staff taking three courses. The bill provides funds to cover logistical needs such as instructor pay, tuition, supplies, books, class materials, speaker fees, travel booking, and other such expenses.</p> <p>Notably, the bill acknowledges that “a significant proportion of the individuals in the corrections and rehabilitation system have experienced serious trauma in their lifetimes,” and identifies training the workforce to engage in a trauma-informed way as a critical piece of supporting community re-entry, citing reduced recidivism,</p>

			<p>positive rehabilitation experiences, increased connection with vital services, and lower likelihood for disciplinary infractions to take place.</p> <p>HB1130: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=1130&year=2023</p> <p>SB712: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=712&year=2023</p>
Hawaii	Senate Bill 1472 SB1472	Pending (Finance, 3/24/2023)	<p>This measure would make strengthen operations of the 988 and Hawaii CARES hotlines, including working to improve: the coordination of linkages; access to high-quality crisis counseling; quality in-person intervention by trained mental health professionals rather than law enforcement personnel; expanding and enhancing crisis mobile outreach services; establishing a new residential shelter facility; and creating community behavioral health clinics. Among these and other provisions, the bill establishes preventive youth crisis teams that respond to calls from “law enforcement personnel requesting behavioral health assessment, referral, and crisis care for youth who witnessed or participated in potentially traumatic events, to address current behavioral health crises and also prevent future crises.” Services provided through Hawaii CARES are noted as being trauma-informed.</p> <p>https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SB&billnumber=1472&year=2023</p>
Illinois <i>Legislative Session: 1/11/2023 – 1/5/2025</i>	House Bill 342 HB0342	<u>Made Law</u> 8/3/2023	<p>This measure would task the state board of education to develop a school district-level Children's Adversity Index to measure community childhood trauma exposure across the population of children aged 3-18. The bill anchors in the value of collaboration, outlining this as a “cross-agency effort” and tasking multiple parties to support with data, including the Governor’s Office of Early Childhood Development, the Dept. of Human Services, the Dept. of Public Health the Dept. of Innovation of Technology, the Criminal Justice Information Authority, the Dept. of Children and Family Services, and the Dept. of Juvenile Justice.</p> <p>Data the measure indicates would be useful to collect includes the number of students/families experiencing houselessness, those who have contact with the child welfare system, and “indicators of aspects of a child’s environment that can undermine the child’s sense of safety, stability, and bonding,” including growing up in a household with caregivers struggling with substance use or instability due to</p>

			<p>family separation or community violence. The bill does speak to protecting individual information in this process.</p> <p>The bill defines trauma in accordance with SAMHSA’s 4 Rs. The bill also defines “collective trauma” as “a psychological reaction to a traumatic event shared by any group of people. This may include, but is not limited to, community violence, experiencing racism and discrimination, and the lack of essential supports for wellbeing, such as educational or economic opportunities, food, healthcare, housing, and community cohesion.”</p> <p>The bill notably further asserts that, while trauma can be experienced by anyone, there is disproportionate representation among those belonging to marginalized groups. The bill also acknowledges the impacts of systemic and historical oppression in connection with these inequities.</p> <p>The bill addresses several other things, such as what makes a school trauma-informed and healing-centered, requirements that all school board members take training that involves education on trauma-informed practices, and outlines the curriculum for students and staff on trauma and a trauma-informed approach.</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=342&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 1089 HB1089	Pending (House Rules, 3/10/2023)	<p>“Peace Officer Accountability Act” – This measure seeks to require that, before a peace officer is permitted to carry a firearm in the unit of government in which they are employed, they must either live in the unit of government in which he or she serves, or complete 200 hours of specified work or training, which includes curriculum on (among other topics):</p> <ul style="list-style-type: none"> • training in techniques for immediate response to and investigation of cases of domestic violence and of sexual assault of adults and children, including... <ul style="list-style-type: none"> ○ cultural perceptions and common myths of sexual assault and sexual abuse ○ interview techniques that are age-sensitive, survivor-centered, and trauma-informed • training in techniques designed to promote effective communication at the initial contact with crime victims and ways to comprehensively explain to victims and witnesses their rights • training in effective recognition of and responses to stress, trauma, and post-traumatic stress experienced by law enforcement officers, including:

			<ul style="list-style-type: none"> ○ recognizing signs and symptoms of work-related cumulative stress ○ issues that may lead to suicide ○ solutions for intervention with peer support resources • instruction addressing mandatory reporting requirements • instruction aimed at identifying and interacting with persons with autism and other developmental or physical disabilities, reducing barriers • training in the detection and investigation of all forms of human trafficking • instruction in trauma-informed responses designed to ensure the physical safety and well-being of a child of an arrested parent or family member <ul style="list-style-type: none"> ○ understanding the trauma experienced by the child while maintaining the integrity of the arrest and safety of officers, suspects, and other involved individuals ○ de-escalation tactics that would include the use of force when reasonably necessary ○ inquiring whether a child will require supervision and care. • probationary law enforcement officers also must engage with content on: <ul style="list-style-type: none"> ○ hands-on, scenario-based role-playing ○ at least 6 hours of instruction on use of force techniques, including the use of de-escalation techniques to prevent or reduce the need for force whenever safe and feasible ○ specific training on officer safety techniques, including cover, concealment, and time ○ at least 6 hours of training focused on high-risk traffic stops ○ training in the use of electronic control devices • permanent law enforcement officers must engage with content on: <ul style="list-style-type: none"> ○ refresher and in-service training in any of the courses probationary officers take ○ advanced courses in any of the subjects probationary officers take ○ training for supervisory personnel ○ specialized training in subjects and fields to be selected later • training on the use of a firearms restraining order by providing instruction on the process used to file a firearms restraining order and how to identify situations in which a firearms restraining order is appropriate <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=1089&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 1294	Pending	This measure concerns juvenile court settings, particularly outlining standards to determine unfitness standards when it comes to standing trial. Experiences of child traumatic stress, along with experiences of developmental disabilities, as well

	HB1294	(Passed House, 3/23/2023; Senate Assignments, 3/24/2023)	<p>as substance use disorder diagnoses and mental health diagnoses, are included in factors that are considered for unfitness.</p> <p>Notably, the measure states that “children are substantially different from adults,” indicating that this demands the state to “create procedures to establish fitness to stand trial that accommodate these differences. This [bill] is intended to support children through practices that are trauma-informed and that protect children's rights and dignity.” The bill also states that “the ability to understand charges and to participate meaningfully in one's own defense evolve gradually throughout childhood and early adulthood,” and that “each child deserves developmentally appropriate responses that reflect the best understanding of the child's current abilities” when determining participation in trials.</p> <p>The measure engages experts to determine fitness, stating that an expert in such role must be “a licensed clinical psychologist or psychiatrist with training and experience in forensics, child development, and child trauma.” When evaluations are conducted, among other factors, an assessment of a child’s traumatic stress levels and history of exposure to traumatic events is to be considered.</p> <p>The bill defines “child traumatic stress” as “exposure to one or more traumatic events over the course of a child's life that result in that child developing reactions that persist and that interfere with the child's functional, social, adaptive, or intellectual ability.”</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=1294&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 1382 HB1382	Pending (House Rules, 3/10/2023)	<p>“Public Empowerment and Community (PEACE) Act:” This measure would require the awarding of annual grants to create and strengthen community-based alternatives to law enforcement to lessen the reliance on law enforcement agencies as first responders to crisis situations unrelated to the fire department or medical service response. Alternatives eligible for funding include (but are not limited to) mobile crisis teams or community paramedicine programs. Notably, the bill requires that grant awarding favors those who belong to historically marginalized populations and also prioritizes communities “with a demonstrated need” for community-based alternatives to law enforcement. The bill also acknowledges that the current crisis response system can inflict additional trauma.</p>

			<p>The bill also models the model through supporting empowerment, voice, and choice among those with lived experience, as well as collaboration between such community members and professionals with training in trauma-informed care, by requiring that the taskforce that work toward devising this program include: emergency medical system practitioners with experience providing community-based, trauma-informed, culturally-competent care, de-escalation strategies, and harm reduction support; public/behavioral health practitioners with specific expertise in community health and an understanding of health care, mental health services, trauma-informed, culturally competent care, de-escalation strategies, and harm reduction support; members of the public, who have survived an emergency or crisis, and have used community-based services in response to the emergency or crisis; survivors of police brutality; and surviving family members of someone who has been subject to use of force resulting in death or serious bodily injury by a law enforcement officer.</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=1382&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 2847 HB2847	Made Law 8/11/2023	<p>“Mental Health and Wellness Act” – this measure establishes coverage of no-cost mental health prevention and wellness visits as necessary in addition to an annual physical examination. Among other provisions, the measure indicates that such visits “shall include any age-appropriate screening recommended by the American Academy of Pediatrics’ Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents” to: identify a mental health issue, condition, or disorder; facilitate discussing mental health symptoms that might be present; discussing mental health and wellness; and performing an evaluation of ACEs.</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=2847&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 3116 HB3116	Made Law (6/9/2023)	<p>This measure requires that, at least once every 2 years, in-service training on houselessness for all personnel – as developed in collaboration with a community-based organization that specializes in working with houseless young people – take place for all school personnel. The training includes content on identifying warning signs of mental health challenges, trauma, and suicidal behavior, and further tasks staff with implementing trauma-informed practices. Such training can include (but is not limited to):</p> <ul style="list-style-type: none"> • the recognition of and care for trauma in students and staff • the relationship between educator wellness and student learning

			<ul style="list-style-type: none"> • the effect of trauma on student behavior and learning • the prevalence of trauma among students, including the prevalence of trauma among student populations at higher risk of experiencing trauma • the effects of implicit or explicit bias on recognizing trauma among various student groups in connection with race, ethnicity, gender identity, sexual orientation, socio-economic status, and other relevant factors • effective district practices that are shown to: <ul style="list-style-type: none"> ○ prevent and mitigate the negative effect of trauma on student behavior and learning ○ support the emotional wellness of staff <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=3116&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 3414 HB3414	Made Law (6/30/2023)	<p>This measure would require that, when a person is alleged to have committed an offense, and that person is under 18 years of age at the time of the offense, the court, at the sentencing hearing, will consider additional factors in mitigation in determining the appropriate sentence, including:</p> <ul style="list-style-type: none"> • the person's family, home environment, educational and social background, including any history of domestic or sexual violence or sexual exploitation • childhood trauma, including ACEs • the person's involvement in the child welfare system • involvement of the person in the community • if a comprehensive mental health evaluation of the person was conducted by a qualified mental health professional • the outcome of the evaluation <p>The bill also would allow judges to determine that younger people can halt prosecution of a minor if they determine that the accused minor would be amenable to the care, treatment, and training programs available through the facilities of the juvenile court based on an evaluation of:</p> <ul style="list-style-type: none"> • any involvement of the minor in the child welfare system • whether there is evidence the minor was subjected to outside pressure, including peer pressure, familial pressure, or negative influences • the minor's degree of participation and specific role in the offense <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=3414&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>

Illinois	House Bill 3598 HB3598	Pending (Rules, 3/10/2023)	<p>This measure would amend requirements for educator licensee training (once in every 5 years), including integrating content on:</p> <ul style="list-style-type: none"> • prevalent health conditions of students; • social-emotional learning practices and standards; • developing cultural competency; • identifying warning signs of mental illness, trauma, and suicidal behavior; • domestic and sexual violence; • the needs of expectant and parenting younger people; • working with exceptional students; • educator ethics; and • child sexual abuse and grooming behavior <p>Notably, the bill specifies that training on implementing trauma-informed practices may include (but is not limited to):</p> <ul style="list-style-type: none"> • the recognition of and care for trauma in students and staff; • the relationship between staff wellness and student learning; • the effect of trauma on student behavior and learning; • the prevalence of trauma among students, including the prevalence of trauma among student populations at higher risk of experiencing trauma; • the effects of implicit or explicit bias on recognizing trauma among various student groups in connection with race, ethnicity, gender identity, sexual orientation, socio-economic status, and other relevant factors; and • effective district and school practices that are shown to: <ul style="list-style-type: none"> ○ prevent and mitigate the negative effect of trauma on student behavior and learning ○ support the emotional wellness of staff <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=3598&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 3816 HB3816	Pending (Rules, 3/10/2023)	<p>This measure would amend law enforcement officer in-service training requirements. Among other details, the bill outlines curriculum for training that includes trauma-informed and allied concepts.</p> <p>Curriculum for officers must include (among others that are less directly relevant to a trauma-informed approach):</p> <ul style="list-style-type: none"> • human rights and human relations • cultural competency, including implicit bias and racial and ethnic sensitivity

			<ul style="list-style-type: none"> • crisis intervention training • non-discriminatory enforcement of traffic and vehicle-related violations • training in the use of electronic control devices, including the psychological and physiological effects of the use of those devices on humans • recognition of mental conditions and crises, including, but not limited to addiction (“which require immediate assistance and response and methods to safeguard and provide assistance to a person in need of mental treatment”) • recognition of abuse, neglect, financial exploitation, and self-neglect of adults with disabilities and older adults • training in techniques for immediate response to and investigation of cases of domestic violence and of sexual assault of adults and children, including: <ul style="list-style-type: none"> ○ cultural perceptions and common myths of sexual assault and sexual abuse ○ interview techniques that are age- sensitive and are trauma informed, victim centered, and victim sensitive • techniques designed to promote effective communication at the initial contact with crime victims and ways to comprehensively explain to victims and witnesses their rights • training in effective recognition of and responses to stress, trauma, and post-traumatic stress experienced by law enforcement officers <ul style="list-style-type: none"> ○ recognizing signs and symptoms of work-related cumulative stress ○ issues that may lead to suicide ○ solutions for intervention with peer support resources • mandatory reporting requirements • identifying and interacting with persons with autism and other developmental or physical disabilities, as well as reducing barriers to reporting crimes against persons with autism, and addressing the unique challenges presented by cases involving victims or witnesses with autism and other developmental disabilities • training in the detection and investigation of all forms of human trafficking • instruction in trauma-informed responses designed to ensure the physical safety and well-being of a child of an arrested parent or immediate family member, including, specifically: <ul style="list-style-type: none"> ○ understanding the trauma experienced by the child while maintaining the integrity of the arrest and safety of officers, suspects, and other involved individuals
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			<ul style="list-style-type: none"> ○ de-escalation tactics that would include the use of force when reasonably necessary ○ inquiring whether a child will require supervision and care. ● instruction on use of force techniques, including the use of de-escalation techniques to prevent or reduce the need for force whenever safe and feasible <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=3816&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 3881 HB3881	Pending (House Rules, 3/10/2023)	<p>This measure concerns public institutions of higher education within the state that employ a Benefits Navigator, including requirements of what a Benefits Navigation Center to support this role must offer and what competencies are required of someone in this role. Among such requirements are:</p> <ul style="list-style-type: none"> ● education for students and young adults to apply for school and government benefits (and, as necessary, navigate the appeals process to help them get their needs met) ● possess local knowledge of resources such as mutual aid organizations, food pantries, substance use recovery programming, child care programs, “trauma-informed affordable or free mental health services,” and other such community-based resources to support students ● develop relationships with various campus entities that can enhance holistic student wellbeing (e.g., counseling center, financial aid office, health and wellness services, residential life, etc.) ● specialized culturally-appropriate training in case management, helping skills, trauma-informed and strength-based practices, public benefits research, cultural competence, and interfacing with non-traditional students <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=3881&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	House Bill 3933 HB3933	Pending (House Rules, 3/10/2023)	<p>This measure would amend existing policy such that “every juvenile for whom a delinquency petition has been filed and who is detained shall have access to mental health services and professionals.” More specifically the bill outlines that, following a younger person’s release from a juvenile detention center or custody, they must receive counseling, therapy, and job training “to aid in the juvenile’s reentry into society.” The bill also would involve parents/guardians/legal custodians in that they will inform such parties of all mental health interventions and services utilized during detention and which are available after detention.</p>

			<p>Additionally, the bill outlines training requirements for juvenile probation officers, employees of juvenile detention centers, employees of the Department of Juvenile Justice, and juvenile police officers intended to support these professionals in recognizing and addressing the mental health needs of juveniles.</p> <p>Notably, this training must include (but is not limited to) instruction on:</p> <ul style="list-style-type: none"> • adolescent development • child trauma • adolescent behavioral health conditions • trauma-informed mediation and de-escalation techniques <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=3933&GAID=17&DocTypeID=HB&SessionID=112&GA=103</p>
Illinois	Senate Bill 16 SB0016	Pending (Passed in Senate, 3/30/2023; House Rules, 4/11/2023)	<p>This measure attends to many different areas concerning state education standards and practices.</p> <p>One provision of the bill would task the State Board of Education to develop a school district-level “Children’s Adversity Index” to measure community childhood trauma exposure. This index would be informed by research, would ensure privacy and confidentiality by de-identifying information, and would include:</p> <ul style="list-style-type: none"> • adverse incident data (e.g., the number or rates of students and families experiencing houselessness or who have had contact with the child welfare system) • indicators of aspects of a child’s environment that can undermine the child’s sense of safety, stability, and bonding (e.g., growing up in a household with caregivers struggling with substance use disorders or instability due to parent or guardian separation/incarceration, or exposure to community violence) <p>This measure would also require teacher education to provide instruction on trauma-informed practices to support the creation of trauma-responsive and healing-centered learning environments. School board members and school staff also would need to be trained on trauma-informed practices, including:</p> <ul style="list-style-type: none"> • the recognition of and care for trauma in students and staff; • the relationship between staff wellness and student learning; • the effect of trauma on student behavior and learning;

			<ul style="list-style-type: none"> • the prevalence of trauma among students, including the prevalence of trauma among student populations at higher risk of experiencing trauma; • the effects of implicit or explicit bias on recognizing trauma among various student groups in connection with race, ethnicity, gender identity, sexual orientation, socio-economic status, and other relevant factors; and • effective district and school practices that are shown to: <ul style="list-style-type: none"> ○ prevent and mitigate the negative effect of trauma on student behavior and learning; and ○ support the emotional wellness of staff <p>In addition, this bill would invite the State Superintendent of Education to establish a committee to make recommendations to the Board of Education to change the professional educator licensure and licensure renewal requirements. The committee would include, among others, those with expertise around areas including ACEs, trauma, secondary traumatic stress, restorative justice, and creating trauma-responsive learning environments and communities. In alignment with a trauma-informed approach, child advocates would be included in the committee.</p> <p>Additionally, this bill continues the existence of the Whole Child Task Force, asking them to come together again by March 2027 to review progress on a 2022 report's recommendations, and also to submit a new report on its assessment of the state's progress in implementing the suggested actions. This includes creating common definitions of trauma-responsive schools and communities, outlining training and resources necessary to support trauma-responsive schools/districts/communities, as well as identifying standardized processes to train on restorative practices, implicit bias, anti-racism, mental health services, social-emotional learning, and trauma-responsive systems.</p> <p>Notably, the bill defines trauma in alignment with SAMHSA's 3 Es framework, and acknowledges that "trauma can be experienced by anyone, though it is disproportionately experienced by members of marginalized groups," pointing to historical oppression as the root cause of these disparities and inequities. The bill also emphasizes the ways that COVID-19 disrupted learning and often exacerbated trauma and toxic stress through cumulative and compounding effects.</p> <p>The bill also defines collective trauma as "a psychological reaction to a traumatic event shared by any group of people," and states that "This may include, but is not</p>
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			<p>limited to, community violence, experiencing racism and discrimination, and the lack of the essential supports for well-being, such as educational or economic opportunities, food, health care, housing, and community cohesion.”</p> <p>The bill defines trauma-responsive learning environments as “learning environments developed during an ongoing, multiyear-long process that typically progresses across the following 3 stages,” using the Missouri Model to describe the progression from being “trauma aware,” to “trauma responsive.” According to the bill’s text, a school or district is trauma responsive when it “progresses from awareness to action in the areas of policy, practice, and structural changes within a multi-tiered system of support to promote safety, positive relationships, and self-regulation while underscoring the importance of personal well-being and cultural responsiveness.”</p> <p>The bill defines a healing-centered school or district as one that “acknowledges its role and responsibility to the community, fully responds to trauma, and promotes resilience and healing through genuine, trusting, and creative relationships,” indicating that these entities might promote holistic wellbeing, collaboration, trusting relationships, creativity, and other qualities.</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=16&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
Illinois	Senate Bill 98 SB0098	Pending (Senate Assignments, 1/24/2023)	<p>This measure would require LGBTQIA2S+ inclusivity training as part of professional development leadership training for school board members. Specifically, the bill states curriculum would include:</p> <ul style="list-style-type: none"> • understanding the difference between sex, gender, and sexual orientation; • knowledge of family structures beyond the heteronormative structure • nondiscriminatory education on the basis of gender, gender identity, gender expression, sexual orientation, and sexual behavior • understanding the struggles of LGBTQIA2S+ youth in schools • the contributions of LGBTQIA2S+ individuals regarding history, social sciences, arts, and humanities • the effects and risks of outing a student's gender identity or sexual orientation to the student's parents <p>Additionally, school board members under this measure would engage in curriculum for trauma-informed practices, including:</p> <ul style="list-style-type: none"> • the recognition of and care for trauma in students and staff;

			<ul style="list-style-type: none"> • the relationship between staff wellness and student learning; • the effect of trauma on student behavior and learning; • the prevalence of trauma among students, including the prevalence of trauma among student populations at higher risk of experiencing trauma; • the effects of implicit or explicit bias on recognizing trauma among various student groups in connection with race, ethnicity, gender identity, sexual orientation, socio-economic status, and other relevant factors; and • effective district and school practices that are shown to: <ul style="list-style-type: none"> ○ prevent and mitigate the negative effect of trauma on student behavior and learning; and ○ support the emotional wellness of staff <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=98&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
Illinois	Senate Bill 646 SB0646	Made Law 8/11/2023	<p>“Task Force for a Healing-Centered Illinois Act” - This measure would create the Healing-Centered Illinois Task Force to advance the state's efforts to become trauma-informed and healing-centered through improved alignment of existing efforts, common definitions and metrics, and strategic planning for long-term transformation.</p> <p>The measure sets forth the Task Force's objectives, including, but not limited to:</p> <ul style="list-style-type: none"> • recommending shared language and common definitions for the state to become trauma-informed and healing-centered across sectors by aligning language and definitions included in the work of the Whole Child Task Force, the Children's Mental Health Transformation Initiative, and the Illinois Children's Mental Health Plan • ensuring the meaningful inclusion in Task Force matters of young people, parents, survivors of trauma, and residents who have engaged with Illinois systems or policies, such as child welfare and the legal criminal system • identifying the current training capacity and the training needs to support healing-centered and trauma-informed environments among organizations, professional cohorts, educational institutions, and future practitioners and project how best to meet those needs; and • identifying what, if any, administrative or legislative policy changes are needed to advance goals to make Illinois a healing-centered or trauma-informed State

			<p>The bill notably acknowledges “the short-term, long-term and multi-generational impacts of trauma,” anchoring in the legitimacy of the science and presenting a compelling argument to adopt trauma-informed and healing-centered principles. The bill also calls for “equitable strategies” and “a multisector approach” in the spirit of collaboration and with attention to cultural, historical, and gender issues. In its text, the bill highlights the importance of “better coordination and alignment of existing trauma-informed and healing-centered activities among public and non-governmental agencies,” stating that this will “lead to more effective, equitable, and consistently high-quality implementation of services and supports” to state residents. The bill also illuminates the importance of building in sustainability and ongoing training and support for the workforce and for implementation across the state.</p> <p>The bill outlines several activities as well as the composition of the Task Force to demonstrate the “how” of accomplishing what is outlined, and making recommendations for the state.</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=646&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
Illinois	Senate Bill 1794 SB1794	Made Law 8/4/2023	<p>This measure would require the Dept. of Human Services to establish a home visiting program to support communities in providing intensive home visiting programs to pregnant people and families with children from birth up to elementary school enrollment.</p> <p>The bill states that it seeks to:</p> <ul style="list-style-type: none"> • Improve maternal and newborn health • Prevent child abuse and neglect • Promote children's development and readiness to participate in school • Connect families to needed community resources and supports <p>Among its provisions, the bill outlines the home visiting and family support services provided under this program, which must have “fidelity to research-informed home visiting program models,” including:</p> <ul style="list-style-type: none"> • Personal visits with a child and the child's parent or caregiver • Opportunities for connections with other parents and caregivers in the community • Opportunities to be connected to other social and community supports as is fitting and desired

			<ul style="list-style-type: none"> • Enhancements to research-informed home visiting program models based on community needs, including doula services and similar program innovations • Referrals to other resources needed by families <p>Notably, the bill provides that eligibility under the program prioritizes populations and communities most in need of such services based on statewide data collection as well as alignment with priorities and initiatives set forth in the federal-level Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program that was reauthorized last year.</p> <p>The bill also outlines how infrastructure will be bolstered to support capacity-building, provide professional development, and engage technical assistance for grantees to implement programs and practices that align with the goals of the bill. Among these supports is assistance with the implementation of trauma-informed practices.</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=1794&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
Illinois	Senate Bill 2018 SB2018	Pending (Senate Assignments, 3/10/2023)	<p>This measure would create the Life Skills Reentry Center for Women to build valuable life skills and prepare people for reentry into society. The bill outlines the services the Center would provide to women who have been incarcerated and who have 1 to 4 years remaining on their sentences. The bill states that these services will be relational, culturally competent, family-centered, holistic, strength-based, and trauma-informed.</p> <p>Programming offered at the Center would include:</p> <ul style="list-style-type: none"> • prevocational and reentry related life skills • adult basic education • high school equivalency courses • literacy courses • creative writing courses • training for vocations, including welding, manufacturing, restaurant management, and custodial maintenance • cognitive behavior therapy courses • worship and chaplaincy services • religious studies • family days

			<ul style="list-style-type: none"> • job partnership programs • substance use disorder therapy programs • critical thinking • cultural self-awareness programs • various mental health services, including art therapy <p>The bill defines trauma-informed practices as “practices incorporating gender violence research and the impact of all forms of trauma in designing and implementing policies, practices, processes, programs, and services that involve understanding, recognizing, and responding to the effects of all types of trauma with emphasis on physical, psychological, and emotional safety.”</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=2018&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
Illinois	Senate Bill 2042 SB2042	Pending (Senate Assignments, 6/12/2023)	<p>This measure amends various aspects of existing law regarding children/younger people 21 and under are able to stand trial. The bill outlines that people may be found unfit to be tried if certain conditions are present, including (but not limited to): “mental illness, substance use disorder, developmental disability, chronological immaturity, relative immaturity, or child traumatic stress.”</p> <p>Notably, the text of the bill acknowledges that “children are substantially different from adults” and that “the ability to understand charges and to participate meaningfully in one's own defense evolve gradually throughout childhood and early adulthood and each child deserves developmentally appropriate responses that reflect the best understanding of the child's current abilities.” The bill indicates that this in service of supporting younger people through practices that are trauma-informed, developmentally-appropriate, and protective of their rights and dignity.</p> <p>The bill defines child traumatic stress as “exposure to one or more traumatic events over the course of a child's life that result in that child developing reactions that persist and that interfere with the child's functional, social, adaptive, or intellectual ability.”</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=2042&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
Illinois	Senate Bill 2391	Made Law (7/5/2023)	<p>This measure proposes allocating funding to strengthen programming at community schools. Notably, among the programming requirements that those obtaining these grants can implement with the funding is “programming that</p>

	SB2391		<p>includes academic excellence aligned with the Illinois Learning Standards, life skills, healthy minds and bodies, parental support, trauma-informed intervention, and community engagement and that promotes staying in school and non-violent behavior and non-violent conflict resolution.”</p> <p>Further, the measure would support community schools in connecting students to wraparound services to further enhance student safety, success, and stability, including:</p> <ul style="list-style-type: none"> • safe transportation to school; • vision and dental care services; • established or expanded school-based health center services; • additional social workers, mentors, counselors, psychologists, and restorative practice coaches and enhancing physical wellness, including providing healthy food for in-school and out-of-school time and linkages to community providers; • enhanced behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions; • family and community engagement and support, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services, as well as educating families on how to monitor a child's learning; • student enrichment experiences; and • professional development for teachers and school staff to quickly identify students who are in need of these resources <p>The bill defines a trauma-informed intervention as: “a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.”</p> <p>https://www.ilga.gov/legislation/BillStatus.asp?DocNum=2391&GAID=17&DocTypeID=SB&SessionID=112&GA=103</p>
<p>Indiana</p> <p><i>Legislative Session:</i> 1/10/2023 – 4/27/2023</p>	<p>House Bill 1053</p> <p>H1053</p>	<p>Dead</p> <p>Died in Committee</p>	<p>“The Byron Ratcliffe Sr. Racial Profiling Reform Act” - This measure would prohibit law enforcement agencies and law enforcement officers from conducting discriminatory profiling or pretextual stops based upon an individual's perceived age, gender, race, or ethnicity, and outlines what a model policy for addressing this would entail. The bill also includes data collection and tracking measures, a commission to serve as an oversight board, a standard policy for body and vehicle</p>

			<p>cameras, and training. Notably, the law enforcement training programs must include information on “communicating with traumatizing persons,” the neurobiology of trauma, and trauma-informed interviewing/investigation techniques.</p> <p>https://iga.in.gov/legislative/2023/bills/house/1053/details</p>
Indiana	House Bill 1055 H1055	Made Law (5/1/2023)	<p>This measure, among other law enforcement-related provisions, seeks to task the law enforcement training board to create a consistent and uniform statewide curriculum to integrate into the required police training program.</p> <p>Among other topics, the training must contain information on communicating with people who have experienced trauma, the neurobiology of trauma, and trauma-informed interviewing.</p> <p>https://iga.in.gov/legislative/2023/bills/house/1055/#digest-heading</p>
Indiana	House Bill 1094 H1094	Dead Died in Committee	<p>This measure seeks to create a comprehensive student support program. The bill’s text notably states that one of the motivations of the bill is to advance an integrative approach that “advances a culturally-responsive approach to positive school discipline and trauma-informed practices.” The bill notes that curriculum of such a program must include professional training in culturally-responsive practices, equity, and social justice, as well as trauma-informed practices.</p> <p>These efforts are overseen by a group of diverse stakeholders, including, among others, experts on trauma-informed practices, restorative justice, and mental health, as well as people from the community itself.</p> <p>https://iga.in.gov/legislative/2023/bills/house/1094/#document-39e0a5ea</p>
Indiana	House Bill 1321 H1321	Made Law (5/1/2023)	<p>This measure would require the state’s law enforcement training board to establish standards for annual in-service basic training that specifically includes information on the mental health and wellness of law enforcement officers.</p> <p>Among the trainings standards are:</p> <ul style="list-style-type: none"> • Communicating with traumatized persons • Neurobiology of trauma • Trauma-informed interviewing techniques

			<ul style="list-style-type: none"> • Healthy coping skills “to preserve the mental health of law enforcement officers and manage the stress and trauma of policing” • Recognizing symptoms of PTSD and suicidal behavior • Information on mental health resources available <p>https://iga.in.gov/legislative/2023/bills/house/1321/</p>
Indiana	House Bill 1360	Dead Died in Committee	<p>This measure would require the state Medicaid plan to reimburse eligible community violence prevention services provided by a certified violence prevention professional, which the bill outlines the qualifications and training for.</p> <p>The bill outlines that funding could be used for activities including (but not limited to) peer support, counseling, mentorship, conflict mediation, crisis intervention, targeted case management, referrals to health or social service providers, or screening services.</p> <p>The bill notably states that, in order to be certified as a violence prevention professional, a person must complete substantial training that, among other topics, the effects of trauma and violence and the “essential components of trauma-informed care.”</p> <p>The bill defines “community violence prevention services” as “evidence-based, trauma-informed, supportive, and non-psychotherapeutic services provided by a certified violence prevention professional to a victim of community violence for the purpose of improving health outcomes, promoting positive behavior change, preventing injury, and reducing the likelihood of violence of the victim.”</p> <p>https://iga.in.gov/legislative/2023/bills/house/1360/#digest-heading</p>
Indiana	House Bill 1360	Dead Died in Committee	<p>This measure makes a variety of changes to policies related to public safety. Among its many provisions are notably standards for law enforcement officer training, including the requirement that all officers are trained in “communicating with traumatized persons.”</p> <p>Further requirements for “ongoing specialized, intensive, and integrative training for persons responsible for investigating sexual assault cases involving adult victims must be trained on:</p> <ul style="list-style-type: none"> • the neurobiology of trauma

			<ul style="list-style-type: none"> • trauma-informed interviewing • trauma-informed investigative techniques <p>https://iga.in.gov/legislative/2023/bills/house/1625/details</p>
Indiana	Senate Bill 294 S294	Dead Died in Committee	<p>This measure concerns critical incident training at the Indiana Law Enforcement Academy.</p> <p>Among many other provisions, the bill calls for training curriculum to include content on the neurobiology of trauma, trauma-informed interviewing, and investigative techniques.</p> <p>https://iga.in.gov/legislative/2023/bills/senate/294#document-8b72374b</p>
Kentucky <i>Legislative Session: 1/3/2023 – 3/30/2023</i>	House Bill 41 HB41	Dead Died in Committee	<p>This measure concerning the foster system would direct the Dept. of Ed. to create a foster system-involved student toolkit with the intent to provide resources and information that will support school personnel in attending to the unique educational needs of foster children.</p> <p>Among other provisions, the bill states that the toolkit would include content on:</p> <ul style="list-style-type: none"> • Complexities and challenges that impact foster system-involved students • Educational barriers such as traumatization, high mobility, and undiagnosed behavioral and health conditions • Supportive classroom practices • Discipline and special considerations • Trauma-informed practices <p>https://apps.legislature.ky.gov/record/23RS/hb41.html</p>
Kentucky	House Bill 315 HB315	Dead Died in Committee	<p>“Erin’s Law” – This measure directs all public schools to adopt a trauma-informed approach to education in order to better recognize, understand, and address the learning needs of students impacted by trauma and to foster a learning environment where all students, including those who have experienced trauma, can be safe, successful, and supported.</p> <p>The bill would require trauma-informed teams to be established at schools, led by school counselors and school-based mental health providers, to assist students whose learning, behavior, and relationships have been impacted by trauma. The bill calls for these teams to incorporate age-appropriate and evidence-based child</p>

			<p>abuse and neglect awareness and prevention into the training, guidance, and assistance provided by the team to schools.</p> <p>The measure also specifies that a trauma-informed toolkit will be developed by the Department of Education and will include recommendations regarding child abuse and neglect awareness and prevention and support for schools' trauma-informed plans, including strategies for child abuse and neglect awareness and prevention.</p> <p>The bill also tasks each local board of education to develop a plan for implementing a trauma-informed approach in schools, enhancing trauma awareness throughout the school community, conducting an assessment of the school climate (including but not limited to inclusivity and respect for diversity, and developing trauma-informed disciplinary policies.</p> <p>The bill defines a trauma-informed approach as “incorporating principles of trauma awareness and trauma-informed practices, as recommended by the federal Substance Abuse and Mental Health Services Administration, in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one adult in the school setting.”</p> <p>https://apps.legislature.ky.gov/record/23RS/hb315.html</p>
Kentucky	House Bill 365 HB365	Dead Died in Committee	<p>This measure would require each school board to annually review and revise its trauma-informed approach plan. The bill acknowledges that trauma has a significant impact on learning and calls for training, guidance, and assistance to administrators, teachers, and staff to recognize trauma in students, utilize strategies to support the learning needs of trauma-impacted students, and implement a plan for a trauma-informed approach – which is the plan that will be updated annually.</p> <p>https://apps.legislature.ky.gov/record/23RS/hb365.html</p>
Louisiana <i>Legislative Session: 4/10/2023 – 6/8/2023</i>	House Bill 55 HB55	<u>Made Law</u> (6/9/2023)	<p>This measure would task the Dept. of Education to develop and administer a trauma-informed pilot program for screening students and providing trauma-informed services with respect to mental health and behavioral health.</p> <p>https://www.legis.la.gov/legis/BillInfo.aspx?s=23rs&b=HB353&sbi=y</p>

Louisiana	House Bill 353	Made Law 6/9/2023	<p>This measure would require the Dept. of Education to develop and administer a pilot program for the purpose of implementing trauma-informed mental and behavioral health screenings, select three school systems to participate in the program, and consult with experts on the fields of mental health, behavioral health, and trauma-informed restorative services in developing and administering the program.</p> <p>https://www.legis.la.gov/legis/BillInfo.aspx?s=23rs&b=HB353&sbi=y</p>
Maine <i>Legislative Session: 12/7/2022 – 5/7/2024</i>	Legislative Document 847 LD847	Made Law 6/8/2023	<p>This measure tasks the Dept. of Public Safety to develop and implement a program to provide law enforcement officers with trauma-informed training, and to employ social workers to work embedded within municipal police departments.</p> <p>The measure defines trauma-informed training as “training to recognize the presence of trauma symptoms and acknowledge the role that trauma can play in people's lives, including by engaging with individuals with histories of trauma.”</p> <p>https://legislature.maine.gov/legis/bills/display_ps.asp?LD=847&snum=131</p>
Maine	Legislative Document 684 LD684	Made Law 7/26/2023	<p>This measure would establish a publicly funded education program within publicly funded daycare programs using the Educare model for children from birth to 5 years of age, thus creating affordable, accessible programs for working parents. The bill makes a commitment to “assist[ing] children from low-income backgrounds or with a history of trauma to achieve readiness by kindergarten, instead of leaving them 3 years behind,” and also to “work[ing] with parents to increase parenting skills, increase workplace skills, decrease ACEs, and increase families’ emotional and financial stability.”</p> <p>https://legislature.maine.gov/legis/bills/display_ps.asp?LD=684&snum=131</p>
Maine	Legislative Document 1360 LD1360	Pending (Carried over to session, 7/26/2023)	<p>This measure would require certain healthcare providers to receive training about ACEs, including education on adversity as well as thoughtfully screening all people for ACEs at each annual physical exam, and at the time behavioral or reproductive health services are provided.</p> <p>https://legislature.maine.gov/legis/bills/display_ps.asp?LD=1360&snum=131</p>
Maryland <i>Legislative Session:</i>	House Bill 285 & Senate Bill 13	Dead Died in Committee	<p>This measure seeks to require that an individual meets certain educational and experiential requirements in order to be appointed or approved by a court as a custody evaluator, with notable requirements around having an understanding of how children respond to traumatic stress and why verbal/nonverbal expressions of</p>

1/11/2023 – 4/10/2023	HB0285 & SB0013		<p>traumatic stress might be delayed, among other relevant topics in the training including but not limited to the immediate and long-term potentially traumatic impacts of family separation, protective factors that promote trauma recovery in cases of child abuse, and culturally-relevant and spiritually-sensitive clinical interviewing skills.</p> <p>HB0285: https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB0285?ys=2023RS</p> <p>SB0013: https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/SB0013?ys=2023RS</p>
Maryland	House Bill 170 HB0170	Dead (Withdrawn by sponsor, 2/20/2023)	<p>This measure would require courts to give consideration to certain factors before sentencing a minor who has been convicted as an adult in a court of law. Among these factors is prior exposure to ACEs and/or a trauma history, the person's family and community environment, peer and familial pressure, the person's positive involvement in the community, and other considerations.</p> <p>https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB0170?ys=2023RS</p>
Maryland	House Bill 186 & Senate Bill 148 HB0186 & SB0148	Made Law 5/16/2023	<p>This measure would provide stable funding and support for trauma-informed programs and services for crime victims. While the bill does not specifically define what constitutes such services, it does outline that recommendations for allocating such funding would be the result of collaborative discussions and recommendations from a variety of stakeholders, such as domestic violence coalitions, child advocacy centers, service providing organizations, etc.</p> <p>HB0186: https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB0186?ys=2023RS</p> <p>SB0148: https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/SB0148?ys=2023RS</p>
Maryland	House Bill 385 & Senate Bill 459 HB0385 & SB0459	Dead Died in Session	<p>This measure would require that all personnel involved in the supervision and care of individuals placed in "restrictive housing" must complete at least 40 hours of initial training and 8 hours of ongoing annual training, including training on trauma-informed care (which the bill explicitly mentions), before being assigned to a restrictive housing unit. Topics in addition to trauma-informed care that are to be integrated include the psychological effects of restrictive housing, procedural and</p>

			<p>due process rights of people who are incarcerated, and restorative justice remedies.</p> <p>HB0385: https://mgaleg.maryland.gov/mgaweb/site/Legislation/Details/HB0385?ys=2023RS</p> <p>SB0459: https://mgaleg.maryland.gov/mgaweb/site/Legislation/Details/SB0459?ys=2023RS</p>
Maryland	House Bill 1020 HB1020	Dead Died in Committee	<p>This measure concerns courts making decisions about proceedings related to parenting and legal decision-making in certain cases concerning child custody and visitation.</p> <p>Among the provisions is a requirement that the state Judiciary, collaboratively “in consultation with domestic violence and child abuse organizations,” develops a training program for judges and magistrates presiding over child custody cases involving child abuse or domestic violence. The bill outlines that the training program must include content on:</p> <ul style="list-style-type: none"> • the typical brain development of infants and children • the impact of ACEs, trauma, complex trauma, and chronic toxic stress on a child’s brain development and the ways that a child’s response to trauma varies • the process for investigating a report of suspected child abuse or child sexual abuse, including: <ul style="list-style-type: none"> ○ the role of child advocacy centers and forensic interviews ○ the role of local departments of social services in investigating reports of suspected child abuse and child sexual abuse ○ that child abuse and child sexual abuse may have occurred even without an indicated finding of abuse, any physical evidence of abuse, or a verbal disclosure of abuse by the child ○ the dynamics and effects of child sexual abuse, including grooming behaviors and the disclosure of child sexual abuse • the dynamics and effects of physical and emotional child abuse • the dynamics and effects of domestic violence, including coercive control, and that domestic violence can occur without a party seeking or obtaining a protective order or without documented evidence of abuse

			<ul style="list-style-type: none"> • the impact of exposure to domestic violence on children and the importance of considering the impact of exposure to domestic violence on children when making child custody and visitation decisions • the potential impacts of explicit and implicit bias on child custody decisions • best practices to ensure that reasonable and feasible protective measures are taken to reduce the risk of traumatizing or re-traumatizing a child through the court process, including available methods to obtain relevant information without the necessity of repeated, detailed testimony from the child • available protections for families, including the sealing of records • the benefits and limitations of sexual offender evaluations and risk assessments • the tools courts can use to assess the credibility of a child witness • standards for the knowledge, experience, and qualifications of child sexual abuse evaluators and treatment providers <p>This measure would also substitute the terms “legal decision-making” and “parenting time” in place of “child custody” and “visitation” in relevant and appropriate spots, demonstrating the importance of depathologizing and contextualizing the language we use to capture the experiences of those who have become systems-involved. This language also is said in the bill text to anchor in assuring the “safety and the physiological, psychological, and emotional wellbeing of the child.”</p> <p>https://mgaleg.maryland.gov/mgaweb/Legislation/Details/HB1020?ys=2023RS</p>
Maryland	Senate Bill 27 SB0027	Dead Died in Committee	<p>This measure would establish the Restorative Justice Program within the Victim Services Unit of the Governor's Office of Crime Prevention, Youth, and Victim Services. The purpose of this bill is to “address and ameliorate the harmful effects of offenses on a victim” As a part of creating the program, the bill also establishes additional entities and positions to support reaching this stated goal.</p> <p>Notably, the bill highlights “a need to focus on the harm to a victim as well as the needs of an offender and of affected communities by using trauma-informed methodologies” and outlines qualities that a trauma-informed, restorative justice program would include and entail, including standards for trauma-informed victim-offender dialogue.</p>

			<p>The bill defines trauma-informed methodology as “a methodology that: is based on an understanding of and a responsiveness to the impact of trauma on an individual; emphasizes the physical, psychological, and emotional safety of parties; and creates an opportunity for an individual to rebuild a sense of control and empowerment” following trauma exposure.</p> <p>https://mgaleg.maryland.gov/mgaweb/Legislation/Details/SB0027?ys=2023RS</p>
Maryland	Senate Bill 45 SB0045	Dead (Withdrawn by sponsor, 2/14/2023)	<p>This measure outlines training requirements for hearing officers and personnel involved with the supervision and care of individuals placed in restrictive housing, including that such personnel must undergo trauma-informed training before being assigned to restrictive units.</p> <p>Among the provisions are guidelines and procedures for the placement of incarcerated individuals in certain types of restrictive housing or disciplinary segregation, as well as guidelines to support greater public transparency around such practices.</p> <p>https://mgaleg.maryland.gov/mgaweb/Legislation/Details/SB0045?ys=2023RS</p>
Massachusetts <i>Legislative Session: 1/3/2023 – 1/2/2025</i>	House Bill 593 H.593	Pending (Hearing Scheduled for Joint Education Committee, 7/6/2023)	<p>This measure would task the Dept. of Elementary and Secondary Education to develop and administer a grant to schools to support educators and school staff with professional development opportunities that will “effectively foster safe and supportive learning environments that are trauma-informed and integrated with social-emotional learning.” Among the requirements of grant recipients is to provide the Dept. of Education with a “research-based intervention support ladder that ensures that student behavior is addressed in a trauma informed manner that minimizes the involvement of law enforcement.”</p> <p>The bill also defines what grant funds can be used for: “providing professional development on evidence-based trauma-informed care and social and emotional learning supports to instructional and support staff.” One aspect of helping this happen embedded within the bill is the proposal to amend training requirements for local education agencies such that “all school staff and support staff, including but not limited to teachers, administrators, counselors, transportation staff and contractors, out-of-school time providers and para-professionals, and all contracted providers” would be required to complete training on research-based behavioral interventions and crisis intervention.</p>

			<p>Notably, the bill also establishes the “Trauma-Informed and Social and Emotional Learning Supports and Training Task Force,” which would be tasked with identifying, determining, and making recommendations regarding best practices to help educators and school staff foster safe, supportive learning environments by engaging with topics. Activities of the Task Force may include:</p> <ul style="list-style-type: none"> • Providing ongoing opportunities for school leaders and teams to learn from each other in the spirit of the trauma-informed principle of collaboration and mutuality; • Identifying of trainings on evidence-based trauma-informed and social and emotional learning; • Integrating social and emotional learning throughout the school environment; and • Ensuring regular collection of data on the implementation of evidence-based trauma-informed and social and emotional learning supports and practices. <p>https://malegislature.gov/Bills/193/H593</p>
Massachusetts	House Bill 1199 H.1199	Pending (Joint Hearing in Joint Health Care Financing Committee, 10/3/2023)	<p>This measure would task the Office of Health and Human Services with utilizing the state’s Violence Prevention Federal Reinvestment Trust Fund to expand the purchase of community violence and intervention services. Notably, the bill outlines that “community violence and intervention services” include “evidence-based and/or evidence-informed, trauma-informed, supportive and psychotherapeutic services provided by a prevention professional and/or a certified violence prevention professional, within or outside of a clinical setting, for the purpose of promoting improved health outcomes and positive behavioral change, preventing injury recidivism and reducing the likelihood that individuals who are victims of community violence will commit or promote violence themselves.”</p> <p>The bill lists specific activities that fulfill this as examples, such as in-home or community-based trauma-specific therapy, the provision of a community-based mobile team, etc. The bill also outlines that Level One Trauma Centers must themselves embody a trauma-informed approach and work in partnership with these community-based services.</p> <p>The bill also tasks the Office with approving at least three training and certification programs for certified violence prevention professionals including but not limited to</p>

			<p>outreach practices and tools to support long term behavior change and tools to address and manage trauma. Initial and refresher training requirements for these roles are outlined in the bill text.</p> <p>https://malegislature.gov/Bills/193/H1199</p>
Massachusetts	House Bill 3602 & Senate Bill 1238 H.3602 & S.1238	Pending (Hearing Scheduled in Joint Mental Health, Substance Use, and Recovery, 9/24/2023)	<p>This measure would establish peer-run respite centers, which are defined as “voluntary, trauma-informed, short-term services provided to adults, age 18 or older, in a home-like environment, which are the least restrictive of individual freedom, culturally competent, and focus on recovery, resiliency, and wellness.”</p> <p>The bill outlines a plan to create 14 centers, with each county of the state having at least 1 center. The bill anchors in an equity lens with the designation that at least 2 specific counties, based on demographic data, will center the LGBTQIA2S+.</p> <p>The bill also clarifies that “all peer-run centers shall employ peer supporters and be managed and operated by individuals with psychiatric histories or lived experience with similarly life-interrupting challenges,” and outlines the training that peer supporters are required to engage with in order to assume such a position.</p> <p>H.3602: https://malegislature.gov/Bills/193/H3602 S.1238: https://malegislature.gov/Bills/193/S1238</p>
Massachusetts	Senate Bill 1049 S.1049	Pending (Judiciary, 2/16/2023)	<p>This measure would provide avenues for those who have become justice-involved and also are either pregnant, or who are the primary caretaker of a dependent child or an aging/sick family member, to file a motion for pretrial diversion. Activities can include restorative justice and community service.</p> <p>Notably, the bill text justifies this proposal by anchoring in ACEs science, stating that “parental separation due to incarceration is an adverse childhood experience and the continued presence of the primary caretaker is in the best interest of the child, a primary caretaker’s diversion plan will be presumed to be feasible and beneficial to the child and community unless the Commonwealth can show a public safety concern by clear and convincing evidence.”</p> <p>https://malegislature.gov/Bills/193/S1049</p>
Massachusetts	Senate Bill 1260	Pending	<p>This measure would expand access to trauma-informed care by creating and funding a Center for Mental Health First Aid. The bill outlines that the Center would</p>

	S.1260	(Hearing Scheduled in Joint Mental Health, Substance Use, and Recovery Committee, 6/29/2023)	<p>serve as a source for evidence-based mental health and trauma first aid training programs “to educate individuals on how to support others who may be suffering from a mental health condition or trauma, reduce biases against mental illness and allow residents of the commonwealth to more comfortably engage with issues relative to trauma and mental health.”</p> <p>The bill states that the 8-hour training program would help trainees accomplish the following learning objectives:</p> <ul style="list-style-type: none"> • have a greater knowledge of the signs, symptoms and risk factors associated with mental illness, addiction, and trauma • identify the characteristics of trauma’s impact across a lifetime • identify multiple types of professional and self-help resources for individuals with mental illness or addiction or those suffering from post-traumatic experiences • help individuals in distress become more confident about the help they provide • develop increased mental well-being themselves, and diminish any stigma and discomfort they have about mental illness and trauma <p>The bill also outlines reporting requirements.</p> <p>https://malegislature.gov/Bills/193/S1260</p>
Massachusetts	Senate Bill 1415 S.1415	Pending (Joint Public Health, 5/26/2023)	<p>This measure seeks to decrease the high rate of preventable maternal and infant deaths as well as birthing complications throughout the state. The strategies to address the disparities and trauma within maternal and infant healthcare are based on findings from the state’s Maternal Health Commission and the Special Commission on Racial Inequities in Maternal Health, which were convened through previous legislation.</p> <p>Such findings highlight that, in the state, nearly twice as many Black women die from pregnancy-related and postpartum complications when compared to White women. The findings also uplift that severe maternal morbidity – or unexpected outcomes of labor and delivery such as hemorrhage, blood clot, kidney failure, stroke, heart attack, and other severe complications – are on the rise.</p> <p>To combat this alarming trend, the legislation presents a variety of provisions focusing on implementing community-based approaches to improve maternal</p>

			<p>healthcare experiences and outcomes while also reducing costs, including (among some other provisions):</p> <ul style="list-style-type: none"> • Requiring Medicaid coverage for screenings for postpartum depression in birthing parents of newly-born children • Creating new standards for the use of doulas, including requiring Medicaid coverage for doula services as well as affirming a person's right to have their birth doula's continuous presence during labor and delivery • Requiring health insurance coverage for abortion and abortion-related care, with an exemption for churches or "qualified church-controlled organizations" at their request • Establishing and regulating a Board of Registration in Midwifery to create standards of care and practice for this sector of work • Requiring current and former state employees who opted into group insurance to have universal postpartum home visits without carrying any cost-sharing burden • Tasking the Department of Public Health to evaluate and expand workforce expertise and capacity • Establishing a Diaper Benefits Trust Fund to address diaper insufficiency throughout the state • Restricting the use of restraints on pregnant people in prison, along with tasking prison programming to learn and implement strategies to optimize maternal health outcomes for pregnant and postpartum people • Requiring people who are incarcerated and who endorse histories of trauma, substance use disorders, exposure to violence, experiences of sexual abuse, mental health diagnoses, pregnancy or infant loss, or chronic illnesses to receive counseling and treatment • Training medical personnel to ensure that pregnant people experiencing incarceration receive "trauma-informed, culturally-congruent care" that promotes the health and safety of the pregnant individuals" • Requiring that postpartum people who are incarcerated have an opportunity to maintain contact with their newborn child to promote bonding, including "enhanced visitation policies, access to prison nursery programs, or breastfeeding support" <p>https://malegislature.gov/Bills/193/S1415</p>
Michigan	House Bill 4085	Pending	<p>This measure would allow a "child caring institution" to provide services to younger people who are houseless as well as those who have run away for up to 72 hours, with or without parental consent. The bill outlines that qualified programming will</p>

<p><i>Legislative Session:</i> 1/11/2023 – 12/31/2024</p>	<p>HB 4085</p>	<p>(Passed in House, 10/25/2023; Senate Committee of the Whole, 11/8/2023)</p>	<p>have “a trauma-informed treatment model, evidenced by the inclusion of trauma awareness, knowledge, and skills into the program’s culture, practices, and policies.”</p> <p>The measure defines a “child caring institution” as: “a child care facility that is organized to receive minor children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the institution for that purpose, and that operates throughout the year.”</p> <p>The measure would define “homeless youth” as: an an individual for whom it is not possible to live in a safe environment with a relative, who has no other safe alternative living arrangement, and who is either of the following:</p> <ul style="list-style-type: none"> • Seeking shelter in a basic center as described in federal law • Seeking enrollment in a transitional living program as described in federal law <i>and</i> either of the following: <ul style="list-style-type: none"> ○ At least 16 years of age but less than 22 years of age ○ Not less than 22 years of age as of the expiration of the maximum period of stay permitted under as described in federal law if the individual commences the stay before reaching 22 years of age <p>Finally, the measure specifies that a “runaway youth” is defined as: “an individual who is seeking shelter in a basic center as described in federal law, who is less than 18 years of age, and who absents themselves from home or a place of legal residence without the permission of a parent or legal guardian.”</p> <p>http://www.legislature.mi.gov/(S(foemrswetri4t30yxo5qzzm))/mileg.aspx?page=GetObject&objectname=2023-HB-4085</p>
<p>Michigan</p>	<p>House Bill 4086 HB 4086</p>	<p>Pending (Passed in House, 10/25/2023; Senate Committee of the Whole, 11/8/2023)</p>	<p>This measure would expand the state’s definition of the term “minor child” to include individuals who meet all of the following factors:</p> <ul style="list-style-type: none"> • The individual is a resident in a child caring institution, family foster home, or family foster group home • The individual is at least 18 but less than 21 years of age • The individual is unhoused <p>The bill proposes that this will provide for the protection of more younger people than the current definitions in play, and also states that qualified provider settings, among other requirements, will have “a trauma-informed treatment model,</p>

			<p>evidenced by the inclusion of trauma awareness, knowledge, and skills into the program's culture, practices, and policies.”</p> <p>http://www.legislature.mi.gov/(S(h1gtb2ijqcccav3j3ksiee45))/mileg.aspx?page=GetObject&objectname=2023-HB-4086</p>
Michigan	House Bill 4522 HB 4522	Pending (Passed in House, 10/31/2023; Senate Civil Rights, Judiciary, And Public Safety, 11/1/2023)	<p>This measure would authorize circuit courts to adopt or institute family treatment courts and to provide procedures and requirements for admission to, and participation in, family treatment court programs. Among other specific provisions that the bill outlines, there is language about the importance of:</p> <ul style="list-style-type: none"> • coordination and collaboration across systems (“forging of partnerships among other family treatment courts, public agencies, and community-based organizations to generate local support” • assuring “therapeutic responses” that accomplish the following: <ul style="list-style-type: none"> ○ Improve parent, child, and family functioning ○ Ensure children’s safety, permanency, and well-being ○ Support participant behavior change ○ Promote participant accountability • ensuring equity and inclusion • integrating a family-centered, culturally relevant, and trauma-informed approach <p>http://www.legislature.mi.gov/(S(m4h4dpuxp1pz0pwe3rnv122t))/mileg.aspx?page=GetObject&objectname=2023-HB-4522</p>
Minnesota <i>Legislative Session: 1/3/2023 – 5/21/2024</i>	House File 46 & Senate File 55 HF 46 & SF 55	Pending (House Public Safety Finance and Policy, 1/18/2023; Senate Judiciary & Public Safety, 1/12/2023)	<p>This measure would establish the Office of Juvenile Restorative Justice, and also outlines procedures necessary to accomplish this (e.g., reporting requirements, convening local steering committees, grant requirements, etc.).</p> <p>Notably, the Director selected to manage the Office is required to have experience in restorative justice programs, including Native American sentencing circles, as well as knowledge on trauma-informed, victim-centered programs and services.</p> <p>Additionally, the bill enlivens the spirit of a trauma-informed approach as it encourages a collaborative process involving input from the children at the center of the incidents that caused harm, community members, and others impacted by any harms that require repair, emphasizes the many individual and societal factors that influence younger people, as well as to “respect a child’s history of trauma and provide an individualized approach to heal that trauma.”</p>

			<p>HF 46: https://www.revisor.mn.gov/bills/bill.php?b=House&f=HF0046&ssn=0&y=2023</p> <p>SB 55: https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF0055&ssn=0&y=2023</p>
Minnesota	<p>House File 912 & Senate Fil 716</p> <p>HF 912 & SF 716</p>	<p>Pending (House Children & Families Finance & Policy, 1/26/2023; Senate Health & Human Services, 1/25/2023)</p>	<p>“Minnesota African American Family Preservation Act” – this measure contains a number of provisions intending to protect children, strengthen families, reduce costs of child welfare involvement and out-of-home placement, reduce law enforcement/judicial system costs for intervention, improve the mental health and social functioning of Black children, and improve the state’s child protection dept.’s efficacy. The bill outlines several mechanisms through which to enliven this vision, such as through accountability-based practices such as institutionalizing social services case reviews around demographics and rates at which, among other key benchmarks, children’s parents or custodians are referred to community-based, culturally-appropriate, strength-based, or trauma-informed services. The bill also engages the creation of a remediation plan to address disparities and inequities embedded within these systems, including providing information about how the responsible social services agency will achieve and document trauma-informed, positive child well-being outcomes through remediation efforts. The bill also goes into detail about the significance of training the workforce in cultural competency and cultural humility, including attention to historical trauma.</p> <p>HF 912: https://www.revisor.mn.gov/bills/bill.php?b=House&f=HF0912&ssn=0&y=2023</p> <p>SF 716: https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF0716&ssn=0&y=2023</p>
Minnesota	<p>House File 1198 & Senate File 1174</p> <p>HF 1198 & SF 1174</p>	<p>Pending (House Human Services Finance, 3/15/2023; Senate Health and Human Services, 2/2/2023)</p>	<p>This measure includes several proposals related to children’s mental health and assistance for families dealing with mental health challenges. Among other provisions, the bill would expand childcare assistance eligibility for primary caregivers with mental health diagnoses, would allow minors to consent to nonresidential mental health services.</p> <p>Part of the bill details respite care services funded by the bill, including, among other services such as children’s mental health screening and crisis services and mental health first aid services, as well as “training for parents, collaborative partners, and mental health providers on the impact of ACEs and trauma, and</p>

			<p>development of an interactive website to share information and strategies to promote resilience and prevent trauma.”</p> <p>The bill also contains provisions related to provider training and certification, assertive community treatment, psychiatric residential treatment facilities, children’s intensive behavioral health services, and qualified residential treatment program aftercare services and allocated funding to support services to further support children and families in need. The training requirements for providers must be specific to working with families and providing crisis stabilization services to children, and include the following topics:</p> <ul style="list-style-type: none"> • developmental tasks of childhood and adolescence • family relationships • child and youth engagement and motivation • culturally-responsive care, including for LGBTQIA2S+ • youth substance use • positive behavior supports • child traumatic stress, trauma-informed care, and trauma-focused cognitive behavioral therapy <p>Grant funding would be used to reimburse certified providers for training on trauma-informed approaches.</p> <p>HF 1198: https://www.revisor.mn.gov/bills/bill.php?b=House&f=HF1198&ssn=0&y=2023 SF 1174: https://www.revisor.mn.gov/bills/bill.php?f=SF1174&y=2023&ssn=0&b=senate</p>
Minnesota	House File 1494 & Senate File 1489 HF1494 & SF1489	Pending (House Human Service Finance, 3/22/2023; Senate Human Services, 3/13/2023)	<p>This measure would support the funding of grants intended to increase safety measures in human services workplaces that provide behavioral health care, services for children, families, vulnerable adults, older adults, and people with disabilities, and other social services. Among other uses for the funds, the bill states that grantees may use money received for training providers on topics including trauma-informed social, emotional, and behavioral support, as well as for support services for providers who have experienced safety concerns or trauma-related incidents while performing in their professional roles.</p> <p>HF 1494: https://www.revisor.mn.gov/bills/bill.php?b=House&f=HF1494&ssn=0&y=2023</p>

			<p>SF 1489: https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF1489&ssn=0&y=2023</p>
Minnesota	<p>House File 2058 & Senate File 1891</p> <p>HF2058 & SF1891</p>	<p>Pending</p> <p>(House Human Services Finance, 4/17/2023; Senate Health and Human Services, 2/20/2023)</p>	<p>This measure contains several provisions related to culturally-specific and culturally-responsive behavioral health services, including grant eligibility for traditional healing practices, the cultural and ethnic minority infrastructure grant program, medical assistance coverage of interpreter services in group mental health service settings, and training for community health workers.</p> <p>Grants can be utilized for the following services and activities:</p> <ul style="list-style-type: none"> • services to children “with emotional disturbances” (as defined by existing state law) and their families; • transition services for younger people under age 21 and their families; • respite care services for children with emotional disturbances or severe emotional disturbances who are at risk of out-of-home placement or already in out-of-home placement in family foster settings, and at risk of change in out-of-home placement or placement in a residential facility or other higher level of care; • children's mental health crisis services; • mental health services for people from cultural and ethnic minorities, including supervision of clinical trainees who are BIPOC; • children's mental health screening and follow-up diagnostic assessment and treatment; • services to promote and develop the capacity of providers to use evidence-based practices in providing children's mental health services; • school-linked mental health services • building evidence-based mental health intervention capacity for children birth to age five; • suicide prevention and counseling services that use text messaging statewide; • mental health first aid training; • transition age services to develop or expand mental health treatment and supports for adolescents and young adults 26 years of age or younger; • early childhood mental health consultation; • evidence-based interventions for younger people at risk of developing or experiencing a first episode of psychosis, and a public awareness campaign on the signs and symptoms of psychosis;

			<ul style="list-style-type: none"> • psychiatric consultation for primary care practitioners; • providers to begin operations and meet program requirements when establishing a new children's mental health program, particularly those providing health services based on traditional healing practices of cultural communities including American Indian, Hmong, and Somali communities; • mental health and substance use disorder service expansion and infrastructure improvement activities; • activities to increase the availability of culturally responsive mental health and substance use disorder services for children and families, youth, or adults or to increase the availability of substance use disorder services for individuals from cultural and ethnic minorities in the state; • training for parents, collaborative partners, and mental health providers on the impact of ACEs and trauma and development of an interactive website to share information and strategies to promote resilience and prevent trauma; • workforce development activities focused on recruiting, supporting, training, and supervision activities for mental health and substance use disorder practitioners and professionals from diverse racial, cultural, and ethnic communities; • supporting members of culturally diverse and ethnic minority communities to qualify as mental health and substance use disorder professionals, practitioners, clinical supervisors, and recovery peer specialists, mental health certified peer specialists, and mental health certified family peer specialists; • training for mental health and substance use disorder treatment providers on cultural competency and cultural humility; • culturally-specific outreach, early intervention, trauma-informed services, and recovery support in mental health and substance use disorder services; • providing trauma-informed, culturally responsive mental health and substance use disorder supports and services for children and families, youth, or adults who are from cultural and ethnic minority backgrounds and are uninsured or underinsured <p>HF 2058: https://www.revisor.mn.gov/bills/bill.php?b=House&f=HF2058&ssn=0&y=2023</p> <p>SF 1891: https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF1891&ssn=0&y=2023</p>
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Minnesota	House File 2873 & Senate File 3196 HF 2873 & SF 3196	Pending (House Health Finance & Policy, 3/16/2023; Senate Health & Human Services, 3/30/2023)	<p>This measure would establish and fund a pilot program dedicated to reducing trauma from gun violence and addressing the root causes of gun violence. The pilot program would encompass the following activities:</p> <ul style="list-style-type: none"> investing in community-based organizations that work with individuals at high risk of experiencing gun violence or individuals experiencing trauma from gun violence to allow the organizations to receive healing services and training on new, innovative practices or evidence-based practices to address gun violence and trauma from gun violence; establishing and supporting the provision of stabilization services to families experiencing trauma from gun violence by training community members to serve as trauma navigators, who would be trained to: <ul style="list-style-type: none"> Provide trauma-informed care Use holistic treatment modalities to provide support to families experiencing trauma from gun violence Help families impacted by trauma associated with gun violence to access resources needed for stabilization including but not limited to: <ul style="list-style-type: none"> child care housing mental health physical health services economic support education supporting reintegration services to educate families about alternative ways to respond to gun violence, including educating families about: <ul style="list-style-type: none"> self-advocacy reintegrating into the community maintaining healthy relationships obtaining professional services as necessary for healing developing and implementing education campaigns and outreach materials that use nonviolent language to educate communities, families, organizations, and the public about the relationship between gun violence and trauma <p>There will be an advisory panel established to administer, monitor, and report on this pilot, which would include those with lived experience, as well as those with</p>
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Mississippi <i>Legislative Session:</i> 1/3/2023 – 4/1/2023	House Bill 865 HB865	Dead (Died in committee, 1/31/2023)	<p>“Mississippi Children's Assessment and Mental Health Evaluation Opportunity (CAMHEO) Act” - This measure would develop a framework and guidelines for public schools across the state to provide comprehensive, coordinated mental health prevention, screenings, and assessments for students. The bill establishes the Children’s Mental Health Partnership to develop the guidelines, assessments, and screeners to be used in schools. The bill identifies ACEs as a potential indicator for mental health challenges among younger people.</p> <p>http://billstatus.ls.state.ms.us/2023/pdf/history/HB/HB0865.xml</p>
Mississippi	House Bill 1227 HB1227	Dead (Passed House, Died in Senate Committee)	<p>“Mental Awareness Program for School Act” - This measure would provide for mental health service providers and certain trauma-informed training in schools across the state. More specifically, the bill calls for the state Board of Education to require all educator preparation programs in the state to include a course or courses on school discipline or classroom management, including “mental disturbance awareness and trauma-informed approaches.”</p> <p>The bill defines “mental disturbance awareness and trauma-informed approaches” means incorporating principles of mental disturbance awareness, trauma awareness, and trauma-informed practices, as recommended by the federal DHHS’s SAMHSA, in a school in order to foster a safe learning environment for all students and staff, and to ensure that each student is well-known by at least 1 adult in the school setting.</p> <p>The bill also calls for each school to engage a counselor or administrator in creating a trauma-informed team to “identify students whose learning, behavior, and relationships have been impacted by trauma.” Members of the team must have training, guidance, and assistance regarding:</p> <ul style="list-style-type: none"> • Recognizing symptoms of mentally induced disturbance or trauma in students • Utilizing responses, interventions and strategies to support the learning needs of those students

			<p>The bill encourages collaboration and partnership with community-based services and supports that utilize trauma-informed approaches.</p> <p>http://billstatus.ls.state.ms.us/2023/pdf/history/HB/HB1227.xml</p>
<p>Missouri</p> <p><i>Legislative Session:</i> 1/4/2023 – 5/30/2023</p>	<p>Senate Bill 458</p> <p>SB458</p>	<p>Dead</p> <p>Died in Session</p>	<p>This measure would modify certain existing provisions related to child protection, among which include conducting a strengths and needs assessment using an “age-appropriate, trauma-informed, evidence-based, and validated tool approved by the children's division” when working with children who are placed in a residential setting, with the intent to ensure appropriate supports are provided based on each younger person’s individualized needs. The bill also outlines a process for placement at a residential setting, including providing responses that justify that placement over something like kinship caregiving, a foster family, staying with the family of origin, etc.</p> <p>https://www.senate.mo.gov/23info/BTS_Web/Bill.aspx?SessionType=R&BillID=686721</p>
<p>Montana</p> <p><i>Legislative Session:</i> 1/2/2023 – 5/2/2023</p>	<p>House Bill 79</p> <p>HB 79</p>	<p>Made Law</p> <p>4/19/2023</p>	<p>This measure seeks to create a sexual assault response network program and committee to “coordinate a comprehensive, trauma-informed response to survivors of sexual violence.”</p> <p>https://laws.leg.mt.gov/legprd/LAW0210W\$BSIV.ActionQuery?P_BILL_NO1=79&P_BLTP_BILL_TYP_CD=HB&Z_ACTION=Find&P_SESS=20231</p>
<p>Montana</p>	<p>House Bill 286</p> <p>HB286</p>	<p>Made Law</p> <p>4/19/2023</p>	<p>This measure seeks to add suicide prevention efforts targeted toward younger people to the list of allowable uses of the Healing and Ending Addiction through Recovery and Treatment (HEART) Fund. Notably, the bill indicates that, among other possibilities, grantees are eligible if their work increases knowledge of and/or the response to ACEs.</p> <p>https://laws.leg.mt.gov/legprd/LAW0210W\$BSIV.ActionQuery?P_BILL_NO1=286&P_BLTP_BILL_TYP_CD=HB&Z_ACTION=Find&P_SESS=20231</p>
<p>Montana</p>	<p>Senate Bill 250</p> <p>SB250</p>	<p>Dead</p> <p>Died in Committee</p>	<p>“Adopt Safety of the Child First Act” – This measure establishes training requirements for judges and relevant court personnel involved in child custody proceedings.</p>

			<p>The bill notably states that its purpose is to:</p> <ul style="list-style-type: none"> • increase the priority given to child safety in any child custody proceeding • strengthen the ability of courts to recognize and adjudicate domestic violence and child abuse allegations based on valid, admissible evidence • enter orders that protect and minimize the risk of harm to children • ensure that professionals involved in child custody proceedings containing domestic violence or child abuse allegations receive trauma-informed and culturally appropriate training on the dynamics, signs, and impact of domestic violence and child abuse, including child sexual abuse <p>Court personnel who interface with such cases are required by the bill to be trained on:</p> <ul style="list-style-type: none"> • child sexual abuse • physical abuse • emotional abuse • coercive control • implicit and explicit bias, including biases relating to parents with disabilities • trauma • long-term and short-term impacts of domestic violence and child abuse on children • victim and perpetrator behavior patterns and relationship dynamics within the cycle of violence <p>Such trainings must be designed to improve the ability of courts to “recognize and respond to child physical abuse, child sexual abuse, domestic violence, and trauma in all family victims, particularly children” as well as to “make appropriate custody decisions that prioritize child safety and well-being and are culturally sensitive and appropriate for diverse communities.”</p> <p>https://laws.leg.mt.gov/legprd/LAW0210W\$BSIV.ActionQuery?P_BILL_NO1=250&P_BLTP_BILL_TYP_CD=SB&Z_ACTION=Find&P_SESS=20231</p>
Montana	Senate Bill 315 SB315	Dead Died in Committee	<p>This measure provides for comprehensive age and developmentally-appropriate sex, gender, and sexuality education in public schools. Notably, the bill requires that those who teach this content are capable of providing “a safe learning space free from shame, stigma, and ideology,” and that the instructor is trained in trauma-informed teaching methodologies.</p>

			<p>The bill defines “trauma-informed teaching methodologies” as those which “address vital information about sexuality and well-being that takes into consideration how adverse life experiences may potentially influence a person's well-being and decision-making.”</p> <p>https://laws.leg.mt.gov/legprd/LAW0210W\$BSIV.ActionQuery?P_BILL_NO1=315&P_BLTP_BILL_TYP_CD=SB&Z_ACTION=Find&P_SESS=20231</p>
<p>Nebraska</p> <p><i>Legislative Session:</i> 1/4/2023 – 4/18/2024</p>	<p>Legislature Bill 271</p> <p>LB271</p>	<p>Pending (Hearing Scheduled in Judiciary, 2/15//2023)</p>	<p>This measure would change reporting requirements pertaining to child abuse and neglect. Among the provisions included in the bill are training requirements for mandated reporters, which, under this bill, would have to address implicit bias, cultural competency, race-conscious reporting, alternatives to reporting (e.g., referral to available community resources), and trauma-informed responses to suspected cases of abuse and neglect.</p> <p>https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=50328</p>
<p>Nebraska</p>	<p>Legislature Bill 306</p> <p>LB306</p>	<p>Pending (Hearing Scheduled in Judiciary, 2/9/2023)</p>	<p>“Nebraska Youth in Care Bill of Rights” - This measure would establish a Bill of Rights for younger people in state-run care.</p> <p>In the spirit of a trauma-informed approach, the bill states that the state will aspire to:</p> <ul style="list-style-type: none"> • Treat all children placed in foster family homes, child-care institutions, or youth rehabilitation and treatment centers with dignity and respect • Provide such children with honest and clear communication and information to help them understand the system or systems in which they are involved • Provide consistent opportunities for such children to have their voices heard in their cases • Successfully reunify children with their families or help such children find permanency • Support lifelong family connections for such children • Place such children in an environment accepting of their cultures and beliefs • Provide such children with the skills, knowledge, and resources needed to become successful adults <p>Notably, among other provisions included, the bill establishes a child’s right to access “age-appropriate, developmentally-appropriate, trauma-informed, and medically accurate” information and health care.</p>

			https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=50005
Nebraska	Legislature Bill 585 LB585	Dead (Indefinitely postponed in committee, 6/1/2023)	<p>This measure would provide schools greater flexibility in providing more comprehensive behavioral and mental health training that focuses on suicide awareness and prevention. Notably, the training “may include, but need not be limited to topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators to student behavioral and mental health issues, trauma-informed care, and procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.”</p> <p>https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=50429</p>
Nevada <i>Legislative Session: 2/6/2023 – 6/6/2023</i>	Assembly Bill 48 AB48	Dead (Died in committee, 4/15/2023)	<p>This measure would amend policies related to privileged communication between victim advocates and those who were victimized in certain crimes.</p> <p>Notably, among other provisions, training requirements for those with the title of “victim’s advocate” are outlined, including a requirement to be trained on trauma-informed care.</p> <p>https://www.leg.state.nv.us/App/NELIS/REL/82nd2023/Bill/9577/Overview</p>
Nevada	Assembly Bill 65 AB65	Made Law 6/2/2023	<p>This measure would revise provisions relating to education and the creation of Safe and Respectful Learning Environments, among which are several actions aligned with trauma-informed approaches. To improve school climate, culture, and safety as well as pupil outcomes, the bill would require the Dept. of Ed. to develop a statewide framework and training curriculum.</p> <p>The Dept. would be tasked with providing information on multi-tiered systems of support, positive behavioral interventions and support, social and emotional learning, and trauma-informed practices.</p> <p>Additionally, training would be developed for teachers, administrators, and other school staff and personnel to include information on the nature and effects of trauma and chronic stress on pupils and learning, and effective responses to trauma and chronic stress, including through restorative justice and other aligned approaches.</p>

			<p>Unfortunately, the trauma-informed language was removed as amendments were made to the original bill text, thus reducing some of the above-referenced alignment.</p> <p>https://www.leg.state.nv.us/App/NELIS/REL/82nd2023/Bill/9621/</p>
Nevada	Assembly Bill 245 AB245	Made Law 6/16/2023	<p>This measure would require school districts to enter into memoranda of understanding with community-based organizations to assist victims of sexual misconduct. The bill identifies post-traumatic stress associated with such experiences among impacted students as being necessary for schools to provide supports to address.</p> <p>Among the provisions is a requirement to support a trauma-informed response, which the bill defines as “a response involving an understanding of the complexities of power-based violence, including, without limitation:</p> <ul style="list-style-type: none"> • Perpetrator methodology • Conducting an effective investigation • The neurobiological causes and impacts of trauma • The influence of social myths and stereotypes surrounding the causes and impacts of trauma” <p>https://www.leg.state.nv.us/App/NELIS/REL/82nd2023/Bill/10003/Overview</p>
Nevada	Assembly Bill 285 AB285	Made Law 6/1/2023	<p>This measure would amend certain standards related to the use of restorative disciplinary practices in public school, including requiring particular schools to establish “a plan of progressive discipline,” including within such plans:</p> <ul style="list-style-type: none"> • disciplinary practices based on restorative justice • methods of alternative conflict resolution and interventions based on social and emotional learning • provisions for the placement of a pupil in a more restrictive educational environment at the school or at a different school <p>Among the provisions, the bill outlines the need for training for teachers, administrators, and other school staff to improve school climate and student outcomes through engaging with learning centered on:</p> <ul style="list-style-type: none"> • multi-tiered systems of support • early warning systems • positive behavioral interventions and support • providing/referring to school social workers

			<ul style="list-style-type: none"> • social-emotional learning • trauma-informed practices • child and adolescent development • restorative justice • conflict resolution and de-escalation techniques • psychology, trauma, and chronic stress • the effect of trauma and chronic stress on pupils and learning • effective responses to trauma and chronic stress <p>https://www.leg.state.nv.us/App/NELIS/REL/82nd2023/Bill/10094/Overview</p>
Nevada	Senate Bill 294 SB294	Made Law 6/16/2023	<p>This measure would mandate the Dept. of Education to develop a model plan for managing suicide, crises, or emergencies, as well as a standard procedure for implementing drills to instruct students on how to respond to an active shooter emergency.</p> <p>Among the provisions is a requirement that the plan include providing support to:</p> <ul style="list-style-type: none"> • Students who have experienced a crisis or emergency by using trauma-informed and age-appropriate resources • Members of the faculty and staff who have experienced a crisis or emergency by using trauma-informed resources <p>https://www.leg.state.nv.us/App/NELIS/REL/82nd2023/Bill/10156/Overview</p>
New Hampshire <i>Legislative Session: 1/4/2023 – 9/30/2023</i>	House Bill 120 and Senate Bill 1 HB 120 & SB 1	Made Law 2/16/2023	<p>This measure concerns the placement of children who are not serious violent offenders. The bill proposes possible supports to provide other than sending younger people to the Sununu Youth Services Center, a corrections setting (which the bill notes can be harmful to children and can lead to increased delinquency and adult criminal behavior). In addition to recommending the closure of such a facility, the bill proposes alternatives that will support more positive outcomes among young people.</p> <p>To accomplish this, the bill calls for building a Youth Development Center as an alternative, stating that, among other qualities, the physical design must “complement therapeutic and trauma-informed care of youth, including a home-like interior and exterior” in alignment with the trauma-informed principle of safety. Additionally, the bill states that staff of such settings must receive training that “emphasizes the treatment of youth with behavioral health challenges and considerable trauma histories.”</p>

			<p>HB 120: https://gencourt.state.nh.us/bill_status/legacy/bs2016/bill_status.aspx?lsr=137&sy=2023&sortoption=&txtsessionyear=2023&txtbillnumber=HB120</p> <p>SB 1: https://gencourt.state.nh.us/bill_status/legacy/bs2016/bill_status.aspx?lsr=931&sy=2023&sortoption=&txtsessionyear=2023&txtbillnumber=SB1</p>
New Hampshire	Senate Bill 175 SB 175	Dead Tabled, Died in Session	<p>“The New Hampshire Mom-nibus” – This measure concerns mandating Medicaid coverage for those ranging from pregnant people to those 12 months post-partum to cover doula services, lactation services, as well as donor breastmilk. The bill also appropriates funding to support healthy outcomes for caregivers and children, and also tasks the Dept. of Health and Human Services to establish a network of early childhood behavioral health supports. Further, the bill mandates the Wellness and Primary Prevention Council to engage in research and to submit a report on trauma-informed home visiting programs for all parents of newborns and young children.</p> <p>To justify funding these initiatives, the bill indicates that the U.S. at large is facing a “maternal health crisis,” citing that the country has the highest maternal mortality rate of any developed nation in the world, and that most pregnancy-related deaths are considered preventable. The bill asserts that, “For too long, we have allowed preventable deaths, life-altering complications, and untreated mental health and substance use disorders to persist for mothers.”</p> <p>Notably, the bill indicates that the behavioral health supports developed and maintained by the Dept. of Health and Human Services must make publicly available “a network of trauma-informed early childhood mental health consultants and ensure ongoing training and consultation of the early childhood mental health consultants.” The bill calls for the use of “valid and reliable measure of trauma exposure, chronic exposure to stress and symptoms, emotional and behavioral development, and the strengths and needs of the caregiving/child-caregiver relationship.” The bill further mandates training for professionals in “young child socio-emotional development, emotional and behavioral regulation, and trauma exposure to caregivers and professionals.” The bill also asserts that home visiting programs can be essential supports for children with exposure to ACEs and who experience emotional/behavioral challenges.</p>

			https://gencourt.state.nh.us/bill_status/legacy/bs2016/bill_status.aspx?lsr=1034&sy=2023&sortoption=&txtsessionyear=2023&txtbillnumber=SB175
New Hampshire	Senate Bill 179 SB 179	Made Law 6/8/2023	<p>This measure prohibits the use of seclusion as a form of punishment or discipline on children in schools and treatment facilities. The bill also outlines procedures that must be followed when seclusion is used, stating that, in such cases, school or facility staff must “designate a co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting.” These co-regulators are a trusted adult selected by the child, or a clinician/counselor trained in trauma-informed practices.</p> <p>https://gencourt.state.nh.us/bill_status/legacy/bs2016/bill_status.aspx?lsr=577&sy=2023&sortoption=&txtsessionyear=2023&txtbillnumber=SB179</p>
New Jersey <i>Legislative Session: 1/11/2022 – 1/9/2024</i>	Assembly Bill 1010 and Senate Bill 250 A1010 & S250	Pending (Assembly Law and Public Safety, 1/11/2022; Senate Budget and Appropriations, 5/19/2022)	<p>This bill would expand the Restorative and Transformative Justice for Youths and Communities Pilot Program, including efforts to increase participation in mental health and wellbeing programming. Specifically, such programming must employ “trauma-informed practices and connect youth to licensed outpatient mental health care facilities and professionals.”</p> <p>A1010: https://www.njleg.state.nj.us/bill-search/2022/A1010 S250: https://www.njleg.state.nj.us/bill-search/2022/S250</p> <p><i>Carry over of previous bills – A6131 & S4104 (2021)</i></p>
New Jersey	Assembly Bill 1311 & Senate Bill 3101 A1311 & S3101	Pending (Assembly Appropriations, 2/3/2022; Senate Higher Education, 9/29/2022)	<p>This bill would require a healthcare careers pilot program for certain institutions of higher education and proprietary institutions, with an emphasis on incorporating trauma-informed instruction, or “instruction that addresses student stress and trauma to remove barriers to student access that arise outside of school.”</p> <p>A1311: https://www.njleg.state.nj.us/bill-search/2022/A1311 S3101: https://www.njleg.state.nj.us/bill-search/2022/S3101</p>
New Jersey	Assembly Bill 1248 & Senate Bill 2545 A1248 & S2545	Pending (Assembly State and Local Government, 1/11/2022; Senate State Government,	<p>This measure would require the adoption of and training on anti-discrimination and anti-harassment policy by certain campaign committees and create an Office on Discrimination and Harassment Prevention. Notably, the bill calls for investigators to have professional expertise in the area of survivor support and TI interviewing.</p> <p>The bill defines a trauma-informed approach as: “care or services provided pursuant to an approach that:</p>

		Wagering, Tourism & Historic Preservation, 5/12/2022)	<ul style="list-style-type: none"> • recognizes the presence of trauma symptoms in a person • acknowledges the role trauma may play in an individual's life • integrates knowledge about trauma into policies, procedures, and practices • is guided by principles of establishing safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment and choice, and an understanding of cultural, historical, and gender issues • actively avoids re-traumatization <p>This is a carryover bill from the 2021 session (A5354 & S3389)</p> <p>A1248: https://www.njleg.state.nj.us/bill-search/2022/A1248 S2545: https://www.njleg.state.nj.us/bill-search/2022/S2545</p>
New Jersey	Assembly Bill 1357 & Senate Bill 1034 A1357 & S1034	Made Law January 2023	<p>This measure would establish the Siblings' Bill of Rights. Notably, the bill refers to the Youth Council consisting of 24 young New Jersians with lived experience in the child welfare system and states that a critical aspect of their recommendations includes, among other things, "that maintaining sibling relationships and placing siblings together whenever possible improves child welfare outcomes and counteracts ACEs is supported by research and child welfare organizations."</p> <p>This is a carryover bill from 2021 (A6161 & S4285)</p> <p>A1357: https://www.njleg.state.nj.us/bill-search/2022/A1357 S1034: https://www.njleg.state.nj.us/bill-search/2022/S1034</p>
New Jersey	Assembly Bill 1488 & Senate Bill 783 A1488 & S783	Made Law 3/17/2023	<p>This measure would establish the Opioid Recovery and Remediation Fund and Opioid Recovery and Remediation Fund Advisory Council and provides for funds received from opioid settlements to support substance use disorder prevention and treatment programs. The bill notably emphasizes supporting programs that "are culturally and gender competent, trauma-informed, evidence-based and, where appropriate, employ individuals with lived experience as part of the services provided."</p> <p>This is a carryover bill from 2021 (A5868 & S3867)</p> <p>A1488: https://www.njleg.state.nj.us/bill-search/2022/A1488 S783: https://www.njleg.state.nj.us/bill-search/2022/S783</p>
New Jersey	Assembly Bill 1516 &	Pending (Assembly Appropriations,	This measure seeks to establish program requirements for school counselor certification, including professional development/training related to the duties of a school counselor, including, but not limited to:

	Senate Bill 2323 A1710 & S2323	6/5/2023; Senate Budget and Appropriations, 5/9/2022)	<ul style="list-style-type: none"> • the promotion of mental health awareness • suicide prevention • crisis-intervention • cultural competency and responsiveness • the NJ Tiered System of Supports • delivery of social and emotional learning programming • college and career readiness • trauma-informed counseling practices <p>A1516: https://www.njleg.state.nj.us/bill-search/2022/A1516 S323: https://www.njleg.state.nj.us/bill-search/2022/S2323</p>
New Jersey	Assembly Bill 1710 & Senate Bill 2085 A1710 & S2085	Pending (Assembly Education, 1/11/2022; Senate Education, 3/3/2022)	<p>This measure requires teaching staff members and school board members to annually receive training on trauma-informed education. The bill justifies this need by referring to ACEs science and acknowledging the utility of trauma-informed educational practices to build resiliency and improve functioning and wellbeing.</p> <p>Notably, the bill would require each district to establish trauma-informed guidelines annually provide information and training to each teaching staff member and board member on the concept of trauma-informed education. Trainings would include research-based information regarding:</p> <ul style="list-style-type: none"> • the impact of trauma on students' educational experiences and on the school and classroom culture • how to identify the signs of trauma in students • best practices for schools and classrooms regarding trauma-informed approaches to education • recognition of the impact of secondary trauma on school staff <p>This is a carryover bill from 2021 (A2475 & S2780)</p> <p>A1710: https://www.njleg.state.nj.us/bill-search/2022/A1710 S2085: https://www.njleg.state.nj.us/bill-search/2022/S2085</p>
New Jersey	Assembly Bill 2767 & Senate Bill 2259	Pending (Assembly Education, 2/28/2022; Senate	<p>This measure seeks to establish the "Purple Ribbon Schools Program." The program would entail annual recognition of public and non-public schools that already successfully meet the criteria (as outlined below) or have made significant progress to:</p> <ul style="list-style-type: none"> • cultivate a safe and inclusive environment for students and staff • raise awareness of the issue of student suicide and suicide prevention

	A2767 & S2259	Education, 3/10/2022)	<ul style="list-style-type: none"> • address the issue of student mental health and teacher mental health first aid training <p>The bill would also establish a working group as appointed by the Commissioner to develop criteria for schools to qualify for the designation. The criteria established by the working group for a Purple Ribbon Schools designation will include, but need not be limited to, the school's efforts to:</p> <ul style="list-style-type: none"> • highlight and promote diversity, equity, inclusion, and belonging • create safe, welcoming, and inclusive environments for all students, faculty, and staff regardless of race or sexual and gender identities, including the establishment of wellness rooms for mindfulness and social-emotional learning; implement policies and programs to assist students struggling with mental health and substance abuse issues • provide teachers, faculty, and staff with opportunities for instruction in mental health issues and trauma-informed care provided by a licensed health care professional with training and expertise in mental health issues <p>This is a carryover from S2421 & A2678 in 2021.</p> <p>A2767: https://www.njleg.state.nj.us/bill-search/2022/A2767 S2259: https://www.njleg.state.nj.us/bill-search/2022/S2259</p>
New Jersey	Assembly Bill 3238 AB3238	Pending (Assembly Law and Public Safety, 3/7/2022)	<p>This measure seeks to expand the scope of law enforcement sexual assault training, and also codifies certain responsibilities of sexual violence programs and rape care advocates. The Division of Criminal Justice is required to make the course and curriculum available to all law enforcement agencies throughout the State. Law enforcement officers are required to complete the training every 3 years.</p> <p>Notably, this bill specifically requires the sexual assault training course and curriculum to include information on the neurobiological impact of trauma, the influence of societal myths and stereotypes, understanding perpetrator behavior, and conducting effective investigations.</p> <p>Within this frame, law enforcement officers and prosecutors are to be trained on:</p> <ul style="list-style-type: none"> • how specific experiences impact victim trauma, memory, reactions, and behavior, and the impact of the officer's interpretation of this behavior on the investigation

			<ul style="list-style-type: none"> • the impact of decisions the officer makes on the progression of the investigation • strategies for working with victims to facilitate trust and communication • strategies for postponing judgment on the validity of a case until a thorough investigation is completed • investigative methods and techniques focusing on offender behavior <p>Under this bill, healthcare facilities and law enforcement agencies are statutorily required to ensure that a sexual assault victim is informed of the availability of services offered by a designated county sexual violence program, including the option to consult with a rape care advocate trained in trauma-informed responses. Additionally, the services of the county sexual violence program, including the rape care advocate, are to be available to the victim throughout the post-sexual assault healing process. These services include:</p> <ul style="list-style-type: none"> • accompanying the victim to forensic medical examinations, law enforcement agencies, or legal or court proceedings • providing crisis counseling, individual counseling, and support groups • providing referrals to additional resources • providing periodic follow-up visits with the victim • providing support for non-offending family members and friends <p>This is a carryover bill from 2021 (S700 & A1636).</p> <p>https://www.njleg.state.nj.us/bill-search/2022/A3238</p>
New Jersey	Assembly Bill 3581 & Senate Bill 2007 A3581 & S2007	Pending (Assembly Health, 3/10/2022; Senate Health, Budget and Appropriations, 12/15/2022)	<p>This measure requires Medicaid coverage for community violence prevention services, including the training and certification program for violence prevention professionals as determined by the Dept. of Health.</p> <p>The training program would include at least 35 hours of initial training to address all of the following:</p> <ul style="list-style-type: none"> • the effects of trauma and violence and the basics of trauma-informed care • community violence prevention strategies, including, but not limited to, conflict mediation and retaliation prevention related to community violence • case management and advocacy practices • patient privacy and HIPAA <p>Notably, violence prevention services are defined as “evidence-based, trauma-informed, supportive and non-psychotherapeutic services provided by a certified</p>

			<p>violence prevention professional, within or outside of a clinical setting, for the purpose of promoting improved health outcomes and positive behavioral change, preventing injury recidivism and reducing the likelihood that individuals who are victims of community violence will commit or promote violence themselves.” These services may include peer support and counseling, mentorship, conflict mediation, crisis intervention, targeted case management, referrals to certified or licensed health care professionals or social services providers, patient education, or screening services to victims of community violence.</p> <p>A3581: https://www.njleg.state.nj.us/bill-search/2022/A3581 S2007: https://www.njleg.state.nj.us/bill-search/2022/S2007</p>
New Jersey	<p>Assembly Bill 4725 & Senate Bill 3009</p> <p>A4725 & S3009</p>	<p>Pending (Assembly Human Services, 10/11/2022; Senate Health, Human Services and Senior Citizens, 9/22/2022)</p>	<p>This measure seeks to establish the Office of Resilience in the Dept. of Children and Families. Notably, the bill text discusses concepts related to trauma and developmental adversity robustly, including reference to extensively to neuroscience, epigenetics, and other science-based research and evidence to support the creation of this office to address ACEs and trauma, stating that “trauma-responsive strategies to help New Jersey become a healthier State, to reduce public costs related to healthcare, school dropout rates, mental illness, unemployment, and houselessness, it is in the best interest of the state to establish the designated agency to mitigate the effects of ACEs and to build resilience in children who have faced trauma and adversity in their lives.”</p> <p>The bill outlines specific requirements, tasks, and other factors related to the Office. These notably include:</p> <ul style="list-style-type: none"> • develop and share trauma-informed and healing-centered strategies with other State departments and community-based stakeholders to reduce exposure to, and mitigate the effects of, ACEs in the State of New Jersey by supporting collaboration with early childhood organizations and early childhood providers to encourage the development of a Statewide multi-generational support system that promotes positive childhood experiences and assists in the healing of primary and secondary trauma in adults • in partnership with public and private partners, establish a public awareness campaign to educate the public about ACEs and TIC • develop research-based tools to use in creating resilience and empowering individuals who have faced trauma and adversity, and in promoting positive childhood experiences • provide periodic reports to the Governor, and issue an annual report to the Governor and the Legislature regarding its activities

			<p>Also notably, the bill defines TIC as “a strength-based approach to service delivery that:</p> <ul style="list-style-type: none"> • considers treating a person’s past trauma and resulting coping mechanism • is grounded in an understanding of, and the responsiveness to, the impact of trauma • emphasizes physical, psychological, and emotional safety for both treatment providers and survivors of trauma • creates opportunities for trauma survivors to rebuild a sense of control and empowerment <p>A4725: https://www.njleg.state.nj.us/bill-search/2022/A4725 S3009: https://www.njleg.state.nj.us/bill-search/2022/S3009</p>
New Jersey	Assembly Bill 4978 & Senate Bill 3086 A4978 & S3086	Made Law 10/17/2023	<p>This measure would establish the Division of Violence Intervention and Victim Assistance in the Dept. of Law and Public Safety. It is a stated goal of the bill to “promote a trauma-informed approach in the provision of victim and violence intervention and prevention services by the department, other State agencies, and local and county governments providing these services” in service of addressing the impacts of violence already perpetrated as well as preventing future violence. The bill also states a goal of promoting “the use of peer support, such as credible messengers, individuals with lived experience, and trauma survivors in the provision of services.”</p> <p>Among the provisions outlining the composition and operations of such a division is the requirement that the Division, among other tasks, identify, develop, and prioritize approaches to violence intervention and prevention that are trauma-informed.</p> <p>S3086: https://www.njleg.state.nj.us/bill-search/2022/S3086 A4978: https://www.njleg.state.nj.us/bill-search/2022/A4978</p>
New Jersey	Assembly Bill 5061 A5061	Pending (Assembly Judiciary, 1/12/2023)	<p>This measure would establish the minimum level and standards of domestic violence and sexual assault training for judges and judicial personnel. Among such standards include the impacts of household violence and trauma on people (including children) as well as conducting trauma-informed danger assessments.</p> <p>https://pub.njleg.state.nj.us/Bills/2022/A9999/5061_I1.PDF</p>

New Jersey	Assembly Bill 5230 A5230	Pending (Assembly Judiciary, 2/23/2023)	<p>This measure tasks the Administrative Office of the Courts to develop a training curriculum/ongoing educational program for all judges and court personnel to undergo, concerning domestic violence and child abuse. The bill states that this is in service of “making trauma-informed and healing-centered determinations in juvenile proceedings.”</p> <p>The curriculum must include:</p> <ul style="list-style-type: none"> • the impact of child abuse and domestic violence on children • current evidence-based and peer-reviewed research by recognized experts in domestic violence and child abuse • statutory and case law concerning domestic violence and child abuse • child maltreatment • sexual abuse • physical abuse • emotional abuse • implicit and explicit bias • trauma • mental trauma • neglect <p>https://www.njleg.state.nj.us/bill-search/2022/A5230</p>
New Jersey	Assembly Bill 5147 & Senate Bill 2659 A5147 & S2659	Pending (Assembly Education, 2/6/2023; Senate Budget and Appropriations, 10/27/2022)	<p>This measure seeks to establish a Train-the-Trainer program for Student Wellbeing in the Dept. of Education.</p> <p>Notably, the program would “provide evidence-based instruction on, and prepare a participant to lead,” the following:</p> <ul style="list-style-type: none"> • trauma-informed approaches to improve overall school climate and culture • the signs of behavioral and mental health challenges and substance use disorders that may be experienced by students • restorative practices for addressing youth behavioral and mental health challenges • methods to improve youth social and emotional health and fostering a positive school climate • methods to encourage positive bystander behavior, including recognizing potentially harmful situations such as bullying, harassment, and intimidation, and taking appropriate action as a bystander • best practices to provide assistance to students in non-crisis situations

			<ul style="list-style-type: none"> • how to safely de-escalate crisis situations • how to identify and access available behavioral and mental health resources and substance use disorder support services appropriate for students <p>A5147: https://www.njleg.state.nj.us/bill-search/2022/A5147 S2659: https://www.njleg.state.nj.us/bill-search/2022/S2659</p>
<p>New Mexico</p> <p><i>Legislative Session:</i> 1/17/2023 – 3/18/2023</p>	<p>House Bill 43</p> <p>HB 43</p>	<p>Dead</p> <p>(Passed in House, died Senate in committee, 2/15/2023)</p>	<p>This measure concerns affirmative consent policies as well as sexual assault and dating violence prevention in public schools as well as public and private post-secondary educational institutions.</p> <p>Notably, the bill states that any institution that receives state funds must adopt “detailed, trauma-informed policies and trauma-informed responses for the investigation of allegations of sexual assault, domestic violence, dating violence and harassment or stalking involving a student, faculty member, employee, contractor or regent both on and off campus.” Additionally, policies must also include a comprehensive, trauma-informed response training for campus officials to address such issues.</p> <p>The bill establishes a few key definitions:</p> <ul style="list-style-type: none"> • “Trauma-informed policy” uses the SAMHSA 4Rs framework, with the bill stating: “a program or system that considers the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff and others involved with the system; responds by fully integrating knowledge about trauma into policies, procedures and practices; and seeks to actively resist re-traumatization” • “Trauma-informed response” is defined as: “a response involving an understanding of the complexities of dating violence, domestic violence, sexual assault and harassment or stalking through training centered on the neurobiological impact of trauma, the influence of societal myths and stereotypes surrounding the causes and impacts of trauma with an understanding of perpetration methodology and how to conduct an effective investigation” <p>https://www.nmlegis.gov/Legislation/Legislation?chamber=H&legtype=B&legno=43&year=23</p>

New Mexico	House Bill 198 HB 198	Made Law 3/30/2023	<p>This measure would expanding an existing pilot program – the Career Technical Education Program – to allow secondary schools funded by the federal Bureau of Indian Education to be eligible applicants for the pilot project and for these schools to also be eligible recipients of grants from the state’s existing Career Technical Education Fund.</p> <p>In addition expanding access and inclusion in this program, the bill outlines that teachers in this program must be trained on n social-emotional learning and trauma-informed instruction, among other topics.</p> <p>https://www.nmlegis.gov/Legislation/Legislation?chamber=H&legtype=B&legno=198&year=23</p>
New Mexico	House Bill 420 & Senate Bill 49 HB 420 & SB 49	Dead (Died in Committee, 2/14/2023)	<p>This measure appropriates funding to the Early Childhood Education and Care Department to reduce ACEs through enhanced coordination among providers as well as expanding capacity and access to serve the state’s population.</p> <p>HB 420: https://www.nmlegis.gov/Legislation/Legislation?chamber=H&legtype=B&legno=420&year=23 SB 49: https://www.nmlegis.gov/Legislation/Legislation?chamber=S&legtype=B&legno=49&year=23</p>
New Mexico	Senate Bill 209 SB 209	Dead (Died in Committee, 1/26/2023)	<p>This measure would make an appropriation to the state’s public education department for the Las Cruces Public School District to connect individuals and families to 10 vital services through a “one stop shop” of integrated supports for parents from birth through young adulthood. The bill also trains the future workforce in trauma and maltreatment and develops cooperative cross-sector cross-system protocols among state agencies and other organizations to improve access to services and reduce ACEs.</p> <p>https://www.nmlegis.gov/Legislation/Legislation?chamber=S&legtype=B&legno=209&year=24</p>
New York (Legislative Session: 1/4/2023 – 1/2/2025)	Assembly Bill 632 and Senate Bill 860	Made Law 3/3/2023	<p>This measure concerns court forensic evaluators, particularly that concerning child custody and visitation cases when a child is living out-of-state and is far away from the NY border. The bill outlines mandated training on the prevention and intervention of domestic violence, including content on “trauma, particularly as it relates to sexual abuse and the risks posed to children and the long-term dangers and impacts imposed by the presence of ACEs.”</p>

	A632 & S860		A632: https://www.nysenate.gov/legislation/bills/2023/A632 S860: https://www.nysenate.gov/legislation/bills/2023/S860
New York	Assembly Bill 2441 & Senate Bill 3516 A2441 & S3516	Pending (Assembly Judiciary, 2/17/2023; Senate Judiciary, 2/22/2023)	<p>This measure proposes amending New York’s Constitution by adding a new section declaring that the prevention and mitigation of adverse childhood experiences (ACEs) as a matter of public concern, and further requires that ACEs be addressed by the state and its subdivisions in key policy decision-making arenas. The bill’s intent is to “facilitate a public conversation and eventual acknowledgment of the breadth and depth of the consequences of ACEs and trauma for all New Yorkers,” “to express, in the principal legal document of New York State, a positive, fundamental duty to enact public policy with an eye toward the prevention and mitigation of ACEs and trauma... thereby redirecting societal problems before they metastasize and become unmanageable.”</p> <p>The justification includes an extensive primer on trauma science and many references to the myriad ways trauma may unfold across one’s life course. Notable: “As policy makers, we must therefore acknowledge that we have been allowing a <i>de facto</i> system of generational trauma to continue, and take responsibility for all of the consequences for our constituents, our communities, and our state. The prevention of trauma and the mitigation of the effects of previously experienced trauma are therefore public concerns.... By keeping future policy focused on ACEs and trauma, New York State will be able to significantly reduce the pervasiveness of some of our most pressing societal problems. These include, but are not limited to, generational poverty, various healthcare crises, educational achievement gaps, ineffective economic and workforce development programs, child welfare failures, increased rates of alcohol and substance abuse, and recidivism and involvement with the criminal justice system.”</p> <p>A2441: https://www.nysenate.gov/legislation/bills/2023/A2441 S3516: https://www.nysenate.gov/legislation/bills/2023/S3516</p>
New York	Assembly Bill 2893; Senate Bill 580	Made Law 10/17/2023	<p>This measure concerns the provision of and payment for community violence prevention programs.</p> <p>Notably, the bill defines “community violence prevention services” as “evidence-informed, trauma-informed, culturally responsive, supportive and non-psychotherapeutic services provided by a qualified violence prevention professional, within or outside of a clinical setting, for the purpose of promoting</p>

	A2893 & S580		<p>improved health outcomes, trauma recovery, and positive behavioral change, preventing injury recidivism and reducing the likelihood that individuals who are victims of community violence will commit or promote violence themselves.</p> <p>The bill further specifies that prevention services may include the following:</p> <ul style="list-style-type: none"> • may include the provision of peer support and counseling • mentorship • conflict mediation • crisis intervention • targeted case management • referrals to certified or licensed health care professionals or social services providers • case management • community and school support services, patient education or screening services to victims of community violence <p>A2893A: https://www.nysenate.gov/legislation/bills/2023/A2893/amendment/A S580A: https://www.nysenate.gov/legislation/bills/2023/S580</p>
New York	<p>Assembly Bill 3271 & Senate Bill 4419</p> <p>A3271 & S4419</p>	<p>Pending (Assembly Ways and Means, 5/23/2023; Senate Children and Families, 2/8/2023)</p>	<p>This measure would provide supports and services for unaccompanied minors with no lawful immigration status. Notably, the bill indicates that any and all programs providing culturally-competent services, supports, or other assistance under the bill will need to have received trauma-informed training as well as training on how to “identify and appropriately react to unaccompanied minors who may have experienced ACEs.”</p> <p>A3271: https://www.nysenate.gov/legislation/bills/2023/A3271 S4419: https://www.nysenate.gov/legislation/bills/2023/S4419</p>
New York	<p>Assembly Bill 5960 & Senate Bill 5900</p> <p>A5960 & S5900</p>	<p>Dead (Passed Assembly and Senate; vetoed by Governor, 11/17/2023)</p>	<p>This measure would establish a task force to identify evidence-based and evidence-informed solutions to reduce exposure to ACEs. The task force would examine, evaluate, accept public comment, and make recommendations concerning the impact of ACEs and preventive, trauma-informed policy and practices, with the intent to create trauma-informed systems across the state. Specifically in that regard, the bill includes the task of engaging “social services, office of children and family services, education, health, and criminal justice systems in creation of trauma-informed policy and practices in each of these systems to prevent ACEs from occurring and support the health and well-being of all families.” The task force would also be tasked with identifying social</p>

			<p>determinants of health and well-being, as well as to recommend solutions to eliminate ethnic disparities in the state in relation to the occurrences of ACEs. The bill also describes the composition of the task force by role.</p> <p>Note: this was proposed in the previous legislature session (A4908/S832) was vetoed, with the governor asserting budget constraints as the primary reason. Again, in the most recent legislative session, the bill proceeded to be passed in both the Assembly and Senate only to be vetoed by the same governor.</p> <p>A5960: https://www.nysenate.gov/legislation/bills/2023/A5960 S5900: https://www.nysenate.gov/legislation/bills/2023/S5900</p>
New York	Assembly Bill 6058 & Senate Bill 3103 A6058 & S3103	Pending (Assembly Correction, 5/25/2023; Senate Finance, 5/25/2023)	<p>This measure would require mental health services for people who have been incarcerated and who have experienced challenges related to the trauma of incarceration upon re-entry and reintegration into society upon release (specifically, within 1 week of someone re-entering the community).</p> <p>The bill outlines that mental health re-entry services as supported by the bill would be “provided by licensed therapists, psychiatrists, psychologists, social workers, or nurses in permanent competitive positions in the classified service of the state who specialize in trauma and utilize culturally-sensitive techniques.” These services include, as explicitly stated by the bill, “trauma oriented therapy.”</p> <p>Among these services include:</p> <ul style="list-style-type: none"> • Mental health services • Therapeutic programs including nontraditional therapies like yoga, meditation, and physical therapy • Family counseling • Alcohol and substance use disorder treatment services • HIV/AIDS services • Education and vocational training • Housing information • Job placement information • Money management assistance <p>The bill also tasks the Dept. of Corrections and Community Supervision to “invest, develop and adopt policies and procedures to create training for all prison personnel for basic competencies in mental health trauma as a result of incarceration.”</p>

			<p>Reporting requirements are also outlined, including an assessment of the degree to which the federal 9 substance abuse and mental health services administration's guidance for 10 trauma-informed approach to mental health has been implemented.</p> <p>A6058: https://www.nysenate.gov/legislation/bills/2023/A6058/amendment/A S3103: https://www.nysenate.gov/legislation/bills/2023/S3103/amendment/B</p>
New York	Assembly Bill 6598 A6598	Pending (Assembly Health, 4/24/2023)	<p>This measure would require home health care providers serving Medicaid enrollees with chronic conditions to use the ACEs questionnaire to assess patient health risks.</p> <p>The bill also would make Medicaid reimbursement of primary care providers contingent upon the use of the ACE-IQ.</p> <p>The measure also includes provisions to improve care coordination and empower consumers by creating a centralized system through which personal health information can be securely retrieved.</p> <p>https://www.nysenate.gov/legislation/bills/2023/A6598</p>
New York	Assembly Bill 6665 & S6537 A6665 & S	Pending (Assembly Education, 4/26/2023; Senate Education, 6/7/2023)	<p>This measure would decrease the frequency of lock-down drills in schools, allow parents to opt their children out of such drills, and also would require those that <i>do</i> take place to be implemented through a trauma-informed approach (though the bill is not particularly specific about what that might entail or look like). The bill outlines that an “age-appropriate” explanation of the drills would be a part of this change. The bill includes that students with PTSD, anxiety, a physical disability, or other relevant medical conditions to have accommodations in the process.</p> <p>A6665: https://www.nysenate.gov/legislation/bills/2023/A6665 S6537: https://www.nysenate.gov/legislation/bills/2023/S6537</p>
New York	Assembly Bill 6987 & Senate Bill 5627 A6987 & S5627	Pending (Assembly Cities, 5/9/2023; Senate Mental Health, 3/9/2023)	<p>"New York City Training And Comprehension of Trauma in Children (TACTIC) Act"</p> <p>- This measure provides for a trauma-informed care training program to teachers in schools located in the city of New York. The bill creates a department of child trauma informed care to assist with parenting workshops, to assign trauma informed care specialists to schools and to report to the TACTIC council regarding child trauma-informed care provided to schools in the city of New York.</p>

			<p>The function of such a council would be to provide for a trauma-informed training program to teachers in schools located in the city of New York.</p> <p>The justification section has some notable language around the value of schools helping children deal with trauma as well as helping teachers recognize and address trauma in their students. The bill justification discusses varying definitions of trauma and points out that “trauma is not just defined by the event, but also by one’s experience of it. “</p> <p>A6987: https://www.nysenate.gov/legislation/bills/2023/A6987 S5627: https://www.nysenate.gov/legislation/bills/2023/S5627</p>
New York	Assembly Bill 7691 & Senate Bill 1163A A7691 & S1163A	Pending (Passed Assembly and Senate, 6/8/2023; pending Governor’s signature)	<p>This measure would establish a commission to study the historical and lasting impacts slavery has had on Black New Yorkers and potential reparations for the legacy of slavery. While the bill text does not explicitly acknowledge a trauma-informed approach by name, the radical honesty encapsulated by what the bill states and the spirit of the bill itself are aligned with the trauma-informed value/principle concerning cultural, gender, and historical issues given that slavery in an of itself was a traumatic experience that was violative of human rights, the legacy of which continues to impact individuals and communities in the present day.</p> <p>A7691: https://www.nysenate.gov/legislation/bills/2023/A7691 S1163A: https://www.nysenate.gov/legislation/bills/2023/S1163/amendment/A</p>
New York	Senate Bill 272 S272	Pending (Senate Higher Education, 1/4/2023)	<p>This measure would require trauma-informed forensic examination training for certain medical professionals.</p> <p>More specifically, the bill would require every physician, physician assistant, registered nurse, licensed practical nurse, and nurse practitioner practicing in the state who provides direct medical services to patients and works in an emergency, obstetrics/gynecology, or pediatrics department to complete annual course work or training regarding trauma-informed forensic examinations in the provision of medical services.</p> <p>https://www.nysenate.gov/legislation/bills/2023/S272</p>
New York	Senate Bill 2354	Pending	<p>This measure would require continuing education for teachers in the state to include content on:</p> <ul style="list-style-type: none"> • programs and activities related to mental health

	S2354	(Senate Education, 1/20/2023)	<ul style="list-style-type: none"> • trauma-informed care, intervention, and practices • ACEs • social emotional learning • behavioral health disorders • best practices for improving the overall learning environment • safe de-escalation of crisis situations • identifying signs and symptoms, including early stages of mental illness and behavioral health issues <p>the use of evidence-based training programs including, but not limited to, mental health first aid (or core elements of such programs)</p>
New York	Senate Bill 2750 S2750	Pending (Finance, 1/24/2023)	<p>This measure would establish a re-entry services and treatment fund to support the voluntary participation of people re-entering the community following incarceration in service and treatment programs. Notably, the bill states that “funding decisions shall include an emphasis on supporting programs that are culturally, linguistically, and gender competent, trauma-informed, evidence-based, and, where appropriate, employ individuals with lived experience as part of the services provided.”</p> <p>The bill also as well as training requirements in relation to mental health conditions and trauma-informed care. Specifically, curriculum would be mandated to include:</p> <ul style="list-style-type: none"> • programs and activities related to mental health, including any information on applicable mental health diversion programs and processes • trauma-informed care, intervention, and practices, including... <ul style="list-style-type: none"> ○ gender-informed care ○ best practices on making an arrest when a child is present • ACEs • Social-emotional learning, including... <ul style="list-style-type: none"> ○ the impact of parental incarceration on children ○ best practices for facilitating familial connection to an incarcerated caregiver • behavioral health disorders • best practices for improving the overall criminal legal system environment • safe de-escalation of crisis situations • identifying signs and symptoms, including early stages, of mental illness and behavioral health issues • the use of evidence-based training programs including, but not limited to, mental health first aid or core elements of such programs

			https://www.nysenate.gov/legislation/bills/2023/S2750
New York	Senate Bill 4443 S4443	Pending (Finance, 2/8/2023)	<p>This measure would direct the Office for the Prevention of Domestic Violence to facilitate the establishment of five crime victim and trauma survivor recovery centers throughout the state to provide free support and help to individuals who have experienced violent crime, including individuals who suffered gunshot wounds and survivors of sexual assault, domestic violence, human trafficking, and hate crimes, and those who had a family member assaulted or killed.</p> <p>Services and supports provided include:</p> <ul style="list-style-type: none"> • trauma-informed clinical case management • evidence-based individual, group and family psychotherapy • crisis intervention • medication management • legal advocacy • assistance with filing police reports and accessing victim compensation funds • mental health services • help with relocation of an individual when safety is threatened • transportation aid to and from medical appointments, court dates, and other related events <p>Notably, in the justification, the bill states that “by establishing Crime Victim and Trauma Survivor Recovery Centers, we can provide comprehensive, trauma-informed care to those impacted, and advocate for better trauma-informed interventions within the broader community” and speaks to the importance of shifting the status quo to promote equitable, accessible care to support trauma recovery.</p> <p>The justification also states: “Given the documented links between trauma and criminality, increased risk for violent or aggressive behavior, increased rates of alcohol and substance abuse, and incidence of mental illness, it is vital to an individual's long term health and well-being, as well as the safety of our broader community, to address trauma early with a full array of targeted, accessible, evidence-based interventions.”</p> <p>https://www.nysenate.gov/legislation/bills/2023/S4443</p>

New York	Senate Bill 5381 S5381	Pending (Higher Education, 3/3/2023)	<p>This measure would institutionalize the use of Screening, Brief Intervention And Referral to Treatment/Evaluation (SBIRT/SBIRE) to address substance use at colleges in the state. Notably, the bill calls for services to support early intervention/prevention, including specifically through the provision of trauma-informed practices. The bill outlines procedures and what implementing these steps would look like. The bill further recommends that “campus communities adopt comprehensive prevention protocols that highlight pathways to substance misuse and addiction, including those that integrate messaging around the relationship between mental health, trauma, and substance misuse and addiction.”</p> <p>https://www.nysenate.gov/legislation/bills/2023/S5381</p>
North Carolina <i>Legislative Session: 1/11/2023 – 6/30/2024</i>	House Bill 552 & Senate Bill 467 H552 & S467	Pending (House Rules, 4/4/2023; Senate Appropriations, 4/4/2023)	<p>“2023 MOMnibus Act” - This measure would</p> <p>The bill notably lifts up the ways that the US has the highest maternal mortality rate in the developed world, including shining a spotlight on implicit bias in contributing to the disproportionalities of risk and outcomes among BIPOC communities, and further affirms that “every person should be entitled to dignity and respect during and after pregnancy and childbirth, and patients should receive the best care possible regardless of age, race, ethnicity, color, religion, ancestry, disability, medical condition, genetic information, marital status, sex, gender identity, gender expression, sexual orientation, socioeconomic status, citizenship, nationality, immigration status, primary language, or language proficiency.”</p> <p>The bill contains a variety of provisions intended to improve outcomes and reduce disparities among pregnant and birthing people in the state. There is an upstream prevention focus in the grants established by the bill, along with significant support for recruiting, training, and retaining a diverse lactation consultant workforce.</p> <p>To further support that vision, the bill tasks state entities to collaborate with “community-based organizations led by Black women that serve primarily Black birthing people” as well as “a historically Black college or university or other institution that primarily serves minority populations” to develop an evidence-based implicit bias training, including content on:</p> <ul style="list-style-type: none"> • Identification of previous or current unconscious biases and misinformation • Identification of personal, interpersonal, institutional, structural, and cultural barriers to inclusion • Corrective measures to decrease implicit bias at the interpersonal and institutional levels, including ongoing policies and practices for that purpose.

			<ul style="list-style-type: none"> • Information about the effects of implicit bias, including, but not limited to ongoing personal effects of racism and the historical and contemporary exclusion and oppression of minority communities • Information about cultural identity across racial or ethnic groups • Information about how to communicate more effectively across identities, including racial, ethnic, religious, and gender identities • Information about power dynamics and organizational decision making • Trauma-informed care best practices and an emphasis on shared decision making between providers and patients • Information about health inequities within the perinatal care field, including information on how implicit bias impacts maternal and infant health outcomes • Perspectives of diverse, local constituency groups and experts on particular racial, identity, cultural, and provider-community relations issues in the community • Information about socioeconomic bias • Information about reproductive justice <p>H552: https://www.ncleg.gov/BillLookup/2023/H552 S467: https://www.ncleg.gov/BillLookup/2023/S467</p>
North Carolina	House Bill 674 H674	Made Law 7/10/2023	<p>This measure would set forth criteria for Children’s Advocacy Centers to be eligible to receive state funds, and outlines standards for sharing information to promote a coordinated, multidisciplinary response to cases of child maltreatment.</p> <p>Among the requirements to receive and retain funding are (among some others that are more logistical or less relevant to exploring alignment with a TI approach):</p> <ul style="list-style-type: none"> • provides a “child-friendly, trauma-informed space for children suspected to be victims of child maltreatment and their appropriate caregivers” • conducts on-site interviews of children by a forensic interviewer in appropriate cases of suspected child maltreatment • maintains a multidisciplinary team (MDT) that meets regularly and are routinely involved in investigations and multidisciplinary team interventions • has a designated staff that is supervised and approved by the Child Advocacy Center’s Board of Directors or other governing entity • provides case tracking of child abuse cases served through the CAC

			<ul style="list-style-type: none"> • provides or refers child medical evaluations and law enforcement child medical evaluations, as requested by a department or a law enforcement agency • provides mental health services or referrals for those mental health services, which will be provided by licensed mental health professionals who deliver trauma-focused, evidence-supported treatment and who meet state standards • provides training for various disciplines in the community that deal with child maltreatment • provides victim support and advocacy that meets state and national standards • maintains diversity, equity, and inclusion by completing a community assessment every three years, which does at least the listed items • provides annual trainings or educational opportunities for multidisciplinary team members' professional development • ensures that child advocacy center employees and volunteers are properly screened and trained in accordance with state and national standards • provides all services to a child client regardless of the child's or child's family's ability to pay for those services <p>https://www.ncleg.gov/BillLookUp/2023/H674</p>
North Carolina	House Bill 809 H809	Pending (Rules and Operations, 5/4/2023)	<p>“Hospital Violence Protection Act” – among other provisions, this measure sets forth requirements for hospitals to develop a security plan in alignment with the standards outlined, including:</p> <ul style="list-style-type: none"> • training for law enforcement officers employed by the hospital that is appropriate for the populations served by the emergency department • training for law enforcement officers employed by the hospital that is based on a trauma-informed approach to identifying and safely addressing situations involving patients, family members, or other persons who pose a risk of harm to themselves or others due to mental illness or substance use disorder or who are experiencing a mental health crisis • safety protocols based on the listed standards and risks • safety protocols that include the presence of at least one law enforcement officer in the emergency department or on the same campus as the emergency department at all times • training requirements for law enforcement officers employed by the hospital in: <ul style="list-style-type: none"> ○ the potential use of and response to weapons

			<ul style="list-style-type: none"> ○ defensive tactics ○ de-escalation techniques ○ appropriate physical restraint and seclusion techniques ○ crisis intervention ○ trauma-informed approaches <p>https://www.ncleg.gov/BillLookup/2023/H809</p>
North Carolina	House Bill 860 & Senate Bill 383 H860 & S383	Pending (House Appropriations, 5/16/2023; Senate Appropriations, 3/30/2023)	<p>“Protect Our Youth In Foster Care” - This measure would create a trauma-informed, standardized, evidence-based assessment for children in the foster system or children who have experienced trauma necessitating some sort of intervention and are thus at-risk of entering into the foster system. The bill would also work to address the service gaps present for children in the foster system receiving Medicaid.</p> <p>This bill entails a cross-system approach, establishing a partnership and line of communication between representatives from Division of Social Services, Division of Health Benefits, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, and the Division of Family and Child Well-Being. The bill also states that, along with the rollout of the assessment, will come a standardized statewide training on thoughtful and appropriate implementation. The bill outlines in significant detail what requirements those administering the assessments will have to take, such as timely referrals/connection to trauma-informed community providers.</p> <p>H860: https://www.ncleg.gov/BillLookup/2023/H860 S383: https://www.ncleg.gov/BillLookup/2023/S383</p>
North Dakota <i>Legislative Session: 1/3/2023 – 4/30/2023</i>	Senate Bill 2257 SB 2257	Made Law 3/24/2023	<p>This measure would establish a task force on prevention of sexual abuse of children and outlines various provisions to do so (e.g., reporting requirements, group composition, etc.).</p> <p>Notably, one of the task’s force focuses is to “increase trauma-informed services for children, adult survivors, and families.”</p> <p>https://www.ndlegis.gov/assembly/68-2023/regular/bill-overview/bo2257.html</p>
Ohio	House Bill 352	Pending	This measure would establish the Adverse Childhood Experiences Study Commission, which is tasked with recommending legislative strategies to the General Assembly for addressing the prevalence and effects of ACEs.

<p><i>Legislative Session:</i> 1/2/2023 – 12/31/2024</p>	<p>HB352</p>	<p>(House Behavioral Health, 12/6/2023)</p>	<p>To 21-member Study Commission includes a variety of individuals from scholars, professionals from a variety of sectors, representatives from various government agencies and entities, along with people with lived experience of having ACEs.</p> <p>The Commission would be responsible for creating an annual report summarizing possible legislative strategies for addressing the prevalence and effects of ACEs.</p> <p>The bill defines ACEs as “potentially traumatic events that occur in childhood, including various forms of physical and emotional abuse; neglect; and household, environmental, or community dysfunction.”</p> <p>https://www.legislature.ohio.gov/legislation/135/hb352</p>
<p>Oklahoma</p> <p><i>Legislative Session:</i> 1/3/2023 – 4/30/2023</p>	<p>House Bill 1441</p> <p>HB 1441</p>	<p>Made Law</p> <p>4/19/2023</p>	<p>This measure concerns training and procedures within the education system in the state. Notably, among other provisions, the bill includes a requirement that the state Dept. of Education and Dept. of Mental Health and Substance Abuse Services, in consultation with school district superintendents and school district boards of education, develop and make available to school districts information, training, and resources to “help school employees recognize and address the mental health needs of students.” This includes a training program for teachers that emphasizes the importance of recognizing and addressing the mental health needs of students, to be completed and re-taken throughout an educator’s career.</p> <p>The information made available to school districts through this effort would include, but would not be limited to:</p> <ul style="list-style-type: none"> • Information about the services provided by community-based organizations related to mental health, substance use, and trauma • Information about the impact trauma and ACEs can have on a student's ability to learn • The availability of mental health evaluation and treatment available by telemedicine • Information about evidence-based strategies for prevention of at-risk behaviors. <p>http://www.oklegislature.gov/BillInfo.aspx?Bill=hb1441&Session=2300</p>

Oklahoma	House Bill 1639 HB 1639	Pending (Passed House, Amended then passed in Senate; Amendments Rejected by House, 5/23/2023; Bill Carried Over and Pre-Filed in 2024 Session)	<p>“Domestic Abuse Survivorship Act” - This measure seeks to change the way legal proceedings for survivors of domestic abuse who have been charged with homicide of their intimate partner unfold.</p> <p>Specifically, in proceedings, courts must consider as a mitigating factor that the person has been abused physically, sexually, economically, or psychologically along with any other mitigating or aggravating factors. Based on what lived experience is presented, in the context of the rest of the case, the courts have permission through this measure to stray from typical sentencing guidelines.</p> <p>The measure also requires presentence investigations for such individuals to include information about prior abusive relationships, prior sexual assaults, and prior experiences being trafficked. All of these factors are to be considered in their legal proceedings, as can expert testimony from a psychiatrist, psychologist, or other mental health professional showing that the individual has been diagnosed with posttraumatic stress disorder in relation to domestic violence.</p> <p>The measure also includes required training for relevant parties of the court and attorneys, with content including domestic violence and abuse survivorship.</p> <p>http://www.oklegislature.gov/BillInfo.aspx?Bill=hb1639&Session=2300</p>
Oklahoma	House Bill 2017 HB 2017	Pending (Read and Passed in House Education Committee, 2/14/2023; Bill Carried Over and Pre-Filed in 2024 Session)	<p>This measure would require school employee training on student mental health statewide to include information about trauma/adversity as well as violence de-escalation, including specifically:</p> <ul style="list-style-type: none"> • The impact trauma and adversity have on brain development, including a child’s ability to learn • Procedures for maintaining a safe environment through self-regulation practices for students and staff • Trauma-informed responses for addressing student behavior with compassion • The availability of mental health evaluation and treatment available by telemedicine • Information about the services provided by community-based organizations related to mental health, substance use, and trauma • Information about evidence-based strategies for prevention of at-risk behaviors

			http://www.oklegislature.gov/BillInfo.aspx?Bill=hb2017&Session=2300
Oklahoma	House Bill 2513 HB 2513	Dead Passed House and Senate Died by Pocket Veto	<p>This measure would create a Handle With Care (HWC) program within the state. This program, in alignment with the well-supported HWC model, would enable law enforcement officers to notify HWC partners when a child is exposed to an adverse or traumatic event, including:</p> <ul style="list-style-type: none"> • Domestic violence • Death of a member of the family or household • Arrest of a parent or guardian of the child affecting the welfare of the child • Search warrant is served in the child's residence • Drug or alcohol overdose of a family member • Violence or mass shootings in the child's neighborhood • Forced displacement from the residence • House fire • Child maltreatment • Child's presence at a first responder encounter <p>The program would be required to work with local communities to administer a hotline, email, or other pathway allowing law enforcement to provide the relevant information to the necessary parties. The model as explored in the text of the bill emphasizes building trust and positive connections, and states that "children must feel safe in order to learn."</p> <p>The Oklahoma School Security Institute, notably in collaboration and coordination with community coalitions and partner state/local first responder agencies, is tasked with providing model protocol and training for the HWC program statewide.</p> <p>The measure seeks to protect privacy and confidentiality by prohibiting the information provided from including details about the traumatic event unless there is imminent threat to the safety of the child or school. The notice simply includes: "The child referenced has been exposed to a traumatic event in the last twenty-four (24) hours and could exhibit academic, emotional, and behavioral problems because of exposure to a traumatic event. Please handle the child with care."</p> <p>Notably, in the text of the bill, the indelible impacts of "unaddressed trauma" is explored as a justification to taking the actions outlined in the bill, including that such experiences, if left unaddressed, can disrupt a child's ability to "learn, form relationships, and function appropriately within the classroom." The bill also</p>

			<p>outlines that this program is seeking to support care coordination for those in situations that do not meet criteria for “child welfare reports,” pointing out that there is a too-common gap in care and support that many children exposed to trauma and adversity are faced with.</p> <p>As a note: a pocket veto describes a veto process that is less direct as it entails the governor essentially holding onto the bill without signing it until it is too late for it to be dealt with during the remaining legislative session time. Thus, there is no veto memo or reasoning provided for why the Governor did not sign this bill into law.</p> <p>http://www.oklegislature.gov/BillInfo.aspx?Bill=hb2513&Session=2300</p>
Oklahoma	Senate Bill 346 SB 346	Pending (Passed in Senate, 3/23/2023; House Public Safety, 3/29/2023; Bill Carried Over and Pre-Filed in 2024 Session)	<p>This measure concerns law enforcement training. Among many other provisions, the bill mentions that continuing education training resources must include content on trauma-informed sexual assault response and intervention.</p> <p>http://www.oklegislature.gov/BillInfo.aspx?Bill=sb346&Session=2300</p>
Oklahoma	Senate Bill 379 SB 379	Pending (Passed in Senate, 3/23/2023; Second Reading in House Public Safety, 3/29/2023; Bill Carried Over and Pre-Filed in 2024 Session)	<p>This measure would require each law enforcement officer certified by the Council on Law Enforcement Education Training Council (CLEET) to complete a minimum of 2 hours of continuing law enforcement education training annually on the topic of maintaining mental and behavioral health wellness.</p> <p>This training must accredited or provided by CLEET, and the bill outlines that content CLEET develops must include:</p> <ul style="list-style-type: none"> • policies and protocols for responding to sexual assault calls • guidelines for the collection and maintenance of sexual assault kits • education on trauma-informed sexual assault response and intervention <p>CLEET also is tasked in this measure with including a minimum of 8 hours of training on “maintaining mental and behavioral health wellness” within its required courses of study for law enforcement certification.</p>

			http://www.oklegislature.gov/BillInfo.aspx?Bill=sb379&Session=2300
Oregon <i>Legislative Session: 1/17/2023 – 6/25/2023</i>	House Bill 2134 HB 2134	Dead Died in Session	This measure would direct the Department of Public Safety Standards and Training to establish a training program for deputy district attorneys including content on trauma-informed victim advocacy. https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB2134
Oregon	House Bill 2513 HB 2513	Made Law 7/24/2023	<p>This measure requires local planning committees for alcohol and drug prevention and treatment services to coordinate with local Behavioral Health Resource Networks (BHRNs), which were established in 2020 legislation to partner across all counties and tribal areas in the state to provide substance use services free of charge to individuals seeking care.</p> <p>Notably, the measure defines "recovery" in the context of people struggling with substance use as "a process of change through which individuals improve their health and wellness, live a self-directed life and strive to reach their full potential."</p> <p>To determine how funding is distributed to support the recovery process for more people in the state and to oversee distribution to grantees, the measure would require the Oregon Health Authority Director to appoint an executive director of the Oversight and Accountability Council (OAC). The OAC will be responsible for a variety of tasks, including:</p> <ul style="list-style-type: none"> • Coordinate and ensure accountability for all levels of care described in the bill • Maximize resources for consumers and minimize administrative expenses • Provide supported employment and other vocational opportunities for consumers • Determine the most appropriate service provider among a range of qualified providers • Ensure that appropriate mental health referrals are made • Address local housing needs for persons with mental health disorders • Develop a process for discharge from state and local psychiatric hospitals and transition planning between levels of care or components of the system of care

			<ul style="list-style-type: none"> • Provide peer support services, including but not limited to drop-in centers and paid peer support • Provide transportation supports • Coordinate services among the criminal and juvenile justice systems, adult and juvenile corrections systems and local mental health programs to ensure that persons with mental illness who come into contact with the justice and corrections systems receive needed care and to ensure continuity of services for adults and juveniles leaving the corrections system <p>The bill notably anchors in the trauma-informed principle of collaboration, stating that local mental health authorities must establish plans to increase access to supports that, among other requirements, “involve consumers, advocates, families, service providers, schools and other interested parties in the planning process.” Local plans also are required to include services on varying levels of care, including:</p> <ul style="list-style-type: none"> • 24-hour crisis services • Secure and nonsecure extended psychiatric care • Secure and nonsecure acute psychiatric care • 24-hour supervised structured treatment • Psychiatric day treatment • Treatments that maximize client independence • Family and peer support and self-help services • Support services • Prevention and early intervention services • Transition assistance between levels of care • Dual diagnosis services • Access to placement in state-funded psychiatric hospital beds • Outreach to older adults at locations appropriate for making contact with older adults, including senior centers, long term care facilities and personal residences <p>The bill further speaks to creating the context and conditions for services and supports to improve across the entire community-based continuum of care by outlining that mental health authorities must collaborate with local public safety coordinating council to address:</p>
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			<ul style="list-style-type: none"> • Training for all law enforcement officers on ways to recognize and interact with persons with mental health conditions for the purpose of diverting them from the criminal and juvenile legal systems • Developing voluntary locked facilities for crisis treatment and follow-up as an alternative to custodial arrests • Developing a plan for sharing a daily jail and juvenile detention center custody roster and the identity of persons of concern and offering mental health services to those in custody • Developing a voluntary diversion program to provide an alternative for persons with mental illness in the criminal and juvenile justice systems • Developing mental health services, including housing, for persons with mental illness prior to and upon release from custody <p>Notably, the low-barrier programs and services provided in accordance with the bill must, among other requirements:</p> <ul style="list-style-type: none"> • “be culturally appropriate and competent” • “ensure consumer choice among a range of qualified providers in the community” • “involve consumers, families, clinicians, children, and schools in treatment as appropriate” • “maximize early identification and early intervention” • “be developed collaboratively” • “be delivered using a community-based, multisystem approach” • “be evidence-informed, trauma-informed, culturally specific, linguistically responsive, person-centered and nonjudgmental” <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB2513</p>
Oregon	House Bill 2535 HB 2535	Made Law 7/26/2023	<p>This measure would require the Dept. of Corrections to establish a doula program for pregnant and postpartum adults in custody at a particular facility. In addition to provisions such as those that prohibit restrictions in movement that interfere with essential postpartum activities, the bill calls for “the development of a trauma-informed and culturally specific birth plan for each pregnant adult in custody,” along with “trauma-informed support and assistance during labor and childbirth and the postpartum period.”</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB2535</p>

Oregon	House Bill 2731 HB 2731	Dead Died in Committee	<p>This measure would direct the OR Criminal Justice Commission to establish, in collaboration with the Dept. of Corrections, a pilot program at a particular correctional facility.</p> <p>The measure states that a goal of the bill is to reduce the trauma experienced by children of incarcerated parents, improve social-emotional and educational outcomes for children of incarcerated parents, decreased the likelihood that children of incarcerated parents enter the legal system, successful re-entry, reduced recidivism, and increasing protective factors within families.</p> <p>The bill outlines the specifics of the proposed program, including that services provided must be “individualized, targeted, culturally-appropriate, gender-responsive, and trauma-informed.”</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB2731</p>
Oregon	House Bill 2933 HB 2933	Dead Died in Committee	<p>This measure would appropriate money to the Dept, of Justice for deposit into Oregon Domestic and Sexual Violence Services Fund to “further develop capacity and build a statewide infrastructure designed for sustainability and equity in domestic and sexual violence advocacy services and... add strength to and expand the network of organizations that provide culturally specific advocacy services to survivors.” The bill mentions that community-based and culturally responsive domestic and sexual violence programs across the state provide supportive, trauma-informed services to victims and survivors of domestic and sexual violence, and need more robust funding to be able to meet the needs of state residents.</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB2933</p>
Oregon	House Bill 3009 HB 3009	Dead Died in Committee	<p>This measure would direct the Dept. of Human Services to establish and administer a program to provide services to “youth with acute needs” and their families. Notably, the bill states that the services and assistance provided by such programs must be delivered “in a trauma-informed manner, using best practices and national models.”</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB3009</p>

Oregon	House Bill 3333 HB 3333	Dead Died in Committee	<p>This measure tasks the System of Care Advisory Council (established in 2019 to address systemic challenges in addressing the needs of children with mental or behavioral health needs across the state's juvenile justice, child welfare, and health care systems) to study the application of a just culture model in the state's Department of Health Services (DHS) investigations of child-caring agencies, and also establishes a System of Care Advisory Council-administered grant program to support training on trauma-informed practices and clinical best practices to the workforce providing residential services to children in care.</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB3333</p>
Oregon	House Bill 3456 HB 3456	Made Law 8/15/2023	<p>This measure addresses many dimensions of sexual misconduct in higher education settings. More specifically, the bill:</p> <ul style="list-style-type: none"> Establishes a Sexual Misconduct Survey Council to develop a biennial sexual misconduct climate survey to gather specified data on incidents of sexual misconduct at institutions of higher education and students who experienced sexual misconduct <ul style="list-style-type: none"> Notably, the bill text states that the survey itself must “use a trauma-informed framework” Requires the assigned council to establish a data repository for summaries of sexual misconduct climate survey in the interest of transparency and accountability Requires each institution of higher education to employ at least one certified advocate as part of victim services program and establishes the qualifications and duties of such an advocate role, including: <ul style="list-style-type: none"> Provide confidential services to students and inform students of all information required to be provided under state law Provide written notification to all institution staff involved in providing or enforcing supportive measures or accommodations of the respective duties of these staff members If directed by a student, assist the student in contacting campus police or local law enforcement agencies to make a report Notify students of their rights, and the responsibilities of the institution, regarding protection orders, no contact orders and any other lawful ordered issued by the institution or by a criminal, civil or tribal court Be subject to privilege, including not needing to report an incident to the institution or law enforcement unless otherwise required to do so by state or federal law

			<ul style="list-style-type: none"> ○ Coordinate with on-campus sexual misconduct response resources and any community-based domestic and sexual violence advocacy agency with which the institution has entered into a memorandum of understanding within a reasonable time after being designated as a certified advocate ○ If requested by signed written consent from a student, assist the student with coordinating on-campus supports and supports available with any community-based domestic and sexual violence advocacy agency with which the institution has entered into a memorandum of understanding • Requires each institution of higher education to enter and maintain memorandum of understanding with a community-based domestic and sexual violence advocacy agency to assist in developing institutional policies, programming, and training, and to provide victim services to students and employees of institution • Requires institutions of higher education to provide specified annual sexual misconduct training to students and employees, stating that campuses may cover additional content as desired as long as it “is not objectively traumatizing for victims of sexual misconduct” • Requires institutions of higher education to waive any academic or disciplinary record required as part of institution-sponsored program or activity, including grant and scholarship programs, for any student applicant or participant who has experienced sexual misconduct <p>The bill seeks to support a trauma-informed response, and defines this as: “a response involving an understanding of the complexities of intimate partner violence, domestic violence, sexual assault and stalking through training centered on the neurobiological impact of trauma, the influence of societal myths and stereotypes surrounding the causes and impacts of trauma, an understanding of perpetration methodology and knowledge of how to conduct an effective investigation.”</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/HB3456</p>
Oregon	Senate Bill 529 SB 529	Made Law 5/26/2023	This measure would modify previous legislative findings concerning alternative incarceration program, establishing new and different standards (such as eliminating the requirement to engage in physical work and exercise as well as

			<p>providing programs for addiction). Notably, the bill calls out that such programs must be trauma-informed and gender-responsive,</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/SB529</p>
Oregon	Senate Bill 549 SB 549	Dead Died in Committee	<p>This measure directs the OR Health Authority to modify amounts of grants to support positive change in schools. Among such provisions is the opportunity for the Health Authority to select 10 school/educational service districts to receive school-based health center planning grants to implement trauma-informed approaches to improve educational outcomes, such as through developing wraparound service delivery hubs in schools.</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/SB549</p>
Oregon	Senate Bill 633 SB 633	Dead Died in Committee	<p>This measure would establish a program to provide high-quality services and improved outcomes through regional centers for special education and related services. Notably, the bill requires that each participant provide “intensive, wraparound, trauma-informed services that are evidence-based, focus on improving outcomes for children and families, and meet equity and diversity goals identified by the department.”</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/SB633</p>
Oregon	Senate Bill 849 SB 849	Dead Died in Committee	<p>This measure requires professional licensing boards to:</p> <ul style="list-style-type: none"> • Provide culturally-responsive training to certain outlined staff members • Publish guidance on their websites on pathways to professional licensure, certification, or authorization for internationally-educated persons and waives requirements for an English proficiency examination for certain internationally-educated persons <p>The bill also establishes the Internationally Educated Workforce Reentry Grant Program which awards grants to local workforce development boards that contract with not-for-profit organizations, post-secondary institutions of education, and employers who provide eligible career guidance and support services to internationally-educated state residents who are seeking to enter the Oregon workforce. The commission established to administer the grant must:</p>

			<ul style="list-style-type: none"> • Collaborate with the Office of Immigrant and Refugee Advancement to establish requirements for contracting and reporting by local workforce development boards that are awarded grants • Use the program to assist in coordinating the planning, development, and implementation of a comprehensive system for integrating individuals who are internationally educated in eligible professions into state's employment network • Partner with community organizations that work with internationally-educated populations to develop and maintain a voluntary roster of internationally-educated populations entering the state's workforce • Make publicly available summary reports that show the aggregate number and distribution, by geography and specialty, of the internationally-educated population in the state <p>Notably, the workforce development programming outlined by the bill must demonstrate "support for trauma-informed care."</p> <p>https://olis.oregonlegislature.gov/liz/2023R1/Measures/Overview/SB849</p>
Pennsylvania <i>Legislative Session:</i> 1/3/2023 – 11/30/2024	House Bill 120 HB120	Pending (House Appropriations, 3/7/2023)	<p>This measure concerns the impacts of COVID-19 on students, including outlining funding appropriation to address impacts of pandemic-related trauma and adversity through providing trauma-informed mental and behavioral health supports.</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syar=2023&sind=0&body=H&type=B&bn=120</p>
Pennsylvania	House Bill 263 HB263	Pending (House Education, 3/10/2023)	<p>This measure outlines additional requirements for school directors, including training on trauma-informed approaches, to ensure that they are equipped to address challenges emerging in the school system.</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syar=2023&sind=0&body=H&type=B&bn=263</p>
Pennsylvania	House Bill 813 HB813	Pending	<p>This measure seeks to accomplish several things, including:</p> <ul style="list-style-type: none"> • Establishing the Office of Child Advocate permanently <ul style="list-style-type: none"> ○ Purpose: "to prevent neglect, abuse and exploitation of children and encourage reporting of suspected child abuse"

		(House Children and Youth, 4/3/2023)	<ul style="list-style-type: none"> • Authorizing the appointment of the Child Advocate <ul style="list-style-type: none"> ○ Would have access to records and documents ○ Would have the ability to show up to facilities for announced and unannounced visits ○ Would be allowed to set up a staff ○ Would receive complaints from the public ○ Would have authority to investigate complaints • Establishing the HEAL PA Coalition, a coalition of trauma-prevention and intervention, within the Office of Child Advocate <ul style="list-style-type: none"> ○ The duties of the coalition are to advance the Trauma-Informed Pennsylvania (TIPA) Plan to “prevent and respond to mental health crisis by promoting trauma-informed policies and practices across all Commonwealth systems” through activities such as: <ul style="list-style-type: none"> ▪ Build a network to connect and support trauma-informed, healing-centered, and community-based grassroots movements across the state ▪ Prioritize trauma-informed and healing-centered changes at the state level to affect culture, policy, and practice ▪ Assist the state in “healing from the trauma of a major disaster such as a public health emergency or disaster proclamation” ▪ Assist this state in “healing the damage of racism, sexism, ableism, among other communal and historical trauma” <p>Notably, the bill defines “child health, safety, and well-being programs” as those which “provide mental health treatment and recovery services, substance use disorder treatment and recovery services and childhood trauma and trauma-informed care.”</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syear=2023&sind=0&body=H&type=B&bn=813</p>
Pennsylvania	House Bill 900 HB900	Made Law 12/14/2023	<p>This measure seeks to set forth requirements concerning pregnancy and incarceration.</p> <p>Provisions relate to relevant aspects such as:</p> <ul style="list-style-type: none"> • Limiting the application of and requiring a recording system regarding restraints to pregnant prisoners or detainees • A healthy birth for incarcerated women

			<ul style="list-style-type: none"> • Prohibiting restrictive housing for pregnant or postpartum incarcerated individuals and detainees • Placing restrictions on cavity search and inspection • Enhanced training and education requirements <ul style="list-style-type: none"> ○ Facility leadership AND staff must have training related to trauma-informed care, including the following: <ul style="list-style-type: none"> ▪ Training to identify a child with trauma ▪ Training on how and when to refer a child to the proper health care professionals, including preventive health care and mental health care ▪ Training on how to interact with and empower a child who has experienced trauma • Requiring post-delivery bonding periods to be honored following the delivery of a newborn • Requiring that necessary nutritional and hygiene products are provided for newborns • Requiring issuance of menstrual hygiene products on a monthly basis regardless of financial needs to children in facilities <p>The bill defines “trauma-informed care” as “a strengths-based approach to service delivery and organizational structure that:</p> <ul style="list-style-type: none"> • Realizes the widespread impact of trauma, including historical trauma • Understands potential paths to recovery • Recognizes the signs and symptoms of trauma in a child, parent, legal guardian, staff, or another involved in the system • Responds by fully integrating knowledge about trauma into policies, procedures, practices, and relationships • Seeks to actively prevent re-traumatization <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?year=2023&sind=0&body=H&type=B&bn=900</p>
Pennsylvania	House Bill 1101 HB 1101	Pending (House Health Committee, 5/5/2023)	<p>This measure aims to improve public safety by establishing the Pennsylvania Violent Death Reporting System and imposing duties on the Department of Health. The bill states the intent of the System is to help the state:</p> <ul style="list-style-type: none"> • Monitor the incidences and causes of various types of violent deaths • Create appropriate epidemiological studies of violent deaths • Analyze trends and patterns in, and circumstances related to, violent deaths

			<ul style="list-style-type: none"> • With the assistance of the advisory group, recommend action to relevant entities to prevent violent deaths and make other recommendations that the secretary deems necessary <p>To inform recommendations, the bill tasks the advisory group to collect information on – among other things – the impact that trauma and ACEs had on a person who has shot another person resulting in death.</p> <p>The bill defines ACEs as “negative life events or experiences that occur before 18 years of age,” outlining specifically that the term includes:</p> <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Abandonment • Neglect • Losing a family member to suicide • Growing up in a household with substance abuse or alcoholism • Having a parent with a mental illness • Having a parent who is incarcerated • Being the child of divorced parents <p>https://www.legis.state.pa.us/cfdocs/billinfo/BillInfo.cfm?syear=2023&sind=0&body=H&type=B&bn=1101</p>
Pennsylvania	House Bill 1743 HB1743	Pending (Removed from the Table, 12/13/2023)	<p>This measure concerns training for school directors, including requiring content on “best practices related to trauma-informed approaches.”</p> <p>Required curriculum (minimum of 5 hours during the first year of a director’s term) includes content on “best practices related to trauma-informed approaches,” which the bill states must comprise a minimum of 1 hour of the total instruction.</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syear=2023&sind=0&body=H&type=B&bn=1743</p>
Rhode Island <i>Legislative Session: 1/3/2023 – 6/16/2023</i>	House Bill 6161 & Senate Bill 617 H 6161 & S 0617	Pending (Held for further study in House Judiciary, 4/4/2023; Held for Further	<p>This measure would establish a Restrictive Housing Oversight Committee for the purpose of monitoring the use of “restrictive housing” – also known as solitary confinement of people who are incarcerated – as well as the use of disciplinary and administrative confinement within the Dept. of Corrections.</p> <p>More specifically, the bill notably provides that:</p>

		<p>Study in Senate Judiciary, 3/21/2023)</p> <ul style="list-style-type: none"> • The Dept. of Corrections must offer those in restrictive housing additional out-of-cell, trauma-informed therapeutic programming aimed at: <ul style="list-style-type: none"> ○ Promoting personal development ○ Addressing “underlying causes of problematic behavior” resulting in placement in restrictive housing ○ Helping prepare for discharge from restrictive housing to the general population and to the community • Time spent outside of one’s cell is maximized through supporting access to: <ul style="list-style-type: none"> ○ Recreation ○ Education ○ “Clinically-appropriate” treatment therapies ○ Skill-building activities ○ Social interaction with staff and other people who are incarcerated • All people entering restrictive housing / solitary confinement must be seen and assessed by a mental health/health care professional within 72 hours of initial placement, and every 14 days (or more frequently) thereafter • Documentation must occur re: the nature of the threat to safety and security posed, the impact restrictions and confinement might have on the person’s health, and the alternatives to restrictive housing available to address any threats to wellbeing • Daily visits from the supervisor in charge of the unit as well as healthcare professionals, along with weekly visits from members of program staff, must take place • Equal access to the following items that those in the general population have access to must be provided to those in restrictive housing: <ul style="list-style-type: none"> ○ Programming ○ Personal belongings in-cell, including food, legal documents, and reading materials ○ Commissary ○ Medical and mental health care ○ Legal assistance, including law library and notary services ○ “Basic necessities” ○ Work assignments • Those being proposed for restrictive housing have “a meaningful opportunity to be heard” before a decision is made <p>The bill also outlines new required training standards for “all employees of the department who interact with inmates” including:</p>
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			<ul style="list-style-type: none"> • Dispute resolution methods and de-escalation and communication techniques • Trauma-informed care and restorative justice • The types and symptoms of mental illness • Custodial needs of prisoners with mental illness • The long- and short-term psychological effects of being on administrative segregation status <p>H 6161: https://webserver.rilegislature.gov/BillText/BillText23/HouseText23/H6161.pdf</p> <p>S 0617: https://webserver.rilegislature.gov/BillText/BillText23/SenateText23/S0617.pdf</p>
<p>South Carolina</p> <p><i>Legislative Session: 1/10/2023 – 6/30/2024</i></p>	<p>Senate Bill 278</p> <p>S 0278</p>	<p>Pending</p> <p>(Senate Judiciary, 1/10/2023)</p>	<p>“Juvenile Justice Reform Act” – This measure proposes many changes to the juvenile justice system.</p> <p>Among such provisions is the requirement that each judicial circuit establish programming that diverts eligible children from initial contact with the juvenile justice system using approaches that are “evidence-based, culturally-relevant, trauma-informed, developmentally-appropriate, and that promote long-term success for children.”</p> <p>Notably, the bill makes acknowledgment about the potential trauma of placing children in state custody, acknowledging that such placement “is associated with higher rates of repeat offenses and negative outcomes for the child,” stating that the intent of the General Assembly is “to preserve and strengthen family relationships,” allowing the removal of a child from his or her home only when it is essential to protect the child.</p> <p>The bill also outlines that, whenever the court places children in state custody or requires children to participate in community-based interventions, these removals/interventions must be supported by researched evidence and also must be “mindful of and influenced by research into the effects of trauma, mental health disorders, and other factors on children's development and rehabilitation.”</p> <p>https://www.scstatehouse.gov/billsearch.php?billnumbers=0278&session=125&summary=B</p>

<p>Tennessee</p> <p><i>Legislative Session:</i> 1/10/2023 – 4/6/2024</p>	<p>House Bill 940 & Senate Bill 722</p> <p>HB 0940 & SB 0722</p>	<p>Made Law</p> <p>5/3/2023</p>	<p>"Abrial's Law, the Keeping Children Safe from Family Violence Act" – This measure makes several changes to child custody law, including:</p> <ul style="list-style-type: none"> • Prohibiting a parent in a child custody proceeding from being penalized for making a good faith complaint about domestic violence or child abuse • Preventing a court from removing the child from a parent or other party during a child custody proceeding in order to improve a deficient relationship with the allegedly abusive other parent of a child if the parent or other party involved is "competent, protective of the child, and not physically or sexually abusive" • Prohibiting a court from ordering a reunification treatment in a child custody proceeding "unless there is scientifically valid proof of the safety, effectiveness, and therapeutic value of the reunification treatment" <ul style="list-style-type: none"> ○ Disallowing courts from ordering "a reunification treatment that is predicated on cutting off the child from a parent with whom the child is bonded or to whom the child is attached" • Allowing expert evidence from a court-appointed or outside professional relating to any alleged abuse in a child custody proceeding in which a parent has been alleged to have committed domestic violence or child abuse to only be admitted if the professional demonstrates expertise and clinical experience in working with victims of domestic violence or child abuse that is not solely of a forensic nature • Requiring that custody proceedings must "apply current, valid, evidence-based, scientific, and peer-reviewed research concerning the types of abuse alleged to help inform the court's decisions" in custody cases • Requiring all court personnel involved in child custody proceedings including judges, judicial commissioners, and magistrates, to complete at least 20 hours of initial domestic violence and child abuse training, and at least 15 hours of ongoing training every five years, including content on: <ul style="list-style-type: none"> ○ Child sexual abuse ○ Physical abuse ○ Emotional abuse ○ Coercive control ○ Implicit and explicit bias including biases relating to parents with disabilities ○ Long-term and short-term impacts of domestic violence and child abuse on children ○ Victim and perpetrator behavior patterns and relationship dynamics within the cycle of violence
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			<ul style="list-style-type: none"> ○ Any relevant topic addressing the best interest of the victim ○ Trauma <p>HB 0940: https://wapp.capitol.tn.gov/apps/Billinfo/default.aspx?BillNumber=HB0940&ga=113 SB 0722: https://wapp.capitol.tn.gov/apps/Billinfo/default.aspx?BillNumber=SB0722&ga=113</p>
Tennessee	House Bill 1515 & Senate Bill 1270 HB 1515 & SB 1270	Pending (House Civil Justice Committee, 3/15/2023; Senate Judiciary, 3/22/2023)	<p>This measure seeks to make it required that those who take a state-supported premarital preparation course (one benefit of which is to waive the \$60 fee charged for issuing a marriage license) must have instruction regarding ACEs and how children are affected by the dissolution of their parents' marriage in ways that could potential impact them significantly along their life course.</p> <p>HB 1515: https://wapp.capitol.tn.gov/apps/Billinfo/default.aspx?BillNumber=HB1515&ga=113 SB 1270: https://wapp.capitol.tn.gov/apps/Billinfo/default.aspx?BillNumber=SB1270&ga=113</p>
Tennessee	House Bill 1595 HB 1595	Pending (Delayed Bills Committee, 4/20/2023)	<p>This measure would create a committee to study the impacts of gun violence in communities in the state, with the purpose of assessing what state laws need revision and updating in order to better ensure the safety of citizens in response to the proliferation of gun violence in the state. The committee is tasked with creating a report and submit proposed legislation based on their findings.</p> <p>The measure outlines the membership (which does <i>not</i> specifically include people with lived experience being impacted by gun violence) and prioritizes studying areas of lower socioeconomic status and who have been disproportionately impacted by gun violence.</p> <p>The bill also acknowledges the impacts of gun violence on younger people, stating that “the consequences of gun violence are more pervasive and affect entire communities, families, and children” as well as that, “with more than 25% of children witnessing an act of violence in their homes, schools, or community over the past year, and more than 5% witnessing a shooting, it becomes not just an issue of gun regulation, but also of addressing the impact on those who have been traumatized by such violence,” further delving into the research regarding children being exposed to violence at home, in schools, in the community, and in media.</p>

			<p>The bill further indicates that a part of its intent is to help address these issues in ways that support early intervention and proper identification of those exposed to gun violence so that they may receive “age-appropriate, evidence-based, and trauma-informed treatments.”</p> <p>https://wapp.capitol.tn.gov/apps/Billinfo/default.aspx?BillNumber=HB1595&ga=113</p>
<p>Texas</p> <p><i>Legislative Session:</i> 1/10/2023 – 5/29/2023</p>	<p>House Bill 36</p> <p>HB 36</p>	<p>Dead</p> <p>Died in Committee</p>	<p>This measure concerns public schools’ “threat assessment and safe and supportive school team and committee.” Among other provisions, the bill outlines training for those who serve on such a team/committee, including “prevention and treatment programs relating to addressing ACEs.”</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB36</p>
<p>Texas</p>	<p>House Bill 195</p> <p>HB 195</p>	<p>Dead</p> <p>Died in Committee</p>	<p>This measure makes changes to public school provisions and emergency plans to ensure the safety of individuals with disabilities or impairments during a mandatory school drill or a disaster or emergency situation.</p> <p>While that is the primary purpose of the legislation, there also is language regarding ensuring student, staff, and community wellbeing following a disaster or emergency situation, including that action taken must:</p> <ul style="list-style-type: none"> • Be aligned with best practice-based programs and research-based practices recommended in previous legislative findings • Include training on integrating psychological safety and suicide prevention strategies into the district’s plan, such as psychological first aid for schools training, from an approved list of recommended training established by the commissioner and Texas School Safety Center • Integrate strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel • Include strategies and procedures for integrating and supporting physical and psychological safety • Implement trauma-informed policies <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB195</p>
<p>Texas</p>	<p>House Bill 211</p> <p>HB 211</p>	<p>Dead</p>	<p>This measure concerns the regulation of child-care facilities and registered family homes providing services to children with disabilities or special needs. Notably, the</p>

		Died in Committee	<p>bill sets forth minimum training standards for such facilities, including (among other things) child mental health training anchored in trauma-informed care.</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB211</p>
Texas	House Bill 1249 HB 1249	Dead Died in Committee	<p>This measure concerns continuing education requirements for public school counselors, including requiring training content on “counseling students concerning mental health conditions and substance abuse, including through the use of grief-informed and trauma-informed interventions and crisis management and suicide prevention strategies.”</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB1249</p>
Texas	House Bill 1502 HB 1502	Dead Died in Committee	<p>This bill seeks to address issues concerning conservatorship that arise in the court system by providing for judicial training related to the problems of childhood trauma and requiring each attorney employed or under contract with the Dept. of Family and Protective Services who is involved in a case seeking the termination of the parent-child relationship or appointment of conservatorship to complete a trauma-informed care training.</p> <p>The bill sets forth training and instruction requirements regarding trauma-informed approaches for judges, attorneys, and court personnel, including:</p> <ul style="list-style-type: none"> • The symptoms of trauma • The impact that trauma has on a child, including how trauma may affect a child’s development, emotions, memories, behavior, and decision-making • Attachment and how a lack of healthy attachment may affect a child • The role that trauma-informed care and services can have in a child’s ability to build connections, feel safe, and regulate the child’s emotions to help the child build resiliency and overcome the effects of trauma and ACEs • The importance of screening children for trauma and the risk of mislabeling and inappropriate treatment of children without proper screening, including the risk associated with increasing the use of psychotropic medication • The potential for re-traumatization of children in the conservatorship of the department • The availability of research-supported, trauma-informed, non-pharmacological interventions

			<ul style="list-style-type: none"> • The availability of trauma-informed advocacy to increase a child's access to trauma-informed care and trauma-informed mental and behavioral health services while the child is in the conservatorship of the department • Gender bias in the judicial process • Dynamics and effects of being a victim of family violence, sexual assault, trafficking of persons, or child abuse and neglect • Dynamics of sexual abuse of children, including child abuse accommodation syndrome and grooming <p>Additional provisions adjust the expectations for what training must be completed and when/how, such as:</p> <ul style="list-style-type: none"> • Instruction on childhood trauma and ACEs would now be one of the optional topics in certain training required for judges and judicial officers in the first term of office or first four years of service • Requires a judge of a court with jurisdiction over cases involving children in conservatorship or children in the juvenile legal system to complete at least three hours of instruction on trauma and trauma-informed care as part of the training required during the judge's first term of office • Each judge must complete at least one hour of additional trauma-informed care training during each term in office <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB1502</p>
Texas	House Bill 1796 & Senate Bill 1841 HB 1796 & SB 1841	Made Law 5/23/2023	<p>This measure would provide an update to codes that outline the required services for family violence centers statewide. The bill anchors in research that argues that family violence center federal requirements that dictate how state centers operate (such as the Violence Prevention and Services Act) can be further made more effective when they are trauma-informed.</p> <p>To this point, the bill provides:</p> <ul style="list-style-type: none"> • Advocacy services focused on children, economics and housing, criminal and civil legal systems, and physical and mental health • Safety planning • Counseling services to support survivors and their families as they heal from violence • Peer support services, which include activities and efforts led by survivors of family violence that support and facilitate connection with other survivors • Prevention efforts to raise awareness about family violence and promote healthy relationships aimed at ending family violence in communities.

			<p>To meet funding criteria under the bill, centers must use a voluntary and trauma-informed advocacy service model that respects individualized needs and preferences.</p> <p>Notably, the bill defines “trauma-informed” as: “the service or service model is provided in a manner that recognizes and responds to the signs and symptoms of trauma in, and the risks of trauma to, a victim of family violence to better support the victim and promote the victim’s choice, trust, dignity, connection, and healing.”</p> <p>HB 1796: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB1796</p> <p>SB 1841: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB1841</p>
Texas	House Bill 1927 HB 1927	Dead Died in Committee	<p>This measure concerns a parent’s right to intervene in the apprehension by a peace officer of a child for an emergency detention without a warrant, often referred to as “emergency detentions” or “mental health holds.” The bill would give parents who are made aware that their child is being placed under emergency detention the right to take custody of their child. The bill further authorizes the person to then voluntarily seek treatment or services for the child from a provider of the person's choice, honoring a core value of trauma-informed care – empowerment, voice, and choice.</p> <p>Among the provisions regarding these requirements is the mandate that “a peace officer who takes a person into custody must use age-appropriate, trauma-informed practices in responding to the situation.”</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB1927</p>
Texas	House Bill 2009 HB 2009	Dead Died in Committee	<p>This measure concerns public school safety and emergency operations planning. Among the provisions include some notable aspects aligned with trauma-informed principles, including:</p> <ul style="list-style-type: none"> • Providing physical and psychological safety for responding to a stressful/ dangerous/ emergency scenario • Ensuring that students and district personnel with differing abilities are provided equal access to safety during a disaster or emergency situation • Alignment with best practice-based programs and research-based programs

			<ul style="list-style-type: none"> • Training for suicide prevention, as well as for grief-informed and trauma-informed care, is provided to appropriate school personnel • Implementing trauma-informed policies <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB2009</p>
Texas	House Bill 2032 & Senate Bill 866 HB 2032 & SB 866	Dead Died in Committee	<p>This measure would require schools districts and open-enrollment charter schools to support equal access to physical and psychological safety in the response and recovery phase following emergency situations.</p> <p>Notably, the bill requires that districts and schools include “strategies for ensuring any required professional development training for suicide prevention and grief-informed, trauma-informed care is provided to appropriate school personnel” as well as “training on integrating psychological safety and suicide prevention strategies into the district's plan, such as psychological first aid for schools training.” The bill also calls specifically for the implementation of trauma-informed policies in relation to these incidents.</p> <p>HB 2032: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB2032</p> <p>SB 866: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB866</p>
Texas	House Bill 2610 HB 2610	Dead Died in Committee	<p>This measure would require foster parents, adoptive parents, kinship caregivers, department caseworkers, and supervisors, and personnel at agencies that provide services to children under the conservatorship of state Dept. of Family and Protective Services to receive training on the impacts of trauma and the use of a trauma-informed approach for interacting with a child or making decisions that affect a child.</p> <p>Training must:</p> <ul style="list-style-type: none"> • Be “comprehensive” and “use relevant research-supported or evidence-based content” • Include understanding the components of trauma • Support the application of the principles of a trauma-informed approach to interactions and decision-making contexts • Address the symptoms of trauma, including trauma triggers • Include information on the effect of trauma on a child’s brain development, overall ability to function, and behavior

			<ul style="list-style-type: none"> • Emphasize the ability of trauma-informed strategies to support the success of children who have experienced trauma • Include content on attachment and how a lack of attachment may affect a child • Incorporate current research that addresses methods for assisting a child to heal from childhood trauma, including current trauma-informed treatments and services • Include methods for the practical application of the training to the specific role the individual being trained has in the child's life <p>The bill also includes information on accountability of implementation, including annual reporting regarding the progress toward a statewide trauma-informed system of care.</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB2610</p>
Texas	House Bill 2650 & Senate Bill 1402 HB 2650 & SB 1402	Made Law 6/9/2023	<p>This measure addresses several areas pertaining to official responses to child sexual abuse and adult sexual assault.</p> <p>Notably, the bill requires that all personnel of a healthcare facility are required to be trained on:</p> <ul style="list-style-type: none"> • The provision of survivor-centered, trauma-informed care to sexual assault survivors • The rights of sexual assault survivors, including an examination (which is available including when a sexual assault survivor does not report the assault to a law enforcement agency) as well as the role of an advocate <p>HB 2650: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB2650 SB 1402: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB1402</p>
Texas	House Bill 2651 HB 2651	Dead Died in Committee	<p>This measure seeks to amend law about the training that nurses who work in an emergency department are required to take, with the intent to add in additional items to ensure that facility employees a survivor encounters in an emergency department have the requisite training to appropriately respond to the medical and emotional needs of the survivor and adhere to the survivor's crime victim's rights.</p> <p>The proposed training content includes:</p>

			<ul style="list-style-type: none"> • The provision of survivor-centered, trauma-informed care to sexual assault survivors • The rights of sexual assault survivors, including the availability of a forensic medical examination, including an examination (which is available including when a sexual assault survivor does not report the assault to a law enforcement agency) as well as the role of an advocate <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB2651</p>
Texas	House Bill 2929 & Senate Bill 2318 HB 2929 & SB 2318	Made Law 6/10/2023	<p>This measure would change continuing education and training requirements for classroom teachers and public school counselors. Among other supportive services, the bill would require the use of grief-informed, trauma-informed interventions, suicide prevention strategies, and crisis management approaches.</p> <p>HB 2929: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB2929</p> <p>SB 2318:</p>
Texas	House Bill 3642 & Senate Bill 1241 HB 3642 & SB 1241	Dead Died in Committee	<p>This measure would change the designated uses of funding under the Foundation School Program, notably to require training around knowledge- and skill-building regarding classroom behavioral management. This training is to include, among other components, “prevention and treatment programs relating to addressing ACEs,” and also emphasizes the use of “evidence-based, effective prevention practices” in service delivery and programming. The measure generally anchors in restorative practices, culturally-relevant instruction, and providing trauma-informed supports to maximize wellbeing.</p> <p>HB 3642: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB2318 https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB3642</p> <p>SB 1241: https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB1241</p>
Texas	House Bill 3838 HB 3838	Dead Died in Committee	<p>This measure tasks the Health and Human Services Commission with developing and administering a trauma-informed care training program for state agency employees. The training would have a broad application, as it would be required for all of “the agency’s employees who interact directly with members of the public in performing the employees’ regular duties.”</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB3838</p>

Texas	House Bill 4088 HB 4088	Dead Died in Committee	<p>This measure would require trauma-informed care training and implementation for judges who interface with problems of family violence, sexual assault, trafficking of persons, childhood trauma, child abuse, and sex offender characteristics.</p> <p>Instruction would be required to include information about:</p> <ul style="list-style-type: none"> • Statutory and case law relating to videotaping a child 's testimony and relating to competency of children to testify • Methods for eliminating the trauma to the child caused by the court process • Case law, statutory law, and procedural rules relating to family violence, sexual assault, trafficking of persons, and child abuse • Methods for providing protection for victims of family violence, sexual assault, trafficking of persons, or child abuse • Available community and state resources for counseling and other aid to victims and to offenders • Gender bias in the judicial process • Dynamics and effects of being a victim of family violence, sexual assault, trafficking, or child abuse • Issues concerning sex offender characteristics • Issues related to childhood trauma and ACEs <ul style="list-style-type: none"> ○ The symptoms of trauma and the impact that trauma has on a child, including the effect of trauma on a child 's development, emotions, memories, behavior, and decision-making ○ Attachment and the effect a lack of attachment has on a child ○ The role of trauma-informed care and services in increasing a child 's ability to build connections, feel safe, and regulate the child 's emotions to help the child increase resiliency and overcome the effects of trauma and adverse childhood experiences ○ The importance of screening children for trauma and the risk of mislabeling and inappropriate treatment of children without proper screening, including the risk associated with increasing the use of psychotropic medication ○ The potential for re-traumatization of children in the conservatorship of the Department of Family and Protective Services ○ The availability of research-supported, trauma-informed, non-pharmacological interventions ○ Trauma-informed advocacy to increase a child 's access, while the child is in the conservatorship of the Department of Family and
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			Protective Services, to trauma-informed care trauma-informed mental and behavioral health services https://capitol.texas.gov/BillLookup/.aspx?LegSess=88R&Bill=HB4088
Texas	House Bill 4111 HB 4111	Dead Died in Committee	<p>This bill would require that services (particularly behavioral and mental health care services) provided under the state’s Medicaid managed care program be “designed to facilitate and increase recipients’ access to trauma-informed care.” The state Commission is tasked with determining what trauma-informed quality improvement measures are feasible and also with developing and implementing a pilot program in one service region.</p> <p>The bill would also require that any “contracted physician or provider who diagnoses or provides treatment for a behavioral or mental health condition or prescribes psychotropic medication receive training regarding the impact of trauma on children and trauma-informed care.”</p> <p>The training must include (at the least):</p> <ul style="list-style-type: none"> • The effects of trauma, toxic stress, and ACEs on a child ’s brain development • Cognitive, emotional, psychological, physical, and behavioral functioning • Trauma screening and accessing a child ’s trauma history • The management of traumatic memories and trauma-related symptoms • The overlap between symptoms of trauma and symptoms of mental health disorders, including attention-deficit/hyperactivity disorder, bipolar disorder, and oppositional defiant disorder • The potential risks of using psychotropic medication for children who have experienced trauma • The availability of research-supported or evidence-based, trauma-informed, non-pharmacological interventions • Appropriate coding and billing procedures for reimbursement of trauma-informed care, treatments, and services • The impact of trauma on children with an intellectual or developmental disability <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB4111</p>
Texas	House Bill 4168	Dead	This measure concerns prevention and early intervention services provided by the Dept. of Family and Protective Services. The bill tasks the department with

	HB 4168	Died in Committee	<p>identifying high-need areas that are underserved and under-resourced, and also developing a strategic plan to improve services. This is completed through engaging various stakeholders including people with lived experience, in alignment with the trauma-informed values of collaboration and mutuality, as well as empowerment, voice, and choice.</p> <p>The department is also asked to develop an inventory of programs and services provided by other entities that contribute to ACE prevention, and also to facilitate public-private partnerships to increase collaboration around utilizing state and federal funds to improve early recognition of child abuse or neglect, improve reporting, reduce fatalities, and, notably, “improve the ability of community partners to distinguish situations in which a child is in imminent danger from situations in which the child and child’s family would be better served by providing community-based services.”</p> <p>The bill also invites the department to “implement cross-sector, evidence-based practices that prevent ACEs” and using “a community awareness approach” to undergoing research and program design. There also are notable protections for confidentiality and privacy, and to protect the data collected.</p> <p>The bill defines ACEs as “a potentially traumatic event that occurs in the life of a person younger than 18 years of age,” including abuse, family violence, neglect, the death of a parent or guardian/a member, having a member of the household with a substance use disorder or mental illness, or a household member being incarcerated.</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB4168</p>
Texas	House Bill 4777 HB 4777	Dead Died in Committee	<p>This measure concerns the training curriculum required for school district peace officers and school resource officers. Notably, the bill requires the curriculum to include learning objectives regarding:</p> <ul style="list-style-type: none"> • Child and adolescent development and psychology • Positive behavioral interventions and supports, conflict resolution techniques, and restorative justice techniques • De-escalation techniques and techniques for limiting the use of force, including the use of physical, mechanical, and chemical restraints • The mental and behavioral health needs of children with disabilities or special needs • Mental health crisis intervention

			<ul style="list-style-type: none"> • The effects of mental health conditions, including grief and trauma, on student behavior • The ways in which using evidence-based, grief-informed, and trauma-informed strategies support a safe school environment and protect the mental health of students affected by grief and trauma <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=HB4777</p>
Texas	Senate Bill 449 SB 449	Dead Died in Committee	<p>This measure concerns trauma-informed training requirements for public school board of trustees members and superintendents.</p> <p>Notably, to outline the framework for a trauma-informed school standard, the bill states that that the training must include content on:</p> <ul style="list-style-type: none"> • the recognition of and care for trauma in students and educators • the relationship between educator wellness and student learning • the prevalence of trauma among students, including student populations at higher risk for trauma exposure • the effects of explicit and implicit bias on recognizing trauma among students belonging to various racial or ethnic groups • effective policies to prevent and mitigate the negative effects of trauma on student behavior and learning • supporting the emotional wellness of educators <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB449</p>
Texas	Senate Bill 2320 SB 2320	Dead Died in Committee	<p>This measure concerns trauma-informed training requirements for certain childcare providers. More specifically, the bill requires any “employee, director, or operator of a child-care facility or family home that provides care for children younger than five years of age to complete a training program regarding trauma-informed care and the effect of trauma on children at least once every three years.”</p> <p>https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB2320</p>
Utah <i>Legislative Session: 1/17/2023 – 3/3/2023</i>	House Bill 16 H.B. 16	Made Law 3/14/2023	<p>This measure would utilize block grants to fund trauma-informed prevention programs and services in public education, allowing such funds to be used for various activities to advance this objective (e.g., hiring or training qualified personnel, accessing trauma-informed resources, etc.). Notably, training for personnel must include content on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or directly providing treatment.</p>

			https://le.utah.gov/~2023/bills/static/HB0016.html
Utah	House Bill 43 H.B. 43	Made Law 3/15/2023	<p>This measure would modify certain aspects of state law concerning domestic violence, including updating law enforcement training standards to include content on trauma-informed, victim-centered interview techniques as well as using assessment tools demonstrated to reduce re-traumatization.</p> <p>https://le.utah.gov/~2023/bills/static/HB0043.html</p>
Utah	House Bill 297 H.B. 297	Made Law 3/14/2023	<p>This measure concerns sexual violence services. Among the various provisions is a section on training for law enforcement that tasks the Utah Prosecution Council with developing “training in trauma-informed responses and investigations of sexual assault and sexual abuse,” including:</p> <ul style="list-style-type: none"> • Recognizing the symptoms of trauma • Understanding the impact of trauma on a victim • Responding to the needs and concerns of a victim of sexual assault or sexual abuse • Delivering services to victims of sexual assault or sexual abuse in a compassionate sensitive, and nonjudgmental manner • Understanding cultural perceptions and common myths of sexual assault and sexual abuse • Report writing and response to sexual assault and sexual abuse, “including trauma-informed and victim-centered interview techniques, which have been demonstrated to minimize re-traumatizing victims” <p>https://le.utah.gov/~2023/bills/static/HB0297.html</p>
Utah	House Bill 411 H.B. 411	Made Law 3/17/23	<p>This bill would allow behavioral health support personnel for targeted support for mental health in school settings. Notably, the bill explicitly mentions that school-based mental health supports funded through the bill include clinical services and TIC.</p> <p>Notably, the bill acknowledges the importance of schools in mitigating the impacts of childhood trauma on student learning.</p> <p>https://le.utah.gov/~2023/bills/static/HB0411.html</p>
Utah	Senate Bill 64 S.B. 64	Made Law 3/15/2023	<p>This measure contains many provisions related to responsibility and oversight regarding emergency medical services. Among many other aspects of the bill is the noteworthy creation of the “Multi-Disciplinary Trauma-Informed Committee” in service of creating a Trauma-Informed Justice Program.</p>

			<p>The Committee would be tasked with working with statewide coalitions, children's justice centers, and other stakeholders to complete a review of current and recommended trauma-informed policies, procedures, programs, or practices in the state's criminal and juvenile justice system, ranging from determining training standards for various professions to implementing a comprehensive, seamless victim advocate system in alignment with the values of a trauma-informed approach.</p> <p>Notably, the bill defines “trauma-informed” in this context as “a policy, procedure, program, or practice that demonstrates an ability to minimize re-traumatization associated with the criminal and juvenile justice system.”</p> <p>https://le.utah.gov/~2023/bills/static/SB0064.html</p>
<p>Vermont</p> <p><i>Legislative Session:</i> 1/4/2024 – 5/10/2024</p>	<p>House Bill 8</p> <p>H.8</p>	<p>Pending</p> <p>(House Judiciary, 1/5/2023)</p>	<p>This measure would repeal the statute of limitations for civil actions based on childhood emotional abuse. The General Assembly proposes to utilize the same policy for emotional abuse as it does for physical and sexual abuse in childhood based on ACEs research, including findings indicating that “childhood emotional abuse can have lasting negative effects on health, well-being, and life opportunities, and increase chronic health problems, mental illness, and substance use problems in adolescence and adulthood.”</p> <p>https://legislature.vermont.gov/bill/status/2024/H.8</p>
<p>Vermont</p>	<p>House Bill 41 & Senate Bill 13</p> <p>H.41 & S.13</p>	<p>Made Law</p> <p>5/10/2023</p>	<p>This measure proposes allowing the referral of domestic and sexual violence cases to community justice centers, including procedures and protocols to make such changes happen. In addition to including guidelines for aspects such as prioritizing victim safety, privacy, and confidentiality, the bill would require initial and annual training for relevant community justice center staff, facilitators, and volunteers on the dynamics involving domestic violence and sexual violence, trauma-informed approaches, and restorative justice principles.</p> <p>H.41: https://legislature.vermont.gov/bill/status/2024/H.41 S.13: https://legislature.vermont.gov/bill/status/2024/S.13</p>
<p>Vermont</p>	<p>House Bill 142</p>	<p>Pending</p>	<p>This measure seeks to revise procedures related to younger people’s involvement within the legal system. The bill:</p>

	H. 142	(House Judiciary, 1/31/2023)	<ul style="list-style-type: none"> proposes that the minimum age “at which a child may be subject to juvenile delinquency proceedings” from 10 years old to 12 years old prohibits the use of solitary confinement and 15 corporal punishment on children placed in secure facilities requires that defendants who are under the age of 18 and who are in the process of being sentenced for a conviction have their history of trauma or ACEs taken into consideration as a potential mitigating factor to diminish culpability re: sentencing guidelines <p>https://legislature.vermont.gov/bill/status/2024/H.142</p>
Vermont	House Bill 319 & Senate Bill 120 H. 319 & S. 120	Pending (House Education, 2/22/2023; Senate Education, 3/2/2023)	<p>This measure intends to shift the way that postsecondary schools address and prevent sexual misconduct. Provisions include those which task schools with administering a sexual misconduct campus climate survey, those which create the role of “Confidential Resource Advocates”, those which require the creation of a memorandum of understanding between the school and community-based organizations and programming to address sexual assault, and those which outline new requirements for annual awareness training and programming.</p> <p>Confidential Resource Advocates must be trained in a trauma-informed responses and the bill requires that each school employs at least one Advocate to:</p> <ul style="list-style-type: none"> provide confidential services to students provide information about the services, accommodations, and supports available to survivors of sexual assault notify all school staff involved in providing or enforcing supportive measures or accommodations of their duties in writing assist a student who has submitted a written request with coordinating supports available through on-campus supports or through the memorandums of understanding with the sexual assault member organizations of “the Vermont Network Against Domestic and Sexual Violence” assist the student who submit requests for support with contacting campus or local law enforcement agencies (or both) to make a report notify a student of the student’s rights and the school’s responsibilities regarding protection orders, no contact orders, and any other lawful orders issued by the school or by a criminal, civil, or tribal court attend an administrative or school-based adjudication proceeding as the Advocate or support person for the student if requested to do so

			<p>Notably, the “mandatory annual trauma-informed, gender-inclusive, LGBTQ+-inclusive sexual misconduct primary prevention and awareness programming for all students and all staff and faculty of the school” outlined in the bill would require content on:</p> <ul style="list-style-type: none"> • an explanation of consent as it applies to sexual activity and sexual relationships • the role drugs and alcohol play in an individual’s ability to consent • information on options relating to the reporting of an incident of sexual misconduct, the effects of each option, and the methods to report an incident of sexual misconduct, including confidential and anonymous disclosure • information on the school’s procedures for resolving sexual misconduct complaints and the range of sanctions or penalties the institution may impose on those found responsible for a violation • the name, contact information, and role of the school’s Confidential Resource Advocate • strategies for bystander intervention and risk reduction • how to implement supportive measures for reporting parties • opportunities for ongoing sexual misconduct prevention and awareness training and programming <p>H. 319: https://legislature.vermont.gov/bill/status/2024/H.319 S. 120: https://legislature.vermont.gov/bill/status/2024/S.120</p>
Vermont	House Bill 438 H. 438	Pending (House Corrections and Institutions, 3/1/2023)	<p>This measure concerns the legal system, recidivism, incarceration, and community safety. The bill asserts the significant trauma, costliness, and other challenges related to the high rates of incarceration in the state and claims that it seeks to “reduce criminal behavior by investing in social determinants surrounding housing, education, workforce, health care, nutrition, and substance use and other mental health disorders by increasing access to community-based services to justice-involved individuals rather than by incarcerating them in environments that cause greater social harm” as well as to “reduce the social harm and trauma experienced by the Department of Corrections’ workforce by creating new job opportunities and connecting correctional employees to existing careers providing community based services.”</p> <p>The measure looks to other models – particularly Norway’s – to determine changes for the state’s system. Factors such as community cohesion, the involvement of guards connecting with people who are incarcerated in more</p>

			<p>meaningful ways, access to education/training/community resources for development, wellbeing supports, visitation and interaction with friends and family, reducing life sentences to a maximum of 21 years (with 90% of people who are incarcerated in Norway being sentenced to less than 1 full year), consistency in healthcare providers, as well as safe, dignified, and structured facility environments.</p> <p>The bill also looks at New York City’s “Alternatives to Incarceration” programs that have contributed to reduced recidivism by providing people with support in their communities rather than incarceration.</p> <p>The bill specifies several areas to improve in order to reduce recidivism, promote a “community-based system of care,” and “promote recovery for all” with provisions proposed regarding:</p> <ul style="list-style-type: none"> • accessible, equitable, and localized services throughout the state • secure and comprehensive housing for those in recovery and those at risk of self-harm and/or harm to others • stronger treatment, educational, and workforce training options incorporated into localized and equitable residential programs • pathways to economic security by providing access to fair compensation opportunities, financial services, and capital for home ownership and small business development • nurturing healthy relationships to assist persons whose actions have contributed to individual or community harm with repairing the harm caused by their actions and connecting with family and other community supports <p>To support research, planning, and eventual implementation, the bill authorizes the creation of the “Just Transition Working Group” (including a variety of stakeholders including people with lived experience interfacing with the legal system), stating that the group will be tasked with ensuring the state’s “just and equitable transition from a system of incarceration to a system of community-based investments in housing, education, workforce, health care, nutrition, and treatment services.” Notably, the working group operates based on the principles of transformative justice as well as of a trauma-informed approach. The bill includes a variety of prompts to explore and tasks to accomplish.</p> <p>https://legislature.vermont.gov/bill/status/2024/H.438</p>
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Vermont	Senate Bill 138 S. 138	Made Law 5/12/2023	<p>This measure makes changes to policies and practices regarding emergency preparedness drills and school safety. Provisions include:</p> <ul style="list-style-type: none"> • Requiring schools to adopt and maintain a policy mandating each school site to conduct options-based response drills twice a school year, relying on guidance issued by the Vermont School Safety Center and Vermont School Crisis Planning Team • Requiring each school to adopt and maintain an “all-hazards emergency operations plan” for each school site that is at least as comprehensive as the template maintained by the Vermont School Safety Center • Tasking schools and administrative entities within to adopt an access control and visitor management policy • Tasking the Secretary of Education, in consultation with stakeholder groups, to develop a model behavioral threat assessment team policy and procedures, based on the Vermont School Safety Center issuing guidance on best practices to implement a behavioral threat assessment team, including outlining training requirements, including logistics, administrative rules, and also information on relevant topics including: <ul style="list-style-type: none"> ○ “the negative consequences of exclusion from school” ○ “the impact of trauma on brain development” ○ group bias training, specifically focused on bias in carrying out the duties of the behavioral threat assessment team <p>The bill notably asserts that planning and implementation must be based on best practices aligned with a trauma-informed approach to the above-referenced tasks.</p> <p>https://legislature.vermont.gov/bill/status/2024/S.138</p>
Virginia <i>Legislative Session:</i> 4/4/2023 – 9/30/2023	House Bill 1555 and Senate Bill 1373 HB 1555 & SB 1373	Made Law 3/17/2023	<p>This measure directs public institutions of higher education throughout the state to create and support the implementation of a trauma-informed human trafficking awareness and prevention training program, which would be provided to and completed by all first-year students as a part of orientation. The bill also directs the State Council of Higher Education to encourage private higher education institutions to develop and implement policies to provide such a human program themselves. The bill itself does not give in-depth information about what such a program would specifically entail that would make it trauma-informed.</p> <p>HB 1555: https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+HB1555 SB 1373: https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+SB1373</p>

Virginia	House Bill 1560 HB 1560	Dead Died in Committee	<p>This measure would require the Dept. of Education to develop culturally appropriate, age-appropriate, and trauma-informed Title IX and sexual harassment prevention training modules. While provisions in the bill outline the requirements of such modules, including contents and how often such training must be completed, the bill does not provide in-depth details about what a trauma-informed, culturally-appropriate, age-appropriate training module would specifically entail or include.</p> <p>https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+HB1560</p>
Virginia	House Bill 1983 HB 1983	Dead Died in Committee	<p>This bill seeks to establish a work group composed of certain stakeholders, including state departments, to consider best practices and make a report with recommendations for positive behavioral supports for students and trauma-informed school security practices, including examining the feasibility and appropriateness of hiring of school safety coaches who can monitor the school environment for safety and build positive relationships with students and implementing policies and strategies for increasing the number of other appropriately trained school personnel.</p> <p>https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+HB1983</p>
Virginia	House Bill 2081 HB 2081	Dead Died in Committee	<p>This measure would require the Dept. of Juvenile Justice to use trauma-informed screening measures to identify child trafficking and determine appropriate treatment and service options. The bill also requires that, in cases where a court orders that a juvenile within its jurisdiction be physically examined and treated by a physician or local mental health center, including trauma-informed human trafficking screening measures.</p> <p>https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+HB2081</p>
Virginia	House Bill 2232 and Senate Bill 1104 HB 2232 & SB 1104	Dead Died in Committee	<p>This measure amends state-funded medical assistance services to include medical assistance for violence prevention service, and creates a work group to design and implement such a service plan. The bill includes details related to furthering this goal, including creating an accrediting body to certify violence prevention professionals and demanding the creation of a website to bring consciousness to the provision of such services.</p> <p>In the bill, “violence prevention services” are defined as “evidence-based, trauma-informed, and culturally responsive preventive services provided to reduce the</p>

			<p>incidence of violent injury or reinjury, trauma, and related harms and promote trauma recovery, stabilization, and improved health outcomes.”</p> <p>HB 2232: https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+HB2232 SB 1104: https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+SB1104</p>
Virginia	<p>Senate Bill 1300</p> <p>SB 1300</p>	<p>Made Law</p> <p>3/26/2023</p>	<p>This measure would direct the Board of Education to work in collaboration with the Dept. of Behavioral Health and Developmental Services to develop a comprehensive trauma-informed care training program (provided annually) for elementary and secondary school teachers, stating that the purpose of such a program would be to ensure that “all teachers are equipped with the skills, knowledge, and resources to recognize and address signs of childhood trauma in students, to foster a trauma-sensitive learning environment, and to ensure that students who have experienced childhood trauma receive the support they need, both inside and outside of the classroom.” The bill tasks each school board with adopting and implementing policies requiring the annual completion of the trauma-informed care training program by every primary and secondary school teacher in the school division.</p> <p>Notably, the bill states that the trauma-informed care training program would be required to have guidance on:</p> <ul style="list-style-type: none"> • Childhood trauma and the impacts of childhood trauma on a child's physical, emotional, and behavioral development • The importance of mental health wellness for both teachers and students • How to handle childhood trauma in the classroom and foster a trauma-informed classroom environment • How to recognize the signs of childhood trauma in students • How to respond when a student discloses or informs a teacher of a traumatic experience or exhibits signs that the student has had a traumatic experience • When and how to contact support services or other resources outside the classroom to ensure that students who have experienced trauma receive the support they need <p>The bill defines “trauma-informed” as “an approach to childhood care and education that includes:</p> <ul style="list-style-type: none"> • an understanding of the impact childhood trauma has on a child's physical, emotional, and behavioral development

			<ul style="list-style-type: none"> the ability to recognize signs that a child has experienced childhood trauma the skills, knowledge, and resources to provide necessary and timely support to a child who has experienced childhood trauma the knowledge to facilitate a safe, stable, and trauma-sensitive classroom environment <p>The bill defines “childhood trauma” as “any emotionally disturbing or distressing event or experience occurring during childhood that could have a lasting negative effects on a child's physical, emotional, and behavioral development and health, including ACEs or childhood physical or emotional abuse or neglect, sexual abuse, alcohol or substance abuse in the home, mental illness in the home, incarceration of a family member, witnessing domestic violence, and parental divorce or separation.</p> <p>https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+SB1300</p>
<p>Washington (State)</p> <p><i>Legislative Session: 1/9/2023 – 4/24/2024</i></p>	<p>House Bill 1028 HB 1028</p>	<p>Made Law</p> <p>5/1/2023</p>	<p>This measure seeks to support crime victims and witnesses by promoting victim-centered, trauma-informed responses in the legal system. Among other provisions to support this goal, some notable inclusions are: trauma-informed, training for law enforcement officers on the neurobiology of trauma as well as sexual assault kit administration; reimbursement to victims for undergoing forensic exams; counseling services for victims, and the creation of a Sexual Assault Forensic Examination Best Practices Advisory Group. Such a group would evaluate whether current training and practices “foster a trauma-informed, victim-centered approach to interviews and that identifies best practices and current gaps in 35 training and assesses the integration of the community resiliency model.”</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1028&Year=2023&Initiative=false</p>
<p>Washington (State)</p>	<p>House Bill 1089 and Senate Bill 5114 HB 1089 & SB 5114</p>	<p>Made Law</p> <p>5/4/2023</p>	<p>This measure seeks to administer funding to enhance supports for adults with lived experience of sex trafficking.</p> <p>Notably, the bill requires providers to offer healing, support, and transition services designed to enhance safety, and reduce and prevent further trauma, and goes on to define examples of trauma-informed services that could be funded through this measure (e.g., advocacy, safety planning, housing, substance use disorder treatment, legal advocacy, etc.)</p>

			<p>HB 1089: https://app.leg.wa.gov/billsummary?BillNumber=1089&Year=2023&Initiative=false SB 5114: https://app.leg.wa.gov/billsummary?BillNumber=5114&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1109 HB 1109	Pending (House Rules, 4/23/2023)	<p>This measure would establish a program to reimburse public schools for conducting special education evaluations for developing IEPs for students and outlines procedures and eligibility criteria to receive funding support. The bill notes that, “because of ACEs, isolation, health issues, and related trauma from the COVID-19 pandemic, which resulted in reduced engagement in early learning and pediatric visits and fewer children identified as needing special education evaluations, it is anticipated that extraordinary numbers of children need evaluations and individualized education programs so that they can receive special education and related services.”</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1109&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1132 HB 1132	Made Law (House Community Safety, Justice, and Reentry, 1/9/2023))	<p>This measure concerns oversight and training requirements for peace officers and related agencies. Notably, the bill tasks the WA State Criminal Justice Training Commission with creating a standardized training that must include content on “a victim-centered, trauma-informed approach to interacting with victims and responding to sexual assault calls,” sexual assault as well as the neurobiology of trauma. The bill creates space for the Commission to develop such standards with the support of a working group comprised of experts in trauma-informed and victim-centered training, victim advocates, and other key stakeholders.</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1132&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1168 HB1168	Made Law (House Health Care and Wellness, 1/17/2023)	<p>This measure would provide prevention services, diagnoses, treatment, and support for prenatal substance exposure. More specifically and notably, the organizations the state will contract with to offer such services under this bill must demonstrate the ability to provide “comprehensive family treatment supports” that are trauma-informed and which include, among other things, behavioral health and caregiver counseling, linkages to community services, and educational advocacy, psychoeducation, social skills support, and groups.</p> <p>Additionally, the bill states that a local nonprofit entity “with expertise in offering trauma-informed, comprehensive prenatal substance exposure treatment and family supports for children, families, and caregiver” will support the organizations</p>

			<p>providing treatment by “creating education and training programs for providers working with children who had prenatal substance exposure” and “offering ongoing coaching and support in creating a safe and healing environment, free from judgment, where families are supported through the challenges of care for children with prenatal substance exposure.”</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1168&Year=2023&Initiative=false</p>
Washington (State)	<p>House Bill 1177 & Senate Bill 5137</p> <p>HB 1177 & SB 5137</p>	<p>Made Law</p> <p>(House Community Safety, Justice, and Reentry, 1/17/2023; Senate Law & Justice, 1/9/2023)</p>	<p>This measure seeks to create a Missing and Murdered Indigenous Women and People Cold Case Investigations Unit. Notably, among other provisions, the bill states that the Unit must include an advocate or case navigator whose primary function is to work with and maintain regular, consistent, and confidential communication with families of missing and murdered Indigenous women and people, and to convey information between the investigators and families using culturally appropriate and trauma-informed practices. Additionally, the bill requires that the Unit adopt a “culturally attuned, trauma-informed, and family- and victim-centered approach in assisting local law enforcement agencies” with investigations of such cold cases.</p> <p>HB 1177: https://app.leg.wa.gov/billsummary?BillNumber=1177&Year=2023&Initiative=false SB 5137: https://app.leg.wa.gov/billsummary?BillNumber=5137&Year=2023&Initiative=false</p>
Washington (State)	<p>House Bill 1376</p> <p>HB 1376</p>	<p>Pending</p> <p>(House Education, 1/17/2023))</p>	<p>This measure would update preparation, continuing education, and other training standards for school district staff and educators across the state. Notably, the bill acknowledges the “intersectionality of factors impacting student learning, including trauma” among other key factors, and requires the updated training curriculum to include training on:</p> <ul style="list-style-type: none"> • The cognitive, psychosocial, and emotional development of adolescents • Mental and behavioral health literacy • The complex needs of students involved in the juvenile justice system, including the trauma associated with incarceration and voluntary/involuntary commitment in a long-term psychiatric inpatient program • Racial literacy and cultural competency • Working with adolescents with multiple ACEs <p>The bill also notably outlines training requirements specifically for safety and security staff in schools, including:</p>

			<ul style="list-style-type: none"> • Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools • Child and adolescent development • Trauma-informed approaches to working with youth • Recognizing and responding to youth mental health issues • Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities • Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds (naming, specifically, English learners, LGBTQIA2S, immigrant, female, and nonbinary students) • Local and national disparities in the use of force and arrests of children • Collateral consequences of arrest, referral for prosecution, and court involvement • Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement • De-escalation techniques when working with youth or groups of youth • State law regarding restraint and isolation in schools • Federal requirements including limits on access to and dissemination of student records for noneducational purposes • Restorative justice principles and practices <p>https://app.leg.wa.gov/billsummary?BillNumber=1376&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1411 HB 1411	Pending (House Appropriations, 2/10/2023)	<p>This measure would enhance student success through building on recommendations of a prior report detailing the connections between factors such as family and community health, safety, resilience factors, ACEs, trauma, poverty, and academic achievement (created as a result of the enactment of a previous law).</p> <p>Notably, the bill presents its provisions through with reverence for the power of community-based resources and protective factors, as well as cross-sector partnerships, development, and collaboration, to improve student success. The bill includes provisions tasking Washington State University to create reports (and update the existing above-referenced report as needed) to describe and compare educational services and supports offered before and during the COVID-19 pandemic as well as describe the implementation of social-emotional learning</p>

			<p>standards, and also to identify the prevalence of community resilience factors relevant to student success.</p> <p>The bill also appropriates funding to support school districts and educational institutions in partnering with community-based organizations that support students to offer cross-sector trainings on topics such as:</p> <ul style="list-style-type: none"> • Social-emotional learning • Mental and behavioral health management • Teaching students to be peer supporters/mediators • Anti-harassment, intimidation, and bullying measures <p>The bill notably prioritizes funding for schools and communities identified as having a high prevalence and/or risk of ACEs and trauma.</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1411&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1439 HB 1439	Pending (House Rules, 2/24/2023)	<p>This measure seeks to address the exposure to violence and trauma younger people and children endure through expanding the scope of Children’s Advocacy Centers to include supporting children exposed to violence, as well as creating a Washington State Children Exposed to Violence Task Force.</p> <p>The multidisciplinary team approach for use in Children’s Advocacy Centers as outlined in the bill is intended to increase interagency collaboration and coordination, and also to reduce re-traumatization for children and younger people who become involved in an investigation process.</p> <p>The task force composition is outlined in the bill, spanning across sectors and systems, and also aligning with the principles of a trauma-informed approach by drawing on the expertise embedded in lived experience by outlining that people who are survivors of violence or who have witnessed violence, including one that has been a defendant, must be included in the task force.</p> <p>The Task Force must research, review, guide, and make recommendations on:</p> <ul style="list-style-type: none"> • Assessing data collection infrastructure for monitoring trends in children exposed to violence • Identifying best practices for serving children exposed to violence or psychological trauma, including looking to other states to see where they have found success in improving outcomes for younger people and children exposed to violence

			<ul style="list-style-type: none"> • Compiling national best practices from Handle with Care sites to implement in the state • Compiling best practices for serving children exposed to violence in a manner that is not connected to law enforcement, the criminal legal system, or child protective services <p>Notably, to support the changes proposed, the bill asserts that: “Children's exposure to violence in Washington State is occurring at an alarming rate and is a traumatic, adverse experience that can have severe and long-lasting consequences. This traumatic disruption of healthy development is a significant public health crisis” and that “Children exposed to violence can heal if given access to specialized resources, evidence-based treatment, and proper support that promotes the well-being of them and their families. Because research shows positive outcomes when trauma or adverse experiences are addressed early, the legislature finds that a task force to examine and recommend best practices for effective trauma-informed programs for children who are witnesses or exposed to violence would yield positive results.”</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1439&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1479 HB 1479	Pending (House Rules, 4/23/2023; Senate Social Emotional Learning/K-12, 2/6/2023)	<p>This measure concerns isolation and restraint for students in public schools and educational programs. Specifically, the bill:</p> <ul style="list-style-type: none"> • Prohibits the isolation, mechanical restraint, or chemical restraint of students by school staff, including the phasing out of isolation rooms • Modifies follow-up procedures and reporting requirements regarding restraint and isolation • Directs the state’s Office of the Superintendent of Public Instruction (OSPI) and school districts to provide certain resources and training, and integrates accountability measures by way of improvement plans if they are not reporting required information <ul style="list-style-type: none"> ○ Plans must include, among other requirements: <ul style="list-style-type: none"> ▪ Evidence-based, trauma-informed, student-centered, proactive crisis prevention and intervention practices that are less restrictive than isolation and restraint, such as de-escalation strategies and corresponding classroom management techniques ▪ Evidence-based, trauma-informed, behavioral health supports for students and staff that include restorative practices

			<ul style="list-style-type: none"> ▪ Evidence-based, systemic approaches to eliminating the use of prohibited isolation and restraint, to reduce the use of physical restraint, and to eliminate disparities in use of prohibited and limited isolation and restraint, such as multitiered systems of support and universal design for learning • Applies restraint and isolation requirements to nonpublic agencies operating special education programs • Outlines training requirements <p>The safety and security staff training program that must be established include:</p> <ul style="list-style-type: none"> • Child and adolescent development • Trauma-informed approaches to working with younger people • Recognizing and responding to youth mental health issues • Rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities • Rights of children and younger people in schools, including state law regarding search and interrogation of students in schools <p>Notably, the bill indicates a primary intent is to “protect students from physically harmful and emotionally traumatic practices of chemical restraint, mechanical restraint, and isolation” as well as to “improve the safety and well-being of all staff and students by increasing the professional development and technical assistance provided to staff.”</p> <p>https://app.leg.wa.gov/billssummary?BillNumber=1479&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1564 HB 1564	Made Law 5/4/2023	<p>This measure would prohibit the sale of over-the-counter sexual assault kits given their predatory and deceitful nature, particularly since at-home kits are not always accurate and are also not admissible as evidence in courts. In doing so, the bill notably reasserts the state legislature’s “intent to support survivors of sexual offenses through building victim-centered, trauma-informed systems that promote successful investigations and prosecutions of sexual offenses.”</p> <p>https://app.leg.wa.gov/billssummary?BillNumber=1564&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1622 HB 1622	Made Law 5/9/2023	<p>This measure includes provisions altering the state’s Homeless Student Stability Education Program seeking to support the needs of students who are experiencing being unhoused. Specifically, among other provisions, the measure creates grants to provide students who are unhoused with:</p>

			<ul style="list-style-type: none"> • direct academic supports, including tutoring and additional transportation costs • basic needs, including retail store cards, nutrition supports, and hygiene items • wraparound supports, including contracting with community-based providers • behavioral and physical health supports • housing-related supports that meet a student's emergent needs and allow the student to fully participate in school • employment supports for students and families • out-of-school enrichment activities, such as an academic tutor provided at a shelter <p>The bill notably also emphasizes that grant recipients must demonstrate a commitment to partnering with local community-based organizations with experience in serving the needs of students who are experiencing being unhoused and/or students of color, with a preference for organizations that focus on equitable housing and houselessness strategies. These strategies to address the opportunity and achievement gap must be evidence-informed and are aligned with the values/principles of a trauma-informed approach in that they can include:</p> <ul style="list-style-type: none"> • Enhancing the cultural responsiveness of current and future staff • Providing inclusive programming by intentionally seeking and utilizing input from the population being served • Using a multidisciplinary approach when serving students who are unhoused and their families • Intentionally seeking and utilizing input from the families and students who are unhoused about how district policies, services, and practices can be improved • Identifying data elements and systems needed to monitor progress in eliminating disparities in academic outcomes for students who are unhoused with their housed peers • Ensuring all staff, faculty, and school employees are actively trained in trauma-informed care <p>https://app.leg.wa.gov/billsummary?BillNumber=1622&Year=2023&Initiative=false</p>
Washington (State)	House Bill 1715	Made Law	This measure seeks to create comprehensive protections for victims of household violence and other violence involving family members or intimate partners,

	HB 1715	5/15/2023	<p>particularly with an emphasis on guns/firearms. Among the many provisions include:</p> <ul style="list-style-type: none"> • In any proceeding in which the court enters a temporary protection order that includes a temporary order to surrender and prohibit weapons, and after the hearing the court denies the petition for a full protection order, the order to surrender and prohibit weapons stays in effect during the period within which the petitioner may file a motion for reconsideration or revision <ul style="list-style-type: none"> ○ If the petitioner files such a motion, the order to surrender and prohibit weapons stays in effect until the motion is resolved • The first attempt at service of an order of protection must occur within 24 hours unless an emergency situation renders service infeasible. If such an emergency prevents service, law enforcement must attempt service as soon as possible • In any legal proceeding, when determining conditions of release, a judicial officer must consider the defendant's firearms history • Orders of protection necessitate surrendering firearms, dangerous weapons, and concealed pistol licenses are expanded to include orders pertaining to trafficking, sexual assault, promoting prostitution, or driving under the influence • A person ordered to surrender firearms, dangerous weapons, or a concealed pistol license as part of a criminal proceeding must file with the court a completed proof of surrender receipt as well as a sworn statement indicating they are no longer in possession of any weapons, within 24 hours of service of such an order <p>The bill also notably tasks the Administrative Office for the Courts with developing a free training for all judicial officers that must include content on:</p> <ul style="list-style-type: none"> • Procedural justice • Research on trauma • Gender-based violence dynamics • Coercive control • Elder abuse • Juvenile sex offending • Teen dating violence • Domestic violence homicide prevention • Requirements and best practices for the surrender of weapons before presiding over protection order hearings • Trauma-informed practices
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			<p>The bill also creates a requirement for law enforcement training, which must (among other requirements):</p> <ul style="list-style-type: none"> • Be based on a victim-centered, trauma-informed approach to responding to violence • Include content on the neurobiology of trauma and trauma-informed interviewing, counseling, and investigative techniques • Address content on domestic violence-related homicide prevention • Highlight the intersection between firearms and intimate partner/family/household violence • Offer participants an opportunity to practice interview skills and receive feedback from instructors • Recognize needs of special populations • Educate investigators on the best practices for notifying victims of significant events in the investigative process • Demonstrate conducting investigative interviews in a manner most likely to permit the interviewed persons the maximum emotional comfort under the circumstances • Intentionally minimize the trauma of all persons who are interviewed during investigations <p>Additionally, the bill appropriates funding to create:</p> <ul style="list-style-type: none"> • A pilot program to implement “domestic violence high-risk teams,” including: <ul style="list-style-type: none"> ○ Early identification of the most dangerous cases through evidence-based lethality assessments ○ Increased access to supportive services for high-risk victims ○ Increased perpetrator monitoring and accountability ○ A coordinated response to high-risk cases through a multidisciplinary team • Establish a “Center of Excellence in Research, Policy, and Practice to Reduce Domestic Violence” at the University of Washington, including establishing an operations plan that commits to: <ul style="list-style-type: none"> ○ Conducting scientifically rigorous intimate partner violence research that informs policy and practice in Washington ○ Disseminating existing research findings and best practices in order to proliferate evidence-based intimate partner violence policy and practice
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Washington (State)	House Bill 1591 HB 1591	Pending (House Appropriations, 2/17/2023)	<p>This measure seeks to improve standards and practices concerning adoption. Specifically, the bill:</p> <ul style="list-style-type: none"> • Requires the Administrative Office of the Courts to engage with a broad group of stakeholders to discuss certain issues related to open adoption agreements • Requires the Dept. of Children, Youth, and Families (DCYF) contract for the development of training for foster parents regarding the benefits of and best practices as it relates to including biological parents and relatives, including siblings, in the lives of children which certain prospective adoptive parents must complete • Requires that the DCYF identify culturally-appropriate mental health and other related services that are designed to support people after being adopted and provide information on obtaining those services to any adopted child who was in the custody of the DCYF <p>Within its provisions, the bill calls for a trauma-informed mediation process that is available throughout the state for birth parents, prospective adoptive parents, adoptive parents, and children to negotiate open adoption agreements and to address challenges in implementing open adoption agreements.</p> <p>Notably, the bill requires training for the DCYF workforce to have training on trauma-informed care and reflective supervision principles.</p> <p>There also are requirements for training those who are responsible in their roles for investigating child sexual abuse. Among the training requirements for this</p>

			<p>group of professionals includes content to intentionally help minimize the trauma of those who are interviewed during investigations.</p> <p>https://app.leg.wa.gov/billsummary?BillNumber=1591&Year=2023&Initiative=false</p>
<p>Washington, D.C.</p> <p><i>Legislative Session: 1/2/2023 – 12/31/2024</i></p>	<p>Council Bill 250051</p> <p>B25-0051</p>	<p>Pending</p> <p>(Engrossed, 11/7/2023; Awaiting Mayoral Review 12/5/2023)</p>	<p>This measure would require the Office of Victim Services and Justice Grants to contract with an entity to conduct a biennial crime victimization survey. The bill also convenes a Task Force to establish basic parameters of the survey based on outlined criteria, and also to produce a survey report to be transmitted to the Mayor and the Council to inform future policy action.</p> <p>Notably, the entity that the Office must collaborate with to create and disseminate the survey must, among other requirements, “demonstrate experience in engaging with or offering services to crime victims in a linguistically and culturally competent and trauma-informed manner, such as providing evidence that the entity staff receive trainings on victim-centered and trauma-informed competencies.”</p> <p>The bill also emphasizes that the Task Force must consider how to make the survey process of creation and dissemination itself aligned with the values/principles of a trauma-informed approach.</p> <p>https://lims.dccouncil.gov/Legislation/B25-0051</p>
<p>Washington, D.C.</p>	<p>Council Bill 250234</p> <p>B25-0234</p>	<p>Pending</p> <p>(Scheduled for Public Hearing in January of 2024, 12/1/2023)</p>	<p>This measure would require Office of the Superintendent of Education to create guidelines that would be used to review and enhance school safety plans throughout the District. The safety plans must include:</p> <ul style="list-style-type: none"> • A school building security and emergency operations plan • Evidence-based and trauma-informed approaches to achieve school safety that improve student learning, safety, and wellbeing for students that can be executed by a member of the school safety team, including <ul style="list-style-type: none"> ○ School-wide positive behavior interventions and supports ○ Restorative justice programs and interventions ○ Violence interruption ○ Mediation ○ Social and emotional learning programs • Methods of prevention and intervention that the school safety teams may employ to minimize and respond to school safety incidents

			<ul style="list-style-type: none"> • Recommended approaches to student discipline that minimize reliance on exclusion from school and law enforcement response to student behavior, are aimed at addressing the root causes of behavioral issues, and that ensure that students have access to appropriate mental health, counseling, nutrition, and other services • Procedures for contacting and engaging with the police department in circumstances appropriate for police involvement that ensure the physical safety, mental health, and well-being of all students and school employees • Procedures for enhancing campus security without compromising the privacy of students, including appropriate uses of security cameras and related technology to monitor and respond to campus threats • Descriptions of the roles, responsibilities, and hiring qualifications of a school safety director, a school safety assistant director, and a school safety employee as well as standards for evaluating the performance of all individuals serving on a school safety team • Policies and practices that promote racial equity and ensure equal access to safe learning environments • Best practices for engaging students and parents in each school community about safety needs, a school's response to an incident handled by a school safety team, and a school's response to a circumstance appropriate for police involvement • Requirements for reporting safety incidents to OSSE • Protocols for increasing school and community safety during and after school dismissal, including plans and personnel to address traffic safety and pick-up procedures in coordination with the safe routes to school division of the District Department of Transportation and improvements needed to safe passage programming affiliated with a local education agency <p>The bill would further establish a positions of School Safety Director at every school in the District as well as School Safety Assistant Director at every high school. The bill also establishes procedures for school safety teams to coordinate with the local police and would further require the Deputy Mayor for Public Safety and Justice and the Deputy Mayor for Education to create a system for emergency response agencies to share critical information about ongoing safety incidents with schools and child development centers.</p>
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Washington, D.C.	<p>Council Bill 250436</p> <p>B25-0436</p>	<p>Pending</p> <p>(Public Hearing Held, 11/30/2023)</p>	<p>This measure would enhance the District’s commitment to preventing sexual misconduct and supporting survivors thereof in institutions of higher education by:</p> <ul style="list-style-type: none"> • Requiring institutions to retain a Confidential Resource Advisor who is experienced in sexual misconduct work to disseminate information, assist with processes, and connect survivors to resources • Mandating annual sexual misconduct trainings covering consent, impact of substances on consent, procedures after misconduct, the role of the Confidential Resource Advocate, bystander intervention, reporting parties’ rights, and institution responsibilities • Requiring a trauma-informed approach to be embedded in education for investigators, Title IX coordinators, public safety personnel, and Confidential Resource Advisors <p>The bill aligns with the values/principles of a trauma-informed approach, particularly cultural, gender, and historical issues as well as physical and psychological safety given its acknowledgment of the disproportionate impact sexual misconduct at institutions of higher education has on women, transgender people, genderqueer people, and nonbinary people.</p> <p>Notably, the measure also anchors in an ecological frame to uplift the importance of institutions upholding the values of trust and transparency, stating that “sexual misconduct is uprooted by safe, trustworthy, and transparent environments where institutions’ sexual misconduct policies are informed by recent and relevant data, where reporting parties can access information and resources from a confidential source present solely to provide support, where the privacy of reporting parties is respected, and where staff are regularly trained to respond to sexual misconduct.”</p> <p>The text defines a “trauma-informed response” in the context of the bill as “a response involving an understanding of the complexities of sexual misconduct through training centered on the neurobiological impact of trauma, the influence of</p>

			<p>myths and stereotypes surrounding the causes and impacts of trauma, perpetration methodology, and methods to conduct investigations.”</p> <p>https://lims.dccouncil.gov/Legislation/B25-0436</p>
Washington, D.C.	<p>Council Bill 250321</p> <p>C25-0321</p>	<p>Pending</p> <p>(Health Committee Report Filed, 12/14/2023)</p>	<p>“Home Visiting Services Reimbursement Act of 2023” - This measure would extend health insurance coverage through Medicaid, the DC Healthcare Alliance Program, and the Immigrant Children’s Program to cover and reimburse home visiting services.</p> <p>To be eligible for reimbursement, home visiting programs must:</p> <ul style="list-style-type: none"> • be evidence-based and grounded in relevant empirically-based knowledge • support expectant parents, parents, or legal guardians with infants, toddlers, and children between 3 and 5 years of age, primarily in the home • have demonstrated program-determined outcomes • be associated with a home visiting model that is associated with a national organization, institution of higher education, or other organization that has comprehensive home visitation program standards that ensure high quality service delivery and continuous program quality improvement • meet US DHHS criteria for evidence of effectiveness as determined by a Home Visiting Evidence of Effectiveness review or 24 meets substantially equivalent criteria for evidence of effectiveness as determined by a credible, 25 independent academic or research organization • provide access to individualized and culturally-competent health, social, and educational services through weekly or monthly home visits to promote positive child health and development outcomes, including healthy home environments, healthy birth outcomes, and a reduction in ACEs <p>Notably, the committee report released in December of 2023 speaks robustly to the science of trauma and ACEs, and the power of home visiting as a multi-generational, preventive approach to supporting healthy families. This report also demonstrates the legislature’s intent to commit itself to adopting a trauma-informed, family-centered approach.</p> <p>https://lims.dccouncil.gov/Legislation/B25-0321</p>

<p>West Virginia</p> <p><i>Legislative Session:</i> 1/11/2023 – 3/11/2023</p>	<p>House Bill 2143</p> <p>HB2143</p>	<p>Dead</p> <p>Died in Committee</p>	<p>This measure seeks to require screenings for ACEs as part of preventative child wellness visits. To address children without health insurance, the bill tasks the Dept. of Education to develop a school-based ACEs screening.</p> <p>Notably, to support the need for action, the bill acknowledges that “there is evidence of causation between ACEs and addiction and chronic disease. Early detection and intervention reduce the likelihood that these experiences will lead to morbidity later in life. Factors such as food insecurity, housing insecurity, living in a single parent household, or having a parent who suffers from substance use disorder are all indicators of childhood trauma and all are prevalent in this state. This causes the citizens of this state to be more at risk for chronic disease than citizens of the other states.”</p> <p>The bill defines ACEs as “traumatic experiences occurring in childhood which create real and lasting physiological changes to the brain, immune system, stress response, and behavior patterns; the result of which is higher risk for certain chronic diseases such as obesity, heart disease, respiratory illness, and even lung cancer.”</p> <p>http://www.wvlegislature.gov/Bill_Status/Bills_history.cfm?input=2143&year=2023&sessiontype=RS&btype=bill</p>
<p>West Virginia</p>	<p>House Bill 2624</p> <p>HB2624</p>	<p>Dead</p> <p>Died in Committee</p>	<p>This measure seeks to implement trauma-informed practices in K-12 schools, stating that “the state board will provide training for all teachers, paraprofessionals, and specialized instructional support personnel on trauma-informed practices.”</p> <p>The bill defines “trauma-informed practices” as:</p> <ul style="list-style-type: none"> • Evidence-based professional development that promotes a shared understanding among teachers, teachers’ assistants, school leaders, paraprofessionals, specialized instructional support personnel and other staff that: <ul style="list-style-type: none"> ○ Traumatic experiences are common among students ○ Trauma can impact student learning, behavior and relationships in school ○ Traumatic experiences do not inherently undermine the capabilities of students to reach high expectations in academics and life

			<ul style="list-style-type: none"> ○ School-wide learning environments where all students and adults feel safe, welcomed, and supported can enable students to succeed despite traumatic experiences ○ Services, support, and programs provided to meet individual student needs should be trauma-informed, where appropriate, and increase student connection to the school-wide learning environment ● Adoption of disciplinary procedures and practices that: <ul style="list-style-type: none"> ○ Accompany disciplinary actions with holistic assessments and positive behavioral interventions and support to address the underlying causes of student behavior, including trauma ○ Avoid harsh and punitive, exclusionary disciplinary practices ○ Utilize evidence-based restorative practices that build a culture of trust ○ Do not discriminate on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, English proficiency status, migrant status, or age ● Activities that engage teachers, teachers' assistants, school leaders, paraprofessionals, specialized instructional support personnel, and other staff in a process of school-based planning to: <ul style="list-style-type: none"> ○ Promote a school-wide culture of acceptance ○ Help all students feel safe and connected to the school community ○ Support all students to form positive relationships with adults and peers, understand and manage emotions, achieve success academically and in extra-curricular areas, and experience physical and psychological health and well-being ○ Promote teamwork and effective communication among all staff and shared responsibility for every student ○ Integrate evidence-based practices that build social-emotional skills into rigorous academic instruction ○ Recognize and prevent adult implicit bias <p>http://www.wvlegislature.gov/Bill_Status/Bills_history.cfm?input=2624&year=2023&sessiontype=RS&btype=bill</p>
West Virginia	House Bill 3033 HB3033	Dead Died in Committee	<p>This measure would establish an Intergenerational Poverty Task Force to:</p> <ul style="list-style-type: none"> ● Share, examine, and analyze data and information regarding intergenerational poverty in the state with a primary focus on data and

			<p>information regarding children who are at risk of continuing the cycle of poverty unless outside intervention is made</p> <ul style="list-style-type: none"> • Develop effective and efficient plans, programs, and recommendations to help such children escape the cycle of poverty • Encourage participation and input from academic experts, advocacy groups, nonprofit corporations, local governments, and faith-based institutions in exploring strategies and solutions to help children who are victims of intergenerational poverty escape the cycle of poverty • Study, evaluate, and report on the status and effectiveness of policies, procedures, and programs implemented by other states and by nongovernmental entities that address the needs of and that provide services to children affected by intergenerational poverty • Identify policies, procedures, and programs, including any lack of interagency data sharing, lack of policy coordination, or current federal requirements, that are impeding efforts to help children in the state affected by intergenerational poverty escape the cycle of poverty and recommend changes to those policies and procedures • Create a long-range strategic plan for the state to address intergenerational poverty, including goals, benchmarks, and recommendations for policies, procedures, and programming to support positive change • Protect the privacy of individuals living in poverty in the way data is collected, examined, used, and shared • Seek input on best practices for poverty reduction from task force, service providers, community-based organizations, legislators, state agencies, stakeholders, and subject matter experts • Collaborate with partner agencies and the advisory committee to analyze available data and information regarding intergenerational poverty in the state, with a primary focus on data and information regarding children who are at risk of continuing the cycle of poverty and welfare dependency unless outside intervention occurs • Collaborate with the advisory committee created in the legislation to develop and monitor strategies to prevent and address ACEs and reduce intergenerational poverty <p>https://www.wvlegislature.gov/Bill_Status/Bills_history.cfm?input=3033&year=2023&sessiontype=RS&btype=bill</p>
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<p>Wisconsin</p> <p><i>Legislative Session:</i> 1/2/2023-1/3/2025</p>	<p>Assembly Bill 452 & Senate Bill 437</p> <p>AB 452 & SB 437</p>	<p>Pending</p> <p>(House Children and Families, 9/28/2023; Senate Education, 9/20/2023)</p>	<p>This measure seeks to require school boards that provide “a human growth and development instructional program” to include an age-appropriate curriculum on child sexual abuse prevention. Topics to include concern:</p> <ul style="list-style-type: none"> • Age-appropriate facts about sexual abuse • How to say no and reject unwanted advances • How to set and respect personal boundaries • Differences between public and private parts of the body • Autonomy over decision-making related to the body, empowerment, and developing assertiveness skills • How to distinguish between safe and unsafe touch, and between secrets and surprises • How to identify trustworthy adults • How to communicate incidents of sexual abuse to trustworthy adults <p>In addition, the bill would require schools to provide parents and guardians with facts and clear explanations related to child sexual abuse topics, including:</p> <ul style="list-style-type: none"> • ACEs and trauma • Adults' responsibility to prevent child sexual abuse • How to identify characteristics and behaviors of offenders, including the behavior known as grooming • Warning signs of child sexual abuse • How to discuss child sexual abuse prevention with children • How to report child sexual abuse • What makes children vulnerable to child sexual abuse and skills to reduce a child's vulnerability to sexual abuse • How to promote trauma-informed environments and responses <p>AB 452: https://docs.legis.wisconsin.gov/2023/proposals/reg/asm/bill/ab452 SB 437: https://docs.legis.wisconsin.gov/2023/proposals/reg/sen/bill/sb437</p>
<p>Wyoming</p> <p><i>Legislative Session:</i> 1/10/2023 – 3/3/2023</p>	<p>House Bill 65 HB0065</p>	<p>Made Law</p> <p>2/23/2023</p>	<p>This measure outlines mobile crisis teams that respond to 9-8-8 calls. Notably, this bill aligns with the spirit of a trauma-informed approach in that it promotes a collaborative approach that pays attention to cultural, historical, and gender issues in its commitment to ensuring mobile crisis teams are designed in partnership with community members and are staffed by personnel that reflect the demographics of the community to be served (to the extent possible). Notably, such teams must be trained in trauma-informed care, de-escalation strategies, and harm reduction.</p>

			https://www.wyoleg.gov/Legislation/2023/HB0065
<p>United States (Federal)</p> <p><i>Legislative Session:</i> 1/3/2023 – 10/30/2024</p>	<p>House Bill 1405 & Senate Bill 670</p> <p>H.R. 1405 & S. 670</p>	<p>Pending</p> <p>(House Judiciary, 3/7/2023, then held at House Desk, 11/13/2023; Passed in Senate, 11/8/2023)</p>	<p>“IMPACTT Human Trafficking Act” – This measure would create the “Investigators Maintain Purposeful Awareness to Combat Trafficking Trauma (IMPACTT) Program” and the “Victim Assistance Program” within Homeland Security Investigations (HSI).</p> <p>The IMPACTT program would be responsible to provide outreach and training to HSI employees who have been exposed to various forms of trauma in working with victims of human trafficking, including:</p> <ul style="list-style-type: none"> • Self-awareness training for the relevant employees on recognizing the signs of burnout, compassion fatigue, critical incident stress, traumatic stress, posttraumatic stress, secondary traumatic stress, and vicarious trauma • For supervisors, how to support employees experiencing the workplace hazards listed above • Mechanisms for self-care and resilience <p>IMPACTT trainers must have been trained on the exposure of trauma and stressors among the workforce.</p> <p>The Victim Assistance Program will:</p> <ul style="list-style-type: none"> • Provide oversight, guidance, training, travel, equipment, and coordination to Homeland Security Investigations victim assistance personnel throughout the United States • Provide training regarding victims’ rights, victim-related policies, roles of forensic interviewers and victim assistance specialists, and an approach that is victim-centered, trauma-informed, and linguistically appropriate, to the extent feasible • Purchase emergency items that are needed to assist identified victims in Homeland Security Investigations criminal investigations, including food, clothing, hygiene products, transportation, and temporary shelter that is not otherwise provided by a nongovernmental organization <p>H.R. : https://www.congress.gov/bill/118th-congress/house-bill/1405/all-info S. 670: https://www.congress.gov/bill/118th-congress/senate-bill/670/all-info</p>

United States (Federal)	House Bill 1570 & Senate Bill H.R. 1570 & S. 767	Pending (House Foreign Affairs, 3/10/2023; Senate Foreign Relations, 3/9/2023)	<p>“Mental Health in International Development (MIND) and Humanitarian Settings Act” – This measure seeks to enhance mental health and psychosocial support within U.S. development and humanitarian assistance programs.</p> <p>The bill refers extensively to studies and statistics from the World Health Organization and The Lancet Commission on high prevalence of mental health challenges. The bill asserts that this issue spiked further in response to the COVID-19 pandemic, which “has increased the risk factors affecting communities, families, and individuals for multiple types of adversity” and “compounded preexisting conditions and vulnerabilities”</p> <p>The measure looks particularly at children and younger people and factors known to increase susceptibility to mental health challenges, including:</p> <ul style="list-style-type: none"> • poverty and hunger • chronic health conditions • trauma or maltreatment • social exclusion • discrimination • exposure to, and displacement by, war or conflict <p>The measure seeks to ensure that all USAID and Dept. of State mental health and psychosocial support programming proposed:</p> <ul style="list-style-type: none"> • is evidence-based • is culturally-competent • responds to “all types of childhood adversity” • integrates the principles of the Advancing Protection and Care for Children in Adversity Strategy • “includes trauma-specific interventions in accordance with the recognized principles of a trauma-informed approach” <p>The notably bill states that:</p> <ul style="list-style-type: none"> • “helping to ensure that individuals have the opportunity to thrive and reach their fullest potential is a critical component of effective and sustainable international development efforts” • “mental health is integral and essential to overall health outcomes and other development objectives”
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United States (Federal)	House Bill 2690 H.R. 2690	Pending (House Education, 4/18/2023)	<p>“Ending Punitive, Unfair, School-based Harm that is Overt and Unresponsive to Trauma (PUSHOUT) Act of 2023” - This measure would require the Dept. of Education to award grants to local educational agencies and nonprofit organizations for the purpose of reducing suspension and expulsion of students (i.e., exclusionary disciplinary practices). There is a data collection requirement outlined in the bill, and a Joint Task Force to end school pushout is established through the legislation as well.</p> <p>The reference to “pushout” in the bill title, in addition to being an acronym, is defined as “an instance when a student leaves elementary, middle or secondary school, including a forced transfer to another school, prior to graduating secondary school due to overuse of exclusionary discipline practices, failure to address trauma or other mental health needs, discrimination, or other educational barriers that do not support or promote the success of a student.”</p> <p>The bill notably anchors in the trauma-informed value of Historical, Gender, and Cultural issues in that it acknowledges intersectionality by highlighting the</p>

			<p>disproportionality in students of color – particularly girls of color – who are pushed out of school due to what the bill refers to as discriminatory application of exclusionary discipline practices.</p> <p>The bill also anchors the principles of Collaboration and Mutuality, as well as Voice, Choice, and Empowerment, in that the text assures that action is informed by those who will be most impacted and who have been harmed by the status quo. For instance, the task force composition includes 23 members, including:</p> <ul style="list-style-type: none"> • 6 students, including 2 Black, Brown, and Indigenous girls • 2 educators • 3 parents, including foster parents, legal guardians, and caregivers with children enrolled in public school • 3 public school officials • 3 representatives from the civil rights community, including civil rights and disability organizations • 2 psychologists, social workers, trauma-informed personnel, and other mental health professionals with expertise in child and adolescent development • 2 researchers with experience in behavioral intervention with children and youth <p>The grants may be used to:</p> <ul style="list-style-type: none"> • Evaluate the current discipline policies of schools under the eligible entity and, in partnership with students (including girls of color), the family members of students, and the local community of such school, develop discipline policies for such schools to ensure that such policies are not exclusionary or discriminately applied toward students • Provide training and professional development for school officials to avoid or address the overuse and discriminatory disproportionate use of exclusionary discipline practices in schools and to create awareness of implicit and explicit bias and use culturally-sustaining practices, including training in: <ul style="list-style-type: none"> ○ Identifying and providing support to students who may have experienced or are at risk of experiencing trauma or have other mental health needs ○ Administering and responding to assessments on ACEs
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			<p>detectors, software that monitors or mines students' social media/technology use, etc.), and arming personnel with weapons.</p> <p>The bill defines “trauma-informed services” as those which:</p> <ul style="list-style-type: none"> • Recognizes and responds to the impacts of trauma with evidence-based supports and intervention • Emphasizes physical, psychological, and emotional safety for both providers of services and survivors of trauma • Creates opportunities for survivors of trauma to rebuild a sense of healing and empowerment. <p>https://www.congress.gov/bill/118th-congress/house-bill/2690/all-info</p>
United States (Federal)	House Bill 3073 & Senate Bill 1452 H.R. 3073 & S. 1452	Pending (House Health, 5/5/2023; Senate Health, Education, Labor, and Pensions, 5/4/2023)	<p>“Community Mental Wellness and Resilience Act of 2023” - This measure would fund community-led initiatives that use a cross-sector, public health approach to prevent and heal mental health problems caused by toxic stresses, emergencies, and disasters.</p> <p>The bill demonstrates commitment to enhancing mental wellness and building resilience, including:</p> <ul style="list-style-type: none"> • Grant Program for Community-Based Programs: proposes establishing a competitive grant program at the Centers for Disease Control and Prevention to support creating, operating, or expanding community-based programs using a public health approach to bolster mental wellness and resilience • Capacity Enhancement for Mental Wellness: emphasizes enhancing the capacity of all residents for mental wellness and resilience with the intent to prevent and heal mental health issues arising in response to disasters and toxic stresses • Addressing Rural Disparities: recognizes the importance of equal access to mental health support, and sets aside funding to help address rural mental health disparities • Community-Driven Strategies: supports community initiatives by encouraging the development of their own culturally-appropriate strategies, focusing on enhancing and sustaining population-level mental wellness and resilience, specifically targeting individuals who are at particularly high risk for being adversely impacted

			<p>H.R. 3073: https://www.congress.gov/bill/118th-congress/house-bill/3073/all-info</p> <p>S. 1452: https://www.congress.gov/bill/118th-congress/senate-bill/1452/all-info</p>
United States (Federal)	<p>House Bill 3583 & Senate Bill 1697</p> <p>H.R. 3583 & S. 1697</p>	<p>Pending</p> <p>(House Health, 5/26/2023; Senate Health, Education, Labor, and Pensions, 5/18/2023)</p>	<p>“Real Education and Access for Healthy Youth Act of 2023” – This bill provides for the overall health and wellbeing of younger people, including the promotion and attainment of lifelong sexual health and health relationships, through establishing grants to support sex education and sexual health services for people ages 10 – 29.</p> <p>The Dept. of Health and Human Services must also award grants to youth-serving organizations and health care entities that are eligible to receive covered outpatient drugs at reduced prices. To provide sexual health services to younger people have been marginalized.</p> <p>Recipients of all grants must comply with nondiscrimination requirements, and the bill also prohibits the use of funds to provide services or programming that gives incomplete or inaccurate medical information or which fails to address certain outlined issues.</p> <p>Notably, the bill seeks to ensure that all young people are provided with sex education and sexual health services that:</p> <ul style="list-style-type: none"> • Promote and uphold the rights of young people to information and services that empower them to make decisions about their bodies, health, sexuality, families, and communities in all areas of life • Are evidence-informed, comprehensive in scope, confidential, equitable, accessible, medically accurate and complete, age and developmentally-appropriate, culturally-responsive, trauma-informed and resilience-oriented • Provide information about the prevention, treatment, and care of pregnancy, sexually transmitted infections, and interpersonal violence • Provide information about the importance of consent as a basis for healthy relationships and for autonomy in healthcare • Provide information on gender identity and gender expression • Provide information on the historical and current condition in which education and health systems, policies, programs, services, and practices have uniquely and adversely impacted Black, Indigenous, Latine, Asian American, Native Hawaiian, Pacific Islander, and other People of Color • Redress inequities in the delivery of sex education and sexual health services to marginalized young people

			<p>The bill notably anchors in the Cultural, Gender, and Historical Issues principle of a trauma-informed approach by making important statements such as “the United States has a long history of eugenics and forced sterilization. The sexual and reproductive rights and bodily autonomy of specific communities deemed “undesirable” or “defective” were targeted by our governments resulting in state-sanctioned violence and generations of trauma and oppression,” subsequently naming a variety of populations that have disproportionately been impacted by oppression.</p> <p>This is re-anchored in the section of the bill defining what the term “culturally-responsive” means, including that such education and services must “address the ways in which racism has shaped national health care policy, the lasting historical trauma associated with reproductive health experiments and forced sterilizations of Black, Latine, and Indigenous communities, or sexual stereotypes assigned to young People of Color or LGBTQ+ people”</p> <p>The bill defines “resilience” as “the ability to adapt to trauma and tragedy.”</p> <p>The bill also defines trauma as “a response to an event, series of events, or set of circumstances that is experienced or witnessed by an individual or group of people as physically or emotionally harmful or life-threatening with lasting adverse effects on their functioning and mental, physical, social, emotional, or spiritual well-being.”</p> <p>Among other definitions in the bill includes “trauma-informed and resilience-oriented,” which uses SAMHSA’s 4 Rs by stating that this is “an approach that realizes the prevalence of trauma, recognizes the various ways individuals, organizations, and communities may respond to trauma differently, recognizes that resilience can be built, and responds by putting this knowledge into practice.</p> <p>H.R. 3583: https://www.congress.gov/bill/118th-congress/house-bill/3583/all-info S. 1697: https://www.congress.gov/bill/118th-congress/senate-bill/1697/all-info</p>
United States (Federal)	House Bill 4080 H.R. 4080	Pending (House Health, 6/16/2023)	<p>“Trauma-Informed Care Task Force Reauthorization Act of 2023” - This measure seeks to amend the SUPPORT for Patients and Communities Act to extend the time for a task force formed in the above-referenced law to develop best practices for trauma-informed identification, referral, and support.</p>

			https://www.congress.gov/bill/118th-congress/house-bill/4080/all-info
United States (Federal)	House Bill 4541 H.R. 4541	Pending (House Health, 7/14/2023)	<p>“Resilience Investment, Support, and Expansion (RISE) from Trauma Act” – This bill seeks to build on the trauma-informed workforce and increase resources for communities to support children who have experienced trauma.</p> <p>Some particularly notable provisions include (among others):</p> <ul style="list-style-type: none"> • enhancing federal training programs at HHS, DOJ, and DOE to provide more tools for early childhood clinicians, teachers, school leaders, first responders, and community leaders, ensuring trainees are ultimately able to (as relevant to each role a trainee plays): <ul style="list-style-type: none"> ○ promote an understanding of trauma, toxic stress, and resilience ○ promote resilience by fostering protective factors and providing peer support services ○ provide case management services and promote linkages to community services ○ deliver appropriate, culturally responsive, and trauma-informed practices • increasing HRSA loan repayment program funding to recruit more mental health clinicians equipped to deliver TI services and supports • creating new HHS grant program to support hospital-based trauma interventions with the goal of reducing re-admissions <ul style="list-style-type: none"> ○ enabled through using grant funding to deliver, test, and evaluate hospital-based trauma-informed interventions for people who present at hospitals with drug overdoses, suicide attempts, or violent injuries (or other presenting symptoms associated with exposure to trauma) • creating a new HHS grant program to fund “local coordinating bodies,” or community-based coalitions that coordinate stakeholders to “prevent or mitigate the impact of trauma and toxic stress in a community, or promote resilience by fostering protective factors.” The bill goes on to define potential participants and outlines the use of funds, including: <ul style="list-style-type: none"> ○ “bringing together stakeholders who provide or use services in, or have expertise concerning, covered settings to identify community needs and resources related to covered services, and to build on any needs assessments conducted by organizations or groups represented on the coordinating body ○ Collecting data, on indicators to reflect local priority issues, including across multiple covered settings and disaggregated by age, race,

			<p>and any other appropriate metrics and using the data to identify unique community challenges and barriers, community strengths and assets, gaps in services, and high-need areas, related to covered services</p> <ul style="list-style-type: none"> ○ Building awareness, skills, and leadership (including through trauma-informed and resilience-focused training and public outreach campaigns) on covered services in covered settings ○ Developing a strategic plan, in partnership with members of the served community or population, that identifies policy goals and coordination opportunities to address community needs and local priority issues as well as a comprehensive, integrated approach for the entity and its members to prevent and mitigate the impact of exposure to trauma or toxic stress in the community, and to assist the community in healing from existing and prior exposure to trauma through promotion of resilience and fostering protective factors ○ implementing the above-referenced strategic plans in the local community, including through the delivery of covered services in covered settings ○ identifying funding sources and partner with community stakeholders to sustainably continue activities after the end of the grant period” <ul style="list-style-type: none"> • creating a new HHS program to monitor and enforce health insurance parity requirements for coverage of infant and early childhood mental health services • expanding and strengthening AmeriCorps program and other HRSA health profession training programs to prioritize recruitment and programming in communities that have experienced trauma • Facilitating TI law enforcement responses by developing and facilitating the implementation of trauma-informed approaches to conflict resolution, information gathering, forensic interviewing, de-escalation, and crisis intervention training • Creating TIC pilots (Performance Partnership Pilots) to improve outcomes for infants, children, and youth who have experienced or are at risk of experiencing trauma, and their families • Administering grants to nonprofit organizations as well as States, units of local government, Indian tribes and tribal organizations to reduce violence and substance use by preventing children’s trauma from exposure to violence or substance use and supporting infants, children, and youth, and their families, who have been harmed by violence, trauma, or substance
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			<p>use to heal, with approved activities ranging from building public awareness and education on trauma and adversity, to providing training, tools, and resources to develop skills and build capacity to address trauma and adversity, to supporting community collaborates to coordinate efforts in service of preventing and mitigating the impact of trauma on children, families, schools, and communities</p> <p>H.R. 4541: https://www.congress.gov/bill/118th-congress/house-bill/4541/all-info S. 1426: https://www.congress.gov/bill/118th-congress/senate-bill/1426</p>
United States (Federal)	House Bill 4632 & Senate Bill 2298 H.R. 4632 & S. 2298	Pending (House Judiciary, 7/13/2023; Senate Judiciary, 7/13/2023)	<p>This measure would establish the Adverse Childhood Experiences Response Team (ACERT) grant program. As introduced in prior legislative sessions, this bill would require the Dept. of Justice to collaborate with the Dept. of Health and Human Services to award grants for states, tribal nations, localities, and community-based organizations to establish response teams to ACEs associated with exposure to trauma.</p> <p>Notably, in outlining the use of funds to create the Team, the bill includes:</p> <ul style="list-style-type: none"> • establishing protocols to follow when encountering a child or youth exposed to trauma to facilitate access to services • developing referral partnership agreements with behavioral health providers, substance treatment facilities, and recovery services for family members of children exposed to trauma • integrating law enforcement, mental health, and crisis services to respond to situations where children have been exposed to trauma • implementing comprehensive programs and practices to support children exposed to trauma • identifying barriers for children to access trauma-informed care in their communities • providing training in trauma-informed care to emergency response providers, victim service providers, child protective service professionals, educational institutions, and other community partners • supporting cross-system planning and collaboration among officers and employees who work in law enforcement, court systems, child welfare services, correctional reentry programs, emergency medical services, health care services, public health, and substance abuse treatment and recovery support

			<ul style="list-style-type: none"> providing technical assistance to communities, organizations, and public agencies on how to prevent and mitigate the impact of exposure to trauma and violence <p>H.R. 4632: https://www.congress.gov/bill/118th-congress/house-bill/4632/all-info S. 2298: https://www.congress.gov/bill/118th-congress/senate-bill/2298/all-info</p>
United States (Federal)	House Bill 4954 H.R. 4954	Pending (House Border Security and Enforcement, 7/27/2023)	<p>“Immigrants’ Mental Health Act of 2023” – This measure seeks to expand and improve access to trauma-informed mental health interventions for newly arriving-immigrants at the border, and also to alleviate the stress of and provide education for border agents.</p> <p>The training curriculum outlined in the bill for all U.S. Customs and Border Protection agents and officers must provide for crisis intervention using a trauma-informed approach, along with providing mental health screenings for immigrants and refugees arriving at the border in their preferred language or with appropriate language assistance. The bill outlines several best hopes for the workforce training piece, including helping agents and officers “better manage their own stress and the stress of their coworkers” and “be more aware of the psychological pressures experienced during their jobs.”</p> <p>The mental/behavioral health expert assigned to evaluate the mental health needs of immigrants, refugees, border patrol agents, and staff must be bilingual, have expertise in child or adolescent mental health or family mental health, and well-versed in culturally appropriate, trauma-informed interventions.</p> <p>https://www.congress.gov/bill/118th-congress/house-bill/4954/all-info</p>
United States (Federal)	House Bill 4975 H.R. 4975	Pending (House Judiciary, 7/27/2023)	<p>“Eliminating Debtor’s Prison for Kids Act of 2023” –This measure would establish a grant to provide mental and behavioral health services and diversion programs to younger people who are at-risk of system involvement, and also to implement pre-and post-adjudication diversion programs to prevent system involvement.</p> <p>Through these grants, the bill incentivizes states to eliminate the practice of imposing and collecting fees and fines from younger people who become involved in the juvenile or adult legal system, hence the name of the bill.</p>

			<p>The bill defines “trauma-informed” as that added to existing law, or “understanding the impact that exposure to violence and trauma have on a youth's physical, psychological, and psychosocial development; recognizing when a youth has been exposed to violence and trauma and is in need of help to recover from the adverse impacts of trauma; and responding in ways that resist re-traumatization.”</p> <p>https://www.congress.gov/bill/118th-congress/house-bill/4975/all-info</p>
United States (Federal)	<p>House Bill 5003 & Senate Bill 2638</p> <p>H.R. 5003 & S. 2638</p>	<p>Pending</p> <p>(House Judiciary, 7/27/2023)</p>	<p>“Break the Cycle of Violence Act” – This measure seeks to build safer, thriving communities, as well as save lives, by investing in community-based violence reduction initiatives.</p> <p>The bill supports the need for this change by presenting findings including:</p> <ul style="list-style-type: none"> • Community violence is a significant nationwide concern, causing death, injury, and trauma, disrupting employment, and hindering social and economic development <ul style="list-style-type: none"> ○ The bill recognizes that gun violence is the leading cause of death for America's youth • From 2010 to 2021, over 233,000 people were murdered in the U.S., with many more suffering life-changing injuries from violent assaults • In 2020, the U.S. experienced a record spike in homicides, with 80% of all homicides committed with a gun as of 2021 • Safety disparities are connected to social and structural determinants, disproportionately affecting communities harmed by discrimination, segregation, and poverty, with people of color, especially young Black and Brown individuals, being disproportionately impacted • Significant disproportionalities such as: Black boys and men, though less than 7% of the population, account for over 50% of all gun homicide victims annually, with violence being a leading cause of death in this demographic • Gun violence costs \$557 billion annually and has severe human, social, and economic consequences, contributing to poor health outcomes, including PTSD, chronic illness, anxiety, depression, and substance use/misuse • Emphasizes community-based strategies, including community outreach programs, hospital-based violence intervention programs, group violence interventions, violence interruption and crisis management, and access to job training

			<ul style="list-style-type: none"> ○ Asserts the research indicating that such programs have shown success in reducing violence without contributing to mass incarceration ○ Emphasizes that access to job training, apprenticeship, and digital literacy programs also effectively reduce community violence, as evidenced by a 43% drop in violent-crime arrests in a youth job program cited in the text • Highlights the importance of providing individualized services such as housing support, financial assistance, reentry services, legal aid, therapeutic services, and skill-building opportunities based on needs to support survivors and individuals at high risk • Acknowledges that the past year disproportionately impacted youth unemployment, emphasizing the need for digital and technical skills for future employment • Concludes that intentional and sustained investments in community-based violence reduction strategies can reverse homicide increases, heal communities, and reduce the human and economic costs without contributing to mass incarceration <p>Those that receive grant funds for their culturally-competent, community-based violence intervention services must use strategies that:</p> <ul style="list-style-type: none"> • Are evidence-informed and have demonstrated promise at reducing community violence without contributing to mass incarceration • Utilize trauma-responsive care and interrupt cycles of violence • Expand economic opportunity through new jobs, educational opportunities, or training programs • Are primarily focused on individuals at high risk of being victimized by, or engaging in, community violence <p>Additionally, applicants for grants must, among other requirements, demonstrate with evidence that the proposed community violence intervention initiative would likely reduce community violence or address the trauma and collateral consequences for individuals at high risk of being victimized by, or engaging in, community violence.</p> <p>H.R. 5003: https://www.congress.gov/bill/118th-congress/house-bill/5003/all-info S. 2638: https://www.congress.gov/bill/118th-congress/senate-bill/2638</p>
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United States (Federal)	House Bill 5413 H.R. 5413	Pending (Education and the Workforce, 9/12/2023)	<p>“Prevent Youth Suicide Act” – This measure would require the Secretary of Education to issue a rule requiring schools to implement protocols for suicide prevention, postvention, and trauma-informed care.</p> <p>Among other provisions, the bill explicitly addresses the significance of the changes proposed being aligned with a trauma-informed approach, stating: “The adoption of a trauma-informed approach in policies and practices to create a safe and supportive environment for all students, which shall include the provision of biennial trauma-sensitive training for school staff to help such staff understand the potential impact of trauma on students and to promote appropriate responses.”</p> <p>The bill defines “trauma-informed care” as “an approach based on an understanding of the vulnerabilities and triggers of individuals who have experienced trauma, recognize the role trauma has played in the lives of those individuals, recognize the presence of trauma symptoms and their onset, are supportive of trauma recovery, and avoid further traumatization.”</p> <p>https://www.congress.gov/bill/118th-congress/house-bill/5413/text</p>
United States (Federal)	House Bill 6202 & Senate Bill 3214 H.R. 6202 & S. 3214	Pending (House Judiciary, 11/2/2023)	<p>“Counseling Not Criminalization in Schools Act” – This measure would prohibit the use of federal funds for law enforcement officers in schools, and would create a grant program to replace law enforcement officers in schools with “personnel and services that support mental health and trauma-informed services.”</p> <p>Such grants are intended to support schools in providing training for (or hiring) staff that could advance reforming school safety and disciplinary policies to reflect evidence-based, trauma-informed practices that do not rely on the criminal justice system.</p> <p>The bill notably outlines parameters for required and permitted uses of funds, stating that “a local educational agency receiving funds under this section shall use such grant funds to hire or train school counselors, school psychologists, nurses, or social workers, community health workers and trauma-informed personnel, dedicated staff specifically trained in de-escalation and violence interruption practices, staff trained in anti-bias practices, doctoral level specialists in behavior planning and intervention, or other specialists or individuals with expertise in school climate and behavior.”</p>

			<p>Permitted grant uses include:</p> <ul style="list-style-type: none"> • Implementing schoolwide positive behavioral interventions and supports, restorative justice programs and interventions, mediators, social and emotional learning programs, or other evidence-based trauma-informed services • Providing professional development to school personnel (teachers, mental health professionals, staff, etc.) that: <ul style="list-style-type: none"> ○ Fosters safe, inclusive, and stable learning environments that support the social, emotional, mental, and academic well-being of students and prevent and mitigate the effects of trauma, including through social and emotional learning ○ Improves school capacity to identify, refer, and provide services to students in need of trauma support services; ○ Reflects the best practices for trauma-informed identification, referral, and support developed by the Interagency Task Force on TIC ○ reduces the number of students with disabilities experiencing school discipline for their disability-related behavior through specific training on the identification, development, and implementation of Behavior Intervention Plans ○ reduces the number of Black, Latino, Native American, and LGBTQIA2S+ students who are disciplined for minor, age-appropriate behaviors that should be addressed through evidence-based, trauma-informed services and support <p>The bill defines “trauma-informed services” as a service delivery approach which:</p> <ul style="list-style-type: none"> • recognizes and responds to the impacts of trauma with evidence-based supports and intervention • emphasizes physical, psychological, and emotional safety for both providers of services and survivors of trauma • creates opportunities for survivors of trauma to rebuild a sense of healing and empowerment <p>H.R. 6202: https://www.congress.gov/bill/118th-congress/house-bill/6202/all-info S. 3214: https://www.congress.gov/bill/118th-congress/senate-bill/3214/all-info</p>
United States (Federal)	House Bill 6342 &	Pending	<p>“Finding Alternatives to Mass Incarceration: Lives Improved by Ending Separation (FAMILIES) Act” – This measure seeks to divert certain parents of minor children,</p>

	Senate Bill 3272 H.R. 6341 & S. 3272	(House Judiciary, 11/9/2023;)	<p>expectant parents, and other caregivers from incarceration and into comprehensive programs providing resources, services, and training to those individuals and their families.</p> <p>Among other provisions is a training requirement for judges on how to implement the FAMILIES program, which must include training on:</p> <ul style="list-style-type: none"> • trauma-informed decision making • child development, family dynamics, and the effects of parental separation • domestic violence • child abuse and neglect • substance abuse and addiction • mental health • cultural competence • examining bias <p>The bill defines “trauma-informed decision-making” as “decision-making that is:</p> <ul style="list-style-type: none"> • informed by an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma • in accordance with recognized principles of a trauma-informed approach and trauma-specific interventions to address the consequences of trauma and facilitate healing” <p>H.R. 6341: https://www.congress.gov/bill/118th-congress/house-bill/6341/all-info S. 3272: https://www.congress.gov/bill/118th-congress/senate-bill/3272/all-info</p>
United States (Federal)	Senate Bill 1072 S. 1072	Pending (Health, Education, Labor, and Pensions, 3/30/2023)	<p>“Promoting Responsible Emergency Protocols (PREP) for All Students Act” – This measure would establish the Council on Emergency Response Protocols to “ensure the establishment of accessible, developmentally appropriate, culturally aware, and trauma-informed emergency response protocols in public schools, early child care and education settings, and institutions of higher education.”</p> <p>Among other duties, the Council would provide guidelines for states, early child care and education settings, local educational agencies, and institutions of higher education to use in developing and implementing emergency response protocols (e.g., gun violence response and prevention protocols, natural disaster preparedness procedures, and fire drills) that are inclusive and accessible.</p>

			<p>The measure cites statistics demonstrating the lack of accessible, developmentally appropriate, culturally aware, and trauma-informed emergency response protocols for children and youth in public schools, early child care and education settings, and institutions of higher education as a significant issue. The bill also asserts that “little has been done to integrate specific populations, such as children and youth at various developmental stages or children and youth with disabilities, into emergency preparedness planning” and proposes that this must be a priority, particularly in response to human-made and natural disasters and emergencies and gun violence.</p> <p>The bill notes that emergency preparation drills and actual lockdowns can create trauma for children, younger people, employees, and others, and cites that “traumatic events have a long-lasting and profound sensory impact on young children, as birth to age 5 is a critical developmental age” and that “unlike older children, young children cannot express in words whether they feel afraid, overwhelmed, or helpless, and may have difficulty regulating their behavior and emotions after experiencing trauma.”</p> <p>The measure asserts the increasing need to establish “accessible, developmentally appropriate, culturally aware, and trauma-informed emergency response protocols” in schools and institutions of higher education.</p> <p>The bill defines “trauma-informed” when used with respect to an emergency response protocol as one that:</p> <ul style="list-style-type: none"> • recognizes the prevalence of trauma and the role that trauma plays in the lives of children, youth, and survivors of trauma • considers the physical, psychological, and emotional well-being of individuals during and after an emergency event • takes an approach that actively combats the traumatization or retraumatization of children, youth, and survivors of trauma <p>https://www.congress.gov/bill/118th-congress/senate-bill/1072/all-info</p>
United States (Federal)	Senate Bill 1884 S. 1884	Pending (Senate Health, Education Labor,	<p>“Mental Health Services for Students Act of 2023” – This measure would give authority for SAMHSA’s Project AWARE (Advancing Wellness and Resiliency in Education) to extend access to school-based comprehensive mental health programming. Specifically, the bill provides for:</p>

		and Pensions, 6/8/2023)	<ul style="list-style-type: none"> • comprehensive staff development for school and community service personnel working in public schools • comprehensive training to improve health and academic outcomes for children with, or at-risk for, mental health challenges, for parents or guardians, siblings, and other family members of such children, and for concerned members of the community • comprehensive, universal, evidence-based screening to identify children and adolescents with potential mental health disorders or unmet emotional health needs • collaboration through cultivation and sustainment of formal working relationships between health, human service, and educational entities that support the mental and emotional health of children and adolescents in the school setting • comprehensive training for parents or guardians, siblings, other family members, and concerned members of the community on behalf of children and adolescents experiencing mental health trauma, disorder, or disability <p>The bill aligns itself with the values of a trauma-informed approach in its community- and mutuality-based approach, and it takes steps to reduce re-traumatization in school settings.</p> <p>The bill sets forth that programming must be “linguistically appropriate, trauma-informed, and developmentally-appropriate” as well as anchored in positive behavioral interventions and supports. The bill also incorporates providing assistance to and working in partnership with local communities in the development of policies to address trauma, mental health, and violence.</p> <p>The bill also provides the details for in-service training all school personnel (including “ancillary staff” and volunteers) must take:</p> <ul style="list-style-type: none"> • the techniques and supports needed to promote early identification of children with trauma histories, children who are grieving, and children with a mental health disorder or at risk of developing a mental health disorder, or who are at risk of suicide • the use of referral mechanisms that effectively link such children to appropriate prevention, treatment, and intervention services in the school and in the community and to follow-up when services are not available
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United States (Federal)	Senate Bill 3085 S. 3085	Pending (Senate Health, Education, Labor, and Pensions, 10/19/2023)	<p>This measure seeks to carry out programs to prevent ACEs as well as those that specifically promote Positive Childhood Experiences (sometimes referred to as “PACEs”). The bill also tasks the Secretary of Health and Human Services to conduct studies, evaluations, and research to address ACEs and promote PACEs.</p> <p>Recipients of grants for the programming would be able to carry out activities including:</p> <ul style="list-style-type: none"> • data-driven, comprehensive, evidence-based ACEs prevention strategies and approaches • activities that leverage multi-sector partnerships and resources to collaborate, coordinate, and implement ACEs prevention activities.

			<ul style="list-style-type: none"> activities to improve quality and consistency of data collection and analysis regarding the prevention of ACEs and the promotion of PACEs, and use of such data to inform the implementation of prevention strategies Highly anchored in the trauma-informed principles: “promoting collaborations to focus on the complex and changing nature of the overdose and mental health crises and their reciprocal impact on the prevalence of adverse childhood experiences as urgent, related, and preventable public health challenges that require an interdisciplinary, comprehensive, and cohesive public health approach that addresses such interrelated risks both as adverse childhood experiences and contributors to future health risk behaviors” <p>In addition to research generally needing to address and prevent ACEs while promoting PACEs and resiliency, the bill also anchors the trauma-informed value of Cultural, Gender, and Historical issues in its text reading: “address adverse childhood experiences, including consideration of the impact of historical trauma in communities disproportionately impacted, as identified by the Secretary, such as American Indians and Alaska Natives and the intersections between historical trauma and adverse childhood experiences”</p> <p>The bill defines ACEs as “preventable, potentially traumatic events that occur in childhood” and states that they include:</p> <ul style="list-style-type: none"> “experiencing violence, abuse, or neglect witnessing violence in the home or community having a family member attempt or die by suicide aspects of a child’s environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household where a parent or caregiver struggles with substance use, mental health challenges, or instability due to parental separation or household members being in jail or prison” <p>The bill defines PACEs as: “experiences in a child’s home or community and can create or enhance safe, stable, nurturing relationships and environments, and include positive interpersonal experiences with family and friends, and early care settings, schools, and community such as positive parenting and discipline methods, mentoring, and trauma-informed care approaches”</p>
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United States (Federal)	<p>Senate Bill 3106</p> <p>S. 3106</p>	<p>Pending</p> <p>(Senate Health Labor, Education, and Pensions, 10/24/2023)</p>	<p>“SUPPORT for Patients and Communities Reauthorization Act of 2023” – This measure includes several provisions that would:</p> <ul style="list-style-type: none"> • Reauthorize expiring programs that support prevention, treatment and recovery <ul style="list-style-type: none"> ○ e.g., residential treatment programs for pregnant and postpartum people, training for first responders, resources for individuals in recovery re-entering the workforce, and programs to support mental health for children and younger people • Re-authorize the Interagency Task Force on TIC so they may continue to engage in their important work • Ensure access to treatment for patients with treatment-resistant depression • Issue a special registration process for practitioners to prescribe controlled substances via telemedicine, increasing accessibility • Direct the FDA to conduct a review of at-home drug disposal standards and systems to allow people to more effectively dispose of unused drugs to prevent overdose deaths • Require a report from the Dept. of Labor on the 25-year implementation of mental health parity laws • Provide guidance to states on how to treat people with significant mental health challenges <p>Within this bill is also a reauthorization to extend the time the task force to develop best practices for trauma-informed identification, referral, and support.</p> <p>https://www.congress.gov/bill/118th-congress/senate-bill/3106/all-info</p>

Section II: Trauma-Informed Resolutions Considered in 2023

State/Federal	Measure #	Status	Summary of Trauma-Informed Content
California	Assembly Concurrent Resolution 2 ACR-2	Adopted 2/14/2023	<p>“Maternal Health Awareness Day” - This measure seeks to proclaim January 23rd 2023 as Maternal Health Awareness Day in the state.</p> <p>Among the acknowledgments made in the resolution, the Legislature signals its support for California’s “efforts to improve the coordination of care between obstetrics and psychiatry regarding mental health treatment, as needed, and to continue advancements for improved screening for mental health conditions during and after pregnancy, as well as screening for substance use, ACEs, medical diagnoses, including infectious disease, and intimate partner violence.”</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240ACR2</p>
California	Assembly Concurrent Resolution 4 ACR-4	Adopted 5/3/2023	<p>“Positive Parenting Awareness Month” – this measure seeks to proclaim the month of January 2023 as Positive Parenting Awareness Month in the state.</p> <p>Among the acknowledgments made in the resolution is the placement of significant emphasis on positive parenting as a protective factor “that strengthens family relationships, increases parents’ confidence, and drives children’s social, emotional, and relational health and development,” and also calls attention to the fact that everyone inherently has strengths and also feels overwhelmed at times. The resolution connects disparities and inequities, as exacerbated by COVID-19, to ACEs and asserts that parental education is an important prevention tool for ACEs.</p> <p>https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202320240ACR4</p>
California	Senate Concurrent Resolution 65 SCR-65	Adopted 6/20/2023	<p>This measure would designate the month of May 2023 as Foster Youth Awareness Month. Notably, the measure text addresses the importance of prioritizing preserving family connections through policies and practices that are family-focused, community-based, and focused on preservation and reunification. The resolution also notably addresses ACEs and the disproportionate representation of children with trauma histories within the foster system</p> <p>https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SCR65</p>

California	Senate Concurrent Resolution 77 SCR-77	Adopted 7/19/2023	<p>This measure would proclaim June 24, 2023, as Play Day and encourage all Californians to go out and play on that day. Notably, in its provisions, the resolution asserts research that has shown that “sport and play improve mental and physical health, increase cognitive performance, build self-esteem, cultivate leadership skills, and lead to higher academic and career achievement,” adding that “access to sport, play, and movement varies across race and socioeconomic status, and those at greatest risk for poor health and wellness outcomes often have the least access to those opportunities.”</p> <p>The resolution notably defines “the play equity gap” as referring to “the inequitable access to sport, play, and movement because of certain barriers, such as the high cost of youth sports, the lack of facilities or safety in their neighborhoods, a lack of trauma-informed coaches, or exclusion based on disability.”</p> <p>Grounded in principles of environmental justice, the resolution also supports with relevant state statistics about disparities in access to safe play environments.</p> <p>https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202320240SCR77</p>
Delaware	House Concurrent Resolution 1 HCR1	Adopted 1/12/2023	<p>This measure seeks to recognize the month of January 2023 as “Human Trafficking Awareness Month.”</p> <p>Notably, within its text, the resolution states: “While state policymakers have made significant progress in bringing awareness to the issue of human trafficking in Delaware, more needs to be done to prevent human trafficking, identify victims and support them through trauma-informed approaches, and combat the perpetrators of these crimes.”</p> <p>https://legis.delaware.gov/BillDetail?LegislationId=129935</p>
Delaware	Senate Concurrent Resolution 31 SCR31	Adopted 4/26/2023	<p>This measure would recognize April 23-29, 2023 as “Crime Victims’ Rights Week.”</p> <p>Notably, within its text, this resolution states: “crime can leave a lasting impact on any person, regardless of age, national origin, race, creed, religion, gender, sexual orientation, immigration, or economic status,” that, “the term ‘victim’ is more than just a label and has legal standing and protections that go along with it,” that the designation of Crime Victims’ Rights Week “provides an opportunity to recommit to ensuring that accessible, appropriate, and trauma-informed services are offered to</p>

			<p>all victims of crime,” and that the state is “dedicated to helping crime survivors find their justice by enforcing victims’ rights, expanding access to services, and ensuring equity and inclusion for all.”</p> <p>https://legis.delaware.gov/BillDetail?LegislationId=130161</p>
Georgia	<p>House Resolution 615 & Senate Resolution 416</p> <p>HR615 & SR416</p>	<p><u>Adopted</u></p> <p>3/29/2023</p>	<p>This measure would recognize March 23rd as “Reach Out and Read Day” in the state. For context, Reach Out and Read is an early literacy intervention involving caretakers and children reading together as a daily activity. Notably, within the text of the resolution, this intervention is acknowledged as a positive emotional bonding experience that has been demonstrated to help mitigate the impacts of ACEs.</p> <p>HR615: https://www.legis.ga.gov/legislation/65637 SR416: https://www.legis.ga.gov/legislation/65696</p>
Hawaii	<p>House Concurrent Resolution 130, House Resolution 131, Senate Concurrent Resolution 88, & Senate Resolution 79</p> <p>HCR130, HR131, SCR 88, & SR79</p>	<p><u>Adopted</u></p> <p>5/22/2023</p>	<p>These measures all request that the Office of Wellness And Resilience establish a working group to identify, design, and recommend transformative changes to the state’s child welfare system. Notably, these resolutions acknowledge disparities and disproportionalities in the child welfare system, and indicates that the establishment of this working group is aligned with the purpose of the Office of Wellness and Resilience, which it states is to “address the various barriers that impact the physical, social, and emotional well-being of all people in the state by building wellness and resilience through trauma-informed, strength-based strategies, and support agencies in their individual efforts to address trauma-informed care and move toward a collaborative, shared purpose of collective system reform.”</p> <p>HCR130: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HCR&billnumber=130&year=2023 HR131: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HR&billnumber=131 SCR88: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SCR&billnumber=88&year=2023 SR79: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=SR&billnumber=79&year=2023</p>
Illinois	<p>House Resolution 37, House Resolution</p>	<p><u>Adopted</u></p> <p>5/19/2023</p>	<p>This measure supports home visiting and early intervention programs as an essential component of the state’s multifaceted approach to addressing opioid use. Notably, the resolution affirms that strengthening services services that address and prevent harm related to opioid use are a top priority for the state.</p>

	86, & Senate Resolution 36 HR0037, HR0086, & SR0036		<p>Notably, the resolution justifies addressing ACEs and directly labels parental substance use disorder as an ACE, and grounds acknowledgments in the research stating that children experiencing ACEs are more likely than their peers to grow up to use drugs as well as to experience mental and physical health challenges.</p> <p>HR0037: https://www.ilga.gov/legislation/BillStatus.asp?DocNum=37&GAID=17&DocTypeID=HR&SessionID=112&GA=103 HR0086: https://www.ilga.gov/legislation/BillStatus.asp?DocNum=86&GAID=17&DocTypeID=HR&SessionID=112&GA=103 SR0036: https://www.ilga.gov/legislation/BillStatus.asp?DocNum=36&GAID=17&DocTypeID=SR&SessionID=112&GA=103</p>
Louisiana	House Resolution 46 HR46	<u>Adopted</u> (4/20/2023)	<p>This measure would recognize April 23 – 29 as National Crime Victims’ Rights Week. Among the proclamations within the resolution includes a reference to the importance of cultivating community trust through “sustained, deep-rooted, and coordinated outreach” and utilizing the designation of National Crime Victims’ Rights Week as “an opportunity to recommit to ensuring that accessible, appropriate, and trauma-informed services are offered to all victims of crime.”</p> <p>https://www.legis.la.gov/legis/BillInfo.aspx?s=23rs&b=HR46&sbi=y</p>
Mississippi	House Concurrent Resolution 47 HC47	<u>Adopted</u> (3/27/2023)	<p>This measure would recognize April 20 as ACEs Trauma Awareness Day. Notably, the resolution’s text asserts the significance of a symposium held this year, stating that: “this year’s theme is ‘The Movement to Build Positive Childhood, Adult, and Community Experiences: Preventing and Mitigating Environmental Trauma and ACEs,’ which will focus on environmental and political determinants of health that cause intergenerational trauma,” and also promote a focus on building on protective factors to “create thriving communities and eliminate disparities impacting children, youth, and families.” The resolution also asserts a commitment of the Essie B. & William Earl Glenn Foundation, who is the host of the symposium, in taking action to enliven its mission “to create resilient, sustainable, trauma-informed communities where children, youth, and families have opportunities and support systems necessary to thrive.”</p> <p>http://billstatus.ls.state.ms.us/2023/pdf/history/HC/HC0047.xml</p>
Montana	Senate Joint Resolution 6	<u>Adopted</u> (4/21/2023)	<p>This measure would recognize the trauma inflicted upon the American Indian community pertaining to the Indian boarding school experience, and invites the country to designate a national day of remembrance. The resolution acknowledges the ways that AI/AN populations endure intergenerational trauma</p>

	SJ6		<p>resulting from “losing connection to family, culture, language, religion, and heritage” as well as direct trauma and grief.</p> <p>https://laws.leg.mt.gov/legprd/LAW0210W\$BSIV.ActionQuery?P_BILL_NO1=6&P_BLTP_BILL_TYP_CD=SJ&Z_ACTION=Find&P_SESS=20231</p>
New Jersey	<p>Assembly Concurrent Resolution 93 & Senate Concurrent Resolution 51</p> <p>ACR93 & SCR51</p>	<p>Pending</p> <p>(Assembly Women and Children, 2/7/2022; Senate Health, Human Services, and Senior Citizens, 1/31/2022)</p>	<p>This measure urges Governor to develop strategies reducing children's exposure to adverse childhood experiences, including extensive references to the seminal ACEs research and the possible consequences of enduring trauma, adversity, and toxic stress along one's life course. The measure “respectfully urges” the Governor to develop strategies to reduce children's exposure to adverse childhood experiences, address the impact of such experiences on a child's brain and body, and invest in preventive health care and other educational, social, and mental health interventions that will positively affect the lives of New Jersey's children and their families</p> <p>This is carried over from 2020 (SCR106 & ACR143)</p> <p>ACR93: https://www.njleg.state.nj.us/bill-search/2022/ACR93 SCR51: https://www.njleg.state.nj.us/bill-search/2022/SCR51</p>
New Jersey	<p>Assembly Joint Resolution 180 & Senate Joint Resolution 95</p> <p>AJR180 & SCJ95</p>	<p>Pending</p> <p>(Assembly Health, 9/22/2022; Senate Health, Human Services, and Senior Citizens, 9/22/2022)</p>	<p>This measure would designate May of each year as "Children's Mental Health and Trauma Awareness Month." The resolution contains extensive language around the nature and impacts of trauma and ACEs, as well as the shortcomings of the service and support systems in the state. The resolution states that “by annually honoring Children's Mental Health and Trauma Awareness Month, the State of New Jersey will recognize that caring for every child's mental health and mitigating the effects of ACEs reinforces the idea that positive mental health is essential to a child's healthy development.”</p> <p>AJR180: https://www.njleg.state.nj.us/bill-search/2022/AJR180 SJR95: https://www.njleg.state.nj.us/bill-search/2022/SJR95</p>
New York	<p>Assembly Resolution 297 & Senate Resolution 706</p>	<p>Adopted (4/19/2023)</p>	<p>This resolution would proclaim April 30, 2023 as Adverse Childhood Experiences Awareness Day in the State of New York. The resolution describes many aspects of ACEs, toxic stress, and trauma, and relates these experiences to individual and collective challenges to wellbeing.</p> <p>Notably, the text reads: “Identifying ACEs is only the first step, and raising the awareness of the public, policymakers, and those who regularly come into contact with children is</p>

	2023-K297 & 2023-J706		<p>vital in order to put into place systems that preempt these challenges and improve outcomes for these children and their parents.”</p> <p>The text also takes a prevention lens, stating: “It is vital to understand that ACEs are preventable, and that for those already impacted by ACEs, it is essential to help build resilience, which is defined as adaptation in the face of adversity, trauma, tragedy, threats, or stress,” and discusses the power of protective factors to strengthen resiliency.</p> <p>The resolution also states that, despite ACEs increasingly being understood to constitute a public health crisis, the response is “woefully inadequate.”</p> <p>2023-K297: https://www.nysenate.gov/legislation/bills/2023/K297 2023-J706: https://www.nysenate.gov/legislation/bills/2023/J706</p>
New York	Assembly Resolution 432 & Senate Resolution 764 2023-K432 & 2023-J764	Adopted (4/25/2023)	<p>This resolution would proclaim May 2023 as Trauma-Informed Care Month in the State of New York. The resolution extensively acknowledges the nature and impact of trauma and ACEs, asserting evidence and data. The measure also notably highlights that “TIC is not a therapy or an intervention, but a principle-based, culture-change process aimed at recognizing strengths and resiliency, as well as helping people who have experienced trauma to overcome those issues in order to lead healthy and positive lives” and asserts the value of trauma-informed approaches in workplaces, communities, and programs.</p> <p>The resolution suggests that the state recognizing May as the trauma-informed awareness month “will help to deepen the understanding of the nature and impact of trauma, the importance of prevention, the impact that ACEs can have on brain development, and the benefits of trauma-informed care.”</p> <p>The text also takes a prevention lens, stating: “It is vital to understand that ACEs are preventable, and that for those already impacted by ACEs, it is essential to help build resilience, which is defined as adaptation in the face of adversity, trauma, tragedy, threats, or stress,” and discusses the power of protective factors to strengthen resiliency.</p> <p>The resolution also states that, despite ACEs increasingly being understood to constitute a public health crisis, the response is “woefully inadequate.”</p> <p>2023-K432: https://www.nysenate.gov/legislation/bills/2023/K432 2023-J764: https://www.nysenate.gov/legislation/bills/2023/J764</p>
New York	Assembly Resolution 580	Adopted (5/31/2023)	<p>This measure would proclaim September 2023 as Kinship Care Month in NY State. The resolution’s text speaks to how children in kinship care often have been exposed to trauma/adversity, and proclaims that kinship care can help ensure safety, promote</p>

	2023-K580		<p>wellbeing, and support thriving in children and younger people who have been impacted by such experiences. The resolution lifts up the ways that kinship care can help children and younger people remain connected to their culture and communities, and goes on to indicate the value of providers and systems partnering to work toward utilizing kinship care more frequently.</p> <p>https://www.nysenate.gov/legislation/bills/2023/K580</p>
Pennsylvania	<p>House Resolution 115</p> <p>HR115</p>	<p><u>Adopted</u></p> <p>5/22/2023</p>	<p>This measure would designate May 25th as "Trauma and Mental Health Awareness Day" in Pennsylvania.</p> <p>Notably, the resolution's text defines trauma as "an emotional response to a distressing event or situation that breaks an individual's sense of security and impacts the individual mentally or physically, or both."</p> <p>Further, the resolution's text also defines what "being trauma-informed" means, stating that, "Being trauma-informed means that we acknowledge the presence of trauma and the role that it can play throughout someone's life after past traumatic experiences."</p> <p>The resolution refers to the ACE study and the outcomes people with lived experience have higher vulnerability to experiencing as compared to those who did not experience developmental adversity.</p> <p>The text acknowledges that: "By recognizing a day for trauma and mental health awareness, we embrace values that will make us sensitive to how traumatic experiences impact an individual's overall well-being and society as a whole, and we can ensure that those who have had traumatic experiences receive proper supports and services to become successful members of society."</p> <p>The resolution concludes by resolving that individuals and leaders, including those in government, are called upon to adhere to SAMHSA's 4 Rs in all that they do.</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?year=2023&sind=0&body=H&type=R&bn=115</p>
Pennsylvania	<p>Senate Resolution 41</p> <p>SR41</p>	<p>Pending</p> <p>(Senate Rules and Executive Nominations,</p>	<p>This measure would designate the third week of May in 2023 as "Victim Services Staff Appreciation Week" in Pennsylvania.</p> <p>Notably, the resolution acknowledges that "dedicated victim advocates [throughout the state] provide trauma-informed compassionate support and a continuum of</p>

		3/14/2023)	<p>care for victims and their families... [and] promote hope and healing.”</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syear=2023&sind=0&body=S&type=R&bn=41</p>
Pennsylvania	Senate Resolution 102 SR102	Pending (Senate Rules and Executive Nominations, 4/25/2023)	<p>This measure designates the month of May 2023 as "Trauma Awareness Month," and also designates May 25, 2023, as "Trauma Awareness Day" in Pennsylvania.</p> <p>The resolution defines “trauma” as “the response that an individual has to a deeply disturbing or stressful event that affects the individual's ability to recover and impacts the individual mentally or physically, or both,” and defines being trauma-informed as, “recognizing the presence of trauma, which results from past traumatic experiences, and the role that trauma plays throughout someone's life.”</p> <p>Notably, the resolution expands the trauma-informed framework to the organizational context, including that, “On an organizational level, being trauma-informed changes organizational culture to emphasize respecting and responding to the effects of trauma at all levels in people's lives, including experiences or trauma that affects their identity, relationships with others and their world view.”</p> <p>The resolution attends to cultural, gender, and historical issues, stating that, “Healing in all policies is necessary, but community healing will only occur when we acknowledge the historical harms done to individuals.”</p> <p>The measure also takes a NEAR-based frame, stating, “The effects of traumatic exposures on humans are detailed in research over the last two decades from the evolving sciences of neuroscience, molecular biology, public health, genomics and epigenetics.”</p> <p>The resolution anchors in and refers to research connecting the micro-, mezzo-, and macro-level impacts of trauma, including on individuals as well as on collectives and communities.</p> <p>The resolution also delves into Pennsylvania's goals to become trauma-informed and healing-centered, calling upon all members of the state to build awareness and for all leaders, including the government, to recognize that trauma exists and has widespread effects, must recognize the signs and symptoms of trauma and must respond proactively and resist re-traumatization.</p>

			https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syar=2023&sind=0&body=S&type=R&bn=102
Pennsylvania	Senate Resolution 196 SR196	Pending (Senate Judiciary, 11/9/2023)	<p>This measure directs the state's Commission on Sentencing to conduct a thorough and comprehensive study on the effects that post-traumatic stress disorder or injury, military sexual trauma, and traumatic brain injury have on service members, veterans, and their families who are directly and/or indirectly involved/implicated. The resolution speaks to the challenges experienced among returning veterans, including system-involvement, as well as the need for access to mental health services and peer support programs. The resolution also states a need for criminal justice professionals and reentry programs to have trauma-informed trainings.</p> <p>https://www.legis.state.pa.us/cfdocs/billinfo/bill_history.cfm?syar=2023&sind=0&body=S&type=R&bn=196</p>
Rhode Island	House Resolution 6422 H 6422	Adopted 6/12/2023	<p>This measure would create a commission to evaluate and provide recommendations on mandated school safety protocols, who would be tasked with creating a report which would be used to inform future action. The resolution discusses the uptick in "swatting" in schools ("Swatting can result in sending a police or emergency service response team to a school, and can result in a lockdown event") and indicates that school-related gun issues relate to broader systemic/institutional issues regarding gun violence in the US. The measure mentions that swatting events themselves can be traumatic and acknowledges that staff and students may struggle to return to a normal routine after such incidents. The commission would be tasked with exploring topics such as active shooter and lockdown drills, parental/student notice of drills, and other such topics. Notably, the resolution invites the commission to explore, among other questions, "Should schools couple drills, as well as lock down events, with trauma-informed approaches to address students' wellbeing both during the drills, and over a sustained period and if so, how can that approach be implemented," as well as, "Are there any additional steps that school administrators can take to minimize trauma around all the drills as well as any lockdown events."</p> <p>https://webserver.rilegislature.gov/BillText/BillText23/HouseText23/H6422.pdf</p>
South Carolina	House Resolution 4265	Adopted 4/5/2023	<p>This resolution would recognize the week of April 11 through April 17 as Black Maternal Health Week in the state, with the intent described as "bringing statewide attention to the maternal health crisis in the Black community and to the importance of reducing mortality and morbidity among Black birthing people."</p>

	HR4265		<p>This measure’s language aligns with the Historical, Cultural, and Gender Issues value of a trauma-informed approach given its acknowledgment of birthing and pregnancy being issues relevant beyond a gender binary. Further, the measure anchors in this principle where it also delves into statistics to demonstrate the disproportionalities embedded in the systems of care that fall short for Black pregnant and birthing people. In this vein, in addition to acknowledging the inequitable mortality rates disproportionately impacting Black people of all income, education, and socioeconomic status levels, the measure also acknowledges that “Black birthing people are least likely to have access to mental health screenings, treatment, and support before, during, and after pregnancy” and implores the use of perinatal community-based models that “offer enhanced care and support throughout the pre-pregnancy to postpartum spectrum, including doula and midwifery childbirth services to pregnant people who face barriers to care.”</p> <p>The resolution notably states that: “It is imperative that there be greater equitable access to prevention, early identification, and effective treatment services that are delivered in a culturally and trauma informed care setting to improve Black birthing people's chronic health conditions and maternal health.”</p> <p>The resolution text refers to the National Black Maternal Health Week theme of 2023 as “Our Bodies Belong to Us: Restoring Black Autonomy and Joy” and anchors its own intent in attaining these elements. The measure also acknowledges the importance of raising awareness of the barriers to reproductive justice and equitable health care and wellbeing for BIPOC folx to “improve access to dignified, quality maternal health care across the State, expanding access to doula care services for women publicly and privately insured, and increasing low Medicaid reimbursement rates for maternity care services performed by OBGYNs and midwives must be addressed to eliminate the State's maternity-care deserts to provide life-saving care for moms and a healthier start for babies.”</p> <p>The resolution also mentions the significance of the roles played by Black midwives, perinatal health workers, community-based organizations, and other birth workers, and uplifts the importance of issues that they face in providing care, such as barriers to licensure and reimbursement.</p> <p>https://www.scstatehouse.gov/billsearch.php?billnumbers=4265&session=125&summary=B</p>
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South Dakota	House Concurrent Resolution 6002 HCR 6002	Adopted 1/25/2023	<p>This resolution acknowledges mental health issues proliferating in the state constitute a “public health crisis” and indicate that “mental health is vital to the wellbeing of children in this state.” The resolution’s primary purpose is to call for further research to be conducted “in the area of childhood mental health and the ways in which childhood mental health services can be improved and broadened” across the state.</p> <p>The measure poses concern regarding the uptick in increasing law enforcement interactions with younger people under 10 years old, noting that “children with trauma or adverse childhood experiences have a higher likelihood of entering the juvenile justice system and re-entering the juvenile justice system,” indicating that suicide rates in younger people have also increased significantly in the state. The resolution states that “preventative medicine, early intervention, and family support services are essential in addressing childhood mental health issues” and indicates that “there is a need for mental health services collaboration among state agencies, non-profit groups, and communities to reduce overlapping services and address areas where no services are currently being provided.”</p> <p>https://sdlegislature.gov/Session/Bill/23738</p>
Washington, D.C.	Council Resolution 250058 CER25- 0058	Adopted 4/4/2023	<p>This measure would recognize April 2023 as Child Abuse Prevention Month. The text of the resolution states that “every child has the right to develop and mature in a safe, secure, and supportive environment, free from violence, victimization, and neglect,” and emphasizes “the importance of families and communities working together to prevent child abuse and neglect and promotes the social and emotional well-being of children and families.” The emphasis on collaboration is reaffirmed with the statement that “effective child abuse prevention activities succeed because of partnerships created within communities, human service agencies, schools, faith-based and community organizations, businesses, law enforcement agencies, and families.”</p> <p>The text also notably “research indicates that child abuse and adverse childhood experiences can have long-term psychological, emotional, and physical effects that have lasting consequences for victims of abuse” and calls for “action from everyone” to support protective factors that will prevent child abuse. To this point, the resolution states that raising “we must work together as a community to increase awareness about child abuse and contribute to promote the social and emotional well-being of children and families in a safe, stable, and nurturing environment,” thus strengthening the argument for acknowledging the month as</p>

			<p>Child Abuse Prevention Month.</p> <p>https://lims.dccouncil.gov/Legislation/CER25-0058</p>
United States (Federal)	<p>House Resolution 307 & Senate Resolution 330</p> <p>H.Res. 307 & S.Res. 330</p>	<p><u>Adopted</u></p> <p>9/6/2023</p>	<p>This measure expresses support for the goals and ideals of National Child Abuse Prevention Month.</p> <p>Notably, the text of the resolution anchors in the ACE study and related findings about population health and emphasizes the potential and importance of prevention. The bill also asserts its belief that increasing positive childhood experiences would support prevention. The resolution presents information about how upfront prevention can thwart downstream costs and burden.</p> <p>Of preventing ACEs and promoting positive experiences, the resolution states “we all have a collective responsibility.”</p> <p>The resolution defines ACEs as “traumatic experiences that occur during childhood with lasting effects and include experiences of violence, abuse, or neglect.”</p> <p>Some of the specific aspects of support expressed in the resolution by the Senate and House include:</p> <ul style="list-style-type: none"> • Recognition that child abuse and neglect and child sexual abuse are preventable, and that a healthy and prosperous society depends on strong families and communities • Supports efforts to increase the awareness of, and provide education for, the general public, with respect to preventing child abuse and neglect and building protective factors for families • Supports efforts to help survivors of childhood sexual abuse heal • Supports justice for survivors of childhood sexual abuse • Recognizes the need for prevention, healing, and justice efforts related to childhood abuse and neglect and sexual abuse. <p>H.Res. 307: https://www.congress.gov/bill/118th-congress/house-resolution/307/all-info</p> <p>S.Res. 330: https://www.congress.gov/bill/118th-congress/senate-resolution/330/all-info</p>