



Pathways  
to Resilience



Charting the Path to Healing & Resilience:  
**A National Compendium  
of Trauma-Responsive  
Policies and Programs**

JANUARY 2023



## Introduction

Across the country, policymakers and community leaders are working to create environments that foster health and wellbeing for their residents. As part of this effort, there is growing recognition that experiencing trauma and adversity has an impact on our long-term health and social circumstances.

This compendium summarizes a range of interventions, policies, and programs that states and communities across the country are pursuing to prevent and address adversity and trauma within and across sectors. It is intended to serve as a reference for policymakers and spark ideas about how trauma-responsive principles can be applied across different sectors in service of improving outcomes for individuals and families. Recognizing that every state, locality, tribe, and community has distinct needs based on the population served, geography, and existing resources, examples of what works in any given jurisdiction should be considered in the context of the local setting.

## Overview

This compendium is organized in two sections:

**Section 1: Governance models** that focus on trauma, including:

- Statewide offices and financial investments addressing child well-being, trauma, and/or resilience;
- Children's cabinets, commissions, and councils;
- Task forces; and
- Staff positions specifically focused on child well-being, trauma, and/or resilience.

**Section 2: National, state, and local policies and programs** designed to address trauma and adversity, further refined into the following areas:

- Wide-ranging state policies to develop trauma-informed and trauma-responsive systems;
- Policies or programs aimed at preventing re-traumatization;
- Training and education of child- and family-serving staff;
- Early intervention programs;
- Assessing and screening for adversity and toxic stress;
- Expanding behavioral health supports;



- Community services navigation assistance;
- Mentoring programs; and
- Data collection efforts.

Each policy, program, and intervention included in this compendium includes a brief summary, a list of sector(s) involved, and, when applicable, relevant links. Note that while some of the entries in this compendium fit into more than one category, we have selected the category that is most relevant for each entry. The compendium is not exhaustive in nature and reflects information available as of December 2022.

## Methodology

The policies, programs, and interventions included in this document were identified by the *Pathways to Resilience* team in Summer and Fall 2022 through:

- Desk research of state legislation, executive orders, reports, and case studies; and
- Interviews with state and local agency representatives, researchers, professional associations, community-based organizations, and people with lived experience.

On September 20, 2022, *Pathways to Resilience* hosted a State Policy Roundtable in Denver, Colorado with 35 experts from nearly 20 states. The Roundtable was an opportunity for leaders in health, justice, early childhood, education, and social services to discuss some of the policies, programs, and interventions highlighted in this document and share lessons learned from their own states and experiences. Roundtable participant feedback is included in this compendium.



## Table of Contents

<b>Governance Models</b>	<b>7</b>
<b>Statewide Offices and Funds Focused on Children, Trauma and/or Resilience</b>	<b>7</b>
Colorado - Department of Early Childhood (2022)	7
Hawai'i - Office of Wellness and Resilience (2022)	7
Massachusetts - Center on Child Wellbeing and Trauma	7
Nevada - Fund for Resilient Nevada (2021)	7
New Jersey - Office of Resilience (2020)	8
Pennsylvania - Office of Advocacy and Reform (2019)	8
Tennessee - Commission on Children and Youth (1980)	8
Virginia - Office of Trauma and Resilience Policy (2022)	8
Vermont - Director of Trauma Prevention and Resilience (2019)	8
State Offices of the Child Advocate/Children's Ombudsman Offices	8
<b>Children's Cabinets, Commissions, and Councils</b>	<b>9</b>
Children's Cabinets	9
Maryland Commission on Trauma-Informed Care (2021)	9
Davidson County Tennessee Juvenile Court Foster Resilience Committee	9
<b>Task Forces</b>	<b>9</b>
Hawai'i - Trauma-Informed Care Task Force (2021)	9
Hawai'i - Student Trauma Task Force (2019)	9
Illinois - Task Force on Children of Incarcerated Parents (2019)	10
Maine - Task Force on Guidance for Educators on ACEs (2019)	10
Massachusetts - Childhood Trauma Task Force (2018)	10
New York - Task Force on Trauma-Informed Care for Frontline Workers (2021)	10
New York - Child Poverty Reduction Advisory Council (2021)	10
North Carolina - Chief Justice's Task Force on ACEs-Informed Courts (2021)	10
Oklahoma - Task Force on Trauma-Informed Care (2021)	10
Washington - Social Emotional Learning Committee (2019)	11
Washington - WorkFirst Poverty Reduction Oversight Task Force (2018)	11
West Virginia - ACE Workgroup (2021)	11
Virginia - Trauma-Informed Care Working Group (2020):	11

<b>Trauma-Responsive Policies and Programs</b>	<b>11</b>
<b>Broad-Based State Policies</b>	<b>12</b>
Connecticut - Creating a Trauma-Informed Health Care System (2010)	12
Delaware - Making Delaware a Trauma-Informed State (2018)	12
Illinois - Trauma-Informed Policies (2021)	12
Maryland - Requiring State Units to Implement ACE and Trauma-Informed Care Models (2021)	12
Michigan - Declaring ACEs a Critical Health Issue (2020)	12
Tennessee - Trauma-Informed Discipline Policy (2019)	12
Vermont - Human Services Agency Policy Statement on Trauma-Informed Systems of Care (2017)	13
<b>Preventing Re-traumatization</b>	<b>13</b>
Child Development Community Policing	13
Handle With Care	13
Hawai'i - Program to Support Children of Incarcerated Parents (2022)	13
Hawai'i - Project Kealahou	14
Illinois - Minimizing Sentences for Parents/Caregivers	14
Safe Babies Court Teams	14
Tennessee Second Look Commission	14
Washington - Partnership Model That Facilitates Community Engagement (2021)	14
<b>Training and Education</b>	<b>15</b>
Arizona - Social Emotional Learning Curriculum	15
Delaware - Trauma-Informed Practices and Social and Emotional Learning Strategic Plan (2019)	15
Indiana - Teacher Trauma-Informed Training (2020)	15
Illinois - Trainings for Early Childhood Educators (2021)	15
Iowa - Training on ACE Identification and Stress Mitigation Strategies (2018)	15
Louisiana - Training for Educators on ACEs and Trauma-Informed Education (2021)	15
Maine - Early Childhood Consultation Program (2019)	16
North Dakota - Professional Development for Educators on Trauma and Resilience (2021)	16
Washington - Expanding Training and Awareness of Trauma in Young Children (2018)	16
Florida - Educating Judges on Childhood Trauma and Caregiver Attachments (2020)	16
Maryland - Training for Judicial Officials on Child Development and Trauma (2022)	16



Nevada - Trainings for Juvenile Justice System Workers on Implicit Bias, Trauma, and ACEs (2021)	17
Texas - Trauma-Informed Care Training for Attorneys on Referral List for Child Protection Cases (2021)	17
Idaho - Encouraging Frontline Workers to Learn about Trauma (2022)	17
New York - Educating Parents on ACEs (2022)	17
New York - Training Program for Direct-Care Staff on Identifying and Developing a Care Strategy for Individuals Who Have Experienced ACEs (2019)	17
Vermont - Reach Up Training and Toolkit (2018)	18
Washington - Training to Address Intersectional Factors that Impact Student Learning (2021)	18
<b>Early Intervention Programs</b>	<b>18</b>
Colorado - Supports for Early Childhood Educator Workers (2020)	18
Healthy Families America	18
Nurse Family Partnership	19
Oregon - Preventing Suspension and Expulsion in Early Childhood (2021)	19
Reach Out and Read	19
Washington - Family Intervention Response to Stop Trauma (FIRST) Legal Clinic	19
ZERO TO THREE HealthySteps	19
<b>Assessing/Screening for Trauma, Adversity, and Toxic Stress</b>	<b>19</b>
California - ACEs Aware (2019)	20
California - ACEs Equity Act (2021)	20
Georgia - Assessment Protocols for Students in Foster Care (2020)	20
West Virginia - Screening Protocols for ACEs (2020)	20
<b>Expanding Behavioral Health Supports</b>	<b>20</b>
California - Children and Youth Behavioral Health Initiative (2021)	20
Colorado - K-5 Social Emotional Pilot (2019)	21
Connecticut - An Act Concerning Children's Mental Health (2022)	21
Delaware - Behavioral Health Wellness Checks (2022)	21
Delaware - Project Trauma Health Recovery Innovation & Engagement (THRIVE)	21
Maine - Homelessness Crisis Protocol (2021)	21
Mobile Crisis Response	21
New Hampshire - ACEs Treatment and Prevention Act (2022)	22
School-Based Health Initiatives	22



Washington - Family Connections Program (2020)	22
<b>Community Services Navigation</b>	<b>22</b>
Family Success Centers/Family Resource Centers	22
Maryland - More Than A Shop	22
Washington - Discharging Youth from Public Care (2022)	22
<b>Mentoring Programs</b>	<b>23</b>
Big Brothers/Big Sisters	23
Peer Support Programs	23
Nature-based Therapeutic Mentoring	23
<b>Data Collection</b>	<b>23</b>
Maryland -Surveying Youth for ACEs and Positive Childhood Experiences (2021)	23
Tennessee - Juvenile Justice Reform Act of 2018	23
Washington - Surveying Youth for ACEs (2020)	24
<b>About Pathways to Resilience</b>	<b>25</b>

---

## Governance Models

Many states have convening bodies in the form of statewide offices, commissions, and task forces that work across sectors on trauma, adversity, and other issues facing children and families. Several states have established staff and/or leadership positions to oversee their trauma-informed care efforts. Establishing cross-sector governance models can help with coordination across programs and support dedicated investments. In some cases, these offices and positions are housed in the governor's office. In others they are integrated into state or local agencies.

### Statewide Offices and Funds Focused on Children, Trauma and/or Resilience

The offices, roles, and funds described below were established through legislation, executive order, or agency action to work toward improving the wellbeing of children and families within their jurisdiction.

- **Colorado - Department of Early Childhood (2022):** Established through legislation ([HB22-1295](#)), the [Department](#) provides services to young children and their families and unifies the administration of childcare and early learning programs. **Sector:** *Early Childhood*
- **Hawai'i - Office of Wellness and Resilience (2022):** Created through legislation ([SB 2482](#)) to improve community health and wellness and implement recommendations of the [Hawai'i Department of Health's Trauma-Informed Care Task Force](#). The work is housed within the Governor's Office and received state fiscal year 2022-2023 funding to establish the office and hire six staff. **Sectors:** *Health, Social Services*
- **Massachusetts - Center on Child Wellbeing and Trauma:** The [Center](#) supports child-serving organizations in Massachusetts by offering trauma-informed and responsive information, tools, and training. This Center was established based on [recommendations made by the Office of the Child Advocate's Childhood Trauma Task Force](#). **Sectors:** *Multi-sector*
- **Nevada - Fund for Resilient Nevada (2021):** Created through legislation ([SB 390](#)) to allocate funding for a variety of projects and programs, including prevention of Adverse Childhood Experiences (ACEs) and early intervention for children and families with ACEs. Funding comes from settlements based on the manufacture, distribution, sale, or marketing of opioids. **Sectors:** *Social Services, Health*





- **New Jersey - Office of Resilience (2020):** The [office](#) was created by the New Jersey Department of Children and Families to coordinate statewide initiatives that raise awareness of and prevent ACEs. The office works to elevate grassroots and community-based efforts and provides technical assistance to community organizations. **Sector:** *Social Services*
- **Pennsylvania - Office of Advocacy and Reform (2019):** Established by [executive order](#), the [Office](#) works to reduce trauma to better protect and serve vulnerable populations. **Sectors:** *Health, Social Services*
- **Tennessee - Commission on Children and Youth (1980):** An independent [state agency](#) created by the Tennessee General Assembly focused on improving child- and family-serving systems using data, advocacy, and education. **Sector:** *Social Services*
- **Virginia - Office of Trauma and Resilience Policy (2022):** An [office](#) within the Virginia Department of Social Services established to incorporate trauma-informed and healing-centered policies and practices into the Department's culture and work. Engages with inter-agency partners to align efforts across systems and promote resilience and healing across family-serving systems. **Sector:** *Social Services*
- **Vermont - Director of Trauma Prevention and Resilience (2019):** Legislatively created a permanent position ([Title 33, Chapter 34](#)) within the Office of the Secretary in the Agency of Human Services to direct and coordinate public health approaches across state government agencies to build childhood resilience and mitigate toxic stress, including training all agency employees on childhood adversity, toxic stress, and resilience. **Sectors:** *Education, Health, Social Services*
- **State Offices of the Child Advocate/Children's Ombudsman Offices:** Currently adopted in 37 states, these [offices](#) provide oversight of child-serving agencies and work to improve services for children and families. They may be established by legislation, executive orders, or by the child welfare agency itself and may be housed in the governor's office, the legislative branch, or the child welfare agency. While responsibilities vary, these offices generally investigate complaints and ensure accountability by making agency-level recommendations and providing reports to the legislature, governor, or the public. **Sector:** *Social Services*



## Children's Cabinets, Commissions, and Councils

The cabinets, commissions, and councils described below are less formal than statewide offices but serve a similar focused role of promoting health in a trauma-informed way.

- **Children's Cabinets:** Children's Cabinets are collaborative governance structures often established through executive order or legislation that seek to promote coordination across state agencies and improve the well-being of children and families. Membership usually consists of the heads of children- and youth-serving departments. More information about Children's Cabinets is available through the Forum for Youth Investment's [State Children's Cabinet Network](#). **Sectors:** *Multi-sector*
- **Maryland Commission on Trauma-Informed Care (2021):** Established through legislation ([SB 299](#)), the [Commission](#) is tasked with coordinating statewide efforts that are trauma-responsive and trauma-informed. Among its tasks, the Commission is establishing a statewide ACEs Aware program. **Sectors:** *Multi-sector*
- **Davidson County Tennessee Juvenile Court Foster Resilience Committee:** The Committee makes recommendations on ways to ensure policies and decisions in the juvenile courts are trauma-informed. The group includes members from every court department as well as outside partners. **Sector:** *Justice*

## Task Forces

The task forces described below are comprised of subject matter experts and established to make recommendations, craft reports, and develop frameworks. Once a task force has achieved its specified goal ("task"), the task force is dissolved, as opposed to the governing bodies described above, whose appointment is ongoing.

- **Hawai'i - Trauma-Informed Care Task Force (2021):** Statewide, multi-year [task force](#) created through legislation ([HB1332](#)) to infuse trauma-informed principles into the state's child-serving agencies and organizations. **Sectors:** *Multi-sector*
- **Hawai'i - Student Trauma Task Force (2019):** Task force created through legislation ([SB 388](#)) to make recommendations for establishing protocols to identify students in need of supports and interventions due to trauma. The ACE assessment protocol will be used while providing flexibility for

communities and agencies to design responses that are appropriate for children. **Sector:** *Education*

- **Illinois - Task Force on Children of Incarcerated Parents (2019):** Task force created through legislation ([HB 2649](#)) that works to ensure fair and compassionate treatment for children of incarcerated parents. The task force created a [report](#) with recommendations to better support children and families of the incarcerated. **Sector:** *Justice*
- **Maine - Task Force on Guidance for Educators on ACEs (2019):** Task force convened by the Commissioner of Education through legislative authority ([LD 1168](#)) to develop guidance for K-12 administrators for training concerning childhood trauma and response protocols and policies. **Sector:** *Education*
- **Massachusetts - Childhood Trauma Task Force (2018):** Task force created through legislation ([Chapter 18, Section 14](#)) charged with determining how the Commonwealth can better identify and provide services to youth who have experienced trauma, with the goal of preventing future juvenile justice system involvement. The task force publishes annual [reports](#). **Sector:** *Justice*
- **New York - Task Force on Trauma-Informed Care for Frontline Workers (2021):** Task force established through legislation ([AB 1250](#)) directing the Commissioner of Mental Health to form a working group to study and [report](#) the impact of COVID-19 on frontline workers and identify buffering supports, which may include learning opportunities and behavioral health services. **Sector:** *Health*
- **New York - Child Poverty Reduction Advisory Council (2021):** Advisory council established through legislation ([SB S2755C](#)) tasked with studying child poverty in New York state, developing recommendations for reducing child poverty in New York state by 50% over 10 years, and measuring and reporting on progress towards that goal. **Sectors:** *Multi-sector*
- **North Carolina - Chief Justice's Task Force on ACEs-Informed Courts (2021):** North Carolina's Chief Justice created a Task force to support the Judicial Branch in understanding the impact of exposure to ACEs and adverse community environments on youth, with a goal of developing strategies and identifying interventions to address adverse consequences within the justice system. **Sector:** *Justice*
- **Oklahoma - Task Force on Trauma-Informed Care (2021):** Task force established through legislation ([SB 1517](#)) to provide the state legislature with

recommendations for evidence-based best practices for children, youth, and families who have or are at-risk of experiencing trauma. **Sectors:** *Multi-sector*

- **Washington - Social Emotional Learning Committee (2019):** Committee established through legislation ([SB 5082](#)) to promote and expand social-emotional learning for students. The Committee is responsible for developing and implementing a statewide framework for social-emotional learning that is trauma-informed, culturally sustaining, and developmentally appropriate. **Sector:** *Education*
- **Washington - WorkFirst Poverty Reduction Oversight Task Force (2018):** Oversight task force and intergenerational poverty advisory committee established through legislation ([HB 1482](#)) to promote cross-sector and cross-agency policies and programs to reduce intergenerational poverty. **Sectors:** *Multi-sector*
- **West Virginia - ACE Workgroup (2021):** Workgroup established through legislation ([Chapter 16, Article 5BB](#)) to study the impact of ACEs in West Virginia and develop guidance, tools, and protocols, including ACE screening protocols, for health practitioners. **Sectors:** *Health*
- **Virginia - Trauma-Informed Care Working Group (2020):** A workgroup established through legislation ([HB 30](#)) to develop a working definition of and shared vision for trauma-informed care in the Health and Human Resources sector. This group will also develop strategies for building trauma-informed system of care, identify metrics for measuring progress, and identify professional development/training needs. **Sectors:** *Health, Social Services*

## Trauma-Responsive Policies and Programs

The following are examples of national, state, county, and local interventions, policies, and programs that seek to prevent and address trauma. The policies and programs below include a wide range of efforts to improve the structures and systems that impact people who have experienced trauma, including:

- Efforts to infuse principles of trauma-informed care into existing state work;
- Improve systems that people interact with, such as courts;
- Train direct care workers and educators;
- Provide direct support to families and children; and
- Collect data to help inform and monitor these efforts.

## Broad-Based State Policies

The policies below are broad statements of intention to pursue or develop trauma-informed and trauma-responsive systems at the statewide or agency level. These policies direct agencies and key players to adopt trauma-informed policies and programs and promote a culture of awareness and resilience.

- **Connecticut - Creating a Trauma-Informed Health Care System (2010):** This [policy](#) calls for the Department of Mental Health and Addiction Services to implement a health care system that operates with trauma-informed and trauma-responsive principles to individuals it serves. **Sector:** *Health*
- **Delaware - Making Delaware a Trauma-Informed State (2018):** This [executive order](#) directs the Delaware Family Services Cabinet Council to lead efforts to ensure that Delaware becomes a trauma-informed state. All state agencies that provide services for children and adults are directed to integrate trauma-informed best practices into their work. **Sectors:** *Justice, Health, Education, Social Services*
- **Illinois - Trauma-Informed Policies (2021):** Legislation ([SR 301](#)) that calls for acknowledging and taking into account the principles of trauma and the concepts of toxic stress and early adversity when making policy decisions. The legislation also notes the need for a cross-sector, collaborative, and healing-centered approach to strengthen and empower communities and individuals. **Sectors:** *Health, Social Services*
- **Maryland - Requiring State Units to Implement ACE and Trauma-Informed Care Models (2021):** An [executive order](#) directing states to consider the impact of policies and programs and how they might be leveraged to reduce ACEs, provide data to evaluate policies and programming that prevent and mitigate ACEs, and, if they serve children and families, implement care models informed by ACEs. **Sectors:** *Multi-Sector*
- **Michigan - Declaring ACEs a Critical Health Issue (2020):** A legislative [resolution](#) declaring ACEs a critical health issue, this statement encourages the Governor to direct agencies to collect data and report progress on reducing ACEs and commits the legislature to reducing ACEs through leadership, legislation, and appropriations. This resolution resulted in the development of the [Michigan ACEs State Action Plan](#). **Sectors:** *Multi-sector*
- **Tennessee - Trauma-Informed Discipline Policy (2019):** Legislation ([HB 405](#)) calling for each local education agency and public charter school to adopt a



trauma-informed discipline policy as a strategy to address ACEs. As part of the legislation, the Department of Education was required to develop guidance on trauma-informed discipline practices. **Sector:** *Education*

- **Vermont - Human Services Agency Policy Statement on Trauma-Informed Systems of Care (2017):** This [policy](#) commits the Vermont Agency of Human Services to becoming a trauma-informed and trauma-responsive organization. The policy provides guidelines for adopting a Universal Precaution approach, definitions of key terms and phrases related to trauma-informed care, and an appendix detailing the history and science of trauma and ACEs. **Sector:** *Social Services*

## Preventing Re-traumatization

Some interventions for trauma, or the way they are implemented, may reactivate trauma symptoms via thoughts, memories, or feelings related to past experience(s). This section highlights programs, policies, and interventions in place to actively prevent this re-traumatization, many of which emphasize collaborating across sectors to provide a comprehensive support system for families.

- **Child Development Community Policing:** This [program](#) is designed to reduce the effects of exposure to violence on children and families through collaboration between law enforcement, domestic violence, child welfare, and mental health professionals. Police receive trauma informed training and clinicians receive training in police procedures and policies. The program was initiated in 1992 and has been implemented in many communities throughout the country. **Sectors:** *Justice, Health*
- **Handle With Care:** The program trains first responders to notify a child's school when the child has been present during a traumatic incident at home or in community. The officer instructs the school to "handle [the student] with care" but does not provide any specific details of the incident to protect privacy. This allows the school to approach the child with compassion and to provide additional support as needed without the physical presence of law enforcement in the intervention. Handle With Care was first implemented in [West Virginia](#) in 2013 and now exists in at least 33 states, including five states that are implementing the model statewide. **Sectors:** *Education, Justice*
- **Hawai'i - Program to Support Children of Incarcerated Parents (2022):** This legislation ([HB 1471](#)) acknowledges ACEs faced by children of incarcerated parents and establishes a pilot visitation and family resource center at a

correctional facility that is staffed by trauma-informed professionals. **Sectors:** *Justice, Social Services*

- **Hawai'i - Project Kealahou:** This [program](#) improves services and outcomes for young girls in Hawai'i who are at risk for truancy, arrest, running away, abuse and suicide. The Project has received both federal funding and state appropriations. As of 2022, the Project has reduced the number of incarcerated female youth to [zero](#). **Sectors:** *Multi-sector*
- **Illinois - Minimizing Sentences for Parents/Caregivers:** Legislation ([HB 2444](#)) that amends sentencing guidelines to withhold or shorten prison sentences for defendants who are parents of a child or infant or who are caregivers for a relative who is sick, disabled, or elderly. The law aims to prevent trauma to children caused by parental incarceration and strengthen parent-child relationships. **Sectors:** *Justice*
- **Safe Babies Court Teams:** Based on Florida's first-in-the-nation Early Childhood Court, ZERO TO THREE developed the [Safe Babies Court Team](#) approach to minimize trauma and improve how courts, child welfare agencies, and child serving organizations work together on child welfare cases. Judges help assemble teams of family members, attorneys, child welfare professionals, child advocates, and community leaders to work through barriers to reunification and promote safety and permanency for children. **Sectors:** *Justice, Social Services*
- **Tennessee Second Look Commission:** A commission created by [Public Chapter 1060](#) of the Acts of 2010 to review cases of second or subsequent incidents of severe child abuse. The [Commission](#) provides [annual findings and recommendations](#) to the General Assembly regarding whether or not severe child abuse cases are handled in a manner that provides adequate protection to children. **Sector:** *Social Services*
- **Washington - Partnership Model That Facilitates Community Engagement (2021):** Legislation ([SB 5353](#)) that seeks to foster community engagement and improve community-police relationships through the creation of community engagement projects in 15 Washington communities. The state Department of Commerce will administer the program and award grants to public agencies and nongovernmental organizations to support neighborhood organizing, youth mobilization, and partnerships with businesses, law enforcement, and community members. **Sector:** *Justice*

## Training and Education

The following efforts aim to help those who work directly with children and families understand the impact of trauma and ACEs and equip them to incorporate trauma-informed/responsive principles into their work through training and education.

### *Training and Education for Educators*

- **Arizona - Social Emotional Learning Curriculum:** Arizona's Department of Education adopted the Collaborative for Academic, Social and Emotional Learning's framework on five competencies for social emotional learning for K-12 schools. This is part of a [curriculum](#) that school districts can adopt to promote interpersonal and behavioral competencies among Arizona's children and educators. **Sector:** *Education*
- **Delaware - Trauma-Informed Practices and Social and Emotional Learning Strategic Plan (2019):** A [strategic plan](#) for the Delaware Department of Education to provide learning opportunities on trauma-informed practices and evidence-based strategies that promote resilience, supportive relationships, problem solving and coping skills, and self-care. **Sectors:** *Education*
- **Indiana - Teacher Trauma-Informed Training (2020):** Legislation ([HB 1283](#)) requiring a teacher preparation program to include curriculum on how to use evidence-based, trauma-informed classroom instruction and recognize social, emotional, and behavioral reactions to trauma that can impede students' academic success. **Sector:** *Education*
- **Illinois - Trainings for Early Childhood Educators (2021):** Legislation ([HB 158](#)) requiring daycare providers and classroom staff to participate in training on topics including early childhood social emotional learning, infant and early childhood mental health, childhood trauma, or adverse childhood experiences. Providers and staff must take a training that covers these topics every three years. **Sectors:** *Early Childhood, Education*
- **Iowa - Training on ACE Identification and Stress Mitigation Strategies (2018):** [Policy](#) requiring school districts to adopt trainings focused on suicide prevention and interventions and on ACEs and strategies to mitigate toxic stress. The trainings must be based on nationally recognized best practices. **Sector:** *Education*
- **Louisiana - Training for Educators on ACEs and Trauma-Informed Education (2021):** Legislation ([SB 211](#)) that tasked the State Board of Elementary and



Secondary Education, in consultation with the Louisiana Department of Health, with developing guidelines for in-service training on the signs and symptoms of ACEs and the trauma-informed practices that can help educators respond to student needs resulting from ACEs. **Sector:** *Education*

- **Maine - Early Childhood Consultation Program (2019):** [Legislation](#) that establishes a statewide voluntary early childhood consultation program. The [consultation program](#) is designed to support parents, foster families, and early care and education providers caring for infants and children under age eight who are experiencing challenging behaviors that could lead to removal from education settings. **Sectors:** *Early Childhood, Education*
- **North Dakota - Professional Development for Educators on Trauma and Resilience (2021):** [Policy](#) requiring each school district to provide professional development on youth behavioral health to elementary, middle, and high school teachers and administrators every two years,. Topics may include trauma, social and emotional learning and resilience, suicide prevention, bullying, the implications of youth behavioral health for different sectors, behavioral health symptoms and risk, and referral services and evidence-based interventions. **Sector:** *Education*
- **Washington - Expanding Training and Awareness of Trauma in Young Children (2018):** Legislation ([HB 2861](#)) directed the Department of Children, Youth, and Families to create an advisory group to develop a five-year strategy for expanding trauma-informed child care training and improving trauma identification among early learning providers. The strategy also includes training on behavioral supports to reduce expulsions and improve outcomes for children. **Sectors:** *Early Childhood, Education*

### *Training and Education for the Justice Sector*

- **Florida - Educating Judges on Childhood Trauma and Caregiver Attachments (2020):** Legislation ([HB 1105](#)) requiring the Florida Court Educational Council to develop standards for instructing circuit and county judges responsible for child dependency cases on the benefits of secure attachments with caregivers and the impact of trauma on development. The legislation also provided additional considerations for the creation of early childhood court programs, including the use of multidisciplinary teams and mental health services to strengthen the parent-child relationship. **Sector:** *Justice*
- **Maryland - Training for Judicial Officials on Child Development and Trauma (2022):** Legislation ([SB 17](#)) requiring the Maryland Judiciary to develop a

training program for judges responsible for child custody cases involving child abuse or domestic violence that covers infant and child brain development and the impact of ACEs, trauma, and toxic stress on a child's brain development. **Sector:** *Justice*

- **Nevada - Trainings for Juvenile Justice System Workers on Implicit Bias, Trauma, and ACEs (2021):** Legislation ([SB 108](#)) requires any person whose job puts them in regular contact with youth in the juvenile justice system to complete training every two years on implicit bias and cultural competency, including the impact of trauma and ACEs on children's decision making and behaviors. Instructs the Division of Child and Family Services to adopt regulations related to the training and authorizes the Nevada Supreme Court to adopt court rules about the training for judges and court system employees. **Sector:** *Justice*
- **Texas - Trauma-Informed Care Training for Attorneys on Referral List for Child Protection Cases (2021):** Legislation ([SB 904](#)) requiring attorneys on the court-appointment list for child protection cases to complete a training program on trauma-informed care and how trauma affects children in the conservatorship of the Department of Family and Protective Services. **Sector:** *Justice*

### *Training and Education Across Sectors*

- **Idaho - Encouraging Frontline Workers to Learn about Trauma (2022):** Resolution ([HCR 29](#)) stating that all officers, agencies, and state employees who work with vulnerable children and adults are encouraged to learn about the impacts of trauma and implement evidence-based practices and interventions to develop resiliency. **Sectors:** *Social Services, Justice, Health, Multi-sector*
- **New York - Educating Parents on ACEs (2022):** Legislation ([S. 2506](#)) requiring local social services districts to offer educational materials about ACEs, protective factors, and the services available for children who have or are at risk for ACEs to parent/caregiver applicants and recipients of public assistance. Requires several entities to provide educational materials related to ACEs, including the Office of Children and Family Services, educational settings, and pediatric offices. **Sectors:** *Social Services, Education, Health*
- **New York - Training Program for Direct-Care Staff on Identifying and Developing a Care Strategy for Individuals Who Have Experienced ACEs (2019):** [Policy](#) requiring the Office of Temporary and Disability Assistance and the Office of Children and Family Services to develop a training program for

direct-care employees to identify when people have experienced ACEs, effectively assist them, and refer them to programs and services that can help them build resilience. **Sectors:** *Health, Social Services*

- **Vermont - Reach Up Training and Toolkit (2018):** Reach Up, Vermont's Temporary Assistance for Needy Families (TANF) program, engaged with a consultant to assess agency culture, policies, office space, practices, and interactions with participants; work to address secondary trauma among staff; and develop trainings for staff to determine changes that could make the program more trauma informed. The resulting [toolkit](#) is meant to help other TANF agencies learn from Vermont and improve their own policies and practices. **Sector:** *Social Services*
- **Washington - Training to Address Intersectional Factors that Impact Student Learning (2021):** Legislation ([HB 1295](#)) requiring educators teaching at residential habilitation and treatment centers, state and county juvenile institutions, and facilities that incarcerate juveniles committed as adults to hold annual trainings on factors such as trauma and physical, mental, and behavioral health that impact student learning. **Sectors:** *Education, Justice*

## Early Intervention Programs

Early intervention programs aim to reach families who may be at risk of trauma or toxic stress and deliver a broad range of proactive services and supports. Early intervention programs help caregivers, families, and others who interact with young children understand the impact of trauma and adversity on early childhood development and provide them with strategies for mitigating the toxic stress.

- **Colorado - Supports for Early Childhood Educator Workers (2020):** Legislation ([HB 1053](#)) directing the Department of Human Services to create a statewide voluntary program providing early childhood mental health consultation to support mental health care in early childhood settings across the state. The program will use a standardized consultation model and aims to increase the number of qualified early childhood mental health consultants in the state. **Sectors:** *Early Childhood, Education*
- **Healthy Families America:** Prevent Child Abuse America's [home visiting and family support program](#) builds connections with families, recommends services for voluntary enrollment, and works with families long-term – usually for a minimum of three years – to provide home visiting services. **Sectors:** *Early Childhood, Health, Social Services*

- **Nurse Family Partnership:** Low-income, first-time mothers receive [nurse visits](#) from pregnancy through the child's second birthday. Services include engaging in preventive health care, assistance with parenting, and support through family planning, parental education, and employment assistance. **Sectors:** *Early Childhood, Health, Social Services*
- **Oregon - Preventing Suspension and Expulsion in Early Childhood (2021):** Legislation ([HB 2166](#)) aimed at reducing the use of, and disparities in, suspension and expulsion in early childhood care and education programs. The Early Learning Division will administer the program, develop standards and guidelines for technical assistance and data collection, and incorporate racial equity, trauma-informed, and strengths-based principles into the program. **Sectors:** *Early Childhood, Education*
- **Reach Out and Read:** During well-child visits between birth and age five, clinicians provide families with a [developmentally appropriate book](#) and information about how to engage children in reading. This evidence-based program allows clinicians to assess and strengthen the parent-child relationship through shared reading and improve early relational health. **Sectors:** *Early Childhood, Education, Health*
- **Washington - Family Intervention Response to Stop Trauma (FIRST) Legal Clinic:** A [medical-legal partnership](#) led by community members that seeks to prevent parent-infant separation through legal consultation and peer advocacy. FIRST works with cross-sector partners to provide supports including housing, substance use treatment, and job training. **Sectors:** *Health, Justice*
- **ZERO TO THREE HealthySteps:** A [national model](#) that embeds child development experts in the pediatric primary care team to promote nurturing parenting. HealthySteps Specialists help families support healthy child development by strengthening skills including social-emotional skills; language and cognition skills; and perceptual, motor, and physical development. The program began as a pilot in Washington, DC and Virginia in 1995 and now operates in 25 states. **Sectors:** *Early Childhood, Health, Social Services*

## Assessing/Screening for Trauma, Adversity, and Toxic Stress

States and local agencies are using a variety of approaches to assess or screen people for protective factors, resilience, and/or exposure to traumatic events.



- **California - ACEs Aware (2019):** State legislation ([AB 340](#)) authorizing a supplemental payment to Medicaid providers for administering ACE screenings during primary care visits. To receive the payment, providers must complete a [training](#) on trauma-informed care, ACE screening, toxic stress, and evidence-based care. The [ACEs Aware](#) initiative also provides community grants for promoting ACE screening and practice change to build trauma-informed networks of care. **Sectors:** *Health, Social Services*
- **California - ACEs Equity Act (2021):** A policy ([SB 428](#)) that requires health care service plan contracts or health insurance policies that provides coverage for pediatric services and preventive care to also cover for ACE screenings. This legislation aims to build on the ACEs Aware initiative and expand coverage for ACE screenings to non-Medicaid populations. **Sector:** *Health*
- **Georgia - Assessment Protocols for Students in Foster Care (2020):** Legislation ([HB 855](#)) that requires the State Board of Education to develop a protocol for assessing foster care students when they enroll at a new school. This protocol is intended to help schools determine whether exposure to trauma might adversely affect their educational performance and behavior. **Sectors:** *Social Services, Education*
- **West Virginia - Screening Protocols for ACEs (2020):** A policy ([Chapter 16, Article 5BB](#)) allowing for the formation of a workgroup with statutorily determined members to study ACEs and their impact in West Virginia. The workgroup may develop guidance, tools, and protocols for primary health care providers to screen patients for ACEs and provide trauma-informed care after screening. Requires the Bureau for Public Health to make recommendations for ACE screening protocols in a report to the Governor. **Sector:** *Health*

## Expanding Behavioral Health Supports

Policies and programs in this area focus on creating mental health support systems, increasing access to behavioral health services, and ensuring that programs and providers are trauma informed. The COVID-19 pandemic and its resulting isolation and stress increased attention on the importance of behavioral health supports. States and communities across the nation are working to expand the breadth and availability of behavioral health supports. The list below is only a small collection of ongoing efforts to improve access to behavioral health care.

- **California - Children and Youth Behavioral Health Initiative (2021):** A \$4.4 billion investment in redesigning behavioral health systems for children and

youth with a focus on prevention and upstream approaches. The [initiative](#) aims to advance equity; engage youth in program design; promote early intervention; empower families and communities; and reduce stigma. **Sectors:** *Health, Education*

- **Colorado - K-5 Social Emotional Pilot (2019):** This [policy](#) creates a [grant program](#) allowing grantee schools to employ a team of mental health providers. The mental health providers provide critical supports to students and allow teachers to focus on teaching. **Sectors:** *Early Childhood, Education*
- **Connecticut - An Act Concerning Children’s Mental Health (2022):** Legislation ([HB 5001](#)) establishing grants for schools’ mental health providers and services; designating student trauma coordinators at each of the state’s regional educational service centers; requiring schools to identify their needs related to student trauma assessment; creating a peer-to-peer mental health support program for students grade 6-12; and reducing or eliminating barriers for mental health professionals to obtain licensure. **Sectors:** *Social Services, Education*
- **Delaware - Behavioral Health Wellness Checks (2022):** This legislation ([HB 303](#)) requires all health insurance providers in the state to cover an annual behavioral health wellness check. **Sector:** *Health*
- **Delaware - Project Trauma Health Recovery Innovation & Engagement (THRIVE):** Provides free mental health services to eligible students in grades pre-k through 12. [Project THRIVE](#) aims to improve health and school outcomes for children experiencing trauma. **Sectors:** *Education, Health*
- **Maine - Homelessness Crisis Protocol (2021):** Legislation ([HP 1093](#)) directing law enforcement agencies to adopt protocol for responding to a person who lacks a home, including referrals to crisis, behavioral health, housing, and case management services. **Sectors:** *Justice, Social Services*
- **Mobile Crisis Response:** A team of responders who offer community-based intervention to individuals experiencing crisis in real time where they are experiencing the crisis. Goals of [mobile crisis care](#) include helping resolve crisis situations quickly and providing supports while avoiding unnecessary involvement of law enforcement and hospital care. Mobile crisis response teams are considered an essential element of an integrated crisis system and are being established and funded by Medicaid in many states across the country. **Sectors:** *Health, Justice*

- **New Hampshire - ACEs Treatment and Prevention Act (2022):** This legislation ([S 444](#)) establishes a pilot program for prevention, assessment, diagnostic, and treatment services for children from birth to age six who have experienced ACEs, as part of the state's Medicaid home and community-based behavioral health services program for children. **Sector:** *Early Childhood*
- **School-Based Health Initiatives:** [School-based health care](#) embeds health services, such as medical and behavioral health care, in school settings to reduce barriers to accessing to care by offering critical services in a safe and convenient setting. Medicaid is playing an increasing role in supporting access to school-based health care. **Sector:** *Health*
- **Washington - Family Connections Program (2020):** Legislation ([HB 2525](#)) creating a program to facilitate interactions and relationships between a foster family and the child's birth parents, with the goal of creating a team that works together to support the child. **Sector:** *Social Services*

## Community Services Navigation

Navigation services can help people access community supports to meet their needs. These services, which are often provided by community health workers, are increasingly recognized as critical to promoting equity across programs like Medicaid.

- **Family Success Centers/Family Resource Centers:** [Family Success Centers](#) are centralized community hubs that offer prevention services – such as education, training, and parent-child activities – and connections to community resources to support families. **Sectors:** *Multi-sector*
- **Maryland - More Than A Shop:** A network of barbershops, beauty salons, and nail salons that brings resources to the community, including health screenings (through Kaiser Permanente), Wi-Fi, literacy, health education, opioid overdose reversal trainings, and COVID vaccines. At last report, [More Than A Shop](#) comprised five barber shops in the Baltimore area. Similar models exist in communities throughout the country. **Sectors:** *Multi-sector*
- **Washington - Discharging Youth from Public Care (2022):** This legislation ([HB 1905](#)) seeks to connect youth leaving public systems of care with resources to support successful transition, including the creation of a rapid response team tasked with directly helping youth obtain services. **Sectors:** *Social Services, Health, Justice*

## Mentoring Programs

Mentoring programs match people with supportive, trusted guides. Mentorship can build safe, stable, nurturing relationships – a protective factor associated with increased resilience. Mentoring programs can match youth with adult role models or match adults with similar life experiences.

- **Big Brothers/Big Sisters:** A [mentoring network](#) that matches adult volunteers with children, ages five through young adulthood, with a goal of fostering positive, lasting, and impactful relationships. **Sectors:** *Multi-sector*
- **Peer Support Programs:** These [organizations](#) provide support for people with mental health diagnoses, trauma, substance use disorders, and those experiencing homelessness from others who have shared experiences. They provide alternatives to or complement clinical mental health services and support self-advocacy. Organizations vary in terms of the supports and programs offered, as well as the proportion of people employed or in leadership positions who have lived experience. **Sectors:** *Multi-sector*
- **Nature-based Therapeutic Mentoring:** Programs such as [Gateways Mountain Center](#) and [Wilderness Youth Project](#) in California connect youth participants with adult role models and nature-based learning, wellness adventures, and non-traditional approaches to mental health and wellness. **Sectors:** *Health*

## Data Collection

Access to data is key to helping policy makers make informed decisions. The policies below aim to improve data collection across systems or survey youth about their positive and adverse experiences.

- **Maryland -Surveying Youth for ACEs and Positive Childhood Experiences (2021):** A policy ([SB 548](#)) for the Department of Education to include questions from the CDC Youth Risk Behavior Survey on ACEs or positive childhood experiences in a survey given to public middle and high school students every two years. Data from the survey, at a statewide and county level, will be reported to the Governor. **Sectors:** *Education, Social Services*
- **Tennessee - Juvenile Justice Reform Act of 2018:** Among many reforms, this legislation ([HB 2271](#)) requires the Administrative Office of the Courts, the Department of Children’s Services, and the Commission on Children and Youth to develop a plan for uniform data collection in the juvenile justice





system to facilitate consistent reporting across agencies and counties. **Sector:** *Justice*

- **Washington - Surveying Youth for ACEs (2020):** [Legislation](#) that requires state agencies to incorporate questions related to ACEs into the Healthy Youth Survey, a voluntary and anonymous survey of students in sixth, eighth, tenth, and twelfth grades collected every two years. [Data](#) from the Survey is publicly available and intended to guide policy that serves youth. **Sectors:** *Education, Health*



## About Pathways to Resilience

The goal of *Pathways to Resilience* is to raise awareness of the impact of adversity and trauma on individuals, families, and communities and advance cross-sector strategies for promoting equity, lifelong health, and well-being. We convene state and community leaders to break down silos, build connections, and identify and implement practical solutions. Health, justice, early childhood, housing, education, and social services sectors can achieve common goals through collaboration and learning from each other. We thank the [ACE Resource Network](#) for their generous support as the financial sponsor for the State Policy Roundtable and development of this Compendium.

## Authors

This compendium was developed by Trish Violett, Lizzy Schlichting, Sarah Tocher, Lauren Block, Tanya Schwartz, and Jennifer Ryan. The cover page was designed by Nicolette Ricker.