

113TH CONGRESS
1ST SESSION

S. 1722

To improve the training of child protection professionals.

IN THE SENATE OF THE UNITED STATES

NOVEMBER 19, 2013

Mr. PRYOR (for himself, Ms. KLOBUCHAR, Mr. BOOZMAN, and Mr. FRANKEN)
introduced the following bill; which was read twice and referred to the
Committee on the Judiciary

A BILL

To improve the training of child protection professionals.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “National Child Protec-
5 tion Training Act”.

6 **SEC. 2. ESTABLISHMENT OF REGIONAL TRAINING CEN-**
7 **TERS.**

8 (a) REGIONAL TRAINING CENTERS.—The Attorney
9 General, through the Office of Juvenile Justice and Delin-
10 quency Prevention and in coordination with the National
11 Child Protection Training Center, shall establish a pro-

1 gram to sustain not less than 4 regional training centers
2 affiliated with institutions of higher education.

3 (b) RESPONSIBILITIES.—The regional training cen-
4 ters described in subsection (a) shall—

5 (1) develop model undergraduate curricula on
6 recognizing and responding to cases of child mal-
7 treatment that is inter-disciplinary and that, at a
8 minimum, consists of a 3-course certificate program
9 or minor degree;

10 (2) develop model graduate curricula on recog-
11 nizing and responding to cases of child maltreatment
12 for medical schools, law schools, seminaries, and
13 other institutions of higher education that instruct
14 students likely to become child protection profes-
15 sionals or other professionals required by law to re-
16 port cases of child maltreatment;

17 (3) after approval by the Attorney General, dis-
18 seminate model undergraduate and graduate child
19 maltreatment curricula to institutions of higher edu-
20 cation, including graduate schools, law schools, and
21 medical schools;

22 (4) develop “laboratory” training facilities that
23 include mock houses, medical facilities, courtrooms,
24 and forensic interview rooms that allow for simu-
25 lated, interactive, and intensive training of under-

1 graduate or graduate students preparing for child
2 protection careers as well as for training child pro-
3 tection professionals currently in the field (including
4 child protection workers, child protection attorneys,
5 medical and mental health professionals, law en-
6 forcement officers, forensic interviewers, and other
7 professionals who work directly with maltreated chil-
8 dren);

9 (5) assist communities in developing evidence-
10 based prevention programs; and

11 (6) assist States in developing and maintaining
12 forensic interview training programs.

13 (c) DEFINITION.—In this section, the term “institu-
14 tion of higher education” has the meaning given that term
15 in section 101(a) of the Higher Education Act of 1965
16 (20 U.S.C. 1001(a)).

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