

112TH CONGRESS  
2D SESSION

# S. 3653

To improve the training of child protection professionals.

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IN THE SENATE OF THE UNITED STATES

DECEMBER 4, 2012

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

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## 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 shall establish a program to sustain at  
11       least 4 university, college, or community college affiliated

1 regional training centers in coordination with the National  
2 Child Protection Training Center.

3 (b) RESPONSIBILITIES.—The regional training cen-  
4 ters 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 community colleges, col-  
20 leges, universities, law schools, medical schools, and  
21 other institutions of higher education;

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.

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