

1

---

---

---

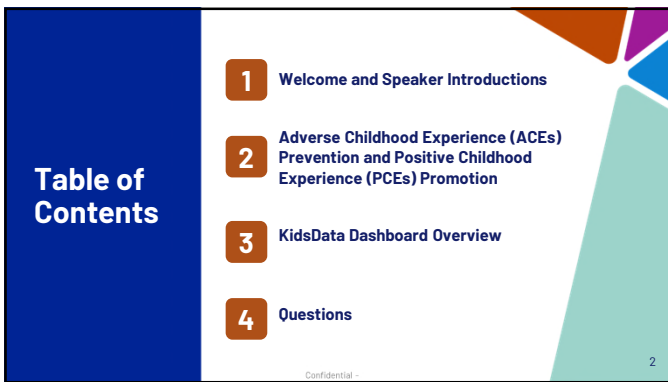
---

---

---

---

---



2

---

---

---

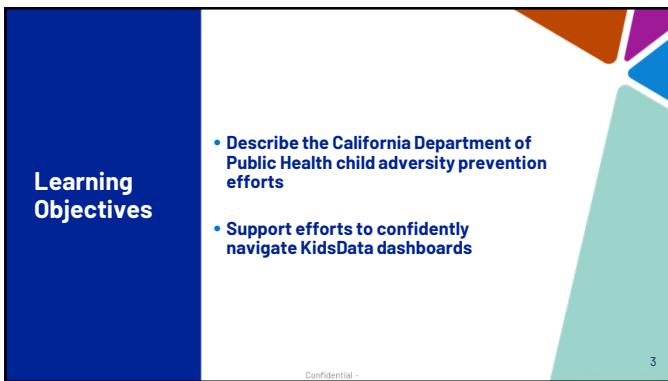
---

---

---

---

---



3

---

---

---

---


---

---


---

---

### Webinar Presenters



**Elena Costa**, Injury and Violence Prevention Branch, California Department of Public Health



**Nathan Porter**, Population Reference Bureau (PRB), KidsData Program

**CDPH** Confidential - 4

---

---

---

---

---

---

---

---

4

### Adverse Childhood Experiences (ACEs)

Types of ACEs			
Abuse	Neglect	Household Challenges	Other Forms of Adversity
Physical Emotional Sexual	Physical (including food restriction) Emotional	Divorce & family separation Substance use Domestic violence Untreated mental illness/suicidality Incarcerated relative	Bullying & violence Natural disasters & war Poverty Discrimination Infectious disease outbreak (pandemic) & medical trauma Involvement in child welfare

Figure 1. Types of ACEs and ACE categories. Image adapted from the Robert Wood Johnson Foundation (RWJF).

**Other forms of Adversity:**

- Witnessing violence
- Experiencing discrimination
- Systemic racism
- Feeling unsafe outside the home
- Being bullied
- Experiences living in poverty
- Experiencing contact/involvement with the Child Welfare system

**CDPH** Confidential - 5

---

---

---

---

---

---

---

---

5

### Positive Childhood Experiences (PCEs)

PCEs are experiences that engage the child, a caregiver, and the child-caregiver relationship. PCEs are critical for fostering resilience and better health outcomes<sup>10,11,12,13</sup>

- Felt able to talk to family about feelings
- Felt their family stood by them during difficult times
- Enjoyed participating in community traditions
- Felt a sense of belonging in high school

- Felt supported by friends
- Had at least two non-parent adults who took genuine interest in them
- Felt safe and protected by an adult in their home

**CDPH** Confidential - 6

---

---

---

---

---

---

---

---

6

### Positive Childhood Experiences (PCEs)

The Healthy Outcomes from Positive Experiences (HOPE) Framework:<sup>10,11</sup>

Describing the four key types of PCEs as The Four Building Blocks of HOPE<sup>10,11</sup>

- Relationships
- Environments
- Engagement
- Emotional Growth

**RELATIONSHIPS**: Safe and supportive relationships within the family and with other children and adults.

**ENVIRONMENTS**: Safe, equitable, and stable environments where children can live, learn, and play.

**ENGAGEMENT**: Opportunities for social and civic engagement to develop a sense of belonging and connectedness.

**EMOTIONAL GROWTH**: Opportunities for emotional growth where children feel supported through difficult events and emotions.

Figure 1: The Four Building Blocks of the HOPE Framework.<sup>10,11</sup>

CDPH  
Confidential

7

---

---

---

---

---

---

---

---

### Strategies that Prevent and Reduce ACEs

**ACE Prevention Strategies**

- Implement existing state laws that prevent and reduce firearm violence (e.g., gun violence restraining orders)<sup>14,15,16,17</sup>
- Implement existing state laws that support and/or enforce the safe storage of firearms and medication<sup>18,19,20</sup>
- Expand access to school-based behavioral health professionals, culturally responsive care services, and mobile crisis teams to ensure reliable connections for youth to trusted adults and behavioral health services<sup>21,22</sup>
- Implement existing state laws that strengthen economic support for children and families (e.g., access to VITA sites, CalEITC, YCTC, CTC paid family leave)<sup>23,24</sup>

CDPH  
Confidential

8

---

---

---

---

---

---

---

---

### Strategies that Promoting PCEs

**PCE Promotion Strategies**

- Establishing Youth Coalitions and create leadership opportunities<sup>25,26</sup>
- Social-Emotional Learning and School Climate Improvement Programs<sup>27,28,29</sup>
- Strengthen collaboration between schools, families, and community-based organizations that build opportunities for youth engagement, youth mentorship, and linkage to trusted adults to help foster a sense of connection, belonging, and support across settings<sup>30</sup>
- Community investment in safe and inclusive spaces such as youth centers, parks, libraries, and after-school programs that encourage exploration, connection, and consistent adult support<sup>31,32,33</sup>

CDPH  
Confidential

9

---

---

---

---

---

---

---

---

10

---

---

---

---

---

---

---

---

11

---

---

---

---

---

---

---

---

12

---

---

---

---

---

---

---

---

**Child Adversity Prevention Programs**

**Statewide approach - California Essentials for Childhood (EfC) Initiative**

- Led in partnership by the CDPH/IVPB, CDSS/OCAP, and the EfC Initiative Steering Committee
- The EfC Initiative Steering Committee, comprised of PACEs subject matter experts, individuals who work on behalf of priority populations, and/or those with lived experiences, guides the EfC Initiative to:
  - Address ACEs as a public health issue
  - Raise awareness and commitment to promoting safe, stable, nurturing relationships, environments, and PCEs
  - Inform the implementation of primary prevention strategies to promote social norms that protect against violence and adversity
  - Build and strengthen data infrastructure to create policy, systems, and environmental (PSE) change across California

CDPH Confidential 13

13

---

---

---

---

---

---

---

---

**KidsData**

Partnership with EfC Initiative

14

14

---

---

---

---

---

---

---

---

**What Is KidsData?**

KidsData 15

15

---

---

---

---


---

---

---

---

### What is KidsData.org?



KidsData.org, a program of Population Reference Bureau (PRB), promotes the health and well-being of children in California by providing a **free** and **easy-to-use** resource that offers **high quality**, wide ranging, **local** data to those who work on behalf of children.

K&D 16

16

---

---

---

---

---

---

---

---

### What is KidsData.org?



Easily find, customize, and use data on more than 1,000 measures of well-being.

- Geography: Counties, cities, school districts, legislative districts.
- Disaggregation: Age, gender, income, race/ethnicity, special health care needs status, sexual orientation, and more.

K&D 17

17

---

---

---

---

---

---

---

---

## Accessing Data on KidsData.org: Live Demonstration

KidsData 18

18

---

---

---

---

---

---

---

---



19

---

---

---

---

---

---

---

---



20

---

---

---

---

---

---

---

---



21

---

---

---

---

---

---

---

---



### References

- Miller, M., Sahli, C., Barber, C., Azrael, D., Beatriz, E., Berthoin, J., ... Runyan, C. (2020). Changes in Firearm and Medication Storage Practices in Homes of Youths at Risk for Suicide: Results of the SAFETY Study. *Disaster Emergency Preparedness: National Pediatric Disaster Preparedness Trial. Annals of Emergency Medicine*, 76(2), 194-205. <https://doi.org/10.1016/j.annemergmed.2020.02.007>
- Shuler, J. P., Peasegood, A., Hoads, M., Bass, E., & Rowland-Rothbar, A. (2020). SAFER Brief community intervention: a primary suicide prevention strategy to improve firearm and medication storage behaviour. *Injury Prevention*, 26(3). <https://doi.org/10.1136/injuryprev-2020-043922>
- Castro-Olivero, S. M. (2017). Introduction to Special Issue: Culturally Responsive School-Based Mental Health Interventions. *Contemporary School Psychology*, 21(3), 177-180. <https://doi.org/10.1007/s12091-017-0177-7>
- Hayfield, V. K., & Garrison-Wade, D. (2018). Culturally responsive practices as whole school reform. *Journal of Instructional Pedagogies*, 16. Published.
- Center for Disease Control and Prevention. (2020). February 10. *Sarnel Inmate Tan Credits*. Retrieved from <https://www.cdc.gov/nceh/ehp/docs/sarnel/20200210.html>
- Fortson, L. L., Heavens, J., Merrick, M. T., Gilbert, L. K., & Alexander, S. P. (2018). Child Abuse and Neglect Prevention Resource for Action: A Compilation of the Best Available Evidence. Atlanta, GA: National Center for Injury Prevention and Control. Centers for Disease Control and Prevention.
- Ayubkumar, K., Rowland, D. D., Coan, S. E., El-Baghdady, M. A., Engler, C. R., Dilland, J. A., ... Patel, S. (2018). Conceptualizing Youth Participation in Children's Health Research: Insights from a Youth-Driven Process for Developing a Youth Advisory Council. *Child: A Journal of Child Psychology and Psychiatry*, 59(12), 2185-2193. <https://doi.org/10.1111/ccpp.13202>
- Blakemore, E. J., & Walker, J. S. (2018). Assessing the Meaningful Inclusion of Youth Voice in Policy and Practice. *State of the Science*. Portland State University Social Work Faculty Publications and Presentations.
- Cardillo, N. (2015). School climate and youth development. In Dary, T. & Pickeral, T. (ed) (2015). *School climate practices for implementation and sustainability: A school climate practice brief*. (1). New York: National School Climate Center.
- Community Network for Youth Development. (2020). *Youth development guide*. Retrieved from <https://n3.amazonaws.com/sparkaction/pdfs/stay10-10-16.pdf>
- Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(1), 116-125. <https://doi.org/10.1111/cdev.12886>
- Dorazio, J., Martinez, M., McArthur, L. E., & Lebowitz, T. (2019). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8(1), 162-176. <https://doi.org/10.1007/s12250-018-9177-0>
- Warner, A. (2018). *Community bike shops as youth development programs: Influences on mobility & accessibility of youth participants* (Order No. 1381029). Available from ProQuest Dissertations & Theses A&I. ProQuest Dissertations & Theses Global. (24388975). Retrieved from <https://www.proquest.com/dissertation-theses/community-bike-shops-se-youth-development/docview/24388975/se-2?accountid=14432>
- Jelenkic, S. M., Heene, R. A., Hoff, E. C., & Starnak, H. J. (2012, February). Mentoring: A Promising Strategy for Youth Development. *Child Trends*. Retrieved from <https://www.childtrends.org/wp-content/uploads/2012/02/Mentoring.pdf>
- Raparia, E. B., Rhodes, J., Dumas, G., Ji, M., Cook, N., Burton, S., Schwartz, S., ... Husain, S. (2019). The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies. *Journal of Youth and Adolescence*, 48(3), 423-443. <https://doi.org/10.1007/s10964-019-00892-8>

25

---

---

---

---

---

---

---

---

---

---



CDPH  
California Department of Public Health

26

---

---

---

---

---

---

---

---

---

---