

112TH CONGRESS  
2D SESSION

# H. R. 6629

To improve the training of child protection professionals.

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## IN THE HOUSE OF REPRESENTATIVES

DECEMBER 4, 2012

Mr. WALZ of Minnesota (for himself, Ms. MCCOLLUM, and Mr. WOMACK) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on the Judiciary, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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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

1 least 4 university, college, or community college affiliated  
2 regional training centers in coordination with the National  
3 Child Protection Training Center.

4 (b) RESPONSIBILITIES.—The regional training cen-  
5 ters shall—

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

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

18 (3) after approval by the Attorney General, dis-  
19 seminate model undergraduate and graduate child  
20 maltreatment curricula to community colleges, col-  
21 leges, universities, law schools, medical schools, and  
22 other institutions of higher education;

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

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

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

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

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