In Partnership, Family Resources, Child Abuse Council and United Way of the Quad-Cities Area developed the Eastern Iowa-Western Illinois Trauma-informed Care Consortium in late 2013. The Consortium is a collaborative community initiative designed to implement a long-term strategic plan to improve the health and wellness of our citizens. The Consortium is achieving this goal by actively moving the information of the Adverse Childhood Experiences (ACE) Study and Trauma-informed Care Practice into all sectors of our community.

This report updates the initial Trauma-informed Care Consortium report released in 2014 with how we have created agents of change across the community in parents, early childhood education, school systems, higher education, businesses and the overall community. It is intended to address some of the accomplishments achieved by the Consortium, as well as highlight the importance of comprehensive community engagement in this work at all levels and across all sectors.

We know that somewhere around fifty percent of the population has been exposed to at least one of the ACEs as defined by Drs. Robert Anda and Vincent Felitti in their groundbreaking 1997 study. There is at least one person in every room, in every organization, and every population who understands this work because it has been their experience. The issue of childhood adversity and toxic stress affects the entire population, it is an epidemic that touches all community members regardless of income, race, or ethnicity; and requires the efforts of all of us to build a self-healing community.

Our mission these last three years has been to shift the community conversation from asking what is wrong with people who have faced adversity and stress, to acknowledging what has happened to them, being empathetic to how a person’s experience shapes them, and using new knowledge to promote healing and prevent it in future generations.

We hope you find this report useful in understanding a sample of what was accomplished, as well as what may be beneficial for other communities seeking to begin a similar initiative.

For more information, please visit our websites at:

www.famres.org/tic
www.childabuseqc.org
www.unitedwayqc.org

What is Toxic Stress?

Toxic Stress can come in many forms and at any time, it results from intense adversity or traumatic experience. Children in particular are not good at handling this type of stress. Their brains are often not developed enough to process adversity and stress hormones can damage very important areas of the brain potentially leading to long term changes in thoughts, feelings, behaviors and overall health.

The ACEs Study identified ten items that are challenging for children to overcome, but it is important to recognize that they are not the only things that can produce toxic stress and not every person who experiences toxic stress will face negative outcomes; however the studies tell is that it is the single biggest risk factor and we should be doing what we can to prevent it.

Change the moment, 
Change the future.
What are Adverse Childhood Experiences?
Adverse Childhood Experiences (ACEs) are traumatic events that can dramatically upset a child’s sense of safety and well-being.

**Becoming trauma-informed. Why childhood trauma matters.**

Most of us believe that early experiences can determine who we become as adults. The Adverse Childhood Experience (ACE) Study confirms it. It’s about more than the numbers. It’s about how we can respond to prevent those traumas before they happen. And it’s about how we respond and intervene when they do take place. This isn’t a lost cause – there is hope that we can end this destructive cycle and improve the lives of future generations.

There is hope. It is said that if the brain can hurt, the brain can heal. But it takes the community coming together to strengthen families.

The more we know about adverse childhood experiences and their impact on lives and the community, the more we can advocate for safe, stable home environments and loving relationships.

“The Eastern Iowa-Western Illinois Trauma-informed Care Consortium is a wonderful example of what a community can do when it comes together around a social cause. The Consortium is creating collective impact to tackle the systemic and highly complex problem of child abuse and neglect. A community’s ability to reduce childhood adversity and support families are critical indicators of it’s overall strength and well-being. The development and strong support of the Consortium by multiple sectors in the Quad-Cities is demonstrating the forward thinking nature of the community and provides leadership for others in the Midwest.”

*Dr. Robert Anda  
- ACE Study Co-Principle Investigator; Co-Founder ACE Interface*

### Types of Adverse Childhood Experiences:

<table>
<thead>
<tr>
<th><strong>ABUSE</strong></th>
<th><strong>HOUSEHOLD DYSFUNCTION</strong></th>
<th><strong>NEGLECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Emotional</td>
<td>4 Substance abuse</td>
<td>9 Emotional</td>
</tr>
<tr>
<td>2 Physical</td>
<td>5 Family member with mental illness</td>
<td>10 Physical</td>
</tr>
<tr>
<td>3 Sexual</td>
<td>6 Incarcerated family member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 Separation/divorce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 Domestic violence</td>
<td></td>
</tr>
</tbody>
</table>
our journey

YEAR ONE

- **November 2013**: Initial United Way of the Quad Cities Grant awarded: $75,000
- **November 2013 – January 2014**: Large scale community connections were made across multiple sectors to develop synergy and momentum regarding the community impact goals of the Consortium.
- **February 2014**: Consortium launch event held for the community with specialized training by Dr. Mark Brown and Teri Barila, from the Children’s Resiliency Initiative of Walla, Walla, Washington. Community members responded with enthusiasm and the workshop reached maximum capacity quickly!
- **March – April 2014**: 11 Initiative Teams were formed to develop strategy and goals of the Consortium.
- **May – October 2014**: Initiative Teams worked tirelessly to move the information of the Adverse Childhood Experiences Study and Trauma-informed Care (TIC) practices into our community. All teams leveraged organic networks of organizations in our community to create systemic and wide-spread change.

YEAR TWO

- **October – December 2014**: Strategic direction for year two was focused on five core areas: 1) Community Education 2) Family Empowerment 3) Community Competency 4) Marketing and Messaging and 5) Mechanisms for Change
- **November 2014**: Second year of United Way of the Quad Cities grant awarded: $75,000
- **December 2014**: Awarded Doris and Victor Day Foundation grant of $4,900 to continue the valued work of the Consortium in the community.
- **June – December 2015**: SEARCH Institute and the Community Foundation of the Great River Bend launched in partnership with EIWITICC the Family Strengths Pilot Survey of teens and parents to identify strategies for strengthening family engagement and support – surveyed 378 parent and teen pairs, conducted community stakeholder meetings and follow-up focus groups with both parents and teens.
- **May 2015**: A partnership with an Integrity Integrated Quad City Leadership Academy, Mickle Communications, and EIWITICC produced a series of marketing and messaging tools including a video, educational playing cards and a postcard on ACEs to create community awareness of how small but intentional positive interactions in the moment can change the future of a child.
- **May 2015**: Development of Trauma Sensitive Schools Model by three St. Ambrose MSW graduates and partnership with Mississippi River Bend AEA to engage with school districts and introduce the model as an approach to developing trauma-informed practices.
- **July 2015 – June 2016**: Awarded a $10,000 grant from the University of Iowa Institute for Clinical and Translational Science to investigate the effectiveness of trauma-informed care in schools.
of a new parent curriculum model called Lemonade for Life that was developed to acknowledge ACEs and establish hope for the future by recognizing family strengths and developing personalized family resiliency strategies to cope with future stressors.

- **August 2015**: Participated in ACE Interface Curriculum Train the Master Trainer workshop – a foundation curriculum developed by Dr. Robert Anda and Laura Porter to engage in building self-healing communities around ACE awareness and community change processes.
- Participated in Iowa Statewide Connections Matter training led by Prevent Child Abuse Iowa train the presenter workshop, a curriculum that promotes caring connections as the foundation for developing healthy brains, supportive relationships and strong communities.
- **Now What Blog** continued to post threads and engage community members.

**YEAR THREE**

- **October – November 2015**: Strategic planning sessions to develop a work plan for 2016 funding period.
- **November 2015**: Third and final United Way of the Quad Cities grant awarded: $50,000
- **February 2016**: ACE Interface Train the Community Resilience Presenter.
- **Now What Blog**: Now What in the last three years has had 61 unique blog posts featuring advice and information from local families and experts with over 15,032 page views or an average of 246 views per post.
- **August 2016**: Train the Community Resilience Coach - Trained 12 community providers on follow-up curriculum to the Introductory ACEs and TIC 101 pieces and develop a sustainable program to continue to develop coaches in the community that are engaged in making the QC a Trauma-informed Community, have the tools and resources to work with organizations and agencies to become ACEs aware, and coach them to develop their own trauma informed practices.

**BY THE NUMBERS:**

- **3,000+** Community members were trained in basic ACEs Awareness and Trauma-informed approaches
- **70** Community providers trained to facilitate ACE Interface introductory curriculum
- **200+** Community members participated in Connections Matter workshops
- **45** Providers trained in Lemonade for Life parenting education curriculum
The Eastern Iowa-Western Illinois Trauma-informed Care Consortium engaged in partnerships with community members and a leadership group from Integrity Integrated Leadership Academy to create a common language across the Quad-Cities. This work has created a new paradigm in which to view individuals who are struggling with day-to-day life. It has helped us understand the incredible costs to our emotional and physical health when we experience childhood adversity, but also that by building resiliency factors we can combat these effects. Communities that are trauma-informed are forever changed for the better. The Consortium has helped the Quad-Cities build agents of change.

The following pages highlight some of the “agents of change” in the community from early childhood education to parents to businesses and how education and awareness of adverse childhood experiences has changed their approach.
How does Toxic Stress affect health and behavior?

When children experience highly stressful events they often develop what's called “toxic stress.” Toxic stress causes emotional and physical tension in children and can increases their heart rate, blood pressure, breathing and muscle tension. Their thinking is knocked off-line and they go into self-protection or “flight or fight mode.” When children do this they are just trying to feel safe. Adults need to understand this so we are able to respond in a way that is helpful.

- ACES 360

Exposure to childhood ACEs can increase the risk of:
- Unhealthy attachments with caregivers
- Running away
- Alcohol and drug abuse
- Depression or Anxiety
- Obesity
- School absence, suspensions and dropouts
- Problems with attention
- Dating violence/abusive relationships
- Sexually transmitted diseases (STD)
- Smoking
- Self-harm
- Unintended pregnancies
- Feeling that you don’t “fit in” with peers
- Lifelong health problems such as cancer and heart disease

25% of Iowa Youth report challenges that indicate having experienced a high level of stress growing up.

Change the moment, Change the future.
early childhood

“Children are not born fully formed, so we have the opportunity to build their brains through love and stable, nurturing relationships and environments. The presence of a stable, caring adult is one of the keys to building resiliency.”

-Dr Jack Shonkoff, Harvard University

AGENTS OF CHANGE

Skip-a-Long and Rock Island Arsenal

Two area early childhood programs, Skip-a-Long Child Development Center and the Rock Island Arsenal Child and Youth Services Program, have trained their entire staff in ACE awareness and other trauma sensitive curriculum. Skip-a-Long Child Development Centers and Skip-a-Long Family and Community Services has developed a trauma-informed practice team and has assisted in coordinating an early childhood forum and panel.

Community partners such as the Child Abuse Council, Family Resources, and the EIWITICC Community Resilience Coaches have embraced the Parenting through Childhood Stress and Connections Matter Curriculum and facilitated the programs to over 60 parents of young children.

HOW TO TAKE ACTION

- Support and advocate for early childhood initiatives and programming for all children.
- Take the time to read with a child, especially books that teach important social and emotional skills.
parents

“The impact on parents across our community is immeasurable; teachers, nurses, home visitors, police officers armed with this framework and language have facilitated countless conversations opening the pathways to parents understanding their own ACEs and beginning the inter-generational trajectory shift towards greater healing and health for their children.”

- Anne McNelis, Clinical Director of Transitions Mental Health Services

now what?

now what? is a project of the prevention team of the Eastern Iowa – Western Illinois Trauma-informed Care Consortium. This project is in partnership with Prevent Child Abuse Iowa through the Community Based Prevention Response to the Adverse Childhood Experiences (ACE) study. Now what? was developed to speak to parents directly through social media and the use of an online blog.

Read the blog at www.childabuseqc.org.

61 blog posts 15,032 page views 246 average views per post

HOW TO TAKE ACTION

• Volunteer in parent support groups or better yet start one, and advocate for funding parent education courses and programming.

• Encourage parents and families to seek out help when they need it, whether it is simply additional support during a time of adversity to long-term parent and family support through community programs and resources.

AGENTS OF CHANGE

Lemonade for Life

The Lemonade for Life Curriculum was brought to the Quad Cities as a result of work with the Consortium partners and leadership. The program lead to the training of 45 qualified home visitation and counseling service providers who will deliver the curriculum with parents to address how their childhood experiences may influence the way they parent, and to encourage hope for a positive future and the development of stronger family connections and resilience. This curriculum is evidence-based and local providers stated they have “seen an increase in disclosures and therefore an increase in appropriate referrals for support services.”

60+ parents learned about Parenting through Childhood Stress
education

“Since training all teachers and students about ACEs and toxic stress, youth arrests for violent crime are down 66% in Washington, saving the state more than $1.4 billion over a ten year period.”

Thurgood Marshall & Rock Island School Districts
Through support from Consortium trainers and coaches, Thurgood Marshall has adopted trauma-informed practices and is being looked to as an expert to change the entire Rock Island School District policies to align better with holistic family needs to ensure later success. This includes trauma-informed approaches such as a Sensory Safe room and teacher continuing education on ACEs awareness and practical application of that into the classroom environment.

Rock Island School District has committed to Trauma-informed Care as one of their 3 pillars for training and change in their schools strategic plan for 16-17.

School Counselor Academy
The Child Abuse Council and the Consortium have provided the local Mississippi Bend Area Education Agency and Rock Island County School Counselor Academies training on ACES and strengths-based practice. Out of that, four schools involved have committed to ACE/TIC training for their staff as part of staff development, and one school has reached out regarding developing a plan for trauma-informed practice in their social-emotional learning mandates throughout their middle school. Countless district representatives have learned the importance of ACE awareness and trauma sensitive practices in school.

6 School Districts have implemented some form of a Trauma Sensitive Schools Model

HOW TO TAKE ACTION
• Advocate and support trauma-informed training and practices within local schools and districts, including the use of safe rooms, meditation and other strategies shown to be effective in the classroom environment.
higher education

“The imperative for graduate social work education to prepare students for competent trauma-informed practice with individuals, families, groups, organizations, and communities stems from social workers’ prominence as members of the largest mental health profession treating trauma survivors.” (CSWE, 2015)

St. Ambrose University

Three local Master of Social Work graduates, Kelly Bush, LMSW, Jacqui Plumb, LMSW and Sonia Kersevich, LGSW; developed a trauma-sensitive schools model through a capstone research project with St. Ambrose University School of Social Work. The project has since been published in the Journal of School Social Work. Its authors have been invited to present their work at statewide conferences and the Mississippi River Bend Area Education Association to distribute the model to area school systems for review and potential implementation with support.

The Consortium was involved in the facilitation of a Trauma-informed course for the St. Ambrose University School of Social Work. The Trauma-informed Child Welfare class was developed from a Council of Social Work Education curriculum. This class is a full 3-credit, sixteen week course taught by representatives from the Consortium lead agencies and is designed to teach emerging social workers the science behind ACEs and how to implement trauma-informed practices in their future careers.

The Consortium has also supported the Women’s Studies program at SAU through education and training on community ACEs awareness, the impact on lifelong health and community-based responses.

90+ Social Work Graduate Students

have completed Trauma Informed Practice in Child Welfare graduate course taught by social work education leaders and Consortium education representatives.

AGENTS OF CHANGE

St. Ambrose University

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The Consortium has also supported the Women’s Studies program at SAU through education and training on community ACEs awareness, the impact on lifelong health and community-based responses.

HOW TO TAKE ACTION

• Promote ACEs awareness and trauma-informed practice training in all university and college departments.

• Utilize several models developed in social work for trauma-informed courses.

• Encourage funding and research for prevention programming through research institutions.

• Develop a trauma-informed practice team involving members of all departments to assess, develop and implement trauma sensitive strategies.
Work with the Consortium led to the inclusion of a question regarding victimization of neglect or abuse while growing up on the 2015 community wide health assessment in order to understand and recognize the prevalence of one type of adversity in the community population and the connection to health.

The Consortium has provided ACE awareness training to mental health service providers in the community as well as Emergency Department personnel and Clinic personnel within the Genesis Health System with a healthcare oriented approach.

Law Enforcement

Police Departments in Davenport, Moline, Scott County Jail and the Rock Island Arsenal have recognized the value of community relationships with the department and have taken steps to become aware of the impact of trauma and toxic stress on community members. All three departments have implemented ACEs awareness training through the ACE Interface curriculum and have seen a change in the way that officers interact with citizens.

Scott County Jail has implemented additional supportive programming to incarcerated parents that addresses adverse experiences and the effect on parenting through support from Consortium trainers.

Handle with Care is a trauma-informed response model with the basic premise is that law enforcement informs school staff when a student has been witness or involved in a violent or potentially traumatic law enforcement call. By alerting school administration, counselor and teacher, staff receive a “heads up” to keep an eye on a student and watch for signs of trauma, acting out, or isolation. Handle With Care is a Scott County wide initiative, and includes Bettendorf, Davenport, North Scott and Pleasant Valley schools, as well as some of the private schools including the Davenport Diocese and Trinity Lutheran. Participating police departments include Bettendorf, LeClaire, Eldridge, Davenport, Blue Grass, Buffalo and the Scott County Sheriff’s department.
Social Services and Organizations

The Consortium provided ACEs awareness training to Iowa Workforce Development Promise Jobs teams and the organization is currently addressing their clinical and institutional service provision model to better serve consumers with a trauma-informed lens.

Community relationships with the Consortium led to the implementation of a pilot research project by the Minnesota based SEARCH Institute on Family Strengths and the Community Foundation of the Great River Bend; the local project management team engaged 378 parent and teen pairs to complete the survey and learned that strong families come in all shapes and sizes, and feedback on the survey process and the follow-up focus group work included comments like how completing the survey opened up that conversation between parents and teens on how to better communicate with one another.

The Consortium worked with the United Way Health Council to develop language for future grant applications that include how a potential applicant or agency understands and practices from a trauma – informed approach.

Statewide Advocacy and Consulting Efforts

The Consortium leadership and partner agencies have been engaged with advocacy efforts for behavioral healthcare changes in the state of Iowa at the Statehouse in Des Moines, and supported the passage of children’s mental health policies through local legislative advocacy and a letter writing campaign to state representatives.

Through statewide connections with Prevent Child Abuse Iowa and other trauma-informed initiatives throughout the country the Consortium was able to partner with the Putnam Museum to screen showings of the two films by James Redford, “Paper Tigers” and in November 2016 “Resilience”.

Consortium leadership have been contacted by agencies and collaborative groups from across the state of Iowa, the University of Iowa, and as far away as Nashville, TN; Boise, ID; and Richmond, VA for information on how we have been able to accomplish the work that we have done and seeking guidance on replicating the successes.

HOW TO TAKE ACTION

• Make ACEs awareness and basic trauma-informed practices mandatory training for all staff and coordinate internal teams to develop trauma-informed strategies.

12 Community Resilience Coaches were trained on becoming trauma-informed and represent the spectrum of community services.
**ACE informed Employee Assistance Programs**

In order to help you through the decision-making process regarding the purchase of EAP services, we have provided this Worksheet for you to calculate the approximate cost of services and potential return on investment (ROI) for your organization.

### Calculate your Return on Investment

<table>
<thead>
<tr>
<th>Sample Organization</th>
<th>Your Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of employees in your organization:</td>
<td>100</td>
</tr>
<tr>
<td>Average EAP cost per employee, per year:</td>
<td>$33</td>
</tr>
<tr>
<td><strong>Total Annual cost for EAP services:</strong></td>
<td>$3,300</td>
</tr>
</tbody>
</table>

### Current Cost of Employee Problems

<table>
<thead>
<tr>
<th>Current Cost of Employee Problems</th>
<th>Sample Organization</th>
<th>Your Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of employees in your organization:</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Employees experiencing serious difficulties:</td>
<td>10%</td>
<td>X 10%</td>
</tr>
<tr>
<td>Employees with serious difficulties per year:</td>
<td>10</td>
<td>=</td>
</tr>
<tr>
<td>Average annual wage:</td>
<td>$38,500</td>
<td>X</td>
</tr>
<tr>
<td>Salary of employees “at risk”:</td>
<td>$385,000</td>
<td>=</td>
</tr>
<tr>
<td>Performance decline of trouble employees:</td>
<td>37.50%*</td>
<td>X 37.50%*</td>
</tr>
<tr>
<td><strong>Cost of productivity decline:</strong></td>
<td>$144,375</td>
<td>=</td>
</tr>
</tbody>
</table>

### Return on investment

<table>
<thead>
<tr>
<th>Return on investment</th>
<th>Sample Organization</th>
<th>Your Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated utilization of EAP in 1 Year:</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Number of employees:</td>
<td>100</td>
<td>X</td>
</tr>
<tr>
<td>Average annual wage, per employee:</td>
<td>$38,500</td>
<td>X</td>
</tr>
<tr>
<td>Performance fall-off due to programs:</td>
<td>37.50%</td>
<td>X 37.50%</td>
</tr>
<tr>
<td>Average success rate of EAP interventions:</td>
<td>75%</td>
<td>X 75%</td>
</tr>
<tr>
<td><strong>Productivity cost savings from EAP interventions:</strong></td>
<td>$43,313</td>
<td>=</td>
</tr>
<tr>
<td><strong>Cost of EAP:</strong></td>
<td>$3,300</td>
<td>-</td>
</tr>
<tr>
<td><strong>Cost savings to Organization:</strong></td>
<td>$40,013</td>
<td>=</td>
</tr>
<tr>
<td><strong>Cost savings divided by EAP Cost = ROI:</strong></td>
<td>$12.12 : $1.00</td>
<td>$</td>
</tr>
</tbody>
</table>

*37.5% is a conservative estimate of an employee’s performance fall-off and decrease when an employee is experiencing personal difficulties (such as absenteeism, lateness, personal telephone calls, distractions, idle time, discussion of problems with co-workers/manager, sick days, etc.) –Andrew Walton & Associates, European Union

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“**The CDC estimates depression to cause 200 million lost workdays each year at a cost to employers of up to $44 billion.**”
- Resilience, KPJR Films, 2016

“When you look at ACEs they’re actually a stronger predictor of heart disease than any of the traditional risk factors such as high blood pressure, high cholesterol or even smoking and yet I was never trained on this for one day in medical school.”
- Dr. Nadine Burke Harris

“High ACE Scores = Health Problems = High Costs of Health Insurance = High Cost of Business Bottom Line

[Image of woman]
Key Components of Developing Trauma-Informed Communities:

- Top Down Buy In – ACEs awareness and trauma-informed practices must be supported at all levels and across all functions including staff competency, organizational procedures and leadership.
- Collaborative Approach – engaging multiple leadership stakeholders and community members across service provider sectors, business, families to be involved.
- Providing Funding if Possible or In-Kind Services – funding is beneficial to pushing the initiative more rapidly, however the same can be accomplished by a small group of providers and organizations who will commit to providing a level of in-kind services regularly, for example 8 hours per week.
- Community Assessment of ACEs awareness and trauma-informed practice - what is your community doing already, and identifying the goals and values of the group and plans to move forward.
- Developing or using an evidenced-based curriculum for Community Education with population specific materials and collecting data
- Being prepared with “what next?” – It is not just teaching about ACEs, it is what to do with it in practice by population, for example engaging schools in building trauma-informed care teams and sensory or safe rooms.
- Being prepared to identify how the program and processes can be improved and adapting when necessary to address gaps and needs.

HOW TO TAKE ACTION

- Be involved in your community, prevention can simply be one caring adult away.
- Be aware of how adversity can impact the daily life and behaviors of anyone in unpredictable ways, it’s not about what is wrong with them.
The Consortium would like to thank the following for their contributions to this report: Nicole Barnes, Mary Macumber Schmidt, Angie Kendall, Anne McNelis, Jacqui Plumb, Nicole Carkner, Christine Gradert, Dawn Knutson and Molli Barker.

Learn More

Family Resources
www.famres.org | 563.445.0557

Child Abuse Council
www.childabuseqc.org | 309.736.7170

More Resources

Lemonade for Life - lemonadeforlife.com
ACE Interface - aceinterface.com
ACEs Connection - acesconnection.com
ACEs too High - acestoohigh.com
Connections Matter - connectionsmatter.org
Prevent Child Abuse Iowa - pcaiowa.org
Iowa ACEs 360 - iowaaces360.org
SAMSHA - samhsa.gov/trauma-violence
CDC/ACES - cdc.gov/violenceprevention/acestudy
National Child Traumatic Stress Network - nctsn.org
Harvard Center for the Developing Child - developingchild.harvard.edu
Child Welfare Information Gateway - childwelfare.gov
Children's Bureau Capacity Building Collaborative - capacity.childwelfare.gov
Child Trauma Academy - childtrauma.org
Center for Youth Wellness (Nadine Burke Harris Group) - centerforyouthwellness.org
KPJR Films site (Paper Tigers and Resilience) - kpjrfilms.co/resilience
United Way of the Quad Cities - www.unitedwayqc.org