Introducing the “Pair of ACEs” Tree

September 18, 2018
Call-in Number: 1-855-282-6330
Access Code: 736 362 179
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1:00-1:05pm</td>
<td>Welcome and Introductions</td>
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<tr>
<td>1:05-1:20pm</td>
<td>Overview of BCR &amp; the Pair of ACEs Tree</td>
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<tr>
<td>1:20-1:30pm</td>
<td>A Fundamental BCR Strategy: Helping Potential Partners See Themselves in the Work</td>
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<tr>
<td>1:30-1:50pm</td>
<td>Using the Tree for Education &amp; Coalition Building</td>
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<td></td>
<td>- Example: Alive &amp; Well Communities</td>
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<td></td>
<td>- Introducing the Pair of ACEs Infographic Templates</td>
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<td>1:50 – 2:10pm</td>
<td>Using the Pair of ACEs Tree in Policy &amp; Advocacy Work</td>
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<td>- Example: Joining Forces for Children</td>
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<tr>
<td>2:10-2:30pm</td>
<td>Questions &amp; Discussion</td>
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Meet our Speakers

Wendy Ellis
Sarah Baldauf
Carolyn Brinkmann
Vontriece McDowell
Caitlin Murphy
Jeff Hild
Building Community Resilience: Process of Assessment, Readiness, Implementation & Sustainability

Shared Understanding
- ACEs
- Resilience
- Narratives of the Community

State of Readiness
- Provider Capacity/Capability
- System Capacity/Capability
- Policy Supports

Community
- Organizational Linkages
- Citizen Leadership
- Social Supports
- Attachment to Place

Cross-Sector Partners
- How to Connect
- Resource Distribution
- Community & Political Partnerships
- Collaboration

BCR Coalition Building and Communications

- What You’re Trying To Do
  - Identify community resources and gaps in services
  - Identify and connect with new partners
  - Develop shared understanding and shared goals
  - Advocate for practice and policy change
  - Build your coalition
  - Develop partner building and communications strategies

- Tools That Can Help You Get Started
  - Mapping Assets
  - Partner Identification
  - Message Box
  - Smart Chart
  - Policy Barriers and Opportunities
  - Policy Conversation
  - Partner Identification
  - Message Box
  - Smart Chart

Adverse Childhood Experiences
- Maternal Depression
- Emotional & Sexual Abuse
- Substance Abuse
- Domestic Violence
- Poor Housing Quality & Affordability

Adverse Community Environments
- Poverty
- Discrimination
- Community Disruption
- Lack of Opportunity, Economic Mobility & Social Capital

Policy and Advocacy Guide

Building Community Resilience

Coalition Building and Communications Guide
A Fundamental BCR Strategy: Helping potential partners see themselves in the work

Sarah Baldauf, George Washington University
The Pair of ACEs: A Foundation for Your Resilience Work

Building Coalitions for Change

- Pair of ACEs
- Shared Understanding
- Narratives of Community
- Messages
- Strong Coalition
Connecting: From Partnership to Action

Talking about the Pair of ACEs

• Know your audience
• Be clear & concise
• Use stories to personalize data
• Avoid jargon
• Describe & illustrate

Crafting Messages

• Developing the "ask"
• Identifying barriers
• Identifying values
• Crafting the vision

BCR Coalition Building & Communications Guide (go.gwu.edu/bcr):
page 13 & page 17
Ask the right questions about Ballou’s absentee scandal, and you’ll learn something

By Litz Valdivia-Cazzol and Mark Hecker
December 8, 2017

Litz Valdivia-Cazzol was the valedictorian of Ballou High School’s Class of 2017. She is a presidential scholar at the University of the District of Columbia. Mark Hecker, a former DC Social Worker of the Year, is the executive director of Reach Incorporated, a nonprofit that supports teens, including many at Ballou, in becoming elementary school literacy tutors and children’s book authors.
Students at Ballou, in Congress Heights, regularly experience structural racism and systemic oppression that make academic success more difficult for students east of the Anacostia River.

Finally, many members of the Ballou community face housing instability, food insecurity and chronic neighborhood violence. Can we expect teachers and administrators to deal with the challenges associated with these realities?

Multiple Ways to Communicate
The Pair of ACEs

Testimony Before the Committee on Education
Council of the District of Columbia
Hearing on: B22-594 “Student Fair Access to School Act” and B22-179 “D.C. Public Schools Alternatives to Suspension Amendments Act”

Trauma Impacts How Children Learn and Behave in School
In addition to negative health impacts, trauma can impact students’ relationships with their peers and school employees as well as their reaction to certain situations. This is because traumatic experiences activate a child’s stress response system and the body responds with a “fight, flight or freeze” reaction, which releases hormones meant to be protective; however, repeated exposure to trauma may lead to an over-reactive stress response system. When this occurs, it is as if a child is in a constant state of emergency and minor occurrences at school, such as a misguided joke from a classmate or a perceived slight from a teacher, can lead to a disproportionate reaction. Picture a student who lives with a parent with an alcohol problem who also verbally abuses the child’s other parent. That child may view authority figures with suspicion, including teachers, and classroom rules may be viewed as un-fair or arbitrary, increasing the likelihood of a negative behavioral response or the child being re-traumatized if the school relies on exclusionary discipline.
Using the Tree for Education & Coalition Building

Vontriece McDowell & Sean Marz, Alive & Well Communities
Using the Pair of ACES to Build Awareness
Pair of ACEs used beginning in introductory Trauma Awareness trainings with all sectors, including our monthly community trainings.
**Adverse Childhood Experience (ACE) Study**

Without intervention, adverse childhood events (ACEs) may result in long-term disease, disability, chronic social problems and early death. Importantly, intergenerational transmission that perpetuates ACEs will continue without implementation of interventions to interrupt the cycle.

<table>
<thead>
<tr>
<th>Adverse Childhood Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Abuse of Child</td>
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<tr>
<td>• Psychological abuse</td>
</tr>
<tr>
<td>• Physical abuse</td>
</tr>
<tr>
<td>• Sexual abuse</td>
</tr>
<tr>
<td>• Trauma in Child’s Household Environment</td>
</tr>
<tr>
<td>• Substance Abuse</td>
</tr>
<tr>
<td>• Parental separation &amp;/or Divorce</td>
</tr>
<tr>
<td>• Mentally ill or suicidal Household member</td>
</tr>
<tr>
<td>• Violence to mother</td>
</tr>
<tr>
<td>• Imprisoned household member</td>
</tr>
<tr>
<td>• Neglect of Child</td>
</tr>
<tr>
<td>• Abandonment</td>
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<tr>
<td>• Child’s basic physical &amp;/or Emotional needs unmet</td>
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<table>
<thead>
<tr>
<th>Impact of Trauma &amp; Adoption of Health Risk Behaviors</th>
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</thead>
<tbody>
<tr>
<td><strong>Neurobiologic Effects of Trauma</strong></td>
</tr>
<tr>
<td>• Disrupted neuro-development</td>
</tr>
<tr>
<td>• Difficulty controlling anger</td>
</tr>
<tr>
<td>• Hallucinations</td>
</tr>
<tr>
<td>• Depression</td>
</tr>
<tr>
<td>• Panic reactions</td>
</tr>
<tr>
<td>• Anxiety</td>
</tr>
<tr>
<td>• Multiple (6+) somatic problems</td>
</tr>
<tr>
<td>• Impaired memory</td>
</tr>
<tr>
<td>• Flashbacks</td>
</tr>
<tr>
<td><strong>Health Risk Behaviors</strong></td>
</tr>
<tr>
<td>• Smoking &amp;/or Drug abuse</td>
</tr>
<tr>
<td>• Severe obesity</td>
</tr>
<tr>
<td>• Physical inactivity</td>
</tr>
<tr>
<td>• Self Injury &amp;/or Suicide attempts</td>
</tr>
<tr>
<td>• Alcoholism</td>
</tr>
<tr>
<td>• 50+ sex partners</td>
</tr>
<tr>
<td>• Sexually transmitted disease</td>
</tr>
<tr>
<td>• Repetition of original trauma</td>
</tr>
<tr>
<td>• Eating Disorders</td>
</tr>
<tr>
<td>• Dissociation</td>
</tr>
<tr>
<td>• Perpetrate domestic violence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long-Term Consequences Of Unaddressed Trauma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disease &amp; Disability</strong></td>
</tr>
<tr>
<td>• Ischemic heart disease</td>
</tr>
<tr>
<td>• Cancer</td>
</tr>
<tr>
<td>• Chronic lung disease</td>
</tr>
<tr>
<td>• Chronic emphysema</td>
</tr>
<tr>
<td>• Asthma</td>
</tr>
<tr>
<td>• Liver disease</td>
</tr>
<tr>
<td>• Skeletal fractures</td>
</tr>
<tr>
<td>• Poor self rated health</td>
</tr>
<tr>
<td>• HIV/AIDS</td>
</tr>
<tr>
<td><strong>Social Problems</strong></td>
</tr>
<tr>
<td>• Homelessness</td>
</tr>
<tr>
<td>• Prostitution</td>
</tr>
<tr>
<td>• Delinquency, violence &amp; criminal Behavior</td>
</tr>
<tr>
<td>• Inability to sustain employment-</td>
</tr>
<tr>
<td>• Re-victimization: rape; domestic Violence</td>
</tr>
<tr>
<td>• Inability to parent</td>
</tr>
<tr>
<td>• Inter-generational transmission Of abuse</td>
</tr>
<tr>
<td>• Long-term use of health &amp; social services</td>
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The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression
Emotional & Sexual Abuse
Substance Abuse
Domestic Violence

Physical & Emotional Neglect
Divorce
Mental Illness
Incarceration
Homelessness

Adverse Community Environments

Poverty
Discrimination
Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital
Violence
Poor Housing Quality & Affordability

What's missing?

Using the Pair of ACES to Build, Connect, & Activate

- Ambassador Orientations
- Trauma Awareness Trainings
- Steering Committee
- Learning Collaboratives (Justice, Health, & Education)
<table>
<thead>
<tr>
<th>Adverse Community Environments</th>
<th>St. Louis County</th>
<th>St. Louis City</th>
<th>Jackson County</th>
<th>Clay County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of <strong>violent crimes</strong> (per 100,000 ppl)</td>
<td>298 crimes</td>
<td>1,703 crimes</td>
<td>823 crimes</td>
<td>NA</td>
</tr>
<tr>
<td>% children living in <strong>poverty</strong></td>
<td>13%</td>
<td>38%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>% severely unaffordable or unsafe homes (monthly costs over 50% of income, no kitchen, no plumbing, or over-crowding)</td>
<td>14%</td>
<td>23%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>% low-income families with <strong>limited access to a grocery store</strong></td>
<td>6%</td>
<td>3%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Rate of <strong>drug overdose</strong> deaths (per 100,000 ppl)</td>
<td>516</td>
<td>287</td>
<td>336</td>
<td>15</td>
</tr>
</tbody>
</table>

Go to go.gwu.edu/bcrsnapcite for data source information.

What’s in our soil?
Examples of Impact

- Highlights Community Trauma
- Encourages Difficult Conversations – What’s in your soil?
- Identifies Commonalities
- Exposes Inequities
- Advances Conversations around Equity
## What’s Next – Changing Our Soil

<table>
<thead>
<tr>
<th>Build</th>
<th>Building an Equity Lens</th>
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<tbody>
<tr>
<td>Connect</td>
<td>Engaging Stakeholders in Action Planning</td>
</tr>
<tr>
<td>Activate</td>
<td>Developing a Policy Agenda</td>
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</table>
The Core Principles
Introducing the “Pair of ACEs” Infographic Templates

Caitlin Murphy, George Washington University
Why a “Pair of ACEs” infographic?

- **Visuals** draw new partners in; make complex ideas more accessible.
- BCR teams interested in pairing the tree **with their own community data**.
- Power in telling both an adversity and a resilience story.
An Unhealthy Tree: An Adversity Story

- Visualizes the prevalence of **adverse childhood experiences**
- Visualizes the prevalence of **adverse community environments**
  - Rate of violent crimes
  - % of children in poverty
  - % of severely unaffordable or unsafe homes
  - % of families with limited access to a grocery store
  - Rate of drug overdoses
A Healthy Tree: A Resiliency Story

- Visualizes **community resilience factors**:
  - % of children with a medical home
  - % families with consistent access to good, nutritious food
  - # of school-based healthcare centers with mental health services
  - Steady job growth
  - % workers with <30 minute commute
  - % families spending <30% of income on housing

- Healthy soil (connected systems & supports) → grows supportive adults & healthy households
- Healthy households → **youth outcomes**
How Do I Customize this to My Community?

• A free, customizable version of this infographic is available at go.gwu.edu/bcrinfographicdata

• Templates are fillable PDF forms with space to include your state and county data (up to two counties)

• Can replace any data point; please keep BCR copyright
How Do I Customize this to My Community?

- Infographic guide available at [go.gwu.edu/bcrinfographicguide](go.gwu.edu/bcrinfographicguide)
- Provides guidance for generating **county-level ACEs estimates**
  - Methodology developed by the Child & Adolescent Health Measurement Initiative (CAHMI)
  - Pairs state-level ACEs data from the National Survey of Children's Health (available at [www.childhealthdata.org](www.childhealthdata.org)) with county-level American Community Health Survey data
How Do I Customize this to My Community?

<table>
<thead>
<tr>
<th>INFOGRAPHIC TOPIC</th>
<th>DATA SOURCE</th>
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<tbody>
<tr>
<td>Adverse Community Environments (page one)</td>
<td></td>
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<tr>
<td>Rate of violent crimes</td>
<td>County Health Rankings</td>
</tr>
<tr>
<td>% of children living in poverty</td>
<td>County Health Rankings</td>
</tr>
<tr>
<td>% of severely unaffordable or unsafe homes</td>
<td>County Health Rankings</td>
</tr>
<tr>
<td>% of families with limited access to a grocery store</td>
<td>Food Environment Atlas</td>
</tr>
<tr>
<td>Rate of drug overdose deaths</td>
<td>County Health Rankings</td>
</tr>
<tr>
<td>Community Resilience Factors (page two)</td>
<td></td>
</tr>
<tr>
<td>% of children have a medical home</td>
<td>Same as ACE statistics; the national and state level figures are obtained directly from the 2016 NSCH, and the county figures are synthetic estimates using the NSCH and the ACS.</td>
</tr>
<tr>
<td>% of families consistently access good food</td>
<td>Same as ACE statistics; the national and state level figures are obtained directly from the 2016 NSCH, and the county figures are synthetic estimates using the NSCH and the ACS.</td>
</tr>
<tr>
<td># of school-based healthcare centers with mental health services</td>
<td>School-based Health Alliance's Mapping Tool</td>
</tr>
<tr>
<td>% job growth</td>
<td>U.S. Bureau of Labor Statistics</td>
</tr>
<tr>
<td>% workers with &lt;30 minute commute</td>
<td>Community Commons</td>
</tr>
<tr>
<td>% of families spending &lt;30% of income on housing costs</td>
<td>Community Commons</td>
</tr>
</tbody>
</table>

- Infographic guide provides interactive data sources for each state and county-level data point on the graphic:
  - County Health Rankings, Community Commons, Food Environment Atlas, etc.
- Provides additional, supporting data sources
Policy version of the template is available at go.gwu.edu/bcrinfographicpolicy.
Using the Tree in Policy & Advocacy Work

Jeff Hild,
George Washington University
Growing Your Policy Work

- Powerful Education Tool
- Identify Partners
- Creating Internal Buy-In
- Open Policy/Advocacy Doors
Educating Policy Makers: Making Sense of ACEs

- ACEs are still not widely understood, especially the community context
- Need to visualize the issue
- Localize....data + stories
Policy version of the template is available at go.gwu.edu/bcrinfographicpolicy.
Coordination and Collaboration- Who Needs to be at the Table?

• Connecting and convening multiple sectors and professions that provide the supports, services, and infrastructure to prevent ACEs, build resilience, promote equity

• Coordinating existing supports and services to avoid duplication of efforts (asset mapping), identify gaps, and increase access to services and supports

• Complementing and supplementing existing supports and services, particularly in terms of integrating clinical & community systems

• Bringing value to other sectors- e.g. Community Benefit, Education Accountability
Multiple Pathways to Progress

S. 774- Trauma Informed Care
- Original Legislation
- Briefings
- Appropriations Language
- Letters to Agency
- GAO Report
- Committee Action- S. 2680
- H.R. 6 Negotiations
Using the Tree in Policy & Advocacy Work

Carolyn Brinkmann,
The Children’s Home &
Joining Forces for Children
To mitigate the impact of ACEs for families and children in Greater Cincinnati – Southwest Ohio and Northern Kentucky
Vision
All residents, organizations, and institutions in Greater Cincinnati region are empowered and equipped to be champions for physically and emotionally healthy children in safe and nurturing families, neighborhoods, and communities.

Mission
Through its robust network of committed partners, Joining Forces for Children will strive to address & prevent the risks of childhood adversity and work to strengthen families and the community with the skills, knowledge, support and resources they need to nurture their children’s health & well-being.
Advocacy Opportunities

Adverse Childhood Experiences

- High rates of economic hardship, 40% of children experience poverty
- High rates of incarceration, 17% of children had a parent in jail
- History in community of racial discord and inequities
- 50% of children (0-5) living in poverty
- High rates of neighborhood violence, 14% of children are victims or witnesses
- Increased foster care placements, 25% related to parental substance abuse
- Opioid Crisis: increased addiction and overdose

Adverse Community Environments

- Increased family homelessness
Who IS Paying Attention

**Engagement Efforts**

- Key Stakeholder Engagement in Channels: Early Childhood, School-Age, Healthcare, Local Initiatives
- Hill Visits – Federal and State Level
- Speaking Engagements – stakeholder groups, state-wide conference
- Connection with Initiatives with “similar focus”
- Local Media Spots

**Highlights**

- Over 50 local agencies involved in Channel work
- Established ongoing relationship with Senator Sherrod Brown
- Attorney General Mike Dewine increased VOCA grant opportunities in Ohio
- Upcoming governor election, CCHMC rep for defining Child Health priorities in Ohio, both candidates have prioritized early childhood and wellness in platforms
- Groundworks Ohio publishing resources and information regarding impact of ACEs and racial disparities
- Cincinnati City Council – Office of Children and Families
Early Childhood Channel

Key Stakeholders

• Early Intervention – Home Visitors
• Early Care and Education and Early Childhood Mental Providers
• Local Collaboratives: Success by 6, Preschool Promise, Tristate Trauma Network, Consortium for Resilient Young Children
• State Partners: Groundworks Ohio, Kentucky Governor's Office of Early Childhood

Opportunities

• Collection of ACEs data required for state-wide home visitation programs
• VOCA Grant
• Local preschool promise and United Way family-centered learning communities endorsing holistic and wellness platforms
• Upcoming Governor Forum on Early Childhood
Questions?
Please “Chat” to “Everyone” to submit questions.