

## **The Second Iteration of the United States Out of the Shadows Index: Methodology Paper**

*Shining light on the prevention of and response to child sexual exploitation and abuse*

**February 2024**

*Should you require any further information about the methodology, data or findings from the second iteration of the United States Out of the Shadows Index, please contact [Katherine Stewart](#) or [Laura Avery](#).*

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## 1. What is the United States Out of the Shadows Index?

Economist Impact's *United States Out of the Shadows Index (the index)*, supported by World Childhood Foundation USA, was developed to evaluate state-level efforts to prevent and respond to children sexual exploitation and abuse (CSEA) across the United States (US). It does not attempt to measure the scale of the problem in each state, rather it serves as a tool to understand states' ongoing efforts to address this issue and to highlight areas for future prioritization.

The second iteration of the index builds on the findings of the United States Pilot Out of the Shadows Index (the US Pilot Index), published in 2022, which assessed 12 states. The second index encompasses an additional 16 states, offering a more comprehensive picture of the trends across 28 states. The updated index covers 70% of the US population, an increase of 33 percentage points when compared to the population covered by the US Pilot Index.

## 2. How was it developed?

The *Out of the Shadows Index* was first developed as a 60-country benchmark measuring the extent to which countries are responding to CSEA. This benchmark was first released in 2019. To score federalist countries, Economist Impact used the largest metropolitan statistical area (MSA) as a proxy for the entire country. Feedback on the program included concerns that a country's largest MSA did not reflect the response systems across the entire country. Stakeholders in the US were particularly concerned that New York City did not reflect the situation across the entire US.

To address this feedback, World Childhood Foundation USA approached Economist Impact to develop the US Pilot Index. The US Pilot Index was built on the global Out of the Shadows Index framework, but adjusted to reflect the data available in the US and issues that are critical to the US context. To develop the US Pilot Index framework, Economist Impact conducted a literature review and hosted an expert panel discussion in July 2021. Each sub-indicator question was also tested to ensure that our scoring criteria and question guidance were appropriate.

The pilot phase of the program provided an important opportunity to test the index framework and to refine our approach. Therefore, before the research for the second iteration began, several changes were made to the framework to create a more nuanced assessment of several key issues and to hold state governments to a higher standard (see section 7). A series of expert interviews were conducted to inform these amendments.

## 3. How were states selected to be included in the index?

The second iteration of the index covers 28 states, which were selected by Economist Impact to provide a holistic overview of the US. This includes the 12 states in the US Pilot Index<sup>1</sup> and 16 additional states.<sup>2</sup> To select the 16 new states, Economist Impact established a set of core criteria to ensure the selection of a geographically diverse set of states and a sample broadly representative of the diversity of the US population along a number of key

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<sup>1</sup> California, Connecticut, Illinois, Louisiana, Minnesota, Nevada, New York, North Dakota, Texas, Vermont, West Virginia and Wyoming

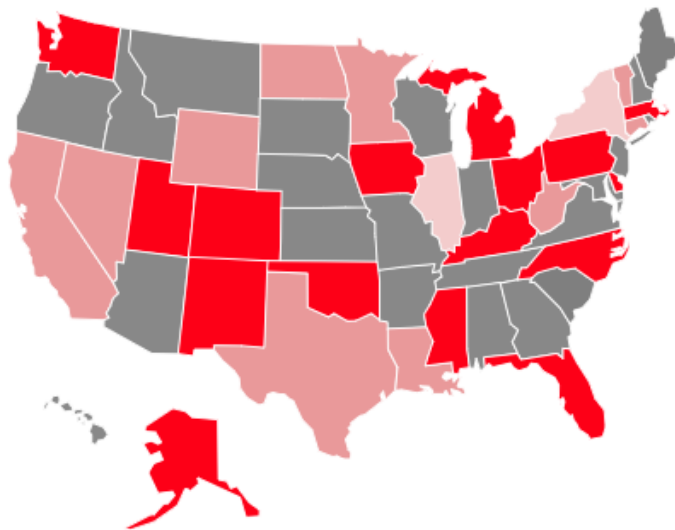
<sup>2</sup> Alaska, Colorado, Delaware, Florida, Iowa, Kentucky, Massachusetts, Michigan, Mississippi, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Utah, and Washington

dimensions (economic, regional and political). A reporting-focused scoping exercise was also completed to identify recent policy changes on this issue across the country. Lastly, a series of expert interviews and a survey with over 20 experts, advocates and practitioners were completed to understand how the index is already being used by these actors and which areas of the country it would be beneficial for the index to focus on next.

These efforts yielded four main areas or criteria for selecting states to ensure our process was comprehensive and deliberate:

- **Demographic considerations:** consideration of the social, economic and demographic variation across states is critical to understand how different communities, especially more marginalized ones, are impacted by the issue of CSEA.
- **Legislative (in)action on CSEA:** consideration of recent legislative action on issues directly or indirectly related to CSEA can help expose where progress has already been made and areas where greater attention is warranted.
- **Organization and operation of key systems:** consideration of the various approaches states employ when organizing and coordinating key systems and actors (eg, the child welfare system, education system) can help illuminate the strengths and weaknesses of these different approaches.
- **Maximizing the impact of the Out of the Shadows Index:** consideration of the index's target audience when selecting states can help to ensure the research will grab attention and be best placed to support ongoing advocacy efforts.

**Figure 3: States included in the US Out of the Shadows Index\***



*\*The light red denotes the states included in the 2022 US Pilot Index. Dark red indicates the states added during the second iteration of the index.*

#### 4. What does the index measure?

The second iteration of the index includes data and information across 21 indicators and over 170 sub-indicators, grouped into four domains across two pillars, that measure the extent to which states are implementing measures to prevent and respond to CSEA.

Figure 1: Pillars and Domains in the US Out of the Shadows Index

Pillar	Domain	Summary
Prevention	Legal Protections & Criminal Provisions	The availability of key measures to protect children and to hold offenders accountable
Prevention	Prevention Capacity Building	State investment in policies and programs critical to preventing CSEA and for addressing its risk factors
Response	Provision of Support Services	The availability of trauma-informed and survivor-centered services for survivors
Response	Justice Process	The capacity of the state's justice system to provide a child-centered response

## 5. What sources did you use to score the index and what limitations did you face?

Economist Impact relied on publicly available sources when conducting the research for the program. The reliance on publicly accessible data about the measures that states are taking ensures greater transparency, awareness and accountability. While this approach has the benefit of creating a fully transparent and repeatable methodology, it also presents some challenges. In some cases, for example, research was constrained by a lack of publicly available information (eg, some state plans or data sets have not been made accessible to the general public or are password protected).

All of the quantitative and qualitative data in the index was collected and analyzed by the Economist Impact project team. To score the indicators for the index, the research team gathered data from reputable state sources including:

- State laws and statewide rules, regulations or standards that have the force of law
- Plans and strategies developed by, or in collaboration with, state authorities
- Official websites of, and research from, government agencies (eg, Department of Health, Department of Education)
- Interviews with Children's Advocacy Center leaders and other experts
- Academic publications and reports
- Reports and data produced by other reputable sources.

In addition to completing our own policy research and analysis, we also integrated the findings from several other relevant assessments into our evaluation. Key sources included:

- The Administration for Children & Families
- The Centers for Disease Control and Prevention (CDC)
- Guttmacher Institute
- Annie E. Casey Foundation
- CHILD USA
- Georgetown Institute for Women, Peace and Security
- Human Rights Campaign
- Equality Now
- Shared Hope International
- SIECUS: Sex Ed for Social Change (see section 13 for complete list).

## 6. Why do the index and report refer to child sexual abuse in some sections and child sexual exploitation *and* abuse in others?

When developing the index, Economist Impact began by consulting the broader landscape of policy research already completed on CSEA in the US. This search revealed several evaluations that focused on specific issues, such as Shared Hope International’s Report Cards on Child & Youth Sex Trafficking. The index, which aims to provide a comprehensive picture of state-level action to address multiple types of sexual violence perpetuated against children, seeks to build on these efforts. Therefore, in addition to completing our own policy research and analysis, we also integrated the findings from several other relevant assessments into our evaluation. As a result, the index and model refer to specific forms of violence (eg, child sexual abuse, child sexual exploitation) to distinguish between findings and areas of focus, as appropriate.

**Figure 2: Defining child sexual exploitation and abuse**

	Contact	Contact and/or non-contact
<b>Child sexual abuse</b> (under age of sexual consent; or the child is forced or coerced)	<ul style="list-style-type: none"> <li>● Rape of a child</li> <li>● Child sexual assault</li> <li>● Incest</li> <li>● Sexual touching of a child</li> <li>● Harmful practices (eg, female genital mutilation)</li> </ul>	<ul style="list-style-type: none"> <li>● Corruption of children for sexual purposes (eg, causing a child to witness sexual activities)</li> <li>● Sexual harassment of a child (eg, physical or verbal)</li> <li>● Solicitation of children for sexual purposes (eg, grooming)</li> <li>● Online-facilitated sexual abuse (eg, online grooming or harassment)</li> <li>● Child, early and forced marriage</li> </ul>
<b>Child sexual exploitation</b> (child sexual abuse + element of exchange, or benefit to the child or others)	<ul style="list-style-type: none"> <li>● Exploitation of children in or for prostitution</li> </ul>	<ul style="list-style-type: none"> <li>● Child sexual abuse/exploitation materials (eg, images or videos depicting child sexual abuse)</li> <li>● Use of children for sexual performances</li> <li>● Online child sexual exploitation (eg, live online child sexual abuse)</li> <li>● Trafficking of children for sexual purposes</li> <li>● Sexual extortion or ‘sextortion’ of children (ie, threatening to share sexual images of a child to extort favors or money)</li> </ul>

## 7. What changes were made to the index following the pilot study?

Following the pilot study, Economist Impact revised parts of the index framework with the aim of building an even more robust and actionable tool. These changes were informed by our own internal review processes and expert feedback, resulting in four types of modifications:

1. **Additions:** Several new metrics were incorporated into the index. This included the addition of several indicators assessing state action around online CSEA, in recognition of the need to address this evolving threat (see Figure 3).
2. **Deletions:** A number of indicators were removed due to challenges regarding data availability. Indicators tied to a survey conducted during the pilot phase of the program were also removed, as this survey was not replicated in phase two.
3. **Adjustments:** The scoring criteria and research questions were revised for a number of indicators to improve the comprehensiveness of our approach and to hold states to even higher standards (see Figure 3).
4. **Re-organization:** Several indicators were relocated to sit under other domains within the index framework. These shifts were to better group indicators exploring similar sets of issues to ensure more digestible and useful tools. For example, all the indicators related to Children’s Advocacy Centers were moved into domain 3.

**Figure 3: Example adjustments to the framework**

Old	New	First iteration	Second iteration	Rationale for change or addition
NEW	1.6.3		Has the state’s government conducted, sponsored or endorsed a comprehensive victimization survey to explore the prevalence of online child sexual abuse in the state?	Developing a more comprehensive picture of how diverse populations are exposed to, and affected by, online sexual violence is crucial to ensure that planning efforts are well-informed and resources appropriately allocated.
4.1.5	3.2.3	Does the state have a standardized protocol or guidelines for conducting forensic interviews in cases of suspected child sexual abuse?	Does the state require that all forensic interviews be conducted at a Children’s Advocacy Center or by a trained forensic interviewer in suspected cases of child sexual abuse?	Uses a higher standard (eg, law/policy vs protocols/guidelines) and adds an assessment of child forensic interviewer qualifications.
3.2.1	3.3.3	Does the state budget include a line item for Children’s Advocacy Centers?	<ul style="list-style-type: none"> <li>a. Are Children’s Advocacy Centers in the state supported through General Revenue?</li> <li>b. Are Children’s Advocacy Centers in the state supported through Special Revenue?</li> </ul>	Recognizes that various state funding streams can be used to support Children’s Advocacy Centers.

## **8. Was the research updated for the states included in the pilot study?**

Economist Impact used external organizations’ (eg, The Administration for Children & Families) most recently released data to score all quantitative indicators. Additionally, Economist Impact updated the qualitative research completed for the 12 pilot states, whenever necessary, to ensure the comparability of data across all 28 states included in the second iteration of the index. This included conducting new policy research for the pilot states in all circumstances where additions or adjustments were made to the index framework (see section 7). In the cases where policy indicators remained unchanged between the first and second iterations, new research was not completed for the pilot states owing to restrictions on timelines and budget. As such, some of the data gathered during the pilot may no longer be reflective of state performance if related legislative or policy changes were made in the state following the completion of the research in 2022.

## **9. How does the index consider implementation of laws, policies and programs?**

Although Economist Impact was unable to assess the degree of implementation of each relevant law, policy, and program on the ground in a state, the index framework uses a mix of input and outcome indicators to assess a state’s performance. Incorporating outcome indicators allows us to understand the degree to which a law, policy, or program (i.e., input indicator) is actually having an impact on the ground and acts as a proxy for measuring implementation. For more detailed information, evidence and support for the implementation of solutions, please see other existing resources such as the CDC’s [Technical Package on Preventing Child Abuse and Neglect](#) and [Prevent Child Abuse America](#).

## 10. How was the data validated?

Children’s Advocacy Centers (CACs) play a pivotal role in coordinating the response to CSEA nationwide. As such, interviews with leaders of these facilities were integral to gain an on-the-ground perspective and validate our research findings. Economist Impact contacted the National Children’s Alliance (NCA) State Chapters<sup>3</sup> and/or individual CACs in major cities across the 16 new states. Directors of these organizations were invited to participate in either a phone discussion or a written exercise to validate our findings. The validation process focused on areas of the framework that were challenging to score and allowed us to both confirm our findings and, as necessary, adjust our scores. Fifteen out of the 16 states<sup>4</sup> responded to Economist Impact’s outreach and participated in the exercise. Additional interviews were completed with other key experts and advocates working across the prevention and response spectrum.

### 11. How did you model the data to calculate the index scores and rankings?

Indicator scores are normalized and then aggregated across categories to enable a comparison of broader concepts across states. Normalization rebases the raw indicator data to a common unit so that it can be aggregated. **All indicators in this model are normalized to a 0 to 100 scale, where 100 indicates the best.**

Most indicators are transformed on the basis of a min/max normalization, where the minimum and maximum raw data values across the 28 states are used to bookend the indicator scores. The indicators for which a higher value indicates a more favorable environment have been normalized on the basis of:

$$x = (x - \text{Min}(x)) / (\text{Max}(x) - \text{Min}(x))$$

where  $\text{Min}(x)$  and  $\text{Max}(x)$  are, respectively, the lowest and highest values in the 28 states for any given indicator. The normalized value is then transformed from a 0-1 value to a 0-100 score to make it directly comparable with other indicators. This in effect means that the state with the highest raw data value will score 100, while the lowest will score 0 for all indicators in the Index.

For the indicators for which a high value indicates an unfavorable environment, the normalization function takes the form of:

$$x = (x - \text{Max}(x)) / (\text{Min}(x) - \text{Max}(x))$$

where  $\text{Min}(x)$  and  $\text{Max}(x)$  are, respectively, the lowest and highest values in the 28 states for any given indicator. The normalized value is then transformed into a positive number on a scale of 0-100 to make it directly comparable with other indicators.

### 12. How did you assign weightings to the data to calculate the Index scores and rankings?

The weights assigned to each category and indicator can be changed in the data model to reflect different assumptions about their relative importance. Three sets of weights are provided in the data model. The index weights, as determined by Economist Impact, are

<sup>3</sup> National Children’s Alliance (NCA) State Chapters are state-level membership organizations supporting the work of CACs and multidisciplinary teams within its state borders

<sup>4</sup> Excluding Mississippi

the *default setting*. They are based on discussions with experts and others on the relative value of each category and indicator. The second weighting option, *equal domain weights*, assumes equal importance of all categories and evenly distributes weights on that basis. The third option, *equal indicator weights*, assigns an identical weight to each indicator, rather than to each category.

The first option, *default weights*, uses expert judgment to assign weights to indicators and brings a real-world perspective to an index, which is important if an index is to guide policy actions. The second and third options—in which all categories or indicators, respectively, are weighted equally—have the advantage of simplicity and do not involve subjective judgment. A disadvantage of these options is that they assume that all indicators or categories, respectively, are equally significant.

**Figure 4: OOSI expert-based weightings (default)**

<b>PREVENTION</b>	<b>60%</b>
<b>1) Legal Protections &amp; Criminal Provisions</b>	<b>50.0%</b>
1.1) Legal Protections: Gender & Equality	12.5%
1.2) Laws Protecting Minors	25.0%
1.3) Criminal Provisions	25.0%
1.4) Offender-focused Legislation	12.5%
1.5) Background Checks	12.5%
1.6) Data Availability	12.5%
<b>2) Prevention Capacity Building</b>	<b>50.0%</b>
2.1) Building Individual Skill & Knowledge	20.0%
2.2) Educating Providers	20.0%
2.3) Promoting Community Education	10.0%
2.4) Fostering Coalitions & Networks	10.0%
2.5) Changing Organizational Practice	20.0%
2.6) Influencing Policy & Legislation	20.0%
<b>RESPONSE</b>	<b>40%</b>
<b>3) Provision of Support Services</b>	<b>50.0%</b>
3.1) Child Welfare Workforce & Response	18.2%
3.2) Child-Centered Emergency Response	18.2%
3.3) Children's Advocacy Centers	36.4%
3.4) Crime Victims Compensation Programs	18.2%
3.5) Perpetrator Rehabilitation	9.1%
<b>4) Justice Process</b>	<b>50.0%</b>



4.1) Integrated Response & Coordination	40.0%
4.2) Police Capacity	20.0%
4.3) Judicial Processes	20.0%
4.4) Monitoring & Evaluation	20.0%

### 13. Detailed indicator list

**Figure 5: Indicator descriptions, scoring, and sources**

	OVERALL			
	PREVENTION			
<b>1</b>	<b>Legal Protections &amp; Criminal Provisions</b>			
<b>1.1</b>	<b>Legal Protections: Gender &amp; Equality</b>			
<b>1.1.1</b>	<b>Legal protections of women's rights</b>	Score 0-100; 100=best	Georgetown Institute for Women, Peace and Security	State score on the U.S. Women, Peace and Security Index: legal protections indicator
<b>1.1.2</b>	<b>Women's safety at the household and community levels</b>	Score 0-1; 1=best	Georgetown Institute for Women, Peace and Security	State score on the U.S. Women, Peace and Security Index: security sub-index score
<b>1.1.3</b>	<b>Female genital mutilation/cutting (FGM/C)</b>			
<b>1.1.3a</b>	Laws against FGM/C	Qualitative rating 0-1; 1=best	Equality Now	Does the state have a law against FGM/C?
<b>1.1.3b</b>	Cultural/ritual reasons and/or consent not a defense	Qualitative rating 0-1; 1=best	Equality Now	Does the state exclude cultural/ ritual reason and/or consent as a defense?
<b>1.1.3c</b>	Provisions for community education and outreach	Qualitative rating 0-1; 1=best	Equality Now	Are provisions for community education and outreach included in the law?
<b>1.1.4</b>	<b>State Equality Index</b>	Qualitative rating 0-3; 3=best	Human Rights Campaign	Has the state enacted laws and policies supporting LGBTQ+ rights?
<b>1.1.5</b>	<b>Attitudes towards LGBTQ+ rights</b>	% of adults that "favor" non-discrimination laws	American Values Atlas	Percentage of adults favoring non-discrimination laws
<b>1.2</b>	<b>Laws Protecting Minors</b>			

<b>1.2.1</b>	<b>Minimum legal age for marriage</b>	Qualitative rating 0-4; 4=best	CHILD USA	Has the state set the minimum age for marriage to be 18 without exception and is official proof of age required to obtain a marriage certificate?
<b>1.2.2</b>	<b>Definition of consent</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state statutorily define sexual consent?
<b>1.2.3</b>	<b>Close-in-age exemption</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state established an exemption to its age of consent laws when the couple are close-in-age?
<b>1.3</b>	<b>Criminal Provisions</b>			
<b>1.3.1</b>	<b>Sexual abuse of a child: penetration</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting an adult from engaging in sexual penetration with a minor?
<b>1.3.2</b>	<b>Sexual abuse of a child: touching</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting an adult from engaging in sexual touching of a minor?
<b>1.3.3</b>	<b>Sexual activity in front of child</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting an adult from intentionally engaging in sexual activity in front of a child or forcing a child to witness sexual activity?
<b>1.3.4</b>	<b>Incestuous sexual abuse of a minor</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting incestuous sexual activity with a minor?
<b>1.3.5</b>	<b>Minors sending sexually explicit images of a minor</b>	Qualitative rating 0-1; 1=best	Cyberbullying Research Center; Economist Impact research	Does the state have a law that prohibits a minor under 18 from sending or receiving sexually explicit images of another minor under 18?
<b>1.3.6</b>	<b>Child sexual abuse material</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state criminalized a range of conduct (eg, producing, distributing) related to child sexual abuse material?
<b>1.3.7</b>	<b>Exploitative sexual assault of a minor</b>			
<b>1.3.7a</b>	Exploitative sexual assault of a minor: authorities	Qualitative rating 0-3; 3=best	Economist Impact research	Does the state have a law prohibiting an adult in a position of authority or trust from engaging in sexual activity with a minor in their care or supervision?
<b>1.3.7b</b>	Exploitative sexual assault of a minor: minors with a disability	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting an adult in a position of trust to engage in sexual activity with a child with a disability in their care or supervision?
<b>1.3.8</b>	<b>Sexual abuse of a minor in custody</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting sexual activity between correctional staff/law enforcement and prisoners/individuals in custody of law?

<b>1.3.9</b>	<b>Child &amp; Youth Sex Trafficking Legislative Framework: criminal provisions</b>	Score 0-17.5; 17.5=best	Shared Hope International	Does the state have clear criminal laws, including those that criminalize buyers of sex with children, to ensure all sex trafficking offenders can be held accountable?
<b>1.4</b>	<b>Offender-focused Legislation</b>			
<b>1.4.1</b>	<b>Special provisions for repeat offenders</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have special provisions or rules (eg, extended imprisonment terms, sentencing conditions, additional penalties) addressing repeat sexual crimes against children?
<b>1.4.2</b>	<b>Minimum age of juvenile court jurisdiction</b>	Qualitative rating 0-2; 2=best	Economist Impact research	Has the state set a minimum age for when a child can be adjudicated delinquent in the juvenile justice system?
<b>1.4.3</b>	<b>Transfer to adult court</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state set a minimum age for when a juvenile can be prosecuted as an adult/when a juvenile can be transferred to criminal court for trial as an adult?
<b>1.4.4</b>	<b>Offenders' parental rights in cases of rape/sexual assault</b>	Qualitative rating 0-2; 2=best	Economist Impact Research	Does the state have a law terminating or restricting the parental rights (of the offender) if a child was conceived after rape or sexual assault?
<b>1.5</b>	<b>Background Checks</b>			
<b>1.5.1</b>	<b>Background checks: youth-serving organizations</b>			
<b>1.5.1a</b>	Checks: school employees	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state require background checks for adults employed by schools?
<b>1.5.1b</b>	Checks: youth-serving organizations	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state require background checks for adults employed by youth-serving organizations?
<b>1.5.2</b>	<b>Background checks: prospective foster homes</b>			
<b>1.5.2a</b>	Checks: state sex offender registry	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state disqualify an applicant if they, or any other adult household members, are listed on the state sex offender registry/have been convicted of a serious sexual offense?
<b>1.5.2b</b>	Checks: national sex offender registry	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state disqualify an applicant if they, or any other adult household members, are listed on the national sex offender registry/have been convicted of a serious sexual offense in another state?
<b>1.5.2c</b>	Checks: child abuse registry	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state disqualify an applicant if they, or any other adult household members, are recorded on the state's central registry with a substantiated finding of child abuse or neglect?

<b>1.5.2d</b>	Checks: child abuse registry (out-of-state)	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state disqualify an applicant if they, or any other adult household members, are recorded on another state's central registry with a substantiated finding of child abuse or neglect?
<b>1.5.3</b>	<b>Kinship caregivers</b>			
<b>1.5.3a</b>	Guardianship with kin as a permanency option	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a statute, regulation, or policy for guardianship with kin as a permanency option for children in out-of-home care?
<b>1.5.3b</b>	Checks: kinship caregivers	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state require background checks for prospective kinship caregivers?
<b>1.5.4</b>	<b>Standards for foster homes</b>			
<b>1.5.4a</b>	Number of children allowed per bedroom	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state specify the maximum number of children allowed in each bedroom in a foster home?
<b>1.5.4b</b>	Sharing a bedroom with the opposite sex	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state specify that there must be a sufficient number of bedrooms in a foster home so that children of the opposite sex do not share a room if they are older than 5?
<b>1.5.4c</b>	Sleeping in a bedroom with an adult	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state specify that children older than infants are not allowed to sleep in the same room as an adult in a foster home?
<b>1.6</b>	<b>Data Availability</b>			
<b>1.6.1</b>	<b>Participation in CDC Youth Risk Behavior Surveillance System (YRBSS)</b>			
<b>1.6.1a</b>	High School Youth Risk Behavior Survey participation	Qualitative rating 0-2; 2=best	Centers for Disease Control and Prevention	Does the state participate in the High School Youth Risk Behavior Survey?
<b>1.6.1b</b>	Middle School Youth Risk Behavior Survey participation	Qualitative rating 0-2; 2=best	Centers for Disease Control and Prevention	Does the state participate in the Middle School Youth Risk Behavior Survey?
<b>1.6.1c</b>	High School Youth Risk Behavior Survey depth	Score 0-8; 8=best	Centers for Disease Control and Prevention; Minnesota Department of Health	To what extent does the state's High School Youth Risk Behavior Survey include questions on sexual abuse or exploitation?
<b>1.6.2</b>	<b>Data on prevalence of child sexual abuse (CSA)</b>			
<b>1.6.2a</b>	CSA data: collection and publication	Qualitative rating 0-1;	Economist Impact research	Has the state's government conducted, sponsored or endorsed a comprehensive

		1=best		victimization survey to explore the prevalence of child sexual abuse in the state?
<b>1.6.2b</b>	CSA data: disaggregated by age of victim	Qualitative rating 0-1; 1=best	Economist Impact research	Is the data disaggregated by the age of the victim?
<b>1.6.2c</b>	CSA data: disaggregated by gender of victim	Qualitative rating 0-1; 1=best	Economist Impact research	Is the data disaggregated by the gender of the victim?
<b>1.6.2d</b>	CSA data: disaggregated by age of perpetrator	Qualitative rating 0-1; 1=best	Economist Impact research	Is the data disaggregated by the age of the perpetrator?
<b>1.6.2e</b>	CSA data: disaggregated by gender of perpetrator	Qualitative rating 0-1; 1=best	Economist Impact research	Is the data disaggregated by the gender of the perpetrator?
<b>1.6.2f</b>	CSA data: released within the past three years	Qualitative rating 0-1; 1=best	Economist Impact research	Has the data been released within the past three years?
<b>1.6.3</b>	<b>CSA data: online abuse</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state's government conducted, sponsored or endorsed a comprehensive victimization survey to explore the prevalence of online child sexual abuse in the state?
<b>2</b>	<b>Prevention Capacity Building</b>			
<b>2.1</b>	<b>Building Individual Skill &amp; Knowledge</b>			<b>Enhancing an individual's capability of preventing injury or illness and promoting safety</b>
<b>2.1.1</b>	<b>Mandatory sex education</b>			
<b>2.1.1a</b>	State-mandated sex education	Qualitative rating 0-1; 1=best	SIECUS	Does the state mandate sex education?
<b>2.1.1b</b>	State-mandated HIV/STI instruction	Qualitative rating 0-1; 1=best	SIECUS	Does the state mandate HIV/STI instruction?
<b>2.1.1c</b>	Sex education and HIV/STI instruction: exclusion of parental "opt-in" and "opt-out"	Qualitative rating 0-2; 2=best	SIECUS	Has the state excluded a parental "opt-in" or "opt-out" policy for sex education and HIV/STI instruction?
<b>2.1.1d</b>	Sex education and HIV/STI instruction: contraception	Qualitative rating 0-1; 1=best	SIECUS	If sex education or HIV/STI instruction is provided, is it required to cover contraception?
<b>2.1.1e</b>	Sex education and HIV/STI instruction: medically accurate	Qualitative rating 0-1; 1=best	SIECUS	If sex education or HIV/STI instruction is provided, is it required to be medically accurate?
<b>2.1.1f</b>	Sex education and HIV/STI instruction: evidence-based	Qualitative rating 0-1;	SIECUS	If sex education or HIV/STI instruction is provided, is it required to be evidence-based?

		1=best		
<b>2.1.1g</b>	Sex education and HIV/STI instruction: culturally appropriate	Qualitative rating 0-1; 1=best	SIECUS	If sex education or HIV/STI instruction is provided, is it required to be culturally appropriate?
<b>2.1.1h</b>	Sex education and HIV/STI instruction: LGBTQ+ inclusive	Qualitative rating 0-3; 3=best	SIECUS	If sex education or HIV/STI instruction is provided, is it required to be inclusive of LGBTQ+ people?
<b>2.1.1i</b>	Sex education and HIV/STI instruction: consent	Qualitative rating 0-1; 1=best	SIECUS	If sex education or HIV/STI instruction is provided, is it required to include information on consent?
<b>2.1.2</b>	<b>CSA prevention education (students)</b>			
<b>2.1.2a</b>	CSA prevention and awareness education	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate child sexual abuse awareness and prevention education?
<b>2.1.2b</b>	CSA prevention education: exclusion of parental "opt-in" and "opt-out"	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state excluded a parental "opt-in" or "opt-out" policy for child sexual abuse awareness and prevention instruction?
<b>2.1.3</b>	<b>Online safety education (students)</b>			
<b>2.1.3a</b>	Online abuse: prevention and awareness education	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate education on the risks of online-facilitated child sexual exploitation or abuse?
<b>2.1.3b</b>	Self-generated content: prevention and awareness education	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate education about the risks of creating and sharing self-generated sexual content?
<b>2.1.4</b>	<b>KIDS COUNT Data Book: Education domain</b>	1-50; 1=best	Annie E. Casey Foundation	State ranking on the Education domain from KIDS COUNT Data Book
<b>2.2</b>	<b>Educating Providers</b>			<b>Informing providers who will transmit skills and knowledge to others</b>
<b>2.2.1</b>	<b>CSA prevention training (educators)</b>			
<b>2.2.1a</b>	Educators: training on child sexual abuse	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate training on child sexual abuse for educators/teachers before they can work with minors, shortly after starting or at regular intervals?
<b>2.2.1b</b>	Educators: training on teen dating violence	Qualitative rating 0-1; 1=best	National Association of State Boards of Education	Does state law require school districts to adopt dating violence policies, and is training for teachers on teen dating violence required as part of this policy?
<b>2.2.2</b>	<b>CSA prevention training (youth-serving organization (YSOs) employees)</b>			

<b>2.2.2a</b>	YSOs employees: training on child sexual abuse	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state mandate training on child sexual abuse for employees of YSOs before they can work with minors, shortly after starting or at regular intervals?
<b>2.2.2b</b>	YSOs employees: training on teen dating violence	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state mandate training on teen dating violence and/or peer facilitated sexual abuse for employees of YSOs before they can work with minors, shortly after starting or at regular intervals?
<b>2.2.3</b>	<b>Professional development for trauma and mental health (educators)</b>			
<b>2.2.3a</b>	Educators: training on trauma	Qualitative rating 0-2; 2=best	The National Association of State Boards of Education	Does the state require the incorporation of instruction on trauma-informed practices into professional development and teacher education programs?
<b>2.2.3b</b>	Educators: training on mental health	Qualitative rating 0-2; 2=best	The National Association of State Boards of Education	Does the state require the incorporation of instruction on recognizing signs and symptoms of mental health issues into professional development and teacher education programs?
<b>2.3</b>	<b>Promoting Community Education</b>			<b>Reaching groups of people with information and resources to promote health and safety</b>
<b>2.3.1</b>	<b>Awareness-raising campaigns</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state run a statewide public awareness raising campaign focused on the prevention of child sexual abuse in the past two years?
<b>2.3.2</b>	<b>Mental health services and supports in schools</b>	Qualitative rating 0-2; 2=best	The National Association of State Boards of Education	Does the state require the establishment of school-based or school-linked mental health promotion and intervention programs or designation of student support staff such as school social workers?
<b>2.3.3</b>	<b>Prevention services for those at risk of offending</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a program or service (eg, hotline) to stop individuals who are having sexual thoughts about children from acting on them?
<b>2.4</b>	<b>Fostering Coalitions &amp; Networks</b>			<b>Convening groups and individuals for broader goals and greater impact</b>
<b>2.4.1</b>	<b>Task force on the prevention of child sexual abuse</b>			
<b>2.4.1a</b>	Task force: creation and outputs	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state established a task force focused on the prevention of child sexual abuse, and has the task force produced a report, recommendations, tools or guidance in the last ten years?
<b>2.4.1b</b>	Task force: victim-survivor representatives	Qualitative rating 0-1; 1=best	Economist Impact research	Does/did the state's task force on the prevention of child sexual abuse include victim-survivor representatives?

<b>2.4.2</b>	<b>Child sexual abuse prevention plan</b>			
<b>2.4.2a</b>	Child sexual abuse prevention plan	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a child sexual abuse prevention plan?
<b>2.4.2b</b>	Funding mechanism	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state's child sexual abuse prevention plan outline a funding mechanism?
<b>2.4.2c</b>	Plan development: engagement with Children's Advocacy Centers (CACs)	Qualitative rating 0-1; 1=best	Economist Impact research	Did the state engage CACs in the drafting of the state plan to prevent child sexual abuse?
<b>2.4.2d</b>	Plan development: engagement with organizations serving or representing youth	Qualitative rating 0-1; 1=best	Economist Impact research	Did the state engage with organizations or groups serving or representing youth in the drafting of the state plan to prevent child sexual abuse?
<b>2.4.2e</b>	Plan development: engagement with victim-survivors	Qualitative rating 0-1; 1=best	Economist Impact research	Did the state engage with victim-survivor representatives or victim-survivor family representatives in the drafting of the state plan to prevent child sexual abuse?
<b>2.4.3</b>	<b>Online child sexual abuse prevention plan</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have an online child sexual abuse prevention plan?
<b>2.5</b>	<b>Changing Organizational Practice</b>			<b>Adopting regulations and shaping norms to improve health and safety</b>
<b>2.5.1</b>	<b>Code of ethics for educators: appropriate boundaries</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state established a code of ethics/conduct or professional standards for educators that includes guidance on appropriate boundaries between educators and students?
<b>2.5.2</b>	<b>School employees: screening of applicants</b>	Qualitative rating 0-2; 2=best	Enough Abuse Campaign	Has the state enacted laws addressing the screening of school employees to prevent educator sexual misconduct and abuse?
<b>2.5.3</b>	<b>Dating violence policies</b>	Qualitative rating 0-2; 2=best	National Association of State Boards of Education	Does the state require or encourage districts to adopt dating violence prevention policies?
<b>2.5.4</b>	<b>Student safety posters in schools</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does state law require that schools post student safety posters and/or other help-seeking information?
<b>2.5.5</b>	<b>Alternatives to exclusionary discipline</b>	Qualitative rating 0-2; 2=best	National Association of State Boards of Education	Does the state have a policy promoting the use of restorative justice, restorative practices or other non-punitive discipline approaches as alternatives to exclusion or school removal?
<b>2.5.6</b>	<b>Social-emotional learning</b>	Qualitative rating 0-2;	National Association of	Does the state require the provision of social-emotional learning or character



		2=best	State Boards of Education	education through development of standards, professional development or classroom instruction?
<b>2.6</b>	<b>Influencing Policy &amp; Legislation</b>			<b>Developing strategies to change laws and policies to influence outcomes</b>
<b>2.6.1</b>	<b>Family First Prevention Services Act Plan</b>	Qualitative rating 0-3; 3=best	Economist Impact research	Does the state have a Family First Prevention Services Act (FFPSA) Plan?
<b>2.6.2</b>	<b>State investment in Early Head Start</b>	Estimated % of Income-Eligible Children With Access to Early Head Start	The Prenatal-to-3 Policy Impact Center	Percentage of income-eligible children with access to Early Head Start
<b>2.6.3</b>	<b>State investment in home-visiting programs</b>	Estimated % of Eligible Children Under Age 3 Served in Evidence-Based Home-Visiting Programs	The Prenatal-to-3 Policy Impact Center	Percentage of eligible children under age 3 served in evidence-based home-visiting programs
<b>2.6.4</b>	<b>Sexual health services for minors</b>			
<b>2.6.4a</b>	Sexual health services for minors: ability to consent (HIV testing/treatment)	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state explicitly include HIV testing and treatment in the package of STI services to which minors may consent?
<b>2.6.4b</b>	Sexual health services for minors: confidentiality (STI services)	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state allow physicians to inform a minor's parents or guardians when the minor seeks or receives STI services?
<b>2.6.5</b>	<b>Contraceptive services for minors</b>	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state explicitly allow all minors to consent to contraceptive services?
<b>2.6.6</b>	<b>KIDS COUNT Data Book: Economic Well-Being domain</b>	1-50; 1=best	Annie E. Casey Foundation	State ranking on the Economic Well-Being domain from KIDS COUNT Data Book
<b>2.6.7</b>	<b>KIDS COUNT Data Book: Health domain</b>	1-50; 1=best	Annie E. Casey Foundation	State ranking on Health domain from KIDS COUNT Data Book
<b>2.6.8</b>	<b>KIDS COUNT Data Book: Family and Community domain</b>	1-50; 1=best	Annie E. Casey Foundation	State ranking on the Family and Community domain from KIDS COUNT Data Book
<b>2.6.9</b>	<b>Adverse childhood experiences</b>	% of children with no experiences of adverse childhood experiences	Child and Adolescent Health Measurement Initiative	Experience of household-based adverse childhood experiences
<b>2.6.10</b>	<b>State Index on Youth Homelessness</b>	Rating 0-100; 100=best	True Colors United and the National Law	An evaluation of the state across 13 key metrics, which are indicative of states' overall approaches toward youth homelessness

			Center on Homelessness & Poverty	
<b>2.6.11</b>	<b>Unaccompanied homeless youth</b>	Qualitative rating 0-3; 3=best	US. Department of Housing and Urban Development	Number of unaccompanied youth experiencing homelessness per 10,000 unaccompanied youth
	<b>RESPONSE</b>			
<b>3</b>	<b>Provision of Support Services</b>			
<b>3.1</b>	<b>Child Welfare Workforce &amp; Response</b>			
<b>3.1.1</b>	<b>Training for mandated reporters</b>	Qualitative rating 0-2; 2=best	The State Child Abuse and Neglect Policies Database	Does the state require training for mandated reporters?
<b>3.1.2</b>	<b>Centralized reporting system</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a centralized process for reporting suspected cases of child sexual abuse?
<b>3.1.3</b>	<b>Training for child protective service investigators</b>			
<b>3.1.3a</b>	Child protective services training: child sexual abuse	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate regular training on child sexual abuse for child protective services investigators responsible for cases involving child sexual abuse?
<b>3.1.3b</b>	Child protective services training: trauma	Qualitative rating 0-1; 1=best	Economist Impact research	Does state mandate regular training on trauma or a trauma-informed response for child protective services investigators responsible for cases involving child sexual abuse?
<b>3.1.4</b>	<b>Caseload/workload assessment</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state undertaken or commissioned a study/assessment that investigates the current caseloads/workloads of child welfare caseworkers and provided related recommendations or standards?
<b>3.1.5</b>	<b>Wages of child welfare workers</b>	Ratio; welfare worker wage: average wage	Bureau of Labor Statistics; Economist Impact	The average mean wage for <i>Child, Family, and School Social Workers</i> and <i>Social and Human Service Assistant Workers</i> in the state compared to the overall average mean wage in the state.
<b>3.1.6</b>	<b>Child and Family Services Reviews (CFSRs): Round 3</b>			
<b>3.1.6a</b>	Maltreatment in foster care indicator	Qualitative rating 0-2; 2=best	Children's Bureau, an office of the Administration for Children & Families	Did the state perform better, no different or worse than the national performance on the Maltreatment in foster care indicator?

<b>3.1.6b</b>	Recurrence of maltreatment in foster care indicator	Qualitative rating 0-2; 2=best	Children's Bureau, an office of the Administration for Children & Families	Did the state perform better, no different or worse than the national performance on the Recurrence of maltreatment in foster care indicator?
<b>3.1.6c</b>	Permanency for children entering foster care indicator	Qualitative rating 0-2; 2=best	Children's Bureau, an office of the Administration for Children & Families	Did the state perform better, no different or worse than the national performance on the Permanency in 12 months for children entering foster care indicator?
<b>3.1.7</b>	<b>Child &amp; Youth Sex Trafficking Legislative Framework: Identification of &amp; Response to Victims</b>	Score 0-27.5; 27.5=best	Shared Hope International	Do the states' laws identify all commercially sexually exploited children as victims of trafficking and provide for a protective, rather than punitive, response?
<b>3.1.8</b>	<b>Children's ombudsman office</b>	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state have a children's ombudsman office to assist in providing oversight of children's services?
<b>3.2</b>	<b>Child-Centered Emergency Response</b>			
<b>3.2.1</b>	<b>Medical care following sexual abuse</b>			
<b>3.2.1a</b>	Ability to consent	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law explicitly allowing minors to consent to a sexual assault medical forensic examination and/or related medical or mental health care in cases of sexual abuse, without the prior consent or knowledge of their parents or guardian?
<b>3.2.1b</b>	Availability of trained providers in hospitals	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law requiring professional personnel trained in the examination of sexual abuse victims to be employed or on call at hospitals/emergency rooms or for hospitals/emergency rooms to have partner/transfer agreements in place with a nearby hospital/county providing these services?
<b>3.2.1c</b>	Right to consult with an advocate	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law establishing the right of sexual abuse victims to have a victim advocate present during a sexual assault medical forensic examination, including a requirement that medical personnel and/or law enforcement inform the victim of this right?
<b>3.2.2</b>	<b>Child medical evaluation: coverage of costs</b>			
<b>3.2.2a</b>	Pregnancy test	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting hospitals/medical professionals from billing victims of sexual abuse for pregnancy tests

				conducted during a sexual assault medical forensic examination?
<b>3.2.2b</b>	Emergency contraception	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting hospitals/medical professionals from billing victims of sexual abuse for emergency contraception provided during a sexual assault medical forensic examination?
<b>3.2.2c</b>	Tests for STIs	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting hospitals/medical professionals from billing victims of sexual abuse for tests for STIs conducted during a sexual assault medical forensic examination?
<b>3.2.2d</b>	Medications	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting hospitals/medical professionals from billing victims of sexual abuse for medications provided during a sexual assault medical forensic examination?
<b>3.2.2e</b>	Treatment for injuries sustained during the assault	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a law prohibiting hospitals/medical professionals from billing victims of sexual abuse for treatment for injuries sustained during the assault?
<b>3.2.3</b>	<b>Forensic interviews</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does state law require that all forensic interviews with child victims of sexual abuse be conducted at a Children's Advocacy Center or by a trained forensic interviewer?
<b>3.2.4</b>	<b>Access to emergency contraception</b>			
<b>3.2.4a</b>	Emergency rooms: information about emergency contraception	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state require emergency rooms to provide information about emergency contraception to sexual assault victims?
<b>3.2.4b</b>	Emergency rooms: dispense emergency contraception on request	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state require emergency rooms to dispense the drug on request to sexual assault victims?
<b>3.2.4c</b>	Pharmacists: conditions to dispense emergency contraception	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state allow pharmacists to dispense emergency contraception without a physician's prescription under certain conditions?
<b>3.2.5</b>	<b>Abortion rights</b>			
<b>3.2.5a</b>	Abortion policies and access	Qualitative rating 0-6; 6=best	The Guttmacher Institute	Does the state have policies that restrict or protect access to abortion?
<b>3.2.5b</b>	Minors' access to abortion without parental involvement (cases of rape/incest)	Qualitative rating 0-1; 1=best	The Guttmacher Institute	Does the state permit a minor to receive abortion services without parental involvement in cases of sexual abuse, assault or incest?
<b>3.2.6</b>	<b>Rape kit reform legislation and policies</b>	Qualitative rating 0-4;	Joyful Heart Foundation	Has the state enacted laws and policies supporting comprehensive rape kit reform?

		4=best		
<b>3.2.7</b>	<b>Child &amp; Youth Sex Trafficking Legislative Framework: Continuum of Care</b>	Score 0-15; 15=best	Shared Hope International	Does state law provide child victims of sex trafficking access to funded, trauma-informed services?
<b>3.3</b>	<b>Children's Advocacy Centers</b>			
<b>3.3.1</b>	<b>Children's Advocacy Centers (CACs): Policy</b>			
<b>3.3.1a</b>	CACs: clearly defined and required to meet NCA standards	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state have a statute clearly defining CACs and/or requiring centers to meet or to be in line with the NCA's <i>National Standards of Accreditation</i> ?
<b>3.3.1b</b>	CACs: required or encouraged by state	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state have a statute permitting, encouraging or requiring the establishment of CACs and/or their use in the response to allegations of child sexual abuse?
<b>3.3.2</b>	<b>Children's Advocacy Centers (CACs): Coverage</b>			
<b>3.3.2a</b>	% of counties served by NCA-member CACs	% of counties served by NCA member CACs	National Children's Alliance	Counties in the state served by NCA-member CACs
<b>3.3.2b</b>	% of counties served by NCA-member or non-member CACs	% of counties served by NCA member or non-member CACs	National Children's Alliance	Counties in the state served by NCA-member or non-member CACs
<b>3.3.3</b>	<b>State funding for Children's Advocacy Centers (CACs)</b>			
<b>3.3.3a</b>	State funding for CACs: general revenue	Qualitative rating 0-1; 1=best	National Children's Alliance; Economist Impact	Are CACs in the state supported through state general revenue?
<b>3.3.3b</b>	State funding for CACs: special revenue	Qualitative rating 0-1; 1=best	National Children's Alliance; Economist Impact	Are CACs in the state supported through state special revenue?
<b>3.4</b>	<b>Crime Victims Compensation (CVC) programs</b>			
<b>3.4.1</b>	<b>State CVC program: eligibility requirements</b>			
<b>3.4.1a</b>	Extended filing period	Qualitative rating 0-3; 3=best	Economist Impact research	Do the state's laws that establish eligibility for the state's CVC program provide a special (i.e., extended) filing period for child victims and/or victims of sexual assault?

<b>3.4.1b</b>	Exemptions from reporting to law enforcement	Qualitative rating 0-2; 2=best	Economist Impact research	Do the state's laws that establish eligibility for the state's CVC program exempt child victims and/or victims of sexual assault from reporting to law enforcement as a prerequisite for eligibility?
<b>3.4.2</b>	<b>State CVC program: application processing time</b>	Number of days	Everytown Research & Policy	Average Number of Days to Process Application for Claim Eligibility in FY 2019
<b>3.5</b>	<b>Perpetrator Rehabilitation</b>			
<b>3.5.1</b>	<b>Sex Offender Management / Policy Board</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a Sex Offender Management / Policy Board that has produced guidelines or standards on the assessment and treatment of sex offenders?
<b>3.5.2</b>	<b>Assessment/treatment of juveniles who have engaged in sexually abusive behavior</b>			
<b>3.5.2a</b>	Assessment and treatment of juveniles: polygraph assessments	Qualitative rating 0-2; 2=best	Economist Impact research	Do state statutes, rules, standards or guidelines for the assessment/treatment of juveniles who have engaged in sexually abusive behavior prohibit, limit or recommend against the use of harmful practices, including the use of polygraph assessments?
<b>3.5.2b</b>	Assessment and treatment of juveniles: plethysmography	Qualitative rating 0-2; 2=best	Economist Impact research	Do state statutes, rules, standards or guidelines for the assessment/treatment of juveniles who have engaged in sexually abusive behavior prohibit, limit or recommend against the use of harmful practices, including the use of plethysmography?
<b>3.5.3</b>	<b>Elimination of juvenile registration</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state eliminated sex offender registration in all cases of children adjudicated delinquent without exception?
<b>4</b>	<b>Justice Process</b>			
<b>4.1</b>	<b>Integrated Response &amp; Coordination</b>			
<b>4.1.1</b>	<b>Cross-reporting of child sexual abuse</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does state law require cross-reporting between key agencies when a report alleging sexual abuse of a child is received?
<b>4.1.2</b>	<b>Multidisciplinary teams</b>	Qualitative rating 0-2; 2=best	Economist Impact research	Does state law permit, encourage, or require the establishment of multidisciplinary investigative teams and their use in response to allegations of child sexual abuse?
<b>4.2</b>	<b>Police Capacity</b>			
<b>4.2.1</b>	<b>Dedicated CSEA law enforcement agency/unit</b>	Qualitative rating 0-2; 2=best	Economist Impact research	Do the state police/local law enforcement have a crimes against children department/unit?

<b>4.2.2</b>	<b>Training for law enforcement</b>			
<b>4.2.2a</b>	Law enforcement training: child sexual abuse	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state mandate regular training on child sexual abuse for law enforcement personnel responsible for investigating child sexual abuse cases?
<b>4.2.2b</b>	Law enforcement training: trauma	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate regular training on trauma or providing a trauma-informed response for law enforcement personnel responsible for investigating child sexual abuse cases?
<b>4.2.3</b>	<b>Law enforcement/social worker partnerships</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state's largest city's police department hire social workers, and are they part of the response to cases involving child sexual abuse?
<b>4.2.4</b>	<b>Law enforcement: diversity initiatives</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state's largest city's police department have a strategy/protocol that includes initiatives to increase diversity in the police force?
<b>4.2.5</b>	<b>Law enforcement: diversity representation</b>	% of minority law enforcement staff in the state	US Census Bureau	Percentage of minority law enforcement personnel in the state
<b>4.2.6</b>	<b>Law enforcement: gender initiatives</b>	Qualitative rating 0-2; 2=best	30X30 Initiative	Have law enforcement agencies/police departments in the state signed the 30X30 pledge?
<b>4.2.7</b>	<b>Law enforcement: gender representation</b>	% of female law enforcement staff in the state	US Census Bureau; Economist Impact	Percentage of female law enforcement personnel in the state
<b>4.2.8</b>	<b>Child &amp; Youth Sex Trafficking Legislative Framework: Prevention and Training</b>	Score 0-15; 15=best	Shared Hope International	Does state law require training for individuals within systems likely to come into contact with child sex trafficking victims?
<b>4.3</b>	<b>Judicial Processes</b>			
<b>4.3.1</b>	<b>Statute of limitations</b>			
<b>4.3.1a</b>	Criminal statute of limitations for child sexual abuse cases	Qualitative rating 0-4; 4=best	CHILD USA	Has the state eliminated the criminal statute of limitations for child sexual abuse crimes?
<b>4.3.1b</b>	Civil statute of limitations for child sexual abuse claims	Qualitative rating 0-4; 4=best	CHILD USA	Has the state eliminated the civil statute of limitations for child sexual abuse claims?
<b>4.3.1c</b>	Revival or window law for expired civil claims	Qualitative rating 0-5; 5=best	CHILD USA	Does the state have a revival or window law for expired civil claims?
<b>4.3.2</b>	<b>Training for prosecutors</b>			
<b>4.3.2a</b>	Prosecutors training: child sexual	Qualitative	Economist Impact	Does the state mandate regular training for

	abuse	rating 0-2; 2=best	research	prosecutors on child sexual abuse?
<b>4.3.2b</b>	Prosecutors training: trauma	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state mandate regular training for prosecutors on trauma or a trauma-informed approach?
<b>4.3.3</b>	<b>Child-friendly court processes</b>			
<b>4.3.3a</b>	Alternatives to in-court testimony	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state have a statute or rule permitting the testimony of a child victim to be taken outside the courtroom (i.e., by 2-way closed circuit television) in child sexual abuse cases?
<b>4.3.3b</b>	Hearsay exception	Qualitative rating 0-2; 2=best	Economist Impact research	Does the state have a statute or rule that provides a hearsay exception for out-of-court statements made by sexually-abused children?
<b>4.3.4</b>	<b>Child's right to counsel</b>	Score 0-105; 105=best	First Star Institute; Children's Advocacy Institute	To what extent does the state ensure that children are provided with high-quality legal representation during child abuse and neglect proceedings?
<b>4.3.5</b>	<b>Court-appointed representatives</b>	Qualitative rating 0-1; 1=best	Children's Bureau, an office of the Administration for Children & Families	Does the state report data on the number of court-appointed representatives appointed annually to the Administration for Children and Families?
<b>4.3.6</b>	<b>Victim offender dialogue program</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state offer victim-offender dialogue programs (eg, through the Department of Corrections)?
<b>4.3.7</b>	<b>Child &amp; Youth Sex Trafficking Legislative Framework: Access to Justice for Trafficking Survivors</b>	Score 0-15; 15=best	Shared Hope International	Are a range of civil and criminal justice remedies available for victims of trafficking under the law?
<b>4.3.8</b>	<b>Child &amp; Youth Sex Trafficking Legislative Framework: Tools for a Victim-Centered Criminal Justice Response</b>	Score 0-10; 10=best	Shared Hope International	Are criminal justice procedures for the benefit and protection of victims provided under the law?
<b>4.4</b>	<b>Monitoring &amp; Evaluation</b>			
<b>4.4.1</b>	<b>Data on recorded child sexual abuse cases</b>			
<b>4.4.1a</b>	Recorded child sexual abuse cases	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Does the state's government collect and publish data on child sexual assault offenses recorded by law enforcement?
<b>4.4.1b</b>	Recorded cases: data disaggregated by age of victim	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Is this data disaggregated by the age of the victim?



<b>4.4.1c</b>	Recorded cases: data disaggregated by gender of victim	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Is this data disaggregated by the gender of the victim?
<b>4.4.1d</b>	Recorded cases: data disaggregated by gender of perpetrator	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Is this data disaggregated by the gender of the perpetrator?
<b>4.4.1e</b>	Recorded cases: relationship of the victim and the perpetrator	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Is this data disaggregated by the relationship of the victim and the perpetrator?
<b>4.4.1f</b>	Recorded cases: data released within the past three years	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Has this data been released within the past three years?
<b>4.4.2</b>	<b>Data on arrests</b>	Qualitative rating 0-1; 1=best	Economist Impact research; Bureau of Justice Statistics	Does the state publish data on the number of child sexual abuse-related arrests?
<b>4.4.3</b>	<b>Data on charges</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state collect and publish data on child sexual abuse-related charges filed?
<b>4.4.4</b>	<b>Data on convictions</b>	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state collect and publish data on child sexual abuse-related convictions?
<b>4.4.5</b>	<b>Evaluation processes</b>			
<b>4.4.5a</b>	Review of the justice response	Qualitative rating 0-1; 1=best	Economist Impact research	Does the state have a task force, or has the state undertaken a study, on improving the criminal justice response to sexual abuse, including child sexual abuse?
<b>4.4.5b</b>	Information gathering: law enforcement	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state conducted surveys or undertaken other information gathering efforts with law enforcement to help improve the response to sexual abuse?
<b>4.4.5c</b>	Information gathering: service providers	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state conducted surveys or undertaken other information gathering efforts with service providers and other community-based stakeholders to help improve the response to sexual abuse?
<b>4.4.5d</b>	Information gathering: victim-survivors	Qualitative rating 0-1; 1=best	Economist Impact research	Has the state conducted surveys or undertaken other information gathering efforts with survivors to help improve the response to sexual abuse?
<b>BG</b>	<b>Background Indicators</b>			<b>Background indicators are included for comparison purposes only. They do not</b>

				contribute to state scores.
BG01	Population	Number of people	US Census Bureau	
BG02	Youth population	Children 0-18 as % of population	Kaiser Family Foundation	
BG03	Median household income	USD	US Census Bureau	
BG04	GDP per capita	USD	US Bureau of Economic Analysis; Economist Impact Calculations	
BG05	Population density	Average population per square mile	US Census Bureau	
BG06	Unemployment rate	Unemployment rate	US Bureau of Labor Statistics	
BG07	Investment in education	USD / pupil	US Census Bureau	
BG08	Female presence in state legislatures	% of female legislators	Center for American Women and Politics	
BG09	Poverty rate	% below poverty level	US Census Bureau	
BG10	Educational attainment: less than high school completion	% of people	National Center for Education Statistics	
BG11	Educational attainment: Bachelor's or higher degree	% of people	National Center for Education Statistics	