



ITTI Care Project: Building Capacity for Trauma-Informed Infant and Toddler Child Care Cohort 3 (Oct. 2021 – June 2022)

Project Goal and Activities:

Build a professional development framework for the infant/toddler child care workforce across the state of North Carolina to promote trauma-informed child care

- Project staff will train and support early childhood professionals providing coaching (technical assistance, consultation, mentoring, practicum support, etc.) to become experts in trauma-informed child care
- Coaches will, in turn, train and coach infant/toddler teachers and child care administrators to:
 - 1) Promote understanding of the impacts of stress and trauma on infants and toddlers
 - 2) Develop infant/toddler teacher skills to form supportive, resilience-building relationships and environments
 - 3) Identify strategies to support child care provider health and well-being

This model will leverage the existing early childhood workforce support system to expand and strengthen trauma-informed knowledge and practice within their regions.

A child care system with a trauma-informed approach is one in which adults at all levels:

- Create and maintain an environment of care for staff that:
 - increases staff wellness, resilience and **compassion satisfaction**
 - addresses and **reduces** secondary traumatic **stress** and compassion fatigue
- **Engage** in efforts to (1) **minimize stress** and (2) **strengthen** the **resilience** and **protective factors** of ALL enrolled children and their families
- **Communicate** and **collaborate** with **families, professionals, and communities** to establish and **nurture** supportive relationships
- **Provide information** to staff and families on trauma exposure, its impact, and strategies to promote healing
- **Support families** in learning about and accessing community resources for screening, assessment, intervention, and meeting child and family needs
- **Reflect individually and collectively** on how power, privilege, values, history, beliefs, culture and experiences of trauma impact relationships, wellness, behavior and coping strategies
- Demonstrate a **commitment** to the *Diversity-Informed Tenets for Work with Infants, Children and Families*, and the *NAEYC Position Statement on Advancing Equity in Early Childhood Education*
- With a **universal precaution approach**, implement strategies to **prevent** adverse childhood experiences and promote resilience and healing



is funded through the NC Division of Child Development and Early Education (DCDEE) and led by:

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POLICY



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PROJECT STAFF EMPLOYED BY: Duke Center for Child & Family Policy

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2019-2020 IMPLEMENTATION PILOT (OCT 2019 – DEC 2020) PARTICIPANTS:

- Southwestern Child Development Commission – CCR&R Region 8
- Child Care Resources Inc. (CCRI) – CCR&R Region 6
- Child Care Services Association (CCSA) – CCR&R Region 12
- Guilford Child Development – CCR&R Region 11
- 5 Infant/Toddler Specialists, 10 child care centers, 30 classrooms, 60 center staff

2020-2021 EXPANSION PILOT (OCT 2020 – AUG 2021) PARTICIPANTS:

- Southwestern Child Development Commission – CCR&R Region 8
- Child Care Resources Inc. (CCRI) – CCR&R Region 6
- Wilkes Partnership for Children – Wilkes County
- Anson Partnership for Children – Anson County
- Cumberland Partnership for Children – Cumberland County
- Stanly Community College – Stanly County
- UNC's NC Child Care Health and Safety Resource Center – statewide
- 2 Infant/Toddler Specialists, 3 Child Care Health Consultants, 4 Technical Assistance Specialists, 1 Community College Early Childhood Faculty/Practicum Advisor
- 10 child care centers, 30 classrooms, 60 center staff

Requirements for 2021-2022 ITTI Care Cohort 3 Application

(Application linked in green below, see Application webpage for more details: [APPLY HERE!](#))

Applicant: Completes [Section 1](#) of the Application.

Eligible applicants are professionals who:

Are in full-time (30+ hours/week) positions employed by an organization where they provide coaching/technical assistance and training to child care directors, teachers and classrooms serving children under 3 in North Carolina

Priority for selection will be given to applicants who:

- Choose a local partner who meets eligibility criteria above to work with closely throughout the project. This partner must also submit a complete application by the deadline and **both partners must serve the same county.**
- Nominate 2 child care centers with 5 classrooms (at least 3 of the 5 serving children under 3) and **one Family Child Care Home that serves children under 3**



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Applicant's Supervisor:

Applicant's direct supervisor – person who signs time sheet, does annual appraisals, and offers support to applicant within employing organization – must support the applicant's participation in this project and agree to engage as described below. **Completes [Section 3](#) of the Application.**

Organization:

Applicant's employing organization – employs the applicant and applicant's supervisor, for example: a regional/local CCR&R, local Smart Start/Partnership for Children, Community College Early Childhood Dept., Early Head Start, University, local non-profit – must also agree to support the applicant and engage in the project. **Completes [Section 2](#) of the Application.**

Child Care Programs:

To be eligible, child care programs must be licensed. Centers must have **at least 2 classrooms serving infants, toddlers, and/or two's** and family child care homes must serve children under 3. Must agree to participate in all project activities – see last page of this overview.

Child Care programs will be nominated by Applicants and will be selected by December 2021 through collaboration between project staff and applicant and based on readiness, interest, capacity and other eligibility criteria.

2021-2022 ITTI Care Project Cohort 3 Agreement

Organization commits to:

- Making time for 5-10 hours of consultation services from project staff to leadership team to:
 - set goals towards becoming a trauma-informed organization, and
 - identify project-related priority training needs for the leadership team and/or Board
- Creating opportunities for leadership team and/or Board to participate in project training and consultation
- Supporting applicant and applicant's supervisor in completing all project expectations

ITTI Care Project commits to (all at no cost to organization beyond staff time):

- Funding (up to \$1000) and/or providing training for the leadership team and/or Board on project-related topics identified as organization priorities (e.g., cultural responsiveness, equity, workplace/workday wellness & trauma-informed practice)
- Providing consultation support from project staff to develop strategies and recommendations with the goal of strengthening organizational capacity for trauma-informed organizational practice
- Offering opportunity for applicant supervisor and up to 4 other organization supervisors to participate in virtual *Reflective Supervision for Supervisors* training
- 8-month Learning Collaborative to include virtual learning, independent work, partner work, virtual community of practice and ongoing coaching support for the selected applicant who provides coaching and training to project child care centers



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Applicant's Supervisor commits to:

- Participating in 3-hour virtual learning session focused on Trauma/ACEs/Resilience/Equity 101
- Completing 3 hours of independent pre-work
- Participating in 9 hour virtual Reflective Supervision Training for Supervisors plus 5 hours of independent work and 3 one-hour coaching sessions (dates/times TBD to fit participant schedules)
- Creating and implementing an action plan by March 2022 that will include how supervisor will:
 - implement Reflective Supervision with their supervisees and
 - facilitate an organizational change to promote trauma-informed/culturally responsive approaches within organization

ITTI Care Project commits to (all at no cost to organization beyond staff time):

- Funding and/or providing training opportunities for applicant supervisor to participate in virtual *Reflective Supervision for Supervisors* training and Trauma/ACEs/Resilience/Equity 101 training at no cost to organization
- Providing coaching support as requested to support supervisor in implementing action plan

Applicant commits to:

- Completing all project training and data collection requirements and implementing project with **2** centers that have a total of 6 classrooms (**minimum of 4 infant, toddler or two's** classrooms) OR 2 centers with 5 classrooms and one family child care home (serving children under 3) for 6 months (January – June 2022)
 - During the implementation phase, the applicant will be doing project work in the context of their regular scope of work by integrating a different approach into their work with centers/teachers/directors on their caseload. Additional hours will be needed for coaching sessions with project staff, to complete and support data collection and to provide a full day all-staff wellness & learning retreat for each center

Project learning experiences for ITTI Care Cohort 3 Coaches:

- **October 2021**
 - 5 hours of independent and partner “pre-work” assignments
- **November 2021 – January 2022**
 - 50 hours of ITTI Care Project Learning Collaborative – training phase
 - virtual learning (20 hours spread out over 3 months)
 - independent work (20 hours) and
 - partner/teamwork (10 hours)



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- **January – June 2022**
 - *Motivational Interviewing Skills for Early Childhood Technical Assistants* training with Rachel Galanter (13 hours, dates TBD)
 - Participation in virtual community of practice with other ITTI Care-trained coaches (1-2 hours per month)
 - Group and individual coaching sessions with project coach (2-4 hours per month)

- **Data collection to include:**
 - Tracking of project coaching activities, topics, and frequency of contact with teachers and center director
 - Assisting in collection of pre and post classroom, teacher and child data

- **Implementing ITTI Care Project with child care partners:**
 - Virtual and onsite (when safe) engaging, coaching and/or training with 2 **center directors**
 - goal of 4 hours/month per director for 6 months (8 hours/month)
 - Virtual and onsite (when safe) engaging, coaching and/or training with up to 12 **teachers** in 6 classrooms (at least 4 of the 6 serving children under age 3)
 - goal of 3 hours/month per classroom for 6 months (18 hours/month)
 - Using Motivational Interviewing skills to engage directors and teachers and strengthen relationships
 - Integrating project focus into current assessment, goal setting, action planning, goal review and feedback systems
 - Collaborating with CDSA, parenting education, home visiting programs and others in local system of care to reduce isolation, strengthen cross-sector relationships and promote team approach to identifying center/classroom/staff/child needs and promoting protective factors
 - Planning for and co-leading staff workshops at 7- to 8-hour teacher workday/all-staff retreat (learning & wellness day) for each of their centers participating in project
 - Collaborating with director & teachers to identify priorities for classroom material and resource needs that can be addressed by \$400 per classroom incentive
 - Guiding appropriate use of classroom tablet for project use for each classroom (e.g., virtual coaching and classroom observation, communicating via Zoom or Google Meet with parents and other professionals offering support to classroom or teacher; use of mindfulness apps; teachers watching project-related videos)

ITTI Care Project commits to (at no cost to organization beyond staff time):

- Provide stipend of \$1000 at the conclusion of the project implementation/coaching phase to each ITTI Care Coach to acknowledge the hours spent on required activities beyond the coach's scope of work
- Provide project learning experiences (see above) with coaching support throughout project to promote implementation with project centers, classrooms, directors and teachers
- Provide incentives and technology (classroom tablets) to child care centers to support communication, engagement and relationship-building with center staff



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Child Care program commits to:

- Initial visit (or Zoom call if not safe) with project staff to assess center readiness, clarify expectations, answer questions, build relationships (to be scheduled in Dec. 2021)
- Goal of 13 hours (4 hours with director and 3 hours per classroom/family child care home) per month of virtual or onsite (if safe) training and coaching from January – June 2022
- Minimum of 6 staff (including Director) engaged in project from December – June 2022
- Data collection to include:
 - director completes pre and post survey/interview on center climate and practices
 - teachers in project classrooms complete pre and post surveys on stress/wellness, classroom/center climate, and child assessments for each child in classroom (teachers receive gift cards after completing all surveys)
 - pre and post CLASS observations in each project classroom (for project evaluation only and only if safe for observers to go in classrooms)
- Closing center for one-day (7- to 8-hour) offsite teacher workday for all staff between Jan – May 2022
 - **All-staff retreat/learning & wellness day will be planned by center director, coach and project staff, will address center-specific goals, and will include:**
 - 3-4 hours of project-related training with credit hours offered
 - meal and snacks for staff (combination of potluck and project-funded)
 - activities to promote team building and workday wellness
 - community connection building with local early childhood system of care (local CDSA, parenting education, home visiting, health dept., DSS, etc.)

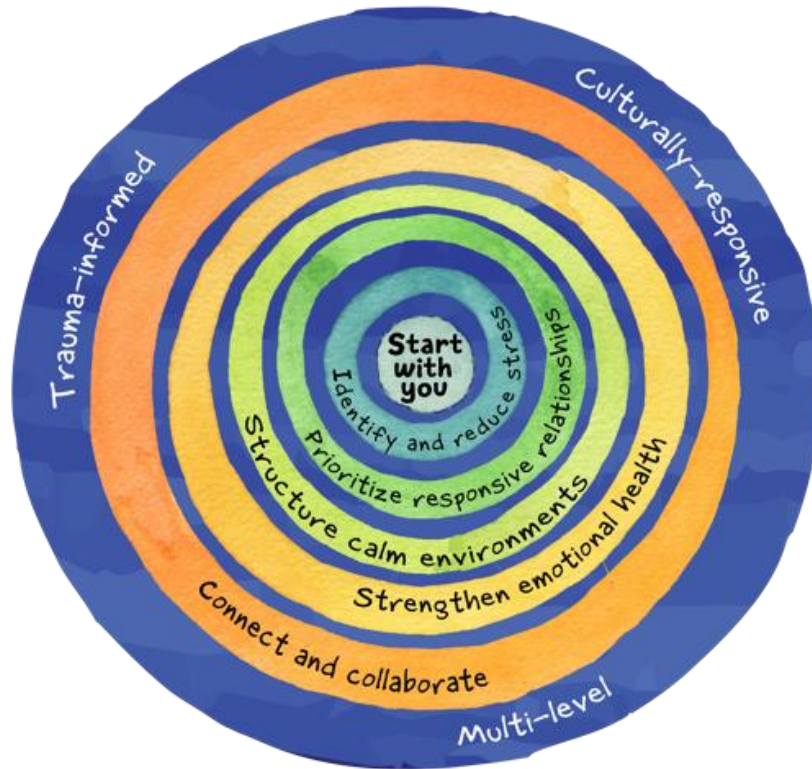
Incentives for participating child care programs:

- \$400 per classroom to purchase relevant and specific materials to promote project goals
- \$150 Wi Fi-enabled tablet with case (1 per classroom) for project use
- funding (to include hotel and meals) for center director to attend “Director’s Day Off” retreat, wellness and learning day (if project funded through 2022)
- funding for all-staff teacher workday retreat (learning & wellness day for staff)
- funding for substitutes when teachers are out of classroom to meet with coach or participate in project activities
- stipend for staff who meet with coach (virtual or onsite) at least 3 hours per month
- onsite (when safe) or virtual staff training (child care credit hours provided) and coaching
- assistance in developing partnerships with local CDSA (Children’s Developmental Services Agency for children under 3 with IFSP’s) and other community agencies serving young children and their families



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The ITTI Care Model



ITTI Care Project Theory of Change

Trauma-Informed Child Care requires relationship-based, culturally responsive, attuned practices & policies that foster responsive relationships, reduce stress, & promote self-regulation skills & protective factors for adults & children



<p>By strengthening capacity for trauma-informed practices at the organization level, ITTI Care will promote positive workplace climates that reduce stress & foster wellness for TAs/coaches who provide support to the <u>child care</u> community</p>	<p>By promoting a positive workplace climate & providing ITTI Care Project training & coaching, ITTI Care will strengthen TA/coach capacity to promote trauma-informed practices</p>	<p>By strengthening TA/coach capacity to use & promote trauma-informed approaches in coaching directors, ITTI Care will build center director capacity for promoting relationship-based practices & reducing teacher stress</p>	<p>By strengthening center director capacity to prioritize trauma-informed practices & policies & providing training & coaching to teachers, ITTI Care will strengthen teacher capacity to provide relationship-based, culturally responsive, & attuned care</p>	<p>By strengthening teacher capacity for trauma-informed practice, ITTI Care will support teachers to provide responsive relationships, reduce sources of stress in the classroom, & teach & strengthen children's self-regulation skills</p>	<p>By strengthening classroom co-regulation, ITTI Care will promote the development of healthy stress response systems & protective factors—the foundations of resilience</p>
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