



80x3: Resilient from the Start

A Toolkit for Bringing Trauma-Sensitive Care to Your Early Childhood Program

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Welcome and thanks for your interest in 80x3: Resilient from the Start!

Big challenges require big actions, and you've already taken the first step by joining 80x3 as a changemaker in this movement toward creating positive, lasting change for children and families in our region.

Trauma-sensitive care can improve children's executive functioning and emotional regulation, help them form secure attachments, and lay the foundation for a healthy and successful future. By engaging in 80x3, you are creating new trauma-sensitive and healing-centered supports for children and families in those vital first three years.

What challenges does 80x3 address?

- The initiative takes its name from the fact that **80 percent of brain development happens by age 3**, and healthy brain growth is highly dependent on enriching and nurturing experiences.
- **12,000 3-year-olds in the Greater Twin Cities have experienced at least one adverse childhood experience.**
- 80x3 seeks to **transform the early childhood landscape** to create a region of **trauma-sensitive caregivers** so all children can thrive.

This work aligns with the 2020 updated version of the [Knowledge Competency Framework](#) for Early Educators. Which, for the first time, this document included trauma-sensitive care expectations for the field.

This implementation guide will provide you with:

- Information about the core components and activities of 80x3.
- Context and tools you can use for planning how you will engage in 80x3.
- Recommended training on trauma-informed care and healing-centered practices.
- Resources to support your ongoing learning and implementation of 80x3 efforts in your program.

What does implementing 80x3 in my program entail?

80x3 has multiple components, and your program can engage with them on a timetable that works best for your specific circumstances. Obviously, the more components you engage with, the more progress you will make on your journey to becoming a trauma-informed program.

Organizational Self-Assessment & Action Plan

In order to become a trauma-sensitive program, you first need to take a candid inventory of your current policies and practices to identify areas of strength and places you can target growth. To do this, 80x3 recommends pulling together an **Organizational Learning Team (OLT)**. Your OLT should be comprised of a small group of motivated team members including but not limited to a program leader, an educator, a board member or owner, and family member(s) of children enrolled in the program. Through this process you will:

1. **Assess Your Program's Current State:** Review your program's current policies and practice through use of a trauma-sensitive organizational self-assessment, identifying strengths and areas for change.

2. Design and Foster a Trauma-Responsive Workplace: Make strides toward being a desirable place to work, increasing your ability to attract and retain top talent.
3. Refine and Claim Your Organization's Identity: Remember and celebrate what's unique and valuable about your organization while folding in new learning and practices that demonstrate you are embracing trauma-responsive practices in your daily culture.

You can find recommended resources and tools to guide you through the organizational self-assessment and action planning process in Appendix G.

Training & Professional Development

80x3 offers training resources for program leaders and individual educators to develop their skills in trauma-sensitive care. The intention of this training is to support those working in programs to become aware of what trauma is, how it impacts children's development, and how to use intentional strategies to mitigate the negative impacts of trauma on children, families, and staff.

- **For Program Leaders:** 80x3 developed six online, self-paced training modules geared for early childhood program leaders. These trainings are offered by Think Small Institute, and you can find a full listing with descriptions and sequencing in Appendix C.
- **For Educators:** 80x3 partners with the Minnesota Association for Children's Mental Health (MACMH) and the Center for Inclusive Child Care (CICC) to provide online, self-paced training for educators. You can find a full listing with descriptions and sequencing in Appendix D.
- In Minnesota, you can always search for and find training that is approved in the Knowledge and Competency Framework Content Area IX: Trauma-Informed Care in Develop. You can find directions on how to find and register for training in Develop in Appendix E.

<https://developtoolmn.org>

Communities of Practice (CoP)

Communities of Practice are groups of adults who do similar work and gather to reflect and discuss their efforts to learn about and implement trauma-sensitive policies and practices within their programs. Implementing a Community of Practice at your center, or with likeminded organizations in your community, can help strengthen the formal and informal relationships that are vital to creating change. The research is clear, when training is paired with ongoing Communities of Practice, the likelihood of positive changes to daily practices increases. You can find suggested CoP topics and sequencing in Appendix F.

80x3 Online Toolkit

You have access to a carefully curated online toolkit filled with resources to support your efforts to implement a trauma-informed approach. You can access this free online toolkit here: www.80x3.org

This toolkit is rooted in a systems change theory that focuses on six key elements: policies, practices, resource flows, relationships & connections, power dynamics, and mental models. You can learn more about the Waters of Systems Change theory here:

https://www.fsg.org/resource/water_of_systems_change.

80x3 Network

Join the 80x3 Network that includes other program leaders just like you who are going through their own process to become a trauma-informed organization. You can utilize the network to share ideas, ask questions, and stay connected to others who are passionate about this critical work.

Great, so how do we get started?

Your program is unique and your 80x3 journey will reflect the culture you wish to foster within your organization. Below are some good steps to help you get started by engaging in the 80x3 work and plotting the course ahead for your program.

- Peruse the www.80x3.org website, the materials in the appendices of this guide, and the 80x3 online toolkit.
- Introduce the concept to your staff, families, and board/owner. You can use some of the resources (like videos) from the 80x3 online toolkit to introduce the concept of trauma-sensitive care and build excitement and buy-in.
- Identify resources to support your implementation efforts, such as:
 - Substitutes
 - Time
 - Funding
- Draft a Learning Plan that includes a timeline for completing training modules and engaging in Communities of Practice.
- Identify members to serve on the Organizational Learning Team (OLT).

Appendix A: 80x3 Mission, Vision, Priorities, and Strategies

About 80x3: Resilient from the Start

Mission

To ensure that every child in our state has high-quality care in this critical stage, 80x3 supports early child care programs to develop leaders and educators in trauma-sensitive caregiving, support the recruitment and retention of child care professionals, and build new capacity to support families with parent education and systems navigation.

Vision

We envision a world where every child in Minnesota has access to high-quality care during the first three years of life, a critical stage of their brain development in which research shows that children's experiences have a significant impact on their long-term health and wellbeing.

Priorities

1. Build capacity for child development programs to recruit new and retain existing Early Childhood leaders and educators.
2. Train and coach Early Education leaders and educators in trauma-sensitive care and healing-centered engagement.
3. Support child development programs to collaborate with families for a holistic approach.

Strategies

1. Prioritize trauma prevention strategies with and for children, families, and staff.
 - a. Actively collaborate with families as partners in a holistic approach, seeking first to understand their unique contexts and desires.
 - b. Co-create policies and procedures with families and staff through a healing lens.
 - c. Provide technical assistance to stabilize and secure foundational business practices that support trauma-responsive organizations.
2. Create trauma-responsive care and education settings with and for children, families, and staff.
 - a. Engage institutions of higher education and other pre-service organizations to build knowledge and competency around trauma-responsive theory and practices for educators entering the field.
 - b. Increase the volume of high-quality, accessible, research-based professional development opportunities for staff on trauma-sensitive care and practices at Levels 1-3 of the Minnesota Knowledge and Competency Framework.
 - c. Establish, facilitate, and grow professional Communities of Practice (CoP) for educators and leaders.
3. Amplify the message of need for trauma-responsive practices in child care programs and highlight positive outcomes from your organization's experience in 80x3 with policymakers and funders so that together, we can extend the reach of trauma-responsive services for all young children and their families in Minnesota.
 - a. Advocate for sustainable funding to support continuation and expansion of trauma prevention and trauma-responsive program investment and implementation.
 - b. Collect data to inform proposals for consideration related to policy and funding needs.

Appendix B: Roles & Responsibilities in 80x3

80x3 Changemakers

While everyone reaps the benefits of trauma-sensitive settings, there are three specific audiences that hold unique potential to make true impact in 80x3:

1. **Early Childhood Programs:** examples include licensed child care programs, school-based programs, Head Start/Early Head Start, certified child care programs
2. **Families & Caregivers:** examples include parents, guardians, FFN (Family, Friend & Neighbor) care, Legally Non-Licensed (LNL) care
3. **Allies & Advocates:** examples include government agencies, legislators, advocates, higher ed, adult educators, professional organizations, businesses/employers, funders

It is possible that one person could represent one audience, or multiple audiences. We know you play a variety of roles and encourage you to bring your whole lived experience with you. Your perspectives matter! Resources for all these valuable audiences can be found at www.80x3.org.

Roles & Responsibilities

Collaboration and co-creation are key in 80x3, so let's identify the roles and responsibilities of those who need to be engaged in the work of bringing 80x3 to life.

The Role of Early Childhood Programs Leaders in 80x3

Whether the title is Director, Administrator, or something else, every program has a designated leader who is responsible for both the day-to-day operations and long-term strategic planning in your program. In 80x3, the person in this role will craft an 80x3 implementation plan, coordinate the Organizational Learning Team (OLT), and ensure staff are engaging in the training and professional development opportunities of 80x3. This person will also be key in facilitating family engagement and will be the point person for contact with the larger 80x3 community. For the purpose of this document, these individuals will be referred to as "Leaders."

Leaders will:

- **Raise awareness** among staff, family, and board/owner of why trauma-sensitive care is aligned with your program's mission, and what they can expect as your 80x3 work unfolds.
- **Foster curiosity** by connecting the learning from training modules to what's happening in the classroom/group (theory to practice) and Community of Practice discussions.
- **Gather and analyze information** collected through the Organizational Self-Assessment process to inform changes and enhancements.
- **Build knowledge** by sharing videos, podcasts, and articles with others.
- **Reinforce learning** by sharing stories and data about your program's 80x3 journey.

The Role of Educators in 80x3

The adults who work hands-on with young children and their families each day in early childhood programs are referred to as "Educators" in 80x3, and they bring valuable experience and insight to the work. Educators will engage in training and Communities of Practice (CoP) to expand their working knowledge of trauma-sensitive care and integrate their learning into their daily work.

The Role of Nonprofit Boards in 80x3

Nonprofit organizations have a Board of Directors for a reason, and sometimes that reason can get lost in the shuffle. Boards can be an abundant source of knowledge, skills, and potential that can be put to work for your organization. Programs who actively engage their board members in the work of 80x3 reap many benefits, and it is strongly recommended that at least one board member serves on your Organizational Learning Team (OLT).

The Role of For-Profit Child Development Center Owners in 80x3

As an owner, you ultimately hold the authority to make impactful decisions about how your program operates. You have a vested interest in recruiting, hiring, and retaining top talent to work in your program, and getting involved in the work of 80x3 will support your efforts on this front. In addition to your staff, the families you serve will benefit from interactions, policies, and procedures rooted in trauma-sensitive and healing-centered practices. Your business is a key part of your community, and you can lead the way by being an engaged member of the Organizational Learning Team (OLT).

The Role of Families in 80x3

Families are at the center of a child's life, and 80x3 recognizes the strengths each family brings. Families are seen as co-creators in 80x3; their input is sought early and often as true collaborators.

The Role of Caregivers in 80x3

Families often rely on less formal child care arrangements by partnering with family members, friends, or neighbors. These caregivers are precious and deserve to be seen and heard as collaborators in 80x3 work. Caregivers are often trusted partners with families and have excellent insights to share.

The Role of Allies and Advocates in 80x3

While program leaders, educators, families, and caregivers are closest to the day-to-day activities with young children, allies and advocates hold a critical role in 80x3. To make sustainable, large-scale change across our region, we need the committed, vocal support of cross-sector colleagues, funders, and decision-makers. We need higher education faculty to embed trauma-sensitive learning into their curriculum, trainers and coaches to model best practices, and professional associations to highlight the importance of trauma-sensitive policies and practices. Advocates, legislators, and government agency staff can lead the movement to ensure policies and decisions are made through a trauma-sensitive lens. The business and philanthropic communities can help resource early childhood programs who have the desire to engage with 80x3 but need funding to make it become a reality.

Appendix C: Recommended Training for Program Leaders



[Think Small Institute](#)

This six-module course will give you 12 hours of professional development covering the following number of hours aligned with the Knowledge Competency Framework:

- Child Development and Learning (1 hour)
- Creating Positive Learning Experiences (2 hours)
- Promoting Cognitive Development (1 hour)
- Promoting Social and Emotional Development (2 hours)
- Relationships with Families (2 hours)
- Cultural Responsibility and Practice (2 hours)
- Trauma-Informed Care (2 hours)

OBJ KCF Content Area IX: Trauma-Informed Care and Practice, Level 3

Module 1. Developing the Trauma-Sensitive Leader

In this two-hour eLearning course, learners are introduced to the concept of trauma-sensitive leadership and how, through understanding the types of trauma, staff, children, and families in early care and education programs can be supported. Learners will discover the signs and symptoms of experiencing trauma; explore the ways that program leaders can create safe spaces for trauma-impacted staff, children, and families; and gain skills in considering the impact of trauma on interpersonal relationships and behaviors.

After taking this course, learners will be able to demonstrate understanding of the definition of trauma and its prevalence in early childhood programs, recognize that caregivers may have experienced their own trauma, and be encouraged to take responsibility and maintain boundaries of one's role in the continuum of trauma-informed care.

Module 2. The Impact of Trauma on Behavior

In this two-hour eLearning course, learners will explore how to evaluate children's challenging behaviors through a trauma-sensitive lens. Many children come to early education programs having experienced trauma. Program leaders will investigate ways to facilitate parents' and staff's use of trauma-informed perspective on individual children's development, build understanding of young children's body-based memories, and mentor staff to reflect on the meaning of children's behavior using a trauma-informed lens and implement trauma-informed co-regulation strategies. Learners will be given methods and

opportunities to practice discussing concerns with families about evidence of trauma in children's play and make appropriate referrals for child and family support, including collaborations with other service providers when indicated, to assure children's safety in a non-stigmatizing way.

After taking this course, learners will be able to support families and staff in their interactions and relationships with trauma-impacted children, utilize trauma-informed strategies to offer concrete supports to families of trauma-impacted children, share trauma-informed strategies and mentor/coach staff working with trauma-impacted children to avoid burnout, and make appropriate referrals for outside services for families in a trauma-sensitive way.

Module 3: Culturally Responsive Teaching and Trauma-Sensitive Care

In this two-hour eLearning course, administrators and leaders in child care programs will gain a better understanding of the impact experienced by historically marginalized children, families, and staff. Learners will be provided tips and tools to respond to microaggressions and biases that contribute to racial trauma. Information in this course will support administrators and leaders in creating supportive environments and engaging in practices that are culturally responsive and trauma sensitive by examining their own cultural beliefs and practices, identifying historical and generational collective trauma, and defining culturally responsive practices.

At the end of this course, learners will be able to promote policies and culturally responsive practices that buffer the impact of historical and intergenerational racial trauma on children, families, and caregivers, and implement preventative measures to protect caregivers against secondary trauma.

Module 4: Creating Trauma-Informed Policies & Environments

In this two-hour eLearning course, administrators and leaders in child care programs will explore how to implement healing-centered practices to support trauma-sensitive care that will benefit both children and staff. Learners will gain a better understanding of what makes a trauma traumatic. When individuals experience a lack of privilege and power, a lack of skills and knowledge, and a lack of predictability and a sense of safety, they are vulnerable to lasting negative effects on their functioning and mental, physical, social-emotional, and spiritual well-being. Learners will explore how to apply strategies to help reduce the impact of trauma on children's development. Strategies will include incorporating trauma-sensitive strategies into emergency preparedness plans.

At the end of this course, administrators and leaders will be able to create a consistent model of best practices that include creating and maintaining healing-centered environments that provide children and staff power, privilege, predictability, and opportunities to develop skills and knowledge that provide a sense of safety from harm. This model is intended to be followed by everyone, including administrators, volunteers, and all staff who come into contact with children and families in the program.

Module 5: Buffering the Impact of Secondary Trauma

In this two-hour eLearning course, administrators and leaders in child care programs will explore strategies for processing their own responses to stress. Learners will identify potential risk factors that professionals face when working with children and families exposed to trauma. Learners will participate in reflective activities to process stress in a highly demanding environment. Learners will be better prepared to recognize symptoms of secondary trauma/stress, as well as signs of professional burnout and compassion fatigue. Learners will identify their triggers and build healthy coping skills. Learners will gain tools and strategies for self-care and understand how self-care differs from self-compassion.

After taking this course, learners will be better prepared to recognize symptoms of secondary trauma/stress and signs compassion fatigue and professional burnout. Awareness of such symptoms will help buffer the strains and demands of supporting children and their families. Learners will leave with a plan for professional sustainability and incorporating compassion care into the work culture.

Module 6: Applying Trauma-Sensitive Care — Collaborating Across Systems

In this two-hour eLearning course, administrators and leaders in child care programs will examine opportunities for collaborating across systems to apply trauma-sensitive care beyond early child care and education programs. Even if programs are successful at implementing trauma-sensitive care environments for young children, it will be critical that children continue to be supported when they leave these programs to go on to other school settings. Additionally, when children have experienced trauma, they are often being serviced by other systems, such as child welfare or mental health. By building bridges across systems, communities are able to buffer children from the impact of trauma and create supportive, healing-centered environments that will support children, families, and staff.

At the end of this course, administrators and leaders will learn strategies for collaborating with school districts in the K-12 system and for addressing concerns about the differences in future learning environments that could threaten the progress advanced in child care programs. Administrators and leaders will assess where gaps exist in current relationships and will develop plans for sharing strategies across systems to create consistent processes for supporting children as they move in and out of systems.

Appendix D: Recommended Training for Educators



[Minnesota Association for Children's Mental Health](#)

KCF Content Area IX: Trauma-Informed Care and Practice, Level 1

[The Toolkit for Healing-Centered Practice](#) is designed for professionals who work with children prenatal to age 6, their families, and those who care for them. This robust toolkit hosts a variety of useful tools and resources, including four publicly available training modules.

Toolkit for Healing-Centered Practice Module 1: Stress and Trauma

Learn about the impact of stress and trauma on brain development and other facets of early childhood development through this self-paced online module. Recognize the ways children adapt in response to stress and how stress/trauma impacts their relationships with caregivers. Explore how best to respond to and support children who have experienced stress/trauma.

Toolkit for Healing-Centered Practice Module 2: Relationships and Attachment

Learn about the impact of stress and trauma on relationships, including the child-caregiver relationship, through this self-paced online module. Explore the impact of systemic racism and historical trauma, as well as the necessity of equitable practices in early childhood to promote healing. Recognize the power of relationships to buffer children and families from the impact of stress/trauma and learn strategies to implement these safeguards.

Toolkit for Healing-Centered Practice Module 3: Resilience

This module will focus on resilience in young children, family members, and others who care for them. It will include information about how we as professionals can promote protective factors to buffer young children and their families from the impacts of stress/trauma.

Toolkit for Healing-Centered Practice Module 4: Professional Wellness

Explore the importance of professional wellness in your work with young children, families, and caregivers who have experienced stress and trauma. Develop an understanding of compassion fatigue and learn techniques to support professional wellness, including cultivating self-awareness and utilizing reflective consultation. Examine the impact of professional wellness on the quality of work we do with young children and families.



[Center for Inclusive Child Care](#)

KCF Content Area IX: Trauma-Informed Care and Practice, Level 2

Trauma-Responsive/Healing-Centered Strategies Part 1: Relationships and Environments

Explore a relationship-based approach in caregiving environments with young children who have been impacted by trauma. Define early childhood trauma and describe the impact on development and relationships. Identify trauma triggers and elements of healing-centered environments.

Trauma-Responsive/Healing-Centered Strategies Part 2: Self-Regulation for Children and Adults

Describe the development of children's regulation systems, including the concept of co-regulation. Explore strategies to support the development of regulation in young children who have experienced trauma. Explain how working with traumatized children and families contributes to compassion fatigue. Plan ways to reduce or address the impact of compassion fatigue.

Sensory Strategies for Self-Regulation and Healing Parts 1 & 2

Pediatric Occupational Therapist Alyssa Mason describes how sensory activities may be used to support all children, with an emphasis on attending to the needs of children who have experienced trauma.

Appendix E: Searching for Trauma-Informed Care Training in Develop

In Minnesota, you can search for and find training that has been approved in Develop by their [MN Knowledge and Competency Framework Content Area](#). You can learn more about the Minnesota Knowledge and Competency Framework for Early Childhood Professionals on the Minnesota Department of Education's website here: <https://education.mn.gov/MDE/dse/early/highqualel/know>.

How to Search and Find Training on Trauma-Informed Care in Develop

1. Go to <https://developtoolmn.org>.
2. Click on "Log in/Register".
3. On the "Search for Training" page, navigate to the "Training Options" filter on the left side of the page and click the "+" button to expand the filter selection menu.
4. Under the "Knowledge and Competency Framework Area" field, select "IX: Trauma-Informed Care".
5. Scroll down to the bottom of the page and click the "search" button.
6. Develop will provide you with a list of approved trainings in KCF IX: Trauma-Informed Care that have scheduled events.
7. You can browse the trainings available and register in Develop.

Register for an Individual Profile in Develop

Many programs require their new hires to provide their Develop Individual ID # at the time of hire, or to register for their Develop Individual Profile during the standard onboarding process. Having all staff registered as individuals in Develop has many benefits, one of which is that it makes registering for and receiving credit for training a breeze.

You can find a helpful guide for how to register for an Develop Individual Profile under the "How Do I" section of the Develop website at <https://developtoolmn.org>.

Appendix F: Communities of Practice (CoP)

Communities of Practice (CoP) are “groups of people who share a passion for something that they do, and who interact regularly to improve their abilities through collaboration, group exercises, knowledge sharing, and empathetic listening. They are meant to develop learners' capabilities, build and exchange knowledge, and most specifically, lay the groundwork for identifying the community’s domain (area of expertise and interest),” according to [Dream See Do](#).

Designing Your Community of Practice

There are many ways to design a CoP, and the most important thing is that it’s a right-sized fit for you, your staff, and your program’s unique circumstances. Some options to consider are outlined below, but we are learning new ways to approach the work every day, so we know you will create something that works best for your program.

Recommendations for CoP Facilitators

Every CoP needs a facilitator who is responsible for planning the CoP gatherings, guiding the conversation during the events, and following up with individuals afterwards. Below you will find some options to consider as you design your program’s CoP experience.

Contract with a Facilitator

There are people who are experienced at facilitating CoPs, and you might want to explore what it would look like to contract with someone from outside of your organization to serve as your facilitator. Sometimes fresh eyes can bring new insights and perspectives that spark growth among your staff.

You can reach out to and inquire about contracting with a CoP facilitator from the [Minnesota Association for Children’s Mental Health](#):

- \$150/Hour
- Contact Lauren Moberg at lmoberg@macmh.org or 612-581-3379
- <https://macmh.org>

Select a Staff Facilitator

A person from your staff can be identified to serve as the CoP’s facilitator. This person would need to become familiar with the CoP components and process and have the natural disposition and peer respect that would set them up for success in the facilitator role. **TIP:** When identifying potential candidates to serve in the facilitator role, be mindful of power dynamics that may be in play. While Program Leaders are often a good choice to serve in the facilitator role, there are also times when it would benefit the group for a staff member in a different role to facilitate.

If you choose to use a staff facilitator, it is recommended you use the [Community of Practice Facilitation Guide](#) from the Center for Positive Organizations at the University of Michigan. This comprehensive guide helps people who are interested in facilitating a CoP but are new to the practice become familiar with the process.

Types of Structures for CoPs

Program-Wide COP

If your program is working through 80x3 independently, a program-wide CoP may be a good fit. In a program-wide CoP, the Program Leader(s) and Educators meet together to form one CoP. Every CoP needs a facilitator who is responsible for planning the convenings, guiding the conversation during the events, and following up with individuals afterwards. See *Recommendations for CoP Facilitators*.

Form a CoP Collaborative

80x3 is all about collaboration and co-creation, and tapping into the 80x3 Network could be a way to design a CoP that includes staff from multiple programs. One benefit of this model is that it provides opportunities for peer-to-peer sharing and learning from different program environments and cultures. Making connections with other professionals who know what your work is like can be an invaluable experience. Reach out to the 80x3 Network to ask if there are new CoPs forming that your program could join, or offer to start a new CoP and invite others. See *Recommendations for CoP Facilitators*.

Recommendations for CoP Configurations

1. **If you have a small group:** If you have a small group, it might be best to combine with another group into one CoP. The benefits include getting fresh perspectives, making new professional connections, and potentially having the opportunity to take turns visiting each other's programs.
2. **If you have a larger group:** When you have a larger group, or you have several Program Leaders in the group, it might make sense to have two separate CoPs: one for Educators and one for Program Leaders. The benefit is that this model provides more individualized topics for reflection and discussion. Educators may feel more freedom to be vulnerable and candid when their Program Leader is not in the room. Similarly, Program Leaders may be able to delve a little deeper into some discussions related to their unique role in the organization without Educators present.

Tools to Support CoP Planning and Tracking

You will find tools provided in the appendices to help you envision and plan for your CoP.

- Appendix H: 80x3 Suggested Training and CoP Scope & Sequence
- Appendix J: Month by Month Learning Activities Template
- Appendix K: Tracking Training and CoP Engagement of Educators in Your Program
- Appendix L: Tracking Training and CoP Engagement of Program Leaders in Your Program
- 80x3 Online Toolkit: www.80x3.org

Appendix G: Organizational Self-Assessment & Action Planning

Organizational Self-Assessment Tools & Process

Taking some time to review your program's existing culture, policies, and practices through a trauma-sensitive lens is a key component of 80x3. This guide provides options for you to peruse to conduct an intentional organization self-assessment and set goals for adjustments and enhancements.

This process has four main components:

1. Assembling your Organizational Learning Team (OLT)
2. Selecting an organizational self-assessment tool
3. Conducting the organizational self-assessment
4. Drafting an Action Plan

Assembling your Organizational Learning Team (OLT)

When working on your program's organizational self-assessment and action planning processes, it is recommended that you use an Organizational Learning Team (OLT). **The OLT is comprised of a representative group of the organization's leadership and one to three additional staff, partners, board members, or stakeholders.**

The role of the Organizational Learning Team is to champion the process within your organization and drive the process forward by engaging a broad set of stakeholders and accomplishing pre-work necessary to have powerful and informed engagements. The OLT will select an organizational assessment tool, conduct the assessment, and provide recommendations for changes that will be documented in your program's Action Plan.

Organization Self-Assessment and Action Planning

There are a variety of organizational self-assessment tools available to the public. While you will decide the order and timing of how your program moves through the organizational self-assessment process, there are some common steps in the process that everyone takes. The tools and resources listed below do an excellent job of providing information, visual aids, templates, and directions about those common steps to help you conduct a self-assessment of your program's current policies and practices, and clearly identify action steps to plan the path forward for your 80x3 journey.

Contract with a Facilitator



[Partner with Propel Nonprofits](#)

Propel Nonprofits has a deep working knowledge of 80x3 and can provide technical assistance to help organizations reach their goals with confidence. **Your organization can contract directly with Propel Nonprofits to be your partner and work with you through the process. The current cost is \$1,500.**

Partnering with Propel Nonprofits includes the assessment tool, an analysis, and a debrief with a consultant to help understand the report that will be provided to you, as well as assistance to prioritize areas for developing an action plan.

The assessment process will focus on the following areas:

Recruit new and retain existing Early Childhood educators. Self-assessment categories include:

- Diversity, Equity, and Inclusion
- Impact
- Change Readiness and Adaptability

Train, coach and invest in Early Education educators and leaders in trauma-sensitive care. Self-assessment categories include:

- Organizational Infrastructure
- Organizational Culture
- Leadership and Governance
- Financial Health

Build capacity for centers to support families with parent education and systems navigation. Self-assessment categories include:

- Community and Stakeholder Relations
- Strategy

80x3 Contact at Propel Nonprofits:

Amanda Ziebell Mawanda
Senior Strategic Services Consultant
612-600-5729
AZiebell@propelnonprofits.org

Select an OLT Member as Facilitator

You can choose to identify a member of your OLT to serve as the facilitator for your Organizational Self-Assessment and action planning process. This person needs to become familiar with the self-assessment tool your OLT selects to use and will be responsible for keeping the OLT moving forward in the work. The facilitator should have the natural disposition and peer respect that would set them up for success in the facilitator role.

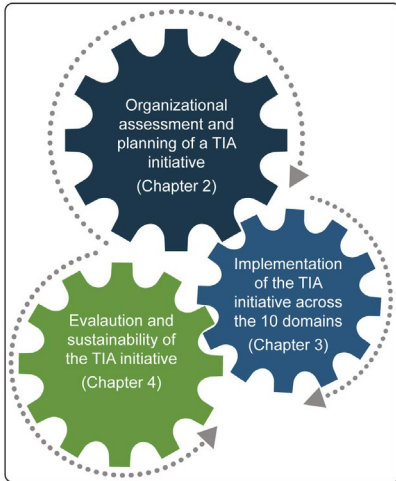
TIP: When identifying potential candidates to serve in the facilitator role, be mindful of power dynamics that may be in play. While Program Leaders are often a good choice to serve in the facilitator role, there are also times when it would benefit the group for another OLT member to facilitate the process.

Organizational Self-Assessment Tools for Consideration

There are many options publicly available, and below you will find some recommendations for tools your OLT can use to work through your Organizational Self-Assessment and action planning process.

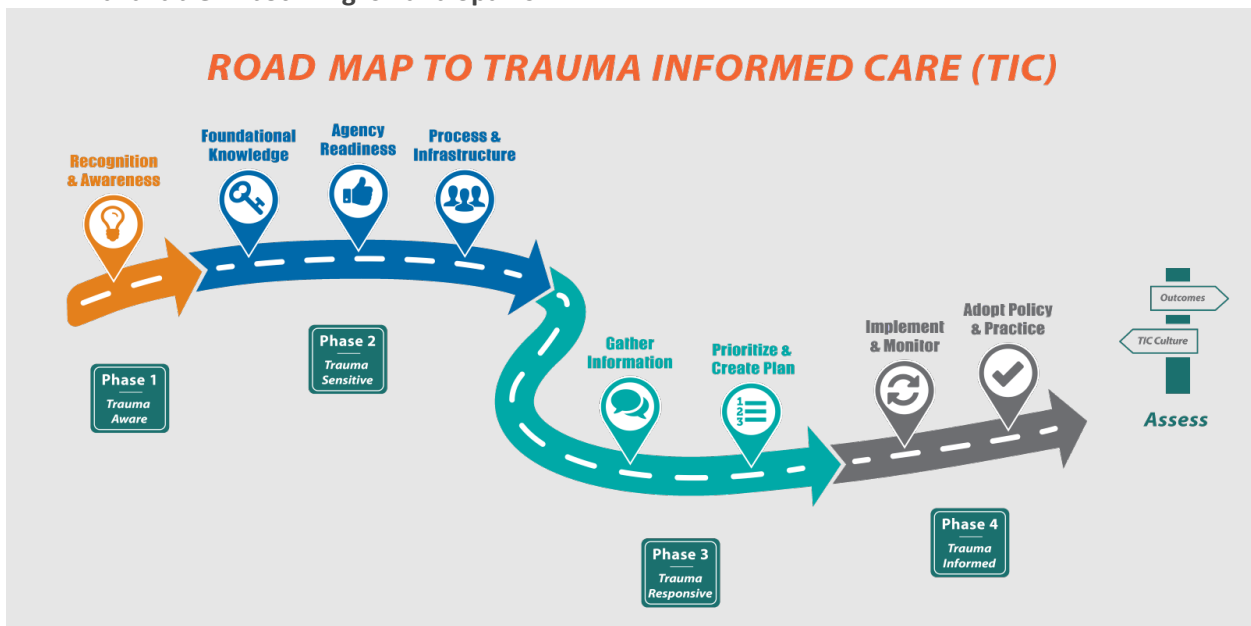
1. [Practical Guide for Implementing a Trauma-Informed Approach](#), Substance Abuse and Mental Health Services Administration (SAMHSA): This guide walks organizations through a self-assessment process of their readiness and capacity before implementing a Trauma-Informed

Approach and focuses on implementation strategies across 10 domains. The guide is intended for anyone involved in organization-level change.



https://urldefense.proofpoint.com/v2/url?u=https-3A_store.samhsa.gov_sites_default_files_pep23-2D06-2D05-2D005.pdf&d=DwMFAg&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpqnVfiiMM&r=7NbhgcMQ9d7WyuvrdfudTX00BQs1SpxR5ndbh1UA9IU&m=ou_niXXXY_gQjy3l2KC8b-SAAGaolvN_P-6F6TeivUY5pJzTLDrOfM9rk7NqFca&s=C6W_43n8PYU3IMkPzob_PllvYk3zwwE804CapJgEWp0&e=

2. [Roadmap to Trauma Informed Care](#), Trauma Informed Oregon: This outstanding online toolkit takes you step by step through the process of implementing trauma-informed care by providing tangible implementation tools and instructions for how to use them, including a roadmap, screening tool/self-assessment, logic model, and more. **Free downloadable resources are available in both English and Spanish.**



<https://traumainformedoregon.org/implementation/implementation-and-accountability-overview/roadmap-to-trauma-informed-care/>

3. [Trauma-Informed Organizational Assessment](#), National Child Traumatic Stress Network (NCTSN): The NCTSN Trauma-Informed Organizational Assessment helps organizations assess their current

practices of serving children and families who have experienced trauma. Results from the assessment can drive organizational change that helps all families to thrive by maximizing physical and psychological safety, and can help guide organizations to identify, prioritize, implement, and sustain trauma-informed practices. This tool is an important part of an organizational transformation process to create trauma-informed organizations.



<https://www.nctsn.org/trauma-informed-care/nctsn-trauma-informed-organizational-assessment>

Finance Resources for the Organizational Learning Team (OLT)

- Financial Management Self-Assessment (Propel Nonprofits):
<https://propelnonprofits.org/resources/financial-self-assessment/>
- Glossary of Financial Terms for Nonprofits (Propel Nonprofits):
<https://propelnonprofits.org/resources/glossary/>
- Nonprofit Financial Policy Guidelines and Example (Propel Nonprofits):
<https://propelnonprofits.org/resources/financial-policy-guidelines-example/>
- Finance-Related Resources (Propel Nonprofits):

BUDGETING

- **Fundamentals of Nonprofit Budgeting (VIDEO)**
<https://www.propelnonprofits.org/resources/budgeting-video/>
- **Budget for the Organization You Want to Be (BLOG)**
<https://www.propelnonprofits.org/blog/budget-for-the-organization-you-want-to-be/>
- **Should You Balance Your Budget? NO! (BLOG)**
<https://www.propelnonprofits.org/blog/should-your-budget-balance-no/>
- **Scenario Planning in Your Budget (TEMPLATE)**
<https://www.propelnonprofits.org/resources/scenario-budget-planning-template/>

- **Budgeting Checklist (CHECKLIST)**
- <https://www.propelnonprofits.org/resources/10-step-budgeting-checklist/>

COST ALLOCATION

- **Determining, planning for and allocating costs (VIDEO)**
- <https://www.propelnonprofits.org/resources/cost-allocation-primer-video/>
- **True Program Costs (TEMPLATE)**
- <https://www.propelnonprofits.org/resources/true-program-costs-program-budget-allocation-template-resource/>

CASH FLOW

- **How To Be Confident About Your Cash Balances (BLOG)**
- <https://www.propelnonprofits.org/blog/how-to-be-confident-about-your-cash-balances/>
- **Managing Cashflow (BASIC INFO)**
- <https://www.propelnonprofits.org/resources/managing-cash-flow/>
- **Managing Cashflow (VIDEO)**
- <https://www.propelnonprofits.org/resources/cash-flow-primer-video/>
- **Monitoring Cashflow (Template)**
- <https://www.propelnonprofits.org/resources/cash-flow-template/>

Appendix H: 80x3 Recommended Training and CoP Scope & Sequence

We know that acquiring new knowledge and putting it into practice takes intentionality, so 80x3 has taken the guesswork out of it and has thoughtfully crafted an example of learning activities for Leaders and Educators in your program. The recommended set of activities pairs online self-paced training modules with complimentary Relationship-Based Professional Development (RBPd) in the form of Communities of Practice (CoP). Research shows that when training is coupled with RBPd, like Communities of Practice and coaching, the learning is deepened, and it is more likely that behavioral changes in practice will codify and be more sustainable over time.

Below you will find recommendations for training and CoP content for Program Leaders and Educators.

Training and Community of Practice Learning Plan		
Type of Learning	For Program Leaders	For Educators
Online Learning Modules (Training/Theory)	Think Small Institute <ol style="list-style-type: none"> 1. Developing the Trauma-Sensitive Leader 2. The Impact of Trauma on Behavior 3. Culturally Responsive Teaching and Trauma-Sensitive Care 	Minnesota Association for Children's Mental Health Toolkit for Healing-Centered Practice: <ol style="list-style-type: none"> 1. Module 1: Stress and Trauma 2. Module 2: Relationships and Attachment 3. Module 3: Resilience

	<ul style="list-style-type: none"> 4. Creating Trauma-Informed Policies & Environments 5. Buffering the Impact of Secondary Trauma 6. Applying Trauma-Sensitive Care — Collaborating Across Systems 	<ul style="list-style-type: none"> 4. Module 4: Professional Wellness <p>Center for Inclusive Child Care</p> <ul style="list-style-type: none"> 1. CICC Module 1: Relationships and Environments 2. CICC Module 2: Caregiving and Teaching Practices 3. CICC Video Series: Sensory Strategies for Self-Regulation and Healing Parts 1 & 2
<p>Community of Practice (Coaching/Practice)</p>	<ul style="list-style-type: none"> 1. CoP Session 1 2. CoP Session 2 3. CoP Session 3 4. CoP Session 4 5. CoP Session 5 6. CoP Session 6 	<ul style="list-style-type: none"> 7. CoP Session 1 8. CoP Session 2 9. CoP Session 3 10. CoP Session 4 11. CoP Session 5 12. CoP Session 6

Appendix I: Suggested Month by Month Learning Activities

Learning Activities by Month and Role Note: Training Modules should be completed before the next CoP so that participants can fully engage in the CoP discussions. For those who are eager to dig in, you are welcome to work ahead at your own pace on any open modules.		
Month	Leaders	Educators
1	<ul style="list-style-type: none"> • Preparation Time • Develop Individual Profiles Created/Verified, employment with program verified. • Leadership Training Module 1: Developing the Trauma-Sensitive Leader • 80x3 kick-off event for your program 	<ul style="list-style-type: none"> • Preparation Time • Develop Individual Profiles Created/Verified, employment with program verified. • Educator Training MACMH Module 1: Intro to Stress and Trauma • 80x3 kick-off event for your program
2	<ul style="list-style-type: none"> • Community of Practice 1 • Assemble OLT and introduce the Org. Self-Assessment & Action Planning Process • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Community of Practice 1 • Time for Reflection & Implementation
3	<ul style="list-style-type: none"> • Leadership Training Module 2: The Impact of Trauma on Behavior • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Educator Training MACMH Module 2: Relationships and Attachment • Time for Reflection & Implementation
4	<ul style="list-style-type: none"> • Community of Practice 2 • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Community of Practice 2 • Time for Reflection & Implementation
5	<ul style="list-style-type: none"> • Leadership Training Module 3: Culturally Responsive Teaching and Trauma Sensitive Care • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Educator Training MACMH Module 3: Resilience • Time for Reflection & Implementation
6	<ul style="list-style-type: none"> • Community of Practice 3 • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Community of Practice 3 • Time for Reflection & Implementation

7	<ul style="list-style-type: none"> • Leadership Training Module 4: Creating Trauma-Informed Policies & Environments • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Educator Training MACMH Module 4: Intro to Stress and Trauma • Time for Reflection & Implementation
8	<ul style="list-style-type: none"> • Community of Practice 4 • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Community of Practice 4 • Time for Reflection & Implementation
9	<ul style="list-style-type: none"> • Leadership Training Module 5: Buffering the Impact of Secondary Trauma • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Educator Training CICC Module Trauma Responsive/Healing Centered Strategies Part 1: Relationships and Development (in English and Spanish) • Time for Reflection & Implementation
10	<ul style="list-style-type: none"> • Community of Practice 5 • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Community of Practice 5 • Time for Reflection & Implementation
11	<ul style="list-style-type: none"> • Leadership Training Module 6: Applying Trauma-Sensitive Care — Collaborating Across Systems • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Educator Training CICC Module Trauma Responsive/Healing Centered Strategies Part 2: Caregiving and Teaching Practices (in English and Spanish) • Time for Reflection & Implementation
12	<ul style="list-style-type: none"> • Community of Practice 6 • OLT Meeting • Time for Reflection & Implementation 	<ul style="list-style-type: none"> • Educator Training CICC Video series: Sensory Strategies for Self-Regulation and Healing Parts 1 & 2 (30 minutes total) • Community of Practice 6
13	<ul style="list-style-type: none"> • Celebration Event • Advocacy through Storytelling: Tell your 80x3 story. 	<ul style="list-style-type: none"> • Celebration Event • Advocacy through Storytelling: Tell your 80x3 story.

Appendix J: Month by Month Learning Activities Template

You can use this template to design your program's unique Learning Plan. This will help you make decisions about the types of activities your staff will participate in and will help you be able to schedule the learning events (training and/or Communities of Practice).

Learning Activities by Month and Role		
Month	Leaders	Educators
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Appendix K: Tracking Training and CoP Engagement of Educators in Your Program

Training for Educators

Staff Name	<u>MACMH Module 1: Stress & Trauma</u>	<u>MACMH Module 2: Relationships & Attachment</u>	<u>MACMH Module 3: Resilience</u>	<u>MACMH Module 4: Professional Wellness</u>	<u>CICC Part 1: Relationships & Environments</u>	<u>CICC Part 2: Caregiving & Teaching Practices</u>
Oprah Winfrey	1/1/2023	3/3/2023	5/5/2023	7/7/2023	9/9/2023	11/11/2023

Communities of Practice (CoP) for Educators

Staff Name	CoP 1	CoP 2	CoP 3	CoP 4	CoP 5	CoP 6
Oprah Winfrey	2/2/2023	Did not attend	6/6/2023	8/8/2023	10/10/2023	12/12/2023

Appendix L: Tracking Training and CoP Engagement of Leaders in Your Program

Training for Leaders from Think Small Institute

[Think Small Institute](#) offers self-paced eLearning modules to support program leaders in learning about trauma-sensitive and culturally responsive care. These courses stand out because they translate evidence-based theory into effective practice, using antiracist pedagogy and diversity-informed practice to equitably meet the diverse needs of the early childhood workforce. **The learning aligns with Level 3 of the Trauma-Informed Care and Practice Content Area IX of the [Minnesota Knowledge and Competency Framework for Early Childhood Professionals](#).**

Staff Name	Module 1: Developing the Trauma-Sensitive Leader	Module 2: The Impact of Trauma on Behavior	Module 3: Culturally Responsive Teaching & Trauma-Sensitive Care	Module 4: Creating Trauma-Informed Policies & Environments	Module 5: Buffering the Impact of Secondary Trauma	Module 6: Applying Trauma-Sensitive Care — Collaborating Across Systems

Communities of Practice (CoP) for Leaders

Staff Name	CoP 1	CoP 2	CoP 3	CoP 4	CoP 5	CoP 6

Appendix M: No-Cost Relationship-Based Professional Development (RBPDP) Supports for Licensed Child Care Programs

The State of Minnesota funds a variety of RBPDP support services for licensed child care programs. These services are free of charge to your program. Please reach out to the specific contact for full details and to check eligibility for your program to take advantage of these resources.

Topic/Focus	What Is Included	Offered By	To Learn More
Early Childhood Mental Health Consultation	Uses a relational approach to strengthen adult capacity to support children's, families' and providers' social-emotional health and development. Our consultants are licensed mental health professionals who have training and expertise in early childhood development, early childhood mental health, family systems and consultation, and are honoring and promoting diversity, equity, and inclusion. All those involved in child care are encouraged to participate. Consultation focuses not only on children but on providers, directors, and supportive systems. Consultation is offered at no cost to licensed child care sites for up to 5 sessions and for Parent Aware-enrolled child care sites up to 1 year. Additional consultation opportunities may be available for Family Friend and Neighbor child care providers and for infant and early childhood services providers.	Minnesota Department of Human Services	If you are interested and/or would like more information, please email to schedule a time to connect: dhs.ecmh@state.mn.us .
Infant & Toddler Coaching	Infant and Toddler Specialists provide support, training, modeling, and resources to child care programs throughout Minnesota. An Infant-Toddler Specialist supports programs in: <ul style="list-style-type: none"> • Implementing best practices in the care of infants and toddlers • Development of policies that support responsive care practices • Accessing high-quality, useful, and relevant infant and toddler resources 	Center for Inclusive Child Care	For more information, email info@inclusivechildcare.org or call 651-641-8339.

	<ul style="list-style-type: none"> • Generating ideas for activities, routines, and instructional modifications specific to infants and toddlers 		
Inclusion Coaching	<p>Inclusion Coaches provide support, training, modeling, and resources to child care programs throughout Minnesota. An Inclusion Coach supports programs in:</p> <ul style="list-style-type: none"> • Supporting the successful inclusion and retention of children with special needs, social emotional concerns, or challenging behaviors • Facilitating communication between program staff and parents when there are concerns about a child’s development • Identifying environment accommodations • Generating ideas for activities, routines, and instructional modifications to meet the needs of all children enrolled in the program 	Center for Inclusive Child Care	For more information, email info@inclusivechildcare.org or call 651-641-8339.
Health & Safety Coaching	<p>Health & Safety Specialists provide support, training, modeling, and resources to child care programs throughout Minnesota. A Health and Safety Specialist supports programs in:</p> <ul style="list-style-type: none"> • Reviewing their health and safety policies • Increasing their knowledge of licensing regulations • Identifying illness and injury prevention tactics • Creating and modeling strategies for implementing health and safety best practices 	Center for Inclusive Child Care	For more information, email info@inclusivechildcare.org or call 651-641-8339.
Leadership Development Coaching	<p>The Early Childhood Leadership Development (ECLD) coaching model is available to center-based directors across Minnesota who want to build leadership capacity, improve program quality, create a community of support, and build confidence in practice.</p>	Center for Inclusive Child Care	For more information, email info@inclusivechildcare.org or call 651-641-8339.
Business Consultation	<p>Business Consultants provide a combination of training, consultation, coaching, and technical assistance regarding the</p>	First Children’s Finance	For more information, call 1-866-562-6801 or visit

	<p>operation and financial management of child care and early education businesses. Business consultants provide:</p> <ul style="list-style-type: none"> • Free or low-cost training • Business leadership cohorts • Business assessments • Financial assessments • Business improvement plans • Financial position analysis • Classroom-break event analysis • Board development and governance • Consultation on variety of business management and operational issues • Access to low-cost financing for quality improvement 		<p>https://www.firstchildrensfinance.org/locations/minnesota.</p>
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Appendix N: Financial Supports for Child Care Programs and Employees in Minnesota

A variety of supports are available to child care programs and/or their employees in Minnesota who seek ways to enhance their program. These programs are delivered by Child Care Aware of Minnesota. You can learn more and check the eligibility requirements at <https://www.childcareawaremn.org/providers/grants-and-scholarships>.

Topic/Focus	What is Offered?
Foreign Credential Evaluation Scholarships	Foreign Credential Evaluation Scholarships help early childhood educators who have completed their high school or higher education coursework outside of the United States pay for the evaluation of educational transcripts. Achieve, the Minnesota Center for Professional Development, can assign an accurate Career Lattice Step in Develop; this may be used toward higher education goals.
Empower to Educate	Empower to Educate helps current and aspiring early childhood educators advance and sustain their career goals in child care. Our workforce development program offers financial support, free training options, job skills training, job placement support, and mentorship opportunities to program participants. Participants also receive ongoing support from a local Workforce Advisor. Connect with us at empowertoeducate@childcareawaremn.org to learn more and get started! https://www.childcareawaremn.org/providers/professional-development/empower-to-educate
Financial Assistance for the CDA	CDA Financial Assistance Awards help providers pay for the required training, application, and renewal of the nationally recognized Child Development Associate® (CDA) Credential™. Applications are accepted at any time.
T.E.A.C.H. Early Childhood® MINNESOTA Scholarship	T.E.A.C.H. Early Childhood® MINNESOTA is a scholarship program that helps early childhood and school-age educators increase their levels of education, compensation, and commitment to the field by earning college credits and degrees.
REETAIN Compensation Bonuses	REETAIN Compensation Bonuses are offered for educators working directly with children in licensed child care programs. Bonuses are awarded annually and range from \$500-\$3,000. They can be used to cover professional or personal expenses. REETAIN Bonuses are awarded based on education and state/federal priorities, as funds allow. Awardees receive half of their bonuses upon being awarded and half after six months.
Child Care Services Grants	Child Care Services Grants provide funds to help cover the cost of supplies, equipment, technology, and training. Grant funds are offered annually and are awarded competitively to qualified child care programs.

Appendix O: Resources to Support Families and Staff

Topic/Focus	What is Offered?
United Way 2-1-1™	United Way 2-1-1™ is an information and referral service that helps people in need find essential resources—including food and shelter, job resources, health care, child care and other vital services. Information is accessed by phone (by dialing 2-1-1 or 651-291-0211 locally) or online at 211unitedway.org . The 2-1-1 service is free and confidential; available 24 hours a day, 7 days a week, 365 days a year; and offered in over 100 languages. https://www.211unitedway.org/
Bridge to Benefits	Bridge to Benefits is a project by Children’s Defense Fund-Minnesota to improve the well-being of families and individuals by linking them to public work support programs and tax credits. By answering a few simple questions, you will be able to see if you or someone else may be eligible for public work support programs. http://www.bridgetobenefits.org/Home2
Help Me Connect	Help Me Connect includes resources and services that promote healthy prenatal and early childhood development, education, safety, and well-being of children and families. It includes non-profits, for-profits (licensed by the state of Minnesota), and government agencies. https://helpmeconnect.web.health.state.mn.us/HelpMeConnect/
Hennepin County Early Childhood Resource Hub	Hennepin County Early Childhood Resource Hub offers support with childcare, special education services, early education screenings, connecting to public programs, basic needs like housing and food, and referrals to other programs.
Ramsey County Service Centers	Ramsey County Service Centers offer in-person assistance with a wide range of county services, including Navigator assistance, computer access, and secure document drop-off sites. https://www.ramseycounty.us/your-government/contacts-locations/ramsey-county-service-centers

Appendix P: Introductory Letter to Board Members

Hello, Board Members,

I'm pleased to share with you that our program is participating in an exciting endeavor to learn more about the impact of stress and traumatic experiences on the lives of the children, families, and staff in our program and what we can do to help. Research from our field coupled with our collective lived experiences have ignited our interest in learning more about what trauma looks like, it's impact on young children, and what we can do to support them as adults who care about them and their healthy development. We are taking action and will be engaging in an initiative called *80x3: Resilient from the Start*, and you can learn more here: <https://www.gtcuw.org/our-work/innovation/80x3>.

Research shows that children's experiences in their first three years have a significant impact on their long-term health and wellbeing. To ensure that every child has high-quality care in this critical stage, 80x3 works with early child care programs to train educators in trauma-sensitive caregiving, support the recruitment and retention of child care professionals, and build new capacity to support families with parent education and systems navigation.

Roxana Linares, former Executive Director of Centro Tyrone Guzman and a participant of 80x3, shared, "We need trauma-informed care to provide the best education for our youngest learners — education that not only is academic, but also cares for their mental health and their spirit." We couldn't agree more and are excited about having been chosen to participate in this innovative project.

Over the next year, staff at our program will be completing training on trauma-sensitive and trauma-responsive care, engaging with professionals in communities of practice, and implementing what we learn to enrich day-to-day experiences through best practices. Together, we will work on goals that help our center use healing-centered engagement in our policies and practices.

As a board member, you can support this work by:

1. Becoming familiar with the value of being a trauma-sensitive organization, how it aligns with our mission, and supporting our efforts to grow in this realm.
2. **Serving as a member our Organizational Learning Team (OLT).** The OLT is comprised of a representative group of our organization's leadership and one to three additional staff, partners, board members, or stakeholders.

The role of the OLT is to conduct an organizational self-assessment using a trauma-sensitive tool and create goals for our program. By assessing the current position of our organization, we can identify goals and create an Action Plan that will help us make progress toward our ultimate goal of becoming a trauma-sensitive program.

You can learn more about trauma-sensitive and healing-centered practices by exploring the 80x3: Resilient from the Start Toolkit here: www.80x3.org

Thank you for your continued partnership!
[Your name]

Appendix Q: Introductory Letter to Families

Hello, Families,

I'm pleased to share with you that our program is participating in an exciting endeavor to learn more about the impact of stress and traumatic experiences on the lives of the children, families, and staff in our program and what we can do to help. Research from our field coupled with our collective lived experiences have ignited our interest in learning more about what trauma looks like, it's impact on young children, and what we can do to support them as adults who care about them and their healthy development. We are taking action and will be engaging in an initiative called *80x3: Resilient from the Start*, and you can learn more here: www.80x3.org

Research shows that children's experiences in their first three years have a significant impact on their long-term health and wellbeing. To ensure that every child has high-quality care in this critical stage, 80x3 works with early child care programs to train educators in trauma-sensitive caregiving, support the recruitment and retention of child care professionals, and build new capacity to support families.

Staff at our program will be completing training on trauma-sensitive and trauma-responsive care, engaging with other professionals in the field in communities of practice, and implementing what we learn to enrich day-to-day experiences through best practices. Together, we will work on goals that help our center use healing-centered engagement in our policies and practices.

If you have any questions or are interested in learning more about trauma-sensitive care policies and practices in our program, please let us know. We are always eager to share what we have learned and hear ideas that can help us continuously improve. Consider this your formal invitation to join us as we embark on our journey to become a trauma-sensitive program. You have valuable insights that can help us make sure families are centered in our efforts. **Please contact me directly if you are interested in learning more and getting involved as a co-creator of our program's Action Plan.**

You can learn more about trauma-sensitive and healing-centered practices by exploring the 80x3: Resilient from the Start Toolkit here: www.80x3.org

Thank you for your continued partnership!

[Your name]

[Program name]

Appendix R: Introductory Letter to Educators

Hello, Educators,

I'm pleased to share with you that our program is participating in an exciting endeavor to learn more about the impact of stress and traumatic experiences on the lives of the children, families, and staff in our program and what we can do to help. Research from our field coupled with our collective lived experiences have ignited our interest in learning more about what trauma looks like, its impact on young children, and what we can do to support them as adults who care about them and their healthy development. We are taking action and will be engaging in an initiative called *80x3: Resilient from the Start*, and you can learn more here: <https://www.gtcuw.org/our-work/innovation/80x3>.

Research shows that children's experiences in their first three years have a significant impact on their long-term health and wellbeing. To ensure that every child has high-quality care in this critical stage, 80x3 works with early child care programs to train educators in trauma-sensitive caregiving, support the recruitment and retention of child care professionals, and build new capacity to support families with parent education and systems navigation.

Roxana Linares, former Executive Director of Centro Tyrone Guzman and a participant of 80x3, shared, "We need trauma-informed care to provide the best education for our youngest learners — education that not only is academic, but also cares for their mental health and their spirit." We couldn't agree more and are excited about participating in this innovative project.

Over the next year, staff at our program will be completing training on trauma-sensitive and trauma-responsive care, engaging in communities of practice, and implementing what we learn to enrich day-to-day experiences through best practices. Together, we will work on goals that help our program use healing-centered engagement in our policies and practices. If you have any questions or are interested in learning more about trauma-sensitive care policies and practices in our program, please let me know. I am always eager to share learnings and hear ideas that can help us continuously improve.

You can learn more about trauma-sensitive and healing-centered practices by exploring the 80x3: Resilient from the Start Toolkit here: www.80x3.org

Thank you for your continued partnership!

[Your name]

[Program name]

Appendix S: One-Pager for Substitutes & Volunteers

Welcome to our program!

We are so happy to have you in our program and are here to help support you during your time with us. There are a few key highlights we would like to share with you to help you feel informed and comfortable in this space.

Our program is committed to fostering skills and providing resources to navigate trauma-informed care effectively for our children, families, and staff. The [Centers for Disease Control and Prevention](#) identifies six guiding principles for a trauma-informed approach:

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Cultural, historical, and gender issues

Katharine Manning sums these up by naming three concepts in the 2022 Harvard Business Review article, [We Need Trauma-Informed Workplaces](#):

- Acknowledgement (“I will be heard”)
- Support (“I can get the help I need”)
- Trust (“I will be treated fairly”)

In our program, we make every effort to ensure these concepts are lived out in our day-to-day actions, policies, and practices. Please join us in our efforts to support the children, families, and staff in our program so we all can rest assured that we will be acknowledged, supported, and trusted.

If you have any questions or are interested in learning more about trauma-sensitive care policies and practices in our program, please let us know. We are always eager to share what we have learned and hear ideas that can help us continuously improve.

You can learn more about trauma-sensitive and healing-centered practices by exploring the 80x3: Resilient from the Start Toolkit here: www.80x3.org

Thank you for your continued partnership!

[Your name]

[Program name]

Appendix T: Policy Example for Staff/Family Handbook on Trauma Sensitive Practices

Our program is committed to fostering skills and providing resources to navigate trauma-sensitive care effectively for our children, families, and staff. The [Centers for Disease Control and Prevention](#) identifies six guiding principles for a trauma-sensitive approach:

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Cultural, historical, and gender issues

Katharine Manning sums these up by naming three concepts in the Harvard Business Review article, [We Need Trauma-Informed Workplaces](#):

- Acknowledgement (“I will be heard”)
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Appendix U: Getting the Most out of Develop

Develop Profiles for Staff and Programs: Getting Credit for Your Good Work

As a participant in 80x3, you will leverage the power of technology to engage with online learning modules. In order to receive credit/approved clock hours for completed trainings, everyone will need to have an Individual Profile set up in Develop. Develop is an online tool/website that serves as a one-stop shop for early childhood professionals in Minnesota to track their employment history, educational background, and ongoing professional development. Approved clock hours in Develop are accepted by licensors toward their respective professional development requirements in Rule 3 (centers) and Rule 2 (family child care).

1. Got to <https://developtoolmn.org>.
2. Click on “Log in/Register” in the top righthand corner.
3. Follow the prompts to either (1) register as a new user or (2) log in to your existing Develop account.
4. You can access how-to guides for a variety of actions you can take in Develop, including how to Create an Individual Profile, on the home page by clicking on “How do I? ...” at the top of the webpage or by accessing them directly here: <https://developtoolmn.org/how-do-i/index.jsp>.
5. To maximize the benefits of having your program’s Organization Profile and each employee’s Individual Profile in Develop, you will want to have each staff member report their employment with your program in the employment section of their Individual Profile. Then, the Admin will verify each staff member’s employment. This will clear a smooth path for you moving forward with 80x3, and more importantly, will set you up for success with other statewide initiatives.

Appendix V: Embedding Trauma-Sensitive Practices in Your Onboarding Process

Since you are putting in the effort to train and equip your staff in healing-centered, trauma-sensitive practices, you will also want to plan for bringing new hires up to speed. Below you will find some considerations to keep in mind as you decide how you want to approach ensuring your new hires are actively learning about and engaging with trauma-sensitive practices.

How will you ensure the learning from 80x3 gets passed along to new hires?

In a perfect world, new hires would come to your program with a working knowledge of trauma-sensitive best practices. However, we know this is a learning opportunity for many people, so being intentional about how you will facilitate this critical learning for new hires is important.

- Include a trauma-sensitive care statement on your website and in job postings and descriptions.
- To help support your efforts on this front, you can find an example of a new hire orientation checklist that includes trauma-sensitive care elements in this guide.
- Ensure all new hires have an *Individual Professional Development Plan (IPDP)* that includes completing the online self-paced TIC modules within the first year of employment. You can find an IPDP template from Achieve, the Minnesota Center for Professional Development, here: https://www.mncpd.org/wp-content/uploads/2016/12/Pro_Dev_Plan.pdf.
- Have trauma-sensitive care as a standing agenda item on staff meetings. You could choose an item (article, video, tool) from the 80x3 Toolkit as a conversation starter.
- Select a few readings/viewings for new hires to complete during their onboarding process. You can find good options in the 80x3 Toolkit here: www.80x3.org
- Remember, processing the learning from the online training modules is an important part of solidifying the new information, so designate a person who will be a trauma-sensitive mentor for new hires. This person should feel comfortable and confident in not only debriefing the learning from the online training modules, but in modeling what a trauma-sensitive conversation looks like.

Appendix W: New Hire Orientation Checklist Example

My orientation to this program has included the following:

Information	<input checked="" type="checkbox"/>	Training	<input checked="" type="checkbox"/>
My job description		Recognizing childhood illness	
Mission Statement & Philosophy		Infectious Disease Control	
Health & Safety policies		Handwashing procedures	
Mandated Reporter policy and procedures for reporting suspected abuse or neglect		Universal precautions for handling bodily fluids	
Information on children's records and confidentiality policy		Sudden Unexpected Infant Death (SUID)	
Procedure for sharing information with other parties involved with enrolled families and children		Shaken Baby Syndrome	
Procedure to ensure safety with children outdoors (and in strollers/buggies)		First Aid	
Behavior guidance techniques and strategies		CPR	
NAEYC Code of Ethical Conduct		Reporting accidents to families and DHS	
Termination policy		Safety procedures around doors with or without finger guards	
Emergency and evacuation procedures		Field trip procedures and permission slips	
Program plan		Child Passenger Restraint (if applicable)	
Referral plan		Supervising for Safety (if applicable)	
Procedures for family visits, input, conferences, and communications		Child growth & development and behavior guidance (if applicable)	
Daily activities and routines		I have been informed of the curriculum and assessment tools used by the program and agree to implement it with fidelity.	
Review of MN Rule 3 for child care centers, MN Rule 2 for family child care		Module 1: Stress and Trauma, Minnesota Association for Children's Mental Health https://macmh.org/publications/resources-for-healing-centered-practice	
Review of Family Handbook			
Review of children in assigned classroom/group			
Trauma-sensitive policies & practices			

Staff Name (print) & Signature

Date

Administrator Name (print) & Signature

Date

Appendix X: Knowledge and Competency Framework Performance Review Input & Discussion Template

Weaving trauma informed practices into your performance review process gives staff members the opportunity to reflect on how they are intentionally implementing policies and practices, and identify their desires for ways to extend their learning and impact. This template provides examples of how you can lean into the Minnesota Knowledge and Competency Framework as a guide for your performance reviews. By giving staff members the opportunity to highlight how they are demonstrating their knowledge and competency, you are co-creating the performance review process and content with them.

You can modify and adapt this to fit your program. It is recommended to have each employee fill this out by sharing examples of how they are demonstrating competency in each area and submit it to their supervisor in preparation for their performance review; the supervisor can add their observations and insights and then facilitate discussion during the review.

Performance Review for _____

Educator's Name

Educator Knowledge & Competencies

- 1. KCF Area I Child Development & Learning:** *I understand how children acquire language and develop physically, socially, emotionally, and cognitively.*
- 2. KCF Area II Developmentally Appropriate Learning Experiences:** *I establish an environment that provides learning experiences to meet each child's needs, interests, and abilities.*
- 3. KCF Area III Relationships with Families:** *I work collaboratively with families and organizations/agencies to meet children's needs and to partner in the care and education of young children.*
- 4. KCF Area IV Assessment, Evaluation, and Individualization:** *I use authentic observation as ongoing assessment of children's learning in order to inform the development of individualized curriculum.*

5. **KCF Area V Historical and Contemporary Development of Early Childhood Education:** *I understand the historical (past) and contemporary (current) development of the field of early childhood education.*

6. **KCF Area VI Professionalism:** *I serve children and families in a professional manner, adhere to the NAEYC Code of Ethical Conduct, and participate in the community as a representative of early care and education.*

7. **KCF Area VII Health, Safety and Nutrition:** *I establish an environment that ensures children's health, safety, and nourishment.*

8. **KCF Area VIII Application through Clinical Experiences:** *I strengthen effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with a range of educational programming models.*

9. **KCF Area IX Trauma-Informed Care and Practice:** *I understand the definitions, prevalence, and impacts of trauma and intentionally interact with others in healing-centered, trauma-informed ways.*

10. **KCF Area X Working with Multilingual Learners and Their Families:** *I understand the unique strengths and needs of multilingual learners and promote equitable, culturally sensitive environments for all children.*

11. **KCF Cultural Responsibility and Practice (multiple KCF Areas):** *I understand my own cultural lens, seek to learn more about the culture of individual children and families, and enhance my professional practices by applying what I've learned to my planning, environment, and interactions.*

12. Employee Responsibilities: *I strive to be fully engaged in the workplace, fulfilling duties and contributing to a healthy and productive workplace culture. *See Employee Expectations Rubric example*

Goal Setting

Between now and my next performance review, I am interested in pursuing the goals outlined below.

Goal	Activities to Reach Goal	Resources Needed	Timeline

Educator's Signature _____

Date _____

Supervisor's Signature _____

Date _____

Appendix Y: Employee Expectations Rubric Example

This rubric can be used to capture observations and assessments of employee duties and expectations that are unique to your program. The intent is to get at the day-to-day employee tasks and responsibilities that may be specific and outside of the KCFs.

This can be used any time as a staff check-in and is particularly helpful during performance reviews. It is recommended to provide this as a self-reflection and self-report tool for staff members to complete and provide to their supervisor in preparation for the performance review. The staff member and supervisor can review their versions together and see where they agree and where they see differences. You can modify/enhance it to fit your needs.

Employee name: _____

Date: _____

CATEGORY	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	No Basis for Evaluation
Program Duties	Maintains a clear, uncluttered work space/classroom, assists in keeping shared spaces neat & safe, helps with opening/closing tasks, checks in with co-workers to see if they need assistance before leaving for the day	Maintains a clear, uncluttered work space/classroom, shares in keeping the space clean and safe	Work space/classroom is cluttered, neglects chores, leaves for the day without checking in with co-workers	No basis for evaluation
Commitment to Quality	Models and refers others (staff/subs/volunteers) to our commitment to quality, refrains from using cell phone, dresses appropriately, always alert	Refrains from using cell phone, dresses appropriately, appears alert/awake at all times	Has been observed using cell phone, inappropriate dress, appears unalert	No basis for evaluation
Punctuality	Often arrives a few minutes early to gather necessary supplies for the day, in the classroom ready to work with children at the start of the shift	Arrives on time ready to work with children at the start of the shift	Inconsistent arrival time, lingers in other areas of the building, forgets to check in, not in the classroom ready to work with children at the start of the shift, has not gathered the necessary materials for the day	No basis for evaluation

Attendance	Exemplary attendance, plans for use of PTO far ahead of time, submits PTO requests in a timely manner, alerts administration early if it looks as though staff may need to call in ill, uses PTO to refresh, thinks ahead about how staffing patterns will be impacted	Consistent attendance, follows protocol for calling in, uses PTO to refresh, submits PTO requests ahead of time	Sporadic/unreliable attendance pattern, frequent unanticipated call-ins, minimal advance notice of PTO requests, does not plan ahead to consider how staffing patterns will be impacted	No basis for evaluation
Staff Meetings & Events	Attends all meetings/events, actively engages and adds to discussions, volunteers to lead aspects of the meeting, shares insights from valuable experiences to enhance the outcome	Attends all meetings/events unless a major conflict arises (in which case staff informs administration as soon as possible), participates in meetings and adds to the conversation	Inconsistent attendance at meetings/events, frequent scheduling conflicts, minimal participation, adds little to the discussion, engages in side conversations that distract others	No basis for evaluation
Divergent Thinking Skills	Seen as an expert in the building, always remains calm in stressful situations, refers to handbooks/policies for guidance, solution-oriented, creative problem solver, recognizes some things can wait to be addressed at another time, takes on additional responsibilities in the absence of administration	Solution-oriented, demonstrates the ability to multi-task, takes questions from families to present to administration if needed, brings possible options/solutions	Becomes easily flustered, problem teller rather than problem solver, makes decisions/offers advice without consulting procedures/protocol	No basis for evaluation
Professional Relationships	Networks with other professionals outside of the building, involved in professional organizations, upholds	Relationships with families are friendly but not friends, maintains professional social	Observed displaying over-familiarity with staff/families, inappropriate humor, discusses confidential/sensitive	No basis for evaluation

	confidentiality, nurtures/supports peers and families in human-centered interactions	interactions with families, advocates for the profession, viewed as warm and approachable	information in the presence of non- essential parties, extremely loud/quiet, uses unprofessional language	
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Appendix Z: Program-Wide Professional Development Plan Template

You can use this template to map out your annual professional development needs and desires, both mandated/required training and opportunities you select specifically for your program’s team members. This template breaks it down into groups, but you could easily have a row for each individual staff member to have a more granular view. There are a few items provided as examples to get you started.

Tips:

- Don’t forget there are many excellent resources specific to healing-centered and trauma-sensitive care that you can access in the free online 80x3 Toolkit here: www.80x3.org
- You can review a checklist of best practices for drafting a Program Professional Development Plan from the NAEYC Accreditation perspective here: <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/ppdp.pdf>

STAFF	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
All Staff	SUIDS & AHT, Mandated Reporter	MnAEYC Conference						CPR & First Aid				
Educators												
Program Leader(s)												
Board or Owner												
Volunteers												
Other												

