



Building Resilient Communities Through Statewide Trauma-Informed Care Training and Cafés for Child Care Providers

2024

Year 2 report

Prepared for Child Care Providers United
Prepared by Child Care Resource Center



Table of Contents

Executive Summary	03
Grant Overview	03
Introduction	04
Grant Overview	04
TIC Training Curriculum and Café Materials	05
Evaluation Methods	06
TIC Training and Café Findings	07
Impact of TIC Training on Child Care Providers	10
Impact of Cafés for Child Care Providers	14
Providers Used Their Stipend to Further Enhance Their Child Care Business	17
Facilitators' Perspective on Trainings and Cafés	19
Recommendations	24
Conclusion	26
Appendix A: Provider Training Feedback	27
Appendix B: Café Feedback	27
Appendix C: Facilitator Feedback	28

Executive Summary

GRANT OVERVIEW

In 2024, the Statewide Trauma Informed Care (TIC) initiative proudly maintained its impactful presence across 41 counties, demonstrating robust adaptability and sustained effectiveness despite a reduction in the number of participating Resource and Referral (R&R) agencies from 46 in 2023 to 33 in 2024. This achievement highlights our strategic capability to optimize resources and maintain a comprehensive reach, ensuring no reduction in service quality or accessibility.

2023 Year End Statistics	2024 Year End Statistics
41 Counties with Provider Engagement	41 Counties with Provider Engagement
39 Hosting Counties	37 Hosting Counties
46 Participating R&R Agencies	33 Participating R&R Agencies
834 Child Care Providers	1303 Child Care Providers
53 TIC Trainings (100 Sessions)	88 TIC Training (220 Sessions)
159 TIC Provider Cafés	264 TIC Provider Cafés
TIC events offered in English, Spanish, & Chinese (Mandarin and Cantonese)	

Supported by partnerships with the Service Employees International Union Education and Support Fund (SEIU ESF) and Child Care Providers United (CCPU), Trauma-Informed Care initiative has not only sustained but enhanced the delivery of trauma-informed training and cafés. SEIU ESF has continued to provide essential funding and advocacy, crucial for our operational success. CCPU has played a key role in ensuring that our programs are aligned with the practical needs of child care providers, making our trainings relevant and actionable.

Over the year, 88 TIC trainings were conducted and 264 provider cafés were facilitated, engaging 1,303 child care providers across the state. This direct engagement has been instrumental in equipping providers with the necessary skills to support children who have experienced trauma, fostering environments where children can thrive.

Looking ahead, the initiative is committed to further refining our training models and expanding our reach. The ongoing support from SEIU ESF and CCPU will be vital as the Trauma-Informed Care Initiative we continues to adapt our strategies to meet the evolving needs of our communities and ensure that our trainings are accessible to all child care providers across the state.

Introduction

GRANT OVERVIEW

In California roughly 80% of young children under age 2 and 40% of children under age 5 receive care from FCC and FFN providers.¹ Given that the early years are a critical period of brain development, exposure to excessive stress can negatively impact brain architecture and growth,² making trauma-informed practices essential in early care settings. This suggests the importance of supporting child care provider's capacity to offer trauma-informed care to the children in their programs. In 2022, the State of California entered a joint training partnership with Child Care Providers United-CA (CCPU). As a result, the Service Employees International Union Education and Support Fund (SEIU ESF), a branch of CCPU, allocated funding to enhance several statewide programs to support child care provider training opportunities.

In December 2022, Child Care Resource Center (CCRC) entered a \$7 million joint training partnership with CCPU that aims to train child care Resource and Referral (R&R) professionals in Trauma-Informed Care (TIC) to better support children who have experienced trauma. The program consists of an initial eight-hour TIC training that defines trauma followed by child care provider cafés, where providers can have deeper, meaningful discussions about the curriculum and the opportunity to share their own experiences with other providers. Providers that participate in the program were compensated for their time with grant funded stipends that could be used to support their child care environments.

CCRC played a pivotal role in facilitating statewide Trauma-Informed Care (TIC) training and cafés targeted for Family Child Care (FCC) and Family, Friend, and Neighbor (FFN) providers through a regional delivery system, leveraging the previously developed Preschool Development Grant (PDG) programming structure. This grant enabled Resource and Referral (R&R) professionals to become TIC training facilitators and equipping child care providers with essential knowledge and skills to support children and families experiencing trauma.

To achieve this objective, CCRC identified 11 **Regional Leads** across the state to oversee and facilitate TIC trainings and provider cafés, with Children's Home Society-Los Angeles serving as both a regional and coordinating lead for the initiative; see **Figure 2**. To support this effort, CCRC led quarterly Community of Practice (CoP) meetings to guide and enhance the work of the Regional Leads and Local R&R agencies.

¹<https://www.packard.org/wp-content/uploads/2015/06/INFORMAL-CHILD-CARE-IN-CALIFORNIA1.pdf>

²"Brain Architecture." Center on the Developing Child: Harvard University, 2024, <https://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/> Accessed 11 Jan. 2024.

“It has provided me with more insights into recognizing trauma symptoms, responding appropriately to children’s needs, creating a safe environment, and implementing strategies to help children heal and thrive despite their past experiences. Understanding trauma can help me provide more effective care and support to the children in my daycare.”

- San Bernardino FCC Provider

TIC TRAINING CURRICULUM AND CAFÉ MATERIALS

Each R&R agency was tasked with conducting at least one cohort during each grant year. A cohort consisted of one group of providers attending eight-hours of TIC training and three provider cafés. Each R&R agency had the option for conducting additional cohorts toward the year’s conclusion, contingent upon resource availability. R&Rs provided eight hours of TIC training to providers using evidence-based, culturally responsive Emergency Child Care Bridge TIC curriculum.

The training was informed by resources from the Child Development Institute, California Child Care Resource & Referral Network, and The National Child Traumatic Stress Network (NCTSN). Each R&R agency had the flexibility to tailor the scheduling and format of their respective TIC trainings to suit local needs and preferences.

Provider cafés are intended to engage child care providers in meaningful TIC discussions focused on self-care, strengths, and challenges when providing TIC to children in their care in order to foster growth and collaboration within the field. These discussions provide opportunities for attendees to learn from each other’s experiences, and receive social support from others who are also providing care to children who may have experienced trauma, and apply their new knowledge to their work as a child care provider. During café events, conversation cards were provided in English, Spanish, and Chinese. CCRC utilized their internal creative services team, Creative Bridge, to design and produce print materials for the cafés. Providers were given a certificate after each event attended.



Figure 2. Diagram of the Eleven Regional Lead R&Rs Collaborating with CCRC

Evaluation Methods

The Research Team at CCRC implemented an evaluation plan to assess the implementation and outcomes of TIC training and cafés. The primary goal of this evaluation was to understand the diverse impacts of TIC training and cafés on child care providers, particularly FCC and FFN providers. Additionally, the evaluation aimed to track the scheduling and completion of trainings and cafés, profile the attending providers, identify opportunities to enhance support for implementing R&Rs, and guide future program improvements while advocating for continued funding.

To execute this evaluation, the Research Team developed tools tailored to different stages of the implementation process. These tools included an online TIC event submission form and a post-cohort tracking form, both designed to monitor training and café implementation progress. These forms not only captured logistical details but also provided facilitators with a platform to share their feedback on the café experience, highlighting areas where additional support might be needed for program refinement.

To measure the outcomes of the training and cafés, various feedback mechanisms were employed. This included a training feedback form, a café feedback form, and a stipend form, all completed by child care providers immediately following completion of the TIC cohort. For in-person events, paper forms were distributed or participants were able to scan JotForm QR codes were provided for participants to scan and complete out the forms digitally. For virtual events, links to the online forms were shared via email or on Zoom chat.

R&R facilitators coordinated were provided for participants to scan and complete out the forms digitally. For virtual events, links to the online forms were shared via email or on Zoom chat. all data collection processes and submitted the completed forms to the CCRC Research Team through JotForm, an online tracking system. This approach standardized data collection practices across the state and ensured the integrity of the collected data. In addition to data collection through JotForm, we also conducted interviews with five providers through Zoom who consented via JotForm to be contacted. Their stories, featured as Firsthand Perspectives: Provider Stories, are woven throughout this report to highlight their experiences.

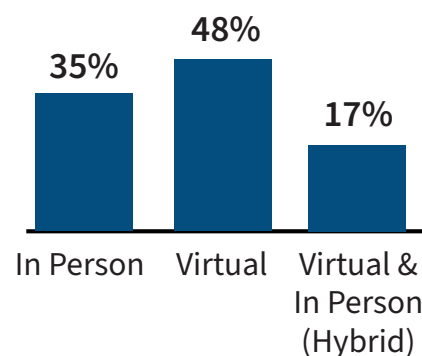
TIC Training and Café Findings

From July 2023 to December 2023, the first year of this grant, participating R&Rs conducted 53 TIC trainings for child care providers with 44 R&R agencies participating, and 960 child care providers attending. Over a third of trainings were held in-person (38%) and the rest were held virtually (62%). Following the training, the provider cohort convened for three subsequent cafés focused on facilitating conversations about implementing TIC practices in child care programs. During the same timeframe, 137 provider cafés were held across the state of California. Within each cohort, three cafés were held. Cafés were facilitated in the language that represented the community; 60% of cafés were held in English, 37% in Spanish, 2% in Mandarin, and 1% in Cantonese and Mandarin. A nearly equal number of cafés were held in-person (52%) and virtually (48%). In contrast, 62% of trainings were held virtually.

Building on this foundation, from January 2024 to December 2024, the second year of this grant, the TIC initiative expanded its efforts. During this period, participating R&Rs conducted 88 TIC trainings, reaching an additional 1,303 child care providers with 33 R&R agencies participating. Cohorts were held in-person (35%), virtually (48%) and both in-person and virtual (hybrid) (17%). See **Figure 1**. Provider engagement also grew through cafés, with 264 provider cafés conducted across California during this timeframe.

Language representation in the cafés differed in year two with near equal numbers of English and Spanish speaking cohorts, with 46% in English, 44% in Spanish, 2% in English & Spanish, and 1% in Mandarin. Most providers in 2024, most providers identified as Latino/Latine/Latinx/Hispanic (72%), followed by 10% identifying as White/Caucasian/European American, 6% as Black/African/African Caribbean/African American, and 5% as Asian/Asian American. See **Figure 2**. Other ethnicities, which were smaller in size, were not listed individually for clarity but are accounted for in the overall participant demographics. Providers had an average of 14 years working in child care.

Figure 1. Percentage of TIC Cohort Event Type



This demographic data highlights the sustained and growing impact of the TIC initiative in fostering trauma-informed care practices and creating spaces for meaningful dialogue among diverse child care providers statewide.

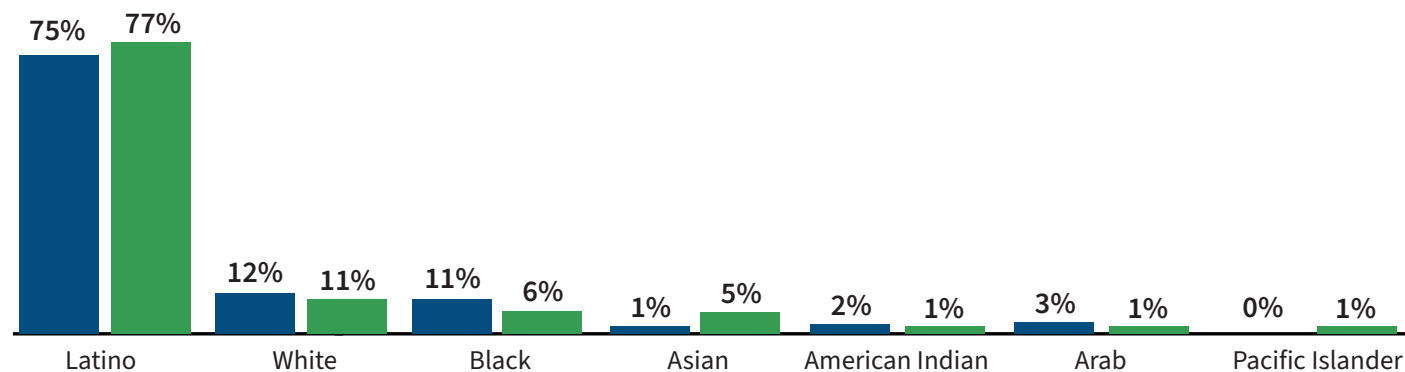
Figure 2. Percentage of Child Care Provider Race/Ethnicity Who Participated in TIC Events



***Note:** Other categories were removed from the above figure due to low percentages.

Latina providers are dominant in both formal (FCC) and informal (FFN) caregiving, suggesting strong engagement in home-based child care. Black providers are more concentrated in FFN than FCC, which may indicate a greater reliance on informal caregiving networks. See **Figure 3**.

Figure 3. Percentage of FFN and FCC by Ethnicity



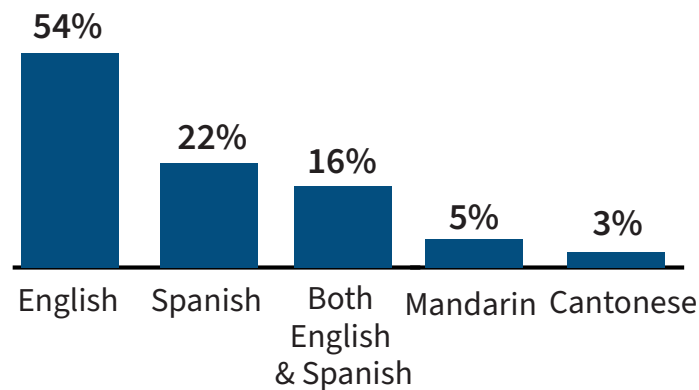
“When FFN providers were networking with licensed FCC providers, they expressed how much they learned from each other.”

- San Bernardino FCC Provider

There were a diverse group of child care providers, with 54% of participants preferring English, 22% Spanish, 16% both English and Spanish, 5% Mandarin, and 3% Cantonese. See **Figure 4**. This linguistic diversity is vital for the program's reach and inclusivity, ensuring that TIC cohorts are accessible to a wide range of providers across different cultural and linguistic backgrounds.



Figure 4. Language Preferences of Participating Child Care Providers



IMPACT OF TIC TRAINING ON CHILD CARE PROVIDERS

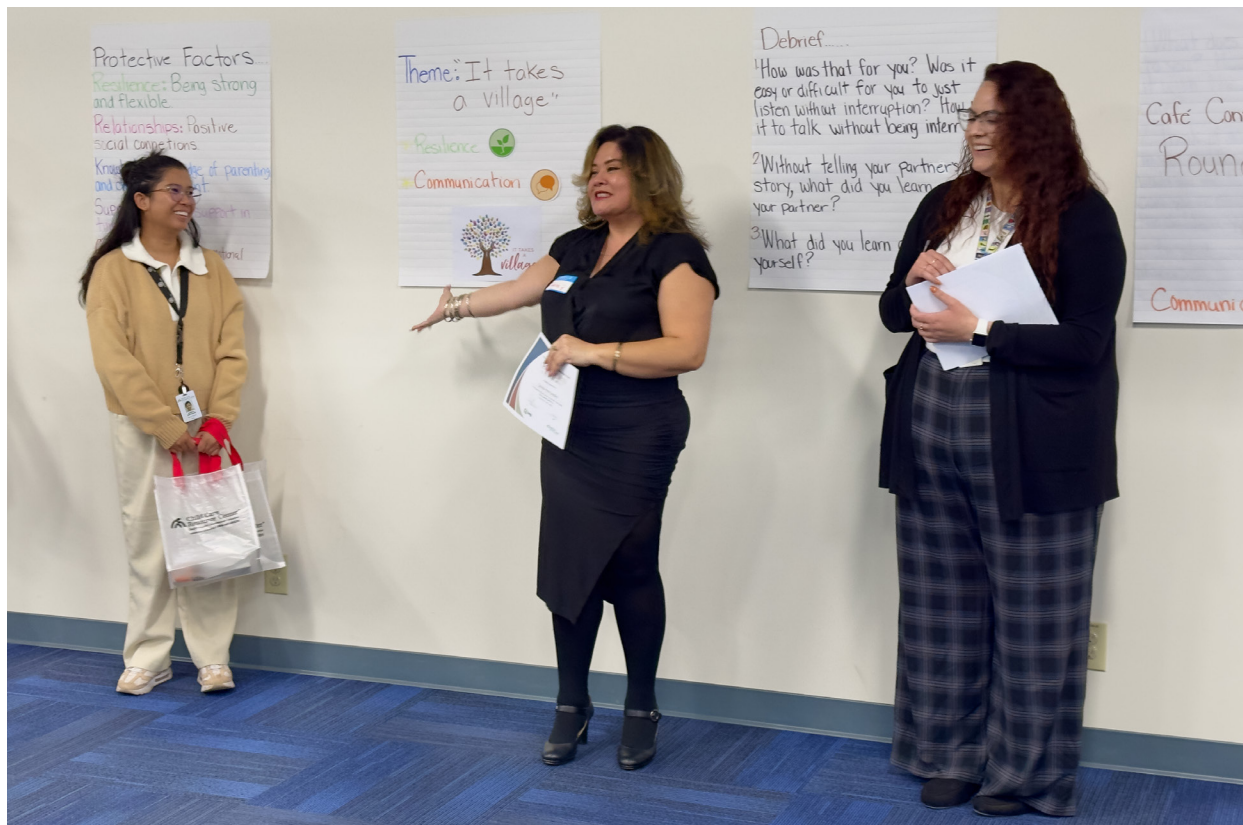
After completing the 8-hour Trauma-Informed Care (TIC) training, child care providers were instructed to complete an evaluation survey assessing the effectiveness of the training. The training covered a range of evidence-based strategies, including how the brain processes trauma, Adverse Childhood Experiences (ACEs), relationship-building, recognizing triggers, guided imagery activities, understanding behaviors, and providing additional resources for continued learning

As part of the evaluation, providers were asked to rate the quality of the training delivered by their Resource & Referral (R&R) agency and to specify the strategies they intend to apply following their participation. The data collected indicated overwhelmingly positive feedback with 85% of participants agreeing or strongly agreeing that the training content was useful. Additionally, 83% reported an increased understanding of how trauma impacts children, and 84% felt confident in their ability to apply their newfound knowledge immediately. Furthermore, 84% of providers expressed greater confidence in their ability to care for a child who has experienced trauma. See **Figure 5**.

These findings underscore the effectiveness of the TIC training in equipping providers with practical, trauma-informed strategies to support children in their care. For more detailed numbers and percentages, please (see **Appendix A**).

“After attending this training on how to work with children who have experienced trauma, I plan to make several changes to the way I care for them. First, I will incorporate more patience and understanding when interacting with children, recognizing that their behaviors may stem from past traumatic experiences. I also intend to create a more caring and calm environment so that all children feel welcomed and cared for with lots of love and patience.”

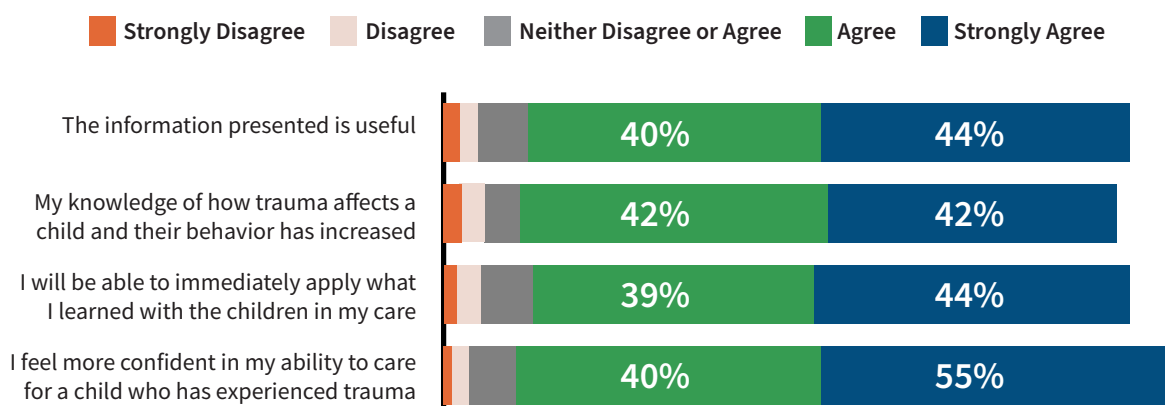
-San Mateo License-Exempt Provider



Firsthand Perspectives: Provider Stories – Maria from Merced

Maria, a dedicated FCC provider from Merced (Region 7), has transformed her child care approach through TIC training, focusing on the emotional well-being of children. She starts each day with a morning circle, a simple yet powerful routine that lets children share their feelings and feel valued. This practice was helpful for a child struggling with aggressive behaviors after transitioning to a new preschool. By giving personalized attention, Maria helped the child make significant improvements. She stresses the importance of emotional development over academic pressures in early childhood, advocating for a balanced approach that avoids causing stress in young children. Maria also cherishes the deep engagement and community spirit fostered by in-person training sessions, which not only enhance learning but also inspire providers to adopt trauma-informed practices. She calls for more ongoing professional development to equip providers with the skills needed for effective developmental evaluations. Maria's story reflects her commitment to nurturing a safe, supportive environment where children can thrive emotionally and socially.

Figure 5. Provider Rating of Training Quality and Intended Implementation



How Providers Use TIC Training in Child Care

32% Enhanced understanding of children's emotional needs

25% Improved ability to recognize and address trauma

13% Incorporated specific TIC strategies

6% Prioritized self-care

4% Expanded knowledge-sharing with peers

3% Strengthened family communication

Providers shared written feedback of how TIC training enhanced their ability to support children, with six key themes emerging. Over a third (32%) reported a deeper understanding of children's needs, particularly in recognizing and addressing trauma (25%). This included greater awareness of emotional needs, fostering empathy and patience, and implementing trauma-informed strategies like active listening, validating feelings, and creating supportive environments. Additionally, 13% mentioned specific activities like establishing calming spaces, identifying trauma triggers, and building trust with children and families since attending the training. Several (6%) emphasized self-care and stress management to prevent burnout, while others (4%) noted benefits extending to the broader child care community through knowledge-sharing. Another 3% focused on improving communication with families to better support children's development. Overall, provider responses reflect a holistic approach to child care that prioritizes trauma sensitivity, self-awareness, continuous learning, and collaboration to foster nurturing environments where children can thrive.

“This training is helping me be more compassionate and less willing to immediately terminate children who need me to be supportive.”

– Fresno FCC Provider

Firsthand Perspectives: Provider Stories – Leticia from Merced

Leticia, an FCC in Merced County, had a highly positive experience with the TIC cohort, appreciating the combination of virtual and in-person sessions, which allowed for deeper connections and practical application of learning. While some content was familiar, the training reinforced key concepts and provided valuable insights she could implement in her daycare. A major takeaway was the importance of recognizing children’s emotions and development, reminding her to be patient and mindful that children are still learning to navigate their feelings. She also gained a deeper awareness of the “invisible emotional baggage” children carry, such as changes in their home environment, and adjusted her approach to provide individualized support.

The cohort influenced Leticia’s trauma-informed care approach by prompting updates to her daycare policies, including a section where families could share personal details to ensure better understanding and support for each child. Additionally, she found the training helpful in managing her own emotions, allowing her to remain a stable and reassuring presence for children experiencing trauma. She actively shared resources from the training with families, posting parenting class information and take-home materials to support those in need. Overall, Leticia expressed gratitude for the opportunity to participate in the cohort and emphasized the importance of continued learning, likening it to CPR certification—something that must be reinforced regularly to remain effective.

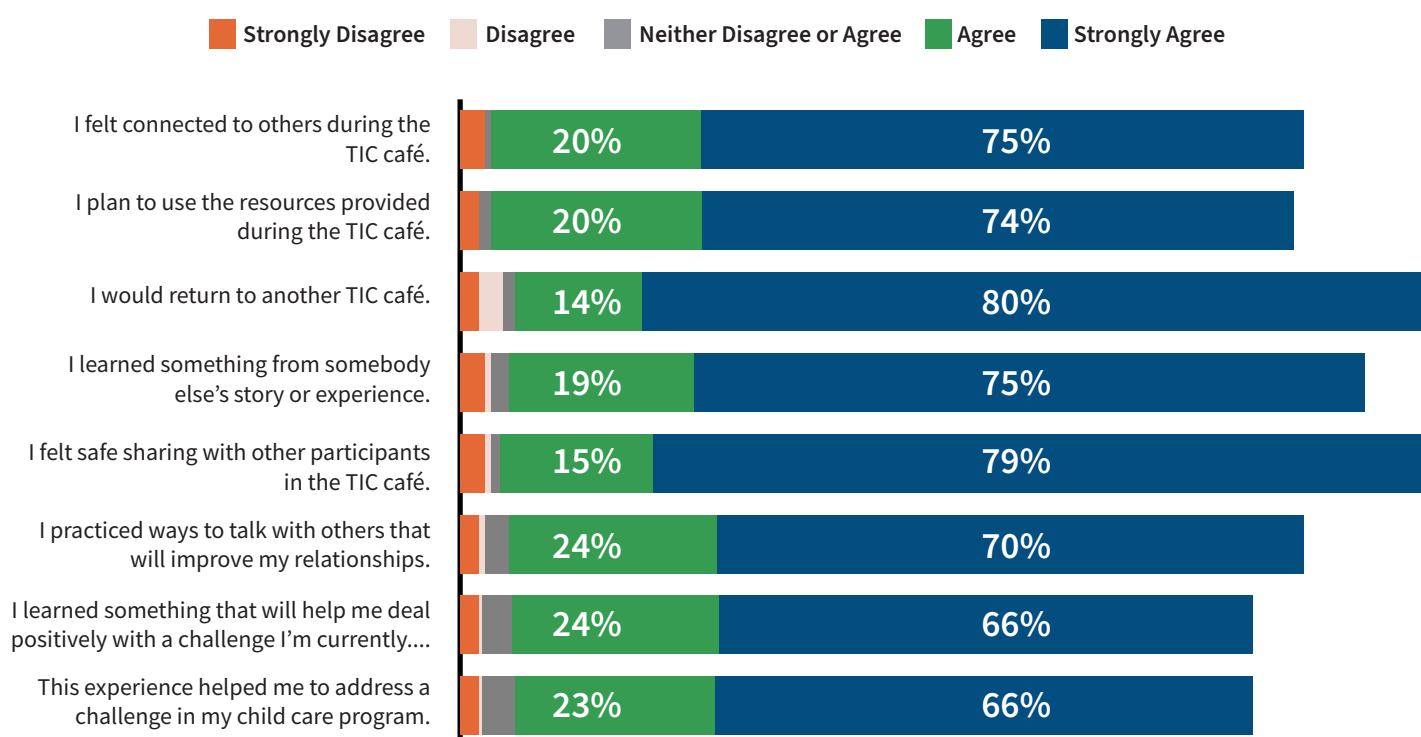
IMPACT OF CAFÉS FOR CHILD CARE PROVIDERS

In addition to the 8-hour training, providers participated in three cafés as part of their cohort experience. These cafés served as an interactive component of the program, offering providers opportunities to engage in meaningful discussions with their peers. The cafés were scheduled either between training sessions or immediately following the training, ensuring flexibility while maintaining engagement.

Each café was designed to focus on at least one Protective Factor, a framework that highlights key conditions that help children and families thrive. These factors include parental resilience, social connections, knowledge of parenting and child development, concrete supports in times of need, and social-emotional competence of children. Rather than reinforcing specific TIC training concepts, the cafés stood as their own interactive space, allowing providers to explore these protective factors in a supportive, discussion-based setting.

To encourage deeper connections and engagement, providers were grouped into smaller discussion groups allowing for more personalized and engaging conversations. This format encouraged providers to exchange insights, build professional relationships, and collectively explore strategies to support children and families. Please see **Figure 6**. For more detailed percentages and additional data, refer to **Appendix B**.

Figure 6. Provider Rating of Café Quality and Intended Implementation



Evaluation survey results indicated that providers found the parent cafés to be a valuable and impactful experience. A strong 94% of participants agreed or strongly agreed that they felt safe sharing during the café, and 95% felt a sense of connection through the discussions. Providers also benefited from peer learning, with 94% stating they gained insights from someone else's experience. The cafés proved useful in addressing real-world challenges, as 90% of providers reported that the discussions helped them tackle issues in their child care settings and 90% learned something that would help them deal positively with a current challenge. Additionally, 94% practiced ways to improve communication and relationships, and the same percentage planned to use the resources provided. Overall, 94% of participants expressed interest in attending another TIC café. These findings underscore the effectiveness of the café model.

Providers shared written feedback of how TIC cafés enhanced their ability to support children. These insights provided feedback to refine future programs, emphasizing the need for balance between structured content delivery and open dialogue to cater to all participants' preferences.

Firsthand Perspectives: Provider Stories – Dayean from Mono County

Dayean, a dedicated FCC nestled in the rural expanses of Mono County (Region 10), cherishes the TIC trainings and cafés for the heartfelt support they offer. Her profound transformation during a mental health-focused café illuminated the importance of nurturing her own well-being to provide the best care possible. She highlighted a key takeaway: “Where there’s a child, there’s behavior,” meaning behaviors—whether positive or negative—stem from a child’s background and experiences. This eye-opening lesson taught her to view children’s behaviors through a lens of empathy, understanding them as echoes of their personal stories.

She shared an example of applying TIC practices what she learned with a 13-month-old experiencing separation anxiety. Previously, she might have seen the child’s crying as disruptive. However, through the TIC training, she learned to investigate the root cause, recognize the child’s need for comfort, and implement supportive measures such as using family pictures and providing reassurance. As a result, the child’s behavior improved.

Dayean’s compassionate approach extends beyond the children to their families, where she offers gentle support to parents showing signs of stress. With the challenges of her rural location limiting access to resources, Dayean passionately advocates for more cafés. She believes these sessions are vital lifelines that bring warmth and understanding to providers in remote areas, helping them thrive in their crucial roles.

Key Takeaways from TIC Café Experience

- 29%** Expressly valued the community support, appreciating the sense of belonging and mutual assistance among peers
- 20%** Gave positive feedback on the overall café experience, highlighting the enjoyable and beneficial nature of the sessions
- 11%** Emphasized the importance of self-care, whether for themselves or to teach others
- 9%** Shared general learning takeaways, including various insights that improved their approach to child care
- 9%** Recognized the importance of better communication, appreciating the new strategies for effective dialogue they learned

Provider Recommendations for TIC Café Experience

- 40%** Saw no need for change, indicating satisfaction with the current format and content of the sessions
- 25%** Expressed that they learned significantly, reflecting the educational value of the TIC initiatives
- 4%** Desired more cafés, suggesting an appetite for continued and possibly more frequent discussions
- 3%** Expressed a wish to talk more, indicating a need for potentially longer sessions or more open-ended periods to further deepen their engagement and learning

Overall, the TIC cafés provided a meaningful and impactful experience for child care providers, fostering a strong sense of community, enhancing communication skills, and deepening their understanding of the importance of self-care and trauma informed care learning. The overwhelmingly positive feedback, with many expressing satisfaction with the current format, highlights the effectiveness of these sessions in supporting provider's professional and personal growth. While some participants suggested additional opportunities for discussion and more frequent cafés, the findings reinforce the value of continuing and expanding TIC initiatives to further equip providers with the knowledge and skills needed to support children and families navigating trauma.

“I learned that other providers are facing the same challenges as I am. Also, creating a network of support with those that I met at the TIC training can make it easier to face the challenges, learn new ways to process the challenges, and use the resources we share to provide solutions.”

– San Bernardino FCC Provider

PROVIDERS USED THEIR STIPEND TO FURTHER ENHANCE THEIR CHILD CARE BUSINESS

Child care providers received a \$500.00 stipend upon completion of eight hours of Trauma-Informed Care (TIC) training and three TIC cafés. By the end of the grant's second year, more than 500 child care providers requested the stipend. Of these, 70% indicated they planned to use the funds to improve their child care business - either enhancing the physical child care environment or purchasing materials and supplies. Two key trends emerged from the data. First, many providers prioritized purchasing materials and enhancing their child care environment to better support children's emotional and educational needs. Second, a substantial number of providers intended to invest in their own professional growth and well-being. Responses to how providers spent the stipend funds were coded into the following categories:

- **Materials and Supplies (45%):** Providers reported using the stipend to buy items such as books, educational toys, craft supplies, and emotional support resources. Other purchases included teaching aids, STEM kits, and curriculum-related items, or buying cleaning supplies and safety materials.
- **Environment Enhancement (25%):** Providers planned to improve their facilities by creating calming corners, quiet areas, or sensory spaces. They mentioned investing in new furniture, rugs, outdoor play equipment, and, in some cases, renovating their facilities.
- **Self-Care and Personal Use (15%):** Some providers allocated the stipend for personal wellness expenses, covering household bills, or other personal needs.
- **Professional Development (8%):** A portion of providers used the funds to pursue further training, enroll in college courses, or purchase textbooks and other educational resources.
- **Savings and Miscellaneous (7%):** Lastly, some providers chose to save the stipend for future needs, emergencies, or used it for a combination of purposes.

Overall, the data demonstrates that the stipend is a valuable resources for child care providers, enabling them to invest in both the quality of their services and their own professional growth.



Firsthand Perspectives: – Julia in Santa Clara

Julia, a license-exempt provider in Santa Clara, found the TIC cohort to be a valuable and enriching experience, appreciating the opportunity to connect with other child care providers facing similar challenges. She learned to apply empathy in managing children's behaviors, focusing on understanding their emotions rather than just enforcing rules. By asking simple questions like "How do you feel today?" and implementing a "peace corner," Julia saw noticeable improvements in how the children expressed and managed their feelings. The training also enabled her to help parents communicate effectively with their children about challenging topics. She was particularly grateful for the flexibility of the Zoom-based sessions, the financial incentive for participation, and the overall quality of the training. She emphasized the need for more programs like this, as they provide essential support for providers who play a crucial role in children's development.

“Se me ocurrió un plan maravilloso para usar el dinero del estipendio para crear un rincón de biblioteca de libros de lectura acogedor y acogedor en mi guardería.”

- San Bernardino County Provider

(I came up with a wonderful plan to use the stipend money to create a cozy and welcoming reading library corner in my daycare.)

“I am very grateful for this training series and the accompanying stipend. I plan to use the money to apply for my Master Teacher Permit and become a member of the California Association for the Education of Young Children.”

- Riverside County Provider

“With the stipend, I intend to enhance the learning environment of my exempt family home daycare catering to children with autism. I plan to invest in specialized educational resources and sensory-friendly materials, fostering a more inclusive and supportive atmosphere.”

- Kern County Provider

FACILITATORS' PERSPECTIVE ON TRAININGS AND CAFÉS

Facilitators provided feedback on trainings and café events through evaluation forms, though the timing of completion varied. Some facilitators filled out evaluations immediately after a training or café event, while others submitted feedback at the end of the full cohort cycle. Based on facilitator feedback, an overwhelming 98% reported that the training and cafés were successful. Refer to **Figure 7**. When disaggregating the data by TIC event type, the in-person and virtual (hybrid) cohort were more frequently rated as highly successful compared to both fully in person and fully virtual formats. See **Figures 8 - 11** and **Appendix C** for more detailed percentages.

Figure 7. 98% of Facilitators Rated the TIC Training and Cafés Well or Very Well

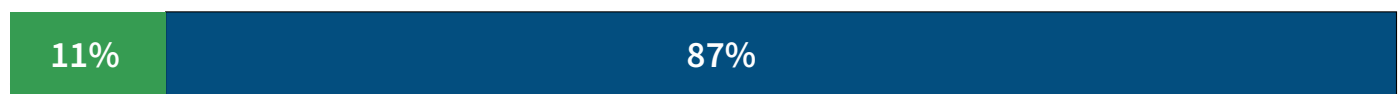


Figure 8. Percentage of Facilitators Who Rated the TIC Event Very Well by Event Type

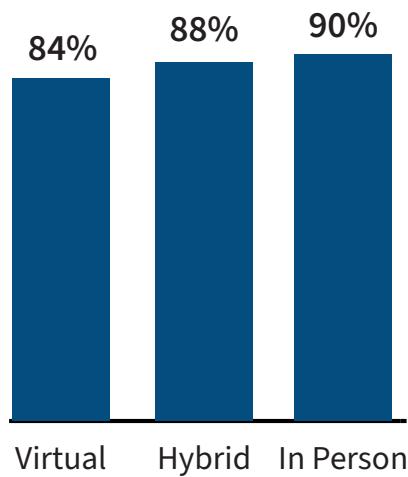


Figure 9. Percentage of Facilitators Who Agreed with They Had Necessary Resources

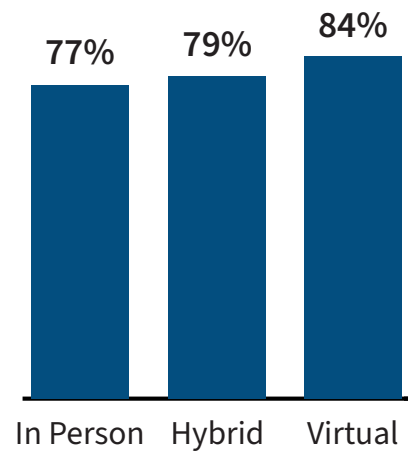


Figure 10. Percentages of Facilitators who Strongly Agreed they felt prepared to facilitate by TIC Event

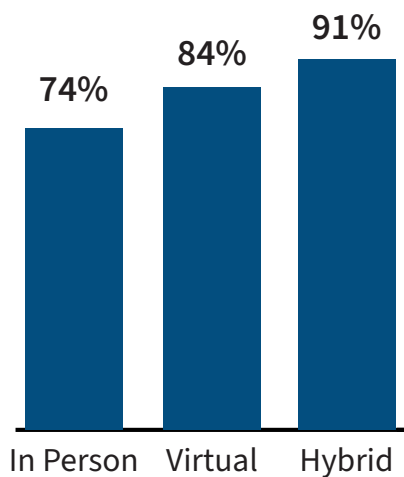
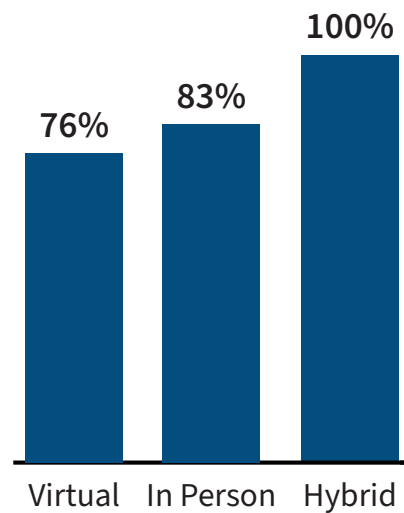


Figure 11. Percentage of Facilitators who Strongly Agreed Participants were engaged during the TIC Event



“Although very tired from doing so many back-to-back sessions, it’s fulfilling to see the structure build up to a comprehensive understanding for all attendees.”

- Merced County Office of Education, Child Care Resource & Referral

“Enjoyed the training and cafés. They are great opportunities to build knowledge in a structured sequence that really seems to stick with our providers.”

- Glenn County Office of Education Child Care Resource & Referral

Facilitators also shared their thoughts and insights on any meaningful moments that occurred during the TIC Cohort. 25% of feedback left by facilitators was themed around **community-building**. Facilitators mentioned that the program created spaces for genuine connection and networking. Another theme that emerged from the feedback was 16% of facilitators mentioned the benefits of having a **structured and progressive learning experience** for the child care providers. The TIC cohorts were not just educational but were delivered in a structured and progressive manner, that greatly enhanced provider understanding over time.

“Additional funding for TIC materials and food would support providers and improve retention.”

- Changing Tides Family Services

While facilitators overwhelmingly expressed positive experiences with the TIC training and cafés—highlighting structured learning, strong engagement, and meaningful professional growth—they also encountered challenges that varied by training format (see **Figures 8-11**). In person sessions provided valuable opportunities for connection, but logistical barriers such as venue constraints and scheduling conflicts occasionally limited accessibility. Hybrid and virtual formats, while offering flexibility, presented their own set of technical and engagement-related difficulties. Understanding these challenges is crucial for enhancing future cohorts and ensuring that all providers, regardless of format, can fully participate and benefit from all TIC learning opportunities. In addition to rating their experiences, facilitators provided open-ended feedback on challenges they encountered that were coded into the following categories:

In-Person Challenges:

- **Duration Issues (34%)** - Sessions felt too short or rushed.
- **Logistical Issues (17%)** - Venue setup and space-related problems.
- **Scheduling Conflicts (13%)** - Timing issues, especially around holidays.
- **Participant Attendance (9%)** - No shows or lower than expected turnout.
- **Technical Issues (8%)** - Minor, but present (e.g., connectivity issues).

Virtual Challenges:

- **Scheduling Issues (35%)** - Time conflicts for participants and facilitators.
- **Training Delivery Constraints (27%)** - Limited interaction and fewer real-time examples made conveying concepts virtually more challenging, promoting a need for more additional support materials.
- **Technical Difficulties (19%)** - Internet issues, platform issues, software problems.
- **Participant Engagement (8%)** - Harder to keep attendees engaged online.

Hybrid Challenges:

- **Balancing Both Formats (60%)** - Coordinating both in-person and virtual sessions is difficult, requiring more planning and flexible scheduling to make it work.
- **Tech-Related Engagement Issues (20%)** - During the virtual component facilitators had problems with participants feeling less involved or altogether totally disconnected.
- **Financial Constraints (2%)** - Funding for meals and materials was a barrier to fully engaging providers.

“Providers are very appreciative of the opportunity to connect and build a community through these training sessions.”

- *Child Development Resources*

“The participants loved having the space to be themselves, which led to real bonding and community formation.”

- *4C's San Mateo*



Spotlight of Child Development Resource Center, Santa Cruz (Region 5)

After completing the TIC cohort, which included the 8-hour TIC training on Saturdays followed by a shared meal at a big communal table that encouraged open and free-flowing discussions, plus the three cafés, participants reported a strong sense of community. This set of well-structured, in-person interactions helped facilitate/lead to the establishment of the Watsonville Child Care Association, which is now on track to becoming a nonprofit entity.

This transition towards a nonprofit structure will enable the association to leverage additional resources and engage in more support activities, such as subsidized child care, licensure assistance, make-and-take events (making crafts and taking them home) thus enhancing its capacity to serve their community's needs. The dedication of CDRC to exemplify effective leadership in nurturing community-driven initiatives ensures their sustainability and growth.

Recommendations

The 2nd year evaluation of the TIC training and café cohorts has proven Trauma Informed Care learning to be an invaluable resource for child care providers, fostering strong community connections and empowering facilitators to support both children and families. Recommendations to enhance TIC cohorts based on the program evaluation are listed below.

- 1. Enhance Support for Community-Building:** Continue to prioritize community-building as a core strength of the TIC trainings and cafés. As facilitators reported, strong relationships formed during training sessions help create long-lasting networks that benefit participants long after the cohort ends. To sustain these connections, consider:
 - Facilitating post-cohort networking events (virtual or in person) to maintain peer learning.
 - Leveraging FCC providers as mentors to help FFN providers and new participants navigate trauma informed care in their everyday work.
- 2. Expand Multilingual and Culturally Responsive Training:** With a significant portion of participants being Spanish-speaking (22%) and Mandarin and Cantonese-speaking (5% and 3%), it is recommended that the program continue to provide multilingual support to ensure all providers feel engaged and supported.
 - Provide resources in multiple languages, including Mandarin and Cantonese, to ensure inclusivity for Asian-language-speaking providers.
 - Tailor training materials to meet the cultural needs of diverse groups, offering linguistically appropriate tools that resonate with different learning styles and community norms.
- 3. Address Technical and Logistical Challenges:** Technical difficulties were a common challenge, especially in virtual and hybrid cohorts. To ensure all providers can fully participate, the following is recommended:
 - Increase technical support for providers, particularly for remote or rural agencies facing internet connectivity issues.
 - Provide resources on digital literacy to help providers navigate online platforms more easily.
 - Improve scheduling flexibility for rural and remote providers, ensuring they can participate without logistical barriers.
- 4. Increase Funding for Meals and Materials:** Budget constraints are significant challenges, particularly for smaller R&Rs.
 - Increasing funding for meals and materials is critical to enhancing participation, especially for in-person and hybrid cohorts where meals contribute significantly to engagement.
- 5. Consider Space Constraints:** Space constraints are also challenging especially for smaller R&Rs.
 - Increase funding for venue costs, particularly for in-person sessions in rural areas, where venues are often limited or expensive.
 - Consider partnerships with local community centers or organizations that can provide space at a lower cost.

6. Leverage Technology for Ongoing Engagement

- Provide tools for facilitators to run ongoing, “self-paced” modules for providers to continue their learning journey after completing the core TIC training

7. Expand Stipend Eligibility Criteria: The stipend program is an essential tool for engagement and professional development for providers.

- Simplify the stipend application process to reduce barriers to access.

By implementing these changes, we can further empower providers to lead with confidence in their communities. The Trauma-Informed Care Initiative learning can adapt and grow to be an even more powerful tool for creating lasting change in the lives of providers and the families they serve.

Spotlight of Go Kids, Inc. (Region 5 – San Benito)

By incorporating these recommendations, TIC can continue to strengthen provider engagement and expand its impact. A powerful example of this is Go Kids, Inc.’s providers’ spouse café, which demonstrates how the program can evolve to include providers’ support systems and create deeper engagement with children. This initiative created a space for spouses of providers to discuss child care challenges, gain a deeper understanding of their partner’s work, and explore ways to be more involved.

Beyond providing emotional support at home, many spouses expressed interest in becoming more involved with the children in their partner’s child care environment. This highlights an opportunity for expanding family engagement in child care spaces, ensuring that providers feel supported both professionally and personally.

Conclusion

As we reflect on 2024, the Statewide Trauma Informed Care (TIC) initiative stands as a robust testament to the resilience and effectiveness of our approach to supporting child care providers across California. Despite a decrease in the number of participating Resource and Referral (R&R), our program successfully upheld its expansive reach across 41 counties, demonstrating our ability to adapt and maintain service quality under varying conditions.

2024 marked significant achievements:

- 88 TIC trainings were conducted, engaging 1,303 child care providers- an increase from 834 providers in the previous year- demonstrating our ability to expand our impact even with fewer R&Rs participating.
- 264 provider cafés were held, facilitating valuable discussions and community building among the cohorts involved. Remarkably, 94% of participants expressed their intention to return to future cafés, affirming the value and relevance of these discussions.

These accomplishments showcase our program's strong performance and the significant impact of TIC trainings and cafés. The ongoing support from our partners, including SEIU ESF and CCPU, has been crucial in achieving these results, enabling us to effectively meet the diverse needs of providers across the state.

Looking forward, we are committed to leveraging the insights gained in 2024 to:

- Further enhance the flexibility and accessibility of our training models, ensuring that no child care provider is left behind.
- Continuously update our content to align with the latest research and best practices in trauma-informed care.
- Expand our partnership network to enrich our training ecosystem and provide broader support to the child care community.

The upcoming year presents an opportunity to not only sustain but also expand our reach, potentially increasing the number of trainings and cafés to include more counties. This expansion aims to ensure that every child in California benefits from the care of a trauma-informed provider.

We extend our deepest gratitude to all our partners, stakeholders, and the dedicated child care providers who contribute to the success of our work. Together, we are fostering a more supportive and effective environment for California's next generation, making a lasting impact that transcends our immediate community.

Appendix A: Provider Training Feedback

N = 1546 Data from Provider Training Survey Questions 5A-D.					
Rating Category	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
A. The information presented is useful.	2%	3%	10%	40%	45%
B. As a result of the training, my knowledge of how trauma affects a child and their behavior has increased.	2%	4%	12%	39%	44%
C. I will be able to immediately apply what I learned with the children in my care.	3%	5%	9%	42%	42%
D. As a result of the training, I feel more confident in my ability to care for a child who has experienced trauma.	3%	4%	11%	40%	44%

Appendix B: Café Feedback

N = 2,467 Data from Provider Café Feedback Survey Questions 4-11.					
Question	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
4. I felt safe sharing with other participants in the TIC Café.	5%	0%	0%	15%	79%
5. I learned something from somebody else's story or experience.	5%	0%	1%	19%	75%
6. Because of the discussions, I felt connected to others during the TIC Café.	5%	0%	1%	20%	75%
7. This experience helped me to address a challenge in my child care program.	4%	0%	5%	23%	67%
8. I learned something that will help me deal positively with a challenge I'm currently experiencing with a child in my care.	5%	0%	4%	24%	66%
9. I practiced ways to talk with others that will improve my relationships.	4%	0%	2%	24%	70%
10. I plan to use the resources provided during the TIC Café.	5%	0%	1%	20%	74%
11. I would return to another TIC Café.	4%	0%	20%	14%	80%

Appendix C: Facilitator Feedback

N = 248 Data from Post Event and Post Cohort Tracking Surveys Questions 11-15.					
TIC Event Type	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
11. Overall, how do you think the event went?					
In Person	3%	0%	0%	14%	83%
Virtual	5%	1%	0%	19%	76%
Hybrid	0%	0%	0%	0%	100%
12. I felt I had all the necessary resources to implement the TIC event.					
In Person	3%	0%	0%	14%	83%
Virtual	5%	1%	0%	19%	76%
Hybrid	0%	0%	0%	0%	100%
13. I felt prepared to facilitate the TIC event.					
In Person	3%	0%	1%	21%	74%
Virtual	2%	0%	1%	13%	84%
Hybrid	0%	0%	0%	8%	92%
14. I felt the participants were engaged during the TIC event.					
In Person	5%	0%	0%	14%	83%
Virtual	3%	0%	0%	19%	76%
Hybrid	0%	0%	0%	0%	100%
15. I had enough time to cover all of the materials as planned.					
In Person	3%	0%	1%	27%	69%
Virtual	4%	3%	0%	16%	74%
Hybrid	0%	0%	0%	33%	67%

Firsthand Perspectives: Provider Stories

Liyan, a license-exempt provider in Alameda County, emphasized the importance of cultivating a child's sense of security and applying trauma-informed care principles to better understand children's behaviors. She shared a personal experience of how her child developed a fear of escalators after witnessing their grandmother fall and sustain an injury. Initially, Liyan's focus was tending to her mother and later realized that she had overlooked her child's emotional response. Reflecting on the TIC training, she apologized and worked on rebuilding her child's confidence by gradually reintroducing escalators in a supportive manner. This experience reinforced her commitment to learning more about trauma-informed care to better support both her child and others.

The cohort introduced Liyan to assessment tools like ACEs, which helped her recognize unusual behaviors in children and respond with greater empathy and attentiveness. She acknowledged that while she hasn't seen significant changes in the families she works with yet, the training has encouraged caregivers to be more mindful of children's behaviors and to communicate with parents for deeper understanding. Additionally, Liyan expressed the need for more Chinese-language TIC classes, as language barriers can prevent immigrant families from accessing vital resources. She highlighted the importance of updating traditional parenting practices with trauma-informed approaches and suggested offering more Chinese-language educational opportunities to better support both parents and early childhood educators. Liyan found the training valuable and continues to share the information with her community.

Building Resilient Communities Through Statewide Trauma-Informed Care Training and Cafés for Child Care Providers

