



Trauma-Resilient Informed Practices
in Expanded Learning Programs:
A Snapshot of Trends in the Field

By: After School Programs In Region
11 (ASPIRE) and LA's BEST Afterschool
Enrichment Program

Trauma-Resilient Informed Practices in Expanded Learning Programs: A Snapshot of Trends in the Field / 2019

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The Expanded Learning Technical Assistance Unit (ELTAU) www.aspire.lacoe.edu

The mission of the Region 11 Expanded Learning Technical Assistance Unit is to build and strengthen the Expanded Learning Programs' (ELPs') capacity to develop, implement, and sustain high quality year-round programming (before school, after school, intersession, and summer).

The following tenants drive the work of the Region 11 Team with their clients:

1. Build the internal capacity of the ELP staff so they are self-directed in their work and can institutionalize promising and best practices within their organizations.
2. Provide diverse, needs-driven, and data-driven offerings of technical assistance (TA) to all ELPs in the service area as well as to their subcontracted community-based partners.
3. The CQI process, Quality Standards and Learning in After School and Summer principles are the foundation of all TA provided.
4. Prepare ELPs for changes that are occurring or will occur in the field including but not limited to changes in legislation, policy, and programmatic trends within the ELP field.
5. Maintain a high level of interaction with our clients in order to ensure that we are aware of their current and future needs.
6. Implementation on an ongoing CQI process in the team's work.
7. Partner with local, state, and federal entities to bring added value to clients.



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LA's BEST Afterschool Enrichment Program www.lasbest.org

LA's BEST Afterschool Enrichment Program plays a vital role in the lives of more than 25,000 unique and talented elementary school students who come from neighborhoods with the fewest resources and the greatest needs. LA's BEST engages children creatively, emotionally, intellectually, and physically, empowering them to explore and discover the opportunities in their lives. We inspire and prepare children to create lives full of choices.

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All program images in this report are courtesy of LA's BEST.

EXECUTIVE SUMMARY

The landmark 1995-1997 Adverse Childhood Experiences (ACE) Study conducted by Kaiser Permanente and The Centers for Disease Control and Prevention is one of the largest research studies to examine the long-term health and social impacts of childhood stressors over the lifespans of individuals. California's Surgeon General, Dr. Nadine Burke Harris brought this study to the forefront by surfacing the link between childhood adverse experiences and the risk for significant short-term and long-term social and health problems.¹ The ACE study has informed the practice of various sectors and has been the impetus for deeper levels of trauma-resilient informed work. Today, expanded learning programs are looking for additional ways to develop a trauma-resilient informed lens in order to better serve and support the young people in their programs.

The Expanded Learning Technical Assistance Unit (ELTAU), located at the Los Angeles County Office of Education, provides technical assistance to 177 grantees including districts, charters, community-based organizations, and cities. These grantees provide expanded learning programs at over 1,750 sites (elementary, K-8, middle, and high school). Over 50% of these grantees currently subcontract to approximately 60 community-based organizations, and 17 of these grantees operate summer programs at over 241 sites.

LA's BEST Afterschool Enrichment Program is a large-scale expanded learning program that serves over 25,000 students in the Los Angeles Unified School District. LA's BEST is currently taking steps to integrate a trauma-resilient informed approach in a comprehensive manner. Like LA's BEST, programs across the country are beginning to implement trauma-resilient informed approaches. As programs become more intentional in their efforts, they grapple with questions about how to successfully implement this work.



▼

This report will provide a snapshot of some current approaches, information about gaps and needs, examples from the field, and recommendations for programs and the field to effectively integrate trauma-resilient informed practices into expanded learning programs.

By becoming trauma-resilient informed and by leveraging the assets of the expanded learning field, programs can help to mitigate the often devastating effects of trauma on young people's lives. Programs can also create spaces for healing and provide the support for young people to grow and ultimately thrive following their traumatic experiences.

KEY LESSONS AND FINDINGS

Trauma awareness in the field of expanded learning is prevalent. However, the current depth and scope of implementation of trauma-resilient informed practices covers a wide spectrum from offering one-time trainings to comprehensive systems-level adoptions of a trauma lens. In most programs, the depth of implementation of trauma-resilient informed practices is limited. The ways programs approach and enter into this work varies and is largely dependent on staff's capacity and the resources available.



TRAINING

Most programs currently target resources to train direct-service staff in becoming trauma-aware and help staff gain practical strategies.

PARTNERSHIPS

Some expanded learning programs are cultivating stronger partnerships with the school day and/or mental health service organizations.

ADAPTATION OF TRAUMA-RESILIENT INFORMED MODELS

The wide array of trauma-resilient informed models is targeted mostly toward the instructional school day. Some programs are adapting these evidence-based models to meet the needs of their programs.

COMPREHENSIVE APPROACH

Fewer programs are currently implementing a comprehensive approach. For those programs, this work may include conducting an assessment of needs, fostering key partnerships, providing ongoing professional development for staff, and incorporating a trauma lens into policies and protocols.

FUNDING

Expanded learning programs in some states are leveraging funding from grants released by the Department of Health and Human Services to combat the opioid epidemic. Some private funding support is also available, but additional resources are still needed.

RECOMMENDATIONS

Based on our review of trauma-resilient informed approaches as well as an acknowledgment of the differing contexts and needs of programs across the country, we offer the following four recommendations to support expanded learning programs in their efforts to become trauma-resilient informed.

1. BUILD CAPACITY ON ALL LEVELS

Expand the depth and scope of training supports so training can be provided to staff on all levels, including leadership. This would help to ensure better integration within program activities, policies, and program culture. Furthermore, provide ongoing professional development to ensure a more seamless integration with current practices and curricula.

2. FOSTER PARTNERSHIPS

In addition to ensuring a strong partnership with school day staff, partnerships with institutions and entities such as mental health services, foster youth services, homeless youth services, college and university trauma research departments, community organizations, and trauma experts and consultants may greatly enhance expanded learning programs' efforts to implement trauma-resilient informed practices.

3. ELEVATE SELF-CARE

Secondary traumatic stress, also known as vicarious trauma or compassion fatigue, is emotional stress that may result from an individual hearing about a person's experience with trauma. Staff working with young people impacted by trauma are at risk of developing vicarious trauma. In order to address this, programs should emphasize self-care, provide resources, and ensure structural supports to address staff's own trauma and/or secondary traumatic stress.

4. CREATE FIELD-SPECIFIC RESOURCES

Guidance, resources, and tools that take into account the context of expanded learning programs are needed to support staff when they are vetting and adapting the resources currently available, when fostering and navigating partnerships, and to provide direction with implementing systems-level trauma-resilient informed practices.



As expanded learning programs explore ways to better serve the needs of students in their programs that are impacted by trauma, we believe they should leverage the strengths and unique qualities of expanded learning programs and integrate a trauma-resilient informed lens in a comprehensive manner to support the young people in their programs experiencing the impacts of trauma.

INTRODUCTION

Trauma impacts individuals from all walks of life. The long-lasting effects of trauma can create barriers in the lives of those impacted. Trauma may cause devastating consequences for young people in their social and emotional development, academic achievement, and overall wellbeing. However, when provided with the right supports, young people can not only gain better coping skills, but they can also tap into their abilities to be resilient, overcome adversity, and even transform adversity into strength. As expanded learning programs across the United States continue to become more aware of the effects of trauma on young people's lives, leaders and staff in the field are examining how they can better support these young people by leveraging the many assets that are already part of expanded learning programs. As the implementation of trauma-resilient informed practices in expanded learning programs gains more traction, questions and considerations are surfacing in terms of what it means to build the capacity of staff and leadership and to create systems that are trauma-resilient informed for the field of expanded learning.

This report will examine some of the most prevalent questions and considerations in the field of expanded learning as trauma-resilient informed practices become more widely implemented. The report will also help to raise awareness about the importance of implementing or strengthening efforts for expanded learning programs to become trauma-resilient informed. This is not a comprehensive research report. It does, however, include a national snapshot of some current approaches, gaps and needs, and examples of how programs serving elementary, middle, and high school students are becoming more trauma-aware and implementing trauma-resilient informed practices.



The process for collecting data to inform this report included a literature review and interviews with trauma experts, expanded learning systems leaders, program staff, and technical assistance providers in the field of expanded learning. In addition, we compiled and analyzed the data to offer a general overview of trauma and trauma-resilient informed practices in the context of expanded learning programs, information on the needs and challenges programs face as they strive to become trauma-resilient informed, and recommendations for programs and the field.

WHAT IS TRAUMA?

What exactly is trauma, and how is it defined? According to the Substance Abuse and Mental Health Services Administration (SAMHSA), trauma is an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.² Trauma can be categorized in three main types: acute, chronic, and complex.

- Acute trauma occurs as the result of a single incident.
- Chronic trauma is recurrent and occurs over a prolonged period of time.
- Complex trauma is exposure to varied and multiple traumatic events.³

These three main types of trauma may be experienced through various events or circumstances. (Refer to Figure 1.)

THE IMPACTS OF TRAUMA

The Adverse Childhood Experiences Study conducted by Kaiser Permanente and The Centers for Disease Control is one of the largest research studies to examine the long-term health and social impacts of childhood trauma over the lifespans of individuals. The study identified 11 categories of ACEs.

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Physical Neglect
- Emotional Neglect
- Intimate Partner Violence
- Violence Against Mother
- Substance Misuse Within Household
- Household Mental Illness
- Parental Separation or Divorce
- Incarcerated Household Member⁵

RANGE OF TRAUMATIC EVENTS TO WHICH YOUNG PEOPLE MAY BE EXPOSED

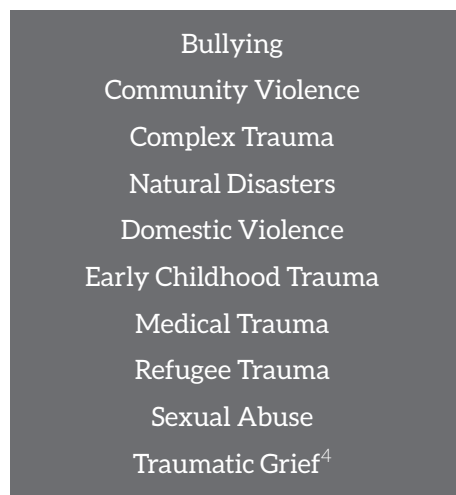


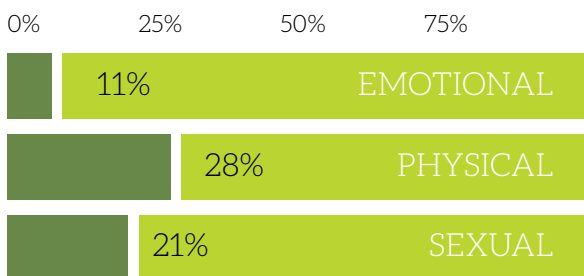
Figure 1. Range of traumatic events to which young people may be exposed



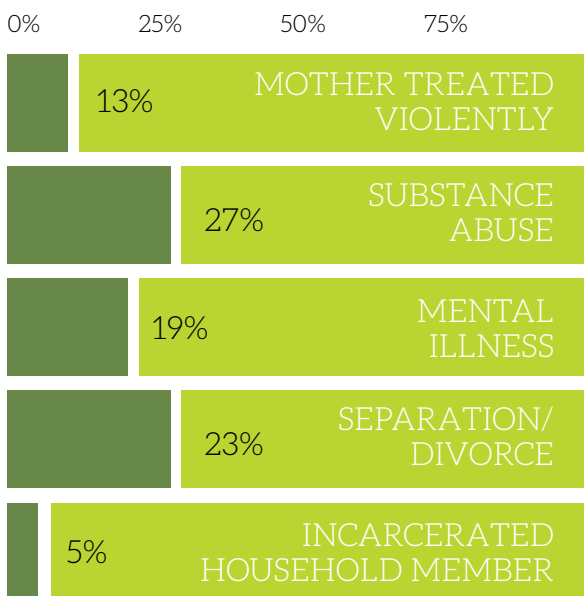
The study found that ACEs are prevalent and commonly experienced in the first 18 years of life. (Refer to Figure 2.) The study also concluded that most people who have an ACE are likely to have more than one. What is most critical about the findings of this study is that the higher the ACE Scores, or number of categories associated with an individual, the higher the risk of developing short-term and long-term social and health problems. The ACE Pyramid illustrates the ways ACEs can impact individuals over their lifetimes.⁶ (Refer to Figure 3.)

WHAT IS TRAUMA?

ABUSE



HOUSEHOLD CHALLENGES



NEGLECT



Specific factors associated with ACE scores include the following health risks, diseases, and instances of early mortality.

RISK FACTORS

- Alcoholism, Alcohol Abuse
- Smoking
- Drug Use, IV Drug Abuse
- Obesity
- Suicide Attempts
- Depression, Anxiety, Hallucinations
- Teen Pregnancies, Unintended Pregnancies
- Spontaneous Abortion, Fetal Death
- Intimate Partner Violence
- Poor Quality of Life

DISEASES AND EARLY MORTALITY

- Chronic Obstructive Pulmonary Disease (COPD)
- Ischemic Heart Disease (IHD)
- Liver Disease
- Sexually Transmitted Diseases (STDs)
- Lung Cancer
- Death Before Age 65⁸

Figure 2. ACEs commonly experienced in the first 18 years of life⁷

WHAT IS TRAUMA?

While many of these health and social implications can happen over time, there are also immediate ways young people may express the impacts of trauma. Trauma can manifest as poor academic achievement, lack of focus and concentration, lack of self-regulation, and other behavioral issues. Specific populations that are most at risk include the following groups.

- Low-Income Youth
- LGBTQ Youth
- Homeless Youth
- Youth with Intellectual and Developmental Disabilities
- Youth with Substance Abuse Within the Household
- Military Families and Veteran Families⁹

ADDRESSING THE IMPACTS OF TRAUMA

Fortunately, there are strategies to help foster resilience and mitigate the impacts of trauma. By implementing a trauma-resilient informed approach, programs and organizations can become more equipped with the tools to support young people who may have experienced trauma in their homes and communities. According to SAMHSA's concept of a trauma-resilient informed approach, a program or organization that is trauma-resilient informed does the following four things.

1. Realizes the widespread impact of trauma and understands potential paths for recovery
2. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system
3. Responds by fully integrating knowledge about trauma into policies, procedures, and practices
4. Seeks to actively resist re-traumatization¹⁰

MECHANISMS BY WHICH ADVERSE CHILDHOOD EXPERIENCES INFLUENCE HEALTH AND WELL-BEING THROUGHOUT THE LIFESPAN

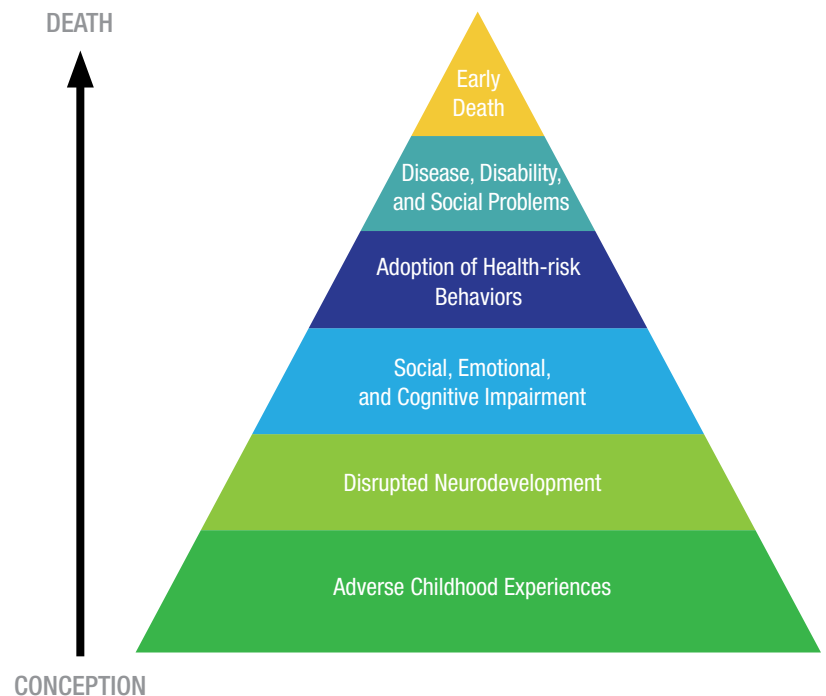


Figure 3. ACE pyramid



For expanded learning programs, this means building staff awareness of trauma and its effects on young people; understanding the competencies and skills needed to foster resilience; implementing program practices, policies, and systems that help to reduce trauma's effects; and creating a plan for ongoing learning and integration of trauma-resilient informed practices.

THE ROLE OF EXPANDED LEARNING PROGRAMS

Expanded learning programs can provide a range of critical services that support the healthy development of young people. Over 10 million students are enrolled in expanded learning programs across the country,¹¹ and these programs often serve vulnerable populations. Almost a quarter of students living in communities of concentrated poverty participate in expanded learning programs.¹² Close to a quarter of African American children and 29% of Latino children participate in expanded learning programs. This fact is significant because recent studies show that African American and Latino children are exposed to more traumatic events than white children.¹³

Expanded learning programs are well positioned to support students impacted by trauma because they provide safe spaces, opportunities for students to explore their talents and build new skills, help to increase school engagement, provide academic support, cultivate social and emotional development, and much more. Programs can also leverage the investment already made into their basic infrastructure by enhancing services with the integration of trauma-resilient informed practices. Additionally, expanded learning programs may serve as fertile ground for successfully adopting a trauma-resilient informed approach that includes the following.

- Strong Adult-Youth Relationships
- A Focus on Social and Emotional Learning (SEL)
- A Positive Youth Development Framework
- The Ability to Reach Populations Most at Risk
- Consistent Time with Students
- The Ability to Cultivate a High Degree of Trust with Youth and Families
- Programmatic Flexibility to Create Spaces for Healing



The intersection of SEL and trauma awareness and responsiveness means that expanded learning programs can build on their experiences with providing quality SEL practices and programming as they become more intentionally trauma-resilient informed. The Collaborative for Academic, Social, and Emotional Learning's (CASEL's) SEL competencies of self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making¹⁴ foster many of the protective factors that support young people in gaining skills to better cope with effects of trauma. The unique combination of positive youth development and SEL can serve as a powerful foundation to incorporate a trauma-resilient informed approach. Furthermore, if they are used with guidance and intention, programming activities and practices that many expanded learning programs already implement including yoga, mindfulness, dance, arts, and restorative practices may create ideal spaces for healing.

THE CURRENT LANDSCAPE

Through the inception of The National Child Traumatic Stress Network (NCTSN), created by Congress as part of the Children's Health Act of 2000, there has been an increase in attention and resources in order to ensure access to services for children and families impacted by trauma. The events of September 11, 2001; natural disasters; a rise in school gun violence; heightened stress due to the current political climate around immigration; and an increase in anxiety and depression among youth¹⁵ have ushered in a movement of trauma-resilient informed schools. As a result, many evidence-based models for implementing trauma-resilient informed practices during the school day are widely available. (Refer to Figure 4.*)

SANCTUARY MODEL^{®16}

The Sanctuary Model is an evidence-supported, trauma-informed, evolving, whole system organizational change process that includes Four Pillars. These pillars are shared knowledge, shared values, shared language, and shared practice.

ATTACHMENT, SELF-REGULATION, AND COMPETENCY (ARC)¹⁷

ARC is a framework for intervention with youth and families who have experienced multiple and/or prolonged traumatic stress. ARC identifies three core domains (attachment, self-regulation, and competency) that are frequently impacted among traumatized youth and which are relevant to future resiliency.

RECLAIMING YOUTH INTERNATIONAL'S CIRCLE OF COURAGE^{®18}

The Circle of Courage[®] is a model of positive youth development based on the universal principle that to be emotionally healthy, all youth need a sense of belonging, mastery, independence, and generosity. This model integrates the cultural wisdom of tribal peoples, the practice wisdom of professional pioneers with troubled youth, and findings of modern youth development research.

THE COGNITIVE BEHAVIORAL INTERVENTION FOR TRAUMA IN SCHOOLS (CBITS)¹⁹

The Cognitive Behavioral Intervention for Trauma in Schools program is a school-based, group, and individual intervention. CBITS is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve students' functioning, grades and attendance, peer and parent support, and coping skills.

**Not an exhaustive list*

Figure 4. Examples of trauma-informed models

APPROACHES IN EXPANDED LEARNING PROGRAMS VARY IN DEPTH AND SCOPE

Although many schools across the United States appear to be taking advantage of the resources available to address trauma during the school day, the current picture for expanded learning programs is somewhat different. There is widespread general awareness about trauma and a general consensus that expanded learning programs should play a role in becoming trauma-responsive in a way that is appropriate given the context of the field. Although awareness and even urgency are present, the depth of implementation of trauma-resilient informed practices is still in its early stages and is generally limited.

TRAINING

Most programs currently approach this work by offering trainings for direct-service staff in order for them to become trauma-aware and to learn strategies to implement in their programs. Trainings tend to focus on building awareness and providing practical strategies for working with young people. Common topics include the following:

- Building Trauma Awareness
- Dealing with Crisis
- Program Activities that Support a Trauma-Resilient Informed Approach
- Self-Care

Trainings are generally provided in partnership with university research departments, school district mental health services, and/or independent consultants. Site coordinators or leadership staff who attend trainings bring back content which is adapted to meet the needs of the program. However, trainings created and provided by expanded learning program experts and staff are more limited.

The Wisconsin Afterschool Network (www.wiafterschoolnetwork.org) offers one of few examples of training created and offered by experts well versed in youth development. In partnership with the Marshfield Clinic Health System, the Wisconsin Afterschool Network offers a 15-hour training course throughout the state of Wisconsin. The blended learning format for this training course includes two half-day in-person sessions, pre-work, and assignments between sessions. What is most unique about this training program is that it was designed specifically for expanded learning professionals. Along with a thorough explanation of trauma and its impact on young people, training participants also gain specific strategies and resources they can implement in their programs. In addition, participants work in groups to create trauma-resilient informed activities to take back to their programs.



Hopeworks in Camden, NJ, (www.hopeworks.org) is a youth-serving organization that offers technology training and job opportunities. Hopeworks takes a unique approach to training by offering a learning community geared toward executive leadership. Hopeworks has partnered with the Center for Youth Development Professionals (CYDP) to offer a learning community geared toward executive leadership. CYDP and Hopeworks noticed the need for trauma training for leaders, and they partnered in order to leverage their experience and help facilitate the learning community. This leadership learning community focuses on providing structural content and strategies for executive leaders to support their staff. Because staff at Hopeworks had been trained and had adapted a trauma-resilient informed model, they leveraged this expertise and partnered with a consultant to develop and pilot this learning community composed of five organizations. Leaders from these five youth-serving organizations meet nine times per year. Participants complete assignments between meetings. In addition to cross-organizational sharing of structural practices and policies related to trauma responsiveness, participants also assess and gain support for shifting the culture of their organizations in order to become trauma-responsive in a deeper and more sustainable way.

APPROACHES IN EXPANDED LEARNING PROGRAMS VARY IN DEPTH AND SCOPE

PARTNERSHIPS

Expanded learning programs are becoming more intentional about fostering partnerships to address the trauma in the lives of the young people in their programs. This may look different from program to program and depends on what is in place and available at the program or in the organization, school, or community. For some programs, this means ensuring access to a school counselor during afterschool hours. For other programs, this means partnering with mental health service organizations to provide referrals.

In Chicago, IL, the Alternative Schools Network (www.asnchicago.org) has been successful with partnerships between school day staff and 21st Century Learning Community programs in their efforts to become trauma-responsive. This type of partnership works through the implementation of steering committees formed by school day staff that include expanded learning programs. These steering committees serve as tools to keep the momentum, learning, and support going beyond what a one-time training can offer. These committees provide opportunities for troubleshooting and discussions about self-care and provide a place for long-term deeper work.

ADAPTATION OF TRAUMA-RESILIENT INFORMED MODELS

Some programs adapt available evidence-based trauma-resilient informed models that are mostly geared toward the school day. Programs taking this approach must first determine criteria for choosing a model, then provide staff training on the model and/or an opportunity for certification on the model.



The Portage Community Center in Portage, MI, (www.portagecommunitycenter.org) has implemented and adapted trauma-informed and resilience practices by working with The National Institute for Trauma and Loss in Children (TLC) (www.starr.org). Through the STARR Global Learning Network, the program's youth development manager became a STARR certified trainer and has played a key role in helping to implement and adapt the training and resources provided by the STARR Global Learning Network, including the implementation of The Circle of Courage® model. With a foundation centered on the four human needs of belonging, mastery, independence, and generosity, this model integrates positive youth development, the cultural wisdom of tribal peoples, and supports for psychological resilience. In addition to integrating and adapting the tools and strategies from the STARR Global Learning Network and the Circle of Courage® model, The Portage Community Center has also aligned its practices with current evaluation methods.

APPROACHES IN EXPANDED LEARNING PROGRAMS VARY IN DEPTH AND SCOPE

COMPREHENSIVE APPROACH

Although not as prevalent, some programs have started the process of becoming trauma-resilient informed in a comprehensive manner. This means conducting an assessment of needs, fostering relationships with the right partners in order to access mental health and other supports for youth, training staff on trauma-resilient informed approaches, and implementing appropriate policies and protocols to ensure a trauma lens can be adapted on all levels. Undertaking this comprehensive approach is a long-term commitment that can require more time and resources than other approaches but can elicit an organizational culture shift that yields a deeper impact.

LA's BEST (www.lasbest.org) is an example of a large-scale expanded learning system that is taking steps to do this work in a comprehensive manner. LA's BEST serves over 25,000 students in the Los Angeles Unified School District (LAUSD). About 50% of students in this district suffer from moderate to severe symptoms of post-traumatic stress disorder (PTSD).²⁰ LA's BEST acknowledged the urgent need to provide more support for students in the program, many of whom have been impacted by various types of trauma. LA's BEST is partnering with the Los Angeles Unified School District's School Mental Health Department to reduce the impact of chronic traumatic stress that students and their families experience. During a two-year pilot program, this partnership will build a trauma-resilient informed prevention network of services offering mental health and community resources to LAUSD's students. The elements of the pilot may include the following.

- Staff Training and Support
- Trauma Screening, Intervention, and Referrals
- Outreach and Engagement
- Parent and Caregiver Education and Engagement



Additionally, in order to expand internal capacity, LA's BEST has created a full-time Director of Wellness position that is currently filled by a psychiatric social worker from LAUSD's School Mental Health Department and assigned to LA's BEST. The Director of Wellness also provides mental health expertise to the leadership team of LA's BEST in order to provide a trauma lens. Part of this initiative will also integrate existing resources from a key partnership with Sanford Harmony, a research-based SEL program.²¹

Through this partnership, LA's BEST and LAUSD will work to build awareness about the impacts of trauma and will foster mental health and wellness for staff, students, families, and the community as a whole.

APPROACHES IN EXPANDED LEARNING PROGRAMS VARY IN DEPTH AND SCOPE

FUNDING SOURCES

As with any type of capacity-building effort in expanded learning programs, funding is a key consideration. In some states, funding has been triggered by the opioid epidemic. As the opioid epidemic continues to worsen with an increase of overdoses by 30% from 2016 to 2017, programs in some states have tapped into grants released by the Department of Health and Human Services. In 2017-2018, \$485 million in grants administered by the Substance Abuse and Mental Health Services Administration (SAMHSA) have been made available to combat opioid addiction. Some private foundations have also responded to the opioid crisis with grants to combat the epidemic.

Because Tennessee has opioid-related overdose death rates higher than the national average, the Tennessee Afterschool Network (www.tnafterschool.org) has leveraged funding from private foundations such as the Charles Stewart Mott Foundation to implement a wide range of capacity building strategies to respond to the opioid crisis, including a training of trainers. They have also utilized funding from other foundations such as United Ways of Tennessee and The Amerisource Bergen Foundation to deepen their trauma-responsiveness efforts.

GAPS AND NEEDS

The information gathered for this report highlighted that the prominent needs for expanded learning programs to support the implementation of this work are field-specific resources and funding for training opportunities. Although resources for becoming trauma-resilient informed designed for the school day and other sectors abound, resources specifically created for expanded learning programs are missing or are sparsely available. There is not a need for new trauma-informed models because many evidence-based models already exist. However, resources grounded in positive youth development that address the context of the field would be highly beneficial. Specifically, the field lacks resources for expanded learning programs that can do the following.



- Provide guidance for programs when as they choose and adapt trauma-resilient informed models.
- Support programs as they vet trainings and resources.
- Assist programs as they navigate systems of support and partnerships.

RECOMMENDATIONS

There is no one-size-fits-all approach for becoming a trauma-resilient informed expanded learning program. Like many other models and strategies adopted by programs to improve quality, the needs of the young people being served, and the size and capacity of the program, the community context will dictate the best approach for a program to implement trauma-resilient informed practices. Accounting for the resources currently available for expanded learning programs and considering the remaining gaps, we have four recommendations for programs and the field as a whole to consider as trauma-responsiveness efforts continue to progress. These recommendations are to build capacity on all levels, foster partnerships, elevate self-care, and create field-specific resources.

BUILD CAPACITY ON ALL LEVELS

Although staff training is the most common strategy for programs to implement trauma-resilient informed approaches, training can continue to improve, better address the context of expanded learning programs, and ensure that trauma-resilient informed approaches are integrated within program activities, policies, and program culture. In order for this to take place, training is important not only for direct-service staff but also for leadership. Additionally, programs must ensure that an ongoing professional development plan will integrate trauma-resilient informed practices over time and not just at one training. Programs should recognize that learning opportunities for peers to share resources and practices may also be valuable.

FOSTER PARTNERSHIPS

In order to bridge the gap in services and knowledge, the right partnerships are critical. A partnership with school day staff allows expanded learning programs to work together to more clearly understand the roles that expanded learning programs can play in the school's overall plan for becoming trauma-resilient informed. In addition to a strong partnership with school day staff, programs can gain further access to resources for students and families by partnering with organizations and individuals with the track records and experience to successfully implement trauma-resilient informed services. Partnerships with the following groups may help programs move forward.



- Mental Health Services
- Foster Youth Services
- Homeless Youth Services
- University Trauma Research Departments
- Community Organizations
- Trauma Experts and Consultants

RECOMMENDATIONS

ELEVATE SELF-CARE

The importance of self-care and the reality of secondary traumatic stress or vicarious trauma must be elevated. Support for staff working with young people experiencing trauma is essential in order to prevent staff burnout. Additionally, many direct-service staff who work with youth come from the same communities and experience the same types of trauma related to community violence. Programs should provide resources so staff can address their own stress in order to effectively support others. One-time trainings on self-care or trauma-resilient informed trainings that include a segment on self-care and secondary traumatic stress can provide valuable strategies for individuals to implement in their lives, but this is not enough. Programs may also greatly benefit from building structural supports so staff have tools and resources to address their own trauma and/or vicarious trauma.

CREATE FIELD-SPECIFIC RESOURCES

With various trauma-resilient informed models and resources available, some expanded learning program staff may find it difficult to vet these resources and models and determine how to adapt them to meet the needs of their programs and communities. Guidance around putting theory into practice is critical so staff understand what programming and procedural changes they can implement. Resources to guide programs through the process of becoming trauma-resilient informed in a comprehensive manner are also lacking. What is available does not necessarily take into account the unique elements and challenges within expanded learning programs including staff turnover, part-time staff, and limited training resources. Additionally, although programs recognize the importance of building partnerships with mental health service and other support service organizations, programs often need help understanding which partnerships to foster and how to navigate those partnerships.



CONCLUSION

Trauma continues to be a pervasive reality in the lives of many children and their families. As schools and school districts around the country build their efforts and supports for addressing trauma during the school day, expanded learning programs can and should be included as critical partners. Expanded learning programs can play an important role and make a difference in addressing trauma in the lives of young people. Much groundwork has been laid to support youth in meaningful ways and to create safe and supportive environments to combat the impacts of trauma. However, as expanded learning programs consider ways to incorporate a trauma-resilient informed lens into their work or deepen the work they are already doing, they must acknowledge the many facets of this work. The right plan of action and correct resources are essential for programs to become successful in their work to become trauma-resilient informed. For this reason, resources and support to build the capacity of the expanded learning field are needed. More ongoing, field-specific support for integrating this work into expanded learning programs can help young people heal and ultimately thrive in the face of trauma.

RESOURCES

ACES Too High

This website reports on research about adverse childhood experiences, including developments in epidemiology, neurobiology, and the biomedical and epigenetic consequences of toxic stress. They also cover how people, organizations, agencies, and communities are implementing practices based on the research. You can get your ACE Score by completing the ACE Score questionnaire.

<https://acestoohigh.com/got-your-ace-score/>

Dr. Nadine Burke Harris, Surgeon General of California

Dr. Nadine Burke Harris is California's first Surgeon General. She helped popularize the ACE Study and founded the Center for Youth Wellness in San Francisco, CA. Her book, *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* discusses her research on childhood trauma and its health implications in adulthood.

<https://centerforyouthwellness.org/the-deepest-well/>

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

The Alternative Schools Network

Alternative Schools Network (ASN) is a not-for-profit organization in Chicago, IL, working to provide quality education with a specific emphasis on inner-city children, youth, and adults. ASN supports community-based and community-run programs to develop and expand training and other educational services.

www.asnchicago.org

Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) is a government agency that works to protect America from health, safety, and security threats.

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

The Center for Youth Development Professionals

The Center for Youth Development Professionals (CYDP) offers high quality professional development experiences for adults that work with youth in Philadelphia, PA.

<https://www.cydpphilly.org/>

Circle of Courage®

The Circle of Courage® is a model of positive youth development based on the universal principle that to be emotionally healthy, all youth need a sense of belonging, mastery, independence, and generosity. This model integrates the cultural wisdom of tribal peoples, the practice wisdom of professional pioneers with troubled youth, and findings of modern youth development research.

<https://www.starr.org/training/youth/circle-courage>

The Cognitive Behavioral Intervention for Trauma in Schools

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group, and individual intervention. CBITS is designed to reduce symptoms of post-traumatic stress disorder, depression, and behavioral problems, and to improve students' functioning, grades and attendance, peer and parent support, and coping skills.

<https://cbitsprogram.org/>

The Collaborative for Academic, Social, and Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a leading source of information about evidence-based social and emotional learning.

<https://casel.org/>

The Expanded Learning Technical Assistance Unit

The mission of the Region 11 Expanded Learning Technical Assistance Unit (ELTAU) is to build and strengthen the Expanded Learning Programs' capacity to develop, implement, and sustain high quality year-round programming (before school, after school, intersession, and summer).

www.aspire.lacoe.edu

Hopeworks

Hopeworks has partnered with the Center for Youth Development Professionals to offer a training during which participants learn about the culture of their organizations in order to become trauma-responsive.

www.hopeworks.org

LA's BEST Afterschool Enrichment Program

LA's BEST is an afterschool enrichment program that provides homework assistance, enrichment, and recreational activities to children on elementary school campuses throughout the Los Angeles Unified School District.

www.lasbest.org

RESOURCES

The National Child Traumatic Stress Network

The mission of the National Child Traumatic Stress Network (NCTSN) is to raise the standard of care and improve access to services for traumatized children, their families, and communities.

<https://www.nctsn.org/>

The National Institute for Trauma and Loss in Children

The National Institute for Trauma and Loss in Children (TLC) trains professionals and caregivers to help guide children, adults, families, and communities through the effects of trauma.

<https://www.starr.org/training/tlc>

Portage Community Center

As the only human services organization in the City of Portage, MI, the Portage Community Center helps Portage residents with emergency assistance, youth development, and several hosted programs.

www.portagecommunitycenter.org

Reclaiming Youth International

Reclaiming Youth International (RYI) offers strength-based training to professionals working with children and youth to help them become resilient.

<https://www.starr.org/>

Sanctuary Model®

The Sanctuary Model is an evidence-supported, trauma-informed, evolving, whole system organizational change process.

<http://sanctuaryweb.com/>

Sanford Harmony

Sanford Harmony is a research-based social and emotional teaching program that cultivates strong classroom relationships between all students. Sanford Harmony strategies help children develop into tolerant, compassionate, and caring adults.

<https://www.sanfordharmony.org/>

Substance Abuse and Mental Health Services Administration

The Substance Abuse and Mental Health Services Administration (SAMHSA) is a government agency that leads public health efforts to advance behavioral health. SAMHSA's mission is to reduce the impacts of substance abuse and mental illness on America's communities.

<https://www.samhsa.gov/>

Trauma Center at Justice Resource Institute

The mission of the Trauma Center is to help individuals, families, and communities that have been impacted by trauma and adversity to re-establish a sense of safety and predictability in the world and to provide them with therapeutic care.

<http://www.traumacenter.org/>

Tennessee Afterschool Network

The mission of the Tennessee Afterschool Network is to support children, youth, families, and communities by advocating and building capacity with a unified voice for sustainable investments in safe, healthy, and nurturing afterschool experiences.

www.tnafterschool.org

Wisconsin Afterschool Network

The mission of the Wisconsin Afterschool Network (WAN) is to support schools and community partners in delivering high quality school-age afterschool programs to diverse children and youth in order to promote academic success, personal/social development, and healthy, active living.

www.wiafterschoolnetwork.org

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