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The Childcare and Youth Training and Technical Assistance Project (CYTTAP) works to improve the quality and quantity of child care in states with high densities of off-installation military families. From September 2011 through July 2013, Texas child care providers and early childhood education professionals attended face-to-face trainings, train-the-trainer events, and low- or no- cost online trainings. Professional development (PD) hours awarded in the online and face-to-face trainings count towards state-approved PD hours required to maintain licensing/certification or quality improvement ratings. Also, the hours providers earn are all accepted for Child Development Associate (CDA) formal education hours.
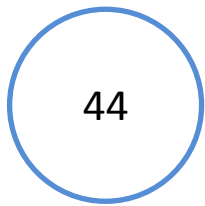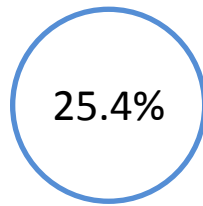
44
CYTTAP-sponsored face-to-face trainings were hosted
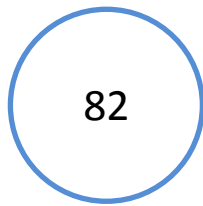
82
online training hours were completed

1,517
people participated in CYTTAP trainings

25.4%
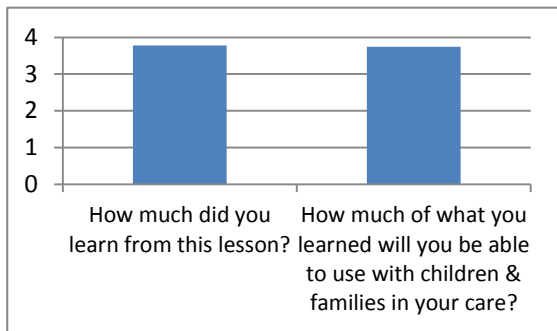of participants report serving children from military families

Demographics
89.1% work in facility-based centers
6.9% work in home-based child care
0.1% provide neighbor/relative child care
3.9% do not currently or directly care for children

ONLINE TRAININGS: *Better Kid Care On Demand* was offered to child care providers, who completed 82 hours of online training as of July 31, 2013.

How much did you learn from this lesson? / How much of what you learned will you be able to use with children & families in your care?

Quality of online trainings: Participants gave positive ratings about the usefulness of the online modules. On a scale of 1 (not much at all) to 4 (quite a lot), they responded with an average of 3.74 for how much they learned and an average of 3.70 for how much they will able to use in their work with children and families (see chart on the left).

FACE-TO-FACE TRAININGS: Between September 2011 and July 2013, CYTTAP sponsored 44 training events:

- Eleven *Better Kid Care* trainings reached 135 participants. The following modules were delivered:
  - *Avoid Behavior Problems – Teach Self-Control*
  - *Building Relationships with Children and Youth Who Challenge Us*
  - *Family Child Care: Getting Started*
  - *Giving Your Best: Making Secure Attachments*
  - *How to Get Parents on Your Team*
  - *Parents: Friends or Foes*
- One *I am Moving I am Learning* training reached 21 participants
- Twenty-seven *Preventing Childhood Abuse and Neglect* trainings reached 1,175 providers
- One *Tools of the Trade II* Train the Trainer event reached six individuals. Train the Trainer events contribute to the sustainability of CYTTAP goals by producing a cadre of state trainers who are prepared to deliver ongoing PD training to direct child care providers.
- As a result of the above Train the Trainer event, four *Tools of the Trade II* trainings reached 71 providers

Retrospective pre- and post- training surveys were completed by 60 *Better Kid Care* face-to-face training participants. Their responses are summarized on this page.

Quality of face-to-face trainings: Participants gave mostly positive ratings (98.3-100%) about the trainings.

Quality of Face-to-Face Trainings	Very little	Little	Much	Very much
How much did you learn today that applies to your work?	0%	1.7%	45.0%	53.3%
How much of what you learned will you be able to use?	0%	1.7%	36.7%	61.7%
	Very unsatisfied	Not satisfied	Satisfied	Very satisfied
How satisfied were you with this program?	0%	0%	41.7%	58.3%
How satisfied were you with the on-site instructors?	0%	1.7%	15.0	83.3%

Increased confidence: There was a statistically significant difference between retrospective pre- and post- training responses in regards to respondents' confidence in implementing the strategies and ideas discussed in the training modules ($p<0.01$). Those that reported "very confident" increased from 23.4% to 80.9% very confident between before and after the training.

BKC training outcomes: The participants plan to implement new strategies based on what they learned at the trainings:

- Improving transition times, like incorporating more communication or changing the process for entering and leaving play or food areas [Avoid Behavior Problems – Teach Self-Control]
- Changing parent-teacher conferences to include pictures and posters or questionnaires about the children; one participant said they will have parents introduce the children to the teachers [How to Get Parents on Your Team]
- Learning parents' names and interests, talking to them about their children and interests, having more opportunities for them to participate in activities [How to Get Parents on Your Team]
- Listening and responding to what children are saying; "use more words" [Avoid Behavior Problems – Teach Self-Control]
- Incorporating more music and movement [Avoid Behavior Problems – Teach Self-Control]
- Building better attachment relationships with kids, including more eye contact and communication [Giving Your Best: Making Secure Attachments]

Additional technical assistance: When asked what they want to know more about, many did not respond and there were no common themes. A few individuals provided requested ideas and strategies that are age-specific (infants, two-year olds, and pre-school aged children). Two providers indicated they wanted additional information about healthy and non-healthy attachments.

Demographics of respondents: Survey respondents were 98.1% female and 1.9% male. They had an average of 10.5 years of experience working with children and families and had been working in their current positions on average for about 6.8 years. There was much variation in the number of children their child care center serves in a typical year, ranging from 0-420 with a median number of children cared for at 60; the number of those children from military-connected families ranged from 0-50 with a median of two children.

CONTACT INFORMATION: If you have questions or comments about this evaluation report or method, you may contact Kit Alviz (612-625-8271 oralviz002@umn.edu). If you have questions or comments about the Childcare and Youth Training and Technical Assistance Project (CYTTAP), you may contact Tonia Durden (402-472-6578 or tdurden2@unl.edu) or Claudia Mincemoyer (814-863-5879 or cxm324@psu.edu).