

Childcare and Youth Training & Technical Assistance Project (CYTTAP)

2014 Evaluation Report

University of
Nebraska
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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 November 2011 through January 2014, child care providers and early childhood education professionals attended face-to-face trainings, train-the-trainer events, and low- or no- cost online trainings. All the trainings hours are accepted for Child Development Associate (CDA) formal education hours. In addition, most of the participating states credit the trainings towards state-approved professional development hours required to maintain licensing/certification or quality improvement ratings.

579

CYTTAP-sponsored
face-to-face
trainings were
hosted

31,256

online training
hours were
completed in the
participating states

18,571

people participated
in CYTTAP trainings
(appx. 10,300
unduplicated)

Demographics of participants:

- 72.6% work in facility-based centers
- 24.6% work in home-based child care
- 0.3% provide neighbor/relative child care
- 2.5% do not currently or directly care for children

Quality of online trainings: Participants gave positive ratings about the usefulness of the online modules taken via *Better Kid Care On Demand*. On a scale of 1 (not much at all) to 4 (quite a lot), they responded with an average of **3.46** for how much they learned and **3.49** for how much they will be able to use in their work with children and families. Out of 166 online modules, the most commonly completed modules included:

- Activities for Learning Math: Numbers, Colors, and Shapes (853 participants)
- Art Appreciation 101 for Young Children (667 participants)
- Avoid Behavior Problems – Teach Self-Control (835 participants)
- Behavior is Contagious (661 participants)

Quality of face-to-face trainings: About 4,200 survey responses from face-to-face trainings for child care providers are summarized in the remainder of this report. Providers were asked to rate the quality of trainings on a scale of 1 (very little) to 4 (very much). Positive results consisted of:

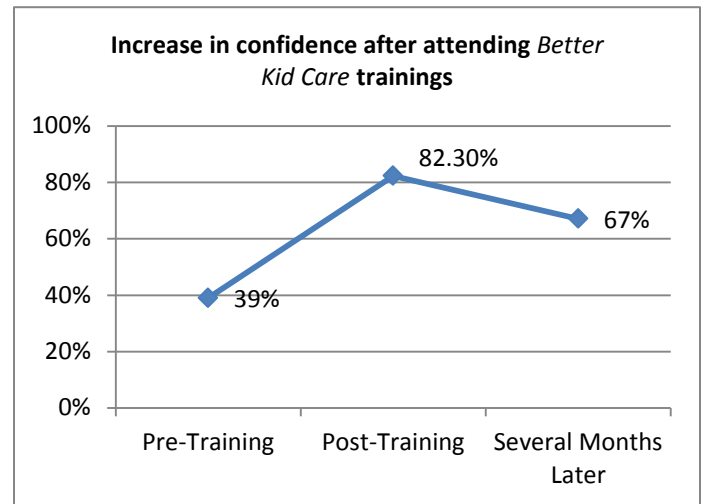
- **95.6%** of the responses related to the training content
- **95.2%** of the responses related to applicability of the content
- **98.7%** of the responses regarding to satisfaction with the professional development program
- **98.8%** of the responses regarding satisfaction with the instructor

CONTACT INFORMATION: If you have questions or comments about this evaluation report or method, you may contact Kit Alviz (612-625-8271 or alviz002@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).

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Better Kid Care Instructor Modules | *Better Kid Care (BKC)* face-to-face trainings cover a wide range of topics including partnerships with parents, health and safety, nutrition and physical activity, and curriculum planning; the 241 trainings were attended by 5,691 participants and 2,953 survey responses were received (most attended modules about positive guidance, fostering relationships, partnerships with parents, play, supportive practices, and infants). Participants reported:

- Obtaining ideas for building relationships with children and their parents, such as teaching self-control, adjusting body language, involving others in problem-solving and making more eye contact and increasing speech with infants
- Learning new science, math, music, art, and outdoor activities to incorporate into their lesson plans, including using common and household materials
- Plans to go back and improve play areas
- Strategies to provide and teach children about healthy foods, such as reading labels, paying attention to portions and serving size, and meal planning



The chart above shows the percent of respondents that feel "very confident" about using the strategies discussed in the attended trainings. Participants increased their confidence in implementing strategies discussed at the training, indicated by statistically significant t-tests and an increase from 39% to 82% between pre and post training responses. In follow-up surveys sent several months after the trainings, 450 *BKC* participants responded with 67% feeling very confident.

"Getting Started in Family Child Care" | "Getting Started in Family Child Care" is one *BKC* training module attended by individuals interested in learning more about starting a family child care business. A special emphasis was placed on the recruitment of training participants for this module to reach the goal of improving the quantity of child care in states with high populations of off-installation military families. Twenty-one trainings were attended by 110 participants and 50 survey responses were received. Participants left with a variety of takeaways and strategies, including:

- Helpful knowledge about the business side of opening a family childcare business, such as creating a budget, making contracts, managing payments, etc.
- A desire to get more local information about licensing and regulations
- Plans to start a family child care business, including talking to their families and neighbors, preparing their homes for safety, updating or creating handbooks and policy manuals, etc.
- New knowledge about zoning and how to learn more about it
- After the training, one participant said: "I plan to approach opening a Day Care more as a Business instead of just something to do."

Paired Samples T-tests of retrospective pre- and post- training survey responses resulted in significant results ($p < 0.01$) regarding:

Improved Knowledge	Improved Practice
<ul style="list-style-type: none"> • The effects of operating a family childcare home on your family, your home, and your neighborhood • Knowledge of state regulations for family childcare provider • The business side of child care • Potential safety hazards for children in a typical home • How children learn through play • How to supervise children in a family childcare home and what to expect from children of different ages and in different stages of development • The need to communicate and build relationships with the parents of children in childcare • The stress that might be involved in caring for young children 	<ul style="list-style-type: none"> • Discuss the pros and cons of opening a family childcare home with your family • Contact the childcare licensing agency in your state to get more information about becoming licensed • Use the home safety checklist to look for safety hazards for children in your home • Make changes in your home to make it safer for children • Use information in the handout, "The Best Toys for Children" when buying toys and materials for children to play with • Consider the age and stage of development when handling a situation with a child

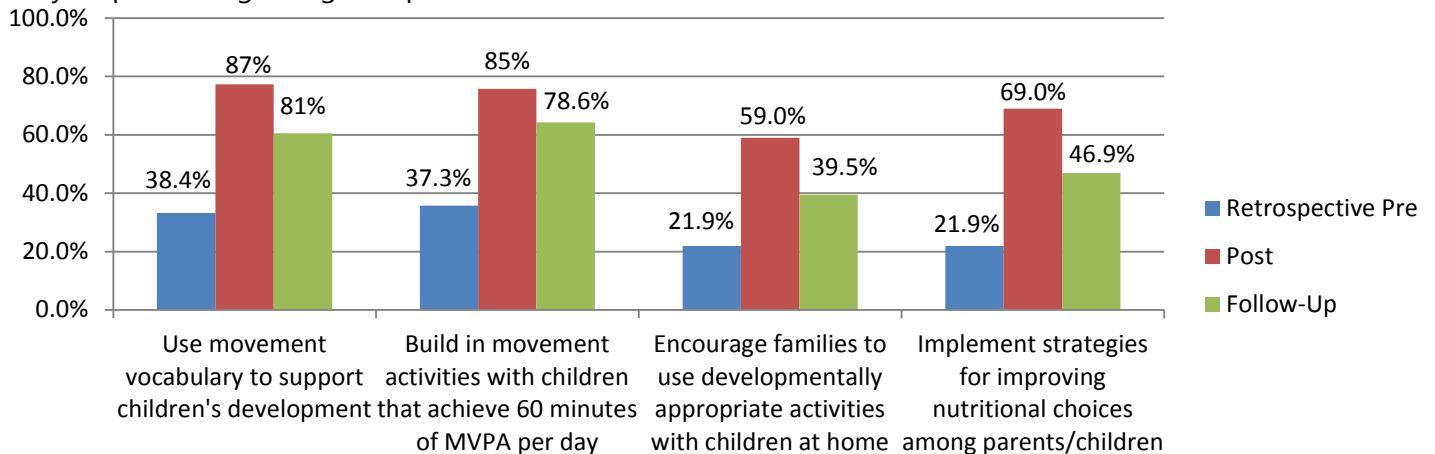
I am Moving I am Learning | Providers that attended *I am Moving I am Learning* face-to-face trainings about preventing childhood obesity left with new strategies to implement in their work. CYTTAP sponsored 75 provider and train the trainer events attended by 1,040 individuals, with 564 provider survey responses received (99 responded to the follow-up survey several months later). Respondents shared learning new strategies to try:

"Learn more about culture and unique experiences of each child in order to create more activities for them."

"Try to [incorporate] food activities during meals. That would encourage children to eat more vegetables or the main course and not focus on the 'sweets.'"

"Get some more selection of music and some supplies like scarves, yarn, and hoops to complete easy day to day lessons and activities."

Positive and significant changes ($p < 0.01$) occurred between retrospective pre-, post-, and follow-up training survey responses regarding the questionnaire items in the chart below:



Rock Solid Foundations | *Rock Solid Foundations* is a series of programs that introduces training participants to strategies on supporting young children's social and emotional growth and development. CYTTAP sponsored 106 provider and train the trainer events attended by 2,623 individuals, with 864 provider survey responses received (112 responded to the follow-up survey several months later). Respondents noted the impact of the training in helping them to gain understanding and new strategies to promote social emotional development, including:

"To teach more effectively, [ask] children to describe what they feel and help them deal with their emotions. Not just [assume] certain negative behaviors are intentional."

"Make copies of the emotional faces, use in room."

"Being positive or think positive with others that you work with. Read books that will help you to feel good about yourself to bring you to the next step of level."

Positive and significant changes ($p < 0.01$) occurred between retrospective pre-, post-, and follow-up training survey responses regarding the questionnaire items in the chart below:

