

**Military Childcare Liaison Initiative &
Child Care and Youth Training and Technical Assistance (CYTAPP)
Capstone Report of Accomplishments**



*Childcare & Youth Training and Technical Assistance Project (CYTTAP) and Military Childcare Liaison Initiative (MCCL)'s
Success Outcomes*

Outcomes	Definition	CYTTAP and MCCLI Successes
<p>Influencing State Policy/ Legislation</p>	<p>Developing strategies to change state laws and policies to influence outcomes.</p>	<ul style="list-style-type: none"> • Succeeded in getting state and local approval to accept online education as a quality training method. <ul style="list-style-type: none"> *Better Kid Care (BKC) extended its reach into the 20 CYTTAP states and became an approved provider of online professional development through state licensing and/or the state Quality Rating and Improvement System (QRIS). After approval in CYTTAP states, BKC continued the approval process and is now approved in 43 states and the District of Columbia for professional development credit including all project states. * Department of Health and Human Services (HHS), Administration for Children and Families (ACF) approved that states could use BKC content to meet requirements of the Child Care and Development Fund (CCDF) Reauthorization Act. More than half of the project states have begun using BKC online to meet the mandated training requirements. • Collaborated among agencies/groups with representation across the state looking at childcare policy issues. Some states worked towards revisions of regulations to improve childcare quality <ul style="list-style-type: none"> * Some states have supported state legislative and regulatory changes to include requiring FBI fingerprint background checks for licensed/regulated child care programs, creating and enhancing educational standards and indicators of quality, and mandating military parent and/or personnel representatives on key state level committees. • Increased access to quality professional development opportunities for Early Childhood Education (ECE) professionals by obtaining approval of project trainings from state Quality Rating Improvement Systems (QRIS) and/or state child care licensing in 43 states. By receiving states' approvals, CYTTAP is able to provide sustainable quality educational experiences for ECE professionals to impact the quality of care for children and youth.

<p>Changing Organizational Practices</p>	<p>Adopting regulations and shaping norms within and across organizations</p>	<ul style="list-style-type: none"> • CYTTAP resources increased capacity and energy around childcare in Extension, and added additional programs serving military families to Extension. <ul style="list-style-type: none"> * Long-term programming and its statewide plan and focus on early childhood education was launched in Extension from its partnership with CYTTAP and MCCIL. • In some states Extension has completed new procedures to deliver CYTTAP trainings, such as certifying trainers or going through accreditation of programs. <ul style="list-style-type: none"> * BKC Online Child Development Associate (CDA) course is available to ECE professionals in project states to obtain Early Childhood certificates required by the states * As a result of MCCL and BKC collaboration with state partners, BKC developed an On Demand Pre-service Orientation Training, to meet Childcare and Development Block Grant (CCDBG) health and safety requirements. • Extension and Child Care Resource and Referral (CCR&R) changed the way they provide education by collaborating on local and state levels.
<p>Fostering Coalitions/ Networks</p>	<p>Convening groups and individuals for broader goals and great impact</p>	<ul style="list-style-type: none"> • MCCLs played a critical role in building coalitions/networks by serving as strong facilitators and being connected, and informed about childcare in the state. • CYTTAP came in as a 3rd party to promote collaboration between Extension and CCR&R where they previously competed or had little interest in working together. CYTTAP established a neutral presence and message in order to effectively convene groups. • State training priorities were identified through discussions with multiple agencies and serving on various statewide early childhood and family programming committees. <ul style="list-style-type: none"> *Extension and local CCR&R entities have engaged in ongoing communication with guard and reserve personnel on how they can help parents access quality childcare in their respective areas. *In some states, MCCLs facilitated guard and reserve personnel invitation to and active engagement in serving on state-wide early childhood committees. • Project efforts contributed to bringing awareness to and prioritizing the unique needs of military families <ul style="list-style-type: none"> *Some states have implemented strategies for identifying the needs and services of military families (i.e. requiring programs to identify how military families are served on their QRIS application). *Intentional efforts by state and local strategic plans and needs assessments have identified areas of needs and gaps in services for military children and families * School age programming such as 4-H in Extension are now asked to identify military connected youth on programmatic reporting. *Work of MCCLs influenced state needs assessments and strategic planning for Head Start programming in order to increase the awareness of military families and to prioritize their unique needs. • Professionals identified usefulness of networking with others across their state to reduce barriers to making systems change.

<p>Educating and offering resources to Trainers</p>	<p>Informing trainers who will transmit skills and knowledge to others.</p>	<ul style="list-style-type: none"> • Maximized train-the-trainer events by inviting Extension agents and CCR&R personnel outside of the target areas and other agencies to increase capacity for childcare provider training statewide. • Incentives like training reimbursement, giveaways, and easy-to-use curricula have re-invigorated and increased the work of Extension Educator trainers with childcare providers. <ul style="list-style-type: none"> *65 train the trainer events have been offered in project states, training more than 1100 trainers
<p>Strengthening Individual Knowledge and Skills</p>	<p>Enhancing Childcare Providers' capacity to enhance quality</p>	<ul style="list-style-type: none"> • New training programs and online options offered for providers to learn and improve the quality of their care by targeting off installation military communities. <ul style="list-style-type: none"> *1525 of Face to Face trainings have been hosted * 449,793 hours of online professional development *138,227 online BKC modules completed *75,584 of total participants • As a result of project's efforts and ripple effects of training opportunities offered within CYTTAP project states, as of July 2017 more than 3.2 million children will now have access to early childhood professionals who have gained additional skills, knowledge and strategies that increases their capacity to provide quality educational experiences for the children in their care. • Most project states have reported using the CYTTAP sponsored face to face curriculum for "additional" 129 trainings for 1873 participants. • Increased the awareness of Extension in communities by informing childcare providers about Extension's other offerings. <ul style="list-style-type: none"> * In some states Extension has received recognition for efforts in enhancing childcare providers' capacity to provide quality care and education for young children.
<p>Promoting Community Education</p>	<p>Reaching groups of people with information and resources</p>	<ul style="list-style-type: none"> • Establish regular communication via mailing lists, webinars and resource documents to manage the increased energy and personnel involved with childcare provider training (specifically applies to states where CYTTAP re-invigorated childcare in Extension). • To be responsive to the diversity of professionals serving young children in the targeted counties, BKC online resources were developed and available in Spanish. BKC also developed four online professional development modules focused specifically on serving and supporting the needs of military children and families. • Elevated issue at the national and state levels related to the unique needs of military families to have childcare availability during non-traditional hours as they support mission requirements, and for Guard and Reserve members who may need childcare during weekend drills and during deployment.