

Childcare and Youth Training & Technical Assistance Project (CYTTAP)

May 2013 | Evaluation Report



The Childcare and Youth Training and Technical Assistance Project (CYTTAP) works to improve the quality and quantity of child care in 13 states with high densities of off-installation military families. From November 2011 through April 2013, face-to-face trainings, train-the-trainer events, and low- or no- cost online trainings were attended by over 14,000 individuals. All the hours providers earn 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.



ONLINE TRAININGS (*Better Kid Care On Demand*) were attended by over **9,000 individuals** in the 13 states. They completed a total of **16,457 training hours** from 131 different modules.

Demographics of online participants:

- 71.8% of participants work in facility-based centers
- 27% work in home-based child care
- 0.4% provide neighbor/relative child care
- 0.7% do not currently or directly care for children

Online participants serve **an average of 130 children from military families.**

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 **3.53** for how much they learned and an average of **3.48** for how much they will be able to use in their work with children and families

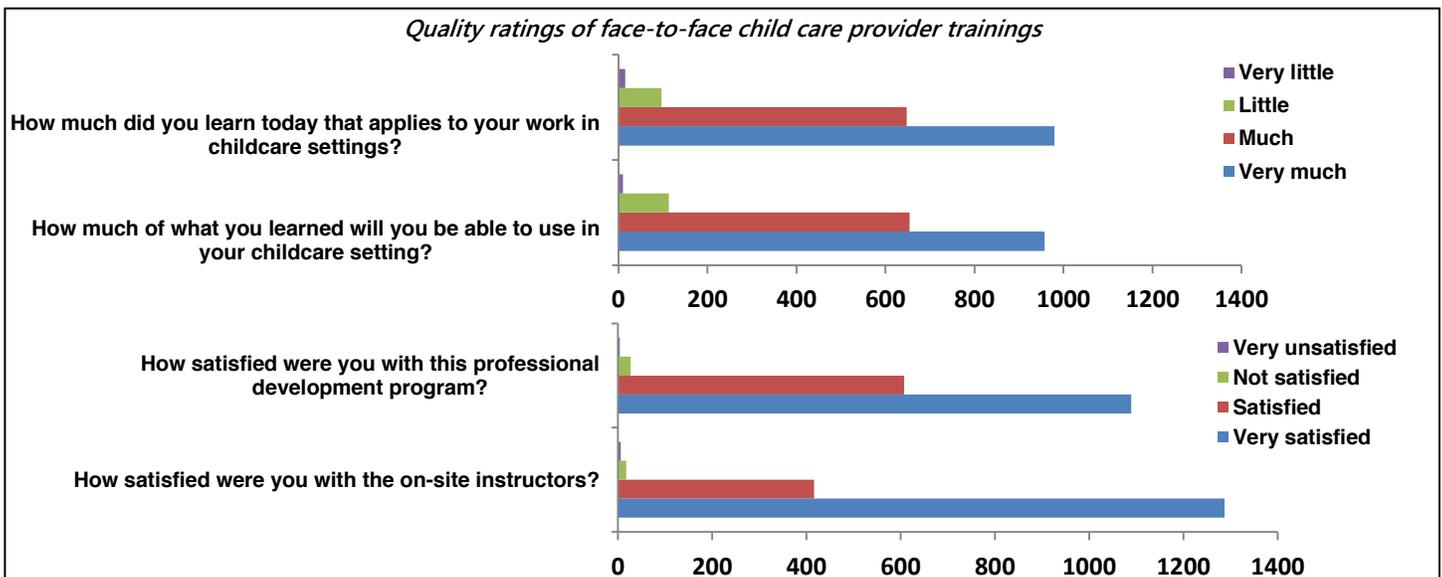
FACE-TO-FACE TRAININGS & TRAIN-THE-TRAINER EVENTS (*Better Kid Care Instructor Modules, I am Moving I am Learning, Preventing Childhood Abuse and Neglect, Rock Solid Foundations, and Tools of the Trade*) were attended by over **5,900 individuals**. To date, **317 trainings** have been completed in the 13 states.

Demographics of face-to-face and train-the-trainer event participants:

- 70.5% of participants work in facility-based centers
- 19% work in home-based child care
- 0.4% provide neighbor/relative child care
- 10.1% do not currently or directly care for children

Face-to-face and train the trainer event participants serve **an average of 70 children from military families.**

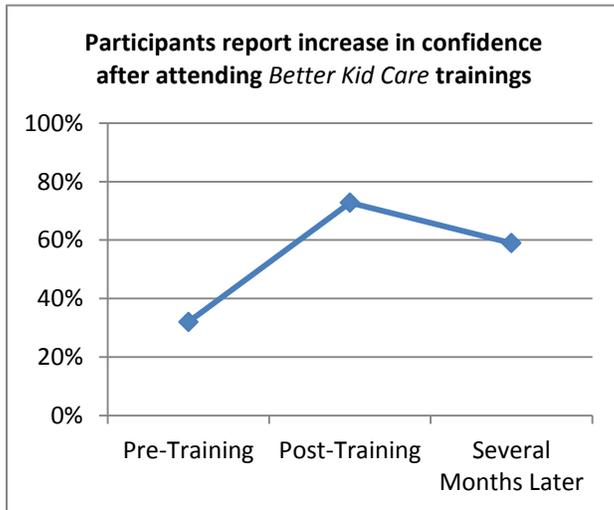
Quality of face-to-face trainings: Over 2,000 face-to-face participants responded to a survey and their responses are summarized in this report. Participants gave mostly positive ratings (88-93% positive) about the trainings attended.



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. On the 1,239 training surveys, participants reported:

- Learning new science, math, art, and outdoor activities to incorporate into their lesson plans
- Obtaining ideas for building relationships with children and their parents, such as adjusting body language and involving others in problem-solving
- An interest and plan to go back and improve play areas
- An increase in confidence from 32.0% before to 72.8% after the training to implement the strategies and practices discussed in *Better Kid Care* modules (see chart below)



In follow-up surveys sent several months after the trainings, 69 BKC participants responded. Most attended modules about infants, health and safety, and working with parents. Follow-up responses are summarized below:

- 59% feel confident in using what they learned from the trainings, which is a 27% increase from the pre-training survey (see chart on left)
- They are successfully reading labels on household cleaners and replacing harsh chemicals with more natural alternatives
- Barriers to implementing strategies from the training, especially from the relationship-building and communication modules, include time restraints and working with clients who seem resistant to change
- They report incorporating the new games, ideas, and lesson plans from the trainings attended

“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. Training survey responses from collected from 35 participants. 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 regarding:

Improved Knowledge	Improved Practice
<ul style="list-style-type: none"> • Knowledge of state regulations for family childcare provider • The business side of child care 	<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 and make changes in your home to make it safer for children. • Consider the age and stage of development when handling a situation with a child

*indicates change with largest magnitudes.

While only 11 participants have responded to the follow-up survey after attending the *Getting Started in Family Child Care* training module, they shared interesting insights about their thoughts on next steps and opening a child care business:

- After attending the training, individuals gained tools and strategies to improve the quality of child care in their home. These include keeping their homes clean and safe, working with different age groups of children, joining professional associations, and continuing to take classes for professional development.
- Several participants mentioned that they are continuing with informal child care and have not opted to start a home business because they prefer their current employment. One participant said, *“Currently my job is very reliable... in childcare I don't have that stability as kids come and go.”*
- When asked what further technical assistance they would like, many participants said that they would like to receive email updates or newsletters about state legislation changes and other child care provider supports and resources.

I am Moving I am Learning Training Modules

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. Participants (275 survey responses) shared that they plan to:



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

"[Use] movement vocabulary to support children's development and a lot of strategies on healthy eating."

"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.'"

Significant changes occurred between retrospective pre- and post- training survey responses regarding:

Improved Knowledge	Improved Practice
<ul style="list-style-type: none"> • How to use appropriate verbal cues to encourage movement • Health benefits associated with daily moderate to vigorous physical activity (MVPA), including preschool readiness • *Strategies to support families & staff in applying MVPA • The impact of good nutrition • How culture and unique experiences of children and families influence children's healthy development 	<ul style="list-style-type: none"> • Strategies to promote healthy food choices for children • *Discussing strategies with parents to support MVPA with children at home • Building in movement activities with children that achieve 60 minutes of MVPA per day • Implementing strategies for improving nutritional choices among parents and children

*indicates change with largest magnitudes.

Rock Solid Foundations Training Modules

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. Participant (279 survey responses) noted the impact of the training in helping them to gain understanding and new strategies to promote social emotional development. Examples include:



"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."

Providers reported significant change between retrospective pre- and post- training responses in all questionnaire items, including:

Improved Knowledge	Improved Practice
<ul style="list-style-type: none"> • Being intentional about supporting children's social emotional competency & how to promote social emotional development • The importance of and strategies for building positive relationships with children • The impact of the environment on helping children expand their social skills • Strategies that can be used to design classroom environments, schedules, and routines • How to use positive feedback and encouragement to effectively support children's positive social behaviors 	<ul style="list-style-type: none"> • Design environments to promote children's social and emotional development • *Implement strategies for preventing challenging behaviors and promoting social emotional development • Develop a pattern of positive relationships with young children to enhance the attachment relationship • Encourage other adults and peers to use positive feedback and encouragement • *Focus on prevention and teaching social skills

*indicates change with largest magnitudes.

For more information about the Childcare and Youth Training Assistant Project please visit our website at <http://www.extension.unl.edu/web/child/cyttap>

Extension programs and employment are available to all without discrimination. Evidence of noncompliance may be reported through your local Extension office. This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the U.S. Department of Defense under Award No. 2009-48667-05833. Developed in partnership with University of Nebraska-Lincoln Extension and Pennsylvania State University Extension. Any opinions, findings, conclusions, or recommendations expressed herein are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.