Childcare and Youth Training and Technical Assistance Project (CYTTAP) November 2013 Evaluation Report

Kit Alviz
University of Minnesota - Twin Cities, alviz002@umn.edu

Tonia Durden
University of Nebraska-Lincoln, tdurden2@unl.edu

Follow this and additional works at: http://digitalcommons.unl.edu/cyfsfacpub

Part of the Educational Assessment, Evaluation, and Research Commons, Military Studies Commons, Other Public Affairs, Public Policy and Public Administration Commons, and the Social Welfare Commons

http://digitalcommons.unl.edu/cyfsfacpub/58

This Article is brought to you for free and open access by the Children, Youth, Families & Schools, Nebraska Center for Research on at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications from CYFS by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
The Childcare and Youth Training & 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 October 2013, 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 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. Train the trainer events contributed to the sustainability of CYTTAP project goals. These events produced a cadre of state trainers who are prepared to deliver ongoing professional development training throughout the state to direct care providers.

Demographics of participants
- 72.0% work in facility-based centers
- 24.7% work in home-based child care
- 0.4% provide neighbor/relative child care
- 2.9% 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 3.51 for how much they learned and an average of 3.47 for how much they will be able to use in their work with children and families.

Quality of face-to-face trainings: About 3,600 survey responses from multiple professional development programs are summarized in the remainder of this report. Positive results consisted of 95.1% of the responses related to the training content; 95.0% of the responses related to applicability of the content; 98.8% of the responses regarding to satisfaction with the program; and 99.1% of the responses regarding satisfaction with the instructor.

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 177 direct care provider trainings were attended by 4,509 people and 2,466 survey responses were received (most attended modules about positive guidance, fostering relationships, partnerships with parents, play, and infants). Respondents shared the following:

- 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
- An interest and plan 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 35% to 77% between pre and post training responses. In follow-up surveys sent several months after the trainings, 184 BKC participants responded with 66% 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 direct care provider trainings were attended by 99 people and 38 survey responses were received. Respondents shared 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.
- Ideas for obtaining more professional development and education opportunities
- A desire to get more local information about licensing and regulations
- Strategies for building relationships with clients, including how to talk to parents and how to work with children of different age groups
- 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<0.05) regarding:

<table>
<thead>
<tr>
<th>Improved Knowledge</th>
<th>Improved Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The effects of operating a family childcare home on your family, your home, and your neighborhood</td>
<td>• Discuss the pros and cons of opening a family childcare home with your family</td>
</tr>
<tr>
<td>• Knowledge of state regulations for family childcare provider</td>
<td>• Contact the childcare licensing agency in your state to get more information about becoming licensed</td>
</tr>
<tr>
<td>• The business side of child care</td>
<td>• Use the home safety checklist to look for safety hazards for children in your home</td>
</tr>
<tr>
<td>• Potential safety hazards for children in a typical home</td>
<td>• Make changes in your home to make it safer for children</td>
</tr>
<tr>
<td>• How children learn through play</td>
<td>• Use information in the handout, “The Best Toys for Children” when buying toys and materials for children to play with</td>
</tr>
<tr>
<td>• How to supervise children in a family childcare home and what to expect from children of different ages and in different stages of development</td>
<td>• Consider the age and stage of development when handling a situation with a child</td>
</tr>
<tr>
<td>• The need to communicate and build relationships with the parents of children in childcare</td>
<td></td>
</tr>
<tr>
<td>• The stress that might be involved if you decide to care for young children</td>
<td></td>
</tr>
</tbody>
</table>

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. Seven train-the-trainer events were attended by 163 people; 63 direct care provider trainings were attended by 819 people and 446 survey responses were received. Respondents shared learning new strategies to try in child care settings:

“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.’”

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

Significant changes (p<0.01) occurred between retrospective pre- and post- training survey responses regarding:

<table>
<thead>
<tr>
<th>Improved Knowledge</th>
<th>Improved Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How to use appropriate verbal cues to encourage movement</td>
<td>• Strategies to promote healthy food choices for children</td>
</tr>
<tr>
<td>• Health benefits associated with daily moderate to vigorous physical activity (MVPA), including preschool readiness</td>
<td>• Discussing strategies with parents to support MVPA with children at home</td>
</tr>
<tr>
<td>• Strategies to support families &amp; staff in applying MVPA</td>
<td>• Building in movement activities with children that achieve 60 minutes of MVPA per day</td>
</tr>
<tr>
<td>• The impact of good nutrition</td>
<td>• Implementing strategies for improving nutritional choices among parents and children</td>
</tr>
<tr>
<td>• How culture and unique experiences of children and families influence children’s healthy development</td>
<td></td>
</tr>
</tbody>
</table>
Develop a pattern of positive relationships with young children to enhance the attachment relationship

Create classroom environments and routines that promote child engagement and success

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 & 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).

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.