

Summary of Year-End *Kaleidoscope Play & Learn* Participant Results

December 2013

Kaleidoscope Play & Learn Participants and Participation

In 2013, 16 King County affiliates submitted 394 *Kaleidoscope Play & Learn* caregiver feedback forms, representing a 66% affiliate response rate and a 39% participant response rate.¹ Sponsoring organizations submitted a median of 11 surveys (range 3 to 99).²

Who Participates?

One in five *Kaleidoscope Play & Learn* participants who completed the survey are family, friend, or neighbor (FFN) caregivers.

See TABLE 1 on page 8 for caregiver characteristics of all respondents by caregiver type.

- 76% (297) of responding participants brought only their own child.
 - Of these parents, 13% (38) reported they regularly care for additional children who are not their own.³
- 24% (73) of all participants said they brought a child other than their own to *Kaleidoscope Play & Learn*.
 - Of these FFN caregivers, most were grandparents (49%; n=46).
 - 15% (14) of the FFN caregivers were parents who brought their own child as well as another child to *Kaleidoscope Play & Learn*.
 - The percentage of FFN caregivers participating in the survey was considerably higher than in 2012, when 18% were FFN caregivers and 82% were parents.

¹ Response rates are based on estimates of 883 unduplicated participants among 15 affiliates at the time of their 2013 survey. The number of respondents and participating affiliates is lower than last year.

² This is lower than the median of 18 last year.

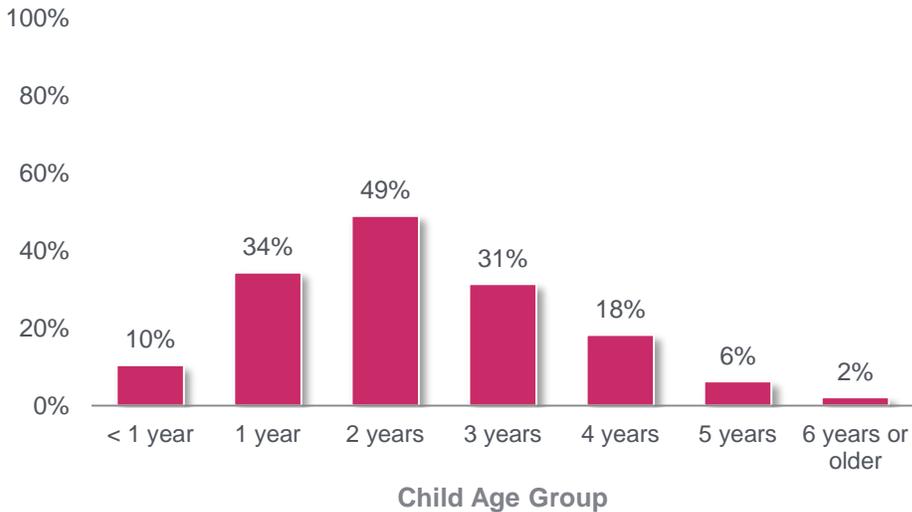
³ Two hundred ninety four respondents who indicated they brought only their own child to *Kaleidoscope Play & Learn* responded to the question asking if they regularly cared for children other than their own.



Caregivers bring a wide age range of children to *Kaleidoscope Play & Learn*.

- Caregivers primarily bring children ages one through three to *Kaleidoscope Play & Learn* groups, with two-years-old being the most common age for child participants (see **FIGURE 1**).

FIGURE 1: Ages of Child Participants (N=508 children; N=382 respondents)



Two thirds of *Kaleidoscope Play & Learn* participants are people of color.

- 66% (250) of all responding participants (381; 97%) indicated they identify themselves as a race or ethnicity other than White or as one or more races or ethnicities in addition to White.⁴
 - Of these participants of color, most identified as Asian (58%; 38% of all participants; n=144), followed by Hispanic or Latino (28%; 19% of all participants; n=71).⁵

Just over half of *Kaleidoscope Play & Learn* participants live in homes where adults predominantly speak a language other than English.

- 51% (197) of all responding participants (388; 99%) indicated a language other than English as being predominantly spoken by the adults in their home, up considerably from 44% in 2012, but similar to the 49% in 2011.
- Of these participants, 39% reported their predominant language was Cantonese or Mandarin (20% of all participants; n=76) and almost a third selected Spanish (30%; 15% of all participants; n=59).⁶ Sixteen percent of responding participants (n=31) said they spoke two or more languages equally but did not specify those languages.
- About one third (34%; n=132) of participants completed surveys in a language other than English: Chinese (19%; n=74), Spanish (14%; n=54), and Vietnamese (1%; n=4).

⁴ This is roughly the same as 2012, with 63% identifying as non-White. Three percent of respondents did not supply an answer and were thus excluded from any race/ethnicity comparisons.

⁵ In 2012, the same percentage identified as Asian (46%) and slightly more as Hispanic or Latino (30%).

⁶ See Table 1 on page 8 for full list of languages spoken in the home.



Two surveys were marked as completed via oral translation.

Almost half of *Kaleidoscope Play & Learn* participants live in poverty, as defined by having an annual household income that is below \$44,000, or 200% of the national poverty level for a family of four.

- 48% (108) of all responding participants (251; 85%) reported their annual income as less than \$44,000, a figure typically considered living in poverty for a family of four.
- 35% (87) reported an annual household income of more than \$70,000.⁷

FFN caregivers are more likely than parents to be White and have household incomes below the poverty level, but they are no more likely to speak a language other than English at home than parents who brought only their own child.

- FFN caregivers were significantly more likely to have household incomes below the 200% of the poverty level for a family of four compared to parents who brought only their own children: 64% vs. 43% ($p < .001$).
- FFN caregivers were more likely to be White than parents who brought only their own child: 43% vs. 32% ($p < .10$).
- Statistical tests revealed no association between FFN status and language spoken at home; that is, caregivers were no more likely to speak a language other than English at home whether they were FFN caregivers or parents.

Consistent with 2012 results, caregivers of color and caregivers in households where a language other than English is predominantly spoken by adults were significantly more likely to have household incomes below the poverty level than their counterparts.

- Caregivers of color were significantly more likely to have household incomes below 200% of the poverty level than their counterparts: 55% vs. 34% ($p < .001$).
- Caregivers in households where a language other than English is predominantly spoken by adults were significantly more likely to have household incomes below 200% of the poverty level than their counterparts: 59% vs. 36% ($p < .001$).

What are participants' baseline levels of caregiver-child behavior and social networks?

As described above, participants were asked to provide ratings about their caregiver-child behaviors and social networks corresponding to the period of time before they began attending *Kaleidoscope Play & Learn* (see TABLE 2 on page 9).

⁷ The percentage with incomes less than \$44,000 is slightly higher than in 2012 (44%); the percentage reporting incomes greater than \$70,000 is roughly the same (36%).



- 24% of participants indicated the highest baseline levels for social network outcomes and 62% reported the highest baseline levels for caregiver-child behaviors.
- Among survey questions, playing with the child in their care and describing things done and seen to the child were most frequently ranked highest at baseline.
 - 62% indicated they played with the child in their care “everyday” prior to attending *Kaleidoscope Play & Learn*, and
 - 53% indicated they described things done and seen to the child in their care “everyday” prior to attending *Kaleidoscope Play & Learn*.
- Using community activities or services and talking about caregiving with other adults, were rated highest at baseline among the fewest participants:
 - 24% indicated that prior to attending *Kaleidoscope Play & Learn* they used community activities or services to help the child in their care learn and be healthy “more than once a week,” and
 - 28% indicated they talked to or shared ideas about caring for children with another adult “more than once a week” prior to attending *Kaleidoscope Play & Learn*.

How often do people participate?

At the time they completed the survey, 43% of caregivers had attended *Kaleidoscope Play & Learn* groups more than 12 times (roughly the equivalent of at least three months).

- 17% (77) attended only one or two groups prior to survey administration and did not complete additional survey items.
- Among the 83% (388) attending more than two times:⁸
 - 40% (188) participated 3-12 times,
 - 27% (124) participated 13-36 times, and
 - 16% (76) participated more than 36 times.

Statistical tests indicated no association of FFN status, household language, or household income level with attendance, meaning caregivers were no more likely to be long-term *Kaleidoscope Play & Learn* attendees than their counterparts, whether they were FFN caregivers or lived in a household where the dominant language was not English or income was less than 200% of the poverty level for a family of four.

⁸ One participant who did not provide attendance information completed some of the subsequent survey items. It is therefore assumed the participant attended more than two times, but s/he is not included in the analyses comparing outcomes by attendance rates.



Kaleidoscope Play & Learn Caregiver Feedback Form Year-End Results

Participants rated six outcome-related statements about their behavior “NOW” and “BEFORE attending Play & Learn” on two different 4-point scales and four statements related to “understanding” outcomes on a 3-point improvement scale. (See TABLE 2 on page 9 for response scales and frequencies of each response.)

Results reported and explained include the following:

- Percentage of participants who rated their behavior “NOW” to be the highest possible (current levels after attending *Kaleidoscope Play & Learn* groups);
- Percentage of participants whose behavior ratings increased from “BEFORE attending Play & Learn” to “NOW” (improved);
- Percentage of participants whose behavior ratings increased from “BEFORE attending Play & Learn” to “NOW” or who maintained the highest rating from “BEFORE attending Play & Learn” to “NOW” (improved or maintained highest);
- Percentage of participants who understood aspects of supporting positive child development “a lot more”;
- Percentages “improved” and percentages understood “a lot more” by higher versus lower attendance levels;
- Percentages “improved or maintained highest” and percentages understood “a lot more” by various participant characteristics; and
- Percentages “improved” or understood “a lot more” in at least one of the types of knowledge or behavior in the three outcome groups: behavior (four types), social networks (two types) and knowledge (four types).

See TABLES 2 through 4 for additional results.

Participating caregivers experienced improved social networks.

- Consistent with 2012 results, some of the strongest improvement outcomes since beginning *Kaleidoscope Play & Learn* were the social network outcomes (i.e., using community activities or services and talking about caregiving with other adults).
 - 48% reported they now talk to or share ideas about caring for children with another adult more than they did before attending *Kaleidoscope Play & Learn*, and 48% indicated they now use community activities or services to help the child in their care learn and be healthy more than they did before attending *Kaleidoscope Play & Learn*.
 - 59% improved on at least one of the two social network outcomes, partly because these outcomes were least strong at baseline. These were also the outcomes with the fewest number of participants rating themselves highest “NOW.”



Participating caregivers increasingly know that play helps child social and cognitive development.

- About half of respondents said they understand “a lot more” about the relationship between play and various aspects of development, including the following:
 - Children develop new skills and abilities through play (50.5%; an additional 25.5% understood this “a little more”);
 - Playing with children in their care helps build a good relationship between caregiver and child (47%; an additional 25% understood this “a little more”);
 - What to expect from children at different ages (45%; an additional 36% understood this “a little more”); and
 - Playing with children helps them get ready for kindergarten (45%; an additional 29% understood this “a little more”).

Participating caregivers increasingly interact positively with the children in their care as a result of *Kaleidoscope Play & Learn* participation.

- As a result of *Kaleidoscope Play & Learn* participation, caregivers reported an increase in the frequency with which they did the following things with the children in their care:
 - Talked about the child’s feelings (37%);
 - Described things they did and saw (34%);
 - Read, looked at books, or told stories (31%); and
 - Played (27%).

Extended participation in *Kaleidoscope Play & Learn* groups was associated with more frequent positive caregiver-child behavior, more frequent use of community activities or services, and more knowledge relevant to healthy child development.

- Compared to caregivers who attended fewer than 37 sessions, caregivers who attended 37 or more sessions were more likely to report increased or to have maintained the highest frequency of the following (see TABLE 3 on page 10):
 - Describing what they saw or did to the child in their care (90% compared to 78%; $p < .05$),
 - Using community services or activities to help the child in their care learn and be healthy (78% compared to 67%; $p < .10$),
 - Knowing that, through play, the child in their care develops new skills and abilities (84% compared to 74%; $p < .10$), and
 - Knowing what to expect from children at different ages (89% compared to 79%; $p < .10$).



More caregivers in predominately non-English-speaking households reported big increases in knowledge than their English-speaking counterparts; however, they tended to report less improvement in caregiver-child behavior outcomes.

- Significantly more caregivers living in predominantly non-English-speaking households reported big increases in all areas of knowledge than their counterparts in English-speaking households (see TABLE 4 on page 11).
- However, caregivers living in non-English-speaking households reported significantly lower improvements in two caregiver-child behavioral aspects:
 - Describing things done and seen to the child (79% vs. 91%; $p < .01$); and
 - Playing with the child in their care (83% vs. 92%; $p < .05$).

Caregivers in low-income households reported greater increases in knowledge than did their higher-income counterparts; however, they tended to report less improvement in caregiver-child behavior outcomes.

- Caregivers living in households below 200% of the federal poverty level reported significantly higher increases in knowledge that playing with the child in their care helps build a good relationship between them, compared to their higher-income counterparts (78% vs. 67%, $p < .05$; see TABLE 4 on page 11). (Increases in other knowledge areas were also more common among caregivers in impoverished households, though these comparisons did not reach statistical significance.)
- In contrast, caregivers living in low-income households reported significantly less improvement in describing things they do and see (80% vs. 92%; $p < .01$) and playing with the child in their care (83% vs. 92%; $p < .05$).

FFN caregivers from non-English-speaking households were more likely to report increases in talking to or sharing ideas for caring about children with another adult and more likely to report increases in three of four knowledge areas compared to FFN caregivers from English-speaking households.

- FFN caregivers from non-English-speaking households were more likely than FFN caregivers from predominantly English-speaking households to report increased understanding of the following:
 - Playing with children helps build a good relationship between child and caregiver (87% vs. 49%; $p < .001$);
 - Children learn through play (84% vs. 51%; $p < .01$); and
 - Playing with children helps them get ready for kindergarten (86% vs. 56% ($p < .01$)).

**TABLE 1: Survey Response Rates and Percent of Caregivers with Different Characteristics**

	Overall (n=394)	Parent only (n=297)	FFN (n=94)
Caregiver Type⁹			
Parent	76%	100%	NA
FFN ¹⁰	24%	NA	100%
Parent	NA	NA	15%
Sibling	<1%	NA	1%
Grandparent	12%	NA	49%
Friend or neighbor	2%	NA	10%
Aunt or uncle	1%	NA	4%
Nanny	9%	NA	39%
Caregiver Gender			
Female	91%	92%	89%
Male	9%	8%	11%
Caregiver Ethnicity			
White only	34%	32%	43%
Of color ¹¹	66%	68%	57%
African American or Black	5%	5%	3%
Asian	38%	40%	31%
Hispanic or Latino	19%	19%	19%
Other ¹²	6%	5%	5%
Caregiver Predominant Home Language			
English	49%	48%	53%
Non-English	51%	52%	47%
Chinese or Mandarin	20%	18%	25%
Spanish	15%	16%	13%
Two or more languages spoken at home	8%	8%	6%
Other ¹³	8%	10%	3%
Caregiver Annual Household Income			
Less than \$22,000 ¹⁴	25%	20%	42%
\$22,001-\$44,000	23%	23%	22%
\$44,001-\$70,000	21%	22%	16%
More than \$70,000	31%	35%	20%
Military Family			
Yes	12%	11%	10%

⁹ Two caregivers did not provide the information needed to determine caregiver type; 15 participants identified as more than one caregiver type.

¹⁰ Percentages of FFN types below may total more than percent "of color" because respondents check all that apply.

¹¹ Percentages below may total more than 66% because respondents may check all that apply.

¹² Less than 5% of participants indicating an ethnic group identified as African (4%), Native American or Alaska Native (1%); Arab, Iranian or Middle Eastern (<1%); and Pacific Islander (<1%).

¹³ Less than 5% of participants reported predominantly speaking each of the following languages at home: Vietnamese (1.5%), Somali (1%), and Tigrigna (1%); and under 1% each reported predominantly speaking the following at home Telugu, Tamil, Japanese, Hindi and Malayalam (Indian dialect).

¹⁴An annual income of \$23,550 is approximately the federal poverty line for a family of four in 2013.

TABLE 2: Percent of Participants Retrospectively Estimating Levels of Knowledge, Caregiver-Child Behavior and Caregiver Social Networks Prior to Attending *Kaleidoscope Play & Learn* and Estimating Current Levels (n=312)

	BEFORE Attending Kaleidoscope Play & Learn				NOW			
	Less than once a week	Once a week	Every few days	Everyday	Less than once a week	Once a week	Every few days	Everyday
CAREGIVER-CHILD BEHAVIOR								
I describe things we do and see to the child in my care. ¹⁵	9%	14%	24%	53%	3%	7%	20%	70%
I play with the child in my care.	4%	14%	20%	62%	<1%	4%	19%	77%
I read, look at books or tell stories with the child in my care.	9%	16%	31%	44%	3%	7%	34%	56%
I talk to the child in my care about his/her feelings.	9%	18%	27%	46%	1%	9.5%	26%	63.5%
	Less than once a month	Once a month	Every week	More than once a week	Less than once a month	Once a month	Every week	More than once a week
SOCIAL NETWORKS								
I talk to or share ideas about caring for children with another adult. ¹⁶	21%	20%	31%	28%	6%	11%	35%	48%
I use community activities or services to help the child in my care learn and be healthy.	27%	24%	25%	24%	7%	16%	36%	41%
					About the Same	A little more	A lot more	
KNOWLEDGE								
Playing with the child in my care helps him/her get ready for kindergarten. ¹⁷					26%	29%	45%	-
Playing with the child in my care helps build a good relationship between us.					28%	25%	47%	-
Through play, the child in my care develops new skills and abilities.					24%	25.5%	50.5%	-
I know what to expect from children at different ages.					19%	36%	45%	-

¹⁵ Response options for #5: Less than once a week (1), Once a week (2), Once every few days (3) and Everyday (4).

¹⁶ Response options for #6: Less than once a month (1), Once a month (2), Every week (3) and More than once a week (4).

¹⁷ Response options for #7: About the same (1), A little more (2) and A lot more (3).

TABLE 3: Percent of Participants Reporting Highest Outcome Measure Levels at Baseline and Follow-up, Outcome Measure Improvement, and Improvement or Maintained Highest Levels by Outcome Measure and Attendance

	Attendance					
	Highest at baseline (304) ¹⁸	Highest at follow-up (310)	Improved from baseline to follow-up (301)	Improved or maintained highest from baseline to follow-up (301)	Improved and attended 3-36 times, excluding maintained highest (244)	Improved and attended 37+ times, excluding maintained highest (68)
CAREGIVER-CHILD BEHAVIOR						
I describe things we do and see to the child in my care. ¹⁹	53%	70%	34%	85%	86%	93%
I play with the child in my care.	62%	77%	27%	88%	88%	87%
I read, look at books or tell stories with the child in my care.	44%	56%	31%	73%	72%	73%
I talk to the child in my care about his/her feelings.	46%	63.5%	37%	81%	78%	90%*
SOCIAL NETWORKS						
I talk to or share ideas about caring for children with another adult. ²⁰	28%	48%	48%	73%	71%	79%
I use community activities or services to help the child in my care learn and be healthy.	24%	41%	48%	70%	67%	78%+
KNOWLEDGE						
Playing with the child in my care helps him/her get ready for kindergarten. ²¹	-	45%	74%	-	73%	78%
Playing with the child in my care helps build a good relationship between us.	-	47%	72%	-	71%	78%
Through play, the child in my care develops new skills and abilities.	-	50.5%	76%	-	74%	84%+
I know what to expect from children at different ages.	-	45%	81%	-	79%	89%+

** Significant between-group difference at $p < .01$

*Significant between-group difference at $p < .05$

+Significant between-group difference at $p < .10$

¹⁸ Ns in parentheses represent the maximum number of respondents in each group. Total Ns vary by item because respondents did not always answer every question.

¹⁹ Response options for #5: Less than once a week (1), Once a week (2), Once every few days (3) and Everyday (4).

²⁰ Response options for #6: Less than once a month (1), Once a month (2), Every week (3) and More than once a week (4).

²¹ Response options for #7: About the same (1), A little more (2) and A lot more (3); those selecting (2) or (3) are counted as "Improved from baseline to follow-up."

TABLE 4: Percent of Participants Reporting Improved or Maintained Highest Levels by Caregiver Characteristics

	Caregiver type			Predominant language in household		Household income		FFN only Predominant language in household	
	All (301) ²²	Parent (234)	FFN (76)	English (150)	Other than English (161)	Above 200% poverty level (139)	Below 200% poverty level (131)	English (27)	Other than English (21)
CAREGIVER-CHILD BEHAVIOR									
I describe things we do and see to the child in my care. ²³	85%	86%	84%	91%**	79%	92%**	80%	89%	78%
I play with the child in my care.	88%	87%	91%	92%*	83%	92%*	83%	94%	88%
I read, look at books or tell stories with the child in my care.	73%	71%	75%	75%	70%	75%	68%	75%	76%
I talk to the child in my care about his/her feelings.	81%	80%	82%	83%	78%	82%	77%	80%	85%
SOCIAL NETWORKS									
I talk to or share ideas about caring for children with another adult. ²⁴	73%	71%	79%	73%	74%	73%	75%	70%	89%+
I use community activities or services to help the child in my care learn and be healthy.	70%	67%	79%+	71%	68%	70%	70%	75%	82%
KNOWLEDGE									
Playing with the child in my care helps him/her get ready for kindergarten. ²⁵	74%	75%	71%	61%	86%***	71%	79%	56%	86%**
Playing with the child in my care helps build a good relationship between us.	72%	74%	68%	55%	88%***	67%	78%*	49%	87%***
Through play, the child in my care develops new skills and abilities.	76%	80%+	67%	63%	99%***	73%	80%	51%	84%**
I know what to expect from children at different ages.	81%	83%	75%	74%	86%*	79%	85%	68%	83%

*** Significant between-group difference at $p < .001$

** Significant between-group difference at $p < .01$

*Significant between-group difference at $p < .05$

+Significant at trend level $p < .10$

²² Ns in parentheses represent the maximum number of respondents in each group. Total Ns vary by item because respondents did not always answer every question.

²³ Response options for #6: Less than once a week (1), Once a week (2), Once every few days (3) and Everyday (4).

²⁴ Response options for #7: Less than once a month (1), Once a month (2), Every week (3) and More than once a week (4).

²⁵ Response options for #5: About the same (1), A little more (2) and A lot more (3); for the purpose of this analysis, those who responded (2) or (3) are considered as having achieved the outcome of interest.

