

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

December 2014

Kaleidoscope Play & Learn Participants and Participation

In 2014, 3,039 family, friend and neighbor (FFN) caregivers and parents participated with 3,091 young children ages birth to 5 years in 91 *Kaleidoscope Play & Learn* groups in King County. An additional estimated 300 adults and 400 children participated in 19 groups meeting in other parts of Washington State excluding King County. The 2014 state-wide unduplicated, total numbers of participants was 3,339 adult participants and 3,491 child participants coming together in 110 weekly groups.

In 2014, 15 King County affiliates submitted 484 *Kaleidoscope Play & Learn* caregiver feedback forms, representing a 58% affiliate response rate and a 61% participant response rate.¹ Sponsoring organizations submitted a median of 20 surveys (range 2 to 142).²

Who Participates?

One in five *Kaleidoscope Play & Learn* participants who completed the survey are family, friend, or neighbor (FFN) caregivers.³

See TABLE 1 on page 6 for caregiver characteristics of all respondents by caregiver type.

- 74% (353) of responding participants (477; 99%) brought only their own child.
- 26% (124) said they brought a child other than their own to *Kaleidoscope Play & Learn*.
 - Of these FFN caregivers, 47% (58) were grandparents.
 - 23% (28) 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 this survey was slightly higher than in 2013, when 24% were FFN caregivers and 76% were parents only.

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

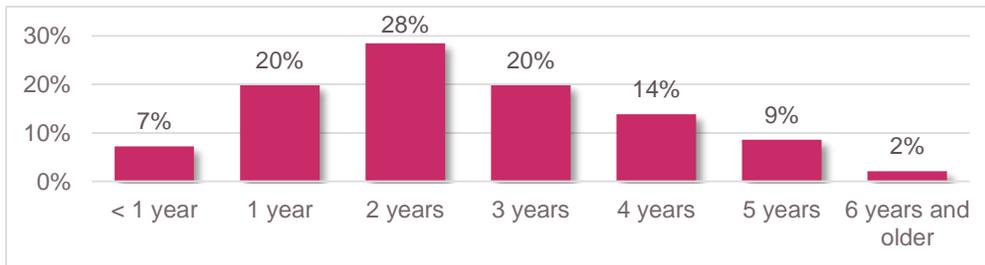
Caregivers primarily bring children ages one through three to *Kaleidoscope Play & Learn* groups, with two being the most common age for child participants (see Figure 1).

FIGURE 1: Ages of Child Participants (N=801 children; N=484 respondents)

¹ Response rates are based on estimates of 988 unduplicated participants among 15 affiliates at the time of their 2014 survey. The number of respondents and participating affiliates is lower than last year.

² This is higher than the median of 11 last year.

³ 26% of all participants – including those who did not complete the survey – were FFN caregivers.



Three quarters of Kaleidoscope Play & Learn participants are people of color.

- 77% (311) of responding participants (404; 84%) 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
- Most identified as Asian (53%; 41% of all responding participants; n=165), followed by Hispanic or Latino (37%; 28% of all responding participants; n=114).⁵

Two thirds of Kaleidoscope Play & Learn participants live in homes where adults predominantly speak a language other than English.

- 66% (299) of responding participants (452; 93%) indicated a language other than English is predominantly spoken by the adults in their home.⁶
- 35% (24% of all responding participants; n=106) reported Cantonese or Mandarin as their predominant language, and almost one third indicated Spanish (31%; 21% of all responding participants; n=94).⁷
- 12% of responding participants (n=53) said they spoke two or more languages equally but did not specify those languages.

Close to half (45%; n=220) of participants completed surveys in a language other than English: Chinese (22%; n=107), Spanish (21%; n=102), Vietnamese (1%; n=7), and Somali 1%; n=4).

Seven surveys were marked as completed via oral translation.

Over half of Kaleidoscope Play & Learn participants live in poverty.

- 56% (225) of responding participants (399; 82%) reported their annual income as less than or equal to \$44,000, a slightly lower threshold than the figure typically considered living in poverty for a family of four (200% of the 2014 threshold is \$47,700).
- 29% (114) reported an annual household income of more than \$70,000.⁸

⁴ This is considerably higher than in 2013, when 66% identified as non-White. This year, 16% of respondents did not supply an answer and were thus excluded from any race/ethnicity comparisons.

⁵ In 2013, a slightly larger percentage identified as Asian (58% of participants of color) and slightly fewer as Hispanic or Latino (28% of participants of color).

⁶ This is up considerably from 51% in 2013.

⁷ See Table 1 for a full list of languages spoken in the home.

⁸ The percentage with incomes less than \$44,000 is considerably higher than in 2013 (48%); the percentage reporting incomes greater than \$70,000 is considerably smaller (35%).



FFN caregivers are more likely than parents to be White, have household incomes below the poverty level, and speak a language other than English at home compared to parents who brought only their own child.

- FFN caregivers were significantly more likely than parents who brought only their own child to
 - be White (34% vs. 18%, $p < .001$);
 - have household incomes below the poverty level for a family of four (38% vs. 25%; $p < .05$); and
 - speak a language other than English at home (46% vs. 29%; $p < .001$).

Consistent with 2013 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 the poverty level than their counterparts: 30% vs. 17% ($p < .05$).
- 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: 33% vs. 18% ($p < .01$).

How Often Do People Participate?

At the time they completed the survey, 44% of caregivers had attended *Kaleidoscope Play & Learn* groups more than 12 times (roughly the equivalent of at least three months).

- 19% (93) attended only one or two groups prior to survey administration and did not complete additional survey items per our instructions.⁹
- Among the 82% (470) attending more than two times
 - 36% (168) participated 3-12 times,
 - 28% (133) 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, lived in a household where the dominant language was not English, or income was less than 100% or 200% of the poverty level for a family of four.

⁹ In the survey, caregivers are directed to skip the subsequent survey items (except for the participant information items) if they attended only one or two sessions. Fourteen participants who did not provide attendance information completed the subsequent survey items. It is therefore assumed these participants attended more than two times, but they are not included in the analyses comparing outcomes by attendance rates.



Kaleidoscope Play & Learn Caregiver Feedback Form Year-End Results

On the Caregiver Feedback Form, participants were asked to indicate the response that best described the extent they'd experienced changes in 14 different outcome indicators: "about the same," "a little more," and "a lot more" (see TABLES 2 and 3 on pages 7 and 8).

Participating caregivers overwhelmingly experienced increases in **knowledge/understanding** related to providing quality care to young children, **caregiver-child behaviors** that support positive child development, and **social networks or social support**.

- Over 85% of caregivers reported increases in almost three quarters of the outcome indicators (10 of the 14).
- Over 50% of caregivers rated as "a lot more" the increases they experienced in over three quarters of the outcome indicators (11 of the 14).

An improved social network was the most prevalent and strongest outcome, consistent with results in the past few years.

- 90% reported they feel more supported as a parent or caregiver in their community since they began participating in *Kaleidoscope Play & Learn* ("a lot more" or "a little more"); 61% reported they feel this way "a lot more"—one of the two highest percentages of "a lot more" endorsements among the 14 outcome indicators.
- 90% also reported they 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*; 86% reported increases in talking to or sharing ideas about caring for children with another adult.

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

- Another robust increase was in caregivers' encouragement of persistence among the child in their care, an indicator of caregiver-child behaviors that support positive child development. 62% reported they give them opportunities to learn and try new things "a lot more" since they began participating in *Kaleidoscope Play & Learn* (89% reported they do this "a little more" or "a lot more").
- Caregivers also reported increases in how frequently they do the following with the children in their care:
 - encourage the child in their care to keep trying even when it seems hard (88%; 55% "a lot more");
 - describe things they do and see (87%; 53% "a lot more");
 - notice times to help them learn throughout the day (87%; 52% "a lot more");
 - talk about numbers, shapes, and sizes (83%; 54% "a lot more");
 - talk to them about their feelings (83%; 49% "a lot more"); and



- read, look at books, or tell stories (79%; 54% “a lot more”).
- The latter result is likely due to there being a sizable proportion of caregivers who already frequently read, looked at books, or told stories with the child in their care prior to participating in *Kaleidoscope Play & Learn*.

Participating caregivers increasingly understand aspects of providing quality care to young children.

- Caregivers reported increases in the extent they understand the following:
 - what to expect from children at different ages (87%; 47% “a lot more”);
 - that children develop school-readiness skills when they play (86%; 50% “a lot more”);
 - the role they have in helping the child in their care be ready for kindergarten (84%; 49% “a lot more”); and
 - the importance of having a nurturing relationship with the child in their care (82%; 55% “a lot more”).

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.

Across all indicators, higher percentages of participants who attended 37 or more sessions of *Kaleidoscope Play & Learn* (n=75) reported increases than participants who attended fewer than 37 sessions (n=283); differences between the two groups that reached the level of statistical significance were the following (see TABLE 3):

- Talking to or sharing ideas about caring for children with another adult (96% compared to 83%; $p < .01$),
- Reading, looking at books, or telling stories with the child in their care (89% compared to 79%; $p < .05$), and
- Understanding the importance of having a nurturing relationship with the child in their care (89% compared to 76%; $p < .10$).

More caregivers in predominately non-English-speaking households reported increases compared to their English-speaking counterparts, across all outcome indicators.

This was also the case within the FFN caregiver population (see TABLE 3).

Caregivers in low-income households reported greater increases in knowledge/understanding, caregiver-child behavior, and social networks.

Caregivers living in households below approximately 200% of the federal poverty level for a family of four reported significantly higher increases in three of the four knowledge/understanding indicators, four of the seven caregiver-child behavior outcomes, and one of the three social network/support indicators.



(Increases in other indicators were also more common among caregivers in impoverished households, though these comparisons did not reach statistical significance.)



TABLE 1: Percentage of Caregivers with Different Characteristics

	Overall (n=484)	Parent only (n=353)	FFN (n=124)
Caregiver Type¹⁰			
Parent	74%	100%	NA
FFN ¹¹	26%	NA	100%
Parent	NA	NA	23%
Sibling	<1%	NA	2%
Grandparent	12%	NA	47%
Friend or neighbor	2%	NA	7%
Aunt or uncle	3%	NA	13%
Nanny	8%	NA	31%
Caregiver Gender			
Female	90%	90%	89%
Male	10%	10%	11%
Caregiver Ethnicity			
White only	23%	18%	34%
Of color ¹²	77%	82%	66%
Asian	41%	45%	30%
Hispanic or Latino	28%	28%	30%
Other ¹³	8%	9%	7%
Caregiver Predominant Home Language			
English	34%	29%	46%
Non-English	66%	71%	54%
Chinese or Mandarin	24%	25.5%	19%
Spanish	21%	22%	19%
Two or more languages spoken at home	12%	12.5%	10%
Other ¹⁴	10%	12%	6%
Caregiver Annual Household Income			
Less than \$22,000 ¹⁵	27%	25%	38%
\$22,001-\$44,000	29%	31%	23%
\$44,001-\$70,000	15%	14%	17%
More than \$70,000	29%	31%	22%
Military Family			
Yes	12%	12%	12%

¹⁰ Seven caregivers did not provide the information needed to determine caregiver type; 28 participants identified as more than one caregiver type.

¹¹ Percentages of FFN types below may total more than percent FFN overall because respondents may check all that apply.

¹² Percentages of ethnicities below may total more than percent “of color” because respondents may check all that apply.

¹³ Less than 5% of participants indicating an ethnic group identified as African American or Black (4%); African (3%); Arab, Iranian, or Middle Eastern (2%); Native American or Alaska Native (1%); and Pacific Islander (1%).

¹⁴ Less than 5% of participants reported predominantly speaking each of the following languages at home: Vietnamese (2%), Somali (1.5%), Korean (1%); and under 1% each reported predominantly speaking the following languages at home: Hindi, Amharic, Punjabi, Japanese, Tigrinya, American Sign Language, Thai, Gujarati (Indian dialect), German, French, Burmese, and Malayalam (Indian dialect).

¹⁵ An annual income of \$23,850 is approximately the federal poverty line for a family of four in 2014.


TABLE 2: Percentage of Participants Estimating Current Levels of Knowledge/Understanding, Caregiver-Child Behavior, and Social Networks. (n=369)

	About the Same	A Little More	A Lot More
KNOWLEDGE/UNDERSTANDING			
I understand that children develop school-readiness skills when they play.	14%	36%	50%
I understand the role I have in helping the child in my care be ready for kindergarten.	16%	35%	49%
I understand what to expect from children at different ages.	13%	40%	47%
I understand the importance of having a nurturing relationship with the child in my care.	18%	27%	55%
CAREGIVER-CHILD BEHAVIOR			
I describe things we do and see to the child in my care.	13%	34%	53%
I talk about numbers, shapes, and sizes with the child in my care.	17%	29%	54%
I read, look at books, or tell stories with the child in my care.	21%	25%	54%
I give the child in my care opportunities to learn and try new things	11%	27%	62%
I encourage the child in my care to keep trying even when it seems hard.	12%	33%	55%
I notice times to help the child in my care learn throughout the day.	13%	35%	52%
I talk to the child in my care about his or her feelings.	17%	34%	49%
SOCIAL NETWORKS			
I use community activities or services to help the child in my care learn and be healthy.	10%	36%	54%
I talk to or share ideas about caring for children with another adult.	14%	34%	52%
I feel supported as a parent or caregiver in my community.	10%	29%	61%

TABLE 3: Percentage of Participants Reporting Some Change by Caregiver Characteristics and Attendance

	All (369)	Caregiver type (n)		Predominant language in household (n)		FFN only Predominant Language in Household (n)		Household Income (n)		Attendance (n)	
		Parent (268)	FFN (98)	English (109)	Other than English (233)	English (44)	Other than English (47)	Above 200% poverty level (126)	Below 200% poverty level (182)	Attended 3-36 times (283)	Attended 37+ times (75)
KNOWLEDGE/UNDERSTANDING											
I understand that children develop school-readiness skills when they play.	86%	88%*	80%	67%	94%***	61%	96%***	79%	89%*	85%	88%
I understand the role I have in helping the child in my care be ready for kindergarten.	84%	87%**	74%	64%	93%***	56%	89%***	78%	89%*	82%	87%
I understand what to expect from children at different ages.	87%	90%*	80%	74%	92%***	66%	92%**	87%	89%	85%	93%
I understand the importance of having a nurturing relationship with the child in my care.	82%	86%**	72%	58%	93%***	52%	89%***	76%	89%**	79%	89%*
CAREGIVER-CHILD BEHAVIOR											
I describe things we do and see to the child in my care.	87%	89%	84%	72%	93%***	73%	91%*	82%	91%*	85%	92%
I talk about numbers, shapes, and sizes with the child in my care.	83%	86%*	76%	65%	91%***	63%	85%*	79%	88%*	81%	89%
I read, look at books, or tell stories with the child in my care.	79%	83%*	70%	57%	90%***	49%	88%***	74%	85%*	76%	89%*
I give the child in my care opportunities to learn and try new things.	89%	92%**	82%	76%	95%***	73%	89%	87%	91%	88%	92%
I encourage the child in my care to keep trying even when it seems hard.	88%	91%**	81%	73%	95%***	71%	91%*	85%	92%	87%	91%
I notice times to help the child in my care learn throughout the day.	87%	90%**	79%	68%	94%***	68%	86%*	83%	91%	85%	92%
I talk to the child in my care about his or her feelings.	83%	88%***	70%	61%	92%***	55%	84%**	79%	88%*	81%	87%
SOCIAL NETWORKS											
I use community activities or services to help the child in my care learn and be healthy.	90%	92%	85%	76%	96%***	74%	93%*	90%	90%	90%	89%
I talk to or share ideas about caring for children with another adult.	86%	89%**	77%	74%	90%***	67%	84%	80%	92%**	83%	96%**

I feel supported as a parent or caregiver in my community.	90%	93%**	83%	79%	95%***	70%	93%**	89%	93%	88%	95%
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*** Significant between-group difference at $p < .001$, ** Significant between-group difference at $p < .01$, *Significant between-group difference at $p < .05$