

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

January 2019

Kaleidoscope Play & Learn Participants and Participation

In 2018, 18 of 22 Washington State affiliates or 79 of 96 *Kaleidoscope Play & Learn* groups submitted 920 caregiver feedback forms, representing an 85% affiliate response rate, an 82% group response rate, and a 42% participant response rate.¹ Affiliate organizations submitted a median of 56 surveys (range 4 to 201).²

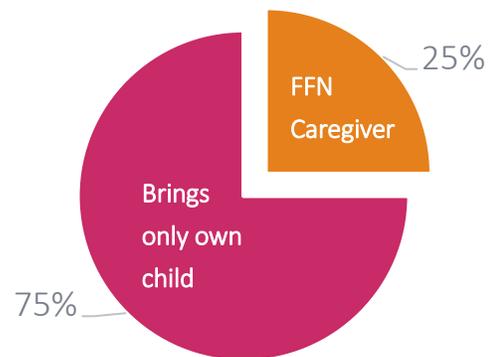
Who Participates?

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

See Table 1 on page 9 and 10 for caregiver characteristics of all respondents by caregiver type.

- 75% (n=673) of responding participants (n=902; 98% of all respondents) brought only their own child.
- 25% (n=229) said they brought a child other than their own to *Kaleidoscope Play & Learn*.³

Figure 1 | Parents who are FFN Caregivers or Bring Only Their Own Child (N=902)



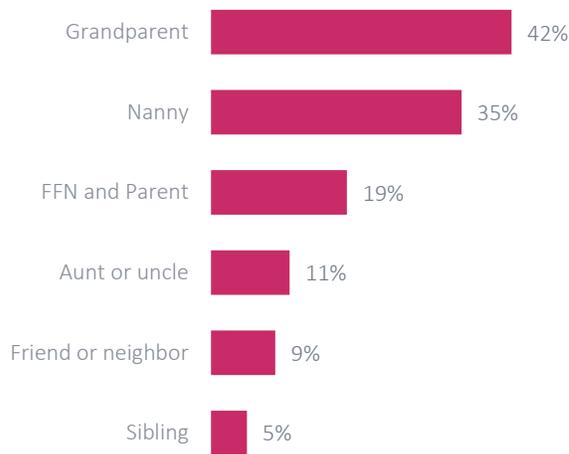
¹ The participant response rate is based on attendance records showing 2181 unduplicated participants among 22 affiliates during the month of survey administration. This response rate is slightly higher than in the previous year (39%), and the number of respondents is also much higher (628 last year).

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

³ This is similar to the prior year when 26% of the caregivers who participated in the survey were FFN.



Figure 2 | Types of FFN Caregiver Participants (N=229)⁴

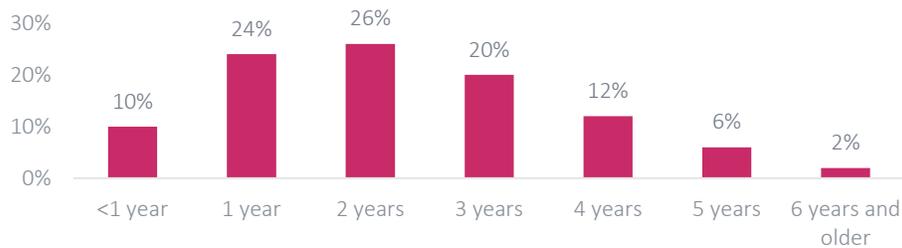


Of the 229 respondents categorized as FFN caregivers, 42% (n=97) were grandparents and 35% (n=81) were nannies. In addition, 19% (n=43) of the FFN caregivers were parents who brought their own child as well as another child to *Kaleidoscope Play & Learn*.

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

Caregivers primarily bring children ages one through three to *Kaleidoscope Play & Learn* groups, with one and two being the slightly more common ages for child participants (see Figure 3).

Figure 3 | Ages of Child Participants (N=1273 children; N=901 respondents)⁵



Close to two thirds of *Kaleidoscope Play & Learn* participants are people of color.

- 63% (n=554) of responding participants (n=880; 96%) indicated they identify themselves as a race or ethnicity other than White or as one or more races or ethnicities in addition to White.⁶

⁴ Four of the caregivers who identified as nannies also identified as friends or neighbors (2), aunts or uncles (1) and/or grandparents (1) in relation to other children with brought to a *Kaleidoscope Play & Learn* group.

⁵ An additional 19 caregivers reported they brought an additional 21 children but did not indicate the children’s ages.

⁶ This is lower than the prior year, when 75% identified as non-white. This year, 4% of respondents did not supply an answer and were thus excluded from any race/ethnicity comparisons.



- Of those identifying as a race or ethnicity other than White, 47% identified as Asian (28% of all responding participants; n=259), and 35% identified as Hispanic or Latino (21% of all responding participants; n=194).⁷

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

- 49% (n=433) of responding participants (n=877; 95%) indicated a language other than English is predominantly spoken by the adults in their home.⁸
- 27% (n=117) of those responding participants who indicated a predominant home language other than English reported the language is Cantonese or Mandarin, and 25% reported it is Spanish (n=109).⁹
- 14% (n=126) of responding participants indicated that adults in their home spoke two or more languages equally, most commonly English and Spanish or English and Mandarin or Cantonese, when specified.
- 29% (n=263) completed surveys in a language other than English. Of those surveys, 49% were in Chinese (n=129), 45% in Spanish (n=118), 3% in Vietnamese (n=7), and 2% in Somali (n=6).

Almost half of *Kaleidoscope Play & Learn* participants are low income.

- Of responding participants (n=800; 87% of all respondents), almost half (48%; n=382) reported an annual income less than or equal to \$49,200, a slightly lower threshold than what is typically considered low income for a family of four (200% of the 2018 threshold is \$50,200).¹⁰
- 33% (n=265) reported an annual household income over \$73,800.¹¹

⁷ In 2017, a larger percentage identified as Asian (66% of participants of color) and a smaller percentage identified as Hispanic or Latino (22% of participants of color).

⁸ This is less than the 61% in 2017. 5% of respondents did not provide an answer and were excluded from comparisons using these data.

⁹ See Table 1 for a full list of languages other than English predominately spoken in the home.

¹⁰ <https://www.healthcare.gov/glossary/federal-poverty-level-FPL/>

¹¹ The percentage with incomes less than \$49,200 is similar to that in 2017 (46%); the percentage reporting incomes greater than \$73,800 is slightly smaller (38% in 2017).



Compared to parents, FFN caregivers were represented by a significantly larger percentage of individuals who are White, low income, and speak English at home.¹²

- FFN caregivers were significantly more likely than parents who brought only their own child to
 - be White (47% vs. 34%, $p < .01$);
 - have household incomes below 200% of the poverty level (57% vs. 44%; $p < .05$); and
 - speak English as their primary language at home (58% vs. 48%, $p < .05$).

Consistent with 2017 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 200% of the poverty level than their counterparts.

- Caregivers of color were significantly more likely to have household incomes below approximately 200% of the poverty level than their counterparts (55% vs. 36%; $p < .001$).
- Caregivers in households where a language other than English is predominantly spoken by adults were also significantly more likely to have household incomes below approximately 200% of the poverty level than their counterparts (57% vs. 39%; $p < .001$).

How Often Do People Participate?

When they completed the survey, under half of caregivers (44%) had attended *Kaleidoscope Play & Learn* groups more than 12 times (roughly the equivalent of at least three months).¹³

- 17% (n=154) of responding participants (n=888; 97% of all respondents) attended only one or two groups prior to completing the survey.¹⁴
- Among the 83% (n=734) attending three or more times,
 - 47% (n=343) participated 3-12 times,
 - 33% (n=245) participated 13-36 times, and

¹² When nannies are excluded from this analysis, attending FFN caregivers and parents are similarly likely to have household incomes below 200% of the poverty level (51% vs. 44%, *ns*), and live in households where adults predominantly speak English at home (57% vs. 48%, *ns*).

¹³ This is similar to the 41% from 2017.

¹⁴ 32 respondents did not indicate how many times they attended and were therefore not included in the outcomes analysis.



- 20% (n=146) participated more than 36 times.

Caregivers of color, caregivers in households where a language other than English is predominantly spoken by adults, and caregivers in households with incomes below 200% of the poverty level were significantly more likely to attend more *Kaleidoscope Play & Learn* groups than their counterparts.

- Caregivers were more likely to reported having attended more than 12 sessions if they
 - Identify as a race/ethnicity other than White (58% vs 46%; $p < .05$)
 - Live in a household were adults predominantly speak a language other than English (58% vs 49%; $p < .05$)
- Caregivers were also more likely to reported having attended at least 37 sessions if they:
 - Live in a household were adults predominantly speak a language other than English (24% vs 15%; $p < .01$)
 - Have a household income that is less than 200% of the poverty level (24% vs 17%; $p < .05$)

Kaleidoscope Play & Learn Caregiver Feedback Form Year-End Results

On the Caregiver Feedback Form, participants who attended at least three times were asked to indicate the response that best described the extent they had experienced changes in 14 different outcome indicators: “about the same,” “a little more,” and “a lot more” (see Tables 2 and 3 on pages 10 and 11). The following findings reflect the responses provided by these individuals (n=734).

Participating caregivers overwhelmingly experience 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**.

- At least 73% of caregivers reported increases in each of the 14 outcome indicators, and 80% or more of caregivers reported increases in nine of the outcome indicators.
- At least 44% of caregivers characterized as “a lot more” the increases they experienced in all of the 14 outcome indicators.



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

- 86% 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”); 57% reported they feel this way “a lot more”—the highest percentage of “a lot more” endorsements among the 14 outcome indicators.
- 84% also reported using community activities or services to help the children in their care learn and be healthy, and at least 80% of caregivers reported an increase in all three of the social network outcomes.

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

- Another particularly strong increase was in caregivers providing learning opportunities to the children in their care, an indicator of caregiver-child behaviors that support positive child development. 52% reported giving the children opportunities to learn and try new things “a lot more” since they began participating in *Kaleidoscope Play & Learn*, and 84% reported they do this “a little more” or “a lot more.”
- Caregivers also reported increases in how much more they do the following with the child in their care:
 - Notice times to help them learn throughout the day (82%; 47% “a lot more”)
 - Encourage the child in their care to keep trying even when it seems hard (81%; 50% “a lot more”)
 - Describe things they do and see (80%; 47% “a lot more”)
 - Talk about numbers, shapes, and sizes (79%; 47% “a lot more”)
 - Talk to them about their feelings (76%; 45% “a lot more”)
 - Read, look at books, or tell stories (74%; 48% “a lot more”)

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 (82%; 45% “a lot more”)
 - That children develop school-readiness skills when they play (80%; 44% “a lot more”)
 - The role they have in helping the child in their care be ready for kindergarten (78%; 44% “a lot more”)



- The importance of having a nurturing relationship with the child in their care (73%; 47% “a lot more”)

Extended participation in *Kaleidoscope Play & Learn* groups is associated with more frequent positive caregiver-child behaviors, improved social networks, and more knowledge relevant to healthy child development to a statistically significant degree.

Across all of indicators, higher percentages of participants who attended 37 or more sessions of *Kaleidoscope Play & Learn* reported increases compared to participants who attended fewer than 37 sessions; differences between the two groups that reached the level of statistical significance at the $p < .05$ level were the following (see Table 3):

- Encouraging the child in their care to keep trying even when it seems hard (88% vs. 80%; $p < .05$).
- Notice times to help them learn throughout the day (88% vs. 80%; $p < .05$).
- Using community activities or services to help the child learn and be healthy (88% vs. 83%; $p < .05$).
- Talking to or sharing ideas about caring for children with another adult (88% vs. 79%; $p < .05$).
- Understanding the role they have in helping the child in their care be ready for kindergarten (85% vs. 76%; $p < .05$).
- Talking to the child in their care about his or her feelings (84% vs. 74%; $p < .05$).
- Reading, looking at books, or telling stories (83% vs. 72%; $p < .01$).

More caregivers in predominately non-English-speaking households and households with incomes below 200% of the poverty level reported increases in knowledge/understanding, caregiver-child behavior, and social networks compared to their counterparts.

For all of the outcome indicators, significantly more caregivers living in predominately non-English-speaking households reported increases, compared to their counterparts in predominately English-speaking households. The greatest difference was in understanding the importance of having a nurturing relationship with their child; 89% of caregivers in predominantly non-English speaking households reported an increase compared to 57% of caregivers in predominantly English-speaking households ($p < .001$). More caregivers in low-income households reported increases in knowledge/understanding, caregiver-child behavior, and social networks, as well.



For all but one of the 14 indicators, significantly more caregivers living in households below approximately 200% of the federal poverty level for a family of four reported increases, compared to their higher-income counterparts (see Table 3).



Table 1 | Percentage of Caregivers with Different Characteristics

	Overall (n=920)	Parent Only (n=673)	FFN (n=229)
Caregiver Type¹⁵			
Parent only	75%	100%	NA
FFN ¹⁶	25%	NA	100%
Grandparent	11%	NA	42%
Nanny	9%	NA	35%
FFN and Parent	5%	NA	19%
Aunt or uncle	3%	NA	11%
Friend or neighbor	2%	NA	9%
Sibling	1%	NA	5%
Caregiver Gender			
Female	90%	90%	92%
Male	9%	10%	8%
Non-Binary	<1%	<1%	0%
Caregiver Ethnicity			
White only	37%	34%	47%
Of color ¹⁷	63%	66%	53%
Asian	28%	31%	21%
Hispanic or Latino	21%	21%	21%
African	5%	6%	3%
Other ¹⁸	8%	8%	8%
Caregiver Predominant Home Language			
English only	51%	48%	58.5%
Non-English	49%	52%	43.5%
Two or more languages spoken at home	14%	14%	15%
Mandarin or Cantonese	13%	14%	11%
Spanish	12%	12%	12%
Other ¹⁹	9%	11%	5%

¹⁵ 18 caregivers did not provide information needed to determine caregiver type; 50 indicated more than one caregiver type.

¹⁶ Percentages of FFN types below may total more than percent FFN overall because respondents may check all that apply.

¹⁷ Percentages of ethnicities below may total more than percent “of color” because respondents may check all that apply.

¹⁸ Less than 5% of participants indicating an ethnic group identified as African American or Black (3%), Native American or Alaska Native (2%); Arabic, Iranian, or Middle Eastern (1%); and Pacific Islander (<1%).

¹⁹ Less than 1% indicated speaking predominantly Somali, Vietnamese, Tigrinya, Amharic, Russian, Japanese, Korean, Telugu, Tamil, Cambodian, French, Hebrew, Hindi, Indonesian, Italian, Kannada (language in India), Maya (Mayan language), Polish, Portuguese, Romanian, Sinhalese, or Swahili at home.



Table 1 (cont'd) | Percentage of Caregivers with Different Characteristics

	Overall (n=920)	Parent Only (n=673)	FFN (n=229)
Caregiver Annual Household Income			
Less than \$24,600 ²⁰	17%	16%	21%
\$24,600-\$49,200	31%	28.5%	36%
\$49,201-\$73,800	19%	18.5%	22%
More than \$73,800	33%	37%	22%
Military Family			
Yes	13%	16%	6%
Receive Payment from DSHS/Working Connections for Child Care			
Yes	4%	4%	7%

²⁰ An annual income of \$25,100 is approximately the federal poverty line for a family of four in 2018.



Table 2 | Percentage of Participants Estimating Current Levels of Knowledge/Understanding, Caregiver-Child Behavior, and Social Networks (n=734)²¹

	About the Same	A Little More	A Lot More
Knowledge/Understanding			
I understand that children develop school-readiness skills when they play.	20%	36%	44%
I understand the role I have in helping the child in my care be ready for kindergarten.	22%	34%	44%
I understand what to expect from children at different ages.	18%	37%	45%
I understand the importance of having a nurturing relationship with the child in my care.	28%	25%	47%
Caregiver-Child Behavior			
I describe things we do and see to the child in my care.	20%	33%	47%
I talk about numbers, shapes, and sizes with the child in my care.	21%	33%	47%
I read, look at books, or tell stories with the child in my care.	26%	27%	48%
I give the child in my care opportunities to learn and try new things.	16%	32%	52%
I encourage the child in my care to keep trying even when it seems hard.	19%	32%	50%
I notice times to help the child in my care learn throughout the day.	19%	34%	47%
I talk to the child in my care about his or her feelings.	24%	31%	45%
Social Networks			
I use community activities or services to help the child in my care learn and be healthy.	16%	33%	50%
I talk to or share ideas about caring for children with another adult.	20%	34%	46%
I feel supported as a parent or caregiver in my community.	14%	30%	57%

²¹ Among caregivers who reported attending a group on at least three occasions. Percentages may not add to exactly 100% due to rounding.

Table 3 | Percentage of Participants Reporting Some Change by Caregiver Characteristics and Attendance

	All (734)	Caregiver Type (n)		Predominant Language in Household (n)		Household Income (n)		Attendance (n)	
		Parent (538)	FFN (183)	English (357)	Other than English (342)	Above 200% poverty level (338)	Below 200% poverty level (308)	Attended 3-36 times (588)	Attended 37+ times (146)
Knowledge/Understanding									
I understand that children develop school-readiness skills when they play.	80%	80%	79%	70%	90%***	76%	85%**	78%	85%
I understand the role I have in helping the child in my care be ready for kindergarten.	78%	77%	80%	68%	88%***	73%	84%***	76%	85%*
I understand what to expect from children at different ages.	82%	82%	82%	75%	90%***	79%	87%**	81%	87%
I understand the importance of having a nurturing relationship with the child in my care.	73%	71%	75%	57%	89%***	65%	82%***	71%	79%
Caregiver-Child Behavior									
I describe things we do and see to the child in my care.	80%	81%	79%	70%	91%***	77%	84%*	79%	85%
I talk about numbers, shapes, and sizes with the child in my care.	79%	77%	83%	69%	89%***	74%	84%**	78%	83%
I read, look at books, or tell stories with the child in my care.	74%	73%	76%	60%	89%***	69%	80%**	72%	83%**
I give the child in my care opportunities to learn and try new things.	84%	84%	82%	75%	93%*	80%	86%*	83%	90%
I encourage the child in my care to keep trying even when it seems hard.	81%	81%	80%	72%	91%***	76%	87%***	80%	88%*
I notice times to help the child in my care learn throughout the day.	82%	81%	83%	71%	93%***	76%	88%***	80%	88%*
I talk to the child in my care about his or her feelings.	76%	74%	79%	65%	86%***	69%	82%***	74%	84%*
Social Networks									
I use community activities or services to help the child in my care learn and be healthy.	84%	83%	83%	78%	89%***	81%	85%	83%	88%*
I talk to or share ideas about caring for children with another adult.	80%	79%	82%	71%	90%***	76%	85%**	79%	88%*
I feel supported as a parent or caregiver in my community.	86%	86%	87%	80%	93%***	83%	90%**	86%	89%

*** Significant between-group difference at $p < .001$, ** Significant between-group difference at $p < .01$, * Significant between-group difference at $p < .05$.