

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

December 2019

Kaleidoscope Play & Learn Participants and Participation

In 2019, 30 of 52 Washington State affiliates and 97 of 133 *Kaleidoscope Play & Learn* groups submitted 1,175 caregiver feedback forms, representing a 58% affiliate response rate, a 73% group response rate, and a 45% participant response rate.¹ Affiliate organizations submitted a median of 39 surveys (range 4 to 203).²

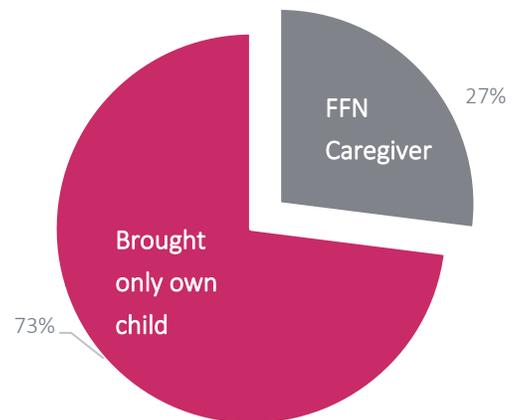
Who Participates?

Just over one in four *Kaleidoscope Play & Learn* participants who completed the survey are family, friend, and neighbor (FFN) caregivers.

- 73% (n=851) of responding participants (n=1,168; 99% of all respondents) brought only their own child.
- 27% (n=317) said they brought a child other than their own to *Kaleidoscope Play & Learn*.³

See Table 1 on pages 8 and 9 for characteristics of all respondents by caregiver type.

Figure 1 | Participants who are FFN Caregivers or Brought Only Their Own Child (n=1,168)

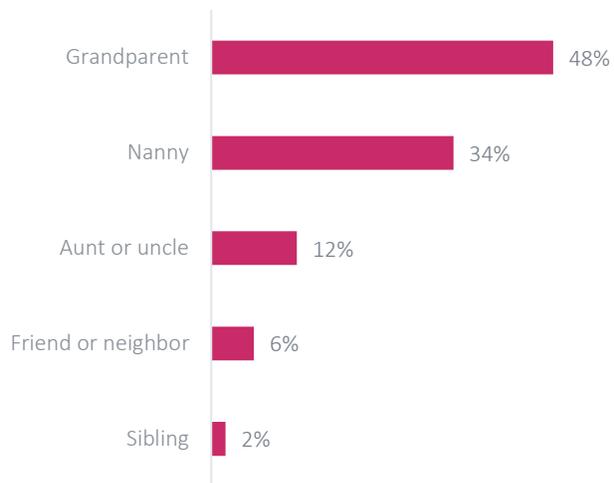


¹ The participant response rate is based on attendance records showing 2,618 unduplicated participants among the 30 affiliates that administered surveys during the month of survey administration. This response rate is slightly higher than in 2018 (42%), and the number of respondents is also higher (920 in 2018).

² This is lower than the median of 56 surveys in 2018.

³ This is similar to 2018, when 25% of the caregivers who participated in the survey were FFN caregivers.

Figure 2 | Types of FFN Caregiver Participants (n=317)⁴

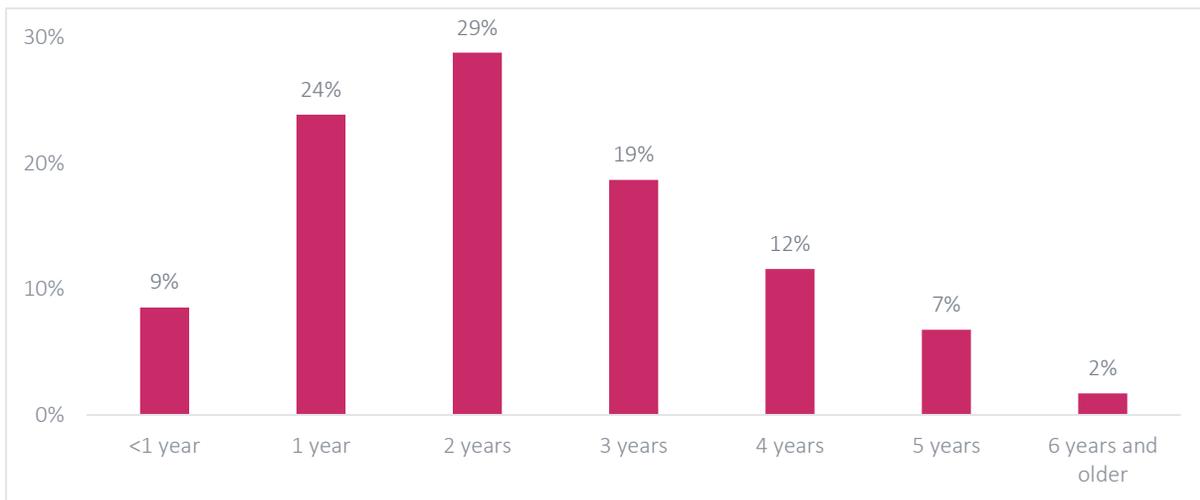


Of the 317 responding participants categorized as FFN caregivers, 48% (n=153) were grandparents and 34% (n=109) were nannies. In addition, 13% (n=42) of the FFN caregivers were parents who brought their own child as well as at least one other child in their care to *Kaleidoscope Play & Learn*.

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 most common ages for child participants (see Figure 3).

Figure 3 | Ages of Child Participants (n=1,697 children; n=1,175 responding participants)



⁴ Forty-seven FFN caregivers had different roles in relation to the children they brought to the groups. Three FFN caregivers indicated two different roles (e.g., nanny and friend) and four indicated three roles. Nineteen of the caregivers who were nannies were also parents (14), grandparents (3), or aunts/uncles (2) in relation to other children they brought.

Just over half of *Kaleidoscope Play & Learn* participants are people of color.

- Of responding participants (n=1,096, 93% of all respondents), 55% (n=602) indicated they identify themselves as a race or ethnicity other than White, or one or more races or ethnicities in addition to White.⁵ Of those who identified as a race or ethnicity other than White, 47% identified as Asian (n=283, 26% of all respondents), and 33% identified as Hispanic or Latino (n=196, 18% of all respondents).⁶

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

- Of responding participants (n=1,001; 85% of all respondents), 35% (n=349) indicated a language other than English is predominantly spoken by the adults in their home, down from 49% in 2018 and 61% in 2017.
- Of those in households where a language other than English is predominantly spoken by adults, 29% (n=101) reported the language is Cantonese or Mandarin, and 20% reported it is Spanish (n=71).⁷
- 11% (n=108) of responding participants indicated that adults in their home spoke two or more languages equally (31% of those who predominately speak a language other than English).
- 22% (n=256) of responding participants completed surveys in a language other than English. Of those surveys, 42% were in Chinese (n=107), 46% in Spanish (n=118), 4% in Vietnamese (n=10), and 3% in Somali (n=7).

Almost half of *Kaleidoscope Play & Learn* participants are in low-income households.⁸

- Of responding participants (n=985; 84% of all respondents), just under half (46%; n=449) reported an annual income less than or equal to \$50,200, slightly less than 200% of the 2019 poverty threshold for a family of four (\$51,500).⁹
- 35% (n=346) reported an annual household income over \$75,300.¹⁰

⁵ This is lower than the prior year, when 63% identified as a race/ethnicity other than White. This year, 7% of respondents did not supply an answer and were thus excluded from any race/ethnicity comparisons.

⁶ These numbers are relatively consistent with 2018 (47% Asian and 35% Hispanic).

⁷ See Table 1 for a full list of languages other than English predominantly spoken in the home.

⁸ Low income is defined as 200% of the federal poverty level.

⁹ <https://www.healthcare.gov/glossary/federal-poverty-level-FPL/>

¹⁰ The percentage with incomes less than \$50,200 is similar to that in 2018 (48%); the percentage reporting incomes greater than \$75,300 is slightly higher (33% in 2018).

Compared to parents, FFN caregivers were represented by a significantly larger percentage of individuals who are White, in low-income households, and in households where adults predominantly speak English.

- FFN caregivers were significantly more likely than parents who brought only their own child to
 - be White (51% vs 43%, $p < .05$);¹¹
 - live in low-income households (54% vs 43%; $p < .01$); and
 - live in households where adults predominantly speak English (72% vs 62%, $p < .01$).

Consistent with 2017 and 2018 results, caregivers of color and caregivers in households where a language other than English is predominantly spoken by adults were significantly more likely to live in low-income households than their counterparts.

- Caregivers of color were significantly more likely to live in low-income households than their counterparts (55% vs 34%; $p < .001$).
- Caregivers in households where a language other than English is predominantly spoken by adults were also significantly more likely to live in low-income households than their counterparts (56% vs 40%; $p < .001$).

How Often Do People Participate?

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

- Of responding participants (n=1,141; 97% of all respondents), 18% (n=203) attended only one or two groups prior to completing the survey.¹³
- Among the 82% (n=938) who attended three or more times,
 - 46% (n=436) participated 3–12 times,
 - 33% (n=310) participated 13–36 times, and
 - 20% (n=192) participated more than 36 times.
- Unlike previous years, there were no demographic differences between caregivers who attended more *Kaleidoscope Play & Learn* groups and those who did not.

¹¹ FFN are significantly more likely to be White, even when nannies are removed from the analysis (51% vs 43% $p < .05$).

¹² This is the same as 2018.

¹³ Thirty-four respondents did not indicate how many times they attended and were therefore not included in the outcomes analysis.

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 outcome indicators: “about the same,” “a little more,” and “a lot more.” The following findings reflect the responses provided by these individuals (n=930; see Table 2 on page 10).

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**.

- Over 70% of caregivers reported increases (“a lot more” or “a little more”) in each of the 14 outcome indicators, and at least 80% reported increases in seven of the outcome indicators.
- Across all of the outcome indicators, more than 40% of caregivers characterized the increases they experienced as “a lot more.”

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

- 89% of caregivers reported feeling 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”); 54% reported they feel this way “a lot more”—the highest percentage of “a lot more” endorsements among the 14 outcome indicators.
- 83% also reported both (1) using community activities or services to help the children in their care learn and be healthy, and (2) talking to or sharing ideas about caring for their children with other adults.

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. 53% reported giving the children in their care opportunities to learn and try new things “a lot more” since they began participating in *Kaleidoscope Play & Learn*, and 85% 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:
 - Encourage them to keep trying even when it seems hard (81% “a little” or “a lot” more; 47% “a lot more”)

- Notice times to help them learn throughout the day (80%; 45%)
- Describe things they do and see (78%; 45%)
- Talk about numbers, shapes, and sizes (77%; 45%)
- Talk to them about their feelings (76%; 42%)
- Read, look at books, or tell stories (74%; 44%)

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% “a little” or “a lot” more; 42% “a lot more”)
 - The role they have in helping the child in their care be ready for kindergarten (78%; 44%)
 - That children develop school-readiness skills when they play (78%; 41%)
 - The importance of having a nurturing relationship with the child in their care (74%; 45%)

Extended participation in *Kaleidoscope Play & Learn* groups is associated with more increases in positive caregiver-child behaviors and knowledge about healthy child development.

Across all of the outcome indicators, higher percentages of participants who attended more than 36 sessions of *Kaleidoscope Play & Learn* reported increases in positive caregiver-child behaviors and knowledge about healthy child development, compared to participants who attended fewer than 37 sessions; differences between the two groups that reached statistical significance at the $p < .05$ level were the following (see Table 3):

- Understanding that children develop school-readiness skills when they play (85% vs 76%; $p < .01$)
- Understanding the role they have in helping the child in their care be ready for kindergarten (84% vs 77%; $p < .05$)
- Describing things we do and see to the child in their care (84% vs 77%; $p < .05$)
- Talking to the child in their care about his or her feelings (84% vs 74%; $p < .01$)

More caregivers in predominantly non-English-speaking households and low-income households 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 predominantly non-English-speaking households reported increases compared to those in predominantly English-speaking households. The greatest difference was in more frequently reading, looking at books, or telling stories with the children in their care;

92% of caregivers in predominantly non-English speaking households reported an increase compared to 62% of caregivers in predominantly English-speaking households ($p < .001$).

More caregivers in low-income households also reported increases in knowledge/understanding and caregiver-child behavior. For all of those 11 outcome indicators, caregivers in low-income households reported increases compared to their higher-income counterparts (see Table 3). In contrast to 2018, there was no statistically significant difference in 2019 across these groups in the three outcome indicators for social networks.

Caregivers of color are more likely to report increases across all of the outcome indicators than their White counterparts.

Outcome data were disaggregated by race to help Child Care Resources identify opportunities to address potential effects of race on participant experience with *Kaleidoscope Play & Learn*. For the purpose of this analysis, responding participants who reported multiple races were designated as "multi-racial." Only categories with more than 10 respondents were included in the analysis due to the low reliability of results based on very small subgroup sizes.

Overall, caregivers of color were significantly more likely to report increases on all 14 outcome indicators compared to their counterparts who identified as White only (see Table 4). The greatest difference between caregivers of color and White caregivers in rates of reported increases was for "understanding the importance of having a nurturing relationship with the child in my care" (87% vs 57%) followed closely by "I read, look at books, or tell stories with the child in my care" (86% vs 59%).

Ninety percent or more caregivers of color reported increases related to:

- Giving the child in their care opportunities to learn and try new things (90%)
- Encouraging the child in their care to keep trying even when it seems hard (90%)
- Feeling supported (92%)

Caregivers identifying as Hispanic reported the strongest outcomes across the board (average of 93% change across all 14 outcome indicators), followed closely by caregivers identifying as Asian (average of 90%). Caregivers identifying as African and White-only were least likely to report changes (71% on average).

Table 1 | Percentage of Caregivers with Different Characteristics

	Overall (n=1,175)	Parent Only (n=851)	FFN (n=317)
Caregiver Type¹⁴			
Parent only	73%	100%	N/A
FFN ¹⁵	27%	N/A	100%
Grandparent	13%	N/A	48%
Nanny	9%	N/A	34%
FFN and parent	4%	N/A	13%
Aunt or uncle	3%	N/A	12%
Friend or neighbor	2%	N/A	6%
Sibling	<1%	N/A	2%
Caregiver Gender			
Female	90%	90%	91%
Male	9%	10%	8%
Queer or non-binary	1%	1%	1%
Caregiver Ethnicity			
White only	45%	43%	51%
Of color ¹⁶	55%	57%	49%
Asian	26%	29%	17%
Hispanic or Latino	18%	16%	22%
African	5%	5%	4%
African American or Black	4%	3%	4%
Other ¹⁷	5%	5%	4%
Caregiver Predominant Home Language			
English only	65%	62%	72%
Non-English	35%	38%	28%
Two or more languages spoken at home	11%	11%	10%
Spanish	7%	7%	6%
Mandarin or Cantonese	10%	11%	7%
Other ¹⁸	7%	8%	5%

¹⁴ Seven caregivers did not provide the information needed to determine caregiver type; 47 indicated more than one caregiver type.

¹⁵ Percentages of FFN types may total more than overall FFN percentage because respondents may check all that apply.

¹⁶ Percentages of ethnicities may total more than overall “of color” percentage because respondents may check all that apply.

¹⁷ Other includes Native American or Alaska Native (1%); Pacific Islander (1%); and Arabic, Iranian, or Middle Eastern (1%).

¹⁸ Other includes Vietnamese (1%); and Korean, Russian, Somali, Amharic, Cambodian, Czech, Farsi, French, Indonesian, Japanese, Pashto, Portuguese, Punjabi, Swahili, Tamil, Telugu, Tibetan, and Ukrainian (all <1%)

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 \$25,100 ¹⁹	18%	17%	22%
\$25,101-\$50,200	28%	26%	31%
\$50,201-\$75,300	19%	19%	20%
More than \$75,300	35%	38%	27%
Child Has Special Needs			
Yes	15%	15%	14%
Receive Payment from DSHS/Working Connections for Child Care			
Yes	4%	4%	4%

¹⁹ An annual income of \$25,750 is approximately the federal poverty line for a family of four in 2019.

Table 2 | Percentage of Participants Reporting Gains in Levels of Knowledge/Understanding, Caregiver-Child Behavior, and Social Networks Since They Began Participating (n=930)²⁰

Outcome Indicators	About the Same	A Little More	A Lot More
Knowledge/Understanding			
I understand that children develop school-readiness skills when they play.	22%	37%	41%
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%	40%	42%
I understand the importance of having a nurturing relationship with the child in my care.	26%	29%	45%
Caregiver-Child Behavior			
I describe things we do and see to the child in my care.	22%	34%	45%
I talk about numbers, shapes, and sizes with the child in my care.	23%	32%	45%
I read, look at books, or tell stories with the child in my care.	26%	30%	44%
I give the child in my care opportunities to learn and try new things.	16%	32%	53%
I encourage the child in my care to keep trying even when it seems hard.	19%	34%	47%
I notice times to help the child in my care learn throughout the day.	20%	35%	45%
I talk to the child in my care about his or her feelings.	24%	34%	42%
Social Networks			
I use community activities or services to help the child in my care learn and be healthy.	17%	33%	50%
I talk to or share ideas about caring for children with another adult.	17%	39%	44%
I feel supported as a parent or caregiver in my community.	11%	35%	54%

²⁰ Among those who had attended at least three groups. Percentages may not add to exactly 100% due to rounding.

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

	All (930)	Caregiver Type (n)		Predominant Language in Household (n)		Household Income (n)		Attendance (n)	
		Parent (678)	FFN (256)	English (530)	Other than English (278)	Above 200% poverty level (422)	Below 200% poverty level (364)	Attended 3–36 times (746)	Attended 37+ times (192)
Knowledge/Understanding									
I understand that children develop school-readiness skills when they play.	78%	78%	78%	70%	92%***	73%	83%***	76%	85%**
I understand the role I have in helping the child in my care be ready for kindergarten.	78%	78%	79%	69%	90%***	73%	83%***	76%	84%*
I understand what to expect from children at different ages.	82%	84%**	76%	75%	92%***	79%	86%**	80%	86%
I understand the importance of having a nurturing relationship with the child in my care.	74%	74%	73%	62%	90%***	67%	81%***	73%	78%
Caregiver-Child Behavior									
I describe things we do and see to the child in my care.	78%	78%	78%	69%	94%***	72%	86%***	77%	84%*
I talk about numbers, shapes, and sizes with the child in my care.	77%	78%	75%	68%	92%***	73%	83%**	76%	82%
I read, look at books, or tell stories with the child in my care.	74%	74%	74%	62%	92%***	68%	84%***	73%	78%
I give the child in my care opportunities to learn and try new things.	85%	85%	84%	79%	94%***	82%	89%**	84%	89%
I encourage the child in my care to keep trying even when it seems hard.	81%	82%	80%	73%	93%***	77%	88%***	81%	85%
I notice times to help the child in my care learn throughout the day.	80%	81%	78%	72%	92%***	75%	86%***	79%	84%
I talk to the child in my care about his or her feelings.	76%	76%	76%	68%	88%***	70%	84%***	74%	84%**
Social Networks									
I use community activities or services to help the child in my care learn and be healthy.	83%	83%	83%	80%	90%***	84%	85%	83%	85%
I talk to or share ideas about caring for children with another adult.	83%	83%	81%	77%	89%***	81%	84%	82%	86%
I feel supported as a parent or caregiver in my community.	89%	89%	88%	86%	94%**	89%	90%	88%	91%

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

Table 4 | Percentage of Participants Reporting Some Change in Outcomes by Caregiver Race/Ethnicity

	All (930)	People of Color Compared to White-only		Comparisons Among All Race/Ethnicity Categories (Including White-only)				
		PoC (494)	White (602)	African (45)	African American (25)	Asian (271)	Hispanic (174)	Multi-Racial (56)
Knowledge/Understanding								
I understand that children develop school-readiness skills when they play.	78%	86%***	69%	60%	84%	88%	94%	79%
I understand the role I have in helping the child in my care be ready for kindergarten.	78%	85%***	68%	69%	68%	84%	96%	81%
I understand what to expect from children at different ages.	82%	89%***	73%	73%	78%	91%	93%	85%
I understand the importance of having a nurturing relationship with the child in my care.	74%	87%***	57%	86%	63%	89%	97%	71%
Caregiver-Child Behavior								
I describe things we do and see to the child in my care.	78%	88%***	68%	62%	79%	92%	93%	81%
I talk about numbers, shapes, and sizes with the child in my care.	77%	87%***	66%	70%	78%	89%	93%	77%
I read, look at books, or tell stories with the child in my care.	74%	86%***	59%	78%	79%	88%	91%	79%
I give the child in my care opportunities to learn and try new things.	85%	90%***	78%	73%	74%	93%	95%	85%
I encourage the child in my care to keep trying even when it seems hard.	81%	90%***	71%	81%	72%	94%	96%	77%
I notice times to help the child in my care learn throughout the day.	80%	88%***	71%	64%	78%	91%	94%	83%
I talk to the child in my care about his or her feelings.	76%	84%***	66%	64%	78%	84%	92%	83%
Social Networks								
I use community activities or services to help the child in my care learn and be healthy.	83%	86%*	80%	65%	79%	88%	91%	87%
I talk to or share ideas about caring for children with another adult.	83%	86%**	78%	65%	79%	90%	88%	85%
I feel supported as a parent or caregiver in my community.	89%	92%*	87%	78%	94%	94%	94%	87%

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

Note: For statistical comparisons between White-only and POC subgroups, statistically significant differences in outcomes are indicated by asterisks next to the percentage corresponding to the subgroup with the higher percentage; statistically significant differences among the six race/ethnicity categories are indicated by bolding the highest percentages compared to the other subgroups.