Summary of Year-End Kaleidoscope Play & Learn

King County Affiliate Participant Survey Results

December 2017

Kaleidoscope Play & Learn Participants and Participation

In 2017, 14 of 16 King County affiliates[1] submitted 628 *Kaleidoscope Play & Learn* caregiver feedback forms, representing a 88% affiliate response rate[2] and a 42% participant response rate.[3] Affiliate organizations submitted a median of 11 surveys (range 2 to 272).[4]
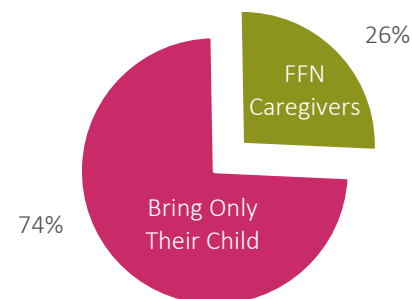
Who Participates?

Just over one in four *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.

- 74% (n=454) of responding participants (n=614; 98% of the total sample) brought only their own child.

Figure 1 | Parents who are FFN Caregivers or Bring Only Their Own Child (N=614)

26% FFN Caregivers

74% Bring Only Their Child

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[1] Limited sets of results pertaining to *all* affiliates and pertaining to *only those affiliates located outside of King County* can be found in Appendices A and B, respectively.

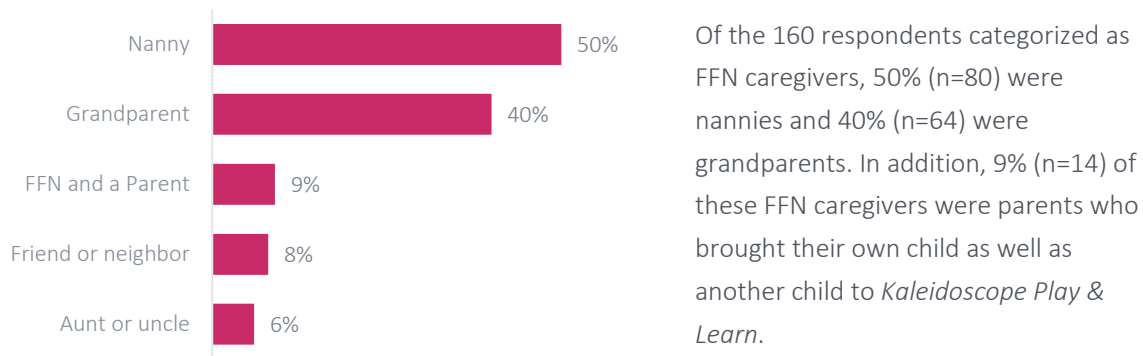[2] The affiliate response rate is based on the 16 King County affiliates running groups.

[3] The participant response rate is based on attendance records showing 1492 unduplicated participants among 14 affiliates during the month of survey administration. This response rate is slightly lower than in the previous year (50%), and the number of respondents is also much lower (782 last year).

[4] This is lower than the median of 23 last year.

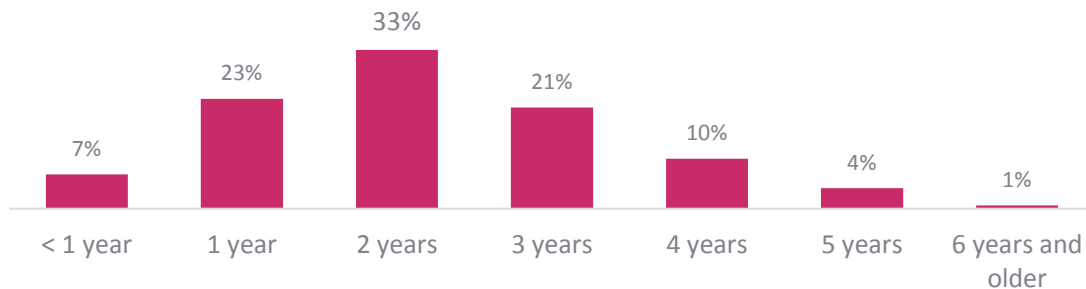- 26% (n=160) said they brought a child other than their own to *Kaleidoscope Play & Learn*.[5]

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[5] This is similar to the prior year when 25% of the caregivers who participated in the survey were FFN.

Figure 2 | Types of FFN Caregiver Participants (N=160)[6]

Nanny — 50%
Grandparent — 40%
FFN and a Parent — 9%
Friend or neighbor — 8%
Aunt or uncle — 6%

Of the 160 respondents categorized as FFN caregivers, 50% (n=80) were nannies and 40% (n=64) were grandparents. In addition, 9% (n=14) of these 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 two being the most common age for child participants (see Figure 1).

Figure 3 | Ages of Child Participants (N=765 children; N=628 respondents)

< 1 year — 7%
1 year — 23%
2 years — 33%
3 years — 21%
4 years — 10%
5 years — 4%
6 years and older — 1%

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

- 74% (n=424) of responding participants (n=575; 92%) indicated they identify themselves as a race or ethnicity other than White or as one or more races or ethnicities in addition to White.[7]

- Of that, 66% identified as Asian (49% of all responding participants; n=281), and 22% identified as Hispanic or Latino (16% of all responding participants; n=93).[8]

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[6] Six of the caregiver who identified as nannies also identified as friends or neighbors (3), aunts or uncles (2) and/or parents (2) in relation to other children with brought to a Kaleidoscope Play & Learn group.

[7] This is similar to the prior year, when 75% identified as non-white. This year, 8% of respondents did not supply an answer and were thus excluded from any race/ethnicity comparisons.

[8] In 2016, a smaller percentage identified as Asian (59% of participants of color) and a larger percentage identified as Hispanic or Latino (28% of participants of color).

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

- 61% (n=358) of responding participants (n=584; 93%) indicated a language other than English is predominantly spoken by the adults in their home.[9]

- 47% (n=169) of those responding participants who spoke a language other than English (n=358) reported speaking Cantonese or Mandarin as their predominant language, and almost one fifth reported speaking Spanish (17%; n=61).[10]

- 14% of responding participants (n=81) indicated they spoke two or more languages equally, most commonly English and Spanish or English and Mandarin or Cantonese, when specified.

- About 45% (n=280) completed surveys in a language other than English. Of those 280 surveys, 73% were in Chinese (n=205), 25% in Spanish (n=70), and 2% in Vietnamese (n=5).

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

- Of responding participants (n=496; 79% of the total sample), almost half (46%; n=228) 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 2017 federal poverty limit).[11]

- 38% (n=186) of these 496 individuals reported an annual household income over $73,800.[12]

Compared to parents, FFN caregivers were represented by a significantly larger percentage of individuals who are White, have household incomes that are low-income, and speak English at home.[13]

- FFN caregivers were significantly more likely than parents who brought only their own child to

  - be White (35% vs. 23%, $p < .01$[14]);

  - have household incomes below 200% of the poverty level (55% vs. 44%; $p < .05$); and

  - speak English as their primary language at home (57% vs. 33%, $p < .001$).

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[9] This is similar to 62% in 2016. 7% of respondents did not provide an answer and were excluded from comparisons using this data.

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

[11] https://www.healthcare.gov/glossary/federal-poverty-level-FPL/

[12] The percentage with incomes less than $49,200 is similar to that in 2016 (48%); the percentage reporting incomes greater than $73,800 is slightly larger (31%).

[13] Consistent with 2016 findings, when nannies are excluded from this analysis, attending FFN caregivers and parents are equally likely to be White (27% vs. 23%, *ns*), have household incomes below 200% of the poverty level (58% vs. 44%, *ns*), and speak English at home (44% vs. 33%, *ns*).

[14] When nannies are excluded, attending FFN caregivers and parents are equally likely to be White (27% vs. 22%, *ns*).

Consistent with 2016 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 (51% vs. 35%; *p* < .01).

- 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 (52% vs. 37%; *p* < .01).

How Often Do People Participate?

When they completed the survey, under half of caregivers (41%) had attended *Kaleidoscope Play & Learn* groups more than 12 times (roughly the equivalent of at least three months).[15]

- 22% (n=135) of responding participants (n=612; 97% of the total sample) attended only one or two groups prior to survey administration.[16]

- Among the 78% (n=477) attending three or more times,

  – 48% (n=227) participated 3-12 times,

  – 33% (n=158) participated 13-36 times, and

  – 19% (n=92) participated more than 36 times.

Consistent with findings from prior years, 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 approximately 200% of the poverty level for a family of four.

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[15] This is similar to the 43% from 2016.

[16] Sixteen 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 different outcome indicators: "about the same," "a little more," and "a lot more" (see Tables 2 and 3 on pages 9 and 10). The following findings reflect the responses provided by these individuals (n=477) who attended at least three times.

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.

- More than 80% of caregivers reported increases in each of the 14 outcome indicators, and 85% or more of caregivers reported increases in all but two of the outcome indicators.

- More than 45% of caregivers rated as "a lot more" the increases they experienced in 12 of the 14 outcome indicators.

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

- 91% 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.

- 88% and 89%, respectively, also reported they talk to or share ideas about caring for children with another adult and 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*.

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 in their care, an indicator of caregiver-child behaviors that support positive child development. 56% reported giving the children opportunities to learn and try new things "a lot more" since they began participating in *Kaleidoscope Play & Learn*, and 91% reported they do this "a little more" or "a lot more."

- Caregivers also reported increases in how frequently they do the following:

  - Encourage the child in their care to keep trying even when it seems hard (90%; 50% "a lot more")

  - Describe things they do and see (88%; 50% "a lot more")

  - Notice times to help them learn throughout the day (87%; 46% "a lot more")

  - Read, look at books, or tell stories (86%; 54% "a lot more")

  - Talk about numbers, shapes, and sizes (86%; 50% "a lot more")

  - Talk to them about their feelings (85%; 46% "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 (87%; 45% "a lot more")

  - That children develop school-readiness skills when they play (86%; 43% "a lot more")

  - The role they have in helping the child in their care be ready for kindergarten (85%; 42% "a lot more")

  - The importance of having a nurturing relationship with the child in their care (84%; 49% "a lot more")

Extended participation in *Kaleidoscope Play & Learn* groups is associated with more frequent positive caregiver-child behaviors and more knowledge relevant to healthy child development to a statistically significant degree, but not more frequent use of community activities or services.

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):

- Understanding the role I have in helping the child in my care be ready for kindergarten (94% vs. 82%; $p < .01$).

- Understanding the importance of having a nurturing relationship with the child in their care (91% vs. 81%; $p < .05$).

- Reading, looking at books, or telling stories (95% vs. 84%; $p < .01$).

- Giving the children opportunities to learn and try new things (98% vs. 89%; $p < .05$).

- Encouraging the child in their care to keep trying even when it seems hard (97% vs. 88%; p <.05).

- Notice times to help them learn throughout the day (95% vs. 85%; $p < .05$).

- Talking to the child in their care about his or her feelings (92% vs. 84%; p<.05).

More caregivers in predominately non-English-speaking households reported increases in knowledge/understanding, caregiver-child behavior, and social networks compared to their English-speaking counterparts.

For all but one of the outcome indicators (using community activities or services to help children learn and be healthy), significantly more caregivers living in predominately non-English-speaking households reported increases, compared to their counterparts in predominately English-speaking households. When looking only at the FFN caregiver population, this pattern emerged for all but three of the outcome indicators (see Table 3).

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

For seven 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).

More parents reported increases in several outcome indicators compared to FFN caregivers.

Significantly more parents reported increases in the following outcome indicators (see Table 3):

- Understanding the importance of having a nurturing relationship with the child in their care (85% vs. 77%; $p < .05$).

- Describing things they do and see to the child in their care (91% vs. 79%; $p < .001$).

- Notice times to help them learn throughout the day (89% vs. 80%; $p < .05$).

- Talking to the child in their care about his or her feelings (88% vs. 77%; p<.01)

- Talking to or sharing ideas about caring for children with another adult (91% vs. 80%; p <.01)

Table 1 | Percentage of Caregivers with Different Characteristics[17]

	Overall (n=628)	Parent Only (n=454)	FFN (n=160)
Caregiver Type[18]			
Parent only	74%	100%	NA
FFN[19]	26%	NA	100%
Nanny	13%	NA	50%
Grandparent	10%	NA	40%
FFN and a Parent	2%	NA	9%
Friend or neighbor	2%	NA	8%
Aunt or uncle	1%	NA	6%
Sibling	0%	NA	0%
Caregiver Gender			
Female	90%	90%	90%
Male	9%	9%	10%
Queer or Non-Binary	1%	1%	0%
Caregiver Ethnicity			
White only	26%	23%	35%
Of color[20]	74%	77%	65%
Asian	49%	54%	33%
Hispanic or Latino	16%	15%	19%
Other[21]	9%	8%	14%
Caregiver Predominant Home Language			
English only	39%	33%	57%
Non-English	61%	67%	44%
Chinese or Mandarin	29%	34%	15%
Spanish	10%	10%	10%
Two or more languages spoken at home	13%	13%	15%
Other[22]	8%	10%	3%

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[17] Sample sizes vary for each group due to missing data from caregivers. Percentages are calculated based on available data.

[18] 14 caregivers did not provide information needed to determine caregiver type; 18 indicated more than one caregiver type.

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

[20] Percentages of ethnicities may total more than percent "of color" because respondents may check all that apply.

[21] Less than 5% of participants of color indicated their ethnic group as African (4%); African American or Black (3%); Native American or Alaska Native (1%); Pacific Islander (<1%); Arab, Iranian, or Middle Eastern (<1%); or Other (2%)

[22] Less than 5% of indicated speaking predominantly Somali (1%) at home, and under 1% for each of the following languages at home: Vietnamese, Korean, Russian, French, Tigrinya, Hindi, Telugu, Japanese, Thai, Polish, Marathi, French Lingala, Cham, Tamil, Kannada, Hebrew, German, Amharic, Cambodian, Romanian, and Bengali.

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

	Overall (n=628)	Parent Only (n=454)	FFN (n=160)
Caregiver Annual Household Income			
Less than $24,600[23]	17%	16%	22%
$24,600-$49,200	29%	27%	32%
$49,201-$73,800	17%	17%	17%
More than $73,800	38%	40%	29%
Military Family			
Yes	9%	11%	3%
Receive Payment from DSHS/Working Connections for Child Care			
Yes	6%	6%	5%
No	94%	94%	95%

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[23] An annual income of $24,600 is approximately the federal poverty line for a family of four in 2017.

Table 2 | Percentage of Participants Estimating Current Levels of Knowledge/Understanding, Caregiver-Child Behavior, and Social Networks (n=628)[24]

	About the Same	A Little More	A Lot More
Knowledge/Understanding			
I understand that children develop school-readiness skills when they play.	14%	43%	43%
I understand the role I have in helping the child in my care be ready for kindergarten.	16%	43%	42%
I understand what to expect from children at different ages.	13%	42%	45%
I understand the importance of having a nurturing relationship with the child in my care.	17%	35%	49%
Caregiver-Child Behavior			
I describe things we do and see to the child in my care.	12%	38%	50%
I talk about numbers, shapes, and sizes with the child in my care.	14%	36%	50%
I read, look at books, or tell stories with the child in my care.	14%	33%	54%
I give the child in my care opportunities to learn and try new things.	9%	34%	56%
I encourage the child in my care to keep trying even when it seems hard.	10%	39%	50%
I notice times to help the child in my care learn throughout the day.	13%	41%	46%
I talk to the child in my care about his or her feelings.	15%	40%	46%
Social Networks			
I use community activities or services to help the child in my care learn and be healthy.	12%	39%	50%
I talk to or share ideas about caring for children with another adult.	12%	39%	49%
I feel supported as a parent or caregiver in my community.	9%	34%	57%

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[24] Percentages may not add to exactly 100% due to rounding.

Table 3 | Percentage of Participants Reporting Some Change by Caregiver Characteristics and Attendance *** Significant between-group difference at $p < .001$, ** Significant between-group difference at $p < .01$, *Significant between-group difference at $p < .05$.

	All (477)	Caregiver Type (n)		Predominant Language in Household (n)		FFN Only Predominant Language in Household (n)		Household Income (n)		Attendance (n)	
		Parent (353)	FFN (115)	English (156)	Other than English (293)	English (57)	Other than English (50)	Above 200% poverty level (196)	Below 200% poverty level (189)	Attended 3-36 times (385)	Attended 37+ times (92)
Knowledge/Understanding											
I understand that children develop school-readiness skills when they play.	86%	85%	85%	74%	91%***	75%	96%**	83%	87%	85%	89%
I understand the role I have in helping the child in my care be ready for kindergarten.	84%	85%	80%	74%	90%***	67%	94%**	79%	89%*	82%	94%**
I understand what to expect from children at different ages.	88%	89%	83%	77%	93%***	70%	96%**	81%	94%***	86%	92%
I understand the importance of having a nurturing relationship with the child in my care.	83%	85%*	77%	66%	92%***	63%	92%**	78%	88%*	81%	91%*
Caregiver-Child Behavior											
I describe things we do and see to the child in my care.	88%	91%**	79%	77%	94%***	67%	92%**	86%	89%	87%	91%
I talk about numbers, shapes, and sizes with the child in my care.	86%	86%	84%	74%	92%***	72%	96%**	83%	89%	85%	91%
I read, look at books, or tell stories with the child in my care.	86%	87%	82%	72%	94%***	68%	96%***	82%	90%*	84%	95%**
I give the child in my care opportunities to learn and try new things.	91%	92%	87%	81%	96%***	80%	92%	89%	93%	89%	98%*
I encourage the child in my care to keep trying even when it seems hard.	90%	90%	88%	80%	95%***	81%	94%*	85%	94%**	88%	97%*
I notice times to help the child in my care learn throughout the day.	87%	89%*	80%	75%	93%***	67%	94%**	82%	91%**	85%	95%*
I talk to the child in my care about his or her feelings.	85%	88%**	77%	75%	91%***	68%	86%*	81%	92%**	84%	92%*
Social Networks											
I use community activities or services to help the child in my care learn and be healthy.	89%	90%	84%	86%	90%	79%	88%	89%	88%	88%	90%
I talk to or share ideas about caring for children with another adult.	88%	91%**	80%	80%	93%***	77%	85%	87%	89%	88%	90%
I feel supported as a parent or caregiver in my community.	91%	91%	90%	87%	94%*	82%	98%**	91%	91%	90%	96%

Appendix A: Year-End *Kaleidoscope Play & Learn* Participant Results Tables: Statewide

December 2017

Table 1 | Percentage of Caregivers with Different Characteristics

	Overall (n=861)	Parent Only (n=644)	FFN (n=201)
Caregiver Type[1]			
Parent only	76%	100%	NA
FFN[2]	24%	NA	100%
Grandparent	10%	NA	41%
Nanny	10%	NA	44%
FFN and Parent	3%	NA	14%
Aunt or uncle	2%	NA	10%
Friend or neighbor	3%	NA	11%
Sibling	0%	NA	0%
Caregiver Gender			
Female	90%	90%	91%
Male	9%	9%	9%
Queer or Non-Binary	1%	1%	0%
Caregiver Ethnicity			
White only	37%	36%	40%
Of color[3]	63%	64%	60%
Asian	37%	40%	26%
Hispanic or Latino	19%	18%	21%
African American or Black	2%	1%	6%
Other[4]	7%	6%	9%

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[1] 16 caregivers did not provide information needed to determine caregiver type; 34 indicated more than one caregiver type

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

[3] Percentages of ethnicities below may total more than percent "of color" because respondents may check all that apply.

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

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

	Overall (n=861)	Parent Only (n=644)	FFN (n=201)
Caregiver Predominant Home Language			
English only	49%	46%	60%
Non-English	51%	54%	40%
Cantonese or Mandarin	21%	24%	12%
Two or more languages spoken at home	13%	12%	14%
Spanish	11%	11%	11%
Other[5]	6%	7%	3%
Caregiver Annual Household Income			
Less than $24,600[6]	18%	18%	23%
$24,600-$49,200	32%	31%	34%
$49,201-$73,800	19%	18%	19%
More than $73,800	31%	33%	24%
Military Family			
Yes	13%	16%	5%
Receive Payment from DSHS/Working Connections for Child Care			
Yes	5%	5%	5%
No	95%	95%	95%

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[5] Less than 1% reported predominantly speaking each of the following languages at home: Somali, Vietnamese, Amharic, Korean, Russian, French, Tigrinya, Hindi, Telugu, Japanese, Thai, Polish, Marathi, French Lingala, Cham, Tamil, Kannada, Hebrew, German, Cambodian, Romanian, and Bengali.

[6] An annual income of $24,600 is approximately the federal poverty line for a family of four in 2017.

Table 2 | Percentage of Participants Estimating Current Levels of Knowledge/Understanding, Caregiver-Child Behavior, and Social Networks (n=861)

	About the Same	A Little More	A Lot More
Knowledge/Understanding			
I understand that children develop school-readiness skills when they play.	20%	39%	42%
I understand the role I have in helping the child in my care be ready for kindergarten.	20%	40%	40%
I understand what to expect from children at different ages.	16%	40%	43%
I understand the importance of having a nurturing relationship with the child in my care.	23%	33%	45%
Caregiver-Child Behavior			
I describe things we do and see to the child in my care.	17%	37%	46%
I talk about numbers, shapes, and sizes with the child in my care.	19%	33%	48%
I read, look at books, or tell stories with the child in my care.	21%	30%	49%
I give the child in my care opportunities to learn and try new things.	13%	33%	54%
I encourage the child in my care to keep trying even when it seems hard.	15%	37%	48%
I notice times to help the child in my care learn throughout the day.	17%	40%	43%
I talk to the child in my care about his or her feelings.	20%	38%	42%
Social Networks			
I use community activities or services to help the child in my care learn and be healthy.	16%	37%	47%
I talk to or share ideas about caring for children with another adult.	14%	39%	47%
I feel supported as a parent or caregiver in my community.	10%	34%	56%

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

	All (678)	Caregiver Type (n)		Predominant Language in Household (n)		FFN only Predominant Language in Household (n)		Household Income (n)		Attendance (n)	
		Parent (518)	FFN (149)	English (310)	Other than English (332)	English (83)	Other than English (58)	Above 200% poverty level (266)	Below 200% poverty level (290)	Attended 3-36 times (539)	Attended 37+ times (139)
Knowledge/Understanding											
I understand that children develop school-readiness skills when they play.	80%	80%	80%	69%	91%***	69%	95%***	78%	81%	78%	88%*
I understand the role I have in helping the child in my care be ready for kindergarten.	80%	81%	78%	70%	90%***	65%	95%***	77%	83%	78%	90%**
I understand what to expect from children at different ages.	84%	85%	81%	74%	93%***	70%	97%***	79%	87%*	82%	91%**
I understand the importance of having a nurturing relationship with the child in my care.	77%	78%	75%	62%	91%***	63%	91%***	73%	81%*	74%	88%***
Caregiver-Child Behavior											
I describe things we do and see to the child in my care.	84%	85%*	77%	72%	94%***	65%	93%***	82%	84%	82%	89%
I talk about numbers, shapes, and sizes with the child in my care.	81%	81%	80%	69%	93%***	69%	96%***	79%	83%	80%	88%*
I read, look at books, or tell stories with the child in my care.	79%	79%	77%	63%	93%***	61%	97%***	74%	81%	76%	87%**
I give the child in my care opportunities to learn and try new things.	87%	88%	83%	78%	95%***	77%	91%*	86%	88%	85%	94%*
I encourage the child in my care to keep trying even when it seems hard.	85%	84%	85%	74%	95%***	77%	95%**	81%	87%	83%	92%**
I notice times to help the child in my care learn throughout the day.	83%	85%*	77%	72%	93%***	64%	95%***	80%	86%	81%	93%***
I talk to the child in my care about his or her feelings.	80%	82%*	74%	69%	91%***	65%	86%**	78%	85%*	78%	89%**
Social Networks											
I use community activities or services to help the child in my care learn and be healthy.	84%	86%	80%	80%	89%**	74%	86%	83%	86%	84%	88%
I talk to or share ideas about caring for children with another adult.	86%	88%***	77%	79%	93%***	72%	86%	87%	85%	85%	91%
I feel supported as a parent or caregiver in my community.	90%	91%	87%	87%	94%*	76%	96%**	91%	90%	89%	94%

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