MAY 2018

KALEIDOSCOPE PLAY & LEARN EVALUATION

CALIFORNIA CHILD CARE RESOURCE & REFERRAL NETWORK

California Child Care Resource & Referral
NETWORK

engage

Contents

Introduction

Background

Child care is a fundamental need for working parents in the United States. However, finding affordable, high quality child care is a daunting task for many families. In California, the average annual cost for a preschool age child to attend a child care center is $9,106. [1] Additionally, slots for care that meets the needs of working parents is limited. As a more affordable or flexible alternative, a significant number of families often look to informal child care provided by Family, Friends and Neighbors (FFN) to meet their needs. A 2016 U.S. Department of Education survey found that substantial numbers of children under age six are cared for by FFN caregivers: 5.2 million children were in the care of relatives and 2.8 million children were in nonrelative home-based care. [2] While FFN care is prevalent across socioeconomic and racial-ethnic groups, the families most likely to use it are low-to-moderate income, Latino or African American, and refugees and immigrants. [3]

Given research on the importance of early childhood education, FFN caregivers can play a critical role in contributing to child development, school readiness, and future academic success. Kaleidoscope Play & Learn was developed in recognition of the unique position FFNs inhabit as caregivers and the need for high quality, early childhood education. Kaleidoscope Play & Learn is a play group model designed to provide children with intentional, developmentally-appropriate learning experiences and provide FFN caregivers with information, resources, support, and connections to promote optimal child development. This model was originally created and implemented by the Kaleidoscope Play & Learn Network in King County, Washington in June 2007 and was designated as a Promising Practice by the University of Washington's Evidence-Based Practice Institute in 2013.

About This Report

With funding from The David and Lucile Packard Foundation, the California Child Care Resource & Referral Network (the Network), in partnership with Engage R+D, assessed the impact of a California pilot of the Kaleidoscope Play & Learn model. The learnings highlighted in this report are based on interviews with Kaleidoscope Play & Learn facilitators, supervisors, and caregiver participants that were conducted between January and March 2018. This report also includes findings from the Agency Feedback Survey and a Caregiver Feedback Form administered by the Network (see Appendix).

Kaleidoscope Play & Learn California Pilot

In 2015, the California Child Care Resource & Referral Network (referred to as the Network) initiated a pilot of Kaleidoscope Play & Learn at 9 resource and referral (R&Rs) agencies located in 7 different counties in California. After completing a 2-day facilitator training, these 9 pilot sites began implementation of the Kaleidoscope Play and Learn curriculum in a playgroup format. These sites represent a diverse selection of geographies within California and offer a rich testing ground for Kaleidoscope Play and Learn. The initial 9 sites as well as 3 additional sites that joined the pilot in 2018 are shown in Exhibit 1.

---

[1] California Child Care Resource & Referral Network, California Child Care Portfolio (2015). Child Care Regional Market Rate Survey, 2014. As cited on www.kidsdata.org, a program of the Lucile Packard Foundation for Children's Health. Retrieved April 2018.
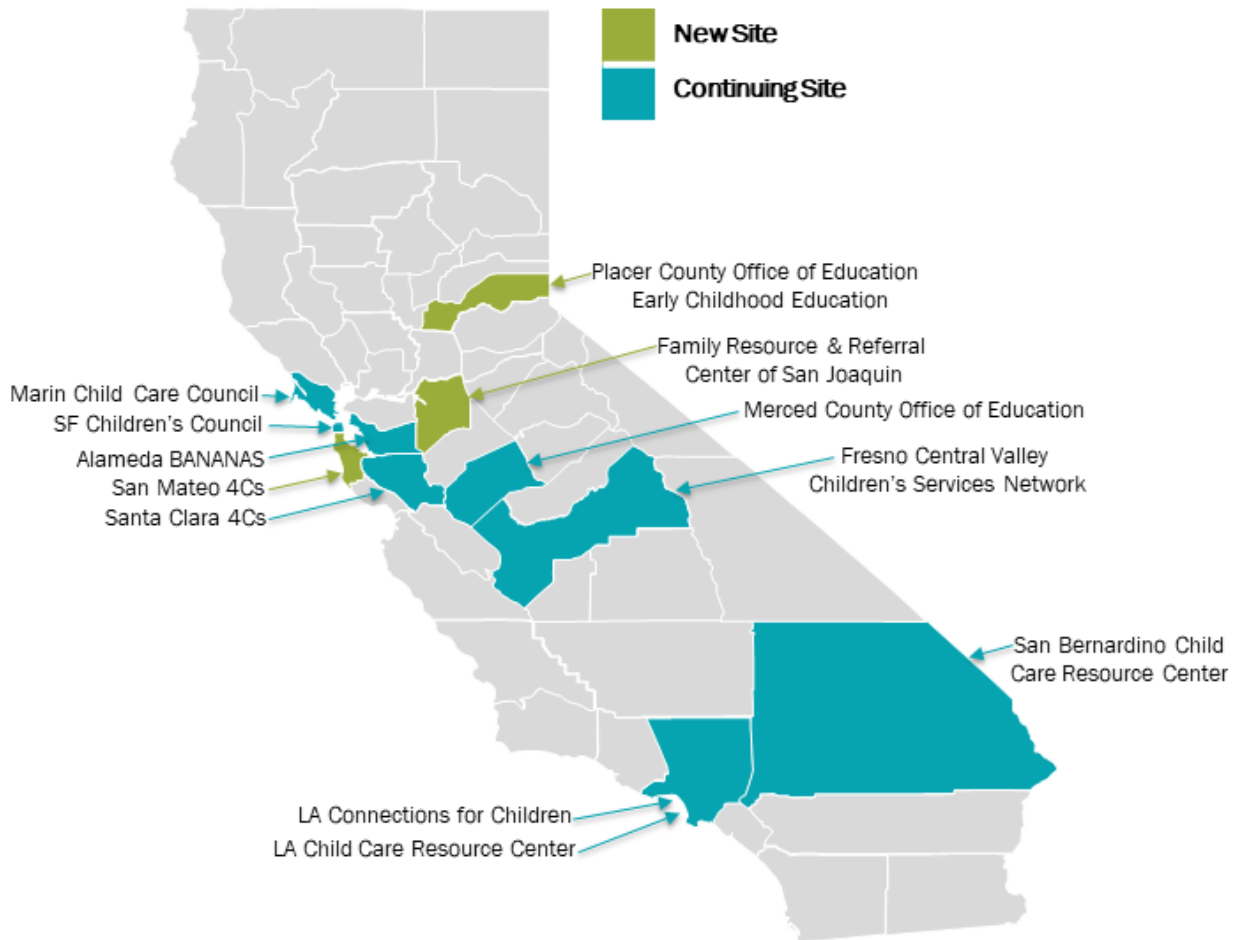
[2] McPhee, C., Jackson, M., Bielick, S., Masterton, M., Battle, D., McQuiggan, M., Payri, M., Cox, C., and Medway, R. (2018). National Household Education Surveys Program of 2016: Data File User's Manual (NCES 201 -100). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

[3] Porter, Toni (2018). Strengthening our efforts to support FFN child care. Packard Foundation Informal Care Meeting.

Exhibit 1. Kaleidoscope Play & Learn California Pilot Sites 2015-2018

In the year following the pilot, the Network observed a variety of ways in which these sites adapted the model to fit the distinctive needs of their communities, challenges related to implementation of the model, and successful outcomes. In the interest of developing a scalable and sustainable model for FFN quality improvement in California, the Network pursued a more in-depth exploration of outcomes and lessons learned through an evaluation of the pilot. The evaluation focused on four areas of inquiry.

- **Outreach and Implementation.** Are the agencies effectively reaching informal/FFN caregivers using Kaleidoscope? How is Kaleidoscope being implemented at sites?

- **Caregiver and Child Outcomes.** Are informal/FFN caregivers better equipped with child development and early learning information? How are caregivers changing the way they care for children?

- **System Linkages.** What types of linkages are there between informal and formal systems? How can playgroups be used to strengthen outreach to formal systems?

- **Sustainability and Scale.** Is Kaleidoscope a sustainable mechanism for disseminating information and fostering relationships? What are indicators of scalability throughout R&R's statewide?

Summary of Core Findings

The findings presented in this report represent outcomes from the implementation of Kaleidoscope Play & Learn at pilot sites throughout California. The following are the core findings from this evaluation:

1. **Promise: Credible agency/organization.** Resource and Referral agencies are a long-standing, credible, and trusted source in the community. Parents and caregivers, particularly those that are low income, have historically come to R&R's for assistance and R&R staff have deep knowledge of child care resources. The Kaleidoscope model and the population it is intended to serve appear to be a good match for R&R's.

2. **Promise: Built-in outreach.** All of the participating R&R agencies' familiarity and existing connections with caregivers and families were an advantage in the recruitment of participants for the playgroups. They had existing avenues and pipelines into the playgroups such as client intakes, community events, partner community organizations, and extensive databases.

3. **Promise: Caregiver-centered.** Kaleidoscope is a caregiver-centered program model, and a tenet of R&R's is the strong connections between their staff and caregivers. It appears that much of the success of this program was dependent upon developing a trusting relationship between FFN caregivers and the experienced and knowledgeable facilitators.

4. **Promise: Evidence-informed content.** Kaleidoscope is a designated evidence-informed model designed to provide children with intentional, developmentally-appropriate learning experiences and provide FFN caregivers with information, resources, support, and connections to promote optimal child development. This can further add to the credibility of the agency and also make implementation and adaptation easier for a busy organization.

5. **Promise: Link to community.** Building on the trusting relationships with FFN caregivers, the evaluation showed the important role Play & Learn facilitators (who are R&R staff) play in providing and facilitating links to the community. This is especially important for this population since they are not a part of a formal system of care and are more likely to be in high need circumstances.

6. **Promise: Evidence that FFN caregivers benefit.** Finally, the evaluation appears to show some early evidence that FFN caregivers benefit from consistent participation in Play & Learn groups. The data showed that FFN caregivers had a higher level of attendance at playgroups than parents and demonstrated a higher proportion of change in key areas of knowledge, adult-child behaviors and social support.

7. **Challenge: Funding.** Nearly all supervisors and facilitators identified funding as a possible challenge, when considering a licensing fee, facility fee for some, cost of materials and equipment and salaries. Although some worried about continuing funding for Kaleidoscope, most stated that Kaleidoscope is now a priority for their agency due to its success and for introducing a new way to reach out to the community. Supervisors also mentioned being eager to learn about funding opportunities.

8. **Challenge: Staffing capacity.** Kaleidoscope Play & Learn appears to require staff with high capacity to be knowledgeable about child development, teach, mentor, work with children and provide necessary linkages to the community. They also need to prep and debrief after each weekly session. Finding the right staff and staffing appropriately may be a challenge to sustainability and scale in some communities.

Kaleidoscope Caregiver Participant Characteristics

Who did caregiver bring? N=93

- Own Child 60%
- FFN 40%
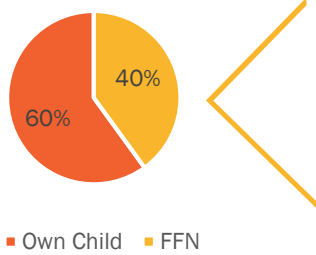
Types of FFN caregivers (n=37)

Nanny	65%
Grandparent	19%
Friend/neighbor	8%
Sibling	5%
Other	3%

Number of children per caregiver at Play & Learn

1 – 3 Children

Age Range of Children

0 – 6 Years

Mean Age of Children

3 Years

Median Age of Children

2 Years

Race/Ethnicity of Caregivers (n=85)

Hispanic or Latino	49%
Asian	27%
African American or Black	12%
Caucasian or White	8%
Arab, Iranian or Middle Eastern	2%
African	1%

Languages Spoken by Caregivers (n=90)

English	48%
Spanish	32%
Cantonese or Mandarin	21%
Korean	1%
Vietnamese	1%
Other	1%

Caregivers Speaking 2 or More Languages

22%

Family Income of Caregivers

- > $70,000, 21%
- $44,001 - $70,000, 11%
- $22,000 - $44,000, 29%
- < $22,000, 40%
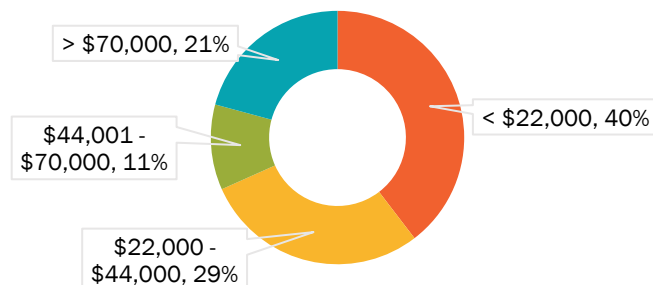
Outreach and Implementation

What outreach methods were most effective?

One of the first steps in implementing Kaleidoscope Play & Learn is conducting outreach to FFN caregivers to engage in the playgroup. While all the pilot agencies have existing relationships with clients with children under the age of 5, many of those clients are parents or other primary caregivers. Based on interviews with facilitators at multiple sites and data from the Caregiver Feedback Form, playgroups were often a mix of both parents and FFN caregivers in the playgroups. The sites are working on ways to target their outreach toward FFN caregivers, but are mindful of maintaining an inclusive space that includes both FFN caregivers and parents who can also benefit from the model. The methods described in this section reflect pilot site descriptions of effective outreach to all types of caregivers including parents.

Recruiting existing R&R clients. R&R's familiarity and existing connections with caregivers were an advantage in recruitment of participants for the playgroups. Having a credible agency with rapport with the clients facilitated outreach efforts because the relationship and organization recognition was already in place.

"The library is the most effective place to do outreach. All the playgroups are at libraries. With families and FFN caregivers at the library, we automatically get visitors and then they spread the word. Word-of-mouth is also effective [for outreach]."

-Playgroup Facilitator

Word-of-mouth from caregivers who participated in the playgroup. Some of the most effective outreach came from caregivers and parents who participated in Kaleidoscope Play & Learn playgroups. Having experienced the benefits of the groups themselves, caregivers were among the most effective in selling the model to new participants. This was especially helpful for playgroups that had a slow start. One facilitator reported that after a slow start, once participants spread the word, they have been at or near capacity every week.

Presentations or other face-to-face contact with caregivers at child serving organizations. Doing presentations at organizations and agencies that serve families and children was another effective method to reach caregivers. Facilitators specifically mentioned conducting outreach at Early Head Start facilities, the library where the group was held, and other community-based organizations. As one facilitators stated, "I did a presentation [at Early Head Start] and now the families are coming to me on Fridays to do socialization with their children and learn child development."

Communications and marketing combined with another outreach method. Many organizations that developed flyers, sent out email communications, and advertised the playgroups on their websites and social media accounts found these methods alone, were less effective than the more personal approaches. However, these methods combined with face-to-face contact or an existing relationship with the R&R enhanced the effectiveness of this method. One facilitator had success with sitting in the lobby of partner agency and talking with families that came in about the playgroup then providing a flyer with more information.

What implementation challenges have R&R's experienced?

Challenges in the implementation of this pilot were largely related to external factors outside the scope of the actual curriculum. Not having enough space at the location where the group was held was one logistical challenge faced by several facilitators. One facilitator described having to limit the number of caregiver participants to 15 people due to

the size of the room, even though more people were interested in being part of the group. There were also challenges related to staff time, specifically with having enough time to prep, set up, and break down if the playgroup was held at a partner site as well as challenges with outreach to FFN caregivers as previously stated. From the perspective of caregivers, transportation to and from the playgroup and the time of day of the group were the biggest barriers.

According to results from the Agency Survey staff time (as described above) and funding appeared to be the main challenges to implementation, as shown in Exhibit 2 below. Supervisors reported that they are challenged by having just one Play and Learn facilitator, and supervisors that have multiple roles/responsibilities. They also reported that they welcome learning about more funding opportunities that they can apply for, as Kaleidoscope has become a priority for several of the participating R&R agencies.

Exhibit 2.   Challenges to implementing model to fidelity

	Not at all	Somewhat	Very much
Staff time	50%	25%	25%
Funding	22%	56%	22%
Holding weekly groups	44%	33%	22%
Time for outreach	56%	22%	22%
Staff turnover	88%	0%	12%
Low attendance	56%	33%	11%

How are R&R's adapting the Kaleidoscope Play & Learn model?

Between the training and the curriculum, Kaleidoscope Play & Learn offers comprehensive preparation for implementation of the model. For many agencies, the activities included within the curriculum provided ample material for planning activities and structuring the groups. Adaptations to the model most often involved providing suggestions to caregivers on simple activities to do outside of the group and emphasizing activities that are developmentally appropriate for the children attending the group.

Providing supplemental activities for caregivers do at home. In addition to the activities facilitated during the playgroup, facilitators made tangible suggestions for activities for caregivers to do at home. One facilitator shared examples of simple, no cost activities like sorting socks that can help with child cognitive development. The facilitator also recommended a free phone app to caregivers called Vroom, which provides thousands of tips for incorporating learning into daily routines.

Adapting the themes and activities based on the ages of children attending the playgroup. Facilitating activities that are appropriate for the age and developmental stage of the children in the group is another way that Play & Learn was adapted. For example, one facilitator with a large proportion of 2-year-olds incorporated more activities that strengthen fine motor skills into playgroup activities such as using stickers and Ziploc bags to strengthen their hands and wrists to be able to hold crayons.

"We give activities to [caregivers] that they can do daily with the children that don't involve buying anything. They are things they can do at home like sorting socks, tummy time, just talking to your child, and making silly faces. It gives their child daily interactions to make early developmental brain connections."

-Playgroup Facilitator

What can the Network do to better support implementation?

Each of the R&Rs that participated in interviews felt prepared to implement their playgroups and supported by the Network. They highlighted the 2-day training as particularly effective in preparing them to plan and facilitate the playgroups. The monthly calls, play group visits, and the newsletter were also cited as invaluable resources as they provided a channel to connect and learn from the experiences of the other pilot sites. The only suggestion facilitators provided for better support was for the Network to offer more opportunities for shadowing or observing facilitators at other sites. The Agency Survey data supported these interview findings. Results showed that after receiving the Kaleidoscope training they felt very prepared to implement the Play and Learn groups. Exhibit 3 below displays the types of support agency staff found to be useful.

Exhibit 3.   Types of support that were useful[4]

Support Types	Did Not Use	Not Helpful	Somewhat Helpful	Very Helpful
Face-to-Face training	11%	0%	22%	67%
CCCRRN Kaleidoscope Webpage	22%	0%	22%	56%
Community Calls	0%	0%	63%	38%
Play group visits	50%	0%	13%	38%
Webinars	22%	0%	44%	33%
Newsletters	11%	11%	11%	33%
Site Visits	25%	0%	50%	25%

Outcomes

How are caregivers changing the way they care for children?

Interview participants were excited to discuss the changes they observed in caregivers and children that participated in the Play & Learn groups. Facilitators and supervisors shared that one thing they liked about Kaleidoscope's Play & Learn was that it is caregiver focused. While it was a given that there would be a stimulating environment and activities for the young children, Play & Learn was designed as a "modeling" program to teach new concepts and skills, and work alongside caregivers.

Learn new activities to engage with children at home. Facilitators observed how caregivers were interested to learn new activities to do with children at home "on a rainy day," "when they seem bored," or to limit their screen time. A few facilitators described examples of caregivers sending them pictures or text messages of things they made or learned at the playgroups

"[T]he child is our concern, but the caregiver really is the primary person for this program that we're trying to teach and with the intentional learning they get from it. I think it's a safe place. They feel comfortable and we want them to take on a leadership role."

-Playgroup Facilitator

---

4 Note: Percentages were rounded up to the nearest whole number

or asking questions about things they tried at home when they returned to the group the next week.

Facilitators and caregivers also described teaching and learning about school readiness activities such as engaging with books and strengthening fine motor skills. As one facilitator explained, *"They can get a book and make it a whole thing, like not just read the story. They're going to count, they're going to look at colors... And they don't have to buy it. It's all right there."* Similarly, a caregiver said about the child in her care, *"I'm trying to...[bring] them to a different setting than the tablets, the phones, the games. They get to read books. She loves to read. She loves to check out books."*

Caregivers are more engaged and involved with the children in their care.
Facilitators described how at the start of Play & Learn caregivers would often just hold the child or watch the child from their seat. Soon, with encouragement and guidance, they were interacting more with children by working with them on an activity or playing with them. One facilitator observed how it was often easier for caregivers to initially engage through an art activity, then eventually they would feel more comfortable playing with them during free play. As one FFN caregiver said, *"I learned there are different ways of teaching them. Different ways of letting them explore their minds and themselves."*

The interview data also described how caregivers engaged with children more to support their social and emotional needs. Examples included guiding children through transitions, allowing and encouraging socializing with other children, and learning about "the different paces at which children develop."

"[Caregivers] are valuing the value of play and learning through play so I really noticed a difference in how much more they're participating with the children and engaging with them and assisting them in that learning."

-Playgroup Facilitator

"What makes me return is the joy that I see with the kids that I bring with me. They love it, they enjoy it. It's the activities and the hands-on things that they get to experience – different things that I don't do at my own house. Like interacting with other kids [that aren't] their brothers and sisters. It's a difference when there's outside people."

-FFN Caregiver

How does the data support changes caregivers are making?

Interestingly, the Caregiver Survey data showed that FFN caregivers, compared to parents, appeared to benefit more from the playgroups as shown below in Exhibit 4. For example, a higher proportion of FFN caregivers reported that they understand the importance of having a nurturing relationship with the child in their care (96%), they read, look at books or tell stories with the child in their care (91%), and talk to the child in their care about his/her feelings (91%). A higher proportion of FFN caregivers also reported that they talk to or share ideas about caring for children with another adult (96%). According to interviews this may be the facilitators or other caregivers at Play & Learn groups.

	Overall (n=53)	Parents (n=29)	FFN (n=23)
Knowledge/Understanding			
I understand the importance of having a nurturing relationship with the child in my care.	89%	83%	**96%**
I understand the role I have in helping the child in my care be ready for kindergarten.	89%	83%	**96%**
I understand that children develop school-readiness skills when they play.	92%	89%	**96%**
I understand what to expect from children at different ages.	92%	**93%**	91%
Adult-Child Behaviors			
I read, look at books or tell stories with the child in my care.	87%	83%	**91%**
I describe things we do and see to the child in my care.	92%	86%	**100%**
I give the child in my care opportunities to learn and try new things.	91%	90%	**91%**
I talk about numbers, shapes and sizes with the child in my care.	85%	79%	**91%**
I talk to the child in my care about his/her feelings.	85%	79%	**91%**
I notice times to help the child in my care learn throughout the day.	89%	**90%**	87%
I encourage the child in my care to keep trying even when it seems hard.	85%	**86%**	83%
Social Networks or Social Support			
I feel supported as a parent or caregiver in my community.	94%	**96%**	91%
I talk to or share ideas about caring for children with another adult.	93%	90%	**96%**
I use community activities or services to help the child in my care learn and be healthy.	90%	90%	**91%**

Note: One participant did not identify type of caregiver so the breakdown of FFN and parent does not add up to 53.

FFN caregivers also reported attending Play & Learn groups more consistently compared to parents (Exhibit 5). While a higher proportion of parents reported attending playgroups 1 – 2 times (46%), a higher proportion of FFN caregivers reported attending 3 – 12 times (46% versus 37%) and 12 – 36 times (20% versus 15%).

Exhibit 5.   Number of times caregiver attended Play & Learn

Attendance ranges	% Overall	% Parents	% FFN
1 – 2 times	40%	**46%**	31%
3 – 12 times	40%	37%	**46%**
12 – 36 times	19%	15%	**20%**
Over 36 times	2%	2%	**3%**

Together, these findings may suggest that FFN caregivers are working to improve the quality of the care they provide to children in their care through Play & Learn groups.

What changes have been observed of children that participate in Kaleidoscope?

Through the Caregiver Feedback Form, caregivers most frequently noted improvements in their child's social interactions with other children. They also reported observing improvements in fine motor skills, increases in verbalizing through talking and singing and learning to share toys.

The following are two brief stories shared during the interviews about children who have been attending Play & Learn groups with their caregivers.

I'm thinking of one child in particular right now. At the very beginning of when we started our group, he was not very fond of sitting down for a long period of time, and whenever we had circle time, he would just get up and wander off, which is fine. We didn't force him to stay there, however I noticed that throughout time he's now participating and inviting others to come to the circle group more, telling other people to be quiet, to listen to the story, and just engaging with whatever activity we're doing as a group. So that's tremendous growth that I see there that's really going to help him for when he starts kindergarten very soon.

A child has been seeing a specialist for speech and development. Through the Baby Sign days [of Play & Learn] the caregiver started implementing sign and his speech started emerging. And I didn't know until they told me this. She said it was because of baby sign and other things we have been using that helped her to integrate activities into their daily routine. Now the child doesn't see a specialist and now develops as he is supposed to be.

System Linkages

Since FFN caregivers are not part of a formal system or network like early educators in school districts or similar systems of care, Kaleidoscope Play & Learn groups delivered through R&R agencies may provide an important link to formal systems in the community. The interviews explored this issue.

What types of linkages are there between informal and formal systems through R&Rs?

Being a Resource and Referral agency. Supervisors and facilitators pointed out in different ways that by nature of being a R&R agency there are built-in processes and networks that can connect informal caregivers to formal systems such as social services, WIC, Early Head Start, First 5 programs or resources, and Help Me Grow. One supervisor mentioned a "universal application" that caregivers can complete at intake or the first time they come to Kaleidoscope. This form asks detailed questions that allows a facilitator to connect or refer them to resources that they need. Those needed resources range from getting diapers for a caregiver, to a car seat safety class, to getting a child registered for Head Start.

The reverse is also true. Supervisors and facilitators provided several examples of how formal systems have referred caregivers to their Kaleidoscope Play & Learn groups. Examples include referrals from Early Head Start of caregivers of waitlisted families and foster parents or temporary caregivers from child welfare agencies.

Building trusting relationships, plus staff knowledge of the community.
Facilitators described the importance of building trusting relationships with caregivers and how their role allows them to build rapport and get to know the caregivers and families very well. From there, they have a better understanding of their needs and circumstances and can more easily make referrals. There is also the added value for caregivers of the knowledge R&R staff typically have of the community: *"It's not just handing out the brochure. It's the knowledge a staffer has."*

> *"[Y]ou get to know the family first and not the need. Then as you get to know the family, you start to learn all the needs that the family has, and then you're able to better refer them out."*
>
> -Playgroup Facilitator

Caregivers who consistently attend playgroups also felt more comfortable talking to other caregivers and facilitators about issues and needs. The trust and relationship building that comes from attending Play & Learn regularly is conducive for being able to do a deeper level of outreach, engagement, and connection with services. As one supervisor described, *"Way back when, we just used to give the resource referral names and numbers, and within the last couple of years, I would say that has changed. Our staff are developing relationships with them. I mean, still professional, but these families are feeling comfortable and a lot more is said and shared, and it's helped our staff better support them in their needs."*

Recommendations

Sustainability and Scale

This pilot tested the delivery of Kaleidoscope Play & Learn groups through R&R agencies as a way to reach and improve the quality of care of informal/FFN caregivers. The qualitative and quantitative data provided evidence of promise as well as challenges to the sustainability and scale of this model.

Are R&R's a good agency to deliver these types of playgroups?

Credible agency/organization. Resource and Referral agencies are a long-standing, credible, and trusted source in the community. Parents and caregivers, particularly those that are low income, have historically come to R&R's for assistance and R&R staff have deep knowledge of child care resources. The Kaleidoscope content and methods, and the population it is intended to serve appear to be a good match for R&R's.

Built-in outreach. All of the participating R&R agencies' familiarity and existing connections with caregivers and families were an advantage in the recruitment of participants for the playgroups. They had existing avenues and pipelines into the playgroups such as client intakes, community events, partner community organizations and extensive databases.

Caregiver-centered. Kaleidoscope is a caregiver-centered program model, and a tenet of R&R's is the strong connections between their staff and caregivers. It appears that much of the success of this program was dependent upon developing a trusting relationship between FFN caregivers and the experienced and knowledgeable facilitators.

Evidence-informed content. Kaleidoscope is a designated evidence-informed model designed to provide children with intentional, developmentally-appropriate learning experiences and provide FFN caregivers with information, resources, support, and connections to promote optimal child development. This can further add to the credibility of the agency and also make implementation and adaptation easier for a busy organization.

Link to community. Building on the trusting relationships with FFN caregivers, the evaluation showed the important role Play & Learn facilitators (who are R&R staff) play in providing and facilitating links to the community. This is especially important for this population since they are not a part of a formal system of care and are more likely to be in high need circumstances.

Evidence that FFN caregivers benefit. Finally, the evaluation appears to show some early evidence that FFN caregivers benefit from consistent participation in Play & Learn groups. The data showed that FFN caregivers had a higher level of attendance at playgroups than parents and demonstrated a higher proportion of change in key areas of knowledge, adult-child behaviors and social support.

What are possible challenges to the sustainability and scale of Kaleidoscope?

Funding. Nearly all supervisors and facilitators identified funding as a possible challenge, when considering a licensing fee, facility fee for some, cost of materials and equipment, and salaries. Although some worried about continued funding for Kaleidoscope, most stated that Kaleidoscope is now a priority for their agency due to its success and for introducing a new way to reach out to the community. Supervisors also mentioned being eager to learn about funding opportunities.

Staffing capacity. Kaleidoscope Play & Learn appears to require staff with high capacity to be knowledgeable about child development, teach, mentor, work with children and provide necessary linkages to the community. They also need to prep and debrief after each weekly session. Finding the right staff and staffing appropriately may be a challenge to sustainability and scale in some communities.

Limitations

As with any evaluation, it should be noted that there are limitations to the findings in this report. For the interviews with supervisors, facilitators and caregivers, qualitative data, by its nature is not generalizable. Narrative data is designed to add another level of depth and detail to descriptive administrative and/or survey data. The interview protocol, however, was designed to align with the evaluation questions of this evaluation study and the goals of Kaleidoscope. Additionally, careful consideration was made to select a representative sample of interview respondents. For the Caregiver and Agency Survey data, the sample sizes are small, so findings should be interpreted with caution, however sample sizes are typically small for initial pilots. Data outputs were checked for obvious bias or skewed results and suspicious or incomplete data entries were not included in the reported findings. Additionally, the surveys used in this evaluation were the same as those used in the original evaluation study conducted when Kaleidoscope was designated as a Promising Practice by the University of Washington's Evidence-Based Practice Institute in 2013. A comparison of results showed that these were within reasonable range of the national study.

We would like to know a little more about your experience participating in Kaleidoscope Play & Learn. This survey will help us better serve Kaleidoscope sites in the coming year. Please take a few minutes to complete the following survey and return by Wednesday, December 14th, 2016. We appreciate your feedback!

1. Please enter your contact information.

   Name:
   Agency:
   Title:
   Email address:

2. How prepared did your agency feel to plan and implement play groups after the 2-day training?

   Not at all prepared   1   2   3   4   5   Extremely Prepared

3. Did any of these factors present a challenge to implementing the model to fidelity?

Funding	Not at all	Somewhat	Very much
Low attendance	Not at all	Somewhat	Very much
Staff turnover	Not at all	Somewhat	Very much
Staff time	Not at all	Somewhat	Very much
Holding weekly groups	Not at all	Somewhat	Very much
Curriculum planning	Not at all	Somewhat	Very much
Time for outreach	Not at all	Somewhat	Very much
Outreach methods/materials	Not at all	Somewhat	Very much

   Other (please specify):

4. What type of support felt useful and have you utilized?

Webinars	Did not use	Not helpful	Somewhat helpful	Very helpful
Community calls	Did not use	Not helpful	Somewhat helpful	Very helpful
Site visits	Did not use	Not helpful	Somewhat helpful	Very helpful
Face to face training	Did not use	Not helpful	Somewhat helpful	Very helpful
Holding weekly groups	Did not use	Not helpful	Somewhat helpful	Very helpful
Play group visits	Did not use	Not helpful	Somewhat helpful	Very helpful
Newsletters	Did not use	Not helpful	Somewhat helpful	Very helpful
CCR&R Network Kaleidoscope Webpage	Did not use	Not helpful	Somewhat helpful	Very helpful

   Other (please specify):

5. Give us (at least) three words to describe your experience with Kaleidoscope Play & Learn

6. Do you have any recommendations of how the Network can support participating sites moving forward?

7. Additional questions, comments, suggestions?

2017 Kaleidoscope Play & Learn Caregiver Feedback Form

The information will help us learn about the benefits of Play & Learn and ways to make it better.
No one will know who completed this form, so please give your honest opinions.

---

1. **Who do you bring to Play & Learn?** Please check <u>all</u> that apply:

□ My own child   □ Niece or Nephew   □ Other (please specify):
_____

□ Grandchild   □ Brother or Sister

□ Friend's or Neighbor's child   □ Child I nanny for

2. **Please list the ages of the children you bring to Play & Learn (in whole years):** _____

3. **How many <u>times</u> have you attended a Play & Learn group?** Please check one. Best guess is fine.

□ 1-2 times →*(skip to #7)*   □ 3-12 times   □ 12-36 times   □ Over 36 times

4. Please check the box that best describes how each of the following have changed for you as a result of participating in Play & Learn.

	About the same	A little more	A lot more
a. I understand that children develop school-readiness skills when they play.	❑	❑	❑
b. I understand the role I have in helping the child in my care be ready for kindergarten.	❑	❑	❑
c. I understand what to expect from children at different ages.	❑	❑	❑
d. I understand the importance of having a nurturing relationship with the child in my care.	❑	❑	❑
e. I describe things we do and see to the child in my care.	❑	❑	❑
f. I talk about numbers, shapes, and sizes with the child in my care.	❑	❑	❑
g. I read, look at books, or tell stories with the child in my care.	❑	❑	❑

	About the same	A little more	A lot more
h. I give the child in my care opportunities to learn and try new things.	❑	❑	❑
i. I encourage the child in my care to keep trying even when it seems hard.	❑	❑	❑
j. I notice times to help the child in my care learn throughout the day.	❑	❑	❑
k. I talk to the child in my care about his/her feelings.	❑	❑	❑
l. I use community activities or services to help the child in my care learn and be healthy.	❑	❑	❑
m. I talk to or share ideas about caring for children with another adult.	❑	❑	❑
n. I feel supported as a parent or caregiver in my community.	❑	❑	❑

5. What are 2-3 things do you do differently at home with the child in your care since participating in Play & Learn?

6. If you want to, please tell us about what skills your child has gained because of participating in Play & Learn.

These last questions will help us understand more about <u>the adults who come to Play & Learn</u>. You may choose to answer all, some or none of them.

7. **I identify as:** ☐ Female   ☐ Male ☐ Gender Queer or Nonbinary

8. **I prefer to be identified as: (Please check all that apply)**

☐ African

☐ African American or Black

☐ Arab, Iranian or Middle Eastern

☐ Asian

☐ Caucasian or White

☐ Hispanic or Latino

☐ Native American or Alaska Native

☐ Pacific Islander

☐ Other: _____

9. **Which language is used <u>most often</u> by the adults in your home? (Please check <u>one</u>)**

☐ English

☐ Spanish

☐ Cantonese or Mandarin

☐ Vietnamese

☐ Korean

☐ Russian

☐ Somali

☐ Amharic

☐ 2 or more languages spoken equally at home

☐ Other: _____

10. **What is your family income per year? (Please check <u>one</u>)**

☐ Less than $24,600   ☐ $24,600 to $49,200   ☐ $49,201 to $73,800   ☐ More than $73,800

11. Are you or is a parent/guardian of a child you bring to Play & Learn a veteran or active member of the United States armed forces?

☐ Yes   ☐ No

12. Do you receive payment from _____ to provide child care?

☐ Yes   ☐ No

Thank you for completing the survey!

Appendix C. Kaleidoscope Interview Protocol

Introduction

Thank you for taking the time to talk with me today. My name is _____ and I am with Engage R+D. Engage R+D is working with the California Child Care Resource & Referral Network to evaluate Kaleidoscope Play & Learn. We are interested in learning more about outreach to FFN caregivers for participation, playgroup implementation, any challenges you may have experienced, and the impact this model is having on informal/FFN caregivers and children.

This interview will take approximately 30-45 minutes. We encourage you to be candid and open with your responses. This interview is confidential, and your responses will not be linked back to you or your organization in our final report summary.

To accurately capture our conversation, I would like to record it. Only Engage R+D, and our transcription service will have access to this recording. We will delete the recording once our research is complete. If you want to say anything off-the-record, we will not capture those comments for our research and nothing you say off the record will be referenced or reported on in any way. Do I have your permission to record our conversation?

Do you have any questions before we begin?

Please get verbal consent once you start the recorder: *"This is [NAME] from Engage R+D. I'm here with [INTERVIEWEE NAME] and you have agreed to participate and be recorded, correct?"*

Background

1. Please tell me about your agency? (Probe: agency size, staffing, location)
2. What is your role there? How long have you been there?
3. Have you or your agency conducted playgroups with informal/FFN caregivers prior to Kaleidoscope Play & Learn?

Outreach and Implementation

4. What outreach methods did you use to locate informal/FFN caregivers?
   a. Which methods were most successful?
   b. Which methods were not as successful?
5. What does a typical Kaleidoscope Play & Learn playgroup look like at your site?
   a. Which activities are most engaging for the informal/FFN caregivers and children at your site?
6. Have you adapted Kaleidoscope Play & Learn for your site? (e.g., adding new activities, emphasizing a specific type of learning, etc.)
   a. If yes, how have you adapted it?
7. What challenges have you or your agency faced in implementing Kaleidoscope Play & Learn?
   a. [If there are challenges] What are some ways you or your organization is addressing them?
8. What additional training or support is needed to support implementation?

Outcomes

1. What changes have you observed in informal/FFN caregivers who participate in Kaleidoscope Play & Learn?
2. What changes have you observed in children who participate in Kaleidoscope Play & Learn?
3. In what ways are informal/FFN caregivers better equipped with child development and early learning information?

4. Could you share a success or story of an informal/FFN and/or child who has participated in Kaleidoscope?

5. To what extent is your organization connecting informal caregivers at your site with formal systems (e.g. county social services agency, schools, nonprofit organizations, SNAP, WIC, etc.)?
6. Can playgroups be used to strengthen outreach to formal systems?
7. Do you see Kaleidoscope Play & Learn as a sustainable way for R&Rs to disseminate information to informal/FFN caregivers and improve the quality care?
    a. What makes Kaleidoscope Play & Learn an effective/ineffective model for disseminating information?

Wrap up

8. Do you have any last comments or questions?

Thank you for your taking time to speak with me today.