

Summary Report

Kindergarten Parent Survey

2018

County of Haliburton
City of Kawartha Lakes

Understanding
the context in which
children live, grow
and learn

Rev. 4

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About the KPS

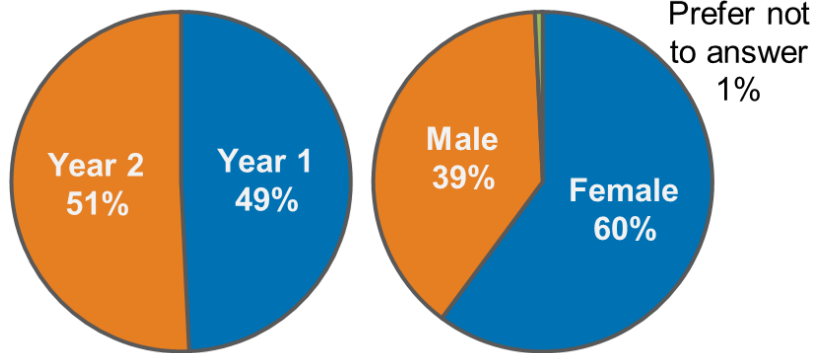
The need for more information on family characteristics and experiences of children before entering kindergarten led to the development of a Kindergarten Parent Survey (KPS) which can be used as a companion to the Early Development Instrument (EDI). The KPS is a joint initiative by the Offord Centre for Child Studies at McMaster University and Local Consolidated Municipal System Managers (CMSMs).

While the EDI provides a snapshot of how children are doing, the KPS provides the context for understanding the outcomes of the EDI. The KPS provides information on local factors (in neighbourhoods or communities) that may influence a child's developmental health. To learn more about the KPS, visit www.edi.offordcentre.com.

Respondents: There were 148 respondents from the County of Haliburton and the City of Kawartha Lakes. This number of respondents is low and relates to an approximate 10% response rate. Therefore, results from this KPS should be used with caution. Several families did not complete all portions of the survey, and therefore, the number of responses varies by question.

Approximately half of children captured by the survey were Year 1 students, and 60% were female. Ninety-one percent of respondents were students' mothers.

There were only two KPS surveys completed by someone who was not the parent, either mother or father. Throughout this summary, all respondents of the KPS survey will be referred to as parents.

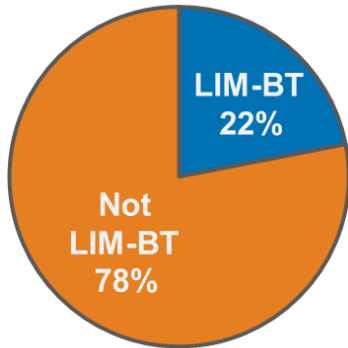


The Process:



Children and their Families

22% of children are living in households that are considered low income, before taxes, (LIM-BT).

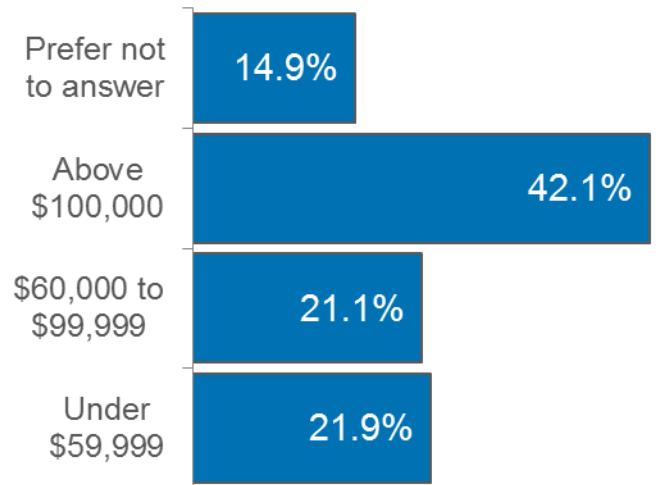


80% of families indicated that they would best describe their family as being led by two parents or guardians.

48% of children never moved to a new home in the past 5 years. Meanwhile, almost 15% have moved twice or more.

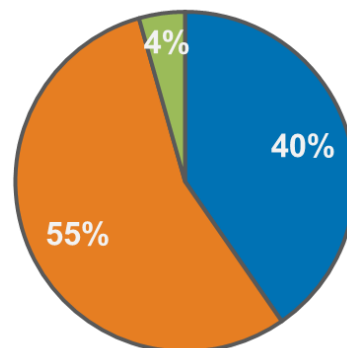
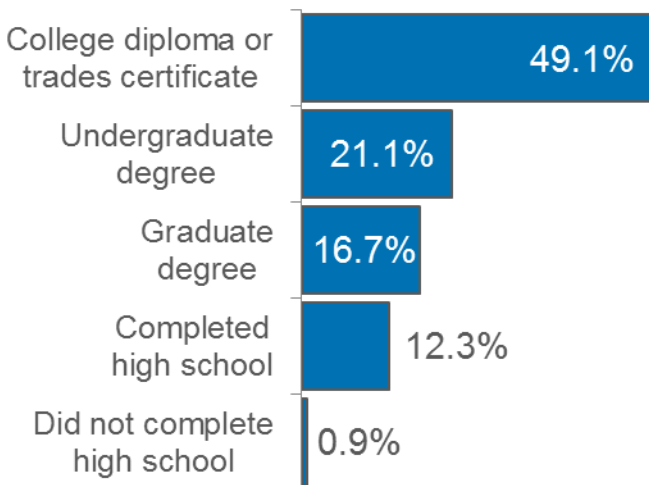
87% of the parents who completed the KPS survey have a post-secondary certificate, diploma or degree.

More than 40% of all respondents were from families earning more than \$100,000 (before taxes).



54% of the parents who completed the KPS survey were working full-time. 16% were working part-time and 18% were caring for their family rather than working for pay. A small percentage of respondents were on parental leave, students, unemployed, retired, students, recovering from illness or on disability.

Only 55% of families indicated that they often or always had money left over at the end of the month.

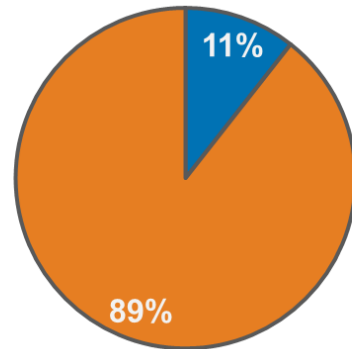


- At least half of the time, don't often, never have money left over
- Often, always have money left over
- Don't know, prefer not to answer

14% of parents indicated that their child had a special health need or a suspected special health need. 9% of children either have a special education need or their parents indicated that they have a suspected special education need.

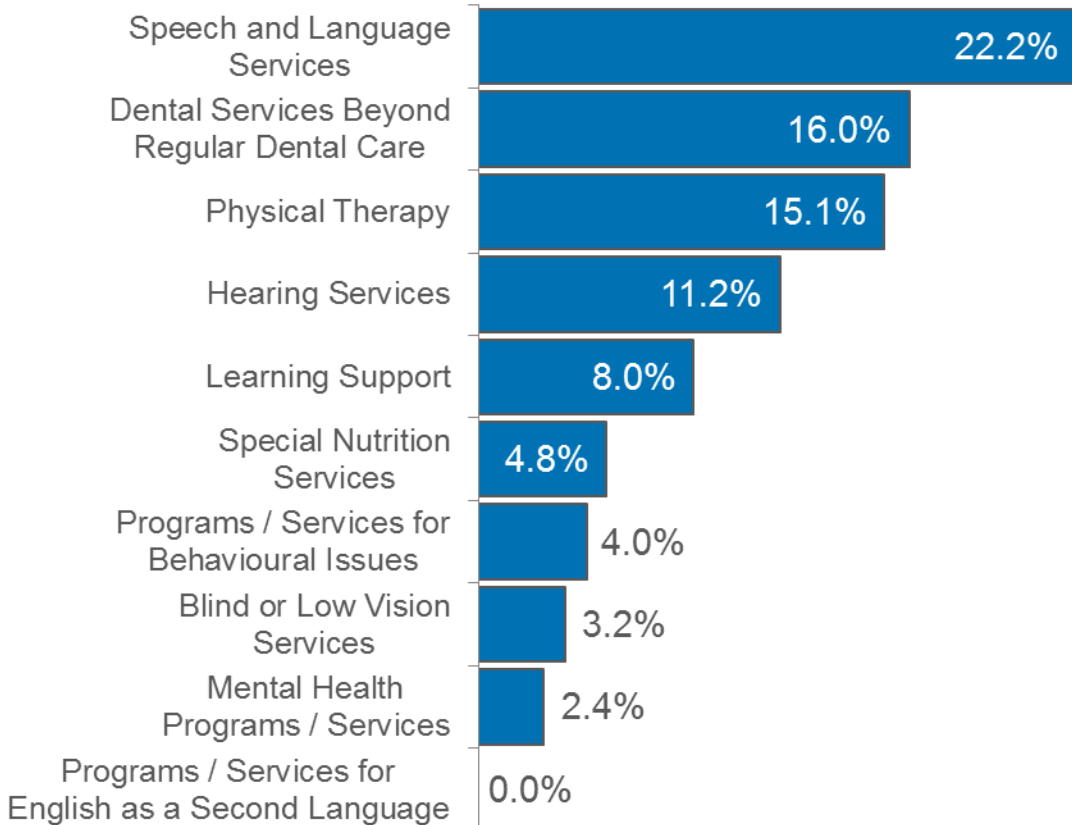
11% of children are living in households where families sometimes or often had been worried about running out of food before money would be available to buy more in the past year.

Regarding their child's health, parents had concerns about their child's dental health, allergies, hearing and vision at rates of 5%, 5%, 6% and 2% respectively.



■ Sometimes / Often ■ Never

Since birth, parents accessed and needed services at varying rates. The two most common services needed by parents for their children were speech and language services (22%) and dental services beyond regular care (16%). The following graph expresses services that were needed and received and services that were needed, but not received.

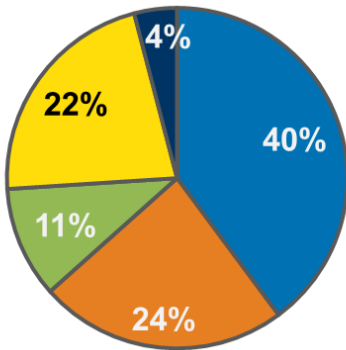


Pre-Kindergarten Experiences

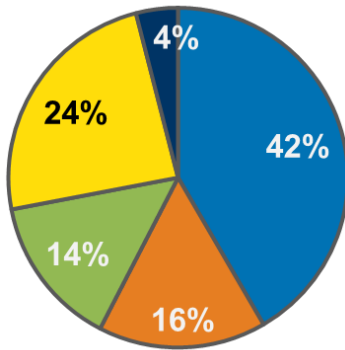
The following graphs contrast and compare the frequency that children visited or attended various types of programs in the year prior to starting school.

- Not at all
- Once a week or more
- 1-3 times a month
- Several times a year / Once a year
- Prefer not to answer / I don't know

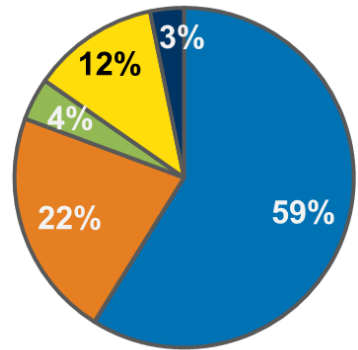
Play-based child and family programs



Literacy and family reading programs



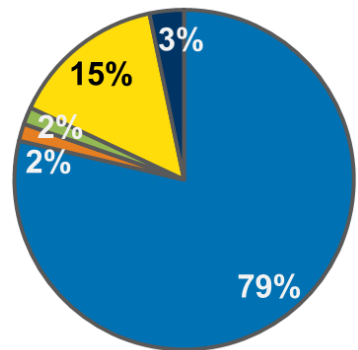
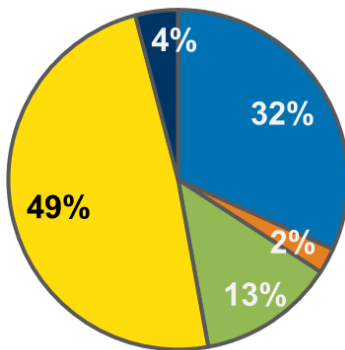
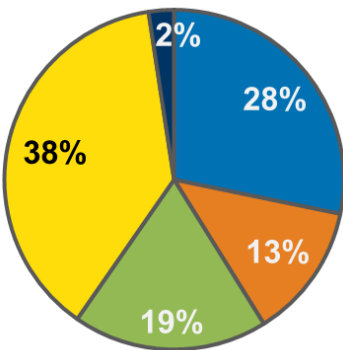
Music, arts or dance programs



Public library

Bookstore

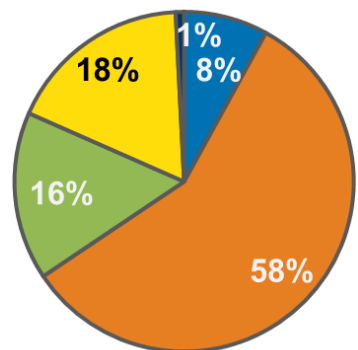
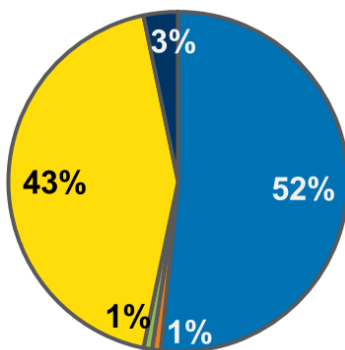
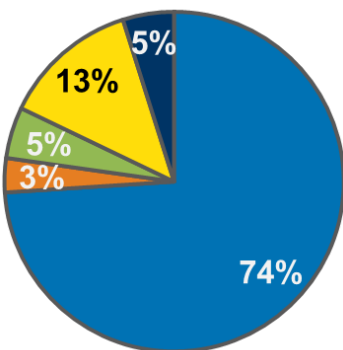
Children's culture or ethnic-based programs



Children's language-based programs

Museum

Physical activity programs (swimming, soccer, gymnastics, etc.)

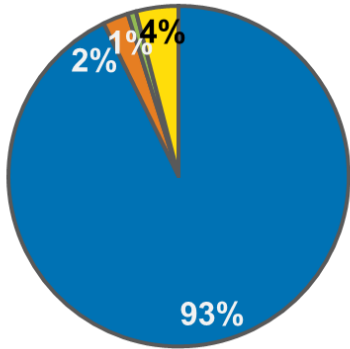


Pre-Kindergarten Experiences

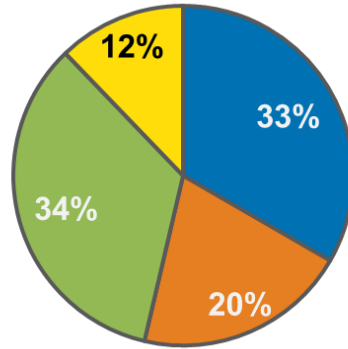
Parents are accessing and requiring child care at different rates prior to school entry.

- None - Parent Care Only
- Centre-based / Pre-school
- Home-based child care
- Child's home (relative / non-relative)

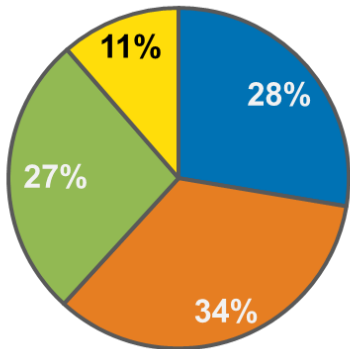
0 to 12 Months of Age



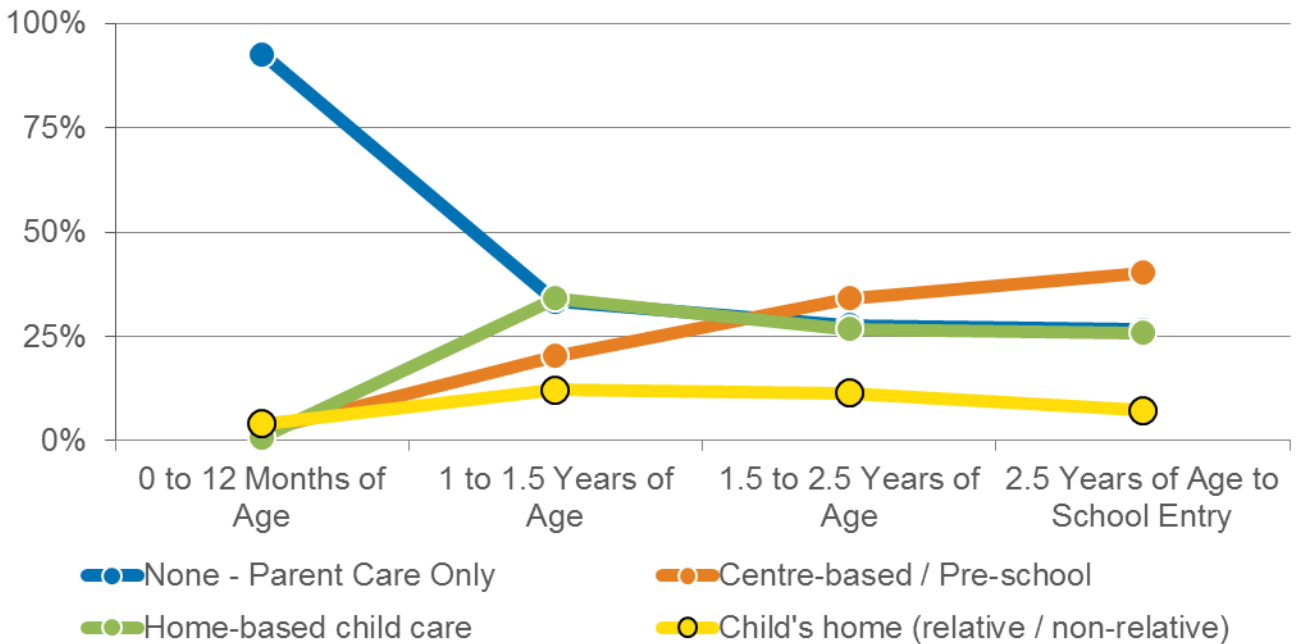
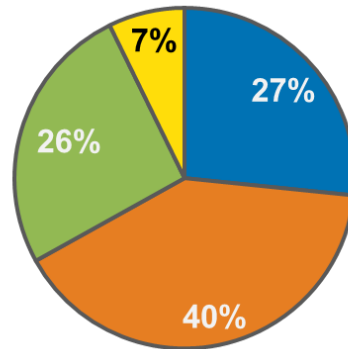
1 to 1.5 Years of Age



1.5 to 2.5 Years of Age



2.5 Years of Age to School Entry

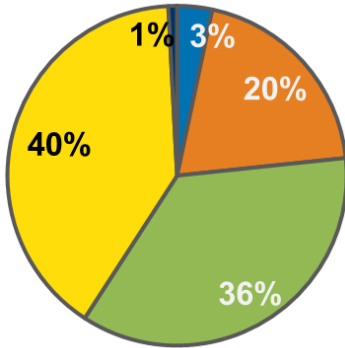


Family

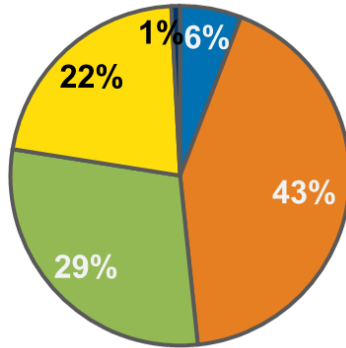
These graphs illustrate how often parents, guardians or someone close to their children helped, played and interacted with their Kindergarten children in the past 7 days.

- No
- Yes, every day
- Yes, three or more days
- Yes, one or two days
- Prefer not to answer

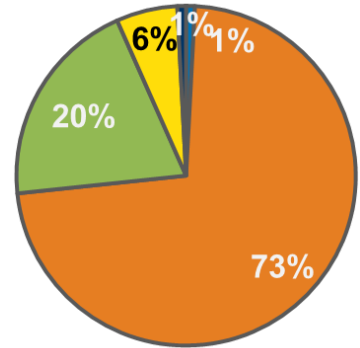
Played simple math games (cards, counting, puzzles, board games)



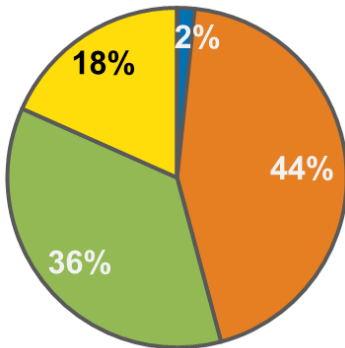
Sang songs or said rhymes



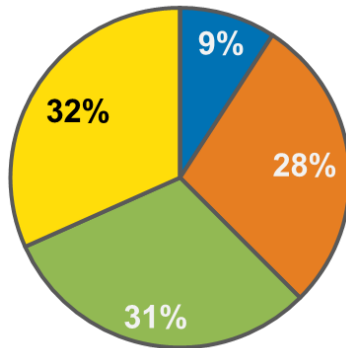
Told or read him / her a story



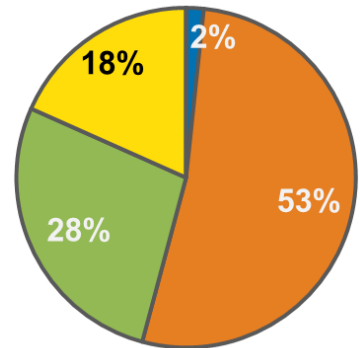
Helped with the sounds of letters



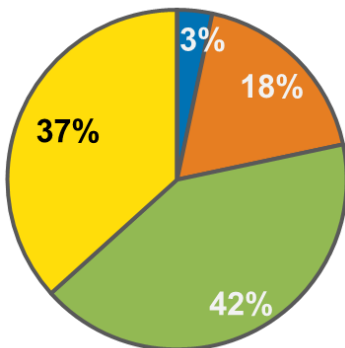
Helped with printing letters, numbers, or child's name



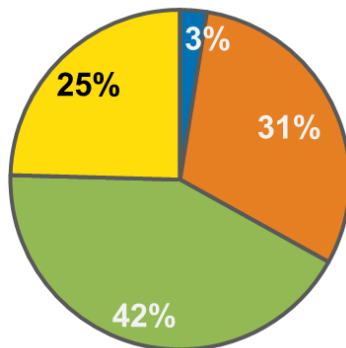
Did household chores together (putting away toys, caring for pets)



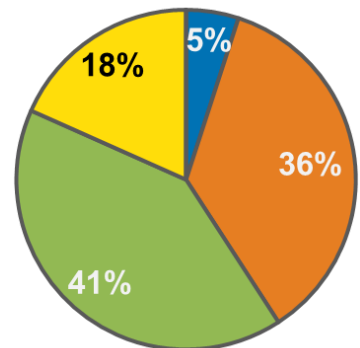
Gone on an outing together (shopping, done errands)



Participated in physical activity / family activities (ride bike, play outside)



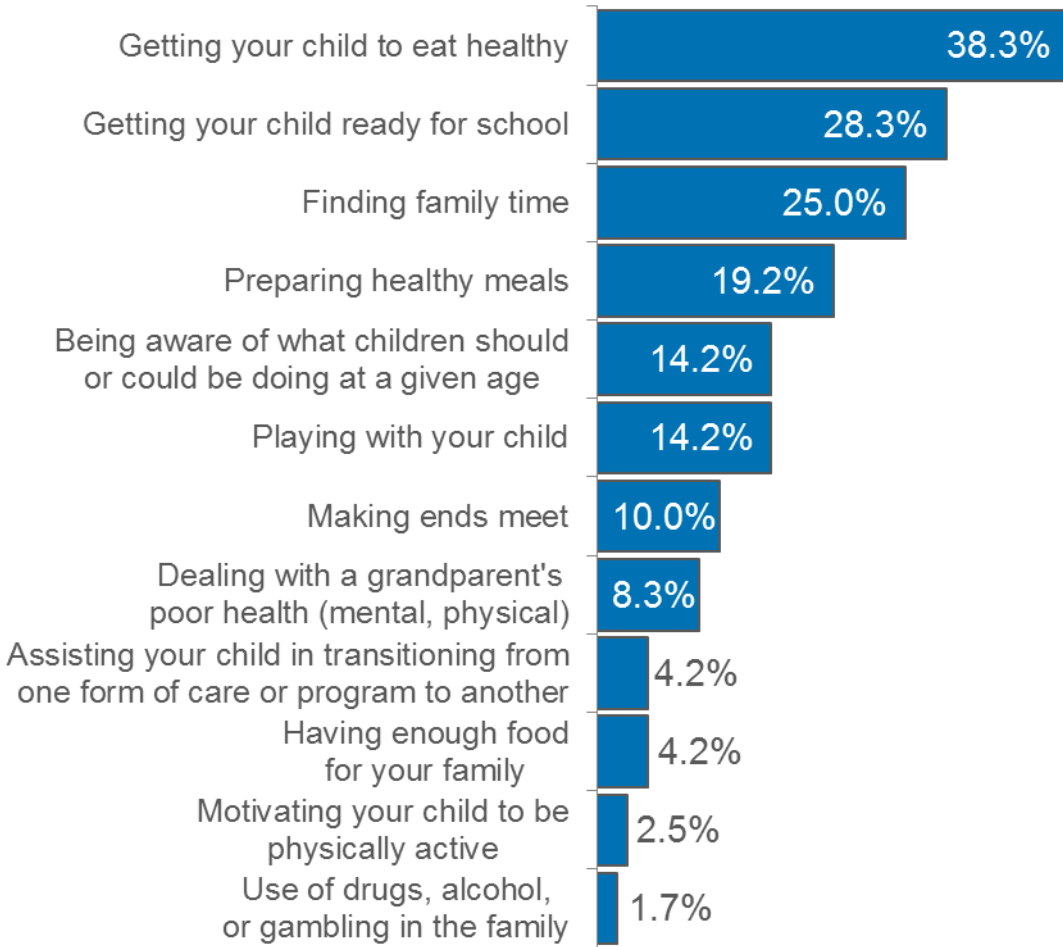
Played together (hide and seek, tag, dress-up, tea party)



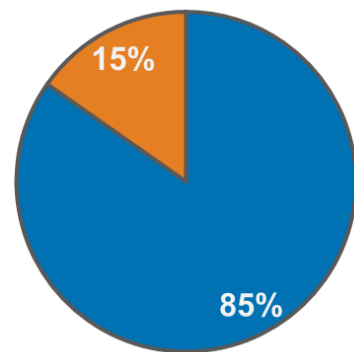
Family

All parents and guardians experience challenges while trying to raise children and care for their family. The KPS survey asked respondents to indicate if they had challenges with a number of worries, concerns, opportunities and daily activities.

More than 1 in 4 families are experiencing challenges related to getting children ready for school and finding family time. More than one third of families are having difficulty trying to get their children to eat healthy.



When asked about eating with the family, a significant majority indicated that their children eat meals with their family on a daily basis. There were zero responses indicating that their children were never eating meals with the family. Not LIM-BT and LIM-BT families reported their children eating with their family at rates of 86% and 84% respectively.



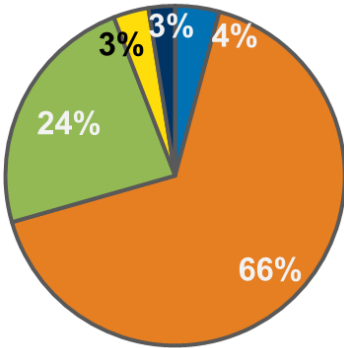
■ Daily ■ Several times a week

Family

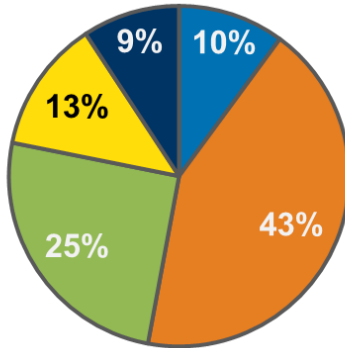
These graphs illustrate how parents responded when asked, 'how often have you had the chance to talk to your child about...?'

- Not yet, less than once a month or prefer not to answer
- Most days
- A few times a week
- Once a week
- A few times a month

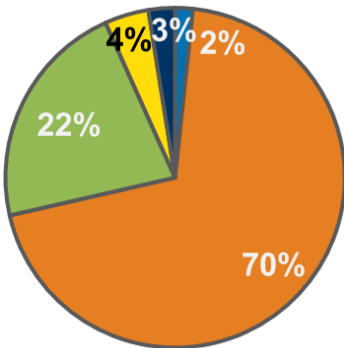
Their positive interactions with other children



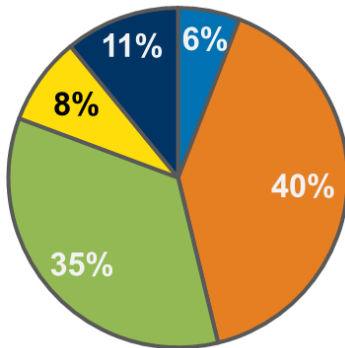
Their negative interactions with other children



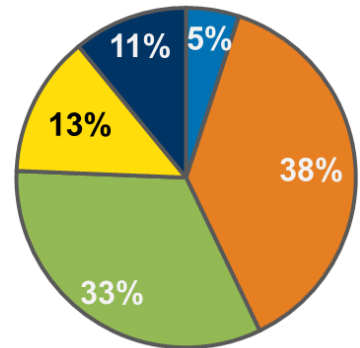
Their emotions or feelings



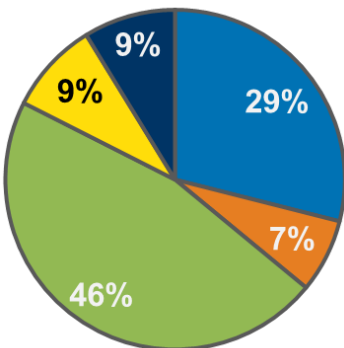
Your emotions or feelings



Other's emotions or feelings



For the parent or guardian that completed the survey, the pie graph below represents how many hours they spend away from home for work, including the time away for the commute.



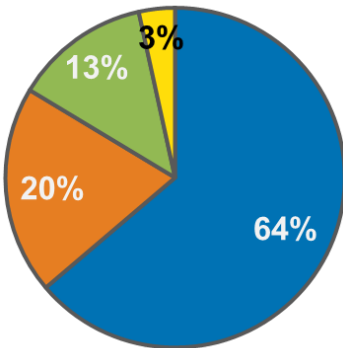
- Not currently employed / not applicable / prefer not to answer
- Under 25 hours
- 25 - 49 hours
- 50+ hours
- Work from home full-time

Neighbourhood

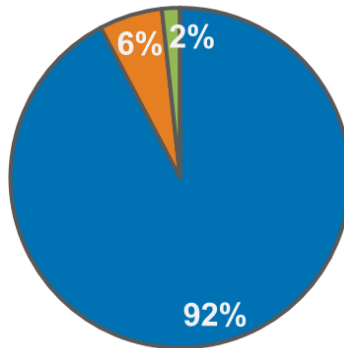
The neighbourhoods that children grown up in have a great influence on their development. These are the responses from parents being asked about where they live.

- True
- Sometimes true
- Not True
- Prefer not to answer / I don't know

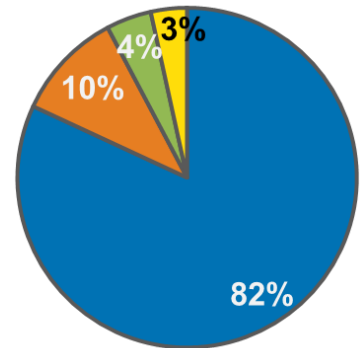
It is safe to walk alone after dark



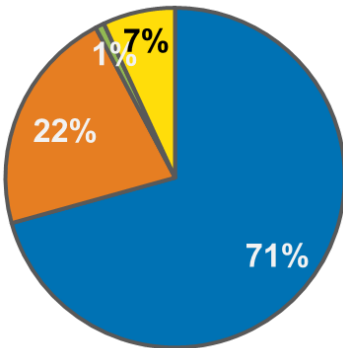
It is safe for children to play outside during the day



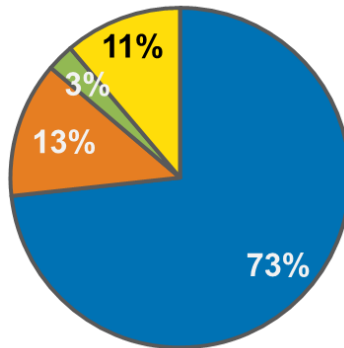
There are safe parks, playgrounds and play spaces



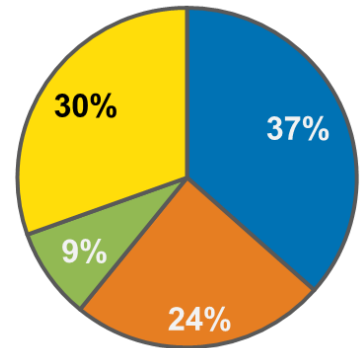
People around here are willing to help their neighbours



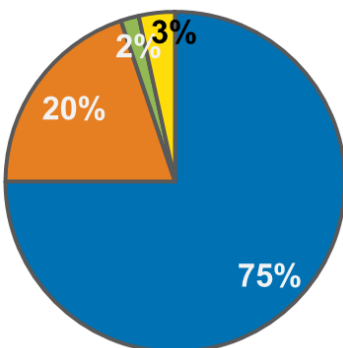
There are adults in my community that children can look up to



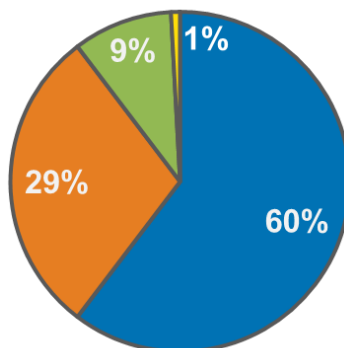
If there is a problem around here, the neighbours get together and deal with it



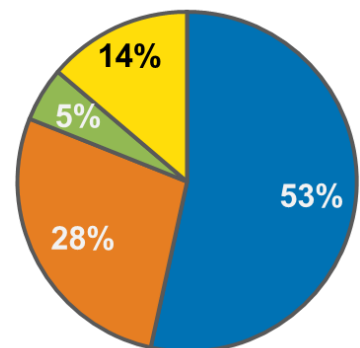
My community is child friendly



I know my neighbours

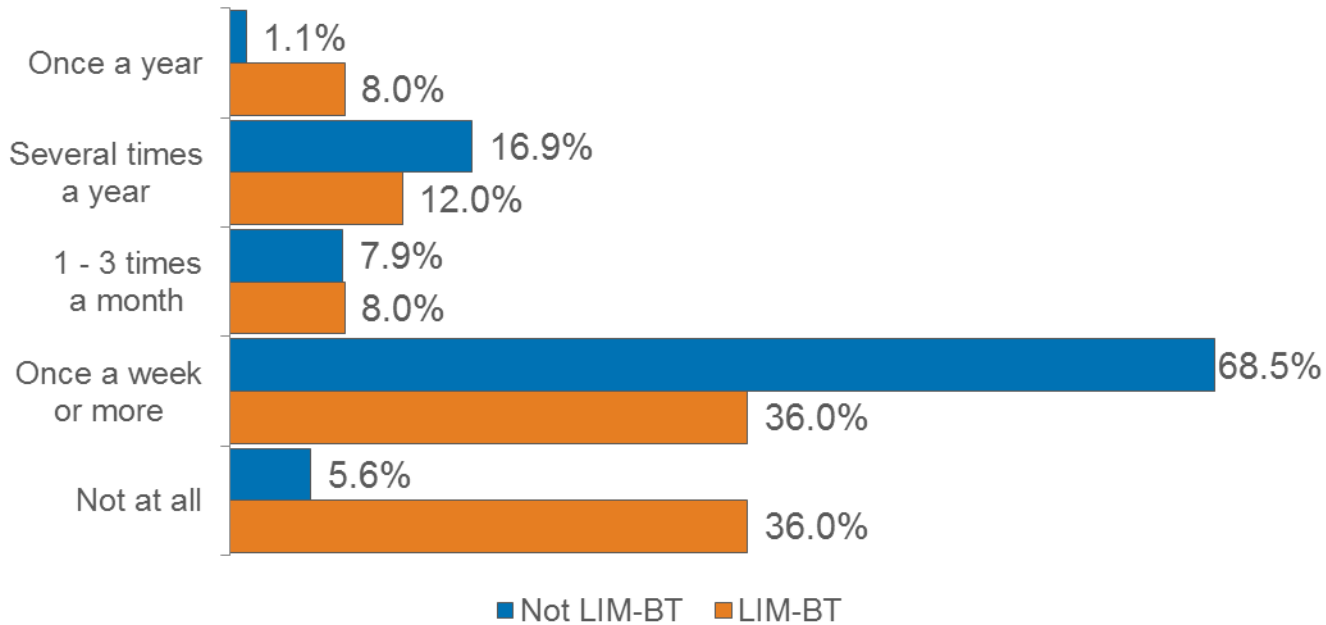


You can count on adults to watch out that children are safe and don't get into trouble

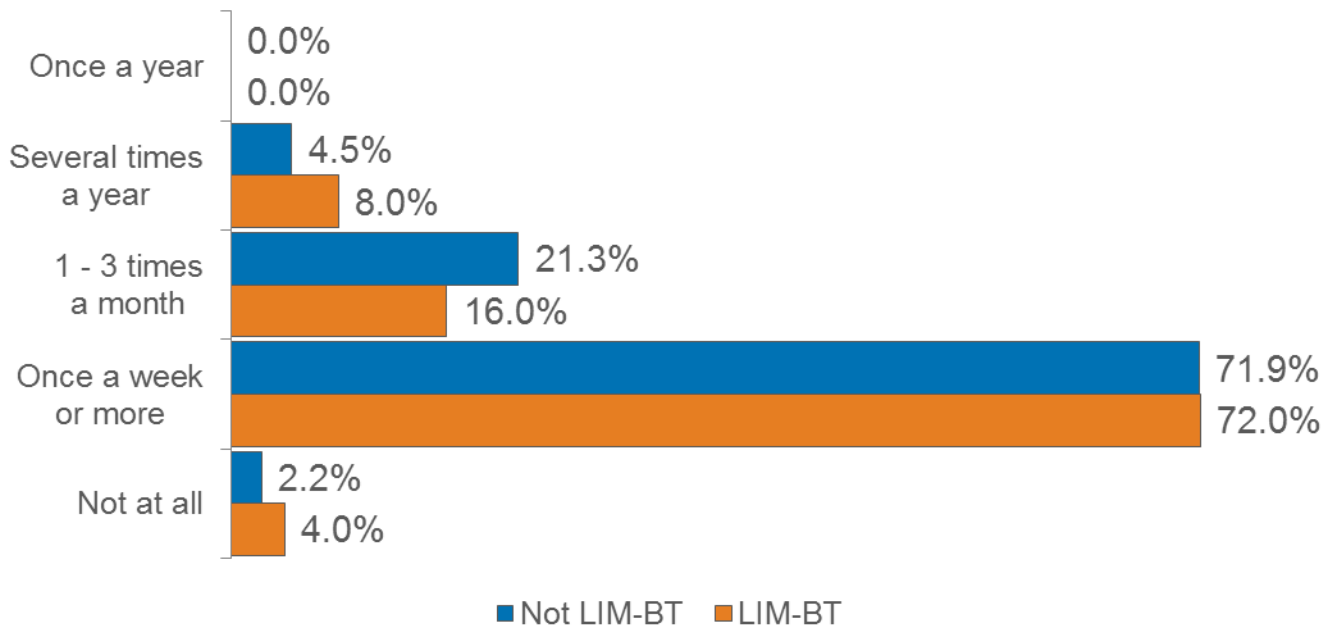


There are some differences in the frequency of physical activity with a coach or instructor between families with household incomes that put them into a low income category (LIM-BT) and all other families. Children in low income households are less likely to participate in physical activities with a coach or instructor. However, this difference between children in low income households and all other children disappears when comparing physical activities without a coach or instructor.

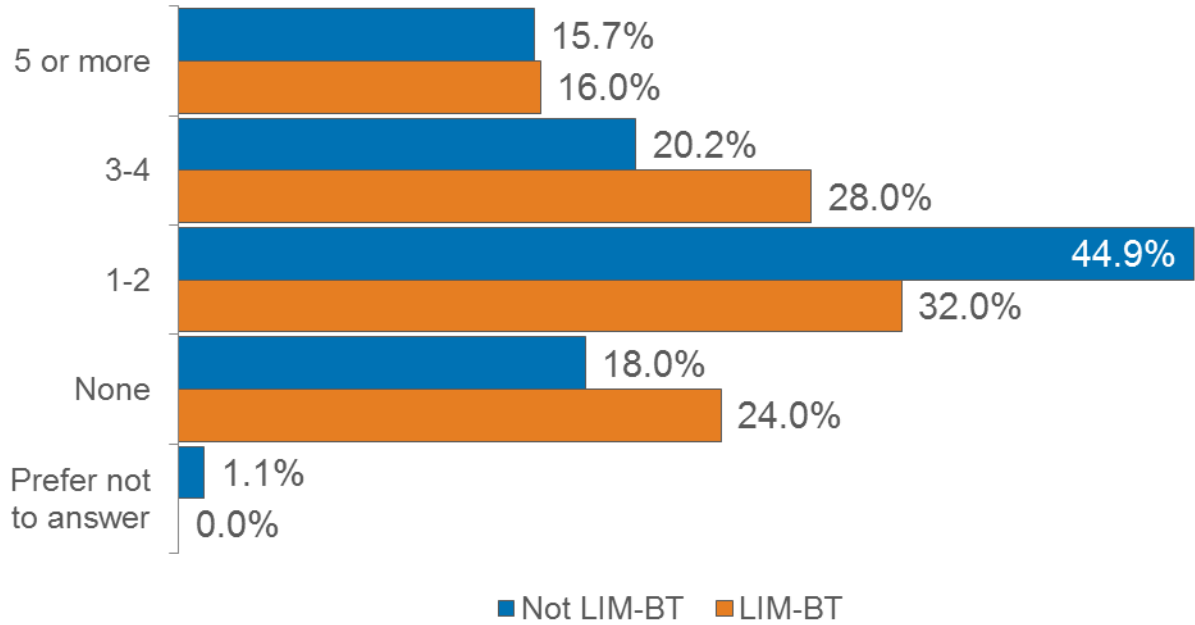
With a coach or instructor (swimming lessons, hockey, baseball,)



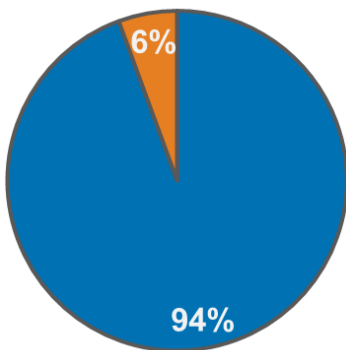
Without a coach or instructor (biking, skateboarding,)



The following graph compares the number of days per week that the parent who completed the KPS survey participates in moderate to vigorous physical activity for at least 30 minutes.

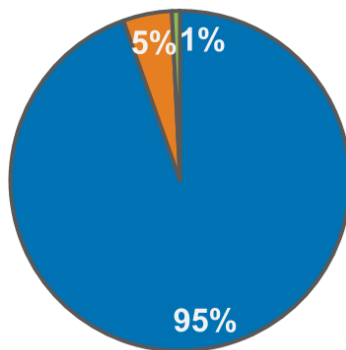


Nearly all children have a regular bedtime.



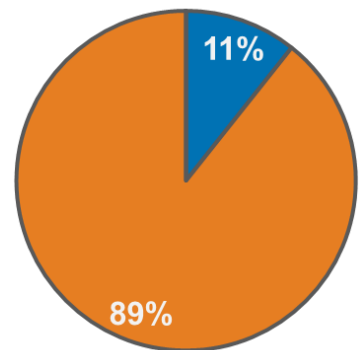
■ Yes, regular bedtime
■ No

During the week, children are almost always eating breakfast.



■ Daily
■ Several times a week
■ Prefer not to answer

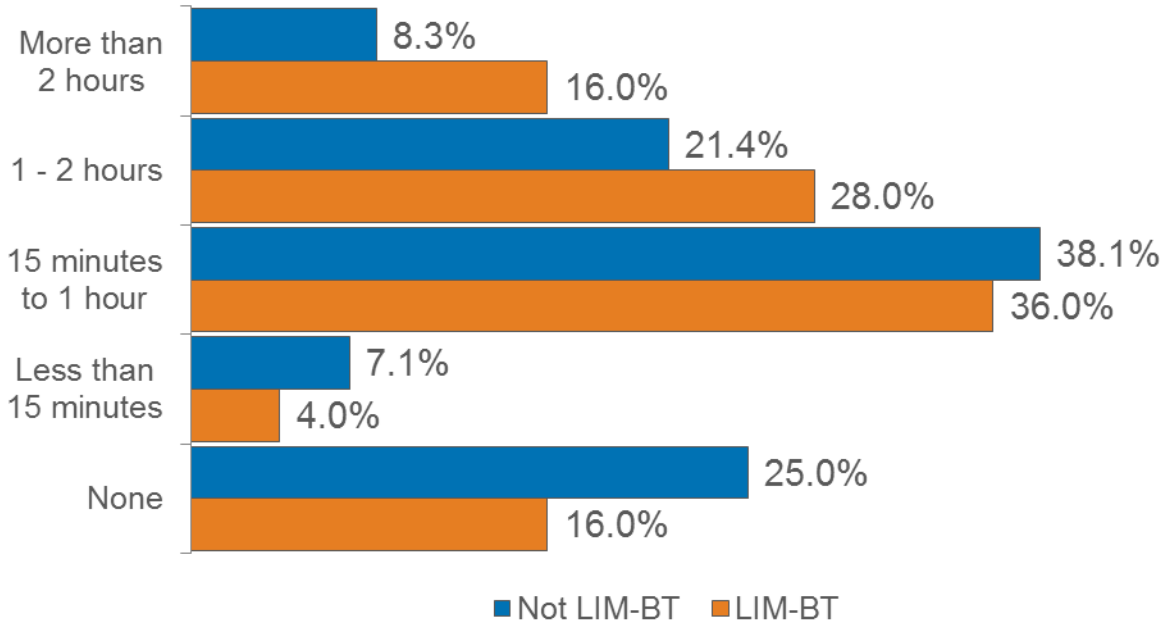
Most Kindergarten children are sleeping 10 to 13 hours each week day.



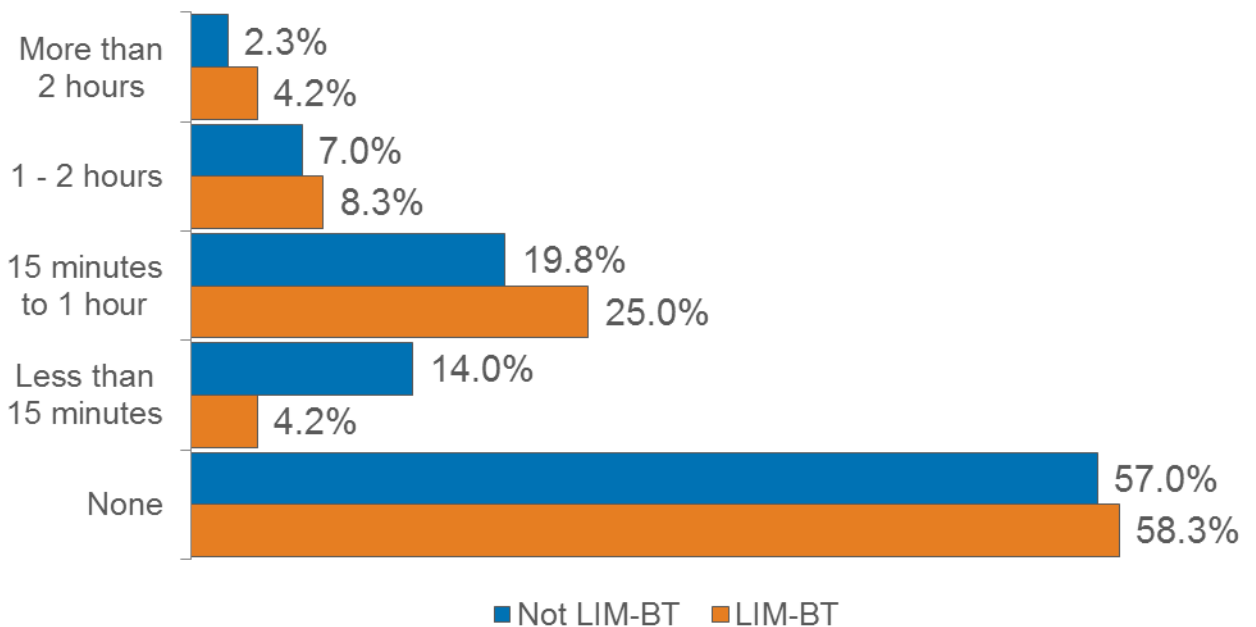
■ <10 hours
■ 10-12.9 hours
■ 13 or more hours

When comparing the amount of time spent in front of screens on weekdays, there were only slight differences between children from low income households and children from other households. These graphs only represent the amount of time that children were in front of screens by themselves. Additionally children could also be spending time in front of screens with their friends or siblings or with their parents too.

Children watching programs on an electronic device alone during week days (TV, tablet, cell phone, computer)



Children playing video games on an electronic device alone during week days (TV, tablet, cell phone, computer)



1. The low-income measure thresholds that have been used in this report were defined according to Statistics Canada's thresholds:
https://www12.statcan.gc.ca/census-recensement/2016/ref/dict/tab/t4_2-eng.cfm.

| Household Size | Before-Tax Income (\$) | Household Income Range (\$) |
|-------------------|------------------------|-----------------------------|
| 2 persons | 36,804 | 30,000 to 39,999 |
| 3 persons | 44,194 | 40,000 to 49,999 |
| 4 persons | 51,031 | 50,000 to 59,999 |
| 5 persons | 57,054 | 50,000 to 59,999 |
| 6 persons | 62,500 | 60,000 to 69,999 |
| 7 persons or more | 67,508 | 60,000 to 69,999 |

2. Some families did not complete all sections of the survey. Therefore sample size varies by question. When analyzing the responses to any single question, only the valid responses were used.
3. Due to rounding some graphs or charts may not add to 100%.
4. The number of responses received compared with the number of children in Kindergarten was low, therefore caution should be used when interpreting the results.

Acknowledgement

Thank you to all those who contributed to the Kindergarten Parent Survey. A very special thanks to the parents who took the time to complete the survey, the Offord Centre for Child Studies for designing and hosting the survey, and to the teachers and administrators at the Trillium Lakelands District School Board and the Peterborough Victoria Northumberland and Clarington Catholic District School Board for supporting the implementation of the survey.

A special thank you to the Data Analysis Coordinator Working Group who collaborated on this report. This project was a joint effort between the City of Peterborough, Durham Region, Northumberland County and the City of Kawartha Lakes.

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