

Alaska's Early Intervention / Infant Learning Program

2012 FAMILY OUTCOMES SURVEY

Families of Children Enrolled

Between January 1 and December 31, 2011

A Report for the

Early Intervention/Infant Learning Program

Office of Children's Services

Department of Health & Social Services

State of Alaska

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Alaska's Early Intervention / Infant Learning Program

2012 FAMILY OUTCOMES SURVEY

Executive Summary

Alaska's Early Intervention / Infant Learning Program (EI/ILP) is under the administration of the Office of Children's Services (OCS) in the Department of Health and Social Services. The EI/ILP oversees an array of flexible early intervention services for children birth to three years of age who have disabilities or developmental delays, or who are at risk for developmental delays. During the 2011 calendar year, services were delivered in communities across the state through 17 EI/ILP grantees.

The U.S. Department of Education Office of Special Education Programs (OSEP) requires State agencies to develop and implement outcome measures to evaluate infant and toddler programs operated under Part C of the Individuals with Disabilities Education Act. The 2012 Family Outcomes Survey asked about family experiences based on five OSEP family outcome areas and general level of satisfaction with EI/ILP services:

1. Families understand their children's strengths, abilities and special needs.
2. Families know their rights and advocate effectively for their children.
3. Families help their children develop and learn.
4. Families have support systems.
5. Families access desired services, programs and activities in their community.
6. Families are satisfied with the services they received.

Nineteen survey items used in 2012 to measure OSEP outcomes were worded the same as those used in the 2009, 2010, and 2011 surveys. A "not applicable" option added in 2011 to response options for a childcare item was retained in 2012. Two previous items that had not contributed meaningfully to results were eliminated in 2012. Other than these relatively minor improvements, consistency in items across time lends a high level of confidence to comparisons across survey years, particularly from 2009 forward.

The protocol used a 4-point Likert scale recommended for improved cultural appropriateness for Alaska's indigenous populations. Families were asked to rate experiences with their children and EI/ILP on statements by choosing how often each statement was true for their family: none of the time, some of the time, most of the time, or all of the time. This 4-point Likert scale was recommended to the EI/ILP by a group of Alaska Native providers who had consulted as a group about making survey instruments more culturally appropriate for Alaska's indigenous cultures.

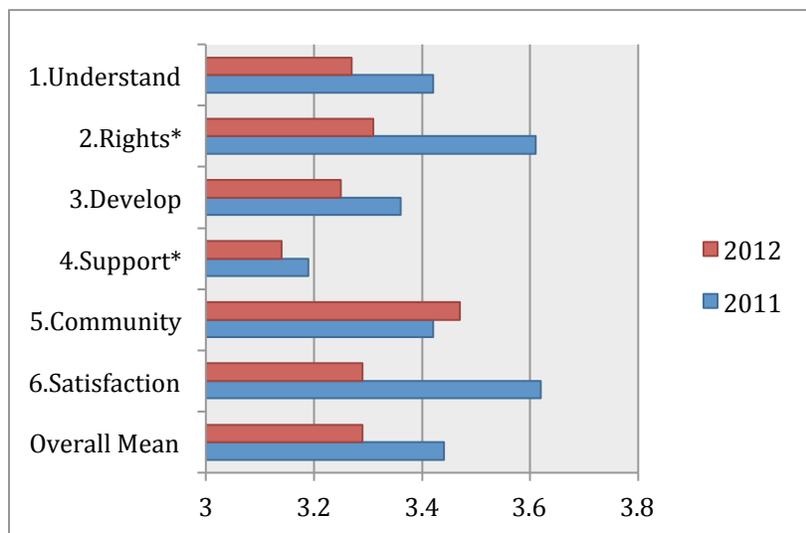
In 2012, the EI/ILP wanted to have more detailed information from families about access to childcare in their communities. To that end, five items were added to the protocol covering how much ILP providers worked with childcare providers, the availability of childcare for children with special needs, the importance of childcare in the community,

access to childcare providers who could follow an IFSP, and reasons people did not have regular childcare. This brought the total number of items on the 2012 instrument to 24.

Families enrolled during the 2011 calendar year with children eligible for Part C receiving services for at least 6 months comprised the eligible population ($N = 693$ families with 736 children). The 2012 Family Outcomes Survey utilized a randomly selected 20% target group of families, stratified geographically by ILP grantee service areas and by race of children. It was comprised of 140 families with 144 children. Survey packets were mailed to the target group of families, inviting them to complete the survey by mail, online, or over the phone. Follow-up was conducted with phone calls and mailed postcards. There were 85 completed surveys rendering a 61% response rate.

Characteristics of children in responding families were similar to those in the randomly selected target group and in the total eligible population of service recipients. This included age, enrollment status, how children qualified for services, reasons they exited services, and exit placements. Families with Native children were not underrepresented, but the response was hampered by a higher proportion of nonworking phone numbers. A potential overrepresentation of families with White children was small enough that it did not warrant statistical correction.

It can be concluded from the results of the 2012 Family Outcomes Survey that most families (approximately 79%) were satisfied most ($\cong 24\%$) or all ($\cong 55\%$) of the time with the ILP services they received during the 2011 calendar year. The overall survey mean (excluding childcare items) and the overall satisfaction mean were both 3.29 on a 1 to 4 scale. This stands in contrast with higher mean responses in the past few survey years, particularly in overall satisfaction (Outcome 6). Figure 1 illustrates the outcome level pattern of results in 2012, compared to results in 2011.



*One item was removed from this outcome area in the 2012 protocol.

Figure 1: Relative strengths of outcome areas and comparison with the previous year

The strongest outcome area in 2012 was Outcome 5 ($M = 3.47$) regarding community access and this was a departure from the outcome level pattern in previous survey years. However, this relative strength was not due to a significant increase in strength within Outcome 5, but rather due to losses in strength from previous years in other outcome areas, particularly Outcomes 2 and 6.

Outcome 1 (parental understanding of children, $M = 3.27$), Outcome 2 (rights and advocacy, $M = 3.31$), and Outcome 6 (satisfaction with EI services, $M = 3.29$) were all close to or equal to the mean response on the survey ($M = 3.29$). Outcome 3 ($M = 3.25$) regarding parental ability to help children develop and learn was relatively weaker, and Outcome 4 ($M = 3.14$) regarding social support was the weakest outcome area.

There were no statistically significant differences within 2012 results based on the race of children. However, for the first time there were some marked differences by region that could be detected statistically at both the outcome- and item-levels. These are described in the following outcome area summaries.

Outcome 1: Parental Understanding of Children

Outcome 1 showed moderate results ($M = 3.27$), close to the overall survey mean ($M = 3.29$). This is a typical outcome-level pattern. Results seemed somewhat lower than the previous survey year, but the difference was not statistically significant. The highest item response relative to other items within Outcome 1 indicated higher parental confidence in ability to *perceive children's progress*. The lowest item response indicated lower confidence *understanding children's special needs*. This item-level pattern within Outcome 1 has remained fairly consistent across survey years.

Outcome 2: Rights and Advocacy

Outcome 2 also showed moderate results ($M = 3.31$), close to the overall survey mean. An item removed from this set of items in 2012 prevented statistical testing of the difference in response between years, but Outcome 2 was one of the strongest outcome areas in the two previous surveys. There were two significant reductions in item responses from 2011 to 2012, particularly in being *informed of rights* and being *comfortable in meetings* with professionals. However, the pattern of item responses within Outcome 2 was similar to previous years with a relative strength in being *comfortable in meetings* with professionals as compared to consistent relative weaknesses in being *informed about programs and services* and *what to do if not satisfied* with services.

There was a significant difference within Outcome 2 by region, particularly between the highest mean response in the Southeast Region and the lowest mean response in the Anchorage Region. There were also significant differences by region on two items within Outcome 2. One was being *informed of the right to choose services*, particularly between the Southeast (highest) and Anchorage regions. The other was being *comfortable in meetings* with professionals, particularly between the Southeast (highest) and Southcentral regions.

Outcome 3: Parental Ability to Help Children Develop and Learn

Outcome 3 showed weaker results ($M = 3.25$), below the overall survey mean, which is an outcome-level pattern consistent with previous survey years. The Outcome 3 mean seemed somewhat lower than the previous survey year, but the difference was not statistically significant. The relative strength within Outcome 3 was in *working with professionals to develop a plan* and the relative weakness was in *knowing how to help children behave*. Caregivers have very consistently, across all survey years, indicated they needed much more help in working with children's behavior.

Outcome 4: Social Support

Outcome 4 was the weakest outcome area ($M = 3.14$), well below the overall survey mean. This has been a consistent outcome-level pattern across all survey years. Relative strengths within Outcome 4 were in families being *able to do the activities they enjoyed* and having access to *people they could talk with* any time they wanted. The relative weakness was in having resources for *occasional childcare*, consistently the lowest item response within Outcome 4.

There was a significant difference for Outcome 4 by region. While post hoc tests were unable to determine significant differences among specific regional pairings, the highest regional response was once again in the Southeast Region.

Outcome 5: Community Access

Outcome 5 was the strongest outcome area ($M = 3.47$), well above the overall survey mean, but not significantly different from Outcome 5 results in previous years. The greatest strength within Outcome 5 was access to *medical care* and the greatest weakness was access to *opportunities for children to participate in activities in the community*. This item-level pattern within Outcome 5 has been consistent for three survey years.

Outcome 6: Satisfaction with EI Services

Outcome 6 showed moderate results ($M = 3.29$), equal to the overall survey mean. This was a marked departure from pattern at the outcome-level as Outcome 6 tends to be one of the strongest outcome areas on the survey. The decrease from 2011 to 2012 was highly significant. Each item within Outcome 6 had a significantly lower response than the corresponding item in the previous year.

No statistically significant differences by region were evident for Outcome 6. However, upon closer examination of satisfaction results, it was clear that only the Southeast Region was able to maintain a level of satisfaction commensurate with the high responses of previous survey years. The weakest satisfaction tended to be in the Anchorage Region, but weaknesses were also apparent in the Northern Region and in the Southcentral Region.

Childcare

The 2012 survey included five additional items asking for more detailed information about issues and community resources relevant to childcare. One item under Outcome 5 covered general access to childcare, and about 29% of families indicated they always had this resource, while another 8% indicated they sometimes had it. Additional information about childcare gleaned from respondents included:

- ◆ 47% did not want or need regular childcare at this time
- ◆ 5% wanted childcare, but had not looked for it yet
- ◆ 13% wanted childcare, but could not find any that worked for them

Close to half of respondents indicated knowledge about childcare resources in their communities on two survey items, and of each subset of respondents, 42% indicated a lack of childcare resources for children with special needs and 31% indicated a lack of access to childcare providers that could follow an IFSP. Over two-thirds of caregivers rated the general importance of childcare in their communities with 80% indicating it was important. Of the 39% of families that indicated they had both ILP and childcare providers, 36% indicated a lack of collaboration between these providers.

Comments

Forty-one caregivers (41 or 48% of all respondents) added comments to surveys. There was a focus in this year's survey relevant to childcare, so it is not surprising some caregivers (4 or 10%) used the comment space to express frustrations relevant to lack of access to or availability of childcare, typically beyond the scope of ILP responsibility.

Of the remaining 37 comments, about 57% were either positive (19) or positive/mixed (2) comments expressing gratitude and satisfaction. About 32% were negative (10) or negative/mixed (2) comments. Themes within the latter included indications of a *lack of quality* in the services families received (5), *lack of access to ILP services* (3), *transition concerns* (3), and *lack of services* families needed or wanted (2). Four miscellaneous comments did not fit in categories.

Issues to Consider

Within outcome areas, most items were rated close to the overall mean of the survey. These ratings indicate a moderate level of accomplishment. Put simply, it means these needs were addressed most of the time.

Some things continued to be consistent relative strengths:

- ◆ Caregivers perceiving children's progress
- ◆ The comfort of caregivers in meetings with professionals
- ◆ Families and professionals working together to develop plans
- ◆ Family access to excellent medical care

Some historical strengths showed significantly weaker results, even if they had moderate results. Most notably, these included helping caregivers to:

- ◆ Effectively communicate their children's needs
- ◆ Help their children to develop and learn
- ◆ Know their rights in general
- ◆ Know they have a right to choose which EI services they receive

In the previous survey year, a series of suggestions were offered to help improve relative weaknesses that tended to persist over time. The same weaknesses were evident in the 2012 survey results. These include helping caregivers to:

- ◆ Understand their children's special needs
- ◆ Learn how to help their children behave
- ◆ Improve social support networks
- ◆ Find or develop resources for occasional childcare
- ◆ Know which programs and services are available
- ◆ Know what to do if they are not satisfied with ILP services

All that being said, the sum total of the evidence from the 2012 survey suggests something systematic may have happened to reduce the quality of ILP services during the past year and this stands out as the most pressing overall concern. From surveys in 2008 through 2011, there was a steady trend of improvement in statewide family satisfaction, but the downturn in 2012 was highly significant. It is beyond the scope of this survey to determine how or why such a phenomenon occurred, and it is acknowledged that it could be related to temporary circumstances or situations beyond ILP control.

The most obvious need for further investigation is in the Anchorage Region, followed by the Northern Region. Only the Southeast Region maintained high family satisfaction, and received higher ratings across outcome areas.

Note: *Recommendations for Future Survey Administration* can be found on page 39 of the report.

Alaska's Early Intervention / Infant Learning Program

2012 FAMILY OUTCOMES SURVEY

Introduction

Alaska's Early Intervention /Infant Learning Program (EI/ILP) is under the administration of the Office of Children's Services (OCS), along with Early Childhood Comprehensive Systems Planning, Child Protection and Permanency, and Family Nutrition Services. OCS is under the Alaska Department of Health and Social Services. OCS has an overall mission to "enhance families' capacities to give their children a healthy start, to provide them with safe and permanent homes, to maintain cultural connections, and to realize their potential."

Under this organizing vision, the EI/ILP oversees an array of flexible early intervention services for children birth to three years of age who have disabilities or developmental delays, or who are at risk for developmental delays. During the 2011 calendar year, services were delivered in communities across the state through 17 EI/ILP grantees. Grantees include school districts, mental health associations, Native organizations, parent associations, and other nonprofit organizations. Services include developmental screening and evaluation; individualized family service plans; home visits; physical, occupational, and speech therapies; and mental health services for children. Service providers share assessment, development, and intervention information and strategies with families, deal with specialized equipment, and make appropriate referrals to meet child and family needs beyond the scope of their programs.

EI/ILP funding comes from multiple sources including State general funds, federal Part C funds, Medicaid, and billing receipts from insurance and other third party payers. EI/ILP activity and progress are reported to the U.S. Department of Education Office of Special Education Programs (OSEP). OSEP requires State agencies to develop and implement outcome measures to evaluate infant and toddler programs operated under Part C of the Individuals with Disabilities Education Act (IDEA). Through a developmental process of working with experts and meeting with stakeholders, OSEP identified five family outcome areas. Guided by this framework, Alaska's annual EI/ILP Family Outcomes Survey is an effort to gather this type of information from the perspective of families in Alaska who have received EI/ILP services each year, along with general level of satisfaction with the EI/ILP services provided:

1. Families understand their children's strengths, abilities and special needs.
2. Families know their rights and advocate effectively for their children.
3. Families help their children develop and learn.
4. Families have support systems.
5. Families access desired services, programs and activities in their community.
6. Families are satisfied with the services they received.

Methodology

Historical Development

Through a series of stakeholder meetings, the protocol chosen by the EI/ILP to measure OSEP outcomes in 2006 (2005 service recipients) was the Early Childhood Outcomes (ECO) Center's tool, the *ECO Family Outcomes Survey*. The ECO Center is funded by OSEP to provide leadership and assistance to state-level government agencies. In 2007, the EI/ILP chose to use the same instrument and employed a census approach (i.e., sending one survey per each child who received any ILP services in the targeted year). The evaluators of the 2007 survey found a number of potential problems with quality of information gathered, and recommended greatly simplifying the 8-page instrument, but keeping the focus of each of the 18 items to match the ECO Center tool. Methodological recommendations included making the family the unit of measurement (rather than the child) and randomly selecting a segment of the population stratified by ILP service areas to receive the survey (rather than using a census approach) and concentrating efforts on getting a representative response (at least 50%). Proposed changes were approved by OSEP and implemented in the 2008 survey.

For the 2009 survey, EI/ILP made several revisions to survey items. Some were the same focus, but worded more simply or succinctly. Noted issues with compound items were resolved and new items added, resulting in 21 items. For the 2010 survey, EI/ILP kept content and method the same as 2009. In 2011, a small improvement added "n/a" (not applicable) to the response options for one item regarding childcare in order to increase accuracy of response on that item by distinguishing between families who used or wanted childcare and those who did not. Methodology was also improved in 2011 to use a 20% target group rather than a static number, and to stratify the target group by race of children as well as by geography. These improvements were retained in 2012.

A modification in 2012 eliminated two previous items, leaving 19 items addressing the six outcome areas. One eliminated item addressed families giving *consent before records were shared* with others. This item was useful initially to educate programs about the value of periodic review of consents with families, but it was less useful over time. The other eliminated item addressed social resources families could call upon for *assistance with things other than childcare*. This item did not add any new information as people tended to answer it in lockstep with the item asking if they had people to call upon to *watch their children for a short time*. Other than these relatively minor improvements, consistency in items across time lends a high level of confidence to comparisons across survey years, particularly from 2009 forward.

In 2012, the EI/ILP wanted to receive more detailed information from families about access to childcare in their communities. To that end, five items were added to the protocol covering how much ILP providers worked with childcare providers, the availability of childcare for children with special needs, the importance of childcare in the community, access to childcare providers who could follow an IFSP, and reasons people did not have regular childcare. Thus the 2012 protocol had a total of 24 items and space for comments.

Families were asked to rate experiences with the ILP that served them on 23 statements (19 outcome items plus 4 childcare items) by choosing how often each statement was true: none of the time, some of the time, most of the time, or all of the time. This 4-point Likert scale was recommended to the EI/ILP by a group of indigenous providers who had consulted as a group about making survey instruments more culturally appropriate for Alaska's indigenous cultures.

One of the additional childcare items in the 2012 protocol included the "n/a" option. Three childcare items about resources in the community included a "don't know" option. The fifth childcare item on the survey was a multiple-choice question about reasons families did not have regular childcare. The 2012 EI/ILP invitational letter and Family Outcomes Survey instrument are included with this report in Appendix A.

Participants & Selection Procedures

Families eligible for the survey needed to have at least one child who was eligible for Part C, enrolled in the program during the 2011 calendar year, and enrolled for at least 6 months. Data about children and families was pulled from the EI/ILP statewide database. There were 736 children in 693 families who met criteria for the eligible population.

A random 20% target group comprised of 140 families (with 144 children) was selected from eligible families to receive the 2012 survey. In order to stratify the target group by geography and by race of children, a series of random numbers were first assigned to all families in the eligible population using Excel. The data was then sorted by the 17 ILP service areas and again by up to 6 race categories per area. Within each resulting area/race category, the 20% with the highest random numbers were selected for the target group.

Typically the largest proportion of children in EI/ILP services are identified as White and the second largest proportion are identified as Native, with little representation on any other race or ethnicity. Providers entering data in the field were allowed to select multiple options for race and an option for ethnicity (Hispanic or Latino).

To ensure the best possible representation by families of children with Native heritage, children with any Native heritage were defined as Native for stratification purposes. This matches the culture in Alaska where people with partial Native heritage are recognized as members of Tribes or other indigenous groups, along with social and legal implications. Thus about 42% of the children in the eligible population had Native heritage by this definition. The proportion in the target group was 44%, but this slight difference is not meaningful. It may be an artifact of efforts to avoid systematically excluding other families.

Specifically, in three ILP service areas there were race categories with only one or two families each, failing to meet the minimum threshold to include a family in the target group. Rather than systematically excluding these families, they were combined within each ILP area and the family with the highest random number was included in the target group. In one ILP area where there were only two eligible families, the one with the highest random number was included. In another ILP area where there was only one eligible family, that

family was included. In addition, there were a number of cases where Hispanic/Latino was indicated with no corresponding race(s). Rather than systematically excluding these families, they were grouped together in each ILP service area where this occurred and included as an additional category in stratification.

Survey Procedures

A third-party evaluator, the University of Alaska Anchorage Center for Human Development (CHD), was contracted to implement the 2012 survey of families with children who had received EI/ILP services from January 1 to December 31, 2011. Survey packets containing an invitational letter, the survey instrument, and a postage-paid return envelope were mailed to the target group families on March 2, 2012. In order to minimize undeliverable mail, the U.S. Post Office (USPS) provided a service to check all addresses and make corrections if newer information was entered in the USPS system (e.g., forwarding addresses). If any packets were returned as undeliverable by April 1st, the procedure was to replace each family using the next highest random number within the same area/race category. This procedure resulted in twelve replacement families in the target group. The given deadline for responding was April 25. Data collection was closed on April 30.

The introductory letter (in Appendix A) invited families to complete the survey by mail, online, or by using a toll-free phone number, and informed them evaluators would contact them in about two weeks if a survey had not been completed. When evaluators called families, they invited caregivers to complete the survey over the phone or online, and politely honored requests to opt out or have the survey resent by mail.

Having a phone number was not required for inclusion in the target group. When non-responding families could not be reached by phone, a postcard reminder was sent by mail. It included a toll-free phone number and the online address to access the survey. The postcard was also used as a second reminder for families who may have been reached by phone, but did not respond two weeks after the call.

Potential participants were offered the incentive of being entered into a drawing to give away at least ten \$25 gift cards to a choice of three popular shopping venues. The evaluator used the random number assignment feature in Excel to identify ten winners (10 highest random numbers) from among those who responded to the survey.

Analyses

Analyses of data for this report used descriptive statistics such as frequencies, distributions, and measures of central tendency. A univariate analysis of variance (ANOVA) was used to examine patterns within outcome areas, and sometimes in item responses, based on regions of residence. Post hoc testing used Tukey for pairwise comparisons when differences among regional variances were small, Levene's test was $\geq .05$, and equal variances were assumed; or Dunnett C when differences among regional variances were larger, Levene's test was $\leq .05$, and equal variances were not assumed. There were only enough children of Native and White heritage to test for differences by race. Independent

2-tailed t-tests were used to look for these differences. When item responses appeared different between 2012 and 2011, they were compared using independent 2-tailed t-tests. In all t-tests, equal variances were assumed unless indicated otherwise.

Comments added to surveys by respondents fell into general categories based on being positive, negative, or mixed positive/negative. Negative and negative/mixed comments were further organized by themes. A discussion of comments is at the end of the Results section. De-identified comments are listed in Appendix B.

Results

Eighty-five ($n = 85$) surveys were completed by families from the target group for a response rate of 61%. Below are details about the response. Table 1 shows the number and proportion of responses sorted by EI/ILP regional service areas.

Target Population (with 12 replacement families)	140
Made contact (mail and/or phone)	140
Ineligible	0
Opted out or did not respond (O)	55
Eligible completed surveys (S)	85
No contact (N) (undelivered mail after April 1)	0
Response Rate = $S / (S + O + N) = 0.6071428\dots$ or 61%	

Table 1: Response sorted by EI/ILP regions

EI/ILP Region	ILP Grantee (EI/ILP Code)	Sent	Rec'd	%
1	Northern Alaska Center for Children & Adults (ACC) Northwest Arctic Borough School District (NWA) Norton Sound Health Corporation (NSH) Tanana Chiefs Conference (TCC)	32	19	59%
2	Anchorage Programs for Infants & Children (PIC) FOCUS - Family Outreach Center for Understanding Special Needs (FOC)	52	33	63%
3	Southcentral Bristol Bay Area Health Corporation (BBA) Kodiak Area Native Association (KAN) Mat-Su Services for Children & Adults (MSU) Southeast Regional Resources Center (SER) Yukon Kuskokwim Health Corporation (YKH)	26	14	54%
4	Southeast Center for Community (CFC) Community Connections (CCK) Frontier Community Services (FCS) Homer Community Services (HCS) REACH, Inc. (REA) SeaView Community Services (SVC)	30	19	63%
TOTAL		140	85	61%

Note: Prior to 2010, regions were based on a different regional system.

The lowest response by region in 2012 was in the Southcentral Region at 54%. The highest response was in the Anchorage Region and the Southeast Region, both at 63%.

The Southcentral Region had the lowest response in the previous year (41%) and the 2012 response is clearly a notable improvement. Even though it was below the overall response rate (61%), any response over 50% is still excellent. The difference from the overall response rate is small enough that if just two more Southcentral families had responded, it could have made up the difference.

Table 2 shows a breakdown of responses by grantee organization service areas. It is apparent that the lower Southcentral response rate can be attributed in part to a low response from Bristol Bay (40%) and a very low response from Yukon-Kuskokwim (14%). These two areas seemed to be the primary cause of the low Southcentral response in the previous survey year. In 2012 nonworking phone numbers in the Yukon-Kuskokwim area preventing phone contact with 4 out of 7 families.

Table 2: Response sorted by grantees

	ILP Grantee (EI/ILP Code)	Service Area	Sent	Rec'd	%
1	Alaska Center for Children & Adults (ACC)	Fairbanks, Copper River Basin, Valdez, North Slope	26	15	58%
2	Bristol Bay Area Health Corporation (BBA)	Dillingham	5	2	40%
3	Center for Community (CFC)	Sitka	2	2	100%
4	Community Connections (CCK)	Ketchikan, Craig, Prince of Wales Island	6	3	50%
5	FOCUS (FOC)	Eagle River, Chugiak, Elmendorf/Richardson, Cordova	12	8	67%
6	Frontier Community Services (FCS)	Soldotna	8	4	50%
7	Homer Community Services (HCS)	Homer	3	3	100%
8	Kodiak Area Native Association (KAN)	Kodiak	3	3	100%
9	Mat-Su Services for Children & Adults (MSU)	Wasilla	10	8	80%
10	Northwest Arctic Borough S.D. (NWA)	Kotzebue	2	0	-----
11	Norton Sound Health Corporation (NSH)	Nome	1	1	100%
12	Programs for Infants & Children (PIC)	Anchorage	40	25	63%
13	REACH, Inc. (REA)	Juneau, Haines, Petersburg	10	7	70%
14	SeaView Community Services (SVC)	Seward	1	0	-----
15	Southeast Regional Resources Center (SER)	Aleutian and Pribilof Islands	1	0	-----
16	Tanana Chiefs Conference (TCC)	Interior Alaska	3	3	100%
17	Yukon Kuskokwim Health Corp. (YKH)	Bethel	7	1	14%
		TOTAL	140	85	61%

Within regions and sometimes within agency service areas, both urban and rural populations were served. If responding families with mailing addresses in Anchorage, Eagle River, Fairbanks, and Juneau are defined as the more urban families, they represented 47% of all responding families, leaving 53% of responses from more rural families. This compares to 45% urban and 55% rural in both the target group and in the eligible population. Thus even though the rural response was a higher percentage of the total response (53% rural to 47% urban), the urban response seemed to be proportionately higher (47% of response to 45% of target/population) than the rural response (53% of response to 55% of target/population). However, these differences were once again very small and not indicative of any meaningful differences.

Demographics of Responding Families

Note: The State EI/ILP collects data on race/ethnicity of the child, which may or may not be the same as race/ethnicity of caregivers, which include foster families. Therefore, the “race/ethnicity of families” cannot be entirely assumed from this data.

Among the 85 families who responded to the survey there were 86 children who met the criteria for their families to be included in this sample. White/Caucasian as a single race was indicated for 44 children (51%). Alaska Native or American Indian as a single race or one of two or more races was indicated for 34 children (40%). Together, this accounted for the majority of children in responding families: 78 children in 77 responding families, or 91% of the total number of children and the total number families.

Table 3 shows the data on race/ethnicity of children across the families who responded to the survey, those in the randomly selected target group, and the total population of children eligible for the survey. More than one race could be indicated for one child, and Hispanic/Latino is an ethnicity across multiple races.

Table 3: Race/ethnicity of children in responding families compared to the randomly selected target group and the total eligible survey population

Race/Ethnicity of Children*	Responders		Target Group		Eligible	
	n	%	n	%	n	%
AK Native or Am. Indian	34	39.5	63	43.8	309	42.0
Asian	3	3.5	4	2.8	25	3.4
Black/African American	2	2.3	7	4.9	50	6.8
Pacific Islander	2	2.3	3	2.1	17	2.3
White/Caucasian	53	61.6	81	56.3	411	55.8
No race indicated	2		4		21	
Hispanic or Latino	2	2.3	6	4.2	30	4.1
Number of Children	86		144		736	

*Single race or mixed race.

Native as a single race or one of two or more races accounted for 40% of respondents compared to 42% of eligible, a difference that is small and not meaningful. At first glance in

Table 3, it appears there may have been an overrepresentation of families with White children in the responding sample, but these numbers include instances when White/Caucasian is combined with other races. White *as a single race* accounted for 51% of respondents compared to 45% of eligible, a difference that is small enough it did not warrant statistical correction.

The typical age of children at the time of the 2012 survey was 27 to 28 months across the families who responded to the survey, those in the randomly selected target group, and those in the total population of families who were eligible. All families included in the 2012 survey had one or more children who were enrolled in EI/ILP services and qualified for Part C. Table 4 shows a comparison of the qualifying categories of children across the responders, target group, and eligible population. Across all three, the reason the largest proportion of children (62 to 65 percent) qualified for Part C services was a documented delay of over 50%. This has been a consistent pattern across survey years.

Table 4: How children in responding families qualified for services compared to the target group and the total eligible survey population

Qualifying Category	Responders		Target Group		Eligible	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Part C Diagnosis	27	31.4	36	25.0	170	23.1
Delays > 50%	53	61.6	94	65.3	458	62.2
Delays 25% - 49%	---	---	1	.7	7	1.0
Clinical Opinion	6	7.0	13	9.0	99	13.5
At Risk	---	---	---	---	1	.1
Missing	---	---	---	---	1	.1
Totals	86		144		736	

Within responding families, 50 (58.1%) children were still enrolled in the program at the end of 2011, and 36 (41.9%) had exited the program sometime during the year. This compares to the target group with 86 (59.7%) enrolled and 58 (40.3%) exited; and the total eligible child population with 451 (61.3%) enrolled and 285 (38.7%) exited. Unlike some years where there is a slightly higher response from enrolled families, the level of response from enrolled versus exited families in 2012 was similar.

Of the children among the responders, as well as those in the target group and the eligible population who exited in 2011, the exit reason given for 18 to 22 percent was “Part B eligible,” indicating they had aged out of Part C services, and were qualified to receive services under Part B of IDEA, another consistent pattern across survey years. The distribution of exit reasons in Table 5 was fairly similar across the responders, target group, and eligible population. In all three groups, the exit placement (Table 6) was most often in preschool special education (16 to 20 percent), followed by placement in the home (11 to 12 percent). This is another typical pattern over survey years.

Table 5: Reasons families exited the program during the service year

Exit Reason	Responders	Target Group	Eligible
Part B eligible	19 (22.1%)	29 (20.1%)	129 (17.5%)
Withdrawal by parent/guardian	5 (5.8%)	6 (4.2%)	28 (3.8%)
Attempts to contact unsuccessful	3 (3.5%)	7 (4.9%)	31 (4.2%)
Completion of IFSP prior to age 3	3 (3.5%)	3 (2.1%)	27 (3.7%)
Not Part B eligible, exit with no referrals	2 (2.3%)	4 (2.8%)	16 (2.2%)
Part B eligibility not determined	2 (2.3%)	3 (2.1%)	15 (2.0%)
Moved out of state	1 (1.2%)	2 (1.4%)	23 (3.1%)
Not Part B eligible, exit to other program	---	1 (.7%)	8 (1.1%)
Deceased	---	1 (.7%)	1 (.1%)
Not Indicated	1	2	7
Total Exited	36	58	285

Table 6: Exit placements of families who left the program during the service year

Exit Placement	Respondents	Target Group	Eligible
Preschool Special Education	17 (19.8%)	26 (18.1%)	116 (15.8%)
Home	10 (11.6%)	16 (11.1%)	91 (12.4%)
Head Start	3 (3.5%)	5 (3.5%)	17 (2.3%)
Child Care/Preschool	2 (2.3%)	2 (1.4%)	17 (2.3%)
Outpatient Therapy	1 (1.2%)	1 (.7%)	5 (.7%)
Other Setting	---	3 (2.1%)	22 (3.0%)
Not Indicated	3	5	17
Total Exited	36	58	285

Summary of Respondent Characteristics

Characteristics of children in responding families were similar to those in both the target group (stratified random selection) and the total eligible population. This included age, enrollment status, how children qualified for services, reasons they exited services, and exit placements. A slight overrepresentation of families with White children was small and did not warrant statistical manipulation. Though families with Native children were not underrepresented, nonworking phone numbers prevented a higher response from this segment of the population. Just over 60% of 2012 surveys were completed over the phone. About 54% of nonworking phone numbers belonged to families with Native children, compared to about 29% belonging to families with White children.

Responses to Survey Items

Generally, the mean rating on the survey instrument was 3.29 on a 1 to 4 scale, not including the added items to examine childcare resources. Overall, caregivers were fairly confident in their knowledge and abilities, available resources served their needs most of

the time, and most families were satisfied with ILP services most of the time. The overall survey means cannot be statistically compared over time due to periodic modifications of items within the protocol. However, it is perhaps still worth noting that the 2012 mean ($M = 3.29$) appeared to be somewhat lower than the three previous survey years using a similar protocol: 2011 ($M = 3.44$), 2010 ($M = 3.39$), and 2009 ($M = 3.40$).

Statistical tests indicated no significant differences by race within outcome areas, or on items where differences were suspected. There were some significant differences by region within outcome areas and on individual items. The following examination of survey results is organized by outcome area.

Notes: The total number of responses can naturally vary in the tables that follow for each survey item because respondents could choose not to answer any item. A reason to skip a particular item might be if a respondent felt it was not applicable. Moreover, if a respondent circled multiple responses for an item on a paper survey, that item response could not be used in statistical analyses. As all reported percentages are rounded up, they do not necessarily add up to exactly 100%.

Outcome 1: Understanding the Child

Items 1-3 on the survey asked respondents to indicate how often they understood their children’s development, special needs, and progress. The mean response for Outcome 1 ($M = 3.27$) was close to the overall survey mean ($M = 3.29$). This result appeared somewhat lower than the result for Outcome 1 in the previous survey year, but the difference was not statistically significant, $t(155) = 1.769, p = .079, ns$.

The highest item response was in the ability to perceive that a child is making progress ($M = 3.43$). The lowest item response was in understanding children’s special needs ($M = 3.12$), and this was also among the lowest item responses on the survey. The item response pattern within Outcome 1 has remained consistent across surveyed years. There were no detectible significant differences within Outcome 1 by region.

Item 1: Our child is growing and learning, and we understand our child’s development very well.

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.28 Median: 3 Mode: 3 SD: .683
2	Some of the time	11	12.9	
3	Most of the time	39	45.9	
4	All of the time	35	41.2	
Total Responses		85	100	

The response on Item 1 indicated that 87% of responding families felt they understood their child’s development very well, all (41%) or most (46%) of the time. The overall response on this item was similar to the 2011 response, and it can be considered fairly consistent over time. It was similar to the overall mean response on the 2012 survey.

Item 2: We know most of what we need to know about our child’s special needs.

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.2	Mean: 3.12 Median: 3 Mode: 3 SD: .731
2	Some of the time	15	17.6	
3	Most of the time	42	49.4	
4	All of the time	27	31.8	
Total Responses		85	100	

The response in Item 2 indicated that 81% of responding families felt they knew what they needed to know about their children’s special needs most of the time (49%) or all of the time (32%). About 19% indicated they knew only some or none of the time. The 2012 response seemed somewhat lower than the previous year, but the difference was not statistically significant, $t(155) = 1.398, p = .164, ns$. Thus the response on this item can be considered fairly consistent over time. It tends to be the lowest item response within Outcome 1 and it was well below the overall mean response on the 2012 survey.

Item 3: We can tell if our child is making progress.

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.2	Mean: 3.43 Median: 4 Mode: 4 SD: .699
2	Some of the time	7	8.2	
3	Most of the time	31	36.5	
4	All of the time	45	52.9	
Total Responses		84	98.8	
Missing		1	1.2	

About 89% of respondents indicated on Item 3 that they could tell when their children were making progress, all of the time (53%), or most of the time (37%). This response seemed somewhat lower than the previous year, which had been consistently higher across previous survey years, but the difference between 2012 and 2011 was not statistically significant, $t(155) = 1.830, p = .069, ns$. Thus response on this item can be considered fairly consistent over time. It tends to be high and it was well over the overall mean response on the 2012 survey.

Outcome 2: Rights and Advocacy

Items 4-7 asked respondents to indicate how much they knew about their rights and their capacity to advocate effectively on behalf of their children. The mean response for Outcome 2 ($M = 3.31$) was just above the overall survey mean ($M = 3.29$). It appeared to be lower than Outcome 2 results from the previous two survey years (2011 $M = 3.61$; 2010 $M = 3.54$). Since one item was dropped from Outcome 2 in 2012 (i.e., being asked for consent before records were shared), it was not appropriate make statistical comparisons with previous years, however significant losses were apparent on items within Outcome 2, specifically being informed of the right to choose services and being comfortable participating in meetings with professionals.

Even though the response on the latter item (comfortable in meetings) was significantly lower than last year, it was still the highest rated item within Outcome 2 ($M = 3.62$) and the highest rated item in the 2012 survey. The lowest item responses were whether or not caregivers felt they were informed about programs and services that were available to them ($M = 3.15$) and what to do if they were not satisfied ($M = 3.15$). Responses on these last two items were among the lowest item responses on the survey.

In the 2012 results, a statistically significant difference by region was indicated within Outcome 2, $F(3,80) = 5.45, p = .002$. Post hoc pairwise comparisons using Tukey revealed one significant difference ($p = .001$) between the Southeast ($M = 3.75$) and Anchorage ($M = 3.05$) regions, suggesting families in the Southeast Region generally felt they knew more about their rights and had more capacity to advocate effectively on behalf of their children than families in the Anchorage Region.

Item 4: We are fully informed about the programs and services that are available for our child and family.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.4	Mean: 3.15 Median: 3 Mode: 4 SD: .866
2	Some of the time	20	23.5	
3	Most of the time	26	30.6	
4	All of the time	37	43.5	
Total Responses		85	100	

The response on Item 4 indicated that about 74% of responding families felt they were informed about programs and services all of the time (44%) or most of the time (31%). There was a notable 26% indicating they were informed only some or none of the time.

Though response on this item tends to be a lower response within Outcome 2, it improved in 2009 and stayed consistent at that level in 2010 and 2011. The response in 2012 appeared to move downward, but the difference was not statistically significant, $t(156) = 1.306, p = .194, ns$. Thus after earlier gains, response on this item can be considered fairly consistent. It tends to be the lowest response within Outcome 2 and it was well below the overall mean response on the 2012 survey.

Item 5: We have been informed of our right to choose which Early Intervention services we receive.

Rating		Frequency	Percent	Central Tendency
1	None of the time	7	8.2	Mean: 3.30 Median: 4 Mode: 4 SD: .967
2	Some of the time	9	10.6	
3	Most of the time	20	23.5	
4	All of the time	48	56.5	
Total Responses		84	98.8	
Missing		1	1.2	

About 80% of responding families indicated they were informed of their right to choose services all (57%) or most (24%) of the time. The 2012 response ($M = 3.30$) certainly appeared to be lower than 2011 ($M = 3.67$) and 2010 ($M = 3.69$). The difference between 2012 and 2011 was indeed highly significant, $t(152.012) = 2.703, p = .007$, equal variances not assumed.

A statistically significant difference by region was also indicted on Item 5, $F(3,80) = 3.62, p = .017$. Post hoc comparisons using Dunnett C revealed one significant mean difference (.8278*) between the Southeast ($M = 3.74$) and Anchorage ($M = 2.91$) regions, suggesting families in the Southeast Region felt more informed about their right to choose services than families in the Anchorage Region.

Item 6: We are comfortable participating in meetings with professionals to plan services or activities for our child.

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.62 Median: 4 Mode: 4 SD: .636
2	Some of the time	7	8.2	
3	Most of the time	18	21.2	
4	All of the time	60	70.6	
Total Responses		85	100	

On Item 6, a high 92% of respondents indicated they were comfortable participating in meetings all or most of the time, with 71% indicating all of the time. Response on this item had markedly improved over time, particularly in the 2010 and 2011 surveys.

Though the 2012 response was high, it appeared to be lower than 2011 ($M = 3.82$) The difference was indeed significant, $t(150.922) = 2.227, p = .024$, equal variances not assumed. Thus a loss was apparent even though this was the highest item response in the 2012 survey, far above the overall survey mean.

A statistically significant difference by region was also indicted on Item 6, $F(3,81) = 2.71, p = .05$. Post hoc comparisons using Dunnett C revealed one significant mean difference (.5902*) between the Southeast ($M = 3.95$) and Southcentral ($M = 3.36$) regions, suggesting families in the Southeast Region felt more comfortable participating in meetings with professionals than families in the Southcentral Region.

It appeared as if there might also be a difference in response on this item between families with Native children ($M = 3.47$) and those with White children ($M = 3.76$). However, the difference did not reach a level of statistical significance (the p value was greater than .05), $t(54.174) = 1.962, p = .055, ns$, equal variances not assumed.

Item 7: We know what to do if we are not satisfied with any part of our child’s program and services.

Rating		Frequency	Percent	Central Tendency
1	None of the time	10	11.8	Mean: 3.15 Median: 4 Mode: 4 SD: 1.064
2	Some of the time	12	14.1	
3	Most of the time	18	21.2	
4	All of the time	45	52.9	
Total Responses		85	100	

The response on Item 7 indicated that about 74% of responding families felt they knew what to do if they were not satisfied, all of the time (53%), or most of the time (21%). That left a notable 26% who knew what to do only some or none of the time. A high variance ($SD = 1.064$) indicated more individual differences in response to this item.

While the response pattern on this item has been fairly similar over time, it appeared as if the 2012 response may have been lower than the previous year, but the difference was not significant, $t(156) = 1.645, p = .102, ns$. Thus response on this item has been fairly consistent since 2010, consistently a weaker item within Outcome 2. It was well below the overall mean response on the 2012 survey.

Outcome 3: Help Child Develop and Learn

Items 8-10 on the survey asked respondents to indicate how well they knew how to help their children develop, behave, and learn new skills. The mean response for Outcome 3 ($M = 3.25$) was under the overall survey mean ($M = 3.29$). This appeared to be somewhat lower than the Outcome 3 mean in the previous survey year ($M = 3.36$), however the difference was not significant, $t(156) = 1.190, p = .236, ns$.

The item with the highest response was in working with professionals to develop a plan ($M = 3.42$). The lowest response was in knowing how to help children learn to behave ($M = 3.05$). The very low response on this latter item has been a consistent pattern within Outcome 3 across survey years from 2008 through 2012. There were no detectible significant differences within Outcome 3 by region.

Item 8: We are sure we know how to help our child develop and learn.

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.2	Mean: 3.28 Median: 3 Mode: 4 SD: .734
2	Some of the time	11	12.9	
3	Most of the time	36	42.4	
4	All of the time	37	43.5	
Total Responses		85	100	

About 85% of respondents indicated on Item 8 that they were sure they knew how to help their children develop and learn, most of the time (42%) or all of the time (44%). Response on this item has been fairly consistent over time, but it appeared the 2012 response might

be lower than the 2011 response. The difference was not significant, $t(155) = 1.192, p = .235, ns$. Thus response on this item can be considered fairly consistent over time. It was similar to the overall mean response on the 2012 survey.

Item 9: We are sure we know how to help our child learn to behave.

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.05 Median: 3 Mode: 30 SD: .722
2	Some of the time	20	23.5	
3	Most of the time	41	48.2	
4	All of the time	24	28.2	
Total Responses		85	100	

About 76% of respondents indicated on Item 9 that they were sure they knew how to help their children learn to behave, most of the time (48%), or all of the time (28%). A notable 24% indicated they were sure only some of the time.

Response on this item was the lowest within Outcome 3, and one of the lowest on the survey. Response in 2012 appeared as if it might be lower than 2011, but the difference was not significant, $t(155) = 1.404, p = .162, ns$. Thus response on this item can be considered fairly consistent over time. It tends to be the lowest response within Outcome 3 and it was far below the overall mean response on the 2012 survey.

Item 10: Our family has worked with professionals to develop a plan to help our child learn new skills.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.4	Mean: 3.42 Median: 4 Mode: 4 SD: .730
2	Some of the time	6	7.1	
3	Most of the time	31	36.5	
4	All of the time	46	54.1	
Total Responses		85	100	

About 91% of responding families indicated on Item 10 that they worked with professionals to develop a plan all (54%) or most (37%) of the time. Over half indicated they did this all of the time. Response on this item was similar every year since 2009. It was well above the overall mean response on the 2012 survey.

Outcome 4: Support Systems

Items 12-14 on the survey asked respondents to indicate their level of resources for emotional support, assistance from others, and ability to do activities the family enjoyed. The mean response for Outcome 4 ($M = 3.14$) was well below the overall survey mean ($M = 3.29$). It was the weakest of all outcome areas, indicating families needed much more help building social network resources. Overall results for Outcome 4 were very similar in 2009, 2010, and 2011.

The highest item response was in families being able to do the activities they enjoyed ($M = 3.29$) and having people to talk with to deal with problems or celebrate ($M = 3.28$). The lowest item response was about having resources for occasional childcare ($M = 2.86$). The latter has consistently been the lowest response in Outcome 4 over all surveyed years.

In the 2012 results, a significant difference by region was indicated within Outcome 4, $F(3,80) = 2.99, p = .036$. None of the post hoc pairwise comparisons of regions using Tukey reached a level of significance. This can occur because the conditions of post hoc tests require more power to detect differences than the initial analysis. However, the highest regional mean was once again in the Southeast Region ($M = 3.44$).

Item 12: There are people we can talk with any time we want to help us deal with problems or celebrate when good things happen.

Rating		Frequency	Percent	Central Tendency
1	None of the time	5	5.9	Mean: 3.28 Median: 4 Mode: 4 SD: .921
2	Some of the time	12	14.1	
3	Most of the time	22	25.9	
4	All of the time	46	54.1	
Total Responses		85	100	

About 80% of responding families indicated on Item 12 that there were people they could talk with to deal with problems or celebrate good things all (54%) or most (26%) of the time. Response on this item had been fairly consistent from 2008 through 2011. The 2012 response appeared as if it might be lower, but the difference was not significant, $t(156) = 1.367, p = .174, ns$. Thus the response on this item can be considered fairly consistent over time. It was close to the overall mean response on the 2012 survey.

Item 13: We have people we can call on for help when we need someone to watch our child for a short time.

Rating		Frequency	Percent	Central Tendency
1	None of the time	16	18.8	Mean: 2.86 Median: 3 Mode: 4 SD: 1.142
2	Some of the time	13	15.3	
3	Most of the time	22	25.9	
4	All of the time	33	38.8	
Total Responses		84	98.8	
Missing		1	1.2	

Historically there is a lower response on this item. Similarly, in 2012 only 65% of responding families indicated there were people they could call upon when they needed someone to watch their child for a short time. A highly notable 34% of families had this resource only some of the time (15%) or none of the time (19%). A high variance ($SD = 1.142$) indicated more individual differences regarding access to this resource, which is also a typical occurrence. Thus response on this item can be considered consistent over time. It tends to be one of the weakest item responses on the survey and it was far below the overall mean response on the 2012 survey.

Item 14: We are able to do the activities our family enjoys.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.4	Mean: 3.29 Median: 4 Mode: 4 SD: .843
2	Some of the time	15	17.6	
3	Most of the time	24	28.2	
4	All of the time	44	51.8	
Total Responses		85	100	

About 80% of caregivers indicated on Item 14 that they were able to do the activities their family enjoyed most or all of the time. About 20% could do this only some or none of the time. Response on this item has been consistent since 2009. It was equal to the overall mean response on the 2012 survey.

Outcome 5: Community Access

Items 15-17 on the survey asked respondents to indicate their level of access to desired services, programs, and activities in the community. The mean response for Outcome 5 ($M = 3.47$) was higher than the overall survey mean ($M = 3.29$), indicating more relative strength in this area. Overall, the result for Outcome 5 in 2012 was similar to the result in 2011, and thus the relative strength in 2012 was not due to an actual increase in strength within Outcome 5, but rather due to decreased strength in other outcome areas.

The strongest item in this outcome area was access to excellent medical care ($M = 3.59$), a common pattern in previous survey years. The weakest item was access to participate fully in the community ($M = 3.33$), which was consistent with the 2010 and 2011 surveys. There were no detectable significant differences within Outcome 5 by region.

Item 15: We have excellent medical care for our child.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.4	Mean: 3.59 Median: 4 Mode: 4 SD: .659
2	Some of the time	4	4.7	
3	Most of the time	21	24.7	
4	All of the time	58	68.2	
Total Responses		85	100	

About 68% percent of responding families on Item 15 indicated they always had excellent medical care for their children and 25% indicated they had it most of the time, for 93% combined. Response on this item has been high and consistent over all surveyed years. It tends to be the strongest item within Outcome 5 and the response was well above the overall survey mean. However a slight departure from pattern is worth noting. Most typically all families indicate that they have at least some access to excellent medical care, but two families in 2012 indicated they never had access.

Item 16: Our child has opportunities to fully participate in activities in the community (e.g., playing with others, social or religious events).

Rating		Frequency	Percent	Central Tendency
1	None of the time	3	3.5	Mean: 3.33 Median: 4 Mode: 4 SD: .864
2	Some of the time	13	15.3	
3	Most of the time	22	25.9	
4	All of the time	47	55.3	
Total Responses		85	100	

About 81% of respondents indicated they had opportunities for community inclusion most (26%) or all (55%) of the time. A notable 19% indicated their children had less access to activities in the community. Response on this item was inconsistent in earlier survey years, but in 2010 it was significantly lower and remained lower in 2011. Though the response seemed to move slightly higher in 2012, it was fairly consistent with 2010 and 2011. Thus it has been a weaker item for three years. In 2012 it was the lowest item response within Outcome 5 and just above the overall survey mean.

Item 17: We have excellent childcare for our child.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	5.4	Mean: 3.49 Median: 4 Mode: 4 SD: .870
2	Some of the time	3	8.1	
3	Most of the time	7	18.9	
4	All of the time	25	67.6	
Total Responses		37	100	

Not Applicable: 48 (56.5% of all respondents)

To help clarify response on this item in 2011, “n/a” (not applicable) was added as an option in the response set to distinguish those families that used or wanted childcare from those who chose not to use childcare and did not want childcare. Prior to this improvement, it was difficult to interpret the meaning of “none of the time” responses.

In 2012, fewer families responded to this item (37 as compared to 46 in 2011), but the pattern of response was similar. About 57% of responding families indicated this item was not applicable to their circumstances. Of the remaining 37 families, about 87% indicated they had excellent childcare, all (68%), or most (19%) of the time. About 14% had less access. The response from this subset of families was above the overall survey mean.

Outcome 6: Satisfaction with EI Services

Item 11 consisted of the statement, “Early intervention has done an excellent job...” followed by three sub-items asking respondents to indicate the quality and effectiveness of ILP services they received in three topical areas: helping us know our rights, helping us effectively communicate our child’s needs, and helping us help our child develop and learn. The mean response for Outcome 6 ($M = 3.29$) was identical to the overall survey mean,

which is an atypical pattern for this outcome area. A much higher response has been consistent over all previous survey years. The difference between 2012 and 2011 ($M = 3.62$) was indeed highly significant, $t(151.969) = 2.879, p = .004$, equal variances not assumed. Thus it seems there was a significant overall reduction in satisfaction with EI services from the families responding to the 2012 survey.

No significant differences were detectable by region within Outcome 6, $F(3,81) = 2.20, p = .094, ns$. However, the Southeast Region had the highest regional satisfaction mean ($M = 3.67$), which was the only satisfaction mean similar to those of previous survey years.

Note: More detail about the regional patterns of response on satisfaction items is covered in a later section of this report, *Expanded Look at Satisfaction with EI/ILP Services*.

Item 11.1: Early Intervention has done an excellent job helping us know our rights.

Rating		Frequency	Percent	Central Tendency
1	None of the time	4	4.7	Mean: 3.26 Median: 4 Mode: 4 SD: .941
2	Some of the time	17	20.0	
3	Most of the time	17	20.0	
4	All of the time	47	55.3	
Total Responses		85	100	

About 75% of responding families indicated that EI had done an excellent job helping know their rights all (55%) or most (20%) of the time. Response on this item was consistently higher in 2009 through 2011. The difference between 2012 and 2011 ($M = 3.60$) was highly significant, $t(151.904) = 2.953, p = .009$, equal variances not assumed. Thus this item response remained high and consistent over three previous years, then showed a significant drop in 2012. The response was uncharacteristically below the overall survey mean. No statistically significant difference by region was detectable, but the only regional mean on this item similar to results in previous years was Southeast ($M = 3.68$).

Item 11.2: Early Intervention has done an excellent job helping us effectively communicate our child's needs.

Rating		Frequency	Percent	Central Tendency
1	None of the time	4	4.7	Mean: 3.24 Median: 3 Mode: 4 SD: .895
2	Some of the time	14	16.5	
3	Most of the time	25	29.4	
4	All of the time	42	49.4	
Total Responses		85	100	

About 79% of responding families indicated EI had done an excellent job helping them effectively communicate their children's needs all (49%) or most (29%) of the time. The difference between 2012 and 2011 ($M = 3.63$) showed a highly significant loss, $t(153.652) = 3.086, p = .002$, equal variances not assumed. Thus this item response remained high and consistent over the three previous years, and then showed a significant drop in 2012. Once again, the item response was uncharacteristically below the overall survey mean. No

statistically significant difference by region was detectable, but the highest regional mean on this item was again in the Southeast Region ($M = 3.53$).

Item 11.3: Early Intervention has done an excellent job helping us help our child develop and learn.

Rating		Frequency	Percent	Central Tendency
1	None of the time	3	3.5	Mean: 3.38 Median: 4 Mode: 4 SD: .859
2	Some of the time	12	14.1	
3	Most of the time	20	23.5	
4	All of the time	50	58.8	
Total Responses		85	100	

About 82% of responding families indicated EI had done an excellent job helping them help their children develop and learn all (59%) or most (24%) of the time. Though not as dramatic of a difference, this response appeared to be lower than the response in 2011 ($M = 3.63$), which had been consistently high since 2008. Once again, the difference proved to be significant, $t(154.003) = 2.059, p = .037$, equal variances not assumed. Thus this item response had remained high and consistent from 2008 through 2011 and showed a significant drop in 2012. However, the response was still higher than the overall survey mean. No statistically significant difference by region was detectable, but the highest regional mean was in the Southeast Region ($M = 3.79$).

Additional Items About Childcare

In the 2012 survey, the EI/ILP wanted more information from responding families about issues and community resources relevant to childcare. These items were not included in the analyses of the previous survey items.

Item 18: My ILP provider works closely with my childcare provider.

Rating		Frequency	Percent	Central Tendency
1	None of the time	9	27.3	Mean: 2.79 Median: 3 Mode: 4 SD: 1.269
2	Some of the time	3	9.1	
3	Most of the time	7	21.2	
4	All of the time	14	42.4	
Total Responses		33	100	
Not Applicable: 52 (61.2% of all respondents)				

Thirty-three of the 85 families (39%) indicated Item 18 was applicable to their circumstances. Of these, a majority (64%) indicated their ILP providers worked closely with their childcare providers all (42%) or most (21%) of the time. However, this left a surprising 36%, over one third who indicated this was never (27%) or only sometimes (9%) true.

Item 19: There is childcare where I live that is able to care for children with special needs.

Rating		Frequency	Percent	Central Tendency
1	None of the time	10	24.4	Mean: 2.73 Median: 3 Mode: 4 SD: 1.225
2	Some of the time	7	17.1	
3	Most of the time	8	19.5	
4	All of the time	16	39.1	
Total Responses		41	100	
I don't know: 44 (51.8% of all respondents)				

Over half of families (44 or 52%) indicated on Item 19 that they did not know if there were childcare providers in their community who were able to care for children with special needs. This is perhaps not surprising in that 52% also indicated on Item 22 that they were not looking for childcare at this time. Of the 41 who responded to Item 19, a majority (59%) indicated this resource was available where they lived all (39%) or most (20%) of the time. That still left a sizeable proportion (42%) indicating this resource was never (24%) or only sometimes (17%) available.

Item 20: Childcare seems to be important to my whole community.

Rating		Frequency	Percent	Central Tendency
1	None of the time	3	5.1	Mean: 3.31 Median: 4 Mode: 4 SD: .915
2	Some of the time	9	15.3	
3	Most of the time	14	23.7	
4	All of the time	33	55.9	
Total Responses		59	100	
I don't know: 26 (30.6% of all respondents)				

Less than a third of respondents (26 or 31%) indicated on Item 20 that they did not know if childcare was important in their communities. Of the 59 who responded to Item 20, most (80%) indicated childcare was important all (56%) or most (24%) of the time. That left about 20% who indicated this was sometimes (15%) or never (5%) true.

Item 21: There is a childcare provider I can use who can follow my child's IFSP.

Rating		Frequency	Percent	Central Tendency
1	None of the time	7	17.9	Mean: 2.95 Median: 3 Mode: 4 SD: 1.146
2	Some of the time	5	12.8	
3	Most of the time	10	25.6	
4	All of the time	17	43.6	
Total Responses		39	100	
I don't know: 46 (54.1% of all respondents)				

Over half of families (46 or 54%) indicated they did not know if there were childcare providers in their communities who could follow a child's IFSP. This was similar to the "don't know" response on Item 19 about childcare providers who could work with children with special needs, and may reflect to some extent the families that had not looked for

childcare. Of the 39 who responded to Item 21, a majority (69%) indicated this resource was available where they lived all (44%) or most (26%) of the time. That still left about 31% indicating this resource was never (18%) or only sometimes (13%) available.

Item 22 on the survey was addressed only to those families that did not have regular childcare at the time of the survey, and 55 caregivers responded (65% of all respondents). They were asked to indicate which one of three statements was most true for their family.

Of the 55 respondents:

- ◆ 40 (73%) indicated they did not want regular childcare at this time.
- ◆ 11 (20%) indicated they wanted childcare, but could not find any that worked for them.
- ◆ 4 (7%) indicated they wanted childcare, but had not looked for it yet.

Figure 2 combines the response from families without regular childcare on Item 22 with the response on Item 17 that indicated how many families did have regular childcare at the time of the survey (responded “all of the time”). While any potential overlap in response should be minimal, it may not represent a true distribution in the sample because the data comes from two separate survey items.

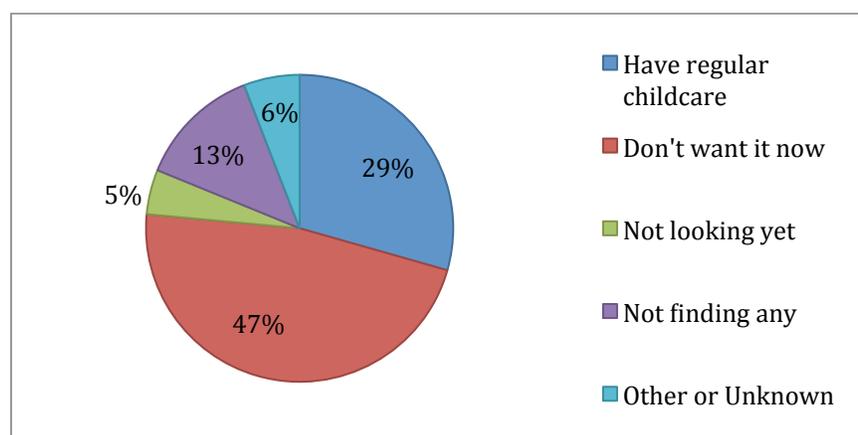


Figure 2: Status of regular childcare (derived from Items 17 & 22)

It is perhaps not surprising that a large proportion of families without childcare simply did not want childcare. These are families with babies and toddlers, and it is not unusual for families of young children to opt for a stay-at-home caregiver if their circumstances allow for it. Over half of respondents indicated they had not looked for childcare (“don’t want it now” and “not looking yet”), mimicking the “don’t know” responses to items asking about childcare resources at the community-level.

Expanded Look at Satisfaction with EI/ILP Services

The three items measuring satisfaction with EI services have remained exactly the same since the 2008 survey. Thus it is particularly valid to examine these responses over time. The 2012 survey documents that satisfaction with EI/ILP services took a downward plunge from the previous survey year, $t(151.969) = 2.879, p = .004$, equal variances not assumed.

With an overall mean satisfaction response of 3.29 on a scale of 1 to 4, it can still be considered that most families (approximately 79%) were satisfied most or all of the time. But this stands in stark contrast with satisfaction reported in the 2011 survey, as well as the trend of increasing satisfaction results since 2008 (see Figure 3).

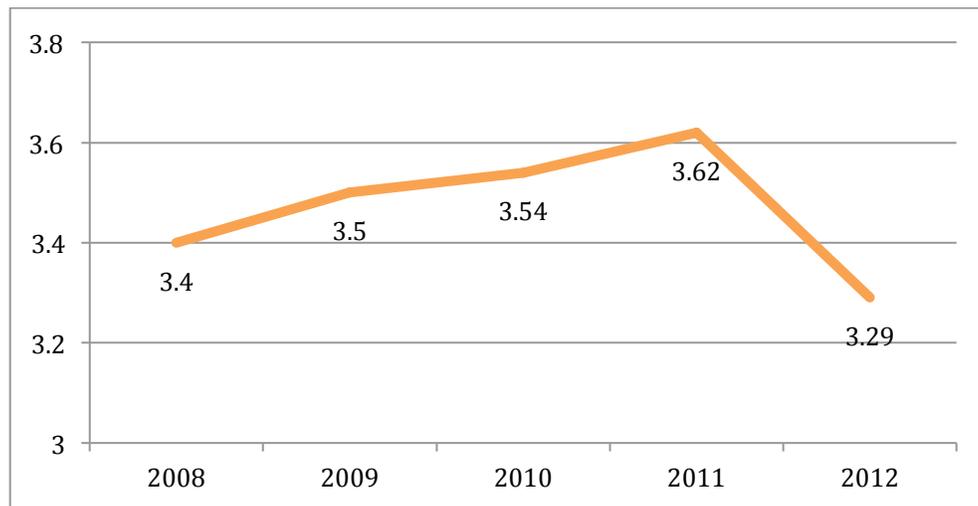


Figure 3: Overall satisfaction pattern from the 2008 through 2012 surveys

Overall Satisfaction by Region

Table 7 shows the average response on the combined satisfaction items in the 2012 survey for each EI/ILP region. A statistical test of differences in satisfaction based on regions was not significant, $F(3,81) = 2.20, p = .094, ns$. However, as noted previously, the Southeast Region was the only region to maintain any level of satisfaction response comparable to levels of satisfaction in previous surveys.

Table 7: Overall satisfaction by EI/ILP region (combined results on 3 satisfaction items)

Region	<i>n</i>	<i>M</i>
Northern Region: ACC, NSH, NWA, TCC	19	3.25
Anchorage Region: PIC, FOC	33	3.08
Southcentral Region: BBA, KAN, MSU, SER, YKH	14	3.33
Southeast Region: CFC, CCK, FCS, HCS, REA, SVC	19	3.67
Total	85	3.29

Regional and ILP Grantee Results on Satisfaction Items

Caveat: When the data is broken down by region, each score becomes a less reliable indicator on its own. It makes a huge difference in terms of reliability when a regional sample is say less than 15 versus greater than 30 families. When this data is further broken down by grantee, a “sample” could be a single family. Therefore, one should use some caution in making judgments about agencies or regions using these results, as well as comparing agencies or regions with each other. The reader is asked to keep this caveat in mind when looking at the following examination of satisfaction results.

Note: The number of responses in the following tables varies by grantee agency and by region because the size of the service population varies proportionately. The target group was stratified by ILP service area to be more representative of the statewide service population based on geographic areas of residence.

Key words used to refer to each of the three satisfaction items in subsequent tables are in all caps and bolded in the satisfaction items repeated below.

11.1 Early Intervention has done an excellent job helping us know our **RIGHTS**.

11.2 Early Intervention has done an excellent job helping us effectively communicate our child’s **NEEDS**.

11.3 Early Intervention has done an excellent job helping us help our child develop and **LEARN**.

When the data is broken down by grantees in Table 8, the number of respondents in each service area is too diverse or too small to statistically test for significance of differences. Also, the smaller the number of respondents, the more the mean is vulnerable to a single outlying score. That is, similarly low scores may occur in other places with higher means, but within a higher number of respondents, one low individual response is not as noticeable. In a number of instances in Table 8, the grantee “mean” is the response of just one or two families.

Table 8: Mean satisfaction responses by ILP grantee (Scale 1-4)

	ILP Grantee (EI/ILP Code)	Rights	Need	Learn	<i>n</i>
1	Alaska Center for Children & Adults (ACC)	3.27	3.33	3.33	15
2	Bristol Bay Area Health Corporation (BBA)	2.5	2.5	1.5	2
3	Center for Community (CFC)	3.0	3.0	4.0	2
4	Community Connections (CCK)	4.0	3.67	3.67	3
5	FOCUS (FOC)	2.88	2.75	3.63	8
6	Frontier Community Services (FCS)	3.5	3.5	3.5	4
7	Homer Community Services (HCS)	3.67	3.33	4.0	3
8	Kodiak Area Native Association (KAN)	3.67	3.33	3.67	3
9	Mat-Su Services for Children & Adults (MSU)	3.25	3.5	3.63	8

	ILP Grantee (EI/ILP Code)	Rights	Need	Learn	<i>n</i>
10	Northwest Arctic Borough S.D. (NWA)	---	---	---	---
11	Norton Sound Health Corporation (NSH)	3.0	2.0	3.0	1
12	Programs for Infants & Children (PIC)	3.08	3.12	3.04	25
13	REACH, Inc. (REA)	3.86	3.71	3.85	7
14	SeaView Community Services (SVC)	---	---	---	---
15	Southeast Regional Resources Center (SER)	---	---	---	---
16	Tanana Chiefs Conference (TCC)	3.0	3.0	3.33	3
17	Yukon Kuskokwim Health Corp. (YKH)	4.0	4.0	4.0	1
	Overall Item Means	3.26	3.24	3.38	85

Note: All reported means are rounded up. The overall mean is figured on the total number of responses, thus it does not necessarily equal an average of the other rounded means reported in the table.

Regional means on the satisfaction items are shown in Table 9. Typically, while regional means can be relatively lower or higher than others, they are not dramatically different. As is evident below, there was a departure from this pattern in the 2012 survey.

The region that stands out with higher family satisfaction ratings is the Southeast region. The lowest regional item means range from 3.03 (Anchorage) to 3.21 (Northern).

Table 9: Mean satisfaction responses by EI/ILP region (Scale 1-4)

	EI/ILP Region	ILP Grantees	Rights	Need	Learn	<i>n</i>
1	Northern	ACC, NWA, NSH, TCC	3.21	3.21	3.32	19
2	Anchorage	PIC, FOC	3.03	3.03	3.18	33
3	Southcentral	BBA, KAN, MSU, SER, YKH	3.29	3.36	3.36	14
4	Southeast	CFC, CCK, FCS, HCS, REA, SVC	3.68	3.53	3.79	19
	Overall Item Means		3.26	3.24	3.38	85

Note: All reported means are rounded up. An overall item mean is figured on the total number of responses, thus it does not necessarily equal an average of the other rounded means reported in the table.

Regional Satisfaction Patterns

The following examination takes a closer look at details of responses on the three satisfaction items within each EI/ILP region. It also looks more closely at the regional proportions of respondents who indicated they were satisfied all or most of the time on each item. There is more confidence in regional level results if regional response rates were acceptable and the responding sample seems to be representative. These are both conditions that were met in the 2012 survey.

As noted previously, there was a reduction in satisfaction reflected in the 2012 survey, and a departure from pattern relative to previous survey years. Lower satisfaction was most obvious in the Anchorage Region, but also in the Northern Region, and to a lesser extent in the Southcentral Region. Figure 4 illustrates the responses on the three satisfaction items across the four EI/ILP regions. Below the figure, Table 10 is a summary of the percentage of

respondents who indicated they were satisfied on each item most or all of the time within each region.

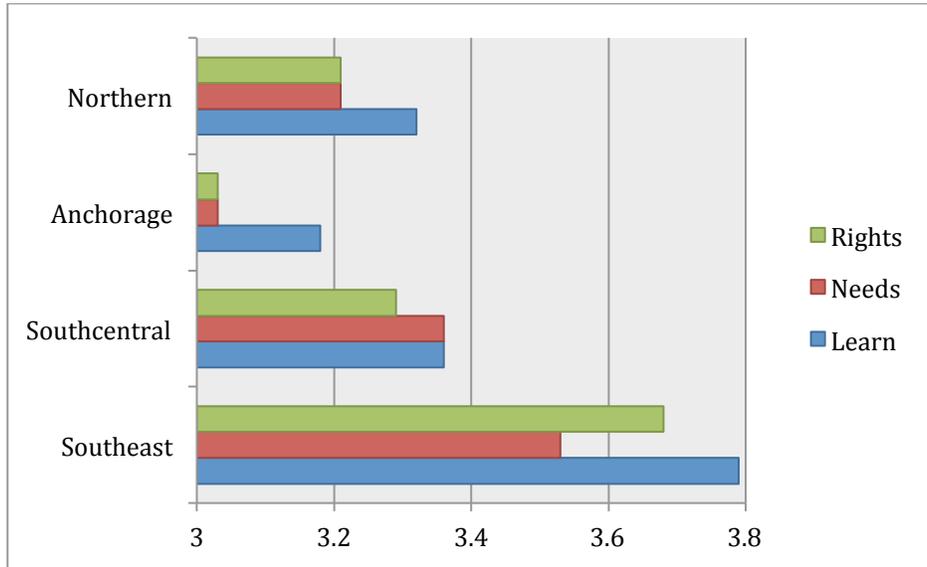


Figure 4: Satisfaction results in EI/ILP regions

Table 10: Summary of satisfaction percentages by EI/ILP region

	EI/ILP Region	ILP Grantees	Rights%	Need%	Learn%	<i>n</i>
1	Northern	ACC, NWA, NSH, TCC	79	74	79	19
2	Anchorage	PIC, FOC	64	73	76	33
3	Southcentral	BBA, KAN, MSU, SER, YKH	79	86	86	14
4	Southeast	CFC, CCK, FCS, HCS, REA, SVC	89	89	95	19
		Statewide	75	79	82	85

Note: Percentages in the following tables are rounded to one decimal point, and thus they may not always add up to exactly 100%.

Northern Region

Fifty-nine percent (59%) of contacted families in the Northern Region responded to the 2012 survey. Of the 19 respondents, all or most noted that an ILP did an excellent job most or all of the time helping them to know their **rights** (79%), helping them to effectively communicate their children’s **needs** (74%), and helping them to help their children develop and **learn** (79%). This represents a notable reduction in satisfaction within the Northern region from previous years, which has tended to be 90% or greater across the three items.

Similarly, mean item responses and the region’s overall satisfaction mean ($M = 3.25$) were well below previous years. Two item means and the regional satisfaction mean were under the overall satisfaction and survey means (both $M = 3.29$). Generally, satisfaction was relatively weaker to moderate in the Northern Region.

Northern Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	10.5	Mean: 3.21 Median: 4 Mode: 4 SD: 1.032
2	Some of the time	2	10.5	
3	Most of the time	5	26.3	
4	All of the time	10	52.6	
Total Responses		19	100	

Northern Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	5.3	Mean: 3.21 Median: 4 Mode: 4 SD: .976
2	Some of the time	4	21.1	
3	Most of the time	4	21.1	
4	All of the time	10	52.6	
Total Responses		19	100	

Northern Region: LEARN

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	5.3	Mean: 3.32 Median: 4 Mode: 4 SD: .946
2	Some of the time	3	15.8	
3	Most of the time	4	21.1	
4	All of the time	11	57.9	
Total Responses		19	100	

Anchorage Region

The Anchorage Region had one of the highest response rates in the 2012 survey with 63% of contacted families responding. Of the 33 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their **rights** (64%), helping them to effectively communicate their children’s **needs** (73%), and helping them to help their children develop and **learn** (76%). This represents a notable reduction in satisfaction that tended to be 80% to 90% across the three items in previous years.

Mean responses on satisfaction items have tended to run lower in the Anchorage region than in other regions and that pattern continued in the 2012 survey. Mean item responses in the following tables and the regional satisfaction mean ($M = 3.08$) were very low and under the overall satisfaction and survey means (both $M = 3.29$). Generally, satisfaction was relatively weak in the Anchorage Region.

Anchorage Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	6.1	Mean: 3.03 Median: 3 Mode: 4 SD: 1.015
2	Some of the time	10	30.3	
3	Most of the time	6	18.2	
4	All of the time	15	45.5	
Total Responses		33	100	

Anchorage Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	3	9.1	Mean: 3.03 Median: 3 Mode: 4 SD: .984
2	Some of the time	6	18.2	
3	Most of the time	11	33.3	
4	All of the time	13	39.4	
Total Responses		33	100	

Anchorage Region: LEARN

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	3.0	Mean: 3.18 Median: 3 Mode: 4 SD: .882
2	Some of the time	7	21.2	
3	Most of the time	10	30.3	
4	All of the time	15	45.5	
Total Responses		33	100	

Southcentral Region

The Southcentral Region had the lowest total number of responses and the lowest response rate with 54% of contacted families responding, however a response rate over 50% is still an excellent regional response. Of the fourteen respondents, most noted that an ILP did an excellent job, most or all of the time, helping them to know their **rights** (79%), helping them to effectively communicate their children's **needs** (86%), and helping them to help their children develop and **learn** (86%).

In the previous year, there was 100% across the three items, but the response rate that year was very low and its representativeness was questionable. Thus it is difficult to say if 2012 results represent a true reduction in regional satisfaction.

The regional satisfaction mean ($M = 3.33$) and mean item responses were equal to or above the overall satisfaction and survey means (both $M = 3.29$). Generally, satisfaction was relatively moderate in the Southcentral Region, with room for improvement in all three areas, but especially in helping families to know their rights.

Southcentral Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.29 Median: 3.5 Mode: 4 SD: .825
2	Some of the time	3	21.4	
3	Most of the time	4	28.6	
4	All of the time	7	50.0	
Total Responses		14	100	

Southcentral Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.36 Median: 3.5 Mode: 4 SD: .745
2	Some of the time	2	14.3	
3	Most of the time	5	35.7	
4	All of the time	7	50.0	
Total Responses		14	100	

Southcentral Region: LEARN

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	7.1	Mean: 3.36 Median: 4 Mode: 4 SD: .929
2	Some of the time	1	7.1	
3	Most of the time	4	28.6	
4	All of the time	8	57.1	
Total Responses		14	100	

Southeast Region

The Southeast Region had one of the highest response rates in the 2012 survey with 63% of contacted families responding. Of the 19 respondents, most noted that an ILP did an excellent job most or all of the time helping them to know their **rights** (89%), helping them to effectively communicate their children’s **needs** (89%), and helping them to help their children develop and **learn** (95%).

Mean item responses were high and comparable to high satisfaction results in previous survey years, well above the 2012 overall satisfaction and survey means (both $M = 3.29$). Generally, satisfaction was relatively strong in the Southeast Region.

Southeast Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.68 Median: 4 Mode: 4 SD: .671
2	Some of the time	2	10.5	
3	Most of the time	2	10.5	
4	All of the time	15	78.9	
Total Responses		19	100	

Southeast Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.53 Median: 4 Mode: 4 SD: .697
2	Some of the time	2	10.5	
3	Most of the time	5	26.3	
4	All of the time	12	63.2	
Total Responses		19	100	

Southeast Region: LEARN

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.79 Median: 4 Mode: 4 SD: .535
2	Some of the time	1	5.3	
3	Most of the time	2	10.5	
4	All of the time	16	84.2	
Total Responses		19	100	

Discussion of Comments Added to Surveys

The second page of the EI/ILP 2011 Family Outcomes Survey instrument invited caregivers to make comments. Forty-one (41) caregivers or 48% of all respondents added comments to their surveys. Some comments are included in the text of the report as examples or to illustrate themes. In the body of the report, long comments may be cut down or only parts of comments relevant to a theme included, but full comments are listed in Appendix B.

Note: Because researchers at the Center for Human Development have a responsibility to take reasonable measures to protect the identities of survey respondents, identifying information from comments included in this report were replaced with generic terms in brackets. For example, information that could easily lead back to the identity of a respondent included names of respondents, children, service providers, programs, areas of residence, or any contact information. If a specific disability or a lot of information relevant to a specific medical condition and/or personal circumstances seemed to make the respondent more identifiable, all or parts of the information may have been excluded or replaced with generic terms.

Expressions of Gratitude & Satisfaction

Nineteen, or 46.3% of the 41 respondents who added a comment clearly used it as an opportunity to express positive statements of gratitude or to further highlight their satisfaction with programs, services, or providers. Examples:

We have had a wonderful experience working with the program and glad to know they are available as we are foster parents and can see this being a good resource for our current foster child as well as those in the future.

Everything, from PT to service, paperwork, handouts, etc. - has been very beneficial, very accurate & prompt (in timing) and accessible from the very beginning of the process. They have made it extremely easy to be a special needs, single [parent]. They have shown up week after week, answered all my questions and if they didn't know the answer, located it and informed me. I can't say enough good about this organization. It has allowed me to raise my child very successfully and helped me to know what to expect in both the normal child and special needs child growth.

ILP has helped me in ways nobody else has and I am so thankful for this program and for child find. So grateful for our providers and all the assistance it has provided, all the guidance we were given and all we were taught about being an advocate for our child. Because of this, we feel that our child has received the services needed and has successfully progressed.

Our provider was the best ever. We have nothing but good things to say about her and the program she runs. She was there for us 100% the entire 3 years we were in the program and we were very sad when we aged out. Thanks for having this program.

Mixed Expressions of Satisfaction/Dissatisfaction

There were four comments (9.8% of the 41) that indicated something positive, but also something negative, or not entirely positive about caregiver experiences. Both of the mixed comments below definitely lean towards the positive, and negative expressions within them may be things beyond the scope of ILP influence. Two mixed comments that leaned more toward the negative are included within themes under negative comments.

We work with the [ILP] program and they are amazing. One thing I noticed though is that requests for services are just that - requests. I feel that there are numerous children going without treatment because the parents aren't willing to admit an issue or request services, especially when OCS/foster children are concerned. Thank you for all you do!

Our family has been pleased with the services provided by ILP - our case manager has not been as reliable, canceling many appointments, but our SLPs have been SUPERB and have helped us know what to do to help our child. We wish our family doctor had recommended ILP services however, as we may have been able to start services sooner.

Expressions of Frustration or Other Indications of Dissatisfaction

Ten respondents (10 or 24.4%) added comments expressing some level of frustration or dissatisfaction, or their dissatisfaction could be inferred because of the situations described. These were considered “negative” comments because they indicated poor quality, lack of access to services, transition concerns, or gaps in services. When multiple

negative comments and/or negative parts of mixed comments seemed related, it was considered a potential theme. Only comments or parts of comments that fit in themes are included here. Full negative and mixed comments are included in Appendix B.

Theme: Lack of Quality. Five (5) negative comments expressed something relevant to a lack of quality in the services received.

...A pamphlet stating here is your rights - NOT IMPRESSIVE! The first meeting needs to be a full explanation of what these are - how it helps or hinders me/my child...or at least ask me if I want to read it myself or discuss it.

We stopped using [ILP] services as they just weren't working for us. We are now using private services.

...Information was not relayed accurately or appropriately in this case in terms the parent was able to understand and deal with. People/trainers need to be sensitive to the parent and caregiver's needs and education levels. The OT that was working with my granddaughter and her mother, told the mother to ignore the child when she was choking on food. The OT was asked not to return. Therapists need to be ready to deal with training parents, not just the child...

Don't mean to be negative, but don't feel the program helped much at all for us. We were in it for 6-12 months, while in Alaska. [Another State] used a different approach, which worked much better. In [Another State] therapists worked directly with the child, whereas in [Community in Alaska] we were directed as "what to do". No tracking or follow-up seemed to occur, just our reporting as to progress our child has made. We were grateful for the resources, but so much more work needs to be done to make this program more successful.

Did have issues in the beginning of the Occupational Therapy services. They put a [device] on my child and recommend that we leave it on. Our child ended up in the hospital with [medical] problems. When we spoke to OT about this the next time we worked with them, they recommended to try the [device] again and that there was no way to be certain that was what caused the problem unless it occurred again. We were not willing to take a chance on losing our child to try the [device] again.

Theme: Lack of Access to ILP Services. Two negative and one mixed comment (3) expressed something relevant to the difficulty of accessing ILP services. These are also relevant to quality of program services.

I was upset because when my child was in the program, there was a major lack of communication with the service providers, especially with appointments and scheduling. In the end, we were "dropped" from the program.

As a parent new to an area I find it difficult to find places to help with my

child's learning needs. Had I not been proactive and forceful about seeking help I would not have been able to help my child...

Frustrating and time consuming to navigate, but the employees do try to their best.

Theme: Transition Concerns. Two negative and one mixed comment (3) expressed something relevant to poor transition planning or execution, which is also relevant to quality of ILP services. However, ILPs are not entirely responsible for transition as school districts or other receiving programs also are major players in the process.

...More information about how the transition from one program and into the school district's program would be nice...

I wish there was more of a transition from ILP services to the schools. After I signed my child's IEP, my ILP worker was no longer able to further assist in the transition.

We were very happy overall with the [ILP] program. However, there is a gap in the communication processes, especially towards the end when we were transitioning (aging out) of the program. It was like "we were leaving so just don't bother with them anymore."

Theme: Lack of Services. One negative and one mixed comment (2) expressed something relevant to services families needed or wanted and could not get.

There needs to be more choices of services available in our community. We only had one choice for the service we needed (speech therapy). Services were 2 hrs/day, 2 days/week. Needed to be more frequently and he would have progressed more.

I did enjoy how I was treated whenever I interacted with the providers. However, I wish they offered more referrals...

Childcare Comments

This year's survey had a focus on childcare, so it is not surprising that some parents (4 or 9.8%) continued to express frustrations in comments about lack of access to or availability of childcare. Facilitating access to childcare listings, or helping an individual childcare provider work with a child's special needs could be within the scope of ILP services. However, the availability of childcare resources in a community is well beyond the scope of ILP responsibility.

I would like to see accessibility to childcare provider services listings...

[Community] does not have a certified childcare or an ILP. One parent is unable to work because of NO CHILD CARE. That would be nice to have out in the rural communities. Thanks.

Need more childcare that is safe and available.

A definite need for more special needs daycare! There is only one and the waiting list is 6 months long! Need more workers trained to work with special needs children.

Other Comments

There were four (4) “Other” comments that did not fit in above categories. One was a clarification about why the respondent chose “don’t know” on a childcare question and details about social activities. One described services received after exiting the ILP, and one described services the respondent would like to see that were beyond the scope of ILPs. A fourth comment included in this category was negative, but it was critical of the focus of the survey and not related to any services provided by an ILP.

Nature of Comments by Region

The subset of respondents who voluntarily added comments to surveys cannot be considered representative of the population that received services, either statewide or regionally. Therefore, it is not appropriate to broadly judge an entire region or programs within regions based strictly on comments. With that caveat in mind, Table 11 shows the nature of comments sorted by EI/ILP regions.

Table 11: Distribution of comments by EI/ILP regions

EI/ILP Region	ILP Grantees	Positive	Mixed	Negative	Childcare	Other	Totals
Northern	ACC, NWA, NSH, TCC	6	---	2	1	---	9
Anchorage	PIC, FOC	3	3	5	2	2	15
Southcentral	BBA, KAN, MSU, SER, YKH	5	---	2	1	---	8
Southeast	CFC, CCK, FCS, HCS, REA, SVC	5	1	1	---	2	9
Statewide		19	4	10	4	4	41

Note: De-identified comments were shared with the State EI/ILP office separate from this report sorted by the ILP/region of origin. This information is treated as confidential for their use only. From a management standpoint, this allows the EI/ILP office to pinpoint specific problems for targeted training/intervention.

Summary & Conclusions

It can be concluded from the results of the 2012 Family Outcomes Survey that most families (approximately 79%) were satisfied most ($\cong 24\%$) or all ($\cong 55\%$) of the time with the ILP services they received during the 2011 calendar year. The overall survey mean (excluding childcare items) and the overall satisfaction mean were both 3.29 on a 1 to 4 scale. This stands in contrast with higher mean responses in the past few survey years, particularly in overall satisfaction (Outcome 6).

The strongest outcome area in 2012 was Outcome 5 ($M = 3.47$) regarding community access and this was a departure from the outcome level pattern in previous survey years. However, this relative strength was not due to a significant increase in strength within Outcome 5, but rather due to losses in strength from previous years in other outcome areas, particularly Outcomes 2 and 6.

Outcome 1 (parental understanding of children, $M = 3.27$), Outcome 2 (rights and advocacy, $M = 3.31$), and Outcome 6 (satisfaction with EI services, $M = 3.29$) were all close to or equal to the mean response on the survey ($M = 3.29$). Outcome 3 ($M = 3.25$) regarding parental ability to help children develop and learn was relatively weaker, and Outcome 4 ($M = 3.14$) regarding social support was the weakest outcome area.

There were no statistically significant differences within 2012 results based on the race of children. However, for the first time there were some marked differences by region that could be detected statistically at both the outcome- and item-levels. These are described in the following outcome area summaries.

Note: Figure 1 in the Executive Summary of this report illustrates the pattern of outcome-level results in 2012 compared to the outcome-level results in 2011.

Outcome 1: Parental Understanding of Children

Outcome 1 showed moderate results ($M = 3.27$), close to the overall survey mean ($M = 3.29$). This is a typical outcome-level pattern. Results seemed somewhat lower than the previous survey year, but the difference was not statistically significant. The highest item response relative to other items within Outcome 1 indicated higher parental confidence in ability to *perceive children's progress*. The lowest item response indicated lower confidence *understanding children's special needs*. This item-level pattern within Outcome 1 has remained fairly consistent across survey years.

Outcome 2: Rights and Advocacy

Outcome 2 also showed moderate results ($M = 3.31$), close to the overall survey mean. An item removed from this set of items in 2012 prevented statistical testing of the difference in response between years, but Outcome 2 was one of the strongest outcome areas in the two previous surveys. There were two significant reductions in item responses from 2011 to 2012, particularly in being *informed of rights* and being *comfortable in meetings* with professionals. However, the pattern of item responses within Outcome 2 was similar to

previous years with a relative strength in being *comfortable in meetings* with professionals as compared to consistent relative weaknesses in being *informed about programs and services* and *what to do if not satisfied* with services.

There was a significant difference within Outcome 2 by region, particularly between the highest mean response in the Southeast Region and the lowest mean response in the Anchorage Region. There were also significant differences by region on two items within Outcome 2. One was being *informed of the right to choose services*, particularly between the Southeast (highest) and Anchorage regions. The other was being *comfortable in meetings* with professionals, particularly between the Southeast (highest) and Southcentral regions.

Outcome 3: Parental Ability to Help Children Develop and Learn

Outcome 3 showed weaker results ($M = 3.25$), below the overall survey mean, which is an outcome-level pattern consistent with previous survey years. The Outcome 3 mean seemed somewhat lower than the previous survey year, but the difference was not statistically significant. The relative strength within Outcome 3 was in *working with professionals to develop a plan* and the relative weakness was in *knowing how to help children behave*. Caregivers have very consistently, across all survey years, indicated they needed much more help in working with children's behavior.

Outcome 4: Social Support

Outcome 4 was the weakest outcome area ($M = 3.14$), well below the overall survey mean. This has been a consistent outcome-level pattern across all survey years. Relative strengths within Outcome 4 were in families being *able to do the activities they enjoyed* and having access to *people they could talk with* any time they wanted. The relative weakness was in having resources for *occasional childcare*, consistently the lowest item response within Outcome 4.

There was a significant difference for Outcome 4 by region. While post hoc tests were unable to determine significant differences among specific regional pairings, the highest regional response was once again in the Southeast Region.

Outcome 5: Community Access

Outcome 5 was the strongest outcome area ($M = 3.47$), well above the overall survey mean, but not significantly different from Outcome 5 results in previous years. The greatest strength within Outcome 5 was access to *medical care* and the greatest weakness was access to *opportunities for children to participate in activities in the community*. This item-level pattern within Outcome 5 has been consistent for three survey years.

Outcome 6: Satisfaction with EI Services

Outcome 6 showed moderate results ($M = 3.29$), equal to the overall survey mean. This was a marked departure from pattern at the outcome-level as Outcome 6 tends to be one of the

strongest outcome areas on the survey. The decrease from 2011 to 2012 was highly significant. Each item within Outcome 6 had a significantly lower response than the corresponding item in the previous year.

No statistically significant differences by region were evident for Outcome 6. However, upon closer examination of satisfaction results, it was clear that only the Southeast Region was able to maintain a level of satisfaction commensurate with the high responses of previous survey years. The weakest satisfaction tended to be in the Anchorage Region, but weaknesses were also apparent in the Northern Region and in the Southcentral Region.

Childcare

The 2012 survey included five additional items asking for more detailed information about issues and community resources relevant to childcare. One item under Outcome 5 covered general access to childcare, and about 29% of families indicated they always had this resource, while another 8% indicated they sometimes had it. Additional information about childcare gleaned from respondents included:

- ◆ 47% did not want or need regular childcare at this time
- ◆ 5% wanted childcare, but had not looked for it yet
- ◆ 13% wanted childcare, but could not find any that worked for them

Close to half of respondents indicated knowledge about childcare resources in their communities on two survey items, and of each subset of respondents, 42% indicated a lack of childcare resources for children with special needs and 31% indicated a lack of access to childcare providers that could follow an IFSP. Over two-thirds of caregivers rated the general importance of childcare in their communities with 80% indicating it was important. Of the 39% of families that indicated they had both ILP and childcare providers, 36% indicated a lack of collaboration between these providers.

Comments

Forty-one caregivers (41 or 48% of all respondents) added comments to surveys. There was a focus in this year's survey relevant to childcare, so it is not surprising some caregivers (4 or 10%) used the comment space to express frustrations relevant to lack of access to or availability of childcare, typically beyond the scope of ILP responsibility.

Of the remaining 37 comments, about 57% were either positive (19) or positive/mixed (2) comments expressing gratitude and satisfaction. About 32% were negative (10) or negative/mixed (2) comments. Themes within the latter included indications of a *lack of quality* in the services families received (5), *lack of access to ILP services* (3), *transition concerns* (3), and *lack of services* families needed or wanted (2). Four miscellaneous comments did not fit in categories.

Issues to Consider

Within outcome areas, most items were rated close to the overall mean of the survey. These ratings indicate a moderate level of accomplishment. Put simply, it means these needs were addressed most of the time.

Some things continued to be consistent relative strengths:

- ◆ Caregivers perceiving children's progress
- ◆ The comfort of caregivers in meetings with professionals
- ◆ Families and professionals working together to develop plans
- ◆ Family access to excellent medical care

Some historical strengths showed significantly weaker results, even if they had moderate results. Most notably, these included helping caregivers to:

- ◆ Effectively communicate their children's needs
- ◆ Help their children to develop and learn
- ◆ Know their rights in general
- ◆ Know they have a right to choose which EI services they receive

In the previous survey year, a series of suggestions were offered to help improve relative weaknesses that tended to persist over time. The same weaknesses were evident in the 2012 survey results. These include helping caregivers to:

- ◆ Understand their children's special needs
- ◆ Learn how to help their children behave
- ◆ Improve social support networks
- ◆ Find or develop resources for occasional childcare
- ◆ Know which programs and services are available
- ◆ Know what to do if they are not satisfied with ILP services

All that being said, the sum total of the evidence from the 2012 survey suggests something systematic may have happened to reduce the quality of ILP services during the past year and this stands out as the most pressing overall concern. From surveys in 2008 through 2011, there was a steady trend of improvement in statewide family satisfaction, but the downturn in 2012 was highly significant. It is beyond the scope of this survey to determine how or why such a phenomenon occurred, and it is acknowledged that it could be related to temporary circumstances or situations beyond ILP control.

The most obvious need for further investigation is in the Anchorage Region, followed by the Northern Region. Only the Southeast Region maintained high family satisfaction, and received higher ratings across outcome areas.

Recommendations for Future Survey Administration

It is recommended that the Alaska State EI/ILP office continue to use aspects of methodology that have evolved over time for its Family Outcomes Survey. This includes using a randomly selected 20% target group stratified by geography and by race of children, multiple response options, and follow-up by phone and with reminder postcards. This is an effective balance of good science with reasonable cost.

Data entry on race/ethnicity in the field continues to improve, but a previously identified problem persists to some extent. It still occurred fairly frequently that no corresponding race was indicated when Hispanic or Latino was indicated. This is an area recommended for further training.

There continued to be evident improvement in accuracy of contact information entered by ILP providers in the field, but non-working phone numbers were still an issue, particularly for families with Native children. This is an area recommended for further follow-up. If this pattern continues, it has the potential to systematically impact representativeness in the survey's responding sample.

In terms of instrumentation, it has previously been recommended to consider replacing the 4-point Likert scale with one that has more points (more sensitive to change) and/or an interval scale where only the end-points are labeled (superior design for statistical analysis). There are a number of advantages to keeping the current scale, most importantly is its known congruence with Native ways of thinking. It also makes it easier to compare results with previous years, allowing for statistical tests with past results that used the same scale.

However, using a 4-point scale is also problematic in terms of statistical analyses. There is no way to know, but it seems possible that there were some real differences by race and by region in the 2012 survey results that statistical tests were unable to detect. If that is the case, there is a chance additional meaningful differences could have been identified with a more sensitive scale.

Thus it is worth repeating a recommendation made in the previous year: To collaborate with researchers to enter into a systematic process for developing a new culturally appropriate, easy to administer response scale that would be more sensitive and scientifically rigorous. Ideally, this process would require some specific expertise in scale development, multiple meetings, testing of drafts, followed by repeated revising and testing. It would need to involve participants from different cultures, particularly Native cultures. It might use focus groups initially and/or use a Participatory Action Research (PAR) approach. Done right, this is not a simple task, but such a well-developed response scale would be a serious advancement in the measurement of family outcomes in Alaska and it could have broad utility in the field of research and evaluation.

Alaska's Early Intervention / Infant Learning Program

2012 FAMILY OUTCOMES SURVEY

Appendix A

**EI/ILP Invitational Letter to Families
2012 Family Outcomes Survey Instrument**



March 2, 2012

Dear Parent or Guardian:

Hello! The State of Alaska Early Intervention/Infant Learning Program is looking for ways to improve early services for children. You can help by completing the enclosed brief survey, which has questions about the services your child received in the year 2011 from one of the community Early Intervention/Infant Learning Programs. There is a map and list of those programs on the back of this letter for your reference. Your participation in this survey is completely voluntary and we hope you will take about 5-10 minutes to give your feedback.

The UAA Center for Human Development (CHD) is an independent contractor collecting the surveys and they will be the only ones to see completed surveys. You can use the enclosed paper copy and return it to CHD in the postage-paid envelope, or you can complete it online at this address: <http://surveymonkey.com/s/FOS2012>. You can also call CHD toll-free at 1-800-243-2199 weekdays between 9am and 4pm and ask to complete the "Family Outcomes Survey" over the phone.

You can be sure that your responses will be confidential. The staff from the State EI/ILP will not see individual surveys at any time. No individual responses will be identified. Your answers will be grouped together with those from other families. By returning a completed survey, you are agreeing to participate.

If you choose the online or phone option, please have this letter handy as you will need the "Survey Verification Number" printed at the bottom to begin the survey. CHD will use this number for two purposes: 1) To check it off a list so we stop contacting you for this year's survey, and 2) To enter you into a drawing for a thank you gift.

As a thank you for completing the survey, you will be entered into a drawing for a \$25 gift card from a choice of Costco, Walmart, or Fred Meyers. At least ten gift cards will be given out.

If CHD has not heard from you in a couple of weeks, they will give you a call or send a reminder. Please complete the survey no later than April 25. If you have any questions about this survey, please contact Erin Kinavey at (907) 269-3423. Thank you very much for your help!

Sincerely,

A handwritten signature in blue ink, appearing to read "Erin Kinavey".

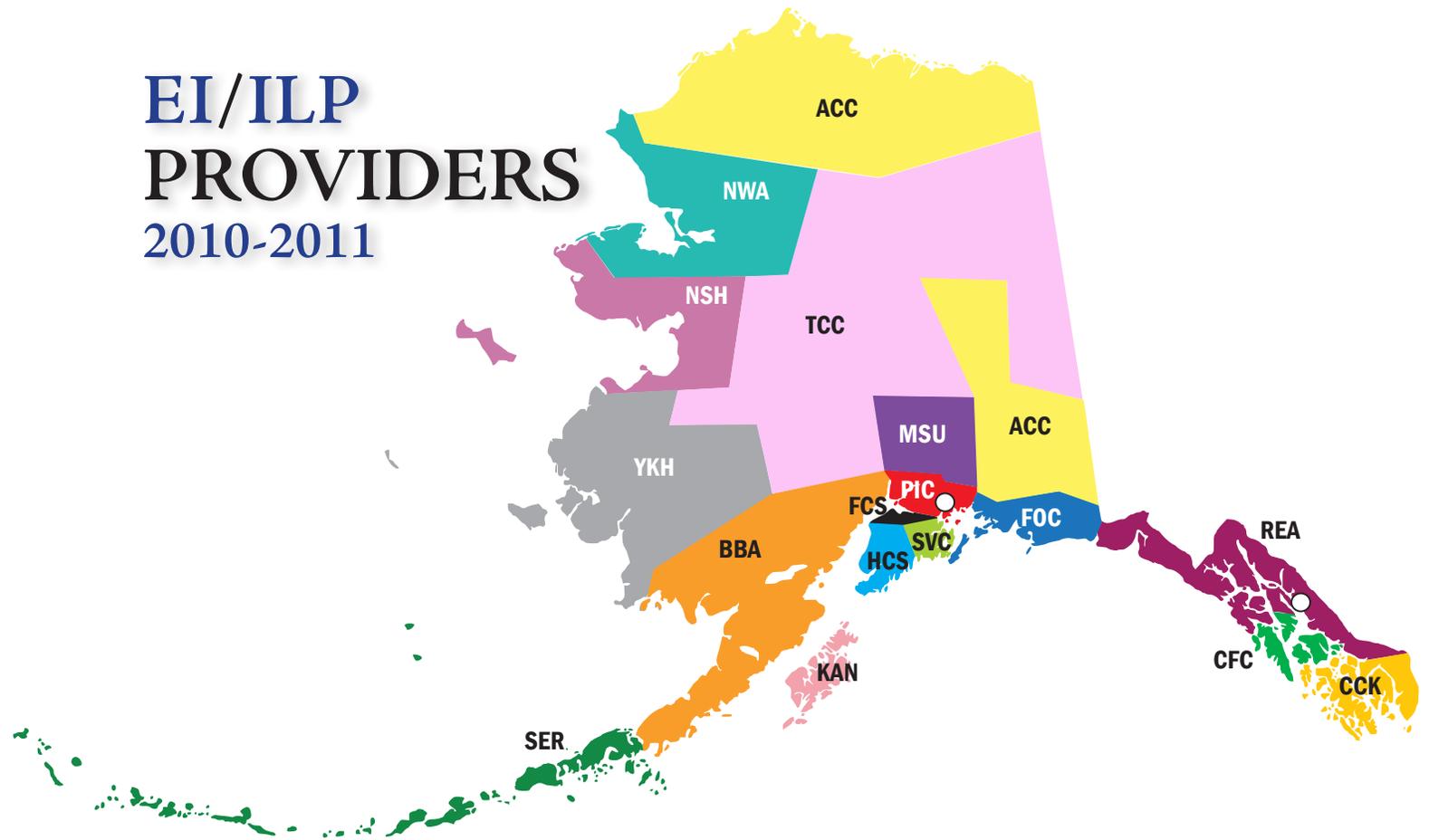
Erin Kinavey
Alaska Part C Coordinator
Early Intervention/Infant Learning Program

Survey Verification Number:

If you have any questions about your rights as a participant in program evaluation, please contact Dr. Claudia Lampman, Compliance Officer for the UAA Office of Research and Graduate Studies
(907) 786-1099

EI/ILP PROVIDERS

2010-2011



ACC	Alaska Center for Children and Adults	Fairbanks, North Slope, Copper River & Delta/Greeley
BBA	Bristol Bay Area Health Corporation	Bristol Bay Region
CCK	Community Connections	Ketchikan, Prince of Wales Island, Metlakatla
CFC	Center for Community Sitka	Sitka, Kake, Angoon
FCS	Frontier Community Services	Kenai/Soldotna Region
FOC	Family Outreach Center for Understanding Special Needs	Eagle River, Chugiak, Cordova, Valdez and JBER
HCS	Homer Community Services	Homer Region
KAN	Kodiak Area Native Association	Kodiak Island
MSU	Mat-Su Services for Children and Adults	Palmer, Wasilla, Mat-Su Borough
NSH	Norton Sound Health Corporation	Nome Region
NWA	Northwest Arctic Borough School District	Kotzebue Region
PIC	Programs for Infants and Children	Anchorage Bowl, Girdwood & Whittier
REA	REACH Inc.	Juneau, Haines, Petersburg & Wrangell
SER	Southeast Regional Resource Center	Aleutian and Pribilof Islands
SVC	SeaView Community Services	Seward Region
TCC	Tanana Chiefs Conference	Interior Region
YKH	Yukon Kuskokwim Health Corporation	Bethel Region

Family Outcomes Survey, 2012

Please circle the number that best reflects how often the statement is true for you and your family. Circle **only one number** for each answer. It is okay if you are answering just for yourself (your own opinion or experience) or as a family with shared opinions or experiences.

The statements refer to a “child” but we know some families have more than one child in the program and in those cases your answers reflect your general or averaged opinions or experiences.

	None of the Time	Some of the Time	Most of the Time	All of the Time	
1. Our child is growing and learning and we understand our child's development very well.	1	2	3	4	
2. We know most of what we need to know about our child's special needs.	1	2	3	4	
3. We can tell if our child is making progress.	1	2	3	4	
4. We are fully informed about the programs and services that are available for our child and family.	1	2	3	4	
5. We have been informed of our right to choose which Early Intervention services we receive.	1	2	3	4	
6. We are comfortable participating in meetings with professionals to plan services or activities for our child.	1	2	3	4	
7. We know what to do if we are not satisfied with any part of our child's program and services.	1	2	3	4	
8. We are sure we know how to help our child develop and learn.	1	2	3	4	
9. We are sure we know how to help our child learn to behave.	1	2	3	4	
10. Our family has worked with professionals to develop a plan to help our child learn new skills.	1	2	3	4	
11. Early Intervention has done an excellent job...					
-- helping us know our rights.	1	2	3	4	
-- helping us effectively communicate our child's needs.	1	2	3	4	
-- helping us help our child develop and learn.	1	2	3	4	
12. There are people we can talk with any time we want, to help us deal with problems or celebrate when good things happen.	1	2	3	4	
13. We have people we can call on for help when we need someone to watch our child for a short time.	1	2	3	4	
14. We are able to do the activities our family enjoys.	1	2	3	4	
15. We have excellent medical care for our child.	1	2	3	4	
16. Our child has opportunities to fully participate in activities in the community (e.g., playing with others, social or religious events).	1	2	3	4	
17. We have excellent childcare for our child.	1	2	3	4	n/a
18. My ILP provider works closely with my childcare provider.	1	2	3	4	n/a

Please continue on the other side...

	None of the Time	Some of the Time	Most of the Time	All of the Time	
19. There is childcare where I live that is able to care for children with special needs.	1	2	3	4	don't know
20. Childcare seems to be important to my whole community.	1	2	3	4	don't know
21. There is a childcare provider I can use who can follow my child's IFSP.	1	2	3	4	don't know

22. If you do not have regular childcare, please check which is most true:
- We don't want regular childcare at this time
 - We want childcare, but have not looked for it yet
 - We want childcare, but can't find any that works for us at this time

Comments

Please note that comments written here go directly to the researcher. Your confidentiality is protected, so names or identifying information will not be included with your comments in any summaries or reports. That means that the State EI/ILP office will not be able to answer personal questions or concerns written here. You are always welcome to communicate with them directly using the contact information in the letter that accompanied this survey.

Gift card preference (for drawing): ___Costco ___Walmart ___Fred Meyer

Please return the completed survey in the prepaid envelope to:

University of Alaska Anchorage
 Center for Human Development
 Attn: Research & Evaluation - Roxy
 3211 Providence Drive
 Anchorage, AK 99508-9979

Thank you very much for taking your time to complete this survey!

Alaska's Early Intervention / Infant Learning Program

2012 FAMILY OUTCOMES SURVEY

Appendix B

Comments Added to the 2012 Family Outcomes Survey

Comments Added to Surveys

Notes: As comments were typed from paper surveys or notes from telephone calls, typical spell-check corrections were allowed as long as it was clear what word a respondent intended. Some shorthand notations were changed into words, but abbreviations common to the spoken language within this population were retained. For example, “w/o” would be typed as “without,” but “OT” and “PT” would be left as written or spoken.

In addition, researchers at the Center for Human Development have a responsibility to take reasonable measures to protect the identities of survey respondents. Thus any information that could reasonably be expected to lead to the identity of a respondent was either omitted from this report or replaced with generic terms in brackets.

Expressions of Gratitude & Satisfaction (19 or 46% of 41 comments)

I found it helpful and have referred some people to ILP and has benefitted.

We have had a wonderful experience working with the program and glad to know they are available as we are foster parents and can see this being a good resource for our current foster child as well as those in the future.

They have done a really good job, the staff wasn't judgmental and were very fair. They have helped me get the child (foster care) enrolled recently in school. The staff helped locate needed services which is especially good as my child has multiple needs, all of which we are not even aware of at this time.

I felt they were definitely helpful. They went above and beyond. They were great at knowing what services were available and whom to call.

[ILP] was invaluable in helping my family deal with the special needs of our child. They are a fantastic resource, referred to us by our fantastic daycare [Center]!

The people have all been very helpful in helping us with educating our children. Thanks for the program.

We have a foster child with a [disability] which means we have to go to [Another State] for care. Early Learning Dept. here has really been helpful and is in the process of expanding their services to include [disability] services, which will be really great as it means the end of traveling to [Another State]. We are grateful to have the EI program and applaud them for continuing to learn and grow to meet the demands of their clients.

Our provider was the best ever. We have nothing but good things to say about her and the program she runs. She was there for us 100% the entire 3 years we were in the program and we were very sad when we aged out. Thanks for having this program.

Everything, from PT to service, paperwork, handouts, etc. - has been very beneficial, very accurate & prompt (in timing) and accessible from the very beginning of the process. They have made it extremely easy to be a special needs, single [parent]. They have shown up week after week, answered all my questions and if they didn't

know the answer, located it and informed me. I can't say enough good about this organization. It has allowed me to raise my child very successfully and helped me to know what to expect in both the normal child and special needs child growth.

ILP has been awesome in working with us.

We have been really pleased with the program and the services we have been receiving.

ILP has helped our family so much with medical appointments, services, and all kinds of other things. I can call them at anytime and get help. They are great.

ILP has helped me in ways nobody else has and I am so thankful for this program and for child find. So grateful for our providers and all the assistance it has provided, all the guidance we were given and all we were taught about being an advocate for our child. Because of this, we feel that our child has received the services needed and has successfully progressed.

The ILP program was great and did a wonderful job with my family.

[ILP Staff] is awesome with [Agency].

The program is excellent. They treat me so good. English is 2nd language but still they are able to help us. I have nothing bad to say about them.

Thanks for everything. Merci Beaucoup.

[Name] was a great teacher for our daughter [Child Name]. We appreciated all her help and close awareness of our daughter's special learning needs. [Doctor] at [Agency] was of great help finding her additional help through you and [Name] speech therapy.

Thanks for calling and finding more ways to get more help that we need. I hope things work out okay for other families.

Mixed Expressions of Satisfaction and Dissatisfaction (4 or 10%)

Our family has been pleased with the services provided by ILP - our case manager has not been as reliable, canceling many appointments, but our SLPs have been SUPERB and have helped us know what to do to help our child. We wish our family doctor had recommended ILP services however, as we may have been able to start services sooner.

We work with the [ILP] program and they are amazing. One thing I noticed though is that requests for services are just that - requests. I feel that there are numerous children going without treatment because the parents aren't willing to admit an issue or request services, especially when OCS/foster children are concerned. Thank you for all you do!

Frustrating and time consuming to navigate, but the employees do try to their best.

We were very happy overall with the [ILP] program. However, there is a gap in the communication processes, especially towards the end when we were transitioning

(aging out) of the program. It was like "we were leaving so just don't bother with them anymore."

Expressions of Frustration or Other Indications of Dissatisfaction (10 or 24%)

As a parent new to an area I find it difficult to find places to help with my child's learning needs. Had I not been proactive and forceful about seeking help I would not have been able to help my child. More information about how the transition from one program and into the school district's program would be nice. A pamphlet stating here is your rights - NOT IMPRESSIVE! The first meeting needs to be a full explanation of what these are - how it helps or hinders me/my child... (i.e., low IQ = no services) or at least ask me if I want to read it myself or discuss it.

There needs to be doors for the restrooms that the children use while they are at the Center, for privacy. Other children try to not pay attention, but it is hard for them. The doors are open for their protection and safety, I know, but I think there still needs to be some sort of privacy.

I was upset because when my child was in the program, there was a major lack of communication with the service providers, especially with appointments and scheduling. In the end, we were "dropped" from the program.

My granddaughter is delayed not due to her own accounts, but due to her mom's delay. Information was not relayed accurately or appropriately in this case in terms the parent was able to understand and deal with. People/trainers need to be sensitive to the parent and caregiver's needs and education levels. The OT that was working with my granddaughter and her mother, told the mother to ignore the child when she was choking on food. The OT was asked not to return. Therapists need to be ready to deal with training parents, not just the child. This is likely an isolated case, but with [disability] on the rise, it is likely to become a very important issue.

There needs to be more choices of services available in our community. We only had one choice for the service we needed (speech therapy). Services were 2 hours/day, 2 days/week. Needed to be more frequently and he would have progressed more.

I did enjoy how I was treated whenever I interacted with the providers. However, I wish they offered more referrals. Thank you

Don't mean to be negative, but don't feel the program helped much at all for us. We were in it for 6-12 months, while in Alaska. [Another State] used a different approach, which worked much better. In [Another State] therapists worked directly with the child, whereas in [Community in Alaska] we were directed as "what to do". No tracking or follow-up seemed to occur, just our reporting as to progress our child has made. We were grateful for the resources, but so much more work needs to be done to make this program more successful.

Did have issues in the beginning of the Occupational Therapy services. They put a [device] on my child and recommend that we leave it on. Our child ended up in the hospital with [medical] problems. When we spoke to OT about this the next time we worked with them, they recommended to try the [device] again and that there was

no way to be certain that was what caused the problem unless it occurred again. We were not willing to take a chance on losing our child to try the [device] again.

We stopped using [ILP] services as they just weren't working for us. We are now using private services.

I wish there was more of a transition from ILP services to the schools. After I signed my child's IEP, my ILP worker was no longer able to further assist in the transition.

Childcare Comments (4 or 10%)

Need more childcare that is safe and available.

[Community] does not have a certified childcare or an ILP. One parent is unable to work because of NO CHILD CARE. That would be nice to have out in the rural communities. Thanks.

I would like to see accessibility to childcare provider services listings. [Childcare Agency] is an awesome addition to the community.

A definite need for more special needs daycare! There is only one and the waiting list is 6 months long! Need more workers trained to work with special needs children.

Other Miscellaneous Comments (4)

I have never left my son with anyone but his father and grandmother for more than a couple hours. This is why I circled "don't know" regarding those statements pertaining to childcare. I don't have any friends, but he has friends come over to the house. And we go swimming, indoor park, and to the library on a weekly basis. So he gets to socialize with others his age. He's three now so we are transitioning into the elementary school program for his speech. Thank you

Our child actually aged out of ILP when he turned 3 in 2011 - he is now in the Special Needs Preschool and 1/2 days at daycare twice a week when there are openings - he experiences [disability] and does not talk yet - he is progressing very well however and we're pleased with the services we're receiving. He has speech therapy 2 times a week and OT 1 time a week along with the services he gets at school.

There needs to be, or if there is I don't know about: Place for children 1-3 years that can have Early Childhood schooling for kids that: 1) Can't qualify for Head Start or any income limiting program, especially for parents who can't afford regular services, but income is too high; 2) Do not qualify for [ILP] or Early Infant Learning Program. I know they have been talking about funding more Early Learning programs - I hope it goes through because there are a number of kids that are not getting services.

This survey seems very general and asks really nothing about how my kid is doing or if the services provided are as expected, needed or helping. My child has improved and I am seeing progress, so they have helped, but I feel the survey doesn't reflect this.