

**Alaska's Early Intervention / Infant Learning Program**

# **2013 FAMILY OUTCOMES SURVEY**

**Families of Children Enrolled**

**Between January 1 and December 31, 2012**

*A Report for the*

Early Intervention/Infant Learning Program

Office of Children's Services

Department of Health & Social Services

State of Alaska

**June 2013**

*Prepared by*

Roxann Lamar

Center for Human Development

College of Health

University of Alaska Anchorage



**UAA Center for  
Human Development**  
UNIVERSITY of ALASKA ANCHORAGE



## Table of Contents

	Pages
List of Tables & Figures .....	ii
Executive Summary .....	iii-vii
Introduction .....	1
Methodology .....	2-5
Results	
Response Rates .....	5-7
Demographics of Responding Families .....	8-10
Responses to Survey Items .....	10-22
Outcome 1. Understanding the Child (items 1-3) .....	11-12
Outcome 2. Rights and Advocacy (items 4-7) .....	12-14
Outcome 3. Help Child Develop and Learn (items 8-10) .....	14-15
Outcome 4. Support Systems (items 12-14) .....	15-17
Outcome 5. Community Access (items 15-17) .....	17-18
Outcome 6. Satisfaction with EI Services (items 11.1-11.3) .....	18-19
Additional Items About Childcare (items 18-22) .....	20-22
Expanded Look at Satisfaction with EI/ILP Services .....	22-29
Overall Satisfaction by Region .....	23
Regional and ILP Grantee Results on Satisfaction Items .....	23-25
Regional Satisfaction Patterns .....	25-29
Discussion of Comments Added to Surveys .....	29-32
Conclusions .....	32-33
Recommendations for Future Survey Administration .....	34
Appendix A .....	35-40
EI/ILP Invitational Letter to Families	
2013 Family Outcomes Survey Instrument	
Appendix B .....	41-45
Comments Added to the 2013 Family Outcomes Survey	

**Note:** There is a supplement to this report: *Results for CAPTA Families*, examining responses to survey items by a subpopulation of children referred to an ILP through child protection.

## Acknowledgements

Thank you to **Tina Hudspeth & LynnAnn Tew** for invaluable assistance implementing the 2013 Family Outcomes Survey.

## List of Tables & Figures

	Pages
Figure 1: Relative strengths of outcome areas compared with previous year results .....	iv
Table 1: Response sorted by EI/ILP regions .....	6
Table 2: Response sorted by grantees .....	6-7
Table 3: Race/Ethnicity of children in responding families... ..	8
Table 4: How children in responding families qualified for services... ..	9
Table 5: Reasons families exited the program during the service year .....	10
Table 6: Exit placements of children who left the program during the service year .....	10
Item 1: Our child is growing and learning, and we understand our child’s development... ..	11
Item 2: We know most of what we need to know about our child’s special needs .....	12
Item 3: We can tell if our child is making progress .....	12
Item 4: We are fully informed about the programs and services that are available... ..	13
Item 5: We have been informed of our right to choose which EI services we receive .....	13
Item 6: We are comfortable participating in meetings with professionals to plan services... ..	13
Item 7: We know what to do if we are not satisfied with any part of our child’s program... ..	14
Item 8: We know how to help our child develop and learn .....	14
Item 9: We know how to help our child learn to behave .....	15
Item 10: Our family has worked with professionals to develop a plan to help our child... ..	15
Item 12: There are people we can talk with any time we want to help us deal with... ..	16
Item 13: We have people we can call on for help...to watch our child for a short time .....	16
Item 14: We are able to do the activities our family enjoys .....	16
Item 15: We have excellent medical care for our child .....	17
Item 16: Our child has opportunities to fully participate in activities in the community... ..	17
Item 17: We have excellent childcare for our child .....	18
Item 11.1: Our ILP provider has done an excellent job helping us know our rights .....	19
Item 11.2: ...helping us effectively communicate our child’s needs .....	19
Item 11.3: ...helping us help our child develop and learn .....	19
Item 18: Our ILP provider works closely with our childcare provider .....	20
Item 19: There is childcare where we live that is able to care for...special needs .....	20
Item 20: Childcare seems to be important to our whole community .....	21
Item 21: There is a childcare provider we can use who can follow our child’s IFSP .....	21
Figure 2: Status of regular childcare (estimates derived from Items 17 & 22) .....	22
Figure 3: Overall satisfaction pattern from the 2008 through 2013 surveys .....	23
Table 7: Overall satisfaction by EI/ILP region (combined results on 3 satisfaction items) .....	23
Table 8: Mean satisfaction responses by EI/ILP region .....	24
Table 9: Mean satisfaction responses by ILP grantee .....	24-25
Figure 4: Mean satisfaction results in EI/ILP regions .....	25
Table 10: Summary of satisfaction percentages by EI/ILP region .....	26
Northern Region: RIGHTS / NEEDS / LEARN .....	26-27
Anchorage Region: RIGHTS / NEEDS / LEARN .....	27
Southcentral Region: RIGHTS / NEEDS / LEARN .....	28
Southeast Region: RIGHTS / NEEDS / LEARN .....	29
Table 11: Distribution of comments by EI/ILP regions .....	32
Figure 5: Relative strengths and weaknesses in family outcomes .....	33

# Alaska's Early Intervention / Infant Learning Program

## 2013 FAMILY OUTCOMES SURVEY

### Executive Summary

Alaska's Early Intervention / Infant Learning Program (EI/ILP) oversees an array of flexible early intervention services for children birth to three years of age who have or are at risk for disabilities or developmental delays. During the 2012 calendar year, services were delivered in communities across the state through 16 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 2013 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 communities.
6. Families are satisfied with the services they receive.

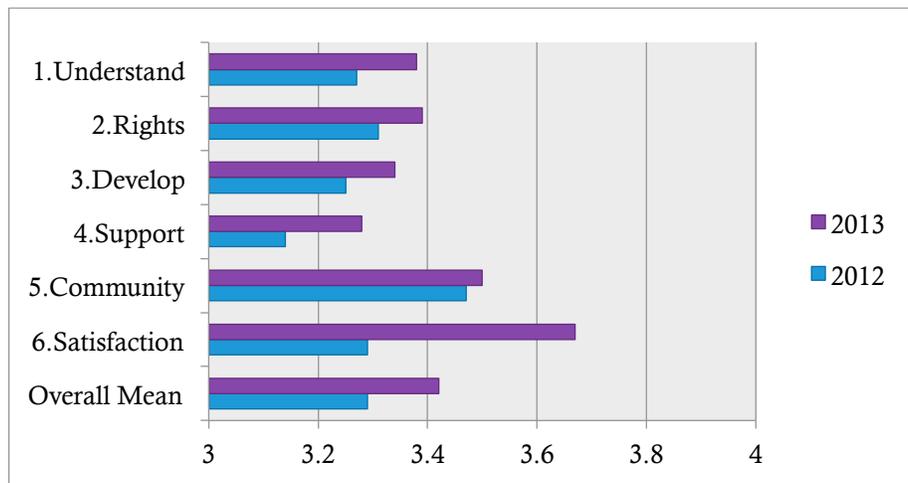
Nineteen survey items used in 2013 to measure family outcomes were essentially the same as corresponding items starting with the 2009 survey. Beginning in 2012, the EI/ILP wanted to have more detailed information from families about access to childcare in their communities. To that end, five childcare 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 survey to 24.

Families rate experiences with their children and EI/ILP on statements by choosing how often each statement is 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.

Families enrolled during the 2012 calendar year with children eligible for Part C and enrolled for at least 6 months comprised the eligible population for the 2013 Family Outcomes Survey ( $N = 744$  families with 777 children). The survey utilized a randomly selected 20% target group of families, stratified geographically by ILP grantee service area and by race of children. It was comprised of 149 families with 153 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 86 completed surveys rendering a 58% response rate. Characteristics of children in responding families were similar to those in the randomly selected target group and in the total eligible population. This included age, enrollment status, how children qualified for services, reasons they exited services, and exit placements. The response rates of families with Native children and those with White children were close enough it did not warrant statistical manipulation. Response from families with Native children was hampered by a higher proportion of nonworking phone numbers.

It can be concluded from the results of the 2013 Family Outcomes Survey that the vast majority of families (approximately 95%) were satisfied all ( $\cong 74\%$ ) or most ( $\cong 22\%$ ) of the time with the ILP services they received during the 2012 calendar year. The overall survey mean on outcome items was 3.42 on a 1 to 4 scale. Generally, caregivers tended to be confident in their knowledge and abilities, and available resources usually served their needs. Figure 1 illustrates the outcome level pattern of results in 2013, compared to results in 2012.



**Figure 1:** Relative strengths of outcome areas compared with previous year results

The strongest outcome area was Outcome 6 ( $M = 3.67$ ) regarding satisfaction with ILP services. Outcome 5 (community access,  $M = 3.50$ ) was relatively strong coming in above the overall survey mean. Outcome 1 (parental understanding of children,  $M = 3.38$ ) and Outcome 2 (rights and advocacy,  $M = 3.39$ ) were just below the overall survey mean. Outcome 3 (parental ability to help children develop and learn,  $M = 3.34$ ) was relatively weaker, and Outcome 4 (social support,  $M = 3.28$ ) was the weakest outcome area. There were no statistically significant differences within outcome results of the 2013 survey based on the race of children or region of residence.

### **Outcome 1: Parental Understanding of Children**

Outcome 1 showed moderate results ( $M = 3.38$ ) approaching the overall survey mean ( $M = 3.42$ ). This is a typical outcome-level pattern for Outcome 1. Results seemed somewhat higher than the previous survey year, but the difference was not statistically significant. The

greatest strength within Outcome 1 indicated higher parental confidence in ability to *perceive children's progress*, and this has been a fairly consistent strength over time. The greatest weakness indicated lower confidence *understanding children's special needs*. The latter tends to be one of the weakest items on the survey. Caregivers have consistently indicated they needed more help understanding their children's special needs.

### **Outcome 2: Rights and Advocacy**

Outcome 2 also showed moderate results ( $M = 3.39$ ) approaching the overall survey mean. This was one of the strongest outcome areas in 2010 and 2011, but dropped in 2012. The 2013 response seemed to rise from 2012, but the difference was not statistically significant. The pattern of item responses within Outcome 2 has been similar for several surveyed years. The greatest strength was being *comfortable in meetings with professionals*, and this was the strongest item response on the survey. The weaknesses were in *knowing what to do if not satisfied with services* and *being informed about available programs and services*. Response on the latter item has been declining since 2011, and was one of the lowest item responses in 2013.

### **Outcome 3: Parental Ability to Help Children Develop and Learn**

Outcome 3 showed weaker results ( $M = 3.34$ ), below the overall survey mean, which is an outcome-level pattern consistent with previous survey years. The Outcome 3 mean seemed somewhat higher 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 greatest weakness was in *knowing how to help children behave*. The latter tends to be one of the lowest item responses on the survey. Caregivers have consistently, across all surveyed years, indicated they needed more help in working with children's behavior.

### **Outcome 4: Social Support**

Outcome 4 was the weakest outcome area ( $M = 3.28$ ), well below the overall survey mean. This is a consistent outcome-level pattern across all surveyed years. The strength within Outcome 4 was in families having access to *people they could talk with* any time they wanted. The weaknesses were in the ability to do *activities families enjoyed*, and access to resources for *occasional childcare*. The latter tends to be one of the lowest item responses on the survey. Caregivers have consistently, across all surveyed years, indicated they needed more help building social resources for occasional childcare.

### **Outcome 5: Community Access**

Outcome 5 was a stronger outcome area ( $M = 3.50$ ) above the overall survey mean. Results within this outcome have been fairly consistent over time. The greatest strength within Outcome 5 was access to *excellent medical care* and the relative weakness was access to *opportunities for children to participate in activities in the community*. This item-level pattern within Outcome 5 has been consistent since the 2010 survey.

## Outcome 6: Satisfaction with EI Services

Outcome 6 showed very strong results ( $M = 3.67$ ), well above the overall survey mean. There was a highly significant decrease in satisfaction from 2011 to 2012, followed by a highly significant increase in 2013. Each item within Outcome 6 had a significantly higher response than the corresponding item in the previous year.

Statistical tests for differences by region in Outcome 6 did not quite reach a level of significance. However, in closer examination of regional patterns in 2013 results, it was clear there was very high satisfaction in the Northern, Anchorage, and Southeast Regions, with relatively weaker satisfaction in the Southcentral Region.

## Childcare in Communities

The 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 42% of families indicated they always had this resource, while another 15% indicated they had it most of the time or some of the time. Additional information about childcare gleaned from respondents included:

- ♦ 34% did not want or need regular childcare at this time
- ♦ 7% wanted childcare, but had not looked for it yet
- ♦ 14% wanted childcare, but could not find any that worked for them

Fifty-one respondents indicated knowledge about *childcare resources for children with special needs* in their communities. Of these, 57% indicated it was more available and 43% indicated it was less available. This was the only item on the survey where there was a significant difference by race: families with Native children indicated fewer resources than families with White children. However, the same difference showed up between urban (more White children) and rural (more Native children) residence. It is likely the difference by race is a reflection of an urban-rural difference in available resources.

The response was a little different when caregivers were asked if there was a *childcare provider who could follow their child's IFSP*. Of the 64 respondents who indicated knowledge of this resource, 67% indicated it was more available and 33% indicated it was less available.

Sixty-six respondents indicated knowledge about the *importance of childcare* in their communities. Of this subset, 67% indicated childcare was more important, and 33% indicated it was less important.

On the item asking about ILP providers and childcare providers working together, 45 respondents indicated this was applicable to their circumstances. Of these, 58% indicated providers worked together most or all of the time, and a notable 42% indicated they sometimes or never worked together.

## Comments

Forty caregivers added comments to surveys. There are survey items relevant to childcare, so it was not surprising that five caregivers added a comment or portion of a comment about childcare. Of the 38 comments relevant to ILP services, about 87% were either positive (30)

or mostly positive (3), expressing gratitude and satisfaction. Only a few were negative (2) or mostly negative (1). Themes from the negative comments and negative portions of mixed comments indicated a lack of quality in services families received (3) and a lack of resources for services families needed or wanted (3).

## Issues to Consider

It is highly praiseworthy to see family satisfaction rise to its previously high level, and to see greater satisfaction than historical levels in at least one region. However, it is also important to note there was little improvement within other outcome areas from the previous survey year. Moreover, some of the greatest weaknesses in family outcomes have been highly persistent over time. Below are the aspects of family knowledge, resources, and abilities from the strongest to the weakest, as measured in the 2013 survey.

### *Strongest (M ≥ 3.50):*

- Comfortable in meetings with professionals
- Access to resources for excellent medical care
- Ability to perceive the child's progress

### *Relatively stronger:*

- Social resources in terms of people to talk with
- Works with professionals to develop plans
- Informed of the right to choose EI services
- Access to resources for excellent childcare

### *Relatively weaker:*

- Ability to help the child develop and learn
- Understands the child's development
- Ability to help the child to participate in the community

### *Weakest:*

- Ability to do the activities the family enjoys
- Knowledge of what to do if not satisfied with EI services
- Understands the child's special needs
- Knows how to help the child behave
- Informed of available programs and services
- Social resources for occasional childcare

Regarding childcare issues, the availability of quality childcare in communities is beyond the scope of ILP responsibility. However, the one area where ILP providers can increase their activity to make a difference in the quality of local childcare is in working with childcare providers to help them understand children's special needs. Last year over a third of the families indicating this would be applicable to their circumstances said it never or only occasionally happened. This year, the proportion was even greater. It seems that this is an area that deserves more attention.



# Alaska's Early Intervention / Infant Learning Program

## 2013 FAMILY OUTCOMES SURVEY

### Introduction

Alaska's Early Intervention /Infant Learning Program (EI/ILP) is one of the three core programs supporting children, youth, and families under the administration of the Office of Children's Services (OCS), along with Early Childhood Comprehensive Systems Planning and Child Protection and Permanency. OCS is under the Alaska Department of Health and Social Services (HSS). The Department states it is "committed to promoting access to a flexible array of quality services to all Alaskan infants and toddlers with special developmental needs and to their families. Services should be provided in a manner that respects families, communities and cultural differences and promotes genuine partnerships in all aspects of service design and delivery" ([http://dhss.alaska.gov/ocs/Pages/infantlearning/program/program\\_mission.aspx](http://dhss.alaska.gov/ocs/Pages/infantlearning/program/program_mission.aspx)).

The EI/ILP oversees an array of flexible early intervention services for children birth to three years of age who have or are at risk for disabilities or developmental delays. During the 2012 calendar year, services were delivered in communities across the state through 16 EI/ILP grantees. Grantees include school districts, mental health associations, Native organizations, parent associations, and other nonprofit organizations. ILP services include developmental screening and evaluation; individualized family service plans; home visits; physical, occupational, and speech therapies; and children's mental health services. ILP 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 that are beyond the scope of Alaska's Infant Learning Program.

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 stakeholders, OSEP identified five family outcome areas. Guided by this framework, Alaska's annual EI/ILP Family Outcomes Survey gathers this type of information from the perspective of families in Alaska who received ILP services, along with their general level of satisfaction with 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 communities.
6. Families are satisfied with the services they receive.

## 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 high response rate ( $\geq 50\%$ ). 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 problems with compound items were resolved and new items added, resulting in 21 items. EI/ILP kept this content the same for the 2010 survey.

In 2011, "n/a" (not applicable) was added to response options for one item regarding childcare. Prior to that improvement, there was no distinction between families who used or wanted childcare and those who did not, making interpretation of response on that item difficult. 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 subsequent years.

In 2012 two items that did not contribute meaningful information to results were eliminated, leaving 19 items addressing the six outcome areas. Beginning with the 2012 survey, the EI/ILP wanted to receive more information from families about access to childcare in the community. To that end, five items were added to the protocol bringing the total number of items to 24. Community childcare items covered how much ILP providers worked with childcare providers, availability of childcare for children with special needs, importance of childcare in the community, access to childcare providers who could follow an IFSP, and reasons people did not have regular childcare.

The same 24 items were retained for the 2013 survey, with some slight wording changes. The five community childcare items originally presented in an individual voice (I, my) were changed to a collective voice (we, our) to be consistent with the other items on the survey. An item stating, "Early Intervention has done an excellent job..." was similarly changed to "Our ILP provider has done an excellent job...." Two items were simplified from "We are sure we know how..." to "We know how...." These improvements did not significantly alter the meaning of items from a respondent perspective. Overall, other than the relatively

minor improvements to corresponding outcome items since 2009, a high degree of consistency lends a high level of confidence to comparisons of results across survey years.

Caregivers were asked to rate their experiences with the ILP that served them on the 19 outcome statements 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.

The same scale was used on four of the community childcare items, along with "n/a" or "don't know" response options. The fifth community childcare item was only for families who did not have regular childcare, asking them to indicate a reason why from multiple-choice options. The 2013 instrument is 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 2012 calendar year, and enrolled for at least 6 months. Data about potentially eligible children and families was pulled from the EI/ILP statewide database. Nine families with 11 children were removed for lack of sufficient information to send a survey packet by mail. Deliverable mail served as documentation for families (similar to informed consent), as well as providing an opportunity to respond by mail or online. That left 777 children in 744 families who met eligibility criteria for the survey.

A random 20% target group comprised of 149 families was selected from eligible families to receive the 2013 survey by mail. In order to stratify the target group by geography and by race of children, a series of random numbers were assigned to all families in the eligible population using that function in Excel. The data was sorted by the 16 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.

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

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 as well as in the target group had Native heritage by this definition.

Small differences in demographic proportions between the eligible population and the target group can be an artifact of selection procedures that avoid systematically excluding families in low incidence race categories or with missing race data. Specific to the 2013 survey, there were 22 cases where Hispanic/Latino was indicated with no corresponding races. Rather than systematically excluding these families, they were treated as an additional stratification

category within each of the seven ILP service areas where this occurred. In six ILP areas there were race/ethnic categories with only one or two families in each, failing to meet the minimum threshold to include a family of that race in the target group. These families were combined within each respective ILP service area and the family with the highest random number was included in the target group.

**Note:** This year the EI/ILP wanted to hear as much as possible from families that were referred to an ILP through child protection services. In early intervention, this population is often referred to as “CAPTA families,” in reference to the *Child Abuse Prevention & Treatment Act* mandating child protection referrals to early intervention for screening. There were 36 CAPTA families with 38 children included in the survey’s final target group. Survey packets were also sent to all the remaining CAPTA families in the eligible population. The total CAPTA subpopulation was comprised of 156 families with 169 children. Responses from families in the CAPTA subpopulation are summarized in a Supplement to this report.

## Survey Procedures

A third-party evaluator, the University of Alaska Anchorage Center for Human Development (CHD), was contracted to implement the 2013 survey. Survey packets containing an invitational letter, the survey instrument, and a postage-paid return envelope were mailed to the target group families by March 15, 2013. In order to minimize undeliverable mail, the U.S. Post Office (USPS) provided a service to check 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 9, the procedure was to replace each family using the next highest random number within the same area/race category. This procedure resulted in 14 replacement families in the target group. The final target group was comprised of 149 families with 153 children. The given deadline for responding was May 9. Data collection was closed the morning of May 13.

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 to have the survey resent by mail.

Having a working 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 the toll-free phone number and the online address to access the survey. The postcard was also used as a reminder for families who were reached by phone and said they would complete it on their own, but did not do so as the deadline approached.

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 number 10 is based on an approximate 50% response from the target group. 15 gift cards were actually given out this year due to the increased size of the total number of respondents (target plus CAPTA). The evaluator used the random number assignment feature in Excel to identify winners (15 highest random numbers) from among all those who responded.

## Analyses

Analyses of data for this annual survey include descriptive statistics such as frequencies, distributions, and measures of central tendency. There are only enough children of Native and White heritage to test for differences by race, and Independent 2-tailed t-tests are used to test for these differences. A univariate analysis of variance (ANOVA) is used to examine patterns within outcome areas, and sometimes in item responses, based on regions of residence. Post hoc testing uses *Tukey* for pairwise comparisons when differences among variances are small, Levene's test is  $\geq .05$ , and equal variances are assumed; or *Dunnett C* when differences among variances are larger, Levene's test is  $\leq .05$ , and equal variances are not assumed. When item responses appear different from a previous year's response, they are compared using independent 2-tailed t-tests. In all analyses, equal variances are assumed unless indicated otherwise.

Comments added to surveys fall into general categories based on being positive, negative, or mixed positive/negative. Negative comments and negative portions of mixed comments are further organized by themes. Because there are items asking about childcare, some respondents add comments or portions of comments specific to childcare. These are reported in a separate category because ILPs are not directly responsible for the general quality or availability of childcare resources in communities. A discussion of comments is at the end of the Results section. De-identified comments are listed in Appendix B.

## Results

### Response Rates

Eighty-six ( $n = 86$ ) surveys were completed by families from the target group for an overall response rate of 58%. Below are details relevant to the response rate. "No contact" refers to those instances when mail was returned as undeliverable after the cutoff date for replacing families (i.e., April 9), and when contact persons listed for families were not caregivers (i.e., caseworkers or service providers).

Target Population (with 14 replacement families)	149
Made contact (mail and/or phone)	144
Ineligible	0
Opted out or did not respond (O)	58
Eligible completed surveys (S)	86
No contact (N)	5
<hr/>	
Response Rate = $S / (S + O + N) = 0.5771812$ or 58%	

Twenty-eight ( $n = 28$ ) or almost a third of the 86 respondents completed surveys by mail or online. Just over two-thirds ( $n = 58$ ) responded by phone. Table 1 shows the number and proportion of response rates sorted by EI/ILP regional service areas. The highest response rates by region in 2013 were in the Southcentral and Southeast Regions at 61% each. The lowest regional response rate in the Anchorage Region (54%) was still higher than the overall target response rate (i.e., at least 50%).

**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)	36	21	58.3
2	Anchorage	Programs for Infants & Children (PIC) FOCUS - Family Outreach Center for Understanding Special Needs (FOC)	52	28	53.8
3	Southcentral	Bristol Bay Area Health Corporation (BBA) Kodiak Area Native Association (KAN) Mat-Su Services for Children & Adults (MSU) Yukon Kuskokwim Health Corporation (YKH)	28	17	60.7
4	Southeast	Center for Community (CFC) Community Connections (CCK) Frontier Community Services (FCS) Homer Community Services (HCS) REACH, Inc. (REA) SeaView Community Services (SVC)	33	20	60.6
<b>TOTAL</b>			<b>149</b>	<b>86</b>	<b>57.7</b>

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

Table 2 shows a further breakdown of response rates by ILP service areas. Even though the response rate from the Southeast Region was high, that region included the lowest response rate by ILP grantee, Frontier Community Services (FCS) in Soldotna at 33% (highlighted in the table). This is in contrast with the other service areas across all four regions where the response was at least 50%. However, in areas with very small numbers, even a single response makes a big difference in the response rate.

**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	28	17	60.7
2	Bristol Bay Area Health Corporation (BBA)	Dillingham	4	3	75.0
3	Center for Community (CFC)	Sitka	2	1	50.0
4	Community Connections (CCK)	Ketchikan, Craig, Prince of Wales Island	6	4	66.7
5	FOCUS (FOC)	Eagle River, Chugiak, Elmendorf/Richardson, Cordova	14	8	57.1
6	Frontier Community Services (FCS)	Soldotna	9	3	33.3
7	Homer Community Services (HCS)	Homer	3	2	66.7
8	Kodiak Area Native Association (KAN)	Kodiak	3	2	66.7

	ILP Grantee (EI/ILP Code)	Service Area	Sent	Rec'd	%
9	Mat-Su Services for Children & Adults (MSU)	Wasilla	11	7	63.6
10	Northwest Arctic Borough S.D. (NWA)	Kotzebue	2	1	50.0
11	Norton Sound Health Corporation (NSH)	Nome	2	1	50.0
12	Programs for Infants & Children (PIC)	Anchorage	38	20	52.6
13	REACH, Inc. (REA)	Juneau, Haines, Petersburg	12	9	75.0
14	SeaView Community Services (SVC)	Seward	1	1	100.0
15	Tanana Chiefs Conference (TCC)	Interior Alaska	4	2	50.0
16	Yukon Kuskokwim Health Corp. (YKH)	Bethel	10	5	50.0
		TOTAL	149	86	57.7

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 39.5% of all responding families, leaving 60.5% of responses from more rural families. This compares to 40% urban, 60% rural in the target group; and 43% urban, 58% rural in the eligible population. Thus there did not seem to be a meaningful difference between response rates from urban and rural families.

Having a working phone number was not a requirement for being included in the target group. There were 40 cases (27% of the target group) where families did not initially respond by mail or online and could not be reached by phone because of persistent problems with phone numbers. These “nonworking phone numbers” included missing or incomplete listings in the EI/ILP database (3 or 8% of nonworking numbers); numbers that were out of service (13 or 33%); numbers that did not belong to families (15 or 38%); and other problems (e.g., no ring, no connection, fax machines) (9 or 23%).

The 15 phone numbers that did not belong to families included 10 wrong numbers (i.e., cases where persons indicated they did not know the family). In 2 cases, database phone numbers belonged to friends or relatives who did not provide an updated phone number. In 3 cases, phone numbers were for agencies where families were served. It was beyond the authority of evaluators to receive information from service agencies about their clients.

Sixteen (40%) nonworking phone numbers were for urban families, and 24 (60%) were for rural families. Over half (21 or 53%) were for families of children with Native heritage. Following is a breakdown of the 40 nonworking phone numbers by region:

- Northern: 9 or 25% of target families in the region
- Anchorage: 15 or 29%
- Southcentral: 8 or 29%
- Southeast: 8 or 24%

## Demographics of Responding Families

**Note:** The State EI/ILP collects data on race/ethnicity of children, which may or may not be the same as race/ethnicity of caregivers. For example, some caregivers are foster parents. Therefore, the “race/ethnicity of families” cannot be entirely assumed from this data.

Among the 86 families who responded to the survey there were 87 children who met the criteria for their families to be included in this sample. White/Caucasian as a single race was indicated for 45 children (52%). Alaska Native or American Indian as a single race or one of two or more races was indicated for 31 children (36%). Together, this accounted for most children in most responding families: 76 children in 75 responding families, or 87% 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. Note that 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
AK Native or Am. Indian	31	35.6	64	41.8	325	41.8
Asian	4	4.6	8	5.2	30	3.9
Black/African American	7	8.0	9	5.9	46	5.9
Pacific Islander	3	3.4	7	4.6	25	3.2
White/Caucasian	53	60.9	85	55.6	431	55.5
No race indicated	1		3		22	
Hispanic or Latino	1	1.1	5	3.3	42	5.4
<b>Total Children</b>	<b>87</b>		<b>153</b>		<b>777</b>	

\*Single race or mixed race.

Children with Native as a single race or one of two or more races accounted for 36% of responding families compared to 42% of both target and eligible families. This difference may have been impacted by a higher incidence of nonworking phone numbers for rural residents and families with Native children. Children with White as a single race accounted for 52% of responding families compared to 45% of both target and eligible families. These differences in response rates by race were small enough they did not warrant statistical correction.

The typical age of children at the time of the 2013 survey was 25 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 2013 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 (55 to 56 percent) qualified for Part C services was a documented delay of over 50%. The predominance of eligibility on this criterion has been a consistent pattern in demographics 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	19	21.8	31	20.3	168	21.6
Delays > 50%	48	55.2	84	54.9	437	56.2
Delays 25% - 49%	---	---	---	---	7	.9
Clinical Opinion	20	23.0	38	24.8	163	21.0
Missing	---	---	---	---	2	.3
<b>Total Children</b>	<b>87</b>		<b>153</b>		<b>777</b>	

Within responding families, 54 (62.1%) children were still enrolled in the program at the time of the survey, and 33 (37.9%) had exited the program sometime during the year. This compares to the target group with 93 (60.8%) enrolled and 60 (39.2%) exited; and the total eligible child population with 440 (56.6%) enrolled and 337 (43.4%) exited. Thus there was no evident difference in response rate from families who were enrolled and families who had exited. This was similar to the previous survey year, but in survey years prior to 2012 it was common to have a higher response from enrolled families.

Of the children among the responders, as well as those in the target group and in the eligible population who exited during calendar year 2012, the exit reason given for the largest proportion (17 to 18 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. This represents another consistent pattern in demographics 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 either in the home (14 to 16 percent) or in preschool special education (15 to 16 percent). This was similar to the previous survey year, but a slight departure from the pattern in survey years prior to 2012 where placements in preschool special education tended to be notably higher than placements in the home.

A change in pattern for exit reasons might be related to increasing referrals from child protection. That is, these children as a group may be less likely placed in preschool special education at exit than the rest of the ILP population (see the Supplement to this report).

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

Exit Reason	Responders	Target Group	Eligible
Part B eligible	15 (17.2%)	27 (17.6%)	140 (18.0%)
Withdrawal by parent/guardian	4 (4.6%)	7 (4.6%)	34 (4.4%)
Attempts to contact unsuccessful	2 (2.3%)	6 (3.9%)	34 (4.4%)
Completion of IFSP prior to age 3	6 (6.9%)	8 (5.2%)	43 (5.5%)
Not Part B eligible, exit with no referrals	2 (2.3%)	3 (2.0%)	20 (2.6%)
Part B eligibility not determined	2 (2.3%)	3 (2.0%)	30 (3.9%)
Moved out of state	1 (1.1%)	4 (2.6%)	25 (3.2%)
Not Part B eligible, exit to other program	1 (1.1%)	1 (.7%)	10 (1.3%)
Reason Not Indicated	0	1	1
<b>Total Children Exited</b>	<b>33</b>	<b>60</b>	<b>337</b>

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

Exit Placement	Respondents	Target Group	Eligible
Home	13 (14.9%)	22 (14.4%)	125 (16.1%)
Preschool Special Education	13 (14.9%)	23 (15.0%)	122 (15.7%)
Child Care/Preschool	2 (2.3%)	3 (2.0%)	24 (3.1%)
Head Start	1 (1.1%)	4 (2.6%)	20 (2.6%)
Outpatient Therapy	1 (1.1%)	1 (.7%)	3 (.4%)
Other Setting	1 (1.1%)	4 (2.6%)	28 (3.6%)
Placement Not Indicated	2	3	15
<b>Total Children Exited</b>	<b>33</b>	<b>60</b>	<b>337</b>

### *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 potential difference in response rates from families with Native children and those with White children was small enough it did not warrant statistical manipulation. Nonworking phone numbers may have prevented a higher response from families with Native children, particularly those living in rural areas. Just over two-thirds of the 2013 surveys were completed over the phone. Over half (53%) of the 40 nonworking phone numbers encountered by evaluators belonged to families with Native children, compared to 35% for families with White children.

### **Responses to Survey Items**

The overall mean rating on outcome items was 3.42 on a 1 to 4 scale. Generally, caregivers tended to be confident in their knowledge and abilities, and available resources usually served their needs. As a group, families were highly satisfied with the work of ILP providers. 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 2013 mean appeared to be more similar to years prior to last year: 2012 ( $M = 3.29$ ), 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 individual outcome items. There were also no significant differences by region within outcome areas or on individual outcome items. There were significant differences on a community childcare item by race and by urban/rural residence. The following examination of survey results is organized first by outcome area, followed by community childcare items, and an expanded look at satisfaction by region of the state.

**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. Reasons to skip a particular item might be if a respondent had difficulty answering it or felt it was not applicable. As percentages reported in the following tables are rounded to one decimal point, 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 ( $M = 3.38$ ) was approaching the overall survey mean ( $M = 3.42$ ). This result appeared somewhat higher than the result for Outcome 1 in the previous survey year, but the difference was not statistically significant.

The greatest strength was in the ability to perceive that a child is *making progress* ( $M = 3.56$ ). The greatest weakness was in *understanding children’s special needs* ( $M = 3.19$ ). The latter was among the weakest items on the survey. This item response pattern within Outcome 1 has remained consistent across surveyed years.

**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: 3.41 Median: 3 Mode: 3 SD: .60153
2	Some of the time	5	5.8	
3	Most of the time	41	47.7	
4	All of the time	40	46.5	
Total Responses		86	100	

The response on Item 1 indicated that a high 94% of responding families felt they understood their child’s development very well, all (47%) or most (48%) of the time. The item mean was similar to the overall survey mean. This was similar to the response on this item in previous survey years.

**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: 3.19 Median: 3 Mode: 3 SD: .71145
2	Some of the time	12	14.0	
3	Most of the time	43	50.0	
4	All of the time	30	34.9	
Total Responses		86	100	

The response on Item 2 indicated that 85% of responding families felt they knew what they needed to know about their children's special needs most of the time (50%) or all of the time (35%). About 15% indicated they knew only some or none of the time. The item mean was well below the overall survey mean and one of the lower item responses on the survey. Response on this item has been fairly consistent over time, tending to be the lowest item response within Outcome 1.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.56 Median: 4 Mode: 4 SD: .56578
2	Some of the time	3	3.5	
3	Most of the time	32	37.2	
4	All of the time	51	59.3	
Total Responses		86	100	

A very high 97% of respondents indicated on Item 3 that they could tell when their children were making progress, all (59%) or most of the time (37%). The item mean was well over the overall survey mean. The 2013 response seemed higher than the 2012 response and more similar to prior years, but the apparent drop in 2012 was not statistically significant. Generally, this tends to be a higher item response within Outcome 1.

### *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 ( $M = 3.39$ ) was just below the overall survey mean ( $M = 3.42$ ). This seemed to be somewhat higher than the 2012 response for Outcome 2, but the difference was not statistically significant.

The greatest strength was in whether or not caregivers were *comfortable in meetings with professionals* ( $M = 3.72$ ). This was also the highest rated item in the 2013 survey. The weaknesses were whether or not caregivers felt they *knew what to do if not satisfied* with ILP services ( $M = 3.28$ ), and that they were *informed about programs and services* available to them ( $M = 3.07$ ). The latter was one of the lowest item responses on the survey. This has been a typical item response pattern within Outcome 2 for several years.

**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	---	---	Mean: 3.07 Median: 3 Mode: 3 SD: .74819
2	Some of the time	21	24.4	
3	Most of the time	38	44.2	
4	All of the time	27	31.4	
Total Responses		86	100	

About 76% of responding families indicated they were informed about programs and services all of the time (32%) or most of the time (44%). There was a notable 24% indicating they were informed only some of the time. Response on this item improved in 2009 and stayed higher in 2010 and 2011. Response in 2012 moved down, and it moved further down in 2013. The difference between 2011 and 2013 was significant:  $t(157) = 2.085, p = .039$ . Thus after earlier gains, response on this item seems to be declining. It tends to be the lowest response within Outcome 2, and was one of the lowest item responses on the 2013 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	1	1.2	Mean: 3.48 Median: 4 Mode: 4 SD: .74979
2	Some of the time	10	11.6	
3	Most of the time	21	24.4	
4	All of the time	53	61.6	
Total Responses		85	98.8	
Missing		1	1.2	

About 86% of respondents indicated they were informed of their right to choose services all (62%) or most (24%) of the time. The item mean was above the overall survey mean. It seemed to climb from 2012, which was significantly lower than 2011. However, the difference between 2013 and 2012 ( $M = 3.30$ ) was not statistically significant,  $t(156.405) = 1.387, p = .167, ns$ , equal variances not assumed.

**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: 3.72 Median: 4 Mode: 4 SD: .50265
2	Some of the time	2	2.3	
3	Most of the time	20	23.3	
4	All of the time	63	73.3	
Total Responses		85	98.8	
Missing		1	1.2	

On Item 6, a very high 98% of respondents indicated they were comfortable participating in meetings all or most of the time, with 73% indicating all of the time. This was one of the

highest item responses on the survey, much higher than the overall survey mean. Response on this item markedly improved over time, particularly in the 2010 and 2011 surveys. A dip in 2012 ( $M = 3.62$ ) was significantly lower than 2011. The apparent rise in 2013 did not reach statistical significance:  $t(159.510) = 1.071, p = .286, ns$ , 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	3	3.5	Mean: 3.28 Median: 3 Mode: 4 SD: .83527
2	Some of the time	12	14.0	
3	Most of the time	29	33.7	
4	All of the time	42	48.8	
Total Responses		86	100	

About 83% of responding families felt they knew what to do if they were not satisfied, all of the time (49%), or most of the time (34%). That left about 17% who knew what to do only some or none of the time. The item mean was well below the overall survey mean. A somewhat higher variance ( $SD = .83527$ ) indicated more individual differences, but variance was not as high as it has been in prior survey years. Response on this item tends to be weaker than most survey items across survey years.

### *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 ( $M = 3.34$ ) was below the overall survey mean ( $M = 3.42$ ). This appeared to be higher than the Outcome 3 mean in the previous survey year, but the difference was not statistically significant.

The relative strength was in *working with professionals to develop a plan* ( $M = 3.48$ ). The greatest weakness was in knowing how to *help children learn to behave* ( $M = 3.12$ ). The low response on this latter item is a consistent pattern within Outcome 3 across survey years.

**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	---	---	Mean: 3.42 Median: 3 Mode: 4 SD: .62243
2	Some of the time	6	7.0	
3	Most of the time	38	44.2	
4	All of the time	42	48.8	
Total Responses		86	100	

A high 93% of respondents indicated on Item 8 they were sure they knew how to help their children develop and learn, most of the time (44%) or all of the time (49%). The item mean was similar to the overall survey mean. It seemed like the response was higher than it was in 2012 ( $M = 3.28$ ), but the difference was not statistically significant:  $t(169) = 1.310, p = .192, ns$ . Overall, response on this item has been fairly consistent across survey years.

**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: 3.12 Median: 3 Mode: 3 SD: .69314
2	Some of the time	16	18.6	
3	Most of the time	44	51.2	
4	All of the time	26	30.2	
Total Responses		86	100	

About 81% of respondents indicated on Item 9 that they were sure they knew how to help their children learn to behave, most of the time (52%), or all of the time (30%). A notable 19% indicated they were sure only some of the time. The item mean was far below the overall survey mean. It was the lowest item response within Outcome 3 and one of the lowest on the survey. Response on this item has been consistently low since 2008.

**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	2.3	Mean: 3.48 Median: 4 Mode: 4 SD: .73374
2	Some of the time	6	7.0	
3	Most of the time	26	30.2	
4	All of the time	51	59.3	
Total Responses		85	98.8	
Missing		1	1.2	

About 89% of responding families indicated on Item 10 that they worked with professionals to develop a plan all (59%) or most (30%) of the time. Well over half indicated they did this all of the time. The item mean was above the overall survey mean. A higher response on this item within Outcome 3 has been consistent since 2009.

### *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 ( $M = 3.28$ ) was well below the overall survey mean ( $M = 3.42$ ). It was the weakest of all outcome areas, indicating families needed more help building social support resources. A lower response for Outcome 4 has been consistent across survey years since 2009. There seemed to be a gain in 2013 relative to results in 2012, but the difference was not statistically significant.

The relative strength in Outcome 4 was in families *having people to talk with* to deal with problems or celebrate ( $M = 3.49$ ). The weaknesses were in the ability to *do things the family enjoys* ( $M = 3.28$ ) and having resources for *occasional childcare* ( $M = 3.07$ ). The latter is consistently the lowest item response in Outcome 4 across surveyed years, and one of the lowest on the survey.

**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	---	---	Mean: 3.49 Median: 4 Mode: 4 SD: .64615
2	Some of the time	7	8.1	
3	Most of the time	30	34.9	
4	All of the time	49	57.0	
Total Responses		86	100	

A high 92% of responding families indicated on Item 12 there were people they could talk with to deal with problems or celebrate good things, all (57%) or most (35%) of the time. The item mean was above the overall survey mean. Response on this item was fairly consistent from 2008 through 2012. The 2013 response seemed higher than 2012 ( $M = 3.28$ ), but the difference was not significant:  $t(150.444) = 1.692, p = .093, ns$ , equal variance not assumed. Thus response on this item has been fairly consistent over time.

**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	7	8.1	Mean: 3.07 Median: 3 Mode: 4 SD: .94297
2	Some of the time	14	16.3	
3	Most of the time	31	36.0	
4	All of the time	34	39.5	
Total Responses		86	100	

About 76% of responding families indicated they had people to watch their children for a short time all (40%) or most (36%) of the time. A notable 24% of families had this resource only some (16%) or none of the time (8%). The item mean was far below the overall survey mean. A higher variance ( $SD = .94297$ ) indicated more individual differences, but the variance was not as high as prior survey years. The 2013 response appeared to be higher than the 2012 response ( $M = 2.86$ ), but the difference was not statistically significant:  $t(168) = 1.325, p = .187, ns$ . Response on this item tends to be one of the weakest item responses on the survey and this pattern continued in 2013.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.2	Mean: 3.28 Median: 3 Mode: 4 SD: .74599
2	Some of the time	12	14.0	
3	Most of the time	35	40.7	
4	All of the time	38	44.2	
Total Responses		86	100	

About 85% of caregivers indicated they were able to do the activities their family enjoyed most or all of the time. About 15% could do this only some or none of the time. The item

mean was below the overall survey mean, and weaker than most item responses. The response on this item has been fairly consistent since 2009.

### 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 ( $M = 3.50$ ) was higher than the overall survey mean ( $M = 3.42$ ), indicating more relative strength in this area. Overall, the result for Outcome 5 has been fairly consistent over time.

The greatest strength in this outcome area was access to *excellent medical care* ( $M = 3.63$ ), a common pattern in previous survey years. A relative weakness was access to *participate fully in the community* ( $M = 3.38$ ), which has been consistently weaker since the 2010 survey.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.63 Median: 4 Mode: 4 SD: .63332
2	Some of the time	7	8.1	
3	Most of the time	18	20.9	
4	All of the time	61	70.9	
Total Responses		86	100	

About 71% percent of responding families on Item 15 indicated they always had excellent medical care for their children and 21% indicated they had it most of the time, for 92% combined. The item mean was well above the overall survey mean. Response on this item has been high and consistent over all surveyed years. It tends to be the strongest item within Outcome 5.

**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: 3.39 Median: 4 Mode: 4 SD: .83230
2	Some of the time	10	11.6	
3	Most of the time	23	26.7	
4	All of the time	49	57.0	
Total Responses		85	98.8	
Missing		1	1.2	

About 85% of respondents indicated their children had opportunities for community inclusion most (27%) or all (57%) of the time. About 15% indicated their children had less access to activities in the community. The item mean was just below the overall survey mean. A somewhat higher variance ( $SD = .83230$ ) indicated more individual differences. Response on this item dropped in 2010 and remained lower since that time. In 2013 it was the lowest item response within Outcome 5.

**Item 17:** We have excellent childcare for our child.

Rating		Frequency	Percent	Central Tendency
1	None of the time	4	7.5	Mean: 3.47 Median: 4 Mode: 4 SD: .91155
2	Some of the time	3	5.7	
3	Most of the time	10	18.9	
4	All of the time	36	67.9	
Total Responses		53	100	
Not Applicable: 33 (38.4% of all respondents)				

To help clarify response on this item, “n/a” (not applicable) was added as response option in 2011. This helped to distinguish families that used or wanted childcare from those who chose not to have childcare. Prior to this improvement, “none of the time” responses could not be interpreted as a lack of access.

In 2013, more families responded to this item (53 as compared to 46 in 2011 and 37 in 2012), but the pattern of response was similar. About 38% of families indicated this item was not applicable to their circumstances. Of the remaining 53 families, about 87% indicated they had excellent childcare, all (68%), or most (19%) of the time. About 13% had less access to quality childcare. The mean response from this subset of families was just above the overall survey mean.

### *Outcome 6: Satisfaction with EI Services*

**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 consisted of the statement, “Our ILP provider has done an excellent job...” followed by three sub-items asking respondents to indicate the quality and effectiveness of 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 ( $M = 3.67$ ) was well above the overall survey mean ( $M = 3.42$ ), which is a typical pattern for this outcome area.

In 2012 there was a marked drop in satisfaction ( $M = 3.29$ ), which returned to more a more typical level in 2013. The difference between 2013 and 2012 was indeed highly significant,  $t(154.464) = 3.437$ ,  $p = .001$ , equal variances not assumed.

As a whole, families indicated they were highly satisfied with the ILP services they received during the 2012 calendar year. Each item result within Outcome 6 was high, and each was also significantly higher than the corresponding item results in the previous survey year.

**Item 11.1:** Our ILP provider has done an excellent job helping us know our rights.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.3	Mean: 3.71 Median: 4 Mode: 4 SD: .62996
2	Some of the time	2	2.3	
3	Most of the time	15	17.4	
4	All of the time	67	77.9	
Total Responses		86	100	

A very high 95% of responding families indicated the ILP had done an excellent job helping them know their rights all (78%) or most (17%) of the time. The item mean was far above the overall survey mean. The difference between 2012 ( $M = 3.26$ ) and 2013 was highly significant,  $t(146.537) = 3.676, p < .001$ , equal variances not assumed. Thus this item response returned to the higher levels seen before 2012.

**Item 11.2:** Our ILP provider has done an excellent job helping us effectively communicate our child's needs.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.3	Mean: 3.65 Median: 4 Mode: 4 SD: .62811
2	Some of the time	1	1.2	
3	Most of the time	22	25.6	
4	All of the time	61	70.9	
Total Responses		86	100	

A very high 96% of responding families indicated the ILP had done an excellent job helping them effectively communicate their children's needs all (71%) or most (26%) of the time. The item mean was far above the overall survey mean. The difference between 2012 ( $M = 3.24$ ) and 2013 showed a highly significant gain,  $t(150.449) = 3.513, p = .001$ , equal variances not assumed. Here again, this item response returned to the higher levels seen before 2012.

**Item 11.3:** Our ILP provider has done an excellent job helping us help our child develop and learn.

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.3	Mean: 3.64 Median: 4 Mode: 4 SD: .66709
2	Some of the time	3	3.5	
3	Most of the time	19	22.1	
4	All of the time	62	72.1	
Total Responses		86	100	

A high 94% of responding families indicated the ILP had done an excellent job helping them help their children develop and learn all (72%) or most (22%) of the time. The item mean was far above the overall survey mean. The 2013 response seemed higher than the 2012 response ( $M = 3.38$ ). Once again, the difference proved to be significant:  $t(158.393) = 2.235, p = .027$ , equal variances not assumed, returning to higher levels seen before 2012.

## Additional Items About Childcare

Beginning in 2012, the EI/ILP added five items about childcare to the survey protocol because they wanted to gather information from responding families about issues and community resources relevant to childcare.

**Item 18:** Our ILP provider works closely with our childcare provider.

Rating		Frequency	Percent	Central Tendency
1	None of the time	12	26.7	Mean: 2.73 Median: 3 Mode: 4 SD: 1.26850
2	Some of the time	7	15.6	
3	Most of the time	7	15.6	
4	All of the time	19	42.2	
Total Responses		45	100	
Not Applicable: 41 (47.7% of all survey respondents)				

Guiding childcare providers is a way that ILP providers can make a direct contribution to the quality of childcare for young children with special needs. Forty-five of the 86 families (52%) indicated Item 18 was applicable to their circumstances. Of these, a majority (58%) indicated their ILP providers worked closely with their childcare providers all (42%) or most (16%) of the time. However, this left a highly notable 42% (compared to 36% in 2012) who indicated this was never (27%) or only sometimes (16%) true.

It is also worth noting that seven of the respondents indicating “not applicable,” had indicated on Item 17 that they had some kind of childcare. That is, for whatever reasons, an additional seven families did not expect their ILP and childcare providers to interact.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	13	25.5	Mean: 2.73 Median: 3 Mode: 4 SD: 1.25025
2	Some of the time	9	17.6	
3	Most of the time	8	15.7	
4	All of the time	21	41.2	
Total Responses		51	100	
I don't know: 35 (40.7% of all survey respondents)				

Thirty-five (41%) survey respondents 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. Of the 51 who responded to Item 19, a majority (57%) indicated this resource was available where they lived all (41%) or most (16%) of the time. That still left a sizeable proportion (43%) indicating this resource was never (26%) or only sometimes (18%) available. This was similar to the pattern of results on this item in 2012.

There was a highly significant difference in the response to this item based on race of children:  $t(38) = -3.808, p < .001$ . Families with Native children ( $M = 1.85, n = 20$ ) indicated fewer resources to care for children with special needs as compared to families with White children ( $M = 3.20, n = 20$ ).

Responses from these same 40 families were tested for a difference based on whether they lived in urban or rural settings. “Urban” was defined as addresses in Anchorage, Eagle River, Fairbanks, and Juneau. This also yielded a highly significant difference:  $t(38) = -5.250, p < .001$ . Rural families ( $M = 1.88, n = 25$ ) indicated fewer resources to care for children with special needs as compared to urban families ( $M = 3.60, n = 15$ ).

The number of respondents was too small to statistically test for differences by race within urban or rural settings, but families with Native children responding to this item were predominant in rural settings (16 of 25, or 64%), while families with White children were predominant in urban settings (11 of 15, or 73%). It seems likely the difference by race was a reflection of an urban-rural difference in available resources.

**Item 20:** Childcare seems to be important to our whole community.

Rating		Frequency	Percent	Central Tendency
1	None of the time	6	9.1	Mean: 2.95 Median: 3 Mode: 4 SD: .99895
2	Some of the time	16	24.2	
3	Most of the time	19	28.8	
4	All of the time	25	37.9	
Total Responses		66	100	
I don't know: 20 (23.3% of all survey respondents)				

Less than a quarter of respondents (20 or 23%) indicated on Item 20 that they did not know about the importance of childcare in their communities. Of the 66 who responded to Item 20, most (67%) indicated childcare was important all (38%) or most (29%) of the time. That left about a third (33%) who indicated this was sometimes (24%) or never (9%) true. In the previous survey year, a higher proportion (80%) of responding families indicated childcare was important.

**Item 21:** There is a childcare provider we can use who can follow our child's IFSP.

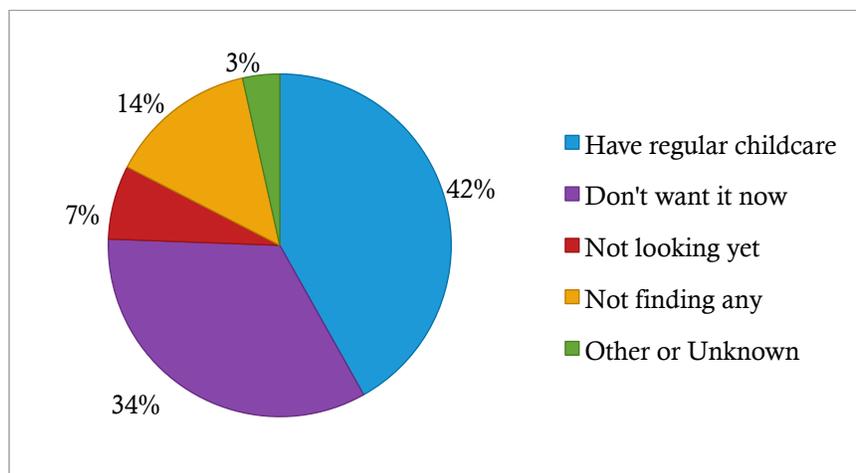
Rating		Frequency	Percent	Central Tendency
1	None of the time	13	20.3	Mean: 2.97 Median: 3.5 Mode: 4 SD: 1.20803
2	Some of the time	8	12.5	
3	Most of the time	11	17.2	
4	All of the time	32	50.0	
Total Responses		64	100	
I don't know: 22 (25.6% of all respondents)				

Just over a quarter of survey respondents (22 or 26%) indicated they did not know if there were childcare providers in their communities who could follow their children's IFSPs. Of the 64 who responded to Item 21, about two thirds (67%) indicated this resource was available where they lived all (50%) or most (17%) of the time. That left about a third (33%) indicating this resource was never (20%) or only sometimes (13%) available. This pattern of response was similar in the previous survey year.

**Item 22** on the survey was addressed only to those families that did not have regular childcare at the time of the survey, and 47 caregivers responded (55% of all respondents). They were asked to indicate which one of three statements was most true for their family. Of the 47 respondents on Item 22:

- ♦ 29 (62%) indicated they did not want regular childcare at this time.
- ♦ 6 (13%) indicated they wanted childcare, but had not looked for it yet.
- ♦ 12 (26%) indicated they wanted childcare, but could not find any that worked for them.

Figure 2 combines the response from families without regular childcare on Item 22 with the response on Item 17 that indicated how many families most likely had ongoing 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 and different survey items.



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

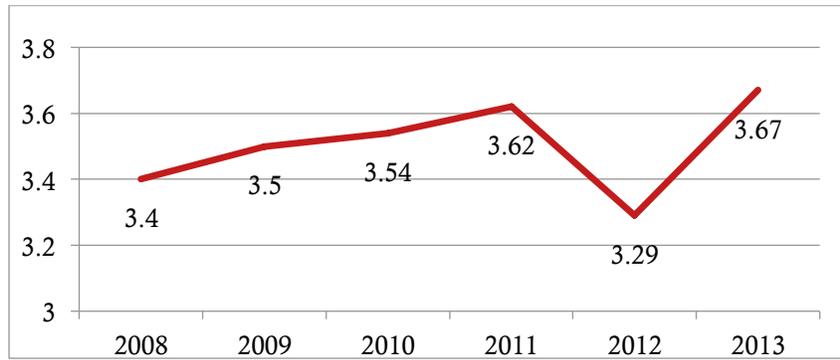
It is not surprising that a large proportion of families without childcare simply did not want childcare. These are families with babies and toddlers, and it is not unusual for families with young children to opt for a stay-at-home caregiver if their circumstances allow for it. However the proportion of stay-at-home caregivers in 2013 ( $\cong 34\%$ ) was smaller than it was in 2012 ( $\cong 47\%$ ). Similarly, the proportion of families indicating they had ongoing regular childcare was larger in 2013 ( $\cong 42\%$ ) than it was in 2012 ( $\cong 29\%$ ).

### 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 track these responses over time.

With an overall mean satisfaction response in 2013 of 3.67 on a scale of 1 to 4, it can be considered that the vast majority of families (approximately 95%) were satisfied most or all of the time. The level of satisfaction in 2013 seemed to continue an upward trend in satisfaction that was interrupted by a downturn in 2012.

With a return to “normal” satisfaction in the 2013 survey, it is tempting to dismiss 2012 results. However, sampling and methodology for the 2012 survey were sound. It is more valid to acknowledge there were circumstances that caused a drop in satisfaction that year, particularly in the two largest population centers, the Northern and Anchorage Regions. Results in 2013 indicated these circumstances did not persist. The pattern of satisfaction results since 2008 is illustrated in Figure 3.



**Figure 3:** Overall satisfaction pattern from the 2008 through 2013 surveys

### Overall Satisfaction by Region

Table 7 shows the mean responses on the combined satisfaction items in the 2013 survey for each EI/ILP region. A statistical test for differences in satisfaction based on region of residence did not quite reach a level of statistical significance,  $F(3,82) = 7.092, p = .052, ns$ . However, the highest mean ratings were in the Northern Region and the lowest mean ratings were in the Southcentral Region.

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

Region	<i>n</i>	<i>M</i>
<b>Northern Region:</b> ACC, NSH, NWA, TCC	21	3.81
<b>Anchorage Region:</b> PIC, FOC	28	3.71
<b>Southcentral Region:</b> BBA, KAN, MSU, YKH	17	3.31
<b>Southeast Region:</b> CFC, CCK, FCS, HCS, REA, SVC	20	3.75
Total	86	3.67

### Regional and ILP Grantee Results on Satisfaction Items

**Caveat:** When the data is broken down by item and by region, each rating becomes a less reliable indicator on its own. When this data is further broken down by grantee, a “sample” could be a single family. Therefore, one should use some caution in making absolute judgments about agencies or regions using these results, as well as how agencies or regions compare with each other. The reader is asked to keep this caveat in mind when looking at the following examination of satisfaction results.

**Notes:** 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.

Our ILP provider has done an excellent job...

- helping us know our **RIGHTS**.
- helping us effectively communicate our child's **NEEDS**.
- helping us help our child develop and **LEARN**.

Regional mean ratings on each of the three satisfaction items are shown in Table 8. Most often, these regional means can be relatively lower or higher than others, but not dramatically different. In 2013 results, the Southcentral Region had the lowest mean ratings on individual satisfaction items. It is noteworthy that results for the Southcentral Region are almost identical to results for that region in the previous year. However, in 2013 they stand out due to notable increases in satisfaction in the Northern and Anchorage regions, and continuing high satisfaction in the Southeast Region.

**Table 8:** 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	3.86	3.81	3.76	21
2	Anchorage	PIC, FOC	3.75	3.68	3.71	28
3	Southcentral	BBA, KAN, MSU, YKH	3.35	3.29	3.29	17
4	Southeast	CFC, CCK, FCS, HCS, REA, SVC	3.80	3.75	3.70	20
	Overall Item Means		3.71	3.65	3.64	86

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.

When satisfaction item data is broken down by grantees in Table 9, the number of respondents in each service area is too diverse or too small to statistically test for significance of differences. However, it is worth pointing out that the three grantees with the lowest mean item satisfaction ratings (highlighted in the table) were all in the Southcentral Region, which had the lowest regional satisfaction rating.

**Table 9:** Mean satisfaction responses by ILP grantee (Scale 1-4)

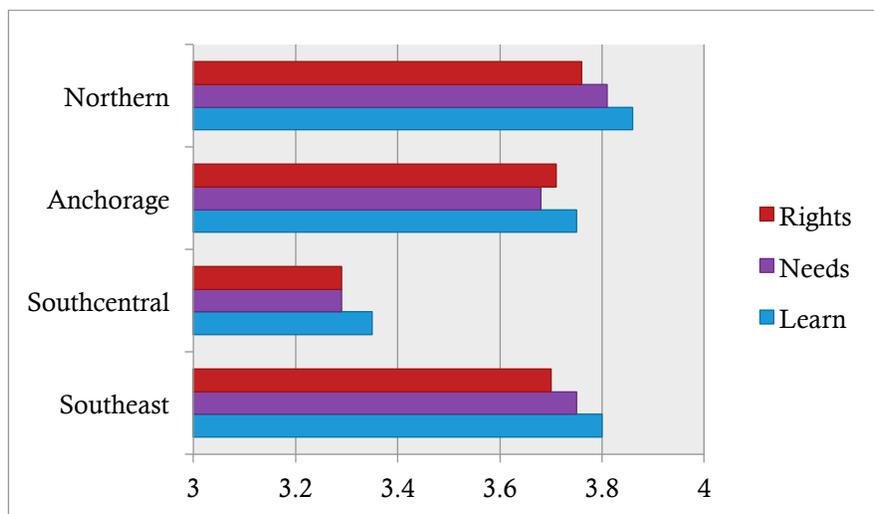
	ILP Grantee (EI/ILP Code)	Rights	Need	Learn	<i>n</i>
1	Alaska Center for Children & Adults (ACC)	3.82	3.76	3.71	17
2	Bristol Bay Area Health Corporation (BBA)	4.00	3.33	4.00	3
3	Center for Community (CFC)	4.00	4.00	4.00	1
4	Community Connections (CCK)	4.00	3.75	3.50	4
5	FOCUS (FOC)	3.75	3.63	3.50	8

	ILP Grantee (EI/ILP Code)	Rights	Need	Learn	<i>n</i>
6	Frontier Community Services (FCS)	3.67	3.67	3.67	3
7	Homer Community Services (HCS)	4.00	3.50	3.50	2
8	Kodiak Area Native Association (KAN)	4.00	4.00	4.00	2
9	Mat-Su Services for Children & Adults (MSU)	3.00	3.14	3.14	7
10	Northwest Arctic Borough S.D. (NWA)	4.00	4.00	4.00	1
11	Norton Sound Health Corporation (NSH)	4.00	4.00	4.00	1
12	Programs for Infants & Children (PIC)	3.75	3.70	3.80	20
13	REACH, Inc. (REA)	3.67	3.78	3.78	9
14	SeaView Community Services (SVC)	4.00	4.00	4.00	1
15	Tanana Chiefs Conference (TCC)	4.00	4.00	4.00	2
16	Yukon Kuskokwim Health Corp. (YKH)	3.20	3.20	2.80	5
	Overall Item Means	3.71	3.65	3.64	86

Note: All reported means are rounded to two decimal points. The overall mean is figured on the total number of responses, and does not necessarily equal an average of the rounded means 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 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 satisfactorily met in the 2013 survey. Figure 4 illustrates relative responses on the three satisfaction items across the four EI/ILP regions. Table 10 is a summary of the percentage of respondents in each region who indicated satisfaction on each item most or all of the time.



**Figure 4:** Mean 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	100	95	90	19
2	Anchorage	PIC, FOC	100	100	100	33
3	Southcentral	BBA, KAN, MSU, YKH	82	88	82	14
4	Southeast	CFC, CCK, FCS, HCS, REA, SVC	95	100	100	19
		Statewide	95	97	94	86

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

### Northern Region

Fifty-eight percent (58%) of contacted families in the Northern Region responded to the 2013 survey. Of the 21 respondents, the vast majority noted an ILP did an excellent job most or all of the time helping them to know their **rights** (100%), helping them to effectively communicate their children's **needs** (95%), and helping them to help their children develop and **learn** (90%). This represents an increase from results in 2012 and is more typical of high satisfaction results in this region prior to 2012, which tended to be 90% or greater across the three items.

The Northern Region had the highest overall satisfaction mean ( $M = 3.81$ ). Mean item responses were all above the overall satisfaction mean ( $M = 3.67$ ). Generally, satisfaction was very high in the Northern Region.

#### Northern Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.86 Median: 4 Mode: 4 SD: .35857
2	Some of the time	---	---	
3	Most of the time	3	14.3	
4	All of the time	18	85.7	
Total Responses		21	100	

#### Northern Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.81 Median: 4 Mode: 4 SD: .51177
2	Some of the time	1	4.8	
3	Most of the time	2	9.5	
4	All of the time	18	85.7	
Total Responses		21	100	

**Northern Region: LEARN**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.76 Median: 4 Mode: 4 SD: .62488
2	Some of the time	2	9.5	
3	Most of the time	1	4.8	
4	All of the time	18	85.7	
Total Responses		21	100	

**Anchorage Region**

Fifty-four percent (54%) of contacted families in the Anchorage Region responded to the 2013 survey. Of the 28 respondents, all noted an ILP did an excellent job most or all of the time helping them to know their **rights** (100%), helping them to effectively communicate their children's **needs** (100%), and helping them to help their children develop and **learn** (100%). This was not only a notable increase from 2012, but also from previous years where results tended to be 80% to 90%. To achieve 100% across all three items is a rare occurrence in any region, but particularly noteworthy in a region with a larger population.

Mean item responses and the region's overall satisfaction mean ( $M = 3.71$ ) were above the overall satisfaction mean ( $M = 3.67$ ). Generally, satisfaction was very high in the Anchorage Region.

**Anchorage Region: RIGHTS**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.75 Median: 4 Mode: 4 SD: .44096
2	Some of the time	---	---	
3	Most of the time	7	25.0	
4	All of the time	21	75.0	
Total Responses		28	100	

**Anchorage Region: NEEDS**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.68 Median: 4 Mode: 4 SD: .47559
2	Some of the time	---	---	
3	Most of the time	9	32.1	
4	All of the time	19	67.9	
Total Responses		28	100	

**Anchorage Region: LEARN**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.71 Median: 4 Mode: 4 SD: .46004
2	Some of the time	---	---	
3	Most of the time	8	28.6	
4	All of the time	20	71.4	
Total Responses		28	100	

### Southcentral Region

The Southcentral Region had one of the highest regional response rates at 61%. Of the 17 respondents, most noted an ILP did an excellent job, most or all of the time, helping them to know their **rights** (82%), helping them to effectively communicate their children's **needs** (88%), and helping them to help their children develop and **learn** (82%). These results were very similar to results for the Southcentral Region in 2012.

The regional satisfaction mean ( $M = 3.31$ ) and mean item responses were well below the 2013 overall satisfaction mean ( $M = 3.67$ ). Generally, satisfaction was relatively weaker in the Southcentral Region, with room for improvement in all three areas.

#### Southcentral Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	11.8	Mean: 3.35 Median: 4 Mode: 4 SD: 1.05719
2	Some of the time	1	5.9	
3	Most of the time	3	17.6	
4	All of the time	11	67.7	
Total Responses		17	100	

#### Southcentral Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	11.8	Mean: 3.29 Median: 4 Mode: 4 SD: .98518
2	Some of the time	---	---	
3	Most of the time	6	35.3	
4	All of the time	9	52.9	
Total Responses		17	100	

#### Southcentral Region: LEARN

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	11.8	Mean: 3.29 Median: 4 Mode: 4 SD: 1.04670
2	Some of the time	1	5.9	
3	Most of the time	4	23.5	
4	All of the time	10	58.8	
Total Responses		17	100	

### Southeast Region

The Southeast Region also had one of the highest regional response rates at 61%. Of the 20 respondents, the vast majority noted that an ILP did an excellent job most or all of the time helping them to know their **rights** (95%), helping them to effectively communicate their children's **needs** (100%), and helping them to help their children develop and **learn** (100%). The Southeast Region continued to have high satisfaction results, even in 2012 when overall satisfaction dropped.

Mean item responses and the region’s overall satisfaction mean ( $M = 3.75$ ) were well above the overall satisfaction mean ( $M = 3.67$ ). Generally, satisfaction was very high in the Southeast Region.

**Southeast Region: RIGHTS**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.80 Median: 4 Mode: 4 SD: .52315
2	Some of the time	1	5.0	
3	Most of the time	2	10.0	
4	All of the time	17	85.0	
Total Responses		20	100	

**Southeast Region: NEEDS**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.75 Median: 4 Mode: 4 SD: .44426
2	Some of the time	---	---	
3	Most of the time	5	25.0	
4	All of the time	15	75.0	
Total Responses		20	100	

**Southeast Region: LEARN**

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.70 Median: 4 Mode: 4 SD: .47016
2	Some of the time	---	---	
3	Most of the time	6	30.0	
4	All of the time	14	40.0	
Total Responses		20	100	

**Discussion of Comments Added to Surveys**

The second page of the EI/ILP 2013 Family Outcomes Survey instrument invited caregivers to make comments. Forty caregivers (40 or 46.5% of all respondents) added comments to their surveys. Some comments are included in the following text 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 identities of survey respondents, identifying information respondents included in comments was excluded or replaced with generic terms in brackets. This type of information includes 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 a respondent more identifiable, all or parts of the information may have been excluded or replaced with generic terms.

## Expressions of Gratitude & Satisfaction

Thirty, or 75% of the 40 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:

[Name] was an amazing provider. She helped our son move 18 months of progress in 8 months. She was attentive to our needs and circumstances, and never made us feel patronized or discouraged. [ILP] was wonderful!

I just really appreciated the ILP. They were amazing. They made us feel really valued. I know our son is doing so well because of what they did.

I am very thankful for the opportunity to work with our ILP. It has been a big relief to have a go-to person to talk with and to act as a go-between. I would highly recommend this program to anyone who has children with developmental needs.

I'm really pleased with the [ILP] services. They are really professional and make me feel really comfortable with each step.

ILP was always positive and helpful. Always took our concerns seriously...

Really have been pleased with the professionals and services here. They have been very helpful to my family.

The team that handled my child was very professional and made big changes for my child growing up.

## Mixed Expressions of Satisfaction/Dissatisfaction

There were 4 comments (10% of the 40 commenters) that indicated something positive along with an indication there was something not as satisfying about their total experience. An example below illustrates this mixed nature. Negative portions of mixed comments that fit under themes will be reported in the next section.

We are really happy with our current services and providers. Our current provider is [Name]. I really appreciate her and how she gets along with my little guy... The previous [ILP] provider wasn't so good a match.

## Expressions of Frustration or Other Indications of Dissatisfaction

Only two respondents (2 or 5% of commenters) added comments that purely expressed frustration or dissatisfaction. These and portions of the four mixed comments were considered negative or more negative because they indicated a lack of quality in services families received or a lack of access to services families needed or wanted due to limited resources. Only the comments or parts of comments that illustrate these two themes are included here. Full comments are included in Appendix B.

### *Theme: Lack of Quality*

Three mixed comments expressed something relevant to a lack of quality in services families received.

A physical therapist from [ILP] told me she could not touch my child and it seemed like a waste of time. It seemed like we should have gotten more out of that.

When I came out to [a second ILP] they didn't know what the right hand or left hand was doing. Very frustrating. Departments don't communicate; they don't know anything about other section programs. So I don't deal with them.

The previous [ILP] provider wasn't so good a match.

### *Theme: Limited Resources*

Two negative comments and one mixed comment expressed something relevant to difficulties accessing services due to limited resources in communities or in the state. These are also relevant to quality of program services.

Limited resources in [Community]. Does not have all the services needed.

We are now pursuing [Specialized Therapy] through telepractice with a clinic out of state. Unfortunately, in Alaska there are no certified [Specialists].

I feel like there hasn't been much done or much to do, so I don't feel we have gotten the full benefits of the program. There are limited resources in the community.

### **Childcare Comments**

The survey has items to help ascertain community access to childcare, so it is not surprising when caregivers address childcare issues in their comments. Five respondents added something about childcare. In three of these cases, a portion of the respondent's comment was about ILP services and a portion was about childcare. The portions relevant to childcare were separated out and reported in this category. Informing families about how to find childcare resources, or helping a childcare provider work with a child's special needs are within the scope of ILP services. However, the overall availability of quality childcare resources in a community is beyond the scope of ILP responsibility. Examples:

Although I had to change childcare persons due to retirement of previous one, and she never met my son, she was able to step right in and worked out great!

Where we are really having an extremely hard time is with childcare. We leave very early in the morning. Daycares are not open... Finding reliable AFFORDABLE childcare is virtually impossible... Our extended family has been helpful, but it is becoming harder. About the only choice we

have left is for one of us to quit a job, which would mean we lose the house.

It's hard to find childcare for my two [disability] boys [ages]. If we are able to find it, it costs double because there are two of them, both still in diapers and they have behavioral issues.

## Other Comments

There were two “Other” comments that did not fit in above categories. Both of these comments simply described current situations with children, without expressing either satisfaction or dissatisfaction.

## 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	9	---	1	---	---	10
Anchorage	PIC, FOC	10	2	---	(1)	1	13
Southcentral	BBA, KAN, MSU, YKH	7	1	---	1(1)	---	9
Southeast	CFC, CCK, FCS, HCS, REA, SVC	4	1	1	1(1)	1	8
Statewide		30	4	2	2(3)	2	40

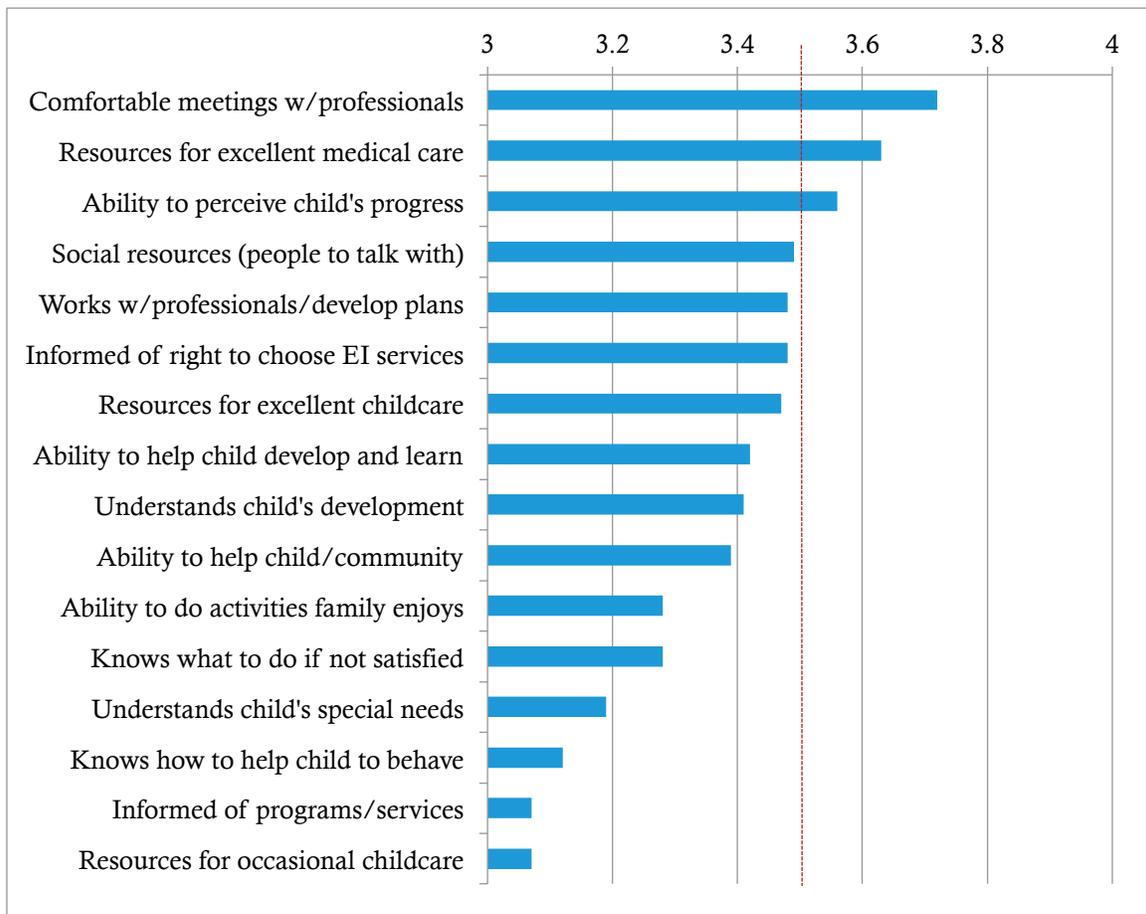
\*Numbers in parentheses represent portions of comments specific to childcare.

**Note:** De-identified comments were shared with the State EI/ILP office separate from this report sorted by the ILP area 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 for ILP staff.

## Conclusions

It can be concluded from the results of the 2013 Family Outcomes Survey that the vast majority of families (approximately 95%) were satisfied all ( $\cong 74\%$ ) or most ( $\cong 22\%$ ) of the time with the ILP services they received during the 2012 calendar year. Generally, caregivers tended to be confident in their knowledge and abilities, and available resources usually served their needs.

It is highly praiseworthy to see family satisfaction rise to its previously high level, and to see greater satisfaction than historical levels in at least one region. However, it is also important to note there was little improvement within the other outcome areas from the previous survey year. Moreover, some of the greatest weaknesses in family outcomes have been highly persistent over time. Figure 5 shows the aspects of family knowledge, resources, and abilities from the strongest to the weakest, as measured in the 2013 survey. The dashed line represents a mean of 3.50, which could be considered a benchmark for stronger outcomes.



**Figure 5:** Relative strengths and weaknesses in family outcomes

Regarding childcare issues, the availability of quality childcare in communities is beyond the scope of ILP responsibility. However, the one area where ILP providers can increase their activity to make a difference in the quality of local childcare is in working with childcare providers to help them understand children’s special needs. Last year over a third of the families indicating this would be applicable to their circumstances said it never or only occasionally happened. This year, the proportion was even greater. It seems that this is an area that deserves more attention.

## 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 options for responding, and follow-up by phone and reminder postcards. This is an effective balance of good science with reasonable cost.

Data entry on race/ethnicity in the field has improved immensely, but a previously identified training issue continues to impact this data. Fairly frequently no corresponding race was indicated when Hispanic/Latino was indicated. While this only occurred in 2013 data from 7 of the 16 ILP grantees, it is worth addressing it across the whole system.

Non-working phone numbers continued to be an issue, particularly for families with Native children and rural residents. This pattern has the potential to systematically impact representativeness in the survey's responding sample. This year there seemed to be more cases where phone numbers listed in the database were errors, particularly wrong numbers belonging to parties that did not know the families.

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 important 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, a 4-point scale is not very sensitive. This is problematic in terms of statistical analyses. It is likely there are meaningful differences in results that cannot be statistically confirmed because of this factor.

**Alaska's Early Intervention / Infant Learning Program**

**2013 FAMILY OUTCOMES SURVEY**

**Appendix A**

EI/ILP Invitational Letter to Families  
2013 Family Outcomes Survey Instrument





March 15, 2013

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 2012 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://www.surveymonkey.com/s/FOS2013>. 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 or completing it online or over the phone, 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 Meyer. 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 May 9. If you have any questions about this survey, you are welcome to contact me at (907) 269-3423. Thank you very much for your help!

Sincerely,

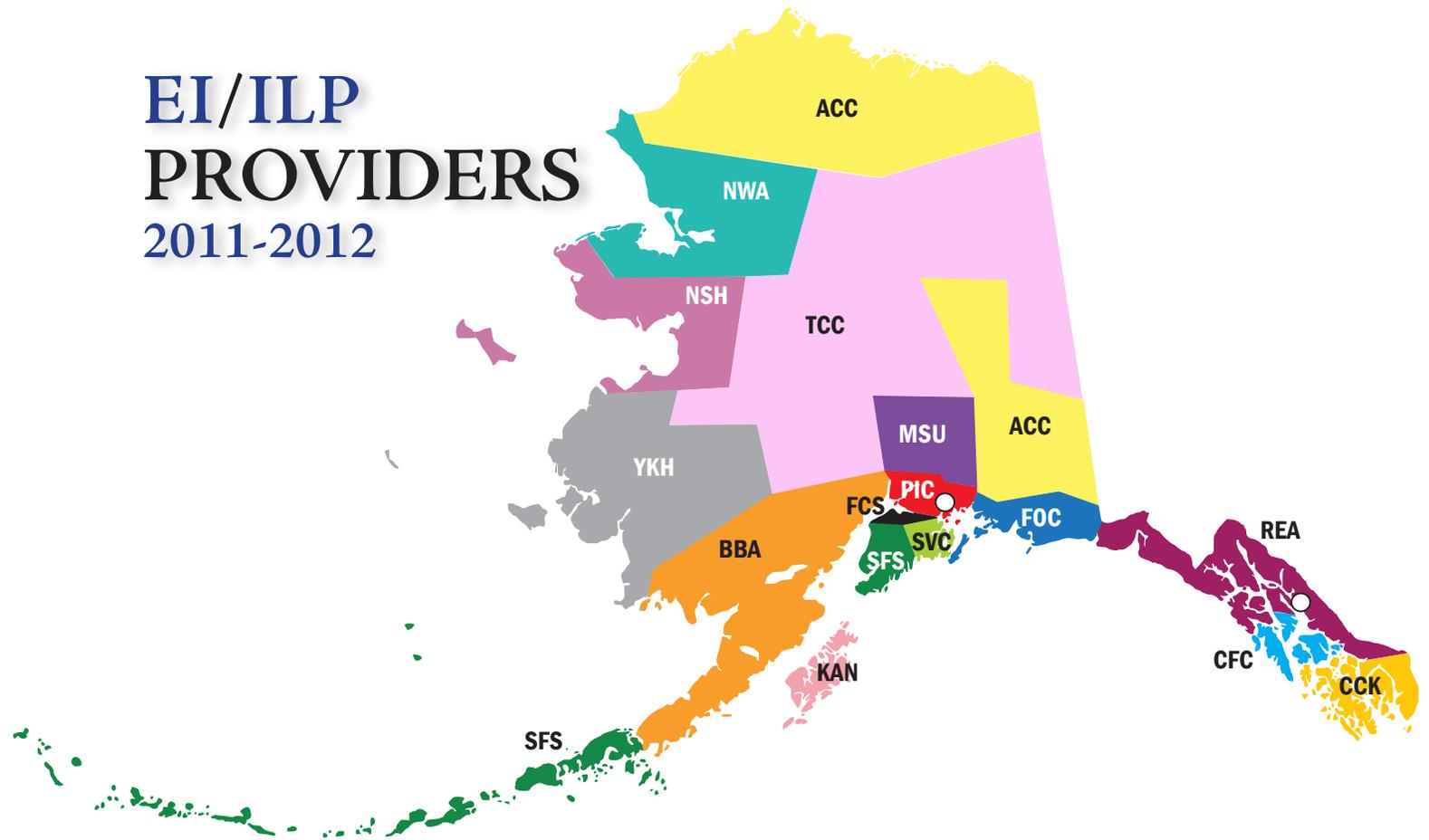
A handwritten signature in blue ink, appearing to read "Erin Kinavey".

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. Dianne Toebe, Compliance Officer for the UAA Office of Research and Graduate Studies (907) 786-1099

# EI/ILP PROVIDERS 2011-2012



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
SFS	Sprout Family 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
SFS	Spout Family Services	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, 2013*

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 know how to help our child develop and learn.	1	2	3	4	
9. 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. Our ILP provider 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. Our ILP provider works closely with our 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 we 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 our whole community.	1	2	3	4	don't know
21. There is a childcare provider we can use who can follow our child's IFSP.	1	2	3	4	don't know
22. If you do not have regular childcare, please check which is most true:	<input type="checkbox"/> We don't want regular childcare at this time <input type="checkbox"/> We want childcare, but have not looked for it yet <input type="checkbox"/> 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:

UAA Center for Human Development  
 2702 Gambell St., Suite 103  
 Anchorage, AK 99503  
 Attn: Roxy, Research/Evaluation

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

**Alaska's Early Intervention / Infant Learning Program**  
**2013 FAMILY OUTCOMES SURVEY**

**Appendix B**

Comments Added to the 2013  
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.

There were forty respondents (47% of all respondents) who added comments to surveys. In three cases, a portion of a comment was relevant to the ILP and a portion was specific to childcare. The portions relevant to childcare were separated out and grouped with the childcare comments.

### *Expressions of Gratitude & Satisfaction (30 or 75% of 40 respondents)*

The team that handled my child was very professional and made big changes for my child growing up.

Thank you for everything and God bless you all. Keep doing it, keep helping people!

I just think ILP is great. I am so glad that I was in this program with my child.

I like it. They've done well with my adopted son.

The lady who came here was very good. I really appreciated what she did.

[Name] was an amazing provider. She helped our son move 18 months of progress in 8 months. She was attentive to our needs and circumstances, and never made us feel patronized or discouraged. [ILP] was wonderful!

I just really appreciated the ILP. They were amazing. They made us feel really valued. I know our son is doing so well because of what they did.

They have done well. I have him in two programs and they have been excellent. He's meeting goals. Recent change in insurance.

I felt we had really good services in the [ILP]. He has aged out. The services through the school system are not as active; hoping to get more out of it. School district offers 45 minutes a week of speech therapy (he is delayed) - hoping for more.

Parents who have children like mine, they should participate in the program. You have to take your time for your kids, put your heart in it, and take your kids to the program.

Really have been pleased with the professionals and services here. They have been very helpful to my family.

[Name], provider was very good.

I really appreciated their help with my children. They always answered all my questions and gave me lots of suggestions.

We are pretty happy with the services we are getting. The last meeting they were able to come here to [Community] and apply the services here, so we wouldn't have to go to [City] and miss work.

ILP provider was great. She was promoted and left to another company. It has been a big help having input. She did introduce us to another person but our daughter is almost three.

It has been a big help having input.

I am very thankful for the opportunity to work with our ILP. It has been a big relief to have a go-to person to talk with and to act as a go-between. I would highly recommend this program to anyone who has children with developmental needs.

Her therapist did a fantastic job!

Loved ILP Providers [Names]. Can't speak highly enough about them.

Our son's OT [Name] is excellent. Very knowledgeable, kind, compassionate, and creative. She has been helpful in explaining our son's condition/developmental stages to us.

I Love [ILP]. It's an awesome program for my son. I have built a trusting relationship with this service.

We really enjoyed our time with PT. If we were ever to go through this again, we would totally do this again. Enjoyed the flexibility of the program, trying different strategies.

I'm really pleased with the [ILP] services. They are really professional and make me feel really comfortable with each step.

Our [ILP] person, [Name], is an excellent person and professional.

Thank you to everyone who helped us, bringing us things we needed for my children. I am just very thankful.

We have been working with [Name] at [ILP]. She has been very helpful to both my daughter and me.

ILP was always positive and helpful. Always took our concerns seriously. Our baby is a slower learner, but did not need services anymore. We understand that all our kids are different and learn at different levels and try hard to provide lots of learning opportunities for all of them.

Our ILP is very awesome and we are looking forward to the next evaluation. They have been excellent.

When it comes to education, we are very happy. He is making progress. [Agency] has really helped and we'd like him to have more services.

I love the program. They are reassuring when things are stressful. We are in the process of adopting. They helped get her into a [type of program] to help us with her culture.

### *Mixed Expressions of Satisfaction and Dissatisfaction (4 or 10% of 40 respondents)*

We are really happy with our current services and providers. Our current provider is [Name]. I really appreciate her and how she gets along with my little guy very well. He is shy. The previous [ILP] provider wasn't so good a match.

Our main provider has been wonderful. Full of resources and information, and mails me resources right away after we talk. A physical therapist from [ILP] told me she could not touch my child and it seemed like a waste of time. It seemed like we should have gotten more out of that. A speech therapist has been pretty wonderful and it is important because my family is very verbal.

The ILP has done an excellent job of listening to our goals and priorities for our child who has [Disability]. Our primary provider was knowledgeable in providing us with information, literature, and links that enabled us to educate ourselves. We are now pursuing [Specialized Therapy] through telepractice with a clinic out of state. Unfortunately, in Alaska there are no certified [Specialists]. We are getting the majority if not all our guidance and help from the clinic, but our [ILP Provider] is helping me carry out the objectives/home program put forward by the [Specialty] therapist.

ILP, not happy with them. I came from [Community] with [ILP] and good services. When I came out to [a second ILP] they didn't know what the right hand or left hand was doing. Very frustrating. Departments don't communicate; they don't know anything about other section programs. So I don't deal with them.

### *Expressions of Dissatisfaction (2 or 5% of 40 respondents)*

Limited resources in [Community]. Does not have all the services needed.

I feel like there hasn't been much done or much to do, so I don't feel we have gotten the full benefits of the program. There are limited resources in the community.

### *Childcare Comments (5 respondents, including 3 portions separated from other comments)*

Although I had to change childcare persons due to retirement of previous one, and she never met my son, she was able to step right in and worked out great!

Where we are really having an extremely hard time is with childcare. We leave very early in the morning. Daycares are not open. Our son is [disability] and an escape artist. Finding reliable AFFORDABLE childcare is virtually impossible. We don't trust the few people we can find for daycare. Our extended family has been helpful, but it is becoming harder. About the only choice we have left is for one of us to quit a job, which would mean we lose the house.

Childcare provider not paying attention to children, [Name].

It's hard to find childcare for my two [disability] boys [ages]. If we are able to find it, it costs double because there are two of them, both still in diapers and they have behavioral issues.

[Community] is lacking in a childcare facility which allows newborn along with my two toddlers. Childcare is very limited at this time. We have no family or friends to help babysit therefore we work our employment schedules around each other and rarely spend a whole day together as a family.

*Other Miscellaneous Comments (2 respondents)*

We used [ILP] for our child. She now has an IEP.

Our son's physical limitations make getting around and doing some activities very challenging. [His brother] helps to drive his motivation. He can do what everyone else does. He just does it a little different than everyone else.