

Alaska Early Intervention • Infant Learning Program

# 2019 Family Outcomes Survey

*Families enrolled between January 1 and December 31, 2018*

*A Report for the*

Alaska Early Intervention • Infant Learning Program  
Senior & Disabilities Services  
Department of Health & Social Services  
State of Alaska

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## 2019 FAMILY OUTCOMES SURVEY

### Executive Summary

The Alaska Early Intervention • Infant Learning Program (Alaska 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 previous calendar year, 16 ILP grantees delivered services through 17 community agencies across the state.

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 Family Outcomes Survey items are based on five OSEP family outcome areas and general level of satisfaction with services received from an ILP:

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 2019 to measure family outcomes were essentially the same as corresponding items since the 2009 survey. In 2012, the Alaska ILP wanted to have more information about family access to childcare, and five childcare items were added to the protocol. This brought the total number of items on the survey to 24.

Families rated experiences with their children and their ILP on statements by choosing how often each statement was true for their family: none of the time, some of the time, most of the time, or all of the time. This 4-point Likert scale was recommended to the Alaska 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.

Eligibility criteria for the Family Outcomes Survey included a child enrolled during the previous calendar year, eligible for Part C, and enrolled for at least 6 months, as well as a potentially valid mailing address for the family. The 2019 eligible population was comprised of 707 families with 730 children. The survey utilized a randomly selected 20% target group of families, stratified geographically by Alaska ILP grantee, and by race of children. It was comprised of 142 families with 147 children. Target families were contacted in March and April 2019. Survey packets sent by mail invited them to complete the survey by mail, online, or over the phone. Follow-up was conducted with phone calls and postcard reminders.

There were 73 completed surveys rendering a 51% response rate. The highest regional response in 2019 was for the Southcentral and Southeast Regions at about 54% each. The Anchorage Region was similar to the overall response at about 51% and the Northern Region was the lowest, but still high at 48%. High regional response rates inspire confidence in results.

Characteristics of children in responding families were fairly similar to those in both the target group (stratified random selection) and the total eligible population. There was no evidence of differences in the age of children or how they qualified for services. There were slight differences

in proportions by race and by enrolled/exited status. The proportions of children eligible for Part B services at exit were similar, but there was a slightly higher proportion of placements in preschool special education for responders. Considering the size of the survey population, none of these differences were likely meaningful, and did not warrant statistical correction.

It can be concluded from the results of the 2019 Family Outcomes Survey that the vast majority of families (approximately 91%) were satisfied all ( $\cong 71\%$ ) or most ( $\cong 20\%$ ) of the time with the ILP services they received. The overall survey mean was 3.33 on a 1-4 scale. This was somewhat lower than typical. Similarly, the overall pattern of outcome-level results seems weaker in 2019 than it was in 2018. However, most responding caregivers were confident in their knowledge and abilities, and available resources usually met their needs. Figure 1 illustrates the outcome level pattern of results in the 2019 survey, compared to results from the previous annual survey.

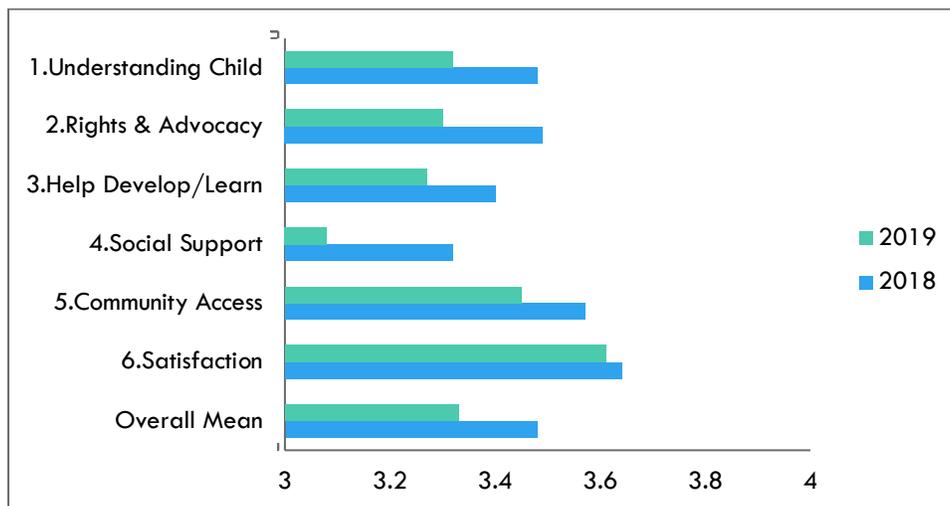


Figure 1: Relative strengths of outcome areas compared with previous year results

The strongest outcome area was Outcome 6 ( $M = 3.61$ ) regarding satisfaction with ILP services, followed by Outcome 5 (community access,  $M \cong 3.45$ ). Outcome 1 (parental understanding of children,  $M = 3.32$ ) was almost the same as the overall mean of the survey ( $M = 3.33$ ). Both Outcome 2 (rights and advocacy,  $M = 3.30$ ) and Outcome 3 (parental ability to help children develop and learn,  $M = 3.27$ ) fell below the overall mean. The weakest was Outcome 4 (social support,  $M = 3.08$ ). See more detail about differences in results between survey years, as well as differences by region and race in the following summaries by outcome area.

Note: Only families with Native children and families with White children have large enough numbers for statistical tests by race. Reported differences by race are between these two groups.

### Outcome 1: Understanding of Children

The Outcome 1 mean ( $M = 3.32$ ) was almost the same as the overall mean of the survey ( $M = 3.33$ ). This was lower than the previous survey year, but the outcome-level difference was not statistically significant. The greatest strength was in caregivers' *ability to perceive children's progress* ( $M = 3.49$ ), and the greatest weakness was in *knowing about children's special needs* ( $M = 3.10$ ). This is a typical pattern within Outcome 1, but the weakest item had a significantly weaker response than the previous year.

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

The Outcome 2 mean ( $M = 3.30$ ) was just below the overall mean of the survey ( $M = 3.33$ ). This was weaker than what is typical, and it was significantly weaker at the outcome-level than the previous year. The greatest strength was in whether or not caregivers were *comfortable in meetings with professionals* ( $M = 3.56$ ), which is a typical pattern. Relative weaknesses have varied somewhat over time. In 2019, being *informed about programs and services* available to families ( $M = 3.12$ ) and *knowing what to do if not satisfied with services* ( $M = 3.14$ ) were both relative weaknesses. One item had a significant difference by race. Families with White children felt much more *informed of their right to choose* the early intervention services they received.

### **Outcome 3: Helping Children Develop and Learn**

The Outcome 3 mean ( $M = 3.27$ ) was below the overall mean of the survey ( $M = 3.33$ ). This was lower than the previous survey year, but the outcome-level difference was not statistically significant. There was a significant difference by race at the outcome-level, with a stronger result for families with Native children. The greatest strength within Outcome 3 was *working with professionals to develop a plan* ( $M = 3.45$ ), and the greatest weakness was in knowing how to *help children learn to behave* ( $M = 3.10$ ). This is a consistent pattern within Outcome 3. One item was significantly weaker than the previous year, and the same item had a significant difference in response by race. Families with Native children were much more confident in *knowing how to help children develop and learn*.

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

Outcome 4 was the weakest outcome area ( $M = 3.08$ ) on the 2019 survey, well below the overall survey mean ( $M = 3.33$ ). A lower result for Outcome 4 has been a consistent outcome-level pattern across survey years since 2009, but the 2019 result was particularly weak, significantly weaker than the previous year. The relative strength within Outcome 4 was in having *people to talk with* to deal with problems or celebrate when good things happened ( $M = 3.33$ ), but this item was significantly weaker than the previous year. The greatest weakness was in having resources for *occasional childcare* ( $M = 2.75$ ), a typical pattern within Outcome 4.

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

Outcome 5 was the second strongest outcome area ( $M \cong 3.45$ ) on the 2019 survey. One item is not applicable to a portion of families and cannot be included in aggregate analyses. The outcome mean is estimated to include all item results. The estimated mean was lower than the previous survey year, but there were no statistically significant differences within Outcome 5. Access to *excellent medical care* ( $M = 3.53$ ) was the greatest strength. The relative weakness was access to *participate fully in the community* ( $M = 3.25$ ). This is a typical pattern within Outcome 5.

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

Outcome 6 was the strongest outcome ( $M = 3.61$ ), which is a typical outcome-level pattern on this survey. Each item within Outcome 6 had a similar, very strong result. Responses from families with Native children tended to be lower on satisfaction items, but only one item had a statistically significant difference. Families with White children felt the ILP had done a better job helping them *communicate their children's needs*.

### **Childcare in Communities**

One item under Outcome 5 covering access to excellent childcare indicated 20 (27%) of the 73 responding families always had this resource, while another 9 (12%) had it most or some of the time. ILP providers can make a meaningful difference in the quality of local childcare by working with childcare providers to help them understand and address the special needs of young children

they both serve. Half (50%) of the 26 families who indicated this would be appropriate for their circumstances noted these interactions occurred all or most of the time. About half may be a reasonable result. Working with childcare providers is not always possible.

The survey included five items asking for more detailed information about issues and community resources relevant to childcare. Of the 73 survey respondents:

- 29 (40%) did not want or need regular childcare at that time
- 2 (3%) wanted childcare, but could not find any that worked for them
- 9 (12%) wanted childcare, but had not looked for it yet

About 42% of respondents ( $n = 31$ ) indicated knowledge about childcare resources for children with special needs in their communities. Of these, about 39% indicated it was more available and 61% indicated it was less available. This is a more negative pattern than the previous two years when responses were more evenly split. About 23% of responders indicated there was no childcare for children with special needs where they lived.

When caregivers were asked if there was a childcare provider who could follow their child's plan (IFSP), more responded ( $n = 45$  or 62%). Of these, 60% indicated this resource was more available and 40% indicated it was less available. This is a positive pattern, but it was somewhat less positive than the previous two years. About 22% of responders indicated no access to a childcare provider who could follow their child's IFSP.

About 68% of respondents ( $n = 50$ ) indicated knowledge about the importance of childcare in their communities. Of these, 64% indicated childcare was more important, and 36% indicated it was less important. It is typical for a higher proportion of caregivers to respond more positively to this item, but the 2019 result is somewhat less positive than recent years.

### **Comments Added to Surveys**

Thirty-four responding caregivers added comments to surveys (34 or 47% of all responders). There were survey items relevant to childcare, so it was not surprising that four caregivers added comments (2) or portions of comments (2) about childcare. Childcare comments are typically not directly relevant to ILP services. Three "other" comments were also not directly relevant.

Of the remaining 29 comments relevant to satisfaction with ILP services, the vast majority (83%) were positive, expressing gratitude and satisfaction. Out of five negative comments, three expressed frustrations with limited or no access to services children needed. One indicated a lack of professionalism in an ILP provider, and one indicated a lack of timely follow-up.

### **Issues to Consider**

Overall, family satisfaction continued at a high level, and this was fairly consistent across all four regions. While other outcome items on the survey had acceptable results, they seemed to indicate an overall weaker pattern. It is unusual to have so many results significantly weaker than the previous year, two at the outcome-level and three at the item-level. It is also highly unusual to have so many significant differences by race, one at the outcome-level and three at the item-level. It is worth considering if some factor or combination of factors had an impact on ILP services during calendar year 2018.

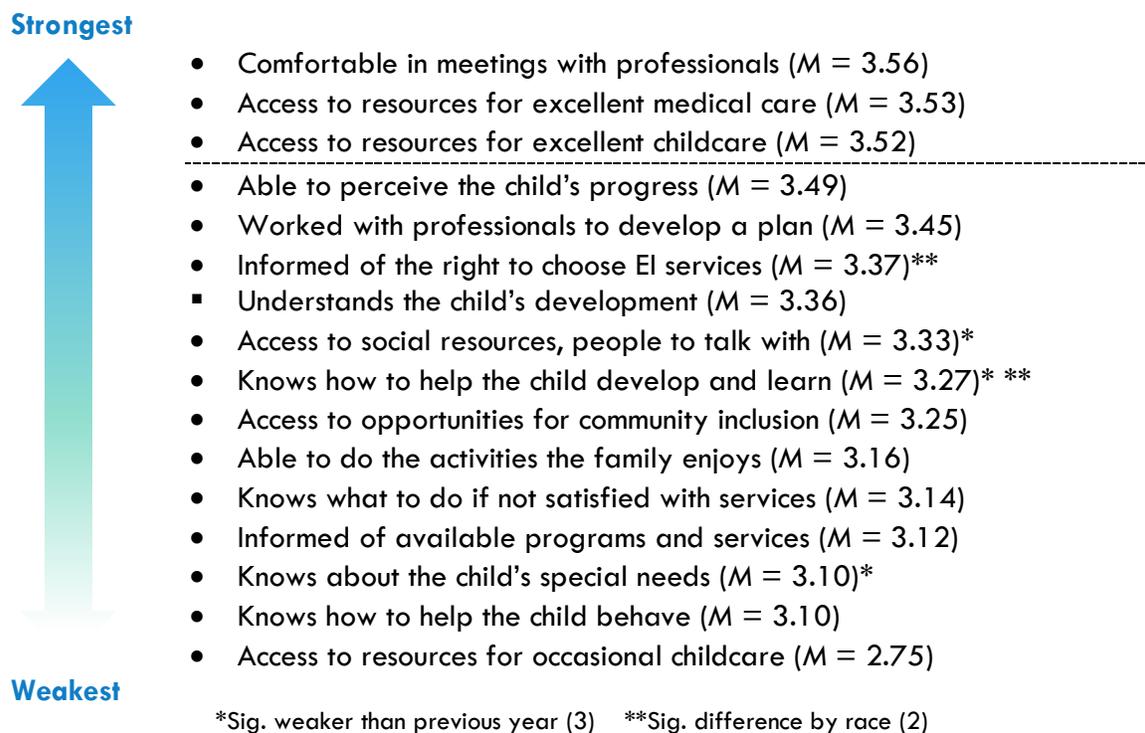
At the outcome-level, Outcome 2 (rights and advocacy) typically has stronger results. Historically, this seems to be one of the easier outcome areas for programs to improve by increasing how well and how frequently families are kept informed. Outcome 4 (social support) tends to be relatively weak, but it was particularly weak in 2019. This one seems to be the most difficult outcome for

programs to improve, to help families increase their social resources. It may be a low priority compared to more immediate and pressing family needs, but social resources can have a lasting impact beyond ILP services.

Families with Native children had a stronger result across Outcome 3 (helping children develop and learn), and a much stronger result at the item-level in *knowing how to help children develop and learn*. In 2017, families with Native children had a significantly stronger result in *knowing how to help children learn to behave*. That result was interesting, but not repeated in 2018. However, families with White children had weak results on both these Outcome 3 items in 2019.

Families with White children had stronger results on items related to legal rights and satisfaction with services. In Outcome 2 (rights and advocacy) families with White children indicated they were much more *informed of their right to choose EI services*. In Outcome 6 (satisfaction) they indicated ILPs were much more effective in helping them *communicate their children's needs*. A pattern of relatively lower responses across satisfaction items from families with Native children was not statistically significant, but the consistency of these results is unusual.

Excluding satisfaction items, the pattern of relative strengths across outcome items departed somewhat from the previous four years. In 2019, only three of these outcomes surpassed a benchmark for stronger outcomes (indicated by a dashed line) as compared to seven in 2018, six in 2017, and five in both 2015 and 2016. This is another indication of a weaker overall pattern in 2019 results. The weakest results continued to be those items that have persisted in being relatively weakest over time. Below are the aspects of family knowledge, resources, and abilities from the strongest to the weakest, as measured in the 2019 survey.



## 2019 FAMILY OUTCOMES SURVEY

### Introduction

The Alaska Early Intervention • Infant Learning Program (Alaska ILP) is administratively under the Division of Senior and Disabilities Services (SDS) within the Department of Health and Social Services. The mission of the Alaska ILP is “to build upon natural supports and provide resources that assist family members and caregivers to enhance children’s learning and development through everyday learning opportunities.”

To assist children who are at risk for disabilities or developmental delays to have a healthier start in life (birth to age 3), the Alaska ILP oversees an array of flexible early intervention services. During the previous calendar year, 16 ILP grantees delivered community-level services through 17 agencies across the state. Grantees typically include school districts, mental health associations, Native health 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 ILP providers.

Alaska 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. Alaska 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, an annual 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 Alaska ILP to measure OSEP outcomes in 2006 and 2007 was the Early Childhood Outcomes (ECO) Center’s tool, the ECO Family Outcomes Survey. The method was a census approach (i.e., sending one survey per each child who received any ILP services in a calendar year). The evaluators of the 2007 survey found a number of potential problems with the 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, randomly selecting a segment of the population stratified by ILP grantee to receive the survey and concentrating effort and investment into a meaningful response rate. Proposed changes were approved by OSEP and first implemented in the 2008 survey.

Based on experience with the new survey, the Alaska ILP made several revisions to survey items for 2009. Revisions included changes in wording, fixing compound items, and adding items, resulting in 21 outcome items. In 2011, “n/a” (not applicable) was added to response options for an item regarding access to childcare. This helped to distinguish between families who used or wanted childcare and those who did not, improving interpretation of results on this item. 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 ILP grantee. These improvements in method were retained in subsequent years.

In 2012 two items that did not contribute meaningful information to results were eliminated, leaving 19 outcome items. The Alaska ILP also wanted to receive more information from families about access to childcare, and 5 childcare items were added, bringing the total number of items to 24. 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 to the present. A high degree of consistency for most items lends a high level of confidence in comparisons of item-level results across time. Some comparisons are inappropriate, such as outcome-level results including items that were later eliminated, or regional level results before and after regions were redefined.

Caregivers were asked to rate their ILP experiences by choosing how often each statement was true for them: 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 Alaska ILP by a group of indigenous providers who had consulted about making survey instruments more culturally appropriate for the state’s indigenous cultures.

The same scale was used in four childcare items, along with “n/a” or “don’t know” response options. One childcare item was only for families who did not have regular childcare, asking them to indicate a reason why from multiple-choice options. The 2019 instrument is included with this report in Appendix A.

### Participants & Selection Procedures

Families eligible for the survey needed to have at least one child eligible for Part C services, enrolled during the previous calendar year, and enrolled for at least 6 months. Data about potentially eligible children and families was pulled from the Alaska ILP statewide database. Families were removed from the population if there was insufficient information to send a survey packet by mail. This included families with no address, families without enough of an address to be recognized by the USPS, and families whose only address was a child protection office. Deliverable mail served as documentation for families (i.e., informed consent), as well as providing an opportunity to respond by mail or online. The eligible population consisted of 730 children in 707 families.

A target group comprised of 142 families was randomly selected from eligible families to receive the 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. The data was

sorted by 16 ILP grantees and again by up to 6 race categories. Within each resulting ILP/race category, the 20% with the highest random numbers were selected for the target group.

When ILP providers entered data in the field, they were allowed to select multiple options for race and an option for ethnicity (Hispanic or Latino). Typically, the largest proportions of children in Alaska ILP services are identified as Alaska Native or American Indian (“Native”) or White/Caucasian (“White”), with relatively little representation on other races or ethnicity.

Children with any Native heritage are 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 cultural, social and legal implications. Thus about 33.8% of the children in the eligible population and 36.7% in the selected target group had Native heritage by this definition.

Small differences in demographic proportions between the eligible population and the target group are most likely an artifact of selection procedures that avoided systematically excluding families in low incidence race categories or with missing race data. Specifically, in the 2019 eligible population, there were eight ILP areas where race/ethnic categories had only one or two families in each, failing to meet the minimum threshold to include one family of that race/ethnicity in the target group. As much as possible, these families representing multiple races were combined within each respective ILP service area, and the 20% with the highest random numbers were selected into the target group.

In some cases, race data was missing when Hispanic/Latino was indicated. For selection purposes, families with missing race data were treated as an additional stratification category to avoid systematically excluding them. In the 2019 eligible population, there were 22 cases across five ILP grantee areas where this occurred.

### Survey Procedures

A third-party evaluator, the University of Alaska Anchorage Center for Human Development (CHD), was contracted to implement the 2019 survey. Survey packets containing an invitational letter, the survey instrument, and a postage-paid return envelope were mailed to the initially selected target group families on March 7, 2019. If a packet was returned as undeliverable by April 8, the procedure was to replace the selected family using the next highest random number within the same area/race category. This procedure resulted in ten replacement families in the target group. The final target group was comprised of 142 families with 147 children. The given deadline for responding was April 20. The survey was closed on April 30.

The introductory letter (in Appendix A) invited families to complete the survey by mail, online, or by using a toll-free phone number, and informed them an evaluator would call them in about two weeks if a survey had not been completed. When an evaluator reached families, caregivers were invited to complete the survey over the phone or online. Requests to call at another time, opt out, or send information in the mail were honored with courtesy.

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 an online address to access the survey. As the survey deadline approached, the reminder postcard was also sent to any remaining non-responders.

## Data Analysis

Note: For statistical tests, equal variances are assumed unless indicated otherwise.

*Summaries of responses.* Typical analyses to summarize responses to survey items include descriptive statistics such as frequencies, distributions, and measures of central tendency.

*Comparisons across four regions.* A univariate analysis of variance is used to test for differences by region at the outcome-level, and sometimes item-level. Post hoc testing uses Tukey for pairwise comparisons when differences among variances are small, Levene's test is  $> .05$ , and equal variances are assumed; or Dunnett C when differences among variances are larger, Levene's test is  $< .05$ , and equal variances are not assumed.

*Comparisons between years.* When an outcome or item mean appears different from the previous year, the two results are compared using an independent 2-tailed t-test.

*Comparisons by race.* There are typically only enough children of Native and White heritage to test for differences by race. Independent 2-tailed t-tests are used to test for differences at the outcome level, and sometimes item level. When there is a significant difference by race, an independent 2-tailed t-test is also used to test for differences by rural versus urban residence, which could be a confounding variable.

*Qualitative data.* Comments fall into general categories of positive, negative, or mixed positive/negative. If there are any themes in mixed and negative comments, they are noted. A discussion of comments is at the end of the Results section. De-identified comments are listed in Appendix B.

## Respondents

### Response Rates

Seventy-three ( $n = 73$ ) surveys were completed by families from the target group for an overall response rate of 51%. Following are details relevant to the response rate. "No contact" refers to mail returned after the cutoff date for replacing families (April 8).

Target Families (with 9 replacement families)	142
Made contact (mail and/or phone)	141
Ineligible	0
Opted out or did not respond (O)	68
Eligible completed surveys (S)	73
No contact (N) (undeliverable mail, not replaced)	1
<hr/>	
Response Rate = $S / (S+O+N) = 0.51408\dots$ or 51%	

About 22% ( $n = 16$ ) of the 73 respondents completed surveys by mail or online, while 78% ( $n = 57$ ) responded by phone. Table 1 shows the number and proportion of response rates sorted by Alaska ILP regions. The highest regional response in 2019 was for the Southcentral and Southeast Regions at 54% each. The Anchorage Region was similar to the overall response at 51% and the Northern Region was the lowest, but still high at 48%. High regional response rates inspire confidence in results.

Table 1: Response sorted by ILP regions

Region		Alaska ILP Grantee (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)	31	15	48.4
2	Anchorage	Programs for Infants & Children (PIC) FOCUS - Family Outreach Center for Understanding Special Needs (FOC)	57	29	50.9
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)	26	14	53.8
4	Southeast	Center for Community (CFC) Community Connections (CCK) Frontier Community Services (FCS) REACH, Inc. (REA) SeaView Community Services (SVC) Sprout Family Services (SFS)	28	15	53.6
Total Families			142	73	51.4

Table 2 shows a further breakdown of response rates by ILP grantees. The relatively lower Northern response was primarily due to a lower response in its largest grantee service area.

Table 2: Response sorted by grantees

Alaska ILP Grantee (ILP Code)		Service Area	Sent	Rec'd	%
1	Alaska Center for Children & Adults (ACC)	Fairbanks, Copper River, Delta-Greeley, North Slope	25	11	44.0
2	Bristol Bay Area Health Corporation (BBA)	Bristol Bay area	5	3	60.0
3	Center for Community (CFC)	Sitka, Kake, Angoon area	1	0	---
4	Community Connections (CCK)	Ketchikan, Prince of Wales Island, Metlakatla area	6	5	83.3
5	FOCUS (FOC)	Chugiak, Eagle River, JBER, Cordova, Valdez area	15	10	66.7
6	Frontier Community Services (FCS)	Kenai, Soldotna area	8	3	37.5
7	Kodiak Area Native Association (KAN)	Kodiak Island	2	2	100
8	Mat-Su Services for Children & Adults (MSU)	Mat-Su Borough	13	6	46.2
9	Northwest Arctic Borough S.D. (NWA)	Northwest Arctic	2	2	100
10	Norton Sound Health Corporation (NSH)	Norton Sound Region	2	1	50.0
11	Programs for Infants & Children (PIC)	Anchorage, Girdwood, Whittier	42	19	45.2
12	REACH, Inc. (REA)	Juneau, Haines, Petersburg	10	6	60.0
13	SeaView Community Services (SVC)	Seward area	1	0	---
14	Sprout Family Services (SFS)	Aleutian/Pribilof Islands, Homer area	2	1	50.0
15	Tanana Chiefs Conference (TCC)	Interior, TCC area	2	1	50.0
16	Yukon Kuskokwim Health Corp. (YKH)	YKH area	6	3	50.0
Total Families			142	73	51.4

Within ILP regions and sometimes within grantee service areas, both urban and rural populations were served. If children in families with mailing addresses in Anchorage, Eagle River, Fairbanks, and Juneau are defined as the more urban families, 47% in the responding sample were more urban, and 53% more rural. This compares to 50% urban, 50% rural in the target group; and 48% urban, 52% rural in the eligible population. Proportions were similar enough to suggest there was not a difference in response rates based on rural/urban residence.

Over three quarters (78%) of this year's responses were completed over the phone. Calls to non-responders beginning March 27 were conducted weekdays, evenings, and on weekends in attempts to reach people when they were available. However, having a working phone number was not a requirement for being in the target group. Reminder postcards were mailed to target families who could not be reached by phone in a timely manner. In some cases, people who could not be reached by phone eventually responded by mail or online.

Among the 69 families in the target group who did not respond to the survey, 16 were reached by phone and declined to participate. There were 5 wrong numbers, 9 out-of-service, 4 not connecting or not accepting calls, and 3 missing in the database. In another 16 cases, calls always went to voicemail. Seven more always went to voicemail after someone was reached and asked for a call back. Messages were left the first time a call went to voicemail, which may have influenced whether or not people answered subsequent calls. In summary, the following represents these characteristics of non-responders as proportions of the target group:

- 15% - nonworking numbers (out-of-service, invalid, missing) ( $n = 21$ )
- 16% - calls routinely sent to voicemail ( $n = 23$ )
- 11% - reached by phone and declined to participate ( $n = 16$ )

Combined, these 60 cases represent 42% of target group families, a typical proportion. Which of the three conditions above had the largest negative impact on response rates varied somewhat by region. The lowest regional impact was in the Southcentral Region (35%). The largest impact was in the Northern Region (48%), followed by the Southeast Region (46%).

- In the **Northern Region**, the largest impact was in families *declining to participate* (6), followed by *nonworking phone numbers* (5), and *calls routinely sent to voicemail* (4). In total this represented 48%, almost half of target families in the region.
- In the **Anchorage Region**, the largest impact was in *nonworking phone numbers* (9) followed by *calls routinely sent to voicemail* (8), and *families declining to participate* (6). In total this represented 40% of target families in the region.
- In the **Southcentral Region**, the largest impact was in *nonworking phone numbers* (4), followed by *families declining to participate* (3), and *calls routinely sent to voicemail* (2). In total this represented 35% of target families in the region.
- In the **Southeast Region**, the largest impact was in *calls routinely sent to voicemail* (9), followed by *nonworking phone numbers* (3). One *declined to participate*. In total this represented 46% of target families in the region.

Of the 60 families who could not be reached by phone or declined to participate, a little less than half were rural families ( $n = 28$  or 47%). Similarly, rural families comprised about half of the target group. Of the 62 children in these families about 42% ( $n = 26$ ) had Native heritage,

which was higher than the proportion of Native children in the target group ( $n = 54$  or 37%), but with such small numbers this difference was not likely meaningful.

The remaining non-responding families were typically those who were reached by phone and expressed an intent to complete the survey by mail or online and failed to do so. Unsuccessful attempts were made to reach these families again before the survey deadline.

### Demographics of Responding Families

Note: A proportion of caregivers in this population are not the biological parents of the children in the family. Typically, they include grandparents, foster parents, and legal guardians. Thus, the “race/ethnicity of families” cannot be entirely assumed based on the race/ethnicity of children.

Among the 73 families who responded to the survey, there were 75 children who met the criteria for their families to be included in this sample. Children with Native heritage (as a single race or one of two or more races) accounted for 24 children (32%). White as a single race accounted for 42 children (56%). Together this represented most of the children in the responding sample of families: 66 of 75 children, or 88%.

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 or 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	24	32.0	54	36.7	247	33.8
Asian	4	5.3	7	4.8	32	4.4
Black/African American	2	2.7	9	6.1	41	5.6
Pacific Islander	2	2.7	4	2.7	18	2.5
White/Caucasian	47	62.7	85	57.8	445	61.0
No race indicated	3		4		22	
Hispanic or Latino	7	9.3	13	8.8	60	8.2
<b>Total Children</b>	<b>75</b>		<b>147</b>		<b>730</b>	

\*Single race or mixed race.

Children with Native heritage accounted for 32.0% of children in responding families compared to 36.7% in target and 33.8% in eligible families. Children with White as a single race accounted for 56.0% of children in responding families compared to 49.0% in target and 51.6% in eligible families. While there are slight differences in proportions between responders and the eligible population on race variables, the numbers are so small they are not likely meaningful.

The most typical age of children at the time of the 2019 survey was 28 to 29 months across responders, target families, and the eligible population. All families included in the 2019 survey had one or more children who were enrolled in an ILP and qualified for Part C services. Table 4 shows a comparison of the qualifying categories of children across the responders, target group, and eligible population. For all three, the reason the largest proportion of children qualified (69

to 71 percent) was a documented delay of over 50%. A predominance of eligibility on this criterion has been consistent 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	
	n	%	n	%	n	%
Part C Diagnosis	15	20.0	28	19.0	157	21.5
Delays > 50%	52	69.3	104	70.7	509	69.7
Clinical Opinion	8	10.7	15	10.2	64	8.8
Total Children	75		147		730	

Within responding families, 39 (52.0%) children were still enrolled in the program at the time of the survey, and 36 (48.0%) had exited the program sometime during the year. This compares to the target group with 86 (58.5%) enrolled, 61 (41.5%) exited; and the eligible population with 421 (57.7%) enrolled, 309 (42.3%) exited. Exited families may have been slightly more represented in the sample than enrolled families. The reverse is more common.

Table 5 shows reasons families exited the program. Of the exiting children among the responders, as well as those in the target group and in the eligible population, the exit reason given for the largest proportion (55 to 59 percent) was “Part B eligible,” indicating they had aged out of Part C services and were qualified to continue receiving services under Part B of IDEA. A predominance of exiting children eligible for Part B is consistent across survey years.

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

Exit Reason	Responders	Target Group	Eligible
Part B eligible	21 (58.3%)	36 (59.0%)	171 (55.3%)
Completion of IFSP prior to age 3	5 (13.9%)	7 (11.5%)	39 (12.6%)
Attempts to contact unsuccessful	0	1	28
Withdrawal by parent/guardian	4	5	22
Part B eligibility not determined	1	6	21
Moved out of state	4	5	17
Not Part B eligible, exit with no referrals	1	1	7
Not Part B eligible, exit to other program	0	0	4
Reason not indicated	0	0	0
Total Children Exited	36	61	309

Table 6 shows placements for children after exiting an ILP. In all three groups, the exit placement was most often either in preschool special education (51 to 58 percent) or in the home (31 to 32 percent). A predominance of these two placements is typical. In 2019 the proportion in the target group with placements in preschool special education was slightly higher than in the eligible population, and higher again in the responding sample.

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

Exit Placement	Respondents	Target Group	Eligible
Preschool Special Education	21 (58.3%)	34 (55.7%)	157 (50.8%)
Home	11 (30.6%)	19 (31.1%)	98 (31.7%)
Child Care/Preschool	1	1	12
Head Start	0	1	11
Other Setting	1	2	12
Outpatient Therapy	1	3	11
Placement Not Indicated	1	1	8
<b>Total Children Exited</b>	<b>36</b>	<b>61</b>	<b>309</b>

### Summary of Respondent Characteristics

Characteristics of children in responding families were fairly similar to those in both the target group (stratified random selection) and the total eligible population. There was no evidence of differences in the age of children or how they qualified for services. There were slight differences in proportions by race and by enrolled/exited status. The proportions of children eligible for Part B services at exit were similar, but there was a slightly higher proportion of placements in preschool special education in responders. Considering the size of the survey population none of these differences were likely meaningful. They did not warrant statistical correction.

## Results

### Notes:

All reported percentages in results are rounded, thus percentages broken down by subcategories do not necessarily add up to exactly 100%.

The total number of responses can vary by survey item because respondents could choose not to answer any item. Moreover, if a respondent circled multiple responses for an item on a paper survey, it had to be treated as missing data.

When there is missing data on items, those cases may be automatically excluded from aggregate statistical tests, noted in the number of cases (n) reported with results.

The 2019 overall mean rating on outcome items was 3.33 on a 1-4 scale. This was lower than what has been typical in recent years. For example, the overall mean was 3.48 in both 2018 ( $n = 83$ ) and 2017 ( $n = 69$ ). However, most responding caregivers were confident in their knowledge and abilities, and available resources usually served their needs.

Statistical tests of differences in responses across the four regions at the outcome level showed no meaningful differences in results by region. There were some meaningful differences between the 2019 and 2018 results and by race at both outcome and item levels. A potential confounding variable when there is a difference by race is rural versus urban residence. Follow-up tests on this variable at the outcome and item levels were not significant. See more detail about results in the following examination of findings organized first by outcome area, followed by childcare items, and an expanded look at satisfaction including satisfaction results by region.

## Outcome 1: Understanding of Children

Items 1-3 on the survey asked respondents to indicate how often they understood their children in terms of development, special needs, and progress. The mean response for Outcome 1 ( $M = 3.32$ ) was close to the overall survey mean ( $M = 3.33$ ). It was lower than the previous survey year ( $M = 3.48, n = 83$ ), but the difference was not statistically significant.

The greatest strength was in caregivers' ability to perceive children's progress ( $M = 3.49$ ). The greatest weakness was in knowing about children's special needs ( $M = 3.10$ ). This is a typical pattern within Outcome 1.

### 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: 3.36 Median: 3 Mode: 3/4 SD: .653
2	Some of the time	7	9.6	
3	Most of the time	33	45.2	
4	All of the time	33	45.2	
Total Responses		73	100	

The response on Item 1 indicated 90% of responding families felt they understood their child's development very well all (45%) or most (45%) of the time. It was lower than the previous year ( $M = 3.45, n = 83$ ), but the difference was not statistically significant.

### 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	1.4	Mean: 3.10 Median: 3 Mode: 3/4 SD: .819
2	Some of the time	18	24.7	
3	Most of the time	27	37.0	
4	All of the time	27	37.0	
Total Responses		73	100	

On Item 2, about 74% of responding families indicated they felt they knew what they needed to know about their children's special needs all (37%) or most (37%) of the time. A notable 26% indicated they knew some or none of the time. The item mean was well below the overall survey mean and among the weakest in the 2019 survey. A relatively weak response on this item has been fairly consistent over time, but the 2019 result was weaker than typical. It was significantly weaker than the previous year ( $M = 3.35, n = 83$ ):  $t(154) = -2.124, p = .035$ .

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.49 Median: 4 Mode: 4 SD: .626
2	Some of the time	5	6.8	
3	Most of the time	27	37.0	
4	All of the time	41	56.2	
Total Responses		73	100	

A high 93% of respondents indicated on Item 3 that they could tell when their children were making progress all (56%) or most (37%) of the time. The item mean was well above the overall survey mean and among relatively stronger items in the 2019 survey. It was lower than the previous year ( $M = 3.64, n = 83$ ), but the difference was not statistically significant.

## 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 ( $M = 3.30$ ) was just under the overall survey mean ( $M = 3.33$ ). This was weaker than what is typical. It was significantly weaker at the outcome-level than the previous year ( $M = 3.49, n = 83$ ):  $t(146.783) = -2.123, p = .035$ , equal variances not assumed.

The greatest strength was in whether or not caregivers were comfortable in meetings with professionals ( $M = 3.56$ ), which is a typical pattern. Relative weaknesses have varied somewhat over time. In 2019, being informed about programs and services available to families ( $M = 3.12$ ) and knowing what to do if not satisfied with services ( $M = 3.14$ ) were the relative weaknesses.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	2.7	Mean: 3.12 Median: 3 Mode: 4 SD: .849
2	Some of the time	16	21.9	
3	Most of the time	26	35.6	
4	All of the time	29	39.7	
Total Responses		73	100	

About 75% of responding families indicated on Item 4 that they were informed about programs and services all (40%) or most (36%) of the time. A notable 25% indicated they were informed some or none of the time. The item mean was well below the overall survey mean and among the weakest items on the 2019 survey. It was lower than the previous year ( $M = 3.35, n = 83$ ), but the item-level difference was not statistically significant.

*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	3	4.1	Mean: 3.37 Median: 4 Mode: 4 SD: .858
2	Some of the time	9	12.3	
3	Most of the time	19	26.0	
4	All of the time	42	57.5	
Total Responses		73	100	

About 84% of respondents indicated on Item 5 that they were informed of their right to choose services all (58%) or most (26%) of the time. The item mean was above the overall survey mean. It was lower than the previous year ( $M = 3.52, n = 83$ ), but the item-level difference was not statistically significant.

In 2019 there was a significant difference in response by race on Item 5. Families with White children ( $M = 3.63, n = 41$ ) had a very strong result, while families with Native children ( $M = 3.04, n = 23$ ) had a very weak result:  $t(29.986) = 2.358, p = .025$ , equal variances not assumed. Families with White children felt much more informed of their right to choose which EI services their children received.

*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: 3.56 Median: 4 Mode: 4 SD: .645
2	Some of the time	6	8.2	
3	Most of the time	20	27.4	
4	All of the time	47	64.4	
Total Responses		73	100	

On Item 6, a high 92% of respondents indicated they were comfortable participating in meetings all or most of the time, with 64% indicating all of the time. Response on this item has tended to be very high since 2010. Excepting satisfaction items, it was the strongest item on the 2019 survey, well above the overall survey mean. It was lower than the previous year ( $M = 3.72, n = 83$ ), but the item-level difference was not statistically significant.

*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	2	2.7	Mean: 3.14 Median: 3 Mode: 4 SD: .871
2	Some of the time	17	23.3	
3	Most of the time	23	31.5	
4	All of the time	31	42.5	
Total Responses		73	100	

On Item 7, about 74% of families indicated they felt they knew what to do if they were not satisfied all (43%) or most (32%) of the time. A notable 26% knew what to do some or none of the time. The item mean was well below the overall survey mean and it was among the weakest in the 2019 survey. It was lower than the previous year ( $M = 3.36, n = 83$ ), but the item-level difference was not statistically significant.

### Outcome 3: Helping Children 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 ( $M = 3.27$ ) was below the overall survey mean ( $M = 3.33$ ). In Outcome 3 there was a significant difference at the outcome-level by race. Families with Native children ( $M = 3.49, n = 23$ ) had a stronger result than families with White children ( $M = 3.20, n = 41$ ):  $t(62) = 2.105, p = .039$ .

The strongest item was *working with professionals to develop a plan* ( $M = 3.45$ ). The greatest weakness was in *knowing how to help children learn to behave* ( $M = 3.10$ ). This is consistent pattern within Outcome 3.

*Item 8: We know how to help our child develop and learn.*

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.4	Mean: 3.27 Median: 3 Mode: 3 SD: .712
2	Some of the time	8	11.0	
3	Most of the time	34	46.6	
4	All of the time	30	41.1	
Total Responses		73	100	

About 88% of respondents indicated on Item 8 they were sure they knew how to help their children develop and learn all (41%) or most (47%) of the time. The item mean was under the overall survey mean, and it was weaker than the typical response on this item. It was significantly weaker than the previous year's result ( $M = 3.49, n = 82$ ):  $t(153) = -2.008, p = .046$ .

There was also a significant difference in response on Item 8 by race. Families with Native children ( $M = 3.65, n = 23$ ) had a very strong result, while families with White children ( $M = 3.10, n = 41$ ) had a very weak result:  $t(62) = 3.122, p = .003$ . Families with Native children were much more confident in knowing how to help their children develop and learn.

*Item 9: We know how to help our child learn to behave.*

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.4	Mean: 3.10 Median: 3 Mode: 3 SD: .710
2	Some of the time	12	16.4	
3	Most of the time	39	53.4	
4	All of the time	21	28.8	
Total Responses		73	100	

About 82% of respondents indicated on Item 9 that they knew how to help their children learn to behave all (29%) or most (53%) of the time. About 18% indicated this was true none or some of the time. The item mean was the weakest within Outcome 3 and among the weakest on the survey, which is typical. The response from families with Native children ( $M = 3.35, n = 23$ ) was higher than families with White children ( $M = 3.02, n = 41$ ), but the item-level difference was not statistically significant.

*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	---	---	Mean: 3.45 Median: 4 Mode: 4 SD: .708
2	Some of the time	9	12.3	
3	Most of the time	22	30.1	
4	All of the time	42	57.5	
Total Responses		73	100	

About 88% of responding families indicated on Item 10 they worked with professionals to develop a plan all (58%) or most (30%) of the time. This was the strongest item response within Outcome 3, above the overall survey mean. Responses by race were the same on this item.

### Outcome 4: Social Support

Items 11-13 on the survey asked respondents to indicate levels of resources for emotional support, assistance from others, and ability to do activities their families enjoyed. The mean response for Outcome 4 ( $M = 3.08$ ) was well below the overall survey mean ( $M = 3.33$ ), and it was the weakest outcome area in the 2019 survey. A lower result for Outcome 4 has been a consistent outcome pattern across survey years since 2009, but the 2019 result was particularly weak. It was significantly weaker than the previous year ( $M = 3.32, n = 83$ ):  $t(151.994) = -2.375, p = .019, equal variances not assumed$ .

The relative strength within Outcome 4 was in having *people to talk with* to deal with problems or celebrate when good things happened ( $M = 3.33$ ). The greatest weakness was in having resources for *occasional childcare* ( $M = 2.75$ ). This represents a typical pattern within Outcome 4.

*Item 11: 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: 3.33 Median: 4 Mode: 4 SD: .765
2	Some of the time	13	17.8	
3	Most of the time	23	31.5	
4	All of the time	37	50.7	
Total Responses		73	100	

About 82% of responding families indicated on Item 11 that there were people they could talk with to deal with problems or celebrate good things all (51%) or most (32%) of the time. This was the strongest item mean within Outcome 4 and equal to the overall survey mean. However, it was significantly weaker than the previous year ( $M = 3.60, n = 83$ ):  $t(139.063) = -2.429, p = .016$ , equal variances not assumed.

*Item 12: 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	11	15.1	Mean: 2.75 Median: 3 Mode: 4 SD: 1.115
2	Some of the time	23	31.5	
3	Most of the time	12	16.4	
4	All of the time	27	37.0	
Total Responses		73	100	

On Item 12, a low 53% of families indicated they had people to watch their children for a short time all (37%) or most (16%) of the time. A substantial 47% had this resource only some (32%) or none (15%) of the time. The item mean was the weakest on the 2019 survey, which is a typical result. It was lower than the previous year ( $M = 3.08, n = 83$ ), but the difference at the item-level was not statistically significant. It is worth noting that a high standard deviation is common on this item. It reflects greater diversity of social resources for occasional childcare across families.

*Item 13: We are able to do the activities our family enjoys.*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.16 Median: 3 Mode: 3 SD: .764
2	Some of the time	16	21.9	
3	Most of the time	29	39.7	
4	All of the time	28	38.4	
Total Responses		73	100	

About 78% of caregivers indicated on Item 13 that they were able to do activities their families enjoyed all (38%) or most (40%) of the time. A notable 22% could do this only some of the time. The item mean was well below the overall survey mean and it was among the weakest on the 2019 survey. It was lower than the previous year ( $M = 3.28, n = 83$ ), but not significantly.

### Outcome 5: Community Access

Items 14, 15, and 17 asked respondents to indicate levels of access to desired services, programs, and inclusive activities. Item 17 regarding childcare is not applicable to a high proportion of respondents, which precludes its inclusion in aggregate analyses. The mean for Outcome 5 excluding Item 17 ( $M = 3.39$ ) was above the survey mean ( $M = 3.33$ ). The mean

response on Item 17 ( $M = 3.52, n = 29$ ) was higher. Thus, 3.45 can be considered an approximated mean for the whole outcome area.

Access to *excellent medical care* ( $M = 3.53$ ) was the typical strength. The relative weakness was access to *participate fully in the community* ( $M = 3.25$ ). This is a typical pattern within Outcome 5.

*Item 14: We have excellent medical care for our child.*

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.4	Mean: 3.53 Median: 4 Mode: 4 SD: .728
2	Some of the time	7	9.6	
3	Most of the time	17	23.3	
4	All of the time	48	65.8	
Total Responses		73	100	

About 89% of caregivers indicated on Item 14 they had excellent medical care all (66%) or most (23%) of the time. About 11% indicated less access. Though this was a strong item mean well above the overall survey mean, it was not as strong as has been typical. It was lower than the previous year ( $M = 3.73, n = 83$ ), but not significantly.

*Item 15: 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	4.1	Mean: 3.25 Median: 3 Mode: 4 SD: .846
2	Some of the time	10	13.7	
3	Most of the time	26	35.6	
4	All of the time	34	46.6	
Total Responses		73	100	

On Item 15, about 82% of respondents indicated their children had opportunities for community inclusion all (47%) or most (36%) of the time. About 18% indicated less access. The item mean was below the overall survey mean. It was lower than the previous year ( $M = 3.41, n = 83$ ), but not significantly. This item tends to be the weakest within Outcome 5.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.52 Median: 4 Mode: 4 SD: .785
2	Some of the time	5	17.2	
3	Most of the time	4	13.8	
4	All of the time	20	69.0	
Total Responses		29	100	

Not Applicable: 44 (60.3% of all respondents)

Note: Starting in 2011 “n/a” (not applicable) was added as a response option to Item 17 to help distinguish families that used or wanted childcare from those who did not. This greatly improved interpretation of responses on this item.

A majority (60%) of 2019 respondents indicated Item 17 was not applicable to their circumstances. Of the 29 who responded, about 83% indicated they had excellent childcare all

(69%) or most (14%) of the time. About 17% indicated less access. The item mean was a strong result.

## Outcome 6: Satisfaction with ILP 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 Alaska ILP Services*.

Item 16 on the survey started with the statement, *Our ILP provider has done an excellent job...* asking respondents to indicate the quality and effectiveness of services they received in three 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 ( $M = 3.61$ ) was far above the overall survey mean ( $M = 3.33$ ), a typical pattern for this outcome area.

It is worth noting that the outcome-level response from families with Native children ( $M = 3.43$ ,  $n = 23$ ) was lower than families with White children ( $M = 3.76$ ,  $n = 41$ ), but this difference did not quite reach a threshold for statistical significance ( $p = .072$ ).

### Item 16-1: Our ILP provider has done an excellent job helping us know our rights.

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	1.4	Mean: 3.60 Median: 4 Mode: 4 SD: .682
2	Some of the time	5	6.8	
3	Most of the time	16	21.9	
4	All of the time	51	69.9	
Total Responses		73	100	

A high 92% of responding families indicated the ILP had done an excellent job helping them know their rights all (70%) or most (22%) of the time. About 8% were less satisfied. Overall, this was a very strong result. The response from families with Native children ( $M = 3.43$ ,  $n = 23$ ) was lower than families with White children ( $M = 3.73$ ,  $n = 41$ ), but it was not a statistically significant difference.

### Item 16-2: 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	---	---	Mean: 3.63 Median: 4 Mode: 4 SD: .656
2	Some of the time	7	9.6	
3	Most of the time	13	17.8	
4	All of the time	53	72.6	
Total Responses		73	100	

A high 90% of responding families indicated the ILP had done an excellent job helping them effectively communicate their children's needs all (73%) or most (18%) of the time. About 10% were less satisfied. Overall, this was a very strong result.

There was a significant difference in response by race on this item. Families with White children ( $M = 3.83$ ,  $n = 41$ ) had an exceptionally strong result, while families with Native children ( $M = 3.43$ ,  $n = 23$ ) had a result above the overall mean, but not quite reaching the threshold for a strong outcome:  $t(29.933) = 2.214$ ,  $p = .035$ , *equal variances not assumed*. Families with White children felt the ILP had done a better job helping them communicate their children's needs.

*Item 16-3: 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	1	1.4	Mean: 3.60 Median: 4 Mode: 4 SD: .702
2	Some of the time	6	8.2	
3	Most of the time	14	19.2	
4	All of the time	52	71.2	
Total Responses		73	100	

A high 90% of responding families indicated the ILP had done an excellent job helping them to help their children develop and learn all (71%) or most (19%) of the time. About 10% were less satisfied. Overall, this was a very strong result. The response from families with Native children ( $M = 3.43, n = 23$ ) was lower than families with White children ( $M = 3.73, n = 41$ ), but it was not a statistically significant difference.

**Additional Items About Childcare**

Item 17 among the survey's outcome items addresses childcare under Outcome 5 (community access). In 2012, the Alaska ILP added five more items about childcare because they wanted more information from responding families about community childcare resources. All six items addressing childcare are presented sequentially in the survey. Items 17-19 address personal experiences with childcare, while items 20-22 address caregiver perceptions of childcare resources in the communities where they live.

Note: See the detailed results for item 17 (*we have excellent childcare for our child*) under the findings for Outcome 5 Community Access.

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

Rating		Frequency	Percent	Central Tendency
1	None of the time	10	38.5	Mean: 2.46 Median: 2.5 Mode: 1 SD: 1.334
2	Some of the time	3	11.5	
3	Most of the time	4	15.4	
4	All of the time	9	34.6	
Total Responses		26	100	

Not Applicable: 47 (64.4% of all respondents)

Item 18 is the only added childcare item with direct relevance to ILP services. Guiding childcare providers contributes to the quality of childcare for young children with special needs. About 36% of responding families ( $n = 26$ ) indicated Item 18 was applicable to them, and half of these families (50%) indicated interaction occurred all or most of the time. This compares to 58% ( $n = 36$ ) in the previous year. The highest reported interaction was 74% ( $n = 23$ ) in 2017.

*Item 19: Reasons for not having regular childcare.*

This item was addressed to those families who did not have regular childcare at the time of the survey and 40 caregivers responded (55% of all respondents). They were asked to indicate a reason they did not have regular childcare from three choices. Responses distinguished families with voluntary stay-at-home caregivers from those who needed or wanted childcare. It further distinguished those who hadn't started looking for childcare from those who had looked and couldn't find any that worked for them.

Of the 40 who responded to Item 19:

- 29 (72.5%) indicated they did not want regular childcare at that time.
- 2 (5.0%) indicated they wanted childcare but had not looked for it yet.
- 9 (22.5%) indicated they wanted childcare but could not find any that worked for them.

#### Summary of childcare for responding families

Figure 2 combines reasons families didn't have regular childcare (from Item 19) with response on Item 17 indicating 20 families always had excellent childcare at the time of the survey (responded *all of the time*). While any potential overlap in response should be minimal, it cannot be assumed the following represents an exact distribution in the sample because data comes from two survey items. With that caveat, Figure 2 is a snapshot of the status of regular childcare.

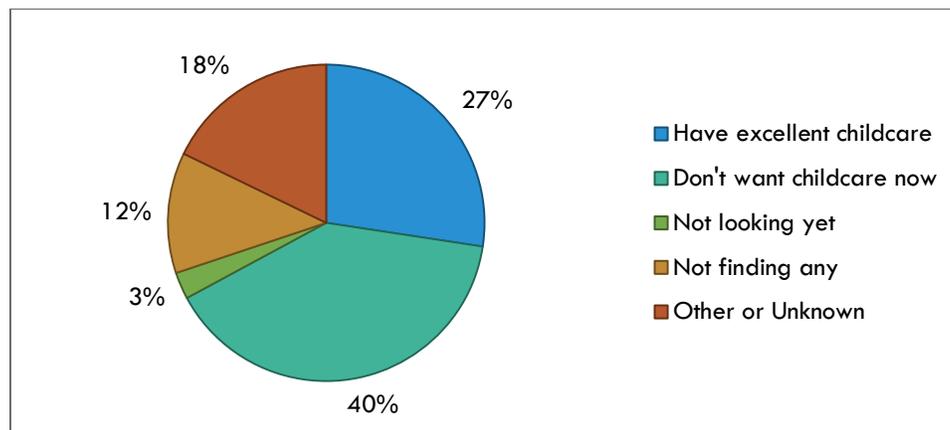


Figure 2: Status of regular childcare (estimates derived from Items 17 & 19)

Using the data represented in Figure 2, the proportion of respondents indicating they always had excellent childcare in 2019 (27%) was similar to the proportion in 2018 (30%). The proportion of voluntary stay-at-home caregivers steadily increased from 28% in 2015 up to 45% in 2017. The proportion dipped to 31% in 2018 and rose to 40% in 2019. Only two families wanted childcare but had not looked for it. Nine (12%) were having difficulties finding any that worked for them. There were 13 families (18%) remaining (other or unknown), including 9 who indicated they had excellent childcare most ( $n = 4$ ) or some ( $n = 5$ ) of the time.

#### Item 20: 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	7	22.6	Mean: 2.35 Median: 2 Mode: 2 SD: 1.050
2 Some of the time	12	38.7	
3 Most of the time	6	19.4	
4 All of the time	6	19.4	
Total Responses		31	100

I don't know: 42 (57.5% of all respondents)

About 58% of respondents indicated on Item 20 they did not know if there were local childcare providers able to care for children with special needs. Of the 31 who responded about 39% indicated this resource was available all (19%) or most (19%) of the time. About 61% indicated this resource was sometimes (39%) or never (23%) available. This is a more negative pattern than the previous two years when responses were more evenly split.

*Item 21: Childcare seems to be important to our whole community.*

Rating		Frequency	Percent	Central Tendency
1	None of the time	2	4.0	Mean: 2.98 Median: 3 Mode: 4 SD: .937
2	Some of the time	16	32.0	
3	Most of the time	13	26.0	
4	All of the time	19	38.0	
Total Responses		50	100	

I don't know: 23 (31.5% of all respondents)

About 32% of respondents indicated on Item 21 that they did not know about the importance of childcare in their communities. Of the 50 who responded, most (64%) indicated childcare was important all (38%) or most (26%) of the time. About 36% indicated this was sometimes (32%) or never (4%) true. This item had a predominantly more positive pattern since 2015, but was somewhat less positive in 2019. There were 80% all/most responses in the previous year.

*Item 22: There is a childcare provider we can use who can follow our child's plan (IFSP).*

Rating		Frequency	Percent	Central Tendency
1	None of the time	10	22.2	Mean: 2.67 Median: 3 Mode: 3 SD: 1.128
2	Some of the time	8	17.8	
3	Most of the time	14	31.1	
4	All of the time	13	28.9	
Total Responses		45	100	

I don't know: 28 (38.4% of all respondents)

About 38% of respondents indicated on Item 22 that they did not know if there were local childcare providers who could follow their children's plans. Of the 45 who responded, about 60% indicated this resource was available all (29%) or most (31%) of the time. About 40% indicated this resource was sometimes (18%) or never (22%) available. This pattern is somewhat less positive than the previous two years. There were 75% all/most responses in the previous year.

## Expanded Look at Satisfaction with ILP Services

### Statewide Satisfaction Trend

The three items measuring satisfaction with ILP services (under Outcome 6) have remained exactly the same since the 2008 survey. Combining results across the three items, mean satisfaction in the 2019 survey was 3.61 on 1-4 scale. The vast majority of families (approximately 91%) were satisfied most or all of the time. While survey results in 2019 were overall weaker than the previous year, there were no meaningful differences between the two years in satisfaction with ILP services.

With the exception of a 2012 downturn in satisfaction largely attributed to higher turnover of ILP service providers, the 2019 level of satisfaction continued an overall trend of very strong satisfaction results. The results since 2008 are illustrated in Figure 3.

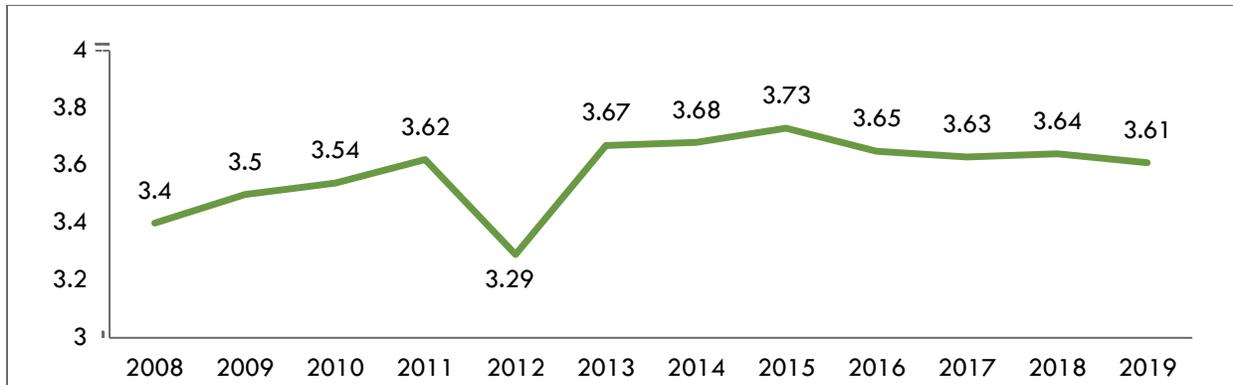


Figure 3: Overall satisfaction pattern since 2008

### Regional and ILP Grantee Satisfaction Results

Caveat: When response data is broken down by item and by region, each rating becomes less reliable on its own. When further broken down by grantee, a “sample” could be a single family. Therefore, one should use some caution in making judgments about ILP agencies or regions using these results, as well as how agencies or regions compare with each other.

Table 7 shows mean responses on combined satisfaction items for each Alaska ILP region. The Southeast Region had the highest result, but all means were high. There was not a statistically meaningful difference in the overall pattern of satisfaction results across the four regions.

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

Region	n	M
<b>Northern Region:</b> ACC, NSH, NWA, TCC	15	3.58
<b>Anchorage Region:</b> PIC, FOC	29	3.61
<b>Southcentral Region:</b> BBA, KAN, MSU, YKH	14	3.57
<b>Southeast Region:</b> CFC, CCK, FCS, REA, SFS, SVC	15	3.69
Statewide	73	3.61

#### Notes:

The number of responses in the following tables varies by grantee agency and by region because the size of the service populations varies proportionately.

Key words used to refer to the three satisfaction items in subsequent tables are capped and bolded in the following text from Item 16.

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, means are relatively lower or higher than others, but not dramatically different. One item mean stands out at 3.80 in the Southeast Region.

**Table 8: Mean satisfaction item responses by ILP region**

ILP Region	ILP Grantees	RIGHTS	NEED	LEARN	n	
1	Northern	ACC, NWA, NSH, TCC	3.60	3.60	3.53	15
2	Anchorage	PIC, FOC	3.62	3.62	3.59	29
3	Southcentral	BBA, KAN, MSU, YKH	3.57	3.64	3.50	14
4	Southeast	CFC, CCK, FCS, REA, SFS, SVC	3.60	3.67	3.80	15
Statewide		3.60	3.63	3.60	73	

Table 9 shows satisfaction item means by ILP grantees. As noted previously, there were no respondents in two grantee areas.

**Table 9: Mean satisfaction item responses by ILP grantee**

ILP Grantee (Alaska ILP Code)	RIGHTS	NEED	LEARN	n	
1	Alaska Center for Children & Adults (ACC)	3.91	3.91	3.82	11
2	Bristol Bay Area Health Corporation (BBA)	3.33	4.00	3.33	3
3	Center for Community (CFC)	---	---	---	---
4	Community Connections (CCK)	3.60	3.80	4.00	5
5	FOCUS (FOC)	3.70	3.90	3.90	10
6	Frontier Community Services (FCS)	4.00	4.00	4.00	3
7	Kodiak Area Native Association (KAN)	4.00	4.00	4.00	2
8	Mat-Su Services for Children & Adults (MSU)	3.67	3.67	3.67	6
9	Northwest Arctic Borough S.D. (NWA)	3.00	3.00	3.00	2
10	Norton Sound Health Corporation (NSH)	4.00	3.00	4.00	1
11	Programs for Infants & Children (PIC)	3.58	3.47	3.42	19
12	REACH, Inc. (REA)	3.50	3.33	3.50	6
13	SeaView Community Services (SVC)	---	---	---	---
14	Sprout Family Services (SFS)	3.00	4.00	4.00	1
15	Tanana Chiefs Conference (TCC)	1.00	2.00	1.00	1
16	Yukon Kuskokwim Health Corp. (YKH)	3.33	3.00	3.00	3
Statewide		3.60	3.63	3.60	73

Note: 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 narrative takes a closer look at details of responses on the three satisfaction items within each 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, which was the case in this year's survey. Figure 4 illustrates relative responses on the three satisfaction items across regions. Here again, one item stands out in the Southeast Region, but otherwise results look very similar across the four regions.

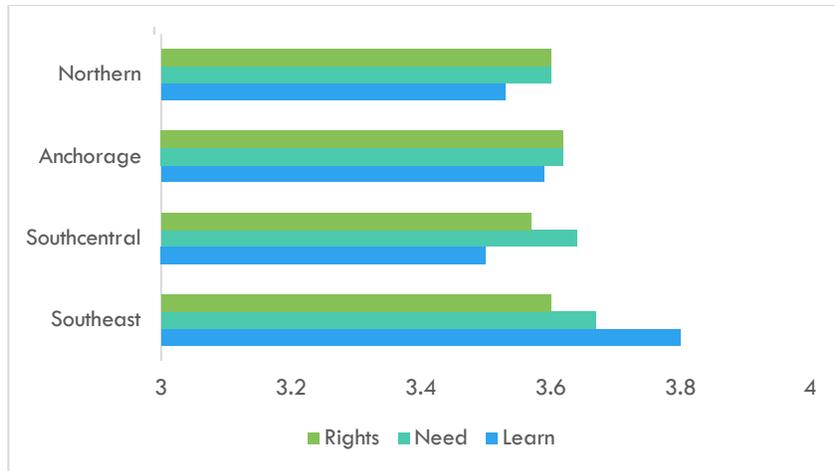


Figure 4: Mean satisfaction results in ILP regions

Table 10 is a summary of the percentages of the total number of respondents in each region who indicated satisfaction on each item most or all of the time. Unlike statistical means of scale ratings, this measure is always figured against all respondents in the sample. Thus, if there is missing data on items, it lowers percentages. In 2019 there was no missing data on these items. The highest percentage was in the Anchorage Region.

Table 10: Summary of satisfaction percentages by ILP region

ILP Region	ILP Grantees	RIGHT%	NEED%	LEARN%	n
1 Northern	ACC, NWA, NSH, TCC	87	87	87	15
2 Anchorage	PIC, FOC	93	93	97	29
3 Southcentral	BBA, KAN, MSU, YKH	93	86	79	14
4 Southeast	CFC, CCK, FCS, REA, SFS, SVC	93	93	93	15
Statewide		92	90	90	73

### Northern Region

The Northern Region had the lowest response rate, but it was still high at 48% of contacted families in the region. Of the 15 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their **rights** (87%), helping them to effectively communicate their children's **needs** (87%), and helping them to help their children develop and **learn** (87%). Strong regional results are typical on this measure. Historically they were more often 90% or higher.

Mean satisfaction for the Northern Region ( $M = 3.58$ ) was strong and close to statewide satisfaction ( $M = 3.61$ ). The level of strength on this measure has been consistent for three years. Item means were all strong, ranging from 3.53 to a very strong 3.60.

#### Northern Region: RIGHTS

Rating	Frequency	Percent	Central Tendency
1 None of the time	1	6.7	Mean: 3.60 Median: 4 Mode: 4 SD: .910
2 Some of the time	1	6.7	
3 Most of the time	1	6.7	
4 All of the time	12	80.0	
Total Responses	15	100	

*Northern Region: NEEDS*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.60 Median: 4 Mode: 4 SD: .737
2	Some of the time	2	13.3	
3	Most of the time	2	13.3	
4	All of the time	11	73.3	
Total Responses		15	100	

*Northern Region: LEARN*

Rating		Frequency	Percent	Central Tendency
1	None of the time	1	6.7	Mean: 3.53 Median: 4 Mode: 4 SD: .915
2	Some of the time	1	6.7	
3	Most of the time	2	13.3	
4	All of the time	11	73.3	
Total Responses		15	100	

*Anchorage Region*

Fifty-one percent (51%) of contacted families in the Anchorage Region responded to the 2019 survey. Of the 29 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their **rights** (93%), helping them to effectively communicate their children’s **needs** (93%), and helping them to help their children develop and **learn** (97%). Results on this measure represented sustained strength for three years.

Similarly, mean satisfaction for the Anchorage Region ( $M = 3.61$ ) was high, the same as statewide satisfaction ( $M = 3.61$ ). The level of strength on this measure has been consistent for three years. Item means were all strong ranging from 3.59 to a very strong 3.62.

*Anchorage Region: RIGHTS*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.62 Median: 4 Mode: 4 SD: .622
2	Some of the time	2	6.9	
3	Most of the time	7	24.1	
4	All of the time	20	69.0	
Total Responses		29	100	

*Anchorage Region: NEEDS*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.62 Median: 4 Mode: 4 SD: .622
2	Some of the time	2	6.9	
3	Most of the time	7	24.1	
4	All of the time	20	69.0	
Total Responses		29	100	

*Anchorage Region: LEARN*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.59 Median: 4 Mode: 4 SD: .568
2	Some of the time	1	3.4	
3	Most of the time	10	34.5	
4	All of the time	18	62.1	
Total Responses		29	100	

### Southcentral Region

The Southcentral Region had one of the highest response rates at 54% of contacted families in the region. Of the 14 respondents, most noted an ILP did an excellent job, most or all of the time, helping them to know their **rights** (93%), helping them to effectively communicate their children's **needs** (86%), and helping them to help their children develop and **learn** (79%). For three years in a row, results on this measure were weaker than what was historically typical for the region.

However, mean satisfaction for the Southcentral Region ( $M = 3.57$ ) was strong and close to statewide satisfaction ( $M = 3.61$ ). It was also above the previous year's result ( $M = 3.50$ ,  $n = 12$ ). Item means were all strong, ranging from 3.50 to a very strong 3.64.

#### Southcentral Region: RIGHTS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.57 Median: 4 Mode: 4 SD: .646
2	Some of the time	1	7.1	
3	Most of the time	4	28.6	
4	All of the time	9	64.3	
Total Responses		14	100	

#### Southcentral Region: NEEDS

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.64 Median: 4 Mode: 4 SD: .745
2	Some of the time	2	14.3	
3	Most of the time	1	7.1	
4	All of the time	11	78.6	
Total Responses		14	100	

#### Southcentral Region: LEARN

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.50 Median: 4 Mode: 4 SD: .855
2	Some of the time	3	21.4	
3	Most of the time	1	7.1	
4	All of the time	10	71.4	
Total Responses		14	100	

### Southeast Region

The Southeast Region had one of the highest response rates at 54% of contacted families in the region. Of the 15 respondents, most indicated the ILP did an excellent job most or all of the time helping them to know their **rights** (93%), helping them to effectively communicate their children's **needs** (93%), and helping them to help their children develop and **learn** (93%). Results are typically strong on this measure for the region.

Satisfaction in the Southeast region was very high ( $M = 3.69$ ) and above statewide satisfaction ( $M = 3.61$ ). However, it was under the previous year's result ( $M = 3.88$ ,  $n = 16$ ). Item means were all very strong, ranging from 3.60 to an exceptionally high 3.80.

*Southeast Region: RIGHTS*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.60 Median: 4 Mode: 4 SD: .632
2	Some of the time	1	6.7	
3	Most of the time	4	26.7	
4	All of the time	10	66.7	
Total Responses		15	100	

*Southeast Region: NEEDS*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.67 Median: 4 Mode: 4 SD: .617
2	Some of the time	1	6.7	
3	Most of the time	3	20.0	
4	All of the time	11	73.3	
Total Responses		15	100	

*Southeast Region: LEARN*

Rating		Frequency	Percent	Central Tendency
1	None of the time	---	---	Mean: 3.80 Median: 4 Mode: 4 SD: .561
2	Some of the time	1	6.7	
3	Most of the time	1	6.7	
4	All of the time	13	86.7	
Total Responses		15	100	

## Discussion of Comments Added to Surveys

Notes: 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 is 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 the amount of information about a unique medical condition and/or personal circumstances seems to make a respondent more identifiable, all or parts of the information may be excluded. In very rare instances, completely irrelevant comments may be excluded.

The second page of the 2019 Family Outcomes Survey instrument invited caregivers to make comments. Thirty-four respondents (34 or 47% of respondents) added a comment. Some are included in the following text as examples. Sometimes only portions of comments are included in this summary. Full comments are listed in Appendix B.

### Expressions of Gratitude & Satisfaction

Twenty-four, or 71% of the 34 respondents who added a comment, clearly used it as an opportunity to express gratitude or to further highlight their satisfaction with programs, services, or providers. Examples:

[Name of ILP provider] has been incredible. She has really helped us to be comfortable caring for our daughter. She was just the person we needed to tell us we were doing well...

Our provider is really good working with our schedule. She is really good with our son, very patient. When I have questions about things, she is very knowledgeable about things we can try. She has been a really good resource.

We loved the services we received. They were very helpful. The thing I liked the best was that it gave me skills and confidence to work with my child that I did not have before.

ILP services were absolutely amazing. It has been very difficult to get my child into school, but any resources I have needed or anything else I have needed, the program has been wonderful.

I am very grateful for [ILP]. I can't imagine what we would have done without them. I've talked with parents from other states and I think Alaska has more to offer than most other states.

I've been extremely pleased with our ILP provider. She has been amazing, gone above and beyond. I can't say enough good things about her.

Note: Typically, there are comments where a caregiver indicates positive experience along with experience that was not so positive. In the results of the 2019 survey, there were no comments with this mixed nature.

### Expressions of Frustration or Other Indications of Dissatisfaction

Five respondents added comments that expressed frustration or dissatisfaction. Three comments expressed frustrations with limited or no access to services their children needed. One indicated a lack of professionalism in an ILP provider, and one indicated a lack of timely follow-up.

They need to do a little more with communication and speech services. I am grateful to have some services, but it is not enough...

It would serve our community better if the program would hire more PT, OT, SP personnel so infants/children can be seen more frequently. One time per week does not provide enough to catch a child up with milestones...

My biggest frustration was they did an assessment saying he needed a service, but then would not give us a referral to that service.

Providers from [ILP] were late for appointments most of the time and by then I was exhausted and didn't get much out of it. That's why we decided not to use the program anymore.

...I didn't hear from them again for a long time after I signed up. I eventually found the services we needed on my own.

### Childcare Comments

The survey has a number of items about childcare, so it is not surprising when caregivers address childcare issues in comments. Four respondents added comments about childcare. In two of these cases, a portion of a respondent's comment was about ILP services and a portion was about childcare. The portions relevant to childcare were separated and listed with the other childcare comments in Appendix B. Examples of childcare comments:

There is no childcare in our small community that is specific to children with disabilities...

... Childcare resources are pretty slim in our community. It is not only that little is available, but also it is not affordable. There needs to be a higher income allowance for working families.

## Other Comments

There were three respondents who added comments that were statements of fact not relevant to satisfaction with ILP services.

## Nature of Comments by Region

Note: If requested, de-identified comments are shared with the Alaska ILP office separate from this report sorted by ILP grantees. This information is treated as confidential for their use only. From a management standpoint, this allows the Alaska ILP to pinpoint specific problems for targeted training/intervention for ILP staff.

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 regions or programs based strictly on comments. With that caveat in mind, Table 11 shows the nature of comments sorted by Alaska ILP regions.

Table 11: Distribution of comments by ILP regions

ILP Region	ILP Grantees	Positive	Negative	Other	Childcare*	Totals
Northern	ACC, NWA, NSH, TCC	4	2	0	0	6
Anchorage	PIC, FOC	10	1	1	0	12
Southcentral	BBA, KAN, MSU, YKH	3	1	1	(1)	5
Southeast	CFC, CCK, FCS, REA, SFS, SVC	7	1	1	2(1)	11
Statewide		24	5	3	2(2)	34

\*Numbers in parentheses represent portions of comments placed in the category.

## Conclusions

It can be concluded from the results of the 2019 Family Outcomes Survey that the vast majority of families (approximately 91%) were satisfied all ( $\cong 71\%$ ) or most ( $\cong 20\%$ ) of the time with the ILP services they received. Overall, family satisfaction continued at a high level, and this was fairly consistent across all four regions. Most responding caregivers were confident in their knowledge and abilities, and available resources usually met their needs.

While other outcome items on the survey had acceptable results, they seemed to indicate an overall weaker pattern. It is unusual to have so many results significantly weaker than the previous year, two at the outcome-level and three at the item-level. Outcome 2 (rights and advocacy) typically has stronger results. Outcome 4 (social support) is typically weaker than other outcomes, but it was particularly weak in 2019.

It is also highly unusual to have so many significant differences by race, one at the outcome-level and three at the item-level. Families with Native children had a stronger result across Outcome 3 (helping children develop and learn), and a much stronger result at the item-level in *knowing how to help children develop and learn*. In 2017, families with Native children had a significantly stronger result in *knowing how to help children learn to behave*. That result was interesting, but not repeated in 2018. However, families with White children had weak results on both these Outcome 3 items in 2019.

Families with White children had stronger results on two items related to legal rights and satisfaction with services. In Outcome 2 (rights and advocacy) families with White children indicated they were much more *informed of their right to choose EI services*. In Outcome 6 (satisfaction) they indicated ILPs were much more effective in helping them *communicate their children's needs*. There was a pattern of relatively lower responses across satisfaction items from families with Native children, but it was not statistically significant.

Regarding childcare, ILP providers can make a meaningful difference in the quality of local childcare by working with childcare providers to help them understand and address the special needs of young children they both serve. Half (50%) of the 26 families who indicated this would be appropriate for their circumstances noted these interactions occurred all or most of the time. The proportion has ranged from about a third to 75% in the past. About half may be a reasonable result. Working with childcare providers is not always possible.

Excluding satisfaction items, Figure 5 shows the aspects of family knowledge, resources, and abilities from strongest to weakest, as measured in the 2019 survey. Noted in the figure are the items with significant differences. The dashed line represents a mean of 3.50, which can be considered a benchmark for stronger outcomes. Only three outcome items surpassed the benchmark in 2019 as compared to seven last year, six in 2017, and five in both 2015 and 2016. The weakest results in 2019 were weaknesses that have persisted over time.

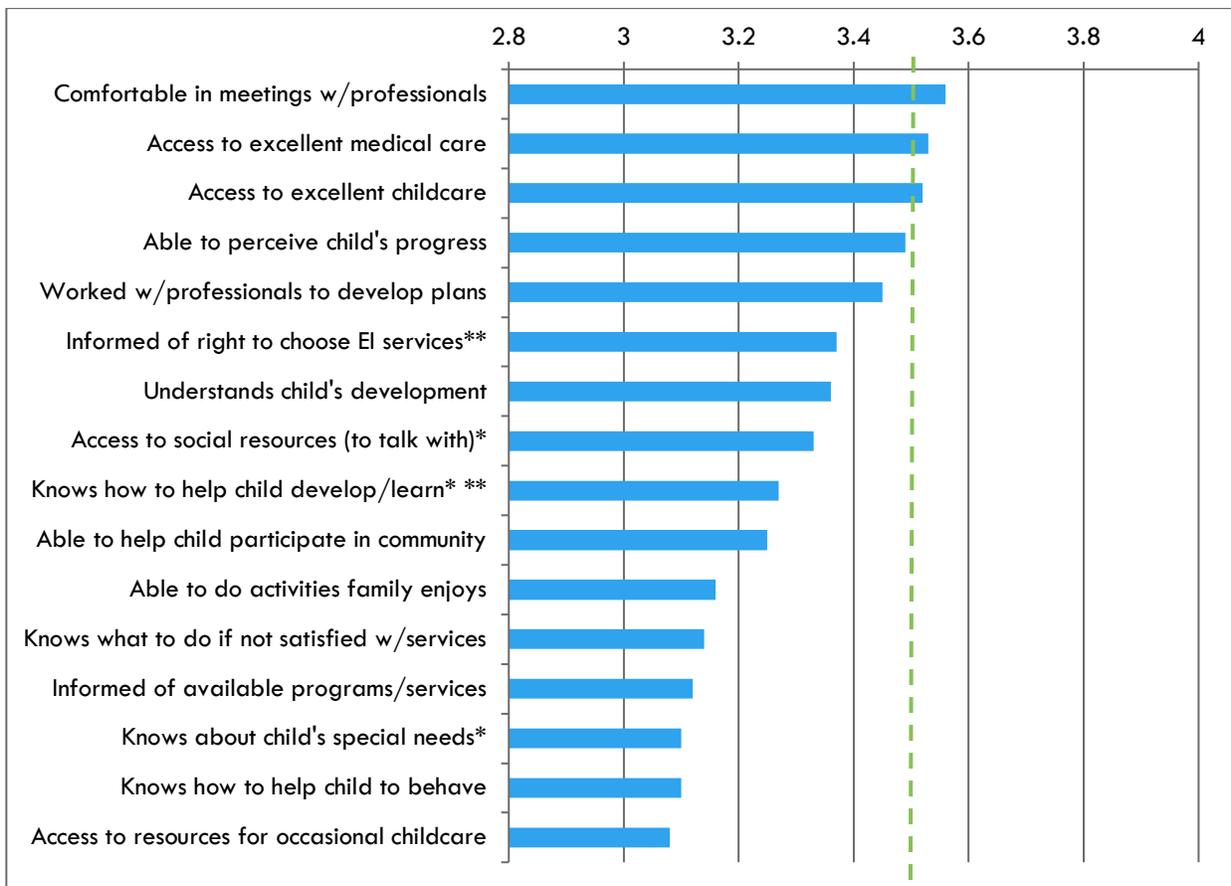


Figure 5: Relative strengths and weaknesses in family outcomes

\*Sig. weaker than previous year (3) \*\*Sig. difference by race (2)

## Issues for Survey Administration

*Methodology.* There are advantages for the Alaska ILP to continue using 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.

*Race/ethnicity data.* Historically, there was one persistent problem where providers did not indicate any race data if they indicated Hispanic/Latino. For four years in a row, this occurrence was minimal and it is plausible that missing race data simply represented unknown information as opposed to data-entry errors.

*Contact information for families.* It is difficult for providers to keep contact information up to date, especially for families who have exited. However, missing phone numbers and wrong numbers are likely initial data entry errors which can inhibit ILP contact and follow-up with families as well as the administration of this survey.

*Preparing families for the survey.* A proportion of families willfully avoid answering phone calls for this survey. The caller ID indicates “UAA” for these calls. This behavior is likely a reality to be expected since robocalling has become so commonplace. However, if programs inform families they may be selected for this survey, it could perhaps influence families to answer a UAA call.

*Extra childcare items.* It is worth considering each of the five extra items about childcare and whether or not they continue to provide meaningful information to the Alaska ILP. Some of these results do not change much over time and the issues they address are mostly beyond the scope of the state agency and its grantees.

*Sensitivity of the scale.* 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. It is congruent with Native ways of thinking and it seems to be quickly understood by all respondents, which works well over the phone. It also makes it possible to compare results with previous years, allowing for statistical tests on items using the same scale. However, a 4-point scale is not very sensitive. This is problematic in terms of statistical analyses. It is possible there are meaningful differences in results that cannot be detected or confirmed because of a lack of sensitivity in the scale.

## Appendix A: Invitational Letter & Survey Instrument

Note: Materials sent in the mail were on a larger scale (8.5 X 11 inch pages)

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March 7, 2019

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 during the previous calendar year 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: <https://tinyurl.com/y3qvsgd8>. 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 check these numbers off a list so they stop contacting people who have already completed the survey.

If CHD has not heard from you in a couple of weeks, they will give you a call or send a reminder. Please complete the survey no later than April 20. If you have any questions about this survey, you are welcome to contact me at 451-5041 in Fairbanks or 1-800-770-1672 toll free.

Thank you very much for your help!

Sincerely,

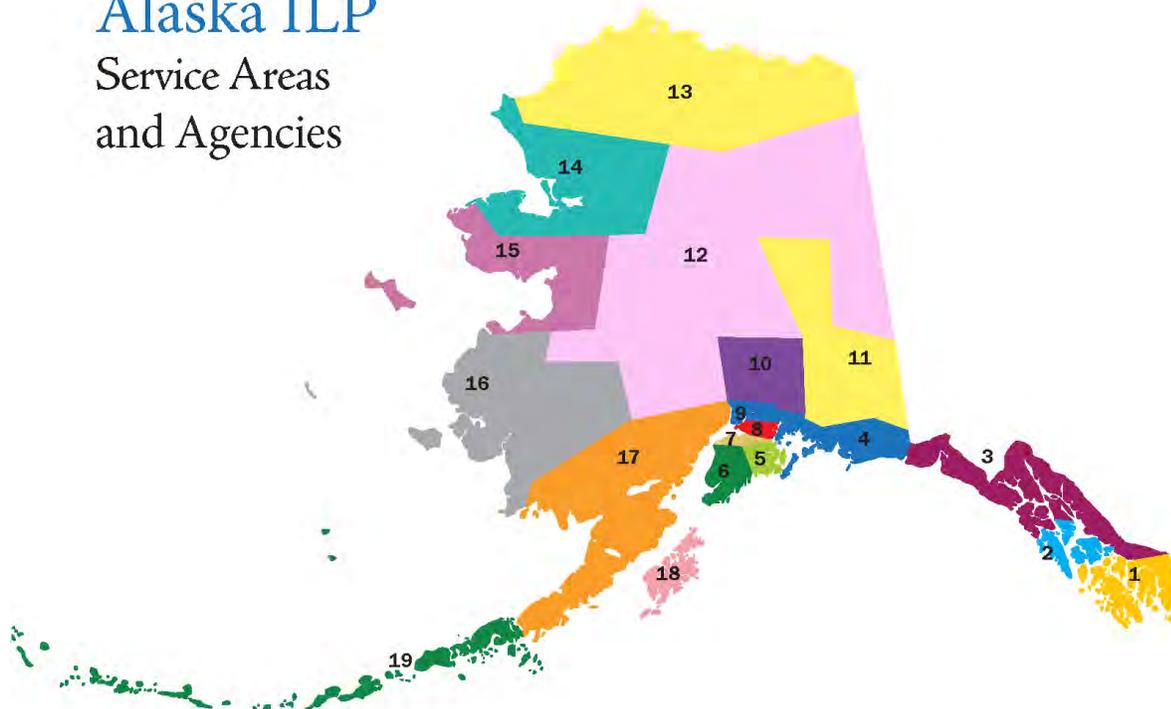
A handwritten signature in blue ink that reads "Maureen F. Harwood".

Maureen F. Harwood  
Alaska Part C Coordinator  
Alaska Early Intervention • Infant Learning Program

**Survey Verification Number:**

If you have any questions about your rights as a participant in program evaluation, please contact  
**Sharilyn Mumaw**, Research Integrity Compliance Officer  
UAA Office of Research and Graduate Studies: (907) 786-1099

# Alaska ILP Service Areas and Agencies



- 1** Community Connections Ketchikan
- 2** Center for Community Early Learning Program
- 3** REACH, Inc
- 4** Family Outreach Center for Understanding Special Needs - ILP
- 5** SeaView Community Services
- 6** Sprout Family Services - Birth to Three ILP
- 7** Frontier Community Services Early Intervention Program
- 8** PIC - Programs for Infants and Children (some services from Southcentral Foundation)
- 9** Family Outreach Center for Understanding Special Needs - ILP
- 10** Mat-Su Services for Children & Adults
- 11** ACCA - Alaska Center for Children and Adults
- 12** Tanana Chiefs Conference - ILP
- 13** ACCA - Alaska Center for Children and Adults
- 14** Northwest Arctic Borough School District - ILP
- 15** Norton Sound Health Corporation - ILP
- 16** Yukon Kuskokwim Health Corporation - Family Infant Toddler Program
- 17** Bristol Bay Area Health Corporation - BBAHC - ILP
- 18** Kodiak Area Native Association - ILP
- 19** Sprout Family Services - Birth to Three ILP

**Family Outcomes Survey**

Verification #

Please circle the number that best reflects how often each 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. 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. 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	
12. 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	
13. We are able to do the activities our family enjoys.	1	2	3	4	
14. We have excellent medical care for our child.	1	2	3	4	
15. 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	
16. 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	
The next few items are about your experience with childcare for your child. If an item is not relevant to your situation, you can say “n/a.”					
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...*

19. If you do not have regular childcare, please check which is most true:

- We don't want regular childcare at this time
- We want childcare, but have not looked for it yet
- We want childcare, but can't find any that works for us at this time
- n/a

The next few statements are about childcare resources in your community. If you are not aware of a resource, you can say "don't know."

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

Please note that comments written below 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.

**Comments:**

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!*

## Appendix B: Comments Added to Surveys

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### **Total respondents adding a comment-34**

Excluding the childcare and other comments that were not relevant to satisfaction with ILP services, the total of relevant comments was 29.

### **Positive comments-24 (71% of 34 comments, 83% of 29 relevant to satisfaction with ILP)**

[Name of provider] was great! She was very informational and very helpful. Everything that could be achieved she did it. We are very happy with the services.

[ILP] has been amazing for what we needed. [Child Name] graduated out of the program. We were very happy with the program.

[Name of ILP provider] has been incredible. She has really helped us to be comfortable caring for our daughter. She was just the person we needed to tell us we were doing well. She has still been available to us after those services ended as an advocate if we needed help.

Our provider is really good working with our schedule. She is really good with our son, very patient. When I have questions about things, she is very knowledgeable about things we can try. She has been a really good resource.

I think our provider is fantastic.

We loved the services we received. They were very helpful. The thing I liked the best was that it gave me skills and confidence to work with my child that I did not have before.

We worked with [ILP]. They were great! Our person did not understand his deletion at first but did some research to understand it.

Our [ILP] worker was very good, very good with our child. She was a fantastic advocate for him. She was outstanding.

It's a really good program and my kid likes everyone there. It has been really helpful.

We have worked with [ILP] and they have been nothing but helpful. We have been so fortunate and we are very happy with the program.

ILP services were absolutely amazing. It has been very difficult to get my child into school, but any resources I have needed or anything else I have needed, the program has been wonderful.

Our ILP provider was fantastic. I can't say enough good things about her. We really miss her.

The program was really helpful. It was really convenient for me, really nice that they came to my home.

Everybody I've worked with from [ILP] has been so kind, patient, and helpful. I really appreciate everything. Everyone has cared a lot about us. The ILP provider is always trying new things, trying to find what works best for our child's learning style. If I have any questions, we work together to come up with good plans, personally and program-wise.

We've been very happy with the care we received, and looking forward to more.

I've had several children in the ILP and it is an invaluable resource. I don't know what we would have done without it.

I am very grateful for [ILP]. I can't imagine what we would have done without them. I've talked with parents from other states and I think Alaska has more to offer than most other states.

[Provider Name] did an excellent job. She was very informative and very kind. I was very happy with that program.

I don't have any comments because this program is a very excellent program! My son's advanced developmentally and good services to everyone. And thanks to this program, and God bless to us!

[Provider] has been amazing. Very helpful and always reminds me of my son [Name's] strengths.

I've been extremely pleased with our ILP provider. She has been amazing, gone above and beyond. I can't say enough good things about her.

We are very grateful this service is available in Alaska. It is very important. Eventually these children will grow up and contribute to the community.

[Provider Name] was excellent! She's wonderful. She worked with us and our daycare.

We've been really satisfied with both ILPs we've worked with and the transition between the two.

#### **Negative comments-5**

They need to do a little more with communication and speech services. I am grateful to have some services, but it is not enough. I still have a hard time understanding what he is trying to say.

I am not sure how fair my responses are because we didn't really go to much of the program. They were nice, but didn't seem to have anything to offer us. I didn't hear from them again for a long time after I signed up. I eventually found the services we needed on my own.

Providers from [ILP] were late for appointments most of the time and by then I was exhausted and didn't get much out of it. That's why we decided not to use the program anymore.

My biggest frustration was they did an assessment saying he needed a service, but then would not give us a referral to that service.

It would serve our community better if the program would hire more PT, OT, SP personnel so infants/children can be seen more frequently. One time per week does not provide enough to catch a child up with milestones. Providing CEU hours for professionals in neurodevelopmental training for a more hands on approach to therapy would be greatly improving outcomes!

#### **Childcare comments-4 (including 2 separated from other comments)**

There is no childcare in our small community that is specific to children with disabilities. However, the community has been talking about it and there are hopes it will be available in the future. The community is not quite there yet.

[Child Name] is on a waitlist for better childcare, so that situation should get better. We are doing [Program] and that resource is great. Childcare resources are pretty slim in our community. It is not only that little is available, but also it is not affordable. There needs to be a higher income allowance for working families.

I am just not very happy with the daycare center. I will be looking for another one soon.

If I was looking for childcare, I would look for one that is licensed by the state.

**Other comments-3**

We're pretty well informed and experienced.

I am not native to Alaska and have not become familiar with community resources.

Our son was discharged from the ILP at [age] as he no longer had a [type of] delay, so my responses are reflective of when he was still in the ILP.