

Alaska Early Intervention/ Infant Learning Program 2024 Family Outcomes Survey

families enrolled in calendar year 2023

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Alaska Early Intervention / Infant Learning Program

2024 Family Outcomes Survey

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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 2024 calendar year, 15 Alaska ILP grantees delivered services through local agencies.

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. Family Outcomes Survey items are based on five core 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.

The 2024 survey instrument had 21 items and a space for comments. Families rated experiences with their children and their ILP 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.

Family eligibility criteria included a child enrolled during the 2023 calendar year eligible for Part C and enrolled for at least 6 months duration, as well as a potentially valid mailing address. The eligible population for the 2023 survey consisted of 737 children. The survey utilized a randomly selected 17% target group of families, stratified by Alaska ILP grantee, and by race of children. A target group of 127 families was randomly selected from eligible families to receive the survey by mail. Target families were contacted in February-May 2024. 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, emails, an additional mail out and postcard reminders. There were 39 completed surveys resulting in a 31% response rate. Characteristics of children were fairly similar across responding families, the selected target group, and the total eligible population.

Survey Findings

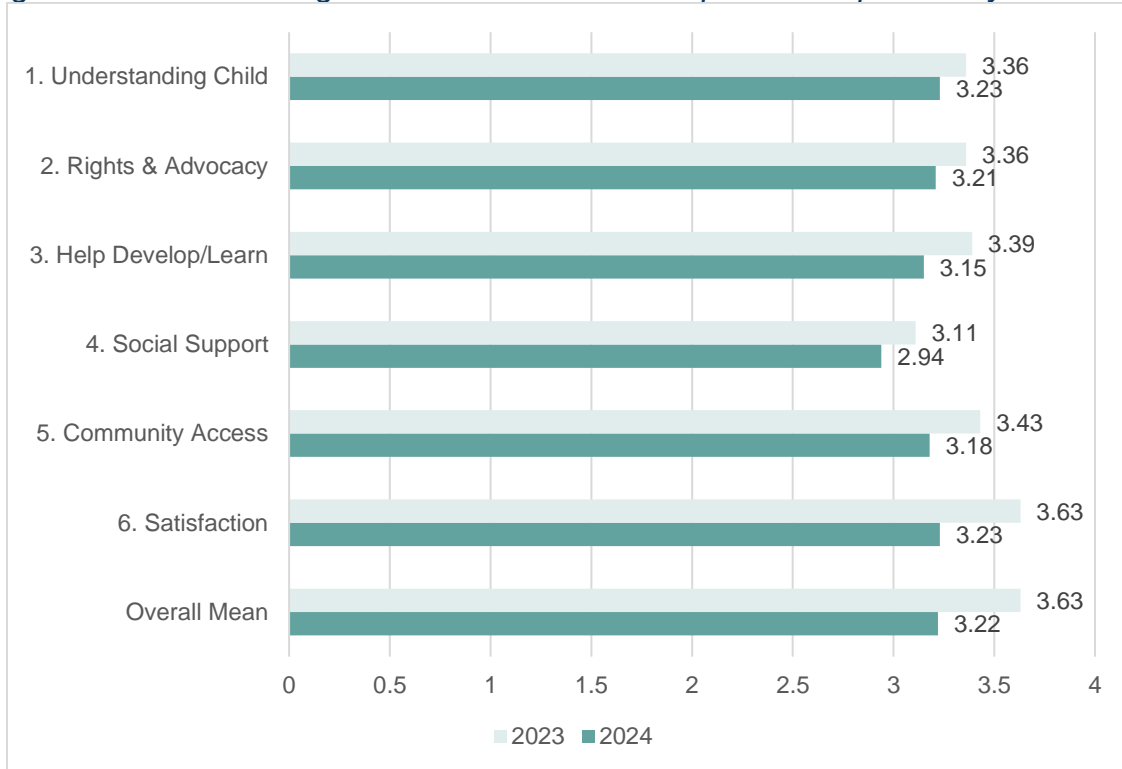
Pattern of Outcome-Level Results

Note: Figures often depict ratings between 3 and 4 on a 1-4 scale. This is a magnified view to more easily see patterns. Differences are not as large as they may appear and readers should look to the statistical analyses for significant or meaningful differences.

It can be concluded from the results of the 2024 Family Outcomes Survey that the majority of families (approximately 87%) were satisfied all or most of the time with ILP services they received during calendar year 2023. The overall survey mean was 3.22 on

a 1-4 scale. Most responding caregivers were confident in their knowledge and abilities, and available resources usually met their needs. Figure 1 illustrates an outcome level pattern of results in 2024, compared to the 2023 survey.

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



The strongest outcome areas were Outcome 6 ($M = 3.23$) regarding satisfaction with ILP services and Outcome 1 ($M = 3.23$) regarding understanding children, followed by Outcome 2 (rights & advocacy, $M = 3.21$). Outcome 2 (rights & advocacy, $M = 3.21$), Outcome 3 (help develop/learn, $M = 3.15$), and Outcome 5 (community access, $M = 3.18$) were a little below the overall mean. Outcome 4 (social support, $M = 2.94$) was the weakest outcome, which is consistent with previous years.

Outcome 1: Understanding of Children

The mean response for Outcome 1 ($M = 3.23$) was just over the overall survey mean ($M = 3.22$). The greatest strength was in caregivers' ability to perceive children's progress ($M = 3.36$). The relative weakness was in knowing about children's special needs ($M = 3.22$). This is a typical pattern within Outcome 1.

Outcome 2: Rights and Advocacy

Most often, Outcome 2 is one of the stronger outcome-level mean results. That was the case this year ($M = 3.21$). It was lower than the previous year (3.36). The greatest strength was in whether or not caregivers were *comfortable in meetings with professionals* ($M = 3.59$). The relative weakness was *knowing what to do if not satisfied with any part of child's program and services* ($M = 3.00$).

Outcome 3: Helping Children Develop and Learn

The mean response for Outcome 3 (***M* = 3.15**) was below the overall survey mean (*M* = 3.22). It was lower than the previous year (3.39). The strongest item was *working with professionals to develop a plan* (*M* = 3.26). The greatest weakness was in knowing how to *help children learn appropriate behavior* (*M* = 3.08). This is a consistent pattern within Outcome 3.

Outcome 4: Social Support

The mean response for Outcome 4 (***M* = 2.94**) was below the overall survey mean (*M* = 3.22). Outcome 4 typically is one of the weaker outcomes. It was lower than the previous year (3.11). The greatest strength within Outcome 4 was in having *people to talk with to deal with problems or celebrate when good things happened* (*M* = 3.13). The greatest weakness was in having resources for *occasional childcare* (*M* = 2.61). This represents a typical pattern within Outcome 4.

Outcome 5: Community Access

The mean response for Outcome 5 (***M* = 3.18**) was below the overall survey mean (*M* = 3.22). Access to *excellent medical care* (*M* = 3.47) was the greatest strength. The greatest weakness was access to *participate fully in the community* (*M* = 2.89). This represents a typical pattern within Outcome 5.

Outcome 6: Satisfaction with ILP Services

Outcome 6 was the strongest outcome area. The mean response (***M* = 3.46**) was higher than the overall survey mean (*M* = 3.22). Each item within Outcome 6 had strong results. At the regional level, satisfaction ranged from 3.27 to 3.67, highest in the Southeast Region.

Pattern of Item-Level Results

Following are the aspects of family knowledge, resources, and abilities from the strongest to the weakest, as measured in the 2024 survey. Two of these item results surpassed a benchmark for stronger outcomes (greater than or equal to 3.50), compared to four in the previous year. The lowest items are typically among the weakest results on the survey.

Stronger Outcomes

- Able to enjoy relationship with the child (*M* = 3.54)
- Comfortable in meetings with professionals (*M* = 3.59)*

Moderate to Weaker Outcomes

- Receive services in a format that works for us (*M* = 3.49)
- Informed of available programs and services (*M* = 3.08)
- Access to resources for excellent medical care (*M* = 3.47)*
- Worked with professionals to develop a plan (*M* = 3.26)*
- Access to social resources, people to talk with (*M* = 3.13)
- Informed of the right to choose EI services (*M* = 3.18)
- Able to perceive the child's progress (*M* = 3.36)*
- Understands the child's development (*M* = 3.23)
- Knows how to help the child develop and learn (*M* = 3.15)

- Able to do the activities the family enjoys ($M = 3.08$)
- Knows about the child's special needs ($M = 3.10$)
- Knows what to do if not satisfied with services ($M = 3.00$)
- Knows how to help the child learn appropriate behavior ($M = 3.08$)
- Knows their rights ($M = 3.41$)
- Knows how to effectively communicate child's needs ($M = 3.49$)
- Supported with helping child develop and learn ($M = 3.49$)

Weakest Outcomes

- Access to resources for occasional childcare ($M = 2.61$)
- Access to opportunities for community inclusion ($M = 2.89$)

*Items that were among the stronger items in the previous year.

Social-Emotional Development

One item is intended to measure success of ILP efforts to help improve the social-emotional development of children, or how well the ILP helped families enjoy relationships with their children. A mean rating of 3.54 was a strong result. At the regional level, means ranged from 3.36 to 3.71, highest in the Southeast Region.

Statewide Satisfaction

Overall satisfaction in 2024 was a mean of **3.46** on a 1-4 scale. The vast majority of families (approximately 87%) were satisfied all ($\cong 61\%$) or most ($\cong 26\%$) of the time with the ILP services they received.

Comments Added to Surveys

Eleven (28%) responding caregivers added comments to surveys. Over half (55%) of the comments were positive- expressing gratitude and satisfaction.

Alaska Early Intervention/Infant Learning Program

2024 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, 15 ILP grantees delivered community-level services across the state through local agencies. Grantees typically include school districts, mental health associations, regional tribal 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

Prior to 2008, the instrument used to measure family outcomes was adopted from the Early Childhood Outcomes Center. The method was a census approach with one survey per child who received any Part C services in the previous calendar year. Evaluators recommended greatly simplifying the 8-page instrument, but matching the focus of ECO items. 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 investing effort in a meaningful response rate. Proposed changes were approved by OSEP and first implemented in 2008.

Since then, core outcome items and methodology were fairly consistent with some improvements over time. From 2012 through 2019 there were additional items about access to childcare, but only the one most relevant to ILP services was retained since 2019. For the present survey, the childcare item was removed. One item added in 2020 is an indicator of how well the ILP helped families to promote social-emotional development. In 2021 an item was added to ask about family experiences with distance services during the COVID-19 pandemic. The present survey has an altered version of the service delivery method item. The 2024 survey consisted of 21 items and a space for comments (see the instrument in Appendix A).

Caregivers were asked to rate their experiences by choosing how often each outcome 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 Indigenous providers who consulted about making survey instruments more culturally appropriate for the state's numerous Indigenous cultures.

All aspects of the project were reviewed and approved by the UAA Institutional Review Board and were determined to be not human subjects research.

Participants & Selection Procedures

To be eligible for the survey, families needed to have at least one child eligible for Part C services enrolled during 1/1/2023-12/31/2023 for at least 6 months duration. Data about potentially eligible children and families is queried from the Alaska ILP statewide database. Families are removed from the population if there is insufficient information to send them a survey packet by mail. This includes families with no address, families without enough of an address to be recognized by the USPS, and families whose only address is a child protection office. Deliverable mail serves as informed consent, as well as providing an opportunity to respond by mail or online. The eligible population for the survey consisted of 737 children.

A target group of 127 families was randomly selected from eligible families to receive the survey by mail. Random numbers are assigned to all families in the eligible population. In order to stratify by geography and by race of children, families are sorted

by ILP grantees and again by up to 5 race categories. Within each resulting ILP/race category, the 20% of families with the highest random numbers are selected.

Children with any Alaska Native heritage are defined as “Alaska Native” for stratification and analyses by race. Children with multiple races are defined as the race that is noted in addition to Caucasian/White (e.g. for a child with race= Bi-racial with multirace= Black/African American + White/Caucasian the child would be re-coded as “Black/African” for the purpose of stratification).

Small differences in demographic proportions between the eligible population and the selected 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. Some ILP areas race/ethnic categories had less than two families, failing to meet a minimum threshold to include one family of that race/ethnicity in the target group. As much as possible, these families were grouped together within each respective ILP service area, and the 20% with the highest random numbers were selected into the target group.

Survey Procedures

A third-party evaluator, the University of Alaska Anchorage (UAA) Center for Human Development (CHD), is contracted to implement the Family Outcomes Survey. A postcard containing a QR code and weblink was mailed on February 13, 2024. The information letter, survey, and an envelope was mailed out to those who had not completed the survey, on March 6, 2024.

The invitational letter (Appendix A) introduces the survey and invites families to complete it by mail, online, or by using a toll-free phone number, and informs them a CHD evaluator will call if a survey is not yet completed.

When an evaluator reaches families by phone, caregivers are invited to complete the survey over the phone. Requests to call at another time, opt out, or send information in the mail or via email are honored with courtesy. Having a working phone number is not required for inclusion in the target group.

As the survey deadline approached, a reminder email with the online survey link and unique participant identifier was sent to any remaining non-responders in the target group. Emails were sent on March 29, 2024, April 22, 2024, and May 9, 2024.

The survey was closed on May 20, 2024.

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. Summaries often include the proportion of combined all/most responses (positive half of the scale) and some/none responses (negative half of the scale).

Comparisons across four regions. A univariate analysis of variance is used to test for differences by region at the outcome-level and sometimes at the 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. Post hoc testing uses 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 a previous year, the two results are compared using an independent 2-tailed t-test.

Comparisons by race. There are only enough children of Alaska Native and white heritage to test for differences by race. Independent 2-tailed *t*-tests determine differences at the outcome-level. When outcome-level results indicate potential item-level differences, those items are tested. If a difference by race is significant, there is a follow-up test for difference by rural versus urban residence, which can be a confounding variable.

Qualitative data. Comments tend to fall into general satisfaction categories of positive, negative, or mixed positive/negative.

Respondents

Response Rates

Thirty-nine surveys were completed by families from the target group for an overall response rate of 31%. The following shows how it is calculated. "No contact" is mail returned as undeliverable too late for replacement.

- 127 Target Families
 - 39 eligible completed surveys (S)
 - 74 opted out or did not respond (O)
 - 8 no contact (N)
- Response Rate: $S / (S+O+N) = 0.3223$ or 31%

About 13% ($n = 5$) of the 39 respondents completed surveys by mail, 69% ($n = 27$) completed the survey online, and 18% ($n = 7$) responded over the phone when called by an evaluator. Historically only 25% of completed surveys have been by mail or online.

Response Characteristics

The largest proportion of responses came from the Anchorage and Southcentral region and the smallest from the Northern region.

Table 1 shows the number and proportion of response rates sorted by Alaska ILP regions which is further broken-down by ILP grantee in Table 2. The highest response rate was in the Southcentral region (50%), followed by the Southeast region (32%). The Northern region had a 25% response rate and the Anchorage region had the lowest response rate of 24%.

Table 1: Response sorted by ILP regions

Region	Alaska ILP Grantees (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)	28	7	25%
2. Anchorage	Programs for Infants & Children (PIC) FOCUS – Family Outreach Center for Understanding Special Needs (FOC)	50	12	24%
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)	24	12	50%
4. Southeast	Center for Community (CFC) Community Connections (CCK) Frontier Community Services (FCS) REACH, Inc. (REA) Sprout Family Services (SFS)	25	8	32%

Table 2: Response sorted by ILP regions and grantees

Region	Alaska ILP Grantees (ILP Code)	Service Area	Sent	Rec'd	%
5. Northern	Alaska Center for Children & Adults (ACC)	Fairbanks, Copper River, Delta-Greeley, North Slope	23	5	22%
	Northwest Arctic Borough School District (NWA)	Northwest Arctic	3	1	33%
	Norton Sound Health Corporation (NSH)	Norton Sound Region	1	1	100%
	Tanana Chiefs Conference (TCC)	Interior, TCC area	1	0	0%
6. Anchorage	Programs for Infants & Children (PIC)	Anchorage, Girdwood, Whittier	40	10	25%
	FOCUS – Family Outreach Center for Understanding Special Needs (FOC)	Chugiak, Eagle River, JBER, Cordova, Valdez area	10	2	20%
7. Southcentral	Bristol Bay Area Health Corporation (BBA)	Bristol Bay area	2	0	0%
	Kodiak Area Native Association (KAN)	Kodiak Island	3	1	33%
	Mat-Su Services for Children & Adults (MSU)	Mat-Su Borough	15	9	60%
	Yukon Kuskokwim Health Corporation (YKH)	Yukon Kuskokwim area	4	2	50%
8. Southeast	Center for Community (CFC)	Sitka, Kake, Angoon area	2	1	50%
	Community Connections (CCK)	Ketchikan, Prince of Wales Island, Metlakatla area	6	2	33%
	Frontier Community Services (FCS)	Kenai, Soldotna area	5	2	40%
	Sprout Family Services (SFS)	Homer, Seward, Aleutians	2	1	50%
	REACH, Inc. (REA)	Juneau, Haines, Petersburg	10	2	20%

Within ILP regions and sometimes within grantee service areas, both urban and rural populations are served. If children in families with mailing addresses in Anchorage, Eagle River, Fairbanks, and Juneau are defined as more urban, 56.4% in the responding sample were more urban and the remaining 43.6% more rural. This was different from the urban/rural proportions in the target group, and compares to 66.2% urban, 33.8% rural in the eligible population.

Seven (18%) of this year’s responses were completed over the phone. Calls 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.

The non-responding families are typically those who were not able to be reached by phone. Email, mail and phone attempts to reach the non-responding sample before the survey deadline were unsuccessful.

Demographics of Responding Families

A proportion of caregivers in the population are not the biological parents of the children in the family. Caregivers can be grandparents, foster parents, and legal guardians. Thus, the race/ethnicity of families cannot be entirely assumed from the race/ethnicity of children in data collected by the Alaska ILP.

Among the 39 families who responded to the survey, there were 39 children who met the criteria for their families to be included in this sample. Children with American Indian/Alaska Native heritage (as a single race or one of two or more races) accounted for 16 children (41%). White as a *single race* accounted for 5 children (13%). Together this was a majority of the children in the responding sample of families: 21 of 39 children, or 54%.

The proportion of children with American Indian/Alaska Native heritage in responding families (41%) compared to the target families (34.6%); it was also larger than the proportion of those reporting American Indian/Alaska Native heritage among eligible families (35.3%). The proportion of children with white as a single race in responding families (13%) compared to 9.4% of target. American Indian/Alaska Native children were not under-represented in the responding sample. No race was available for 2.4% of the eligible population.

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

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

Race/Ethnicity of Children	Responders	Target Group	Eligible
Alaska Native/American Indian	16 (41%)	44 (34.6%)	260 (35.3%)
Asian or Pacific Islander	12 (31%)	35 (27.5%)	57 (7.7%)
Black/African American	4 (10%)	17 (13.4%)	47 (6.4%)
White	14 (36%)	35 (27.6%)	413 (56%)
No race indicated	1	3	18
Hispanic/Latino	6 (15%)	22 (17.3%)	55 (7.4%)

Table Note: Single race or mixed race.

Table 4 shows the qualifying categories of children across the responders, target group, and eligible population. For all three, the reason the largest proportion of children

qualified (64% to 67%) was a documented delay of over 60%. Predominance on this factor is typical.

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

Qualifying Category	Responders	Target Group	Eligible
Part C Diagnosis	15 (39%)	34 (27%)	185 (25%)
Delays > 50%	18 (46%)	76 (60%)	455 (62%)
Clinical Opinion	6 (15%)	17 (13%)	97 (13%)

Summary of Respondent Characteristics

Based on the data collected by the Alaska ILP, characteristics of children were fairly similar across responding families, the selected target group, and the total eligible population.

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 largely because respondents could choose to skip any item. In rare cases, a respondent might circle multiple responses to one item on a paper survey, which is also treated as missing data.

Cases with missing data may be automatically excluded from aggregate statistical tests. If so, this will be indicated in the number of cases (*n*) reported with results.

Table 5: Overall Outcome means 2018-2024 surveys

Survey Year	Overall mean (1-4 scale)
2024	3.22
2023	3.42
2022	3.32
2021	3.45
2020	3.41
2019	3.33
2018	3.48

Most responding caregivers were confident in their knowledge and abilities, and available resources usually met their needs.

Outcome 1: Understanding Children

Items 1-3 on the survey asked respondents to indicate how often they understood their children's development, special needs, and progress. The mean response for Outcome 1 ($M = 3.23$, $n = 39$) was just over the overall survey mean ($M = 3.22$), and slightly lower than the previous year (3.36 , $n = 50$).

The greatest strength was in caregivers' *ability to perceive children's progress* ($M = 3.36$). The relative 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

The mean response on Item 1 was **3.23**, $n = 39$, $SD = .706$. About 85% of responding families indicated they understood their children's development very well most (46%) or all (39%) of the time. The item mean often hovers around the overall survey mean (3.22). The mean was lower than the previous year 3.32 ($n = 50$).

Item 1 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	6	15
3-Most of the time	18	46
4-All of the time	15	39
Missing:	0	---

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

The mean response on Item 2 was **3.10**, $n = 39$, $SD = .788$. About 75% of responding families indicated they knew what they needed to know about their children's special needs most (39%) or all (36%) of the time. About 26% indicated they knew less often. The item mean was below the overall survey mean (3.22). It was lower than the previous year (3.14, $n = 50$), but not significantly. It is typical for responses on this item to be among relatively weaker results on the survey.

Item 2 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	10	25.6
3-Most of the time	15	38.5
4-All of the time	14	35.9
Missing:	0	---

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

The mean response on Item 3 was **3.36**, $n = 39$, $SD = .707$. About 88% of respondents indicated they could tell if their children were making progress most (39%) or all (49%) of the time. This item usually has a strong result. It was lower than the previous year (3.62, $n = 50$).

Item 3 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	5	12.8
3-Most of the time	15	38.5
4-All of the time	19	48.7
Missing:	0	---

Outcome 2: Rights & 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. Most often, Outcome 2 is one of the stronger outcome-level mean results. That was the case this year ($M = 3.21$, $n = 39$). It was lower than the previous year (3.36 , $n = 50$).

The greatest strength was in whether or not caregivers were *comfortable in meetings with professionals* ($M = 3.59$). The relative weakness was *knowing what to do if not satisfied with any part of our child's program and services* ($M = 3.00$).

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

The mean response on Item 4 was 3.08 , $n = 39$, $SD = .870$. About 77% of responding families indicated they were informed about programs/services most (41%) or all (36%) of the time. The item mean was below the overall survey mean (3.22). It was higher than the previous year (3.04 , $n = 50$), but not significantly. It is not unusual for responses on this item to be among relatively weaker items on the survey.

Item 4 Response Frequency

Rating	Frequency	Percent
1-None of the time	2	5.1
2-Some of the time	7	17.9
3-Most of the time	16	41.0
4-All of the time	14	35.9
Missing:	0	---

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

The mean response on Item 5 was 3.18 , $n = 39$, $SD = .854$. About 82% of respondents indicated they were informed of their right to choose services most (41%) or all (41%) of the time. This item usually has strong results, but this year was slightly lower. The item mean was below the overall survey mean (3.22). It was lower than the previous year (3.44 , $n = 50$).

Item 5 Response Frequency

Rating	Frequency	Percent
1-None of the time	2	5.1
2-Some of the time	5	12.8
3-Most of the time	16	41.0
4-All of the time	16	41.0
Missing:	0	---

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

The mean response on Item 6 was **3.59**, $n = 39$, $SD = .595$. A very high 95% of respondents indicated they were comfortable participating in meetings most (31%) or all (64%) of the time. This item is typically strong and this year it was the strongest item on the survey. It was lower than the previous year (3.76, $n = 50$).

Item 6 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	2	5.1
3-Most of the time	12	30.8
4-All of the time	25	64.1
Missing:	0	---

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

The mean response on Item 7 was **3.00**, $n = 39$, $SD = 0.946$. About 77% of responding families indicated they knew what to do if not satisfied with programs/services most (44%) or all (33%) of the time. This year it was lower than the previous year (3.20, $n = 50$).

Item 7 Response Frequency

Rating	Frequency	Percent
1-None of the time	4	10.3
2-Some of the time	5	12.8
3-Most of the time	17	43.6
4-All of the time	13	33.3
Missing:	0	---

Outcome 3: Helping Children Develop & 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 ($M = 3.15$, $n = 39$) was below the overall survey mean ($M = 3.22$). It was statistically significantly lower than the previous year (3.39, $n = 50$).

The strongest item was *working with professionals to develop a plan* ($M = 3.26$). The greatest weakness was in knowing how to *help children learn appropriate behavior* ($M = 3.08$). This is a consistent pattern within Outcome 3.

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

The mean response on Item 8 was **3.15**, $n = 39$, $SD = .630$. About 87% of responding families indicated they knew how to help children develop and learn most (59%) or all (28%) of the time. It was lower than the previous year (3.32, $n = 50$).

Item 8 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	5	12.8
3-Most of the time	23	59.0
4-All of the time	11	28.2
Missing:	0	---

Item 9: We know how to help our child learn appropriate behavior

The mean response on Item 9 was **3.08**, $n = 38$, $SD = .712$. About 77% of responding families indicated they knew how to help their children learn appropriate behavior most (49%) or all (28%) of the time. Response on this item tends to be among relatively weaker results. It was statistically significantly lower than the previous year (3.24, $n = 50$).

Item 9 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	8	20.5
3-Most of the time	19	48.7
4-All of the time	11	28.2
Missing:	1	2.5

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

The mean response on Item 10 was **3.26**, $n = 38$, $SD = .795$. About 77% of respondents indicated they had worked with professionals to develop plans for their children most (31%) or all (46%) of the time. Typically, this item has fairly strong results, though this year was slightly lower. It was statistically significantly lower than the previous year (3.60, $n = 50$).

Item 10 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	8	20.5
3-Most of the time	12	30.8
4-All of the time	18	46.2
Missing:	1	2.5

Outcome 4: Social Support

Items 11-13 on the survey asked respondents to indicate access to resources for emotional support, assistance from others, and to do activities their families enjoyed. The mean response for Outcome 4 ($M = 2.94$) was below the overall survey mean ($M = 3.22$). Outcome 4 typically is one of the weaker outcomes. It was lower than the previous year (3.11, $n = 50$).

The greatest strength within Outcome 4 was in having *people to talk with* to deal with problems or celebrate when good things happened ($M = 3.13$). The greatest weakness was in having resources for *occasional childcare* ($M = 2.61$); this was the greatest weakness of all items this year. 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

The mean response on Item 11 was **3.13**, $n = 38$, $SD = .844$. About 77% of responding families indicated they had people they could talk with to deal with problems or celebrate good things most (37%) or all (40%) of the time. Typically responses on this item were among stronger results on the survey, though it was more average this year. It was lower than the previous year (3.32, $n = 50$).

Item 11 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	8	20.5
3-Most of the time	14	35.9
4-All of the time	15	38.5
Missing:	1	2.6

Item 12: We have people we can call on for help when we need someone to watch our child for a short time

The mean response on Item 12 was **2.61**, $n = 38$, $SD = 1.079$. The higher standard deviation indicates a larger variance among responses. About 52% of responding families indicated they had people to watch their children for a long time, most (26%) or all (26%) of the time. In comparison to previous years, the distribution this year was relatively even. Typically, this item is among the weakest on the survey; it was the weakest item on the 2021 survey, 2022 survey and 2023 survey. It was lower than the previous year (2.82, $n = 50$).

Item 12 Response Frequency

Rating	Frequency	Percent
1-None of the time	7	17.9
2-Some of the time	11	28.2
3-Most of the time	10	25.6
4-All of the time	10	25.6
Missing:	1	2.6

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

The mean response on Item 13 was 3.08, $n = 38$, $SD = .818$. About 71% of responding families indicated they were able to do the activities they enjoyed most (34%) or all (37%) of the time. Typically, response on this item is among relatively weaker results. This year it was lower than the previous year (3.20, $n = 50$).

Item 13 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	11	28.2
3-Most of the time	13	33.3
4-All of the time	14	35.9
Missing:	1	2.6

Outcome 5: Community Access

Items 14, and 15 asked respondents to indicate levels of access to desired services, programs, and activities in the community. The mean for Outcome 5 ($M = 3.18$) was just under the overall survey mean (3.22).

Access to *excellent medical care* ($M = 3.47$) was the greatest strength. The greatest weakness was access to *participate fully in the community* ($M = 2.89$). This represents a typical pattern within Outcome 5.

Item 14: We have excellent medical care for our child

The mean response on Item 14 was **3.47**, $n = 38$, $SD = .687$. A high 95% of respondents indicated they had access to excellent medical care for their children most (40%) or all (55%) of the time. Response on this item was among the stronger results on the survey, which is a typical result. This year it was slightly lower than the previous year (3.51, $n = 49$), but not significantly.

Item 14 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	1	2.6
3-Most of the time	15	38.5
4-All of the time	21	53.8
Missing:	1	2.6

Item 15: Our child has opportunities to fully participate in activities in the community (e.g., playing with others, social or religious events)

The mean response on Item 15 was **2.89**, $n = 38$, $SD = .894$. About 66% of responding families indicated their children had access to opportunities for community inclusion most (37%) or all (29%) of the time. A notable 34% indicated less access. Most often, response on this item leans toward relatively weaker results. This year was significantly lower than the previous year (3.34, $n = 50$).

Item 15 Response Frequency

Rating	Frequency	Percent
1-None of the time	2	5.1
2-Some of the time	11	28.2
3-Most of the time	14	35.9
4-All of the time	11	28.2
Missing:	1	2.6

Outcome 6: Satisfaction with ILP Services

Note: Detail about regional patterns of responses on satisfaction items is covered in a later section of this report.

Items 16, 17, and 18 on the survey are about what people thought about the quality and effectiveness of the services they received. It started with the statement, “Our ILP provider has done an excellent job...” followed by statements that respondents were asked to rate. Three of these were the traditional satisfaction indicators based on OSEP standards covering how well the ILP helped families know their rights, communicate their children’s needs, and to help their children develop and learn. Only these three are included in collective analyses for Outcome 6, or overall satisfaction. This year, additional instructions were added prior to the satisfaction questions to communicate detail in the construct per the OSEP Family Outcomes Survey ©2010. The mean response ($M = 3.46$) was higher than the overall survey mean ($M = 3.22$); the Outcome 6 mean historically is higher than the overall survey mean. It was lower than the previous year ($3.63, n = 48$).

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

The mean response on Item 16 was $3.41, n = 37, SD = .832$. About 84% of responding families indicated the ILP had done an excellent job helping them know their rights most (24%) or all (60%) of the time. The mean was lower than the previous year ($3.63, n = 48$).

Item 16 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	5	12.8
3-Most of the time	9	23.1
4-All of the time	22	56.4
Missing:	2	5.1

Item 17: Our ILP provider has done an excellent job helping us effectively communicate our child’s needs

The mean response on Item 17 was $3.49, n = 37, SD = .768$. About 89% of responding families indicated the ILP had done an excellent job helping them communicate their children’s needs most (27%) or all (62%) of the time. Response on this item is typically a very strong result. The mean was lower than the previous year ($3.73, n = 48$).

Item 17 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	3	7.7
3-Most of the time	10	25.6
4-All of the time	23	59.0
Missing:	2	5.1

Item 18: Our ILP provider has done an excellent job helping us help our child develop and learn

The mean response on Item 18 was **3.49**, $n = 37$, $SD = .768$. About 89% of responding families indicated the ILP had done an excellent job helping them help their children develop and learn most (27%) or all (62%) of the time. Response on this item is typically a very strong result. The mean was lower than the previous year (3.75, $n = 48$).

Item 18 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	3	7.7
3-Most of the time	10	25.6
4-All of the time	23	59.0
Missing:	2	5.1

Social-Emotional Development

Item 19 was added to measure success of ILP efforts to improve social-emotional development (SED).

Item 19: Our ILP provider has done an excellent job helping us enjoy our relationship with our child

The mean response on Item 19 was **3.54**, $n = 37$, $SD = .803$. About 86% of responding families indicated the ILP had done an excellent job helping them enjoy relationships with their children most (16%) or all (70%) of the time. This result was lower than the previous year ($M = 3.73$, $n = 48$).

Item 19 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	4	10.8
3-Most of the time	6	15.4
4-All of the time	26	66.7
Missing:	2	5.1

Service Delivery Methods

ILPs had to adjust during the pandemic to safely continue delivering early intervention services for families. Many adopted “distance” or “telehealth” methods. They reported

using more strategies such as mailings, phone calls, and virtual home visits. The survey asked respondents about the service delivery format that best works for them.

Item 20: Our ILP delivers in a format that works for us. How often is this true?

The mean response on Item 20 was **3.49**, $n = 35$, $SD = .781$. About 89% of responding families indicated the ILP delivers services in a format that works for them most (26%) or all (63%) of the time. This result was lower than the previous year ($M = 3.67$, $n = 45$).

Item 20 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	2.6
2-Some of the time	3	7.7
3-Most of the time	9	23.1
4-All of the time	22	56.4
Missing:	4	10.3

Item 21: What type of ILP service delivery method works best for your family?

During the pandemic, many ILPs used “distance” methods such as mailings, phone calls, or virtual home visits and continue to use those methods in 2023. Item 21 was added to the survey in 2022 to inquire about service delivery methods that work best for families. Respondents were asked to check all methods that were applicable to their family.

Item 21 Response Frequency

Method	Frequency	Percent
Mailings	9	23.1
Phone	13	33.3
Telehealth/Zoom/Virtual visits	10	25.6
In-person	28	71.8
Missing:	0	–

Table 7 shows results at the regional-level on the SED item were all strong. The strongest result was in the Southcentral Region.

Table 7: Mean SED Results by Region

Region	<i>M</i>	<i>n</i>
Northern Region: ACC, NSH, NWA, TCC	3.43	7
Anchorage Region: PIC, FOC	3.36	11
Southcentral Region: BBA, KAN, MSU, YKH	3.67	12
Southeast Region: CFC, CCK, FCS, HCS, REA	3.71	7

Expanded Look at Satisfaction with ILP Services

Statewide Satisfaction

The three satisfaction items based on OSEP standards and included in Outcome 6 have remained exactly the same since the 2008 survey. Overall satisfaction in 2024 was a mean of **3.46** on a 1-4 scale. The majority of families (approximately 86%) were satisfied all ($\cong 54\%$) or most ($\cong 32\%$) of the time with the ILP services they received.

Satisfaction Trend

Satisfaction in 2024 showed a decrease compared to previous years. The results since 2008 are illustrated in Figure 2.

Figure 2: Overall satisfaction pattern since 2008



Regional Satisfaction

Caveat: When item data is broken down by region and further broken down by grantee, results are increasingly less reliable and should be interpreted with caution.

Overall Satisfaction by Region

Table 8 shows overall satisfaction for each Alaska ILP region. The Southeast region had the highest satisfaction mean. All results were strong.

Table 8: Overall satisfaction by ILP region

Region	M	n
Northern Region: ACC, NSH, NWA, TCC	3.29	7
Anchorage Region: PIC, FOC	3.27	11
Southcentral Region: BBA, KAN, MSU, YKH	3.61	12
Southeast Region: CFC, CCK, FCS, HCS, REA	3.67	7

Table Note: Statewide satisfaction mean was 3.46 (n = 37).

Satisfaction Items by Region

Note: Capped and bolded text below from the satisfaction items is used to identify these items in following tables and figures: *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**.

Table 9 shows satisfaction results broken down by region. Most often, regional item means are relatively lower or higher than others, but not dramatically different. The highest mean on a satisfaction item this year was in the Southeast region.

Table 9: Mean response on satisfaction items by ILP region

ILP Region (n)	ILP Grantees	RIGHTS	NEEDS	LEARN
Northern (7)	ACC, NWA, NSH, TCC	3.14	3.43	3.29
Anchorage (11)	PIC, FOC	3.18	3.27	3.36
Southcentral (12)	BBA, KAN, MSU, YKH	3.67	3.58	3.58
Southeast (7)	CFC, CCK, FCS, HCS, REA	3.57	3.71	3.71

Table Note: Statewide satisfaction mean was 3.46 (n = 37).

Figure 3 illustrates relative responses on the items across regions.

Figure 3: Mean results on satisfaction items by region

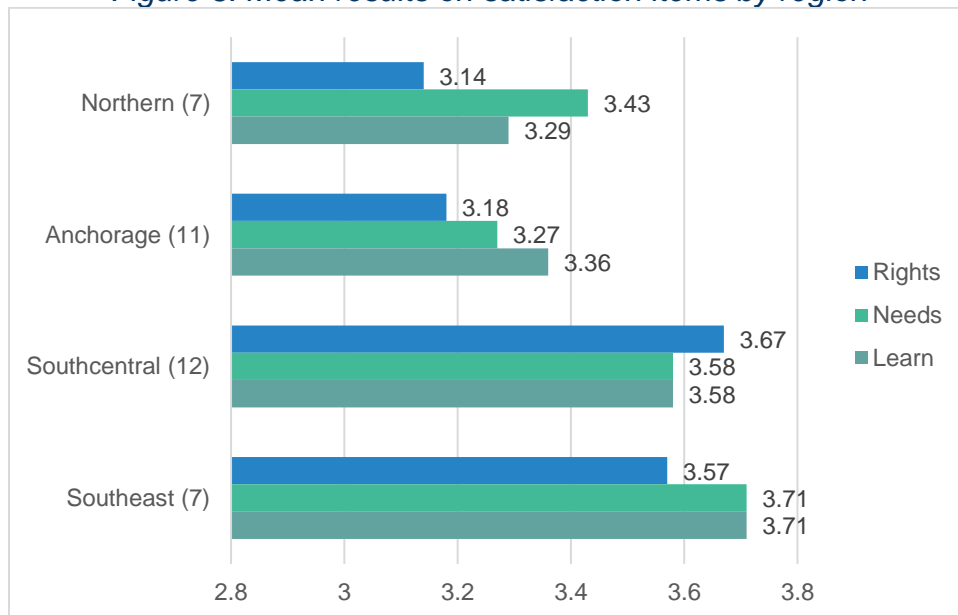


Table 10 shows mean satisfaction results further broken down by ILP grantee.

Table 10: Mean response on satisfaction items by ILP grantee

ILP Grantee (ILP Code – n)	RIGHTS	NEEDS	LEARN
Alaska Center for Children & Adults (ACC-5)	3.60	3.60	3.60
Bristol Bay Area Health Corporation (BBA-0)	---	---	---
Center for Community (CFC-1)	4.00	4.00	4.00
Community Connections (CCK-2)	4.00	4.00	4.00
Frontier Community Services (FCS-2)	3.50	3.50	3.50
FOCUS (FOC-2)	4.00	4.00	4.00
Kodiak Area Native Association (KAN-1)	4.00	4.00	4.00
Mat-Su Services for Children & Adults (MSU-9)	3.78	3.67	3.67
Northwest Arctic Borough SD (NWA-1)	2.00	4.00	2.00
Norton Sound Health Corporation (NSH-1)	2.00	2.00	3.00
Programs for Infants & Children (PIC-9)	3.00	3.11	3.22
REACH, Inc. (REA-1)	4.00	4.00	3.00
(HSC-0)	---	---	---
Sprout Family Services (SFS-1)	2.00	3.00	4.00
Tanana Chiefs Conference (TCC-0)	---	---	---
Yukon-Kuskokwim Health Corporation (YKH-2)	3.00	3.00	3.00

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.

Table 11 is a summary of the proportion of respondents in each region who indicated satisfaction on each item most or all of the time. While results are relatively higher or lower, there were no statistically significant differences among regional satisfaction results.

Table 11: Summary of satisfaction percentages by region

ILP Region (n)	ILP Grantees	RIGHTS%	NEEDS%	LEARN%
Northern (7)	ACC, NWA, NSH, TCC	100	86	86
Anchorage (11)	PIC, FOC	73	73	73
Southcentral (12)	BBA, KAN, MSU, YKH	100	100	100
Southeast (7)	CFC, CCK, FCS, HSC, REA	87	100	100

Table Note: Statewide (n = 37), Rights 74%, Needs 79%, Learn 79%

Northern Region

Twenty-five percent (25%) of contacted families in the Northern region responded to the 2024 survey. Of the 7 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their rights (71%), helping them to effectively communicate their children’s needs (86%), and helping them to help their children develop and learn (86%).

Mean satisfaction for the Northern region ($M = 3.28$, $SD = .705$) was not as high as last year.

Northern Region: Rights (n = 7)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	2	28.6
3-Most of the time	2	28.6
4-All of the time	3	42.9

Northern Region: Needs (n = 7)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	1	14.3
3-Most of the time	2	28.6
4-All of the time	4	57.1

Northern Region: Learn (n = 7)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	1	14.3
3-Most of the time	3	42.9
4-All of the time	3	42.9

Anchorage Region

Twenty-four percent (24%) of contacted families in the Anchorage region responded to the 2024 survey. Of the 11 respondents (one did not respond to satisfaction questions), most noted an ILP did an excellent job most or all of the time helping them to know their rights (73%), helping them to effectively communicate their children’s needs (73%), and helping them to help their children develop and learn (91%). This is lower than the previous year.

Mean satisfaction for the Anchorage region ($M = 3.27$, $SD = 1.08$) was strong. Strength has been consistent for eight years.

Anchorage Region: Rights (n = 11)

Rating	Frequency	Percent
1-None of the time	1	9.1
2-Some of the time	2	18.2
3-Most of the time	2	18.2
4-All of the time	6	54.5

Anchorage Region: Needs (n = 11)

Rating	Frequency	Percent
1-None of the time	1	9.1
2-Some of the time	2	18.2
3-Most of the time	1	9.1
4-All of the time	7	63.6

Anchorage Region: Learn (n = 11)

Rating	Frequency	Percent
1-None of the time	1	9.1
2-Some of the time	2	18.2
3-Most of the time	0	---
4-All of the time	8	72.7

Southcentral Region

Fifty percent (50%) of contacted families in the Southcentral region responded to the 2024 survey. Of the twelve respondents, most noted an ILP did an excellent job most or all of the time helping them to know their rights (100%), helping them to effectively communicate their children’s needs (100%), and helping them to help their children develop and learn (100%). This is the same as the previous year.

Mean satisfaction for the Southcentral region ($M = 3.61$, $SD = 0.489$) was strong, a consistent result for nine years. Item means were all high, ranging from 3.58 to 3.67.

Southcentral Region: Rights (n = 12)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	4	33.3
4-All of the time	8	66.7

Southcentral Region: Needs (n = 12)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	5	41.7
4-All of the time	7	58.3

Southcentral Region: Learn (n = 12)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	5	41.7
4-All of the time	7	58.3

Southeast Region

Thirty two percent (32%) of contacted families in the Southeast region responded to the 2024 survey. Of the seven respondents (one did not respond to the satisfaction questions), most noted an ILP did an excellent job most or all of the time helping them to know their rights (86%), helping them to effectively communicate their children’s needs (100%), and helping them to help their children develop and learn (100%). High percentages are typical for the region, often hitting well over 90%.

Mean satisfaction in the Southeast region ($M = 3.67$, $SD = .471$) was very strong. Item means were all very high, ranging from 3.57 to 3.71. Strong satisfaction on this measure has been highly consistent for the region over time.

Southeast Region: Rights (n = 7)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	1	14.3
3-Most of the time	1	14.3
4-All of the time	5	71.4

Southeast Region: Needs (n = 7)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	2	28.6
4-All of the time	5	71.4

Southeast Region: Learn (n = 7)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	2	28.6
4-All of the time	5	71.4

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 entirely excluded.

At the end of the survey, there is a space to add comments. Eleven (28%) respondents added comments to surveys. Potentially identifying information has been removed or replaced with generic terms in brackets.

Seven Positive Comments (64% of comments)

- I want to say thank you for the experienced, that we are part of this program before. Excellent job for People I knew that very hard working and patient not just because of their job but also loving my son. {name} work with me for my son's visitation once a week before and {name} I know her for toddler group at the Center, she give her full time to the toddlers that attend. Thankful. Our provider

- was excellent. Our son has graduated from services thanks to her expert help.
- We truly appreciated and enjoyed our helper through ILP. I feel she went above and beyond to help us. And she had a great rapport. We really needed her help and she was very knowledgeable and helpful.
 - We value the services we receive at the early learning program in Ketchikan. We are thankful for the wonderful help we have received.
 - Thank you for your support
 - I am grateful that I don't have to drive to Anchorage for services.
 - We had in person therapy and our therapist has helped us beyond what we even thought in many ways. She helped us create communication with our child. She knew how to tailor everything to my daughter's needs. In my opinion so much progress was made.
 - They helped us through the entire process.

One Mixed Comment (9% of comments)

- I really need help with the teenager here in my house not under 10 years old. Only one I need help with is 14-year-old not 13-year-old he's not really respecting me hardly, some days he's good listener and some days he's not and always picking on his siblings. If anyone would point me what to do I'll be so happy to talk or do something for him. {name} is doing good and we have home school for her through preschool program once a week. I'm satisfied for her.

Two Negative Comments (18% of comments)

- I am the mother of {name} and {name}. Their biological father had my physical and legal custody removed until he decides otherwise. His sexual assault trial is starting this month, {date}, for charges against his adopted niece. Our youngest, {name}, was a forced pregnancy by him and she has been kept at his decision, cared for by my family friends, of no legal/blood relation, even after my dismissed neglect charges, for over a year. I believe from a medical, developmental, safety and mental/emotional standpoint that care/medical/special services providers, parents (biological/legal) and care givers, OCS and Alaska State involvement fail to effectively achieve a child's best Tx.
- ILPs should be advertised more

One Other Comment (9% of comments)

- Now that NSHC has a speech therapist, can we include them into the ILP program and support services? Our child posterior tongue tie and now may need speech services. We would love the holistic care mind set.

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 12 shows the nature of comments sorted by Alaska ILP regions.

Table 12: Distribution of comments by region

ILP Region	ILP Grantees	Positive	Mixed	Negative	Other
Northern	ACC, NWA, NSH, TCC	---	---	---	1
Anchorage	PIC, FOC	1	---	2	---
Southcentral	BBA, KAN, MSU, YKH	3	1	---	---
Southeast	CFC, CCK, FCS, REA, HCS	3	---	---	---

Conclusions

It can be concluded from the results of the 2024 Family Outcomes Survey that the vast majority of families (approximately 87%) were satisfied all or most of the time with the ILP services they received. Overall, family satisfaction continued at a high level (though lower than the previous year), and there was no statistically significant difference in satisfaction across regions.

In the 2024 survey, the overall pattern of results at the outcome-level was slightly lower than the results in 2023. Item-level results were fairly similar with a slight decline in most items.

The item that was added to the survey in 2020 to measure success of ILP efforts to improve social-emotional development continued to have strong statewide and regional results.

Respondents provided information about method of service. Last year, we changed the item to “What type of ILP service delivery method works best for your family?” and respondents could check all that applied. 72% chose In-person with 26% choosing virtual methods.

Below are the aspects of family knowledge, resources, and abilities from the strongest to the weakest, as measured in the 2024 survey. This does not include the three satisfaction items or the SED item, which are more focused on respondent perceptions of the quality of the services provided by the ILP.

Stronger Outcomes

- Comfortable in meetings with professionals ($M = 3.59$)

- Able to enjoy relationship with the child ($M = 3.54$)

Moderate to Weaker Outcomes

- Receive services in a format that works for us ($M = 3.49$)
- Knows how to effectively communicate child's needs ($M = 3.49$)
- Supported with helping child develop and learn ($M = 3.49$)
- Access to resources for excellent medical care ($M = 3.47$)*
- Knows their rights ($M = 3.41$)
- Able to perceive the child's progress ($M = 3.36$)*
- Worked with professionals to develop a plan ($M = 3.26$)*
- Understands the child's development ($M = 3.23$)
- Informed of the right to choose EI services ($M = 3.18$)
- Knows how to help the child develop and learn ($M = 3.15$)
- Access to social resources, people to talk with ($M = 3.13$)
- Knows about the child's special needs ($M = 3.10$)
- Informed of available programs and services ($M = 3.08$)
- Able to do the activities the family enjoys ($M = 3.08$)
- Knows how to help the child learn appropriate behavior ($M = 3.08$)
- Knows what to do if not satisfied with services ($M = 3.00$)

Weakest Outcomes

- Access to opportunities for community inclusion ($M = 2.89$)
- Access to resources for occasional childcare ($M = 2.61$)

*Items that were among the stronger items in the previous year.

Appendix A: Invitation Letter & Survey Instrument



Dear Parent or Guardian:

Hello! The State of Alaska Early Intervention/Infant Learning Program (ILP) is looking for ways to improve early services for children. You can help by completing the enclosed survey. Your participation in this survey is completely voluntary. The survey will take about 5-10 minutes to give your feedback. |

Your responses will be kept confidential from the Alaska ILP. Your answers will be grouped together with those from other families. Information that can identify you (like your name) will be removed from all data. The UAA Center for Human Development (CHD) is the independent contractor collecting the surveys. You may return the paper survey, or complete it online at: https://uaa.co1.qualtrics.com/jfe/form/SV_9YUijFF6c9KWQeO.

By completing a survey, you are agreeing to participate. If you choose the online option, you will need the "Survey Verification Number" on the mailed survey. If we haven't heard from you in a couple of weeks, we will give you a call or send a reminder. Please complete the survey no later than May 31, 2024. If you have any questions, you are welcome to contact me at 907-451-2369 in Fairbanks or 1-800-770-1672 toll free.

Thank you very much for your help!

Sincerely,

A handwritten signature in black ink, appearing to read "Susan E. Kessler".

Susan E. Kessler, MEd.
Early Intervention/Infant Learning Program Unit Manager
State of Alaska Senior and Disabilities Services

If you have any questions about your rights as a participant in program evaluation, please contact the Office of Research Integrity & Compliance at UAA: (907) 786-1099

Family Outcomes Survey 2024

Please circle the number that best reflects how often each statement below 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 who received services from an Infant Learning Program (ILP). In those cases your answers reflect your general or averaged opinions or experiences.

Survey Verification Number:

	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 appropriate behavior.	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

The next item is about knowing your rights. Consider services and supports for you and your child, rights related to your child’s special needs, being given useful information about available options after your child leaves the program, and having your rights explained in ways that are easy for you to understand.

None of the Time
Some of the Time
Most of the Time
All of the Time

16. Our ILP provider has done an excellent job helping us know our rights.	1	2	3	4
--	---	---	---	---

The next item is about communicating your child’s needs. Consider the information your ILP provider gives you about your child’s delays or needs, how they listen to what is important to you, respect your choices, connect you with other services, talks with you about your family’s strengths and needs, and develops a good relationship with you.

17. Our ILP provider has done an excellent job helping us effectively communicate our child’s needs.	1	2	3	4
--	---	---	---	---

The next two items are about helping your child develop and learn. Consider the information your ILP provider gives you about how to help your child get along with others, how to help your child develop new skills, how to help your child take care of his/her needs, identifying things you do that help your child learn and grow, shares ideas on how to include your child in daily activities, and works with you to know when your child is making progress.

18. Our ILP provider has done an excellent job supporting us with helping our child develop and learn.	1	2	3	4
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19. Our ILP provider has done an excellent job helping us enjoy our relationship with our child.	1	2	3	4
--	---	---	---	---

20. Our ILP delivers services in a format that works for us.	1	2	3	4
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During the pandemic, many ILPs used “distance” methods such as mailings, phone calls, or virtual home visits and continue to use those methods now.

21. What type of ILP service delivery method works best for your family? (check all that apply)

- Mailings
- Phone
- Telehealth/Zoom/Virtual visits
- In-person

Comments written here go directly to the evaluator. For confidentiality, no names or identifying information will be included in reports. Please contact the State of Alaska ILP directly if you have questions for them.

Please return the completed survey in the prepaid envelope to:
UAA CHD Attn: Tamara, Research/Evaluation; 3211 Providence Dr., Anchorage, AK 99508