



State of Alaska Senior and Disabilities Services Early Intervention/Infant Learning Program

Family Outcomes Survey 2025

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Executive Summary

The 2025 Alaska Family Outcomes Survey (FOS) assessed the effectiveness of early intervention services provided under Part C of the Individuals with Disabilities Education Act (IDEA), collecting information used to respond to federal reporting requirements. Changes made this year include the Senior and Disabilities Services (SDS) Early Intervention/Infant Learning Program (ILP) conducting the survey internally rather than through a contracted agency, and adoption of a new set of survey questions, the nationally developed Family Outcome Survey – Revised (FOS-R). These changes allowed us to work to improve response rates, increase families’ ease of access to the survey and increase the alignment of questions with federal reporting requirements.

A total of 865 eligible families were invited to participate, and 269 responses were received, resulting in a 31.1% response rate, significantly higher than the previous year. The survey results were found to be representative across race, ethnicity, and urban/rural geographic region, although some nonresponse bias was identified among American Indian/Alaska Native and Multi-race families.

The survey measured family-reported outcomes in three key areas: understanding rights, communicating children’s needs, and supporting child development. Results showed that 87.36% of families felt that ILP helped them understand their rights, 92.94% felt that ILP helped them communicate their child’s needs, and 89.22% reported that ILP helped them be able to support their child’s development and learning.

Feedback from families was overwhelmingly positive, with 92% of written comments expressing satisfaction with ILP services. Families praised the dedication of staff, the value of home visits, and the emotional and developmental support provided. Some challenges were noted, including staffing shortages and limited services in rural areas. These results establish new baseline targets for future performance reporting and will guide strategies to improve service delivery, increase participation, and ensure equitable access to early intervention services across Alaska.

Introduction

Alaska’s statewide system of early intervention services operates in accordance with requirements established under Part C of the Individuals with Disabilities Education Act (IDEA). The U.S. Office of Special Education Programs (OSEP) administers states’ Part C grants and requires each state to collect data on specific outcomes for families receiving early intervention services on an annual basis. The results are then analyzed, and the results reported in the state’s Annual Performance Report (APR). The information gathered from this survey is used to provide data on our state’s progress related to the APR Indicator 4: Family Involvement. Given the program’s emphasis on family-centered services, OSEP specifically requires states to determine whether families report that participating in early intervention services has helped them to:

- A. Know their rights under the IDEA
- B. Effectively communicate their child’s needs
- C. Help their child develop and learn

This survey is intended to help us answer these 3 big questions about family experiences with the Infant Learning Program. Parent responses to questions 1-5 collect information on whether ILP helped

families know their rights, questions 6-11 on whether ILP helped families effectively communicate their child's needs, and questions 12-17 on whether ILP helped families learn to help their child develop and learn. The responses to questions in each of the 3 sections were averaged to provide a percentage score for each of these 3 questions.

Alaska Senior and Disabilities Services (SDS), Early Intervention/Infant Learning Program (ILP), as Lead Agency for the statewide system of early intervention services, collects, analyzes and reports family outcomes data through an annual survey of families. The results of the survey are used to:

1. Determine whether participation in early intervention service has been effective in achieving the specific outcomes identified by OSEP.
2. Provide data to fulfill mandated requirements for reporting to OSEP on Indicator 4: Family Involvement, the Governor, policy makers and the public on performance at the State and provider level relative to the identified outcomes.
3. Demonstrate the benefit of the early intervention system to families.
4. Support monitoring and program improvement to ensure positive results for children and families.

For state fiscal year (SFY) 2025, SDS fulfilled their responsibility for administering the provision of early intervention services through contracts with regional provider agencies to provide early intervention services. This included fifteen (15) early intervention programs operated through local agencies located around the state. Providers within each program are expected to provide multidisciplinary, comprehensive, family-centered early intervention services in natural environments, at no cost to families. The local programs are as follows:

1. Anchorage - *Programs for Infants & Children (PIC)*
2. Bethel - *Yukon Kuskokwim Health Corporation (YKHC)*
3. Dillingham - *Bristol Bay Area Health Corporation (BBAHC)*
4. Eagle River - *Family Outreach Center for Understanding Special Needs (FOCUS)*
5. Fairbanks - *Alaska Center for Children & Adults (ACCA)*
6. Homer - *Sprout Family Services*
7. Interior - *Tanana Chiefs Conference (TCC)*
8. Juneau - *REACH*
9. Ketchikan - *Community Connections*
10. Kodiak - *Kodiak Area Native Association (KANA)*
11. Kotzebue - *Northwest Arctic Borough School District (NWABSD)*
12. Nome - *Norton Sound Health Corporation (NSHC)*
13. Sitka - *Center for Community*
14. Soldotna - *Frontier Community Services*
15. Wasilla - *Mat-Su Services for Children & Adults (MSSCA)*

History of Family Outcome Survey in Alaska

The early intervention program in Alaska has surveyed families and reported results to OSEP since 2007. Beginning in 2008, the University of Alaska Center for Human Development was contracted to oversee survey development, administration and analysis. Utilizing a stakeholder process, Alaska created its own survey, based on the 2007 survey developed by the Early Childhood Outcomes (ECO) Center, with additional questions relevant to Alaska. This survey, with periodic adjustments, was used with a stratified sampling methodology from 2008 to 2024.

Over the past 2 years, Alaska undertook a deeper review of the effectiveness of the methodology, response rates, representativeness, and potential non-response bias of the survey. With input from the Interagency Coordinating Council (ICC), regional ILP coordinators, and assistance from the DaSy Center for IDEA Data, changes were recommended to the Family Outcome Survey methodology. To better link the survey to Federal State Performance Plan/Annual Performance (SPP/APR) Indicator 4: Family Involvement reporting, increase response rates and representativeness, decrease non-response bias, increase state access to raw data, and leverage support and resources in local ILP programs, the decision was made to bring administration of the survey in-house at Senior and Disabilities Services (SDS) for State Fiscal Year 2025.

Methodology

Beginning in 2025, Alaska is utilizing Section B: Helpfulness of Early Intervention from the Family Outcomes Survey Revised (FOS-R) developed in 2010 by the Early Childhood Outcomes (ECO) Center. This survey utilizes 17 close-ended questions and uses a five-point Likert scale (extremely helpful, very helpful, somewhat helpful, a little helpful, and not at all helpful). There is one open-ended question to allow families to provide a written comment, and families have the option of not answering questions if they feel they are not applicable. The survey was distributed in English. Other language versions including Spanish, Arabic, Chinese, Croatian, Hmong, Japanese, Korean, Lao, Malay, Portuguese, Russian, Somali, Tagalog, and Vietnamese are available by family or provider request. The form is titled “Alaska ILP Family Experience Survey” and can be viewed in English in [Appendix A](#).

This tool was selected due to its short, easy to complete format and excellent psychometric properties, demonstrated by Cronbach’s alpha, a measure of internal consistency. (Bailey, D. B., Raspa, M. R., Olmsted, M. G., Novak, S. P., Sam, A. M., Humphreys, B. P., Nelson, R., Robinson, N., & Guillen, C. (2011)).

Participant Selection Procedures

To be eligible for the survey, families needed to have at least one child eligible for Part C services enrolled on the most recent December 1st Child Count. Data about potentially eligible children and families is pulled from the Alaska ILP statewide database. Regional ILP programs partner with the survey administrators to ensure updated contact information for each family. The eligible population for the survey in 2025 consisted of **865** children.

Survey Distribution

Each eligible family was contacted in a variety of ways and offered multiple methods of completing the survey. These included the option to receive a paper copy of the survey in English or Spanish, to submit

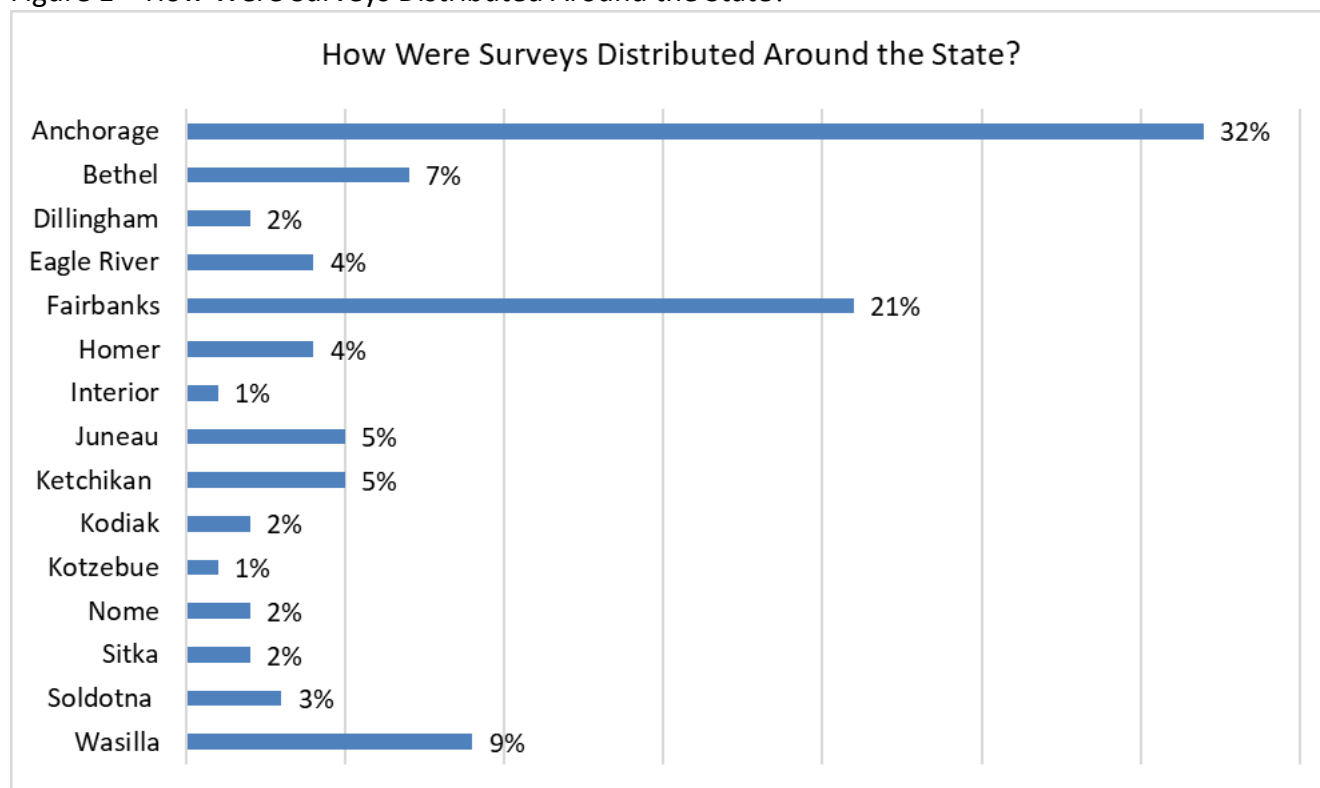
their survey via email, or to complete their survey via Survey Monkey. A child-specific identifier was utilized by each family to ensure one survey was completed per family. Data was monitored to ensure that each family was contacted regarding the survey by at least one method. Any duplicate surveys were removed from the data set. Survey Distribution was as follows:

1. March 27, 2025 - Postcard with information about the survey and a QR code for survey completion was mailed to 865 families eligible for the survey. Postcards were individualized by region to include the logo for the ILP program serving their region.
2. March 27, 2025 - Families who did not have a valid email address were mailed a cover letter with information about the survey, a paper copy of the survey, and a postage-paid return envelope. These families were also provided with the option to complete their survey on-line through Survey Monkey. Families who had a valid email address were sent an email with the cover letter and a personalized link for completion in Survey Monkey.
3. May 14th - Follow-up reminder was sent by text to families with valid phone numbers who had not yet responded.
4. June 8th – Follow up reminder was sent by text to families with valid phone numbers who had not yet responded.
5. June 9th - Follow-up reminder was sent by email to families with valid email addresses who had not yet responded.

Local early intervention programs were notified by email of the date the surveys were mailed to families and were asked to encourage families in their program to respond to the survey. They were provided with the QR code and link for survey completion, extra copies of the postcards, and links to printable paper survey copies. Local programs encouraged families to participate in the survey. During the final weeks of the survey, regions with low response rates made special efforts to encourage families to respond.

The chart in Figure 1 below shows what percentage of the surveys were sent to each region of the state. This percentage is a result of the number of families enrolled in each region on the most recent December 1 Child Count.

Figure 1 – How Were Surveys Distributed Around the State?



~ See Table 1 in the [Appendix C](#) data tables for more detailed information about survey distribution.

Survey Responses

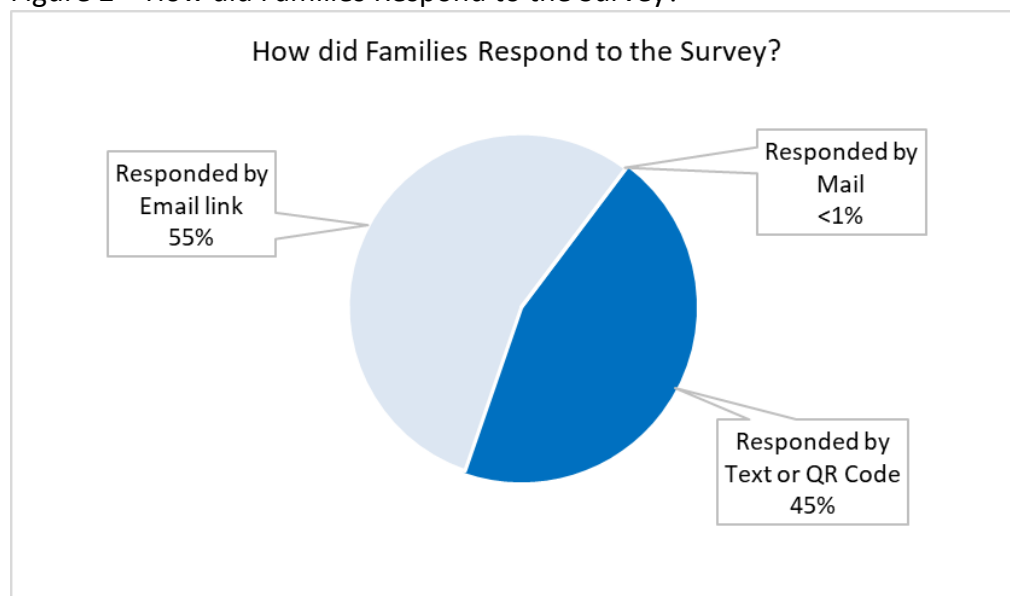
Response Rate

The final total of unduplicated survey responses was 269. This is a response rate of 31.1%, a slight increase over last year's response rate of 30.71%. However, by increasing our responses from 37 in a stratified sampling methodology last year to 269 in our current methodology, we are confident that our survey validity and representativeness is greatly improved.

Response Methods

One survey response was received by mail, and the remainder were completed via Survey Monkey. The chart in Figure 2 shows the methods families used to respond to the survey, including email link, text, QR code and postal mail. The majority of families responded by email link, followed by response to text message or QR code.

Figure 2 – How did Families Respond to the Survey?

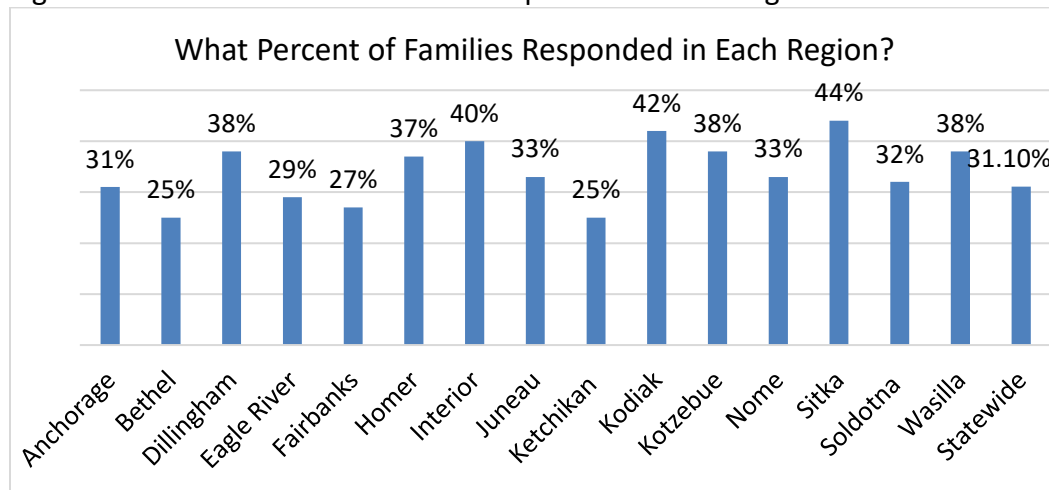


~ See Table 2 in the [Appendix C](#) data tables for more detailed information about survey response methods.

Response Distribution

The chart in Figure 3 shows the percentage of families who responded in each region, which can be compared to the statewide average of 31.1%. The percentage of families who responded to the survey in local regions ranged from 6% below that average to 13% above that average. Smaller regions were likely to have greater variability in response rates, negative or positive, due to low numbers of surveys distributed.

Figure 3 – What Percent of Families Responded in Each Region?

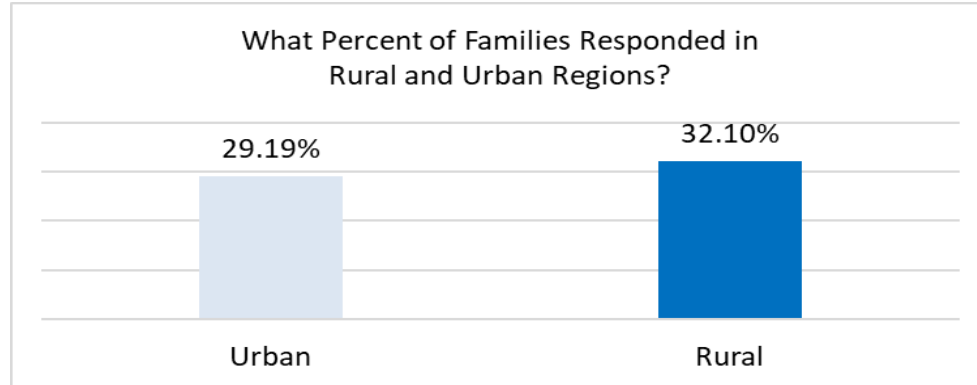


~ See Tables 3 and 4 in the [Appendix C](#) data tables for more detailed information about response rates by region, including the distribution of surveys, responses and response rates broken down by region and compared to the statewide average response rate.

Each survey response was categorized as urban or rural based on the specific community in which the

family resides within a region. Communities designated as urban include Anchorage, Fairbanks, Fort Wainwright, JBER, Juneau, North Pole, Palmer, and Wasilla. Response rates were slightly higher in rural regions. The chart in Figure 4 describes the percentage of responses in urban regions compared to rural regions. There was slightly higher responsiveness in rural regions.

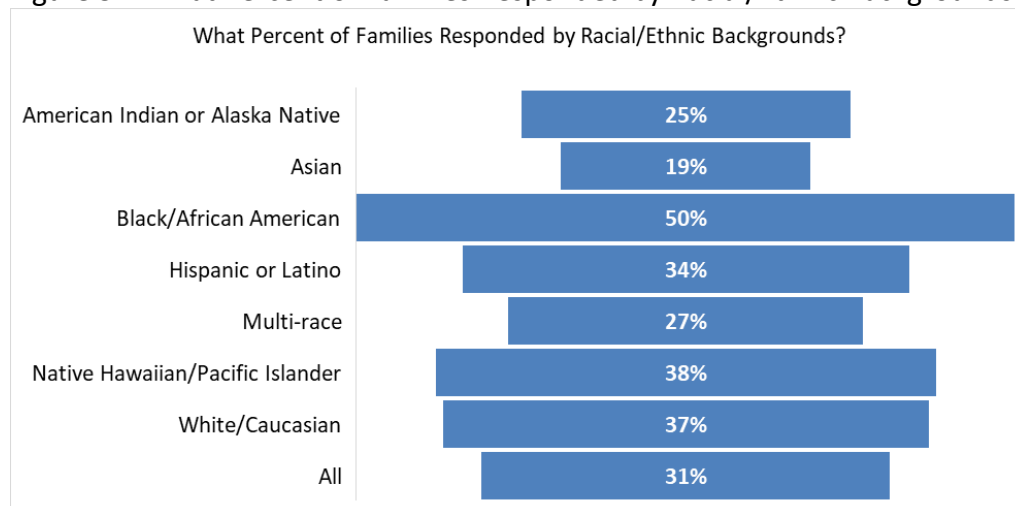
Figure 4 – What Percent of Families Responded in Rural and Urban Regions?



~ See Table 5 in the [Appendix C](#) data tables for more detailed information about rural and urban responses.

The percentages of the statewide survey distribution and response for each race/ethnicity as well as the rate of return were analyzed for each racial/ethnic category and are represented on Figure 5 below. The percent of statewide responses were higher than the statewide average for Black/African American, Hispanic or Latino, Native Hawaiian/Pacific Islander and White/Caucasian groups. However, except for White/Caucasian, each of those categories consists of very small numbers, so results should be interpreted cautiously. The percent of statewide responses were lower than the statewide average for American Indian or Alaska Native, Asian, and Multi-Race families. However, except for American Indian/Alaska Native, each of those categories consists of very small numbers, so results should be interpreted cautiously.

Figure 5 – What Percent of Families Responded by Racial/Ethnic Backgrounds?



~ See Table 6 in the [Appendix C](#) data tables for more detailed information about the distribution of surveys and responses received by Race/Ethnicity by federal categories.

Responses to Open-Ended Question

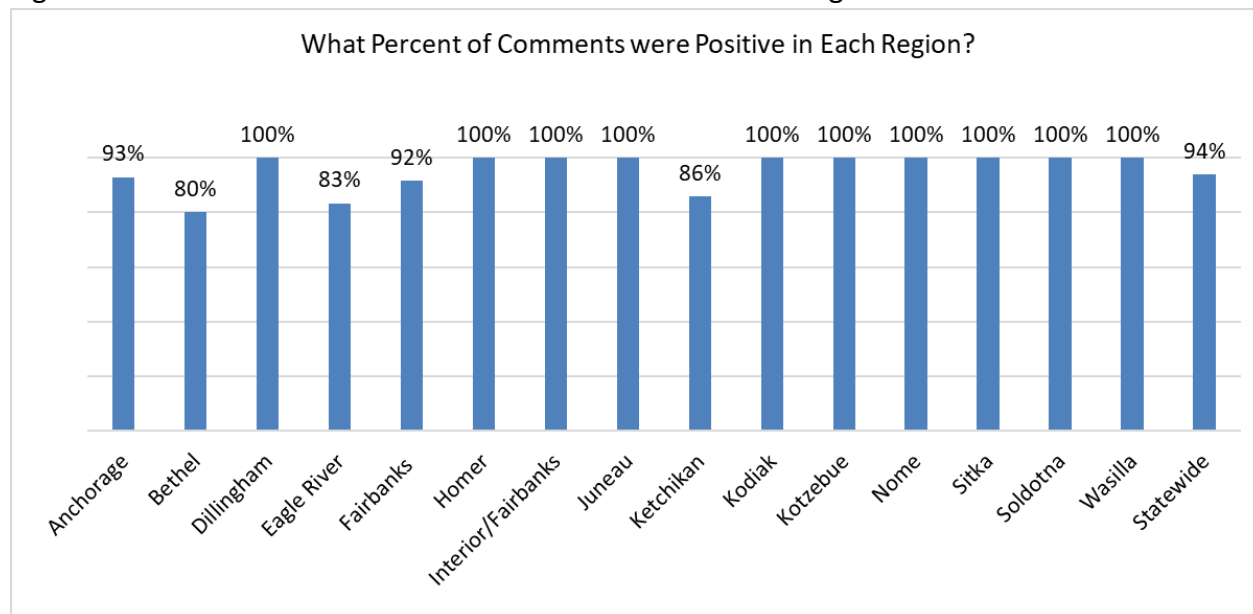
The parent feedback collected through the Infant Learning Program (ILP) survey reflects a strong overall satisfaction with services provided across Alaska. The majority of comments were overwhelmingly positive, with families frequently expressing gratitude for the support, care, and developmental progress their children experienced. Many parents highlighted the dedication and compassion of individual staff members, the value of home visits, and the usefulness of resources such as developmental toys, milestone tracking, and personalized strategies.

Several comments emphasized how ILP services helped children meet or exceed developmental milestones, particularly in areas like speech, mobility, and social interaction. Families also appreciated the emotional support they received, noting that providers listened to their concerns, validated their experiences, and helped them feel more confident as caregivers.

A smaller portion of comments were mixed, often acknowledging the benefits of the program while also pointing out areas for improvement. These included concerns about staffing shortages, limited service frequency, or challenges transitioning out of the program. Negative comments were rare but tended to focus on systemic issues such as lack of follow-up, difficulty accessing services in rural areas, or dissatisfaction with leadership or coordination.

Overall, the comments reflect a deep appreciation for the ILP's role in supporting families during critical early years, while also highlighting opportunities to strengthen consistency, communication, and access across all regions. The percentage of positive comments from each region can be seen in Figure 6 below, with all regions showing an 80% or higher rate of positive comments.

Figure 6 – What Percent of Comments were Positive in Each Region?



~ See [Appendix B](#) to read all comments. Identifying information has been removed.

~ See Table 7 in the [Appendix C](#) data tables for more detailed information about written responses received from each region.

Findings

Survey Results

The data summarized in this report for questions 1-17 of the survey reflect the statewide averages for each question. The State has established annual performance targets for federal reporting purposes. The following reflects the survey questions utilized for federal reporting and the targets for the reporting period corresponding to this report.

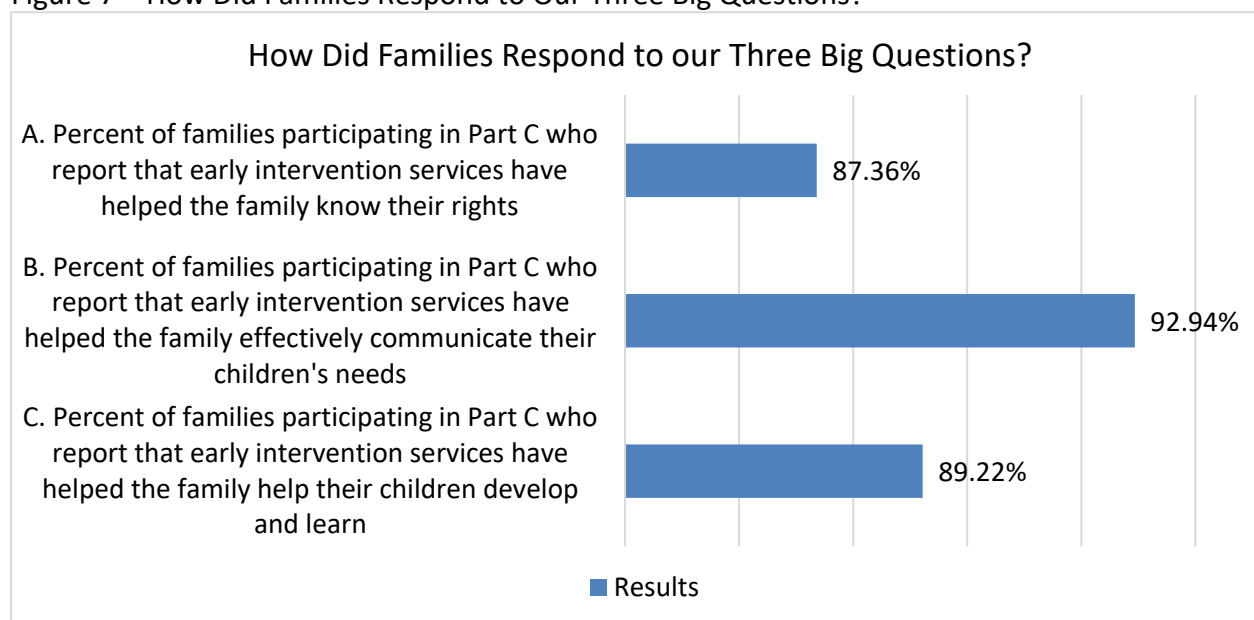
Due to the significant changes made to survey methodology, including administering a new survey, the FOS-R, the SFY 2025 results have been adopted as new baseline data, serving as targets for this year. New targets for future years have been established and will be reported in the Alaska State Performance Plan and Annual Performance Report (SPP/APR). Future years will report on year – to year measurement differences.

How did we calculate the results?

Parent responses to questions 1 to 5 were designed to collect information related to Indicator 4A, questions 6 to 11 related to Indicator 4B, and questions 12 to 17 related to Indicator 4C. To obtain a positive percentage score for Indicators 4 A, B, and C, these steps were followed:

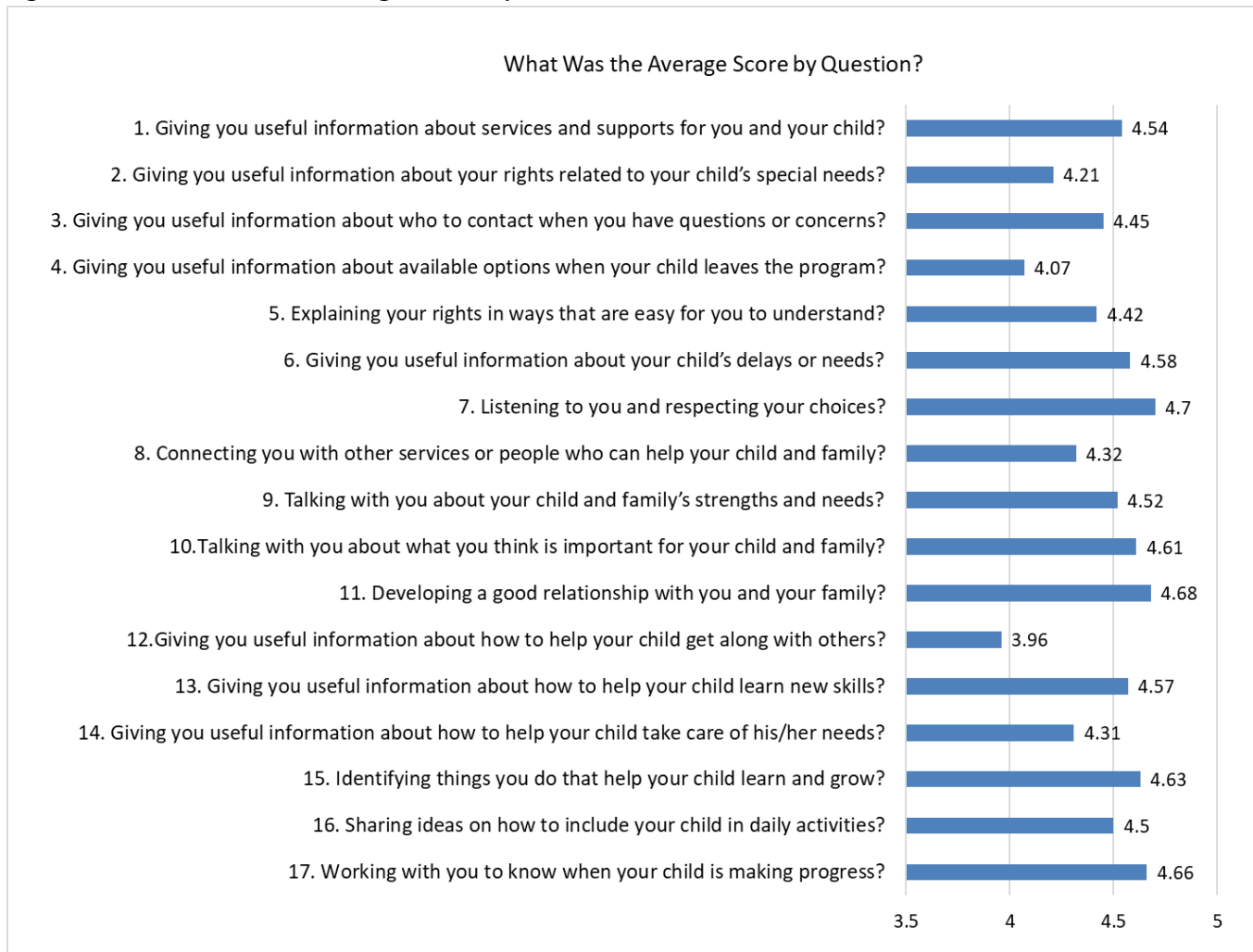
1. Calculate the average score for each respondent for the questions related to each indicator subcategory (A, B, or C).
2. Count the number of respondents whose average score was 4 or higher for the questions related to each indicator subcategory (A, B, or C).
3. Divide the number of respondents whose average score was 4 or higher for the questions related to each indicator subcategory (A, B, or C) by the total number of respondents to obtain the percentage of positive responses.

Figure 7 – How Did Families Respond to Our Three Big Questions?



~ See Table 8 in the [Appendix C](#) data tables for more detailed information about survey results.

Figure 8 – What Was the Average Score by Question?



Representativeness

To analyze whether the demographics of the infants and toddlers for whom families responded to the survey are representative of the demographics of infants and toddlers receiving services in Alaska's Part C program, we used the Representativeness Calculator developed by the DaSy Center for IDEA Data and the Early Childhood Technical Assistance (ECTA) Center. This product is an Excel-based calculator that uses statistical formulas to determine if the overall distribution of survey responses across subgroups is similar to the distribution of those subgroups in the population. This tool helps answer the question: *"Do the families who responded to the survey reflect the population we're trying to study?"*

How did we test for representativeness?

The calculator compares the distribution of survey responses across demographic subgroups (e.g., race, ethnicity) to the distribution of infants and toddlers receiving services in the Part C Program. It first runs a Chi-square test to see if the overall distribution is statistically different. If it is, the tool then uses z-tests to identify which specific subgroups are over- or underrepresented. To ensure accuracy when testing multiple subgroups, the calculator applies the Bonferroni correction, which adjusts the significance level to reduce the chance of false positives. If no significant differences are found, the data are considered representative. If differences are found, the tool highlights which subgroups differ meaningfully from the infants and toddlers receiving services in the Part C program.

Race and ethnicity

Representativeness was analyzed by comparing the number of surveys received by race and ethnicity to the number of surveys distributed by race and ethnicity. The representativeness calculator determined that the survey responses received were representative of the families eligible to take the survey by race and ethnicity, including Hispanic families.

~ See Table 9 in the [Appendix C](#) data tables for more detailed information about representativeness of race and ethnicity.

Regional Differences

Representativeness was analyzed by comparing the percentage of surveys received by urban and rural regions to the percentage of infants and toddlers receiving services in Part C by urban and rural regions. Urban and rural communities were identified based on census definitions, with some nearby communities combined into a larger urban area. The representativeness calculator determined that the survey responses received were representative of the survey population by urban and rural residence.

~ See Table 10 in the [Appendix C](#) data tables for more detailed information about representativeness of families in rural and urban regions.

Non-response Bias

Analysis of response bias is utilized to determine whether the demographics of families who responded differ significantly from the demographics of families who didn't respond in terms of race/ethnicity and geographic region (urban vs. rural). While this looks at demographic differences among these groups, this does not reflect differences in the groups' answers to the survey questions themselves. Detecting such differences is critical because nonresponse bias can affect the representativeness and validity of survey results. Analysis of nonresponse bias helps answer the question "Are the people who didn't respond different in ways that would change the survey results?"

How did we test for non-response bias?

Nonresponse bias was assessed using the Chi-square test of independence, which compares observed counts of respondents and nonrespondents across categories to expected counts under the assumption of no difference.

Null Hypothesis (H_0): The distribution of respondents and nonrespondents is the same across categories (race or region).

Alternative Hypothesis (H_1): The distribution differs significantly, indicating potential nonresponse bias.

A p-value less than 0.05 was considered evidence of statistically significant bias. Additionally, standardized residuals were calculated for race categories to identify which groups contributed most to any observed bias. Residuals greater than or equal to ± 1.96 indicate a moderate contribution and residuals greater than or equal to ± 3.0 indicate a strong contribution.

Race and ethnicity

The analysis revealed a statistically significant difference between respondents and nonrespondents across racial groups, indicating nonresponse bias. Analysis of standardized residuals shows that American Indian or Alaska Native families had more nonrespondents than expected, suggesting they were underrepresented in the survey. Conversely, White/Caucasian families had fewer nonrespondents than expected, indicating they were overrepresented in the survey. Other racial groups (Asian, Black/African American, Hispanic/Latino, Pacific Islander) contributed less to the nonresponse bias.

~ See tables 11, and 12 in the [Appendix C](#) data tables for more detailed information about non-response bias by race/ethnicity.

Regional Differences

The analysis for regions (urban vs. rural) showed no significant difference between respondents and nonrespondents based on whether they were from urban or rural areas of the state. This suggests that nonresponse bias is not present for geographic regions, and the distribution of respondents and nonrespondents is similar across rural and urban areas.

~ See tables 13 and 14 in the [Appendix C](#) data tables for more detailed information about non-response bias by rural and urban regions.

Analysis and Discussion

Results

Responses to the survey show that regional ILP programs help many families who participate in Part C services know their rights. However, we need to improve significantly in order to reach the target of 100% in this area. The strongest results were seen on questions related to programs helping the family effectively communicate their child's needs, with results showing Alaska performing well above the national average. Another area for Alaska to focus on for growth is helping families help their children develop and learn.

It is important that we focus strategies for improved results on how we deliver services to families, not

just on getting better answers to survey questions. Understanding how families experience early intervention services is essential for ensuring those services are truly effective, equitable, and responsive to family needs.

To ensure families are well-informed about their rights and the services available to them, we are encouraging local programs to simplify legal language and use visual aids to help families understand their rights at the time decisions are being made. We are working to provide families with concise, user-friendly handouts that summarize their rights and available services. Dispute resolution processes and materials are currently being strengthened and updated to make them easier for families to access.

Supporting families in effectively communicating their child's needs begins by listening to parents during meetings and visits, validating family concerns and preferences, and fostering a collaborative environment. A strength-based approach that highlights the child's abilities alongside their needs boosts family confidence and engagement. Involving families in setting goals and making decisions ensures that their voices are central to the planning process, reinforcing their role as key advocates for their child.

Helping families support their child's development involves providing coaching with families in their natural environments. Local program staff model strategies during visits, showing families how to incorporate learning into everyday routines. When providers align strategies with each family's culture and lifestyle, they are more likely to use them. Celebrating a child's progress builds family confidence and reinforces the value of their involvement in their child's growth and learning.

Response Rate

The response rate for the survey was slightly higher than the previous year. The mean response rate nationally for Part C Family Outcome Surveys in FFY22 was 33%, with a range of response rates from 3% to 100% across 56 states and territories. (Early Childhood Technical Assistance Center (2025), IDEA Part C Early Intervention Family Survey Data FFY 2022). Alaska's response rate is close to the mean.

Strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented. Some of the strategies that have been implemented and will continue to implement include:

- Utilizing several survey methods, including mail, email, texting and QR code.
- Multiple follow-ups throughout the survey period by email, postcards, and provider outreach.
- Sending the survey earlier in the year, beginning in February.
- Scheduling follow-up contacts will be closer together, at a minimum monthly.
- Providing additional outreach materials for local programs to use to encourage family participation.
- Educating stakeholders about the survey, results from the previous year, and how survey information is used for reporting, planning, and program oversight.

Representativeness

Overall, when looking at the families who responded to the survey, we found that the families who responded were a good reflection of the racial diversity of children enrolled in Part C services. In addition, we found that the responses were reflective of both urban and rural families who participated in Part C, meaning that urban and rural families were equally likely to complete the survey. Rural families were represented very slightly more than urban families. Although the difference was not statistically significant, this was a surprising finding.

Non-response Bias

Analysis showed that fewer Alaska Native families responded to the survey than we would expect. To develop strategies to address nonresponse bias and increase representativeness, we gathered input from stakeholders, including the Interagency Coordinating Council (ICC) and local ILP Program Coordinators. Based on stakeholder feedback and our knowledge of Alaskan families, we developed hypotheses for non-response bias and response patterns observed.

We hypothesize that Alaska Native families:

- move around the state more often and so may have less accurate contact information.
- have less reliable phone, cell phone, internet and mail services.
- have cultural norm of nonresponse, as it is a part of the culture to not complain or go against perceived government authority.

In order to address non-response bias in Alaska Native families, will use the following strategies.

- Continue to provide several methods for responding to the survey, including mail, email, texting and QR code.
- Provide access to the survey in multiple languages.
- Work with local programs to encourage family participation, update family contact information, and encourage participation from Alaska native families.
- Distribute surveys earlier in the year and leave the survey open for a longer period in order to avoid periods of heavy subsistence activities.

Conclusions

The findings of the 2025 Family Outcomes Survey demonstrate that Alaska's early intervention services are making a meaningful and measurable difference in the lives of families with young children experiencing developmental delays or disabilities. The majority of families reported that services helped them understand their rights, communicate their child's needs, and support their child's development—core objectives of the survey and of the Part C program under IDEA. These results affirm the value of family-centered practices and the commitment of local Infant Learning Program (ILP) providers across the state.

The transition to in-house survey administration and the adoption of a validated, streamlined tool significantly improved response rates and data quality. Each ILP program in the state is now represented with both responses and comments. While the overall feedback was overwhelmingly positive, the survey also highlighted areas for continued focus, including addressing service access in

rural regions, supporting families in understanding their rights, and reducing nonresponse bias among certain demographic groups. These findings provide a strong foundation for ongoing quality improvement, policy development, and advocacy to ensure that all Alaska families receive equitable, effective early intervention support.

Recommendations

- **Enhance Family Understanding of Rights**
Develop simplified, user-friendly materials that explain IDEA rights using plain language and visual aids for distribution at key decision points and during service planning meetings. Continue to make dispute resolution processes easier for families to understand and access.
- **Improve Access and Consistency of Services**
Address staffing shortages and service gaps, particularly in rural areas, by exploring telehealth options, increasing provider recruitment, and supporting workforce retention.
- **Increase Survey Participation**
Launch earlier and more sustained outreach efforts, beginning in February, and continue offering multiple response methods (mail, email, text, QR code) with periodic reminders. Develop materials that are relevant to the cultures in each family and community.
- **Promote Equity and Representation**
Partner with tribal organizations and other local providers to build trust and increase participation among Alaska Native and underrepresented families. Offer the survey in multiple languages and formats.
- **Reduce Nonresponse Bias**
Monitor response patterns by race and region and implement targeted strategies to engage groups with historically lower response rates. Extend the survey window to avoid conflicts with seasonal subsistence activities.
- **Use Data for Continuous Improvement**
Share survey results with local ILP programs and stakeholders to inform training, planning, and quality improvement efforts. Highlight how family feedback directly shapes services.

Appendices

- A. Alaska Infant Learning Program Family Experience Survey Form
- B. Family Outcomes Survey Comments
- C. Data Tables
- D. References



Alaska Infant Learning Program Family Experience Survey

Instructions: The Family Outcomes Survey focuses on the helpfulness of early intervention. For each question below, please select how helpful early intervention has been to you and your family over the past year: Not at all helpful, a little helpful, somewhat helpful, very helpful, or extremely helpful.		Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Knowing your rights						
How helpful has early intervention been in...						
1.	giving you useful information about services and supports for you and your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	giving you useful information about your rights related to your child's special needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	giving you useful information about who to contact when you have questions or concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	giving you useful information about available options when your child leaves the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	explaining your rights in ways that are easy for you to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating your child's needs						
How helpful has early intervention been in...						
6.	giving you useful information about your child's delays or needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	listening to you and respecting your choices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	connecting you with other services or people who can help your child and family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	talking with you about your child and family's strengths and needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	talking with you about what you think is important for your child and family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	developing a good relationship with you and your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping your child develop and learn						
How helpful has early intervention been in...						
12.	giving you useful information about how to help your child get along with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	giving you useful information about how to help your child learn new skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	giving you useful information about how to help your child take care of his/her needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	identifying things you do that help your child learn and grow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	sharing ideas on how to include your child in daily activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	working with you to know when your child is making progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please share any additional comments here:						

Alaska Infant Learning Program Family Outcomes Survey Respondent Comments

<i>Q18: What would you like to share about your experience in Infant Learning Program?</i>
My daughters care team has been absolutely amazing and I recommend them to anyone who asks
Yulia is amazing and I couldn't be more blessed with the help she gave me and my family!
Helpful in ways with referrals for my son's health condition. He has been referred to ANMC for more testing upcoming in August and September. Quyanapuktuñi for your services.
The constant communication via through the postal service office as well as email has been helpful in accountability, especially in tracking his milestones.
I'm very grateful for their help with all my children, they listened to my concerns and saw my kids milestones with their help.
Helped my son with his speech.
They're great people to work with, very helpful in every way.
ILP helped my family when we needed it most. Their advocacy for are needs were beneficial
I was very pleased with the information and activities they provided for him to help him reach his potential for being a preemie
Our experience has been wonderful. I truly believe that the members we have been paired with have gone above and beyond to make sure our son received the care he needed for the best start to his life. I honestly don't know what position we would all be in now if we didn't have the early intervention and guidance of the Infant Learning Program.
We had a good experience and they were very helpful with their suggestions and connecting us with the school program for kids with speech delay.
Has helped us so much!
The individuals that we worked with from the program were great. I wish that we could have had more frequent support earlier on with speech services before we were able to get into a private speech program. It appeared that a shortage of staff was the reason that the frequency couldn't be more, which is unfortunate. Very grateful for the help in getting our child into the ASD early intervention preschool program.
There was plenty of programs that i didn't know was available to us. Also events they helped me out with a monthly calendar. We got along great with our coordinator, she made my son comfortable & excited to learn. She was always prompt on sending me any information we discussed. Thank You
Nauyaq has been helpful with information, songs and toys. I appreciate her taking the time for home visits and letting me know the next stages of what my child may need to know as he is growing. I am a foster parent and never had children of my own so this is new to me. Thank you, Nauyaq.
I felt accompanied and my son enjoyed it a lot

This program is great. I enjoyed having your program help my grandson.
I couldn't have started getting the support I'm getting now if ILP didn't give me the information and support that's available to us in our community
If it wasn't for this program my daughter would be who she is today. she can walk getting closer to talk and we are continuing working on her eating solids. thank you for everything.
It seemed like the only place to go after this program was public school. Private therapy was mentioned but if I was interested in that, I needed to get referrals in and wait. Where public school was pushed hard, and meetings would be set up to transfer him from ACCA over to the school district. We are grateful to have had infant learning while our son was young and felt supported during his early development.
We had a very pleasant experience.
We appreciate the consistent help and encouragement from the Infant Learning Program. It has made a huge difference in our lives as we navigate life with a special needs child.
We were so grateful to have all of the help Whitney provided for our son and our family. Thank you so much!
You are so amazing and we love you! Thank you for all you do and have done for us!
This program has really helped my son communicate better and I am able to understand him so much more from where we started
They were just amazing! Our daughter wouldn't have improved as fast as she did without them and she went above and beyond trying to help me get into Denali Kid Care. I was very very grateful for everything especially them coming to us!
Staff members are very caring and truly listened to my needs Thank you. That they are known how valuable they are to the agency
Calista was absolutely wonderful, not just with my son's speech, but with any other helper questions we could have regarding behavior, appetite, potty training, etc. we truly enjoyed spending time with her and as happy as we are to have gone through this program we're very sad to see her go. Thank you again for everything Calista!
I really appreciate the providers professionalism and kindness.
I can't say enough great things about PIC and our ST, Destiny. We have learned so much and our daughter's speech has grown tremendously! Destiny takes the time each apt to learn the best way to teach our daughter and us. Destiny is so patient with her and so very kind. She is absolutely wonderful and we appreciate her so much! We have loved our experience with PIC and Destiny every step. The whole program is a wonderfully resource to have I'm so thankful we have gotten to participate.
Our son was in for speech delay but he got tubes and his speech delay has completely resolved, so a lot of these are not applicable.
Annie is doing great and this program (and Ellen) has helped us identify ways to support her development so she can grow, learn, and succeed. Thank you!!

It has been a wonderful tool for us. Our daughter has grown so much through the program. Thank you.
This Infant learning program has been very helpful, and we appreciate the help and the progress it has created in our son.
All of the people who have been helping us with my daughter's development have been absolutely amazing and I cannot be more grateful.
The ILP has been a great resource for our family, the ladies always are eager to help our son succeed and access different community resources available. We are forever grateful, thank you for all they do for us and our community
Continue with the learning program with other family's that are in need
Amy and Martina were wonderful, they provided useful information that took into account our kiddo's limitations and needs. I would 100% recommend them!
They've helped us find our daughter a program in school for her needs.
Everyone does their best to provide answers and guidance when it comes to my child. They are very engaging with our child and I feel they truly care.
We are endlessly grateful for the incredible support, guidance, and care our daughter has received from Emily, Kristin, and Hannah. These amazing women have not only helped our daughter make remarkable progress in her milestones, but they've also empowered us with knowledge and confidence as parents. Their expertise, patience, and genuine care have made an immeasurable difference in our lives. We love being part of their team and can't thank them enough for walking this journey with us.
Our daughter has grown so much since beginning the program. Kate is amazing. She has developed a great rapport with our daughter (which I didn't believe was possible prior to the program). I think her time with Kate has benefited her relationship with other providers. She is much more willing to tolerate other professionals she works with.
This program was a life-changing for me and my son. I was struggling so much and your team helped me figure out ingenious ways to communicate with my son as well as gave me so much support and always so much positive feedback they really helped me feel less anxious and more confident as a new mother. I have recommended you to countless parents with babies because of all of this. Thank you!
It's been going fine so far. He's learning slowly.
I highly recommend the program to kids who need a little extra help in developmental qualities
I worked closely with Maria and Heather and both these amazing ladies helped me navigate my daughter's speech delay with great empathy and wealth of knowledge. I was given lots of tips and tricks that we practiced at home. I also appreciate the support even after we're no longer in the program.
Heather and Rheanna are amazing, very easy to communicate with. Kodiak is very lucky to have these two wonderful persons assisting with children's development needs.

We've had a wonderful experience with our son's ILP team. Tara is amazing and he looks forward to seeing her. The providers for our son's services have been friendly, helpful, and always so reassuring. We appreciate the team our son and our family have been set up with.
Kate was extremely helpful with information and ways to help my son! I appreciate her flexibility when canceling or rescheduling!
We had a very positive experience with PIC and feel that it really helped our daughter and helped us learn how to encourage communication through play. We love our PIC therapists and would highly recommend them to other parents in our situation.
We are so thankful for our ILP providers and the support they provide us so that we can help our son learn, grow, and meet his milestone goals.
We love ILP and the entire ACCA team. The program has been so beneficial for our family as we navigate having a kiddo with medical complexities.
Julia is one of a kind and truly amazing. She's helped us so much on this journey and we appreciate her efforts, communication, and commitment to helping us work with our daughter. We see so much improvement. Thank you!
With the limited times we were able to fly in for an appointment, his speech is slowly progressing but. Id wish we were able to attend more.
Wonderful people to work with. Felt very heard and was given good resources to help my child.
I like your help for many families and thanks for that
Overall it has been a really positive experience. I am grateful for the services our family has received. Thank you!
Helpers for many families
Some workers are definitely better than others but as a whole it's okay. It seems the options are very basic, I wish there were more intensive options but that may not be a high need in our small community.
I just want to say that I am thankful that we have a program like this.
Jackie was AMAZING!!! was so knowledgeable and helpful. And supported and always made it a priority to listen to our concerns or questions
Neither of my children would be as well prepared as they are now without the help of the ILP. When our pediatrician wouldn't listen, ILP did and helped us find resources to support my children's needs.
The entire staff were amazing. They were extremely patient and understanding with all aspects of the needs and challenges of my child. I love ACCA and it's entire staff, they set the standards for the care and treatment I've come to desire for the treatment of my child's needs.
Jade is amazing with my son teaches and plays with them they have an awesome relationship and super helpful and has a lot of insight as well to go with the extra step and do the extra research for the things that we do not know look forward to working with her more

My son and I love it when they come to check in and work with my son and me, it's one of the best programs like this that I have been in with my kids.
They've always been fantastic!:) thank you so much.
Ashley is amazing, she was very helpful and encouraging
We had a great experience working with Ashley and Donna. They were both great with my son and supplied great information for resources and to help my son. They contributed to his growth in verbal communication.
Our child had a lot of developmental delays and she wouldn't be where she is at today with the ILP program helping us with resources and coaching
I have felt so supported by the program and have found it invaluable in a time of great need with my child.
ILP has been such a blessing during the first three years of our child's life! They have been with us for every success and every challenge. We have felt supported and listened to, as well as cared for during the process. Their expertise has helped our daughter grow, and the monthly toys have helped her develop new skills. We are so grateful to have had this experience! Thank you ILP!
Amy Bristol and Cristine Aki are a joy to work with!
I wish they had more staff, it was hard getting consistent service before we aged out.
I found it helpful when it came to referrals to certain doctors/specialists but other than that i was kind of lost on how to take the next steps after being released from Infant Learning Program.
It is a wonderful program. It saved my younger daughter that had cerebral palsy.
Love the in person services that we have received
Thank you to Toni Rae and Heather Burke. They are both extraordinary.
Absolutely excellent!
It's a great program and I'm so thankful for all the support.
Very friendly and professional
All of the help we have received over the years from the programs have been nothing but amazing. Everyone is always so helpful and kind and shown my children so much love and I couldn't ask for more from them. They always go above and beyond. Thank you for all you do.
We are so grateful to the program! Every provider was kind and caring. This program has made an incredible impact on our family! Thank you!
I'm very happy this program exists and that our provider referred us early. Our kiddo benefited in many ways and was set up for success with exiting the program too.

All the people through Sprout that we have gotten to work with him been great listeners and have really taken it upon themselves to make sure not only our son gets the assistance he needs but that we get the support we need as well. We appreciate them taking the time to explain everything to us, give us our options, and also listen to our goals and thoughts. So thankful for their support and looking forward to their assistance as we transition to the next steps.
Our team has been great and we are very grateful for this program!
They are very attentive
WONDERFUL people!!!
ILP has far surpassed my expectations. My little is beyond excited to hear when it's time to visit Ms. Emily, he has soared through milestones since he has started going, and Ms. Emily is never out of ideas or suggestions, no matter what concern or new challenge pops up. Our son being accepted into ILP has no doubt changed his life for good and helped to put him on track to hopefully catch up to his peers and live a typical life. It's also been life-changing for our whole family, because we've been given the tools/ suggestions/ helpful advice and resources we need to have patience and understanding to help our son through the more challenging days. There is absolutely no way we would have been able to keep up with all of his sessions if this were not a free service provided by the state, and we will be forever grateful for his ILP and ACCA.
Me (mom) and my baby like the program thank you
My experience has been incredible. My daughter has gone from 1 word to over 70 in a little over 6 months. I feel very grateful to take part in this program.
We are so grateful to PIC and all our amazing therapists we worked with. Made all the difference in our little boys life.
They listen and they care. There's goals for my child are spot on and with there help my child succeeds.
It's been an amazing resource and we love Heather!
Super thankful for the program!
Very positive experience. Good peace of mind knowing they were keeping an eye on my daughter's milestones.
ILP provides so much more than Developmental support for the child. They support the family. Continuously trying to advocate for your child and their needs is exhausting! Many times it can feel like providers are not listening. This is when it is easy for a parent to give up or "take a break." This is when the support of ILP is so helpful. The regular visits are a reminder of your goals. Some times all a parent needs is to have their concerns and fears heard and know that someone is in their corner.
I really appreciated the help they do for my child and help me understand my child
They met child and parent where it was most convenient. Very kind and helpful.
Love it, has been very helpful for us!
Nothing but a positive experience with PIC
Thank you for all you guys have done for my daughter and I, we are sad to be done soon!

Jackie was so helpful and become like family to us!
Ms Kristin and Ms Hannah have been so amazing and supportive of supporting my son through his developing speech needs! They have also been very understanding and helpful in our journey towards a potential autism diagnosis and have provided amazing feedback and advice is supporting our son! I appreciate all they have done to help us and am truly so grateful!
Thank you for helping us! I'm so glad we had REACH on our kid's team.
This has been great helping my son develop and explore her space
Amy and Kayla have been amazing resources. They are very professional kind and patient. We love them
We're appreciative that they typically keep my multiple kids with one EI provider for case management.
PIC has gone over and beyond anything I could have asked for. The love the providers show is a blessing to me and my family.
Susan and Erica were very kind and supportive.
Our Chugiak-based SLP was amazing! We certainly are disappointed that YKHC couldn't meet her financial needs. We hope that our next assigned SLP will be helpful too.
When I enrolled my daughter into the program, I had concerns about her being developmentally delayed. After working with Tracy, my daughter is thriving and I no longer have concerns. I took everything we learned and worked with my daughter. I am thankful for this program and all the help and everything that we learned. Thank you!
My son is learning and developing social and physical skills. He has a delay and is catching up to where he needs to be. He has a great care team.
The services we were provided with at no cost to our family were wonderful. We enjoyed working with Whitney as her advice was extremely helpful. Our son loved spending time with Whitney. I found her guidance helpful. She helped to reassure and validate my concerns with his speech delay. Together her and I worked on a plan to help him. It was so nice to have a knowledgeable expert assist me. We are thankful for our time with Whitney. PIC is an amazing program for families. I would recommend your services to anyone who was in need of or interested in PIC.
We love the program and it's helped out son so much!
We were thrilled with the services provided by the PT Abbie that ended up leaving the program and Denise the developmental specialist was as helpful as she could be. We were not thrilled with the leadership there and how they managed Focus.
Mo, Tiffany and Lisa were great with my son and me. I am forever grateful for the care they provided to our family. Mo's gentle and caring OT skills helped him improve his overall health, she taught me so much. Tiffany gave us a great class series of baby massage that we use everyday. We truly appreciate all that ELP does for the community!

I got to learn how to play with my baby, programs she can try, got to see her ride a special scooter, see all kinds of toys she likes, how to let my baby stretch and move around and plenty more to come. Thank you very much.
Our SLP was amazing! It is very disappointing that a replacement has not been hired, and I've now had to use my private insurance for continuity of care.
I enjoy the program and so thankful for all the help !
As a foster parent I've had many children thru this program and all my experiences have been great.
Just so thankful for Cassia and the team including Martina. They input and critiques have been helpful to my boys development and mine as a Mom
It's been very helpful in my child's development and growth! We often get all of the support that we need and they are very encouraging about the Developmental skills we as parents work on with our daughter. Everything that they've done to this point in helping our daughter has been greatly appreciated!
We had an excellent experience! Thank you!
ILP has been with us from the moment I took my premie baby home from the hospital. They made things easier on our end and shared us information we never knew. I would highly recommend this program.
We felt super supported by the whole team. This was a great experience and I feel like a better parent.
Shelby was great to work with! Very knowledgeable and great with follow up. We really appreciated working with her, thank you!
Our experience with the infant learning program has been nothing short of amazing. Amy has been such a blessing to our little one. Her warmth, patience, and dedication have truly made a difference in her growth. We've watched her blossom in ways we never imagined, and it's all thanks to Amy's thoughtful and loving approach. We are incredibly grateful for her influence in her life and can't thank her enough for the remarkable things she has done.
Denaya was very helpful and understanding of my son's issues. I appreciate her!
Our family had a great experience with our local Families, Infants, and Toddlers program, but we have not heard from them since October even though we've tried to make it clear that we'd still love for our child to receive services. I heard they have had many staffing changes, so I hope we hear from them again sometime soon.
I am very grateful for this program as it helped me understand my child's needs and her diagnosis. It helped my child meet milestones.
I cherish the advice, encouragement and feedback I have received from each of the therapists who have walked along side me and my little one on this journey.

Brittany Taylor has done an absolutely amazing job of supporting our family in navigating the process of assessment through therapy and community resources that have been perfect for our two sons. Very thorough and knowledgeable; Kind and patient; while being very efficient and on top of the paperwork side of things. I never had to remind her of any dates or times. Even went out of her way to drop resources off at my home at my convenience. So helpful!! We're super appreciative!!
Amy feels like part of our family. We will miss working with her - under her care our son made such HUGE progress and we are beyond grateful!
We had the most amazing and genuine speech therapist and OTs to help my son and our family . Very thankful for all the outstanding support and understanding we received from Maryam, Libbey, and Susan. They always went the extra mile with finding and providing recourses and solutions.
Everyone was very helpful and supportive. They did not shame us as parents when our child did not make the progress expected, instead reinforced previous tools and tried new ones.
Emily, Kristen and Jade are the best. We are going to miss them
Extremely helpful. The ladies were so wonderful with our son. They addressed every concerns we had and helped us over come some obstacles. We enjoyed everyone so very much.
Need more resources regarding the ability to allow my speech delayed child to learn more sign language
We've had an amazing experience with sprout especially Tara H. From the home visits, therapies, information, and the cards/stickers sent to the hospital, they've all meant a lot to my son and therefore my family. Thank you!
Toni Rae Oseki has made a great, positive impact on my childrens lives while she was with the FIT program. she will be missed beyond measure. what was best about this program was knowing that she was there, she already knew us, all she had to do was get to know the babies.
Being involved in the PIC program was extremely beneficial for my toddler and his speech delay. All the instructors have been so helpful and supportive of my toddlers needs.
Very understanding and helpful
The program has helped our family tremendously. We received guidance on how to help our child and we were connected to helpful resources.
The infant learning program helped my child reach expected milestones and continuing to get my child's needs met by giving helpful information and available opportunities.
I loved this experience my caretaker was very kind and helpful. Being new to area she was available to assist me and my family
We have absolutely loved the care we have received at ACCA. Everyone we have dealt with has been kind and extremely helpful. Whenever I had a concern or question they were there to help or help me in the right direction. We are truly sad to leave.

I absolutely loved this program. The person who helped us was named Liz and I couldn't be more grateful for her!
The Infant Learning Program has been a helpful and fun experience for my family. My son adores our ILP provider and gets very excited when he finds out she will visit us. We were connected with so many different services that have helped my son immensely, and I always know that if I have any questions, my ILP provider can answer them or help me get answers.
We've felt very supported by ILP and are very thankful to have had our child be able to be involved in this program.
Steve and Tiffany have been great resources for our daughter both in her speech development and navigating her behaviors and socio-emotional development.
They helped me with him getting very overwhelmed
The ILP helped our family navigate so many stressful unknowns. Our guide, Heather, was so knowledgeable and caring about all of us, not just our child. I feel like his early childhood experience would not have been as successful without her.
<p>As a foster parent, early educator, and curriculum director in rural Alaska, I've spent my career focused on helping children thrive. But nothing has shown me the power of early intervention more than my experience with the Infant Learning Program (ILP) and Nunakins Daycare—and what they've meant for our family.</p> <p>When our daughter came into our custody a year ago, she had already experienced developmental delays due to a multitude of circumstances that no child should face during such critical stages of development. Because she was already connected to ILP, her transition into our home was seamless. ILP made sure we were supported from the start—helping us focus on speech and connection. That foundation made a huge difference. We were able to read with her, talk with her, and begin bonding meaningfully right away.</p> <p>Today, we have a healthy, chatty, moving-and-shaking two-year-old. One of our providers said it best: "I remember her wearing a helmet, barely able to stand without falling—and now look at her climbing up the stairs." With the help of ILP and Nunakins, she's found solid footing—literally. Programs like ILP help children build strong developmental foundations and enter school ready to learn. As a curriculum director, I know how critical this is. Early intervention doesn't just help families—it strengthens our entire education system by closing gaps before they grow.</p> <p>One of the greatest strengths of the American education system is the belief that every child deserves access to learning and the opportunity to pursue their ambitions. We don't know what the future holds for our little one, but because of ILP and daycare, she now has every opportunity to dream big and grow with confidence.</p>
I went because I had to go. I had no idea how beneficial this would be. It has been fun informative and educational. I have learned so much while there about how to help our boys develop! What an encouragement this experience has been!!
Joan is very kind and warm, and we were grateful to invite her into our home. She was very supportive and encouraging and non judgmental

I am beyond thankful for Donna! Our child has caught up with his language and she is a true life saver.
When ACCA came to my home for the first time, I was desperate for help. Three days after my son was born, I could tell he was struggling, but I didn't know how to help him. I took him to many medical professionals, but no one had answers. The ACCA staff were the first to listen to me and take my concerns seriously. They guided me on how to best help my son, listened to me, and helped me brainstorm ways to apply what they were teaching me to all areas of my son's life. I am so grateful to the ACCA staff—I'm scared to think of what would have happened if I hadn't had them as a resource.
Nearly everything you asked me in this survey, did not ever happen. The state has absolutely failed my family and my son. We have been lost in whatever type of "system" the state claims. This is one of the worst states to try and raise a disabled child. Absolute failure with lack of programs, lack of resources and lack of availability.
They have been a vital part of my son's journey and the services they provide are part of the reason my son has some of the resources he does. The Wasilla team is beyond amazing!
Being supported by ILP has been monumental for our family and we are very proud to be part of the ILP family! Thanks for all you do!
We have had excellent experience with the Infant Learning Program on Prince of Wales Island. They have really helped my boys blossom
Our team through ILP have been the best support for our family. We have been able to connect with therapists, specialists, and community supports through this amazing program. Our children love the visits in our home. The personalized care is unmatched.
I had both my children go thru this program. I was met with very friendly staff and staff that really wanted to help my children succeed.
We love ILP! We've learned wonderful ways to support our son's development as a family.
Sprout has been a blessing for our family. We've had a really negative experience with a different service that was providing physical therapy, occupational therapy and speech therapy for our child. We were hesitant to try another service but we are so glad that we did the staff have been amazing and I've been so respectful and so helpful.
Kristin is very helpful with recommendations tips and tricks . She has been amazing!!!! I'm very thankful and grateful for her help !!!
ILP has been so amazing, we are so grateful to have them. They've been so helpful with every possible thing our son could need we couldn't ask for more.
My OT Keri has been so incredibly warm and helpful. I came to her after my sister and my babies doctor referred me. She has been tremendous help and so good to talk to.
Rachel was wonderful and incredibly helpful throughout the whole process. I'm very thankful she helped us and got my daughter and I the guidance and occupational/speech therapies that she needed.

Data Tables

Table 1 – Breakdown of Survey Distribution by Region

Region	# Families Eligible to Complete Survey	% of Statewide Total
Anchorage	277	32%
Bethel	64	7%
Dillingham	16	2%
Eagle River	30	3%
Fairbanks	181	21%
Homer	38	4%
Interior/Fairbanks	10	1%
Juneau	46	5%
Ketchikan	44	5%
Kodiak	19	2%
Kotzebue	8	1%
Nome	18	2%
Sitka	16	2%
Soldotna	22	3%
Wasilla	76	9%
Statewide	865	100%

Table 2 – Methods of response

	# Surveys Distributed Statewide	# Responses Statewide	# Responded by Text or QR Code	# Responded by Email link	# Responded by Mail
Number	865	269	121	147	1
Percentage			45%	55%	< 1%

Table 3 – Survey Distribution, Responses and Rate of Return by Region

Region	# Surveys Distributed	# Surveys Returned	Response Rate	Variance from State Rate
Anchorage	277	86	31%	0%
Bethel	64	16	25%	-6%
Dillingham	16	6	38%	6%
Eagle River	38	11	29%	-2%
Fairbanks	181	49	27%	-4%
Homer	30	11	37%	6%
Interior/Fairbanks	10	4	40%	9%
Juneau	46	15	33%	2%
Ketchikan	44	11	25%	-6%
Kodiak	19	8	42%	11%
Kotzebue	8	3	38%	6%
Nome	18	6	33%	2%
Sitka	16	7	44%	13%
Soldotna	22	7	32%	1%
Wasilla	76	29	38%	7%
Statewide	865	269	31.10%	

Table 4 – Survey Distribution, Responses and Rate of Return by Rural/Urban

Community Type	# Surveys Distributed	# Responses	Response Rate	Variance from State Rate
Urban	567	182	29.19%	-2.90 %
Rural	298	87	32.10%	+1.00 %
Totals	865	269	31.10%	

Table 5 – Communities represented in survey responses by urban/rural

URBAN	RURAL	RURAL	RURAL
ANCHORAGE	ALAKANUK	HOOPER BAY	PETERSBURG
CHUGIAK	BARROW	HYDABURG	PILOT STATION
EAGLE RIVER	BETHEL	KAKE	RUBY
FAIRBANKS	BIG LAKE	KASIGLUK	SALCHA
FORT WAINWRIGHT	CHALKYITSIK	KENAI	SAVOONGA
JBER	CHICKALOON	KETCHIKAN	SEWARD
JUNEAU	CRAIG	KIPNUK	SHAKTOOLIK
NORTH POLE	DELTA JUNCTION	KLAWOCK	SITKA
PALMER	DILLINGHAM	KODIAK	SKAGWAY
WASILLA	DOUGLAS	KOTZEBUE	SOLDOTNA
	DUTCH HARBOR	KWIGILLINGOK	TOGIAK
	EEK	MARSHALL	TUNTUTULIAK
	EMMONAK	MEKORYUK	WARD COVE
	GOODNEWS BAY	METLAKATLA	WILLOW
	HAINES	MOUNTAIN VILLAGE	WRANGELL
	HEALY	NINILCHIK	
	HOMER	NOME	

Table 6 - Distribution and Rate of Return by Race/Ethnicity

Race/Ethnicity	# Surveys Distributed Statewide	# Responses Statewide	Rate of Return	Variance from State Rate
American Indian or Alaska Native	267	67	25%	-6%
Asian	37	7	19%	-12%
Black/African American	20	10	50%	19%
Hispanic or Latino	32	11	34%	3%
Multi-race	159	43	27%	-4%
Native Hawaiian/Pacific Islander	16	6	38%	6%
White/Caucasian	334	125	37%	6%
Totals	865	267	31.1%	

Table 7. Responses to Open-Ended Questions Received by Region

Region	Positive	Challenges	Mixed	Percent Positive
Anchorage	37	2	3	88%
Bethel	8	0	2	80%
Dillingham	4	0	0	100%
Eagle River	4	0	2	67%
Fairbanks	22	0	2	92%
Homer	10	0	0	100%
Interior/Fairbanks	1	0	0	100%
Juneau	8	0	0	100%
Ketchikan	6	0	1	86%
Kodiak	6	0	0	100%
Kotzebue	4	0	0	100%
Nome	2	0	0	100%
Sitka	4	0	0	100%
Soldotna	4	0	0	100%
Wasilla	17	0	0	100%
Statewide %	92%	1%	7%	92%

Table 8. Survey Questions and Targets for Federal Reporting

Question Numbers	Indicator 4: Family Involvement Section	2025 Results	2025 Target	2025 New Baseline
1-5	A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights	87.36%	100%	87.36%
6-11	B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	92.94%	92.94%	92.94%
12-17	C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn	89.22%	89.22%	89.22%

Table 9- Are the survey data representative of the number of families participating in Part C for race/ethnicity?

RACE / ETHNICITY	Total	African American or Black	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	White	More than one race	Hispanic
# families participating in Part C	865	20	267	37	16	334	159	32
# families responded to survey	269	10	67	7	6	125	43	11
% of families participating in Part C who responded to the survey	31.10%	50.00%	25.09%	18.92%	37.50%	37.43%	27.04%	34.38%
Are your survey data representative of the families participating in Part C?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 10 - Are the survey data representative of the number of families participating in Part C by region?

Urban/Rural	Total	Urban	Rural
# families participating in Part C	865	567	298
# families responded to survey	269	178	91
% of families participating in Part C who responded to the survey	31.10%	31.39%	30.54%
Are your survey data representative of the families participating in Part C?	Yes	Yes	Yes

Table 11 – Data for analysis of non-response bias by race/ethnicity

Race	Actual Nonrespondents	Expected Nonrespondents	Difference	Standard Residuals	Significance Flag
American Indian or Alaska Native	200	184	16	2.55	Moderate ($ z \geq 1.96$)
Asian	30	25	5	1.64	—
Black/African American	10	14	-4	-1.85	—
Hispanic or Latino	21	22	-1	-0.41	—
Native Hawaiian/Pacific Islander	10	11	-1	-0.56	—
Multi-race	116	110	6	1.22	—
White/Caucasian	209	230	-21	-3.19	Strong ($ z \geq 3$)

Table 12 – Chi-square analysis of non-response bias by race/ethnicity

Value	Result
Chi-square statistic:	18.3147
Degrees of freedom:	6
P-value:	0.0055
Conclusion:	There is statistically significant evidence of nonresponse bias by race/ethnicity.

Table 13 – Data for analysis of non-response bias by urban/rural

Region	Actual Nonrespondent	Expected Nonrespondent	Difference	Contributor?
Rural	211	205	6	N/A
Urban	385	391	-6	N/A

Table 14 – Analysis of non-response bias by urban/rural

Value	Result
Chi-square statistic:	0.6393
Degrees of freedom:	1
P-value:	0.4240
Conclusion:	There is no statistically significant evidence of nonresponse bias by race.

References

Bailey, D. B., Raspa, M. R., Olmsted, M. G., Novak, S. P., Sam, A. M., Humphreys, B. P., Nelson, R., Robinson, N., & Guillen, C. (2011). The development and psychometric validation of the Family Outcomes Survey-Revised Version: Findings and recommendations for early intervention. *Journal of Early Intervention*, 33, 6–23

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