

Alaska Early Intervention • Infant Learning Program

2020 Family Outcomes Survey

families enrolled in calendar year 2019

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Roxann R. Lamar, MS

Senior Researcher

University of Alaska Anchorage Center for Human Development



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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 previous calendar year, 16 ILP grantees delivered services across the state.

The U.S. Department of Education Office of Special Education Programs (OSEP) requires State agencies to develop and implement outcome measures to evaluate infant and toddler programs operated under Part C of the Individuals with Disabilities Education Act. 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 2020 survey instrument had 21 items and space for comments. One item was added in 2020 as an indicator of how well the ILP helped families to promote social-emotional development.

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

Family eligibility criteria for the survey included a child enrolled during the previous calendar year eligible for Part C and enrolled for at least 6 months duration, as well as a potentially valid mailing address. The 2020 eligible population was comprised of 750 families with 777 children. The survey utilized a randomly selected 20% target group of families, stratified by Alaska ILP grantee, and by race of children. It was comprised of 150 families with 159 children. Target families were contacted in March-April 2020. Survey packets sent by mail invited them to complete the survey by mail, online, or over the phone. Follow-up was conducted with phone calls and postcard reminders.

There were 80 completed surveys rendering a 53% response rate. Regional response rates were all close to or over 50%, and highest in the Southcentral Region (67%). Characteristics of children were fairly similar across responding families, the selected target group, and the total eligible population. There were small differences among exiting children in exit reasons and placements, but no differences that might be of concern regarding representativeness of the responding sample.

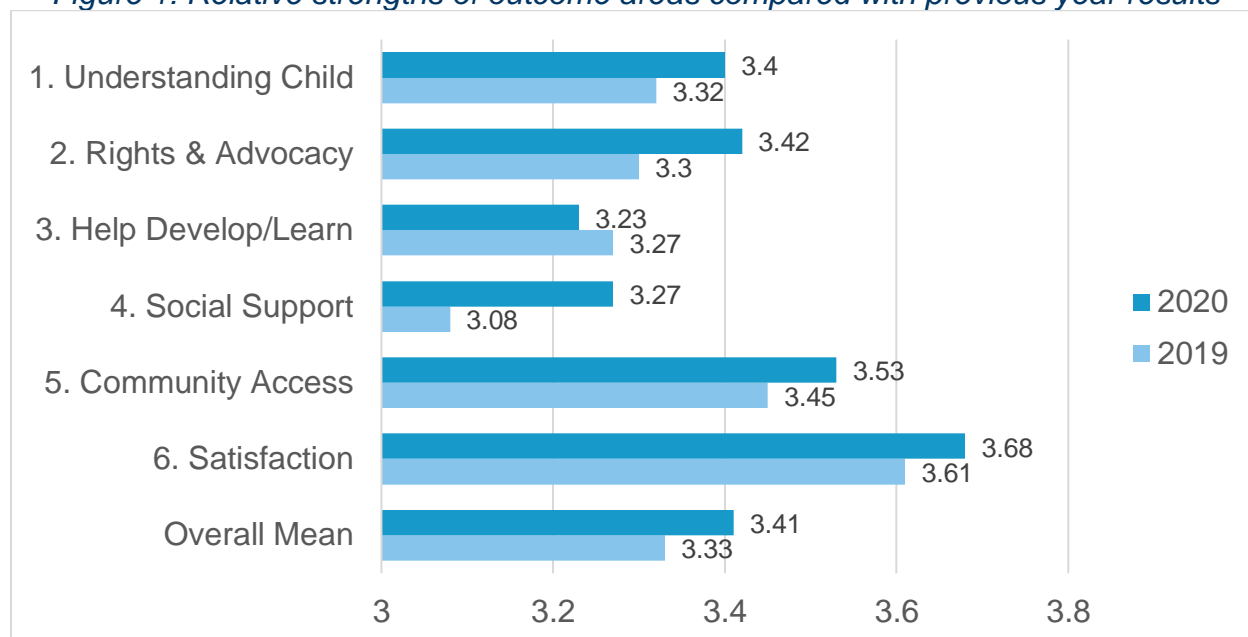
Survey Findings

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.

It can be concluded from the results of the 2020 Family Outcomes Survey that the vast majority of families (approximately 92%) were satisfied all or most of the time with ILP services they received during calendar year 2019. The overall survey mean was 3.41 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 the outcome level pattern of results in the 2020 survey, compared to the previous annual survey.

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



The strongest outcome area was Outcome 6 ($M = 3.68$) regarding satisfaction with ILP services, followed by Outcome 5 (community access, $M \cong 3.53$). Both Outcome 2 (rights and advocacy, $M = 3.42$) and Outcome 1 (parental understanding of children, $M = 3.40$) were similar to the overall mean of the survey ($M = 3.41$). Both Outcome 4 (social support, $M = 3.27$) and Outcome 3 (parental ability to help children develop and learn, $M = 3.23$) were relatively weaker outcome areas. There were no significant differences within 2020 results by region or race at the outcome-level. No outcome-level differences between 2020 and the previous year were statistically significant.

Outcome 1: Understanding of Children

The Outcome 1 mean ($M = 3.40$) was similar to the overall survey mean. The greatest strength was in caregivers' *ability to perceive children's progress* ($M = 3.63$). The greatest weakness was in *knowing about children's special needs* ($M = 3.14$). This is a typical pattern within Outcome 1.

Outcome 2: Rights and Advocacy

The Outcome 2 mean ($M = 3.42$) was similar to the overall survey mean. The greatest strength was in whether or not caregivers were *comfortable in meetings with professionals* ($M = 3.74$), which is a typical pattern. Like the previous year, being *informed about programs and services* available to families ($M = 3.14$) and *knowing what to do if not satisfied with services* ($M = 3.18$) were relative weaknesses. Two items within Outcome 2 had significant differences by race. Families with Native children as a group indicated they were less informed about programs and services, as well as their right to choose EI services, as compared to families with White children.

Outcome 3: Helping Children Develop and Learn

Outcome 3 ($M = 3.23$) was the weakest outcome area in 2020 results, which is somewhat atypical. The strongest item was *working with professionals to develop a plan* ($M = 3.51$). The greatest weakness was in knowing how to *help children learn to behave* ($M = 2.96$). This is consistent pattern within Outcome 3.

Outcome 4: Social Support

Outcome 4 ($M = 3.27$) was relatively weaker than most other outcome areas. The relative strength within Outcome 4 was in having *people to talk with* to deal with problems or celebrate when good things happened ($M = 3.58$). This item result was also significantly stronger than the previous survey year. The greatest weakness was in having resources for *occasional childcare* ($M = 2.98$). This represents a typical pattern within Outcome 4.

Outcome 5: Community Access

One item within Outcome 5 is not applicable to a large portion of families and not included in aggregate analyses. To represent all results, the mean is estimated. Outcome 5 was the second strongest outcome area ($M \cong 3.53$) in 2020 results, which was also true the previous survey year. Access to *excellent childcare* ($M = 3.61$) was the relative strength. More often, it is access to excellent medical care. The relative weakness was access to *participate fully in the community* ($M = 3.36$), which is typical.

ILP providers can make a meaningful difference in the quality of local childcare by working with childcare providers to help them understand and address the special needs of young children they both serve. Sixteen (55%) of the 29 families who indicated this would be appropriate for their circumstances noted these interactions occurred all or most of the time. This was a positive result on this item as this collaboration is not always necessary, appropriate, or possible. As an example, one comment noted a childcare provider did not want to work with an ILP provider.

Outcome 6: Satisfaction with ILP Services

Outcome 6 was the strongest outcome area ($M = 3.68$), which is a typical outcome-level pattern on this survey. Each item within Outcome 6 had very strong results.

Social-Emotional Development

One item was added to the survey in 2020 to measure success of ILP efforts to improve social-emotional development, or how well the ILP helped families to enjoy relationships

with their children. A mean rating of 3.73 was an exceptionally strong result, comparable to the strongest item result on the survey. All ratings at the regional level were very strong, with the highest possible rating in the Northern Region.

Comments Added to Surveys

Thirty-seven responding caregivers added comments to surveys (37 or 46% of all responders). Thirty of these (81%) were positive, expressing gratitude and satisfaction. Two mixed/negative comments questioned the quality of ILP services, and three were critical of services accessed through the ILP. One comment highlighted the need for assistance in transition and one asked for more services to be provided in homes.

Issues to Consider

Overall, family satisfaction continued at a high level across regions. However, two items with significant differences by race indicated families with Native children as a group felt less informed. It is worth revisiting and questioning the effectiveness of methods and language used to inform families and how frequently critical information is repeated.

Below are the aspects of family knowledge, resources, and abilities from the strongest to the weakest, as measured in the 2020 survey, not including the three satisfaction items. Seven of these surpassed a benchmark for stronger outcomes (greater than or equal to 3.50), compared to only three in the previous year. This is an indicator of a stronger pattern in item-level results from the previous year. The lowest three items are typically among the weakest results on the survey.

Stronger Outcomes

- Comfortable in meetings with professionals ($M = 3.74$)
- Able to perceive the child's progress ($M = 3.63$)
- Informed of the right to choose EI services ($M = 3.62$, sig-diff by race)
- Access to resources for excellent childcare ($M = 3.61$)
- Access to social resources, people to talk with ($M = 3.58$, sig-stronger)
- Access to resources for excellent medical care ($M = 3.55$)
- Worked with professionals to develop a plan ($M = 3.51$)

Moderate to Weaker Outcomes

- Understands the child's development ($M = 3.43$)
- Access to opportunities for community inclusion ($M = 3.36$)
- Able to do the activities the family enjoys ($M = 3.25$)
- Knows how to help the child develop and learn ($M = 3.24$)

Weakest Outcomes

- Knows what to do if not satisfied with services ($M = 3.18$)
- Informed of available programs and services ($M = 3.14$, sig-diff by race)
- Knows about the child's special needs ($M = 3.14$)
- Access to resources for occasional childcare ($M = 2.98$)
- Knows how to help the child learn to behave ($M = 2.96$)

Introduction

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

To assist children who are at risk for disabilities or developmental delays to have a healthier start in life (birth to age 3), the Alaska ILP oversees an array of flexible early intervention services. During the previous calendar year, 16 ILP grantees delivered community-level services across the state. Grantees typically include school districts, mental health associations, Native health organizations, parent associations, and other nonprofit organizations. ILP services include developmental screening and evaluation; individualized family service plans; home visits; physical, occupational, and speech therapies; and children’s mental health services. ILP providers share assessment, development, and intervention information and strategies with families, deal with specialized equipment, and make appropriate referrals to meet child and family needs that are beyond the scope of ILP providers.

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

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

Methodology

Historical Development

Prior to 2008, the instrument used to measure family outcomes was adopted from the Early Childhood Outcomes Center (ECO). 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 in 2020. One item was added in 2020 as an indicator of how well the ILP helped families to promote social-emotional development. The 2020 survey consisted of 21 items and space for comments (see the instrument in Appendix A).

Caregivers were asked to rate their ILP 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 indigenous cultures. Two items about childcare had a "not applicable" option because experience has shown that many Alaskan families with very young children do not need or want childcare.

Participants & Selection Procedures

To be eligible for the survey, families needed to have at least one child eligible for Part C services enrolled during the previous calendar year for at least 6 months duration. Data about potentially eligible children and families is pulled 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 2020 survey consisted of 777 children in 750 families.

A target group comprised of 150 families was randomly selected from eligible families to receive the survey by mail. In order to stratify the target group by geography and by race of children, random numbers are assigned to all families in the eligible population. Families are sorted by 16 ILP grantees and again by up to 6 race categories. Within each resulting ILP/race category, the 20% of families with the highest random numbers are selected into the target group.

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

Children with any Native heritage are defined as Native for stratification and analyses by race. This matches the culture in Alaska where people with partial Native heritage are recognized as members of Tribes or other indigenous groups. Thus, about 31.5% of the children in the eligible population and 33.3% in the selected target group had Native heritage by this definition.

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. Specifically, in the 2020 eligible population, there were nine ILP areas where race/ethnic categories had only one or two families in each, 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.

For selection purposes, families with missing race data are treated as an additional stratification category to avoid systematically excluding them. Typically, Hispanic/Latino is indicated for these children. In the 2020 eligible survey population, there were 26 cases across five ILP grantee areas where this occurred.

Survey Procedures

A third-party evaluator, the University of Alaska Anchorage (UAA) Center for Human Development (CHD), was contracted to implement the 2020 survey. Survey packets containing an invitational letter, the survey instrument, and a postage-paid return envelope were mailed to the selected target group families on March 18, 2020, before it became evident working conditions would change dramatically to prevent the spread of Covid-19 in Alaska. The evaluator was able to quickly submit modifications to the UAA Institutional Review Board (IRB) and the survey was allowed to proceed with the evaluator working from home during the university shut down.

Due to Covid-19 restrictions, mail could only be retrieved by the evaluator weekly on Mondays beginning March 30. If a packet was returned as undeliverable by Monday, April 13, the procedure was to replace the selected family using the next highest random number within the same ILP/race category. This procedure resulted in 17 replacement families in the 2020 target group. The final target group was comprised of 150 families with 159 children. The given deadline for responding was April 30, but to account for delays caused by Covid-19 adjustments, the survey was kept open an additional 10 days and closed after mail retrieval on Monday, May 11.

The invitational letter (in Appendix A) introduced the survey and invited families to complete it by mail, online, or by using a toll-free phone number, and informed them a CHD evaluator would call in about two weeks if a survey had not been completed. This

letter included informed consent language approved by the UAA Institutional Review Board. With initial support from UAA and CHD IT personnel, the evaluator was enabled to make and receive phone calls and retrieve voicemail through a UAA computer interfacing with her UAA office phone. Phone calls appeared to participants with the UAA caller ID as usual. When the evaluator reached families by phone, caregivers were invited to complete the survey over the phone or online. Requests to call at another time, opt out, or send information in the mail were honored with courtesy.

Having a working phone number was not required for inclusion in the target group. When non-responding families could not be reached by phone, a postcard reminder was sent by mail. It included phone numbers to reach the evaluator and an online address to access the survey. As the survey deadline approached, the postcard was also sent as a reminder to all remaining non-responders in the target group.

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 Native and White heritage to test for differences by race. Independent 2-tailed t-tests are used to test for these differences at the outcome-level. When outcome-level results indicate potential item-level differences, 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. Themes in mixed and negative comments are noted. All comments are listed in Appendix B.

Respondents

Response Rates

Eighty ($n = 80$) surveys were completed by families from the target group for an overall response rate of 53%. The following shows how it is calculated. “No contact” is mail returned as undeliverable too late for replacement and a nonworking phone number.

- 150 Target Families (with 17 replaced families)
 - 80 eligible completed surveys (S)
 - 69 opted out or did not respond (O)
 - 1 no contact (N)
- Response Rate: $S / (S+O+N) = 0.53333\dots$ or 53%

About 24% ($n = 19$) of the 80 respondents completed surveys by mail or online, while 76% ($n = 61$) responded over the phone when called by the evaluator.

Response Characteristics

Table 1 shows the number and proportion of response rates sorted by Alaska ILP regions and Table 2 shows a further breakdown of response by ILP grantees. All regional response rates were close to or above 50%. The highest was in the Southcentral Region at 67%.

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 (TTC)	33	17	51.5
2. Anchorage	Programs for Infants & Children (PIC) FOCUS – Family Outreach Center for Understanding Special Needs (FOC)	61	31	50.8
3. Southcentral	Bristol Bay Area Health Corporation (BBA) Kodiak Area Native Association (KAN) Mat-Su Services for Children & Adults (MSU) Yukon Kuskokwim Health Corporation (YKH)	27	18	66.7
4. Southeast	Center for Community (CFC) Community Connections (CCK) Frontier Community Services (FCS) REACH, Inc. (REA) SeaView Community Services (SVC) Sprout Family Services (SFS)	29	14	48.3

Table 2: Response sorted by grantees

Alaska ILP Grantee (ILP Code)	Service Area	Sent	Rec'd	%
Alaska Center for Children & Adults (ACC)	Fairbanks, Copper River, Delta-Greeley, North Slope	28	15	53.6
Bristol Bay Area Health Corporation (BBA)	Bristol Bay area	4	4	100
Center for Community (CFC)	Sitka, Kake, Angoon area	1	1	100
Community Connections (CCK)	Ketchikan, Prince of Wales Island, Metlakatla area	8	5	62.5

Alaska ILP Grantee (ILP Code)	Service Area	Sent	Rec'd	%
FOCUS (FOC)	Chugiak, Eagle River, JBER, Cordova, Valdez area	14	11	78.6
Frontier Community Services (FCS)	Kenai, Soldotna area	7	3	42.9
Kodiak Area Native Association (KAN)	Kodiak Island	3	2	66.7
Mat-Su Services for Children & Adults (MSU)	Mat-Su Borough	16	9	56.3
Northwest Arctic Borough SD (NWA)	Northwest Arctic	2	0	---
Norton Sound Health Corporation (NSH)	Norton Sound Region	1	0	---
Programs for Infants & Children (PIC)	Anchorage, Girdwood, Whittier	47	20	42.6
REACH, Inc. (REA)	Juneau, Haines, Petersburg	7	3	42.9
SeaView Community Services (SVC)	Seward area	1	0	---
Sprout Family Services (SFS)	Aleutian/Pribilof Islands, Homer area	5	2	40.0
Tanana Chiefs Conference (TCC)	Interior, TCC area	2	2	100
Yukon Kuskokwim Health Corp. (YKH)	Yukon Kuskokwim area	4	3	75.0

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, 40.2% in the responding sample were more urban, and the remaining 59.8% more rural. This compares to 45.9% urban, 54.1% rural in the target group; and 46.5% urban, 53.5% rural in the eligible population. Proportions were similar enough to suggest there was not a meaningful difference in response rates based on rural/urban residence.

Sixty-one (76%) of this year's responses were completed over the phone. Calls to target group families who had not yet responded began on April 13th. 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. Reminder postcards were mailed to target families who could not be reached by phone in a timely manner.

Among the 70 families in the target group who did not respond to the survey 46 could not be reached by phone and 13 declined to participate. Among the 46 who could not be reached, there were 3 wrong numbers and 16 out-of-service, not connecting, or not accepting calls. In another 20 cases, calls always went to voicemail, and 7 more always went to voicemail after someone was reached and asked for a call back. A brief message was left the first time a call went to voicemail. In summary, the following represents these nonresponse characteristics as proportions of the target group:

- 13% nonworking numbers (out-of-service, invalid, not working) (*n* = 19)
- 18% calls routinely sent to voicemail (*n* = 27)
- 9% declined to participate (*n* = 13)

Combined, these 59 cases represented 39% of target group families, slightly lower than what is typical. The least total impact at the regional level was in the Southcentral Region (33%), which also had the highest regional response rate. The most total impact

was in the Southeast Region (45%), which had the lowest regional response rate. In both the Northern and Anchorage regions the total impact was 39%.

Northern Region: The largest impact was in *nonworking numbers* (6 or 18% of regional target), followed by calls routinely sent to voicemail (4 or 12%). Three potential respondents (9%) in the region declined to participate. Total impact: 39%

Anchorage Region: The largest impact by far was in *calls routinely sent to voicemail* (15 or 25%), followed by nonworking numbers (5 or 8%). Four potential respondents (7%) in the region declined to participate. Total impact: 39%

Southcentral Region: The largest impact was in *nonworking numbers* (5 or 19%), followed by calls routinely sent to voicemail (3 or 11%). One potential respondent declined to participate. Total impact: 33%

Southeast Region: The largest impact was in *calls routinely sent to voicemail* (5 or 17%), and equally in potential respondents *declining to participate* (5 or 17%). There were three nonworking numbers (10%). Total impact: 45%

Of the 59 families who could not be reached by phone or declined to participate, almost half were rural families (29 or 49.2%), which is lower than the proportion of rural families in the target group (53.3%), but not enough to be meaningful. Of the 61 children in these families about 32% ($n = 19$) had Native heritage, which was comparable to the proportion of Native children in the target group ($n = 53$ or 33%).

The remaining non-responding families are typically those who were reached by phone and expressed an intent to complete the survey by mail or online, but failed to do so. Attempts to reach them again before the survey deadline were unsuccessful.

Demographics of Responding Families

Note: A proportion of caregivers in this 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 80 families who responded to the survey, there were 87 children who met the criteria for their families to be included in this sample. Children with Native heritage (as a single race or one of two or more races) accounted for 33 children (37.9%). White as a single race accounted for 41 children (47.1%). Together this was most of the children in the responding sample of families: 74 of 87 children, or 85.1%.

The proportion of children with Native heritage in responding families (37.9%) compared to 33.3% of target and 31.5% of eligible families. The proportion of children with White as a single race in responding families (41.7%) compared to 52.2% of target and 54.3% of eligible families. Of most concern here is whether or not families with Native children were under-represented, and clearly that was not the case.

Table 3 shows the data on race/ethnicity of children across the families who responded to the survey, those in the randomly selected target group, and the total population of

children eligible for the survey. Note that more than one race could be indicated for one child, and Hispanic/Latino is an ethnicity across multiple races.

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

Race/Ethnicity of Children	Responders	Target Group	Eligible
Alaska Native/American Indian	33 (37.9%)	53 (33.3%)	245 (31.5%)
Asian	5 (5.7%)	10 (6.3%)	37 (4.8%)
Black/African American	5 (5.7%)	8 (5.0%)	44 (5.7%)
Pacific Islander	2 (2.3%)	2 (1.3%)	10 (1.3%)
White/Caucasian	51 (58.6%)	96 (60.4%)	484 (62.3%)
No race indicated	3	5	26
Hispanic/Latino	12 (13.8%)	16 (10.1%)	65 (8.4%)

Table Note: Single race or mixed race.

The most typical age of children at the time of the 2020 survey was around 28 months across responders, target families, and the eligible population. All families included in the 2020 survey had one or more children enrolled in an ILP and qualified for Part C services. 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 (72 to 74 percent) was a documented delay of over 50%. A predominance of eligibility on this criterion has been consistent across survey years.

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

Qualifying Category	Responders	Target Group	Eligible
Part C Diagnosis	14 (16.1%)	25 (15.7%)	138 (17.8%)
Delays > 50%	63 (72.4%)	117 (73.6%)	565 (72.7%)
Clinical Opinion	10 (11.5%)	17 (10.7%)	74 (9.5%)

Within responding families, 48 (55.2%) children were still enrolled in the program at the time of the survey, and 39 (44.8%) had exited the program sometime during the year. This compares to the target group with 84 (52.8%) enrolled, 75 (47.2%) exited; and the eligible population with 398 (51.2%) enrolled, 379 (48.8%) exited. Proportions were similar enough to indicate no difference in response based on enrollment status.

Table 5 shows reasons families exited the program. Of the exiting children among the responders, as well as those in the target group and in the eligible population, the exit reason given for the largest proportion (46 to 56 percent) was “Part B eligible,” indicating they had aged out of Part C services and were qualified to continue receiving services under Part B of IDEA. A predominance of exiting children eligible for Part B is consistent across survey years. In this case, a higher proportion of these families were selected into the target group and represented in responders. It was a little unusual that all five children in the target group whose Part B eligibility was not determined were represented in responders.

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

Exit Reason	Responders	Target Group	Eligible
Part B eligible	22 (56.4%)	39 (52.0%)	173 (45.6%)
Completion of IFSP prior to age 3	4 (10.3%)	9 (12.0%)	54 (14.2%)
Attempts to contact unsuccessful	2	8	36
Withdrawal by parent/guardian	3	8	37
Part B eligibility not determined	5 (12.8%)	5	28
Moved out of state	2	3	23
Not Part B eligible, exit with no referrals	1	2	13
Not Part B eligible, exit to other program	0	1	14
Reason not indicated	0	0	1

Table 6 shows placements for children after exiting an ILP. In all three groups, exit placement was most often in preschool special education (42 to 51 percent) or in the home (28 to 37 percent). A predominance of these two placements is typical. In this case, the proportion in the responding sample with placements in the home was lower than both the target group and eligible population. It was a little unusual that all four children with missing data in the target group were represented in responders.

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

Exit Placement	Responders	Target Group	Eligible
Preschool Special Education	20 (51.3%)	34 (45.3%)	160 (42.2)
Home	11 (28.2%)	28 (37.3%)	140 (36.9%)
Child Care/Preschool	2	4	25
Head Start	1	1	17
Other Setting	0	1	8
Outpatient Therapy	1	3	7
Placement not indicated	4	4	22

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. There were small differences among exited children in exit reasons and placements, but no differences that might be of concern regarding representativeness of the responding sample.

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.

The 2020 overall mean rating on outcome items was 3.41 ($n = 80$) on a 1-4 scale. This result was between last year's result and the previous two years' results. Specifically, in 2019 the overall mean was 3.33 ($n = 73$), and it was 3.48 in both 2018 ($n = 83$) and 2017 ($n = 69$). As is typical, most responding caregivers were confident in their knowledge and abilities, and available resources usually met their needs.

There were no meaningful differences in responses across the four regions at the outcome level. There were a few significant differences at the item-level. For those by race, follow-up tests of rural versus urban residence were not significant. See more detail in the following examination of findings organized by outcome area with an expanded look at satisfaction, including satisfaction results by region.

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 ($M = 3.40$) was comparable to the overall survey mean ($M = 3.41$). It was higher than the previous year (3.32, $n = 73$), but not significantly.

The greatest strength was in caregivers' *ability to perceive children's progress* ($M = 3.63$). The greatest weakness was in *knowing about children's special needs* ($M = 3.14$). 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 **3.43**, $SD = .612$. A high 94% of responding families felt they understood their children's development very well most (45%) or all (49%) of the time. The item mean was just above the overall survey mean, a fairly typical result. It was higher than the previous year (3.36, $n = 73$), but not significantly.

Item 1 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	5	6.3
3-Most of the time	36	45.0
4-All of the time	39	48.8

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

The mean response on Item 2 was **3.14**, $SD = .759$. About 83% of responding families felt they knew what they needed to know about their children's special needs most (49%) or all (34%) of the time. About 18% indicated they knew less often. The item mean was well below the overall survey mean and similar to the previous year (3.10, $n = 73$). It is typical for response on this item to be among relatively weaker results on the survey. However, it was significantly weaker last year and continued to be among the weakest items in the 2020 survey.

Item 2 Response Frequency

Rating	Frequency	Percent
1-None of the time	2	2.5
2-Some of the time	12	15.0
3-Most of the time	39	48.8
4-All of the time	27	33.8

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

The mean response on Item 3 was **3.63**, $SD = .582$. A high 95% of respondents indicated they could tell if their children were making progress most (28%) or all (68%) of the time. This item usually has a strong result, but this year it was among the strongest. It was higher than the previous year (3.49, $n = 73$), but not significantly.

Item 3 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	4	5.0
3-Most of the time	22	27.5
4-All of the time	54	67.5

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 results. This year the mean response for Outcome 2 ($M = 3.42$) was comparable to the overall survey mean ($M = 3.41$). It was higher than the previous year (3.30, $n = 73$), but not significantly.

The greatest strength was in whether or not caregivers were *comfortable in meetings with professionals* ($M = 3.74$), which is a typical pattern. Like the previous year, being *informed about programs and services* available to families ($M = 3.14$) and *knowing what to do if not satisfied with services* ($M = 3.18$) were both relative weaknesses.

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 **3.14**, $SD = .868$. About 79% of responding families indicated they were informed about programs/services most (39%) or all (40%) of the time. A notable 21% indicated they were less informed. The item mean was well below the overall survey mean and similar to the previous year (3.12, $n = 73$). It is not unusual for response on this item to be among relatively weaker items on the survey. It has been one of the weakest results for two years.

Families with Native children as a group ($M = 2.86$, $SD = .932$, $n = 28$) indicated they were less informed about programs and services as compared to families with White children ($M = 3.31$, $SD = .731$, $n = 39$): $t(65) = -2.217$, $p = .030$.

Item 4 Response Frequency

Rating	Frequency	Percent
1-None of the time	4	5.0
2-Some of the time	13	16.3
3-Most of the time	31	38.8
4-All of the time	32	40.0

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

The mean response on Item 5 was **3.62**, $SD = .773$. About 89% of respondents indicated they were informed of their right to choose services most (14%) or all (75%) of the time. This item usually has a strong result, but this year it was among the strongest. It was higher than the previous year (3.52, $n = 73$), but not significantly.

Families with Native children as a group ($M = 3.32$, $SD = .945$, $n = 28$) indicated they were less informed of this right as compared to families with White children ($M = 3.76$, $SD = .634$, $n = 38$): $t(44.321) = -2.144$, $p = .038$, *equal variances not assumed*.

Item 5 Response Frequency

Rating	Frequency	Percent
1-None of the time	3	3.8
2-Some of the time	5	6.3
3-Most of the time	11	13.8
4-All of the time	60	75.0
Missing:	1	1.3

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 **3.74**, $SD = .590$. A high 95% of respondents indicated they were comfortable participating in meetings most (15%) or all (80%) of the time. This item usually has a strong result and this year it was the strongest result on the survey. It was higher than the previous year (3.56, $n = 73$), but not significantly.

Item 6 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	3	3.8
3-Most of the time	12	15.0
4-All of the time	64	80.0

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 **3.18**, $SD = 1.016$. About 71% of responding families indicated they knew what to do if not satisfied with programs/services most (18%) or all (54%) of the time. A notable 29% indicated they were less informed. Most typically, this item has a fairly strong response, but it has varied. This year it was among the weakest responses on the survey, as it was in the previous year (3.14, $n = 73$).

Item 7 Response Frequency

Rating	Frequency	Percent
1-None of the time	6	7.5
2-Some of the time	17	21.3
3-Most of the time	14	17.5
4-All of the time	43	53.8

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 ($M = 3.23$) was below the overall survey mean ($M = 3.41$), and similar to the previous year (3.27, $n = 73$).

The strongest item was *working with professionals to develop a plan* ($M = 3.51$). The greatest weakness was in knowing how to *help children learn to behave* ($M = 2.96$). This is consistent pattern within Outcome 3.

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

The mean response on Item 8 was **3.24**, $SD = .621$. About 90% of responding families indicated they knew how to help children develop and learn most (56%) or all (34%) of the time. This item is usually among stronger results on the survey, but it was significantly weaker last year (3.27, $n = 73$) and continued to be weaker in 2020.

Item 8 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	8	10.0
3-Most of the time	45	56.3
4-All of the time	27	33.8

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

The mean response on Item 9 was **2.96**, $SD = .724$. About 74% of responding families indicated they knew how to help their children behave most (51%) or all (23%) of the time. A notable 25% indicated they knew less often. Response on this item tends to be among relatively weaker results. This year it was the weakest result on the survey. It was lower than the previous year (3.10, $n = 73$), but not significantly.

Item 9 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	19	23.8
3-Most of the time	41	51.2
4-All of the time	18	22.5
Missing:	1	1.3

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 **3.51**, $SD = .779$. About 88% of respondents indicated they had worked with professionals to develop plans for their children most (21%) or all (66%) of the time. This item typically has moderate to strong results. This year it was among stronger results. It was higher than the previous year (3.45, $n = 73$), but not significantly.

Item 10 Response Frequency

Rating	Frequency	Percent
1-None of the time	2	2.5
2-Some of the time	8	10.0
3-Most of the time	17	21.3
4-All of the time	53	66.3

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 ($M = 3.27$) was below the overall survey mean ($M = 3.41$). Outcome 4 typically is one of the weaker outcomes. It was higher than the previous year (3.08, $n = 73$), but not significantly.

The relative strength within Outcome 4 was in having *people to talk with* to deal with problems or celebrate when good things happened ($M = 3.58$). The greatest weakness was in having resources for *occasional childcare* ($M = 2.98$). 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 **3.58**, $SD = .759$. About 89% of responding families indicated they had people they could talk with to deal with problems or celebrate good things most (18%) or all (71%) of the time. As is typical, response on this item was among stronger results on the survey. It was significantly stronger than the previous year (3.33, $n = 73$): $t(151) = 1.997$, $p = .048$.

Item 11 Response Frequency

Rating	Frequency	Percent
1-None of the time	2	2.5
2-Some of the time	7	8.8
3-Most of the time	14	17.5
4-All of the time	57	71.3

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 **2.98**, $SD = .968$. About 70% of responding families indicated they had people to watch their children for a short time most (34%) or all

(36%) of the time. A substantial 30% had this resource less often. As is typical, response on this item was among the weakest on the survey. It was higher than the previous year (2.75, $n = 73$), but not significantly.

Item 12 Response Frequency

Rating	Frequency	Percent
1-None of the time	7	8.8
2-Some of the time	17	21.3
3-Most of the time	27	33.8
4-All of the time	29	36.3

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

The mean response on Item 13 was **3.25**, $SD = .788$. About 81% of responding families indicated they were able to do the activities they enjoyed most (36%) or all (45%) of the time. About 19% indicated they could do this less often. Typically, response on this item is among relatively weaker results. This year it was higher than the previous year (3.16, $n = 73$), but not significantly.

Item 13 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	14	17.5
3-Most of the time	29	36.3
4-All of the time	36	45.0

Outcome 5: Community Access

Items 14, 15, and 17 asked respondents to indicate levels of access to desired services, programs, and activities in the community. Item 17 regarding childcare is not applicable to a high proportion of respondents, which excludes it from aggregate analyses. The mean for Outcome 5 without Item 17 ($M = 3.46$) was above the overall survey mean ($M = 3.41$). The mean response on Item 17 ($M = 3.61$, $n = 31$) was higher. Thus, approximately **3.53** can be considered an estimated mean for the whole outcome area.

Access to *excellent childcare* ($M = 3.61$) was the relative strength. Most often, it is access to excellent medical care. The relative weakness was access to *participate fully in the community* ($M = 3.36$), which is typical to pattern.

Item 14: We have excellent medical care for our child

The mean response on Item 14 was **3.55**, $SD = .745$. About 88% of respondents indicated they had access to excellent medical care for their children most (19%) or all (69%) of the time. About 13% indicated less access. Response on this item was among the stronger results on the survey, but like the previous year (3.53, $n = 73$), it was not as strong as what is most typical.

Item 14 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	9	11.3
3-Most of the time	15	18.8
4-All of the time	55	68.8

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 **3.36**, $SD = .830$. About 85% of responding families indicated their children had access to opportunities for community inclusion most (30%) or all (55%) of the time. About 15% indicated less access. Most often, response on this item leans toward relatively weaker results. This year was higher than the previous year (3.25, $n = 73$), but not significantly.

Item 15 Response Frequency

Rating	Frequency	Percent
1-None of the time	3	3.8
2-Some of the time	9	11.3
3-Most of the time	24	30.0
4-All of the time	44	55.0

Item 17: We have excellent childcare for our child

Note: Items about childcare have a “not applicable” option because it is known that a high proportion of families in this population do not need or want childcare. Response has proven to be more accurate if there is a clear option not to rate these items.

About 39% ($n = 31$) of families indicated Item 17 was applicable to them. The mean response was **3.61**, $SD = .667$. About 90% of those who rated this item indicated they had access to excellent childcare most (19%) or all (71%) of the time. About 10% indicated less access. This item often has a strong result, but this year it was higher than usual. It was higher than the previous year (3.52, $n = 73$), but not significantly.

Item 17 Response Frequency

Rating	Frequency	% of Total	% of Applicable
1-None of the time	0	---	---
2-Some of the time	3	3.8	9.7
3-Most of the time	6	7.5	19.4
4-All of the time	22	27.5	71.0
Not applicable:	49	61.3	

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

Note: This childcare item is not considered in outcome-level results for Outcome 5. It is however relevant to ILP services and related to Item 17. The proportion of most/all responses is the targeted measure on this item. About 50% is a positive result as this collaboration is not always necessary, appropriate, or possible.

About 36% ($n = 29$) of families indicated Item 18 was applicable to them. About **55%** of these responders indicated ILP providers worked closely with childcare providers most or all of the time, a positive result.

Item 18 Response Frequency

Rating	Frequency	% of Total	% of Applicable
1-None of the time	8	10.0	27.6
2-Some of the time	5	6.3	17.2
3-Most of the time	4	5.0	13.8
4-All of the time	12	15.0	41.4
Not applicable:	51	63.7	

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.

Item 16 on the survey is about how people felt 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. The mean response ($M = 3.68$) was far above the overall survey mean ($M = 3.41$), a typical pattern for Outcome 6.

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

The mean response on Item 16-1 was **3.70**, $SD = .664$. About 91% of responding families indicated the ILP had done an excellent job helping them know their rights most (11%) or all (80%) of the time. About 9% were less satisfied. Response on this item is typically a very strong result. It was higher than the previous year (3.60, $n = 73$), but not significantly.

Item 16-1 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	6	7.5
3-Most of the time	9	11.3
4-All of the time	64	80.0

Item 16-2: Our ILP provider has done an excellent job helping us effectively communicate our child’s needs

The mean response on Item 16-2 was **3.69**, $SD = .587$. About 94% of responding families indicated the ILP had done an excellent job helping them communicate their children’s needs most (19%) or all (75%) of the time. About 6% were less satisfied. Response on this item is typically a very strong result.

Item 16-2 Response Frequency

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	5	6.3
3-Most of the time	15	18.8
4-All of the time	60	75.0

Item 16-3: Our ILP provider has done an excellent job helping us help our child develop and learn

The mean response on Item 16-3 was **3.64**, $SD = .698$. About 90% of responding families indicated the ILP had done an excellent job helping them help their children develop and learn most (15%) or all (75%) of the time. About 10% were less satisfied. Response on this item is typically a very strong result.

Item 16-3 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	7	8.8
3-Most of the time	12	15.0
4-All of the time	60	75.0

Social-Emotional Development

The last statement under Item 16 was added in 2020 to measure success of ILP efforts to improve social-emotional development (SED), or how well the ILP helped families to enjoy relationships with their children. There has been a concerted effort across the Alaska ILP system to increase SED strategies in services.

Item 16-4: Our ILP provider has done an excellent job helping us enjoy our relationship with our child

The mean response on Item 16-4 was **3.73**, $SD = .656$. About 91% of responding families indicated the ILP had done an excellent job helping them enjoy relationships with their children most (9%) or all (83%) of the time. This was an exceptionally strong result, comparable to the strongest item result on the survey.

Item 16-4 Response Frequency

Rating	Frequency	Percent
1-None of the time	1	1.3
2-Some of the time	6	7.5
3-Most of the time	7	8.8
4-All of the time	66	82.5

Table 7 shows results at the regional-level on the SED item were all very strong. The strongest result was in the Northern Region with the highest possible rating from every respondent.

Table 7: Mean SED Results by Region

Region	M	n
Northern Region: ACC, NSH, NWA, TCC	4.00	17
Anchorage Region: PIC, FOC	3.58	31
Southcentral Region: BBA, KAN, MUS, YKH	3.61	18
Southeast Region: CFC, CCK, FCS, REA, SFS, SVC	3.86	14

Expanded Look at Satisfaction with ILP Services

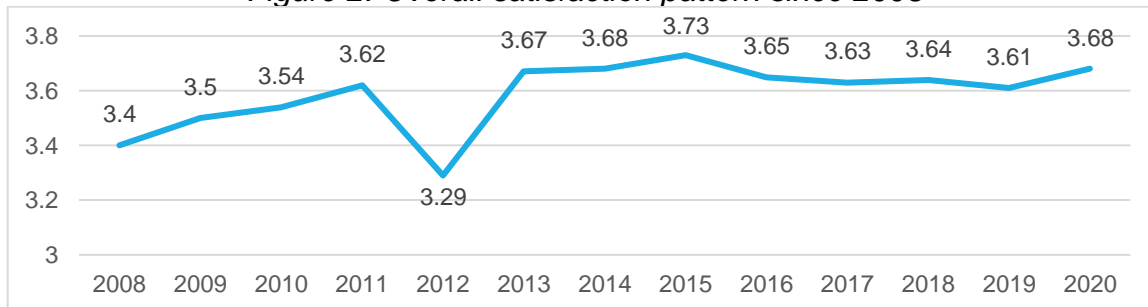
Statewide Satisfaction

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 2020 was a mean of **3.68** on a 1-4 scale. The vast majority of families (approximately 92%) were satisfied all ($\cong 77\%$) or most ($\cong 15\%$) of the time with the ILP services they received.

Satisfaction Trend

With the exception of a 2012 downturn in satisfaction attributed to higher turnover of ILP service providers, satisfaction in 2020 continued an overall trend of very strong results. 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.

Table 8 shows overall satisfaction for each Alaska ILP region. The Southeast Region had the highest satisfaction mean, followed by the Northern Region. All results were strong and there was not a statistically meaningful difference across the four regions.

Table 8: Overall satisfaction by ILP region

Region	M	n
Northern Region: ACC, NSH, NWA, TCC	3.78	17
Anchorage Region: PIC, FOC	3.57	31
Southcentral Region: BBA, KAN, MUS, YKH	3.59	18
Southeast Region: CFC, CCK, FCS, REA, SFS, SVC	3.88	14

Table Note: Statewide satisfaction mean was 3.68 ($n = 80$)

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 10 shows results further broken down by ILP grantee.

Table 9: Mean response on satisfaction items by ILP region

ILP Region (n)	ILP Grantees	RIGHTS	NEEDS	LEARN
Northern (17)	ACC, NWA, NSH, TCC	3.76	3.82	3.76
Anchorage (31)	PIC, FOC	3.65	3.58	3.48
Southcentral (18)	BBA, KAN, MSU, YKH	3.56	3.61	3.61
Southeast (14)	CFC, CCK, FCS, REA, SFS, SVC	3.93	3.86	3.86

Table Note: Statewide satisfaction mean was 3.68 (n = 80)

Table 10: Mean response on satisfaction items by ILP grantee

ILP Grantee (ILP Code – n)	RIGHTS	NEEDS	LEARN
Alaska Center for Children & Adults (ACC-15)	3.87	3.87	3.80
Bristol Bay Area Health Corporation (BBA-4)	3.50	3.75	3.75
Center for Community (CFC-1)	4.00	4.00	4.00
Community Connections (CCK-5)	3.80	3.80	3.80
FOCUS (FOC-11)	3.91	3.82	3.73
Frontier Community Services (FCS-3)	4.00	4.00	4.00
Kodiak Area Native Association (KAN-2)	4.00	4.00	4.00
Mat-Su Services for Children & Adults (MSU-9)	3.67	3.67	3.67
Northwest Arctic Borough SD (NWA-0)	---	---	---
Norton Sound Health Corporation (NSH-0)	---	---	---
Programs for Infants & Children (PIC-20)	3.50	3.45	3.35
REACH, Inc. (REA-3)	4.00	4.00	4.00
SeaView Community Services (SVC-0)	---	---	---
Sprout Family Services (SFS-2)	4.00	3.50	3.50
Tanana Chiefs Conference (TCC-2)	3.00	3.50	3.50
Yukon-Kuskokwim Health Corporation (YKH-3)	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, which was the case in this year’s survey. Figure 3 illustrates relative responses on the items across regions.

Figure 3: Mean results on satisfaction items by region

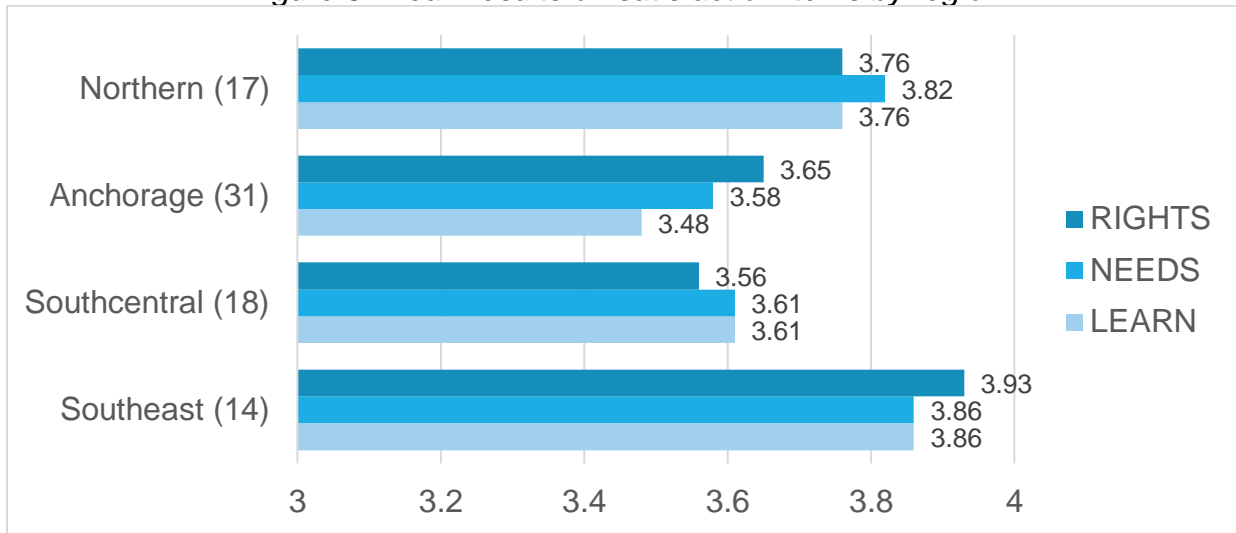


Table 11 is a summary of the proportion of respondents in each region who indicated satisfaction on each item most or all of the time. The highest result was in the Southeast Region with 100% across all three items, followed by the Northern Region.

Table 11: Summary of satisfaction percentages by region

ILP Region (n)	ILP Grantees	RIGHTS%	NEEDS%	LEARN%
Northern (17)	ACC, NWA, NSH, TCC	94	100	100
Anchorage (31)	PIC, FOC	87	87	81
Southcentral (18)	BBA, KAN, MSU, YKH	89	94	89
Southeast (14)	CFC, CCK, FCS, REA, SFS, SVC	100	100	100

Table Note: Statewide (n = 80) RIGHTS 91%, NEEDS 94%, LEARN 90%

Northern Region

Fifty-two percent (52%) of contacted families in the Northern Region responded to the 2020 survey. Of the 17 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their rights (94%), helping them to effectively communicate their children’s needs (100%), and helping them to help their children develop and learn (100%). Strong regional results on this measure are typical for the region, and results were particularly strong this year.

Similarly, mean satisfaction for the Northern Region ($M = 3.78$, $SD = .424$) was exceptionally strong for the region. Item means were all exceptionally high, ranging from 3.76 to 3.82.

Northern Region: RIGHTS (n = 17)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	1	5.9
3-Most of the time	2	11.8
4-All of the time	14	82.4

Northern Region: NEEDS (n = 17)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	3	17.6
4-All of the time	14	82.4

Northern Region: LEARN (n = 17)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	4	23.5
4-All of the time	13	76.5

Anchorage Region

Fifty-one percent (51%) of contacted families in the Anchorage Region responded to the 2020 survey. Of the 31 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their rights (87%), helping them to effectively communicate their children's needs (87%), and helping them to help their children develop and learn (81%). This represents slightly lower regional results on this measure compared to the previous three years.

Mean satisfaction for the Anchorage Region ($M = 3.57$, $SD = .756$) was strong, and strength on this measure has been consistent for four years. Item means ranged from 3.48 to a very high 3.65.

Anchorage Region: RIGHTS (n = 31)

Rating	Frequency	Percent
1-None of the time	1	3.2
2-Some of the time	3	9.7
3-Most of the time	2	6.5
4-All of the time	25	80.6

Anchorage Region: NEEDS (n = 31)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	4	12.9
3-Most of the time	5	16.1
4-All of the time	22	71.0

Anchorage Region: LEARN (n = 31)

Rating	Frequency	Percent
1-None of the time	1	3.2
2-Some of the time	5	16.1
3-Most of the time	3	9.7
4-All of the time	22	71.0

Southcentral Region

A very high 67% of contacted families in the Southcentral Region responded to the 2020 survey. Of the 18 respondents, most noted an ILP did an excellent job most or all of the time helping them to know their rights (89%), helping them to effectively communicate their children's needs (94%), and helping them to help their children develop and learn (89%). This represents slightly higher regional results on this measure compared to the previous three years.

Mean satisfaction for the Southcentral Region ($M = 3.59$, $SD = .642$) was strong, and strength on this measure has been consistent for four years. Item means were all high, ranging from 3.56 to a 3.61.

Southcentral Region: RIGHTS (n = 18)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	2	11.1
3-Most of the time	4	22.2
4-All of the time	12	66.7

Southcentral Region: NEEDS (n = 18)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	1	5.6
3-Most of the time	5	27.8
4-All of the time	12	66.7

Southcentral Region: LEARN (n = 18)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	2	11.1
3-Most of the time	3	16.7
4-All of the time	13	72.2

Southeast Region

Forty-eight percent (48%) of contacted families in the Southeast Region responded to the 2020 survey. Of the 14 respondents, all noted an ILP did an excellent job most or all of the time helping them to know their rights (100%), helping them to effectively communicate their children's needs (100%), and helping them to help their children develop and learn (100%). Strong results on this measure have been consistent for the region over time, often hitting well over 90%. However, it is rare for any region to reach 100% on all three items.

Mean satisfaction in the Southeast Region ($M = 3.88$, $SD = .310$) was exceptionally strong. Item means were all exceptionally high, ranging from 3.86 to 3.93. Very strong satisfaction on this measure has been highly consistent for the region over time.

Southeast Region: RIGHTS (n = 14)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	1	7.1
4-All of the time	13	92.9

Southeast Region: NEEDS (n = 14)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	2	14.3
4-All of the time	12	85.7

Southeast Region: LEARN (n = 14)

Rating	Frequency	Percent
1-None of the time	0	---
2-Some of the time	0	---
3-Most of the time	2	14.3
4-All of the time	12	85.7

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. Thirty-seven respondents (37 or 46% of all respondents) added a comment. Some are included in whole or in part in the following summary as examples. All comments are listed in Appendix B.

Satisfaction Themes of Comments

Expressions of Gratitude & Satisfaction

Thirty, or 81% of the 37 respondents who added a comment, clearly used it as an opportunity to express gratitude or to further highlight their satisfaction with programs, services, or providers. Examples:

We had a really good experience with a provider and she did a very good job. I want to say how much I appreciate the services. Our child has made a lot of progress. I learned a lot and this was the best thing that could have happened for our family...

We are very lucky to have met the [ILP] program. Our son has learned and progressed so much as have the parents...

[Names] have been so wonderful. I would recommend them over and over again. There has never been a time they could not answer my questions. They have been phenomenal...They are like family for us.

[Name] is the most wonderful and communicative and kind person. She is awesome. She always had new things for us to try and bent over backward to help us. She became an integrated part of our life and made it easy. She worked around our schedules and was flexible to meet our needs. I would recommend her to anyone. It is people like her that give people hope. The ILP is fantastic!

We are happy with [ILP]. They really listen to us and help us find answers to problems. I am always impressed with their level of education and their ability to spot things and know how to help children who are so young.

Expressions of Mixed Satisfaction and Dissatisfaction

There were three comments where a caregiver indicated positive experience along with experience that was not so positive. The negative aspects of these comments will be examined with other negative comments, but the example below illustrates the mixed nature of these comments.

The ILP at [agency] is great and they were the best thing that happened for our family. But other services from the agency were shady...

One mixed comment was harder to interpret as to whether or not the negative portion reflected on ILP services:

We were satisfied with the teacher [Name], but sometimes it is hard to understand our child.

Expressions of Frustration and Dissatisfaction

Seven respondents added comments (4) or portions of comments (3) that expressed frustration or some level of dissatisfaction. A few portions of comments seemed to be aimed at services accessed through the ILP:

We found that the providers who are attached to the [ILP] did not have the qualifications to help our child...

...The ILP connected me with others, so the ILP did their part. It was the others who were difficult.

...We did what we were supposed to do when we thought there was a problem and they removed our child from the services and refused to work with our child.

Two comments questioned the quality of ILP providers:

The ILP got no results and they had no knowledge of where to find answers for us or where we should go for help. We gave up on the ILP because they were not helpful and they wasted our time. It is extremely frustrating.

Because of my own prior experience, I am aware of resources. If that wasn't the case, a lot of the answers to these questions would have been "2."

Two comments were more about things people wanted and didn't receive.

The biggest thing was trying to figure out transition into the school district. The school didn't know anything and it was hard to find anyone who could help us to figure out busing and everything we needed for school.

I would like it if the ILP would have some speech and PT services that could be provided in the home.

Other Comments

One portion of a comment clarified that the reason an ILP provider did not work with a childcare provider was because the childcare provider did not want to work with the ILP.

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	5	1	0	0
Anchorage	PIC, FOC	10	2	2	0
Southcentral	BBA, KAN, MSU, YKH	9	0	2	0
Southeast	CFC, CCK, FCS, REA, SFS, SVC	6	0	0	(1)

Table Note: Numbers in parentheses indicate portions of comments placed in that category.

Conclusions

It can be concluded from the results of the 2020 Family Outcomes Survey that the vast majority of families (approximately 92%) were satisfied all or most of the time with the ILP services they received. Overall, family satisfaction continued at a high level, and there was no statistically significant difference across regions.

In the previous year's survey (2019), the overall pattern of outcome-level results appeared weaker than 2018 results, and two outcomes were significantly weaker. In 2020, all but one outcome area appeared slightly stronger than they were in 2019, but none were significantly stronger. Only a single item was significantly stronger than it was in 2019. For the most part, 2020 results seemed to hover between lower 2019 and

higher 2018 results. There were also a handful of items that lost strength in 2019 and continued at that lower level in 2020.

Excluding satisfaction items, the aspects of family knowledge, resources, and abilities from strongest to weakest are listed below. A mean of 3.50 is considered a benchmark for stronger outcomes. Seven items surpassed the benchmark as compared to only three in 2019, suggesting a stronger pattern in results at the item-level. There were seven items surpassing the benchmark in 2018, six in 2017, and five in both 2015 and 2016. The lowest three items are typically among the weakest items on the survey.

Stronger Outcomes

- Comfortable in meetings with professionals ($M = 3.74$)
- Able to perceive the child's progress ($M = 3.63$)
- Informed of the right to choose EI services ($M = 3.62$, sig-diff by race)
- Access to resources for excellent childcare ($M = 3.61$)
- Access to social resources, people to talk with ($M = 3.58$, sig-stronger)
- Access to resources for excellent medical care ($M = 3.55$)
- Worked with professionals to develop a plan ($M = 3.51$)

Moderate to Weaker Outcomes

- Understands the child's development ($M = 3.43$)
- Access to opportunities for community inclusion ($M = 3.36$)
- Able to do the activities the family enjoys ($M = 3.25$)
- Knows how to help the child develop and learn ($M = 3.24$)

Weakest Outcomes

- Knows what to do if not satisfied with services ($M = 3.18$)
- Informed of available programs and services ($M = 3.14$, sig-diff by race)
- Knows about the child's special needs ($M = 3.14$)
- Access to resources for occasional childcare ($M = 2.98$)
- Knows how to help the child learn to behave ($M = 2.96$)

The most notable results from the 2020 survey based on significant differences were the two items where families with Native children as a group indicated they were less informed than what was indicated by families with White children. Specifically, they were less informed of the right to choose which EI services they received, and about programs and services available for their children and families. The latter item had a weak result statewide, along with being informed about what to do if not satisfied with services. All three of these items are within Outcome 2 (rights and advocacy), and they are all related to successful communication over the course of an ILP's relationship with a family. It is worth revisiting and questioning the effectiveness of the methods used to inform families and how frequently critical information is repeated.

An additional notable result is from an item added to the survey in 2020 to measure success of ILP efforts to improve social-emotional development (SED). This item had exceptionally strong results, both statewide and across regions. The Northern Region had the highest possible rating from all respondents in the region.

Appendix A: Invitational Letter & Survey Instrument



March 20, 2020

Dear Parent or Guardian:

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

The UAA Center for Human Development (CHD) is an independent contractor collecting the surveys and they will be the only ones to see completed surveys. You can use the enclosed paper copy and return it to CHD in the postage-paid envelope, or you can complete it online at this address: <https://tinyurl.com/rzc5f98>. You can also call CHD toll-free at 1-800-243-2199 weekdays between 9am and 4pm and ask to complete the "Family Outcomes Survey" over the phone.

Your responses will be kept confidential from the Alaska ILP. The staff from the Alaska ILP will never see individual surveys at any time. No individual responses will be identified in reports or summaries of results. Your answers will be grouped together with those from other families.

No identifying information will be stored by CHD after this survey ends. Information that can identify you (like your name) will be removed from all data. Data without identifiers will be saved so that future results can be compared to past results.

By returning a completed survey or completing it online or over the phone, you are agreeing to participate. If you choose the online or phone option, please have this letter handy as you will need the "Survey Verification Number" printed at the bottom to begin the survey. CHD will check these numbers off a list so they stop contacting people who have already completed the survey.

If CHD has not heard from you in a couple of weeks, they will give you a call or send a reminder. Please complete the survey no later than April 30. If you have any questions about this survey, you are welcome to contact me at 451-5041 in Fairbanks or 1-800-770-1672 toll free.

Thank you very much for your help!

Sincerely,

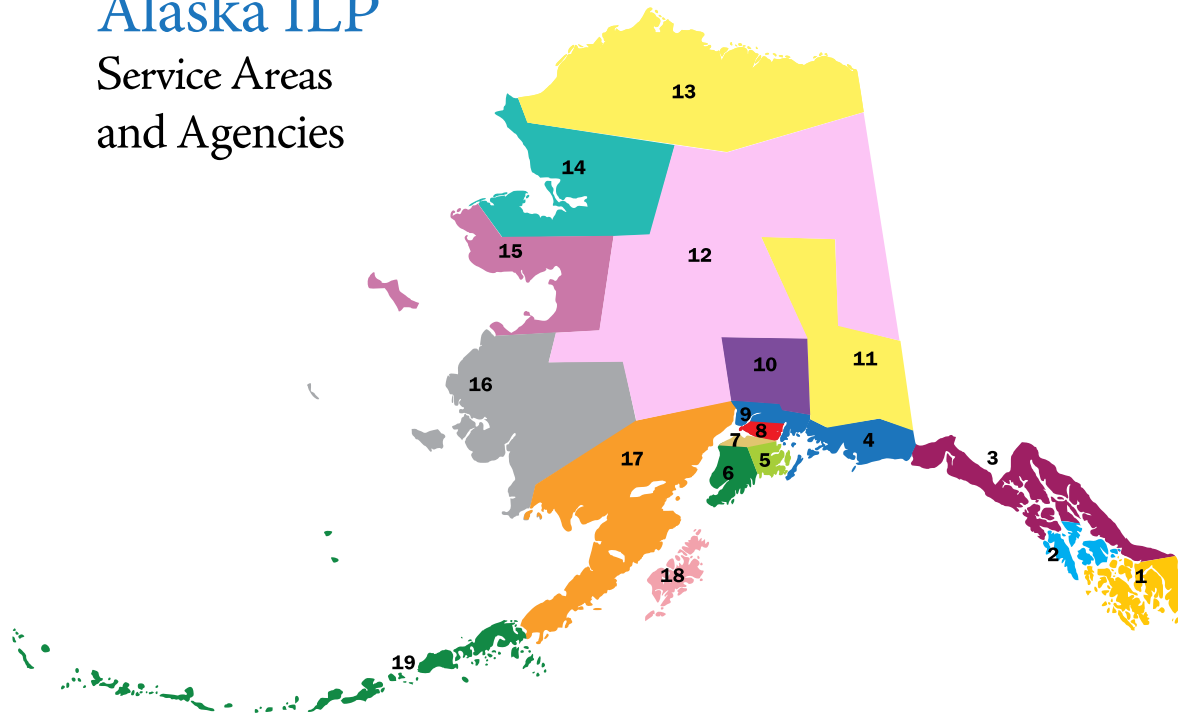
A handwritten signature in blue ink that reads "Maureen F. Harwood".

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

Survey Verification Number:

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

Alaska ILP Service Areas and Agencies



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

Family Outcomes Survey

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 in the program. In those cases your answers reflect your general or averaged opinions or experiences over the past calendar year.

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

	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
-- helping us effectively communicate our child's needs.	1	2	3	4
-- helping us help our child develop and learn.	1	2	3	4
-- helping us enjoy our relationship with our child.	1	2	3	4

The next two items are about your experience with ongoing childcare for your child, like daycare or a babysitter while you go to work. If you don't have ongoing childcare, these two items are probably not applicable to you.

17. We have excellent childcare for our child.	1	2	3	4	n/a
18. Our ILP provider works closely with our childcare provider.	1	2	3	4	n/a

Comments written below go directly to the evaluator. Your confidentiality is protected, so names or identifying information will not be included with your comments in any summaries or reports. That means that no one associated with the Infant Learning Program will be able to contact you to answer questions or concerns written here. You are always welcome to contact them directly. Contact information for the statewide Alaska ILP is in the letter you received with this survey.

Comments:

Please return the completed survey in the prepaid envelope to:

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

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

Appendix B: Comments Added to Surveys

Thirty-seven respondents added comments to surveys. Potentially identifying information has been removed or replaced with generic terms in brackets.

30 Positive Comments (81% of total)

Our ILP provider was amazing. We have had nothing but a great experience with the whole agency. We are very happy with the services.

[Names] have been so wonderful. I would recommend them over and over again. There has never been a time they could not answer my questions. They have been phenomenal and have set the bar high for future services. They are like family for us.

Kudos to [Name]. She has been wonderful. She has gone out of her way to help us keep our baby safe and happy.

Our child had a great experience with the ILP until he could no longer attend due to COVID19.

It has been really nice watching the progress. Following the program and recommendations, our child made leaps forward.

Our ILP services were excellent. Our education coordinator let me text or call any time. She was our best resource and we still keep in touch. She is wonderful.

The local ILP was fantastic. I don't see how I could have received more love, care, and assistance. They were phenomenal.

I am really grateful for the service. They have been very helpful for the development of our child.

Comparing the care we received in Alaska to what we receive in [another state], Alaska is much more advanced. [Name] who worked with us was vital to my child's development.

We really enjoyed having access to the program. It was very helpful for our child.

We had a really good experience with a provider and she did a very good job. I want to say how much I appreciate the services. Our child has made a lot of progress. I learned a lot and this was the best thing that could have happened for our family. Before this, we didn't know what to do.

We had [Name] and she did a really good job and we had a really good bond with her. When we went on to other services it was hard to leave her.

Our ILP providers go above and beyond for our children. They make sure we know our rights and that they are always there to help. They understand our kids' strengths and weaknesses, and know when to push them or when to give them time. Our children

have shown and are still showing so much improvement. We are so thankful for our providers.

I really enjoy working with our ILP. They do a great job of recognizing needs and coordinating things so our children are taken care of.

They helped my daughter a lot Thank you so much.

Infant Learning is the reason my son is properly diagnosed with [condition] and now has medication this is [working]. They saved my son while healthcare providers ignored me. Infant Learning helped me advocate for him. My family is forever grateful for [Name].

We've been very satisfied with the services we received and we are looking forward to resuming once the situation with the virus ends.

It was just a wonderful service I don't know how we would have survived without it. We were blessed to come upon this program.

[Name] is the most wonderful and communicative and kind person. She is awesome. She always had new things for us to try and bent over backward to help us. She became an integrated part of our life and made it easy. She worked around our schedules and was flexible to meet our needs. I would recommend her to anyone. It is people like her that give people hope. The ILP is fantastic!

I've been very happy with the care. When I have questions, the ILP has given me some excellent ideas, things that would never have occurred to me.

I absolutely loved the time we had with [Name] and all of her help. We are in an amazing pre-K now and [Child] is flourishing! Thank you!

Two of the ILP providers worked with my son and they were amazing in accommodating us whenever we had changes in schedules.

We are more than happy with all our services.

We are very happy with our provider!

I praise [Name]. She has been great for all of us. She is awesome.

We are very lucky to have met the [ILP] program. Our son has learned and progressed so much as have the parents. We love the home visits and we will miss the [services] since they only care for up to three years of age.

Thank you for everything your program has done for my child.

We are happy with [ILP]. They really listen to us and help us find answers to problems. I am always impressed with their level of education and their ability to spot things and know how to help children who are so young.

We've been pretty happy with our ILP services.

It was a good program. Our child is just about up to speed now. It was definitely good to have the ILP for the year we participated.

Three Mixed Comments

The ILP was wonderful, but it was very confusing. There are so many hoops to jump through and so many new things to learn. The ILP connected me with others, so the ILP did their part. It was the others who were difficult.

The ILP at [agency] is great and they were the best thing that happened for our family. But other services from the agency were shady. We did what we were supposed to do when we thought there was a problem and they removed our child from the services and refused to work with our child.

We were satisfied with the teacher [Name], but sometimes it is hard to understand our child.

Four Negative Comments

I would like it if the ILP would have some speech and PT services that could be provided in the home.

Because of my own prior experience, I am aware of resources. If that wasn't the case, a lot of the answers to these questions would have been "2."

We found that the providers who are attached to the [ILP] did not have the qualifications to help our child. The ILP got no results and they had no knowledge of where to find answers for us or where we should go for help. We gave up on the ILP because they were not helpful and they wasted our time. It is extremely frustrating.

The biggest thing was trying to figure out transition into the school district. The school didn't know anything and it was hard to find anyone who could help us to figure out busing and everything we needed for school.

One Other Comment (portion of another comment)

It was the daycare provider who did not want to work with the ILP provider.