

**2021-2022****Birth to Three Early Intervention /  
Child Development Watch  
Family Outcomes Survey**

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## EXECUTIVE SUMMARY

This report presents the results from the 2020-2021 Birth to Three Early Intervention (B23), Regional Programs - Child Development Watch (CDW) Family Outcomes Survey. In addition, the report details the review and revision of the survey tool, which occurred prior to data collection. The Center for Research in Education and Social Policy (CRESP) at the University of Delaware was hired to oversee the review and revision process as well as conduct the survey.

### Context

The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that provides funding to states to provide early intervention services for infants and toddlers with disabilities or developmental delays, age's birth to age three, and their families. The Birth to Three, Early Intervention Program, Child Development Watch (CDW), operating under the Department of Human and Social Services (DHSS), Division of Public Health, is Delaware's lead agency to receive the grant and administer the program. As part of B23/CDW's annual federal performance plan and report, B23/CDW staff must report on the outcomes of families participating in the program. The B23/CDW Family Outcomes Survey provides a way for the B23/CDW program to assess the extent to which the program is meeting families' needs.

### Review and Revision Process

The revision process consisted of conducting two stakeholder meetings with B23 and CDW staff members and members of the Interagency Coordinating Committee (ICC) Advisory Council. Stakeholders reviewed the 2019-2020 survey tool and suggested revisions to (a) remove items that were redundant with other items or lacking in value, (a) refine questions to reduce confusion, (c) add items where stakeholders believe they were needed. Suggested revisions were integrated into the 2020-2021 version of the tool.

### Research Design and Methods

*Sample:* All (n=1110) families who were receiving services from CDW during the 2020-2021 fiscal year were included in the survey sample.

*Procedure:* The research team attempted to contact families by phone, email, and text message to invite them to participate.

*Analyses:* Survey responses from 346 families were analyzed for this report. Descriptive and summary statistics were used to describe the survey data. In addition, non-parametric tests of significance (Mann Whitney U tests and Kruskal Wallance tests) were conducted to compare how families scored across demographic characteristics (i.e., child's sex, age, race, ethnicity, and county). Open-ended survey responses were qualitatively coded using open coding to identify themes.

### Findings

The family outcomes federal reporting requirement for Part C programs requires that states report on the percent of families participating in Part C have helped their family know their rights, effectively communicate their children's needs, and have helped families help their children develop and learn. Families overwhelmingly indicated (92%-97% agree or strongly agree) that early intervention services (i.e., the B23/CDW program) has helped their family in these areas. Most families also reported positive

experiences with the B23/CDW admission process. Similar to last year, families had mixed perceptions about the transition process, with some families reporting struggles with the transition process out of B23. Families' experiences with their Family Service Coordinators and Early Intervention Providers were highly rated. Approximately one-quarter of families surveyed indicated that they experienced a change in their family service coordinator over the past year. Families reported mixed perceptions related to the changes in their coordinator. Although most families responded positively to survey items, tests of significance revealed differences between families living in New Castle County and families living in Sussex and Kent Counties. Specifically, New Castle participants scored some items lower than participants from Kent/Sussex Counties. While analyses revealed that there were significant differences between families' scores, the means for all items remained in the '3' range (where 1= Strongly Disagree and 4= Strongly Agree). As such, it's important to note that most families are satisfied with the services they are receiving.

### **Recommendations**

We offer four recommendations to DHSS, Birth to Three Early Intervention Program – Administration and CDW leaders.

*Recommendation 1:* We encourage DHSS, B23 administration, & B23/CDW leaders to congratulate and share the great work of their team. Families were very satisfied.

*Recommendation 2:* We encourage DHSS, B23 administration, & B23/CDW leaders to further explore the transition process.

*Recommendation 3:* We encourage DHSS, B23 administration, & B23/CDW leaders to continue to monitor outcomes by families' demographic characteristics.

*Recommendation 4:* We encourage DHSS, B23 administration, & B23/CDW leaders to continue to weigh the possibility of enhancing the survey outreach strategy to include providers and staff to the extent possible.

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## 2020-2021 Birth to Three Early Intervention / Child Development Watch Family Outcomes Survey

### INTRODUCTION

The Birth to Three Early Intervention Program is the early intervention program for Delaware. It provides services that are designed to enhance the development of infants and toddlers at risk for disabilities or developmental delays, in addition to increasing the capacity of their families to meet the needs of these children. The Birth to Three Early Intervention Program is comprised of two parts. One part is the Birth to Three – Administration (B23 – Administration) which provides oversight and guidance to the Regional Programs and Early Intervention Service Providers. The second part is Child Development Watch also known as Birth to Three Early Intervention Program – Regional Program Kent/Sussex and Regional Program New Castle, which provides service coordination and transition, from Part C, assistance to families. The annual B23/CDW Family Outcomes Survey gives families the opportunity to share what B23/CDW is doing well, how B23/CDW can improve, and how families' needs may be changing. B23/CDW uses the information provided by families to make improvements to the program. In addition, all states and jurisdictions receiving Part C funding are required to report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education. As such, the U.S. Office of Special Education Programs looks at this information to see how well B23/CDW meets the needs of children and families.

The Center for Research in Education and Social Policy (CRESP) at University of Delaware was hired to review and revise the B23/CDW Family Outcomes Survey as well as conduct the 2020-2021 iteration of survey on behalf of the B23/CDW program. This report provides a summary of the methods used to review and revise the survey tool, as well as analysis of the responses in the 2020-2021 B23/CDW Family Outcomes Survey with recommendations. The process to review and revise the survey tool began in November 2021 and included meetings with members of the Interagency Coordinating Council (ICC) to guide efforts and advise on survey needs and changes. The survey was launched on March 1, 2022 and concluded on June 30, 2022. Initial findings were reported on a call with DHSS staff on July 28, 2022.

### SURVEY REVIEW AND REVISION

The survey tool underwent significant revision last year for the 2019-2020 iteration of the survey. During last year's revision, the research team conducted exploratory factor analysis, a jurisdictional scan of available Part C Family Outcome Surveys, and a review of previous final reports on the B23/Family Outcomes Surveys. In addition, the research team collaborated with staff members from Delaware's Department of Health and Social Services (DHSS), and staff from Birth to Three Early Intervention Program Child Development Watch to inform the survey's development.

This year (2020-2021), the survey underwent additional revision and refinement to reflect the opinions of the ICC. The research team met with stakeholders from the ICC twice on November 17, 2021 and December 1, 2021. During the first meeting, the 2019-2020 survey was reviewed and the stakeholders discussed potential areas for further refinement. Stakeholders suggested revisions to (a) remove items that were redundant or lacking in value, (a) refine questions to reduce confusion, (c) add items where stakeholders perceived they were needed.

After the first meeting, members of the research team revised the survey based on the stakeholders' feedback and submitted the revised tool to the stakeholders for review. During the second meeting, proposed changes were discussed and voted on by the stakeholder group. The revised survey has eight sections of information collection and a demographic section for use during

the analysis of responses. Several question formats were used in the survey. The demographic section includes a checklist response to questions. Sections one to six were set up as a 4-point Likert scale to establish "degree of alignment" with the statement made (1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree). Sections seven and eight of the survey were set up as open-ended questions to allow respondents to describe issues that are important to them. In addition, section 4a includes an open-ended question to allow respondents to describe their experiences with changes to their Family Service Coordinator. The eight revised survey sections are as follows:

1. Demographics (4 questions)
2. Federal Reporting Requirements (3 questions)
3. The B23/CDW admissions process (3 questions)
4. Families' experiences with their family service coordinator (10 questions)
  - a. Families' experiences with changes to their Family Service Coordinator (if applicable) (3 questions)
5. Families' experiences with their Early Intervention Provider(s) (7 questions)
6. Families' experiences during the transition process (6 questions)
7. Families' perceptions about their experiences with the B23/CDW program (1 question)
8. Families' perceptions about how B23/CDW can improve its services (1 question)

To review the specific items included in the 2020-2021 survey tool, see Appendices A (English) and B (Spanish).

## **METHOD**

### **RECRUITMENT**

Following approval from the University of Delaware's Institutional Review board (IRB), Delaware's Department of Public Health (DPH) Privacy Board, and the Department of Health and Social Services (DHSS) Human Subjects Review Board (HRSB), CRESP began in March 2022 to reach out to families (N=1110) listed in the state file as having received services in the past year. We used a combination of total population and stratified sampling techniques to recruit participants. In phase one of data collection, the research team attempted to contact every family via email, phone, and text message (more information provided in procedures) to invite them to participate in the survey. In phase two, we examined the completion rates based on children's demographic characteristics. To achieve representation of the broader survey population, we sought to sample 30% of families with children from the following sub-groups: child's race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White), child's ethnicity (Hispanic, non-Hispanic), child's biological sex (boy, girl), age (0-1, 1-2, 2-3), and county of residence (New Castle, Sussex, and Kent). Using this data, the research team made a second round of phone calls and outreach to help fill stratification gaps and ensure that the survey sample was representative of the overall B23/CDW population. For the final sampling statistics for each sub-group see Tables 1 to 5.



## PROCEDURES

After receiving approvals from the requisite research review boards (listed above), the Delaware DHSS provided the research team with the contact information for families (n=1110) receiving services from the program. This contact list included demographic data (i.e., age, race, ethnicity, county, biological sex) of children in the program, along with contact information (e.g., emails, phone numbers) for each family.

The research team used Qualtrics software to distribute our survey via text message and email among the families that were on the contact list. Emails and text messages included an individualized link to the survey. In addition, families were invited to visit <http://www.cresp.udel.edu/b23> to learn more about the study. In addition to contacting families by text message and email, the research team attempted to contact every family to introduce the survey and invite them to complete the survey. All survey materials (i.e., CRESPP website, text messages, emails, and survey) were written in English and Spanish.

## PARTICIPANTS

After completing both phases of recruitment, we received 370 surveys. After eliminating 24 abandoned surveys, we had 346 surveys. Tables 1 to 5 provide the survey completion rates for each demographic characteristic. The first column of each table lists the demographic subgroups that were examined. The second column shows the number of families within each subgroup that completed the survey. For Tables 1 to 4, the third column shows the number of families within each subgroup as reported in the 2020-2021 Child Count report. For Table 5 (i.e., reporting on families by county), the number of families by county were not included in the Child Count report. As such, the third column for Table 5 shows the number of families within each demographic subgroup as recorded on the contact list.

Table 1  
*Survey completion rates by child's age*

| <b>Age</b>      | <b>Number of Survey Responses</b> | <b>Child Count</b> | <b>Percentage of Completed Surveys</b> |
|-----------------|-----------------------------------|--------------------|--|
| Birth to 1 Year | 4                                 | 102                | 3.9                                    |
| 1 to 2 Years    | 78                                | 347                | 22.5                                   |
| 2 to 3 Years    | 192                               | 753                | 25.5                                   |
| Over 3 Years    | 72                                | n/a                | n/a                                    |
| <i>Total</i>    | 346                               | 1202               | --                                     |

As shown in Table 1, only 3.9% of families with children aged Birth to 1 Year completed this year's survey.

Table 2  
*Survey completion rates by child's biological sex*

| <b>Children's' Biological Sex</b> | <b>Number of Survey Responses</b> | <b>Child Count</b> | <b>Percentage of Completed Surveys</b> |
|-----------------------------------|-----------------------------------|--------------------|--|
| Boy                               | 223                               | 774                | 28.8                                   |
| Girl                              | 123                               | 428                | 28.8                                   |
| <i>Total</i>                      | 346                               | 1202               | --                                     |

As shown in Table 2, families with girl and boy children were equally represented within the survey.

Table 3  
*Survey completion rates by child's race*

| <b>Race</b>                               | <b>Number of Survey Responses</b> | <b>Child Count</b> | <b>Percentage of Completed Surveys</b> |
|---|-----------------------------------|--------------------|--|
| American Indian or Alaska Native          | 1                                 | 2                  | 50.0                                   |
| Asian                                     | 17                                | 37                 | 46.0                                   |
| Black or African American                 | 83                                | 317                | 26.2                                   |
| Native Hawaiian or Other Pacific Islander | 0                                 | 2                  | 0.0                                    |
| White                                     | 167                               | 565                | 29.6                                   |
| A race not listed here                    | 3                                 | n/a                | n/a                                    |
| 2+ Races                                  | 29                                | 52                 | 55.8                                   |
| No information                            | 46                                | n/a                | n/a                                    |
| <i>Total</i>                              | 346                               | 1202               | --                                     |

As shown in Table 3, we obtained 30% representation or higher across most racial sub-groups.

Table 4  
*Survey completion rates by child's ethnicity (Hispanic)*

| <b>Hispanic Ethnicity</b> | <b>Number of Survey Responses</b> | <b>Child Count</b> | <b>Percentage of Completed Surveys</b> |
|---------------------------|-----------------------------------|--------------------|--|
| Yes                       | 73                                | 227                | 32.2                                   |
| No                        | 273                               | 975                | 28.0                                   |
| <i>Total</i>              | 346                               | 1202               | --                                     |

As shown in Table 4, over 30% of families with Hispanic children completed the survey.

Table 5  
*Survey completion rates by county*

| <b>County</b> | <b>Number of Survey Responses</b> | <b>Child Count</b> | <b>Percentage of Completed Surveys</b> |
|---------------|-----------------------------------|--------------------|--|
| Sussex        | 84                                | 267                | 31.5                                   |
| New Castle    | 204                               | 614                | 33.2                                   |
| Kent          | 58                                | 229                | 25.3                                   |
| <i>Total</i>  | 346                               | 1110               | --                                     |

As shown in Table 5, we obtained 30% representation or higher across families living in Sussex and New Castle Counties. We had slightly fewer families from Kent County (25%) complete the survey.

## DATA ANALYSIS

Statistical analyses of survey data were conducted in SPSS. To treat missing quantitative data, we excluded cases analysis by analysis. We used descriptive (mean, standard deviation) and summary statistics (percentage of responses for 'strongly agree,' 'agree,' 'disagree,' 'strongly disagree') to describe the basic features of the survey data. In addition, to compare how families scored across items, survey data were analyzed using the independent-samples Mann Whitney U tests (for comparing 2 groups) or Kruskal-Wallis tests (for comparing three or more groups) of significance. P-values were set at .05. Families were compared across demographic characteristics (child's age, child's biological sex, county, child's race, child's ethnicity). The category 'child's race' was collapsed from the original groups to 'White' (1) and 'children of color' (2) due to uneven distribution of families across the original categories. Likewise, the category 'child's age' was collapsed from the original groups to 'Birth to 2' (1) and 'Over 2' (2) due to the uneven distribution of families across the original categories. Tests of significance were run for every group of survey items. In addition, post-hoc tests were conducted following Kruskal-Wallis tests to analyze all pairs of groups. Significance values for post-hoc tests are Bonferroni corrected to control for Type I error.

In addition to the Likert-style questions, the survey asked three open-ended questions, which asked families to (1) Please share with us if the changes in your Family Service Coordinator have affected your family's experience in the B23/Child Development Watch Program, (2) Please share with us any additional information about your experience with the B23/CDW program, and (3) Do you have any suggestions for us to improve in the future?. Two-hundred and fifty-nine (259) open-ended responses were provided in relation to these three items.

Qualitative data were analyzed using open coding to identify themes. Responses in Spanish were translated to English by bilingual research staff during the coding process. Where Spanish quotes are provided throughout the report, an English translation is provided in square brackets immediately following the original text. A complete list of all open-ended responses is provided in Appendix C. All identifying information (e.g., names) have been removed from the comments to ensure confidentiality.

## FINDINGS

In this section, we present the descriptive and summary statistics followed by tests of significance (Mann Whitney U tests, Kruskal Wallance tests). For the tests of significance, we only present the findings where significant differences between groups were found.

### FINDING: FAMILIES BELIEVE THAT EARLY INTERVENTION SERVICES HAVE HELPED THEIR FAMILY

The family outcomes federal reporting requirement for Part C programs requires that states report on the percent of families participating in Part C (i.e., B23/CDW) who report that early intervention services have helped their family know their rights, effectively communicate their children's needs, and have helped families help their children develop and learn. Table 6 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items was very high, ranging from 92.8% to 95.4%.

Table 6  
*Summary & descriptive statistics for federal outcome items*

| Item   | N   | M    | SD  | Strongly Disagree (%) | Disagree (%) | Agree (%) | Strongly Agree (%) |
|--|-----|------|-----|-----------------------|--------------|-----------|--------------------|
| Helped me know about my family's rights.   | 334 | 3.45 | .62 | 0.9                   | 4.2          | 44.3      | 50.6               |
| Helped me more effectively communicate my child's needs to the people who work with my child and family. | 333 | 3.45 | .66 | 1.2                   | 6.0          | 39.3      | 53.5               |
| Helped me know how to help my child develop and learn.   | 342 | 3.51 | .59 | 0.3                   | 4.1          | 39.8      | 55.6               |

A Kruskal-Wallis test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living in different counties scored significantly differently on only one item, *“Helped me know about my family’s rights”*,  $H(2)=10.34, p=.006$ . Pairwise comparisons revealed that there were significant differences between New Castle County and Kent County  $H(2)=41.50, p=.004$ . A comparison of group means indicates that families from Kent County ( $M= 3.68, SD= .508$ ) rated this item higher than families from New Castle County ( $M= 3.38, SD= .641$ ). None of the other comparisons were significant.

Nine open-ended responses referenced the fact that the B23/CDW program has helped them (and their family) know how to help their child develop and learn. A few of these comments are shown below. To read all the comments in this category, refer to Appendix C.

*We do feel that the services provided have been invaluable to our child and our family as a whole. Without guidance from our physical therapist, we don't believe that we would've know the correct exercises to build our child's strength and help catch him up in terms of his milestones. The coordinators, including those who first interviewed and assessed our child, were very helpful, kind, and friendly. They have made the process and program very enjoyable. We are very grateful to this program and the people working with us.*

*Ayudó a mi hijo y a mí a saber cómo hablar con mi hijo para comunicarse mejor. [It helped my son and helped me to know how to talk to my son to communicate better.]*

*Everyone I worked with for my child was kind and extremely helpful. I would absolutely recommend this program to anyone who need a helping hand with their child’s growth.*

Relatedly, 13 families reported that B23/CDW services have helped their child develop and learn. A couple of these quotes are highlighted below. For all quotes in this theme, see Appendix C.

*I credit CDW with my daughter catching up to her peers and being able to communicate. I was so scared she would never speak and CDW listened with empathy and non-judgment. I loved every second of our experience. My daughter had improved with her speech tremendously!*

*Our entire experience with this program has been amazing! All of the therapists formed an immediate bond with my son who receives the therapy as well as his three-year-old brother who is sometimes there during sessions. We are seeing new milestones met all the time, big ones and small ones. We have been blessed by everyone who has helped our son!*

In sum, these responses indicate that families feel B23/CDW services have had a positive impact on their child and family.

**FINDING: OVERALL, FAMILIES WERE SATISFIED WITH THEIR EXPERIENCES DURING THE ADMISSION PROCESS, HOWEVER, FAMILIES' SCORES VARIED BY COUNTY ON ALMOST ALL ITEMS**

Within the survey, families were asked about their experiences during the admission process. Table 7 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items was very high, ranging from 93.6% to 99.2%.

Table 7  
*Summary & descriptive statistics for items on admission process*

| Item  | N   | M    | SD  | Strongly Disagree (%) | Disagree (%) | Agree (%) | Strongly Agree (%) |
|---|-----|------|-----|-----------------------|--------------|-----------|--------------------|
| A family service coordinator met with me and/or my family within 2 weeks after the referral was made.   | 330 | 3.45 | .65 | 1.2                   | 5.2          | 40.9      | 52.7               |
| A family service coordinator asked about my child's strengths, needs, and goals in our initial meeting. | 341 | 3.62 | .50 | 0.0                   | 0.9          | 36.4      | 62.8               |
| The results of my child's assessments or evaluations were explained to me in ways I understood.         | 337 | 3.58 | .51 | 0.0                   | 0.9          | 40.7      | 58.5               |
| It was easy to find out if my child was eligible for the B23/CDW program.                               | 339 | 3.51 | .64 | 0.9                   | 5.0          | 36.6      | 57.5               |

A Kruskal Wallace test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living in different counties scored significantly differently on three items (Table 8).

Table 8  
*Results from Kruskal-Wallis test*

| Survey Item   | Degrees of Freedom | H (chi-square) test statistic | P value |
|---|--------------------|-------------------------------|---------|
| A family service coordinator asked about my child's strengths, needs, and goals in our initial meeting. | 2                  | 8.34                          | .015    |

|   |   |       |      |
|---|---|-------|------|
| The results of my child's assessments or evaluations were explained to me in ways I understood. | 2 | 12.12 | .002 |
| It was easy to find out if my child was eligible for the B23/CDW program.                       | 2 | 12.26 | .002 |

Pairwise comparisons for the item *"A family service coordinator asked about my child's strengths, needs, and goals"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=34.96, p=.014$ . A comparison of group means indicates that families from Kent County ( $M= 3.79, SD= .409$ ) rated this item higher than families from New Castle County ( $M= 3.38, SD= .641$ ). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"The results of my child's assessments or evaluations were explained to me in ways I understood"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=43.19, p=.002$ . A comparison of group means indicates that families from Kent County ( $M= 3.79, SD= .409$ ) rated this item higher than families from New Castle County ( $M= 3.58, SD= .510$ ). In addition, there were significant differences between Sussex County and Kent County  $H(2)=38.96, p=.020$ . A comparison of group means indicates that families from Kent County ( $M= 3.79, SD= .409$ ) rated this item higher than families from Sussex County ( $M= 3.54, SD= .548$ ). There were no significant differences between New Castle and Kent County.

Pairwise comparisons for the item *"It was easy to find out if my child was eligible for the B23/CDW program"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=46.15, p=.005$ . A comparison of group means indicates that families from Kent County ( $M= 3.75, SD= .511$ ) rated this item higher than families from New Castle County ( $M= 3.47, SD= .626$ ). In addition, there were significant differences between Sussex County and Kent County  $H(2)=41.99, p=.003$ . A comparison of group means indicates that families from Kent County ( $M= 3.75, SD= .511$ ) rated this item higher than families from Sussex County ( $M= 3.42, SD= .701$ ). There were no significant differences between New Castle and Sussex County.

Only four open-ended responses referenced the admissions and evaluation process. Of the four responses, two describes positive experiences, while the other two described negative experiences. All four comments are provided below.

*My experience with the B23 program has been nothing but great since the beginning. As soon as we left the hospital we were already looking into therapy & it was such an easy process. Our coordinator is amazing and so is the providers. I don't think my baby would thriving as good as she is without this program.*

*The connection with the program with my child was so smooth and easy and scheduling everything was handled professionally.*

*The initial evaluation was a little overwhelming. It was done in person, and I didn't know what to expect (timeline of the visit, specifically, which would have been nice to know because my daughter was only about 4 months old at the time). I was given results in real time, but it wasn't clear what they meant (I was contacted later to review them).*

*I'm a pediatrician, and I still wasn't sure whether or not I was being told my child was delayed and how (i.e., in what domains). She automatically qualified for services, so in some ways it didn't matter if I understood or if she was delayed, but it seems like if I struggled to understand and have the benefit a background in growth and development, perhaps the information could be presented more simply/directly.*

*My daughter was born premature and in the NICU for 2 weeks, which was where the referral was made for CDW. There appeared to be an initial assessment appointment that was made for me. This was not fully understood (by me) and I actually missed my first appointment. I also had a home nurse that briefly came out to the home upon my daughters discharge. I don't even know if that was a part of this program or something else. My daughter was recently discharged from the medical monitoring of CDW, but still receives PT services and we continue to work with the case manager. The whole program, and the multitude services it offers just wasn't clearly laid out from the beginning. Some additional service check ins from the caseworker might have been beneficial.*

**FINDING: OVERALL, FAMILIES WERE SATISFIED WITH THEIR EXPERIENCES WORKING WITH THEIR FAMILY SERVICE COORDINATOR, HOWEVER FAMILIES' SCORES VARIED BY COUNTY ON MOST ITEMS**

In general, families reported positive perceptions of their experiences working with their Family Service Coordinator (FSC). Table 9 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items ranged from 79.8% to 98.7%. The most positively perceived item assessed if FSCs communicates with families in a way that is sensitive to the family's culture and ethnic group. The least favorably perceived item examined if FSCs provides families with information about activities and services in the community that help the family and their child.

Table 9  
Summary & descriptive statistics for items on Family Service Coordinators (FSCs)

| Item   | N   | M    | SD  | Strongly Disagree (%) | Disagree (%) | Agree (%) | Strongly Agree (%) |
|--|-----|------|-----|-----------------------|--------------|-----------|--------------------|
| Treats me and/or my family with respect.   | 334 | 3.66 | .50 | 0.0                   | 1.5          | 30.8      | 67.7               |
| Includes me and/or my family in decisions about services, resources, and opportunities for my child.                     | 335 | 3.62 | .55 | 0.3                   | 2.4          | 32.2      | 65.1               |
| Includes me and/or my family in the development of my child's Individualized Family Service Plan (IFSP).                 | 329 | 3.63 | .55 | 0.3                   | 2.4          | 31.3      | 66.0               |
| Assists me and/or my family in obtaining access to services identified in my child's Individualized Family Service Plan. | 325 | 3.59 | .60 | 0.9                   | 3.1          | 32.3      | 63.7               |

|  |     |      |     |     |      |      |      |
|--|-----|------|-----|-----|------|------|------|
| Gives me and/or my family information about other activities and services in the community that help me and my child.  | 317 | 3.23 | .89 | 5.4 | 14.8 | 30.9 | 48.9 |
| Is available to speak with me and/or my family on a regular basis.   | 325 | 3.42 | .74 | 3.1 | 5.5  | 37.8 | 53.5 |
| Communicates with me and/or my family in a way that is sensitive to my family's culture and ethnic group.  | 308 | 3.58 | .53 | 0.3 | 1.0  | 39.3 | 59.4 |
| Provides information in my family's primary language.  | 329 | 3.63 | .54 | 0.3 | 1.8  | 32.8 | 65.0 |
| Provides information using my preferred form of communication (text message, email, or telephone).   | 330 | 3.60 | .55 | 0.3 | 2.1  | 35.2 | 62.4 |
| Offers flexibility with respect to evaluations, scheduling, documentation, and appropriate coordination of care that meets my family's needs during the Covid-19 pandemic. | 324 | 3.60 | .56 | 0.6 | 1.5  | 35.5 | 62.3 |

A Kruskal Wallace test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living in different counties scored significantly differently on nine items (Table 10).

Table 10  
Results from Kruskal-Wallis test

| Survey Item   | Degrees of Freedom | H (chi-square) test statistic | P value |
|---|--------------------|-------------------------------|---------|
| Treats me and/or my family with respect.  | 2                  | 6.45                          | .040    |
| Includes me and/or my family in decisions about services, resources, and opportunities for my child.                            | 2                  | 7.57                          | .023    |
| Includes me and/or my family in the development of my child's Individualized Family Service Plan (IFSP).                        | 2                  | 8.19                          | .017    |
| Assists me and/or my family in obtaining access to services identified in my child's Individualized Family Service Plan (IFSP). | 2                  | 6.18                          | .046    |



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|  |   |       |       |
|--|---|-------|-------|
| Gives me and/or my family information about other activities and services in the community that help me and my child.  | 2 | 8.26  | .016  |
| Is available to speak with me and/or my family on a regular basis.   | 2 | 16.78 | <.001 |
| Communicates with me and/or my family in a way that is sensitive to my family's culture and ethnic group.  | 2 | 9.76  | .008  |
| Provides information in my family's primary language.  | 2 | 10.40 | .006  |
| Offers flexibility with respect to evaluations, scheduling, documentation, and appropriate coordination of care that meets my family's needs during the Covid-19 pandemic. | 2 | 10.82 | .004  |

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Pairwise comparisons for the item *"Treats me and/or my family with respect"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=28.41, p=.047$ . A comparison of group means indicates that families from Kent County ( $M= 3.79, SD= .409$ ) rated this item higher than families from New Castle County ( $M= 3.60, SD= .541$ ). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Includes me and/or my family in decisions about services, resources, and opportunities for my child"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=31.42, p=.027$ . A comparison of group means indicates that families from Kent County ( $M= 3.78, SD= .421$ ) rated this item higher than families from New Castle County ( $M= 3.55, SD= .594$ ). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Includes me and/or my family in the development of my child's Individualized Family Service Plan (IFSP)"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=29.69, p=.039$ . A comparison of group means indicates that families from Kent County ( $M= 3.79, SD= .411$ ) rated this item higher than families from New Castle County ( $M= 3.55, SD= .602$ ). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Assists me and/or my family in obtaining access to services identified in my child's Individualized Family Service Plan (IFSP."* revealed that there were significant differences between New Castle County and Kent County  $H(2)=31.93, p=.021$ . A comparison of group means indicates that families from Kent County ( $M= 3.75, SD= .474$ ) rated this item higher than families from New Castle County ( $M= 3.53, SD= .642$ ). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Gives me and/or my family information about other activities and services in the community that help me and my child"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=37.04, p=.012$ . A comparison of group means

indicates that families from Kent County (M= 3.46, SD= .914) rated this item higher than families from New Castle County (M= 3.15, SD= .889). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Is available to speak with me and/or my family on a regular basis"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=51.07, p=.000$ . A comparison of group means indicates that families from Kent County (M= 3.73, SD= .486) rated this item higher than families from New Castle County (M= 3.29, SD= .809). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Communicates with me and/or my family in a way that is sensitive to my family's culture and ethnic group"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=36.370, p=.006$ . A comparison of group means indicates that families from Kent County (M= 3.76, SD= .429) rated this item higher than families from New Castle County (M= 3.51, SD= .556). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Provides information in my family's primary language"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=37.38, p=.005$ . A comparison of group means indicates that families from Kent County (M= 3.81, SD= .395) rated this item higher than families from New Castle County (M= 3.55, SD= .577). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *"Offers flexibility with respect to evaluations, scheduling, documentation, and appropriate coordination of care that meets my family's needs during the Covid-19 pandemic"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=38.42, p=.004$ . A comparison of group means indicates that families from Kent County (M= 3.69, SD= .503) rated this item higher than families from New Castle County (M= 3.55, SD= .567). None of the other comparisons for this item were significant.

Eight open-ended responses referenced families' positive perceptions of their Family Service Coordinators few of the comments are provided below. For all responses in this theme, see Appendix C.

*CDW has been a game changer for my son. Our coordinator... has helped us get the services that my son needs by listening to my and his doctor's concerns. She is available and goes to bat for him. We had an issue with daycare not moving him up rooms. [Coordinator] scheduled our 6-month meeting with his teacher and director of the daycare. She explained that my son was ready and needed to move up. He was moved with a few weeks.*

*My coordinator is really great and gave me pamphlets on what to expect from my baby. She would email or call to see how everything was going and to see if we need anything. The program is great and helped us a lot.*

*Our experience with Child Development was fantastic! Our coordinator was so caring and helpful.*

However, a further five comments families negative experiences with their Family Service Coordinators. Two of the comments are shown below. For all responses in this theme, see Appendix C.

*The woman we had initially didn't do anything for us. Even the people at the preschool where our daughter ended up going complained about the Family Services Coordinator*

*since requirements were not met on time. Our daughter did get services and saw therapists, but here were some problems.*

*(I) didn't really deal with her, and I had to contact her boss to get a hold of her and was not happy that she never responded to my concerns nor my feelings about my child developmental delays and sensory issues. The only good she did was got my son an orientation with child fine.*

#### **FINDING: MOST FAMILIES DID NOT EXPERIENCE A CHANGE IN THEIR FAMILY SERVICE COORDINATOR OVER THE PAST YEAR, AND OF THOSE THAT DID, MANY ONLY HAD 2 COORDINATORS**

Families were asked to indicate whether their Family Service Coordinator has changed over the past year. Almost three-quarters (74%) of families indicated that they did not experience a change in their FSC over the past year. Of those who indicated that their FSC changed over the past year (26%), 88.4% reported having 2 FSCs, while 11.6% reported having 3 different FSCs.

Thirteen open-ended responses referenced families' positive perceptions regarding the change in Family Service Coordinators. A few of the comments are provided below. For all the responses in this theme, see Appendix C.

*Our coordinator left CDW for another opportunity. We were transitioned beautifully and seamlessly to our new coordinator.*

*Both coordinators are amazing! And I honestly cannot remember if it was this past year or the year before they switched.*

*...We have loved both of our coordinators and they were easy to work with and informative.*

Seventeen open-ended responses referenced perceived differences in the quality of the different Family Service Coordinators families engaged with. A few of the comments are provided below. For all the responses in this theme, see Appendix C.

*Mi experiencia y que yo noté es que no todas tienen ese interés de que los niños puedan mejorar cada día más porque algunas siempre están con ese interés y se proponen metas y algunas no*

*[My experience and what I noticed is that not all of them have the interest that children improve every day because some always have that interest and set goals and some do not].*

*I am really happy with the one we have now. She always texts me, has the right information, and makes sure the kids are getting the classes on time. I didn't have that with the previous coordinator.*

*Yes, loved the first one who had to leave, but while she was out the person who replaced her for her leave, she was not able to be contacted, not by my family, not by therapists. But when the original came back there was finally a way to contact the service coordinator. There were times where the new family service coordinator needed to be contacted but the family was unable to contact her.*

Ten open-ended responses reference families' negative perceptions regarding the change in Family Service Coordinators. A couple of the comments are provided below. For all the responses in this theme, see Appendix C.

*I was not notified that our service coordinator had even changed or that my child had been reassigned. I called repeatedly and left out service coordinator messages and emails to no avail. Apparently, she had gone out on leave and I'm not sure who was responsible for my son's case in the interim as there was no notification or away message. It resulted in missed services for my son.*

*When my coordinator quit, I was not informed for over a month.*

In sum, these qualitative responses suggest that families' experiences during changes in their Family Service Coordinator were varied. While some families had positive experiences, many families also reported mixed or negative experiences with their coordinators.

**FINDING: OVERALL, FAMILIES WERE SATISFIED WITH THEIR EXPERIENCES IN WORKING WITH THEIR EARLY INTERVENTION PROVIDER(S), HOWEVER WHITE FAMILIES REPORTED MORE FAVORABLE SCORES ON SOME ITEMS AS COMPARED TO FAMILIES WITH CHILDREN OF COLOR**

In general, families reported positive experiences with their early intervention provider(s). Table 11 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items was very high, ranging from 97.6% to 99.4%.

Table 11  
*Summary & descriptive statistics for items on Early Intervention Providers (EIPs)*

| <b>Item</b>   | <b>N</b> | <b>M</b> | <b>SD</b> | <b>Strongly Disagree (%)</b> | <b>Disagree (%)</b> | <b>Agree (%)</b> | <b>Strongly Agree (%)</b> |
|---|----------|----------|-----------|------------------------------|---------------------|------------------|---------------------------|
| Treats me and/or my family with respect.  | 324      | 3.73     | .46       | 0.0                          | 0.6                 | 25.3             | 74.1                      |
| Provides me and/or my family with up-to-date information about my child's progress and needs.             | 323      | 3.67     | .53       | 0.3                          | 2.2                 | 27.9             | 69.7                      |
| Includes me and/or my family in decisions about my child's therapy services.                              | 322      | 3.68     | .52       | 0.6                          | 0.6                 | 28.6             | 70.2                      |
| Communicates with me and/or my family in a way that is sensitive to my family's culture and ethnic group. | 306      | 3.70     | .49       | 0.3                          | 0.7                 | 27.8             | 71.2                      |
| Provides information in my family's primary language.   | 317      | 3.68     | .52       | 0.3                          | 1.9                 | 27.1             | 70.7                      |
| Provides information in my preferred form of communication (text message, email, or telephone).           | 321      | 3.72     | .48       | 0.3                          | 0.3                 | 26.5             | 72.9                      |

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|   |     |      |     |     |     |      |      |
|---|-----|------|-----|-----|-----|------|------|
| Offers flexibility in services that meets my family's needs during the Covid-19 pandemic. | 320 | 3.70 | .48 | 0.0 | 1.3 | 27.2 | 71.6 |
|---|-----|------|-----|-----|-----|------|------|

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A Mann Whitney U test was used to compare whether families with children of color and families with white children answered items significantly differently. The tests indicated that families scored significantly differently on only one item, “Provides information in my family's primary language”  $H(2)=11050, p=.020$ . A comparison of group means indicates that families with white children ( $M= 3.75, SD= .477$ ) rated this item higher than families with children of color ( $M=3.61, SD= .563$ ).

Twenty open-ended responses referenced positive perceptions of their Early Intervention Providers. A few of these comments are provided below. For all the responses in this theme, see Appendix C.

*We absolutely loved our speech therapist!! Our coordinator was also super helpful and responsive. My daughter didn't fit the mold of a typical child needing speech services and everyone was quick to help meet her individual needs. I am so thankful for the high-quality early intervention that my daughter needed to set her up for success down the line.*

*[Provider] is awesome. My son really responds to her and loves the time with her. Even when he's having a bad day, she gets him to respond and interact, so the session is not a waste. Thank you for all that you do!!*

*Our therapist... was by far the best thing that happened for our family. She was absolutely wonderful with my son, she was attentive and so helpful. She helped my son go from zero words to almost full sentences! Whenever anything with the CDW seemed overwhelming or confusing, she would take the time to explain it to us. She kept us informed, she brought materials for me to look over and she always had new exercises to keep things fun for my son. She truly was a godsend and we are heartbroken to have to say goodbye.*

Only two open-ended responses referenced negative perceptions regarding changes in Early Intervention Providers. To see these comments, see Appendix C.

**FINDING: OVERALL, FAMILIES WERE SATISFIED WITH THEIR EXPERIENCES DURING THEIR TRANSITION OUT OF THE B23/CDW PROGRAM, HOWEVER, FAMILIES' SCORES VARIED BY COUNTY ON SOME ITEMS**

Most families reported a positive perception of the transition out of the B23/CDW program. Table 12 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items ranged from 81.5% to 92.3%.

Table 12  
*Summary & descriptive statistics for items on family's experiences during the transition process*

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| Item | N | M | SD | Strongly Disagree (%) | Disagree (%) | Agree (%) | Strongly Agree (%) |
|------|---|---|----|-----------------------|--------------|-----------|--------------------|
|------|---|---|----|-----------------------|--------------|-----------|--------------------|

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|   |     |      |     |     |      |      |      |
|---|-----|------|-----|-----|------|------|------|
| The process to transition my child out of the CDW/B23 program was discussed regularly during my experience with CDW.  | 228 | 3.36 | .75 | 2.6 | 8.8  | 38.6 | 50.0 |
| I understand the process to transition my child out of B23/CDW.   | 230 | 3.40 | .72 | 2.2 | 7.4  | 39.1 | 51.3 |
| Resources were shared with me about the transition process.   | 222 | 3.26 | .86 | 4.5 | 14.0 | 32.9 | 48.6 |
| When talking about my child transitioning out of B23/CDW staff told me about other options such as private preschools, Head Start, outpatient therapy services, or school district public preschool services. | 222 | 3.34 | .77 | 2.7 | 10.4 | 37.4 | 49.5 |
| A transition conference was arranged before my child exited the program.  | 209 | 3.49 | .71 | 2.4 | 5.3  | 33.0 | 59.3 |

A Kruskal Wallace test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living in different counties scored significantly differently on two items (Table 13).

Table 13  
Results from Kruskal-Wallis test

| Survey Item  | Degrees of Freedom | H (chi-square) test statistic | P value |
|--|--------------------|-------------------------------|---------|
| Resources were shared with me about the transition process.              | 2                  | 6.16                          | .046    |
| A transition conference was arranged before my child exited the program. | 2                  | 7.50                          | .023    |

Pairwise comparisons for the item *"Resources were shared with me about the transition process"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=27.68, p=.040$ . A comparison of group means indicates that families from Kent County (M= 3.57, SD= .698) rated this item higher than families from New Castle County (M= 3.18, SD= .892). None of the other comparisons for this item were significant.

Pairwise comparisons for the item *A transition conference was arranged before my child exited the program"* revealed that there were significant differences between New Castle County and Kent County  $H(2)=24.65, p=.038$ . A comparison of group means indicates that families from Kent County (M= 3.72, SD= .513) rated this item higher than families from New Castle County (M= 3.40, SD= .751). None of the other comparisons for this item were significant.

Seven open-ended responses requested additional information regarding the transitions process. A few of these comments are provided below. To see all of the comments in this theme, see Appendix C.

*[I would like] additional info on what happens if he doesn't qualify for services after he turns 3.*

*Maybe allow for some retention with the service towards transition time especially for the medical services that were offered but declined as we moved to the school district.*

*Maybe an outline of expectations as my child phases out and into the school system. There are so many people contacting about paperwork etc. There is little communication about the transition process and what to expect. I just got vague communication "someone will contact you for his eval" and I found out a day before his eval was. As a working mom, it was hard to shift that quickly. I feel like I went from great communication from Child Watch to less than optimal from the school district.*

Relatedly, four open-ended responses requested that B23/CDW services be extended past the age of three. To read these responses, see Appendix C.

## OTHER QUALITATIVE COMMENTS

Many open-ended responses described families' perceptions about topics that were not captured by the Federal or State outcome domains. We organized these responses into 11 themes: (1) overall comments about families' experiences with B23/CDW, (2) Families general experiences with B23/CDW staff, (3) Issues with communication and scheduling, (4) Desire for flexible hours, (5) Confidentiality and Accuracy Issues, (6) Perception that B23/CDW is understaffed, (7) Issues with telehealth and virtual appointments during the Covid-19 pandemic, (8) Desire for more information about community resources to help child's development, (9) Additional services that directly target parents' needs, (10) Additional help with child's behavior, and (11) Additional service requests. To see these comments, see Appendix C.

## RECOMMENDATIONS

### RECOMMENDATION 1: WE ENCOURAGE DHSS, B23 ADMINISTRATION, & B23/CDW LEADERS TO CONGRATULATE AND SHARE THE GREAT WORK OF THEIR TEAM. FAMILIES WERE VERY SATISFIED.

Like last year, families receiving B23/CDW services overwhelmingly reported positive perceptions of their experiences within the program. Families' responses to specific survey questions ranged from 79% to 99% agreement. Qualitative comments from families were largely positive, with many families describing B23/CDW as a program that has positively impacted their child's and family's life. In addition, the admission process was well received by nearly all participants. Almost 100% of families reported that their child's strengths, weaknesses, and goals were discussed in the first meeting. Families also indicated satisfaction with their Family Service Coordinators. Across qualitative comments, families frequently praised their coordinator and described their coordinators as supportive, helpful, and knowledgeable. Families suggested that their coordinators could be even more helpful by providing additional information about other programs and services within their community. Finally, families also reported their satisfaction with their Early Intervention Providers. Qualitative comments from families were largely positive, indicating that their providers are helpful, knowledgeable, polite, and professional.

### RECOMMENDATION 2: WE ENCOURAGE DHSS, B23 ADMINISTRATION, & B23/CDW LEADERS TO FURTHER EXPLORE THE TRANSITION PROCESS.

Like last year, some families reported struggles with the transition process out of B23/CDW. Specifically, these families perceived that there was limited communication regarding the process and that they

wanted more information about what to expect. Furthermore, the qualitative comments suggest that there may be lack of coordination between B23/CDW and local school districts.

**RECOMMENDATION 3: WE ENCOURAGE DHSS, B23 ADMINISTRATION, & B23/CDW LEADERS TO CONTINUE TO MONITOR OUTCOMES BY FAMILIES' DEMOGRAPHIC CHARACTERISTICS.**

The 2019-2020 Final Report of the B23/CDW Annual Family Outcomes Survey was the first year in which families' outcomes were compared across demographic characteristics (i.e., race, ethnicity, age of child, biological sex, county). Analyses of the 2019-2020 survey data revealed several areas in which families' responses varied across demographic characteristics, including differences across race, ethnicity, and county. This year, tests of significance continue to reveal some differences between families across counties. Although most families nonetheless responded positively, some significant differences emerged between families in New Castle, Sussex, and Kent counties on select items. Significant differences were identified across several dimensions, including families' experiences with the admission process, their Family Service Coordinator, their Early Intervention Providers, and the transition process. While analyses revealed that there were significant differences between families' scores, the means for all items remained in the '3' range (where 1= Strongly Disagree and 4= Strongly Agree). As such, it's important to note that most families are satisfied with the services they are receiving. However, tests of significance should continue as part of the ongoing evaluation of the B23/CDW program. It provides another meaningful way to identify areas in which B23/CDW can continuously improve to best serve families.

**RECOMMENDATION 4: WE ENCOURAGE DHSS, B23 ADMINISTRATION, & B23/CDW LEADERS TO CONTINUE TO WEIGH THE POSSIBILITY OF ENHANCING THE SURVEY OUTREACH STRATEGY TO INCLUDE PROVIDERS AND STAFF TO THE EXTENT POSSIBLE.**

This year, survey outreach included sending families text messages, emails, and phone calls to invite them to participate in the survey. During phone calls, some families indicated that they had received the emails and texts messages but were hesitant to respond, fearing that the hyperlink to the survey was malicious. In future years, a brochure should be provided to families prior to the start of the survey, informing them that they will be invited to participate via phone, email, and by phone. Furthermore, we suggest that service coordinators and other providers inform families of the approaching survey. Because these individuals typically are viewed favorably by families and have regular contact with them, they likely would be helpful in encouraging more families to complete the survey.

**CONCLUSION**

This report presented the results of the 2020-2021 B23/CDW Family Outcomes Survey. Overall, the results of the survey indicate that most families are satisfied with the B23/CDW program. We found that most families felt competent in knowing their rights, communicating their child's needs, and helping their children develop and learn. In addition, many reported positive experiences with the B23/CDW's admission process. However, like last year, families continue to report difficulties with the transition process out of B23/CDW. Specifically, families requested more information about what to expect. Families reported positive perceptions of their Family Service Coordinators and Early Intervention Providers. Tests of significance were conducted to examine whether there were differences amongst families' scores across demographic groups. Analyses revealed subtle differences between how families scored items across county lines.

Within this report, four recommendations have been presented for DHSS, B23 administration and B23/CDW leaders to consider. First, we encourage DHSS, B23 administration, & B23/CDW leaders to congratulate and share the great work of their team. Second, we encourage DHSS, B23 administration,



& B23/CDW leaders to further explore the transition process. Third, we encourage DHSS, B23 administration, & B23/CDW leaders to continue to monitor outcomes by families' demographic characteristics. Finally, we encourage DHSS, B23 administration, & B23/CDW leaders to continue to weigh the possibility of enhancing the survey outreach strategy to include providers and staff to the extent possible

**APPENDIX A:  
ENGLISH SURVEY**

**Introduction**

The following is a shortened version of the information found at <http://www.cresp.udel.edu/b23>.

Dear Family Member:

This is a survey for families receiving services from Delaware's Birth to Three Early Intervention Program. Birth to Three Early Intervention Program (B23) includes both Administration and Child Development Watch (CDW). The Center for Research in Education and Social Policy (CRESP) at the University of Delaware is conducting the Family Outcomes Survey on behalf of the B23 Program.

The survey takes approximately 10 to 15 minutes to complete. Completing this survey is voluntary. The information that you provide in this survey will be kept confidential. Your answers will be combined with the information collected from other families to create a summary report and no single person or family will be named. Any comments you provide will be reported anonymously. Your responses within the survey will not impact the B23/CDW services you receive now, or in the future. You may stop and continue the survey at any point, as your responses are automatically saved.

Individuals who complete this survey can enter into a drawing for a \$50 Amazon gift card. Ten gift cards will be given away. At the end of the survey, you can provide your email address or phone number if you are interested in entering the drawing. Participation in the drawing is voluntary.

If you have questions about the survey, please contact Dr. Samantha Shewchuk at 443-593-9617 or shewchuk@udel.edu. The survey has been reviewed and approved by the University of Delaware's Institutional Review Board (UD IRB) and the Delaware Department of Health and Social Services Human Subjects Review Board (DHSS HRSB). If you have any questions or concerns about your rights as a survey participant, you may contact the UD IRB at 302-831-2137 or hsrb-research@udel.edu. In addition, you may contact Kim Ritter, Chair of DHSS HRSB, Division of Management Services, Herman Holloway Sr. Campus, 1901 N. DuPont Highway, New Castle, DE 19720; (302) 255-9135; kim.ritter@delaware.gov.

If you have any questions about the survey at this point, please take this opportunity to have them answered before granting your consent. If you are ready to provide your consent, do so by answering the question below.

**Please select whether you agree to take this survey.**

- Yes, I would like to take the survey
- No, I would not like to take the survey

*Screener - Skip To: End of Survey If Please select whether you agree to take this survey. = No, I would not like to take the survey*

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Q1 Which county do you live in?

- New Castle
  - Kent
  - Sussex
- 

Q2 How old is your child?

- Birth to 1 year
  - 1 to 2 years
  - 2 to 3 years
  - Over 3 years
- 

Q3 Is your child a boy or a girl?

- Boy
  - Girl
-

Q4 How would you describe your child's race and ethnicity? Please check all that apply.

- Hispanic or Latino
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- A race or ethnicity not listed here

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### **Federal Reporting Requirements**

The Individuals with Disabilities Act (or IDEA) is a federal law that funds and governs special education and early intervention programs and services. IDEA requires Delaware's Birth to Three (B23) Program to ask families for feedback about how well the program has informed you of your rights, helped you to

communicate your child’s’ needs, and helped your child learn. Please share how much you agree or disagree with the following statements.

Q5 Over the past year, B23/CDW:

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| Helped me know about my family’s rights  |                |       |          |                   |
| Helped me more effectively communicate my child's needs to the people who work with my child and family. |                |       |          |                   |
| Helped me know how to help my child develop and learn  |                |       |          |                   |

*The below text for ‘Other Program Experiences’ varied slightly if depending if families reported that their child was between Birth to 2 years. Specifically, families with children in this age range were not shown items on the transition process.*

**Other Program Experiences**

The B23 program is also interested in learning about your experiences during the admission processes, your experiences with your family service coordinator, your experiences with your early intervention provider(s), and your experiences during the transition process. This section contains three sets of items for each of these topics.

**Admissions Process**

The following items focus on your experience during the admission process. Please indicate how much you agree or disagree with the following statements.

Q6 At the start of my experience with B23/CDW:

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| A family service coordinator met with me and/or my family within 2 weeks after referral was made.                                  |                |       |          |                   |
| A family service coordinator asked about my child’s strengths, needs, and goals in our initial meeting (e.g., in-home or virtual). |                |       |          |                   |
| The results of my child’s assessments or evaluations were explained to me in ways I understood.                                    |                |       |          |                   |
| It was easy to find out if my child was eligible for the B23/CDW program.  |                |       |          |                   |

### Interactions With Your Family Service Coordinator

The following items focus on your interactions with your **family service coordinator** over the past year. Your family service coordinator is the person who works with you to develop your child’s Individualized Family Service Plan (IFSP). He or she also coordinates services, which may be delivered by multiple early intervention providers. Please indicate how much you agree or disagree with the following statements.

Q7 My family service coordinator...

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| Treats me and/or my family with respect.   |                |       |          |                   |
| Includes me and/or my family in decisions about services, resources, and opportunities for my child.   |                |       |          |                   |
| Includes me and/or my family in the development of my child’s Individualized Family Service Plan (IFSP).   |                |       |          |                   |
| Assists me and/or my family in obtaining access to services identified in my child’s Individualized Family Service Plan.   |                |       |          |                   |
| Gives me and/or my family information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.).  |                |       |          |                   |
| Is available to speak with me and/or my family on a regular basis.   |                |       |          |                   |
| Communicates with me and/or my family in a way that is sensitive to my family’s culture and ethnic group.  |                |       |          |                   |
| Provides information in my family’s primary language.  |                |       |          |                   |
| Provides information using my preferred form of communication (text message, email, or telephone).   |                |       |          |                   |
| Offers flexibility with respect to evaluations, scheduling, documentation (e.g., signing IFSPs), and appropriate coordination of care that meets my family’s needs during the Covid-19 pandemic. |                |       |          |                   |

Q8 From time to time, there may be a need to change Family Service Coordinator. Please indicate whether your Family Service Coordinator has changed over the past year.

- Yes, my Family Service Coordinator has changed over the past year.
- No, my Family Service Coordinator has not changed over the past year.

*Skip To: Q11 If From time to time, there may be a need to change Family Service Coordinator. Please indicate whet... = No, my Family Service Coordinator has not changed over the past year.*

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Q9 You indicated that your Family Service Coordinator has changed over the past year. How many different Family Service Coordinators have you had in the past year?

- 2
  - 3
  - 4+
- 

Q10 Please share with us if the changes in your Family Service Coordinator have affected your family's experience in the B23/Child Development Watch Program.

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### **Interactions with Your Early Intervention Provider(s)**

The following items focus on your interactions with your **early intervention provider(s)** over the past year. These are people such as early child education (ECE) specialists, speech-language therapists, physical therapists, or occupational therapists. Please indicate how much you agree or disagree with the following statements.

Q11 My early intervention provider(s)...

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| Treats me and/or my family with respect.   |                |       |          |                   |
| Provides me and/or my family with up-to-date information about my child's progress and needs.  |                |       |          |                   |
| Includes me and/or my family in decisions about my child's therapy services.   |                |       |          |                   |
| Communicates with me and/or my family in a way that is sensitive to my family's culture and ethnic group.                            |                |       |          |                   |
| Provides information in my family's primary language.  |                |       |          |                   |
| Provides information in my preferred form of communication (text message, email, or telephone)                                       |                |       |          |                   |
| Offers flexibility in services (e.g., telehealth, in-person appointments) that meets my family's needs during the Covid-19 pandemic. |                |       |          |                   |

**Transition Process:**

The following items focus on your experiences during the transition process.

Q12 Please indicate how much you agree or disagree with the following statements.



|   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| The process to transition my child out of the CDW/B23 program was discussed regularly during my experience with CDW.  |                |       |          |                   |
| I understand the process to transition my child out of B23/CDW.   |                |       |          |                   |
| Resources were shared with me (such as brochures and handouts) about the transition process.  |                |       |          |                   |
| When talking about my child transitioning out of B23/CDW staff told me about other options such as private preschools, Head Start, outpatient therapy services, or school district public preschool services. |                |       |          |                   |
| When talking about my child transitioning out of B23/CDW staff told me about other options such as private preschools, Head Start, outpatient therapy services, or school district public preschool services. |                |       |          |                   |

Q13 Please share with us any additional information about your experience with the B23/Child Development Watch program.

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Q14 Do you have any suggestions for us to improve in the future? (Please let us know what types of services you would have liked for us to offer. This may include additional information or assistance that might help you better care for your child, including support for your family).

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**This concludes the survey. We thank you for answering these questions.**

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If you are interested in entering the drawing to win one of ten \$50 Amazon gift cards, please provide your email address or phone number (whichever is preferred) below. Entering the drawing is voluntary and therefore is not required.

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We would like to speak with some parents to learn more about their experiences this past year. If you are interested, please provide your email or phone number (whichever is preferred) below. Providing your information is voluntary and therefore not required.

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**APPENDIX B:  
SPANISH SURVEY**

**Introduction**

La siguiente es una versión abreviada de la información que se encuentra en <http://www.cresp.udel.edu/b23>.

Estimada Familia:

Esta es una encuesta para familias que reciben servicios del Programa de Intervención Temprana "Birth to Three" en Delaware. El Programa de Intervención Temprana "Birth to Three" (B23) incluye tanto la Administración como Child Development Watch (CDW). El Centro de Investigación en Educación y Política Social (CRESP) de la Universidad de Delaware realiza la Encuesta de Resultados para Familias en nombre del Programa B23.

Completar la encuesta toma aproximadamente 10 a 15 minutos. Completar esta encuesta es voluntario. La información que proporcione en esta encuesta se mantendrá confidencial. Sus respuestas se combinarán con la información juntada de otras familias para crear un informe y los nombres de las personas y familias no se usarán. Cualquier comentario que ofrezca se usaría de forma anónima. Sus respuestas dentro de la encuesta no afectarán los servicios de B23/CDW que recibe ahora ni en el futuro. Puede dejar y continuar la encuesta en cualquier momento, ya que sus respuestas se guardan automáticamente.

Las personas que completan esta encuesta pueden participar en un sorteo para la posibilidad de ganar una de diez tarjetas de regalo de Amazon de \$50. Al final de la encuesta, puede apuntar su dirección de correo electrónico o número de teléfono si le interesa participar en el sorteo. La participación en el sorteo es voluntaria.

Si tiene preguntas sobre la encuesta, comuníquese con la Dra. Samantha Shewchuk al 443-593-9617 o [shewchuk@udel.edu](mailto:shewchuk@udel.edu). La encuesta fue revisada y aprobada por la Junta de Revisión Institucional de la Universidad de Delaware (UD IRB) y la Junta de Revisión de Sujetos Humanos del Departamento de Salud y Servicios Sociales de Delaware (DHSS HRSB). Si tiene alguna pregunta o inquietud sobre sus derechos como participante en la encuesta, puede comunicarse con el IRB de la UD al 302-831-2137 o [hsrb-research@udel.edu](mailto:hsrb-research@udel.edu). Además, puede comunicarse con Kim Ritter, presidenta de DHSS HRSB, División de Servicios de Administración, Campus Herman Holloway Sr., 1901 N. DuPont Highway, New Castle, DE 19720; (302) 255-9135; [kim.ritter@delaware.gov](mailto:kim.ritter@delaware.gov).

Si tiene alguna pregunta sobre la encuesta en este momento, aproveche esta oportunidad para que se la respondan antes de dar su consentimiento a participar. Si está lista/o para dar su consentimiento, lo puede hacer por medio de contestar la siguiente pregunta.

**Seleccione si acepta participar en esta encuesta.**

- Sí, quiero participar en la encuesta
- No, no quiero participar en la encuesta

Q1 ¿En qué condado vive usted?

- New Castle
  - Kent
  - Sussex
- 

Q2 Cuántos años tiene su niño/a?

- Menos de 1 año
  - 1 a 2 años
  - 2 a 3 años
  - Más de 3 años
- 

Q3 ¿Su hijo es niño o niña?

- Chico
  - Muchacha
-

Q4 ¿Cómo describiría la raza y el origen étnico de su hijo? Por favor seleccione todas las que correspondan.

- hispano o latino
- Indio americano o nativo de Alaska
- asiático
- negro o afroamericano
- Nativo de Hawai u otra isla del Pacífico
- blanco
- Una raza o etnia no incluida aquí

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#### **Requisitos de informes federales**

La Ley de Individuos con Discapacidades (o IDEA) es una ley federal que financia y rige los programas y servicios de educación especial e intervención temprana. IDEA requiere que el Programa Birth to Three (B23) de Delaware pida a las familias sus opiniones sobre qué tan bien el programa le ha informado

sobre sus derechos, le ha ayudado a comunicar las necesidades de su hijo y ha ayudado el aprendizaje de su hijo/a. Por favor, comparta qué tan de acuerdo o en desacuerdo está con las siguientes frases.

Q5 Durante el año pasado, B23/CDW:

|   | Muy de acuerdo | De acuerdo | De acuerdo | De acuerdo |
|---|----------------|------------|------------|------------|
| Me ayudó a informarme sobre los derechos de mi familia.   |                |            |            |            |
| Me ayudó a comunicar mejor sobre las necesidades de mi hijo a las personas que trabajan con mi hijo y mi familia. |                |            |            |            |
| Me ayudó a saber cómo ayudar a mi hijo a desarrollarse y aprender.  |                |            |            |            |

*The below text for 'Otras experiencias del programa' varied slightly if depending if families reported that their child was between Birth to 2 years. Specifically, families with children in this age range were not shown items on the transition process.*

### Otras experiencias del programa

Al programa B23 también le interesa aprender sobre sus experiencias durante los procesos de admisión, sus experiencias con su coordinador de servicios familiares, sus experiencias con su(s) proveedor(es) de

intervención temprana y sus experiencias durante su transición del programa. A continuación hay cuatro grupos de preguntas para cada uno de estos temas.

**Proceso de Admisión**

Las siguientes frases se tratan de su experiencia durante el proceso de admisión. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

Q6 Al comienzo de mi experiencia con B23/CDW:

|  | Muy de acuerdo | De acuerdo | De acuerdo | De acuerdo |
|--|----------------|------------|------------|------------|
| Un coordinador de servicios familiares se reunió conmigo y/o con mi familia dentro de 2 semanas después de la referencia al programa.                                |                |            |            |            |
| Un coordinador de servicios familiares preguntó acerca de las fortalezas, necesidades y objetivos de mi hijo en nuestra reunión inicial (p. ej., en casa o virtual). |                |            |            |            |
| Los resultados de las evaluaciones de mi hijo me fueron explicados en manera que entendí. (14)   |                |            |            |            |
| Fue fácil enterarme si mi hijo era elegible para el programa B23/CDW.  |                |            |            |            |

**Interacciones con su coordinador de servicios familiares**

Las siguientes frases se tratan de sus interacciones con su **coordinador de servicios familiares** durante el último año. Su coordinador de servicios familiares es la persona que trabaja con usted para desarrollar el Plan de Servicios Familiares Individualizados (IFSP) de su hijo. Él o ella también arregla los servicios, que pueden ser brindados por otros proveedores de intervención temprana. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

Q7 My family service coordinator...

|  | Muy de acuerdo | De acuerdo | De acuerdo | De acuerdo |
|--|----------------|------------|------------|------------|
|  |                |            |            |            |

|   |  |  |  |  |
|---|--|--|--|--|
| Me trata a mí y/o a mi familia en una manera respetuosa.  |  |  |  |  |
| Me incluye a mí y/oa mi familia en las decisiones sobre servicios, recursos y oportunidades para mi hijo.   |  |  |  |  |
| Me incluye a mí y/oa mi familia en el desarrollo del Plan de Servicio Familiar Individualizado (IFSP) de mi hijo.   |  |  |  |  |
| Me ayuda a mí y/oa mi familia a obtener acceso a los servicios identificados en el Plan de Servicio Familiar Individualizado de mi hijo. (4)  |  |  |  |  |
| Me brinda a mí y/o a mi familia información sobre otras actividades y servicios en la comunidad que nos ayudan a mí ya mi hijo (p. ej., cuidado de niños, grupos de juego, etc.).   |  |  |  |  |
| Está disponible para hablar conmigo y/o con mi familia regularmente.  |  |  |  |  |
| Se comunica conmigo y/o con mi familia de una manera sensible a la cultura y grupo étnico de mi familia.  |  |  |  |  |
| Proporciona información en el idioma principal de mi familia.   |  |  |  |  |
| Brinda información utilizando mi forma preferida de comunicación (mensaje de texto, correo electrónico o teléfono). (   |  |  |  |  |
| Ofrece flexibilidad con respecto a las evaluaciones, la programación, la documentación (por ejemplo, la firma de IFSP) y la coordinación adecuada de la atención que satisface las necesidades de mi familia durante la pandemia de Covid-19. |  |  |  |  |

Q8 De vez en cuando, puede haber una necesidad de cambiar el Coordinador de Servicios Familiares. Por favor indique si su coordinador de servicios familiares ha cambiado durante el último año.

- Sí, mi Coordinador de Servicios Familiares ha cambiado durante el último año.
- No, mi Coordinador de Servicios Familiares no ha cambiado durante el último año.

*Skip To: Q11 De vez en cuando, puede haber una necesidad de cambiar el Coordinador de Servicios Familiares. Por favor indique si... = No, mi Coordinador de Servicios Familiares no ha cambiado durante el último año.*



Q9 Usted indicó que su Coordinador de Servicios Familiares ha cambiado durante el último año.  
¿Cuántos diferentes coordinadores de servicios familiares ha tenido en el último año?

2

3

4+

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Q10 Por favor comparta con nosotros si los cambios en su Coordinador de Servicios Familiares han afectado la experiencia de su familia en el Programa B23/Child Development Watch.

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**Interacciones con su(s) proveedor(es) de intervención temprana**

Las siguientes frases se tratan de sus interacciones con su(s) **proveedor(es) de intervención temprana** durante el último año. Estas son personas como especialistas en educación infantil temprana (ECE), terapeutas del habla y lenguaje, fisioterapeutas o terapeutas ocupacionales. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

Q11 Mi(s) proveedor(es) de intervención temprana...

|   | Muy de acuerdo | De acuerdo | De acuerdo | De acuerdo |
|---|----------------|------------|------------|------------|
| Me trata a mí y/o a mi familia en una manera respetuosa.  |                |            |            |            |
| Me proporciona a mí y/o a mi familia información actualizada sobre el progreso y las necesidades de mi hijo.  |                |            |            |            |
| Me incluye a mí y/oa mi familia en las decisiones sobre los servicios de terapia de mi hijo.  |                |            |            |            |
| Se comunica conmigo y/o con mi familia de una manera sensible a la cultura y grupo étnico de mi familia.  |                |            |            |            |
| Proporciona información en el idioma principal de mi familia  |                |            |            |            |
| Proporciona información en mi forma preferida de comunicación (mensaje de texto, correo electrónico o teléfono)   |                |            |            |            |
| Ofrece flexibilidad en los servicios (p. ej., telesalud, citas en persona) que satisface las necesidades de mi familia durante la pandemia de Covid-19. |                |            |            |            |

**Proceso de transición:**

Las siguientes frases se tratan de sus experiencias durante el proceso de transición.

Q12 Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

|   | Muy de acuerdo | De acuerdo | De acuerdo | De acuerdo |
|---|----------------|------------|------------|------------|
| El proceso de transición de mi hijo/a fuera del programa CDW/B23 se discutió regularmente durante mi experiencia con CDW  |                |            |            |            |
| Entiendo el proceso de transición de mi hijo/a fuera de B23/CDW.  |                |            |            |            |
| Se compartieron recursos conmigo (como folletos e información) sobre el proceso de transición.  |                |            |            |            |
| Al hablar sobre la transición de mi hijo fuera de B23/CDW, el personal me habló de otras opciones, como preescolares privados, Head Start, servicios de terapia para pacientes ambulatorios o servicios preescolares públicos del distrito escolar. |                |            |            |            |
| Se organizó una conferencia de transición antes de que mi hijo saliera del programa.  |                |            |            |            |

Q13 Por favor comparta con nosotros cualquier información adicional sobre su experiencia con el programa B23/Child Development Watch.

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Q14 ¿Tiene alguna sugerencia para que podamos mejorar en el futuro? (Por favor avísenos cuáles tipos de servicios le hubiera gustado que ofreciéramos. Esto puede incluir información adicional o asistencia que podría ayudarle a cuidar mejor a su hijo, incluyendo apoyo adicional que se necesita para su familia).

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**La encuesta se terminó. Le agradecemos por contestar las preguntas.**

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Si le interesa participar en el sorteo para la posibilidad de ganar una de las diez tarjetas de regalo de Amazon de \$50, por favor ponga su dirección de correo electrónico o número de teléfono (lo que prefiera usted) a continuación. La participación en el sorteo es voluntaria y, por lo tanto, no es obligatoria.

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Nos gustaría hablar con algunos padres para aprender más sobre sus experiencias el año pasado. Si está interesado, ponga su correo electrónico o número de teléfono (lo que prefiera) a continuación. Proporcionar su información es voluntario y, por lo tanto, no es obligatorio.

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**APPENDIX C:  
QUALITATIVE DATA FROM CDW FAMILY OUTCOMES SURVEY**

**OVERALL COMMENTS ABOUT FAMILIES' EXPERIENCES WITH B23/CDW** (47 comments)

- We had a wonderful experience from start to finish.
- Mi experiencia en el programa bB23 is muy buena [My experience in the B23 program is very good].
- Love this program. Very top notch.
- It was wonderful. Looking forward to start again.
- My experience was really good.
- The Child Development Watch program is a great asset and has wonderful resources!
- We have a wonderful experience.
- Excelente programa. Muy agradecida para con ustedes. [Excellent program. Very grateful for all of you.]
- My family is extremely grateful for all of the early intervention services we have received and everyone that has helped us along the way.
- Thank you so much this has been a great experience.
- It was awesome to have the help at my fingertips! Thank you!
- El programa era algo nuevo para nosotros pero estoy muy contenta con el programa. Todo el proceso ha sido muy fácil y sencillo. [The program was something new for us but I am very happy with the program. The whole process has been very easy and simple.]
- Good.
- Strongly recommend the program to other parents.
- Thank you for getting my son services!
- Everything has been great.
- Muy buen trato, [Very good treatment].
- Ofrecen un buen servicio y muy buena atención las familias, [They offer good service and very good care to families].
- Amazing program, led by amazing folks.
- Great program. Staff actually care.
- Very professional and kind.
- My son was in the NICU for 12 days after being born and B23/CDW was right there through it as well as gave support after he came home. He is doing well and doesn't need any supports from you, but I like how they follow up with me periodically to make sure things are going well with my son.

- They helped when needed and listened when I thought my child needed more services and provided them.
- They was nice and helpful to my son and me thanks.
- They love my child and treat him as if he were one of theirs. The services have been great!
- Everyone in our team has been great and pleasant to work with.
- Un programa muy exitoso y muy bueno para las familias, mucha información útil, [A very successful program and very good for families, lots of useful information.]
- Everyone has been helpful, respectful, and caring through this whole experience. It was easy to get information and have it explained. Always someone was there to answer questions!
- I thought everyone from the program was amazing and can't thank you all enough for your help with my son!
- Child Development Watch is an awesome program filled with wonderful people and I found them all to be so helpful and friendly.
- Everyone was so helpful and honest. Most of all supportive.
- It was very helpful for my child and I really appreciate everyone.
- Extremely helpful. I can't recommend it more.
- The program has been extremely helpful.
- Loved the help we received.
- CDW has been a pleasure to work with and a big help for our family/ daughter.
- I'm glad we went through with the program it really helped us and our son.
- Keep doing what you do.
- En lo personal no tengo ninguna [sugerencia]. Los servicios que le brindaron a mi hijo y a mi familia fueron excelentes. Nunca tuvimos ningún problema con los servicios, [Personally, I don't have any [suggestions]. The services provided to my son and my family were excellent. We never had any problems with the services.]
- Thank you for everything you guys do for families.
- You're doing a great job.
- I do not feel that anything about this program needs to be changed! It was amazing for my family!
- Everything's been perfect. From my part everything has been good.
- No keep up the great work and thank you for being there for us.
- Que siga adelante ya que es muy importante para cada uno de nuestros hijos, [Keep going as it is very important for each of our children].
- I think everything they do is amazing just keep doing what they are doing.
- You guys are great.

[HELPING FAMILIES HELP THEIR CHILDREN DEVELOP AND LEARN \(10 Comments\)](#)

- We do feel that the services provided have been invaluable to our child and our family as a whole. Without guidance from our physical therapist, we don't believe that we would've know the correct exercises to build our child's strength and help catch him up in terms of his milestones. The coordinators, including those who first interviewed and assessed our child, were very helpful, kind, and friendly. They have made the process and program very enjoyable. We are very grateful to this program and the people working with us.
- They help us a lot with speech with [our child] and teach (us) how to talk (a) little more. He knows how to say different things. I really appreciated them.
- Program was great I learned a lot about my daughter. I could always reach out for help when I needed it.
- Ayudó a mi hijo y a mí a saber cómo hablar con mi hijo para comunicarse mejor, [It helped my son and helped me to know how to talk to my son to communicate better.]
- It was a wonderful experience to get to know my child as no other. Understanding the dynamics of his personality.
- Tiene mucha experiencia en aprendizaje y es una ayuda para todos los que participamos en eso, [They have a lot of experience in learning and it is a help for all of us who participate in it].
- Everyone I worked with for my child was kind and extremely helpful. I would absolutely recommend this program to anyone who need a helping hand with their child's growth.
- They are very helpful and love that they always keep us in the loop and new things to try!
- I like this opportunity to share what our needs are while she is young and in my world I can care for her. I am also looking ahead to the future and what comes next for my daughter.
- I have been so pleased with this program. It not only provided services to my son who was in desperate need, but it also provided support for me to navigate a hard situation. Every time I needed support it was given. All of my questions were always answered! My family will forever be thankful for CDW.

#### B23/CDW PROVIDED SERVICES THAT HELPED CHILDREN DEVELOP AND LEARN (12 Comments)

- We saw so much progress in our son after starting with our ECE. Everyone we have spoken to and has worked with us through the process has been informative and so helpful to guide us in the right direction.
- They were very helpful. I'm getting my child to the school she needed to be at.
- It's been a great program and has helped my son a lot. His therapists and our coordinator are all great to work with.
- I credit CDW with my daughter catching up to her peers and being able to communicate. I was so scared she would never speak and CDW listened with empathy and non-judgment. I loved every second of our experience. My daughter had improved with her speech tremendously!

- All the ladies I encountered were incredible at helping my son get the support that he needed, listened intently to me as his mother, helped me understand everything through the process and made it easy to continue my son on a path to success. Working with others that love your child almost as much as a mother made it an overall wonderful experience. That passion for children is what makes B23 aids and educators stand out to me, I can't say I have one complaint. Thank you so much.
- The program was very beneficial to my child and family. We were able to start my child's school experience in a positive manner with him receiving the supports he needs. We are very thankful.
- Helped get my son a diagnosis fast so we could get him the proper therapies to thrive.
- They were a great team to work with. My daughter's development turned out to be everything they said it would be. My daughter went from me not believing she was going to develop what she has developed within months.
- Was all great. He got the help he needed.
- Our entire experience with this program has been amazing! All of the therapists formed an immediate bond with my son who receives the therapy as well as his three-year-old brother who is sometimes there during sessions. We are seeing new milestones met all the time, big ones and small ones. We have been blessed by everyone who has helped our son!
- I see an improvement. We are headed in the right direction.
- My son still has a few months in the program until he switches to pre-school I feel like he benefited very much from it.

#### FAMILIES' POSITIVE PERCEPTIONS OF ADMISSION AND EVALUATION PROCESS (2 Comments)

- My experience with the B23 program has been nothing but great since the beginning. As soon as we left the hospital we were already looking into therapy & it was such an easy process. Our coordinator is amazing and so are the providers. I don't think my baby would be thriving as good as she is without this program.
- The connection with the program with my child was so smooth and easy and scheduling everything was handled professionally.

#### FAMILIES' NEGATIVE PERCEPTIONS OF ADMISSION AND EVALUATION PROCESS (2 Comments)

- The initial evaluation was a little overwhelming. It was done in person, and I didn't know what to expect (timeline of the visit, specifically, which would have been nice to know because my daughter was only about 4 months old at the time). I was given results in real time, but it wasn't clear what they meant (I was contacted later to review them). I'm a pediatrician, and I still wasn't sure whether or not I was being told my child was delayed and how (i.e., in what domains). She automatically qualified for services, so in some ways it didn't matter if I understood or if she was



delayed, but it seems like if I struggled to understand and have the benefit a background in growth and development, perhaps the information could be presented more simply/directly.

- My daughter was born premature and in the NICU for 2 weeks, which was where the referral was made for CDW. There appeared to be an initial assessment appointment that was made for me. This was not fully understood (by me) and I actually missed my first appointment. I also had a home nurse that briefly came out to the home upon my daughters discharge. I don't even know if that was a part of this program or something else. My daughter was recently discharged from the medical monitoring of CDW, but still receives PT services and we continue to work with the case manager. The whole program, and the multitude services it offers just wasn't clearly laid out from the beginning. Some additional service check ins from the caseworker might have been beneficial.

#### FAMILY EXPERIENCES WITH B23 STAFF (GENERAL – NOT INDICATIVE OF ROLE) *(8 Comments)*

- I loved everyone from the Child Development Watch program! [B23 staff member] was very helpful with me and everything what went on with my child's medical history. I couldn't ask for a better person on my team as a first-time mom.
- [B23 staff member] has been fantastic throughout the whole process and so responsive when needed.
- [B23 staff member] is wonderful. We appreciate her so much.
- [B23 staff member] was good.
- [B23 staff member] was amazing!
- I loved the constant communication and flexibility with [B23 staff member]. She was always there to help me! Thank you so much!
- [B23 staff member] is absolutely wonderful. She has been the most valuable resource to our family since my son was born. She has been available to us anytime we need to help make sure my son gets what he needs. I am so sad that our time with her is coming up an end!
- My daughter passed [date], and I appreciate the coordinators and all the therapists who came to help [my daughter]. Whether it was getting her equipment or working on things that she needed more help with. In my experience I don't have any complaints about the program

#### POSITIVE COMMENTS ABOUT FAMILY SERVICE COORDINATOR(S) *(8 Comments)*

- CDW has been a game changer for my son. Our coordinator... has helped us get the services that my son needs by listening to my and his doctor's concerns. She is available and goes to bat for him. We had an issue with daycare not moving him up rooms. [She] scheduled our 6-month meeting with his teacher and director of the daycare. She explained that my son was ready and needed to move up. He was moved with a few weeks.

- My coordinator is really great and gave me pamphlets on what to expect from my baby. She would email or call to see how everything was going and to see if we need anything. The program is great and helped us a lot.
- My coordinator... let me just say she communicated with me so well about everything that needed to be done and helped me understand the process of the next steps to take with my child I could always get in contact with her she made this experience for my son and I extremely easy she's amazing.
- My service coordinator... was amazing throughout every step! [She] created an experience for us that I will never forget and always appreciate.
- ...Our Coordinator was very sweet, very understandable, very professional.
- We love having our Child Watch coordinator, she is amazing. This is our second child to go through Child Watch. I absolutely recommend the program for other little ones with special needs. The staff at Child Watch and Easter Seals care about the family not just the little ones.
- Our experience with Child Development was fantastic! Our coordinator was so caring and helpful.
- My original service coordinator had many years of experience and I believe that helped me get through my concerns with a newborn. She knew what to ask and when to reach out.

#### NEGATIVE COMMENTS ABOUT FAMILY SERVICE COORDINATORS *(5 Comments)*

- Case workers should be more knowledgeable and involved. Ours just isn't unfortunately. She doesn't seem to know what is going on or what my child needs
- Our early intervention provider... is awesome and always stay on top of everything and cares about our child. Our family service coordinator... on the other hand, didn't even email to the [Early Intervention Provider] after we requested an evaluation 3-5 months later.
- Our coordinator doesn't get back to me very timely and that can be timely. The providers that we have had are fantastic and we have loved them all.
- The woman we had initially didn't do anything for us. Even the people at the preschool where our daughter ended up going complained about the Family Services Coordinator since requirements were not met on time. Our daughter did get services and saw therapists, but here were some problems.
- (I) didn't really deal with her, and I had to contact her boss to get a hold of her and was not happy that she never responded to my concerns nor my feelings about my child developmental delays and sensory issues. The only good she did was got my son an orientation with child fine.

#### POSITIVE PERCEPTIONS ABOUT CHANGES IN FAMILY SERVICE COORDINATOR *(13 Comments)*

- Our coordinator left CDW for another opportunity. We were transitioned beautifully and seamlessly to our new coordinator...

- Both coordinators are amazing! And I honestly cannot remember if it was this past year or the year before they switched.
- Not at all. Both of my coordinators have been amazing.
- No absolutely not, we have loved both of our coordinators and they were easy to work with and informative.
- Did not affect use. They both did really well!
- No issues with the change.
- No [comentarios], el coordinador ayuda y comprende. [No [comments], the coordinator helps and understands].
- No me afectaron, [They didn't affect me.]
- It was fine. No problem.
- No. They haven't. Are services/therapies were already in place.
- Nope, the case manager switched but our SLP remained the same.
- The change has not directly impacted the family.
- We moved from New Castle County to Sussex County.

#### PERCEIVED DIFFERENCE IN COORDINATOR QUALITY WHEN CHANGE OCCURRED *(17 Comments)*

- I feel that our service improved when we received our new coordinator.
- Our first coordinator... was nearly impossible to communicate with, and was not helpful in setting anything up. I would reach out multiple times over weeks with no response. Our second coordinator... has been awesome! while we only got her a week before we aged out of the program. She has done more for us than the 18 months with [first coordinator].
- Our new coordinator is much more communicative with me about my child.
- The change in Family Service Coordinator was beneficial to my family as the original Family Service Coordinator did not follow through with discussions/needs well.
- Improved with the new coordinator.
- It got better when I got [Coordinator], the lady before didn't help me at all at any point.
- I am really happy with the one we have now. She always texts me, has the right information, and makes sure the kids are getting the classes on time. I didn't have that with the previous coordinator.
- Yes, loved the first one who had to leave, but while she was out the person who replaced her for her leave, she was not able to be contacted, not by my family, not by therapists. But when the original came back there was finally a way to contact the service coordinator. There were times where the new family service coordinator needed to be contacted but the family was unable to contact her.
- I didn't talk with the second coordinator as much as the first one.

- Mi experiencia y que yo noté es que no todas tienen ese interés de que los niños puedan mejorar cada día más porque algunas siempre están con ese interés y se proponen metas y algunas no, [My experience and what I noticed is that not all of them have the interest that children improve every day because some always have that interest and set goals and some do not].
- First service coordinator retired, we were assigned a new coordinator, but new coordinator never made contact. After 6 months had to call and find out if we had a family service coordinator or even a family plan anymore because the therapy needed updates on paperwork. Communication was always through text, or email with second person. Which is a sad representation of the Birth to 3 program when therapists are coming into the home. Last coordinator called multiple times, set up school appointments and initial IEP with school district. Never had any visits but felt I knew who to call.
- New coordinator seems slightly less involved/reaches out less. Has been receptive when needed though.
- The first coordinator was terrible! It was a horrible frustrating experience. She had no idea what she was doing. The second one was fine, but at that point there really wasn't anything happening so I didn't interact with her much. The 3rd person was fine, but again not much going on then.
- Our new coordinator rarely checked in and could be hard to reach at times. She was never rude or disrespectful, but she was not very friendly.
- I had a more personal connection with the first coordinator, and she was definitely more clinically knowledgeable.
- My initial coordinator was absolutely fantastic. The second came right at the time of our transition to school services and I feel the ending was not as great as the start.
- Our previous coordinator was very informative and checked in with us more frequently. She was very passionate, and I felt like she really cared.

#### NEGATIVE PERCEPTIONS ABOUT PROCESS WHEN FSC CHANGES (10 Comments)

- The way our coordinator was changed was confusing for everyone. They did not even let us say goodbye to [Old Coordinator]. She was amazing. The new coordinator does not care that much as Jessica.
- It been somewhat confusing to know who to contact and re explain certain things like family trauma/ losses that affected my child in CDW.
- We have experienced confusion and delays.
- Negatively affected services. Lack of communication.
- I was not notified that our service coordinator had even changed or that my child had been reassigned. I called repeatedly and left out service coordinator messages and emails to no avail. Apparently, she had gone out on leave and I'm not sure who was responsible for my son's case in

the interim as there was no notification or away message. It resulted in missed services for my son.

- When my coordinator quit, I was not informed for over a month.
- When the first coordinator left, I received an email the second person updated in the beginning, but it had been a while since I heard from her. I wanted to change my sons IFSP and found out then that she was on a leave of absence, and I had to contact someone else. I was never informed she was not available and there was someone new to contact.
- My son was scheduled less to see more.
- The previous coordinator quit working.
- For a while we weren't getting any response from are coordinator or didn't know when it changed or who it was. I selected that we had 3 coordinators, but it may have been 4.

#### POSITIVE COMMENTS ABOUT EARLY INTERVENTION PROVIDERS *(20 Comments)*

- We absolutely loved our speech therapist!! Our coordinator was also super helpful and responsive. My daughter didn't fit the mold of a typical child needing speech services and everyone was quick to help meet her individual needs. I am so thankful for the high-quality early intervention that my daughter needed to set her up for success down the line.
- [Provider] is awesome. My son really responds to her and loves the time with her. Even when he's having a bad day, she gets him to respond and interact, so the session is not a waste. Thank you for all that you do!!
- We haven't had that much interaction with our coordinators, but we have nothing but the best things to say about our son's speech therapist. [Provider] has been a lifeline to us throughout this experience and has helped us tremendously when it comes to understanding how we can help and support our son and his needs.
- Our therapist... was by far the best thing that happened for our family. She was absolutely wonderful with my son, she was attentive and so helpful. She helped my son go from zero words to almost full sentences! Whenever anything with the CDW seemed overwhelming or confusing, she would take the time to explain it to us. She kept us informed, she brought materials for me to look over and she always had new exercises to keep things fun for my son. She truly was a godsend and we are heartbroken to have to say goodbye.
- The therapists who came to assist my daughter at home were great and helpful and really made an effort to get to know the family in order to best help my daughter.
- I love my son's therapist and they are so caring and helpful. They have great open communication.
- Our speech therapist.... was beyond AMAZING.

- Our physical therapist... is absolutely fantastic! Extremely smart engaging can tell that she truly cares about our child. Very informative, upbeat, and thorough in her assessments and her treatment.
- Great relationship with the therapists. Easy communication and progress reports were helpful.
- We had a great experience, they set us up with a wonder speech therapist and we couldn't be more grateful.
- Our therapists are amazing and wonderful. They have helped my child progress in countless ways.
- I loved our therapists.
- My son's teachers were amazing with him and did an outstanding job in helping him reach his goals.
- Our physical therapist has been flexible with scheduling, is loving and friendly to our baby and very helpful to our family.
- We have been very happy with our service providers from Christiana Care. Each one of them is wonderful with our son. We feel confident that we have a good professional team to support him.
- We left the program 2 or 3 months ago. The therapist came and just spoke to me and my child's father about the importance of speech and talking with my daughter. We have 4 children so we know the importance of that, and we were really hoping what the therapist would talk directly with our daughter and work directly with her on her speech and talking, rather than just talking with us, the parents.
- I have enjoyed this entire process. My child's therapist is like family. She's very flexible and understanding of our family dynamic, with my daughter switching schools as well as transitioning from our home visits to school visits. Each coordinator we've worked with has been very thorough, pleasant to work with and easily accessible when needed.
- I am so grateful for the support of this program. Whether it be for a short term or long-term reasons, the coordinator and therapists were so supportive and caring throughout the process and each week of therapy.
- Providers and therapists were amazing. Felt supported by CDW and did not want to move away from their services.
- The IRSD learning center staff as well as [Provider] from Sunny Days were absolutely amazing and feel like family!

#### **FAMILY'S DISSATISFACTION WITH THERAPIST CHANGES (2 Comments)**

- One thing that was displeasing was the loss of our preferred physical therapy provider. The therapist that worked with my son was fantastic. We suddenly had to change because she was let

go due to her vaccination status. Her rapport and success with my son was remarkable. The new therapist leaves much to be desired.

- Not really, therapist were great, we understand it is tough to keep therapists, we would have appreciated keeping the same therapists.

#### FAMILIES ARE REQUESTING ADDITIONAL INFORMATION REGARDING PROGRAM PHASE OUT OPERATIONS AND TRANSITION PERIODS *(7 Comments)*

- We just began discussions regarding the transition out process. I have lots of questions, but we did schedule an initial meeting with the school district for [date]. The providers themselves have been very friendly, flexible, and responsive.
- We were really left scrambling when services were turned off when our son turned three. Our son was referred to Bush elementary which he was able to attend the following week. However, all services provided through Bayada were turned off. Even after I tried to maintain services through my own insurance plan Bayada was not very helpful though the whole process and failed to get back with me in order to continue in home services.
- Additional info on what happens if he doesn't qualify for services after he turns 3.
- Maybe allow for some retention with the service towards transition time especially for the medical services that were offered but declined as we moved to the school district.
- Maybe an outline of expectations as my child phases out and into the school system. There are so many people contacting about paperwork etc. There is little communication about the transition process and what to expect. I just got vague communication "someone will contact you for his eval" and I found out a day before his eval was. As a working mom, it was hard to shift that quickly. I feel like I went from great communication from Child Watch to less than optimal from the school district.
- I would have liked more assistance during the transition. I feel really unprepared for it.
- I'd like to see more hands on with transitioning to preschool, Head Start or additional services to assist in transition to make sure services are available and coordinated with school districts or partners not just discussed. There's definitely been a gap of services for us and it's been stressful and frustrating.

#### FAMILIES WANT THE PROGRAM ELIGIBILITY PERIOD/SERVICES TO BE EXTENDED *(4 Comments)*

- 3 is too young to transfer out! Please extend services to 5 years old!!
- Possibly extend to 3.5 or 4, with such a transitional age starting over completely new with a new therapist in a new place will certainly set any child back. If the program was extended and THEN picked up by the IRSD or any school district, this would give the child more adequate time to cope

and understand the transition. Thus causing fewer setbacks or regressions, as well as unnecessary stress and anxiety.

- I wish my son could have continued to see his therapist assigned to him after transitioning to school only because he's very shy and had grown comfortable and eager to participate with them.
- Maybe if it lasted longer until an older age.

#### ISSUES WITH COMMUNICATION AND SCHEDULING (22 Comments)

- We have to call like 5 times and register to get a call back from them. The first 4 times they took all details but didn't call us. Also, it's not quite effective. They gave us information on how to use pressure points to treat kids but nothing. They dusted off their hands by transferring him to PreK. Not much helpful.
- Our coordinator doesn't get back to me very timely and that can be timely. The providers that we have had are fantastic and we have loved them all.
- I have had two different children in this program and the experiences have been completely different. The first time everything ran smoothly and my son received the services he needed. This time things have not run smoothly at all and we are still struggling to get my daughter services that she needs.
- The communication and steps from the B23 program were a problem. Once we got into Bayada Pediatrics and therapy it was great. They are fabulous.
- I had a great experience with [B23 Staff Member] at CDW and with speech therapy at Nemours Becks Woods. My only complaint was it took a long time to get started with a speech therapist after our evaluation.
- Overall, the program was beneficial to our daughter. However, I wished that we had early intervention services/therapies much sooner. We were asking for months before our daughter actually received help.
- Preschool screenings ignored until physician referral got things moving. Took very long time to actually get speech services scheduled. Was told there would be monthly check-ins with coordinator, but they didn't always happen. Also did not receive therapy-provider updates on schedule.
- Service coordinator was difficult to get ahold of and had to request the same items from her repeatedly. At one point during the pandemic, she was assigned to other duties but had no out of office message on her email or voicemail and we were left with nobody to contact for assistance.
- Once our therapist was in place, we didn't have much communication with CDW. It would be nice if they checked in monthly or so to make sure services offered are working for your family. A family may not feel comfortable telling a therapist if they are not happy.
- [Family service provider] has been hard to communicate with and is not very helpful.



- I just wish that more service times were offered sooner. We started with just once a week but (my child) needed more session so after 3 months he was increased to twice a week. I requested services of speech therapy and am still waiting, we never got those. I also wanted information about swimming classes/lessons and they never followed up with me.
- Communication should be little better and more updates with the progress when they in session together.
- Having regular 6-month meetings to change paperwork or change and update would help keep the family informed and meet changing needs.
- Monthly check ins with the family. Transition conference. I was able to connect and communicate with school because I already have a special needs child that attends but if I were doing this for the first time, I would need more guidance and info from CDW.
- More interaction with the case worker about goals and milestones.
- Better communication with families. More relationships with speech therapists to reduce wait times.
- Please inform us the status within reasonable time frame so that our daughter's development won't get delay(ed) just because the process is taking so long!
- Need to follow up with parent and the caretaker that is asking for help in the concerns of [their] child.
- Some additional service check ins from the caseworker might have been beneficial to fully grasp the service options.
- Timely follow up.
- Yes, if you are discharged from the program the family should be notified. My child was discharged without being notified.
- Our first coordinator did not follow through on many things. We are still waiting over a year later for an OT eval/referral.

#### FAMILIES REPORT THAT THEY NEED MORE FLEXIBLE HOURS, INCLUDING AT NIGHT (3 Comments)

- Really struggles in the scheduling of services. Need night time hours.
- None at this time other that have providers with later hours for working parents. To have a child with special needs, need to work 40+ hrs and then try to fit in 2 or 3 therapy session and have the therapist concerned about back-to-back sessions when there is no other option for your child is frustrating. Also have options for single parents where sibling can be nearby. Easter Seals allows but they only schedule till 3pm appts. Nemours does not even allow them in waiting room.
- More flexible hours with the attending therapist.

#### CONFIDENTIALITY/ACCURACY ISSUES (3 Comments)

- I have been sent other children's written notice and other confidential documents.
- Give people contact information for a supervisor in case they have issues with their service coordinator. The first service coordinator was a mess and I didn't know where to turn for help. She didn't explain things to me and didn't provide resources, I was asked to sign documents that were not completed correctly and also asked to sign things saying I had received materials that I was never sent. The coordinator's response was that it didn't matter, she just needed me to sign it anyway, and that they didn't have certain documents electronic to send me. So asked if she could mail it to me, I'm not signing a document saying I received something that you didn't give me! Period. And then magically she found an electronic version. It was frustrating.
- Please be sure all online and distributed material /contact information is CAREFULLY checked for accuracy prior to posting/mailing.

#### PERCEPTION THAT B23 IS UNDERSTAFFED (8 Comments)

- The program desperately needs more speech therapy service providers. When our provider could not provide appropriate services, I did not feel that B23 gave me any options or support. My provider is also refusing to provide accurate diagnosis information and test results.
- It is helpful to work with the same person. It seems as though there is an overwhelming amount of small children under 3 needing services from talking to other friends who have youngsters. Perhaps more coordinators would be needed to provide services.
- The program needs more coordinators and more service providers.
- Possibly hire more people as the knee j babe fine job contact with seem to be overworked.
- More availability for speech therapy
- You need more therapists to provide the interventions that are needed for each child. It would have been nice to know what private schools, if any, can accommodate autistic children. We were transitioned into a public school for preschool, which has been a complete and total nightmare. So not only did she not receive speech though Child Development Watch due to the pandemic, she is still not a getting the appropriate services in a public preschool. Get it together Delaware! You are failing our children!
- Es que sí siempre hay más personal en todas las áreas para que ningún niño discapacitado se quede sin esa ayuda, [Yes, there are always more staff in all areas so that no disabled child is left without their help.]
- Better training, accountability, and oversight over staff.

#### ISSUES WITH TELEHEALTH AND VIRTUAL APPOINTMENTS DURING THE COVID-19 PANDEMIC (14 Comments)

- The CDW program and staff was really helpful and kind. I wish it wasn't during the pandemic and with staffing challenges so that it would've allowed for more consistency in speech therapist.
- My child suffered through covid pandemic with limited services.
- Our ECE... and O/T... were amazing. I wish we could have done in-person visits as I feel my child would have benefited more. His original speech therapist (main delay) was kind and polite and professional, but limited strategies were not working for my son and she didn't have any others. Once I requested, a new speech therapist she had different and more diverse strategies.
- Everything was great but of course because of Covid it interfered.
- It was interesting that some providers only offer 30 min sessions and other 1 hr. I like flexibility of virtual while still had to have some appts weekly due to childcare for old siblings and restrictions for therapy at Nemours to not have a sibling in session. As single parent this limits access.
- We started child development watch back around 2020 when we had to do all virtual. It was a struggle doing classes on a tablet with a toddler, but we made the best out of it. The teacher was great! I got a lot of information about the program and what to expect during and after. It was an easy transition to school.
- We're unable to provide my child with speech therapy during the pandemic so we had to use our insurance to find speech services.
- They were great but due (to) Covid, Zoom therapy wasn't helping my child.
- While I understand the fear behind COVID, speech therapist wearing a mask during sessions defeat the purpose of the therapy session. When the visual movement of the mouth is so (vital) to the understanding and learning of language, to have them covered is a bit frustrating. Imagine what children could accomplish without this hurdle. Also, making parents now wear masks in THEIR OWN home during sessions is frustrating. Before the new policy change, having one model for mouth movements was beneficial.
- It was interesting that some providers only offer 30 min sessions and other 1 hr. I like flexibility of virtual while still had to have some appts weekly due to childcare for old siblings and restrictions for therapy at Nemours to not have a sibling in session. As single parent this limits access.
- More speech providers so services can be provided in person. My child is too young for Telehealth to really be useful and I find that frustrating.
- I am not a fan of virtual therapy for my son who just turned 3. I wish there was more availability and staff willing to work in person for OT as he is too young to understand virtual and now it had to be combined with his other therapies which takes away from them.
- It was mostly during COVID so I am not sure what else could have happened.
- Continue during the exceptional work that you all do. Even during the Covid pandemic everyone still worked efficiently.

## FAMILIES WOULD PREFER TO RECEIVE MORE INFORMATION ABOUT COMMUNITY RESOURCES/SERVICES/INFORMATION THAT WOULD HELP THEIR CHILDREN'S DEVELOPMENT (10

*Comments)*

- Provided resources would have been a bonus, as none were given during the course of the program involvement.
- The current one understands me a little bit better (Spanish) and I feel better getting along with this Coordinator, but the pandemic has made communication hard and the information they offer me has to do with 24-hour care (emergencies), and what I need is information about classes and activities (e.g., swimming, music), and ways to be with other children, teachers and other families. But I don't drive so that is hard too.
- We have never received additional information about community programs, support groups etc.
- Would love some additional information on ongoing care/ daycare/outpatient services. Our daughter will be going to preschool for a half day on Fridays for the next month, but our concern is that she may lose her skills over the summer.
- I would like for B23 to share information about community events.
- More discussion with parents about outside resources for our child's needs that we can participate in or apply for.
- Maybe more suggestions on activities to help my child outside of therapy?
- Information about low-cost play equipment to help our child's development, or access to financial assistance to obtain play equipment.
- Offer more information for families who don't feel the school district is providing all the services their child needs, e.g., school district provides services for education setting, but my son still needs OT and PT for skills outside of a school setting. How do I get them?
- For parents of kids who automatically qualify for services, it might be nice to have recommendations on services. Shared decision making can be helpful, but sometimes it's nice to be given recommendations too.

## PARENTS ARE REQUESTING ADDITIONAL SERVICES/SUPPORT THAT DIRECTLY TARGET PARENTS' NEEDS

*(7 Comments)*

- It would be nice to get more [support] for parents. I understand it is just their job to do these things but parent are going through hard time with kids who have special needs.
- More parent support maybe a group for children to get together with other kids with delays and parents to get together with other parents who get it.
- I think it would be wonderful to have parent groups or community activities to connect with other people who are going through the same or similar experiences.
- Maybe a group for parents.

- Once Covid is over we can try to have play dates.
- Resources for support would have been useful, especially information on respite services and how to obtain them. When your child can only be cared for by qualified/trained individuals it is very difficult to find time to care for yourself as well.
- ABA and respite care as well as more appointment times would be super helpful to our community!

#### FAMILIES BELIEVE THEIR CHILDREN COULD USE ADDITIONAL HELP WITH BEHAVIOR *(2 Comments)*

- Por el momento está bien pero él necesita mucha ayuda con su comportamiento y ser sociable [At the moment he is fine but he needs a lot of help with his behavior and being sociable].
- It would have been great to have the occupational therapist and more information to help with behavior and tantrums.

#### ADDITIONAL SERVICE REQUESTS *(11 Comments)*

- Providing services for emotional support, including psychological help
- Try to include parents in service activities when and if possible to ensure continuous care.
- I am a visual person having a portal to keep track of IFSP and request changes or update or updated information about the coordinator and contact would be a good benefit and keep your info up to date.
- I wish that CDW offered more services such as ABA.
- Maybe more ways to let families know this program is available. Advertising? Commercials?
- I wish there was more learning programs in the summer.
- CPR course
- Visitas en casa, [Home visits].
- Music therapy would be great.
- School setting for their age to interact with children with the same needs
- Group therapy play dates?!