

# 2023 EI Family Questionnaire

August 10, 2023



**Taylor Hammond**  
Part C Data Manager

**Erin Hale**  
Monitoring Consultant

# Webinar Housekeeping

**Communicating:** Type questions/comments into the Q&A box.

**Polls:** Questions will appear on the screen. Click the button next to your answer. Responses will be anonymous.

**Recording & CPDUs:** This webinar is being recorded, and the recording will be posted to the EI website. CPDUs are not provided for the recording or the live session.

## Tech Tips:

- Use computer audio (**Audio arrow**)
- Use headset if having audio problems
- Close other apps
- Log out and back in to Zoom
- Dial in (phone option on registration email)

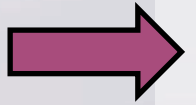
# Webinar Objectives



Provide an overview of the questionnaire



Review the questionnaire items



Review the questionnaire process



Have discussions about:

- Engaging families
- Maximizing response rate
- Increasing representativeness



Review 2022 EI Family Questionnaire data

# *What are YOU hoping to get out of this webinar?*

Please type in the Q&A box what you are hoping to gain or learn from this webinar.

# EI Family Questionnaire Overview

- ➔ Mechanism to obtain data required for federal reporting and to receive input directly from families regarding the EI program
- ➔ Sent annually to families served at a specified point in time
- ➔ Confidential, not anonymous – can be tied to other EI data for analyses (using child's ETID)
- ➔ Starting in 2021, DODD began distributing the questionnaire to families primarily via email
- ➔ Translated into Spanish; new starting 2022, several additional languages

# Questionnaire Purposes and Uses

1

Required to collect and report on data for Indicator 4 of the state's EI Annual Performance Report (APR)

2

To collect data for Ohio's EI State Systemic Improvement Plan (SSIP), which is Indicator 11 of the APR

3

To receive input directly from families to understand what is working in EI and how improvements can be made

# Questionnaire Recipients

➔ All families with a child served on June 1:

- Remove duplicates by caregiver information to send one questionnaire per family
- Exit Report run as close as possible to survey distribution – if any children have been exited due to being deceased, the family is removed from the recipient list

➔ Utilizing a point-in-time child count to create the recipient list allows us the potential to hear from families at all stages of the EI process, from soon after to referral to after they have exited from EI.

# Types of Questions

**Required questions (for federal reporting)**

**General EI questions**

**Social-emotional development questions**

**Open-ended questions**



# Questions Required for Federal Reporting

Early Intervention has helped me to:

Know my rights in the program.

Communicate my child's needs.

Help my child learn and develop.

*Collected on a five-point scale from Strongly Disagree to Strongly Agree*

**Note:** *These items are included in Indicator 4 of Ohio's Annual Performance Report*

# General EI Questions

## **I am satisfied with:**

- ➔ The respect shown to my family by Early Intervention Service Coordinators and Service Providers.
- ➔ With my family's participation in the development of our Individualized Family Service Plan (IFSP).
- ➔ The assistance that Early Intervention has given my family.
- ➔ My child's progress.

## **I am likely to:**

- ➔ Recommend Early Intervention to another family.

*Collected on a five-point scale from Strongly Disagree to Strongly Agree*

# Social-Emotional Skills and Development

Social-emotional skills are how your child interacts and plays with the family, other adults, and other children.

*Key social-emotional skills include:*

Communicating and interacting with family, friends, caregivers, and others

Showing their feelings

Playing social games, such as peek-a-boo or turn-taking, and using words, sounds, signs, or gestures

Calming down when upset

Showing understanding of social rules, such as sharing and taking turns

# Social-Emotional Development Questions

## **Early Intervention has helped me:**

- ➔ Better understand my child's social-emotional strengths and needs.
- ➔ Be more confident in supporting my child's social-emotional development.
- ➔ Better support my child's social-emotional development.

## **During my time in Early Intervention:**

- ➔ I actively participated in helping my team learn more about my child's social-emotional strengths and needs.
- ➔ I actively participated in developing Individualized Family Service Plan (IFSP) outcomes that support my child's social-emotional development. (N/A option)

*Collected on a five-point scale from Strongly Disagree to Strongly Agree*

# Open-Ended Questions

**Would you like your comments below to be shared with state and local EI staff as they are written?**

➔ **YES** – Comments may be shared exactly as written.

➔ **NO** – Please remove all references to specific individuals, including my child's name, staff names, and any details that could identify me or my child before sharing.

**DODD frequently seeks input from a variety of stakeholders, including families, regarding the Ohio EI program. In the future, would you be interested in being contacted to provide input?**

➔ **YES**

➔ **NO**

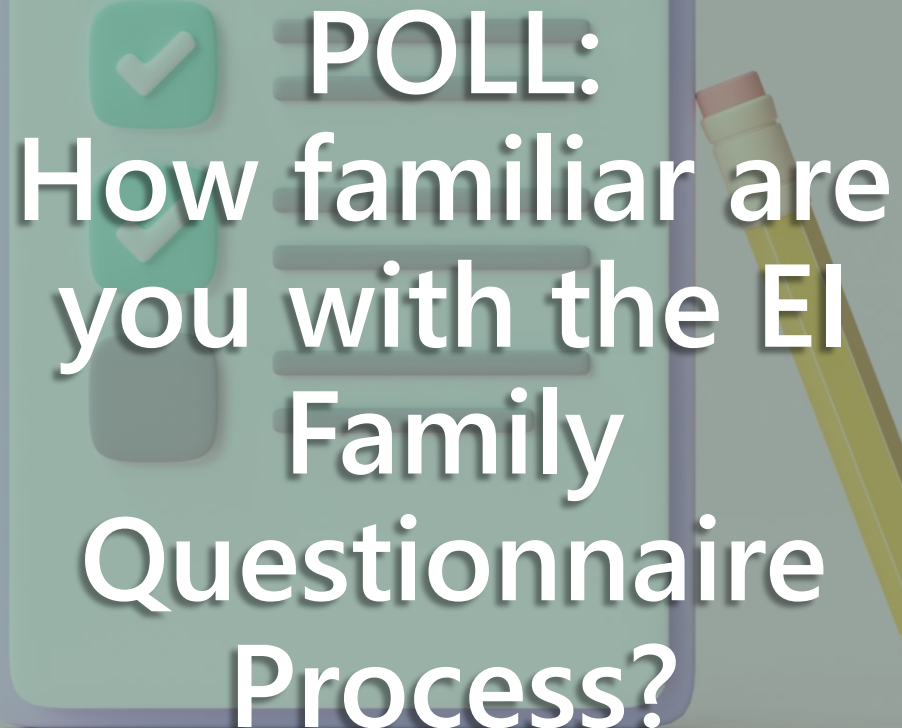
# Open-Ended Questions

## OPEN-ENDED:

**What in Early Intervention has worked well for your family?**

**What could make Early Intervention work better for your family?**

**What part of Early Intervention has had the biggest impact for your family?**



**POLL:**  
**How familiar are you with the EI Family Questionnaire Process?**

- **Not at all**

*This is my first time through the process and/or I am not very involved with the process*

- **A little**

*I have been through it a time or two, but could use some additional information*

- **Somewhat**

*I have been through the process but am happy to receive reminders/additional information*

- **Pretty familiar**

*I have been through the process enough and feel confident in our county involvement*

- **Very familiar**

*I could present this webinar 😊*

# Family Questionnaire Process

- **Distribution**
- **Response options**
- **County involvement**
- **Tips for engaging families**



# Distribution

## Primarily via e-mail

- English and Spanish versions set up in Survey Monkey
- Emails sent directly from EI email address via Survey Monkey
- Significantly reduces data entry required by EI staff
- Ability to send email reminders

## Mailed in English and Spanish if e-mail address not listed in EIDS

- Print requests through state printing

## Mailed in languages other than English or Spanish

- Completed by DODD EI staff

# Response Options

➔ **Those who receive emails regarding the questionnaire can click on a “Begin” button at the bottom of the email that will take them directly to the questionnaire**

**IMPORTANT:** The child’s ETID must be entered correctly in order to be included in the analysis and count toward the county’s (and state’s) response rate

➔ **Those who receive questionnaires in the mail are provided return envelopes as well as a link and QR code to complete the questionnaire**

- Primary language of Spanish - link to Spanish questionnaire
- Everyone else – link to English questionnaire



➔ **EISCs are welcome to print the questionnaire for anyone who receives it via email and would prefer to complete the paper version**

- **IMPORTANT:** If proceeding this way, be sure the ETID is included somewhere on the questionnaire so the response can be included in the analysis and count toward the county’s (and state’s) response rate

➔ **Takeaway: All recipients can choose to complete the survey via the paper questionnaire or Survey Monkey links**

# County Involvement

Prior to the  
Questionnaire

Soon after  
questionnaires  
are distributed

Throughout  
response  
period

After the  
questionnaire

Information  
shared via  
Biweekly  
Program  
Updates

CMs and FCFC  
Coordinators  
receive more  
information  
about  
recipients and  
the process

Counties  
receive  
updates as to  
approximate  
partial  
response rates

CMs and FCFC  
Coordinators  
receive a summary  
report of the  
quantitative items  
and a file with the  
open-ended  
responses



# County Involvement

## Prior to the Questionnaire

- ➔ Information shared via Biweekly Program Updates to indicate questionnaires are being sent soon and provide a process overview
- ➔ Counties are asked to ensure all applicable caregiver emails are in EIDS and up to date
- ➔ Counties can begin contacting families; notify them that the questionnaire will be coming soon

# County Involvement

## After Questionnaires Sent

**Soon after questionnaires are distributed –  
CMs and FCFC Coordinators receive:**

- 1 List of recipients in their county
- 2 Copy of English questionnaire
- 3 Copy of English QR code
- 4 English and Spanish FQ links and QR code

# County Involvement

## Throughout Response Period

Counties reach out to questionnaire recipients via text, phone call, email, in-person, etc.



Share links, QR codes, and encourage families to respond

# Tips for Engaging Families

- 1 Your relationship with local families is a key determinant of response rates and actual responses
- 2 Presentation is everything
- 3 Start discussing the FQ with families early
- 4 Personalize your approach/contact w/ families
- 5 Utilize local resources to provide information/updates throughout the process

# Tips for Engaging Families

- 6 Think outside the box – create a process that works best for your local program
- 7 Make it fun! Turn it into a friendly competition!
- 8 Encourage your entire EI team to get involved
- 9 Follow up with families/Share results

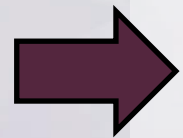


# County Involvement

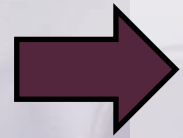
## After the Response Period

- ➔ CMs and FCFC coordinators receive a summary report of the quantitative items
  - These reports are also posted on the EI website
- ➔ CMs receive a file with all the open-ended responses
- ➔ Review results and share internally
  - Determine what is working well and where improvements could be made based on family input

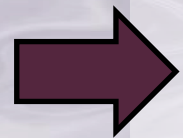
# County Quantitative Reports



Data for items **1** through **13** are broken down by county.



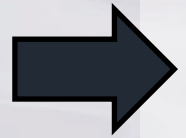
County reports are created including the total number of positive responses, total responses, and percent of positive responses for each item for the county as well as the response rate. These reports also include the statewide percentage for each item as a comparison.



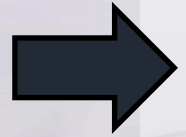
Reports are emailed to each county and posted on the EI website.

<https://ohioearlyintervention.org/county-data>

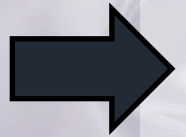
# County Comment Files



DODD reviews all open-ended responses in order to gauge family experiences in EI and determine what is working well and where improvements can be made in the program



If the respondent did not agree to share their comments exactly as written, identifying information is removed from the comment



County files are created that include all the responses to the open-ended items, and de-identified, where applicable



These files are sent to each county and shared with internal staff, but are not posted publicly

# Overview of 2022 Family Questionnaire Results

➔ **Response rates**

➔ **Response methods**

➔ **Comparison of response percentages/response rates by:**

- Race and Ethnicity
- Child Age Range
- Gender
- County Classification

➔ **Quantitative item results**

# Response Rates

Year	Received	Sent	Response Rate	Collection Method
2016	1,579	9,539	16.55%	Primarily by mail
2017	1,755	9,957	17.63%	Primarily by mail
2018	1,472	9,976	14.76%	Primarily by mail
2019	1,610	10,841	14.85%	Primarily by mail
2020	1,271	10,570	12.02%	Primarily online; sent info sheets
2021	2,189	10,524	20.80%	Primarily online; sent emails
2022	2,743	12,464	22.01%	Primarily online; sent emails

**Note:** With the increase in response rate, we have also seen an increase in representativeness of respondents.

# 2022 FQ - Distribution of Questionnaire Respondents' Response Type

<b>Response Method</b>	<b>Number</b>	<b>Percent</b>
Email	2	0.07%
Mail	101	3.68%
Online	2,640	96.24%
<b>Total</b>	<b>2,743</b>	<b>100.00%</b>

# 2022 FQ – Race and Ethnicity Comparison

Race/Ethnicity	Non-Respondents #	Non-Respondents %	Respondents #	Respondents %	Total #	Total %	Response Rate
Hispanic	797	8.20%	202	7.36%	999	8.02%	20.22%
American Indian or Alaska Native	10	0.10%	2	0.07%	12	0.10%	16.67%
Asian	289	2.97%	51	1.86%	340	2.73%	15.00%
Black or African American	1,481	15.24%	239	8.71%	1,720	13.80%	13.90%
Native Hawaiian or Other Pacific Islander	7	0.07%	2	0.07%	9	0.07%	22.22%
White	6,550	67.38%	2,109	76.89%	8,659	69.47%	24.36%
Two or More Races	587	6.04%	138	5.03%	725	5.82%	19.03%
<b>Total</b>	<b>9,721</b>	<b>100.00%</b>	<b>2,743</b>	<b>100.00%</b>	<b>12,464</b>	<b>100.00%</b>	<b>22.01%</b>

*Black or African American, Asian, and American Indian or Alaska Native families were underrepresented in responses.*

# 2022 FQ – Child Age Range Comparison

Age Range	Non-Respondents #	Non-Respondents %	Respondents #	Respondents %	Total #	Total %	Response Rate
0 to 1	1,010	10.39%	308	11.23%	1,318	10.57%	23.37%
1 to 2	2,878	29.61%	834	30.40%	3,712	29.78%	22.47%
2 to 3	5,833	60.00%	1,601	58.37%	7,434	59.64%	21.54%
<b>Total</b>	<b>9,721</b>	<b>100.00%</b>	<b>2,743</b>	<b>100.00%</b>	<b>12,464</b>	<b>100.00%</b>	<b>22.01%</b>



# 2022 FQ – Gender Comparison

Gender	Non-Respondents #	Non-Respondents %	Respondents #	Respondents %	Total #	Total %	Response Rate
Female	3,553	36.55%	1,030	37.55%	4,583	36.77%	22.47%
Male	6,168	63.45%	1,713	62.45%	7,881	63.23%	21.74%
<b>Total</b>	<b>9,721</b>	<b>100.00%</b>	<b>2,743</b>	<b>100.00%</b>	<b>12,464</b>	<b>100.00%</b>	<b>22.01%</b>

# NEW – County Classification

- **Large central metro** Counties in metropolitan statistical areas (MSAs) of 1 million or more population that:
  - Contain the entire population of the largest principal city of the MSA, or
  - Have their entire population contained in the largest principal city of the MSA, or
  - Contain at least 250,000 inhabitants of any principal city of the MSA.
- **Large fringe metro** Counties in MSAs of 1 million or more population that did not qualify as large central metro counties  
[http://www.cdc.gov/nchs/data\\_access/urban\\_rural.htm](http://www.cdc.gov/nchs/data_access/urban_rural.htm)
- **Medium metro** Counties in MSAs of populations of 250,000 to 999,999
- **Small metro** Counties in MSAs of populations less than 250,000
- **Micropolitan** Counties in micropolitan statistical areas
- **Noncore** Nonmetropolitan counties

[https://www.cdc.gov/nchs/data\\_access/urban\\_rural.htm](https://www.cdc.gov/nchs/data_access/urban_rural.htm)

# 2022 FQ Comparison – County Classification

County Classification	Responses	Total Sent	Response Rate
Large central metro	541	3,149	17.18%
Large fringe metro	570	2,868	19.87%
Medium metro	664	3,228	20.57%
Small metro	120	568	21.13%
Micropolitan	653	2,150	30.37%
Non-core	195	501	38.92%
<b>Total</b>	<b>2,743</b>	<b>12,464</b>	<b>22.01%</b>

# 2022 Results

Questionnaire Item	Number Positive Responses	Total Responses	Percent Positive Responses
1. Early Intervention has helped me to know my rights in the program.	2,524	2,736	92.25%
2. Early Intervention has helped me to communicate my child's needs.	2,602	2,740	94.96%
3. Early Intervention has helped me to help my child learn and develop.	2,566	2,739	93.68%
4. I am satisfied with the respect shown to my family by Early Intervention Service Coordinators and Service Providers.	2,637	2,740	96.24%
5. I am satisfied with my family's participation in the development of our Individualized Family Service Plan (IFSP).	2,621	2,738	95.73%
6. I am satisfied with the assistance that Early Intervention has given my family.	2,580	2,736	94.30%
7. I am satisfied with my child's progress.	2,461	2,736	89.95%
8. I am likely to recommend Early Intervention to another family.	2,595	2,739	94.74%
9. Early Intervention has helped me better understand my child's social-emotional strengths and needs.	2,373	2,702	87.82%
10. Early Intervention has helped me be more confident in supporting my child's social-emotional development.	2,400	2,694	89.09%
11. Early Intervention has helped me better support my child's social-emotional development.	2,416	2,696	89.61%
12. During my time in Early Intervention, I actively participated in helping my team learn more about my child's social-emotional strengths and needs.	2,464	2,689	91.63%
13. During my time in Early Intervention, I actively participated in developing Individualized Family Service Plan (IFSP) outcomes that support my child's social-emotional development.	1,732	1,914	90.49%

**Note: A response of 'Agree' or 'Strongly Agree' is considered to be a positive response**

# Family Response

*I cry tears of joy and tears of thankfulness because our providers are two amazing women that I have been blessed to know. I told them I don't want my son to graduate because I don't want to leave Help Me Grow Early Intervention. I do know, though, that I have gained two lifelong friends that I will be forever grateful...Thank you.*

# Family Response

*Having a constant mentor in my daughter's life that guided her, myself and our family. Our provider is an absolute blessing to us and she is wonderful with my daughter. We were able to build a great bond of trust and it truly helped in my daughter's developmental growth. The group worked around our work schedules, provided tons of material/feedback. I mean, I never knew what a blessing this program was until we started seeing so much change and progress with our daughter. I can't be more grateful and look forward to each session we have together.*

# Family Response

*We have had a wonderful experience receiving Early Intervention services. Getting the monthly visits from our provider is something that we always look forward to. She has provided me with so much information about how to help my boys that I would have never known otherwise. It has been great to also conduct our sessions over zoom when illness has prevented us from doing an in-person visit. I have also seen my twins benefit greatly from play group. They are learning skills around sharing, listening, playing with others, and learning from other adults that I know will serve them in preschool and beyond.*

# Family Response

*Our provider became someone that my son was excited to see. She bonded with him and gained his trust which helped when she was working with him. She gave me handouts about teaching him techniques to talk, she played interactive games with him that would encourage him to talk. She really made such a big difference in his life and ultimately in mine too. I wanted to hear him talk so badly, and she made it happen. She gave both my child and I the confidence we needed to help him speak. I'm very grateful for this program and for her.*





**POLL:**  
**Was this helpful?**

- I found it very helpful.
- I found it helpful, but it didn't answer all of my questions.
- I already knew most of this, but it was good to hear again.
- I really didn't get much out of this.
- I was disappointed because it did not meet my needs.



**Questions?**

**Taylor Hammond**

Part C Data Manager

[Taylor.Hammond@dodd.ohio.gov](mailto:Taylor.Hammond@dodd.ohio.gov)