

# Indian Education Unit Parent Survey Results

2004-2005 School Year

Arlana Bobo Peterson, M.P.H.  
December 2005

"Bridging the gap between research and practice"



# ALBUQUERQUE PUBLIC SCHOOLS

## BOARD OF EDUCATION

PAULA MAES  
President

MIGUEL ACOSTA  
Vice President

GORDON ROWE  
Secretary

BERNA FACIO  
Policy Chair

MARY LEE MARTIN  
District Relations Chair

LEONARD J. DELAYO, JR  
Finance/Audit Chair

ROBERT LUCERO  
Capital Outlay Chair

ELIZABETH EVERITT  
Superintendent

SUSIE PECK  
Associate Superintendent

NELINDA VENEGAS  
Associate Superintendent

## RESEARCH, DEVELOPMENT AND ACCOUNTABILITY

930-A Oak Street SE  
Albuquerque, New Mexico 87106  
(505) 848-8710  
[www.rda.aps.edu](http://www.rda.aps.edu)  
Rose-Ann McKernan  
Director

# Indian Ed Parent Survey Results 2004-05 School Year

## Executive Summary

In the Spring of 2005, the Albuquerque Public Schools (APS) Indian Education Unit (IEU) distributed surveys to parents of students who listed Native American as the student's primary or secondary ethnicity.

The survey asked parents to provide feedback on: Classroom Resource Teachers (CRT), the Home School Liaison Program (HSL), and general Indian Education services.

### Limitations

A typographical error in answer choices may have caused some parents to mark "disagree" instead of the neutral choice, making some results problematic to interpret.

### Results

- Regardless of level of contact with IEU services, the majority of parents think the CRT and HSL programs should continue.
- Over half the parent respondents think CRTs and HSLs help their children with academic issues, but parents have mixed feelings about other outcomes.
- Overall, parents desire better communication from IEU about services available to their children and opportunities for parent involvement.

### Recommendations

To increase *overall parent satisfaction*

- IEU may consider developing a process to follow up with parents when they request help from IEU. Then, periodically check in with a sample of those parents to see that they were satisfied with the help they received.

To increase *parent satisfaction with the CRT and HSL programs*

- IEU may consider conducting follow-up focus groups or interviews with parents receiving these services. Purpose: to identify effective practices and gaps in service. Because so few HSL parents responded to this survey, start with the HSL parents year 1, then CRTs year 2.

To increase *effectiveness of communication with parents*

- IEU may consider using focus groups with parents to identify gaps in communication and possible solutions. Upon gap identification IEU would address no more than 1 or 2 gaps as part of a PDSA cycle.
- IEU may consider instituting at least one yearly mailing directly to parents of all Native American students to inform them of IEU services.
- IEU may consider developing an information brochure for school staff and parent audiences that list services available *by school and tribal affiliation*.

## **Indian Ed Parent Survey Results 2004-05 School Year**

### **Introduction**

In the Spring of 2005, Indian Education Unit (IEU) of Albuquerque Public Schools (APS) distributed a survey to parents of students identified as Native American. IEU conducts a parent survey periodically to gather parent input on IEU programs and to meet federal compliance regulations for the Title VII Indian Education Act. The last parent survey occurred in the Fall 2002.

*The 2004-05 survey asked parents to provide feedback to IEU about 3 program areas.*

- Classroom Resource Teachers (11 questions),
- The Home School Liaison Program (11 questions), and
- General Indian Education services (10 questions).

The survey included a section for grade(s) and schools(s) of children and a space for parents to comment or request additional information from IEU. The survey contained a mix of likert-type and short answer questions.

### **Methods**

Research Development and Accountability (RDA) mailed one survey to the listed parent or guardian of each APS student identified in the Student Information System database with Native American as either primary or secondary ethnicity. Parents returned the surveys in postage paid envelopes to RDA staff who then entered and analyzed the results.

RDA mailed out 5607 surveys to parents of students who identified themselves as primary or secondary ethnicity Native American and received 366 completed surveys, for a return rate of 6.5%. The USPO returned 32 surveys with incorrect addresses.

### **Limitations**

Results include parent report only. Some parents received and completed more than one survey because they have more than one child in the APS database. Survey comments indicate parents are unfamiliar with IEU and some terms used in the survey (e.g., “classroom resource teacher” and “home school liaison”). Thus, parents may not realize their child receives IEU services or acknowledge the extent to which IEU impacts with their child’s education.

*I am not aware if her school has these services and neither is my child. For these reasons, I put strongly disagree on most all the responses; this is not a reflection of the program, rather it is because we don't use the program or are aware that it even exists at my child's school. - Parent*

The survey includes a typographical error, making results problematic to interpret. The ends of the likert scale read, “5=highly disagree to 1= strongly agree”, but the numbers between were out of order. The answer choices read, “5, 3, 4, 2, 1. RDA treated the left-hand columns (5 and 3) as “disagree”, and the middle column (4) as neutral. This oversight may have caused some parents to confuse “disagree” with the neutral choice.

Question stems and responses occasionally included grammatical errors and need revision to reduce the chance of misinterpretation.. For example, one question read, “The HSL program has helped *my child(ren)* with”... “helping me as a parent in finding resources for my children”.

## Results

### Who responded?

Returned surveys represented 82% (n=98) of APS schools: 63 elementary, 25 middle and 10 high schools. Appendix A lists the number of surveys received per school. Table 1 displays the number of Native American students in each grade level as represented by the 366 parent responses.

**Table 1: Number of Native American students in each grade, as reported by parents.**

<b>Elementary School</b> Grade	Pre-K	1st	2nd	3rd	4th	5th	<b>Total</b>
Number	63	44	39	54	41	39	<b>280</b>

  

<b>Middle School</b> Grade	6th	7th	8th	<b>Total</b>
Number	54	59	37	<b>150</b>

  

<b>High School</b> Grade	9th	10th	11th	12th	<b>Total</b>
Number	60	37	35	42	<b>174</b>

### IEU services received

Parents responded to 10 questions about overall IEU services: what services were received by the parent (3 questions), satisfaction with IEU programs and staff (4 questions), and effectiveness of IEU communication (3 questions).

A total of 24% (87) of respondents reported receiving some form of IEU services. Table 2 shows the services reported by parents. Families may receive more assistance or services from IEU than they realize, however. For example, only 17% of parents answered, “yes” to receiving IEU services, but 22% indicated later in the survey that they met with a resource teacher this year. So, the figures below may underestimate the actual percent of students receiving services.

The most commonly cited services received were assistance with summer school and after school programs / tutoring.

**Table 2: Services received by parents – all parents**

<b>Service received</b>	<b># of parents</b>	<b>Service received</b>	<b># of parents</b>
Summer school help / money	11	School supplies	4
After school program / tutoring	8	Graduation assistance / cap & gown	3
Clothing	7	Johnson O’Malley	3
Native American class / language	6	Computers	3
Conference / field trip	6	Mailings / notice of meetings	2
Academic assistance	4	Counseling services	2

## Contact with IEU and the effect on responses

To classify as “having IEU contact”, parents had to answer, “yes” to the question, “I have received services through the Indian Education Unit,” *or* indicate through survey comments they received services of some kind from IEU. RDA used the same criteria to identify which parents did (or did not) have contact with Resource Teacher (RT) and Home School Liaison (HSL) programs.

- Only one in four parents indicate contact with IEU, resource teachers, or home school liaison programs.
- The most common contact with IEU is through the classroom resource teacher (Table 3).

**Table 3: Number and percent of parents with IEU contact – all parents**

Type of IEU contact <sup>1</sup>	# of parents	% of parents*
<i>Any contact</i>	87	24%
Met with resource teacher	81	22%
Met with home school liaison	20	6%
Attend parent committee meetings	20	6%

\* Percent of parents is based on those with data. Missing data are excluded.

### Why is contact important?

Across all survey items, parents who report contact with IEU have more positive perceptions of IEU services and programs than parents who report no contact with IEU. For example, 87.7% of parents who have met with a resource teacher recommend keeping the resource teacher program, compared to 40.9% of parents who have not met with a RT. This is an important finding. The discrepancy suggests that parents may not view IEU positively unless they become more educated about or directly involved with IEU programs.

Additionally, some parents commented on the survey that they marked “strongly disagree” to many items because they were unfamiliar with IEU or its programs. These comments imply that IEU should focus its efforts on communicating more effectively with *all* parents about the available IEU services and activities. **For these reasons, unless otherwise noted, the following sections contain results for only the parents who report having some type of contact with IEU.**

Parents who report contact with IEU have more positive perceptions of IEU services and programs than parents who report no IEU contact.

<sup>1</sup> See Appendix B for complete description of how RDA determined parent contact.  
RDA/ABP/12.9.05

Satisfaction with IEU services

Parents who have contact with IEU have mixed reactions to IEU services (Table 4).

- Equal proportions of parents agree vs. disagree that there are opportunities for parent involvement, and they feel welcomed by IEU staff.
- About 1/3 of parents feel satisfied with IEU services.
- 3 out of 10 parents say IEU provides help when needed, but 5 out of 10 parents disagree.

**Table 4: Satisfaction with IEU services – parents with IEU contact**

Rate the following, using the scale:

5 = highly agree – 1 = strongly disagree.\*

	Disagree	Agree
There are opportunities for parent involvement	43.5%	<b>43.5%</b>
I am welcomed, treated with respect by the IEU staff	37.9%	<b>39.4%</b>
I am very satisfied with the quality of IEU services	43.7%	<b>36.6%</b>
The IEU staff provides help when parents need it	50.7%	<b>31.3%</b>

\*Answers are for the 87 parents who report contact with IEU services.

Parents who agree that IEU offers effective services say:

*Our family has never utilized any services but do believe this program is an asset for other American Indian students within APS. - Parent*

*[I like]...the counseling and other IES programs. They also affirm Native culture and values and help our kids not feel so much like outsiders. - Parent*

Comments provide insight into why some parents express displeasure with IEU. Some parents may feel unsatisfied because they lack information about what IEU does or is supposed to do. For example, some parents think IEU is only for children with academic problems or certain tribal affiliations.

*It appears to me IEU only focuses on children who are lacking skills or on those that are behind their expected level of knowledge... - Parent*

*...Children are excluded if not Full Blood Indian (Navajo) from all activities and programs. IEU exists only for those students who are 100% full blood Native. My children are 1/2 Navajo... - Parent*

Some parents may feel unsatisfied because they lack information about what IEU does or is supposed to do.

Other parents receive inadequate responses when they contact IEU.

*I've been very disappointed with IEU services. I have tried to make contact with Indian Ed at least six times and no one returned my calls. - Parent*

*In elementary and mid school the person connected with Indian Ed has never been able to tell me what the program is supposed to do. In high school, I do not even know who the contact person was.- Parent*

A few parents express dissatisfaction with the lack of services they receive in exchange for providing APS with their child's CIB or 506 form. The quote below illustrates this frustration.

*There are so many Indian families/kids [here] who get left out of services yet we turn in our CIB's every year so you can get funding... How does IEU benefit my children? - Parent*

These comments highlight the need for IEU to advertise all their services and eligibility criteria directly to parents. IEU could design information so parents can determine what services are available for their child(ren) and how to access IEU to receive these services.

Effectiveness of IEU communication

IEU makes efforts to communicate with parents, but results suggest these efforts are not as effective as they could be (Table 5).

- 35% of parents say IEU does a good job communicating with families, while 48% disagree.
- According to the majority of parents, their children are unaware they can seek IEU help.
- The majority of parents do not feel informed about IEU school programs.

**Table 5: Satisfaction with IEU communication – parents with IEU contact**

**Rate the following, using the scale:**

**5 = highly agree – 1 = strongly disagree.\***

	<b>Disagree</b>	<b>Agree</b>
IEU does a good job of communicating with parents / families	47.9%	<b>35.2%</b>
My student knows to seek out help from the Indian Education staff when he/she has a problem he/she can't solve	57.5%	<b>30.1%</b>
I feel informed about IEU school programs	54.9%	<b>28.2%</b>

*\*Answers are for the 87 parents who report contact with IEU services.*

- As mentioned previously, satisfaction is lower among parents who report no contact with IEU. For parents without reported IEU contact, 69% do not feel informed about IEU, and 65% think IEU needs to do a better job communicating with parents.

Comments reveal that a number of families *want* help from IEU. However, some parents want IEU to initiate contact with them rather than seek help from IEU for a specific situation.

*In the 13 years my child has been in APS, she has never utilized your program. Indian Ed has never sought us out to tell us about services or resources. - Parent*

*My oldest son dropped out of Manzano HS and wants to get his GED. He received five I's on his report card and no one was there to help. No one contacted me. - Parent*

*I did not know an "Indian Education Unit" exists. Please provide ALL information regarding Indian programs in APS. – Parent*

**Parents have a number of suggestions for *how* to improve IEU communication.**

- Provide direct communication with parents.  
*Communicate directly with parents by mail so parents are adequately informed of available service. Send me available programs and resources with qualification requirements. - Parent*
- Communicate in many modes.  
*No communication from Indian Ed at all. We need communication via e-mail, phone calls, post cards, any communication to get our students involved with other Indian students. - Parent*
- Provide a school by school listing.  
*Just a thought: mailing Indian students information about the various programs available at the various schools with a who to contact list at the school... The names and phone numbers of the current classroom resource teacher for [for our school] and the home school liaison person. - Parent*

*“Communicate directly with parents by mail so parents are adequately informed of available service.”  
- Parent*

### Effectiveness of IEU communication, cont.

Results indicate parents want more information about IEU and the services they offer.

- To improve communication and services, parents suggest IEU communicate directly with them about the services available, and do so in multiple ways. For example, parents want to know what IEU offers, by school and by tribal affiliation.
  
- Comments suggest parents need a place to call and ask for help.
  - IEU could inform parents of the APS service center (and its phone number), promote the service center heavily for a year.
  
  - Alternatively, IEU may consider creating a parent hotline that is staffed by a “live” person during business hours that has knowledge of all the services IEU offers and the eligibility criteria.
  
  - Either way, IEU should consider developing a system for checking with parents to see if their needs are adequately addressed by the service center (or hotline); then see if parent satisfaction improves in the parent survey the following year.

## Classroom Resource Teachers (CRTs)

The survey included 11 questions about resource teachers.

- 81 (22.4%) of responding parents met with the classroom resource teacher (CRT) this year.

Parents who have met with CRTs feel the program should continue, although the results are mixed with respect to how much the CRTs help their children.

- The majority of parents report that CRTs help their children with reading, writing and speaking, homework and basic computer skills.
- Fewer parents think the CRTs help their children with organization or study skills.
- Nearly nine out of ten parents (87.7%, n=71) who have met with a resource teacher recommend keeping the resource teacher program.

*“Resource teachers should be paid more. They make a difference for the kids and they are an encouragement for them to continue and not give up.”*  
- Parent

A few parents commented on the benefits of the resource teachers. One parent said, *“Resource teachers should be paid more. They make a difference for the kids and they are an encouragement for them to continue and not give up.”*

**Table 6: Percent of parents who agree that the resource teacher has helped their child(ren)**

Rate the following, using the scale:  
5 = highly agree – 1 = strongly disagree.

<b>The resource teachers have helped my child(ren) with:</b>	<b>Agree</b>
Reading skills	<b>60.5%</b>
Writing skills	<b>64.2%</b>
Speaking skills	<b>60.5%</b>
Homework skills	<b>55.6%</b>
Basic computer skills	<b>53.1%</b>
Organization skills, such as time management	<b>46.9%</b>
Study skills	<b>44.4%</b>

\* The percent is out of those indicating “yes” to the question, “I have met with the resource teacher this year.” n=81.

**Table 7: Percent of parents who have positive opinions of the resource teacher program**

Rate the following, using the scale:  
5 = highly agree – 1 = strongly disagree.

	<b>Agree</b>
The RT keeps me informed about my child’s progress	<b>64.2%</b>
The RT shows a positive and professional attitude	<b>75.3%</b>
I would recommend keeping the RT program	<b>87.7%</b>

\* The percent is out of those indicating “yes” to the question, “I have met with the resource teacher this year.” n=81 parents.

## Home School Liaisons (HSLs)

The survey included 11 questions about home school liaisons.

- Only 5% (n=20) of the respondents indicate they have met with an HSL this year.

There are 9 HSLs. In the spring of 2005, IEU pilot-tested HSL logs. According to the HSL logs, each HSL made an average of 39 contacts per month during the 4 month pilot-test period.

There is a difference between services provided and services reportedly provided. These results suggest that either a) HSLs are reaching a small percentage of parents or b) both HSLs and parents underreport the amount of contact they have.

Because of the small number of responses, HSL results should be interpreted with caution.

### **Because of the small number of responses, HSL results should be interpreted with caution.**

This section summarizes results for the 20 parents who report HSL contact.

- 80% of the parents recommend keeping the HSL program; however, opinions of HSL effectiveness vary.

According to parents, HSLs have adequate interpersonal skills, but only half of the parents are satisfied with the other HSLs services listed on the survey.

- The majority of parents (60%) report HSLs are “helpful and supportive”, and they feel comfortable talking to the HSL.
- About half the parents think:
  - the HSL shows a positive and professional attitude toward parents;
  - the HSL program helps them find resources for their children; and
  - the HSL program helps their child(ren) resolve issues with attendance / tardies, organization / time management and contacting teachers about student grades.
- According to a majority of parents, however, HSLs are not:
  - linking students with resources or referrals or
  - making home visits when necessary.

### Comparison of Home School Liaison and Classroom Resource Teacher programs

It is crucial that parents feel comfortable working with the HSL if the program is to benefit the child and family. However, when comparing the RT and HSL programs, 60% of parents feel comfortable talking to the HSL, as compared to 75% of parents who interact with CRTs.

- Because so few HSL parents responded, IEU may want to conduct follow-up surveys or phone interviews with HSL parents to more thoroughly understand how parents feel about the program.

### Survey comments

Seventy percent of surveys (n=257) contain additional comments. RDA coded the comments to uncover themes (see Table 8). Many of these themes appear elsewhere in this report.

- Overall, parents want more information on IEU and the general services it provides.

**Table 8: Summary of parent comments**

<b>Comment</b>	<b>Number of surveys</b>
Want more information about various IEU programs	141
Request better communication with parents	22
Have positive comments about IEU programs	16
Request more immediate access to IEU staff	14
Request specific help from IEU or others with student's education	6

Table 9 summarizes the types of information most often requested.

- Besides basic IEU information, parents want summer school and programs information
- Parents asked for help, including how to assist students with special needs, find scholarships or locate employment for their children.

**Table 9: Information most commonly requested by parents**

<b>Information</b>	<b># of surveys</b>	<b>Information</b>	<b># of surveys</b>
General information about what services IEU provides	30	Special ed / special learning needs	4
Summer school	12	Afterschool programs	3
Summer programs	9	Classroom Resource Teachers	3
Info for their particular school	6	Financial help	3
IEU meetings	6	Help getting child's CIB	3
Home School Liaisons	6	Intervene in specific situation	2
Scholarships	5	Other	29
Coursework/academics	4		

### Comments about program improvement

Parents offered a variety of suggestions to IEU about their programs, many of which appear previously in this report. Additional comments include:

- Identify and individually counsel Native students so they can be prepared for high school;
- Have more cultural activities;
- Be available and visible at the start of year; and
- Rotate parent meeting times.

*Other suggestions:*

*Students should be helped on a one to one basis so they can get ready for high school. - Parent*

*...CIB students should be identified and individually counseled as to educational needs. - Parent*

## Conclusions and Recommendations

The survey asks parents to provide feedback on Classroom Resource Teachers (CRT), the Home School Liaison program (HSL), and general Indian Education Unit (IEU) services.

- **Parents report moderate levels of satisfaction with IEU services and communication.**

Dissatisfaction seems to stem from inadequate information or unmet needs.

- IEU may consider ways to increase overall parent satisfaction, such as developing a process to follow up with parents when they request help from IEU. Then, periodically check in with a sample of those parents to see that they were satisfied with the help they received.

- **IEU makes numerous efforts to communicate with parents, but the *effectiveness* of these efforts is unknown.**

Many parents in APS do not know about IEU or how to access their services. To increase effectiveness of *communication* with parents IEU may consider the following strategies:

- Develop an information brochure listing services available by school and tribal affiliation. Mail directly to parents and provide to schools for registration packets.
- Institute at least one yearly mailing directly to Native American students' parents.
- Communicate directly with parents, when possible, and do so in multiple ways.
- Use focus groups with parents to identify gaps in communication and possible solutions. Identify and address 1-2 gaps as part of a PDSA cycle.

- **Parents who experience the HSL and CRT programs overwhelmingly think they should continue.** However, parents involved in both programs report mixed outcomes for students.

- IEU may consider conducting follow-up focus groups or interviews with parents who receive these services to identify effective practices and gaps in service. Because so few parents responded that their student received HSL services, start with parents who report HSL service year 1, then CRT service year 2.

- **District-wide surveys should target issues that face all parents of Native American students, such as the general needs and preferences for services.**

The HSL and CRT programs are not designed to serve every Native American student in APS. Yet, surveys went out to the parent of every Native American student. These programs should not fall under the scrutiny of a district-wide survey. To improve future *parent surveys* IEU may consider the following approaches:

- Continue to use a district-wide survey to assess general needs and preferences of all parents. To assess satisfaction with *specific* IEU programs (e.g., the CRT program), IEU should send tailored surveys to the intended program recipients or allow parents to opt out of those questions on a district-wide survey.
- Mail surveys to the intended users of IEU services. If IEU can serve only students with 506 or CIB forms on file, send surveys to those families, not to all Native American students in APS. This assures the survey reaches the appropriate audience, and results are more clearly interpreted and applied to program improvements.

APPENDIX A: Number of surveys per school

School	Count	School	Count	School	Count
A. Montoya	1	Governor Bent	6	Mountain View	3
AHS C.E.C.	1	Grant	4	New Futures	1
AHS Voc Charter	2	H. Humphrey	1	Onate	1
Alameda	4	Harrison	4	Osuna	3
Alamosa	2	Hawthorne	2	Painted Sky	11
Albuquerque High	6	Hayes	9	Petroglyph	6
Alvarado	3	Highland	17	Polk	2
Amy Biehl	2	Hodgin	7	Reginald Chavez	1
Apache	9	Hoover	2	Rio Grande	11
Armijo	1	Hubert Humphrey	2	River Side	1
Arroyo Del Oso	4	Inez	1	Roosevelt	1
Bandelier	4	Jackson	6	S. R. Marmon	2
Bel Air	3	James Monroe	7	S.D. Public Sch.	1
Bellehaven	1	Jefferson	9	Sandia Base	4
Carlos Rey	3	Jimmy Carter	13	Sandia High	10
CEPI Charter	1	John Adams	3	Santo Domingo	1
Chamiza	5	John Baker	1	Seven Bar	7
Chaparral	2	Kennedy	7	Sierra Alternative	1
Chelwood	3	Kit Carson	2	Sierra Vista	6
Child Find	3	L. B. Johnson	7	Sombra Del Monte	4
Cibola	23	La Cueva	3	SY Jackson	1
Cleveland	6	La Mesa	2	Taft	4
Collet Park	3	Lavaland	1	Taylor	6
Comanche	4	Longfellow	1	Tomasita	4
Del Norte	14	Los Padillas	1	Truman	3
Dennis Chavez	2	Lowell	5	Valley	14
Desert Ridge	2	Madison	6	Van Buren	6
E.G. Ross	5	Manzano	9	Ventana Ranch	4
Edward Gonzales	5	Manzano Mesa	1	Wesley Pre School	1
Eisenhower	4	Marie Hughes	4	West Mesa	11
Eldorado	6	Mark Twain	2	Wherry	2
Embudo Head Start	1	Mary Ann Binford	2	Whittier	3
Emerson	4	Matheson Park	1	Wilson	1
Estancia HS	1	McCollum	3	Zia	8
Eubank	1	McKinley	11	Zuni	1
Eugene Field	1	Menaul Headstart	1	<b>Total Schools</b>	
Garfield	4	Mission Avenue	2	<b>in List</b>	<b>114</b>
Geneva Pecos	1	Monte Vista	3		
Georgia O'Keeffe	1	Montezuma	1		

APPENDIX B: Determining level of IEU contact

**Determining which parents have “IEU contact”**

To identify which parents have contact with IEU, RDA looked at the survey comments and one question, “I have received services through the Indian Education Unit: yes/no.” If parents marked “yes” (I have received services), *or* if survey comments indicated they received services of some kind from IEU, RDA included them as “having contact with IEU”. RDA followed the same procedure with Resource Teacher (RT) and Home School Liaison (HSL) questions, to separate those respondents who did and did not have contact with each of the program components.

*Table 10: Parents indicating contact with IEU, Resource Teacher (RT) or Home School Liaison (HSL)*

	Any Contact with IEU		Met with RT		Met with HSL	
	Number	Percent	Number	Percent	Number	Percent
<b>Yes – Contact*</b>	<b>87</b>	<b>24.1%</b>	<b>81</b>	<b>22.4%</b>	<b>20</b>	<b>5.5%</b>
No - No contact**	244	67.6%	254	70.4%	233	64.5%
Missing	30	8.3%	26	7.2%	108	29.9%
Total	361	100.0%	361	100.0	361	100.0%

\*Contact = those reporting through survey items *or* comments that they have contact

\*\*No contact = all other survey respondents, except those with missing values