

State of Alaska FY2019 Governor's Operating Budget

Department of Health and Social Services Early Intervention/Infant Learning Programs Component Budget Summary

Component: Early Intervention/Infant Learning Programs**Contribution to Department's Mission**

Early Intervention/Infant Learning Program (EI/ILP) promotes access to a flexible array of quality services for Alaskan infant and toddler with special developmental needs, and their families. The Early Intervention/Infant Learning Program provides early intervention services and support to families of children age birth to three who experience diagnosed conditions or significant developmental delay. Services are provided in a manner that respects families, communities, cultural differences, and promotes genuine partnerships in all aspects of service design and delivery, in accordance with the Individuals with Disabilities Education Act (IDEA).

Core Services

- Provide and evaluate a system to ensure children with developmental delays are identified as early as possible through developmental screening.
- Ensure young children who may have disabilities or developmental delays receive an evaluation to identify the potential need for early intervention/infant learning services.
- Ensure that every child who is a victim of abuse or neglect is fully evaluated and offered enrollment in the early intervention program as appropriate.
- For enrolled families, provide family support services, developmental therapy, and coaching to optimize child development.
- Assist very young children in “closing the developmental gap” with typically developing peers.
- Advocate for full inclusion for young children in systems such as child care and Head Start.
- Early Care and Learning: Development and support of quality early care and learning services for children from birth through age eight that support children’s early learning, health, and development of social competence.
- Family Support and Parenting Education: Availability of comprehensive family support and parent education services that address the stressors impairing the ability of families to nurture and support the healthy development of their children.
- Early Childhood Mental Health consultation to early care and learning programs, facilitating Learning Network of professional development for professionals serving young children and their families.

Major Component Accomplishments in 2017

The Infant Learning Program continued to refine the transition for children from Part-C to Part –B. The successful transition ensure continuity of care for children from the Infant Learning Program to school services.

The Infant Learning Program continued to see meaningful developmental/social emotional gains for the majority of children who received Infant Learning Program services.

Statewide, the number of referrals and enrollment has increased over the past five years. The rolling referral averages during this period increased from 3,118 to 3,429 infants and toddlers. Annual enrollment increased from 1,832 (FY2009) to 2,068 (FY2017).

Referrals of children under age three from child protection have increased by sixty percent (60%) between FY2011 and FY2017 and ten percent (10%) between FY2016 and FY2017

Families referred from child protection continue to be the most difficult to find and engage in services. Phone numbers, physical addresses, and home communities change without notice. Families are tentative about engaging with Infant Learning staff due to their association with child protection. It takes more time and effort to earn their trust and establish relationships that support effective services. Infant Learning Program staff have been working hard to make adjustments to their practice in order to meet the needs of these children and families. The reluctance to engage with the program is expected to change now that the program has transferred from the Office of Children’s Services to the Division of Senior and Disabilities Services.

Key Component Challenges

Providing a full array of services for children birth to three years old identified through either the child protective service system or from other community sources remains a challenge to the Infant Learning Program system. Specifically, the lack of early intervention staff with the clinical mental health background remains a challenge for local agencies and teams. Particularly, teams struggle to engage families in the child welfare system.

Key challenges in federal reporting for program outcomes has been a significant challenge in terms of having providers familiar and educated about the federal outcome measures for the program.

The Early Infant Learning Program has been placed under federal (OSEP) Differentiate Monitoring Support with a finding of Intensive. This finding is due to the transition to a new division within the state, the number of new staff in the program, the number of Early Infant Learning Program providers in the State, and the amount of award.

Significant Changes in Results to be Delivered in FY2019

In FY2017, the Infant Learning Program transitioned to the Division of Senior and Disabilities Services. With this transfer, administrative and programmatic changes occurred in an effort to align with the mission of and operational goals of Senior and Disabilities Services. This will continue in FY2019.

The Infant Learning Program will engage federal technical assistance to complete a fiscal self-assessment and develop a fiscal plan that will ensure the program will have the capacity to provide necessary services for children 0-3 with a developmental delay.

Monitoring of providers has been expanded to evaluate program quality as well as compliance with State and Federal regulations.

Statutory and Regulatory Authority

AS 47.20.070-075	Services for Developmentally Delayed or Disabled
Children 7 AAC 78-010-320	Grant Programs
7 AAC 23.010-100	Infant Learning Program
7 AAC 80.010-925	Fees for Department
Services Individuals with Disabilities Education Act, Part C	

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Component Detail All Funds
Department of Health and Social Services

Component: Early Intervention/Infant Learning Programs (3118)
RDU: Senior and Disabilities Services (487)

Non-Formula Component

	FY2017 Actuals	FY2018 Conference Committee	FY2018 Authorized	FY2018 Management Plan	FY2019 Governor	FY2018 Management Plan vs FY2019 Governor	
71000 Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
72000 Travel	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
73000 Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
74000 Commodities	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
75000 Capital Outlay	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
77000 Grants, Benefits	9,566.7	10,041.7	10,041.7	10,041.7	9,827.7	-214.0	-2.1%
78000 Miscellaneous	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
Totals	9,566.7	10,041.7	10,041.7	10,041.7	9,827.7	-214.0	-2.1%
Fund Sources:							
1002Fed Rcpts (Fed)	1,674.0	1,859.1	1,859.1	1,859.1	1,859.1	0.0	0.0%
1007I/A Rcpts (Other)	250.0	758.1	758.1	758.1	544.1	-214.0	-28.2%
1037GF/MH (UGF)	7,642.7	7,424.5	7,424.5	7,424.5	7,424.5	0.0	0.0%
Unrestricted General (UGF)	7,642.7	7,424.5	7,424.5	7,424.5	7,424.5	0.0	0.0%
Designated General (DGF)	0.0	0.0	0.0	0.0	0.0	0.0	0.0%
Other Funds	250.0	758.1	758.1	758.1	544.1	-214.0	-28.2%
Federal Funds	1,674.0	1,859.1	1,859.1	1,859.1	1,859.1	0.0	0.0%
Positions:							
Permanent Full Time	0	0	0	0	0	0	0.0%
Permanent Part Time	0	0	0	0	0	0	0.0%
Non Permanent	0	0	0	0	0	0	0.0%

Change Record Detail - Multiple Scenarios with Descriptions
Department of Health and Social Services

Component: Early Intervention/Infant Learning Programs (3118)
RDU: Senior and Disabilities Services (487)

Scenario/Change Record Title	Trans Type	Totals	Personal Services	Travel	Services	Commodities	Capital Outlay	Grants, Benefits	Miscellaneous	Positions		NP
										PFT	PPT	
***** Changes From FY2018 Conference Committee To FY2018 Authorized *****												
FY2018 Conference Committee												
	ConfCom	10,041.7	0.0	0.0	0.0	0.0	0.0	10,041.7	0.0	0	0	0
1002 Fed Rcpts		1,859.1										
1007 I/A Rcpts		758.1										
1037 GF/MH		7,424.5										
Subtotal		10,041.7	0.0	0.0	0.0	0.0	0.0	10,041.7	0.0	0	0	0
***** Changes From FY2018 Management Plan To FY2019 Governor *****												
Transfer to Commission on Aging												
	Trout	-214.0	0.0	0.0	0.0	0.0	0.0	-214.0	0.0	0	0	0
1007 I/A Rcpts		-214.0										
Transfer excess interagency receipt authority to the Commission on Aging to align with SB124 fiscal note.												
Totals		9,827.7	0.0	0.0	0.0	0.0	0.0	9,827.7	0.0	0	0	0

Line Item Detail (1676)
Department of Health and Social Services
Grants, Benefits

Component: Early Intervention/Infant Learning Programs (3118)

Line Number	Line Name	FY2017 Actuals	FY2018 Management Plan	FY2019 Governor
7000	Grants, Benefits	9,566.7	10,041.7	9,827.7

Object Class	Servicing Agency	Explanation	FY2017 Actuals	FY2018 Management Plan	FY2019 Governor
7000 Grants, Benefits Detail Totals			9,566.7	10,041.7	9,827.7

7003	Sub-Recipient Pass-Through Grants	Infant Learning Program grants to provide home-based therapy and education services for children from birth to two years who have moderate to severe mental or physical handicaps or are at risk for such delays. Provide educational medically oriented learning program for infants and children not yet old enough for special education offered through their local school district. Professional infant learning teachers and therapists regularly instruct parents and other caregivers to be the primary facilitator in an infant's development. Grant Funding for early intervention with very young children (birth to six years of age) at risk of becoming youth experiencing serious emotional disturbance (SED). Managed by DHSS, DBH, these funds are disseminated to a single grantee, Juneau Youth	9,566.7	10,041.7	9,827.7
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Line Item Detail (1676)
Department of Health and Social Services
Grants, Benefits

Component: Early Intervention/Infant Learning Programs (3118)

Object Class	Servicing Agency	Explanation	FY2017 Actuals	FY2018 Management Plan	FY2019 Governor
		7000 Grants, Benefits Detail Totals	9,566.7	10,041.7	9,827.7
		<p>Services. They utilize funds to visit daycare sites where young children attend. They work with providers there to assess youth, to develop productive ways of working with them to reduce the possibility that they will be expelled from the facility and to prevent a serious emotional disturbance (SED). Behavior intervention and supports for the Early Childhood System is to gather information about the effectiveness of ongoing, statewide training in the use of positive behavioral supports (PBS) for direct service providers and families supporting individuals who experience developmental disabilities. This project targets children receiving early intervention services and early childhood special education.</p> <p>Grant funding for early intervention with very young children (birth to six years of age) at risk of becoming youth experiencing serious emotional disturbance (SED).</p>			

Revenue Detail (1681)
Department of Health and Social Services

Component: Early Intervention/Infant Learning Programs (3118)

Revenue Type (OMB Fund Code) Revenue Source	Component	Comment	FY2017 Actuals	FY2018 Management Plan	FY2019 Governor
5002 Fed Rcpts (1002 Fed Rcpts)			1,674.0	1,859.1	1,859.1
5006 Federal Health and Human Services - Title XIX Grants		Medicaid Administration	0.0	46.6	46.6
5007 Federal Health and Human Services - Miscellaneous Grants		Part C of the Individuals with Disabilities Education Act (IDEA)	0.0	1,812.5	1,812.5
5019 Federal - Miscellaneous Grants			1,674.0	0.0	0.0
5007 I/A Rcpts (1007 I/A Rcpts)			250.0	758.1	544.1
5301 Inter-Agency Receipts		Excess Interagency Receipts	0.0	758.1	544.1
5301 Inter-Agency Receipts	H&SS - Family Preservation (1628)		250.0	0.0	0.0