

***Interagency
Collaborative
Team***

**Annual Report
FY 09**

February 2010

**Interagency Collaborative Team
Annual Report for FY 09
Covering: July 2008 – June 2009
Date of Report: February 2010**

The Interagency Collaborative Team (ICT) is authorized in 14 Del. Code 31 Section 3124. The purpose of the Team is to develop a collaborative interagency approach to service delivery for children and youth with disabilities who present educational needs that cannot be addressed through the existing resources of a single agency. In addition to planning for individual children, the Team identifies impediments to collaborative service delivery and recommends strategies to remove them. The Team consists of the following members as established in legislation:

Susan Cycyk, Director, Division of Child Mental Health Services, DSCYF
(Martha Gregor, designated representative)

Laura Miles, Director, Division of Family Services, DSCYF
(John Bates, designated representative)

Carlyse Giddins, Director, Division of Youth Rehabilitative Services, DSCYF
(Scott Carson, designated representative)

Roy LaFontaine, Acting Director, Division of Developmental Disabilities Services,
DHSS
(Warren Ellis, designated representative)

Kevin Huckshorn, Director, Division of Substance Abuse and Mental Health, DSAMH
(Valerie Zeller, designated representative)

Ann Visalli, Director, Office of Management and Budget
(Jana Simpler, designated representative)

Russell Larson, Controller General
(Michael Morton, designated representative)

Martha Toomey, Chair, Director, Exceptional Children Resources Group, DOE

Michael Jackson, Associate Secretary of Finance, Acting Associate Secretary, Teaching
& Learning Branch, DOE

In addition, the ICT Coordinator at the Department of Education coordinates and attends all meetings. Representatives of the responsible school district, the parent/guardian, and other persons working with, and having knowledge about individual cases, are invited to participate on specific cases.

The ICT has two charges under the legislation. The first is to review all new and renewal unique alternative applications prior to approval by the Secretary of Education. The ICT reviews existing assessment information and proposed treatment plans. It makes recommendations for alternatives and ensures coordinated interagency delivery of services, including funding.

The second charge is to develop a report that summarizes the work of the Team that provides information on the items reported in the previous year’s Annual Report. The legislation mandates that a report be submitted to the Governor, Budget Director, President Pro-Tempore, Speaker of the House and the Controller General by February 15, 2010.

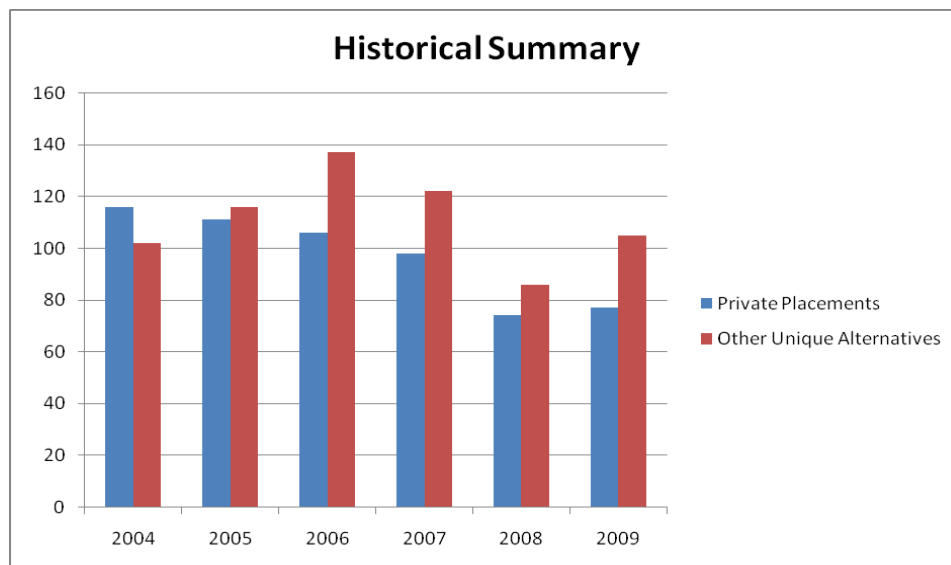
Team Experiences

The Team meets monthly. The following chart summarizes the activity for FY 2004 through FY 2009.

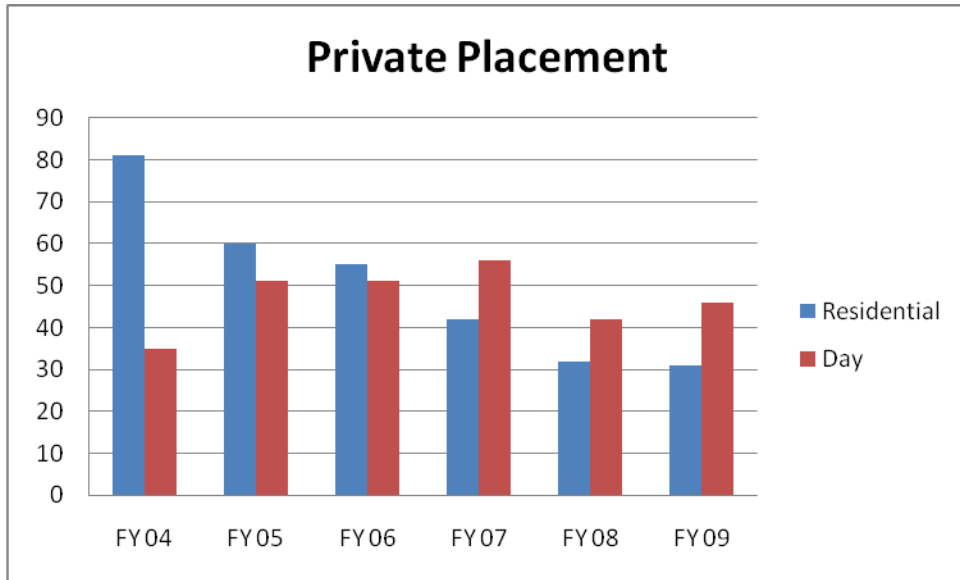
Chart One
Historical Summary

	'04	'05	'06	'07	'08	'09
Total # of new cases reviewed	69	85	87	77	61	58
Total # private placements	116	111	106	98	74	77
Total # Other Unique Alternatives	101	115	137	122	86	105
Total Served 7/1 – 6/30	217	226	243	220	160	182

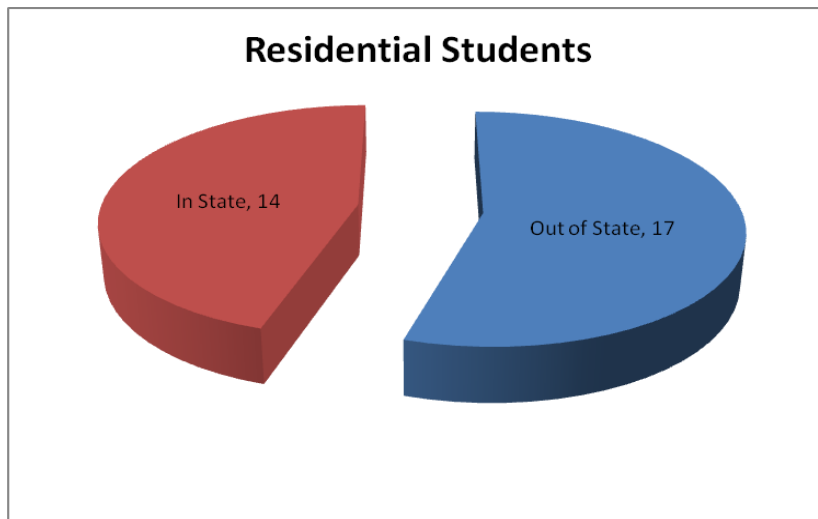
Graph One



The FY09 total of students served in residential programs is 31; one fewer than last year. The students served in day programs increased slightly this year to 46 (42 in FY 08).



The ICT attempts to also keep students as close to home as possible. The following chart shows the number of students served in Delaware at the AdvoServ program in Bear and the number of students served in out-of-state programs. Two of the programs used are very close to Delaware in neighboring Maryland counties and serve 7 of the out-of-state students.



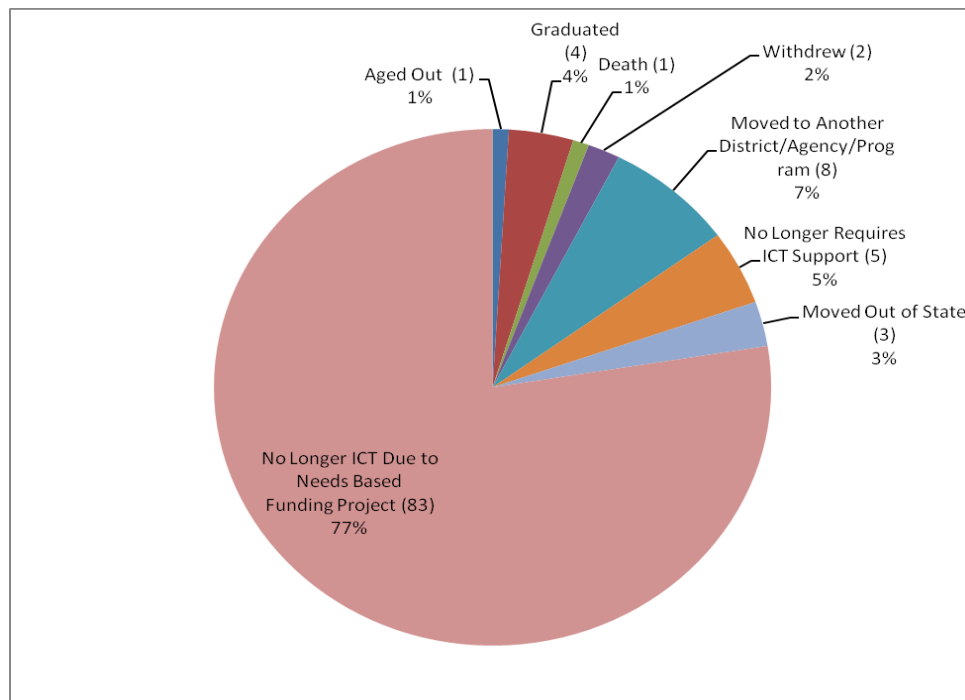
Point-in-Time Data

This report provides information on the number of students served throughout the year. In the last few reports data regarding students served in residential settings out-of-state was provided as of January 15 to show the number of students served on a single day rather than during the entire fiscal year. On January 15, 2009, sixteen students were being served in residential out-of-state facilities. Of that number four children are in need of skilled nursing care and are placed medically at Voorhees Pediatric Center in NJ. The ICT funds their education program. Six (6) students are served within one hour of their home at either Shorehaven in Elkton, MD, or Benedictine School in Ridgely, MD. Only six students are served in placements that are a significant distance from their homes.

Exiting Students/Renewal Applications

At the end of the school year, each district is given a list of the children in their district receiving Unique Alternative (UA) funding for services. The district is then responsible for preparing information to be reviewed by the ICT for approving continued services through Unique Alternative funding or notifying the ICT coordinator of students who exit and the reason for exit. This graph summarizes the numbers and reasons for student exit from Unique Alternative funding/ICT review.

Graph Two
Exiting Students by Reason



On June 30, 2009, the remaining districts that were not in the pilot needs-based funding system became part of the system as a result of budget epilogue language. Consequently the largest number of students exiting were those who were approved for one-on-one aides. These students receive the extra individual support for the majority of the school day. Through the needs-based funding system these students are counted in the Complex Funding Unit and no longer require funding through the ICT. Eighty-three students exited as a result of needs based funding. The next largest category of students exiting were those that move to another district, agency or program. This category includes students who are: placed in treatment facilities by Child Mental Health; involved in juvenile justice and are incarcerated; or move from a general educational program to a specialized program such as the Delaware Autism Program. The third largest category includes students who no longer need ICT support. This category includes students who move from more restrictive programs/services to less restrictive. Two (2) students in day programs made enough progress to return to their local school program and the others were students with one-on-one aides who no longer need individual support to be successful in the classroom. Four students graduated this year.

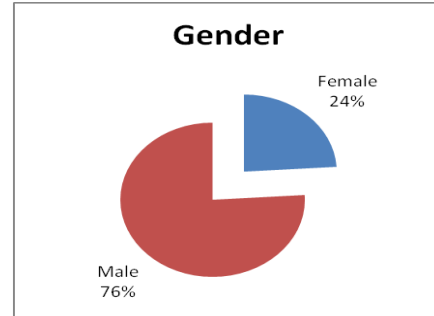
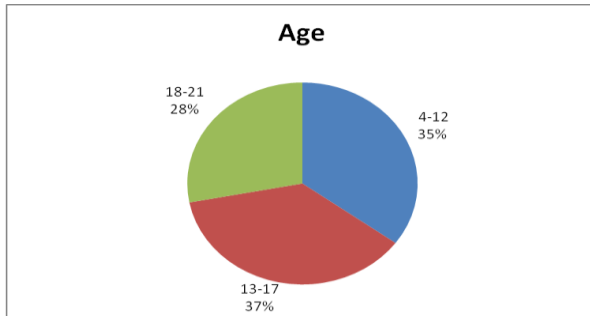
Unique Alternative Student Population

This section provides information on the students served by the ICT. The Chart and Graph Three provide basic demographic information of gender and age.

Chart Three
Age and Gender of Current Unique Alternative Students

	Gender			Age		
	Male	Female	Total	4-12	13-17	18-21
Residential Placement	22	9	31	1	12	18
Day Programs	39	7	46	5	23	18
Other Unique Alternatives	77	28	105	57	33	15
Totals	138	44	182	63	68	51
Percentages	76%	24%		35%	37%	28%

Graph Three
Age and Gender of Current Unique Alternative Students



During this past year, there were only minor changes in the ratio of boys to girls. Age ranges increased in younger students aged 4-12 and decreased in older students aged 18-21.

Student Profile
A Typical Student Presented to the ICT
“Lou”*

Lou is a 12 year-old student who has an educational classification of Emotionally Disturbed with Attention Deficit with Hyperactivity Disorder, BiPolar Disorder, and Borderline Intellectual Functioning. He has a serious history of aggressive and violent behavior towards others, often harming peers and staff. He is non-compliant and threatening.

His home life has been characterized by instability and domestic violence. The local team has worked with Lou since kindergarten and Lou has had a behavior plan that is constantly reviewed and modified to meet his needs. Lou and his family have been involved with the Division of Family Services in the past. He is currently active with the Division of Child Mental Health Services receiving outpatient services. In the past, Lou has experienced two hospitalizations at Rockford Center and day treatment at the Terry Center but behaviors continue to be serious. Educationally he is making some academic progress but his behavior interferes with his ability to learn. Most recently he has engaged in behaviors that would require the school to contact police. He has moved through all the specialized programs the district has to offer and is currently being served through homebound instruction.

The local team presented the case to ICT requesting consideration for a specialized day program where there would be structure, supervision, behavioral and emotional support, and flexibility in regard to contacting police. The ICT agreed that Lou was a student in need of additional support.

Lou was referred to one of the private school programs used by the ICT.

* “Lou” is a fictitious student, but the traits described are representative of many of the ICT students.

Unique Alternative Placements and Costs

There are 8 residential facilities and 8 day programs that are currently being used to serve Delaware Unique Alternative students. The following information shows a range of costs for both the residential and day programs:

	High Cost	Low Cost
Residential Placement	National Deaf Academy \$218,035	Benedictine School - \$88,585
Day Programs	AdvoServ - \$68,115	Benedictine School - \$53,088

Agency Involvement

The children and youth supported through Unique Alternatives Funds present a broad range of disabilities that are often multiple and always severe. The complex nature of their problems often presents challenges in the home and community as well as in the school setting. Some students receive services from more than one agency. The following chart summarizes other agency involvement with children who are served in residential and day programs through the ICT.

Chart Four
Involvement with Other Agencies of Current Unique Alternative Students

Division of	Number Involved	Shared Funding
Child Mental Health	17	5
Family Services	10	1
Youth Rehabilitative Services	6	
Developmental Disabilities	20	4
Substance Abuse & Mental Health	1	
Medicaid *	4	

*This includes children placed at Voorhees Pediatric Center, a skilled nursing facility funded by Medicaid. DOE funds educational costs from Bancroft Education Services.

Gaps in Services

There continues to be gaps in services available to serve students with the most severe disabilities. There are not enough community services to support these families and children in their home and community. This applies to both children who have severe developmental disabilities and children who have significant behavioral issues.

While child-serving agencies have built services in these areas over the years, there is still a need for more specialized support for families, often in the way of in-home supports. This is a multi-agency issue. More flexibility and variety in programs and interventions offered by agencies is needed to meet the complex issues that children and families are facing. This year the ICT saw several referrals from districts where students who had not made progress in Child Mental Health facilities were being returned to the community and local school. Given the lack of progress in treatment, traditional school placements were not an option for these youth as behavior had not improved. In some cases, CMH was recommending more restrictive placements funded through Unique Alternatives.

Major Activities of the Interagency Collaborative Team

This section highlights the major activities related to the ICT during FY09.

1. Coordinated Services Review – Sample of Students Served at AdvoServ

This year the ICT coordinator and the Manager of the Office of Case Management at the Department of Services for Children, Youth and their Families collaborated to conduct coordinated service reviews (CSR) of a sample of students served in common at the AdvoServ Program. Several years ago the Department of Education (DOE) partnered with an outside consultant to develop a tool to be used for evaluating students served through the Interagency Collaborative Team. Since many of the children are also active with other agencies, the Department of Services for Children, Youth and their Families (DSCYF) and the Department of Health and Social Services, Division of Developmental Disabilities Services (DDDS) joined the partnership. The Coordinated Services Review (CSR) tool is a result of this collaborative work.

The CSR is an in-depth qualitative child review method. It uses a performance appraisal process to find out how children and their families are doing and how well teams are working together coordinating services for those children and families in a System of Care (SOC) environment. SOC philosophy guides how system partners work together, how families are engaged and involved in decision-making, and how community supports are used to best meet the needs of children and families. Each child/family served is a unique “test” of the service system. Small representative groups of children are reviewed to determine child/family status and related system performance results. The per-child review requires approximately one day for interviews with all the key members of the child’s service team including parents and foster parents.

The review took place in June 2009. The population reviewed consisted of a 30% sample of students (eight students) receiving residential and/or day services at AdvoServ, a program located in Bear, DE. This particular unique alternative consists of a residential program licensed by the Office of Child Care Licensing in the Department of Services for Children, Youth and their Families (DSCYF) and a special education program approved by the Department of Education. Most of the children served in this program are active with the DSCYF or had been previously. Many are also involved with the Division of Developmental Disabilities Services. The program utilizes an Applied Behavioral Analysis approach of behavioral intervention and treatment. The results of the review are intended to measure progress, recognize and build on strengths and identify opportunities for systemic improvement.

The protocol reviews how the child is doing currently and also what progress has been made over the last six months. All the students were doing well at the time of the review. One student’s progress was found to be problematic while the other seven students were

on track. In addition to child status and progress, the review examines service coordination. One case was found to have unacceptable services coordination.

Overall the reviews found that children's needs were being met at AdvoServ. A specific programmatic need is improvement of vocational and transition services. Service coordination is complex given the number of agencies involved. The reviews found that there was not clear coordination and communication among team members primarily due to a lack of clarity regarding team member roles and function. Planning, services delivery and discharge is impacted if the team is not working together.

Recommendations for improvement include monitoring of AdvoServ's efforts to strengthen vocational programming and working together with DSCYF to develop a Memorandum of Understanding regarding the roles of agency staff when students active with other agencies are placed in restrictive settings through the ICT.

2. The ICT Coordinator provided a training session to district and charter school Special Education Directors and ICT Representatives to clarify the referral process and expectations of the team.
3. The ICT Coordinator serves as a liaison to school districts, charter schools, other agency representatives, and private school programs to identify appropriate services for students.
4. On-site visits were conducted by the ICT Coordinator at four schools either being used by the ICT or for potential use by the ICT.

If you have any questions about this report or would like more information on the ICT, please contact:

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