

***Interagency  
Collaborative  
Team***

**Annual Report**

**FY 10**

**July 1, 2009 – June 30, 2010**

*February 2011*

**Interagency Collaborative Team  
Annual Report for FY 10  
Covering: July 1, 2009 – June 30, 2010  
Date of Report: February 2011**

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  
(Daniel Hoover, designated representative)

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

Carlyse Giddins, Director, Division of Youth Rehabilitative Services, DSCYF  
(Susan Burns, designated representative)

Roy LaFontaine, 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  
(Jennifer Carlson, designated representative)

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

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

Linda Rogers, Associate Secretary, Teaching & Learning Branch, DOE

In addition, the ICT Coordinator at the Department of Education coordinates and attends all meetings and completes all ICT related work. 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 educational plans. It makes recommendations for alternatives and ensures coordinated interagency delivery of services, including funding.

The second charge is to develop a report summarizing the work of the Team and provide 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, 2011.

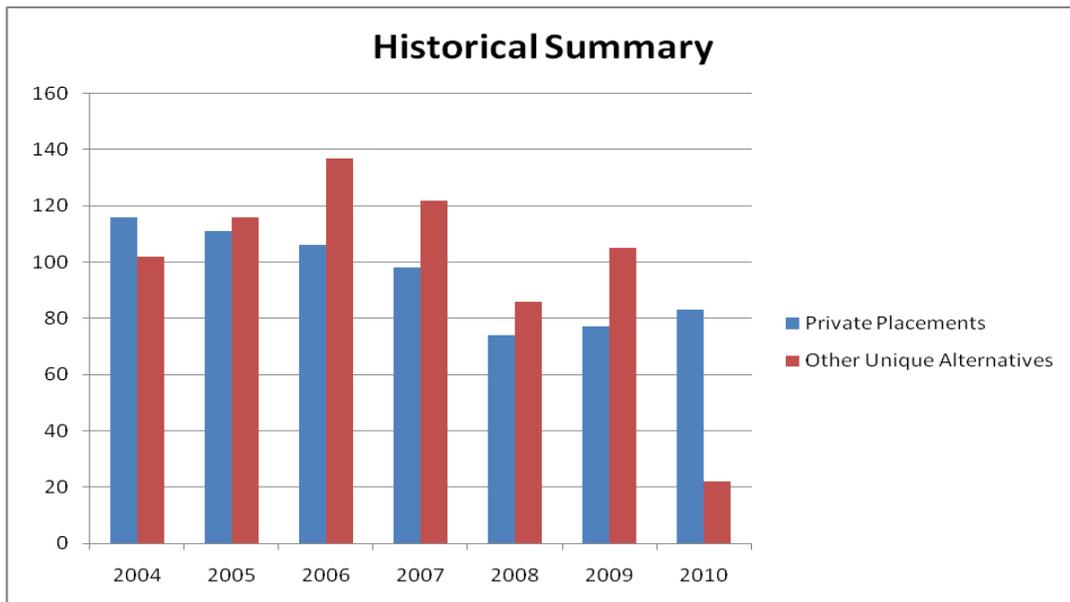
### Team Experiences

The Team meets monthly. The following chart summarizes the activity for FY 2004 through FY 2010.

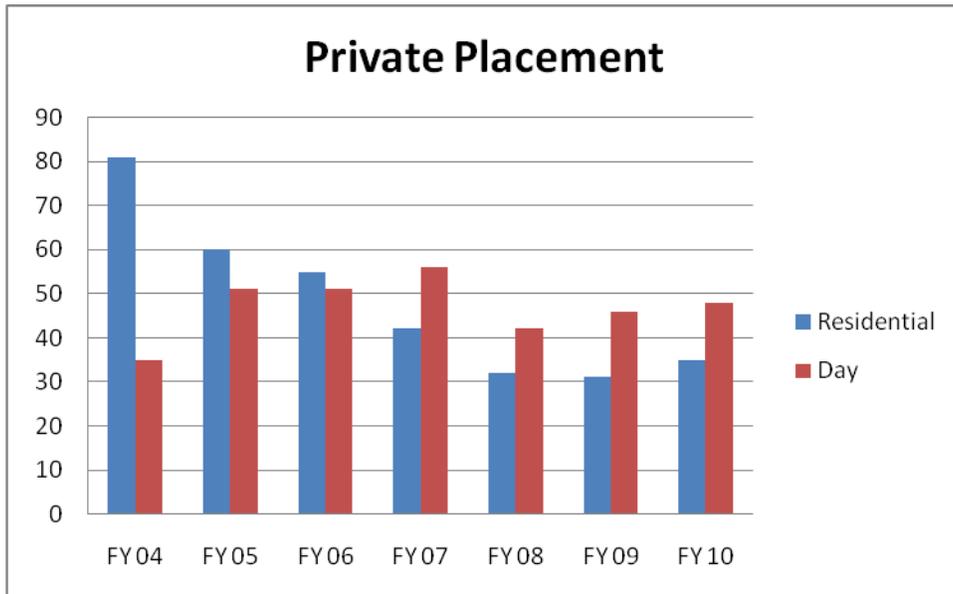
Chart One  
Historical Summary

	'04	'05	'06	'07	'08	'09	'10
Total # of new cases reviewed	69	85	87	77	61	58	46
Total # private placements	116	111	106	98	74	77	83
Total # Other Unique Alternatives	101	115	137	122	86	105	22
Total Served 7/1 – 6/30	217	226	243	220	160	182	105

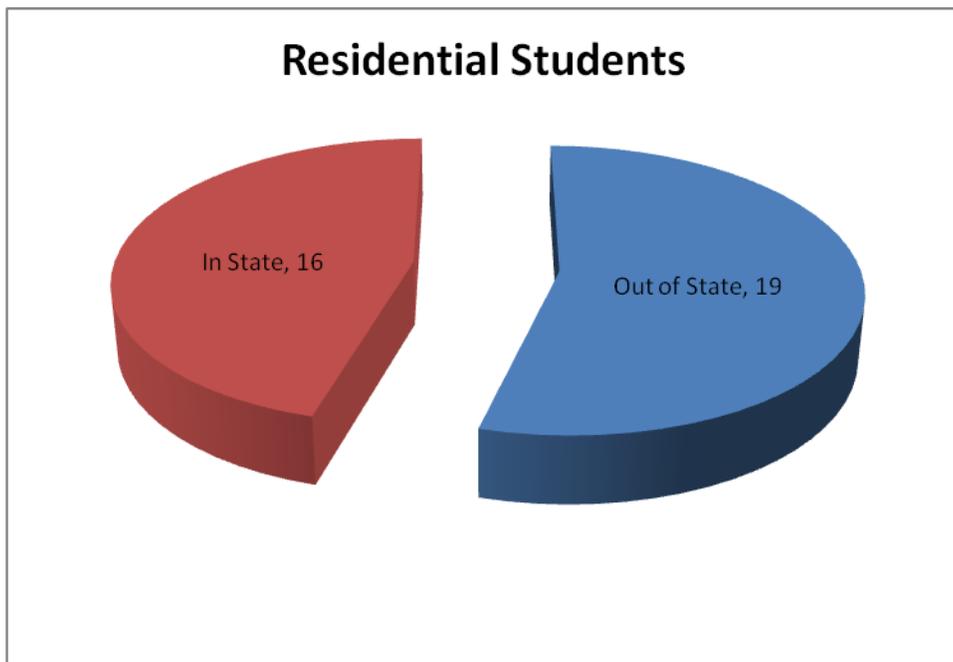
Graph One



The FY10 total of students served in residential programs is 35; four more than last year. The students served in day programs increased slightly this year to 48 (46 in FY 09).



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.



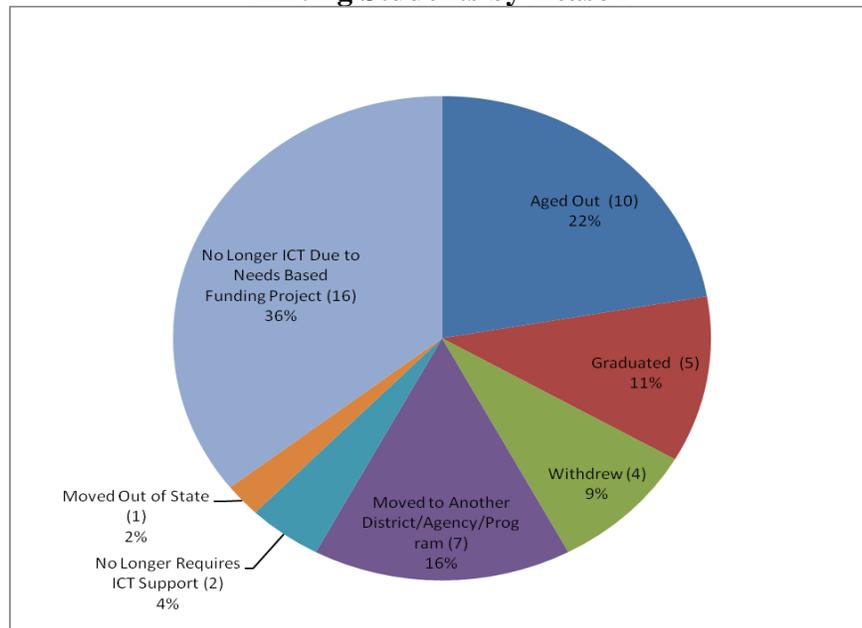
## Point-in-Time Data

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, 2010, twelve students were being served in residential out-of-state facilities. Seven students are served within one hour of their home at either Shorehaven in Elkton, MD, or Benedictine School in Ridgely, MD. Only five 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. For the 09-10 school year, the ICT reviewed only those students who were not able to be counted as complex in the September 30 unit count. These students were approved for the 09-10 school year only. For the following school year if individual support was still needed, then those students were counted as complex. There were 16 students exiting from Unique Alternative Support because they were now supported through the needs based funding unit. The remaining students (6) continue to be served with unique alternative funds. Three of those students have needs and behaviors so severe that they must be educated in their own classroom with a teacher and an aide. The aides were funded through the needs-based unit but the teachers were funded by the ICT. Two students are from Delmar, who are educated in Maryland and do not fall within the Delaware needs based funding system. One student required a more restrictive setting and moved to a residential program. Ten students (compared to one last year) exited unique alternatives when they aged out of special education services. These individuals typically continue to need specialized living and work environments provided through the adult system. 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. Two (2) students in day programs made enough progress to return to their local school program and five students graduated this year.

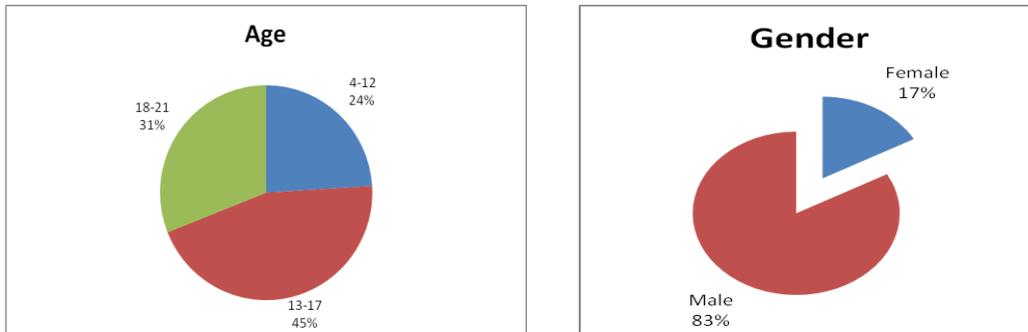
## Unique Alternative Student Population

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

	<b>Gender</b>			<b>Age</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>4-12</b>	<b>13-17</b>	<b>18-21</b>
Residential Placement	27	8	35	2	18	15
Day Programs	42	6	48	7	23	18
Other Unique Alternatives	18	4	22	16	6	0
Totals	87	18	105	25	47	33
Percentages	83%	17%		24%	45%	31%

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 decreased for younger students aged 4-12 and increased in both categories of older students. That is likely a result of the twelve year olds and seventeen year olds aging into the next grouping. With the one-on-one aides no longer being approved through the ICT process, one would expect that the younger population would decrease.

## Unique Alternative Placements and Costs

There are seven residential facilities and eight 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. The cost represents basic tuition and does not include transportation or individual support that some students with severe behaviors may need in their private program.

	<b>High Cost</b>	<b>Low Cost</b>
Residential Placement	Walden School For the Deaf Framingham, MA \$243,663	Benedictine School Ridgely, MD \$89,069
Day Programs	Devereux Cares Downingtown, PA \$88,000	Benedictine School Ridgely, MD \$51,952

## 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

<b>Division of</b>	<b>Number Involved</b>	<b>Shared Funding</b>
Child Mental Health	31	4
Family Services	10	1
Youth Rehabilitative Services	3	
Developmental Disabilities	20	5
Substance Abuse & Mental Health	1	
Medicaid *	5	

\*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.

Also this year, there has been an increase in referrals for children with autism or other developmental disabilities whose aggressive behavior is challenging in school but overwhelming for families to manage. Schools can often provide additional support but community agencies and state agencies cannot provide the family support needed.

Many of these issues have been reported in previous annual reports. Attempts to solve this problem with collaborative planning have led to good discussion but no resulting plan or program to meet the needs of the families or children. There are financial barriers that are difficult to overcome.

## **Major Activities of the Interagency Collaborative Team**

This section highlights the major activities related to the ICT during FY10.

1. The ICT Coordinator met with AdvoServ as a follow-up to the case reviews that were done at the end of the last fiscal year. They agreed to strengthen those parts of the program that were identified, specifically vocational services for older students transitioning. This program is scheduled to be reevaluated in March.
2. The ICT Coordinator serves as a liaison to school districts, charter schools, other agencies, and private school programs to identify appropriate services for students. Problem-solving regarding specific cases and referral information about community agencies is provided to districts when requested.

3. 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. Two schools were evaluated and approved as non-public schools eligible to serve students with disabilities once approved through the ICT.
4. The ICT Coordinator serves on the Child Protection Advisory Council as part of the education subcommittee. Training modules regarding enrollment and registration of children in foster care and the educational surrogate parent program have been completed.

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

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