

**Interagency Collaborative Team
Annual Report for FY 07
July 2006 – June 2007
February 2008**

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, DSCYF
(David Lindemer, designated representative)

Carlyse Giddins, Director, Division of Family Services, DSCYF
(John Bates, designated representative)

Perry Phelps, Director, Division of Youth Rehabilitation Services, DSCYF
(Scott Carson, designated representative)

Marianne Smith, Director, Division of Developmental Disabilities Services, DHSS
(Warren Ellis, designated representative)

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

Jennifer Davis, Director, Office of Management and Budget
(Emily Falcon, designated representative)

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

Martha Toomey, Chair, Director, Exceptional Children and Early Childhood Group, DOE

Martha Brooks, Associate Secretary, Curriculum and Instructional Improvement, DOE

In addition, the ICT Coordinator at the Department of Education, representatives of the responsible school district, the parent/guardian, and other persons working with, and/or having knowledge about individual cases, are invited to participate on those 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 and which 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, 2008.

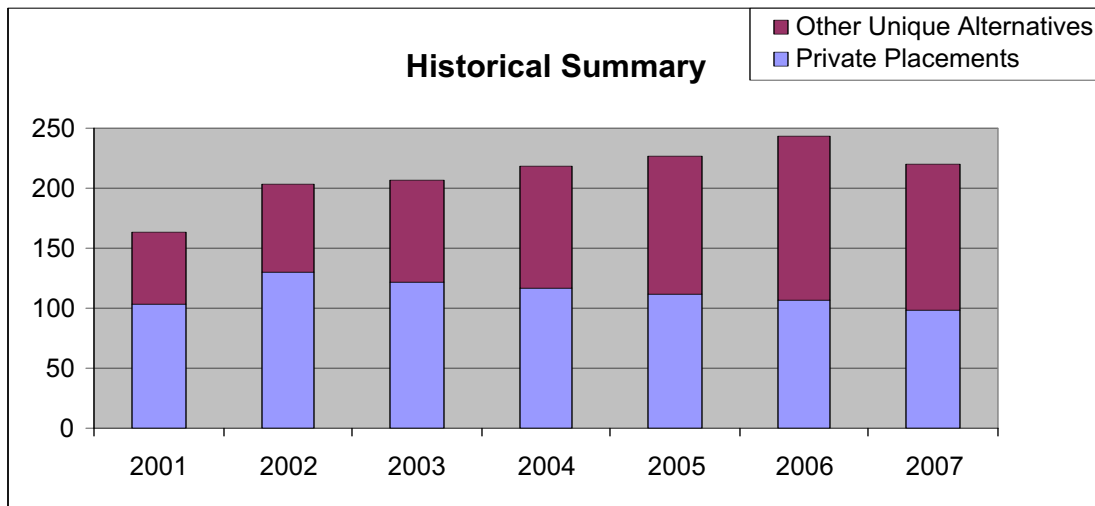
Team Experiences

The Team meets monthly. The following chart summarizes the activity for FY 2001 through FY 2007.

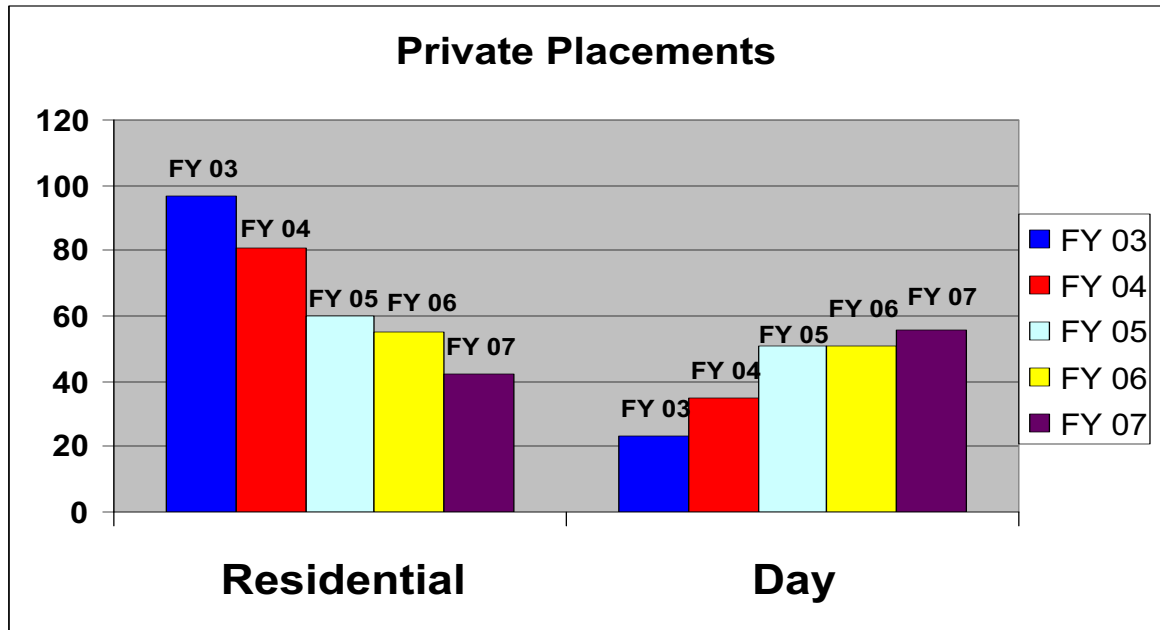
Chart One
Historical Summary

	<u>'01</u>	<u>'02</u>	<u>'03</u>	<u>'04</u>	<u>'05</u>	<u>'06</u>	<u>'07</u>
Total # of new cases reviewed	67	77	45	69	85	87	77
Total # private placements	104	130	122	116	111	106	98
Total # Other Unique Alternatives	60	74	85	101	115	137	122
Total Served 7/1 – 6/30	161	204	207	217	226	243	220

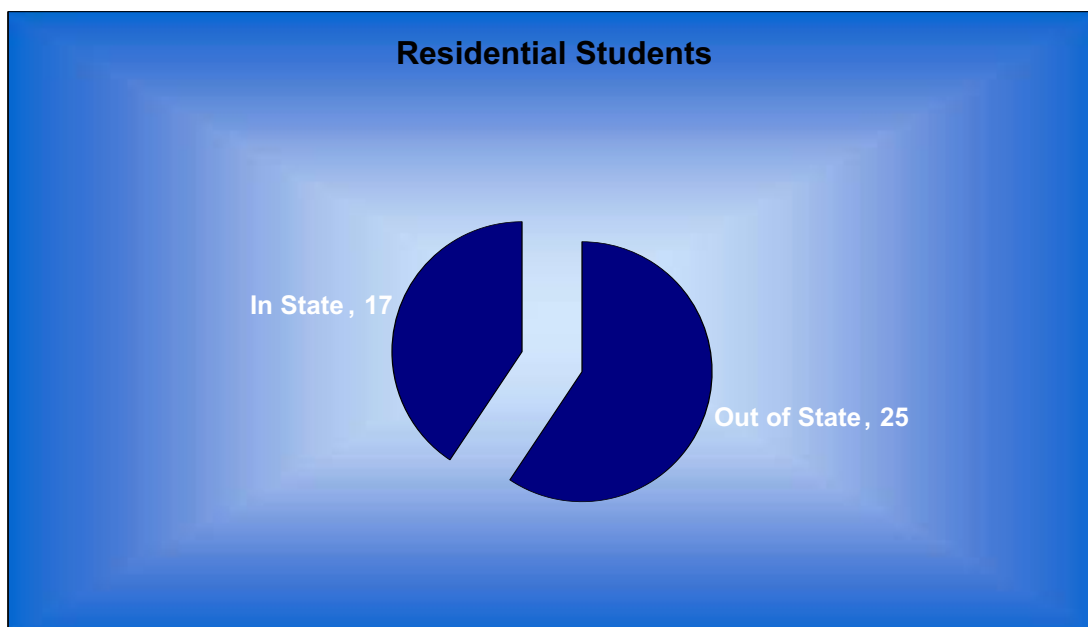
Graph One



We continue the trend of reducing the number of students served in restrictive, expensive residential programs. The FY07 total of students served in residential programs is 42 compared to 55 last year. The day program students have remained stable at approximately 56 students.



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 8 of the out-of-state students.



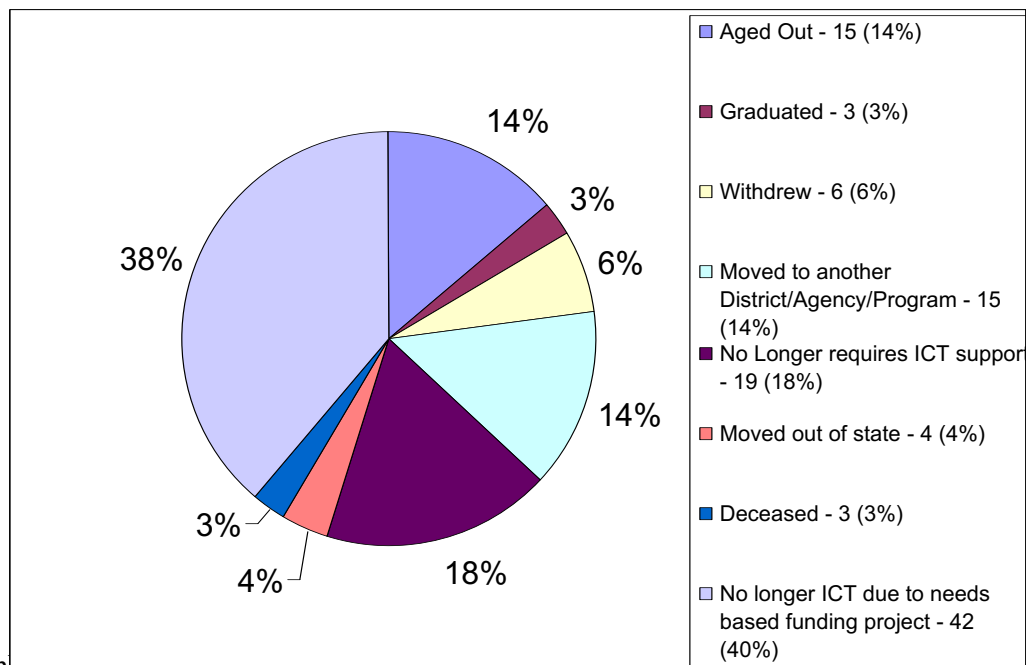
Point-in-Time Data

This report provides information on the number of students served throughout the year. Advocates for individuals with disabilities often use ICT data to show lack of resources and numbers of students that must be served out of state. A better picture might include the numbers of students served out-of-state at a particular point in time. To that end, on January 17, 2007, twenty five students were being served in out-of-state facilities. Of that number three children are in need of skilled nursing care and are at Voorhees Pediatric Center in NJ. The ICT funds their education program. An additional five students are served within one hour of their home at Shorehaven in Elkton, MD, and Benedictine School in Ridgely, MD. Only six students are served in placements that are significantly far from their homes.

Non-Renewals for FY '07

Last year 105 cases were not renewed. The following chart and graph summarize the outcomes for these children.

Graph Two
Reasons for Non Renewals



The number of students who were not renewed for FY '08 increased from 90 last year to 108 this year. The biggest increase was in the number of students who have been moved to the needs-based funding system that is being used now in twelve districts. These students receive the extra support of a one-on-one aide for the majority of the school day. Through the needs-based funding project these students are counted in the Complex Funding Unit and no longer require funding through the ICT. The other two categories of students where an increase was noticed was the number of students aging out of special education to adult services with the Division of Developmental Disabilities Services and the number of students who moved to another district,

agency or program. The students who move to other programs are typically moving to programs with specialized services such as the Delaware Autism Program or mental health programs through the Delaware Children's Department.

Three students receiving supports through ICT died during this school year. Students served through the ICT are often the most medically fragile.

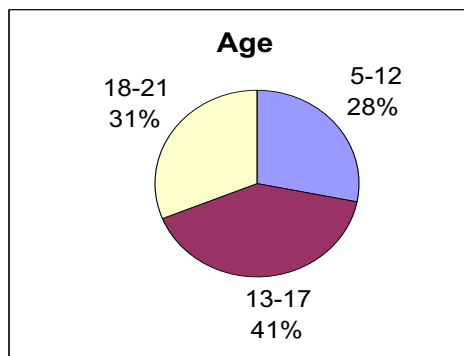
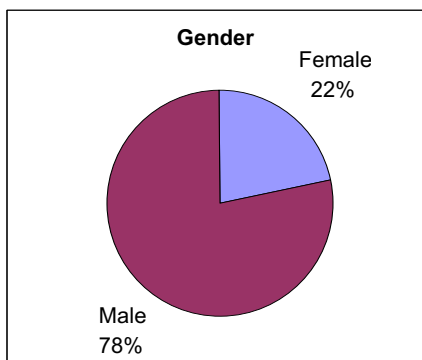
Unique Alternative Student Population

This section provides information on the types of students served by the ICT. The first chart and graph provide basic demographic information of gender and age.

Chart Three
Age and Gender of Current Unique Alternative Students

	<u>Gender</u>			<u>Age</u>		
	Male	Female	Total	5-12	13-17	18-21
Residential Placement	32	10	42	1	12	29
Day Programs	51	5	56	0	33	23
Other Unique Alternatives	89	33	122	62	45	15
Totals	172	48	220	63	90	67
Percentages	78%	22%		29%	41%	30%

Graph Three
Age and Gender of Current Unique Alternative Students



There were only minor changes in both the ratio of boys to girls. Age ranges remained essentially the same as last year.

Unique Alternative Placements and Costs

There are 11 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 - \$79,310
Day programs	AdvoServ - \$65,367	Benedictine School - \$49,870

There is one high cost hospital placement (Kennedy Krieger Institute). This program is short-term (four-six months) and is primarily used for students with autism who require a comprehensive diagnostic evaluation and intensive behavioral intervention planning. District staff and families are involved in training in the hospital so they can implement the behavioral plan once the child returns to the local school program and home. These are truly the most severely disabled children that are served through the ICT.

We continue to serve a number of youth who are deaf and have significant mental health issues in residential treatment centers out-of-state because services are not available in-state for this population. In FY 07, five students were served in three different facilities. Two of the facilities are residential treatment centers with psychiatric hospital support. The other one is a community-based residential treatment program. All five of these students are in facilities that are a significant distance from their family homes. One of these students aged out this year and returned home. Another student will age out in FY08 and plans are being made to transition him to residential services with the Division of Developmental Disabilities Services.

This population continues to be a complex and costly challenge, not only educationally but for community and other state agencies as well.

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	25	6
Family Services	12	4
Youth Rehabilitative Services	3	
Developmental Disabilities	32	6
Substance Abuse & Mental Health	2	
Medicaid *	3	

*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. Some children go to residential services because 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. For children who have behavioral health needs, there are not enough programs or interventions available to help those children who have severe behavioral difficulties but are not receptive or capable of insight oriented therapy.

Last year, we reported information from the Families and Children Together Project, a federal grant designed to develop and enhance local systems of care designed for children and adolescents with severe emotional disturbance and their families. This was a partnership between the Department of Education and the Division of Child Mental Health. Child Mental Health received the funding and conducted a demonstration pilot program to serve emotionally disturbed children who were also receiving special education services using the wrap around planning model. The grant ended in August 2006; however the system of care support and a small unit of staff were funded at Child Mental Health to continue the intensive wrap around model. Unfortunately, children receiving special education services are no longer a priority. We have not been successful in obtaining wrap around services for children referred to ICT whose families need additional support in the community.

Lastly, there is a gap in services for foster children who age out of mental health services at age 18 but do not have the severity of illness to be served through the adult service system. For some

children who actually age out while in residential treatment, housing becomes a major issue as the student continues their academic program.

Major Activities of the Interagency Collaborative Team

This section highlights the major activities related to the ICT during FY07.

1. During this past year, the Sussex Interagency Partnership Team continued on a limited basis. We did not renew the part time position devoted to this program as the group did not fully utilize the person. At this point the group meets on an ad hoc basis typically around issues regarding multi-agency children. The addition of DFS shelter homes, group homes and CMH Individual Residential Treatment Homes in Sussex County has impacted local school districts' ability to serve larger numbers of complex children than planned. This group meets to work on improving relationships and understanding each agency's roles and what services are available to help children and families. In November, an interagency conference was held at Woodbridge High School that included presentations from schools districts, agencies within the Children's Department, and private agencies that provide services to children and families. It was well received by participants. The district and agency representatives will continue to collaborate on an as needed basis.
2. The Department of Education continues its Positive Behavioral Support Initiative (PBS) in schools. This year the initiative has expanded to all 19 school districts and now is implemented in 119 schools including three charter schools and Ferris School. PBS is a systems approach to improving student behavior. Training, early intervention and intensive individual support is part of the approach used to assist those students who have chronic behavior problems. DOE was partnering with the Children's Department to implement some of the final phases of the system. Specifically a number of individuals from the Children's Department as well as school teams were to be trained in wraparound planning. However with the ending of the FACT grant, changes in staff, and priorities this partnership has also changed or been discontinued. There is no longer coordination regarding wraparound planning as part of Positive Behavioral Supports. Some districts have had success obtaining private therapists to work in the schools for a day or two a week. But unfortunately this is not something that has been implemented statewide. We will continue to work with PBS around these issues. Many students referred to the ICT are students with significant behavioral challenges. The more resources that schools have available to them to assist in meeting the needs of students with behavioral issues in their local school, the less likely that student will be referred to the ICT for more restrictive placements.
3. The ICT staff person continues to work with districts and other agency representatives to improve services for students.

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

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