



**Office of Children's Services**  
Empowering communities to serve youth

# Update on the Children's Services Act

VCOPPA Critical Issues Symposium  
November 7, 2018

## Overview

- Overall CSA Trends
- Private Day Special Education Outcomes
- Private Day Cost Study
- Residential Providers and CCCA
- Collaborative Efforts
- OCS Training (Live and Learning Center)

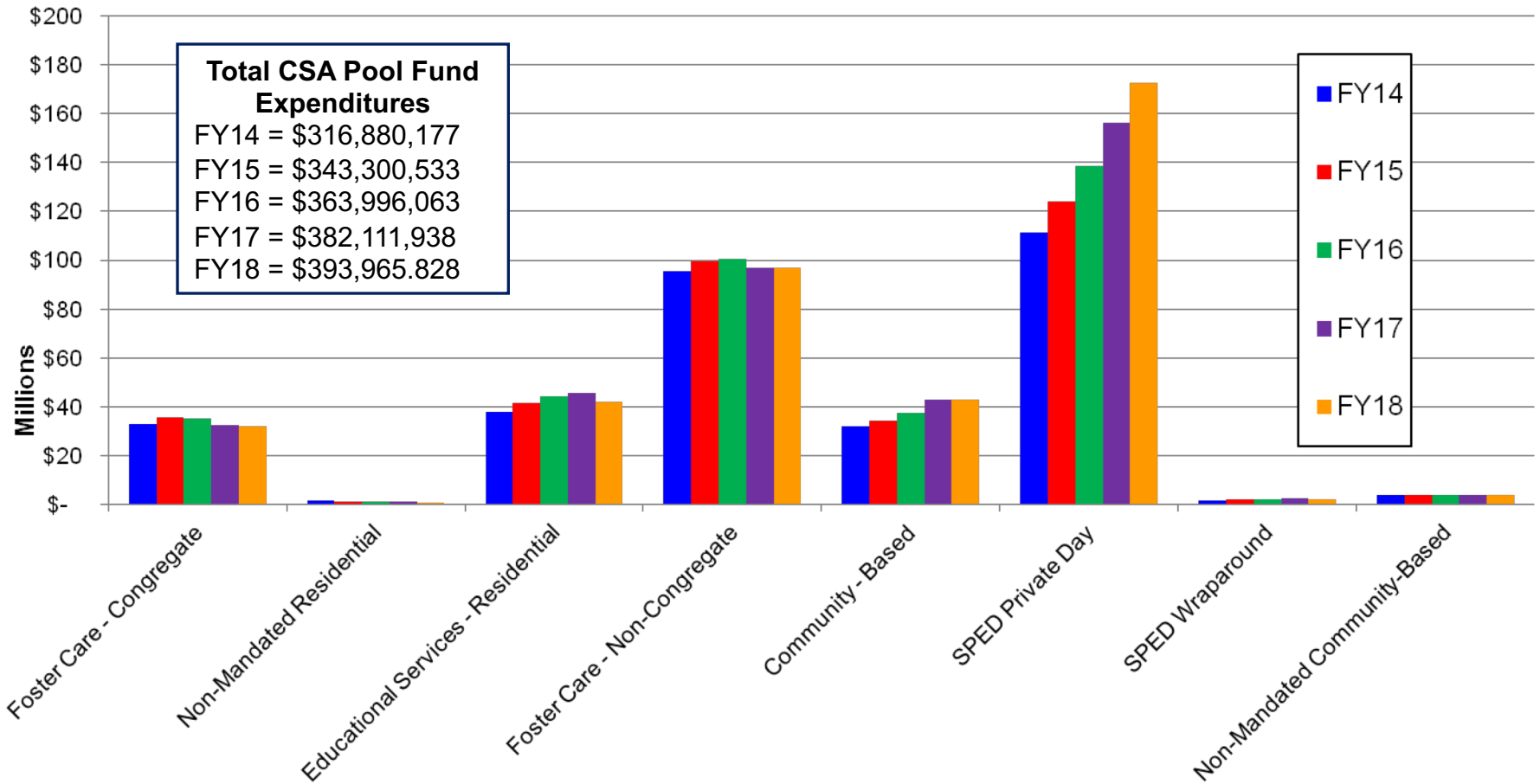
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## Overall CSA Trends

## CSA census has been relatively flat, except...

- Overall census has grown 6.4% between FY2014 and FY2018 (14,792 to 15,744)
- Special Education Private Day census has grown 29.9% in the same period (3,158 to 4,101)
  - In FY2018, accounts for 26% of CSA census and 43.8% of CSA net expenditures
  - All other census categories have been stable since FY2014 and shown a slight overall decline since FY2016

# CSA Expenditures by Category (FY2014 – 2018)



**Source:** CSA Data Set (pre-2017) and Local Expenditure and Data Reimbursement System (LEDRS)

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## Recommended Outcomes for Private Day Special Education Students

## Chapter 2, Item 282 (O)

- The Office of Children's Services (OCS) shall coordinate with the Virginia Department of Education (VDOE) to facilitate a work group . . . to identify and define outcome measures to assess students' progress in private day placements that may include assessment scores, attendance, graduation rates, transition statistics, and return to the students' home schools.

## Process

- A large and diverse workgroup
  - OCS, VDOE, LEAs, private providers, parents, local government and CSA, other relevant stakeholder groups
- Presentations from VDOE on existing measurements (Special Education Performance Report)
- Presentations from VAISEF on existing data collection efforts
- Discussion and consensus building



## Recommended Measures

1. Graduation Rates
2. Attendance
3. Individual Student Progress
4. Standardized Test Scores
5. Return to Public School Setting
6. Post-Secondary Transition
7. Suspension and Expulsion
8. Restraint and Seclusion
9. Parent Satisfaction
10. Student Perspectives

# Recommended Measures

Outcome Measure	Measure	Source
<b>Graduation Rates</b>	Percent of eligible students who receive a GED, certificate of program completion or state recognized diploma in accordance with the student’s IEP.	VDOE Special Education Performance Report Indicator 1
<b>Attendance</b>	<ul style="list-style-type: none"> <li>a) For students who are placed at a private day school enrolled for longer than 6 months, percent whose attendance increased from their prior placement;</li> <li>b) For students enrolled at the same private day school for a year or more, percent increase in days present until 80% or above;</li> <li>c) For students at a private day school for 6 months or longer, percent who attend 80% or more of the time.</li> </ul>	Attendance data reported by private providers to the Local Educational Agency (LEA)
<b>Individual Student Progress</b>	Modify the existing VDOE Special Education Indicator 7 (Preschool Outcomes) to assess student progress over time in four key domains (communication skills and social functioning; acquisition of knowledge and skills; adaptive behavior; daily living skills and self-reliance)	Modified VDOE Special Education Performance Report Indicator 7
<b>Standardized Test Scores</b>	<p>Statewide assessment outcomes in the following areas:</p> <ul style="list-style-type: none"> <li>1. Participation rate for English/reading;</li> <li>2. Participation rate for math;</li> <li>3. Proficient rate for English/reading;</li> <li>4. Proficiency rate for math.</li> <li>5. Percent of parental “opt-out” for standardized tests</li> </ul>	VDOE Special Education Performance Report Indicator 3 with the addition of the parental “opt-out” rate
<b>Return to Public School Setting</b>	<p>Return to the public school setting as directed by the student’s IEP.</p> <ul style="list-style-type: none"> <li>a) Number and percent of students transitioned to public school setting as determined by their IEP.</li> <li>b) Transitions by program, locality and age level (elementary, middle, high).</li> </ul>	Private providers report number of students out of total population who transition to a less restrictive setting with requested data points

## Recommended Measures (cont.)

Outcome Measure	Measure	Source
<b>Post-Secondary Transition</b>	<p>Percentage of students with disabilities no longer in secondary school with IEPs in effect at the time they left school who were:</p> <ol style="list-style-type: none"> <li>1. Enrolled in higher education within one year of leaving high school</li> <li>2. Enrolled in higher education or competitively employed within one year of leaving high school.</li> <li>3. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of exiting high school.</li> </ol>	VDOE Special Education Performance Report Indicator 14
<b>Suspension and Expulsion</b>	Percentage of students expelled or suspended greater than 10 days in a school year.	VDOE Special Education Performance Report Indicator 4
<b>Restraint and Seclusion</b>	<p>Annual number of incidents of:</p> <ol style="list-style-type: none"> <li>1) seclusion and</li> <li>2) restraint</li> </ol>	Data reported to VDOE by private providers in accordance with the Regulations Governing the Operation of Private Schools for Students with Disabilities (8VAC20-671)
<b>Parent Satisfaction</b>	Survey parents of students in private day school settings to assess parent satisfaction.	Modified VDOE Special Education Performance Report Indicator 8 – to be developed
<b>Student Perspective</b>	Survey parents of students in private day school settings to assess their views on their educational programs.	To be developed

## Considerations and Additional Recommendations

- Sensitivity to characteristics of private day students and differing perspectives on how their progress should be measured
- Tried to utilize existing measures or those “easily” adaptable from existing measures
  - Additional work needs to be done to finalize definitions
- Establish data collection protocols and reporting mechanisms
  - Recommend DOE as the lead public agency
  - Explore any necessary statutory or regulatory changes
- Pending legislative action, collection should begin with the 2019-2020 school year

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## Cost and Rate Setting Study for Private Day Special Education Programs

## Chapter 2, Item 282 (M)

- OCS to contract for a study on the current rates paid by localities to special education private day programs licensed by VDOE.
  - Examine adequacy of current rates
  - Recommendations for implementing a rate-setting structure
  - Consider the impacts on local school districts, local government, and public and private educational service providers.
- Final report due by July 1, 2019.

## Cost Study

- Contracted with Public Consulting Group (PCG)
- Phase 1 includes a national scan on how states fund private special education and rate setting models
  - Preliminary report due December 1
  - Conducted initial stakeholders sessions on October 29 – 30 to include public schools, local governments, and private providers
- Phase 2 includes collection of costs, analysis and recommendations on a methodology for possible rate setting

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# Residential Providers and CCCA



# Addressing the Needs of Children Placed at the CCCA

- CCCA is the only state-operated facility for children and adolescents under a TDO or civil commitment
  - Some relief from Poplar Spring Hospital
- CCCA has been running at or near full occupancy (48 beds)
- There are a group of children who are appropriate for discharge from CCCA but for whom placements in VA are not readily available
- Meeting with state stakeholders and private providers to explore issues and possible solutions

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# Collaborative Efforts

## “The times they are a changin’”

- Family First Prevention Services Act
- DMAS/DBHDS Behavioral Health Transformation
- DJJ evidence-based practices
- Children's Cabinet work on trauma-informed care

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## Other OCS Activities

## Expanded Training Efforts

- On-site local events for FAPTs and CPMTs
- On-line courses in the Virginia Learning Center for CPMTs and local CSA fiscal staff