



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

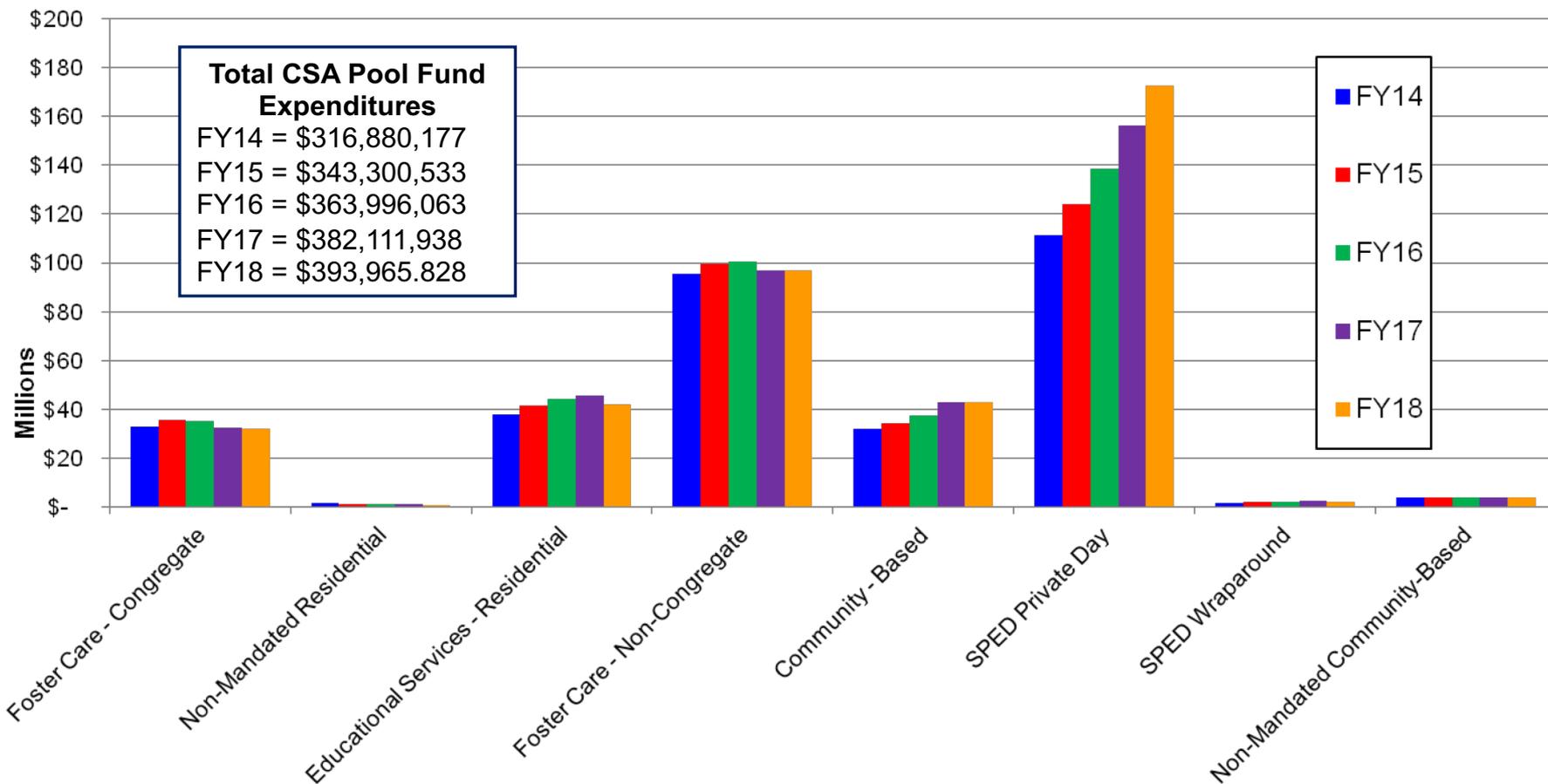
- Overall CSA Trends
- Private Day Special Education Outcomes
- Private Day Cost Study
- Residential Providers and CCCA
- Collaborative Efforts
- OCS Training (Live and Learning Center)

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)

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
Graduation Rates	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
Attendance	<ul style="list-style-type: none"> 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; b) For students enrolled at the same private day school for a year or more, percent increase in days present until 80% or above; c) For students at a private day school for 6 months or longer, percent who attend 80% or more of the time. 	Attendance data reported by private providers to the Local Educational Agency (LEA)
Individual Student Progress	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
Standardized Test Scores	<p>Statewide assessment outcomes in the following areas:</p> <ul style="list-style-type: none"> 1. Participation rate for English/reading; 2. Participation rate for math; 3. Proficient rate for English/reading; 4. Proficiency rate for math. 5. Percent of parental “opt-out” for standardized tests 	VDOE Special Education Performance Report Indicator 3 with the addition of the parental “opt-out” rate
Return to Public School Setting	<p>Return to the public school setting as directed by the student’s IEP.</p> <ul style="list-style-type: none"> a) Number and percent of students transitioned to public school setting as determined by their IEP. b) Transitions by program, locality and age level (elementary, middle, high). 	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
Post-Secondary Transition	<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"> 1. Enrolled in higher education within one year of leaving high school 2. Enrolled in higher education or competitively employed within one year of leaving high school. 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. 	VDOE Special Education Performance Report Indicator 14
Suspension and Expulsion	Percentage of students expelled or suspended greater than 10 days in a school year.	VDOE Special Education Performance Report Indicator 4
Restraint and Seclusion	<p>Annual number of incidents of:</p> <ol style="list-style-type: none"> 1) seclusion and 2) restraint 	Data reported to VDOE by private providers in accordance with the Regulations Governing the Operation of Private Schools for Students with Disabilities (8VAC20-671)
Parent Satisfaction	Survey parents of students in private day school settings to assess parent satisfaction.	Modified VDOE Special Education Performance Report Indicator 8 – to be developed
Student Perspective	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

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

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

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

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