

OFFICE OF CHILDREN'S SERVICES

ADMINISTERING THE CHILDREN'S SERVICES ACT



The Children's Services Act (CSA, §2.2-2648 et seq) was enacted in 1993 to create a collaborative system of services and funding for at-risk youth and families.

The CSA establishes local multidisciplinary teams responsible to work with families to plan services according to each child's unique strengths and needs and to administer the community's CSA activities.

The Office of Children's Services (OCS) is the administrative entity responsible for ensuring effective and efficient implementation of the CSA across the Commonwealth.

Guiding principles for OCS include:

- Child and family directed care,
- Equitable access to quality services,
- Responsible and effective use of public funds,
- Support for effective, evidence-based practices, and
- Collaborative partnerships across state, local, public, and private stakeholders.



PRIVATE SPECIAL EDUCATION SERVICES UNDER THE CSA

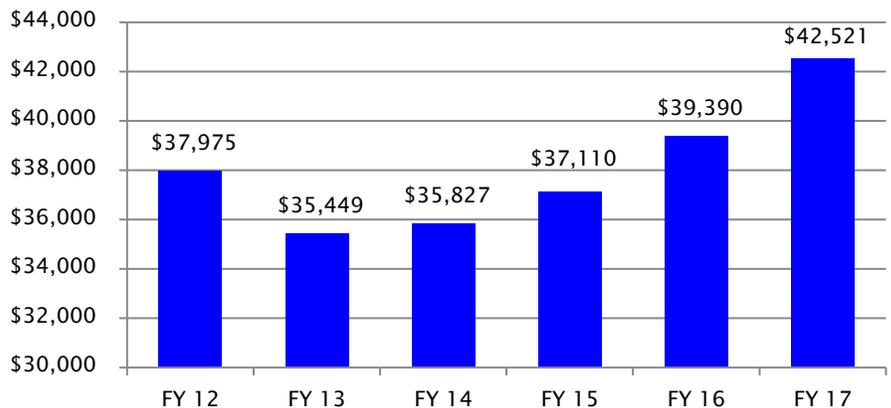
Annual Report to the General Assembly, December 2017

In accordance with Appropriation Act Item 285 (K) (2)

Children and youth with disabilities placed for purposes of special education in approved private school educational programs are included in the CSA target population and are eligible for funding (Code of Virginia §2.2-5211).

Note: The data source for this year's report is updated from prior years and there may be some variance accounted for by this change.

Average Annual CSA Expenditure Per Child - Special Education Services

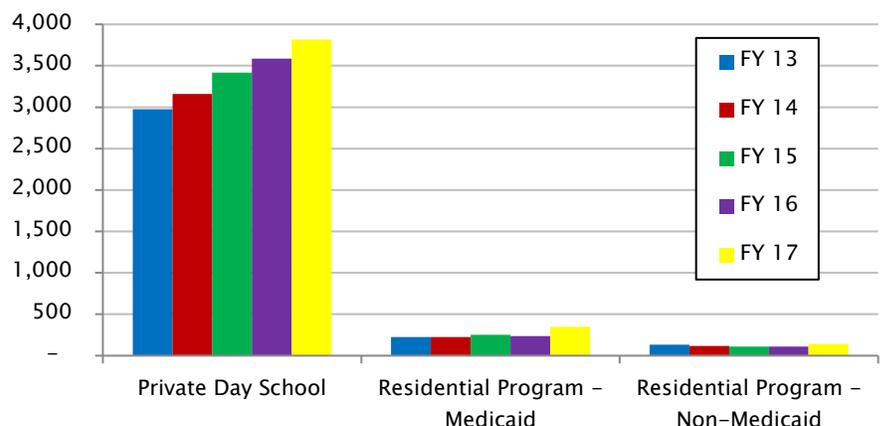


Gross CSA Expenditures by Placement Type Special Education Services

	FY2015	FY2016	FY2017
Private Day School	\$ 124,290,761	\$ 138,931,168	\$ 156,792,360
Residential Program - Medicaid	\$ 8,079,405	\$ 8,402,814	\$ 10,210,966
Residential Program - Non-Medicaid	\$ 7,794,281	\$ 7,469,255	\$ 7,970,274
Total	\$ 140,164,447	\$ 154,803,237	\$ 174,973,600

Number of Youth Served by Placement Type: Special Education Services

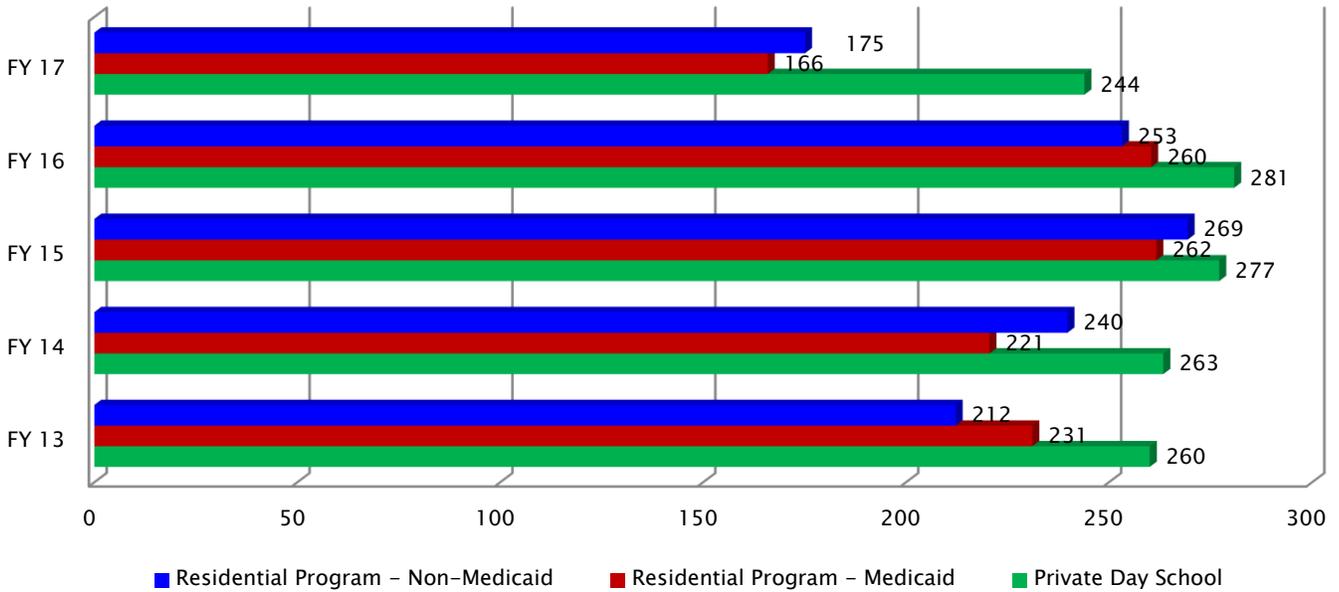
(FY2017 data are derived from the new CSA Local Expenditure and Data Reimbursement System (LEDRS) system, resulting in differences from prior years)



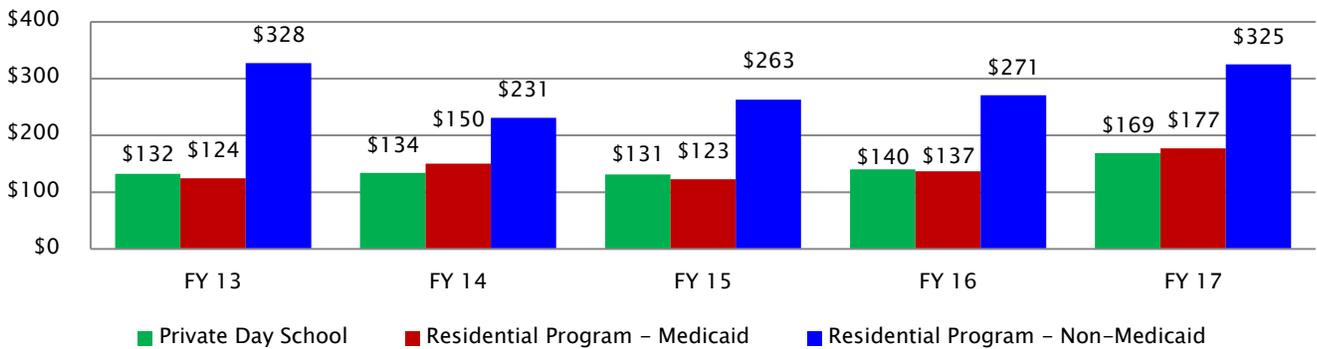
FY2017 unduplicated count of youth who received services in accordance with an Individualized Education Program (IEP) requiring private school placement = 4,115

Private Special Education Services Funded Under the Children's Services Act

Average Length of Stay (Number of Days Per Year) by Placement Type
(FY2017 data are derived from the new LEDRS system, resulting in improved data accuracy)

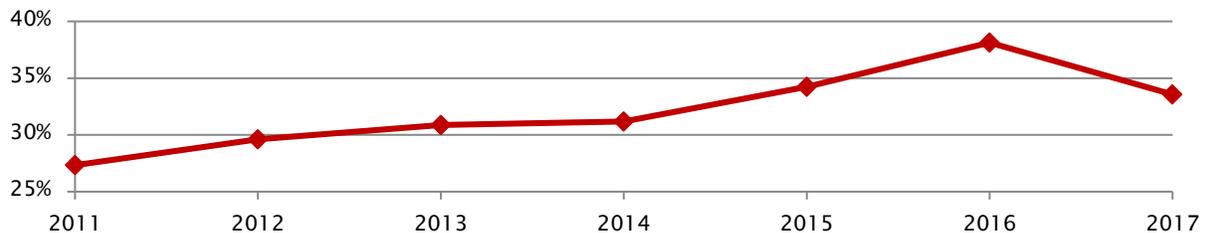


Average Cost per Child per Day by Placement Type
(FY2017 data are derived from the new LEDRS system, resulting in resulting in differences from prior years)



Note: Costs reflect CSA expenditures only (i.e., does not include Medicaid expenditures for treatment services).

Percentage of CSA Special Education Population Designated as Autistic (in the CSA Data Set/LEDRS)



Discussion

The growth in private special education placements, especially private day schools, has been an issue of extensive recent attention. Children's Services Act (CSA) expenditures for private special education day placements increased by \$44.9 million dollars (combined state and local expenditures) in the period FY2014 – FY2017 accounting for 69% of overall CSA cost growth. Over this period, the number of students served in these placements, required by their Individualized Education Programs (IEP), rose by 28% from 2,974 to 3,816. In FY2017, growth in this one service area accounted for 96% of the \$18.1 million in CSA expenditure growth. Over the past several years, the Virginia Commission on Youth and the State Executive Council for Children's Services (SEC) studied and issued reports on various aspects of meeting the educational needs of students with disabilities. The SEC report (RD429, November 2016) provided a number of recommendations including:

- Restructuring the Children's Services Act and Virginia Department of Education funding of special education services, specifically private educational services.
- Defining and measuring outcomes for students in private special education settings.
- Increasing attention to the successful transition/reintegration of students with disabilities from private settings to public school settings.
- Supporting and enhancing the ability of public schools to serve students with disabilities in the least restrictive environment.

The input gathered by the SEC work group reflected the great complexity of the issues contributing to this situation, distinct perspectives of different constituencies, and the many challenges in arriving at possible solutions.

The 2017 General Assembly directed the staff of the House Appropriations and Senate Finance committees (Appropriation Act, Chapter 836, Item t, 5. (b – d)) to further study this issue and to make recommendations by November 1, 2017.