

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 2018

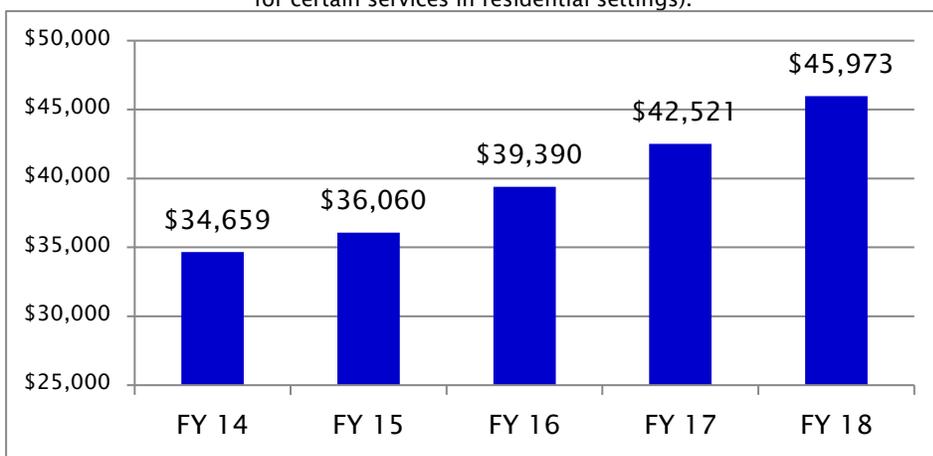
In accordance with the Appropriation Act Chapter 2 Item 282 (K) (2)

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; 2.2-5212).

Note: (FY2017 and FY2018 data are derived from the CSA Local Expenditure and Data Reimbursement System (LEDRS) system, resulting in differences from prior years).

Average Annual CSA Expenditure Per Child - Special Education Services

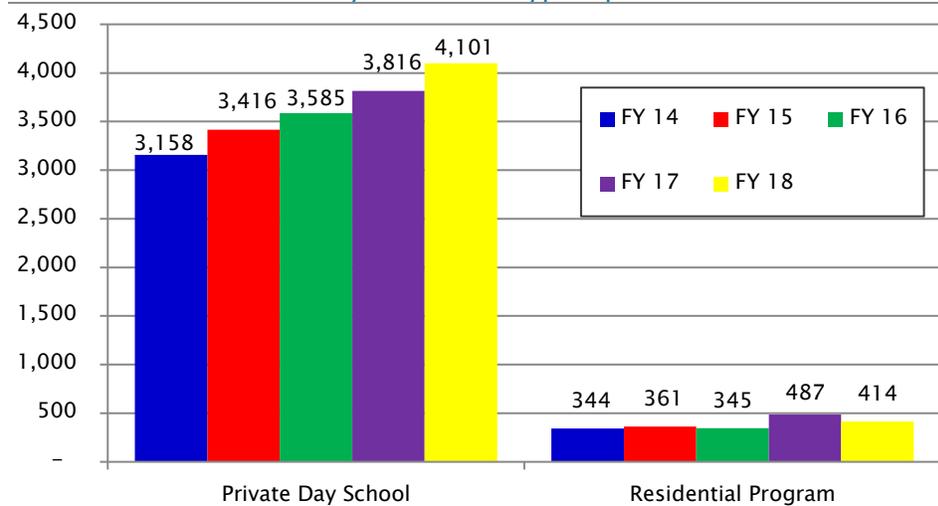
Note: Costs reflect CSA expenditures only (i.e., does not include Medicaid expenditures for certain services in residential settings).



Gross CSA Expenditures by Placement Type - Special Education Services

	FY2016	FY2017	FY2018
Private Day School	\$ 138,931,168	\$ 156,792,360	\$ 185,031,576
Private Residential School	\$ 15,872,069	\$ 18,171,240	\$ 15,320,761
Total	\$ 154,803,237	\$ 174,973,600	\$ 200,352,337

Number of Youth Served by Placement Type: Special Education Services

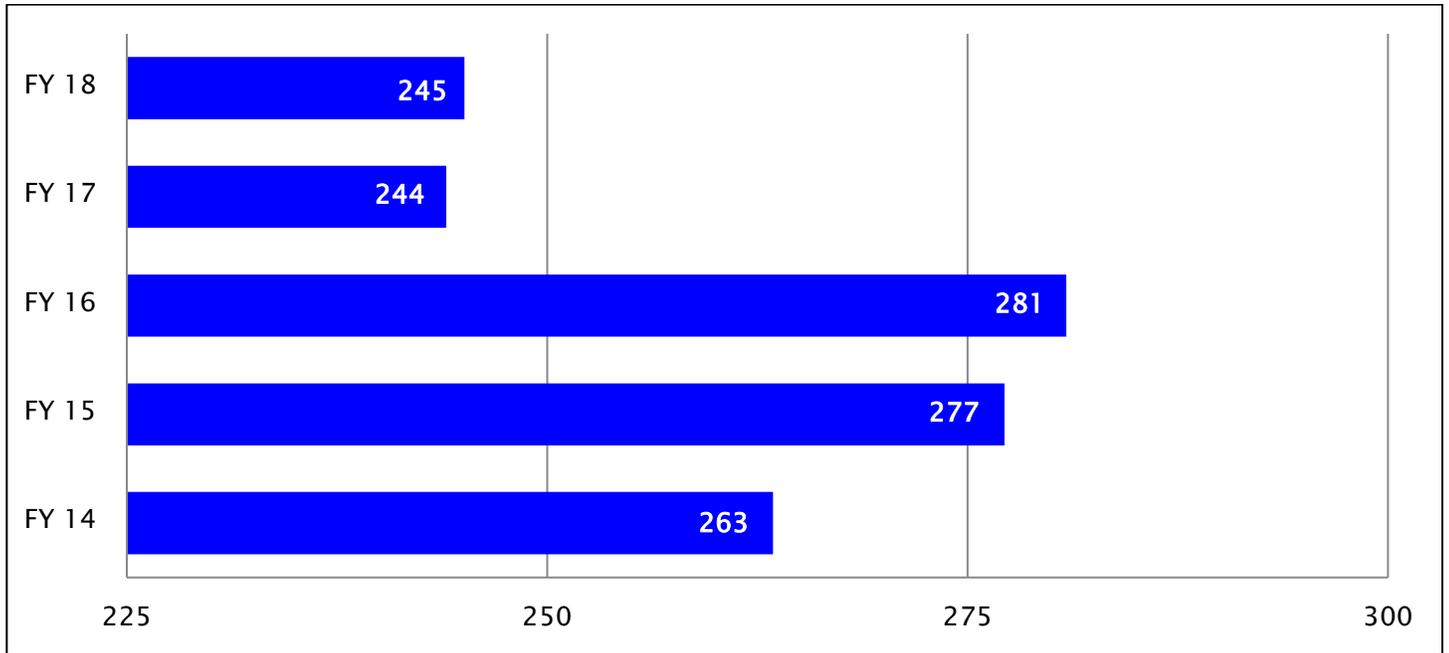


FY2018 unduplicated count of youth who received services in accordance with an Individualized Education Program (IEP) requiring private school placement = 4,358

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

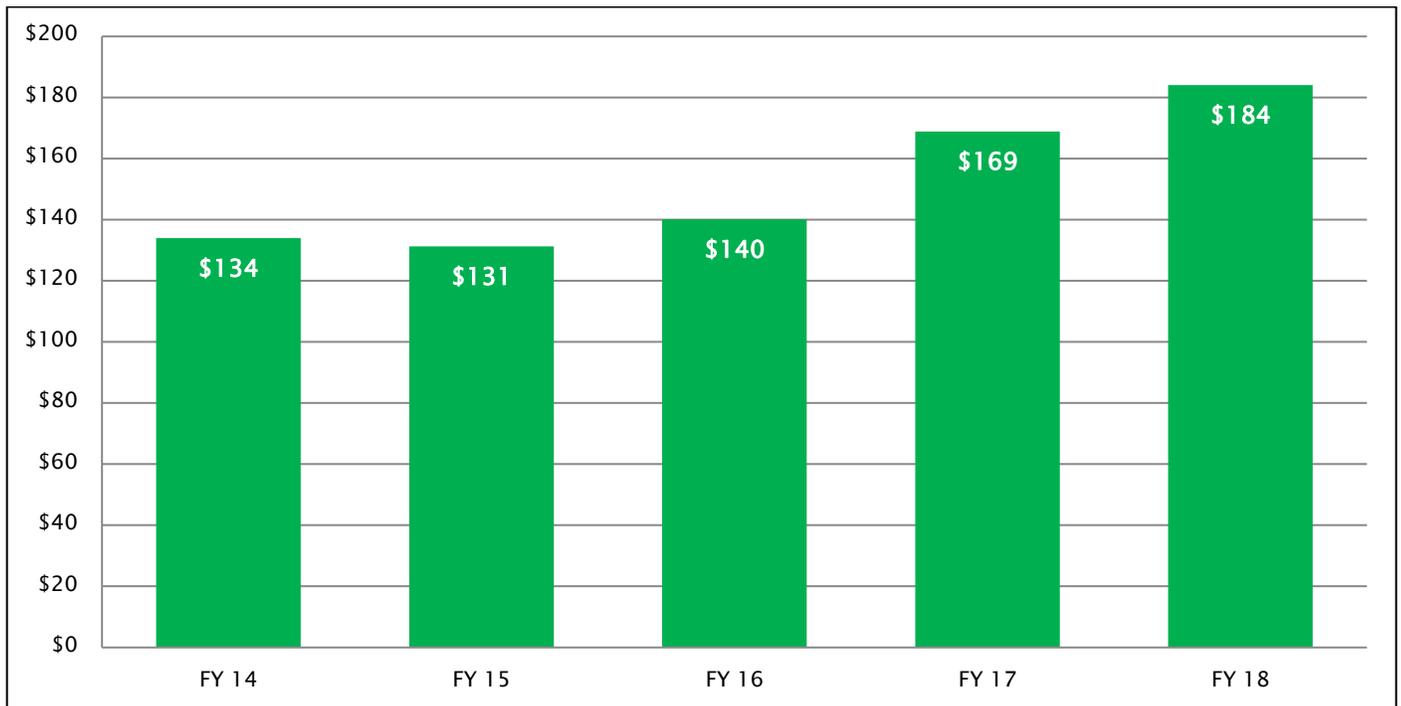
Average Length of Stay (Number of Days Per Year) for Private Day Placements

(FY2017 and FY2018 data are derived from the new CSA LEDRS system, resulting in improved data accuracy)

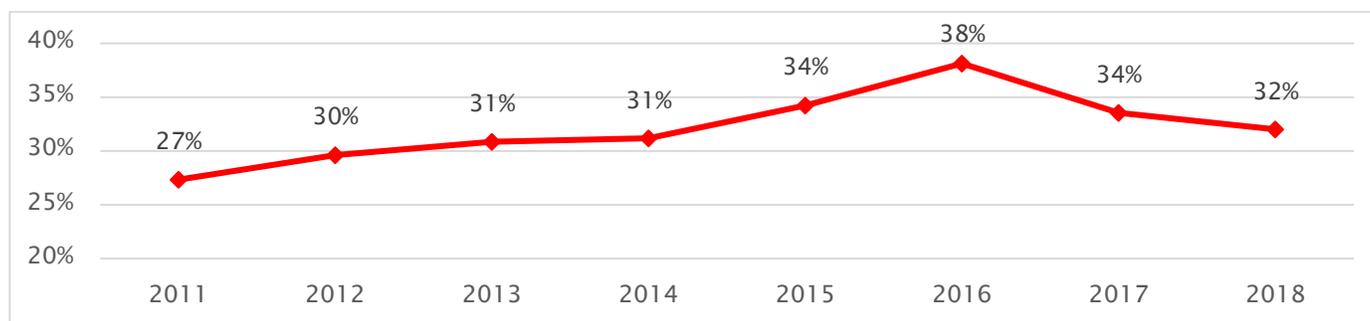


Average Cost per Child per Day for Private Day Placements

(FY2017 data are derived from the new LEDRS system, resulting in resulting in differences from prior years)



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 received extensive attention over the past several years. Children's Services Act (CSA) expenditures for private special education day placements account for 80% of overall CSA growth (combined state and local expenditures) from FY2014 – FY2018. Over this period, the number of students served in these placements, required by their Individualized Education Programs (IEP), rose 30% from 3,158 to 4,101. In FY2018, growth in this one service area accounted for \$16.6 million in net CSA expenditure growth. Net costs in all other service areas declined by \$4.8 million.

Over the past several years, the Virginia Commission on Youth and the State Executive Council for Children's Services (SEC) 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 to public school settings.
- Supporting and enhancing the ability of public schools to serve students with disabilities in the least restrictive environment.

The report of 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 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. This work has been continued into the 2019 session.

The 2018 General Assembly took several additional actions. The Office of Children's Services (in coordination with the Department of Education) was directed to convene a workgroup to make recommendations for outcome measures to be collected by all private day special education programs. The report has been submitted with ten possible indicators identified. Recommendations include collection of data on these indicators beginning with the 2019–2020 school year. Pending action by the General Assembly, this data will be collected from all VDOE licensed private day programs and reported through the Department of Education, in collaboration with the local educational authorities and the providers. The Office of Children's Services will provide a data match to identify the specific providers.

The Office of Children’s Services was directed to engage a consultant to conduct a cost/rate setting study for private day special education programs. The final report is due June 30, 2019. The contract for that study has been issued and work is ongoing.

Finally, for FY2020, the General Assembly instituted a 2 percent rate increase limit for private special education day programs over the FY2019 negotiated rates with localities.

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