Update on the Children’s Services Act

Joint Subcommittee for HHR Oversight
December 2, 2019
Overview

• CSA Trends
• Private Day Special Education Outcomes
• Private Day Special Education Cost Study
• Major Initiatives
CSA Trends
CSA Total Expenditures: FY 2010 - 2019

Source: CSA Pool Fund Reimbursement and LEDRS Systems
CSA Expenditures by Category FY2019

- Foster Care Residential
- CHINS Residential
- Educational Services - Residential
- Foster Care Non-Congregate
- Community - Based
- SPED Private Day
- SPED Wraparound
- Non-Mandated Community-Based
Census vs. Expenditures (FY2019)

Expenditures

- FC/FC Prevention: 45%
- Special Education: 7%
- CHINS/Parental Agreements: 1%
- Non-Mandated: 47%

Census

- FC/FC Prevention: 62%
- Special Education: 26%
- CHINS/Parental Agreements: 7%
- Non-Mandated: 5%
CSA Expenditures by Category (FY2015 – 2019)

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

Source: CSA Data Set (pre-2017) and Local Expenditure and Data Reimbursement System (LEDRS)
CSA Average Per Child Expenditure (FY2015 – 2019)

Source: CSA Data Set (pre-2017) and Local Expenditure and Data Reimbursement System (LEDRS)
The takeaways are . . .

• Overall CSA census has been essentially flat over the past four years while expenditures continue to grow.

• Private day special education census (+3%) and costs (+7.1%) grew at a slower rate in FY2019 than in FY2018 and the several preceding years.

• Foster care census (+4%) and costs (+11%) grew for the first time in five years.

• Overall congregate care census (-6%) and costs (-6.5%) declined, continuing a four year downward trend.
Outcomes for Private Day Special Education Students
Chapter 854, Item 129 (G) (DOE)

1. The Department of Education shall serve as the lead agency to collect and report data that succinctly measures progress and outcomes of students that are placed in private provider settings ...

2. The Department of Education, in collaboration with the Office of Children’s Services (OCS), shall establish an implementation advisory group to assist in refining the outcome measures ...

3. The department shall begin collecting outcome data ... in the 2019-2020 school years, if possible, but no later than the 2020-2021 school year. The department shall report annually to ...
## Outcome 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
Cost Study for Private Day Special Education Programs
Chapter 2, Item 282 (M) (OCS)

“... contract for a study on the current rates paid by localities to special education private day programs licensed by the Virginia Department of Education. The study shall include an examination of the current rates for private educational services for children placed outside of public school settings, and include recommendations for implementing a rate-setting structure for educational services reimbursed through the Children's Services Act.”
• Preliminary report (RD434) submitted in November 2018
  – States vary widely in how they fund private special education services
• Data collection time frame was extended to June 1, 2019 to allow for additional provider participation
• 39 programs provided full or partial information
  – This represented +/- 40% of the schools and 64% of students served in FY2018
  – 11 programs provided complete information
• Final report submitted on October 1, 2019 (RD424).
• A tentative rate setting approach was provided
• Recommended a secondary round of data collection to get a full set of information to calculate program specific rates and to take into account some “lessons learned” about the specific cost methodology
Major Initiatives
• Collaboration with VDSS in implementing the Family First Prevention Services Act
• Enhancement of the CSA Audit Program through the use of new automation
• Expansion of OCS training efforts aimed at state and local partners through in-person and distance learning formats
• Completion of the State Executive Council Strategic Plan
  – Policy and Oversight
  – Leadership and Collective Action
  – Empowering Families and Communities