CSA TODAY

A NEWSLETTER OF THE OFFICE OF CHILDREN'S SERVICES

IN THIS ISSUE

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Director's Blog
by Scott Reiner, Executive Director

Greetings from the Office of Children's Services. As you will read about elsewhere in this newsletter, we had an extremely successful annual CSA conference. Over 625 participants were able to absorb knowledge, enjoy networking and fellowship, have more than enough to eat, and (hopefully) build a bit of resiliency as we gathered in Roanoke. This annual event reminds me of the power of the collaborative spirit embodied in CSA. If you weren't able to join us, we hope you will be able to do so at future events.

At the conference, we announced the launch of a new set of CSA Continuous Quality Improvement (CQI) resources. These include a data dashboard and a CQI planning and documentation tool for use by local CPMTs as they work toward better understanding "what's happening" in their local programs as revealed in the data and then taking deliberate steps to make course adjustments to improve results and better meet local goals. A training model has also been developed and is available by request from local CSA programs.

Work is ongoing on two important projects related to private day special education. Under the leadership of DOE, the collection of important progress and outcome data for private day students is moving forward at a brisk pace. The cost study for these schools is well underway and primary results were shared, and feedback gathered, at a series of regional meetings that took place the week of June 17. If you need more information about those meetings, please contact OCS for more details. In both of these efforts, we especially appreciate the partnership of our private provider community.

As we work with our partners to plan for the implementation of new services and delivery models through the Family First Prevention Services Act and the Behavioral Health Redesign efforts, please be on the lookout for information about an exciting new training opportunity for assisting localities and regional groups to prepare to effectively implement these system transforming initiatives.

Thanks for your ongoing interest in the work of CSA and enjoy the upcoming summer months.

8th ANNUAL COMMONWEALTH OF VIRGINIA
CSA CONFERENCE
"RESILIENCE: ACHIEVING THE POSSIBLE"

The 8th Annual Commonwealth of Virginia CSA Conference, "Resilience: Achieving the Possible," was held this year at the beautiful Hotel Roanoke, in Roanoke, VA. From April 29-May 2, 2019 625 participants, sponsors, speakers, and guests spent three days listening, learning, and networking. Participants enjoyed keynote addresses by Jelani Freeman, Jon Katov, and Angie Williams and over 60 breakout sessions on a variety of topics relevant to our system of care. There was also plenty of opportunity to visit with the 63 sponsors of the training event. The conference concluded with spectacular door prizes and the awarding of the "Outstanding CSA Coordinator" to Paul Baldwin of Bedford County. We hope that everyone found the conference to be a valuable experience and we look forward to seeing everyone in 2020 for the 9th Annual CSA Conference.
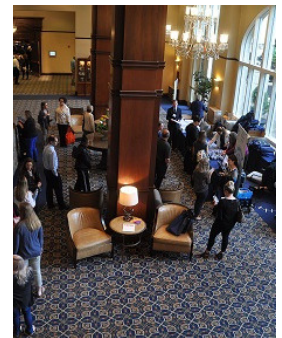
Find us on
Facebook

Congratulations Paul!!!

VIRGINIA
Systems
of CARE

In March 2019, the Virginia System of Care Web Site launched. Development of the site was a partnership between OCS and The Department of Behavioral Health and Developmental Services (DBHDS). We are excited to offer a resource for Virginia on all things System of Care; including both National and Virginia-specific information. Funding for the web site was made possible by the System of Care Expansion and Sustainability Cooperative Agreement, Funding Announcement Number SM-16-009 from the Substance Abuse and Mental Health Services Administration.
We hope you will find the site useful, please spread the word to both your system partners and the families and youth you work with!
http://www.systemofcare.virginia.gov/homeIndex

Training Calendar
CLICK HERE

TO LEARN ABOUT TRAINING OPPORTUNITIES AVAILABLE THROUGHOUT THE STATE!!

CANVaS Update

by Carol Wilson, Program Consultant, OCS

How do I know I'm rating the CANS Accurately?
"Avoiding this Fundamental Mistake"*

Sometimes CANS raters struggle with knowing which rating to use on a specific item when completing a CANS.   The *Six Key Principles* which form the basis for rating are well explained on the CANS training site, but applying those principles may become confusing.

The Praed Foundation supports a blog called *TCOM Conversations* ("TCOM" is Total Clinical Outcomes Management) which periodically posts information helpful to CANS users. For example, the *"Avoid this Fundamental Mistake in TCOM Tool Scoring: confusing anchor definitions for concrete details" (https://tcomconversations.org/2019/01/29/myths-of-tcom-tools/) post by Dan Warner, Executive Director-Community Data Roundtable, highlights the differences in rating a communimetric tool like the CANS as opposed to a traditional psychometric measure...and explains the traps raters may fall into when the differences aren't well understood.

Accurately rating items on the CANS for a child and family is important for multiple reasons, but primarily because the CANS is intended to be a true reflection of the child and family and their needs and strengths at that point in time.   The case manager, family and FAPT can use the CANS ratings to identity priority needs and strengths and more effectively establish targeted goals, create objectives and implement strategies/services to improve the overall functioning of the child and family.
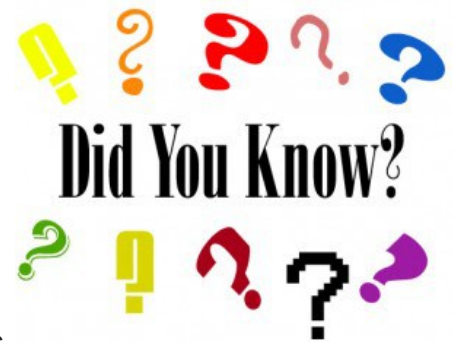
Ratings on the CANS may also be used to support or direct the provision of specific services. For example, if you are seeking treatment for a child who is displaying sexually aggressive or sexually reactive behavior, but those CANS items are rated a "0" or "1" it's much more difficult to justify use of treatments or interventions for those needs.   Item ratings must consistently support as well as guide service decisions. Another example... if a child was recently removed from home for lack of supervision and neglect, the "Supervision" item on the parent's Caregiver Strengths and Needs Domain should be rated a "2" or "3" to support that decision.

And remember, raters must know what a needs or strengths item and its anchors actually mean. Don't rely on what you think they mean...check out the *Item and Rating Definitions Manuals* for each version, which may be found on the CSA website in the CANS folder (Under "Resources") and in the "Documents" folder on CANVaS or on the CANS training site.

The CANS is a well-regarded evidence based assessment with multiple studies supporting its validity and reliability. However, as a case manager, supervisor or FAPT member, your ability to effectively use the CANS depends on your willingness to understand the tool and apply it to your work with children and families. Instead of seeing it as "one more thing to do", take advantage of how it can **help** you streamline and focus your work with children and families.

Updated resources regarding navigating the CANVaS 2.0 site are available for both case managers who rate the CANS and Local Administrators (DSU/RAs)! The resources provide easy step-by-step directions for basic site functions such as searching for a user or child, creating accounts, adding an assessment, completing the caregiver module, and closing and printing assessments.   Included are a few helpful tips on specific questions such how to rate caregivers. The case manager resource may be found at Navigating CANVaS 2.0 for Case Managers and the Local Administrator (DSU/RA) one at CANVaS 2.0 Basics of Local Administrators (DSU/RAs). Both guides are also located in the "Documents" folder in CANVaS 2.0 (https://www.csa.canvas.virginia.gov/LoginMaster.aspx?nav=UL#%20).

Did You Know?

TIPS FROM THE BUSINESS MANAGER

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BY MARIS ADCOCK

FISCAL YEAR 2019 WRAP-UP

I would like to thank everyone for their efforts with accessing Administrative Funds for Fiscal Year 2019 (FY 2019).   I understanding that for the first time, all 130 CSA localities requested and received their CSA Administrative Budget Plan funds for this fiscal year!!   Administrative funds for the 2020 fiscal year can be requested on or after August 1, 2019.

The CSA Program fiscal year-end is approaching. All expenditures for CSA program services year 2019 (July 1, 2018 through June 30, 2019) must be posted in the Local Expenditure and Data Reimbursement System (LEDRS) and approved by the local fiscal agent by midnight September 30, 2019. Please review the CSA Administrative Memo #19-06 for these instructions (http://csa.virginia.gov/content/doc/Administrative_Memo_19-06.pdf).

Guidelines for Newsletter Submission

If you have information you would like to share with your CSA colleagues around the state, please follow the guidelines for submission located **HERE...**

GUIDELINES

Data Integrity
by Brent Barcomb, Program Auditor, OCS

Audit Corner

All of us work with information all day, every day. We make important judgments based on the information we have in front of us. When the information is good, we can make good decisions; when the information is not good, we are much more challenged in our decision-making. Data integrity is contingent upon practical application of internal control activities (e.g., review and approval, verification, reconciliation, and communication) intended to provide reasonable assurance to stakeholders that established goals and objectives are met. In analyzing internal controls, audit professionals assess the reliability and integrity of data used in the decision-making process. Decisions based on reliable data are more broadly accepted.   Information with integrity is accurate, complete, consistent, timely, unique, and valid, such that the information is deemed reliable. To gain a greater understanding of how data integrity intersects with decision-making regarding the Children's Services Act (CSA), let us explore these six characteristics further.

Accurate. Requires that the data correctly describe the circumstance in the context of real-world attributes. To do this, there has to be a means of measurement to establish a reference to the deviation from the norm. Expenditure reporting categories used for financial reporting and calculating expenditure reimbursements represent the measures established for accountability of Children's Services Act (CSA) funds. Misclassification of expenditures distorts the accuracy of financial reports. It could also potentially lead to over/under reimbursement of the state share of CSA costs incurred by local programs.

Complete. To determine completeness, you must first make decisions on what information is necessary. Complete information would include all the factors needed to make a decision.   The information will be considered 100 percent complete when it includes all the relevant data. For example, the local CSA policy/procedure manual lists the documentation required upon referral to the Family Assessment and Planning Team (FAPT) initially establishing the client/family CSA record. A referral packet that includes all of the listed documents is complete.

Consistent. A measurement of the absence of differences within the same data when applied in the same circumstances. Forms and templates used in data collection are often most vulnerable to inconsistencies, particularly where an organization adopts a new form and continues to allow utilization of outdated forms. Outdated forms may not capture the relevant information needed to ensure completeness.

Timeliness. CSA recognizes timeliness is fundamental to information integrity. For that reason, time and frequency guidelines have been established for operational activities such as Child and Adolescent Needs and Strengths (CANS) assessments and utilization reviews. When data is not recorded and/or communicated timely, the accuracy and relevance of the information may be questioned. Information that is not timely may lead to poor decisions.

Uniqueness. The lack of uniqueness could be a sign that data integrity may be compromised by influences that skew results and lead to inaccuracies in aggregate data and/or individual case evaluations. Hence, individualized service plans are a requisite for children/families referred to CSA.

Validity. The validity of data encompasses the relationships between data items that can be traced and connected to other data sources for validation purposes. Refer to the example below.

> ### *EXAMPLE*
> The local CSA Office receives an invoice for three (3) months of mentoring services provided to an eligible client/family. Used in combination, the following data sources may be used to validate the expenditure:
>
> - IFSP: signed by FAPT recommends "mentoring services for three (3) months."
> - Funding Authorization: signed by CPMT denotes "mentoring services for three (3) months."
> - Purchase Order: service indicated is "mentoring" for a period of "three (3) months."

The six characteristics of data integrity work together. When all are present, internal and external stakeholders can safely rely upon such information for comprehensive decision-making. The results of those decisions may affect overall achievement of stated goals and objectives endorsed by Community Policy and Management Teams tasked with local implementation of CSA. Thus, it is vitally important for local CSA programs to ensure that integrity of data is maintained.

References: BMC Blogs - Muhammad Razza https://www.bmc.com/blogs/data-integrity-vs-data-quality/

⭐ Spotlight on Success ⭐

by Kristi Schabo, Program Consultant, OCS

Petersburg City CSA Training & Resource Day
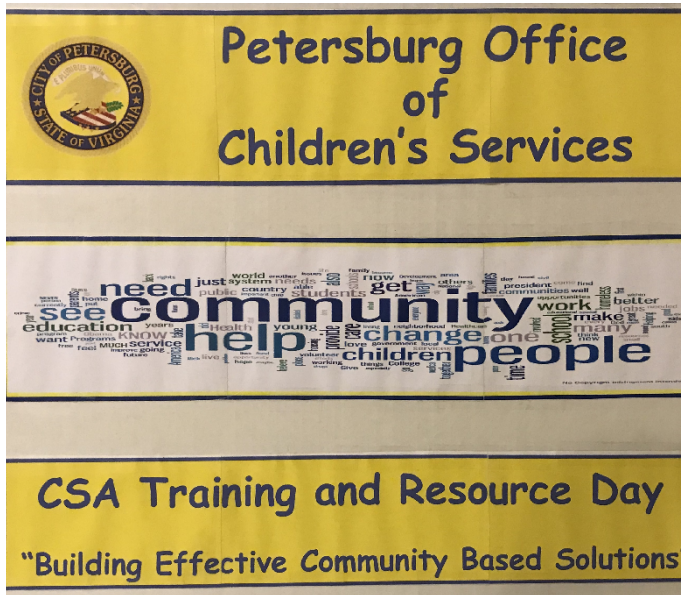
On May 3, 2019, the Petersburg Office of Children's Services held its 2019 CSA Training and Resource Day: Building Effective Community Based Solutions. Thirty-three providers of a variety of services (treatment foster care, residential treatment, and community based interventions) participated in the event. Thirty case managers, supervisors and parents from Petersburg, Hopewell, Surry and Prince George attended. Training on Intensive Care Coordination was provided by United Methodist Family Services and Inspired Footprints.

This interactive training was well-received by all attendees who were asked to dress in active wear so they could participate in "flash breakout fitness sessions" provided by Marquis Mapp (FAPT Member and Certified Zumba Instructor). The day ended with a mindfulness exercise provided by Kim Lindblad (FAPT Member and Certified Yoga Instructor). It was a day filled with great energy, information, networking and real efforts focusing on building effective community based solutions for children and families.

James River Community Collaborative Training Day

The James River Community Collaborative held their 3rd Annual Summer Training Conference on June 14, 2019 at Heritage High School in Lynchburg, Virginia. Over 200 attendees received training, networked with system of care professionals, and enjoyed food trucks and a DJ for a one of a kind lunch experience! Door prizes and a photo booth were quite a hit as conference goers enjoyed a fun educational experience.

This training was free thanks to the vendors who sponsored and attended the event to share information regarding supportive services. The James River Community Collaborative consists of professionals, private providers, and community members. Next year's Summer Training Conference is already in the works! If you would like to learn more please visit their website at: www.jamesrivercommunitycollaborative.com.

NEW CSA Coordinators Academy

By: Anna Antell

On March 26-28, 2019, the Office of Children's Services (OCS) hosted the New CSA Coordinator's Academy in Richmond, VA. Over the three days, 26 participants received training by OCS staff on the history of CSA, the Role of the CSA Coordinator, CSA Eligibility, CANS, Can CSA Pay, Utilization Review, CQI, Financial and Data Reporting, and Audits. We are grateful to our partners at the Virginia Department of Social Services (VDSS) and the Virginia Department of Education (VDOE) for providing training on the intersection of CSA and DSS and CSA and special education. We also thank Nancy Toscano of United Methodist Family Services (UMFS), who shared her wisdom on collaborative leadership, CSA Coordinators Angel Young-Gill, Katie Ralston and Crystal Bell who delivered training on Parent Referrals and Building Your Team and to parent leader, Sarah Hoyle who addressed Family Engagement and the role of a Parent Representative on FAPT. The event would not be possible without all of your collaboration; thank you!

Congratulations Jerry Allison (Northumberland), Dayna Bandy (VA Beach), Kaye Barger (Scott County), Jasmine Chapman (Alexandria), Belinda Farnham (Powhatan), Ann Foley (Patrick), PJ Gingery (Alexandria), Heather Haywood (Pulaski), Beverly Hall (Richmond City), Natosha Hines (Middlesex), Jenny Kramer (Campbell), Brittany Lawson (King and Queen), Jana Lee (Arlington), Shari Lyons (Arlington), Grace McCrown (Roanoke County/Salem), Valerie Payton (Greene), Jacqueline Prescod (Manassas Park), Kenya Ratliff (Chesapeake), Linda Revels (Amelia), Heather Ross (Henry/Martinsville), Courtney Sexton (James City), Kristin Shores (Fredricksburg), Kim Williams (Pulaksi), Pam Wong (Norfolk), Sarah Wray (Suffolk) and Rudy Zavala (Accomack/Northampton) on completing the Academy and Welcome to CSA!!!

At OCS, we look forward to the annual New CSA Coordinator's Academy. It is a pleasure to share our "CSA expertise" and we enjoy connecting with our local partners.

Resource Round Up

The Office of Children's Services (OCS) strives to provide valuable resources to stakeholders through the OCS resource library (on the CSA website) and the Virginia Learning Center. Our most recent Learning Center release is the sixth CPMT training Module entitled "The CSA Audit Process." While the modules were created with CPMT members in mind, many CSA stakeholders will find the information contained within the modules useful. You can access the Commonwealth of Virginia's Learning Center from the applications area on the OCS home page (http://csa.virginia.gov/)

As you explore the OCS website, be sure to check out the 2018 updated User Guide for the Children's Services Act (CSA User Guide); 2019 Policy Manual for the Children's Services Act; Model IFSP and UR Addendum; New Editions of CSA Today; Administrative Memos; Program Audit Reports, CQI tools, and uploaded presentations from the 8th Annual CSA Conference (http://csa.virginia.gov/Resources/TrainingMaterial/1).

CQI Tools for CPMTs Released

To provide CPMTs additional resources to monitor and enhance local CSA programs, the Office of Children's Services was excited to release a set of tools for Continuous Quality Improvement (CQI) at the recent CSA Conference. These tools are the result of a year of work, initiated by the State Executive Council and under the leadership of a workgroup that included SEC members (Mary Biggs of Montgomery County and Greg Peters of United Methodist Family Services), local CSA Coordinators (Mills Jones of Goochland County, Rachel Lewis from Suffolk, Franklin City and Isle of Wight County, Crystal Bell of Newport News, Jacqueline Zemmitt of Petersburg), Janet Areson of the Virginia Municipal League and Katie Boyle from the Virginia Association of Counties. Assistant Director Zandra Relaford was the lead OCS staff on the project.

With guiding principles of providing a common language and easy to use tools for localities to address minimum requirements for utilization management and encouraging regular review of program data with an eye toward program improvement, the following resources were developed and are now available on the CSA website (https://www.csa.virginia.gov/Resources/ContinuousQualityImprovement):

- A data dashboard that brings all local CSA data into a single location, grouped under "Expenditures", "Demographics/Utilization", and "Outcomes" (thanks to OCS Senior Research Analyst Howard Sanderson)
- A CQI documentation spreadsheet that allows for localities to record their review of data, their impressions of that data and plans to address those findings
- A set of terms and definitions
- A PowerPoint deck from the training developed to accompany the tools

Zandra is now beginning to provide (on request) training for local CPMTs on the background, purpose and use of these new tools as local programs continue their efforts to use funds wisely, serve populations in need with the right resources, and achieve improved results from those efforts.

We hope you will take a few minutes to review the tools. Don't hesitate to reach out to Zandra with questions, comments, or to request a training for your CPMT.
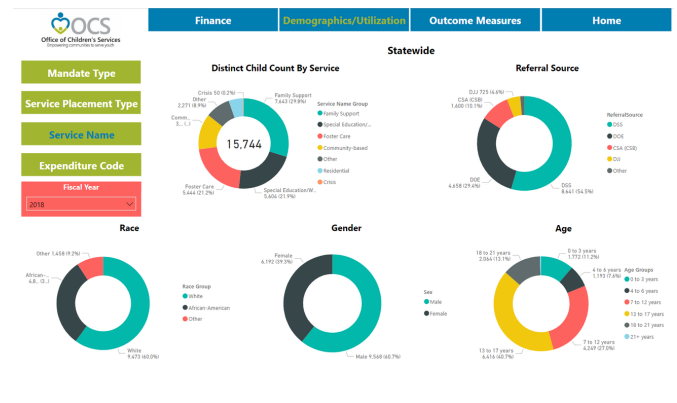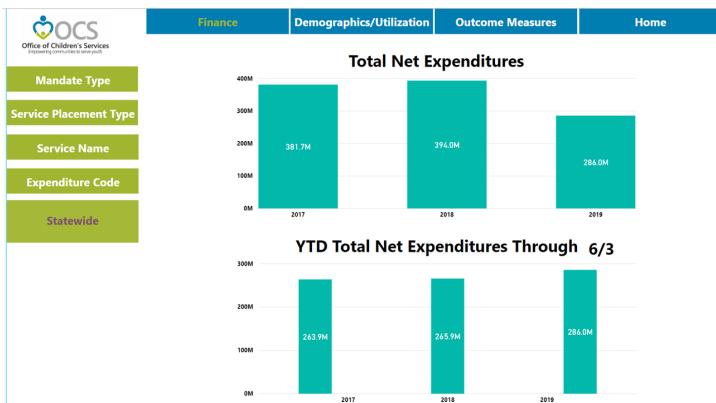
TA Questions of the Quarter

by Kristi Schabo, Program Consultant, OCS

Can CSA pay for one-to-one services in a private school placement? If so, does it have to be included in the student's Individualized Educational Program (IEP)?

In short, the answer to both of these questions is YES. Section 2.2-5212.A.3 of the Code of Virginia indicates that children or youth who require placement for the purpose of special education in a private school educational program are eligible for the Children's Services Act (CSA). According to section 9.1.1 of the User Guide for the Children's Services Act (CSA User Guide) "CPMTs shall authorize funding for private day and residential IEP services based on the IEP itself, and all special education and related services as specified on the IEP (except for transportation)…" (p. 47); therefore, in order for CSA to pay for educational services in the private setting they must be included in the IEP in some way. Although the provision for a one-to-one behavioral aid for a student with a disability generally would appear as a related service in the IEP's "services" section, the provision may also appear in the IEP's "Accommodations/Modifications" section. When a one-to-one is included as a direct service, the IEP will list the exact hours of the service, for example, 6 hours per school day. The inclusion of the one-to-one service as an accommodation is more directive and spells out exactly where the one-to-one support is required, (e.g. adult assistance during transitions; adult assistance during bathroom routine; adult assistance during independent work time, etc.). Additionally, specific reference to the student's educational need for a one-to-one support may also appear in the "Present Level of Academic Achievement and Functional Performance" section of the IEP. From an educational perspective, there are pros and cons to both ways of including the one-to-one support in the IEP (services vs. accommodations); however, from a CSA perspective, as long as it is included in the IEP in one of these two ways it meets the eligibility criteria for CSA pool funds as outlined in § 2.2-5211-B.1.

Can the Model Individual Family Services Plan (IFSP) and Utilization Review (UR) Addendum available on the OCS website be modified for local use?

Yes, the model contract, along with other model forms (IFSP, UR Addendum, Community-Based Behavioral Health Services Eligibility Form), provided by the Office of Children's Services (OCS) are only "suggestions." Localities are free to modify these sample forms, or not use them at all. The Office of Children's Services develops such resources in an effort to assist localities in the effective implementation of their Children's Services Act (CSA) program; however, the CSA was designed with sufficient flexibility to allow local communities to develop policies and procedures (and forms) that work best for their unique needs.

Do parent representatives have to live in the county they serve and is there a requirement that parent representatives must have a child that has received CSA funded services?

Yes, parent representatives on the Family Assessment and Planning Team (FAPT) and Community Policy and Management Team (CPMT) must be residents of the locality or community in which they wish to serve. While preference should be given to a parent of a consumer or former consumer of services from a public child serving agency, it is not mandatory that they have been the recipient of services through the CSA. It's important to remember that the goal of the parent representative is to provide a parental perspective in the FAPT process, so ideally, you would want to find a representative who could best identify with the parents of the youth the CSA serves.

Private Day Rate Setting Study

Special education private day services funded through the CSA continue to attract considerable attention from many groups including state and local government and the General Assembly. In the most recent fiscal year (FY2018), 4101 students with disabilities received IEP determined private day education through the CSA, an increase of 7% from the prior year, and an increase of 38% since FY2013. As you are no doubt aware, costs to both the state and local CSA budgets have increased at corresponding rates and in FY2018, state and local net expenditures for special education private day programs was over $172 million. The 2018 General Assembly (Appropriation Act Item 282 (M)) directed the Office of Children's Services to contract for a study on the current rates paid by localities to special education private day programs licensed by VDOE to include:

- Examination of the adequacy of current rates
- Recommendations for implementing a rate-setting structure
- Consideration of the impacts of potential changes to the rate setting process on local school districts, local government, and public and private educational service providers.

After issuing a Request for Proposals, OCS entered into a contract with Public Consulting Firm (PCG) to carry out this work. Phase 1 resulted in a preliminary report that included a proposed data collection methodology and a "scan" of how other states fund these services. The preliminary report was submitted on December 1, and can be found at **https://rga.lis.virginia.gov/Published/2018/RD544**.

Data collection from the private schools took place through mid-May. In early June, a series of regional feedback sessions took place with PCG presenting preliminary findings and receiving input from an array of stakeholders. The final steps are the completion of the data analysis and the submission of the final report, which will include recommendations and address all of the study requirements. The final report is due to the General Assembly on October 1, 2019.

Don't forget....along with a variety of resources, you can find contact information for the Office of Children's Services staff as well as local CSA Coordinators, CPMT Chairs, Fiscal Agents, Report Prepares, and DSU/RAs on the OCS website.

Just visit https://csa.virginia.gov, click on the "Contacts" tab in the upper right-hand corner. You can also submit question to the OCS Help Desk and request On-site Technical Assistance from that tab as well.

KEEP
IN TOUCH
AND
STAY
AWESOME