

**State and Local Advisory Team (SLAT)**

**February 2, 2023**

**9:30 a.m. – 12:00**

**Office of Children's Services**

**1604 Santa Rosa Road**

**Richmond, VA 23229**

**Richmond/Henrico Rooms**

**AGENDA**

Note: This is an in-person meeting.

To accommodate interested members of the public, the meeting will be viewable at:

<https://meet.goto.com/883696381>

or via phone. (408) 650-3123

Meeting Passcode: 883-696-381

- **Call to Order / Welcome / Opening Remarks** Rebecca Vinroot
- **Public Comment** (In-person and remote)
- **Approval of Minutes - November 2022 SLAT meeting** SLAT Members
- **Status Items**
  - **FAPT Retreat Resource Manual** Lesley Abashian
- **SEC Report** Rebecca Vinroot
- **OCS Updates**
  - 2022 Reports to the General Assembly
  - CSA Private Day Workgroup Final Report and Recommendations
  - 2023 General Assembly Status
  - IT Changes (Multi-factor Authentication)
  - Co-Pay Policy Workgroup
  - Time-to-Service Study
- **New Business**
  - SEC Policy Manual Cleanup
  - Three Tiered Match Rate

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• **SLAT Member Reports**

State Representatives

- |         |                  |
|---------|------------------|
| ○ VDH   | Jeannine Uzel    |
| ○ DJJ   | Linda McWilliams |
| ○ DSS   | Em Parente       |
| ○ DBHDS | Nina Marino      |
| ○ DMAS  | Laura Reed       |
| ○ DOE   | Sabrina Gross    |

Local Representatives

- |                    |                         |
|--------------------|-------------------------|
| ○ LDSS             | Rebecca Vinroot         |
| ○ CSA Coordinator  | Mills Jones             |
| ○ CSB              | Lisa Madron             |
| ○ CSU              | William Stanley         |
| ○ J&DR Court       | Honorable Marilynn Goss |
| ○ Parent           | Cristy Corbin           |
| ○ Private Provider | Shannon Updike          |
| ○ Public Schools   | Susan Aylor             |
| ○ Local Government | Lesley Abashian         |

• **Closing Remarks / Adjourn**

Rebecca Vinroot

**Next SEC Meeting – Thursday, March 9, 2023**

**Next SLAT Meeting – Thursday, May 4, 2023**

**STATE & LOCAL ADVISORY TEAM (SLAT)  
CHILDREN'S SERVICES ACT  
Richmond/Henrico Rooms  
1604 Santa Rosa Road  
Richmond, VA 23229**

**MINUTES**

**November 10, 2022**

**Members Present:** Rebecca Vinroot, SLAT Chair, CPMT - DSS Representative; Mills Jones, SLAT Vice-Chair - CSA Coordinators Network; The Honorable Marilyn Goss, Juvenile and Domestic Relations District Court Representative; Nina Marino DBHDS; Cristy Corbin, Parent Representative; Em Parente, DSS; Lesley Abashian, CPMT – Local Government Representative; Lisa Madron, CPMT – CSB Representative; Laura Reed, DMAS; Jeannine Uzel, VDH; Maria Altonen, VDH

**Members Absent:** Susan Aylor, CPMT – School Representative; William Stanley, CPMT – CSU Representative; Shannon Updike, VCOPPA; Sabrina Gross, DOE; Linda McWilliams, DJJ

**CSA Staff Members Present:** Scott Reiner, Anna Antell, Mary Bell, Annette Larkin, Marsha Mucha, Kristi Schabo, Courtney Sexton

**Welcome/Opening**

Rebecca Vinroot, SLAT Chair, called the meeting to order at 9:35 a.m. and welcomed everyone. Introductions were made.

**Public Comment Period**

There was no public comment.

**Approval of Minutes**

The minutes of the August 4, 2022 meeting were approved on a motion by Lesley Abashian, seconded by Lisa Madron and carried.

**Status Items**

- *Characteristics of a High Functioning FAPT* – Courtney Sexton presented the draft document to SLAT for their review and consideration. She noted that the draft document had been developed by the CSA Local Competencies Workgroup, which also developed the model job description for CPMT chairs.

During discussion, several edits to the draft document were suggested to include FAPT's collaboration with local CSA coordinators and or administrative offices and identification of service gaps by FAPTs to elevate this information to CPMTs. Also, members suggested spelling out names/organizations (in first instance) where acronyms are used.

After further discussion a motion was made by Em Parente, seconded by Cristy Corbin and carried to proceed with approval of the document pending the revisions agreed to today.

The document would then be issued by SLAT and presented to the SEC for their information.

Draft

- FAPT Retreat Resource Manual - Lesley Abashian reported that several CSA coordinators have been identified to work on the project. She and Mills Jones will also be meeting with the CSA Coordinators' Network to speak about the project and to gather feedback on the helpfulness of existing guidance documents. She will report back at the February 2023 SLAT meeting.

#### **SEC Report on FAPT/CPMT Parent Representatives**

Anna Antell reported that legislation in the 2022 General Assembly session removed the provisions that prohibit a parent representative from serving as a member of a CPMT or a FAPT if the parent representative is employed by a public or private program that receives funds to serve children or agencies represented on a CPMT or FAPT. The legislation directed an inventory of current efforts by CPMTs and FAPTs to recruit and retain parent representatives be conducted, along with compiling a list of best practices for distribution to CSA programs. OCS conducted a survey to collect information for the inventory.

Mrs. Antell presented highlights of the report, *Recruitment and Retention of Parent Representatives on Local Community Policy and Management Teams and Family Assessment and Planning Teams and Best Practices for Elevating Parent Voices*. The report was submitted November 1, 2022, to the Chairmen of the Senate Committee on Rehabilitation and Social Services and the House Committee on Health, Welfare, and Institutions. A copy of the report will be distributed to the SLAT membership.

#### **Update on Intensive Technical Assistance**

Courtney Sexton reported that, pursuant to a recommendation from the 2020 Study of CSA conducted by the Joint Legislative Audit and Review Commission (JLARC), in 2021 the General Assembly changed the powers and duties of OCS to provide for the effective implementation of CSA in all localities. Based partly on their data and interactions with the OCS office, Ms. Sexton has been working with five local programs identified as consistently underperforming.

She has finished her assessments of those five localities and issued consultative reports to each. Common themes found during her assessments included lack of family engagement, lack of a cohesive CPMT and FAPT (community buy-in), use of outdated state and local policies, and lack of long-range planning. Next steps involve assisting those localities with developing program improvement plans for submission to OCS and for presentation to the SEC.

#### **OCS Updates**

- Summary of CSA Utilization and Expenditure Data – Members received a copy of the summary report. Mr. Reiner noted that there was a slight drop in the number of children served in FY22. CSA expenditures have been flat for the past three fiscal years, including expenditures for private day special education.
- Status of Workgroup on the Transfer of Private Special Education to DOE – The Workgroup has held its final meeting on the plan for the transfer of private special education funding from CSA to DOE. Recommendations have been forwarded to the Secretaries of Health and Human Resources and Education for their final report due November 2022.
- Status of Private Day Special Education Rate Setting - The legislature has delayed the implementation of rate-setting until July 1, 2023. During the 2022-2023 school year, OCS is conducting a fiscal impact analysis using the new tiered rate structure model.

- Annual Conference Recap – Mr. Reiner reported that CSA had a wonderful conference in Roanoke with over 500 registered participants. He thanked Mary Bell for coordinating the conference on behalf of OCS. He also thanked those from SLAT who attended and/or presented at the conference. A program on adaptive leadership for CSA Coordinators and a strategic planning session for CPMT members was held on October 31, 2022, with approximately 60 CPMT representatives in attendance.
- Updated CSA User Guide – Mr. Reiner reported that OCS has updated and released the User Guide to their local partners.

### **Member Updates**

Members reported on the statuses of ongoing projects, new programs, training, and grant opportunities. Members continue to work within their agencies and advocate through their associations for improvements to services and service delivery for the children, youth, and families of Virginia.

- The Health Department is seeing a drop in routine immunizations for children.
- Several members reported on workforce issues. Mr. Jones noted that there were less vendors at the recent Central Virginia Partnership on Youth vendor fair.
- The DMAS contract with Magellan is ending. A new contract is yet to be awarded. DBHDS has received \$2.5M for a 1-year pilot for school-based mental health services and is funding pilots in six localities. DOE will be assisting with technical assistance.
- On November 19, the Richmond Juvenile and Domestic Relations District Court and several of its partner agencies in the city are hosting an event to commemorate National Adoption Day, an occasion that raises awareness about the needs of children in foster care and celebrates families that adopt.
- VDSS has developed a new on-line platform to help the state support local LDSS offices with recruiting foster families. The platform will offer families who are interested in the fostering process easier access to information and training.
- Several members noted the great turn out for the conference/workshops and the recognition given to those CSA coordinators who received the new award honoring the memory of Paul Baldwin.

### **Adjournment**

The meeting adjourned at 12:00 p.m. on a motion by Lesley Abashian, seconded by Jeannine Uzel, and carried. The next meeting is scheduled for February 2, 2023.



# COMMONWEALTH of VIRGINIA

Office of the Governor

Aimee Rogstad Guidera  
Secretary of Education

November 1, 2022

The Honorable Barry D. Knight  
Chair  
House Appropriations Committee  
Pocahontas Building  
13<sup>th</sup> Floor  
900 East Main Street  
Richmond, VA 23219

The Honorable Janet D. Howell  
Chair  
Senate Finance Committee  
Pocahontas Building  
14<sup>th</sup> Floor  
900 East Main Street  
Richmond, VA 23219

Dear Delegate Knight and Senator Howell:

Pursuant to SB1313 and HB2117, 2021 Special Session I, we write to update you on the development of a detailed plan to consider the administration and use of Children's Services Act (CSA) funding for private special education day schools and residential facilities.

We are grateful for the time and expertise dedicated by all stakeholders in this effort, especially those who served on the work group, presented to the work group, and provided public comment to the work group. These stakeholders include parents, private day providers, local school division leadership including special education directors, local CSA coordinators, local governments including departments of family services and human services, associations representing individuals and students with disabilities, and state officials. We also appreciated the opportunity to continue our learning through conversations and site visits between work group meetings. We know that we are all motivated by our foremost, shared goal—best serving individuals and students with disabilities.

The work group convened for 12 meetings over 25 hours beginning in June 2021 and concluding October 14, 2022. The work group's final report with votes recorded on each recommendation is attached here. Significant deliberation and discussion spanned the entire period of the work group and work group members identified multiple topics in need of additional exploration. While all recommendations received more yes votes than no votes, there were ten members of the work group who were not present, including the critical voices of

multiple parents and special education directors, as well as six consistent vote abstentions. This context is important in evaluating potential action upon the work group's recommendations.

***Recommendation 1.1: Transfer funds to the Virginia Department of Education (VDOE) effective July 1, 2024.***

***Vote Totals: Yes (9), No (4), Abstain (9), Not present (10)***

***Recommendation 1.2: Language should direct VDOE to administer funding in a manner that:***

- 1. Funds services for students with highest support needs who are at risk of or in an out-of-public-school placement***
- 2. Ensures that funds are equally accessible to all school divisions***
- 3. Minimizes the fiscal impact of the new funding structure on localities***
- 4. Accounts for how the state and local governments and local educational authorities (LEA) will ensure funding sufficient for services to meet all federal and state requirements under the Individuals with Disabilities Education Act (IDEA).***

***Vote Totals: Yes (16), No (0), Abstain (6), Not present (10)***

***Recommendation 1.3: The amount transferred, that shall be sum sufficient, should be determined by the General Assembly and the Governor, in consultation with the Department of Planning and Budget (with consideration of historical expenditure patterns).***

***Vote Totals: Yes (16), No (0), Abstain (6), Not present (10)***

***Recommendation 1.4: The language should ensure that existing Special Education Wraparound funds for services delivered in the home and community are retained within the CSA.***

***Vote Totals: Yes (16), No (0), Abstain (6), Not present (10)***

Regarding Recommendations 1.1, 1.2 1-4, 1.3, and 1.4, members of the work group shared concerns that the Office of Children's Services' (OCS) administration of CSA is designed to be narrowly focused on fiscal management and its mission does not include responsibility for the quality of the services provided to students, as OCS and the local Community Policy Management Teams have limited ability to provide programmatic technical assistance and oversight. Other members discussed the programmatic technical assistance and oversight currently provided by VDOE and expressed concerns regarding scope, implementation, and impact of the proposed differences in oversight, accountability and data collection.

The Administration is committed to improving coordination between OCS's fiscal management and VDOE's programmatic technical assistance and oversight, including through providing regular reports and connecting financial inputs with student outcomes utilizing both agencies' data. Given the lack of a strong consensus that a transfer to VDOE would improve

administration or outcomes or reduce costs, the Administration does not recommend a transfer to VDOE at this time.

As part of this collaborative effort, we commit to building the capacity to make improvements to fiscal and programmatic oversight coordination administratively, providing greater transparency around the fiscal and quality measures by program, and leveraging the forthcoming implementation of the new rate setting beginning July 1, 2023 as directed by the General Assembly. This will provide a clearer picture of who is getting served, in what setting, at what cost, and with what outcomes.

***Recommendation 2.1: CSA funds should not be used to pay for services delivered to students with disabilities in public school settings, except for transitional services as defined in § 2.2-5211 of the Code of Virginia.***

***Vote Totals: Yes (13), No (2), Abstain (7), Not present (10)***

Regarding Recommendation 2.1, there appeared to be consensus support among members of the work group for the use of CSA funds for transitional services for students with disabilities in public school settings, as defined in § 2.2-5211 of the Code of Virginia. Some members desired CSA funds to be further expanded to support services in public school settings, as discussed in Recommendation 4.1.

The Administration encourages and supports partnership between local school divisions and private day schools to the maximum extent possible to best serve students with disabilities in the least restrictive environment. Services that result in successful transitions to public school settings when that setting is determined to be the least restrictive environment by a student with a disability's Individualized Education Program (IEP) team are critical.

***Recommendation 2.2: Create a defined pool of funds within VDOE reserved for students with the highest support needs in public schools to enable those who are at risk of out-of-public-school placements to remain in the least restrictive environment as specified in their IEP. This pool would allow all school divisions to apply for funding to offset high costs of supporting students with intensive support needs.***

***Vote Total: Yes (14), No (1), Abstain (7), Not present (10)***

Regarding Recommendation 2.2, as the Individuals with Disabilities Education Act (IDEA) federal law and state law and regulation states, students with disabilities must be served in the least restrictive environment (8VAC20-81-10) as determined by the student's Individualized Education Program (IEP) team. At this time, there is insufficient information on this recommendation, including the need, scope, use, and cost of a potential new defined pool of funds. Additionally, there has been insufficient exploration of all potential solutions, including solutions pursued in other states.



***Recommendation 3.1: Continue data collection and analysis to determine if current transition funding and services parameters are appropriate or need modifications.***

***Vote Total: Yes (16), No (0), Abstain (6), Not present (10)***

Regarding Recommendation 3.1, CSA was first expanded to support transitional services delivered to students with disabilities in public school settings as defined in § 2.2-5211 of the Code of Virginia effective July 1, 2021. The Administration's efforts to provide regular reports connecting inputs with student outcomes utilizing OCS and VDOE data includes transitional services. Like members of the work group, the Administration looks forward to learning more about the utilization of this new flexibility after its second school year of implementation.


***Recommendation 4.1: CSA funds should not be used to pay for services delivered to students in public school, except for transitional services as defined in § 2.2-5211 of the Code of Virginia. Services and supports for students with high support needs should be determined by the student's IEP team and be in compliance with § 2.2-5211.***

***Vote Total: Yes (14), No (1), Abstain (7), Not present (10)***

Regarding Recommendation 4.1, the Administration recommends that, should the General Assembly provide additional state funds to support services in public school settings beyond transition services, it should not be accomplished through CSA, as it appears inconsistent with CSA's statutory purpose.

The Administration again expresses its gratitude for the commitment and service of all work group members, presenters, and public commenters. As discussed in the final meeting of the work group on October 14, 2022, we do not view the conclusion of this work group and the submission of the work group's report as the end of our work together. We look forward to continuing to engage all stakeholders and to working with the General Assembly to further improve the oversight and quality of special education services and supports provided to students with disabilities in all educational settings.

Sincerely,



John E. Littel

Secretary of Health and Human Resources



Aimee G. Rogstad Guidera

Secretary of Education

**cc: Senator Monty Mason  
Delegate Schuyler VanValkenburg  
Anne Oman, Staff Director, House Appropriations Committee  
April Kees, Staff Director, Senator Finance Committee**

# Children's Services Act Work Group

## *Final Recommendations*

### EXECUTIVE SUMMARY

At the direction of the Virginia General Assembly, the Secretaries of Education and Health and Human Resources convened a work group to develop a detailed plan to consider the administration and use of **Children's Services Act (CSA)** funding for private special education day schools and residential facilities. The **Virginia Department of Education (VDOE)** and the **Office of Children's Services (OCS)** co-hosted 12 work group meetings between June 25, 2021 and October 14, 2022 to develop this plan for consideration by the General Assembly. A draft report was prepared in October 2021.

The **Performance Management Group (PMG)** within the VCU L. Douglas Wilder School of Government and Public Affairs facilitated these meetings to support the CSA Work Group members in developing this plan. This plan is a result of the Work Group reviewing relevant special education information as well as engaging with representatives from specialty regional schools, private schools, and public schools.

This final report outlines the Work Group's recommendations on the following topics:

- 1) A plan that may result in the transfer of CSA funds currently reserved for children requiring an educational placement in a private special education day school or residential facility to the VDOE;
- 2) The use of CSA funds to pay for services delivered directly to students with disabilities in a public school to enable those who are at risk of out-of-public-school placements to remain in the least restrictive environment;
- 3) The most effective use of CSA funds to transition students from out-of-public-school placements to public school, the transitional services that are appropriate direct services to be covered, the criteria for students to qualify for such funding, the necessity to modify the definition or criteria, and whether CSA funding should be expanded to include ongoing support for students with disabilities following the 12-month transition period; and
- 4) The types of direct services and supports that should be provided to students in the public school setting using CSA funds.

# CHILDREN'S SERVICES ACT WORK GROUP

## Final Recommendations

### Recommendations Summary

Charge	Recommendation	Justification
<b>#1: Potential transfer of CSA funds</b>	1.1: Transfer funds to the VDOE effective July 1, 2024.	Recommended by JLARC
	1.2: Language should direct VDOE to administer funding in a manner that: 1) Funds services for students with highest support needs who are at risk of or in an out-of-public-school placement 2) Ensures that funds are equally accessible to all school divisions 3) Minimizes the fiscal impact of the new funding structure on localities 4) Accounts for how the state and local governments and local educational authorities (LEA) will ensure funding sufficient for services to meet all federal and state requirements under the Individuals with Disabilities Education Act (IDEA).	Required by House Bill 2117 and Senate Bill 1313
	1.3: The amount transferred, that shall be sum sufficient, should be determined by the General Assembly and the Governor, in consultation with the Department of Planning and Budget (with consideration of historical expenditure patterns).	Standard procedure
	1.4: The language should ensure that existing Special Education Wraparound funds for services delivered in the home and community are retained within the CSA.	Special Education Wraparound funds are a distinct category of CSA funds for children with educational disabilities which provide support outside the school setting



# CHILDREN'S SERVICES ACT WORK GROUP

## Final Recommendations

Charge	Recommendation	Justification
<b>#2: Using CSA Funds in Public Schools</b>	<b>2.1:</b> CSA funds should not be used to pay for services delivered to students with disabilities in public school settings, except for transitional services as defined in § 2.2-5211 of the Code of Virginia.	Eligibility to receive CSA funding is outlined in the Code of Virginia, §§2.2-5211- 2.2-5212. Services to students with disabilities in public school settings is the responsibility of the local educational authority.
	<b>2.2:</b> Create a defined pool of funds within VDOE reserved for students with the highest support needs in public schools to enable those who are at risk of out-of-public-school placements to remain in the least restrictive environment as specified in their IEP. This pool would allow all school divisions to apply for funding to offset high costs of supporting students with intensive support needs.	Provides funding for students in public school without using funds from CSA.
<b>#3: Use of CSA Funds for Transitions to Public School</b>	<b>3.1:</b> Continue data collection and analysis to determine if current transition funding and services parameters are appropriate or need modifications.	Only one year of data exists for transition funding to public school
<b>#4: Types of direct services and supports for students with severe disabilities</b>	<b>4.1:</b> CSA funds should not be used to pay for services delivered to students in public school, except for transitional services as defined in § 2.2-5211 of the Code of Virginia. Services and supports for students with high support needs should be determined by the student's IEP team and be in compliance with § 2.2-5211.	Eligibility to receive CSA funding is outlined in the Code of Virginia, §§2.2-5211- 2.2-5212. The types of direct services and supports provided to students with disabilities should be determined by IEP teams, who are best qualified to make these determinations.



## SEC Policy Proposal

**Rationale:** In an effort to enhance uniformity and achieve regulatory reduction, the Office of Children's Services proposes a comprehensive review of the Policy Manual for the Children's Services Act with two specific purposes:

1. To employ a uniform format throughout the policy manual; and
2. To eliminate policies that do nothing more than restate existing statutes from the Code of Virginia.

**Authority:** § 2.2-2648.D.3 of the *Code of Virginia* directs the State Executive Council for Children's Services to "Provide for the establishment of interagency programmatic and fiscal policies developed by the Office of Children's Services, which support the purposes of the Children's Services Act (§ 2.2-5200 et seq.), through the promulgation of regulations by the participating state boards or by administrative action, as appropriate."

Existing policy 2.4 (Public Participation in Policy-making Actions) addresses the process of developing and amending policies. Section 2.4.8.A.1 (Exemptions) notes that the provisions of this Policy, including the requirement for public comment, "shall not apply to policy-making actions that: *"Consist only of changes in style or form or are corrections of technical errors in existing SEC policies."*

**Scope:** While this review will be comprehensive in scope, its focus will be to align all policies to a uniform format and not to change the content of any existing policy; therefore, a public comment period would not be necessary. Additionally, this review would identify any policies that are only restatements of the Code of Virginia for consideration of revocation by the State Executive Council.

### **Process (for formatting changes):**

1. The Office of Children's Services will identify each specific policy that is not consistent with the proposed uniform format.
2. The Office of Children's Services will align each policy with the proposed uniform format.
3. The proposed revision(s) will be vetted by the Attorney General's Office to ensure that the modification(s) propose no alteration(s) to content or intent.
4. The proposed revisions will be presented to the State Executive Council for consideration (See Example 1 for a sample of an existing policy that is aligned with the uniform format).

### **Process (for Code restatement):**

1. The Office of Children's Services will identify each specific policy that is a restatement of the Code of Virginia (See Example 2).

2. The proposed revision(s) will be vetted by the Attorney General's Office to ensure that the policy aligns with the requirements (only a restatement of the Code).
3. The proposed revisions will be presented to the State Executive Council for considered removal from the policy manual.

**Proposed Uniform Policy Format:**

**POLICY #.#**

**TITLE OF POLICY**

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**### Purpose**

Description of policy Purpose

**### Authority**

- A. Listing of statutory references

**### Definitions**

- A. Listing of relevant definitions

**### Policy Specifics (Subheadings may vary)**

- A. Specific policy information and conditions

**### Policy Review**

- A. This policy will be subject to periodic review by the State Executive Council for Children's Services.

**Adopted: Date adopted**  
**Effective: Date effective**  
**Revised: Date revised**



## **Example 1:**

### **POLICY 3.6**

#### **MANDATORY UNIFORM ASSESSMENT INSTRUMENT**

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##### **3.6.1 Purpose**

To provide consolidated guidance to local Children's Services Act (CSA) programs regarding the requirements for the utilization of the Child and Adolescent Needs and Strengths (CANS), the mandatory uniform assessment instrument used with all children and families receiving services through the CSA.

The specifications in this policy represent the minimum state CSA requirements for use of the CANS. Individual localities may adopt, through local policy, additional requirements regarding administration of the CANS at their discretion.

##### **3.6.2 Authority**

- A. Section 2.2-2648.D.11 of the Code of Virginia (COV) requires "a mandatory uniform assessment instrument and process to be used by all localities to identify levels of risk of Children's Services Act youth."
- B. Section 2.2-5210 of the COV specifies "utilizing a secure electronic database, the CPMT and the family assessment and planning team shall provide the Office of Children's Services with client specific information from the mandatory uniform assessment and information in accordance with subdivision D 11 of § 2.2-2648."
- C. Section 2.2-5212 A of the COV states "in order to be eligible for funding for services through the state pool of funds, a youth, or family with a child, ... shall be determined through the use of a uniform assessment instrument and process by the policies of the community policy and management team to have access to these funds."
- D. The 2018 Appropriation Act (Chapter 2, Item 282 B 8) states "The State Executive Council shall require a uniform assessment instrument."
- E. State Executive Council Policy 3.6 (adopted in December 2007 and updated in May 2008) establishes: "The Child and Adolescent Needs and Strengths Assessment (CANS) shall be the uniform assessment instrument for children and youth receiving services funded through the state pool. Use of the CANS shall be effective July 1, 2009."

### 3.6.3 Definitions

*“Child and Adolescent Needs and Strengths (CANS)”* means the Virginia versions of the Child and Adolescent Needs and Strengths assessment instrument, developed by John S. Lyons, Ph.D., as modified for CSA use. The Virginia CSA versions include the Standard and DSS-Enhanced CANS, each having two age versions (Birth to Four and Ages 5+) and each having a Comprehensive Version and a Reassessment version.

*“CANVaS 2.0”* means the online software application for the Virginia CANS created in accordance with COV §2.2-5210 to permit local governments to submit data from the mandatory uniform assessment to OCS.

*“CANS Certification”* means completion of the CANS training requirements, passing a certification examination and subsequent granting of a certificate on any CSA Virginia version of the CANS as required by the Praed Foundation.

*“Comprehensive CANS”* means a CANS full assessment, including the four child functioning domains, caregiver domain(s) and eight modules. The modules are rated only if prompted by a rating on specific trigger items.

*“Designated Super User / Report Administrator (DSU/RA)”* means a local staff person designated to serve as the Local Administrator for the CANVaS 2.0 system. DSU/RAs may be trained Super Users who are designated to serve in the role or other staff as determined by the locality. DSU/RAs serve as gatekeepers to CANVaS, have access to local CANS data including reports and are the locality’s primary contact with OCS regarding CANS.

*“Discharge CANS”* means a Comprehensive version of the CANS, denoted as a “Discharge CANS” in the CANVaS 2.0. system, completed within 90 days prior to, at the time of, or 90 days following either the child and family’s exit from CSA funded services or a final review by the Family Assessment and Planning Team (FAPT).

*“DSS-Enhanced CANS”* means the version of the Virginia CANS modified to include additional features for local Department of Social Services (DSS) use, including the ability to rate multiple caregivers and a Child Welfare module.

*“Initial CANS”* means a Comprehensive version of the Virginia CANS completed to determine eligibility for CSA-funded services in accordance with COV §2.2-5212.

*“Reassessment CANS”* means a Reassessment version of the Virginia CANS completed at regularly defined intervals as determined by local requirements, but no less than annually, for a child and family served by CSA. The Reassessment version does not contain the eight modules found in the Comprehensive version.

*“Standard CANS”* means the version of the Virginia CANS which does not include the additional features developed for the DSS-Enhanced CANS and is appropriate for use by public agency staff other than local DSS when administering the assessment.

*“User Agreement”* means the online document outlining the requirements for access and use of the CANVaS 2.0 site. Users shall indicate that they accept and honor these requirements.

### **3.6.4 CANS as the Mandatory Uniform Assessment Instrument**

- A. The Child and Adolescent Needs and Strengths assessment (CANS) shall be the uniform assessment instrument for children and youth receiving services funded through the state pool.
- B. All children receiving CSA state pool funded services shall have CANS assessments completed in accordance with the parameters specified in this policy.

### **3.6.5 Frequency of CANS Administration**

- A. Any child and family receiving CSA-funded services shall be administered the CANS assessment.
- B. The Initial CANS is required to determine and/or support the child’s eligibility for CSA consistent with the statutory requirement in COV §2.2-5212.
- C. The Initial CANS must be completed prior to the initiation of CSA-funded services described on a service plan (e.g., Individual Family Service Plan, Individualized Education Program, or Foster Care Plan), with an exception (14 days) for emergency services and placements as provided for in §2.2-5209.
- D. The CANS assessment is required annually. “Annually” is defined as within 60 calendar days of the anniversary date of the Initial CANS or subsequent Annual CANS, meaning the reassessment may fall 60 days prior to, on the date of, or 60 calendar days subsequent to the anniversary of the previous annual assessment date.
- E. The Reassessment version of the CANS may be used for the Annual assessment. Local governments shall have the discretion to use either the Comprehensive version or the Reassessment version of the CANS for the Annual assessment.
- F. The CANS completed within the time frame noted in D. above shall be referred to as the “Annual CANS.”
- G. Local policy adopted by the Community Policy and Management Team (CPMT) shall direct the frequency of reassessment of the CANS between the one year intervals of required Annual CANS unless otherwise required by another funding source (e.g. Medicaid).
- H. The Discharge CANS shall be the Comprehensive version of the CANS.

- (1) Discharge CANS are required only when a child’s CSA case is closed. A CPMT may opt to complete a Discharge CANS when transferring a case to another

locality according to local written policy.

- (2) The Discharge CANS may be done 90 days prior to, at the time of, or within 90 days following either the completion of all CSA-funded services, or final FAPT review.
- (3) A Discharge CANS is not required in any of the following situations:
  - i. when a child and family receive CSA-funded services for less than 30 calendar days. An Initial CANS is required in such instances.
  - ii. at the time of transfer of services from one locality to another. The receiving locality will complete CANS as required per their local schedule.
  - iii. when one service ends, but the child and/or family continue to receive other CSA-funded services.

### **3.6.6 Use of the CANVaS 2.0 On-line Data System**

- A. Only employees of local government agencies (local department of social services, court services units, school divisions, community services boards/behavioral health authorities, and CSA offices) may create accounts in CANVaS 2.0 to carry out their job responsibilities in working with children and families.
- B. Prior to account creation, all users requesting access shall agree to the terms of the User Agreement required to access the CANVaS 2.0 site. The agreement addresses access, security and confidentiality, and closure (completion) of assessments within a specified time frame.

### **3.6.7 Required Certification by All CANS Assessors**

- A. Any individual who administers the CANS shall be appropriately certified on the use of the assessment. "Appropriately certified" means the individual has:
  - (1) completed one or more of the Virginia CSA training courses offered on the Praed Foundation CANS training and certification site;
  - (2) attained a score of 70 percent or higher on the certification exam;
  - (3) received a certificate granted by the Praed Foundation for the approved time frame of one year from date of certification; and
  - (4) administers the CANS only during the approved time frame of his or her certification.
- B. CANS completed by individuals who are not appropriately certified are not valid and shall not be used for any purpose, including service planning.
- C. Paper CANS score sheets may only be used if the individual administering the CANS is
  - (1) appropriately certified, and
  - (2) the information from the score sheet is entered into CANVaS within 60 days by the assessor or an authorized data entry person.

- D. Sharing of specific information such as ratings of items on a certification vignette to enable another individual to pass the certification exam is prohibited. Individuals who share or receive such information may lose access to CANVaS 2.0 at the discretion of the Office of Children's Services.

### **3.6.8 Policy Review**

This policy will be subject to periodic review by the State Executive Council for Children's Services.

**Adopted:** *December 13, 2018*  
**Effective:** *January 1, 2019*  
**Revised:** N/A  
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## **Example 2:**

### **Office of Children's Services (Existing Policy 2.2)**

#### **2.2.1 Purpose**

The Office of Children's Services ("OCS") serves as the administrative entity of the Council and to ensure that the decisions and policies of the Council are implemented in accordance with the powers and duties granted by statute in COV § 2.2-2649.

#### **2.2.2 Support and Assistance to Localities**

The director of OCS, in order to provide support and assistance to the Community Policy and Management Teams (CPMTs) and Family Assessment and Planning Teams (FAPTs) established pursuant to the CSA, shall:

1. Develop and maintain a web-based statewide automated database, with support from the Department of Information Technology or its successor agency, of the authorized vendors of the CSA services to include verification of the vendor's licensure status, a listing of each discrete CSA services offered by the vendor, and the discrete services rate determined in accordance with COV § 2.2-5214; and
2. Develop, in consultation with the Department of General Services, CPMTs, and vendors, a standardized purchase of services contract, which in addition to the general contract provisions when utilizing state pool funds will enable localities to specify the discrete service or services they are purchasing for the specified client, the required reporting of the client's service data, including types and numbers of disabilities, mental health and mental retardation diagnoses, or delinquent behaviors for which the purchased services are intended to address, the expected outcomes resulting from these services and the performance timeframes mutually agreed to when the services are purchased.
3. Provide for training and technical assistance in the provision of efficient and effective services that are responsive to the strengths and needs of at-risk youth and families, best practices and evidence-based practices related to CSA, and to help prioritize CSA coordinator responsibilities toward activities to maximize program effectiveness and minimize spending.
4. Develop and implement uniform data collection standards and collect data; develop and implement a uniform set of performance measures; develop, implement and distribute management reports; and report to the Council all expenditures associated with serving children who receive pool-funded services including expenditures for all services purchased with pool funding, treatment foster care and residential treatment funded by Medicaid, and payments through Title IV-E.

*Statutory Authority: § 2.2-2649 of the Code of Virginia.*