



Facility Schools Model Workgroup Meeting Notes

May 5, 2022, 9:00 - 12:00 PM Virtual - Zoom Meeting

Workgroup Members Present: Michele Craig, Wendy Dunaway, Paul Foster, Samantha Garrett, Elizabeth Lucier, Germaine Meehan, David Molineux, Kelly O'Shea, Erin Osterhaus, Betsy Peffer, Steven Ramirez, Robin Singer, Carolena Steen, Judy Stirman, Ann Symalla, Barb Taylor, Kevin Tracy, Callan Ware, Laura Writebol, Maureen Welch

Workgroup Members Absent: Laurie Burney, Kari Chapman, Stacey Davis, Doug Hainley, Sonja Hunt, Sandy Malouff, Brandon Miller, Becky Miller-Updike, Tiffeny O'Dell, Deon Roberts

Guest Observers: Lori Kochevar, Sonia Sutton, Annie Haskins, Sam Davis, Linda Lindsay, Danny Combs

Facilitator & Support: Virginia (G) Winter, Equinox Consultancy LLC

Analysis Team: Nick Stellitano – Dillinger Research & Applied Data

CDE Legislative Relations and Policy Office: Melissa Bloom and Kady Lanoha

Reviewed agenda, zoom features, and the [Guidelines for Interaction, Deliberation and Collaboration](#).

Public Comment: no public comment

Accountability:

- Pre-read – System model, shared operational services, technical assistance center, and preview of school district survey data

1. Coming Present

- 1) Dillinger Research & Applied Data reviewed the updated work plan and Facility Schools System Model venn diagram - Slides 4-5

2. Shared Operational Services Model

- 1) The workgroup reviewed and discussed the shared operational services prototype as outlined in detail on pages 2 and 3 of the May Workgroup Pre-read - Slide 10
- 2) DECISION - Decision by consensus to support the facility shared operational services prototype, including maximum flexibility and a 2-year plan.

3. Technical Assistance Center (TAC) Model

- 1) Dillinger Research & Applied Data reviewed information and data from the school district and BOCES survey - Slide 12
- 2) Group discussion about components of the TAC - Outlined in detail on pages 2 and 4 of the May Workgroup Pre-read and on Slide 13
- 3) DECISION - Decision by consensus to support the TAC with the three proposed components - Slide 14

4. Information and dialogue

- 1) CDE Office of Legislative Relations and Policy presented information regarding the process to change state statute or rules - [Presentation slides](#)
- 2) Discussion of the workgroup regarding an example of a recommendation that would require a change in statute or rule - the definition of a facility school.
- 3) A preview of data from the parent/advocate/student survey was shared - Slide 19

5. Next Steps

- [Post-Meeting slides](#)
- Next meeting is Thursday, June 2, 9:00 – Noon
- Should you be unable to attend a regularly scheduled Workgroup meeting, PLEASE remember to access and review all post meeting slide decks and meeting notes and support materials to stay abreast of the Workgroup's progress meeting to meeting.
- Future workgroup meeting dates:
 - Thursday, August 4
 - Thursday, September 8
 - Friday, October 7
 - Friday, November 4
 - Friday, December 2

Greetings Facility Schools Workgroup Members and Guest Observers

A few notes prior to the meeting starting:

- Workgroup Members please have your camera on and relevant documents available at the beginning of the meeting.
- If you are a guest observer to our meeting and would like to participate in the public comment portion of the meeting, please submit your name, group or entity you are representing, and public comment topic in an email to: Quinn Enright (Enright_Q@cde.state.co.us) Note: we request that this is done 24 hours before scheduled meeting times.
- The Workgroup has allocated time for public comment near the beginning of each meeting. Reference the Agenda, the exact time varies slightly.
- The guidelines for the public comment include: 3 minutes per person, with a maximum of 5 people (or 15 minutes total) allowed.

Facility Schools Model Workgroup



May 5, 2022

Virtual Meeting



Our Guidelines for Interaction, Deliberation and Collaboration

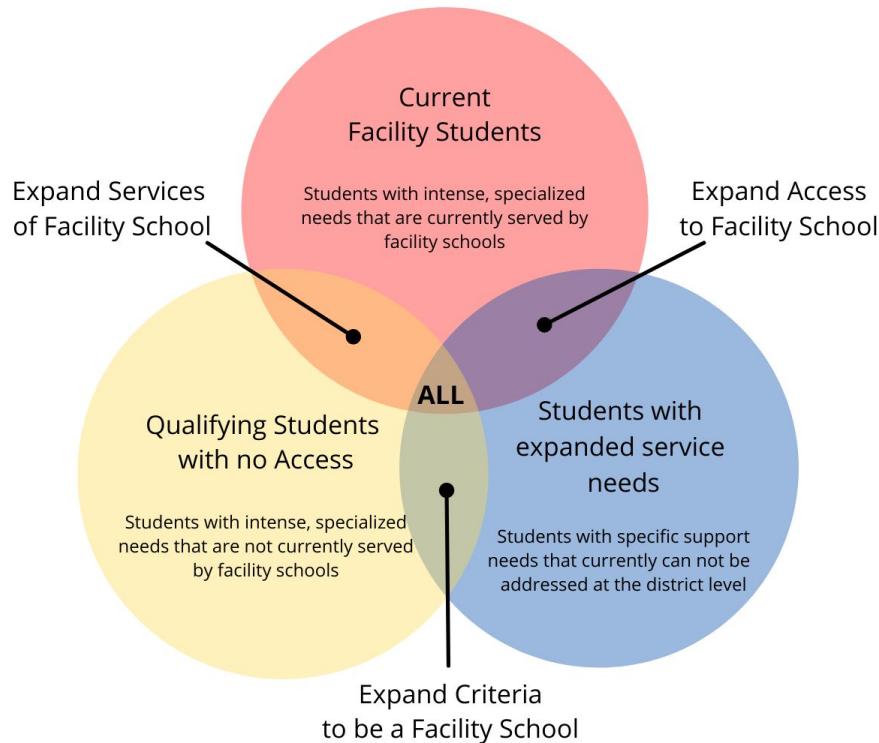
- Be open minded; Avoid bringing any hidden agendas to the table.
- Not afraid to express your opinion.
- Listen to understand, not respond.
- Don't be afraid of change. Expect changes.
- Stay mission-focused; being transparent in why we're here.
- Tap into the variety of perspectives and expertise available.
- Full understanding of purpose.
- Giving everyone a chance to be heard
- Challenge ourselves to be innovative.
- Be respectful of different points of view.
- Consistent attendance, participation, and engagement.
- Focus and stay on track with the agenda and tasks at hand.
- Create a safe environment to discuss disagreements.
- What is the common denominator we go away with? (i.e. Can we agree on a global fix?)
- Leave room for all voices.
- Focus on the kids. Keep it kid-focused. Kids and family-focused.
- Patience with opposing viewpoints and creative thinking.
- Come to the meeting prepared; adhere to timelines.
- Allow folks that are speaking to finish their comments without interruption.
- Assume positive intention.
- Respect voices for representing constituencies. (Appreciate that members may serve as liaisons to a constituency).
- Good access to materials. Maintain the Google drive with the background information which will help us and aid transparency.

Work Plan

Plan overview through June...

Dec	Jan	Feb	Mar	Apr	May	June
Prioritization	Funding Focus (Costs)	Funding Focus (Revenue)	Facilities Focus	Student Focus	Student Focus	Expanding Capacity
<i>Come to consensus on which perspective should be the primary focus moving forward</i>	<i>What are the minimum required financial supports needed for students and or facility schools?</i> <i>How could facility schools realize economies of scale?</i>	<i>What are alternative methods of funding beyond Tuition and PPR?</i> <i>How much money, on a PPR basis, is required?</i>	<i>What are min staffing levels required for any type of facility schools?</i> <i>How could facility schools realize economies of scale?</i>	<i>What types of student need (disability, type, diagnosis, etc...) will facility schools support?</i>	<i>What will the Shared Services and Technical Assistance model look like?</i>	<i>How could the definition of Facility School be expanded to increase capacity to reach more students?</i>
Workgroup Member Interviews						
Facility Survey		External Program Survey		Student/Parent/Advocate Survey		

Facility School Systems Model: Update



Key things to remember:

- Each circle represents a piece of the ***student continuum*** that the workgroup must address through recommendations
- Each recommendation must attempt to support specific components of the model to help ***simplify and focus*** recommendations
- Each recommendation must be designed to address the ***specific problem*** facing the students within that specific area

Today's Objectives - Agenda Items 2-4

2. Facility Schools Shared Operational Service - Testing out the Prototype

Decision needed. Call for Workgroup consensus on the Shared Operational Services and the 2-year plan.

3. Technical Assistance Center - Testing out the Prototype

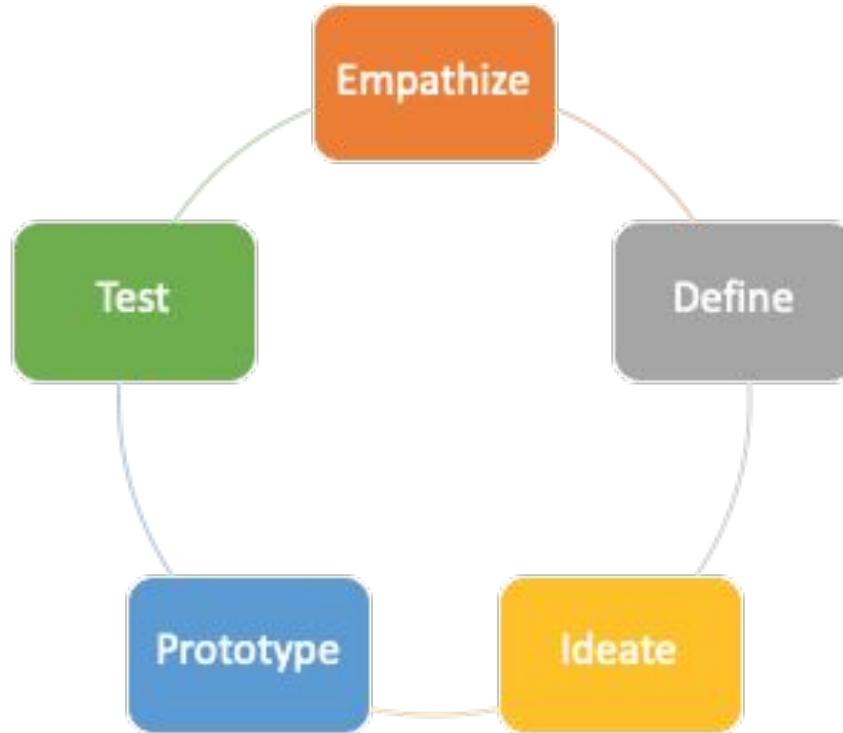
Decision needed. Call for Workgroup consensus on the three identified components of the Technical Assistance Center.

4. Information and Dialogue -

What to Consider if Recommendations Point to Statute or Rules Changes
Plus a preview of Parent/Guardian/Advocate/Student survey data

'Design thinking' elements - We're Doing it!

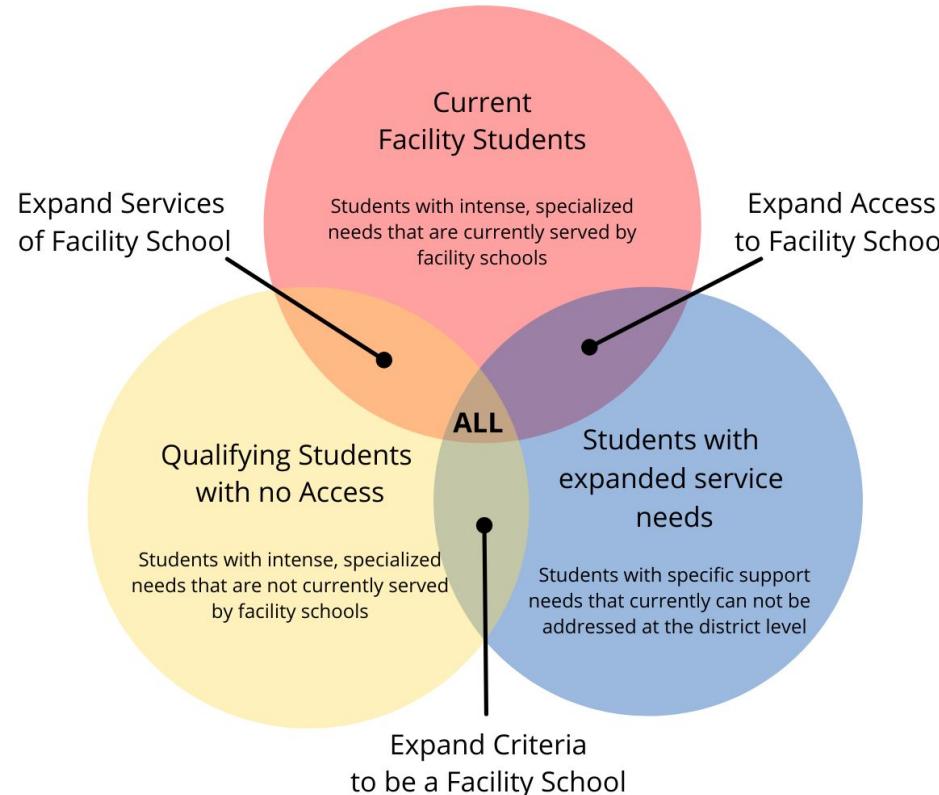
Shared Operational Services
Technical Assistance Center



Facility School Systems Model - Current Facility Students

#1 April Decision: Baseline

The baseline funding model **creates a benchmark minimum funding level for all facility schools** to help ensure a sufficient and reliable revenue stream. Baseline funding levels are created based on an identified list of critical components for school operations. This model will help close the gap that currently exists between expenses and revenues at many facility schools.



#2 May Decision: Shared Operational Services

A Shared Operational Service Model **would not be** student-facing but would help to reduce operational costs that can impact the level of support available to students at Facility Schools.

Shared Operational Services

The prototype in your Pre-read suggests a two-year plan initiated with a needs / benefits analysis, that identifies procurement options/services that capture cost savings, with maximum flexibility.

Today we need to determine if the Workgroup supports the prototype of Shared Operational Services with a 2-year plan?

Let's review in detail, then seek a decision to support this 'recommendation' using our four step consensus decision making process.



Will the Workgroup recommend the shared services prototype with its 2-year plan for flexible, operational cost savings?

1. Decision is needed. Recommendation stated
2. Clarifying questions
3. Unresolved concerns (Y/N)
4. (Re)state consensus decision & record

Facility Schools across Colorado are struggling to keep their doors open due to the extensive gap that exists between expenses and revenue.

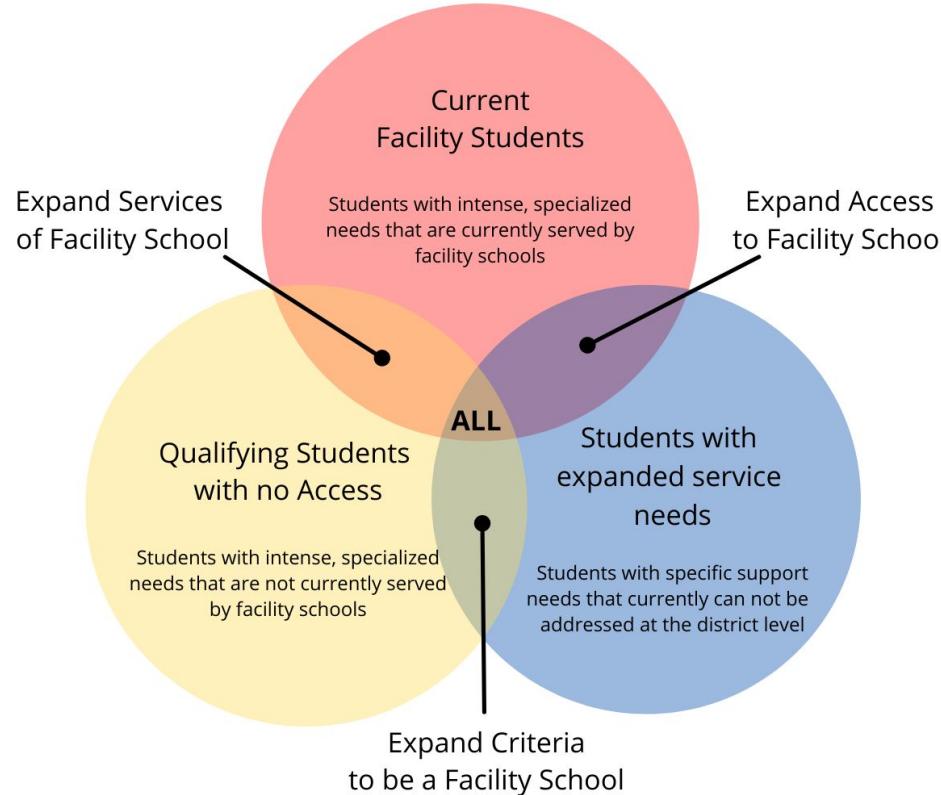
Shared Operational Service Model Recommended 2 year plan:

- Year 1 focus is identification of services & model
 - Potential Budget \$100,000
 - RFP to conduct the following:
 - Landscape Analysis of Facility Schools Services
 - Identify 1-2 high impact services to operationalize in year 2
 - Develop a model to pay for identified services
- Year 2 focus on operationalizing identified services
 - Potential Budget \$200,000
 - RFP to carry out services
 - One-year contract with possibility of contract extension

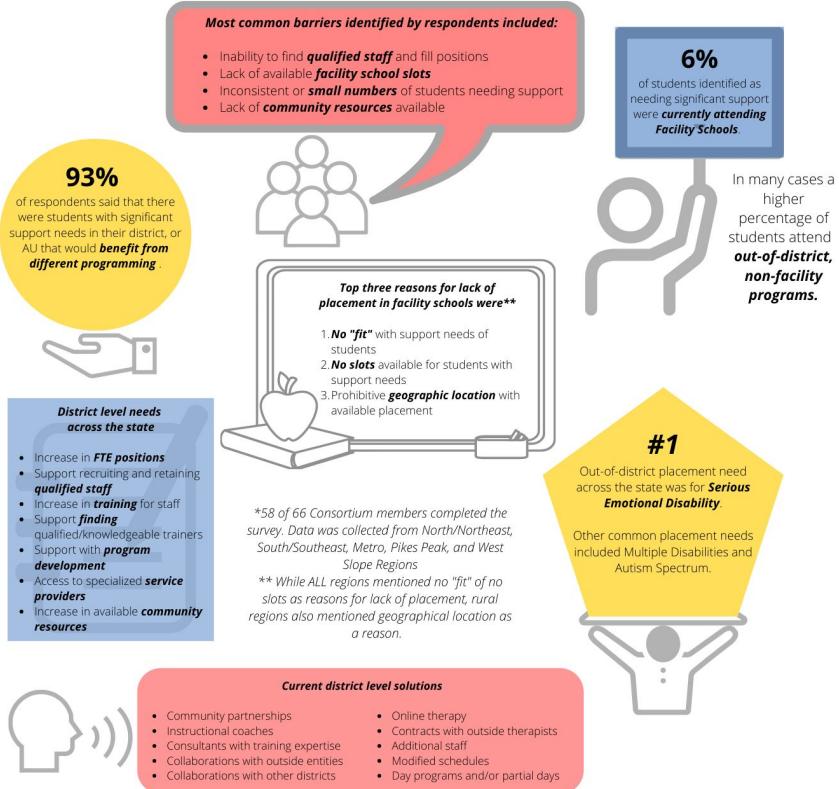
Facility School Systems Model - Qualifying Students with No Access

#3 May Decision: TAC

A Technical Assistance Center **would work directly with school districts** to provide services and support that could address the needs of these qualifying students.



What Do The Districts Need?



External Programs Survey Takeaways

1. Districts across the state often **struggle to place their students** with significant support needs in eligible Facility Schools.
2. Small numbers of students and fluctuating populations lead to the **need for flexibility** in services and resources provided.
3. Recruiting and retaining **qualified staff** within the district is a constant challenge.
4. Community **partnerships and collaborations** with outside organizations and specialists has been helpful in many districts.

Technical Assistance Center (facility school TAC)

CDE would be responsible for setting up a TAC to provide these 3 components:

- 1. Training and professional development would be provided to staff in district.**
- 2. Both in-person and virtual training and professional development options would be available.**
- 3. Priority for in-person training and professional development would go to rural areas in the state.**



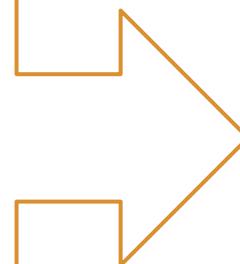
There will likely be an FTE or cost to the Technical Assistance Center and an amount will be modeled prior to the final Legislative report.



Seeking Consensus on a Partial Recommendation

Will the Workgroup recommend the three components of the Technical Assistance Center?

1. Decision is needed.
Recommendation stated
2. Clarifying questions
3. Unresolved concerns (Y/N)
4. (Re)state consensus decision & record



If students are unable to come to Facility Schools, ***we must find a way to help bring the Facility Schools to the students.*** Although physical location and limited available slots limit access to Facility Schools for some (see survey results on page 5), there are multiple ways that support can be provided indirectly to the students through work with staff within the school district.

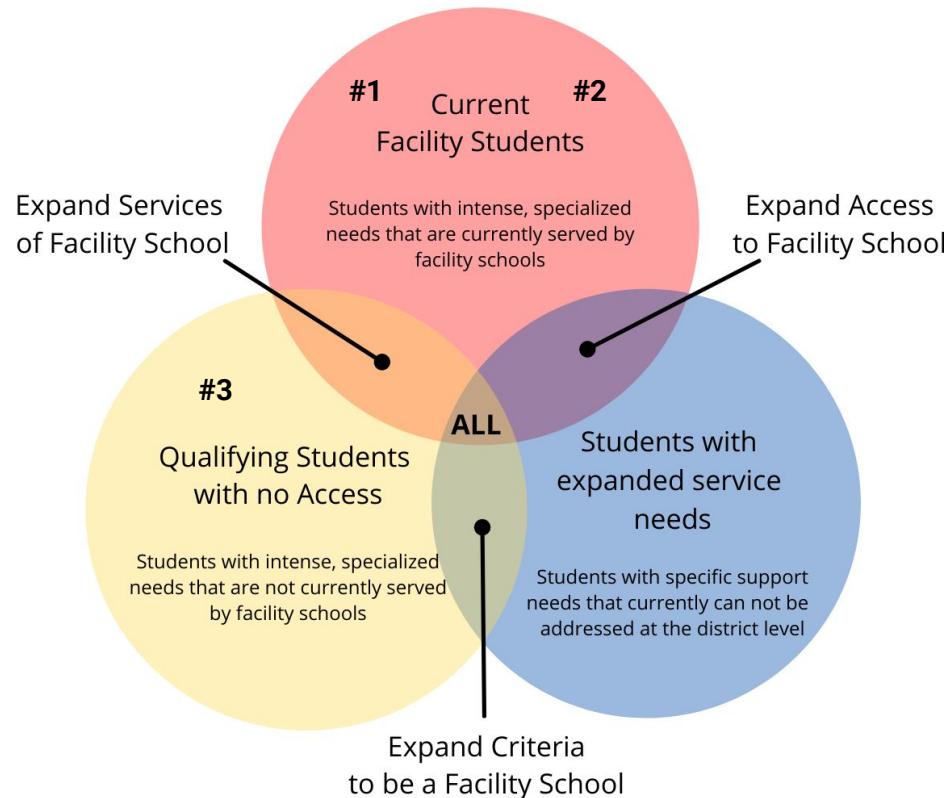
CDE would be responsible for setting up a TAC to provide these three components:

1. Training and professional development would be provided to staff in district.
2. Both in-person and virtual training and professional development options would be available.
3. Priority for in-person training and professional development would go to rural areas in the state.

BREAK



Facility School Systems Model- Focus for June



How we define success -

- Finding long-term - not Band-Aid- solutions;
- Addressing rates and the rate-setting process;



- Improvement in residential programs goes hand-in-hand with improvement in educational programs;
- There are quality programs everywhere;
- Simplify processes to minimize red tape;
- Sustainable without having to rely on other systems and/or stakeholders in order for facilities to continue providing services.

Information - What to consider if Workgroup Recommendations Point to Statute or Rule Changes

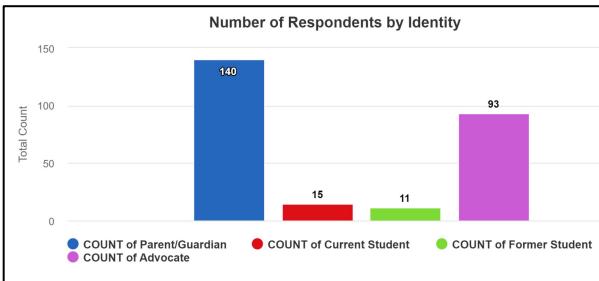
The workgroup has been charged with expanding the education capacity and continuum of facility schools -

Let's get some information about the current definition and the current criteria of an eligible facility and/or an approved facility school that would allow the workgroup to explore this opportunity for expansion.

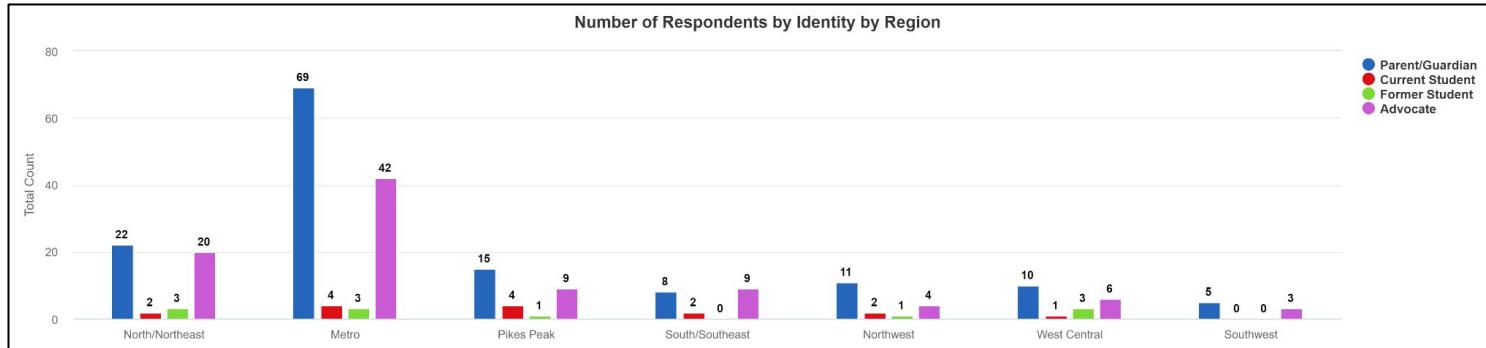
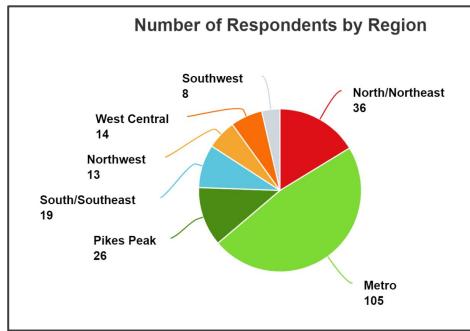
If the workgroup makes a recommendation to change the statute or rules, what does that take?



Preview: Parent/Guardian/Advocate/Student Survey Data



221 Respondents Completed the Survey



Sneak Peek for June

The most common identified challenges/barriers from success in school were:

- No or limited access to **appropriate classroom accommodations**.
- No or limited access to **trained staff**
- No or limited access to appropriate **social-emotional and/or mental health support**

Closing

Are we living up to our Guidelines?

See you June 2nd!

Remember to use your Shared Files archive!



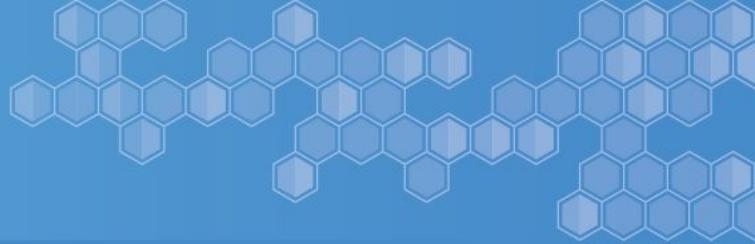


COLORADO
Department of Education

Statute, Rules, and Policy

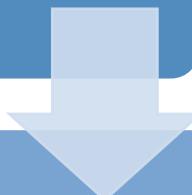
May 2022

Statute, Rules & Guidance



Colorado General Assembly's Statutes

*Passed by the elected legislature;
Create rights or duties that are legally binding*



Colorado State Board of Education's Rules

*Authorized by statute;
Adopted by the elected board of education;
Create rights or duties that are legally binding*



Colorado Department of Education's Guidance

*Written by department;
No legally binding effect;
Interprets existing legal obligations*

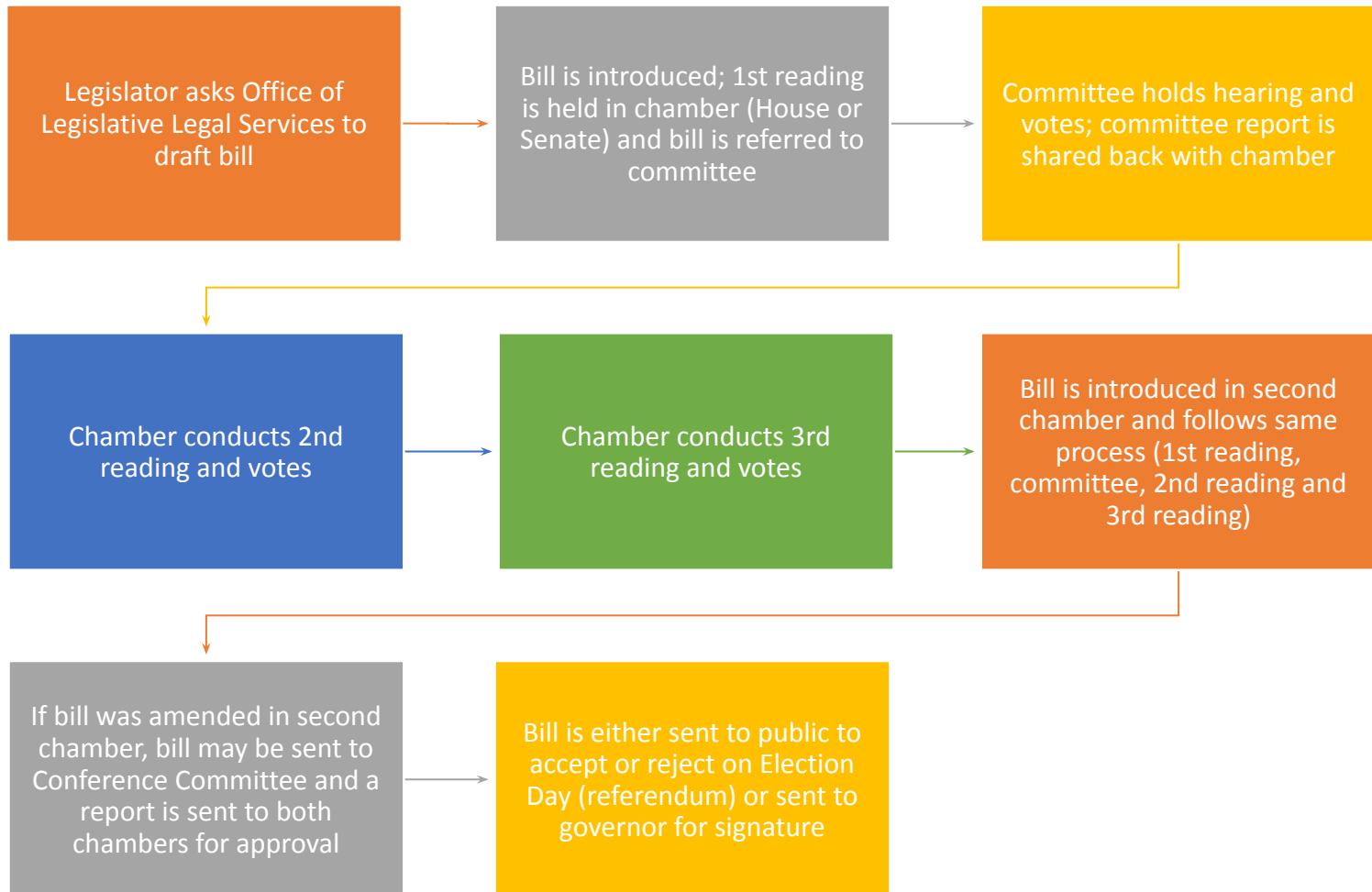
Legislature's Authority to Create Law



- Colorado Constitution provides the Colorado General Assembly with authority to create law
- Legislature considers and adopts bills that either create new law, amend existing law, or repeal existing law
- State statutes may not violate the Colorado Constitution, the U.S. Constitution, or federal law



Legislative Process



Colorado State Board of Education



- The board is composed of seven elected officials, each representing one of Colorado's congressional districts:
 - Angelika Schroeder (D), Chairwoman, 2nd Cong. District, Boulder
 - Steve Durham (R), Vice-Chair, 5th Cong. District, Colo. Springs
 - Lisa Escarcega (D), 1st Cong. District, Denver
 - Debora Scheffel (R), 4th Cong. District, Parker
 - Joyce Rankin (R), 3rd Cong. District, Carbondale
 - Rebecca McClellan (D), 6th Cong. District, Centennial
 - Karla Esser (D), 7th Cong. District, Arvada
- Commissioner Anthes acts as non-voting secretary to the board
- Board members serve without pay for 6-year terms

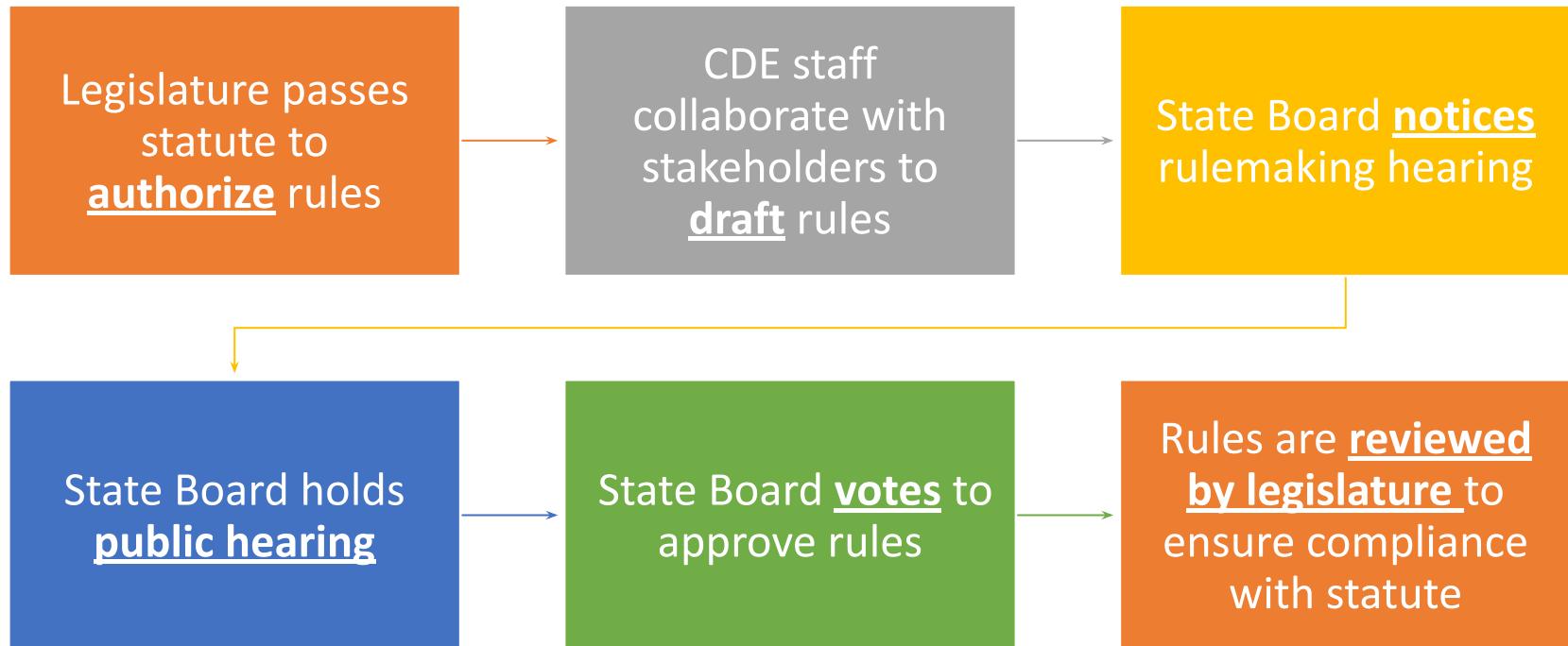


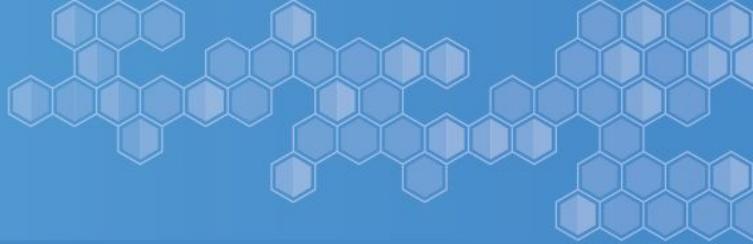


Title 22 of the Colorado Revised Statutes outlines the roles and responsibilities of the board, including:

- *Overseeing Commissioner and Department of Education*
- *Adopting rules for education programs and grants*
- *Adopting state standards, assessments and graduation guidelines*
- *Evaluating school performance (i.e., annual targets, district accreditation, etc.)*
- *Hearing charter school appeals*
- *Approving grant recipients and amounts*
- *Adopting educator performance standards and licensure requirements*
- *Reviewing content of educator preparation programs*
- *Granting waivers from state education statutes*

Rulemaking Process



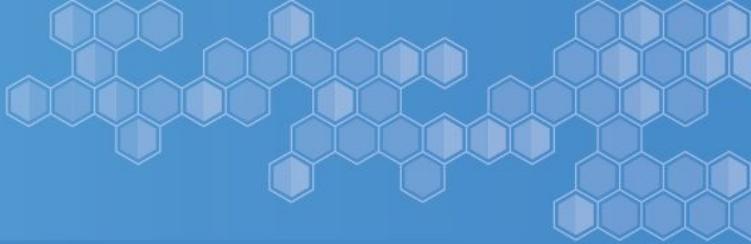


- Duties and authority outlined in statute (C.R.S. 22-2-406):
 - Adopt curriculum to be provided by approved facility schools;
 - Adopt accountability measures for approved facility schools;
 - Award diplomas to facility schools' students who meet graduation requirements established by the board;
 - Make recommendations to state board of education and department of human services regarding specific issues outlined in statute; and
 - Promulgate rules on 3 topics outlined in statute

Rulemaking Authority for Facility Schools Board



- Statute gives Facility Schools Board authority to promulgate rules on the following topics:
 - Creation and maintenance of list of facility schools that are approved to receive reimbursement for providing educational services (including procedure for placement on list; application contents; reporting requirements; criteria for being placed on list);
 - Procedures for facility school students to apply for high school diploma; and
 - Graduation requirements for facility school students.



- Administrative arm of the State Board of Education
- Commissioner and staff have discretion when making certain decisions about how to apply a statute or rule
- Written policies or guidelines describe how CDE intends to exercise discretion (a roadmap that ensures executive functions are carried out in an objective, fair, and consistent manner)



Statute, Rules & Policy



Facility Schools Act

Definition of a "facility" and definition of an "approved facility school"



Facility Schools Board Rules

Criteria for approval of a facility school



Colorado Department of Education's Policy

Administer statute and Facility Schools Board rules

Questions?