



SB 21-274, Facility Schools Model Workgroup Meeting Notes

January 7, 2022, 9:00 - 12:00 PM Virtual - Zoom Meeting

Workgroup Members Present: Laurie Burney, Kari Chapman, Michele Craig, Stacey Davis, Wendy Dunaway, Samantha Garrett, Doug Hainley, Sonjia Hunt, Elizabeth Lucier, Sandy Malouff, Germaine Meehan, Becky Miller-Updike, Tiffeny O'Dell, Kelly O'Shea, Erin Osterhaus, Betsy Pepper, Steven Ramirez, Deon Roberts, Robin Singer, Carolena Steen, Judy Stirman, Ann Symalla, Barb Taylor, Kevin Tracy, Callan Ware, Maureen Welch, Laura Writebol

Workgroup Members Absent: Paul Foster, Brandon Miller, David Molineux

Guest Observers: Lori Kochevar, Sonia Sutton, Isabel Broer, Rob Hernandez, Rob Harris, Dani Lawrence, Emily Harvey, Lisa Weiss, Sarah Sullivan, John Casey, Amanda Bickel, Meryl Duguay, Sherry, Annie Haskins

Facilitator & Support: Virginia (G) Winter, Equinox Consultancy LLC, Quinn Enright, CDE
Analysis Team: Nick Stellitano – Dillinger Research & Applied Data

Reviewed the [Guidelines for Interaction, Deliberation and Collaboration](#). Discussed webinar logistics for the meeting and participant use of the Q and A function.

The charge of the workgroup in legislation, the scope of the workgroup, and role of the JBC with regard to the workgroup were reviewed.

Presentation from Isabel Broer, Assistant Attorney General, reviewed the Open Meeting Law.

Accountability:

- Between meeting accountability - facility schools survey, conversations with Dillinger, and pre-read's

Public Comment:

- Lisa Weiss - Concern Workgroup is not inclusive of all stakeholders and transparency of documents on the website. Also stated the need for more facility schools for homebound and deaf-hard of hearing youth.
- Meryl Duguay - Concern with lack of workgroup transparency, would like to see more stakeholders surveyed, and stated the need for more facility schools.
- Sherry - Concern with surveys not including or reaching all representative stakeholders.
- Rob Hernandez - Anyone may contact staff and members of the JBC to lobby issues about which they are concerned. While members may not lobby the JBC on behalf of the Workgroup this does not eliminate anyone's ability to approach the JBC as individual citizens.
- Rob Harris - Expressed interest in contacting the JBC and would like to know how to do this.

1. Here's where we are on our Work Plan

- 1) Dillinger Research & Applied Data reviewed the current work plan and added the timing of several upcoming surveys - current facility schools, other facilities, students/parents, and advocates.
- 2) The current education continuum was reviewed and discussed.

2. What does a Facility School need to operate successfully?

- 1) Dillinger Research & Applied Data facilitated a discussion with the workgroup regarding the ideal state for facility schools in Colorado.
- 2) The group discussed optimizing components considering the perspective of the student, referral source, and service provider - and by identifying the ideal needs and requirements across staffing, resources, space, and access/equity.
- 3) Workgroup members provided individual comments that were captured on a shared screen (PPT slide) "Optimization Components" matrix.

3. Assessing three facility schools models in breakouts

- 1) The workgroup reviewed three different prototype model designs
 - a) Hub and spoke model
 - b) Co-op model
 - c) Regional model

Workgroup members broke into 5 breakout groups to review and discuss the different models. They reconvened and each group reported out to the larger group their comments regarding the advantages of the prototypes in terms of components that were more ideal, and those that would be a challenge or have drawbacks.

Dillinger Research & Applied Data will use the product of the work undertaken today and bring back a next iteration prototype for future deliberation in conjunction with new questions about funding.

4. Wrap up

- 1) Next meeting is February 4, 2022, 9:00 - 12:00, Virtual meeting

Meeting schedule and other information is on the workgroup webpage. Reminder to refer public consumers to access information on the workgroup webpage.

<http://www.cde.state.co.us/facilityschools/facilityschools-modelworkgroup>

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



January 7, 2022

Virtual Meeting



Our Guidelines for Interaction, Deliberation and Collaboration + Consensus Decision-making Method

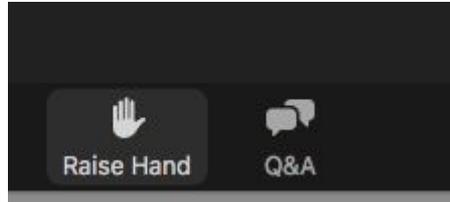
- Be open minded; Avoid bringing any hidden agendas to the table.
- Not afraid to express your opinion.
- Listen to understand, not respond.
- Don't be afraid of change. Expect changes.
- [redacted] in why we're here.
- Tap into the variety of perspectives and expertise available.
- Full understanding of purpose.
[redacted]
- Challenge ourselves to be innovative.
- Be respectful of different points of view.
[redacted]
- [redacted]
[redacted].

- 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?)
[redacted]
- 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.
[redacted]
[redacted]
- 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.

Webinar logistics - To focus attention and stay on track with the task at hand...

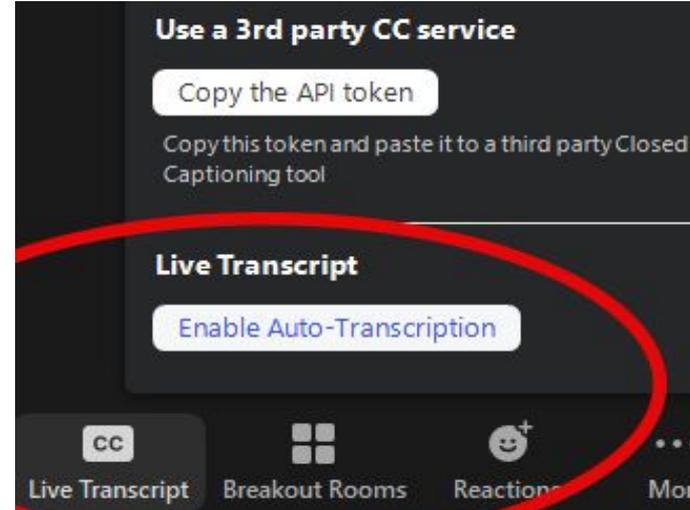
We all have a few functions that are different than how we've Zoom'd in the past!!

Question and Answer



Hand Raise

CC Live Transcript



IF there are non-members that want to make public comment and you didn't notify CDE/Quinn Enright prior to the meeting as instructed, let the HOST know to unmute you by either typing in the Q&A or using the raise hand function.

Updates from Dr. Foster

- ❖ **Charge of the Workgroup** -
 - *As defined in the legislation what is our role and what must we do?*
- ❖ **Scope of the Workgroup** -
 - *What can we do? What is out of scope?*
- ❖ **Role of the Joint Budget Committee (JBC) with the Workgroup** -
 - *How will the JBC interact with the workgroup?*

Attorney General's Office/Isabel Broer

Press  to exit full screen

Facility Schools Model Workgroup

Introduction to the Open Meetings Law

January 7, 2022

Isabel Broer, Assistant Attorney General
K-12 Education Unit, Colorado Attorney General's Office

The seal of the Attorney General of the State of Colorado is located in the bottom right corner of the slide. It features a central shield with a book and a pair of scales, surrounded by the text "ATTORNEY GENERAL" and "STATE OF COLORADO". The shield is flanked by two red banners and topped with a sunburst. The entire seal is set against a dark blue background with a subtle grid pattern.

You may email all questions to Isabel at Isabel.Broer@coag.gov

Developing a new model

Plan overview through June...

Dec	Jan	Feb	Mar	Apr	May	June
Prioritization <i>Come to consensus on which perspective should be the primary focus moving forward</i>	Funding Focus (Costs) <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>	Funding Focus (Revenue) <i>What are alternative methods of funding beyond Tuition and PPR?</i> <i>How much money, on a PPR basis, is required?</i>	Student Focus <i>What types of student need (disability, type, diagnosis, etc...) will facility schools support?</i>	Facilities Focus <i>What are min staffing levels required for any type of facility schools?</i> <i>How could facility schools realize economies of scale?</i>	Outcomes <i>What are proposed metrics to measure equitable access, support, and or achievement for students?</i>	Short Term Capacity <i>What are an agreed upon set of timelines and deadlines for implementation?</i>

Workgroup Member Interviews

Facility Survey

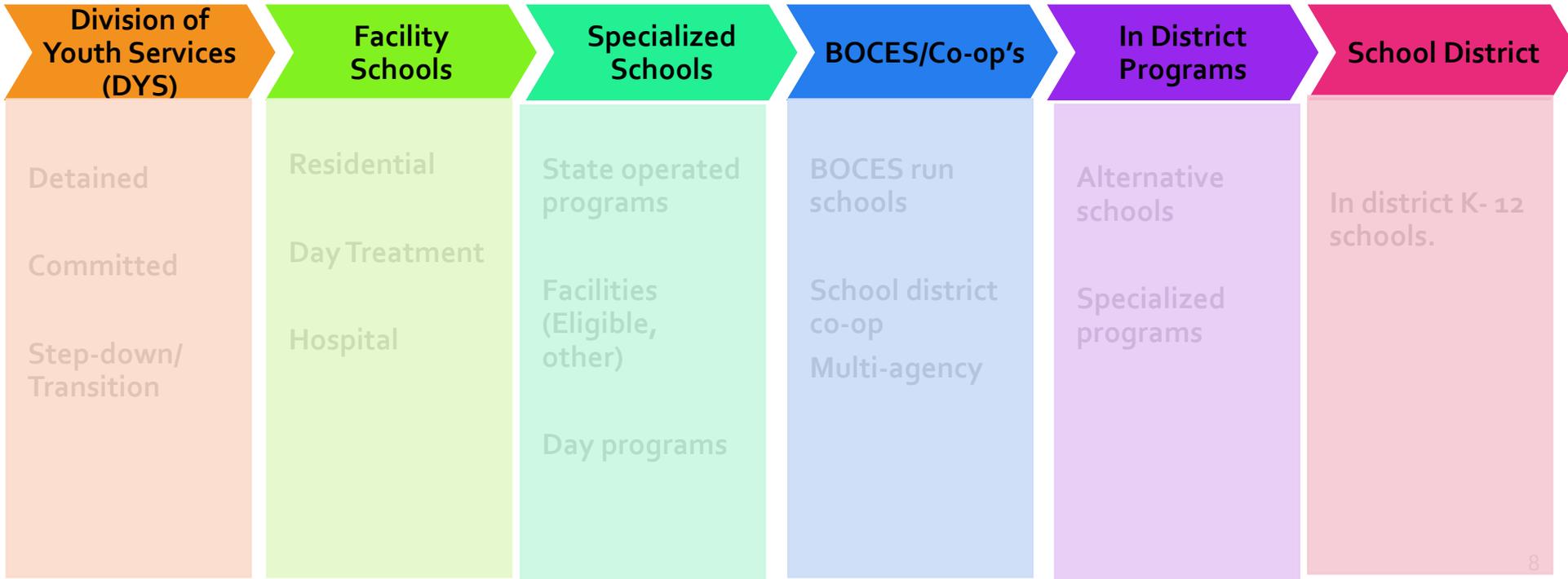
External Program Survey

Student Survey

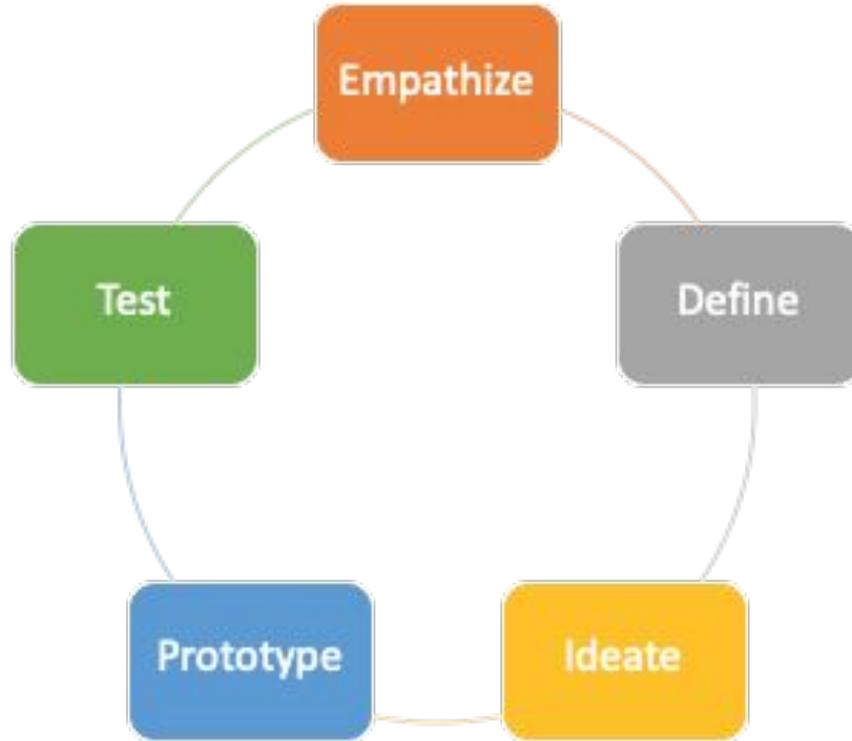
Advocate Survey

Current Facility Education Continuum

(Most to Least Restrictive Settings)



'Design thinking' elements



Let's define what it means to operate successfully...

Step 1: Imagine Facility Schools do not exist in the state of Colorado

Step 2: From 3 stakeholder perspectives imagine the ideal state (*Empathize*):

- a. Student
- b. Referral Source
- c. Service Provider

Step 3: Identify the ideal needs and requirements across the following areas (*Define*):

- a. Staffing
- b. Resources
- c. Space
- d. Access/Equity

The current facility school model will be analyzed and discussed next month

Optimization Components

	Student/Parent/Guardian	Referral Source (Person/entity placing student)	Service Provider (Education / Related Services)
Staffing	<ul style="list-style-type: none"> • Staff to student ratio is as low as possible • Access to all special service providers in the school 	<ul style="list-style-type: none"> • Licensed special educators & practitioners would be great 	<ul style="list-style-type: none"> • Licensed special educators & practitioners would be great
Resources	<ul style="list-style-type: none"> • The ability to meet educational and behavioral health treatment needs • More robust funding formula that can provide the need resources for students • Students have access to adaptive technologies • More resources to support families as well (students who are not in home place that we prevent out of home placement) • Want to maintain relationship with Home district and being able to access home district resources 	<ul style="list-style-type: none"> • Utilize shared expertise from community 	<ul style="list-style-type: none"> • More robust funding formula that can provide the need resources for staff
Space	<ul style="list-style-type: none"> • Having quality space that students can be proud of • Space is accessible to students with disabilities (beyond just the legal requirements) • Ensuring physical and emotional safe space for students 	<ul style="list-style-type: none"> • Close proximity to students home • The ability to have staff to meet students where they are 	<ul style="list-style-type: none"> • Educational providers are not constrained by square footage • Ensuring emotional and physical safety for staff
Access/Equity	<ul style="list-style-type: none"> • More places that can help youth (more options based on geography and or need) • Widening the scope of what counts as needed to receive supports • Funding does not mean students have or don't have access • All kinds of needs, deaf hard of hearing, as well as other needs (intellectual disabilities) • Gender, LGBTQ, trans gender, autistic or non-binary. have access as well 	<ul style="list-style-type: none"> • Shared criteria on making referrals • Support doesn't equate to placement • Support means meeting educational and behavioral health treatment needs • I can access facilities for all types of learners 	<ul style="list-style-type: none"> • Differentiated levels of support for staff • Need to build and improve capacity

Break Time



Let's ideate around a few different model designs...

"Prototype" Models

- **Hub and Spoke Model:** A system of a few large hub facilities strategically positioned within the state with numerous smaller "satellite" facilities geographically positioned for great reach. Satellite facilities would receive staffing, support, and coordination from its "hub".
- **Co-Op Model:** Neighboring school districts could collaborate to populate and run a localized facility program.
- **Regional Model:** A system where 6-10 large regional facilities provide needed support to students throughout the state.



How do these "Prototype" models satisfy our **optimized components** and how do they fall short?

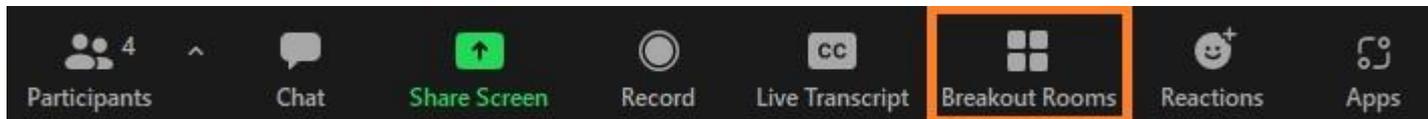
Keep in mind, as the work group refines the proposed model these don't need to be either or situations...

Breakout Room Directions

- ❖ **5 Breakout Rooms / Groups**
- ❖ **Approximately 30 minutes of time**
- ❖ **Have a volunteer recorder!**
- ❖ **Task: review the components for a successful facility school and discuss where each 'prototype' satisfies components or falls short.**
- ❖ **Your 'Room' will be asked to report out. Your recorder will be asked to screen-share your [Google Jamboard](#) from their computer/device.**

Breakout Room Directions - How to Join Your Breakout Room

- ❖ Join the [Breakout Room Meeting](#)
 - This will require you to leave the webinar.
 - The link will also be shared via the Q&A.
- ❖ If you are not automatically sorted into a breakout room, go to your Zoom menu at the bottom of the screen and click on the Breakout Rooms option (see image below).
 - If you are a guest observer, you may request to join a breakout room.
 - Guest observers are asked to not participate in breakout room discussions.
- ❖ Remember: [Please ensure your recorder is able to screen-share your Google Jamboard](#) from their computer/device.



Facility Schools Model Workgroup members are in Zoom breakout groups.

The Workgroup will return to this Zoom webinar after an activity.

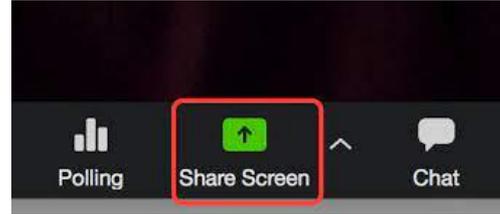
Where do we go from here...



Let's assess the three models (prototypes)

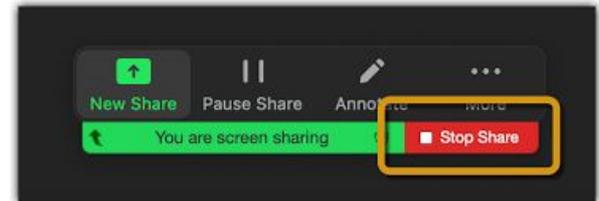
“Prototype” Models

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Breakout Rooms 1 - 5 show their work one at a time via screen share

What did your group identify as the advantages to each model?



We're growing a new 'model' and approach to Facility Schools

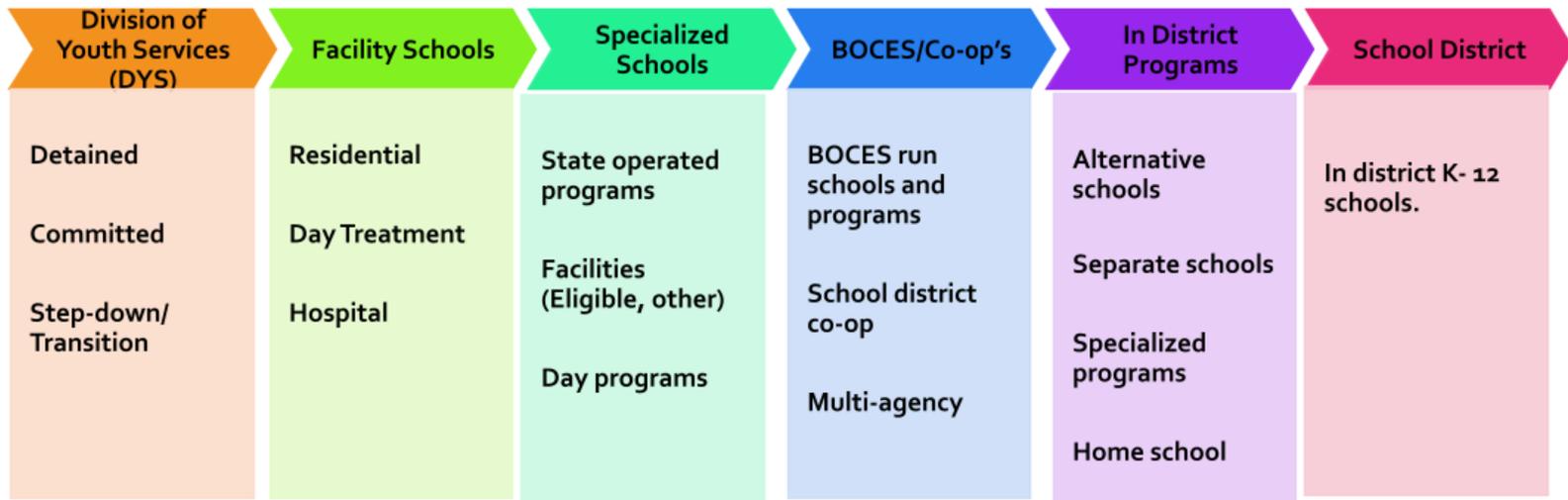


***Thank you for
your time and
effort during
and between
meetings!***

***See you
February 4th.***

Continuum of Services

(Most to Least Restrictive Settings)



Current Continuum of Education

Continuum of Sites	Information
<p>Division of Youth Services (DYS)</p> <ul style="list-style-type: none"> ● Detained ● Committed ● Step-down/Transition <p>**See separate informational document for more details about each level of DYS noted above</p>	<p><u>Funding</u> – State funding via the Long Bill, Title I-D, Title IDEA, Medicaid for Committed. Detained youth education is funded via the school district in which the facility resides.</p> <p><u>Governance/Structure/Location</u> – State operated and privately contracted, regionally managed, 8 secure sites across Colorado for committed and detained youth. 3 of those sites are in school districts that serve detained youth and the education portion is dictated by the school district.</p> <p><u>Staffing</u> – State employees with state benefits, CDE licensed education staff, state salary schedule and benefits. Some are paid as private contracts and are not considered state employees with those benefits. Detained education staff are school district employees.</p> <p><u>Program Design</u> – Secure, residential, common state curriculum, therapy/counseling and offense specific treatment. Required to participate in state assessments. Students may receive a GED or receive a diploma through DYS schools (committed) or school district (detained). Education in detained sites are controlled by the school district it resides in.</p> <p><u>Student Access</u> – Take all adjudicated youth. Not an open placement – committed or detained within continuum. Detained youth may consider bed availability, geography, and judicial process.</p> <p>***Regional model with different structure and oversight, base funding and staffing regardless of number of students</p>
<p>Facility Schools</p> <ul style="list-style-type: none"> ● Residential ● Day Treatment ● Hospital 	<p><u>Funding</u> – State PPR – daily rate, Tuition cost (special education rate paid by school districts), Title I for residential sites.</p> <p><u>Governance/Structure/Location</u> – Independently owned and operated. Licensed by CDHS or CDPHE. Education program approved by CDE. Housed within a residential, day treatment or hospital facility. Most are located in the metro area and front range.</p> <p><u>Staffing</u> – CDE licensed education staff, hired by each individual site, salaries are set and vary by each site, no common/set benefits.</p> <p><u>Program Design</u> – Secure and non-secure. Treatment is required and varies by site and youth population. Residential, Combination Res/Day Tx, Day Treatment, Hospital. Common curriculum guides and diagnostic assessment (reading and math). Required to participate in state assessments. Students may receive GED, graduate from homeschool district or from the facility school/Office of Facility Schools.</p> <p><u>Student Access</u> – Youth placed by eight different entities (court, Behavioral Health Organization, hospital, human services, school districts, private, out of state, DYS).</p> <p>***Provides educational services in sites that provide specialized mental health and behavioral treatment. No base or minimum funding for educational services.</p>
<p>Specialized Schools</p> <ul style="list-style-type: none"> ● State operated programs ● CDHS licensed facilities serving youth 	<p><u>Funding</u> – State operated programs receive state PPR funding like a school district (e.g. Colorado School for Deaf/Blind). Facilities and day programs receive private funding such as insurance or through a school district contract/MOU (e.g. Firefly and TACT).</p> <p><u>Governance/Structure/Location</u> – CSDB is a state operated school, and functions like a school district. Facilities are licensed by CDHS and privately operated but may be non-profits. A day program would not have a human services or other license, may be privately operated, and may be a non-profit.</p>

<ul style="list-style-type: none"> Day programs 	<p>Staffing – Staff are hired by each entity – State operated programs have CDE licensed education staff with state benefits. Facilities are not required to provide an educational program or hire CDE licensed education staff. Day programs may or may not require CDE licensed education staff.</p> <p>Program Design – Educational programming is specially designed for the student population they serve (Deaf/blind, Autistic, etc.) State operated programs provide residential and day educational services. Facilities may provide residential services, day treatment, and/or educational services. Day programs offer educational services without requirements for treatment. Each may provide outreach support to school districts and communities across the state.</p> <p>Student Access – State operated programs – youth are placed based on specific circumstances by entities such as human services, DYS, or school districts. Youth may be placed in Facilities and day programs in a variety of ways including but not limited to human services, private, and school districts.</p> <p>***Currently this concept includes a variety of services, oversight, and potential models.</p>
<p>BOCES/Co-op's</p> <ul style="list-style-type: none"> BOCES run schools BOCES run programs School district co-op Multi-agency Contracted services (e.g. Sierra Schools) 	<p>Funding – State PPR, Title I, Special education funds – Typically funded my member school districts on a “per space” basis.</p> <p>Governance/Structure/Location – Operated by BOCES and/or school district leaders, or under an MOU with multiple agencies. Located in various regions across the state - (e.g. Pikes Peak BOCES – School of Excellence and Santa Fe Trail BOCES – SEAL Academy). Contracted services like Sierra Schools may be a standalone school partnership or a single classroom within a school/district.</p> <p>Staffing – BOCES and/or school district staff. If multi-agency then some staff may be contracted outside the BOCES and/or school district(s). Education staff required to be licensed by CDE. Salary and benefits aligned to school districts/BOCES.</p> <p>Program Design – Students attend daily, centrally located to BOCES/school districts, aligned to specific needs to students. No required treatment or human services license.</p> <p>Student Access – Student attendance determined by the home school district.</p> <p>***Exist to provide geographically centralized services (special education and professional development) for rural areas. School districts dictate programming and services.</p>
<p>School District Programs</p> <ul style="list-style-type: none"> Alternative schools Center programs Separate school Home school 	<p>Funding – State PPR funded on an average annual student count, special education, Title I</p> <p>Governance/Structure/Location – Operated by school districts (Fletcher-Miller, Sobesky, Colorado’s Finest, Joliet Center, Warren Tech, Sewell). Located in school district boundaries and property.</p> <p>Staffing – CDE licenses required, school district salary, benefits, and schedule.</p> <p>Program Design – May be specialized for a specific population (autism) or broader focus. Students attend daily. No required treatment component or oversight by human services.</p> <p>Student Access – Student attendance determined by the home school district.</p> <p>***Annual PPR funding on average annual student count, additional PPR funding for special education, at-risk, small school-size, etc.</p>

Please note this is not exact information for all circumstances - it is a GENERAL overview that doesn't consider nuances of our system.