COLORADO
Department of Education

**Facility Schools Model Workgroup Meeting Notes**

April 1, 2022, 9:00 - 12:00 PM Virtual - Zoom Meeting

**Workgroup Members Present:** Laurie Burney, Kari Chapman, Michele Craig, Stacey Davis, Wendy Dunaway, Paul Foster, Samantha Garrett, Sonjia Hunt, Germaine Meehan, Becky Miller-Updike, David Molineux, Tiffeny O'Dell, Kelly O'Shea, Erin Osterhaus, Betsy Peffer, Deon Roberts, Robin Singer, Carolena Steen, Judy Stirman, Ann Symalla, Barb Taylor, Kevin Tracy, Callan Ware, Laura Writebol

**Workgroup Members Absent:** Doug Hainley, Elizabeth Lucier, Sandy Malouff, Brandon Miller, Steven Ramirez, Maureen Welch

**Guest Observers**: Lori Kochevar, Sonia Sutton, Isabel Broer, Annie Haskins, Amanda Bickel, Craig Harper, Joseph Shehata

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

Reviewed agenda, zoom features, and the Guidelines for Interaction, Deliberation and Collaboration. Thank you to workgroup members for consistent attendance.

**Public Comment:** no public comment

**Accountability**:
● Pre-read – System model and baseline funding

## 1. Focus forward, achieving results from our collaboration
1) Dillinger Research & Applied Data reviewed the updated work plan as well as the current status of pending surveys - Slide 5
2) The workgroup reviewed the Facility Schools System Model venn diagram - Slide 6

## 2. Facility Baseline Quality Funding Model
1) The workgroup reviewed and discussed the baseline funding model information as outlined in detail on pages 3 and 4 of the April Workgroup Pre-read.
2) DECISION - Decision by consensus to support the facility baseline quality funding model.

## 3. Facility Schools Shared Service Model
1) Dillinger Research & Applied Data reviewed information about the shared service model - that it includes facility school costs for non-student facing staff and operational expenses - Slide 12
2) Group discussion about - Operational mode, Number of locations, and Coordination/Management elements of the model - Slide 13
3) A poll was conducted to gather workgroup input to inform further development of the model

## 4. Support/Ideation for a Technical Assistance Center (TAC) Model

1) Dillinger Research & Applied Data reviewed the concept of supporting school districts and students that have no access to a Facility school - referencing the pre-read Slide 18
2) Elements of a TAC model could include - staffing, travel and expenses, materials, consulting these and more were discussed in small groups - slide 19
3) A poll was conducted to gather workgroup input that will inform details of the model - the group supports a TAC model concept to expand the capacity of the continuum

## Next Steps

- [Post-Meeting slides](#)

- Reminder to share the parent/student/advocate survey link out - it closes April 15

- Next meeting is Thursday, May 5, 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:
  o Thursday, June 2
  o Thursday, August 4
  o Thursday, September 8
  o Friday, October 7
  o Friday, November 4
  o Friday, December 2

# Greetings Facility Schools Workgroup Members and Guest Observers

<u>A few notes prior to the meeting starting:</u>

- **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

**April 1, 2022**

**Virtual Meeting**

## Our Guidelines for Interaction, Deliberation and Collaboration
## + Consensus Decision-making Method (page 2 of Agenda)

- 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.
- Critique ideas, not people.

# How we define success -

- Finding long-term - not Band-Aid- solutions;
- Addressing rates and the rate-setting process;
- Creating state-wide sustainable options;
- Resources are more accessible for all students;
- Providing services without limitations;
- Increasing capacity and having sustainable capacity;
- 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.

**Product of the Facility Schools Model Workgroup - October 7, 2021**

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# Work Plan

## Plan overview through June...

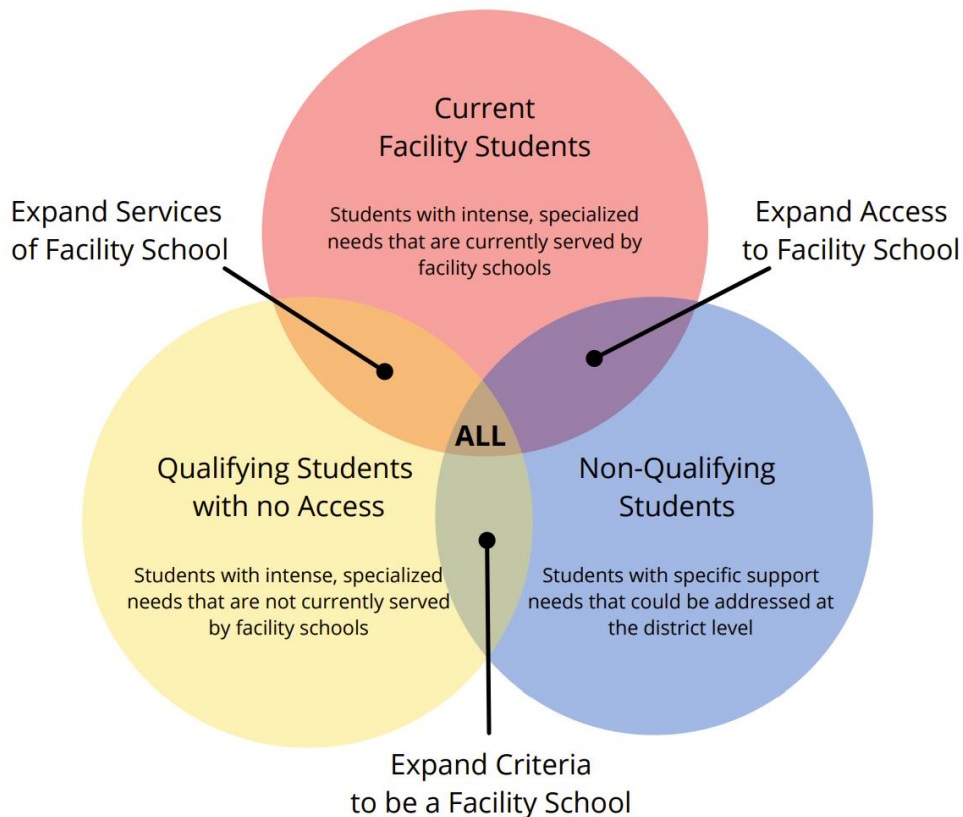| Dec | Jan | Feb | Mar | Apr | May | June |
|-----|-----|-----|-----|-----|-----|------|
| **Prioritization** | **Funding Focus (Costs)** | **Funding Focus (Revenue)** | **Facilities Focus** | **Student Focus** | **Student Focus** | **Expanding Capacity** |
| *Come to consensus on which perspective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

Workgroup Member Interviews

Facility Survey

External Program Survey

Student/Parent/Advocate Survey

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# Facility School Systems Model: Update



Venn diagram with three overlapping circles:

- **Current Facility Students** — Students with intense, specialized needs that are currently served by facility schools
- **Qualifying Students with no Access** — Students with intense, specialized needs that are not currently served by facility schools
- **Non-Qualifying Students** — Students with specific support needs that could be addressed at the district level

Labels with pointers:
- Expand Services of Facility School
- Expand Access to Facility School
- Expand Criteria to be a Facility School
- ALL (center overlap)

**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

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# Today's Objectives - Agenda Items 2, 3, and 4

**2.**        **Facility Baseline Quality Funding Model**

       Decision needed. Call for Workgroup consensus on the Facility Baseline Quality Funding model as a foundational and fundamental recommendation (to build upon).
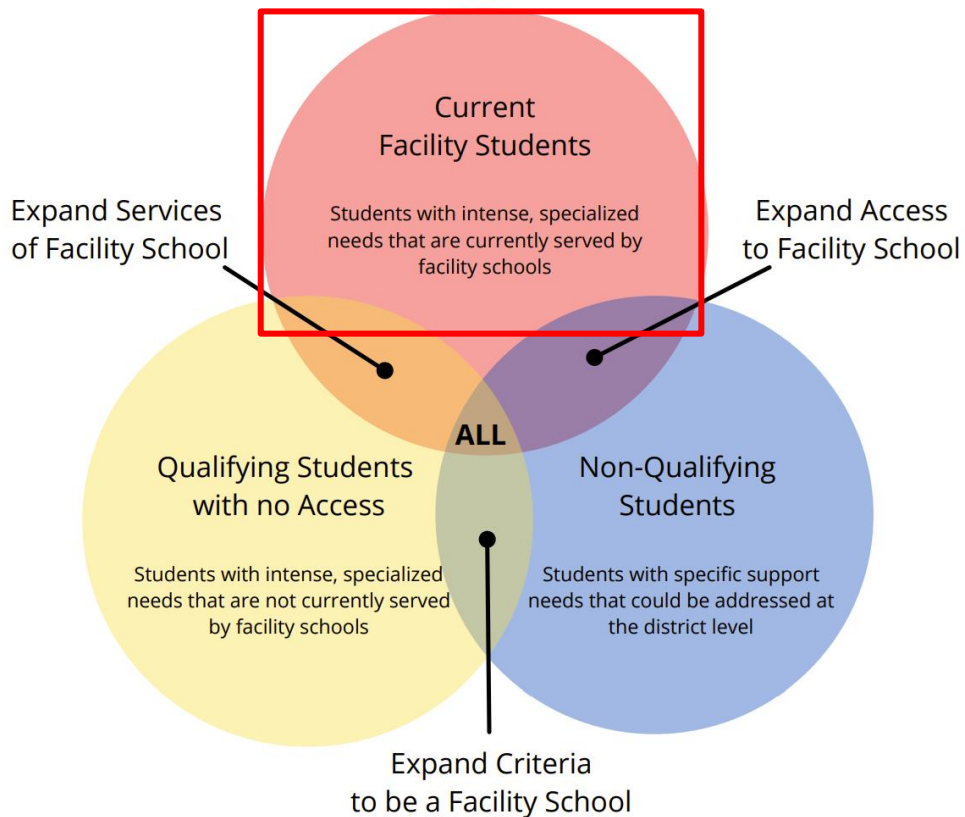
**3.**        **Facility Schools Shared Services Model**

       Context, dialogue, polling. Give input related to three *elements* <u>*that will bring the prototype to life*</u> : Operational mode; number of locations;  Coordinator/managing.  Discuss outcome.  Recommendation decision May 5th.
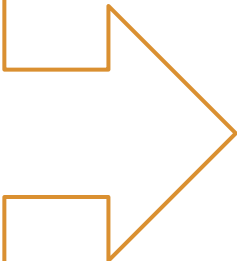
**4.**        **Support/Ideation for a Technical Assistance Center Model**

       Context, review previous input, refine ideas about how to design TAC model to help reach and offer services, to students not accessing the Facility School system today. Buzz groups. Poll.  Recommendation decision May 5th.

# Facility School Systems Model

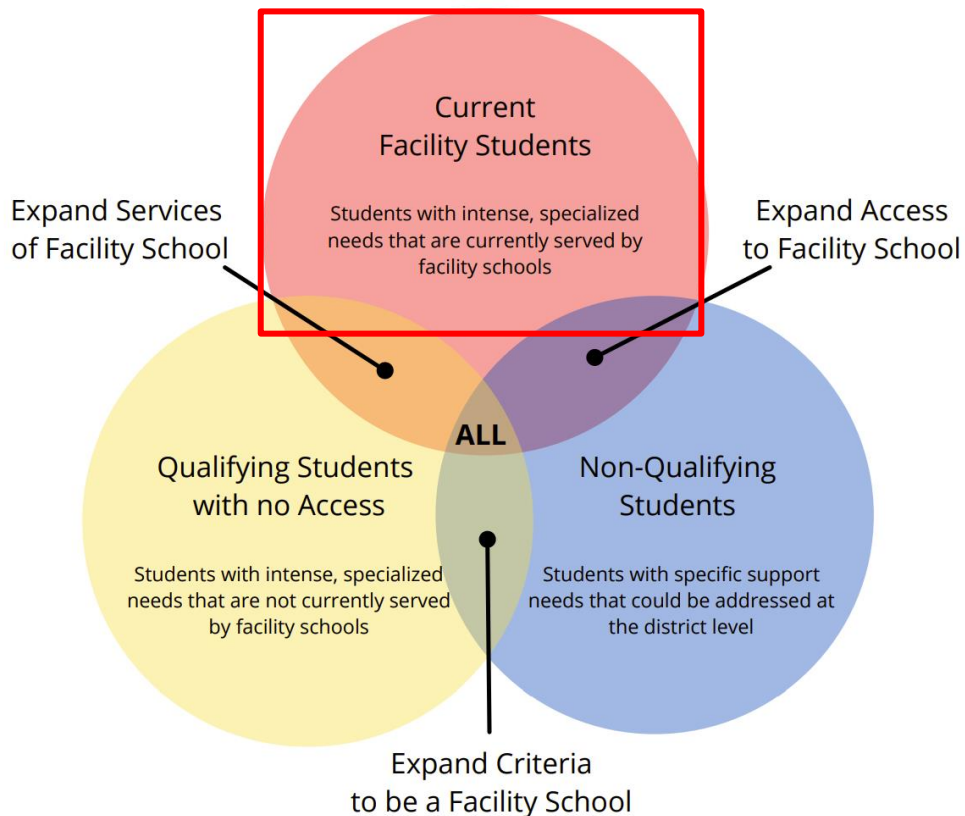## Will the Workgroup recommend a baseline quality funding model as prototyped?

1. Decision is needed. Recommendation stated

1. Clarifying questions

1. Unresolved concerns (Y/N)

1. (Re)state consensus decision & record

Due to the unique and varied needs of the students who attend Facility Schools across Colorado, the *ideal funding solution must include flexibility* to ensure that each school can provide the needed resources and support for their students.
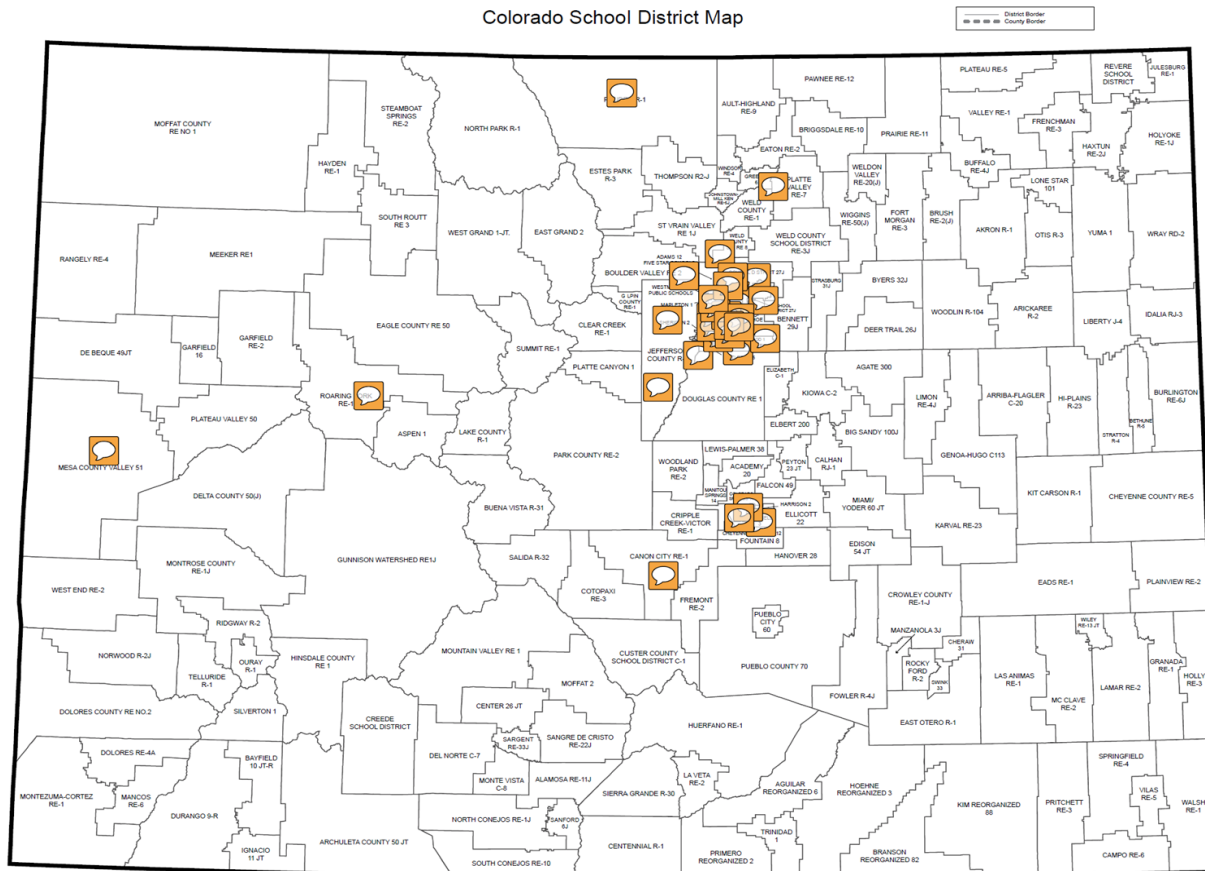
The baseline funding model *creates a benchmark minimum funding level for all facility schools* to help ensure a sufficient and reliable revenue stream. Baseline funding levels are created based on an identified list of critical components for school operations. This model will help close the gap that currently exists between expenses and revenues at many facility schools.

*Baseline funding only provides specified funding amounts to schools*, it doesn't create requirements with regards to how that money is spent. This provides the flexibility needed to ensure that all facilities schools can provide the individualized resources and support their students need.

# Facility School Systems Model: Shared Service Model

Colorado School District Map

# Facility Schools Shared Services Model

**What is a Shared Service?** Shared services is the consolidation of ***critical*** business operations that are used by multiple parts of the same organization

**Why it matters...**

- Shared Services can centralize critical back-office operations that are used by multiple divisions of the same company and eliminate redundancy.

- They can allow each business division to focus its limited resources on activities that support the division's business goals.

**We need you to discuss and give input to address 3 areas:**

1. **Operational Mode**
2. **Number of Locations**
3. **Coordinator/Managing**

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# Shared Services

**<u>Operational Mode</u>**
- Services can be supported by the same individual, company, contract, etc...
- Some services can be supported remotely while others need to be in person
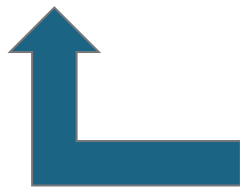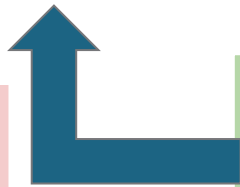
**<u>Number of Locations</u>**
- Can economies of scale be realized with fewer sites?
- Are their benefits to being geographically closer to Facility Schools

**<u>What are we NOT designing today?</u>**
- Staff
- Funding
- Specific services to be shared*

**<u>Coordinator/Managing</u>**
- Services can be identified, organized, and leveraged by a small team
- Who is best able to provide impartial comprehensive support for all Facility Schools

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*Efforts by the Shared Services Team would first work to identify and implement the highest leveraged shared services

# Poll On Shared Services Hub - Your Input Please!

1. **What should the operational mode of the shared services hub be?** (Single Choice)*
   - Remote
   - On-site
   - Combination of remote and on-site

1. **How many shared services hubs should there be?** (Single Choice)*
   - 1 - Denver metro area
   - 2 - Denver metro area and Western slope
   - 3 - Denver metro area, Western slope, and Southern Front Range

1. **Who should coordinate/manage the shared services hub(s)?** (Single Choice)*
   - CDE
   - Existing facility school(s)
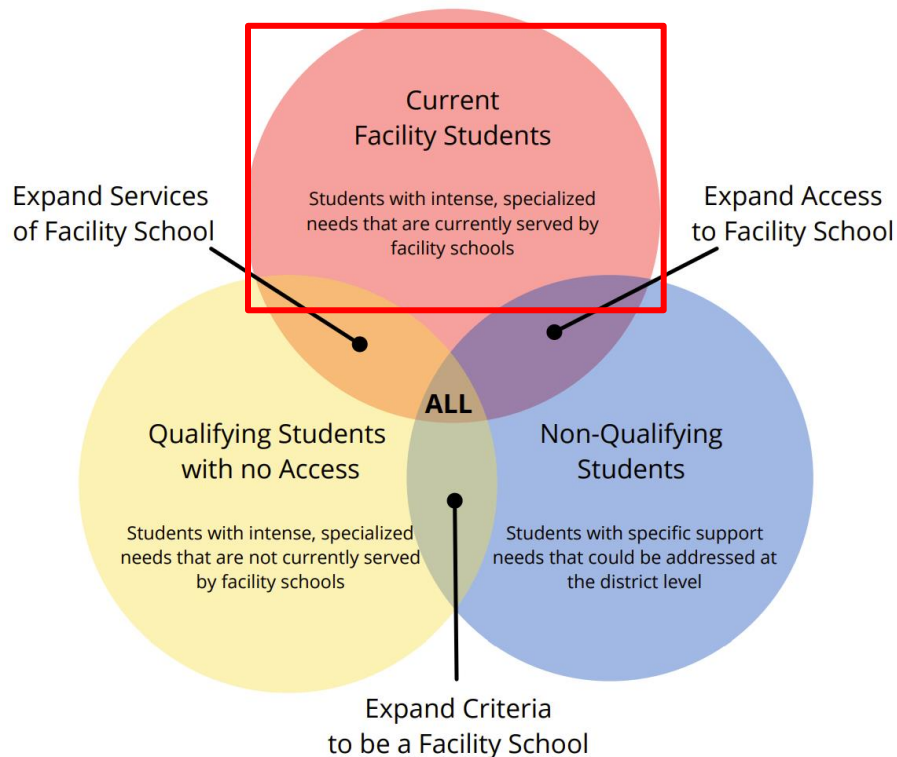   - Other entity - Non-CDE

Please: this Poll is for appointed Workgroup Members only

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# Poll Results and Closing this Item Until May 5th

The Shared Service Model will work in collaboration with the Baseline Funding Model to help ensure that Current Facility Students needs are addressed.

**Using the results of today's poll, we will design a Shared Service Model that will be presented for formal decision making in May.**
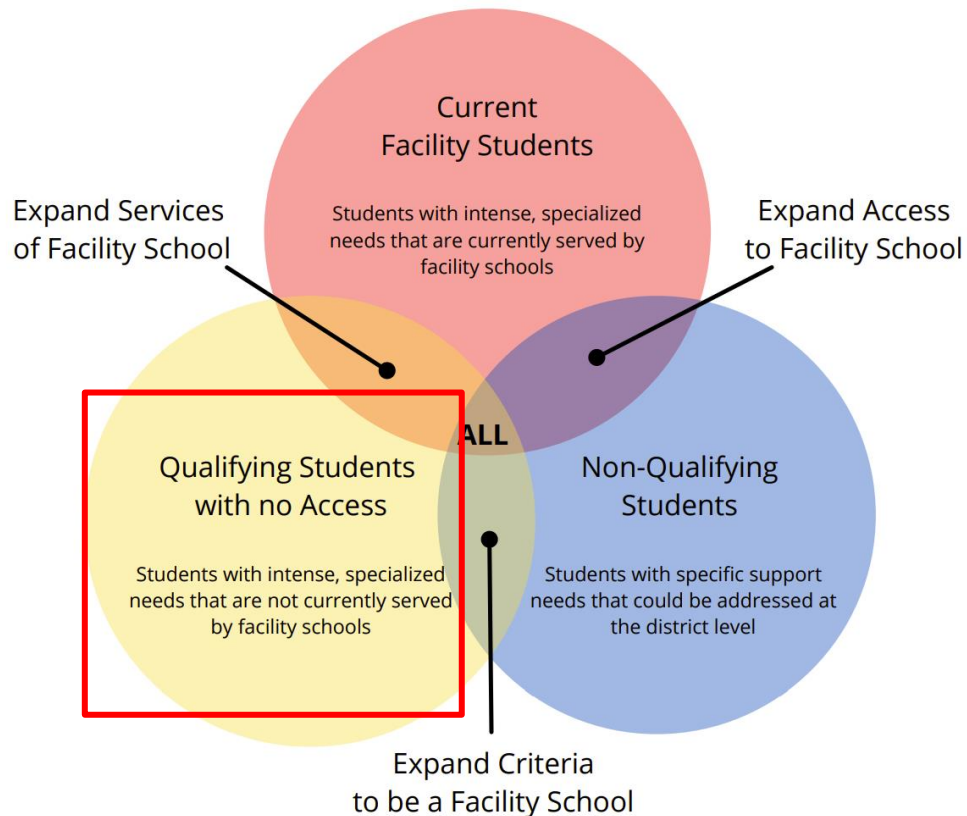
*Expect a pre-read ahead of May's workgroup meeting that presents the model in detail.*

Expand Services of Facility School

Current Facility Students

Students with intense, specialized needs that are currently served by facility schools

Expand Access to Facility School

**ALL**

Qualifying Students with no Access

Students with intense, specialized needs that are not currently served by facility schools

Non-Qualifying Students

Students with specific support needs that could be addressed at the district level

Expand Criteria to be a Facility School

# 10 Minute Break

# Facility School Systems Model: Technical Assistance Model

Your past work defined needs & identified students with no access or service misalignment

> ## Students Needs
> We need to find a way to *expand support to students* **that can not currently access** facility schools.

**During the January meeting you decided models need to provide:**
- *flexibility and support around staffing* were preferable
- *supports to kids in more rural areas* were preferable
- *flexibility around resource allocation* were preferable
- *collaboration between school districts and facilities* were preferable
- *more kids to stay in their home* **district** were preferable.

**During the March meeting you decided components of the model need to include**
- **Multiple and varying levels of support** to rural areas that have different challenges and needs
- Wide variety of expertise
- Professional Development and speciality services
- Services that address both the educational and clinical side
- A neutral party managing the center

# What Could Technical Assistance "Look" Like?

| Budget Area | Budget Component |
|---|---|
| Staffing | **Total Staff Funding** |
| Travel & Expense | **Total Travel & Expense Budget** |
| Materials | **Total Materials Budget** |
| Consulting | **Total Consulting Budget** |

Today we need to discuss and decide on the *Who* and *What* of the Technical Assistance Model.

This will allow us to create a draft model that covers the *How* in May.

1. **Does the workgroup support moving forward with a technical assistance center**

    **model to support students that currently don't have access?**

2. **What is the scope of the technical assistance center (who would be eligible)?**

3. **Who should lead/manage the technical assistance center?**

    Each question will have two or more choices to choose from!

# Buzz groups - It's Time for Small Conversation

You will be randomly assigned to a breakout room. You'll have 5-6 minutes to have a conversation in your trio -

- to help you clarify your own thinking about what you read in the pre-read or the *Technical Assistance Center* model you favor,

- to allow you to listen to 2 other perspectives, opinions, and prepare you to make choices on the three question poll…



Do you support the concept in general?
What about scope?
What about leadership/management?

# Poll Questions: Technical Assistance Center

1.	**Does the workgroup support moving forward with a technical assistance center**

	**model to support students that currently don't have access?** (Single Choice)*
- Yes
- No

2.	**What is the scope of the technical assistance center (who would be eligible)?**
	(Single Choice)*
- Rural/outlying school districts and BOCES
- All school districts and BOCES
- Rural/outlying school districts, BOCES, and Facility Schools
- All school districts, BOCES, and Facility Schools

3.	**Who should lead/manage the technical assistance center?** (Single Choice)*
- CDE
- Existing facility school(s)
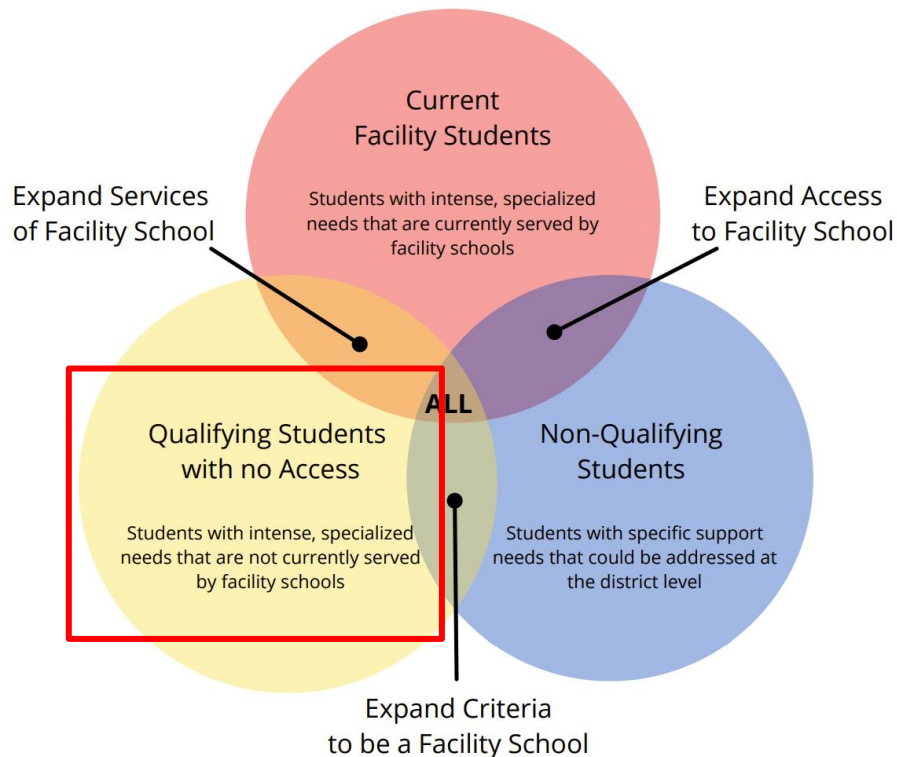- Other  entity - Non-CDE

> Please: this Poll is for appointed Workgroup Members only

The Technical Assistance Model will work to help ensure that the needs of students that currently qualify but don't have access to Facility Schools are addressed.

**Using the results of today's poll, we will design a Technical Assistance Model that will be presented for formal decision making in May.**

*Expect a pre-read ahead of May's workgroup meeting that presents the model in detail.*

Expand Services of Facility School

Current Facility Students

Students with intense, specialized needs that are currently served by facility schools

Expand Access to Facility School

**ALL**

Qualifying Students with no Access

Students with intense, specialized needs that are not currently served by facility schools

Non-Qualifying Students

Students with specific support needs that could be addressed at the district level

Expand Criteria to be a Facility School

# Wrap Up and Closing

- Today's accomplishments and who's doing what before the next meeting

- Next meeting: May 5, 2022, 9:00 to 12 Noon

- Be sure to see today's Agenda for the calendar of Workgroup meetings for the rest of 2022