



Facility Schools Model Workgroup Meeting Notes

June 2, 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, Elizabeth Lucier, Sandy Malouff, Germaine Meehan, Becky Miller Updike, Kelly O'Shea, Eryn Osterhaus, Betsy Pepper, Deon Roberts, Steven Ramirez, Robin Singer, Judy Stirman, Ann Symalla, Barb Taylor, Kevin Tracy, Callan Ware, Maureen Welch

Workgroup Members Absent: Doug Hainley, Sonjia Hunt, Brandon Miller, David Molineux, Tiffeny O'Dell, Carolena Steen, Laura Writebol

Guest Observers: Isabel Broer, Danny Combs, Annie Haskins, Sonia Sutton

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

Analysis Team: Nick Stellitano and Kate McDonald – Dillinger Research & Applied Data

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

Public Comment: no public comment

Accountability:

- Pre-read - Unmet continuum needs, expanding the continuum, proposed solution for meeting the unmet continuum needs and expanding the continuum, and the workgroup and survey composition.

1. We are 'on Plan'!

- 1) Dillinger Research & Applied Data reviewed the updated work plan, three overarching Goals of SB 21-274 and how they relate to the Workgroup recommendation decisions this session, and Facility Schools System Model venn diagram - Slides 4-9

2. Parent / Guardian / Advocate / Student Survey

- 1) The workgroup reviewed and discussed the Parent / Guardian / Advocate / Student Survey as outlined in detail on pages 2 and 5 of the June Workgroup Pre-read - Slides 11-16
- 2) Members worked in five separate breakout groups and discussed survey-identified needs and/or barriers they found surprising or not surprising. The question was: Are any of the needs or barriers surprising or if not, why not? - Slide 17

- 3) DECISION - Decision by consensus to support recommendations to expand the Facility School continuum based on identified needs, barriers, and helpful support data from the survey - Slides 18-19

3. Increasing Capacity - the Blue Circle of Unmet Needs

- 1) The workgroup reviewed and discussed the proposed solution to unmet needs in the Facility Schools continuum as outlined in detail on pages 3-4 of the June Workgroup Pre-read - Slides 21-24
- 2) Members worked in five separate breakout groups and discussed the proposed solution to unmet needs in the Facility Schools continuum. The question was: What are the benefits and considerations of a process change and qualification change 'approach'? - Slide 25
- 3) DECISION - Decision by consensus to support further developing the two solution approaches (process change and qualifications) to unmet needs in the Facility Schools continuum, as recommendation, in the fall of 2022 - Slide 26

Next Steps

- Post Meeting Slides and distribute Meeting Notes.
- Next meeting is Thursday, August 4, 2022, 9:00 to 12 Noon
- Should you be unable to attend a regularly scheduled Workgroup meeting, PLEASE remember to access and review all post meeting slide decks, meeting notes, and supporting materials to stay abreast of the Workgroup's progress meeting to meeting.
- Equinox Consultancy, Dillinger Research & Applied Data, and CDE will work together during June and July to review current legislation and formulate next steps regarding workgroup recommendations.

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



June 2, 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
<p>Prioritization</p> <p><i>Come to consensus on which perspective should be the primary focus moving forward</i></p>	<p>Funding Focus (Costs)</p> <p><i>What are the minimum required financial supports needed for students and or facility schools?</i></p> <p><i>How could facility schools realize economies of scale?</i></p>	<p>Funding Focus (Revenue)</p> <p><i>What are alternative methods of funding beyond Tuition and PPR?</i></p> <p><i>How much money, on a PPR basis, is required?</i></p>	<p>Facilities Focus</p> <p><i>What are min staffing levels required for any type of facility schools?</i></p> <p><i>How could facility schools realize economies of scale?</i></p>	<p>Student Focus</p> <p><i>What types of student need (disability, type, diagnosis, etc...) will facility schools support?</i></p>	<p>Student Focus</p> <p><i>What will the Shared Services and Technical Assistance model look like?</i></p>	<p>Expanding Capacity</p> <p><i>How could the definition of Facility School be expanded to increase capacity to reach more students?</i></p>

Workgroup Member Interviews

Facility Survey

External Program Survey

Student/Parent/Advocate Survey

What Are We Here To Do - The Precursor to Our Work Plan

Provide analysis support to help the work group make informed decisions around the ***Goals and Objectives*** for SB 21-274

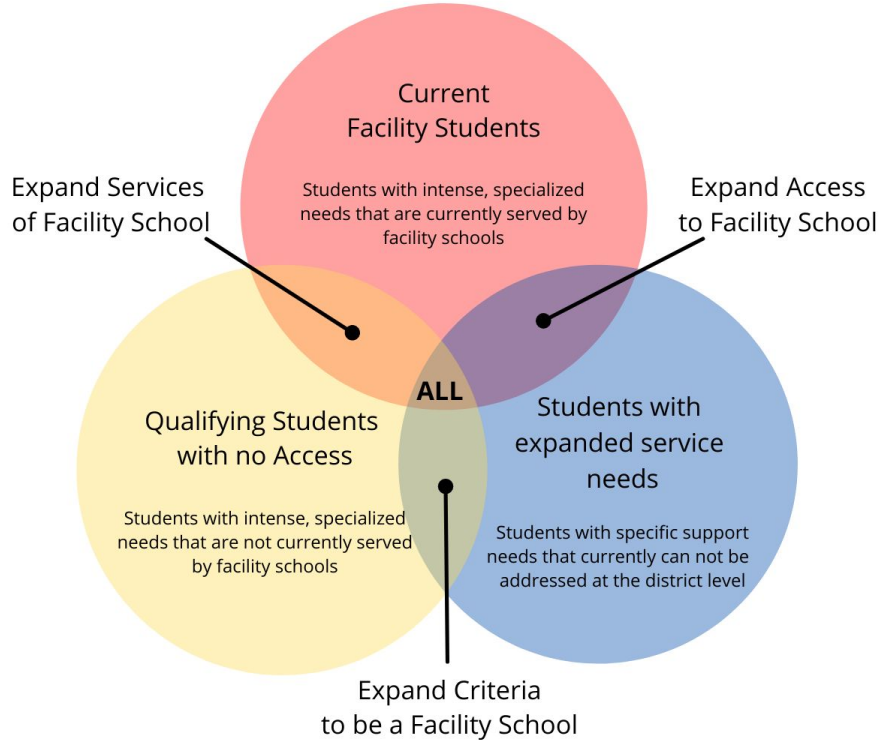


Continuum

Capacity

Funding

Facility School Systems Model:



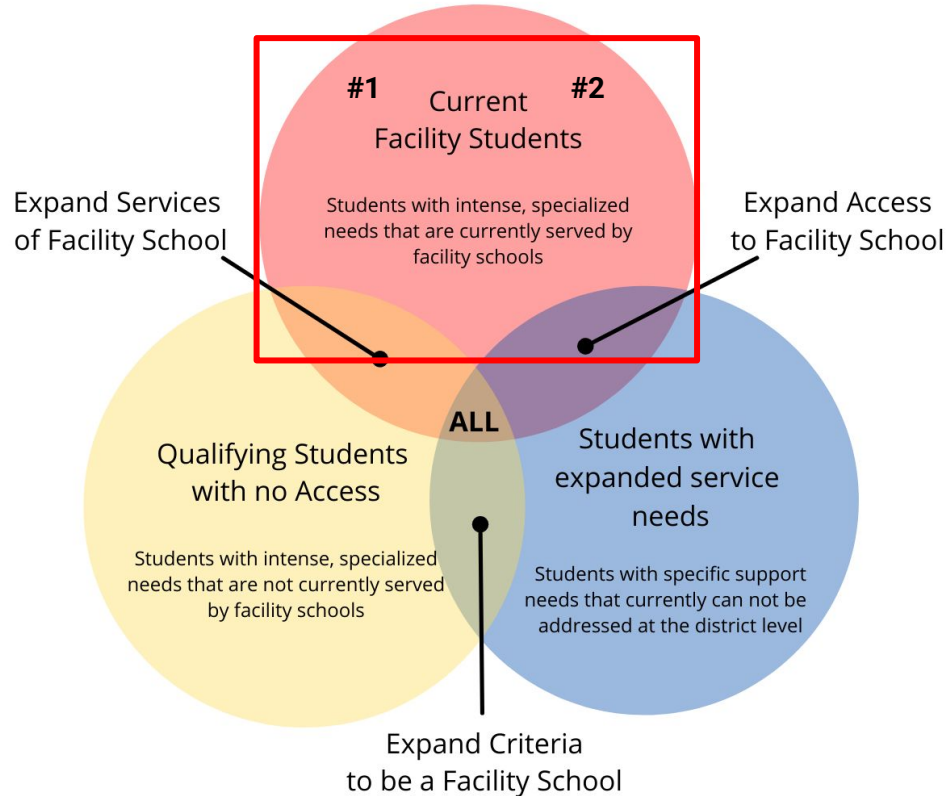
Key things to remember:

- 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

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.



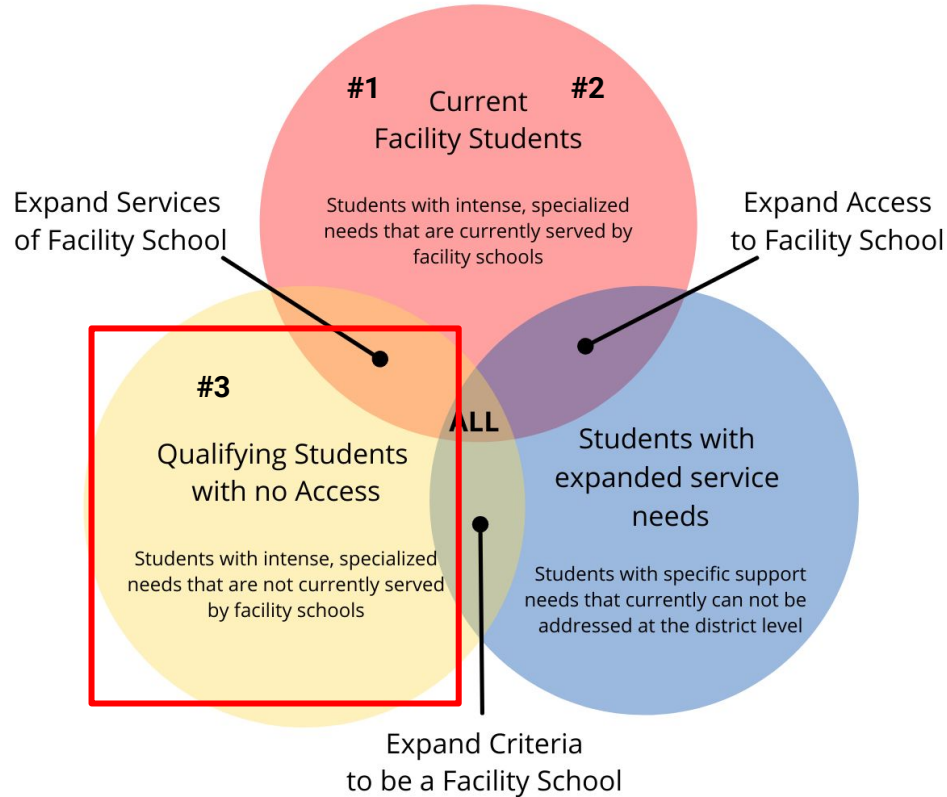
#2 May Decision: Shared Operational Services

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.

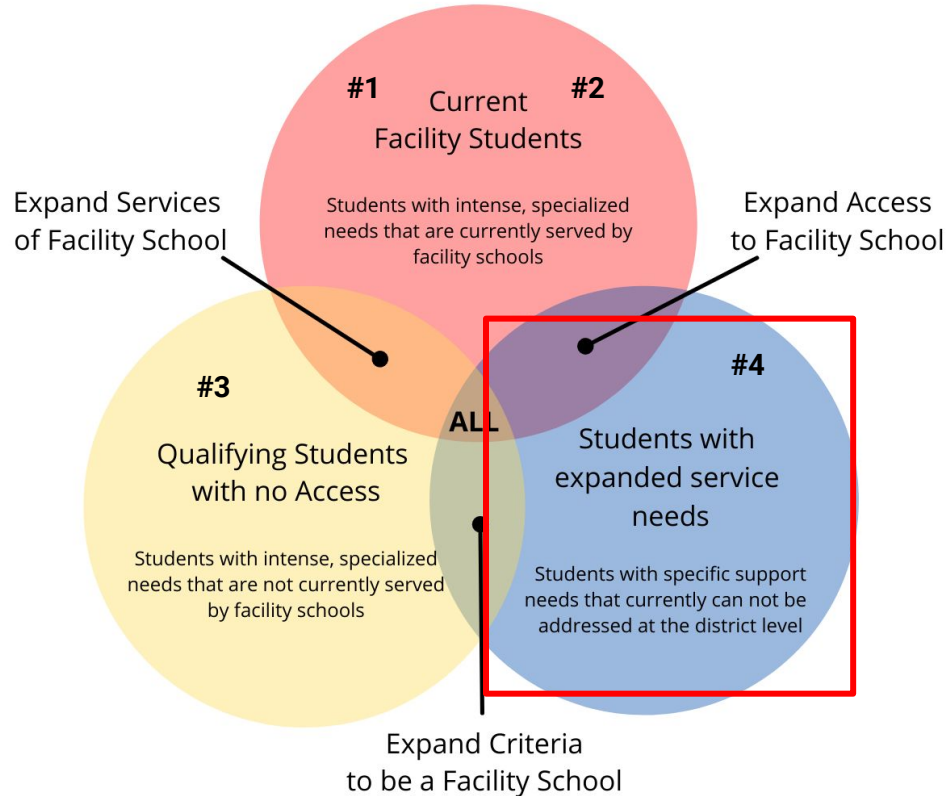
Facility School Systems Model - Qualifying Students with No Access

#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.



Facility School Systems Model - Students with Expanded Service Needs



#4 June Decision: Expanded Facility School Reach

By expanding the criteria required to become a Facility School and/or expanding the parameters that enable student access, ***students with specific support needs that can not currently be helped at the district level can be supported*** through the Facility School continuum.

Today's Objectives -

2. Parent/Student/Advocate Survey - **Obtaining stakeholder input**

Decision needed. Call for Workgroup consensus on further development on recommendations towards expansion of the Facility School continuum.

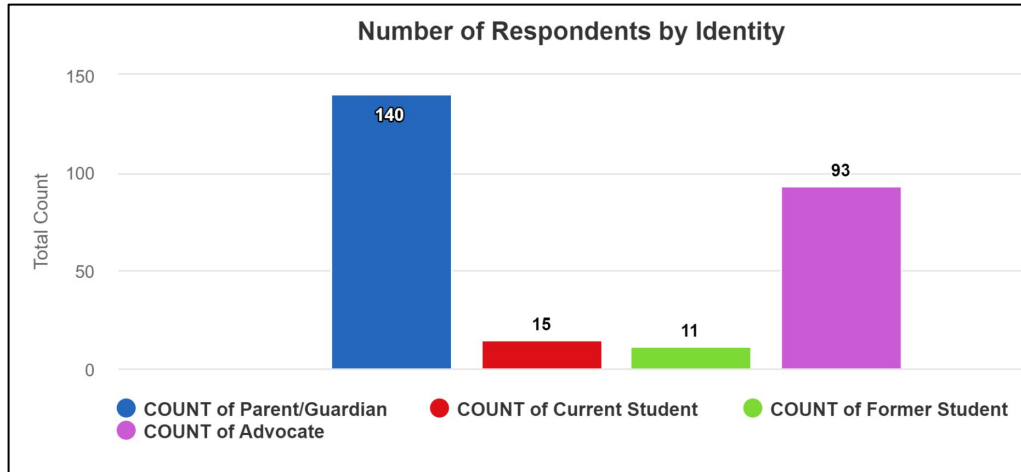
3. Increasing Capacity - **Planning to address unmet need**

Decision needed. Call for Workgroup consensus on whether the proposed solutions are the best path forward to further address in the fall.

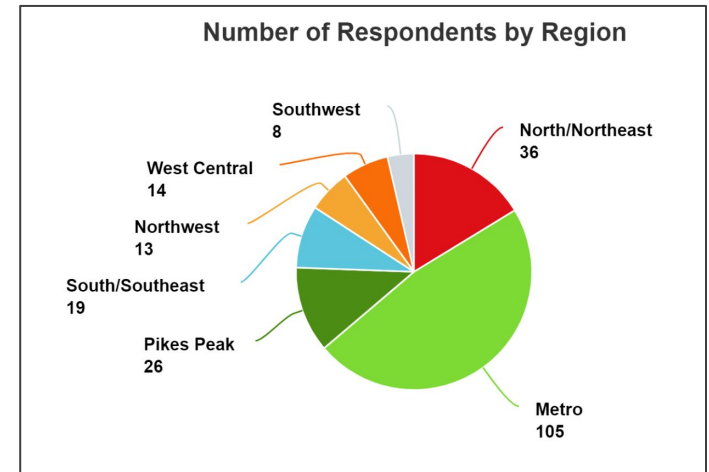


Parent/Guardian/Advocate/Student Perspective

Who completed the survey?



221 respondents completed the survey*



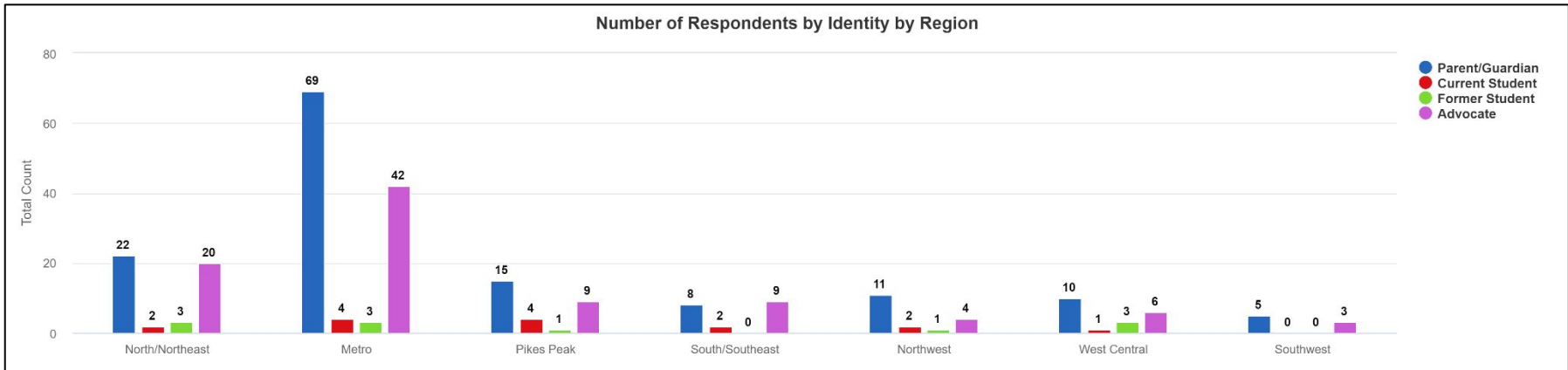
All regions in the state were represented

*A number of respondents identified themselves under multiple categories.

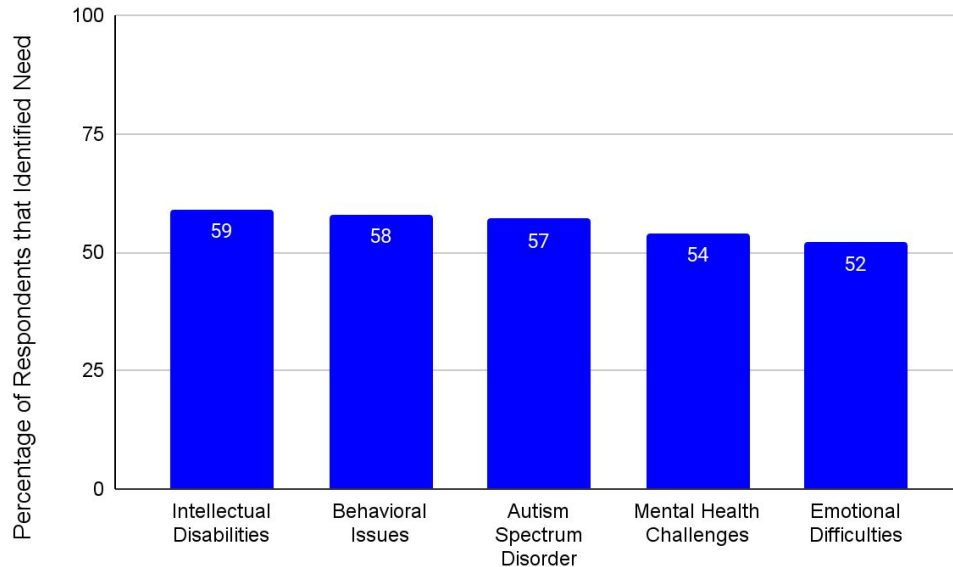
Parent/Guardian/Advocate/Student Perspective

Who completed the survey?

There was no obvious variability in identity by region of the state



Identified Needs



Over half of all respondents identified at least one of the following as needs that required support beyond the traditional classroom:

- ***Intellectual Disabilities***
- ***Behavioral Issues***
- ***Autism Spectrum Disorder***
- ***Mental Health Challenges***
- ***Emotional Difficulties***

Identified Barriers/Challenges

Barriers to Success in a Traditional Classroom	% of All Respondents
No or limited trained staff	82%
No or limited access to appropriate classroom accommodations	65%
No or limited access to appropriate social-emotional and/or mental health support	64%
No or limited access to flexibility in routine, schedule, and/or classroom expectations	55%

Top 4 Identified Barriers to Success in a Traditional Classroom (Current / Former Students Only)

- *No or limited access to appropriate social-emotional and/or mental health support*
- *No or limited access to flexibility in routine, schedule, and/or classroom expectations*
- *No or limited access to trained staff*
- *No or limited access to appropriate classroom accommodations*

Additional common barriers were: no one available or willing to guide students/families through and/or connect you to support options as well as alternative technology support not available for students.

Needed Support

Support Needed to Help Drive Success	% of Respondents
Regular interaction with support staff trained with needed skill set	83%
Access to more programs and services	67%
Regular addressing of social-emotional and/or mental health needs	64%
More tailored classroom accommodations	63%

Respondents commonly identified at least one of the following as support needed to help drive success:

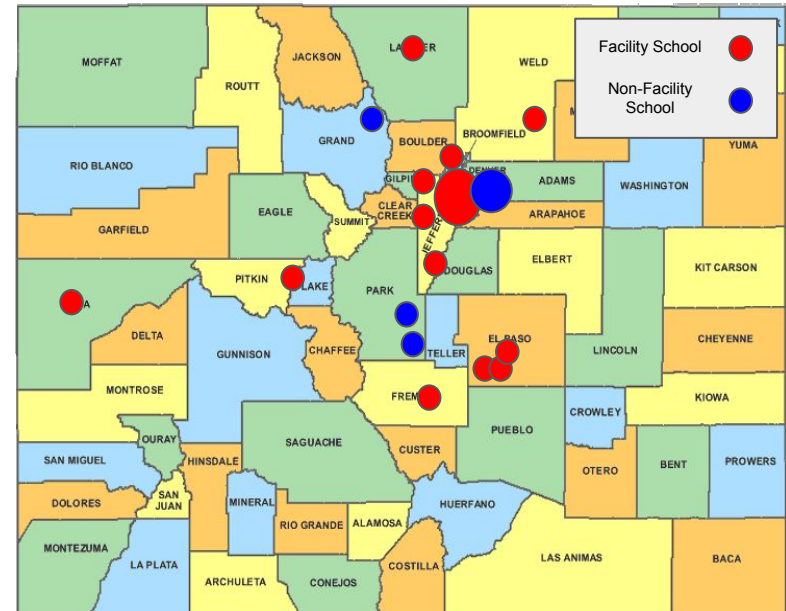
- ***Trained staff***
- ***More programming***
- ***Social-Emotional & Mental Health Support***
- ***Tailored accommodations***

Additional commonly identified support needed to help drive success were consistent treatment coordination and access to personal/private space to go to when problems arise

Existing Support

Numerous existing Non-Facility School programs and centers were identified by parents and advocates as effective sources of support.

- 7 Dimensions
- Denver Academy
- Evoke
- Fire Mountain
- Firefly
- Gem Center
- Havern
- Humanex
- Keystone
- Learning Zone
- Lighthouse
- TACT



Empathize and Ideate in Breakouts - 5 Groups

Not surprised...



Are any of the needs or barriers surprising; or if not...why not?

Take your own notes so you are able to share tidbits of the conversation after 10 minutes in Breakouts

Random report-outs follow our Breakouts and we move to review the next slide...

Expanding the Continuum - Review of Part of the Pre-Read

Respondents of the workgroup survey identified both benefits and considerations to a possible expansion of the Facility School continuum. Both are listed below.

Benefits of Facility School Expansion

If the continuum is expanded.....

- More programs may be interested in becoming Facility Schools compared to the past which would translate into **more slots and more options** for students.
- Current **unmet needs could be addressed** which would translate into support of today's population of unsupported students.
- More facility school **options may open across the state** which would translate into more offerings in rural areas.
- There would be **more educational oversight across the state** which would translate into higher educational standards for students.

Consideration of Facility School Expansion

If the continuum is expanded.....

- Would such a change lead to **oversight or other quality control considerations**?
- Would different requirements/expectations be put in place for different "types" of facilities which could translate into **different organizational requirements** for items like insurance?
- Would different setups of Facilities lead to the need for different funding structures which could translate into **inequitable access** for students across the state?

Work Group Decision Time

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



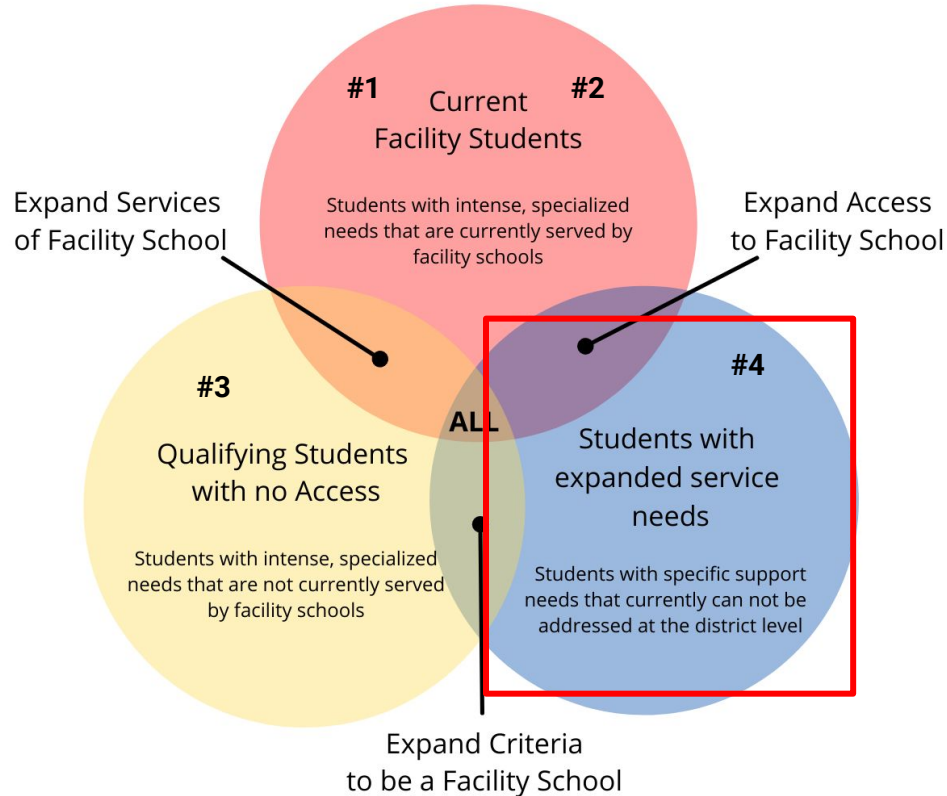
Do you support recommendations to expand the Facility School continuum based on identified needs, barriers, and helpful support data from the survey?

Keep in mind, you don't need to know what those recommendations would be or look like at this point. We are just discussing the possibility of expansion.

BREAK



Facility School Systems Model - Students with Expanded Service Needs



#4 June Decision: Expanded Facility School Reach

By expanding the criteria required to become a Facility School and/or expanding the parameters that enable student access, ***students with specific support needs that can not currently be helped at the district level can be supported*** through the Facility School continuum.

Expanding the Continuum

It is important to note that the license does not include support that would be provided specifically to help address educational needs only.

Many existing non-Facility programs and centers across the state currently provide support exclusively in the form of programming and related services that help support students with disabilities. However, due to the current requirements to become an approved Facility School, these programs and centers can not currently become part of the continuum.

While it is critical that approved schools are held to a high standard to ensure students receive quality services, the current license requirement all but eliminates a place within the Facility School continuum for students that only need educational and related services to thrive academically.

Expanding the Continuum

Non-Facility School Programs and Centers:

Some organizations do not seek approval because they simply are **NOT INTERESTED** in becoming a Facility School.

These organizations may be hesitant to take on the requirements and regulations necessary for Facility School eligibility and in some cases funding considerations have been a deterrent.

Some organizations have the appropriate licenses and be "**ELIGIBLE FACILITIES**" but do not complete the application process.

These organizations may need assistance with the extensive application process and steps required to become an approved Facility School in additions to potential funding considerations.

Some organizations have tried to become an approved Facility School but have been **TURNED DOWN** for the proper license due to the nature of the populations they serve, services they provide, and/or the focus of their work.

These organizations may need expansions to the continuum to become an approved Facility School.

Expanding the Continuum

Approach One: Process Solution

Changes and/or recommendations could be made to application process to help encourage more organizations to apply and further support those organizations that do choose to apply.

Changes and/or recommendations **COULD** come in a variety of forms but all could be made with the intent of having more organizations look to become part of the Facility School continuum.

Approach Two: Qualification Solution

Changes and/or recommendations could be made to provide "space" within the continuum to include organizations that are providing exclusively programming and related services to help support students with disabilities that are currently beyond the capacity of their home district.

Changes and/or recommendations **COULD** focus on expanding the definition of what it means to provide "treatment" to students.

These two approaches are NOT mutually exclusive. Both could be further developed in the fall.

Ideate in Breakouts! (Please have a notetaker for reporting)



What are the benefits and considerations of process change and qualification change?

Approx. 12 minutes in Breakout Groups...
Reconvene for 1-2 minute Report-Outs

Work Group Decision Time



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

1. **Should the workgroup further develop Approach 1 (process change) in the fall?**
2. **Should the workgroup further develop Approach 2 (qualifications) in the fall?**

Note: We can consider these as separate proposals for decision making, or together.

Wrap Up - Summertime is here!

- ★ Thank you for your time, energy and commitment!
- ★ What your accomplishments mean
- ★ Steps we'll be taking over the months of June/July
- ★ Looking forward - next regular meeting August 4th, 2022

