SB 21-274, Facility Schools Model Workgroup Meeting Notes

February 4, 2022, 9:00 - 12:00 PM Virtual - Zoom Meeting

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

Workgroup Members Absent:, Paul Foster, Doug Hainley, Sandy Malouff, Brandon Miller, Becky Miller-Updike, David Molineux, Carolena Steen

Guest Observers: Lori Kochevar, Sonia Sutton, Isabel Broer, Amanda Bickel, Carrie Garnett

Facilitator & Support: Virginia (G) Winter, Equinox Consultancy LLC, Quinn Enright, CDE
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-reads – Expanded Education Continuum and Facility Schools Funding 101
- Per the Chat - If anyone is interested in looking at the laws and regulations on facility schools finance, please contact Isabel Broer

1. Re-grounding on our task and process
1) Dillinger Research & Applied Data reviewed the work plan from February thru June.
2) The workgroup shared new learnings from the pre-read materials.

2.Takeaways from the Facility Schools Survey
1) Dillinger Research & Applied Data shared a summary of Facility School's spending of the supplemental funding from SB21-274 in 2021-22
2) Dillinger Research & Applied Data presented findings from the survey regarding budget vs. revenue and sources of funding.

3. Decision point – on budget supplemental request
Question from the JBC analyst: 'The JBC has requested preliminary data, analysis, or information from the workgroup that would indicate whether there is a need for stop-gap funding, of similar magnitude, to maintain capacity of current facility schools for the 2022-23 fiscal year?'
1) The workgroup used their consensus decision-making model to guide the process.
Decision – The workgroup agreed by consensus to support requesting similar stop-gap funding for facility schools for the 2022-23 fiscal year.

4. From Ideal to Real – Funding and finance

1) Dillinger Research & Applied Data introduced Baseline Funding to the workgroup

2) The workgroup reviewed an example of baseline funding and provided input regarding what essential staffing and other resources would be necessary for a baseline funding model for facility schools to be plausible, flexible, and sustainable.

3) The workgroup then moved into breakout rooms where they discussed different student scenarios and what alternative in-district resources/support would be needed for students that are not able to access a current facility school. Feedback was captured from each group in a google doc – highlights were also shared about with the entire workgroup membership and guests.

Next Steps
- Next meeting is Thursday, March 3, 9:00 – Noon
- Staff will debrief and evaluate the best Zoom technology to use for future meetings

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.**

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Facility Schools Model Workgroup

February 4, 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.
-   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.
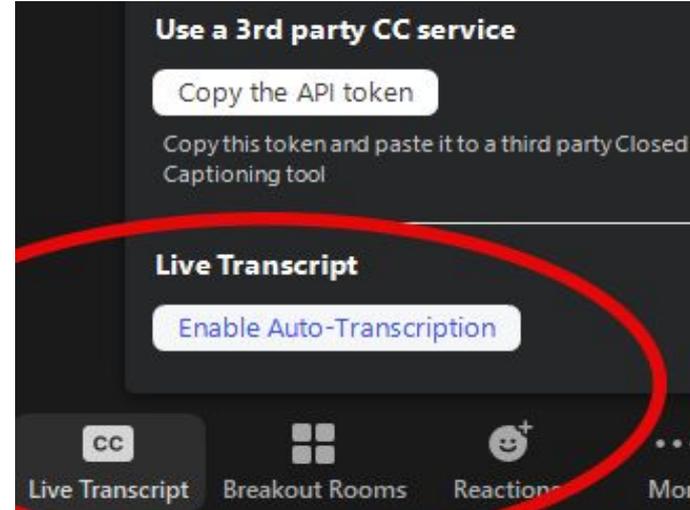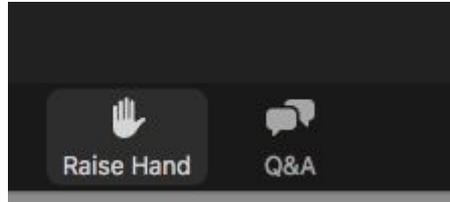
Reminder of the functions on this Zoom meeting that you have available.

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.

Developing a new model

Plan overview through June...

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

Workgroup Member Interviews

Facility Survey

External Program Survey

Student Survey

Advocate Survey

Continuum

Capacity
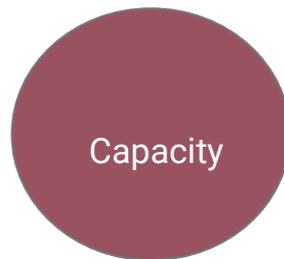
Funding

December Meeting Notes from this Workgroup on what's needed…

A better understanding of what a base level of funding would look like may help to create a starting point for funding discussions.

Developing a clear picture of how current funds are being used and where there is unmet need will help ensure that a robust model can be developed that addresses capacity, continuum, and funding issues.

Source: SB21-274 Goals and Objectives

SB 21-274 three areas or goals for Workgroup recommendations

-Develop a ***comprehensive continuum of educational settings*** to support the educational, physical, behavioral, and mental health needs of children and youth served in residential or day treatment facilities, hospital settings, home-bound environments, or other specially designed district programs.
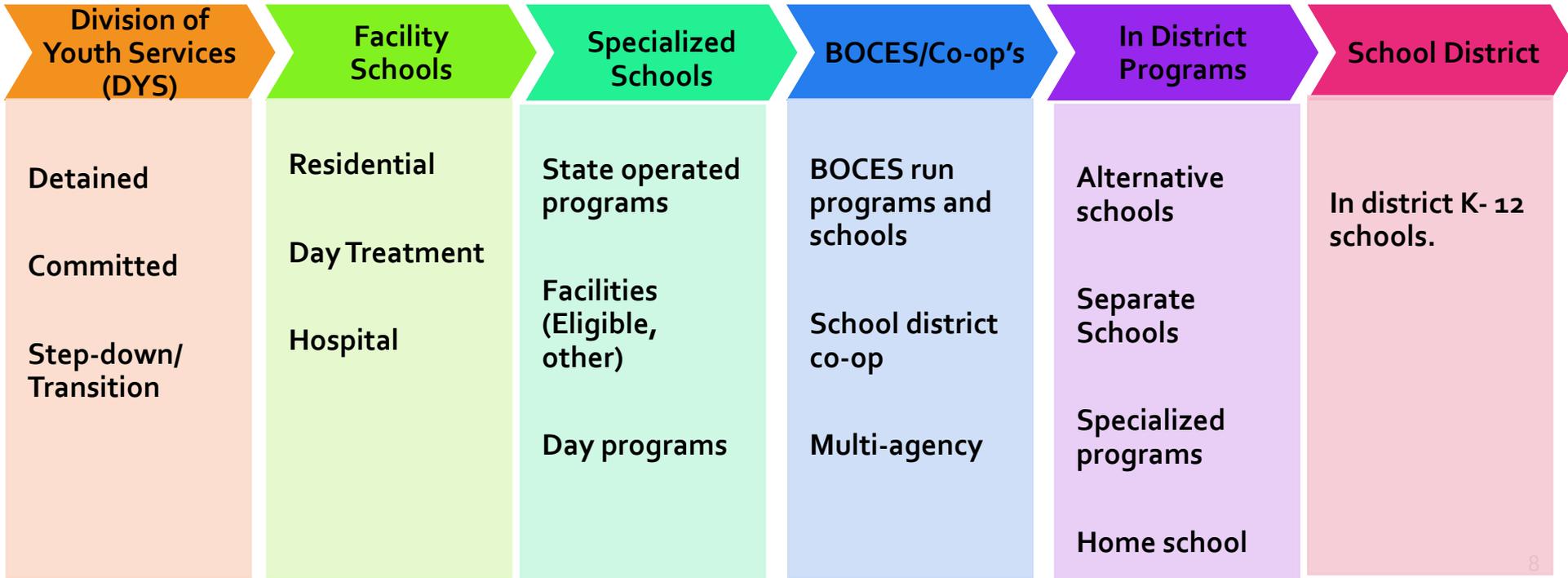
> ***(3.8) "Model" means the sustainable educational continuum designed to meet the educational needs of facility students in the target populations as defined by the work group pursuant to Section 22-2-407.5***

-Consider/Explore ***adequate educational options*** that include, but are not limited to, eligible and approved facility schools, school districts, boards of cooperative services, multi-district cooperatives, multi-agency partnerships, and the division of youth services. As places on the continuum for services.

-Ensure the ***development of a sustainable funding*** structure that supports a high-quality educational continuum intended to meet the educational needs of children and youth requiring advanced services.

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Current Facility Education Continuum - Expanded Edition Pre-read

If you choose to, do you know how to locate this and the new Funding 101 PDF document between meetings?

Division of Youth Services (DYS)	Facility Schools	Specialized Schools	BOCES/Co-op's	In District Programs	School District
Detained Committed Step-down/ Transition	Residential Day Treatment Hospital	State operated programs Facilities (Eligible, other) Day programs	BOCES run programs and schools School district co-op Multi-agency	Alternative schools Separate Schools Specialized programs Home school	In district K-12 schools.

Funding 101 - Resource & Pre-read for Today

<u>Approved Facility Schools – Funding 101</u>

There are only two sources of education specific funding available to *ALL* approved facility schools: state <u>per pupil funding</u> and <u>tuition cost payments</u> from school districts.

Per Pupil Revenue (PPR) - The per pupil funding is appropriated annually by the Joint Budget Committee as a line item in the Long Bill. The appropriation is based on the annual student count. CDE is then required to distribute the funds based on the monthly attendance submitted by facility schools. The distribution is allocated based on the daily rate which is set annually per the formula outlined in statute (CRS 22-54-129) and rule (CCR 301-39).

{DETAIL}

Tuition Cost payments – The Facility Schools Tuition Cost system was established per state ECEA Rules, to charge tuition to the responsible LEA for the additional cost of providing special education services to students with disabilities. ECEA Rules require the CDE to have a process in place to calculate tuition cost rates for approved facility schools. Tuition cost rates are approved annually by the State Board of Education and posted publicly on the CDE website.
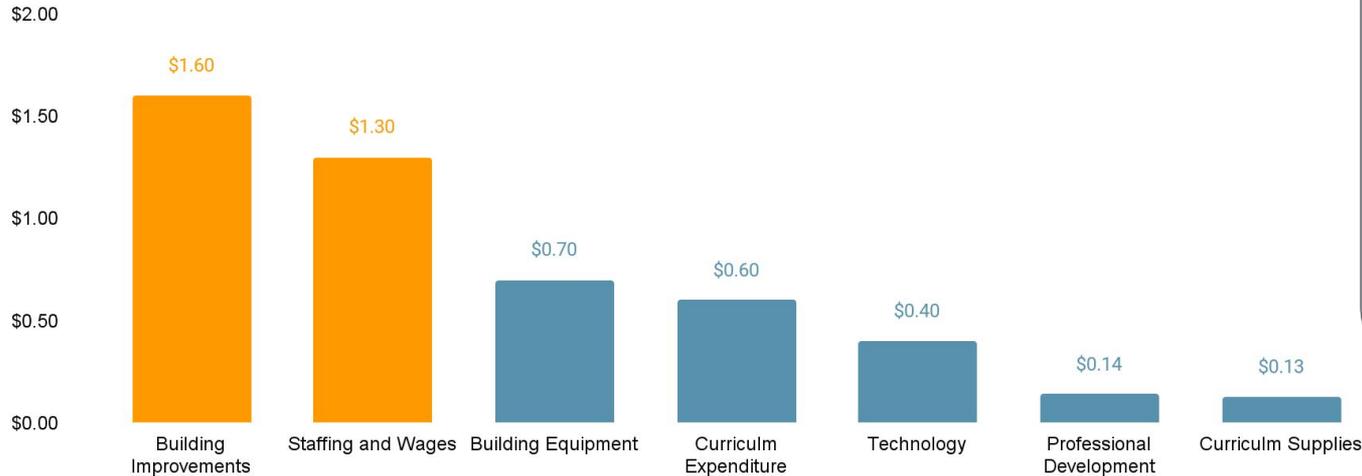
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> **Share-out:**
>
> **1 thing from either pre-read document that surprised you or was new information for you?**

Insights from the Facility Schools

Supplemental Dollars Received from SB21-274 in SY 21-22

Supplemental Spending Summary (Millions)

	Building Improvements	Staffing and Wages	Building Equipment	Curriculm Expenditure	Technology	Professional Development	Curriculm Supplies
	$1.60	$1.30	$0.70	$0.60	$0.40	$0.14	$0.13

60%*

of allocated funds were spent on basic necessities

*All results are based on the number of facility schools that provided information regarding that question within the survey.

Insights from the Facility Survey

Budget vs Revenue

76%*

of facility schools are currently operating in the **RED**

On average, Facility School costs significantly outpace Facility School revenue.

- 58% of the schools reported revenue that *covers less than 75%* of their yearly budget.
- Schools not operating in the red were more likely to have very *minimal support staff* and support staff were more likely to only be *on site part-time.*

- *Staff costs* represented the largest portion of the budget in 100% of facility schools.
- *Non-personnel operational & instructional costs* were always the smallest portion of the budget.
- *Repairs/Property destructions* were listed as additional regular costs by 73% of facility schools.

*All results are based on the number of facility schools that provided information regarding that question within the survey.

Insights from the Facility Survey

Sources of Funding

85%*

Average portion of facility schools revenue that came from daily PPR and tuition cost

The majority of Facility School funding comes from PPR and tuition costs. Due to the high mobility of their students Facility School don't receive a consistent funding stream.

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Number of schools with **NO** funding beyond PPR and tuition cost

67%

Average student population that would receive **Tier A** funding in public schools

62%

Average student population that would receive **Tier B** funding in public schools

*Per pupil Sources are PPR, Tuition, and Title 1 funding.

Note: All results are based on the number of facility schools that provided information regarding that question within the survey.

The JBC has requested preliminary data, analysis, or information from the workgroup that would indicate whether there is a need for, stop-gap funding of similar magnitude, to maintain capacity of current facility schools for the 2022-23 fiscal year?

Optimization Components from Jan. 7 Workgroup Meeting

	Student/Parent/Guardian	Referral Source (Person/entity placing student)	Service Provider (Education / Related Services)
Staffing	● Staff to student ratio is as low as possible ● Access to all special service providers in the school	● Licensed special educators & practitioners would be great	● Licensed special educators & practitioners would be great ●
Resources	● 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	● Utilize shared expertise from community	● More robust funding formula that can provide the need resources for staff ●
Space	● 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	● CLose proximity to students home ● The ability to have staff to meet students where they are ●	● Educational providers are not constrained by square footage ● Ensuring emotional and physical safety for staff
Access/Equity	● 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 earring, as well as other needs (intellectual disabilities) ● Gender, LGBTQ, trans gender, autistic or non-binary. have access as well	● 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	● Differentiated levels of support for staff ● Need to build and improve capacity

From Ideal to Real

We must create a **PLAUSIBLE, FLEXIBLE, & SUSTAINABLE** set of recommendations?

Facility Needs
We need to find a way to support current facilities to enable them to *not only continue but expand their work*.

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 that provided *flexibility and support around staffing* were preferable.
- Models that provided *supports to kids in more rural areas* were preferable.
- Models that provided more *flexibility around resource allocation* were preferable.
- Models that represented *collaboration between school districts and facilities* were preferable.
- Models that allowed *more kids to stay in their home* district were preferable.

*We must enable **individualized solutions to take shape** where and how they need to*

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Baseline Funding

*Baseline Funding **establishes a minimum funding allocation** needed to ensure schools have enough revenue for essential operating costs.*

Many school districts across the country utilize baseline funding to support schools, especially those that are educating smaller and more specialized groups of children.

*Baseline funding can be **calculated using a variety of components**, including but not limited to, staff, operational costs, and other resources.*

Baseline Funding Example

Position Type	# of Position (Avg Cost)	Total Baseline Funding
Facility/Special Ed Director	1 ($150,000)	$150,000
Special Ed Coord./School Administrator	1 ($100,000)	$100,000
Certified Classroom Teacher	2 ($55,000)	$110,000
Youth Treatment Counselor	3 ($50,000)	$150,000
Behavior Tech	1 ($50,000)	$55,000
Social Worker	1 ($55,000)	$55,000
Administrative Assistant	1 ($50,000)	$45,000
Custodian	1 ($45,000)	$45,000
Total:		$700,000

Model:
Day Treatment
Avg Daily Count: 14
Staff/Student Ratio: 1:4

Did you know…
A Facility School with similar number of students and organization only received $458,491 through per pupil sources and tuition

Facility Baseline Buildout

What should be included in a baseline funding model for facility schools to be sustainable?

Staffing Essentials	Other Resource Essentials
One Facility Director (Administrator)	Transportation Costs & transportation coordinator / driver / van
One coordinator for referrals (administrator)	Rent, utilities, communication costs, building insurance, prof insurance, transportation insurance
One full time financial person (could possibly overlap with coordinator; administrator; proficient in Medicaid, braided funding, etc.)	Property destruction and maintenance
HR	
Marketing	BCBA: allows facilities to access Medicaid funding, not required in legislation but is best practice
One Treatment Leader for every 25 youth in care (Master's level required)	Technology for students and staff
	General Cleaning (custodian? Contract or service)
Transition Coordinator (back to home school)	
Behavioral Analyst	
	Food Service (Breakfast and lunch)
Therapist for aux services (OT,PT speech)	PD: staff training
Day Treatment: therapeutic support	Instructional Materials
Education coordinator	Furtiture and Fixtures
School social worker/psych	

From Ideal to Real

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*We must enable **individualized solutions to take shape** where and how they need to*

Student Baseline Buildout

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Example Students			
Example One:	**Example Two:**	**Example Three:**	**Example Four:**
3rd grade boy - Lives in Yuma CO - Attends Yuma Elementary School - Has moderate autism with extremely aggressive behaviors and development issues - Lives with mom and dad	7th grade student - Lives in Delta County - Attends Hotchkiss Middle School - Was sexually abused by a family member - Dealing with trauma & has self-abusive behaviors - Lives with grandparents who reside in a different school district than their parents	- High School boy - Lives in Lamar, CO - Attends Lamar High School - Has Emotional Disorder, demonstrating signs of conduct disorder and has been identified as a sexual offender - Lives with single mom	- High School girl - Lives in Craig, CO - Attends Craig High School - Is legally blind - Is a foster child, living with foster family due to behavioral issues demonstrated in her home

Student Baseline Buildout

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Possible In-District Resources/Supports

Breakout Rooms

Facility Schools Model Workgroup members are in Zoom Breakout Rooms.

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

Student Baseline Resources - Share Out*

Listen and learn from our
4 Breakout Groups

*Your work will be used by DillingerRAD and staff between meetings and will be preserved in your Shared Google folder for this meeting date.

Student Baseline Buildout - Summary of Similarities

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Possible In-District Resources/Supports
Example 1- Small district that doesn't provide transportation, would ideally want an autism program but- if not- train staff and support 1:1 needs, share resources with other districts (could incur additional transportation costs), an area-based autism program that serves districts in that area
Example 2- therapist specific to sexual abuse and trauma, a trusted space at the school for the student to go, access to family therapy, knowledge of family member who abused student to create a safe environment for student, GAL court-appointed advocate, 504 IEP assessment, transportation, access to peer support groups, SEL worker, animal therapy, support and training for staff (possibly from facility school), based on interest survey make a student-centered plan
Example 3- physical space in the school environment where student can have normal social interactions AND other students who are victims have a space away from student, line-of-sight supervision (excess costs), community supports (similar to those in school, mental health support), no IEP but social emotional needs, wrap around services with these and JD court, post-graduation planning access
Example 4- visual supports with orientation and visibility specialist (from BOCES), accommodations to classrooms, behavioral service provider, treatment coordination between all involved, IEP is in place and has all social-emotional needs met, proper funding

Closing Comments…you are making a difference!

Next meeting is March 3rd - a Thursday!

Breakout Group 1

Example Student

Example One:

- 3rd grade boy
- Lives in Yuma CO
- Attends Yuma Elementary School
- Has moderate autism with extremely aggressive behaviors and development issues
- Lives with mom and dad

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Possible In-District Resources/Supports

Autism team that could consult and provide ideas, resources

An Autism program in the current elementary school [looking at the district this may not be a possibility]
In this program there would be a teacher, para support, access to mental health SLP, OT and BCBA as needed.
If not a full program:
    Space for this student to take a break, calm down etc.
    Trained staff to support this student's academic, social and emotional needs
   Likely a 1:1 staff member that can be trained to support the student (under the supervision of a special education teacher)

Access to an ASD program in a nearby district (maybe part of the BOCES)
    This would require transportation and possible para support (currently Yuma does not provide transportation)

Share resources with another, larger district nearby (maybe to train an adult that is supporting this student within his own school)

Create a cooperative program/school/facility that all areas districts have access to to support students with Autism.
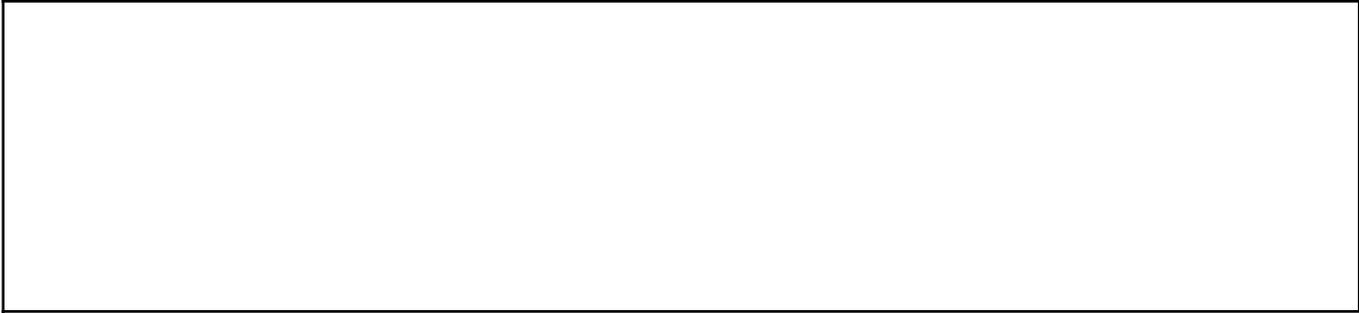
Breakout Group 2

Example Student
Example Two: ● 7th grade student ● Lives in Delta County ● Attends Hotchkiss Middle School ● Was sexually abused by a family member ● Dealing with trauma & has self-abusive behaviors ● Lives with grandparents who reside in a different school district than their parents

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Possible In-District Resources/Supports
Therapist specific to sexual abuse and trauma Trusted safe space at the middle school Family therapy - involve people that needed to be involved (parents/grandparents/other) Need to know who abused the child so proper precautions could be put in place GAL or court appointed advocate - if child has to go to court re:abuse (Testify against family member) Assess for 504 or IEP Transportation (parents/grandparents) Other supports to navigate middle school - ex. Extra curricular activities - sports, clubs, etc. Peer support groups Counselor/school social worker SEL curriculum/platform Animal therapy Staff training to support these types of needs (possibly from a Facility School) Support/PD from a Facility Schools Interest survey and develop a student centered plan

Attend to generational issues if needed

Example Student
Example Three: ● High School boy ● Lives in Lamar, CO ● Attends Lamar High School ● Has Emotional Disorder, demonstrating signs of conduct disorder and has been identified as a sexual offender ● Lives with single mom

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Possible In-District Resources/Supports
- Space: space for education and social interactions away from any victims of offenses (but not totally isolated) - Crisis space where he can safely go when emotional disorder causes need - Line of sight support for school (paraprofessionals) - Access to mental health provider with offense specific training - Community resources to support mental health and line of sight outside of school hours - Potentially specialized transportation needs - Safety planning that is supportive of both the school community and the student - Delivery of appropriate academic content amid social/emotional supports - Support for family/mom outside of school hours, including mental health support - Community education around mental health and supporting community members with mental health needs - Support for transition planning from HS to graduation and beyond - If student does not have IEP, access to services without the support of IDEA - Wraparound with JD court/probation, school, mental health, community services, etc.

Breakout Group 4

Example Student

Example Four:

- High School girl
- Lives in Craig, CO
- Attends Craig High School
- Is legally blind
- Is a foster child, living with foster family due to behavioral issues demonstrated in her home

What are the alternative in-district resources/support that we want to make sure the districts could provide for students who don't have access to current facility schools?

Possible In-District Resources/Supports

- Need visual supports from BOCES or district
- Staff to support student visual needs - orientation and mobility specialist
- Accomodations to building
- Behavioral service provider
- Mental Health support
- In home support for foster and bio family
- Treatment coordination between home, school, foster, and all essential parties
- Ensure IEP is in place and up to date to include both visual and social emotional needs
- May need to collaborate with local districts to seek additional support
- Look at partnerships with outside agencies like CSDB
- Provide training opportunities for all staff working with this youth
- Create a behavior intervention plan
- Look at school wide positive behavior planning and individual behavior contracts
- Researching funding streams for continued behavioral support
- Student can access medicaid funding due to being in foster care