



Facility Schools Work Group Meeting Notes

November 1, 2024, 9:00 - 10:30 AM Virtual - Zoom Meeting

Work Group Members Present: Sarah Baumgartner, Laurie Burney, Wendy Dunaway, Mylynda Herrick, Sonjia Hunt, Steven Ramirez, Robin Singer, Judy Stirman, Ann Symalla, Lindsey Tapp, Barb Taylor, Kevin Tracy, Susan Udenberg, Laura Writebol

Work Group Members Absent: Kari Chapman, Danny Combs, Kathleen Homan, Erin Osterhaus, Betsy Pepper, Deon Roberts, Callan Ware

Guest Observers: Allie Miller

Facilitator & Support: Virginia (G) Winter, Equinox Consultancy LLC, Darren Serrato - CDE

Analysis Team: Nick Stellitano – Dillinger Research & Applied Data

Public Comment: no public comment

1. SB23-219 Implementation and Work Plan

- Dillinger RAD provided an update on the work plan and implementation of the recommendations in SB 23-219.

2. Data Snapshot

- Work Group members reviewed student enrollment data, notably the comparison between Sept. of SY 23-24 and 24-25. Members discussed what the data could be telling us about the number of “unique” students being served.

3. 2024 Annual Report’s “Unmet Challenges”

- Work Group members discussed the challenges highlighted in the 2024 report - many center around staffing recruitment, retention, and alternative ways to license necessary staff. The capacity in rural areas is also impacted by staffing challenges. It was suggested that the work group review staff retention data following the next staff data collection in December.

4. Third Party Evaluation input

- A current draft of the evaluation metrics and measures was reviewed by the work group - additional comments were made and feedback was given to the Office of Facility Schools as they continue to refine the statement of work.

5. Technical Assistance Center (TA) Update

- The original intent of the Bill recommendation for creating a TAC was recalled and discussed.
- TAC Coordinator, Allie Miller, provided the Work Group with data regarding the inquiries received to-date - the majority are from rural districts or administrative units with a variety of needs. The Work Group appreciated the efforts that Allie has put forth and they discussed the potential for “start up funds” for new facilities, as an incentive in rural areas.

Next Steps - Reminder of upcoming Work Group meetings:

- Next meeting dates: Thursday, December 5, 2024
Friday, February 7, 2025
Thursday, March 6, 2025
Thursday, April 3, 2025
Friday, May 2, 2025
Thursday, June 5, 2025

[Shared work group member folder for meeting notes, reports, etc.](#)

SB 23-219 Facility Schools Work Group



November 1, 2024

Zoom Virtual Meeting



Greetings Facility Schools Work Group Members and Guest Observers

A few notes prior to the meeting starting:

- **Work Group 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: *Darren Serrato Serrato_D@cde.state.co.us***
- ***Note: we request that this is done 24 hours before scheduled meeting times.***
- **The Work Group 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.**
- **If you are a guest/observer you will be asked to state your name and affiliation at the beginning of the Work Group meeting**

Facility Schools Work Group Guidelines for Interaction, Deliberation and Collaboration

Amended and recertified using consensus decision making - August 24, 2023

- 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 while being respectful of different points of view
- Full understanding of purpose.
- Challenge ourselves to be innovative.
- 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?)
- Allow all voices to be heard
- 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.

Work Group Purpose & November 2024 Agenda Items

The Facility Schools Work Group shall monitor the implementation of changes to the facility school system and educational services for students with exceptionally severe or specialized needs.

The Facility Schools Work Group's role is to advise the State.

1. Standing item: SB 219 work plan review & implementation update
2. Data snapshot: September enrollment data comparisons
3. Glance at the 2024 Annual Report's "Unmet Challenges" for new interpretations
4. Third Party Evaluation - a requirement of SB 23-219
 - Review DRAFT statement of work; learn about next steps
5. Implementation Spotlight: Technical Assistance Center
 - Current TAC focal areas & an intentional 'look-back' at what was envisioned

Monitoring - Key Work Plan Events

2025 Priorities, Deliberations & Decisions:

1. Implement legislation with fidelity
2. Collect/develop metrics to assess impact
3. Identify concerns and questions raised through the implementation process and problem solve solutions
4. SY25-26 baseline funding updates

Ongoing Actions

Priority	Action	Owner	Timeline
2	Month/Annual Data Collection	DillingerRAD	On Going
1	Buildout of Technical Assistance	Allie	On Going

Future/Planned Actions

Priority	Action	Owner	Timeline
2	Review scope of work & timeline for 3rd Party Evaluation	CDE	Fall 2024

Aug 2024 - Feb 2025

Aug

Sep

Oct

Nov

Dec

Jan

Feb

Preparing for Annual Report

Annual Report Review

Shared Operational Services & Technical Assistance Step Back

Preliminary Data review for SY2425

Draft potential measures for RFP

Annual Data Reporting and Data Collection

Annual Data Analysis and multi-year trend analysis

Annual Data Analysis and multi-year trend analysis

Monitoring & Implementation Dashboard

Data Collection

Action	Status
Collecting all Baseline Data from Facility Schools	In Progress
Standardize Facility School Data Governance Model	In Progress
Analysis of Monthly Data	In Progress
Develop SOW for 3rd Party Evaluation	Measure input from WG Internal CDE meeting

Baseline Funding Model

Action	Status
Funding for 2024-25	In progress

Shared Operational Services

Action	Status
Baseline Assessment by CAFCA	In progress

Technical Assistance Center

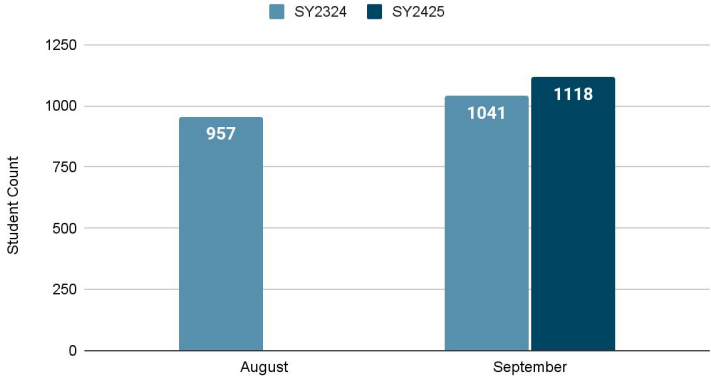
Action	Status
Information gathering and initial support	In progress

Revision & Support of Licensing/Authorization

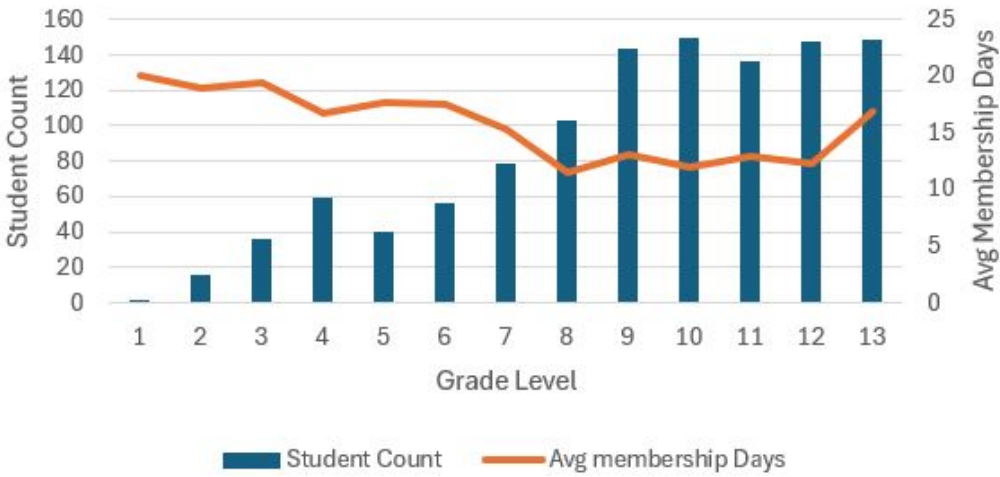
Action	Status
Draft Interagency Resource Guide	Posted to CDE website and linked to CDHS and HCPF
Specialized Day School Process	Under review

Data Review for SY '24-25 - a snapshot

of Unique Students Served per Month



Sep 2024 Student Counts and Avg membership Days by Grade



Apples to Apples
Since Sep 2023, Jefferson Academy closed and Rocky Mountain, TACT, and ACES have opened. Net gain in enrollment beyond new facilities is 34 students (increase of 3.2%)

Observations of Continued Challenges, excerpt page 14

- Although the new Baseline Funding Formula is allowing facility schools to pay more competitive salaries they continue to have trouble filling vacant positions. Teaching positions have been the hardest to fill, followed by paraprofessionals, and certain Special Services Providers (SSP). Turnover continues to be higher in facility schools compared to public schools, in large part due to the severe needs of the students.
- An increase in paraprofessional salaries this school year will help facility schools to be more competitive with public school salaries, however providing resiliency training for staff on a quarterly basis is likely to improve staff retention.
- While the increased funding is very helpful, finding better ways to attract candidates who are interested in working with students with severe needs, autism, and behavioral issues would also help fill vacant positions. Creating a facility school cohort or alternative pathways for licensure may be helpful in attracting applicants to fill vacancies.
- Capacity in rural areas remains a challenge - administrative units are unable to hire staff to serve exceptionally severe student needs. The TAC will not be effective if districts don't have the staff to train and support.

As new and continued challenges are highlighted, additional data points may be required to help better understand and tackle problems of practice to allow the Work Group to ensure that implementation is having the desired impact on the system.

Review DRAFT language for the Statement of Work (S.O.W.)

Do we have the right metrics and measures?

Technical Assistance Center - Implementation Spotlight

From: the
State Board
of Education

January '23
Presentation



SB21-274 Recommendations Overview	
WORKGROUP	
Recommendation	Description
Funding Recommendation A: Facility School Quality Baseline Funding	Create a minimum funding level for the educational and therapeutic costs of each facility school, designed in accordance with the minimum required set of student-facing staff and resources.
Funding Recommendation B: Facility School Shared Operational Services	Funding to identify and develop a set of shared operational services across interested Facility Schools, to realize economies of scale for non-student-facing staff, services, and/or resources.
Capacity Recommendation A: Development of a technical assistance center to support school districts	Create a technical assistance center for the provision of training and professional development to support districts to help increase the number of students that can remain in their home district.

Implementation Focus: Technical Assistance Center

Data Collection: 7/1-11/1

- Number of feedback form responses: 17
 - School Districts/BOCES: 15
 - Facility Schools: 2
- Requests:
 - On-site behavior support and staff training, Trauma-Informed training, Autism specific behavior training, closer facility schools/more availability
- Support provided:
 - Individual case consultation, connect to CDE and Office of School Safety trainings (BIP/FBA training, Trauma-Informed, Autism Team Office Hours, Preschool behavior training)
- Placement Barriers:
 - Location, waitlist, funding, awareness

CDE Technical
Assistance Center
Webpage:
<https://www.cde.state.co.us/facilityschools/technical-assistance-center>

Spring 2023 (SB23-219) Language regarding TAC

2023-24 budget year

22-2-412 (3) (a) The center shall assess the needs of school districts, prioritizing rural, remote, and other school districts and related administrative units that face significant obstacles to providing supports to serve students with exceptionally severe or specialized needs.

2024-25 budget year

22-2-412 (3) (b) The center shall provide technical assistance to school districts, prioritizing rural, remote, and other school districts and related administrative units that face significant obstacles to providing supports to serve students with exceptionally severe or specialized needs.

Our next meeting is December 6th, Thursday @ 9:00 AM

THANK YOU
THANK YOU
THANK YOU
THANK YOU

**Your continued service on
the Facility Schools Work
Group is greatly appreciated!**

