

***What is the purpose of creating a family-school partnership role within the state agency as opposed to creating roles at the local level with similar functions?***

- Many schools and districts around the state have existing family-school partnership roles at the local level; however, the roles and responsibilities of those positions vary greatly from context to context and the individuals in those positions very rarely receive training and support from their local institutions on research-aligned approaches and how to leverage the resources they currently have access to in order to maximize their impact.
- We believe this role at the state bolsters those existing roles and helps leverage the local capacity while centralizing the investment.
- Additionally, while it would be ideal for the state to be able to invest in a family-school partnership role in every school and district across the state, we would not want to preempt local decision making with their resources by requiring those investments. We also know investing in a role at the school and/or district level would be cost prohibitive in this fiscal environment.

***Is this new role duplicative of the existing position at the Colorado Department of Education focused on family-school partnerships?***

- Colorado is leading the way nationally of building systemic support for family-school partnership, but ultimately schools, districts, and prep programs need tailored implementation support and their demand for these support services far exceeds the capacity of CDE's current staff of 1 for 178 districts.
- While the current staff member spends more significant time out in the field, her duties also require internal agency coordination and staffing the State Advisory Council for Parent Involvement in Education (SACPIE). Therefore, there is significant demand for a fully field-facing role and someone who can interface with prep programs as well as local parent, family, and student organizations.

***Wouldn't having a local FTE in targeted communities rather than at the state agency enable a more equitable distribution of supports?***

- In order to ensure that those who need the supports most are receiving them, the current bill language indicates that the new role at CDE would prioritize local education providers with a high percentage of at-risk pupils or those that have an accreditation rating of improvement plan, priority improvement plan, or turnaround plan and family engagement is identified as a key intervention.
- In addition, we know that even when family-school partnership roles are created at the local level, there is a lack of training and support for how to most effectively leverage the position and associated resources to maximize the return on investment. Therefore, the creation of a single role at CDE with access and knowledge of research and resources can ensure that they are more equitably distributed rather than placing that burden on local communities.

***How will the information from the work happening at the local level be shared back with the state and with other stakeholders from around the state?***

- The design of the reporting requirement included in the current bill language is intended to share new insights on lessons learned and best practices while not placing an additional burden on local education providers for data collection and/or reporting. CDE currently captures emergent local practices through their annual publication of Promising Partnership Practices and the report detailed in the bill would supplement this content based upon the lessons learned from the work happening with prep programs as well as local education providers who opt into working with the proposed new role at CDE.