

**MONITORING REPORT**  
**June 4, 2025**

Policy: **2.2 and 2.6**  
Policy Category: **Ends**  
Period Monitored:  
**2024-2025 School Year**

*This is the monitoring report on the Board of Education's Ends Policies 2.2 and 2.6. This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.*

*Tracy Dorland, Superintendent*

*Presented by: Tara Peña*

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**BOARD END POLICIES and INTERPRETATION**

Family engagement and community partnerships play a vital role in supporting student success; furthermore, strong schools are built on strong relationships—with families, students, and the broader community. Board Ends 2.2 and 2.6 reflect the district's deep commitment to both leveraging community resources for the benefit of students and building authentic, responsive partnerships with those we serve. These Ends reinforce the belief that meaningful collaboration and trust are essential to ensuring every student has the support, opportunities, and relationships they need to succeed.

New this year, we are combining Board Ends 2.2 and 2.6 into one monitoring report to reflect the close connection between family engagement and community partnerships. By combining these two Ends in one report, we highlight how coordinated efforts across schools, families, and community partners create stronger support systems and help all students thrive.

### **INTERPRETATION:**

We interpret the following language:

*2.2: District employees will actively engage community resources for the benefit of students.*

*2.6: The district will partner with students, parents, guardians, and the community in a mutually responsive, honest, straightforward, and considerate manner.*

### **To mean:**

*The district is responsible for building and sustaining strong, collaborative relationships with families, students, and community partners to support student success. It also requires ongoing, transparent communication and respectful engagement that honors the diverse perspectives and experiences of those we serve. Through these efforts, we create a shared sense of purpose, increase access to critical supports, and ensure that all students are equipped to thrive.*

### **These intentional efforts are measured through a variety of tools and initiatives, including:**

- Jeffco Family-School Relationships survey results
- District Accountability Committee annual SAC survey
- Community partnerships and volunteer tracking
- Family and community engagement event summaries
- Family Response Service Team year 2 update
- Supporting multilingual family engagement
- Wraparound supports for newcomer students and families

### **New measures and initiatives in 2025 include:**

- Mobile Welcome Center impact
- Family engagement systems and structures
  - Coaction Collective Partnership
  - Family Engagement Liaisons
  - School Connect
  - Academic Partnerships

## CONTEXT

When families and schools work together, students are more successful and the impact reaches beyond individual achievement to strengthen entire communities. Research shows that meaningful family-school partnerships lead to improved academic performance, increased attendance, stronger social-emotional development, and greater student engagement. In Jeffco, we view family engagement and community partnerships not as optional supports, but as essential strategies for student success and system-wide improvement.

We are making a sincere and strategic effort to leverage parents as true partners in education. This includes co-designing experiences that equip families with the knowledge, tools, and confidence to support learning and advocate for their children. Through leadership opportunities, accessible communication tools, culturally responsive resources, and intentional outreach, we aim to ensure all families—regardless of background—feel welcomed, respected, and empowered.

We recognize that family engagement and community partnerships are essential drivers of educational equity. When schools build trust with families, lean in to listen and uplift their perspectives, and work together to align resources—especially for those who have been historically underserved—we create stronger, more inclusive systems that ensure every student has the support and opportunity they need to achieve their biggest dreams.

Community partnerships also play a key role in advancing this work. In Jeffco, we actively collaborate with local organizations, nonprofits, businesses, faith-based groups, and civic institutions to bring additional resources, services, and expertise into our schools. These partnerships help meet a wide range of student and family needs. By aligning our efforts with trusted community partners, we create a more integrated support system that strengthens school-community connections, promotes student and family well-being, and expands access to meaningful learning opportunities and vital resources across the district.

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## EXECUTIVE SUMMARY & DATA REPORTED

### Family-School Relationships Survey

Jeffco Public Schools administers an annual district-wide family perception survey. Family perception surveys serve as a valuable tool to gather actionable insights to

strengthen relationships with families and drive continuous improvement efforts within schools and across the district. For 25 years, the district has administered a Family and School Partnership survey to help us understand Jeffco families’ experiences. In 2023, the district moved this survey to a platform called Panorama Education, which allows us to compare our results to national trends. In time, we believe this will prove an effective method for helping to assess Jeffco’s progress toward achieving our mission of providing a world-class education. In the survey results this year, we see increases in favorable trends across three of the four categories that were assessed: *School Climate*, *School Fit*, *Jeffco Strategic Plan*, with *School Safety* staying the same as last year. That being said, consistent with the previous two years, *School Safety* remains our most favorable category at 74%.

Valuing diverse perspectives is a priority in Jeffco. Each year, we aim to increase the diversity of respondents taking the survey to be more representative of the families and communities we serve. To this end, we promoted the survey on multiple platforms, in a variety of settings, and in multiple languages to ensure a wider reach of families. We also want to ensure multilingual families have the opportunity to take the survey in their native language as well as to provide families access to the survey on paper in addition to online (available in 15 total languages). Compared to last year, these efforts improved the representation of the voices of diverse families (see Table 1).

**Table 1: Survey Participation of Families of Color and/or Eligible for Specialized Services**

	Winter 2023	Winter 2024	Winter 2025
<b>Families* of Color</b>	24% (2,461)	26% (2,991)	32% (3,699)
<b>Families* of Children with IEP, ML, or FRL services (contains duplicate counts)</b>	31% (3,585)	34% (4,181)	38% (4,425)

\*The denominator of the percentages includes only the families who answered these background questions on the survey (self report); IEP = Individualized Education Program, ML = Multilingual Learner, FRL = Free/Reduced Lunch eligible

Self-reported demographics showed an increase in the number of responses for families of color compared to last year (increased 6-percentage points). Additionally, the total number of families with children receiving Individualized Education Program (IEP), Multilingual Learner (ML), or Free/Reduced Lunch (FRL) eligible supports increased 4-percentage points compared to last year. The proportion of families with children with an IEP and ML services closely align with the proportion of students with IEPs and ML supports in the district. Families of color and those

receiving free and reduced price lunch continue to be slightly under-represented in these data (32% families of color, 19% FRL) compared to the proportion of students in the district (36% students of color, 30% FRL). We will continue to prioritize survey outreach and accessibility to ensure every family has the opportunity to share their insights and perspectives, especially our families experiencing poverty.

### **FAMILY-SCHOOL RELATIONSHIPS SURVEY RESULTS:**

In all, **11,529 family members participated** in the 2025 Jeffco Listens Family-School Relationships survey administered during a window from January 21 to February 18. This year's overall participation was similar to previous years (around 20% participation rate). Nationwide, Panorama typically records a survey response rate of approximately 25% to 35% from other large districts across the country. With a response rate of about 20%, Jeffco continues to be below the typical national response rate according to Panorama.

Based on self-reporting of their demographics, participants were predominantly mothers (78%). A higher proportion of respondents identified their race/ethnicity as White (68%) compared to Jeffco's student population (64%), indicating White families are slightly over-represented in the survey. While about 26% of Jeffco students are Hispanic, 13% of family respondents identified themselves as Hispanic, which is consistent with the prior year. Response rates were similar across grades, with slightly more participation in grades 3 through 5. Families were invited to complete one survey at each school where their child/ren attend and were advised to have their oldest child in mind if multiple children attended the same school. Over or under representation of responses is difficult to ascertain for the family survey because student enrollment is being used as a proxy for family demographics. This can be misleading because children's race does not always match their families' race, for example, and families often have more than one child.

The survey included questions around the following topics: ***School Safety, School Climate, School Fit, and Jeffco's Strategic Plan***. Table 2 below shows the overall results for the four topics surveyed by Panorama. Compared to **national norms**, which includes pre and post pandemic data, *School Safety* and *School Climate* fall nearest to the 40th percentile nationally, whereas *School Fit* ranks near the 50th percentile compared to the national norms. Favorability of *School Climate* and *School Fit* increased by 1-percentage point compared to 2024, while *School Safety* remained the same. The *Jeffco Strategic Plan* topic, which focuses on student experiences that we aspire to impact with Jeffco Thrives 2025, improved by 1-percentage point compared to last year's survey and consists of custom district questions which are not nationally normed. Results from Title I schools had a slightly higher response rate and results were more favorable in all topics except *School*

Safety.

**Table 2: Family School Relationships Survey Results by Topic - District and Title I**

Topic	% Favorable	Since Winter 2024	National Percentile
<i>District Family Survey (11,529 responses - 20% response rate)</i>			
School Safety	74%	0	20th - 39th
School Climate	71%	↑1	40th - 59th
School Fit	68%	↑1	40th - 59th
Jeffco Strategic Plan	62%	↑1	--
<i>Title I Family Survey (2,348 responses - 23% response rate)</i>			
School Safety	73%	0	20th - 39th
School Climate	77%	↑3	60th - 79th
School Fit	70%	↑2	60th - 79th
Jeffco Strategic Plan	66%	↑1	--

A detailed view of how family members responded to the questions within each topic is available in the appendix. The survey responses are helpful in identifying areas where we may need to prioritize and actively engage community resources for the benefit of students.

**School Safety**

A majority of the family members who responded reported that their child feels safe at school (84%, 1-percentage point decrease) and that drugs are not a problem at the school (83%, no change from last year). A potential opportunity to engage more community resources is evident in responses related to bullying. Most families say their child can get help from an adult at school if bullied (75%, no change from last year) and they don't believe their child will be bullied online (72%, no change from last year). Finally, 56% (no change from last year) of families almost never worry or only once in a while worry about violence at their child's school. This is stable from

last year but previously had been trending downward which may have reflected the violent and tragic events that continue to impact schools across the globe.

### **School Climate**

Family members generally agree that students show respect for school staff (79%, 1-percentage point increase from last year) and teachers show respect for the children they teach (79%, no change from last year). Favorability in the area of administrators creating environments that help children learn is at 74% (1-percentage point increase) and in response to whether their children enjoy going to school, favorability increased 1-percentage point to 71%. While the district gained ground in regards to the question about valuing the diversity of children's backgrounds (66%, 2-percentage point increase), motivating classroom lessons was stable at 56%, which indicates an area for more probing and consultation with our families and community partners as we seek to prioritize improvements.

### **School Fit**

In the previous paragraph, 66% of responses reported that the school values the diversity of children's backgrounds; however, within the *School Fit* topic, a majority of family members reported that their child's school is a good fit given their child's cultural background (81%, 1-percentage point increase). For the school's approach to discipline, 69% of family members responded positively (no change from last year but had been trending downward from 2023 to 2024).

How well teaching styles matched student learning styles (67% favorable) and how well the school is preparing their students for the next academic year (70% favorable) stayed at the same favorability percentage as last year. Two questions continue to remain under 60% favorability yet are trending in the positive direction, how comfortable they perceive their child is in asking for help from school adults (59%, 1-percentage point increase) and how well the activities offered at their child's school match their child's interest (59%, 3-percentage point increase). School fit and its alignment to student outcomes continue to make improvements in this area a priority.

### **Jeffco's Strategic Plan**

This survey topic delved into the student experiences that the district aspires to impact with Jeffco Thrives 2025. The data are critically important to assess the action steps in place to drive improvements aligned with this topic area. Currently, 67% of family members perceive their child is challenged to improve and 69% say their child has the support they need to succeed, both consistent with responses from last year. Additionally, families believe their child's strengths are recognized (62% favorable), and 66% agreed that communication they receive from the school and district is applicable to their family, which both increased 2-percentage points from last year.

Lastly, with a 47% favorability response (flat compared to last year), the question of whether their child's individual differences are viewed as assets would benefit from continued focus to seek additional improvements in this area.

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### **District Accountability Committee Annual SAC Survey**

For the third consecutive year, the District Accountability Committee (DAC) administered a survey to School Accountability Committees (SACs) across Jeffco. As required by Colorado state statute, every public school must have a SAC, which serves as a key structure for engaging parents, educators, and community members in school improvement efforts. SACs play a vital role in fostering collaboration and shared responsibility for student success.

This year, the SAC survey was streamlined to focus specifically on school-level budget priorities, narrowing the scope to gather more targeted and actionable feedback. By refining the questions, DAC aimed to collect clearer data that could directly inform its recommendations to the Board of Education and district leadership. This shift allowed DAC to gain clearer insight into community perspectives on how both school and district resources should be allocated to support student learning.

During the Winter 2025 survey window, 100 schools—including both district-run and charter schools—participated, representing a slight decrease of 3 schools from the previous year. This year's survey engagement, combined with a more focused survey approach, strengthens DAC's ability to deliver informed, impactful recommendations that reflect the voices of Jeffco's families and school communities.

### **ANNUAL SAC SURVEY RESULTS:**

The District Accountability Committee meets monthly throughout the year and makes recommendations to the Board regarding district budgets, charter school applications, improvement plans, and parent engagement plans.

The DAC provides training and information that School Accountability Committees (SACs) can share with each school community. It administers an annual survey to gather feedback from SACs. SACs across Jeffco participated in the survey to identify key budget priorities, successful practices, and areas for growth related to school-level and district-level budgeting and accountability. The findings offer valuable insight into how schools and communities engage with resource allocation and shared decision-making.

The [results of the survey](#) were delivered to Jeffco's Board of Education at the February 13, 2025 Board meeting. This annual SAC survey also asked for budget recommendations to the Board of Education.

Budget recommendations for FY26 are prioritized as follows:

#### School-Level Budget Priorities

- Mental and behavioral health support & staffing (41%)
- Additional classroom teachers (24%)
- Additional paraprofessionals (22%)

#### District-Level Budget Priorities

- Teacher/staff compensation (61%)
- Mental Health Staff (51%)
- Equitable per-pupil funding (38%)

These school-based committees can be one of the best ways for parents and community members to weigh in on how a school spends its money, what programs it offers, and the strategies it uses to improve. Pursuing recommendations from SAC members is critical to generating meaningful engagement resulting in impact.

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### **Community Partnerships and Volunteer Tracking**

Jeffco is fortunate to have a strong network of dedicated community partners who play a vital role in supporting the success of our students and families. In Jeffco, we define a community partnership as a collaborative relationship between external organizations, our schools, and our families working together to improve student outcomes and strengthen our communities.

These partners contribute in a variety of meaningful ways, including donating goods and services, volunteering time, offering in- and after-school enrichment and intervention, and providing a wide range of resources that promote student and family well-being.

As highlighted in the [May 2024 Monitoring Report](#), Jeffco has long benefited from this deeply engaged network. At that time, the Division of Family and Community Partnerships was actively developing a more streamlined volunteer application system and a centralized community partner directory to better connect schools with appropriate resources and support.

That vision became a reality in August 2024 with the official launch of Jeffco Partners in Education (PIE), an innovative online platform designed to enhance and simplify how we engage with community organizations, industry partners, and volunteers. This centralized hub offers an accessible and equitable entry point for individuals and organizations to formally apply to partner with or volunteer in Jeffco schools, making it easier to contribute time, talent, and resources in service of student success.

The PIE platform allows schools and district departments to post volunteer opportunities and connect with community partners through secure requests and offers. It enables volunteers, community organizations, and businesses offering work-based learning opportunities to more seamlessly direct their contributions to the schools and communities they wish to support. A robust data dashboard streamlines communication and provides valuable metrics to measure both volunteer impact and the broader landscape of partnerships across the district.

PIE is built to scale, with the capacity to track up to 10,000 volunteers and 1,000 community partners. It is fully customizable and integrates into the new Jeffco website to ensure a seamless user experience.

With PIE, Jeffco can now:

- Maintain a comprehensive inventory of community partners across key service areas such as mentoring, academic support, enrichment, and career-connected learning;
- Track volunteer and partner engagement, including hours served, types of contributions, and alignment with school priorities;
- Improve matching between schools and partners, enabling access to curated lists of individuals and organizations that meet specific needs;
- Measure and report system-wide impact, offering clearer insights into how community resources support student outcomes;
- Launch a public-facing dashboard that transparently reports partnership engagement and highlights how Jeffco is leveraging community support.

To date, 20 schools and 12 Career Hub Coordinators have been trained to use the PIE platform through a phased implementation approach. Our Fall Early Adopters received training in August 2024, followed by monthly support sessions throughout the semester. Based on insights and feedback from that cohort, Winter Early

Adopters were trained in January 2025, with additional follow-up training offered through March.

As of April 15, 2025, the system includes 822 active community and industry partners and 193 registered volunteer profiles, reflecting a strong and growing support network for Jeffco students and staff. Schools and Career and Technical Education (CTE) Career Hub Coordinators have begun actively using the platform to post requests and accept offers from work-based learning partners.

For example, the City of Westminster used PIE to post internship opportunities, embedding their application link directly into the system. As a result, students have successfully been placed in internships with the City across a range of departments. Similarly, Career Hub Coordinators have used PIE to recruit industry partners for job shadows, career fairs, and other work-based learning experiences.

The phased rollout of PIE has also surfaced valuable feedback, helping refine training and implementation efforts to ensure all users can fully leverage the platform's capabilities. Looking ahead, PIE will serve as a key tool for recruiting and tracking business partner participation in the upcoming 10th Grade Career Expo, further advancing Jeffco's commitment to expanding career-connected learning opportunities.

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### **Family and Community Engagement Event Summary**

Throughout the 2024–2025 school year, Jeffco Public Schools hosted a series of marquee events designed to actively engage families and the broader community. These events serve as vital platforms for fostering transparency, building trust, and deepening relationships with our families—key components of *Our Communities, Our Legacy* within the *Jeffco Thrives* framework.

The year's engagement efforts included signature events such as the Back to School Bash, Board Town Halls, the Safe Student Summit, Jeffco Parents Encouraging Parents (JPEP), a Community Resource Fair for Mental Health Professionals, and a series of Superintendent engagements across the district. Each of these events created space for open dialogue, collaboration, and shared understanding between Jeffco staff, families, and community members.

Additionally, Jeffco's Elevate Education podcast expanded outreach by offering families and stakeholders an accessible, on-demand format to stay informed and engaged in district initiatives.

Together, these efforts underscore Jeffco's ongoing commitment to creating a welcoming, inclusive, and informed school community centered on student success.

While many important and impactful events happen throughout the district on an on-going basis, highlighted below are some of our most high-profile, high-impact events.

### **Back to School Bash**

Jeffco Public Schools hosted its inaugural Back to School Bash on August 10, 2024, at Jeffco Stadium, marking a vibrant and welcoming kickoff to the new school year. Designed for the entire Jeffco community, the event featured fun for all ages—yard games, face painting, craft stations, food trucks, free hot dogs, and live music—along with meaningful opportunities to connect with district staff and over 50 community and district partners.

With more than 1,000 community members in attendance, the event was a resounding success. One longtime Jeffco community member remarked, *"This is the best family engagement event Jeffco has ever done!"*

The Bash provided a unique space for families to celebrate the start of the school year while accessing helpful resources and learning more about the district.

Planning is already underway for the 2nd Annual Back to School Bash, with a focus on increasing attendance, securing sponsorships, and spotlighting the diverse articulation areas that make Jeffco unique.

### **Board of Education Town Halls**

This fall, community members had the opportunity to connect directly with their elected Board of Education representatives through a series of Town Hall events. With support from staff, three Board Directors hosted gatherings that encouraged open conversation and meaningful engagement. Board President Mary Parker held her Town Hall at Conifer High School on November 12, 2025, followed by Director Paula Reed at Lakewood High School on November 13, and Director Michelle Applegate at Arvada West High School on November 20. Each event drew between 10 and 30 attendees, creating an intimate space for dialogue. Board members shared updates on the Board's work, highlighted key initiatives, and listened to community

input. Attendees' questions and feedback offered valuable insight into local priorities, concerns, and aspirations.

### **Safe Student Summit**

In April, Jeffco Public Schools hosted the inaugural Safe Student Summit, a community-centered learning event held at Wheat Ridge High School for families, community members, and staff. Nearly 150 attendees participated in this important gathering which was designed to strengthen collective understanding of student safety. The summit addressed critical topics including online safety, recognizing predatory behaviors, fostering open communication with children, and creating effective family safety plans.

The event featured a robust resource fair showcasing local organizations such as Ralston House, the Jefferson County Sheriff's Office, Children's Hospital Colorado, Jefferson Center for Mental Health, The Blue Bench, and many others. These partners shared valuable tools and insights from their areas of expertise. Attendees also took part in two rounds of breakout sessions, with a wide range of workshops covering topics such as sexual abuse prevention, cyber safety, youth mental health, and more.

To support family participation, free childcare, dinner, and interpretation services were provided. Post-event feedback indicated that 93% of respondents felt the event met or exceeded their expectations, while 100% reported they would recommend attending future Jeffco events to others. Overall the Safe Student Summit reflected strong community interest in continued learning opportunities focused on student safety.

### **Superintendent Engagement**

This year, we transitioned from hosting Superintendent Community Conversations to adopting a new approach that enabled Superintendent Dorland to visit more schools and participate in a broader range of community engagement events. This shift was designed to foster deeper, more authentic relationships and allow the Superintendent to be more organically integrated into the daily life and culture of our schools. It also reflects Jeffco's commitment to authentic engagement, inclusivity, and celebrating excellence by meeting families and community members where they are, while shining a spotlight on the incredible work happening across our district.

As a result, this new model has led to more meaningful, timely, and relevant engagement—and it has been well received by our Jeffco community.

To support this effort, district staff worked closely with school leaders and community members to identify opportunities for Superintendent Dorland to engage throughout the school year. During the 2024–25 school year, her participation has included:

- 48 school and instructional visits
- 30 family and community events
- 57 staff engagements
- 26 leadership, board, and government events
- 11 internal organizational events

Each of her 172+ visits was intentionally aligned to the unique context and purpose of the event. For example, she joined students at Green Mountain High School for a Veterans Day breakfast and participated in Columbine High School's Day of Service, helping students make blankets for dialysis patients. A full list of engagements can be found in the Appendix.

To further connect with the community, these moments are now being shared in real time via Superintendent Dorland's Instagram platform—an accessible and engaging way to highlight school experiences, celebrate student and staff efforts, and strengthen district-wide connection through storytelling.

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### **Family Response Service Team Year 2 Update**

Launched in August 2023, the Family Response Service Team (FRST) serves as Jeffco's centralized call center, designed to help families navigate district and school resources. The goal of FRST is to address family concerns at the level closest to the issue when possible with the support of both school and district staff. The team is committed to listening with empathy, analyzing concerns, clarifying Jeffco policies and procedures, and empowering families to become informed partners in their child's educational journey.

FRST operates with a lean but effective staffing model that includes one Director, one Assistant Director, and three Family Case Managers. Each team member brings unique personal and professional experience, enabling them to support Jeffco families with skill and cultural sensitivity. Bilingual team members offer direct support to Spanish-speaking families, while Language Line services are used to ensure accessibility for all other languages.

To meet the complex and varied needs of families, FRST staff have engaged in extensive training in both crisis response (e.g., psychological first aid, motivational

interviewing, restorative practices) and operational knowledge (e.g., enrollment, transportation, academic support, and general district inquiries). This ongoing development is essential, as the team addresses a wide range of concerns with professionalism, care, and accuracy.

Feedback from families and Jeffco staff continues to affirm the impact of the FRST model. One parent shared:

*"I've had the pleasure, as a parent, to work with the response service team. At first, I was skeptical because I had never heard of them. I am so grateful for them though. I felt heard as a parent, and my concerns were addressed. With them, I felt like I had a voice. I am forever grateful for all of their hard work and dedication. Thank you 1,000 times."*

This type of feedback reflects the trust FRST is building and the meaningful connections it is fostering across the district.

### **Year 2 Data Collection Includes:**

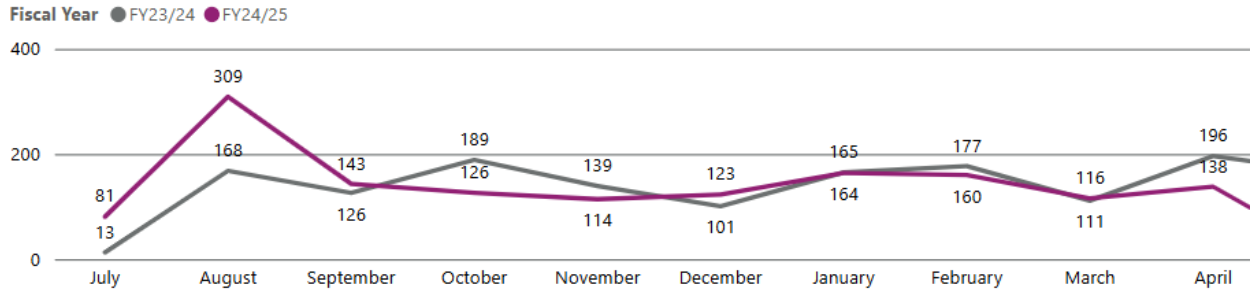
- Total number of tickets
- Type of concern
- Location of concern
- Response time
- Resolution time
- Satisfaction survey results

As of May 1, 2025, FRST has responded to **1,502 total tickets**. As shown in Figure 1 below, the team has averaged approximately 155 tickets per month from August through April (the full school months). Compared to Year 1, this year's intake pattern has been more stable, with fewer peaks and valleys—indicating a more consistent and predictable volume of family needs and inquiries.

### **Response and Resolution Metrics:**

- Response time: 100% of tickets were responded to within 24 business hours, meeting the team's internal goal.
- Average resolution time: 8 days and 5 hours
  - Most tickets were closed within 2–3 business days.

**Figure 1. Count of FRST Service Requests (tickets) by Month**



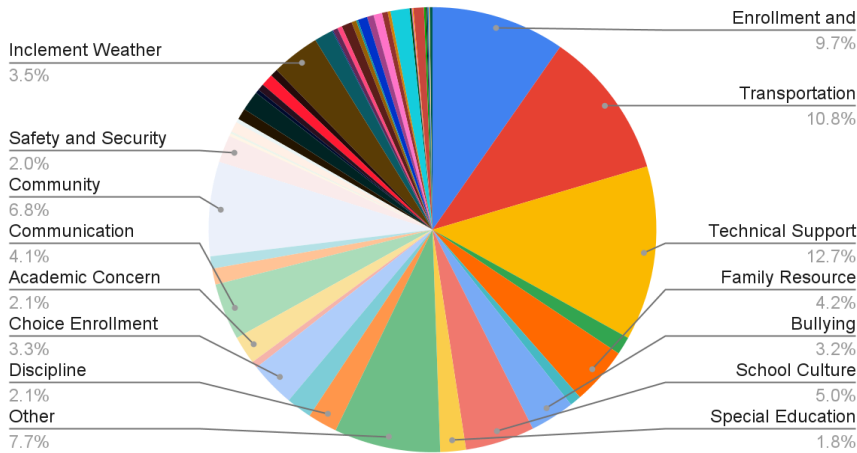
**Table 3. Distribution of FRST Service Requests (tickets) by School Level**

School Year	Elementary	K-8	Middle	Jr/Sr	High
2023/24	40%	6%	24%	6%	24%
2024/25	47%	4%	20%	7%	22%

Table 3 above provides the distribution of service support by level, with elementary requesting the most support.

**Figure 2. FRST Tickets by Concern Type**

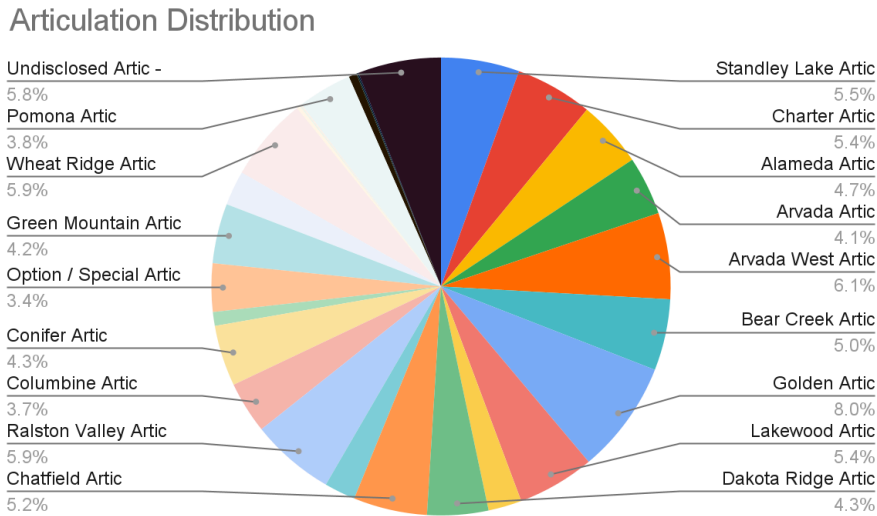
Types of Concerns



Note: This graph labels the largest categories on the chart. There are several categories that don't have large enough numbers to be labeled.

As shown in Figure 2, the largest concentration of calls—12.7%—fall under the technical support category. This includes requests related to enrollment, transportation, school benefits applications, Parent Portal assistance, etc. The higher volume in this area is largely attributed to the start-of-year when families commonly seek support with these systems and processes.

**Figure 3. FRST Tickets by Articulation Area**



Per Figure 3 above, overall there is a relatively balanced distribution of tickets across the articulation areas. The largest concentration of help tickets (8%) have come from the Golden articulation area followed by the Arvada West articulation area at (6.1%).

**Satisfaction and Feedback**

**Figure 4. Satisfaction Survey Results**

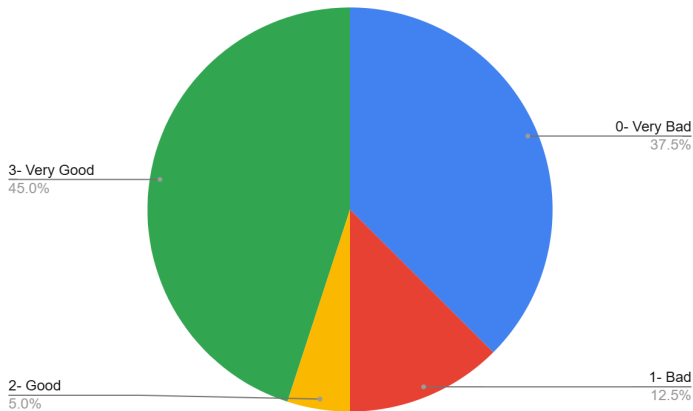


Figure 4 above provides feedback from a small number of stakeholders supported by FRST, split between positive and negative responses.

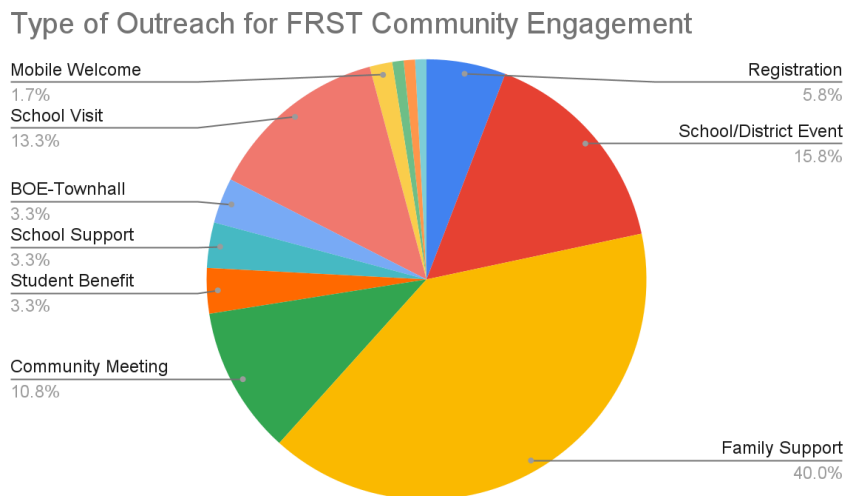
- Survey responses received: 40 (≈2.7% of total tickets)
- *Surveys are automatically sent upon ticket closure.*
- Follow-up outreach was conducted for “Bad” or “Very Bad” responses. Feedback indicated dissatisfaction was primarily tied to resolution outcomes, and the team is using this feedback to improve future experiences.

Additional feedback from school leaders who worked with FRST during facilitated meetings was also gathered. Of the 16 respondents, all indicated feeling supported and noted that the FRST team maintained an impartial and solution-oriented approach to resolving issues with families.

### Community Engagement and Outreach

Relationship-building was a cornerstone of FRST’s success in its first year and remains a priority in Year 2. Beyond call center operations, FRST has continued to expand its presence across the district by hosting or attending parent workshops, information sessions, and family focus groups aimed at gathering input on school culture, communication, and future planning.

**Figure 5. FRST Community Outreach Events by Type**



In the 2024–25 school year, FRST has participated in, led, or supported 120 outreach events, strengthening partnerships between families and the district while reinforcing shared responsibility for student success.

FRST continues to play a crucial role in ensuring Jeffco families feel seen, supported, and empowered. As the team builds on its early momentum, it will remain focused on accessibility, responsiveness, and continuous improvement in support of student outcomes and in service to the Jeffco community.

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## **Supporting Multilingual Family Engagement in Jeffco**

Jeffco Public Schools is proud to serve a diverse community including thousands of families who speak a language other than English at home. To support these families and ensure they are fully engaged in their child’s educational journey, Jeffco offers a range of services and tools designed to make communication clear, accessible, and inclusive. These efforts include real-time interpretation, translated documents, multilingual messaging tools, and community outreach tailored to language and cultural needs.

By removing language barriers and strengthening connections between home and school, we create a welcoming environment where all families—regardless of their language—can understand, engage, and partner in their child’s learning.

### **Who Are Our Multilingual Families?**

As of May 15, 2025:

- More than 5,000 parent/guardian contacts have indicated a preferred language other than English (LOTE)
  
- Top preferred languages include:
  - Spanish: 4,428
  - Vietnamese: 309
  - Russian: 108
  - Chinese dialects: 84
  - Arabic: 60
  - Dari/Farsi: 36
  - Nepali: 27
  - Ukrainian: 23
  - French: 23
  - Korean: 19

This linguistic diversity is reflected across 136 schools:

- 92 schools have 10 or more LOTE family contacts
- 15 schools have 100+ LOTE contacts
- 8 schools have over 200 LOTE contacts, including:
  - Alameda International Jr./Sr. – 591
  - Jefferson Jr./Sr. – 465
  - Lasley Elementary – 405
  - Lumberg – 390
  - Foster Dual Language PK-8 – 338
  - Lakewood High School – 298
  - Edgewater Elementary – 250
  - Arvada High School – 242

These data reinforce the importance of providing responsive, accessible tools that help every family stay informed and engaged.

### **How We're Supporting Multilingual Families**

To meet the needs of our multilingual community, Jeffco has implemented several systems and tools that promote two-way communication and support across a variety of settings. Below are key highlights of the services currently in place:

#### **1. Translation & Interpretation Services**

Jeffco's Translation and Interpretation Services ensure that critical school and district information is available in families' native languages. This includes documents like enrollment forms, health notices, academic progress reports, and school communications. When families can access information in a language they understand, they are better equipped to participate in conferences, events, and school activities supporting strengthened trust and belonging and improved student outcomes.

The Translation and Interpretation team currently includes the following staffing:

- 1 Coordinator
- 5 Spanish bilingual interpreter/liaisons
- 1 Russian/Ukrainian bilingual interpreter/liaison
- 2 Spanish translators
- 2 Technicians
- 10+ contracted language agencies

## Request Tracking and System Improvements

All Translation and Interpretation requests are tracked through JeffcoHelp. In October 2024, updates were made to the system to allow for multiple languages in a single ticket. While this made submitting requests easier for users, it temporarily impacted how requests are counted by language and type.

To ensure accurate reporting, we’ve compared October to May requests from both the 2023–24 and 2024–25 school years:

**Table 4. Jeffco Interpretation and Translation Requests**

JeffcoHelp request type	Language	Total requests October 2023-May 2024	Total requests October 2024-May 2025
<b>Interpretation</b>	Total	2,219	1,849
	Spanish	1,576	1,347
	Vietnamese	141	136
	Russian	101	51
<b>Translation</b>	Total	1,951	1,480
	Spanish	1,056	800
	Vietnamese	275	166
	Russian	175	100

This year, translation and interpretation requests decreased by 16%, which represents a positive shift. This reduction is largely due to the successful use of more accessible tools like LanguageLine On-Demand and TalkingPoints. These real-time tools help staff communicate with families quickly and directly, often without needing to submit a formal request. It’s a strong sign that schools are using the resources available to engage families in their preferred language in faster, more effective ways.

### 2. LanguageLine On-Demand

To support immediate communication needs, Jeffco uses LanguageLine On-Demand, a phone-based interpretation service that connects staff with interpreters in over 140 languages within seconds—no scheduling required.

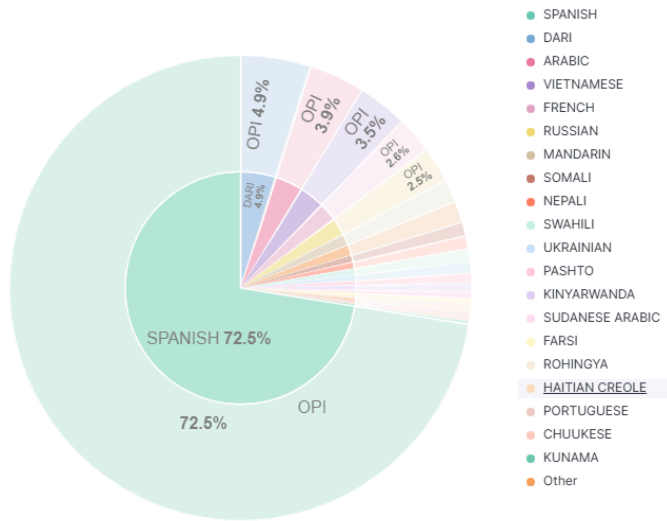
This tool has been especially valuable during school meetings, parent-teacher conferences, enrollment, and emergencies—ensuring families receive timely support in their preferred language.

Usage from May 1, 2024 – May 1, 2025:

- Total calls: 6,404
- Total minutes: 63,159
- Average connection time: 8.7 seconds
- Average call duration: 10 minutes
- Unique languages used: 52

**Figure 6. LanguageLine On Demand Usage**

Summary of Minutes by Language & Media Type



LanguageLine was officially rolled out mid-year in February 2024, so the year-over-year usage data currently covers only the February through May period. Even within that limited timeframe, the results are compelling: total calls increased by **134%** from February–May 2024 compared to the same period in 2025. This significant growth indicates that more schools are actively adopting the tool and using it to engage families in real time and in their preferred language.

### 3. TalkingPoints for Title I Schools

To support everyday communication with multilingual families, all Title I-funded schools in Jeffco have access to [TalkingPoints](#)—a two-way text messaging platform that automatically translates messages into each family’s preferred language. This tool allows school staff to share timely, accessible updates and helps remove language barriers that can limit family engagement.

TalkingPoints directly supports federal expectations set by the U.S. Department of Justice and Department of Education, which require schools to communicate with limited English proficient families in a language they can understand. To meet this need and go beyond compliance, full access to TalkingPoints was provided to all Title I-funded schools for the 2024–25 school year.

The platform also complements our existing translation and interpretation services by giving staff a fast and user-friendly way to send brief, real-time updates—ensuring more consistent and inclusive communication across grade levels and school communities.

### **2024–25 Implementation Goal and Results**

This year, the district set a goal to launch TalkingPoints in at least 80% of Title I-funded schools to expand two-way communication and increase outreach to families in their home languages. This goal was met and exceeded:

- 85% (29 of 33) Title I schools used TalkingPoints to send messages
- 84% (15 of 18) elementary and K–8 schools sent over 1,000 messages
- 100% (3 of 3) middle schools sent over 1,000 messages
- 66% (2 of 3) junior/senior and high schools sent over 1,000 messages

These results show strong early adoption and reflect growing momentum in using TalkingPoints to engage families in meaningful, language-accessible ways.

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### **Wraparound Support for Newcomer Students and Families**

During the 2023–2024 school year, Jeffco Public Schools saw a significant rise in the number of newcomer students—those newly arrived in the United States or new to the U.S. education system. In response, and as part of Jeffco’s broader commitment to equity and belonging, the Board of Education invested in targeted resources and programming designed to support both the academic success and social-emotional well-being of our newcomer students.

As a result, the Family Ambassador Team was officially launched in the 2024–2025 school year to provide wraparound support for newcomer families. Whether families are new to the country or simply new to Jeffco, the Family Ambassadors are dedicated to helping them feel equipped, empowered, and engaged in their child’s educational journey.

This team offers a tiered model of support—from initial outreach and onboarding, to one-on-one navigation, to intensive case management—ensuring families have the information, relationships, and resources they need to confidently participate in school life. Through this investment, Jeffco is building stronger connections, trust, and access for families who are new to the country.

### **Newcomer Tiered Model of Support**

- Tier I – Outreach: All newcomer families receive initial outreach to confirm registration, assess needs, and ensure schools have relevant background information (language, education, family context).
- Tier II – Navigation: Most families receive continued support through school- or articulation-based events and one-on-one guidance on navigating Jeffco’s systems and accessing key resources.
- Tier III – Case Management: A smaller number of families receive intensive support to co-design goals and address deeper barriers to student success.

Newcomer students are identified primarily through a Newcomer Notification Form filled out by schools at registration. Additional methods include a Power BI report to flag potential newcomers and a Family Request Form available online and at schools. Unlike other definitions that narrowly identify newcomers by limited English proficiency and recent U.S. arrival, Jeffco’s Family Ambassador team took a broader approach—supporting families who may be new to the U.S. education system regardless of their length of time in the country or English proficiency.

### **Year 1 Impact: By the Numbers**

In its first year, the Family Ambassador team focused on two primary goals:

- Establish a responsive, tiered system of support for newcomer families
- Improve attendance and reduce chronic absenteeism among newcomer students

### **Highlights from Year 1:**

- Total newcomer families identified: 908
- Families contacted: 897
- Families who responded to outreach: 705
- Families receiving navigation support beyond initial contact: 368

- Families receiving case management (Tier III): 12
- Total students served: 1,438
- Total schools served: 100

### **Attendance Trends and Context**

While family connection and support rates were strong, attendance data among newcomer students declined:

- 2023–24 newcomer average attendance rate: 89.8%
- 2024–25 newcomer average attendance rate (as of May 1): 87.1%
- Chronic absenteeism rose from 29% to 42%

Through direct outreach to families, we learned that this increase in chronic absenteeism and decline in the newcomer average attendance was closely tied to increased fear within the undocumented community. The change in federal administration during the school year intensified anxiety around deportation and family separation, leading many families to keep their children home due to both perceived and real shifts in immigration enforcement and national rhetoric.

### **Districtwide Reach and Family Engagement**

Newcomer families in Jeffco were not concentrated in one area—they came from across the district. In fact, newcomer students were enrolled in 100 different schools during the 2024–25 school year, with the highest concentrations found at several key sites (see Table 5 below).

**Table 5. Newcomer Counts by School**

School Name	Newcomer	Potential Newcomer	Total
Lumberg Elementary	86	3	<b>89</b>
Lasley Elementary	82		<b>82</b>
Jefferson Junior/Senior High	77		<b>77</b>
Alameda Intl Junior/Senior High	60		<b>60</b>
Edgewater Elementary	48	3	<b>51</b>
Foster Dual Language PK-8 School	43	3	<b>46</b>
Eiber Elementary	36	6	<b>42</b>
Deane Elementary	30	2	<b>32</b>
Arvada High	23		<b>23</b>
Slater Elementary	17	4	<b>21</b>
Lakewood High	20		<b>20</b>
Lawrence Elementary	20		<b>20</b>
Creighton Middle	19		<b>19</b>
Rose Stein International Elementary	15	4	<b>19</b>
Foothills Elementary	18		<b>18</b>
Wheat Ridge High	17	1	<b>18</b>
<b>Total</b>	<b>941</b>	<b>51</b>	<b>992</b>

**Impact Highlights from the Field**

Across the district, school staff consistently reported that Family Ambassadors made a meaningful difference for newcomer families and school communities. Their support was felt in several key ways:

- **Trusted Points of Contact:** Ambassadors often served as the first and most trusted connection for families, helping them navigate school systems and complete important documents like the Student Benefits Application.
- **Improved Engagement and Attendance:** Their involvement reestablished communication between home and school, leading to stronger student engagement and improved attendance for previously disconnected students.
- **Support Beyond the Classroom:** Ambassadors helped families meet basic needs—connecting them with food, clothing, internet access, transportation, and, in some cases, making home visits to provide support where it was needed most.

- **Time-Saving Support for School Staff:** Educators and office staff noted that Ambassadors saved them time and allowed them to focus on their core responsibilities, calling the tag-team approach efficient and impactful.
- **Strong, Trusting Relationships:** Through consistent, empathetic outreach, Ambassadors built deep connections with families—creating space for honest communication, even in complex or sensitive situations.
- **Creating Welcoming School Communities:** Family Ambassadors played a key role in making schools more welcoming for newcomer families. They helped organize, promote, and take part in family nights, resource fairs, and school events. In the Jefferson area, three Newcomer Family Nights offered workshops like ESL strategies and included resource fairs, drawing over 100 attendees. Across the district, Family Ambassadors helped lead 12 events in areas with the highest number of newcomer students—building community, trust, and connection.

While feedback was overwhelmingly positive, a few schools expressed a need for greater clarity around the program's scope and the specific roles of Family Ambassadors—highlighting an opportunity for deeper integration and communication moving forward.

Ultimately, it is not just the data but the stories behind the numbers that reveal the greatest impact of this work. *(See Appendix.)*

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## Launching the Mobile Welcome Center

In a district as large and diverse as Jeffco, transportation and access to services can be major barriers for many families. To meet families where they are, Jeffco launched the Mobile Welcome Center (MWC)—a 17-passenger bus converted in the summer of 2024 into a fully equipped family resource center on wheels.

The MWC reimagines family engagement by bringing direct support to neighborhoods across the district. Equipped with WiFi, laptops, books, hygiene products, clothing, and more, the bus is designed to serve as a one-stop hub for families in need. It offers both material resources and access to critical services—including help with school registration, community referrals, and real-time interpretation—ensuring families receive the support they need to navigate Jeffco Schools with confidence.

This innovative initiative, launched in partnership with the Colorado Department of Education (CDE), is rooted in equity and cultural responsiveness. The Mobile Welcome Center, in combination with the Family Ambassador Team, strengthens Jeffco's commitment to meeting the needs of our most vulnerable families—wherever they are.

### **Mobile Welcome Center Events for 2024-2025**

In its launch year, the Mobile Welcome Center (MWC) hit the road to support families across Jeffco, prioritizing schools and neighborhoods with high concentrations of newcomer and underserved students. The MWC was present at a variety of school and community events, helping families access resources and build connections:

- **Back-to-School Resource Fairs:** Provided school supplies, clothing referrals, and hygiene kits to families preparing for the school year.
- **Mobile Enrollment Events:** Supported families with on-the-spot enrollment assistance, including language support, document review, and Infinite Campus access.
- **Newcomer Family Events (in partnership with Family Ambassadors):** Offered real-time interpretation, WiFi access for enrollment support, and family workshops on navigating the U.S. school system.
- **Parent-Teacher Conference Nights:** Stationed outside schools to offer snacks, child-friendly activities, and information on school and district supports.
- **Fall and Spring Community Nights:** Visibility at a variety of school and community events that connected families with important school and community resources.
- **Belonging Events:** Hosted informal before and after school gatherings where families received books, hats, gloves, and hot cocoa—creating warm, welcoming experiences that fostered connection and belonging.
- **District Equity and Family Engagement Events:** Served as a visible and accessible hub during district events, offering a welcoming space for families.

In total, the Mobile Welcome Center participated in over 25 events across the district in its first year, reaching hundreds of families who may not have otherwise had access to supports. Its presence helped remove barriers, build community, and reinforce Jeffco's commitment to meeting families where they are.

However, two key challenges emerged during the initial rollout: the absence of a designated driver limited the MWC's availability and scheduling flexibility, and limited awareness among schools and families impacted utilization. As we look to Year 2, increasing visibility and staffing capacity will be critical to expanding the MWC's reach and impact.

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## **Family Engagement Systems and Structures**

Jeffco Public Schools is committed to building sustainable, districtwide systems that center family partnerships as a driver for student success. Our approach is anchored in coherence, consistency, and belonging, ensuring that all families—regardless of background—have access to the tools, relationships, and supports needed to engage meaningfully in their children's education. The following initiatives reflect how Jeffco is designing and scaling strategic structures to elevate family voice, increase access, and strengthen school-community connections.

### **Defining Jeffco's Family and Community Engagement Strategy: Coaction Collective Partnership**

As part of a Jeffco Thrives team project, Jeffco Public Schools launched an initiative to develop a districtwide family and community engagement strategy grounded in equity, partnership, and belonging. In winter 2024, the district issued a Request for Proposals seeking a partner to co-design this strategy. After a competitive process, [Coaction Collective](#) was selected for their strong expertise in community-driven design, systems transformation, and educational equity.

Since January, Coaction Collective has led a series of focus groups with families, school staff, and district leaders to ensure the strategy reflects real voices and lived experiences across Jeffco. The work is being directly aligned to the PTA National Standards for Family-School Partnerships and to Board Ends Policy 2.6, which calls for the district to actively engage students, families, and the community in a mutually responsive, honest, straightforward, and considerate manner.

A comprehensive report and set of initiative recommendations will be rolled out in summer 2025 and will serve as a guiding framework for family and community engagement across both schools and the district. This strategy will establish common language, clear definitions, and shared best practices to strengthen how we partner with families and communities—ultimately supporting stronger relationships and improved student outcomes.

## Family Engagement Liaisons

In 2024–25, Jeffco’s Family Engagement Liaisons (FELs) served 31 Title I schools, working to build strong partnerships between families, schools, and communities. Their role focused on helping families feel welcomed, connected, and involved in their child’s learning. Liaisons supported school leaders, met directly with families, participated in staff meetings, and helped shape family engagement strategies based on school needs.

To build their own skills and impact, FELs participated in a Professional Learning Community (FEL-PLC) focused on equity, collaboration, and family voice. Through shared planning, data reflection, and peer learning, the FEL-PLC helped Liaisons develop strategies to better support families—like Classroom Snapshots and Questions of the Week—and align engagement work across schools. These efforts have led to more consistent communication, deeper trust, and stronger school-family connections that are critical to student success.

## School Connect: Building Community Around Schools

In the 2024–25 school year, Jeffco Public Schools launched a partnership with [School Connect AZ](#), an organization dedicated to helping schools build a village of support around them by connecting with local businesses, faith-based groups, nonprofits, and civic organizations. The core belief behind School Connect is simple yet powerful: the resources students need already exist in the community—but schools and community members are often disconnected and unaware of how to work together.

School Connect provides a framework to train and coach school leaders to create strategic, long-term partnerships focused on four key areas:

- Student culture
- Staff wellness
- Family engagement
- Student achievement

In June 2024, eight Jeffco schools were trained in the School Connect model. During the training, school teams developed a community partnership strategy, created asset maps of current and potential partnerships, and planned both CAFÉ (Community And Family Engagement) meetings and Love Our Schools events for the year.

As a result, these schools:

- Hosted 17 CAFÉs to engage with community partners

- Held 6 Love Our Schools events
- Involved over 90 unique community partners

Encouraged by this success, an additional 10 schools are scheduled to be trained in June 2025 to further expand the network of support across the district.

### **Academic Partnerships: A Strong Start and a Roadmap to Graduation**

In Jeffco, academic partnerships between families and schools are more than just involvement—they are intentional, collaborative relationships built on trust, shared goals, and two-way communication. These partnerships reflect a shared responsibility for student success, empowering families with the knowledge and tools to actively support their child’s learning and advocate effectively —especially during key transition years.

These partnerships go beyond traditional engagement (e.g., attending events or volunteering). They are centered on student learning, grounded in mutual respect, and promote equity by ensuring families from all backgrounds have access to meaningful roles in their child’s education.

When embedded into seminal experiences at critical transition benchmarks, namely Kindergarten, 6th grade, and 9th grade, academic partnerships can be transformative, building strong and enduring connections that directly support student outcomes and ensure every student gets a strong start at each new stage of their educational journey. These moments serve as key entry points on each student’s roadmap to graduation, helping families understand how to support their child’s progress toward readiness for college, career, and life.

### **From Belonging to Impact**

This Strong Start and Roadmap to Graduation work is directly aligned with TNTP’s *Opportunity Gap Report*, which identifies academic belonging as a key lever for student success. According to the report, “Belonging is created by intentional policies, practices, and systems that respect students’ identities, recognize their agency, and affirm their ability to succeed.” Schools that effectively close opportunity gaps intentionally include families in the learning process and equip them with the information they need to understand grade-level expectations, extend learning at home, and advocate for support.

### **Phased Rollout of Academic Partnership Family Workshops**

Beginning in the 2025–26 school year, Jeffco will launch a phased series of Academic Partnership Workshops that align with critical transition years:

- Kindergarten – Equipping families with tools to support early literacy, numeracy, routines, and foundational learning habits.
- 6th Grade – Helping families support executive functioning, self-advocacy, and academic identity.
- 9th Grade – Empowering families to support graduation tracking, course planning, and early college/career readiness.

These workshops will provide practical strategies, developmental insights, and academic tools that strengthen the bridge between home and school. They represent a systemwide commitment to academic partnerships as a strategy for equity, family-school relationships, and lasting student success.

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## COMPLIANCE STATEMENT

This combined Monitoring Report for Ends 2.2 and 2.6 reflects a wide-ranging and collaborative body of work centered on family engagement and community partnership. The efforts outlined here involve cross-departmental coordination and direct engagement with schools, families, and community organizations to strengthen student success. From building accessible communication systems to deepening trust with historically underserved families, this work underscores Jeffco's commitment to authentic, inclusive partnership. The section that follows highlights areas of marked progress as well as ongoing challenges where strategic focus and continued investment are essential for long-term impact.

### On Track

**Diverse Representation of Voices: Family-School Relationships Survey:** Family voice remains central to Jeffco's equity and engagement strategy. In 2024, we saw increased participation from historically underrepresented families, with survey response rates rising among families of color, multilingual learners, and families of students with individualized educational programs (IEPs) or who qualify for free or reduced price lunch. Responses were collected in 11 languages, demonstrating our commitment to linguistic accessibility and inclusive data collection. These insights are essential in shaping policies and practices that reflect the needs and perspectives of all families.

**Community Partner Tracking: Jeffco Partners in Education:** This year marked the successful launch of Jeffco PIE, a digital platform designed to track and strengthen

school-community partnerships. For the past two and a half years, Jeffco has worked strategically to build the systems and structures needed to ensure equitable access to community partners and volunteers—recognizing their critical role in supporting student outcomes and deepening school-community relationships. With 822 active community partners and 193 registered volunteers, the system now supports coordinated collaboration across the district. Led by the Family and Community Partnerships team in collaboration with IT, Ed Tech, Human Resources, Legal, and School Leadership, PIE enhances transparency, streamlines partnership planning, and positions Jeffco to sustain and grow impactful community engagement over time.

**Equity-Centered Supports to Schools and Families:** Jeffco Public Schools has prioritized equity-centered supports to strengthen the connection between schools and families—especially those newly arrived, historically underserved, or navigating complex systems. This commitment is reflected in three major initiatives that collectively address access, belonging, and family empowerment.

- **Family Ambassador Team**

Support for newcomer students and families is paramount in fostering their integration and well-being within a new community. Offering comprehensive assistance tailored to their needs can significantly ease their transition and help them thrive. In 2024–25, Jeffco launched the Family Ambassador Team to provide vital wraparound support for 1,438 newcomer students and 908 families across 100 schools. Using a tiered support model—including outreach, navigation, and case management—Ambassadors helped families register, access essential resources, and understand the U.S. school system. Their work has built trust, strengthened family-school partnerships, and removed barriers related to language, culture, and systemic navigation. Praised by schools as trusted connectors, Ambassadors fostered culturally responsive, welcoming environments that promoted safety, strengthened belonging, and helped newcomer students and families feel safe, seen, supported, and ready to learn.

- **Mobile Welcome Center (MWC)**

To meet families where they are, Jeffco launched the Mobile Welcome Center (MWC), a retrofitted 17-passenger bus serving as a mobile resource hub. With WiFi, books and school supplies, tech access, hygiene products, clothing, and multilingual support, the MWC attended 25+ school and community events this year. From back-to-school events to informal community gatherings, the MWC provided on-the-spot enrollment, language assistance, resource navigation, and essential supplies. Early successes show strong potential to reduce transportation and access barriers. Looking ahead, increased visibility and a dedicated driver will be key to expanding its reach.

- **Family Response Service Team (FRST)**

Now in its second year, FRST has solidified its role as Jeffco's centralized family support line. The team resolved 1,502 tickets—100% within 24 business hours—and participated in 120 outreach events. Support ranged from technical questions to sensitive family issues, handled with empathy and precision. In satisfaction surveys, families shared that FRST helped them feel heard, valued, and empowered to advocate for their children. School staff also praised the team for its impartial, solution-focused support. Through training, consistent communication, and outreach, FRST has become a trusted bridge between schools and families.

Together, these initiatives reflect Jeffco's unwavering commitment to ensuring every family—regardless of background or need—feels seen, supported, and connected to their child's school journey.

**Multilingual Family Outreach:** Jeffco Public Schools remains on track in expanding and strengthening supports for multilingual families with clear progress in both access and adoption of language-inclusive communication tools across the district. As of May 2025, over 5,000 parent or guardian contacts reported a preferred language other than English, reinforcing the need for responsive, culturally relevant services. In response, Jeffco continues to offer a comprehensive suite of supports—from real-time interpretation and document translation to two-way multilingual messaging platforms.

This year, 6,404 LanguageLine On-Demand calls were made, totaling more than 63,000 minutes of interpretation across 52 languages—marking a 134% increase in usage over the same months last year. Meanwhile, 85% of Title I-funded schools actively used TalkingPoints to send translated messages to families, with most schools sending over 1,000 messages each. These tools, combined with Jeffco's robust Translation & Interpretation Services team, have reduced formal translation requests by 16%, signaling more proactive and efficient communication happening at the school level.

Together, these outcomes reflect a strategic and sustainable shift in practice—ensuring that families, regardless of language, feel informed, included, and empowered to participate in their child's education.

## Challenges

**Closing the Engagement Gap & Building Belonging Through Family Voice:** Jeffco made important strides this year in family engagement including an overall increase in Family-School Relationships Survey participation and a 6-point gain in response rates from families of color. These gains reflect growing momentum—but there is still important work ahead. Survey participation of 20% remains below the national

average of 25–35%, and families of color and those experiencing poverty continue to be underrepresented in both response rates and perceptions.

While these improvements matter, key indicators of belonging remain a priority. Only 47% of families report that their child’s individual differences are seen as assets, a metric that has remained unchanged year over year. This perception gap points to an ongoing opportunity: ensuring that all families feel their identities and contributions, and that of their children, are genuinely recognized and valued within our system.

To address this, we are expanding efforts to lean in, listen, and learn through district facilitated empathy interviews, school-based listening sessions, and targeted outreach led in partnership with the District Accountability Committee and School Accountability Committees. We are also partnering with the Equity Accountability Committee to co-develop solutions for strengthening engagement and trust with families of color.

In addition, we recognize that advancing equity in engagement means ensuring diverse representation in leadership and decision-making spaces. Jeffco is committed to increasing the presence and influence of historically marginalized voices on advisory committees, School Accountability Committees (SACs), and other key leadership forums. We are also working to expand opportunities for co-design—inviting families to be active partners in shaping engagement strategies, priorities, and policies from the outset.

By honoring the principle of “nothing about us without us,” Jeffco is working to shift from transactional engagement to transformative partnership—where every family feels seen, heard, and empowered to lead.

**Strengthening Systems for Partnership and Access:** As Jeffco deepens its commitment to authentic family engagement and community partnership, it must also strengthen the systems and infrastructure that make access, communication, and collaboration possible. This includes aligning tools, building shared understanding, and ensuring that engagement practices are supported by responsive, inclusive systems districtwide.

- **Phased Launch of Academic Partnerships**

District data and national research consistently show that school transitions are pivotal moments that shape a student’s long-term academic outcomes and emotional well-being. These transitions are also critical times for families as they navigate new expectations, systems, and supports. Moreover, while strong models exist in pockets across the district, there has not been a unified framework that ensures equitable access to academic partnership

experiences—particularly for families who face language, cultural, or systemic barriers. Without consistent support, families may struggle to understand how to navigate new academic expectations or how to effectively advocate for their child’s progress toward graduation. Academic partnerships aim to equip families with the knowledge, skills, and tools they need to effectively engage in and advocate for their child’s educational journey.

Beginning in the 2025–26 school year, Jeffco will launch Academic Partnerships family workshops using a phased approach. This districtwide initiative is envisioned to support families during key transition years with targeted and timely learning, practical strategies, and developmentally aligned resources. These workshops will be co-designed with families and educators to ensure relevant content and meaningful support during these pivotal transitions.

- **Visitor and Volunteer Management Alignment**

With the successful launch of the Jeffco Partners in Education (PIE) platform to track community partnerships and volunteer engagement, there is an ongoing need to align visitor management procedures across all schools. Ensuring the safety of our students and staff remains a top priority, and that includes consistent, rigorous background checks for all volunteers and visitors. Currently, the systems used to track and manage school visitors are inconsistent across sites, leading to confusion, inefficiencies, and potential gaps in safety protocols. To address this, an RFP process has been initiated to identify a comprehensive, user-friendly solution that integrates volunteer management, background check tracking, and secure visitor check-in procedures—supporting both safety and equitable access to community partnerships.

- **Increasing Awareness of FRST Support**

Results from the Jeffco Operations Survey—completed by both school and central leaders—indicate that some schools and departments remain unclear about the purpose and scope of the Family Response Service Team (FRST), limiting the team's overall reach and effectiveness. Without a shared understanding of how FRST supports school-based family partnerships, schools and departments may miss opportunities to connect families to timely and appropriate resources.

To address this challenge, Jeffco will enhance communication and visibility of FRST’s role through updated onboarding materials, targeted briefings for school and department leaders, and a stronger presence at both district and site-level events. These actions will ensure that all schools are equipped to fully

utilize FRST as a responsive, equity-centered support system—helping to foster stronger school-family collaboration and improve consistent, districtwide access to family supports.

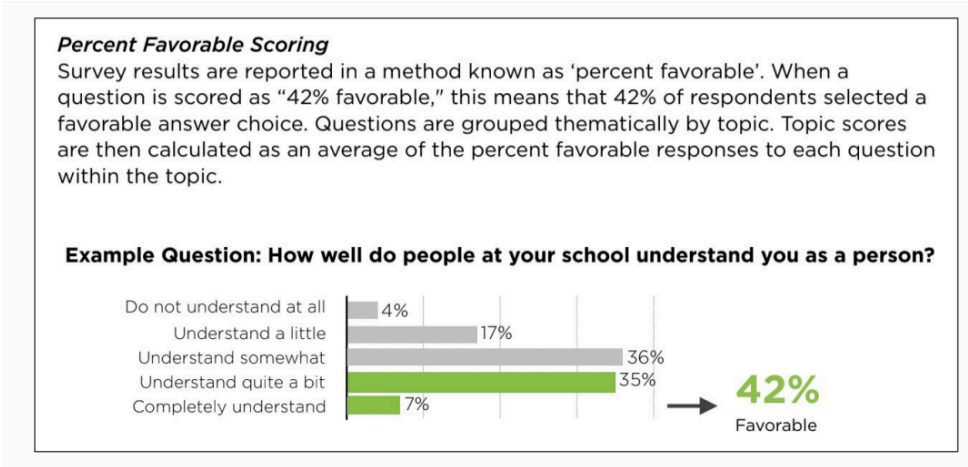
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## APPENDIX

### **Panorama Education Survey Interpretation and Resources:**

1. **National benchmarks** - To help put results in context, Panorama compares each topic surveyed to other schools and districts in Panorama’s database. These norms are reported as percentiles much like the pediatric growth chart that shows how children compare to others in their age group (e.g., 70th percentile for height means taller than 70% of the comparison group). The Panorama National Benchmarks include survey results from more than 430 districts, 5,900 schools and 3.5 million respondents (includes all stakeholder groups) across diverse geographic areas, school types and achievement levels. *It is important to note these **national norms** are based on Panorama survey responses **before 2017 and have not been adjusted for any pandemic and post-pandemic impacts.***
2. **Favorability** - Results also show the percentage of respondents who answered favorably to the questions and topics. Panorama question responses range from 4- to 7-point scales, so favorability ratings are calculated in different ways. For example, one calculation for favorable may include the “sometimes” response while other calculations may identify “sometimes” as not favorable. In Figure A-1 below, the example of scoring shows how two of the five responses are coded favorably in green and summed for the total percent favorable.




### Figure A-1: Percent Favorable Scoring Example



The complete report for the Jeffco Family-School Relationships Survey is provided on the following pages. Additional information is available at the following link: [More](#)

[information on Panorama Education and the Family-School Relationships Survey](#)

## Summary

Topic Description	Results	Benchmark
<b>Jeffco Strategic Plan</b>	<b>62%</b> ▲1 since last survey	
<b>School Climate</b> Perceptions of the overall social and learning climate of the school.	<b>71%</b> ▲1 since last survey	 40th - 59th percentile compared to others nationally
<b>School Fit</b> Families' perceptions of how well a school matches their child's developmental needs.	<b>68%</b> ▲1 since last survey	 40th - 59th percentile compared to others nationally
<b>School Safety</b> Perceptions of student physical and psychological safety at school.	<b>74%</b> 0 since last survey	 20th - 39th percentile compared to others nationally

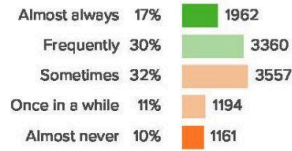
11,529 responses

## Jeffco Strategic Plan



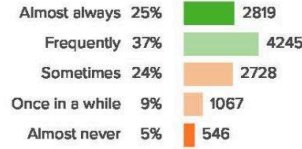
How did people respond?

**Q.1: Are your child's individual differences viewed as assets?**



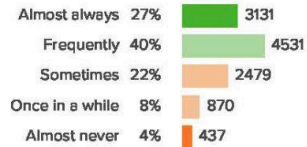
▲ 0 from last survey      Favorable: **47%**

**Q.2: Are your child's strengths recognized?**



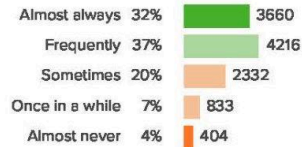
▲ 2 from last survey      Favorable: **62%**

**Q.3: Is your child challenged to improve?**



▲ 0 from last survey      Favorable: **67%**

**Q.4: Does your child have the supports needed to succeed?**



▲ 0 from last survey      Favorable: **69%**

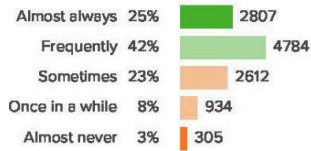


**Jefferson County**

"Winter 2025 24-25 Family-School Relationships Survey, Family Survey"



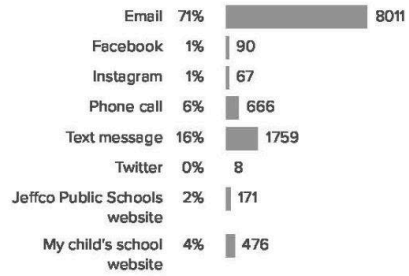
**Q.5: How often is the communication you receive from the school/district applicable to you and your family?**



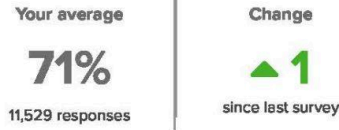
▲ 2 from last survey

Favorable: **66%**

**Q.6: What platform are you most likely to engage with communication from the school/district?**

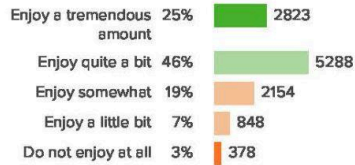


## School Climate



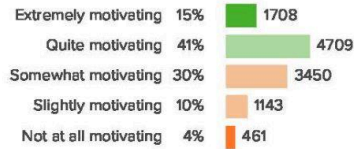
How did people respond?

**Q.1: To what extent do you think that children enjoy going to your child's school?**



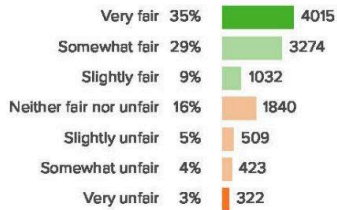
▲ **1** from last survey Favorable: **71%**

**Q.2: How motivating are the classroom lessons at your child's school?**



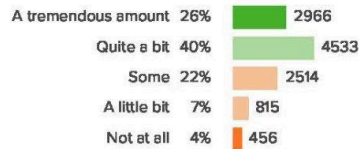
▲ **0** from last survey Favorable: **56%**

**Q.3: How fair or unfair is the school's system of evaluating children?**



▲ **1** from last survey Favorable: **73%**

**Q.4: How much does the school value the diversity of children's backgrounds?**



▲ **2** from last survey Favorable: **66%**

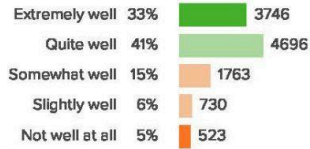


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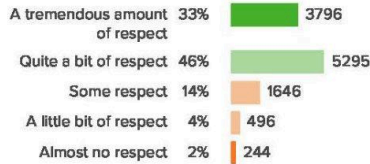


**Q.5: How well do administrators at your child's school create a school environment that helps children learn?**



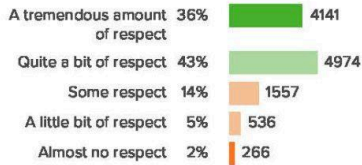
▲ 1 from last survey Favorable: **74%**

**Q.6: Overall, how much respect do you think the children at your child's school have for the staff?**



▲ 1 from last survey Favorable: **79%**

**Q.7: Overall, how much respect do you think the teachers at your child's school have for the children?**

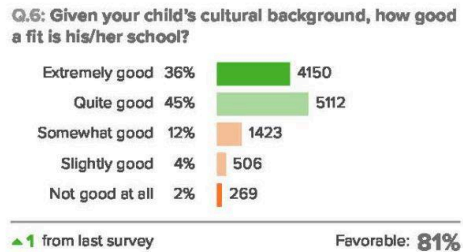
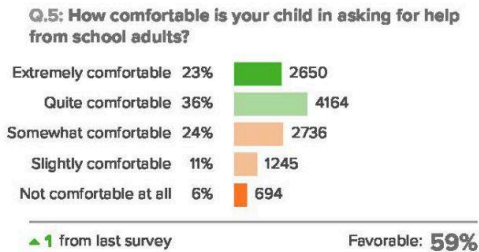
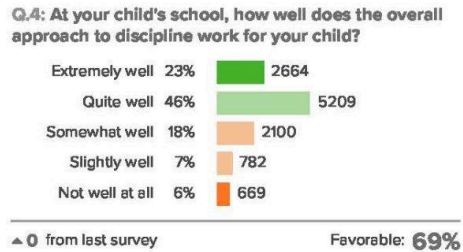
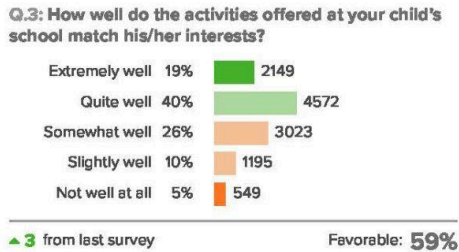
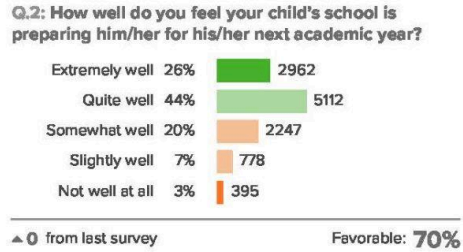
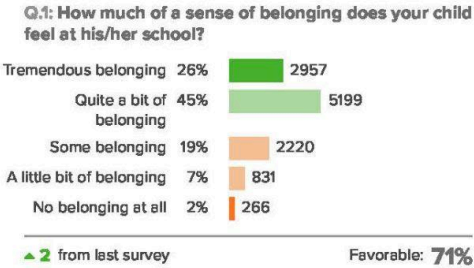


▲ 0 from last survey Favorable: **79%**

## School Fit



### How did people respond?



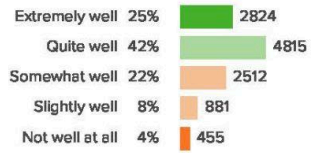


**Jefferson County**

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**Q.7: How well do the teaching styles of your child's teachers match your child's learning style?**



▲ 0 from last survey

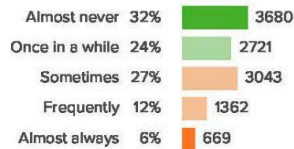
Favorable: **67%**

## School Safety



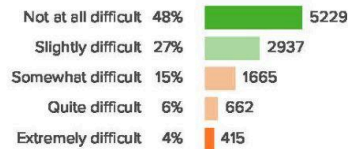
### How did people respond?

**Q.1: How often do you worry about violence at your child's school?**



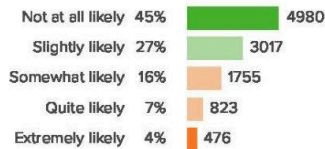
▲ 0 from last survey      Favorable: **56%**

**Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?**



▲ 0 from last survey      Favorable: **75%**

**Q.3: How likely is it that someone from your child's school will bully him/her online?**



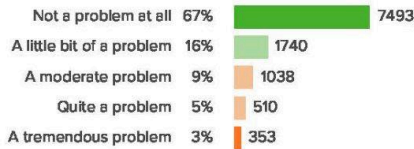
▲ 0 from last survey      Favorable: **72%**

**Q.4: Overall, how unsafe does your child feel at school?**



▼ 1 from last survey      Favorable: **84%**

**Q.5: To what extent are drugs a problem at your child's school?**

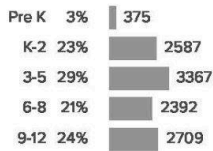


▲ 0 from last survey      Favorable: **83%**

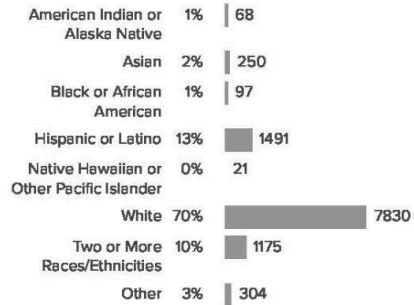
## Background Questions

How did people respond?

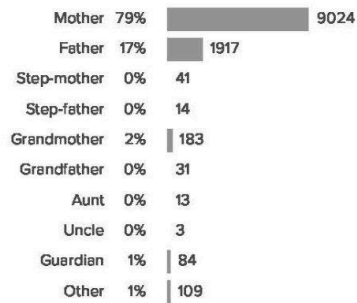
### Q.1: What grade range is your eldest child in at this school?



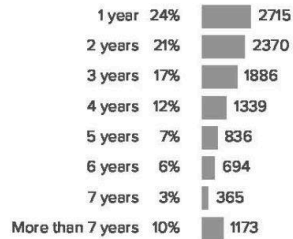
### Q.2: What is your race or ethnicity?



### Q.3: What is your relationship to your child?



### Q.4: How long have you been a parent/guardian at this school?





**Jefferson County**

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**Q.5: Program (Select all that apply)**

Special Education	20%	1511
Gifted and Talented (GT) / Advanced Learning Plan (ALP)	35%	2582
English Language Learner	10%	722
Free/Reduced Price Lunch	30%	2192
None	70%	5194

## Superintendent Engagements for 24/24

**100+ opportunities to lean in and listen to learn with schools and our community**

- Aug 1, 2024: FNS Welcome Back Event
- Aug 1, 2024: Speaker at Principal Residency Program
- Aug 7, 2024: Department of School Safety Kickoff
- Aug 8, 2024: iHeart Radio Back to School Interview
- Aug 13, 2024: Fox 31 Back to School Interview
- Aug 14, 2024: South Transportation Kickoff
- Aug 14, 2024: High School Reimagined Pilot Kickoff
- Aug 15, 2024: First Day of School Visits
- Aug 26, 2024: Visit Alameda Jr/Sr Staff Meeting
- Aug 27, 2024: SAC Kickoff at Wheat Ridge High School
- Sep 4, 2024: Meeting with Wheat Ridge Coalition
- Sep 5, 2024: Board of County Commissioners and Municipalities Quarterly Breakfast
- Sep 10, 2024: Instructional Excellence Walk at Oberon
- Sep 11, 2024: Leadership Learning Walk at Mount Carbon Elementary
- Sep 11, 2024: Meeting with Jeffco KID
- Sep 17, 2024: Meeting with Jeffco PTA Leadership
- Sep 23, 2024: Pinwheels for Peace Event at Patterson International
- Sep 25, 2024: Instructional Excellence Visit at Slater
- Sep 30, 2024: Jefferson Area Food Pilot Mama Meeting
- Oct 3, 2024: Instructional Excellence Visit at Rose Stein Elementary
- Oct 8, 2024: School Visit with Director Kenworthy at Alameda Jr/Sr
- Oct 9, 2024: Instructional Excellence Visit at Westgate
- Oct 10, 2024: Meeting with JSLB
- Oct 15, 2024: US Representative Patterson at Edgewater Elementary
- Oct 17, 2024: AWRSAY Get It Done Breakfast
- Oct 23, 2024: After School Pickup at Foster Dual Language K-8
- Oct 23, 2024: School Visit with President Parker at Ute Meadows
- Oct 24, 2024: Morning Drop-off at South Lakewood Elementary
- Oct 24, 2024: Lunch with Jefferson Mama's Food Pilot
- Nov 1, 2024: Columbine vs Chatfield Football Game
- Nov 1, 2024: Jeffco/Colorado Forum Engagement Meeting
- Nov 6, 2024: Arvada Aquatics Center Reception
- Nov 6, 2024: Leadership Walk at Sierra Elementary
- Nov 7, 2024: Veteran's Day Breakfast at Green Mountain
- Nov 12, 2024: Jeffco Elected Delegation Breakfast
- Nov 14, 2024: Mobile Art Gallery at Bell
- Nov 15, 2024: Visit with Director Applegate at Drake
- Nov 18, 2024: 8th Grade Showcase at Bear Creek
- Nov 21, 2024: Take Apart Day at Three Creeks
- Nov 21, 2024: Traditions Around the World at Lawrence
- Nov 22, 2024: Visit with Director Reed at Devlinny
- Dec 3, 2024: North Transportation Visit at North Transportation
- Dec 9, 2024: Employee Wellness: Laughter Together at Ed Center
- Dec 10, 2024: Town Hall with Value Based Cohort at Ed Center
- Dec 12, 2024: Instructional Excellence Visit at Golden
- Jan 8, 2025: Leadership Learning Walk at Standley Lake
- Jan 9, 2025: State of the State Address at Colorado State Capitol
- Jan 14, 2025: Instructional Excellence Visit at Pomona Jr/Sr
- Jan 15, 2025: Leadership Golden at Golden High School
- Jan 16, 2025: Instructional Excellence Visit at Belmar
- Jan 28, 2025: Jefferson Articulation Area Community Meeting
- Jan 29, 2025: Ralston House at Ed Center
- Jan 29, 2025: Equity and Excellence Art Show Walkthrough
- Feb 5, 2025: Leadership Learning Walk at Jefferson Artic Area
- Feb 7, 2025: Jefferson at Bear Creek
- Feb 19, 2025: Equity and Accountability Committee Meeting
- Feb 26, 2025: Meeting with JSLB
- Feb 27, 2025: Colorado Court of Appeals Oral Argument at Green Mountain
- Mar 3, 2025: Jefferson Articulation Area Community Meeting
- Mar 3, 2025: Jeffco Kids First Meeting
- Mar 5, 2025: Instructional Excellence Visit at Governor's Ranch
- Mar 5, 2025: Read Across America at Hutchinson Elementary
- Mar 7, 2025: Equity and Excellence Art Exhibit at Ed Center
- Mar 12, 2025: Adaptive Athletics - Basketball at Chatfield
- Mar 24, 2025: Unleashing Passion, Purpose and Performance at Bear Creek
- Mar 31, 2025: Breakfast with City of Wheat Ridge and City of Edgewater
- Mar 31, 2025: Jefferson Articulation Area Community Meeting at Jefferson Jr/Sr
- Apr 1, 2025: Tour of Dispatch with JSLB
- Apr 1, 2025: Elementary Art Show at Red Rocks CC
- Apr 2, 2025: Never Summer Awards at Warren Tech
- Apr 3, 2025: Youth Leadership Jeffco Visit at NREL
- Apr 3, 2025: Breakfast and Visit to Columbine
- Apr 3, 2025: Middle School Art Show
- Apr 4, 2025: Colorado Assembly at Colorado State Capitol
- Apr 9, 2025: Safe Student Summit at Wheat Ridge
- Apr 11, 2025: High School Art Show at the Arvada Center
- Apr 14, 2025: Kempe Center
- Apr 15, 2025: Adaptive Athletics - Softball at Gold Crown
- Apr 15, 2025: Engage Jeffco meeting
- Apr 16, 2025: CASA at Ed Center
- Apr 16, 2025: Emergency Dispatch Center Grand Opening
- Apr 17, 2025: Meeting with Porchlight at Ed Center
- Apr 17, 2025: Parent University at Summit Ridge
- Apr 18, 2025: Columbine Day of Service: Kickoff Rally & School Projects
- Apr 22, 2025: Good News Breakfast
- Apr 25, 2025: Jeffco Thrives Award Ceremony Reception
- Apr 26, 2025: Jeffco Schools Foundation Gala
- Apr 28, 2025: Lakewood City Council Meeting
- Apr 30, 2025: High School Reimagined Vision Casting and Funder Event
- May 1, 2025: CASA Breakfast
- May 1, 2025: Capstone Showcases
- May 5, 2025: Teacher Appreciation Call
- May 13, 2025: Graduation at Fletcher Miller
- May 14, 2025: Breakfast with City Managers
- May 15, 2025: Graduation at Arvada High School
- May 15, 2025: Graduation at Chatfield High School
- May 16, 2025: Graduation at Golden High School
- May 21, 2025: Graduation at Alameda Jr/Sr
- May 21, 2025: Equity Accountability Committee meeting
- Jun 16, 2025: Engage Jeffco Meeting
- Monthly JCEA, JESPA, and JCAA Meetings

## Family Ambassador Impact: Newcomer Family Quotes and Stories

### Parent of students at Blue Heron, Summit Ridge, Dakota Ridge

Hello, I am a mother of 3 students from Jeffco schools. First of all, I am very grateful for the communication and accessibility that you provide us to be able to connect with teachers and other school staff due to our different language skills. The resources that you provide us for our needs at home are quite good, and I am grateful for that. I am also largely grateful to Ms. Maria because she has been exceptional with any type of help I have needed for communication or any type of information regarding my children's education or any other topic that she knows I may need. She is an excellent person and very kind and helpful in her work. We thank you all for your mutual help with all of us as a family.

### Parent of student at Alameda International

Daneet always helped us and was very attentive. Coming to this country hasn't been easy, and as immigrants, we're not always treated with dignity. But Daneet always treats us like family and gives us many options to choose the best future for our children. It hasn't been easy for [my daughter] to adjust here, and Daneet has worked with her to find options and programs to help her integrate. She enrolled her at Bear

Creek High School and supported her in joining the cheerleading team. [My daughter] went, had fun, and is now excited to start a new chapter at Bear Creek.

**Parent of student at West Jeff Middle School**

We are very grateful for your support, from the first day until today, you continue to support us enormously, as always, we are very happy with your support and that of the school. Thank you all very much.

**Parent of student at Lumberg Elementary**

I'm very grateful to you, Ms. Beatriz.. You've always been very attentive to us and consistent. When I have questions, you take the time to explain and teach me the things I need to do to support my son. I'm truly speechless. You also helped me get the county to provide financial aid to my son, who has special needs. When I haven't had food, you've brought me resources like bags of groceries and King Soopers cards. You've helped me so much. Imagine, if you don't do this, where would I go? Who would help me? Thank you very much, Ms. Beatriz.

**Parent of a student at Stevens Elementary**

I am very grateful to you. You have provided me with much more help than I expected. You always clear up my doubts, and today with my son's school, and you give me the support I need. You are a person of great value to me and my family. Thank you very much.

**High School Student**

A student from Colombia, moved to the U.S. seeking political asylum after threats against his family, bringing with him a strong command of English and sufficient academic credits to graduate from High School. Upon arrival, he faced the unexpected barrier of a two-month school enrollment delay due to unfamiliarity with the U.S. education system and didn't realize he could advocate for an earlier start. The Family Ambassador supporting that area was able to quickly connect with the student and recognize his eagerness to begin school. Through collaboration with the CLDE team and school administration, they successfully advocated for his immediate enrollment. The student was ecstatic to learn he could start the following week. The Family Ambassador has continued to support him by partnering with his counselor to explore college pathways and offering guidance on the education system. This swift intervention and ongoing support have helped him take confident steps toward his future. He is thriving with optimism and purpose as he approaches graduation. His perseverance and commitment paid off and he will graduate next week. He has been accepted to multiple universities, ultimately choosing to attend MSU in the fall to study aviation.

### **Elementary School Student**

Late last year, a family new to the area tried to enroll their son at a school they had researched and believed would best support his needs as an English Language Learner. Due to a language barrier, they were turned away and told it was too late to enroll for the rest of the school year. When they returned in August, they learned the school was not their neighborhood school and that its kindergarten class was full. The family expressed disappointment, believing the school had stronger ESL support than their neighborhood school. The Family Ambassador helped the family submit a choice enrollment for the school and the student was placed on the waitlist while enrolling him at his neighborhood school. Since then, the student has thrived—he's made best friends with two boys in his class, speaks confidently in English, and even helps his parents with their own English. His parents now say this experience has been a blessing in disguise, and they're incredibly grateful for the unexpected but positive impact his new school has had on their son's educational growth.

### **Elementary School Student**

A Family Ambassador connected with a young mother experiencing homelessness along with her husband, special needs school-aged son, and baby as she sought enrollment at their local elementary school. In addition to enrollment, the Family Ambassador coordinated with the school's physical therapist to assess the child's needs. This led to the child getting a wheelchair so they could ride the school bus. The Family Ambassador also supported the family in being approved for McKinney-Vento services. The Family Ambassador then helped the family apply for support through DDRC in Jefferson County, including medical forms, and became the authorized contact with the case manager. The child was approved for funding to support their special needs including mileage reimbursement and respite care. In addition the Family Ambassador worked with El Centro de los Trabajadores to help the father find a job. When the family needed food, the Family Ambassador brought groceries and gift cards. Today, the child has Medicaid, the family receives extra support from the county, and they are on the path towards a brighter future.

### **FRST Impact: Feedback Samples**

**Parent Feedback:** "Yes, thank you so much for your help in answering my questions about my daughter. I am amazed by the love and care shown to our family during our hardship with losing her mother here in January. We are all grieving the loss, but it was so nice to receive such great care and attention in working through her enrollment challenges. Thank you for all you do!"

**Parent Feedback:** "I just wanted to thank you for your help in finding answers to my questions about bussing for divided households."

I felt supported and I appreciated the ability to contact a person directly from JeffCo who can connect families with the right people and departments. This program is efficient and effective!”

**School leader feedback:** “When FRST was implemented, many were skeptical of the process. Principals felt nervous because they felt it was unnecessary given that they could work with their Community Superintendent. They knew that Community Superintendents would always have their backs when issues would surface. Initially the process was unclear during the roll out. It wasn't until I actually had a case with FRST did I fully understand their role. I like that FRST is relatively impartial and there to support the process, not taking one side or the other. The goal is to find a resolution. Having FRST is a relief, when parents are upset or escalated about policy, process or decision I will refer them to FRST. It's another place to go for support. In its 2nd year of implementation, I think FRST has improved its process and clarity. I have shared with my support staff, counselors and admin that they can use FRST as a resource when needed. It was nice to sit in a DAC meeting and hear Nate share data on how frequently FRST is utilized. I will admit that everyone was skeptical when it was initially started and I think there were a lot of misconceptions specifically thinking it was a negative when FRST called. It has been a positive resource for my school and I.”