



Dear FSCP Friends,

Perhaps this FSCP Key should be about reflection since we are approaching the end of 2021, but instead I decided to focus the content on math! [Family math](#), to be more specific.

Current Colorado data have also shown that math achievement decreased over the pandemic. At the same time, partnering with families to improve students' math outcomes is taking center stage in national discussions. This seems like the perfect time to think about how schools can work with families to improve math outcomes.

The possibilities of what family math may look like are fun and endless—cooking classes to teach measuring and fractions, card games to teach addition and subtraction, algebra, trig, and calculus? Let me get back to you on that after my palms stop sweating!

How are your schools using family, school, and community partnerships to improve math outcomes? Let me know!

In Partnership,

Darcy

UPDATES

Several FSCP events are on the horizon. Please share the dates far and wide and mark them on your calendars.

December 14, 5:30-6:30pm, SAC/DAC Networking Series. Topic will be about team building. Open to anyone currently or interested in being on an accountability committee. Register [here](#).

December 17, 10-noon, Coffee Chat for district staff. Join the zoom meeting [here](#).

January 13-14, Annual FSCP District Leaders Retreat, Cheyenne Mountain Resort. Register [here](#).

February 8, 9-11:30, State Advisory Council for Parent Involvement in Education Meeting. Contact Darcy for more information if interested in attending.

FSCP Coffee Chats for 2020-21 school year, 10-noon, Third Friday of each month. Mark your calendars now!

For a more comprehensive list of announcements from CDE, you may [subscribe](#) to The Scoop, a newsletter published every Wednesday.

FAMILY, SCHOOL AND COMMUNITY PARTNERING STANDARDS

1

Welcoming All Families into the School Community

2

Communicating Effectively

3

Supporting Student Success

4

Speaking Up for Every Child

5

Sharing Power

6

Collaborating with the Community

PROMISING PRACTICES

During a family engagement planning meeting, [Vaughn Elementary School](#) staff combed through Title I surveys to determine potential initiatives for the 2019-20 school year. The number one requested item was learning to understand the new math strategies to be able to help their children. Some suggested presenting lessons at parent meetings either before or after school but others wanted it to be more impactful and engaging.

The planning committee made the decision to invite parents into the classroom during a new math lesson so they could see the lesson for themselves and observe how their child is learning during whole group instruction. This high-impact strategy gives parents insight into how their child learns, participates noting any strengths and struggles the child might have.

Once breaking off into small group practice, parents were encouraged to participate in their child's group. They used the same tools the students would be using for the lesson. Parents received a take-home math tool-kit to help them practice their student's new learning in math. The consensus from parents was positive; they enjoyed learning alongside their children.

Click [here](#) to read more Promising Partnership Practices.

SAC/DAC ON TRACK

The November SAC/DAC Networking Series focused on drafting, gathering feedback, and implementing a district-level FSCP Policy. Darcy Hutchins discussed five characteristics of high-impact policies—clear, comprehensive, flexible, funded, and facilitated. Kristy Richards, from Thompson School District, then reviewed the comprehensive process the district has taken to synthesize existing frameworks into a policy document that can guide FSCP work at multiple levels. Per federal statute, policies should be reviewed and revised annually. We recommend [reviewing the slides](#) and contacting [Kristy](#) or the CDE FSCP team to help put a plan in motion for revising school board FSCP policy.

RESEARCH BRIEF

The National Association for Family, School, and Community Engagement (NAFSCE) is in the process of creating a National Family Math Center. While the specific offerings from this Center are in development, it will be based on [best and promising practices](#) of engaging families in their children's math journey.

In 2019, the Research Work Group of the Family Math Roadmap Project supported a [literature review](#) of the Family Math field. This white paper included recommendations for research, policy, and practice.

Recommendations for [improved family math practices](#) are based on what the research says and what practitioners observe about family math engagement. These recommendations include:

- Emphasizing that math is more than counting.
- Building on high expectations.
- Encouraging math in families' everyday routines.
- Pointing out math in play and book reading.
- Making adult-only events engaging and low-pressure.
- Supporting parent-to-parent family math outreach.

While research on family math interventions shows promising avenues to promote family math engagement, this line of research is in its infancy and has yet to address some challenges practitioners describe. We look forward to furthering this important work through the establishment of the National Family Math Center.

The next SAC/DAC Networking Series is on Tuesday, December 7th, from 5:30-6:30 and the topic du jour is Team Building. This will be a low key opportunity to discuss tips and experiences building a high quality SAC or DAC group culture; ensuring members feel included, up-to-date, and that their input is respected, supports productive meetings. Facilitators will share best practices from research and discuss real life examples of your fun, active, and valued committee work.

Go [here](#) to review materials from past sessions and view upcoming topics.

THANK YOU FOR SPENDING TIME WITH US THIS MONTH.
WATCH FOR THE NEXT EDITION IN JANUARY.

For questions, contact Darcy Hutchins, Director of Family, School, Community Partnerships, hutchins_d@cde.state.co.us, 303-562-8175

