

The 7th Annual Family Engagement
Leadership Summit

welcome!
we will begin
shortly...

**Ohio Statewide
Family Engagement Center**

For Every Child, Every Family, Every School



Family Engagement Resources to Promote Math Learning

September 18, 2026



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

**Ohio Statewide
Family Engagement Center**

In the Chat...

Please share your
role and location!



Every Child.
Every Family.
Every School.



ohiofamiliesengage.osu.edu

Ohio Statewide Family Engagement Center



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Today's Goals



- **Recognize** that differences in math confidence affect learning and engagement.
- **Choose** home-school communication strategies to support math learning at home.
- **Identify** tools or strategies from the math toolkit.

Resources

Scan the QR code to access all links for today's discussion.





Mentimeter

Scan the QR code to join
the poll.

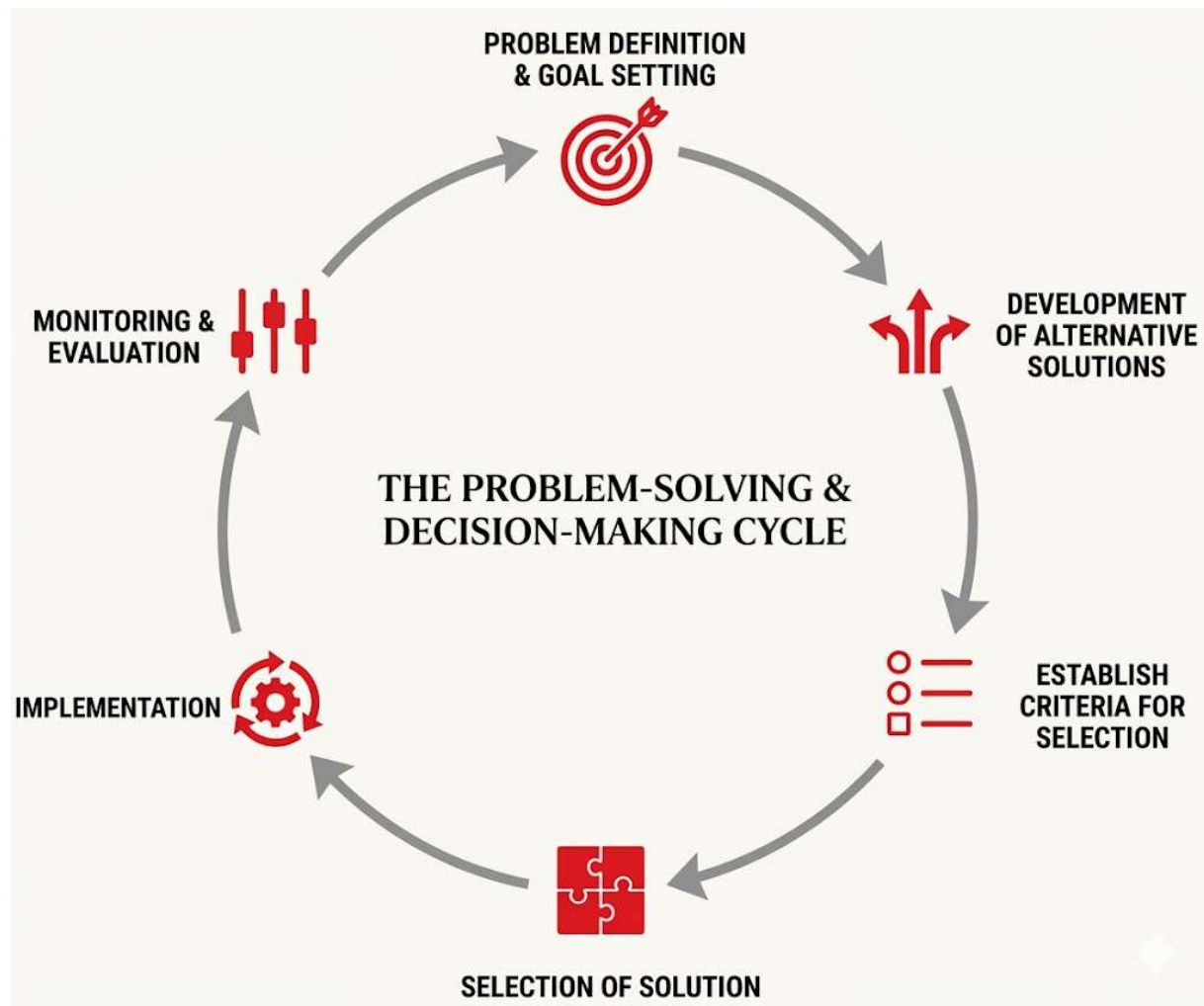
Or head to menti.com and
enter the code:

6615 8737

Ohio Families Advancing Mathematics

- A statewide initiative focused on strengthening family engagement in mathematics by gathering input from parents, educators, and community partners.
- Committed to using data to reflect on what is working and to improve efforts over time.
- To enhance how parents are engaged in students' math learning across the state.

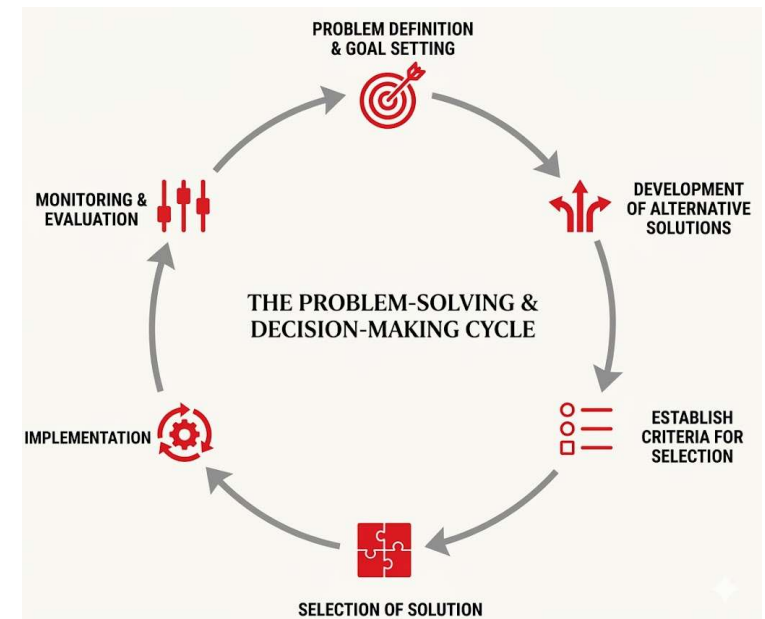
Translational Research Approach



Common Models and Sub-Processes Inherent to Translational Research: Public Health Examples of Science for the Public Good ([Julian et al., 2021](#)).

Designing A Family Math Toolkit

1. Work with the Ohio Department of Education and Workforce to identify important questions.
2. Survey Families of Ohio.
3. Establish and convene an advisory group of both families and professionals.
4. Curate, organize and publish resources in the form of a web-based toolkit.



Who Responded?

- 1,653 parents from 79 Ohio counties
 - 38% urban areas
 - 32% suburban areas
 - 16% small towns
 - 14% rural areas
- Representing 2,503 students
 - 54% elementary
 - 25% middle school
 - 21% high school
 - 30% receiving special education services

Main Research Questions

1. What **priorities** and **challenges** do parents experience when engaging in their child's math education?
2. What **resources** would parents like to support their child's math education?
3. What is the nature of **parents' own efficacy beliefs** about math?
4. What is the current state of **family engagement** in math education in Ohio?
5. What do parents know about their **child's beliefs and experiences** in math?

In the Chat...



What do you think about...?

...Parents' priorities, challenges,
preferred resources, and level of
confidence?

Survey Findings

1. Families want math connected to real life.
2. Parents feel capable, but want more guidance from schools.
3. “New Math” and math anxiety are major barriers.
4. Families want simple, timely resources tied to what students are learning.
5. Families feel valued as partners, but school-home communication has room to grow.

How can educators support math learning at home?

Communication

Resources

Encouragement

Collaboration

Ask!

Math Advisory



Purpose: Guide statewide family engagement in mathematics through family input and inclusive, accessible strategies for all students.

Membership: 50% Professionals (teachers, special education, policy-makers) & 50% Families

Contributions:

- Informed a series of professional development webinars for teachers to engage families in support of their child's math learning.
- Help design and evaluate the *Family Math Toolkit*.

Scenarios for Learning

A kindergarten teacher is beginning a unit on addition and subtraction within 10. A parent tells the teacher, “I’d love to practice math with my child at home, but I’m not really sure what they’re learning in class.”

What would be the BEST response from the teacher?

- A. Tell the parent to practice addition and subtraction facts with flashcards each night.
- B. Send home the textbook pages the class is using and ask the family to complete them.
- C. Share what students are learning, including the mathematical ideas and examples of how students are representing addition and subtraction in class.
- D. Tell the parent that the school will handle math instruction and that home practice is optional.

A third-grade teacher has noticed that Marcus understands multiplication concepts when using visual models but has difficulty explaining his thinking independently. His family frequently asks how he is progressing in math.

What would be the BEST way for the teacher to communicate with the family?

- A. Tell the family that Marcus is “struggling with multiplication.”
- B. Share specific information about what Marcus can currently do, where he is developing, and examples of his mathematical thinking.
- C. Recommend that Marcus complete additional multiplication worksheets at home.
- D. Wait until the next report card to provide the family with an update.

A seventh-grade student with an IEP is learning proportional relationships. The student's family tells the teacher that the student becomes overwhelmed when presented with a large number of problems at once.

What would be the BEST next step for the teacher?

- A. Tell the family that accommodations only apply during the school day.
- B. Explain the accommodations being used at school and discuss with the family what they have observed at home.
- C. Remove the student from the proportional relationships unit.
- D. Ask the family to have the student complete additional practice to build stamina.

A high school math teacher notices that students' families often contact the school only when there is a problem. The teacher wants to create a stronger partnership around students' algebra learning.

Which action would be the BEST first step?

- A. Send families a detailed packet explaining all of the algebra standards for the year.
- B. Ask families, “What would help you feel more comfortable supporting your student's math learning at home?” and “How is your student currently learning math at home?”
- C. Tell families that students should be responsible for their own math learning in high school.
- D. Send families weekly homework assignments so they know what students are doing.



A student frequently says, “I’m just bad at math.”. The teacher knows the student's family has also heard this at home.

What would be the BEST way for the teacher to partner with the family?

- A. Encourage the family to tell their child that they are naturally good at math.
- B. Suggest that the family focus on getting all the answers correct as quickly as possible.
- C. Share language families can use to praise effort, persistence, and strategies. For example, “You tried a new way to solve that.”
- D. Recommend that the family avoid talking about math at home because it is making their child anxious.



Visiting the Toolkit

Follow the QR code or find the link in the [link guide](#).



Finding Tools for Your Work

*Access the
Notecatcher*



1. Record takeaways on note catcher
2. Share one thing you are keeping in the chat
3. Share one thing you are leaving that could be added



Answer the following question for yourself:

I used to think _____,
but now I think _____.

Share in the Chat



A *sweet* resource for school leaders

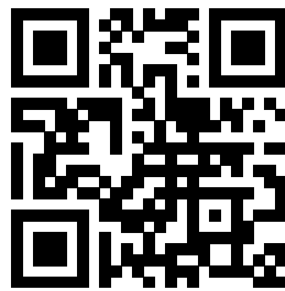


Download our e-Book at no cost:

**Within Reach:
Multi-Tiered Family Engagement**

Every family is within reach

go.osu.edu/withinreach

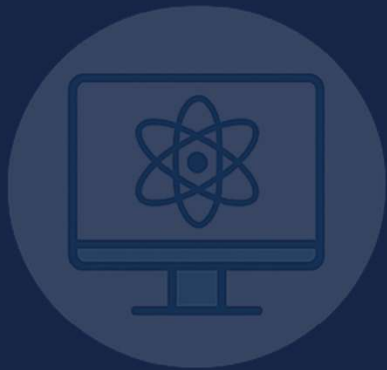


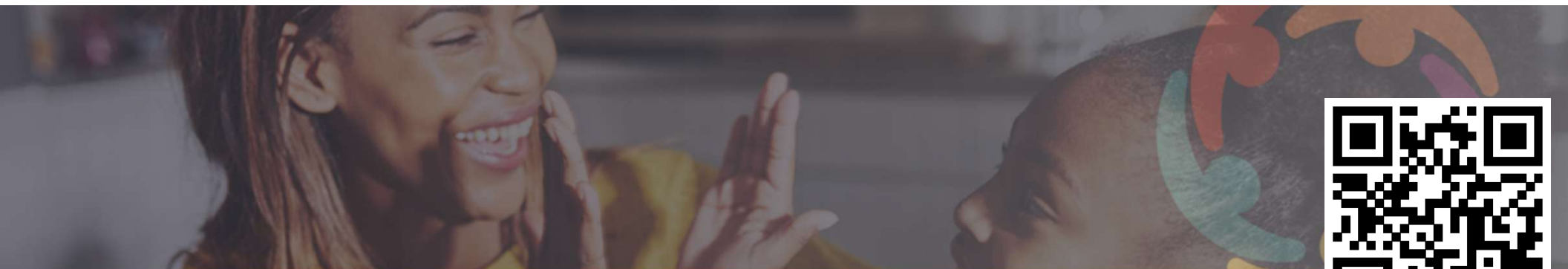
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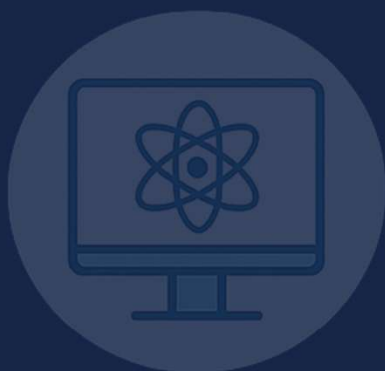


Professional Learning





News and Guidance



Ohio Statewide Family Engagement Center

Find tools, resources,
and strategies you can
use immediately.



— Scan to explore: —

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A large, artistic photograph of a water splash against a clear blue sky. Several water droplets are suspended in the air above the splash, and concentric ripples are visible on the surface of the water below. The splash itself is dynamic, with water droplets flying outwards.

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