Cafecito Con Matemáticas

Bella Romero Academy, Greeley-Evans School District 6

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Bella Romero Academy's partnership with the University of Northern Colorado was developed to strengthen family engagement in mathematics through a bilingual Math Night designed to celebrate learning, culture, and language. Serving a diverse K–8 student population in Greeley-Evans School District 6, Bella Romero Academy prioritized family-centered learning opportunities that supported academic growth, particularly in mathematics. The goal of the practice was to increase student enthusiasm for math while equipping families with accessible, enjoyable strategies they could use at home to support classroom learning.



Planning and implementation involved school leadership, classroom teachers, family engagement staff, and faculty and students from the University of Northern Colorado. University partners collaborated with school staff to design developmentally appropriate, hands-on math activities that reflected grade-level concepts and family participation. Bilingual support staff ensured that all communication and activity materials were available in both English and Spanish.

The Math Night practice, organized in the Cafecitos model, created a welcoming environment where mathematics became a shared family experience. Families rotated through stations featuring interactive games, problem-solving challenges, and hands-on activities designed for students and caregivers to complete together. Students demonstrated increased confidence as they explained strategies, modeled thinking, and engaged in mathematical conversations with family members. This strengthened academic vocabulary, problem-solving persistence, and positive attitudes toward mathematics. Incentives such as prizes and take-home learning kits gave families practical tools to continue practicing concepts at home. Through the partnership with the university, the school also strengthened ties to a trusted community institution.

The practice was evaluated through family attendance, participation rates at each station, informal feedback conversations, and follow-up reflections from teachers and university partners. Staff also reviewed whether students referenced activities during later classroom instruction and whether families used take-home materials. A future improvement plan included distributing short bilingual surveys to families to better measure confidence in supporting math at home and student interest in mathematics after the event. The primary challenge during implementation was coordinating schedules across school staff, university partners, and family availability, while also ensuring enough bilingual materials and volunteers were prepared for strong attendance.

For schools hoping to replicate this practice, the most important advice is to center joy, accessibility, and authentic family partnership. Activities need to be simple, hands-on, and designed for adults and children to solve together. Strong community partnerships and bilingual communication are essential to success.