

Effective Practices Webinar:

Family Engagement and Educator Preparation Innovation Project Webinar Series:

Building Systems to Support How Educators Learn to Engage Families and Communities

1:00 – 2:00 PM ET

May 8th, 2024

Please introduce yourself in the chat!

Make sure your chat goes to **Everyone**.

NAFSCE Mission + Vision



OUR MISSION

Advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.



OUR VISION

A world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.

5/3/24, 11:10 AM

Should Working With Families Be a Core Skill for Teachers?

EducationWeek®

FAMILIES & THE COMMUNITY

Should Working With Families Be a Core Skill for Teachers?

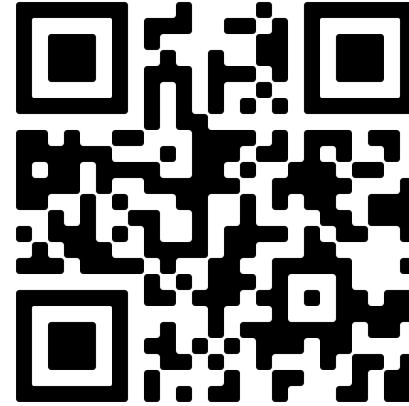


By [Libby Stanford](#) — April 25, 2024

🕒 12 min read



North Carolina Wesleyan University professor Patricia Brewer gives education major Makaela Stokes a hug after a tutoring session



The challenge:

Educators receive few opportunities early on and throughout their careers to learn how to partner with families and communities.

Family Engagement Core Competencies



REFLECT

Look inward to develop cultural humility, embrace equity, and respect and value the diversity of families.



CONNECT

Build trusting relationships with families based on mutual respect and foster social networks among families and communities.



LEAD

Take part in the broader field and advocate alongside families for systems change to champion equity.



COLLABORATE

Co-construct and curriculum, programs, services, and policies with families to expand student learning and development and communicate academic progress.

**FAMILY
ENGAGEMENT
CORE
COMPETENCIES:**

A Body of Knowledge, Skills,
and Dispositions for Family-
Facing Professionals

Educator Preparation Framework for Family and Community Partnerships

CASES FROM THE FIELD

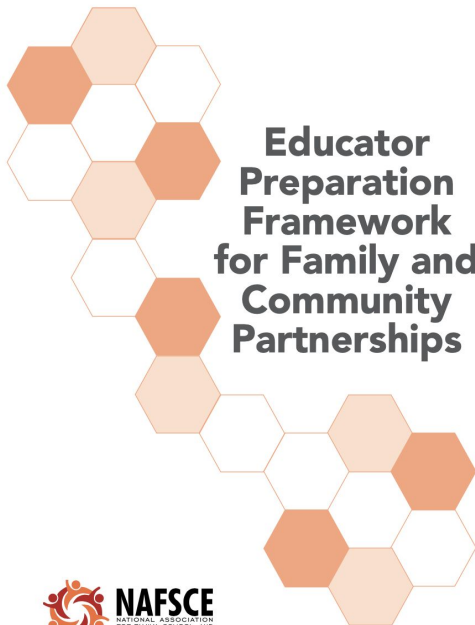
Building Family Engagement Through Empathy

The North Dakota State Superintendent's Family Engagement Cabinet worked with the ND PK-12 Family Engagement Alliance Team to conduct empathy interviews with families, especially those from indigenous communities, during the pandemic. Empathy interviews usually are one-on-one conversations that use open-ended questions to elicit stories about specific experiences that help uncover unacknowledged needs. The empathy interviews were conducted through a process designed to be open and approachable to families. This group

then created a PK-12 Family Partnership Strategy Playbook.¹⁴ The Playbook can be used to inform how educators learn and practice family and community engagement. For example, faculty can use the tools in the Playbook as assignments in their coursework to provide candidates facilitated and guided experiences to have productive conversations with families. Candidates in clinical experiences can use the Playbook to engage families on site and learn from their experiences.

Ideas for Action from NAFSCE's Family Engagement Consortium on Educator Preparation

- Develop and adopt family, school, and community engagement standards for EPPs; stateholders (e.g., employer completion surveys, educator completion surveys, etc.)
- Mandate that the faculty hiring process include questions about family engagement
- Offer field endorsements for those students who complete additional hours in family and community engagement
- Develop measurement tools to assess educator readiness to engage families and their successful work in this area through student teaching exhibitions, showcases, and portfolios
- Enact regulatory requirements such that teacher licensing and license renewal is contingent on a certain number of contact hours with families and coursework in the subject
- Identify and develop requirements, policies, and regulatory mechanisms on educator preparation for family engagement and provide tools to measure progress towards successfully meeting these requirements. These requirements can be competency-based, observational, or measured through surveys of various



Equity, Collaboration, Systems Transformation

Partners



Levers for Change



Money



Mandates,
Measuring &
Monitoring



Methods



ReiMaging



Messaging,
Marveling &

Outcomes

Enhanced
coursework and field
experiences

Redesigned
programs

Policy and systems
change

Advocacy and
mobilization of
families, schools, and
communities



Interconnected
Educator Preparation
Partnerships



Family and Community
Engagement Is
Universally Practiced

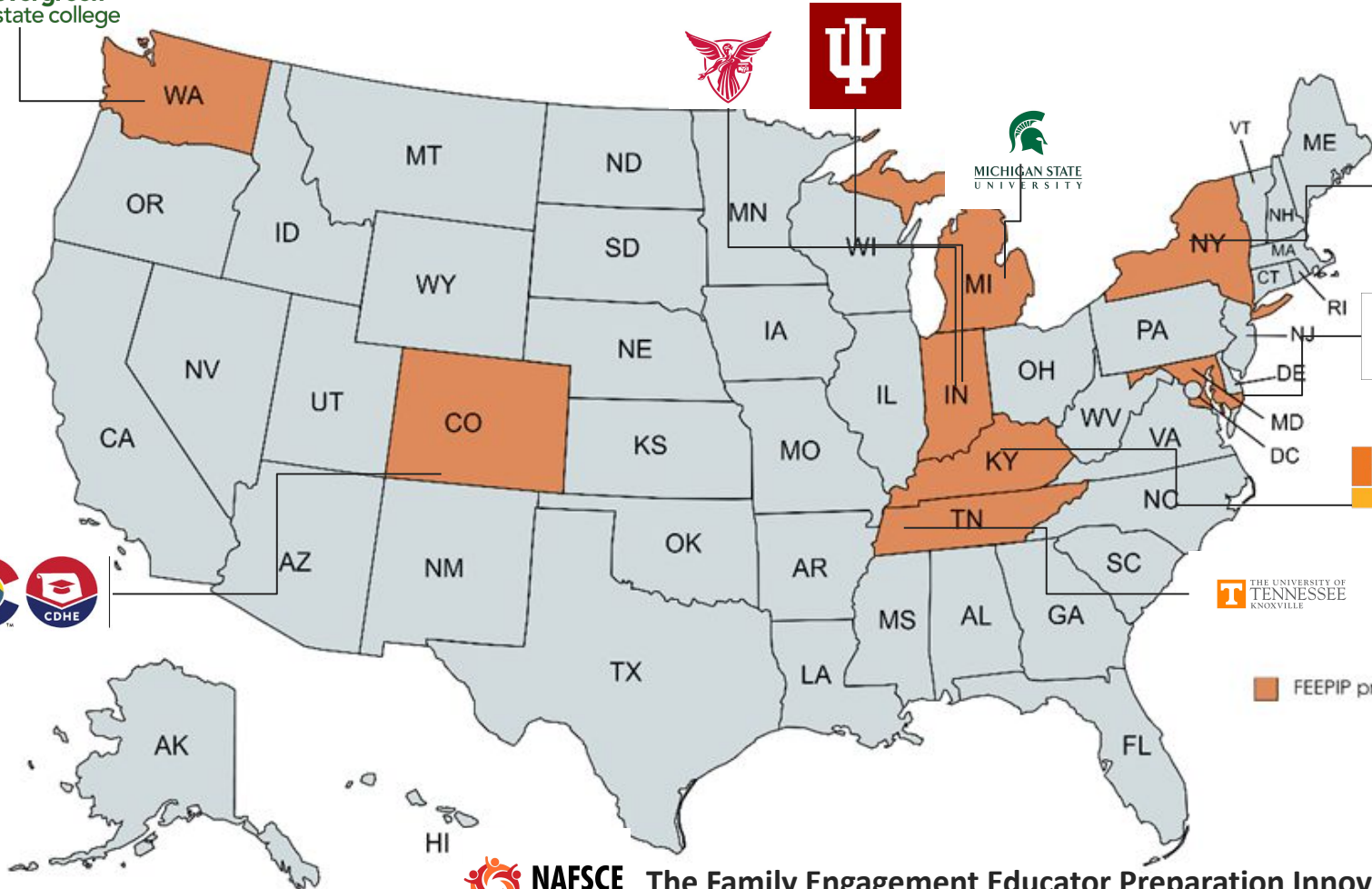


Educators Are
Prepared

FEEPIP Overarching Goals

- Incubate new ideas for how to support educators to reflect, connect, collaborate, and lead
- Understand how the Framework sparks innovation to prepare educators for family and community engagement in diverse communities
- Create a platform to share and disseminate ideas and knowledge





MICHIGAN STATE UNIVERSITY



Building a Groundswell for Excellent Education



FEEPIP projects



The Family Engagement Educator Preparation Innovation Project

Innovation Collaboration Aggregated Outcomes:

Enhanced
coursework

Enriched field
experiences

Redesigned
Programs

Systems
Change

- **Teacher candidates** increased their knowledge and skills in engaging families
- **Faculty** increased their confidence and knowledge in teaching family engagement topics.
- **Practicing educators** increased their knowledge and capacity for family engagement
- **Families and communities** became more engaged in the educator preparation process
- **Institutions and organizations** became more committed to the family engagement and educator preparation process.

Innovation Collaboration Aggregated Outcomes:

Enhanced
coursework

Enriched field
experiences

Redesigned
Programs

Systems
Change

- **Teacher candidates** increased their knowledge and skills in engaging families
- **Faculty** increased their confidence and knowledge in teaching family engagement topics.
- **Practicing educators** increased their knowledge and capacity for family engagement
- **Families and communities** became more engaged in the educator preparation process
- **Institutions and organizations** became more committed to the family engagement and educator preparation process.

Meet the Presenters



Patricia Edwards

Professor,
Michigan State University



Marliese Peltier

Assistant Professor,
Ball State University



Jes Stroope

Senior Consultant, Office of Family,
School, and Community Partnerships
Colorado Department of Education



Stacy Bailey

Assistant Professor,
University of Northern Colorado



MODERATOR

Margaret Caspe

Senior Research Consultant
NAFSCE



MODERATOR

Reyna Hernandez

Senior Director of Research and Policy
NAFSCE

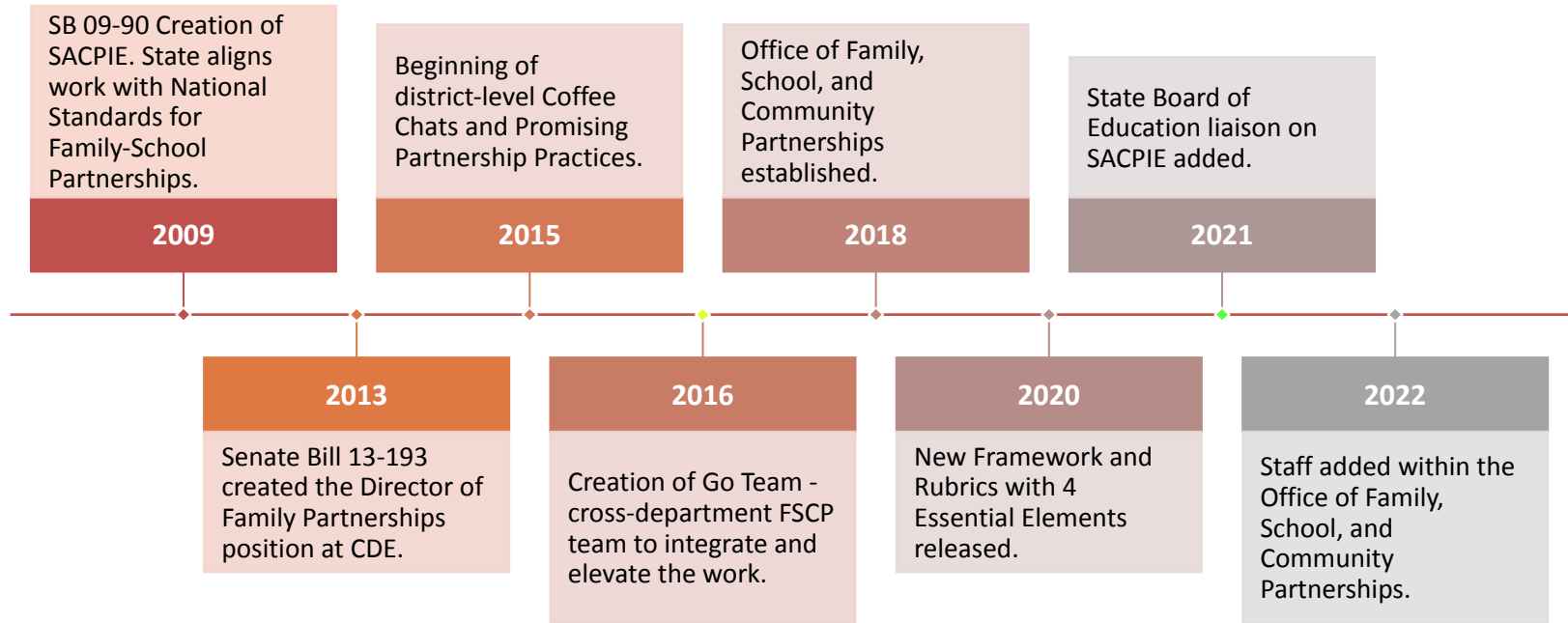
Preparing Future Educators to Partner with Families: A Statewide Effort

Jes Stroope, Ph.D.
Senior Consultant
Family, School, and Community
Partnerships
Colorado Department of
Education

Sam Fogleman
Director
Educator Pathways and
Workforce Policy
Colorado Department of
Higher Education

Stacy Bailey, Ph.D.
Assistant Professor
Department of English
University of Northern Colorado

Colorado's Journey



Colorado's Journey: Educator Prep Focus

January
2020

- CDHE, CDE, and Fort Lewis College join NAFSCE's National Consortium.

November
2020

- Colorado hosts week-long virtual family engagement symposium.

February
2021

- First monthly Community of Practice with seven IHEs.

December
2022

- Received Family Engagement Educator Preparation Innovation Project Grant.

The Innovation

Focus groups with families and educators

- Six focus groups (three with families, three with educators) with 43 participants total

Survey Development

- Initial item development based on analysis of focus group transcripts and with input from CoP members
- Cognitive interviews with families and educators
- Subject matter expert review
- Pilot

Focus Group Quotes

“If you can’t see every parent as a partner, then you should reconsider your profession.” - Parent

“The school is an integral part of the community, and I think the teachers need to be aware of their community, their cultures, everything about them...”
- Parent

“How you get along with people because...you have to deal with...maybe 50 parents...I think it is really important that they have training on that.” - Parent

“There was nothing to make it feel less uncomfortable when you first start...We all know that we have to build relationships with families, we have to partner with families. End of story. But not a lot of the ‘how’ to do that.” - Educator

“It was sort of jumping in the fire your first year. I think I probably made myself sick for the first conferences.”
- Educator

“I don’t feel like my program prepared me for what I needed to connect with families and what that looked like. And how to have those hard conversations...I feel like I was totally unprepared coming into the profession.” - Educator

Pilot Survey Analysis

Family Survey

- Age
 - 20% were 25-34
 - 46% were 35-44
 - 42% were 45+
- Sex
 - 94% Female
 - 2% Male
- Race
 - 48% White
 - 35% Hispanic/Latinx
 - 6% Black or African American
 - 6% Native American or American Indian
- Caregiver Role
 - 90% Mother
 - 6% Aunt
- School Characteristics
 - 40% Suburban
 - 33% Urban
 - 19% Rural
- Primary Language in the Home
 - 69% English
 - 27% Spanish

Teacher Survey

- Age
 - 16% were 20-29
 - 35% were 30-39
 - 31% were 40-49
 - 17% were 50+
- Sex
 - 77% Female
 - 21% Male
- Race
 - 67% White
 - 16% Hispanic/Latinx
 - 6% Black or African American
 - 5% Asian
- School Characteristics
 - 37% Suburban
 - 49% Urban
 - 12% Rural
- Number of Years in Service
 - 44% 1-10 years
 - 39% 11-20 years
 - 16% 21+ years

Pilot Survey Analysis

Family Survey

- 56 responses
- Factor analysis revealed a single construct
- Initial reliability = .971
- Inter-item correlations above .80 resulted in deleting 11 items
- Remaining items were analyzed for relevance to the goal of the project and alignment to the Core Competencies, resulting in deleting 7 items
- Final reliability = .935

Teacher Survey

- 103 responses
- Initial reliability = .903
- Factor analysis revealed two constructs determined to be “Mindsets and Dispositions” and “Training”
- Inter-item correlations above .7 resulted in deleting 3 items
- Items that loaded on both factors were deleted, as well as items that did nothing for reliability
- Final reliability
 - Factor 1 = .874 (11 items)
 - Factor 2 = .823 (5 items)

NAFSCE Core Competencies – Pilot and Final

Family Survey

Competency	Pilot	Final
1 - Respect, Honor, and Value Families	8	4
3 - Build Trusting Reciprocal Relationships with Families	22	14
4 - Foster Community Partnerships for Learning and Family Wellbeing	1	--
5 - Co-Construct Learning Opportunities with Families	4	--
6 - Link Family and Community Engagement to Learning and Development	4	2

Teacher Survey

Competency	Pilot	Final
1 - Respect, Honor, and Value Families	3	1
2 - Embrace Equity Throughout Family Engagement	1	1
3 - Build Trusting Reciprocal Relationships with Families	15	8
4 - Foster Community Partnerships for Learning and Family Wellbeing	1	--
5 - Co-Construct Learning Opportunities with Families	5	3
6 - Link Family and Community Engagement to Learning and Development	4	--
7 - Take Part in Lifelong Learning	7	2
8 - Advocate for Systems Change	2	1

Impact on Teacher Preparation Programs



- This project highlighted the need for a bigger emphasis on Family, School, and Community Partnerships in teacher prep programs.
- The surveys revealed the need to have a variety of avenues for communication
- Further research needed

The Surveys



Educator Perceptions of Family Engagement Practices

The following questions describe statements about your family engagement practices and training. These questions relate to communication, relationship building, and your pre-service training. Indicate your level agreement or disagreement with the following statements by selecting your response using these scales:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

or

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- I believe families bring valuable knowledge to the table.
- I value my students' families' opinions about school activities and learning.
- I ask families what their goals are for their child.
- I am comfortable having open dialogue with my students' parents about issues or concerns I see in the classroom.
- I encourage families to share concerns about their child's academic, social, and emotional wellbeing.
- I believe that consistent communication with families is necessary for students of all ages.
- My students' families know how often to expect communication from me.
- My students' families know what my preferred method of communication is.
- I know what most of my students' families' preferred method of communication is.
- I ask parents about the expectations they have for their children's learning.
- I believe family engagement is a critical school improvement strategy.
- My teacher preparation program, including my student teaching experience, prepared me well on how to collaborate with all students' families.
- I had supervised experiences participating in parent-teacher conferences during my preparation program.
- I was taught how to facilitate a meeting with a family during my preparation program.
- I had supervised experiences communicating with families from different cultures during my preparation program.
- I was taught how to mutually resolve disagreements that might arise with my students' families.



Family Perceptions of Educators' Family Engagement Practices

The following questions describe statements about your child/ren's teachers' family engagement practices. These practices relate to communication and relationship building. Indicate your level agreement or disagreement with the following statements by selecting your response using these scales:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

or

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- I am satisfied with the communications I receive from my child's teacher.
- I know how to contact my child's teacher.
- My child's teacher asks me how often I prefer to be communicated with.
- If I have a question about my child, I receive an answer from the teacher in a timely manner.
- I am comfortable with how often my child's teacher contacts me.
- I receive positive messages about my child from at least one of his/her teachers (phone call, email, text, etc.).
- My child's teacher provides helpful information about how to support my child's learning at home.
- I receive home visits from my child's teacher and/or other school staff.
- Expectations for classroom behavior were explained to me at the beginning of the school year.
- My child's teacher reaches out to me within the first few weeks of the school year.
- I am invited to a one-on-one meeting with my child's teacher within the first few weeks of the school year.
- My child's teacher values the uniqueness and diversity of my family.
- My child's teacher asks about my child's home life.
- I am respected for my culture and home language.
- I am confident I can approach my child's teacher with concerns about my child's academic, social, and/or emotional well-being.
- My child's teacher values my knowledge and experience in regards to my child's education.
- My child's teacher helps me understand my child's academic performance data (e.g., grades, standardized test scores, etc.).
- I am comfortable speaking up for what my child needs to be successful.
- My child's teacher helps me understand school policies.
- Teacher expectations for homework are clear.



Thank you!

Jes Stroope, Ph.D.

Stroope_J@cde.state.co.us

Colorado Department of Education

Sam Fogleman

Sam.Fogleman@dhe.state.co.us

Colorado Department of Higher Education

Stacy Bailey, Ph.D.

Stacy.Bailey@unco.edu

University of Northern Colorado

Meet the Presenters



Patricia Edwards

Professor,
Michigan State University



Marliese Peltier

Assistant Professor,
Ball State University



Jes Stroope

Senior Consultant, Office of Family,
School, and Community Partnerships
Colorado Department of Education



Stacy Bailey

Assistant Professor,
University of Northern Colorado



MODERATOR

Margaret Caspe

Senior Research Consultant
NAFSCE



MODERATOR

Reyna Hernandez

Senior Director of Research and Policy
NAFSCE



**FACILITATING CRITICAL
CONVERSATIONS:**

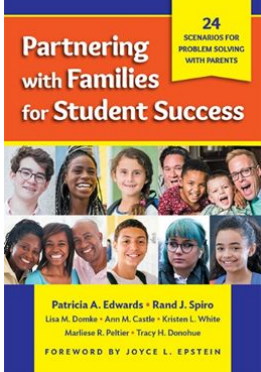
**A CROSS-INSTITUTIONAL
COLLABORATION FOR
(RE)ENVISIONING FAMILY
ENGAGEMENT**

Patricia A. Edwards

Marliese R. Peltier

PURPOSE

How can a virtual book club be utilized to help school partners reimagine their approach to engaging with families in their school settings and to assist teacher candidates in learning effective family engagement strategies?



Authors of Partnering with Families for Student Success



Patricia A. Edwards, MSU



Rand J. Spiro, MSU
Founder, Cognitive Flexibility Theory



Lisa M. Domke
Grand Haven, MI



Ann M. Castle,
DeWitt, MI



Kristen L. White,
Plymouth, MI



Marliese R. Peltier
Casper, Wyoming



Tracy H. Donohue
Boone & Raleigh, NC

Edwards, P. A., Spiro, R.J., Domke, L. M., Castle, A. M., White, K.L., Peltier, M. R., & Donohue, T. H. (2019). *Partnering with families for student success: 24 scenarios for problem solving with parents*. New York: Teachers College Press.

Modules—Part I: Reaching Out to Caregivers

Module 1: Caregivers Who Do Not Respond

Module 2: Caregivers with Low Print-Literacy Levels

Module 3: Caregivers Experiencing Homelessness

Module 4: Caregivers with Complex Job Situations

Module 5: Culturally and Linguistically Diverse Caregivers

Module 6: Caregivers Who Speak Limited or No English

Module 7: Caregivers Who Are Immigrants or Refugees

Module 8: Extended, Reconstituted, or Blended Families

Module 9: Families with Incarcerated Caregivers

Module 10: When School/Neighborhood Demographic Change

Module 11: What to Do When You Have Tried it All

Modules—Part II: Handling Difficult Conversations

Module 12: Honest Caregiver-Teacher Conferences

Module 13: Discussing Academic Concerns

Module 14: Discussing Discipline Issues (Positive Discipline)

Module 15: Advocating for a Neurodiversity Paradigm

Module 16: Families with Students Experiencing Life-Altering Developmental Disabilities

Module 17: Caregivers Who Challenge Teaching

Module 18: Caregivers with Frequent Concerns

Module 19: Adversarial/Confrontational Caregivers

Module 20: Caregivers of Students Who Have Suffered Trauma

Modules—Part III: Involving and Empowering Caretakers

Module 21: Curriculum-Based Versus Event-Based Caretaker Involvement

Module 22: Connecting Caretakers with Community Resources

Module 23: Caregiver Empowerment: Making Caregivers Feel Comfortable at School

Module 24: Technology and Literacy

BOOK CLUB TOPICS

Book Club Topics

Book Club Topics	Number of Discussion Groups
Curriculum-Based Versus Event-Based Caretaker Involvement	5
Caregivers Who Do Not Respond	5
Discussing Academic Concerns	2
Caregivers Experiencing Homelessness	2
Caregivers Who Speak Limited or No English	2
Caregiver Empowerment: Making Caregivers Feel Comfortable at School	1
Caregivers With Low Print-Literacy Levels	1
What to Do When You Have Tried It All	1
Culturally and Linguistically Diverse Caregivers	1
Total Topics: 9	Total Number of Sessions: 20

Partnering with Families for Student Success

24
SCENARIOS FOR
PROBLEM SOLVING
WITH PARENTS



Patricia A. Edwards • Rand J. Spiro

Lisa M. Domke • Ann M. Castle • Kristen L. White

Marliese R. Peltier • Tracy H. Donohue

FOREWORD BY JOYCE L. EPSTEIN

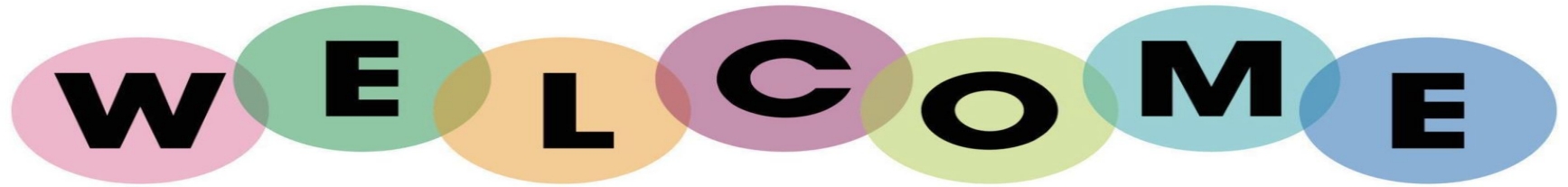
PARTICIPANTS

Participant Demographics



Region	Number of Participants	African American	White	Asian	Multiracial	Male	Female
Lower Peninsula of Michigan	5	1	4	0	0	1	4
Upper Peninsula of Michigan	11	0	10	1	0	1	10
Indiana	8	1	7	0	0	0	8
Maryland	2	2	0	0	0	0	2
Maine	7	0	6	0	1	0	7
Total	33	4	27	1	1	2	31

BOOK CLUB FORMAT



Waterfall: Use the chat for your response. Don't press "enter" until I say "go."

- Why do you think some caregivers feel uncomfortable at school?
- What's an idea you took away from the reading for this module?

Module Background: Caregiver Empowerment

Caregiver Input

- Consider surveying caregiver about
 - Goals for student
 - Feelings about school
 - How they feel this year is going for their child
- Recognize feedback and attempt to honor it when possible

Caregivers' Stories

Caregiver past schooling experiences
Honoring home culture and backgrounds
Opens lines of communication between home and school

Differentiated Involvement

Not every caregiver can participate in the same way
Consider honoring what the caregiver **can** do with school involvement

Please take 5 minutes to skim

Module 23 (Pages 175-180)

- Duh- I already knew that
- MMM- That has got me thinking. These are questions or comments I want to discuss.
- Aha- This stood out to me. I haven't ever thought of that.



Reflection

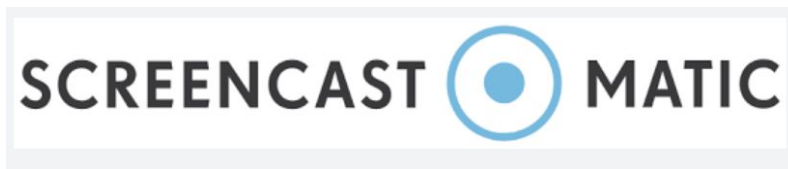
1. Use any medium
2. Need to upload your end product (not share a link)



:Padlet



Google Docs





A TIME TO
Reflect

Prompts:

- How will you approach empowering caregivers differently?
- What is one idea about empowering caregivers that you will remember from this evening?
- What will you elevate from today's conversation about empowering caregivers?

PARTICIPANT #1- INDIANA

- As support staff we do not get to do any of the testing or speak with the parents regarding how their child is doing. Somethings I do- I teach reading to my children. We use Edmark Reading....I sometimes will record with my phone my kids' reading and send to the parent. I think it is so important for them to hear how their child is progressing in school. Some parents never have heard their child read a word. They are so very thankful when I do this.

PARTICIPANT #2-
LOWER PENINSULA
OF MICHIGAN

- It is hard not to take it personally when families don't reach out or return contact. I have to remember that they are human, too. I know I am absolutely horrible about returning messages, but I do read them!

PARTICIPANT #3- UPPER PENINSULA OF MICHIGAN

- One thing I'd like to do is make sure I am not assuming anything about educational levels of the parents. It is too easy and I am guilty of assuming a lack of general education. One thing I will remember is that simplifying communications is doable and helpful [for families with limited English proficiency]. The idea that simplified communication is worthwhile had not really occurred to me.

OUTCOMES

- Increased positive perception of collaboration with families
- Supported inter-professional conversations
- Desired additional professional development addressing equitable family engagement

CONTACT
INFORMATION

• Patricia A. Edwards

edwards6@msu.edu

• Marliese R. Peltier

marliese.peltier@bsu.edu

Access previous recordings and briefs

NAFSCE
Kentucky Preparing Educators for Partnerships
Brooke Gill and Edna O. Schack
Pitkin Committee for Academic Excellence

Overview

NAFSCE
VOLunteer Teacher Spirit (VOLTS): Amplifying Family and Community Engagement in Teacher Preparation
Frances Harper, Janine Al-Aasser, Clara Lee Brown, and Franckiska Starks
University of Tennessee, Knoxville

Overview

Community institutions, such as museums, libraries, and afterschool programs, are important partners in preparing educators for family and community engagement. These institutions can support preparation in a variety of ways. For instance, they can serve as a venue for field experience and hands-on learning, or serve as a site for students to connect with families. They can also become partners in building coursework that develops teachers' capacity for the equity-focused family and community engagement from a community perspective.

In the project described here, teacher education from the University of Tennessee Knoxville partnered with three community institutions to design models for teacher education who wish to embed the Family Engagement Core Competency into the existing education preparation curriculum. The resulting Family Engagement Core Competency was then embedded into the university version of the "volunteer spirit" which is characterized by a passion for promoting social change through volunteer service. For this reason, the models were created to help teacher educators prepare teacher candidates both through coursework and clinical experience to form deep partnerships with families based on listening, valuing, and honoring family strengths.

PROJECT PARTNERS
The University of Tennessee
Centro Hispano de East Tennessee
For the Love of Reading
Mae Knoxville, a Children's Science, Technology, Engineering, Arts, & Math (STEM) museum

NAFSCE Leadership

NAFSCE
Family as Faculty as an Infrastructure to Engage Pre-Admission Teacher Candidates in Family-Driven STEM Learning
Cristina Santamaría-Groff & Jeremy F. Price
Indiana

Overview

NAFSCE
Community School Coordinators Mentoring Pre-Service Teachers in Family and Community Engagement
Jessica Shiller, Towson University
Stephanie Flores-Kozliski, Loyola University Maryland's Center for Equity, Leadership, and Social Justice, School of Education

Overview

In a community school, educators, local community members, families, and students work together to create a vibrant learning community in the model, out-of-school resources including afterschool and early childhood programs, medical providers, and other community organizations contribute to school improvement efforts to promote student learning and family well-being. A community school coordinator develops the vision and goals for the school and facilitates family and community involvement efforts.

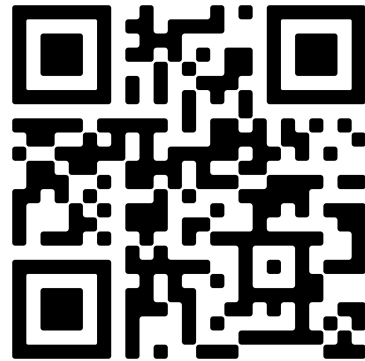
The goal of this innovation is to support teacher candidates' clinical experiences so that they have opportunities to learn not just with mentor teachers in classrooms, but also with community school coordinators to deepen their knowledge base before entering the field. Building on existing relationships, faculty at Towson University in Baltimore, Towson University and Loyola University Maryland's Center for Equity, Leadership, and Social Justice coordinated efforts to host teacher candidates and community school coordinators to work closely together so candidates can develop authentic family and community engagement skills.

PROJECT PARTNERS
Four Baltimore City community schools
Towson University
Loyola University Maryland's Center for Equity, Leadership, and Social Justice, School of Education

NAFSCE Leadership

nafsce.org/FEEPIPwebinars

Share your feedback with us!



forms.gle/TNMs6v1Zc3Egp9zY6

FAMILY MATH WEBINAR SERIES



May 21, 2024 / 3 to 4:30 pm ET

MAKE IT MATH!
PARENT LEADERS SHARE HOW TO
FIND MATH IN EVERYDAY FAMILY
ROUTINES AND ACTIVITIES



Traducción disponible en español

To access all of NAFSCE's past webinars, join NAFSCE today!

Not yet a member? Scan the QR code and join today!

If you are a member from the states of Pennsylvania and Maryland,
please reach out to Sherri Wilson at wilsons@nafsce.org



Brought to you by:



NATIONAL ASSEMBLY

FOR FAMILY ENGAGEMENT
IN EDUCATION

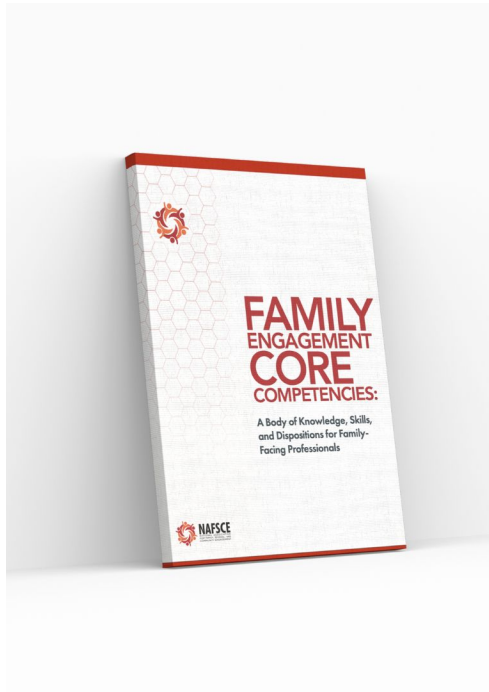


Virtual October 21-22

In-person October 23-25

Denver 2024

Registration Open Now



Family Engagement Core Competencies Community of Practice



Final Community of Practice [NAFSCE Members Exclusive]

June 5, 1-2pm ET

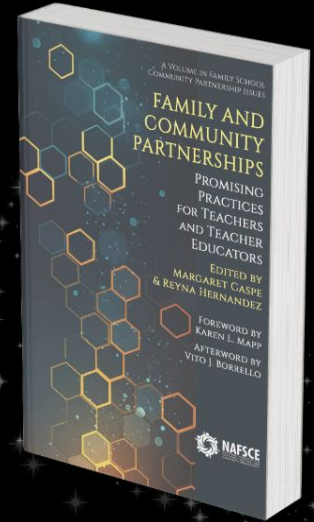
Special Webinar Discount:

35% off

Discount Code:

FSCPI23

**FAMILY AND
COMMUNITY
PARTNERSHIPS:
PROMISING PRACTICES
FOR TEACHERS AND TEACHER EDUCATORS**





Let's Continue the Conversation:

Margaret Caspe
caspem@nafsce.org

Reyna Hernandez
hernandezr@nafsce.org

NAFSCE Promising Practices Blog Series
nafsce.org/edprep