

# The CAPstone

Serving the Community and Parents of the Region 10 ESC Area

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## Greetings!



My name is Lauren A. McKinney and I am the Community and Parent Involvement Consultant at the Region 10 Education Service Center. The purpose of this newsletter is to share local, state, and national information that is beneficial to the community members, parents, and stakeholders of Region 10. This quarterly correspondence is comprised of tips, tools, and resources that will assist all who serve our most precious legacies; our children. If you have any upcoming events that will occur during the quarter of the newsletter's release, we would love to hear about it. I am ecstatic about being of service to you this school year!

## Upcoming Events

The Community and Parent Involvement Departments are excited to provide the following new initiatives for the 2014-2015 school year!

### 2014 Statewide Parent Involvement Conference

Join us at the **10th Annual Statewide Parental Involvement Conference**. The conference will provide opportunities for educators, parents, and community leaders to learn strategies for empowering all stakeholders to increase student achievement and to meet the required mandates of the Elementary and Secondary Education (ESEA) Act.

WHEN: December 4 - 6, 2014

WHERE: San Marcos, Texas

### Instructions Not Included

Children don't come with a user manual. Despite parent/guardian best intentions, sometimes they need a little help. "Instructions Not Included" is a series that offers **free classes** geared towards parent(s)/guardian(s) who would like to learn new strategies to better understand and help their child(ren).

NEXT SESSION: January 27, 2015 TOPIC: Teen Dating Violence

For More Information click on the following options: [Online](#) and [Newsletter](#).

# Building Supportive Relationships In Afterschool

by Catherine Jordan, MA

Afterschool programs can help students develop knowledge to enhance academic success while also providing them with opportunities to develop social and problem-solving skills. In our work with afterschool programs, we have seen that positive relationships with school-day personnel, families, community members, and between and among program staff and students help these programs thrive. This issue of *SEDL Insights* explores how afterschool practitioners can build strong relationships that benefit all stakeholders.

For more than a decade, researchers have suggested that participation in afterschool programs makes a difference for students in a variety of ways.<sup>1</sup> Numerous studies suggest that high-quality afterschool programs enhance students' academic success in school. Afterschool programs lead to better attitudes toward school and stronger school engagement; stronger school performance, as measured by standardized test scores and grades; higher rates of school attendance; fewer behavioral problems; and lower dropout rates.<sup>2</sup>

For afterschool programs to thrive, so that they *can* make a difference in student lives, staff must develop supportive relationships with a variety of stakeholders. Certainly, building caring relationships with students is critical, but so is building relationships with school-day personnel, afterschool staff, and families and community members. Developing these kinds of relationships, that support and champion afterschool programs, takes time and intentional effort.

In SEDL's 2003–2008 National Partnership for Quality Afterschool Learning research study, we visited 53 high-functioning afterschool programs across the United States that reported student academic gains.<sup>3</sup> We conducted rigorous observations of the programs that we identified and focused on adults and students who had built supportive relationships that helped motivate students to expand their learning and do well in school. While there is little scientifically based evidence available about the effectiveness of specific relationship-building practices,<sup>4</sup> recent studies, literature reviews, and our own observations from SEDL's current work with the Illinois State Board of Education's 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grantees echo the importance of supportive relationships not only with students but also with key stakeholders.<sup>5</sup>

In this issue of *SEDL Insights* we will share with you some of what we, and others, are learning about how afterschool programs are building supportive relationships with stakeholders. Afterschool leaders and staff can use these insights to develop stronger relationships with the different partners who are invested in their program. Leaders in districts, schools, and community-based organizations may also find that these insights offer guidance on how to better support afterschool programs.

### **SEDL INSIGHTS ON BUILDING SUPPORTIVE RELATIONSHIPS IN AFTERSCHOOL**

1. Encourage positive relationships between staff and students.
2. Link to the school-day staff.
3. Support and train program staff.
4. Engage families.
5. Collaborate with community organizations.

#### Insight 4: Engage Families

Frequent and positive communication with family members is critical to building supportive relationships with students' families and effectively engaging them in their child's education.<sup>15</sup> This means treating family members with respect, asking them about their own lives and interests, and ensuring that interactions with family members don't just happen when there is a problem with a student. We have learned through the National Partnership for Quality Afterschool Learning study and our current work with Illinois 21<sup>st</sup> CCLC programs that engaging families involves more than getting them to show up for afterschool events. High-quality programs use a variety of strategies to leverage family engagement in ways that build capacity of family members to support students' education.

We have observed programs that support families' needs by asking the families themselves what services and information they want or need. Many programs used surveys—and even informal conversations—to get input from family members. Some programs also organized family advisory committees that provided input for program plans. We have also observed afterschool programs that built interaction and supportive relationships with students' families by encouraging them to volunteer on site. These volunteer opportunities included providing classroom support or expertise in an area and chaperoning at events and on field trips. Inviting families to participate contributed to a sense of self worth and empowers families to become part of the afterschool program community.

In addition to offering engaging activities for students, high-quality programs offer classes for family members. These activities can include evening and weekend classes on crafts, cooking, English as a second language, and preparing for the General Educational Development (GED) exam. Some programs, mainly in large urban areas, share and use school-based family centers that are available during both the school day and the afterschool program time.

Just as they do with other stakeholders, high-quality afterschool programs maintain frequent communication—both formal and informal—with students’ families. Formal communication includes newsletters; program orientation; family nights; home visits; and letters, notes, and phone calls about student progress. Informal communications we observed include regular and frequent family chats when parents pick up their students.

We have also seen afterschool programs that take special measures to make family members feel welcome and comfortable at the afterschool program site.<sup>16</sup> Some create a welcoming program space with open doors and helpful signs in families’ native languages to help them feel at home at the afterschool programs. Others have also created a “family corner” in which family members can find resources about the program and community services.

Finally, effective strategies for building staff–family relationships include hiring staff who reflect the demographics of the families served and training staff to respect cultural differences, including how to examine their own biases. Once staff are hired, effective programs provide ongoing training and support to staff to ensure that building family relationships and engagement are part of their daily activities. Some programs set aside time at staff meetings to reflect on and improve their family engagement relationships.<sup>17</sup>

Resource: SEDL INSIGHTS, Vol. 2, No. 1 (Spring 2014) <http://www.sedl.org/insights/2-1/>

For more information about the other four insights and references identified by SEDL I encourage you to read the entire article at the link above.

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# Become Healthy, Wealthy, and Wise About Student Safety



Throughout the past several weeks, we have been inundated with discussions, stories and theories about Ebola and how it is transmitted. To date, the facts have been that a Liberian national died in a Texas hospital from the complications of the Ebola virus and as a result two of his nurses have been diagnosed, confirmed and are being treated. Hence, we've witnessed a number of people being asked to quarantine themselves that may have been in contact with either of these three individuals. We've also been informed of a good number of school closings within the state and around the country in order to decontaminate the buildings as a preventative measure to reduce and/or eliminate further exposure to Ebola.

According to the Centers for Disease Control (CDC) Ebola is a severe, often fatal disease. Early symptoms of Ebola include sudden fever, fatigue and headache. Symptoms may appear anywhere from 2 to 21 days after exposure. Ebola is spread through direct contact with blood, secretions or other bodily fluids or exposure to contaminated objects, such as needles. Ebola is not contagious until symptoms appear.

**For more information on Ebola:** <http://www.cdc.gov/vhf/ebola/outbreaks/2014-west-africa/qa.html>

Although Ebola has captured everyone's attention as of late, please be mindful that the CDC estimates more than 23,000 influenza (the flu) associated deaths and over 200,000 influenza-associated hospitalizations occur each year in the United States. It is also reported that the highest rates of influenza occur among children, but the risks for serious health problems, hospitalizations, and deaths from influenza are higher among people 65 years of age or older. Anyone at any age, including healthy people, can get influenza and suffer with complications.

Now that we are entering flu season, health officials suggest that daily preventive actions can minimize the transmission of many illnesses and protect us from the flu. You will find several common sense strategies that could potentially minimize the transmission of infection by getting "Back to the Basics in Preventing the Spread of Germs."

**For more information on Influenza:** <http://www.dshs.state.tx.us/idcu/disease/influenza/overview/>

## Back to the Basics in Preventing the Spread of Germs

- Wash hands frequently with soap and water or an alcohol-based hand sanitizer.
- Avoid or minimize contact with sick people (a minimum three feet distancing is recommended).
- Avoid touching your eyes, nose and mouth.
- Cover your mouth and nose with tissues when you cough and sneeze. If you don't have a tissue, cough or sneeze into the crook of your elbow.
- Stay away from others as much as possible when you are sick.
- Adopt business/school practices that encourage employees/students to stay home when they have flu symptoms.
- Clean and disinfect surfaces and objects that may be contaminated with germs like the flu.
- Properly dispose of tissues and napkins used for blowing your nose or coughing.
- If you or your child gets sick with flu-like illness, CDC recommends that you (or your child) stay home for at least 24 hours after the fever is gone except to get medical care or for other necessities.

*(Texas Department of State Health Services)*

**Thanks for reading and always remember to “Live in the moment, laugh often and love deeply.”**

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# Counselor's Corner

## “Bully Proof” your Child...

You can help your child prepare to handle bullying---without scaring him/her. We need to remember it is much scarier to be bullied and not know what to do then have a plan of how you could handle to the situation.

Stick with your Friends - People is less likely to target a group. These friendships should be built on kindness and respect not control or power.

Be Confident - Teach your child to think “I can handle this” Bullies tend to pick on people who seem unsure of themselves.

Ignore Minor Teasing - Have your child imagine the words rolling off his or her back like water. Make it a habit not to reply and in a cyber bullying case save all messages.

Stay Calm - People It is boring for a bully when you stay calm and they do not get a reaction.

Agree with the facts - If you feel the need to reply say, “ Yeah I’m short big deal.” This sends a message your child is not bothered.

Say Stop and Walk Away - Teach your child to tell the person to stop and then walk away.

Talk to a Trusted Adult - Adults can help stop the bullying

“Maybe your child can be an Upstander” stand up or speak up when they see someone being bullied.

- Show their disapproval by not laughing or joining in.
- Tell the bully to stop or that is being cool.
- Help the target/victim by saying nice words or being a friend
- Get help from an adult to intervene.

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## The Climate Of Grit



Recently the Dallas MetroPlex was hit by violent 80 mile an hour straight line winds. The storm caused major destruction in our neighborhood, to the point tree limbs were on our roof, our neighborhood's metal shed looked much like Dorothy's house, but instead of landing on a witch, it teetered on our fence, and my son's wide-eyed stare was like Little Orphan Annie, as he watched the transformer spark behind our house.

This was a scary scene to my five year old, and to top it off, I was in Austin at a conference. The protector of all, Mom, was not there. My husband did his best to adhere to our son's routine and nighttime rituals without electricity. My husband put colored glow sticks out to make up for the missing blue noise maker and night light. He had my son shower by lantern. They read by flashlight. But, it was what my son said when the lights came on that made me stop and think of two things. How powerful the art of modeling is. How important it is to teach the concept of grit.

When the lights came on three days later, when my husband and I were exhausted from the cleanup and the vigil to keep the house safe and the generator going, my son said, "Mommy, I made it through that difficult situation because I have grit!" I turned and gave him a big hug and said, "Yes, honey, it was rough on us all and I am sorry you have been upset by the changes, but you did do it. You made it through a difficult time and look, you are no worse for wear. You truly have grit. I am proud of your perseverance to keep going!"

According to the 2013 U.S. Department of Education report, *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21<sup>st</sup> Century*, "Educators, administrators, policymakers, technology designers, parents, and researchers should consider how to give priority to grit, tenacity, and perseverance in curriculum, teaching practices, teacher professional development, programs, technology adoption, and out-of-school support" (p. 14).

Teaching grit comes from modeling. Teaching grit comes from sharing our experiences. As a parent, make sure your schools, teachers, and your own household talks about perseverance and grit. We also must remember, as parents, to create a climate of grit by allowing our children to struggle. We have to remember it is preparing them for life. Schools offer an authentic environment for creating and cultivating grit. Grit is an important concept, especially for those children who "have it easy" where nothing in their life ever goes wrong and learning



comes easy. Dr. Hoerr calls such students the “high flyers”. Such students must go through coping with frustration or as my grandmother would say, “What are you going to do when it really gets bad?” We also much teach the concept of grit to those who struggle with both life and learning. Even struggling students need to understand how to persevere because they are constantly bombarded by struggle.

Teaching no longer should center itself on the traditional model of the 3 R’s, reading, writing, and arithmetic, but also address relationships and resilience (grit). When we offer our students the opportunity to learn, really learn with 21<sup>st</sup> Century Skills, it means focusing on emotional and social development as well as teaching appropriate coping skills (tools) to get through the difficult times in life. Why is this important? Because the darkness of life may not come from a storm with wind gusts of 80 miles an hour where the cleanup is easy, it may be stronger with permanent effects.

#### REFERENCES:

Hoerr, T. (2013). *Fostering grit: How do I prepare my students for the real world?* ASCD, Arias  
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U.S. Department of Education (2013). *Promoting grit, tenacity, and perseverance: Critical factors for success in the 21st century*. Washington, D.C. Retrieved from [pgbovine.net/OET-Draft-Grit-Report-2-17-13.pdf](http://pgbovine.net/OET-Draft-Grit-Report-2-17-13.pdf)

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# Is Anyone Listening?



Being a parent is a life-long journey, mixed with bitter-sweet experiences, loops, twists and turns, and countless one-way streets, but WHAT A RIDE! As an “empty-nester” and proud parent of two daughters, I find myself on that roller coaster, hanging upside down, dizzy-headed, and totally confused...speaking many times and wondering if anyone is listening. Since both our daughters are in college, our time is extremely limited, but oh-so precious, so the importance of how and what we say has such vital importance. As I reflect on times when we “thought” we had a captive audience, I am then reminded of what our girls shared with us that truly encouraged two-way communication and gradually developed a roadway to healthy conversations as adults. What really is important through the eyes of a child...

## Be available for your children

- Notice times when your kids are most likely to talk — for example, at bedtime, before dinner, in the car — and be available.
- Start the conversation; it lets your kids know you care about what's happening in their lives.
- Find time each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Learn about your children's interests — for example, favorite music and activities — and show interest in them.

Initiate conversations by sharing what you have been thinking about rather than beginning a conversation with a question.

## Let your kids know you're listening

- When your children are talking about concerns, stop whatever you are doing and listen.
- Express interest in what they are saying without being intrusive.
- Listen to their point of view, even if it's difficult to hear.
- Let them complete their point before you respond.
- Repeat what you heard them say to ensure that you understand them correctly.

Respond in a way your children will hear

- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say, "I know you disagree with me, but this is what I think."
- Focus on your child's feelings rather than your own during your conversation.

Remember:

- Ask your children what they may want or need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Talk to your children — don't lecture, criticize, threaten or say hurtful things.
- Kids learn from their own choices. As long as the consequences are not dangerous, don't feel you have to step in.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.

Parenting is just...DIFFICULT. There is no road map, atlas, or GPS... If we remember to do what comes naturally which is to first love and then listen, we may continue on a pathway of healthy communication. There will be times that we have to STOP AND ASK FOR DIRECTIONS, and that's okay... we are still concerned with GETTING THERE! We will run out of gas...We will need new alignments...there will be times for an overall engine replacement, but in the end, our children are worth the investment and THEY ARE LISTENING!

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Title I and No Child Left Behind

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## Migrant Out Of School Youth



My name is Analy Guerra and I am the Migrant Out of School Youth Recruiter for Region 10. I am very excited about the academic opportunities awaiting the children of agricultural workers in the State of Texas in general, and in the Region 10 area, in particular.

You may ask, “Who is a migrant child”?

Any child under the age of 22, who does not have a U.S. issued diploma or GED and has moved:

- Within the last 36 months
- Across school district or state lines
- With a parent/guardian or on his/her own
- To obtain qualifying migratory work

Migratory work refers to temporary or seasonal employment in fishing work or agricultural work, including the production or initial processing of crops, livestock, dairy products and fish, as well as the cultivation and harvesting of trees.

Helping the MEP find and enroll children of agricultural workers helps our community as a whole because the MEP’s main goal is to provide the services migrant children need in order to allow them to graduate on time.

Those services may include:

- Tutoring classes
- Clothing/school supplies
- Vision, hearing and dental screenings
- Assistance earning high school credits
- Free school lunch program
- Summer programs

I know that you as a parent want your children to be successful in school. Here are some tips that can help you achieve this goal:

- Maintain contact with your recruiter. Be sure to keep us updated with your contact information. If you move make sure to call us at 972-348-1412 or 972-348-1142 so we can provide you with up to date information and resources available for your children.

Keep your child's school records in a safe place, i.e., your child's report cards and state assessment scores. These documents are very important because they help place your child in the correct classes for graduating purposes. Create an environment for your children that will foster academic success. Routines are important. Set a place in your home for completing school assignments.

Know your child's teacher and counselor. If you ever have a concern regarding your child they should be your first point of contact.

If you have any questions, comments or concerns I can be reached by phone at 972-348-1142 or by email [analy.guerra@region10.org](mailto:analy.guerra@region10.org).

In advance, thank you for all your help and your contribution to the growth and future productivity of our society!

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## Migrant Parent Education Resources

Visit the [Migrant Education webpage](#) to gain access to resources such as:

[Employment Survey English and Spanish](#)

[Student Performance Log for High School](#)

[Student Performance Log for Middle School](#)

[Student Performance Log for Elementary](#)

[Priority for Service Intervention Plan](#)

[Guide to Scholarships for New Americans and Minorities](#)

[Guide for Newcomers in North Texas](#)

[Recruitment Poster](#)



# Region 10 Bilingual / ESL Support Service



One of the newest services here at Region 10 is the Newcomers/Refugee network meetings which is aimed at meeting the needs in the North Texas area; home to many refugees from around the world. With Texas leading the nation in refugee resettlement, these meetings were designed to give our member districts with considerable amount of newcomers and refugees the opportunity to share information on best instructional practices for newcomers/refugee students. Also, the network meetings allow districts to collaborate on various facets of community involvement and build a resource base for meeting the needs of newcomers and refugee students.

Four meetings have been planned for the 2014/2015 school year; with two meetings for the fall and two for the spring. Our first network meeting happened in September and the next one is scheduled for November here at Region 10. The November meeting will focus on how to provide necessary care for unaccompanied youth, newcomers and refugees in Foster Care by our Region 10 Homeless Education consultant. Additionally, a guest speaker who is also a clinical counselor from the Center for Survivors of Torture will provide insight on how to better meet the needs of refugee and asylee students.

Furthermore, these network meetings provide the opportunity for member districts to showcase some of the fantastic things they are doing in their districts to meet the needs of refugee and newcomer students. Some key definitions to help facilitate the understanding of this new service are as follows:

- **Newcomer:** a student in U.S. schools for 3 or less years.
- **Refugee:** a student who is unable or unwilling to return to his/her home country because of a *well-founded fear of persecution* due to race, membership in a particular social group, political opinion, religion, or national origin.
- **Asylee:** a student outside his or her country of origin seeking refugee status based on a well-founded fear of persecution on account of race, religion, nationality, social group, or political opinion, but whose claim has not been legally substantiated.
- **Unaccompanied youth:** a student who is not in the physical custody of a parent or guardian.
- **Migrant:** a student who moves continuously with parent or guardian in search of agricultural or fishery employment.

## **Newcomers/Refugees Network Meeting Spring Dates:**

- Thursday, February 26, 2015 (8:30AM – 11:30AM Burnett Room)
- Thursday, April 9, 2015 (8:30AM – 11:30AM Burnett Room)

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# Dyslexia Resources

The following links to parent information groups (list NOT inclusive) are provided to assist with increasing awareness concerning dyslexia.

ORGANIZATION	WEBSITE
A Brighter Education for Dyslexia (BED)	<a href="http://www.brightereducationdyslexia.org/">http://www.brightereducationdyslexia.org/</a>
Dallas Dyslexia Information Group (DDIG) (Scroll down to Dallas Dyslexia Information Group)	<a href="http://www.dbida.org/events.html">http://www.dbida.org/events.html</a>
Decoding Dyslexia-TX	<a href="http://www.decodingdyslexiatx.org">http://www.decodingdyslexiatx.org</a>
Dyslexia Empowerment Group	<a href="http://www.meetup.com/Dyslexia-Empowerment-Group-Lewisville-Flower-Mound/">http://www.meetup.com/Dyslexia-Empowerment-Group-Lewisville-Flower-Mound/</a>
Impacting Dyslexia Education Awareness and Support (IDEAS)	<a href="http://ideasplano.org/">http://ideasplano.org/</a>
Neuhaus Education Center	<a href="http://neuhaus.org/parents/">http://neuhaus.org/parents/</a>
Parent Dyslexia Education Group (PDEG)	<a href="http://parents-dyslexia-ed-group.org/">http://parents-dyslexia-ed-group.org/</a>
Reaching, Educating, and Advocating for Dyslexics (READ)	<a href="http://www.read-advocate.org/">http://www.read-advocate.org/</a>

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# SHAKING THINGS UP

Nutrition Made Easy for Your Family



## WHAT'S IN SEASON?

Maximize your grocery dollars by buying fresh fruits and vegetables that are in season. Listed below are Texas produce in season for November and December.

Cucumbers	Oranges	Apples
Peanuts	Carrots	Spinach
Avocados	Tomatoes	Cabbage
Cauliflower	Grapefruit	Green Pepper
Lettuce	Pecans	Tangerines

## JUNIOR CHEFS

The holidays are just around the corner.

It is a perfect time to have a family activity in the kitchen. Children ages 5 and up can help you:

Crack eggs, stir ingredients, measure liquids, rinse fruits or veggies, tear lettuce or greens, set the table, wipe the table, or add ingredients

Remind Jr. Chefs to wash hands before helping.



**Did you know?** The Food-Based Meal Pattern offered in all School Nutrition programs are based on the Dietary Guidelines for Americans. Each week students are offered a variety of vegetables from the five vegetable subgroups.



877-877-8777

You can find tips on: Weight Management, Exercise, Sample Menus, and much more!

## Recipe Corner

### Honey-Glazed Chicken Thighs

#### Ingredients

- 4 skinless, boneless chicken thighs
- 1/3 cup honey
- 1/2 soy sauce (reduced sodium)
- \*or use 4 tbsp. of Worcestershire sauce (reduced sodium)
- 1/2 cup ketchup
- 3 cloves of garlic, minced
- \*or 2 tsp garlic powder
- 1 tsp dried basil

#### Directions

1. Lay chicken breasts thighs into the bottom of the slow cooker
2. Whisk honey, soy sauce, ketchup, garlic, basil and pour over thighs
3. Cook on Low for 6 hours

#### Nutrition Facts

**Servings size:** 1 thigh  
Calories: 325, Fat: 6g, Sodium: 360 mg  
Serve with side of steamed broccoli and brown rice.

**Fun Fact:** Adults should get about 2 hours and 30 minutes a week of aerobic physical activity. Examples include riding bikes, walking the dog, jogging, yard work, and dancing



# Reading With Your Child Is The Adventure Of A Lifetime

***“The more that you read, the more things you will know. The more you learn, the more places you’ll go.” Dr. Seuss***



Reading aloud to your child is just what the doctor ordered! What better way to develop a love for reading and learning than exploring books with your child from the beginning? The experts tell us that reading and having conversations about books is a natural way to build vocabulary and create lifelong readers. It’s never too early to begin reading to your child.

When you invest the time to read to your child, you are inviting him to hear the rhythm of the language that connects him to literature. It’s an easy yet effective way to spend time with your child while giving them a treasure of experiences through the pages of a good book. A child who loves books will also love to learn.

Let’s explore some ideas for making reading a fun, anticipated routine for your family.

- Choose a quiet place to read: A comfy chair, a couch or even a treehouse or tent provide a setting of enjoyment.
- Choose a time when less activity is going on: Bedtime is always a good time for reading, but don’t forget the times when you’re sitting in a doctor’s office or waiting to pick up an older sibling from school.
- Keep a bag of books with you at all times: You never know when a few idle minutes may pop up when a good book is just the perfect filler.
- Read poetry with your child: Poetry provides rhythm and rhyme to sustain interest.
- Consider wordless books with vivid illustrations: Talking about the pictures models the importance they play in delivering the meaning of the story.
- Allow choice: Letting your child choose the book, will automatically engage him/her in listening process.
- Talk about the story and pictures as you read: Conversation is a natural part of reading that will guide your child’s comprehension.
- Most importantly, HAVE FUN!

We all want our children to love reading and learning. Give them a gift that will truly last a lifetime. Read to, and with them as often as you can. The memories that accompany it are an added bonus!

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# Early Learning: America's Middle Class Promise Begins Early

U.S. Department of Education [www.ed.gov/early-learning](http://www.ed.gov/early-learning)



The foundation of a thriving middle class is access to a strong education for every child beginning in the first few years of life. Sadly, millions of children in this country are cut off from quality early learning. The Obama administration is committed to closing this opportunity gap by working with states and local communities to expand high-quality early education programs for our nation's children.

## The Need

There is a tremendous unmet need for high-quality early learning throughout the country. Today, fewer than three in ten 4-year-olds are enrolled in a high-quality preschool program.<sup>1</sup> Yet, the importance of early learning is clear. Studies prove that children who have rich early learning experiences are better prepared to thrive in kindergarten and beyond.

## The Goal

The goal is to provide high-quality early learning opportunities to all children in America so that they enter kindergarten ready to succeed in school and in life. In conjunction with the [U.S. Department of Health and Human Services](http://www.hhs.gov) (HHS), the U.S. Department of Education will work to significantly expand and improve services for young children and their families.

## The Plan

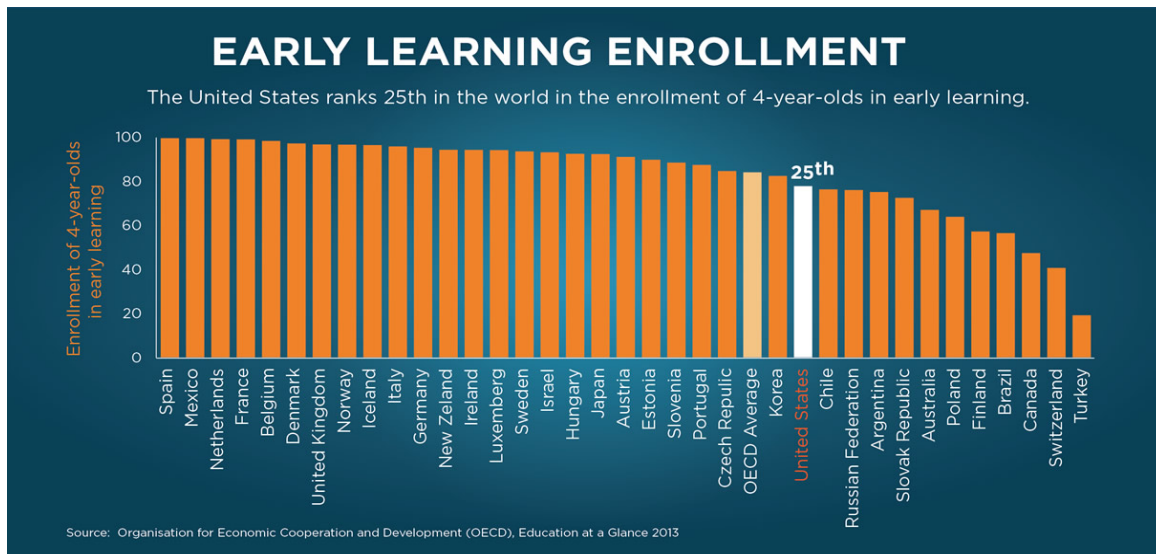
The Obama administration has proposed new investments that will establish a continuum of high-quality early learning for children beginning at birth and continuing to age five. The President's proposal includes:

- Providing access to high-quality infant and toddler care through Early Head Start-child care partnerships;
- Expanding voluntary evidence-based home visiting to support our country's most vulnerable families; and
- Developing a new partnership with states to provide voluntary, high-quality, full-day preschool for all 4-year olds from families at or below 200 percent of the federal poverty line.

## The Down Payment

The Consolidated Appropriations Act of 2014 included a down payment on the President's vision to expand early childhood education. The legislation restored much of the cuts to early learning programs as a result of sequestration, and provided new funding to HHS for Early Head Start programs to partner with local child care

provided through the Department of Education's [Race to the Top](#) program for Preschool Development Grants to states to develop, enhance, or expand access to high-quality preschool programs for children from low- and moderate-income families.



## The President's Fiscal Year 2015 Budget Proposal

To ensure every child in America has access to high-quality early learning opportunities, the Obama administration has proposed new investments that build upon the progress of states and communities. Key elements of the 2015 budget include:

- **Preschool for All (\$1.3 billion in mandatory funds, as part of a 10-year, \$75 billion commitment):**

This new voluntary preschool federal-state partnership administered by the Department of Education will build upon and strengthen existing state systems to provide all low- and moderate-income 4-year-olds with high-quality, publicly-funded preschool. Funded jointly by states and the federal government, the program also will promote access to full-day kindergarten and encourage the expansion of high-quality programs to include children from middle-class families and children under four. The federal funding over 10 years is \$75 billion. It is fully paid for by raising federal tobacco taxes, which also will help to discourage youth smoking and save lives. Preschool for All-eligible states must have high-quality program standards, the ability to link preschool data with K-12 data, and early learning and development standards that aim to ensure children leave preschool ready for success in kindergarten. See the early learning [fact sheets](#) for more.

Funds would be allocated to states and then distributed to local entities—which may include school districts, [Head Start](#) programs, or licensed child care providers to deliver high-quality preschool services. States would be required to provide matching funds and must meet certain criteria, such as high-quality preschool standards. The federal government would assume a higher share of the overall program costs in the initial years, with states gradually assuming more responsibility over time.

•**Preschool Development Grants (\$500 million):** The President is proposing \$500 million—double last year's funding—for Preschool Development Grants. An additional \$250 million would be provided through the Opportunity, Growth, and Security Initiative, for a total discretionary investment of \$750 million. These grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period. These competitive grants will lay the groundwork for states to be eligible for Preschool for All funding.

### [A Close Partnership With Health And Human Services](#)

This additional funding builds on a close partnership between the Departments of Education and HHS. The two departments have worked together to support state-level innovation through the [Race to the Top-Early Learning Challenge](#) program, which has funded 20 states to develop and enhance coordinated early learning and development systems.

### [Learn More](#)

[Printable Two-page Version of this Early Learning page](#)

[President Obama's Comprehensive Early Learning Agenda](#)

[State Fact Sheets on Proposed Federal Funding for Preschool for All](#)

### [Early Learning: Frequently asked questions](#)

[Office of Early Learning](#), Department of Education

[Administration for Children and Families](#), Department of Health and Human Services

[Early Learning Policy](#)

[Early Learning Research](#)

<sup>1</sup> National Center for Education Statistics. (December 2010). *Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month–Kindergarten Restricted-Use Data File*. Washington, DC.



## 2014 Statewide Parental Involvement Conference

**WHEN: December 4 - 6, 2014**

**WHERE: San Marcos, Texas**

**ACCOMMODATIONS: Embassy Suites, San Marcos Hotel and Conference Center**

**1001 McCarty Lane, San Marcos, Texas 78666**

**CONFERENCE RATE: \$99 (Single Occupancy) or \$129 (Double/Triple/Quadruple Occupancy)**

Join us at the **10th Annual Statewide Parental Involvement Conference**, December 4-6, 2014 at the Embassy Suites Hotel and Conference Center, San Marcos, Texas. The conference will provide opportunities for educators, parents, and community leaders to learn strategies for empowering all stakeholders to increase student achievement and to meet the required mandates of the Elementary and Secondary Education (ESEA) Act.

The conference, **"Parental Involvement: Together We Can!"** promises to build the capacity of all the participants in the parental involvement arena. If no child is to be left behind, it is paramount that we all work together as one!

Texas Education Agency (TEA) staff will offer multiple concurrent sessions that will provide the most up to date ESEA requirements and legislative updates in parental involvement. The top parental involvement practitioners from around the state will offer presentations demonstrating scientifically based research practices and strategies that will result in increased parental involvement, as well as higher achievement for all students. There will also be a series of workshops provided in Spanish and translators will be provided at all the general sessions.

**We look forward to seeing you in San Marcos in December and celebrating 10 years of Parental Involvement! COME CELEBRATE WITH US!**



**Terri Stafford**

Coordinator, Title I Statewide School Support/Family and Community Engagement Initiative  
2014 Conference Chair  
Region 16 Education Service Center

[CONFERENCE BROCHURE](#)

[CONFERENCE OVERVIEW](#)



# Instructions Not Included

Children don't come with a user manual. Despite parent/guardian best intentions, sometimes they need a little help. "Instructions Not Included" is a series that offers free classes geared towards parent(s)/guardian(s) who would like to learn new strategies to better understand and help their child(ren).

TITLE	DATE	TIME	LOCATION
Two Way Communication	September 30, 2014	6:00 pm - 7:30 pm	Grayson Room
Bullying Behaviors: Prevention and Intervention	October 21, 2014	6:00 pm - 7:30 pm	Grayson Room
Understanding and Supporting the Teenage Brain	November 11, 2014	6:00 pm - 7:30 pm	Grayson Room
Teen Dating Violence	January 27, 2015	6:00 pm - 7:30 pm	Grayson Room
Parents are Tutors Too!	February 24, 2015	6:00 pm - 7:30 pm	Grayson Room
Anger Management and Violence Prevention	March 31, 2015	6:00 pm - 7:30 pm	Grayson Room
What Schools Need to Know About Substance Abuse Trends in Adolescents	April 28, 2015	6:00 pm - 7:30 pm	Grayson Room
Combating Summer "Brain Drain"	May 26, 2015	6:00 pm - 7:30 pm	Grayson Room

These **complimentary classes** will be held at the Region 10 Education Service Center (400 E. Spring Valley Rd, Richardson, TX 75081). Space is limited! To register for any of these events, complete the registration form and fax it to (972) 348-1749 today. For more information, contact Lauren A. McKinney at (972) 348-1748 or [Lauren.McKinney@region10.org](mailto:Lauren.McKinney@region10.org).

Want to receive more information about Parent and Community Involvement events? **Join our Listserv and follow us on Twitter @R10\_Comm\_Parent !**



# Instructions Not Included

## REGISTRATION FORM

NAME: \_\_\_\_\_

First Name

Middle Initial

Last Name

ADDRESS: \_\_\_\_\_

Street

City

State

Zip Code

PHONE NUMBER: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

Community Member

Parent

Educator

TITLE	DATE	TIME	ATTENDING?
Two Way Communication	September 30, 2014	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>
Bullying Behaviors: Prevention and Intervention	October 21, 2014	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>
Understanding and Supporting the Teenage Brain	November 11, 2014	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>
Teen Dating Violence	January 27, 2015	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>
Parents are Tutors Too!	February 24, 2015	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Community and Parent Involvement Professional Development Offerings: Fall 2014

DATE	TITLE	TIME	LOCATION
September 3, 2014	Parental Involvement Policies and Compacts	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Houston Room
September 18, 2014	Keep Them Coming: Cultivating Campus Parental Involvement T.O.T. (Trainer of Trainers)	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Grayson Room
October 7, 2014	A Wealth of Wisdom	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Dallas Room
October 29, 2014	Keep Them Coming: Cultivating Campus Parental Involvement T.O.T. (Trainer of Trainers)	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Collin Room
November 3, 2014	Let's Talk: Parent Teacher Conference Tips for Educators	1:00 pm - 4:00 pm	Region 10 ESC/Abrams Site Mockingbird Room
November 24, 2014	Community Collaborations: The Who's, The What's, and The How's	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Burnet Room
December 1, 2014	Six Slices of Family Engagement: National Parental Involvement Standards	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Grayson Room
December 8, 2014	A Wealth of Wisdom	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Burnet Room
December 15, 2014	Communicating with Disengaged Parents	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Houston Room

Follow Community and Parent Involvement on Twitter [@R10\\_Comm\\_Parent](#) and sign up for our Listserv!

**Community and Parent Involvement**

<http://www.region10.org/parentinvolvement>

All sessions are free of charge for teachers currently employed in Region 10 districts. For session descriptions or to register for an event, visit [www.region10.org](http://www.region10.org) and click on Workshop Registration from the top navigation bar. For assistance logging into the Region 10 website, please contact our Help Desk at 972-348-1234.

Additional training, webinars and videos will be scheduled and provided throughout the year!

Online courses are available in the Region 10 Online Learning Center at [www.olc.region10.org](http://www.olc.region10.org).



## Community and Parent Involvement Professional Development Offerings: Spring 2015

DATE	TITLE	TIME	LOCATION
January 13, 2015	Communicating with Disengaged Parents	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Collin Room
January 13, 2015	Community Collaborations: The Who's, The What's, and The How's	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Collin Room
February 25, 2015	Parent Involvement –vs– Parent Engagement: Why They Are Both Beneficial	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Houston Room
February 25, 2015	A Wealth of Wisdom	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Houston Room
March 23, 2015	Six Slices of Family Engagement: National Parental Involvement Standards	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Houston Room
April 27, 2015	Communicating with Disengaged Parents	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Collin Room
April 27, 2015	Community Collaborations: The Who's, The What's, and The How's	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Collin Room
May 13, 2015	A Wealth of Wisdom	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Collin Room
May 13, 2015	Parent Involvement –vs– Parent Engagement: Why They Are Both Beneficial	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Collin Room

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# Contact Information

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Lauren A. McKinney, M.Ed.	Community and Parent Involvement / Dropout Consultant	<a href="mailto:Lauren.McKinney@region10.org">Lauren.McKinney@region10.org</a>
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Travis Waddell, M.Ed.	Career and Technical Education Consultant	<a href="mailto:Travis.Waddell@region10.org">Travis.Waddell@region10.org</a>

## Future Publications

Future publications ( of the community and parent involvement newsletter) will be released quarterly and occur on the following dates for the 2014-2015 school year:

\* February 15, 2015

\* June 15, 2015

For current information, please join our listserv, visit our website, and follow us on Twitter!

Listserv: [Community and Parent Involvement Listserv](#)

Website: [Community and Parent Involvement](#)

Twitter: [@R10 Comm Parent](#)