

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 highlight the following upcoming events!

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 support and help their child(ren).

NEXT SESSION: February 24, 2015 TOPIC: Parents Are Tutors Too!

Parent Power Hour

Want to attend Parent Involvement Workshops but cannot find the time to travel to the Region 10 Education Service Center? Well you're in luck! Parent Power Hour is held once a month from **10:00 am to 11:00 am** and provides tips, tools, and strategies.

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

10 Tips For Getting The Most Out Of College Financial Aid

By Victor Luckerson

Retrieved on January 25, 2015

Financing a college education is something that parents of both toddlers and high school seniors have to be concerned about. With the sticker price of the nation's top private universities now topping \$200,000 for four years, financial aid has become a critical component in making higher education a possibility for most families.

The Free Application for Federal Student Aid, aka FAFSA, the document that colleges around the country use to determine the amount of financial aid to award to students, was released on January 1. Some schools have FAFSA deadlines as early as mid-February, so now is the time for families with college-bound kids to get their financial documents together and prepare to apply. And for families with younger children, learning about the FAFSA and financial aid formulas in advance is smart because there are some things you can do long in advance to improve your financial aid award when the time comes. TIME talked to several financial aid experts who offered some useful tips for ensuring that families get the most lucrative aid package possible.

I. File Early January is an ideal time to go ahead and get the FAFSA out of the way. Some schools and now seven states—Illinois, Kentucky, North Carolina, South Carolina, Tennessee, Vermont and Washington—award aid money on a first-come, first-served basis until funds are depleted. It's easiest to file your taxes first and then use that as a reference point for filling out the FAFSA, but you can also estimate fields on the FAFSA form using your last pay stub and last year's tax return.

If you use estimates, you'll have to update the form with accurate information later, but the IRS Data Retrieval Tool will automatically update your application so you don't have to worry about manually entering new numbers. Also be aware that some schools require the CSS Profile, which asks for more detailed information than the FAFSA and sometimes has a different deadline from schools.

2. Not Sure You'll Get Aid? File Anyway It's tough to predict exactly how much money a given family will receive, but Finaid.com publisher Mark Kantrowitz estimates that households earning up to \$180,000 will likely qualify for some form of financial aid. Even if you make more than that, there are reasons to apply. Students who don't apply for aid when entering college are often banned from asking for institutional aid in subsequent years. If your family's financial situation changes while a student is in school, it can be harder to get aid if you didn't apply for it initially. Also, qualifying for federally sponsored loan programs like Stafford Loans and Parent Plus loans requires filling out the FAFSA first.

3. Be Sure to Fill Out the Form Completely This may seem obvious, but mistakes on the FAFSA can delay the processing of your application and shuttle you to the back of the line when it comes time to hand out aid awards. One easy mistake is leaving blank fields that don't apply to you. Always be sure to write an "0" instead in such instances. The online version the application will help alert you when you've improperly left fields open.

4. Move Money Out of Children's Bank and Brokerage Accounts The FAFSA formulas assume that students should be able to spend 20% of their assets on college. For parents, the rate maxes out at 5.64% of assets. (Rates for *income* are higher for both groups.) According to Kantrowitz, moving this money over to a 529 account in a child's name shields it from consideration as a child asset in FAFSA calculations. A 529 that parents control will also be evaluated at the lower 5.64% rate, just like any parental asset. Alternatively, families can use a student's savings to pay tuition during freshman year so that the money won't continue to limit aid awards in subsequent years. For families with younger children, the simplest solution to avoiding the higher rates is to consistently save for college in parental accounts instead of setting up child-owned college savings accounts.

5. Use a Supplementary Letter to Explain Extenuating Circumstances Though the FAFSA asks more than 100 questions, there's no opportunity on the form to explain specific family circumstances, like a recent job loss or high medical bills. If there are more facts you think financial aid officers need to know, send in a supplementary letter explaining the situation that might necessitate more aid. "The FAFSA is a critical document, but it isn't the only document," says Sally Rubenstone, a senior adviser at College Confidential. "Many colleges will respond in a holistic way when extenuating circumstances are spelled out to them." It's important to provide documentation, preferably from a third-party backing up your claims. For instance, if you recently lost your job, provide the layoff notice from your former company and documentation from the unemployment office outlining your unemployment benefits.

6. Spending Down Savings Can Help If You're Dealing with a Large Sum If you have a lot of savings, you can explore options for spending some of that money before filing your FAFSA. Doing things like paying off credit card debt, prepaying your mortgage, or making a big household purchase at the start of the year will leave you with a lower asset base to be assessed on the FAFSA (value of assets is considered based on the date you file). But before you go burning through all your cash, remember that the FAFSA formula actually shelters around \$50,000 worth of assets from being considered in the expected family contribution toward education, with the exact amount depending on the age of the parents. In other words, the “spending down” strategy is only effective for big savers and big spenders.

7. Appeal a Disappointing Aid Package After a college has sent you a financial aid package, there's still an opportunity to negotiate a better aid award with the school. If there has been a substantial change to your financial situation, or schools have given you wildly different aid packages, it might be worth making a call to the financial aid office. Experts stress that it's important to be polite and grateful for the money you've already been awarded. “It's an art,” Kantrowitz says of the appeals process. “Don't complain about how hard it is to make ends meet on a six-figure salary, because in most cases the financial aid administrator is making a lot less money than the families that they're reviewing.”

8. Be Prepared for Different Aid Packages Though dozens of elite universities claim to meet 100% of accepted students' financial need and many more accept students on a “need-blind” basis, financial aid awards can vary greatly, even at schools of similar academic quality. Only a handful of the country's most elite college offer all financial aid in the form of grants that don't have to be paid back. Most financial aid packages include a mixture of grants, low-interest loans, and work-study opportunities. Make sure you know how much you're receiving as a gift and how much you're borrowing when comparing aid packages.

9. Beware Capital Gains, But Not Retirement Accounts When it comes to investments, realized capital gains are treated as income, so it's best to cash in on securities before the spring of a child's junior year in high school. However, investments sitting in IRAs or 401(k)s are not considered on the FAFSA, so a large nest egg won't affect your aid package. In fact, socking extra money away in your retirement accounts while your child is in high school is actually an effective way to lower the asset base that the FAFSA considers.

10. Don't Game the System

Lying about your income or assets on the FAFSA is a form of fraud punishable by a fine up to \$20,000, forfeiture of financial aid awards, and potential prison time. With more collaboration between individual colleges, the Department of Education and the IRS, Kantrowitz says schools have become more savvy in sniffing out fraudulent applications. "There's a difference between doing things like paying down debt to try to improve your picture and misreporting the amount of your income," he says. "If you would be embarrassed or uncomfortable saying you were doing something to a financial administrator, that's a sign that you shouldn't be doing it."

For more information on how to navigate the world of financial aid, consider resources like Mark Kantrowitz's website Finaid.org and The College Board's [Big Future](http://BigFuture.org) website, which offers breakdowns of colleges' average financial aid awards and average student indebtedness when graduating.

Resource: TIME, Business <http://www.time.com>

Victor Luckerson is a reporter-producer for Time.com covering business and money.



Lauren A. McKinney, M.Ed.
Community and Parent Involvement Consultant
Lauren.McKinney@region10.org
Office: (972) 348-1748



Counselor's Corner

10 Ways to Be A Great Parent

1. Be a good role model. Your child learns from the example you set.
2. Show respect for your child's feelings, thoughts, and suggestions.
3. Make your child feel loved with your words of praise, and your hugs and kisses.
4. Keep your word, if you must break it, apologize and make it up to your child.
5. Encourage your child's creativity. Ask questions to stimulate curiosity and imagination.
6. Build your child's self-esteem by showing appreciation for all genuine efforts.
7. Stay involved. Know what's going on in your child's life, both at school and with friends.
8. Discipline your child fairly, firmly, and with love. Focus on the behavior, not the child.
9. Establish family traditions and make time to do fun things together.
10. Think positively. By expecting the best, you empower yourself and your child to solve problems and achieve goals.

Kimberly Simmons, M.Ed.

Counselor Initiative Counselor Support (CISS)

Kimberly.Simmons@region10.org

Office: (972) 348-1528



Top Five Reminders To Keep Your Head In The Game During Testing



On a recent delayed flight to Austin, I rummaged through the seat pocket to find something to occupy my time as I waited for our plane to take off. I found *Southwest: The Magazine* and started thumbing through it. Did I mention I don't like waiting, and I do not like to fly? I really tried to focus on the magazine as I tried to see where we were in the queue to take off. I

came upon an article on golf, and I quickly turned the page. As a former member of the PGA, I dread the sport, but as I waited and had read just about everything else, I was forced to go back to the article. The article simply talked about the top five things golfers need to do to keep their "head in the game". Now, I am not sure about your golfing skillset, but mine looks a lot like *Happy Gilmore*, and maybe that is why I am a former member of the sport. It isn't a physical sport at all; the reality is that it is a mental one. So, as I put the magazine down, I began to think of how golf is a lot like test taking. It is all mental.

We are getting closer to testing season, a time where teachers and students alike are eating Tums and carbs, yes in that order. I thought, why not come up with a Top Five Reminders to Keep Your Head in the Game During Testing. The First Reminder said, "Don't Jump the Gun". Now, I have witnessed many golfers with their expensive clubs and shiny, white Lovejoy shoes just hit the ball. There was no focus. We can apply the "don't jump the gun" to testing. How often have we rushed through the test, just to get done...only to realize we didn't put our name on the paper or skipped a bubble and then all of our answers were wrong? Remind your students to stop. Think. Think about the material they covered in class and studied at home. Then, stress that they read the directions and entire test first. I often told my own students that the answers to many questions were in the previous question. Teach your students how to take tests. Teach them it isn't a game to see who finishes first. That also means then when they get the test, they will need to deep breathe and reset. They will also need to calm their butterflies. Have them focus on the grain of the wood on the desk. Have them talk to themselves, "Yes, you can!" "You got this!" With my own son, who gets upset and gets butterflies,

I have him remember going to the beach as a family. It is amazing when he thinks about that time, being in the fresh air and sunlight and hearing the sounds of the waves, he is calmer and his breathing is slower.

The Second Reminder said, “Commit to the Shot”. Well, the same thing can be said for taking a test. Don’t doubt yourself. Girls typically do this more often. Boys tend to commit to answers on a test. They answer and move on. Girls have a tendency to “talk” themselves out of the answer. So, pick your answer and stick with it--unless you know for a fact that you answered the question incorrectly.

The Third Reminder said, “Ignore Everyone Else”. Boy, we live in an era where everyone tells their information on social media. Many of our students compare themselves to the rest of the class or think, “Oh man, so and so just finished their exam. I must be dumb because I am only on number three.” We must tell our students the game is between themselves and the test. Not anyone else, because they are the only one that matters at that time. Take all of the time. Chances are if you are struggling on the exam, the test was written very well, or you may not be a great test taker--which is ok. Because the reality is... it is just a test. Tests do not define us. Tests are there to “prove” what we know and what we do not know and are written in a very logical linguistic format. Not all students fit this intelligence. Again, that is ok. We are seeing more articles talk about the “high fliers” of life, those that excel on standardized tests and then can’t handle life. I would much rather develop as a student with grit and perseverance than worry about perfection. Tests can be taken again. Extra credit can be given. Lessons are never ending just because an exam tells us so.

Number Four stated: “Forget Perfection”. There is no perfect game of golf. There is no perfect exam. What does getting a 100 really tell anyone? I got close to a perfect score on my state teacher exam, but my first year of teaching I was far from perfect. We should change the mindset of our students to really try their best and continually learn and get rid of the idea of “I have to get a 90.” What does a 90 mean? Does a 90 mean you are a trustworthy, honest, caring person who is willing to help someone in need?

The Fifth Reminder is “Maintain Your Composure.” Have you ever seen a golfer wrap a club around a tree? Calm, collected, and controlled demeanor is difficult, even under the best circumstances. We must teach our students to really practice this when bad things happen or when they don’t know an answer. Crumpling up a piece of paper and throwing it away may feel good at first, but ultimately, you still have to take the tests. The reality is some tests are like getting caught in a sand trap. You struggle to get out of the sand but need to pick the right club to help you out. Maybe a tutor is needed or extra time from the teacher is needed to figure out the concept. Tests should not limit our students and be the only factor in proving understanding. If the teacher is continually assessing their class, the teacher knows ahead of time where each student stands and the test is just a formality in understanding. Remind your students that tests do not define who they are, but their character does. I have bombed many math tests, but I still have a great job, maintain a bank account, and bake good cookies.

Tests are a head game. So instead of, “Being the ball”... get your head in the game and “Be the test”.

Caryn Sawlis, Ph.D.
School Improvement/School Climate
Caryn.Sawlis@region10.org
Office: (972) 348-1296



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.

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

Analy Guerra
OSY Migrant Recruiter
Analy.Guerra@region10.org
Office: (972) 348-1142

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](#)

Newcomers / Refugees Updates



With the influx of unaccompanied minors this past year, the federal government announced the official launch of an in country **Refugee/Parole program** in El Salvador, Guatemala, and Honduras. The program is called the **Central American Minors (CAMs)** program. The intent is to provide a safe, legal, and orderly alternative to the dangerous influx of children from central America. The program will allow certain parents who are lawfully here in U.S. to file application for refugee status for their children (under age 21) living in El Salvador, Guatemala and Honduras. Children who are found ineligible for refugee admission but still at risk of harm may be considered for parole on a case-by-case basis. For further information on this program, please visit:

<http://www.state.gov/j/prm/releases/factsheets/2014/234067.htm>.

Our next Newcomers/Refugee Network here at Region 10 is **Thursday, February 26, 2015 from 8:30AM – 11:30AM in the Burnett Room**. Our theme is Journey To Success. Our lineups for this event are:

- Plano ISD teacher from Vietnam who was the 2003 Plano ISD Teacher of Year, and USA TODAY 2003 Top 25 Teachers in the nation.
- Kiflu Hussain Ahmed, lawyer from Ethiopia and now Refugee Research Assistant at SMU.
- Regional Representative from U.S. Office of Refugee Resettlement.
- Grants program associate from the Meadows Foundation.
- American Reading company will showcase instructional materials for newcomers and refugees.

Grant Opportunity: 2015 Mini-Grants, from the Ezra Jack Keats Foundation, are intended to support projects that foster creative expression, collaboration, and interaction with a diverse community. Newcomers and refugees fall within diverse community. The funding program provides an opportunity for educators, whose efforts are often inadequately funded or recognized, to create special activities outside the standard curriculum and make time to encourage their students. The deadline to apply is March 15, 2015. For application information, visit: <http://www.ezra-jack-keats.org/minigrant-program/>.

Newcomers/Refugees Network Meeting Spring Dates:

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

Feyi Obamehinti, Ed.D.
ESL / Migrant Education Consultant
Feyi.Obamehinti@region10.org
Office: (972) 348-1468

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)	http://www.brightereducationdyslexia.org/
Dallas Dyslexia Information Group (DDIG) (Scroll down to Dallas Dyslexia Information Group)	http://www.dbida.org/events.html
Decoding Dyslexia-TX	http://www.decodingdyslexiatx.org
Dyslexia Empowerment Group	http://www.meetup.com/Dyslexia-Empowerment-Group-Lewisville-Flower-Mound/
Impacting Dyslexia Education Awareness and Support (IDEAS)	http://ideasplano.org/
Neuhaus Education Center	http://neuhaus.org/parents/
Parent Dyslexia Education Group (PDEG)	http://parentsdyslexiaedgroup.org/
Reaching, Educating, and Advocating for Dyslexics (READ)	http://www.read-advocate.org/

Gina Mitchell, M.Ed.
Regional Dyslexia Contact
Gina.Mitchell@region10.org
Office: (800) 232-3030

Is A Picture Truly Worth A Thousand Words?



It's been said that a picture is worth a thousand words. If that's true, then a book that is filled with pictures is priceless! Wordless picture books tell stories entirely through pictures. Sharing wordless books with children is a fun way to support early literacy skills. They encourage children to notice details while interpreting meaning from pictures. Wordless picture books allow children to create their own story long before they are able to read text. It allows readers to think strategically without the added responsibility of decoding. Often thought of as books for babies, wordless picture books provide authentic opportunities for readers of all ages to practice reading strategically.

Here are some suggestions for using wordless picture books to help develop or reinforce necessary reading skills.

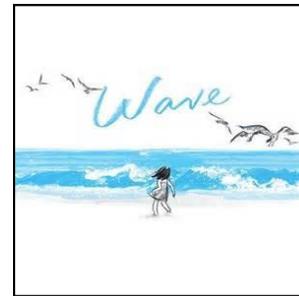
- **Discuss the pictures:** This is a prerequisite to understanding that the pictures support the text for emergent and early readers. It also introduces the fact that reading is a social skill. Talk about the vocabulary in the pictures by naming things that you notice. This is a great way to increase your child's vocabulary in an authentic manner.
- **Appreciate the visual richness:** When reading a picture book with text, as a reader, we often fail to see the details in the illustrations. Teaching children at a young age to use the pictures to make inferences or search for information. Make connections to the actions of the characters as well as the color choice and the mood presented by the illustrator.
- **Story Retelling:** Tell a story based on the pictures and have your child retell the story or create one of his/her own. Retelling is a skill that school age children will need to have. It is a prerequisite to summarizing, which is a skill that will enhance comprehension throughout their reading life. Model a retelling by sharing who the main characters are and how they contribute to the storyline. Talk about the setting of the story. Identify the problem and how it was solved. Discuss the important events and the order in which they occur. This gives children the text structure of beginning, middle, and end.
- **Encourage strategic thinking:** Wordless picture books are an excellent way to think aloud as you read the pictures to your child, making predictions and asking for him/her to make predictions as well. Allowing children to make connections to text brings reading to life and supports their reading with meaning. Encouraging questioning as you share the picture books as well as answering questions to help children clarify their thinking reinforces necessary thinking skills

Is A Picture Truly Worth A Thousand Words? (cont.)

These are just a few of the benefits of reading wordless picture books with your child. I am including a list of some of my favorite wordless books. Enjoy your journey through pages and pages of beautiful illustrations.

Happy Reading!

- **A Boy, A Dog, and A Frog** series by Mercer Mayer
- **Zoom** by Istvan Banyai
- **The Red Book** by Barbara Lehman
- **Tuesday** by David Wiesner (any of his wordless books)
- **A Circle of Friends** by Giora Carmi
- **Chalk** by Bill Thomson
- **Wave** by Suzy Lee
- **Goodnight Gorilla** by Peggy Rathman
- **Have You Seen My Duckling?** by Nancy Tafuri

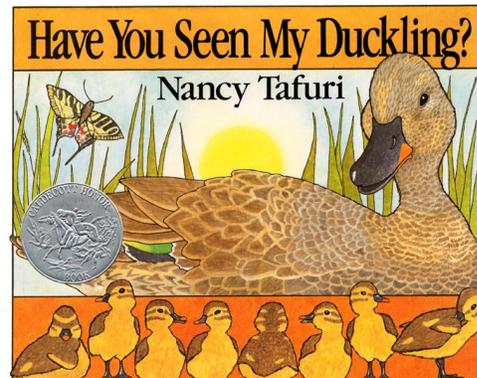
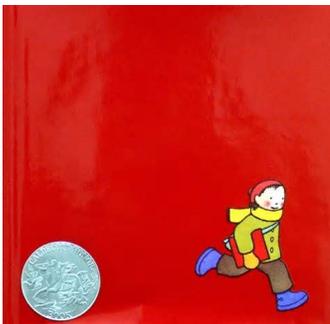
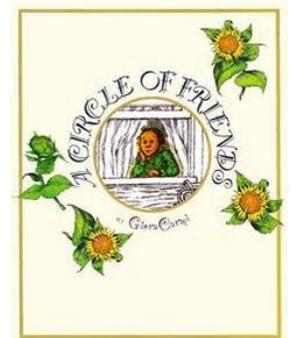
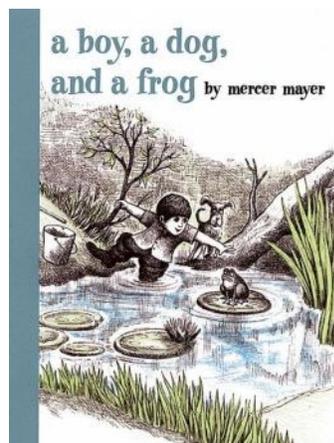


Vicki Reynolds, M.Ed.

ELAR Consultant

Vicki.Reynolds@region10.org

Office: (972) 348-1520



Perfectionism in Gifted Learners



Although perfectionism is common in gifted students, it can be very difficult to manage. The first step is to recognize its signs. Perfectionism affects people in their minds, their bodies, their relationships—or all three at once.

Mind

Perfectionism can make you moody.

Perfectionists often place so much importance on their performance outcomes that it determines their mood or level of happiness. When they make a good grade, they're on top of the world. When they miss a question on a test or make a mistake on a piano solo, they feel sadness or despair.

Perfectionists have trouble letting go of the past.

Sometimes perfectionists replay an event over and over in their heads, wishing they could change something that happened and berating themselves for it. They tend to see the glass as half empty, and they blame themselves for spilling it! The feeling of regret that is produced can be debilitating.

Perfectionists sometimes won't start a project or won't finish a project.

Starting a project can be difficult if a perfectionist obsesses about their work not being "good enough." Likewise, sometimes perfectionists won't complete a project, writing assignment, etc. because the worry that it won't be good enough when others see it can be paralyzing.

Body

Perfectionists are in danger of these unhealthy habits:

- Chronic exhaustion as they work so fiercely at a task that they feel they cannot rest until it's finished
- Self "medicating" with too much caffeine in order to stay up long enough to achieve perfection on an assignment

Relationships

- Perfectionists sometimes put friendships in jeopardy by being overly critical of others.
- Perfectionists sometimes overschedule themselves and over commit to activities because they believe they should be able to do everything.
- Perfectionism can cause problems with the relationships of siblings and/or parents. Their perceptions of each other may become clouded which can lead to hurt feelings.

Perfectionism in Gifted Learners (cont.)

There are no easy answers to perfectionism, but here are some things you can encourage your perfectionist child to do in order to manage his/her perfectionism:

1. Keep a journal of things that “went right” during the day. Write everything—even if it seems small. From time to time, review the things you’ve written.
2. Before you begin a paper, assignment, or task, remind yourself that nothing in life is perfect. Stop and take a moment to focus on this thought before you begin anything.

As an alternative to caffeinating, try 5-10 minute of exercise, a crunchy but healthy snack (like carrots), deep breathing exercises, or a short nap.

Kay Shurtleff, M.Ed.

GT/Advanced Academics Senior Consultant

Kay.Shurtleff@region10.org

Office: (972) 348-1756

Twitter: @AdvAcademics



Science....At Home Connections



“Hey Mom, can you help me with my science _____?” You can fill in the blank, but this statement can strike fear in to the minds of many parents. Some adults can be intimidated by their child’s science assignments and questions-especially if they do not have a strong background in the subject.

If have a desire to strengthen your science knowledge-base or just want some fun activities to do science with your child and support them in their scientific understanding outside the classroom, there are various resources available. These resources can be found on the internet, in your local library, at the museums and countless other places to assist you and your child during your explorations in the science realm. Parent involvement is critical to your child’s success in the science classroom.

Let’s explore some possible resources! The world-wide web has a plethora of free resources you can access from any computer or mobile device. There are so many resources available for parents to select from that finding information can be a daunting task. In an attempt to assist, we have compiled a short list of a few of our favorites with descriptions of each. The following selection of websites are to help parents and kids locate activities to interact with science content. This is in an effort to support the science classroom and just have fun learning more about the world with their child.

- <http://kids.usa.gov/index.shtml> . Kids.usa.gov is a U.S free resources portal monitored by the U.S. government. This site provides a safe place for kids and parents to explore science content. It was created specifically to connect parents and teachers to U.S. government information. The site has stimulating games and virtual models to further help you and your child to explore various science concepts as well as other subject areas should they choose to explore them. Give it a try!
- [http://www.readingrockets.org/extras/stem series](http://www.readingrockets.org/extras/stem_series). The Reading Rockets website has oodles of resources for parents and kids to select from to learn more about the world around them together! However, our focus for this site is under the title “Great books for kids about science and math”. This section guides parents to the best selection of books for them to utilize and explore. Parents can choose a book they feel would suit their needs to assist with a possible difficult topic or even just to stimulate interaction with science and their child! Parents can choose to purchase the book from the site or they may want to visit their local library to see if they have it. If not, a suggestion is to make a request to the library to obtain the book for you to check out at a later date. You never know unless you ask! Happy Hunting!

Science...At Home Connections (cont.)

- <http://www.sciencebob.com>. Fun with science experiments at home is a great way to engage in learning with your child, however dreaming up activities can serve as a challenge. Science Bob has an extensive list of wonderful and simple experiments you can perform at home. What's even better? It explains the science behind the science! Parents bringing experiments to life at home can, and is a great way to, stimulate your child to thinking scientifically! Using experiments at home can support the science classroom and help you and your child better understand the concepts being covered in class!

Science exploration is fun, simple and can happen in your own living room or in the kitchen! Know that as a parent, you can make a world of difference in your child's science knowledge and understanding by just simply bringing some science fun into the home. Asking questions, experiments and games are a great way for you to support your child and the science classroom! And you never know, while you are exploring science with your child you might actually find that you are having more fun than them!

Thanks for reading and feedback is always welcome!

Samantha Bradbury, M.Ed.
Secondary Science Consultant
Samantha.Bradbury@region10.org
Office: (972) 348-1512



Elementary and Secondary Education Act

U.S. Department of Education <http://www.ed.gov>



It's time to replace the nation's most important education law with one that ensures opportunity for every child, expands support for schools, teachers, and principals, and preserves accountability for the progress of all students.

History of ESEA

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." ESEA offered new grants to districts serving low-income students, federal grants for text and library books, it created special education centers, and created scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

NCLB and Accountability

In 2002, with bipartisan support, Congress reauthorized ESEA and President George W. Bush signed the law, giving it a new name: No Child Left Behind (NCLB). While NCLB put in place measures that exposed achievement gaps among traditionally underserved and vulnerable students and their peers, and started an important national dialogue on educational improvement, the law is long overdue for reauthorization. Many parents, educators, and elected officials have recognized that a strong, updated law is necessary to expand opportunity for all students in America; to support schools, teachers, and principals; and to strengthen our educational system and economy. In 2012, the Obama administration began offering flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students. Thus far 42 states, DC and Puerto Rico have received flexibility from NCLB.

The Need for a New Law

Secretary Duncan has called for replacing NCLB with a new ESEA that takes advantage of the lessons of the last several years and builds on the [progress](#) that America's students and educators have worked hard to achieve. The Obama Administration's plan would ensure that all young people are prepared to succeed in college and careers, that historically underserved populations are protected, and that educators have the resources they need to succeed. On January 12, 2015, Secretary Duncan laid out a bold vision for ESEA. Duncan called on Congress to create a law that will improve access to high-quality preschool, foster innovation, and advances equity and access.

[Source: U. S. Department of Education](#)

2015 Statewide Parental Involvement Conference

WHEN: December 10-12, 2015

WHERE: Arlington, Texas

ACCOMMODATIONS: Sheraton Arlington Hotel, 1500 Convention Center Drive, Arlington, Texas 76011

Ph: (817) 261-8200 (888) 950-5062

MARK YOUR CALENDAR!

2015 Statewide Parental Involvement Conference



Together **E**veryone **A**chieves **M**ore

December 10-12, 2015
Arlington, TX

CONFERENCE HEADQUARTERS

ARLINGTON CONVENTION CENTER
1200 BALLPARK WAY
ARLINGTON, TX 76011
(800) 433-5374
(817) 459-5000

HOST HOTEL

SHERATON ARLINGTON HOTEL
1500 CONVENTION CENTER DRIVE
ARLINGTON, TX 76011
(817)261-8200
(888) 950-5062

Ask for the 2015 Parental Involvement Conference block of rooms. Register early for best rates!

Online Registration Coming in March!
www.esc16.net
(Click on the Title I Statewide Initiative, 2015 Parental Involvement Conference)



Together **E**veryone **A**chieves **M**ore

Todos Juntos Logramos Más

10-12 de diciembre del 2015
Arlington, TX

SEDE DE LA CONFERENCIA

ARLINGTON CONVENTION CENTER
1200 BALLPARK WAY
ARLINGTON, TX 76011
(800) 433-5374
(817) 459-5000

ANFITRIÓN DEL HOTEL

SHERATON ARLINGTON HOTEL
1500 CONVENTION CENTER DRIVE
ARLINGTON, TX 76011
(817)261-8200
(888) 950-5062

Pregunte por los salones de conferencia sobre la participación de padres de familia del 2015

registro electrónico vendra en marzo
www.esc16.net
(seleccione el icono Title I Statewide Initiative, 2015 Parental Involvement Conference)



Terri Stafford

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

[CONFERENCE WEBSITE](#)



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.

Want to receive more information about Parent and Community Involvement events? **Join our Listserv and follow us on Twitter @R10_Comm_Parent !**



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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What Schools Need to Know About Substance Abuse Trends in Adolescents	April 28, 2015	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>
Combating Summer "Brain Drain"	May 26, 2015	6:00 pm - 7:30 pm	Yes <input type="checkbox"/> No <input type="checkbox"/>

To attend these *complimentary classes* fax your completed registration form to (972) 348-1749 today. For more information, contact Lauren A. McKinney at (972) 348-1748 or Lauren.McKinney@region10.org.



WHAT IS IT?

Want to attend Parent Involvement Workshops but can't find the time in your schedule to travel to the Region 10 Education Service Center? Well you're in luck! We are pleased to announce Parent Power Hour (PPH)! PPH is held once a month from 10:00 am to 11:00 am and provides tips, tools, and strategies to meet parental needs, student needs, and increase parental involvement and engagement. Can't participate during the scheduled time? Don't worry! You can watch it later on the parent involvement webpage (www.region10.org/parentinvolvement). Need Continuing Professional Education (CPE) hours? All webinars are in the Online Learning Center. Parent Power Hour gives you the opportunity to participate from the comfort of your school or home. Register today! **REGISTRATION:** Register as normal on Region 10's website in the Calendar of Events!

WHEN IS IT? 10:00 am - 11:00 AM for each date.

WEBINAR TITLE	BRIEF DESCRIPTION
The STAAR: An Overview For Parents and Families <i>February 16, 2015</i>	The State of Texas Assessments of Academic Readiness (STAAR). What do you know about it? How can you help your student prepare for it? Join the discussion about what it is, the tested grade levels, the performance categories, tips to support your student, and how it impacts high school graduation.
A Study in Success: Study Skills Tips and Tools <i>March 16, 2015</i>	This webinar provides tips and tools for parents and families to assist students in developing and maintaining study skills needed to increase success in their educational careers.
Taking the Hassles Out Of Homework <i>April 20, 2015</i>	Is getting your student to complete homework a struggle at times? Want to minimize the hassle? This session provides strategies to assist your student as they complete their school assignments at home.
Preventing Summer "Brain Drain" <i>May 18, 2015</i>	It's amazing what a student forgets over the course of a weekend. It's scary what they forget over the summer! Join us as we review tips to combat student loss of skill sets over the break and tips to keep their minds engaged.

Webinar Link For Each PPH: <https://attendee.gotowebinar.com/rt/3617805936238275585>

For more information, contact Lauren A. McKinney at (972) 348-1748 or Lauren.McKinney@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

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 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.

Community and Parent Involvement Professional Development Offerings: Fall 2015

DATE	TITLE	TIME	LOCATION
September 1, 2015	Title 1 Parent Involvement Planning, Policies, and Compacts	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
September 14, 2015	Building Parental Capacity: Creating and Maintaining a Parent Advisory Council	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Houston Room
September 14, 2015	Building Parental Capacity: Developing and Hosting a Campus Parent Leadership Academy	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Houston Room
October 12, 2015	Six Slices of Family Engagement: National Parental Involvement Standards	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
October 12, 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 Hunt Room
November 10, 2015	A Wealth of Wisdom: Serving Students in Poverty	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Grayson Room
November 10, 2015	Parent Involvement –vs– Parent Engagement: Why They Are Both Beneficial	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Grayson Room
December 7, 2015	Building Parental Capacity: Developing and Hosting a Campus Parent Leadership Academy	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Grayson Room
December 7, 2015	Building Parental Capacity: Creating and Maintaining a Parent Advisory Council	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Grayson Room

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Contact Information

NAME	POSITION	E-MAIL
Gordon Taylor, Ed.D.	Executive Director Region 10 Education Service Center	Gordon.Taylor@region10.org
John David M.Ed.	Director of Academic Services	John.David@region10.org
Natosha Scott, M.Ed.	Program Coordinator School Support Services Team	Natosha.Scott@region10.org
Nerissa Erickson, M.Ed.	Title I and No Child Left Behind Consultant	Nerissa.Erickson@region10.org
Lauren A. McKinney, M.Ed.	Community and Parent Involvement / Dropout Consultant	Lauren.McKinney@region10.org
Kim Simmons, M.Ed.	Counseling Consultant	Kimberly.Simmons@region10.org
Victor Cheatham, M.A.	Safe Schools Consultant	Victor.Cheatham@region10.org
Caryn Sawlis, Ph.D.	School Climate Consultant	Caryn.Sawlis@region10.org
Travis Waddell, M.Ed.	Career and Technical Education Consultant	Travis.Waddell@region10.org
Jasmine John, M.S.	Title I School Improvement Consultant	Jasmine.John@region10.org

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

* 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](#)