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. We appreciate you sharing your school year events and allowing us to be a part of it. Thank you for allowing me the opportunity to serve in this capacity during the 2014-2015 school year!

Upcoming Events

The Community and Parent Involvement Departments are excited to provide and support the following upcoming initiatives for the 2015-2016 school year!

2015 Statewide Parent Involvement Conference

Join us at the 11th 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 10 - 12, 2015  
**WHERE:** Arlington, Texas

Instructions Not Included

It’s Back! 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 information geared towards parent(s)/guardian(s) who would like to learn new strategies to better understand and help their child(ren).

**NEXT SESSION:** September 22, 2015  
**TOPIC:** Taking An Active Role

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

Your job as an educator has grown more complex, more challenging. It used to be that knowing about curriculum, student learning or assessments met the grade. But increasingly educators are encouraged to become experts in parent and community engagement, especially as schools come under more public scrutiny than ever before.

Parent involvement has always been an important issue to educators, but the way schools have responded varies widely. Some treat community engagement as an afterthought, others take it more seriously and develop comprehensive outreach plans. Now engaging parents and community members has grown just as critical to a school’s success as lesson planning, classroom instruction and testing.

Why Is Community Involvement Important Now?

Schools across the country are growing more racially and ethnically diverse. For years, minority populations were concentrated in border states like California, New Mexico and Texas and in urban areas like New York, Chicago and Boston. Changing demographics require educators to not just think more critically about how to engage culturally and linguistically diverse communities in the decisions affecting public schools, but act on it.

Engaging these important communities is critical to improving public education. School improvement efforts have more staying power when parents and community members understand them. Failing to involve all community members in decisions affecting public education often results in apathy, distrust or confrontation.

Parent Involvement = Student Success

Teachers, principals and superintendents know that parents’ interest and involvement in their child’s learning can have a profound affect on a child’s success in school. Studies show when parents and community members are engaged in schools, students perform better, attendance increases and dropout rates are lower.

Schools involve parents and community members in many ways. Parents help with homework, community members assist with school events or make decisions with teachers and principals about how to improve student achievement. Some volunteer as a teacher’s aide or chaperone a field trip or collaborate with community groups to build support for a neighborhood school.

The Challenges

Even though there are many positive outcomes associated with parent and community engagement, educators still struggle with how to involve parents in the issues affecting public schools—especially parents from
culturally and linguistically diverse communities. Less parent involvement is also likely in lower income neighborhoods and in areas where parents have little formal education or speak a language other than English. For teachers and principals in these communities, parent and community engagement becomes a source of frustration, even disappointment.

Why is something that makes good sense so challenging to implement in these communities? After all, it's not that parents don’t care about their children’s future. Far from it. Parents want to play a role in their child’s learning. They want to work closely with teachers and principals. They want what’s best for their child’s future. So, why do educators have little success engaging these parents?

Re-think Your Approach
The answer, in part, may lie in how schools think about parent and community engagement. Too often, schools expect families and community members to get involved on their own. Many schools are finding out the hard way that it’s not enough to post an occasional flier promoting meetings or events. Too often, these fliers end up in a crumpled ball at the bottom of a student’s backpack. Or, school staff rely on parents to see the fliers when they visit the school—when few parents rarely visit school in the first place. If a school uses the same old approach to involve families and community, it will get the same old lackluster results.

How Successful Schools Do It
Successfully involving parents in the decisions affecting your school requires hard work, but the long-term results are well worth it. Involving hard-to-reach parents and community members requires strengthening ties to community leaders, following through on commitments, developing trust and building relationships. It requires a firmer grasp of the cultural and language barriers that may sidetrack educators’ good efforts, and building this cultural awareness into your efforts to engage parents and community members.

Does this mean educators now have to be cultural experts? Well, to some degree—yes. Schools that successfully engage parents and community members are knowledgeable about cultural differences and how those differences affect a community’s perspective on education issues. Sometimes, it’s simply a matter of knowing who to turn to for help. Educators might enlist the help of “cultural expert”—a local minister or social services counselor, for example, who knows the community or communities in the neighborhood.

The Diversity in Dialogue Project
Family and Community Involvement is the third in a series of publications produced by SEDL’s Diversity in Dialogue project. This project focuses on how to engage culturally and linguistically diverse members of the community in the decisions affecting public education.
Strategy 1: Know Your Community

Where do teachers, principals and superintendents begin? How can you meaningfully involve parents in ways that go beyond parent-teacher night or a signature on a report card? How will your school work with parents to set goals, implement reforms and evaluate whether they are improving student achievement?

Encouraging more parents and community members to become involved in your school begins with knowing your community. This means identifying leaders and education issues that your community cares about most. A good way to begin identifying leaders in your community is to talk with individuals who lead the local Chambers of Commerce, community colleges, churches, cultural foundations and social service agencies. City Council members and owners of established, neighborhood businesses also are good sources. Seek out community groups and businesses that have long-time roots in the community. Learn who carries influence and clout in your community. Find out who gets things done. This becomes increasingly important as you build community support for school improvement efforts.

Strategy 2: Get Smart About Communicating with Parents and Community Members

Think back to the last conversation you had with a parent about your school. Was it confrontational or positive? Do most of your conversations with parents involve crisis situations or do they focus on meaningful discussions about how to improve student learning? Do parents leave feeling as if their opinion doesn’t count? Or do they feel respected and heard even if you agree to disagree? How do you know? In what ways do you follow-up with parents?

Communicating with parents regularly is an important way to engage them in the life of a school. But too often contact with a parent occurs only when a student is in trouble or does poorly in class. Instead, work closely with your colleagues to develop strategies for communicating more often with families and community members. Whether it’s greeting parents daily as they drop off students or regularly involving community members in decisions about student learning, you are making an important connection with parents and asking them to help shape the school’s direction.

Strategy 3: Provide Extra Help for School Staff and Parents

Unfortunately for educators, there is no official manual on engaging hard to reach parents and community members. And, for all the emphasis on parent and community involvement, few colleges of education offer courses to future teachers, principals and superintendents on Community Engagement 101. This means it’s up to districts and schools to help staff members understand, design and implement parent and community engagement strategies.
This work typically begins by working with staff members to craft a common definition of public engagement by examining the school’s goals, brainstorming how involving parents and community help meet those goals and exploring the obstacles that may get in the way of these efforts. Integral to this work is staff understanding of the importance of family and community involvement in the daily life of a school.

Provide all staff—from teachers to custodians to cafeteria workers—with opportunities to learn more about the cultural and language barriers that hinder parent engagement. Invite different “cultural experts”—community leaders, business owners and parents—to discuss at staff meetings how different cultural perspectives may influence a parent’s role in their child’s education. Share tips and strategies. Identify what additional training or help staff might need. From these conversations, develop an overall community engagement plan for your school with the help and direction of all staff members.

Strategy 4: Bridging the Gap Between Families, Communities and Schools

Imagine visiting your neighborhood school and being greeted by a security guard and a metal detector. You walk through drab hallways to the main office. The secretary is preoccupied. All in all, the experience leaves you feeling unwelcome, a bother. It’s not the kind of school environment most of us would want to return to any time soon. Schools can be an intimidating place to visit—for parents and community members. Contrast this scenario to a school that goes out of its way to welcome families and community. A big welcome sign greets visitors. The hallways are filled with colorful student work. School staff—from the security guard to the principal to the custodian—greet visitors with big smiles. School staff, who speak languages other than English, are available to translate. Visitors are immediately made comfortable. They feel appreciated and valued. They are part of the family. These two descriptions demonstrate an important point: it’s up to school staff to help visitors feel welcome and at ease. The more families and community members feel welcomed in the school, the more likely they are to come back. Everyone in your school, including the security guard, is an ambassador for the school. Slowly, parents will take more ownership and pride in their child’s school and the role they play. What’s more, they deepen their understanding about the critical role they play in helping their children learn.

Successful schools create good reasons for parents to come back. Parents who lack formal education or speak a foreign language understand little about the public school system. They are less likely to reach out to their child’s school. Still others encounter other barriers. For example, in some cultures, teachers are viewed as authority figures and parents are less likely to ask teachers questions. These parents will rely on educators to explain their opinion which is valued and respected.
Strategy 5: Regularly Evaluate Your Public Engagement Efforts

Just as a teacher evaluates a student’s progress from year-to-year and makes adjustments, so too must school staff evaluate the impact of public engagement efforts. You’ll want to know whether your hard work is producing results. Be sure to involve all staff members in this effort. This way, everyone is clear on what is working, what is not and how to improve it.

Taking the time to assess how people are reacting to your communications efforts is also important. Ask parents and community members for ways to improve communication. Respond to what they say by talking about how you will incorporate some or all of their advice as you refine your community engagement plan. Share these reactions with school staff.

Resource/Publisher: Southwest Educational Development Laboratory (SEDL), Family and Community Involvement: Reaching Out To Diverse Populations

To Read the Entire Article Please Visit http://www.sedl.org/pubs/family29/8.html

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Five Teachable Moments

Having trouble talking to your teen about the risks of drugs and alcohol? Here are five everyday examples of easy ways to bring up the topic.

1. Fictional Character
You just took your teen to a PG-13 movie in which one of the main characters drinks and smokes excessively. It’s a good thing you insisted on tagging along, because now you have the opportunity to discuss the film — especially that lead character’s addiction — with your teen. Did your son think the main character’s drug use was cool or did he recognize that she had a problem?

2. Movie Star
Your daughter reads every magazine she’s in, owns all her movies, and has her posters taped to her wall. So what happens when her magical movie star goes to rehab for the third time? When that famous face graces the cover of Us Weekly, ask your daughter why she thinks [actor or actress’ name] it may be this week is such a cool person. If your daughter only cares about her expensive clothes and good looks, remind her that her role model should also be someone who drinks responsibly and either doesn’t do drugs or has taken the initiative to get help for her drug problem.

3. Professional Athlete
For as long as you can remember, you’ve taught your daughter that “cheaters never win.” Unfortunately, this holds true when her favorite athlete is in the news for taking drugs. Ask your daughter how she feels about professional athletes using illegal substances of any kind and point out how much it can hurt a person’s career and reputation — especially when they get caught.

4. Classmate
You don’t need a movie star to get the conversation going with your teen. Two kids in your son’s school each received a DUI over the weekend — and they had other friends in their car when it happened. A lot can come out of this conversation — why drunk driving is so dangerous, the consequences of getting caught and why you never want your son to get into a car with a friend who’s been using drugs or alcohol — no matter what.
5. Relative

Substance abuse issues can often hit close to home, and it’s important that we’re open and honest with our kids when it happens. If you can honest with our kids when it happens. If you can, tell them all the details about your relative who is struggling and how it impacts everyone in the family. Explain why there’s a problem and how you, as a family, are going to do what you can to support one another through this tough time. If your teen isn’t asking a ton of questions, that’s okay — he might be feeling uncomfortable about the topic. It might help to emphasize that while addiction can wreak havoc on a person’s life, it is always possible for him or her to make a recovery with the support of friends and family. (For stories of people in recovery, visit www.drugfree.org/storiesofhope.)

Please note that if there is a history of drug or alcohol dependence or addiction in your family, you should let your child know since he or she is at a higher risk for developing a drug or alcohol problem. There’s no reason to be embarrassed or shy about discussing your own addiction problems with your kids. Discuss it in the same way you would if you had a disease like diabetes.

REFERENCES:


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Yes, I will admit it. I was irritated, but those who know me would say, “What else is new Caryn.” Here I was, trying to get my then 3 year old into a day care and before he could get in he had to be potty trained. I was like, What? So, he wakes up at 3 and boom he is potty trained? I was having a Lois Lowry moment who wrote, *The Giver*, or maybe it was Glenda, the Good Witch, who had her magic wand and was going to tap my son’s forehead. He was going to be cured of the ailment of not being potty trained. I was told by my pediatrician that children were not potty trained until they could wipe themselves and wash their hands. Hhmmm.

Fast forward two years. My son was now in kindergarten. Since my background is English and language acquisition, my primary goal as a parent was to make sure I read to my child every day. I did not force him to read. So, as I attended my first parent-teacher conference I was surprised when his teachers said, “Wyatt is reading really well, although he was not a reader when he came to school. Remember we are preparing him for first grade.” Were they mocking me? Was I justified in seeing red? (When we studied reading around the world, we found out that some countries do not have their students read until the age of 7 and those countries’ reading scores are typically higher than America). Ok. I refuse to play the game. .. I refuse to let him partake in it as well. I want him to be happy, even though he may not be prepared for 1st grade. I thought kindergarten prepared everyone for life, not endless amounts of reading, worksheets, and math problems. I began to wonder if they were doing centers, playing outside, learning to get along. Maybe I am old-fashioned, wanting my son to have the joyous moments of circle time with Lenore Van Meter, my own kindergarten teacher. She played the piano and sang to us, she read to us, there were centers, and dress up time, we also had nap time. I think I still have my nap mat.
Parents, the climate of your school should be a safe, loving, place that promotes thriving. Now, don’t get me wrong, I do realize there are TEKS that need to be covered and there is an accountability system in the State of Texas, but, is there also fun going on? Are students allowed time to grow? Realize that it may take time and that is ok. We are all different and we learn at different rates. Let your students grow this summer. Let them expand their minds and question and think. Let them be kids. Give them downtime. Love them, hug them, and support them. Let them take it all in, so when they are being forced to memorize a million math problems by the age of 8 (I am being sarcastic) they can think back to the summer and remember how extraordinary and enjoyable it was. Remember, they aren’t kids for very long.

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Title 1 Part C Migrant Education

The Title I Migrant Education Program (MEP) supports the state and local programs that meet the special educational needs of the migratory children of farm workers (including migratory daily workers and fishermen as identified in the district). Migrant funded districts are trained in the areas of concern as identified by the U.S. Office of Migrant Education (OME), which include:

- Educational Continuity
- Instructional Time
- School Engagement
- English Language Development
- Educational Support in the Home
- Health
- Access to Services

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

This past April, Region 10 Bilingual/ESL Support Service held its last network meeting for the 2014/2015 school year. The meeting highlighted refugee students from Conrad High School (Dallas ISD) in conjunction with their teacher who is also the ESL Department Chair at Conrad High School. She gave an overview of the newcomer program at the high school, what works in the classrooms, challenges students and teachers face in the classroom and possible solutions. The treat of this highlight was the fact that participants had the opportunity to ask the refugee students questions; even though the students have intermediate listening and speaking skills and are not too comfortable to make a speech in front of a crowd. The students were happy to share their experiences and were well understood by everyone in attendance.

As a culmination of the Newcomer/Refugee network meetings, the April meeting brought together community service providers around North Texas. The community service providers provided a great opportunity for administrators and teachers to gather information on meeting the needs of their newcomer/refugee students as they prepare for the 2015-2016 school year. Present at this community service providers fair were: World Vision, Parkland Refugee Outreach Program (East Dallas Health Center), UT Dallas Asia Center, Center for the Survivors of Torture, DFW World Affairs Council of Dallas/Fort Worth, Mosaic Services, Human Rights Initiative of North Texas and the Jewish Family Service of Greater Dallas. The theme for the April meeting “Collaborating for Success” was befitting as school administrators and teachers made connection with community service providers to enhance their newcomer/refugee programs.

To further support districts to meet the needs of their refugee students and enhance the effectiveness of their newcomer/refugee programs, a resource booklet was published and distributed to all bilingual/ESL directors and coordinators at the May Bilingual/ESL quarterly meeting. The resource booklet provides information on refugee arrivals in Texas and Dallas county, the top seven countries of refugee arrivals, instructional resources and a comprehensive listing of community service providers that the Region 10 bilingual/ESL support service currently have partnerships with. The intention is to add to this resource list annually as new partnerships are established with community service providers.
The success of the Newcomer/Refugee network meeting this past school year has provided a good foundation to build upon for next school year. Dates for the 2015-2016 school year are as follows:

**Newcomers/Refugees Network Meeting Dates:**

- Wednesday, September 23, 2015 (9:00AM-12:00PM Burnet Room).
- Wednesday, November 18, 2015 (9:00AM-12:00PM Collin Room)
- Wednesday, February 17, 2016 (9:00AM-12:00PM Houston Room)
- Thursday, April 21, 2016 (9:00AM-2:00PM Dallas-Collins-Ellis Rooms)

Some pictures from the April Community Service Providers Event here at Region 10.

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When a family member, maybe you, has dyslexia, emotions and experiences can be traumatic. While the impact that dyslexia has is different from person to person, one common question remains, “How do I get help?”

Texas has a long history of assisting parents whose children are identified with dyslexia (K-12). The Dyslexia Handbook • Revised 2014, is one resource filled with information that addresses the following and more:

- Definitions and Characteristics of Dyslexia
- Procedures for the Assessment and Identification of Students with Dyslexia
- Instruction for Students with Dyslexia
- State Statutes Relate to Dyslexia
- Associated Terms
- Question and Answer Section

The Dyslexia Handbook • Revised 2014 can be downloaded or ordered in both Spanish and English at the following link [http://www.region10.org/dyslexia/index/](http://www.region10.org/dyslexia/index/). Additionally, resources are available and accessible throughout Texas, and the U.S. The 20 Education Service Centers (ESC) in Texas each have a Dyslexia Contact. ESC Dyslexia Contact information is also available in The Dyslexia Handbook • Revised 2014. The following links to resources is not an all-inclusive list:

- Bookshare [https://www.bookshare.org/cms](https://www.bookshare.org/cms)
- Financial Aid and Scholarships [http://www.finaid.org](http://www.finaid.org)
- Learning Ally [https://www.learningally.org/?gclid=CLbV55T6rcUCFYNDaQodFUUAag](https://www.learningally.org/?gclid=CLbV55T6rcUCFYNDaQodFUUAag)
- Neuhaus Education Center [http://neuhaus.org/](http://neuhaus.org/)
- Software and Technology Apps [http://dyslexiahelp.umich.edu/tools/software-assistive-technology](http://dyslexiahelp.umich.edu/tools/software-assistive-technology)
- The College Board [http://www.collegeboard.com](http://www.collegeboard.com)
- The International Dyslexia Association-Fact Sheets [http://eida.org/fact-sheets/](http://eida.org/fact-sheets/)
The following links to parent information groups (list NOT inclusive) are provided to assist with increasing awareness concerning dyslexia.

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<td>A Brighter Education for Dyslexia (BED)</td>
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<td>Dallas Dyslexia Information Group (DDIG)</td>
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<td>Impacting Dyslexia Education Awareness and Support (IDEAS)</td>
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<td>Neuhaus Education Center</td>
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<td>Parent Dyslexia Education Group (PDEG)</td>
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<td>Reaching, Educating, and Advocating for Dyslexics (READ)</td>
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As our children enter the first days of summer vacation, those lovely halcyon days of summer, the last thing on their minds is homework! They do not want to hear about tests, AR, vocabulary, comprehension questions, or book reports. And yet, there is much in the news about the summer reading slump and the academic ground kids lose over the summer when their minds are not engaged in regular school work, required reading, etc.

We know they need to stay active and engaged over the weeks with no formal instruction so the trick is for parents and caregivers to allow plenty of opportunities for kids to engage in reading. The undisputed key is to allow self-selection; which simply means let your child pick what and how they want to read. Reading is reading regardless of format so it can be the good old hard copy book, it might be an e-book, or other online reading, or it might be listening to an audio book.

There are some great [and free!] reading resources available to readers of all ages. Be sure to check out all the resources at your local public library. You might find a wealth of activities including summer reading programs, storytelling, poetry slams, and other events. There are many reasons every reader including the youngest growing readers should have their own public library card. Free ebooks, audiobooks, and, of course hard copy books, DVDs, and CDs are waiting for you! Don’t forget to check out the free databases your public library offers—great information, images, videos, interactive games, and more for all readers, many languages, available 24/7 with a public library card account.

Not sure of what the best book options are or how to guide your young readers? Check out these book lists from the Texas Library Association, [http://txla.org/reading-lists](http://txla.org/reading-lists):

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Recommended bilingual books | Ages 5 - 12 |
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http://txla.org/groups/lone-star | Grades 6 - 8 |
| ![Tayshas Reading List](image) | **Tayshas Reading List**  
http://txla.org/groups/tayshas | High School |
| ![Maverick Graphic Novel Reading List](image) | **Maverick Graphic Novel Reading List**  
http://txla.org/groups/Maverick | Grades 6 - 12 |
| ![SYNC](image) | **SYNC**  
FREE audio books: Pairs young adult titles with classic stories; released throughout summer | Grades 6 - Adult |

Remember, reading looks different for every reader, the trick is to offer plenty of choice and to encourage kiddos to read what THEY choose to read with no strings attached!

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The Texas Tuition Promise Fund® (TTPF) is a prepaid 529 Plan that allows families to prepay and lock-in all or part of their children’s undergraduate tuition and school-wide required fees at Texas public colleges and universities at today’s prices. Generally, the difference between what you pay to purchase tuition units and what the plan pays the school is tax-free.

**Who can have a TTPF account?**

Any child that is a Texas resident can have a TTPF account. A non-Texas resident child can also have an account if the parent is the purchaser and a Texas resident.

**Who can open an account?**

Anyone can open an account for a child who is a resident of the state of Texas; you do not need to be related to open an account.

**When is the enrollment period?**

Enrollment is open from September 1 - February 28 (February 29th in leap years). Newborn (children under one year of age) enrollment period extends through July 31.

Visit [www.TuitionPromise.org](http://www.TuitionPromise.org) to learn more about the plan.

**How can we find out more?**

TTPF and MTP are programs of the Texas State Comptroller’s Office. Comptroller staff is available to make presentations at schools, libraries, businesses, and for personal meetings with families, counselors and community leaders. **Presentations are available in English or Spanish.**

Should you wish to host a presentation, or want to find out more, please email us at [TuitionPromise@cpa.texas.gov](mailto:TuitionPromise@cpa.texas.gov) or call:

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What is Match the Promise FoundationSM?

Match the Promise (MTP) is a Scholarship program administered through the Texas Match the Promise FoundationSM that encourages families to save for college by offering matching scholarships and tuition grants to participants in the TTPF — the state’s prepaid college tuition plan.

Who is eligible for the scholarship?

Applicants must have a TTPF account (a minimum of $100 must be contributed to the TTPF account during the current sales period of September 1 through August 31), be a Texas resident, be a student in grades five through nine and have a family income of $100,000 or less.

How do you apply?

Assuming the applicant meets the eligibility requirements, visit www.MatchthePromise.org to download and submit the application and a Student Career Essay from the child.

What is the Student Career Essay?

The Student Career Essay is an essay that’s 200-300 words in length and tells what the applicant wants to be when he or she grows up and what kind of education and training they’ll need to get there.

When is the application period?

The application period opens September 1 and closes December 31.

How can we find out more?

TTPF and MTP are programs of the Texas State Comptroller’s Office. Comptroller staff is available to make presentations at schools, libraries, businesses, and for personal meetings with families, counselors and community leaders. Presentations are available in English or Spanish.

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(512) 463-4226     (512) 463-1696
maricela.arce@cpa.texas.gov    julia.morrow@cpa.texas.gov
Parents are critical assets in education. Parents can be a voice for high expectations for children and for supporting educators in creating schools where all children receive what they need to succeed. An excellent education is every child’s civil right; and while our nation has made great strides—with a record high school graduation rate and college enrollment at all-time highs—we have much further to go to ensure that every child has equal opportunity to learn.

Parents can play a key role in demanding the world-class education that their children deserve. But, for many parents and families, it can be an uncertain task determining the best ways to support their children or the right questions to ask to ensure their children are learning and growing.

That’s why, today, speaking from the perspective of a father of two young children, Secretary Arne Duncan described a set of educational rights that should belong to every family in America in a speech at the National PTA Convention in Charlotte, North Carolina. This set of three foundational family rights can unite everyone who works to ensure that students are prepared to thrive in school and in life. These rights follow the educational journey of a student—from access to quality preschool; to engagement in safe, well-resourced elementary and secondary schools that hold all students to high standards; to access to an affordable, quality college degree.

Parents and families can use these basic—but necessary—elements of an excellent education to build deeper relationships with educators, administrators, and community leaders to support schools so that these rights become realities. At the Convention, Secretary Duncan also noted his hope that parents will hold elected officials and others accountable for accelerating progress in education and expanding opportunity to more children—particularly our nation’s most vulnerable.

Secretary Duncan’s discussion of this set of rights complements work by the Education Department to reach out to parents—from the Dual Capacity-Building Framework for Family-School Partnerships released last year, to tools that can help families and students select the best colleges for their needs, to support of Parent Training and Information Centers and resource hubs.

While in Charlotte, Secretary Duncan also participated in a “Future Ready Schools” panel to emphasize the importance of integrating technology into the classroom, especially as a tool for promoting equity for all students.

To learn more about the rights that Secretary Duncan discussed today and to find other resources for parents and families, visit the Department’s Family and Community Engagement page. And, consider joining Secretary Duncan in a Twitter chat to continue the dialogue about parent involvement in education on July 1 at 1:30 p.m.,

Tiffany Taber is Chief of Staff for Communications Development at the 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

CONFERENCE WEBSITE

Title I School Support Initiative and Community and Family Engagement

CALL FOR PROPOSALS

The CAPstone: Parent Involvement Newsletter
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 information geared towards parent(s)/guardian(s) who would like to learn new strategies to better understand and help their child(ren).

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Date</strong></th>
<th><strong>Time</strong></th>
<th><strong>District</strong></th>
<th><strong>Location</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement: Taking An Active Role</td>
<td>September 22, 2015</td>
<td>6:00 pm - 7:30 pm</td>
<td>Garland Independent School District</td>
<td>Garland Independent School District</td>
</tr>
<tr>
<td>Bullying Behaviors: Prevention and Intervention</td>
<td>October 20, 2015</td>
<td>6:00 pm - 7:30 pm</td>
<td>Region 10 Education Service Center</td>
<td>Spring Valley Building 400 E. Spring Valley Road, Richardson, TX 75081</td>
</tr>
<tr>
<td>Understanding and Supporting the Teenage Brain</td>
<td>November 10, 2015</td>
<td>6:00 pm - 7:30 pm</td>
<td>Denison Independent School District</td>
<td>DISD Service Center 3906 State Highway 91 S., Denison, TX 75020</td>
</tr>
<tr>
<td>Teen Dating Violence</td>
<td>January 26, 2016</td>
<td>6:00 pm - 7:30 pm</td>
<td>Desoto Independent School District</td>
<td>McCowan Middle School 1500 Majestic Meadow Dr. Glenn Heights, TX 75154</td>
</tr>
<tr>
<td>Parents Guide to STAAR</td>
<td>February 23, 2016</td>
<td>6:00 pm - 7:30 pm</td>
<td>Desoto Independent School District</td>
<td>McCowan Middle School 1500 Majestic Meadow Dr.</td>
</tr>
<tr>
<td>Anger Management and Violence Prevention</td>
<td>March 22, 2016</td>
<td>6:00 pm - 7:30 pm</td>
<td>Garland Independent School District</td>
<td>Garland Independent School District</td>
</tr>
<tr>
<td>What Parents Need to Know About Substance Abuse Trends in Adolescents</td>
<td>April 26, 2016</td>
<td>6:00 pm - 7:30 pm</td>
<td>Region 10 Education Service Center</td>
<td>Spring Valley Building 400 E. Spring Valley Road, Richardson, TX 75081</td>
</tr>
<tr>
<td>Combating Summer “Brain Drain”</td>
<td>May 24, 2016</td>
<td>6:00 pm - 7:30 pm</td>
<td>Denison Independent School District</td>
<td>DISD Service Center 3906 State Highway 91 S., Denison, TX 75020</td>
</tr>
</tbody>
</table>

These complimentary offerings will be hosted by our partner districts listed above. 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 Janet Hathcock at (972) 348-1364 or Janet.Hathcock@region10.org.

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

Sponsored by the Parent and Community Involvement Department of the School and Student Support Team.
# 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 ☐

<table>
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PARENT POWER HOUR

WHAT IS IT?

Parent Power Hour (PPH) is held once a month from 10:00 am to 11:00 am and provides tips, tools, and strategies for parents to use to help their child(ren) succeed in school and life. PPH is free for all participants and we encourage you to invite your friends and colleagues to join the discussion. Need Continuing Professional Education (CPE) hours? All webinars can be found on the webpage and 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 ESC’s website in the Calendar of Events!

<table>
<thead>
<tr>
<th>WEBINAR DATES &amp; TOPICS</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Raising Your Grandchild: Tips and Tools</td>
</tr>
<tr>
<td><strong>Date:</strong> September 21, 2015</td>
</tr>
<tr>
<td><strong>Speaker:</strong> Lauren A. McKinney</td>
</tr>
<tr>
<td><strong>Topic:</strong> Bullying: Prevention &amp; Identification</td>
</tr>
<tr>
<td><strong>Date:</strong> October 19, 2015</td>
</tr>
<tr>
<td><strong>Guest Speaker:</strong> Victor Cheatham</td>
</tr>
<tr>
<td><strong>Topic:</strong> Is Your Child Future Ready?</td>
</tr>
<tr>
<td><strong>Date:</strong> November 9, 2015</td>
</tr>
<tr>
<td><strong>Guest Speaker:</strong> Travis Waddell</td>
</tr>
<tr>
<td><strong>Topic:</strong> Addressing Family Conflicts: Tips for Families</td>
</tr>
<tr>
<td><strong>Date:</strong> December 14, 2015</td>
</tr>
<tr>
<td><strong>Speaker:</strong> Lauren A. McKinney</td>
</tr>
<tr>
<td><strong>Topic:</strong> Choose My Plate: Healthy Nutrition Practices for the Entire Family</td>
</tr>
<tr>
<td><strong>Date:</strong> January 25, 2016</td>
</tr>
<tr>
<td><strong>Guest Speakers:</strong> Tomekia Holman &amp; Anjelica Gilmore</td>
</tr>
<tr>
<td><strong>Topic:</strong> FAFSA &amp; Scholarships: What You Should Know</td>
</tr>
<tr>
<td><strong>Date:</strong> February 22, 2016</td>
</tr>
<tr>
<td><strong>Guest Speaker:</strong> Kim Simmons</td>
</tr>
<tr>
<td><strong>Topic:</strong> Adult Education &amp; Literacy: Completing My Own Education</td>
</tr>
<tr>
<td><strong>Date:</strong> March 21, 2016</td>
</tr>
<tr>
<td><strong>Guest Speaker:</strong> Nancy McGruder</td>
</tr>
<tr>
<td><strong>Topic:</strong> Keeping Your Child Safe Online</td>
</tr>
<tr>
<td><strong>Date:</strong> April 18, 2016</td>
</tr>
<tr>
<td><strong>Speaker:</strong> Lauren A. McKinney</td>
</tr>
<tr>
<td><strong>Topic:</strong> Graduating to the Next Grade Level: Tips to Ease the Transition</td>
</tr>
<tr>
<td><strong>Date:</strong> May 23, 2016</td>
</tr>
<tr>
<td><strong>Speaker:</strong> Lauren A. McKinney</td>
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Webinar Link For Each PPH: [https://attendee.gotowebinar.com/rt/3617805936238275585](https://attendee.gotowebinar.com/rt/3617805936238275585)

For more information, contact Janet Hathcock at (972) 348-1364 or Janet.Hathcock@Region10.org.

www.Region10.org/ParentInvolvement

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<tbody>
<tr>
<td>June 18, 2015</td>
<td>Community Collaborations: The Who’s, The What’s, and The How’s</td>
<td>9:00 am - 3:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Hunt Room</td>
</tr>
<tr>
<td>June 24, 2015</td>
<td>Communicating with Disengaged Parents</td>
<td>9:00 am - 12:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Lamar Lab</td>
</tr>
<tr>
<td>July 8, 2015</td>
<td>Parent Involvement –vs– Parent Engagement: Why They Are Both Beneficial</td>
<td>9:00 am - 12:00 pm</td>
<td>Region 10 ESC/Abrams Site Bluebonnet Room</td>
</tr>
<tr>
<td>July 8, 2015</td>
<td>A Wealth of Wisdom</td>
<td>1:00 pm - 4:00 pm</td>
<td>Region 10 ESC/Abrams Site Bluebonnet Room</td>
</tr>
<tr>
<td>July 29, 2015</td>
<td>Six Slices of Family Engagement: National Parental Involvement Standards</td>
<td>9:00 am - 12:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Hunt Room</td>
</tr>
<tr>
<td>July 29, 2015</td>
<td>Building Parental Capacity: Creating and Maintaining a Parent Advisory Council</td>
<td>1:00 pm - 4:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Hunt Room</td>
</tr>
<tr>
<td>August 5, 2015</td>
<td>Building Parental Capacity: Developing and Hosting a Campus Parent Leadership Academy</td>
<td>1:00 pm - 4:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Houston Room</td>
</tr>
<tr>
<td>August 7, 2015</td>
<td>Community Collaborations: The Who’s, The What’s, and The How’s</td>
<td>9:00 am –3:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Houston Room</td>
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Follow Community and Parent Involvement on Twitter [@R10_Comm_Parent](http://www.region10.org/parentinvolvement) 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.ocl.region10.org).
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<tr>
<td>September 1, 2015</td>
<td>Title 1 Parent Involvement Planning, Policies, and Compacts</td>
<td>9:00 am - 4:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Hunt Room</td>
</tr>
<tr>
<td>September 8, 2015</td>
<td>Building Parental Capacity: Creating and Maintaining a Parent Advisory Council</td>
<td>9:00 am - 12:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Collin Room</td>
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<tr>
<td>September 15, 2015</td>
<td>Building Parental Capacity: Developing and Hosting a Campus Parent Leadership Academy</td>
<td>1:00 pm - 4:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Collin Room</td>
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</tr>
<tr>
<td>October 12, 2015</td>
<td>Community Collaborations: The Who’s, The What’s, and The How’s</td>
<td>9:00 am - 3:00 pm</td>
<td>Region 10 ESC/Spring Valley Site Grayson Room</td>
</tr>
<tr>
<td>November 10, 2015</td>
<td>A Wealth of Wisdom: Serving Students in Poverty</td>
<td>9:00 am - 12:00 pm</td>
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Future publications (of the community and parent involvement newsletter) will be released quarterly and occur on the following dates for the 2015-2016 school year:


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