



Educating, Assisting, Supporting, and Informing through this newsletter...  
A newsletter for and by parents with sons & daughters with disabilities and education advocates.

# Families Together, Inc.

Wichita Administrative Center  
313 N. Seneca Suite 114  
Wichita, KS 67203  
(316) 945-7747 or 888-815-6364

Kansas City Center 1-877-499-5369  
Garden City Center 1-888-820-6364  
Topeka Center 1-800-264-6343  
Wichita Center 1-888-815-6364

(All toll free numbers for Kansas  
parents & education advocates)  
Statewide Spanish parent line 1-800-499-9443  
[www.familiestogetherinc.org](http://www.familiestogetherinc.org)

Volume 89

Summer 2011

## Kansas Secondary Connections – Promoting Success in Adulthood for Students with Disabilities

Submitted by Heather Blagg Thornton, MHR



### **The Problem**

Imagine the local news airing a story about an epidemic. First graders all over the state of Kansas are dropping out of elementary schools. (That's unbelievable!) Imagine a headline reporting that 1 of every 5 sixth graders stood up and walked out of every middle school in Kansas. (That's outrageous!) What if that happened *every year*?

Currently, about 1 in 5 to 6 Kansas students with disabilities drop out of school. Sadly, those imaginary headlines are based on a true story.

### **The Good News**

We *know* how to find those students, and we *know* how to support them. While they're in school, we know how to help

students make a successful transition to adulthood. We know how to prepare students with disabilities for jobs, independence, or further education after high school.

Now imagine the local news airs a different headline. Kansas schools successfully identify a group of sixth graders who, without support, might otherwise drop out.

In this new headline schools and families have the knowledge and tools to keep kids on track. As students with disabilities transition to adulthood they succeed in jobs and higher education. Their lives are brighter.

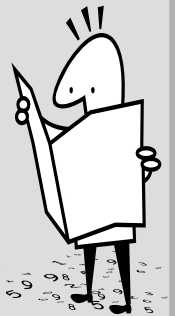
This is where we come in.

Kansas Secondary Connections (KSSC) is a network of researchers and educators. We work with school districts to help students with disabilities transition to adult life. We equip districts with tools to help students with disabilities plan for adulthood, succeed in school, graduate with a diploma, and transition successfully to adult life. KSSC provides workshops and online tools like webinars. We work with KSDE to improve data, and we collaborate with state organizations (like Families Together) to benefit students with disabilities.

Students with disabilities can succeed. Success as adults starts with a diploma. Students earn diplomas when they have good transition services. To make the most of transition services, students must *engage* in school. This means improving attendance, discipline, and overall connections in the school and community. Family involvement is critical. KSSC works with school districts to improve the big-picture systems of support to make all of this happen.

KSSC's organizes work with school districts into four main areas.

Inside  
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Issue...



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- Post-school outcomes
- Transition planning & services
- Increasing graduation rates
- Improving suspension/expulsion rates

KSSC works to bridge the gap between what researchers know and what districts in Kansas actually do. We are proud to work with Families Together, because we know that families are priceless partners in education.

This is where *you* come in.

While we are busy working with schools, here are three proven things that you can do to help ensure your student earns a diploma and begins a successful adult life.

Get kids to school every day!

Attendance every day matters. Remember those imaginary headlines about first graders dropping out?

Attendance data from as early as first grade can predict whether or not a student will graduate.

Every grade counts.

Every day counts.

Make progress every year.

Making progress in learning *every year* matters.

Attend IEP meetings, and speak up!

Make sure your student learns and stays on track with classes.

Students who were held back a grade are much more likely to drop out.

Progress every year helps ensure that your student will earn that diploma.

Aim high—and talk about it!

Your student will graduate. Believe it. Say it! It's great news! Starting today,

Talk with your student about graduation.

Talk with the school about transition planning.

This is part of the IEP beginning at age 14.

Transition planning will help your student graduate ready for adulthood.

Talk with your student about goals for the future.

Talk about what it will be like to earn a diploma.

Talk about a successful adult life. Success is within reach.

There are mountains of research showing that these three simple actions make a huge impact. (See a summary of this research from America's Promise and the Annie E. Casey Foundation. [www.americaspromise.org/Resources/ParentEngagement.aspx](http://www.americaspromise.org/Resources/ParentEngagement.aspx) )

If you want more resources, try these websites.

*Will your kindergartener drop out of high school?* This article for parents gives you great information for helping students of all ages. It even includes ten practical tips to help improve attendance. [www.pta.org/documents/OC\\_Dec2010-kindergartner\\_high\\_school.pdf](http://www.pta.org/documents/OC_Dec2010-kindergartner_high_school.pdf)

Kansas DropINs is a collaborative organization committed to seeing all children in Kansas graduate from high school ready for the next phase of life. [www.KansasDropINs.org](http://www.KansasDropINs.org)

The National Dropout Prevention Center for Students with Disabilities has a section just for parents. Visit the section, [www.ndpc-sd.org/resources/for\\_parents.php](http://www.ndpc-sd.org/resources/for_parents.php) , or this

## A Note From the Director's Desk...



Dear Parents and Education Advocates:

Happy Summer!

I would like to share with you how the current fiscal situation in Kansas has affected Families Together. The budget issues in Kansas and in the nation have affected the funding that Families Together relies on to provide services to you. Some of the grants from our state partners have been eliminated or cut. At the Federal level, we are anticipating some reductions as well. Although we will be restructuring some of our services, we will continue to provide four Centers in Kansas to help you navigate the maze of available services to families of children and youth with disabilities or special health care needs. In an effort to continue our services at current levels, it becomes imperative for us to ask for your help with fundraisers and contributions to Families Together services.

We have included an envelope for donations with this newsletter. Will you please consider the value that Families Together services have been to your family, and make a donation to ensure you and other families can continue to rely on the support and training that you need

to be encouraged in your advocacy,  
educated on laws and  
empowered to find the resources that your child/  
youth need to be successful?

Please let others know the value that you have found at Families Together and encourage them to support the services that have been helpful to you and your family.

If you would prefer to have our newsletter sent to you by email instead of by US Postal service, please provide your email to any Center and we will start sending you our information in that way.

Thank you for your support and for all you do for the people with disabilities that you know and love.

Connie

article [www.ndpc-sd.org/documents/PACER/Parent\\_Brief\\_PACER\\_2006.pdf](http://www.ndpc-sd.org/documents/PACER/Parent_Brief_PACER_2006.pdf) .

NSTTAC is an organization dedicated to helping students transition to a successful adult life.

[www.nsttac.org/students\\_and\\_families/students\\_and\\_families\\_main.aspx](http://www.nsttac.org/students_and_families/students_and_families_main.aspx)



# FAMILY STORY

## The “Queen” Jenny

By James Harris-Beaudry

My sister Jenny is a thirty year old day-care assistant who lives in her own apartment. She also happens to have cerebral palsy and an intellectual disability. It is amazing to talk about how far we’ve come and the abilities my sister has developed, becoming the bright, loving, and independent woman that she is today.

My name is James Harris-Beaudry and I am the second oldest of five kids. Growing up as the second oldest in my family and having two working parents meant extra responsibilities for me. I had care-giving responsibilities not only for my younger siblings, but for my oldest sister also.

We grew up in a small town of about 800 people and everybody knew each other. In school, my sister was always one grade ahead of me. Often times, I had regular education teachers coming to me and asking me questions about the best way to help with and how to handle different situations with Jenny. They were not well educated in dealing with individuals with disabilities. This put extra stress and responsibilities on me at a young age, yet helped me to educate myself on my sister’s disability. It also gave me the opportunity to educate others about her physical and mental differences but more importantly others learned that she was basically the same as everyone else. This was my tool to teach others to focus on her abilities rather than the “dis”abilities.



I would consider myself a very overprotective brother to my sisters. I can remember times in grade school feeling obligated to protect my sister by any means necessary. Often times the younger students would throw around the word “retarded” in a joking manner. They didn’t realize how badly this word hurt people like my sister and myself. I can remember in third grade, literally getting into a fist fight with another kid on the playground because he was making fun of my sister. Eventually, I got to the point where rather than getting angry and physically fighting people over their use of the “R” word, I would use it as an opportunity to educate others on the pain and hurt behind the word. My friends began to respect my opinion on this issue and to this day, they will not use the “R” word around me even in a joking manner. I currently coach football, basketball, and track at the middle school level and I take the opportunity to educate our youth at their most impressionable age about the “R” word.

At the middle school level, I can remember people starting to be more comfortable around Jenny and started including her more in many social aspects. Jenny participated in track all three years of middle school. She did not earn a letter her 6th and 7th grade years but rather wanted to be involved in the social aspect of it. I can remember going to track meets and feeling like I had extra responsibilities because I would have to make sure that Jenny ate her lunch, put on her sun screen, tied her shoes, etc. By the time she was an 8th grader, many of the other track team members were helpful and started looking out for Jenny. This was good for Jen and for me.

Since Jenny had not lettered in middle school track, her only opportunity was to finish in the top three of any event at the league track meet. The coach talked with my mom about having Jenny run the two mile (8 laps), as this was the only event that would guarantee that she could place in the top three. There were only three girls running in this race. The coach explained to Jenny that if she needed, she could walk during the race. Mom agreed to let her try it as long as Jenny could quit at anytime she needed to. Prior to Jenny running the race, I felt nervous and worried about something happening to her. I was probably more nervous than Jenny! Right before the race began, all of our teammates formed a circle around the entire inside portion of the track to cheer Jenny on. Jenny ran the entire first lap with our teammates cheering her on! She then began to walk, but that was okay, all she had to do was finish the race! To my amazement some of the other athletes from other schools begin to line the track and cheer her on. This was the largest crowd I have seen cheering someone on for a track event! My sister eventually finished the race, lettered in track, and more importantly helped her team to gain enough points to win the league championship! Seeing Jenny that

*continued on page 4...*

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day and the smile she had on her face helped us to realize our advocacy efforts were paying off and my sister was helping to educate others on her abilities.

In high school, Jenny was a social queen. She enjoyed attending football games, participated in track, dances and was a part of many groups and organizations. I still felt the need to help educate others as well as being the protective big brother. Once, while standing in the line for lunch, Jenny came to me and told me a boy was picking on her. I told her she could handle it and she looked at me and smiled! Jenny walked over to the boy and kicked him below the belt. She no longer needed me to fight her fights as she was becoming independent and able to take care of herself!

In Jenny's senior year, she was nominated for football homecoming queen. Since there were only two seniors (seniors are normally the escorts for homecoming) on the team, and three senior candidates, and I was a junior and a captain, I was asked to escort my sister. On homecoming night my sister got her hair and makeup done and looked like a true queen. Since typically the "popular" girls win, I wasn't expecting Jenny to win. I was just honored to escort her! One of the greatest experiences of my life happened that night, when her name was announced for homecoming queen! I was so overjoyed and nervous, I grabbed the wrong bouquet of flowers and had to go back and grab the right ones. Knowing that our peers had selected my sister as homecoming queen made it very hard for me to concentrate on the football game that night because I was so overwhelmed with emotions! This is one of the most memorable moments of my life and truly shows how far we have come in our efforts to educate others on seeing the abilities not the disabilities! That same school year, our high school won the Families Together, Inc. Inclusion award.

Jenny enjoys being a part of her community and knowing that she is continuing to help educate others by teaching them about and focusing on her abilities! She is truly an inspiration to me! I am glad to call her my sister! Growing up with a sister with a disability, I faced many different challenges and responsibilities. I felt like my sister received more attention from my parents than I did. I also felt like I was always having to be protective and provide extra care for her. Those extra responsibilities, as well as trying to educate others, made me grow up faster and realize my gift to provide care for others. Growing up with my sister and the guidance of my mother, who also works in the disability field, has helped guide me into my career choice of serving those with disabilities. Jenny is and always will be the Queen of my heart! "Friends will come and go, but family is forever".



*James is a graduate of Fort Hays State University and currently works as a Quality Compliance, Education and Training Services Coordinator for a Developmental Disability Organization. He also works part time as a personal assistant for a young man with a disability.*

## Tips for Parents

*Submitted by Teresa Beaudry, Garden City Center*

Siblings of children with special needs have special needs themselves. As parents, we sometimes get so wrapped up in the child with special needs that we tend to forget the "special needs" of our other children. As the mother of five adult children, ages ranging from 19 to 30, two with disabilities, I'd like to share some of the things that I have learned along the way.

- Have realistic expectations!
- Keep the lines of communication open!
- Include siblings in decision making when appropriate!
- Educate siblings about the disability!
- As a parent, remember you set the tone for interactions & attitudes by example!
- Spend one-on-one time with the sibling!
- Be open and honest!
- Don't expect the siblings to "parent" or do most of the "care-taking" of the child with a disability.
- Always think about what would your child's sibling's be doing if they did not have a sibling with a disability and let them do it.
- Don't always expect your siblings to put the child with a disability first, and do not make them always take their sibling everywhere they go!
- Siblings have the right to be safe.
- Siblings have a right to "their" own life!
- Praise all siblings!
- Listen to all siblings!
- Recognize each child's unique qualities & family contributions.
- Recognize special stress for siblings & plan to minimize the negative effects.
- Recognize that siblings are the most important and powerful teachers of their siblings and their peers!

# Families Together Parent-to-Parent Program

Submitted by Yolanda Corral, Garden City Center

## Did you know?

Families Together has an awesome program called Parent-to-Parent? What is it? What can this program do for me? Will it be beneficial for me and my family?

The Parent to Parent Program is a statewide program dedicated to providing one on one support to parents of children with special needs. It is a voluntary program for parents with local programs statewide. Parent to Parent has trained volunteers, parents of children with similar diagnoses and family challenges, who provide personal support to other parents. Learning that your child has a disability can be a challenging time, full of so many questions and emotions. Finding someone to talk to that has been there or is going through the challenge of raising a newly diagnosed child can provide the assurance that you are not alone. Challenges, emotions, and support are all a part of the experience of acceptance and adjustment to parenting a child with special needs. Parents are able to work together to share tips and brainstorm about various questions ... How do we handle this new situation? Where do we go from here? Who do we turn to? Does anyone have information about this? How do we deal with the "maze" of special education? Exploring the unknown can take time, and the support provided through others who truly know and understand is valuable to parents. For example, a parent experiencing transition challenges, guardianship, employment, and locating community resources can be helped in a unique way by another parent who has already weathered these same experiences. The sharing of information between parents with common feelings and experiences helps to give each parent emotional and informational support. ***There are many parents out there like you...Parent to Parent is available to help. Please call your local office.***

Garden City Parent Center: 1-888-820-6364 • Wichita Parent Center: 1-888-815-6364 • Topeka Parent Center: 1-800-264-6343 • Kansas City Parent Center 1-877-499-5369 • Spanish Parent line 1-800-499-9443



¿Sabía usted que... Familias Unidas tiene un programa impresionante llamado Padre a Padre?

¿Qué es? ¿Qué puede hacer este programa para mí? ¿Será beneficioso para mí y mi familia?

Familias Unidas, Inc. es un programa estatal coordinado por los centros de Familias Unidas, Inc., dedicado a proporcionar el apoyo uno a uno a los padres de niños con necesidades especiales. Es un programa voluntario para los padres con programas locales a nivel estatal. Padre a Padre tiene voluntarios para emparejar y capacitados (padres) que tienen niños con diagnósticos y retos similares de la familia, para proporcionar apoyo personal. Al enterarse de que su hijo ha nacido con una discapacidad puede ser un tiempo difícil, lleno de tantas preguntas y emociones. Poder encontrar con quien platicar que ya tiene experiencias u está pasando por el reto de un niño recién diagnosticado puede darnos la esperanza de que no estamos solos. Retos, emociones, y el apoyo son parte de la experiencia de aceptación y adaptación a la crianza de un niño con necesidades especiales. Contestando preguntas... ¿Cómo manejar esta nueva situación? ¿A dónde vamos desde aquí? ¿A quién recurrir? ¿Alguien tiene información sobre esto? ¿Cómo lidiar con el laberinto de "educación especial?" Explorando lo desconocido puede tomar tiempo, y el apoyo brindado a través de otras personas que realmente saben y entienden puede ser valioso para otros padres. Los padres que experimentan situaciones de transición, el empleo, la tutela, y los recursos comunitarios disponibles, se pueden ayudar de una manera única por el apoyo de otros padres que ya han tenido estas mismas experiencias. En el intercambio, los padres con los sentimientos y experiencias comunes ayudan a dar a cada uno otro tipo de apoyo emocional e informativo. Hay muchos padres como usted...Padre a Padre está disponible para ayudar. Por favor llame al Centro de Padres a la oficina local: Garden City: 1-888-820-6364

Wichita Kansas: 1-888-815-6364 Topeka Kansas: 1-800-264-6343 Kansas City: 1-877-499-5369

Línea para los padres en español: 1-800-499-9443

# RESOURCES



## FAMILIES TOGETHER TOLL FREE NUMBERS:

|              |                |
|--------------|----------------|
| Wichita      | 1-888-815-6364 |
| Topeka       | 1-800-264-6343 |
| Kansas City  | 1-877-499-5369 |
| Garden City  | 1-888-820-6364 |
| Spanish line | 1-800-499-9443 |

[www.familiestogetherinc.org](http://www.familiestogetherinc.org)

## MAKE A DIFFERENCE INFORMATION NETWORK

1-800-332-6262

An information service for children and adults with disabilities, their families, and their service providers.

[www.makeadifferenceks.org](http://www.makeadifferenceks.org)

## KPIRC

Kansas Parent Information Resource Center  
(A resource for parents of any child)

3500 SW 10th Room 011E • Topeka, Kansas 66604  
785-783-2975 • e-mail: [jgroff@kpirc.org](mailto:jgroff@kpirc.org)  
website: [www.kpirc.org](http://www.kpirc.org)

## NICHCY

*National Information Center for  
Children and Youth with Disabilities*

**NICHCY Website**  
[www.nichcy.org](http://www.nichcy.org)

- ★ All text-only publications have been reformatted to a new easy-to-read layout
- ★ A side-bar menu makes navigation easy
- ★ The ALL-NEW resource library featuring the Technical Assistance & Dissemination (TA&D) Network makes finding information a breeze

Call us or visit  
our website!

1-800-695-0285  
[www.nichcy.org](http://www.nichcy.org)

# CHECK OUT THESE WEBSITES!



**We Connect Now** is dedicated to uniting people interested in rights and issues affecting people with disabilities, with particular emphasis on college students and access to higher education and employment issues.  
<http://weconnectnow.wordpress.com/>

This section of **Disability.gov** has information for students with disabilities and their parents and teachers. You'll find information about preparing for college, financial aid and scholarships, teaching strategies, and using assistive technologies in the classroom. Resources for parents include tips for more effective Individualized Education Program (IEP) meetings and helping your child make the transition from school to work.

[www.disability.gov/education](http://www.disability.gov/education)

**Autism Speak's** goal is to change the future for all who struggle with autism spectrum disorders.

[www.autismspeaks.org](http://www.autismspeaks.org)

**Moms with Apps** Great resources for various apps not just for kids with special needs but all kids. <http://momswithapps.com/apps-for-special-needs/>

Fact Sheets addressing many of the common mental health disorders among children.

[www.schoolmentalhealth.org/Resources/Educ/MACMH/MACMH.html](http://www.schoolmentalhealth.org/Resources/Educ/MACMH/MACMH.html)

Social use of language - [www.asha.org/public/speech/development/pragmatics.htm](http://www.asha.org/public/speech/development/pragmatics.htm)

Employment Success for People with Developmental Disabilities Needs to be Duplicated  
<http://employment1st.org/>

Sensory Integration and Older Children and Teens: Helpful Activities and Accommodations  
[www.childrensdisabilities.info/sensory\\_integration/teens-sensoryintegration.html](http://www.childrensdisabilities.info/sensory_integration/teens-sensoryintegration.html)

# Employment First

*Submitted by Wendy Parent, Kansas University Center on Developmental Disabilities*

**E**mployment First is an exciting new public policy that is gaining increased momentum at the state and federal levels. It establishes the idea that integrated competitive employment is the first option for all individuals regardless of disability level or support needs. This is significant in that it changes the way we think and overtime changes the way we do things with funding streams and service delivery practices eventually following suit. Kansas passed an Employment First Bill, H.B. 2336, which was signed by the Governor on June 1. This landmark piece of legislation establishes "... the policy of the state of Kansas that competitive and integrated employment shall be considered its first option when serving persons with disabilities who are of working age to obtain employment." and creates an oversight commission for monitoring and accountability.

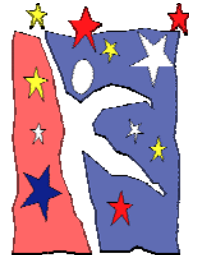
The Employment First Bill introduced in Kansas represents the culmination of a series of major activities and multiple peoples' involvement. The original impetus was the result of contract negotiations between the state funding agencies and provider organizations including self-advocates in which "employment first" language was added. A task force of key stakeholders was appointed and the outcome of their work was an Initial Report and Recommendations. The concept was rolled out for the legislature at a reception at the beginning of the 2010 session with presentations from individuals with disabilities who shared their employment experiences, an employer, and a researcher who discussed employment outcomes in Kansas. Information sharing and networking for professionals, families, and individuals with disabilities occurred at the Employment First Summit in April, 2010 ended with a Conversation with the Governor's Cabinet Secretaries and Directors. The task force has evolved into a work group which is tackling some of the challenging issues identified in their Initial Report and Recommendations as well as developing strategies for implementing an Employment First agenda.

Questions are emerging regarding how Employment First can move beyond policy to practice and outcomes. An Employment First policy begins to put everyone on the same agenda, working towards the same goal, with integrated competitive employment as the expected outcome and focus of limited resources. A collaborative effort directs our attention to the issues and recommendations that must be addressed as we move forward in making these outcomes a reality for all citizens with disabilities in Kansas. Everyone plays a role in helping to achieve this goal. As family members, it is important to maintain an expectation of employment, learn about supported and customized employment strategies, and promote activities that emphasize competitive work for your son or daughter.

# Education

## Advocate Update

*Submitted by Kari Herr, Education Advocate Co-coordinator*



**D**o you still have your survey sitting around? If so, please mail it in! We need to know your willingness to serve and your current contact information. For those of you serving a student, we need to know about your experiences over the past school year. This data is tabulated and reported to the Kansas State Department of Education. Darla and I rely upon good communication to assist us in keeping track of the nearly 900 kids served by an advocate. Your surveys are an important tool in that process. As always, thank you for your time and dedication to Kansas kids and have a great summer!

### Save the Date

Sessions on:  
Bullying  
Mental Health  
Transition to Adulthood

finding  
**Solutions**  
Conference

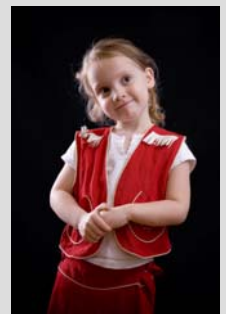
Saturday, November 12  
Wichita

Highschool students and young adults with exceptionalities welcome! The conference will have a series of workshops on sexuality, self advocacy and bullying.

# Kaw Valley Rodeo

*Submitted by Sandy Chandler, Manhattan*

**T**he Kaw Valley Rodeo Association will be sponsoring the 18th Annual Kaw Valley Special Rodeo for children with special needs. They are inviting children, ages five to twelve years old to sign up. It will be held Friday, July 22, 2011, at the Riley County Fairgrounds, Manhattan, at 7:00 p.m. The Special rodeo pairs up children with pro-rodeo "partners" who assist in fun and noncompetitive rodeo activities. All events are designed to be appropriate to the children's needs and accommodations are made for those with wheelchairs, crutches or braces. This is the Rodeo's 18th year. There is no cost to the children, but due to the limited number of participants, pre-registration is required. For more information or to sign up your child, contact Sandy Chandler, 785-313-3863 after 5:00 p.m. or [schandle@ksu.edu](mailto:schandle@ksu.edu) by July 15th.



# Calendar of Events

| Date                | Event  | Contact                   |
|---------------------|--|---------------------------|
| May 27, 2011        | <i>"Art from the Heart" mural debut, Wichita</i>               | 888-815-6364              |
| June 4, 2011        | <i>FEAT Training Part 1, Pratt</i>                             | 888-820-6364              |
| June 11, 2011       | <i>FEAT Training Part 2, Pratt</i>                             | 888-820-6364              |
| June 18, 2011       | <i>Team Empowerment Conference, TEC, in Spanish, Wichita</i>   | 800-499-9443 Español      |
| July 9, 2011        | <i>Family Fun Day, Garden City</i>                             | 888-820-6363/800-499-9443 |
| Aug. 6, 2011        | <i>FEAT Training Part 1, Wichita</i>                           | 888-815-6364              |
| Sept. 9, 2011       | <i>FEAT Training Part 2, Wichita</i>                           | 888-815-6364              |
| Sept. 10, 2011      | <i>FEAT Training Part 1, Hays</i>                              | 888-820-6364              |
| Sept. 24, 2011      | <i>FEAT Training Part 2, Hays</i>                              | 888-820-6364              |
| Sept. 24, 2011      | <i>Step By Step Walk, Hutchinson</i>                           | 888-815-6364              |
| Oct. 1, 2011        | <i>Step By Step Walk, Shawnee</i>                              | 877-499-5369              |
| Oct. 8, 2011        | <i>Step By Step Walk, Wichita</i>                              | 888-815-6364              |
| October 14-15, 2011 | <i>Family Enrichment Weekend, in Spanish, Hutchinson</i>       | 800-499-9443              |
| Oct. 21, 2011       | <i>FEAT Training Part 1, Salina</i>                            | 800-264-6343              |
| Oct. 22, 2011       | <i>FEAT Training Part 2, Salina</i>                            | 800-264-6343              |
| Nov. 12, 2011       | <i>Families Together Finding Solutions Conference, Wichita</i> | 888-815-6364              |

Return Service Requested

Families Together, Inc.  
501 Jackson, Suite 400  
Topeka, KS 66603

|   |
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