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ABSTRACT

Designed to celebrate the achievements and successful activities of professionals and community leaders throughout Texas, this yearbook describes 60 innovative programs that have confronted difficult issues, explored solutions, and taken risks to help families in Texas. The first section of the yearbook presents the Best of Texas Awards in six categories (legislative leadership, funding for construction and program development, municipal leadership, coalition building, and loan fund development) for activities that have long-term impact on services to children. The second through fourth sections provide descriptions of programs that impact children, families, and child care professionals. Programs described in section 2 address topics of: (1) child care; (2) homelessness; (3) latchkey children; (4) child abuse prevention; (5) special education; and (6) culturally appropriate curriculum. Programs profiled in section 3 consider parenting education, preventive health care, and family support systems; while those highlighted in section 4 address topics of child care staffing, teacher training, and employer initiatives in child care. For each program there is a program description, a highlights summary, and a section on barriers to implementation, as well as a list of funding sources. (MM)

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THE

# BEST OF TEXAS

Y E A R B O O K



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THE

# BEST OF TEXAS

Y E A R B O O K



SECOND EDITION

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A collection of innovative and dynamic programs offering Texas the best of today for the promise of a better tomorrow

By  
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 A publication of the Corporate Child Development Fund for Texas

**"Real leaders are ordinary people with extraordinary determination."**

There are many extraordinary people in our great state. Most of them live in places and do things that the media will never write about. None of them will be on the news for having signed a peace accord or for making a new movie in Hollywood. They will not spend an hour with a syndicated talk show host and they may never shake hands with the President, but they are changing America and the future in which we will all live by their daily actions. These are the designers and developers of the many programs that serve the children and families of our country. They are the family day-care home providers who comfort a young mother on her way to work while she leaves her infant in their competent care for the first time. They are the dedicated teachers who guide a special needs child through the first steps. They are the employers who invested their capital in developing a support system for the families that are employed in their businesses.

Any program can be the best, but sometimes it takes extraordinary efforts to convince others that there is a new idea, a solution for a problem no one has explored. This is a book about being the best, about not giving up, and about blazing your own trail. The BEST OF TEXAS Yearbook is a collection of excellent stories about people who found problems that needed to be fixed and had the determination to fix them. The success stories in this book are from all over Texas and they are all different, but they have a common thread - - innovation! Each program found the best strategy for improving something urgent in the community, and all of the programs started with few resources. Many faced enormous obstacles. All of them are at least a year old and they represent a variety of strategies and solutions in both urban and rural communities.

The programs include high schools offering parenting programs and on-campus child care for hundreds of teen parents. They include descriptions of new teacher preparation programs developed by professional associations and community colleges. You will read about the tragic kidnappings and deaths in San Antonio and College Station, and how parents and schools in those two communities found the resources to start school-age child-care programs. You will learn how a mother with a Down's syndrome child couldn't find child care, so she began her own school. You will find a list of funding sources for each program and perhaps get ideas for funding your own programs.


I hope this is the first of many BEST OF TEXAS books. Our mission here at the Corporate Child Development Fund for Texas (CCDF) has always been to serve as a catalyst for new and different ideas and to help people find the money with which to carry them out. We have learned a lot in the past 13 years about what Texas programs need. In the early days, Bruce H. Esterline, the first Executive Director, presented corporate matching grants to rural communities that needed child care, such as Crystal City, Lamesa, and Rockdale. Later CCDF contracted with TDHS to write the Texas Child Care magazine to help TDHS disseminate information for caregivers. Today, we still write Texas Child Care, but we also grant Child Development Associate scholarships and provide technical assistance, organize advocacy campaigns, and support leadership development. The lessons are always the same. People in communities across Texas have great ideas and are willing to work very hard, but there are never enough resources. And so, after all these years, our mission continues to direct us to find new ways to help Texas be a better place for children and families.



"To succeed—do the best you can, where you are, with what you have."

Abraham Lincoln





The programs in this book are the showcase for the first BEST OF TEXAS Conference. They are operating today because of the exemplary efforts of their founders, the supportive environment created by a few special leaders, and the generous support of foundations, corporations, innovative government programs, and community volunteers. The staff of CCDF and I look forward to sharing our stories with you in anticipation that they may be helpful as you find solutions for your own community's challenges.

I wish to thank the Board of Directors for their own risktaking and exemplary leadership. It is their maverick style and continuous dedication that encourages the CCDF staff to explore alternative avenues for serving programs. I want to thank the CCDF staff who helped create this first BEST OF TEXAS Yearbook, especially Michele Vinet for her unparalleled contributions to the task of compiling the exemplary programs and to the thoughtful support she has provided each of us involved with this project. Thank you, Bibi Lobo Somyak and Louise Parks, for your sections on children and family and for your years of experience in the trenches. Your insight was earned the old fashioned way, in the classroom! I will be forever grateful to Terri Barnard and her "eagle eye" and to Jana Lee Normandin for the zillions of phone calls to interview programs and doing the rewrites that were necessary.

In closing, I am reminded of one of Vince Lombardi's favorite sayings "The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand." Congratulations to the programs in this book. You have applied yourselves, and you are the BEST OF TEXAS!

Rebeca María Barrera  
Executive Director  
Austin, May 1992

## INTRODUCTION

When the Board of Directors of the Corporate Child Development Fund (CCDF) first discussed the BEST OF TEXAS, there was excitement because, for once, an event could focus on the positive impact of children's services rather than the problems. It has become the norm for the media and service providers to constantly reflect on the tragedies and pain of families in our state. Not a day goes by without our reading about the latest act of violence thrust upon a child or the increased incidence of homelessness and unemployment among families. The depressing statistics are valuable for planning funding and legislation, but the constant negative focus frequently overshadows the fine work of community groups throughout the state.

The BEST OF TEXAS Yearbook was planned to celebrate the achievements and successful activities of hard working professionals and community leaders throughout Texas. The "best" programs in this book are those that have identified a difficult issue, explored solutions, and taken a risk to find an answer. They are programs that frequently started with few resources and struggled to secure financial support. Many of them employ very unusual strategies to help families. Being the "best" for this book is not about being the biggest or the oldest agency in the community, it is about being the most resourceful. It is also about breaking the traditional pattern of service and experimenting with new ideas.



## SELECTION OF THE BEST OF TEXAS

The process of selecting programs for the Yearbook was initiated in early January with the distribution of nomination forms to organizations throughout Texas. The selection committee received over 100 nominations. These were organized into four groups of persons impacted by the nominees: the children, the families, the professionals, and the employers. Selection criteria were used to look at geographic distribution, diversity of service, uniqueness of the programs, and opportunities for replication in other communities. The committee compared the urgent issues of today with the solutions being implemented by the nominees. A final selection was made of programs that could become exemplars for other communities.

Publication in the BEST OF TEXAS Yearbook is the first way the programs will be recognized. The yearbook will be distributed statewide and will be presented to policymakers who are involved in making decisions about services for children and families.

A "Salute to the BEST OF TEXAS" at the Gala Awards Dinner kicks off the Week of the Young Child and the BEST OF TEXAS Conference. Twenty-four programs will be showcased during the conference. Others will be featured in future FIND OUT newsletters published by CCDF. All the nominees will be entered into the FIND OUT database for reference by persons searching for information about programs. Resource packets on each program will be prepared for the FIND OUT library. Referrals will be made to BEST OF TEXAS programs that are willing to serve as models and consultants to other groups. Some programs may be invited to provide training and technical assistance or to speak at other conferences. The purpose of these efforts is to share ideas with many community leaders so that Texans will have many options for serving families. This sharing of information is fundamental to the mission of the Corporate Child Development Fund for Texas.





When the Levi Strauss Foundation and the Texas Department of Human Services made the commitment in 1979 to establish a privately-supported "corporate fund" for Texas, the organizers knew it was a mold-breaking plan. The founders envisioned an organization that would be governed by business executives, elected officials, representatives of the public, and early childhood professionals. These leaders would launch a statewide effort to link private sector resources and leadership with public funds to expand and strengthen child development programs in Texas. Today, CCDF carries out an expanded version of the original mission. Showcasing the exemplary programs in this book and helping communities match program ideas with funding sources are the purpose of the BEST OF TEXAS Conference.

CCDF strengthens child and family programs in Texas in other ways by developing community resources, providing information and training, and creating economic support opportunities. CCDF carries out this mission by 1) providing leadership and advocacy, 2) organizing work groups and professional organizations, and 3) creating public and private partnerships to support educational opportunities and promote public awareness of the issues related to quality programs for children and families.

This mission has led CCDF into the development of new and unusual programs. The organization has frequently been called a "catalyst," and it serves Texas best by trailblazing solutions to the most challenging problems. The mission, and CCDF's track record in program and resource development, make it a statewide center of child and family activities in Texas. The work of CCDF has been identified by the President's task Force on Private Sector Initiatives, the U.S. Congress, and the Governor's Office as a model program for other organizations to emulate.

#### CCDF PROGRAMS

In the early 1980's the Texas Department of Human Services awarded a contract to CCDF to write and edit the Texas Child Care Quarterly, a child-care provider training journal. Today it is distributed to more than 25,000 licensed child-care facilities and Registered Family Homes in Texas and to 2000 subscribers in other states and countries. The journal is now called Texas Child Care, and it continues to be a favorite training journal for Texas providers. Recent survey findings indicated that most providers read the publication cover to cover, and that they keep each issue long after it is outdated.

When federal financial assistance began in 1987 for the Child Development Associate (CDA) credential, the Governor of Texas selected CCDF to manage the program for scholarships to low-income child-care staff applying for the CDA. CCDF augmented the program by working with corporate sponsors to establish training scholarships to complement the credential fee scholarships. Texas leads the nation in the number of scholarships awarded and number of CDAs.

In 1989, CCDF was awarded a contract to provide training and technical assistance for grantees of the Dependent Care Development Block Grant managed by the Texas Department of Housing and Community Affairs (TDHCA). This federal grant provides support for the development of school-age child care and dependent care resource and referral programs. CCDF serves as the technical assistance team for all grantees in Texas. Grantees of the School Child Care Services Fund are also provided support through this project, as well as school districts working to meet the requirements of SB 513. The grant is in its third year of funding. Through this program, CCDF staff is able to assist with new program start-ups, cluster workshops, site visits, and statewide conferences.



A database and toll-free telephone line help keep child-care programs connected to the latest information. These services enable CCDF to serve as a clearinghouse and central checkpoint for child-care providers.

CCDF staff serve on all major statewide task forces and early education boards and commissions. Their expertise and broad perspective are frequently requested by policymakers and program designers. Staff frequently provide research support for policymakers and program designers.

CCDF's leadership has extended to advocacy, having been a primary force during the 71st Legislature by assisting legislators in the development of SB 913, which promotes the establishment of school-age child care in Texas public schools. During the 72nd Legislative Session, CCDF's Executive Director was a member of a House Subcommittee task force that prepared 11 pieces of legislation. Five bills passed in May 1991.

CCDF's successful efforts are reflected in growth and a wide scope of services. During its 13 years of service, CCDF has expanded its role as a grants manager to a statewide support organization for child and family programs.

In addition to writing and editing the award-winning Texas Child Care magazine, CCDF has been involved in many other publications, including three statewide newsletters, resource handbooks for program management, and adult education curricula. One material recently developed is Strategies for School-Age Child Care in Texas, a handbook for public school programs.

In 1987, CCDF began developing curriculum resources, and successfully implemented the first parenting program for families recovering from substance abuse. Today, that effort includes three different curricula for three distinct populations impacted by alcoholism or drug abuse:

**Recovering Parents**, based on the 12 Steps of Alcoholics Anonymous and designed for middle-class mainstream families (funded by the Children's Trust Fund) now part of the Recovering Families Program;

**CANDLES**, the children's component of Recovering Families, is a curriculum for developing self-esteem in children, under 12 years, from drug dependent families (funded by Meadows Foundation); and

**Cera y Corazón**, a culture-based family strengthening curriculum for Hispanic families (funded by Texas Commission on Alcohol and Drug Abuse).

Although these curricula were developed with independent grants, the resulting programs are funded for replication through the Texas Commission on Alcohol and Drug Abuse (TCADA). Over a three-year period, CCDF will assist 300 agencies in implementing one or more of these three programs.

CCDF was awarded a grant by the Levi Strauss Foundation in 1991 to develop **Mi Casa es Su Casa**, a training program for Spanish-speaking family home child-care providers. These materials are being developed to help providers meet the new child-care licensing standards for registered family homes in Texas. The materials will be pilot tested in two colonias of the Rio Grande Valley and in the AVANCE program in San Antonio later this year. Three programs from other states have already inquired about the availability of the materials.



Another project related to registered family homes is a review of municipal ordinances in Texas that inhibit family child-care programs from providing services to families in an efficient manner. Ordinances from model communities will be identified to help municipalities study their options for expanding services.

The ability to connect various funding sources for mutual goals has helped create new resources this year. One new service is FIND OUT, a statewide clearinghouse, toll-free telephone number, and materials lending library. Providers throughout the state call CCDF to find out about grants, programs, materials, and experts who can help them implement new programs. FIND OUT includes a specialized resource library for grantees of TCADA and TDHCA.

"Texas Parenting News" is a new statewide parenting newsletter funded by TCADA and disseminated by TDHS as a pull-out in Texas Child Care. Both of these projects have multiple funding and are good examples of the partnerships CCDF has developed.

CCDF's training and technical assistance is available to child-care programs, public school pre-k programs, Head Start, resource and referral agencies, school-age child-care programs, family day homes, and employers seeking child-care options for their employees. Some training is provided under contract with state or federal agencies, some is available on a purchase or consulting basis, and some is supported by the organization's own resources.

#### CORPORATE COUNCIL FOR CHILDREN

For the past 13 years, CCDF projects have been supported by generous contributions from the private sector matched with public dollars. These public-private partnerships have had lasting impact on Texas' children. For example, in the early '80s, Target stores sponsored "Targeting Your Resources," a series of management seminars for child-care directors. From 1988-1990, ARCC Foundation, JC Penny Company and RGK Foundation joined CCDF in a public-private partnership to expand the federal Child Development Associate Scholarship Program by creating training scholarships at five community colleges. Forty-one teachers completed the program and are now credentialed CDAs. In 1990, NCNB in San Antonio sponsored the CCDF awards event at the National Head Start Conference to celebrate the accomplishments of these teachers.

In 1989 and 1990, Southwestern Bell Telephone Company assisted CCDF in sponsoring statewide school-age conferences and in publishing the proceedings from the Latchkey Conference in 1989. IBM's contribution to the Recovering Families program helped CCDF develop handbooks for teachers working with children of substance abusers.

In 1991, CCDF invited NationsBank executives to Austin to explore the development of a statewide guaranteed loan fund and to discuss participation in Project Cherish at TDHS. The meeting resulted in two new partnerships with NationsBank. The executives agreed to assist the TDHS Licensing Division with the development of brochures and posters to help parents make informed choices about child care, and to help CCDF work on the passage of HB 1081 to establish the loan fund at the TEC Work and Families Clearinghouse. Although HB 1081 did not pass, NationsBank made the commitment to establish their own Child Care Development Loan Fund, and it is now available through the bank.

CCDF has launched a statewide Initiative for expanding the opportunities for establishing public-private partnerships. It is the Corporate Council for Children, a network of corporate and foundation executives who will participate in setting direction for public-private ventures, and who will be connected with information about child and family programs in Texas communities that need their support. The Corporate Council will receive resource materials, legislative information on work/family policies, and technical assistance from CCDF staff to explore their own corporate dependent care issues. At the BEST OF TEXAS Conference each year, the Corporate Council will participate in at least one event to share their work-family interests with the conference participants. Each year, the Corporate Council will select one theme to develop a statewide campaign message to strengthen families.



THE  
**A W A R D S**



Do not follow where the path may lead. Go instead where there is no path  
and leave a trail.

- Author Unknown

**B**eginning this year, and every year hereafter, the Corporate Child Development Fund will present the BEST OF TEXAS AWARDS to recognize the efforts of the innovators and risk takers who have distinguished themselves with trailblazing activities that have changed the future for the children of Texas. This year's awards are presented in six categories for activities that have long-term impact on services to children and offer an imaginative and noteworthy solution for a previously unconquered statewide problem. The categories recognize legislative leadership, funding for construction and programs development, municipal leadership, coalition building, and loan fund development. The BEST OF TEXAS AWARDS are presented at a gala dinner during the BEST OF TEXAS Conference.



## 1992 BEST OF TEXAS Award Winners

Texas Maverick Award  
Representative Libby Linebarger

Corporate Responsibility Award  
NationsBank (formerly NCNB)

Texas Leaders Award  
United Way of Texas Child Care Working Group

Greenbacks Award  
Mervyn's

City of the Future  
City of San Antonio

# TEXAS MAVERICK AWARD

## State Representative Libby Linebarger

Representative Linebarger was born in Gregory, Texas and has always been a "maverick" doing unusual things and frequently breaking the mold. She attended high school at Gregory-Portland High School, where she was valedictorian of her class. She studied at Texas A & I University, where she received undergraduate and graduate degrees. She taught in the Corpus Christi Independent School District for five years, and was a consultant in curriculum instruction for the Texas Education Agency.

Representative Linebarger has received numerous awards for her dedication and hard work, including the Texas Outstanding Public Service Award from the Texas Consumers Association; the Distinguished Service Award from the Texas Chamber of Commerce (1989); the Good Gal Award from the Texas Women's Political Caucus (1989); the Legislator of the Year Award from the Texas Association for the Education of Young Children (1991); and she was named one of the 15 Best Legislators by Texas Monthly magazine (1991). She is married to Dale Linebarger, an attorney, and they have six children.

As a State Representative serving District 47 since 1988, Representative Linebarger has made significant contributions to Texas. Her district includes Hays, Blanco, and Llano Counties, and a portion of Travis County.

Besides participating on the County Affairs, and Local and Consent Calendar Committees, Libby Linebarger chairs the House Human Services Subcommittee on Child Care. The committee has the responsibility to study current public and private policies relating to child care, and to make recommendations for improving child-care services in Texas. In 1990, following a divisive and difficult hearing on child care, she appointed a committee of child-care leaders, providers and state resource personnel from across the state to prepare a report for the House Human Services Committee. This was the first time that industry leaders with diverse and often conflicting perspectives had been brought together to develop one agenda. The group was creatively charged by Libby to do two things, "...develop consensus on statutory and appropriation recommendations before they are presented to the Legislature, and make sure they don't cost anything!" That summer, 14 bills were drafted and in the 72nd Legislature, seven child-care bills were passed. It was an historic legislative session for children.

According to Representative Linebarger: "The future work force and the economic status of our state will depend on how we care for our emerging generation of citizens. Child care will continue to demand close study and innovative public policy and I will remain committed to finding ways to ensure an affordable supply of quality child care for our state. I am encouraged by the progress we have made and thrilled to be a part of moving Texas to the forefront in meeting the needs of its children and families."

In recognition of her service, dedication, and leadership to the children of Texas during the 72nd legislative session, and recognizing that the 14 bills filed on behalf of children with Senators Eddie Bernice Johnson and Gonzalo Barrientos represented an unprecedented comprehensive approach to addressing child-care issues in 1991, State Representative Libby Linebarger is hereby awarded the TEXAS MAVERICK AWARD for 1992.

## United Way of Texas Child Care Working Group

In recognition of the consensus building and information sharing among the many groups that service children, and in recognition of the group's leadership in initiating and passing historic legislation during the 72nd legislative session, the United Way of Texas Child Care Working Group (CCWG) is hereby awarded the TEXAS LEADERS AWARD for 1992.

The mission statement of the CCWG is "to promote the economic and social well-being of Texas families by assuring the availability of child care options which are developmentally appropriate, accessible, comprehensive, and affordable." The group was developed in 1986 under the leadership of the late Helen Farabee. Four publications were published that year, with 50,000 copies distributed around the state with support from the Children's Trust Fund of Texas. In 1987, legislation was passed that included establishment of the Texas Employment Commission's (TEC) Child Care Clearinghouse, the cafeteria benefit plan for state employees, the Capitol Complex child-care center, the first Texas study seeking to coordinate child care with Head Start and pre-kindergarten programs, and the re-establishment of state funds in the Texas Department of Human Service's child-care program.

In 1988, Jeannette Watson became the chairperson of the Working Group, following the death of Helen Farabee. Legislation passed in 1989 included the use of the state "cafeteria plan" monies for dependent care and after-school child-care programs administered by the Texas Department of Community Affairs; increased state appropriations to child care; and authorized an interim study on child care by the House Human Services Subcommittee on Child Care, chaired by Representative Libby Linebarger.

Legislation approved in 1991 included bills relating to special-needs child care; accessible, quality, state-subsidized child care; and seven bills introduced by Representative Libby Linebarger. The CCWG also has adopted the "Critical Elements of Child Care in Texas" and "Basic Principles for Administering a Child Care System in Texas," documents that have been widely utilized by state and local child care policymakers in Texas and other states.

Some of the CCWG's new initiatives in 1992 include resolving the problem of registration of family child-care homes in neighborhood settings without violating local ordinances; raising state funds for child care so that available federal funds can be drawn down for subsidized care; and increasing the coordination between Head Start, child care, and pre-kindergarten programs with the highest qualified and best paid caregivers possible; and ensuring adequate reimbursement rates for state-subsidized care in all communities.

As stated by Peggy Boice, organizer of the United Way of Texas Child Care Working Group (CCWG) in 1986 and convener of the group: "The key to the group's success over the past six years has been that the group decided early on to focus on bringing all of the key players in Texas child-care policy to the table, with the goal of reaching consensus on what they all could agree on, rather than focusing on what they disagreed on. Once the group got to this point—which was early in 1986 when the CCWG Mission Statement was drafted—there was no limit to what they could accomplish. The group now has a life of its own, and I doubt any one person could kill it. It is truly an amazing group of Indian Chiefs that manage to get along and make major changes in Texas child-care policy, primarily because they have learned to respect and to listen and to learn from each other. It is an honor to work with them!"

The CCWG is a model of leadership where open dialog and communication have become the most important mechanism for removing barriers and misunderstandings in a very diverse industry. The CCWG includes 53 member organizations and 18 government agency advisors. The concept of a "working group" can be replicated among local groups throughout Texas and in states across the nation.



# CORPORATE RESPONSIBILITY AWARD



## NationsBank

Partnerships are critical to developing services for children and families. The cost of keeping our families strong requires the resources and commitment of many groups. NationsBank has made the commitment to share a part of that cost by utilizing its financial services, the talent of its marketing staff, and the support of its executives.

Last year, NationsBank responded to CCDF's request to support Project Cherish, a statewide public information campaign sponsored by the Licensing Division of the Texas Department of Human Services. The project was developed to help parents make informed choices about child-care arrangements. It includes the development of posters and brochures in both English and Spanish. These materials are now being used by parents across Texas to help them find child care.

NationsBank also responded to CCDF's request for assistance in establishing a statewide guaranteed loan fund for the child-care industry. CCDF staff had followed the success of the NCNB Child Care Loan Fund in South Carolina, and hoped to establish a similar loan fund in Texas. NationsBank Vice President Cathy Bessant participated in the hearings on SB 1082, sponsored by Representative Libby Lineberger. When the bill did not pass, the bank decided to expand the South Carolina loan program to Texas and other states served by NationsBank.

The Child Care Development Fund provides loans to child-care centers at below-market interest rates. In its first two years in South Carolina, the NCNB Child Care Development Fund loaned \$1.6 million to build new facilities or improve existing centers. These projects created additional space for over 600 children. The expanded loan fund program will provide an additional \$10 million in loans for child-care facilities, expanding the child-care market by approximately 4,000 spaces. The loans are provided in conjunction with the U.S. Small Business Administration, and are given to child-care centers that meet state licensing requirements and are residents of states served by NationsBank.

The loan fund is an outgrowth of a nationally recognized work/family program developed for NationsBank employees. The bank has excellent parental leave policies. It offers flex hours, phased-in part-time work with full benefits, and is one of the few companies in the United States that offers paid paternity leave to its male employees. Other work/family initiatives include flexible and part-time scheduling, child-care referrals, and paid time off to attend parent-teacher conferences or volunteer in schools.

Programs such as these have earned NationsBank a national reputation for leadership in corporate and community dependent care issues. Its involvement in creating programs to meet the needs of their employees, and the needs of the populations' surrounding communities have helped ease the stress of families who must deal with issues of career and family.

At NationsBank, part of the corporate philosophy is to be a leading corporate citizen in the communities it serves. NationsBank serves not only its employees, but communities nationwide.

In recognition of its leadership and its services to children and families beyond its own corporate boundaries, NationsBank is hereby awarded the 1992 CORPORATE RESPONSIBILITY AWARD.



# BRICKS AND MORTAR AWARD 1992

## The Meadows Foundation

The Meadows Foundation was established in 1948 by Al and Virginia Meadows. The Foundation awards grants to organizations that demonstrate efforts to build a true sense of community among the citizens of an area and demonstrate an increased capacity for people to cooperate and work together. Cooperation in addressing issues and improving community life and spirit are recurring themes running through many of the projects funded by the Foundation.

As the economic resources in Texas have declined in the last few years, the need to serve families has increased. Programs have found it more difficult to find resources for "brick and mortar" activities such as expansion or renovation. The construction of new facilities has been almost impossible. The Meadows Foundation has become the anchor for many community development projects by awarding communities the seed money to begin development. Among the \$20 million in currently funded projects are 12 child and family facilities including Boys Club of San Benito, Anne Simon Reeves Children's Center (Forth Worth), DePelchin Children's Center (Houston), East Texas Open Door (Marshall), Edna Gladney Center (Fort Worth), Georgetown Community Service Center, Mary McLeod Bethune Day Nursery (Corpus Christi), Matagorda County Women's Crisis Center (Bay City), San Angelo DayNursery, Wee Care Child Center (Plainview), Williamson-Burnet County Opportunities (Georgetown), YMCA Dallas. In addition, the Texas Association for the Education of Young Children was given a grant to purchase computers and office equipment.

Almost all the projects are developed through the significant cooperative efforts of local citizens who gather together to pool their individual efforts and resources.

Renovations of library buildings, community centers, and child-care centers, among others, enable people to come together for work, education, celebration, and entertainment. The Foundation directors believe that from such assemblies and association can come a sense of connectedness to others; a feeling of belonging to a place and a people; and a willingness to participate in efforts that benefit the community.

The Meadows Foundation operates its own shared, non-profit complex in a series of restored Victorian houses and buildings surrounding its headquarters. Rent-free office and warehouse space is furnished to 15 non-profit agencies. These organizations, in turn, commit to work to improve their management skills and systems and also to actively seek cooperative joint ventures with other agencies. This neighborhood of non-profits, in close association and proximity, has offered an unusual opportunity for agencies to explore cooperative programs and to discuss commonly experienced management issues.


The Foundation developed the Center for Nonprofit Management in 1980, which now operates in 15 locations around the state. In the President's report from October 1991, Curtis Meadows states that the motivating forces in the work of the Meadows Foundation on behalf of the people of Texas are "helping people engage in helping themselves; strengthening the ability of nonprofit organizations to succeed; enabling the building of community and cooperative action; promoting understanding and reconciliation; and seeking to make assistance reach as many groups and benefit as many people as possible." These are values and strategies that the Foundation has used to leverage its capacity to play a constructive and positive role within our state.

In recognition of contributions by the Meadows Foundation for the construction and renovation of family-support facilities, including child-care centers, community centers, and family shelters, the Meadows Foundation is hereby presented the 1992 BRICKS AND MORTAR AWARD.



# GREENBACKS AWARD

## Mervyn's & Dayton Hudson Corporation



In 1988, Mervyn's Department Stores and the Dayton Hudson Corporation established Family to Family, a \$10 million national initiative to increase the quality of family child care by supporting training, accreditation, and a national public awareness campaign. Three projects were established in Texas: Child Care Partnership in Dallas, Initiatives for Children in Houston, and Austin Families In Austin. In 1990, Target stores joined the Family to Family Initiative.

Through the Family to Family Initiative, providers are given comprehensive training and opportunities for networking with other family home child-care providers. After completion of training, providers may apply for accreditation from the National Association for Family Day Care. Each of the three Texas sites established unique training programs designed to create permanent support networks and expand the child-care choices for parents. "We feel child care is a critical issue of the '90s that impacts almost every family that works or shops in our store," says Al Brown, Austin Mervyn's store manager.

Austin Families will train 270 providers in the three years of the project. Classes are provided by Austin Families through the Austin Community College continuing education program. Ninety providers will apply for national accreditation.

Child Care Partnership in Dallas has established a voluntary family day-care home accreditation program based on national standards for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. The accreditation provides classroom training experiences with in-home observation visits.

The Family to Family project at Initiatives for Children in Houston focuses on recruiting first-time providers and offering training to help them establish home child-care businesses. The activities complement the resource and referral functions of the agency.

The next step for the Family to Family Initiative is to launch a national media campaign to help parents make good choices about child care. Each of the Family to Family cities will participate.

It takes enormous financial resources to create change in a system as vast as family home child care. Mervyn's dedication to furthering the cause of quality care for children is exemplified in its funding of this program. Its decisive action to "do something" has benefitted children and families in Texas with over \$1.8 million in funding over the last two years. The Family to Family Initiative is the most significant financial effort by any organization to date to improve family home child care in Texas, hence the name Greenbacks Award.

In recognition of its outstanding financial and leadership contribution to programs for children and families, Mervyn's has been awarded the 1992 BEST OF TEXAS GREENBACKS AWARD.

## City of San Antonio

Child and family programs do their work best when municipal officials build partnerships with them to solve the communities' problems. During the last decade, the City of San Antonio has provided exemplary leadership in its work for children and families, as evidenced by its million dollar budget for child care and its innovative support programs.

Under the leadership of Mayors Henry G. Cisneros, Lila Cockrell and Nelson Wolff, the City of San Antonio has not wavered from its goal to make San Antonio a "Kids Place." Despite the severe conditions of today's economy, the city continues to fund over \$1 million in additional child-care spaces each year, the only city in Texas that has made this commitment.

San Antonio's investment in children is evident in special projects, including the Kid Care Resource and Referral Program of the Children's Resources Division; an accreditation program for registered family child-care homes; new child-care ordinances for zoning, fire, and building codes; and new standards and a separate department for child-care inspections in the Metropolitan Health District. The city has also established a Commission on Children, an employer council for child care, and has approved the funding of construction for child-care programs with CDBG money. The city has funded unique community-based family support programs such as AVANCE, purchased child care by the PIC for JPTA program participants, developed a new library, and set aside land for a children's playground at Hemisfair.

The City's commitment to and support of programs for children and families have generated an enthusiasm within the community that has led to the creation of other programs designed and supported by businesses, individuals, communities and associations. Examples of these include a work-site child-care center for VIA employees, the San Antonio Light's focus on children, television specials on education issues, partnerships between groups such as the Edgewood Independent School District and the YMCA to provide for child-care needs, and the continued exemplary work of "Project Any Baby Can" to help families whose children have special needs. The City also has a dedicated population of volunteers, as was demonstrated by the hundreds of people who constructed the playground at Hemisfair.

These are just a few of the ways San Antonio cares for its children and families. San Antonio is a city that faces the urban difficulties of poverty, crime, unemployment, and low literacy with innovative programs designed to strengthen families. Its citizens and employers work diligently to develop work-family policies that support families rather than add stress to their lives. These are the ingredients that will ensure that families thrive and that children will have wonderful futures. For these reasons the City of San Antonio has been named the 1992 CITY OF THE FUTURE.



# ALPHABETICAL INDEX OF PROGRAMS

PROGRAM & CITY	PAGE	Homeless	Child Abuse Prevention	Employer Initiative	Family Strengthening	School Age Child Care	Resource & Referral	Special Needs	Professional Development	Innovative Child Care	Registered Family Child Care Home	Comprehensive Family Services	Teen Parent	Advocacy
Austin Community College (ACC) Continuing Education Child Development Program Austin	67								★					
Austin Community College Children's Lab School Austin	29								★	★				
Austin Families Austin	70			★					★					
Avance Family Support and Education Programs San Antonio	40		★		★									
Baby Rattlers School-Age Pregnancy & Parenting Program San Marcos	45				★					★		★	★	
Bastrop Correctional Facility Cara y Corazón Parenting Program Bastrop	52		★		★									
Cameron County Housing Authority Maestros Family Effectiveness & Development Program Brownsville	53		★		★									
Castañeda Clinic, Parents of Sexually Abused Children Laredo	38		★		★									
Child & Family Service Recovering Parents/CANDLES Austin	39		★		★									
Child Care Connection The Children's Connection Austin and surrounding areas	49				★									
The Child Care Company Dallas	59						★		★					
Child Care Training Program East Baptist University Marshall	61							★						
Circle School San Antonio	27					★				★				
Clayton Child Care Phone Friend Fort Worth	18					★				★				
Connections Consortium Dow U.S.A./Texas Operations Lake Jackson, and Clute	76			★		★				★				
DISD Parent Ombudsman Program, Dallas	48				★	★								
Dallas Jewish Coalition for the Homeless Vogel Alcové Dallas	33	★								★		★		

PROGRAM & CITY	PAGE	Homeless	Child Abuse Prevention	Employer Initiative	Family Strengthening	School Age Child Care	Resource & Referral	Special Needs	Professional Development	Innovative Child Care	Registered Family Child Care Home	Comprehensive Family Services	Teen Parent	Advocacy
Dow USA/Texas Operations Sick Child Day Care Lake Jackson	74			★						★				
Extend-a-Care Special Needs School Age Care Austin	16					★		★		★				
Family Gateway Dallas	33	★			★							★		
First Class Academy Eules	77			★		★								
Fort Sam Houston Child Care San Antonio	78			★					★	★				
Garland Association for Retarded Children Garland	14					★		★		★				
Green Classroom/ Becker Elementary Austin	23					★			★					
Greenwood-Molina Nursery Corpus Christi	28									★				
Inclusive Child Care Project San Antonio, Houston, Lubbock	60						★	★	★					★
Initiatives for Children Houston	58			★		★	★							
Kids and Company Waco	21				★	★				★				
Kids Involvement Network San Antonio	20					★				★				
Kids Klub College Station	19				★					★				
Kids on Wheels/Niños Group San Antonio	22					★				★				
Laredo State Center PASA Program Laredo	54		★		★									
L & N School Dallas	75			★	★									
Methodist Hospital Child Care Center, Lubbock	73			★		★		★	★	★				
Mervyn's Family to Family Houston, Austin, & Dallas	79			★							★			
Nations Bank Child Care Development Fund	80			★										
Open Door Preschool Austin	15							★		★				
Opportunity School Amarillo	26		★		★							★		
Parent Education Partnership Bryan	41		★		★							★		

# ALPHABETICAL LISTING CONTINUED

PROGRAM & CITY	PAGE	Homeless	Child Abuse Prevention	Employer Initiative	Family Strengthening	School Age Child Care	Resource & Referral	Special Needs	Professional Development	Innovative Child Care	Registered Family Child Care Home	Comprehensive Family Services	Teen Parent	Advocacy
Partners for Parenting College Station	50		★		★									
Pregnancy Education and Parenting Program Abilene	47				★					★		★	★	
Pregnancy Education and Parenting Program Corpus Christi	44				★					★			★	
Pre-K Home-Based Bilingual Program Del Rio	24				★					★				
Project C3 / The Women's Shelter, Arlington	31		★		★									
Project SHARE Hidalgo	25				★	★			★					
PSJA Pre & Post Child Care Pharr, San Juan, Alamo ISD	17					★								
Safety Through Assertive Response (STAR) San Antonio	32		★			★								
San Antonio, City of/ Children's Resources Division	69		★		★		★		★		★			
San Antonio College Child Care Lab San Antonio	30							★	★	★				
San Antonio College CDA Program San Antonio	66								★					
School Age Parent Center El Paso	42				★					★		★	★	
School of the Future Austin, Dallas, San Antonio, Houston	64		★		★	★		★						
Seguin ISD Parenting Program Seguin	46		★		★							★	★	
Single Parent Drop-out Prevention Santa Fe	43		★		★					★			★	
Star of Hope Children's Program Houston	34	★	★							★		★		
Texas Connection Eldercare R&R Dennison	51			★			★							
2+2 Tech Prep Child Devel. Program Killeen	62								★					
TAEYC Children's Legislative Links, Statewide	68													★
Victoria Courts Early Childhood Teacher Training San Antonio	65								★					
YWCA/ PIC Child Care Training Program, El Paso	63								★					

THE  
**C H I L D R E N**



Life's aspirations come in the guise of children.  
- Rabindranath Tagore

## THE CHILDREN

Children are the future of the nation, the ones who will inherit their parents' legacy. What does this mean in today's world? Does it mean full tummies and healthy bodies? Does it include peace and economic security? Does it mean new clothes and happy homes? Will there be money for college? Will there be high school? Will neighborhoods be safe? Do the children know who loves them? Do they know where they will sleep each night, or what tomorrow will bring?

Today's children are faced with many challenges. As the world continues to evolve at a meteoric high-tech pace, children find themselves facing insurmountable problems. Bouncing around in a variety of child-care arrangements, children learn to cope with more changes than ever before. The hurried child rushes to do more and forgets to play. The children of divorce balance life in two worlds. Health-care information is more sophisticated, yet opportunities for services are out of reach. Professionals are forced to explore alternative ways to manage needed services. New technical phrases and an assortment of adjectives have become the jargon of the day - - educationally disadvantaged, homeless, latchkey, child abuse, special needs, developmentally appropriate, and culturally relevant. These are words to describe children and programs, and the programs are working! While the trailblazers are busy finding answers to bigger questions and growing statistics, the children are busy growing up.

### Child Care

In unprecedented numbers, families face the stress of who will take care of their children during work hours. More and more children are cared for by people who are not relatives. The models of care are numerous, including family child care, group day homes, nannies, and child-care centers. With so many different types of care to choose from, how do parents make an informed choice? The only national standards for quality child care were developed and are administered by the National Academy of Early Childhood Programs. While the accreditation system is voluntary, consumers are beginning to see accreditation as synonymous with quality, and Texas can be proud that it leads the nation in the number of accredited child-care centers. Several programs featured in this section are accredited and their pride in this accomplishment is only one gauge of the wonderful things they do to ensure high-quality child care.

### Economic Disadvantage


When federal legislation was passed in the form of the Child Development and Block Grant Act of 1990, Texas realized that 80,000 new spots for Head Start children could be purchased. Currently, there are 300,000 eligible children on waiting lists. These numbers can be overwhelming to those striving to serve all of these children. In Del Rio, the school district implemented and funded an innovative program that hires retired teachers to work with children and parents who are not eligible for Head Start, or for whom there is no space. This program ensures that these children will start school ready to learn.

### Homelessness

Nationwide, the largest percentage of the population living in poverty is children. In a recent report, 18.7 percent of Texas children live below the federal poverty income level. These children are also the "new face" of homelessness. More families are living on the streets, searching for stability. Child-care resources for homeless families have only recently been given attention. Two BEST OF TEXAS exemplary programs, the Family Gateway program and the Dallas Jewish Coalition for the Homeless, feature innovative solutions to homeless families' needs.







### **Latchkey Children**

With the increase in working mothers and single-parent families in Texas, the need for after-school care is increasing. Communities that believed their children were safe have learned that the children could become targets of violent acts. Leaders in these communities have joined together to provide after-school care for the children who would have been home unsupervised. Across Texas, more programs are becoming available for children after school. The Kids and Co., Kids Klub and Clayton Child Care programs feature innovative models for after-school care. The people who work with these children are dedicated to providing children with an alternative to being home alone. But they need more - more money, more space, more staff - to be able to care for all the children who need care.

### **Child Abuse Prevention and Violence**

Child abuse in the United States has risen and children find themselves in situations where they are defenseless and powerless. Violence is all around children - in their own home, their toys, on television, and even in the schoolyard. Texas children and youths are dying at an alarming rate. Many children have learned that hurting and hitting is a common way adults solve problems, and they have begun to repeat this pattern in an alarming way. Others live in constant fear that someone will harm them. The problem is so great that national associations are publishing position papers on the subject. One such association is the National Association for the Education of Young Children, who recently published the position paper, "Violence in the Lives of Children." Few programs address children's safety and their ability to stop a potentially harmful situation. The Safety Through Assertive Response (STAR) program in San Antonio, and Project C3 in Arlington, teach children how to be assertive, giving them confidence that they can help themselves. Many groups will look to these programs for assistance and ideas that work.

### **Special Education**

Young children with special needs have not always had a place to learn outside of the home. Although there have been wonderful services available through Texas' early childhood intervention programs, parents have struggled to find child care. With the passage of the Americans with Disabilities Act, the federal government has positively impacted child care and other programs for children with special needs. New resources will help providers integrate children into mainstream classrooms. Other children will benefit, as well. As children with special needs become part of the daily classroom activities, other children will learn that everyone is different and special in their own way. The Open Door Preschool, the San Antonio Community College Lab School, and the Exceptional Children's School in Garland allow children and their teachers these opportunities.

### **Culturally Appropriate Curriculum**

The numbers of limited English-speaking Texas children is on the rise. Curricula for these children must be developed with the language, needs, and learning levels of the children in mind. Bilingual curricula for pre-k and kindergarten classrooms need to be culture-based and developmentally appropriate. Children should be allowed to develop at their own pace, not hurried and left behind, and parents need to be included in the development process. Hidalgo ISD collaborated with parents when writing the curriculum for their program. They produced not only a good curriculum, but a sense of commitment and loyalty from the parents. Advocates are now calling for a program that is inclusive of a whole community, where its doors are open for everyone and it becomes a community gathering place. They should be rallying points for the community, where children and parents feel welcome.

These and other programs in Texas are doing what others have only whispered about. These are people who are tackling difficult problems with determination, grit, and persistence. They have developed unique and wonderful programs that, despite many hardships, are thriving. They are the dreamers and the doers, who wouldn't take "no" for an answer. They can inspire others with a determination to start similar programs in their communities.

**FAMILY GATEWAY****Program Description**

The Family Gateway, a non-profit corporation, provides temporary shelter, transitional housing, and a job training program for homeless families with children in Dallas County. Families may participate in the Family Gateway Center program for up to 30 days. Children are placed in school or child-care centers during the day so parents can be assisted with residential and job search. At night, parents are required to attend classes and to help with cleaning the facility. Families stay together in a dormitory-type setting. After their stay at the Center, families may apply for residence at Gateway Apartments, a transitional housing facility where they continue to receive social service support for up to one year.

Since November 1986, over 1,450 families have been served. Over half of the population is comprised of single, female parents, with an average age of 20 to 30 years old, and 57 percent are high school graduates. The ethnicity is 52 percent African-American, 38 percent Anglo, 9 percent Hispanic, and one percent other. The majority of the families have one or two preschool children and, for the most part, have been homeless for three months or less.

Family Gateway grew out of a task force organized in 1985 to study the growing problem of homelessness in Dallas. A coalition of nine churches of different denominations, initiated by the Greater Dallas Community of Churches, joined with the City to help the newest segment of the homeless population—families with children. The result was Family Gateway, which opened its doors in late 1986. The transitional apartments admitted the first seven families in October, 1990.

**Barriers**

The challenge was to create a program to meet the needs of this special population. Family Gateway created a model for efficient, effective short-term rehabilitation services to families in the crisis of homelessness.

**Highlights**

Over 75 percent of formerly homeless families with children find housing during their 30-day stay, and over 70 percent of the heads of households find employment.

Jan Mitura  
711 South St. Paul  
Dallas, TX 75201  
214/741-6515

**Funding**

Contributions and Grants:  
7 percent Texas Department of  
Housing and Community Affairs

25 percent from HUD grants for  
operating expenses

18 percent from churches and  
service organizations

21 percent from several local  
and national foundations

7 percent from corporate solici-  
tations

Fundraising: 18 percent from  
various community efforts

In-Kind: food, clothes, volunteer  
hours (approx. \$10,000/month).

**THE EXCEPTIONAL CHILDREN'S LEARNING CENTER & DAY CARE**

Garland Association for Retarded Children  
 Marilynne Serie  
 915 N. Jupiter  
 Garland, TX 75042  
 214/272-8343

**Funding**

Tuition

Contributions and Grants:  
 Zonta Club of Dallas 1  
 First Christian Church  
 Hoblitzelle Foundation  
 Levi Strauss  
 Continental Electric Company  
 Honeywell  
 Ecolab  
 TDHCA Community Development Block Grant  
 Dallas County MHMR

**Fundraising activities:**

Blue Grass Festival  
 Garland Fire Fighters Association Bowl-A-Thon

In-Kind: St. Paul United Methodist Church-building, Garland Firefighters Association-volunteers for swimming.

**Program Description**

The Garland Association for Retarded Children (GRC) is a non-profit organization where working parents, staff and other interested persons identify and meet the individual needs of handicapped persons in the area. The program was founded in 1977, when several desperate and determined parents identified the urgent need for child care for their handicapped children while they worked. The group spearheaded the only exceptional children's child-care center in the area with one adult, one teenage volunteer, and seven children with special needs. Today it is still the only learning and child-care center in the area that will care for exceptional children and young adults.

The Learning Center provides care for exceptional children and young adults, ages 18 months to 35 years, in the Dallas County area. It emphasizes the development of individuals with regard to their particular handicapping condition. The Center also believes in the importance of bolstering the participant's self-esteem by challenging them to new heights of achievement. A support system for the families, with parent meetings and special speakers, enables parents to better understand their young person's needs, and hear about other available resources. The children/young adults are provided with before and after-school care, as well as full-time care during the summer when school is not in session. With the parent's permission, the Center coordinates instructional activities with the Individual Education Plan developed by the public schools to ensure continuity of each individual's training.

**Barriers**

The biggest barrier is always going to be money. It is a constant effort to raise money. Since the majority of the parents are single, raising tuition is always a last resort. Other barriers have been complying with MHMR regulations, neighborhood opposition, and transportation for children's field trips.

**Highlights**

The biggest success of GRC is that it is still in operation after 14 years. There have been times when it looked as if it might not survive, but with a need as great as the parents have for quality care for their exceptional children, it has overcome the many adversities thrown its way over the years. It could best be described in the words of one of the single parents, "I wake up each morning and think 'I have a place to take John Michael while I go to work,' and then I breathe."



## THE OPEN DOOR PRESCHOOL

### Program Description

In 1975, Catherine Murray, a mother with two children (one with Down's syndrome), couldn't find child care for both children in the same center. She started The Open Door Preschool with nine children. By the end of the year, there were 24 children, and the program has continued to grow. Today, three Open Door Preschools are operated by Project Normalization, and one of the programs is located in the Austin Groups for the Elderly (AGE) building. This allows for planning of intergenerational activities between the very young and the elderly.

Open Door Preschool provides mainstreamed child care to approximately 155 children, infants through five years of age. Staff, parents and intergenerational volunteers work as a team to encourage cooperation and independence. All three sites strive to provide excellent quality care for children with and without disabilities. The centers have been accredited by the National Academy of Early Childhood Programs. All of the children who attend The Open Door Preschool learn to value themselves and others for their unique skills and abilities.

### Barriers

Money is a continual struggle because it is a small program with the capacity to serve only a few children at a time.

### Highlights

According to Elizabeth Sears, Director, "Our graduates are our biggest success! Our children with disabilities are successfully mainstreamed by the public schools. All of our children have learned to accept others for their strengths, to approach most obstacles as challenges to be overcome, and to have respect for themselves and other people regardless of economic background, skin tone or ability level."

### Project Normalization

Elizabeth Sears  
2818 San Gabriel  
Austin, TX 78705  
512/371-1625

### Funding

Tuition: Most clients pay full tuition, limited sliding scale is available.

### Contributions and Grants:

United Way  
Lola Wright Foundation  
Trull Foundation  
Lougherty Foundation  
Stillwater Foundation  
City of Austin  
Travis County  
TDHS - CCMS

Fundraising activities: The board sponsors bingo year-round, and one annual fundraiser.

In-Kind: IBM has donated computers, software, and office furniture.

**EXTEND-A-CARE, INC.**

LaVeme Rodriguez  
4006 Speedway  
Austin, TX 78751  
512/459-9088

**Funding**

Tuition

Contributions and Grants:  
City of Austin  
Travis County  
TDHS - CCMS  
USDA Child Care Food

Fundraising: Sales of Christmas cards designed by EAC children.

**Program Description**

Extend-A-Care provides quality, convenient, and affordable after-school and summer child care for elementary-aged children whose parents work, are in work training, or go to school. Extend-A-Care currently has over 90 children with special needs served in one of three options:

- Children mainstreamed in school may also be mainstreamed in any Extend-A-Care center.
- Some children who are emotionally disturbed, physically disabled, or mentally impaired may participate in after-school activities in one of six Extend-A-Care centers designated for this purpose. In these cases, the staff-to-child ratio is lowered and staff members have the training to work with children with special needs.
- Severely disabled students are cared for at Rosedale Developmental Center. A staff-to-child ratio of less than one-to-three allows each child maximum attention. Programming is designed to meet individual needs and the staff are carefully selected and trained. The seven special needs centers are located throughout the Austin area. Any child with special needs who attends a school that is not a designated special needs center is bussed to a center within their district by their school's transportation department.

Extend-A-Care provides services for children, ages four to 20 years, from all ethnic backgrounds.

Extend-A-Care began providing child care for profoundly handicapped children at a small church, Trinity Presbyterian Church, in 1978. This remained Extend-A-Care's first special needs center until Rosedale became a developmental center in the early 1980s. At Campbell, Extend-A-Care provided child care for emotionally disturbed children, and later opened centers at Cunningham and Dill. About five years ago, Extend-A-Care began mainstreaming children with special needs. Extend-A-Care has evolved from isolated, self-contained centers to centers providing mainstreamed activities.

**Barriers**

It was a long process to train the staff on the special needs of children. It is extremely expensive to provide child care for children with special needs. At times, there is still resistance from people on mainstreaming behaviorally disturbed children, and it takes a lot of focus and energy to gain their support. Educating the community about the needs of these special children and the advantages in providing care for them was a barrier the program was determined to overcome.

**Highlights**

The special needs program has been featured in a number of publications. There has also been an increase in the number of centers and staff able to serve special needs children, thereby serving more than ever. Extend-A-Care has provided consultation to other after-school programs that want to begin mainstreaming children with special needs.

## PSJA PRE- AND POST-CHILD CARE

### Program Description

The program provides meaningful before-and after-school educational activities and child-care services for students of whose parents are single whose parents are employed full-or part-time. PSJA offers a safe and secure environment to children, where they receive homework assistance and counseling and guidance, if they wish. PSJA also encourages the development of positive self-esteem in the children, and helps them acquire decision-making skills. Job and career orientations are offered to children of working parents, and the staff is culturally sensitive to issues that may have impact on each child. Parents are also encouraged to be involved in the parenting classes available at PSJA.

PSJA is located five miles east of McAllen, 13 miles north of the Rio Grande River. The area has 92 percent Hispanic population, and an average income of \$4,635.00. The program enrolls children from five to 12 years of age.

Although the program was needed for many years, the district was not aware of funding opportunities in the traditional school district funding tracks. A new program, the School Child Care Services Fund, was established by the Texas Legislature during the 71st legislative session. The program is managed by Texas Department of Housing and Community Affairs. During a visit to an administrator's office, Mr. Cantu found the SFY 1990 Request for Proposal Packet from TDHCA. The packet was earmarked for the trash, but his interest was so strong that the school district agreed to submit a proposal. The program was funded and is now in its second year.

### Barriers

Selling the program to some of the administrators was difficult at first. It was also hard to turn some parents down when the program reached the maximum number of children.

### Highlights

The program had 325 children in the summer program. They were kept out of the 100-degree weather in an air conditioned building, and were involved in many activities, including karate, folkloric dancing, academic enrichment, storytelling, art, cheerleading, and other worthwhile creative activities. The children were offered a hot lunch and were bussed to the campus. This also provided jobs for 20 previously unemployed persons who work as cafeteria staff and bus drivers.

PSJA ISD  
Arnoldo Cantu  
Drawer Y  
Pharr, TX 78577  
512/787-0837

### Funding

Tuition: \$10 per child

Contributions and Grants:  
Texas Department of Housing  
and Community Affairs - School  
Child Care Services Fund

In-kind: PSJA school space,  
transportation, summer lunch  
program.

**CLAYTON CHILD CARE, INC.**

Frankie McMurrey  
Executive Director  
2747 8th Ave.  
Fort Worth, TX 76110  
817/926-9381

**Funding**

Tuition: covers 80 percent of the operating costs.

Contributions and Grants:  
Eddleman McFarland Foundation

Amon G. Carter Foundation  
Rotary Club  
IBM

Texas Department of Housing  
and Community Affairs  
Work/Family Directions  
CCMS

Fundraising: child care was provided for the children of PGA professionals during the Colonial NIT.

**Program Description**

Clayton Child Care, Inc. is a non-profit organization that provides on-site before- and after-school child care to school-age children. During the school year, Clayton Child Care serves over 1,000 children in one middle and 26 elementary schools in Tarrant County. In the summer months, Clayton provides full day care to over 350 children in five different locations in Tarrant County. Bilingual staff is provided in centers where there is a need.

Clayton Child Care began in 1975 at the Lily B. Clayton Elementary School in Fort Worth. The concept of an on-site, before- and after-school program was born out of a need to boost enrollment and keep the school open. Parents conceived the idea, and the center opened in August, 1975. Clayton Child Care was invited into other elementary schools by the Fort Worth ISD. In 1989, Clayton opened its first middle school program at Wedgwood Middle School. Called the "Clayton Challenge Club," it was designed to specifically meet the needs of older school-age children.

**Barriers**

Since all of the centers are located on-site at a school, the biggest obstacle to success is space limitation. Securing funding for scholarships for low-income families is also an obstacle that must be continually overcome.

**Highlights**

Over the last 16 years, Clayton Child Care, Inc. has provided affordable, quality on-site child care to thousands of children in the Tarrant County area. Therefore, children that would have been home without adult supervision have been provided a safe and productive alternative. In 1989, the Clayton center at Luella Merrett Elementary School became the first before- and after-school program in Texas to be accredited by the National Academy of Early Childhood Programs. Since then, the Westcliff Elementary School center has also been accredited, and three more centers are in the process. In 1988, Clayton began the Tarrant Alliance for School-Age Children with a state grant. The Alliance provided a resource library and training for child-care professionals. In February 1990, with community grants, a telephone reassurance line for children home alone after school was begun. PhoneFriend is celebrating its second anniversary, and is expecting any day to receive its 10,000th caller. Work/Family Directions is currently contracting with Clayton Child Care to act as a supervisory consultant to pilot a program for IBM. The program will help in the quality assessment of 24 school-age programs that serve children of IBM employees.



## THE KIDS KLUB

### Program Description

The Kids Klub/Oakwood Gang Program is a recreational/enrichment program for students in Pre-k through 6th grade. The program has a relaxed structure that is developmentally appropriate after a regimented day at school. Children may choose between large group activities, sports, arts and crafts, reading, tutoring, board games and free play. There is also a Wellness Program that addresses physical, mental, and social health. In addition, the program offers Tae Kwon Do and piano lessons. The staff/student relationship is that of a "big brother/sister" type rather than teacher/student.

The goals of the Kids Klub are as follows:

1. To promote physical, social, emotional and cognitive development of the children who are involved in the program.
2. To provide experiences that contribute to the growth and development of healthy, intelligent, and productive members of society.
3. To support and strengthen the family unit through special activities and open communication between students, staff and parents.
4. To provide an atmosphere where children can develop a sense of independence and learn about responsible self care.

The program is offered to all students in the College Station ISD. A scholarship program has been established so that children whose parents are unable to pay may still become members. Fifty-five of the 367 students are on full or partial scholarship. Children range in age from four years to 12 years.

### History

The program began in August 1987, as an indirect result of a latchkey child in the community being kidnapped, assaulted, and murdered. Until this time, the community had a false sense of security about the safety of the children and a lack of focus on the importance of a quality program for the after-school period. The enrichment programs have developed into a challenging, dynamic curriculum.

### Barriers

Acceptance by the community and businesses was a problem at first. Also, the school district principals initially disapproved of this type of program. Now, however, the school staff, including principals, are one of the greatest sources for positive comments and support.

### Highlights

Most of the initial barriers have been overcome and policies and procedures have been established. There have been many individual successes with different children. Many children are suffering from extremely low self-esteem. The Kids Klub has focused on this and had great success. There have also been victories with children who are disabled and handicapped, and children lacking in social skills.

City of College Station and  
College Station ISD  
Sheila Walker  
409/764-3486

### Funding

Tuition: \$65 per month or \$17  
per week  
United Way

Contributions and Grants: The  
salary of the program director is  
paid out of the city budget; how-  
ever, the program is only part of  
this person's job.

The salary of the finance director  
is paid out of the school district  
budget; however, the program  
is only a small part of this person's  
job.



**KID'S INVOLVEMENT NETWORK (KIN)**

Lynda Welch  
 Northeast ISD  
 2523 Bitters St.  
 San Antonio, TX 78217  
 512/657-8866

**Funding**

Tuition: Parents pay \$30 per week. Recipients of free/reduced lunches pay \$15 per week.

Contributions and Grants:  
 1989-1990 TDHCA grants  
 1990-TEA grant  
 North East ISD  
 Coca-Cola  
 HEB  
 Fox Photo

**Program Description**

The mission of the Kid's Involvement Network (KIN) is to provide a safe, well-supervised environment that promotes students' productivity in a structured setting. The KIN program provides after-school enrichment activities and supervision for middle school students in ways that improve their attitudes, grades, and behavior. The program is designed to teach, tutor, counsel, remediate, and motivate students to be challenged to stay in school, achieve success in their scholastic endeavors, and value themselves as contributing members of society. Students develop and participate in community service projects each month.

The program was started when the district suffered the tragic loss of an 11-year-old middle school student who was abducted near her home and murdered. A task force developed out of the Madison High School Area Advisory Council for Community Education that met regularly to plan and develop the program that later became KIN. It was comprised of community leaders, parents, representatives from business and industry, school administrators and faculty, and child-care providers. The KIN program was developed with funds from the Texas Education Agency and the Texas Department of Housing and Community Affairs to protect the children from the risks of accidents, violence and exploitation during the times that they are unattended.

A diverse population comprises the cross-section of socio-economic and ethnic groups that make up the school district. The program serves students that are 11 to 12 years old. The ethnic backgrounds are as follows: 70 percent Anglo, 21 percent Hispanic, six percent African-American, and three percent Asian. Special needs students are served as necessary, on a case-by-case basis.

**Barriers**

Lack of financial assistance is the greatest barrier families face in participating in after-school programs. The program has struggled to make the public aware of the need for such a program. School principals had to be convinced of the benefits of initiating the program.

**Highlights**

The program's greatest successes are partnerships with many city-wide businesses and organizations, and the KIN program's dedication to serving the community. KIN students have sponsored a day of fingerprinting and photographing of area children in which 1,200 people were served at two sites. The KIN program, along with the volunteer efforts and resources of its many partners, sponsored a district-wide Youth Leadership Conference in which 40 students from each middle school in the district were invited to attend. A total of 320 students attended.



**KIDS & CO.****Program Description**

The mission of Kids & Co. is to effectively meet the needs of today's school-age child by "bridging the gap" between school, family and home. This non-profit organization provides care for school-age children after school, during holidays, and summer. The program offers the following examples of activities that teach responsibility while building self-esteem:

Johnny's Garden - children are responsible for all aspects of the garden including planting, maintaining, and selling the vegetables to the families at a nominal cost (to cover expenses).

Kids & Co. Clothing Co. - The families' re-sale shop for children's clothes. The children learn the responsibilities of managing money, sales and bookkeeping, while the parents benefit from the sale and purchase of their children's clothes.

At this time, 14 schools in Waco use Kids & Co. The program has been expanded to include Lorena Elementary School, which is located outside of Waco. Sixty percent of the children come from single-parent homes, 20 percent belong to step-families, and 20 percent from two-parent homes. The children range in age from four to 13 years old. The ethnic breakdown is as follows: 19 percent African-American, 63 percent Anglo, and 18 percent Hispanic.

The Waco Girls Club Inc. was founded in 1938. In 1976, boys were welcomed into the program, which led to the new name Kids & Co. In 1990, a survey was conducted to discover the needs and status of the families, and from this survey Kids & Co. was able to provide activities in line with the families served. The program was structured for children to learn responsibility and self-esteem. Also included were seminars for parents on parenting, and family nights for quality time. New Year's Eve parties for the children are offered so the parents can have a place for them to stay instead of leaving them home alone.

**Barriers**

There were challenges in building a new facility, getting parents to let the staff be a part of their lives, and finding programs structured for single-parent families.

**Highlights**

The greatest success is probably the single parents, who gain self confidence as parents. Another success is the knowledge that the families share more quality time because Kids & Co. makes things easier for them. Another success is in helping the children deal with the problems they face going through divorce.

Waco Girls Club  
Stacy L. Garvin  
2128 Edna St.  
PO Box 5278  
Waco, TX 76708  
817/753-3903

**Funding**

Tuition

Contributions and Grants:  
United Way  
Trust fund of Willie May Hall

Fundraising: annual garage sale  
by board members.

In-kind: Kids & Co. currently  
leases city property for \$1 per  
year.

**KIDS ON WHEELS**

Elisa Romasanta  
 Ninos Group, Inc.  
 5205 Fredericksburg Road  
 San Antonio, TX 78229  
 512/340-7011

**Funding**

Tuition

**Program Description**

Kids On Wheels is a summer school-age program operated by Niños Group, Inc. a for-profit child-care company. The program was initiated in 1986 to fill a need for summer care for families of First Class, Niños Group's child-care center for Southwest Texas Methodist Hospital employees. Since First Class had been designed specifically for the hospital employees' preschool children, the center was not prepared to immediately begin serving school-age children.

The center did not have a van, gym, or swimming pool, items used for most school-age programs, so the staff had to develop some creative alternatives. The staff decided to use the city's bus system, VIA Metropolitan Transit, as the main mode of transportation to get around San Antonio. Early in the summer, the children take a field trip to the bus terminal to learn how the system works. Then they pin the VIA map to their wall at the Center and plan their trips. The children select twelve themes to explore during the summer and they search through the yellow pages for addresses that match the VIA bus routes.

The kids spend the summer "on wheels" learning about topics such as the missions, San Antonio architecture, the zoo, Sea World, the airport, and photography. The children make scrapbook of their trips, using photographs, tape recordings, and interviews from their trips. They also design and make a group tee-shirt that they wear on all field trips. The weekly schedule works like this: on Mondays, they plan their trips. Tuesday through Thursday they go on the field trips to learn about San Antonio. They also go swimming on those days. On Fridays, they work on their scrapbooks. Each travel day the students make their lunches and plan their schedule to coincide with bus routes, schedules, and appointments they make. Some of the interviews have been conducted with the mayor, bank presidents, and TV personalities. At the end of the day, the children make notes about their experiences.

**Barriers**

At first there was fear of accidents or problems with the children on the buses. To solve this, the center assigned twice as many teachers as were required by licensing. Parent volunteers also participated in the trips. Once the children realize their responsibilities, they are extremely careful in their planning and in their behavior on trips.

**Highlights**

KIDS ON WHEELS has been operating six years and some students return year after year. The younger children look forward to the day they are old enough to go out on the town! The "kids" have been on television, in the newspaper, and have had memorable summers. School-age children can now spend the summer in the same program as their younger siblings.



## THE GREEN CLASSROOM

### Program Description

The Green Classroom is a "Living Lab" housed in Sid Becker Elementary School within Austin Independent School District. The activities of The Green Classroom are designed to enrich and complement the existing school curriculum with an environmental focus. Teachers, students, and parents are all "students" in The Green Classroom. The Classroom provides high quality experimental hands-on training for teachers of pre-k and kindergarten students in the areas of math and science, language arts, and social studies. Experimental hands-on learning is emphasized in the school garden, allowing high-risk, low-performance students an alternative approach to learning. Students experience success, for example, in observing the cycles of nature that make food production possible; afterwards, they can more readily explain the process. Students gain in self-esteem with every garden success: from the sprouting of plants, through production of fruit, to keeping journals, and preparing creative dramas about the living lab. Parents gain access to the educational system through volunteering in the garden with their children.


The Classroom is in a converted residential house directly adjacent to the school. The school is located in a low-income neighborhood where 93 percent of the students are eligible for the free/reduced price lunch program. The school views The Green Classroom as a fun, hands-on learning experience that generates enthusiasm for learning from all students, especially those who have performance problems. One hundred twenty Pre-k and kindergarten students spend two hours per week in The Green Classroom. Three hundred older students also participate in specific, short-term projects. The project was initiated by the children who demonstrated an interest in gardening. The director conferred with other teachers and planned a program in the garden. The garden then became integrated into other aspects of the curriculum.

### Barriers

Generating and running a full-time project with little or no money has been very challenging.

### Highlights

The children's enthusiasm and increased knowledge of the world around them has been the greatest success. Teachers, without extra effort, are able to bring their children to The Green Classroom and experience the living lab and then take that experiential learning back to their own classrooms.



Carla Marshall  
Becker Elementary School  
906 W. Milton  
Austin, TX 78704  
512/440-7216

**PRE-K HOME-BASED BILINGUAL PROGRAM**

Al Cervantes  
 San Felipe/De! Rio Consolidated  
 Independent School District  
 205 Memorial Dr.  
 Del Rio, TX 78842  
 512/774-9278

**Funding**

Contributions and Grants:  
 Federal Title VII

In-Kind: Staff and administrative  
 resources provided by the  
 school district.

Churches, civic, and non-profit  
 organizations provide the facili-  
 ties.



**Program Description**

This Pre-K Home-Based Bilingual Program is sponsored by the local public school. It is designed to provide an early educational intervention for children with limited English proficiency. The program also provides a parental support system to promote a positive attitude about school. The program, emphasizes four goals, including the development of linguistic proficiency in Spanish and in English for the Spanish-speaking preschool child; the development of pre-school experiences necessary for success in the core curriculum; training of teachers and parents as limited-English proficiency (LEP) instructors; and training of parents to be their children's first teachers.

The program serves as many as 100 four-year-old students in classes of 10 students per teacher. Students are Hispanic children whose first language is Spanish. Without the program, these children would have been one year behind their peer group at the start of kindergarten. Students are served in facilities provided free of charge to the district by churches, civic groups, and non-profit organizations. The facilities are strategically placed so that they are within walking distance from the children's homes. The teachers are retired teachers working on a contract basis.

Prior to the program, approximately 100 LEP children were being left out of the Head Start program. These students had been barred from participation in the regular Head Start program because the program had reached its capacity and these children's parents did not meet the income guidelines. The director of the Head Start program successfully advocated for the school by writing a proposal to the U.S. Department of Education, which was funded. The program was born from a truly cooperative effort between the school and community. The community provides the facilities, the teachers work on a part-time basis, and the parents help out as the children's teachers at home.

**Barriers**

Convincing the school district that this program would work was a difficulty. Persuading community organizations to donate the use of their facilities free of charge was also difficult. Finally, recruiting qualified retired teachers to return to work was a major hurdle to overcome.

**Highlights**

The program's greatest success has been seeing that these students who only go to school three hours a day do as well their counterparts in the Head Start program who go full day. The fact that it's a "no frills" program, and that parents are deeply involved, is certainly indicative of success. Another highlight has been the interest shown in replicating this program by other districts in and out-of-state.

**PROJECT SHARE****Program Description**

Project SHARE is offered by the Hidalgo Independent School District, a public school covering Pre-k to 12th grade. The mission of the program is to assist other districts throughout the state in setting up bilingual Pre-k programs. The instructional process that occurs in bilingual classrooms has been of grave concern to educators since the implementation of bilingual programs. This concern has been particularly important for individuals involved in the education of children in the early years.

Children in the preschool years require special instructional strategies that take into account their need for concreteness and active interaction with the environment. They need opportunities to gain information through touching, tasting, feeling, smelling and hearing. The integration of classroom practices that provide the needed sensory experiences, combined with the more formal academic instruction, is critical to children's future learning achievement. The implementation of these practices in bilingual classrooms is even more vital for Hispanic children, who have a high dropout rate and Project SHARE is aimed at the prevention of school failure.

The Hidalgo ISD spans approximately 35 miles along the Rio Grande River. Hidalgo ISD serves a community that is 99 percent Hispanic, and 90 percent of students come from low socio-economic status. Hidalgo ISD ranks as one of the lowest socio-economic districts in the state of Texas. Limited English Proficiency (LEP) students account for 85 percent of the district enrollment.

The Program offers other districts a model of a full-day, academically oriented, developmentally appropriate, bilingual preschool program. The program is organized around six essential developmental strands that are incorporated into 16 thematic units. The developmental strands include communication, cognition, motor development, English as a second language, fine arts, and social-emotional development. The model also incorporates the state's Essential Elements for Pre-K instruction within each unit.

The 16 unit topics include: orientation to school, body parts, self-awareness, family, food, clothing, community helpers, transportation, weather, domestic animals, dinosaurs, plants, toys and measurements. Each unit contains ten lessons, eight of them instructional, one review and an evaluation lesson. Each unit is taught over a 10-day period. Teachers utilize whole language techniques within a transitional bilingual education approach. This model will no doubt find many opportunities for replication as Texas continues to expand Pre-K programs and continues to recognize the great need of LEP students to improve elementary grade achievement.

**Barriers**

The view that young children must only have an academically oriented program, rather than a developmentally appropriate program

**Highlights**

The Academic Excellence Bilingual Pre-K Program originated from a previous Title VII Special Populations Grant. At the end of the three-year grant period, the program had successfully accomplished all its goals and objectives. As a consequence of strong academic gains, new curriculum development, staff development, and the strong parental involvement, Hidalgo ISD applied for an Academic Excellence Award. In June 1991, the district received notice of this prestigious award.

Eva Ramirez  
Hidalgo ISD  
PO Drawer D  
Hidalgo, TX 78557  
512/843-3124

**Funding**

Contributions and Grants: U.S.  
Department of Education  
Office of Bilingual Education and  
Minority Language Affairs

**OPPORTUNITY SCHOOL**

Betsy Singleton  
1100 S. Harrison  
Amarillo, TX 79101  
806/373-4245

**Funding****Tuition**

Contributions and Grants:  
Amarillo Area Foundation  
Community Development Block  
Grants  
Texas Education Agency for  
Parents as Teachers Program  
Federal Emergency School  
Assistance

Fundraising : Yearly church  
campaigns; an "Evening with  
Dr. Elkind."

In-kind: classrooms, utilities from  
First Presbyterian Church and  
Carver Academy of Amarillo In-  
dependent School District

**Program Description**

The Opportunity School is a non-profit organization whose mission is to provide the opportunity for optimum development for children from infancy until kindergarten age and to enhance the probability of school success. This is done by maintaining contact throughout the children's school years, eventually offering college assistance through the Opportunity School scholarship fund at Amarillo College. Children are enrolled in Parents as Teachers (PAT) during infancy with the understanding that they will enroll in the school at age three. On the weekly play days at the "Resource Center," where babies and parents play, parents view child development videos, observe the babies' interactions with parent educators, receive developmental screenings and referrals, and have periodic meetings with parent educators.

The school serves three- and four-year-olds in half-day classes each day, and there are weekly home visits by the child's teacher when parent, child and teacher work together on learning activities. The school maintains a low child/adult ration (8:1) and has an active group of volunteers. Through its "Extended Services" component, the school works with secondary school counselors to encourage teen parents to stay in school and continue post-secondary schooling.

Parents as Teachers (PAT) and the Opportunity School serve children from low-income families. PAT enrolls 100 children ages birth to three years. The Opportunity School enrolls 80 three- and four-year-olds. Approximately 60 percent are below poverty guidelines, 34 percent are low-income but not below the poverty guidelines, and 61 percent have single parents. The ethnicity of the participants is diverse, with 56 percent of the students being African-American, 22 percent Anglo, 21 percent Hispanic, and 1 percent other.

Opportunity School was created in 1969 by members of a church desiring to provide service to the community. Their research quickly led to early childhood education for low-income children. The church provided initial funding for a class of 15 children. The school grew quickly and, within two years, was incorporated as a non-profit organization. The Parents as Teachers and Extended Service components were added in 1989, in celebration of the school's 20th anniversary.

**Barriers**

Funding has been a constant challenge. Although the school has received government monies from time to time, funding has been largely local, representing much "imagineering" and commitment from the Amarillo community.

**Highlights**

Follow-up studies of former students were conducted at the school's 10th and 20th anniversaries. These studies indicated that approximately 74 percent of the students were working at grade level or above. The Opportunity School received NAEYC accreditation in 1986 and holds the distinction of being the first accredited center in Amarillo. A major highlight has been the establishment of the scholarship fund at Amarillo College, which is offered to graduates of the Opportunity School upon reaching college age.

## THE CIRCLE SCHOOL

### Program Description

The Circle School, a non-profit, non-sectarian elementary school, provides an environment that addresses the learning needs of the whole child. Children are guided through their day with care and attention to honor the specific developmental tasks of the individual, whether these tasks be emotional, physical, academic, or spiritual. The Circle School participates in a conflict resolution program, *Past Is Prologue*, that uses Native American learning tales to explore peaceful conflict resolution. The program is designed to meet the needs of working parents; therefore, they provide an early morning program as well as an extensive after-school program. The school serves 65 children from preschool through fifth grade. The students represent the diversity of ethnic, economic, and racial groups in San Antonio. Because cultural diversity is an important strength of the school, a barter program has been initiated that offers tuition assistance in exchange for volunteer parent help.

In 1965, Isabeth Hardy founded New Age School. Her vision was to support working parents' desire for quality learning environments for young children. The Circle School does not separate academic learning into discreet subjects; it immerses children in the natural world, emphasizing peaceful conflict resolution, oral tradition and storytelling, and the wisdom of the ages. In 1990, the name was changed to more accurately reflect the main themes of the school's philosophy - wholeness, community, and the daily opening ritual of Morning Circle.

### Barriers

The biggest obstacle has been keeping tuition costs low enough to limit the fixed percentage of the budget designated for tuition assistance. The barter program allows parents to apply for partial or full tuition assistance. Parents earn an hourly credit for their work as substitute teachers, secretaries, plumbers, electricians, carpenters, maintenance workers, and painters. The school receives about 175 hours of barter labor per month.

### Highlights

The greatest successes are found in the children. A child who does not "fit" in another setting flourishes at The Circle School. Academically gifted children find a sense of self worth beyond academic prowess and learn skills upon which to build their lives. The graduates are acknowledged for their strong community-building skills, their clear personal identities and their ability to set personal goals. The Circle School is one of three national model schools for the *Past Is Prologue* program. The integration of art and music have been models for similar programs in area public schools.

Diane Elder  
217 Pershing Ave.  
San Antonio, TX 78209  
512/822-0461

### Funding

Tuition: ranges \$275-\$325/month

Contributions and Grants: \$8,000  
over the last two years

\$10,000 total corporate donations

Fundraising: \$50,000 annually

In-kind: Parents barter in lieu of  
tuition.



**GREENWOOD-MOLINA NURSERY SCHOOL**

Edna Jackson  
954 National Dr.  
Corpus Christi, TX 78416  
512/854-2251

**Funding**

**Tuition**

**Contributions and Grants:**  
City of Corpus Christi Texas Department of Human Services Child Care and Development Block Grant, USDA child nutrition services, United Way, John G. and Marie Stella Kenedy Memorial Foundation, The Meadows Foundation, Pauland Mary Haas Foundation, Fondren Foundation, Union Pacific Foundation, Corpus Christi Exploration Corporation Foundation, Hygea Foundation, Kiwanis Club of Six Points, South Side Lions Club, Pat and Larry McNeil Foundation, Coastal Bend Community Foundation, David B. Lack Family Foundation, BankOne, HEB, Corpus Christi Caller Times, Southern Resource Corporation, Corpus Christi National Bank, D'Hanis Tile Co., Essence Club, Berry Contracting, First Commerce Bank, Mestena Oil

**Fundraising:** Children's Fair, Play-A-Thon, and Dough-to-Go

**In-kind:** Volunteers and parents contribute labor and materials.

**Program Description**

The Greenwood-Molina Nursery School is a non-profit corporation that provides child-care services to parents who are working or participating in job-related training. The center is licensed to provide child care for 112 children, ages 1 year through 11 years. After-school and full-day care is provided for school-age children during special holidays and summer care for children who have been enrolled in a TEA-approved program during the previous academic school year. Evening care is available for children from 12:00 noon until 11:30 p.m. Hearing and vision screening is provided. The Center provides child care to families primarily living in Nueces County. Ninety percent of families served are located in the low-income area on the west side of Corpus Christi. The ethnic breakdown is about 47 percent Hispanic, 47 percent Black, and a remaining 6 percent other.

The Nursery School was initiated in the 1960s when concerned citizens became aware of a lack of affordable care in the area. They started the center in a church with 20 children. In 1972, a barracks was renovated and the program was expanded to 40 children. During 1980-83, a survey of child-care needs was conducted and revealed the need for more flexible hours and a variety of other services. The Greenwood-Molina Nursery School is the first child-care center in Corpus Christi to initiate and continue to provide child care for families in a flexible program from 6:30 a.m. to 11:30 p.m., Monday through Friday.

**Barriers**

Financial barriers to provide for the initial implementation of new programs.

**Highlights**

Implementation of a variety of child-care services. Impact on parent participation in employment opportunities beyond the typical work day.



## AUSTIN COMMUNITY COLLEGE CHILDREN'S LAB SCHOOL

### Program Description

Austin Community College, a public two-year college, is the host organization for Children's Lab School. The School serves as a full-day preschool and as an evening care program for the children of students enrolled at the community college. As an outreach to the community, ACC Lab School operates an evening care program for students enrolled in literacy classes at the American Institute for Learning. As a demonstration school, the mission of the program is to create a responsive, quality learning environment where children and adults can explore ideas and materials as well as develop competencies. At the core of the program is a respect for each child's and adult student's needs, personality and culture.

The preschool operates Monday through Friday from 7:30 a.m. to 5:30 p.m., with 44 children ranging in age from two to five years old. The evening care programs operate Monday through Thursday, 5:30 p.m. to 10:00 p.m. The programs are designed to serve 10 children each and the children range in age from two years to 10 years, creating an atmosphere of a family day home. The preschool program is accredited by the National Academy of Early Childhood programs.

ACC Child Development students volunteer in the programs. They assist the teachers in planning activities and the children greatly benefit from this extra attention. At the Lab School, the adult students observe the principles of child development and gain practical experience with young children. These student volunteers take their experiences at the Lab School into day care centers throughout the greater Austin area. The diversity of the student population of the programs operated by the Children's Lab School reflects the diversity of cultures found in Austin. The School's affirmative action and student recruitment plan, coupled with the College's willingness to provide scholarships for families through a sliding scale for tuition, provide a culturally and economically diverse student body. Approximately one-half of the children have parents who are affiliated with the campus as students, faculty or staff. The other half are from the greater Austin area.

The Lab School was established in 1975 to provide child-care services to the children of students enrolled in ACC, and to serve as a field site for Child Development students. Initial funding was provided by the Texas Department of Human Services.

### Barriers

The largest barrier involved convincing the College's administration of the importance of providing a quality child-care center for students, staff and faculty, and for providing a quality instructionally-coordinated lab site. Funding and a site for the School were also difficult to secure. In 1986, a permanent site was secured adjacent to the Rio Grande Campus, and the College's Board, understanding the importance of providing a model child-care center, agreed to provide College funding for the program.

### Highlights

The program's greatest success has been the Lab School's ability to respond to the community's need to improve the quality of child care. The innovative sliding scale, the rich diversity of children, the stable teaching staff, the generous support of the College, and the high visibility of the program have allowed the program to serve as a community model of quality child care.

Gale Spear  
605 W. 13th St.  
Austin, TX 78701  
512/495-7267

### Funding

Tuition: Parents

Contributions and Grants:  
Carl Perkins Vocational Technical  
Grant  
State Child Care Management  
System vendor

In-Kind: The college provides 50 percent of the programs' operating budget.

**SAN ANTONIO COLLEGE CHILD DEVELOPMENT CENTER**

Betty J. Larson  
 Peggy Apple  
 1300 San Pedro  
 San Antonio, TX 78212-4299  
 512/733-2411

**Funding**

Tuition: Parents

Contributions and Grants:

Carl Perkins Grants

Corporate Child Development  
 Fund provides scholarships for  
 students seeking the CDA  
 credential.

TDHS Child Care Management  
 System vendor

USDA Child Care Food Program

**Program Description**

The San Antonio College Child Development Center serves as an on-the-job instructional setting with master teachers for the training of child development students capable of serving children with special needs, and to provide high quality, developmentally-appropriate child care for children of faculty, staff and students of the college.

The San Antonio College Child Development Center is composed of seven classrooms serving ages 18 months to 5 years. A minimum of 63 children of college students with financial needs receive reduced tuition. The remaining enrollment is made up of children with special needs and children of faculty, staff and students not meeting financial qualifications. The population served by the center represents the rich ethnic and cultural mix of this metropolitan area. Enrollment of children and students with special needs is actively pursued.

The center provides on-site training for approximately 50 child development students each academic year. The department provides training leading to the CDA Credential; certificates in Child Development, Special Child and Child Care Administration; and Associate Degrees in Child Development and Special Child. The college instructional students include a wide range of ages and abilities. The San Antonio College Child Development Center was created in 1974 to serve as an instructional site for the Child Development Department majors. In August of 1982, the program began to provide child-care services for the children of college students, including services for children with special needs. Since 1974, the center has grown from two classrooms with 27 children operating for only 9 months a year to 7 classrooms licensed year-round for 110 children. In June 1991, the classroom serving children with special needs was reorganized into one of the first integrated classroom programs in Texas.

**Barriers**

Our department assumed an advocacy role to educate the college district of the importance of the availability of child care for training, student support and employee benefits. Funding is an ongoing issue of concern.

**Highlights**

Providing quality child care is a support service that helps students maintain enrollment in college. The college administration is now firmly convinced of the value of quality child care for students and employees. The program is a model to the community in the provision of services for children with special needs. The center was the first National Academy of Early Childhood Programs (NAECP)-accredited program in San Antonio.

**PROJECT C3****Program Description**

Project C3 (Children Can Change) is an independently operated, non-profit corporation providing therapeutic, educational, and recreational activities for children ages 3 to 12 years who accompany their mothers to the shelter. Goals include helping children learn non-violent alternatives for expressing feelings; teaching coping skills for dealing with situations beyond their control (their parents' violence), identifying safe people to talk to, and providing a constructive outlet for the children. Simultaneously, mothers attend parenting classes that include information on physical and emotional development, discipline, communication skills and self-esteem.

Project C3 also provides individual counseling and support groups for children through the agency's Family Violence Counseling Center, which has two locations. Another program of Project C3 is Camp H.E.A.R.T., Inc., which stands for Help End Abuse Relationship Tendencies in Children. This camp provides a therapeutic weekend camp-out experience for 6- to 12-year-old victims of family violence. Held twice yearly, this innovative camp is run by staff and volunteers to effectively accelerate the healing process. It is the only camp of its kind in the state of Texas, and possibly in the nation.

The Women's Shelter is located in central Arlington in the heart of the Dallas/Fort Worth metroplex. Project C3 serves children from all parts of Tarrant County and some adjoining counties, as well. Over half the total client population is Anglo; 22 percent are African-Americans; nine percent are Hispanic. In 1991, the Shelter also served Asian, Native American, and Middle Eastern clients.

The Women's Shelter began in 1978 as a mission of the First Baptist Church in Arlington. Within a year, it became a non-profit agency and joined the United Way in 1984. While some children's services were always available, Project C3 began in earnest in 1988 with the hiring of a full-time Children's Coordinator. Both Board and staff recognized the significance of in-depth work with children in order to lower the rate of violence and increase the likelihood of healthy families in the future. In 1990, this philosophy led to the addition of support groups and play therapy for outreach clients. It also led to support for the innovative Camp H.E.A.R.T., Inc., which began in late 1990.

**Barriers**

It was difficult convincing others that a children's program is not just child care.

**Highlights**

The program's greatest success is its consistent, effective service delivery to children of various ages, ethnicities, and socio-economic levels. It is also important that Project C3 works closely with the parents by providing parent education. Camp H.E.A.R.T., Inc. is a very unique, highly successful aspect of Project C3.

The Women's Shelter  
Kay Eland  
P.O. Box 1207  
Arlington, TX 76004  
817/460-5566

**Funding**

Contributions and Grants: United Way; Stein Family Charitable Trust; Ronald McDonald Children's Charities; Burlington Resources Foundation

In-Kind: Churches provides school supplies; Girl Scouts, Camp Fire, and schools assist with child care. Department of Human Services funds salaries.

**SAFETY THROUGH ASSERTIVE RESPONSE (STAR)**

San Antonio Child Abuse Resource & Education Service (S.A. CARES)  
 Jan Johnson  
 3308 Broadway, Suite 40  
 San Antonio, TX 78209  
 512/829-5437

**Funding**

Contributions and Grants:  
 City of San Antonio  
 United Way

Fundraiser: Charity Ball

In-Kind: Volunteers training

**Program Description**

The San Antonio Child Abuse Resource & Education Service (S.A. CARES) is a non-profit corporation that sponsors Safety Through Assertive Response (S.T.A.R.). The mission of the program is to reduce children's vulnerability to abuse. It is a primary prevention program in which S.T.A.R. volunteers go into schools and teach assertiveness and personal safety skills to elementary and Pre-k children through lectures, video presentations, and role play. The program was designed to help empower children to respond assertively in potentially dangerous situations. The goals of the program include teaching children to say "no," to get away, and to tell someone. The program serves Bexar County Pre-k through 5th grade.

S.T.A.R. was developed by Family Outreach of San Antonio (recently merged with San Antonio CARES) to protect children from becoming victimized by child abusers. In response to skyrocketing reports of child abuse, the program was designed simply to teach children about personal safety quickly without compromising the quality of the information.

The philosophy behind the S.T.A.R. program is that children are special people and, as adults, the best way we can protect children is to tell children that they are special. Because they are special, it is not okay for anyone to hurt or trick them into doing something they know is wrong.

The S.T.A.R. program offers parents a one-hour meeting to preview the program and to receive a brochure on ways to reinforce the safety rules at home. There are two children's programs, one for Pre-k through 3rd graders, and one for 4th and 5th graders. In the 40-minute program for the younger children, the children learn the stranger-danger rules of safety, the difference between good and bad touch, and assertiveness skills they must know if they find themselves in uncomfortable or threatening situations. The program includes the 15-minute film "Better Safe Than Sorry," available in English or Spanish.

The 4th and 5th grade program reviews the rules of personal safety and stresses the prevention of sexual abuse by someone known to the child. This 40-minute program includes an older-child version of the video, "Better Safe Than Sorry" (2nd edition), which reinforces the rules: say "no," get away, tell someone and be believed.

**Barriers**

The program has been spread by word-of-mouth through the schools and the response has been very positive. It is sometimes hard to recruit enough volunteers to cover the demand for the program. Volunteers are generally retired professionals, such as teachers and nurses, who are experienced with children's needs and the problems of child sexual abuse.

**Highlights**

Over 8,000 children are reached annually. Schools request the program and are cooperative with follow-up lessons to reinforce the message. The program is successfully implemented by dedicated trained volunteers.



## VOGEL ALCOVE

### Program Description

The Vogel Alcove is a non-profit corporation whose mission is to provide quality child care for homeless families so that parents can obtain economic independence. By providing quality child care, homeless parents are free to work, obtain job training or seek housing. Children benefit from a safe, stable environment and caring professional and volunteer staff. In addition, the program uses community resources to provide a network of child-care services. For example, the Dallas Jewish Coalition for the Homeless, Inc. contracts with the Metropolitan YWCA to provide trained professional child-care staff. The county hospital provides on-site well-baby checks and basic physical/health exams. A local child guidance clinic provides weekly play therapy. Through the local food bank and other corporate donors, food and supplies such as diapers are provided. In this way, the Coalition maximizes available resources to provide the best care possible for the homeless children served.

The Vogel Alcove serves children of homeless families ages six weeks to five years, regardless of race, creed or ethnicity. There is no charge for services. Referrals are taken from 11 family shelters in the Dallas area. In 1990, 23 percent of the clients were Anglo, 69 percent African-American, 4 percent Hispanic, and 4 percent bi-racial. Forty-six percent of the clients were female, and 54 percent were male. Twenty-six percent were from two-parent families, 72 percent from single female households, and 2 percent from single male households.

The coalition was formed in 1986, and was initially comprised of 21 Jewish synagogues and service groups. Their purpose was to study the issue of homelessness and formulate a coordinated response from the Jewish community. The coalition studied services that were being provided to the homeless in the areas of hunger, employment, housing, health care and child care. Some level of service was being provided at that time in all areas but child care. Thus, the coalition began a pilot, two-year project to provide quality day care to homeless children.

This project was "imagineered" by Thelma Vogel and Doris Budner. The project began with eight children and rapidly expanded. At the end of the pilot program, the Coalition voted to make the child-care program a permanent project. The site was relocated in 1989 and re-dedicated as the Vogel Alcove. The coalition now has 30 member organizations, serving more than 3,700 children since 1987.

### Barriers

The initial barrier was that this project provides quality child care to multiple shelters. Thus, interagency cooperation is very important. Second, the development of a curriculum responsive to the special needs of homeless children who may be experiencing developmental delays, malnutrition and hunger, increased infectious disease, risk of abuse, and emotional trauma, has been addressed by volunteer and professional staff. In the disciplines of early childhood development, psychology, social work, pediatrics, and public health.

### Highlights

The program's greatest success is the dramatic changes seen in the children every day from hurt to trust, from aggressive conduct to playful, interactive behavior. As the children and families stabilize, and parents are able to work and find homes, the mission to break the cycle of homelessness and reduce the effects of poverty on children is fulfilled.

Dallas Jewish Coalition for the Homeless, Inc.  
Florine L. Clark  
10830 N. Central Expwy.,  
Suite 162  
Dallas, TX 75231

### Funding

Contributions and Grants:  
Texas Department of Housing  
and Community Affairs Com-  
munity Development Block  
Grant  
Emergency Shelter funds.  
Hillcrest Foundation  
Better Homes Foundation  
King Foundation  
Zale Foundation  
Dallas Morning News Charity  
Decorp

Fundraising: A concert with Itzak  
Perlman raised over \$100,000.

In-kind: Riser Associates,  
La Madeline, Bagelsteins

**CHILDREN'S PROGRAM, STAR OF HOPE SHELTER**

Kim Hansen  
419 Dowling St.  
Houston, TX 77003  
713/222-7827

**Funding**

Federal Emergency Shelter grant pays for utilities, United Way, numerous foundations have supported the general work of the shelter.

In-kind: come from a variety of community sources. Financial donations are received from individuals and community organizations.

**Program Description**

The Star of Hope Women and Family Shelter is a non-profit corporation with a comprehensive children's program that addresses the needs of children from birth to age 18. When a family arrives at the shelter, the children's director ensures that all children are in school within 24 hours. All of the homeless children are given the necessary school supplies and are also provided with support after school through volunteer tutors. There is a health clinic in the shelter that provides immunizations and other necessary health care for the children. For the younger children who are not old enough to go to public school, there is a nursery and a "Play Care" (preschool) program in the shelter. All children participate in after-school activities with volunteer groups from the community, such as going to the zoo or the museum. The geographic reach of the community is the Greater Houston area, which encompasses six counties. The ethnicity of the shelter population (4,205 last year) is 26 percent Anglo, 57 percent African-American, 16 percent Hispanic, one percent other.

In the early 1980s, the face of homelessness began to change. Women and their children were seeking refuge at Star of Hope's only facility at that time, the Men's Emergency Shelter. The Star of Hope Board of Trustees made the decision to open a Women and Family Emergency Shelter. In January 1986, this shelter opened its doors and, within a week, the shelter was full. Two years later, the current facility was purchased and renovated with the needs of homeless families in mind. In July 1989, with the help of a grant from the Campaign for the Homeless, a children's director was hired to give specific attention to the special needs of homeless children.

**Barriers**

The biggest barrier is finding ample funding for staff positions to serve the needs of homeless children. Other barriers include a lack of social services that directly address the special needs of homeless children.

**Highlights**

Its biggest success is in managing to put 600 children in school and provide them with academic support through tutors. The program is also unique in having designed the whole emergency shelter in such a way that homeless families have all of their immediate needs met in one place, including child care, health care, food, and shelter.

THE

# F A M I L Y



There are only two lasting bequests we can hope to give our children. One of these is roots. The other, wings.

- Author Unknown



## THE FAMILY

Families are the primary unit of society for rearing children, caring for the elderly, and providing support, both physical and emotional, for family members. The family is where children learn their identity, connect with their roots, and develop lifelong values. Older family members pass on to children the essence of the family group. Everyday household activities, rituals, and family traditions send messages to children about their worth and their dignity. Simple things, such as bedtime stories, Sunday morning rituals, and birthday celebrations give family members a sense of security and of belonging to each other. How wonderful for children to know how special and loved they are, and how secure the elders must feel about their role in the household.

The family, however, has changed. Less than one-tenth of American families fit the traditional model of wage-earning male, home-based female, and resident children under the age of 18. Familiar patterns and compositions have altered and there are changes in family form and function all around us.

### Identifying Problems

Upheaval is evident everywhere in our society. Children have babies. Young adults don't leave home to establish independence. Affluence and material gain is more important than childrearing. Children from all economic levels use destructive drugs, belong to gangs, and carry weapons. One out of two first marriages ends in divorce. Sixty percent of the children born in 1984 will spend at least part of their childhood in a one-parent household. Two-thirds of all mothers are in the workforce and more than one-half of all mothers of infants are employed outside the home.

Alterations in family structure have had profound impact on individual families and society. Parents feel torn by conflicting work-family obligations. Programs that serve families have had to discover creative new responses to meet the needs of society's changed family structure. Due to the commitment and the hard work of many special people, significant progress has been made in addressing these needs.

Texans have an ability to devote themselves totally to a problem and create ingenious solutions that are replicated by other programs across the nation. Through these programs, established needs are addressed and, perhaps more importantly, a framework for collaboration is being built that will help us effectively deal with the problems of tomorrow's families.

With the passage of the Social Security Act in 1935, government recognized the need for family support through old-age pensions, unemployment insurance, and aid to dependent children. Over the years, additional services were created to strengthen the structure of human services. Health and disability insurance, food and nutritional services, and youth education and training were added to the original social security program.

By 1990, changes in family structure, gaps in health insurance, lack of coordinated education systems to meet the needs of a changing work force, international economic changes, and the increase in the aging population became evident in the political arena. At the same time, a move away from governmental intervention and a national recession made old solutions to society's needs less accessible.

### Finding Solutions

Programs that serve families need to discover and create new responses to funding deficits and the need for coordinated support networks. Agencies are no longer able



to pit the needs of one age group against that of another – the problems are too large. Priorities must be reordered to improve economic opportunities for all populations and strengthen social structures for the most vulnerable citizens.

Across Texas, programs have made significant progress in addressing the needs of families.

Preventive health care has demonstrated its worth in terms of lower cost and decreased incidence of illness. This care is best begun before a child is born. Prenatal health care for a healthy pregnant woman for nine months costs about \$600. Medical care for a premature baby in a neonatal intensive care nursery costs \$2,500 per day. Health and nutrition programs radically reduce the need for high-cost medical intervention. The Pregnancy, Education, and Parenting program of Corpus Christi and five other exemplary teen parenting programs across Texas act to curb the incidence of parenthood among teenagers. These programs develop parenting skills among teens with children, and support the healthy and safe development of the children and their young parents.

Parenting education programs provide parents with the skills that often mean the difference between abuse or neglect and supportive, cohesive families. Being a parent is often described as the hardest job in the world, yet there is no prerequisite and no pre-service training. Programs like Maestros in Brownsville and AVANCE Family Support and Education Program in San Antonio offer support in developing skills that enhance the emotional stability of the family. Mothers in the AVANCE program attend classes on child development and learn English and career skills as they work to strengthen their families. Young fathers also become involved in discovering their place in the family. In Brownsville, immigrant families attend the Cara y Corazón parenting classes offered by Maestros in order to learn how to blend their family's culture into their new Texas environment. Partners for Parenting in College Station provides information and support for establishing parenting coalitions all over the state. All of these programs are struggling with the tremendous rise in need as the economic resources for providing support to families decline.

The quest for economic independence and equal employment opportunity has been an impetus for geographic mobility and has often resulted in the lack of extended family support. Child-care services then become a significant component in the move from welfare dependence for low-income working women, and for advancement to higher-paying jobs for all workers with young children. The need for wrap-around care for school-age children also becomes more apparent.

Family support systems are crucially important to the resolution of school-family, school-business, and work-family issues. The lack of societal stability, and the changing roles of its members in families and in the work force, have put new emphasis on drug and alcohol abuse prevention and recovery programs. Recovering Parents is a curriculum developed by Corporate Child Development Fund with funding from the Children's Trust Fund. Originally designed as a child abuse prevention model for substance abusers, the program has evolved into a family-strengthening effort with three models for three different populations—Recovering Families, Cara y Corazón, and Harambee. The continued funding from the Texas Commission on Alcohol and Drug Abuse for this effort indicates the effectiveness of the programs and their commitment to preventive programs. This represents a potential cost savings to our state. The 120 staff from 60 to 70 agencies that are trained each year to implement these programs have developed a network that supports not only the recovery of the substance abuser, but also the recovery and strengthening of all of the members of the family.

Public funding sources have responded to the needs of families by collaborating to build programs in more efficient ways than in the past. The Texas Commission on Alcohol and Drug Abuse, the Children's Trust Fund, Head Start, and the Texas A&M University Resource Center for Parenting have each contributed to family support in unique and inventive ways. From the issues of child care and tax benefits, to universal health coverage and enlightened, family-friendly personnel policies, Parent Action advocates for all parents.

These programs and others represented in BEST OF TEXAS demonstrate the infusion of new and innovative ideas that are creating a base of support for families across the state. Through them, established needs are being addressed and, perhaps more importantly, a framework for collaboration is being built that will help us effectively deal with the problems of tomorrow's families.



**PARENTS OF SEXUALLY-ABUSED CHILDREN (POSAC)**

Guadalupe (Lupita) A.  
Castañeda  
Pedro Castañeda, M.D.  
Castañeda Clinic  
1003 Garfield  
Laredo, TX 78040  
512/724-7181

**Funding**

In-Kind: office space, secretarial services, long distance telephone, and refreshments at meetings

**Program Description**

The Castañeda Clinic is an independently operated, for-profit pediatric and adolescent medical office. The Castañeda Clinic sponsors a support group for Parents of Sexually Abused Children (POSAC), whose mission is to empower the parents of victims of child abuse to care for their children in the most positive ways possible while dealing with the children's trauma and crisis. This is done by educating the parents so that they may work with the agencies that are mandated to be involved in child sexual abuse cases, such as Child Protective Services, law enforcement and judicial systems, and health professionals. POSAC also helps provide emotional support to a family as they progress through disposition of the case and deal with the aftermath. POSAC acts as a resource and referral for other cases, and advocates at the state level for legislative changes necessary for the treatment/services for victims and families.

The heart of the program is monthly support group meetings. At each meeting, new families of victims are introduced and a resource person from the community makes a presentation to educate parents on a particular aspect of child sexual abuse. The group is open to any non-offending parent, guardian, or adult caregiver of a victim of child sexual abuse. Approximately 20 families participate in the groups at the monthly meetings. The families live in Laredo and outlying areas of Webb County, and about 99 percent are Hispanic. Their ages range from mid-twenties to early fifties. Public awareness presentations are made by the Castañeda Clinic staff periodically to educate the community on prevention and intervention of child sexual abuse.

The program was started as a result of a multiple-victim, multiple-perpetrator case of child sexual abuse at a city-run child-care center that wracked the community in May 1989. The founder, Guadalupe A. Castañeda, started a series of public awareness campaigns not only in Webb County, but also in surrounding counties. She advocated for the group of parents of the victims who had banded together. This occurred between 1989 and 1990. During this time, another mother of a victim asked the founder to form a support group. The group organization took place in January and February, 1991. The first meeting open to any parent of a victim took place in March, 1991. Eleven people attended the first meeting and meetings were held every two weeks. In September, when school started, the meetings were held monthly. The group has grown to over 30 members and new persons join every month. In the summer, an experimental support group was held for the child victims for four weeks.

**Barriers**

The public is reluctant to accept the notion that child sexual abuse occurs in the community. The program is slowly trying to change this attitude.

**Highlights**

The greatest success is the group's growth. Sometimes new parents join as they hear about the group through word of mouth. One highlight is having support from key professionals in the community at the monthly meetings. Distinguished guests who have attended the meetings include Senator Judith Zaffirini, Representative Henry Cuellar and 341st District Judge Elma Salinas Ender.

## RECOVERING PARENTS & CANDLES

### Program Description

The host organization for the Recovering Parents program is Child & Family Service, Inc., a non-profit corporation offering family counseling, family life education, consumer credit counseling, and the family violence diversion network. The Recovering Parents program is a parenting education program for anyone who has been affected by alcoholism or other drug addictions. Its purpose is to help parents learn nurturing skills and to build healthy families. The parenting program is offered in two-hour sessions for an eight-week series and it is open to persons who have been in recovery at least one year, their spouses, and adult children. The topics of the classes include breaking the link with the past, understanding children's behavior, child development, creating a positive environment, accepting feelings and active listening, and exploring options for managing behavior. There is an on-going support group after the program in which members can continue learning and sharing experiences with other parents.

A separate, but compatible, program is the CANDLES children's program. This program builds self-esteem in children whose parents have been affected by alcoholism or other drug addictions. The CANDLES curriculum consists of age-appropriate activities for infants through toddlers, two-years-old to preschool, and six- to ten-year-old school-agers. The groups provide a consistent, safe, and nurturing environment in which the children can explore their feelings, build communication skills, and healthy problem-solving skills. Both programs serve primarily Travis County residents. Participants from surrounding areas also are allowed to enroll. In 1991, 95 percent of the participants were Caucasian. Most of the adult participants are between 25 and 40 years of age. Of the child participants, approximately 52 percent were under five years old and 48 percent were six to 10 years old.

The Recovering Parents (RP) program was developed in 1986 by Corporate Child Development Fund (CCDF) with a grant from the Children's Trust Fund. Originally, CCDF offered child care for the children whose parents were in the program but it quickly became apparent that the children had many special needs and that there was an opportunity to break the cycle of chemical abuse through early intervention. The CCDF staff began providing self-esteem building activities for the children in a program called "I'm Special." A grant from The Meadows Foundation helped to expand on the children's program, and to produce a manual describing how to replicate the program, making the project a truly cooperative effort. Child & Family Service also received a grant from the Junior League and uses its volunteers currently to support the children's program.

### Barriers

Turnover in volunteers and lead caregivers is a problem. A permanent source of funding is also being sought.

### Highlights

The children love to participate in the groups. Parents often notice big changes in their children's behavior in the areas of self-esteem and problem-solving. The approach to serving the children and parents simultaneously, but in separate groups, provides a wholistic, age-appropriate intervention.

Child & Family Service, Inc.  
Mathilde Hyams-Flores  
2001 Chicon St.  
Austin, TX 78722  
512/478-1740

### Funding

Tuition: Parent fees

Grants and Contracts:  
United Way  
Junior League of Austin

In-kind: The Junior League of Austin provides volunteers for the children's program.

## AVANCE - PARENT EDUCATION PROGRAM

Gloria Rodriguez, Ph.D.  
301 South Frio #310  
San Antonio, TX 78207  
512-270-4630

### Funding

Contributions and Grants  
US Department of Health and  
Human Services  
Head Start Bureau  
Department of Education  
Texas Department of Human  
Services, Regions 9 and 11  
City of San Antonio  
City of Houston  
United Way of San Antonio and  
Bexar County  
United Way of the  
Texas Gulf Coast  
Levi Strauss Foundation  
Foundation for Child Development  
Handy Andy Stores  
Panhandle Eastern  
Powell Foundation  
Houston Endowment  
Carnegie Corporation of  
New York  
Hasbro Children's Foundation  
Brown Foundation  
Harris County Child Protective  
Services Fund  
Kraft/General Foods Fund  
Tenneco Corporation  
Maxwell House Coffee  
Enron Corporation

### Program Description

AVANCE is a community-based, non-profit organization that was started in 1973. Its main purpose is to strengthen and support families. The program operates in three ways: 1) by providing direct services to families with an eye toward strengthening the family unit, preventing child abuse and educational problems, and stabilizing family economic conditions, 2) by conducting research on the conditions and factors associated with poverty and other socio-economic problems in high-risk communities, 3) by operating a national training center to share with and disseminate information to other service providers and policymakers. It uses a whole-family approach to offer activities for children and parents. AVANCE operates a number of projects in several settings, including public housing projects, converted child-care centers, churches, schools, and diverse community centers.

The core activity is a nine-month parenting program that teaches parenting skills and positive parent-child interaction, offers social support, and informs parents about community services. Parents attend weekly parenting classes that are divided into three one-hour segments. The first hour focuses on toy-making, followed by an hour of parenting skills that covers such topics as child development and discipline. The third hour covers community awareness, including information on available community services and how to access them.

While parents are participating in classes, their children are involved in developmentally-appropriate enrichment activities. In addition to center-based activities, monthly home visits are made to each participant by former AVANCE graduates. During these visits, parents have an opportunity to talk with someone one-on-one about their participation in the program. Videotapes are made of parent-child interactions to be used for instruction during class.

After completion of the parenting program, participants are encouraged to continue with AVANCE's literacy program. AVANCE supplements its programs with support services such as transportation, crisis intervention, a toy lending library, food bank, medical care, and referrals for social services.

### Highlights

AVANCE has been helping San Antonio develop parenting and personal skills for 18 years. During those years, thousands of mothers, children and families have been enriched as a result of this program established by San Antonian Gloria Rodriguez. AVANCE is cited in the Inspector General's Report on Services: Integration for Families and Children in Crisis, included as one of 10 outstanding family literacy programs in the Barbara Bush Foundation for Family Literacy book, First Teachers.

The Carnegie Corporation of New York recently funded an extensive four-year evaluation of the program. The evaluation revealed that after completing the parent education classes, participants are more likely than a group of comparison mothers to see themselves as their children's teachers, to oppose severe punishment practices, to demonstrate positive interactions with their children, and to be nurturing of their children.

AVANCE participated in three national demonstration projects for the prevention of child abuse and neglect between 1979 and 1991. Presently, it participates in one of 26 comprehensive child development programs, and is a subcontractor for an Evenstart Project in San Antonio and for Project FIRST in Houston.

**PARENT EDUCATION PARTNERSHIP****Program Description**

The Parent Education Partnership Program (PEPP) is a program of the Bryan Independent School District (BISD). The program uses two curricula for parenting education, Parents As Teachers (PAT) and Practical Parent Education (PPE), that have been identified by the Children's Trust Fund of Texas as model programs. The program offers monthly home visits, monthly group meetings with free child care, and semi-annual developmental screenings provided by four parent educators. Through this direct, one-on-one contact, parent educators are able to identify specific needs and to provide referrals for appropriate services. Participating families are multicultural and span all socioeconomic levels: one parent educator is bilingual. During the 1991-92 school year, the PEPP staff conducted four-week sessions on nine BISD school campuses: seven elementary campuses, a six-week teen parenting course at the high school, and a district-wide "Spanish only" course. The topics were Understanding the Family as a Whole, Enhancing Your Child's Self-Esteem, Choosing Effective Discipline Techniques, and Sibling Rivalry. All parents served by PEPP have access to toys and books in the Parent Resource Center on the first and third Thursdays of every month and receive a bimonthly newsletter, "Milestones."

With more than 20 percent of the Brazos County population in poverty, BISD recognized the positive effects of helping parents "help" children before they enter school, and chose to adopt the Missouri Parents As Teachers program. Two part-time parent educators were hired in 1989 to serve a maximum of 50 families; the program expanded to 125 families in 1990, and 140 families in 1991. As awareness of the program spread, the original Parents As Teachers curriculum was expanded to include a three-to five-year-old component in addition to the birth to three-year-old component. Additionally, parent educators received training in the Practical Parent Education curriculum in order to provide positive parenting tools for parents of children of all ages.

**Barriers**

In the two-year history of the program, funding has shifted from private donations to state monies to local district funding, and funding is still a problem. Long-range planning has been difficult since the program has changed both in scope and in funding sources. A five-year proposal has been completed and submitted to Bryan ISD administration.

**Highlights**

Broad-based awareness of and community support for parenting education has been a major accomplishment. The program has been responsible for referral of over 60 children for further medical services regarding developmental delays. Coordination of a "first ever" vision, hearing, and immunization clinic was accomplished. There is also a successful collaboration with Junior League of Bryan/College Station; Texas A&M University Alpha Phi Omega, and Texas A&M University, Departments of Psychology and Education, in utilization of volunteers.

Jeannie M. Goss  
2200 Villa Maria Rd.  
Bryan, TX 77802  
409/774-7883

**Funding**

Contributions and Grants:  
Texas Education Agency  
Parent Involvement  
Parent Education Funds  
The Junior League of Bryan/  
College Station, Inc.

In-kind Texas A&M University  
Departments of Psychology,  
Education; Texas A&M University  
Alpha Phi Omega Service  
Organization

**SCHOOL-AGE PARENT CENTER**

Linda Corral  
2231 Arizona Ave.  
El Paso, TX 79930  
915/779-4303

**Funding**

Contributions and Grants:  
TEA Region XIX Consortium  
Grant

**Program Description**

The School-Age Parent Center is a program of the El Paso Independent School District. Its purposes are to keep pregnant teens in school and to prepare them to be contributing adults. In 1975, the El Paso ISD recognized the adverse consequences resulting from undereducated teen parents. The School-Age Parent Center was developed to meet the unique needs of approximately 250 girls per year. The program, which is voluntary for the students, is designed to meet the physical and medical needs of pregnant teens as well as offer an education alternative.

The School-Age Parent Center offers required academic courses; physical education, including Lamaze childbirth classes; parenting education for school-age parents; child development; foods and nutrition; and an apparel course. The School-Age Parent Center, currently located on the campus of the Technical Center of El Paso ISD, also takes advantage of many vocational and special programs to meet the needs of disadvantaged, handicapped, special needs, and high-risk students. Services available to all students at the Technical Center include vocational assessment, dropout prevention counseling, remedial and supplementary support for academic courses, and dropout recovery programs.

Students stay at the Program for the entire day unless they are enrolled in vocational classes at the Technical Center. Having the two schools on the same campus has increased the number of students registering for vocational classes. The on-campus child care enables the students to attend both schools while their children are nearby.

Originally, pregnant teens were placed in a homebound program. As the numbers of pregnant teens continued to increase and educational needs became more demanding, the program was tried at several different sites. The program soon emerged as an integral part of the dropout prevention strategies of El Paso ISD and was located at the Technical Center. In 1990, 86 percent of the students were classified as ethnic minorities. Students from 11 to 21 years of age are being served by the program, and the median age is 15 to 16 years old.

**Barriers**

Existing policies concerning pregnant teens needed to be revised and the school board, administrators, and the community needed education concerning the problem of teenage pregnancy and its effect on the community. Other problems included identifying the needs that a program of this type would encompass obtaining funds; securing a facility, identifying a faculty, creating a curriculum, and making the program an attractive alternative to students who needed it.

**Highlights**

The program has been successful because of the variety of services it offers at one location for the students. Community collaboration resulted in a \$250,000 consortium grant from Texas Education Agency.



## SINGLE PARENT DROP-OUT PREVENTION

### Project Description

Single Parent Drop-Out Prevention is a program of the Santa Fe Independent School District. The Program provides special educational and child-care assistance to help single parents and pregnant teens remain in school. Students enroll in the regular vocational education program and receive counseling and training. Staff members developed a two-semester course, "Adolescent Parenting," that has received TEA's "exemplary program" approval. It addresses teen parenting needs, including career decisionmaking, health care, stress management, nutrition, positive parenting behaviors, pregnancy prevention, and the selection of doctors, child-care centers, and service providers. The teacher/coordinator conducts a support group for single parents who are unable to enroll in this class. A lending library provides books, tapes, videos, and other information on pregnancy, parenting, careers, and self-development. Pregnant and parenting teens are also provided opportunities to develop computer skills. The population served is primarily Anglo, with one-third of the students being Hispanic.


In 1985, concern developed over the growing number of pregnant teens in Santa Fe schools. As a result of this concern, a proposal was developed for funding. Community support consisted of mentors and mini-field trips. An advisory council was also formed that included school personnel, community members, county and state officials and employees. Local state-approved child-care centers are provided through grants.

### Barriers

One barrier to overcome has been the need to develop community awareness that teen pregnancy in Texas is a growing problem that doesn't just affect the pregnant girl and her family, but every taxpayer in the state of Texas.

### Highlights

Over 62 students have been served in some way in this small district. Many are still in regular school or in the GED program that has been implemented in the Santa Fe school. Twenty have graduated, seven have received their GED, two joined Job Corps, and 11 have been or will be attending college. More than 20 are working at jobs. As of this date, no students have had a second pregnancy. The teen fathers have taken part in this program in an increasing number and accepted responsibility in childrearing. Through this program, the drop-out rate has decreased among pregnant and parenting teens.



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### Funding

Carl D. Perkins Grant

## PREGNANCY EDUCATION & PARENTING

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512/886-9053

### Funding

Contributions and Grants:  
Texas Education Agency School-  
Age Parents grants  
Corpus Christi ISD Compensa-  
tory Education Funds

In-kind: local organizations and  
individuals

### Program Description

The goals of the Pregnancy Education and Parenting (PEP) program are to help school-age parents, both mothers and fathers, achieve academically, plan a career, and graduate from high school; provide access to information on pregnancy, parenting, family living, governmental and community-based support services, and school-based health care; and recover students who have dropped out of school due to issues related to pregnancy and parenting.

To participate in the PEP program, a student must be pregnant or be a parent eligible to attend a CCISD school, enroll in one of five parenting classes offered each semester, enroll in a vocational education course if age 16 years or older, and adhere to CCISD's attendance guidelines. Each participant has a counselor/case manager to assist them in educational and career planning. Individual and family counseling are available as needed. The counselor/case manager coordinates available services from government agencies and community organizations, as needed. Transportation to school, employment and program-related appointments also may be furnished.

Child care is provided at campus Infant Care Centers for students who are attending school and, when applicable, while working. There are Infant Care Centers at four of the six high school campuses, with plans to add one more for the 1992-93 school year. Child care is provided for babies ranging in age from two weeks to two years, at no cost to the parents. The PEP program counselors work with students to utilize the Child Care Management System and Head Start program for older children.

At this time, the ages of the participants range from 13 to 21 years. The ethnicity of the PEP Program is approximately 68 percent Hispanic, seven percent African-American, 23 percent Anglo, and two percent other. Currently, there are 235 teen parents participating in this program. The need to support school-age parents in obtaining their educational goals was obvious when the drop-out rate for this population increased. Even though CCISD has a Teenage Mothers School, there was no continuity of services when the students returned to their home school. The barriers of day care, transportation, knowledge of parenting, budgeting money, and lack of familial support became so overwhelming that educational goals were lost. Through the Texas Education Agency School-Age Parents Grant and CCISD's Compensatory Education funding, these services are now available to teen parents attending CCISD schools.

### Barriers

The program has tried to increase community awareness of the difficulties teen parents face and that educating the students will improve the quality of life for everyone.

There has also been a struggle to encourage positive recognition for the Infant Care Centers on the high school campuses and get teachers and students from other school programs involved in making the Infant Care Centers a successful experience for the babies.

The program also provides information to the public so they will know that educating two generations of at-risk children is definitely worth the time and money. Funding also continues to be a barrier that must be overcome.

### Highlights

Positive comments from PEP Participants are highlights for the staff, especially the positive feeling students have when they walk across the stage to accept their diplomas. Other highlights are having students accepted at college who never thought they could do it, seeing students become independent and self-assured, and seeing students use the parenting skills from the classes.

**BABY RATTLERS CHILD DEVELOPMENT CENTER****Program Description**

The Baby Rattlers Child Development Center and School-Age Pregnancy and Parenting Program is a service of the San Marcos Independent School District. Its mission is to help teen-age parents graduate from high school with an employable skill and/or go on to training or college so they will reach their potential and become productive tax-paying citizens. The program provides educational opportunities in the public schools that include basic literacy instruction, parenting training, counseling, vocational guidance and training to gain a marketable skill. Support services include child care, transportation, a social worker, a nurse to monitor the health of mothers and babies, help in obtaining child support, on-campus Well Baby Clinic and WIC classes, a JTPA youth counselor, homebound program, and tutoring. Students may attend the traditional program or the half-day program at the PRIDE Alternative Center.

The child care is really a "Pre" Head Start program that educates both the parent and the child. The program is available to all school-age parents in the San Marcos CISD. Over the last five years, the ethnic distribution has been approximately 96 percent Hispanic, two percent Anglo and two percent African-American. The ages of the participants range from 13 to 21 years of age, although Special Education allows up to 23 years of age. There is a high percentage of special education students.

Originally, the self-contained Special Education class for teen-aged mothers did not have child care. Many students dropped out when they went back to regular school because they had no care for their babies. One day, a very special teen-age mother brought into class a newspaper article about a school that provided child care. From that, a decision was made to write a grant proposal for funds to establish child care at San Marcos CISD. Child care was provided by contracting with private child-care centers, and additional grants provided money to build on-campus child-care facilities with parenting classes, a well baby clinic and WIC, transportation, and social services. Since then, the program has grown.

**Barriers**

There has been some prejudice in the community and school against unmarried teenage parents. Cultural and socio/economic conditions do not encourage "full" education for females so they can reach their potential.

**Highlights**

Increasing numbers of school-age parents are graduating and getting jobs. One of the students has completed two years of college. The greatest success story is the 16-year-old mother of two who returned to school after a two-year absence and is on the Honor Roll. In doing this, she has also escaped from dependence on a physically and emotionally abusive older husband.

Baby Rattlers Child Development  
Center/School-Age Pregnancy &  
Parenting Program  
Frances Longley  
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San Marcos, TX 78667-1087  
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**Funding**

Grants and contracts: State  
Compensatory Education funds;  
Carl Perkins Vocational Educa-  
tion funds

Fundraising: selling homemade  
gingerbread houses at Christmas

In-kind: The Kiwanis Club built  
playground swings, others do-  
nate \$200-\$300 per year.

**SEGUIN INDEPENDENT SCHOOL DISTRICT PARENTING PROGRAM**

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**Funding**

Job Training Partnership Act, In-  
 School Youth Program;  
 Carl D. Perkins  
 Texas Education Agency

**Program Description**

The goals of the Parenting Program are to recover and retain pregnant and parenting students of school age until they graduate. The host of the program is Seguin ISD, a public school for Pre-k to 12th grade. The program provides child care so that parents may remain in school, and the children get the best start possible. Transportation is provided to and from school and social service agencies for participants. Other services include: counseling, as needed, for the individual student in the areas of substance abuse, curricula, and marriage and child care, as well as psychological and vocational counseling; parenting skills in the form of a class for credit during the school day; video lending library on parenting and careers; vocational education to obtain a marketable skill by graduation; coordination of community resources and government agencies; and a non-threatening, supportive atmosphere where the school-aged parent may develop into a nurturing, self-supporting adult. The mission of the Seguin ISD Parenting Program is to intervene and improve the quality of life for young families in Seguin, Guadalupe County and Texas. To do this, the program seeks out teenage parents in the community and provides them with the tools to improve their lives and the lives of their children. The program seeks to reduce child abuse, illiteracy and hopelessness by offering the tools with which young parents may develop a sense of pride and accomplishment. Parents who have a healthy self-esteem are better parents and citizens, and their children, the school, community, and state prosper as a result. Education, keeping children in school, is the key to success. The program serves African-American, American Indian, Anglo, Asian, and Hispanic students from educationally and economically disadvantaged backgrounds, with the greatest number of participants being of Hispanic origin.

**Barriers**

The most complex issue in this program is a moral one. A portion of the population feels that a program of this type encourages and condones teen pregnancy. Funding is another issue. Most school districts cannot afford the thousands of dollars necessary to provide child care and transportation.

**Highlights**

The Mini Mats Child-Care Center on campus is proving to be a great success. Having the child-care center on campus has given the child-care providers and director a chance to work not only with the parents, but with the children on a day-to-day basis. Parenting is not only taught, it is modeled and the positive results are seen daily. The parenting program is having a positive effect on the dropout problem. The students in the program are provided with child care and transportation free of charge. They receive personal counseling and are closely supervised by the director.

## PREGNANCY, EDUCATION & PARENTING PROGRAM

### Program Description

The Pregnancy, Education and Parenting Program (PEP) is located in the Abilene Independent School District (AISD), which is a public school for Pre-k through 12th grade. The PEP Program serves school-age students in Abilene who are pregnant and students who are parents. Pregnant students have a choice of staying on their home campus or attending an alternative campus. Educational counseling is provided and an individualized Education Career Plan for each student reflects grade-appropriate academic, parenting, and job readiness courses. Tutorials, Saturday school, and homebound services are available to all program participants to help them maintain their studies. The purposes of the PEP Program are to reduce the number of students who drop out of school due to pregnancy or parenthood, to recover young parents who are under the age of 21 years back into the educational system, and to assist students in their endeavor to obtain a high school diploma. A counselor provides group, individual, peer, and career counseling for participants. The PEP program serves a population comprised of Hispanic, Anglo, and African-American students. Seventy-five percent of the students are economically disadvantaged and all are considered at-risk youth.

The idea for the program began in January 1989, when a group of Home Economics personnel became concerned about the number of teen pregnancies and the number of students who were dropping out of school due to pregnancy or parenthood. Several months were spent talking to principals, counselors and other school officials to make them aware of the problem.

### Barriers

At first it was difficult to get key people in the district to listen to concerns about the problems of teen pregnancy. The biggest barrier was the short time frame available to implement the program.

### Highlights

The AISD PEP Program has brought 32 dropouts back into the educational process. Since the establishment of the program in January 1990, 37 student parents have graduated. The PEP Program was selected by the TEA Home Economics Division as one of six exemplary programs in the state. The PEP child-care center was inspected for the first time in January 1992 and it passed the inspection successfully!

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### Funding

Contributions and Grants:  
Texas Employment Commission  
16.152 and 21.114 Special State  
Grant for pregnant/parenting  
students; Texas Department of  
Human Services Child Care Man-  
agement Services, Child Nutri-  
tion Program;

In-Kind: donations from the lo-  
cal district includes building,  
salaries, utilities, insurance;  
Kiwanis Club.

**DISD PARENT OMBUDSMAN PROGRAM**

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 District  
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**Funding**

Contributions and Grants:  
 Texas Education Agency,  
 Chapter I

**Program Description**

The Parent Ombudsman Program is part of the Dallas Independent School District (DISD), which is a public school system for Pre-k to 12th grade. This program serves Chapter I students in kindergarten through third grade who are at risk because of home, social, academic or emotional problems. The Parent Ombudsman Program provides individual counseling, consultation and referral services to students and their families. It encourages parental involvement in the schools by conducting needs assessments of families' needs and interests and scheduling meetings, workshops and training to meet the needs. Ombudsmen establish a working Parent Advisory Council on each school campus to facilitate parental involvement and participation in the decision-making process. The DISD Parent Ombudsman Program takes a case management approach in providing services to families. Its mission is to provide direct services to families of Chapter I students in order to alleviate non-school factors that adversely affect school attendance and the academic progress of students.

The concept of social service in the school was developed in the early 1900s on the East Coast. The programs were designed to improve the child's use of the school. In the 1930s, Dallas and other Texas cities recognized the need for visiting teacher services in the schools. By the 1970's, DISD was able to initiate visiting teacher services for Chapter I students as a result of Title I legislation.

**Barriers**

An initial barrier was the acceptance of parental involvement as a viable component in the public schools. The Parent Ombudsman Program continues to be challenged to find ways to involve parents in their children's education in a meaningful capacity. Reaching out to parents in a large urban district, with a student enrollment characterized by multi-ethnic, multicultural backgrounds, continues to be the goal.

**Highlights**

The program's greatest success has been the Ombudsmen's ability to positively affect the attendance and academic progress of at-risk students. Studies conducted by the DISD Department of Testing and Evaluation have shown that students who were at risk of dropping out because of poor attendance or home and social problems were able to perform better in school because of direct services provided by Parent Ombudsmen.

**CHILDREN'S CONNECTION****Program Description**

The Child Care Connection of Austin, Inc., is a non-profit organization established in 1987 to receive funds for the implementation of activities recommended by the Austin Child Care Council. The Council secured an agreement to provide space for a newspaper column on child care. The column is called "The Children's Connection," and its primary goal is to provide a question-and-answer column in the newspaper for the dissemination of information about child growth and development. The column, written by Cheryl Coggins-Frnk, informs the public about positive childrearing and family strengthening practices. The Child Care Connection of Austin, Inc. is dedicated to securing a strong future for Austin by promoting and developing a high-quality child-care system. "The Children's Connection" column reaches readership in Travis and surrounding counties.

The Child Care Connection of Austin, Inc. and the Austin Child Care Council identified the need for such a column through surveys of providers, employers, and parents. It was discovered that the information regarding young children and their growth environment outside the home was needed on a regular basis in the community at large. Therefore, with the grant from the Children's Trust Fund and the commitment from the Austin American-Statesman to run the column at no charge, the column is printed three times a week and addresses a variety of concerns.

**Barriers**

The barriers to "The Children's Connection" column were securing the funds and newspaper space for a committed period of three years. Also, securing funds after this initial grant period ends.

**Highlights**

"The Children's Connection" column is being published by seven Texas newspapers. Child-care centers report giving copies of the column to parents.

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**Funding**

Contributions and Grants: The  
Children's Trust Fund of Texas;  
RGK Foundation.

**PARTNERS FOR PARENTING**

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**Funding**

Tuition

Contributions and Grants:  
Children's Trust Fund of Texas,  
Texas Department of Health

**Program Description**

Partners for Parenting is a program hosted by Texas A & M University through its involvement in the Texas Agricultural Extension Service. The Partners program is a collaborative effort initiated in 1989 with the Children's Trust Fund of Texas, to help communities develop parenting education programs.

The goal of the program is to positively impact the quality of parenting and to reduce the risk of child abuse. The program provides assistance in needs assessment, program development, curriculum selection, marketing, implementation and evaluation. The program initiates community collaborations for parenting education and offers support for resource development, leadership development, and skill enhancement.

In 1989, four groups of community leaders across Texas identified parenting as an educational need to be addressed by the Texas Agricultural Extension Service. During the same period, the Children's Trust Fund of Texas was seeking a statewide program to impact the quality of parenting across Texas and to promote the mission of the agency to reduce child abuse.

**Barriers**

There is resistance to networking between state agencies because of funding restrictions. In addition, agencies attempt to maintain their "turf" at community, county and state levels. Leadership at the community level to initiate and develop coalitions had to be fostered. There was frustration at the time lag between coalition development and program implementation.

**Highlights**

A curriculum library is available for local programs to access. The library currently houses 95 different curricula, and received over 800 requests for information in 1990-91. The program has established 125 parenting coalitions and approximately 800 coalition members have been trained. More than 11,341 volunteer hours were contributed in 1990, along with 7,401 faculty hours. More than 25,000 parents were involved in classes in 1989-90, and approximately 394 classes were initiated in 1990-91. Ninety-one percent of parents indicated they changed one or more parenting practices as a result of their participation in the Partners for Parenting program.



## TEXAS CONNECTION

### Program Description

The Texas Connection is an automated bulletin board computer system that provides information about services available to the elderly and their families. The Texas Connection is presently maintained within the offices of the Texoma Council of Governments, a contracted service with funds from the Texas Department of Aging, among other agencies. The bulletin board operates on a simple-to-follow menu and is available 24 hours a day. The user or caller must have a computer, telephone line, modem, and communication software. Since all information is maintained and updated in one central database, the user calls the central system to seek information and to print screens of information. The Texas Connection was developed out of a need to improve access to information by multiple gatekeepers who counsel with the elderly and their caregivers.

A dependent care grant received in 1988 permitted the creation of a regional Business Task Force on Aging. This task force consisted of over 15 personnel directors representing corporations in the Texoma region. One of the major concerns expressed by this group focused on the difficulty of identifying eldercare services for employee-caregivers. After lengthy research of existing software that could provide automated access to information, it was determined to be too expensive to purchase a software license for each company interested in accessing eldercare services. The concept of accessing information through a bulletin board evolved.

### Barriers

One of the major barriers to be overcome was encouraging agencies with computers to learn to use their systems for activities other than word processing. In addition, concern was expressed initially by information and referral program operators that the Texas Connection would attempt to replace the personal consultation and assistance offered by an I&R specialist.

### Highlights

The Texas Connection provides a means to disseminate information to a broad array of user groups, offers a way to keep data up-to-date for all users, eliminates duplication of staff time spent updating individual resource files, eliminates printing and mailing costs associated with directory publication and update, and provides a reference tool for those who need quick access to timely information.

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Texoma Council of  
Governments  
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### Funding

Contributions and Grants:  
Texas Department of Housing  
and Community Affairs



**CARA Y CORAZÓN**

Steve Welch, Drug Psychologist  
Federal Correctional Institute at  
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**Funding**

In-kind: staff time

**Program Description**

The Cara y Corazón (Face and Heart) Program is a group program offered at the Federal Correctional Institute at Bastrop. The program is based on a parenting program developed by Corporate Child Development Fund that is culture-based and designed to help Hispanic-Americans understand their role as parents in a multi cultural society. In the Cara y Corazón model, participants examine their relationship with their children and other family members, and they are given opportunities to reflect on their own childhoods and the cultural traditions that were part of their families. Four essential cultural values discussed in the program are: dignidad (dignity or self worth), respeto (respect or honor), confianza (intuitive bonding or trust), and cariño (love, nurturance, and warmth). These basic values form the basis for all discussions about establishing healthy family relationships. The classes help participants use their cultural strengths to heal the pain in their family.

In the original model, participants are given "en casa" activities to practice with their families. With the program at the prison, the focus is modified to offer inmates an opportunity to discuss the values of Hispanic culture, to help them with personal growth, and to teach them how to develop and maintain healthy relationships. Ideas are shared for regaining their rich Hispanic traditions, positive family rituals, constructive self-discipline, and positive communication skills.

The classes are conducted in Spanish and participation is voluntary. Classes are offered once a week for a 10-week series.

The program has the complete support of the institute's administration and there is interest in providing more types of personal and family-strengthening classes for various inmate populations.

**Barriers**

Currently the materials are only available in English. Having Spanish-language materials for the participants and facilitator would be helpful.

**Highlights**

The director feels that the inmates are more connected with this program than they have been in any other program. He hopes that, by word of mouth, more inmates will volunteer for future classes. In an environment that is very controlled, there are few opportunities for inmates to make a commitment to attend a program of this type. This program represents an opportunity for self-awareness that will prepare inmates for the day when they will be released to rejoin society and their families. Future evaluations should explore the impact that the program has on the inmate, his family, and ultimately, on recidivism.

**MAESTROS FAMILY EFFECTIVENESS & DEVELOPMENT PROGRAM**

**Program Description**

The Maestros Family Effectiveness and Development Program is a program of the Cameron County Housing Authority. Maestros uses the *Cara y Corazón* curriculum developed by Corporate Child Development Fund for Texas. This curriculum uses a parenting education approach to facilitate better family communication and appreciation of Hispanic culture. The goal is to provide guidance to parents in developing healthier family relationships and to maintain their cultural ties.

Classes are held once a week for a 10-week cycle. The classes average 10 to 15 parents who may opt to go into individual counseling or to continue in support groups after completion of the course. Parents are recruited when they apply for housing at the Cameron County Housing Authority (CCHA). CCHA will offer parents extra points towards their housing application if they enroll in the parenting classes.

Most of the parents are residents of the Leon Garden Housing Development, and the majority are Hispanics. Some of the parents enrolled in the program are also court-mandated referrals from Child Protective Services. Participants range in age from teens to senior citizens, single parents and couples.


**Barriers**

Initially, referrals were difficult to generate. Another barrier was getting parents without transportation to the program. Currently, a bus goes to each housing area and picks up the parents, bringing them to the classes. There are still some difficulties in providing child-care services and better solutions are being researched.

**Highlights**

A majority of the participants are originally from interior Mexico, with no extended family to help them adjust to a new location or to provide positive role modeling. Many of these participants express the difficulty they have had in adjusting to the demands of a new culture. They feel their children are torn between their native Mexican culture and their desire to fit into the mainstream Texas population. This program has been able to offer them a way of integrating the common values of Hispanics in both Mexico and Texas. They felt very isolated and now, after the classes, they are able to mix and share more with other people they meet.

The turnout has been growing, and there is currently a waiting list for the classes. They have designed their own evaluation tool that includes a parent pre- and post-test.



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512/541-4996

**Funding**

Contributions and Grants: Texas  
Department of Housing and  
Community Affairs  
Texas Commission on Alcohol  
and Drug Abuse

**PARENTS AGAINST SUBSTANCE ABUSE (PASA) PROGRAM**

Raquel Martinez,  
Program Director  
Laredo State Center  
1205 N. Gust  
Laredo, TX 78041  
512/725-5361

**Funding**

Contributions and Grants:  
Texas Commission on Alcohol  
and Drug Abuse (TCADA)  
Texas Department of Mental  
Health and Mental Retarda  
tion (MHMR)

In-Kind: Staff time

**Program Description**

The Laredo State Center is an agency of the Texas Department of Mental Health and Mental Retardation located on the US-Mexico border. In a geographic region of the country where drugs are prevalent, the mission of the center is to inform the community that prevention and intervention in substance abuse is possible, and that a program is available. The Center provides a number of programs, including a prevention and early intervention program for high-risk youth, ages 10 to 17 years. Many of these children are referred through the juvenile court system, having encountered the system because of their emotional and behavioral problems. The youth participate in therapy groups and on an out-patient basis, with the groups emphasizing self-esteem, coping skills, and managing stress.

To support the youth program the Center offers the Parents Against Substance Abuse (PASA) program to the parents of the youth. The PASA program also draws adult participants from the methadone treatment program. PASA takes a wholistic approach to substance abuse prevention by involving the entire family the discussion of issues with which the family is struggling.

PASA uses the *Cara y Corazón* curriculum developed by Corporate Child Development Fund for Texas. Parents participate in an eight-week series of classes that meet for two hours each week. The curriculum emphasizes pride in Hispanic culture, positive family traditions, positive discipline techniques, and positive childhood growth and development. Approximately 15 parents can be accommodated in the series at one time. The majority of the people in the PASA program are Hispanic, and many of them are struggling to maintain their cultural identity and still "fit in" with mainstream society.

Participants are very committed to the program, calling the facilitator when they cannot attend and discussing the content they missed. The facilitators describe the groups as very special, recognizing that family members often get in touch with old wounds that have never healed. For example, some members disclose for the first time that they were sexually abused as a child, or that a grandparent was an addict. Participants whose problems cannot be handled in the group are given referrals to appropriate resources right away. Facilitators follow-up with the referrals to see if group members have received the additional services.

**Barriers**

One of the limits of the PASA program is that once the wounds have been opened, there is not enough time in the group to heal them. Participants need to use additional services to deal with deepseated problems. Another challenge for the PASA program is finding activities for the younger children while the parents are in session. The local community action agency has been approached to offer child-care during the sessions, and the possibility of offering a children's version of the parent program is being explored.

Activities for children while the parents are in session are sorely needed. Technical assistance from Corporate Child Development Fund is being arranged to implement a new children's curriculum that may occur simultaneously with the parenting program.

**Highlights**

Training for the *Cara y Corazón* curriculum was provided free of charge by TCADA, which enabled staff to participate initially. Since then, the program has received considerable support from the Laredo State Center and will continue to a viable prevention and intervention program. One of the biggest highlights is seeing "graduates" of the program volunteering to help others get through the sessions. The participants want others to experience the success they felt in the program.

THE

# PROFESSIONALS



Each person drops but a pebble into the one great lake of life. Who knows how far and on what shores the ripples spread? But the stone having been cast has done its work.

# THE PROFESSIONALS ~

## THE CRISIS

Last year, Texas lost 41,000 of its 100,000 child-care providers from licensed centers, Head Start classrooms, family day care homes, school age child-care programs, and crisis centers. Findings from the National Child-Care Staffing Study (NCCSS, 1990) indicate that this 41 percent turnover is a national average. The NCCSS study also revealed that most providers left the classroom or closed family child-care homes due to low wages and few benefits.

It is startling to think of the impact when the continuity in care is interrupted for so many Texas children. NCCSS findings indicate that children in centers with higher turnover rates spend less time engaged in social activities with peers, more time in aimless wandering, and have lower Peabody Picture Vocabulary Test scores compared with children in centers with more stable teaching staff. Experience tells us that children learn best when they form close, affectionate relationships with their adult caregivers and as more children spend more of their waking hours away from home, the need increases for stability in those relationships. The impact of these early years will be reflected in future relationships and patterns for learning.

The Worthy Wage Campaign launched in April, 1992, by the national Child-Care Employee Project and a coalition of 150 professional organizations uses one simple sentence to describe this crisis: "The time is now." Not a moment can be wasted in trying to resolve this crisis. Across the country, leaders are asking how so many persons dedicated to educating and nurturing young children could break away from their relationships with children. For the children, it is devastating. For the profession, it is a turning point. Professionals are forming exciting new partnerships between associations and policymakers so that solutions can be found for the difficult issues at hand.

## COALITION AND ASSOCIATIONS SEEK SOLUTIONS

Primary caregivers are just one of the many groups working diligently to produce high-quality programs for children and families. Other key players include resource and referral agencies, community college instructors, Child Development Associate trainers, curriculum developers, child advocates, and personnel benefits managers. A number of statewide coalitions are making long-term commitments to improving the delivery system for early childhood services in Texas.

In 1986, under Helen Farabee's leadership, the United Way of Texas Child-Care Working Group organized to support changes in federal funding for child care. The group focuses on communication between professionals and reaching consensus on child-care public policy issues. The Working Group's role in educating legislators resulted in the adoption of the "Critical Elements" and "Basic Principles for Child-Care in Texas" by the legislature. Legislative advocacy networks, such as the Texas Association for the Education of Young Children (TAEYC) Legislative LINKS initiative, have also sprung up to support legislation for children. The commitment by these professionals and child advocates was instrumental in keeping the industry informed during the last legislative session.

Another group, The Ad Hoc Committee for the Revision of Minimum Standards for Licensed Child Care Facilities, was established by the Texas Department of Human Services (TDHS) Licensing Division to review and revise the standards to ensure the safety and well being of Texas children. Two other bodies that advise TDHS are the Texas Planning Council and the Child Care Advisory Committee. One group developing training models is the Texas Education Agency's 2+2 Advisory Committee. This group has developed a model for training child-care workers in the last two years of high school and then adding two years of additional training at a community college. Future plans include the addition of two more



years of education at a four-year institution, or the 2+2+2 model. Another group working to develop new allies and resources for the field is Advisory Committee of the Texas Work and Families Clearinghouse. Under the auspices of the Texas Employment Commission, this group addresses issues related to employers and their involvement with work-family issues.

As the issues have become tougher and tougher to resolve, professional associations have taken on new roles to strengthen the profession. The Texas Association of Child-Care Resource and Referral Agencies, Texas Association for School-Age Care, Texas Association for the Education of Young Children, Texas Licensed Child-Care Association, Professional Administrator's Credentialing Board, and Texas Professional Home Child-Care Association have all grown tremendously in their ability to connect professionals for common causes in these membership organizations. Each of these efforts, taken together, are a formidable force making significant contributions to the improvement of programs for children

### **VALUING DIVERSITY**

A key ingredient in improving child-care programs is dialogue about the diverse needs of children and the child-care community. Groups such as the Black Coalition of Concerned Citizens for Child-Care (BCCCC) have voiced their concerns about the equitable disbursement of public funds to child-care vendors and ensuring fair distribution of subsidized spaces so that families can find care in their own neighborhoods. Another concern voiced by many professionals is the need to recognize the unique cultural identities and special needs of children. The BCCCC has reinforced the need for child-care providers to help children feel proud of their cultural identities by offering them culturally-appropriate role models. The Inclusive Child-Care Project and the Association for Retarded Citizens are working diligently to ensure that children with special needs are included in mainstream child-care programs. Bilingual, multi-cultural educators are developing new orientation materials and curricula for meeting the needs of Spanish-speaking providers and children. These are signs that professionals are responding to the diverse needs of providers, children, and families

### **A VISION FOR A BETTER TOMORROW**

In May 1991, Governor Ann Richards establishing the Texas Head Start Collaboration Project Task Force, a work group frequently called "the work group of all work groups." The Task Force represents all interested parties from the other projects identified above. While the Governor's directive initially called on the Collaboration Task Force "to develop a statewide plan to more effectively integrate and maximize services for at-risk children and families," the task force members made a commitment to develop a plan for all children, not just those served by at-risk programs

The many difficult issues affecting the profession stem from the fact that distinctly different histories have created separate funding streams, regulations, professional preparation, curricula, training paths, and staffing patterns for public Pre-k and Head Start programs and private child care centers and homes. It is little wonder, then, that these groups have struggled to merge different views of the profession and the delivery of services to children. Some recurring themes, however, have cross-cutting significance that affect the supply of quality child care in every setting

### **STAFFING KEY INGREDIENT**

The single most critical issue in programs for young children today is the availability of trained professionals. Most child-care center directors print twice as many W-2 forms at the end of the year as they have positions, because each position is filled twice. The issues are complex and stem from intricately interwoven problems. Traditionally, child-care was something families got for free from mothers or relatives, and the true cost of care has not been figured into family

budgets. In the last decade, while the majority of American salaries increased with the cost of living, child-care salaries decreased 27 percent. Child-care programs depend on parent tuition for approximately 75 percent of their income, resulting in a very direct relationship between parent fees and staff salaries. Low fees limit wages and employee benefits to only the compulsory social security and workers compensation, some paid training time, and free or reduced child-care (NCCSS, 1990).

Salaries are not commensurate with the responsibility or with other positions requiring equal amounts of professional preparation. Although a higher percentage of female child-care employees have some college education as compared to other women in the work force (NCCSS, 1990), their salaries are half that of comparably educated women. When compared to men's salaries, the disparity is even greater.

One of the barriers to professional recognition is that there is no comprehensive preparation system for teachers of young children and, thus, there are no standard requirements for child-care teachers. The debate about who is a professional child-care teacher started years ago and continues today. Because of the enormous demand for workers in the child-care industry and the very low wages, almost anyone has been able to "get a job" in a children's program. In fact, for some time now, it has become the custom in many child-care programs to hire first and train later. Most family home child-care businesses were providing care long before they were registered with the state. This practice of working first and then discovering later that training and skill are needed to become a "professional" comes from the myth that "anyone can work with children," a myth that is hopefully being dispelled.

#### **EXEMPLARY PROGRAMS BEGIN TO IMPLEMENT THE VISION**

Against the many obstacles of low wages and high staff turnover, the exemplary programs in this chapter are beginning to address a vision to make high quality child care available and affordable in Texas. Entrepreneurial organizations such as The Child-Care Company in Dallas, Initiatives for Children in Houston, and Austin Families, Inc., have established innovative projects for recruiting, training and accrediting family child-care providers with funding from private sources. Others are collaborating to ensure that children with special needs are included in all programs, a mission of the Inclusive Child Care Project involving sites in San Antonio, Houston, and Lubbock. The 2+2 Tech Prep and East Texas Baptist University Training programs are demonstrating new ways to provide training to prepare child-care teachers. The CDA training programs at San Antonio Community College and Austin Community College have also reached out to non-traditional college students, finding ways for them to achieve in a college setting. Other training models are the YWCA programs in El Paso and the San Antonio Community College collaboration with the Victoria Courts Apartment complex, both of which reach out to economically disadvantaged students to offer them marketable skills in the child-care field. Groups like the City of San Antonio, Children's Resource Division and the Hogg's School of the Future initiative have forged new roles for professionals and developed exciting ways to involve parents and the whole community in the awareness of early childhood needs.

The work of these dedicated professionals may be summed up in the quote that introduces this chapter. "Each person drops but a pebble into the one great lake of life. Who knows how far and on what shores the ripples spread? But the stone, having been cast, has done its work."





## INITIATIVES FOR CHILDREN

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### Funding

Grants and Contributions: Texas Department of Human Services; Texas Department of Housing and Community Affairs; University of Texas Health Science Center; Southwest Regional Center for Drug-Free Schools and Communities; Mervyn's and Dayton Hudson Corporation; American Express, IBM, Houston Crackdown; Houston Committee for Private Sector Initiatives; contracts with 164 companies for resource and referral;

In-Kind: Donated computer equipment and office equipment; volunteers provide assistance and professional advice;

### Program Description

Initiatives for Children is a non-profit corporation that operates a child-care resource and referral service. The service provides in-depth counseling and computerized child-care search services for parents employed by contracting corporations. A modified computer search service is also offered to the general public. Initiatives for Children serves families with children newborn to 13 years old in Harris and 13 surrounding counties, and in the Beaumont/Port Arthur area. During 1991, referrals were given to 7,039 parents; 2,197 child-care providers received training and technical assistance; and 164 employers contracted with Initiatives for services to their work force.

With help from corporate grants, Initiatives for Children has written a leadership development manual with accompanying video for registered family home providers, developed a network of associations for those providers, and conducted numerous workshops for both existing and newly registered family home providers. One of the special programs includes the Family to Family project, funded by Mervyn's and Dayton Hudson Corporation, initially funded for two years and later extended to four years. This grant allows Initiatives to offer training and to recruit registered family home providers. A grant from IBM has supported a project to help child-care centers and registered family homes become accredited by the National Association for the Education of Young Children and the National Association of Family Day Care. Over the past two years, Initiatives for Children has also conducted training of child-care providers in the "Growing Up Strong" (GUS) curriculum, a preschool primary drug abuse prevention program.

Initiatives for Children was formed in 1987 to expand the small child-care resource and referral program operated at that time by the Houston Committee for Private Sector Initiatives (HCPSI), and to develop programs to enhance the quality of child care available in Houston. Initiatives was incorporated with the help of a number of representatives of HCPSI and the extensive volunteer time of numerous child-care professionals. Initiatives has filled a gap in services to children by offering the Child Care Resource and Referral Program to both corporate parents and the general public and by providing extensive training opportunities to child-care professionals. Initiatives has also worked with community groups to address problems affecting child care, including conflicts between neighborhood deed restrictions and registered family homes, national legislation to fund child-care programs, and management of state funding for child care.

### Barriers

Initiatives has had to work hard to establish name recognition and to develop its reputation for high-quality, professional work in the field of child care. As a new entity in Houston, Initiatives has had to introduce itself to the corporate community, child-care providers, parents, and public agencies.

### Highlights

Initiatives' success is visible in the consistent growth of its corporate client base, the increasing numbers of calls to the public resource and referral line, and the new projects it has developed with an ever-widening group of funders. In the past three years, Initiatives has helped over 10,000 families find child care. It has offered training and accreditation assistance to many child-care providers, and has brought together individuals and organizations from across the community to address problems affecting child care. The Mervyn's-funded program and the "Growing Up Strong" curriculum were unique projects brought to the Houston community through Initiatives.

## THE CHILD CARE COMPANY

### Program Description

The Child Care Company is a non-profit corporation that offers resource and referral services to the Dallas community and targeted communities of north, central, and east Texas. One role of The Child Care Company is to recruit and train family child-care providers to meet the needs of corporate employees in under-served communities. The communities range from semi-rural to inner-city areas, and residents represent a wide variety of ethnicities. Child-care providers are offered a seven-session training program, parts of which are provided by experienced family child-care providers. The program works closely with local family child-care associations. Upon successful completion of the course, providers receive incentives ranging from payment of the Texas Department of Human Services (TDHS) registration fee to equipment reimbursements up to \$100.

The provider recruitment and training program was started in 1982 with a grant from the U.S. Department of Health and Human Services. The purpose of the grant was to demonstrate whether family child care could be a viable option for employer-assisted child care. The continuing need expressed by employers for infant care, family child care for school-age children and mildly ill children, and care during non-traditional hours has broadened this program. The growing interest shown by employers has made the program flourish.

### Barriers

There have been delays in the TDHS family day home registration process. This barrier has been overcome to a large extent by The Child Care Company volunteering to give TDHS orientation sessions.

### Highlights

In the past year, The Child Care Company recruitment and training program has created 456 new child-care spaces. In the coming year, the program will create an additional 480 child-care spaces. Issues that providers feel are most beneficial include an awareness of parenting education and community support available to parents. Through The Child Care Company resource and referral services, providers have helped over 60 parents to receive referrals for medical services regarding developmental delays of their children. The Child Care Company has also coordinated the "first ever" vision, hearing, and immunization clinic that providers use for the children in their care. Successful collaborations have been formed with the Junior League of Bryan/College Station, Texas A&M University APO service organization, and Texas A&M University, Departments of Psychology and Education in the utilization of volunteers. The circulation of the "Milestones" newsletter has also increased.

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### Funding

Grants and Contracts:  
U.S. Department of Health and Human Services, IBM, AT&T, NationsBank, The Travelers through Work/Family Directions, M&M Mars of Waco, Medical Plaza Hospital of Sherman.

In-kind: Junior League of Bryan/College Station; Texas A&M University APO service organization; Texas A&M University, Departments of Psychology and Education.

**INCLUSIVE CHILD CARE PROJECT**

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 Dependent Care Management  
 Group  
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 512/225-0276

**Funding**

Grants and Contributions: Texas  
 Department of Human Services,  
 Child Care Management Sys-  
 tem; Texas Rehabilitation Com-  
 mission; Texas Planning Coun-  
 cil for Developmental Disabili-  
 ties.

**Program Description**

The Inclusive Child Care Project is a program of the Dependent Care Management Group and a project of the Texas Planning Council for Developmental Disabilities funded through the Texas Rehabilitation Commission. The Inclusive Child Care Project was designed to facilitate child-care services for children with disabilities. The project seeks to include children with disabilities into family day homes and child-care centers throughout Texas, rather than creating separate services for the children, thus the term "inclusive" child care. The project also seeks to increase the number of child-care services available to children with disabilities by creating opportunities for child-care providers to receive "hands on" technical assistance and training in the care of children with disabilities.

The Project's objectives also include developing, advocating for and supporting the development of a comprehensive, generic network of information and referral services for inclusive child-care options; developing strategies to support child-care providers in financing start-up costs related to complying with the Americans with Disabilities Act; and providing a forum, through a Project Advisory Committee, for discussion of emerging child-care issues. The project is working on two levels, regional and state. The regional level works with individual parents and child-care providers to help find inclusive child-care services for the children and providing hands-on technical assistance for the caregivers. The state level effort focuses on developing action plans and interagency collaborative efforts among policymakers from agencies and organizations. The project uses a collaborative approach to establish a framework from which systems change can occur.

There are three regional subcontractors to the project: Children's Enterprises, Inc., Lubbock; Child Care Choices, San Antonio; and Initiatives for Children, Houston. The three regional sites are being used to develop local models which can be replicated statewide. Through the three regional subcontractors, this program targets family day home providers, licensed child-care centers, community support services, and parents who have children with disabilities.

**Barriers**

The lack of available child care for children with disabilities led the Texas Planning Council for Developmental Disabilities to initiate the "Planning Study on Integrated Child Care Options in Texas" in 1990. The planning study identified barriers that prevent child care programs from offering services to children with disabilities and recommended that a statewide child-care system be developed to address this issue. After a competitive bid process, the Inclusive Project was awarded to the Dependent Care Management Group.

**Highlights**

The Project has assisted child-care centers in accessing additional funds and services from various sources. These funds are used to obtain assistance in removing physical barriers to service, acquire needed equipment and materials to enhance the programs, and provide extra staff to assist in caring for children with special needs. The Project has helped to make arrangements, provide technical assistance, and conduct on-site training for centers and day homes seeking to provide inclusive programs. Since its inception, over 100 programs have offered their services to children with disabilities for the first time. The project has also found community resources to help centers adapt their equipment for children with special needs and to buy additional appropriate materials.



## CHILD CARE TEACHER TRAINING PROGRAM

### Program Description

East Texas Baptist University, a private college, offers a non-degree, diploma program of study called the Child Care Teacher Training Program. This program teaches fundamental educational concepts and creates applied learning opportunities with the goal of building basic skills for preschool teachers. The program is offered in two 16-week semesters. The program competencies are designed to meet and exceed the requirements for employment set forth by the state. Students who complete the second semester assemble a portfolio of their activities during the program, which prepares students to apply for the Child Development Associate (CDA) credential or an equivalent.

Historically, most college programs have been bound to one site, offering programs at a central campus. In this program, field trainers travel to providers to offer the training, making training accessible to rural providers. The program is available to all staff presently working in child-care facilities throughout Texas and is endorsed by the Professional Administrator's Credentialing Board. As a program of the college, students are eligible to apply for grants, student loans, and private scholarships.

The concept for the program was brought to Texas by Thomas E. Namey from The Ohio School of Financial Education (FinEd). Mr. Namey approached private colleges in Texas about developing and sponsoring a program for the child-care staff of Texas, similar to a program in Arizona. The Continuing Education Department of East Texas Baptist University, under the guidance of Dr. Carolyn Snow, developed the contract with Mr. Namey to deliver the training program over the entire state of Texas. Since its inception in March 1991, the program has trained over 600 child-care staff. Students from many parts of the state have participated, including those from McAllen, Gladewater, Texarkana, The Woodlands, Uvalde, San Antonio, San Marcos, Boerne, Dripping Springs, Houston, Arlington, Fort Worth, and Irving.

### Barriers

The difficulty of finding sufficient scholarships and grants for students continues to be a problem. Not all students are eligible for Pell grants. Since child-care salaries are very low, students find it difficult to pay for the courses themselves or even to take out a student loan. Center owners, too, have very limited resources to assist their staff. The mind set about the value of training and the willingness to pay for it has had to be changed.

### Highlights

This program's greatest success has been in the classrooms where the students teach young children. The evaluations of the program report that significant changes have been made in the performance of the students, including how they conduct their classes and what they expect from the children. The students feel confident about what they are doing with young children. This February, 70 students graduated from the program in Houston. The ceremony featured Houston Council Member Eleanor Tinsley and two vice presidents from East Texas Baptist University. Other graduations will be held in San Antonio and Dallas/Fort Worth this spring. The program attributes much of its success to being able to secure financial support for many students in the program, including Pell grants to those who qualify; private scholarships to those who don't qualify for grants; and student loans.

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East Texas Baptist University  
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Marshall, TX  
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### Funding

Tuition: Students apply for Pell grants or private scholarships.

Contributions and Grants:  
Professional Administrator  
Credentialing Board of Texas,  
Texas Licensed Child Care Association,  
Texas Association of  
Child Care Administrators.

**2+2 TECH PREP CHILD DEVELOPMENT PROGRAM**

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 Killeen, TX 76540-9990  
 817/526-0817

**Funding**

Grants and Contributions: Texas  
 Higher Education Coordinating  
 Board, Carl Perkins Funds, Texas  
 Education Agency.

**Program Description**

Central Texas College, a public two-year college, offers the 2+2 Tech Prep Child Development Project to address the need for qualified early childhood professionals. The project is a federally-funded model curriculum that provides marketable skills to students on the general high school track who are at risk of graduating from high school with an unfocused plan and no marketable skills. The position of preschool teacher was identified as a priority occupation by the State Board of Education after the Quality Workforce Planning Committee ranked it third in the number of annual openings in a technical occupation field.

Students become involved in a coherent, sequenced academic training that begins in their junior year of high school, and includes a degree plan with multiple exit points into the workplace. In the last two years of high school, students earn 11 college credits in child development that are transferable to Central Texas Junior College, or any other Texas junior college offering the tech prep program, thus the program name "2+2." Students who complete all four years of the 2+2 Tech Prep degree program earn an advanced Associate of Applied Science (A.A.S.) degree in child development. Students may also opt to continue for bachelor's, master's, and doctoral degrees.

Students must master beginning, intermediate, and advanced early childhood education competencies in performance situations with young children. There are also written tests in advanced math, science, and computer literacy for those seeking the A.A.S. degree. During the high-school program, students receive comprehensive instruction in the seven major areas of early childhood education identified by the National Association for the Education of Young Children.

Marble Falls Independent School District teacher, Mildred Perry, and Georgetown Independent School District teacher, Kathy Keller, have piloted the first year of the program, called "Early Childhood Professions I." Coursework is based on a 1990 survey of over 200 Texas child-care directors and teachers who identified skills that early childhood professionals need. The "Early Childhood Professions I and II" curriculum guidebooks were written by Dr. Mary Martin Patton and Marilyn Williams Harriman. The "Early Childhood Professions III and IV" curriculum guidebook is being written by Harriman and will be published in Summer, 1992.

**Barriers**

The biggest barrier has been promoting the program to secondary institutions who have seen many educational fads in the past and view this educational innovation with skepticism! It has been important to educate school districts and colleges about the Tech Prep approach to education, which is based on what employers and students need to succeed in the work force.

**Highlights**

In the cooperative process of developing the curriculum, Texas Junior College instructors of child development agreed on core courses to be taught in Texas so that students may transfer from one college to another without losing credits. The program has been selected as a model Tech Prep Child Development Curriculum by the National Tech Prep Network. The guidebook has been selected by the Educational Resources Information Clearinghouse (ERIC) and will be available throughout America in college libraries.

## YWCA/PIC CHILD CARE TRAINING

### Program Description

The YWCA/PIC Child Care Training Program is a joint venture between the Young Women's Christian Association (YWCA) and the Upper Rio Grande Private Industry Council (PIC). It is in its third year of operation, the program's mission is to provide the day care community of El Paso with child-care workers who have received a complete entry-level training course. The training program produces child-care workers who have been exposed to quality child-care practices that are developmentally correct, age appropriate, culturally diverse, and educationally sound. The program is made available to persons seeking employment in the El Paso area and is particularly targeted at youth between the ages of 18 and 21.

The YWCA program includes classroom and "hands-on" work experiences. The 13-week classroom training covers the Texas Department of Human Services Minimum Standards for Day Care Centers, safety policies and procedures, communication skills, curriculum guidelines, child abuse and neglect, cardiopulmonary resuscitation and first aid, child development, and professional development. Training classes are conducted in lecture format by local area professionals and YWCA supervisors and administrators. Following the 140 hours of classroom instruction, students participate in a 240-hour work experience in a day care setting.

### Barriers

Implementation of the program required funding for instructors' salaries, program supplies, and the trainees work experience. The current contract with the Upper Rio Grande Private Industry Council, now in its third year, has enabled the YWCA to overcome the funding barriers.

### Highlights

Students are paid during their work experience, which greatly enhances their ability to complete the program. The program has been successful in the placement of more than 75 percent of its graduates in day care centers. This cooperative joint venture between two service agencies in El Paso has helped to unite them in the common goal of offering the El Paso community the best in quality day care through an entry-level educational course. This unique partnership focuses on superior child-care staff development to better serve El Paso's children.

YWCA Lower Valley Branch  
115 Davis St.  
El Paso, TX 79907  
915/533-2311

### Funding

Grants and Contributions:  
Upper Rio Grande Private Industry Council, Job Training Partnership Funds; United Way.

**SCHOOL OF THE FUTURE**

Dr. Scott Keir  
Louise Iscoe  
Hogg Foundation  
The University of Texas  
at Austin  
Austin, TX 78712  
512/471-5041

**Funding**

Grants and Contributions:  
Hogg Foundation; Borden  
Company; HEB Grocery Stores.

In-kind: Schools contribute of-  
fice space and supplies.

**Program Description**

The School of the Future Program is a cooperative venture between the Hogg Foundation, a private foundation, and the public schools in four Texas cities. The program attempts to reduce many of the problems facing Texas children by providing an integrated array of health and human services on school campuses, with equal emphasis on problem prevention and service intervention. The project currently serves children in elementary and middle schools, ages 4 through 14, and their families. A major emphasis in 1992 will be reaching parents with the Parents As Teachers program, a parent education approach from prenatal to three-year-olds.

Four Texas cities were selected based on their common problems of economic disadvantage, limited community resources for parents, high unemployment, and a high percentage of female-headed households. The selected schools have high rates of dropouts, teen pregnancies, substance abuse, and suicide. The schools also represent ethnic diversity, with two school sites being 90 percent Hispanic, one being 80 percent African-American, and one school being one-third each Hispanic, African-American and Anglo.

The project uses the schools as the base for coordinating and providing a variety of services, and there is a coordinator to handle responsibilities at each site. These responsibilities include establishing links among school district personnel, local agencies, and other community resources to serve the children; developing parent education and support; identifying major concerns and needs of children and their families; and developing public awareness of the program. Specific services, based upon identified needs, differ at each site. In Austin, a support group was established for parents of emotionally disturbed children. Dallas offers a "Wellness Center" that includes an aerobic exercise program, nutrition education, and physical examinations for parents and teachers. The Houston site conducted a door-to-door survey to identify community needs. The San Antonio site uses social work interns from local colleges to provide individual counseling to students and their families.

The program was founded in 1990, after a three-year study on the mental health of young children and their families in Texas, conducted by the Hogg Foundation. The Foundation pledged to fund four demonstration projects for five years to evaluate the social and economic effectiveness of delivering physical and mental health services to children and their families at the schools. The basic concept grew out of the work of Dr. James Comer and Dr. Edward Zigler of Yale University. Hogg Foundation worked with independent school districts to select the Texas cities which could best be helped by such a project.

**Barriers**

Initially, there was a lack of trust and cooperation among school personnel, parents, and service providers. The school personnel were concerned that their workload would be increased. Parents did not understand how the project would help them. Physical space was limited in the schools for conducting the programs and services. Overcoming these barriers was the initial task of the project in the first year, and it was accomplished by the project coordinators and Hogg Foundation liaisons.

**Highlights**

The project was successful in convincing school personnel to work together in adopting a new and creative concept in their schools. At least one program crucial to meeting community needs has been established at each site. A book called the *School of the Future* will be published in 1992. The book will describe the overall project, its specific school sites, its evaluation, and future plans.

**EARLY CHILDHOOD TEACHER TRAINING PROGRAM****Program Description**

The Early Childhood Teacher Training Program is a collaborative effort between San Antonio Community College and the Victoria Courts Child Care Center. The program objectives are to train economically disadvantaged women for employment in early childhood education. Women are interviewed to determine their eligibility to become child-care workers. Participants who successfully complete the interview participate in a two-week pre-employment training, and then begin a 15-week session of early childhood theory classes and on-the-job training. The theory portion of the program is conducted by the community college and the on-the-job training is conducted by Victoria Courts Child Care Center. The on-the-job portion of the training is done during the day and the classes are held in the evenings.

The women serve a diverse group of children, with 82 percent of the Victoria Courts Child Care Center's population being Hispanic, nine percent African-American, and nine percent Anglo.

The program was initiated to address the lack of adequate training programs available to disadvantaged women. In addition, there was a need in the community to address the lack of trained, qualified child-care workers. The City of San Antonio's Child Care Resources Department found in a study they conducted that 30 percent of child-care centers need to hire staff once a month, and 50 percent need to find a substitute child-care worker on a weekly basis.

**Barriers**

The biggest barrier was obtaining the funding for the project.

**Highlights**

The highlights of the program are the graduates. One of the program's graduates is now an assistant director at a child-care center. Two graduates are now pursuing child development degrees in college, and 59 women are now economically self-sufficient and contributing to society instead of depending on it for survival.

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**Funding**

Grants and Contributions:  
Levi Strauss Foundation



## SAN ANTONIO COLLEGE CDA TRAINING PROGRAM

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### Funding

Tuition

Contributions and Grants:  
Students apply to Corporate  
Child Development Fund for  
federally-funded CDA scholar-  
ships.

### Program Description

The San Antonio College, a public, two-year community college, offers a college-credit training program for child-care workers that can be applied toward a college degree program at any time. Prior to the start of the program in 1978, child-care workers could not get college credit from the training programs they took. This 20-hour credit program meets the requirements for the Child Development Associate (CDA), a credentialing program of the Council for Early Childhood Professional Recognition.

The students who enroll in the program are as diverse as the city in which they live. The students are older than traditional college-age students and employed in child-care settings. The program was born out of a community need for training to meet the requirements of the CDA program and to help child-care workers with the process of achieving college degrees.

### Barriers

The costs of registration, books, and other fees are barriers for many students. To overcome problems of accessibility to the program, the college offers off-campus classes in the evening and on weekends.

### Highlights

There have been over 550 students trained through the CDA program. Some of the students have chosen to use the training as the first step towards the CDA or the associate's degree in child development.

**AUSTIN COMMUNITY COLLEGE CHILD DEVELOPMENT PROGRAM****Program Description**

The Austin Community College (ACC) Child Development Program provides training to child-care workers who, because of low literacy skills and isolation, have traditionally not been able to access child development courses at the college level. The classes offer child-care workers skills to enhance the quality of their care for children. A variety of instructors provide different aspects of the training, creating collaborations between the college and staff at Head Start programs, the attorney general's office, and Austin Families, Inc., a child care resource and referral agency. The program allows the students to continue working at child-care centers while they enhance their knowledge through the expertise of the ACC Child Development Department.


This training was developed out of a need to reach child-care workers who could not attend child development classes because of their lower literacy skills and the fact that they were out of the training loop. The ACC Child Development Department worked with the Continuing Education Department to provide the course as a non-credit course. The program encourages child-care workers to continue their training in college-degree programs.

**Barriers**

At first, it was difficult to attract the child-care workers who need the training. In addition, the administration had to be convinced that the idea would work.

**Highlights**

The program has trained over 1,000 child-care workers, many of whom had received no other type of training prior to this program. ACC is working to make the course transferable for an associate's degree. The program is also planning to begin a certificate program for registered family child-care providers within the year.



Austin Community College  
Child Development Dept.  
605 W. 13th St.  
Austin, TX 78701  
512/495-7270

**Funding**

Tuition: Students pay tuition of \$17.50 for 10 training hours.

Grants and Contributions: Texas Department of Human Services CCMS training funds supplement tuition.

**TAEYC LEGISLATIVE LINKS**

Bibi Lobo Somyak  
 Corporate Child Development  
 Fund  
 4029 Capital of Texas  
 Highway South, Suite 102  
 Austin, TX 78704-7920  
 512/440-8555

**Program Description**

The Texas Association for the Education of Young Children (TAEYC) Legislative LINKS Network is comprised of TAEYC members who desire to work on child and family public policy issues. Two main areas of concern have been identified by the LINKS Network and form the basis for decisions that are made about which bills to support. These concerns are: achieving quality in early childhood programs and increasing funding for early childhood programs. There are also specific issues connected with these two broad areas, including specialized training and staffing patterns for teachers of young children, opposing the testing of Pre-K and kindergarten children, supporting the Texas Education Agency in implementing their parent and community involvement programs, creating an early childhood/child development certification for teachers of children ages 0 to 8, increasing funding to support the child-care area of the Texas Department of Human Services, maintaining low student/teacher ratios for Pre-K to grade 3, maintaining the early childhood component for children with special needs, and encouraging private initiatives in child care.

The LINKS members commit for two years to following legislation and to LINKing up with one legislator about the needs of young children on a specific legislation. Members are also part of a statewide telephone tree that can mobilize advocates statewide for calling key legislators. During the legislative sessions, members receive copies of the LINKS CHAIN LETTER. The newsletter provides LINKS members with current status on bills and DOMEWORK, which are assignments for LINKS members to complete.

The LINKS Network was established in 1988, when Jeannette Watson, a co-chair for the TAEYC Public Policy Committee, suggested the idea to the TAEYC board. The group discussed the fact that children's needs are not always represented in public policy debate in Texas, and the group wanted to ensure representation in the next legislative session with a buddy system for every legislator. Rebeca Barrera, co-chair of the Public Policy Committee, presented the plan for recruiting and organizing the LINKS Network. The Board overwhelmingly approved the plan, and the LINKS Network was born.

**Barriers**

Recruiting LINKS members and assuring their participation has been a challenge. Producing and mailing the LINKS CHAIN LETTER with very little money has also been difficult.

**Highlights**

The LINKS Network has over 180 members statewide. The LINKS have worked tirelessly to change public policy in Texas and at the federal level. In 1989, the LINKS helped eliminate the TEAMS test for kindergarteners and assisted in protecting the registered family day home system in Texas.

In 1989 and 1990, LINKS worked diligently to pass federal child-care legislation known as the Child Care and Development Block Grant Act of 1990. In 1991, the LINKS supported and assisted in the passage of a package of child-care legislation, most of which was introduced by State Representative Libby Linebarger. During the Week of the Young Child in 1989 and 1991, the LINKS hosted the Legislative LINK Luncheon where legislators were invited to meet and network with the LINKS. The LINKS symbolically chained the Capitol Building on Texas Children's Day, April 12, 1991, with paper chains made by Texas children. Legislators were presented pieces of the chains by LINKS members during visits to their offices.

## CITY OF SAN ANTONIO, CHILDREN'S RESOURCES DIVISION

**Program Description**

The City of San Antonio, Children's Resources Division, offers numerous programs to the community that seek to prevent child abuse and enhance the quality of child care. The geographic catchment area for the Division includes the City of San Antonio and the counties of Bexar, Atascosa, Bandera, Comal, DeWitt, Guadalupe, Kendall, Kerr, Kimble, McMullen, Medina, Uvalde, Val Verde, Webb, and Wilson. Clients represent the ethnic diversity of these communities, including Anglo, African-American, Hispanic, Indian, and Asian. The Children's Resources Division was created by the City Council in 1984 out of a concern for the safety of the children of San Antonio, as well as a desire to improve the quality of child care provided. With over 40,000 children in some form of child care, and 60 percent of all mothers with children under the age of five now working, the need for quality care is evident.

The KidCare component is a child-care resource and referral service that offers referrals to licensed child-care facilities listed with the Texas Department of Human Services (TDHS) and family child-care providers certified by the City of San Antonio. KidCare specialists help parents to explore their child-care options and search for child-care arrangements to match their needs. The Training Company component promotes quality child care and prevents child abuse and neglect by offering training to child-care providers and administrators. Such programs include the Excellence in Child-Care Series, the Director's Support Group, the Family Certification program, and co-sponsorship of two conferences with San Antonio Association for the Education of Young Children (SAAEYC) and TDHS. The Child Abuse Prevention/Parent Education component conducts workshops on child safety, understanding children's behavior, discipline and guidance, family communication, domestic violence, and balancing work and family. The program provides information through Parent-Teacher Associations (PTA) and other community groups. This component began in 1985 with a grant from the Criminal Justice Division of the governor's office.

**Barriers**

Initially, it was hard to build consensus among diverse groups to define the role of the Children's Division. It was also difficult to convince policymakers that improvements in the child-care system would decrease the risk of child abuse. Establishing a computerized file for KidCare within the broad geographic area is a continuous process, since child-care programs are constantly in transition. Finding resources and networking with others to meet the training needs of child-care providers has been a challenge. Another challenge is reaching parents with the message that parenting education can help them overcome their difficulties in childrearing.

**Highlights**

Reaching providers and parents in classes offered in English and Spanish have been major highlights as the Children's Division has become widely accepted in the community. Being able to offer continuous training and to continuously update curriculum materials have also been successes. Through the process of providing the resource and referral service, a continuous source of data is available that enables KidCare to document trends, pinpoint gaps in services, and serve as a catalyst for effective, new responses to child-care demands. The resource and referral service has generated reports about local child-care supply and demand, including available services and costs, the ages of children needing care, and the ZIP codes where care is most often requested. This wealth of information, coupled with demographic data from other sources, enhances planning for child and family services at city, county and state levels. KidCare also serves as a resource to the Corporate Child Care Options Task Force in its process of exploring practical, cost-effective child-care options for employers. A Resource and Referral Training Manual has been developed and is being prepared for distribution. A KidCare video has been produced to market enhanced resource and referral services to companies.

Dianne W. Quaglia,  
Social Services Administrator  
401 W. Commerce, Suite 305  
San Antonio, TX 78207  
512/246-5274

**Funding**

Grants and Contributions: City of San Antonio, Texas Department of Housing and Community Affairs, corporate agreements for enhanced R&R services.

In-Kind: Cooperative agreement with United Way HELP-Line; Production of KidCare video.

**AUSTIN FAMILIES, INC.**

Mike Rush, Executive Director  
3307 Northland Dr,  
Suite 460  
Austin, TX 78731  
512/454-4732

**Funding**

Grants and Contributions: City of Austin, Texas Department of Human Services, IBM Dependent Care Initiative, Mervyn's and Dayton Hudson Corporation.

**Program Description**

Austin Families, Inc. is a non-profit child-care resource and referral agency serving the City of Austin and nine surrounding counties. Austin Families offers several services, including the public and employer-supported referral service, a training division for child-care center staff and family child-care providers, the Child Care Management Service (CCMS) for clients eligible through TDHS. In addition, there are several special projects serving specific target populations of Austin Families' mission.

The National Association for the Education of Young Children (NAEYC) Accreditation Support Project has been designed as a quality enhancement project to assist facilities in targeted areas where IBM families live and work. The project facilitates NAEYC accreditation through the payment of fees, and provides technical assistance and consultation to participating facilities. Currently, 20 facilities participate, serving approximately 2,000 children. Prior to funding from IBM, Austin Families, Inc. offered a City of Austin-funded Accreditation Support Program in areas of the city where 50 percent or more of the families were low-income. When funds became available in the North Austin area from the IBM Dependent Care Initiative, Austin Families saw the benefit to hundreds more children.

Homeless families in Austin can get help with child-care expenses through Austin Families' Bridge Child Care Assistance Program funded by the City of Austin. The program pays child-care costs to qualified families for up to three months. Children are placed with child-care providers who have been trained by Austin Families in the special needs of the homeless.

Austin Families has also been one of three sites in Texas to receive funding for the Family to Family Program sponsored by Mervyn's and Dayton Hudson Corporation. This program develops and strengthens training for family child-care providers and encourages them to seek accreditation through the National Association of Family Day Care (NAFDC). The training covers myths and realities of family child care, the business of family child care, child development, and professional development. Providers visit the home of an accredited provider to observe and ask questions.

**Barriers**

During the recruitment phase of the NAEYC Accreditation Support Project, some facilities were not aware of the accreditation processes. Others felt they could not achieve accreditation because of the staff/child ratio requirements. Facilities are beginning to understand quality as being not a single issue but the interaction of many factors that influence children's experiences. Barriers in the Family to Family project included providers' reluctance to commit to a six-week course over a three-month period of Saturdays and feeling intimidated by attending college-level classes. Additionally, training providers to teach the course to other providers was an exciting step that took a lot of encouragement.

**Highlights**

The Bridge Project, while only a short-term, temporary child-care program, has helped families find employment and long-term child care. The NAEYC Accreditation Support Program has been in existence for a little over a year. The highlights include the "I can" attitude that has developed in many of the participating programs. Two programs are approaching readiness for validation visits and several other programs have developed a phased-in approach, recognizing that change is a process that occurs over time. Graduates of the Family to Family program are encouraging others to do the training. It has increased the self-esteem of the providers and improved the quality of the care they offer. As a result of the program, there are four more NAFDC-accredited providers and four more are in the process of accreditation. The training has been a success with providers, even those with very limited formal education.

THE

# EMPLOYERS



Do not follow where the path may lead. Go instead where there is no path and leave a trail.

86

- Author Unknown

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## THE EMPLOYERS

For many years, women and, increasingly, men have raised the question of who cares for children or elderly family members during work hours. Privately, employees have managed their dependent care concerns, sometimes with negative results at home and at work. Until recently, most workers felt they had to leave their family concerns at home, never to refer to the tension they felt between demands of family and work. This silent burden has added hidden costs to the workplace in the form of on-the-job absenteeism, high turnover, fatigue, and increases in stress-related physical and mental health disorders.

Programs for children and families cannot be supported entirely by government or parent fees—the task is too large. Employers all over the country are exploring their role in supporting child-care services and, as they grapple with the need to compete for skilled workers, employers are finding that it is advantageous to develop family-friendly work policies. A variety of options supportive of employees with children or elderly dependents are being implemented in Texas. These programs discussed in this section represent many fine initiatives that should make employees proud to work with these employers. These programs are about choices for families.

### Employer Initiatives Improve the Quality and Availability of Child Care

To help compensate for these pressures, employers are increasingly offering support programs to increase the quality and availability of child-care programs. These national employer initiatives and work-family policies are reflected in Texas programs. Support from Mervyn's and Dayton Hudson Corporation, for example, has helped three communities in Texas establish family day care home training programs. IBM's Accreditation Support Project is helping local groups improve the quality of child-care programs. The programs featured here reflect an emerging trend in the way employers treat their workers. Large and small employers, including Valero Energy, USAA, and NationsBank allow family workers to choose how to balance sometimes conflicting demands. The programs cover a diverse complement of family issues: on-site child care, off-site employer-initiated child care, mildly-sick child care, and employer-organized after-school care.



### Child Care for Extended Shifts

Workplaces that operate 24-hour work shifts, evening hours, and non-traditional work hours present unique child-care needs for their employees. Industries such as health-care and transportation have had to adapt to the family demands of employees to attract and retain qualified ones. The Methodist Hospital child-care program responds to the health care industry's need for 24-hour shift coverage. The program at First Class Academy for American Airlines covers the daily child-care needs of employees who work in an industry requiring long periods of care due to long shifts. Both of these exemplary programs serve as models for other employers planning to address the problem of on-site child care. Already we have seen other transportation-related businesses design child-care centers for the children of their employees, including San Antonio's VIA Metropolitan Transit, which just celebrated a year of operation.

### Sick Child Care Programs

Waking up to find that your child is ill presents a challenge to the worker who cannot afford to miss work on a particular day. Employers estimate that each employee is absent 8 to 12 days each year due to illness by children. Employers who attempt to offer special child-care arrangements for mildly sick children recognize that this type of care is, by nature, an irregular, sporadic need. The sick child-care programs at Dow U.S.A./Texas



Operations and Methodist Hospital in Lubbock attend to the needs of employees whose children become mildly ill, needing care but not being so sick that the parent must constantly be at their side. Both employers emphasize that the programs are voluntary and employees are given the option of staying home with their children or using the sick child-care programs.

#### **On-Site Child-Care Programs**

On-site child care allows parents the option of seeing their children during the day, a convenience that nursing mothers, in particular, appreciate. The L & N School featured in this section is an exemplary model of a beautiful facility with highly-trained staff and committed top-level management. The program at Fort Sam Houston has done much to improve the training of teachers and raised their salaries to be competitive with the prevailing civilian wages on the military base. These teachers, probably some of the highest paid in the field, have also demonstrated superior commitment to their continuing education and training needs. As the staff describe, their quality child-care center helps the Army maintain its military readiness.

#### **After-School Child Care**

Another area of concern to working parents is the time after school when many school-age children need care. Many parents struggle with letting their children go home alone, and they face fears about problems the children may encounter enroute or at the house. The increase in after-school programs, either at the school or provided by child-care facilities, has helped to relieve parents' worries. But these efforts are not easily accomplished. As demonstrated in the Dow U.S.A./Texas Operations after-school consortium planning effort, numerous businesses and community groups needed to join together to plan a solution.

#### **Future Issues**

While these employers have done exemplary jobs in relieving the stress of working parents, there are still issues that will need addressing in the future. Some of these issues include addressing sporadic overtime hours of employees, assisting families with the cost of care, and providing more high-quality child-care slots to lessen the number of children on waiting lists. We look forward to increased involvement by employers in resolving the dependent care needs of their employees.



## METHODIST CHILD CARE

### Program Description

The Methodist Hospital Child Care Center is a non-profit center with two sites—Child Care I and Child Care II—that are licensed for 201 children. With drop-in children and infirmity cases, 425 children are enrolled. The Centers offer before- and after-school care with van transportation from six schools, and a summer schoolage program. An approved kindergarten program uses the local school district's curriculum. Children with special needs such as Down's syndrome, congenital heart disease, cerebral palsy, seizures, and children on apnea monitors are mainstreamed and are an integral part of the program. Speech, hearing, vision screening, physical therapy, and occupational therapy services are provided through the Hospital. Sick children are cared for at an on-site infirmary. The centers accommodate employees on all shifts, including evenings and weekends, and are open during the holidays except Christmas Day.

Methodist Hospital depends on a skilled medical practitioner work force that is in short supply. In order to recruit and retain competent nurses, the administration chose to develop an on-site child-care center. An employee survey was conducted to assess how many of the 2,700 employees would utilize the center. The employee response in favor of an on-site child-care center was overwhelming and the center opened in August, 1987. On opening day, Child Care I enrolled 151 children with 250 children on the waiting list. The administration began remodeling another facility to accommodate more children, and Child Care II, designed primarily for older children, opened in January 1988.

### Barriers

One barrier was to educate the administration on the meaning of "quality" for early childhood programs. Once this was accomplished, they became totally and continually supportive of all requests. Another barrier consisted of researching the best way for employees to report tax information to avoid being penalized.

### Highlights

The Methodist Child Care Center is the first corporate center in the South Plains, and Texas' first child-care center with an on-site infirmary.

Methodist Hospital  
Child Care Center  
Vicki Spillman, Director  
2210 Joliet Dr.  
Lubbock, TX 79410  
806/799-0910

### Funding

Tuition

Contributions and Grants:  
CH Foundation.

Fundraising: Collect recyclable paper.

In-kind: Hospital subsidizes rent, food costs, utilities.

**SICK CHILD DAY CARE**

Sue Schmitz  
 Dow U.S.A./Texas Operations  
 Building B-120  
 Freeport, TX 77514  
 409/238-2586

**Funding**

Tuition: Dow employees pay reduced rates.

Contributions and grants: Dow subsidizes services for Dow dependents.

**Program Description**

The Sick Child Day-Care Program is a service available to eligible Dow employees as a result of an agreement between Dow and the Brazosport Memorial Hospital. The program was initiated to provide employees with the option of available and affordable sick child-care services. Child care for mildly ill children is provided at Brazosport Memorial Hospital in a comfortable environment, 24 hours a day, by nurses and trained child-care staff. Parents must pre-register the children prior to using the program, which is available to children ages six weeks to 14 years.

Dow has a diversified work force, employing over 7,500 residents in the surrounding communities. Quality care for sick children was a concern for the parents, since they had to depend on the availability of friends and family. Often, a parent had to stay home with a mildly ill child because there were no alternatives. Employee surveys identified sick child care as a key concern for employees. Brazosport Memorial Hospital had recently initiated a sick child-care program, primarily for nurses. Dow employees felt this program would be useful, but the additional expense of sick child care, added to the cost of regular day care, was a drawback. To facilitate their inclusion in the program, Dow entered into an agreement with the hospital to subsidize the cost for eligible Dow employees.

**Barriers**

Parents had difficulty overcoming their feelings of guilt at leaving a sick child. This program is not mandatory; rather, it is an option for parents when dealing with a child's mild illness and work demands. Management was shown the bottom line costs of absenteeism, making this a business issue.

**Highlights**

The sick child-care program has served over 175 children, and there is a large number of families who have pre-registered for inclusion. The reduction of employees' stress as they balance work and family responsibilities allows them to work and feel assured that their child is in a comfortable environment with trained staff. Success is proven by the employees using the services on a repeat basis. The greatest success is that there is an affordable option for Dow employees when their child is mildly ill.



## THE L & N SCHOOL

### Program Description

The L & N School is a corporate on-site child development center that serves the children of Lomas Financial Group employees. The school enrolls 126 children aged six weeks to six years. All teachers hold bachelor degrees in early childhood education or elementary education with early childhood experience. The School offers the Parents As Teachers program to families for three years, beginning in the parents' third trimester of pregnancy. In this program, parents work with child-care teachers and an on-site nurse to receive parenting information on normal growth and development. The parents are also taught age-appropriate play activities and child discipline techniques that enhance the parents' ability to communicate with their growing child. There is a parent reading and resource room.

The child-care facility is housed within the main building of Lomas Financial Group. The facility was designed to the specifications of the child-care staff, including child-sized shelves, furniture, sinks and bathrooms in every room; easy access to the play yard from every classroom; and brightly colored, easily cleaned walls, floors, and other surfaces that children can reach. There is a completely equipped indoor gym that can be arranged in innumerable ways for use on rainy days. The details of the architecture reflect an awareness of design from a child's view, demonstrating how wonderfully creative child-care space can be when given the freedom to design it with children in mind.

The vision for providing child care to Lomas employees had been a long-time goal of Jess Hay, CEO, and his wife, Betty Jo. With the centralization and construction of the company's service operations, it seemed timely and appropriate to incorporate an on-site child-care center within the main building. The L & N School opened in September 1984, with 70 children and 15 teachers, and was expanded in 1986.

### Barriers

The recognition of the need for quality child care came from the CEO. Thus, there were no barriers.

### Highlights

In April 1986, The L & N School became the first corporate child development center to receive accreditation by the National Academy of Early Childhood Programs. The school was filmed as a model corporate child-care facility by the US Department of Health and Human Services. It was featured nationally in a series entitled "Working Women," produced by the MacNeil/Lehrer News Hour.

Lomas Financial Group  
Kate Wheeler  
1600 Viceroy  
Dallas, TX 75235  
214/879-4040

### Funding

Tuition: Parents pay full tuition.

Contributions and Grants:  
Lomas Financial Group subsidizes the program.

Fundraising: Parent committees sponsor a variety of events.

CONNECTIONS

Sue Schmitz  
Dow U.S.A./  
Texas Operations  
Building B  
Freeport, TX 77514  
409/238-2586

**Funding**

Parent Tuition: Parents pay on a sliding scale

Contributions and Grants: Start-up funding was from the Family Issues Team, United Way

In kind: Brazosport Independent School District

**Program Description**

Connections, a non-profit child-care program of the Brazosport Boys & Girls Club, provides after-school care to latchkey children of Dow U.S.A./Texas Operations employees and others. The goal of the program is to ensure that school-age children never become disconnected from positive influences during after-school hours. The program provides certified adult supervision, as well as a learning environment to enhance both life skills and academic skills. Activities include educational centers, tutorial time, outdoor play, snack time, special projects and field trips. Hours are from school dismissal until 6 p.m.

Approximately 100 children, ranging in age from kindergarten through fifth grades, attend the program. Any child enrolled in one of the four elementary schools in the Brazosport ISD is eligible to participate in the program. Children from two of the schools are transported by the Boys & Girls Club van to the other two school sites for the program.

The program began with a Dow employee survey and consultations with other local organizations that revealed a need in the community to address the approximately 15 percent of children who were going home alone after school. Dow initiated a meeting of 20 local employers in March 1990 to discuss work and family initiatives. From this first meeting, 11 employers formed the Family Issues Team under the Brazosport Area Chamber of Commerce umbrella.

The Family Issues team, chaired by Sue Schmitz of Dow U.S.A./Texas Operations, developed the action plan for the implementation of the program. The first collaborative effort of the team was instrumental in establishing an after-school school-based program in the community. Additional projects are planned. Start-up funding was made possible through contributions from the team members and other area employers. A venture grant was issued by the team to United Way for the sole purpose of establishing the after-school program that would be administered by the Boys & Girls Club. Different community entities such as the Boys & Girls Club, the school district (BISD), United Way, and the team made the after-school program a reality.

**Barriers**

Educating employers on the demographics of the work force was a key ingredient. Once employers understood the concern for latchkey children, they were supportive in raising the funds to start the program.

**Highlights**

The program has expanded to four schools in a two-year period. It is financially self-sufficient now, and the parents and children love it. The school district also sees it as an opportunity to help provide supervised care for children who often feel they are too old to be watched. The Boys & Girls Club staff who administer the program are all qualified, trained staff and provide the educational opportunities children would not otherwise have if they were to go home alone. It is a win-win situation for parents, schools, employers and children!!

## AMERICAN AIRLINES' FIRST CLASS ACADEMY

### Program Description

First Class Academy, an independently owned for-profit child-care company, provides American Airlines employees with convenient, high-quality child care for their children. The Academy incorporates customized programs according to the individual needs and maturity level of each child. First Class Academy serves 220 children from birth through school-age, from a wide geographic area in the Dallas/Fort Worth metroplex area. The Academy is open from 6:30 a.m. to 6:30 p.m., and is housed in a free-standing, 11,000 square foot facility situated on tree-covered acreage. Special programs are planned for school-age children during the summer, holidays, and school breaks.

First Class Academy was a result of the Quality of Work Life (QWL) program initiated at American Airlines in 1984. At the QWL meetings, employees expressed concerns about convenient, affordable, and high-quality child care. A committee of interested parents was formed and a feasibility study by Dallas-based Wilks & McCormick was funded and commissioned. Wilks & McCormick, Inc. was subsequently contracted to establish a child-care center to serve American Airlines employees.

### Barriers

Given the real estate and banking climate in the late 1980s, securing financing to purchase land and build a facility was a challenge. An additional hurdle was creating the agreement between American Airlines and Wilks & McCormick that would ensure on-going high-quality services for children, and a reasonable return for the operator.

### Highlights

First Class Academy was accredited by the National Academy of Early Childhood Programs in August, 1991. Accreditation is public recognition of the on-going efforts by parents, teachers, and administrators on behalf of young children.

First Class Academy  
Peggy Wilks  
13620 Trinity Blvd.  
Euless, TX 76040  
214/747-4044

### Funding

Tuition: Parent fees cover all operating costs.

## FORT SAM HOUSTON CHILD DEVELOPMENT CENTER

Roxanne Call and Kerma Wilson  
Building 2530  
Fort Sam Houston, TX  
78234-5000  
512/ 221-5002

### Funding

Tuition: sliding-fee scale based on total family income.

Contributions and Grants:  
USDA Child Care Food Program;  
U.S. Army matches income from parent tuition, dollar for dollar.

In-kind: The Wives Club, Thrift Shop and Commissary

### Program Description

The Child Development Center (CDC), a non-profit company, serves 325 children from six weeks to eight years old. The children are dependents of Fort Sam Houston's military and civilian personnel. The children come from diverse cultural backgrounds, reflecting the military base diversity of 45 percent Anglo, 44 percent African-American, nine percent Hispanic, and two percent Hawaiian, Phillipino, or Indian. CDC staff reflect their knowledge and understanding of how children grow and develop by encouraging the children to make choices, solve problems, and explore their world through active play. The center staff attribute their high-quality program to a strong emphasis on training for staff.

The commitment to quality child care on Fort Sam Houston accelerated in 1989, when the installation embraced the idea of meeting the standards outlined in the National Academy of Early Childhood Programs Accreditation Criteria. Upon review of the criteria, it became evident that lasting quality could best be achieved with a strong training program. The voluntary training program is in addition to the training required by the governing regulation, and is in conjunction with San Antonio College. Staff members are encouraged to attend college child development courses which help prepare them for assessment as a Child Development Associate (CDA). Each staff member is actively engaged in an individual education program, which gives them the tools needed to provide the highest quality child care possible.

The Center was founded in 1952 as a project of the Medical Service School Wives Club. From 1976-1983, the Army Child Development Service operated the child-care facility. In 1983, the Child Development Center became an independent organization. The staff and children moved from the 1950s location, a turn-of-the-century building, to a state-of-the-art building in August, 1991. The staff are preparing for a validation visit in June 1992 to complete the accreditation process.

### Barriers

There were a large number of parental misconceptions that had to be overcome, including the misconception that anyone can take care of children. The training programs required each staff member to be given at least the minimal tools to successfully create an appropriate setting for young children.

### Highlights

The greatest single success is the professional growth and maturity of each staff member who takes a personal pride in not only understanding developmentally-appropriate curriculum, but actually implementing the practices on a daily basis. The on-going training program for the staff has proven to be beneficial in the development of the creative curriculum and the understanding of growth and development. As a result of the on-going training program, many of the program assistants have earned the CDA, with two more staff members being assessed in the Spring of 1992.

## FAMILY TO FAMILY PROGRAM

### Program Description

The Mervyn's and Dayton Hudson Corporation is a for-profit, retail chain of stores whose business focuses on the needs of children and families. Through the Family to Family initiative, family child-care providers are given comprehensive training, opportunities for networking with other providers, and assistance in applying for accreditation with the National Association for Family Day Care (NAFDC). Recipients of funding in Texas were Austin Families, Inc.; Initiatives for Children in Houston; Child Care Partnership of Dallas; and the Texas Professional Home Child Care Association (TPHCCA). The Family to Family program was established to develop accredited family day home networks that would survive even after project funding is eliminated. Mervyn's will also launch a national public awareness campaign to help parents make good choices about child care. Each of the Family to Family cities will participate in the media campaign.

In the early 1980s, Mervyn's recognized that child care was important for employees and customers. A marketing study revealed that shoppers had little time for shopping and they expressed difficulties in managing their work and family demands. To help employees with child care, the human resource department established an ad hoc task force on a variety of work-family issues. One of the numerous recommendations from the task force was to intensify community giving and, by doing so, to improve the infrastructure for child care. Initially a lot of different initiatives were developed, including contributions towards NAEYC center accreditation, assistance for professional association development, and financial assistance for provider recruitment for the resource and referral agencies.

In 1988, the focus was shifted to have greater impact on family child care through the Family to Family project. Mervyn's took a long-term view of quality and decided that family day homes are the least-supported, least-regulated form of child care, but often the most frequent choice for the youngest children. They knew that the training requirements were not very extensive for family day home providers. They felt consumers needed education about accreditation standards. Initial goals for the Texas program were set at: first year-13 new NAFDC accreditations; second year, 139 NAFDC accreditations; third year-300 accreditations. The actual results were very different than expected: first year-four; 2nd year-nine; and third year-20. The original goal of nationwide 900 has now been replaced with a three-year national total of 300. When Target stores joined the effort, the project was extended to from three years to seven years. The Dayton Hudson Corporation saw the addition of the Target contribution as a strategic approach to add more money for a similar community-giving project. Target's share contributes in communities where there is no Mervyn's; thus, the overall coverage of the project is larger.

### Barriers

Obtaining the level of participation they had anticipated from family day homes, and achieving the number of new accreditations, was difficult. They looked at why they overestimated and asked why they didn't get as many family child-care homes accredited. They looked at the problem in the same light as a retail problem, analyzing the obstacles and setting new goals. Some reasons for not reaching the initial goals include: accreditation is new and it takes a while to build momentum in the community; the process costs more than the providers are prepared to pay, and it takes time for in-home evaluations; and there is no extrinsic incentive to become accredited, as providers can't expect to earn more when they become accredited. Thus, the motivation depends on the provider's self-esteem, and their image of themselves as professionals.

### Highlights

More parents are asking for registered providers. There is a higher number of providers applying for registration. More family day home providers are represented on statewide task forces. They have formed their own professional associations and are developing their professional identity. Most importantly, they have changed the way they care for children. In 1989, Mervyn's won the Presidential Award for Private Sector Initiatives with the Family to Family project. The project plays an important role in achieving national quality standards for family day care and educating parents and consumers about quality child care.

Mervyn's and Dayton Hudson Corporation  
Kathy Blackburn,  
Public Affairs Manager  
25001 Industrial Blvd.  
Hayward, CA 94545  
510/786-7723

### Funding

Contributions and Grants:  
\$10 million from Mervyn's and Dayton Hudson Corporation,  
\$1.8 million dedicated to Texas programs.

**NATIONSBANK CHILD CARE DEVELOPMENT FUND**

NationsBank Child Care Development Fund and Employee Family Programs

NationsBank  
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Dallas, TX 75202  
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In South Carolina:  
800/955-6262

**Program Description**

The Child Care and Development Loan Program is a below-market-rate loan program that has the potential to create new child-care facilities for approximately 4,000 children. Under the program, a two-year-old lending initiative for child-care providers in South Carolina has been expanded to include NationsBank communities in other states, including Texas. The loan fund is an outgrowth of a nationally-recognized work/families program NationsBank developed for its own employees. Among these is a service that helps employees find quality child care; another subsidizes child-care costs for eligible employees.

Under the loan program, loans for child-care development are provided in conjunction with the U.S. Small Business Administration. Providers seeking loans must meet state licensing requirements and meet Small Business Administration eligibility guidelines. Providers must also be residents of the states served by the fund, or be partnerships or corporations based in those states.

In addition, providers seeking loans may not own more than three child-care facilities, may not be part of a franchise, and must be open to the general public. The fund is not designed to fund facilities primarily for the use of one organization or to fund improvement for in-home facilities.

The fund provides financing for as long as 15 years, with terms set according to need and ability to pay. Pricing of the permanent loans will be at the U.S. Treasury Bond rate for similar maturities plus one-half percent. Loans can be used to build new facilities; expand existing centers; buy equipment, furniture and fixtures; and provide working capital.

NationsBank has an impressive track record of community involvement, supporting the arts, charitable fundraisers, community revitalization projects and child care. Through a partnership with Texas Department of Human Services Licensing Division, a series of public information brochures in English and Spanish and posters have been developed to help parents make informed choices about their child-care arrangements.

NationsBank has one of the most advanced family-friendly policies. In 1991, *Working Mother* magazine selected NCNB (its former name) as one of the 85 best companies in America for working mothers. These exemplary employee benefits include parental leave for up to six months for mothers and fathers of newborns and adopted children. Phased-in, part-time work with full benefits and prorated salary is available for new parents returning to the job within the six-month leave period. A reduced work schedule with full benefits and prorated pay is also available for employees with long-term caregiving responsibilities for an impaired family member of any age. All employees are eligible to arrange a compressed work schedule or flexible-hours schedule. Up to two paid hours a week is permissible for volunteering in schools and employees may visit their children's schools on company time.



**ADDITIONAL NOTEWORTHY PROGRAMS**

After School Kare, San Antonio

Amarillo College Child Care Center, Amarillo

Brookhaven Parent-Child Study Center, Farmers Branch

Canyon Independent School District PARTNERS, Canyon

Del Valle Independent School District TLC, Del Valle

Houston Community College System Child Development Lab School

KEYS Wee Care, Euless

Lockhart After School Program, Lockhart

Nacogdoches Independent School District Teen Parenting Program

Nature Discovery Center, Bellaire

Northaven Co-operative Preschool & Kindergarten, Dallas

Pregnancy Education and Parenting Pride, Sweetwater

Pregnacy, Education and Parenting, Galveston

School For Little People, Wichita Falls

Teen Parenting Program, Edinburg

Teenage Parent Alternative Program, McAllen

TeenAge Parent Program, San Antonio

Texas Women's University Child Development Center, Denton

University of Houston-Victoria Center for Children, Victoria

University of Texas Health Science Center Child Development Center, Houston

