

AN ORDINANCE **86350**

AUTHORIZING THE CONFIRMATION OF SUBMISSION OF A GRANT PROPOSAL IN THE TOTAL AMOUNT OF \$540,000.00 (\$180,000.00 ANNUALLY) FOR THE PERIOD OCTOBER 1, 1997 THROUGH SEPTEMBER 30, 2000, FOR A CONTRACT BETWEEN THE CITY OF SAN ANTONIO, DEPARTMENT OF COMMUNITY INITIATIVES AND THE U.S. DEPARTMENT OF EDUCATION, WHICH WILL ALLOW THE CHILDREN'S RESOURCES DIVISION TO OFFER TRAINING TO PERSONNEL FOR THE EDUCATION OF INDIVIDUALS WITH DISABILITIES.

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WHEREAS, the U. S. Department of Education is offering grant funding to provide in-service and pre-service training for individuals who work with infants, toddlers, children, and youth with disabilities and their families; and

WHEREAS, the Children's Resources Division of the Department of Community Initiatives currently offers training for child care providers and this grant proposal would allow expansion of this training; and

WHEREAS, the Department submitted a proposal with an application for federal funding dated March 28, 1997 which will allow the Children's Resources Division to offer training to personnel for the education of individuals with disabilities; and

WHEREAS, it is necessary for the City Council to confirm the submission of this proposal; **NOW THEREFORE:**

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF SAN ANTONIO:

Section 1. The submission to the U.S. Department of Education of the proposal attached hereto and incorporated herein as Attachment I along with the budget and personnel complement attached hereto as Attachments II and III, respectively for a grant in the total amount of \$540,000.000 (\$180,000.00 annually) for the period October 1, 1997 through September 30, 2000 is hereby confirmed.

Section 2. This Ordinance shall be effective on the tenth (10th) day after passage hereof.

PASSED AND APPROVED this 3rd day of July, 1997.

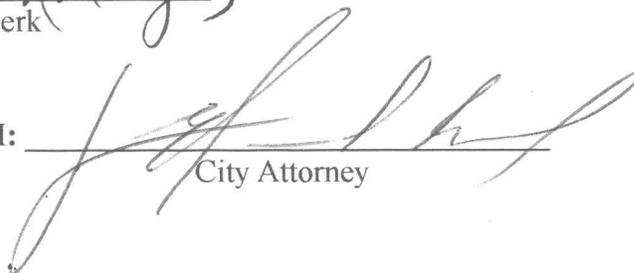


M A Y O R

Howard W. Peak

ATTEST: Armon S. Rodriguez
City Clerk

APPROVED AS TO FORM:



City Attorney

97-30

MEETING OF THE CITY COUNCIL

ALAMODOME
ARTS & CULTURAL AFFAIRS
ASSET MANAGEMENT
AVIATION
BUDGET & MANAGEMENT ANALYSIS
BUILDING INSPECTIONS
HOUSE NUMBERING
CITY ATTORNEY
MUNICIPAL COURT
REAL ESTATE (FASSNIDGE)
REAL ESTATE (WOOD)
RISK MANAGEMENT
CITY MANAGER
SPECIAL PROJECTS - FRANCES GONZALES
CITY PUBLIC SERVICE - GENERAL MANAGER
CITY PUBLIC SERVICE - MAPS AND RECORDS
CODE COMPLIANCE
COMMERCIAL RECORDER
COMMUNITY INITIATIVES
COMMUNITY RELATIONS
PUBLIC INFORMATION
CONVENTION AND VISITORS BUREAU
CONVENTION CENTER EXPANSION OFFICE
CONVENTION FACILITIES
ECONOMIC DEVELOPMENT
FINANCE - DIRECTOR
FINANCE - ASSESSOR
FINANCE - CONTROLLER
FINANCE - GRANTS
FINANCE - TREASURY
FIRE DEPARTMENT
HOUSING AND COMMUNITY DEVELOPMENT
HUMAN RESOURCES (PERSONNEL)
INFORMATION SERVICES
INTERGOVERNMENTAL RELATIONS
INTERNAL REVIEW
INTERNATIONAL AFFAIRS
LIBRARY
METROPOLITAN HEALTH DISTRICT
MUNICIPAL CODE CORPORATION
MUNICIPAL COURT
PARKS AND RECREATION
MARKET SQUARE
PLANNING DEPARTMENT
DISABILITY ACCESS OFFICE
LAND DEVELOPMENT SERVICES
POLICE DEPARTMENT
GROUND TRANSPORTATION
PUBLIC WORKS DIRECTOR
CAPITAL PROJECTS
CENTRAL MAPPING
ENGINEERING
PARKING DIVISION
REAL ESTATE DIVISION
SOLID WASTE
TRAFFIC ENGINEERING
PURCHASING AND GENERAL SERVICES
SAN ANTONIO WATER SYSTEMS (SAWS)
VIA
YOUTH INITIATIVES

AGENDA ITEM NUMBER: 23

DATE: JUL 31 1997

MOTION: Adm

ORDINANCE NUMBER: 86350

RESOLUTION NUMBER: _____

ZONING CASE NUMBER: _____

TRAVEL AUTHORIZATION: _____

NAME	ROLL	AYE	NAY
ROGER FLORES, II District 1		/	
MARIO SALAS District 2		/	
DEBRA GUERRERO District 3		/	
RAUL PRADO District 4		/	
RICK VASQUEZ District 5		/	
JOSE MENENDEZ District 6		/	
ED GARZA District 7		/	
ROBERT MARBUT District 8		<i>Abuse</i>	
TIM BANNWOLF District 9		/	
JEFF S. WEBSTER District 10		/	
HOWARD W. PEAK Mayor		/	

CONS ENT 97-30 AGENDA

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SPECIAL PROJECTS
CFDA 84.029K

“INCLUDING ALL CHILDREN”

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ANTICIPATED PROJECT RESULTS

CFDA 84.029K

GOALS:

1. To provide new inservice and preservice training to personnel who serve infants, toddlers, children, and youth with disabilities.
2. To devise and implement new strategies, including behavioral management techniques addressing the conduct of children with disabilities and non-disabled children in the classroom.
3. To increase the quantity and quality of non-degreed personnel.
4. To develop strategies to recruit and train personnel living in the rural areas who serve infants, toddlers, children, and youth with disabilities.
5. To identify and develop new training that will support both English and Spanish speaking personnel to improve services for minorities.
6. To identify and increase systematic parental involvement in the education of infants, toddlers, children, and youth with disabilities.

OBJECTIVE:

1. To develop a training model designed to provide interdisciplinary training and resources to parents, non-degreed child care providers, and professionals who work with infants, toddlers, children, and youth with disabilities in child care settings in the Alamo Service Delivery Area.
2. To identify new strategies, including behavioral management techniques, for addressing the conduct of children with disabilities that impedes their participation and that of non-disabled children in child care settings in the Alamo Service Delivery Area.

3. To provide use of the City of San Antonio Children's Resources Division facility for training purposes.
4. To develop and expand preservice and inservice training programs on-site at child care facilities designed to recruit and retain personnel serving children with disabilities in the skills needed to help schools meet the national Education Goals.
 - a. Improve community collaboration between existing systems of service delivery.
 - b. Increase systematic parental involvement in the education and care of their children with disabilities.
 - c. Inclusion of children with disabilities in all aspects of education and society.
5. To demonstrate the quality of the model teaching practices, materials, and technology, and foster interaction between children with disabilities and their non-disabled peers.
6. To provide use of the facility to host as well as facilitate on-site parent support group meetings at child care settings which are coordinated by parents and child care staff to assist families with emotional needs as well as information.
7. To evaluate and provide evidence that the evaluation data and follow-up data is systematically collected and used to modify and improve the program.

PROGRAM CONTENT

OUTLINE: "INCLUDING ALL CHILDREN"

I. The project has potential for national significance, potential for replication and effectiveness, and a quality plan for dissemination of the results of the project.

A. This grant serves to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities in the Alamo Service Delivery Area.

B. We are facing what is both a tragedy in the making and a tremendous opportunity for Texas.

1. **The tragedy**--lack of inservice and preservice training of personnel who serve infants, toddlers, children, and youth with disabilities.

a. Too many parents need child care so that they can work and support their families. Parents of children with disabilities are no different.

(1) They need safe, nurturing, affordable, and convenient child care.

(2) They need developmentally appropriate care in the least restrictive environment.

(3) That type of care is not always widely available to them if at all, particularly in the rural areas.

b. Definition of disabilities:

(1) A child who needs assistance to perform major life activity tasks that are within the child's typical chronological range of development is a child with a disability.

(2) The tasks include, but are not limited to, movement of large or small muscles, learning, talking, communicating, self-help, social skills, emotional well being, seeing, hearing, and breathing.

- c. Most Texas children are being cared for by strangers--often minimally trained child care providers who pass in and out of their lives with little knowledge of what a child needs to meet their individual developmental milestones.
- d. 40% of day care centers for children give less than the minimal standard of care.
- e. Only 8.3% of child care for infants, toddlers and preschool children is considered good.

2. **The opportunity**--the ability to offer child care in developmentally appropriate environments that can give these children the extra help they need to make the most of their developmental abilities and gain confidence in themselves.

- a. Counties in South Texas and the Hill Country report population gains since the last census was taken six years ago.
- b. Growth rates in counties surrounding Bexar outpaced their larger metropolitan neighbors.
- c. In raw numbers, Bexar County saw more new residents than its neighboring counties combined

ALAMO SERVICE DELIVERY AREA
“EXPLODING POPULATIONS”

County	1996 Estimate	Change since 1990	Percent Change
Atascosa	35,044	4,511	15
Bandera	14,287	3,725	35
Bexar	1,318,322	132,928	11
Blanco	7,774	1,802	30
Comal	67,687	15,855	31
Frio	15,824	2,352	18
Gillespie	19,635	2,431	14
Guadalupe	75,235	10,362	16
Karnes	12,567	112	1
Kendall	19,639	5,050	35
Kerr	41,406	5,102	14
Medina	35,363	8,051	30
Wilson	28,867	6,217	27

Source: U.S. Census Bureau and Texas State Data Center @ Texas A&M University

II. The extent to which substantive content and organization of the program are appropriate for the attainment of knowledge that is necessary for the provision of quality educational and early intervention services to infant, toddler, children, and youth with disabilities; demonstrate an awareness of relevant methods, procedures, techniques, technology, and instructional media or materials that can be used in the development of a model to prepare personnel to serve infants, toddlers, children, and youth with disabilities.

- A. “Mainstreaming Works: A Manual For Training Child Caregivers and Integrating Curriculum” will be designed to be used by instructors to provide preservice and inservice training to “include’ all children in child care settings. Eight instructional modules will be designed to be presented in sequence as a forty-four hour course.

Each module will include, Notes to Instructor, Student Objectives, A Module Flow Guide, Instructor Outline, Where to Learn More, an Instructor Packet (transparencies), and A Student Packet (objectives, handouts, etc) The materials will be ready to use (transparencies will be made!) and friendly for many potential trainer/user groups. Instructors will recognize the different ways in which we learn: Use of different strategies (Social Learning Strategies): Modeling, Grouping, Cooperative Learning, Demonstrating, Questioning and Peer Mediated Learning. Modules will emphasize strategies for adapting child care environments to meet the needs of young children with disabilities. (Working with Families and Professionals, Recognizing Signs of Atypical Development, Facilitating Developmentally Appropriate Environments for Children with Disabilities, Illustrations of Integration and Answers for Owners and Operators). Evaluations will be included to provide follow-up data to be systematically collected and used to modify and improve the program.

Format: Curriculum (Instructor's manual and student handbook, handouts, videos, and audio tapes)

Spanish translations of objectives and handouts will be available

Reproducible Handouts and Overhead Transparency masters: Yes

Level of Impact (in simple language/easy-to-use format: Knowledge/Skills/Application

Competency(ies): Special Needs, Learning Environment

**Will be designed to meet Texas Department of Protective and Regulatory Services (TDPRS) Licensing Division's requirement for training hours
Certificates available upon completion.**

- B. "The Model for Interdisciplinary Training For Children With Disabilities: A Series For Care Givers of Infants and Toddlers" is Composed of twelve modules that will be designed to provide interdisciplinary training and resources to parents, non-degree child care staff and health care providers who work with infants and toddlers with disabilities. Each module will be self-contained with respect to instructions, information and handouts; each will be designed to be presented in three hours and can be used individually or as a part of a series. Module titles include: Intellectual Development, Listening and Sensory Integration, Speech and Language Development, The Child Who Seems Different, Family Functioning, Developmentally Appropriate Practices, Health Care: Infection Control, Medication Administration, and Seizure Management, Motor Development, Nutrition and Feeding Practices, Working Together, and Visual Impairments. Materials will be designed for use in an interactive learning format, with lots of participant contributions. Guidance for the instructor includes suggested discussion questions, overhead, equipment lists and everything else that might be needed.
- Format: Curriculum (Spanish translations of the handouts are available for all twelve modules video and audio tape).**
- Level of Impact: Knowledge/Application
- Competency(ies): Special Needs

Will be designed to meet TDPRS Licensing Division's requirement for training hours for staff. Certificates available upon completion.

- C. Training Program for Social Skills Development Behavior Management is a critical component of child care programs and is applicable to all developmental ages. The same principles for maintaining positive behaviors with children who are typically developing can also be used with children who have disabilities. In this model we will look at developmentally appropriate care which affect behavior including transitions, room arrangements, schedule, curricula, sequence and developmental milestones, language development and literacy, social and emotional goals. The materials will be ready to use and friendly for many potential trainer/user groups. Awareness of individual learning styles is discussed and becomes a helpful diagnostic and instructional tool.

Format: Curriculum workbooks (Instructors and student, video and audio tape).

Reproducible: Yes

Level of Impact: (knowledge/skills/application)

Competency(ies): Special Needs, Learning Environment

Will be designed to meet TDPRS Licensing Division's requirement for training hours for staff. Certificates available upon completion.

- D. Preparing for Inclusion Preservice and Inservice Training

1. Educators agree that the success of any inclusion program rests on the support of the Owners/Operator/Director.

- a. While dependent on a board at times and/or a central corporate office provision of fiscal resources, the Owner/Operator/Director is the leader who establishes a motivational attitude and brings people together, establishing the foundation for equitable programming for all children.
 - b. Yet the Owner/Operator/Director does not work alone, but sets the stage for cooperative teamwork among staff at the child care center, becoming a catalyst for change.
 - (1) Encouraging teachers to plan together.
 - (2) Training staff in how they can meet the special needs of all children.
 - (3) Welcoming parents as participants.
2. The significance of early childhood education for children with disabilities cannot be overstated.
- a. During these critical formative years, students develop language, cognitive, motor, and socially adaptive skills that form the basis for all later learning.
 - b. When children have a cognitive, sensory, or physical impairment, they need intense additional input to capitalize on strong skills and to compensate for areas of difficulty.
 - c. Not only must teachers be aware of specialized techniques, curricula, and equipment, but they must be able to work well with parents.
 - d. Modeling by adults and non-disabled peers is an effective way to teach young children specific skills.

- (1) Particularly useful in developing language, self-help, and motor areas, modeling can also result in modifications of existing behaviors.
- (2) Cooperative learning also provides children with appropriate models while supporting all students in the acquisition of social skills.
- (3) Positive reinforcement is essential to encouraging repetition of appropriate skills. By consistently rewarding a child's efforts through tangible rewards and praise, teachers provide motivation and opportunities for ongoing practice.
- (4) Teachers can make most effective use of time by always instructing, including during informal activities.
 - (a) Snack time is a perfect opportunity to improve eating habits, discuss types of food, and learn about nutrition, tastes, and consistencies.
 - (b) Math is included when food is prepared or shared between children.
 - (c) Cognitive skills develop as children classify food colors, categorize, and tastes.
 - (d) Outdoor play is an excellent time to improve motor performance by concentrating on skills such as climbing and balancing, as well as having children practice different body positions in space.
- (5) Teachers should talk constantly and model appropriate responses.
 - (a) Demonstration of good verbal expression is especially important for children with language disabilities or hearing loss.

- (b) Children with visual impairments and cognitive delays should discuss how objects feel to them, with directed questions by teachers to help them explore their environment.
- (6) Young children should have the opportunity to manipulate different objects that are used in everyday life.
 - (a) Buttoning a sweater and using Velcro on shoes.
 - (b) Perception boards or cubes are available so that children can practice zipping, buckling, typing, buttoning, and snapping.
- (7) Use multi sensory, "hands-on" activities where ever possible.
 - (a) Children enjoy forming letters with shaving cream and finger paint.
 - (b) Building with blocks or Legos allows them to use their imagination while practicing fine motor skills.
- (8) Movement music is an excellent way to encourage physical activity and positioning of the body space.
- (9) Children with physical challenges should not be excluded from activities.
 - (a) Adaptive equipment should be made available through the school district and Regional Education Service Center so that all children can participate.
 - (b) Such equipment should be viewed as a necessary part of the child's educational program.
 - (c) The following tables list toys and materials that should be found in most child care settings.

[1] The chart lists child care materials that support the social, emotional, cognitive, and physical growth of all children.

[2] In many cases, no modifications are necessary.

SOCIAL AND EMOTIONAL DEVELOPMENT			
Materials	Purpose	Description	Modifications
Sand/water table	Promotes quiet, cooperative play alone or in small groups. Allows opportunities to explore and experiment.	A sandbox or dishpan attached to a table.	-Space for wheelchair or standee. -Indentations around table to enable children with poor balance to stand.
Play house (outdoors /indoors)	Encourages imaginative play and role playing. May also be used as a place for renewal time.	Sheltered area with some privacy, but open enough to easily supervise.	Large enough to accommodate a wheelchair and two or three other children.
Steering wheel	Encourages imaginative play or renewal time.	Steering wheel mounted on a post or beam.	-Mount at different heights so that one is accessible to children in wheelchairs. -Add a horn so that students with visual impairments can locate.
Large bubble wand	To chase, poke, feel, and pop	Self-explanatory.	Some adult or peer assistance may be required.
Homemade bubble recipe	To use with bubble wand.	Self-explanatory.	Adult assistance.
Laundry bags or baskets	To carry toys outside Promotes cooperation.	Self-explanatory.	May be carried in a wagon or a peer may assist.
Birdhouse/ birdfeeders	To watch and enjoy birds.	Self-explanatory.	Place at eye level/hand level for children.
Magnifying glass	To explore objects by viewing.	Self-explanatory.	None necessary.

Materials	Purpose	Description	Modifications
Shopping carts	To identify grocery store items and play grocery store. Encourages socialization.	Plastic, child-size shopping cart in red, yellow, and blue.	None necessary.
Gardening equipment and seeds	To plant, nurture, and observe growth. Promotes cooperation	Child-size garden tools	A garden in a tub can be placed on a table for children using mobility equipment
Sandbox toys	To fill, empty, and manipulate	Buckets, shovels, sifters, funnels, cups, molds, etc.	None necessary.
Bicycle baskets	To fill and empty. Fosters independence.	Wire bicycle basket	Attach to children's mobility equipment so they can choose and carry their own toys.

PERCEPTUAL MOTOR DEVELOPMENT			
Materials	Purpose	Description	Modifications
Standard swing	Improves balance and coordination	two-point suspended swing with soft seat or supportive harness seat.	Provide sound-producing device to serve as cue for locating and determining when in use.
Wide slide	Improves perceptual/motor skills.	Double the usual width, permitting two children, or an adult and one child, to slide together.	Install on embankment to reduce risk of injury in case of falls.
Stacking toys	Develops coordination and discrimination.	Colored stacking disc, rings on peg.	None necessary.
Rocking horse	To sense changes in direction and experience balance. Helps increase balance and body awareness.	Self-explanatory.	None necessary.

Materials	Purpose	Description	Modifications
Blocks	To hold and stack. Provides for simple muscle coordination.	Vary in size and textures: Wood, cloth, cardboard, or plastic.	Different textures may be added to some of the blocks.
Peg toys, gadgets	Provides for manipulation, size, and form perception.	Shape boxes, play chips, lock box.	None necessary.
Beads	Encourages fine motor coordination.	Vary in size and shape.	Small pieces of Velcro may be added to snap beads where they connect for a child who is visually impaired.
Puzzles	Develops fine motor coordination.	Wooden puzzles with knobs.	Make your own by securely gluing large push pins or looped pipe cleaners on each piece.

PHYSICAL DEVELOPMENT			
Materials	Purpose	Description	Modifications
Adjustable basketball hoop	Improves upper-extremity strength and eye-hand coordination.	Basketball hoop adjustable to different heights.	-Ensure wheelchair access. -Add some sound-producing device to serve as auditory cue.
Toss-n-score (better than basketball hoops)	Promotes eye-hand coordination.	Self-explanatory.	Some adult or peer assistance may be required.
Tricycle	To ride and push.	Self-explanatory.	A body/torso support and special pedals may be added.
Big wheel or supercycle	To ride and push.	Low center of gravity design with adjustable seat.	Some adult or peer assistance may be required.
supercycle	To ride and push	Low center of gravity design with adjustable seat.	Some adult or peer assistance may be required.
Playground balls and pump	To roll or throw.	Self-explanatory	Some adult or peer assistance may be required.

Materials	Purpose	Description	Modifications
Nerf bow and arrow	Promotes eye-hand coordination.	Self-explanatory.	Some adult or peer assistance may be required.
Velcro ball and paddle	Promotes eye-hand coordination.	Self-explanatory.	Some adult or peer assistance may be required.
Air hockey	Promotes eye-hand coordination.	Self-explanatory.	Some adult or peer assistance may be required.
T-ball	Promotes eye-hand coordination.	Self-explanatory.	Height of "T" may be adjusted for children in wheelchairs.
Bean bag or tic-tac-toe	Promotes eye-hand coordination.	Self-explanatory.	Some adult or peer assistance may be required.

COGNITIVE DEVELOPMENT			
Materials	Purpose	Description	Modifications
Tunnel	To hide and play in. Promotes concepts of in, out, through, and across.	Tunnel.	Multiple means of access.
Telephone center	Promotes language development.	Self-explanatory	None necessary
Outdoor mirrors	Develops a positive self-image.	Self-explanatory	None necessary
Traffic signs	Promotes safety and identification of signs. Increases vocabulary and controls tricycle safety indoors.	Self-explanatory	None necessary
Basic maintenance kit for trikes	Maintains trikes in safe, working condition.	Self-explanatory	None necessary
Puppets/puppet stage	Promotes language development	Self-explanatory	None necessary
Cassette player and tapes	Promotes language development	Self-explanatory	None necessary

Materials	Purpose	Description	Modifications
Books (appropriate for age and developmental level of children in group)	To turn pages. Promotes pre-reading comprehension.	Self-explanatory.	For children who are visually impaired, textures may be added to pages. For older children. Braille can be added.
Pop-up toy	Promotes concept of cause and effect	Plastic box with compartments containing characters who pop up when child manipulates knobs.	None necessary.

3. Critical Resources for Successful Inclusion.

- a. Professional, caring personnel are the child care center's most important resource. All staff at the school impact the acceptance of an inclusion child. The attitude of the bus driver and cook can be as important as that of the teacher and director in making the child feel accepted.
- b. Reduced class enrollment, addition of co-teachers and paraprofessional, and increased planning time will be essential factors.
- c. In order to gain comfort and confidence, teachers and support personnel require training in specific areas of disabilities represented in their classroom.
- d. Students demonstrating more extreme needs should be accompanied to the classroom setting by a care giver, supporting individualized care and not overburdening the teacher.
- e. Regional XX Education Service Center will provide inservice training, consultants for students with low-incidence disabilities, instruction in availability and use of adaptive equipment, and supportive administrative functions.

- f. Grant Program Coordinator, Grant Support Staff Trainer, Early Childhood Intervention Services (ECI), Brighton School, Inc., Parent Education Early Intervention Program, Inc. (P.E.E.I.P.). The Center for Health Care Services/Child Development Unit (PACES), paraprofessional and health care professionals will provide inservice training, consultants for infants, toddlers, children and youth with disabilities, instruction in availability and use of adaptive equipment, and supportive administrative functions.
- g. Substitute teachers should attend appropriate inservice to assure continuity of instruction and behavior management.
- h. Money should be used flexibly and creatively to benefit the greatest number of students.
- i. Use of small-grouping arrangements and learning centers support inclusion of all students.
 - (1) Provide a rich variety of activities and materials from which to choose.
 - (a) Such variety increases the likelihood of a child's prolonged or satisfied attention, increases independence and opportunity for making decisions.
 - (b) Children need opportunities to repeat acquired skills to fully assimilate their learning.
 - (c) Repetition that is initiated and directed by the child, not adult-directed drill practice, is the valuable for assimilation.
 - (2) Offer children the choice to participate in a small groups or in a solitary activity.

- (3) Assist and guide children who are not yet able to use easily and enjoy child choice activity periods.
- (4) Provide opportunities for child-initiated, child-directed practice of skills as a self chosen activity.
- (5) Multi cultural and nonsexist experiences, materials, and equipment should be provided for children of all ages.
 - (a) Providing a wide variety of multi cultural, nonsterotyping materials and activities helps ensure the individual appropriateness of the curriculum.
 - [1] Enhances each child's self-concept and self esteem.
 - [2] Supports the integrity of the child's family.
 - [3] Enhances the child's learning process in both the home and child care setting by strengthening ties.
 - [4] Extends experiences of children and their families to include knowledge of the ways of others, especially those who share the community.
 - [5] Enriches the lives of all participants with respectful acceptance and appreciation of differences and similarities among them.
 - [6] Multi cultural experiences should not be limited to a celebration of holidays and should include foods, music, families, shelter, and other aspects common to all cultures.

PLAN OF OPERATION

- I. The high quality design of the project; includes an effective plan of management that ensures proper and efficient administration. The project objectives relate to the purpose of the program; and the applicant plans to use its resources and personnel to achieve each objective. The components of Special Projects CFDA 84.029K will address coordination among all providers, including regular educators.
 - A. The City Of San Antonio Children's Resources Division Program Coordinator and support staff for Special Projects CFDA 84.029K.
 1. Will provide use of their facility to host as well as offer on-site preservice and inservice training to personnel, parents, and professionals who serve infants, toddlers, children, and youth with disabilities in the Alamo Service Delivery Area.
 2. Will provide use of their facility to host as well as offer on-site inservice training to introduce and implement new strategies, including social skills development, for addressing the conduct of children with disabilities that impedes their participation and that of non-disabled children in care settings in the Alamo Service Delivery Area.
 3. Will provide use of their facility to host as well as facilitate on-site parent support group meetings at child care settings which are coordinated by parents and child care staff to assist families with emotional needs as well as information.
 - B. The City of San Antonio Children's Resources Division Program Coordinator and support staff develop plan, implement, and evaluate child care programs.
 1. Developing an inclusion program.
 - a. Preparing for inclusion,

- b. Critical resources for successful inclusion,
 - c. Working with owners/operators/central office,
 - d. Teaching models,
 - e. Planning teams,
 - f. Scheduling planning time,
 - g. Planning inservice training and professional support.
2. Strategies for early childhood education must include developmentally appropriate care for children.
- a. Interactions among adults and children,
 - b. Living and learning with children,
 - c. Teaching strategies,
 - d. Environment,
 - e. Health, safety and nutrition,
 - f. Guidance of social-emotional development,
 - g. Language development and literacy,
 - h. Cognitive development,
 - I. Physical development,
 - j. Aesthetic development,
 - k. Motivation,
 - l. Staff-Parent interactions,
 - m. Staff:Child ratios,
 - n. Assessment of children,

3. Strategies for school age children.
 - a. Curriculum goals,
 - b. Teaching strategies,
 - c. Integrated curriculum,
 - d. Guidance of social-emotional development,
 - e. Motivation,
 - f. Parent-Teacher relations,
 - g. Evaluations,
 - h. Grouping and staffing,
 - I. Before-and-After school care,
 - j. Transitions.

4. Techniques for teaching students with Cognitive, Sensory, and Physical Challenges.
 - a. Perceptual,
 - b. Language,
 - c. Cognitive and Learning Disabilities.
 - d. Memory,
 - e. Hearing Impairments,
 - f. Vision Impairments,
 - g. Physical Impairments,
 - h. Seizure recognition and response.

5. Modifying curricula and materials.
 - a. Considerations in selecting curricular materials,
 - b. Techniques for modifying materials,
 - c. Considerations in modifying materials,
6. Uses of technology.
 - a. Guidelines for technology in the child care setting.
 - b. Use of technology in the child care setting.
7. Managing children with behavior problems.
 - a. Techniques for managing children's behaviors,
 - b. Understanding origins, motivations, meanings, and functions of a child's development.
 - c. Learning to recognize the difference between behavior that is normal and age appropriate, and that which demands intervention.
 - d. Designing successful student-teacher interactions.
8. Parents as Partners
 - a. Gaining parental support,
 - b. Interacting with parents.

II. The formation of professional development programs consisting of consortia or partnerships of public and private entities.

A. Karen A. Waldron, Ph.D. Professor Trinity University Department of Education

1. Developer of "The Inclusive Network", a consortium of school districts, Trinity University, and the Education Service Center, Region 20.

- a. Some participants have model programs exemplifying full inclusion in the public school.
 - b. Others include students with mild or moderate disabilities for the first time.
2. Contract with Professor Waldron to Quality Assure Model to foster transitions from child care programs to the general education classroom.

B. Judson ISD, North Side ISD, Schertz-Cibolo-Universal City-Marion ISD

Promising Practices and Early Impact Teams.

1. Quality Assure Model to foster transitions from child care programs to the general special education classrooms.
2. Provide collaboration on quality of practicum training, apply state-of-the-art services and model teaching practices, materials and technology, provide adequate supervision to trainees, foster interaction between students, their non-disabled peers and care givers.

C. Child Development Staff from San Antonio College (SAC)

1. Provide collaboration on quality of practicum training settings, including evidence that they are sufficiently available, apply state-of-the-art services and model teaching practices, materials, and technology, provide adequate supervision to trainees, and foster interaction between students with disabilities and their non-disabled peers.
2. Establish a program with SAC to develop creative new programs and courseware options or to expand existing programs in the field of special education, related services, or early intervention.



D. Education Service Center Region 20

1. Contract to provide training with Dr. Sandra Bloom and other available instructors who can provide inservice training.

2. Supportive Administrative Functions and Resource Library.

3. The uses of assistive technology devices.

- a. Any item, piece of equipment or product system used to increase, maintain or improve functional capabilities of individuals with disabilities to increase, maintain or improve functional capabilities of children with disabilities.

E. The Center For Health Care Services/Child Development Unit (PACES)

- 1. Facilitate early intervention, education and training for developmentally delayed children from birth to three years in the child care settings.

F. Public School Districts in ASDA.

- 1. Facilitate for parents of children age three and older who may or may not have been diagnosed as having a disability.
 - a. Testing
 - b. Early Intervention Programs offered by the school districts (PPCD)
 - c. Admissions, Referrals and Dismissal Meetings (ARD)
 - d. Transportation issues.

III. Dissemination of innovative approaches, curricula, and materials for personnel development in child care settings.

A. Texas Department of Protective and Regulatory Services (TDPRS).



1. Attend staff and unit meetings to present model which will meet state licensing requirements for child care provider training hours in the daycare setting.
 2. Offer training to Child Care Licensing Representatives, Child Protective Services Workers, and Family Preservation Unit Workers.
 - a. Network with TDPRS for Quality Assurance of the model.
 - b. Ensures that word of the model will be carried back to the child care providers and other staff working with their clients.
- B. Child Care Management Services (CDBG Funding for the purchase of child care).
1. Network with Inclusion Team for Quality Assurance of the model.
 2. Target the Designated Vendor (DV) Programs in the ASDA.
 - a. Developmentally Appropriate Practices.
 - b. Smaller child:staff ratios.
 - c. Child Protective Services/Family Preservation Unit Placements
 - a. 90% of all CPS children placed in Texas have some form of disability or need early intervention services.
 - b. Child Care Management Services Inclusion Team targets DV for Children With Disabilities placements.
- C. Offer model training program for replication state wide to other Child Care Management Services.
1. Follow up data will be systematically collected and used to modify and improve the program state wide.

2. Development, evaluation, and distribution of innovative approaches, curricula, and materials for personnel development.

D. Parent-Child Inc. (Headstart Program)

1. Attend staff and unit meetings to present model which will meet state licensing requirements for child care provider training hours for the Texas Department of Protective and Regulatory Services.
2. Offer training for staff development in meeting the needs of infants, toddlers, children, and youth with disabilities.

E. YMCA and YWCA Prime Time After School Programs

1. Attend staff and unit meetings to present model which will meet state licensing requirements for child care provider training hours for the Texas Department of Protective and Regulatory Services.
2. Offer training for staff development in meeting the needs of children and youth with disabilities.

F. After School Care Sites (ASK)

1. Attend staff and unit meetings to present model which will meet state licensing requirement for child care provider training hours for the Texas Department of Protective and Regulatory Services.
2. Offer training for staff development in meeting the needs of children and youth with disabilities.

G. Child Care Centers in ASDA.

1. To include Atascosa, Bandera, Bexar, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, Medina, and Wilson.

2. Attend staff and unit meetings to present model which will meet state licensing requirements for child care providers training hours for the Texas Department of Protective and Regulatory Services.
3. Offer training for staff development in meeting the needs of infants, toddlers, children and youth with disabilities.

H. INCLUDE ME!

1. Present overview of model at area conferences.
 - a. Texas Association of Child Care Resource and Referral Agencies (TACCRRRA).
 - b. Texas Association for Early Childhood Education (TAEYC).
 - c. Annual Child Care Conference co-sponsored by Texas Department of Protective and Regulatory Services and City of San Antonio Children's Resources Division.
 - d. PATH FORCE Conference.
 - e. San Antonio Area Education of Young Children (SAAEYC) Conference.
 - f. National Association for the Education of Young Children (NAEYC).

EVALUATION PLAN

- I. The evaluation for this project will be objective and produce data that is quantifiable, including, but not limited to, the number of trainees; and produce evidence that evaluation data and student follow-up is systematically collected and used to modify and improve the program.
 - A. The Program Coordinator and support staff, in planning, designing, and testing the model, must be capable of undertaking a wide range of activities.
 1. Identifying and describing the problem being addressed by the model.
 - a) Training Personnel for the Education of infants, toddlers, children, and youth with disabilities.
 2. Operationalizing objectives for the program.
 - a) To develop a training model designed to provide interdisciplinary training and resources to parents, non-degreed child care providers, and professionals who work with infants, toddlers, children, and youth with disabilities in child care settings in the Alamo Service Delivery Area.
 - b) To identify and implement new strategies, including behavioral management techniques, for addressing the conduct of children with disabilities in child care settings in the Alamo Service Delivery Areas.
 - c) To provide education, develop and expand pre-service and in-service training programs designed to recruit and retain personnel serving

children with disabilities in the skills needed to help meet the National Education Goals.

- 1) Improve community collaboration between existing systems of service delivery.
 - 2) Increase systematic parental involvement in the education and care of their children with disabilities.
 - 3) Inclusion of children with disabilities in all aspects of education and society.
- d) To demonstrate the quality of the model, including evidence that it is sufficiently available, apply state-of-the-art services and model teaching practices, materials, and technology, and fosters interaction between children with disabilities and their non-disabled peers.
- e) To evaluate and provide evidence that the evaluation data and follow-up data is systematically collected and used to modify and improve the program.

3. Developing the intervention model.

- a) *Mainstreaming Works: A Manual For Training Child Care Providers and Integrating Children with Disabilities in Child Care Settings.*
- b) *The Model for Interdisciplinary Training For Children with Disabilities: A Series For Care Givers of Infants and Toddlers.*

4. Defining the target population.

- a) *Non-Degreed Child Care Providers.*

b) Parents of Children with Disabilities.

c) Paraprofessional

d) Professionals.

5. Designing the delivery system.

a) Quality practicum training settings, including evidence that they are sufficiently available, applying state-of-the-art services and model teaching practices, materials, and technology, provide adequate supervision to trainees, offer opportunities for trainees to peer teach, and foster interaction between children with disabilities, their non-disabled peers and child care providers.

6. Specifying procedures for monitoring the program.

a) Program delivery will be measured using the model adapted from Dr. Jac Fitz-enz author of "How to Measure Human Resources Management".

b) The measurement system will look at six change components.

1) Amount of change.

2) Knowledge change.

3) Skill (Behavior) change.

4) Attitude change.

5) Performance change.

6) Impact change.

7. The measurement system will be gaged upon continuum which traverses the life of the grant.

- a) Set behavioral objectives for the trainees.
 - 1) For each session or module specify the desired behaviors.
 - 2) The conditions.
 - 3) The criteria of performance.
- b) Design the program to meet the objectives.
- c) Collect baseline data from the trainee's department(s).
 - 1) The variables measured must be ones which relate to the upcoming training.
 - a) To have a fifth level evaluation, select a control group at this point and collect the same data.
- d) Conduct the Training.
 - 1) Give Pre and Post test of skills, knowledge, and attitudes (if appropriate) to be collected at each training session.
- e) Approx. 60 to 90 days after the final session, collect data comparable to c.
- f) Compare c. to e. data.
 - 1) This is the before and after course of impact evaluation.
 - 2) It tells you if the class appeared to make a difference.
 - 3) Look for extraneous variables which may have affected the results.
 - 4) Compare to the control group.
- g) Approximately six months after the last session have the trainees return for a refresher day.

- 1) Give them a retention test before you start the review.
 - 2) This tests how much they remember six months after the event.
8. When evaluation is carried out as per the prescribed steps, steps f. & g. will show surprising results.
- a. In the year of running this type of training the class average for the six month retention was never below 86%, and the standard deviations were extremely low.
 - 1) People will learn, they will use, and they will retain.
 - 2) Evaluation will disseminate results properly to relevant audience.
 - a) Department of Education “Special Projects CFDA 84.029K”
 - b) KidsCare Resources and Referral
 - c) Texas Workforce Commission
 - d) Texas Department of Human Services
 - e) Texas Department of Protective and Regulatory Services

QUALITY OF KEY PERSONNEL

- I. The Children's Resources Division Project Director is currently responsible for overseeing the operation of all training , referral services, community outreach, grants, outside contracts, collaboration parent education and advocacy for children.
- II. The qualifications of the program coordinator and other key personnel directly involved in the proposed training program are listed below. **Applicants will be hired based on nondiscriminatory employment practices i.e., will ensure that it's personnel is selected without regard to race, color, national origin, gender, age, or disability.**
 - A. **Program Coordinator** This individual will be required to meet the following requirements: three years of full- time experience in child development programs, Headstart, day care, nursery school, Kindergarten, child care licensing, special education, social service work or other related work to be inclusive of full-time experience in the supervisory level A Bachelor's degree from an accredited college or university with major work in child development, early childhood education, special education, child psychology, educational psychology, elementary education or social work.
 - B. **Child Development Specialist-- Requirements:** Knowledge of child development programs and all facets of child development. Ability to maintain accurate records and identify training needs. Two years of full-time experience in child development programs, Headstart, day care, nursery school, Kindergarten, child care licensing, special education, social service work with children, or other closely related work with children.
 - C. **Secretary I--**Under direction is responsible for performing a variety of highly complex secretarial and administrative duties. Answers incoming telephone calls; operates a

personal computer to type all memos, letters, correspondence, forms, contracts, mailouts, etc.; maintains calendar schedule for appointments, meetings, and events; processes incoming mail; maintains, updates and files all pertinent information and correspondence as necessary. **Requirements:** Graduation from high school or a General Education Development (GED) Certificate supplemented by specialized secretarial training; three years of increasingly responsible secretarial and clerical experience including three years word processing or microcomputers , commonly used software such as Microsoft Word, Excel, and database; ability to types 60 w p.m. (Testing required

KEY PERSONNEL TIME COMMITMENT CFDA 84.029K

Time in Day(s) by Person*				
Activity	Program Manager	Program Coordinator	Child Development Specialist	Secretary
Data Analysis	5	30	30	30
Data Collection	3	60	60	30
Dissemination		43	43	60
Library Research		30	30	
Prepare Materials		30	30	60
Train Presenters	10	20	20	

*Note: All figures represent FTE for the calendar year.

ADEQUACY OF RESOURCES

I. The City of San Antonio Children's Resources Division has adequate resources, facilities, supplies, and equipment necessary to commit to the project. The practicum training settings, will be high quality, sufficiently available, apply state-of-the-art services and model teaching practices, materials, and technology, provide adequate supervision to trainees; and offer opportunities for trainees to teach their peers.

A. Children's Resources Division Resource and Referral Services are offered for the benefit of children, parents, families, child care givers and the business community in the Alamo Service Delivery Area.

The Kidscare Helpline makes child care referrals to parents for licensed centers and registered and certified child care referrals to parents for licensed centers and registered and certified child care providers.

1. Contact with approx. 1800 child care providers under Kids Resource and Referral.
2. Contact with approx. 400 child care providers under Child Care Management Services.
3. Children's Resources Division Education Services provide opportunities for adults to enhance care giver skills, learn positive discipline techniques, increase their knowledge of child development and behavior, and identify and prevent child abuse and neglect.
 - a. Development, evaluation, and distribution of innovative approaches, curricula, and materials for personnel development related to the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.
 - b. The formation of professional development programs consisting of consortia of the public and private entities.

- b. The formation of professional development programs consisting of consortia of the public and private entities.
- c. Provide use of the Children's Resources Division facility to host as well as offer on-site preservice and inservice training to personnel, parents, and professionals who serve infants, toddlers, children and youth with disabilities.
- d. Provide use of the Children's Resources Division facility to host as well as offer on-site inservice training to introduce and implement new strategies, including social skills development, for addressing the conduct of children with disabilities for licensed centers and registered and certified child care providers.
 - 1. Identifying and Teaching Individual Learning Styles.
 - 2. Our Seven Basic Intelligences according to the Theory of "Multiple Intelligences".
- e. Provide use of the Children's Resources Division facility to host as well as facilitate on-site parent support group meetings at licensed centers, registered and certified child care providers.
- f. Provide administrative and program support through technical assistance through phone contact and on-site consultations as well as staff development in planning, implementing and evaluating child care programs.
- g. The Children's Resources Division is part of the comprehensive network of social services offered by the City Of San Antonio fostering coalitions and networks with other departments.
 - 1. San Antonio Police Department "Victims Advocacy Section"

1. Victims Assistance Unit
 2. Child Abuse Counseling Unit
 3. Crisis Response Team
 4. Family Assistance Crisis Team
2. San Antonio Fire Department & Emergency Medical Services.
 3. Metropolitan Health District
 4. Community Initiatives Department
 - a. Finance Department
 1. Monitor funds management
 2. Make recommendations based on available data to ensure grant funds are expended as per Special Projects CFDA 84.029K
 3. Elderly and Disabled Services
 4. Youth Services Division
 5. Claude Black Multi-Service Center
 6. Frank Garrett Multi-Service Center
 5. Parks and Recreation Department
 6. Government Access Television Channel 21
 1. Public, Education, and Community Access channel provided by Paragon Cable.
 2. Used to promote city services and programs as well as provide information to the citizens of San Antonio and the surrounding areas.

3. through Channel 21, Community Initiatives produces programs that highlight services provided called "Solutions" once a month.

BUDGET AND COST EFFECTIVENESS

I. The budget is adequate to support the project; and costs are reasonable in relation to the project.

A. Cost of contractual agreement with trainers at approximately \$50.00 for degree to \$125.00 (doctorate) an hour, i.e., base this on:

1. Kids Resources & Referral \$50.00 an hour for degreed personnel.
2. Dr. Karen A. Waldron states she charges \$125.00 an hour, \$500.00 a half day, \$1,000.00 a full day for group. For presentations she charges \$1,500.00 a day due to preparation time involved.
3. Education Service center Region 20 and Southwest Institute for Educational Advancement i.e. Donna Thompson and Mary Conran state the fee is \$200.00 to \$300.00 for half day (three hours) and \$500.00 to \$600.00 for full day (six hours). Ms. Thompson states that local people typically charge a little less i.e., Ms. Conran and Ms. Thompson charge \$450.00 to \$500.00 for a day of training.

B. See detailed budget



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

OMB Control No. 1875-0102

NON-CONSTRUCTION PROGRAMS

Expiration Date: 9/30/98

Name of Institution/Organization
 City of San Antonio
 Department of Community Initiatives

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
 U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	62,472	64,346	66,276			193,094
2. Fringe Benefits	19,954	20,285	20,628			60,867
3. Travel	8,000	8,500	8,500			25,000
4. Equipment	17,500	9,000	5,500			32,000
5. Supplies	1,600	1,600	1,718			4,918
6. Contractual	45,725	48,345	49,655			143,725
7. Construction	0	0	0			0
8. Other	4,000	4,000	3,750			11,750
9. Total Direct Costs (lines 1-8)	159,251	156,076	156,027			471,354
10. Indirect Costs	10,249	12,424	12,473			35,146
11. Training Stipends	10,500	11,500	11,500			33,500
12. Total Costs (lines 9-11)	180,000	180,000	180,000			540,000

**Training Personnel for the Education of Individuals
with Disabilities Program**

Grant 26-xxxxxx

October 1, 1997 to September 30, 2000

<u>REVENUES:</u>		<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>Total 3 year Budget</u>	
U. S. Dept. of Education		180,000	180,000	180,000	540,000	
TOTAL REVENUES:		180,000	180,000	180,000	540,000	
<u>Index Number</u>	<u>EXPENDITURES:</u>	<u>OBJECT CODE</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>Total 3 year Budget</u>
Activity 38-15-xx						
	Reg Salaries	01-010	62,472	64,346	66,276	193,094
	Language Skill Pay	01-019	900	900	900	2,700
	FICA	01-030	4,848	4,991	5,139	14,978
	TMRS	01-040	6,382	6,570	6,765	19,717
	Flex Benefits	01-050	7,074	7,074	7,074	21,222
	Life Insurance	01-051	250	250	250	750
	Workers Comp	01-060	500	500	500	1,500
	Personal Leave Buy Back Pay	01-072	-	-	-	-
	Personal Services		82,426	84,631	86,904	253,961
	Communications : Telephones	02-110	3,820	3,940	4,000	11,760
	Pager/Mobilephones	02-112	150	150	150	450
	Mail and Parcel Post Service	02-113	7,000	7,000	7,500	21,500
	Rental of Facilities	02-116	9,380	9,380	9,380	28,140
	Travel-Official	02-124	5,000	5,000	5,000	15,000
	Education	02-128	3,000	3,000	3,000	9,000
	Car Expense Allowance	02-130	3,000	3,500	3,500	10,000
	Maint & Rep. Bldgs & Impr.	02-139	75	75	75	225
	Maint & Rep. Mach & Equip.	02-142	75	75	75	225
	Fees to Prof. Cont.-Indep. Eval.	02-160	1,500	1,500	1,500	4,500
	Fees to prof. cont.-Training	02-160	10,000	11,500	12,500	34,000
	Automatic Data Processing	02-172	2,040	2,040	2,040	6,120
	Advertising & Publication	02-175	1,500	1,500	1,500	4,500
	Membership Dues & Lice	02-178	650	650	650	1,950
	Binding, Printing & Repro	02-181	5,000	6,000	6,000	17,000
	Subscriptions to Publications	02-187	785	785	785	2,355
	Other Contractual Service	02-193	750	750	500	2,000
	Other (stipends)	02-193	10,500	11,500	11,500	33,500
	Contractual Services		64,225	68,345	69,655	202,225
	Office Supplies	03-210	1,600	1,600	1,718	4,918
	Food	03-216	500	500.00	500	1,500
	Maint. & Rep. Pat-Mach	03-242	50	50	50	150
	Computer Software	03-243	1,500	1,000	750	3,250
	Other Commodities	03-244	500	500	250	1,250
	Commodities		4,150	3,650	3,268	11,068
	Liab. , Hazard & Fidelity	04-260	2,950	2,950	2,950	8,850
	Other Expenditures		2,950	2,950	2,950	8,850
	Computer Equipment	05-360	12,000	5,000	3,000	20,000
	Mach & Equip-Other	05-373	1,500	1,500	1,000	4,000
	Furniture & Fixtures	05-375	2,500	1,500	750	4,750
	Capital Outlay		16,000	8,000	4,750	28,750
	Indirect		10,249	12,424	12,473	35,146
	TOTAL EXPENDITURES:		180,000	180,000	180,000	540,000

APPLICATION FOR FEDERAL ASSISTANCE

2. DATE SUBMITTED 3-28-97	Applicant Identifier
3. DATE RECEIVED BY STATE	State Application Identifier
4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

1. TYPE OF SUBMISSION:

Application

Construction Construction

Non-Construction Non-Construction

5. APPLICANT INFORMATION

Legal Name: **City of San Antonio**

Organizational Unit: **Department of Community Initiatives**

Address (give city, county, state, and zip code):
**1222 N. Main, Ste. 300
San Antonio, Texas 78212**

Name and telephone number of the person to be contacted on matters involving this application (give area code):
**Anne Tarr
(210) 246-5209**

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

74 - 6002070

7. TYPE OF APPLICANT: (enter appropriate letter in box)

A State	M Independent School Dist
B County	I State Controlled Institution of Higher Learning
C Municipal	J Private University
D Territorial	K Indian Tribe
E Interstate	L Individual
F Intermunicipal	M Profit Organization
G Special District	N Other (Specify) _____

8. TYPE OF APPLICATION:

New Continuation Revision

If Revision, enter appropriate letter(s) in boxes:

A Increase Award B Decrease Award C Increase Duration

D Decrease Duration Other (Specify) _____

9. NAME OF FEDERAL AGENCY:

U. S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: **84 - 029K**

TITLE: **Training Personnel for the Education of Individuals with Disabilities Program**

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

"Including All Children" A new and inovative pre-and in-service training program designed for personnel caring for children with disabilities from birth through age 19 and their families.

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):

The following 12 counties: Atascosa, Bexar, Bandera, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, Medina & Wilson, TX

13. PROPOSED PROJECT		14. CONGRESSIONAL DISTRICTS OF	
Start Date 10-1-97	Ending Date 9-30-00	a Applicant 20	b Project 13, 15, 20, 21, 23 & 28

15. ESTIMATED FUNDING:

a Federal	\$	540,000	00
b Applicant	\$		00
c State	\$		00
d Local	\$		00
e Other	\$		00
f Program Income	\$		00
g TOTAL	\$	540,000	00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE 3-28-97

b NO PROGRAM IS NOT COVERED BY E.O. 12372

OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

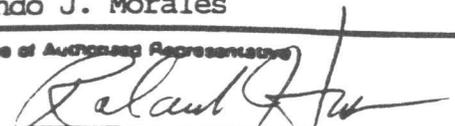
Yes IF "Yes," attach an explanation. No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN ONLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative: **Rolando J. Morales**

b. Title: **Acting Director**

c. Telephone number: **(210) 207-7202**

d. Signature of Authorized Representative: 

e. Date Signed: **3-28-97**

ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age;
- (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333) regarding labor standards for federally assisted construction subagreements.

Standard Form 424B 1-68
Prescribed by OMB Circular A-102

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CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office

APPENDICES

EVALUATION MODEL

There are several levels of sophistication in training evaluation. As the degree of sophistication goes up, the value tends to increase with it.

The first, most used, and lowest value method is the *trainee reaction survey*, also called the “smile sheet.” The nickname comes from the notation that if the trainer smiles a lot, the trainee will give the program a good evaluation. Self-report data is very weak, yet it continues to be the most common method. The second and slightly more useful method is the knowledge test. This is usually a paper and pencil quiz which measures how much the trainee knows. It is given after the program, and there is no pretest against which to compare scores. Therefore, there is no proof that the trainee’s knowledge level increased because of the program. The third level measures performance after the program. This is better than the second level because you look at the trainee’s ability to perform, but still there is no comparative data. The fourth level measures performance before and after the program and includes a retention of follow up check some months later. This is a strong measure and the first one where you can infer causal relationships from the training. The fifth and top level is the same as four except the control group is compared to the trainee group except that it does not get trained. If the trainees’ performance improves and the control group’s does not, it is reasonable to claim that the training was the primary cause -- provided there were no other identifiable intervening events. This last level is a time-consuming exercise and is not often done in industry.

Effective measurements can be carried out by using simple models. Training is a good example of that premise. Training, probably more than any other function, has control over its environment. Trainers can close their doors and design their courses as they please. Once they have the trainees

in the classroom the trainers are the boss. Trainers can set up any reasonable sequence of events and put the trainees through them. Given that type of power it follows that trainers can make some very definitive statements about their work. And they can support their claims.

The system which follows provides the trainer with the data to carry out an evaluation on the fourth level. By adding a control group to the process an evaluation on the fifth level is possible.

1. Set behavioral objectives for the trainees. For each session (module) specify the desired behaviors, the conditions, and the criteria of performance.
2. Design the program to meet the objectives.
3. Collect baseline data from the trainee's department(s). The variables measured must be ones which relate to the upcoming training. (To have a fifth level evaluation, select a control group at this point and collect the same data.)
4. Conduct the training. Give pre- and post-tests of skills and knowledge (or attitudes if appropriate) at each session.
5. Approximately 60 to 90 days after the final session collect data comparable to step 3.
6. Compare the step 3 and step 5 data. This is the before and after course impact evaluation. It tells you if the class appeared to make a difference. Look for extraneous variables which may have affected the results. (Compare to the control group if you have one.)
7. Approximately 6 months after the last session have the trainees return for a refresher day. Give them a retention test before you start the review. This tests how much they remember 6 months after the event.

If you have carried out all the prescribed steps, I guarantee that you will be surprised at the results of steps 6. And 7. In 5 years of running this type of training the class average for the 6-month

SUMMARIES OF THE FOUR MAJOR
ETHNIC/CULTURAL GROUPS OF TEXAS

African Americans
Asian/Pacific Islander Americans
Hispanic/Latino Americans
Native Americans

AFRICAN AMERICANS

CULTURAL COMPOSITION

The term "African American" is commonly used to designate persons of African decent born in the United States. Although the term "African American" can be used loosely to refer to all persons of primarily African ethnicity, there are definite distinctions that can be made:

- * African Americans-Africans whose length of residency in the United States has endured many generations. This group is the largest of the population called African American.
- * Caribbean African Americans-A population immigrating from the Caribbean that can be further distinguished by their language differences.
- * Continental Africans-Those Africans born in Africa.

The use of the term "African American" to refer to all Africans and African descended persons who reside in the United States acknowledges their common Africinity, rather than picking up on their history after the holocaust of slavery.

COMMON VALUES AND BELIEFS: Strengths of the African American Family

- * Strong kinship bonds-most African Americans belong to what is known as an extended family. In such a family, not only parents, but grandparents, aunts or uncles might become directly involved in raising a particular child. In many instances, a child's guardian might not even be a blood relative, but a very close family friend.
- * Adaptability of family roles-since both parents have traditionally worked out of the home, the family has had to be far more creative and flexible in family roles. Children often take on adult responsibilities; cooking, cleaning and child care. Common male/female roles sometimes blur as boys and girls share household tasks.

* Strong work orientation-young African American children quickly learn the importance that the African American culture places on working.

* Strong educational achievement orientation-African Americans have traditionally believed in the value of a good education, and there is a deep historical and cultural belief in the effectiveness of education. They have built their own institutions -- in part because they were shut out of the mainstream institutions, and in part because they value the ownership, control and protection of their cultural heritage which these institutions provide.

* Strong religious orientation- the church has long been the focal point of African American family life. It meets their need for the communal experience of worship. It provides social, economic and educational support.

FOR THE TRAINER

* Keep in mind that African American people in general tend not to be "word dependent." They are often very proficient in non-verbal communications.

* Use materials which are visually intense.

* Incorporate music, art, and movement activities into each group session.

* The African American is predominantly focused on the community-discuss high risks in terms of the community and not so much in terms of the family or individuals.

ASIAN/PACIFIC ISLANDER AMERICANS

CULTURAL COMPOSITION

In the United States over sixty Asian/Pacific Islander American (A/PI) cultural and subculture groups exist with separate ethnic histories, linguistic distinctions, and cultural values and norms.

The six largest groups in descending order are Filipino, Chinese, Japanese, Asian Indian, Korean, and Pacific Islanders, who include Hawaiians and Guatemalans.

Generational issues are paramount determinants in the cultural makeup of A/PI individuals.

According to Ford Hatamiya, contributing author to the National Training Systems Training Manual, published by the Center for Substance Abuse Prevention, most A/PI individuals fit into the following general continuum:

First Generation Asian

- * Immigrant, first generation in the United States.
- * Born and raised outside the United States.
- * Limited English proficiency.
- * Key issue: cultural and linguistic literacy-understanding and operating in American culture and language.

Asian American

- * First generation born in the United States.
- * Usually monolingual in English.
- * Key issue: cultural identity.

Southeast Asian

- * Include Vietnamese, Lao/Hmong and Cambodians.
- * Over 1,000,000 in the USA.
- * Majority are first generation Asian Americans.
- * Texas has the second largest Southeast Asian population in the U.S.
(most live in Dallas/Ft. Worth and Houston).

- * Key issues: cultural shock, social adjustment, familial problems, hostile environment.

COMMON VALUES AND BELIEFS

- * High emphasis placed on education-Using the word “education” in a program title takes the edge off taboo topics such as substance abuse.
- * Believes that the role of the school and the educator is to accentuate the family teachings.
- * Emphasis placed on being patient and modest.
- * Tends to refrain from using verbal attacks; instead, direct expression of feelings is valued.
- * Strong belief in the “process” rather than the “product.”
- * Families are generally patriarchal.
- * It is common for the extended family (up to three generations) to reside in one household where elders are highly respected.
- * The cohesiveness of the family group is highly valued.
- * The traditional A/PI family is hierarchical. There is a range of roles and status’s depending on generational status.
- * A/PI families often engage in multiple parenting which involves the extended family.
- * The A/PI family will usually avoid seeking help or professional counseling, keeping confidential matters that might bring “shame” outside the family unit.

FOR THE TRAINER

- * Prevention efforts should focus on benefits delivered to the family rather than the individual.
- * When defining problems, address them communally rather than individually.
- * Offer solutions that allow participants to help their community.

* Support the role of the A/PI family. Do not try to adapt the family to match your expectations or needs; for example, show parents how their family and culture work with children with developmental delays.

* Respect group participants' privacy. Verbal participation of individuals in any activity should be spontaneous and not required.

HISPANIC/LATINO AMERICANS

CULTURAL COMPOSITION

Hispanic/Latino Americans are often viewed as one cultural group because of their common use of the Spanish language. The majority of Hispanic/Latino Americans in the United States and Texas are of Mexican descent; others come from Puerto Rico, Cuba or Central or South America. According to Ruben S. Ceneno, contributing author to the National Training Systems Training Manual, published by the Center for Substance Abuse Prevention, the following is a list of common generational characteristics of the Hispanic/Latino American culture living in the U.S. who are of Mexican descent:

First Generation

- * Have close ties to Mexican homeland.
- * First, and usually only, language is Spanish.

Second Generation

- * Born in the United States.
- * Acknowledges Mexican heritage.
- * Have limited contact with extended family in Mexico.

- * Usually bilingual.

- * Mexican culture and traditions passed from family by participating in community celebrations and activities.

Third Generation

- * Primarily speak English, but some bilingual.

- * Cultural identity dominated by American trends.

- * Not apt to participate in community celebrations and activities as much as second generation.

Common Values And Beliefs

- * Values the spiritual. This culture tends to believe that the soul is more important than the body. It has a deep sense that life is controlled by supernatural forces.

- * Strong belief in inner dignity and self-respect -- the worth and uniqueness of each person.

- * Hispanic/Latino American culture stresses that each person is worthy of respect.

- * Tendency to think of life in terms of ultimate values and spiritual goals.

- * Primarily considered to be male dominant.

- * Generally, each family is widely extended and each supports its various members. No family is considered to ever be alone.

- * In a family where the mother is head of household, many times a brother, uncle or close friend serves as the male role model.

- * In today's mobile society, Hispanic/Latino American families face an added stress as they are separated from the close knit familial bond which is so much a part of their culture. Many are look beyond blood relatives to their "social kin" for support.

* There is a sense of family pride, caring, and privacy that is greater than in the non-Hispanic population. Because of the need for privacy, asking for help outside the family may be experienced as a betrayal of the family.

FOR THE TRAINER

* Use examples, character names, activities, and visual aids relevant to Hispanic/Latino culture.

* Let each person know that you respect and admire their efforts to communicate.

* You may want to group trainings together according to the proficiency of language -- English vs. Spanish. Although the majority of Hispanics/Latino Americans in the U.S. are bilingual, many times, adults (and children) feel more comfortable expressing themselves in one language or the other.

* Parables, myths, legends and sayings are a large part of the Hispanic/Latino culture. Incorporate these in group by using them to illustrate or reaffirm a group discussion topic.

NATIVE AMERICANS

CULTURAL COMPOSITION

There are more than 1.4 million Native Americans who belong to different tribes and live in various border towns, on ranches, and in different reservations and villages located throughout the United States. There are many tribal differences between Native Americans, as well as differences between those living in urban areas and on reservations. Native Americans are recognized by ancestry and blood quantum. When addressing Native Americans, consider the tribe or group, place of birth, clan, education, location, economic status, values, family structure and roles, and the language spoken at home. According to Catherine Reimer, contributing author of the National Training Systems Training Manual, published by the Center for Substance Abuse Prevention, the following factors will help to determine the degree of acculturation:

Acculturated

- * The majority practice the same value system as the dominant society.
- * Most have little contact with tribe or village.
- * Many display curiosity about their origins and when exposed to traditional beliefs, often want to learn more.
- * Usually prefer to participate in recreational and educational settings of the dominant society.
- * Most have little contact with extended family; they prefer the nuclear family system.

Bi-acculturated

- * English may be their second language.
- * May make frequent visits back to the reservations and visit their extended family.
- * Most prefer some mainstream recreational activities as well as pow-wows, rodeos, native dances, and “potlatch” dinners.
- * Usually live with nuclear family, but welcome extended family.
- * The majority prefer small groups.

Sub-acculturated

- * Most accept the extended family; clan members are seen as family.
- * English may be their second language.
- * Many are uncomfortable in dominant society’s recreational and social settings.
- * Tend to learn best through observation, example or training.
- * Elder family members, nature and all living things are held in high reverence.
- * The majority prefer small group interaction.

Never Acculturated

- * Group has never desired to participate in the dominant society customs.
- * Traditional language preferred -- which expresses the world view and is used in ceremonies.
- * Life is centered around the tribe and the family, not self.
- * Most activities are centered around providing subsistence for the family such as fishing, hunting, gathering, farming and herding.
- * Story telling, humor, and small groups for teaching is most effective.

COMMON VALUES AND BELIEFS

- * Language is very important to Native American ceremonies and culture.
- * When communicating, Native Americans prefer to speak softly and listen. A response is given after they have assessed the issues at many levels. Do not mistake this for slowness. Silence and body language should also be discerned.
- * Spirituality is interconnected with daily life. Part of this spirituality is ceremonies.
- * Ceremony recreates harmony and balance to the individual, community and tribe.
- * Everything is created by the Creator -- earth, dreams, and beauty. Mind, body, and spirit are integrally interrelated. All must be respected.
- * Most in this culture are very private. Self-disclosure is not the norm.
- * Many believe that one's mind can create harmony or disharmony. Disharmony causes an imbalance among mind, body, and spirit. Illness is the result of disharmony.
- * Each member of the extended family has a specific role and is to be respected and helped when in need.
- * Children are raised by parents, grandparents, aunts, and uncles. Cousins are considered to be brothers and sisters.

- * In some tribes, uncles are disciplinarians and teachers.
- * If a distant relative dies, it may be as traumatic as the death of a nuclear family member. One is expected to attend the funeral and help surviving members.
- * All children are seen as one's own and are loved and cherished and will grow up in a strong kin support system.

FOR THE TRAINER

- * Be direct and honest -- focus on human themes. Alternate directness with analogies and storytelling to teach a point.
- * Remember that the primary learning style of Native Americans tends to be visual rather than auditory.
- * Use a lot of creative activities to deliver group messages.
- * Use cooperation versus competition among individuals. Have small groups rather than individuals come up with solutions.
- * Speak slowly in a soft tone and allow for periods of silence and quietness.
- * Native Americans tend to prefer to discuss ideas in small groups rather than larger ones.

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Including All Children
Grant 26-XXXXXX
October 1, 1997 to September 30, 2000

<u>REVENUES:</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>Total 3 year Budget</u>
U.S. Dept. of Education	180,000	180,000	180,000	540,000
TOTAL REVENUES:	180,000	180,000	180,000	540,000

<u>Index Number</u>	<u>EXPENDITURES:</u>	<u>OBJECT CODE</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>Total 3 year Budget</u>
Activity 38-15-xx						
	Reg Salaries	01-010	62,472	64,346	66,276	193,094
	Language Skill Pay	01-019	900	900	900	2,700
	FICA	01-030	4,848	4,991	5,139	14,978
	TMRS	01-040	6,382	6,570	6,765	19,717
	Flex Benefits	01-050	7,074	7,074	7,074	21,222
	Life Insurance	01-051	250	250	250	750
	Workers Comp	01-060	500	500	500	1,500
	Personal Leave Buy Back Pay	01-072	-	-	-	-
	Personal Services		82,426	84,631	86,904	253,961
	Communications : Telephones	02-110	3,820	3,940	4,000	11,760
	Pager/Mobilephones	02-112	150	150	150	450
	Mail and Parcel Post Service	02-113	7,000	7,000	7,500	21,500
	Rental of Facilities	02-116	9,380	9,380	9,380	28,140
	Travel-Official	02-124	5,000	5,000	5,000	15,000
	Education	02-128	3,000	3,000	3,000	9,000
	Car Expense Allowance	02-130	3,000	3,500	3,500	10,000
	Maint & Rep. Bldgs & Impr.	02-139	75	75	75	225
	Maint & Rep. Mach & Equip.	02-142	75	75	75	225
	Fees to Prof. Cont.-Indep. Eval.	02-160	1,500	1,500	1,500	4,500
	Fees to prof. cont.-Training	02-160	10,000	11,500	12,500	34,000
	Automatic Data Processing	02-172	2,040	2,040	2,040	6,120
	Advertising & Publication	02-175	1,500	1,500	1,500	4,500
	Membership Dues & Lice	02-178	650	650	650	1,950
	Binding, Printing & Repro	02-181	5,000	6,000	6,000	17,000
	Subscriptions to Publications	02-187	785	785	785	2,355
	Other Contractual Service	02-193	750	750	500	2,000
	Other (stipends)	02-193	10,500	11,500	11,500	33,500
	Contractual Services		64,225	68,345	69,655	202,225
	Office Supplies	03-210	1,600	1,600	1,718	4,918
	Food	03-216	500	500	500	1,500
	Tools, Apparatus, and Accessories	03-232	50	50	50	150
	Computer Software	03-243	1,500	1,000	750	3,250
	Other Commodities	03-244	500	500	250	1,250
	Commodities		4,150	3,650	3,268	11,068
	Liab. , Hazard & Fidelity	04-260	2,950	2,950	2,950	8,850
	Other Expenditures		2,950	2,950	2,950	8,850
	Computer Equipment	05-360	12,000	5,000	3,000	20,000
	Mach & Equip-Other	05-373	1,500	1,500	1,000	4,000
	Furniture & Fixtures	05-375	2,500	1,500	750	4,750
	Capital Outlay		16,000	8,000	4,750	28,750
	Indirect		10,249	12,424	12,473	35,146
	Total Expenditures:		180,000	180,000	180,000	540,000

ATTACHMENT III

Including All Children

PERSONNEL COMPLEMENT

<u>No. Of Positions</u>	<u>Position</u>	<u>Job Class No.</u>
1	Program Coordinator	0915
1	Child Development Specialist	0993
1	Secretary I	0017

CITY OF SAN ANTONIO
INTERDEPARTMENTAL MEMORANDUM

TO: Mayor and City Council

THROUGH: Christopher J. Brady, Assistant to the City Manager, City Manager's Office

FROM: Dianne Quaglia Sherman, Acting Director, Department of Community Initiatives

COPIES: City Attorney's Office, Finance Department; Budget and Management Analysis; File

SUBJECT: Authorizing the Confirmation of Submission of a Grant Proposal

DATE: July 15, 1997

SUMMARY AND RECOMMENDATIONS

This ordinance confirms the submission of a grant to the U.S. Department of Education in the amount of \$180,000 annually for a period of three years from October 1, 1997 to September 30, 2000. The proposal is for the City of San Antonio, Department of Community Initiatives, Children's Resources Division to provide training to individuals who work with infants, toddlers, children, and youth with disabilities. This includes any child who needs assistance to perform major life activity tasks that are within the child's typical chronological range of development. The goal of this proposal is to provide an initial 40 hours of training for at least 600 individuals in the City of San Antonio, Bexar County and the eleven surrounding counties. This ordinance also authorizes a personnel complement of three (3) positions.

Staff recommends this ordinance be approved.

BACKGROUND INFORMATION

The Children's Resources Division currently provides training for child care providers in and around Bexar County on a broad spectrum of child care topics. This training has proven very successful, but there are few resources available to provide instruction on children with disabilities in child care settings. Since the Americans With Disabilities Act was passed in 1990 requiring a good faith effort be made to serve all children, there is an increasing demand for information and training in the area of children with disabilities.

POLICY ANALYSIS

This ordinance continues existing City policy to utilize grant funds to provide needed human services to the community. At the present time, most caregivers are intimidated by the challenge of serving children with disabilities due to lack of training. The existing child care regulations require minimal training which rarely includes techniques for meeting the needs of children with disabilities in a developmentally appropriate environment. This training is needed to serve as a support system and stepping stone to professionalize the child care field.

FISCAL ANALYSIS

This ordinance confirms the submission of a grant in the amount of \$540,000 for a period of three years to the U. S. Department of Education to provide training. Approval of this ordinance will not impact the General Fund budget.

COORDINATION

The Department has coordinated with the City Attorney's Office which has reviewed the grant application.

SUPPLEMENTARY COMMENTS

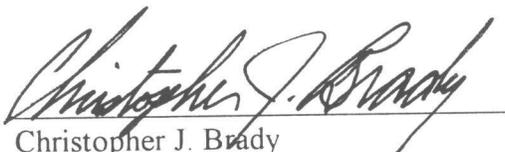
Provisions of the Ethics Ordinance do not apply.



Dianne Quaglia Sherman
Acting Director

DQS:at

Approved:



Christopher J. Brady
Assistant to the City Manager

Approved:



Alexander E. Briseño
City Manager

DO NOT TYPE IN THIS SPACE		CITY OF SAN ANTONIO	For CMO use only
Approval		Request For Ordinance/Resolution	Date Considered
Finance	Budget		Consent <input type="checkbox"/> Individual <input type="checkbox"/>
Legal	Coordinator		Item No. <u>29</u>
			Ord. No.

Date: July 15, 1997	Department: Community Initiatives	Contact Person/Phone #: Dianne Quaglia Sherman 207-7200
Date Council Consideration Requested: July 3, 1997	Deadline for Action: July 31, 1997	Dept. Head Signature <i>D. Sherman</i>

SUMMARY OF ORDINANCE

This ordinance authorizes confirmation of submission for a grant to the U.S. Department of Education in the amount of \$180,000 annually for a period of three years from October 1, 1997 to September 30, 2000. The proposal is for the City of San Antonio, Department of Community Initiatives, Children's Resources Division to provide training to individuals who work with infants, toddlers, children, and youth with disabilities. This includes any child who needs assistance to perform major life activity tasks that are within the child's typical chronological range of development. The goal of this proposal is to provide an initial 40 hours of training for at least 600 individuals in the City of San Antonio, Bexar County and the eleven surrounding counties. This ordinance also authorizes a personnel complement of three (3) positions.

Staff recommends this ordinance be approved.

Council Memorandum Must be Attached To Original

Other Depts., Boards, Committees Involved (please specify):

City Attorney's Office

Contract signed by other party

Yes No

FISCAL DATA (If Applicable)

Fund No. <u>N/A</u>	Amt. Expended <u>N/A</u>	Funds/Staffing Budgeted	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Activity No. <u>N/A</u>	SID No. <u>N/A</u>	Positions Currently Authorized	0
Index Code <u>N/A</u>	Project No. <u>N/A</u>	Impact of future O & M	N/A
Object Code <u>N/A</u>		If positions added, specify class and no.	
Comments: Consent Agenda		0915 Program Coordinator (1)	
		0993 Child Development Specialist (1)	
		0017 Secretary I (1)	
		Coordinator - White Legal - Green Budget - Canary Finance - Pink Originator - Gold	