



TexTESOL III Newsletter

Texas Teachers of English to Speakers of Other Languages

July 2007

www.textesol.org/region3

Letter from the President

As I write this, I am currently in Mexico City, teaching 5-week EFL academic courses at the Universidad de Las Americas (UDLA, A.C.). Geraldine Torack, Director of the Centro de Ingles at UDLA A.C., described some of the various ways they provide professional development opportunities for their teachers, including staff meetings, workshops, and publisher events. The world over, professional development has a core role in the world of EFL/ESL, and my exchange with Director Torack reminded me of both sides of the professional development coin: seeking knowledge and seeking people.

When I think of seeking knowledge, I think of the many conferences I've attended: AAAL, TESOL, FFLA, and TexTESOL. Presentations addressed topics that I was investigating as a professional or had never even thought about before. At the first TESOL conference that I attended (Vancouver, 2000), a colleague approached me and asked, "When will we see your name on the program?" Me? A presenter? I wasn't sure what I could possibly present that wouldn't seem trivial to the experts. However, the more conferences I attended, the more I realized that presenting didn't have to involve years of academic research and a PhD. My observations from my classroom, new techniques that I found particularly useful, or activities or projects that I thought others might also find helpful were equally valid as presentation material. As I began to present to faculty, organizations, and eventually conference participants, I found that the reward of presenting was two-fold. Not only did I feel a sense of accomplishment in the preparation of

my thoughts and consequently a deeper understanding of my ideas, but I also encountered people who shared my interests and who could add to or gain from my presentation material. I would like to encourage you all to share your wells of experience with fellow professionals.

While presentations and other types of professional development sessions are certainly important to the growth of a teaching professional, I see that chances to mingle socially with other teachers without strict agendas is equally important. I find that teachers

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have some of their most valuable exchanges as colleagues in the coffee lines, at the lunch table, at the copy machines. It is here where valuable activities are swapped, and where a sense of community is most evident. Providing such opportunities for teachers to express themselves as professionals and to meet others who share similar experiences has been a goal of TexTESOL III in the past months. We have hosted social networks in an effort to offer members and non-members alike opportunities to meet in a social setting and discuss issues and concerns about the classroom and beyond. The socials have been very successful in reaching out to the community and sharing information and stories within our field, and we hope to continue offering such events.

In the coming months, we hope that you, our members and the core of the ESL community, will take these ideas of presenting and networking and run with them! Present your ideas to your colleagues, write an article for the TexTESOL III newsletter, or submit a proposal for a local conference such as TexTESOL's State Conference. Meet for a lunch break, a pause for coffee, or an after-work get-together. Start a community of TexTESOLers!

Sincerely,

Katherine Fouché
ESL Instructor
TexTESOL III President

In order to better meet the needs of our clients, SAHELI for Asian Families is offering FREE social services interpreter training for individuals fluent in English and one other Asian language.

This 24-hour training teaches basic interpreting skills and the ethical behavior required of interpreters providing services to survivors of domestic violence and sexual assault.

In lieu of tuition for the training, SAHELI requests that participants volunteer their interpretation services to SAHELI for 15 hours. Trained interpreters can earn \$20/hour professionally.

For more information, please see contact Julie Burdett at jburdett@saheli-austin.org or 512-369-5950.

2006-2007 TexTESOL III Executive Board

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TexTESOL 2007 State Conference

WILL YOU ANSWER THE CALL?

By: Amy Shearon, 2007 State Conference Program Chair

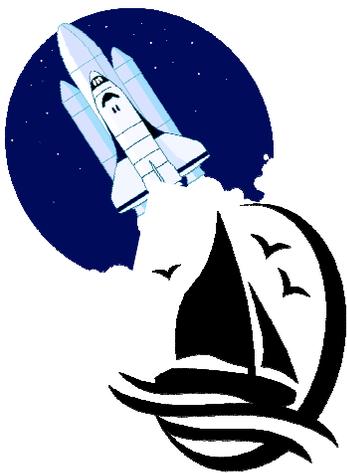
The conference committee is working hard to give attendees 3 days of stimulating professional development. We would like to offer a diverse array of topics to refresh and energize, so we need your help. Please take a moment to think about what you can offer. We invite you to share

classroom practices,
curriculum development ideas,
assessment tools,
theoretical research,
advocacy efforts
and more

You can present alone or with a team. You can develop your ideas as a demonstration, paper, workshop or panel. We will provide you a time slot of 45 or 90 minutes. We also encourage you to submit proposals for Quick Share, a 15-minute informal presentation focused on a classroom technique that is repeated 3 times in 45 minutes.

An outstanding conference begins with a strong core of presentations. Please contribute what you can and encourage your colleagues to get involved. See www.textesoliv.org for the *Call for Proposals*. Send any questions to presenters.textesol4@gmail.com

From Blast Off to Boardwalks!



Join us October 24th for a day of fun guaranteed to send you on an adventure that is truly out of this world! To begin your day, we'll blast off at 9a.m. on a luxury tour bus that will take us from the Galveston Island Convention Center to Space Center Houston, the official visitor's center of NASA's Johnson Space Center. While there you might decide to experience the feeling of landing a shuttle, or the sensation of a blast off when over 7 million pounds of thrust pushes a 4 ½ million pound vehicle skyward.

Just when you feel like you can't take another moment of excitement, you'll board your tour bus again to a more peaceful journey strolling the Kemah boardwalk for an afternoon of shopping and fantastic gulf coast dining as you watch the sailboats and seagulls pass you by. The afternoon will wind down and have you safely back to the Galveston Island Convention Center by 6pm. So don't forget to mark your calendars and remember to sign up for this special tour when you register for TextTESOL State 2007. At \$45, you won't want to miss this!

Higher Education Access for Undocumented Students in Texas

By Evangelina M. Orozco

Nationwide, an estimated 65,000 undocumented immigrants who have been in the United States more than five years graduate from high school each year. Only about 5 to 10 percent of these will attend college, even if they are able to pay the in-state rate of tuition (NILC, 2006). Only ten states offer in-state tuition to undocumented students: California, Illinois, Kansas, Nebraska, New Mexico, New York, Oklahoma, Texas, Utah, and Washington. According to the Texas Higher Education Coordinating Board (THECB), in the fall of 2005 there were only 8,940 undocumented young people enrolled in public universities in Texas – less than one percent of the 1.17 million students enrolled in higher education institutions statewide. Of this number, 73% attended community colleges, 26% attended four-year institutions and less than 1% were enrolled in health-related institutions (including medical schools) (Texas Higher Education Coordinating Board, 2006). These students were able to enroll in colleges and universities because of House Bill 1403, a law passed in the fall of 2001 that made Texas the first state to recognize and address the need of thousands of undocumented children and young people for access to a higher education. By offering in-state tuition and state-based financial aid to students who meet certain provisions, Texas makes college more affordable since they would otherwise be considered international students and pay a much higher tuition and fees.

Texas law H.B. 1403, or now Senate Bill 1528 since August of 2005, states that any student, regardless of immigration status, that meets the following requirements must be considered a state resident for college tuition purposes:

- (1) Graduate from a public or private high school, or receive a GED, in Texas;
- (2) Reside in Texas for at least the three years leading up to high school graduation or receiving a GED;

- (3) Reside in Texas for the twelve consecutive months right before the semester enrolling in college; and
- (4) Provide the institution a signed and notarized affidavit stating that student will file an application to become a U.S. permanent resident as soon as eligible to do so.

Immigrant students in other situations, such as (H1-B) visa-holders and their dependents (H-4), and NACARA or TPS beneficiaries, who do not meet all the requirements above may still be able to qualify under S.B. 1528. For more specifics on eligibility and rules, go to <http://www.thecb.state.gov>, and search for Subchapter X of Chapter 21 of the Rules and Regulations of the Texas Higher Education Coordinating Board (THECB), October 2006 Memorandum.

S.B.1528 also states that eligible students can receive several state grant and scholarship programs: a) the Texas Educational Opportunity Grant at community colleges, b) a combination of the TEXAS grant, Texas Public Education Grant, and other university grants at public universities, and c) the Texas Equalization Grant at private colleges/universities. They can also apply for a College Access Loan, a state loan that functions like a federal student loan, but if the student is undocumented, then he/she must have a co-signer who is a U.S. citizen or U.S. Permanent Resident. To get these various forms of financial assistance, students must apply using the Free Application for Federal Student Aid (FAFSA) or for some schools in Texas the new Texas Application for Student Financial Aid (TASFA) can be used.

Undocumented students should be encouraged to consider a higher education and should be included in college outreach and advising efforts in your school or organization. There is a great need statewide for offering quality information and assistance to these students and their families so they can understand their options

and procedures to be followed. If the college admission process seems complicated to you, think about how much more challenging it is when you add even more steps to the process, and for every step the student is taking a risk because of his/her lack of legal immigrant status. Most undocumented students will begin at community colleges or technical colleges due to the ease of the application process, less stringent admission requirements, and much lower costs. Although this is certainly a wonderful option for many students, reliable numbers are not available to determine how successfully undocumented students are completing associate's degrees or certificates at community colleges, or whether they are transferring and completing bachelor's degrees at four-year universities. Though we know many students are planning to transfer to four-year institutions, we also know that they struggle greatly with several aspects of a university-level education.

Moving away from home can be a very difficult prospect. Often times, the student's income is an essential part of the family's economic survival since students can get paid more than their parents because of their American high school education. At the same time, it is not easy for these students to try to get a new job closer to school because of their illegal status. These students and their families have little to no access to credit or loans, so the affordability of further education is truly limited, and must be measured beyond just tuition and fees. Moving away means paying expensive dorm and food prices, traveling back and forth from home, and taking the risk of being away from the safety net of family and community. Even when a student is able to stay at a university close to home, where he can live at home, the reality is that the amount of financial aid offered through state programs is rarely sufficient to cover all expenses at a four-year college, and he must supplement with scholarship money. In my work doing immigrant college counseling, I have learned that great sensitivity and understanding of these struggles and concerns is required when helping undocumented students and their parents expand their thinking and consider the possibility of going away to a college (or even enrolling in a four-year college near home).

Nevertheless, I have focused on assisting students who are academically qualified and ready to submit applications to four-year universities during their senior year in high school. I believe it is best for students to begin at a four-year college right after high school, not only because the academic and social experience is more robust, but the prospect of continuing to receive financial and moral support every year is greater at a four-year university than at a community college. I have found that highly qualified students have a better chance of finding private and university scholarships, and getting the most out of state financial aid, as an entering freshman. Also, it is much more likely that they will take the plunge into a four-year college when they have the support, assistance and encouragement of their high school counselors, teachers and other peers who are going on to four-year college.

Texas' in-state tuition law has made it possible for many undocumented students to pursue their dream of an education. As evidenced by recent events occurred in the legislature, there are strong forces in our state that would take away this benefit as soon as possible. Five bills were introduced that would have repealed, eliminated or reduced in-state tuition or financial aid for undocumented students. Thankfully, these forces were not successful this time around; in great part the result of the mobilization of hundreds of students who went to the state capitol and to their federal representatives to express their sincere sense of gratefulness for the benefits the state has provided them, and their strong desire to be successful, work hard, and contribute back to this state.

Neither S.B. 1528, nor any of the other states' laws that offer in-state tuition to undocumented students, can do anything to address their immigration status...this is a federal issue. Once undocumented students complete a college degree the question remains as to their ability to stay in this country, work legally and become full and productive members of our society. In March of this year, a bipartisan legislation was introduced in the Senate, the "DREAM Act" (S. 774), joining the House "American Dream Act," (H.R.1275) (NCLR, 2007). These federal bills leave it up to the states to decide whether they will grant in-state tuition rates

to undocumented students, but they offer the means to access a college education by opening a pathway to attain legalization (U.S. permanent residency), if the student entered the country before the age of 16, has lived here at least five years, and has graduated from a U.S. high school. They also offer the possibility of receiving some forms of federal financial aid and joining the U.S. Armed Forces.

If the federal DREAM Act were made into law, Texas would be the state most benefited, since it was the first state to pass an in-state tuition law for undocumented immigrants. The DREAM act would help the country, and our state, meet future labor needs by making it possible to train many motivated, bright and high-achieving students that have graduated from U.S. high schools, instead of needing to recruit foreign professionals, as we do now (Texas Criminal Justice Coalition, 2007). The state comptroller's office estimates that there are at least 135,000 undocumented students in Texas public schools, representing 3% of the total state student enrollment in K-12 (Garza & Mack, 2007). If as a society we are investing taxpayer funds to educate these youngsters from pre-Kindergarten through 12th grades, why not continue to invest in the best and the brightest, who have successfully completed our high school curriculum, and want to pursue a college education and become contributing professionals in our society?

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- Texas Criminal Justice Coalition, University Leadership Initiative. (2007). *The DREAM act fact sheet*, Austin, TX.
- Texas Higher Education Coordinating Board. (2006). *SR HB1403 data report*, Austin, TX.
- Evangelina Orozco is the Immigrant College Coordinator with the Austin I.S.D. She conducts outreach activities to inform students about S.B. 1528 and provides assistance to immigrant seniors with their college admissions and financial aid applications.*

Just When You Got Cozy! A Case Against Armchair Advocacy

By Don Weasenforth

For years I had enjoyed the luxury of armchair advocacy, sitting in the comfort of my own home, sipping tea, and leisurely discussing with my wife, family, and friends the pros and cons of legislation coming down from Capitol Hill or our state legislatures. These discussions were, and still are, at times amusing and often engaging, especially since my wife and most of my family are dyed-in-the-wool supporters of a different political party. The discussions are nonetheless useful since I have to

know the issues and think through them fairly well before going into my periodic political parleys while ensconced in the upholstered folds of my favorite armchair. Notwithstanding the usefulness of honing my arguments through these discussions, my opinions seldom left the confines of those discussions. They fell far from the ears of those who actually made the decisions which I so ardently attacked or supported.

That is, until I started looking at advocacy as a personal responsibility rather than a delegated one. This was not a transition easily made! The allure of personal comfort and convenience tempts us all. But I came to a fuller realization that I would be a very irresponsible father and husband were I simply to ignore opportunities that would benefit my family or conversely not to prevent possible detriments to them. Furthermore, it was clear that this is exactly—literally, not metaphorically—what I was doing when I did not try to effect some change in policy that influenced my livelihood, upon which my family depends. Similarly, I held an untenable, somewhat hypocritical position as an educator if I provided instruction that would benefit my students and their families but closed my eyes—and/or mouth—to legislation that restricted the resources that would benefit them and our society.

I had to see political representation for what it truly is, not as an academic review of Government 101, but in reality with all its practical implications. While the officials that we elect are responsible for decisions made in Washington and Austin, they rely on us—admittedly to varying degrees—for information and guidance to make informed decisions that represent their constituencies. If we do not speak up, if we do not provide data and accounts of personal experiences to inform our officials' decisions, we risk being pulled along in the wake of whatever legislation is relevant to our field. Our officials will rely on their own understanding, and perhaps worse, on the opinions of those who do not represent our views.

I challenge you to break from the myopic view that dictates that we do not have time to speak up, a view frequently based on protection of personal conveniences. This is a view that ignores the potential effects on other more important aspects of our and others' lives. In consideration of the effects of legislation on our livelihoods, the well-being of our families, and the welfare of our students and their families, our personal convenience will more often than not seem inconsequential.

Lest you hear only the call of “pick up your cross” in this discussion, be assured that active

participation in advocacy is contagiously engaging. It is intellectually invigorating to share opinions and suggestions with the officials who help shape legislation that we all abide by. I saw this part of my transition from armchair advocate when I attended TESOL's first Advocacy Day, an experience that “hooked” me on active advocacy.

Consider also some of the benefits to you, your affiliate, and the field at large:

- As already noted, you may provide a measure of security to your livelihood and the well-being of your family.
- You, likewise, promote the well-being of our own most important constituency, your students and their families.
- An affiliate's engagement in advocacy provides a vitality rooted in activities that promote English language instruction and provide visibility of our accomplishments.
- An increased vitality promises, in turn, to promote membership and participation on boards.

How do we—as individuals and affiliates—take on advocacy as a personal responsibility? We need to be involved in educational and active advocacy activities such as the following:

- Educate affiliate members through newsletters, advocacy presentations at regional conferences, and practical workshops focused on advocacy issues.
- Support and participate in individual and group initiatives in Austin and in DC.
- Take advantage of the convenience of TESOL's Advocacy Action Center at <http://capwiz.com/tesol/home/> to voice your opinions on Capitol Hill.
- Support the TexTESOL Council of Presidents' plans to redesign the state website as a mechanism for education and activism and to hire a webmaster who can update the website.
- Work with your affiliate and the TexTESOL Council of Presidents to forge coalitions within TexTESOL and with other organizations associated with language

teaching. Remember the adage “There’s power in numbers”.

- Work with your affiliate to integrate advocacy education and active advocacy on your affiliate’s board by:
 - including advocacy on every board meeting agenda,
 - providing advocacy training to board members,
 - developing action plans with clear objectives, means, assignments, and timeline,
 - creating an appropriate advocacy structure (e.g., advocacy committee, subcommittee of development), and
 - cultivating relationships with government officials—in “good times” and “bad times”—through office visits, phone calls, and emails/faxes.

References

- Cameron, Ben (January 2004) Cultural citizenship. *American Theatre*. 8.
- Child, Curtis & Gronbjerg, Kirsten (March 2007) Nonprofit advocacy organizations: Their characteristics and activities. *Social Science Quarterly* 88 (1) 259-281.
- Johnson, Dennis W. (2004) *Congress online: Bridging the gap between citizens and their representatives*. New York: Taylor & Francis Routledge.
- Don Weasenforth is the current president of TexTESOL V.*

Website Review

Website URL: <http://www.btinternet.com/~ted.power/index.html>

Name: Ted Power: English Language Learning and Teaching

Audience: Adult, Young Adult, Beginner to Advanced

Cost: Free

Summary

This is an incredibly comprehensive ESL website with information for teachers as well as students. Mr. Power covers theoretical topics in language acquisition with articles and materials he has written as well as articles written by other scholars. Ideas and suggestions are given for how to design a curriculum and how to choose materials based on student proficiency level. Additionally, many practical teaching topics are covered with lesson plans and materials provided. Among the many areas addressed are pronunciation, reading, grammar, writing, and language songs and games. Included for many topics are printable worksheets and charts. Assessment as a theoretical construct is covered by articles written by the author and specific suggestions for how to create valid language tests are given.

Review

It is obvious that Mr. Power is an experienced teacher who has catalogued a great amount of his work here. This site is a good resource for students of education and second language pedagogy, providing leads and inspiration for topics of further research, as well as for ESL teachers. There is so much information included on this site that the organization is a touch unwieldy. On the homepage one may choose to continue searching under “Teachers” or “Students.” Tabbed topics on the left hand side of the screen under “Teachers” provide guidance, but there are also many theoretical articles and topics displayed under another indexing system in the center of the screen. It is not clear why the author chose to use two indexing systems.

The author is British, so some heed will need to be paid by American ESL teachers to the differences in American and British grammar and spelling in suggested lesson plans and handouts. Generally this is an excellent website to aid experienced teachers in injecting new ideas into their courses or to help guide new teachers prepare course materials to address the different language skill areas in the classroom.

Reviewer: *Sarah Jesser, ESL teacher*



To Do List: 2007 TextESOL Conference in Galveston (All forms available on TextESOLIV.org)

1. Submit Proposal:

Do it this summer while ideas are still fresh. Deadline is August 31, 2007. Maybe I'll win a TESOL membership!

2. Make Reservations at The Hilton Island Resort Hotel

Call 409-744-5000 or 800-475-3386 and give reservation code TTE to receive terrific discount. Ask for room with a view of the beach. Must do this before September 24. (Parking is FREE.)

3. Make sure my membership with TextESOL is current so that I can receive member rate.

4. Decide which Pre-Conference Institute and other special activities I want to participate in.

- Thursday morning: All day Pre-Conference trip to *NASA and Kemah Boardwalk*. (Sounds TERRIFIC! Maybe my friends from Dallas can join me. \$45 is a great price for all that!)
- Thursday afternoon: Pre-conference institute
- Friday, All-Conference Reception (Free, but to first 500 only.)
- Saturday Awards Luncheon
- Volunteer to help

5. Contact department head about sending in all reservations together on one check.

For every four registrations we pay for, we will receive one free. Shouldn't wait too long to get organized, though. All registrations need to be in by September 15th to avoid a late fee.

6. Keep checking the website, textesoliv.org for more information about speakers and other conference opportunities as the time gets closer.

7. Buy some sunglasses and good walking shoes for a walk along the beach. Can't wait!

Prepared by: Joyce Doyle

Calendar of Events

September, 2007

4-29. SIT TESOL Certificate Course, International Language Center at San Antonio, Texas, USA. Email mail@globaltefl.org. Web site <http://www.globaltefl.org>.

27-30. ANUPI TESOL, "Opening New Horizons in ELT," NH Krystal Hotel, Puerto Vallarta Jalisco, Mexico. E-mail asociacion@anupi.org.mx.

29. Three Rivers TESOL, "Linking Theory to Practice," Indiana University of PA, Hadley Union Building, Indiana, Pennsylvania, USA. E-mail smischler@gplc.org. Web site www.3rtesol.org.

October, 2007

1-2. Center for Research on the Educational Achievement of English Language Learners, "Academic Language and Content: A Focus on English Language Learners in Middle School," Double Tree Hotel-Oak Brook, Chicago, Illinois, USA. E-mail ann.brown@times.uh.edu. Web site <http://www.cal.org/projects/create.html>.

3-6. Texas Association for Bilingual Education (TABE), "Bilingualism/Biliteracy: The 'Key' to the Future," Henry B. Convention Center, San Antonio, USA. Web site <http://www.tabe.org/>.

11-13. The Consortium for Latino Immigration Studies at the University of South Carolina, "Latino Immigration to New Settlement Areas: Trends and

Implications," University of South Carolina, Columbia, South Carolina. Web site <http://www.sph.sc.edu/cli>.

19-20. MidTESOL, "Teach me to Fish," Tan-Tar-A Resort, Lake of the Ozarks, Missouri, USA. E-mail lesliewolk@mindspring.com. Web site <http://www.midtesol.org>.

25-27. TextTESOL, "Different Languages, Diverse Cultures, One TextTESOL," The Galveston Island Convention Center, Galveston, USA. E-mail loamartin@yahoo.com or carolynho369@aol.com. Web site <http://www.textesoliv.org>.

November, 2007

8-11. Mexico TESOL, "Where To From Here?," World Trade Center, Veracruz, Mexico. E-mail nationaloffice@mextesol.org.mx. Web site <http://www.mextesol.org.mx>.

9-10. Puerto Rico TESOL, "TESOL Educators: Transforming Lives in a Challenging, Changing World," Puerto Rico Convention Center, San Juan, Puerto Rico. E-mail audyper2007@yahoo.com. Web site <http://www.puertoricotesol.org>.

29-December 1. Southeastern TESOL, "Building Bridges: Connecting the Learning Community," Louisville Downtown Marriott Conference Center, Louisville, Kentucky, USA. E-mail nichole.neuhard@nkces.org.

Call for Newsletter Submissions

Do you have some thoughts on the teaching of English to speakers of other languages? Do you have personal stories to share that are related to TESOL issues? Do you have some helpful tips for other TESOLers? If you do, please consider submitting an article to 'TexTESOL III Newsletter. Submission deadlines:

Submission	12/1	3/1	6/1	9/1
Publication	1/15	4/15	7/15	10/15

Visit <http://www.textesol.org/region3/> for submission types and guidelines.



Different Languages, Diverse Cultures
One TextTESOL!

OCTOBER 25-27, 2007

**THE GALVESTON ISLAND
CONVENTION CENTER**

Visit our website to register
or contact us for more information.

www.textesoliv.org



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