

Bay Area Women's & Children's Center
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BAWCC's Annual Progress Report

Fall, 2015

As summer comes to a close, I realize that it's time to update you on what has been happening in the past year with Bay Area Women's and Children's Center's programs at Tenderloin Community School, at our Center on Leavenworth Street, and in the community. As in the past, our report gives detailed updates on several areas of our work but also touches upon our other programs. I hope you enjoy hearing about BAWCC's work over the past year.

Last week in a newsletter we received, I read: recently-published studies spearheaded by Dr. Raj Chetty at Harvard University argue powerfully that "schools, community, neighbors, local amenities, economic opportunities and social norms are a critical factor shaping children's outcomes." This speaks to so many areas that we as an organization and as a community are working to address. We've seen many changes since BAWCC opened our doors 35 years ago. We've seen many improvements, but there is much still to do.

New Outreach Study/Survey of Tenderloin Children & Family Issues:

As you may know, twenty-five years ago, BAWCC launched a comprehensive study of the issues facing Tenderloin families and children. The results of that 2-year survey led to BAWCC's initiating the campaign to get an elementary school built in the Tenderloin. The Tenderloin Gradschool Campaign took 8 years, but when the doors opened 17 years ago, 400 low-income children had a beautiful, services-enriched place to go every day, the Tenderloin Community School and Family Center.

Now, after thirty-five years of BAWCC's working collaboratively with many others in the community to make the Tenderloin a better place for families to live, we knew that it was time to take a serious look again to determine what the most critical unmet needs are of the families and children are. We've come a long way, but in some areas we still have a long way to go.

Late last year, BAWCC launched our new Outreach Study/Survey of Tenderloin Children, Youth and Family Issues. As we did before, we are conducting the study through mostly individual and some group interviews. We are covering key topics that impact family's lives: education, health services which includes medical, dental and mental health, safety, housing, recreation, childcare, and many other topics.

Our comprehensive survey project is being led by Dr. Kara Wright who was BAWCC's first on-site pediatrician at Tenderloin Community School. Twenty years ago, as part of her MPH program at UC Berkeley, Kara also conducted our survey of services parents wanted built into the school. To date, Kara and Midge have conducted nearly 150 hour-long interviews with Tenderloin parents, other residents, program staff and directors, business owners, etc. We are uncovering very helpful and interesting information about family's and children's needs. For a copy of the recently-compiled preliminary report, please contact Midge.

BAWCC Programs at Tenderloin Community School:

BAWCC Library Program: BAWCC's Library Program continues to be a strong program fostering literacy, community, and research skills at Tenderloin Community School. As in the past, all the children benefit from their weekly library classes which are often mentioned as a most-loved program at the school by both the students and teachers. The students, family members, teachers, and other staff are welcomed into our library by thousands of hand-selected books and colorfully painted chairs each representing a children's book – a favorite feature of anyone who has visited this wonderful space. This colorful, welcoming “chair project” was one of the early programs that BAWCC brought to the school.

Weekly library classes for all students: Everyone coming to the library is warmly welcomed by Julie, our BAWCC librarian, as well as Christina, our school district librarian. Because we have two librarians at Tenderloin school, every K-5 class in the school has library lessons and checks out books every week of the school year. This is not the case in most other elementary schools. Julie teaches all of the K, 1st, and 2nd grade classes. She has been on staff as our BAWCC librarian at the school since 2002.

Of course, Julie has seen many changes over the years, changes in curriculum (a recent one being the Common Core State Standards); changes in the populations of students (including immigrant families from China, Southeast Asia, Latin America, and, increasingly, families from Yemen); and recently, some changes in the teaching staff as well.

Library Program supports new teachers: In the past school year, we had several new teachers join the staff at the school. Because our library program is such a solid core program at the school, these new teachers reflected that they felt supported immediately, whether it was when they came in with their students for their weekly library visit, at other times of the day when they needed books or other materials for their classroom lessons, or when they just wanted to discuss lessons with Julie or Christina.

Columbia University's Teachers' College Readers & Writers Workshop: We have always collaborated with the teachers when planning our library lessons, enhancing the skills and strategies that the students are learning in the classroom. Our school has been implementing Columbia University's Teachers' College Readers and Writers Workshop for the past four years, thanks in part to a grant BAWCC received to send nine teachers and the school's principal to New York City to participate in Columbia's summer training institute. The teachers and BAWCC librarian have also received excellent on-site training from the Teachers College staff who came to our school several times in the past year, including a Writers Workshop institute last summer, the newest portion of the program.

Authors' and Illustrators' Day: One very special event that BAWCC created at the school three years ago was a day each October when we invite well-known children's book authors and illustrators to Tenderloin Community School to do lessons with the students. In the first year, we had 12 authors and illustrators at our Authors' Day.

Word spread. For the second year for Authors' and Illustrators' Day, we had 15 authors, and by last year, 18 authors and illustrators came for this special day. From the notes we get back from the authors and illustrators after the event, it is clear that the days mean as much to

them as it does to the students. With incredible support from well-known children's book author, Elissa Haden Guest, a member of BAWCC's Advisory Board, and our librarian, Julie, we are far along in planning our event for this fall, and again, we have enough authors and illustrators to have one teaching a lesson in each classroom at the school. It's a very fun, informative and interesting day for all of us!

A welcoming, bright, beautiful "home" for books: All of the students get to enjoy their weekly read-alouds in the beautiful, sunny, quiet library surrounded by thousands of excellent books (fourteen thousand books at this point, twelve thousand purchased by BAWCC with support from donations such as yours). Two 3rd graders came in during the last week of school after they finished their lunch. They came to make bookmarks for the library. While they were working, Julie overheard one say, "This library is so peaceful." ... I want to stay here forever and ever."

BAWCC Literacy Program: Ten years ago, during a faculty meeting at Tenderloin Community School, the principal and teachers were discussing how very concerned they were with the large number of children who were not reading at grade level. During that meeting, they asked BAWCC if we could provide staffing to help with the literacy work for students who needed additional support. There were just not enough resources available to help all of the students who were reading below and far below their grade levels. BAWCC said "yes" to this request, and in the past decade this has been an important and impactful program at the school. We have worked successfully with many students each year to help them improve their literacy skills.

On-on-one help in the Literacy Program: In the past school year, our BAWCC tutors worked with students in the first, second, and third grades. Each student received one-on-one tutoring sessions. Julie and Anne tutored them up to three times a week, depending on the student's needs. All of the students moved up in their reading levels and many of them improved so much that we were able to move them out of our program. Through our teaching, we saw that some students needed more intensive intervention. Others were ready for less intervention, in which case we usually moved them to a small group instead of one-on-one. Many others are now reading independently at grade level, which of course, is the main goal of our literacy work.

Yaritza, Bashar and Fatima--Some Students' Stories: One of our first graders, Yaritza, started off the school year knowing ten letters of the alphabet. She didn't know the sounds of the letters. After working with our BAWCC literacy tutors for a few months, she told them that she had made her own alphabet/letter game at home and played it with her older sister. She was starting to take ownership of her own learning. In February, her tutor noted, "She complained that the book was too much but in the end, she read it very well." By April, "She wanted to show off her new books and was an enthusiastic reader!"

Much of the work that the tutors do is enthusiastically encourage the students in their reading to build their confidence and get them excited about reading. For some of our students, unfortunately, this does not happen at home. Sometimes the student just needs to know that there is that one person who really cares about their efforts and successes in reading. Recognizing this as an important part of BAWCC's literacy work since our very first year, we are very deliberate about this. We are always hopeful that our belief in the student's ability to improve will have an impact on them. Many do internalize these important lessons, and come to

realize that if they keep doing the hard work, they can be a good reader. Spending this one-on-one time with the students results not only in witnessing their achievements in reading, it also allows the students a time and space to share things with an adult that they trust and that they know will listen to them.

One first grader, Bashar, was reading a book called, Night Workers, to his BAWCC tutor, Anne. One of the night workers was a police officer. When the student saw this, he had a lot to tell the tutor about the violence that he witnessed when he lived in Yemen. This happened after Bashar and Anne had spent a good deal of time together through tutoring sessions. Enough trust had been built so that Bashar was comfortable talking about those difficult experiences. Another child, a second grader, Fatima, was reading a book where one of the characters was playing with toy soldiers and a toy tank. She pointed to the tank and told her tutor how they had those in Yemen and continued with more stories about what her family went through there. Both of these students were English language learners. They were very hard workers and determined to do their best at reading. Every time the session was ending, Fatima would say, “No, I want to stay!” We were so happy to see her love of reading grow and grow as the months went by.

BAWCC After-School Clubs: One of the most important program areas BAWCC has provided at the school is the many after-school clubs that we offer each year. During the past year, we offered 11 different clubs including our original club that we started fifteen years ago, our Homework Help Club, which has different sessions four days a week.

Cooking Club – Our Cooking Club was a huge success again this past year. Since the year we started this club, it has been so popular that we have had to break it into two groups, one for each semester. It is led by Marri Coen, one of our 3rd grade teachers, and Rosa Alvarado, the Tenderloin mom whom the school’s kitchen is named after: Rosa’s Kitchen. The students prepare and cook a new dish every week and then have a family style meal when they finish their preparations. The students learn about nutrition, following recipes, math skills through measuring, and they build confidence in putting meals together. This is one club that has a waiting list every single year!

This past year, the Cooking Club members had a very special year-end club celebration. We got to visit NOPA, a wonderful SF restaurant, and we spent an hour with their chef, Laurence Jossel. Wow, could you tell that Laurence loves kids!! He talked with us about starting the restaurant with his wife Allyson and their friend, Jeff Hanak, and about how the restaurant has grown over the years. Then, we had a big surprise. Many of Nopa’s wait-staff paraded out with plates of hamburgers and fries for everyone! Delicious! What a great treat for the students (and teachers and BAWCC staff). The kids also loved the question-and-answer session. Laurence gave all of us a lot of think about related to nutrition and healthy eating. (I know that I’ll never buy a non-organic strawberry again!)

Our newest clubs-Cheerleading Club & Number Ninjas' Math Club – Every year, BAWCC sponsors a lot of our tried and true clubs that the teachers and kids insist on having back at the school. We also have love having new clubs each year. This past year, we had our first-ever Cheerleading Club, & a new math club, Number Ninjas, for our older students.

We lucked out with one of our new 1st grade teachers. She had been a cheerleader in college, and she’d taught at a number of cheerleading summer camps, and did it show! That club filled up immediately, and the students loved it! We surprised the girls (all girls this past year,

even though we encouraged the boys too, but no takers), and we bought them cheerleading uniforms in the school's colors, red and gold. None of these 18 girls had ever been in a performing group like this, and they were thrilled. The first request for the club was to cheer on the steps of City Hall for a school district-wide event that SFUSD hosted. The girls had only been practicing for a few weeks and were excited and nervous about performing, but they didn't miss a beat. The special cheers they made up for the event were a huge hit, and the girls and their proud parents, many who took the day off to see them perform, were just so pleased. The cheerleaders also perform at some of our monthly awards assemblies, and the students loved learning our new school cheers.

Number Ninjas, our new math club, started in the second semester when one of the 4th grade teachers asked BAWCC if she could start a new club focusing on math. We said "yes" immediately because this area of focus is so badly needed at the school. BAWCC's Tech Coordinator helped the teacher with this club, and we plan to be able to offer this club again in the coming school year, although we are expanding it to include science and engineering.

Sports / Physical Activities Clubs - BAWCC also sponsors three other sports/physical activity clubs: Tennis, Team Sports, and Rugby. We have sponsored tennis and team sports clubs for the past three years, and have done rugby for seven years with weekly coaching help from members of SF Fog Rugby Club. We started our tennis club with help from Harper for Kids' co-founder Peanut Louie Harper. This is a great club for low-income kids. Once they learn the basics of tennis and have a tennis racquet and some balls, they can enjoy playing on public courts around the City, and some do just that.

Our plan is that in this coming school year, we will re-connect with SF Ballet's DISC/Dance In the Schools & Community program with whom we partnered for many years for our after school programs and our summer dance camp that we created with SF Ballet. We plan to sponsor a Dances-from-Around-the-World Club, with experienced dance teachers through DISC who will teach 6-week classes each of: Salsa, West African, Bollywood, SE Asian/Pacific Island Dances, & Ballet. This club has created so much interest that we asked SF Ballet if teachers & staff could participate too, since many had asked if they could take the class as well.

Tech Team Club, Newspaper/Yearbook Club: Both clubs help the students sharpen their technology skills, and in Newspaper/Yearbook Club, the students learn how to put together a publication, how to do layouts and interviews and they take accompanying pictures. For the past ten years, BAWCC has sponsored the club and paid for the students' yearbooks. Every year on the last day of school, each student gets a 40-page yearbook, full of pictures of their classes and their school year activities and high points. It's great experience for the club members, and all of the students at the school who really look forward to getting their yearbooks each year.

Arts Clubs: Our Arts Clubs are always a huge hit, and among our most popular clubs. Last year, we had one large arts club for 1st through 5th graders, but this year, we are having two arts clubs, targeting the younger and older students. We do different arts projects with the students every week, or sometimes we do projects that take two weeks. The activities include seasonal projects and ones that are of interest to students who came from different countries. In the coming year, we will have one of our arts clubs focus in part on the back wall of the school as we start work on a mural to reflect the diversity and values of our school community.

Technology Program: In the past year, BAWCC's Technology Program at Tenderloin Community School continued to expand with our new push-into-the-classrooms iPad Program. Until two years ago, we sponsored the school's Computer Center and provided the computer center teacher, but as with many other elementary schools' tech programs, we decided to move to iPads that would be used in the classrooms. We are just reaching our goal of providing iPads for every grade level at the school. BAWCC has bought iPads and sync-charging carts for most of the six grade levels, and we are ready to launch our school-wide tech program in the new school year.

The Tech Program was quite different this past year than it has been since we started it. Not only were we teaching the tech classes in the classrooms on tablets, in the second semester BAWCC's Technology Coordinator worked with the 3rd, 4th and 5th graders to make sure that they were prepared for the new standardized tests that they took online for the first time this year. Although trial online tests were administered the previous year, they were practice tests only. Because we had this dedicated tech staff at the school, this process went surprisingly smoothly for a first time effort.

This coming year, with the equipment we need now on site, and an experienced principal who now has her first year at Tenderloin school under her belt, we are ready to really expand this program area with school-wide literacy programs dovetailing with our technology program. We're looking forward to being able to offer this expanded program.

Dental Clinic Program with UCSF: This was definitely a year like we never expected to experience at our Dental Clinic. It was starting off to be the year when we provided the most-ever dental services for the students... and then the flood happened...

A challenge for the Dental Clinic: As you may remember, in mid-December, SFUSD made the unprecedented move of closing all of their schools for one day because of the torrential downpour the City was expecting. That was on a Friday. On Monday, when we walked into the school, we found that the whole lower level of the school was flooded---all the way back through the six Dental Clinic rooms. Although both BAWCC and SFUSD hired companies to immediately deal with effects of the flood, there was enough damage that it took months to get back into the dental clinic space.

At first, the school district said that BAWCC and UCSF could get back into the Dental Clinic in late January, then it was February, then March... and we were finally told that the school district would contract for the repair work on the lower level during the summer with no assurances that we could get back into the Dental Clinic when school started this fall.

Needless to say, we were sick about what we knew would be a huge gap in the services to the students with dental needs. Rather than lose many weeks of dental services, we made very good use of the intervening weeks. We worked with UCSF dentists and staff to set up a weekly temporary dental clinic in BAWCC's Family Room in the school's lobby. We were able to screen every student at the school (something we have never had time to do in past years). We were especially concerned for the 5th graders who would be leaving the school, and we know from our 12 years of the clinic's experience that some students don't end up continuing to see a dentist when they leave Tenderloin school even though we strongly encourage them to do so.

Although we didn't expect to get a "yes" from the school district about our request to access just the Dental Clinic before the repairs in the lower level were done, they agreed to our being able to provide dental services in the clinic. Because they said we could start up the services in the on-site clinic, from late March through the end of the school year, we were able to provide services to many students who would not have had those services otherwise.

Because of these challenging events, last year we did 952 procedures in the Clinic. This was still a significant increase in the number of procedures from several years earlier, but not as many as the previous year when we were able to use the Dental Clinic for the whole school year!

As with all of my dental clinic reports, before I share some of the stories of our students, I want to give you the statistics on the services we've provided in the past school year.

Of the children who visited the Dental Clinic from August 2014-May, 2015,

the breakdown of the dental services include the following:

- 127 x-rays taken
- 143 fluoride treatments were done
- 329 comprehensive evaluations
- 142 children had prophylaxis-teeth cleaning
- 75 sealants were administered
- 78 children had 1, 2 or 3 surface fillings
- 9 prefabricated crowns were placed
- 38 children had extractions
- 1 child had a pulpectomy (baby root canal)
- 9 children had space maintainers placed,
- 1 child was referred to UCSF for additional services (in their OR)

As in the previous year, our dentists worked on up to 16 students each day that the Dental Clinic was operating from August through December, and again from March to May. Because we used January and February to screen all of the students in the weekly visits from UCSF dental staff, we ended up losing just one month of dental services because of the flood. We thought that was pretty remarkable.

A Few of the Children's Stories:

Mohammed N. has two brothers, one older and one younger. This past year, Mohammed was in 3rd grade, but he has been telling our dentists since he was in kindergarten, "I hate dentists!" From his first visit three years ago, the dentists saw that he had a lot of decayed teeth. He was scared and upset about having to see the dentists, and he made every visit a difficult one. The dental staff made sure to call his mom before each visit and they asked her to be there. Sometimes she could come, and sometimes she couldn't make it when Mohammed was to be seen. On the days that his mom couldn't come, our dental assistant went to his classroom to get Mohammed and he would say "My mom doesn't want me to see you." Luckily, before each visit we had talked with his mom, so we could confirm that she did want him to be seen. One time, when he was in 2nd grade, Mohammed even hid under his desk when our BAWCC dental clinic assistant went to pick him up to go for his dental work.

Then, early this year Mohammed got a terrible toothache. Luckily, it happened on a day when the dentists were at the school, and he asked his teacher if he could go see the dentist. This was when the dental clinic was closed because of the flood damage, and we were doing the screenings out of the Family Room. Our supervising dentist, a UCSF faculty member, Dr. Ling Zhan, told the teacher that of course, she should send him down to the Family Room where the dentists were working that day. Ling had him lie down on the couch in the Family Room, and with Wendy (our dental assistant's) help, she discovered that his tooth was abscessed, with food stuck under the old tooth. She pulled the tooth.

After that, Mohammed decided that he like the dentists. They had gotten rid of his terrible toothache. He happily came down for his follow-up cleaning and exam, and he told both of his brothers that the dentists really weren't so bad after all. Like other students who came down terrified, or having had bad experiences with outside dentists, our dental staff members, with patience, care and experience, are able to break through their negative attitudes and give them a different and positive experience of visiting the dentist.

Tricia C. was in first grade in the past year, and she has been going to the dental clinic since kindergarten. She had 14 cavities when the dentists first saw her. The staff had a hard time reaching her parents when our Spanish-speaking staff was available to call them, and her parents only spoke Spanish. We were finally able to get her mother to come in for one visit. The dental staff always scheduled her appointments first thing in the morning in the hopes that one of her parents would be able to come to be with Tricia since she was so scared. Then, the dentists heard the very sad news that Tricia's father had died in April. After her father died, the family lost all of their health insurance. The UCSF clinic staff worked over the following weeks with the mom to make sure that she got both Medi-Cal and Denti-Cal moving forward. It took 7 visits to deal with all of Tricia's cavities, but the dentists were able to complete her treatments before the end of the school year.

Omar P. had 16 cavities when he came to the dental clinic. (As you see from my reports in the past few years, many of our youngest students have mouths full of cavities when they first get to our clinic.) Omar's teeth were in such bad shape, the dentists recommended his going to UCSF to have all the work done more quickly, but his parents were adamant that they did not want him to have general anesthesia. Omar had been to a dentist prior to his coming to our clinic, but the four fillings he had done by the outside dentist all had to be re-done, and in fact two of them had become abscessed.

Possibly because of the dental care he had had previously, Omar was terrified when he first started coming into the Clinic. In fact, he got sick after his first two visits. During those first visits, Omar had been assigned to be treated by our residents, but seeing how distraught he was, Ling, our supervising dentist and longtime faculty member at UCSF, took over for his third and fourth visits. Over time, Omar calmed down enough so that the residents were able to take over again for his fifth and sixth visits. One of the good things about our clinic is that we have enough staff to be able to make choices like this one when needed. Omar's work was completed before the school year ended, and he was much more comfortable coming to the dental clinic by the end of the school year.

Ashley and Rodney G. are brother and sister, and both of them came to the dental clinic this past year. Ashley, who was in second grade, was very scared when she first started coming to the clinic in kindergarten. Part of the reason was that her dad came with her, and he

was so strict that his sternly telling her over and over to “be still...” was making her even more anxious. Luckily, Ashley’s mom started coming to the visits instead of her dad, and she was a great and supportive help. Ashley had 10 cavities, and they were all treated by the end of 2nd grade. Now, Ashley’s brother, Rodney is in kindergarten, and he had a few tiny cavities that were quickly dealt with. Their mom had learned to do good prevention from her trips to the clinic with Ashley.

Phong N. needed braces, and since there were no times available in the near future at UCSF, our Tenderloin clinic dentists made the braces in their own time and put them on at the Tenderloin school’s clinic. This is not our usual practice because as you may remember from my past story about our decision not to do braces in our clinic, our first student who got braces at our clinic had a relative take them off with pliers because they were uncomfortable. It’s good to know when to make exceptions, though, and Hao has been doing very well with his braces.

Dental Clinic in the new school year: Now that the after-effects of the flooded dental clinic have been addressed over the summer, we are able to move forward with our plans to include the pre-school children in the dental services at the school. Knowing how important it is for the young children to have these preventive services, we are very anxious to include them along with the services we do for the elementary school students. We are really ready to get started this school year!

Tenderloin Scholarship Fund: In 1990, several BAWCC staff and board members received awards from The San Francisco Foundation’s Koshland Program, and a part of the honor was receiving a financial award. Instead of putting that funding into an existing program, we decided to start a scholarship fund for Tenderloin youth who wanted to go on to college but were having trouble coming up with the funds for all of their related expenses. Now, 25 years later, thanks to a wonderful new major grant that we received in the past year to expand this program, BAWCC’s scholarship fund is stronger than ever.

We have two grant cycles each year at the beginning of each college semester, and we just awarded our 334th scholarship in last month’s cycle. Eleven students received awards this time around, and thanks to our new targeted grant, we have been able to increase the amount that each student can receive. Since we started the scholarship fund, this has been a program that is extremely important to all of us at BAWCC. Some of the students who have received our scholarships have been in our various programs since they were babies, and seeing them take one step closer to their dreams is wonderful.

Other BAWCC Programs...

Other BAWCC programs and projects continue to be strong, but I will wait to write about them in detail until my next progress report. Our **Tenderloin NETWORK of Children, Youth and Family Services** that BAWCC sponsors, organizes and chairs each month is as strong as ever, with as many as 35 people representing different organizations and city departments coming to our monthly meetings. Our **Drop-In Services Program** for women and families at our Leavenworth Street Center is, as always, a most important part of what we do in this community. It gives us constant, ongoing contact with the families and women, and we are

always listening carefully to make sure that we are addressing their needs in the most effective ways possible. Our weekly **Food Pantry** continues to be an important resource for our community, and our partnership program with SF City College for parents and preschoolers has started up again for this school year. That is our **Parent-Child Program** which City College's Child Development Program calls their Child Observation/CO Program. We have been providing this program which includes hot lunches for all the past sixteen years. Our **Ice Skating Program for Tenderloin Children** in partnership with Yerba Buena Ice Skating Center is still strong, with many Tenderloin children learning to skate with their weekly lessons. *(And, since I get asked about Dinh Tran, the young skater I have mentioned in past reports, he is still skating daily, and still loves it as much as ever. For the third year in a row, Dinh qualified for Nationals this year, and came in second in the country for this age level.)* Our **Garden Program** is going strong, as are our **Parenting Workshops** at the school, thanks to Joanne Devine & Bess Devon, our longtime teachers and facilitators of our parents' program. Finally, our daily physical education program, **SAT/Structured Activity Time Program**, continues to be a backbone program for our students at the school. We will send details about these additional programs in our next report.

One of the Perks - It happens every once in a while... Just last week, I was sitting at my desk and I heard Nancy Ong, our longtime office manager, say: "Just a minute. I'll put her on. I'm sure she'd like to talk with you..." Then she transferred the call to me. When I picked up the line, a woman said "Hi Midge. I know that you don't know me, but I just wanted to thank you. About 30 years ago, I came into your office and you worked with me to help me find a job. I kept that job for many years, and worked my way up in that industry. I'm still there now, making a nice living, all these years later. I've thought about you over the years, and I finally decided to call you and tell you what's happened with me. I wanted to thank you for your help all of those years ago." Yvonne said some other very nice things about the help she received at BAWCC.

She was right. I didn't remember her, and although I do directly help some of the women and families who come into the Center, with all of the other hats I wear here, that is rare, and it is mostly our services coordinators that do that direct work with the women and families. How nice that this woman, whom I did work directly with, called to tell me about her decades-long path since the days where she came to BAWCC for help. Sometimes it's Diane that gets a call or visit like this, and sometimes it's Nancy or another staff member. We always feel lucky and appreciative to get this kind of feedback, whether it's shortly after women and families came to us for help, or many years later. We are so happy that these woman and families take these opportunities presented to them and that many do the hard work needed to be successful.

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This work in our many program areas at BAWCC is truly made possible by the donations and support you and others have given us through the years, not to mention the encouragement we get from so many of you!! We can't thank you enough for making so many of these programs and services possible for thousands of children, families and women!

Warmest regards,

Midge

Midge Wilson, Executive Director