

HOMETOWN HORNED TOADS ESSAY CONTEST

A detailed black and white illustration of a horned toad, showing its characteristic horns, bumpy skin, and small eyes. It is positioned to the right of the word 'ESSAY' in the title.

**Contest Rules, Entry Form
and Guidelines for
Grades 9-12**



Where in the world are the horned toads?

There's a mystery in the state of Texas, and it involves our official state reptile. Some Texas Horned Lizards have come up missing, or at least that's the report we're getting from many parts of the state. We need you to do some sleuthing to help us find out why everyone's favorite lizard has pulled a disappearing act. That's the goal of Hometown Horned Toads — for you to uncover some clues and propose a hypothesis as to why the Texas Horned Lizard has become rare.

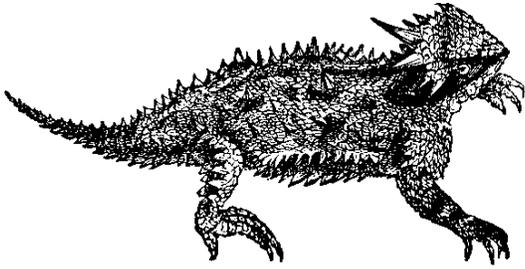
Texas Horned Lizards were once found in every Texas county except perhaps in a few counties in the southern portion of East Texas. This lizard's fierce appearance doesn't match its easy-going personality, and children all over the state grew up playing with Texas horned lizards. Wherever there were nests of big red harvester ants, you could find a horned toad happily gobbling them up. Then something changed. Texas Horned Lizards started becoming rare and even completely disappeared from some parts of the state. Even in West Texas where horned lizards can still be found, folks have reported that they are now uncommon in some areas.

What happened? There are plenty of ideas. Some folks blame red imported fire ants for preying on horned lizards or on native ants. Some folks blame the chemicals used to kill fire ants. Some folks blame growth of cities and fragmentation of habitats. Some folks blame plowing or pesticides. Maybe all these things share in the blame. The only way we can begin to unravel the mystery of the disappearing horned lizard is to try to put together all the pieces of the puzzle. We weren't gathering data on Texas Horned Lizards all those years, but average people who loved horned toads were watching the changes happen. They know when Texas Horned Lizards started to get rare. Maybe if we put that knowledge together with information about changes in habitat we can begin to understand why this popular lizard declined and how to bring it back.

That's where you come in, Texas Horned Lizard Detective. It's up to you to find folks in your community who remember horned toads and some facts about their habitat. It's your job to research old agricultural records and aerial photographs to find out what changes have happened in the landscape. It's your assignment to check out municipal records and old newspapers to see how your community has changed. Then it will be time for you to try to put the puzzle pieces together and see if you can find out what's happened to your **Hometown Horned Toads!**



Just ask any native Texan over the age of 40, and they can probably tell you stories of their beloved horned toads. You may want to politely inform them that their "horned toads" aren't toads at all, but a lizard in the family Phrynosomatidae, with the scientific name *Phrynosoma cornutum*. That means that our missing species has scales and lays its eggs on land. Their name is another clue to their appearance — Texas Horned Lizards have four prominent horns on the rear edge of their skull. There are 13 different species of horned lizards, all found only in North America. Texas has three species, with the Texas Horned Lizard being the most widespread and familiar one.



HOMETOWN HORNED TOADS ESSAY CONTEST

- Hometown Horned Toads is an essay contest for students in grades 3-12.
- It is designed to explore the history of Texas horned lizard abundance and perhaps decline in communities in Texas.
- Students will gather data from local sources and interview local community members to explore horned lizard abundance in their community.
- Older Texans will get a chance to tell their favorite stories about Texas horned lizards and share their knowledge about their communities with students.
- The research and essay can be completed as an individual research project or as a team project for a classroom.
- Students will practice research, writing, and critical thinking skills.

Contest Rules:

Three copies of each essay must be submitted by U.S. Mail. Each entry must be accompanied by an entry form.

All entries should be mailed to: Hometown Horned Toad Essay Contest, Texas Parks and Wildlife Department, Wildlife Diversity Program, 3000 So. IH-35, Suite 100, Austin, Texas 78704

Grades 9-12 essays:

- Must be typewritten and double-spaced, with a font size of 12.
- Minimum length is 5 pages; maximum length is 8 pages.
- A Reference List should be attached to each essay that gives sources of information. See page 5 for the Reference List Form.
- Should include at least 8 interviews, 3 copies of interview forms must be attached.

Essays will not be returned to the student. By entering the contest, the entrant grants Texas Parks and Wildlife Department permission to publish essays on the TPWD Web site or in other publications.

Judging:

Grades 9-12 essays will be judged on the basis of the following criteria:

1. Number of interviews documented (with Interview Forms)20%
2. Thoroughness and creativity of interviews5%
3. Number and uniqueness of references, such as aerial photos, crop records, etc.15%
4. References are cited in the text, and a Reference List using the proper form is attached ...10%
5. Analysis of results – Does the essay achieve the goal of documenting the local abundance of Texas Horned Lizards over the last 30 to 50 years?30%
6. Is the essay well organized, focused on one area and easy to understand?10%
7. Is the essay written using good grammar, spelling and punctuation?10%

For contest deadlines and prize lists, visit www.tpwd.state.tx.us/htht/ or call 1-800-792-1112, ext. 7011.

RESEARCH GUIDELINES FOR GRADES 9-12

- 1. Find out about Texas Horned Lizards.** Start by finding out a little bit about Texas horned lizards. The following references may be useful, but you could also do searches in your library and on the Internet. Just be sure to use the proper name of the species – Texas Horned Lizard.

Texas Horned Lizard Watch Monitoring Packet by Lee Ann Linam – available for free from Texas Parks and Wildlife Department, Wildlife Diversity Program, 3000 So. IH-35, Suite 100, Austin, Texas 78704; 512-912-7011; marsha.reimer@tpwd.state.tx.us

Management of Texas Horned Lizards by Scott Henke and Scott Fair – available from Caesar Kleberg Wildlife Research Institute, Texas A&M–Kingsville, Campus Box 218, Kingsville, Texas 78363

Horned Lizards by Jane Manaster – available for sale from UT Press

Horned Lizards: Unique Reptiles of North America by Wade Sherbrook – available for sale from Southwest Parks and Monuments Association

Herps of Texas Web site:

www.zo.utexas.edu/research/txherps

Texas Parks and Wildlife’s Web site:

<http://www.tpwd.state.tx.us/nature/wild/reptiles/thlizard.htm>;

<http://www.tpwd.state.tx.us/hornytoads>

The Horned Lizard Conservation Society Web site:

<http://homepage.psy.utexas.edu/homepage/staff/Brooks/old/HLCS>

- 2. Decide what “hometown” you want to investigate.** Texas Horned Lizards may have declined in different parts of the state at different times and for different reasons. Focus your research on one community, or at the most, one county. Any community is fair game. Remember that even though Dallas may not seem like horned lizard habitat right now, at one time they lived there!
- 3. Outline your essay.** It may sound funny, but it’s a good idea to outline your final essay before you ever get started. By knowing what questions you want to address, you will be better able to focus your investigations. A sample essay outline is given on page 6.

- 4. Find people to interview.** Locate some people who have lived in your hometown investigation area for a long time. You should try to interview as many people as possible, as different people may have different recollections.

How can you find people to interview? You can start with family, friends, teachers, church members, and other people that you and your family know. There may be biologists or game wardens in your community who work for Texas Parks and Wildlife Department. Your county agriculture agent with the Texas Agricultural Extension Service or your local Natural Resources Conservation Service representative might have lived in the area for a long time or be able to put you in touch with local farmers or ranchers. Think of older people who have lived in the community for a long time and enjoy the outdoors – they’re your best bet!

- 5. Prepare for the interviews.** First, learn how to conduct an oral history interview. Oral history consists of recording people’s personal memories as a way of documenting history. You can learn more about oral history techniques and projects on the following Web sites:

<http://www.thc.state.tx.us> – look for a document called *Fundamentals of Oral History – Texas Preservation Guidelines*

<http://www.myhistory.org>

<http://ctl.rice.edu/projects/neh/community>

Next, prepare your interview questions. Start with the interview form on pages 7-8, but add your own questions to make it unique.

6. Conduct the interviews. Use copies of the interview form on pages 7-8. After you finish with your questions allow time for the interviewee to share any other thoughts that come to mind.

7. Analyze the interviews. Look for patterns in people's answers about when, where and why Texas Horned Lizards began to disappear (if they have). Develop a hypothesis about when and why Texas Horned Lizards declined in your community.

8. Start the investigation phase. Look for evidence. Once you have an idea of when and where people said that horned lizards declined, then look for secondary sources of information that may indicate why Texas Horned Lizards declined. Find out what was different before and after horned lizards declined. Here are some possible sources:

Aerial photos – You can examine aerial photos to see how much land was in crops, pastures or cities before and after horned lizards declined. Look for other changes as well, such as increases in roads. Aerial photos may be available from your local USDA Natural Resources Conservation Service or Farm Service Agency offices or can be ordered from the Texas Natural Resources Information Service.

Crop records – Look at the changes in the amount and type of cropland in your county before and after horned lizards declined. These records may be available from your county agriculture extension agent or from nearby offices of the Farm Service Agency or the Natural Resources Conservation Service.

Fire ant invasion – Look at when red imported fire ants first appeared in your county and how that relates to dates of Texas Horned Lizard decline. The Texas Agriculture Extension Service maintains these records. You can ask your local agent or visit their Web site at <http://fireant.tamu.edu/>. Select the "FASIM" section, then choose "Quarantined counties," then "Animation."

Census data – Check out how fast human population was growing in your county during the period of horned lizard decline by accessing U.S. Census data at <http://quickfacts.census.gov/qfd/>. Select Texas and your county, then select "More data" and then "Historic Population Counts." You can also contact your local county courthouse or city hall to see if such information on your county or community is available locally.

Pesticide use – Pesticides are chemicals that may be used to control pest species, such as insects on crops or around homes. You can ask the opinion of knowledgeable people who have been in the area for a long time, such as county extension agents or farmers, whether or not any particular pesticides were very popular at the time horned lizards declined in your community.

Other records – It's possible that interesting accounts of Texas Horned Lizards may have been recorded in local newspapers (such as Old Rip, the famous resident of the Eastland county courthouse). Local librarians and your County Historical Commission may be able to help you learn to search these records. Don't hesitate to ask your interviewees for any other sources of information that they can suggest.

9. Document your sources of information. Whenever you use information from newspapers, books, magazines, the internet or from any government documents, you must always document where that information came from. This list of sources of information for the essay is called a **Reference List**. For this project, you may use the simplified form below (or one that your teacher requires) to document each source of information. You should include the reference list at the end of your essay. In addition, when you write down facts in the essay, you should include the name of the reference in parenthesis or footnotes. For example: **Horned lizards may shoot blood from their eyelids (Manaster 1997)**. You should not copy sentences directly from your references.

Reference List Form

Write down the following data about each source of information you use in your essay, then list them together on a separate page at the end of your essay. Or, if your teacher requires a different form for a bibliography, you may use that also. Some forms of reference lists are shown on pages 11-12.

Author or editor of the article, document or publication _____

Title of the article, document, or publication _____

Publisher _____ Date published _____

Where the article, document, or publication was published _____

If you get information from a Web site, you must include the above information **and the URL of the site.

**Remember to make a special note when you are quoting from another source. Use quotation marks to show that you are quoting another person or publication and indicate who the quote came from.

10. Report your hypotheses. Go back to that outline and write your essay. A good investigator always presents the evidence, so you'll want to footnote your sources of data according to your reference list. Finally, tell us what you think. Your interviewees may tend to have one opinion about why Texas Horned Lizards declined, but your examination of the data may lead you to another opinion. **We want to know when and where horned lizards declined in your community, what you think caused the horned toad to disappear and why you believe this.** Remember, horned lizards may not have declined in your community. If not, we want to know.

11. Mail your three copies of your essay to Texas Parks and Wildlife Department. Check our Web site (www.tpwd.state.tx.us/htht/) or phone (1-800-792-1112, ext. 7011) for entry deadlines.

12. Share your results. Others may be interested in what you have found out about Texas Horned Lizards. Share your report with your school, local newspapers, County Historical Commission and nature clubs. After all, you may have just solved "*The Case of the Missing Horned Toads!*"

Resources for your Investigation

When you contact these offices explain your project and then inquire whether they can assist you in your investigation. There is much information available from these agencies and their employees, but you will have to do most of the legwork in pulling together the materials. It will help if you know the exact question you want to investigate. (For example, "How much land was in cropland in 1970 versus 1980?"). Allow plenty of time for your investigation — you won't have many options if you leave only a few days or even a couple of weeks to get all the information you need.

1. Texas Historical Commission

Visit their Web site <http://www.thc.state.tx.us> to download documents about oral histories (found under "Preservation Resources"). In addition, you can find out how to contact your County Historical Commission by contacting the Texas State Historical Commission and asking them for their list of Preservation Contacts in Texas (512-463-5853 or e-mail history@thc.state.tx.us). Tell them why you need to contact the local historic commission member.

2. Texas Agricultural Extension Service

Your county extension agent would be a good person to interview, and their offices may maintain records on crop histories, pesticide use or aerial photos. You can find them listed in the white pages for your county seat under *County Offices, Extension Office*. You can also find the address and phone

number for your county extension office by visiting their Web site <http://agextension.tamu.edu/> and select the "County Offices" option.

3. Texas Parks and Wildlife Department

Information on Texas Horned Lizards is available on the Nature Page of the Web site <http://www.tpwd.state.tx.us>. If there is a local biologist or game warden office in your community, then you can find it listed in the white pages under *State of Texas Offices, Parks and Wildlife*.

4. Texas Natural Resources Information Service

TNRIS can help you purchase aerial photos at their office in Austin or through their Web site <http://www.tnr.is.state.tx.us>. Select "Ordering," then "Aerial Photography," then "Order Forms."

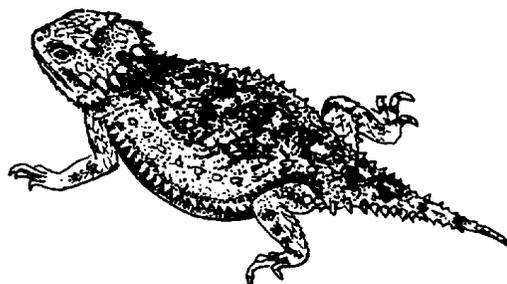
5. Farm Service Agency and Natural Resources Conservation Service

Local offices of these two agencies might be a good source of aerial photos to view, of information about changes in cropland in your community, and of people to interview. You can find local offices in the white pages for your county seat under *United States Government Offices, Agriculture Department*. You can also find out addresses for local offices of the FSA by selecting the "Offices" option at the FSA Web site <http://www.fsa.usda.gov>. That same Web site also allows you to purchase aerial photos – select "Services," then "Aerial Photography Field Office."

Sample Essay Outline – Grades 9-12

This is just a suggestion – you may want to organize your report differently.

- I. Introduction to the essay
- II. Some information about Texas Horned Lizards
- III. Some information about my "hometown" study area – note the county where the hometown is located
- IV. Interview results
 - when horned lizards were common here and what the community was like
 - when horned lizards started to decline and what the community was like
 - why interviewees thought horned lizards started to decline
- V. My hypothesis about when and where Texas Horned Lizards started to decline
- VI. Investigation results – before and after Texas Horned Lizards declined
 - changes in the landscape
 - changes in the community
 - changes in agriculture
 - changes in pests, such as fire ants
- VII. An analysis of which factors may have affected horned lizard decline in my "hometown"
- VIII. Conclusions
 - my conclusion about when, where, and why Texas Horned Lizards became rare in my community
 - my suggestions about bringing back horned toads
- IX. List of references
- X. Interview forms



Hometown Horned Toad Interview Form

Name of Student: _____

Name of Interviewee: _____

Interviewee phone number: _____

Date of interview: _____ **Time of interview: from** _____ **to** _____

This interview is about the following "Hometown:" _____

County of "Hometown:" _____

1. What years have you lived in this Hometown? _____
2. Do you remember seeing Texas Horned Lizards, also called horned toads, in this Hometown?
(If no, then skip to Question 12.) _____
3. When did you see horned toads in this Hometown (what years)? _____
4. What years would you say they were most common in this Hometown? _____
5. What was the community and countryside in this Hometown like when they were common?

6. Did you notice that horned toads started to become more rare in this Hometown? _____
7. If so, when was that? _____
8. What else was changing in this Hometown at that time? _____

9. Why do you think Texas Horned Lizards became more rare in this Hometown (if they did)?

10. When was the last time you saw a horned toad in this Hometown? _____
11. Do you think horned toads still live in this Hometown now? _____
12. Do you have any special memories of horned toads or anything else you would like to tell me?

(continued)

Note to Teachers

The Hometown Horned Toads Essay Contest will challenge students to investigate the history and environmental conditions of their communities over the last 50 years. It is an interdisciplinary project with students practicing research skills, using the internet, using computers and communicating both verbally and in writing. Refer to the lists below that identify Texas Essential Knowledge and Skills objectives in science and social studies that will be met as students participate in this investigation. The project can be completed as an individual assignment or teachers can assign students to work on it in cooperative learning groups. You will indicate on the entry form whether the essay you are submitting is an individual entry or a class (group) project.

TEKS Science Correlation

(Note: At each grade level, scientific process skill objectives are the same.)

- 1 – Scientific processes: conducts field and laboratory investigations
- 2 – Scientific processes: uses scientific inquiry methods during field and laboratory investigations
- 3 – Scientific processes: critical thinking and scientific problems are used in making decisions
- 4 – Scientific processes: using a variety of tools and methods to conduct science inquiry

Integrated Physics and Chemistry

- 1 – Scientific processes: 40% of instructional time conducting field and laboratory investigations using safe, environmentally appropriate, and ethical practices
- 2 – Scientific processes: use of the scientific method during field and laboratory investigations
- 3 – Scientific processes: use of critical thinking and scientific problems solving to make informed decisions

Biology

- 1 – Scientific processes: 40% of instructional time conducting field and laboratory investigations using safe, environmentally appropriate, and ethical practices
- 2 – Scientific processes: use of the scientific method during field and laboratory investigations
- 3 – Scientific processes: use of critical thinking and scientific problems solving to make informed decisions
- 7 – Scientific concepts: applications of taxonomy and can identify its limitations
- 10 – Scientific concepts: living systems are found within other living systems, each with its own boundary and limits
- 11 – Scientific concepts: organisms maintain homeostasis
- 12 – Scientific concepts: interdependence and interactions occur within an ecosystem

Environmental Systems

- 1 – Scientific processes: 40% of instructional time conducting field and laboratory investigations using safe, environmentally appropriate, and ethical practices
- 2 – Scientific processes: use of the scientific method during field and laboratory investigations
- 3 – Scientific processes: use of critical thinking and scientific problems solving to make informed decisions
- 4 – Scientific concepts: relationships of biotic and abiotic factors within habitats, ecosystems and biomes
- 5 – Scientific concepts: interrelationships among the resources within the local environmental system
- 7 – Scientific concepts: relationship between carrying capacity and changes in populations and ecosystems
- 8 – Scientific concepts: environments change

TEKS Social Studies Correlation

World Geography Studies

- 4 – the patterns and characteristics of major landforms, climates and ecosystems of Earth and the interrelated processes that produce them (C)
- 8 – people, places and environments are connected and interdependent (A and B)
- 9 – region as an area of Earth’s surface with unifying geographic characteristics; (A) physical or human factors that constitute a region
- 19 – the impact of technology and human modifications on the physical environment (A and B)
- 20 – technology affects definitions of, access to and use of resources; (B) environmental consequences of agriculture and other economic activities

TEXAS HISTORICAL COMMISSION

HISTORY PROGRAMS DIVISION

DOCUMENTING LOCAL HISTORY

Good documentation — the use and citation of reliable sources — is an essential part of the narrative history required for a Texas marker application, or for any type of research paper you might be writing. Use this guide for assistance in preparing a well-documented research paper.

TYPES OF SOURCES

The Texas Historical Commission will consider the objectivity and reliability of information sources used in compiling a narrative history. Whenever possible, consult primary source material. Primary sources — those that are contemporary with the topic — include such records as newspaper accounts, diaries, meeting minutes, deed records, census records and legal documents. Such sources, as well as the recollections of disinterested, unbiased and authoritative persons, are preferred over secondary sources. When using secondary sources, be sure to check them thoroughly since they are often not as reliable as primary sources. Secondary sources, such as history books, are not contemporary with the topic's history. Oral histories collected from authoritative sources are valuable research tools if properly documented (see example at the end of this document). Any claims of uniqueness (earliest, oldest, first, largest, etc.) must be accompanied by factual documentation from an authoritative, unbiased source.

WRITING THE NARRATIVE HISTORY

Narrative histories should be typewritten or computer printed, double-spaced, on one side of letter-size white paper. The length of the history will depend on the topic, but generally a thoroughly researched paper should be at least three pages long. The significance of the topic should be clearly stated, with factual documentation clearly identified. Copies or collections of miscellaneous documents and notes are not acceptable in lieu of proper reference notes. If the reference notes and bibliography are complete, there will be no need to submit copies of documents.

THE DIFFERENCE BETWEEN REFERENCE NOTES AND A BIBLIOGRAPHY

Reference notes (footnotes, endnotes or parenthetical notes) and bibliographic citations often include much of the same information, but they serve different purposes. Reference notes tell the reader exactly where in a source information can be found. Bibliographies provide a list of all of the sources used in researching the topic, whether or not they are cited specifically in the narrative, and tell the reader where the source may be located.

PREPARING THE REFERENCE NOTES

Generally speaking, facts that cannot be assumed to be common knowledge should be documented with a reference note. Reference notes can be footnotes (placed at the foot of the page on which the fact is mentioned), endnotes (listed sequentially at the end of the history) or parenthetical notes (placed in parentheses immediately following the fact within the narrative history). The notes must be complete so the reader finds the referenced source quickly and easily. Following are some examples of references notes for commonly used sources:

¹ Terry G. Jordon, *Texas Graveyards: A Cultural Legacy* (Austin: University of Texas Press, 1982), p. 75.

² 1900 United States Census, Fort Bend County, Texas (Roll 1553) Enumeration District 16, p. 16.

³ Orange County Deed Records, Book 4, p. 139.

⁴ "San Jacinto Monument Reconditioned." *Temple Daily Telegram*, Vol. 76, No. 256; July 31, 1983, p. 5-C.

⁵ Bessie Jones, interview by author, June 21, 1991. Tape recording/transcript.

⁶ Letter from Maria Gutierrez to Henry Guerra, May 23, 1922. Private collection of Henry Guerra, Dallas.

⁷ Anna Tlica, *Tlica Family History, 1860-1970*. (Hallettsville, Texas: published by author, 123 Fourth St., Port Lavaca, Texas, 1990), p. 56.

PREPARING THE BIBLIOGRAPHY

The bibliography is included as part of the narrative history at the end of the research paper. It should be organized alphabetically or topically rather than numerically. The bibliography for the sample reference notes listed would appear as follows:

- Gutierrez, Maria. Letter to Henry Guerra, May 23, 1922. Original available to researchers from Henry Guerra, 678 W. 9th Street, Dallas, TX, 75200; photocopy available at the Dallas Public Library.
- Jones, Bessie. Interview by author, June 21, 1991. Tape recording/transcript. Tapes available to researchers from the author at 555 N. 5th Street, Austin, TX, 78700; transcripts placed in Austin History Center.
- Jordan, Terry G. *Texas Graveyards: A Cultural Legacy*. Austin: University of Texas Press, 1982.
- Orange County Deed Records, Office of the County Clerk, Orange, Texas
- "San Jacinto Monument Reconditioned." *Temple Daily Telegram*, Vol. 76, No. 256 (July 31, 1983), p. 5-C.
- Tlica, Anna. *Tlica Family History, 1860-1970*. Hallettsville, Texas: published by author, 123 Fourth Street, Port Lavaca, TX, 1990.
- United States Census, 1900.

FOR FURTHER ASSISTANCE

There are many different styles of reference notes and bibliographic citations. The THC is not as interested in the style of the citations as in the inclusion of all necessary information. Examples of citations for a variety of source types may be found in scholarly journals such as the *Southwestern Historical Quarterly*, as well as the following reference books, which should be available at a local library or bookstore:

- Chicago Manual of Style*, 14th ed. Chicago: University of Chicago Press, 1993.
- MLA Handbook for Writers of Research Papers, Theses and Dissertations*. 5th ed. New York: Modern Language Association, 1999.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. Revised by John Grossman and Alice Bennett. 6th ed. Chicago: University of Chicago Press, 1996.

IF YOU HAVE ANY QUESTIONS...

about this guide, or if you would like to receive a copy of a sample narrative history with documentation that has been approved for a similar topic, please contact:

Texas Historical Commission
History Programs Division
P.O. Box 12276, Austin, TX 78711

Phone: (512) 463-5853, Fax: (512) 475-3122
E-mail: history@thc.state.tx.us



TEXAS
HISTORICAL
COMMISSION

The State Agency for Historic Preservation

www.thc.state.tx.us



Hometown Horned Toads Essay Contest Entry Form

(Please print or type clearly)

Name of student(s): _____

Home Address: _____ City: _____

Zip: _____ County: _____ Phone: (_____) _____

Grade: _____ School (or organization): _____

Address: _____ City: _____ Zip: _____

Teacher or sponsor's name: _____ Phone: (_____) _____

E-mail: _____

Entry Category (check one): Individual grades 9-12 Team grades 9-12

Essay Title: _____

All entries should be mailed to:
Hometown Horned Toad Essay Contest
Texas Parks and Wildlife Department
Wildlife Diversity Program
3000 So. IH-35, Suite 100
Austin, Texas 78704

Sponsored by



Texas Parks and Wildlife Department
4200 Smith School Road • Austin, Texas 78744
1-800-792-1112
www.tpwd.state.tx.us/htht/