4 CIG Webinar- Sharing Resources

www.osymigrant.org
AGENDA

We will hear from each of the consortiums and have questions at the end.

• I2MPACT
• MPEC
• iSOSY
• IDRC
• Questions
Carmen Medina  
Pennsylvania  
I2MPACT Lead State

Michele Cheney  
I2MPACT Coordinator  
Michele.Cheney@arroyoresearchservices.com
The key priority of I2MPACT is to strengthen the involvement of migratory parents in the education of their children.

**Member States**
- Arkansas
- Colorado
- Georgia
- Illinois
- Iowa
- Kentucky
- Montana
- Pennsylvania
Fundamentals for Parent Engagement

Research shows “...positive impacts of school, family and community engagement on grades, attendance, drop-out prevention and more, regardless of the parents’ education, family income or background. National Education Association Policy Brief, Parent, Family, Community Involvement in Education

“The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child’s education.” National PTA (2002) report entitled How Parent Involvement Leads to Student Success
Year 1: Strengthening Parent Connections to School

MOVING?
1. Notify your migrant contact
2. Officially withdraw your child from school
3. Obtain a current transcript, report card and assessment information
4. Take a copy of your child’s immunization record
5. Alert your new school to any special programming your child has- ESL, Speech, Special Education
Year 1: Family Engagement Action Planning

**Involvement**
- Stand alone meeting or event for parents
- PreK Literacy Night

**Engagement**
- On-going and connected series of events with parents
- Monthly PreK Play & Learn Group

**Empowerment**
- Parents as Partners: Before, During & After
- Parent PreK Mentors
Looking Ahead...

Year 2: Family Focus (Home)

• Shared parent-child literacy activities across grade/age levels

• Family aspirations-setting intentions and marking achievements

Year 3: Connections, Communication and Partnerships (Community)

• Engaging “Cultural Brokers” to bridge communication, connections and community integration

• Community partnership projects
Preschoolinitiative.org
Activity #3 - Squirrel Proof Bird Feeder

Description of experience: Children will explore how to make a bird feeder. Through reading, a hands-on inquiry-based activity and rich conversation, they will predict, plan, investigate and summarize their bird feeder making experience.

Materials needed:
* Book - *Those Darn Squirrels*  
* building materials (boxes, cardboard tubes, plastic bottle, craft sticks, scissors, glue)  
* decorations (feathers, stickers, pom-poms, crayons)

Instructions:
2. Read the book. Interact with the child during the reading. Ask and answer questions. Conduct “serve and return” interactions throughout the reading and activities.
3. After reading, discuss the book. Why were the squirrels getting into the bird feeders? How did the story end?
4. Discuss bird feeders. Ask the child if he/she has ever seen or made a bird feeder. What does the child know about bird feeders?
5. Plan to make a squirrel proof bird feeder. Ask the child to draw his/her bird feeder.
6. Assist the child with making the bird feeder. Ask, “How will your bird feeder keep the squirrels out?” “How will the birds get the food?”
7. If time allows, make another squirrel proof bird feeder with a different design to keep those pesky squirrels from getting the bird food.

www.preschoolinitiative.org
Coming in March 2021
www.i2mpact.org

Inspire and Innovate: the Migratory Parent Action Coalition
Karen Mapp: Effective Family Engagement Starts with Trust

Parent Cafés
Relationship Focused Communication with Parents

Strengthen family engagement by asking parents,

"How is your family doing?"
&
"What does your family need?"

Research from 1,500 families in an Oregon school district verifies that communication from teachers on families’ needs, interests and well being is equally, if not more important, than the standard communications about curriculum and student performance.
Migrant Parent Empowerment Consortium (MPEC): Purpose

The goal of the MPEC consortium is to develop effective resources to facilitate the academic success of migrant students with teacher & MEP staff assistance and through parent involvement in reading, writing and mathematics.

**Lead state:**
Utah
New Hampshire
South Dakota

**Member states:**
Hawaii
Nevada
Montana
Minnesota
North Dakota
Virginia
Migrant Parent Empowerment Consortium (MPEC): Creating Resources For Parents, Students, Teachers
Parent Portal will be added by May 2021.
Available Resources on the MLN

**Teacher Resources**

- 298 Lesson Plans complete with all instructional materials in reading, writing, math, study skills and OSY life skills. All lessons are mapped to both Common CORE standards and WIDA standards.

**Student Resources**

- Online reading screeners to identify student needs
- 339 online reading tutorials in English & Spanish
- Online Success Plans (IEPs) recording student progress
- Online math screeners to identify student needs (available May 2021)
- Online math tutorials in English & Spanish (available May 2022)

**Parent Resources**

- Reading and writing activities for parents to assist their children to read (in English and Spanish)
- Online Electronic Graduation Plans to help overcome barriers to high school graduation
- Parent portal designed to assist parents to help their children with reading and math (available May 2021)
- Parent Advocate teams to assist parents to use the resources (beginning in summer 2021)
FOR PARENTS - Activities are available in English/Spanish to assist parents in helping their children to learn to read.
FOR PARENTS – Online graduation plans....
## Individual Success Plan

**Answer the questions below for this child**

1. This child is a beginning reader and needs help (e.g., learning letters, letter sounds, words, punctuation, etc.)  
   - **Yes**

2. This child can read but needs help with more challenging letter sounds, vocabulary and understanding what they read.  
   - **Yes**

3. This child needs help learning numbers and basic math skills.  
   - **Yes**

4. This child needs help with learning multiplication, division and basic equations.  
   - **Yes**

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### Identifying Reading and/or Math Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
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<tr>
<td>Phonics</td>
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### Tutorials

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Language</th>
<th>Dimension</th>
<th>Score</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>EM6.8E:Phoneme Segmentation and Blending: Initial Consonant Blends</td>
<td>English</td>
<td>Vocabulary</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>NEED: DEV157E:Double Consonants to Spell Middle and Ending Single Sounds</td>
<td>Yes</td>
<td>20%</td>
<td>100%</td>
<td>02-19-2018</td>
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<tr>
<td>DEV175E:Sound Symbol Correspondence: /th/ Sound Spelled -th</td>
<td>Yes</td>
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<tr>
<td>DEV175E:Consonant Digraphs th, ph, ch, th, wh</td>
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<tr>
<td>DEV175E:Phrasing: Compound Sentences</td>
<td>Yes</td>
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</tbody>
</table>

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## Plan de Éxito

**Responda las preguntas a continuación para este/a niño/a – Si es cierto, oprima “Sí”**

1. Este/a niño/a es un/a lector/a principiante y necesita ayuda (por ejemplo, aprender letras, sonidos de letras, palabras, puntuación).  
   - **Sí**

2. Este/a niño/a puede leer, pero necesita ayuda con palabras más desafiantes, vocabulario y comprensión de lo que lee.  
   - **Sí**

3. Este/a niño/a necesita ayuda para aprender números y habilidades matemáticas básicas.  
   - **Sí**

4. Este/a niño/a necesita ayuda para aprender multiplicación, división y ecuaciones matemáticas básicas.  
   - **Sí**

### Identificar las habilidades necesarias en lectura y matemáticas

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<th>Skill</th>
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### Tutoriales

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<tr>
<td>EM1.28 Sentence Segmentation: Sílabas abiertas con texto (ae, ai, au, ea)</td>
<td>Spanish</td>
<td>FíSíntaxis</td>
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<tr>
<td>EM1.28 Separate oraciones por palabras</td>
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<tr>
<td>EM1.28 Sentence Segmentation: Contando palabras</td>
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### Asignar Tutorials

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<tbody>
<tr>
<td>DEV157E:8 Letter-Sound Correspondence: Sílabas Contenidas Letters Ll, n, s, and y</td>
<td>Spanish</td>
<td>Fonética</td>
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<tr>
<td>DEV157E:6 Sound-Symbol Correspondence: Sílabas con Digrafo e Histo</td>
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<td>Fonética</td>
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<tr>
<td>EM1.25b Sound-Symbol Correspondence: Letras polifónicas: G y C</td>
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Online screeners to identify needs

### Screening Tools

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<th>Name</th>
<th>Language</th>
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<td></td>
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<tr>
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<td>Emergent</td>
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<td>Phonics</td>
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<td>Emergent</td>
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<td>Phonics</td>
<td>Spanish</td>
<td>Emergent</td>
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<td>Vocabulary</td>
<td>English</td>
<td>Emergent</td>
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### Tutorials

<table>
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<th>English</th>
<th>Auto Assigned</th>
<th>Score</th>
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<tr>
<td>DVyg-2E Prefixes, dis-; mis-; multi-; pre-; re-; un-</td>
<td>No</td>
<td>40%</td>
<td>100%</td>
<td>09-15-2014</td>
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<tr>
<td>NEED: Prediction in Text: Synthesizing to Modify a Prediction</td>
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<tr>
<td>EMD-3E Beginning Letters: Initial Sound Discrimination</td>
<td>No</td>
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<td>80%</td>
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<tr>
<td>EMD-3E Phoneme Counting: Blending Syllables</td>
<td>No</td>
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<tr>
<td>DVyg-SE Story Elements: Somebody Wanted</td>
<td>No</td>
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<td>80%</td>
<td>04-27-2019</td>
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<tr>
<td>EMD-3E Sound Symbol Correspondence: Short /i/ Vowel</td>
<td>No</td>
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<tr>
<td>DVyg-SE Proportions: Words that Describe Location and Define Place</td>
<td>No</td>
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<tr>
<td>EMD-3E Sentence Segmentation: Segmentation of Syllables</td>
<td>No</td>
<td>-</td>
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<tr>
<td>EMD-3E Rhyming Word Recognition: Identify End of Word</td>
<td>No</td>
<td>20%</td>
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<tr>
<td>DEVyg-SE Words Ending with Final /i/ Vowel ex: bus, cry</td>
<td>No</td>
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<td>100%</td>
<td>04-22-2019</td>
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<tr>
<td>EMD-3E Phoneme Counting: Blending Syllables</td>
<td>Yes</td>
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<tr>
<td>EMD-3E Sound Symbol Correspondence: Letter Sounds /k/, /g/, /h/, /k/, /q/, /x/, /k/</td>
<td>Yes</td>
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<tr>
<td>EMD-3E Sound Symbol Correspondence: Letter Sounds /i/</td>
<td>Yes</td>
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<td>-</td>
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<tr>
<td>EMD-3E Sound Symbol Correspondence: Letter Sounds /j/, /t/</td>
<td>Yes</td>
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<tr>
<td>EMD-3E Pronunciation: Periods and Punctuation Points</td>
<td>Yes</td>
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<tr>
<td>EMD-3E Sound Symbol Correspondence: Letter Sounds /i/</td>
<td>Yes</td>
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</tr>
<tr>
<td>EMoz-SE Defining, Synonym, and Their Meaning in Text</td>
<td>No</td>
<td>20%</td>
<td>100%</td>
<td>07-23-2019</td>
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<tr>
<td>EMD-3E Main Idea: Determining Importance of Main Ideas</td>
<td>Yes</td>
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<tr>
<td>EMoz-SE Making Test to Self Connections</td>
<td>Yes</td>
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<tr>
<td>EMD-3E Context Clues Using Picture Clues</td>
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### Spanish Tutorials

<table>
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<th>Spanish</th>
<th>Auto Assigned</th>
<th>Score</th>
<th>Post</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>EMD-2E Separar oraciones por palabras</td>
<td>No</td>
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<tr>
<td>EMD-2E Separar oraciones por palabras</td>
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<td>-</td>
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<td>EMD-2E Sound Symbol Correspondence: Letter Sounds /c/, /s/, /z/, /s/</td>
<td>No</td>
<td>-</td>
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<tr>
<td>EMD-2E High Frequency: Words, Phrases &amp; Use Pronouns</td>
<td>No</td>
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<td>-</td>
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<tr>
<td>EMD-2E High Frequency: Words /bien-campeón Palabras de uso frecuente: 11-20</td>
<td>Yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NEED: EMoz-SE Punctuation: Question mark: ¿Qué?, ¿Cómo?</td>
<td>Yes</td>
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### Tutorials Assignment Table

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<th>Tutorial</th>
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<th>Dimension</th>
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<tr>
<td>DEVyg-2E Multiple Meaning Words: Homophones</td>
<td>English</td>
<td>Vocabulary</td>
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<tr>
<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
<td>English</td>
<td>Phonemic Awareness</td>
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<tr>
<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
<td>English</td>
<td>Phonemic Awareness</td>
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<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
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<td>Phonemic Awareness</td>
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<tr>
<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
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<td>Phonics</td>
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<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
<td>English</td>
<td>Phonetics</td>
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<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
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<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
<td>English</td>
<td>Phonetics</td>
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<tr>
<td>DEVg-3E Double Consonant Ending to Spell Memory Rhyme</td>
<td>English</td>
<td>Phonetics</td>
</tr>
</tbody>
</table>
Parent Advocate Teams in Each State

Who – parents, recruiters, family liaisons, teachers

Purpose:

1) Provide assistance to migrant parents in using the MLN tool:
   a) Walk families through online resources (reading/math sites)
   b) Show families how to use tools to support their kids

1) Capacity building and support
   a) Work with local MEP staff to facilitate coordination and communication with community agencies/organizations (e.g., local migrant PACs, parent groups, adult education programs) on information about MPEC and ways the resources can help migratory parents increase their involvement in their child’s education.

3) Attend/Participate in MPEC Professional Development
   a) Training provided to Parent Advocates who will disseminate information about parent engagement and the resources on the MLN to parents in their respective states.

4) Work with and support parents
   a) Serve as a link between parents using MLN and the local MEP program and teachers in matters concerning student needs, MLN training, services and activities relevant to the migrant education program
Contact Information

For additional information contact your state director of migrant education

Or - billbansberg@alta-ed.org  Bill Bansberg Ed.D.
Applied Learning Technology Associates (ALTA)
(970) 302-4944  
alicebansberg#@alta-ed.org  Alice Martinez-Bansberg M.A.
Applied Learning Technology Associates (ALTA)
(303) 915-2632
Instructional Services for OSY and Secondary Youth

Kansas is the lead state:
Doug Boline,
State MEP Director

www.osymigrant.org
iSOSY States

- Alabama
- Arizona
- Georgia
- Illinois
- Indiana
- Iowa
- Kansas
- Louisiana
- Massachusetts
- Michigan
- Mississippi
- Nebraska
- New Mexico
- New York
- North Carolina
- Pennsylvania
- South Carolina
- Vermont

www.osymigrant.org
• Only 1% of OSY receive a high school equivalency diploma (HSED) while with the MEP.

• 45% of secondary migratory students are at-risk of dropping out.

• Barriers to education include limited English skills, inflexible work schedules, homelessness, absence of a parent/guardian, limited prior schooling, and high school mobility with substantial educational interruptions.

• OSY must work to support themselves and their families, and traditional pathways to a diploma are not practical.
iSOSY Goal

Increase state and staff capability to provide instruction that will improve the educational attainment of OSY and secondary students at-risk of dropping out.
iSOSY COVID-19 Response

Padlet of resources

https://padlet.com/isosy/sixvw4g8sxd8
### Webinars to Date

<table>
<thead>
<tr>
<th>New English for Daily Life lesson – “Shopping”</th>
<th>Working Remotely with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the new GOSO SY website and materials</td>
<td>OSY Engagement &amp; Relationship Building</td>
</tr>
<tr>
<td>The Effects of COVID-19 on Students and Service Providers</td>
<td>English for Daily Life: In-Depth Look at Specific Strategies</td>
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[www.osymigrant.org](http://www.osymigrant.org)
Webinars to Date

4 CIG Webinar: Resources to Provide High Quality Resources to MEP Students

Using the Goal Setting and Learning Plan Resources Virtually

Introduction the the Personal Wellness Training Package

www.osymigrant.org
iSOSY Resources - Virtual

Direct link QR codes for audio resources

English for Daily Life

Goal Setting

www.osymigrant.org
iSOSY Resources - Virtual

Online resources for with QR codes
In Development

Career Awareness Toolkit

Pathways Plan

ROADS TO SUCCESS

- CREDENTIALING
- ENTREPRENEUR
- HEP
- HSED
- DIPLOMA

www.osymigrant.org
In Development

New Curriculum

Student Portal

www.osymigrant.org
iSOSY Instructional Resources - Virtual

**English for Daily Life**

- New videos for migrant students and families
- Shopping Lesson Plan
- New lessons plans
In Development

Personal Wellness

MODULES:
- ACEs
- Trauma
- Cultural Responsiveness
- Resilience
- Mindfulness
- Self-Care
- Trauma-Informed Best Practices
- Suicide Prevention – IN DEVELOPMENT!

www.osymigrant.org
Questions or for More Information

Contact Tracie Kalic

• tkalic@embarqmail.com
We are here to help you!

• Streamline IDR Efforts across the country
  • 26 member states
• All of our resources are FREE and available to all.
Resources Currently Available

IDR Assessment of recruiters
  • [https://www.idr-consortium.net/competencyskills.html](https://www.idr-consortium.net/competencyskills.html)

Mini- self study type quizzes for recruiters
  • [https://www.idr-consortium.net/MiniQuizzes.html](https://www.idr-consortium.net/MiniQuizzes.html)

IDR Related Training Webinars - Archived and upcoming
  • [https://www.idr-consortium.net/Webinars.html](https://www.idr-consortium.net/Webinars.html)

Newsletters of upcoming trainings, Ag Trends, and Scenarios
  • [https://www.idr-consortium.net/Newsletter.html](https://www.idr-consortium.net/Newsletter.html)
Resources Currently Available

Ag Census information
• https://www.idr-consortium.net/AgCensus.html

Language Learning Materials to hand out at recruitment (books and audio)
• https://www.idr-consortium.net/LanguageResources.html

H2a-H2b Maps and lists for all states
• https://www.idr-consortium.net/H2aH2bMaps.html

Electronic Survey tool-
• https://www.idr-consortium.net/Referral.html

New IDR Coordinator Networking Training- Feb 25th 1 CST-
Resources Currently Available for Member States

• Virtual Training on requested IDR related topics and IDRC provided topics per request

• New Mapping Resources through BatchGeo- All 26 states farm mapping, agribusiness, Hemp, completed list (coming this month!)

• New Recruiter Tracking Tool through ConnectTeam

• New IDR Coordinator Networking Sessions

• Coordination with other states on TST project workgroups - Assessments, Tracking, Mapping, Recruiter Training, Data Reconciliation
Resources in the Works

• Training Modules posted for self study and for trainers to use.
• We will be posting these modules starting this month to a new section of our website.
• Continued updates of the H2a/H2b lists for all states with maps.
• Updated Assessments

• Developing National Partnerships with more ag/farm related resources.
• Additional training resources based on suggested survey results.
• More resources (finding links to other existing resources) available to be handed out at the time of recruitment.
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Evaluation - Please fill it out

https://www.surveymonkey.com/r/G29T2YN

We all love feedback. Thanks for your attendance!