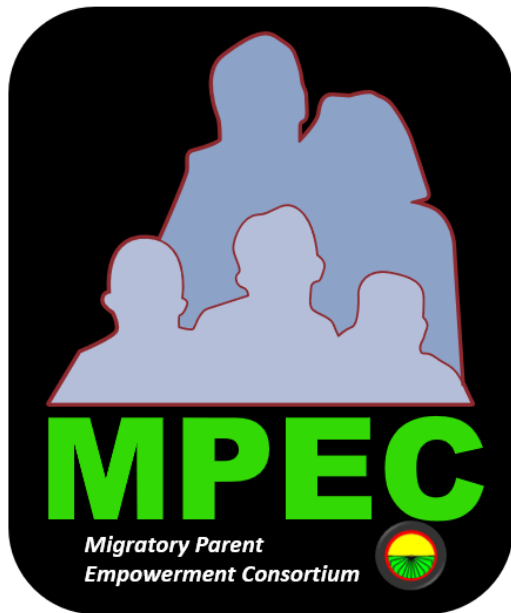


4 CIG Webinar- Sharing Resources



AGENDA

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

- I2MPACT**
- MPEC**
- iSOSY**
- IDRC**
- Questions**

I²MPACT

Migratory Parent Action Coalition



Carmen Medina
Pennsylvania
I2MPACT Lead State



Michele Cheney
I2MPACT Coordinator
Michele.Cheney@arroyoresearchservices.com

Member States

Arkansas

Colorado

Georgia

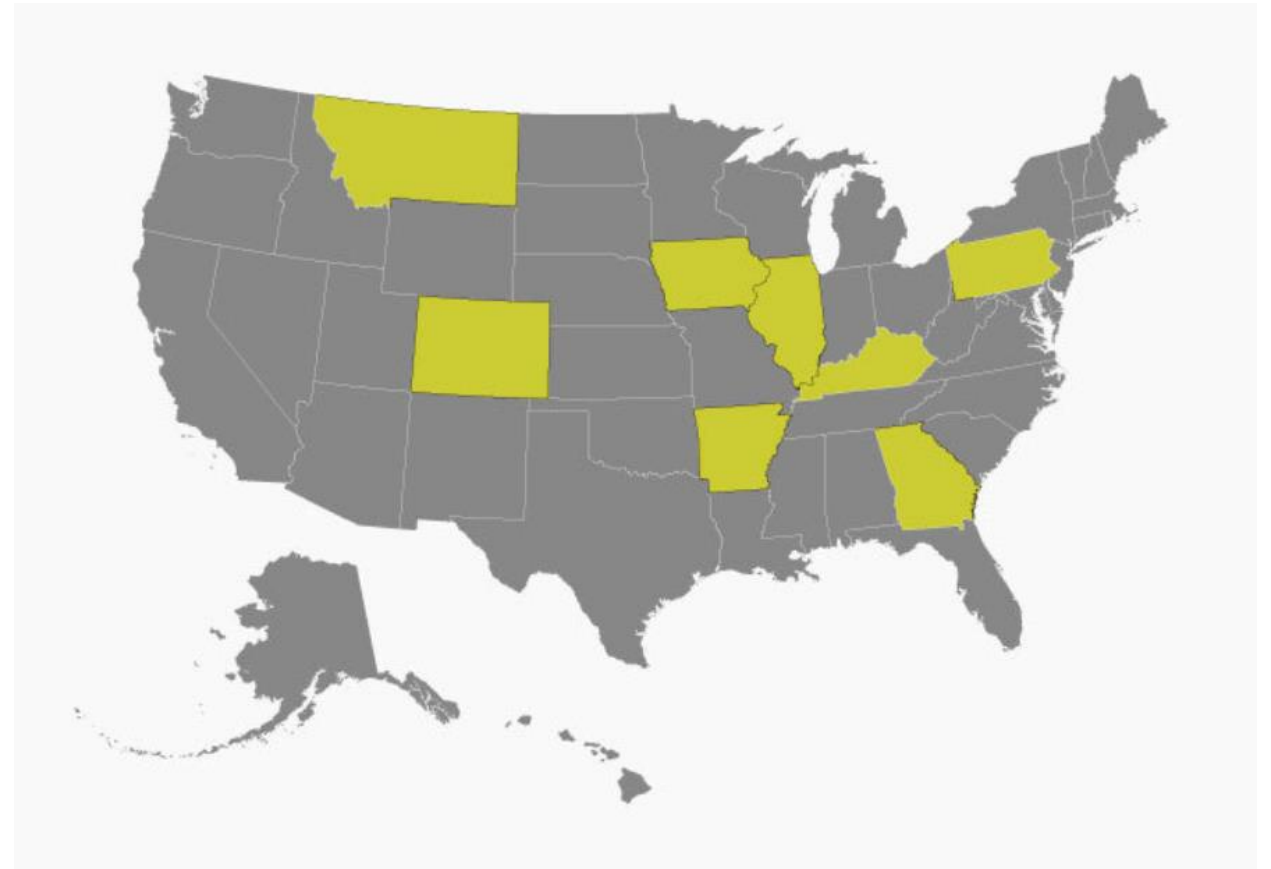
Illinois

Iowa

Kentucky

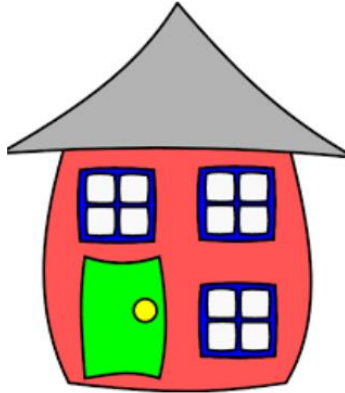
Montana

Pennsylvania



The key priority of I2MPACT is to strengthen the involvement of migratory parents in the education of their children.

Fundamentals for Parent Engagement



Home



School



Community

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

The screenshot shows the homepage of the Preschool Initiative Clearinghouse. At the top left, there is a "Select Language" dropdown menu and a circular logo with the letters "PI" in the center. The main navigation menu includes links for "HOME", "ABOUT", "RESOURCES", "FEATURES", and "MEMBERS". The background of the header is a photograph of two young children in red raincoats. The main title "PRESCHOOL INITIATIVE CLEARINGHOUSE" is displayed in large, white, bold letters. Below the header, there is a search bar with a magnifying glass icon and the word "Search". To the right of the search bar is a black button with the text "SHARE YOUR FEEDBACK". The main content area features four small images with captions: "Preschool Initiative Materials" (two children playing with colorful toys), "Parent Engagement" (a woman walking with a child near a yellow school bus), "Coordination and Collaboration" (a group of people sitting around a table), and "Preschool Initiative Spotlight" (a child playing with toys).

Select Language

PI

HOME ABOUT RESOURCES FEATURES MEMBERS

PRESCHOOL INITIATIVE CLEARINGHOUSE

Search

SHARE YOUR FEEDBACK

Preschool Initiative Materials

Parent Engagement

Coordination and Collaboration

Preschool Initiative Spotlight

STEM

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:

1. Begin by introducing the book. Read the title. Provide a short overview. Help the child to make a prediction.
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

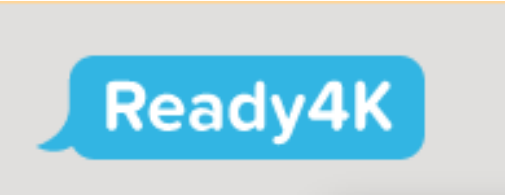
www.i2mpact.org



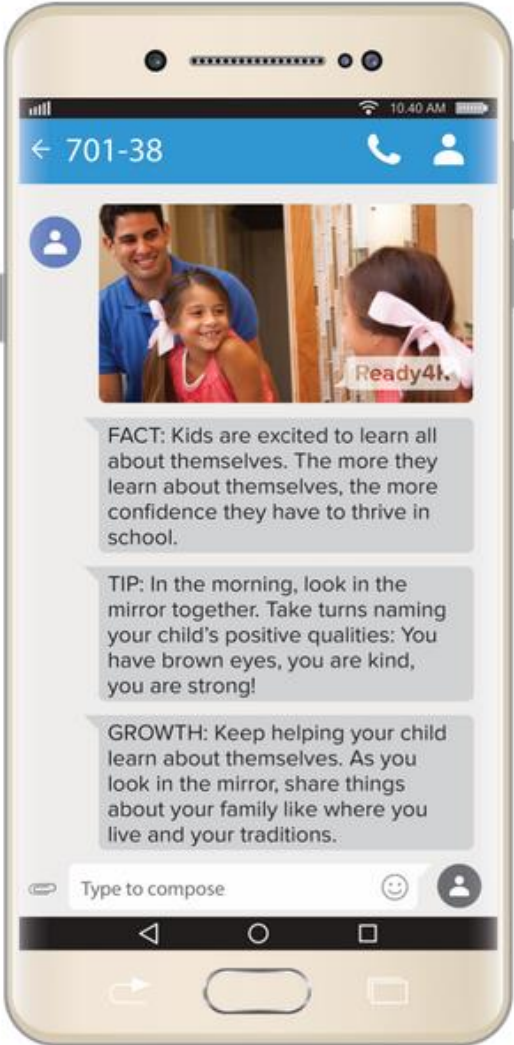
[About](#) [Mission](#) [Educators & Advocates](#) [Parents & Caretakers](#)

Inspire and Innovate: the
Migratory Parent Action
Coalition

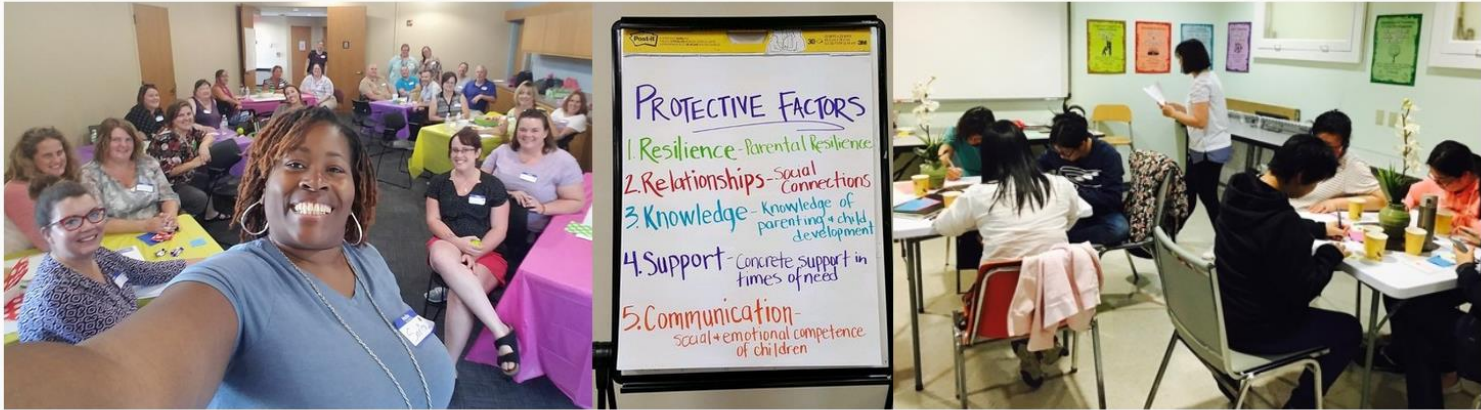




Karen Mapp: Effective Family Engagement Starts with Trust



Parent Cafés





Relationship Focused Communication with Parents

Strengthen family engagement by asking parents,

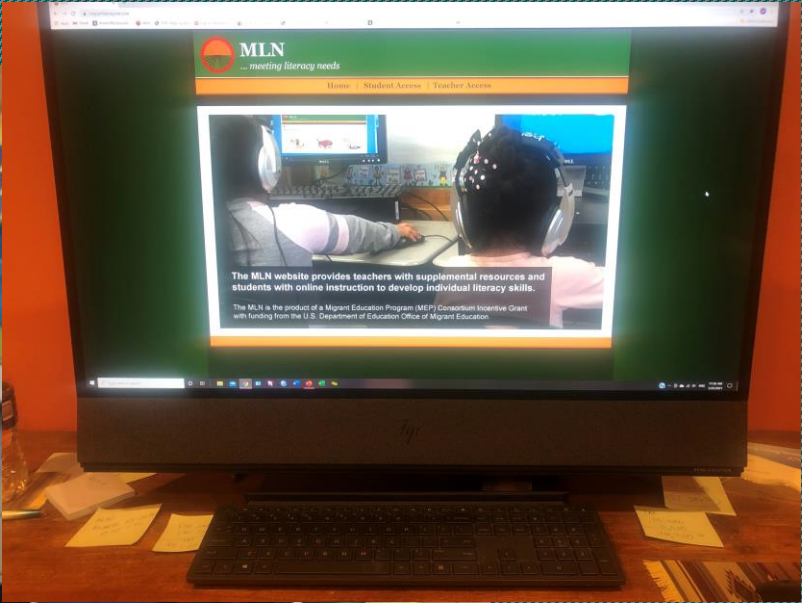
"How is your family doing?"

&

"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: February 2021



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

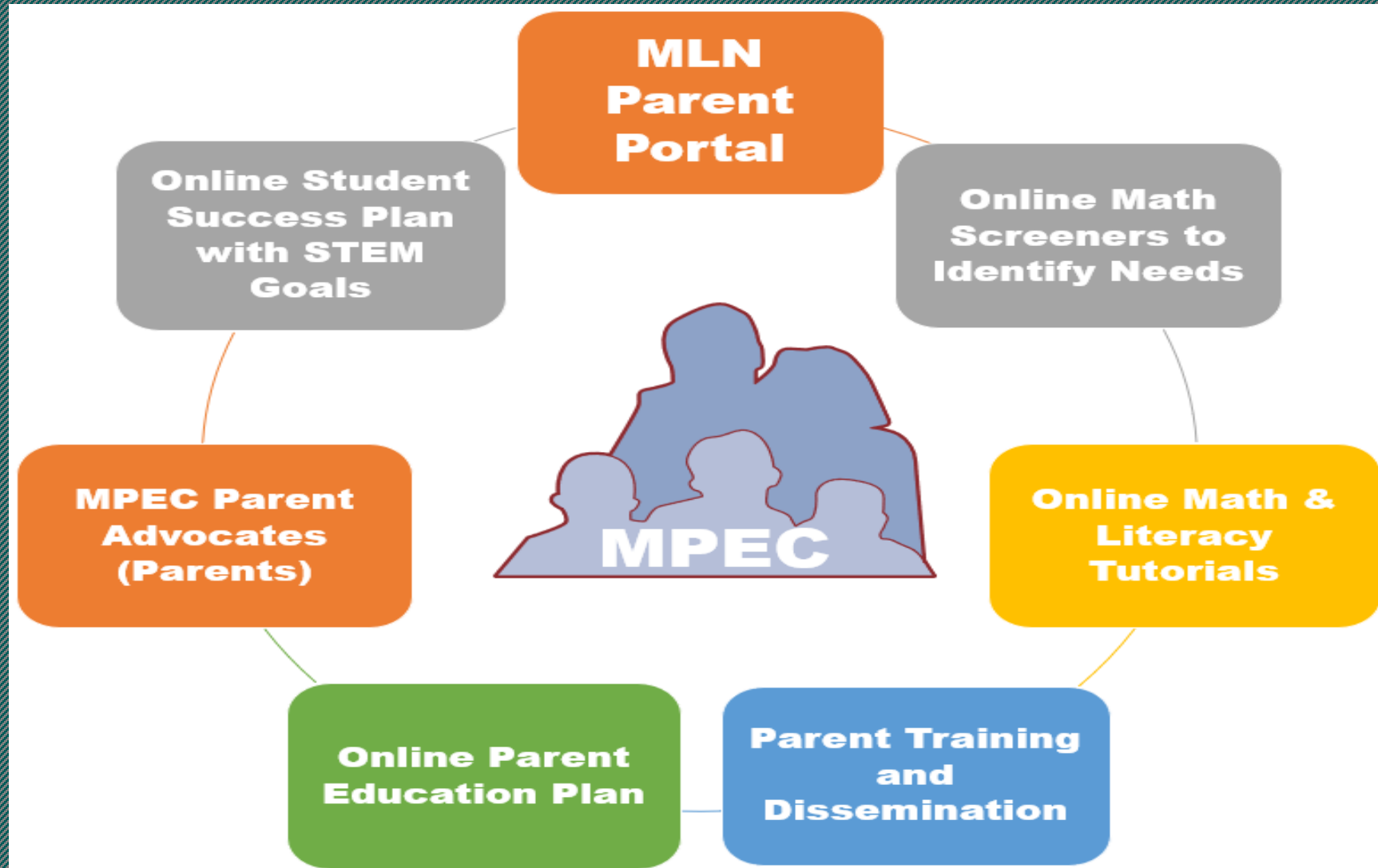
Minnesota

North Dakota

Virginia



Migrant Parent Empowerment Consortium (MPEC): Creating Resources For Parents, Students, Teachers



www.migrantliteracynet.com



MLN

... meeting literacy needs

[Home](#)

[Student Access](#)

[Teacher Access](#)

[Parent Access \(Acceso de Padres\)](#)

*Parent
Portal will
be added
by
May 2021*



The MLN website provides teachers with supplemental resources and students with online instruction to develop individual literacy skills.

The MLN is the product of a Migrant Education Program (MEP) Consortium Incentive Grant with funding from the U.S. Department of Education Office of Migrant Education.

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.

Migrant Literacy Net

Home | **Teacher Resources** | Success Plans

Welcome Bill

Conciencia Fonética

- 1S Pronunciando Los Sonidos De Las Letras
- 2S Haciendo Palabras Nuevas Usando Sonidos De Las Letras Diferentes
- 3S Aliteración
- 4S Creando Rimas
- 5S Creando Trabalenguas Usando Aliteración
- 6S Comparando Los Sonidos Iniciales De Palabras

La Pronunciación Fonética

- 7S Reconociendo Letras
- 8S Creando Palabras Con El Sonido Inicial de una Letra
- 9S Conectando el Sonido Inicial de una Letra con Dibujos

Fluidez

- 10S Escogiendo Palabras para Completar Frases
- 11S Leyendo en Voz Alta Con Su Hijo(a)
- 12S Reagrupando Frases para Hacer Sentido
- 13S Ayuda para Mejorar La Fluidez
- 14S Puntuación

Vocabulario

- 15S Reconociendo Partes de Palabras--Prefijos
- 16S Usando Pistas del Texto para Definir Palabras Desconocidas

Migrant Literacy Net

Home | Teacher Resources | Success Plans | **Administration**

Welcome Bill [[Logout](#)]

Phonemic Awareness

- 1E Sounding Out Letters [Download](#)
- 2E Making New Words Using Different Letter Sounds [Download](#)
- 3E Alliteration [Download](#)
- 4E Creating Rhymes [Download](#)
- 5E Creating Tongue Twisters Using Alliteration [Download](#)
- 6E Comparing Beginning Sounds of Words [Download](#)
- 7E Letter-Sound Correspondence: Blends Formed With "l" [Download](#)

Phonics

- 8E Recognizing Letters [Download](#)
- 9E Creating Words From a Beginning Letter Sound [Download](#)
- 10E Connecting Beginning Letter Sounds With Pictures [Download](#)
- 11E Creating Words by Decoding and Spelling [Download](#)

Fluency

- 12E Choosing Words to Complete Sentences [Download](#)
- 13E Reading Aloud With Your Child [Download](#)

FOR PARENTS – Online graduation plans....



MLN

... meeting literacy needs

[Home](#) | [Teacher Resources](#) | [Success Plans](#) | [Administration](#)

Welcome bbansberg [[Logout](#)]

[Student List](#)

[New Student](#)

[Delete Student](#)

Graduation Plan: Literacy Needs to Graduate

Last Name: First Name:
State: District: Grade Level:

Step 1: Identify specific barriers to graduation for this student:

- | | | | |
|---------------------------------|-------------------------------------|------------------------------|--------------------------|
| Skill Deficiencies in Literacy: | <input checked="" type="checkbox"/> | Missing Courses to Graduate: | <input type="checkbox"/> |
| Limited English Proficiency: | <input checked="" type="checkbox"/> | Credit Accrual: | <input type="checkbox"/> |
| Behavior: | <input type="checkbox"/> | Workforce Readiness: | <input type="checkbox"/> |
| Attendance: | <input type="checkbox"/> | Health: | <input type="checkbox"/> |
| Need to work: | <input type="checkbox"/> | | |
| Other: | <input type="text"/> | | |

Step 2: Create the Graduation Plan: (Fill out a box for each barrier checked from the above list.)

Challenge 1

1. Need/challenge for graduation:
2. Source of the problem:
3. Person(s) responsible to help this student overcome this challenge:
4. Strategies to overcome the challenges:

	Date for implementation:
a. <input type="text" value="Provide ESL support in class"/>	<input type="text" value="09-30-2020"/>
b. <input type="text" value="After school tutors"/>	<input type="text" value="10-15-2020"/>
c. <input type="text" value="Assign Migrant Literacy NET tutorials"/>	<input type="text" value="09-30-2020"/>
d. <input type="text"/>	<input type="text" value="00-00-0000"/>
5. Progress:
6. Resolution/Outcome:

Challenge 2

1. Need/challenge for graduation:

For Parents – Help My Children With Reading & Math – Success Plan For Families (May 2021)

Welcome bhansberg [Logout] Delete Student

Individual Success Plan

Last Name: First Name: Grade Level:

Answer the questions below for this child If true click 'Yes'

- This child is a beginning reader and needs help (e.g. learning letters, letter sounds, words, punctuation, etc.)
- This child can read but needs help with more challenging letter sounds, vocabulary and understanding what they read.
- This child needs help learning numbers and basic math skills.
- This child needs help with learning multiplication, division and basic equations.

Identifying Reading and/or Math Skills

English	Level	Completed
Phonemic Awareness	Emergent	Delete
Phonics	Emergent	Delete
Vocabulary	Emergent	Delete
Fluency	Emergent	Delete
Comprehension	Emergent	Delete

Tutorials

English	Auto Assigned	Score Pre	Score Post	Completed
EM6.6E Phoneme Segmentation and Blending; Initial Consonant Blends	Yes	20%	100%	02-19-2018
NEED: DEV175E Double Consonants to Spell Middle and Ending Single Sounds	Yes	-	-	Delete
DEV179E Sound Symbol Correspondence; /ch/ Sound Spelled as -tch	Yes	-	-	Delete
DEV182E Consonant Digraphs ch, ph, sh, th, wh	Yes	-	-	Delete
DV125.2E Phrasing: Compound Sentences	No	-	-	Delete

Assign Tutorial

Show entries Search:

Tutorial	Language	Dimension	
DEV15.1E Multiple Meaning Words: Homophones	English	Vocabulary	Assign
DEV176E Double Consonant Ending to Spell Monosyllabic Words Ending Sounds; -ff /f/, -ll /l/, -ss /s/, zz /z/	English	Phonemic Awareness	Assign
DEV177E Sound Symbol Correspondence; Hard and Soft Gg Letter Sounds	English	Phonics	Assign

Showing 1 to 10 of 339 entries Previous **1** 2 3 4 5 ... 34 Next

Welcome bhansberg [Logout] Eliminar

Plan de Éxito

Apellido Nombre Grado

Responda las preguntas a continuación para este/a niño/a – Si es cierto, oprima "Si"

- Este/a niño/a es un/a lector/a principiante y necesita ayuda (por ejemplo, aprender letras, sonidos de letras, palabras, puntuación).
- Este/a niño/a puede leer, pero necesita ayuda con palabras más desafiantes, vocabulario y comprensión de lo que lee.
- Este/a niño/a necesita ayuda para aprender números y habilidades matemáticas básicas.
- Este/a niño/a necesita ayuda para aprender multiplicación, división y ecuaciones matemáticas básicas.

Identificar las habilidades necesarias en lectura y matemáticas

Spanish	Level	Terminando
Phonemic Awareness	Emergent	Eliminar
Phonics	Emergent	Eliminar
Vocabulary	Emergent	Eliminar
Fluency	Emergent	Eliminar
Comprehension	Emergent	Eliminar

Tutoriales

Spanish	Auto Asignado	Resultados Pre	Resultados Post	Terminado
EM1.3S Sentence Segmentation: Silabras abiertas con texto (me-sa, za-pa-to)	No	20%	100%	01-19-2021
EM1.2S Separar oraciones por palabras	No	-	-	Eliminar
EM1.4S Sentence Segmentation: Contando palabras	No	40%	80%	01-19-2021

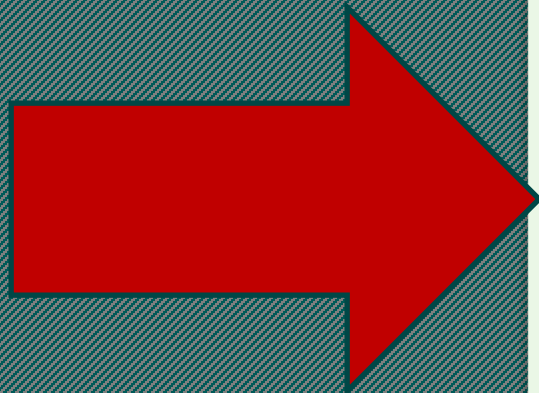
Asignar Tutoriales

Lista tutoriales Buscar:

Tutorial	Idioma	Dimensión	
DEV178S Letter-Sound Correspondence; Syllables Containing Letters ll, n, ñ, and y	Spanish	Phonics	Asignar
EM11.10S Sound Symbol Correspondence: Silabas con Diptongo e Hiato	Spanish	Phonics	Asignar
EM11.11S Sound Symbol Correspondence: Letras polifacéticas: G y C	Spanish	Phonics	Asignar

Showing 1 to 10 of 339 entries Previous **1** 2 3 4 5 ... 34 Next

FOR STUDENTS- Online screeners to identify needs



Screening Tools

Spanish	Level	Completed
Phonemic Awareness	Emergent	
Phonemic Awareness	Emergent	04-05-2016
Comprehension	Emergent	04-12-2016
English	Level	Completed
Phonics	Emergent	Delete
Vocabulary	Emergent	Delete
Phonemic Awareness	Emergent	Delete

Assign Screening Tool

Show 10 entries

Search:

Name	Language	Level	
Comprehension	English	Emergent	Assign
Comprehension	Spanish	Emergent	Assign
Fluency	English	Emergent	Assign
Fluency	Spanish	Emergent	Assign
Phonemic Awareness	Spanish	Emergent	Assign
Phonemic Awareness	English	Emergent	Assign
Phonics	English	Emergent	Assign
Phonics	Spanish	Emergent	Assign
Vocabulary	English	Emergent	Assign
Vocabulary	Spanish	Emergent	Assign

Showing 1 to 10 of 20 entries

Previous

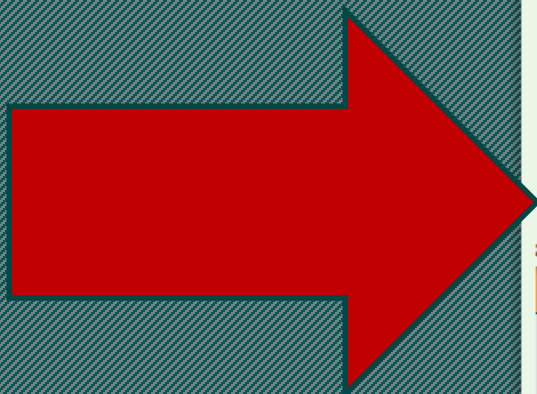
1

2

Next

**FOR
STUDENTS-**

**Online tutorials
to meet needs**



Tutorials

English	Auto Assigned	Score		Completed
		Pre	Post	
DV37.2E Prefixes; dis-, mis-, multi-, pre-, re-, un- NEED: Prediction in Text: Synthesizing to Modify a Prediction	No	40%	100%	09-15-2014 Delete
EM2.3E Beginning Letters; Initial Sound Discrimination	No	40%	80%	09-15-2014
EM6.3E Phoneme Counting; Blending Syllables	No	40%	-	
DV55.1E Story Elements: Somebody, Wanted	No	20%	80%	04-23-2019
EM11.10E Sound Symbol Correspondence; Short i Vowel	No	20%	-	
DV135.1E Prepositions; Words that Describe Location and Define Place	No	-	-	Delete
EM1.2E Sentence Segmentation: Segmentation of Syllables	No	-	-	Delete
EM3.1E Rhyming Word Recognition: Identify End of Word	No	20%	-	
DEV18.4E Words Ending with Final y Vowel ex; bus-y, cr-y	No	40%	100%	04-22-2019
EM6.3E Phoneme Counting; Blending Syllables	Yes	-	-	Delete
EM11.4E Sound Symbol Correspondence; Letter Sounds c/k/, /g/, /h/, /k/, q/k/, x/ks/	Yes	-	-	Delete
EM11.7E Sound Symbol Correspondence; Letter Sounds /f/, /v/	Yes	-	-	Delete
EM11.5E Sound Symbol Correspondence; Beginning and Ending Letter Sounds d, j, t	Yes	-	-	Delete
EM19.5E Punctuation: Periods and Exclamation Points	Yes	-	-	Delete
EM11.7E Sound Symbol Correspondence; Letter Sounds /f/, /v/	No	20%	100%	07-23-2019
EM20.1E Defining Synonyms and Their Meaning in Text	No	0%	100%	07-23-2019
EM26.3E Main Idea: Determining Importance of Main Idea	Yes	-	-	Delete
EM40.2E Making Text to Self Connections	Yes	-	-	Delete
EM27.3E Context Clues; Using Picture Clues	Yes	-	-	Delete
Spanish	Auto Assigned	Score		Completed
EM1.2S Separar oraciones por palabras	No	60%	-	
EM1.2S Separar oraciones por palabras	No	-	-	Delete
EM11.13S Sound Symbol Correspondence; Letra Polifacética Rr	No	-	-	Delete
EM18.1S High Frequency Words: Palabras de Uso Frecuente 1-10	Yes	-	-	Delete
EM18.2S High Frequency Words-Fluency: Palabras de uso frecuente: 11-20	Yes	-	-	Delete
NEED: EM19.7S Punctuation: Question marks: ¿Qué?, ¿Cómo?	Yes	-	-	Delete

Assign Tutorial

Show entries

Search:

Tutorial	Language	Dimension	
DEV15.1E Multiple Meaning Words: Homophones	English	Vocabulary	Assign
DEV17.6E Double Consonant Ending to Spell Monosyllabic Words Ending Sounds; -ff /f/, -ll /l/, -ss /s/, zz /z/	English	Phonemic Awareness	Assign
DEV17.7E Sound Symbol Correspondence; Hard and Soft Gg Letter Sounds	English	Phonics	Assign
DEV17.8E Sound Symbol Correspondence for Soft g Sound Spelled as -dge	English	Phonics	Assign
DEV17.8S Letter-Sound Correspondence; Syllables Containing Letters ll, n, ñ, and y	Spanish	Phonics	Assign
DEV17.9E Sound Symbol Correspondence; /ch/ Sound Spelled as -tch	English	Phonics	Assign

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

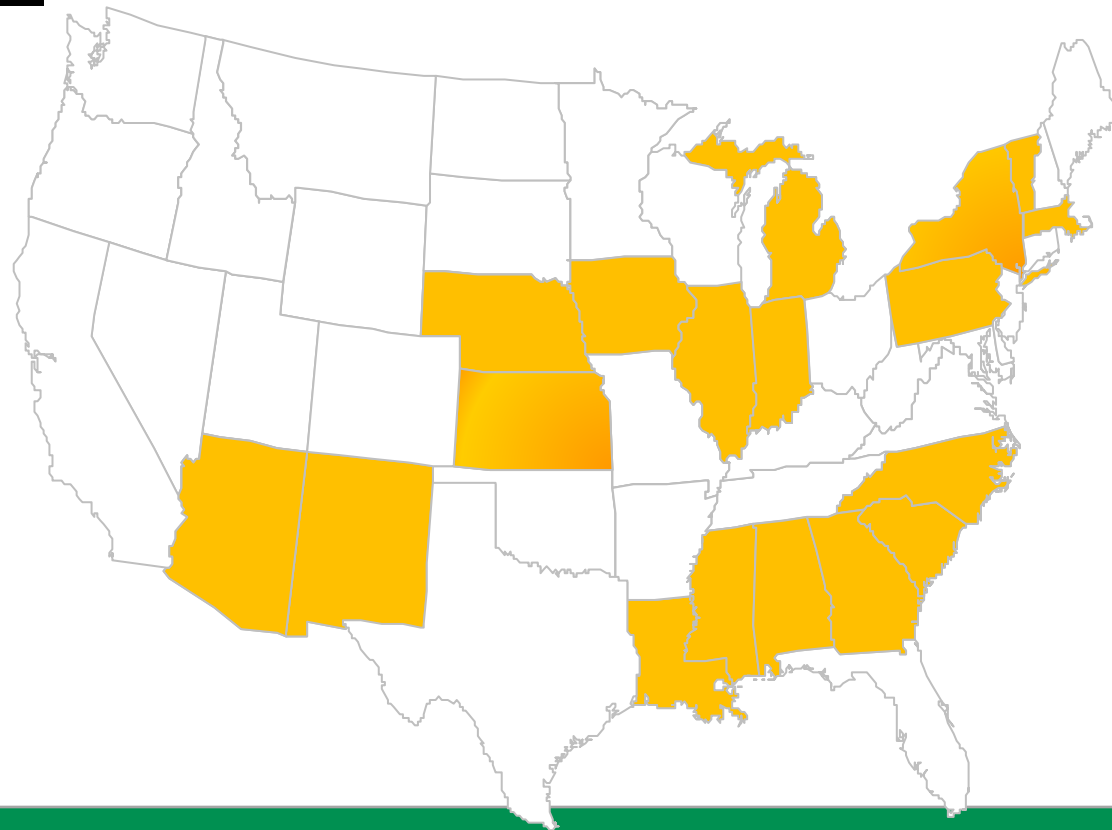
Bill Bansberg Ed.D.
Applied Learning Technology Associates (ALTA)
(970) 302-4944

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





iSOSY States

- Alabama
- Arizona
- Georgia
- Illinois
- Indiana
- Iowa
- Kansas
- Louisiana
- Massachusetts

- Michigan
- Mississippi
- Nebraska
- New Mexico
- New York
- North Carolina
- Pennsylvania
- South Carolina
- Vermont



Instructional Services for Out-of-School and Secondary Youth

- **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.

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 Website

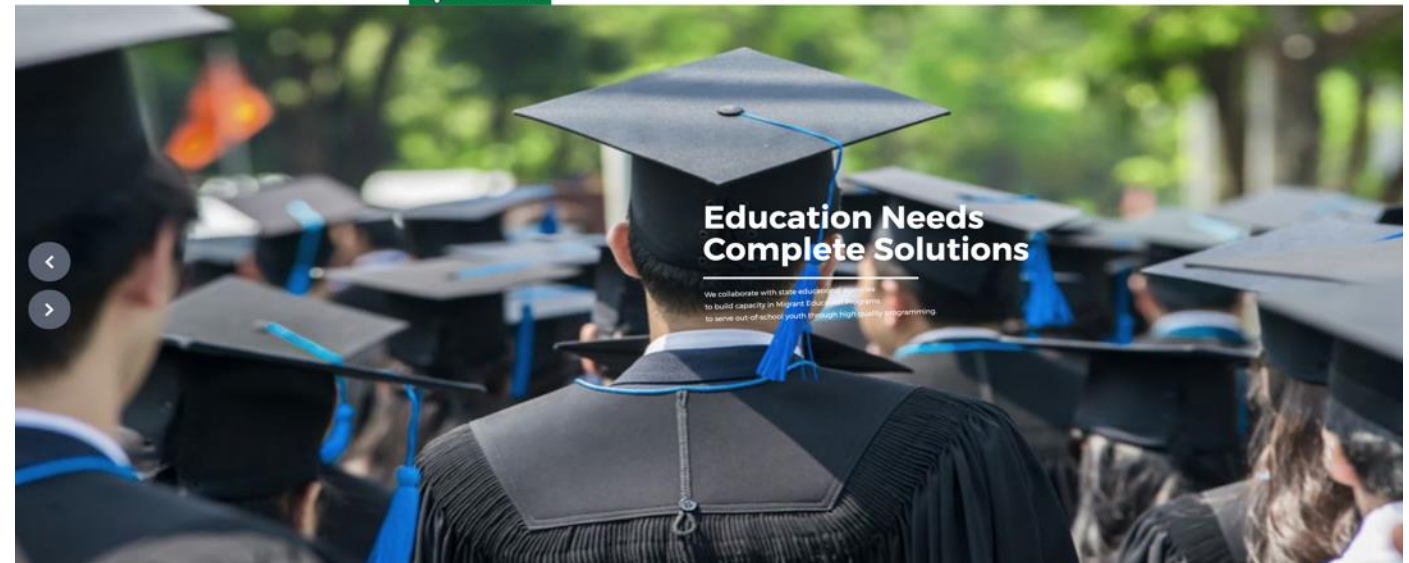


Web responsive

Simplified menu



HOME ADMINISTRATOR PRACTITIONER STUDENT RESOURCES





iSOSY COVID-19 Response

The Padlet board, titled "COVID-19 Resources" by osymigrant.org, is organized into a grid of resource cards. The cards include:

- GOSOSY WEBINAR - WORKING REMOTELY WITH STUDENTS - Including Audio Lessons & Free Online Resources by Grade Level**
- GOSOSY WEBINAR - SUPPORTING MIGRANT EDUCATION STAFF AND FAMILIES DURING COVID-19 CRISIS**
- Translated Info from the CDC - Home Instructions** (Arabic and Burmese versions)
- Helping Children and Families Deal with the COVID-19 Crisis** (Includes a "COVID-19 Hierarchy of Needs for Schools" pyramid diagram)
- Spanish Information about COVID-19** (Includes "ENFERMEDAD DEL CORONAVIRUS" flyer)
- Self-Care Resources** (Includes "QUICK SELF-ASSESSMENT DURING COVID-19" and "MENTAL HEALTH CHECK-IN!")
- Working Remotely with Students** (Powerpoint presentation)
- Arabic-CDC Home Instructions** (PDF document)
- Helping Kids Cope** (Includes "COVID-19 RESPONSE HELPING KIDS COPE" infographic)
- Spanish CDC Home Instructions** (PDF document)
- Burmese-CDC Home Instructions** (PDF document)
- Self-Care Assessment Worksheet** (Word document)
- Supporting Migrant Students and Family...** (Powerpoint presentation)

Padlet of resources



<https://padlet.com/isosy/sixvw4g8sxd8>



Webinars to Date

New English for Daily Life lesson – “Shopping”



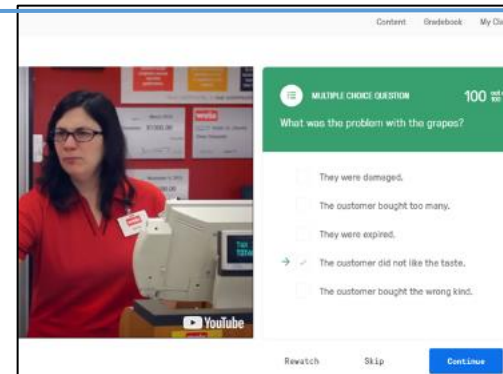
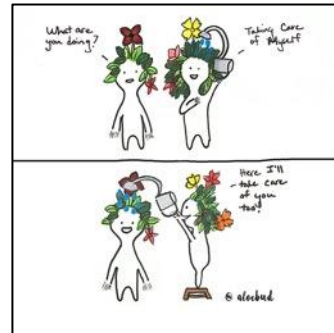
Working Remotely with Students

Navigating the new GOSOSY website and materials



OSY Engagement & Relationship Building

The Effects of COVID-19 on Students and Service Providers

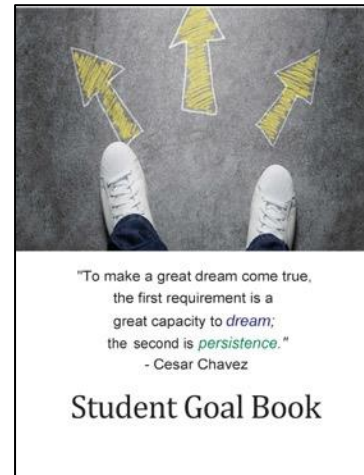


English for Daily Life: In-Depth Look at Specific Strategies



Webinars to Date

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



Using the Goal
Setting and
Learning Plan
Resources
Virtually

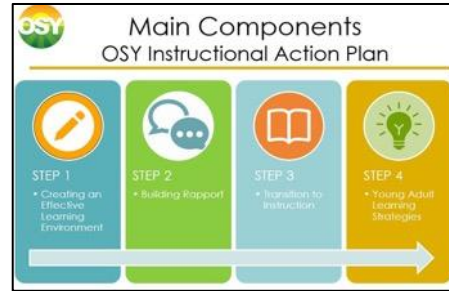


Introduction the the
Personal Wellness Training Package



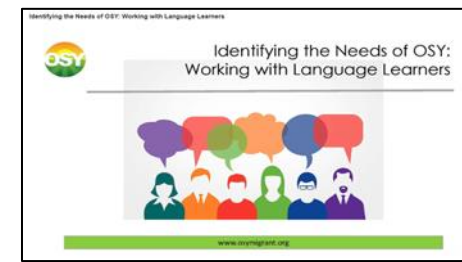
iOSY Professional Development Modules

OSY Instructional Action Plan



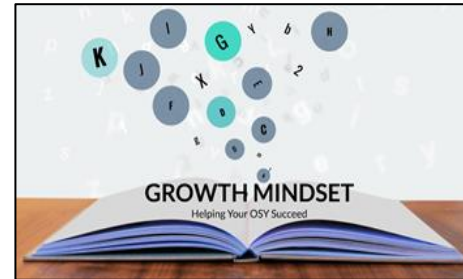
Using Differentiation Strategies

One-on-one and Small Group Instruction

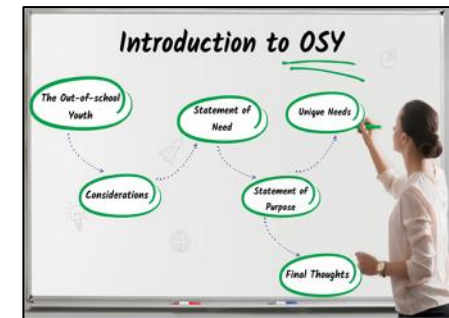


Working with Language Learners

Students with Limited/Interrupted Formal Education



Growth Mindset

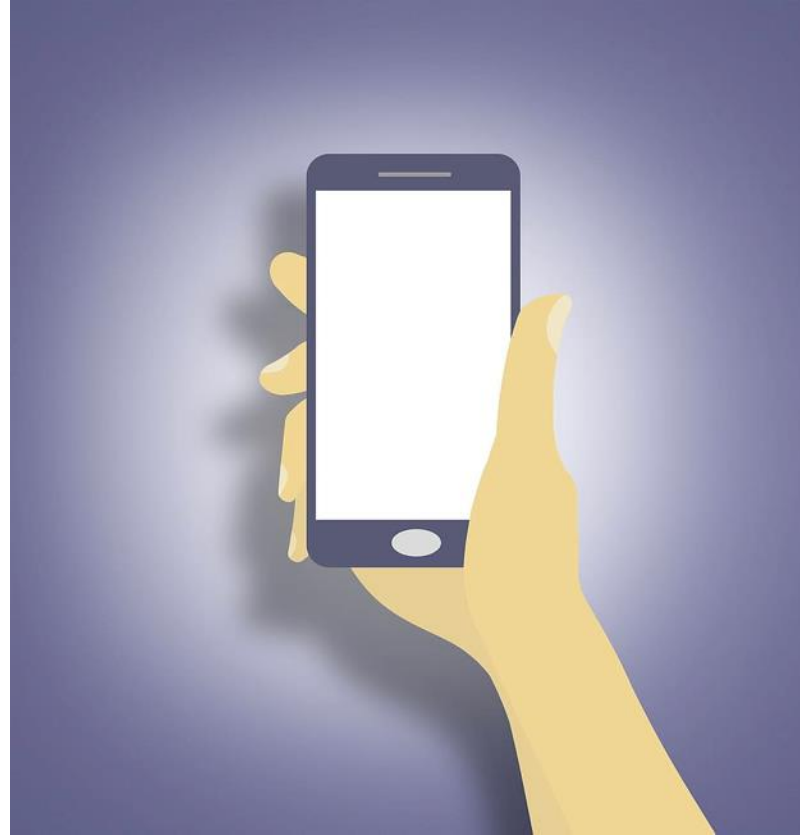


Introduction to OSY



iSOSY Resources - Virtual

Direct link QR
codes
for audio
resources



English for
Daily Life



Goal Setting









iSOSY Resources - Virtual

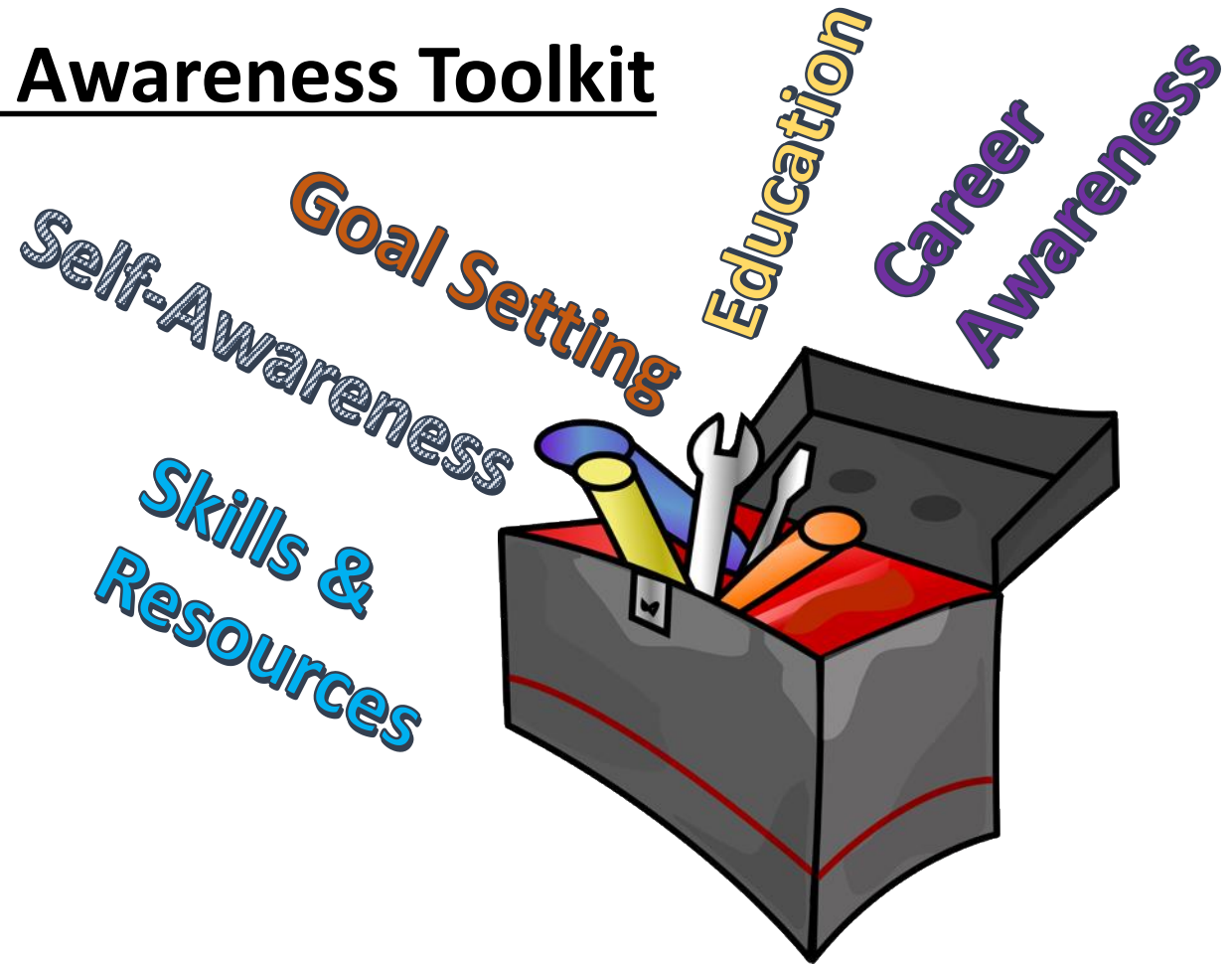
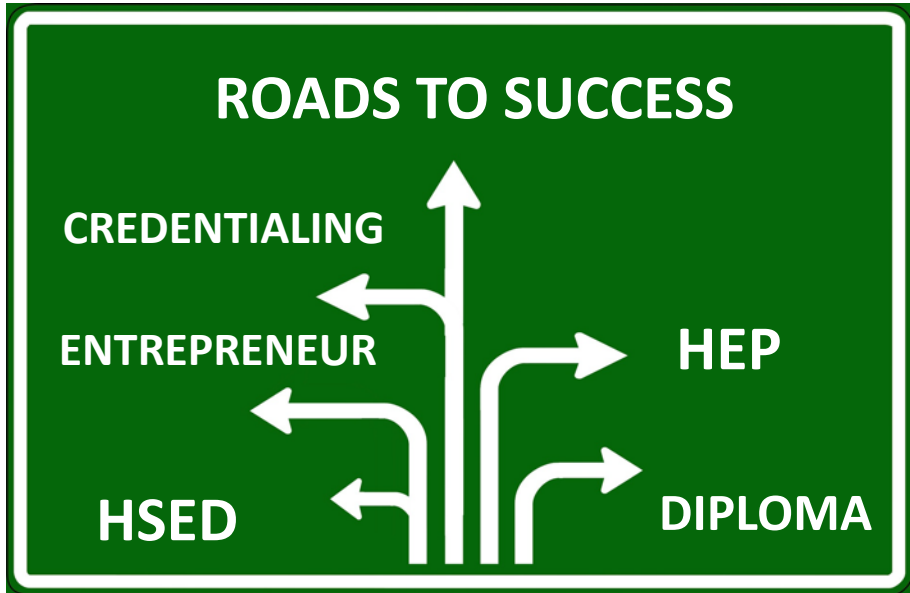
Online resources for with QR codes

ONLINE RESOURCES

GRADE LEVEL	NAME OF RESOURCE
OSY 	English for Daily Life (with audio enhancements)
OSY/ Secondary	GOSOSY Goal Setting/ Learning Plan Development
OSY	GOSOSY Life Skill Lessons
OSY/ Secondary 	Living in America (with audio enhancements)

ONLINE RESOURCES FOR SUMMER SERVICES

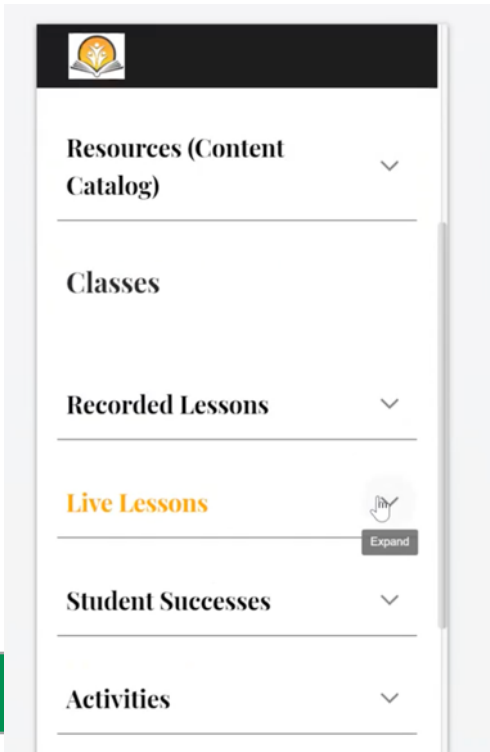
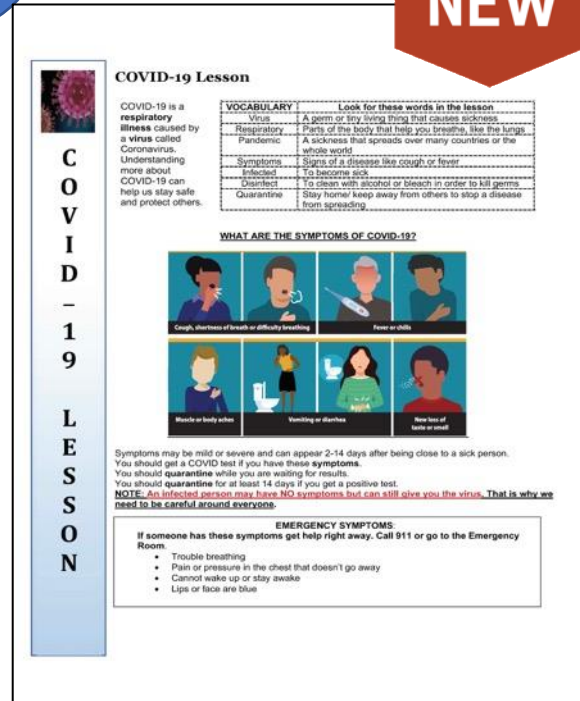
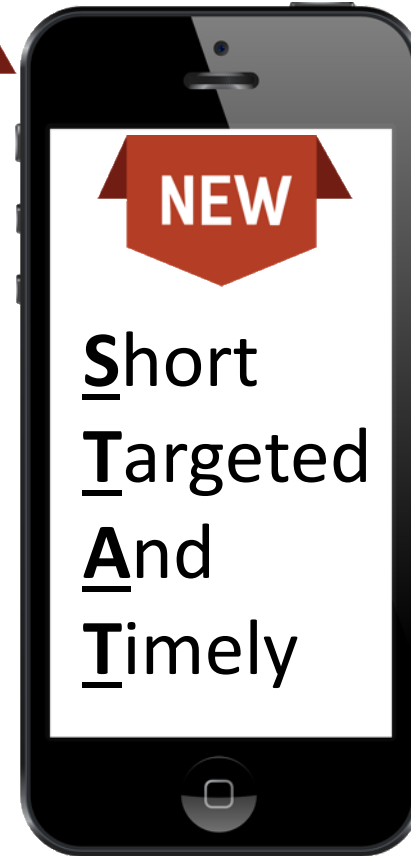
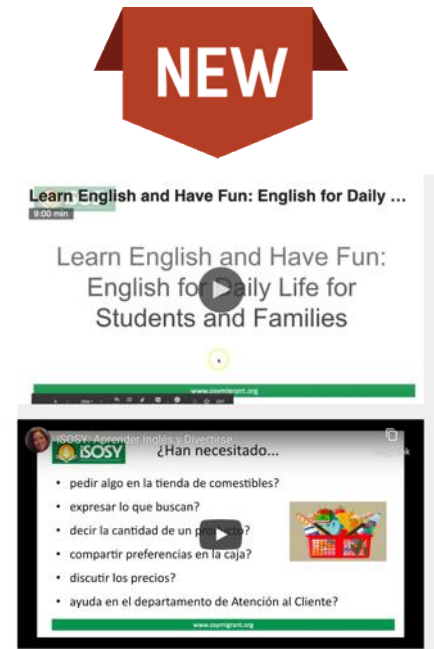
Secondary	Preparing for College	https://www.osymigrant.org/Preparing%20for%20College/Preparing%20for%20College%20(1).pdf	
OSY/ Secondary	Health Lessons	HEALTH LESSONS with AUDIO ENHANCEMENTS https://www.osymigrant.org/Newsite/educat/LSHealth.html	
Audio 	Audio Lesson - <i>What You Need to Know About Pesticides - 1</i>	http://osymigrant.org/What%20You%20Need%20to%20Know%20About%20Pesticides--Lesson%20A%20-%20Copy%20(2).mp3	
Audio 	Audio Lesson - <i>Can I Get Sick from the Heat?</i>	https://www.osymigrant.org/G-Por%20e%20color.html	



Collaboration

New Curriculum

Student Portal



Emergencies

Learn about what an emergency is, when to call 911, how to stay calm, how to protect yourself from pesticide poisoning, and more.



Banking & Numbers

Learn about different types of accounts and services banks use. Also practice learning different numbers, prices, and more.



Your Health

Learn about vocabulary and conversations related to your body and health as well as what to do when you go to the doctor or dentist.

English for Daily Life

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



Car Parts & Insurance

Learn all about various car parts and how to determine the value of your vehicle. Need car insurance? Learn about this process.



In Your Community

In most places there are resources that are good to learn about and try to visit. Learn more about what is in your community and town.



Grocery Stores & Shopping

Learn all about areas of the grocery store, prices of items, how to describe items, and how to ask questions when you are at the store.

For Service Providers

Website Tour

Personal Wellness



MODULES:

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



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>



Mini- self study type quizzes for recruiters

- <https://www.idr-consortium.net/MiniQuizzes.html>

- IDR Related Training Webinars- Archived and upcoming
- <https://www.idr-consortium.net/Webinars.html>
- Newsletters of upcoming trainings, Ag Trends, and Scenarios
- <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

COMING

soon

- 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.

Contact Info

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www.idrconsortium.org



thank you _____



Questions?

Evaluation - Please fill it out

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

We all love feedback. Thanks for your attendance!