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The International Dyslexia Association, and the KS / MO Branch, support efforts to provide appropriate instruction for dyslexics. Research of instructional methods indicates that the most effective methods are multi-sensory. For a listing of methods which have a solid research base, see the IDA website (www.interdys.org). The IDA does not endorse any specific program, speaker, or instructional materials because there are a number of them that present the critical components of effective instruction for dyslexics.

In Memorium

John "Jay" Matthew Martin, Jr.
1939 - 2007

Our branch will miss the smiling thoughtfulness of Jay Martin, who passed away suddenly in June of this year. Jay was a teacher in the Kansas City area for many years, focusing on students with dyslexia and other learning problems. He was a tireless worker for our IDA branch, giving his time to conferences and other volunteer events. Jay served on the KS/MO IDA board of directors where he was always ready to lend a hand to our cause.

In Jay's honor, a memorial fund has been established. This fund will provide learning experiences for teachers, either through helping the branch with honorariums for speakers or for scholarships for teachers. We thank the family for their generous contributions, as well as others who have donated in Jay's memory. If you wish to contribute, send your check to the branch office at 430 E. Blue Ridge Blvd., Kansas City, MO 64145.

We will miss Jay's winning smile, gentle manner, and hearty humor. God bless you, Jay Martin, and we thank you for being our friend.

Beginning readers: Look! I can read this!

It can be so exciting when a child begins to read! Beginning readers are starting to put it all together, and are often eager to do it all by themselves. As a parent, it's important to support their efforts in a positive way and help them along the reading path. Here's a little information about beginning readers, and a few pointers to keep in mind.

A beginning reader:

- can name the letters in the alphabet and can tell you many of the letter sounds
- understands the concept of a "word"
- is beginning to recognize a few words within text or from a list
- is beginning to represent the first and maybe last sound of a word when trying to spell

When reading with a beginning reader:

- Model fingerpoint reading. That means to follow the words with your finger from left to right as you read them. Your beginning reader will do the same thing for awhile.
- Practice patience! Beginning readers may read slowly. Give your child time to

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Have a Happy Holiday...and KS/MO IDA will, too!

You'll always find a great parking place when you do your holiday shopping using Amazon.Com...and you can help the KS/MO IDA Branch earn back a little from your shopping trip. Just visit our website at www.ksmoida.org and use the link on the homepage to search for everything on your shopping list. **You must use the link directly (no new searches once you get to Amazon-come back to our page to do that)...and you must checkout within an hour or two.** We earn a small percentage of each purchase you make. So...make your list, check it twice, and then visit our website to get your shopping finished in a twinkle.

from page 1...

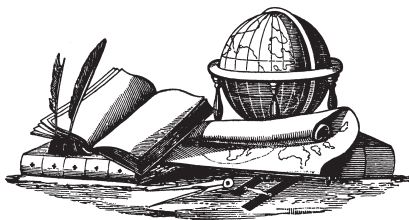
decode the words, and avoid jumping in too quickly.

- Encourage attention to letters and sounds. If your child is stuck on a word, prompt them to look at the first letter of the word and make the letter's sound. Of course, only do this for words that can be sounded out! If the word can't be sounded out, just supply the word for them.
- Talk about the story. When your child is finished with a book, be sure to talk about what happened in the story, and maybe re-read favorite parts.
- Let them know how proud you are! By sharing a book with a child, you're sharing the joys and excitement of reading.

For more parent tips on how to help your beginning reader, visit:

<http://www.readingrockets.org/article/7834>

Reading Rockets, Colorín Colorado, and LD OnLine are services of public television station WETA, Washington, D.C. Reading Rockets is funded by the U.S. Department of Education, Office of Special Education Programs. Colorín Colorado, a web service to help English language learners become better readers, receives major funding from the American Federation of Teachers. Additional funding is provided by the National Institute for Literacy and the U.S. Department of Education, Office of Special Education Programs. LD OnLine is the world's leading website on learning disabilities and ADHD, with major fund-



Kansas Coalition for Dyslexia
Needs Your Help

If you live or teach in Kansas, this coalition needs your active participation in their efforts to get the Kansas legislature and board of education to recognize dyslexia and provide for the education of students with dyslexia. The coalition has a letter-writing campaign currently underway and asks you to contact Jane Hayes at jhayes@funlearn.org for sample letters and petitions. Information also available at www.ksmolda.org.

• • • • • IDA Conference Moves to Fall of 2008 • • • • •

• Watch for information in our Spring newsletter •
• about the Fall, 2008 conference. •

Scholarships Possibilities for Students with Disabilities

Bank of America Abilities Scholarship Program. This program awards scholarships to students with disabilities (including learning disabilities) who have a career interest in finance, business or computer science, a GPA of at least 3.0 on a 4.0 scale, and who reside in Arizona, California, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Maryland, Missouri, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Virginia or Washington. For more information, write to Bank of America Abilities Scholarship Program, PO Box 1465, Taylors SC 29687 or call 1-864-268-3363.

Anne Ford Scholarship. The Anne Ford Scholarship is a \$10,000 scholarship awarded by the National Center for Learning Disabilities to a high school senior with a learning disability who can act as a role model for others who are faced with learning disabilities and who has the potential of contributing to society in a way that increases opportunities for all people with learning disabilities. The application deadline is December 31. For more information, write to Anne Ford Scholarship, National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, NY 10016-8806, fax 1-212-545-9665 or call 1-212-545-7510, or send email to AFScholarship@nclcd.org.

Yes I Can! Foundation for Exceptional Children. The Yes I Can! Foundation for Exceptional Children offers the Stanley E. Jackson Scholarships and Sara Conlon Memorial Scholarship. Each scholarship is \$500 for first year college students with a disability. US citizenship is required. The application deadline is February 1. For more information, write to Foundation for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704 or send email to yesican@cec.sped.org.

P. Buckley Moss Society Harbison Scholarship. The Anne and Matt Harbison Scholarship is awarded by the P. Buckley Moss Society to high school seniors with language-related learning disabilities for college education. For **more information, write to P. Buckley Moss Society, 601 Shenandoah Village Drive, Suite 1C, Waynesboro, VA 22980 or call 1-540-943-5678.**

National Society of the DAR/Margaret Howard Hamilton Scholarship. This award is for \$1,000 (renewable for 4 years) for a high school senior who has been accepted to the Ben Caudle Learning Center, University of the Ozarks. For more information, write to NSDAR Administration Building, 1776 D. Street N.W., Washington, DC 20006-5392.

Recording for the Blind/Learning through Listening. This program provides three scholarships of \$3,000 each for high school seniors who are learning disabled. The award is based on academic achievement, leadership, enterprise, and service to others. Financial need is not a factor. For more information, call 1-609-452-0606 or write to Recording for the Blind/Learning through Listening, Attn: Lorraine Grestry, 20 Rozelle Road, Princeton, NJ 08540.

**Special Thanks to these companies for their donations to the
Branch Council Silent Auctions at the IDA conference in Dallas:
Cindy Knox, Discovery Toys Vinca Fine Jewelry
Fairmount Library Club**

**Learning Disabilities Series
Horizon Academy
4901 Reinhardt Drive
Roeland Park, KS 66205
913-789-9443**

Thursday, February 21, 2008
LD Simulation
7:30-9:00 p.m.

A great seminar for students, parents, teachers, administrators, and community members.

Do you want to experience what it feels like, first hand, to be learning disabled? Attend an evening session that you will not forget. You will understand what a student with L.D. struggles with every day of his or her life, both in and out of school. Registration is needed for this session - (913) 789-9443
COST: No Fee

Thursday, April 17, 2008
Dr. Mike Hansen, Counselor & Social Worker

Strategies to shape behavior in strong-willed adolescents
Mike Hansen, a counselor and social worker in private practice, will discuss a range of strategies for working with children while honoring their struggle for some independence. He serves adolescents with emotional, behavioral, and substance abuse problems.

Workshops at Horizon Academy

Multisensory Reading Comprehension Methods

January 12th, 2008 (Saturday) 9 AM-12 PM
This workshop is appropriate for anyone working with a student who can read the words, but has difficulty with comprehension. It focuses on making the internal structure and content of both expository and narrative text more "visible" to students so they can comprehend better and become more independent in their homework and reading. Research and actual materials will be shared. (Appropriate for teachers, tutors, paraprofessionals and parents)
\$30 fee Enrollment deadline: 1/04/08

Dyslexia --Then and Now: What It Is and What We Can Do ? (or, Dorothy, it's not the 60's anymore.)

March 8, 2008 (Saturday) 9 AM-12 PM
This workshop covers what decades of research has revealed about dyslexia and how we can teach students to read and spell using research-based methods. Early intervention is best, but the intensity and type of remediation is critical at any age. Tracing, touch spelling, and manipulatives will be shared and practiced as a part of the workshop, which will be helpful to parents and educators alike. (for teachers, tutors, paraprofessionals and parents)
\$30 fee—Registration deadline: 3/01/08

Summer Course—Orton-Gillingham Methods

Introduction to Orton-Gillingham Multisensory Phonics and Language Methods
June 9-13 and 16-20, 2008 8:30-3:30 (10-day course; 3 graduate college credits available)

This course is designed to provide teachers with the underlying knowledge and skills to understand and provide for students who have had difficulty with acquisition of reading and writing skills despite good intelligence and good exposure to teaching. This course will be appropriate for grades 1-8. Teachers will work directly with a student during the practicum portion.

Course fee: \$500 (includes text and materials worth \$150)—Registration deadline: May 15, 2008
(3 graduate credit hours will be available through Baker University for an additional fee of \$50 an hour, or \$150—pay this on the first day of the course.)

Registration—please fill out and mail with your payment.

I would like to register for the following: WORKSHOPS:

Jan. 12, 2008 / \$30 Mar. 8, 2008 / \$30

SUMMER COURSE June 9-20, 2008 / \$500

To submit a newsletter article or advertisement, please e-mail the information to our branch at info@ksmolda.org. Our branch would like to publicize any teacher training events using methodology accepted by the IDA. Please contact our branch with the information. If it meets the criteria of the national office, we will be happy to publicize it on our web site at www.ksmolda.org.

Name _____

Address _____

Phone _____

email: _____

Current position and grade level: _____

Employer _____

I would like graduate credit for the summer course: Y N (Pay this at beginning of course.)

Make check to HORIZON ACADEMY and mail to address listed above.

Amount enclosed _____

Response to Intervention

Parents and teachers are concerned about helping children excel and it can be frustrating when a child falls behind in either learning to read, achieving as expected in math and other subjects, or in getting along socially with peers and teachers. Response to Intervention (RTI) is a multi-step approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI supports early intervention by giving academic and behavioral supports instead than waiting for a child to fail before offering help.

Essential Components of RTI

National Research Center on Learning Disabilities and the 14 organizations forming the 2004 Learning Disabilities (LD) Roundtable coalition, have outlined the core features of an RTI process as follows:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that the special education evaluation time lines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension.

Key Terms:

- **Universal Screening** is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards or those who have behavioral or emotional problems that may interfere with their learning. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic or behavioral screening test to all students in a given grade level. Those students whose test scores or screening results fall below a certain cut-off are identified as needing more specialized academic or behavioral interventions.
- **Student Progress Monitoring** is a scientifically based practice that is used to frequently assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.
- **Scientific, Research-Based Instruction** refers to specific curriculum and educational interventions that have been proven to

be effective - that is, the research has been reported in scientific, peer-reviewed journals.

How does RTI affect special education eligibility?

IDEA 2004 offers improved flexibility to school teams by eliminating the requirement that students must exhibit a “severe discrepancy” between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. This increased flexibility has led to a growing interest in using RTI as part of an alternative method to traditional ability/achievement discrepancy comparisons. IDEA 2004 addresses RTI procedures within several contexts:

- **Effective instruction and progress monitoring.** For students to be considered for special education services based on a learning disability they first must have been given effective instruction and their progress measured through “data-based documentation of repeated assessments of achievement.” Furthermore, results of the student progress monitoring must be provided to the child’s parents.
- **Evaluation procedures.** The law gives districts the option of using RTI procedures as part of the evaluation procedures for special education eligibility. *Comprehensive assessment is still required under the reauthorized law, however.* That means that schools still need to carefully examine all relevant aspects of a student’s performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, mental retardation, emotional disturbance, lack of appropriate instruction, or limited English proficiency.
- **Early Intervening Services.** IDEA 2004 allows districts the option of using up to 15% of federal special education funds for “early intervening services” for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of services that can be included are central to the RTI process, and include professional development for teachers and school staff to enable them to deliver scientifically based academic and behavioral interventions, as well as educational evaluations, services, supports, and scientifically based literacy instruction.

How can parents be involved in the RTI process?

Effective home-school collaboration includes open communication and involvement of parents. Being informed about your school’s RTI process is the first step to becoming an active partner. Both the National Center for Learning Disabilities and the National Joint Committee on Learning Disabilities advise parents to ask the following questions:

Does our school use an RTI process? If not, are there plans to adopt one? Be aware that your child’s school may call their procedures a “problem solving process,” or may have a unique title for their procedures, e.g., Instructional Support Team, and not use the specific RTI terminology.

Are their written materials for parents explaining the RTI process? How can parents be involved in the various phases of RTI.

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What interventions are being used, and are these scientifically based as supported by research?

What length of time is recommended for an intervention before determining if the student is making adequate progress?

How do school personnel check to be sure that the interventions were carried out as planned?

What techniques are being used to monitor student progress and the effectiveness of the interventions? Does the school provide parents with regular progress monitoring reports?

At what point in the RTI process are parents informed of their due process rights under IDEA 2004, including the right to request an evaluation for special education eligibility?

Adapted from: National Association of School Psychologists, from www.nasponline.org.

IDA Needs You

If you are not a member, please consider joining. The dues we receive publish this newsletter, provide and maintain our website, and make our referral list available to those who request it.

Your membership is appreciated!



Nominating Committee Accepting Nominations

If you or someone you know has interest in serving on the KS/MO IDA board of directors, let us know with an email to info@ksmolda.org

KS/MO Branch Offers Link, Lunch & Learn!

Do you know someone who doesn't read fast enough or like to read?
Do you know someone who has difficulty with spelling?

Join us on either February 5th or 7th from 12:00-1:00 for at web-based "lunch & learn" to hear from expert Cynthia Jacobsen, Ph.D., ASHA Fellow, about the signs of dyslexia. Dr. Jacobsen has 35 years of experience working with children who have language disorders, including dyslexia. Dr. Jacobsen will provide a 20-30 minute presentation with time for questions and answers following.

Dyslexia is a language-based reading disorder that affects the accuracy and speed of reading, and the ability to spell. The reading problems of a person with dyslexia are not caused by a low intelligence or because the individual did not attend school. Scientific methods for teaching reading and spelling to individuals with dyslexia are available.

What technology do you need?

After you register, you will receive an email with a website and registration number. On the day of the webmeeting, you will go to that website and log in. If you may need help with techology, plan to log in early--between 11:30 and 11:50. Please note that we are there to help you log-in and use the web conference services. You must operate and troubleshoot your own speakers, headphones, microphones, and basic internet services independently.

What equipment and techology do I need to participate?

- * You need high-speed internet service with either DSL or cable. You are welcome to try with slower dial-up services, but there is no guarantee that all or any of the features will work.
- * To hear Dr. Jacobsen, you need working speakers or a headset.
- * In order to speak with Dr. Jacobsen, you will need a working microphone; however, this is not required to simply hear the presentation. There is a feature where you can type your questions and Dr. Jacobsen will read and answer them.
- * If you wish to be seen by other members in the meeting, you will need a web-cam; however, you will be able to see Dr. Jacobsen even if you do not have a camera yourself.

This support meeting is sponsored by the MO-KS Chapter of the International Dyslexia Association as a community service.

No need to fight traffic, find a sitter, or lose your great parking spot. Send an email to susanlong@ksmolda.org to register. Then, log-in, lunch & learn about dyslexia!




Save the Date!

KS/MO IDA Branch Annual Membership Meeting

April 5, 2008
12:00 p.m.

St. Joseph Medical Center
Meeting Room Center
I-435 and State Line Road, Kansas City, MO



Prior to the conference -- from 10:00 a.m. to 12:00 p.m.-- Lorrie Wolf, KS/MO IDA Past President, will give a presentation on dyslexia.

Community Outreach
Churchill School - St. Louis

Dr. David Walsh is the president and founder of the National Institute on Media and the Family. Psychologist, educator, author and parent of three, Dr. Walsh has emerged as one of the world's leading authorities on parenting, family life and the impact of media on children and teens. His presentations are down to earth, understandable, engaging, and laced with warmth and humor.

Topic: Based on his new book, *NO: Why Kids of All Ages Need to Hear It and Ways Parents Can Say It*, Dr. Walsh explains how the "Yes culture" undermines our children's self discipline, a trait that is the key ingredient for children's success and happiness. Dr. Walsh brings the warm wisdom, science made simple, and breadth of knowledge that audiences have come to expect from him. Offering down-to-earth advice that can be put into practice immediately and humorous anecdotes to illustrate central points, Dr. David Walsh gives parents real, effective strategies for helping their children grow up happy and healthy. Dr. Walsh leaves audiences with the reminder that "No" is not the destination, it is the road to "Yes."
 January 31, 2008
 Open to all parents and educators
 7:00 – 8:30 p.m.
 Cost: \$35.00

Topic: Dr. Walsh will cover topics from his latest book - *NO, Why Kids of All Ages Need it and Ways Parents Can Say It* as well as from his best seller - *Why Do They Act That Way? A Guide to the Teenage Brain*. Included in this presentation will be internet safety issues as well as raising media wise kids as it relate to professionals working with children.
 February 1, 2008
 Open to all area professionals
 9:00 a.m. – 3:00 p.m.
 Cost: \$75.00 – lunch provided

All workshops will be held at:
 Churchill Center & School
 1021 Municipal Center Drive
 Town & Country, MO 63131

For information or to register for either of these events, contact Mary Brotherton at 314-997-4343, ext. 260.
www.churchillstl.org

President's Corner

The National Institutes of Health estimates that dyslexia affects somewhere between 15 and 20% of people, and that it can range from mild to severe in its impact. That's more than 10 million Americans who are affected by this learning disability! This makes the work of the International Dyslexia Association seem particularly relevant.

There are many myths about dyslexia:

- Dyslexics are "slow" learners with low intelligence.
- Dyslexics can never learn to read on their own.
- Dyslexics see things upside down and/or backwards.

The International Dyslexia Association has been diligent in its support of research about this disorder and dissemination of information that is reliable. Credible research tells us that:

- Dyslexia is a language processing disorder that is neurological in origin.
- The disorder occurs despite opportunity to learn and the presence of average or above intelligence.
- Dyslexia is the result of a sensory deficit—dyslexics struggle to register the identities and sequence of speech sounds in spoken words.

Phonological processing difficulty leads to difficulties with accurate, fluent word recognition and spelling. These decoding and spelling problems will, in turn, lead to problems with reading comprehension and written expression. Long-term consequences may result in limited vocabulary growth and acquisition of background knowledge.

For even more information, or if you have questions about dyslexia, contact the Kansas/Missouri Branch of IDA at 816-838-7232, or email us at info@ksmolda.org or visit www.interdys.org, the website for the International Dyslexia Association.

Please consider joining us as we strive to achieve the mission of our organization. We exist to pursue and provide the most comprehensive range of information and services that address dyslexia so that every individual with dyslexia has an opportunity to lead a productive and fulfilling life.

Sincerely,
Billie Calvery, President

Wichita Area Events

The myths, the science, the facts:

It's not how you see, but how you learn

Featuring Dr. Brian Stone, Licensed Psychologist, teamed with Jeanine Phillips, Director of FUNdamental Learning Center. Together they will dispel the myths and give the facts concerning dyslexia.

Join them at the FUNdamental Learning Center on March 25, 2008 from 6:30 - 8:30. Registration fee is \$10.00. For additional information and to register, contact the FUNdamental Learning Center.

If the Wichita area is convenient for you and you are looking for training in multisensory reading, grammar, or comprehension for students from pre-school to adulthood, look no further than FUNdamental Learning Center. The course offerings are too numerous to mention here; however, please do check the IDA website at www.ksmolda.org or www.fundamentalllearning.org

IDA MEMBERSHIP REGISTRATION

Name: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____ Country: _____

E-mail: _____ YEAR you were born: _____

Telephone (Work) _____ Telephone (Home) _____ Fax: _____

Dyslexic Family Member? (if applicable): Spouse Self Child Sibling Friend

CATEGORY: PROFESSIONAL INTEREST:

YES, I would like to register/renew my membership in IDA Please check the ONE category that BEST describes your occupation or

at the membership level checked: (check one only) professional interest:

- Individual \$70 Individual/Sustaining \$150 Individual/Supporting \$300 Family \$110
- Institutional \$395 Lifetime \$2000 Corporate – Level 1 \$295 Corporate – Level 2 \$795
- College Student \$40 Retired \$45 Advocate Attorney
- College Student Corporation/Organization
- Educational Administrator Educational Diagnostician Special Education Teacher
- Teacher/Elem. or Secondary Teacher/Post-Secondary
- Parent Physician Psychiatrist Psychologist
- Reading Specialist Researcher/Educational Researcher/Medical
- Speech-Language Pathologist Tutor-Certified/ Educational Therapist
- Tutor-Trainee Other: _____

MEMBERSHIP BENEFITS:

PERSPECTIVES ON LANGUAGE AND LITERACY: IDA’s quarterly publication discussing educational best practices, curriculum methods, case studies and first-person application of Multisensory StructuredLanguage techniques.

IDA REFERRAL FOR SERVICES DATABASE. (see right). ANNALS OF DYSLLEXIA: IDA’s semi-annual journal of the latest, peer-reviewed dyslexia research. Available online or as optional printed editions (2 vol/yr).

IDA Members also have free online access to the JOURNAL OF READING AND WRITING.

LOCAL BRANCH AFFILIATION: Membership in any one of 47 IDA Local Branches throughout the U.S. or Canada.

PUBLICATION DISCOUNTS: Member-only pricing discounts on LD related publications purchased through the IDA Online Bookstore.

IDA CONFERENCE: Discounted rates at the IDA National Conference.

BRANCH NEWSLETTER: Latest information, workshops and community-based information from your local Branch.

IDA SERVICE PROVIDER DATABASE: IDA Headquarters in Baltimore, MD, receives hundreds of calls and emails each month from individuals and parents requesting LD resources in their local communities. As a service provider (tutor, specialist, school, etc.) your contact information can be included in this global referral database. If you would like to be included in this referral database and receive an application for registration, please check the box indicated. Your contact information will remain active in the referral database during the time your membership in IDA remains active.

YES. I want my contact information included in the IDA Referral For Services Database. Send me a registration application.

PAYMENT: Check Enclosed (payable to The International Dyslexia Association) AMEX VISA MASTERCARD DISCOVER

CREDIT CARD #: _____ EXP. DATE: _____ BILLING ADDRESS ZIP CODE: _____

NAME ON CARD: _____ SIGNATURE: _____

MEMBERSHIP FEE: joining renewing

Annals of Dyslexia PRINT EDITION: \$15 (optional) \$ _____ TOTAL..... \$ _____

THE INTERNATIONAL DYSLLEXIA ASSOCIATION Member@interdys.org www.interdys.org
40 York Road *4th Floor * Baltimore, MD 21204-5202 * Telephone: (410) 296-0232 * Fax: (410) 321-5069



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Kansas/Missouri Branch of IDA
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Kansas City, MO 64145

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Don't miss a single issue. If you are not a member, consider joining today. You will receive all the information and benefits from your local IDA branch and our national office.