Learning Goes On...

When schools closed due to COVID-19, IDRA immediately responded to educators and families so students could continue learning.

Tech Mentors in South Texas Colonias
IDRA launched a partnership with two community organizations – ARISE & CSLAP – in the Texas Rio Grande Valley to help Spanish-speaking families navigate virtual classrooms.*

Bilingual Books to Young Children
IDRA provided 11,000 Semillitas de Aprendizaje bilingual storybooks to families in two school districts to diminish digital divide effects on young learners.**

Video Portal for Immigrant Families
IDRA launched a bilingual online portal for immigrant families on education in the United States to continue assistance with the Mexican Consulate in San Antonio.*

STEM Student Leadership
IDRA supported our Texas Chief Science Officer students as they created new ways to engage their peers in STEM despite school closures.*

In nine months, IDRA produced...

60 Email alerts to over 10,000 people with policy updates and resources for education practice and family engagement (30 English, 30 Spanish)*
37 Bilingual policy updates
10 Bilingual COVID-19 instructional strategies updates
7 Webinars on equitable practices for online learning with 3,900 viewers to date*
7 Bilingual videos on the education system for immigrant families
10 Publications and podcast episodes on equity in online learning*
3 Online data map on colleges’ responses to COVID-19
10 Bilingual news dashboard and online equity primer
7 Virtual interactive convenings of participants in the IDRA Valued Youth Partnership, the IDRA Texas Chief Science Officers Program and Education CAFEs*

Launched bilingual surveys for students, educators, parents & others about how distance learning impacts education during school closures.*

Held a virtual meeting with education agency leaders representing five states – Alabama, Arkansas, Florida, South Carolina & Tennessee – engaging with families in the midst of a pandemic.*

Joined counselors in calling for COVID-19 responses that include trauma-informed support.

Published op-ed in the San Antonio Express-News on the exclusion of DACA students in the CARES Act and other federal COVID-19 assistance.


Provided recommendations to U.S. congressional leaders and state officials in the U.S. South about equitable use and distribution of future COVID-19 emergency education relief funds for schools and students.

Reported on equity concerns for emergent bilingual students in response to COVID-19.*

Analyzed how, without intervention, COVID-19-induced budget shortfalls will fall hardest on marginalized students in the U.S. South.

Advised officials that COVID-19 does not change civil rights protections for students.*

Outlined state-level guidance needed for serving students experiencing homelessness and students with special education needs.

* Produced with the support of the U.S. Department of Education

**With assistance from San Antonio Area Foundation and the United Way of San Antonio