

# 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
- 20** Webinars on equitable practices for online learning with 3,900 viewers to date\*
- 10** Bilingual videos on the education system for immigrant families
- 7** Publications and podcast episodes on equity in online learning\*
- 1** Online data map on colleges' responses to COVID-19
- 1** Bilingual news dashboard and online equity primer
- 1** Virtual interactive convenings of participants in the IDRA Valued Youth Partnership, the IDRA Texas Chief Science Officers Program and Education CAFEs\*

- 1** Launched bilingual surveys for students, educators, parents & others about how distance learning impacts education during school closures.\*
- 1** 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.\*
- 1** Joined counselors in calling for COVID-19 responses that include trauma-informed support.
- 1** 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.
- 1** Cited in 25 news stories on COVID-19 education impact.
- 1** 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.
- 1** Reported on equity concerns for emergent bilingual students in response to COVID-19.\*
- 1** Analyzed how, without intervention, COVID-19-induced budget shortfalls will fall hardest on marginalized students in the U.S. South.
- 1** Advised officials that COVID-19 does not change civil rights protections for students.\*
- 1** Outlined state-level guidance needed for serving students experiencing homelessness and students with special education needs.