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September 24, 2020 Edition

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Instructional Tools: Girls STEAM Ahead with NASA Resources



Free Webinars on Equitable Practices for Online Learning

More resources and trainings for teachers, school administrators, families and communities are on our [Learning Goes On website](#).

#2020Census

Only 7 Days Left for the 2020 Census!

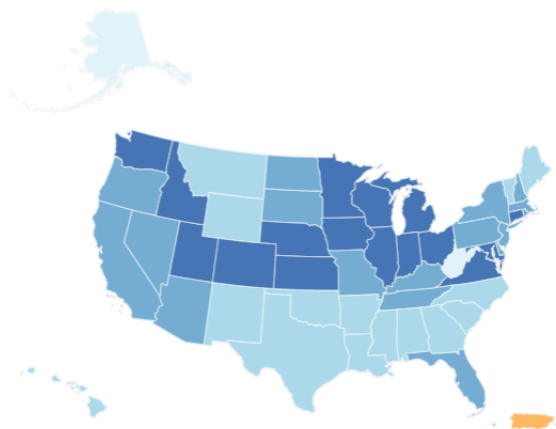
The 2020 Census will stop counting on September 30, but we still have **some census tracts that have less than 50% self-response**

rates. Please reach out and encourage folks to respond!

This year, the census is complicated by COVID-19 and the Department of Commerce's attempts to add racist questions and its sudden timeline changes.

Census undercounts affect marginalized populations most. The data determine \$675 billion in funding for public schools and universities as well as hospitals, roads, childcare centers, senior centers and other services for families. Businesses, community leaders and local governments use census data to create jobs, ensure public safety preparedness and support community initiatives.

National
Self-Response
66.2%



Get counted and remind your family, friends and neighbors to complete their census at my2020census.gov or by calling 844-330-2020.

You can shape the future for yourself, your family and your community for the next 10 years and beyond!

2020Census

Show your school spirit by making sure your families are counted!

As we face this public health crisis, participating in the U.S. Census now helps secure future funding for our communities for schools, hospitals and other education and health programs we need for strong families.

Time is running out! The new deadline is September 30!

- Post information about the new census deadline on the homepages of the school website and virtual learning platforms.
- Ensure family support specialists are equipped with 2020 Census explainers when they do outreach to families.
- Encourage local non-profit organizations that work with the school district to provide materials and explainers when they communicate with families.
- Provide stickers or fliers with instructional packets, meals and other materials the school distributes to families.
- Share information on social media to encourage families to complete the census.
- Send reminders to families via robo-calls or text messages.
- Talk about the census during your school orientation and meet-the-teacher events (whether in person or online).
- Look up the data for your service area and track response rates (<https://2020census.gov/en/response-rates.html>). Compare with others near you.
- Ask students and families to complete an assignment together, such as watching a presentation about the census and filling it out together.
- Offer extra credit to students who speak with their families or create materials, presentations, art, or essays about the importance of the census.
- Organize a class phone tree for students and families to remind each other to complete the census (and to encourage continued communication throughout the school year).
- Host a Zoom or Google Hangout to encourage families to fill out the 2020Census.
- Organize a census caravan where residents decorate their cars with census messages and drive in procession through the community to raise awareness about the census.

See IDRA's webinar, "The Power Schools Bring to the Last Days of the 2020 Census - How Schools Can Help their Communities Get Counted," for more ideas <https://idra.news/Census>

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Show your school spirit by making sure your families are counted!

See our list of actions schools can take right away


See ideas flier


Webinar Recording

The Power Schools Bring to the Last Days of the 2020 Census

- How Schools Can Help their Communities Get Counted

Featuring:

 Dr. Bricio Vasquez
IDRA Education Data Scientist

 Katie Martin Lightfoot
Every Texan Census Community Engagement Coordinator

<https://idra.news/CensusWebinar>

Watch our free webinar!

"The Power Schools Bring to the Last Days of the 2020 Census – How Schools Can Help their Communities Get Counted"

See webinar

Policy Update

Maintaining a Supportive School Climate

A positive school climate is crucially important to school success. It affects attendance, engagement, learning and even graduation rates.

Yale University researchers stated in a recent article: “Schools with positive climates enjoy not only better academic outcomes, but also a host of social and emotional outcomes, such as reduced bullying, greater engagement and higher school-satisfaction ratings. Teachers, too, benefit from a positive school climate, with studies showing less stress and burnout and greater job satisfaction.”

But educators have never had to tend to school climates in a virtual world at the scale COVID-19 caused. Below are ways that school districts can ensure safe and supportive campus climates for students, teachers, staff and families during this pandemic.

See the following infographic in English and Spanish.

7 Ways Schools Can Maintain Supportive Climates

A positive school climate is crucially important to school success. It affects attendance, engagement, learning and even graduation rates. But educators have never had to tend to school climates in a virtual world at the scale COVID-19 caused. Below are ways that school districts can ensure safe and supportive campus climates for students, teachers, staff and families during this pandemic.

1

Train adults, students and families on recognizing and responding to trauma, basic needs and COVID-related stress

Teachers and school staff need to be equipped to recognize issues like mental health crises, food insecurity or stress that students and adults may be experiencing. School districts can create resource databases and encourage community-school partnerships to help address the needs that arise.



[See information from IDRA on how school districts should develop support systems for students' academic, social and emotional needs.](#)

2

Prohibit suspensions, alternative school placements, and other inappropriate and harmful discipline practices that remove students from in-person and virtual classroom settings

These practices are ineffective and unfairly target students of color, students with disabilities, and LGBTQ youth under normal circumstances. They are especially inappropriate during the pandemic when many adults and students are in challenging situations that impact their ability to come to school fully engaged and ready to teach and learn.



[See information from IDRA on how school districts should face pandemic-related issues in school.](#)

3



Protect the free speech rights guaranteed to students by the U.S. Constitution

As the U.S. Supreme Court stated in its 1969 decision in *Tinker v. Des Moines Independent Community School District*, "students do not shed their rights to freedom and expression at the schoolhouse gate." Likewise, students participating in instruction from home should have their right of free speech protected and should not be punished for expressions, including perceived dress code violations, that do not disrupt teaching and learning processes.

See information from IDRA on student's free speech rights.

4

Do not use punitive measures to enforce COVID-19 public health recommendations

Some school districts have decided to harshly punish students for behaviors like sneezing, coughing and violating social distancing rules. Harsh punishments for this conduct are a poor deterrent and have harmful – and potentially discriminatory – impacts on the students who become criminalized as well as impacts on the entire campus community.

Schools should focus instead on positive methods to encourage compliance with public health guidelines, including providing personal protective equipment, teaching students about COVID-19 and the science behind infectious disease spread, and creative incentive systems that reward students for supporting and complying with public health protocols.



See information from IDRA on how school districts should face pandemic-related issues in school.

5



Give students time to check in with their peers

Having designated time for check-ins can help students to feel less socially isolated and more aware of their feelings and needs. It can help teachers identify the supports students need and maintain safe classrooms that are centered on preventative and effective care.

See information from IDRA on how school districts should develop support systems for students' academic, social and emotional needs.

6 Protect the rights of immigrant students and families

Protections guaranteed to immigrant students and students from immigrant families by the U.S. Supreme Court in *Plyler v. Doe* extend to students at home during the time of virtual learning. Schools should not have any policies, procedures or other requirements for online learning spaces that threaten the safety of students or families or that limit their ability to participate in school.

For more information on how schools can protect and welcome immigrant students, see IDRA's [welcoming immigrant student's infographic](#).

Also see the IDRA EAC-South's resources that help schools create [asset-based solutions to address inequities and desegregation issues impacting national origin equity](#).



7

Do not send police officers, including school resource officers (SROs), to students' homes for discipline purposes, attendance compliance procedures or other interactions



If students or families need welfare checks, these should not be done by law enforcement officers, but by social workers, counselors or family support specialists who are trained to address needs without taking punitive measures.

For more information on how school districts should engage school resource officers, see IDRA's [School Policing Resources](#).

The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.

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IDRA
Transforming Education



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Instructional Tools

Girls STEAM Ahead with NASA Resources

Modern Day #Sheroes

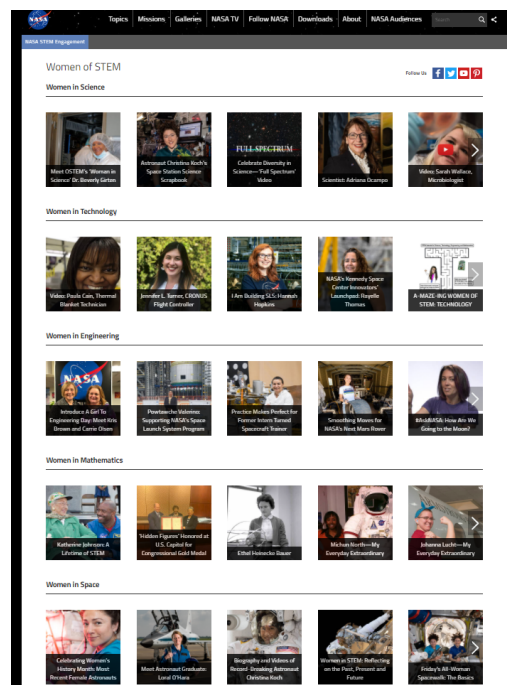
A few years back, President Barack Obama celebrated the contributions of women in space science, such as Margaret Hamilton, Katherine Johnson and Grace Hopper, acknowledging that

they inspired not only him but others in their pursuit of reaching excellence through a science career in spaceflight.

Maria Caballero, a NASA engineer at the Armstrong Flight Research Center, advises girls to pursue careers in the STEM field stating: “Never give up and do not allow anyone to put you down. Even if you do not see women represented in some careers don’t let that stop you.” She attributes her motivation in the pursuit of her career to her mom, Katherine Johnson and Margaret Hamilton.

In 2017, Margot Lee Shetterly’s best-selling book and film *Hidden Figures* were launched to inspire more women to be the brains behind the greatest maneuverings of spaceflight. They were great mathematicians and computer science majors who helped propel humankind into space. (See [NASA’s From Hidden to Modern Figures](#) site.)

NASA’s [Women of STEM](#) website features the work of great women scientists, including women of color. It includes profiles and videos of women in STEM, technology, engineering, math and space.



Implications for In- and Out-of-School Settings

IDRA was recently invited to collaborate with the [Girls STEAM Ahead with NASA](#) (GSAWN) initiative to incorporate its incredible resources into IDRA’s [Texas Chief Science Officers](#) program activities. The initiative’s goal is to support community-based organizations to engage girls and their families in STEM through the GSAWN activities and digital library.

The resources, exhibits and NASA interactions with subject matter experts help increase awareness and knowledge about our universe and foster STEM identity in girls. Almost 70% of youth participants said their experiences with the GSAWN resources helped them think about new jobs they might be interested in pursuing. These range from an aerospace engineer, space scientist, astrophysicist and astronaut.

Teachers can find activities to use in virtual settings along with posters, exhibits and recorded webinars. Also see [NASA’s Hispanic Heritage Month](#) site).

Webinars On-Demand



Free Webinars on Equitable Practices for Online Learning

These free webinar recordings are available for viewing at your convenience.

Equitable Practices for Teaching Online

Digital Divide: Connectivity, Infrastructure and Devices

Tools & Tips to Alleviate the Homework Gap

Facilitating Online Math Sessions

PBL at Home & Across the Curriculum

ELAR Series:

- * Journal Writing About the Present for the Future - ELAR Webinar Part 1
- * From Journaling to Personal Narratives - ELAR Webinar Part 2
- * From Journaling and Personal Narratives to Letter Writing - ELAR Webinar Part 3

Chief Science Officer Students Determined to Promote STEM Despite School Closures

Teaching Science in Virtual Learning Environments

How a School District Tackled the Digital Divide

Teacher, Parent and Student Perspectives on Using Google Classroom Effectively

Student Perspectives on a Changing School Climate

Nurturing Students' Hearts and Minds

Partnering with Families to Reopen and Reimagine Schools

Getting Schools Ready to Support Students Facing a New World of Challenges

Youth Tech Mentors Bridge Schools and Families - Creative Community Responses to COVID-19

The Power Schools Bring to the Last Days of the 2020 Census - How Schools Can Help their Communities Get Counted

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The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.