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IDRA Newsletter

This month's focus: Gender Justice

"Children need places and spaces that are safe, that are nurturing, that welcome them as they are."

- Dr. María "Cuca" Robledo Montecel, IDRA President and CEO

In this issue:

Gender Justice

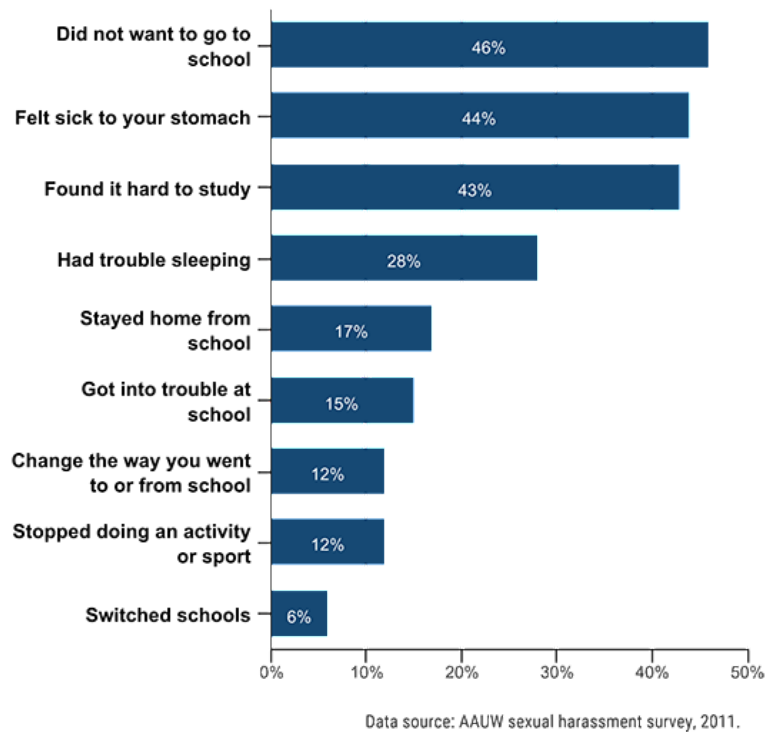# Sexual Harassment - Safe Learning Environments for All Students

by Michelle Martínez Vega

This article provides information for educators to combat sexual harassment and identify and support students who have been harassed or abused. The United States is in the mist of a pivotal moment where survivors of sexual harassment and assault are coming forward in staggering numbers, and this heightened attention to prevent and address harassment extends to our schools.

The American Association of University Women (AAUW) commissioned research using a nationally representative sample of 2,064 public schools and found that eight in 10 students in grades eight through 11 experienced some form of sexual harassment at some time during their educational career. Practical solutions include knowing the signs that a student has been abused, acting when a student has been bullied, and following Title IX guidelines to prevent sex and gender-based harassment. **See Article**

Student Reactions to Sexual Harassment, Student Survey

Data source: AAUW sexual harassment survey, 2011.

School-Based Strategies for Supporting Girls in Technology -
With Perspectives from a 14-Year-Old Coder

by Christie L. Goodman, APR

Supporting STEM education is not only an imperative for future workforce demands, it is an issue of equity. Schools must monitor participation in higher-level courses and ensure there is gender balance in STEM classes. The notion that girls are uninterested or unfit for STEM education is a myth; a recent study by the Girl School Research Institute found that 74 percent of high school girls are interested in STEM subjects. African American and Hispanic girls also have high interest in STEM but typically have fewer resources to help them succeed.
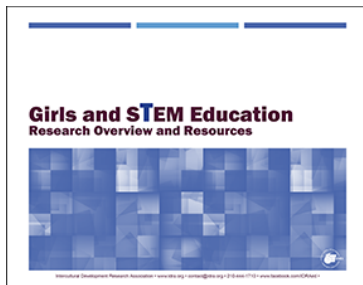
Christie Goodman provides insight from her own daughter, Leslie, a founding member of a citywide all-girls coding club, She Code Connect, on how to engage girls in STEM education. This requires genuinely engaging with students, providing ample opportunities, ensuring access to technology, and providing the proper support for girls to build their confidence and succeed.
See Article

She Code Connect members work together to build the club's first website: https://shecodeconnect.com

See a [screencast demonstration on YouTube](#) of Leslie's game that she coded for an ELAR project about the book, *I Am David*.

Get our new free eBook...
Girls and STEM Education - Research Overview and Resources
Get PDF

Equity and Justice for LGBTQ Students - Teacher Responsibilities

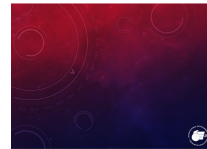*by Aurelio M. Montemayor, M.Ed., and Michelle Martínez Vega*

This article provides information on teacher responsibilities for helping LGBTQ students feel comfortable and protected in school. Even though there have been genuine strides made by the LGBTQ community, there is plenty of work to be done. Hate-related violence against LGBTQ individuals resulting in death jumped a staggering 86 percent in 2017 over the previous year in the United States.

Teachers are pivotal not only in supporting students but also for creating equitable classroom settings where all students can feel safe while learning. IDRA'S EAC-*South* provides technical assistance and training for gender equity in schools, including protections and support for LGBTQ students. **See Article**

See our new eBook...
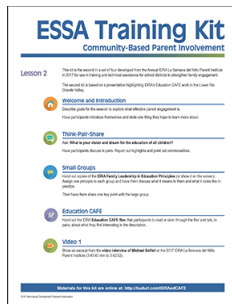**Title IX Resources for Sex & Gender Equity in Education**
Get PDF

Second Installment of IDRA's New Parent Involvement Tools for School Districts

by Aurelio M. Montemayor, M.Ed.

This month, we are highlighting a session from our last parent institute that focused on IDRA's Education CAFE work in the Lower

Rio Grande Valley. Based on this, we've created our second training and technical assistance to school districts to strengthen family engagement.

The materials in the new toolkit include examples from the lower Rio Grande Valley, video discussion, stories of successes by the **Education CAFE** groups in south Texas and the steps to form a similar local organization. **See Article**

See our new Community-Based Parent Involvement - Training Kit
Visit Training Site

Bilingual Parent Institute * April 6, 2018
Special event for families, community groups and educators

This annual institute offers families, school district personnel and community groups from across the country the opportunity to network, obtain resources and information, and receive training and materials on important education topics. The institute's design is shaped by IDRA's nationally-recognized research based model for parent leadership in education. All presentations are bilingual (English-Spanish).

Highlights

- Interactive and participatory sessions on key education topics
- Most presentations led by parents
- Practical action steps for parents
- Examples of successful family engagement

- Livestream plenaries and interviews
- Refreshments and lunch
- Exhibitors, including service providers, colleges and non-profit agencies

"There are many ways parents can participate regardless of their English proficiency. In this conference, we are realizing that there is no limit to what we can do." *- previous participant*

Learn More

Classnotes Podcasts on Family Leadership in Education

Supporting LGBTQ Students Faced with Harassment - 176

Fostering Gender Equity in the Classroom - 9

Gender Equity at 36 - 37

Racial & Sexual Harassment - A School's Legal Obligations - 1

Youth, Technology and College Access - 70

Youth as Technology Bridges - 69

A Conversation about Single Sex Education - 17

Sign up to receive free e-mail notices when new episodes are available.

February 2018

Website   Services for Educators   Research   Pressroom   Contact Us

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.

We are committed to the IDRA valuing philosophy, respecting the knowledge and skills of the individuals we work with and build on the strengths of the students and parents in their schools.