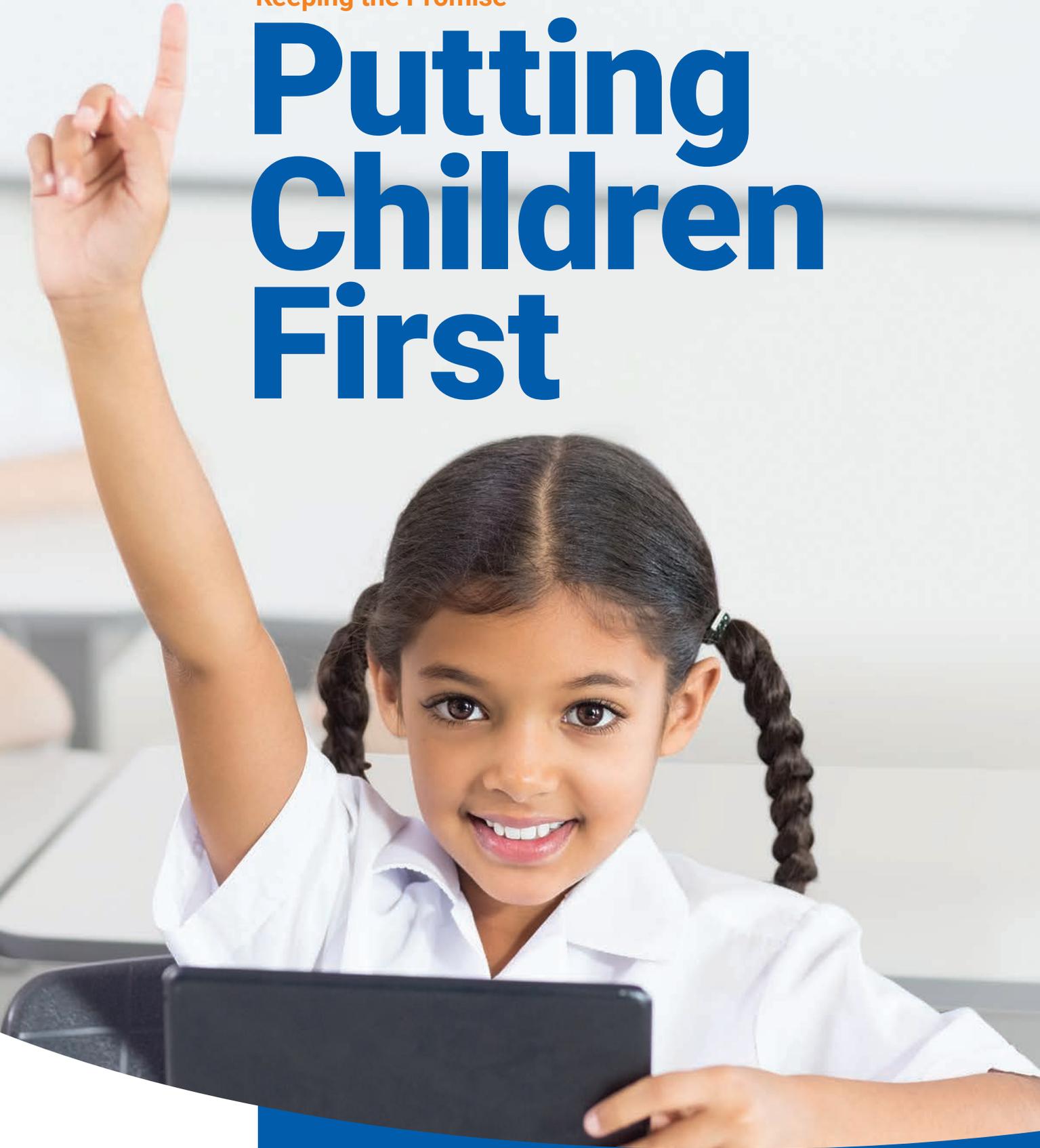


Keeping the Promise

# Putting Children First



# Message from the President

## Every young person is precious.

We, who work for educational rights, don't often say this aloud because it is something we know as a given. We feel it self-evidently, in our bones. But this is a time when the country needs us to proclaim the truth — and for it to animate every policy and action.

The United States is witness to unprecedented attacks on public schools and the students they serve. All who stand for students' civil rights must stand up. Every child is valuable. Not one is expendable. That was IDRA's founding proposition, and it remains our defining constant today.

In 1973, IDRA founder Dr. José A. Cárdenas rejected the notion that language, ethnicity, or economic circumstances were valid excuses for miseducating children. He insisted that every child deserves an excellent education. Dr. María "Cuca" Robledo Montecel built on that legacy as president of IDRA from 1992 through 2018. IDRA now is a national voice and transformational force in advancing equitable, high-quality education for students.

In this annual report, we outline IDRA's accomplishments in 2018. We carried forward an initiative with 11 states and Washington, D.C., to address the critical educational issues that impact the U.S. South's 16 million school children. We also started a five-year project to develop and evaluate sustainable and game-changing school leadership practices in low-wealth schools.

In the pages that follow, you will learn about these initiatives and find six case studies that illustrate how using the IDRA Quality Schools Action Framework change model achieves results for students. In many cases, intergenerational leadership — asset-based partnership with families, students, and communities — leads the way.

You can count on IDRA to continue to promote leading-edge research, policies, and practices that secure real solutions to school inequality. You can depend on us to: unify and strengthen our coalitions; amplify the voices of underserved communities; and galvanize, support and hold accountable our neighborhood public schools. You can also count on us to grow as advocates of student-led change. From the Little Rock Nine and the 1968 East L.A. student walkouts to organizing in the wake of global climate change and school shootings, youth leadership has served as a catalyst for social change. We need the power and perspective of youth leadership more than ever.

I am reminded of the Kahlil Gibran poem "On Children" that my late father Luis Moreno kept posted on my bedroom wall as a child:

*Your children are not your children...  
You may give them your love but not your thoughts,  
For they have their own thoughts...  
You are the bows from which your children  
As living arrows are sent forth.*

Let us continue to send forth leadership and action that makes educational equity a reality for each and every child.

¡Adelante!



**Celina Moreno**  
IDRA President and CEO

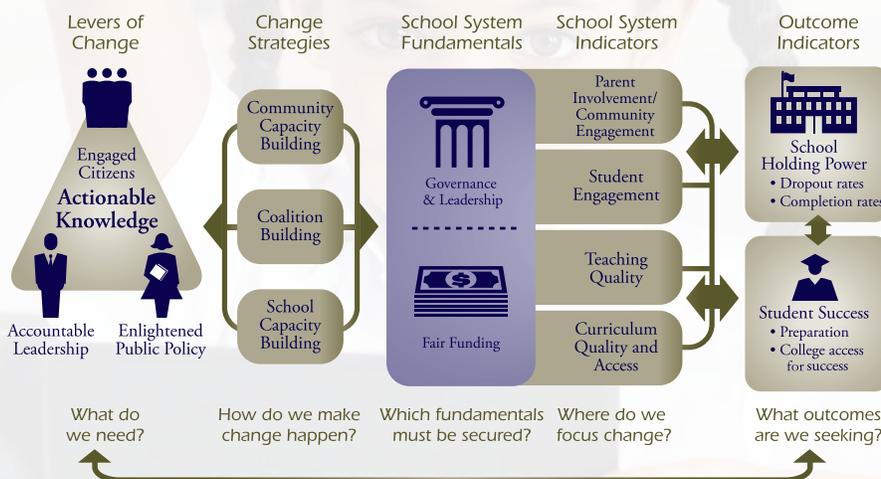
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The IDRA sessions were more than an eye opener for me. They were a perspective-shifting experience that forced me to take stock of my own bias and to empathize with the experiences of others. IDRA provided me with both information and inspiration for the work of public education.”

— Jon Wren, Metro Nashville Public Schools, Magnet Schools Site Coordinator

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## Everything We Do is Built on a Model for Success

**IDRA's Quality Schools Action Framework** is a comprehensive action model for graduating and preparing all students for college. The framework (1) outlines the elements that must be in place to create schools that work for all children, (2) describes strategies that most often lead to change, and (3) shows how people can work together across sectors and around key information to leverage change. (Robledo Montecel & Goodman, 2010)

“As we complete 45 years, IDRA continues to stand against educational injustice, inequality and lack of excellence for all. Schools can succeed with a new vision created by people who believe that all children are valuable, that all people can contribute, and that public education can indeed change things, including futures.”

— December 2018, Dr. María “Cuca” Robledo Montecel, IDRA President & CEO

**In 2018, as IDRA celebrated its 45<sup>th</sup> year and the City of San Antonio celebrated its 300<sup>th</sup>**

the fight for civil and educational rights are rooted in the history of the South and Southwest. Since IDRA’s founding, our work has expanded outward to schools, cities and states across the country — and in other countries. But we never forget our roots.

Then and now, an unwavering dedication drives us to fulfill the nation’s promise of educational excellence and equity for every child, bar none. IDRA’s work always considers local impact of how education policy and practice impacts students’ lives, learning and opportunities. We do so by preparing teachers to meet STEM gaps, pressing for equitable school funding, helping educators overcome implicit bias, co-launching family-led Education CAFEs, advocating student access to college-readiness curriculum, and engaging the next generation of youth leaders.



<http://b.link/IDRApolicyTimeline>

Thousands of classroom teachers, principals, other educators, families, policymakers, community leaders, researchers and students, themselves, have helped write the IDRA story. As a result, IDRA has powerfully affected millions of student lives by dramatically raising educational opportunities for all children.

**Interactive IDRA Policy Timeline** A History of IDRA Policy Work Highlights to Secure Excellent and Equitable Schooling for All Children



## About

The Intercultural Development Research Association is an independent, private non-profit organization dedicated to assuring educational opportunity for every child. 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. Each year, IDRA works hand-in-hand with thousands of educators, community members and families. All of our work stems from an unwavering commitment to creating self-renewing public schools that value and promote the success of students of all backgrounds.

## Mission

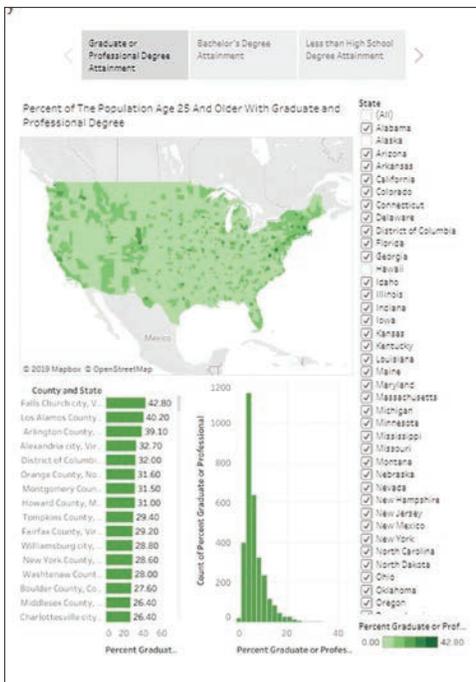
IDRA is an independent non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.

## Strategy

Be a leading national voice for action and change that catalyzes educational opportunity through integrated research, policy, practice and community engagement.

## Case Study

# Providing Actionable Knowledge with Community Action Data Dashboards



IDRA's Education Story Data Dashboard shows adult educational attainment across the country and by user-selected counties.

For about two decades, student and school performance data has animated school reform discussions. “Big data” became a centerpiece of efforts to improve education outcomes.

But information-centered interventions have, in too many cases, fallen short of their promise. This is due to several factors:

- **Data are decontextualized**, collected and communicated as disparate points of information, without reference to an overarching change model or action plan.
- **Published datasets promote detachment rather than engagement**, presented as closed sets of determinations instead of as inspiration for deeper questions by teachers, administrators, families and community leaders on how to build on strengths and address gaps.
- **Data are not sufficiently accessible or actionable**. Datasets are constructed around an overly narrow vision of users and what motivates them.

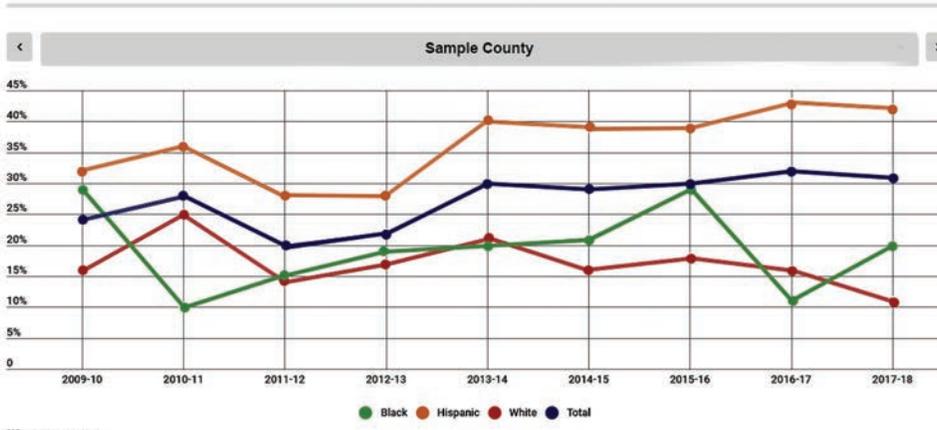
In 2018, IDRA completed the groundwork for a new initiative – Community Action Data Dashboards. We are developing a new suite of data and analytical tools and interactive visualizations that are accessible, engaging and action-oriented. And we are quickly expanding this suite of resources to serve school and community partners in the region served by the IDRA EAC-South and nationally.

Community Action Data Dashboards draw on an array of critical data sources, including federal data sets (U.S. Census, Bureau of Labor Statistics; U.S. Department of Education – Civil Rights Data Collection); state data sets (Texas Education Agency; Texas Higher Education Coordinating Board); and IDRA data sets (IDRA Attrition Data, IDRA Valued Youth Partnership program, and IDRA EAC-South surveys).

From these data, IDRA is producing a series of dashboards on themes such as: Educator Toolkits, Parent Toolkits, Higher Education, Texas K-12, STAAR Measures, and School Finance. We provide insight by offering additional topical dashboards on education research, newsletter articles and professional development resources.

IDRA also uses data to inform our professional development, research and evaluation services for school district partners to make data-informed decisions. For example, we generate student

Attrition Rates, by County Over Time



IDRA's Texas public school attrition trend graphs are searchable by county to show attrition rates by race/ethnicity over the previous nine years.

enrollment forecasts for the next school year and for five-year enrollment projections. IDRA data services provide guidance on how to meet state accountability standards based on the findings in the data.

IDRA's new Community Action Data Dashboards provide a comprehensive suite of education data and analytic tools that empower practitioners and community members in their efforts to advance equal educational opportunity for every child.

<https://idra.news/DataDashboards>

**Three-Day Literacy Learning Series for Strengthening Teachers: Knowledge of the Mental Processes in Inferencing**  
A Foundational Skill in Reading Comprehension

IDRA conducted research on the reading test questions that a high percentage of students miss across grade levels in Texas. We found that students were having difficulty with questions that require a high level of proficiency in the underlying and foundational skill of inferencing.

And we looked at the professional development that teachers had received. After an analysis of the topics, we saw a heavy emphasis on pedagogy and little, if any, on strengthening the content that teachers must deliver. Specifically, this means inferring as the content: what it is, what types of inferences are addressed during instruction and testing, how inferences are foundational skills that affect the curriculum throughout the day, and how to address inferences during instruction.

At the end of these workshops, teachers report being filled with hope that, as one teacher stated, "tools and boost our efficacy as effective teachers."

**Designed for...**

- Classroom teachers
- Instructional specialists
- Instructional leaders

**Schedule your training today!**  
Services are customized by the needs of the district or campus. Cost per day of consultant services in Texas is \$2,000 and includes materials, rehearsal, planning, assessing and evaluating a day activity. This cost includes travel and per diem costs for consultant. Cost to provide services out of state is \$3,000 per day.

To learn more, please contact Dr. Susana Sánchez at 210-444-3730.

**IDRA**  
Instructional Development Research Association  
1600 East North Street, Suite 100, San Antonio, TX 78202  
www.idra.org | www.facebook.com/idra

## Instructional Strategies for Building Inferencing Skills

IDRA conducted research on the reading test questions that a high percentage of students miss across grade levels in Texas. We found that students were having difficulty with questions that require a high level of proficiency in the underlying and foundational skill of inferencing. Working with a school district client, we looked at the professional development that teachers had received. After an analysis of the topics, we saw a heavy emphasis on pedagogy and little, if any, on strengthening the content that teachers must deliver.

Using these findings, we provided professional development that led to significant improvement in student achievement. Today, IDRA offers technical assistance to other schools focusing on inferencing as the content: what it is, the types of inferences to address during instruction and testing, how inferences are foundational skills that affect the curriculum throughout the day, and how to address inferences during instruction.

<https://www.idra.org/services/instructional-strategies-building-inferencing-skills>

IDRA Services: Instructional Strategies for Building Inferencing Skills

## Case Study

# Guiding the State's Plan for Family Engagement in Arkansas



More than 200 people from across Arkansas helped form priorities for family engagement in education.

**“Arkansas has made a commitment to making [family and community engagement] a focus. [Mr. Montemayor] provided superior guidance to our team. I can’t say enough about his facilitation.”**

– Kim Wright, Arkansas Department of Education, Director of Stakeholder Communication/ Family and Community Engagement Division of Public School Accountability – School Improvement Unit

### A disconnect between policies on paper and actual student outcomes led

Arkansas parents of children with disabilities to travel to the capitol in Little Rock and testify before the Legislative Task Force on the Best Practices for Special Education. The Arkansas Public Policy Panel reflected that the stories they shared about their children’s experiences in school were “heartbreaking,” but they “are playing a part in improving the system.”

Decades of IDRA research, collaborative partnerships, and practice show similar results: When families’ energies focus on educational equity and excellence — rather than being funneled into auxiliary roles — they play a pivotal part in transforming educational outcomes for children.

Drawing on this rich body of research, the IDRA EAC-South works with states, school districts, communities and families to power up school-family-community partnerships and create family engagement policies that honor families’ contributions and produce better results for underserved children.

Of the 490,000 children enrolled in Arkansas public schools, a majority (more than 62%) are low-income, 38% are students of color, 14% are students with disabilities, and 8% are English learners. Only 16% of young people in Arkansas, compared to 21% nationally, earn a bachelor’s degree (National Kids Count, 2018).

The Arkansas State Board of Education’s family engagement task force had made family and community engagement a focus but needed clear standards and measurable indicators to develop a vibrant and meaningful family engagement program — one that can help the state serve all students well. The board reached out to the IDRA EAC-South seeking to develop a meaningful family engagement plan for schools statewide. Aurelio Montemayor, M.Ed., senior associate and director of IDRA’s Education CAFE work, spearheaded the technical assistance effort.

IDRA teamed up with Arkansas’ task force to facilitate gatherings of more than 200 representatives of stakeholder groups, institutions and organizations across the state. We facilitated critical conversations among stay-at-home mothers, HeadStart leaders, and business owners; community advocates, superintendents and teachers; as well as representatives from the Arkansas Department of Education and State Board of Education. These dialogues laid a foundation for recognizing and respecting every participant as a peer. And they sparked conversations on the meaning, value and possibilities of authentic and vibrant family engagement in Arkansas.

Eighty-nine participants gathered in the city of Pine Bluff near the Arkansas River. Stakeholders convened for four coalition sub-group sessions (focused on leadership, talent/professional development, instruction, and culture) and four regional stakeholder meetings across the state — all culminating in a gathering on family engagement in Little Rock.

The results? The Arkansas Board of Education and State Department of Education finalized a strategy statement for family engagement for Arkansas schools. The state has developed an online network of dedicated stakeholders, and plans are in the works to launch an online community of practice on family engagement. With Arkansas' approach — and through its National Association of State Boards of Education Deeper Learning and Equity Grant — other states can emulate the process.



The IDRA EAC-South serves states and school districts in federal Region II: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Washington, D.C. IDRA EAC-South provides capacity-building technical assistance to schools, districts, and state agencies across federal Region II to address civil rights-related complaints and equity issues.

**“The Arkansas Department of Education and the Arkansas State Board of Education’s Task Force on Family Engagement in Learning and Deeper Learning Grant commend the quality technical assistance received from the IDRA EAC-South.”**

— Johnny Key, Arkansas Commissioner of Education

**“We really need to have a common vision for what community engagement is yet have a heart for what that means individually. So while we need people to be involved, we also can’t force our vision into each community.”**

— Lupe Peña de Martínez, Assistant Principal, Forest Park Elementary School, Arkansas

## Arkansas — Family Engagement Planning Stakeholders

The following organizations were among those that took part in Arkansas Task Force meetings, with technical assistance from IDRA EAC-South.

### ORGANIZATIONS

- Adult Learning Alliance of Arkansas
- Arkansas Children’s Way
- Arkansas Department of Human Services - Division of Early Childhood
- Arkansas Foundation for Medical Care
- Arkansas Head Start
- Arkansas Literacy Association
- Arkansas PTA
- Arkansas State Chamber of Commerce
- Arkansas United Community Coalition (AUCC)
- AT&T Services, Inc.
- Boys and Girls Club of Central Arkansas
- ForwARd Arkansas
- HIPPY Arkansas
- Ivy Center for Education, Inc.
- Literacy Action of Central Arkansas

- OneCommunity
- Project Launch Arkansas
- The Arkansas State Board of Education
- The Center for Exceptional Families
- The Department of Arkansas Heritage
- Winthrop Rockefeller Foundation

### COLLEGES AND UNIVERSITIES

- Arkansas State University
- Arkansas Tech University
- College of Education and Health Professions - University of Arkansas
- Henderson State University
- Philander Smith College
- Southeast Arkansas College
- University of Arkansas
- University of Arkansas at Little Rock

- University of Arkansas at Monticello
- University of Arkansas Pulaski Tech

### SCHOOL DISTRICTS

- Bentonville Schools
- Blytheville School District
- Cabot Public Schools
- Dollarway School District
- Huntsville School District
- Little Rock School District
- McGehee Public Schools
- North Little Rock School District
- Pangburn School District
- Pine Bluff School District
- Rogers Public Schools
- Sheridan Schools
- Springdale Public Schools
- Star City School District
- Stuttgart School District
- Van Buren Public Schools
- Whitehall District Schools

# School System Fundamentals

Which fundamentals must be secured?

## Case Study

# Addressing Bias in STEM Access in Nashville



**LEFT TO RIGHT**  
District leaders in Metropolitan Nashville Public Schools build a timeline during IDRA's session on the history of public education, desegregation and the magnet school movement.

**In the booming city of Nashville, Tennessee, Metro Nashville Public Schools serves a diverse** student population of more than 86,000 children, including students from 50 countries who speak 40 languages. Over half of MNPS students are economically disadvantaged, more than 17,000 are English learners, and 11,000 students receive special education services.

Tennessee's Department of Education recently reported that the number of Metro Nashville schools on its "priority list" had doubled — from 11 to 21. These schools scored in the bottom 5% statewide on standardized testing — or had a graduation rate of less than 67%.

Nashville Mayor David Briley stated: "Thousands of Metro students are not getting the education they deserve, particularly low-income students and students of color."

With a mission of becoming the fastest-improving urban district in the nation, Metro Nashville Public Schools, the mayor's office, Nashville Public Education Foundation, PENCIL, the Nashville Public Library, and other key partners strive to turn the tide.

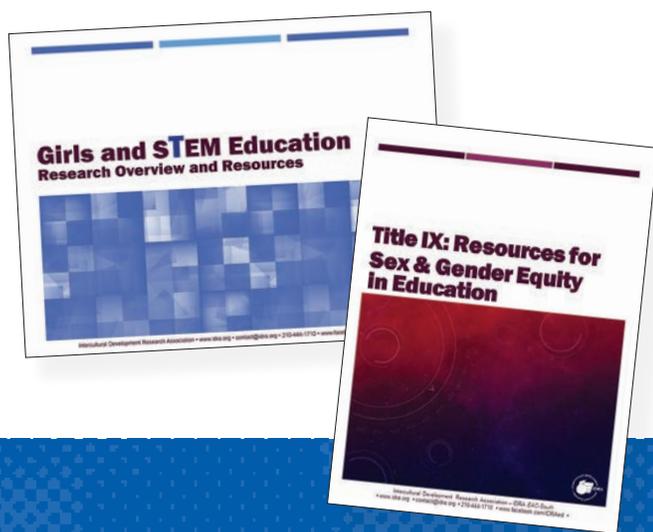
The district is working to increase the quality of pre-k programs, rolling out its first early college high school and implementing new STEM curricula at the pivotal elementary and middle school levels.

Through a Magnet Schools Assistance Program (MSAP) grant, the district established five magnet STEM-focused elementary schools with themes of arts, entrepreneurship, environmental science, environmental engineering, and biomedical sciences and integrated technology.

District leaders teamed up with the IDRA EAC-South on this multi-year initiative to increase diversity and equity in STEM at all five campuses. Based on findings from the district's school climate survey with students, the district identified key areas of concern. The IDRA EAC-South designed training, technical assistance and professional development for Metro Nashville to help educators address implicit bias, increase cultural competency, and implement culturally-sustaining pedagogy that foster more inclusive school settings for the diverse student communities that Metro Nashville serves.

IDRA kicked off the effort in the summer of 2018 during a STEM bootcamp with three technical assistance and training sessions for 75 teachers. Teachers came away from the IDRA sessions with a heightened awareness of the biases and disparities students in the district have historically faced — and a greater sense of empowerment, purpose and clarity in their roles of overcoming educational inequities. The workshops set the stage for ongoing practical training across campuses to improve educational equity and outcomes.

The IDRA EAC-South team also partnered with site coordinators and curriculum specialists from each campus to hone classroom observation and "walkthrough" skills. With enhanced skills, district supervisors are better equipped to recognize and address bias in STEM and to provide effective coaching and mentoring for teachers. IDRA will partner with the district to conduct professional development over the next two years on differentiated instruction, STEM education, and instructional coaching. As campuses gain skills to battle bias and engage all students in high-quality curricula, they are building a future of greater educational opportunity for students.



### Tools for Schools and Communities

- Title IX Resources for Sex & Gender Equity in Education
- eBook: Girls and STEM Education — Research Overview and Resources

IDRA eBook resources for gender equity and connecting girls in STEM

To support Metro Nashville Public Schools' ongoing work around equity, IDRA integrated our

## SIX GOALS OF EDUCATIONAL EQUITY

into our technical assistance.

### GOAL 1:

Comparably high academic achievement and other student outcomes

### GOAL 2:

Equitable access and inclusion

### GOAL 3:

Equitable treatment

### GOAL 4:

Equitable opportunity to learn

### GOAL 5:

Equitable resources

### GOAL 6:

Accountability

# School System Indicators — Parent and Community Engagement

Where do we focus change?

## Case Study

# Building a Network of Education CAFEs



**Decades of education research and practice bear out the principle that families can be** their children’s strongest advocates, but education systems, educators and policymakers often marginalize families out of decisions on the very policies and practices that most impact their children’s academic success. Rooted in the *colonias* (unincorporated areas) of South Texas, IDRA’s Education CAFE model disrupts this pattern and offers transformational solutions.

Unlike traditional family engagement that is centered in schools, Education CAFEs are based in community centers, and they support the leadership of parents, grandparents, siblings and neighbors — all who are custodians of children’s academic success. Education CAFEs partner with neighborhood public schools on identifying educational needs and gaps, and improving educational quality, equity and outcomes. Through Education CAFEs, families carry out meaningful projects, like promoting the accessibility of advanced placement, dual credit and pre-algebra courses.

Based on the success of its approach to family engagement, in late 2012, IDRA received an Investing in Innovation Fund (i3) grant from the U.S. Department of Education to expand development of IDRA’s family engagement model in five communities in South Texas. By the end of the grant period, we established eight family leadership centers.

IDRA then further scaled the Education CAFE model and ensured that networks of Education CAFEs worked together at the regional level to inform education policy and practice that impact vulnerable children. With support from the W.K. Kellogg Foundation, IDRA sought to enhance the futures of vulnerable children in Texas by (1) expanding the Education CAFE model from South Texas to the Dallas area, Houston, El Paso and San Antonio; and (2) forging an Education CAFE Network — community-based family and educator groups that help inform implementation of the federal Every Student Succeeds Act.

Families and community members come together for a *Mesa Comunitaria* held by ARISE, Pharr-San Juan-Alamo ISD and IDRA.



## Annual IDRA La Semana del Niño Parent Institute™

IDRA's 20<sup>th</sup> Annual IDRA La Semana del Niño Parent Institute in April offered 250 families, school district personnel and community groups from across the country the opportunity to share best practices, network, obtain resources and information, and receive training and bilingual materials on IDRA's nationally-recognized research-based model for parent leadership in education.

The livestream video recorded by Nowcast-SA is available online at IDRA's YouTube page, including the closing remarks by Dr. Robledo Montecel; Rosie Castro, community advocate; Valued Youth tutors from South San Antonio ISD; Dr. Diane Melby, President, Our Lady of the Lake University; and Becky Barrera, National Latino Children's Institute.

**“We really want to see parents and students through the Education CAFE to be empowered to say, hey, we want change in our community and we’re going to be the leaders in this...and for them to understand the capacity they have to be strong advocates for their children, for their grandchildren and other students in their area.”**

– Angelica Razo, Houston Northside Education Coalition

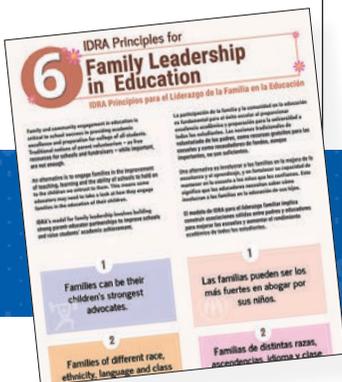
The project exceeded its goals. IDRA and its partners established Education CAFEs in communities across the state:

- **Houston's Education CAFE** convened families, educators and high school students at Northside High School and focused on feeder pattern schools and report card data, particularly for educating English learners.
- **In El Paso, Education CAFE members** consistently reviewed data on their target schools and urged the district to improve the schools rather than shutting them down.
- **In San Antonio, Education CAFE families** examined the pros and cons of converting middle schools to focused magnet schools.
- **Garland Education CAFE** members monitor discipline and college preparation, especially for African American students.
- **The South Texas Education CAFE network** involves several counties and about 10 school districts who focused on college preparation and access and formed local school committees to monitor program effectiveness. They held periodic meetings with superintendents and other central office administrators.

As a network, Education CAFE members led sessions at the highly engaging 2018 Annual IDRA La Semana del Niño Parent Institute. The institute featured a panel on the Education CAFE model, a press briefing by education and civil rights leader Rosie Castro, and nationally-broadcast livestreams on family leadership and on high-quality early childhood education for vulnerable children.

The success is spreading. Today, there are hundreds of Education CAFE families in multiple areas working with school leaders to monitor the academic success of their children and other neighborhood children\*.

\* Chafkin, N., *Independent Evaluation*, 2019



## 6 Principles for Family Leadership in Education

IDRA's model for family leadership involves building strong parent-educator partnerships to improve schools and raise students' academic achievement.

# School System Indicators – Teaching Quality

Where do we focus change?

## Case Study

# Preparing a New Generation of Teachers for Today's Classrooms



The Preparing Teachers to Serve Today's Classrooms infographic gives highlights from IDRA's accelerated teacher preparation and certification projects that operated over the course of 15 years through six multi-year Transition to Teaching grants, funded by the U.S. Department of Education.

**Sheila Lozano-Vela had a bachelor's degree in international business and was working as a teacher's assistant at an elementary school when she joined IDRA's Transition to Teaching program.** The program gave her an opportunity to advance her career in the educational field and helped her school by providing a talented, much-needed bilingual teacher. Today, Ms. Lozano-Vela is one of over 760 teachers that IDRA's Transition to Teaching program prepared and placed in classrooms where they are most needed.

With public schools facing persistent teacher shortages in math, science, bilingual/ESL and special education fields, IDRA created a new model. IDRA's Transition to Teaching Program, funded by the U.S. Department of Education (2001-02 to 2017-18), developed new approaches to selecting, preparing and placing dedicated and culturally-proficient educators in diverse high-need classrooms.

IDRA's accelerated teacher & certification model recruited talented mid-career professionals from communities of color with a dedication to serving diverse classrooms. The program developed powerful consortia with colleges, universities, and K-12 and community partners, allowing us to combine teacher preparation with professional development that focuses on valuing pedagogy and practice. Finally, the program empowered new teachers in their internships and classroom placements, with asset-based IDRA mentoring and coaching and with classroom observation and feedback.

**"I know so many people who have degrees in different careers, and they would love to teach. I know they can do it well. I'm an example."**

—Sheila Lozano-Vela, Middle School Teacher, IDRA Transition to Teaching Graduate

The results are significant. IDRA's Transition to Teaching Program prepared 768 culturally- and linguistically-diverse teachers for bilingual, ESL, special education and essential STEM subjects, benefitting children in 55 Texas high-need school districts. IDRA focused on key teacher shortage areas. IDRA's report outlines lessons learned, best practices and implications for future quality teaching efforts in line with IDRA's recommendations: (1) value and practice diversity, (2) include all stakeholders, and (3) expand intervention models. Ninety-three percent of teachers felt that program was effective at preparing them for diverse classrooms.

Transition to Teaching has worked well for smaller rural districts, like Carrizo Springs CISD, which serves a student population of 2,450, and for districts in large urban settings like Dallas ISD, the second largest public school district in Texas. The cross-sector IDRA-college-K-12 consortium, along with mentoring and coaching that empowers teachers, are at the heart of the program's success. With teacher shortages around the country, the program offers a transferrable model for the field.

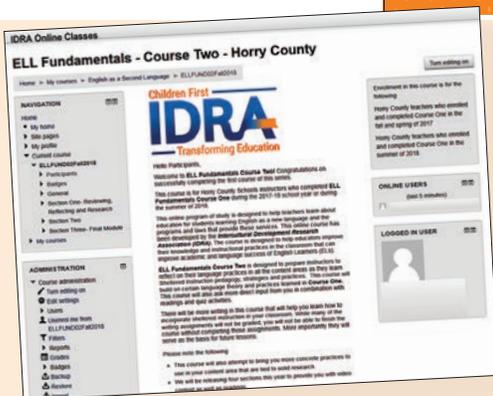


Ms. María Mantilla, recent English graduate, became a IDRA Transition to Teaching bilingual kindergarten teacher in Houston.

Most importantly, mid-career professionals with passion for teaching, like Sheila Lozano-Vela, are making a difference in the lives of their students. Through IDRA's Transition to Teaching collaboration with South Texas College and Mission CISD, Ms. Lozano-Vela earned her Generalist EC-6 certificate with bilingual education supplemental-Spanish EC-12 and languages other than English-Spanish EC-12. Now a middle school teacher, her school chose her to serve as the teacher coordinator for her school's IDRA Valued Youth Partnership program based on her dedication and experience to valuing all youth, without exception, and helping her students to succeed academically and thrive.

## Online Tools and Articles

- [Creating Effective Diverse Classrooms through Accelerated Teacher Certification](#)
- [Report: IDRA Transition to Teaching Program – 15-Year Synthesis](#)
- [Infographic – Preparing Teachers to Serve Today's Classrooms](#)



## Districtwide Preparation for English Learner Education

IDRA's customized online courses for a school district in South Carolina is equipping 1,800 teachers in 53 schools to better serve English learners across all grades. In collaboration with Horry County Schools and the U.S. Department of Education, the IDRA EAC-South designed a blended approach where teachers began the three-year project by (1) completing a 10-hour online course on English learner basics during the first year; (2) completing a 10-hour online course on sheltered instruction fundamentals during the second year; and (3) participating in online and on-site training and support sessions during the third year. The approach also included building the capacity of instructional coaches and principals at all campuses through onsite training sessions.

**“Districts needed knowledgeable, capable teachers to help students succeed in high-need subject areas – mathematics, science, [and] language arts. IDRA assured that all teachers selected met the requirements to enroll and complete project requirements, successfully passed state test requirements and were placed in high-need campuses.”**

– Transition to Teaching Program Administrator

**IDRA Transition to Teaching projects**, funded by the U.S. Department of Education (2001-02 to 2017-18 school years):

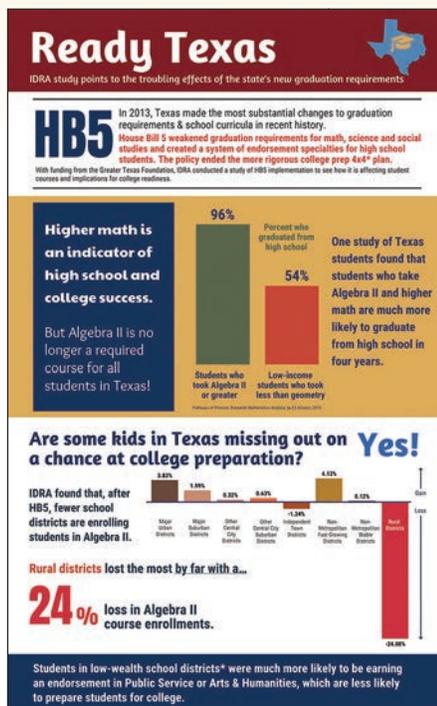
- **Bilingual Education Collaborating Alliance (BECA)** – prepared bilingual education and ESL teachers in Texas
- **Teacher Excellence for All Students (T-TEXAS)** – prepared bilingual and ESL teachers in Texas districts with high numbers of English learners
- **Accelerated Teacher Certification (Transitions)** – prepared and helped certify recent graduates and mid-career professionals to become bilingual/ESL elementary teachers.
- **Math and Science Smart (MASS)** – prepared and placed middle and high school math and science teachers with ESL supplemental endorsement in 10 high-need Texas school districts.
- **Accelerated Teacher Preparation for Texas (Caminos)** – prepared teachers with combined bilingual/ESL and special education certification to teach in high-need school districts.
- **Teachers for Today & Tomorrow (T<sup>3</sup>)** – prepared and placed teachers in multicultural settings in bilingual/ESL and STEM subjects.

# School System Indicators: Curriculum Quality

Where do we focus change?

## Case Study

# Examining Curriculum Policy for College Readiness



Infographic from IDRA's initial Ready Texas study – IDRA study points to the troubling effects of the state's new graduation requirements.

### In 2013, Texas made the most substantial changes to graduation

requirements and school curricula in recent history. House Bill 5 weakened graduation requirements for math, science and social studies and created a system of endorsement specialties for high school students. The policy ended the more rigorous college prep “4x4” plan.

How the state implements these changes – and what it means for students, families and schools – has a deep impact on college preparation, access and completion, particularly for students now underrepresented in degree attainment. With funding from the Greater Texas Foundation, IDRA studied HB5 implementation to see how it is affecting student courses and the implications for college readiness.

IDRA conducted a mixed-method study examining two research questions: (1) Statewide, what district characteristics are associated with indicators of postsecondary success? and (2) How are educators, families, and students navigating the implementation of the new high school graduation requirements?

The first question examined broad patterns across the state, while the second question provided a nuanced, qualitative look at the practices and experiences of the policy changes in a sample of six districts. Our Phase I, Ready Texas: Stakeholder Convening guided this study. The Greater Texas Foundation funded the event that was led by IDRA and hosted by the University of Texas at Austin.

We used IDRA's empirically-based Quality Schools Action Framework that recognizes the role that diverse stakeholders play in securing student high school graduation with the preparation to enroll and succeed in college.

The study results showed:

- Rural districts lost 24% in Algebra II course enrollments.
- 45 school districts studied chose to require the “distinguished level of achievement” designation as part of their default graduation plan for their students, thereby mirroring the previous graduation requirements. These districts had fewer losses in Algebra II course enrollment.
- Students in high-poverty schools are more likely to declare non-college bound endorsements than students in low-poverty schools. (While no endorsement path automatically prepares students for college, the multidisciplinary studies and STEM endorsements are most likely to do so.)
- Students and parents interviewed perceive that there are few real-life counterparts to endorsements.

- Most counselors expressed concern that endorsements may derail students' college plans because students and educators often see endorsements equally as important to college preparatory coursework.

The findings and policy recommendations from this study: inform a wide array of education stakeholders on best practices; serve families and students through the expanded information on navigating course options and pathways; facilitate cross-sector collaboration that focuses

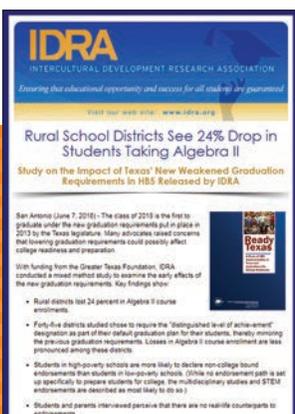


**As an organization focused on postsecondary success for Texas students, we know a student's math trajectory is critically important. This report by IDRA is an important early indicator of the academic impact of Texas' new graduation requirements, particularly for rural students. We should be paying attention and work together at all levels — state to communities to schools — to ensure we are providing students the opportunities, supports, systems, and resources for success."**

— Sue McMillin, President & CEO of Greater Texas Foundation

on college quality and access (particularly among families, schools, and community); and contribute to the field by identifying directions for further study, monitoring and assessment.

In the next phase of Ready Texas, IDRA is conducting a qualitative study about how counselors see their roles in light of the state's curriculum changes.



## IDRA Ready Texas Reports and Resources

- Ready Texas — A Study of the Implementation of HB5 in Texas and Implications for College Readiness
- IDRA eNews — Ready Texas Key Findings
- Policy Brief and Recommendations
- Infographic — Ready Texas Graduation Requirements Study
- Podcast: Ready Texas Study of New Graduation Requirements — Classnotes Podcast 178
- Why Algebra II? — Classnotes Podcast 133
- Compendium of Ready Texas Resources

[www.idra.org/research\\_articles/ready-texas](http://www.idra.org/research_articles/ready-texas)

# School System Indicators – Student Engagement

Where do we focus change?

## Case Study

# Sustaining a Generation of Valued Youth

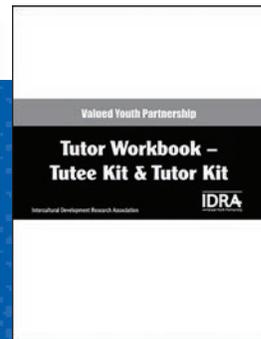
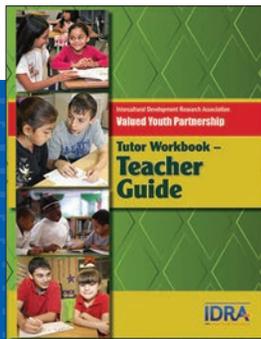
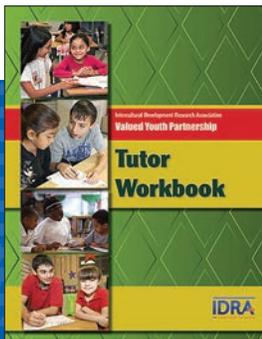


Dr. Nilka Avilés works with teachers and school administrators to review the IDRA Valued Youth Partnership research-based instructional and support strategies.

**The IDRA Valued Youth Partnership (formerly called the Coca-Cola Valued Youth Program)** is a research-based, internationally-recognized dropout prevention program that **keeps 98% of its tutors in school**.

Made possible through local collaboration with public schools and universities and a ground-breaking public-private sector partnership with the Coca-Cola Foundation that spanned more than three decades, the **program kept more than 35,000 students in school**, young people who were previously considered at risk of dropping out. The lives of more than **725,000 children**, families and educators have been positively impacted by the program, which is in schools across the United States and has been in Brazil, England and Puerto Rico.

In the program, students who are considered at-risk of dropping out of school are placed as tutors of elementary students, enabling them to make a difference in the younger students' lives. Results show that tutors stay in school, have increased academic performance, improved school attendance and advanced to higher education. IDRA based the program design on IDRA research on the dropout issue and school holding power.



The Valued Youth Partnership's set of guides and your IDRA site coordinator will help get the program up and running at your school.

## Join the Partnership: Bring this Effective Model to Your School!

The IDRA Valued Youth Partnership program was named a Hispanic Education Bright Spot by the White House Initiative on Educational Excellence for Hispanics, featured as an "American Graduate Champion" by PBS and approved by the Texas State Board of Education as an innovative course eligible for elective credit at the high school level. If your school seeks to adopt this successful dropout prevention and youth leadership program, contact IDRA.

<https://www.idra.org/valued-youth>



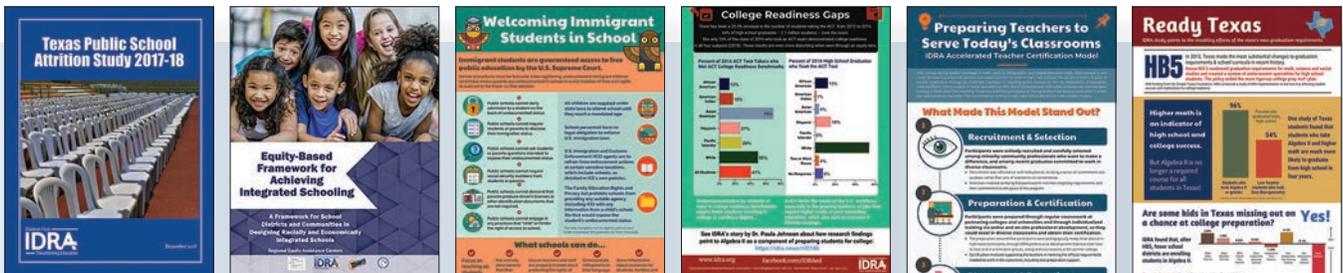
In 2018, IDRA implemented the program in five states — California, Illinois, Michigan, New York, Texas — through powerful partnerships among anchoring elementary and secondary schools and a cornerstone university partner in each city.

Following the successful expansion of the program to school districts in the west, mid-west, south, and east, in July 2019, IDRA and The Coca-Cola Foundation celebrated and concluded our longstanding partnership. On behalf of all of our valued youth tutors, families, teachers coordinators, and school and university partners, IDRA is profoundly grateful to the foundation for its visionary and stalwart support of this program. Our unique collaboration led to formation of the program's distinctive five instructional strategies and five support strategies, its strong research base and evaluation design, as well as development of resources for participating schools.

Looking ahead, IDRA will continue to carry forward this transformational program, now known as the IDRA Valued Youth Partnership.

**“This made me open my eyes and has given me reasons that I should come to school every day, and that’s exactly what I’m doing for my Pre-K tutees.”**

— Melanie Esparza,  
Ninth Grade, South San Antonio ISD



## New IDRA Tools, Research and Publications

### IDRA Classnotes Podcast — Now available on Spotify!

- Strategies for Restorative Student Discipline — Episode 179
- Holding Back In-grade Retention — Episode 182
- Teacher Adapts Curricula to Circumvent Institutional Discrimination — Episode 183
- Teacher Responsibilities in Supporting LGBTQ Students — Episode 184
- Dress Codes and Religion Equity — Episode 186
- District Innovation Reverses Truancy — Episode 188

### Resource Compendia

- Restoring Justice
- Gender Justice
- Duty to Educate
- Rejecting a Return to Tracking
- College Preparation

### Infographics

- Texas public schools are losing one out of four students
- College Readiness Gaps
- Preparing Teachers to Serve Today's Classrooms
- Ready Texas Graduation Requirements Study
- Welcoming Immigrant Students in School
- 6 Principles for Family Leadership in Education

### eBooks & Online Tools

- Supporting Immigrant Students' Rights to Attend Public Schools (updated)
- 2018 Winning Valued Youth Program Essays
- Title IX Resources for Sex & Gender Equity in Education
- Girls and STEM Education — Research Overview and Resources
- Timeline — A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children

**These New IDRA Tools, Research and Publications are available online:**

**[www.idra.org/  
annual-reports](http://www.idra.org/annual-reports)**

# Driving Change National Highlights in 2018

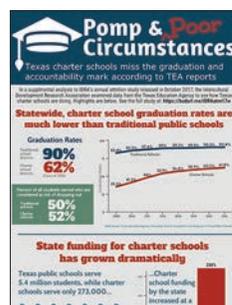
## JANUARY

**Education CAFE Network** Aurelio Montemayor, M.Ed., kicked off 2018 Education CAFE planning meetings with community leaders at San Antonio's Presa Community Center, while Michelle Martínez Vega provided technical assistance with Equal Voice Network leaders at ARISE Support Center's Education CAFE in Alamo, Texas. Through IDRA's community-centered Education CAFE Network, funded by the W.K. Kellogg Foundation, hundreds of formerly-disenfranchised families now work with school district leaders to monitor the academic success of their children and other neighborhood children. (See Page 11.)

### New Resources for Family and Community Leadership in Education

- Stronger Parent Involvement through Family Leadership in Education Projects – Classnotes Podcast Episode 185
- ESSA Requirements for Schools and Parent Involvement – Training Kit
- Restoring Justice Compendium

Resources mentioned in this timeline are available online: [www.idra.org/annual-reports](http://www.idra.org/annual-reports)



### "The Class of 2016 saw Graduation Rates of 62% in Charter Schools Compared to 90% in Traditional Public Schools"

– Dr. Robledo Montecel reported findings from an additional analysis to IDRA's annual attrition study that examined annual dropout and longitudinal graduation rates in Texas charter schools from 2009 to 2016.

## FEBRUARY



**Principal Leadership** Through IDRA's School TurnAround and Reenergizing for Success (STAARS) Leaders project, we created a unique model that focused on cohesive, meaningful change for struggling schools through mentoring and supporting campus leadership. With funding from the U.S. Department of Education, IDRA worked with San Antonio ISD and the McNeil Foundation to prepare applicants for placement in campus leadership positions. In February, Dr. Nilka Avilés and Dr. Kristin Grayson conducted one of a series of cognitive coaching sessions to empower school leaders to strengthen instruction for students.

**Mexican American School Board Members Association Conference** David Hinojosa, J.D., presented to MASBA members on "The District Equity Plan under ESSA and How Districts Can Use this Opportunity to Truly Build Equity for All."

At a Texas school district, Dr. Paula Johnson and David Hinojosa, J.D., led one of a series of IDRA EAC-South training sessions for faculty, graduate students and pre-service teachers on **cultural competency, implicit bias and culturally-sustaining pedagogy with a focus on English learners.**

## MARCH



At the **National Association for Bilingual Education conference** in Albuquerque, New Mexico, Dr. Nilka Avilés and David Hinojosa, J.D., presented on creating a culturally-competent school climate around social justice principles for equitable English learner academic success. And at the **San Antonio Area Association for Bilingual Education (SAAABE)**, Dr. Sulema Carreón-Sánchez showcased IDRA's **Early Childhood Classrooms of Excellence model** and **Semillitas de Aprendizaje**, a unique bilingual supplemental curriculum developed by IDRA to help teachers foster literacy, numeracy and social-emotional development, while valuing and capitalizing on children's home language and culture.



In seminal national research on bilingual education that resulted in the tool, **Good Schools and Classrooms for Children Learning English**, IDRA identified characteristics that contribute to the high academic performance of students served by bilingual education programs. In March, SAAABE featured the study's 25 indicators of success as resources for teachers.

**U.S. Department of Agriculture Evaluation** Roy L. Johnson, M.S., presented findings of an external meta-evaluation involving over 60 grantee universities of the USDA National Institute of Food and Agriculture, Hispanic Serving Institutions grant program. The program funds HSI universities to enhance their ability to support underserved students and develop a skilled workforce in the food, agricultural, natural resources and human sciences.

**Texas School Finance Commission** IDRA presented invited testimony on "Equity and Meaningful Educational Opportunity for All." Prior to the 2019 legislative session, the commission met to provide recommendations for how the state could achieve an equitable school finance system. IDRA provided expert testimony at several hearings held by the commission.

## APRIL



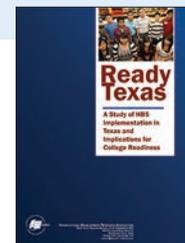
### AERA Hispanic Issues SIG Award

At the American Educational Research Association annual meeting, Dr. Robledo Montecel received the Hispanic Research Issues SIG Award for Research in Elementary, Secondary or Postsecondary Education.

### Annual IDRA La Semana del Niño Parent Institute™

IDRA brought together 250 families, school district personnel and community groups from across the country for 21 bilingual sessions on key education topics, most led by parents, students and community leaders and a press briefing affirming that parent and student voices should be heard, and education policy should reflect their call for every student's right to a high-quality, college-ready education.

## MAY



IDRA published **Ready Texas: A Study of the Implementation of HB5 in Texas**, funded by the Greater Texas Foundation. (See Page 15.)

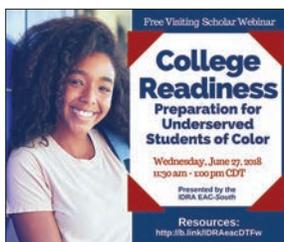


**"I am reminded that it wasn't that long ago when my children were younger that I was sitting where you are... trying to make sure that my children had the best opportunity to learn... and create a better life. What you are doing today is so important because it is part of life-long learning. Education never stops, and education is transformative."**

— Rosie Castro, Community Advocate

**"PreK Report Shows State Policies Weak on Meeting Needs of English Learners."** IDRA shared findings from the State of Preschool released by the National Institute for Early Education Research. We included strategies for improving early education from **IDRA's Early Childhood Classrooms of Excellence model** and **Semillitas de Aprendizaje** supplemental curriculum.

## JUNE



Under the leadership of David Hinojosa, J.D., the IDRA EAC-South hosted **College Readiness – Preparation for Underserved Students of Color**, featuring visiting scholar Dr. Cristóbal Rodríguez, Associate Professor and Director of Graduate Studies in the School of Education at Howard University, and panelists, Dr. Scott Fritz,

Chief of Staff, Teaching, Leading and Learning, School District of Osceola County, Florida; Dr. Morcease J. Beasley, Superintendent, Clayton County Public Schools; Nyla Bell, M.S., Senior Education Equity Specialist, Center for Education Equity; and Hector Bojorquez, IDRA Director of Operations.



LULAC Florida's Director of Education, Mari Corugedo, Alberto M. Carvalho, superintendent, Miami-Dade County Public Schools, and David Hinojosa, J.D., at the LULAC convening of Florida state and local organization leaders to discuss the state's proposed **ESSA plan** and ways to improve it and ensure

educational opportunity at the local community level. The IDRA EAC-South co-facilitated the event.

## JULY

**Converting Theory to Practice.** The IDRA EAC-South presented on ESSA at NAACP's Daisy Bates Education Policy Symposium in San Antonio; provided training for school administrators in Louisiana on implicit bias and cultural competence; and, in collaboration with a Louisiana school district, developed an equity plan and delivered training on creating equitable classrooms.



### IDRA at 45 Years: Courageous Connections for Advocacy.

IDRA published a series of articles and resources authored by Dr. Robledo Montecel and Aurelio Montemayor, M.Ed., reflecting on IDRA's 45<sup>th</sup> anniversary and outlining the path forward to educational excellence and equity:

- Beginning with the End in Mind to Establish Equitable, Excellent Education
- Valuing Youth and Assuring that All Youth Count
- InterAction with the Ecosystem – The IDRA Quality Schools Action Framework

### Classnotes Podcasts Related to IDRA's 45<sup>th</sup> Anniversary

- Busting Myths About Children of Poverty – #50
- A Valuing Professional Development Model – #143
- Student Voices on Being Valued – #54

## AUGUST

**"Our experiences make us who we are. I learned that teachers can help you see your true value. [VYP] also prepared me to work with my tutee, to show him that there are people who care, and that's what is important in life."**

— Santiago Sosa, 11th Grade, Ector County ISD, Texas



Six students received prizes in a national competition among participants in the **IDRA Valued Youth Partnership**, a nationally-recognized cross-age tutoring program. Tutors wrote about how the program helped them do better in school and how they had helped their tutees to do better.

**LEFT:** First Place High School Winner – Santiago Sosa, 11<sup>th</sup> Grade, Odessa High School, Ector County ISD, Texas

## SEPTEMBER



IDRA selected **Celina Moreno, J.D.**, as IDRA's **new President & CEO**, set to begin in the new role on February 1, 2019. She succeeded Dr. Robledo Montecel, who retired at the end of January 2019 following 42 years of service to IDRA, including 26 years as its leader.

**"I am so pleased to welcome Celina back to IDRA. I know I will be leaving IDRA in excellent hands to carry IDRA's national voice for action and change in ways that benefit all children."**

– Dr. Robledo Montecel

**"Celina's expertise and passion for advocacy in education and civil rights has been the foundation of her career and will serve IDRA brilliantly as we move into this next era of work to achieve equal educational opportunity for all students."**

– Mr. Juventino "Tino" Guerra, IDRA Board Chair



Aurelio Montemayor, M.Ed., supported IDRA Education CAFE members in Alamo, Texas, as they prepared for Saturday's **Mesa Comunitaria** – an event led by and for parents and students to improve education in their community.

**Teachers Prepared to Serve Today's Classrooms – IDRA Report Provides 15-Year Synthesis of IDRA's "Transition to Teaching" Program** IDRA released a 15-year synthesis of its "Transition to Teaching" programs, managed by Dr. Abelardo Villarreal. This contribution to teacher preparation for diverse classrooms spanned six multi-year Transition to Teaching grants, funded by the U.S. Department of Education. (See Page 13.)

## OCTOBER



**Mexican American Studies K-12 Professional Development** In collaboration with the University of Texas at San Antonio, IDRA held a training session for educators. The session provided guidelines on how to plan and teach Mexican American Studies at district and campus levels with curriculum for social studies, history, literature and fine arts. To further the learning and networking, IDRA created an online community of practice for educators and community members to share lesson plans, resources, events and ideas.



Dr. Robledo Montecel received the **Lifetime Achievement Award, Texas Association for Bilingual Education**, Dallas, October 2018

In Little Rock, Arkansas, the IDRA EAC-South co-planned and co-facilitated the last of five regional community meetings to review the state's new **Family and Community Engagement Essentials and Framework**.



## NOVEMBER

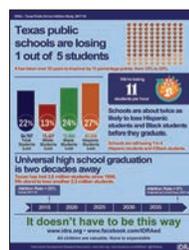


### 50 Years Later: Holding up the Mirror – Commemorating the 50<sup>th</sup> Anniversary of the 1968 U.S. Commission on Civil Rights

This major event held at Our Lady of the Lake University (OLLU), examined the progress of the past 50 years and the needs for the future. IDRA assisted with planning the event, and staff moderated two of the

panel discussions: Aurelio Montemayor, M.Ed., on "Family Engagement and Chicano Education: Then, Now and Future," and David Hinojosa, J.D., on "Can Education Ever be the Great Equalizer in an Unequal Texas?"

Five years before IDRA's founding, inequities in school finance and other areas had been the focus of hearings in San Antonio in December of 1968. The commission heard testimony at OLLU about the status of Mexican Americans in the Southwest. For two of the five days, the proceedings focused on education. Dr. José A. Cárdenas, who would later found IDRA, and Aurelio Montemayor, M.Ed., who joined IDRA in 1975, were among the many who testified. The testimony cultivated a broad consciousness of the many challenges our students faced in schools and other institutions. Since its founding in 1973, IDRA has been at the forefront of legislative and litigation efforts to achieve equal educational opportunity through strong public schools that prepare all students to access and succeed in college. With this legacy, IDRA worked with a team of authors to produce a seminal book, *Mexican Americans in Texas: 1968 – 2018*, to be previewed at the anniversary event. IDRA wrote the education chapter, "Unmet Promises in Education – Mexican Americans and Persistent Discrimination in Texas Education," for the forthcoming book.



IDRA released its **33rd Annual Texas Public School Attrition Study**, reporting that the Texas high school attrition rate had reached the lowest rate in over three decades. In 1985 – 86, when IDRA conducted the state's first attrition study, the rate was 33% and grew as high as 43% in later years. It has

taken over three decades to improve by 11 percentage points. IDRA's study finds that, at this pace, Texas will not reach universal high school education for another two decades and stands to lose over 2.3 million more students.

The annual attrition study included county-level data by race and ethnicity, trend graphs of high school attrition in each Texas county (online), a supplemental analysis for reaching a rate of zero, graphics showing different types of dropout data, and strategies and solutions for school leaders and teachers, policymakers, and student and family leaders for reducing attrition rates and strengthening school holding power.

## DECEMBER



**LEFT TO RIGHT** Sons, Xavier Mario Montecel Robledo and Ismael Gavino Montecel Robledo; daughter-in-law, Jill Potkalesky; Dr. Robledo Montecel; husband Lucas Montecel.

IDRA staff, community and comadres commemorated the leadership of Dr. Robledo Montecel with a celebration gathering on December 7, 2018, at OLLU's Chapel Auditorium.

**“Cuca is a unique combination of smarts, class and guts. She is absolutely dedicated to low-income and minority students and is indefatigable in her advocacy for them. We are so lucky to have had her working for us for almost 50 years. Students all over the country – indeed the world – owe so much to Cuca for her devotion to a cause and energy and love to pursue it.”**

– Al Kauffman, J.D., civil rights litigator specializing in the education, voting and employment rights of Latinos, from: A Collection of Thanks and Farewells, IDRA Newsletter, November – December 2018

- Commemorative newsletter
- Commemorative video slideshow

- Reporte de estudio con estudiantes de la prepa / Después de 26 años se retira, Univision 41 San Antonio Interview of Dr. Robledo Montecel

# Financials

## Statement of Financial Position As of August 31, 2018

### Assets

Total Current Assets	\$1,664,015
Assets Designated for Development and Research	15,566,658
Board Designated OPEB *	405,111
Other Assets	169,389
<b>Total Assets</b>	<b>\$17,805,173</b>

### Liabilities and Net Assets

Total Current Liabilities	\$253,808
Board Designated OPEB*	0
Net Assets – Undesignated	662,711
Net Assets – Designated for Development and Research	15,971,769
Net Assets – Temporarily Restricted	916,885
<b>Total Liabilities and Net Assets</b>	<b>\$17,805,173</b>

\* Other post-employment benefits (OPEB) as designated by the IDRA Board of Directors.

## Statement of Activities For the Year ended August 31, 2018

### Support and Revenue

Foundations and Governmental	\$3,594,942
Program Revenue	695,191
Investment Income	555,235
Other	0
<b>Total Support and Revenue</b>	<b>\$4,845,368</b>

### Expenses

Program Services	\$3,857,949
Management and General	3,551
<b>Total Expenses</b>	<b>\$3,861,500</b>

### Change in Net Assets

Change in Net Assets for Operating Activities	\$983,868
Non-Operating (OPEB)	918,025
Total Change in Net Assets	1,901,893
Net Assets, beginning	15,649,472
<b>Net Assets, ending</b>	<b>\$17,551,365</b>

The Statement of Financial Position as of August 31, 2018, and the Statement of Activities for the year ended August 31, 2018, are part of IDRA's financial statements. The complete audited financial statements are available upon request to IDRA.

# 2018 Staff

## Leadership

Dr. María “Cuca” Robledo Montecel, President & CEO (retired January 31, 2019)

## Executive Team

Hector Bojorquez                      David Hinojosa, J.D.  
Christie L. Goodman,                  Roy L. Johnson, M.S.  
APR

## Staff

Dr. Nilka Avilés                          Dr. Paula Johnson  
Dr. Sulema Carreón-                  Aurelio M. Montemayor,  
Sánchez                                  M.Ed.  
Charles A. Cavazos                      Dr. Felix Montes  
Juanita “Janie”                          Annette Ramos  
Daywood                                  Jocellyn N. Rivera  
Lucia “Lucy” Estrada                      Dr. Bricio Vasquez  
Reymundo Flores,                          José Velázquez, M.Ed.  
M.B.A.    Michelle Martínez Vega

*Special thanks to Laurie Posner, M.P.A., for conducting the interviews featured in this report.*



## IDRA Board of Directors, July 2019

(shown above top left to lower right)

Dr. Ricardo R. Fernández  
Mr. Leo Zuñiga  
Mr. David L. Benson  
Mr. Jessie Rangel  
Dr. María “Cuca” Robledo Montecel,  
IDRA President Emerita  
Mrs. Rosalinda González  
Mr. Othón Medina, Vice Chair  
Ms. Celina Moreno, J.D., IDRA President & CEO  
Dr. Sally J Andrade, Secretary  
Mr. Juventino “Tino” Guerra, J.D., Chair  
Dr. Max Spencer Castillo (not shown)  
Mr. Jesse S. Treviño (not shown)  
Mr. William Acosta† (deceased)

# Funders

## Funders Who Have Helped Make IDRA’s Work Possible

Administration for Children, Youth and Families  
The Andrew W. Mellon Foundation  
Anheuser-Busch Companies, Inc.  
The Annie E. Casey Foundation  
ASPIRA of New York  
The AT&T Foundation  
The Carnegie Corporation  
The Challenge Foundation  
Charles Stewart Mott Foundation  
The Children’s Trust Fund of Texas  
Clemson University – NDPC  
The Coca-Cola Foundation\*  
The Coca-Cola Company  
The Danforth Foundation  
The Edna McConnell Clark Foundation  
The Edward Hazen Foundation  
The Evangelical Lutheran Church in America  
The Ford Foundation  
The General Sciences Foundation  
George Washington University  
Greater Texas Foundation\*  
The Houston Endowment, Inc.  
JP Morgan Chase Foundation  
The Kresge Foundation  
The Lilly Endowment  
League of United Latin American Citizens  
Marguerite Casey Foundation  
The Mexican American Legal Defense and Educational Fund  
The National Coalition of Advocates for Students  
The National Endowment for the Humanities National Education Association  
National Institute of Mental Health  
The National Science Foundation  
National Urban Coalition  
The Primerica Foundation  
The Rockefeller Foundation  
Southwestern Bell Texas Department of Community Affairs  
Texas Education Agency  
Texas Guaranteed Student Loan Corporation  
Texas Higher Education Coordinating Board  
U.S. Department of Education\*  
U.S. Department of Health and Human Services  
U.S. Department of Justice  
University of Houston  
The W.K. Kellogg Foundation\*  
Wachovia Foundation  
Wells Fargo Foundation  
The William Randolph Hearst Foundation

\* Grants during 2018 reporting period



## New IDRA Tools, Research and Publications

### Family Engagement Training Kits

- ESSA Requirements for Schools and Parent Involvement
- Community-Based Parent Involvement
- Texas Graduation Requirements and Opportunities
- Public Money for Public Schooling
- Career Awareness for College Planning – Training Kit

These New IDRA Tools, Research and Publications are available online:

[www.idra.org/annual-reports](http://www.idra.org/annual-reports)



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idra.news/  
LinkedIn



twitter.com/  
IDRAedu



**Intercultural Development Research Association**

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