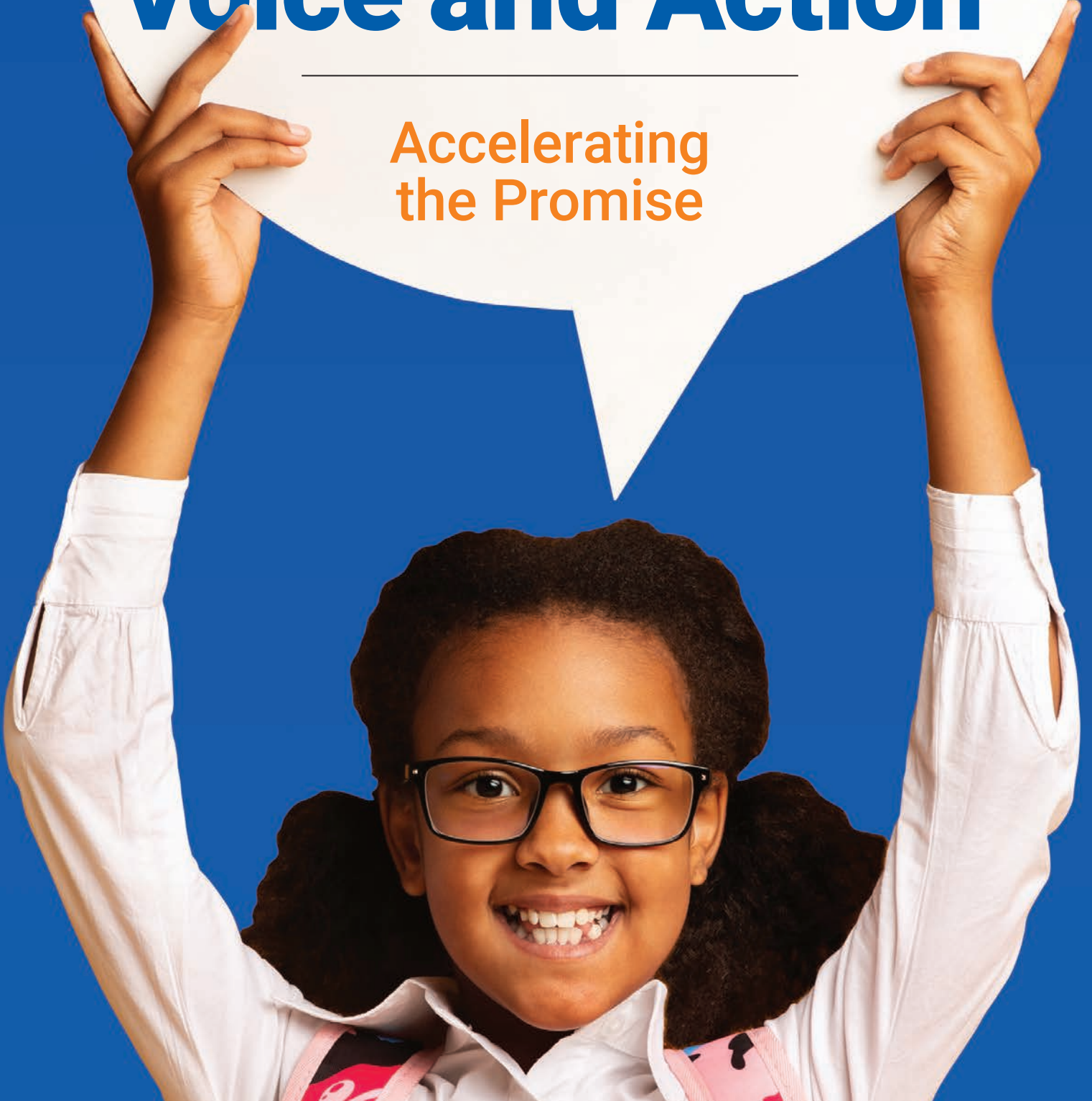


The Power of Voice and Action

Accelerating
the Promise



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About IDRA

IDRA (Intercultural Development Research Association) is an independent, private non-profit organization dedicated to assuring educational opportunity for every student. 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. 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

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.

Message From The President



Celina Moreno
IDRA President and CEO

Health has been on everyone’s mind. COVID-19 impacted our daily lives, our work, our recreation, our plans. Health is a state of physical, mental and social well-being, not merely the absence of disease or infirmity. When applied to education, the same is true.

School district health, for example, means more than grades or test scores. It means all students thrive. Educators, families and communities care for each other to ensure the educational well-being of students. This is most visible when schools graduate more and more young people with the preparation to access and succeed in college.

IDRA works hand-in-hand with people to build school capacity to value and engage all students in learning, growing and graduating.

During 2019 and 2020, IDRA analyzed data and conducted research to inform school improvement strategies across the U.S. South and to spark significant investment in distressed community schools. We built pipelines of leadership in school districts and coached principals to lead from a social justice mindset. We launched programs to open doors to STEM courses and careers for students.

As COVID-19 materialized, IDRA played a crucial role in supporting schools, districts and educators as they shifted to student learning from a distance. We immediately responded by developing resources for educators and families so learning could go on in an equitable manner.

Then, as students returned to school after an extended time away, we knew it was more important than ever to strengthen the school-family-community bonds in order to reconnect with students, especially those who were harder to reach during COVID-19 shutdowns.

During a period of great disconnection, we brought people together – teachers, students, families, policymakers – to hear from each other about what they were experiencing. They called for schools to come back better to serve all students: stronger curriculum and policies so children feel welcomed at school, regardless of their race, gender, native language or family income; fairer school funding; more authentic family engagement; and higher expectations and supports for college readiness.

Meaningful change takes deliberate energy.

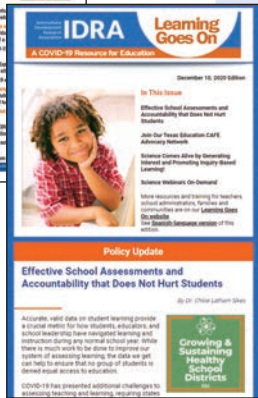
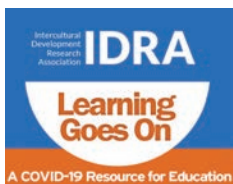
Just look at the monumental shift schools made in response to COVID-19. Who of us could have foreseen teachers adapting their classroom lessons for online learning? Or school districts adopting new technologies and training teachers to use them in a matter of days while adjusting systems for grades, attendance records, special education accommodations and meal service – and all while working from home?

It was certainly not perfect, but when the health of our community demanded it, our public school systems responded. We can do so again to care for the educational health of our school community.

A handwritten signature in blue ink that reads "Celina Moreno".

Celina Moreno, J.D. | IDRA President and CEO

Ensuring Learning Goes On in the Midst of a Pandemic

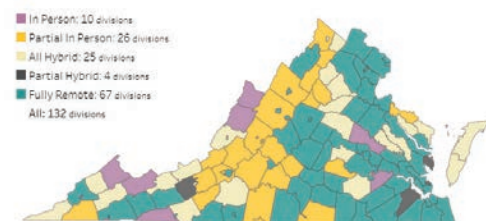
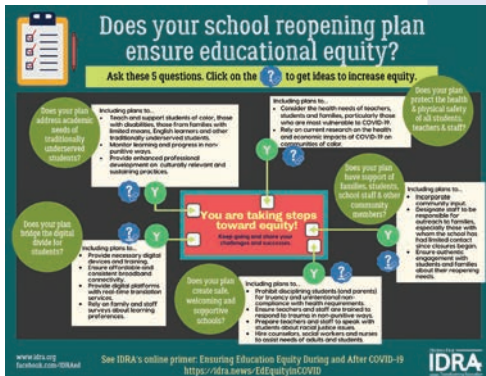


IDRA has played a crucial role in supporting schools, districts and educators as they continue student learning from a distance. Since it was announced that schools would be closing due to COVID-19, IDRA immediately responded by developing resources for educators and families to continue student learning, called Learning Goes On – A COVID-19 Resource for Education.

These resources include the Equitable Practices for Online Learning – Free Webinar Series, a bilingual weekly electronic newsletter with resources for schools and families responding to COVID-19, policy updates, and links to important research and resources.

In addition, IDRA has worked one-on-one with school districts to meet the needs of their students and families, whether by partnering with community-based organizations to help Spanish-speaking families navigate virtual classrooms while schools are closed, launching an online portal with bilingual materials and videos for families, or providing IDRA's popular Semillitas de Aprendizaje bilingual storybooks to families who have no access to online education.

In this report, you will see stories of IDRA's work in 2019 before the pandemic and stories in 2020 showcasing our quick and meaningful response.



In the months after schools closed, IDRA produced...

- **52 Email alerts** to 9,000 people with policy updates and resources for education practice and family engagement (26 English, 26 Spanish)*
- **30 Bilingual policy updates**
- **18 Webinars** on equitable practices for online learning and reopening schools*
- **10 Bilingual videos** on the education system for immigrant families
- **6 Publications and podcast episodes** on equity in online learning*
- **8 Instructional Strategy Updates** (bilingual)*
- **Online policy primer** on ensuring education equity during and after COVID-19
- **Online data map** on colleges' responses to COVID-19
- **News dashboard** (bilingual)

- Video spotlight on the rules for reopening Texas schools
- Virtual interactive convenings of participants in the IDRA Valued Youth Partnership, the IDRA Texas Chief Science Officers Program and IDRA Education CAFEs*

In addition, IDRA...

- Launched bilingual surveys for students, educators, parents & others about how distance learning impacts education during school closures.*
- Convened state education agency leaders representing Alabama, Arkansas, Florida, South Carolina & Tennessee on engaging with families in the midst of a pandemic.*
- Joined counselors in calling for COVID-19 responses that include trauma-informed support.
- Published an op-ed in the San Antonio Express-News on the harmful exclusion of DACA students in the CARES Act and other federal COVID-19 assistance.
- Was cited in 21 news stories on the COVID-19 education impact.
- Provided recommendations to U.S. congressional leaders and state officials in the U.S. South about equitable use of future COVID-19 emergency education relief funds for schools and students.
- Reported on equity concerns for emergent bilingual students in response to COVID-19.*
- Analyzed how, without intervention, COVID-19-induced budget shortfalls fall hardest on marginalized students in the U.S. South.
- Advised officials that COVID-19 does not change civil rights protections for students.*
- Created resources on alternatives to school policing.

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

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



With assistance from San Antonio Area Foundation and the United Way of San Antonio, IDRA provided 11,000 of its popular Semillitas de Aprendizaje bilingual storybooks to families who have no access to online education during school closures. Each set contains 10 books and a set of 20 letters, or Cartitas, for parents with activities related to the stories. The Cartitas include sections on celebrating heritage and culture with activities to do at home.

“We are impressed by IDRA’s commitment to meeting the educational needs of young children and their families during this crisis. Good books and great stories inspire learning and hope, which are not only key ingredients for successful students, but for resilient communities.”

— Marjie French, CEO of the San Antonio Area Foundation

“We value the collaboration with IDRA and are grateful for the support to our bilingual students through the Semillitas de Aprendizaje storybooks.”

— Dr. Eduardo Hernández, Edgewood ISD Superintendent

“This generous donation of books will provide parents an array of engagement activities for our prekindergarten and kindergarten students while enhancing learning opportunities for our young learners.”

— Dr. Lloyd Verstuyft, Southwest ISD Superintendent



Equipping Systems to Build Culturally Sustaining Curriculum

As young people across the country supported the Black Lives Matter movement and demanded an end to violence inflicted on Black communities, educators knew they had a responsibility as well. Some changes were already in the works to ensure students see themselves in what they learn in school. IDRA championed efforts focused on bringing culturally sustaining curriculum into the classroom.

African American History Education in Virginia

Virginia Gov. Ralph Northam asked the IDRA EAC-South to help the Virginia Commission on African American History Education, which led to recommendations for revising curriculum standards and teacher training to better reflect the contributions of Black people in history courses. Virginia has 1,853 public schools that serve 1.2 million students.

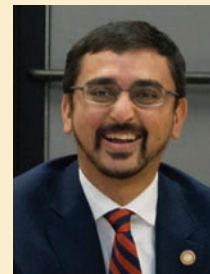
The IDRA EAC-South assisted the Virginia Secretary of Education and the education department as commissioners reviewed best practices for equipping all teachers in the commonwealth for culturally relevant pedagogy including the history standards themselves, instructional practices, and resources for teaching history. For example, we provided research to inform the commission's recommendations on culturally responsive pedagogical practices. IDRA's framework comprises key leverage points: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy. The commission submitted its recommendations to the governor in August 2020.



l-r: Celina Moreno, J.D., IDRA President & CEO; Atif Qarni, Virginia Secretary of Education; Holly Coy, Virginia Deputy Secretary of Education for Governor Northam; Dr. Paula Johnson, director of the IDRA EAC-South; Dr. Derrick Alridge, University of Virginia Center on Race and Public Education in the South and co-chair of the commission; Morgan Craven, J.D., IDRA National Director of Policy & Community Engagement; Michelle Vega, IDRA Chief Technology Strategist.



“The recommendations made by the Commission will result in curriculum and professional development changes that allow Virginia students to thoroughly examine and directly combat systemic racism in the Commonwealth’s history. This work was well supported by IDRA. The Commission’s work was comprehensive, and ought to be replicated in states throughout our nation. Black history is American history, and Virginia is not the only state that hasn’t always gotten it right. I encourage every state to thoroughly examine their standards of learning and professional development as they relate to African American history.”



– Atif Qarni, Virginia Secretary of Education

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. We provided them capacity-building technical assistance to address civil rights-related complaints and equity issues.

Supporting Ethnic Studies Teachers & Students

IDRA continued to provide training and customized technical assistance to support educators in integrating ethnic studies into lessons and dedicated courses. Such coursework leads to improved standardized test scores, higher graduation and college attendance rates and stronger academic mindsets. For example, IDRA co-led professional development events with the University of Texas at San Antonio to support educators in planning for Mexican American Studies (MAS) courses as well as in integrating MAS in social studies, history, math, literature, fine arts courses and across the curriculum.

IDRA and others testified before the Texas State Board of Education as it considered adopting standards for a high school-level African American Studies course. The board's unanimous vote made Texas the first state to approve both a Mexican American Studies course (approved in 2018) and an African American Studies course. It also pushed Texas closer to creating schools in which all students learn about the rich contributions to this country that people of color have made in all disciplines.

IDRA also facilitates space in its Equity Connection Online Community of Practice and a MAS Course Locator Map, helping administrators connect to available resources and their peers.

See our video gallery of testimony by students and experts for African American Studies: <https://idra.news/AASvideos>



“We are important, and so is our history. This course is significant to not only Black people but to non-African Americans as well. They are able to see that African Americans are very powerful individuals and that we also are a part of history.”

– Quardasha Mitchell is a student at Trinidad Garza Early College High School in Dallas

Walkout! National Chicano Student Walkouts Conference

In the late 1960s and early 1970s, Chicano students in the Southwest walked out and boycotted classes to force educational and social change. In 2019, IDRA helped plan and carry out the National Chicano Student Walkouts Conference in San Antonio honoring the students who risked it all to achieve equality and social justice. Advocates, researchers, educators and students came together to reflect on the impact of the protests on improvement of educational and economic opportunities for Mexican Americans. They also collected oral histories, published a set of conference papers and initiated a scholarship program. IDRA's family engagement coordinator Aurelio Montemayor, M.Ed., co-chaired the planning committee with Mario Compean.



Helping Students See Themselves in What They Learn in their Curriculum

As the Texas State Board of Education began to consider revisions to the Science Texas Essential Knowledge and Skills (TEKS), IDRA urged for inclusion of the scientific achievements of women and people of color – groups that are conspicuously and shamefully absent from the current standards.



Elevating Student Voices in STEM

Over 140 student leaders became Chief Science Officers in Texas as IDRA led the Texas expansion of this international program that empowers teens to promote a STEM culture and career awareness by bringing STEM-related opportunities to their schools and local communities.

Initiated in 2015 by Arizona-based SciTech Institute, the Chief Science Officers program came to San Antonio in 2018 at the urging of two high school students with the support of the Alamo STEM Ecosystem, a member of the International STEM Learning Ecosystem. Following that first semester, IDRA took the wheel to manage the program in Texas as it grows across the state. IDRA's key objective for the program is to reach students not typically included in STEM programs as well as those in historically under-resourced schools, students of color and girls.

This year, CSO students put their IDRA training to work by leading field trips, hosting science nights, starting STEM-related clubs and initiating student-led civic action projects. CSOs also helped their peers connect with colleges, community leaders and local industries.

When school closures threatened to derail their plans, these students faced the challenge head on. Showing that CSOs can do "virtually" anything, CSO Ian led an online live "STEMonstration" for his youth group. The eighth grader and a friend created a DIY water coagulation kit in an internet demonstration. The pair used household materials to build a circuit board, creating an electric current that purifies polluted water.

CSO Shreya, a 10th grader at Keystone School in San Antonio, created a Discord BellBot for her peers who are studying at home to alert them, as a school bell would, to transition to the next subject's coursework.

Students kept an eye on their communities as well, as CSO Isela at McCollum High School in Harlandale ISD led an effort to provide Internet access and digital tools to families in her community by gaining support to distribute laptops to students.

Other middle and high school CSOs, meanwhile, participated in the Mayor's K-12 Smart City Challenge. The challenge was designed to find solutions to the city's digital divide. CSO Elizabeth's team at NEISD STEM Academy made it to the finals by presenting an idea to increase internet access in lower-income neighborhoods by turning streetlights into internet hot spots.

CSO students report they are confident that the program is creating opportunities for students in unprecedented ways while changing the world in the process. In addition to their work in their schools, CSO students led webinars for educators, conducted media interviews, and spoke before an audience of over 300 international STEM industry professionals and educators, interviewed.



"We are going to open up new opportunities for new kids... we are going to show them: 'You are somebody, and you will make a great impact on our future.'"

– CSO Alicia,
Dwight Middle School,
South San Antonio ISD

"Students interested in science and technology could make the world a better place for others and themselves."

– CSO Emily, Anson Jones Middle School in Northside ISD



"Spooky STEM Family Fair NISD Jones slime" and "Spooky STEM Family Fair NISD Jones"



▲ CSO Andrew leads a STEMonstration at McNair Middle School in Southwest ISD



▲ Texas CSOs held their spring cabinet meeting at UTSA with CSO students, school advisors and families. The purpose of this event was to connect CSOs across schools and reflect on implementation of their action plans to gain perspectives on individual growth. CSOs discussed additional opportunities in the community, practiced communications skills and submitted their spring reports.



▲ CSOs Jarely, Juan, Kylie, Bianca, Hugo, Karina and Mark led a STEM day at an elementary school in Houston.



▲ IDRA helped to coordinate the opening session of the International STEM Learning Ecosystems Community of Practice Convening on March 2, 2020. Students kicked off the event with a student panel discussion followed by individual student STEM talks before 400 educators and industry leaders.

"Nearly 80% of future careers will require some sort of STEM skills. Employers want students who are logical thinkers, who can investigate complex issues and who are technologically, scientifically and mathematically literate. That is why the work that IDRA is doing with the Chief Science Officer program is so very important."

– Dr. Raul (Rudy) A. Reyna, Alamo STEM Ecosystem Co-Lead

"The CSO program affected my STEM identity in two ways: it reinforced my desire to be an engineer and helped me realize that I want to serve my community with my set of skills."

– CSO Kelly, John Jay Science and Engineering Academy, Northside ISD

Transforming School Leadership with a Lens for Social Justice

The school principal lays the critical foundation for an effective school. Not surprisingly, research shows that there is an empirical correlation between the quality of school leadership and greater student achievement. It is a challenging but rewarding job. Through two projects funded by the U.S. Department of Education, IDRA has been guiding principals to view their work through a social justice lens by cultivating leadership competencies that lead to student success.

IDRA's **School TurnAround and Reenergizing for Success (STAARS) Leaders** project was a unique model that built a strong pipeline of principals and leadership teams in a set of low performing schools in San Antonio ISD. The district needed to turn around five schools that four years ago were facing state education agency accreditation consequences. San Antonio ISD is the 15th largest school district in Texas with 55,000 students, 93% of whom are in families with limited incomes.

IDRA partnered with the McNeil Educational Foundation to support the district in building a leadership pipeline to select, prepare, place, support and retain school leaders and transformation teams. IDRA also provided 624 hours of comprehensive professional development and leadership development sessions focused on the delivery of quality literacy and numeracy instruction. The five project principals identified data sources, analyzed data for decision making, researched best practices and made decisions about training needs. And IDRA provided their leadership teams 488 hours of coaching and mentoring support to strengthen and target instructional practices.

Each of the five lead schools surpassed the cut-off rating for the *improvement required* category, moving from an F grade to an acceptable accreditation rating. And more than 24 district principals became certified and specially trained to work in urban schools with a diverse student body.

Meanwhile, through a multi-year **Re-energizing Leadership to Achieve Greater Student Success** project in partnership with the Edgewood and Southwest school districts, IDRA is enhancing leadership as they conduct root cause analyses for schools struggling with educational underperformance. Through this research grant IDRA provides technical assistance, professional development and action research to campus leadership and instructional facilitators. In partnership with UTSA, IDRA also has increased the leadership pipeline by supporting master teachers who are working toward principal certification.

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 as 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 welcome immigrant student's infographic.
Also see the IDRA EAC South's resources that help schools create equity-based solutions to address harassment and discrimination 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 Policies Resources.

The International Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through rising public schools that prepare all students to succeed and succeed in college.
www.idra.org • www.facebook.com/IDRAed

IDRA
International Development Research Association

Expanding Impact through Strong Family Leadership

Strong families create strong communities and strong schools. IDRA's Education CAFE (Community Action Forums for Excellence) model is an innovation for school-family-community collaboration. It gives families a forum to work together to carry out meaningful projects, for example promoting the accessibility of advanced placement, dual credit and pre-algebra courses. Each group has its own unique characteristics and issues of concern, but they also all are connected and collaborate on interests they share.

By the close of the W.K. Kellogg Foundation-funded expansion of Education CAFEs in Texas in 2019, 730 families and educators had been positively impacted by the Texas Education CAFE Network.

In **Houston**, Education CAFE members examined disparate student test scores and focused on alternative options for measuring student learning and achievement.

In the **Dallas** area, a Garland ISD district-wide taskforce formed an Education CAFE and developed a comprehensive plan for equity in discipline practices. Family members continue to monitor the effects of a new discipline plan, particularly on Black students.

In **El Paso**, Education CAFE members partnered with Familias Unidas del Chamiza in an effort to keep open schools at risk of closure. Education CAFE members also work with their school district to ensure all students receive effective basic instruction to prepare them for college.

The **San Antonio** Education CAFE focused on the issue of school accountability for student academic success, including access to excellent early childhood education. As the community organization that sponsored the Education CAFE shifted because of funding challenges, IDRA helped expand the Education CAFE work to families advocating inclusion of Mexican American Studies in San Antonio's school districts.

The **south Texas** network of Education CAFEs, which encompasses several counties and about 10 school districts and is rooted in the colonias (unincorporated areas) of South Texas, advocated effective dual language programs that result in students graduating from high school fully biliterate. Education CAFE members focus on college preparation and access and formed local school committees to monitor program effectiveness. They hold periodic meetings with superintendents and other central office administrators and they mentor newly-formed Education CAFEs.

With the foundations IDRA laid through the Texas Education CAFE Network project, we extended the Education CAFE model to other states with support from the IDRA EAC-South. In addition, IDRA launched a set of videos with accompanying materials designed to provide educators tools for embracing what, for many, is a new vision for engaging with families and community members.

"IDRA developed a family-leadership-in-education model that brings parents together to focus on how to improve the school. Instead of promoting a deficit view of families, this approach is participatory and honors the culture and language of the parent."

— Caralee J. Adams, Education Week

The graphic is a promotional poster for the 'IDRA EAC-South Family Engagement Online Assistance Package'. It features a blue header with the IDRA logo and a family icon. Below the header, there is a paragraph of text explaining the package's purpose. The main body of the graphic is a grid of five chapters, each with a video thumbnail, a title, a brief description, and a duration. The chapters are: 1. Introduction to Family Leadership in Education (5:15 min), 2. Authentic Outreach (4:30 min), 3. The Six Principles of Family Engagement (4:52 min), 4. School Strategies for Family Engagement (5:43 min), and 5. Education CAFE Overview (3:08 min). At the bottom, there is a URL, social media links, and the IDRA logo.

IDRA EAC-South Family Engagement Online Assistance Package

Few people question the value of parents being involved in schools. But many school leaders labor with traditional strategies that have little meaning or success. This IDRA EAC-South Family Engagement Web-based Technical Assistance Package is designed to provide educators tools for embracing what, for many, is a new vision for engaging with families and community members.

This free web-based package includes five chapters, each with a video and supporting resources, infographics, articles & podcasts.

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Introduction to Family Leadership in Education	Authentic Outreach	The Six Principles of Family Engagement	School Strategies for Family Engagement	Education CAFE Overview
Get an overview of family leadership in education and its benefits.	See how authentic family outreach differs from traditional ideas of parent outreach. And get specific strategies for implementing authentic outreach.	Explore the six principles of creating meaningful family leadership in education.	Get some strategies for schools that support family leadership in education which is the key path for families to influence policy and practice.	Find out how Education CAFEs work and hear from members on how it has helped them and their schools.
5:15 min.	4:30 min.	4:52 min.	5:43 min.	3:08 min.

<https://idra.news/webFamEngage>

The IDRA EAC-South is the equity assistance center that provides free or low-cost technical assistance to schools in the U.S. South. With roots in the Civil Rights Act of 1964, the four federally-funded equity assistance centers help school districts build capacity to confront educational problems occasioned by race, national origin, sex and gender, and religion.

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IDRA

This free web-based package includes five chapters, each with a video and supporting resources, infographics, articles & podcasts.
<https://idra.news/webFamEngage>



22nd Annual IDRA Parent Institute Gathers 300 Participants Focused on Education Equity

In April 2019, we held the 22nd Annual IDRA La Semana del Niño Parent Institute. As in previous institutes, parents led the majority of the sessions for other parents. For example, the Education CAFE expert team from south Texas led a live-streamed presentation about how their Education CAFE has impacted their community. Beyond being a popular annual event for families, the institute is an occasion for networking, leadership development and extending our Education CAFE connections. IDRA posts videos from the event to our YouTube channel, which extends access. The institute in 2020 did not take place due to COVID-19 school closures.

“The examples from these regions clearly show that the Texas Education CAFE Network is accomplishing its goal of enhancing the educational future of vulnerable children in Texas.”

– Dr. Nancy Feyl Chavkin, regents’ professor emerita and university distinguished professor at Texas State University



IDRA, Partners Provide South Texas Families Tech Support for Distance Learning During COVID-19 Crisis for Virtual Classroom

With support from the Migration Policy Institute, IDRA launched a partnership with two community-based organizations in the Texas Rio Grande Valley to help Spanish-speaking families navigate virtual classrooms while schools were closed due to COVID-19. Mentors from the College Scholarship Leadership Access Program (CSLAP) provide tech support to members of ARISE, a grassroots organization that promotes empowerment through education and is part of IDRA’s Education CAFE network. ARISE volunteers connect families with CSLAP mentors, who are graduates of the Pharr-San Juan-Alamo ISD with computer, software and technical expertise on online learning platforms.

Identifying Opportunity Gaps to Focus Change for Equity

When people sit together in front of a white board to list the problems in their school district, it probably is not that difficult of a task. Often the conversation quickly moves to picking a few issues to fix using strategies that arise in the discussion. But the ideas often do not work. Real school improvement depends on seeing how the problems relate to each other and the underlying systemic inequities that exist.

The IDRA EAC-South works with districts to conduct an equity audit to identify the root causes of inequities. Educators and communities can then analyze the bigger picture: a school's culture, trends, practices and policies.

For example, Stafford County Public Schools in Virginia requested assistance from the IDRA EAC-South to address concerns about the safety, civil rights and educational rights of its LGBTQ+ students. The district has more than 29,000 students and 4,000 district employees, including 2,122 teachers.

In partnership with the district's office of equity and accountability, the IDRA EAC-South conducted training on LGBTQ+ issues for all 600 teaching and counseling personnel. One high school soon after started an organization dedicated to creating safe spaces for students and staff to discuss gender and LGBTQ+ issues.

With the success of these efforts, the district requested that IDRA delve deeper. As IDRA worked with the district to conduct an in-depth equity audit, equity needs became apparent in the other areas as well, including race/ethnicity, gender, socio-economic status and religion.

IDRA visited 25 individual classrooms across all education levels and interviewed more than 20 separate groups of teachers, students and administrators. IDRA also facilitated conversations between community members and school

district staff about equity challenges in the school district.

The audit found that students of color were not in higher-level courses at the same rates as their peers, and history curriculum did not highlight contributions of people of color. Staff expressed a need to better understand the student population and their families regarding religion. Students and teachers asked for more ways to maintain gender equity in STEM coursework and to better assist emergent bilingual peers and families.

With the audit results, IDRA assisted the district in developing a comprehensive strategic plan for equity. IDRA brought together the Stafford County Public Schools superintendent and key decisionmakers into an online comprehensive strategic planning process to develop a district-wide equity plan to be operational by the next school year.



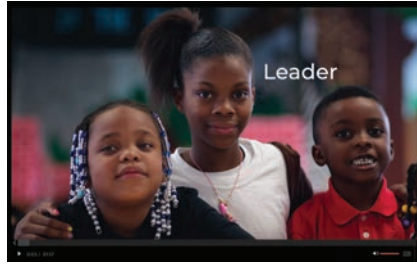
► Dr. Juan Martínez, Superintendent at Clint ISD in El Paso spoke on the impact of the Walmart mass shooting on students.

IDRA EAC-South Annual Regional Convening

At the IDRA EAC-South Annual Regional Convening in Miami, we hosted over 100 guests from all levels of education and organizations leading equity efforts, we also the annual meeting is to disseminate information regarding technical assistance services, materials and resources as well as conduct a regional needs assessment. IDRA facilitated a session for district, community, and university leaders to discuss capacity building in Florida school systems.

The convening included a livestream event on Supporting Students in the Wake of School Violence. Superintendents from El Paso (Texas) and Jackson (Mississippi), and district leaders from the Parkland (Florida) and Charlottesville (Virginia) communities shared stories of courage in facing the aftermath of traumatic events for students, teachers and families such as the Walmart shooting in El Paso and the ICE raids in Mississippi.

Building Socio-Emotional Skills Through Student Leadership



Celina Moreno, President and CEO of IDRA, visits a tutoring session in the Bronx, New York.

The IDRA Valued Youth Partnership has provided leadership experiences for students all over the country. It increases student's connectedness, academic achievement, self-efficacy and self-esteem by placing students in leadership positions.

This highly-effective dropout prevention program works by identifying middle school and high school students in at-risk situations and enlisting them as tutors for elementary school students who are also struggling in school. Given this role of personal and academic responsibility, Valued Youth tutors learn self-discipline and self-esteem. And, importantly, schools embrace the philosophy and practices of valuing students considered at-risk.

The numbers speak for themselves: Since its inception in 1984, the now internationally recognized program has kept 98% of its tutors in school – students who had been considered at risk of dropping out. Schools also see improved attendance, reduced disciplinary action referrals, enhanced basic academic skills and life skills, strengthened perceptions of self and school, and strengthened school-home- community partnerships. In 2019, the program served over 1,000 students in California, Illinois, Michigan, New York and Texas with a 0% dropout rate.

VYP has become even more valuable given the COVID-19 environment, as it increases students' connectedness and improves socio-emotional skills. During this time of

uncertainty, social-distancing and economic adversity, the Valued Youth Partnership's key component of valuing youth's gifts and burgeoning social skills provides leadership experiences as schools adapt.

When schools closed their buildings this spring, IDRA supported VYP campuses to create resources, new processes and online roles. The centerpiece remains to create leadership experiences for our tutors. Through distance learning, tutors are creating education resources, such as video books and interactive educational games, for prekindergarten and first grade students.

When the new school year began in the midst of constantly changing pandemic adaptations, it was more important than ever to strengthen the school-family-community dynamic in order to reconnect with students, especially those that have been harder to reach during this time of distance learning. For over 40 years, the IDRA Valued Youth Partnership has demonstrated tremendous success focusing on students with the highest need of support to reconnect them with their school.

"I am so happy with the effects we've seen over the last 10 years with our VYP. We have seen a huge improvement with our high school students regarding an improved attendance rate, school behavior, and test scores, just to name a few... Additionally, bonds are formed between the tutors and tutees that is just priceless!"

– Carla Byrne, Executive Director of Career and Counseling Services, Ector County High School, Odessa, Texas



"My tutees have brought light upon the good that still exists in this world. Having something to care about is what makes us human. I've begun to care more about myself and those close to me, and I care about my tutees."

– Juan García, 10th grade VYP tutor

Promoting Immigrant Families' Rights and Educational Opportunities

In an atmosphere of heated debate about immigration policy across the country, the education of immigrant children can be threatened, sometimes quite mercilessly. IDRA advocated for immigrant students, reminding school officials that that public schools, by law, must serve all children and that certain procedures must be followed to avoid violation of immigrant students' civil rights.

We also stressed these points in a letter outlining the Plyler v. Doe ruling and its implications to Texas Governor Greg Abbott from the Texas Legislative Education Equity Coalition (formerly the Texas Latino Education Coalition) co-convened by IDRA and the Mexican American Legal Defense and Educational Fund (MALDEF).

In addition, IDRA communicated with federal congressional leaders regarding the COVID-19 stimulus package. Specifically, IDRA urged them to ensure funding was not tied to in-person attendance in schools; to target funds for accelerated instruction and address the digital divide; to ensure undocumented college students, including DACA recipients, could receive much-needed resources; and to limit diverting critical resources away from public schools toward private schools.

When U.S. Immigration and Customs Enforcement (ICE) conducted a string of raids in the fall of 2019, students in those communities were deeply affected. Even the threat of a raid or news of one in another part of the country can have painful lasting effects. To help educators serving students affected by ICE raids, we developed a list of 10 strategies and distributed it widely to schools, community groups and media.

The IDRA and Consulate General of Mexico in San Antonio began a partnership in mid-2019 to help Mexican and Mexican American families navigate the U.S. education system in a program called Ventanilla de Orientación Educativa (Window to Education). Through VOE, families learn about educational opportunities in both countries and information on the civil rights of immigrant and emergent bilingual students, local



Michelle Mancha, IDRA consultant (left), Diana Canizales, IDRA consultant (center); Nilka Avilés, IDRA (right)

education services, and resources on how to access and succeed in college.

Since the partnership began, we have provided essential navigation tools to more than 5,500 Mexican and Mexican American families. IDRA also has connected with San Antonio school districts to provide resources to families they serve throughout the school year. Partnering VOE districts include East Central ISD, Edgewood ISD, Northeast ISD, Northside ISD, San Antonio ISD, Southside ISD and Southwest ISD.

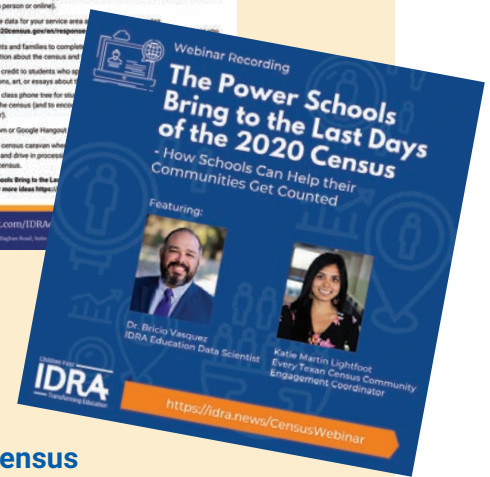
When schools and the Consulate closed due to the COVID-19 crisis, families were left without in-person access to information. IDRA developed a virtual solution by launching a portal to continue offering needed services and information during the pandemic. The "Virtual VOE" resources in English and Spanish include topics like, "Rights of Immigrant Students in PreK-12 Schools," "Navigating the U.S. K-12 Education Seminar" and more. <https://idra.news/VOE-Webinars>

"We are truly thrilled for this partnership with IDRA that certainly will broaden access to education resources and opportunities in benefit to our community: youngsters and parents alike. The message is clear: if you want to continue your education, there are always options, you just need to have the right information at hand, and that is what we do at VOE."

– Lluvia Ponce, Consul for Community Affairs at the Consulate of Mexico in San Antonio



▲ IDRA delivered computers donated by Arca Continental Coca-Cola Southwest Beverages to students in South San Antonio ISD. Arca Continental delivered the laptops to the Consulate General of Mexico in San Antonio to work with IDRA to facilitate distribution to students in an area hard-hit by the digital divide.



2020 Census

In April 2020, the U.S. Census Bureau began its attempt to count over 320 million people in the United States. With the critical importance of the 2020 Census to education, IDRA took a number of steps to encourage a complete count. In 2019, IDRA urged the U.S. Department of Commerce via written comments to drop attempts to add a citizenship question to the census form because it would depress census response rates, especially among immigrant and Latino communities. The Supreme Court subsequently blocked. IDRA co-chaired the education subcommittee of Texas Counts, a collaboration of nonprofit organizations mobilizing complete count efforts across the state. When the U.S. Census Bureau suddenly decided to cut the counting period short (in the midst of a pandemic), IDRA raised concerns about jeopardizing the future of millions of youth. And IDRA developed materials and held webinars to support educators and community groups to help spread the word on the importance of the census and help dispel myths of the decennial count.



▲ The most circulated resource in IDRA's toolchest is our alert (and corresponding poster) on immigrant students' rights to attend schools. In 2019, IDRA redesigned the previous flier into an infographic with action steps for schools and communities. We urge educators to remember their continuing legal obligations under Plyler v. Doe, a 1973 U.S. Supreme Court case in which IDRA offered expert testimony.



◀ During series of U.S. Immigration and Customs Enforcement (ICE) raids that impacted schools and students, IDRA quickly developed a new resource listing 10 strategies to help educators serving students affected by ICE Raids.

Conducting Research that Leads to Investment in Education

Texas Counselors Concerned About State College Preparation Policies

With support from the Greater Texas Foundation, IDRA launched a qualitative study of school counselors about how Texas' weakened graduation requirements and curricular changes affect students' college readiness. Findings show that counselors say the new endorsement system intended to provide college or career pathways for students in reality limits student opportunities. Over 75% of counselors' time is spent with non-counseling issues, and almost all counselors interviewed expressed a lack of resources in the counseling field itself.

Rio-South Texas Educational Attainment Substantially Lower than Other Regions



IDRA provided research and data analysis for the Rio-South Texas Education and Community Development Foundation on the education and workforce ecosystems within the seven counties along the lower region of the Texas-Mexico border. IDRA created interactive data dashboards that the foundation accesses through IDRA's secure portal showing, for example, that 28% to 51% of the Rio-South Texas region

population does not have a high school diploma or equivalent, compared to 17% statewide. The foundation is using the data to inform their funding decisions to support education programs.

IDRA Study Informs Groundbreaking University-K-12 Collaboration

To better understand the communities it serves and guide its strategic planning, Texas A&M University-San Antonio asked IDRA to conduct research to provide a comprehensive socioeconomic and demographic profile of the 15 school districts within Bexar County. The study found that while the Internet is a central feature in modern life, large portions of the population lack access to it. During the COVID-19 pandemic, access to online education became critical for families.

Soon after, the university announced a first of its kind collaborative with seven South Bexar County school districts to address persistent teacher shortages, curriculum development challenges and gaps in services for children with special needs. This collaboration, known as A&M-SA & South Bexar County ISDs Partnership to Impact Regional Equity and Excellence (ASPIRE), focuses on customized solutions for the needs of each district to create equitable opportunities across districts and ultimately enhance social mobility, income growth and career readiness.

Analysis of CARES Act Warns Millions of Dollars Potentially to be Diverted from Public Schools



As public schools had to quickly shift in response to COVID-19, a new Trump Administration policy threatened to divert significant federal aid to private schools. IDRA's analysis showed that 185 Texas public school districts would have had to give up over \$44.2 million of their federal Coronavirus Aid, Relief and Economic Security (CARES) Act relief funds to private schools within their district boundaries under the new rule from the U.S. Department

of Education. The rule would have increased the funding districts would usually reserve for private schools by more than \$38.7 million. IDRA's issue brief, *Cutting Public School Relief Funds to Subsidize Private Schools*, provided a list of the 185 districts and how much each would lose to private schools and how school districts would be penalized for using CARES Act funds for all students. A federal judge subsequently blocked the new rule. A coalition of Texas-focused educational equity organizations submitted an amicus brief in the lawsuit, citing IDRA's research.



IDRA Named Dr. Cristóbal Rodríguez as the next José A. Cárdenas School Finance Fellow

IDRA named new Howard University professor Dr. Cristóbal Rodríguez as the 2019 IDRA José A. Cárdenas School Finance Fellow. The fellows program honors the memory of IDRA founder, Dr. José Angel Cárdenas to engage the nation's most promising researchers in investigating school finance solutions that secure equity and excellence for all public school students. As IDRA's school finance fellow, Dr. Rodríguez analyzed the relationship of school finance policies and practices and their influence on equitable access to college readiness courses. 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.

Diverse Teachers for Diverse Classrooms

Schools across the country strive to employ a workforce of qualified educators that reflects the racial and ethnic diversity of their communities. Increasing diversity in the teaching profession positively impacts school experiences and outcomes for all students. The IDRA EAC-South assists school districts (both those under federal desegregation orders and others who have self-identified the need to diversify their staff) to use research-based solutions to recruit, hire, retain and assign teachers of color.

Leaders in Amarillo ISD in the Texas panhandle were concerned that implicit bias and limited student representation among district staff hindered success for all students. District leaders asked the IDRA EAC-South to provide professional development and guidance on hiring practices, reaching 5,000 educators in the district. Amarillo ISD established a districtwide educational advisory council comprised of a diverse group of faculty and staff, local business representatives, community representatives and parents. IDRA staff met with district leaders and conducted site visits and focus groups, leading to a set of change strategies. The district formed several “closing-the-gap” equity groups working to understand bias and achievement gaps. Ultimately, the IDRA EAC-South’s technical assistance would impact the 30,000 students across the district.

When Randolph County School District in Alabama was unable to meet its federal court obligations regarding hiring diversity, the district called on the IDRA EAC-South to lend its expertise. The U.S. Department of Justice said the inadequate numbers of certified Black faculty and staff was harming Black students’ equal educational opportunities.



IDRA led a session for all staff at Wedowee Elementary School on the building blocks of positive school culture including developing relationships and effective communication.

“Thank you for all the work IDRA did to assist our system to gain unitary status.”

– John Jacobs
Randolph County Schools District Superintendent

“Thank you so much for all that IDRA is doing to assist us in our efforts to ensure a diverse faculty in Randolph County. We are making great strides and it is in part due to the assistance from IDRA.”

– Mary Kelly
Randolph County Schools Human Resources Coordinator

The IDRA EAC-South conducted a comprehensive review of the district’s faculty recruitment and hiring practices and procedures, reported revisions needed, and trained all administrators and faculty involved in the recruitment, hiring, retention, or assignment of Black faculty and staff. IDRA also trained 125 teachers and educational leaders from eight campuses on implicit bias, cultural competency, increasing positive school climate and welcoming environments, restorative practices, and effective communication for family engagement. Participants reported increases in awareness and knowledge of cultural competence and their intention to change their current practices and policies.



See our Diversifying the Teaching Field – Web-based Technical Assistance Package.

<https://www.idraeacsouth.org/resources/diversifying-the-field/>

Bringing Diverse Students and Families to the Table with Education Policy Decisionmakers

In 2019, IDRA expanded its policy and community engagement team to more effectively impact policymaking and center the expertise of impacted communities, particularly students and families of color, families with limited incomes, and immigrants. IDRA brings together education policy experts, seasoned advocates, and community engagement strategists to influence local, state, regional, and national education policy and practice.

When committee assignments were made in the Texas Senate for the 2019 session, IDRA noticed that the Higher Education Committee had no Latino members even though Latino students made up almost 37% of students enrolled in Texas institutions of higher education. With the Texas Latino Education Coalition (TLEC), we immediately raised objections which led to the additional appointments of two Latino members.

During the 2019 Texas legislative session, IDRA provided analyses, testimony and guidance on a number of educational equity issues, including:

- Protecting funding for emergent bilingual students and other special student populations;
- Reducing the use of harmful school discipline and policing techniques; and
- Promoting individual graduation committees so more students who are qualified can graduate from high school.

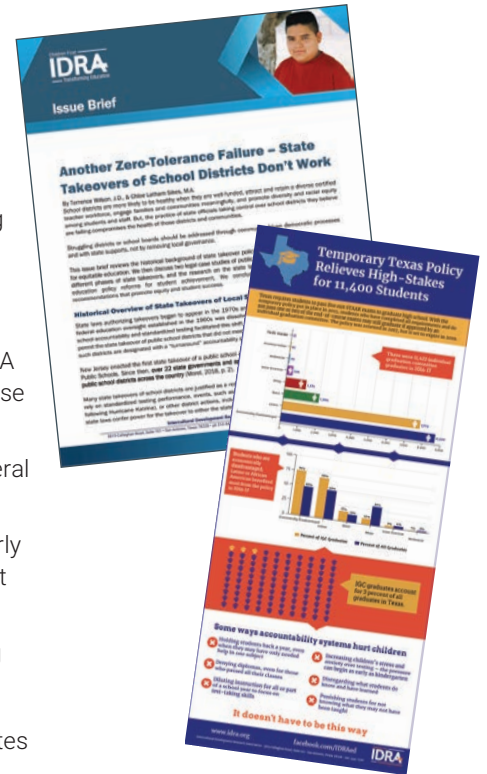
At the federal level, IDRA submitted comments and letters regarding proposed changes to federal data collection processes and Title IX gender equity regulations.

During the scramble of COVID-19 shut-downs, IDRA issued weekly policy updates and developed guides with policy recommendations for ensuring educational equity during and after COVID-19.

Additionally, IDRA:

- Led the Texas Legislative Education Equity Coalition (the statewide coalition that IDRA founded and co-convenes) to send guidance to state policymakers about the equitable use of COVID-19 relief funds;
- Worked with coalition partners across the U.S. South to create recommendations for federal leaders on how additional federal relief funds should be allocated;
- Published an issue brief showing how federal COVID-19 relief funds were being unfairly funneled to private schools (the brief was cited in several amicus briefs in lawsuits that successfully challenged the U.S. Department of Education’s rule); and
- Co-lead a research and policy project to improve educational opportunities for young emergent bilingual students.

IDRA will continue to advance educational equity and expand the community of advocates who engage in policymaking spaces.



“Getting a college degree is a game changer. It changes the life of the students and transforms their families. When TLEC expressed their concern about Latino representation on the committee, the Lieutenant Governor Dan Patrick, Chairman Creighton, and my colleagues in the Senate responded by appointing Senator Flores and myself. As a first-generation college graduate and father, I am grateful and honored to be able to continue my work on behalf of colleges and universities across Texas.”

– Senator José Menéndez, Chairman of the Senate Hispanic Caucus

Groundbreaking Education Policy Fellows Program

In the fall of 2020, IDRA launched its Education Policy Fellows Program. Fellows will gain real-world advocacy experience and training during the 2021 Texas legislative session, because we know state policymakers can make stronger education policy decisions by working with advocates deeply connected to communities of color.

Students of color make up most of the Texas public school population – about 72%. Almost two of three students are economically disadvantaged. And Texas grows more diverse each year. Yet, communities of color often are not present in the rooms where decisions about the lives and opportunities for students of color are made. IDRA's ground-breaking program seeks to change that picture during the next legislative session and beyond.

The IDRA Education Policy Fellows Program is generously supported by The William and Flora Hewlett Foundation, the Trellis Foundation, the Kresge Foundation, and in partnership with the John Gardner Public Service Fellowship, facilitated by Stanford University's Haas Center for Public Service.

For the fellowship, IDRA developed a robust curriculum that IDRA also will leverage for a doctorate-level course in partnership with Texas A&M University-Commerce. Celina Moreno, J.D., and Morgan Craven, J.D., will teach the Social Justice Through Education Policy course during the spring semester in 2021.



Texas Legislative Education Equity Coalition Grows

IDRA continued to support and grow the Texas Legislative Education Equity Coalition (TLEEC), a statewide collaborative of individuals and organizations that advocates racial justice and educational equity across sectors and advances policies that impact emergent bilingual students, immigrant students, students of color, and other students from historically marginalized communities. With support from the Migration Policy Institute, IDRA worked with coalition members as they prepared for the 2021 Texas legislative session to maximize impact in an environment facing much unpredictability due to COVID-19. IDRA also held a convening with partners to identify and discuss key challenges facing emergent bilingual students and immigrant students.

Student Researchers Elevate their Voices of their Peers Impacted by the Pandemic Crisis

Through a new partnership with Seek Common Ground, IDRA hired four students in the summer of 2020 to conduct participatory action research resulting in a student-centered advocacy agenda. IDRA trained the students as they developed peer surveys that generated responses from close to 120 students in 28 zip codes. IDRA will use the results to build out a comprehensive and student-led COVID-19 response to inform Texas policymaking.



Early Childhood English Learner Initiative

IDRA co-launched the statewide Early Childhood English Learner (ECEL) initiative to build policy agenda for young emergent bilingual students. IDRA is serving as a steering committee co-leader with: Texans Care for Children; Philanthropy Advocates; Dr. Dina Castro, UNT Denton; and Texas Association for the Education of Young Children (TxAEYC). The new initiative will build a data-driven, statewide policy agenda that improves the quality and equity of early childhood programs, care facilities and early grade programs for Texas' youngest emergent bilingual students, ages 0-8 years old. The ECEL Initiative will use research, stakeholder conversations and robust policy analysis to build an agenda that we can advance during the 2021 Texas Legislative session.

New IDRA Tools, Research and Publications

In 2019 and 2020, IDRA produced over 400 materials, including:

53 videos and webinars, 48 news releases and policy statements, 35 publications, ebooks, factsheets and online tools, 19 podcast episodes, 18 infographics and 240 other products.

External Publications

- **No place for complacency in educating poor children**, Maria “Cuca” Robledo Montecel, for the *San Antonio Express-News*, January 27, 2019
- **Protect college admission laws that reward merit, hard work**, Celina Moreno, J.D., *Texas Tribune*, April 4, 2019
- **A Unique Blend of Research, Policy, Practice and Engagement to Impact Public Education for All Students**, Celina Moreno, María “Cuca” Robledo Montecel, Aurelio Montemayor, *Association of Mexican American Educators (AMAE) Journal*, Vol. 13, No. 3, 2019
- **Eradicating the School-to-Prison Pipeline through a Comprehensive Approach to School Equity**, *Arkansas Law Review*, by Morgan Craven, J.D., Paula Johnson, Ph.D., & Terrence Wilson, J.D., 2020
- **Strategic Partnership for Family Leadership: Education CAFE**, by Aurelio M. Montemayor (IDRA) and Nancy Feyl Chavkin (Texas State University), in *Cases on Strategic Partnerships for Resilient Communities and Schools*, edited by Ursula Thomas, IGI Global, 2020, pp. 32-58.
- **Not aiding DACA students merciless**, by Celina Moreno, for the *San Antonio Express-News*, May 14, 2020
- **Want to increase voter participation? Invest in education**, by Celina Moreno, #WeRefuseToLose, November 18, 2020

IDRA Publication Highlights

- Another Zero-Tolerance Failure – State Takeovers of School Districts Don’t Work
- Best Practices for Online Instruction in the Wake of COVID-19
- Cutting Public School Relief Funds to Subsidize Private Schools – Policy Brief
- Don’t Block Graduation Because of a Test – Policy Brief
- Ensuring Education Equity During and After COVID-19 – Policy Primer
- Ensuring Equity in Online Learning – Considerations in Response to COVID-19’s Impact on Schooling
- Equity-Based Framework for Achieving Integrated Schooling – A Framework for School Districts and Communities in Designing Racially and Economically Integrated Schools
- Fair and Essential Education Funding Requires State Investment – Policy Brief
- Most English Learners Would Be Excluded from the Proposed Dual Language Weight – Policy Brief
- The Texas Top Ten Percent Plan’s Legacy in Supporting Equal Access to College – Policy Brief
- Unfair School Discipline – Discipline Practices in Texas Push Students Away from School – Web Story



Infographics

- 10 Strategies for How Schools Should Respond to Help Children Impacted by ICE Raids
- 11 Women Scientists Who Should Be in The Texas K-12 Science Standards, Just to Get the Ball Rolling
- 7 Things to Ensure Equity
- 7 Ways Schools Can Maintain Supportive Climates



- A College Degree Makes a Difference in Life
- Diversifying the Teaching Field Online Assistance Package
- Does your school reopening plan ensure educational equity?
- Family Engagement Online Assistance Package
- Poor Children Are More Likely to Disappear from Schools in Texas
- School Climate Affects LGBTQ Student Well-being
- Show your school spirit by making sure your families are counted!
- Steps to Promoting Student Activism
- Texas Divestment of Public Education
- Top 10 Percent Plan Expands College Access Across Texas
- Use of Individual Graduation Committees Unlocks Diplomas for 14,422 Qualified Students in Texas

Classnotes Podcast Episodes

- 3 Ways to Make Schools Safe for LGBTQ Students
- Bridging Academic and Home Knowledge with Home Works Lessons
- Challenging Colonialism in the Classroom – Parts 1 & 2
- Code-switching as a School Strategy
- How a Rural School District Makes its All-Students Attitude Real
- How Equity Audits Reveal Harmful Education Policies
- Impact of Mass Shootings on Schools
- Meet the Chief Science Officer Students Who Brought the Program to Texas
- Most Recent Fights for Fair Funding of Texas Schools
- Principal Leadership for English Learner Success
- Quick History School Finance in Texas
- School District Takeovers History and Today
- School Supports for Grandparents Raising Grandchildren
- STEM Students Describe Life in a COVID-19 World
- Student Activists in High School
- Student Voice – Chief Science Officer International Program
- Superintendent Program for Equity and Social Justice through Education
- Three Strategies for Engaging Girls in Math



◀ Celina Moreno was honored by the Center for Public Policy Priorities (now named Every Texan) with the Future of Texas Award.

Celina Moreno & IDRA received the Community Leaders Award by the San Antonio Chapter of the Mexican American Bar Association (MABA).



◀ IDRA received the Education and Research Leadership Award by Texas State LULAC.

Financials

Statement of Financial Position

	As of August 31, 2019	As of August 31, 2020
Assets		
Total Current Assets	\$816,879	\$1,056,684
Assets Designated for Development and Research	15,687,422	15,790,644
Other Assets	184,859	166,191
Total Assets	\$16,689,160	\$17,013,519
Liabilities and Net Assets		
Total Current Liabilities	\$176,851	\$195,923
Net Assets - undesignated	535,851	213,105
Net Assets - designated for development and research	15,521,238	16,400,887
Net Assets - temporarily restricted	455,220	203,604
Total Liabilities and Net Assets	\$16,689,160	\$17,013,519

Statement of Activities

For the Year ended August 31, 2019

Support and Revenue		
Foundations and Governmental	\$2,447,217	\$2,966,441
General Administrative Fund Revenue	435,290	439,205
Contributions and Grants – Corporations		171,600
Program Revenue	338,828	381,598
Other	325	12,640
Total Support and Revenue	\$3,221,660	\$3,971,484
Expenses		
Program Services	\$3,802,048	\$4,044,319
Management and General	447,493	471,153
Total Expenses	\$4,249,541	\$4,515,472
Change in Net Assets		
Change in Net Assets for Operating Activities	-\$1,027,881	-\$543,988
Investment Income	393,936	849,275
Total Change in Net Assets	(633,945)	305,287
Net Assets, beginning	17,146,254	16,512,309
Net Assets, ending	\$16,512,309	\$16,817,596

Statement of Activities for the years ended August 31, 2019, and August 31, 2020, are part of IDRA's financial statements. The complete audited financial statements are available upon request to IDRA.

Staff in 2019 and 2020

President & CEO

Ms. Celina Moreno, J.D.

Executive Team

Hector Bojorquez
Christie L. Goodman, APR
Morgan Craven, J.D.
Roy L. Johnson, M.S.

Staff

Dr. Nilka Avilés
Dr. Sulema Carreón-Sánchez
Charles A. Cavazos
Juanita "Janie" Daywood
Lucia "Lucy" Estrada
Reymundo Flores, M.B.A.
Dr. Stephanie Garcia
Dr. Paula Johnson
Dr. Chloe Latham Sikes
Aurelio M. Montemayor, M.Ed.
Dr. Felix Montes
Ana Ramón
Annette Ramos
Jocellyn N. Rivera
Claribel Tirú
Dr. Bricio Vasquez
Silvia Valencia, M.B.A.
José Velázquez, M.Ed.
Michelle Martínez Vega
Terrence Wilson, J.D.

IDRA Board of Directors

Dr. Sally J Andrade, Secretary
Mr. David L. Benson
Dr. Max Spencer Castillo
Dr. Ricardo R. Fernández
Mrs. Rosalinda González
Mr. Juventino "Tino" Guerra, J.D., Chair
Mr. Othón Medina, Vice Chair
Mr. Jessie Rangel
Dr. María "Cuca" Robledo Montecel,
IDRA President Emerita
Mr. Jesse S. Treviño*
Mr. Leo Zuñiga

* deceased

Fellows and Interns

College Interns

Nytzia Deason, Communications, 2020

Sofi Gonzalez, Policy, Advocacy & Community Engagement Team, 2020

Brittany Ikner, Research & Evaluation, 2020

Asmaa Mansour, Educational Practice, 2020

Christina Muñoz, Research & Evaluation, 2020

Ian Warner, Communications, 2020

High School Interns

Elia Anzures, 2020

Liz Anzures, 2020

Ernesto Gomez, 2020

Tanya Lertpradist, 2020

Fellows

Alexa Yanar, IDRA Southern Education Leadership Initiative Fellow, 2019

Dr. Altheria Caldera, IDRA Education Policy Fellow – Texas Preparation and Access to College, 2020-21

Dr. Salih Cevik, IDRA Southern Education Leadership Initiative Fellow, 2020

Araceli García, IDRA Education Policy Fellow – Texas Emergent Bilingual and Immigrant Student Education, 2020-21

Haley Gray, IDRA Southern Education Leadership Initiative Fellow, 2020

Thomas Marshall III, IDRA Education Policy Fellow – Texas Digital Communications and Community Engagement Advocacy, 2020-21

Christina Quintanilla-Muñoz, M.Ed., IDRA Education Policy Fellow – Texas Equitable Response to COVID-19 in Schools, 2020-21

Dr. Cristóbal Rodríguez, IDRA José A. Cárdenas School Finance Fellow, 2019-20

In Memoriam

Mr. William Acosta
board member

Fred Antoine Harris
former staff member

Paul Franklin “Frank” Gonzales
former staff member

Dr. Elizabeth “Liz” Pompa Garza
former staff member

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

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