



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
1973	Rodríguez vs. San Antonio ISD	Is inequity in school funding prohibited by the federal constitution? What is the impact of funding on the quality of schools?	The U.S. Supreme Court ruled that education is not fundamental right in the U.S. Constitution; it rather is an issue to be resolved at the state level.	Future IDRA leaders provided research and strategic technical assistance to lawyers and advocate groups. Following the decision, IDRA participated in each reform study group, attended each session of the Texas legislature and provided research data to promote fair funding.	<p>“Fiscal Inequities in Texas School Finance: An Empirical Analysis of Who is Injured.” by Robert Brischetto</p> <p>“Destined to Get an Equitable System of School Funding.” by Anna Alicia Romero, September 2001</p>
1975	Texas HB1126 adopted	Is inequity in Texas school funding to be addressed? Was this enough for all schools to be of high quality?	The Texas school funding system was reformed. Equalization aid was created, and bilingual and compensatory education funding was created.	IDRA provided research and technical assistance to policymakers and advocated for more equity in funding. IDRA also launched a statewide information campaign on the issue.	<p>“Insufficient Funding for Bilingual Education in Texas.” by Albert Cortez, Ph.D., February 2004</p>
1977	Texas SB1 adopted	Need for additional changes to make school funding more equitable. Again, is this enough?	Further changes to equalized funding were adopted. Equalization aid was tripled.	IDRA provided research and technical assistance to policymakers and advocated for more equity in funding.	<p>“Senate Bill 1 revises distribution of state aid,” by Albert Cortez, August 1977</p> <p>“SB1 rewards superintendents; steps 11, 12, & 13 aid teachers,” by Sam Lester, August 1977</p> <p>“Bridging the Gap Between Schools and Families: A Family Friendly Approach.” by Anita M. Foxworth, Ph.D., June-July 2000</p>

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
					"Families United for Education Conversations with Parents and Friends, editorial," by Aurelio M. Montemayor, M.Ed., September 1996
1980	U.S. vs. Texas motion to enforce filed	Inadequate education of English learners in Texas. Does this ensure high quality of schooling for all students?	The federal court ruled that Texas needs to adopt bilingual education/ESL programs for K-12.	IDRA provided expert testimony on the poor quality of programs for Texas ELs.	"Court Rules in U.S. vs. Texas," January 1981
1981	Texas SB 477 adopted	Need for statewide policy on instruction of ELs. Does this meet the court mandate?	State-mandated bilingual elementary programs, and ESL secondary programs were established with corresponding funding.	IDRA provided technical assistance to policymakers drafting state policy regarding EL education and testified at legislative hearings. IDRA also coordinated strategies among policymakers and EL advocacy groups.	"Third Major Piece of Legislation Affecting Bilingual Education," by Abelardo Villarreal and Dolores Cardenas, July 1981
1981	Texas HB 1 adopted. First time school funding is included in an appropriations bill.	Need to increase equity in funding. Did the legislation go far enough?	Equalization aid was increased by 25 percent.	IDRA provided research and technical assistance to policymakers and advocates fighting for more equity in funding.	"Texas Legislature Increases Funding for Texas Public Schools," by Albert Cortez, July 1981
1982	Doe vs. Plyler	Challenge to policy that denied access to public education to undocumented immigrant children. What is the impact of excluding immigrant children from schools?	The U.S. Supreme Court ruled that denial of education to innocent immigrant children violates the U.S. Constitution and created a new intermediate review standard where damage to children was weighted against state interests.	IDRA provided expert testimony in the case and publicized the ruling to immigrant communities and organizations working with them. IDRA also worked with policymakers and advocates to fend off efforts to adopt policies that were designed	"Supreme Court Rules in Favor of Undocumented Children," by Albert Cortez and Sharon Sepúlveda-Hassell, August 1982 "Court Rules in US v Texas," January 1981

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
				to discourage immigrant student enrollment.	Education of Immigrant Children , IDRA website
1984	Texas HB72 adopted	<p>Major reforms in education pushed but included more funding in exchange for more accountability.</p> <p>Do the curriculum and funding reforms accomplish all that is needed for all children to have an excellent education?</p>	Changes were adopted in Texas, including standardized curricula, introduction of state testing and assessment-based accountability; pupil-based funding, extra funding for educating ELLs and low-income students using weighted funding. Equalization funding was increased.	IDRA provided expert testimony on the need for greater equity, targeted funding for EL and low-income students, and more school-focused accountability. IDRA analyzed the impact of proposed reforms on funding equity and support for special population students. IDRA worked with IAF to support adoption of school finance reform as that organization's first state-level focused reform effort.	<p>"A Decade of School Finance Reform," August 1984</p> <p>"Highlights of the Education Reform Bill Passed by the 68th Texas Legislature, Second Called Session June 4 – July 2, 1984," by Jesse Bernal, August 1984</p>
1984	Edgewood I filed	<p>Lack of legislative action to seriously address inequities led to decision to launch legal challenge.</p> <p>Is the funding equitable?</p>	The Texas system of school funding inequity was ruled unconstitutional in 1988.	IDRA convened legal and research experts to identify the right time for state litigation. IDRA also conducted extensive research on the extent of funding inequity and reforms needed and provided expert testimony at state court trial.	"Constitutionality of Texas School Finance System Challenged," by Albert Cortez, June 1984
1986	IDRA commissioned to conduct Texas' first statewide dropout study	<p>Up to 1986, Texas schools did not collect or report any data related to high school dropouts.</p> <p>Who are the children not in school and in what numbers?</p>	After conducting and disseminating research, the state adopted HB 1010 which mandated counting and reporting of dropouts and implementation of dropout prevention efforts.	IDRA conducted research on dropout counts and percentages (attrition rates), existing dropout prevention programs, and evaluation of effectiveness. IDRA's report included policy reform recommendations. IDRA worked with policymakers	<p>"The Texas School Dropout Survey Project: A Summary of Findings," November 1986</p> <p>"Texas School Holding Power – Past, Present and Future," by Josie</p>



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
				and advocates in drafting policy reforms needed to address issues and has continued to release updated attrition studies every year thereafter.	Danini Cortez, M.A., October 2006
1990	Texas SB1 Adopted. Cosmetic changes made to Texas school finance system	Texas drafts a weak plan that includes minor reforms in response to 1989 Texas Supreme Court ruling.	Changes were so weak that MALDEF and equity advocates challenged the revised funding system.	IDRA conducted research on reforms adopted in 1990 to assess impact on equity and recommended a new state court challenge to funding system.	"Senate Bill 1 Non-Finance Provisions," by Albert Cortez, August 1990
1991	Edgewood II filed. Texas Supreme Court rules revised funding system unconstitutional.	The Texas Legislature's adoption of new – still inequitable – state funding system required a court new challenge	The Texas district court ruled that the state did not go far enough in changes to system to achieve equity. Texas Supreme Court again ruled that the Texas system of funding schools is unconstitutional.	IDRA conducted equity analyses of 1990 reforms, provided technical assistance to attorneys involved in case and provided expert testimony. IDRA supported legal efforts in presentations before the Texas Supreme Court.	"Supreme Court Narrows Finance Reform Parameter," by Dr. José A. Cárdenas, February 1991
1991	Texas SB350 adopted. Creates County Education Districts-based funding	Major disparities in district property wealth that were at the center of inequitable funding were neutralized by new funding plan. Are the disparities reduced?	New CED system greatly reduced inequities but drew strong reaction from wealthy school districts.	IDRA conducted initial research on the alternative, "county based" funding plans and provided technical assistance in designing a new system and in explaining the plan to policymakers, advocates and community groups.	"Senate Enacts Equitable Finance Plan," by José A. Cárdenas and Albert Cortez, March 1991 "Texas Legislature Adopts School Funding Plan," by Albert Cortez, May 1991

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
1991	Edgewood III filed challenging CED-based funding system	Wealthy school districts oppose consolidating tax bases for funding because they lose advantages and thus decide to challenge the Texas school funding system.	The Texas Supreme Court overturned the CED-based system stating that wealthy school districts needed to vote to agree to share property bases.	IDRA provided testimony in the case verifying the greater equity achieved in the county-based funding system.	“Wealthy Districts File Suit Challenging Constitutionality of Senate Bill 351.” by Albert Cortez, June 1991
1992	CED-based system ruled unconstitutional	Although the new system closed funding gaps, the Texas Supreme Court rules that the new system was unconstitutional because local districts did not “vote” to share local property revenue. Was this an improvement on the previous system?	The third revision of the funding plan was rejected, prompting the need for creating a new funding system.	IDRA provided technical assistance to policymakers on the advantages of the CED-based plan and worked with advocates on a constitutional amendment referendum.	“Supreme Court Overturns New Texas Plan.” by Albert Cortez, March 1992 (pdf) “Governor Richards Decides to Delay Special Session – Legislators Struggle with Options for Respond to Edgewood III Decision,” by Albert Cortez, June 1992 (pdf)
1993	Texas SB7 adopted	New system of school funding neutralizes wealth disparities by giving districts several “options” to equalize wealth.	New school funding system was designed to reduce disparities from several thousand to less than \$700 per pupil.	IDRA provided technical assistance to policymakers and advocates on the impact of funding reforms and provided advice and technical assistance related to proposed litigation.	“School Finance Update: Senate Bill 7 is Legislators’ Latest Attempt at Equity,” by Albert Cortez, June-July 1993 (pdf) “School Finance Reform and Intra-District Equity: An Excerpt,” by José A. Cárdenas, Ed.D., March 1997
1994	Edgewood IV challenges the Texas revised	Equity advocates argue that the system does not go far enough in	Texas system of funding schools was finally ruled constitutional in 1995.	IDRA provided technical assistance to assess school funding inequities left in the	“The Texas Supreme Court’s Decision in Edgewood IV: Findings,”

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
	school finance system	reducing gaps (left at \$700 per pupil by SB 7). Did this open the door to make the funding more equitable?		revised system and provided expert testimony in the case.	Implications, and Next Steps. by Albert Cortez, March 1995
1997	Texas HB588 , commonly referred to as the "Top 10 Percent Plan"	The law guarantees Texas students who graduated in the top 10 percent of their high school class automatic admission to all state-funded universities.	The bill was created as a means to avoid the stipulations from the <i>Hopwood v. Texas</i> appeals court case banning the use of affirmative action	IDRA conducted research on implications of the proposals and provided technical assistance to policymakers and advocates.	"Since When are Good Grades and Diversity a Bad Thing? – 7 Recommendations and the Texas Top Ten Percent Plan." by David Hinojosa, J.D., February 2017 "Texas Legislature Considers Much for Education, Accomplishes Little," by Albert Cortez, Ph.D. and Anna Alicia Romero, August 1997
1999	Texas' 78 th legislative session	Funding for schools, addressing pay disparities contributing to the teacher shortage. Voucher proposals threaten public school success.	The 76 th Texas Legislature approved a \$2.5 billion increase in state funding for education over the biennium, and a \$3000 teacher salary increase.	IDRA provided research and expert testimony. IDRA organized the Coalition for Equity and Excellence in Public Education comprising community organizations and individuals who support the use of public money for neighborhood public schools and who oppose any effort to divert public tax funds to subsidize private education.	"Texas Legislative Update." by Albert Cortez, Ph.D., August 1999 "For Our Children: Preserving Our Neighborhood Public Schools," March 8, 1999
2001	Texas Latino Education	TLEC would have the opportunity to bring advocates together with	The coalition focuses on critical educational issues in Texas and improve the state	IDRA convened a group of organizations and individuals to establish the Texas Latino	Texas Latino Education Coalition , web page



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
	Coalition established	a common voice for education in the state.	of education for Latino students in public schools, to include equitable funding and quality education for all Latino students.	Education Coalition. Representing thousands of Texans, founding member organizations included: IDRA, the Mexican American Legal Defense and Educational Fund, Mexican American School Board Members Association, League of United Latin American Citizens, among many others.	
2002	Zelman v. Simmons-Harris	Public funding for private school, taking funds away from poor schools via vouchers.	The United States Supreme court upheld that public money can be used to fund school vouchers.	In Texas' voucher battle, IDRA has provided expert research and testimony on the importance of keeping public money in public schools and addressing raising the standards and ability of neighborhood campuses.	"Supreme Court Ruling Bad for Neighborhood Public Schools." by María Robledo Montecel, Ph.D., June-July 2002
2005	West Orange-Cove challenging the "adequacy" of the existing funding plan is filed by wealthy school districts. Equity plaintiffs intervene in the case to challenge level of equity in system	Wealthy Texas school districts cite increased requirements not supported by adequate funding. Equity advocates take stance that the system provided funding that is inadequate and inequitable.	Legislators back-tracked on the 1995 commitment to make the system equitable.	IDRA provided technical assistance in assessing funding school inequities left in the revised system and provided expert testimony in the case.	General Information West Orange-Cove web page West Orange-Cove Ruling web page
2005	Texas' 79th legislative session	The West Orange-Cove required the state to modify the funding system in 2005 to correct constitutional violations	The legislature held a special session and passed HB1. Most of the new funding was used for tax reductions and	IDRA launched Texans for Fair Funding website that showed how schools are funded, what's at stake, and what people can do about it.	"Upcoming 2007 Texas Legislative Session – Key Issues and Expectations." by Albert Cortez, Ph.D.,

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
			very little for actual increased spending.	The website and initiative were cosponsored by TLEC.	November–December 2006
2007	No Child Left Behind Act renewed	Reauthorization of the federal Elementary and Secondary Education Act (ESEA)	NCLB was is one of the most far-reaching education reform efforts since the U.S. Supreme Court ruling in Brown vs. Board of Education that separate is not equal.	IDRA presented testimony to the U.S. House of Representatives Committee on Education and Labor about dropout prevention and student engagement strategies.	“Graduation for All Students- Dropout Prevention and Student Engagement Strategies and the Reauthorization of the No Child Left Behind Act.” by María "Cuca" Robledo Montecel, Ph.D., June-July 2007
2009	Texas Top Ten Percent Plan revised	Texas policymakers considered whether or not to water-down the successful Texas Top Ten Percent Plan	Changes slightly limited automatic admissions beginning in the fall of 2011 to UT Austin only. But this policy opened the door to additional limitations at UT Austin in the future.	IDRA provided analysis on the impact of proposals and engaged in a community education effort to clarify the changes.	“Update on Texas Top 10% Plan for Your Students,” 2009
2009	Treatment of immigrant children at the T. Don Hutto Family Detention Center	Learning conditions were inappropriate to the minors’ level of development, basic academic competencies were not adequately taught, and EL curriculum was not in compliance with Texas state requirements. Hutto was in violation of Flores v. Meese.	The administration committed to ending family detention at Hutto in 2009.	The American Civil Liberties Union contracted with IDRA to conduct a thorough review of the education records for all plaintiffs, analyze teaching credentials of the Hutto instructional staff, read 28 additional documents submitted by ACLU and observe the classrooms of the T. Don Hutto Family Detention Center.	“Tools for Action – Enlightened Public Policy,” 2007
2011	Texas lawmakers cut \$6.4 billion for public education	Instead of ending funding disparities, the Texas legislature walked away – pushing millions of Texas children aside.	12,000 teachers got pink slips, classrooms were more crowded, and qualified college students lost scholarship funds.	IDRA’s Fair Funding Now! initiative helped communities across the state get information and speak out against the state’s funding	“Fair Funding is Essential to Having Excellent Schools for All Texas Students.” by María "Cuca" Robledo



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
				cuts and to stress their desire to guarantee that all children graduate ready for college and career.	Montecel, Ph.D., November-December 2011
2012	Texas Taxpayer and Student Fairness Coalition, et al. vs. Williams	More than 600 school districts file five different court challenges to the current system of school funding (the cases were consolidated into one).	Texas district court issued a bench ruling that the Texas school funding system is both inadequate and inequitable.	IDRA provided research and expert testimony for MALDEF suit on the status of funding inequity and inadequate funding for poor and EL students affecting all school districts.	"IDRA Director of Policy, Dr. Albert Cortez, Testifies in School Finance Case Analysis Shows Wide Funding Disparities – Educational Opportunity in Texas Depends on Where You Live." December 5, 2012
2013	HB1 adopted with new funding. State district court re-opens the Texas Taxpayer and Student Fairness Coalition, et al. vs. Williams case	State district court re-opens the case to assess impact of new funding on adequacy and equity.	New state district court hearing was scheduled. The court later issues extensive findings concluding system is inequitable and inadequate.	IDRA provided expert testimony in the new phase of the case.	"The Latest Texas School Finance Equity and Adequacy Court Case – Round Six Texas Taxpayers and Student Fairness Coalition et al vs. Williams." by Albert Cortez, Ph.D., February 2014 "Court Rules Again: Texas School Funding Must Serve All Students Equitably – IDRA Statement on the Texas District Court Ruling on Texas School Finance System," by Dr. María "Cuca" Robledo Montecel, September 2014



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
2013	HB5 reducing number of end-of-course tests and weakening graduation requirements	Community groups were concerned that the required 4x4 (4 math, 4 science, 4 English, 4 social studies) was ended and a new element called, “endorsements,” was added which might relegate poor and of color students to non-college strands.	IDRA and community organizations informed families, convened meetings on the issue and began studying the policy’s impact.	IDRA provided testimony before the legislature and State Board of Education, convened community groups to clarify the new policy, and conducted training on the key issues for families.	<p>“A Post Session Assessment of Texas Education Policy Changes Considered, Adopted and Rejected in 2013.” by Albert Cortez, Ph.D., August 2013</p> <p>“Texas Endorsement System Threatens to Track Poor and Minority Students – IDRA Calls on Texas State Board of Education to Ensure All Students Have Access to High Quality Curriculum.” November-December 2013</p> <p>“Ready Texas – Gathering Stakeholder Input to Guide Research on New Texas High School Graduation Plans.” by Laurie Posner, M.P.A., March 2016</p> <p>“More Comprehensive Advising Needed in the Aftermath of Changes to Texas High School Curriculum Requirements.” by Albert Cortez, Ph.D., August 2015</p>

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
					IDRA Infographic – Ready Texas Graduation Requirements Study, 2017
2015	Texas Taxpayer and Student Fairness Coalition, et al. vs. Williams Supreme Court Appeal	Texas Supreme Court hears appeal of the case by the state charter schools and wealthy school districts	Court takes argument under review	IDRA coordinated important amicus briefs on equity and why money matters. Assisted MALDEF attorneys for oral argument.	“Court Can End Neglect of Millions of School Children – Texas Supreme Court School Finance Hearing Held.” September 2015
2015	Fisher vs. Ex II, U.S. Supreme Court	Caucasian student challenges UT Austin’s use of race in admissions	Supreme Court affirms racial diversity as a compelling interest for universities and allows UT Austin’s holistic admissions process to continue.	IDRA wrote an amicus brief of the impact of harmful education policies for Latino and African American students in K-12 in Texas and the important benefits resulting from diversity. IDRA consulted with groups on other briefs.	IDRA Amicus Brief, SCOTUS Blog, October 30, 2015
2015	Every Student Succeeds Act (ESSA) adopted	Reauthorization of the federal Elementary and Secondary Education Act (ESEA)	ESSA advanced some civil rights protections, but it also was saddled with many questionable provisions and uncertainty.	IDRA identified key issues in the ESEA reauthorization that are vital to ensuring high quality education for all students	The New Every Student Succeeds Act – Progress and Promise or Retreat and Surrender, IDRA, December 15, 2015
2016	Texas Taxpayer and Student Fairness Coalition, et al. vs. Williams Appeal to Texas Supreme Court	Texas Supreme Court issues ruling	Court lowered legal standards of equity and adequacy	IDRA consulted with statewide groups and legislators, conducting analysis of the decision and its impact on the education of under-served children.	“Fair Funding is Nonnegotiable – Texas Must Have Excellent Schools for All: The Texas Supreme Court Ruling Does not Excuse State Policymakers from Putting Texas Children

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
					First,” IDRA, Friday May 13, 2016
2016	Temporary policy relieves high-stakes for 6,000 students	Previously, high schools had to withhold diplomas for seniors who met grade and course requirements but did not pass all STAAR tests. This high-stakes feature is harmful to students and disproportionately so for Black, Latino, and students in families with low incomes.	Lawmakers extended its new policy for students who have completed all requirements and do not pass one or two of the end-of-course exams to still graduate if approved by an individual graduation committee (IGC). The policy had been set to expire in 2017.	IDRA conducted an analysis finding that, for the 2014-15 school year, 12,077 students were assigned an individual graduation committee, and about half of those (6,279) were recommended for graduation.	Use of Individual Graduation Committees Unlocks Diplomas for Qualified Students, press release November 14, 2016
2017	Texas’ 85th legislative session and special session	Issues in the session included school funding, special population funding, diverting public money for private schooling, Texas Top Ten Percent plan	No significant school funding improvements were made.	IDRA and TLEC presented testimony and analysis for many hearings and meetings.	25 Education Groups Push Texas Leaders to Invest in High Quality Public Education for All Children, July 21, 2017
2018	Texas School Finance Commission hearings on school finance	Senate committee held interim session hearings on school funding	Hearings informed the 2019 session.	IDRA presented testimony on research and analysis to inform the legislature’s policy work prior to the 2019 session.	“What the Research Says on Expanding High Quality Educational Opportunities for All Students,” by David Hinojosa, April 4, 2018
2019	Texas’ 86th legislative session	Issues in the session included school funding, special population funding, accountability, Texas Top Ten Percent plan, and school safety.	The legislature made some of the most significant changes to school funding in decades by increasing the basic allotment (and other changes that lower that increase), changed special student population allotment rules, provided additional funding for students in dual	IDRA and TLEC presented testimony, analysis and data dashboards for many hearings and meetings.	June-July Issue of the IDRA Newsletter Focus: Education Policy, July 30, 2019

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
			language programs, established school safety measures, extends the use of Individual Graduation Committees for four years. No action was taken on the Texas Top Ten Percent plan.		
2019	TLEC expanded to Texas Legislative Education Equity Coalition (TLEEC)	As coalition membership became increasingly diverse and with expansion of issues, members looked to change their name to more accurately reflect their mission.	The Texas Latino Education Coalition became the Texas Legislative Education Equity Coalition.	IDRA co-convened with the coalition to adopt a name change to reflect the organization's growing diverse membership.	Texas Legislative Education Equity Coalition, 2019
2020	COVID-19 school closures	In March, schools across the country closed their buildings due to the COVID-19 pandemic. Educators had to shift to online instruction with no preparation.	Educators needed support for delivering equitable education virtually, families needed support the help their children and with digital access, students needed support for learning and mental wellness, policymakers had to provide funds and sound policies.	Within one week and for over the next year, IDRA shifted to launch Learning Goes On, an initiative to provide policy updates, educational practice resources and webinars, student and family engagement, policy advocacy and more.	Learning Goes On, website
2020	U.S. Department of Education's equitable services rule	The U.S. Department of Education's interpretation of the CARES Act could cost school districts in Texas more than \$38 million. Instead of money funding hundreds of counselors, social workers and nurses and remote learning, the department mandated schools to spend it on subsidizing private schools.	The U.S. District Court for the District of Columbia struck down the rule that required many public school districts to give away more of their CARES Act emergency relief funds to private schools. The Court found that the Department's interpretation of the CARES Act "equitable services" provision "conflicts with the unambiguous text of the	IDRA studied and released an issue brief highlighting the key problems in the Department's rule along with recommendations. Several "friend of the court" briefs cited IDRA's analysis in their arguments against the rule.	"Cutting Public School Relief Funds to Subsidize Private Schools – Issue Brief," by Morgan Craven, J.D., & Roy Johnson, M.A., July 2020 "Texas-focused Education Equity Groups Support Lawsuit Challenging U.S. Department of Education Rule that



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
			statute” and is, therefore, void.		Shifts Relief Funds from Public Schools to Private Learning Goes On, September 3, 2020
2020	IDRA Education Policy Fellows Program launched	State-level advocates in Texas and Georgia did not represent the majority students of color who attend their public schools.	The first cohort of IDRA’s Education Policy Fellows set out to gain real-world advocacy experience and training during the legislative session while working with coalitions to craft a community-centered education policy agenda.	IDRA Education Policy Fellows program created and outlined in “Skin in the Game” by Morgan Craven, J.D.	“Skin in the Game: The 86th Texas Legislative Session and the Impact of Advocate Diversity,” by Morgan Craven, J.D., 2020
2021	Texas’ 87th legislative session	Key education issues during the session included COVID-19 pandemic responses, classroom censorship, Texas Top Ten Percent Plan, and bilingual and special education funding.	With advocacy and analysis by IDRA, the legislature made some positive changes for bilingual education plans, Internet access to students and families, and protecting the Top Ten Percent Plan. However, the legislature passed a bill to censor the way we can talk about race and history in our classrooms, and it missed many opportunities to help end harmful discipline.	IDRA and TLEEC presented testimony, analysis, data dashboards, and student and community input for many hearings and meetings.	“Amplifying Texas’ People Power in a Legislative Session Marked by Harmful Policies” by Celina Moreno, IDRA President & CEO, June 2021
2021	Important wins for Texas emergent bilingual students	One in every five students in Texas identify as “emergent bilingual” or an “English learner” student. Funding and opportunities for emergent bilingual students have lacked in Texas for a while, thus needing a change.	During this session, in conjunction with IDRA and Texans Care for Children, the Texas Early Childhood English Learner Initiative made it to the governor’s desk through four bills. A strategic plan for bilingual education, new special education bilingual	IDRA and partners presented testimony, analysis and data dashboards for many hearings and meetings. Critically, IDRA worked with families, educators, and advocates across the state as part of the Early Childhood English Learner	“Exciting Advances for Emergent Bilingual Students in Texas” by Araceli García, July 2021 Creating a More Bilingual Texas , by Dr. Chloe Lathan Sikes &

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
			certification, smaller pre-K classes, and most notably asset-based terms like “emergent bilingual” have replaced out-of-date terms like “English learner” throughout the Texas education code.	(ECEL) initiative, to build the statewide policy agenda that was the basis for the changes in law.	Chandra Kring Villanueva “New Partnership Launches the Texas Early Childhood English Learner Initiative,” IDRA, June 2020
2021	Opposition to classroom censorship in Texas	As culture wars ramped up across the country, bills attempting to censor discussions about race and gender in classrooms threatened to undermine equity. Through one legislative session and two special sessions, friendly lawmakers, advocates and community members helped to fight against bills that would weaken key subjects in classrooms and cause a “chilling effect” among teachers.	Despite the massive oppositional campaign led by IDRA, HB 3979 was passed prohibiting discussions in classrooms and not allow students to earn extra credit for getting involved in civics opportunities. Additionally, SB 3 was passed during the subsequent special sessions replacing HB 3979 and stripping important amendments that added historical figures of color for instruction.	IDRA & TLEEC led the charge to organize business groups, teachers, students, concerned parents, superintendents, private sectors and more to bring attention to the harms of these bills. IDRA released bill summaries, held press conferences and testimony workshops, and helped to bring over 50 people to the Capitol to oppose the bills.	SB 3 Limit Speech & Engagement in Texas Classrooms , by IDRA What Texas Classroom Censorship Law Means for Students and Schools , by Michelle Castillo, Ed.M., Morgan Craven, J.D., Irene Gómez, Ed.M., & Chloe Latham Sikes, Ph.D.
2021	Protection of Texas Top Ten Percent Plan	The Texas Top Ten Percent Plan has opened the doors of Texas public universities for many students from diverse backgrounds, yet a push from a small group of policymakers set a hearing to drastically limit the number of deserving students who could be automatically admitted to nearly all Texas public universities.	A small group of advocates from public and higher education sectors came together to testify against Senate Bill 1091. The bill did not move further after the hearing concluded.	IDRA and partners presented testimony, various analyses, an issue brief and data for the hearing.	“Equity Should be Upheld in Top Ten Percent Plan” by Altheria Caldera, Ph.D., April 2021
2021	HB 1603 – Individual Graduation	Previously, high schools had to withhold diplomas for seniors who met grade and course	Lawmakers and advocates came together due to the COVID-19 pandemic and	IDRA and partners presented testimony and analysis for the hearings.	“Individual Graduation Committees Should be Available to All High



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
	Committees policy made permanent in Texas	requirements but did not pass all STAAR tests. This high-stakes feature is harmful to students and disproportionately so for Black, Latino, and students in families with low incomes.	changing the Texas Education Code Individual Graduate Committee (IGC).		"School Students" by Chloe Latham-Sikes, Ph.D., March 2021 Use of Individual Graduation Committees Unlocks Diplomas for Qualified Students , IDRA
2021	HB 5 - Digital Inclusion for Texans	Texas is one of six states without a state broadband plan, meaning that when federal dollars come for digital divide issues, there is no place to distribute them. During the COVID-19 pandemic, many students and families lost touch with their schools due to lack of a reliable Internet connection at home. Going into the session to help this, it was important Texas made broadband access a priority.	Lawmakers, public and private sector, workforce development and community members came together to advocate for an omnibus broadband bill that would establish a state broadband plan, office, and maps to see who is being underserved.	IDRA worked with the Mexican American Legislative Caucus (MALC) to add an amendment to ensure there is an urban school district representative on the Governor's Broadband Council. This was to ensure that students in urban areas had a voice in the discussion of where broadband infrastructure is added.	"Texas Legislature Takes Some Steps Toward Addressing the Digital Divide" by Thomas Marshall, M.Ed., July 2021 Digital Destination – Texas Needs Broadband Connectivity for All Students & Families. Issue Brief , by Thomas Marshall & Christina Muñoz, April 20, 2021
2022	Attempts to expand Georgia voucher programs	Georgia public education has been subject to hundreds of millions of dollars in budget cuts nearly every year. Yet, the state uses vouchers to divert public money into privately-run programs that have less accountability and oversight than public schools.	Multiple bills were defeated that would have expanded Georgia voucher programs to fund Educational Savings Accounts. But one passed bill expanded the cap for Georgia's Special Needs Scholarship.	IDRA and coalitions presented testimony and public comment encouraging the assembly to oppose voucher expansions.	Coalition letter against Georgia HB 60 that would divert taxpayer dollars away from our state's most underserved public schools and into private schools, February 2, 2022
2022	Opposition to classroom censorship	Like many other states, Georgia policymakers pushed for harmful classroom censorship policies, designed to whitewash history	Despite significant opposition, Georgia passed HB 1084, which limits truthful classroom conversations and	IDRA worked with partners, including incredible student leaders from the Georgia Youth Justice Coalition, to	"Georgia Assembly Approves Classroom Censorship" by



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
	policies in Georgia	and control narratives about power and privilege in schools.	discussions and important professional development opportunities.	analyze bills, organize opposition, and present testimony against the classroom censorship policies.	Terrence Wilson, J.D., April 22, 2022
2022	Georgia Coalition Against Classroom Censorship founded	The new coalition would have the opportunity to bring advocates together with a common voice for inclusive education in the state.	The coalition is a group of over 100 teachers, students, parents and organizations who coordinated advocacy to oppose legislation that would censor schools and obstruct students' first amendment right to a free and truthful education.	IDRA supported the coalition with organizing meetings, information sharing, advocacy training, presenting testimony, and leading press conferences.	Georgia Coalition Against Classroom Censorship Statement
2022	Congressional testimony for school climate policies	Despite clear harms to students and school climates, states across the country continue to allow harmful discipline practices in schools, including corporal punishment, seclusions and restraints, and school-based policing.	IDRA and coalition partners pushed federal intervention, arguing the federal government to pass laws to stop states and school districts from harming children.	IDRA presented invited testimony before Congress detailing the research around school discipline and climate and arguing for an end to corporal punishment and other harmful policies.	"Serving All Students – Promoting a Healthier, More Supportive School Environment." written testimony, by Morgan Craven, J.D., February 16, 2022 (Also Oral testimony and Hearing video)
2022	IDRA launches Southern Education Equity Network to support community centered educational advocacy	Impacted students and families are often prevented from accessing policymaking spaces and could benefit from support and technical assistance as they pursue change in their communities.	IDRA launched the Southern Education Equity Network (SEEN), an online platform designed to provide support to member organizations and create a community of intergenerational educational justice advocates.	IDRA designed and maintains the platform, supporting organizations through online resources and virtual and in-person training sessions and supports.	IDRA Southern Education Equity Network (SEEN) , website
2022	Texas State Board of Education Social	After passage of the classroom censorship law, the Texas State Board of Education was already set to update social studies	The state board declined any amendments to the proposed civics education standards. This came after a prior board	IDRA and partners presented testimony and analysis for hearing. IDRA and the Teach the Truth	"Texas Social Studies Content Recommendations Set a Strong Course for

A History of IDRA Policy Work to Secure Excellent and Equitable Schooling for All Children



Year	Event	Issue/Community Concern	Result	IDRA Role	Related Links
	Studies Standards	standards for the Texas Essential Knowledge and Skills (TEKS). IDRA encouraged diverse representation in the state learning standards to promote truthful history and culturally sustaining instruction and pedagogies for students to succeed in schools.	decision to delay its anticipated social studies standards review and update to 2025. The civics education thus standards are not inclusive of diverse individuals who have contributed to U.S. traditions, civic engagement and democracy.	Coalition held numerous press conferences throughout the various hearings.	"Student Success" by Chloe Latham Sikes, Ph.D., August 2022
2022	Multi-state policy collaborative launched	Educational equity advocates across the U.S. South often work in siloes even though they share histories, policies and practices.	IDRA launched a multi-state policy collaborative to amplify the work of partner organizations across the U.S. South. Members of the collaborative represent states across the U.S. South.	IDRA convened coalition partners, meeting regularly during concurrent legislative sessions, and helped to identify common needs to support the work of member organizations across the South.	Culturally Sustaining Schools Collaborative , IDRA SEEN website
2022	Equipping Virginia communities to limit classroom censorship	Governor Youngkin issued Executive Order 1 aimed at limiting access to equity practices under the guise of ending the use of "divisive concepts."	The IDRA report found that no directive in Executive Order 1 applied to local school division policy or practice. School and system leaders did not need to change local curriculum or pedagogical strategies.	IDRA and other education leaders, researchers and advocates developed this guide for leaders to help them continue to promote culturally sustaining school practices.	What Virginia's Anti-Equity Executive Order 1 and Reports Mean for K-12 Schools and Students – A Guide for School Leaders , November 2022

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