



Call for Applications

IDRA invites research applications for the IDRA José A. Cárdenas School Finance Fellows Program.

IDRA established the José A. Cárdenas School Finance Fellows Program to honor the memory of its founder, Dr. José Angel Cárdenas. The goal of the program is to engage the nation's most promising researchers and practitioners in investigating school finance solutions that secure equity and excellence for all public school students. The program focuses on and funds school finance research that builds cross-disciplinary and inter-sector perspectives on equity.



IDRA will select one or more fellows in this cycle who will dedicate themselves to a period of intense study and writing in school finance. IDRA will hold a symposium that includes the release and publication of the fellow's program paper. IDRA will also disseminate the paper and findings to the education research and policymaker community.

Additional information about the program and the work of previous fellows is online at: www.idra.org/research_articles/fellows-program.

The José A. Cárdenas School Finance Fellow(s) will be selected beginning in 2023. Fellow(s) will receive a stipend of up to \$20,000 to include cost of release time. The awardees will spend the equivalent of one week at the IDRA office in San Antonio engaging in a structured program. IDRA staff will work with fellows to finalize program details.

To be eligible, applicants must be:

- Doctoral candidate or completed doctoral training by time of selection, or
- Academic candidate reflecting scholarly experience in conducting school finance or related research, or
- Practitioner with an equivalent level of academic/professional achievement.

The Call for Applications is now available online. The Application Packet includes:

- [Description & Background \(webpage\)](#)
- [Call for Applications \(pdf\)](#)
- [Application Form \(online form\)](#)

[See flier \(PDF\)](#)

Most Recent IDRA José A. Cárdenas School Finance Fellows: Dr. Vanessa Sansone and Dr. David Martínez



Dr. Vanessa A. Sansone conducted a comparative case study analysis of CARES Act spending patterns among selected HSIs within Texas. Centering decision-making in uncertain times within a resource dependency framing, she synthesized the educational policy funding context in which selected public HSIs were operating pre-pandemic to understand how they spent federal emergency relief aid during the COVID-19 pandemic. The study will inform understandings about future state and federal financial investments for HSIs, HSI revenue and expenditure trends, and federal relief aid spending among HSIs. IDRA released her report, [An Exploration of CARES Act Funding Policies Affecting Hispanic-Serving Institutions in Texas](#), in May 2023 at a [virtual symposium \(Executive Summary\)](#).



Dr. David G. Martínez analyzed South Carolina school finance priorities in high-proportion Latino districts during COVID-19. Using a multi-method design incorporating longitudinal district-level funding analysis to guide in-depth interviews with a broad, statewide and stratified sample of educational leaders in South Carolina, his research sought to understand if high-proportion Latino districts have the necessary resources to provide a salient program of instruction to their Latino students during the unprecedented and ongoing health crisis. IDRA released his report, [A Disproportionality Analysis of South Carolina School Finance Policy Priorities in High Proportion LatinX Districts During COVID-19](#), by David Martínez, David Osworth, Hector L. Díaz, in May 2023 at a [virtual symposium](#). (See also [Did Anyone Ask the Leaders? Reviewing South Carolina School Finance Disparities in High Proportion LatinX School Districts during COVID-19 – Executive Summary](#).)

The fellows presented their research at IDRA's José A. Cárdenas School Finance Fellow Virtual Symposium on May 18, 2023. [Event details and video are here.](#)



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

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