

# THE POWER OF POSSIBILITY

**Defining moments:**  
How IDRA and its partners are  
changing public education



# LETTER *from IDRA President and CEO*

*In the stream of everyday work, there is sometimes a moment when everything crystalizes. All that is possible suddenly comes into view. A moment like this may not be flashy, or even obvious to all but those immediately involved. It is, nonetheless, defining: a little bit of lightening in a bottle.*



## SEVEN SUCH MOMENTS ARE AT THE HEART OF OUR 2014 ANNUAL REPORT:

We see these moments in the pride of Albuquerque Public School's Black Student Union graduates, where 95 percent are on their way to college. We find these moments in the language of an historic Texas district court ruling that affirms the rights of all children to a high quality, equitably-funded public education. These moments are evident in the commitment of teachers like Federico "Freddy" Botello, who work every day for every student's success. These moments shine through the actions of those business leaders who see economic

competitiveness as inseparable from educational quality. We find these moments in the tenacity of the school, family and community partners in the Texas Rio Grande Valley who are transforming education and economic opportunity in one of the poorest parts of the country. And these moments are expressed vividly in the leadership of students like Johan Servones who step into service and leadership, and demonstrate why valuing all youth, without exception, is *the* path to schoolwide transformation.

But as much as "defining moments" distill and clarify key turning-points in our immediate past, they also point to what must be done next.

Honing the most effective strategies and practices, in the coming year, IDRA will scale up work in three areas: (1) **Student Access and Success**—leveraging IDRA's work from early education to higher education, to reshape national policy and practice that assures access to high quality educational opportunity for all students; (2) **Civic Engagement**—building public will to secure

educational opportunity for all children and fostering transformative family-school-community partnerships, in-person and online with leading-edge technology tools and platforms; and (3) **Educational Transformation and Innovation**—developing, through integrated professional development, a generation of principal and teacher leadership who secure enduring excellence and equity.

When Johan Servones became a middle school tutor in the IDRA Coca-Cola Valued Youth Program at Captain Manuel Rivera, Jr. PS/MS 279 in New York City, he said, "I want my tutees to be inspired and start to think about what they want to be in the future, just like my teacher has inspired me."

This annual report is dedicated to young people and to all of our partners and funders who helped bring inspiration into being.

From youth leadership to family engagement, from early learning to post-secondary success, from classroom innovation to research, analyses, and evaluation that informs sound policymaking and practice, you can count on IDRA to continue to work at the forefront of efforts to secure educational opportunities for all young people.

Together, we can assure that public education delivers on the power of possibility for all.

A handwritten signature in black ink that reads "María Robledo Montecel". The signature is written in a cursive, flowing style.

Dr. María "Cuca" Robledo Montecel  
President and CEO

# FUNDERS *Who Have Helped Make IDRA's Work Possible*

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

\* Grants during current period.

# THE POWER OF POSSIBILITY

## TWENTY FOURTEEN ANNUAL REPORT

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# 1  
DEFINING MOMENTS

SECURING  
OPPORTUNITY

**HIGH SCHOOL STUDENTS IN ALBUQUERQUE PUBLIC SCHOOL'S BLACK STUDENT UNION (PICTURED HERE) CELEBRATE** their rites of passage ceremony as part of their graduation. IDRA's South Central Collaborative for Equity, funded by the U.S. Department of Education, assisted school leaders, like APS Multicultural Education Coordinator, Mrs. Joycelyn Pegues Jackson, to prepare young men and women to graduate and go on to college. The college-going rate for this group is more than 95 percent.

Over sixty years after the landmark *Brown vs. Board of Education* and *Mendez vs. Westminster* court rulings, segregation is still widespread in America's public schools. Segregation is, of course, not only about the division of students by race, but the apportioning of opportunity. Even as children in poverty become the majority of students enrolled in public schools, nationwide, they remain inadequately served. Low-income children and students of color are far more likely to attend inadequately- or inequitably-funded schools, with fewer resources for faculty, facilities and instruction.

IDRA and its partners are working to assure that states, regions, and school districts have the resources they need to serve students of all backgrounds well. In 2014, crisscrossing federal region VI, IDRA's South Central Collaborative for Equity, provided training, research-based resources and technical assistance focused on securing educational opportunity for all to thousands of education, family, and community partners in Arkansas, Louisiana, New Mexico, Oklahoma and Texas, and nationally.

The IDRA SCCE worked with school leaders in Arkansas, Louisiana and Oklahoma to address the over-representation of African American boys in disciplinary actions and under-representation in advanced placement and dual credit courses. We partnered with education leaders in Oklahoma to prepare a new cadre of ESL-certified teachers to serve the rapidly growing population of English language learners in Tulsa and Oklahoma City. As an example of our work in Texas, IDRA trained secondary students on the prevention of bullying to make their schools a safer home for learning. Additionally, we collaborated with regional comprehensive centers in

**“I HAVE KNOWLEDGE I CAN USE TO SERVE OUR CHILDREN BETTER IN THE STATE OF ARKANSAS. WITH THE HELP OF IDRA, WE CAN MOVE FORWARD.”**

—*Miguel Hernandez, Jr.*, Arkansas Department of Education, September 2014, working with IDRA to map out a plan for strengthening educational opportunity and equity in Arkansas to serve English language learners and all students.

seven states to convene diversity conferences that help state departments in the just implementation of Common Core, ESEA Flexibility, and Teacher Equity Plans.

We also served as a clearinghouse for research and exemplary practices for federal region VI and nationally. Through IDRA's Equity HUB and interactive “Picture Equity” map and app, we spotlighted visionary, effective leadership. Principals, superintendents, teachers, community leaders, state agency leaders and youth, worked together and with our staff to pave the way for high quality, equitable education.



**Education Civil Rights for Today and Beyond—Episode 147**  
<http://budurl.com/IDRApod147>



#  
DEFINING MOMENTS  
2

DEFENDING CHILDREN'S  
EDUCATIONAL AND  
CIVIL RIGHTS



THE SCHOOL FINANCE SYSTEM IS CONSTITUTIONALLY INADEQUATE, UNSUITABLE AND FINANCIALLY INEFFICIENT.”

—JUDGE JOHN DIETZ, 2014

On August 28, 2014, the Texas District Court, Judge John Dietz presiding (pictured here), ruled that the Texas school finance system violates the Texas Constitution. In finding for the plaintiffs, this ruling is one of the most significant statements in state history about the need to appropriately serve the more than 5 million schoolchildren who attend Texas public schools, a population that has grown by 19 percent over the last decade. The Mexican American Legal Defense and Educational Fund (MALDEF) represented a sub-group of low wealth school districts and parents in the case, and IDRA conducted several research studies of the Texas school finance system in conjunction with the case. IDRA research found that the system is inequitable and fails to provide adequate levels of funding for educating English language learners and low-income students.

IDRA provided key testimony in the *Texas Taxpayer and Student Fairness Coalition vs. Michael Williams, et al.*, initial trial that concluded in February 2013 and the subsequent hearings in 2014 that examined the impact of changes to the Texas public school funding system adopted by the Texas legislature in 2013. IDRA also presented analyses at trial revealing that funding cuts to special programs disproportionately impact students in low wealth and major urban school districts.

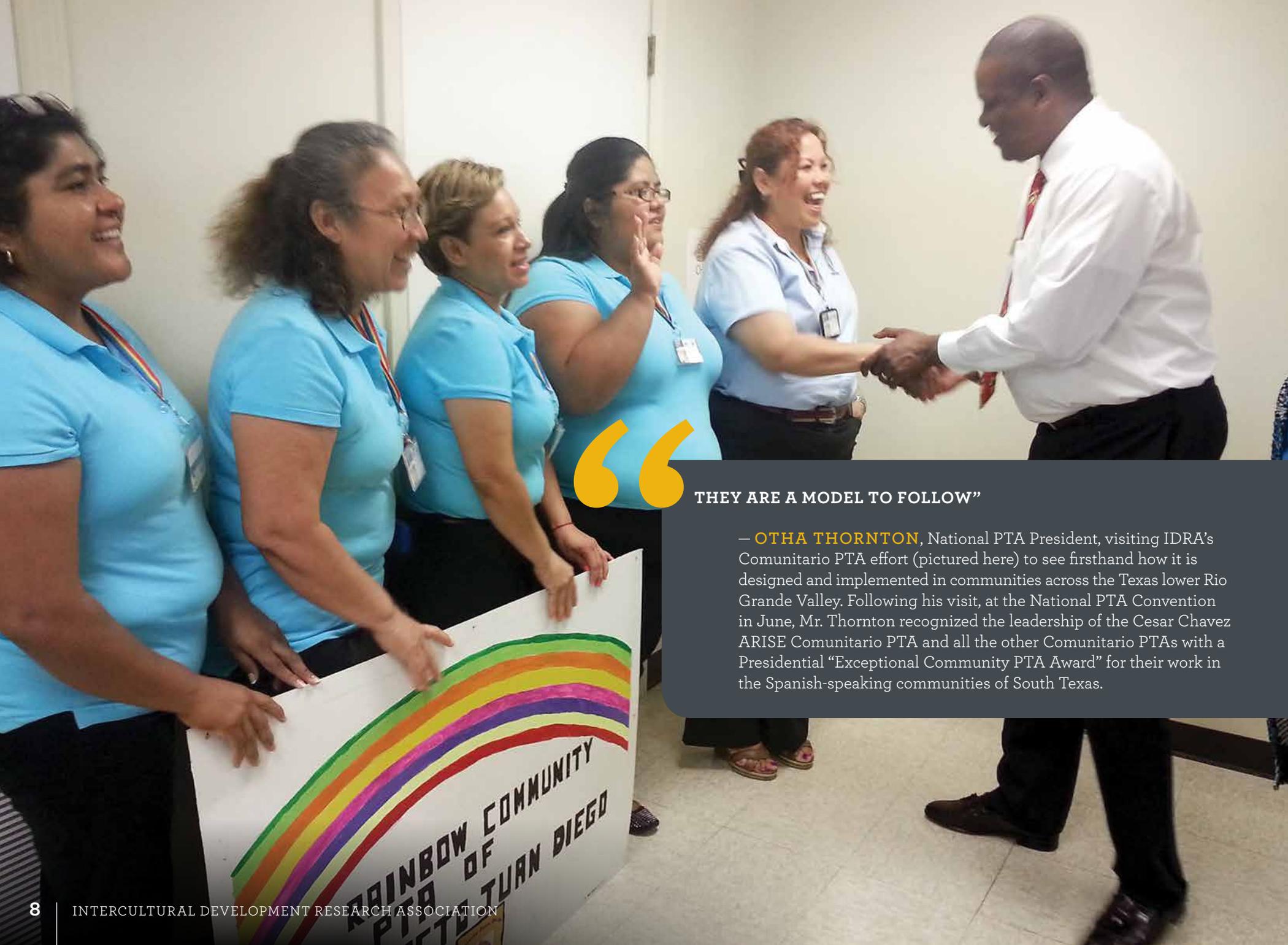
Across the Southwest and nationally, IDRA also worked to secure the civil rights and educational opportunities of English language learners. At close to 5 million students, English language learners are among the nation's fastest growing segments of the student population. While the highest percentage of English learners are in Alaska, California, Colorado, Hawaii,

Nevada, New Mexico, Oregon and Texas, three in four public schools in the nation now serve English learners. While Title VI of the Civil Rights Act of 1964 and Equal Educational Opportunities Act issued clear mandates for assuring that English learners would have meaningful access to public education and instruction, academic outcomes for English language learners remain among the lowest of all students in K–12 schools.

IDRA President and CEO, Dr. María “Cuca” Robledo Montecel, launched the IDRA José A. Cárdenas School Finance Fellows Program to foster national research on how to design, equitably fund and appropriately invest in school finance systems that deliver on the promise of serving all students well. Dr. Oscar Jimenez-Castellanos, Assistant Professor at Arizona State University, was selected as the inaugural 2014 Fellow, and undertook an empirical study to examine the amount of supplemental funding that is required to effectively implement appropriate services for English language learners at the secondary level. The 2014 fellowship advisory committee included national leaders in school finance, civil rights and education law, David G. Hinojosa, J.D., Regional Counsel, MALDEF; Celina Moreno, J.D., Legislative Staff Attorney, MALDEF; Al Kauffman, J.D., Professor of Law, St Mary's University School of Law; and Norma Cantu, J.D., Professor of Education; Professor of Law, University of Texas School of Law.



**Tracking vs. High Quality Education for All Students—  
Episode 124** <http://budurl.com/IDRApod124>



“THEY ARE A MODEL TO FOLLOW”

— **OTHA THORNTON**, National PTA President, visiting IDRA’s Comunitario PTA effort (pictured here) to see firsthand how it is designed and implemented in communities across the Texas lower Rio Grande Valley. Following his visit, at the National PTA Convention in June, Mr. Thornton recognized the leadership of the Cesar Chavez ARISE Comunitario PTA and all the other Comunitario PTAs with a Presidential “Exceptional Community PTA Award” for their work in the Spanish-speaking communities of South Texas.

# # DEFINING MOMENTS 3

## BUILDING A NATIONAL GRASSROOTS FAMILY MODEL

In 2014, ninety members of new Comunitario PTAs gathered with IDRA to kick off a series of action-planning meetings with a Summit in Harlingen in the fall, and follow up meetings in winter and spring. All meetings are focused on cross-generational leadership among families, educators and communities in South Texas to improve educational quality, opportunity, access, and success.

### CROSS-GENERATIONAL APPROACH.

A Comunitario PTA is a community organization-based PTA that gathers family leaders in poor communities to engage them on education policies and educational opportunities for their children. Unlike traditional PTAs, which often emphasize auxiliary or fundraising support, IDRA's Comunitario PTA is a community-based parent teacher organization whose sole purpose is to collaborate with schools and Spanish-speaking, Hispanic, working-class families to improve children's academic outcomes. With the support of a U.S. Department of Education i3 grant, IDRA's Comunitario PTA approach to family engagement is spreading to develop parent leadership in education through community engagement, supporting college access and success for all students, especially those learning English.

Since 2009, six community organizations—ARISE, START, Proyecto Juan Diego, Mano a Mano, Familias Unidas, and Desarrollo Humano—have partnered with IDRA to sponsor Comunitario PTAs with Pharr-San Juan-Alamo, San Benito, Harlingen, Donna, La Joya and Rio Grande school districts.

“WHEN FAMILIES ARE TREATED WITH DIGNITY AND RESPECT, THEY BECOME THE STRONGEST LONG-TERM ADVOCATES FOR A QUALITY PUBLIC EDUCATION FOR ALL CHILDREN.”

—*Seven Elements of the PTA Comunitario Approach*, IDRA, 2014 <http://budurl.com/IDRAptaCa>



**PTA Comunitarios Focus on Strengthening their Schools**  
<http://budurl.com/IDRApod148>

**PTA Comunitarios are Born in their Communities**  
—**Episode 144** <http://budurl.com/IDRApod144>

**How to Start a PTA Comunitario—Episode 131**  
<http://budurl.com/IDRApod131>



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**DEFINING MOMENTS**

PUTTING QUALITY  
EARLY EDUCATION  
AT THE FOREFRONT

**ON DECEMBER 6TH, 2014, IDRA JOINED SAN ANTONIO HISPANIC CHAMBER OF COMMERCE LEADERS, PATRICIA PLIEGO STOUT,** (pictured here), Al Aguilar and Ramiro Cavazos; family and school leaders; and public officials in the release of *The Impact of Education on Economic Development in Texas*, at a press conference hosted by Dr. Sylvester Perez at San Antonio ISD's Margil Elementary. Examining demographic forecasts and educational trends, the report illustrates the clear link between a high quality education—from early education to college preparedness—and Texas economic vitality. Developed under the Chamber's Early Education Committee, chaired by John Gonzalez, and co-written by IDRA with demographer Rogelio Saenz, and economist Marie Mora, the report has informed local and state conversations on public education systems and investments, and been presented at the White House national convening on early education. IDRA's work was carried out under our newly-launched SEED project.

In addition to collaborating with business leaders on examining the impact of education on children's opportunities and economic vitality, under SEED, funded by the W.K Kellogg Foundation, IDRA partnered with San Antonio school districts, family and community leaders to convene the 2014 *La Semana del Niño* Parent Institute, a premier national gathering-place for bilingual family leadership in education. We collaborated with Voices for Children-San Antonio and the Interagency Children's Leadership Council, to craft a children-first agenda for improving the quality of early care and learning; and worked with the Barshop Jewish Community Center and Pre-K 4 SA on the design of the 2015 Early Childhood Diversity Conference for early educators. We joined *Univision Contigo* in its inaugural *Feria Educación*, a family day focused on education at UTSA's 1604 campus, for over 2,000 participants. And we collaborated with BiblioTech, the nation's first all-digital library, to craft early literacy sessions for families and staff in the library.

These efforts, in addition to IDRA's *Semillitas de Aprendizaje* bilingual supplemental curriculum, app, and professional development—are promoting awareness of children's learning needs and providing key strategies and solutions to improve the delivery of high quality, bilingual early childhood education.

**“Mi sueño es ver a mis hijos en el colegio ... ver su graduación, que estén ejerciendo lo que estudiaron. En mi sueño, los veo llevando una vida muy diferente a la que a nosotros nos ha tocado vivir.” “My dream is to see my children attending college, see them graduating from college, and living a life much different from the one we had to endure.”**—Parent, IDRA Annual La Semana del Niño—Parent Institute, SEED interview, 2014

Working on opportunity across the continuum, from early education to college readiness in San Antonio, IDRA also provided key analyses and testimony at the request of the Mayor's Office and City Council and with partners, PRESENTE, MALDEF and business leaders such as the San Antonio Hispanic Chamber of Commerce, as the City of San Antonio reviewed and passed a resolution urging school districts to set the Distinguished Level of Achievement as the default graduation plan for students citywide. Several school districts in San Antonio have already taken this step.

We are also contributing to a growing national conversation about best practices in early education. In this vein, in 2014, IDRA studied international early childhood curricula, investigating the quality and impact of technology-based resources for early learning. And in January, we completed an impact study of AVANCE's Parent-Child Education Program, documenting the long term benefits of a two-generation approach in improving both economic and educational outcomes.



#### **Geometry in Early Childhood—Episode 139**

<http://budurl.com/IDRApod139>

#### **Readers Theatre in Early Childhood Ed—Episode 134**

<http://budurl.com/IDRApod134>



#### **The Impact of Education on Economic Development in Texas, San Antonio Hispanic Chamber of Commerce**

<http://budurl.com/IDRAwpLit1>



“

**RESEARCH IMPLIES THAT ‘POVERTY’ IS A FACTOR** that produces ‘at risk’ students, and because of this stigma, they are ‘destined to fail.’ But key factors—determined students and dedicated teachers—produce results. I am a factor that makes the equation possible for my students to succeed.”

—**FEDERICO BOTELLO** (pictured here), 2014,  
IDRA Caminos project participant

# #5 DEFINING MOMENTS

## EMPOWERING TEACHERS TO SERVE TODAY'S CLASSROOMS

When Federico “Freddy” Botello began to pursue a master’s degree at 46, he had no intention of becoming a public school teacher. He had heard stories of classroom transformation from dedicated teachers, but was unconvinced that teaching really mattered in changing a child’s life. To find out for himself, he took a job as a para-professional in a Title I school and began to work with English language learners. Everything changed. Mr. Botello saw dramatic leaps in learning among students defined as “at risk” and believed to be “destined to fail.” He made a personal commitment to helping all his students succeed and joined IDRA’s Caminos project. Studying with Texas A&M San Antonio, Mr. Botello earned his Texas teaching certificate in bilingual general/ESL, EC – 6 through the program in July of 2014. Today, he teaches at Lytle Elementary in Atascosa County, Texas.

Through its Transition to Teaching programs, funded by the U.S. Department of Education, IDRA is partnering with universities and K – 12 public schools across Texas to prepare a new generation of teachers like Federico Botello in math, science, bilingual/ESL and special education. Through Teachers for Today and Tomorrow (T3), we and our partners are preparing and placing teachers in multicultural settings who bring a passion for teaching and innovation in bilingual/ESL and STEM subjects. T3 also is expanding the candidate pool to include paraprofessionals, a key feature of a “grow your own” recruitment strategy. IDRA’s Caminos project prepares mid-career professionals and recent graduates as teachers with EC – 6 bilingual/ESL certification, with an optional certification in special education. Through Math and Science Smart (MASS), we prepared and placed middle and high school math and science teachers with ESL supplemental endorsement in 10 high-need Texas school districts. All participants receive ongoing support through IDRA’s Community of Educators network.

### 2014 PARTNER SCHOOL DISTRICTS, COLLEGES AND UNIVERSITIES

Dallas ISD, Donna ISD, Eagle Pass ISD, Ector County ISD, Edgewood ISD, Edinburg ISD, Fort Worth ISD, George Gervin Academy, Harlandale ISD, Higgs Carter King Charter School, Houston ISD, IDEA Public Schools, La Joya ISD, Lamesa ISD, Lubbock ISD, Lytle ISD, McAllen ISD, Mission ISD, Pasadena ISD, Pearsall ISD, Pecos-Barstow-Toyah ISD, Pharr-San Juan-Alamo ISD, Plainview ISD, Poteet ISD, Presidio ISD, Rio Grande CCISD and additional high-need school districts in the San Antonio and Laredo area.

Alamo Colleges, Our Lady of the Lake University, South Texas College, St. Thomas University, Tarleton State University, Texas A&M University—San Antonio, Texas State University, Texas Woman’s University and University of North Texas

### BY 2014, ACROSS IDRA’S TRANSITION TO TEACHING PROGRAMS:

- 923 teachers have been recruited and selected
- 690 completed their coursework and became Teachers of Record
- 103 more teachers are on track to become certified in 2015



**A Valuing Professional Development Model—Episode 143**  
<http://budurl.com/IDRApod143>

**Building Critical Thinking through Visual Literacy—  
Episode 140** <http://budurl.com/IDRApod140>



ALL OF US WANT ALL OUR CHILDREN TO BE READY FOR COLLEGE.  
Anything else is unacceptable.”

—**LOURDES FLORES**, President, ARISE at Mesa Comunitaria Educativa, convened by IDRA with the Rio Grande Valley (RGV) Equal Voice Network, January 2014 (pictured here with *promotora* and community leader, Elvia Alcala, Brownsville Community Health Center as they speak out about the importance of college readiness for all children on FM 88.1 Brownsville).



# #6 DEFINING MOMENTS

## PREPARING ALL STUDENTS FOR POST-SECONDARY SUCCESS

### FOSTERING REGIONAL TRANSFORMATION.

The Lower Rio Grande Valley in South Texas, along the U.S. Mexico border, is among the most economically disadvantaged regions in the country. At the same time, the region is undertaking one of the most significant district-wide and regional transformations. Together with family, community, school district and higher education leaders and students, IDRA is working to bring this transformation about.

Community-based organizations that comprise the Rio Grande Valley-Equal Voice Network, funded by the Marguerite Casey Foundation, are taking leadership to address systemic inequities and promote a better life for families and children across the region. With funding from the Marguerite Casey Foundation, IDRA is providing strategic support and serving as a resource partner to CBO members and to the network. IDRA's technical assistance includes policy analysis, strategic planning, and identification and development of policy advocacy tools. Throughout this work, IDRA also focuses on deepening inter-organizational connections in ways that accelerate or magnify the collective impact. In regional convenings like *Mesa Comunitaria Educativa*, in 2014, IDRA's efforts supported the leadership of thousands of youth and adult community, family, preK-12 education and university leaders, across the Texas Rio Grande Valley.

Under the ABOGAR project, funded by the Kresge Foundation, IDRA provided technical assistance to RGV organizations to strengthen their capacity to deliver services and address conditions of poverty and inequity impacting families in the Texas Rio Grande Valley. In 2014, the project provided technical assistance and capacity-building training, strategic communications and technology planning in the areas of organizational development, program development, collaboration, community engagement, and evaluation of organizational effectiveness.

In 2014, IDRA provided capacity-building support to ARISE, Mano a Mano-Brownsville Community Health Center, Fuerza del Valle, LUPE, Proyecto Azteca, Proyecto Juan Diego, South Texas Adult Resource and Training Center, South Texas Civil Rights Project, Texas Rio Grande Legal Aid, Inc., and The American Civil Liberties Union-Texas.

**"IDRA staff have been instrumental in empowering teachers with strategies and tools to positively impact student learning. We have begun to reap the rewards and have begun to transform each classroom into a powerful teaching and learning community. We have made significant gains in the area of science. Last year, we were one of only seven campuses in PSJA ISD that met Adequate Yearly Progress (AYP). With IDRA's collaboration, we can continue to transform our students, our school and our community."**—Rebecca Sánchez, Principal, Gus Guerra Elementary School (now, Title I Director for PSJA)

With Pharr-San Juan-Alamo ISD, in 2014, we partnered with school leaders like Rebecca Sánchez to provide mentoring and coaching for teachers that capitalizes on their strengths to improve STEM teaching and learning. Through joint sessions like the IDRA-PSJA Science Camp, we extended this impact, preparing 5th graders on key STEM concepts to, in turn, teach and tutor their 4th grade classmates.

IDRA worked with PSJA Superintendent, Dr. Daniel King, with transition counselors, university partners and students, in helping students transition from high school to college, through Bridges, a project supported by TG, and the development of the CollegeLink app. CollegeLink is a student-centered mobile app that allows transition counselors to help first-time freshman navigate their transition to college.

Support from TG also allowed us to study and capture the key elements that are spurring and supporting district-wide transformation. In February 2014, IDRA released *College Bound and Determined*, showing how the Pharr-San Juan Alamo school district is transforming expectation and outcomes to prepare students for graduation from high school and college.



- use chart paper, markers  
- your presentation can be visual,  
verbal or both

• Report to th

**JOHAN SERVONES** and a cadre of tutors from Captain Manuel Rivera, Jr. PS/MS 279 (pictured here) meet with their tutees, following the 2013-14 launch of the IDRA Coca-Cola Valued Youth Program in the Bronx, New York. This year 395 middle and high school students across the country tutored more than 1,100 elementary school children through the IDRA Coca-Cola Valued Youth Program.

# #7 DEFINING MOMENTS

## TRANSFORMING LIVES THROUGH YOUTH LEADERSHIP

A partnership between Captain Manuel Rivera, Jr. PS/MS 279, Lehman College and IDRA is at the heart of the Bronx program. This award-winning, international dropout prevention model is also underway in Chicago Public Schools' Manierre Elementary School, in Detroit Public Schools' Carstens E/M at Remus Robinson, in Los Angeles Los Angeles Unified School District's New Open World (NOW) Academy, K-12, and in Sacramento Unified School District's John Still School East. In addition to the three new sites funded through the Coca-Cola Foundation grant, during the 2013-14 school year, IDRA Coca-Cola VYP continued implementation of the program in Ector County ISD (one secondary and three elementary schools), Houston ISD (one secondary and one elementary school), La Joya ISD (eight middle schools and eight elementary schools), and South San Antonio ISD (one high school, four middle schools and five elementary schools).

Since its inception in San Antonio in 1984, the Coca-Cola Valued Youth Program, funded by the Coca-Cola Foundation in partnership with local

schools and communities, has kept 33,000 students in school, young people who were previously at risk of dropping out. The lives of more than 646,000 children, families and educators have been positively impacted by the program.



**Ensuring High Teaching Quality to Tap Into Students' Strengths** (featuring Jean Dalton Encke, principal, Captain Manuel Rivera, Jr. PS/MS 279) <http://budurl.com/IDRAvidEH2>



**Tutor's Success Surprises Elementary Teacher** (featuring Karen Leahy, NOW Academy, Los Angeles Unified School District)—**Episode 145**. <http://budurl.com/IDRApod145>

**They start calling my name** (on being a Coca-Cola Valued Youth Program tutor)—**Episode 135** <http://budurl.com/IDRApod135>

# RECOGNITION AND AWARDS

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## SAN ANTONIO HISPANIC CHAMBER OF COMMERCE 2014 ADVOCACY AWARD

The San Antonio Hispanic Chamber of Commerce honored IDRA President and CEO, Dr. María “Cuca” Robledo Montecel, with its 2014 Advocacy Award in recognition for her leadership in the city of San Antonio and nationally.

**Coverage link** <http://www.mysanantonio.com/business/local/article/Hispanic-chamber-to-honor-business-leaders-5616076.php>

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## CHILD ADVOCACY AWARD

Dr. Robledo Montecel has been selected for the 4th Annual CAM Messina Child Advocacy Award luncheon (to be convened May 2015) as a child advocate who has dedicated her life to improving the quality of life of our children.

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## LATINO HEROES OF SAN ANTONIO

IDRA President and CEO, Dr. Robledo Montecel was named a Latino Hero of San Antonio. “These San Antonians have had a major impact on the city,” wrote Elaine Ayala of the San Antonio Express-News.—January 26, 2015

**Coverage link** <http://www.mysanantonio.com/conexion/slideshow/Latino-heroes-of-San-Antonio-70401/photo-5226989.php>

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## CLAIRTON LIVING LEGEND AWARD

Dr. Bradley Scott was awarded the 2014 Clairton Living Legend Award for the service he has provided to Clairton, Penn., where he grew up, and also to the entire state, as an exemplar of service in action. He is among Clairton’s greatest Black leaders who are featured in the book and a DVD, “28 Clairton Black Living Legends,” which was produced during Black History Month.

**Coverage link** <https://parentdr.wordpress.com/2014/03/05/2014-living-legends-book-publicationinspiration/>

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## MASBA AWARD

The Mexican American School Board Members Association (MASBA) presented IDRA’s Dr. Albert Cortez with a special award for his “leadership and outstanding role and support in the school finance court case which resulted in a victory.”

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## COMUNITARIO PTAS AWARDED BY NATIONAL PTA PRESIDENT

At the National PTA Convention in 2014, PTA President Otha Thornton recognized IDRA’s Comunitario PTA model, presenting a Presidential Exceptional Community PTA Award to the Cesar Chavez ARISE Comunitario PTA for their work in the Spanish-speaking communities of South Texas and to all the other Comunitario PTAs.

**Coverage link** <http://budurl.com/IDRAnlAg14d>

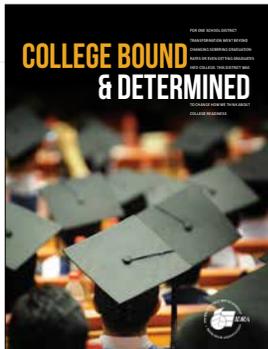
# EXPANDING POSSIBILITIES: *New Tools, Research and Publications*



## Infographic on the Texas School Funding Equity Gap

IDRA's graphic shows how some children are considered more valuable than others in Texas. It doesn't have to be this way. Texas can fund schools equitably! IDRA has focused on this issue since its founding almost four decades ago. We will not stop until Texas truly has a strong public school system that provides an excellent education for all children. This infographic is also available in Spanish.

English: <http://budurl.com/IDRAigGap14>  
Spanish: <http://budurl.com/IDRAigGap14s>



## College Bound and Determined –IDRA Report

**PSJA Proves that a School District Can Assure that All Students are College Bound**

IDRA's report, College Bound and Determined, shows how the Pharr-San Juan-Alamo school district in south Texas transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college. In PSJA, transformation went beyond changing sobering graduation rates or even getting graduates into college. This school district is changing how we think about college readiness.

<http://budurl.com/IDRAnAp14c>



## IDRA Launches SCCE Equity Hub

Visit the IDRA SCCE Equity Hub to get stories about school leaders who are successfully facing issues of equal educational opportunity, school desegregation, civil rights as well as school safety issues, like bullying, harassment, conflict and violence. The hub was designed particularly for school administrators, teachers and parents in school districts in Arkansas, Louisiana,



New Mexico, Oklahoma and Texas (the states served by IDRA's federally-funded South Central Collaborative for Equity). Visit the Equity Hub to share stories of your success, see what your peers are doing to ensure civil rights in education, share ideas and learn from others, get equity tools and post your own stories with photos or video at our Equity Hub Crowdmap.

<http://budurl.com/IDRAhub>

## Immigrant Students' Rights to Attend Public Schools, School Opening Alert

As schools are registering students for the next school year, this alert is a reminder that public schools, by law, must serve all children. The education of undocumented students is guaranteed by the *Plyler vs. Doe* decision, and certain procedures must be followed when registering immigrant children in school to avoid violation of their civil rights. See IDRA's bilingual School Opening Alert for details and share it with others. You can also get more information on our dedicated webpage.

<http://budurl.com/IDRAeNim14b>

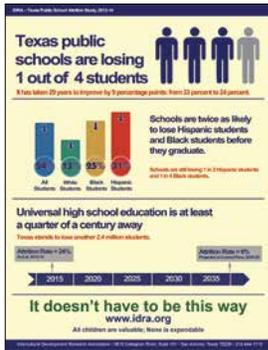


## Texas Attrition Rate Dips One Percentage Point

The Texas high school attrition rate has declined from 25 percent last year to 24 percent in 2013 – 14. At this rate, Texas will not reach universal high school education for another quarter of a century in 2035. "We cannot sit back and be happy with one percentage point decline per year, resulting in a loss of an additional 2.4 million young people," said Dr. María "Cuca" Robledo Montecel, IDRA president and CEO.

<http://budurl.com/IDRAatrN14s>

# EXPANDING POSSIBILITIES: *New Tools, Research and Publications*



**Infographic: Texas High School Attrition**  
See IDRA's new graphic showing how Texas public schools are losing one out of four students. It doesn't have to be this way.

<http://budurl.com/IDRAinfo14a>

**Infographic: One district cut its dropout rates in half.**

Texas is improving attrition rates by 1 – 2 percent each year, and gaps have not gotten better in almost three decades. But one school district cut its dropout rates in half. Others can too.

<http://budurl.com/IDRAinfo14b>



**eBook, Seven Elements of the PTA Comunitario Approach**

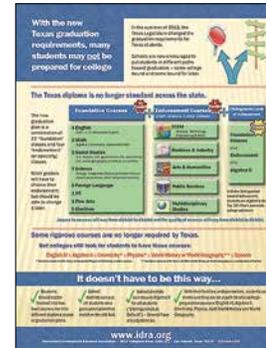
Meaningful family and community engagement is a critical element for strengthening schools. IDRA's PTA Comunitario model is an innovation for parent organizations and for school-family-community collaborations. Yet it is probably very close to the intentions and actions of the founders of PTA over a hundred years ago. The roots are in colonias (unincorporated communities) in South Texas. This eBook outlines the seven elements of the PTA Comunitario approach that make it so unique and powerful.

<http://budurl.com/IDRAptaCa>



**See IDRA's bilingual slideshow: What Parents Want to Know about the New Texas Graduation Guidelines**

The new graduation requirements in Texas do not ensure your child will be prepared for college. Students are no longer required to take four years of classes in English, math, science and social studies. By weakening the requirements, your



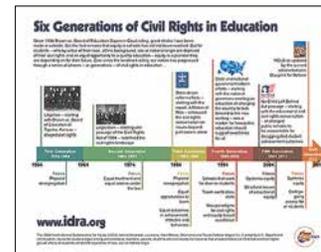
child's college eligibility is threatened. See what you need to look out for and how to make sure students take the courses they need to be prepared for college and career.

<http://budurl.com/IDRAtrackSS>

**Bilingual Flier on the New Texas Graduation Requirements**

The Texas Legislature changed the graduation requirements for Texas students. The Texas diploma is no longer standard across the state. Some rigorous courses are no longer required by Texas, which means many students may not be prepared for college. But it doesn't have to be this way. See this one-page flier for an overview of the requirements and what families, schools and communities can do.

<http://budurl.com/IDRAgradF14>



**Infographic on the Six Generations of Civil Rights and Educational Equity**

Since the 1954 *Brown vs. Board of Education* Supreme Court ruling, great strides have been made in schools. But the fact remains that equity in schools has still not been reached. But for students—who by virtue of their race, ethnic background, sex or national origin are deprived of their civil rights and an equal opportunity to a quality education—equity is a promise they are depending on for their future. Ever since the landmark ruling, our nation has progressed through a series of phases—or generations—of civil rights in education ...

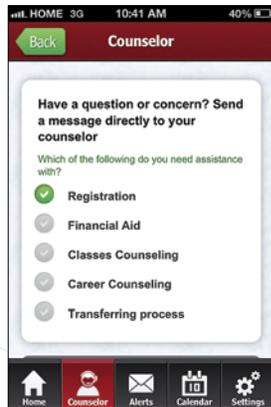
<http://budurl.com/IDRA6gen>



### How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success

The national network of equity assistance centers is urging educators and other stakeholders to examine how implementation of the Common Core impacts all diverse learners. Of particular concern are those students who traditionally have been underserved by our education systems and underrepresented in positive outcomes, including students of color, ELL students, students with disabilities, and economically disadvantaged students. This brief outlines recommendations to help educators meet the Six Goals of Educational Equity to ensure that every student is equally well served by the Common Core.

<http://budurl.com/IDRAccEAC>



### IDRA's New CollegeLink App Connects Transition Counselors with New College Students as they Navigate Confusing College Systems

IDRA is piloting a new app with students in the Pharr-San Juan-Alamo school district (PSJA) who are attending South Texas College and the University of Texas at Pan American. CollegeLink is a student-centered, counseling communication mobile app that enables counselors to help students more efficiently. This app was designed to help PSJA's transition counselors communicate with their "case load" so that more PSJA students would make it through that crucial first year. Lead designer for the app, Hector Bojorquez, describes how the app functions and the partnership that led to its development.

<http://budurl.com/IDRAnJJ14a>



### Video: Contagious College-Going Culture in Elementary School

Often the question posed to students is: Are you going to college? But at Rebecca Sánchez's school, the question is: Where are you going to college? Ms. Sánchez is the principal at Gus Guerra Elementary School in the Pharr-San Juan-Alamo school district in South Texas serving a largely economically disadvantaged population, with about half of the students being English learners and a high number of migrant students. In this interview for IDRA's Equity Hub, she describes how her campus has been transformed through a collaboration with IDRA that included classroom demonstrations on effective instructional strategies and student engagement. She also discusses the relationship the school is building with families as well as the introduction of *Semillitas de Aprendizaje* in early childhood classrooms. Ms. Sánchez is interviewed by Nilka Avilés, Ed.D., an IDRA senior education associate. [28:49 min]

<http://budurl.com/IDRAvidEH1>



### Video: Ensuring High Teaching Quality to Tap Into Students' Strengths

In this interview for IDRA's Equity Hub, PS279 principal Jean Dalton Encke in the Bronx talks about how she uses data and systems to monitor teacher effectiveness and student achievement to ensure that students are succeeding. Having grown up in the Bronx herself, she is passionate about using students' strengths to help them learn and prepare for college. She has brought in IDRA's Coca-Cola Valued Youth Program and has a partnership with Lehman College to bolster both literacy learning and exposure to college for students, many of whom may not have seen graduation and college as a possibility. [18:18 min]

<http://budurl.com/IDRAvidEH2>

# STATEMENT OF FINANCIAL POSITION

As of August 31, 2014

## Assets

Total Current Assets	\$ 1,359,957
Assets Designated for Development and Research	15,361,226
Other Assets	130,644
<b>Total Assets</b>	<b>16,851,827</b>

## Liabilities and Net Assets

Total current liabilities	68,434
Board Designated OPEB	1,029,050
Net Assets-undesignated	594,246
Net Assets-designated for development and research	14,332,176
Net Assets-temporarily restricted	827,921
<b>Total liabilities and net assets</b>	<b>\$ 16,851,827</b>

# STATEMENT OF ACTIVITIES

For the Year ended August 31, 2014

## Support and Revenue

Foundations and governmental	\$ 3,428,034
Program Revenue	624,780
Interest and Other	603,743
<b>Total Support and Revenue</b>	<b>4,656,557</b>

## Expenses

Program Services	4,441,801
Management and General	63,351
<b>Total Expenses</b>	<b>4,505,152</b>

## Change in net assets

Change in net assets from operating activities	151,405
Non-Operating (OPEB)	253,801
Total Change in net assets	405,206
Net Assets, beginning	15,349,137
<b>Net Assets, ending</b>	<b>\$ 15,754,343</b>

The Statement of Financial Position as of August 31, 2014 and the Statement of Activities for the year ended August 31, 2014 are part of IDRA's financial statements. The complete audited financial statements are available upon request to IDRA.

# About IDRA



The Intercultural Development Research Association is an independent, private non-profit organization dedicated to assuring educational opportunity for every child. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs. Each year, IDRA works hand-in-hand with thousands of educators, community members and families. All of our work stems from an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.



IDRA Board of Directors, (left to right): Mr. Leo Zuñiga, Dr. Ricardo Fernandez, Mrs. Rosalinda González, Mr. Othón Medina (Vice Chair), Mr. Jesse Treviño, Mr. David Benson, Dr. María “Cuca” Robledo Montecel (President and CEO), Mr. William Acosta, Mr. Juventino Guerra, Jr. (Board Chair), Dr. Max Castillo, Dr. Sally J. Andrade (Secretary), and Mr. Jessie Rangel.

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Roy L. Johnson, M.S. Director, Support Services

Albert Cortez, Ph.D. Director, Policy

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Linda Cantú, Ph.D.

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## Support Staff

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Juanita “Janie” Daywood

Lucia “Lucy” Estrada

Jocellyn N. Rivera



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