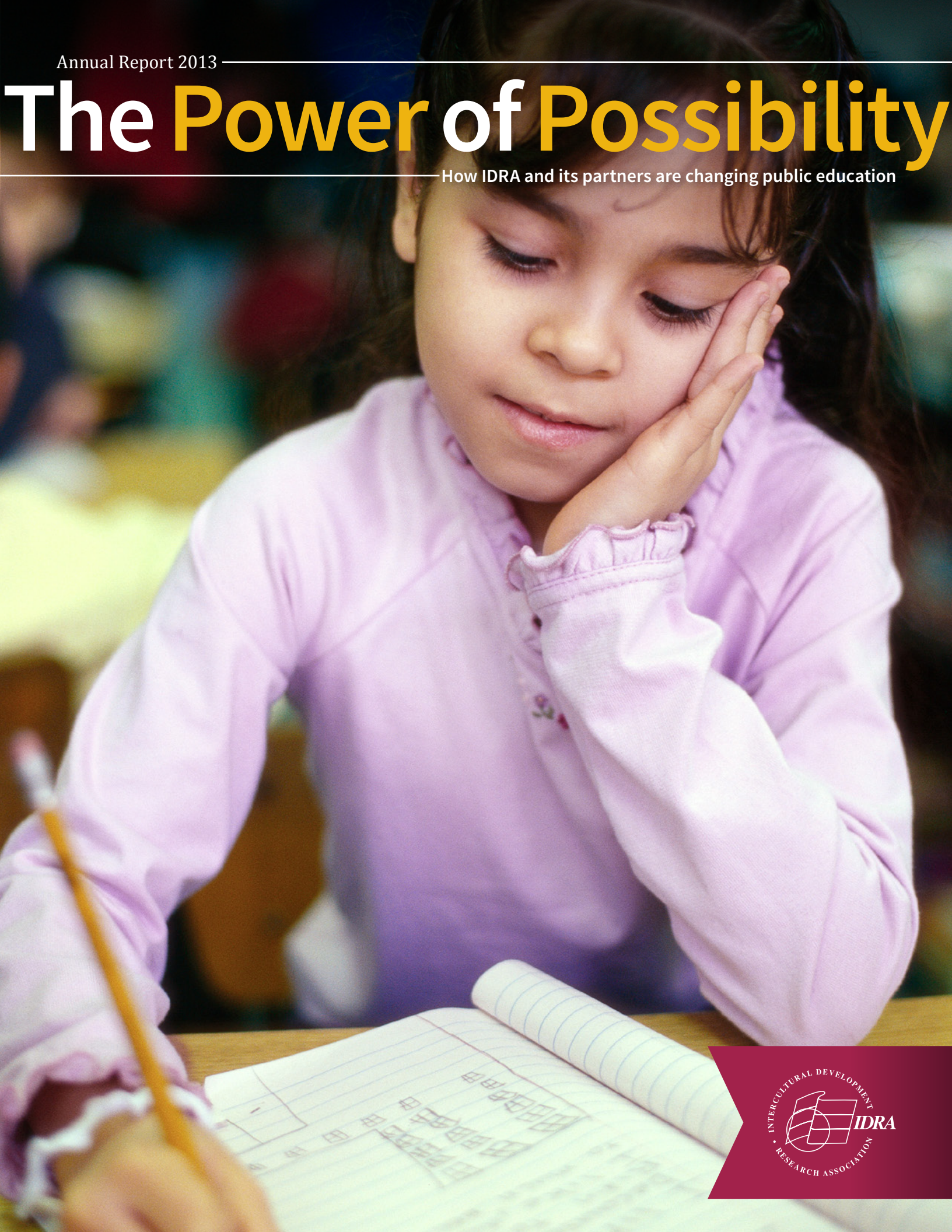


Annual Report 2013

The Power of Possibility

How IDRA and its partners are changing public education



Letter from IDRA President and CEO



Malala Yousafzai had just turned 16—in fact, it was the occasion of her 16th birthday—when this past July she addressed the United Nations. Around the world, those of us who saw that address sensed the strength of a young leader “raising up [her] voice—not to shout—but so that those without a voice can be heard.” She seized that moment to call for education for all.

In this, she is not alone. Education for all is the most important issue for children in the United States and around the world.

Many would agree on the primacy of a high quality education for social and economic health, democracy and individual prosperity. But, scarcely a week goes by that we do not hear that a quality education for all children is not possible. We and our partners at IDRA are told that parents don’t care; teachers can’t be prepared; administrators are out of touch; and children, if you challenge them, will drop out.

“Globally, everyone having a good education is the important issue” for children around the world.—Small Voices, Big Dreams, 2013: A global survey of children’s views on peace, violence, heroes and happiness

“Public education is the great equalizer in America, providing opportunities for all students to take a first step onto the ladder of economic opportunity.”—The Hamilton Project : A Dozen Economic Facts about K–12 Education, 2012

The problem with these pronouncements is that experience does not bear them out. Every day across the country, IDRA works with students, family and community leaders who are showing that it is possible not only to transform their own public schools and learning, but to be a voice for all students.

Transformative leadership, of course, requires a certain amount of fearlessness. As the writer Margaret Wheatley points out, being fearless is not “being free of fear,” but recognizing and facing fear and taking wise and bold action, anyway. And she suggests that in sharing stories of courage, we remember how we are part of a lineage of fearlessness.

IDRA’s 2013 Annual Report, *The Power of Possibility*, is offered in this spirit: to share news of how we and our partners are making the case for a high quality public education; to share stories of courage; and, most importantly, to spotlight *the possible*.

A handwritten signature in black ink that reads "María Robledo Montecel". The script is fluid and cursive, with the first letters of each name being capitalized and prominent.

Dr. María “Cuca” Robledo Montecel
President and CEO

Funders Who Have Helped Make IDRA's Work Possible

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

* Grants during current period.

2013 Annual Report

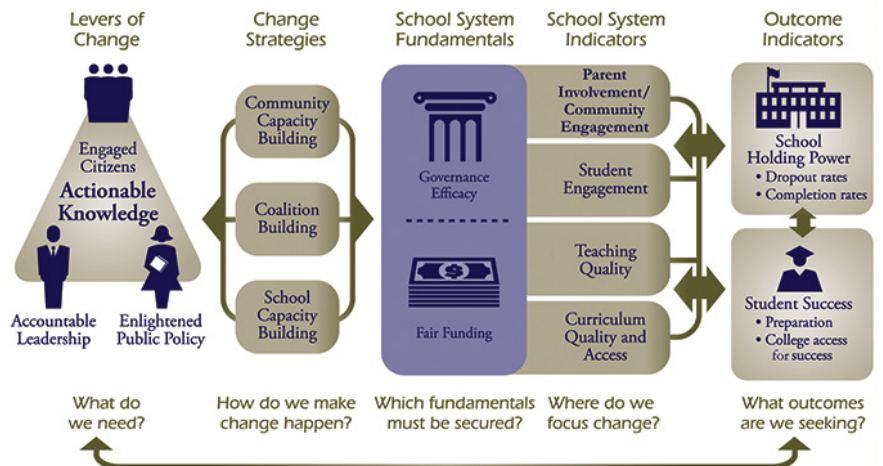
The Power of Possibility

How IDRA and its partners are changing public education

- 1 Compelling Facts** To Make the Case for Excellent, Equitable Education
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Quality Schools Action Framework™

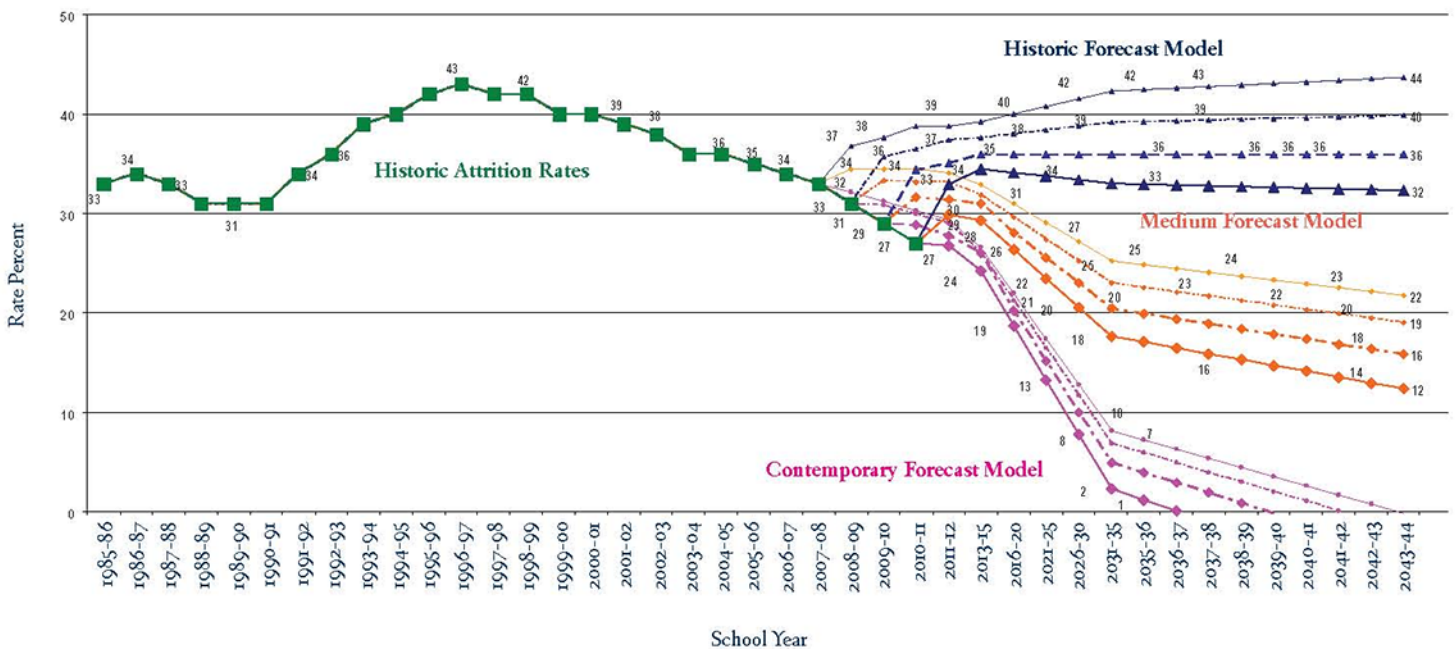
IDRA's Quality Schools Action Framework is an empirical and practical change model that can be used to link benchmarked standards with sustainable reform.



Compelling Facts

To Make the Case for Excellent, Equitable Education

Actual and Forecasted Attrition Rates in Texas



Note: For convenience, the forecasted series are shown in five-year periods (2015, 2020, 2025, 2030, and 2035). This makes the curves more abrupt than they really are. If all values were included, the curves would be smoother, but it would be a long graphic. Notice also that for the last few forecasted years, the axes reverts to annual values (2036 thru 2044) to more clearly show the distinctions between the models for those final years. Intercultural Development Research Association, 2011.

Promoting Educational Excellence and Inclusion in a 5-State Region

The IDRA South Central Collaborative for Equity, funded by the U.S. Department of Education, works nationally and across Federal Region VI (Arkansas, Louisiana, New Mexico, Oklahoma and Texas) to secure children’s educational and civil rights. Partnering with cross-sector leaders across this wide geographic region, the IDRA SCCE is pioneering the integration of in-person and online training, technical assistance, and capacity-building through the development of data tools and apps, online networks and crowd-sourcing. In 2013, the IDRA SCCE provided capacity-building training for more than 450 schools; partnered with 10 regions to convene conferences on civil rights, bilingual/ESL education, and quality teaching, curricula and instruction; and expanded web-based resources and networks to provide information to over 20,000 visitors a month.

2013 Highlights

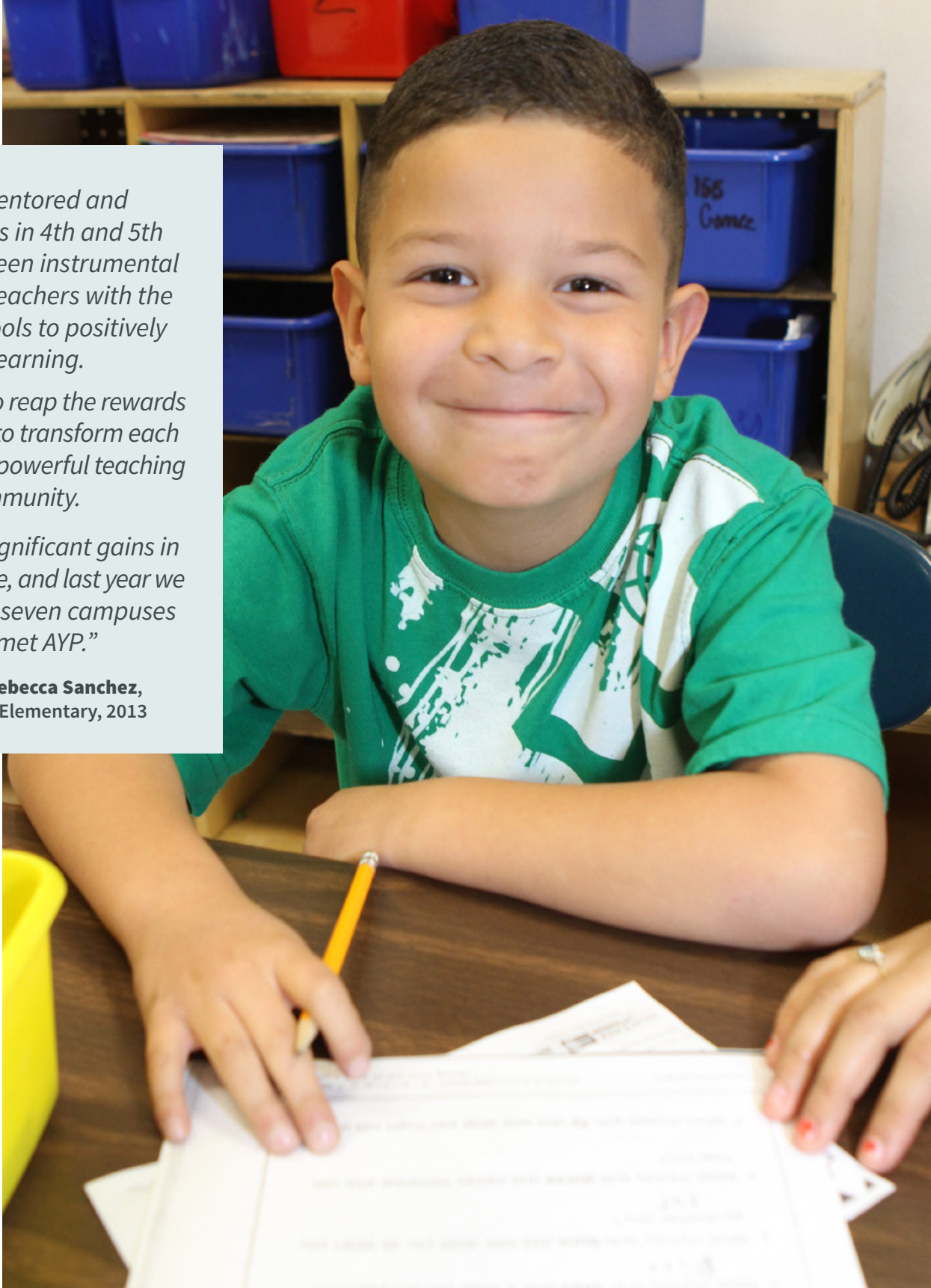
Through a partnership with Albuquerque Public Schools and the district’s Black Student Union, IDRA is helping the district to spur development of college-readiness paths and a college-going culture for African American students. The first cohort of students capped preparation with a tour of historically black colleges across the south and southwest. Over 85 percent of applying seniors were accepted into a college or university.

With districts and parishes in Texas, Oklahoma, Louisiana, Arkansas and New Mexico, IDRA is helping school and community leaders to tackle the overrepresentation of minority students in disciplinary referrals and discriminatory practices and to build family-school-community relationships and infrastructure to raise graduation and college-readiness rates for all students.

Recognizing its value statewide, the California Department of Education is working on an adoption of the IDRA SCCE’s Six Goals of Educational Equity and School Reform as part of its statewide improvement strategy.



Mrs. Joycelyn Pegues Jackson, Multicultural Education Coordinator for Albuquerque Public Schools and Director of the APS Black Student Union and recipient of the Southern Minority Leadership Award for Administrative and Leadership Excellence for her leadership in creating a consistent college going rate of more than 90 percent on the part of minority students. The IDRA SCCE partnered with Mrs. Pegues Jackson on creating rich college-preparatory experiences for APS students.



“IDRA staff has mentored and coached teachers in 4th and 5th grade and has been instrumental in empowering teachers with the 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, and last year we were one of only seven campuses in PSJA ISD that met AYP.”

—Principal Rebecca Sanchez,
Gus Guerra Elementary, 2013

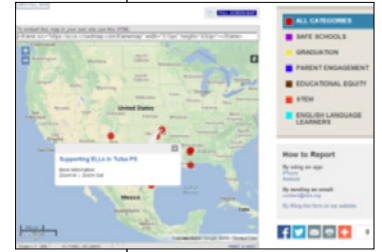


New Publication: *How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success: Recommendations from the Regional Equity Assistance Centers on Implementation of the Common Core State Standards* (2013 WestEd). Developed under the leadership of the Region IX Equity Assistance Center at WestEd and the IDRA South Central Collaborative for Equity

Helping People *Picture Equity*



IDRA SCCE Equity Hub



2013 also marked the launch of the IDRA SCCE Equity Hub. Designed for administrators, teachers and parents across the school districts from Arkansas, Louisiana, New Mexico, Oklahoma and Texas (the five-state area served by IDRA SCCE), the Equity Hub provides an online gathering place to learn effective ways to desegregate public schools and promote educational equity and excellence. Through the Hub, educators and community members can share stories of their success, helping others in the region to *Picture Equity* in vivid and practical terms.

Equity for English Language Learners: Oklahoma City Public Schools is a multicultural district serving 43,000 students. Almost one in three are English language learners. Here, IDRA is working with education and community leaders to develop a comprehensive *Lau* plan (language assistance for English learners) that was adopted by the school board and is currently being implemented with further assistance from the SCCE.



The Hub also features interviews with education, family and youth leaders who are pioneering change and civil rights leaders like Sylvia Mendez on the landscape of education and students civil rights from the 1940s to today.

“Tulsa PS has been working with IDRA’s equity center for over three years to ensure appropriate and necessary support for our growing numbers of ELL students. We have been able to review and improve our compliance issues and supports, implement best practice strategies, expand dual language, and actively engage our parents and stakeholders to support this growing student group.”

—**Laura Grisso**, Title III
Administrator Tulsa Public
Schools, Teaching & Learning
Department, Oklahoma, 2013



Sylvia Mendez on Civil Rights in the 1940s and Today
Classnotes Podcast Episode 123 <http://budurl.com/IDRApod123>

Defending Children's Educational and Civil Rights

"IDRA is now the leading national organization focusing on the education of Latino, low-income and minority children."

—**Albert Kauffman, J.D.**,
Associate Professor of Law,
St. Mary's University, 2013

In June of 2013, the U.S. Supreme Court took up *Fisher vs. University of Texas at Austin*, upholding its earlier rulings on the use of race and ethnicity as one factor in college admissions but also sending the *Fisher* case back to the lower court. In a national call to action, IDRA promoted the intensification of state and national efforts to prepare more students to get into and succeed in college and urged continued UT leadership to provide a national model for inclusion. As the Lumina Foundation has noted, "We are all diminished as Americans by an education system that effectively rations postsecondary opportunity based on people's skin color, income or family status." Some states and communities have demonstrated that using multiple indicators enhances not only racial and ethnic diversity, but also the social and economic diversity of their student bodies and faculties.

IDRA and its partners also are working to ensure that the educational rights of undocumented students, guaranteed by the *Plyler vs. Doe* decision, are upheld in practice.

Preventing Tracking

As Texas considers how to implement new laws that open the door to separate and unequal paths to high school graduation, IDRA is analyzing how differential diploma tracks might impact the state's 4.9 million students, three out of five of whom (60.3 percent) are economically disadvantaged. Based on these analyses, IDRA has provided information for Texas families, youth and communities; presented expert testimony at the request of the State Board of Education; and, in partnership with the Texas Latino Education Coalition and the Austin Chamber of Commerce, called upon the state to uphold its obligation to provide equal educational opportunity for all students.

The Texas Latino Education Coalition established by IDRA in 2001, includes the Mexican American Legal Defense and Educational Fund (MALDEF), Texas League of United Latin American Citizens (LULAC), the National Council of La Raza (NCLR), Mexican American School Board Members Association (MASBA), Texas Association of Mexican American Chambers of Commerce (TAMACC), Texas Hispanics Organized for Political Education (HOPE), Texas Association for Bilingual Education (TABE), Texas Association for Chicanos in Higher Education (TACHE), the Cesar E. Chavez Legacy and Educational Foundation, and the Hector P. Garcíá G.I. Forum.



Statement on Fisher Ruling: Affirming the Right to Inclusion and Success in Education <http://budurl.com/IDRAeNFshr>

Tracking, Endorsements and Differentiated Diplomas—When 'Different' Really is Less—Policy Note <http://budurl.com/IDRAeNtrk2>

What Parents Need to Know about Texas' New Diploma Plans <http://budurl.com/IDRAtrackSS>

Expanding Knowledge and Networks for Action

IDRA research puts timely, actionable information into the hands of local, state and national leaders, poised to impact educational programs, policies and systems.

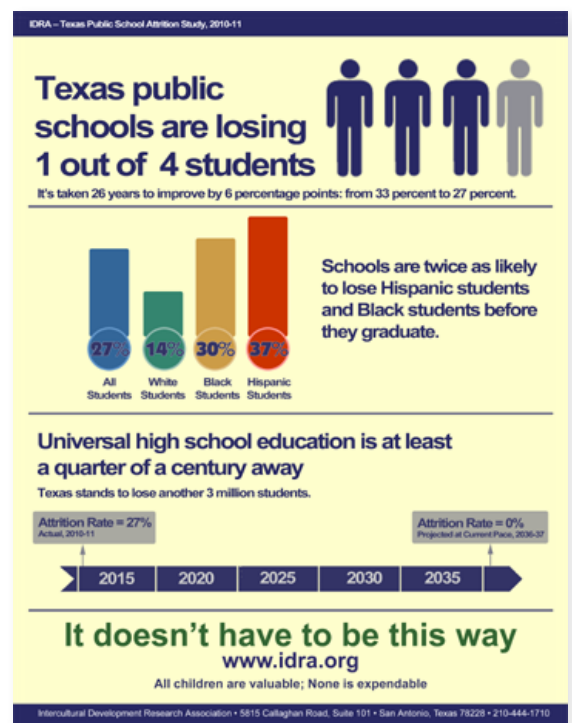
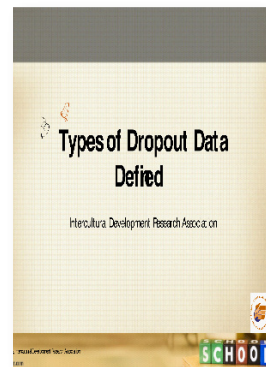
We find answers to critical questions in education: *How many students are dropping out and what practices improve graduation rates? How do various school funding scenarios and models impact educational access, quality and equity? How can schools better prepare and retain teachers—and foster teacher leadership? What models create the most effective home-school-community partnerships?*

We also develop tools, frameworks and resources leaders can use to take action and publish effective solutions. In 2013, more than 17,000 reports, factsheets, eBooks and other materials were downloaded from IDRA's website.

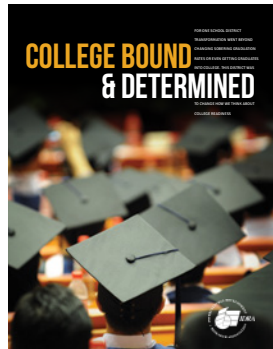
With the publication of the Texas Public School Attrition Study, 2012–13, IDRA continues to provide long-term, independent trend assessments of attrition data in Texas public high schools. By using consistent methodology, the study gives the public comprehensive, longitudinal data to track Texas' progress on reducing dropout rates and raising graduation rates for all students. This research builds on the series of studies that began when IDRA conducted the first comprehensive study of school dropouts in Texas with the release of the initial study in October 1986.

Along with the analyses and forecasts included in Texas Public School Attrition Study, 2012–13, IDRA published *Types of Dropout Data Defined*, to meet the need for information that demystifies the various methods used to count and measure dropout. Materials like IDRA's "It Doesn't Have to Be this Way" series share infographics on key findings from the study and issue a call for action to continue and accelerate the trend to reduce attrition for all student groups.

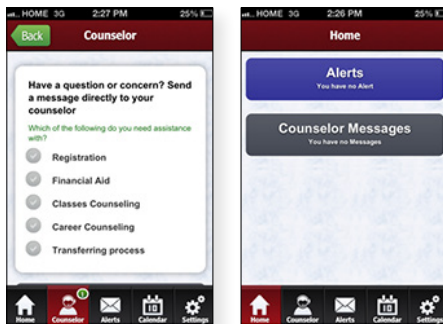
Through articles, podcasts, videos and public presentations, we share what schools, families and communities can do to raise graduation rates.



Building Bridges to Higher Education



Where school, community, higher education partners and family leaders come together around a vision of success for all students, dramatic change can take place. This kind of change is afoot in Pharr-San Juan-Alamo ISD. With funding from TG Public Benefit (TG), IDRA has teamed up with the district to articulate how this district has gone beyond addressing sobering graduation rates to preparing graduates for college and helping them stay in college and succeed. The forthcoming publication *College Bound & Determined* provides a roadmap, aligned with IDRA's Quality Schools Action Framework. Under Bridges to Communication, IDRA has also provided technical assistance to PSJA's Transition Specialists program. Through this program, PSJA assists its high school graduates in making a successful transition to South Texas College and University of Texas at Pan American. But PSJA transition specialists have encountered a problem: maintaining successful communications with students. To address this, we designed CollegeLink, a communications app and administrator portal. Following development and pilot-testing by students and counselors, CollegeLink is now being rolled out for iPhone and Android platforms, and IDRA is fielding requests to build out this solution for other campuses and regions.

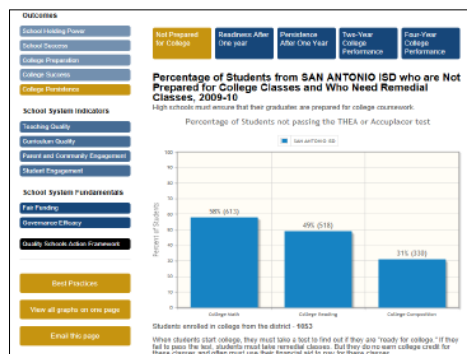


Tools for School Transformation

Through IDRA's CollegeLink app, transition counselors communicate with students through an administrator portal, mass and individual messages. Transition counselors can log all contacts with students through this online system, set up calendar events, and send alerts to students. Students, in turn, can send messages to counselors and the messages show up in the administrator portal.

"We will use this portal to speak about the issues that we are seeing as mothers ... We need that fresh, recent information to be able to have a balance and to know how to work with schools."

—Family Leader,
Portal Focus Group, 2013



With TG support, IDRA expanded its OurSchool portal to include easily searchable, campus- and district-level information on college persistence, success and developmental course success and to refine this tool with input from parents and community members. We road-tested

the new design with a cross-sector advisory committee and family leaders and, with their input, streamlined the design and added seamless English/Spanish translation and a comprehensive set of online video tutorials for every outcome indicator.

Putting Research to Work

When the East Baton Rouge Parish School System contracted IDRA to conduct independent evaluation of its ESL program, the school system wanted answers. How could the program better serve children who are English language learners, including immigrant children and youth, to attain English proficiency and meet the academic achievement standards as all children in the parish?

A key finding of IDRA's evaluation was that over 40 percent of English learners were distributed in 44 schools throughout the parish—and lived too far away to access these ESL services. The program took up the recommendations to decentralize and expand services. By 2011, it reached 58 percent of enrolled students. And by 2012, it served 98.5 percent of children—just in time to meet a growing need: the ELL student population in East Baton Rouge grew 27.9 percent.

Studies on what works: Two-generation impact

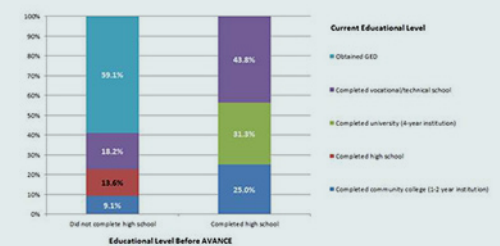
IDRA's impact evaluation of the AVANCE Parent-Child Education Program (PCEP) is helping AVANCE to examine what kinds of educational, economic, and intrapersonal impacts the program achieves, and how its model benefits families over time. AVANCE PCEP is a two-generation program that serves young mothers and their infants, zero to 3 years of age. The study found that participants' preschoolers were far more likely to be school-ready, and their children in high school far less likely to drop out. Although prior studies have been conducted, this was the first study of long-term impact, following participants 10 years after their graduation. IDRA's analysis demonstrated that when the appropriate support is provided, families in challenging socio-economic conditions can effectively help their children succeed in school.



Webcast: The impact of AVANCE's parent-child education program <http://budurl.com/Webcast012314>



In 2013, IDRA conducted a research study for ABCmouse.com of the implementation of its online supplementary early childhood curriculum; an evaluation of San Antonio ISD's Teaching American History Project and High School Graduation Initiative, funded by the U.S. Department of Education; and an outcome evaluation of AVANCE's Parent-Child Education Program. IDRA also conducted site visits for its meta-evaluation of seven collaborative projects funded by the U.S. Department of Agriculture National Institute of Food and Agriculture, through a contract with Texas State University, including California State University, San Bernadino; Florida International University, Miami; New Mexico State University, Las Cruces; University of Puerto Rico, Mayagüez; Texas A&M Kingsville; Texas State University-San Marcos, San Marcos; and University of Texas-El Paso at El Paso.



Equity Analyses: Fair Funding Now!

Since its founding, IDRA has led a state and national charge for equitable, excellent public education for all children. When the state of Texas cut public school funding by more than \$5 billion in 2011, IDRA and its partners took action. Fair Funding Now! partners, including the League of United Latin American Citizens, NAACP, the Mexican American Legal Defense and Educational Fund, the Mexican American School Board Members Association, and The Center for Education Policy at UT Austin, engaged a broad statewide network of family, school, business and community leaders concerned about children's rights to a high quality, equitable education. And IDRA provided expert testimony in *Texas Taxpayer and Student Fairness Coalition vs. Michael Williams, et al.*, school funding case filed by the Mexican American Legal Defense and Educational Fund and others.

In 2013, Judge Dietz held that the current funding system is "inefficient, inequitable and unsuitable." Following this ruling and mounting public pressure, Texas opted to restore \$4 billion to Texas public schools, reducing cuts but still leaving substantial resource gaps and inequities. In Texas, and in more than 30 states, investment in public education is lower than pre-recession levels. As long as inequity persists, IDRA will work in a way that is effective for fair funding for children in every zip code.

Fostering New National Leadership in School Finance Equity.



In honor of IDRA's founder, we launched the **IDRA José A. Cárdenas School Finance Fellows Program** to engage the nation's most promising researchers in investigating school finance solutions that secure equity and excellence for all public school students. Under the leadership of IDRA President & CEO Dr. María "Cuca" Robledo Montecel, the fellows program focuses on school finance research that builds cross-disciplinary and inter-sector perspectives on equity. Each year, IDRA will select one or more fellows who will dedicate themselves to intense study and writing in school finance and convene an annual symposium to share findings nationally.

The inaugural 2013–14 study will examine the amount of supplemental funding, over and above "regular program student funding" that is required to effectively implement appropriate services for English language learners at the secondary level. More than 11 million school-age children speak a language other than English at home, and Texas enrolls the second largest population of K–12 English language learners. IDRA has been at the forefront in supporting legislative and litigation efforts to address the insufficient funding of education of ELLs in Texas and the poor monitoring and implementation of programs serving ELLs at the secondary level.



Court Rules: Texas School Funding Must Serve All Students Equitably—Statement <http://budurl.com/IDRAeNF13>

The Cost of Inequity in Education—White Paper <http://budurl.com/IDRAwpLit1>

Report of the Intercultural Development Research Association Related to the Extent of Equity in the Texas School Finance System and Its Impact on Selected Student Related Issues <http://budurl.com/IDRArptJ13>

Sustainable Connections

To Produce Results for Children



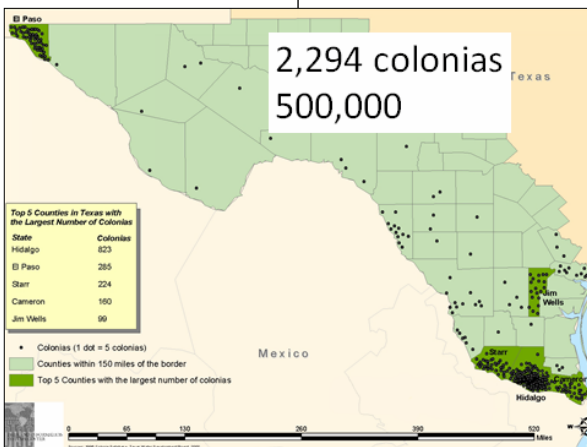
Fostering Regional Transformation

“Most of us, while with deep respect for the possibilities of miracles, know that our families can’t sit around and wait for good luck to happen. Any change that is going to occur will happen because we work to bring it about.”

—**Michael Seifert**, Equal Voice, Rio Grande Valley, 2013

In the Rio Grande Valley on the United States-Mexico border, community-based organizations that comprise the 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 11 CBO members and to the network. IDRA’s technical assistance includes policy analyses, strategic planning, and identification and development of policy advocacy tools. Throughout this work, IDRA also focuses on deepening the inter-organizational connections in ways that accelerate or magnify the collective impact.

Under the ABOGAR project, funded by the Kresge Foundation, IDRA is providing technical assistance to RGV organizations to improve their capacity for moving people out of poverty. In 2013, 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 the spring of 2013, IDRA provided training in leadership and education policy advocacy for 100 adult community members of the three PTA Comunitarios (ARISE, Mano a Mano, and Proyecto Juan Diego) for the first IDRA *La Semana del Niño* Parent Institute in the Rio Grande Valley. The collective impact from this collaboration includes:

- School playgrounds now open after school for children in the community
- School principals now partnering with community members to address community concerns
- Addressing school lunch menus and lack of access to healthy foods
- Addressing the threat of tracking students in low-level courses



The W.K Kellogg Foundation convened national leaders in San Antonio to highlight innovative approaches to family engagement in education. Through sessions designed in collaboration with IDRA and AVANCE, participants heard from Mayor Julián Castro (above) on how the San Antonio is fostering city-wide partnerships with families and schools; how the IDRA PTA Comunitario model and Rio Grande Valley-Equal Voice Network are amplifying the voice of families to shape education in the Rio Grande Valley, and how effective family engagement models can transform schools for all children.

WKKF video from visit with San Antonio and EV-RGV
<http://budurl.com/IDRAvidFam>

A new resource for leadership development.



The Equal Voice for America’s Families Leadership Curriculum, developed by IDRA in 2013 and based on the Equal Voice Network Family Platform: (1) Energizes grassroots advocates by connecting them to the national Equal Voice vision and movement; (2) Builds on and sustains grassroots advocacy leadership; and (3) Expands community leaders’ policy knowledge and ability to impact the political process. Network members Carmen Guerra and Joe Medrano

(right) informed the curriculum with input on capacity-building and leadership development. A *promotora* with *Mano a Mano* in Brownsville, Ms. Guerra is working with IDRA to set up two new PTA Comunitarios in Brownsville.



Producing Models and Materials for Early Learning

With support from the W.K. Kellogg Foundation, IDRA's *Semillitas de Aprendizaje* books and resources are responding to the need for culturally and linguistically relevant early childhood materials that are bilingual for the more than a quarter million students in Texas and millions across the nation who are learning English as a first or second language. In 2013, IDRA launched the website www.semillitasdeaprendizaje.com to bring the bilingual books to a wider audience. The website, video, podcasts and newsletter articles on effective pedagogy for English learners produced by IDRA provide a critical early education resource for early childhood educators, researchers, university professors, teachers and parents. IDRA also is digitizing the *Semillitas de Aprendizaje* content. We are capturing dramatic readings of the ten storybooks that leap off the page. And we are developing a *Semillitas de Aprendizaje* app that will bring the modules to early readers.



Professional development modules and training with parents, teachers and caregivers are focusing on literacy and numeracy skills and are meeting a need for producing teachers who are culturally and linguistically responsive to the teaching and learning needs of English language learners. Materials developed in the project are being translated into the Ojibwe and Pawnee languages for use with indigenous groups in Oklahoma and include a storybook of local Ojibwe stories for use by parents and students in helping prepare students for success in school.



“Sometimes parents feel constrained because of their limited mastery of English. In this conference, we are realizing that there is no limit to what we can do.”

—Participant, Annual IDRA
La Semana del Niño Parent
Institute,™ 2013

Promoting Best Practices in Parent Leadership and Family Engagement

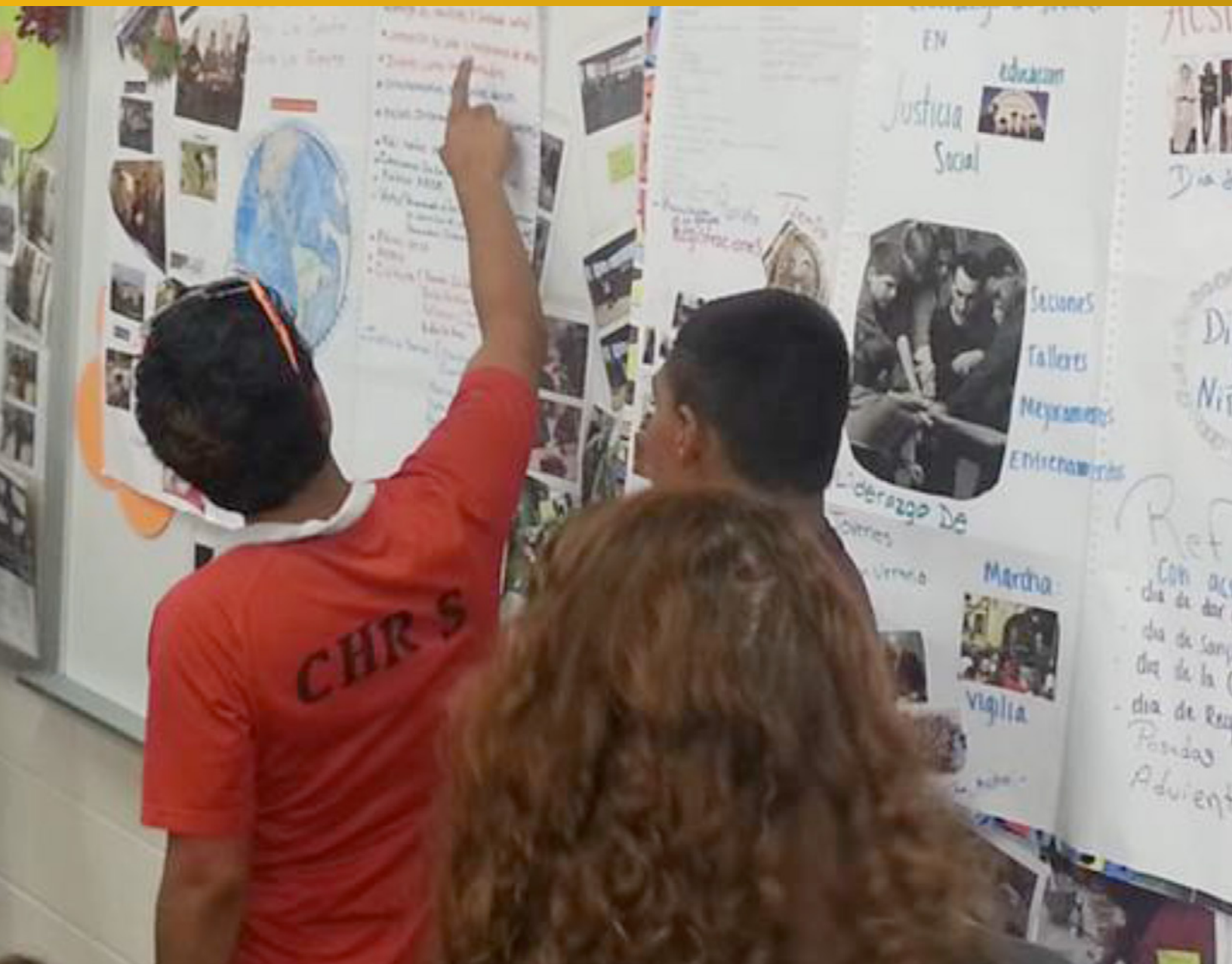
The Annual IDRA *La Semana del Niño* Parent Institute is one of the nation’s premier gathering places for teachers and parents concerned with early childhood education of English language learners. The 2013 institute brought together parent and school leaders from across Texas and the southwest region to present on how they are working together and with education and community partners to improve the quality of education in their communities.



Ms. Claudia García (center) with parent leaders from Stewart Elementary and the Family-School-Community Partnership, a partnership with United Way, San Antonio ISD, Harlandale ISD, Family Service Association and Presa Community Center at the Annual IDRA *La Semana del Niño* Parent Institute sharing how the partnership is empowering families to improve education.

Courageous Leadership

To Catalyze Action for Change



Preparing a New Generation of Teachers for Science, Technology, Math and Special Education

Through 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 in math, science, bilingual/ESL and special education. 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 are preparing a critical mass of middle and high school math and science teachers with ESL supplemental endorsement for students in 10 high-need Texas districts. Through Teachers for Today and Tomorrow (T³), IDRA and our partners are preparing and placing teachers in multicultural settings who bring a passion for teaching and innovation; developing a curriculum to certify teachers in bilingual/ESL and STEM subjects in mostly Latino communities; and providing comprehensive online and in-person supports to retain teachers. T³ also is expanding the candidate pool to include paraprofessionals, a key feature of a "grow your own" recruitment strategy.

2013 Partner School Districts, Colleges and Universities

Dallas 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 ISD, La Joya ISD, Lamesa ISD, Lubbock ISD, McAllen ISD, Mission ISD, Pasadena ISD, Pearsall ISD, Pecos-Barstow-Toyah ISD, Pharr-San Juan-Alamo ISD, Plainview ISD, Poteet ISD and 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



2013 Accomplishments for IDRA Transition to Teaching Participants

332 completed their coursework and became Teachers of Record.

207 have earned a teaching certification in the State of Texas.

125 more are on track to become certified in 2014.



Teaching with iPads for Diverse Students (Science for English Learners #6)
—April 15, 2013 <http://budurl.com/IDRApod122>

Affective Lessons are Effective Lessons (Science for English Learners)
—February 25, 2013 <http://budurl.com/IDRApod119>



Ms. Villacorta, who was born in Guatemala and dreamed of being a teacher since she was a little girl, is one of the hundreds of dedicated and deeply caring teachers who, through IDRA's Transition to Teaching programs are developing and honing their skills to teach in high-need districts around the state of Texas.



Creating Communities of Educators

In the last decade, the number of English learners enrolled in U.S. public schools increased by about 50 percent. IDRA's Transition to Teaching programs, funded by the U.S. Department of Education, work to assure that a cadre of new teachers are well-prepared to provide a high quality education to all students, including English language learners. We help educators connect with one another, exchange best practices, learn about research, and continue professional development online through Community of Educators, a 300-member-strong network of educators across the state of Texas.

"I want to have students that feel secure about themselves to know that they can do anything they dream. I want to develop in them a strong commitment to themselves and to others; a sense of being a unique and special individual, but at the same time a responsible member of the community, the whole world. As a teacher, my job is to facilitate those processes, to give the necessary resources, and especially to encourage them to occur with love and care. I found in IDRA's Caminos program, an extraordinary opportunity to get prepared for one of the most fulfilling careers."

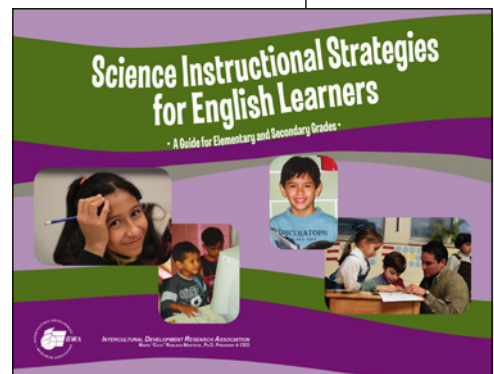
—**Silvia Villacorta**, IDRA Caminos participant and bilingual kindergarten teacher, Casa View Elementary School in Dallas, 2014.



Math Smart! and Science Smart! Over the past several years, IDRA has partnered with San Marcos CISD and Texas State University through a grant from the Texas Education Agency to improve science achievement for students in K–8 in that district. Through this action research approach, we have identified seven research-supported strategies that help English learners achieve in the science classroom. This year, IDRA collaborated with instructional coaches to design and provide professional development sessions, model effective coaching and mentoring practices, demonstrate effective engagement lessons in math and science, and engage in reflective professional practices with coaches and teachers alike as a means of creating a self-renewing school climate that address the needs of all learners.

Science Instructional Strategies for English Learners—A Guide for Elementary and Secondary Grades is designed to be a practical resource for elementary and secondary teachers who are determined to meet the needs of the diverse populations of students they serve.

This resource covers teaching learning premises (theoretical underpinnings for each strategy); research support; essential teacher competencies (pedagogical skills necessary for effective implementation of each strategy); steps for strategy implementation—along with a matrix of techniques for implementation.
<http://budurl.com/IDRAis>



Placing Family Leadership at the Forefront of Change

“Tuvimos una reunión en nuestra comunidad con los 35 directores de escuelas de Donna. Ahora las autoridades de las escuelas nos reciben y nos atienden porque saben que estamos trabajando para apoyar la educación de los niños de nuestra comunidad.”

“We held a meeting in our community with the 35 principals of Donna. Now school leaders are engaged in working with us because they know we are working to support the education of children in our community.”

—**Eva Carranza** from “Busca PTA educación de calidad a estudiantes,” April 2013 on the launch of PTA Comunitario in Donna, Texas



Ms. Ramona Casas with ARISE, presenting at the kickoff of IDRA's i3 PTA Comunitario project, funded by the U.S. Department of Education, at the Pharr-San Juan-Alamo ISD Southwest High School Library, 2013

A new model of parent engagement is sweeping the Texas Rio Grande Valley. Evolving out of IDRA's Family Leadership in Education Model, several PTA Comunitarios are uniting low-income, minority families to improve the education of the children in their neighborhoods. The results are powerful. PTA Comunitario meetings are bringing families together to examine Texas education policies and their implications for children's access to advanced placement, dual credit and pre-algebra courses; Texas' education budget; and college readiness strategies. The PTA Comunitario model created by IDRA is grounded in IDRA's "Family Leadership in Education" process, which recognizes families of all backgrounds as advocates for and collaborators in creating excellent neighborhood schools.

This innovative family engagement model, run by local parents, is affiliated with a community-based organization. By treating families with respect, dignity and value, the PTA Comunitarios have become a strong, sustainable voice to protect the rights of all children. Through a grant from the U.S. Department of Education, IDRA is partnering with schools and CBOs to implement this model in four new communities.



The White House Initiative on Educational Excellence for Hispanics featured the PTA Comunitario model in its Webinar on Family Engagement in December 2013 <http://budurl.com/IDRAwhPTACom>



“Parents are integral partners in their child’s learning . . . Programs like PTA Comunitario can provide a valuable bridge between parents and the school system.”

—Congressman Rubén Hinojosa, 2013

The PTA Comunitario movement is gaining strength in the lower Rio Grande Valley. The original ARISE South Tower PTA Comunitario began its fifth year in August 2013 with great interest in the new Texas graduation guidelines and, in collaboration with the other sister groups in Brownsville and Pharr, establishing projects to inform and mobilize their communities to assure that all children are prepared for a full range of college and career options. Through IDRA partnerships with schools and CBOs and collaboration with nascent organizations, new PTAs are in development in Rio Grande City, San Benito, La Joya and Brownsville, Texas. A new PTA Comunitario in Las Milpas, Texas, has established a memorandum of agreement to be co-sponsor with Cesar Chávez Elementary School in the Pharr-San Juan-Alamo ISD. All groups are vitally interested in having their children be prepared for college and not tracked to limited high school diplomas.



Promotora Model for Family Leadership in Education—Podcast Episode 118
<http://budurl.com/IDRApod118>

Communities Using Data—Video
<http://budurl.com/IDRAVidCUD>

Video interview with Dr. King on how he is helping students who dropped out not only to return to school but to prepare for college.
<http://budurl.com/IDRAVidKing>

PSJA ISD Superintendent Dr. Daniel King with PTA Comunitario members at ARISE [top left]. Three generations convene for ARISE 2013 Adult-Youth Leadership Retreat, and ARISE Youth Retreat facilitation support provided by IDRA [above].

Spotlighting Courageous Community Leadership



Dr. María “Cuca” Robledo Montecel (pictured here with Thomas A. Saenz, MALDEF President and General Counsel) was honored to receive MALDEF’s 2013 Excellence in Community Service Award (video). <http://budurl.com/IDRAytMRM>

Community and business leadership and partnerships with schools are crucial to strengthening public education. These collaborations thrive when they are organized around a shared vision for children; quality school data; an effective process for assessment, planning, implementation and evaluation; valuing of diversity; and playing to the strengths and sphere of influence of each partner. IDRA fosters place-based leadership and collective action through timely and useful research and analyses.

The struggle to achieve school finance equity for Texas children has been at the heart of IDRA’s work since its founding in 1973. At that time, Texas’ poorest and wealthiest school districts were separated by a gap of as much as \$14,500 in per pupil revenue per year. Funding disparities gave rise to two-tiered learning opportunities and outcomes. To turn this system around, IDRA launched a campaign that would inform policy and engage fledgling organizations of school, community and family leaders across the state. The effort spanned a research and public awareness campaign; technical assistance to state policymakers; and strategic litigation to press for fairness in funding during periods of great resistance. The work took time but proved instrumental. Reforms also demonstrated that structural inequities are not intractable—they can be both challenged and changed. Today, these efforts continue through robust partnerships with networks of courageous community organizations and leaders, including the Mexican American Legal Defense and Educational Fund (MALDEF) and the Texas Latino Education Coalition (TLEC) member organizations.



IDRA President and CEO Dr. Robeldo Montecel with ¡PRESENTE! President, Ms. Ivalis Meza-Gonzalez, and members of the PRESENTE! Board of Directors at MALDEF’s first Annual State of the State in San Antonio on August 15, 2013. ¡PRESENTE! is a new non-profit organization, dedicated to building a platform for the development and empowerment of a new generation of leaders through civic engagement and service. Dr. Montecel serves as an advisor.

Preventing Dropout and Promoting Graduation

San Antonio Dropout Prevention Program Expands to Chicago, Detroit, Los Angeles, New York City & Sacramento

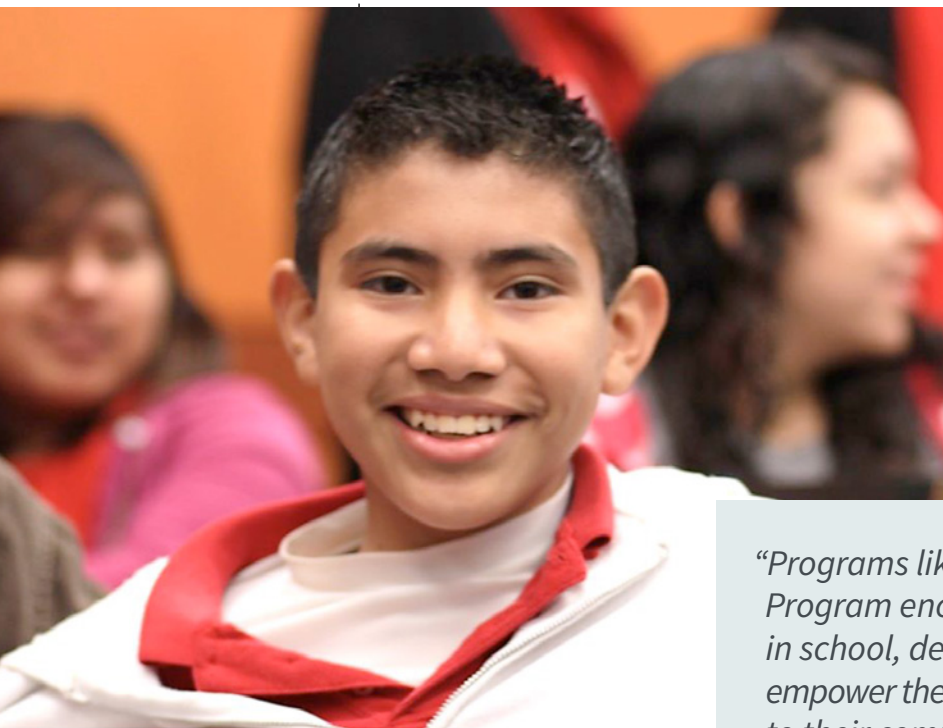
There is excitement in the air as 21 seventh and eighth graders at PS/MS 279 Captain Manuel Rivera, Jr. in the Bronx, make their way downstairs to meet their new tutees. Each middle school student has been assigned three younger children as tutees. Grounded in a “home-room-style” class with teacher coordinator, Michelle Coyle Hughes, the students will be well-prepared and supported through the year to take up leadership, provide tutoring and serve as role models.

PS/MS 279 values leadership: its mission is to “give all students in staff full access to their inherent intelligence, creativity, cultural heritage and personal power.” Under the leadership of their principal, Jean Dalton Encke, and through a collaboration between IDRA, the Coca-Cola Foundation, Lehman College and PS/MS 279, the Coca-Cola Valued Youth Program in New York, which launched in October 2013, is off to a great start.



As part of the Coca-Cola Valued Youth Program, students have leadership development opportunities and learn from their peers, family, business and university faculty like Dr. Ronald Mickens (below), the Distinguished Fuller E. Callaway Professor in the Department of Physics at Clark Atlanta University in Georgia.





Coca-Cola Valued Youth Program

Created by IDRA in San Antonio, the Coca-Cola Valued Youth Program is an award-winning cross-age tutoring program that has kept 98 percent of its tutors in school—more than 33,000 students, young people who were previously at risk of dropping out. The lives of more than 787,000 children, families and educators have been positively impacted by the program in cities across the United States and in Brazil, Puerto Rico and the United Kingdom.

“Programs like the Coca-Cola Valued Youth Program encourage young people to stay in school, develop leadership abilities and empower them to make positive contributions to their communities.”

—Lori George Billingsley, Vice President, Community Relations, Coca-Cola North America Group, 2013



13 Years of the Coca-Cola Valued Youth Program in Brazil

What Have We Learned?
2012 Evaluation Summary

© 2012, Intercultural Development Research Association



“O programa esta ampliado para todo o país, y de maneira muito êxitosa. Tudo isso foi possível porque nós acreditamos em um sonho e nós fomos capazes de diálogo, que é a base do nosso trabalho em educação.”

“The program has expanded to the whole country, and with so much success. All this was possible because we believed in a dream and we were able to establish a dialogue, which is the basis of our work in education.”—Dr. Regina de Assis, former Secretary of Education, Rio de Janeiro, Brazil

Evaluation Report the Coca-Cola Valued Youth Program in Brazil
<http://budurl.com/IDRAvypBrz>



Coca-Cola Valued Youth Program video
<http://budurl.com/IDRAvidC1>

“Until Next Time” video remarks by Dr. Robledo Montecel on the 13th program anniversary in Brazil. <http://budurl.com/IDRAvidBrz>

Statement of Financial Position

August 31, 2013

Assets

Total current assets	\$ 1,246,091
Assets designated for development and research (including OPEB)	15,436,919
Other assets	109,562

Total Assets	16,792,572
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Liabilities and Net Assets

Total current liabilities	59,936
Board designated OPEB post retirement obligation	1,383,499
Net assets-undesignated	209,376
Net assets-designated for development and research	14,053,420
Net assets-temporarily restricted	1,086,341

Total Liabilities and Net Assets	\$ 16,792,572
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Statement of Activities

Year Ended August 31, 2013

Support and Revenue

Foundations and governmental	\$ 3,574,049
Program revenue	697,884
Interest and other	408,449

Total Operating Revenue	4,680,382
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Expenses

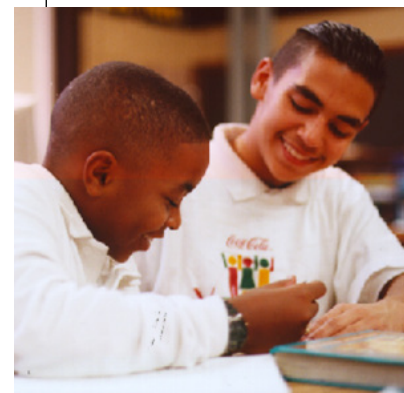
Program services	4,349,934
Management and general	81,204

Total Operating Revenue Expenses	4,431,138
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Change in net assets for operating activities	249,244
Change in net assets for OPEB Obligation	(1,488,142)
Total change in net assets	(1,238,898)
Net assets, beginning	16,588,035

Net assets, ending	\$ 15,349,137
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The Statement of Financial Position as of August 31, 2013, and Statement of Activities for the year ended August 31, 2013, are part of IDRA's financial statements. The OPEB (Other Than Pension Employee Benefit) obligation is part of the IDRA Retiree Welfare Benefit Plan. 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, celebrating the start of the organization's 40th year (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.

President and CEO

María "Cuca" Robledo Montecel, Ph.D.

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Celebrating 40 years of working to assure educational opportunity for every child.

Intercultural Development Research Association



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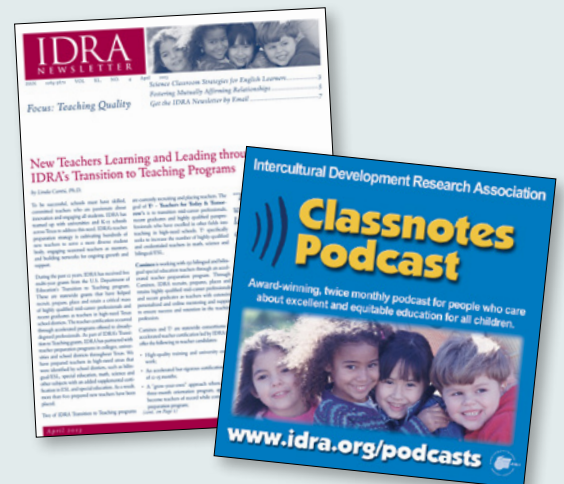
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