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IDRA Materials

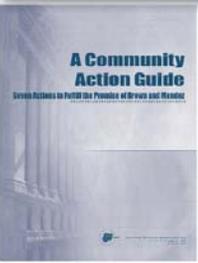


IDRA Newsletter

María "Cuca" Robledo Montecel, Ph.D. (ed.)
 (ISSN 1069-5672)

Free, also online at www.idra.org and in a mobile-ready e-Letter format at www.idra.org/Receive_IDRA_News/

Published 10 times a year focusing on various issues in education. Includes features on the issues of assessment, parent involvement, professional development, technology and more. IDRA strives to provide many different perspectives on each topic covered, as well as to define its significance in the national dialogue. This newsletter is published in print and on the IDRA website and, beginning in 2013, in eLetter (email) format.



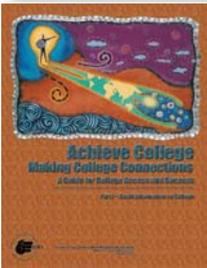
A Community Action Guide –

Seven Actions to Fulfill the Promise of Brown and Mendez

Rosana G. Rodríguez, Ph.D., Bradley Scott, Ph.D. & Abelardo Villarreal, Ph.D.

Also available free online at: www.idra.org
 (No ISBN; Paperback, 28 Pages; 2005) \$12.50

This booklet details seven actions community members can take to help fulfill the promise of *Brown vs. Board of Education* and *Mendez vs. Westminster* in the education of African American and Latino students. It also includes a step-by-step tool for developing a blueprint for action in a local community.



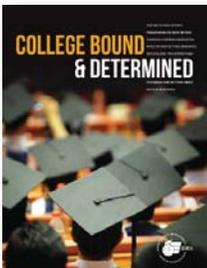
Achieve College ~ ¡Hacia Adelante! ~ A Guide for College Access /

Achieve College ~ ¡Hacia Adelante! ~ Una Guía para Estudiantes, Familias y Educadores

Rosana Rodríguez, Ph.D., Nilka Avilés, Ed.D., and Abelardo Villarreal, Ph.D.

(ISBN: 1-878550-72-1 and 1-878550-71-3; 48 Pages plus CD; 2011) \$10.00

This newly-updated bilingual (English/Spanish) guide promotes a collaborative approach to goal-setting and decision-making among student, family and school. It includes four steps: getting ready in high school, making a good choice of a college, applying early to several colleges, and planning to get financial help. Includes a resource CD with a workbook for planning for college and checklists for ninth, 10th, 11th and 12th grades.



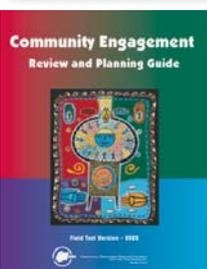
College Bound and Determined*

Hector Bojorquez

Also available free online at: www.idra.org

(No ISBN; 32 Pages; 2014) \$15.00

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.



Community Engagement Review and Planning Guide

Rosana Rodríguez, Ph.D., Pam McCollum, Ph.D., & Abelardo Villarreal, Ph.D.

Also available free online at: www.idra.org

(No ISBN; 15 Pages; 2002) \$6.00

This guide is designed to help schools and universities in planning and strengthening community engagement. The guide includes a school-community engagement rubric covering eight categories along with analysis and planning worksheets in each of the categories for monitoring progress. Spanish-language version also available, see *El Compromiso de la Comunidad Guía de Revisión y Planificación*.



Community Engagement Series for Educators

Rosana G. Rodríguez, Ph.D., Juanita C. García, Ph.D., and Abelardo Villarreal, Ph.D.
(No ISBN; 4 Pages per Issue; 7 Issues; 2010) \$15.00 per set

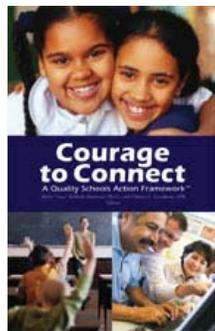
Designed for educators, this series has ideas for creating a culture of engagement with parents and community as partners to ensure school success for all children. There are seven issues in the series, one for each month of the school year. Each issue includes a theme for the month, classroom tips, an equity goal for the month, ideas for breaking down barriers, a self assessment tool, and an action planning guide and resource suggestions.



Continuities – Lessons for the Future of Education from the IDRA Coca-Cola Valued Youth Program

María Robledo Montecel, Ph.D. (ed)
(No ISBN; 28 Pages; 2009) \$5.00
Also available free online at: www.idra.org

This publication vividly captures seven key lessons for improving the quality of education for all students. It presents the voices of youth, teachers, family members and program leaders and the reasons valuing youth is at the heart of school transformation. Released on the occasion of the 25th anniversary of the Coca-Cola Valued Youth Program and in celebration of its success in keeping tens of thousands of students in school and positively impacting more than half a million children, families and educators on three continents.



Courage to Connect – A Quality Schools Action Framework

Edited by María “Cuca” Robledo Montecel, Ph.D., and Christie L. Goodman, APR
(ISBN 978-1-935737-35-3; 272 Pages; Paperback; 2010) \$15.00

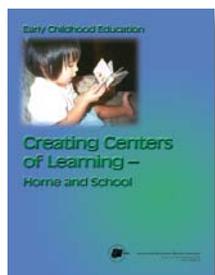
Also available on

This book presents IDRA’s Quality Schools Action Framework™ and shows how communities and schools can work together to strengthen their capacity to be successful with all of their students. The Quality Schools Action Framework is based on experience and empirical evidence that emerges from existing theories of change. It gives a model for assessing a school’s conditions and outcomes, for identifying leverage points for improvement, and for informing action.

Courage to Connect: A Quality Schools Action Framework, gives you a useful tool to:

- Conceive, design and manage sustainable change at the school or district level;
- Encourage thoughtful and coherent selection of transformative practices that are grounded in the reality of the school and its community;
- Focus on particular strategies and/or instructional approaches (e.g., bilingual education) without losing track of the contexts that matter (e.g., teaching quality, school/district leadership, funding);
- Inform evidence-based community collaboration and oversight in productive ways; and
- Inform meaningful comparisons across schools and districts.

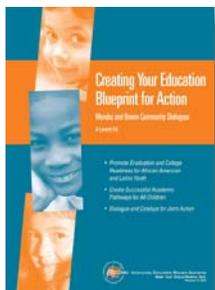
Visit the book’s web page to get a table of contents, excerpt, related podcasts and other resources related to this book (<http://www.idra.org/couragetconnect/>).



Creating Centers of Learning – Home and School

Rosana G. Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., Bradley Scott, Ph.D., & José Rodríguez
(No ISBN; 28 Pages; English/Spanish; 2004) \$20.00

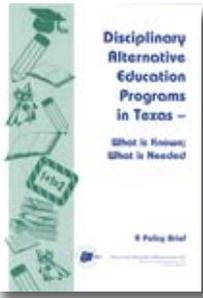
This bilingual guide helps parents and teachers value their inter-related roles and work together to create effective preschool programs in the home and at school. It provides tailored checklists and planning tools to help parents and teachers set goals, plan together, and evaluate their progress. It is designed to help create excellent centers of learning where all children are valued and can experience success, and where accountability is shared between school and home. The elements in this guide are taken from research on best practices as well as from performance standards set at the national level.



Creating Your Education Blueprint for Action: Mendez and Brown Community Dialogues – A Launch Kit (Book, CD & DVD)

Rosana G. Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., Josie Danini Cortez, M.A., Bradley Scott, Ph.D.
(ISBN: 978-1-935737-36-0; Paperback, 20 Pages, plus CD and DVD; 2010) \$25
Also available free online at: www.idra.org

This launch kit is designed for community leaders interested in starting a Blueprint Action Dialogue in your community. These dialogues are cross-race, cross-sector community gatherings of African American and Latino community, business and education leaders focusing key local education issues, including equitable funding, quality schooling, ensuring graduation for all, and access to higher education. The launch kit provides you with step-by-step instructions for following the dialogue process to cultivate organizational change in schools as promised by the *Mendez* and *Brown* court cases. Each of three sections in the kit includes the most important steps for helping community leaders assemble the best ideas to engineer real transformation in their neighborhood schools. It includes a resource CD with an abundance of resources and a DVD with the video, *Keeping the Promise*, that features community leaders and inspiring historical background on the two landmark cases of *Mendez* and *Brown*.

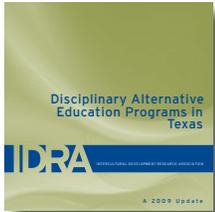


Disciplinary Alternative Education Programs in Texas – What is Known; What is Needed

Albert Cortez, Ph.D., & María Robledo Montecel, Ph.D.
(No ISBN; 28 Pages; 1999) \$7.00

Also available free online at: www.idra.org

This policy brief examines how these programs have been carried out after the Texas legislature established a policy in 1995 requiring school districts to have an “alternative educational setting for behavioral management.” These programs manage tens of thousands of pupils a year and cost millions of state taxpayer dollars. But we know very little of what they do, much less how (or how well) they do it. Part of a series on key issues in education developed by the IDRA Institute for Policy and Leadership, this brief includes policy recommendations, findings at a glance, the national picture, an overview of the Texas policy, findings examined, and a closer look at one school.



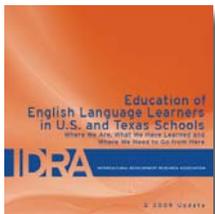
Disciplinary Alternative Education Programs in Texas – An Update

Albert Cortez, Ph.D., & Josie D. Cortez, M.A.

(No ISBN; 16 Pages; 2009) \$7.00

Also available free online at: www.idra.org

Almost 10 years ago, IDRA gave voice to the thousands of Texas public school students who were being criminalized, ostracized and stigmatized for “offenses” that were formerly managed by a simple timeout or even a visit to the principal’s office with its seminal assessment of Texas DAEPs. IDRA’s latest policy update released March 2009, shows that in the last decade, more than three quarters of a million students have been sent to DAEPs. Four out of five students of them are not there because of serious offenses. Put simply, DAEPs are a mess. They don’t work for kids, they don’t work for schools, and they don’t work for Texas.



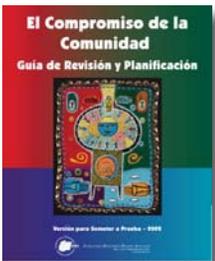
Education of English Language Learners in U.S. and Texas Schools – Where We Are, What We Have Learned and Where We Need to Go from Here – A 2009 Update

Albert Cortez, Ph.D., & Abelardo Villarreal, Ph.D.

(No ISBN; 16 Pages; 2009) \$7.00

Also available free online at: www.idra.org

This policy update shows that huge achievement gaps at the middle and high school level in particular show need for changes in policy, teacher training and evaluation. Models can be found in those schools that are demonstrating how English language learners can be more effectively served. This update gives an overview of increasing numbers of ELL students, distribution of ELL students, increasing diversity and varying languages, instructional programs provided, and funding provided to ELL programs along with recommendations.



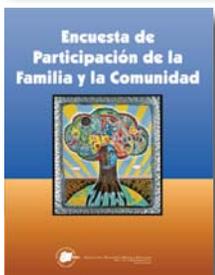
El Compromiso de la Comunidad Guía de Revisión y Planificación

Rosana Rodríguez, Ph.D., Pam McCollum, Ph.D., & Abelardo Villarreal, Ph.D.

(No ISBN; 16 Pages; 2002) \$7.00

Also available free online at www.idra.org

This guide is the Spanish-language version of *Community Engagement Review and Planning Guide*. It is designed to help schools and universities in planning and strengthening community engagement. The guide includes a school-community engagement rubric covering eight categories along with analysis and planning worksheets in each of the categories for monitoring progress.



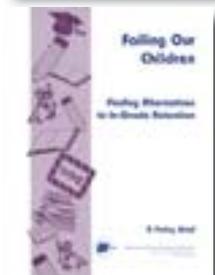
Encuesta de Participación de la Familia y la Comunidad

Rosana Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., & Josie Cortez, M.A.

(No ISBN; 12 Pages; 2002) \$5.00

Also available free online at www.idra.org

This survey is the Spanish-language version of *Family and Community Engagement Survey*. This survey can be used by teachers, administrators and parents to assess a school’s effectiveness in partnering with families and communities. It is a useful tool for planning strategies that are clustered around four domains: (a) student achievement; (b) access and equity; (c) organizational support; and (d) quality of interaction. The questions and ideas used in the guide are gleaned from the literature on effective partnering with communities and families.



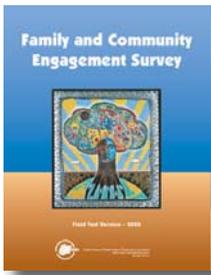
Failing Our Children – Finding Alternatives for In-Grade Retention

Pam McCollum, Ph.D., Albert Cortez, Ph.D., Oanh H. Maroney, M.A., & Felix Montes, Ph.D.

(No ISBN; 34 Pages; 1999) \$7.00

Also available free online at: www.idra.org

This policy brief presents an in-depth look at the issue of in-grade retention (particularly in Texas), reviews research that finds this practice to be ineffective, and outlines alternatives to both retention and social promotion. Part of a series on key issues in education developed by the IDRA Institute for Policy and Leadership, this brief includes policy recommendations, findings at a glance, the national scene, a look back at Texas, findings examined (including alternatives to retention), and interviews of school personnel.



Family and Community Engagement Survey

Rosana Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., & Josie Cortez, M.A.
(No ISBN; 12 Pages; 2002) \$5.00
Also available free online at: www.idra.org

This survey can be used by teachers, administrators and parents to assess a school's effectiveness in partnering with families and communities. It is a useful tool for planning strategies that are clustered around four domains: (a) student achievement; (b) access and equity; (c) organizational support; and (d) quality of interaction. The questions and ideas used in the guide are gleaned from the literature on effective partnering with communities and families. Spanish-language version also available, see *Encuesta de Participación de la Familia y la Comunidad – Versión de Prueba de Campo*.



Good Schools and Classrooms for Children Learning English – A Guide

María Robledo Montecel, Ph.D., Josie Danini Cortez, M.A., Albert Cortez, Ph.D., & Abelardo Villarreal, Ph.D.
(ISBN: 1-878550-69-1; 64 Pages; 2002) \$15.00



Thirty years of research have proven that when implemented well, bilingual education is the best way to learn English. New research by IDRA has identified the 25 common characteristics of successful schools that contribute to high academic performance of students learning English. This guide is a rubric, designed for people in schools and communities to evaluate five dimensions that are necessary for success: school indicators, student outcomes, leadership, support, and programmatic and instructional practices.

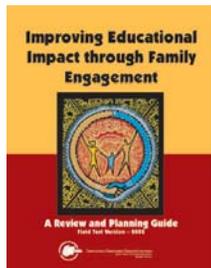


I'm Going to College / Voy al Colegio –

Fun Activities and Pictures to Color for Children in Elementary Grades

Rosana G. Rodríguez, Ph.D., Rogelio López del Bosque, Ph.D., & Sarah H. Aleman
(No ISBN; 8 Pages; English/Spanish; 2002) \$1.50

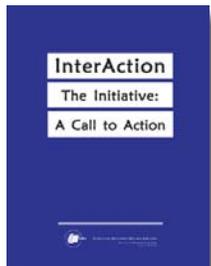
This is a newly-updated fun activity booklet for early elementary children. Designed to support interest in going to college, the booklet for children and parents includes puzzles, word games, connect-the-dots, mazes, word scrambles and coloring pages aimed at ages four to 10.



Improving Educational Impact Through Family Engagement – A Review and Planning Guide

Rosana Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., Aurelio M. Montemayor, M.Ed., & Josie Danini Cortez, M.A.
(No ISBN; 15 Pages; 2002) \$6.00
Also available free online at: www.idra.org

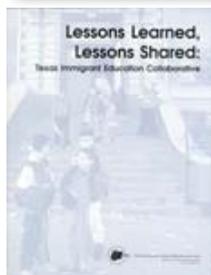
This tool helps to foster meaningful and lasting educational impact through mechanisms for engagement with parents and families. It provides helpful ideas to address the most significant barriers to parent involvement that have been reported in the literature in K-12 programs. The guide gives ideas for each barrier to achieve a greater vision of engagement and offers planning guides to see how your school is addressing each barrier and what can be done for the future. It can be used with school personnel in conjunction with parents. Spanish-language version also available, see *Mejoramiento del Impacto Educativo a Través del Compromiso Familiar – Guía de Revisión y Planificación*.



InterAction: Higher Education and Latinos in the New Millennium (Book & CD)

(No ISBN; 48 Pages plus CD; 2005) \$18.00

Summary of IDRA's InterAction initiative focusing on improving college access and success of Latino students and building lasting linkages among K-12 schools, institutions of higher education, and the community and business sectors. Includes text of speeches from community events across Texas and the resulting 31 policy solutions. Also includes a CD with video clips and speeches of forum speakers, the policy solutions, and additional salient statistics on higher education in Texas.



Lessons Learned, Lessons Shared: Texas Immigrant Education Collaborative

Pam McCollum, Ph.D.
(ISBN: 1-878550-66-7; 60 Pages; 1999) \$24.95

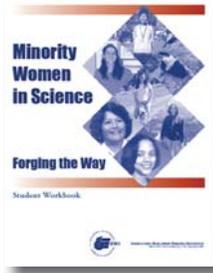
This publication shows educators what is necessary to develop and maintain appropriate programs for secondary level recent immigrant students. A primer on the "basics" of immigrant education (i.e., demographics, legal issues, educational funding), it presents lessons learned through the Texas Immigrant Education Collaborative at school sites, funded by The Andrew W. Mellon Foundation. It describes four successful program initiatives (appropriate curriculum and instruction, a newcomers center, appropriate counseling and building linkages with the community) and future directions of recent-immigrant education.



Mejoramiento del Impacto Educativo a Través del Compromiso Familiar – Guía de Revisión y Planificación

Rosana Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., Aurelio M. Montemayor, M.Ed., & Josie Danini Cortez, M.A.
(No ISBN; 16 Pages; 2002) \$6.00
Also available free online at www.idra.org

This guide is the Spanish-language version of *Improving Educational Impact Through Family Engagement – A Review and Planning Guide*. This tool helps to foster meaningful and lasting educational impact through mechanisms for engagement with parents and families. It provides helpful ideas to address the most significant barriers to parent involvement that have been reported in the literature in K-12 programs. The guide gives ideas for each barrier to achieve a greater vision of engagement and offers planning guides to see how your school is addressing each barrier and what can be done for the future. It can be used with school personnel in conjunction with parents.



Minority Women in Science: Forging the Way

Keiko E. Suda, Oanh H. Maroney, M.A., Bradley Scott, M.A., & María Aurora Yáñez, M.A.
Student Workbook (ISBN: 1-878550-67-5; 2000; 32 pages; paperback) \$15.00
Teacher's Guide (ISBN: 1-878550-68-3; 2000; 94 pages; paperback) \$25.00

This student workbook and teacher guide set is a great student-centered tool to support equity in math and science education. It is an innovative resource that can be used with all students – girls and boys – to help break down gender stereotypes about scientists. The set includes: profiles of seven minority women scientists who have surmounted barriers to forge the way for themselves and future scientists; science lessons for the classroom that cover such topics as acid/base chemistry, earth science, wildlife and environmental science, and biology; and life skills lessons for the classroom that cover topics such as getting college information from the school counselor, identifying a support system, reaching goals, knowing self-worth, having community pride, overcoming stereotypes, and linking hobbies with career choices.



Missing: Texas Youth – Dropout and Attrition Rates in Texas Public High Schools

Josie Danini Supik, M.A., & Roy L. Johnson, M.S.
(No ISBN; 30 Pages; 1999) \$7.00
Also available free online at: www.idra.org

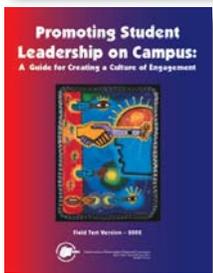
This policy brief presents an in-depth look at the dropout issue in Texas: More than 1.2 million students have been lost from Texas public schools to attrition from 1985-86 to 1997-98; The state of Texas loses \$319 billion in foregone income, lost tax revenues and increased criminal justice, welfare, unemployment and job training costs. Part of a series on key issues in education developed by the IDRA Institute for Policy and Leadership, this brief includes policy recommendations, findings at a glance, the national picture, a look back at Texas, findings examined, and a profile of the IDRA Coca-Cola Valued Youth Program.



My Spanish-Speaking Left Foot

José A. Cárdenas, Ed.D.
(ISBN: 1-878550-59-4; 135 pages; 1997) \$9.00

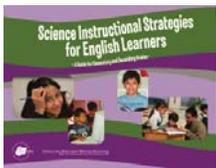
Combines laughter and insight as Dr. Cárdenas re-lives his encounters growing up in a multicultural environment. Born in Laredo, Texas, in 1930, he has an extensive number of relatives on both sides of the U.S.-Mexico border. Dr. Cárdenas depicts the cultural influence of Mexico and the Spanish-speaking world for a Mexican American living in the United States. In addition to illustrating his childhood capers and his travels throughout Central and South America, he provides compelling reflections of multicultural topics such as wealth, class, language, religion, education and family.



Promoting Student Leadership on Campus: A Guide for Creating a Culture of Engagement

Rosana Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., & Josie Cortez, M.A.
(No ISBN; 15 Pages; 2002) \$6.00
Also available free online at: www.idra.org

This is a helpful guide for creating a culture of engagement that includes student voices in the educational change process. Students can help keep the focus clear in planning for academic success. This booklet offers ways to involve students in decision making and supporting meaningful student leadership. It also provides a way to measure success and plan activities that recognize and value students for their contributions by analyzing what is working, what is holding us back and what can be improved.



Science Instructional Strategies for English Learners ~ A Guide for Elementary and Secondary Grades

Abelardo Villarreal, Ph.D., Verónica Betancourt, M.A., Kristin Grayson, M.Ed., and Rosana G. Rodríguez, Ph.D.
(No ISBN; 20 Pages; English; 2012) \$20.00

This guide 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. The guide presents seven research-based strategies for instruction of English learners in science. It is divided into four sections – 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. Customized professional development on implementing these strategies in the classroom also is available.

Also available on
amazon.com



Semillitas de Aprendizaje Classroom Set

(2010; 2011) \$444.00 per set

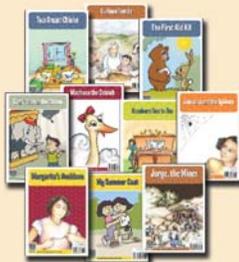
Semillitas de aprendizaje is a unique bilingual (Spanish/English) set of early childhood materials by IDRA that is based on the art of storytelling. The classroom set includes 10 Storybooks, 10 Big Books, 20 Cartitas (10 English, 10 Spanish), 15 math books and a teacher guide. Descriptions of each are below.

Semillitas de aprendizaje Teacher Guide (Manual del maestro)

Abelardo Villarreal, Ph.D., Managing Editor and Lead Author. Contributing Authors: Juanita C. García, Ph.D.; Rosana G. Rodríguez, Ph.D.; Sylvia R. Manzano, M.A.; Nilka Avilés, Ed.D.; Bradley Scott, Ph.D.; Laurie Posner, MPA
(978-1-935737-37-7; 3-Ring Binder; 196 Pages; English-Spanish; 2012) \$150.00 each

IDRA's *Semillitas de Aprendizaje*™ is a unique bilingual (Spanish/English) early childhood supplemental curriculum for 3- and 4-year olds that is based on the art of storytelling. IDRA has just released the new teacher guide that contains 10 units to support early childhood bilingual literacy development (English-Spanish). Each unit has a set of classroom activities that include a morning song, storytelling, literacy connection with STEM explorations, center activities, phonemic awareness, writing and alphabet knowledge, English transition, family connections and informal assessment. In addition, we have provided planning tools connected to knowledge, skill and concept objectives along with suggestions for using technology in early childhood. This guide is designed to correspond to the set of 10 *Semillitas de aprendizaje* bilingual big books, *Cartitas* series (letters home) and the set of 15 preschool math books and preschool self concept books.

Also available on
amazon.com



Semillitas de Aprendizaje Storybooks (Set of 10 Books)

Abelardo Villarreal, Ph.D., Managing Editor and Lead Author. CONTRIBUTING AUTHORS – Oralia H. Lamas; Rosana Rodríguez, Ph.D., IDRA; ILLUSTRATORS – Thelma Muraida and Clockwork Studios; EARLY EDUCATION READING CONSULTANTS – María Elena (Mari) Riojas Lester, M.E.; Sylvia R. Manzano, M.A.; José L. Rodríguez, M.A., IDRA; Dr. Bradley Scott, IDRA; SPANISH LANGUAGE EDITOR – Amalia Mondríguez, Ph.D.; ENGLISH LANGUAGE EDITOR – Christie Goodman, APR
(Paperback; 2013) \$99.00 per set

Set of 10 beautifully-illustrated stories and part of IDRA's *Semillitas de aprendizaje* series, a unique bilingual (Spanish/English) set of early childhood materials that is based on the art of storytelling. The stories feature children and other characters who discover new things like life in the country, learning about spiders, first aid kits, the seasons, geometric shapes at home, traditional beading, a dancing ostrich, counting critters, a circus dream and gold mining. The storybooks are complemented by the 10 *Semillitas de aprendizaje*™ Big Books and are designed for early childhood and primary grades. Titles include:

- *El Curioso Tomás ~ Curious Tomás* (ISBN: 978-1-935737-00-18; 32 Pages)
- *La Chamaca Machaca ~ Machaca the Ostrich* (ISBN: 978-1-935737-02-5; 24 Pages)
- *El Collar de Margarita ~ Margarita's Necklace* (ISBN: 978-1-935737-04-9; 32 Pages)
- *Los Números del 1 al 10 y otras Coplas* (ISBN: 978-1-935737-06-3; 40 Pages)
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Semillitas de Aprendizaje Big Books (Set of 10 Books)

Abelardo Villarreal, Ph.D., Managing Editor and Lead Author. Development Team: CONTRIBUTING AUTHORS – Oralia H. Lamas; Rosana Rodríguez, Ph.D., IDRA; ILLUSTRATORS – Thelma Muraida and Clockwork Studios; EARLY EDUCATION READING CONSULTANTS – María Elena (Mari) Riojas Lester, M.E.; Sylvia R. Manzano, M.A.; José L. Rodríguez, M.A., IDRA; Dr. Bradley Scott, IDRA; SPANISH LANGUAGE EDITOR – Amalia Mondríguez, Ph.D.; ENGLISH LANGUAGE EDITOR – Christie Goodman, APR
(Paperback; 2010) \$75.00 per set

Set of 10 beautifully-illustrated stories and part of IDRA's *Semillitas de aprendizaje* series, a unique bilingual

Also available on
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(Spanish/English) set of early childhood materials that is based on the art of storytelling. Designed for literacy development with culturally-relevant materials for 3- and 4-year-old children. The Big Books are abridged versions of the *Semillitas de aprendizaje* Storybooks. Titles include:

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Semillitas de Aprendizaje Preschool Math Books Set

AUTHORS – Rosana G. Rodríguez, Ph.D., Abelardo Villarreal, Ph.D., José Rodríguez, M.A. PHOTOGRAPHY – Helen Cox.

EDITORIAL CONSULTANT – Amalia Mondríguez, Ph.D.

(Paperback; 2011) \$100.00 per set

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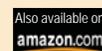


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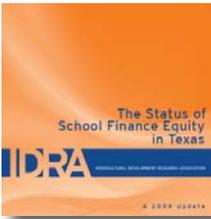
- *El Curioso Tomás ~ Curious Tomás* – Chose 25 English or 25 Spanish
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- *El Collar de Margarita ~ Margarita's Necklace* – Chose 25 English or 25 Spanish
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- *Jesúsita y las Arañas ~ Jesúsita and the Spiders* – Chose 25 English or 25 Spanish
- *Confusión en el Circo ~ Confusion in the Circus* – Chose 25 English or 25 Spanish
- *Dos Pollitas Listas ~ Two Smart Chicks* – Chose 25 English or 25 Spanish
- *Mi Abrigo de Verano ~ My Summer Coat* – Chose 25 English or 25 Spanish
- *La Cajita de Primeros Auxilios ~ The First Aid Kit* – Chose 25 English or 25 Spanish
- *El Minero Jorge ~ Jorge, the Miner* – Chose 25 English or 25 Spanish



Semillitas de Aprendizaje Storytelling & Storyreading Videos (DVD)

(English-Spanish; 2015) \$20.00

Storytelling has been with us throughout human history. There is a strong connection between the teller and listener and a unique kind of engagement with the story. Both storytelling and storyreading support learning in the classroom and provide different kinds of literacy experiences for students. This DVD is the newest feature of IDRA's bilingual (Spanish/English) supplemental early childhood curriculum. The engaging DVD contains the 10 Semillitas de Aprendizaje™ stories told in two styles: storyreading (in English) and storytelling (in Spanish). Available from IDRA for \$20. One copy of the DVD is included in the Semillitas de Aprendizaje Classroom Master Set.



The Status of School Finance Equity in Texas – A 2009 Update

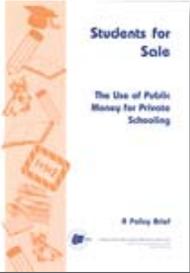
Albert Cortez, Ph.D.

(No ISBN; 16 Pages; 2009) \$7.00

Also available free online at: www.idra.org

Disparities in per student funding have doubled in Texas, leaving millions of children in schools with severely limited resources for qualified teachers, up-to-date curriculum and basic supplies. This policy update on the status of education funding equity shows that Texas was headed in the right direction until the last two legislative sessions when revisions made to the school funding plan eroded equity among Texas schools. *The Status of School Finance Equity in Texas – A 2009 Update* summarizes where things are and identifies changes that are needed.

Also available on
amazon.com



Students for Sale – The Use of Public Money for Private Schooling

Albert Cortez, Ph.D., Josie D. Supik, M.A., Anna Alicia Romero, & Christie L. Goodman, APR

(No ISBN; 40 Pages; 1999) \$7.00

Also available free online at: www.idra.org

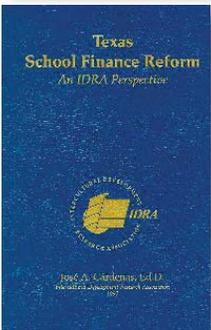
This policy brief examines the dangers of public-funded voucher programs for children and neighborhood public schools. Part of a series on key issues in education developed by the IDRA Institute for Policy and Leadership, this brief includes policy recommendations, findings at a glance, the national picture (including an overview of litigation), findings examined, and interviews of parents.

Texas School Finance Reform: An IDRA Perspective

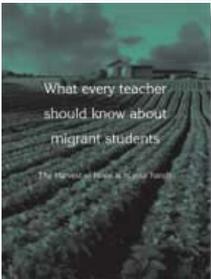
José A. Cárdenas, Ed.D.

(ISBN: 1-878550-63-2; 387 pages; 1997) \$30.00

A master story-teller, Dr. José A. Cárdenas offers an insider's view of the 28-year history of school finance in Texas. More than a history, this book provides a blueprint for persons interested in bringing about future reform in schools and other social institutions. Beginning with a description of the Texas system in 1950, the account covers court cases, legislation, and advocacy efforts and concludes with the status and future of school finance reform. Personal vignettes sprinkled throughout offer glimpses of those special untold moments that impacted history. Much of this volume – including the myths of school finance and lessons learned – relate to reform efforts in other states as well. Officially released on April 29, 1997 – the 10th anniversary of the Edgewood decision by State Superior Judge of Travis County Harley Clark that struck down Texas' school finance system as unconstitutional.



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What Every Teacher Should Know About Migrant Students (Book & CD)

(No ISBN; CD and brochure, 16 Pages; 2006) \$25.00

This interactive CD and guide for teachers of migrant students provides insights about migrant students in their classroom and best practices within migrant education programs. Designed for experienced teachers and those new to teaching migrant students. Also a useful tool for administrators and counselors. Informative and brimming with emotive photographs, poetry, heartfelt narration and resources, this CD features the insights of a migrant student, a teacher and an administrator about effective teaching and learning.

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