

IDRA



Valued Youth Partnership

Now more than ever, reconnecting with students is critical. IDRA can help!

The IDRA Valued Youth Partnership is a proven cross-age tutoring program that works by identifying middle & high school students in at-risk situations and enlisting them as tutors for elementary school youngsters who are also struggling in school. Given this role of personal and academic responsibility, the Valued Youth tutors learn self-discipline and develop self-esteem. Schools shift to the philosophy and practices of valuing students considered at-risk.

- ✓ 98% stay in school
- ✓ Strengthen academic skills
- ✓ Build socio-emotional skills & self-esteem
- ✓ Increase attendance
- ✓ Reduce discipline rates



► Five Instructional Strategies ◀

 <p>Cross-age Tutoring</p> <p>Tutors tutor a minimum of four hours a week for one class period a day.</p>	 <p>Classes for Tutors</p> <p>Tutors meet with their secondary school teacher coordinator once a week.</p>	 <p>Educational Field Trips</p> <p>Tutors participate in at least two to three trips to explore career, economic and cultural opportunities.</p>	 <p>Mentors and Role-Models</p> <p>Adults who are considered successful in their fields and who represent students' ethnic background are invited to participate.</p>	 <p>Student Recognition</p> <p>Students are acknowledged for the efforts and contributions they make as tutors.</p>
---	--	--	---	---

► Five Support Strategies ◀

<p>Curriculum</p> <p>Focused on self-concept, tutoring skills and literacy skills.</p>	<p>Coordination</p> <p>For program monitoring, communication & support.</p>	<p>Staff Enrichment</p> <p>Provided by IDRA based on campus staff needs.</p>	<p>Family Engagement</p> <p>Values the families' contributions.</p>	<p>Evaluation</p> <p>Analysis to inform program implementation.</p>
---	--	---	--	--

Let the IDRA Valued Youth Partnership touch the lives of students, parents and educators in your district.

The Valued Youth Partnership has a long record of transforming students' socio-emotional learning and relationships with school

Interventions that address socio-emotional factors through **experiences** rather than a prescribed curriculum have far-reaching impacts. While it is important that students understand concepts, like leadership, responsibility, self-regulation, it is **far more powerful for students to experience success and believe in their own talents and abilities.**

The University of Chicago Consortium on School Research reported that, when schools **provide leadership experiences** for students who are in at-risk situations, they persevere in the face of challenges and make significant academic gains. (Farrington, et al., 2012)

For over 35 years, the IDRA Valued Youth Partnership has worked with students who are at-risk of academic disengagement by providing meaningful leadership experiences. The outcomes have positively affected student's confidence and self-worth, attendance and academic achievement.

The program has been successful everywhere it has been in keeping Valued Youth students in school, in the classroom and learning. The program has grown across the United States and has been in Brazil, England and Puerto Rico. The White House named VYP a Hispanic Ed "Bright Spot."



IDRA
Valued Youth Partnership

The IDRA Valued Youth Partnership directly addresses socio-emotional factors that are essential to reconnecting and re-engaging with students after the pandemic.

In a recent five year analysis of VYP tutors, data show:

- ✓ **Disciplinary referrals decreased by 14%**
- ✓ **Tutor absences decreased by 16%**

Last year, I had a rough year: constantly on campus suspension, referrals, verbally disrespecting teachers... Ever since I started the VYP program, I feel like I am a different person.

– Eighth grade VYP tutor

The IDRA Valued Youth Partnership is backed by research on socio-emotional factors and learning. The Hemingway Measure of Adolescent Connectedness & evaluation data show:

- ✓ **61% of VYP tutors improved sense of self oriented toward the future**
- ✓ **59% of VYP tutors improved their sense of involvement in & caring for their families**
- ✓ **54% of VYP tutors improved their sense of being productive at their school work, enjoying school more & feeling successful at school**
- ✓ **66% of VYP tutors improved reading test scores**
- ✓ **57% of VYP tutors improved math scores**

Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Chicago: University of Chicago Consortium on Chicago School Research. • CASEL. (2019). What is SEL? webpage. Chicago: Collaborative for Academic, Social, and Emotional Learning. • Dweck, C.S., & G.M. Walton, G.L. Cohen. Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning (Seattle, Wash.: Bill and Melinda Gates Foundation, 2014). • IDRA. (2016-2020). Program evaluations and data analysis, unpublished. San Antonio: IDRA. • Kurtz, H. (October 15, 2020). In-Person Learning Expands, Student Absences Up, Teachers Work Longer, Survey Shows. Education Week. • Ramón, A. (March 2021). Student Researchers Collect Insights from Peers about the Pandemic's Effects on Schooling. IDRA Newsletter. • Toth, M.D. (March 17, 2021). Why Student Engagement is Important in a Post-COVID World – and 5 Strategies to Improve It. Learning Sciences International.