

How the IDRA Valued Youth Partnership Works





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

IDRA provides teacher training, principal coaching, policy analysis, program evaluation, education research and data science work, family and community engagement, and student leadership development.



Linda Cantu, Ph.D.
Senior Consultant &
Valued Youth Partnership Program Director



- ✓ High expectation and high motivation
- ✓ Academic success
- ✓ Financial assistance
- ✓ Belonging and contribution
- ✓ Inclusion
- ✓ Responsibility

98%
stay in
school

Higher
attendance
rates

Lower
discipline
rates

Stronger
academic
skills

Higher
self-esteem





IDRA
Valued Youth Partnership

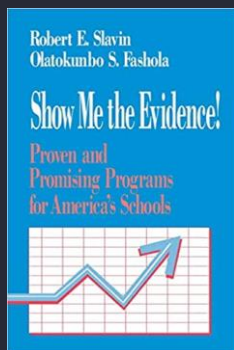
98%
success rate

35,000
students kept in school

725,000+
children, families & educators
positively



Recognition and Awards – Sample Listing



Featured as an educational model in many newsletters and journals:

- Center for Corporate Community Relations
- National Clearinghouse for Bilingual Education
- National Dropout Prevention Network
- National Education Association
- Points of Light Foundation
- Project Literacy U.S.

Featured as an educational model in books by:

- American Council on Education
- Committee for Economic Development
- Hamilton Fish National Institute on School and Community Violence
- Jobs for the Future
- National Center for Service Learning in Early Adolescence
- Urban Institute

What Is the Valued Youth Partnership?

A cross-age tutoring program

Middle and high school students who are considered at-risk tutor elementary students

At-risk students are supported as **valued youth**, making a contribution





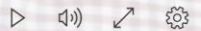


“You can see the excitement in the students’ faces when their tutee spells a word right or gets a math problem right; that’s a different type of success and fulfillment, because it shows them, ‘I helped someone else achieve success.’”

– Lee Hernández, high school principal



O = PARTNERSHIPS splits



Five Instructional Strategies



Cross-age Tutoring

Tutors tutor a minimum of four hours a week for one class period a day.



Classes for Tutors

Tutors meet with their secondary school teacher coordinator once a week.



Educational Field Trips

Tutors go on at least two to three trips to explore career, economic and cultural opportunities.



Mentors and Role-Models

Adults who are considered successful in their fields and who represent students' ethnic background are invited to participate.



Student Recognition

Students are acknowledged for the efforts and contributions they make as tutors.

Five Support Strategies

Curriculum

Focused on self-concept, tutoring skills and literacy skills.

Coordination

For program monitoring, communication & support.

Staff Enrichment

Provided by IDRA based on campus staff needs.

Parent Involvement

Values the families' contributions.

Evaluation

Analysis to inform program implementation.

Five Instructional Strategies



Cross-Age Tutoring

Four hours weekly

Hourly stipend and academic credit

**Four grade level difference
between tutor and tutee**

**Supervision by committed
receiving teachers**

**Planned instructional tasks within
classroom**





Classes for Tutors

Weekly sessions

Planning for tutoring

Student-centered instruction





Educational Field Trips

Three per school year

Provide learning opportunities

Minimum expense for tutors





Mentors & Role Models

Five role model visitations

School personnel

Parents

Community leaders





Student Recognition

Tutors are valued throughout the year

End-of-year event

Tutor of the year

Publicity and visibility



Five Support Strategies

Curriculum

Sharpens literacy skills

Promotes tutoring skills

Enhances concept of self



Coordination

Team approach

School-district agreement and support

Planned and structured design

Periodic meeting



Staff Enrichment

Awareness

Skills development

Implementation team

Community and parents

Other school personnel



Family Engagement

Parent consent and support

Family activities based on needs and interests



Evaluation

**Quantitative and
qualitative research**

Monitor tutors

Periodic feedback

Pre-post test score

Decision making



Powerful Impact





Impact on Tutors

Positive self-concept

Greater commitment to
succeed and stay in school

Expanded vision of life



Impact on Tutees

Learn basic skills in a safe environment

Get personal attention

Form positive and strong ties



Impact on Families

Renewed family pride

Economic support

Improved communication family,
tutor and school

Family interaction and engagement



Impact on Schools

Decreased dropout rate

Reduced disciplinary measures

Increased valuing students

Increased attendance

Improved communication
across schools



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.



Valued Youth Program website:
<https://idra.news/VYP>



VYP flier on SEL impact:
<https://idra.news/VYPimpact>



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

What students say about the IDRA Valued Youth Partnership program

“The VYP made me open my eyes and has given me reasons that I should come to school every day, and That’s exactly what I’m doing for my Pre-K tutees.”

– *high school tutor*

“I’m the youngest of four kids, and I will be the first to graduate from high school. I would not be graduating if I wasn’t a tutor.”

– *middle school tutor*

“I thought that I wasn’t good because I had many problems. I thought I was a nobody, but when I started talking to my tutees and working with them, I felt different. Now I know that I can be somebody, and I can help others to do the same.”

– *middle school tutor*

Cost & Opportunity

IDRA's fee for training, materials and evaluation is \$15,000 for up to 25 tutors in a school. There are discounts for multiple schools in a district.

Other costs that are variable include such items as tutor compensation, teacher stipend, transportation.

Target Your Federal Relief Funds

A district must reserve *at least* 20% of its American Rescue Plan ESSER allocation to “address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional and academic needs.”

U.S. Department of Education Fact Sheet

American Rescue Plan Act of 2021

https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf



Intercultural Development Research Association

Celina Moreno, J.D., President & CEO
5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
210-444-1710 • contact@idra.org

www.idra.org

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Achieving equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college

