



Getting Started at Your School

VYP Program Implementation Checklist



Valued Youth Partnership
Stay on to go beyond

#1 Identify a secondary school

Choose a middle or high school that is interested and committed in implementing the program. Secondary and elementary schools within walking distance are good choices. For schools not within walking distance, include cost of transportation. The program has also worked with K-8 schools and elementary schools where older students tutor in earlier grades.

#2 Schedule a class during the day titled “Valued Youth Partnership”

Note that the Texas State Board of Education has approved the program as an elective course. The IDRA Valued Youth Partnership is an in-school program and should be scheduled as a regular elective course. The class is held every day. It should be held preferably in the morning. Four days a week, the tutors will go to a nearby elementary to tutor. On the fifth day, the students will meet as a class to prepare for the following week, complete paperwork, have their guest speakers and take their field trips.

#3 Identify a teacher at the secondary campus

This person must: (1) be a successful core area or elective teacher, (2) have at least three years teaching experience, (3) volunteer for participation, and (4) accept the valued youth philosophy. This teacher will become the advocate for the students and will coordinate the program on campus.

#4 Identify an elementary school

Chose an elementary school within walking distance from the secondary campus. Otherwise, the school should be accessible by bus. Tutors will go four days a week to the elementary campus to tutor. Speak with the elementary principal about partnering on this project and accepting tutors on his or her campus as well as the most appropriate time for the tutoring period.

#5 Identify an elementary teacher

This person will act as the elementary teacher representative and coordinate with the secondary teacher coordinator to place tutors in classrooms and trouble shoot at the elementary level.

#6 Identify 20 to 25 students to participate

These students must fit the criteria for being tutors in the Valued Youth Partnership. Students who are considered to be in at risk situations should be identified by your district or campus. Such situations can be: high absences, disciplinary problems, ESL status, exceptionally shy, struggling with academics, and retained two or more times. There are many other criteria that could be identified by the campus. There should be a mix of students.

#7 Set up the process for paying tutors.

Participating students should receive reliable compensation for their work as tutors.

#8 Match tutors with their elementary classrooms teachers.

Match tutors and teachers after the tutors have taken their pre-tests and completed observations at the elementary campus. Elementary teachers determine which three students his or her tutor will work with throughout the year.

#9 Review online evaluation tools and procedures

#10 Distribute tutor materials provided by IDRA

#11 Set up Your Implementation Team

Once a middle and elementary school have been selected as Valued Youth Partnership sites, each school should begin selecting individuals on their campus who will make up the Implementation Team. All of these individuals should attend the implementation team meetings. Implementation Team meetings are held at the beginning, middle and end of each program year to establish goals for the program and determine the ongoing status of programmatic activities.

Implementation Team Members are

District members...

- One school district administrator

Middle/high school team members...

- Secondary principal
- Teacher coordinator
- Evaluation liaison
- Family liaison
- Counselor

Elementary school team members:

- Elementary principal
- Elementary representative (an elementary teacher who receives tutors and will represent other receiving teachers)

#12 Set up Training and Technical Assistance

IDRA provides materials, training and technical assistance in these areas.

- ✓ General program orientation for administrators and counselors
- ✓ General program orientation for elementary, secondary core teachers, parents and students
- ✓ Site observations of tutors tutoring tutees
- ✓ Teacher coordinator participation in annual national program institute
- ✓ Implementation team meetings on site
 - 1st Implementation Team Meeting – beginning of program
 - 2nd Implementation Team Meeting – halfway through program
 - 3rd Implementation Team Meeting – end of program
- ✓ Training and technical assistance for core area teachers, including teacher coordinator of at-risk students, administrators and counselors – three sessions

What Successful Teachers Can Do to Prepare At-risk Students for College?

 - Develop teachers' efficacy in working with at-risk students
 - How to articulate students' high expectations
 - College readiness strategies for at-risk populations
 - Strengthening and integrating study skills into the curriculum
- Competencies students need in order to excel in school and in college
- Develop students' self-efficacy as a prerequisite to school success
- Modeling and peer collaboration
- Capitalizing on students assets
- Building effective teaching and learning strategies
- Developing cognitive and non-cognitive skills
- Providing caring support to build confidence, creativity and excitement
- ✓ Materials
 - Teacher Curriculum Guide (1)
 - Tutor Workbooks (1 per tutor)
 - Tutor-Tutee Kit (1 per tutor)
- ✓ Program Evaluation
 - Online evaluation review and training for the collection of data
 - Student case studies
 - Analysis and interpretation of data
 - Report and make presentation to school district administrative team & school board
- ✓ Additional Activities
 - Assistance with planning and coordinating student leadership days
 - National essay contest
 - Assistance with planning and participation in recognition events (end of year, tutor of the month, field trips, etc.)