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.

- **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 participate in 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.

Adjustments are available for virtual and remote learning.

**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.

- **Family Engagement**
  Values the families’ contributions.

- **Evaluation**
  Analysis to inform program implementation.

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 student socio-emotional learning and relationship 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.

Socio-emotional pioneers, like Carol Dweck and her colleagues, found that interventions that help instill a growth mindset in students and give students a sense that they belong and are valued in school result in higher student achievement, including improved test scores in reading and math and higher-grade point averages (Dweck, et al., 2014).

The Collaborative for Academic, Social and Emotional Learning discovered that interventions designed to cultivate social and emotional skills (e.g., set and achieve positive goals, maintain positive relationships) may lead to improved levels of self-awareness, self-management and social awareness, better relationship skills, and an increased ability to make responsible decisions (CASEL, 2019).

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)

Various studies show benefits to at-risk students who serve as tutors to younger students, including academic achievement in reading and mathematics, and promising effects for those involved in tutoring programs (McLaughlin & Vacha, 1992; Slavin, 2005).

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 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

The IDRA Valued Youth Partnership is backed by research on socio-emotional factors and learning.

The activities that the program help students stay engaged with school and academic success.

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