



Approved Innovative Course

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Course: Coca-Cola Valued Youth Cross-Age Tutoring Program

PEIMS Code: N1290036

Abbreviation: CCVYP

Grade Level(s): 9-12

Number of Credits: 1.0

Course description:

The Coca-Cola Valued Youth Course is part of a research-based dropout prevention program where students considered at-risk of dropping out of school are placed as tutors of elementary students (called tutees), enabling them to make a difference in their own lives. The student tutors meet their tutees four times a week to teach them basic concepts. Typically, there are at least four grade levels difference between the tutor and the tutees to assure that (a) the tutors are successful with the contents and (b) an emotional bond is established so the tutors develop a big brother/sister relationship with the tutees, awakening a sense of empathy and responsibility for another human being. On the fifth day, tutors meet as a group with the teacher coordinator, where tutors improve tutoring and life skills to become better tutors, and academic skills to become better students. Ninety-eight percent of tutors regain an interest in school, as family, teachers, school staff and peers convey to them that they are a valued part of the school environment.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 9-12.
- (b) Introduction.

The course offers students an opportunity to improve life skills and academic skills. These skills are gained through an asset perspective (using what they have/know already), resulting in improved self-esteem. These students have knowledge that they can share with young learners and experiences in life that the young learners will more easily grasp. The course also enhances students' emotional intelligence, by fostering an emotional connection with younger learners. Over time, the students' connection to school is re-established as students recognize their strengths and skills by supporting younger learners. Through the learning process, students develop an awareness of their personal role and responsibility as a teacher and student.



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These expectations allow students to see themselves in the role of a teacher as well as a student. Because there is a reflective component to these processes, students learn to articulate specific skills that will improve their own learning, as well as to identify their strengths and challenges in the learning process.

(c) Knowledge and Skills.

- (1) The student tutor develops a variety of life skills that are relevant to the positive development and concept of self. The student is expected to:
 - (A) evaluate the effectiveness of planning skills and tools such as to-do lists, timelines, or checklists that may assist the student tutor in completing prescribed graduate requirements or other academic goals;
 - (B) define terms related to the development and concept of self, such as self-discipline, self-concept, self-awareness, and role models and support these definitions with examples;
 - (C) describe and critique the characteristics, qualities, and aptitudes of leaders and types of leadership;
 - (D) identify people who are considered leaders in the student's family, school, and community;
 - (E) discuss and describe personal applications of the characteristics, qualities, and aptitudes of leaders;
 - (F) describe things students can do to cultivate leadership qualities in themselves;
 - (G) explain that participation in personal and professional settings can be an important factor in building self-esteem;
 - (H) explain the importance of setting goals;
 - (I) explain how self-discipline is related to achieving goals;
 - (J) discuss the student's concept of self, using self-awareness strategies such as the practice of self-assessment, understanding his or her limits, avoiding making the same mistakes, and describe the relationships between these strategies;
 - (K) develop a self-improvement plan;
 - (L) analyze the student's perceptions of self in relationship to school; and
 - (M) identify a circle of support of individuals who can assist the student in achieving specified goals.



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- (2) The student tutor identifies how young learners acquire knowledge and uses a variety of teaching approaches to support young learners (tutees). The student is expected to:
- (A) identify the learning preferences such as visual, auditory and kinesthetic used in teaching and learning;
 - (B) discuss the relationships among the tutees' learning preferences and students' motivation and learning;
 - (C) demonstrate how different learning styles influence learning, such as alphabet characters and reading;
 - (D) model dramatic reading skills with tutees, such as reader's theatre or oral interpretation;
 - (E) evaluate and critique tutee's examples of dramatic reading;
 - (F) analyze mathematical problems to determine how to present them to young learners;
 - (G) demonstrate solving mathematical problems using manipulatives;
 - (H) model strategies for solving mathematical word problems to help tutees; and
 - (I) discuss the benefits of and demonstrate visual representations of mathematical word problems.
- (3) The student tutor creates an effective teaching and learning environment. The student is expected to:
- (A) summarize the various roles and responsibilities associated with being a tutor, including encouraging and helping tutees with their work, planning lessons, and discussing progress and issues with the tutee teachers;
 - (B) describe a typical lesson cycle;
 - (C) compare characteristics of effective and ineffective teaching;
 - (D) discuss a variety of learners' responses to ineffective instruction;
 - (E) describe a variety of strategies tutors can implement to engage students and increase learning;
 - (F) discuss and demonstrate applications of technology that impact learning;
 - (G) discuss a variety of learners' responses to effective instruction and possible results;
 - (H) explain how motivation impacts students' learning and achievement;



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- (I) explain various methods to motivate or engage young learners;
 - (J) identify the five "W" questions regarding praise, including defining praise (the what), where to use it, when to use it, who uses it, and to what purpose (the why);
 - (K) formulate various activities and materials to prepare for tutoring;
 - (L) discuss the importance of student-teacher rapport;
 - (M) identify strategies such as "get acquainted" activities that positively impact student-teacher rapport with tutees;
 - (N) develop short- and long-term learning goals with tutees;
 - (O) evaluate the effectiveness of the student's instruction and identify ways to improve instruction; and
 - (P) evaluate the academic progress of tutees.
- (4) The student describes the short-term and long-term benefits of completing a diploma and the opportunities that higher education can bring. The student is expected to:
- (A) research various postsecondary academic options such as two-year colleges and four-year universities with specific study programs for each;
 - (B) summarize the experience of visiting a college or university;
 - (C) examine postsecondary readiness competencies;
 - (D) identify course of interest to the student in a selected university catalog;
 - (E) explain the requirements of a financial aid application;
 - (F) discuss the advantages and disadvantages of staying in school and pursuing careers that require postsecondary education;
 - (G) analyze how education affected the lives of the student's family members;
 - (H) demonstrate and discuss future's planning, including aspects of life-long learning, the relationship of education to quality of life and future earnings potential;
 - (I) describe possible career paths and the potential economic impact in the student's life;
 - (J) evaluate guest speakers by documenting questions and answers;
 - (K) compare the guest speakers' life experiences to the student's own;
 - (L) evaluate effectiveness or usefulness of various guest speakers; and



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- (M) describe how the experiences provided by the course have affected the student's views of self, family and school.
- (5) The student tutor examines self-expression and the ability to share ideas, concepts, and emotions with peers and adults through the teacher coordinator conferences and in a group setting. The student is expected to:
- (A) improve active listening skills through self-awareness methods such as facing the speaker, being attentive and relaxed, and avoiding interruptions;
 - (B) analyze speaking skills, such as intonation, posture, volume, enthusiasm, preparedness, pitch and pace;
 - (C) summarize the concepts and skills the student attempted to teach, and the teaching strategies or methodologies used;
 - (D) analyze the student's ability to positively impact the student's future by examining decision points in the student's past and present circumstances;
 - (E) develop decision-making skills by discussing various school-based scenarios;
 - (F) critique the effectiveness of the student's own tutoring sessions;
 - (G) provide feedback to the other student tutors;
 - (H) develop effective problem-solving skills through collaboration; and
 - (I) summarize and analyze the student's experiences in the program including whether the program changed the student's mental attitude and feeling.

Description of specific student needs this course is designed to meet:

The goal of the course is to reduce the drop-out rate at the school. This is accomplished by targeting students most likely to leave the school, and enrolling them in this course. Students at risk of dropping out often have low academic skills, low perception of self, feel alienated from school and have poor life skills. The relationship between these student's families and their schools is often distant and sometimes confrontational. The course provides an immersive environment designed to affect life-changing experiences that improve the student's chances of staying in school and graduating. The course addresses all those needs by

- enhancing basic academic skills and life skills;



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- strengthening perceptions of self and school;
- reducing discipline referrals and absenteeism; and

strengthening school-home-community partnerships to increase the level of support available to students at risk of dropping out of school.

Major resources and materials:

The course provides a comprehensive set of materials to facilitate its implementation. For the teacher coordinator conferences and tutoring sessions, the following three books are used:

Cantu, L., Aviles, N., Garcia, J., & Rodriguez, R. G. (Eds.). (2015). *Coca-Cola Valued Youth Program: Tutor Workbook – Tutee Kit and Tutor Kit*. San Antonio, TX: Intercultural Development Research Association.

Cantu, L., Aviles, N., Garcia, J., & Rodriguez, R. G. (Eds.). (2014). *Coca-Cola Valued Youth Program: Tutor Workbook*. San Antonio, TX: Intercultural Development Research Association.

Cantu, L., Aviles, N., Garcia, J., & Rodriguez, R. G. (Eds.). (2014). *Coca-Cola Valued Youth Program: Tutor Workbook – Teacher Guide*. San Antonio, TX: Intercultural Development Research Association.

Recommended course activities:

The course has five main components: tutoring sessions, teacher coordinator conferences, educational field trips, guest speaker role models, and student recognition. Each component has different frequency and associated recommended activities. The tutoring sessions occur four times a week for one hour, typically from Monday to Thursday, with children from kindergarten to third grade; the teacher coordinator conferences happen weekly, usually on Fridays for one hour. It's recommended that the teacher coordinator take the tutors to three educational field trips and bring five guest speaker role models to the school during the year; these activities happen monthly or bi-monthly. Student recognition is continuous but it is also emphasized through specific events that involve the students, parents and school staff associated with the implementation of the Coca-Cola Valued Youth Program, including the tutors' teachers and the tutees' teachers, school counselors, the school principal and other school staff, as appropriate. Following are activities suggested for each component.

For Tutoring Sessions:

Tutoring begins with a two-week observation period. This provides tutors an opportunity to visit the receiving campus and become familiar with its building, staff, rules and procedures through observations and interviews. The goal is to assist tutors in understanding and expressing their roles and responsibilities as tutors in the Coca-Cola Valued Youth Program. Some specific



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activities for this period include: (a) Introduce the program to the tutors (review their roles and responsibilities and review Parent Content Form) through the “get acquainted” activities in the *Tutor Workbook*; (b) tour the receiving school with the entire program class; (c) principal meets tutors to discuss expectations; (d) tutors observe classroom where they will be tutoring using the “Tutee Classroom Observation” sheet; and (e) tutors interview the receiving teachers to find out how the tutoring will be organized including the working area, who the tutees will be, the contents and materials to be used, and any additional responsibility. During the rest of the year, students go to the elementary classrooms to tutor the younger students suggested by the elementary school teachers. Tutors meet with the elementary teacher to develop goals for tutoring for each tutee, which would allow the tutor to create tutoring session plans. Some of the activities that can be included in those plans are: (a) introducing themselves to their tutees with the aid of an “About Me” poster developed in the teacher coordinator conferences; this poster includes items such as “my favorite thing about school is,” “the hardest thing about school for me is,” “when I am by myself I have fun doing,” in addition to the regular introductory information; (b) math counter, in which the tutor writes a math problem in a circle and asks the tutees to solve it by counting paper clips, after modeling the process; (c) Character words, in which the tutor reads a story and ask the tutees to choose the name of the best character, write one letter of that name in each block down the grid provided, and then, using each of those letters, write a word or phrase that tells something about the story; (d) If I..., in which tutor asks their tutees to complete sentences such as, “If I were president I would...,” “If I had a telephone right now, I would call and say...,” “If I had a big empty box, I would make...”; (e) cutting and completing with sentences or phrases a variety of materials included in the *Tutee Kit*, including bookmarks, Halloween cards, Thanksgiving cards, buttons, Valentine’s Day cards, St. Patrick’s Day cards and others; and (f) any other activity suggested by the elementary teacher.

For Teacher Coordinator Conferences:

Tutoring strategies and skills are taught as part of the curriculum for this class, as well as activities to improve student self-esteem, self-concept and self-efficacy. The following activities are suggested: (a) in a guided session, tutors examine the skills they need to be successful with their tutees (such as actively listen, be patient, provide encouragement and support, and provide guidance and advice). Working in pairs, tutors brainstorm to fill the poster with the boxes “Looks like,” “Sounds Like,” “Feels Like,” with these concepts in practice. Then they role-play those skills within each pair. (b) Through a brainstorming session, tutors define “praise” as a tool to have tutees pay attention; list 32 words of praise using their *Tutor Workbook*, and develop a Record of Praise they give their tutees. (c) Tutors as Leaders: Through an 11-step session, the class helps develop tutor leadership skills both as tutors and in their lives outside school. (d) Dramatic reading activity (oral interpretation of children’s literature): the teacher coordinator demonstrates this by reading a children’s picture book and then ask tutors to do the same paying attention to the Dramatic Reading Rubric (speak clearly, posture and eye contact, volume, enthusiasm, preparedness, pitch, pauses); have tutors grade each other with the rubric. (e) Math tutoring support (math pictures problem solving, manipulatives): through the example Alice in Wonderland Tea Pots, the teacher coordinator shows tutors how to use manipulatives to



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help their tutees solve math problems. Tutors cut each picture and arrange them to solve the problem: At the tea party, Alice had four more cups of tea than the rabbit. Together they had 10 cups of tea. How many cups did each have? (f) The Things to Say (practice problem solving skills): Tutors practice problem solving skills by working in groups to come up with appropriate ways of finishing the following scenarios: "My tutee gives a wrong response but is trying hard. A helpful thing to say would be..." "My tutee has just said something hurtful to another tutee. A helpful thing to say would be..." "My tutee has just given a correct answer. A helpful thing to say would be..." "My tutee has just asked me something. I don't know the answer. A helpful thing to say would be..." etc. (g) My Strengths and Stretches: The teacher coordinator shares his or her strengths and stretches with the tutors and tells them some things he or she is doing to accomplish the stretches, and asks tutors to do the same using the worksheet from the *Tutor Workbook*. A follow up debrief can discuss common strengths or stretches tutors have, why it is important to do this with tutees, and vocabulary needed to talk about this topic. (h) My Life's Pathway: Tutors think of their lives and list significant people or events from their past and present, and significant events they would like to have happen in the future. Then write up to five events for each time frame in a sequence of hexagons provided in the *Tutor Workbook*. In a follow-up debrief, they discuss the fact that they have the power to direct the path their life takes. (i) Other activities devised by the teacher coordinator based on student needs.

For Educational Field Trips:

Field trips are ways of broadening the tutors' horizons about educational possibilities for their future. Some of the activities suggested are: (a) Tutors suggest colleges, universities or other possibilities for the field trips, explaining why they want to know about those institutions. (b) Before the field trip, ask tutors to develop questions and create interview forms that will be used during the field trip; assign specific questions to various students, and have students identify rules of conduct for the trip. (c) Ask students to invite parents to serve as chaperons with the trips. (d) Conduct and arrange a tour of a university's administrations office, financial aid office and campus. Identify university administrators who will be interviewed by the students. (e) After the trip, tutors develop a flow chart depicting the matriculation process. They can complete mock university admissions applications. (f) The teacher coordinator can also review orally with tutors the experience of visiting the university and their opinions of the flow chart. (g) Tutors relate experience to parents and discuss career choices, and share with the class.

For Guest Speaker Role Models:

The program suggests inviting five guest speakers, of similar backgrounds to the tutors, to come to the school to motivate the tutors, sharing their life stories. Some of the activities suggested are as follows: (a) Have tutors write the names of the people who have most influenced them and that made the biggest difference in their lives. (b) Ask tutors to suggest names of people to be invited as guest speakers. (c) Develop a list of tutor-generated questions (interview form) that they can use during the event. Assign specific questions to various students. Have students



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role-play before the visit and practice interview techniques. (d) During the event, have the guest speaker make a brief presentation to the class. Have students conduct an interview with the guest speakers and document responses on the form. (e) Assign different students the responsibility of recording various responses. (f) After the event, ask tutors to create a theme based on the contributions made to the local community, for example, by the speaker. (g) Conduct a debriefing with tutors to determine the success of the interview format and results. (h) Ask tutors to use the interview form with their parents and share their responses in class.

For Student Recognition:

Tutors receive recognition as tangible demonstrations that they are valued, including a small stipend to compensate them for each time they tutor. In addition, these activities are suggested: (a) Recognize tutors individually throughout the year with special award certificates and positive symbols associated with the program, such as t-shirts, caps, pencils, etc. (b) Conduct a Tutor of the Year event, where tutors vote for their choice considering tutors who are most on time, friendly, display positive attitude, respectful, obeys the rules, and tries his or her best to be a good student. (c) Conduct a Leadership Day in collaboration with a local university or college where tutors speak of their success and future, and affirm that they are “college material.” As a preparation for this, ask tutors to write a few things they know about college, and things they want to know about college. (d) In collaboration with the institution’s professors, conduct presentations for the tutors to get a sense of their possible futures, such as Physics Exploration – The Magic Show, Computer Design with Makey-Makey boards, and Engineering the Car of the Future. (e) After the Leadership Day, ask tutors to write a few statements about what they learned about college and if it changed their plans for their future careers or professions. (f) Do an End-of-Year event where a certificate is provided to each tutor inscribing their contribution to their tutees’ advancement. Assure that parents attend the event.

Suggested methods for evaluating student outcomes:

The class is evaluated through performance-based assessments. For the tutoring, the teacher observes the students in action three times a year using a rubric (Observation of Tutors). Some of the aspects measured include whether the tutor actively involved the tutees in the learning process, listened to them, was patient with them, tried to answer their questions, offered positive reinforcement and was prepared for the tutoring session. For the tutoring class, the students receive a grade by completing the projects and activities performed throughout the year. Some of these activities are set in collaboration with the tutors themselves through a Grading-Period Contract, in which tutors list their academic and personal goals and the actions they plan to take to accomplish those goals. In addition, the program provides an online evaluation system to measure long-term changes. Data are collected on a pre-test/posttest basis to determine student improvements in school attendance, disciplinary action referrals, and academic and behavioral indicators. At the end of the year, an evaluation report is provided to the school to show program performance.



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Teacher qualifications:

An assignment for Coca-Cola Valued Youth Cross-Age Tutoring Program is allowed with a valid Texas secondary classroom teaching certificate.

Because this class is an elective dealing with dropout prevention, the school will assign a teacher coordinator that can be a certified teacher in a variety of areas including language arts, math, technology, or career development, based on school needs.

Additional information:

Four school districts in Texas are currently implementing the Coca-Cola Valued Youth Program: South San Antonio ISD, La Joya ISD, Ector County ISD and San Antonio ISD. Edgewood ISD is considering to adopt the program for the 2017 spring semester.