



RESEARCH ON RTV PROGRAMS



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About the Agency

Begun in 1994, ReCapturing the Vision International's (RTV) mission is to *break generational cycles of at-risk behaviors and empower America's youth* by delivering programs geared to help at-risk youth and children develop the protective assets they need to succeed. RTV offers an array of educational and prevention programs and services to youth and families including violence, substance abuse, and teen pregnancy prevention. Additionally, RTV's holistic suite of programs delivers character education, healthy relationship training, family mentoring, counseling and case management services. These wraparound services create a holistic solution to the problems facing America's children and families.

About the Program Model

ReCapturing the Vision's Program Model utilizes a youth development framework—an approach dedicated to meeting human needs of youth and building a set of core assets and competencies needed to participate successfully in adolescent and adult life. The youth development approach is holistic, asset-based, and culturally relevant. This approach is based on academic and policy literature that suggests that six basic human needs are critical to both survival and healthy development. They are a sense of safety and structure, a sense of belonging and membership, a sense of self worth/contributing, a sense of independence/control over one's life, a sense of closeness/relationships, and a sense of competency/mastery in the following areas: health/physical, personal/social, cognitive/creative.

Research on programs for at-risk youth reveals evidence that the more assets a youth has, the more likely s/he is to avoid and/or delay risky behaviors such as smoking, substance abuse, or teen pregnancy (Scales and Leffert, 1999). There is a relationship between engagement in risky behaviors and personal values/beliefs about these risks. Thus, programs enhancing the youth's proclivity to low risk behaviors while reinforcing positive behaviors have been shown to reduce risky behaviors (Reininger, et al, 2005).

When developing the Program Model, the researcher focused on developing a range of developmental assets shown to be critical for youth's success. In developing the curriculum, the designer consulted with experts at Nova Southeastern University in the School of Education and published two theses on the efficacy of RTV's Program Model with Nova's Fischler School of Education. RTV's Program Model works with a captive audience of at-risk youth in their classroom environment to provide additional support for participants who live in chaotic and often violent surroundings.

Today, RTV's Program Model is available in several different modalities to meet the needs of culturally-specific target populations with diverse learning styles, including gender-based and e-interactive. All modalities significantly increase students' locus of control, self-esteem, commitment to school, and avoidance of hi-risk behaviors. The Program Model integrates a multimedia curriculum enhancement which includes video modules featuring scenarios from the student workbook to accommodate different learning styles.

Through referrals, RTV's clinical department provides ancillary services such as counseling and case management for program participants who demonstrate a need. Field trips, mentoring, and positive media saturation through the RTV-published Teen Vision Magazine are also part of the Program Model. Classes are taught by RTV staff and certified teachers who must participate in a 2-day training conducted by the program developer.

The proposed Program Model was awarded a Best Practice grant by the Florida Department of Health in 1999. The U.S. Department of Health and Human Services also approved the curricula for use in two federally approved programs (in 2003 -2005 and 2005-2011). RTV's record of partnerships, accreditations, and outcomes demonstrate the success that RTV's Program Model has had to shape and refocus the lives of children, as a promising practice vetted over 16 years of program delivery and outstanding program performance.

About the Developer

Dr. Jacqueline Del Rosario is the developer and designer of the Recapturing the Vision Program Model and currently serves as President/CEO of ReCapturing the Vision. Dr. Del Rosario's exceptional leadership at the helm of a first-rate organization has resulted in numerous awards and accolades, including 2003 Humanitarian of the Year from the National Abstinence Clearinghouse, and a state-designated "Vessels of Honor Day" in recognition of her stellar work around teen pregnancy prevention. In 2004, Dr. Del Rosario was nominated to the President's Advisory Board on HIV/AIDS, and has received a special commendation from former Florida Governor Jeb Bush. She has appeared as a guest on CNN, testified in front of the United States Congress, served as an educational specialist for WPLG Channel 10 in Miami, and worked as a motivational speaker both nationally and internationally. In addition to serving as President and CEO of RTV, Dr. Del Rosario is a leading advocate for Healthy Marriage formation, and family strengthening, launching the "Making Marriage Work" radio talk show in 2008. In addition, she spearheads the Marriage Minutes campaign, a series of video presentations that provide the tools to prepare for healthy relationships and marriage. Dr. Del Rosario has developed cutting edge tools in support of her vision to break generational cycles of dependency that have crippled so many families. Dr. Del Rosario holds a Bachelor of Science in Psychology, a Master's in Education, and a Doctor of Education in Organizational Leadership.

Program for Boys: Men of Vision

The Men of Vision program was developed in response to growing concerns on the plight of Black and Hispanic males in public education and aims to arrest the negative trends that have threatened their promise. In an effort to understand the strategies that enable Black and Hispanic males to bridge the gap between themselves and their more successful counterparts, Dr. Del Rosario found that resiliency was a key change agent. Dr. Del Rosario designed Men of Vision as a school-based strategy to increase young men's internal resilience and coping skills through the fostering of character traits that promote healthy behavior and prevent youths from engaging in high-risk activities.

The program focuses on developing seven attributes that are perceived to help adolescent males improve their resiliency and coping skills: vision, wisdom, responsibility, integrity, self-control, strength and endurance, and love and commitment. An accompanying DVD charts the path to manhood of five different personas. Students were encouraged to identify who they were most like and to learn how to make choices through scenario-based instruction and guided discussion.

The program was delivered to 51 students aged 14-18 enrolled at Dollarway High School over the course of the 2009-2010 school year. The curriculum was administered in 1-hour sessions in the participants' classroom and delivered by a certified male teacher. Each session was designed to facilitate dialogue and to produce an inclusive environment

that fostered self-reflection and ownership. To ensure the fidelity of the program, the teacher was required to provide the researcher with weekly attendance and progress and pacing reports. Opportunities for exposure, peer-to-peer role modeling, pro-social community involvement, and incentives were also provided to participants. The program was shown to significantly improve *self-esteem and coping skills*, among Dollarway students. Other cohorts have also shown an *improvement in GPA, attendance, and reduced suspensions*.

The following section provides an analysis of the program outcomes.

Efficacy of Men of Vision

The purpose of this study, conducted under the auspices of Nova Southeastern University's Fischler School of Education, was to examine the effect of an asset-based intervention, the Men of Vision program, aimed at helping adolescent African American males develop the interpersonal skills and traits that support resiliency and the formation of a positive identity. The researcher compared the results of two groups of students. Those in the treatment group participated in the asset-building program, and those in the control group participated in the standard curriculum. The data from the control group were used to establish a benchmark for changes occurring during treatment. All students completed four pre- and post-surveys. Using the survey results, the researcher measured students' developmental assets, self-esteem, and resiliency.

The target population was African American males between the ages of 14 and 18 in marginalized urban communities located in the Southeast. The site selected for this study was a high school where, according to the principal, 86 percent of the students received free or reduced-price lunches. The school serves students in Grades 9 through 12.

According to state reports for 2007-2008, the total enrollment of the school was 594 students and the majority of students (98 percent) were African American. The principal related that the school had high levels of on- and off-campus truancy. In 2007-2008, the state used the benchmark exam to test students in Grades 3 through 8 and Grade 11 in literacy. In 2008, 20 percent of students at the school, as compared to 51 percent of students statewide, were at or above proficient in literacy. The ratio of students to FTE teacher was 15:1.

All students in the treatment group received intensive character education training in a school setting. Students in the control group received their regular classroom lessons. Assessments were completed prior to beginning the curriculum and 3 weeks later at the conclusion of the curriculum. Informed consent was obtained for 153 students. A total of 102 students were non-randomly selected to participate in the curriculum of the Men of Vision, as the treatment group, and 51 students were non-randomly selected to participate in the standard curriculum, as the control group.

Students in the control group were significantly older: They were on average 17 years old and in 10th grade, whereas those in the treatment group were on average 15.7 years old and in 9th grade ($p < 0.0001$). In addition to retention problems of the older students due to graduation, many students in the control group were disappointed in not being assigned to the treatment group and failed to participate in filling out either the pre- or post-surveys. The rate of students who completed the pre-surveys and also the post-surveys was excellent: 72% for the Resiliency Scale, 90% for the Character Across the Curriculum and Beyond survey, and 94% for both the Developmental Assets Profile and the Self-Esteem Scale.

Pretest Results

Resiliency Scale. The control group had 51 students and the treatment group had 101 students who completed the Resiliency Scale pretest. The mean resiliency scores were 128 with *SD* 20 for students in the control group and 133 with *SD* 20 for those in the treatment group ($p = .7$), indicating that students entered the program with moderately low resiliency scores.

Self-Esteem Scale. The control group had 48 students and the treatment group had 97 students who completed the self-esteem pretest. The mean self-esteem scores were 81 with a standard deviation of 12 for students in the control group and 80 with a standard deviation of 10 for students in the treatment group ($p = .62$), indicating that students entered the program with high self-esteem.

Character Across the Curriculum and Beyond. The control group had 50 students and the treatment group had 101 students who completed the Character Across the Curriculum and Beyond pretest (see Appendix G). The mean scores were 1.99 with a standard deviation of .5 for students in the control group and 2.17 with a standard deviation of .4 for students in the treatment group ($p = .08$).

Developmental Assets Profile. The control group had 50 students and the treatment group had 94 students who completed the pretest. The mean internal asset scores were 21.4 with a standard deviation of 4.2 for students in the control group and 21.1 with a standard deviation of 4.3 for students in the treatment group ($p = .65$). These findings indicated that students entered the program with good internal assets.

Table 4: Pretest Scores for Treatment and Control Groups

	Control Group		Treatment Group		<i>p</i> value*
	n	Mean (SD)	n	Mean (SD)	
CACB Total Score	50	1.99 (0.5)	101	2.17 (0.4)	0.08
Cooperation	50	1.96 (0.6)	101	2.21 (0.5)	0.04
Responsibility	50	2.00 (0.7)	101	2.10 (0.6)	0.04
Citizenship	50	2.00 (0.7)	101	2.14 (0.6)	0.35
Kindness	50	2.02 (0.7)	101	2.16 (0.6)	0.37
Respect	50	2.07 (0.7)	101	2.17 (0.6)	0.37
Honor	50	2.04 (0.6)	101	2.11 (0.5)	0.15
Self-Control	50	1.88 (0.7)	101	2.11 (0.7)	0.06
Tolerance	50	1.98 (0.6)	101	2.14 (0.6)	0.19
DAP Total Asset Score	50	42.6 (8.2)	94	42.4 (7.6)	0.88
DAP Internal Asset Score	50	21.4 (4.2)	94	21.1 (4.3)	0.65
Commitment to Learning	50	20.5 (5.6)	94	21.5 (5.3)	0.62

Positive Values	50	20.8 (5.4)	94	20.3 (4.6)	0.62
Social Competencies	50	19.8 (5.8)	94	20.0 (4.8)	0.78
Positive Identity	50	23.7 (5.2)	94	23.4 (4.6)	0.78
DAP External Asset Score	50	21.2 (4.6)	94	21.3 (3.9)	0.32
Support	50	22.6 (5.6)	94	22.2 (5.5)	0.66
Empowerment	50	20.5 (5.1)	94	20.1 (5.2)	0.66
Boundaries and Expectations	50	21.8 (4.6)	94	20.4 (5.3)	0.12
Constructive Use of Time	50	20.8 (6.6)	94	21.6 (5.8)	0.40
RS-25 Total Score	51	128 (20)	101	133 (20)	0.17
Self-Reliance	51	24.8 (4.8)	101	25.7 (4.7)	0.29
Meaning	51	24.5 (4.9)	101	25.8 (5.2)	0.14
Equanimity	51	23.9 (4.2)	101	24.9 (4.8)	0.14
Perseverance	51	24.7 (5.3)	101	25.2 (5.2)	0.58
Existential Aloneness	51	26.1 (4.0)	101	26.2 (4.8)	0.92
SE Total Score	48	81 (12)	97	21 (2.9)	0.62
Personal Self-Concept	48	21 (3.3)	97	19 (4.1)	0.68
Classmate Perception	48	20 (3.6)	99	21 (5.1)	0.30
Home Self-Concept	48	21 (3.4)	97	18 (4.0)	0.97
School Self-Concept	48	19 (4.3)	97	80 (10)	0.26

*Two-sample *t* test

Posttest Results

Self-Esteem Scale. The cornerstone of the intervention program was building self-esteem. The Self-Esteem Scale was administered to determine whether the intervention program was successful in building this foundational element of positive identity. Students in the control group had a median net decrease in self-esteem of 6.5 and students in the treatment group had a median net increase of 1.5. The magnitude of the difference in improvement, 8, was statistically significant ($p = .003$). Each of the four components of self-esteem--classmate perception, personal self-concept, home self-concept, and school self-concept--was significantly improved as a result of the Men of Vision curriculum.

Table 5: Pre- and Posttest Scores on the Self-Esteem Scale

	Standard Curriculum	Men of Vision Curriculum	Difference	p-value*

	<i>n</i>	<i>M (SD)</i> Median (Range)	<i>n</i>	<i>M (SD)</i> Median (Range)		
Total Score	46	-6.3 (16)	90	1.3 (14)	8	0.003
Personal Self-Concept	46	-1.9 (4.2)	90	-0.63 (4.3)		
Classmate Perception	48	-2.1 (6.3)	99	0 (-21, 13)	2.5	0.01
Home Self-Concept	46	-2.5 (5.1)	90	-0.43 (7.2)	3	0.03
School Self-Concept	46	-2 (-16, 12)	90	0 (-23, 22)	2	0.004
		-0.63 (5.8)	90	1.6 (4.9)		
		-6.5 (-32, 34)		1 (-16, 15)	7.5	0.04

*Two-sample Wilcoxon Rank Sum Test

Resiliency Scale. In addition to self-esteem, the character trait of resiliency was assessed. Students in the control group had a median net decrease in resiliency of 16.5 and students in the treatment group had a median net increase of 13. The magnitude of the difference in improvement, 29.5, was statistically significant ($p < .0001$). Each of the five components of resiliency--self-reliance, meaning, equanimity, perseverance, and existential aloneness--was significantly improved as a result of the Men of Vision curriculum.

Table 6: Pre- and Posttest Scores on the Resiliency Scale

	Standard Curriculum <i>n</i>	Mean (SD) Median (Range)	Men of Vision Curriculum <i>n</i>	Mean (SD) Median (Range)	Difference	p-value*
Total Score	51	-16.6 (30.4)	58	14.5 (30.4)	29.5	<0.0001
Self-Reliance		-16.5 (-75, 72)		13 (-103, 131)		
Meaning		-3.7 (7.3)		1.7 (7.7)	6	<0.0001
Equanimity		-4 (-18, 18)		2 (-20, 24)		
Perseverance		-2.8 (7.2)		3.3 (7.1)	5.5	<0.0001
Existential Aloneness		-3 (-16, 14)		2.5 (-18, 24)		
		-2.6 (6.4)		1.9 (6.7)	5	<0.0001
		-3 (-15, 16)		2 (-20, 29)		
		-3.6 (7.5)		3.5 (6.5)	7	<0.0001
		-4 (-18, 14)		3 (-18, 25)		
		-4.0 (5.9)		2.7 (6.8)	6.5	<0.0001
		-4 (-15, 15)		2.5 (-21, 24)		

*Two-sample Wilcoxon Rank Sum Test

to assess the eight pillars of character as described by Broward County Public Schools. Students in the control group had a median net increase in overall character of .14 and students in the treatment group had a median net increase of .22. The magnitude of the difference in improvement, .07, was statistically significant ($p < .02$). The difference was attributed to only two of the eight components of character, citizenship and tolerance. Two components, kindness and self-control, indicated trends of improvement. The remaining four components of cooperation, responsibility, respect, and honesty were not affected by the curriculum.

Table 7: Pre- and Posttest Scores on the Character Across Curriculum and Beyond Survey

	Standard Curriculum n	Mean (SD) Median (Range)	Men of Vision Curriculum n	Mean (SD) Median (Range)	Difference	p-value*
Total Score	50	0.03 (0.8) 0.14 (-1.3, 2.5)	99	0.34 (0.6) 0.22 (-1.4, 2.0)	0.07	0.02
Cooperation	50	0.15 (1.0) 0.13 (-1.5, 2.8)	99	0.34 (0.8) 0.25 (-1.8, 2.5)	0.12	0.25
Responsibility	52	0.11 (0.3) 0 (0,1)	102	0.19 (0.4) 0 (0,1)	0	0.26
Citizenship	50	0.03 (1.0) -.13 (-2.8, 2.0)	99	0.32 (0.8) 0.25 (-1.5, 2.3)	0.38	0.04
Kindness	50	0.05 (0.9) 0 (-1.5, 2)	99	0.35 (0.8) 0.25 (-1.8, 2.5)	0.25	0.06
Respect	52	0.12 (0.3) 0 (0,1)	102	0.17 (0.4) 0 (0,1)	0	0.40
Honesty	50	0.08 (1.0) 0 (-2.3, 3.0)	99	0.24 (0.8) 0.25 (-1.5, 2.5)	0.25	0.25
Self-Control	49	0.12 (1.0) 0 (-1.8, 3.0)	99	0.38 (0.9) 0.25 (-2, 2.8)	0.25	0.07
Tolerance	49	-0.03 (0.9) 0 (-1.4, 2.5)	98	0.39 (0.8) 0.25 (-1.5, 2.8)	0.25	0.01

Note. *Two-sample Wilcoxon Rank Sum Test

Developmental Assets Profile. The final assessment used was the Developmental Assets Profile. The curriculum was not aimed to improve external assets because these variables are not readily changed. Thus, the internal asset score was of interest rather than the total score, as it was more sensitive in detecting a student's core assets. Students in the control group had a median net decrease in internal assets of 2.5 and students in the treatment group had a median net decrease of .5. The magnitude of the difference in improvement, 2, was not statistically significant ($p = .32$). No difference was found in internal assets of the two groups; in fact, both the treatment and control groups showed a slight decrease in internal assets. None of the four components of internal assets-- commitment to learning, positive

values, social competencies, and positive identity--were significantly improved by the Men of Vision curriculum.

Table 8: Pre- and Posttest Scores on the Developmental Assets Profile

	n	Standard Curriculum Mean (SD) Median (Range)	n	Men of Vision Curriculum Mean (SD) Median (Range)	Difference	p-value*
Total Assets	47	-5.9 (15) -4.5 (-48, 20)	89	-4.6 (16) 0 (-49, 26)	4.5	0.28
Internal Assets	47	-3.1 (7.5) -2.5 (-24, 12)	89	-2.4 (8) -0.5 (-26, 14)	2	0.32
Commitment to Learning	47	-2.3 (9.9) -1 (-29, 16)	89	-2.0 (8.5) 0 (-24, 19)	1	0.93
Positive Values	47	-2.6 (8.2) -4 (-23, 17)	89	-1.7 (8.9) 0 (-26, 19)	4	0.18
Social Competencies	47	-2.1 (9.2) 0 (-29, 15)	89	-1.7 (8.9) 0 (-28, 17)	0	0.93
Positive Identity	47	-4.3 (9.5) -3 (-28, 17)	89	-3.2 (9.4) -1 (-28, 18)	2	0.26
External Assets	47	-2.8 (8.3) -2 (-27,12)	89	-2.1 (8.4) -0.25 (-26, 12)	1.75	0.33
Support	47	-3.9 (9.0) -4 (-27, 14)	89	-3.4 (8.5) -1 (-29,15)	3	0.29
Empowerment	47	-2.2 (8.1) -2 (-25,15)	89	-1.6 (9.0) 0 (-27, 15)	2	0.28
Boundaries and Expectations	47	-3.6 (9.1) -4(-23,14)	89	-1.8 (8.4) 0 (-26, 15)	4	0.12
Constructive Use of Time	47	-2.7 (9.4) -2 (-30, 17)	89	-2.9 (8.9) -2 (-25, 15)	0	0.94

*Two-sample Wilcoxon Rank Sum Test

Program for Girls: Teen Empowerment

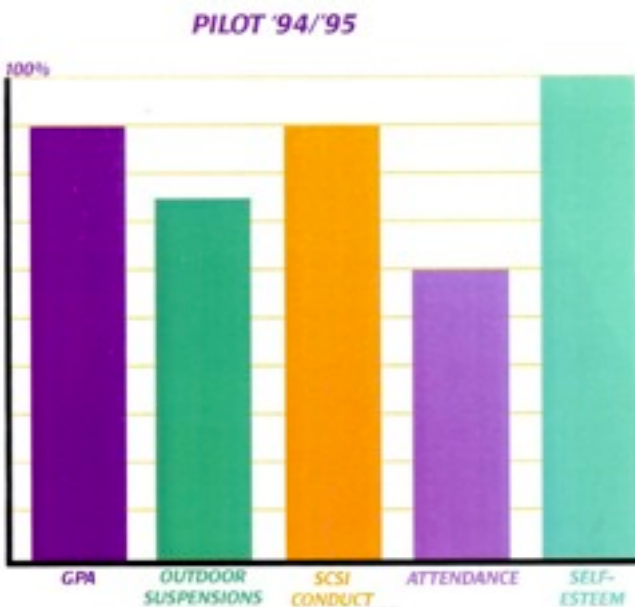
RTV's Teen Empowerment program combines two of its nationally-recognized curricula for adolescent girls--*Capturing the Vision and Vessels of Honor*--into a dynamic multimedia package that develops the self-esteem, decision-making, and leadership skills of adolescent girls in order to get them on the path to college and beyond.

An accompanying DVD utilizes scenario-based instruction and guided discussion to drive lessons home. Over 16 years of implementation in some of the nation's largest school districts, this program has been shown to help *prevent teen pregnancy, improve attendance and GPA, and prevent school suspensions.*

Efficacy of Teen Empowerment

Miami-Dade Schools Evaluation

RTV's inception sprang from a Miami-Dade School Board driven pilot project and formal evaluation of its outcomes across 5 measurable data points: Indoor suspension, outdoor suspension rates, grade point averages, self esteem quotients and attendance rates.



Comparative Evaluation of RTV Programs: Capturing the Vision/Vessels of Honor

The results reflect twenty at-risk girls of which 12 were African-American (Black), and 8 were Hispanic. Subjects were chosen through random assignment to be in a target group to be instructed in specific strategies and interventions in order to improve abilities and scores in areas of conduct, which included self-esteem, conflict resolution, and mathematics. It was demonstrated through statistical comparisons that girls had lower self-esteem. (Table 1), lower conflict-resolution skills (Table 2) and lower overall academic grade point averages (Table 3). Furthermore, a teacher survey was performed. The results of the at-risk girls' scores and the survey indicated that gender bias, difference, and perceptions were often used in the training of social and academic skills, which could result in a negative learning environment for girls. Therefore, to improve each targeted girl's scores, the writer chose a set of measurable outcome objectives. Utilizing scientifically established strategies from published research, a 50-week program was developed and implemented. Each girl's scores are as follows:

Objective One:

A pretest of self-esteem was given to determine the baseline scores of each girl in a target group of 20 middle school students. The program proposed that each girl and the target group as a whole, would increase their self-esteem

scores by 20% using the strategies found in the curriculum. To determine if each girl improved her self-esteem scores, a posttest was administered using the same test of self-esteem, and the pretest and the posttest scores were compared. It was found that the target group increased their posttest scores by 45 percent.

Table 1: Final Comparison Results for an Assessment in Self-Esteem Given to 20 Identified At-Risk Students

Students	Pretest (Raw Score)	Pretest (%age)	Posttest (Raw Score)	Posttest (%age)	Percentage Increase
1	5	20.5	15	60.0	46
2	8	32.8	13	54.8	62
3	10	41.0	14	57.4	43
4	11	45.1	18	73.8	44
5	4	16.4	20	82.0	45
6	9	36.4	11	45.1	64
7	6	24.6	17	69.7	47
8	6	24.6	13	53.3	54
9	11	45.1	12	49.2	50
10	10	41.0	17	69.7	35
11	8	32.8	18	73.8	45
12	9	36.9	14	57.4	43
13	7	28.7	17	69.7	47
14	6	24.6	12	49.2	42
15	9	36.9	13	53.3	54
16	10	41.0	15	61.5	40
17	8	32.8	19	77.9	47
18	9	36.9	14	57.4	43
19	11	45.1	16	65.6	44
20	7	33.0	21	86.1	48
Results:	7.85	32.9	14.7	60.29	45(%)

The individual scores are presented in table form: The results shown in Table 1 indicate that the 20 Identified At-Risk Students increased their self-esteem scores, by 45 percent, and indicates that the strategies used were successful and even surpassed the proposed improvement by 25 percent. This was determined by subtracting the final percentage increase from the expected increase of 20 percent. The range of scores was from 45.1 to 86.1 with an average of 60.29 percent in post-test averages. All scores in the final percentage increase were rounded for ease in computation. The assessment for self-esteem was a 20-question test given to each girl in the target group. Each question was worth five percent of the total. The number of positive scores indicating high-self-esteem were then added together to provide each girl with a total percentage score. To achieve the final percentage increase, the girl's posttest score was multiplied by 100 and then divided by the pretest score, which was then subtracted by 100 to determine the final percentage increase. The total pretest and posttest percentage increase for the target group was determined by the same computation. The final result was that as a group the girls had increased their self-esteem scores by 45 percent (Table 1).

Objective Two

A pretest of conflict-resolution skills was given to determine the baseline scores of each girl in a target group of 20 middle school students. The program proposed that each girl, and the target group as a whole, would increase their

conflict-resolution skills by 20 percent using the strategies found in a review of the research literature that shaped the curriculum. To determine if each girl improved her conflict-resolution skills, and the pretest and the posttest scores were compared. It was found that the target group increased their posttest scores by 38.4 percent (Table 2). the individual scores are presented in table form:

Table 2: Final Comparison Results for an Assessment in Conflict Resolution Skills Given to 20 Identified At-Risk Students

Students	Pretest Scores	Posttest Scores	Percentage Increase
1	41	95	44
2	35	60	42
3	60	70	37
4	50	90	38
5	55	100	45
6	40	65	38
7	40	50	20
8	35	65	46
9	60	95	37
10	30	55	45
11	40	75	47
12	35	55	36
13	45	90	50
14	60	100	40
15	55	85	35
16	20	45	56
17	35	50	30
18	35	65	46
19	50	80	38
20	45	70	36
Averaged Results:	41.1	69.5	38.4

The results shown in Table 2 indicate that the 20 Identified At-Risk Students increased their conflict-resolution (scores, by 38.4 percent, and indicates that the strategies used were successful and exceeded program expectations for improvement by 26.4 percent. This was determined by subtracting the final percentage increase from the expected increase of 20 percent. The range and scores was from 45 to 100, with an average of 38.4 percent in the posttest average increase. All scores in the final percentage increase were rounded for ease in computation. The assessment for conflict-resolution was a 20-question test given to each girl in the target group. Each question was worth five percent. The number of positive scores indicating conflict-resolution skills were then added together to provide each girl with a total percentage score. To achieve the final percentage increase, the girl's posttest score was multiplied by 100 and then divided by the pretest score, which was then subtracted by 100 to determine the final percentage increase. The total pretest and posttest percentage increase for the target group was determined by the same computation. The final result was that as a group the girls had increased their conflict-resolution scores by 38.4 percent (Table 2).

Objective Three

A pretest assessment of overall grade point averages (GPAs) (Table 3) was given to determine the baseline scores of each girl in a target group of 20 middle school students. It was expected that each girl, and the target group as a whole, would increase their GPAs by 20 percent using the curriculum that was formed by strategies found in a review of the research literature. To determine if each girl improved her GPA scores, a posttest analysis was gained by comparing the first grading cycles scores with the third grading cycle scores. The second grading cycles scores were not used as the target students were in the middle of the practicum project. It was expected that during the 50 week program that the students' grades would increase. However, due to time limitations and in the interest of focusing on the accurate comparisons only the first and third grading cycles were used. The individual student's two scores for the first and third grading period were compared. It was found that the target group increased their posttest scores by 22.8 percent (Table 3). The individual scores are presented in table form:

Table 3: Final Comparison Results in an Assessment for Grade Point Averages in the 20 Identified At-Risk Students

Students	Pretest Scores	Posttest Scores	Percentage Increase
1	40	55	27
2	38	50	23
3	55	59	10
4	45	60	25
5	60	55	09
6	30	40	25
7	35	40	13
8	30	35	14
9	50	45	11
10	35	50	30
11	35	45	22
12	30	35	14
13	35	50	30
14	55	75	27
15	40	65	38
16	30	45	33
17	25	35	29
18	45	65	31
19	40	65	38
20	35	50	30
Results	37.5%	48%	22.8%

The results shown in Table 3 indicate that the 20 Identified At-Risk Students increased their GPAs by 22.8 percent, and further indicates that the strategies used were successful by an average of 2.8 percent over the expected level of a 20 percent increase. This was determined by subtracting the final percentage increase from the expected increase of 20 percent. The range and scores was from 9 to 28, with an average of 22.8 percent in the posttest average increase. All scores in the final percentage increase were rounded for ease in computation.

Protocols for Implementation

RTV's Program Model is typically implemented as an in-class, course-for-credit, after-school program, or summer camp.

Once partnership is confirmed, RTV Staff meets with the Principal at each school site to provide him/her with a teacher profile for program instructors, so that appropriate staff is selected to deliver the curriculum. School staff then screens and schedules kids into the RTV class. Participants are screened and selected for the program based on whether they display one or more of the following profile factors: poor academic functioning; reside in a single-parent home; receive free or reduced-price lunch; has poor attendance; has a high number of detentions/suspensions on record; diagnosed with emotional/behavioral disorder. Classes are gender specific to provide students with a safe space for transparent sharing. Classes meet for 50 minutes, once a day, 5 days a week, for a total of 180 contact hours per year.

RTV provides an intensive two-day training for teachers selected to teach the program using standardized training manuals that include instruction on cultural competency in the classroom, effective classroom management, and accommodating children with disabilities. The training is completed two weeks before classes start.

RTV dedicates staff to monitor the program through site visits and to assist with teaching program modules with a certified teacher present. In addition, RTV itself has a licensed case management and substance abuse prevention department to address the needs of students that are Medicaid eligible. Wrap-around services such as counseling and case management are systematically linked to students in the program through referrals from RTV Staff. A Program Director is responsible for overseeing the program and ensuring the compliance of all sites.

Programs only use the standardized RTV curricula. Student books and teacher manuals are delivered directly to the school site two weeks before the start of class. The standardized curriculum contains multimedia enhancement to engage students with different learning styles. Video components are streamed live from Recapturing the Vision's website.

Field trips are part of the Program Model and expose students to new pro-social experiences and reinforce learning through practical application. RTV follows school protocols for scheduling field trips, including providing proper notice so that field trip forms can be secured in time and parental signatures obtained. Excused absence letters are provided to students and transportation providers are school-approved vendors.

Documentation and Data Collection

RTV's custom-built Teacher Compliance Tool is designed to ensure the fidelity of the program delivery. Teachers log in daily to the Teacher Compliance Tool to access their video curriculum. As videos are streamed through the use of an LCD projector in class, the tool creates a report recording the time of their log in, the IP address used to log in, and the videos that were streamed during the login session. RTV Staff vets these records weekly to ensure that the time and location of the teachers' login are consistent with the time and location of the class, and that the video modules streamed are in line with the curriculum map. In addition, a Calendar application in the tool reminds teachers about forms that are due and delivers daily instructional support for the day's lesson at the point of login. All forms relevant to the program documentation are available as downloadable pdfs in the tool. The calendar application sends teachers reminders about deadlines for turning in paperwork, and allows teachers to submit requests for site visits/technical support, schedule activities, and complete relevant surveys.

RTV uses an online application to collect baseline, mid-, and post-surveys from all youth enrolled in the program. Data collected from participants include a demographic questionnaire and an instrument to measure self-esteem, resiliency, and locus of control. Baseline data is secured from youth during the first week of the treatment sessions.

Mid-year surveys are collected in January, after the first semester. Data is used to ensure that programs are on target to achieve objectives. In order to increase the rate of completed instruments, the program provides a pizza party incentive for each class that turns in 100% of completed data collection instruments on time.

RTV closes the program with a post-assessment data collection that is obtained during the last week of the standard treatment. In addition teachers are incentivized to fill out Case Plans for each of their students which collect stats comparing the student's performance from last year to this year along the following measures: number of indoor/outdoor suspensions; numbers of days missed; and GPA. This data is used to measure the overall efficacy of RTV's program delivery for that year. Executive Reports summarizing students' performance in the program are provided to each School Principal by July 15th.

Plans for the Future

In 2010, RTV partnered with Nova University to conduct a formal multi-year evaluation on the efficacy of its Program Model and publish findings. In addition, RTV has partnered with Dr. Donna-Marie Winn at Duke University to conduct an evaluation of its intervention for males of color and publish findings.

In 2010, RTV published EZONE, its new co-ed program emphasizing college preparation and leadership training for middle and high school youth. EZONE's companion website, *E-Squared*, and online youth community, the *Empowerment Zone*, provides a seamless tapestry of support to help promising students connect with resources to achieve their full potential.

In 2011, ReCapturing the Vision debuted the *Men of Vision Experience*, a virtual mentoring tool for males of color available as an add-on to the Men of Vision curriculum. Plans are in place to create a similar mentoring tool for adolescent girls.

Now poised for national expansion, ReCapturing the Vision offers viable, vetted, tools to transform school climates and redirect students towards success.