

Summer 7-2022

Executive Summary Resiliency Pilot Program – Liberty High School with Community Partners: YouthBuild Dayton and University of Dayton

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LaDuca, Brian and Farley, Jerry, "Executive Summary Resiliency Pilot Program – Liberty High School with Community Partners: YouthBuild Dayton and University of Dayton" (2022). *IACT Reports, Publications and Resources*. 1.

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Executive Summary
Resiliency Pilot Program – Liberty High School
With Community Partners:
YouthBuild Dayton and The University of Dayton
July 2022

Research led by Boston University Professor V. Scott Solberg has shown that among matched groups of students, resiliency is the key factor in determining why one group succeeds academically while others do not. There are six interrelated resiliency skills that can be measured and taught: **Valuing Education, Academic Confidence, Connectedness, Stress Management, Health and Well-Being, and Intrinsic Motivation**. And when students' resiliency increases, their academic performance improves, along with attendance, behavior, and graduation rates, as well as significant improvements in engagement, confidence, perseverance, and postsecondary readiness. Because of research on the powerful impact of improved resiliency, a commitment was made by Oakmont Education's Liberty High School to improve resiliency by implementing a resiliency pilot program.

Along with our community based partner, YouthBuild Dayton, the resiliency program was boosted by the University of Dayton's Institute of Applied Creativity and Transformation (IACT). IACT staff provided instructor training, student facilitators, and covered the cost of a micro-credential curriculum which offered students the ability to earn badges in 3 micro-credential areas: **Resiliency** (includes the capacity to learn from experience and focus on solutions), **Initiative** (includes self-efficacy and the capacity to identify needs and respond proactively), and **Collaboration** (includes the capacity to work productively with different individuals and groups toward a common goal). The curriculum for these micro-credentials served as the curriculum for the entire resiliency program.

The pilot began with a pre-assessment of the six identified sets of resiliency skills: **Valuing Education, Academic Confidence, Connectedness, Stress Management, Health and Well-Being, and Intrinsic Motivation**. Information from the pre-assessment provided early warning indicators of students at risk of dropping out and analyzed the root causes of disengagement.

A total of 25 Liberty High School students completed the entire program which included the pre and post-assessments and earning 2 (Resilience and Initiative) micro-credentials. Double digit Increases were noted among all areas; however, it does not appear that the addition of the 3rd credential (Collaboration) had a significant increase in scores. 72% (18) of these participants graduated from Liberty High School. The average of all six areas of resiliency indicated a 21% increase with the breakdown for each domain and subdomain as follows:

VALUE EDUCATION: 15%		
Sub-Domain	2 Credentials	3 Credentials
School	9%	2%
College	40%	7%
Combined	25%	5%

CONFIDENCE: 16%		
Sub-Domain	2 Credentials	3 Credentials
Classroom	17%	12%
Social	18%	16%
Test Taking	15%	15%
Combined	17%	14%

MOTIVATION: 19%		
Sub-Domain	2 Credentials	3 Credentials
Enjoy School	28%	13%
Find School Meaningful	24%	8%
Combined	26%	11%

STRESS: 18%		
Sub-Domain	2 Credentials	3 Credentials
Academic	17%	18%
Social	20%	19%
Financial	20%	13%
Combined	19%	17%

CONNECTIONS:25%		
Sub-Domain	2 Credentials	3 Credentials
Family	26%	12%
Teacher	19%	9%
Peer	71%	13%
Combined	39%	11%

WELL – BEING: 31%		
Sub-Domain	2 Credentials	3 Credentials
Agitation	22%	27%
Physical Symptoms	17%	26%
Feeling Blue	31%	54%
Eating Problems	18%	30%
Sleeping Problems	34%	51%
Combined	24%	38%