



Summary of Data & Metrics

- Grades K-12
- Foster Care
- Higher Ed



Non-Profit 501(c)(3)
EIN#: 45-4095213



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AIN#: 314151

About MLMP

My Life My Power World (MLMP) is a 501(c)(3) non-profit organization, whose mission is to provide our youth, parents, and community members, with information, guidance and assistance in the areas of personal development, life skills, job preparation, and positive self-esteem. We strive to achieve, help develop, and maintain thriving communities, while reducing bullying, gang violence, truancy, dropouts, drug and alcohol abuse, and much more. The MLMP program assists in building positive self-esteem, fulfillment, and purpose, in one's life. We provide individuals with the ability to envision their future, along with giving them the tools to get there, by teaching them how to turn their vision for a better life into a reality. We have found that the only way for us to grab the attention of young individual is by giving them an opportunity to create a mission and vision for their own lives which allows a change of mind set. Through that, we help reinforce this process by instilling valuable knowledge and life-skills for them to better meet the challenges they will face in their adult years. When we connect with parents, kids and community members, our philosophies is to ask them the right questions, build relationships through connecting, and give them options and opportunities to guide them to a fulfilled life with more purpose. We bring to the table a program that ignites the passion in individuals to discuss vision, purpose, team, mission, and commitment. When examining these things we get to look at our challenges, our self-limiting beliefs, our needs, our wants, use of time, etc. Overall, we want to empower others to create solutions within their own lives so they can get to live their true life's purpose each day.

Benefits of SEL Curriculum (Social Emotional Learning)

The research is clear: social and emotional learning (SEL) is a critical component of the educational experience. In order for students to reach their full potential in school and in life, schools must provide instruction on academics *and* social and emotional skills. In short, they must teach the *whole* student if they want to see healthier school climates and improved academic results. And thanks to clinical research, we now have the evidence that SEL really works!

Scientific studies of high-quality SEL programs have revealed the positive impact these curriculums can have on school success. Data from more than 270,000 students was collected for a large-scale study of universal, school-based SEL programs. In that study, SEL students showed an 11% gain in academic achievement -- a significant improvement!

In addition, studies show:

- SEL program students were more likely to attend school, were less likely to have conduct problems, and received better grades.
- SEL programs effectively reduced student high-risk behaviors such as delinquency, substance abuse, and school dropout.
- SEL students feel more connected and attached to their schools.
- SEL programming can significantly improve students' skills, attitudes, and behaviors.

According to a study funded by the Robert Wood Johnson Foundation and published in the *American Journal of Public Health*, children's early social and emotional skills may predict their well-being in early adulthood. The 20-year study linked early skills shown in kindergartners to future outcomes in education, employment, and criminal justice.

Kindergarten teachers assessed students' social and emotional abilities using a 9-item, 5-point scale. Researchers then examined these students 13 to 19 years later and found that for every 1-point increase in a child's social competence score in kindergarten, he or she was:

- twice as likely to attain a college degree in early adulthood
- 54% more likely to earn a high school diploma
- 46% more likely to have a full-time job at the age of 25.

For every 1-point decrease in a child's social competence score in kindergarten, he or she had a:

- 64% higher chance of having spent time in juvenile detention
- 67% higher chance of having been arrested by early adulthood

This research shows the importance of focusing early learning efforts on the development of social and emotional skills.

Research also shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). Effective social and emotional learning programming involves coordinated classroom, school wide, family, and community practices that help students develop the appropriate skills.

The Short- and Long-Term Benefits of SEL

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Other benefits include:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015).

Benefits of EQ in Higher Ed (Emotional Intelligence Quotient)

A person's emotional intelligence quotient (EQ) is the measure of their ability to understand and deal with their own emotions, the emotions of others, and how to appropriately act on those emotions. The four components of emotional intelligence are self-awareness (recognizing emotions), self-management (expressing emotions in healthy ways), being aware of others (recognize emotions in others), and social skills. Unlike your IQ, your EQ has endless potential. Individuals can learn habits and behaviors related to EQ that have positive, long-term impact on their well-being. Research suggests that life satisfaction derives from the development of Prosocial Behavior, the precursor of Empathy (Caprera et al., 2000; Malecki & Elliott, 2002).

The Short- and Long-Term Benefits of EQ

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

Other benefits include:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose.
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Today college students face many challenges that may affect their mental health and academic performance—including relationship dynamics, academic pressures, and financial struggles—but understanding and honing the ability to identify, express, and manage emotions may be just as important to college success as studying for an exam. When college students are aware of how they feel, they make mindful decisions about how to manage their emotions rather than let them escalate into larger problems. Emotional intelligence is associated with positive outcomes in many aspects of life and, among college students, skills of emotional intelligence are linked to engaging in fewer risky behaviors. The emotional brain must be allowed to practice the skills of empathy and understanding, receive feedback from the surrounding environment, and evaluate the correctness of judgments made as a result of emotional input which is what the GPS for Life course teaches College Students.

Pre/Post Testing	
Key Concepts Measured with GPS For Life® Curriculum	
Self-Esteem	Empathy
Purpose in Life	Aggression
Victimization	Self-Efficacy
Communication	Time Management
Self-Confidence	Productivity

Procedures & Methods

Foster Care Program- 2017

My Life My Power delivered a wrap-around service from the months of May through July for (4) adoptive and foster families in Miami-Dade County with the organization Our Kids Inc. This service included providing mentor trainings with adults that support these youth's lives. These individual's included, but were not limited to, foster parents, case managers, Guardian ad Litem, and school police officers. The various agencies, FRC, CHS, and CFCE were represented in these trainings by case workers. In total, 17 adults and 9 youth participated and completed our program. The youth received the GPS for Life curriculum in the 3 day training course. In between these trainings, the My Life My Power team mentored our youth in both the school and home environment. Participants received a GPS for Life book in the beginning of the trainings and received a dress or suit by completion if they choose.

Conclusion

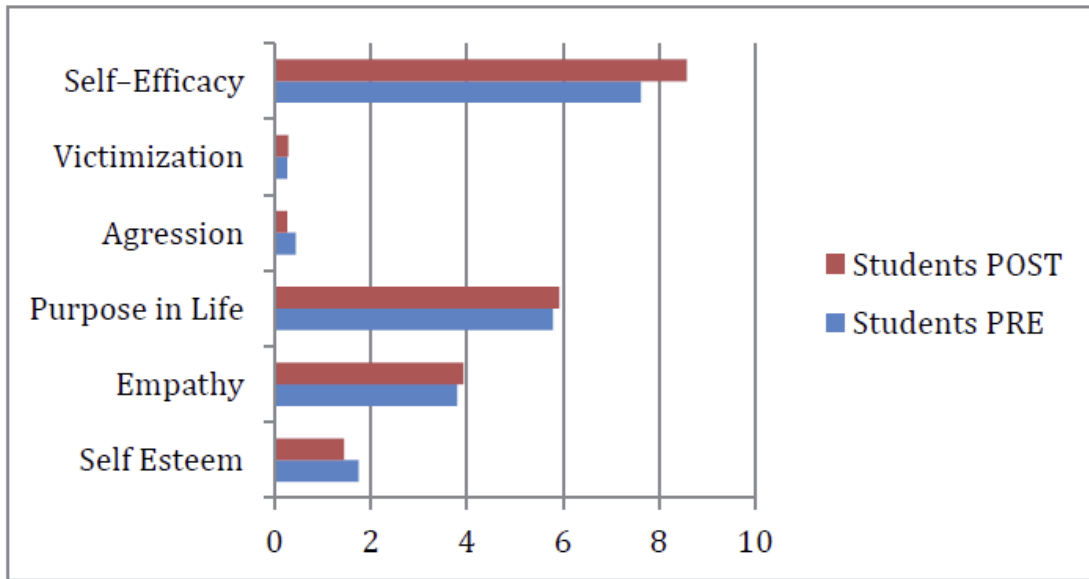
The primary goal of MLMP's GPS For Life program is to empower youth & adults with the knowledge and understanding that they can create significance in their life by focusing on their vision, mission, and purpose. SEL research has proven that the addition of these types of programs have positive short and long term effects by incorporating the skills into daily practice included in the GPS For Life program. Based on the statistical data compiled there was an increase among youth in: self-esteem, purpose in life, time management, self-confidence, communication and productivity. The highest increases based on the behavioral and collected data were in the areas of: 4.25% self-confidence, 3.69% productivity, and 3.59% communication/empathy. Based on the statistical data compiled there was an increase among adults in: 8.78% self-efficacy, 5.95% empathy, and 4.03% self-confidence. Qualitative and behavioral results and analyses of the MLMP GPS For Life program by participants and family members have demonstrated positive outcomes that enhance and support the quantitative data collected. Participants have also reported high levels of fulfillment, understanding and excitement from involvement in the program. MLMP will continue to work with youth and adults of all ages in building self-esteem, fostering responsibility and accountability and instilling motivation with the GPS for Life program. Lastly, we will continue to teach the way students learn and continue to strengthen and enhance our program to meet the needs of all types of students.

Procedures & Methods

Nova Southeastern University- 2017

My Life My Power offered a GPS For Life 8 week course during the Fall/Winter Semesters at Nova Southeastern University located in Davie, FL. This class included providing GPS For Life curriculum, mentor training, experiential learning activities, and volunteer opportunities. These individual's included, but were not limited to, athletes, educators, guest speakers, sororities, fraternities, various degrees amongst all college students in the Abraham S. Fischler College of Education. In total 41 participated and completed our program. The students received the GPS for Life curriculum in 8 week courses with 32 contact hours. In between these trainings, the My Life My Power team mentored the students both in the school and home environment.

Outcomes & Results



Test Group		4	5	7	6	6	10
		Self Esteem	Empathy	Purpose in Life	Aggression	Victimization	Self-Efficacy
Student	PRE	1.74	3.8	5.79	0.43	0.26	7.62
Student	POST	1.44	3.92	5.92	0.26	0.28	8.58
		DECREASE	INCREASED	INCREASED	DECREASED	INCREASED	INCREASED

Conclusion

The primary goal of MLMP's GPS For Life program is to empower students with the knowledge and understanding that they can create significance in their life by focusing on their vision, mission, and purpose. Emotional Intelligence (EQ) research has proven that the addition of these types of programs have positive short and long term effects by incorporating the skills into daily practice included in the GPS For Life program. Based on the statistical data compiled there was an increase among students in: self-efficacy, purpose in life, and empathy and a decrease in aggression. There was a slight decrease in self-esteem of .34% due to the increase in self-awareness collected from the behavioral data. The students became more aware of themselves and how to adapt and apply GPS for Life curriculum in everyday life. The highest increases were seen in the collected behavioral data taken each class and assessed at the end of the course with a video slide show presentation. They displayed dramatic increases in: self-confidence, self-awareness, communication, and resiliency. The qualitative and behavioral results analyses of the MLMP GPS For Life program by participants have demonstrated positive outcomes that enhance and support the quantitative data collected. Participants have also reported higher levels of civic engagement, self-awareness, adaptability, understanding of life skill concepts, and overall gratitude from

involvement in the program. MLMP will continue to work with youth and adults of all ages in building self-esteem, fostering responsibility and accountability and instilling motivation with the GPS for Life program. Lastly, we will continue to teach the way students learn and continue to strengthen and enhance our program to meet the needs of all types of students.

Procedures & Methods

Grades K-12

Florida

Daniel Puder launched the MLMP program at Campbell Drive Middle School (CDMS) with a 45-minute visit with small groups of seventh and eighth-grade students chosen by school staff and the school police department. They were chosen to partake in the program based on their attendance and behavioral challenges. Each small group focused on how to create their vision and goals and discuss their purpose in life. Daniel Puder provided an overview of the program including how the students could build relationships, develop their personal brand and work together within the school to make the school environment a better place to learn, gain wisdom, and build relationships. CDMS used their school police officer as the adult mentor and facilitator of the MLMP program. Each week students met for a one hour in the morning over a 75 day time period. CDMS is a Public Middle School (7th and 8th grade) in Miami-Dade School District, Florida and is located in a lower economic area with some major challenges within the neighborhood.

New York

Daniel Puder launched the MLMP program in Buffalo United Charter School (BUCS) with a general assembly and a 15 minute visit with each class of 5th & 6th graders. The assembly provided youth with an overview of how to create a vision and set goals and discuss their purpose in life. Daniel Puder then used the classroom sessions to discuss how the students could build relationships, develop their personal brand, work together to help one another with their challenges, gain wisdom, build relationships and continue their ability to stay focused after their treatment and mentoring process concluded. BUCS used their teachers as adult mentors and facilitators of the MLMP program. Each week students met for a one hour in the morning over a 75 day time period. BUCS is a K-8 Charter school in Buffalo, New York and is located in a lower economic area with some major challenges within the neighborhood.

METHODS

This evaluation of the program utilized a pre- posttest within-subjects design capable of addressing the range of outcome data while assuring good internal and external validity by selecting psychometrically sound instruments for data collection. All psychometric tools selected were valid, generalizable and reliable for the target population.

Assessments converted to a digital format for convenience of administration and were given pre- and post-program implementation. This within-subjects approach to research assumes one group serves in each of the treatment conditions. This approach is referred to as repeated measures, because participants are measured over multiple

time points. The advantage to this approach is that it can be utilized with smaller sample sizes with little or no error variance concerning individual differences between conditions (i.e., the same participants exist in each condition).

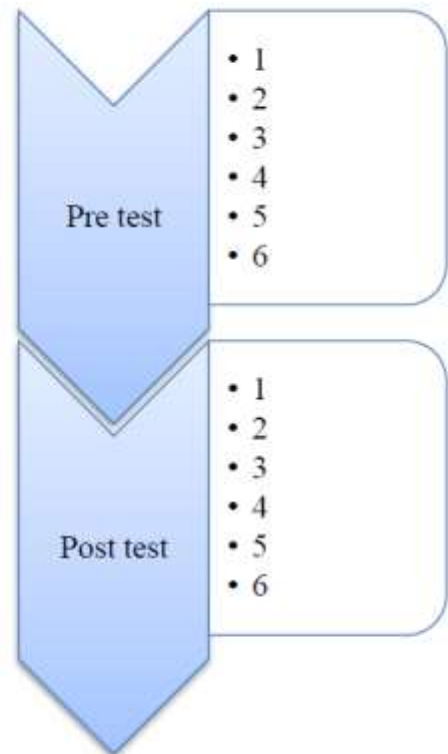
Design. Quasi-experimental research utilizing a within-subjects approach one-group pre- and posttest design.

Assignment	Group	Pretest	Treatment	Posttest
NR	1 (N = 74)	See Outcome Measures below	MLMP™	See Outcome measures below
Time ►				

Descriptive statistical analyses were performed on data to obtain a clear understanding of the population for whom MLMP provided services. Measures of central tendency (means, medians, and percentiles) and dispersion (standard deviations, ranges) were computed for continuous data. Frequency distributions were estimated for categorical data. Dependent sample *t* tests were run to examine the impact the program had on the various outcome variables.

Outcome Measures

Assessment	Outcome Assessed	Administration Time
1. Rosenberg Self-esteem	Self-esteem	3 minutes
2. Toronto Empathy Scale	Empathy	3 minutes
3. Purpose in life test	Purpose in Life	3 minutes
4. The Aggression Scale	Aggression	3 minutes
5. The Victimization Scale	Victimization	3 minutes
6. Self-Efficacy	Self-Efficacy 1. social resources 2. learning 3. self-regulation 4. meet expectations 5. social 6. self-assertive	3 minutes



Outcomes & Results

Paired Samples Statistics

		Mean	<i>n</i>	Std. Deviation
Pair 1	Pre Self-Esteem	1.70	74	.415
	post	2.45	74	1.022
Pair 2	Pre-Empathy	3.27	74	.899
	post	3.25	74	.806
Pair 3	Pre-PIL	4.35	74	.778
	post	5.07	74	1.317
Pair 4	Pre-Aggression	1.86	74	1.819
	post	1.50	74	1.582
Pair 5	Pre-Victim	1.72	74	1.800
	post	1.31	74	1.524
Pair 6	Pre-Self-Efficacy	6.88	74	1.856
	post	6.77	74	2.395

		Paired Differences					<i>t</i>	<i>df</i>	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Self-Esteem	.750	1.110	.129	.493	1.007	5.815	73	.000
Pair 2	Empathy	.868	7.218	.839	-.804	2.541	1.035	73	.455
Pair 3	Purpose in Life	-.712	1.520	.177	-1.064	-.360	-4.031	73	.000
Pair 4	Aggression	-.368	1.846	.215	-.796	.059	-1.716	73	.045
Pair 5	Victimization	-.407	1.809	.212	-.829	.016	-1.920	73	.029
Pair 6	Self-Efficacy	.105	2.564	.298	-.489	.699	.353	73	.362

As seen in the Paired Samples Statistics Table, significant improvements were demonstrated across four of the six measures. Self-Esteem increased, Aggression and Victimization decreased, and Purpose in Life increased at a statistically significant level as seen by the *t* scores of the 1-tailed paired samples *t* test. More specifically, significant differences were observed between the group pre and posttest means for self-esteem ($t(73) = 5.82, p < .001$), Purpose in Life ($t(73) = 4.31, p < .001$), Aggression ($t(73) = -1.72, p < .05$), and Victimization ($t(73) = -1.92, p < .001$). Cohen's *d* effect-size indicated a moderate differences for self-esteem ($d = .68$) and Purpose in Life ($d = .46$), a small difference for Aggression ($d = .20$) and Victimization ($d = .22$), and no difference for Empathy ($d = .12$) and Self-Efficacy ($d = .04$).

Conclusion

The MLMP Mentoring Program primary goal is to improve youth behavior, provide prevention and treatment for substance abuse and mental health challenges by instilling fulfillment, purpose, and self-esteem, eliminate the desire for at-risk, high-risk or underserved youth to participate in illegal activity, become truant, drop out of school, and engage in prolonged high-risk behavior, as well as reduce their risk of becoming a juvenile offender. Research has proven that high quality youth mentoring programs that last for at least a year, are successful in greatly reducing negative and delinquent behaviors among our target population. The developers of the MLMP program understands the risk factors that are known to increase the likelihood of substance abuse and mental health challenges as well as delinquency and subsequent recidivism: (a) association with deviant friends (Brook, et al., 2003; Dahlberg, 1998; Brooks et al., 1998; Lerner & Galambos, 1998), (b) poor self-concept and low self-esteem (Brook, Whiteman, Balka, & Cohen, 1997; Kennedy, Burnett, & Edmonds, 2011; Woessner & Schneider, 2013), (c) troublesome attitude (Corbett & Petersilia, 1994), (d) poor parenting styles (Kennedy, Edmonds, Dann & Burnett, 2010; Lerner & Galambos, 1998), (e) low family cohesion (Corbett & Petersilia, 1994), (f) familial stress (Cowen & Work, 1988; Werner, 1986), (g) living in a violent community (Kingery, Pruitt & Hurley, 1994; Loeber & Stouthamer-Loeber, 1998; Baumrind, 1991; Durant et al., 1994) and (e) early peer rejection (Kupersmidt & Coie, 1990).

Our initial efforts and research has shown that the MLMP program has positive impacts on the at-risk youth who have participated in the program. Improvements in self-esteem and purpose in life, for example, are important psychological constructs that are directly inversely related to substance abuse, mental health, delinquency and recidivism. Qualitative inquiries of MLMP participants and family members have demonstrated positive reports that enhance and expand upon the quantitative results. Youth have reported high levels of satisfaction and fulfillment from participating in the MLMP program and noticed that with the mentoring component, they have been able to successfully maintain that which was learned during the program. The MLMP program will continue to target at-risk, high-risk, and underserved youth as a means to provide them with the support, training and mentoring services they deserve. And in doing so, efforts to improve upon and continue to strengthen the program through the evidence provided in the evaluation of our program.

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All data collection follows the policies and procedures of The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)



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