

GPS FOR SUCCESS



MLMP INSTITUTE



MLMPI Rationale

Over the last 10 years, MLMPI has created a prevention and intervention method of training and programming to create real-time results within your schools. We have found that by creating a dynamic culture within your school or organization, we are able to set a foundation for achieving long term, sustainable results.

My Life My Power® (MLMP) is a 501(c)3 founded in 2010 with an evidence-based Social Emotional Intelligence (SEL) and Emotional Intelligence (EQ) program called GPS for Life® founded upon research based initiatives while integrating evidence-based approaches such as building peer-mentoring systems, self-awareness activities, motivational interviewing and positive behavioral interventions and support through experiential learning. The GPS for SUCCESS programing is an extension of the GPS for LIFE materials. We feature an interactive online platform and book program which is used as a tool to facilitate and enhance the mentoring process. In addition, we provide experiential training workshops and follow-up sessions with law enforcement and teachers who will be facilitating the program. Topics addressed within our program include, but are not limited to areas of life skills and mentoring such as goal setting, character building, drug abuse and at risk behaviors, leadership skills, confronting fears, restorative practices, civic responsibilities, discovering passions, learning from challenges and successes, as well as developing resilience skills.

We have collected data in majors markets such as: P-12 school system, Foster Care, After School Programs, Juvenile Justice System (DJJ), and Universities. In the P-12 system and Foster Care, our data indicates that our GPS for LIFE Program has positive impacts on the at-risk youth who have participated in the program with improvements in and increase among youth in: self-esteem, purpose in life, time management, self-confidence, communication and productivity. At Miami Youth Academy, and level 6 DJJ facility, in the past 3 years, we have dropped the re-arrest rate from 80% to less than 25%. From our previous markets and data collected we wanted to create a sustainable solution for youth and partner with various communities and agencies to provide a place to send at risk youth and students in need of credit recovery to graduate. We also have a credited University Course at Nova Southeastern University in the College of Education. The result of our data collection is that we have been successful in dropping the freshman dropout rate from 20% to less than 3%. These results in the various markets further enhance our outreach with the people that we train such as: teachers, law enforcement, youth, foster care industry, CEO's, corporations, military and many more.

GPS FOR SUCCESS uses a unique approach that is designed to shift the focus from drugs and instead focus on building up their self-esteem, purpose, fulfillment, and direction in life. Through GPS FOR SUCCESS, we strive to motivate and inspire youth on what to do in their lives without focusing on drugs as a talking point. To keep youth from having a desire or interest in participating in drug usage, one does not need to talk about the drugs, but instead determine the root reason of WHY they are doing drugs or may have an interest in doing drugs either now or in the future. Then, we inspire them to create a different belief system which tells them that drugs are short lived and that they will be more positively fulfilled through other things in their life. By focusing on establishing and maintaining a strong mentoring relationship with your students, you will find that you can open the line of communication while developing trust and a connection, without having to focus on the topic of drugs. Our proven approach takes place over the course of five weeks in which teachers/SRO's are provided with age-appropriate materials, handouts, videos and activities to do with their students. With the GPS for SUCCESS

approach, we help empower students and/or youth to be more intrinsically driven, focused in life, equipped to work through life's challenges, and committed to staying drug free!

Benefits of SEL/EQ Programs

The research is clear: Social 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/EQ really works!

Scientific studies of high-quality SEL programs have revealed the positive impact these programs 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. The outcomes of the 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.
- 64% less likely to spend time in juvenile detention
- 67% less likely to be arrested by early adulthood
- **62% less likely to experiment with drugs and alcohol**

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

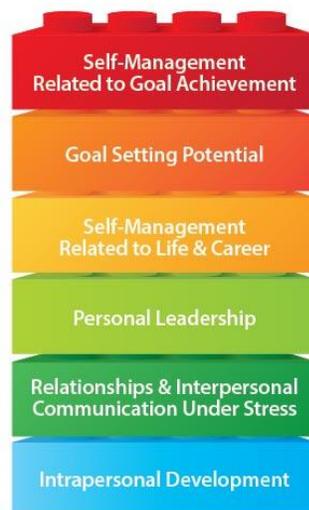
These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012).

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).

Social & Emotional Learning



Emotional Intelligence

Summary of Data

Below are results from data collection in three states utilizing an Internal Review Board (IRB) with William and Mary University over the course of 2019.

Prevention programs decrease risk factors while enhancing protective factors to reduce likelihood of a substance use occurring and prevent escalation. Existing research demonstrates that meaning in life, emotional intelligence, hope, positive emotion, social connectivity, engagement (e.g., academic, social) reduce addiction severity and serve as protective factors. GPS for SUCCESS falls under Primary and Secondary Prevention.

- \$1 in prevention saves \$10 in treatment

Data from four schools in three states: Georgia, Florida, South Carolina

- One high schools
- Two middle schools
- 3 Schools school serving grades 6-12

In total 879 cases with 469 pretest and 410 posttest score

Have you tried drugs before GPS for Success?

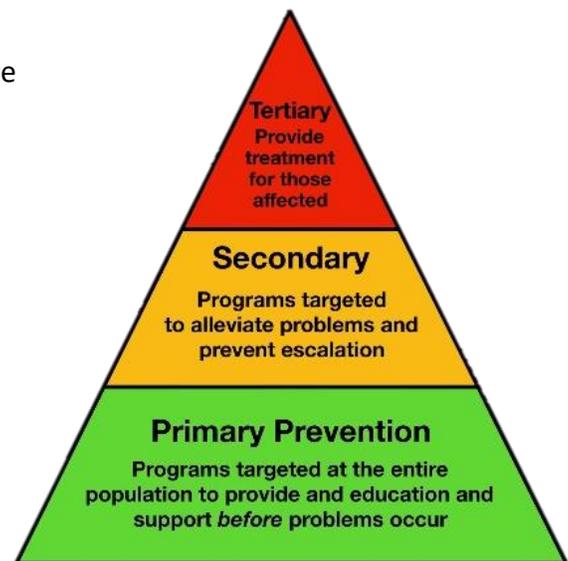
- 106 (out of 496, 22.6%) said YES

When asked to identify a substance

- 152 (31%) people identified one
- 354 (75.5%) said NO

If yes, what kind of drugs?

- Alcohol 5.2%
- Prescription drugs 22%
- Marijuana 15%
- Vape 10%
- Some other substance note listed 23%
- Two or more substances 24%



I think all students should take the GPS for Success course

- 61.5% said YES
- 19.3% said NO

Conclusion

In comparing the Intervention group with the Comparison group we saw medium to large changes in the overall total scores which indicates a rise in resiliency. We also saw significant increases in the following areas:

- My choices have an effect on me and everyone around me. (Self-Awareness)
- I enjoy giving back to my community and seeing others happy. (Self-Efficacy, Civic Engagement)
- I write down my goals and action steps to achieve them faster. (Purpose of Life)

Goals for the Future

The goal moving forward is to continue to collect data through an IRB with William and Mary, and continually improving our processes, data collection and adjusting programming to best suit the needs of youth and communities in drug prevention programming.

Summary of Pretest and Post-test Mean Scores for Intervention Group

Prompts	Pretest (<i>n</i> = 105)		Posttest (<i>n</i> = 98)		Change Score	<i>t</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
I have clear goals for my future.	3.95	1.06	4.19	0.93	+ .24	-1.72	-
Having a mentor in my life is important to help guide me to make better choices.	3.79	1.12	4.04	1.08	+ .25	-1.62	-
If someone disagrees with me, I try to understand how he/she sees things.	3.73	1.15	3.97	1.05	+ .24	-1.52	-
When I have a problem, I figure out a way to solve it.	4.06	1.06	4.16	.92	+ .11	-.76	-
I write down my goals and action steps to achieve them faster.	2.91	1.35	3.37	1.52	+ .45	-2.25*	.32
My choices have an effect on me and everyone around me.	3.97	1.03	4.09	1.08	+ .12	-.81	-
When it comes to group work, people can rely on me to do my part.	3.90	1.10	4.13	1.05	+ .23	-1.51	-
Total score ($\alpha = .80$)	34.57	6.00	36.37	6.06	+ 1.80	-2.21*	.30

Note. * = $p < .05$

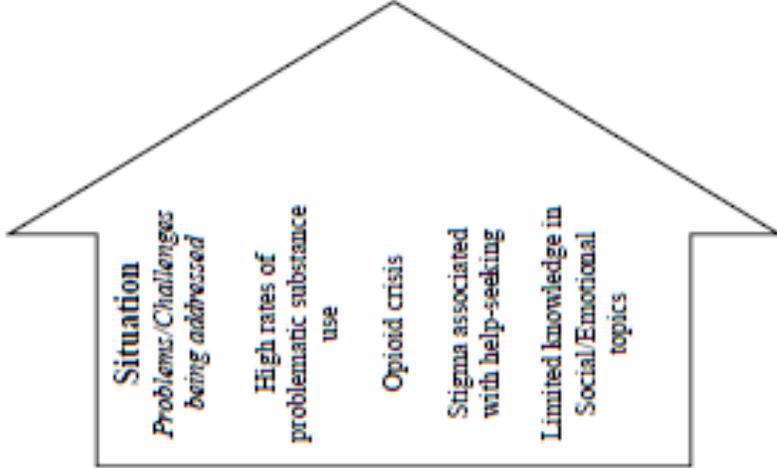
Summary of Posttest Mean Scores and Differences for Intervention and Comparison Group

	Intervention Group (<i>n</i> = 98)		Comparison Group (<i>n</i> = 18)		Diff.	<i>t</i>	<i>g</i>
	M	SD	M	SD			
Prompts							
I have clear goals for my future.	4.19	.93	3.78	1.17	-.42	1.68	
Having a mentor in my life is important to help guide me to make better choices.	4.04	1.08	3.44	1.25	-.60	2.10*	.54
If someone disagrees with me, I try to understand how he/she sees things.	3.97	1.05	3.39	1.24	-.58	2.09*	.54
When I have a problem, I figure out a way to solve it.	4.16	.92	3.94	1.11	-.22	.90	--
My choices have an effect on me and everyone around me.	4.09	1.08	3.17	1.10	-.93	3.34***	.85
When it comes to group work, people can rely on me to do my part.	4.13	1.05	3.39	1.24	-.74	2.68**	.69
I enjoy giving back to my community and seeing others happy.	4.30	.93	3.61	1.20	-.68	2.74**	.70
Scale Total	36.37	6.06	32.06	7.88	-4.31	2.64**	.68
<i>Note.</i> * = $p < .05$, ** = $p < .02$, *** = $p < .001$, Hedges' <i>g</i> effect used due to unequal sample sizes.							

Logic Model for GPS for SUCCESS Implementation and Program Evaluation

Program Goal
To decrease high school-aged students problematic substance use through enhancing their purpose and vision in life.

Inputs/Resources What we invest	Activities What we do	Outcomes – Impact		
		Short-Term	Intermediate	Long-Term
<p>Program Development:</p> <ul style="list-style-type: none"> Outreach educational stakeholders Outreach to agencies Staff meetings <p>Program Facilitation:</p> <ul style="list-style-type: none"> 5 Program trainers 1 program facilitator per 30 students 3 hours training for facilitators Consultation with facilitators Electronic program materials Virtual classrooms 	<p>Our Direct Activities:</p> <ul style="list-style-type: none"> Train GPS for Success facilitators Evaluate program data <p>Our Indirect Activities:</p> <ul style="list-style-type: none"> Deliver 5-week structured curriculum through classroom instruction 	<ul style="list-style-type: none"> Increase self-awareness regarding vision for life Define and understand purpose in life Create a plan to achieve personal goals Construct support network to achieve personal goals Solidify commitment to change 	<ul style="list-style-type: none"> Higher emotional intelligence Enhanced decision-making Clearer vision for career/post-secondary Healthy decision making Reduce problematic substance use Increased academic motivation Increased school engagement 	<ul style="list-style-type: none"> Increased post-secondary education pursuit/workforce development Decreased need to judicial services related to drug use Decreased health related services due substance use



Assumptions	External Factors
<p>Conditions that are necessary for success</p> <ul style="list-style-type: none"> Facilitators are any educational staff members (teachers, SROs, school counselors) within the school. One facilitator can implement program for up to 30 students. Lesson are delivered in classroom settings. Facilitators are well trained and motivated to implement the program. 	<p>Elements that affect the program over which there is little control</p> <ul style="list-style-type: none"> Students natural progression through school and other sources of learning. Quality of program facilitation. Students' commitment/buy in to the program. Students currently engaged in problematic substance use may need treatment to stop use.

Brief Summary of the Theory of Change for Program Activities

The GPS for Success Program is a structured five week program whereby an instructor employs weekly classroom-based lessons to identify high school students' personal vision in life and strengthen their commitment for change utilizing establishment of goals and social network development. The anticipated long-term outcome is increased awareness of self and pursuit of meaningful goals, which also results in reduced problematic substance use. This program integrates elements of Motivational Interviewing (Miller & Rollnick, 2012), social capital theory (Lin et al., 2001), and emotional intelligence (Goleman, 2005; Salovey & Mayer, 1990) in a composite of structured activities that is facilitated by the program instructor. Program instructors undergo a standardized 3-6 hour training program that is led by qualified program trainer in person or online.

GPS for SUCCESS

Have you ever noticed that when you tell someone not to do something, they either consciously or subconsciously have a desire to do it even more? This has been shown to be true in a great deal of the cases involving the approach of simply telling youth not to do drugs, or to say no to drugs. In fact, over the past three decades, research continues to show this theory to be true. Whether it is due to reactance (wanting to try the “forbidden fruit”), rebound (being told not to think about something makes us think about it), or simply curiosity, these things all lend to an increase in the participation, through process, or wondering about something. For this reason, GPS FOR SUCCESS uses an approach that is designed to shift the focus from drugs and instead focus on building up their self-esteem, purpose, fulfillment, and direction.

We could have easily put together a program that solely focuses on drug awareness; however, we have found that students of all ages have become desensitized to the word “no”. Therefore, we intrinsically motivate them by asking the right questions to get them thinking about the direction of their lives. This includes their ability to create a vision, mission, and purpose for themselves and to focus on their own personal achievements and goals. Throughout the week, they will discover who they want to be and what they want to accomplish in their lives.



Through GPS FOR SUCCESS, we strive to motivate and inspire youth on what to do in their lives without focusing on drugs as a talking point. To keep youth from having a desire or interest in participating in drug usage, one does not need to talk about the drugs, but instead determine the root reason of WHY they are doing drugs or may have an interest in doing drugs either now or in the future. Then, we inspire them to create a different belief system which tells them that drugs are short lived and that they will be more positively fulfilled through other things in their life.

Over the course of the week, we encourage the students to be interactive with both you and their peers. In order to keep the students active and motivated, choose different students to come forward, and answer the different questions for that day. If you notice that some students are being disruptive or fooling around while you are going through the material, we suggest utilizing these students to help collect answers from their peers, write responses on the board, etc. Since these students tend to have more energy, it is best to put that energy to use and get them interacting in a positive way.

Throughout the week, you will notice that we have provided a facilitator's guide to go alongside each day's material which will help you navigate your way through GPS FOR SUCCESS and effectively transform the lives of the students. Please keep in mind that the material focuses on developing a strong peer mentor group. Therefore, it is encouraged to allow the material to create discussions among the students.



You will notice that for each day's topic, we ask you to tell a personal story. The reason for encouraging you to tell a personal story is because in order for you and GPS FOR SUCCESS to have long term success in these youth's lives, it is important to develop a personal relationship with the students that extend beyond

the week and into the entire school year. By telling a personal story, you allow yourself to be approachable and open to hearing what is going on in their lives, which in turn gets the students to open up to you. In addition, sharing a personal story about yourself or someone you know not only gets them thinking about a situation in their own life, but it also opens the door for them to relate to you, which in turn helps to develop a connection. Once the connection has been made, you will be surprised how they open up to you, and thus trust is formed. Once a level of trust has begun, you will find that the students will be more inclined to open up to you so that you can truly help guide them through the challenges that they might be facing currently or that they may come to face at some point in their lives. For that reason, we focus on allowing students to grow through their own self-realization while being guided with a solid foundation toward achieving success.

Who do we serve?

Our program is designed to reach ALL types of students in any school setting with all types of learning styles. We work with Private and Public schools, Law Enforcement, Homeschool Associations, After School Programs, Athletes/Coaches, LD/ADHD and Dyslexic students.

MLMPI Team

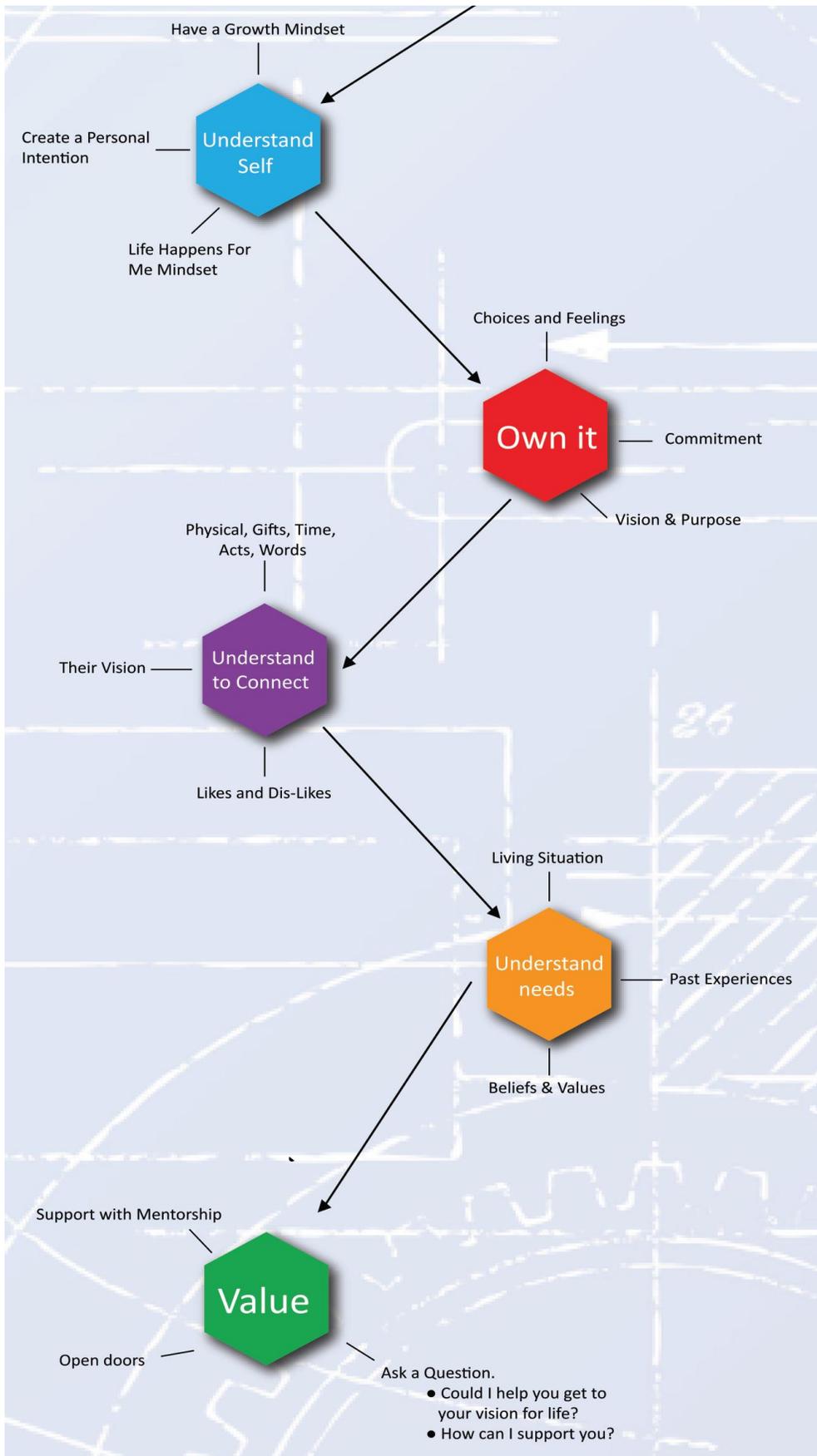


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- President MLMPI
Prep Academy
- MMA/WWE
Wrestler
- Deputy ARK Sherriff



Jennifer Kramer,
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- Curriculum Developer
- Operations, IRB
- Lead Trainer
- Superintendent
MLMPI Prep Academy

5 Key Steps



Lesson Structure & Overview

The overall structure is designed to create an inspiring, stimulating, and imaginative learning environment where children can learn to use a set of tools and skills that can be applied in any area of life. Each lesson is designed to be approximately 20-30 minutes with class discussion online or on paper.

Unit and Individual Lesson Structure:

- ✓ Objective
- ✓ Purpose
- ✓ Connection
- ✓ Lesson
- ✓ Activity

Scope & Sequence

Week 1:

Pre-Assessment (before begin the first day's material)

Vision for Life: "What"

Week 2:

Purpose for Life: "Why"

Week 3:

Mission for Life: "How"

Week 4:

Build your Team

Week 5:

Commit to your life

Post-Assessment

Skills

- ✓ Instill Motivation & Focus
- ✓ Build Self- Esteem
- ✓ Foster Responsibility & Accountability
- ✓ Increase Self Awareness

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MLMPI Support Team



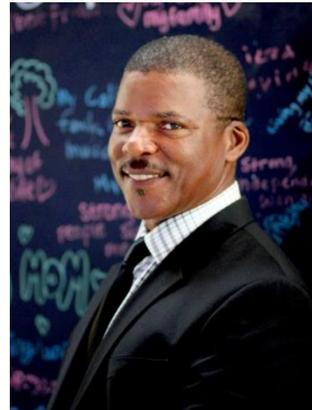
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