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 and communities. We have found that by creating a dynamic culture within an organization, school, department 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 SEL Prevention 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.

WHAT IS GPS FOR SUCCESS

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).

ADDITIONAL RESOURCES

Website: [www.gpsforsuccess.org](http://www.gpsforsuccess.org)
What is GPS for SUCCESS? [https://youtu.be/ZY-03kbCgxc](https://youtu.be/ZY-03kbCgxc)
Training: [https://youtu.be/R0ha3p45Fig](https://youtu.be/R0ha3p45Fig)
Youth: [https://youtu.be/xjBOZeljL3o](https://youtu.be/xjBOZeljL3o)
Article: [https://floydcountypolicedept.wordpress.com/2020/05/29/gpsforsuccess/](https://floydcountypolicedept.wordpress.com/2020/05/29/gpsforsuccess/)

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SUMMARY OF DATA

Below are some results from a 2019 data collection in three states utilizing an Internal Review Board (IRB) with The College of William and Mary 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 and 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.

Published Articles:
https://journals.sagepub.com/doi/10.1177/2156759X211050414
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, Homeschool Associations, After School Programs, Athletes/Coaches, churches, community organizations, and academic challenged students.

MLMPI TEAM

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

Jennifer Kramer,
M.Ed.
- COO MLMPI
- Curriculum Developer
- Operations, IRB
- Lead Trainer
- Superintendent MLMPI Prep Academy

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 30-45 minutes with additional class discussion online or on paper.

Unit and Individual Lesson Structure:
*Objective  * Purpose  * Connection  * Lesson  * Extention Activites

SCOPE & SEQUENCE

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<thead>
<tr>
<th>Week 1:</th>
<th>Pre-Assessment (before begin the first day’s material)</th>
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<tbody>
<tr>
<td>Vision for Life: “What”</td>
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<tr>
<td>Week 2:</td>
<td>Purpose for Life: “Why”</td>
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<td>Week 3:</td>
<td>Mission for Life: “How”</td>
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<td>Week 4:</td>
<td>Build your Team</td>
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<tr>
<td>Week 5:</td>
<td>Commit to your life</td>
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<tr>
<td>Post-Assessment</td>
<td></td>
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SKILLS

- Instill Motivation & Focus
- Build Self-Esteem
- Foster Responsibility & Accountability
- Increase Self Awareness
MLMPI SUPPORT TEAM

Dr. Allison Spargo
Ph.d, LPC
- Licensed Counselor
- Research Coordinator
- Implementation Specialist

Brittney Lozano
- CEO My Life My Brand
- IRRM
- Board MLMPI Prep Academy

Henry Lozano
- Co-CEO
- International Red Ribbon Movement

Jeffery Lumadue
- AZ Officer
- School Resource Officer
- MLMP Trainer

Ed Massey
- Licensed Lawyer
- Kentucky State Representative
- Former President of School Board Association
- MLMPI Consultant

Michael Williams
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- MLMP Trainer
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- Professional Speaker