

2009 Data Report

THE INSTITUTE
FOR STUDENT
EMPOWERMENT



DATA REPORT 2009

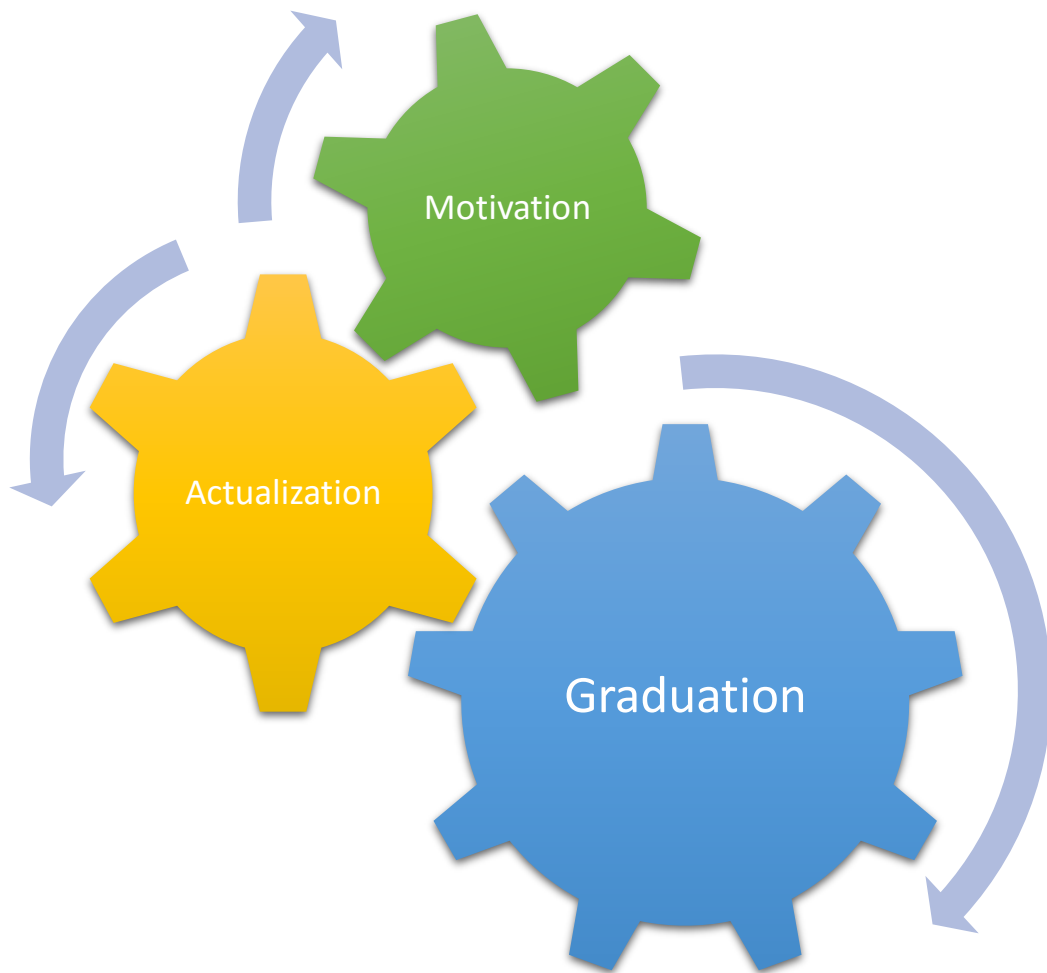


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I. Data Overview

The Institute for Student Empowerment, provides specialized training to students and teachers, throughout the Omaha Public School District (OPS).

Through a partnership with OPS, the Institute has provided programming to more than 2,500 middle and high school students since 2007. The Institute's staff has also conducted workshops and seminars for teachers and parents.

The Institute has collected data through a variety of methods including surveys, questionnaires, written testimonials, pre and post-tests, focus group discussions, and interviews. The program surveys, observations, questionnaires, focus group discussions, and student grade records were the major sources of data for this study.

II. Data Narrative

The Institute currently provides two different programs within Omaha Public Schools: The Student Empowerment Program (SEP) and the Winning Is Normal Program (W.I.N.)

A. Student Empowerment Program (SEP) (1) Program Narrative

The Student Empowerment Program assists disproportionately affected youth stay in school, actively participate in their education, and graduate from high school. The program is designed to strengthen the critical thinking/problem-solving skills in students, requisite for connecting a quality education to their future well-being.

Through a partnership with Omaha Public Schools the SEP provided services to more than 200 students over the 2007-08 school year. Of those served, 98% remained in school the full school year and 85% of the seniors graduated. For the 2008-2009 school year, numbers served grew to over 1,155 students.

The program features the "Saggin' to Suits Project". This aspect of programming teaches young men the value of dressing appropriately. The aim is to get urban males to voluntarily pull up their pants and adorn professional attire.

The SEP, is designed to be implemented over the course of the school year. The program can be broken down into fewer weeks if necessary. Participants generally meet twice a week for one hour.

(2) SEP Data Snapshot

Numbers Served: 1,155

Demographic:

60% Latino	30% African American	10% Caucasian
55% Male	45% Female	80% Free/reduced lunch

2007-2008:

20%	8 th grade
30%	9 th grade
20%	10 th grade
10%	11 th grade
20%	12 th grade

2008-2009

10%	8 th grade
45%	9 th grade
41%	10 th grade
2%	11 th grade
2%	12 th grade

*The change of program setting from the 1st year to the 2nd also changed the numbers served for each grade level. SEP worked with more seniors in 2007-2008 as part of an after school program for students needing credit recovery to graduate. The focus for the 2008-2009 year was primarily in the critical area of transition from middle to high school when students decide to drop out.

Program Settings:

Classroom- Northwest High School

- LSAC (Life Skills Achievement Center) for the schools 9th and 10th graders on the verge of being expelled or reassigned to an alternative school.
- Ms. Woodside- 6th and 7th block 10th grade English classes

Seminar and Lunch group sessions- South High School

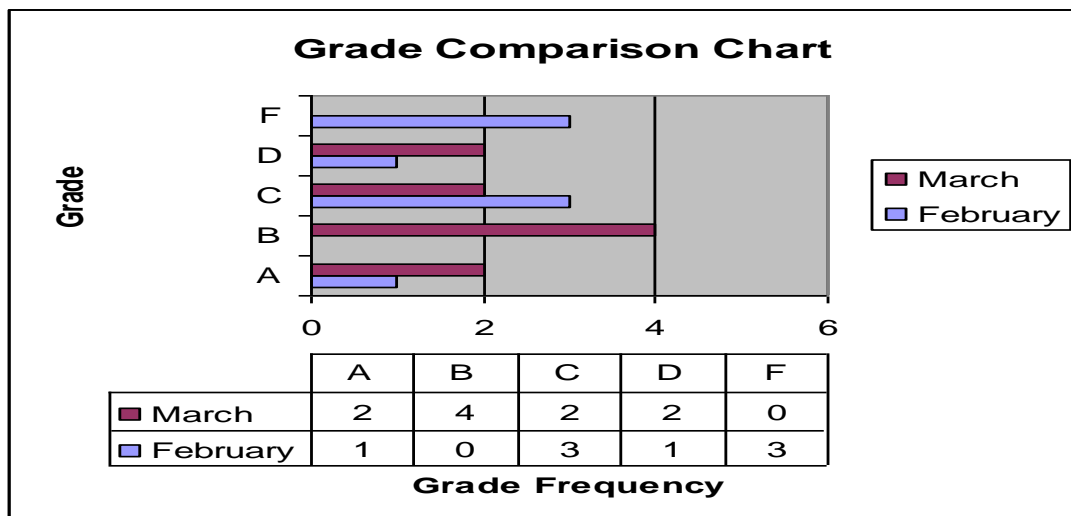
- The 9th and 10th graders were divided into four groups each to attend 90 minute seminars. For those interested in a more in depth session, we provided six “lunch and learn” sessions per grade.
- **61%** of the participating students said they would attend SEP if it was offered as program option at South High School.

(3) Specific Data Collected and Results

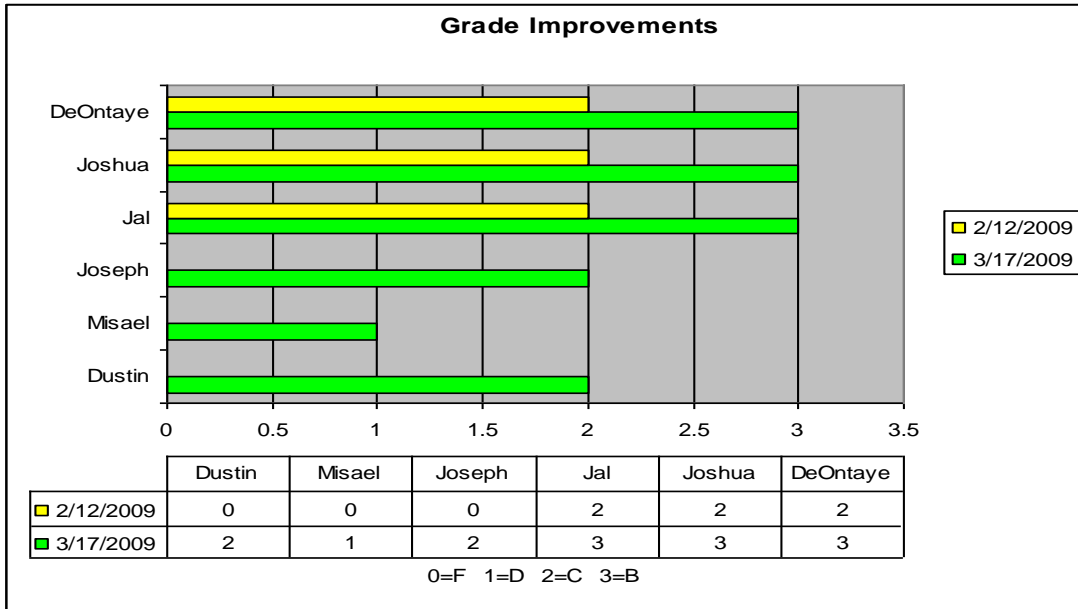
SEP CLASSROOM SETTING-

For the classroom setting of the SEP Program, student grade reports and teacher surveys are the methods of data collection used for this portion of the report. Two progress reports were compared. After viewing the first progress report, we included motivational and inspirational programming that motivated students to improve their grades, and become more college ready.

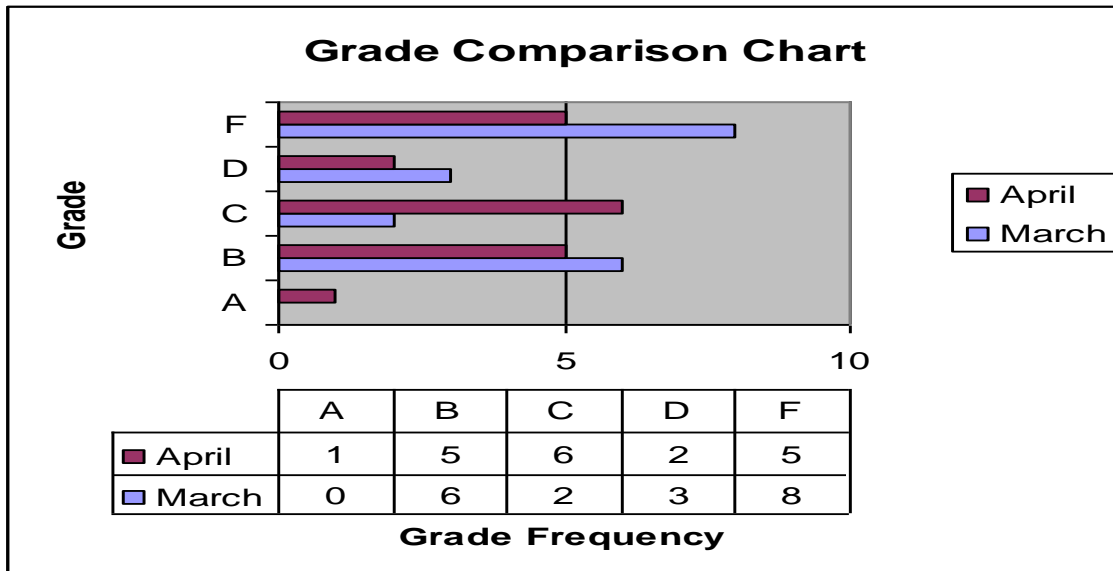
LSAC- In March, **100%** of the LSAC students participating in the Student Empowerment Program were passing the course as opposed to February when only 63% were passing. Of those passing in March, **80%** earned a C or better.



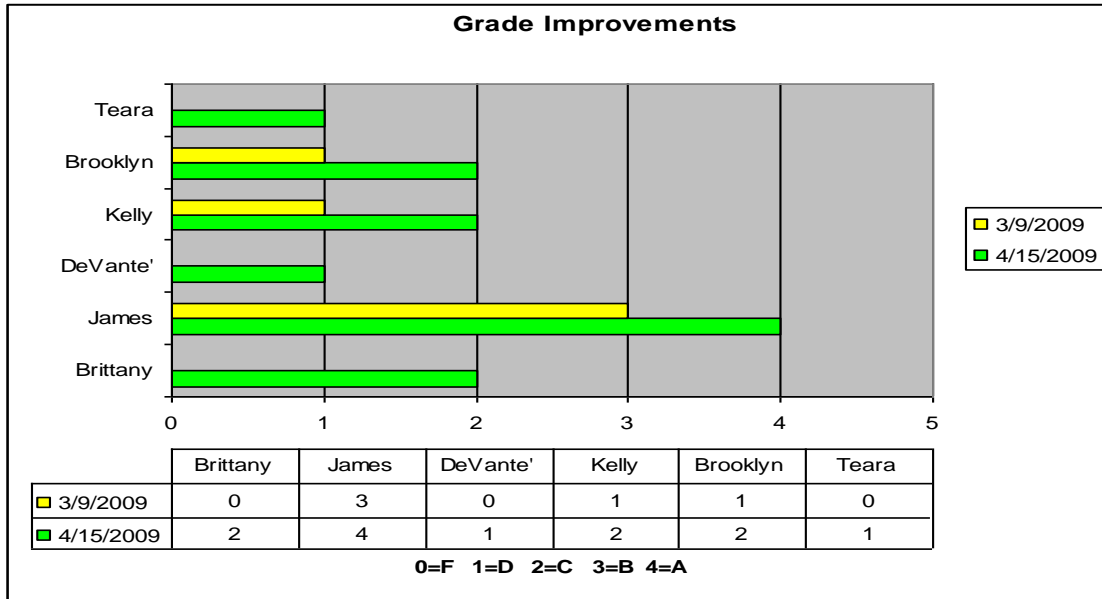
80% of the LSAC students participating in the Student Empowerment Program improved their grade by at least one letter grade. Of those with improved grades, **38%** moved from failing status (F) to being eligible to earn the course credit with a D or above.



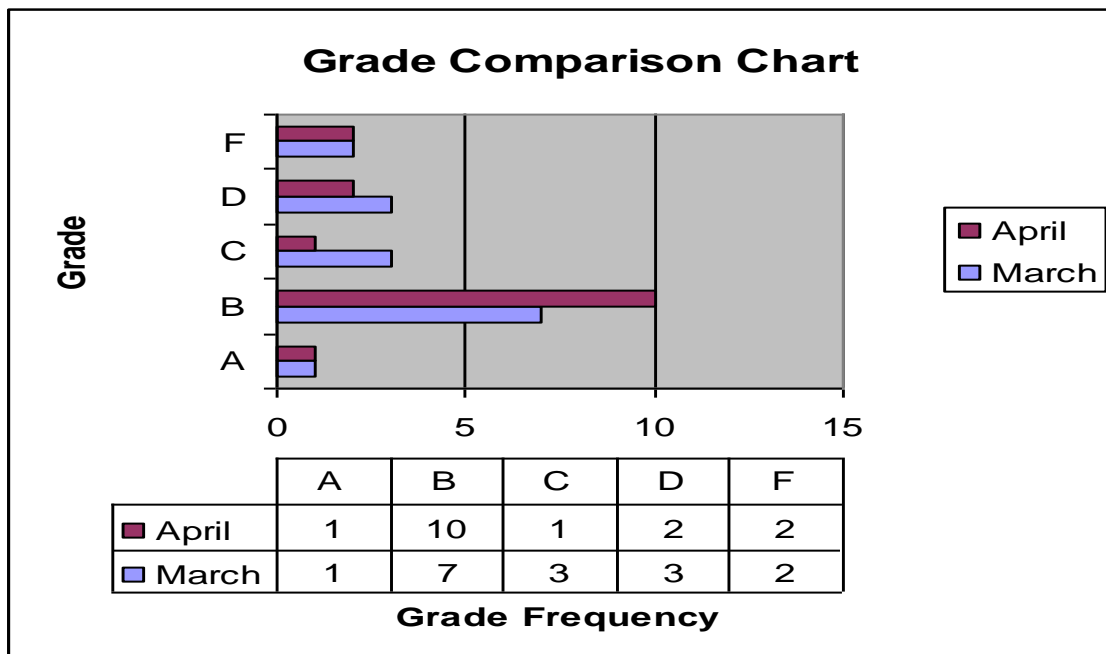
Ms. Woodside (6th block class)- In April, **74%** of the students participating in the Student Empowerment Program were passing the course as opposed to March when only **58%** were passing. Of those passing in April, **63%** earned a C or better as opposed to March with **42%** earning a C or better.



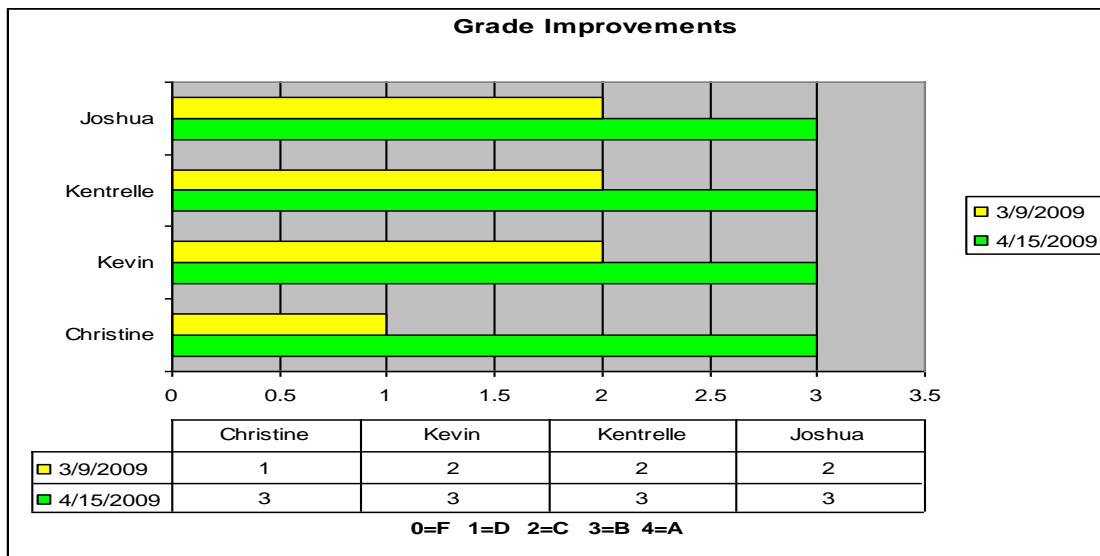
Overall, the failure rate from March to April decreased by **15%**. The rate of students barely passing with a D decreased by **5%**. Students earning a C or better increased by **20%** from March to April. **32%** of the 6th block students participating in the Student Empowerment Program improved their grade by at least one letter grade. Of those with improved grades, **50%** moved from failing status (F) to being eligible to earn the course credit with a D or above.



Ms. Woodside (7th block class)- In March and April, **88%** of the students participating in the Student Empowerment Program were passing the course. Of those passing in April, **69%** earned a B or better as opposed to March with **50%** earning a B or better.



Overall, the rate of students barely passing with a D decreased by **6%**. Students earning a B or better increased by **19%** from March to April. **25%** of the 7th block students participating in the Student Empowerment Program improved their grade by at least one grade level.



Teacher survey results: Mrs. Woodside and Major Tobin were surveyed to determine their opinions about the impact of the SEP.

LSAC- The results for this class are most profound because these are the most at-risk students in the 9th and 10th grades. All of the students in the LSAC class are there because of the deviant behavior displayed resulting in being placed in the LSAC room as an opportunity to develop their life skills and critical thinking. By doing so, they may transition back into the regular school population as opposed to be expelled or reassigned.

Major Tobin strongly agreed in that SEP is a help in his classroom and that the students like to participate in SEP. He agreed that overall student behavior has improved, students refer to the information from SEP during the classes when SEP is not taught, and that the students have shown improvement in problem solving.

*Written comment- Students seem to enjoy this program and are willing to share.

Ms. Woodside- Even though the two classes are mainstream 10th grade English, the results are significant because the recorded observations of the class support the positive changes indicated in the survey. Ms. Woodside also strongly agree that SEP is a help in her classroom and the students like to participate in SEP. She agreed that overall students show improvement in problem solving and they refer to the information from SEP during classes when SEP is not taught.

*Written comment- Coordinates well with my plan of helping to develop leadership skills. I incorporate writing assignments as a follow-up or stories with the same themes [as those taught in SEP].

SEP SEMINAR SETTING-

For the seminar setting of the SEP Program, student surveys and written testimonials are the methods of data collection used for this portion of the report. The survey was designed based on the 40 Developmental Assets created by the Search Institute. Because of its basis in research and its proven effectiveness, the Developmental Assets framework has become the single most widely used approach to positive youth development in the United States.

The results show that one 90 minute session of SEP has a great impact on the success of students based on the 9 specific internal developmental assets.

The following chart shows the cumulative responses from the attending 9th graders to each question asked on the survey.

South High Survey Data- Freshmen

<i>After participating in the Student Empowerment Program:</i>					
	Agree	Strongly Agree	Disagree	Strongly Disagree	N/A
Q1: I am motivated to do well in school.	48%	39%	4%	3%	6%
Q2: I am actively engaged in learning by paying better attention in class.	55%	29%	8%	3%	5%
Q3: I am more focused on getting good grades.	43%	38%	10%	2%	7%
Q4: I am encouraged to stay in school and graduate.	33%	55%	3%	2%	7%
Q5: I understand that I must accept and take responsibility for my own actions.	44%	46%	3%	3%	4%
Q6: I understand that risky behavior or bad decisions can have a negative impact on my future.	43%	46%	4%	2%	5%
Q7: I am making more positive choices	54%	29%	4%	3%	10%
Q8: I am better able to resist negative peer pressure and dangerous situations.	45%	31%	7%	2%	15%
Q9: I try to resolve conflicts nonviolently.	44%	28%	12%	4%	12%
Q10: I feel I have greater control over "things that happen to me".	51%	28%	8%	2%	11%
Q11: I know my life has a purpose	40%	46%	4%	2%	8%
Q12: I am optimistic about my personal future.	42%	40%	5%	2%	11%

The following chart shows the specific internal developmental assets addressed and the overall response of the 9th graders.

(Internal) Developmental Assets Addressed	Agree	Disagree	N/A
Commitment to Learning: <i>Achievement Motivation (Q1, Q3, Q4)</i>	85%	8%	7%
Commitment to Learning: <i>School Engagement (Q2)</i>	85%	10%	5%
Positive Values: <i>Responsibility (Q5)</i>	90%	6%	4%
Social Competencies: <i>Planning and Decision Making (Q6 & Q7)</i>	86%	7%	7%
Social Competencies: <i>Resistance Skills (Q8)</i>	75%	10%	15%
Social Competencies: <i>Peaceful Conflict Resolution (Q9)</i>	72%	16%	12%
Positive Identity: <i>Personal Power (Q10)</i>	79%	10%	11%
Positive Identity: <i>Sense of Purpose (Q11)</i>	86%	7%	7%
Positive Identity: <i>Positive view of personal future (Q12)</i>	81%	8%	11%

FRESHMEN			
	Agree	Disagree	N/A
Overall Response Analysis	83%	9%	8%

Overall, **83%** of the 9th graders participating in the seminar agreed that SEP encourages development and influences student recognition of the internal developmental assets researched extensively by the Search Institute as necessary components for student success.

The following chart is the response from the attending 10th graders to each question asked on the survey.

South High Survey Data- Sophomore					
<i>After participating in the Student Empowerment Program:</i>					
	Agree	Strongly Agree	Disagree	Strongly Disagree	N/A
Q1: I am motivated to do well in school.	52%	45%	1%	0%	2%
Q2: I am actively engaged in learning by paying better attention in class.	57%	26%	8.5%	0%	8.5%
Q3: I am more focused on getting good grades.	49%	39%	2%	1%	9%
Q4: I am encouraged to stay in school and graduate.	42%	55%	1%	0%	2%
Q5: I understand that I must accept and take responsibility for my own actions.	50%	45%	1%	1%	2%
Q6: I understand that risky behavior or bad decisions can have a negative impact on my future.	49%	40%	5%	1%	5%
Q7: I am making more positive choices	49%	30%	9%	1%	11%
Q8: I am better able to resist negative peer pressure and dangerous situations.	46%	30%	2%	1%	20%
Q9: I try to resolve conflicts nonviolently.	44%	25%	11%	5%	15%
Q10: I feel I have greater control over "things that happen to me".	43%	30%	11%	5%	11%
Q11: I know my life has a purpose	44%	45%	1%	4%	6%
Q12: I am optimistic about my personal future.	38%	44%	2%	0%	16%

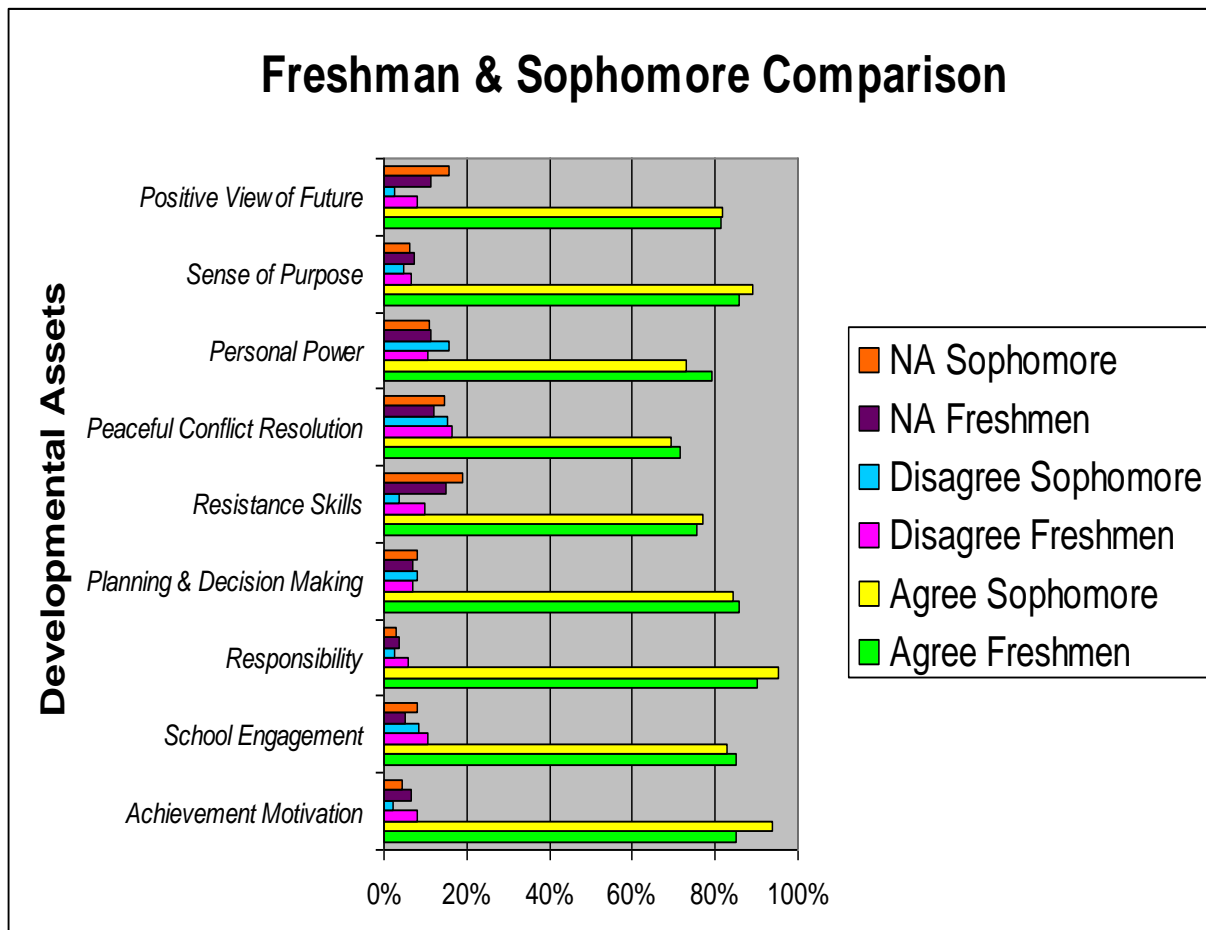
The following chart shows the specific internal developmental assets addressed and the overall response of the 10th graders.

(Internal) Developmental Assets Addressed	Agree	Disagree	N/A
Commitment to Learning: <i>Achievement Motivation (Q1, Q3, Q4)</i>	94%	2%	4%
Commitment to Learning: <i>School Engagement (Q2)</i>	83%	9%	8%
Positive Values: <i>Responsibility (Q5)</i>	95%	2%	3%
Social Competencies: <i>Planning and Decision Making (Q6 & Q7)</i>	84%	8%	8%
Social Competencies: <i>Resistance Skills (Q8)</i>	77%	4%	19%
Social Competencies: <i>Peaceful Conflict Resolution (Q9)</i>	70%	15%	15%
Positive Identity: <i>Personal Power (Q10)</i>	73%	16%	11%
Positive Identity: <i>Sense of Purpose (Q11)</i>	89%	5%	6%
Positive Identity: <i>Positive view of personal future (Q12)</i>	82%	2%	16%

SOPHOMORES			
	Agree	Disagree	N/A
Overall Response Analysis	85%	6%	9%

On average, **85%** of the 10th graders participating in the seminar agreed that SEP encourages development and influences student recognition of the internal developmental assets researched extensively by the Search Institute as necessary components for student success.

The following chart shows a comparison between the 9th and 10th grade responses to the survey.



The results show that even though there is a grade difference, the positive impact of SEP on both grade levels is consistent with only a 2% difference

(9th = 83%, 10th = 85%) in agreement between the 9th and 10th graders.

Student Written Testimonials

Question asked: What do you think about the Student Empowerment Program

- I think that the program is good and I believe that it could cause more students to graduate. Also, I think it makes peoples future brighter.
- I think it was a good presentation I've learned a lot. And I think it helped a lot of students, and I think they should do it again.
- I think that it help me make a better choice to think about life.
- I think it's an important event for students to attend, more for the fact that it helps students to reflect on their own life at their current status.
- I liked it! It was very motivating. I have always tried my hardest, but I think Wes Hall did motivate those students that weren't as motivated. I think he gave them a purpose to do good.
- It was cool. I liked it. Plus he had good advice.
- I think it was good. It's good to have somebody do a reality check on students who think the world revolves around them.
- I enjoyed this program because I think it motivated everyone to stay and to try harder in school. I believe we all have the abilities to do good in school but it all depends on how much you've been inspired by others.
- I think it could be very beneficial to a lot of students. It could bring a great change to South High.
- I think that it will be a good experience and will help people empower theirselves.
- He speaks the truth
- He motivated us to do better and look at life in a positive way!!
- I can learn new things and make better decisions in life and have a good future.

- I thought it was cool. As well as very interesting. Wes Hall was a very motivational speaker.
- I really think it was a good idea for him to come because he made me think different he made me make positive choices.
- I think it's a good way to encourage students to do well in school.
- I think that it was very inspiring. The talk made me want have a better future and to be someone in life.
- A lot of things he talked about happened in my life. I loved the fact that he was able to connect with us on a high level.
- I think it is good because it helps people that think they are not living a good life that they can have a good future if they use there talent.

B. Winning Is Normal Program (W.I.N.)

(1) Program Narrative

In 2008, The Institute was approached by the Assistant Principal of Northwest High School, to create an after-school program that would help students who were struggling academically. The desired program would enable students to meet and work with a select group of teachers, with whom, the students could ask questions and receive additional homework assistance.

The Institute's staff coordinated a leadership team for the school consisting of seven teachers, and the Assistant Principal. The team met for seven weeks and created documents, schedules, and a name for the program. The final name for the program was created by the Institute's staff. All agreed, "Winning Is Normal" (W.I.N.) was the best name for all intended purposes.

W.I.N. is a learning opportunity to promote student accountability through academic coaching and homework assistance with an emphasis on study habits and organizational strategies. The program promotes a positive environment, where students feel safe to speak freely about academic challenges and receive one-on-one instruction from a specialize teacher.

The novelty of the W.I.N. program is affording students the opportunity to interact with different teachers representing the same subject matter. Research revealed, some students perform better with a teacher other than their primary. Teachers were hand selected to ensure the right fit for the program. Some of the basic criteria included, being able to work with students who

come from diverse backgrounds, and the ability and desire to work with students who exhibit minimum challenging behavior.

In November 2008, the program began with seven teachers and 25 students. Students and teachers met in the library. The positive effects of the program were immediate. Soon the library filled to capacity with students wanting help from the select group of teachers (capacity was 40 students). Below you will find data compiled from student's use of the program.

(2) W.I.N. Data Snapshot

Numbers Served: 300

Homework Completion rate: **70%** of the students participating completed at least one assignment on the days they attended. Another 25% received the help necessary to complete the assignment at home.

Assignments Completed: **760**

Days of service: 53 (Nov. 11-May 7)

Demographic:

46% African American	44% Caucasian	10% Latino
55% Female	45% Male	

2008-2009

33%	9 th grade
26%	10 th grade
35%	11 th grade
6%	12 th grade

Average # of students/day: 20

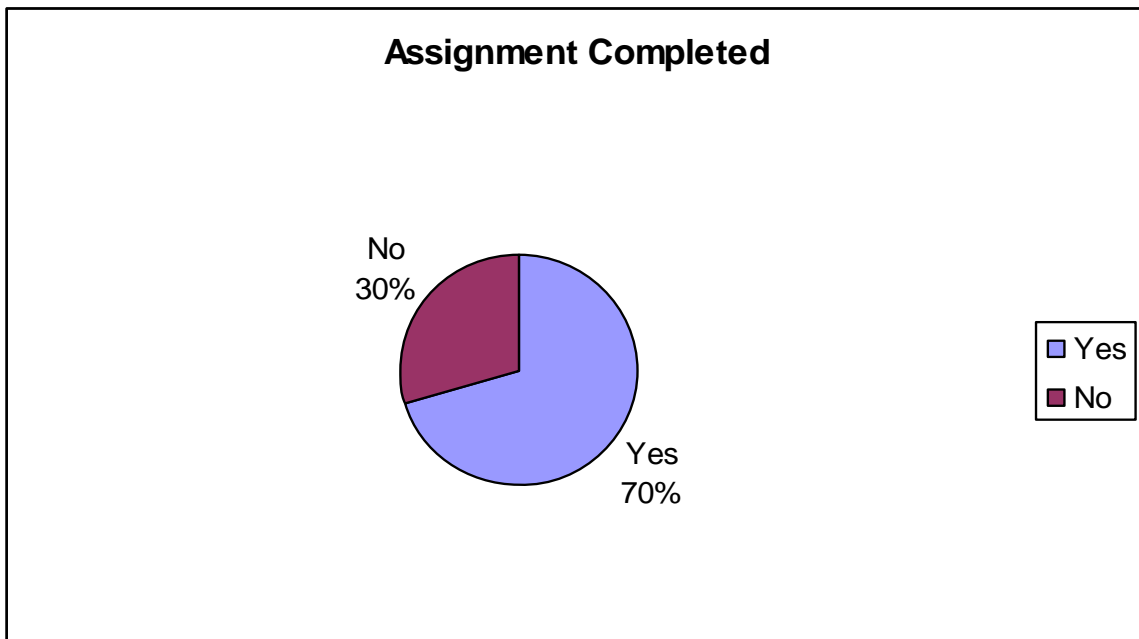
Average teacher to student ratio: 1 to 5

Average minutes worked/student: 35 minutes

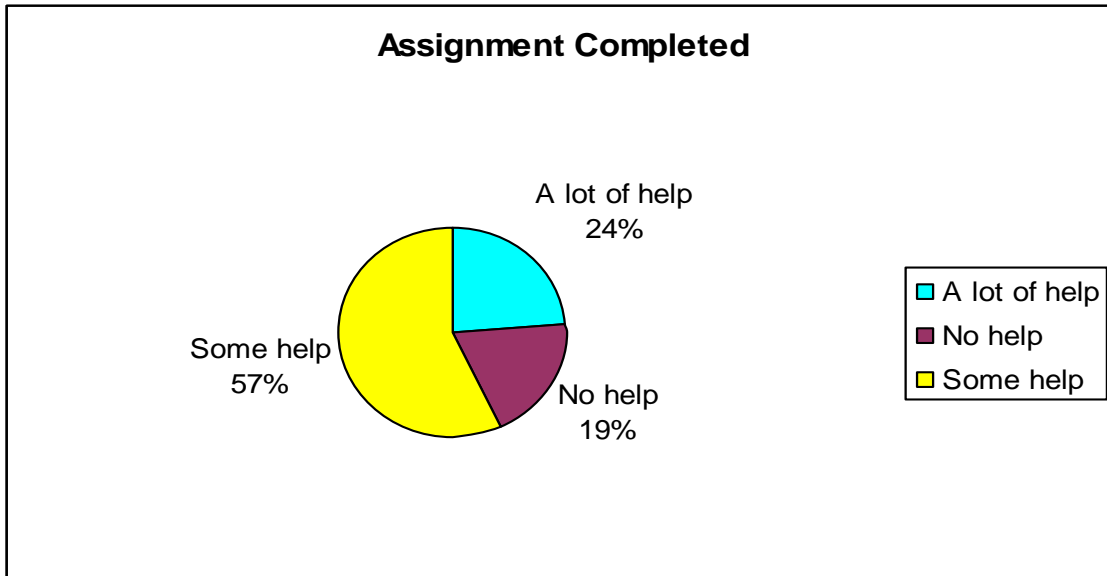
(3) Specific Data Collected and Results

Students participating in the W.I.N. Program are asked to complete a student progress report each day they attend to measure if the student was referred to W.I.N. by a teacher or if they came on their own, which subject areas the students needed assistance with, the level of assistance needed, minutes they worked on the assignment, and if the student completed the assignment(s) they worked on. The academic coaches are also asked to complete a similar report for each student they assisted. Some students also completed a survey and teachers who referred students to the program provided written testimonials.

The following chart shows the percentage of students responding that they completed their assignments.

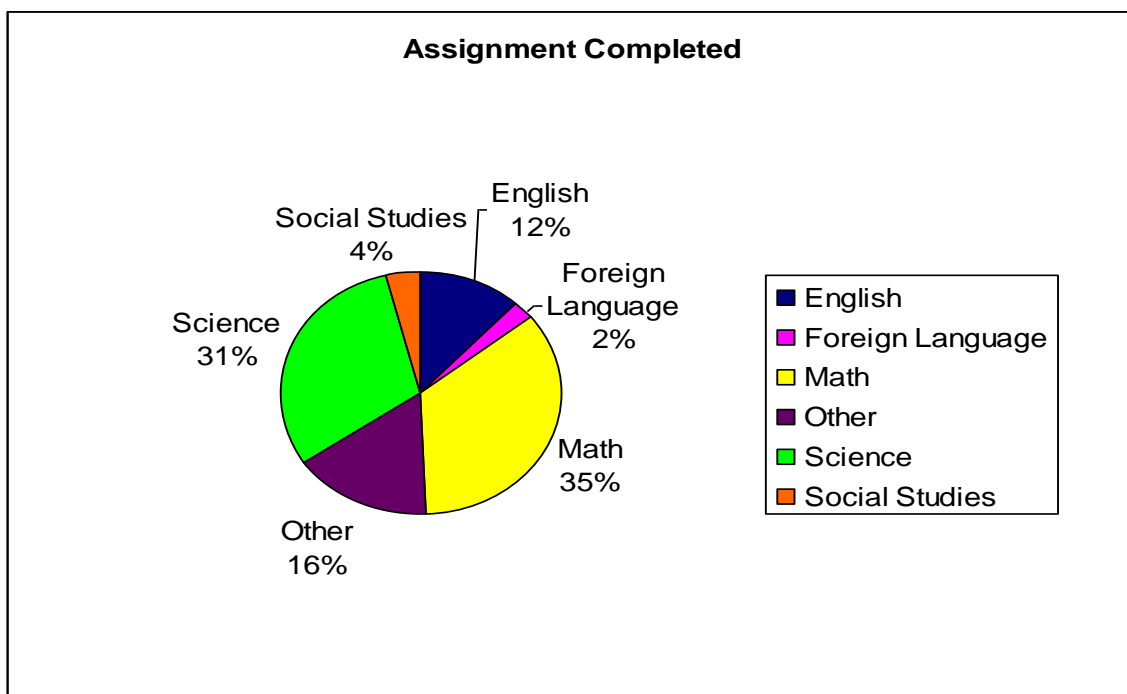


The following chart shows the average amount of assistance necessary according the student and coach reports.



The data shown in the above diagram speaks to the necessity of having the W.I.N. Program in place. 24% of the students participating needed a lot of help with 57% needing some help. An estimated 245 students received the academic coaching they needed to complete their assignment and the remaining students not in need of help were provided a positive learning environment conducive to completing their homework.

The following chart represents the subject areas students required assistance.



The following table shows the student responses to the questions from the survey.

Northwest W.I.N. Survey Data					
<i>In the W.I.N. Program:</i>					
	Agree	Strongly Agree	Disagree	Strongly Disagree	N/A
Q1: The teachers at the W.I.N. Program are there to help me	20%	77%	0%	0%	3%
Q2: I get the help I need when I come to the W.I.N. Program	29%	68%	0%	0%	3%
Q3: I feel more confident about school when my homework is completed and handed in	19%	65%	0%	0%	16%
Q4: W.I.N. helps to me to do my homework more frequently	26%	55%	0%	3%	16%
Q5: My grades have improved because I complete my homework in the W.I.N. program	13%	55%	3%	0%	29%

Teacher Written Testimonials

- Students that were motivated enough to come to WIN and complete assignments gained points for the papers and a better understanding of the materials. They naturally did better on the upcoming tests, which improved their overall grade in my course. Donna Ross
- I had less missing assignments so therefore the grades have improved. I believe that the program worked for the students that showed up and did their work. Carla Jones
- It was a great opportunity to boost student confidence and productivity. I had several students raise their grades up to 40%. :-) Kerri Molczyk
- Last semester when many students needed extra time to complete a research paper in English, the WIN program gave them that extra structured research and writing time, helping them to get their assignments turned in. Alyssa Schuettler

III. Data Summary

The data collected for the SEP and W.I.N. programs speak to the efficacy and necessity of the services provided by the Institute. The numbers served by SEP for the 2008-2009 school year is almost six times greater than the previous year. The surveys show that one 90 minute SEP seminar is on average 84% effective in instilling 9 specific internal assets declared by the Search Institute as critical to the student success. According to the Search Institute, surveys of almost 150,000 students in grades 6–12 reveal that assets are powerful influences on adolescent behavior. Regardless of gender, ethnic heritage, economic situation, or geographic location, assets both promote positive behaviors and attitudes and help protect young people from many different problem behaviors. The SEP survey data from South High School shows that regardless of grade level, gender, ethnicity, or socio-economic status the program is effective in motivating students to stay in school and graduate and make more positive choices in life.

The W.I.N. Program with 300 participants in the first year has served more students in less than one full school year than 95% of all school based after-school programs in Omaha Public Schools have served for a full school year. Other programs in the building brought their participants to the W.I.N. Program to receive academic coaching. 53% of the students surveyed stated they come to W.I.N. because they like the work environment. Research supports the necessity of creating a positive learning environment in order for students to thrive.

IV. Future Outlook

The data results for 2008-2009 were greater than anticipated. Our continued partnership with Omaha Public Schools provides opportunity to increase numbers served for the 2009-2010 school year. We are looking to providing programming via podcasts and video conferencing, which will further expand our reach in the district and in other districts, as well.

Student Testimonials

“So far, I have learned about the importance of life and how to live it: how to get jobs when I get older. This class is different because we get to go on field trips, learn about prominent men of color, and see and meet people I have never seen before.”

- Anthony Naimie

“The most interesting thing I have learned in the Greatness Academy is how not to chase money but to have money chase me. Greatness Academy is different from my other classes because in Greatness Academy, we talk about how to do well in real life.”

- Ben Simpson

“The most interesting thing I’ve learned in Greatness Academy is how to attract money to me instead of chasing money: be a money magnet. I have learned what I need to do to be successful. The Greatness Academy is different from being in other elective classes because it is a real life experience class that helps you learn about real life.”

- Orlando Blair

“So far, the most interesting thing I’ve learned in Greatness Academy is leadership and the importance of education and making smart moves to become successful. Greatness Academy is different than other classes because it is about real life, and what it takes to be successful. It’s 100% interesting and never gets boring.”

- Goar S. Choar

“What I have learned is to be a better person and don’t be a follower. Also, I have learned about good people who had a bad childhood but still succeeded in life. Greatness Academy is a better class because it’s better, fun, exciting, and we take great field trips. Also, it is different from other classes because I don’t want to sleep. I can’t wait till other classes are done so that I can go to this class.”

- Andrew Olvera

“One thing that I learned and that was most interesting was the first field trip to the 100 Black Men. I got to learn what it means to be a true man of color and how everyone will doubt you because of your skin color. It has been good to see the alternatives to living around violence and growing up in bad situations.”

- Ja’Taun Pratt

“The most important thing that I have learned is that information = money. So now, I feel that if something isn’t helping me to make money that it’s a waste of my time. I have learned how to

increase my chances to become successful. The thing about this class that is different from others is that I look forward to it because of the stuff we talk about.”

- Jalen Tate

“The most interesting thing that I’ve learned is to be successful. Don’t let anyone distract or take you away from your dream or goals in life. “Life is a game that we’re all trying to win.” Greatness Academy is different from other classes because we talk about things outside of school. We talk about reality and succeeding in the world. It’s not easy living in society now. The Greatness Academy is preparing us for the world.”

- Kevin Shelton

“The most interesting thing I’ve learned in the Greatness Academy has been how to become successful, and attract money to you rather than chase after it. I’ve learned how you can make money. The difference between Greatness Academy and other classes is that they teach you how to be successful. In this class, you’re having a conversation with the teacher and your classmates. You don’t have to just sit and listen like regular class.”

- Makoor Arop

“The Greatness Academy has taught me how to be successful. We discuss a lot of different topics. We discuss how we can become better people.”

- Matt Mamer

“I think the Greatness Academy is a different class because instead of teaching you a subject, it teaches you about yourself and life. Greatness Academy is a necessary class because it teaches you how to better yourself and deal with future problems. I think the most interesting thing I learned in this class is that nobody will or can treat you better than yourself.”

- Doreal McGraw

“The most interesting thing I’ve learned in Greatness Academy is how to get money, how to be successful and positive. Never chase money. Make money chase you by investing in yourself. Greatness Academy is different from my other classes because it teaches you life skills and what you need to be successful in life and take control of your future.”

- Gerald Grimes

“The most interesting thing I’ve learned in the Greatness Academy is self value because it has helped me to learn more about myself and self control. Most importantly, that anyone can make something out of themselves. Greatness Academy is a different class because it teaches you about life setting goals. Also, we talk about getting ready for the future and the values about money, life, and respect.”

- Caleal Walker

“The most interesting thing I’ve learned in the Greatness Academy is self-discipline. I learned that self discipline will take me farther in life than anything. This class is different because it’s a class that you don’t just sit there and take notes. We talk and we can have input or even drive the discussion.”

- Brandon Johnson

The Institute's Pilot Program
is upgraded to an elective

Omaha South High Magnet School

Information Technology & Visual and Performing Arts

4519 South 24th Street
Omaha, NE 68107

402.557.3600
402.557.3639 FAX



Dear Mr. Hall -

I want to thank you for your three years of work and programming at Omaha South High Magnet School. Your Greatness Academy and Win Program have clearly added to our growth and success. I am pleased to announce that South High Magnet School has grown in student population at a greater rate than any other school in the district, and our AYP data has shown improvement, as well. I believe your organization's programming has been a contributor to our tremendous growth.

After a careful review of the data gathered from our student population by your organization, we have decided to offer your program as an elective course as part of our fall offerings. We have assigned one of our social studies faculty to teach the course. We look forward to you acting as a consultant to the program, advancing as an even more intense learning opportunity for our students.

Please contact Mrs. Julie Johnson to discuss the purchase of your curriculum/study guide and other resource materials needed for the course. Again, thank you for your commitment to the students and faculty at Omaha South High Magnet School. We look forward to a long and "Empowering" relationship with you and your organization.
Sincerely,

Cara Riggs, Principal
Omaha South High Magnet School

Dear Mr. Hall,

The Student Empowerment Program/Greatness Academy elective is having a positive and transformative impact on our students. The course currently serves students in grades 9-12. This year's class is an all-male student class. We decided to separate students based on gender based on the idea that the understanding of the content is critical to at-risk youth and that mixed gender classes could potentially provide an opportunity for distractions in the receiving of such critical information.

The curriculum has been keenly constructed to provide the teacher with both structure and flexibility. With all the holistic elements of the course, one principle has been found to be unwavering: money motivates! It has been incredible to watch the students make the correlation between information and money. After continual reinforcement of the principle that their academic success in the present will result translate into their financial wellbeing in the future, I have seen a transformation in my students.

I must admit that I wasn't sure how the class would respond to such an innovative approach to motivating. I feared that students might be distracted by money in the classroom. I worried they might try to "play the system" in order to get their hands on a dollar or two. Oh how I was mistaken! After being introduced to the idea that they could attract money by acquiring information instead of chasing after it, I could see it in their faces that they wanted to become "money magnets".

There is no mistaking the impact of Student Empowerment Program. It is staggering to look at the difference in the classes I teach between my Greatness Academy and the other classes I teach. Attendance is higher. Tardiness is lower. There are fewer missing assignments, and the energy and motivation in the classroom is palpable. I would like to offer you my gratitude for your profound contribution to the effort to work with inner city, at-risk youth. Sincerely,

Terrence D. O'Donnell

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