



**Pride and Respect Opportunity School
PROpS
2008 Year End Report**

The Pride and Respect Opportunity School (PROpS) completed its sixth full school year on June 6, 2008.

PROpS was developed in partnership with Jackson County public school districts, the Jackson County Intermediate School District, Jackson County Family Court, Jackson County, community stakeholders and Highfields. PROpS has been in operation since April 2002 and was developed to provide treatment and academic support for Jackson area youth who were expelled from school due to violating Michigan Zero Tolerance Laws. Youth expelled under Zero Tolerance Laws typically cannot reenroll in a Public School for one year.

PROpS is nationally accredited by the Council on Accreditation of Services for Children and Families as a Day Treatment Program. The program affords youth and their families with the opportunity to continue their education while making the behavioral adjustments necessary to return to school without further expulsions.

PROpS:

- Provides individualized treatment and academic programming to admitted youth and their families.
- Prepares youth to successfully return to public school, and/or another educational setting that will result in their earning a diploma, GED or vocational certificate.
- Addresses with youth the social, emotional and behavioral issues that are barriers to being successful in school and in the community.
- Teaches youth pro-social skills that support improved school behavior and social functioning.
- Helps youth have a more successful educational experience, and a more positive and productive future.

2007-2008 Highlights

Academics and Curriculum:

- A. Academic Programming/Curriculum: The Math and Language arts curriculum remained largely the same as the past year (with a few minor changes and updates). New books were added to the literature collection. This year, Charlotte's Web, The Outsiders, Animal Farm, and Of Mice and Men were selected as readings to be utilized for the literature portion of the class. In addition to these classics, Roots and Gandhi were highlighted during the months of February and March as a part of African American History. Cinco De Mayo was utilized to explore the Mexican culture.

Students participated in journaling, free writing and responsive writing daily to enhance writing skills. In Math the Basic Math Skills curriculum, published by AGS, was utilized as a means to teach math skills that our students need in everyday use. This was supplemented by an individual math component that was tailored to each individual student's needs to give extra practice in areas identified as needing improvement.

- B. Student testing: Two students took the MEAP test and one student took the MME. The Wide Range Achievement Test was used on each student who entered the program.

Skill Building:

- A. Cognitive Behavioral Groups: Students participated in skill groups focusing on improved communication, problem solving, anger replacement, and moral reasoning. A cognitive-behavioral approach was used in providing these group programs. Focus was also placed on developing improved social skills through targeting those behavioral choices that could be barriers within school settings and at home. Groups were conducted daily.
- B. Behavioral Intervention: Staff began using the "Win, Win, Discipline - Cooperative Learning" through Kagan programs. Classroom formations were utilized, as were classroom debates to teach skills in promoting different view points and reasoning. In this process, there does not have to be a winner and a loser. Students also completed projects as a group which developed skills in getting along with others and compromise.
- C. Power Source: Students were able to utilize the stories of other students outside the program to develop ideas and responses to evaluate their own moral reasoning. Students worked through worksheets and group discussions.
- D. Portfolios: Again this year, students developed job portfolios. These included, developing a resume, mock job applications and interviews, reference lists, etc. A video was used as an additional learned tool for students to observe appropriate interviewing techniques and a "what not to do" experience.
- E. Recreational Activities: Students participated regularly in Highfields' Breakthrough program. The focus of many of these activities was to develop coping skills, team work and group processing. Large motor and other gym activities took place at the Calvary Methodist Church. These activities provided students the opportunity to gain gym credit, and learn the importance of physical activity and their body.
- F. CPCU checking: This year, Highfields collaborated with the CPCU credit union next door to the facility to provide hands on experience in learning to manage money. This activity occurred bi-weekly with instruction from the bank. All students graduated from this program with a certificate from the National Endowment for Financial Education. The bank representative noted that the PROPS students were the "best class" and her favorite class to come to.
- G. The Arts/ the Ella Sharpe Art program: PROPS students were given the opportunity to develop a greater appreciation of art through the Ella Sharp art program. An Ella Sharpe Park volunteer came to the PROPS center and brought painting supplies and canvas for the students and spent two days working on painting. Students had the option of then placing their artwork in the Art Alone program. This program was designed to highlight youth artwork in the area. A number of students created some remarkable pieces that were either put on display at the Art Alone program or at PROPS.

- H. Chicago: Five students and two staff took the Amtrak train to Chicago this year. They visited the Museum of Science and Industry and the Art Institute of Chicago. This trip allowed the students exposure to opportunities for personal growth and knowledge in an area outside of Jackson. This field trip was an example of cooperative learning, and promoted social learning skills and positive reinforcement.
- I. Family Interaction: Bruce Pickell, MA, continued to serve as the program's Family Liaison in an effort to increase the amount of family involvement, build a stronger bridge between the program, home and schools. Bruce maintained regular contacts with families in their homes and a monthly school visit with parents to review progress.

PROps 2007-2008 Outcome/Output Data:

2007-2008 Utilization by District	
daVinci Academy	7
Jackson Public Schools	10
Michigan Center	2
Northwest	3
Concord	1
Total	23
Comment:	
There were 17 new student enrollments in PROps during the 07-08 academic year. Six of the students enrolled during the previous school year. Of the six, three completed the program and the other three remain.	

2007-2008 Demographic Information	
Males:	20
Females:	3
Average Age:	14.7
Racial Composition:	20 White 3 African American
Average Grade at enrollment:	8.4
Comment:	
The average age at enrollment is slightly lower than last year. Because the program is designed to target the MS age student, the average grade appears to be in line with this objective.	

2007-2008 Reasons for Expulsion	
Possession of Weapons	7
Assault-adult	2
Assault-youth	8
Drug Possession/Use	4
Destruction of property	1
Threats of violence	1
Total	23
Comment:	
43% of youth entering the program were expelled due to assault.	

Outcome Data	
Completions (Prescribed Program):	13
Completion (Expulsion expired):	0
Total:	13
Withdrawals:	0
Returning Students Fall 2008:	5
Comment:	
Three students returned to their public school during the 07-08 academic year after completing the program. 10 additional students completed PROps 6/08.	

Historical Outcome/Output Information:

Utilization by School District		
School District	Utilization	Percentage
Columbia	0	0%
Concord	2	1%
Da Vinci	29	21%
East Jackson	6	5%
Grass Lake	2	1%
Hanover Horton	1	1%
Jackson Public	65	46%
Jackson Northwest	14	11%

Utilization by School District		
School District	Utilization	Percentage
Michigan Center	11	8%
Napoleon	4	2%
Paragon	1	1%
Springport	2	1%
Vandercook Lake	0	0%
Western	3	1%
Court	2	1%
Total	140	100%

Program Outcomes	
Number of Students enrolled	140
Completion Rate	73%
Reentered educational program	73%
Enrollment at 3 months	88%
Enrollment at 1 year	78%
Comment:	
Since 2006, 10 Students who completed PROPS went on to receive either a GED or a High School Diploma. 16 are enrolled at area public schools, 2 participated in Job Corp, and 3 moved out of state.	

Reason for Expulsion		
B/E	1	1%
Bullying	1	1%
Sexual Harassment	1	1%
Larceny	2	2%
Habitual Offenders	3	3%
Threats of Violence	13	9%
Drug Possession/Use	25	17%
Weapons	32	22%
Assault	Youth-40 Adult-22	28% 16%
Total	140	100%

Youth Demographics					
Gender	Male-107	77%	Racial Composition	White-93	67%
	Female-32	23%		Black-44	32%
				Hispanic-2	1%
Average Age (when enrolled)	April-June 2002	16	Average Grade (when enrolled)	April-June 2002	9.2
	2002/2003 SY	14		2002/2003 SY	8.5
	2003/2004 SY	15		2003/2004 SY	8.8
	2004/2005 SY	16		2004/2005 SY	9.7
	2005/2006 SY	16		2005/2006 SY	9.4
	2006/2007 SY	15		2006/2007 SY	8.5
	2007/2008 SY	15		2007/2008 SY	8.4
Average Age Total:		15	Average Grade Total		8.9

Report prepared by:

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