

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Outside In-Voyagers-Transitional Skills

Cohort Total: 17

SPEP ID: 171-T01

Selected Timeframe: Sep.1, 2016-Sep.1, 2017

Date(s) of Interview(s): Jul.17, 2017 & Jan.11, 2018

Lead County & SPEP Team Representatives: Bill Shultz, Allegheny Co. & Shawn Peck, EPISCenter

Person Preparing Report: Angela Work & Shawn Peck

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (350 character limit)*

Outside In is a nonprofit corporation based in Bolivar, Pennsylvania that provides services for youth and families. Outside In offers a continuum of care that includes both residential and nonresidential services with the goal to interrupt nonproductive behavior patterns and establish successful and positive development in referred youth. Upon entering Outside In, students are placed in one of two residential programs on the campus. The two programs offered at Outside In are Pathway to Recovery and Voyagers. The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. Through the use of two Transitional Skills Centers, all students at Outside In have the opportunity to regularly participate in independent-living skill enhancement, exploration of career interests and aptitudes, and vocational skill-building activities. The Transitional Skills Center also features 11 different hands-on modules, which introduce the students to real life experiences. The modules include Computer Graphic Design, Flight Simulation, Introductory Residential Wiring, CNC Lathe, CNC Mill, Digital Video Photography, Computer Problem Solving, Cabling Technology, Advanced Residential Wiring, Introductory Router and Design Program, and Advanced Router and Design Program. Youth that complete the Cabling Technology module receive a cabling certification, which can be used to obtain employment with companies such as Comcast. Outside In maintains a strong affiliation with the Pennsylvania Academic/Career & Technical Training (PACTT) Alliance. The above-mentioned facilities, curricula, and equipment are integral pieces of the overall commitment to fulfilling the requirements of the PACTT affiliation. Though the Transitional Skills service is not the same as the PACTT affiliation, the two go hand in hand. The PACTT affiliation requires Outside In to provide the students with a work study opportunity, 27 different soft skills competencies, and training. The soft skills competencies include: job searches/exploration of career fields, developing a transition plan, completing a resume and cover letter, mastering interview skills, and identifying and practicing conflict resolution. Work study programs are developed in concert with Transitional Skills Center staff. In these programs, students complete job applications, compose a resume and list of references, and engage in a formal interview process. If selected, students receive a formal letter of hire and applicable job description and must follow all requirements of the position to keep it. The students can also complete certifications in the following areas: OSHA 10, Pre-OSHA, Cyber Awareness, Job Readiness, and ServSafe®.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Job Related Training-Vocational Counseling

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service type? Remedial Academic Program

Was the supplemental service provided? No Total Points Possible for this Service Type: 10

Total Points Earned: 5 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 10 Total Points Possible: 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 6

Points received for Dosage or Number of Hours: 6

Total Points Earned: 12 Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

14 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 7 points

0 youth in the cohort are High or Very High YLS Risk Level for a total of 0 points

Total Points Earned: 7 Total Points Possible: 25

Basic SPEP™ Score: 34 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 46% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP and Performance Improvement

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

Transitional Skills scored 34 for the Basic Score and a 46% Program Optimization Percentage (POP). It was classified as a Group 1 service; Job Related Training; Vocational Counseling. The quality of service delivery was found to be at a medium level. For amount of service, 65% of the youth received the recommended targeted weeks of duration and 76% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth that received this service were: 18% low risk, 82% moderate risk, 0% high risk, and 0% as very high risk. This service could continue to improve its capacity for recidivism reduction through:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

- Develop an overarching procedure manual to clearly describe each component of this service, and how each component is coordinated and to ensure the service implemented as intended.
- Ensure documentation exists for staff delivering all components of this service to include the use of the Soft Skills Checklist.
- Utilize PACTT Group Facilitation Form for each session and possibly each youth to better track service delivery.
- Develop a review schedule to update the protocols and ensure the latest version is dated.

b. Staff Training:

- Develop an index that identifies the educational requirement for each component of this service.
- Develop a metric to identify the competencies that should be demonstrated.
- Develop a form to track training of staff that deliver this service.
- Develop a documentation process to include the number of hours for the training, and location for signatures, and utilize the revised form to document all components that staff are trained on.
- Develop booster trainings to:
 - Update manuals/protocols.
 - Address training needs.
 - Provide professional level updates such as on-line training for teachers of welding.

c. Staff Supervision:

- Develop a supervision process to include direct observation for all aspects of this service.
- Develop a Checklist for observation of all components of this service.
- Develop a documentation process to supervise the over-arching process that encompasses the entirety of this service.
- Develop processes to monitor the service delivery at scheduled times, such as weekly review meetings for real-time supervision and quarterly meetings for reflection/analysis.
- Develop documentation for supervisor and administration to ensure all components of this service to verify that they were delivered as intended.
- Align job descriptions with performance evaluations.

d. Organizational Response to Drift:

- Develop procedures for all components of this service.
- Coordinate existing procedures/manuals into an overarching policy/procedure that describes how all the components of this service fit together.
- Ensure that the policy/procedure contains corrective action steps to ensure an "if-then" approach, such as when a student makes exceptional progress or additional resources, or training are needed.
- Develop a process to collect feedback from youth and staff on the service with the intention of improving service delivery.

2. Regarding Amount of Service:

- Develop a data analysis process to ensure all components of this service are delivered as intended.
- Discuss aftercare options to help with transition after residential treatment:
 - Reconsider the "pre-release" option that increases frequency of home passes as youth approach discharge.
 - Initiate a transition plan for each student.

3. Regarding Level of Risk:

- Improve communication with JPO from referring counties to better match research recommendations for the Level of Risk.
- Increase collaboration between juvenile probation and Outside In to consider:
 - Each youth's responsibility factors during treatment.
 - Appropriate length of stay for each youth.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1

SPEP™ ID and Time: 0171-T02

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| Agency Name: | Outside In |
| Program Name: | Voyagers |
| Service Name: | Transitional Skills |
| Cohort Total: | 29 |
| Timeframe of Selected Cohort: | Youth that began service on/after Jun. 1, 2020 and ended on/before Aug. 31, 2021 |
| Referral County(s): | Allegheny (8); Bucks (1); Clarion (1); Cumberland (2); Dauphin (2); Erie (3); Lebanon (2); Lehigh (1); Lycoming (2); Montgomery (2); Washington (3); Westmoreland (1); York (1) |
| Date(s) of Interview(s): | Jan. 21, 2021 & Jun. 24, 2021 |
| Lead County: | Allegheny County Juvenile Probation |
| Probation Representative(s): | Ken Chiaverini, Placement Liaison |
| EPIS Representative: | Christa Park, SPEP™ Data Manager |

Description of Service:

Outside In is a nonprofit corporation based in Westmoreland County that provides services for youth/families. It is licensed by the Department of Health, the PA Department of Human Services, and the PA Department of Education. Outside In is also accredited by the Commission on Accreditation for Rehabilitation Facilities and by the American Camp Association. The agency is a member of the Pennsylvania Council of Children, Youth & Family Services; the Pennsylvania Community Provider's Association; Pennsylvania Academic, Career and Technical Training; and Occupational Vocational Rehabilitation. Outside In offers a continuum of care that includes both residential and community-based services with the goal to empower persons served to live "to the fullest"! The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. It utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro-social skills, moral reasoning and education. It incorporates a group approach with experience-based learning. The group approach emphasizes pro-social skill building, and the experience-based learning provides real-world engagement. Specific activities foster interaction and interdependence between group members while simultaneously developing problem solving ability and personal responsibility. The dynamics of trust, teamwork, stewardship, integrity, communication, service and respect are emphasized. The average length of stay is 4 to 6 months, but can vary from a month to a year or longer. Each student has the opportunity to participate in community service and venturing activities. The Voyagers Program consists of a highly structured milieu that is developmentally appropriate and intrinsically motivating. The milieu challenges each student to evaluate his past behaviors & decisions and to begin imagining new ways of being.

Through the use of two Transitional Skills Centers, all students have the opportunity to regularly participate in independent-living skill enhancement, exploration of career interests and aptitudes, and vocational skill-building activities. Students use the Daniel Memorial Life Skills Curriculum, the Edmentum® program, PA Career Zone, Mindsight, hands-on modules, and work projects to facilitate learning in these areas. Outside In is an approved provider of vocational services through Office of Vocational Rehabilitation (OVR). Outside In is approved to offer training and education in the following subject areas: Self-Advocacy, Life Skills, Independent Living, and Workplace Readiness. Outside In offers several opportunities for youth to participate in technical education programs. Mindsight is an online technical education program that provides training programs, computer-based learning systems, web-based learning systems, simulation training software, and modular multimedia educational programs. The program qualifies people in appropriate learning environments to be sufficiently competent and flexible to immediately start work in production processes and other industrial contexts and to contribute to the productivity of industrial companies. The Transitional Skills Center also features 11 different hands-on modules, which introduce the students to real life experiences. The modules include Computer Graphic Design, Introductory Residential Wiring, CNC Lathe, CNC Mill, Digital Video Photography, Computer Problem Solving, Cabling Technology, Advanced Residential Wiring, Introductory Router & Design, and Advanced Router & Design. Youth that complete the Cabling Technology module receive a cabling certification, which can be used to obtain employment with companies such as Comcast. Recent additions to the Transitional Skills Center include a Culinary Program, which offers a cooking certification and/or baking certification from the National Restaurant Association. The Culinary Programs also enable students to pursue two ServSafe® certifications (Food Handler & Manager).

The final aspect of the Transitional Skills Center is community involvement and work projects. Through these projects, each of which is accompanied by a written lesson plan, students apply what they have learned in the classroom while giving back to the community. Examples of project locations are the local food bank, local churches/scout camps, Outside In's campus, and other community partners. Outside In maintains a strong affiliation with the Pennsylvania Academic/Career & Technical Training (PACTT) Alliance. The above-mentioned facilities, curricula, and equipment are integral pieces of the overall commitment to fulfilling the requirements of the PACTT affiliation. Though the Transitional Skills service is not the same as the PACTT affiliation, the two go hand-in-hand. The PACTT affiliation requires Outside In to provide the students with a work study opportunity, as well as 27 different soft skills competencies, and training. The soft skills competencies include: job searches/exploration of career fields, developing a transition plan, completing a resume & cover letter, mastering interview skills, and identifying & practicing conflict resolution. Work study programs are developed in concert with Transitional Skills Center staff. In these programs, students complete job applications, compose a resume & list of references, and engage in a formal interview process. If selected, students receive a formal letter of hire & applicable job description and must follow all requirements of the position to keep it. The students can also complete certifications in the following areas: OSHA 10, Pre-OSHA, Cyber Awareness, and Job Readiness. These certifications are key components in the students' transition back into their communities.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Job Related Training-Vocational Counseling

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Remedial Academic Program

Was the supplemental service provided? Yes **Total Points Possible for this Service Type:** 10

Total Points Received: 10 **Total Points Possible:** 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 20 **Total Points Possible:** 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 4
Points received for Contact Hours or Number of Hours: 8

Total Points Received: 12 Total Points Possible: 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

26 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth 10 points
10 in the cohort are High or Very High YLS Risk Level for a total of 10 points

Total Points Received: 20 Total Points Possible: 25

Basic SPEP™ Score: 62 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 83% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

Transitional Skills received a 62 for the Basic Score and an 83% Program Optimization Percentage. These Basic Scores represent an increase of 28 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent an increase of 38 percentage point(s) from the initial SPEP™ Assessment. For Amount of Service, 48% of the youth received the recommended targeted weeks of duration and 83% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 10% low risk, 55% moderate risk, and 34% high risk. The current cohort was receiving services during the COVID-19 pandemic. There were periods of service interruption (greater than 30 days) which compromised the full opportunity for youth to receive the service.

The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Quality of Service Delivery:

a. Staff Training:

- i. Within the written policy, identify an individual (by position) who can serve as a supervisor of the service to assist the Education Director with monitoring.
- ii. Ensure the individual identified to supervise service delivery has been trained in all aspects of service delivery.