

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Alternative Rehabilitation Communities Inc.-Chambersburg Secure-BARJ-Victim Awareness Curriculum

Cohort Total: 19

SPEP ID: 54

Selected Timeframe: Jan. 1, 2013-Dec. 31, 2013

Date(s) of Interview(s): Dec. 6, 2013 & Feb. 6, 2014

Lead County & SPEP Team Representatives: Nicole Mattern, Dauphin Co. & Shawn Peck, EPISCenter

Person Preparing Report: Shawn Peck & Nicole Mattern

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)*

Alternative Rehabilitation Communities, Inc. (A.R.C.) has been providing services to court adjudicated youth since 1975. A.R.C.'s residential services are the hallmark of the agency's continuum of service. Their service philosophy supports a home-like, community-based focus for their youth. The programs are highly structured, peer oriented and located in a community setting. Their programs provide Individual Service Plans for each student, individual and group counseling, individual and group education, recreation as well as group living skills. A.R.C. has provided staff-secure programs in the Commonwealth of Pennsylvania.

The program models include: male residential programs, male secure program, female residential program and a shelter care in Dauphin County housing male and female students. Additional residential male facilities focusing on specific needs are: substance abuse, transitional living, Latino language barrier component, and youth with sexual behavior issues and for youth with mental health issues.

Since the BARJ Curriculum/Victim Community Awareness Curriculum used by A.R.C. Chambersburg Secure is not identical to Victim/Community Awareness: An Impact of Crime Curriculum for Juvenile Offenders, Third Edition 2009, staff members from A.R.C. were trained in the revised curriculum by Renee Williams. The concepts of both curriculums are identical and both occur in four sessions, three times a year. The most significant modifications were additional activities in order to help youth better understand the concepts.

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

1. **SPEP™ Service Type:** Mediation

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

If so, what is the Service type? Restitution/Community Service

Was the supplemental service provided? No Total Points Possible for this Service Type: 20

Total Points Earned: 15 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: 10

Points received for Dosage or Number of Hours: 2

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.

13/14 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

8/14 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Earned: 23 Total Points Possible: 25

Basic SPEP™ Score: 60 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: 71% 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:

The A.R.C. Chambersburg Secure service of BARJ Curriculum/Victim Community Awareness Curriculum scored a 71% Program Optimization Percentage. It is classified as a Group 3 service; Mediation with no qualifying supplemental service. The quality of the service is delivered at a medium level. The risk levels of youth admitted to the program are 6% youth as low risk, 33% as moderate risk, and 57% as high risk. The amount of service provided to the clients was 100% of the recommended targeted weeks of duration and 37% of the recommended target contact hours for this service type. A.R.C. Chambersburg Secure could improve its capacity for recidivism reduction through:

1. Deliver the service more frequently in order to increase contact hours.
2. Develop a booster/refresher or ongoing training of staff and supervisors for the delivery of the BARJ Curriculum/Victim Community Awareness Curriculum and document the content and completion of the training.
3. Document the weekly (or at a minimum monthly) supervisory monitoring/supervision of staff adherence to protocols/manual of the BARJ Curriculum/Victim Community Awareness Curriculum.
4. Written feedback should be provided by the supervisor to the staff who deliver the Curriculum and should, in part, be included in the staff's performance evaluation.
5. Develop policies and procedures to systematically identify whether there is departure from established protocols or manual instructions. These policies should include specific corrective actions that should occur when drift occurs.
6. Evaluate the effectiveness of service delivery through the use of data from pre and post-tests, staff self-evaluation fidelity forms, supervisory and observations. Youth and staff feedback should be considered as part of process to evaluate the effectiveness of the service and its delivery.