

# The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 252-T01

Agency Name: Mid-Atlantic Youth Services  
Program Name: Western PA Childcare Facility  
Service Name: Workforce Development  
Cohort Total: 44 for amount of service; 43 for risk level  
Timeframe of Selected Cohort: Mar. 1, 2018 - Nov. 30, 2018  
Referral County(s): Allegheny, Philadelphia, Dauphin, Westmoreland, Erie, Butler, & Washington  
Date(s) of Interview(s): May 1, 2018 & Jul. 25, 2018  
Lead County: Mercer  
Probation Representative(s): Pam Farkas  
EPIS Representative: Shannon O'Lone

## Description of Service:

The mission of Mid-Atlantic Youth Services, Corp. (MAYS) is to provide high-quality healthcare, education, and treatment services to youth through supportive partnerships with those served (e.g., courts, families, youth, and the community). At the Western PA Childcare Facility, MAYS accomplishes its mission by providing a safe, nurturing, and structured environment that promotes positive changes in the health and well-being of youth, allowing them to return to their communities while remaining alcohol, drug, and crime free. Consistent with Pennsylvania's juvenile justice system, the treatment philosophy of MAYS is grounded in Balanced and Restorative Justice Principles. To this end, MAYS will be consistent with the public's interest to provide programs of supervision, care, and rehabilitation for youth committing delinquent acts. MAYS programs provide balanced attention to the protection of the community, teach youth accountability for offenses committed, and enable youth to become responsible and productive members of their community. MAYS believes the youth in their care are experiencing severe emotional, behavioral, psychological, educational, and social problems which must be treated in a safe, structured, and comprehensive manner. Left untreated, these youth will continue to experience significant impairment in life functioning, resulting in continued drug/alcohol use, mental impairment/illness, and delinquency. When residential care is deemed necessary, an intensive approach to treatment must occur. MAYS believes residential care should be provided in close proximity to the youth's family, significant others, and community. This allows the youth and family the ability to receive family therapy and access continuing care support services that exist within their community. The environment at MAYS provides youth with a high degree of structure, utilizing clearly defined norms & expectations and logical consequences. In addition, all members of the treatment community are expected to model appropriate behaviors and provide mutual help to other youth. Each youth is expected to actively participate in his/her own treatment and participate as a member of a supportive, nurturing, and caring peer group. MAYS integrates residential living and the delivery of treatment with other program components such as security, medical, psychiatric, social, nutrition, education, and recreation services. As a part of the greater Juvenile Justice goal of advancing competencies in the area of workforce development, MAYS utilizes the PACTT curriculum which is designed to educate youth in employability and work-ready skills. This curriculum outlines specific goals for youth to create a career pathway, identify resources to create the career pathway, develop job-finding skills, and develop the skills necessary to maintain and prosper in employment. Through the use of the Employability Soft Skills Manual and the creation of the PACTT Portfolio, achievement goals can be measured along the service continuum. The Employability Soft Skills Manual identifies 28 specific competencies which are supervised/delivered by either the Educational Designee (competencies 1-4, Career Plan packet), the Employability Skills Teacher (competencies 5-10, 20, 21, 22), or the Clinical Team (competencies 11-19, 23-27). MAYS added an additional competency to include Housing (28). Youth begin this service within the first 30 days of admission to the facility by completing a pre-test for these 28 competencies to gauge their employability knowledge. The Career Plan packet is also created, reviewed, and distributed within this timeframe. A post-test is administered to youth 2 weeks prior to discharge. The 28 competencies are as follows: 1. Career Plan: Interest Inventory, 2. Career Plan: Exploration, 3. Career Plan: Identification, 4. Career Plan, 5. Financial Aid, 6. Employment Documentation, 7. Resume and Cover Letter, 8. Job Search, 9. Interview Skills, 10. Interview follow-up, 11. Initiative and Problem Solving, 12. Professional Conflict, 13. Team Work, 14. Time Management, 15. Ask for Help, 16. Effective Communication, 17. Constructive Feedback, 18. Applying Workplace Rules, 19. Hygiene and Personal Care, 20. Positive Job Change, 21. Career Advancement Planning, 22. Personal Finances, 23. Conflict Resolution, 24. Cultural Diversity, 25. Cultural Heritage Experience, 26. Family and Peer Networks, 27. Leadership Qualities, Values, and 28. Housing. MAYS offers a number of employability certifications including First Aid/CPR, OSHA-10, ServSafe Food Handler, and ServSafe Manager. Students are selected for these certification programs based on their interest and fulfillment of program requirements. To be selected for one of these programs, students must be in the program for 30 days, have passing grades in all of their classes, and have the approval of their dorm supervisors, clinical supervisor, and Director of Education. The exception is First Aid/CPR which is offered periodically to all students as part of the health curriculum. A variety of vocational classes are also offered as part of this workforce development service for those youth that have met similar criteria. All of these courses are offered to youth based on their interest and application. Each student is given an opportunity to participate in an orientation that outlines all the courses and certifications offered. Each student is given an application, much like they would when applying for a job. Once the completed application is returned, interviews are conducted. Final selections are made based on the availability of classes, career goals of individual students, the student's academic need/s, and their projected length of stay in the program. The following vocational classes are offered: Design I – students are introduced to basic photography and the use of Corel™ editing software. In Design II, students learn about graphic design and 3-D printing. Exploring Electricity is a basic introduction to electricity and how it is measured and controlled. Mechatronics and Pneumatics provides a basic introduction to factory machines; using a conveyor belt, a stacker, and a press in miniature form. Youth learn how these machines function by electrical and pneumatic power and also how to program them to perform tasks. Cable Installation and Termination introduces students to the basics of working with cable for TV, internet, and telephone applications. Students who complete Residential Wiring learn how to wire various components involved in the electrical schematics for a home such as: breakers, light fixtures, switches, and receptacles. Culinary Arts will soon be available in conjunction with the on-campus food service. Youth will learn basic culinary skills and assist in preparation of meals.

## 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? N/A      Total Points Possible for this Service Type: 10

Total Points Received: 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, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 10      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:** 4

**Total Points Received:** 8 **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.

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

9 youth in the cohort are High or Very High YLS Risk Level for a total of 5 points

**Total Points Received:** 15 **Total Points Possible:** 25

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**Basic SPEP™ Score:** 38 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:** 51% 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.)

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### **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.

#### 1. Quality of Service Delivery:

##### a. Staff Training:

- i. Develop a mentorship/On-the-Job Training component to the specialized training required to deliver the service.
- ii. Ensure all supervisors are trained to deliver the service.

##### b. Staff Supervision:

- i. Review current processes for monitoring the service components and consider blending the current supervision processes into one through the Vocational Coordinator.
- ii. Enhance the Workforce Development Fidelity Monitoring Form to include Supervisory observations, which are currently inconsistent.
- iii. Incorporate signature lines, and dates, for staff and supervisor to sign once the fidelity monitoring form is completed and reviewed by facilitators.
- iv. Determine a single mechanism for documenting observations of all components of this service and provide written feedback to employees.
- v. Enhance documentation processes for performance evaluations and monthly conferences to be specific to this service delivery (e.g., include a drop-down box in File Maker Pro to identify specific duties for each employee regarding implementation of Workforce Development).

##### c. Response to Drift:

- i. Develop/Coordinate existing procedures (i.e., "Administration Rules") into an overarching policy/procedure that describes how the service should be delivered from one step to another.
- ii. Ensure the policy/procedure contains corrective action steps to ensure an "if-then" approach, such as what to do if service delivery departs from what is intended.
- iii. Build upon existing processes to determine how to better integrate all parts of the service youth receive through utilization of the PACTT Portfolio and PACTT Database, and how the components of the service align with the YLS, or ISP.
- iv. Enhance existing data collection processes to measure the effectiveness of this service.

#### 2. Regarding Amount of Service:

- a. Improve communication with JPO from referring counties to better match research recommendations for the targeted amount of service and appropriate length of stay for each youth.

#### 3. Regarding Risk Level of Youth Served

- a. Increase collaboration between juvenile probation and MAYS to consider:
  - i. Each youth's responsivity factors during treatment.
  - ii. Appropriate risk level for each youth.