

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Youth Forestry Camp #3, Remedial Education

Cohort Total: 30

SPEP ID: 36

Selected Timeframe: 1/13 to 5/2014

Date(s) of Interview(s): 3/7/14 , 6/9/2014 & 7/15/2014

Lead County & SPEP Team Representatives: Lehigh County, Tracie Davies, Heather Perry & Lisa Freese

Person Preparing Report: Tracie Davies, Lisa Freese & Heather Perry

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)*

The focus of this report is the academic services/educational programs that are provided at YFC#3. According to the YFC#3 manual, educational and vocational services are run directly through the Tuscarora Intermediate Unit 11. Education delivery is accomplished through competency-based individualized instruction, with multiple delivery modes and educational strategies. The educational and vocational programming is designed to meet the standards of the Pennsylvania Academic and Career/Technical Training Alliance (PACTT). Upon intake, each youth receives a series of diagnostic tests to include, pre and post TABE (Test of Adult Basic Education) tests, Odysseyware, and Study Island. These tests determine grade levels, abilities and interests. Core subjects are covered, as are more specialized needs such as Special Education, which include emotional and learning support. Home schools are contacted to obtain school records and determine the youth's graduation requirements. Each youth receives his own lesson/educational plan often referred to as the Individual Plan of Instruction (IPI). This is similar to an Individualized Education Plan (IEP), which is a combination of remedial and vocational goals based on individual ability level. The school operates on a 180-day school year and students receive an average of 5 ½ hours of instruction per each day. There are 4-6 students per classroom. Coaching and tutoring are provided on a daily basis. Students are divided into three groups based on age, including older youth who are working toward their high school diploma and General Equivalency Diploma (GED) preparation for those who wish to obtain their GED. GED testing if offered on-site as well as Scholastic Aptitude Testing (SAT) and Armed Services Vocational Aptitude Battery (ASVAB).

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

1. **SPEP™ Service Type:** Remedial Academic Program

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

If so, what is the Service type? Job related training

Was the supplemental service provided? Yes Total Points Possible for this Service Type: 15

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: 20 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: 0

Points received for Dosage or Number of Hours: 8

Total Points Earned: 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.

30 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points

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

Total Points Earned: 25 Total Points Possible: 25

Basic SPEP™ Score: 68 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: 85% 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:

1. Collaborating with the probation department and investigating ways to meet targets by:
 - Striving to ensure all students reach a minimum of 26 weeks of service.
 - Striving to ensure all students reach a minimum of 100 contact hours.
2. Strengthening the Youth Forestry Camp #3 Policies and Procedures Manual by:
 - Being more specific (on page 13 of the Service Descriptions) when describing the Remedial Educational services to be provided as well as the specific audience (ie. age range, level of risk).
 - Documenting the date the manual is reviewed and updated.
3. Improving upon the existing data collection process
 - track the data (number of weeks the youth participated in the service; number of hours the youth received the service; and the YLS scores)
 - explore ways to obtain additional outcome data (peer reviews or additional ways to obtain feedback from youth and families where appropriate).