

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Children's Home of York-George Street Independent Living-Casey Life Skills

Cohort Total: 15

SPEP ID: 265-T01

Timeframe of Selected Cohort: Sep. 1, 2017 - Jul. 31, 2019

Date(s) of Interview(s): Mar. 28, 2019 & May 6, 2019

Lead County & SPEP Team Representatives: Sue Claytor & Danielle Salisbury, York Co., Lisa Freese, EPISCenter

Person Preparing Report: Sue Claytor, Danielle Salisbury & Lisa Freese

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. (500 word limit)*

The Children's Home of York CHOY began in 1865 as an orphanage for Civil War veterans. Services include foster care, adoption, girl's Residential Treatment Facility (RTF or psychiatric care for ages 13-18), Bridges community-based service, a partial-hospitalization program, RISE Reaching Independence through Support and Experience: 2/1 staffing ratio licensed for 2 beds and prevention programs: YDAC: Too Good for Drugs, Wanna Bet, Stacked Deck, Strengthening Families (county funded), PREP personal responsibility education program (sexual health decisions), Council programs and IEPT (Casey Family Services). The George Street home has been open since 1979. It has 12 beds, and operates as an independent living program for delinquent and dependent youth since 2011. An individual service plan (ISP) is completed within the first 30 days, as is the Casey Life Skills assessment. The ISP is then reviewed every 90 days thereafter. Residents have the opportunity to earn certification in areas of interest such as OSHA-10 and ServSafe. Appropriate referrals are youth ages 15-21. The program is often used as a step down following a more restrictive residential setting.

This service follows the Casey Life Skills curriculum, which has 96 individual lessons. The curriculum consists of informational lecture, group discussion and individual work done on worksheets. During the school year, this group is held Monday through Thursday from 3:30-5:30 pm. In the summer they remain on the same days but normally earlier in the day. Out of session assistance is given by the Independent Coordinator. The group covers lessons on career exploration, employment, job interviews, communication, relationships, nutrition, grocery shopping, housing, budgeting and various other topics.

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

1. **SPEP™ Service Type:** Social Skills Training

Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service type? There is no qualifying supplemental service

Was the supplemental service provided? n/a Total Points Possible for this Service Type: 20

Total Points Earned: 20 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: 5 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 10 points

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

Total Points Earned: 20 Total Points Possible: 25

Basic SPEP™ Score: 57 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: 67% 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:

Casey Life Skills service scored a 57 for the Basic Score and a 67% Program Optimization Percentage. It was classified as a social skills training service type, with no qualifying supplemental service. The quality of service was found to be at a Low Level. For Amount of Service, 67% of the youth received the recommended targeted weeks of duration, and 73% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth admitted to the program were: 7% Low Risk, 60% Moderate Risk, and 33% High Risk. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Quality of Service Delivery:

a. Written Protocol

- i. Provide documentation that review of the manual or written protocol occurs at pre-determined timeframes.

b. Staff Training

- i. Ensure that staff delivering the Casey Life Skills Group receive the training offered by the developer, and document this training in the personnel file.
ii. If booster training is offered by the developer, have staff attend this training or create booster training within the program.
iii. Ensure that the supervisor is also trained to deliver the service.

c. Staff Supervision

- i. Establish protocol for observation of group delivery by the supervisor at routine timeframes.
ii. Provide written feedback to staff delivering the service.
iii. Include in performance reviews the evaluation of how each employee is assessed on the delivery of Life Skills Group.

d. Organizational Response to Drift

- i. Create a policy to identify departure from delivery protocol that includes specific corrective action steps and include documentation that the policy is utilized when necessary.
ii. If utilizing the Casey Life Skills curriculum, the assessments should also be utilized, or the name of the group should change.
iii. Develop a protocol for evaluation of the group to adapt or improve service delivery.