

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: North Central Secure Treatment Unit (NCSTU)-Remedial Academic Program

Cohort Total: 48

SPEP ID: 121-T01

Selected Timeframe: Jun. 1, 2015-Sep. 30, 2016

Date(s) of Interview(s): Dec. 7, 2016

Lead County & SPEP Team Representatives: Tracie Davies, Lehigh Co. JPO & Heather Perry, EPISCenter

Person Preparing Report: Tracie Davies & 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)*

North Central Secure Treatment Unit (NCSTU) Male Program provides secure treatment programming for adjudicated delinquent males age 13–20. Located in Montour County, the Male Program offers a wide range of services designed to meet the diverse needs of its residents including specific programming for substance abuse, criminal behavior issues, programming for residents having lower cognitive functioning, and treatment for issues related to chronic delinquent behavior and mental health disorders. All treatment services and aftercare planning incorporates a Balanced and Restorative Justice (BARJ) perspective. The focus of this report is the Remedial Academic program. The Central Susquehanna Intermediate Unit (CSIU) provides the educational services at NCSTU Admissions Program. The educational and vocational programming is designed to meet the standards of the Pennsylvania Academic and Career/Technical Training Alliance (PACTT). All residents participate in educational instruction and have the opportunity to obtain credit toward graduation, earn a high school diploma or GED. The school year includes 180 instructional days over 11 months (August through June) and the average length of enrollment is 9 to 12 months. There are five class periods which provide a minimum of five and one half hours of instruction per day (990 hours per school year). Upon admission, residents meet with the school counselor. Each resident establishes an educational goal in conjunction with any court ordered mandates (some judges will order that the resident pursue a GED). Past educational records/transcripts are reviewed and educational assessments to determine level of instruction are conducted. For those students that have an IEP, the Special Educational teacher meets with those students and an IEP meeting is held. Goals are created and monitored. Quarterly reports are sent home and students are met with on a regular basis, supplemental instruction is also provided. Classes are offered in Language Arts, General Math, Pre-Algebra, Algebra I, Algebra II, Geometry, Biology, Earth Science, Physical Science, US History, Social Studies, Physical Education and Health. The Remedial Academic Program follows youth the entire day. The school tracks this service and as an incentive, the youth's performance impacts rewards and consequences through a Behavioral Management System, students earn points in the class room, based on preparation, appropriate interactions, class participation and following norms. Students also have time built into their schedules to do additional studies back on their unit.

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: 4

Points received for Dosage or Number of Hours: 8

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.

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

19 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: 72 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: 90% 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 Remedial Academic program at NCSTU scored a basic score of 72 and a 90% Program Optimization Percentage. This intervention is categorized as a Group 2 service: remedial academic, with job-related services as a qualifying supplemental service. The quality of the service was delivered at a high level, and the amount of service provided to the residents fell slightly short of meeting the recommended targets of duration and dosage for this service type.

The NCSTU CSIU School could improve its capacity for recidivism reduction through:

1. Amount of Service: Investigate ways to increase the number of weeks of service and contact hours to reach the recommended 26 weeks and 100 hours.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1



SPEP™ ID and Time: 0121-T02

Agency Name: North Central Secure Treatment Unit (NCSTU)

Program Name: Male General Secure- Hope, Focus, Power and Rise Units

Service Name: Central Susquehanna Intermediate Unit (CSIU)

Cohort Total: 118

Timeframe of Selected Cohort: January 1, 2018 - December 31, 2019

Referral County(s): Allegheny (15), Berks (1), Bradford (1), Bucks (4), Cambria (1), Carbon (1), Chester (1), Dauphin (1), Delaware (1), Erie (9), Lehigh (5), Luzerne (1), Monroe (1), Montgomery (5), Philadelphia (65), Snyder (1), Warren (1), Wayne (1), Westmoreland (1), and York (4)

Date(s) of Interview(s): March 9, 2020, May 12, 2020 and August 18, 2020

Lead County: Lehigh

Probation Representative(s): Tracie Davies, Eva Frederick and Andrew Guise (York County)

EPIS Representative: Lisa Freese

Description of Service:

North Central Secure Treatment Unit (NCSTU) Male Program provides secure treatment programming for adjudicated delinquent males age 13–20. The focus of this report is the Remedial Academic program. The Central Susquehanna Intermediate Unit (CSIU) provides the educational services at NCSTU Admissions Program. The educational and vocational programming is designed to meet the standards of the Pennsylvania Academic and Career/Technical Training Alliance (PACTT). All residents participate in educational instruction and have the opportunity to obtain credit toward graduation, earn a high school diploma or GED. The school year includes 180 instructional days over 11 months (August through June) and the average length of enrollment is 9 to 12 months. There are five class periods which provide a minimum of five- and one-half hours of instruction per day (990 hours per school year). Upon admission, residents meet with the school counselor. Each resident establishes an educational goal in conjunction with any court ordered mandates (some judges will order that the resident pursue a GED). Past educational records/transcripts are reviewed and educational assessments to determine level of instruction are conducted. For those students that have an IEP, the Special Educational teacher meets with those students and an IEP meeting is held. Goals are created and monitored. Quarterly reports are sent home and students are met with on a regular basis, supplemental instruction is also provided. Classes are offered in English/Language Arts, General Math, Pre-Algebra, Algebra I, Geometry, Biology, Earth Science, Physiology, Physical Science, US History, Social Studies, Civics, Economics, Physical Education and Health. In addition, students are able to participate in credit recovery through Edmentum which in an online format with additional work in the form of packets that can be completed in the unit. All students participate in a new reading program Lexia which in an online reading platform to help raise a student reading level. An individual prescription is created for each student and this is offered during English class. NCSTU also offers Welding and Construction classes during the school day. The construction class focuses on woodworking and students that participate in these classes upon their certification in their area of focus. The Remedial Academic Program follows youth the entire day. The school tracks this service and as an incentive, the youth's performance impacts rewards and consequences through a Behavioral Management System, students earn points in the class room, based on preparation, appropriate interactions, class participation and following norms. Students also have time built into their schedules to do additional studies back on their unit.

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? No **Total Points Possible for this Service Type:** 15

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: 10

Total Points Received: 14 **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.

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

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

Total Points Received: 23 **Total Points Possible:** 25

Basic SPEP™ Score: 67 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: 84% 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.

Central Susquehanna Intermediate Unit (CSIU) received a 67 for the Basic Score and an 84% Program Optimization Percentage. These Basic Scores represent an increase of 0 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent an increase of 0 percentage point(s) from the initial SPEP™ Assessment. The service was classified as a Group 2 service; Remedial Academic Training Service Type. There is a qualifying supplemental service of Job-related interventions found in the research, however, not all or most youth receive NCSTU's Vocational Counseling service. The additional 5 points received at the baseline assessment was inaccurate. SPEP™ Process Developer Dr. Gabrielle Chapman was consulted and came to this conclusion. The Quality of Service Delivery was found to be at a High Level. For Amount of Service, 53% of the youth received the recommended targeted weeks of duration and 100% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 9% low risk, 48% moderate risk, 37% high risk, and 6% very high risk. These numbers represent an increase and service amount and a minor decrease in risk, which can be attributed to the reassessment cohort size more than doubling the baseline cohort size. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Primary/Supplemental Service Type:

- a. During the baseline SPEP™ assessment in 2016, CSIU received an additional 5 points as it was determined that Vocational Counseling was a qualifying supplemental service. However, for the reassessment of Vocational Counseling, only 2 of 4 units were included in the cohort of youth. For a service to receive the 5 additional points for a qualifying supplemental service, all or most youth must be receiving the service, in addition to several other factors. Since not all youth were in the Vocational Counseling cohort, it was not counted as a qualifying supplemental service. During the next reassessment, youth from all 4 units will be included in the cohort.

2. Regarding Amount of Service:

- a. Continue to communicate to referral sources the targeted number of weeks of service as supported by the research.

3. Regarding Risk Level of Youth Served:

- a. Continue to target moderate to high risk youth.