

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Olivet Boys & Girls Club of America - D.R.E.A.M.

Cohort Total: 26

SPEP ID: 25-T1

Selected Timeframe: Baseline – Jan. 23, 2013

Date(s) of Interview(s): Jan. 23, 2013

Lead County & SPEP Team Representatives: Jeff Gregro, Berks Co. & Stephanie Bradley, EPISCenter

Person Preparing Report: 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. (350 character limit)*

D.R.E.A.M. (Discovering Reality Easily And Meaningfully) is a program operated by the Olivet Boys and Girls Club of Reading and Berks County for juveniles referred by the Berks County Juvenile Probation Office. The program meets Monday- Friday from 4pm-7pm at the Olivet PAL location. There are 3 main components to the program: Education/Life Skills; Volunteerism/Community Service; and Recreation. The identified population is a moderate risk juvenile who is in need of a structured environment and life skills education to assist them in making positive decisions. The program has an open enrollment so kids can enter the program at anytime. The program operates on a point system where kids earn points based on attendance, participation, and cooperation. These points lead to participation in incentive trips. Desired duration is 6 months with a maximum of 20 juveniles in the program at any one time. This program has operated for many years and the Olivet's and JPO have a long standing positive relationship. Olivet staff are familiar to JPO staff, present yearly at JPO staff meetings and are personable. The organization is committed to youth development in Reading and Berks County.

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: 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: 2

Points received for Dosage or Number of Hours: 4

Total Points Earned: 6 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.

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

4 youth in the cohort are High or Very High YLS Risk Level for a total of 3 points

Total Points Earned: 13 Total Points Possible: 25

Basic SPEP™ Score: 49 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: 58% 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. Provide comprehensive and ongoing staff trainings.
2. Increased documentation indicating policies and procedures to address when “drift” is identified.
3. Increasing the duration of the program.
4. Increasing the number of youth achieving 24 target hours of service by providing 2 additional hours of social skills per week.
5. Targeting moderate to high risk youth referred to the program.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1 SPEP™ ID and Contact Time: 0025-T02

Agency/Program Name: Boys and Girls Club of America/Olivet Boys and Girls Club

Service Name: Discovering Reality Easily and Meaningfully (D.R.E.A.M.)

Cohort Total: Youth for Amount of Service: 17 ; Youth for Risk: 17

Cohort Time Frame: Youth that began the service on/after April 1, 2021 and ended on/before November 30, 2022

Referral County(s): Berks

Feedback Report Delivery: February 9, 2023

County/Probation Officer(s) Involved: Jeff Gregro, Bill Keim, and Christine Anderton

EPIS SIS(s): Lisa Freese

Olivet Boys & Girls Club was one of the original 50 organizations that banded together with like youth groups from across the country to form what became Boys & Girls Clubs of America. For most of the club's history, there were two units in two neighborhoods, Clinton Street and Mulberry Street. During the 1990s the Club expanded into several new areas of the city. The Club currently operates five clubhouses in Reading, with additional satellite sites in Robesonia and Shillington. Programs address the Reading area's most pressing and immediate youth issues of education support, after school programming, and mentoring. They adhere to the national Boys & Girls Club of America's initiative to help young people between the ages of six and eighteen get a healthy start and enter school ready to perform to the best of their ability cognitively, physically, socially, and emotionally. The three core areas of programming promote Academic Success, Healthy Lifestyles, and Good Character & Citizenship. To reach and serve as many youths as possible, programs and services are available during non-school hours and during the summer at free or greatly reduced costs.

Discovering Reality Easily And Meaningfully (D.R.E.A.M.) is a program operated by the Olivet Boys and Girls Club of Reading and Berks County for juveniles referred by the Berks County Juvenile Probation Office. The program meets Monday- Friday from 4pm-7pm at the Olivet PAL location. There are 3 main components to the program: Education/Life Skills; Volunteerism/Community Service; and Recreation. Youth also participate in Positive Action, a curriculum-based program that teaches lessons on positive thinking, self-confidence, self-hygiene, and positive interaction with others. Written on a 7th grade level, it includes 81 short lessons, which can include instruction, a game, conversation and completion of a worksheet. Science, technology, engineering and math (STEM) projects or experiments are also completed on occasion.

The identified population is a moderate risk juvenile who is in need of a structured environment and life skills education to assist them in making positive decisions. Open enrollment allows youth to enter the program at any time. The program operates on a point system where youth earn points based on attendance, participation, and cooperation. These points lead to participation in incentive trips. Desired duration is 6 months with a maximum of 6 juveniles in the program at any one time. This program has operated for many years and the Olivet's and JPO have a long-standing positive relationship. Olivet staff are familiar to JPO staff, present yearly at JPO staff meetings and are personable. The organization is committed to youth development in Reading and Berks County.

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 Received: 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, 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 dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction. Targeted duration and dosage for this service is 16 weeks, 24 hours.

| | | | | | |
|-----------|------------------------|-----------|---|----------|--------|
| <u>12</u> | youth in the cohort of | <u>17</u> | received the targeted Duration or Number of Weeks for a total | <u>6</u> | points |
| <u>14</u> | youth in the cohort of | <u>17</u> | of received the targeted Dosage or Number of Hours for a total of | <u>8</u> | points |

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. The Risk Levels of Youth admitted to the service were: 7 low risk, 10 moderate risk, 0 , high risk, and 0 very high risk.

| | | | | | |
|-----------|------------------------|-----------|---|----------|--------|
| <u>10</u> | youth in the cohort of | <u>17</u> | are Moderate, High, Very High YLS Risk Level for a total of | <u>5</u> | points |
| <u>0</u> | youth in the cohort of | <u>17</u> | are High or Very High YLS Risk Level for a total of | <u>0</u> | points |

Total Points Received: 5 **Total Points Possible:** 25

Basic SPEP™ Score: 49 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: 58% 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.

The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

- i. Consider creating one manual that consolidates all of the materials utilized for D.R.E.A.M. The manual could include the daily schedule and how to identify lessons for delivery of Positive Action, as well as mechanisms to address life skills and prosocial activities to engage youth.
- ii. Establish a schedule to review the curriculum or manual to revise or update materials when deemed appropriate.

b. Staff Training:

- i. Develop a policy that requires specific training on the delivery of D.R.E.A.M.
- ii. Provide documentation that staff are receiving the training.
- iii. Provide on going booster training specific to the delivery of D.R.E.A.M. or training related to life skills, youth interaction, etc.

c. Staff Supervision:

- i. Establish a formalized process for staff observation. This would include documentation of the observation(s) at predetermined timeframes.
- ii. Provide written feedback to staff following an observation.
- iii. Include in performance reviews, specific information about the effectiveness of staff in delivering D.R.E.A.M.

d. Organizational Response to Drift:

- i. As part of the manual or written protocol referenced in a(i), create a policy that includes specific action steps when drift from service delivery occurs. This could include additional observations, coaching, additional training, etc. Document in writing when this occurs.
- ii. Consider creating a data collection system to address quality of service delivery. Examples could include a pre and post test when you enter and leave the service, or an exit survey to assess effectiveness of the various components of D.R.E.A.M.
- iii. Review this information annually or bi-annually to identify areas where revisions to service delivery might be necessary. This review could be documented directly on the manual itself.

2. Regarding Amount of Service:

- a. Consider having a conversation with the juvenile probation officers about how to engage youth that fail to attend D.R.E.A.M. as required.

3. Regarding Risk Level of Youth Served:

- a. For low risk referrals, inquire as to the specific reason the referral is being made.