

# The Standardized Program Evaluation Protocol (SPEP™):

*Service Score Results:* Baseline

**Name of Program and Service:** Manos House, Prospect Grove High School (PGHS-Remedial Academic)

Cohort Total: 37/35

SPEP ID: 247-T01

Selected Timeframe: Jan. 1, 2017 – Jun. 30, 2018

Date(s) of Interview(s): May 2, 2018 and Jul. 24, 2018

Lead County & SPEP Team Representatives: Matt Foster and Kija Waithe, Dauphin County Juvenile Probation; Sue Claytor, York County Juvenile Probation; Lisa Freese, EPISCenter

Person Preparing Report: Lisa Freese, EPISCenter

**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)*

Manos House was established in 1972 to help young men free themselves from addiction and its associated problems. It is a fifty bed, self-contained, residential treatment facility located in Columbia, PA. Manos House is a component of Drug and Alcohol Rehabilitation Services, Inc. (DARS) and is licensed by the Department of Drug and Alcohol Programs, Pennsylvania Department of Health. The target population is adolescent males between the ages of 14 and 18. Typical clients have a history of substance abuse and delinquent behavior. The prospective client must, at a minimum, show partial acceptance of one's own problems and/or symptoms and willingness to change, a willingness to accept staff direction and guidance, and a willingness to work toward program and aftercare goals. Depending upon treatment needs, clients can remain at Manos House a minimum of three months to as long as nine months.

Prospect Grove High School (PGHS) is a private academic high school licensed through the Pennsylvania Department of Education and located on grounds at Manos House. In addition to high school academic courses, there is opportunity for credit advancement since credits are awarded upon course completion in 8-week intervals. All core content courses follow state standards-aligned curriculums, and all teachers are state certified in their content areas. A full time Special Education teacher offers support for students with Individualized Education Plans by tracking progress in achieving IEP goals and ensuring that classroom teachers are providing the necessary modifications and accommodations. Each student is provided an individualized academic plan from one of four distinct paths: traditional, graduation, post-high school, and GED. The focus of this report is the GED path. All youth receive a pre-test and a practice test. Areas of mastery and deficiencies are identified to determine where additional instruction is needed. All students who complete this course take the official GED test before leaving the program. PGHS is recognized as an official testing site for the GED, which offers a seamless transition from classroom to testing opportunities for all students enrolled in the program. Additionally, PGHS has an annual success rate over 90% for all students who take the GED exam.

**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 Earned: 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 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: 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.

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

12 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

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**Basic SPEP™ Score:** 53 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)

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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 local juvenile court. The recommendations for this service included in the feedback report are:

The Manos House Prospect Grove High School (PGHS)-GED scored a 67% Program Optimization Percentage. This intervention was classified as a Group 2 service; Remedial Academic Program. The quality of the service was delivered at a medium level, receiving half of the maximum amount of points. The amount of service provided to the clients was at 40% of the recommended targets of duration and dosage for this service type. The maximum amount of points for youth risk level were received. The Manos House Prospect Grove High School (PGHS)-GED could improve its capacity for recidivism reduction through:

1. Primary and Supplemental Service Types: a. While a Remedial Academic Program is enhanced by the addition of a job training service to all or most youth, it is acknowledged that this may not be feasible for all youth committed to Manos House. i. This is likely more appropriate for youth in the supervised independent living program.
2. Quality of Service Delivery: a. Written Protocol: i. The development of a protocol or manual that specifically describes the requirements for the GED and how to obtain the GED per PGHS standards, including specific information on each subject. ii. Documentation that the protocol is routinely reviewed and being used during service delivery will further enhance its capacity to impact recidivism reduction. b. Staff Supervision: i. Increased monitoring of staff at pre-determined timeframes and documentation of these observations. c. Response to Drift: i. Written procedures that identify drift from delivery protocol, evidence that they are utilized and specific corrective action steps (such as an “if then” approach) should there be drift in service delivery.
3. Amount of Service: a. More than 90% of youth enrolled in PGHS’ GED track obtain their GED in fewer than the 26 weeks of targeted duration for a Remedial Academic Program. i. It is recommended that referral sources be made aware of this targeted duration, for instances where the goal for a youth is to obtain their GED, and discharge is being considered prior to 26 weeks and successful completion of the GED.

# The Standardized Program Evaluation Protocol (SPEP™):

**Service Score Results:** Advisory (\*) SPEP™ ID and Contact Time: 0247-A01-T02

Agency/Program Name: Drug & Alcohol Rehabilitation Services, Inc. (D.A.R.S., Inc.)/Manos House & Supervised Independent Living (SIL)

Service Name: Prospect Grove High School (PGHS) – GED Prep

Cohort Total: 8(\*)

Cohort Time Frame: Youth that began the service on/after October 1, 2021 and ended on/before December 31, 2022

Referral County(s): Berks (1); Columbia (1); Lebanon (3); Northampton (2); York (1)

Feedback Report Delivery: June 26, 2023

County/Probation Officer(s) Involved: Joe Gifford, Matt Foster, Terrance Williams - Dauphin County Juvenile Probation  
Sue Claytor and Andrew Guise - York County Juvenile Probation

EPIS SIS(s): Lisa Freese, Dawn Karoscik, and Lisa Fetzer

Manos House was established in 1972 for the purpose of helping young men free themselves from addiction and its associated problems, and to enable them to lead a rewarding, responsible life. It is a 43 bed, self-contained, residential treatment facility located in Columbia, PA. Manos House is a component of Drug and Alcohol Rehabilitation Services, Inc. (DARS) and is fully licensed by the Department of Drug and Alcohol Programs, Pennsylvania Department of Health. Over the years, the overall approach and target population has changed, but the general philosophy has remained the same. The target population is an adolescent male between the ages of fourteen and eighteen. Some youth over the age of 18 remain in treatment up to age 20. Referrals are made by families, Student Assistance Programs, probation departments, social service agencies, managed care occasionally, or by private referral. The youth must not have physical or mental impairments that might hinder his treatment progression, e.g. physically disabled to the extent he could not participate in work or recreational therapy, or mentally incapable of comprehending program structure or values. Typical youth have a history of substance abuse and delinquent behavior. Appropriate youth must, at a minimum, show partial acceptance of their own problems and/ or symptoms and willingness to change, a willingness to accept staff direction and guidance, and a willingness to work toward program and aftercare goals.

Prospect Grove High School is a private school licensed through the Pennsylvania Department of Education. It offers residents a rigorous yet flexible, accelerated, year-round high school education. Additionally, PGHS provides an opportunity for credit advancement since courses are completed and credits awarded in 8-week intervals. All core content courses follow state standards-aligned curriculums, and all teachers are state certified in their content areas. Small classes (1:8 average teacher to student ratio) allow for differentiated instruction. A full time Special Education teacher offers support for students with Individualized Education Plans by tracking progress in achieving IEP goals and ensuring that classroom teachers are providing the necessary modifications and accommodations. She also will sit in the classrooms to support students as needed including tutoring students individually if they are struggling with a specific task. Opportunities exist for Credit Recovery – the teachers offer independent coursework required to earn credits to bring them to their current grade level. Each student is offered an individualized academic plan from one of four distinct paths: The Traditional Path focuses on earning high school credits and coordination of a smooth, successful transfer back to their home school.

Students who have completed the majority of their required high school credits and enrolled in the Graduation Path, which provides the opportunity to earn a high school diploma and participate in a graduation ceremony before leaving our program.

The third option is the GED Path where students learn necessary skills to attain the nationally recognized diploma. The Metrics System offered through Career Link provides career exploration and employability and soft skills. All youth receive a pre-test and practice test. Areas of mastery and deficiencies are identified to determine areas where additional instruction is needed. All students who complete this course take the official GED test before leaving the program. PGHS has been recognized as an official testing site for the GED, which offers a seamless transition from classroom to testing opportunities for all students enrolled in the program. Additionally, PGHS has an annual success rate over 90% for all students who take the GED exam.

The Post-High School Path provides students who previously earned their diploma or GED to gain the skills, resources and experiences to better prepare them to enter the workforce or continue with their post-secondary education. The Metrics System offered through Career Link provides career exploration and employability and soft skills.

## 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 dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction. Targeted duration and dosage for this service is 26 weeks, 100 hours.

1	youth in the cohort of	8	received the targeted Duration or Number of Weeks for a total	N/A*	points
8	youth in the cohort of	8	of received the targeted Dosage or Number of Hours for a total of	N/A*	points

**Total Points Received:** N/A\* **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 program were: 2 low risk, 4 moderate risk, 1 high risk, and 0 very high risk

5	youth in the cohort of	7	are Moderate, High, Very High YLS Risk Level for a total of	N/A*	points
1	youth in the cohort of	7	are High or Very High YLS Risk Level for a total of	N/A*	points

**Total Points Received:** N/A\* **Total Points Possible:** 25

**\*A minimum of 10 youth is required for data analysis to occur. Due to insufficient cohort size, a valid SPEP™ score could not be generated. Any data that has been shared is strictly for informational purposes. Technical assistance will be offered to the service provider in regard to SPEP™ Performance Improvement with the goal of reassessment in the future.**

### **The SPEP™ and Performance Improvement**

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

It is important to note that during the cohort time frame, the duration of length of stay was shorter than usual due to Covid restrictions and limited funding from insurance, which prevented longer commitment periods. It was also reported that the population of Manos House has changed since the baseline assessment, in that the majority of youth are not necessarily adjudicated delinquent and committed by a juvenile court for treatment.

1. Regarding Quality of Service Delivery:
  - a. Written Protocol:
    - i. Create a mechanism for internal and/or external review of locally developed teaching materials and the Kaplan GED Prep Plan and document when the review occurs.
  - b. Organizational Response to Drift:
    - i. Within the Response to Drift Policy, add language specific to corrective action of service delivery. This could include “additional training, coaching and observation, mentoring with a more experienced staff” etc.
2. Regarding Data Collection for delinquent youth committed to Manos House by a PA juvenile court:
  - a. At referral and during review hearings, provide the SPEP™ targets for amount of service of a remedial academic program, as supported by research.
  - b. When low risk youth are referred, inquire as to the reason for the referral (eg: Did youth score high in area of Substance Abuse on the YLS/CMI?)