

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Pinebrook Family Answers - ALPHA

Cohort Total: 27

SPEP ID: 69-T1

Selected Timeframe: Aug. 1, 2012 - Aug. 31, 2013

Date(s) of Interview(s): Dec. 12, 2013

Lead County & SPEP Team Representatives: Tracie Davies, Lehigh Co. & Lisa Freese, 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)*

ALPHA works in cooperation with the Lehigh County Juvenile Probation Department, and is designed for juveniles under supervision in Lehigh County who have not been successful in school. The program consists of both male and female clients ranging in age from 16-21 years of age. ALPHA staff includes a Director of Program, Program Manager and 2 Instructors. Referrals are made by the Lehigh County Juvenile Probation staff for youth who may need one or more of the following supports: General Education Remediation, GED test preparation, support to transition successfully back into public school, life skills, and/or job readiness skills. ALPHA has been in operation for 10 years, and serves on average, 50 youth each year. There are 3 main components to the ALPHA program: Academic, Behavioral and Job Readiness/JobTec. Each component is taught by a PA Licensed Education Teacher.

The Academic component focuses on GED preparation; each student is given a pretest for the GED which includes testing on Mathematics, Social Studies, Science, Language Arts/Reading and Language Arts/Writing. Reading and math levels are assessed through the CASAS test (Comprehensive Adult Student Assessment System). Work then focuses on deficiencies and strengths, including one on one instruction if needed. Students who score deficient on the CASAS test will do remedial academic work to increase their grade level proficiency in reading and math.

The Job Readiness component educates each student on employment and interview skills by utilizing the JobTec curriculum, a Real Colors® program, created by the National Curriculum and Training Institute (NCTI). The Real Colors® manual includes lessons on: Resume Writing, Job Applications, Interview Skills, Professionalism, Positive Attitude and Behavior, Responsibility, Team Work and Communication, and Skill Building. In addition to the Real Colors® curriculum, each student is set up with an account through Career Link. Instructors also help students complete job applications, provide transportation to potential employers and allow students to use the instructors as references.

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: 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: 2

Total Points Earned: 2 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.

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

2 youth in the cohort are High or Very High YLS Risk Level for a total of 0 points

Total Points Earned: 10 Total Points Possible: 25

Basic SPEP™ Score: 37 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: 46% 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 a detailed description of the service(s) provided in the program manual, including a description of the targeted population. A process to routinely review the program manual of services provided will also enhance service delivery.
2. Staff training could be enhanced by providing refresher training or on-going training in the delivery of the service. Training for Ms. VanDoren in the delivery of the JobTec curriculum would also enhance delivery of the job related training component.
3. Written feedback provided by the supervisor at intervals other than the annual performance review.
4. Implementation of specific, corrective action steps to be taken if there is drift in service delivery.
5. The implementation of student evaluations/surveys to provide additional feedback on service delivery.
6. Increase the duration of the program to provide 26 weeks of service. This could improve the number of youth who test for and earn their GED.
7. Increase the dosage or number of contact hours to be no less than 100 total service hours, again improving the rate of youth who earn their GED or graduate from high school.
8. Review the YLS results of all referrals and target youth who are of moderate or higher risk for the ALPHA program.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment

Name of Program and Service: Pinebrook Family Answers - ALPHA

Cohort Total: 36

SPEP ID: 69-T2

Selected Timeframe: Jun. 1, 2014 –Dec. 31, 2015

Date(s) of Interview(s): Mar. 4, 2016

Lead County & SPEP Team Representatives: Tracie Davies, Lehigh Co. & Lisa Freese, 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)*

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The Academic component focuses on GED preparation; each student is given a pretest for the GED which includes testing on Mathematics, Social Studies, Science, Language Arts/Reading and Language Arts/Writing. Reading and math levels are assessed through the CASAS test (Comprehensive Adult Student Assessment System). Work then focuses on deficiencies and strengths, including one on one instruction if needed. Students who score deficient on the CASAS test will do remedial academic work to increase their grade level proficiency in reading and math.

The Job Readiness component educates each student on employment and interview skills by utilizing the JobTec curriculum, a Real Colors® program, created by the National Curriculum and Training Institute (NCTI). The Real Colors® manual includes lessons on: Resume Writing, Job Applications, Interview Skills, Professionalism, Positive Attitude and Behavior, Responsibility, Team Work and Communication, and Skill Building. In addition to the Real Colors® curriculum, each student is set up with an account through Career Link. Instructors also help students complete job applications, provide transportation to potential employers and allow students to use the instructors as references.

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: 2

Total Points Earned: 2 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.

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

3 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: 50 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: 63% 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. Training for Ms. VanDoren in the delivery of the JobTec curriculum would also enhance delivery of the job related training component.
2. Continued collaboration with the Lehigh County Juvenile Probation Department to meet the targeted duration and dosage for a remedial academic service.