

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Youth Services Agency, Core Competency Development Curriculum/Personal Development Class, Social Skills

Cohort Total: 30

SPEP ID: 95

Selected Timeframe: 8/14/2014-9/5/2015

Date(s) of Interview(s): December 21, 2015

Lead County & SPEP Team Representatives: Berks County, Jeff Gregro & Heather Perry

Person Preparing Report: Jeff Gregro & 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)*

Youth Services Agency, (YSA) a non-profit corporation, provides a range of services for both male and female at-risk youth in the Juvenile Justice Systems within PA and the surrounding Mid-Atlantic region. YSA serves both youth and families in their own communities, as well youth in their residential program. Short term residential programs are designed to work with youth from several days to several months, and longer term residential care, longer than 3 months, is focused on vocational training and educational programs. YSA programs target known risk factors of delinquency to include negative peers, poor role models and values, poor school achievement, the BARJ philosophy, as well as lack of attachments to community and empathy for others (David Hawkins, et al.) YSA offers the Core Competency Development Curriculum/Personal Development Class, which is the focus of this report, as an elective credit class at the Adventure Learning Center, YSA's onsite private academic high school. Its targeted population is directed at youth enrolled in the school (9-12 grades). Residents who are not enrolled in these grades do not receive the service. Approximately 85% of the youth are currently enrolled in the Core Competency Development Curriculum. It is unique in that it addresses several components, based on a cognitive behavioral treatment framework. Those delivering the service were identified as instructors, and is primarily instructed by one individual. Students are placed in groups of 5 to 10 students, according to their grade. The sessions last approximately 55 minutes, and the target duration is 12 weeks, or approximately 55 hours. The Personal Development Class is graded as pass/fail, and those passing the course earn a certificate of completion.

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: 6

Points received for Dosage or Number of Hours: 10

Total Points Earned: 16 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.

21 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 0 points

Total Points Earned: 10 Total Points Possible: 25

Basic SPEP™ Score: 56 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: 66% 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 program could improve its capacity for recidivism reduction through:

1. Enhancing duration and dosage by Collaborating with the probation department to meet the target duration of 16 weeks for the social skills service type and Collaborate with the probation department to meet the target dosage of 24 hours for the social skills service type.
2. Enhancing written protocol by Utilize language contained in the Youth Level of Service/Case Management Inventory (YLS) to identify a target population, Identify in the written protocol/treatment plan, the criminogenic need that is being targeted, and Review the written protocol on a regular, pre-determined timeframe.
3. Enhancing staff training by Track and document all trainings attended by those who deliver the service, Enhance the shadowing process currently in place for those learning to facilitate this service, Develop booster/refresher trainings for those trained to deliver the service, and Train the supervisor to deliver the service
4. Enhancing staff supervision by add service delivery specific language to forms utilized to provide feedback to those who deliver the service
5. Organizational Response to Drift by Develop service delivery specific language to policies/procedures that address drift, to include specific corrective action steps to be taken if there is drift in the delivery process
6. Enhance the outcome measurement tool to collect data on the Social Skills Training service. For example, utilize the Ohio Scales pre/posttests to evaluate the effectiveness of the service.
7. Risk Level of Youth Served-Collaborate with the probation department to investigate ways referrals to the program will be of moderate, high or very high risk level.