The Standardized Program Evaluation Protocol (SPEP™):

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

<table>
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<tr>
<th>Total Points Possible: 37/35</th>
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**Cohort Total:** 37/35  
**Selected Timeframe:** Jan. 1, 2017 – Jun. 30, 2018  
**Date(s) of Interview(s):** May 2, 2018 and Jul. 24, 2018

**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 Earned: 10  
Total Points Possible: 15

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.

<table>
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<tr>
<th>Points received for Duration or Number of Weeks: 0</th>
<th>Points received for Dosage or Number of Hours: 8</th>
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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.

<table>
<thead>
<tr>
<th>youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points</th>
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<tbody>
<tr>
<td>youth in the cohort are High or Very High YLS Risk Level for a total of 13 points</td>
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Total Points Earned: 25 Total Points Possible: 25

**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)*

**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. 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.

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