The Standardized Program Evaluation Protocol (SPEP™):

**Service Score Results:** Baseline

<table>
<thead>
<tr>
<th>Name of Program and Service:</th>
<th>Outside In-Voyagers-Skillbuilding</th>
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<tr>
<td>SPEP ID:</td>
<td>85-T01</td>
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<tr>
<td>Cohort Total:</td>
<td>50</td>
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<td>Date(s) of Interview(s):</td>
<td>Jun. 3, 2015 &amp; Sep. 11, 2015</td>
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<td>Lead County &amp; SPEP Team Reps:</td>
<td>Doug Braden, Allegheny Co. &amp; Shawn Peck, EPISCenter</td>
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<tr>
<td>Person Preparing Report:</td>
<td>Shawn Peck &amp; Doug Braden</td>
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**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)

The Voyagers Program is an activity-intensive 24-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Voyagers Program utilizes a cognitive behavioral approach which challenges each student’s thinking and behavior patterns in three specific adolescent developmental areas: pro social skills, moral reasoning and education. The Voyagers Program incorporates a group approach with experience-based learning. The group approach emphasizes pro-social skill building and the experience-based learning provides real-world engagement. Specific activities foster interaction and interdependence between group members while simultaneously developing problem solving ability and personal responsibility. The dynamics of trust, teamwork, stewardship, integrity, communication, service and respect are emphasized. The average length of stay is 4 to 6 months, but can vary from a month to a year or longer. Each student has the opportunity to participate in community service and venturing activities. The Voyagers Program consists of a highly structured and activity-intensive milieu that is developmentally appropriate and intrinsically motivating, challenging each student to evaluate his past behaviors and decisions and to begin imagining new ways of being. All students enter the program as Orienteer status where they adjust to the program and identify Individual Service Plan Goals. Next is Scout status, which can be achieved after a student has been in the program for a minimum of 5 weeks. Next is the Guide status, which can be achieved after a student has been in the program for a minimum of 10 weeks. In addition, a student must have completed their apology letters and have made significant progress on ISP goals. This status makes students eligible for home passes if the student has been in the program for a minimum of 12 weeks. Next is the Guide + status, which can be achieved after a student has been in the program for a minimum of 14 weeks. This status makes students eligible for extra privileges, extra home passes, extra movie time, and off campus opportunities.

The service type was identified as a Group 4 service; Behavior Contracting; contingency management for several reasons. All youth at Outside In, participate in a Status/Level System for the entire time that they are in the program. The Status/Level System is clearly defined for youth when they enter the program and the steps required for advancement are frequently discussed. Youth understand that the advancement of status translates as successfully working through the program. Additional privileges are associated with each Status/Level as well as additional support for students that struggle to advance through the Status/Level System.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Behavior Management
   - Based on the meta-analysis, is there a qualifying supplemental service? Yes
   - If so, what is the Service type? Group Counseling
   - Was the supplemental service provided? Yes
   - Total Points Possible for this Service Type: 30

   Total Points Earned: 30

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
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:** 10

   Total Points Earned: 10 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.

   - 49/50 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points
   - 10/50 youth in the cohort are High or Very High YLS Risk Level for a total of 5 points

   Total Points Earned: 17 Total Points Possible: 25

**Basic SPEP™ Score:** 77 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:** 82% 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:

Outside In’s service of Skillbuilding scored a 82% Program Optimization Percentage. It is classified as a Group 4 service; Behavior Contracting; contingency management with a qualifying supplemental service of Group Counseling. The quality of the service was found to be at a High level. The risk levels of youth admitted to the program were 2% as low risk, 78% as moderate risk and 20% as high risk. The amount of service provided to the clients was 18% of the recommended targeted weeks of duration and 100% of the recommended target contact hours for this service type.

Outside In’s service of Skillbuilding could improve its capacity for recidivism reduction through:

1. Regarding Quality of Service:
   a. Develop an agency policy that outlines how to prevent drift from delivering the service according to the protocol to include:
      i. Specific action steps for the agency to take, an “if-then” approach, should drift occur
      ii. A progressive supervision process and response plan
      iii. Reference the use of data outcomes to improve service delivery
   b. Incorporation of staff feedback in order to improve the service delivery

2. Regarding Service Amount:
   a. Improve communication with JPO from referring counties to better match research recommendations for targeted amount of service
The Standardized Program Evaluation Protocol (SPEP™):

**Service Score Results:** Reassessment

**Name of Program and Service:** Outside In-Voyagers Program-Behavior Management System  
**Cohort Total:** 17  
**Timeframe of Selected Cohort:** May 23, 2017-Mar.19, 2018  
**SPEP ID:** 85-T02  
**Date(s) of Interview(s):** Jul.17, 2017 & Nov.6, 2017  
**Lead County & SPEP Team Representatives:** Bill Shultz, Allegheny Co. & Shawn Peck, EPICenter  
**Person Preparing Report:** Kenneth Chiaverini, Allegheny Co. & Shawn Peck

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**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. (500 word limit)

Outside In is a nonprofit corporation based in Bolivar, Pennsylvania that provides services for youth and families. Outside In offers a continuum of care that includes both residential and nonresidential services with the goal to interrupt nonproductive behavior patterns and establish successful and positive development in referred youth. Upon entering Outside In, students are placed in one of two residential programs on the campus. The two programs offered at Outside In are Pathway to Recovery and Voyagers. The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Voyagers Program utilizes a cognitive behavioral approach which challenges each student’s thinking and behavior patterns in three specific adolescent developmental areas: pro social skills, moral reasoning, and education. All students enter the program as Orienteer status where they adjust to the program and identify Individual Service Plan Goals. Next is Scout status, which can be achieved after a student has been in the program for a minimum of five weeks. This status requires an 80% behavioral average for a five-week timeframe. A student cannot have any poor marks “P” or failure grades “F” in school during the evaluation period. In addition, a student must have completed their impact statements and have made some progress on ISP goals. The students are required to turn in an application to achieve this status. Next is the Guide status, which can be achieved after a student has been in the program for a minimum of ten weeks. This status requires an 85% behavioral average for a five-week timeframe. A student cannot have any poor marks “P” or failure grades “F” in school during the evaluation period. A student must have completed their apology letters and have made significant progress on ISP goals. The students are also required to turn in an application to achieve this status. This status makes students eligible for home passes if the student has been in the program for a minimum of ten weeks. Next is the Guide + status, which can be achieved after a student has been in the program for a minimum of 14 weeks. This status requires a 90% behavioral average for a five-week timeframe. A student cannot have any poor marks “P” or failure grades “F” in school during the evaluation period. In addition, a student must be nearing completion of ISP goals and have successfully completed a minimum of one W.I.L.D. cycle. This status makes students eligible for extra privileges, such as special lunch, extra home passes, extra movie time, and off campus opportunities. Students are not required to turn in an application to achieve this status. Students are required, however, to complete a Transition Guide and Interview to achieve this status.

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The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Behavior Management  
   **Based on the meta-analysis, is there a qualifying supplemental service** Yes  
   **If so, what is the Service type?** Remedial Academic Program  
   **Was the supplemental service provided?** No  
   **Total Points Possible for this Service Type:** 30  
   **Total Points Earned:** 25  
   **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: | 2 |
| Points received for Dosage or Number of Hours: | 10 |

**Total Points Earned: 12**  **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.

- 13 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 7 points
- 3 youth in the cohort are High or Very High YLS Risk Level for a total of 3 points

**Total Points Earned: 10**  **Total Points Possible: 25**

### Basic SPEPTM Score: 67 total points awarded 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**: 71% 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)*

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**The SPEPTM 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:

Behavior Management System scored a 67 for the Basic Score and a 71% Program Optimization Percentage (POP). The Basic Score represents a decrease of 5 points and the POP represents a decrease of 5 percentage points from the initial SPEPTM assessment. It was classified as a Group 4 service; Behavioral Contracting, Contingency Management. The quality of service delivery was found to be at a high level. For amount of service, 24% of the youth received the recommended target weeks of duration and 100% of the youth received the recommended target contact hours for this service type. The risk levels of youth that received this service were 23% as low risk, 59% as moderate risk, 18% as high risk, and 0% as very high risk. This service could continue to improve its capacity for recidivism reduction through:

1. **Regarding Quality of Service Delivery**:
   - a. **Written Protocol**:
     - i. Include in written protocol the group process that exists in the W.I.L.D. – The Challenge Program where youth meet each day and discuss the ten categories, which is a process and planning group led by the students to include reflection of their daily performance that can be facilitated at the beginning or the end of the day.
   - b. **Staff Supervision**:
     - i. Include in staff supervision a signature line on the existing form for the supervisor of the service to verify that fidelity and quality of the treatment services are being documented.
   - c. **Organizational Response to Drift**:
     - i. Enhance existing drift policy to include a detailed step-by-step description of how the service is delivered.
     - ii. Enhance existing “if-then” approach to describe the action steps to be taken operationally should there be drift in service delivery. This could be implemented during the MDT Meeting and could highlight the duties of specific staff.
     - iii. Develop a documentation process to verify the application of the described steps.
     - iv. Reference the use of outcome data within the drift policy.

2. **Regarding Amount of Service**:
   - a. Improve communication with JPO from referring counties to better match research recommendations for the targeted amount of service.
   - b. Discuss aftercare options to help with transition after residential treatment:
     - i. Reconsider the “pre-release” option that increases frequency of home passes as youth approach discharge.
     - ii. Initiate a transition plan for each student.

3. **Regarding Level of Risk**:
   - a. Improve communication with JPO from referring counties to better match research recommendations for the Level of Risk.
   - b. Increase collaboration between juvenile probation and Outside In to consider:
     - i. Each youth’s responsivity factors during treatment.
     - ii. Appropriate length of stay for each youth.