

# The Standardized Program Evaluation Protocol (SPEP™):

*Service Score Results:* Baseline

**Name of Program and Service:** Outside In-Pathway to Recovery-Educational Services  
Cohort Total: 49/48 SPEP ID: 178-T01  
Selected Timeframe: Sep.1, 2016-Sep.1, 2017  
Date(s) of Interview(s): Aug.18, 2017 & Oct.12, 2017  
Lead County & SPEP Team Representatives: Bill Shultz, Allegheny Co. & Shawn Peck, EPISCenter  
Person Preparing Report: Michele Howard & Shawn Peck

**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)*

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 Pathway to Recovery Program provides specific drug and alcohol treatment (in-patient). The Pathway to Recovery Program is an activity-intensive 58-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Pathway to Recovery 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. As part of the overall menu of substance abuse services provided in the Pathway to Recovery program, each student receives at least 6 group sessions per week. Outside In provides an on-campus, licensed, Private Academic School for all residential clients with year-round educational services. These services include grade level remediation, GED preparation and on-site testing, and Credit Recovery. Coursework is provided by Pennsylvania certified teachers in small group settings. Academic performance is measured on a weekly basis and students accumulate credits toward a High School Diploma and graduation. Outside In's Private Academic School is licensed by the Pennsylvania Department of Education to provide regular education to grades six through twelve, and special education services for Autism/Pervasive Developmental Disorder (PDD), Deaf/Hearing Impaired, Learning Disabled, Mentally Retarded, Socially/Emotionally Disturbed, and Speech/Language Impaired. All curricula are aligned with Pennsylvania State Academic Standards and are adapted as needed for each student based on their individual levels. Each student has a minimum course load of seven classes. Education lessons are individualized according to student need. All special education is coordinated with Ligonier Valley School District. Outside In's Educational Services provides technology for vocational and other educational programming, as well as full access to the Edmentum® program to assist in specialized academic areas, remediation, and credit recovery. Outside In also has an active affiliation with Pennsylvania Academic Career & Technical Training (PACTT) and Office of Vocational Rehabilitation.

**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: 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: 6

Total Points Earned: 6 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.

45/48 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

12/48 youth in the cohort are High or Very High YLS Risk Level for a total of 8 points

Total Points Earned: 18 Total Points Possible: 25

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**Basic SPEP™ Score:** 54 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:** 68% 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:

Educational Services scored 54 for the Basic Score and a 68% Program Optimization Percentage (POP). It was classified as a Group 2 service; Remedial Academic Program. The quality of service delivery was found to be at a high level. For amount of service, 10% of the youth received the recommended targeted weeks of duration and 74% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth that received this service were 6% low risk, 69% moderate risk, 25% 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. Incorporate written protocols/manuals for this service into one over-arching protocol/manual.
- ii. Ensure that protocols/manuals describe each component of the service.

b. Staff Supervision:

- i. Include in staff supervision a sign-in 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.
- iii. Develop a documentation process to verify the application of the described steps. This could be implemented during the MDT Meeting and could highlight the duties of specific staff.
- iv. Reference the use of outcome data with the development of the drift policy. This would include the PACTT data, OVR data, weekly grades, and live supervision progress notes.

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.