

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Taylor Diversion Programs, Inc.-Lighthouse Island Academy (LIA)

Cohort Total: 27

SPEP ID: 194-T01

Selected Timeframe: Aug.1, 2015-Aug. 1, 2017

Date(s) of Interview(s): Aug. 21, 2017 & Nov. 1, 2017

Lead County & SPEP Team Representatives: David Evrard, Allegheny Co. & Shawn Peck, EPISCenter

Person Preparing Report: David Evrard & 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)*

Taylor Diversion Programs, Inc. (TDP) is a Residential Independent Living Program located in Tionesta, PA. TDP is community based and promotes wellness through developing strong ties to the community, while creating a heightened commitment to serving as active, contributing citizens and enhancing their appreciation of the natural world. Balanced and Restorative Justice concepts are reinforced throughout each youth's treatment. Community Protection is accomplished by providing a safe and structured environment to the treatment of youth and helps them change their behaviors of concern. Victim Restoration is accomplished by working with youth to accept responsibility for their behavior, understand how their behavior has affected others, acknowledge the harm caused to their victims and communities, and take steps to restore the victim and the community. Competency Development is accomplished by providing opportunities for youth to develop a sense of belonging, form close relationships with those around them, make meaningful and responsible choices, and develop transferable skills to avoid future harmful behaviors.

TDP operates a private academic school, Lighthouse Island Academy (LIA), licensed by the PA Department of Education for students grades 9-12. Utilizing a nature-based curriculum, LIA offers a complete listing of courses whereby students can earn a high school diploma. In addition to core course offerings, LIA's electives are unique to the school setting and provide youth with opportunities/experiences beyond a regular classroom education. For example, elective courses include titles such as: Fly Fishing, Archery, GPS Tracking, Personal Development, and Consumer Science. Education is custom tailored/individualized, and small classes provide one-on-one interaction between student and teacher. Students may prepare for GED testing if appropriate. GED prep packets and booklets are available, and students may take (on-line) the practice test to determine whether or not they are prepared to take the complete battery of tests to actually earn their GED. If school is in session, most GED work is done after the school day; of most importance, GED tutoring is always provided. LIA is in session for the 180-day school year. Because teachers are employed year-round, school during the summer takes on a different venue. Teachers plan field trips, day excursions and activities that provide enriched learning experiences for each of the students.

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: 0

Total Points Earned: 0 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.

26 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points

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

Total Points Earned: 20 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:

Lighthouse Island Academy (LIA) scored a 50 for the Basic Score and a 63% Program Optimization Percentage. It was classified as a Group 2 service; Remedial Academic Program. The quality of service was found to be at a high level. The amount of service provided to the youth was 0% of the recommended targeted weeks for duration and 0% of the recommended targeted contact hours for this service type. The risk levels of youth admitted to the service were 4% as low risk, 70% as moderate risk, and 26% as high risk. The service could improve its capacity for recidivism reduction through:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

- i. Develop an overarching procedure manual to describe each component of this service, how each component is coordinated, and to ensure the service is implemented as intended.

1. Articulate in writing the process used to help a teacher correlate the Individualized Education Plan (IEP) and the materials that are offered, also known as "chunks".

- ii. Ensure documentation exists for staff delivering all components of this service.

iii. Develop a process to track:

1. Outputs: the teacher delivering the chunks, to include a schedule for the student.
2. Outcomes: the student's progress regarding credit recovery, already measured by EDgenuity.

- iv. Develop a form to capture the achievement of these goals. v. Develop a detailed process manual that describes the requirements for students with an IEP (to receive everything identified in the IEP).

- vi. Develop a review schedule to update the protocols and ensure the latest version is dated.

b. Staff Training:

- i. Identify that a Teaching Certificate is required for staff to deliver all components of this service.

- ii. Develop a form or sign-in sheet to verify that teachers received changes made to each of the components of this service as part of the booster training process.

- iii. Develop a form or sign-in sheet to verify that teachers received changes made to the GED curriculum.

c. Staff Supervision:

- i. Develop a supervision process to ensure that teachers correlated the IEP and the materials that are offered, also known as "chunks" as protocol dictates.

- ii. Develop a supervision process to include direct observation for GED.

- iii. Develop a form that identifies the subjects that the youth are working towards as part of the GED to include:

1. The 2nd Thursday Meeting.
2. On-line review of what the teacher is doing to ensure the youth are progressing.
3. One-on-one meetings.
4. Discussions with students.

- iv. Develop a documentation process to supervise the over-arching process that encompasses the entirety of this service.

- v. Align job descriptions with performance evaluations.

d. Organizational Response to Drift:

- i. Coordinate existing procedures/manuals into an overarching policy/procedure that describes how all the components of this service fit together.

- ii. Ensure that the policy/procedure contains corrective action steps to ensure an "if-then" approach, such as when a student makes exceptional progress or additional resources, or training are needed.

- iii. Develop documentation for the supervisor and administration to ensure that all components of this service were delivered as intended.

- iv. Develop a process to collect feedback from the youth and staff on the service with the intention of improving service delivery.

- v. Develop processes to monitor the service delivery at scheduled times, such as weekly review meetings for real-time supervision and quarterly meetings for reflection, to include a data analysis process that ensures all components of this service were delivered as intended.

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