

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Outside In-Pathway to Recovery-Transitional Skills
Cohort Total: 56 SPEP ID: 177-T01
Selected Timeframe: Sep.1, 2016-Sep.1, 2017
Date(s) of Interview(s): Aug.18, 2017 & Jan.11, 2018
Lead County & SPEP Team Representatives: Bill Shultz, Allegheny Co. & Shawn Peck, EPISCenter
Person Preparing Report: Angela Work & 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. Through the use of two Transitional Skills Centers, all students at Outside In have the opportunity to regularly participate in independent-living skill enhancement, exploration of career interests and aptitudes, and vocational skill-building activities. The Transitional Skills Center also features 11 different hands-on modules, which introduce the students to real life experiences. The modules include Computer Graphic Design, Flight Simulation, Introductory Residential Wiring, CNC Lathe, CNC Mill, Digital Video Photography, Computer Problem Solving, Cabling Technology, Advanced Residential Wiring, Introductory Router and Design Program, and Advanced Router and Design Program. Youth that complete the Cabling Technology module receive a cabling certification, which can be used to obtain employment with companies such as Comcast. Outside In maintains a strong affiliation with the Pennsylvania Academic/Career & Technical Training (PACTT) Alliance. The above-mentioned facilities, curricula, and equipment are integral pieces of the overall commitment to fulfilling the requirements of the PACTT affiliation. Though the Transitional Skills service is not the same as the PACTT affiliation, the two go hand in hand. The PACTT affiliation requires Outside In to provide the students with a work study opportunity, 27 different soft skills competencies, and training. The soft skills competencies include: job searches/exploration of career fields, developing a transition plan, completing a resume and cover letter, mastering interview skills, and identifying and practicing conflict resolution. Work study programs are developed in concert with Transitional Skills Center staff. In these programs, students complete job applications, compose a resume and list of references, and engage in a formal interview process. If selected, students receive a formal letter of hire and applicable job description and must follow all requirements of the position to keep it. The students can also complete certifications in the following areas: OSHA 10, Pre-OSHA, Cyber Awareness, Job Readiness, and ServSafe®.

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

1. **SPEP™ Service Type:** Job Related Training-Vocational Counseling

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: 10

Total Points Earned: 5 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: 4

Points received for Dosage or Number of Hours: 6

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.

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

15 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: 45 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: 60% 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:

Transitional Skills scored 45 for the Basic Score and a 60% Program Optimization Percentage (POP). It was classified as a Group 1 service; Job Related Training; Vocational Counseling. The quality of service delivery was found to be at a medium level. For amount of service, 52% of the youth received the recommended targeted weeks of duration and 79% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth that received this service were 5% low risk, 68% moderate risk, 27% 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:

- Develop an overarching procedure manual to clearly describe each component of this service, and how each component is coordinated and to ensure the service implemented as intended.
- Ensure documentation exists for staff delivering all components of this service to include the use of the Soft Skills Checklist.
- Utilize PACTT Group Facilitation Form for each session and possibly each youth to better track service delivery.
- Develop a review schedule to update the protocols and ensure the latest version is dated.

b. Staff Training:

- Develop an index that identifies the educational requirement for each component of this service.
- Develop a metric to identify the competencies that should be demonstrated.
- Develop a form to track training of staff that deliver this service.
- Develop a documentation process to include the number of hours for the training, and location for signatures, and utilize the revised form to document all components that staff are trained on.
- Develop booster trainings to:
 - Update manuals/protocols.
 - Address training needs.
 - Provide professional level updates such as on-line training for teachers of welding.

c. Staff Supervision:

- Develop a supervision process to include direct observation for all aspects of this service.
- Develop a Checklist for observation of all components of this service.
- Develop a documentation process to supervise the over-arching process that encompasses the entirety of this service.
- Develop processes to monitor the service delivery at scheduled times, such as weekly review meetings for real-time supervision and quarterly meetings for reflection/analysis.
- Develop documentation for supervisor and administration to ensure all components of this service to verify that they were delivered as intended.
- Align job descriptions with performance evaluations.

d. Organizational Response to Drift:

- Develop procedures for all components of this service.
- Coordinate existing procedures/manuals into an overarching policy/procedure that describes how all the components of this service fit together.
- 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.
- Develop a process to collect feedback from youth and staff on the service with the intention of improving service delivery.

2. Regarding Amount of Service:

- Develop a data analysis process to ensure all components of this service are delivered as intended.
- Discuss aftercare options to help with transition after residential treatment:
 - Reconsider the "pre-release" option that increases frequency of home passes as youth approach discharge.
 - Initiate a transition plan for each student.

3. Regarding Level of Risk:

- Improve communication with JPO from referring counties to better match research recommendations for the Level of Risk.
- Increase collaboration between juvenile probation and Outside In to consider:
 - Each youth's responsibility factors during treatment.
 - Appropriate length of stay for each youth.