

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 0304-T01

Agency Name: The Summit Academy
Program Name: The Summit Academy
Service Name: Industrial Trades Training
Cohort Total: 80 for Amount of Service; 74 for Risk Level
Timeframe of Selected Cohort: Jan. 1, 2019 - Dec. 31, 2019
Referral County(s): Adams (1); Allegheny (18); Bedford (2); Berks (1); Blair (3); Cameron (1); Chester (1); Clinton (1); Crawford (2); Cumberland (1); Dauphin (1); Delaware (3); Elk (2); Fayette (2); Huntingdon (1); Jefferson (3); Lawrence (2); Lebanon (3); Monroe (4); Montgomery (6); Perry (1); Philadelphia (9); Schuylkill (1); Westmoreland (6); York (5)
Date(s) of Interview(s): Aug. 5, 2020 & Aug. 5, 2020
Lead County: Allegheny
Probation Representative(s): William Shultz
EPIS Representative: Christa Park

Description of Service:

The Summit Academy is a private residential school for young men, ages 12-18 in grades 7-12 who are overcoming delinquency, dependency, and addiction issues. The school provides a multi-faceted approach to treatment, rehabilitation and recovery for youth who have experienced substantial trauma and challenges in their past. Summit Academy's trauma-informed milieu interweaves academics, substance abuse treatment, mental health service, evidence-based counseling, family support services, trades training, community service, arts and athletics to provide a transforming opportunity and holistic support system. The unwavering encouragement and comprehensive competency skill development they receive enables them to redirect their lives and focus on healthy and positive futures.

Summit Academy's PACTT-Affiliated Industrial Trades program offers theory and hands-on instruction. The curriculum for each trade is based on the Pennsylvania Department of Education, Students Occupationally and Academically Ready (SOAR) framework. Additional evidence-based curricula are incorporated into Industrial Trades Training including Youth Workforce Development System Competencies, Skills USA Professional Development Program, and Academic Standards for Career, Education & Work through the PA Department of Education. Youth who participate in 4 hours of trades per week fall into the Industrial Trades Training classification; youth who participate in 10 hours of trades per week fall into the PACTT Initiative. Certifications are available in various areas (outlined below when appropriate). The PACTT Soft Skills Checklist is used and enhances work done in the Life Skills/Career Development Class in school. Youth also create portfolios to demonstrate learned skills/competencies.

Industrial Trades Training includes the following unique courses:

- Wood Shop: taught by master woodsman; includes scrolling, woodworking, & framing; offering new certification in 2020 from the American Woodworking Career Alliance
- Welding Shop: individual stalls with exhausts; individual instruction provided; applied projects involve vertical & horizontal welding; certification available through AWS
- Auto-mechanics: variety of Valvoline Oil Change/SP2 approved certifications available; experiential work on actual vehicles
- Auto-Detailing: based on "Detail Kings"; includes "high" technical skills such as claybar and polishing
- Photography/Graphic Design: taught by professional photographer; key skills such as framing shot & composition are emphasized; focus on both manual photography with a digital camera and digital photography/art/enhancements
- Silk Screening: create silk-screened clothing, including dri-fit shirts and multi-colors
- Landscaping: outdoor activity which is typically seasonal; not formally structured program; opportunity for youth to demonstrate skills/competencies gained through other activities
- Building Maintenance: typically seasonal; not formally structured program; opportunity for youth to demonstrate skills/competencies gained through other activities
- Culinary Arts: offer Serv-Safe certification; working in the kitchen is a privilege and also is identified as part of the Work Stipend Program
- OSHA-10 Certifications: offered online to youth; several different types available

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

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

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 Received: 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, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 10 **Total Points Possible:** 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in 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 contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 6
Points received for Contact Hours or Number of Hours: 0

Total Points Received: 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.

56 / 74 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth 7 points
22 / 74 in the cohort are High or Very High YLS Risk Level for a total of 10 points

Total Points Received: 17 **Total Points Possible:** 25

Basic SPEP™ Score: 38 total points received 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: 51% 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.)

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 juvenile probation department.

Industrial Trades Training received a 38 for the Basic Score and a 51% Program Optimization Percentage. It was classified as a Group 1 service; Job-related interventions; Job Training Service Type. There is a qualifying supplemental service of Remedial Academic Training found in the research, which was not used to enhance this service. The Quality of Service Delivery was found to be at a Medium Level. For Amount of Service, 64% of the youth received the recommended targeted weeks of duration and 0% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 24% low risk, 46% moderate risk, 30% high risk, and 0% very high risk. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

- i. Enhance existing materials by developing a Written Protocol which describes how the various manuals/materials (e.g., CIP Codes, PACTT Manual, industry standards, etc.) are utilized to guide service delivery.
- ii. Within the Written Protocol describe current practices for using the YLS information, as well as other treatment-related information, to assist in matching youth with potential trade classes.
- iii. Within the Written Protocol describe current practices for maintaining contact with the developers of the various manuals/ materials (e.g., CIP Codes, PACTT Manual, etc.) used to deliver this service.
- iv. Ensure the written protocol, once developed, is reviewed on a pre-determined timeframe and dated following each review/revision.

b. Staff Training:

- i. Enhance existing job descriptions by including trade-specific requirements of experience/training relevant to each trade offered at Summit Academy (e.g., requirements specific to Welding Instructor, Woodshop Instructor, etc.).
- ii. Within the Written Protocol describe current practices for offering trade-specific training (e.g., Welding, Woodshop, etc.) to instructors who deliver this service.
- iii. Within the Written Protocol identify who is responsible for supervising the instructors delivering this service and ensure the supervisor is trained to deliver the service.

c. Staff Supervision:

- i. Enhance existing supervision processes (e.g., daily notes log & quarterly/annual evaluations) by including trade-specific feedback (e.g., Welding/Woodshop/etc.) in the daily notes and/or quarterly/annual evaluations.

d. Organizational Response to Drift:

- i. Develop an overarching policy/procedure that describes how drift from the fidelity & quality of service delivery will be identified.
- ii. Within the policy and procedure, include an “if-then” approach for corrective action steps to be taken if service delivery departs from what is intended (e.g., drifts from the fidelity and quality of service delivery).
- iii. Ensure documentation is developed and utilized to verify implementation of the drift policy and procedure.
- iv. Enhance existing data processes to collect & assess data regarding the fidelity and quality of service delivery with the intent to adapt/improve service delivery.

2. Regarding Amount of Service:

- a. Identify & analyze opportunities to increase contact hours per week to better match research recommendations for the target amount of service.

3. Regarding Risk Level of Youth Served:

- a. Collaborate with referral JPO to consider the appropriate risk level for each youth.
- b. Collaborate with referral JPO to consider each youth’s responsivity factors during service delivery.