

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: The Glen Mills Schools-Golf Course Management-Job Training
Cohort Total: 11 SPEP ID: 209-T01
Selected Timeframe: Jun. 1, 2016 – Sep. 30, 2017
Date(s) of Interview(s): Oct. 31, 2017
Lead County & SPEP Team Representatives: Susan Claytor, York Co.; & Heather Perry, EPISCenter
Person Preparing Report: Susan Claytor & Heather Perry

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 Glen Mills Schools is a residential facility for males, ages 12 to 18 (at admission) with an IQ of 70 or above. It was founded in 1826, originally incorporated as the Philadelphia House of Refuge. In 1892, the school relocated to its current campus in Delaware County, Pennsylvania, on nearly eight hundred acres, and in 1911 changed its name to the Glen Mills Schools. Programming identifies and addresses criminogenic risk factors using 7 research and evidence-based, group and individual interventions, practices and programs within the framework of a positive normative environment. Programming includes: identification of individual risk factors, diagnostic assessment, guided group interaction, CBT, individual and group counseling, school wide positive behavior supports, gun violence reduction, anger management, parenting skills, development of individual strengths, adolescent substance programming, recreational programs, social and life skill development, independent living skills, regular and special education, health, physical education and recreation, interscholastic sports participation, career and technical education, community service and restitution opportunities, cultural awareness, health services, dental services, restorative justice practices, resiliency through the Bulls Club membership, spiritual services and transitional planning, etc. The focus of this report is the Golf Course Management Program, specifically the Golf Pro Shop. The Golf Pro Shop is considered a stand-alone service and is only one aspect of the Golf Management CTE. The Golf Course Management program is offered as a career and technical training class within the Glen Mills Schools. The program is designed to expose Glen Mill's students to hands-on training in the maintenance and management of a daily-fee golf facility. Youth will be trained in turf management, such as Spray Technology, Landscaping, Retail Management (etc.) and industries related to Pro Shop functions. The Golf CTE program consists of the following components: 1. Social Development in the workplace - The development of communications skills will be taught. Instruction in this area will complement the general development of Language Arts. Communication Skills Classes will teach students the specialized golf vocabulary necessary to communicate with the clientele of the golf world. 2. Golf Course Maintenance CTE - Students learn about the golf course and the equipment. They are taught to identify each piece of turf equipment by name and the practical application of it. Students also learn about irrigation technology and basic agronomy during this component of the service. 3. Golf Course Management CTE - Students partake in instruction as well as hands-on service in the "golf-house", which contains a limited pro-shop and locker rooms.

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 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: 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.

8 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 5 points

2 youth in the cohort are High or Very High YLS Risk Level for a total of 3 points

Total Points Earned: 8 Total Points Possible: 25

Basic SPEP™ Score: 23 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: 31% 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:

The Golf Course Management Program scored a 23 for the Basic Score and a 31% Program Optimization Percentage. It is classified as a Group 1 service – Job Training. The program could improve its capacity for recidivism reduction through:

1. Primary and Supplemental Service Types
 - a. Demonstrate the incorporation of Remedial Academics into Golf Course Management.
2. Enhance Written Protocol:
 - a. Ensure youth are meeting all of the requirements of the service (ex. Create a checklist the youth must complete).
 - b. Review the manual on a regular basis to ensure updates are recorded.
3. Enhance Staff Training:
 - a. Develop a formalized training procedure which includes required training hours per year and document training completed.
 - b. Provide booster/refresher training that is specific to Golf Course Pro Shop and document participants.
4. Enhance On-going Staff Supervision:
 - a. Develop protocol for the supervisor to monitor staff at pre-determined timeframes and give written feedback.
5. Enhance Organizational Response to Drift:
 - a. Develop a procedure/policy that identifies drift and include this in the manual/protocol. The policy should be a systematic application of the procedures/policies, and should include specific, corrective action steps.
 - b. Enhance data collection by developing a formalized process to gain feedback about the program through interviews or random surveys of the youth (ex. An Exit Interview Questionnaire specific to Golf Course Management).
6. Amount of Service:
 - a. Identify ways to increase the number of weeks of service and contact hours to reach the recommended 25 weeks and 400 hours.
 - b. Enhance Court Reports by including the status of the youths' progress in this service. For example, include language that indicates "the youth is in week 20 of 25 weeks, and has completed 355 of 400 hours".
7. Collaborate with the probation department and investigate ways to service moderate, high and very high risk youth.

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