

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: The Glen Mills Schools - Independent Living
Cohort Total: 88; 86 SPEP ID: 206-T01
Selected Timeframe: Jul. 1, 2016 – Sep. 30, 2017
Date(s) of Interview(s): Jun. 13, 2017 & Oct. 30, 2017
Lead County & SPEP Team Representatives: Jeff Gregro, Bill Keim, Ryan Alena, Berks Co.; Lisa Freese, EPISCenter
Person Preparing Report: Lisa Freese

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 12-18 (at admission) with an IQ of 70 or above. Founded in 1826, it was 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 but is not limited to the following: identification of individual risk factors, diagnostic assessment, guided group interaction, cognitive behavioral therapy, 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. An Individual Service Plan is developed for each youth within 30 days of arrival. Progress is reviewed and documented on a monthly basis. Individual Plans are reviewed and revised a minimum of every six months during placement.

The Glen Mills Independent Living curriculum includes up to twenty five skills/topics taught over an undetermined amount of weeks. This service is run by a counselor teacher and includes workbooks and lessons on basic independent living skills, money management, job skills, personal care, food management, etc. Residents work individually at their own pace. Following completion of a lesson, the workbook is reviewed by the counselor teacher and discussed with the resident to verify that he has retained the material. All youth receive this service when they are not enrolled in Botvin Life Skills Training during their stay at Glen Mills Schools. This service is based on the Casey Life Skills curriculum.

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

1. **SPEP™ Service Type:** Social Skills Training

Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service type? There is no qualifying supplemental service

Was the supplemental service provided? n/a Total Points Possible for this Service Type: 20

Total Points Earned: 20 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: 6

Points received for Dosage or Number of Hours: 4

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.

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

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

Total Points Earned: 15 Total Points Possible: 25

Basic SPEP™ Score: 55 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: 65% 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 Glen Mills Independent Living Program scored a 55 for the Basic Score and a 65% Program Optimization Percentage. It is classified as a Group 3 service - Social Skills Training. The service could improve its capacity for recidivism reduction through the following recommendations:

1. Regular review of the Independent Living Program and update of its contents, based on the collection of outcome data and feedback received from the youth and counselor/teachers who participate in the service.
2. Develop a documented specific training process for those delivering Independent Living where they can learn the curriculum, observe delivery, co-facilitate and then facilitate the group on their own.
3. Develop a more systematic approach to staff observation and supervision and document the staff observations and feedback through the Quality of Protocol Delivery Evaluation form.
4. Develop written policies around identifying drift and ensure a more systemic approach to their use.
5. Explore ways to enhance curriculum to achieve the recommended amount of service of 16 weeks and 24 hours.