

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Taylor Diversion Programs, Inc.-Pennsylvania Academic & Career Technical Training (PACTT)
Cohort Total: 42 SPEP ID: 197-T01
Selected Timeframe: Jan. 1, 2016-Dec. 20, 2017
Date(s) of Interview(s): Aug. 21, 2017 & Oct. 23, 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 is a Pennsylvania Academic Career & Technical Training (PACTT) Affiliate that offers a wide range of career readiness methods that all youth in the program have the opportunity to experience. The PACTT Alliance has molded TDP's rigorous academic requirements, career and technical education courses, portfolio development, along with data base entry, to support youth as they transition and successfully return to their home communities. Guided by the 27 PACTT Competencies (Employability Soft Skills), TDP youth participate in weekly PACTT groups that focus on competency development. Groups are conducted by a trained TDP Mentor/Counselor, once a week for a one-hour session. Competencies are also taught by PA Certified teachers within the school 5 days a week, 42-minute periods for a 9-week cycle; this class focuses on portfolio development which each youth complete and take with them upon discharge from the program. Youth also receive career coaching sessions to plan for their future. Youth have the opportunity to participate in CTE (Career Technical Education) courses such as: Carpentry, Institutional Food Worker, Driver's Education, Landscaping, Financial Management, and American Hotel and Lodging. Youth can earn certifications such as: American Red Cross First Aid/CPR/AED, ServSafe® Food Handler and Manager, Personal Trainer, PA Boater Safety, PA Hunter Safety, along with obtaining PA driver's permit and license. Youth may also enroll through Penn Foster, an online career and technology program that offers certification courses to prepare them for their selected career path.

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: 2

Points received for Dosage or Number of Hours: 0

Total Points Earned: 2 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.

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

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

Total Points Earned: 18 Total Points Possible: 25

Basic SPEP™ Score: 35 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: 47% 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:

Pennsylvania Academic Career & Technical Training (PACTT) scored a 35 for the Basic Score and a 47% Program Optimization Percentage. It was classified as a Group 1 service; Job-related Training; Job Training. The quality of service was found to be at a medium level. The amount of service provided to the youth was 29% of the recommended targeted weeks for duration and 2% of the recommended targeted contact hours for this service type. The risk levels of youth admitted to the service were 7% as low risk, 64% as moderate risk, and 29% 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.
- ii. Ensure documentation exists for staff delivering all components of this service.
- iii. Utilize PACTT Group Facilitation Form for each session and possibly each youth to better track service delivery.
- iv. Develop a review schedule to update the protocols and ensure the latest version is dated.

b. Staff Training:

- i. For educational requirements for staff within the protocol, add "or equivalent experience", and develop an index that identifies the educational requirement for each component of this service.
- ii. Develop a metric to identify the competencies that should be demonstrated.
- iii. Utilize the PACTT Group Facilitation Form to track training going forward.
- iv. Identify that a Teaching Certificate is required for staff to deliver all components of this service.
- v. Enhance existing specialized training to include experience such as carpentry or grass cutting.
- vi. Enhance the PACTT Group Facilitation Form to include a summary, number of hours for the training, and a location for signatures. Utilize the revised form to document all components that staff are trained on.
- vii. Enhance and utilize the PACTT Group Facilitation Form to identify booster training needs.
- viii. Develop booster trainings to: 1. Update manuals/protocols. 2. Address training needs. 3. Provide professional level updates such as on-line training for teachers of welding.

c. Staff Supervision:

- i. Develop a supervision process to include direct observation for all aspects of this service.
- ii. Develop a Checklist for observation of all components of this service.
- iii. Develop a documentation process to supervise the over-arching process that encompasses the entirety of this service.
- iv. 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.
- v. Develop documentation for the supervisor and administration to ensure all components of this service were delivered as intended. vi. Align job descriptions with performance evaluations.

d. Organizational Response to Drift:

- i. Develop procedures for all components of this service.
- ii. Coordinate existing procedures/manuals into an overarching policy/procedure that describes how all the components of this service fit together.
- iii. 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.
- iv. Develop a process to collect feedback from youth and staff on the service with the intention of improving service delivery.
- v. Develop data analysis process to ensure all components of this service are delivered as intended.

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