

SPEP Scoring and Program Certification Training

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Overview

- SPEP Component Review
- Unpacking and Classifying Service Types
- Scoring Service Quality for SPEP
- Scoring Service Quantity (Dosage)
- Scoring Risk
- Putting it all together

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Brief Overview of SPEP Components



To have good effects, interventions must be implemented to match the 'best practice' found in the research


- **Program type:** "Therapeutic" programs, with some types more effective than others
- **Quality of service** delivery: Treatment protocol; monitoring and staff training
- **Amount of service:** Duration and total number of contact hours
- **Risk:** Larger effects with higher risk juveniles

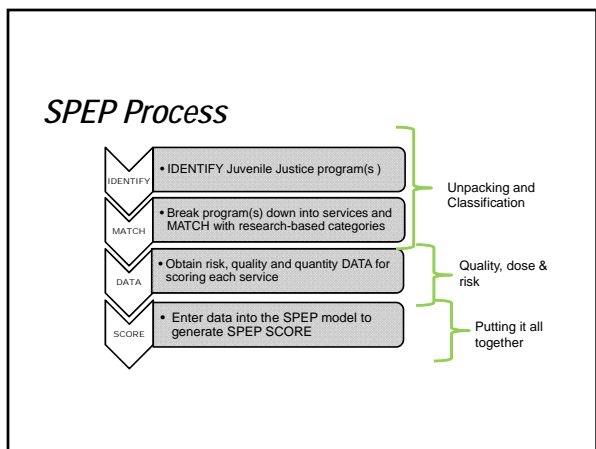
Standardized Program Evaluation Protocol (SPEP)

- Apply the research knowledge base to assess how well current program practice matches evidence for effectiveness
- A rating scheme for each program type within the therapeutic philosophies
- Apply to individual programs based on data about the services actually provided to participating juveniles
- Validated with juvenile justice programs in Arizona and North Carolina

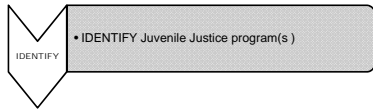
Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders® <small>Revised/Updated version, 2015</small>			
		Points Possible	Points Achieved
Program Type	Primary and Supplemental Service Types <small>(Identified according to definitions derived from the research)</small>		
	Primary Service Type for Program Being Rated		
	Group 1 services (5 points) Group 2 services (10 points) Group 3 services (15 points)	Group 4 services (25 points) Group 5 services (30 points)	30
	Supplemental Service Type Qualifying supplemental service used: Yes (5 points) No (0 points)		
	5		
Program Quality	Quality of Service Delivery <small>(Determined from a systematic assessment of the relevant features of the provider and provider organizations)</small>		
	Rated quality of services delivered: Low (0 points) Medium (10 points) High (20 points)		
	20		
Program Quantity	Amount of Service <small>(Determined from data for the qualifying group of service recipients)</small>		
	Duration (Target number of weeks specified for each service type) % of youth who received at least the target weeks of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 100% (10 points)		
	10		
Juvenile Risk	Contact Hours (Target number of hours specified for each service type) % of youth who received at least the target hours of service: 0% (0 points) 80% (8 points) 20% (2 points) 100% (10 points)		
	10		
	20		
Risk Level of Youth Served <small>(Determined from risk ratings on a valid instrument for the qualifying group of service recipients)</small>			
% of youth with medium or high risk scores (greater than low)		% of youth with high risk scores (greater than medium)	
0% (0 points) 75% (7 points) 10% (1 point) 85% (10 points) 30% (3 points) 95% (12 points)		0% (0 points) 25% (2 points) 15% (1 point) 35% (10 points) 20% (2 points) 35% (12 points)	
		25	
Provider's Total SPEP Score		100 (Best Score)	

Doing the SPEP!





Step One



What is a program?

- Program: A defined package of services delivered by a provider



CIRCLE OF COURAGE

- Individual Therapy
- Group Therapy
- Conflict Resolution Training
- Art Therapy
- Equine therapy

- Distinct from the "structures" or "formats" within which those services are delivered (e.g., day treatment, group home, afterschool program).

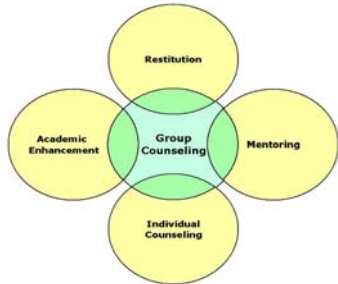
Program versus Structure

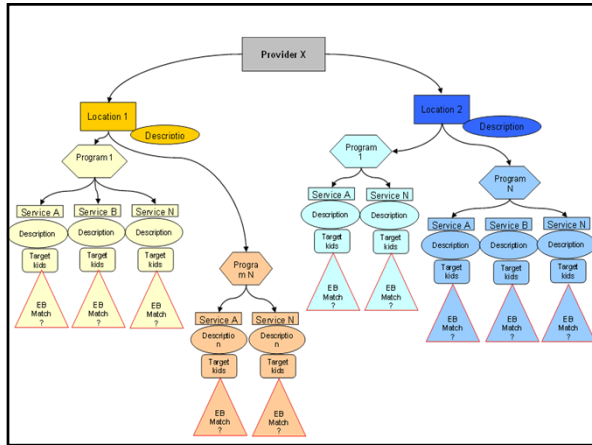
- **Program** – active treatment ingredient
- **Structure** – context that fulfills other needs or requirements
 - May have a treatment program delivered within the structure
 - group home with group counseling


structure


program

Unpacking Multiple Overlapping Service Components in many Programs





Service Primacy

- **Primary service:** The main service a program provides-- the one most characteristic of the program and/or on which the most time or effort is spent.
- **Supplemental service:** Services in addition to the primary service that are part of the program and may reinforce or complement the primary service.

Primary and Supplemental

Primary

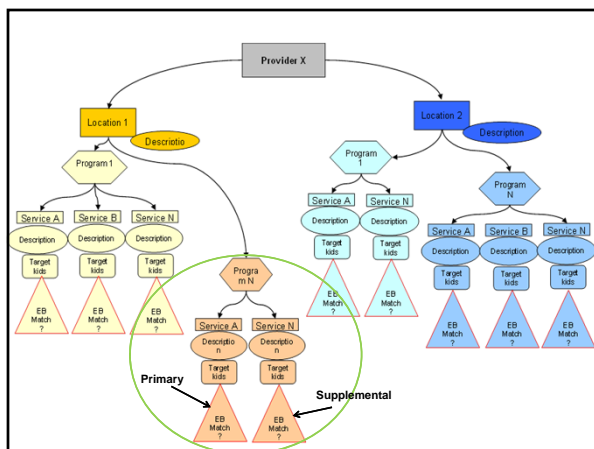
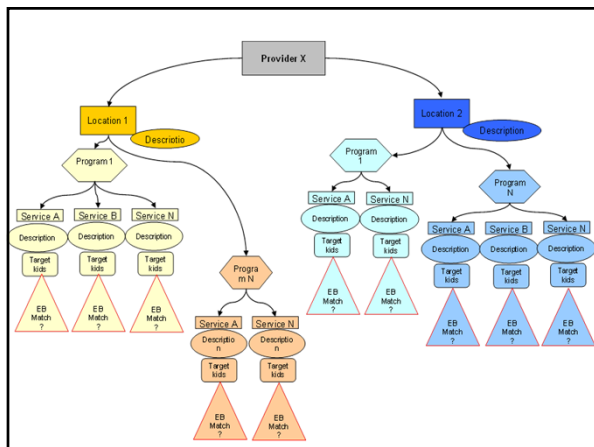
Main focus of the program

- Most time/effort spent on this
- All or most of the youth served receive this
- Recognized as the dominant theme of the program
- Other program elements support its effectiveness

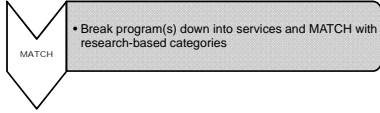
Supplemental

Other distinct service

- Less time/effort spent on this
- Serves to reinforce or complement the primary service
- Only some of the program clients receive this or it constitutes a relatively small portion of the total service time



Step Two



Program classification

- Matching your program or service to SPEP Service Type Categories found in research
- Applies only to therapeutic programs
- Must be based on detailed descriptions of the nature of the services provided
- Includes both primary and supplemental services
- Should mainly reflect the primary service

Program classification

Proceeds in two stages:

- Determine the broad category into which the program fits
 - Restorative
 - Counseling and its variants
 - Skill-building
- Determine the specific program type within that broad category (e.g., individual counseling, family counseling, etc.)

Classification Tools

- SPEP Program/Service Classification Guide
- Full Program Profile

Full Program Profile for											
Name of Program Bundle	SPEP Program/Service Classification				SPEP Supplemental Components			Demographic Program Profile			Cost
	Service Name (may be same as Program Bundle)	SPEP Match Category	SPEP Match Sub-Category	Special Population Served	Risk (based on instrument)	Age Served	Gender Served	Program Capacity (seats/beds)	Geographical Reach	Cost Per Client	Cost Cals & Source
Empower Youth	GENERAL DESCRIPTION: Program provides a 12-week, group and individual counseling and case management services to children and adolescents who are at risk of or have been sexually abused. The program includes a 1-week pre-program orientation, 10 weeks of group and individual counseling, and a 1-week wrap-up. The program is designed to provide a safe and supportive environment for children and adolescents who have been sexually abused. The program includes a 1-week pre-program orientation, 10 weeks of group and individual counseling, and a 1-week wrap-up. The program is designed to provide a safe and supportive environment for children and adolescents who have been sexually abused.	counseling	Group	NONE - Client Prg.	Overall: med to HI, low risk; specific need	15-17 primary	ma (most) and fe	working cap 45 but not staff as needed	17 counties	costs pd by probation rate by level of service 2x\$1400y	from provider and probation staff
		counseling	Mentoring	NONE - Client Prg.	Overall: med to HI, low risk; specific need; the program reflects a higher need and/or higher risk potential	15-17 primary	ma (most) and fe	working cap 45 but not staff as needed	17 counties	costs pd by probation rate by level of service 4x\$2800y	from provider and probation staff
		skill building	Behavioral Counseling	NONE - Client Prg.	Overall: med to HI, low risk; specific need; the program reflects a higher need and/or higher risk potential	15-17 primary	ma (most) and fe	working cap 45 but not staff as needed	17 counties	costs pd by probation rate by level of service 5x\$3500y	from provider and probation staff

Classification Tools

- SPEP Program/Service Classification Guide
- Full Program Profile
- Pre-Visit Checklist

To make the best use of your time for our upcoming SPEP classification visit on ******, we have broken out the information by each of the SPEP evaluation components below. At our onsite meeting it would be extremely helpful to prepare the following information and staff persons available:

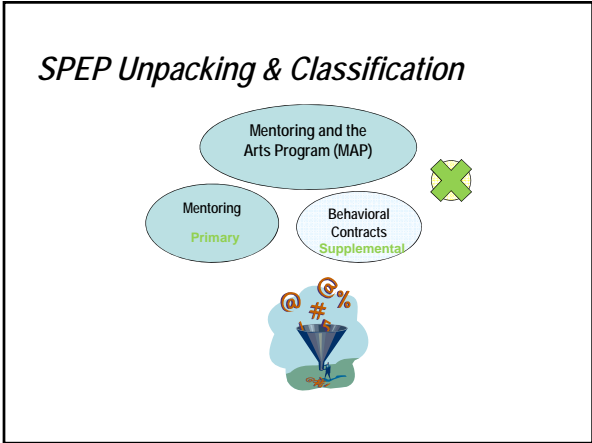
Types of programs

- Identification of any "tracks" within which juveniles with a certain diagnosis, need, gender, and/or risk are grouped together for treatment purposes (e.g., Alcohol & Drug, general population or level 1 boys, level 2 boys, and medical need boys).
- An example of a daily schedule of services/school activities for the juveniles receiving services at your facility/agency. Please include typical schedules for each "track" or program grouping if appropriate.
- Programs/services received by juveniles in your facility/agency:
 - Specify the service used by your agency/location.
 - A brief description of each identified service or program component.
 - A copy of the protocol or guide (e.g., a treatment manual with which staff providing the service are trained).
- A treatment staff representative with expertise in juvenile programming and placement for your facility/agency should be available to answer questions specific to program content, scheduling, program assignment, etc. on the day of the visit.

Program delivery

For each program/service identified above, be ready to describe how the following are tracked:

- Training received in that specific service type, the amount and recency of such training.
- Educational and experiential background of staff responsible for providing each service.
- Any procedures in place (a) to promote adherence to the protocol and other aspects of quality by those providing service, and (b) to take corrective action when significant departures from the protocol or lapses in quality are identified.
- The amount of treatment time each juvenile receives for each program/service identified above broken down as:
 - Duration: the interval between the first day the program/service is provided and the last day it is provided (e.g., 12 weeks) for each juvenile receiving that service.
 - Face-to-face contact hours: the total number of contact hours with the service experienced by each juvenile during a specified service period.
- A data system and/or quality assurance staff representative with practical knowledge of the information/data listed above should be available to answer questions and provide clarification during our planned visit.



Primary and supplemental service types

Primary and Supplemental Service Types <small>[Identified according to definitions derived from the research]</small>	
Primary Service Type for Program Being Rated	
Group 1 services (5 points) Group 4 services (25 points)	
Group 2 services (10 points) Group 5 services (30 points)	30
Group 3 services (15 points)	
Supplemental Service Type	
Qualifying supplemental service used: Yes (5 points) No (0 points)	5

Type of Service Coding

Primary and Supplemental Services Guide		Type of Service	Pts
Group 4 services (Score=25)	Primary	Mentoring	25
	Supplemental	Behavioral Contracting	5
TOTAL			30

Qualifying supplemental services: Behavioral contracting/management

Application Exercise

- Review scenarios
- Identify program/service/structure
- Unpack services
- Match services to SPEP service types

Application Exercise

- Project GiveBack
- Wilderness Program
- PEP
- CJRP
- CareerSmarts
- Counseling Services
- Life Skills
- Counseling
- Guided Growth
- Wilderness School

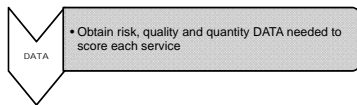
Discussion

- Data source(s)
- Tasks/steps needed to obtain this information
- Anticipated obstacles in obtaining this information

Questions?



Step Three



SPEP Quality Components

- Whether the agency has an explicit written protocol for delivery of that specific service (e.g., a treatment manual with which the staff providing the service are familiar)
- Whether the staff persons providing the service have received training in that specific service type; the amount and recency of such training.
- Whether the agency has procedures in place
 - (a) to monitor adherence to the protocol and other aspects of quality by those providing service and
 - (b) to take corrective action when significant departures from the protocol or lapses in quality are identified.

Measuring the quality component

- **Data driven based on available specific, credible information on a service**
- **Data should be verifiable either through existing processes or**
- **Procedures/data collection designed for this purpose that fit within existing processes**

PA SPEP Quality Measurement Tool

PA SPEP QUALITY MEASURES (3.0)

20 Point Quality of Service Checklist

Protocol:

- ___ Written manual/protocol describing service to be delivered (1pt)
- ___ Describes service broken out by lesson/session (1pt)
- ___ Identifies target population and risk factors targeted (1pt)
- ___ Documentation manual is being utilized during service delivery (1pt)
- ___ Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

- ___ Minimum Education requirements for those delivering service (1pt)
- ___ Delivery staff are trained to deliver service (documented) (1pt)
- ___ Certification is required to deliver service (1pt)
- ___ Booster trainings or recertification is documented (1pt)
- ___ Supervisors are also trained to deliver the service (documented) (1pt)

On-Going Staff Supervision:

- ___ Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- ___ Monitoring is documented (1pt)
- ___ Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- ___ Written feedback is provided to those delivering service (1pt)
- ___ Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)

Organizational Response to Drift:

- ___ Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
- ___ Evidence/documentation of systematic application of these procedures/policies (1pt)
- ___ Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- ___ Data is collected including client feedback and peer reviews (1pt)
- ___ Effectiveness of service is evaluated and monitored (1pt)

Low 0-6 pts (5 SPEP points)
Medium 7-13 pts (10 SPEP points)
High 14-20 pts (20 SPEP points)

Protocol

Measures:

- Written manual/protocol describing service to be delivered (1pt)
- Describes service broken out by lesson/session (1pt)
- Identifies target population and risk factors targeted (1pt)
- Documentation manual is being utilized during service delivery (1pt)
- Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training

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- Delivery staff are trained to deliver service (documented) (1pt)
- Certification is required to deliver service (1pt)
- Booster trainings or recertification is documented (1pt)
- Supervisors are also trained to deliver the service (documented) (1pt)

Ongoing Staff Supervision

Measures:

- Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- Monitoring is documented (1pt)
- Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- Written feedback is provided to those delivering service (1pt)
- Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)

Organizational Response to Drift

Measures:

- Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
- Evidence/documentation of systematic application of these procedures/policies (1pt)
- Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- Data is collected including client feedback and peer reviews (1pt)
- Effectiveness of service is evaluated and monitored (1pt)

Quality of service delivery

Quality of Service Delivery	
(Determined from a systematic assessment of the relevant features of the provider and provider organization)	
Rated quality of services delivered: Low (5 points) Medium (10 points) High (20 points)	20



PA SFEPP Quality Measures

Protocol:

- Written manual/protocol describing service to be delivered (1pt)
- Describes service broken out by lesson/session (1pt)
- Identifies target population and risk factors targeted (1pt)
- Documentation manual is being utilized during service delivery (1pt)
- Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

- Minimum Education requirements for those delivering service (1pt)
- Delivery staff are trained to deliver service (documented) (1pt)
- Certification is required to deliver service (1pt)
- Booster trainings or recertification is documented (1pt)
- Supervisors are also trained to deliver the service (documented) (1pt)

On-Going Staff Supervision:

- Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- Monitoring is documented (1pt)
- Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- Written feedback is provided to those delivering service (1pt)
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- Evidence/documentation of systematic application of these procedures/policies (1pt)
- Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- Data is collected including client feedback and peer reviews (1pt)
- Effectiveness of service is evaluated and monitored (1pt)

Total = 14

20 Point Quality of Service Checklist

Protocol:

- ___ Written manual/protocol describing service to be delivered (1pt)
- ___ Describes service broken out by lesson/session (1pt)
- ___ Identifies target population and risk factors targeted (1pt)
- ___ Documentation manual is being utilized during service delivery (1pt)
- ___ Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

- ___ Minimum Education requirements for those delivering service (1pt)
- ___ Delivery staff are trained to deliver service (documented) (1pt)
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On-Going Staff Supervision:

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- ___ Evidence/documentation of systematic application of these procedures/policies (1pt)
- ___ Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- ___ Data is collected including client feedback and peer reviews (1pt)
- ___ Effectiveness of service is evaluated and monitored (1pt)

Total = 14


Where . . .

0-6 pts = Low

7-13 pts = Medium

14-20 pts = High

Quality of Service Coding




PA SPEP Quality Measures

Quality of Service Delivery	SPEP Pts Possible	Service Data
Low	5	
Medium	10	
High	20	X
Service TOTAL	10	

Discussion

- Data source(s)
- Tasks/steps needed to obtain this information
- Anticipated obstacles in obtaining this information
- Issues of validity and reliability

Questions?



Amount of service (dose)

Determined from client-level data on a sufficient number (10 or more) of services closed recently (e.g., last year):

- **Duration of service.** Time between the first and last day the primary service is provided to each juvenile in the caseload
- **Face-to-face contact hours.** The total number of contact hours each juvenile in the caseload has with the primary service

Basic Data Example

Child ID	Demographics (IC8/04)					Risk Assessment Score	Provider Location	Length of Residential Stay		Individual Therapy			Group Counseling		
	First Name	Last Name	DOB	Sex	Race			Admission Date	Release Date	Duration of service (wks)	Freq of service per wk	Face to face Hrs total hrs	Duration of service (wks)	Freq of service per wk	Face to face Hrs total hrs
11111	Richard	Chapman	1/8/1995	M	C	37	TNY	10/28/2009	24/2010	4	1	4	4	4	16
23450	Terrance	Abelson	4/29/1995	M	AA	32	TNY	10/21/2009	1/15/2010	4	1	3	4	1	2
44588	Katharine	Blitney	11/29/1995	F	C	38	SM	5/18/2010	current	4	1	4	4	4	16
46943	Ronnie	Lipsky	2/3/1994	F	AA	31	QVC	3/25/2010	current	4	1	4	4	4	16
47567	Matthew	Merrison	05/16/94	M	LB	32	TNY	1/10/2009	3/8/2010	4	1	4	4	1	2
37799	Brandy	Tanner	04/14/95	F	C	35	SM	3/29/2010	current	4	1	4	4	1	7
66890	John	Smith	1/4/95	M	H	38	QVC	1/10/2010	current	18	2	36	5	45	12
30226	Terry	Wilson	10/7/1997	M	AA	30	QVC	1/13/2010	current	4	1	4	4	4	16

Amount of service

Amount of Service [Determined from data for the qualifying group of service recipients]		
Duration [Target number of weeks specified for each service type] % of youth who received at least the target weeks of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 99% (10 points)	10	
Contact Hours [Target number of hours specified for each service type] % of youth who received at least the target hours of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 99% (10 points)	10	

Primary and Supplemental Services Guide

Quantity of Service Coding

Duration	SPEP Pts Possible	Service Data	Contact Hours	SPEP Pts Possible	Service Data
			0-19%	0	
20-39%	2		40-59%	4	
40-59%	4	X	60-79%	6	X
60-79%	6		80-89%	8	
80-89%	8		90-100%	10	
90-100%	10				
TOTAL			10		

Primary and Supplemental Services Guide
Mentoring
 Target weeks=26;
 Target hours=76

Juvenile risk level

- Administered to every juvenile receiving the service to be SPEP'd
 - Scores for each juvenile take prior to the onset of service on a valid assessment instrument for risk of subsequent offending
 - Categorization of each score as showing high, medium, or low risk in a manner appropriate in local context

Risk level of youth served

Risk Level of Youth Served				
[Determined from risk ratings on a valid instrument for the qualifying group of service recipients]				
% of youth with medium or high risk scores (greater than low):	% of youth with high risk scores (greater than medium):		25	
0% (0 points)	75% (7 points)	0% (0 points)		25% (8 points)
30% (2 points)	85% (10 points)	15% (3 points)		30% (10 points)
50% (5 points)	95% (12 points)	20% (5 points)		35% (13 points)

Risk Scoring Guide

SPEP Risk Scoring Scheme for use with Low, Medium, and High risk categories based on a valid risk assessment instrument that differentiates well

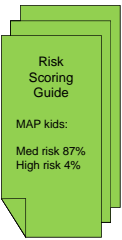
SPEP Risk Scoring	
% > low (i.e., medium or high)	Points
0-29	0
30-49	2
50-74	5
75-84	7
85-94	10
95 and above	12
% > medium (i.e., high)	Points
0-14	0
15-19	3
20-24	5
25-29	8
30-34	10
35 and above	13

With predefined low, medium, and high risk categories based on scores from a risk assessment, this first tier allocates up to 12 points based on the percentage of juveniles in the client sample that falls in the medium or high range; that is, not in the low range.

This second tier allocates up to 13 points based on the percentage of juveniles in the client sample that falls in the high range; that is, neither low nor medium.

Total score = sum of the points across the two tiers

Risk Level Coding



% > low (medium or high)	SPEP Pts Possible	Service Data	% > medium (high)	SPEP Pts Possible	Service Data
0-29%	0		0-14%	0	
30-49%	2		15-19%	3	
50-74%	5		20-24%	5	X
75-84%	7		25-29%	8	
85-94%	10	X	30-34%	10	
95-100%	12		35-100%	13	
TOTAL				10	

Discussion

- Data source(s)
 - Level of electronic files/automation
- Tasks/steps needed to obtain this information
- Data validation strategies
- Anticipated obstacles in obtaining this information

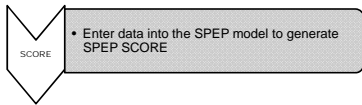
Questions?



SPEP Scoring



Step Four



Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders [®] <small>Revised March, 2016</small>			
	Points Possible	Points Received	
Primary and Supplemental Service Types <small>(Identified according to definitions derived from the research)</small>			
Primary Service Type for Program Being Rated <small>Group 1 services (5 points) Group 4 services (25 points) Group 2 services (10 points) Group 5 services (10 points) Group 3 services (15 points)</small>	30	25	
Supplemental Service Type <small>Qualifying supplemental service used: Yes (5 points) No (0 points)</small>	5	5	
Quality of Service Delivery <small>(Determined from a systematic assessment of the relevant features of the provider and provider organization)</small>			
Rated quality of services delivered: <small>Low (0 points) Medium (10 points) High (20 points)</small>	20	10	
Amount of Service <small>(Determined from data for the qualifying group of service recipients)</small>			
Durations (Target number of weeks specified for each service type) <small>% of youth who received at least the target weeks of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 90% (10 points)</small>	10	6	
Contact Hours (Target number of hours specified for each service type) <small>% of youth who received at least the target hours of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 90% (10 points)</small>	10	6	
Risk Level of Youth Served <small>(Determined from risk ratings on a valid instrument for the qualifying group of service recipients)</small>			
<small>% of youth with MED or HIGH risk scores: 0% (0 points) 75% (7 points) 30% (3 points) 85% (10 points) 50% (5 points) 95% (12 points)</small>			
<small>% of youth with only HIGH risk scores: 0% (0 points) 25% (8 points) 30% (10 points) 30% (10 points) 15% (5 points) 35% (11 points)</small>	25	10	
Provider's Total SPEP Score	100	60	

Discussion

- Tasks/steps needed to obtain to complete scoring
- Data validation strategies
- Anticipated obstacles in obtaining this information

Questions?



Reporting and Interpreting SPEP Scores

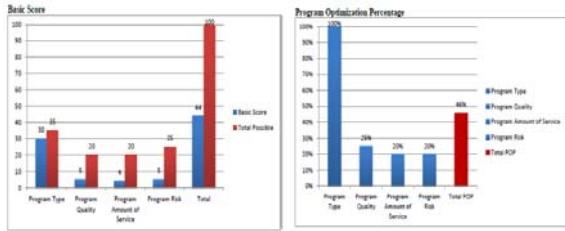
So you get the score . . . What next?



Understanding and Reporting SPEP Scores

- The **Basic Score** compares the program to the other intervention programs found in the research *regardless of type of program*.
 - *Designed as a reference for the expected overall recidivism reduction when compared to the best possible outcome expected with any program service type.*
- The **Program Optimization Percentage (POP)** is a percentage score that indicates where the program is compared to its potential effectiveness if optimized to match the characteristics of similar programs found effective in the research.
 - *Designed as a reference for the expected recidivism reduction when compared to the maximum expected for that particular program type based on research.*

Side-by-Side Comparisons of the Basic SPEP Score and the Program Optimization Percentage



Thank you!

Questions?

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