

Quotes from evaluations from providers who have been through the SPEP interview process

“This was a great experience. It felt like the focus was on helping kids and not being under fire. Great information sharing. Thanks.”

Quotes from evaluations from providers who have been through the SPEP interview process

“This provided an exciting opportunity to share our program and gather knowledge on how to enhance our practices and better the lives of our juveniles and their families”

Quotes from evaluations from providers who have been through the SPEP interview process

“I felt it was very thorough and insightful.”

Quotes from evaluations from providers who have been through the SPEP interview process

“As a provider, it was beneficial to have a team validate the program, analyze our data and show us what we are doing well and what we can improve on.”

Quotes from evaluations from providers who have been through the SPEP interview process

“Very thorough with explaining SPEP and walking us through the process”

SPEP in PA: A Year in Review

August 15, 2014

Jeff Gregro, Berks County Juvenile Probation
Heather Perry, EPISCenter



The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the Department of Public Welfare. This resource was developed by the EPISCenter through PCCD grant VP-ST-24368.

Overview

- Overall Approach
- Lessons Learned
- Emerging Themes
- Process for Performance Improvement
- Questions & Answers

The background of the slide is a vibrant green color with a pattern of overlapping, semi-transparent hexagons. The hexagons are arranged in a honeycomb-like structure, with some appearing as solid shapes and others as outlines. The overall effect is a textured, geometric design.

Overall Approach

Overall Approach

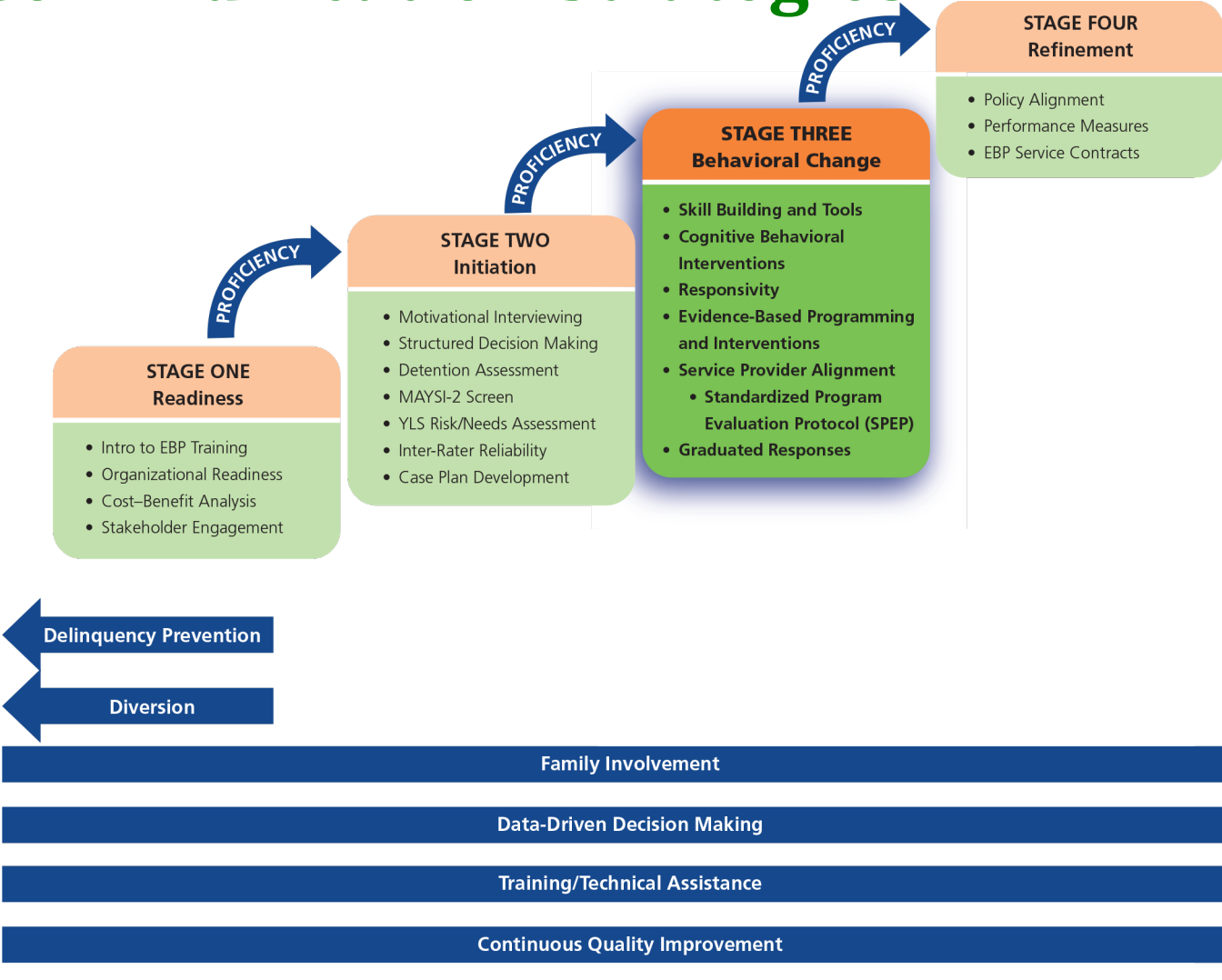
- Building a Learning Community
- Communication Strategies
- Pilot process
- Resource Development



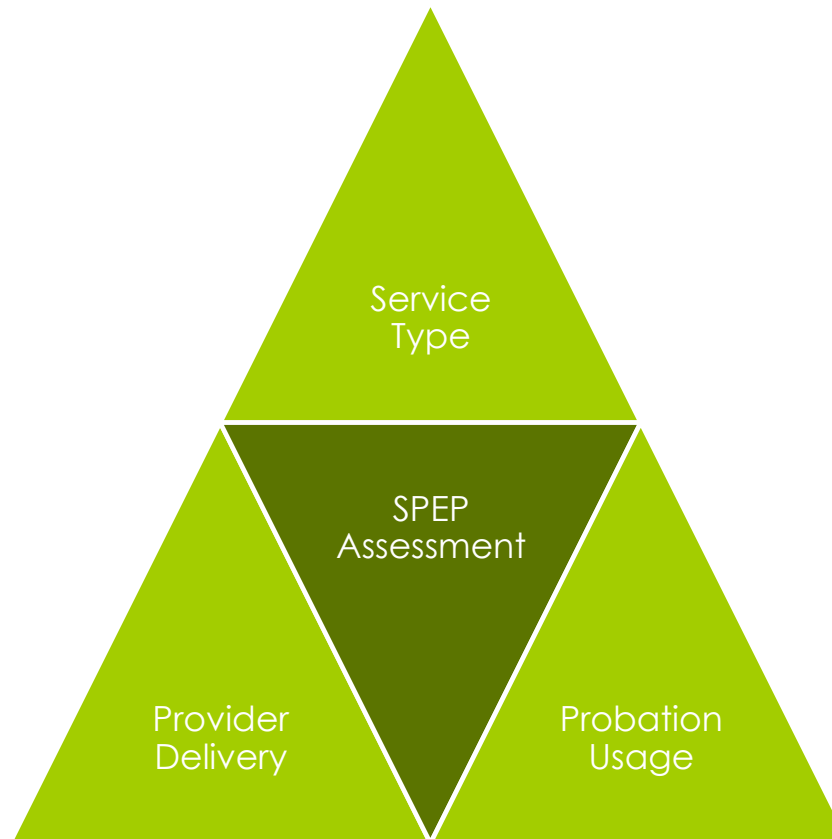
Building a Learning Community



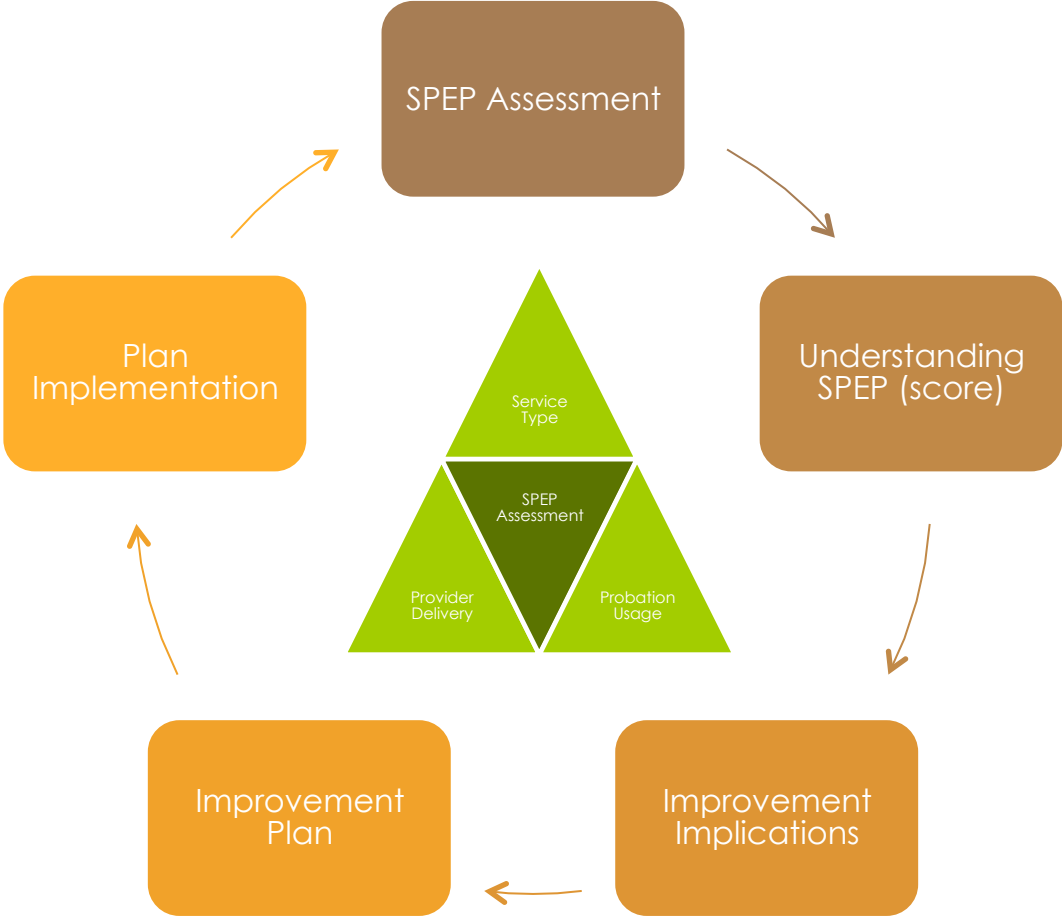
Communication Strategies



Communication Strategies



Communication Strategies



Communication Strategies



Communication Strategies

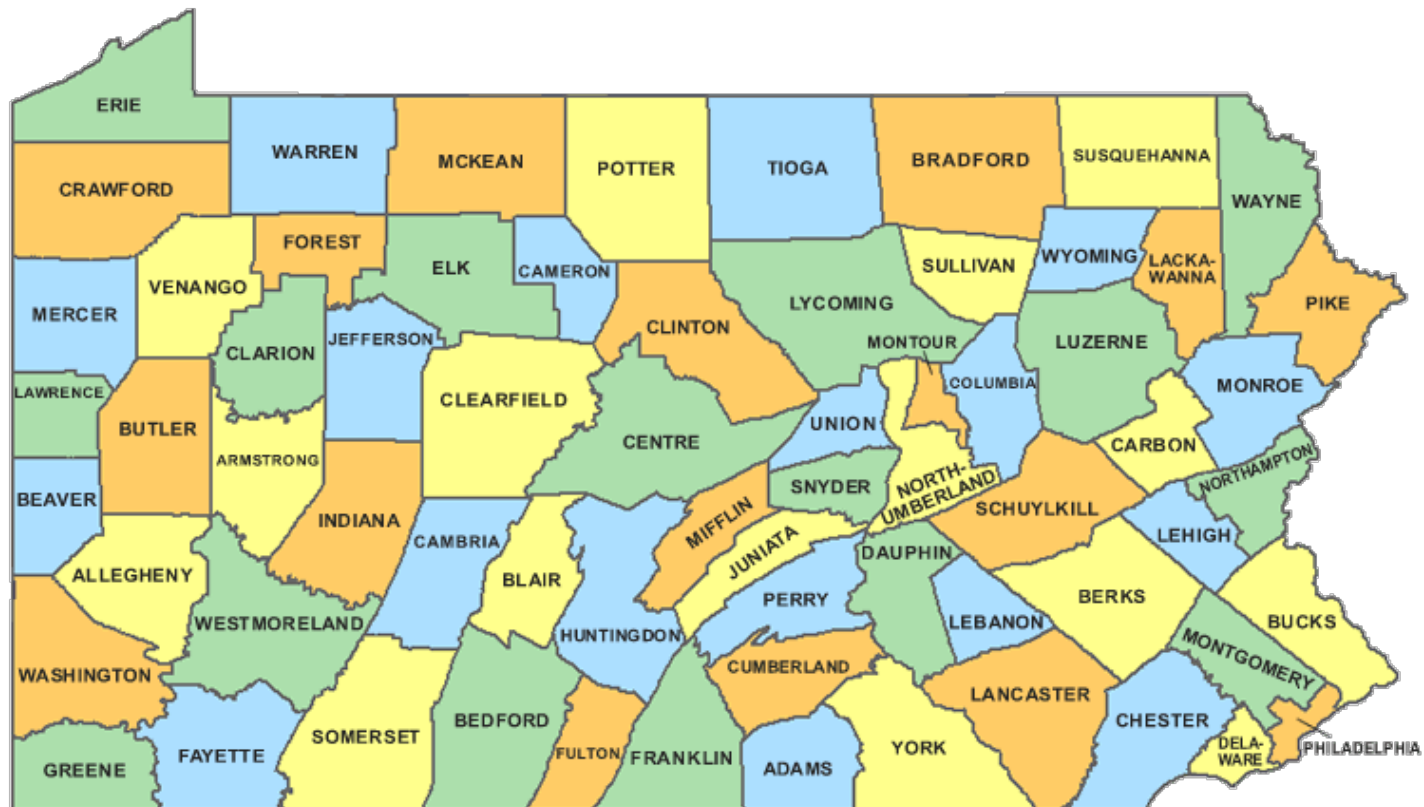


Communication Strategies



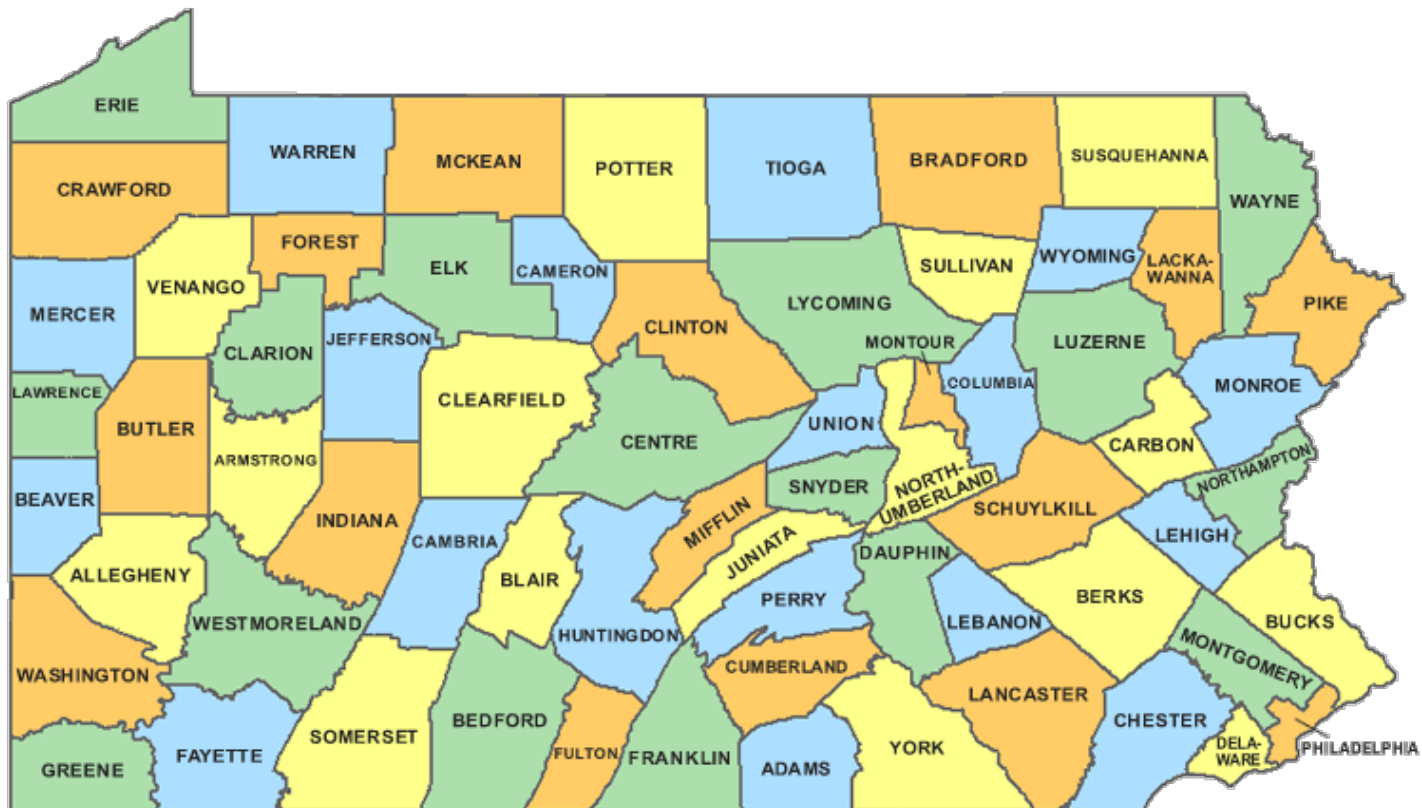
Pilot & Evaluation Processes

What we're finding



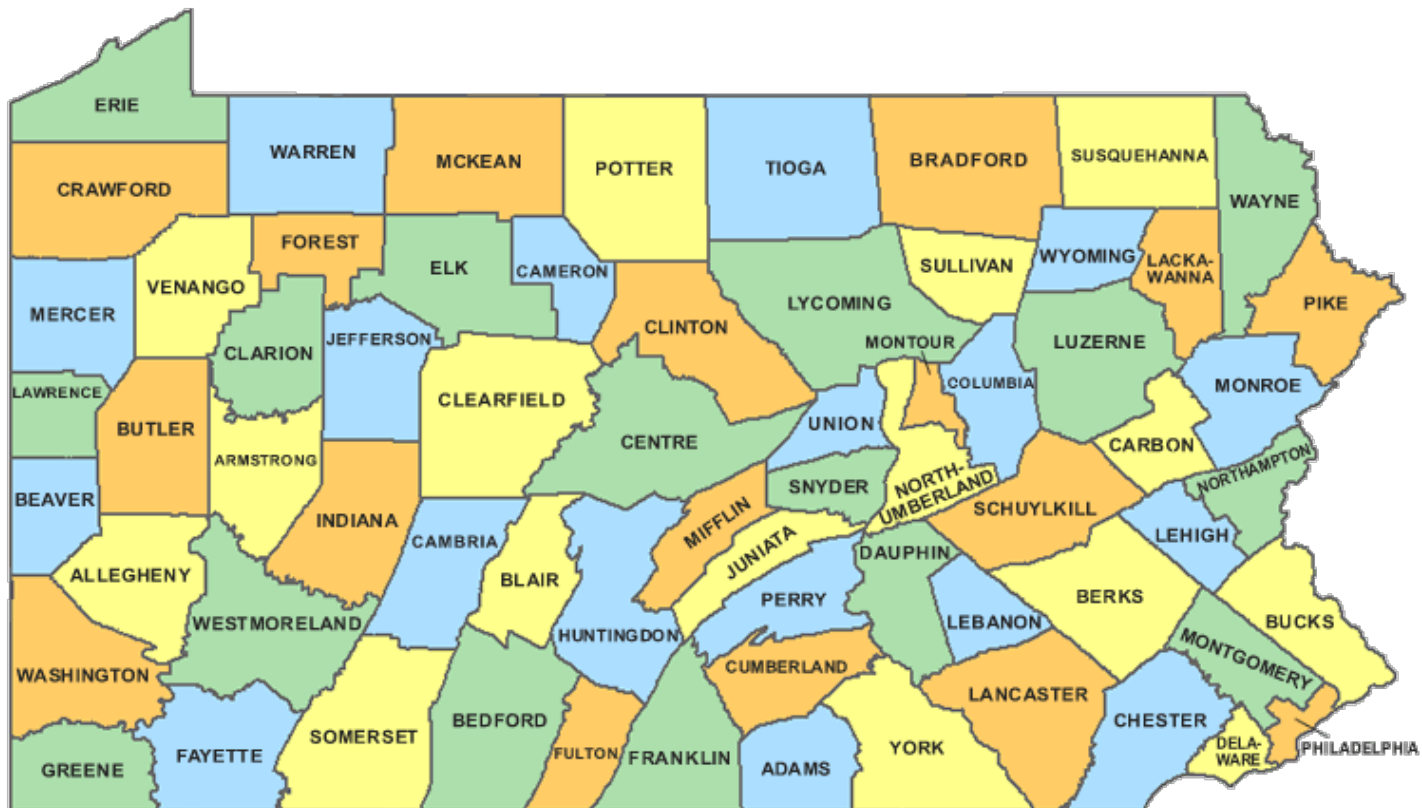
Pilot & Evaluation Processes

What answers or resources are needed?

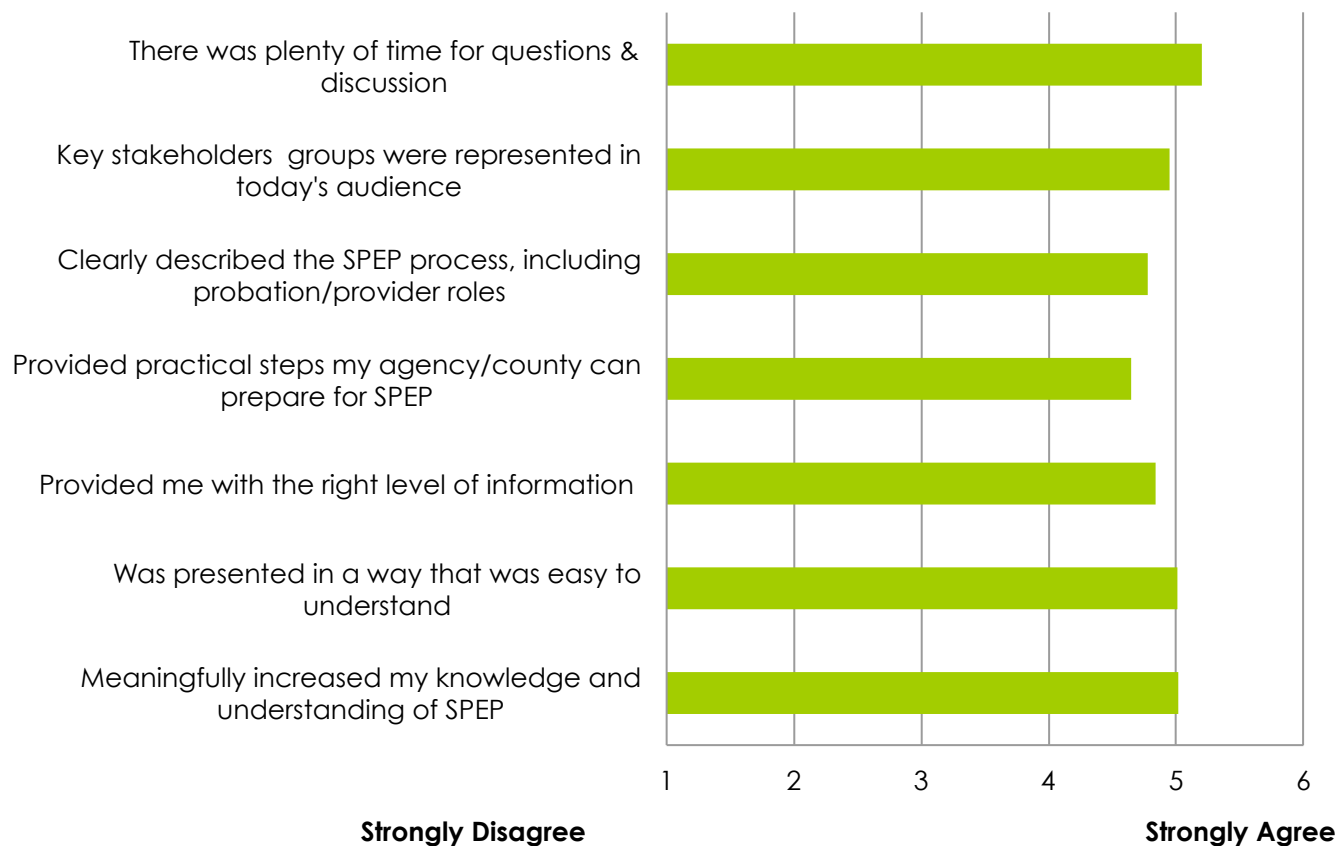


Pilot & Evaluation Processes

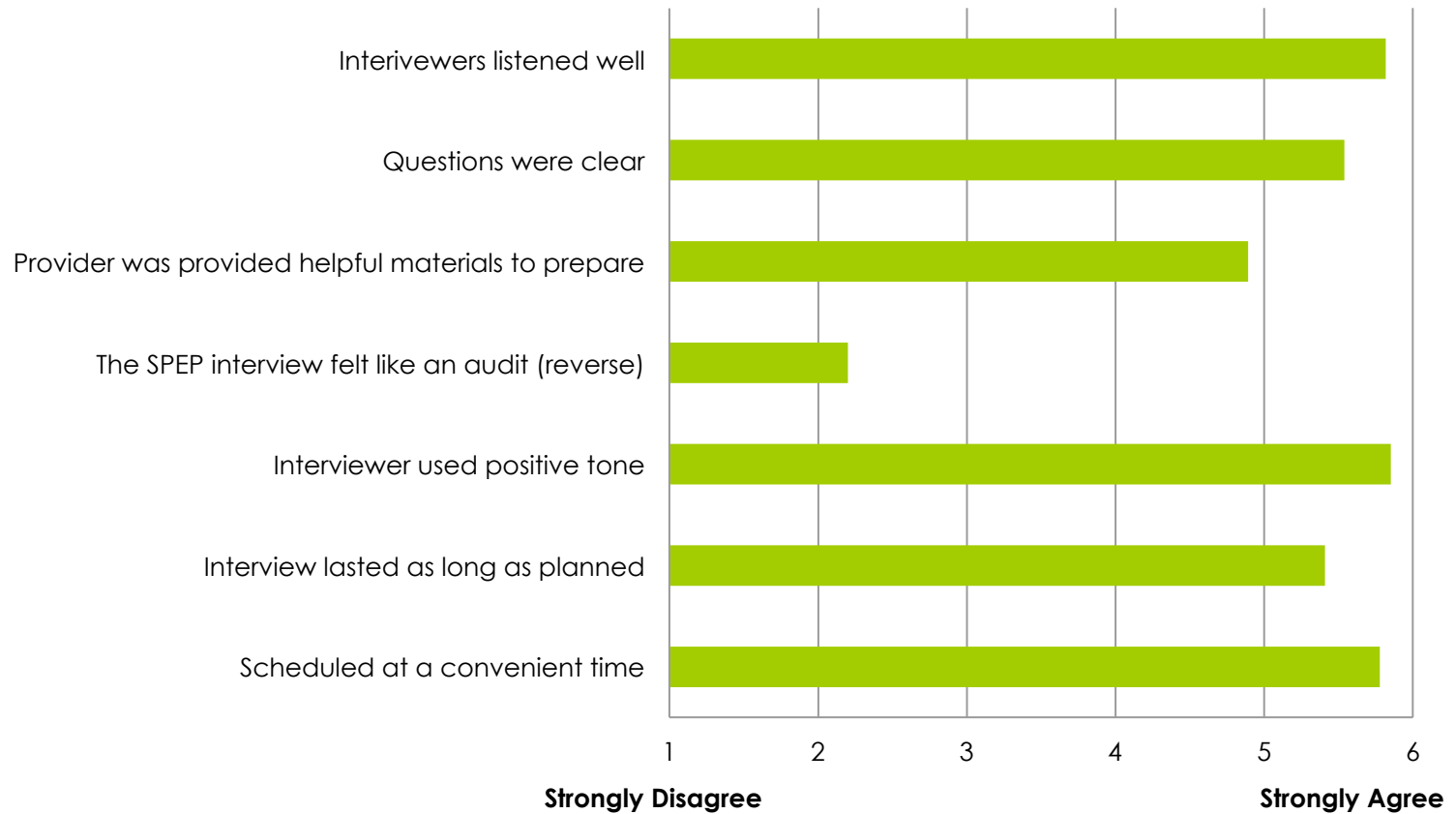
What's working?



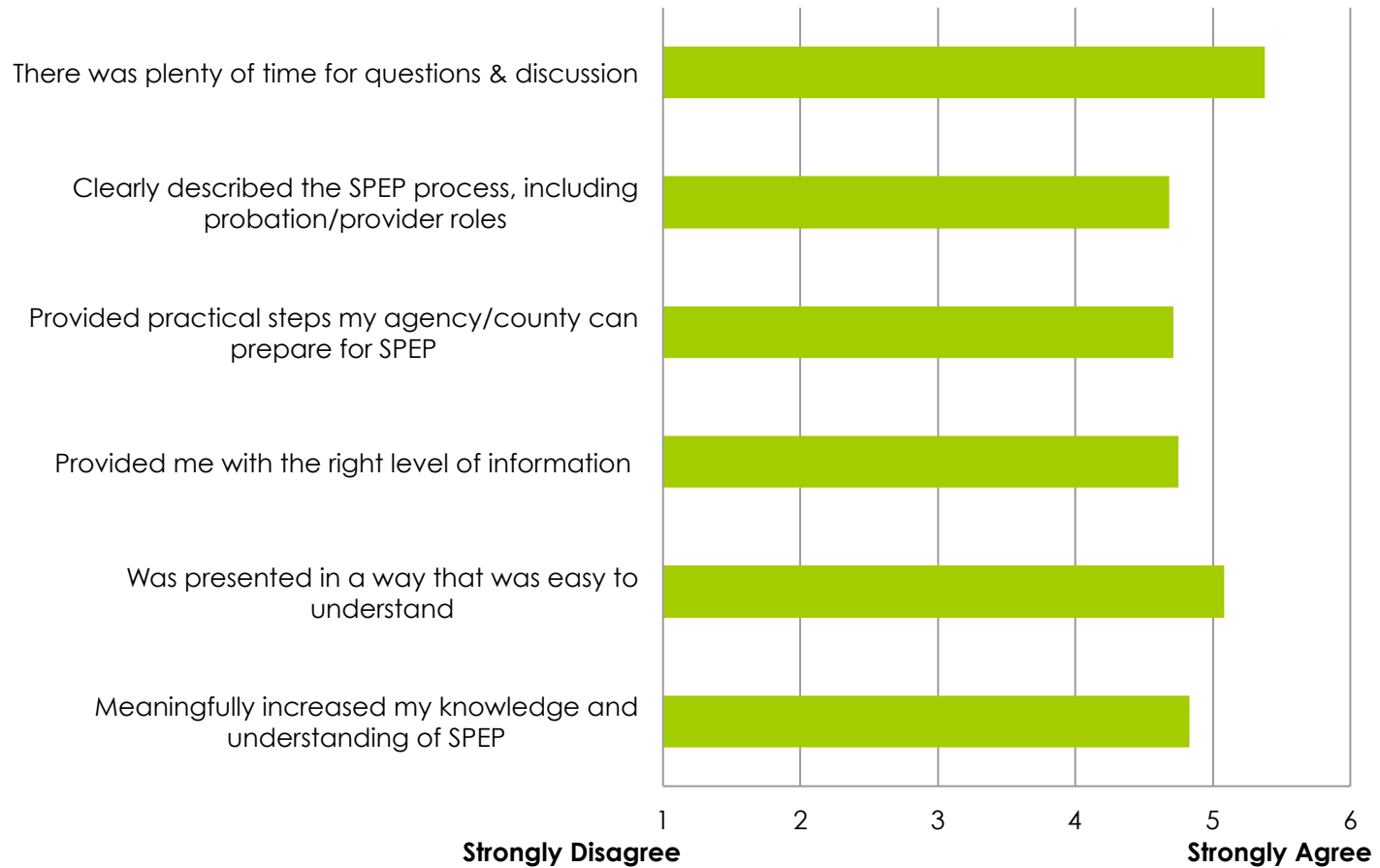
Kickoff Meetings



SPEP Interviews



SPEP Webinars



Standardized for Se

SPEP Pre-Visit Checklist For Providers

In preparation for your upcoming SPEP interview, we recommend gathering or preparing the following materials for discussion and review.

Primary and Supplement

[Identified according to definitio

Primary Service Type for Prog

Group 1 services (5 points)
Group 2 services (10 points)
Group 3 services (15 points)

Supplemental Service Type

Qualifying supplemental ser

Quality of Service Delive

[Determined from a systematic i
features of the provider and pr

Rated quality of services deliv
Low (5 points)
Medium (10 points)
High (20 points)

Amount of Service

[Determined from data for the q

Duration [Target number of we

% of youth who received at l
0% (0 points) 60% (6 p
20% (2 points) 80% (8 p
40% (4 points) 99% (10

Contact Hours [Target number

% of youth who received at l
0% (0 points) 60% (6 p
20% (2 points) 80% (8 p
40% (4 points) 99% (10

Risk Level of Youth Serve

[Determined from risk ratings or
for the qualifying group of servi

% of youth with medium or high
risk scores (greater than low):
0% (0 points) 75% (7 poi
30% (2 points) 85% (10 poi
50% (5 points) 95% (12 poi

Provider's Total SPEP

Service Type

- Service Identification:** Within the program, are there services or "tracks" that juveniles with specific needs, a certain diagnosis and/or risk are grouped together for treatment purposes? Often this is referred to as "unpacking" or determining what services are components of the program.
- Daily Schedule:** Please have available a sample schedule of daily activities for each track or service.
- Description:** A brief description of each service or program component identified.
- Manual/Guide/Service Protocol:** If the service delivered has a written protocol or manual or "how to" guide, please have that available during the interview.
- Staff:** A staff member(s) who delivers the service through direct interaction with youth should be present to provide information on the service, delivery and other questions that may arise during the interview.

Service Quality

- Staff Training:** The type and amount of training received by staff that deliver the service. Documentation of training is helpful.
- Staff Credentials:** Know the minimum education requirements for staff delivering the service. Provide information on required training, prior experience or certification requirements. Dates and amount of training will be requested.
- Policies and Procedures:** Written information on procedures to monitor adherence to delivery of service and other aspects of quality. Procedures for corrective action when there are significant departures from protocol or where lapses in quality are identified. Staff access to policies and procedures.
- Data Collection:** Staff should be present who have practical knowledge of program, including what data is collected.

Service Amount And Risk Level

- Duration of service:** The length of time each youth (in the pre-determined cohort) is in the program and number of contact hours receiving the service) for youth will be necessary to determine service amount.
- Risk Level:** If available, or not previously provided by juvenile probation, the risk level of each youth in the cohort, retrieved from the results of the Youth Level of Service/Case Management Inventory (YLS/CMI).

Program or Service Name								
# in cohort	Identifier (ex-initials) of each youth in co-hort	Comitting County	Date the youth started receiving the service	Date the youth stopped receiving the service	Total # of weeks of service received by youth	Total # of hours of service received by youth	YLS (L, M, H, VH)	Reason Youth was discharged early or rationale for Low YLS (ex-sex offender)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								

The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the Department of Public Welfare. This resource was developed by the EPISCenter through PCCD grant VP-27-24266.



Resource Development

SPEP Service Type Category Fact Sheet Restorative services: Restitution/Community Service

General Approach: Restorative Services¹

Services of this sort aim to repair the harm done by the juvenile's delinquent behavior by requiring some compensation to victims or reparations via community service. They may also involve some form of direct reconciliation between victims and offenders. Two different intervention types appear in the research, sometimes combined in the same service array: Restitution/community service and mediation.

Service Type: Restitution/Community Service¹

Offenders provide financial compensation to the victims and/or perform community service. Restitution focuses on making the offender accountable to the community through some form of service/payment, e.g., fines or payment/service to the victim; community service.

Example 1 from research study: The service provides the means for juveniles to become accountable for their crimes while compensating victims for their loss. Youthful offenders are held accountable for their conduct by performing a work service for the community in an effort to aid the rehabilitation of the delinquent youth and/or to compensate the victims for losses suffered.

Example 2 from research study: The service is comprised chiefly of community service activities as restitution. The program works with Habitat for Humanity, Special Olympics, food drives, the Humane Society, tutoring and convalescent homes.

Example 3 from research study: Youths were required to pay monetary restitution to the victims of their crimes or, if there was no outstanding monetary loss, they were required to complete a specified number of community service hours.

Service Category²

Service Group 2
Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=12
Target hours=60

[Back to top](#)

SPEP Service Type Category Fact Sheet Restorative services: Mediation

General Approach: Restorative Services¹

Services of this sort aim to repair the harm done by the juvenile's delinquent behavior by requiring some compensation to victims or reparations via community service. They may also involve some form of direct reconciliation between victims and offenders. Two different intervention types appear in the research, sometimes combined in the same service array: Restitution/community service and mediation.

Service Type: Mediation¹

Offenders apologize to their victims in spoken or written form and may meet with them under supervision. These interventions typically also include a restitution component. A counselor mediates/arbitrates between parties in conflict between victim and offender.

Example from research study: Service involved the mediation of victim-youth conflicts via an arbitration meeting.

Service Category²

Service Group 3
Qualifying supplemental services: Restitution/community service

Targets for Amount of Service²

Target weeks=4
Target hours=8

Resource Development-more to come....

- SPEP Guide or Manual for JPO, Providers and Stakeholders
- Benchcards/fact sheets
- Service Index Summaries
- Documents/training videos/Pre-visit Checklists specific to Residential Facilities
- EBP Service Type Fact Sheets
- Probation & Provider Partnership evaluations

The background features a repeating pattern of green hexagons of varying shades and opacities, creating a textured, crystalline effect. A white rectangular box is positioned on the right side of the image, containing the text.

Lessons Learned

What we're noticing in the field

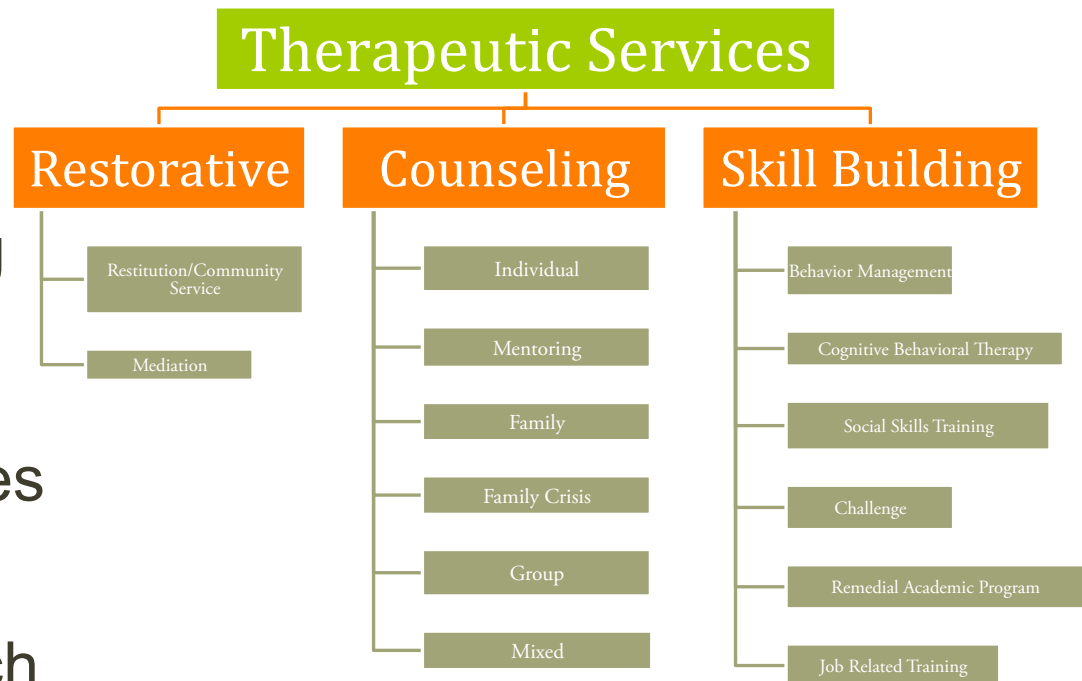
- SPEP isn't broad enough to capture every service
- There is a need for D&A SPEPs
- No simple way to do SPEP
- Preliminary anxiety leading up to SPEP-and the feeling of it being a positive experience afterwards
- The message has been consistent among everyone-this is a partnership and Performance Improvement is the main purpose of SPEP

Residential vs. Community Based

- Residential Facilities are pleasantly challenging- some SPEPs are a huge undertaking and it's a matter of breaking the programs down (unpacking) in order to understand the complexities
- Additional assistance is available to help Providers prepare for SPEG-suited to their needs-before/during /after
- Challenges of data collection

A SPEPable service:

- Must be considered a therapeutic service-those oriented mainly toward facilitating constructive internalized and sustained changes in behavior
- Sufficient research evidence of effectiveness





A SCOREable service:



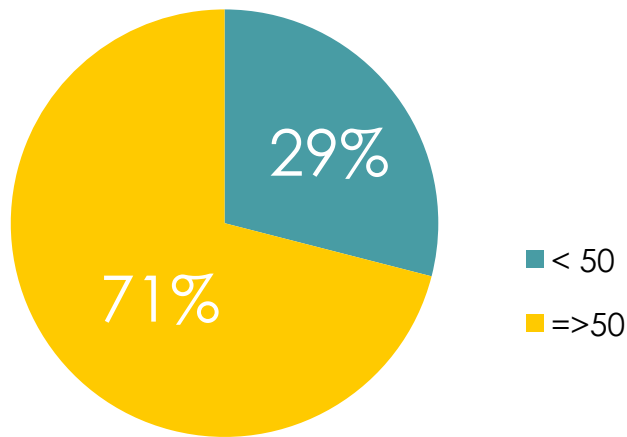
- Must be SPEPable
- The cohort includes 10 or more juveniles
- Quality of service delivery completed within the last year
- Dosage information is available on ALL juveniles in cohort
- Valid risk scores available for at least 80% of the cohort



Emerging Themes

Most services* score ≥ 50 :

% of Initial SPEP Scores over
and under 50



- 28 fully scored services; avg. score was 60, range of 37-100
- Most services scored well on staff training and supervision
- Most services need to improve written protocols and response to drift
- Few services meet dosage and duration standards

* important to consider selection bias of self-selected early adopters

Limitations and Cautions....

- The data may not reflect the true state of services. Caution should be used in drawing conclusions given the small amount of data we have.
- SPEP research base only differentiates scores at a cut point of 50. Implications unclear of scores between 50 and 100.
- Pilot phase has shown ongoing need for more tools and training.
- Narrow list of services relative to actual services provided (ie D&A, Case Management)

Early Benefits from the Pilot Phase

- Qualitative interviews lead JPOs better understanding what programs “really” offer (and for whom services are best suited)
- JPOs are now more routinely sending YLS risk score to providers (better service matching and treatment plans)
- Ongoing education of juvenile court system re: relationship of dosage and duration to youth/ service outcomes

Early Benefits from the Pilot Phase (cont.)

- Service providers are more aware of research supporting services
- Providers are proactively planning for SPEP and actively interested in Performance Improvement by utilizing website and asking questions
- Improved relations between probation and providers

The background features a green-to-light-green gradient with a pattern of overlapping hexagons. A white rectangular box is positioned on the right side, containing the title text. The text is in a bold, green, serif font.

Process for Performance Improvement

Process Improvement Plan



- **Addresses the areas identified** during the SPEP process, as prioritized by stakeholders
- Identifies the **timeframe and method** for improvements in accordance with the stakeholder capacities
- Identifies the **needed technical assistance** and support which may be necessary to implement improvements.
- **Process for monitoring the progress** and outcomes of the Program Improvement Plan.

What should be included in the Performance Improvement Plan?

- Basic program information
- Recommendations from SPEP Feedback Report
- Goal Statements
- Action Steps
- Person(s) Responsible
- Target Date of Completion/Date Completed
- Goals Progress Updates
- Metric for Measuring Performance Improvement

Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

Goal Area	Staff Training	Goal	Train Staff on YLS			
Action Step		Lead	Target Date	Date Completed		
Provide YLS training for supervisors and youth workers; develop a protocol and provide training for including YLS results in the ABC case plan. Resources needed: Collaborate with juvenile probation to determine training dates that the YLS Master Trainer may be available.		Program Director (and YLS Master Trainer)	October 30, 2014			
Rate the action step based on level of implementation		Q1 Meeting 9/30/14	Q2 Meeting 12/31/14	Q3 Meeting 3/31/15	Q4 Meeting 6/30/15	
1 = We have not yet begun 2 = We have started to work on this 3 = We are about halfway complete 4 = We are almost finished 5 = We have accomplished this		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Goal Area	Written Protocol	Goal	Update the D Behavioral Contracting Manual			
Action Step		Lead	Target Date	Date Completed		
Strengthen the "D Behavioral Contracting" manual. The manual will be reviewed every 12 months with documentation that the review occurred by including "Last revised on <i>(date)</i> " at the bottom of the page 4 of the manual. Detailed descriptors of the service(s) will be added as will the type of youth for whom the service is targeted (eg: age range, level of risk). Resources needed: requires routine contact with the developer to ensure staff are informed of any curriculum changes or additional training that may be necessary to ensure fidelity.		Training Department and ABC Administration	3/29/15 and annually thereafter			
Rate the action step based on level of implementation		Q1 Meeting 9/30/14	Q2 Meeting 12/31/14	Q3 Meeting 3/31/15	Q4 Meeting 6/30/15	
1 = We have not yet begun 2 = We have started to work on this 3 = We are about halfway complete 4 = We are almost finished 5 = We have accomplished this		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	



Q&A

Thank You!

- Next webinar: More information will be forthcoming
- Don't forget to fill out the evaluation of this webinar (available in "web links" pod)
- EPISCenter website for additional resources:
 - www.episcenter.psu.edu/juvenile

Contact Info

- Jeff Gregro
Deputy Chief of Juvenile Probation – County of Berks
jgregro@countyofberks.com
- Heather Perry
Juvenile Justice System Improvement Specialist
hperry@episcenter.org