



**Standardized Program  
Evaluation Protocol  
(SPEP)  
Scoring Elements**



**What SPEP Is**

**What SPEP Is Not**

## What SPEP Is: Goals for the Use of SPEP

- For the Program:
  - Program Improvement- ongoing process that supports program fidelity
  - Mechanism for programs and JCPCs to make informed change
  - Allows for “home-grown” programs to align against best-practice models without being a “blueprint model”
  - Allows for on-going review of fidelity to improve programming
  - Identifies agency’s strengths and enhancement opportunities

## Goals for the Use of SPEP

- For the JCPCs:
  - Gives framework to understand the elements of program effectiveness
  - Helps JCPCs provide the most competent services to communities and families
  - Helps JCPCs meet their legislative mandate to fund effective programs

## What SPEP is NOT.....

- NOT a method used to impose immediate “weed out” for programs that are in the County’s continuum
- NOT just another bureaucratic “thing” that a JCPC or program has to do
- NOT a tool that justifies defunding a program based on an initial score; although failure to be responsive to a program improvement opportunity can be considered in future funding deliberations

## SPEP Scoring Elements

- Primary/Supplemental Service Choice
- Examining the Service Quality
- Amount of Service (Duration and Contact Hours)
- Risk Level

## SPEP score

- Terminations with admission dates after July 1, 2014 and terminated by June 30, 2015
- Must have at least 10 terminations for a SPEP Score
- Included in your SPEP score:
  - Terminations with admission dates on July 1, 2014 or after
  - Terminations with referral reasons of successful, satisfactory, higher level of care required, other, removed by parents and runaway.

## SPEP Score continued

- Terminations excluded from your SPEP score
  - Terminations with admission dates prior to July 1, 2014
  - Terminations with reasons of:
    - did not participate,
    - failure to follow rules and
    - family relocated.

## Programs with < 10 terminations in FY 2014-15

- Your program will receive an “advisory” SPEP for your use only
- It will not be given to the JCPC
- Portion of the SPEP that is not dependent upon numbers of terminations is your Quality of Services score

**SPEP  
Primary,  
Supplemental  
Service . . .  
The “What”**

Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders® July 2015		
	Points Possible	Points Received
<b>Primary and Supplemental Service Types</b> <i>[Identified according to definitions derived from the research]</i>		
<b>Primary Service Type for Program Being Rated</b> Group 1 services (5 points)      Group 4 services (25 points) Group 2 services (10 points)    Group 5 services (30 points) Group 3 services (15 points)	30	
<b>Supplemental Service Type</b> Qualifying supplemental service used: Yes (5 points)    No (0 points)	5	
<b>Quality of Service Delivery</b> <i>[Determined from a systematic assessment of the relevant features of the provider and provider organization]</i>		
Rated quality of services delivered: <i>[Derived from the raw Quality of Service scores]</i>	20	
<b>Amount of Service</b> <i>[Determined from data for the qualifying group of service recipients]</i>		
<b>Duration</b> <i>[Target number of weeks specified for each service type]</i> % 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)	10	
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<b>Risk Level of Youth Served</b> <i>[Determined from risk ratings on a valid instrument for the qualifying group of service recipients]</i>		
% of youth with med or high risk scores (greater than low): 0% (0 points)    75% (7 points) 30% (2 points)    85% (10 points) 50% (5 points)    95% (12 points)	25	% of youth with high risk scores (greater than medium): 0% (0 points)    25% (8 points) 15% (3 points)    50% (10 points) 20% (5 points)    35% (13 points)
<b>Provider's Total SPEP Score</b>		100

## Quality Portion of the SPEP Score

- **Quality of Service:**
  - SPEP Quality of Services Checklist
  - Examines the program's:
    - Written program protocol ~ program manual; written protocol that describes how the intended services is delivered
    - Staff training /staff retention
    - Monitoring of Program effectiveness, protocol and corrective action to correct deviations
  - The total raw score will be on your SPEP

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**SPEP  
Quality of  
Services  
Checklist  
Score**



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<b>Provider's Total SPEP Score</b>	<b>100</b>	

## Termination Information & the SPEP Score

### CLIENT TERMINATION INFORMATION

\*Termination Date:  /  /

\*Total Face to Face Days:

\*Direct Service Hours:

\*Total SPEP Service Hours:

\*Successful Termination:

Successful Reason:

\*Living Arrangements:

\*Education Level:

\*School Attendance:

\*School Type:

## Data Used for SPEP Scores

- **Amount of Service: (NCALLIES)**
  - Duration of Service (Admission to Termination)
    - Target number of weeks specified for each service type
    - % of youth who received targeted weeks of service
    - Maximum number of points = 10
  - Contact Hours (Direct/SPEP)
    - Target number of hours specified for each service type
    - % of youth who received targeted hours of service
    - Maximum number of points = 10

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	25	
<b>Provider's Total SPEP Score</b>	100	

Data generated from NC ALLIES



## Community Programs Risk Assessment



**N.C. Department of Public Safety**  
Community Programs Risk Assessment Tool for JCPC Programs

**NORTH CAROLINA ASSESSMENT OF JUVENILE RISK OF FUTURE DELINQUENCY**

Juvenile Name (F,M,L):	DOB:
County of Residence:	
Juvenile Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Native American <input type="checkbox"/> Latino <input type="checkbox"/> Asian <input type="checkbox"/> Multi-racial <input type="checkbox"/> Other	
Juvenile Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Date Assessment Completed:	Completed by:

**Instructions:** Complete each assessment item R5 to R9 using the best available information. Check the numeric score associated with each item response and enter it on the line to the right of the item. Total the item scores to determine the level of risk and check the appropriate risk level in R10. Assessment item R5 is historical in nature and should be answered based on the juvenile's lifetime. Items R6 and R7 should be evaluated over the 12 months prior to the assessment. R8-R9 should be evaluated as of the time of the assessment. Use the Comments section at the end as needed for additional information or clarification.

R1. Age when first delinquent offense alleged in a complaint: Check appropriate score and enter the actual age	<b>Score</b>
a. Age 12 or over or no delinquent complaint      0	
b. Under age 12      2	0
Actual age: _____	
R2. Number of undisciplined or delinquent referrals to Intake (Referrals are instances of complaints coming through the Intake process. A referral may include multiple complaints, for example, breaking or entering and larceny, or multiple larcenies or other offenses that occur at one time.)	
a. Current referral only      0	
b. 1 Prior referral      1	
c. 2-3 Prior referrals      2	
d. 4+ Prior referrals      3	0
R3. Most serious prior adjudication(s). Enter the actual number of prior adjudications for each class of offense shown in b through e then check the score for only the most serious offense for which there has been a prior adjudication. The maximum possible score for this item is 4.	
a. No Prior Adjudications      0	
b. Prior Undisciplined      # of adjudications: 1	1

## Data Used for SPEP Scores

### **Risk Level of Youth Served Score:** (NC ALLIES)

- Risk is evaluated based on 2 tiers:
  - Tier 1: Max 12 points - % of risk scores  $\geq 4$ 
    - (or the % of scores falling between 4-30)
  - Tier 2: Max 13 points - % of risk scores  $\geq 8$ 
    - (or the % of scores falling between 8-30)
- NC determined tiers to be used on the SPEP:

Low = low (0-3)  
 Moderately low= medium (4-7)  
 Medium and high= high (8-30)

## Risk Level Sample Table I

### **Risk Level of JCPC Admissions: 7/1/14 to 6/30/15**

Risk Level	Admissions	% of Total
0-7 (Low)	16,024	78.4%
8-14 (Medium)	3,507	17.2%
15-30 (High)	910	4.4%
<b>Total</b>	<b>20,441</b>	<b>100%</b>

## JCPC Risk Scores Sample Table 2

**Risk Scores of JCPC Admissions: 7/1/14 to 6/30/15**

Risk Scores	Admissions	% of Total
0 to 3 (Low)	10,189	50%
4 to 7 (Moderately Low)	5,835	29%
8 to 14 (Medium)	3,507	17%
15+ (High)	910	4%
<b>Total</b>	<b>20,441</b>	<b>100.0%</b>

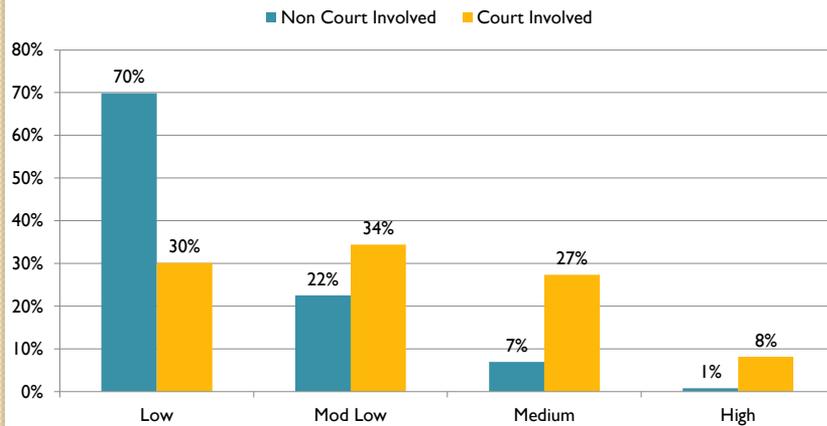
AGAIN



Low = low (0-3)  
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## ALLIES Risk Data

**FY 14-15 JCPC Admissions' Risk Level  
Not Court Involved vs Court Involved**



## A Look at Risk Scoring

- Risk Level of Youth Served - Tier 1

% > low (medium and high), risk scores 4 or above

0-29%	0 Points	75-84%	7 Points
30-49%	2 Points	85-94%	10 Points
50-74%	5 Points	95-100%	12 Points

- Risk Level of Youth Served – Tier 2

% > medium (high), risk scores 8 or above

0-14%	0 Points	25-29%	8 Points
15-19%	3 Points	30-34%	10 Points
20-24%	5 Points	35-100%	13 Points

## An Example

- A program has a total of 46 terminations
- Of the 46 terminations 37 had risk scores of 4 points or more or 80% of terminations = 7 (Tier 1 points)
- Of the 46 terminations 7 had risk scores of 8 points or more or 15% of terminations = 3 (Tier 2 points)
- Tier 1 (7 points) + Tier 2 (3 points) = 10 points

% of youth with med or high risk scores (greater than low):		+	% of youth with high risk scores (greater than medium):	
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)
7		+ 3		= 10

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<b>Provider's Total SPEP Score</b>		100

Data Generated via a Validated Risk Assessment Tool and entered into NC ALLIES



## System Impacts on Risk Level

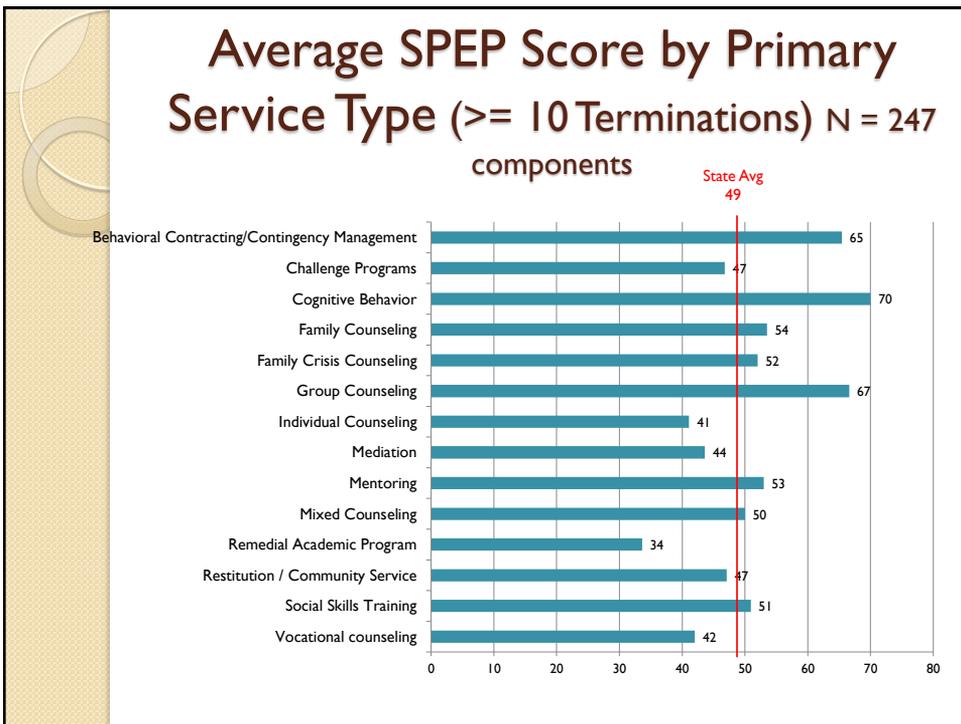
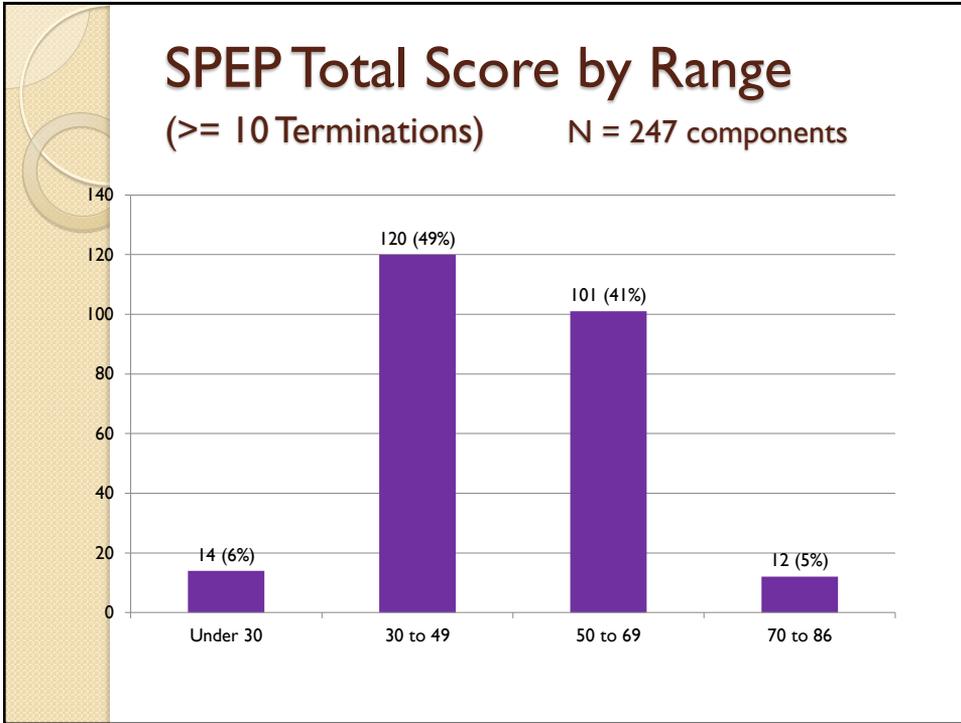
- NCAR norms have not been revised since implemented – this review is in progress and will influence risk scoring when completed
- Juvenile Court Services
  - Policy on administration of Risk Assessment
  - Uses other State funded services (Level II, Alternatives to Commitment, and State Contracts) designed specifically for higher risk youth
  - Works primarily with youth up to age 16 due to the juvenile age in NC

## Scoring - Basic and the POP (Program Optimization Percentage)

- Basic Score – generic to all SPEP Services Type.  
All four section scores total to \_\_\_ out of 100 points
- POP – specific to the SPEP service groups (1-5)
  - Examples:
    - Cognitive-Behavioral Therapy, Group 5, \_\_\_ out of 100 points
    - Social Skills Training, Group 3, \_\_\_ out of 85 points
    - Restitution; Community Service, Group 2, \_\_\_ out of 80 points

## Program Optimization Percentage (POP)

- A program scores 60 on their SPEP
- Their SPEP Service is *Social Skills Training*
- 60 points out of the maximum for a *Social Skills Training* service of 85
- $60/85 = 70\%$ , so their Program Optimization Percentage (POP)





**BREAK TIME**



**Questions?**

# Program Enhancement Plan

(PEP)

## Scoring = Enhancement Opportunity

- Initial Score
- Understanding the Score
- Implications for Improvement
- Program Enhancement Plan
- Subsequent Scoring
- Repeat

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## Purpose of the PEP

- Better align your program with best practices to have the maximum potential to reduce recidivism among your clients
- Demonstrate to the JCPC and the Department your intentional efforts to provide the best quality service

## What Happens Next?

- Who develops the PEP?
- Who gets the PEP?

Program Enhancement Plan

Program:

Brief Description:

Category	Enhancement Opportunity	Action Steps	Responsible Party	Comments:
Primary Service Supplemental Services				
Quality of Service Delivery				
Amount of Service: Duration and Contact Hours				
Risk Level of Youth				

This Plan is approved by: \_\_\_\_\_

Program Manager Name & Signature      Date      JCPC Chair Name & Signature      Date

## Program Enhancement Plan (PEP) Process

- Program receives SPEP scores and/or Quality of Service Scores (non-SPEP programs)
- Programs review and discuss with Consultant
- Program prepares a draft Program Enhancement Plan

## PEP Process continued

- Program presents SPEP scores and draft plan on Program Enhancement to your JCPCs during the JCPC's SPEP training.
- Area Consultant presents training material, and programs present their score and draft plan to JCPC for their review and input.

## PEP Process continued

- Program incorporate feedback and recommendations from the JCPC
- Program secure JCPC's approval of the Plan
- Program implements the approved Plan
- Program reports progress to JCPC and Consultant at least quarterly (attach report to PEP)

# An Exercise

## JCPC Responsibilities

- Supports and encourages programs' SPEP recommendations.
- Reviews, gives feedback, approves Program Enhancement Plan (PEP)
- Reviews program's progress on their PEP (quarterly)
- Incorporates SPEP and PEP into JCPC Planning and Monitoring Processes

## What Happens Next

- What does the JCPC do with the PEP?
- How does it get followed up?
- What are the timeframes for this process?
  - **By March 31, 2016 – Program and JCPC approved Program Enhancement Plan is in place.**

## Data Is Your ALLY

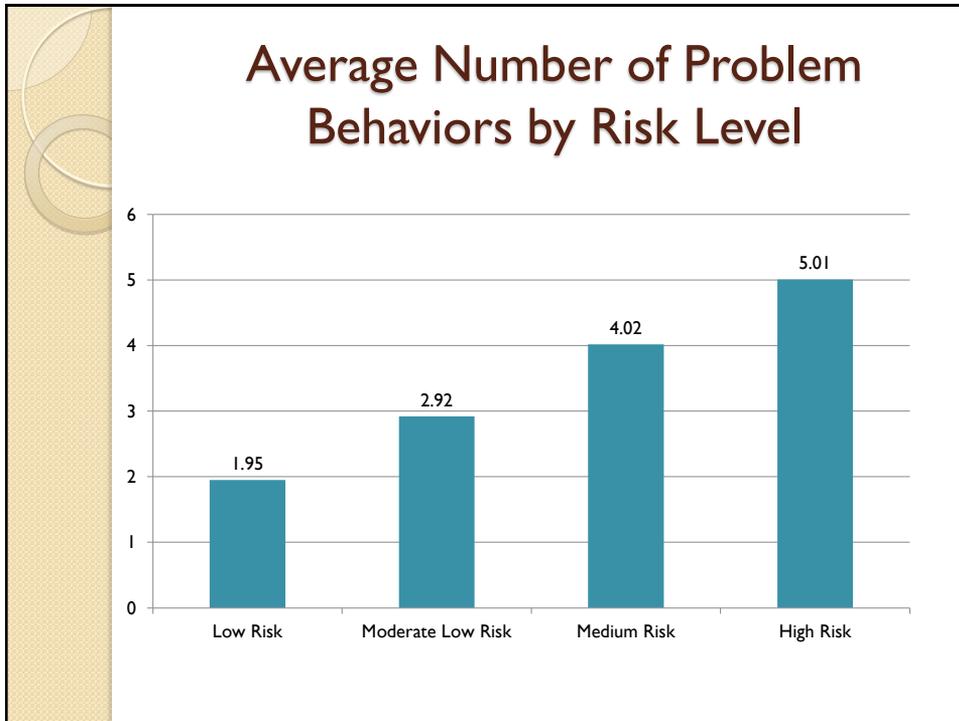
- Data entry errors can impact the dosage score on the SPEP
- Data entry errors can impact the risk score on the SPEP

## Top 5 Most Common Problem Behaviors Chosen on Referrals

1. Behavior Problems: Disruptive in Class/Referrals to Office/Suspensions
2. Fighting/Assault/Aggressive Behavior
3. Negative Peer Associations/Association with Aggressive Peers
4. Poor Social Skills/Anti-social
5. *Other*

## “Other” Problem Behaviors

- Offenses → Crime / Delinquency
- Specific Mental Health diagnoses → Mental Health Issues / Depression / Anxiety / Temper Tantrums
- Family / Parent Issues → Family Conflict or Lack of Discipline
- School suspension / School problems → Behavior Problems: Disruptive in Class / Referrals to Office/ Suspensions



### How to Improve your Data - impacts SPEP

- Enter your data promptly – within 7 days of admission and termination
- Conduct objective, thorough risk assessments using all appropriate data sources
- Be clear about difference in direct service hours and SPEP service hours for your program and document carefully in your records and NC ALLIES

## How to Improve your Data - non SPEP related, impacts other usage of data

- Carefully enter data – we still see errors in spelling, hyphenation, 2<sup>nd</sup> entry of the same client, and incorrect birthdates
- Enter race and ethnicity correctly
- Enter correctly at termination information on any subsequent complaint or adjudication
- Develop a system in your agency to gather data that everyone uses consistently – hint, this should be in your protocol
- Appoint a person for your program who regularly reviews your data - hint, this should be in your protocol as well

## Next Steps:

- PEP Plans implemented
- Continue data quality efforts
- Rescoring SPEP with a larger data set