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

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**SPEP Primary, Supplemental Service...**

The “What”
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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**Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders (July 2015)**

<table>
<thead>
<tr>
<th>Primary and Supplemental Service Types</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Services Type for Program Being Rated</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1 services (3 points)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Group 3 services (15 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4 services (3 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 8 services (10 points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifying supplement service used</th>
<th>Yes (5 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Service Delivery</td>
<td>Determined from the quality of service recipient(s)</td>
<td>20</td>
</tr>
<tr>
<td>Percentage of youth served</td>
<td>Determined from the quality of service recipient(s)</td>
<td>10</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>Determined from the quality of service recipient(s)</td>
<td>10</td>
</tr>
<tr>
<td>Risk Level of Youth Served</td>
<td>Determined from the quality of service recipient(s)</td>
<td>25</td>
</tr>
</tbody>
</table>

| Provider's Total SPEP Score | 100 |
Termination Information & the SPEP Score

CLIENT TERMINATION INFORMATION

- **Termination Date:** 6/30/2015
- **Total Face to Face Days:** 52
- **Direct Service Hours:** 98
- **Total SPEP Service Hours:** 93
- **Successful Termination:** Yes
- **Successful Reason:** Successful Completion
- **Living Arrangements:** Mother (Only)
- **Education Level:** 5th
- **School Attendance:** Attending Regularly
- **School Type:** Public

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
Data Used for SPEP Scores

Risk Level of Youth Served: (NC ALLIES)

- Risk is evaluated based on 2 tiers:
  - Tier 1: Max 12 points - % of risk scores >= 4
    - (or the % of scores falling between 4-30)
  - Tier 2: Max 13 points - % of risk scores >= 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 of JCPC Admissions: 7/1/14 to 6/30/15

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Admissions</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-7 (Low)</td>
<td>16,024</td>
<td>78.4%</td>
</tr>
<tr>
<td>8-14 (Medium)</td>
<td>3,507</td>
<td>17.2%</td>
</tr>
<tr>
<td>15-30 (High)</td>
<td>910</td>
<td>4.4%</td>
</tr>
<tr>
<td>Total</td>
<td>20,441</td>
<td>100%</td>
</tr>
</tbody>
</table>
**JCPC Risk Scores**

**Sample Table 2**

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

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

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

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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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29%</td>
<td>0</td>
<td>75-84%</td>
<td>7</td>
</tr>
<tr>
<td>30-49%</td>
<td>2</td>
<td>85-94%</td>
<td>10</td>
</tr>
<tr>
<td>50-74%</td>
<td>5</td>
<td>95-100%</td>
<td>12</td>
</tr>
</tbody>
</table>

- **Risk Level of Youth Served – Tier 2**

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-14%</td>
<td>0</td>
<td>25-29%</td>
<td>8</td>
</tr>
<tr>
<td>15-19%</td>
<td>3</td>
<td>30-34%</td>
<td>10</td>
</tr>
<tr>
<td>20-24%</td>
<td>5</td>
<td>35-100%</td>
<td>13</td>
</tr>
</tbody>
</table>

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

\[
7 + 3 = 10
\]
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)
**SPEP Total Score by Range**

(>= 10 Terminations)  \( N = 247 \) components

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>14</td>
<td>6%</td>
</tr>
<tr>
<td>30 to 49</td>
<td>120</td>
<td>49%</td>
</tr>
<tr>
<td>50 to 69</td>
<td>101</td>
<td>41%</td>
</tr>
<tr>
<td>70 to 86</td>
<td>12</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Average SPEP Score by Primary Service Type**

(>= 10 Terminations)  \( N = 247 \) components

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Contracting/Contingency Management</td>
<td>65</td>
</tr>
<tr>
<td>Challenge Programs</td>
<td>70</td>
</tr>
<tr>
<td>Cognitive Behavior</td>
<td>54</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>52</td>
</tr>
<tr>
<td>Family Crisis Counseling</td>
<td>67</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>41</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>44</td>
</tr>
<tr>
<td>Mediation</td>
<td>53</td>
</tr>
<tr>
<td>Mentoring</td>
<td>50</td>
</tr>
<tr>
<td>Mixed Counseling</td>
<td>34</td>
</tr>
<tr>
<td>Remedial Academic Program</td>
<td>47</td>
</tr>
<tr>
<td>Restitution / Community Service</td>
<td>47</td>
</tr>
<tr>
<td>Social Skills Training</td>
<td>51</td>
</tr>
<tr>
<td>Vocational Counseling</td>
<td>42</td>
</tr>
</tbody>
</table>
BREAK TIME

Questions?
Program Enhancement Plan (PEP)

Scoring = Enhancement Opportunity

- Initial Score
- Understanding the Score
- Implications for Improvement
- Program Enhancement Plan
- Subsequent Scoring
- Repeat
**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 (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
Average Number of Problem Behaviors by Risk Level

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, 2nd 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