

SPEP Performance Improvement Plans: *Increasing Program Effectiveness*

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- ▣ Adapted from: SPEP Scoring and Program Certification Training – Gabrielle Lynn Chapman, Ph.D., SPEP User’s Guide 2014, Lipsey & Chapman, courtesy of Peabody Research Institute, Vanderbilt University.

Overview

- ▣ SPEP within JJSES
- ▣ Findings in PA
- ▣ Key Research Findings and SPEP Overview
- ▣ What is performance improvement?
- ▣ The Allegheny County Pilot

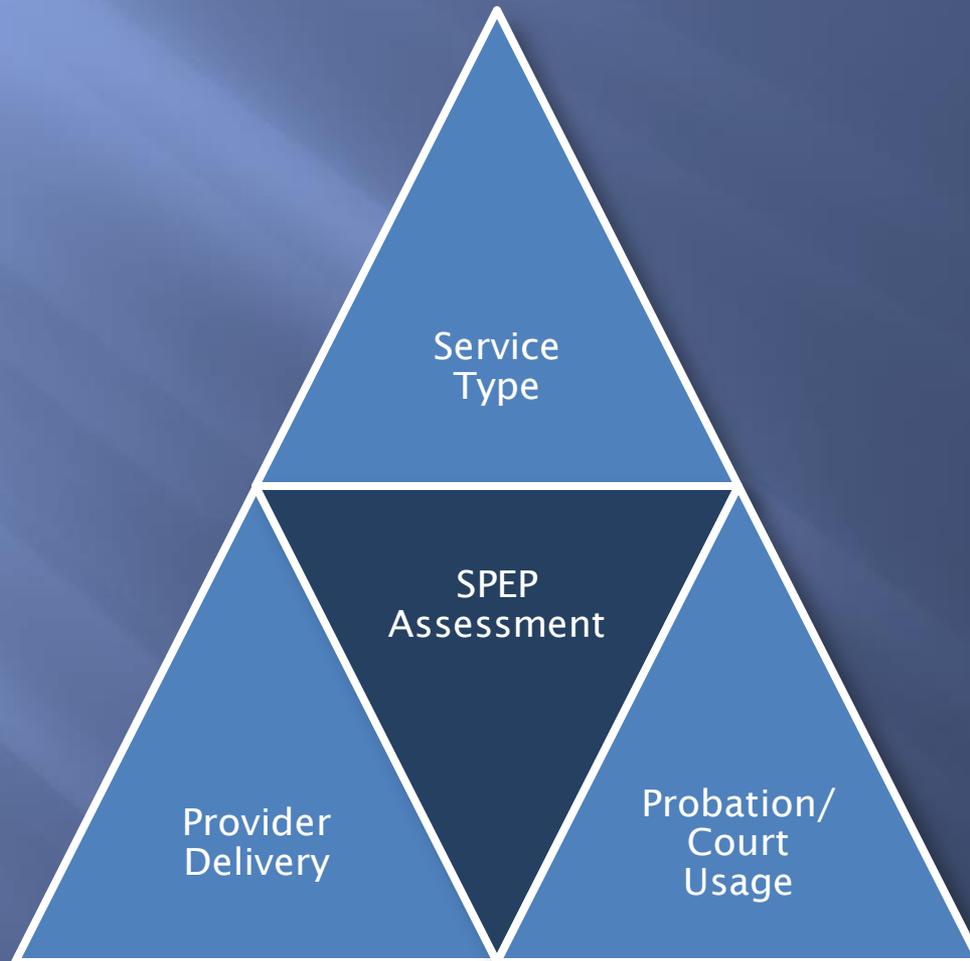
Pennsylvania's Juvenile Justice System Enhancement Strategy

- ▣ Evidence based practices
- ▣ Data -driven decision-making
- ▣ Continuous quality improvement of services
- ▣ SPEP falls within Stage 3

What is the Standardized Program Evaluation Protocol (SPEP)?

- ▣ Partnership – courts, probation & providers
- ▣ Quality improvement process
- ▣ Aimed at reducing recidivism

Key Drivers of Effectiveness

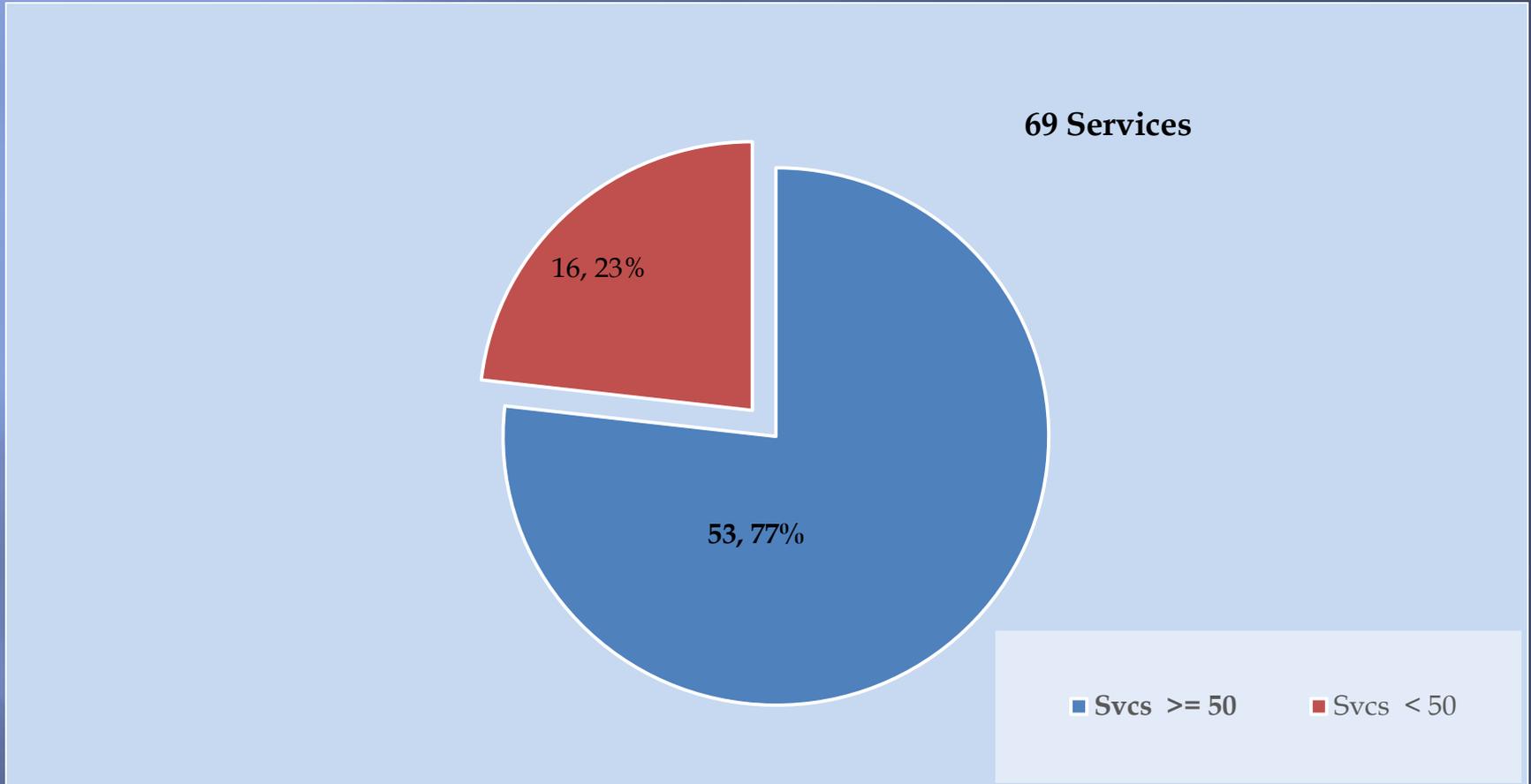


SPEEP Findings in PA

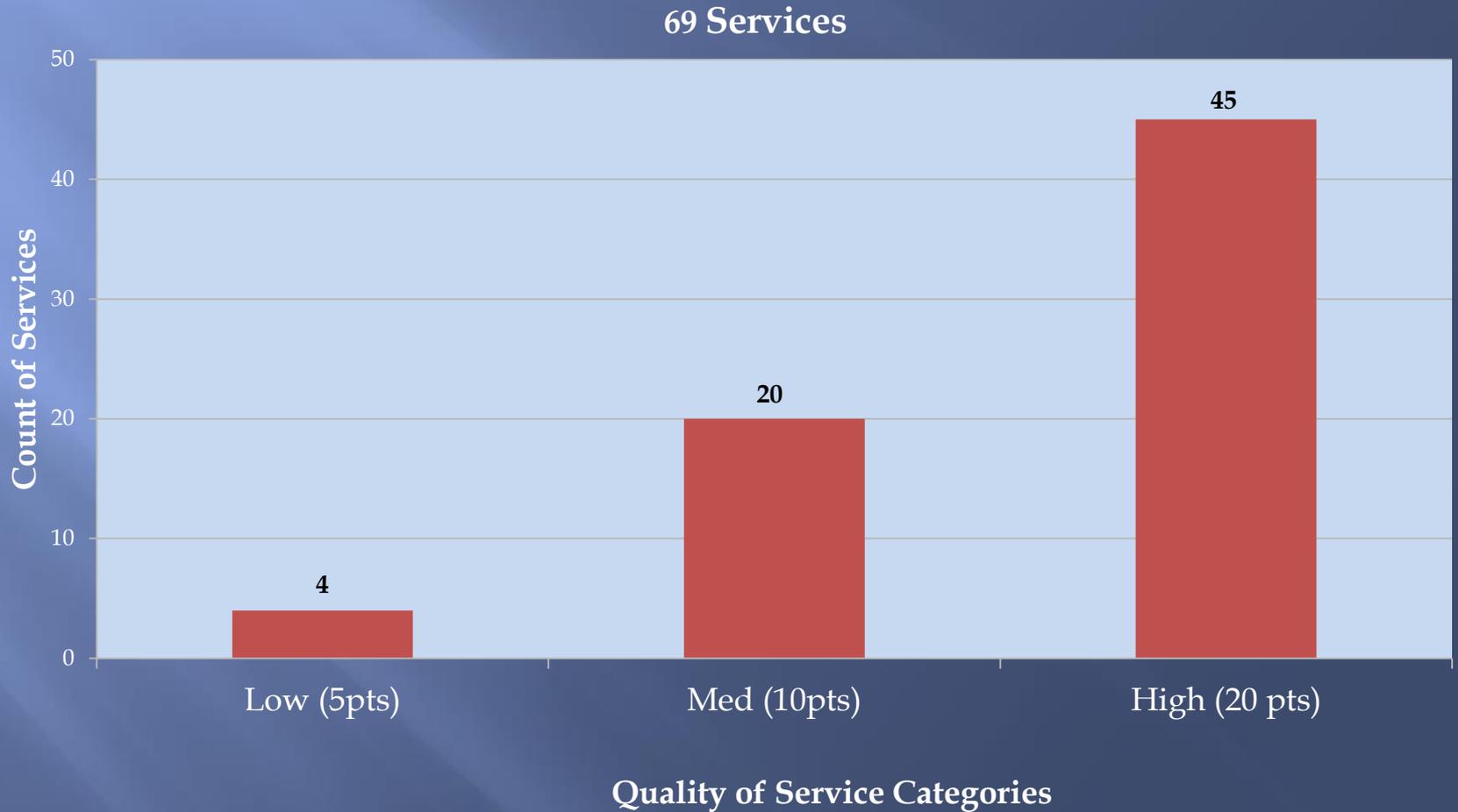


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Number and Percent of Services Scoring 50 or more

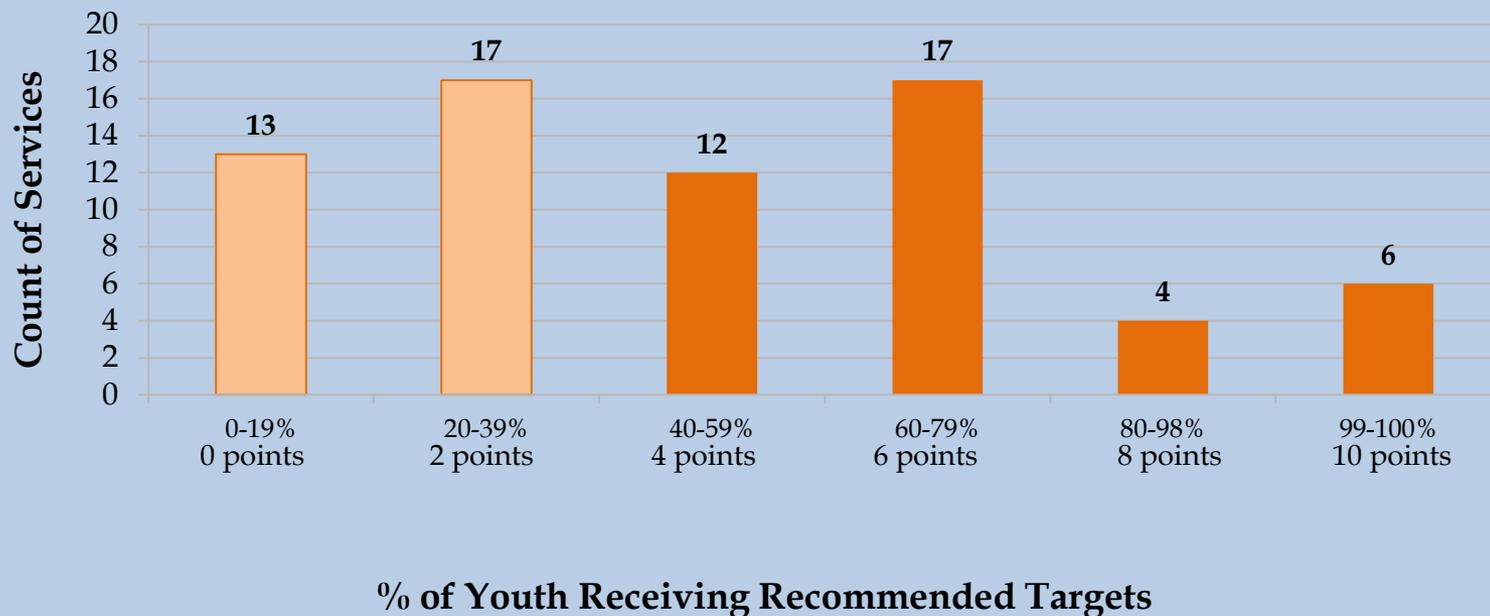


Quality of Service Delivery



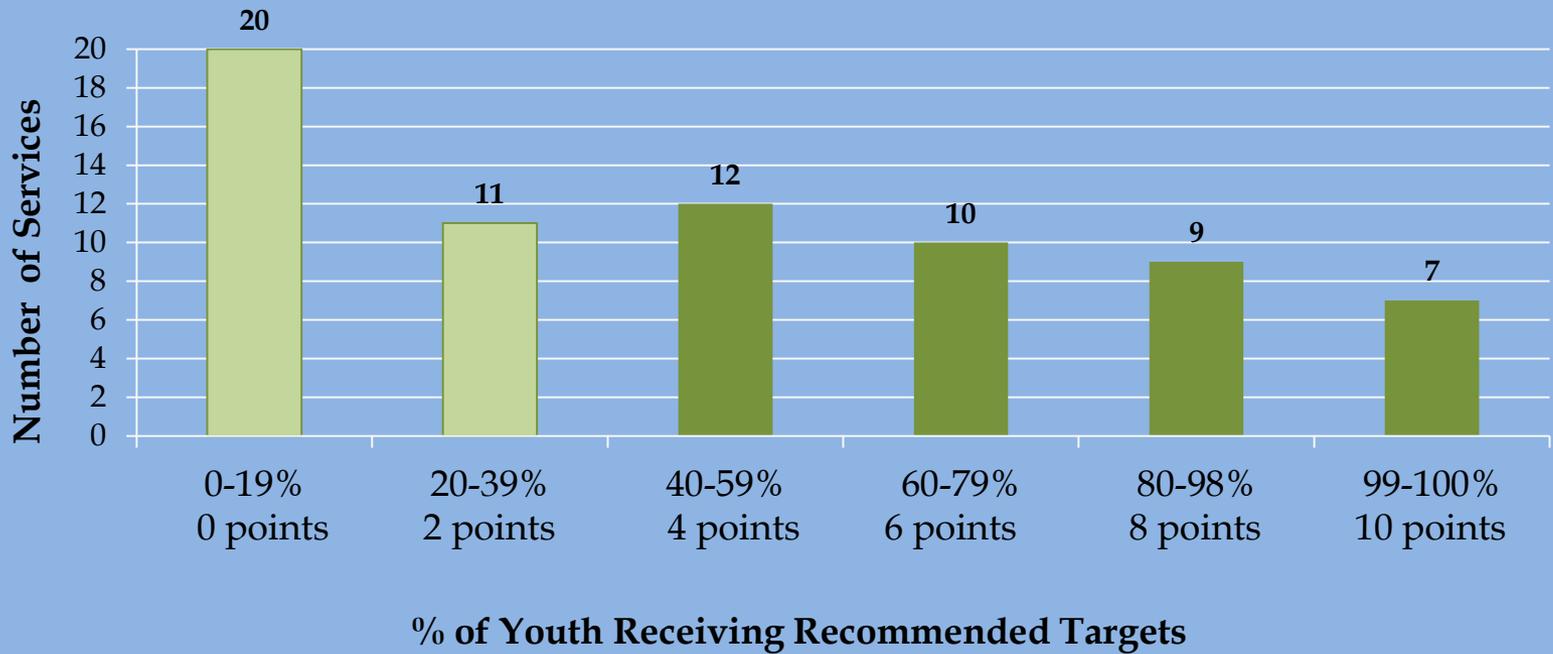
Count of Services by % of Youth Receiving Recommended Duration

69 Services



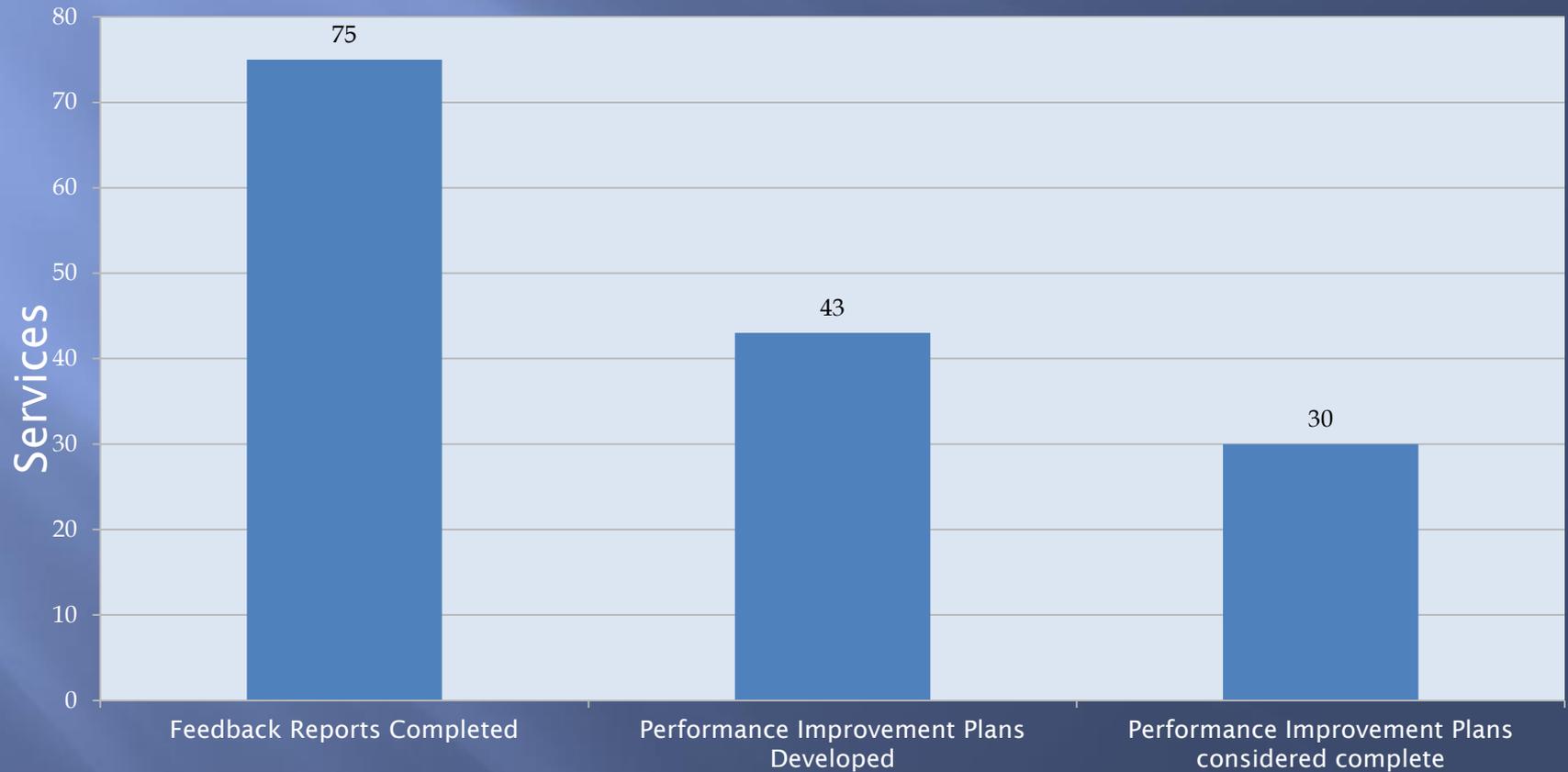
Count of Services by % of Youth Receiving Recommended Dosage

69 Services



Status of Performance Improvement Today

SPEP Life Cycle



Key Research Findings and SPEEP Overview



SPEP 101: *A brief overview of what SPEP is and how the SPEP process works*

Dr. Mark Lipsey,
Peabody Research Institute,
Vanderbilt University



- ▣ Meta-analysis of 700+ published and unpublished studies of programs designed to reduce delinquency in youth aged 12-21
- ▣ There were 4 key findings from Dr. Lipsey's research

Dr. Lipsey's Four Key Findings:

- ▣ Philosophy Type Matters
 - Therapeutic vs. Control Oriented
- ▣ Comparable Impact
- ▣ 4 main factors associated with recidivism reduction (risk level*, service type, quality & amount of service)
- ▣ Score is predictive



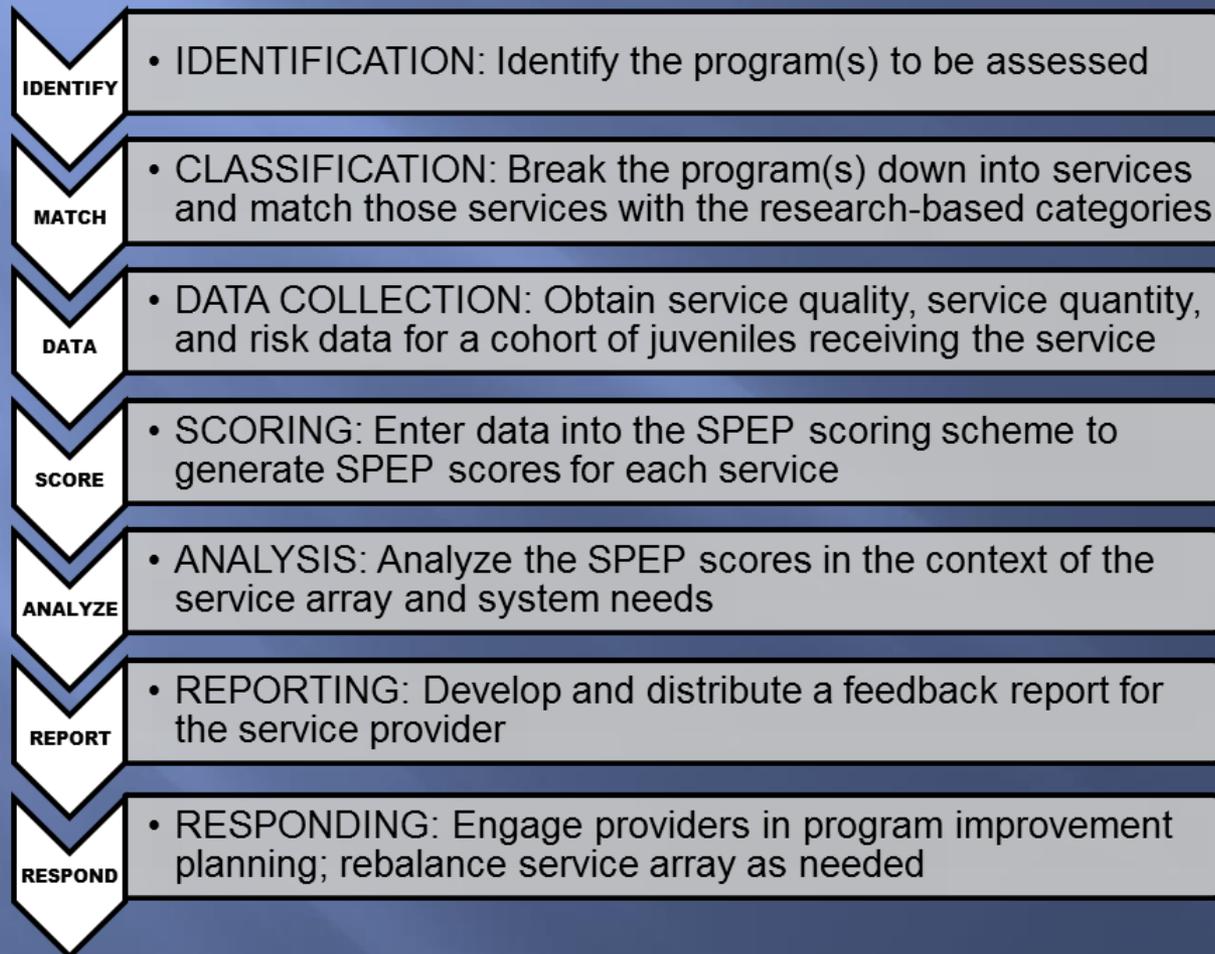
**Strongest predictor of recidivism identified in the meta-analysis.*

Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders* (4), 124-147.

Ways to Establish Evidence-based Practice

- 1- Model Program Implementation
- 2- Evaluation of Local Programs
- 3- Metal-analysis of research on program “types”

Arriving at SPEP Assessment



Program
Type

Program
Quality

Program
Quantity

Juvenile
Risk

Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders® Recalibrated version, 2013		Points Possible	Points Received
Primary and Supplemental Service Types [Identified according to definitions derived from the research]			
Primary Service Type for Program Being Rated			
Group 1 services (5 points)	Group 4 services (25 points)	30	
Group 2 services (10 points)	Group 5 services (30 points)		
Group 3 services (15 points)			
Supplemental Service Type		5	
Qualifying supplemental service used: Yes (5 points)	No (0 points)		
Quality of Service Delivery [Determined from a systematic assessment of the relevant features of the provider and provider organization]			
Rated quality of services delivered:		20	
Low (5 points)			
Medium (10 points)			
High (20 points)			
Amount of Service [Determined from data for the qualifying group of service recipients]			
Duration [Target number of weeks specified for each service type]		10	
% 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)		
Contact Hours [Target number of hours specified for each service type]		10	
% 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)		
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):		25	
0% (0 points)	75% (7 points)		
30% (2 points)	85% (10 points)		
50% (5 points)	95% (12 points)		
% of youth with high risk scores (greater than medium):			
0% (0 points)	25% (8 points)		
15% (3 points)	30% (10 points)		
20% (5 points)	35% (13 points)		
Provider's Total SPEP Score		100	(Insert Score)



SPEEP Service Categories

Group 5 Service

- CBT

Group 4 Service

- Group Counseling, Mentoring, and Behavioral Contracting

Group 3 Service

- Family Counseling, Family Crisis Counseling, Mixed Counseling, Social Skills Training, Challenge Programs, and Mediation

Group 2 Service

- Restitution/Community Service and Remedial Academic Program

Group 1 Service

- Individual Counseling and Job-Related Training

Therapeutic Services

Restorative

Restitution/Community Service

Mediation

Counseling

Individual

Mentoring

Family

Family Crisis

Group

Mixed

Skill Building

Behavior Management

Cognitive Behavioral Therapy

Social Skills Training

Challenge

Remedial Academic Program

Job Related Training

Quality of Service Delivery

Quality of Service Checklist

- Protocol
- Staff Training
- On-Going Staff Supervision
- Organizational Response to Drift



Duration and Dosage – Scoring is based on percentage of youth who meet target values.

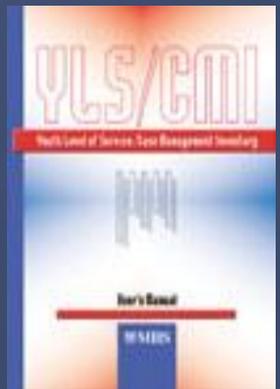


Steps in Scoring:

1. Determine how many youth reached the targeted number of weeks and hours of service for that service type.
2. Divide the number of youth who reached the target for each by the total number of youth in the cohort.
3. The percentage total for both equate to a certain number of points as listed on the SPEP score sheet.

Youth Level of Service/Case Management Inventory (YLS/CMI)

- ▣ Risk assessment tool
- ▣ Informs juvenile justice of appropriate level of intervention
- ▣ The higher the risk score, the more likely a youth will reoffend
- ▣ Assesses risk for recidivism
- ▣ Risk levels: low, moderate, high, or very high
- ▣ Measures 42 risk/need factors across 8 domains



Grove, W. M., & Meehl, P. E. (1996) Comparative Efficiency of Informal (Subjective Impressionistic) and Formal (Mechanical, Algorithmic) Prediction Procedures: The Clinical-Statistical Controversy. *Psychology, Public Policy and Law*, (2) 2, p. 293-323.

Feedback Report

- ▣ Written by the JPO in conjunction with EPISCenter staff following the SPEP Interviews and scoring are complete
- ▣ Includes an introduction of SPEP, program description and service categorization rationale , detailed summary of SPEP score and recommendations for improvements
- ▣ Presented to the Provider with opportunity for discussion



What is Performance Improvement?



Performance Improvement Guide and Template developed to:

- Address the areas identified during the SPEP process, as prioritized by stakeholders
- Identify the timeframe and method for improvements in accordance with the stakeholder capacities
- Identify the needed technical assistance and support which may be necessary to implement improvements.
- Monitoring the progress and outcomes.

Performance Improvement Process Guide

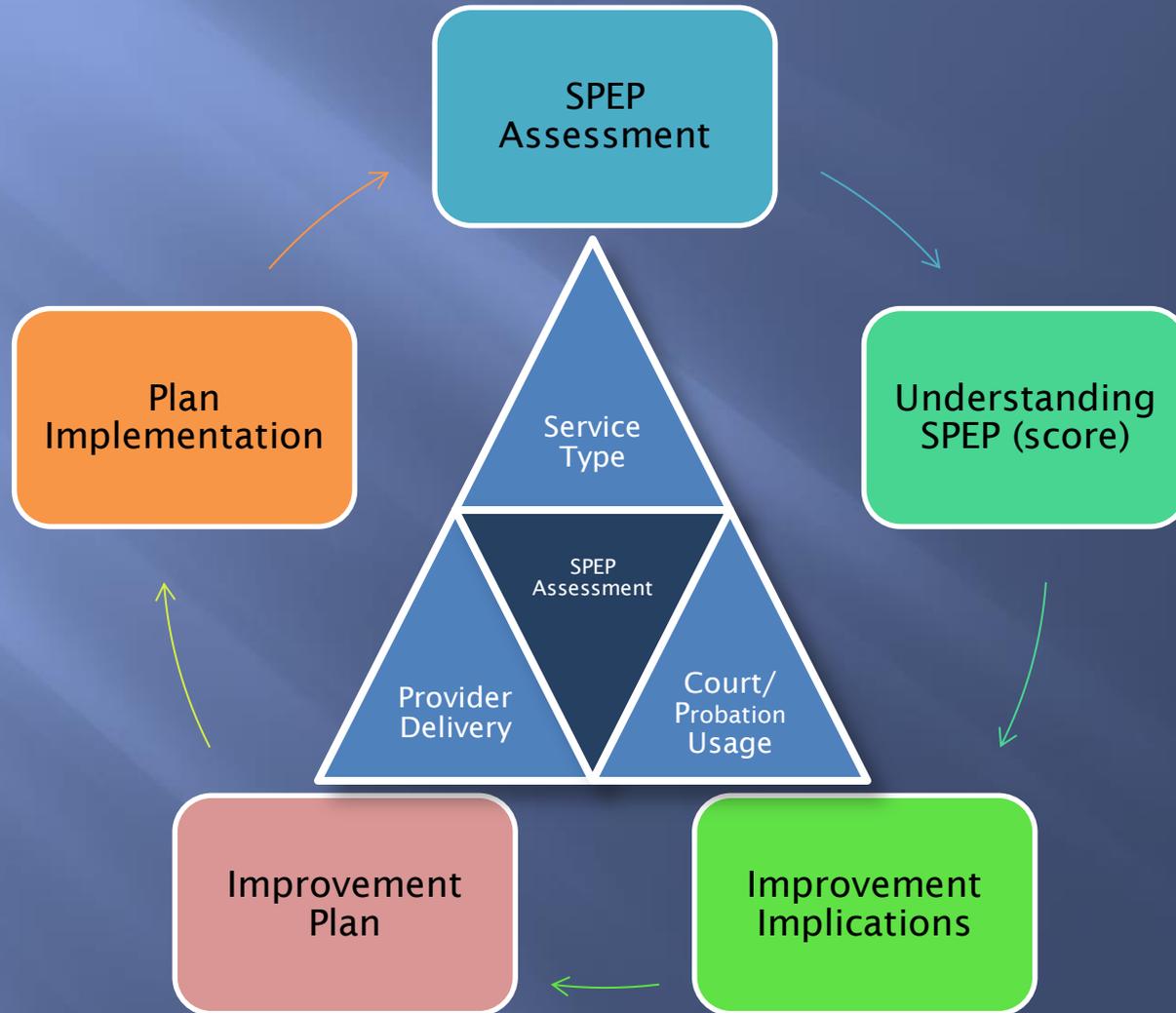
Standardized Program Evaluation Protocol (SPEP®) in
Pennsylvania:

Performance Improvement Guide for Juvenile Justice Stakeholders

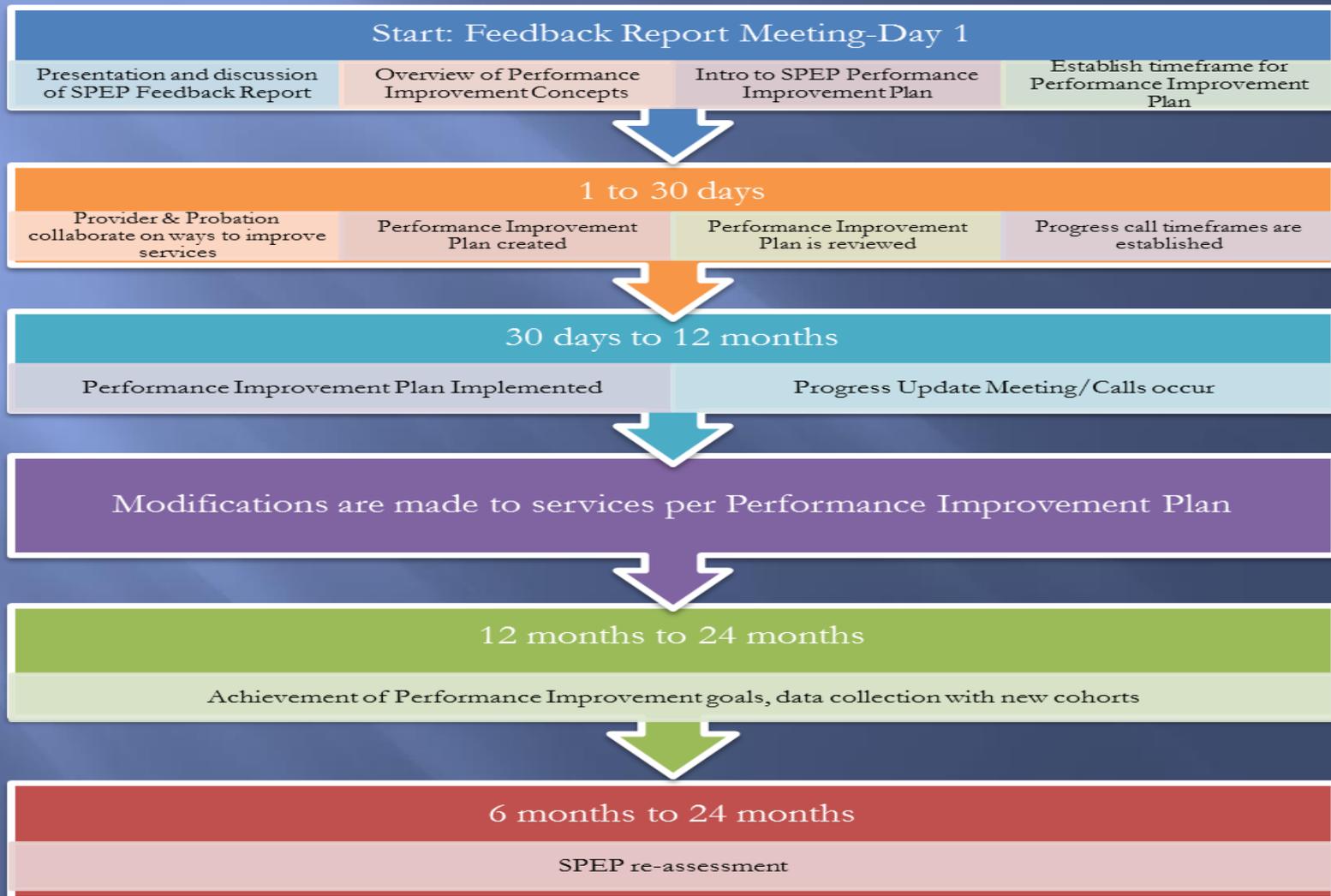
The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Bennett Pierce Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the PA Department of Human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



Performance Improvement Lifecycle



Performance Improvement Process



Performance Improvement Goals

- ▣ Specific, measurable, attainable, relevant and time framed
- ▣ Address suggested recommendations from the Feedback Report
- ▣ Prioritized according to capacity and needs



The Allegheny County Pilot



Allegheny County Juvenile Court – North Side Community Intensive Supervision Program (CISP)

Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

Organization	Allegheny County Juvenile Courts	Location	1710 N. Franklin St. Pittsburgh, PA 15233
Name of Program	Community Intensive Supervision Program (CISP) – North Side	Name of Service	Aggression Replacement Training (ART)
Date of SPEP Feedback Report	11/19/13	County Partner(s)	Allegheny
Plan Prepared By	Shawn Peck, John, Fiscante, Kim Booth	Date Prepared	3/25/15

SPEP Domain Goal Areas

Service Type

Elements

Recommendations from SPEP Feedback Report

1. Assess similar curricula used by North Side CISP in order to determine if there is "service overlap". During the interview, it was mentioned that Thinking For a Change (T4C) is also facilitated at the North Side CISP. With T4C and ART both offering a Skillstreaming component, program leadership should consider if facilitating both curriculum with fidelity is the best use of time and resources.

Quality of Service Delivery

Elements

- Written Program Protocol
- Personnel Trained in the Program and Associated Protocol
- Monitoring the Quality of the Service Delivery
- Organizational Procedures for Responding to Departures from the Protocol

Recommendations from SPEP Feedback Report

2. Develop a procedure to ensure that each youth who misses a session of ART receives a make-up session.
3. Ensure that the fidelity assessments that are used are authorized by the developer to ensure model adherence.
4. Develop a written protocol for fidelity monitoring to include: who will conduct the assessments, who will provide feedback to staff, and who will monitor the fidelity assessments.
5. Ensure that ART is facilitated on the days of the week determined by the clinical schedule.
6. Ensure that there is adequate staff available to facilitate ART groups when scheduled.

Amount of Service

Elements

- Duration of Service
- Face to face contact hours

Allegheny County Juvenile Court – North Side Community Intensive Supervision Program (CISP)

Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

Recommendations from SPEP Feedback Report	<ol style="list-style-type: none"> 7. Ensure that each participating youth receives 2 sessions a week (1.5 hours per session) for a minimum of 8 consecutive weeks as permitted by the developer for ART in a community-based setting. 8. Increase the amount of contact hours (dosage) of ART to meet a minimum of 24 hours for each youth receiving the service. 9. Recommend that program staff and court officials ensure that youth are placed in the service long enough to meet the recommended duration. 10. Improve service data tracking systems for ART and for other services/curriculum provided by the program.
Risk Level	
Elements	<ul style="list-style-type: none"> • The meta-analysis research on delinquency intervention programs has shown that, on average, there are larger positive effects on recidivism with higher risk juveniles than with their lower risk counterparts.
Recommendations from SPEP Feedback Report	N/A

Allegheny County Juvenile Court – North Side Community Intensive Supervision Program (CISP)

Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

Goal Progress Update

Goal Progress Update					
+					
Goal Area	Service Categorization		Goal	Assess similar curricula used by North Side CISP in order to determine if there is "service overlap". During the interview, it was mentioned that Thinking For a Change (T4C) is also facilitated at the North Side CISP. With T4C and ART both offering a Skillstreaming component, program leadership should consider if facilitating both curriculum with fidelity is the best use of time and resources.	
Action Step			Lead	Target Date	Date Completed
Thinking Errors group is no longer considered a "core" CISP group. Centers can facilitate the group as needed as it is no longer considered mandatory curriculum.			CISP Center Supervisors	2/25/2014	4/15/2014
Rate the items based on level of implementation	Q1 Meeting Date:	Q2 Meeting Date:	Q3 Meeting Date:	Q4 Meeting Date:	
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	

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Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

		Goal Area Quality of Service Delivery	Goal Develop a procedure to ensure that each youth who misses a session of ART receives a make-up session.	
Action Step		Lead	Target Date	Date Completed
<ul style="list-style-type: none"> ART trained staff from each respective center will conduct group sessions with any center clients that were absent from an ART session. The make-up will only occur for up to two sessions. 		Train-the-Trainers/CISP ART trained Community Monitors.	4/15/2014	7/1/2014
Rate the items based on level of implementation	Q1 Meeting Date:	Q2 Meeting Date:	Q3 Meeting Date:	Q4 Meeting Date:
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

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Goal Area	Quality of Service Delivery		Goal	Ensure that the fidelity assessments that are used are authorized by the developer to ensure model adherence.	
Action Step			Lead	Target Date	Date Completed
<ul style="list-style-type: none"> Hosting Site Supervisors ensure Fidelity Assessments are completed for each group Train-the-Trainers review all and a sample reviewed by Mark Amendola The CISP has had on-going correspondence with Mark Amendola concerning all aspects of the ART implementation and delivery process. Mr. Amendola has been sent videotaping of ART sessions as well as corresponding paperwork. Mr. Amendola has also been involved in conference calls with ART staff as well as conducting a Booster training for all trained ART staff. 			John Fiscante	4/5/2014	7/1/2014
Rate the items based on level of implementation		Q1 Meeting Date:	Q2 Meeting Date:	Q3 Meeting Date:	Q4 Meeting Date:
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Goal Area	Quality of Service Delivery		Goal	Develop a written protocol for fidelity monitoring to include: who will conduct the assessments, who will provide feedback to staff, and who will monitor the fidelity assessments.		
Action Step			Lead	Target Date	Date Completed	
<ul style="list-style-type: none"> A training was conducted by the CISP "Train the Trainers" where it was outlined for staff the procedure for all written documentation. This is continually reviewed before each cohort begins. Weekly conference calls during the cohort weeks that are facilitated by Center Supervisors ensure compliance to the procedure. 			CISP Train the Trainer staff	April 2014	April 2014	
Rate the items based on level of implementation	Q1 Meeting Date:	Q2 Meeting Date:	Q3 Meeting Date:	Q4 Meeting Date:		
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		

Allegheny County Juvenile Court – North Side Community Intensive Supervision Program (CISP)

Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

+		Goal Area	Quality of Service Delivery	Goal	Ensure that there is adequate staff available to facilitate ART groups when scheduled.				
Action Step			Lead		Target Date		Date Completed		
<ul style="list-style-type: none"> There are a minimum of 6 staff facilitating each ART group. Two staff are assigned a one hour section of the group. Example; staff A and B are assigned Skill streaming. Staff C and D are assigned Moral Reasoning and staff E and F are assigned Anger Control. 			All ART facilitators.		4/7/2014		4/7/2014		
Rate the items based on level of implementation		Q1 Meeting Date:		Q2 Meeting Date:		Q3 Meeting Date:		Q4 Meeting Date:	
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	

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Allegheny County Juvenile Court – North Side Community Intensive Supervision Program (CISP)

Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

Goal Area	Amount of Service		Goal	Recommend that program staff and court officials ensure that youth are placed in the service long enough to meet the recommended duration.	
Action Step			Lead	Target Date	Date Completed
<ul style="list-style-type: none"> • Court Administration has met with Judges concerning releasing client's early from CISP and prior to completion of ART. • At this time, administration is informed anytime that a kid is released before they complete ART 			Russ Carlino/Juvenile Court Administration	On-going	
Rate the items based on level of implementation	Q1 Meeting Date:	Q2 Meeting Date:	Q3 Meeting Date:	Q4 Meeting Date:	
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	

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Standardized Program Evaluation Protocol (SPEP) Performance Improvement Plan

Goal Area	Amount of Service	Goal	Improve service data tracking systems for ART and for other services/curriculum provided by the program.		
Action Step		Lead	Target Date	Date Completed	
<ul style="list-style-type: none"> All service tracking data is done identically and on the same tracking forms for each cohort. 		Marvin Randall and Gary King	8/12/2014	11/4/2014	
Rate the items based on level of implementation	Q1 Meeting Date:	Q2 Meeting Date:	Q3 Meeting Date:	Q4 Meeting Date:	
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	

Challenges

- ▣ Resources to improve services:
 - Additional training
 - Time from delivery staff
 - Funding
- ▣ Buy-in from:
 - Juvenile Court Judges
 - Administrators for probation and providers
 - Provider staff that are delivering the service

For more information:

- ▣ EPISCenter's Website

<http://www.episcenter.psu.edu/juvenile/spep>

- ▣ Series of SPEP Webinars

<http://www.episcenter.psu.edu/juvenile/appendix>

- ▣ Vanderbilt's Website

[http:// my.Vanderbilt.edu/spep/](http://my.Vanderbilt.edu/spep/)

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Questions & Answers