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**SPEP: PA Roll-out Roadmap**

- **Pilot**
  - **Does it work?**
  - **What are barriers?**

- **Streamline**
  - **Infrastructure**
  - **Processes**

- **Roll-out**
  - **Facilitate scoring**
  - **Develop and support PIP’s**

**EPISCenter’s Role**

- “Ride Along” with Berks & Lehigh during pilot phase
  - How well does SPEP work in PA context?
- Prepare for later statewide rollout
  - Develop infrastructure and streamline processes from pilot phase to scale-up
  - Facilitate the process of scoring across PA counties (probably in phases/cohorts)
  - Develop and support Program Improvement Plans
  - Scoring again 1 year later
  - Collect lessons learned and facilitate CQI of SPEP in PA
SPEP 2012-2014

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To date: 64 community and residential programs/services have begun the SPEP process, across 33 providers and 5 counties.

Key Accomplishments 2013-14

- Training and competency development of first cohort of SPEP specialists
- SPEP of residential services
- Development of PA's Performance Improvement Process
- Becoming Trainers of SPEPrs – first in the country
- SPEP webinar series for providers and probation
The Core of SPEP in PA

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

Key Drivers of Effectiveness

- Service Type
- SPEP Assessment
- Provider Delivery
- Probation Usage
Preliminary Findings from PA SPEPs

- Clear, consistent communication is key
- The right person for the job
- Can be a significant time investment
- Residential SPEP reaches non-pilot counties
Preliminary Findings from PA SPEPs

- 28 fully scored services; avg. score of 60, range of 37-100
- Most services scored well on staff training and supervision
- Most services scored lowest on written protocols and response to drift
- Low fidelity to dosage and duration standards

Most services score ≥ 50*:

- 71% ≥ 50
- 29% < 50

*Pilot data may reflect higher performing services than the true state of the field.

Preliminary Findings from PA SPEPs

- 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
Preliminary Findings from PA SPEPs

- 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

Where are we now?

- **Pilot**
  - Does it work?
  - What are barriers?
- **Streamline**
  - Infrastructure
  - Processes
- **Roll-out**
  - Identify system(s)
  - Defining methods for
  - Developing and supporting PIP's
Does it work?

- Partnership – probation & providers
- Quality improvement process
- Aimed at reducing recidivism TBD?

Where are we headed?

- Ready to do 1-year follow-up SPEPs with first programs/services
- Beginning to pilot the performance improvement process
- Quantitative evaluations of SPEP process
- Development of supporting manuals and guides to implement SPEP
- Building out training model and resources to support trainers
SPEP Update: Insights from the Field and Next Steps, Part 1

Mark W. Lipsey
Peabody Research Institute
Vanderbilt University
Pennsylvania Conference on Juvenile Justice
Harrisburg, November 2014

The Big Picture: Evidence-Based Juvenile Justice Practices and Programs
The juvenile justice challenge

- A high proportion of adult offenders (60-80%) were prior juvenile offenders who appeared in the JJ system first.
- They were thus on a path to continued criminal behavior that effective JJ intervention might have interrupted.

But, at the same time:
- A high proportion of the juveniles who come into the juvenile justice system (60-70+%) are not on a path to adult crime; they are just afflicted with adolescence.
- Over-involvement with the JJ system can make things worse for those juveniles.

The juvenile justice challenge

So, the JJ system needs to be able to do four things—
- Distinguish youth at high risk for continued criminal behavior from those at low risk.
- Supervise the high risk youth at the least restrictive level that protects public safety.
- Administer effective treatment programs to the high risk youth that reduce their risk for reoffending.
- Avoid making recidivism worse, especially for low risk youth.

And do all this in a consistent and sustained manner.
There is research that can help meet this challenge

- Longitudinal research on the developmental pathways to criminality
  - Risk factors that predict the probability of criminal behavior
    - Static background factors & prior history
    - Dynamic factors that can be addressed to reduce the probability of criminal behavior (“criminogenic needs”)

- Evaluation research on the effects of intervention programs
  - Therapeutic programs that reduce reoffense rates
  - Programs that do not reduce reoffending and may increase it (punitive, disciplinary, deterrence oriented; transfer to CJ)

The bridge between research and practice: structured decision support tools

- Risk assessment instruments
  - Provides an estimate of the probability of reoffending

- Disposition matrices
  - Guides risk-based level of supervision and treatment

- Needs assessment instruments
  - Supports matching of programs to criminogenic needs

- Program practice guidelines and assessments
  - Evaluates the expected effectiveness of programs for reducing recidivism; e.g., Standardized Program Evaluation Protocol (SPEP)
The evidence-based juvenile justice system

Prevention Programs

Arrest

Counsel & release
Diversion; Informal probation
Probation
Incarceration

Level of Supervision

Intervention Programs

Program A
Program B
Program C
Program D
Program E
Program F

Recidivism Outcomes

T% U% V% W% X% Y% Z%

Minimize reoffending

Risk assessment and risk-based dispositions
Needs assessment; match program to criminogenic needs
Effective programs; assessed against evidence-based practice guidelines

Evidence-based disposition matrix

The Standardized Program Evaluation Protocol (SPEP)
Assessment of the Effectiveness of Interventions for Juvenile Offenders
The evidence base for the SPEP: A comprehensive collection of studies of interventions for juvenile offenders

Meta-analysis of delinquency intervention research:

- Studies: 500+ controlled studies of interventions with juvenile offenders
- Outcomes: Focus on the programs’ effects on recidivism (reoffending)

Guidelines for effective practice based on the findings from this research

The Standardized Program Evaluation Protocol (SPEP): A structured process for assessing programs on these key characteristics

- Program type
- Quality of service delivery
- Amount of service (dose) provided
- Risk level of juveniles served
Points assigned proportionate to the contribution of each factor to recidivism reduction

Target values from the meta-analysis (generic) OR program manual (EBP brand name)

Instrument for rating how well a program profile matches the guidelines: The Standardized Program Evaluation Protocol (SPEP)

Program types with sufficient research to support SPEP practice guidelines

- Cognitive-behavioral therapy
- Behavioral contracting; contingency management
- Social skills training
- Group counseling
- Family counseling; family crisis counseling
- Individual counseling
- Mentoring
- Challenge programs
- Victim-offender mediation
- Restitution; community service
- Remedial academic programs
- Job-related programs (vocational counseling, training, etc.)
Feedback on outcome improvement with use of SPEP program assessment: Arizona data

SPEP Updates and Developments
New research and analysis

- Update of the meta-analytic database with studies reported through the end of 2013
  - Total number of studies will be more than 700
  - Adds research in some underrepresented service categories
- Update of the analysis of program factors predicting recidivism using the expanded database
- SPEP 3.0: Update of the SPEP with any new results
- Separate SPEP schemes for selected offender populations
  - Youth with substance disorders
  - Youth labeled as sex offenders

Scoring variants for different circumstances

- Two versions of full SPEP Score
  - Basic Recidivism Score
    - Points scored out of 100 max; indicates expected effect on recidivism
  - Program Optimization Percentage (POP Score)
    - Points scored as a percentage of those possible for the agreed targets
- Interim variants for insufficient data situations
  - Provisional score: Fewer than 80% of juveniles served, but more than 60%, have risk scores; offense data show representativeness
  - Advisory score: Fewer than 10 juveniles in the cohort served
Other SPEP developments underway

- Updated and expanded SPEP manual
- Broadened repertoire of training materials and examples
- SPEP-Connect website
- Web-based data input system for alternative SPEP data compilation
- Credentialing of SPEP implementers and trainers
- Licensing SPEP use
- Certification and periodic recertification of accredited SPEP users
- Further and continued validation of SPEP’s relationship to recidivism

The SPEP and Its Use and Role in the National Juvenile Justice Reform Movement
Juvenile justice reform and system enhancement

- Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Foundations and government support agencies
  - Annie E. Casey, JDAI
  - MacArthur, Models for Change
  - Pew Charitable Trusts, Public Safety Performance Project
  - Council of State Governments, white papers on reform, recidivism
  - National Governor’s Association, Learning Labs

Expanding SPEP footprint in juvenile justice

- Original development sites
  - North Carolina
  - Arizona
- Juvenile Justice System Improvement Project (JJSIP)
  - Connecticut
  - Florida
  - Pennsylvania
- OJJDP Justice System Reform & Reinvestment Initiative
  - Delaware
  - Iowa
  - Milwaukee County
- Independent participants
  - Tennessee
  - Georgia
“System alignment” implications of the SPEP

- Matching juveniles with different risk levels to appropriate providers and levels of service
- Matching of juveniles with different “criminogenic needs” to appropriate providers and levels of service
- Service array available to a JJ system
  - Accountability continuum appropriate for levels of risk
  - Service coverage of need areas; gaps in coverage
  - Geographical coverage; rural vs urban areas
  - Optimizing allocation of resources; reinvestment strategies
  - Cross-agency coordination; high needs, low risk youth

Continuing challenges

- Availability of required data, especially risk scores from a validated instrument that discriminate risk levels
- Cumbersome or insufficient data systems for routine collection of the needed data and generation of SPEP scores
- Sustainability of SPEP implementation; over-dependence on initial adopters and implementation team
- Occasional provider or political resistance
- Scaling up SPEP resources, personnel, procedures to support interested sites
Thanks!

Questions? Comments?

mark.lipsey@vanderbilt.edu