Overview
- SPEP Component Review
- Unpacking and Classifying Service Types
- Scoring Service Quality for SPEP
- Scoring Service Quantity (Dosage)
- Scoring Risk
- Putting it all together
**Brief Overview of SPEP Components**

**Standardized Program Evaluation Protocol (SPEP)**
- Apply the research knowledge base to assess how well current program practice matches evidence for effectiveness
- A rating scheme for each program type within the therapeutic philosophies
- Apply to individual programs based on data about the services actually provided to participating juveniles
- Validated with juvenile justice programs in Arizona and North Carolina

**To have good effects, interventions must be implemented to match the ‘best practice’ found in the research**
- **Program type**: “Therapeutic” programs, with some types more effective than others
- **Quality of service delivery**: Treatment protocol; monitoring and staff training
- **Amount of service**: Duration and total number of contact hours
- **Risk**: Larger effects with higher risk juveniles
**Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders©**

Recalibrated version, 2013

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and Supplemental Service Types</td>
<td></td>
</tr>
<tr>
<td>Identified according to definitions derived from the research</td>
<td></td>
</tr>
<tr>
<td>Primary Service Type for Program Being Rated</td>
<td></td>
</tr>
<tr>
<td>Group 1 services (5 points)</td>
<td>30</td>
</tr>
<tr>
<td>Group 4 services (25 points)</td>
<td></td>
</tr>
<tr>
<td>Group 2 services (10 points)</td>
<td></td>
</tr>
<tr>
<td>Group 5 services (30 points)</td>
<td></td>
</tr>
<tr>
<td>Group 3 services (15 points)</td>
<td></td>
</tr>
</tbody>
</table>

| Qualifying supplemental service used: | |
| Yes (5 points) | 5 |
| 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: | |
| Low (5 points) | |
| Medium (10 points) | |
| High (20 points) | 20 |

| Amount of Service | |
| Determined from data for the qualifying group of service recipients | |
| Duration [Target number of weeks specified for each service type] | |
| % of youth who received at least the target weeks of service: | |
| 0% (0 points) | 0% |
| 60% (6 points) | 60% |
| 20% (2 points) | 20% |
| 80% (8 points) | 80% |
| 40% (4 points) | 40% |
| 99% (10 points) | | 99% |

| Contact Hours | |
| Target number of hours specified for each service type | |
| % of youth who received at least the target hours of service: | |
| 0% (0 points) | 0% |
| 60% (6 points) | 60% |
| 20% (2 points) | 20% |
| 80% (8 points) | 80% |
| 40% (4 points) | 40% |
| 99% (10 points) | | 99% |

| 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): | |
| 0% (0 points) | 0% |
| 75% (7 points) | 75% |
| 25% (8 points) | 25% |
| 30% (2 points) | 30% |
| 85% (10 points) | 85% |
| 15% (3 points) | 15% |
| 50% (5 points) | 50% |
| 95% (12 points) | 95% |
| 20% (5 points) | 20% |

Provider's Total SPEP Score: 100 (Insert Score)

---

**Doing the SPEP!**

---

**SPEP Process**

1. **IDENTIFY** Juvenile Justice program(s)
2. **MATCH** program(s) down into services and MATCH with research-based categories
3. **DATA** Obtain risk, quality and quantity DATA for scoring each service
4. **SCORE** Enter data into the SPEP model to generate SPEP SCORE

Unpacking and Classification

Quality, dose & risk

Putting it all together
Step One

**What is a program?**

- **Program**: A defined package of services delivered by a provider
  - CIRCLE OF COURAGE
    - Individual Therapy
    - Group Therapy
    - Conflict Resolution Training
    - Art Therapy
    - Equine therapy
  - Distinct from the "structures" or "formats" within which those services are delivered (e.g., day treatment, group home, afterschool program).

**Program versus Structure**

- **Program** – active treatment ingredient
- **Structure** – context that fulfills other needs or requirements
  - May have a treatment program delivered within the structure
  - **group home with group counseling**
Unpacking Multiple Overlapping Service Components in many Programs

Service Primacy

- **Primary service**: The main service a program provides—the one most characteristic of the program and/or on which the most time or effort is spent.
- **Supplemental service**: Services in addition to the primary service that are part of the program and may reinforce or complement the primary service.
**Primary and Supplemental**

<table>
<thead>
<tr>
<th>Primary</th>
<th>Supplemental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main focus of the program</td>
<td>Other distinct service</td>
</tr>
<tr>
<td>• Most time/effort spent on this</td>
<td>• Less time/effort spent on this</td>
</tr>
<tr>
<td>• All or most of the youth served receive this</td>
<td>• Serves to reinforce or complement the primary service</td>
</tr>
<tr>
<td>• Recognized as the dominant theme of the program</td>
<td>• Only some of the program clients receive this or it constitutes a relatively small portion of the total service time</td>
</tr>
<tr>
<td>• Other program elements support its effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
Step Two

- Break program(s) down into services and MATCH with research-based categories

Program classification

- Matching your program or service to SPEP Service Type Categories found in research
- Applies only to therapeutic programs
- Must be based on detailed descriptions of the nature of the services provided
- Includes both primary and supplemental services
- Should mainly reflect the primary service

Program classification

Proceeds in two stages:

- Determine the broad category into which the program fits
  - Restorative
  - Counseling and its variants
  - Skill-building
- Determine the specific program type within that broad category (e.g., individual counseling, family counseling, etc.)
Classification Tools

- SPEP Program/Service Classification Guide
- Full Program Profile

Empower Youth Circle Counseling Group

Service Name: None - Gen Pop

Key Program Components:

- Overall: Med to Hi; Low risk/specific need
- 15-17 primary: Male (most) and female working cap 45 but hire/staff as needed
- 17 counties

- Costs paid by probation; rate by level of service:
  - 2=$14/day from provider and probation staff

**General Description:**
Program primarily involves process group and mentoring with adult volunteer; once registered as a participant, probation officer notified and a home visit (in person preferred but via phone if necessary) conducted to explain program, obtain parent/guardian consents, and conduct the mentor match assessment (within 1 week of registration); Once in the program:
1. Kid attends two weekly group sessions (10-12 kids) with LCT - mixed topics to include conflict management, communication, self-esteem, and social interaction skills; kids can discuss issues at home, school, their mentor, etc.
2. Kids are assigned a volunteer mentor (qualification needed: successfully complete Empower course) who is required to meet with the child at least 1 time per week and submit a report to Empower Youth regarding the child’s progress, behavior, and goal attainment; mentors also work with child to develop academic and behavioral goals as well; events are planned 1/month for mentors and kids; mentors also function as liaison with probation officer & school as needed and advocate for the child.
3. Behavioral contracting is used as well with kids who meet their goals rewarded with tickets to attend special events (e.g., sporting events) with their mentor; parents/guardians are also involved in reporting about the child’s issues/challenges with regard to the goals set by kid and mentor.
4. Referrals such as indiv therapy, drug/alcohol therapy, mental health, assists with community transport, educ/GED resources are done on an as-needed basis by full-time Empower staff (non-clinical).

**Location:**
Type: in home (initial home visit) and offsite events but primarily at Holly-Smith Community Center.

**Time:**
90 days to 6 months

**Training/Quality:**
- Min of BS/BA for family & mentor research specialists who do home visits (2 happen to have MS/MA and use these for kids who need higher level assistance);
- 40 hour volunteer orientation for mentors that includes shadowing;
- 20 hrs ongoing learning per yr; required for specialists;
- Counselors who run Youth Circle must be LCSWs or MS/MA in psychology and all had to have at least 1 year of field experience to be Empower Youth.

Classification Tools

- SPEP Program/Service Classification Guide
- Full Program Profile
- Pre-Visit Checklist
To make the best use of your time for our upcoming SPEP classification visit on ***********, we have broken out the information by each of the SPEP evaluation components below. At our onsite meeting it would be extremely helpful to prepare the following information and staff personnel available:

**Types of programs**
- Identification of any “tracks” within which juveniles with a certain diagnosis, need, gender, and/or risk are grouped together for treatment purposes (e.g., Alcohol & Drug, general population or level 1 boys, level 2 boys, medical need boys)
- An example of a daily schedule of services and activities for the juveniles receiving services at your facility/agency. Please include typical schedules for each “track” or program grouping if appropriate

**Program delivery**
- For each program/service identified above, be ready to describe how the following information is tracked:
  - Training received in that specific service type; the amount and recency of such training
  - Educational and experiential background of staff responsible for providing each service
  - Any procedures in place to monitor adherence to the protocol and other aspects of quality by those providing the service, and to take corrective action when significant departures from the protocol or lapses in quality are identified
  - The amount of treatment time each juvenile receives for each program/service identified above broken down as:
    - Duration: the interval between the first day the program/service is provided and the last day it is provided (e.g., 12 weeks)
    - Face-to-face contact hours: the total number of contact hours with the service experienced by each juvenile during a specified service period

Additional personnel with knowledge of juvenile programming and placement for your facility/agency should be available to answer questions specific to program content, scheduling, program assignment, etc. during our planned visit.

---

**SPEP Unpacking & Classification**

- Mentoring and the Arts Program (MAP)
- Behavioral Contracts
- Primary and Supplemental Service Types

<table>
<thead>
<tr>
<th>Primary and Supplemental Service Types</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Service Type for Program Being Rated</td>
<td></td>
</tr>
<tr>
<td>Group 1 services (5 points)</td>
<td>Group 2 services (10 points)</td>
</tr>
<tr>
<td>Supplemental Service Type</td>
<td></td>
</tr>
<tr>
<td>Qualifying supplemental service used: Yes (5 points)</td>
<td>No (0 points)</td>
</tr>
</tbody>
</table>

Primary and Supplemental Services Guide
Type of Service Coding

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>25</td>
</tr>
<tr>
<td>Supplemental</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
</tr>
</tbody>
</table>

Application Exercise

- Review scenarios
- Identify program/service/structure
- Unpack services
- Match services to SPEP service types

Application Exercise

- Project GiveBack
- Wilderness Program
- PEP
- CJRP
- CareerSmarts
- Counseling Services
- Life Skills
- Counseling
- Guided Growth
- Wilderness School
Discussion
• Data source(s)
• Tasks/steps needed to obtain this information
• Anticipated obstacles in obtaining this information

Questions?

---

Step Three

Obtain risk, quality and quantity DATA needed to score each service

---

SPEP Quality Components
• Whether the agency has an explicit written protocol for delivery of that specific service (e.g., a treatment manual with which the staff providing the service are familiar)
• Whether the staff persons providing the service have received training in that specific service type; the amount and recency of such training.
• Whether the agency has procedures in place
  • (a) to monitor adherence to the protocol and other aspects of quality by those providing service and
  • (b) to take corrective action when significant departures from the protocol or lapses in quality are identified.
Measuring the quality component

- Data driven based on available specific, credible information on a service
- Data should be verifiable either through existing processes or
- Procedures/data collection designed for this purpose that fit within existing processes

PA SPEP Quality Measurement Tool

PA SPEP QUALITY MEASURES (3.0)

28 Point Quality of Service Checklist:

Protocol:

- Written manual/protocol describing service to be delivered (1pt)
- Describes service broken out by lesson/session (1pt)
- Identifies target population and risk factors targeted (1pt)
- Written protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

- Minimum Education requirements for those delivering service (1pt)
- Certification is required to deliver service (1pt)
- Booster trainings or recertification is documented (1pt)
- Supervisors are also trained to deliver the service (documented) (1pt)

On-Going Staff Supervision:

- Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- Monitoring is documented (1pt)
- Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- Written feedback is provided to those delivering service (1pt)
- Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)

Organizational Response to Drift:

- Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
- Evidence/documentation of systematic application of these procedures/policies (1pt)
- Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- Data is collected including client feedback and peer reviews (1pt)
- Effectiveness of service is evaluated and monitored (1pt)

Low 0-6 pts (5 SPEP points)
Medium 7-13 pts (10 SPEP points)
High 14-20 pts (20 SPEP points)
### Protocol Measures:
- Written manual/protocol describing service to be delivered (1pt)
- Describes service broken out by lesson/session (1pt)
- Identifies target population and risk factors targeted (1pt)
- Documentation manual is being utilized during service delivery (1pt)
- Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

### Staff Training Measures:
- Minimum Education requirements for those delivering service (1pt)
- Delivery staff are trained to deliver service (documented) (1pt)
- Certification is required to deliver service (1pt)
- Booster trainings or recertification is documented (1pt)
- Supervisors are also trained to deliver the service (documented) (1pt)

### Ongoing Staff Supervision Measures:
- Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- Monitoring is documented (1pt)
- Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- Written feedback is provided to those delivering service (1pt)
- Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)
Organizational Response to Drift

Measures:

___ Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
___ Evidence/documentation of systematic application of these procedures/policies (1pt)
___ Policy has specific corrective action steps to be taken should there be “drift” in service delivery (1pt)
___ Data is collected including client feedback and peer reviews (1pt)
___ Effectiveness of service is evaluated and monitored (1pt)

Quality of Service Delivery

<table>
<thead>
<tr>
<th>Quality of Service Delivery</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rated quality of services delivered:</td>
<td></td>
</tr>
<tr>
<td>Low (5 points)</td>
<td></td>
</tr>
<tr>
<td>Medium (10 points)</td>
<td></td>
</tr>
<tr>
<td>High (20 points)</td>
<td></td>
</tr>
</tbody>
</table>

Protocol:

___ Written manual/protocol describing service to be delivered (1pt)
___ Describes service broken out by lesson/session (1pt)
___ Identifies target population and risk factors targeted (1pt)
___ Documentation manual is being utilized during service delivery (1pt)
___ Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

___ Minimum Education requirements for those delivering service (1pt)
___ Certification is required to deliver service (documented) (1pt)
___ Booster trainings or recertification is documented (1pt)
___ Supervisors are also trained to deliver the service (documented) (1pt)

On-Going Staff Supervision:

___ Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
___ Monitoring is documented (1pt)
___ Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
___ Written feedback is provided to those delivering service (1pt)
___ Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)

Organizational Response to Drift:

___ Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
___ Evidence/documentation of systematic application of these procedures/policies (1pt)
___ Policy has specific corrective action steps to be taken should there be “drift” in service delivery (1pt)
___ Data is collected including client feedback and peer reviews (1pt)
___ Effectiveness of service is evaluated and monitored (1pt)

Total = 14
20 Point Quality of Service Checklist:

**Protocol:**
- Written manual/protocol describing service to be delivered (1 pt)
- Delivery of service broken down by lesson/session (1 pt)
- Identifies target population and risk factors targeted (1 pt)
- Documentation manual is being utilized during service delivery (1 pt)
- Documentation manual is reviewed and updated regularly (yearly, semi-annually, etc.) (1 pt)

**Staff Training:**
- Minimum Education requirements for those delivering service (1 pt)
- Staff are trained to deliver service (documented) (1 pt)
- Certification is required to deliver service (1 pt)
- Booster trainings or recertification is documented (1 pt)
- Supervisors are also trained to deliver the service (documented) (1 pt)

**On-Going Staff Supervision:**
- Delivery staff are monitored by supervisors on adherence and quality of delivery (1 pt)
- Monitoring is documented (1 pt)
- Monitoring occurs at predetermined times (yearly, semi-annually, etc.) (1 pt)
- Performance Evaluation in part, based on adherence to protocol and an assessment service is being delivered as designed (1 pt)
- Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1 pt)
- Data is collected including client feedback and peer review (1 pt)
- Effectiveness of service is evaluated and monitored (1 pt)

Where...
- 0-6 pts = Low
- 7-13 pts = Medium
- 14-20 pts = High

Total = 14

### Quality of Service Coding

<table>
<thead>
<tr>
<th>Service Delivery</th>
<th>SPEP Pts Possible</th>
<th>Service Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>5</td>
<td>X</td>
</tr>
<tr>
<td>Medium</td>
<td>10</td>
<td>X</td>
</tr>
<tr>
<td>High</td>
<td>20</td>
<td>X</td>
</tr>
</tbody>
</table>

**PA SPEP Quality Measures**

**Discussion**
- Data source(s)
- Tasks/steps needed to obtain this information
- Anticipated obstacles in obtaining this information
- Issues of validity and reliability

**Questions?**
**Amount of service (dose)**

Determined from client-level data on a sufficient number (10 or more) of services closed recently (e.g., last year):

- **Duration of service.** Time between the first and last day the primary service is provided to each juvenile in the caseload
- **Face-to-face contact hours.** The total number of contact hours each juvenile in the caseload has with the primary service

---

**Basic Data Example**

<table>
<thead>
<tr>
<th>Demographics (Fictitious)</th>
<th>Length of Residential Stay</th>
<th>Primary Treatment</th>
<th>Group Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child ID</td>
<td>First Name</td>
<td>Last Name</td>
<td>DOB</td>
</tr>
<tr>
<td>11111</td>
<td>Richard</td>
<td>Chapman</td>
<td>1/9/1995</td>
</tr>
<tr>
<td>23450</td>
<td>Terrance</td>
<td>Abelson</td>
<td>4/29/1995</td>
</tr>
<tr>
<td>44588</td>
<td>Katherine</td>
<td>Bilbrey</td>
<td>11/29/1995</td>
</tr>
<tr>
<td>46943</td>
<td>Ronnie</td>
<td>Lipsey</td>
<td>2/2/1994</td>
</tr>
<tr>
<td>12567</td>
<td>Matthew</td>
<td>Morrison</td>
<td>05/16/94</td>
</tr>
<tr>
<td>37789</td>
<td>Brandy</td>
<td>Tanner</td>
<td>04/14/95</td>
</tr>
<tr>
<td>66890</td>
<td>John</td>
<td>Smith</td>
<td>1/4/95</td>
</tr>
<tr>
<td>32226</td>
<td>Terry</td>
<td>Wilson</td>
<td>12/7/1997</td>
</tr>
</tbody>
</table>

---

**Amount of service**

**Amount of Service**

(Determined from data for the qualifying group of service recipients)

- **Duration** (Target number of weeks specified for each service type):
  - % of youth who received at least the target weeks of service:
    - 0% (0 points)
    - 20% (1 point) 60% (3 points) 80% (5 points) 99% (10 points)

- **Contact Hours** (Target number of hours specified for each service type):
  - % of youth who received at least the target hours of service:
    - 0% (0 points)
    - 20% (1 point) 60% (3 points) 80% (5 points) 99% (10 points)
Quantity of Service Coding

Primary and Supplemental Services Guide
Mentoring
Target weeks=26; Target hours=178

<table>
<thead>
<tr>
<th>Duration</th>
<th>SPEP Pts Possible</th>
<th>Service Data</th>
<th>Contact Hours</th>
<th>SPEP Pts Possible</th>
<th>Service Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19%</td>
<td>0</td>
<td></td>
<td>0-19%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20-39%</td>
<td>2</td>
<td></td>
<td>20-39%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>40-59%</td>
<td>4</td>
<td>X</td>
<td>40-59%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>60-79%</td>
<td>6</td>
<td></td>
<td>60-79%</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>80-89%</td>
<td>8</td>
<td></td>
<td>80-89%</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>90-100%</td>
<td>10</td>
<td></td>
<td>90-100%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

Juvenile risk level

- Administered to every juvenile receiving the service to be SPEP’d
  - Scores for each juvenile take prior to the onset of service on a valid assessment instrument for risk of subsequent offending
  - Categorization of each score as showing high, medium, or low risk in a manner appropriate in local context

Risk level of youth served

- Determined from risk ratings on a valid risk assessment instrument for the qualifying group of service recipients

<table>
<thead>
<tr>
<th>Risk level</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>50% (2 points)</td>
</tr>
<tr>
<td>Medium</td>
<td>50% (1 point)</td>
</tr>
<tr>
<td>Low</td>
<td>0% (0 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of youth and gender</th>
<th>Medium Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50% (1 point)</td>
</tr>
<tr>
<td>Female</td>
<td>50% (1 point)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of youth and gender</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25% (1 point)</td>
</tr>
<tr>
<td>Female</td>
<td>25% (1 point)</td>
</tr>
<tr>
<td>25% (1 point)</td>
<td>25% (1 point)</td>
</tr>
</tbody>
</table>
SPEP Risk Scoring Scheme for use with Low, Medium, and High risk categories based on a valid risk assessment instrument that differentiates well

<table>
<thead>
<tr>
<th>SPEP Risk Scoring</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29%</td>
<td>0</td>
</tr>
<tr>
<td>30-49%</td>
<td>2</td>
</tr>
<tr>
<td>50-64%</td>
<td>5</td>
</tr>
<tr>
<td>65-69%</td>
<td>7</td>
</tr>
<tr>
<td>70-74%</td>
<td>10</td>
</tr>
<tr>
<td>75% and above</td>
<td>12</td>
</tr>
</tbody>
</table>

With predefined low, medium, and high risk categories based on scores from a risk assessment, this first tier allocates up to 12 points based on the percentage of juveniles in the client sample that falls in the medium or high range, that is, not in the low range.

<table>
<thead>
<tr>
<th>% &gt; Medium (i.e., high)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-14%</td>
<td>0</td>
</tr>
<tr>
<td>15-19%</td>
<td>3</td>
</tr>
<tr>
<td>20-24%</td>
<td>5</td>
</tr>
<tr>
<td>25-29%</td>
<td>8</td>
</tr>
<tr>
<td>30-34%</td>
<td>10</td>
</tr>
<tr>
<td>35 and above</td>
<td>12</td>
</tr>
</tbody>
</table>

This second tier allocates up to 13 points based on the percentage of juveniles in the client sample that falls in the high range; that is, neither low nor medium.

**Total score = sum of the points across the two tiers**

**Risk Level Coding**

<table>
<thead>
<tr>
<th>% &gt; Low (i.e., high)</th>
<th>% &gt; Medium (i.e., high)</th>
<th>% &gt; Medium (i.e., high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEP Pts Possible</td>
<td>Service Date</td>
<td>Service Date</td>
</tr>
<tr>
<td>0-14%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15-19%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>20-24%</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>25-29%</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>30-34%</td>
<td>10</td>
<td>TOTAL 13</td>
</tr>
</tbody>
</table>

**Total** 13

**Discussion**

- Data source(s)
  - Level of electronic files/automation
- Tasks/steps needed to obtain this information
- Data validation strategies
- Anticipated obstacles in obtaining this information

**Questions?**
SPEP Scoring

Step Four

Enter data into the SPEP model to generate SPEP SCORE.
Discussion
• Tasks/steps needed to obtain to complete scoring
• Data validation strategies
• Anticipated obstacles in obtaining this information

Questions?

Reporting and Interpreting SPEP Scores
So you get the score . . . What next?

Understanding and Reporting SPEP Scores
• The Basic Score compares the program to the other intervention programs found in the research regardless of type of program.
  – Designed as a reference for the expected overall recidivism reduction when compared to the best possible outcome expected with any program service type.

• The Program Optimization Percentage (POP) is a percentage score that indicates where the program is compared to its potential effectiveness if optimized to match the characteristics of similar programs found effective in the research.
  – Designed as a reference for the expected recidivism reduction when compared to the maximum expected for that particular program type based on research.
Side-by-Side Comparisons of the Basic SPEP Score and the Program Optimization Percentage

Thank you!
Questions?
Gabrielle Lynn Chapman, Ph.D.
G.chapman@vanderbilt.edu