The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type**: Cognitive-behavior Therapy

   Based on the meta-analysis, is there a qualifying supplemental service? No
   
   If so, what is the Service type? There is no qualifying supplemental service
   
   Was the supplemental service provided? n/a

   Total Points Possible for this Service Type: 35

   Total Points Earned: 35

2. **Quality of Service**: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

   Total Points Earned: 10
   Total Points Possible: 20
3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

   Points received for Duration or Number of Weeks: 6
   Points received for Dosage or Number of Hours: 0

   Total Points Earned: 6  Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

   22/23 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points
   13/23 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

   Total Points Earned: 25  Total Points Possible: 25

**Basic SPEP™ Score:** 76  total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. *(e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)*

**Note:** Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

**Program Optimization Percentage:** 76%  This percentage compares the service to the same service types found in the research. *(e.g. individual counseling compared to all other individual counseling services included in the research)*

---

**The SPEP and Performance Improvement**

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

Clear Vision’s Thinking for a Change (T4C) program received a 76 for the Basic Score and a 76% Program Optimization Percentage. It is classified as a Group 5 Service: Cognitive-Behavioral Therapy service type.

The program could improve its capacity for recidivism reduction through:

1. **Enhance Staff Training:**
   a. Provide the opportunity to for staff members and supervisors to attend T4C training in delivery of the service.
   b. It may be prudent to provide a staff member with longevity the opportunity to become a certified trainer to train incoming staff.
   c. Provide booster/refresher training and document the list of attendees.

2. **Enhance On-going Staff Supervision:**
   a. Develop a system to document written feedback between supervisor and the staff delivering the service.

3. **Enhance Organizational Response to Drift:**
   a. Develop a written procedure to address departure from delivery protocol and the steps to follow to address drift.

4. **Contact Hours:** Investigate ways to increase the number of contact hours to reach the recommended 45 hours for T4C.

---

**Copyright held by Mark W. Lipsey, Peabody Research Institute, Vanderbilt University. Portions of the content in this fact sheet are adapted from the “Standardized Program Evaluation Protocol (SPEP): A User's Guide.” Mark W. Lipsey, Ph.D. and Gabrielle Lynn Chapman, Ph.D., Vanderbilt University, October, 2014.**