
Standardized Program Evaluation Protocol [SPEP] Report

Bartow Youth Academy
TrueCore Behavioral Solutions, LLC
(Contract Provider)
2145 Bob Phillips Road
Bartow, Florida 33830

Primary Service: LifeSkills Training (LST)
SPEP Review Date(s): October 24-27, 2017



Florida Department of Juvenile Justice

Report Date(s): 1/14/2018

Introduction

The Standardized Program Evaluation Protocol (SPEP) is an assessment tool derived from meta-analytic research on the effectiveness of juvenile justice interventions. The tool is designed to compare existing intervention services, as implemented in the field, to the characteristics of the most effective intervention services found in the research.

The SPEP scoring system allows service providers to identify specific areas in which program improvements can be made to their existing Primary Services. These improvements can be expected to increase the effectiveness of those Primary Services in the reduction of recidivism for youth receiving the Primary Service. A separate SPEP evaluation is conducted, at the time of the program's Quality Improvement Review, for each Primary Service provided by the program.

This report provides two types of SPEP scores: a **Basic Score**, equivalent to the number of points received, and a **Program Optimization Score (POS)** that is equivalent to the maximum number of possible points that could be received based on the SPEP domains under the control of the program. The Basic Score compares the Primary Service being evaluated to other intervention services found in the research to be effective, regardless of service type. It is meant as a reference to the expected overall recidivism reduction when compared to other Primary Services of any Type.

A **Program Optimization Percentage (POP)** rate is derived from the Basic Score and Program Optimization Score. The POP rate is a percentage score that indicates where the rate of effectiveness of the Primary Service is when compared to its potential effectiveness if optimized to match the characteristics of similar Primary Services found to be most effective in the research. The POP rate is likely more meaningful to service providers as it represents how close the program's Primary Service is to its potential for that Primary Service Type. For example, a POP rate of 55% would indicate that the program's Primary Service is operating at 55% of its potential effectiveness for recidivism reduction that has been found for a similar Primary Service Type with research evidence of effectiveness.

Program Name: **Bartow Youth Academy**
Provider Name: **TrueCore Behavioral Solutions, LLC**
Location: **Polk** County / Circuit: **10**
Review Date(s): **October 24-27, 2017**

MQI Program Code: **1268**
Contract Number: **R2118**
Number of Beds: **28**
Lead Reviewer Code: **119**

Persons Interviewed

<input checked="" type="checkbox"/> Program Director	<input checked="" type="checkbox"/> Corporate QI/QA staff	<u>2</u> # Program Supervisors
<input checked="" type="checkbox"/> DJJ Monitor	<u>3</u> # Case Managers	<u>5</u> # Youth
<input checked="" type="checkbox"/> DHA or designee	<u>3</u> # Clinical Staff	_____ # Other (listed by title): _____
<input checked="" type="checkbox"/> DMHCA or designee	<u>1</u> # Healthcare Staff	

Documents Reviewed

<input checked="" type="checkbox"/> Written Protocol/Manual	<input checked="" type="checkbox"/> Logbooks	<u>10</u> # Personnel Records
<input checked="" type="checkbox"/> Fidelity Monitoring Documents	<input checked="" type="checkbox"/> Program Schedules	<u>10</u> # Training Records/CORE
<input type="checkbox"/> Internal Corrective Action Reports	<input checked="" type="checkbox"/> Supplemental Contracts	<u>5</u> # Youth Records (Closed)
<input checked="" type="checkbox"/> Staff Evaluations	<input checked="" type="checkbox"/> Table of Organization	<u>5</u> # Youth Records (Open)
<input type="checkbox"/> Accreditation Reports	<input checked="" type="checkbox"/> Youth Handbook	_____ # Other: _____
<input checked="" type="checkbox"/> Contract Monitoring Reports	<u>5</u> # Health Records	
<input checked="" type="checkbox"/> Contract Scope of Services	<u>5</u> # MH/SA Records	

Observations During Review

☒ Group/Session of Primary Service(s)
☒ Program Activities
☒ Recreation
☒ Social Skill Modeling by Staff
☒ Staff Interactions with Youth
☒ Staff Supervision of Youth
☐ Transition/Exit Conferences
☐ Treatment Team Meetings

1. Primary Service and Supplemental Service Types

Basic Score: 20 Points
POS: 20 Points
POP: 100%

There are five Primary Service Types that have been classified into Groups with a maximum number of points possible for rating purposes. Some Primary Service Types may also have qualifying Supplemental Service Types that could earn a program an additional 5 points.

The Primary Service for this program is LifeSkills Training (LST). The program was awarded 15 points because the Primary Service is identified as a Group 3 Service. The specific Sub-Component Service Type identified is Social Skills Training. The Primary Service was identified as this type of service as it focuses on developing social skills required for an individual to interact in a positive way with others.

An additional 5 points was awarded based on a Qualifying Supplemental Service. The Qualifying Supplemental Service was identified as None (automatic 5 points added to score), which was not demonstrated to have been implemented.

The Primary and Supplemental Service Raw Score is equal to the sum of the Primary Service points plus the Qualifying Supplemental Service points.

Note: Quality information is evaluated by the Bureau of Monitoring and Quality Improvement while on-site during the annual compliance review.

2. Overall Quality of Service Delivery Score	Basic Score: 20 Points POS: 20 Points POP: 100%
<i>The Quality of Service Delivery Score is the sum of the scores for the seven treatment quality indicators. The Program Optimization Percentage Rating determines the Overall Quality of Service Level: Indicator Sum Score 0-3 = Low; Sum Score 4-7 = Medium; Sum Score 8-10 = High.</i>	

Sum of all Indicator Scores (a – g below): 9 Points

Overall Quality of Service Delivery Level:

- ☐ Low (Raw Score = 5)
☐ Medium (Raw Score = 10)
☒ High (Raw Score = 20 Points)

a. Facilitator Training	Basic Score: 1 Point(s) Maximum Possible Score: 1 Point
<i>All facilitator(s) of the Primary Service must have received formal training specific to the intervention or model/protocol.</i>	

The program currently has three staff trained to provide LifeSkills Training (LST) curriculum. The program maintains all information regarding LST in a binder. There was documentation in the binder to support each of the three staff received facilitator training. All of the training was provided by a qualified trainer. The LST groups were facilitated by the three staff for the past twelve months. All the staff facilitating the group are clinical case managers. There is a training protocol for the primary service. The protocol is as follows: overview of the curriculum, breakdown of sessions, preparing for group, conducting the groups, and plan for the next group. There is a service delivery protocol, fidelity and corrective action plan also included in the training protocol for each primary service.

b. Treatment Manual/Protocol	Basic Score: 2 Point(s) Maximum Possible Score: 2 Points
<i>There is a specific written manual/protocol detailing delivery of the Primary Service.</i>	

The program uses the LifeSkills Training curriculum, which includes facilitator and student guides. The curriculum is manualized and provides the frequency and duration for the service, with specific topics to be covered in each lesson. The facilitator guide contains lesson plans with instructions for conducting each group session.

c. Observed Adherence to the Manual/Protocol	Basic Score: 1 Point(s) Maximum Possible Score: 1 Point
<i>Upon observation of the Primary Service by the Quality Improvement reviewer, the facilitator of that service adhered to the written protocol/manual.</i>	

During the annual compliance review, a session of LifeSkills Training was observed. A copy of the lesson plan was provided to the observer. The group was facilitated by a master's level therapist, who has been trained to provide the intervention. The theme for the session was 'Making

Decisions'. The facilitator opened the group with an opening ritual, then followed the manual. The youth discussed making decisions, both large and small. The facilitator attempted to get all of the youth involved in the discussion. The discussion also included solutions and consequences involved in decision making.

d. Facilitator Turnover	Basic Score: 2 Point(s) Maximum Possible Score: 2 Points
<i>Measures the extent to which facilitators of the specific intervention/service have changed as well as gaps in service of that Primary Service.</i>	

There has been no turnover of facilitators, nor were there any gaps in service during this review period. In the event of staff turnover, there are several staff employed by the program who could facilitate groups.

e. Internal Fidelity Monitoring	Basic Score: 2 Point(s) Maximum Possible Score: 2 Points
<i>The program has a process to monitor the delivery of the intervention to examine how closely actual implementation matches the model protocol.</i>	

The program has documented fidelity monitoring for observations of the LifeSkills Training curriculum, using a monitoring tool for manualized curriculum. The fidelity monitoring was completed by the program provider's regional clinical director and the program's designated mental health clinician authority, both of whom have been trained in the curriculum. The form included an integrity checklist, which included a check of the facilitator's ability to keep the youth engaged, use of non-judgemental behavior and statements, reinforcement of group rules and preparation for the group. The fidelity monitoring was completed each month the primary service was provided, for each facilitator, for the past twelve months. The groups were facilitated by the three staff for the past twelve months.

f. Corrective Action based on Fidelity Monitoring	Basic Score: 1 Point Maximum Possible Score: 1 Point
<i>The program has a process by which corrective action is applied and demonstrated based on the fidelity monitoring of the delinquency intervention/therapeutic service.</i>	

The program provides fidelity monitoring; the fidelity monitoring sheets completed on the LifeSkills Training groups for the past year were reviewed. There was no documentation on any reviewed monitoring sheets to suggest any corrective action was required.

g. Evaluation of Facilitator Skill Delivering the Intervention	Basic Score: 0 Point Maximum Possible Score: 1 Point
<i>Performance evaluations of the facilitators of the specific intervention/service include evaluation of skill in delivering the intervention/service.</i>	

Three staff are trained to provide the LifeSkills Training curricula. There was an annual performance evaluation completed on each staff. The evaluation forms did not contain specific information regarding the staff's delivery of the primary service.

The program can earn 1 point by ensuring all facilitators' performance evaluations include an assessment of the facilitators' delivery of LST.

At the time of the review, the program did not meet criteria to earn a score of 1.

3. Amount of Service - Duration

Basic Score: 0 Points

Program Optimization Score: 10 Points

Program Optimization Percentage: 0%

Research indicates the target duration of 16 weeks for this type of service. Of the 18 youth in the sample, 0% (0 of 18) reached at least the indicated target duration. Further explanation is detailed in the Summary and Recommendations below.

Note: Dosage information (duration) is calculated from the Juvenile Justice Information System (JJIS) Evidence-Based Services module. Duration is included for the youth in the SPEP sample.

4. Amount of Service – Contact Hours

Basic Score: 0 Points

Program Optimization Score: 10 Points

Program Optimization Percentage: 0%

Research indicates a target of 24 contact hours for this type of service. Of the 18 youth in the sample, 0% (0 of 18) reached the indicated target contact hours. Further explanation is detailed in the Summary and Recommendations below.

Note: Dosage information (contact hours) is calculated from the Juvenile Justice Information System (JJIS) Evidence-Based Services module. Contact hours are included for the youth in the SPEP sample.

5. Risk Level of Youth Served:

Basic Score: 25 Points

Program Optimization Score: 25 Points

Program Optimization Percentage: 100%

Percentage of Youth with Moderate, Moderate-High, and High-Risk Levels to Reoffend: 100%

Moderate to High Score: 12 Points

Program Optimization Score: 12 Points

Program Optimization Percentage: 100%

Table 1		
Moderate	=	4 youth
Moderate-High	=	4 youth
High	=	10 youth
<u>Total Youth in Sample</u>	=	<u>18 youth</u>

Percentage of Youth with High-Risk Level to Reoffend: 56%
 High Score: 13 Points
 Program Optimization Score: 13 Points
 Program Optimization Percentage: 100%

Table 2		
High	=	10 youth
Total Youth in Sample	=	18 youth

The risk level score is compiled by calculating the total percent of the SPEP sample that score Moderate to High-Risk to reoffend and also the total percent of the SPEP sample that score High-Risk to reoffend.

Of the SPEP sample, 100% (18 of 18) youth scored Moderate to High-Risk to reoffend, for a score of 12 points.

Of the SPEP sample, 56% (10 of 18) youth scored High-Risk to reoffend, for a score of 13 points.

Note: The latest Community Positive Achievement Change Tool (C-PACT) prior to the placement date was used in the derivation of the risk level score. This C-PACT provides the best indication of the risk to re-offend level of the youth when the youth was first placed in the program.

Summary and Recommendations

Category	Basic Score	Program Optimization Score	Program Optimization Percentage
Primary and Supplemental Service Type	20	20	100%
Quality of Service Delivery	20	20	100%
Amount of Service: Duration	0	10	0%
Amount of Service: Contact Hours	0	10	0%
Risk Level of Youth Served	25	25	100%
Totals	65	85	76%

This SPEP report evaluates LifeSkills Training (LST), an intervention delivered at Bartow Youth Academy.

The program scored High for Quality of Service Delivery.

The program earned no points for Amount of Service: Duration. Of the 18 total youth sampled, none received at least the recommended weeks of service. Youth in the sample completed between 6 and 9 weeks of service, with an average of 7.5 weeks.

The program earned no points for Amount of Service: Contact Hours. Of the 18 total youth sampled, none received at least the recommended hours of service. All youth in the sample completed between 16 and 16.5 hours of service.

The program was awarded 25 available points for Risk Level of Youth Served. This is calculated using data from the Community - Positive Achievement Change Tool (C-PACT) assessment. This score reflects youths' most recent C-PACT score prior to placement at the program. The program itself has no control over youths' C-PACT risk level because the scored assessment was administered just prior to the youths' admission.

RECOMMENDATION(S):

Bartow Youth Academy can optimize their SPEP Quality of Service Delivery score by ensuring all facilitators' performance evaluations include an assessment of the facilitators' delivery of LST.

Bartow Youth Academy can optimize their SPEP Amount of Service score by ensuring that all youth receive the full targeted dosage of service.