**Pennsylvania Commission on Crime and Delinquency (PCCD)**

**Grantee Outcomes Report Template**

**Incredible Years Programs**

As a requirement of funding under PCCD’s Research-based Programs Initiative, all grantees are **required to submit a cumulative outcomes report. While keeping in mind that this Final Outcome Report is due in Year 2 Quarter 4, it is critical to begin working on this report during Year 2 Quarter 3.**

The purpose of the Outcomes Report is to convey the experience of the grantee in implementing the program, and to summarize the program’s reach, implementation quality, and impact. Preparing the Outcomes Report is intended to be a reflective process and can also serve as a valuable tool to the grantee for communicating the program’s impact to local stakeholders.

**It is recommended that prior to completing the report, grantees print copies of their grant application, quarterly E-grants reports, excel spreadsheet PM reporting tool(s), and other program data. These resources should be used to respond in narrative format to all of the outcome report questions. Please answer using complete sentences.**

**Please only report on data that is reflective of participants and services funded by PCCD. If multiple grants have been funded, separate outcome reports are required for each grant.**

A document providing guidance on how to complete the report for your specific program can be accessed on the EPISCenter website at: www.episcenter.psu.edu. Please contact **your assigned EPISCenter Prevention Coordinator** by phone at 814-865-2649 if assistance is needed. **You are strongly encouraged to submit your draft report to your assigned EPISCenter Prevention Coordinator for feedback prior to submitting the report to PCCD**. The final report should be attached in E-grants with your Final Quarterly Report in Year 2 Quarter 4.

Guidance: The red text guidance should be deleted prior to finalizing this report for submission. Please insert responses in areas highlighted in yellow. To edit the graphs with your program specific data, left click on the mouse on the chart, click on design in the tool bar, and then click on edit data. An Excel sheet will pop-up. Enter data in the highlighted cells. Hover over the cells with the mouse to read comment boxes with instructions.

Person Completing the Report (name, phone, & email):

Grant ID #:

Grantee’s Name:

Evidence-based Program Implemented:

Grant Start Date:

Report Completion Date:

Geographic Location (County/School(s) Served):

Describe any major changes to the project plan from what was originally proposed, and why those changes were necessary. If a Project Modification Request (PMR) was submitted, please explain. You may simply copy and paste the description and justification from the PMR as your description here.

At the time of writing a grant application, it is impossible to foresee all the influences that may lead to implementation barriers and challenges. These challenges, such as delays in training or difficulty recruiting, can lead to changes to the envisioned project plan. Discuss challenges you encountered and any resulting changes to your originally proposed implementation.

INSERT AGENCY LOGO

**IYS OUTCOMES SUMMARY**

*Funds were awarded from the Pennsylvania Commission on Crime and Delinquency for two years of Incredible Years implementation in (insert location). This report summarizes the results through (indicate data timeline).*

**Description of Population Served:**

**Additional Participants to be served by the Grant’s End:**  Number of youth who will be served with the funds from this grant that is not included in this report?

**School/Community Population Characteristics:** Race, Gender Ratio, Socioeconomic status. Describe any information you have regarding the target population of your school.

**Description of the Targeted Risk and Protective Factors:** *Describe the risk and protective factors that the community planned to address using DINA classroom.*

**Additional Participants to be served by the Grant’s End:**  Number of youth who will be served with the funds from this grant that is not included in this report?

**School/Community Population Characteristics:** Race, Gender Ratio, Socioeconomic status. Describe any information you have regarding the target population of your school.

**Description of the Targeted Risk and Protective Factors:** *Describe the risk and protective factors that the community planned to address using DINA Small Group.*

**Additional Participants to be served by the Grant’s End:**  Number of parents who will be served with the funds from this grant that is not included in this report?

**Community Population Characteristics:** Race, Gender Ratio, Socioeconomic status. Describe any information you have regarding the target population.

**Description of the Targeted Risk and Protective Factors:** *Describe the risk and protective factors that the community planned to address using BASIC parent program.*

**MODEL FIDELITY:** The goal is to observe 20% of the sessions taught to assess model fidelity. Additionally a Quality Assurance review is conducted by the IYS developer after the first full year of implementation.

**Areas of Strength:** Briefly describe the strengths identified during the observations and Quality Assurance Review.

**Areas for Improvement:** Briefly describe any areas for improvement identified during the observations and Quality Assurance Review and how they have been addressed here.

**Fidelity Observation Process:**

**Areas of Strength:** Briefly describe the strengths identified during the observations and Quality Assurance Review.

**Areas for Improvement:** Briefly describe any areas for improvement identified during the observations and Quality Assurance Review and how they have been addressed.

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***Why is Model Fidelity important?*** *Evidence-based programs are proven to get high quality outcomes for youth, families, and communities, but only when they are implemented as they were designed by the researchers who developed them, with* ***fidelity to the model****.*

**IYS Outcomes**

**IYS Surveys:** Classroom and Small Group surveys are completed by the teacher or facilitator at the beginning and end of the curriculum for each youth participant. IYS Basic surveys are completed by parents during the first and last sessions of the program.

**Total Number of Classroom Youth Assessed:** Ex. 155 out of 180 or 86% of youth were assessed using pre/post surveys

**Total Number of Small Group Youth Assessed:** Ex. 155 out of 180 or 86% of youth were assessed using pre/post surveys

**Total Number of Parents Completing Pre and Post:** Ex. 155 out of 180 or 86% of parents completed pre/post surveys

**What is the expected long-term impact of IYS?**  The outcomes highlighted above reflect short-term participant changes, hypothesized long term outcomes are related to reductions in youth anti-social behavior such as less aggressive behavior, less drug and alcohol use, less likelihood of being involved with deviant peer groups, and less likely to drop out of school.

**Cost Benefit of IYS \_\_\_\_\_\_:** The Washington State Institute for Public Policy reports that for every dollar invested in IYS \_\_\_\_\_\_ there is a total benefit of \_\_\_\_\_\_ with a cost of \_\_\_\_\_\_ per participant for a potential savings of \_\_\_\_\_\_ for every parent who participates. Please utilizeThe Washington State Institute for Public Policy’s site to access the calculations to go by: <http://www.wsipp.wa.gov/BenefitCost?programSearch=The+incredible+years>

**SECTION 1 – DESCRIPTION OF POPULATION SERVED**

1. Please explain if you are serving or expect to serve the number of participants targeted in your grant application (why or why not). Refer to the chart listing your original target and the total number served.
2. Describe your recruitment and referral process for the program: Applicable for DINA Small Group and BASIC Parent Program

List your referral sources:

Explain any barriers to recruitment or referrals:

1. Please explain whether or not you implemented the program as designed and with the indicated dosage (i.e. hours of service, number of lessons delivered, number of mentoring hours, number of sessions): For each Incredible Years component implemented, describe whether or not you were able to follow the developer’s model for fidelity. For DINA Classroom and Small Group, were lessons taught in order and for the appropriate amount of time each week. For BASIC Parent Groups, were the sessions long enough, were meals and childcare provided, did sessions occur weekly?

Referring to the chart of participant attendance, please provide an explanation for participants not receiving the full dosage:

**SECTION 2 - INDICATORS OF PROGRAM IMPACT**

|  |  |  |
| --- | --- | --- |
| **Total Number of IYS DINA Classroom Participants:** | **Number of Participants who Completed the IYS DINA curriculum**  **(Began & ended the school year in a IYS DINA classroom)** | **Percentage of IYS DINA Participants Completed:** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Total Number of IYS DINA SGT Participants:** | **Number of Participants who Completed the IYS DINA SGT curriculum** | **Percentage of IYS Small Group Participants Completed:** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Total Number of IYS BASIC Participants:** | **Number of IYS BASIC Participants Surveyed:** | **Percentage of IYS BASIC Participants Surveyed:** |
|  |  |  |

**Please complete this section for all components of the Incredible Years implemented:**

1. Explain any challenges you encountered in collecting or analyzing survey data. Include an explanation for the percentage of participants not surveyed:

* Indicate challenges in administering the surveys, such as addressing low literacy levels or difficulty coding surveys.
* Explain challenges encountered in analyzing the data, such as limited staff time for data entry.
* Referencing the chart above, explain factors that prevented all of the participants from completing the surveys.

1. Explain any factors that you feel may have influenced the outcomes data results:
2. Indicate the baseline community level indicators that led to the selection of your program (i.e., PAYS data, child abuse rates, juvenile court or probation statistics, school dropout rates, etc.).

State your plan for tracking long-term change in community level indicators:

* Include data here from sources other than your performance measures, such as the PA Youth Survey (PAYS). Highlight data that reflects the behavioral outcomes impacted or hoped to be impacted in your local community, like decreases in child abuse rates, increases in the rates of family reunification, or reductions in youth substance use. Explain how this will be tracked.

**SECTION 3 – INDICATORS OF IMPLEMENTATION QUALITY AND FIDELITY**

1. Explain anybarriers to the fidelity assessment process that were encounter and how you did or plan to overcome them:

*Note: Please include any changes made to the assessment process during the grant cycle in your response.*

* Did this process differ from what was recommended by the EPISCenter?
* Were there any barriers you encountered with the observation process?

1. Describe specific processes for providing assessment results or feedback to implementers to support continuous quality improvement: In addition to providing feedback to implementers following observations, did implementers have a chance to discuss program quality with each other?
2. Indicate any areas of strength in implementation quality or fidelity that were identified from reviewing your fidelity data or during the Quality Assurance Process: Were the strengths identified by the developer similar to your own “self-identified” strengths?
3. Indicate any challenges in implementation quality or fidelity that were identified when reviewing your fidelity data or during the Quality Assurance Process: Were the challenges identified by the developer similar to your own “self-identified” challenges?

Explain any changes you made throughout the grant cycle to your implementation in response to the challenges identified:

**SECTION 4 - LESSONS LEARNED**

1. Describe anything you would have done differently during grant planning or implementation to improve the program’s coordination, delivery, or effectiveness:
2. What lessons have you learned that would benefit other communities who are considering implementing this program? Please share lessons learned from each IYS component implemented:
   1. Could additional buy in from teachers been helpful before implementation began? (DINA Classroom & SGT)
   2. What type of support was garnered from school administrators? (DINA Classroom & SGT)
   3. Is there anything related to training that was or could have been helpful? (All components)
   4. Did you assess whether or not teachers felt supported and satisfied with the curriculum? (DINA classroom)
   5. Did you assess students' perception of the curriculum? (DINA classroom & SGT)
   6. Did you develop processes for handling large amounts of pre and post student data?
   7. What lessons did you learn from working with referral sources? (IYS BASIC & DINA SGT)
   8. Did you have any issues communicating with parents weekly? (IYS BASIC)
   9. What was your retention rate for parent participation? (IYS BASIC)
   10. How did you communicate outcomes to your community stakeholders?
3. Please describe any ways in which you exceeded the expectations of the project as proposed or realized additional benefits for your community:

**SECTION 5 - PROGRAM SUSTAINABILITY**

1. Explain the specific planning steps have you taken to sustain the program beyond PCCD funding (e.g., detailing the budget, meeting with stakeholders, securing local investment, applying for additional grants):
2. If you have applied for or secured additional funding from any source to support the program, please list the source(s) and the status of any pending application(s):

***THANK YOU FOR YOUR TIME!***