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

**Grantee Outcomes Report Template for**

**PATHS ® (Promoting Alternative THinking Strategies)**

As a requirement of funding under PCCD’s Research-based Programs Initiative, all grantees are **required to submit a cumulative outcomes report. Grantees should begin working on this report during quarter 3 of year 2 of funding. The final Outcome Report needs to be submitted into E-grants in quarter 4 of year 2 of funding.**

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 Implementation Specialist** by phone at 814-863-2568 if assistance is needed. **You are strongly encouraged to submit your draft report to your assigned EPISCenter Implementation Specialist for feedback prior to submitting the report to PCCD**. The final report should be attached in E-grants with your quarterly report in the 4th quarter of year 2.

Guidance: The red text guidance should be deleted prior to finalizing this report for submission. Pages 2-3 are intended to be used for sharing of this report with community stakeholders. 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 from Egrants 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

**PATHS ® OUTCOMES SUMMARY**

*Funds were awarded from the Pennsylvania Commission on Crime and Delinquency for two years of*

*PATHS* ***®*** *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 Population Characteristics:** Race, Gender Ratio, Socioeconomic status. Please 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* **PATHS ®***.*

**MODEL FIDELITY PROCESS:** The goal is to observe 20% of the lessons taught to assess model fidelity. Additionally a Quality Assurance review is conducted by the PATHS ® developer after the first full year of implementation as an additional assessment and provides important information about the quality of program 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 during the observations and Quality Assurance Review and how they have been addressed.

*Why is* ***Model Fidelity*** *important?*

*“Evidence-based” programs such as PATH are proven to get high quality outcomes for youth. However, these programs only predictably produce quality outcomes when they are implemented as they were designed by the researchers who developed them, with* ***fidelity to the model****.*

**PATHS ® Training Outcomes**

**PATHS ® Pre & Post Survey Administration:**  The data shown below was collected using an 82 item survey. It is completed by the classroom teacher for each youth before the first PATHS ® lesson and then again after the final lesson. The tool assesses changes in aggressive/disruptive behavior, concentration/attention, and social emotional competence.

**Total Number of Surveys Completed:**  Use the number of youth with completed and analyzed **PATHS ®** student evaluation forms. For example: **155 youth out of 180 served have completed pre/post surveys, or teachers completed 86% pre/post surveys for students who received the PATHS ® curriculum.**

**Changes in Behaviors**

**What is the expected long-term impact of PATHS ®?**  The outcomes highlighted above reflect short-term participant changes in knowledge, motivation, and skills. These changes are expected to lead to long-term outcomes similar to those demonstrated in PATHS ® trials.

**Potential Long Term Impacts of PATHS ®**  **Shown in Randomized Control Trials**

* Reduce teachers’ reports of aggressive behavior by 32%
* Increase teachers’ reports of student self-control 36%
* Increase students’ scores on cognitive skills tests by 20%
* Increase students’ vocabulary for emotions by 68%

**Teaching social emotional skills with PATHS® meets the PA Department of Education’s Standards for Student Interpersonal Skills Grades PreK-6 and helps improve educational outcomes & the social emotional climate in schools.**

**SEL has been found to improve academic attitudes (motivation and commitment), behaviors (attendance, study habits, cooperative learning), and performance (grades, test scores and subject mastery) (**[**Zins et al.**](http://casel.org/publications/building-academic-success-on-social-and-emotional-learning-what-does-the-research-say/)**, 2004).**

**SECTION 1 – DESCRIPTION OF POPULATION SERVED**

1. Please explain if you are serving or expect to serve the number of youth targeted in your grant application (why or why not). Refer to the chart listing your original target and the total number served as well as any youth you plan to serve before the end of the grant.
2. If applicable, describe your recruitment and referral process for the program: Not applicable for PATHS®

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 outlined by the developer): Were the majority of teachers able to complete at least 75% of the lessons for their grade level? Did they teach the lessons 2 times per week? Did they generalize the skills throughout the school day?

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 youth:** | **Number of youth who completed PATHS®**  **(Began and ended the school year in a PATHS® classroom)** | **Percentage of youth completed:** |
|  |  |  |

1. Explain any challenges you encountered in collecting or analyzing survey data. Include an explanation for the percentage of participants without pre and post surveys completed:

* 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 encountered 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?

1. Indicate any areas of strength in implementation quality or fidelity that were identified from reviewing your fidelity data or during the Fidelity Verification Process: Were the strengths identified by the developer similar to your own “self-identified” strengths?
2. Indicate any challenges in implementation quality or fidelity that were identified when reviewing your fidelity data or during the Fidelity Verification Process: Were the challenges identified by the developer similar to your own “self-identified” challenges?
3. 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:
   1. Could additional buy in from teachers been helpful before implementation began?
   2. What type of support was garnered from school administrators?
   3. Is there anything related to training that was or could have been helpful?
   4. Did you assess whether or not teachers felt supported and satisfied with the curriculum?
   5. Did you assess students' perception of the curriculum?
   6. Did you develop processes for handling large amounts of pre and post student data?
   7. 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!***