**Missing Murdered and Indigenous People (MMIP) Grant Program**

# **Local Evaluation Plan**

# Title of Project

Submitted by (Name of grantee):

Prepared by (Name(s) & Contact information of author or entity):

Date:

Project Period:

October 1, 2023 – June 1, 2028

## Overview of Local Evaluation Plans, Purpose, and Suggestions for Drafting

All BSCC grants require grantees to conduct an evaluation of how funds were spent and if project goals were met. The evaluation provides an opportunity to understand how the project was implemented; how the project evolved from the time that it was proposed to the time that it was completed; and what the outcomes of the project were. The BSCC uses this information to better understand how limited grant funds should be spent in the future and to develop more appropriate means to assist grantees in achieving what they set out to do with the funding.

The BSCC approach for evaluation asks the grantee to submit two documents. The Local Evaluation Plan (LEP)-- submitted near the start of the grant period—which outlines how each grantee plans to conduct the evaluation. The Local Evaluation Report (LER)-- submitted at the end of the grant period-- sums up the results of the evaluation. The LEP, the focus of this template, describes how the implementation and outcomes of the project will be monitored.

This template provides guidance for writing a LEP for your project. The sections that follow (“Project Background,” “Project Logic Model,” “Process Evaluation Method and Design,” and “Outcome Evaluation Method and Design”) will provide considerably more detail about the components, but they are summarized here:

1. Project Background: In this section, you will provide an overview of what you plan to do with the grant funds. This may include hiring staff (e.g., case manager, prevention specialist, law enforcement officer, an evaluator, victim advocate); increasing training opportunities for staff; buying, repairing, or improving goods or real property such purchasing drones to help search and rescue missing indigenous people and investigate missing and murdered indigenous peoples’ (MMIP) cases, new case management systems or improving an existing case management system; and obtaining or reimbursing costs such as travel, participant incentives, and materials in support of social media campaigns and/or educational presentations.
2. Project Logic Model: In this section, you will create a visual depiction of your project. The logic model summarizes how the project operates, including the resources you need (e.g., funding, staff); the core project activities (e.g., “hire a prevention specialist to educate and spread awareness to participants and community members on the dangers and signs of human trafficking”, referring “participants who’ve been victimized and their family members to intervention and prevention services” or “hire a law enforcement officer to identify and investigate new and existing MMIP cases”); and the intended outcomes of your program (e.g., “increase participants’ and community members’ perception of the dangers and signs of human trafficking, provide support services for victims of human trafficking, domestic violence, substance use and sexual assault, and increase protective factors/resiliency factors” or “increase the number of resolved MMIP cases through thorough investigations and decrease future victimization through case closure”). Developing the logic model will also help form the backbone of your evaluation.
3. Process Evaluation Method and Design: A process evaluation focuses on understanding how the project was implemented. For example, if you set out to hire a prevention specialist or officer, were you able to? Did anything get in the way? What made it possible? This section will walk you through the steps of developing a process evaluation plan using your logic model as a guide.
4. Outcome Evaluation Method and Design: An outcome evaluation focuses on determining whether your project achieved its goals. For example, did you actually increase participants’ and community members’ perception of the dangers and signs of human trafficking, provide support services for victims of human trafficking, domestic violence, substance use and sexual assault, and increase protective factors/resiliency factors? This section will walk you through the steps of developing an outcome evaluation plan using your logic model as a guide.

Note: BSCC does not prescribe the research design or methodological rigor of your evaluation. Each grantee should design an evaluation that meets their needs and capabilities.

## Project Background

In this section you’ll provide information essential to understanding the nature and motivation for the project (i.e., the programs, services, and activities supported by the grant). Critical components of the project background and questions to address include:

* What information can you provide that is essential to understanding the need for the project and the project itself, including information about:
* The problem(s) that the project is intended to address or the need(s) within the community.
* The purpose of the project as it relates to the identified problem(s)/need(s) and the grantee.
* What is the scope of the project?
* What activities and/or services will the project provide and what was the process for determining those activities and/or services?
* Are there or have there been similar projects with other tribes, community-based organizations or government entities (if known)? If so, describe them and explain how this project is or is not different.
* How will the project’s activities and/or services address the problem(s)/need(s) described?
* Who is the target of the project? Is it aimed at indigenous community members, high risk participants residing in select areas in your community? Middle School and High School students in need of educational presentations focusing on preventing human trafficking, domestic violence, and sexual assault? Currently missing and/or murdered indigenous community members with active cases? How many participants (youth, students, parents, cases, community members, etc.) is the project expected to serve in each area of your project?
  + What is the process for determining target populations’ eligibility and which intervention(s) and/or services they need and will receive?
* What are the project’s goals and objectives (these were the ones you outlined in your application and contract for the grant)?
  + Goals are defined by broad statements of what the program intends to accomplish, representing long-term intended outcome of the program.
  + Objectives are defined by statements of specific, measurable aims of program activities. Objectives detail the tasks that must be completed to achieve the goals.
  + Examples:
    - **Goal:** Increase participants’ and community members’ perception of the dangers and signs of human trafficking, thereby decreasing incidents of missing and murdered indigenous people.
      * **Objectives:** 1) Hire a prevention specialist, 2) Prevention specialist will facilitate two educational presentations per school per year, 3) Prevention specialist will refer youth indicating need for additional resources to the tribal resource center for case management and support services, 4) Prevention specialist will facilitate bi-annual community educational presentations hosted at locations such as the tribal resource center, local library, community event center.
    - **Goal:** Improve collaboration between the tribe and local stakeholders in order to increase response times to cases of missing and/or murdered indigenous people.
      * **Objectives:** 1) Facilitate quarterly meetings between tribal police, tribal prevention specialist, state and local law enforcement, resource center staff and legal partners to discuss MMIP cases, resources, prevention and awareness efforts. 2) Establish deputization agreements between parties. 3) Tribal resource center will provide annual Public Law 83-280 and tribal rights educational program to partners, potential partners and community members.
    - **Goal:** Increase the number of resolved MMIP cases through immediate and thorough investigations.
      * **Objectives:** 1) Hire a tribal law enforcement officer to investigate new and existing MMIP cases, 2) Provide tribal law enforcement officer with training on advanced investigation techniques, 3) Officer reviews and investigates open/existing MMIP cases, identifies and investigates new MMIP cases, 4)Train tribal resource staff to spread awareness of MMIP cases through social media posts in conjunction with officer’s efforts.

Start your narrative for the Background section here.

## Project Logic Model

The logic model is a visual representation of the project. It demonstrates how the project functions, including the resources needed to operate the program and the activities that the program offers. It also depicts how these project activities are expected to contribute to the program’s goals or expected outcomes. All project goals should be represented in the logic model in some way (typically in the expected outcomes and/or impacts). The goals will likely be reflected in the outputs or outcomes column, as they reflect the outcomes you hope to achieve through your project. The objectives will likely be reflected in the activities/outputs, as they reflect the tasks that must be completed to achieve the goals. It is valuable to develop a logic model for your project because it helps to guide evaluation efforts. In Appendix A, we provide a more comprehensive set of examples of what might go into each logic model category.

Logic models typically include the following categories:

* Inputs/Resources:
  + - What resources are being used to support the project? This should include anything the project uses to operate grant-funded activities. Common examples: staff, materials, funding, equipment, etc.
* The MMIP Grant funds are one resource. Are you drawing on other in-kind contributions or matched funds? Will you be partnering or contracting with another agency, such as a tribe, community-based organization, school district, probation department, law enforcement agency? Will staff time be needed to execute the project?
* Activities:
  + What does the project do with the inputs or services (in alignment with project goals)?
  + For example, for a project that is designed to offer preventative education and awareness to the grant’s target population of participants and community members on the dangers and signs of human trafficking, you might include “lead community-based educational presentations to community members, as well as school-based educational presentations for local middle school and high school students, while also providing intervention and prevention support services to referred participants due to increased needs” as an activity. For a project that is designed to increase the number of resolved MMIP cases, within the Grantee’s target area and through immediate and thorough investigations, the activity might be “hire and train a law enforcement officer to investigate new and existing MMIP cases.” For a project that plans to improve collaboration between the tribe and local stakeholders in order to increase response times to cases of missing and/or murdered indigenous people, the activity might be “facilitate quarterly meetings between identified partners to discuss MMIP cases, resources, prevention and awareness efforts.”
* Outputs:
  + - The outputs section typically quantifies the results of the project’s activities. For example, if the project accomplishes the activity of leading educational presentations to community members, middle school and high school students and provide intervention and prevention support services to referred participants, then the output might be the number of community members and students (the target population served) who received those presentations and intervention and prevention support services. If the project sets out to hire a law enforcement officer, the output may be the number of hired and trained law enforcement officer. If the project plans to improve collaboration between the tribe and local stakeholders, the output may be the number of collaborative meetings with partners.
* Questions you might ask yourself to identify outputs include: How many services is the project expected to deliver throughout the grant? How many community members, middle school and high school students and enrolled participants participated in the activities the project offers? How will I know when the activity accomplished what it set out to do (e.g., all community members and students were taught information on the dangers and signs of human trafficking; the number of community members and students with improved knowledge of the dangers and signs of human trafficking).
* Outcomes:
* What immediate, specific, and measurable changes are expected to be observed due to the project?
  + - If the outputs are achieved, then this is the change we expect to see.
    - Outcomes can be grouped by:
      * Short-Term: occur during the grant cycle; observable over weeks or a couple of months.
      * Medium-Term: occur during the grant cycle; observable over several months or years.
    - If your project is educating and spread awareness to community members and students on dangers and signs of human trafficking then the outcome might be things like decrease incidents of human trafficking victimization, improve knowledge of signs of human trafficking and increase reporting to authorities. If your project is hiring a law enforcement officer with the goal of increasing the number of resolved MMIP cases, a short-term goal might be to increase identification of new MMIP cases and increase reviews of MMIP existing cases. If your projected aims to improve collaboration between the tribe and local stakeholders, a short-term goal might be to start quarterly meetings between established and potential partners to share resources, and a medium-term goal might be to increase partners’ knowledge level of Public Law 83-280 and tribal rights.
* Impacts:
* How is the project expected to affect the tribe, community, city, and/or county?
  + - This can include fundamental, intended or unintended, changes that occur in organizations, communities, or systems because of the project activities beyond the grant cycle.
    - Impacts are societal/economic/civic/environmental-focused and may be the same as or similar to long-term outcomes (typically occurring beyond the grant cycle). This is where you might think “big picture” about the downstream effects of your program.

**Sample Logic Model:**

**Examples:**

-Educational presentations

-Case management

-Mental Health support services

-Domestic Violence support services

-Sexual Assault/Violence support services

-Human Trafficking support services

-Substance use awareness, education, and treatment

-Individual/family support services

-Referral/linkage to community-based support, mental health, substance use, human-trafficking, and domestic violence support services, criminal/civil justice advocacy, and/or other services

-Social media campaigns

-Hire law enforcement officer

-MMIP case investigation

-Aerial/satellite surveillance in support of MMIP cases

### Outcomes

Activities

Impacts

Outputs

Inputs

**Examples:**

- Staff time for program development and monitoring

- Financial support (e.g., MMIP state funding, foundation, and/or corporate funding, matching, etc.)

- Organizational tools (e.g., committees, board members, data collection and tracking tools, etc.)

- Partners (e.g. tribal/local/state law enforcement, legal partners, school district, etc.)

- Other (e.g., resources that are unique to your program, the region, state, etc.)

Intended Result

Planned Work

**Examples:**

- Improved community safety

> Decreased # / rate of MMIP

> Long-term decreased rate of human trafficking incidents within community

> Long-term decreased rate of domestic violence incidents within community

> Long-term decreased rate of sexual assault incidents within community

- Increased community interconnectedness

- Increased tribal and community infrastructure to respond to MMIP

- Reduced risk of victimization, becoming missing or murdered

- Increased participant healing

- Reduced intergenerational trauma

- Increased trust and inclusion between law enforcement and community members

**Examples:**

- Increased awareness by community members and students of the dangers and signs of human trafficking, domestic violence, and sexual assault

- Increased linkages to case management, mental health support services and human trafficking, domestic violence, sexual assault, and substance use prevention services

- Increased family support resources shared

- Decreased incidents of human trafficking victimization

- Increased reporting of human trafficking, domestic violence, and sexual assault incidents to authorities

- Increased identification and investigations of new MMIP cases

- Increased reviews and investigations of MMIP existing cases

- Established procedures between partners to increased MMIP resolutions and shared resources

- Increased partners’ knowledge level of Public Law 83-280 and tribal rights.

**Examples:**

-200 community members attended educational awareness presentations focused on the dangers and signs of human trafficking, domestic violence, and sexual assault

-35 enrolled participants given case management services over the course of the grant

-50 participant linkages to mental health support services over the course of the grant

-10 participant linkages to domestic violence support services over the course of the grant

-15 participant linkages to sexual assault support services over the course of the grant

-25 participant linkages to substance use prevention services over the course of the grant

-5 families participate in family support services over the course of the grant

- 2 hours/week of mental health services per participant until Individualized Service Plan is completed

-2 social media campaigns (Instagram and flyers) run over the course of the grant

-1 law enforcement office hired

-6 MMIP existing & 8 new cases investigated

-15 surveillance sessions run over the course of the grant

-13 quarterly meetings between established and potential partners

**Provide a logic model for your project.**

The template for the logic model is provided below as an option. Use of this template is not required but may help save some time when developing the project’s logic model. Grantees may use one logic model to describe their entire project or develop separate models for each strategy/project purpose area, depending on preference.

**Sample Logic Model:**

### Outcomes

Activities

Impacts

Outputs

Inputs



Planned Work

Intended Result

## Process Evaluation Method and Design

A process evaluation documents the services and activities that were implemented. It aims to determine if the program was implemented as expected. Process evaluations typically focus on the first three columns of your logic model: inputs/resources, activities, and outputs. Process evaluations often answer questions such as:

* What resources were needed to implement the project?
* What activities were offered throughout the course of the project? What was the quantity of activities or services (e.g., how many educational presentations were offered, how many MMIP cases were identified, how many partnership meetings scheduled)? Did the activities offered align with the expected activities?
* Who were the target(s) of the activities that were offered (e.g., how many community members and students were taught about dangers and signs of human trafficking and provided support services? How many participants received case management services? How many MMIP cases were investigated? How many collaboration meetings occurred?)? Did the number of people served by the project align with expectations?
* What were the barriers or challenges to implementing the program? What facilitated implementation of the program?

In this section of the LEP, you should cover the following topics:

* What are the inputs/resources, activities, and outputs that you will be assessing?
* What is the specific data element you’ll be looking for to measure each of those inputs/resources, activities, and outputs? Examples might be number of individualized case management/service plans developed, number of participants engaged in mental health support services, or number of MMIP cases identified.
* What data sources will you use for each data element? Some possibilities include document review/checklists, case management information system or a law enforcement service tracking system.
* How often will you collect the data?
* If implementation goes as expected, how will you document project facilitators – that is, the factors that were in place that helped you to be able to execute this project (e.g., presence of certain staff members, availability of funding, collaboration with external partners)? If implementation does not go as expected, how will you document project barriers or challenges?

To create this plan, it is highly suggested you create an evaluation matrix based on the input/resources, activities, and outputs column of your logic model. In this table, there is a single column for you to indicate the inputs/resources, activities, and outputs from your logic model; a column to identify the data element; a column to indicate the data source; and a column to indicate the frequency of data collection.

Additionally, your LEP must answer the following items in narrative form:

* What is the process evaluation research design to be used (Mixed Methods, Quantitative, Qualitative, Descriptive, etc.)?
* For project components that involve participants (e.g. community members, students, families):
  + What is the plan to document activities within the project and/or services provided to each participant (e.g., maintaining a database, signup sheets, etc.)?
  + How will participants’ progress be tracked (ex: start dates, attendance, dropouts, successful completions, progress milestones, etc.)?
* For project components that *do not* involve participants:
  + How will components or activities conducted as part of the project that do not involve participants be tracked/documented (e.g., law enforcement service tracking system, system/equipment updates)?
* What is the project oversight structure and overall decision-making process for the project? Who will be responsible for leading the team(s) and making project-level decisions?
* How will the project components be monitored, determined effective, and adjusted as necessary? Who will be responsible for these processes? Perhaps the project lead in conjunction with an informed outside evaluator will direct these steps.
* What are the procedures which ensure that the project will be implemented to fidelity? The project should follow the specifications of the curriculum so that the expected outcomes will occur.
* How will all quantitative and qualitative process data be analyzed? Include a description of the statistical tools used to analyze quantitative data (e.g. SAS, SPSS, Excel) and how they are used (e.g., descriptive statistics, chi-square, etc.) and your method used for analyzing qualitative data (identifying themes, content analysis, etc.).

Below is an example of an evaluation matrix for process measures matrix based on the input/resources, activities, and outputs column of the example logic model above. It does not account for all input/resources, activities, and outputs for sake of space, but MMIP projects are expected to cover all elements of the project and strategy(ies) funded under their grant.

For example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Input/Resource/Activity/Output** | **Data Element(s)** | **Data Source(s)** | **Frequency of Data Collection** |
| Educate 200 community members on the dangers and signs of human trafficking, domestic violence, and sexual assault | # of community members, middle school, and high school students presented to; # of presentations | Service tracking system, sign-up sheets and attendance records (Schools district supplied) | Each time a presentation occurs throughout duration of grant |
| Provide 35 participants with case management services | # of participants served | Case management system log tracking each meeting offered | Each time a one-on-one case management meeting is offered throughout duration of grant |
| Link 50 participants to human trafficking support services | # of participants linked (by topic); # of participants who utilized support services (by topic) | Case management system log tracking linkages | Each time a support service is offered and utilized throughout the duration of the grant |
| Offer 2 hours of mental health support services per participant per week until Individualized Service Plan is completed | # of hours of counseling | Service calendar | Annually throughout duration of grant |
| Run 2 social media campaigns over the course off the grant | # of social media campaign ran | Service tracking system; Social media activity tracking log | Annually throughout duration of grant |
| Hire and train one law enforcement officer | Law enforcement officer has been hired and trained | Employment records | Annually throughout duration of grant |
| 14 cases (8 new and 6 existing) MMIP cases investigated over the course of the grant | # of investigations completed (by type) | Law Enforcement service tracking system, law enforcement duty logs | Each time an investigation begins, ends (resolved/closed) throughout duration of grant |
| 13 total quarterly meetings between established and potential partners | # of quarterly meetings held | Service tracking system | Quarterly |

Note that sometimes the entries in the activity and output sections of your logic model may seem redundant. For example, if the activity is “hire and train law enforcement officer,” your outputs might be “number of law enforcement officers hired” and “number of law enforcement officers trained.” In this case, you do not necessarily need a separate row for each of those two entries. Instead, as in the example, you might include just the more specific outputs. That is, you don’t need to include a row in your table for “hire one law enforcement officer” and “train one law enforcement officer”. Instead, you could just include rows for “number of law enforcement officers hired” and “number of law enforcement officers trained” because they are more specific, as shown in the example above.

Start matrix and narrative for the Process Evaluation Method and Design section here.

## Outcome Evaluation Method and Design

An outcome evaluation examines the project’s results, or outcomes and impacts. It answers the questions such as:

* Did the project achieve its expected changes at the individual, tribal, agency, or community level?
* Was there anything you learned during the process evaluation that might explain outcomes? For example, if you hired a prevention specialist and law enforcement officer but then had difficulty retaining those positions, does it explain why you were able to educate less community members, refer fewer participants than expected and resolve less cases?

Your outcome evaluation will focus on the short-term and medium-term outcomes identified through your logic model, as you likely will not have the opportunity to observe the long-term impacts during the grant period. If you will not be able to measure the long-term impacts during the grant period, you can simply include it in your description but indicate why it cannot be observed.

In this section of the LEP, you should cover the following topics:

* What are the outcomes that you will be assessing? For example, this might be “Increased awareness by community members and students of the dangers and signs of human trafficking, domestic violence, and sexual assault.” Or “Increased identification and investigation of new and existing MMIP cases.”
* What is your definition of the outcome? For example, to define “Increased awareness by community members and students of the dangers and signs of human trafficking, domestic violence, and sexual assault,” you might specifically look for changes in community members and students’ level of knowledge of the of the dangers and signs of human trafficking, domestic violence, and sexual assault by comparing levels of knowledge before (pre) the educational presentations/curriculum and after (post) the educational presentations/ curriculum was delivered. To define “Increased identification and investigation of new and existing MMIP cases,” you might look for changes in the number of identified cases and investigations initiated before (pre) the additional resources were implemented as compared to after (post) those inputs, activities, and outputs were achieved.
* What data source will you use? For example, will you measure increased levels of knowledge by using a curriculum knowledge-based assessment, or ask for perceptions of how much each community members and student understood the dangers and signs of human trafficking, domestic violence, and sexual assault before and after the presentation/curriculum? When measuring increased identification and investigation of new and existing MMIP cases, will you track identification and investigation results based on an internal law enforcement service tracking system which has the number of cases identified before and after new/additional resources were used and reviews were done? Are the data sources you describe currently available through existing records or systems, or are they new ones proposed for the study?
* How often will data be collected?
* How will you know that the change was due to the project, and are there any limitations to your approach?
  + For example, the goal of increasing awareness of community members and students of the dangers and signs of human trafficking, domestic violence, and sexual assault might be to increase community members and students’ level of knowledge of the warning signs and reporting tools available as well as frequency of such incidents. Will you measure their knowledge at the end of the educational presentation only? If so, will you know that their level of knowledge and skills was due to the curriculum, or is it possible they already had the knowledge and skills? Do you have the resources to measure knowledge and skills before AND after being taught the curriculum, so you can see if there was any change?
  + As another example, if you hired a law enforcement officer, your goal might be to increase the number of resolved MMIP cases through immediate and thorough investigations. You could measure the number of new and existing cases identified after you hire the officer; but an even better test of your project would be to measure the number of cases identified before and after you hire the officer. This would better demonstrate the change that resulted from your project.
  + Lastly, should you want to increase and/or improve collaboration between the Tribe and local stakeholders, measuring the number of quarterly meetings held before and after allotting additional resources to those efforts would be the ideal way to determine if the change (increase/improvement) observed was a result of these efforts and not some outside influence such as other funds outside of this grant or tribal requirements?
* How will you analyze data, if relevant? Will you simply compare over time? Do you have staff capability or expertise that would allow for any more sophisticated statistical analysis?

To create this plan, it is highly suggested you create an evaluation matrix based on the outcome and impacts columns of your logic model. You may also be able to draw on the program goals and objectives as described above, as the goals might map onto the “outcomes” and the objectives might map onto the “definitions.”

Additionally, your LEP must answer the following items in narrative form:

* What is the outcome evaluation research design to be used (Mixed Methods, Quantitative, Qualitative, Descriptive, etc.)? This design may be the same or similar to the process evaluation research design, but each should be detailed in the narrative.
* What is your project’s evaluation questions? These must include the goals and objectives from the original proposal. And align with the intent of the LEP and evaluation matrix.
* For project components that involve participants (e.g. community members, students, families):
  + What is the estimated number of participants (the target population) expected to receive each type of intervention/service?
  + What are the criteria for determining participant success in the project? What steps must the participant complete for them to successful exit from the project (e.g. complete their individualize service plan, attend 10 mental health support sessions, 2 educational presentations, utilize referrals given)?
* For project components that *do not* involve participants:
  + What are the estimated number of activities/services accomplished in the target area?
  + What are the criteria for determining activity/service completion and/or success in the project? What steps must be accomplished for the project to deem that activity/service successfully completed (e.g. Run 2 social media campaigns over the course off the grant reaching a certain number of audience members, host 10 community events and educate 200 community members on the dangers and signs of human trafficking, domestic violence, and sexual assault, investigate 14 cases (8 new and 6 existing) MMIP cases over the course of the grant)?
* How will all quantitative and qualitative outcome data will be analyzed? Include a description of the statistical tools used to analyze quantitative data (e.g. SAS, SPSS, Excel) and how they are used to analyze quantitative data (e.g., descriptive statistics, chi-square, etc.) and your method used for analyzing qualitative data (identifying themes, content analysis, etc.). This description may be the same or similar to the process evaluation methodologies, but each should be detailed in the narrative.
* What is the strategy for determining whether outcomes are due to the project and not some other factor(s) unrelated to the project? Was a comparison group used? Was a review of policy and system changes outside of grantee efforts reviewed and noted throughout the project? This can help to eliminate confounding variables.

For example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Definition** | **Data Source(s)** | **Frequency of Data Collection** |
| Increased awareness by community members and students of the dangers and signs of human trafficking, domestic violence, and sexual assault | Increases in the community member, students and participants’ level of knowledge of the warning signs, dangers and reporting tools available for human trafficking victimization, pre- to post curriculum/presentation | Pre- and post-curriculum/ presentation test; curriculum will be selected that have a built-in module on warning signs, dangers and reporting tools as well as a knowledge check | Before and after each curriculum/presentation session, throughout the duration of the grant |
| Decreased # and rate of MMIP within the community | Decreases in the count and rate per 100,000 of incidents of missing or murdered indigenous people within the serviced counties, pre (12 months prior to grant starting)-to post (12 months prior to grant funds ending) grant funds and activities | Pre- and post-data; law enforcement service tracking system | Before the start of the grant (baseline year) and quarterly-throughout duration of grant |
| Increased identification and investigation of new and existing MMIP cases | Increases in the number of new (identified) and existing (reviewed) cases that have been investigated by assigned law enforcement officer, pre (12 months prior to grant starting)-to post (12 months prior to grant funds ending) grant funds and activities | Pre- and post-data; law enforcement service tracking system | Before the start of the grant (baseline year) and quarterly-throughout duration of grant |
| Increased linkages to case management, mental health support services and human trafficking, domestic violence, sexual assault, and substance use prevention services | Increases in participants’ referral to and utilization of (attend at least 2 sessions) designated support services (by type), pre- to post case management and completed individualized Service Plan is completed; referral and utilization rate (pre-12 months prior to grant starting-to post-12 months prior to grant funds ending) | Pre- and post-data; Case management system log tracking each meeting offered | Before the start of the grant (baseline year); before initial case management session begins and at 2-month check-in session and throughout the duration of the grant |
| Improve collaboration between the tribe and local stakeholders in order to increase response times to cases of missing and/or murdered indigenous people. | Increases in the number of quarterly meetings held between tribal police, tribal prevention specialist, state and local law enforcement, resource center staff and legal partners to discuss MMIP cases, resources, prevention and awareness efforts | Pre- and post-data; Service tracking system | Before the start of the grant (baseline year); quarterly-throughout duration of grant |

Start matrix and narrative for the Outcome Evaluation Method and Design section here.

## Appendix A: Additional Logic Model Guidance

In this section, we provide additional guidance for developing your logic model. If you find that the information above contains too much evaluation jargon, or you are having a hard time articulating the inputs/resources, activities, outputs, and outcomes of your project, some of the applied examples in this section might help.

Inputs/Resources: Describe the resources that you will be using for your project. One key resource is grant funding through the MMIP Grant Program. Are there other resources you will be drawing on? For example, is there a specific evidence-based programming curriculum you plan to use? Partnerships for local and state law enforcement, service delivery and/or referrals? Are staff going to be trained on the curriculum, referral processes or identification of risk factors? What systems will be used to collect data for evaluation? Any in-kind donations or matched funds? These would all be listed as inputs/resources.

Activity: Put into a sentence, your primary intention (or *activity* in classic evaluation-speak) might be, for example, “hire a prevention specialist to provide community members, as well as school-based educational presentations for local middle school and high school students, while also providing intervention and prevention support services to referred participants due to increased needs;” “hire and train a law enforcement officer to investigate new and existing MMIP cases;” or “facilitate quarterly meetings between identified partners to discus MMIP cases, resources, prevention and awareness efforts.”

Outputs: Next, think about what would happen if you performed the activity as intended. In classic evaluation-speak those results are known as *outputs*. We are not talking about the ultimate consequences of the activity (such as better outcomes for participants), but instead, merely describing what is supposed to take place as a result of the activity. For example, the output might be “hiring 1.0 FTE law enforcement officer starting on 12/1/2023;” “provide 200 community members with educational presentations over the course of the grant;” “link 35 participants with case management services over the course of the grant;” “investigate 14 (8 new and 6 existing) MMIP cases over the course of the grant;” or “hold 13 quarterly meetings between established and potential partners over the course of the grant .” An obvious purpose of the LER will be to inform BSCC of the degree to which these outputs were actually achieved and to describe the reasons for any shortfall.

Outcomes: Then, think about the immediate reason for the outputs if they are in fact achieved. You didn’t seek grant funds simply to spend money hiring people, buying things, etc. Instead, you were hoping to achieve some sort of tangible purpose (*outcomes* in evaluation-speak). Outcomes might be stated as “increases in awareness by community members and students of the dangers and signs of human trafficking, domestic violence, and sexual assault ,” “decreases in the number and rate of MMIP within the community by hiring a law enforcement office to provide law enforcement presence and investigative resources”, “improvements in collaboration between the Tribe and local stakeholders in order to increase response times to cases of missing and/or murdered indigenous people.”

Identifying outcomes is a very important aspect of a logic model and development of an LEP because they pinpoint areas that might serve as datapoints for measuring progress towards project goals and objectives. For example, increases in the community member, students, and participants’ level of knowledge of the warning signs, dangers, and reporting tools available for human trafficking victimization, prior to the prevention specialist delivering the curriculum/presentation with the same metric following the delivery of the curriculum/presentation. An increase in that value would be evidence that the project had moved towards its goals and objectives. Note that a final report that described a stable number or a decrease would not necessarily be a negative finding. It could have been, for example, that requests for the curriculum/presentation had skyrocketed and the number of presentations delivered by the specialist were insufficient given increased requests, resulting in the new prevention specialist hire being insufficient in light of demand on their services. It could also be that various issues delayed the hiring for so long that when the new specialist assumed their position, there was little overall change. Similarly, a stable number or decrease in the number of new MMIP cases identified and investigated could be representative of additional community awareness efforts elsewhere, or the knowledge of the increase law enforcement presence in the county. It is important that the grantee documents why expectations were not met. In the other examples, outputs might be measured by giving participants a short questionnaire before support services or case management services begin that asks them about their needs, skills, awareness, and behaviors then conducting a similar questionnaire afterward for comparison (one could also compare the level of risk factors each participant had before and after the services and curriculum was delivered), a discussion that describes how case management, support services, participant, and service delivery information was tracked before the new case management system was purchased and how it is done now for better evaluation, or a comparison of the number and types of support services delivered prior to establishing new community partnerships as a result of this grant.

Impacts: Finally, consider the high-level, broader results (*impacts* in evaluation-speak) of the grant if the outputs are achieved as hoped for and the outcomes evidence progress. These are the potential long-term effects of the grant project, which may involve your tribal organization, your participants, your community, or even the criminal justice system. Unlike outputs and outcomes, your LER may not be reporting on whether impacts are actually achieved as intended, in part because they might not happen for within the duration of the grant period, and in part because they can be extremely difficult to measure. Nevertheless, describing potential impacts is a helpful thought-exercise and provides policymakers with a long- term perspective of what grants like the one(s) you’ve received might accomplish. Don’t be afraid to consider potential impacts that are not necessarily positive.

Examples of impacts might include improved community outcomes (increased community interconnectedness, increased trust and inclusion between law enforcement and community members, decreased rates of human trafficking, domestic violence and sexual assault incidents within community) as a result of the community and participants receiving education, prevention and intervention services; or improvements in community safety through increased law enforcement presence, increased investigations of new and existing MMIP cases.