LEVEL TWO EVALUATION REQUIREMENT
Guidelines for the Local Evaluation Plan and Local Evaluation Report

For the Proposition 47 grant program, the Board of State and Community Corrections (BSCC) requires Proposition 47, Cohort IV grantees to complete a **Level Two Evaluation** of their grant-funded project. A Level Two Evaluation focuses on a comprehensive evaluation, including both a process and outcome evaluation. Demonstration of completing this requirement will require the submission of two documents, a Local Evaluation Plan and a Local Evaluation Report. Both are described below along with their due dates.

- Local Evaluation Plan (LEP) – A written document that describes the proposed process and outcome evaluations; a logic model; data collection, management, and analysis and reporting plan that will be implemented. Ideally it should be developed before the project starts or during project implementation, before services or activities begin. It is due by 5 p.m. on March 31, 2025.

- Local Evaluation Report (LER) – A written document that describes the findings and interpretation of the process and outcome evaluations; an updated logic model; the interpretation of various data elements; and the evaluation of the project's goals and objectives. It is due by 5 p.m. on June 30, 2028.

These guidelines identify the minimum required content that must be included within each document, respectively.

LOCAL EVALUATION PLAN

Cover Page
The cover page provides a descriptive report title, and identifies the grantees, authors, contact information, project time period, and funding source.

Project Background
At a minimum, this section should:
- Provide information essential to understanding the project and the need for the project (history in the community, an explanation of activities and/or services, description of similar efforts in the region, description of how the activities and/or services address the need, etc.).
- Define the target population (e.g., gender, age, risk factors, prior involvement with the justice system).
- Define the criteria used to determine participant eligibility of the target population.
- Describe the process for determining which intervention(s) and/or services a participant needs and will receive.
- Provide a description of the goals and objectives identified in the Project Work Plan of the proposal.

Project Logic Model

Provide a visual representation of the project depicting the logical relationships between the project's goal statements, input/resources, activities, outputs, outcomes and impacts of the project.

- Inputs/Resources: "Inputs are various resources available to support the project (e.g., staff, materials, curricula, funding, equipment)."[1] "Include those aspects of the project which are available and dedicated to, or used by, the project/service to operate."[2]
- Activities: Activities are what the project does with the inputs or the services provided in alignment with project goals. If you have access to inputs/resources, then they can be used to accomplish project activities.
- Outputs: If the activities are accomplished, these are the number of services delivered and/or products provided to participants. Outputs link the activities to products or services delivered to the target population; those who participate in the project and will benefit from the products and services provided.
- Outcomes: "Outcomes are the immediate, specific, measurable changes"[3] due to the project. If the outputs are achieved, then this is the change we expect to see. Outcomes may be grouped by:
  - Short-Term- Timeframe (grant cycle, months)
  - Medium-Term- Timeframe (grant cycle, months-years)
- Impacts: The ways in which the community, city, and/or county are changed by the achieved outcomes. This includes fundamental intended or unintended changes that occur in organizations, communities, or systems because of project activities beyond the grant cycle. Impacts are societal/economic/civic/environmental focused and may be the same or similar to long-term outcomes (typically occur beyond the grant cycle).[4]

Process Evaluation Method and Design

Describe the research design for the process evaluation. At a minimum, this section should include:

- The research design for the process evaluation.
- The plan to document activities within the project and/or services provided to each participant (e.g., maintaining a database, signup sheets).
- How participants' progress will be tracked (e.g., start dates, attendance, dropouts, successful completions, progress milestones).
- Process variables and how they will be defined and measured (tools/instruments used to collect the data and frequency of collection).
- How the process data will be collected, and the data source(s) used.
- The project-oversight structure and overall decision-making process for the project.
- How the project components will be monitored, determined effective, and adjusted as necessary.

[1] Department of Health & Human Services: Family and Youth Services Bureau, 2020.

[2] The Pell Institute and Pathways to College Network, 2020.

[3] Ibid.

[4] Ibid.

- The plan for documenting activities performed by staff and contracted providers, if applicable.
- Procedures ensuring that the project will be implemented to fidelity, when applicable.
- How quantitative and qualitative process data will be analyzed. Describe the statistical tools used to analyze quantitative data (e.g., descriptive statistics, chi-square) and methods used for analyzing qualitative data (identifying themes, content analysis, etc.). You do not need to state the analysis type for each evaluation activity separately.

Outcome Evaluation Method and Design
Describe the research design for the outcome evaluation. At a minimum, this section should include:

- The research design for the outcome evaluation (e.g., pre-/post-test, mixed methods, comparison groups).
- A set of evaluation questions. These are the questions that the evaluation will answer. These shall include the project's goals and objectives and may also include more outcome-oriented questions.
- The estimated number of participants expected to receive each type of intervention/service.
- The criteria for determining participant success in the project.
- Outcome variables and how they will be defined and measured (tools/instruments used to collect the data and frequency of collection).
- How the outcome data will be collected, the timing of data collection, and the data source(s) used.
- How quantitative and qualitative outcome data will be analyzed. Describe the statistical tools used to analyze quantitative data (e.g., descriptive statistics, chi-square) and methods used for analyzing qualitative data (identifying themes, content analysis, etc.). You do not need to state the analysis type for each evaluation activity separately.
- The strategy for determining whether recidivism rates and other outcomes are due to the project and not some other factor(s) unrelated to the project, including a description of a comparison group or pre- post-comparisons.
- If multiple types of interventions will be employed, include a description of how the separate effects on outcome variables of each type of the intervention will be determined, if possible.

Appendices (if applicable)
Include relevant supplementary evaluation and project materials in appendices. These may include, but are not limited to, data collection instruments, more detailed descriptions of activities and interventions, training materials, educational materials, operational definitions, additional analyses, and presentations.

LOCAL EVALUATION REPORT

Cover Page
The cover page provides a descriptive report title, and identifies the grantees, authors, contact information, project time period, and funding source.

Executive Summary
The Executive Summary summarizes the key components of the report so that readers have a brief overview of the project's efforts and results. It should provide a synopsis of the project explaining: the project purpose; goals and objectives, including the extent to which they were achieved; key findings; project accomplishments; and conclusions.

Project Background
At a minimum, this section should:

- Provide information essential to understanding the project and the need for the project (history in the community, an explanation of activities and/or services, description of similar efforts in the region, description of how the activities and/or services address the need, etc.).
- Define the target population (e.g., gender, age, risk factors, prior involvement with the justice system).
- Define the criteria used to determine participant eligibility of the target population.
- Describe the process for determining which intervention(s) and/or services a participant needs and will receive.
- Provide a description of the goals and objectives identified in the Project Work Plan of the proposal.

A Current Logic Model
Provide a visual representation of the project depicting the logical relationships between the project's goal statements, input/resources, activities, outputs, outcomes and impacts of the project.

- Inputs/Resources: "Inputs are various resources available to support the project (e.g., staff, materials, curricula, funding, equipment)."[5] "Include those aspects of the project which are available and dedicated to, or used by, the project/service to operate."[6]
- Activities: Activities are what the project does with the inputs or the services provided in alignment with project goals. If you have access to inputs/resources, then they can be used to accomplish project activities.
- Outputs: If the activities are accomplished, these are the number of services delivered and/or products provided to participants. Outputs link the activities to products or services delivered to the target population; those who participate in the project and will benefit from the products and services provided.
- Outcomes: "Outcomes are the immediate, specific, measurable changes"[7] due to the project. If the outputs are achieved, then this is the change we expect to see. Outcomes may be grouped by:

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[5] Department of Health & Human Services: Family and Youth Services Bureau, 2020.
[6] The Pell Institute and Pathways to College Network, 2020.
[7] Ibid.

  - Short-Term- Timeframe (grant cycle, months)
  - Medium-Term- Timeframe (grant cycle, months-years)
- Impacts: The ways in which the community, city, and/or county are changed by the achieved outcomes. This includes fundamental intended or unintended changes that occur in organizations, communities, or systems because of project activities beyond the grant cycle. Impacts are societal/economic/civic/environmental focused and may be the same or similar to long-term outcomes (typically occur beyond the grant cycle).[8]

Process Evaluation Method and Design

Describe the research design for the process evaluation. At a minimum, this section should include:

- The research design for the process evaluation.
- How activities within the project and/or services provided to each participant were documented (e.g., maintaining a database, signup sheets).
- How participants' progress was tracked (e.g., start dates, attendance, dropouts, successful completions, progress milestones).
- Process variables and how they were defined and measured (tools/instruments used to collect the data and frequency of collection).
- How the process data were collected and the data source(s) used.
- The project-oversight structure and overall decision-making process for the project.
- How the project components were monitored, determined effective, and adjusted as necessary.
- The method of documenting activities performed by staff and contracted providers, if applicable.
- Procedures ensuring that the project was implemented to fidelity, when applicable.
- How quantitative and qualitative process data were analyzed. Describe the statistical tools used to analyze quantitative data (e.g., descriptive statistics, chi-square) and your method used for analyzing qualitative data (identifying themes, content analysis, etc.).

Outcome Evaluation Method and Design

Describe the research design of the outcome evaluation. At a minimum, this section should include:

- The research design for the outcome evaluation (e.g., pre-/post-test, mixed methods, comparison groups).
- A set of evaluation questions. These are the questions that the evaluation answered. These shall include the project's goals and objectives and may also include more outcome-oriented questions.
- The number of participants who received each type of intervention/service.
- The criteria for determining participant success in the project.
- Outcome variables and how they were defined and measured (tools/instruments used to collect the data and frequency of collection).

[8] Ibid.

- How the outcome data were collected, the timing of data collection, and the data source(s) used.
- How quantitative and qualitative outcome data was analyzed. Describe the statistical tools used to analyze quantitative data (e.g., descriptive statistics, chi-square) and methods used for analyzing qualitative data (identifying themes, content analysis, etc.).
- The strategy for determining whether recidivism rates and other outcomes were due to the project and not some other factor(s) unrelated to the project, including a description of a comparison group or pre- post-comparisons.
- If multiple types of interventions were employed, include a description of how the separate effects on outcome variables of each type of the intervention were determined, if possible.

Evaluation Results

This section provides a description of the project outcomes. This section should include:

- The data related to the process evaluation. Describe any changes that were made as a result of the process evaluation findings.
- Total number of participants (unduplicated).
    - Include basic demographic information of your participants (e.g., age, gender, race/ethnicity, risk factors, prior involvement with the justice system).
    - When multiple services are available, include the number of individuals who received each of the services.
- Progress toward goals:
    - Provide a summary of the degree to which the project's goals and objectives were achieved.
    - Describe factors that affected the progress of project goals. This may include factors which resulted in achieving goals more quickly or impeded your progress. If there were factors that impeded your progress, describe how they were addressed.
- Results of any process analyses and provide a detailed explanation related to the project's performance over the course of the grant.
- Results of any outcome analyses and provide a detailed explanation of findings as it relates to any other additional outcome measures.

Discussion of Results

At a minimum, this section should:

- Discuss the effectiveness of different strategies implemented in the project.
- Make useful recommendations with specific guidance for what to replicate or do differently.

Appendices

Include relevant supplementary evaluation and project materials in appendices. These may include, but are not limited to, data collection instruments, more detailed descriptions of activities and interventions, training materials, educational materials, operational definitions, additional analyses, and presentations.

Grantee Highlight

This section should provide a brief, one-page, visually appealing, highlight or success story that provides additional information related to the project's success over the grant cycle. This highlight may be included in a statewide report. You may include optional graphs, charts, or photos[9]. While every effort will be made to include these in a statewide report, inclusion in the report is not guaranteed.

[9] The BSCC will only accept photographs in which all persons depicted are over 18 years of age and have consented to both being photographed and to the use and release of their image. By submitting photographs to the BSCC, the submitter acknowledges that all approvals have been obtained from the subjects in the photograph(s) and that all persons are over 18 years of age. Further, by submitting the photographs, the submitter irrevocably authorizes the BSCC to edit, alter, copy, exhibit, publish or distribute the photographs for purposes of publicizing BSCC grant programs or for any other lawful purpose. All photographs submitted will be considered public records and subject to disclosure pursuant to the California Public Records Act.