Proposition 64 Cohort 3 Grant Program

Local Evaluation Plan

City of Hanford Boys and Girls Club

Submitted by:

City of Hanford

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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, an evaluator, school resources officer, code enforcement officer); increasing training opportunities for staff; buying, repairing, or improving goods or real property such as purchasing law enforcement vehicles or drones to help discover and eradicate illicit cannabis grows, 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 School Resource Officer to mentor and monitor youth in school, referring youth whose cannabis-related behavior warrants prevention or intervention services" or "hire a Code Enforcement Officer to inspect local licensed cannabis retailors and potential illicit cannabis markets"); and the intended outcomes of your program (e.g., "increase youths' perception of the harmfulness of cannabis use, divert

youth from further punitive actions, and increase protective factors/resiliency factors" or "decrease incidents of code violations at license cannabis businesses through consistent inspections and decrease available illicit cannabis operations"). 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 School Resource Officer or Code Enforcement 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 youths' perception of the harmfulness of cannabis use, divert youth from further punitive actions, 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 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 high risk youth residing in select areas in your community? Middle School and High School students in need of educational presentations focusing on preventing cannabis use and detailing its harmfulness? Local cannabis retailers in need of code enforcement? Illicit cannabis grows needing to be eradicated? How many participants (youth, students, parents, licensees, community members, etc.) is the project expected to serve?
    - 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 youth perception of harmfulness of cannabis use.
            - **Objectives:** 1) Facilitate ten educational presentations per school per year, 2) Refer youth indicating need for additional resources to contracted CBO for case management and substance use services.
        - **Goal:** Divert youth participating in on-campus cannabis-related (vaping, smoking, etc.) behavioral incidences from punitive law enforcement/school district actions.
            - **Objectives:** 1) Refer youth to contracted CBO for case management and substance use services in lieu of citation, arrest or suspension. 2) Facilitate individualized mentorship and pro-social activities with youth. 3) Arrange for one-on-one sessions for youths' parents.
        - **Goal:** Improve the number of permitted operations in compliance with cannabis codes and regulations.
            - **Objectives:** 1) Provide workshops and educational materials to local cannabis licensees, 2) Provide code enforcement staff training on workshop curriculum, 3) Inspect each licensed facility two times per year.
        - **Goal:** Increase the number of illicit cannabis plants eradicated within the county.
            - **Objectives:** 1) Using drones & specialized vehicles, surveille rural areas for signs of unlicensed/illegal cannabis cultivation sites and

environmental impacts, 2) Identify parties involved in unlicensed/illegal cultivation, 3) Eradicate 50,000 illicit cannabis plants per year.

Start your narrative for the Background section here.

Project Need:

In 2016, California voters approved Proposition 64 to legalize recreational cannabis use statewide for anyone over the age of 21. At approximately $3 billion, California's legal cannabis industry is the world's largest. Marijuana that is legally available to adults has implications for adolescent substance abuse. Evidence from the 2017-2018 California Healthy Kids Survey shows that as youth get older, marijuana use increases. For example, in Hanford, 2% of 5th graders reported marijuana use compared to 16% of 12th graders.

Hanford's high poverty and historically low educational achievement present barriers for many youth. Census Tract 11, located in the center of Hanford, is a highly disadvantaged census tract identified as one of four opportunity zones within Kings County. According to the Opportunity Zones Database, the median household income in Census Tract 11 is $33,000, and the poverty rate is 29%, 17% higher than the State. In addition, just 51% of the population has earned a high school diploma, which is 33% lower than the State's educational attainment rate.

The City of Hanford is located within Kings County. According to the Kids Count Data Center, 79% of 10th graders can pass the math portion of the California High School Exit Exam, compared to the State average of 88%. Students who are ready or conditionally ready for college-level math courses rate 16%, compared to the State average of 32%. In Hanford, programs that aid with homework and preparation for college are needed to help improve graduation rates. Although Hanford Elementary School District offers after-school programs for grades K through 6, there are currently no youth development or drug prevention programs, and the city offers no school-based after-school learning opportunities to students in grades 7 through 12.

According to the Kings Partnership for Prosperity, Progress, and Prevention's Health Assessment, 42% of Kings County 9th graders are overweight or obese, higher than the State average of 38%. In addition, just 52% of 7th graders are physically fit, compared to the State average of 61%. Through outreach to the Hanford Police Department, Hanford Joint Union High School District, Hanford Elementary School District, and the Boys & Girls Club of Sequoias, additional needs were identified:

- The need to reduce the number of youths outside the home immediately after school.
- The need to offer supplemental STEM education focused on hands-on learning with real-world applications that foster creativity and develop 21st-century skillsets.
- The need to provide evidence-based substance abuse prevention programs.

Project Scope:

To address the need for quality after-school programming for students in grades 7 through 12, The City of Hanford, in collaboration with the Boys & Girls Club of Sequoias, opened a Boys & Girls Club in the Coe Park Building in the heart of Census Tract 11. The Club, affiliated with the Boys & Girls Club of America (BGCA), will serve approximately 150 youth annually, be open Monday through Friday from 3 pm to 7 pm, and provide educational enrichment and evidence-based programming. The programs include:

- Substance abuse prevention and intervention programs:
  - Botvin LifeSkills Training: a groundbreaking substance abuse prevention program delivered in 30 sessions.
  - All Stars: a student-centered program to delay the onset of risky behaviors.
  - Keepin' It Real: a substance abuse prevention and social and emotional competency enhancing program that provides practical refusal skills.

- Programs that promote a healthy lifestyle:
  - Triple Play Health and Wellness Programs: a trio of programs designed to improve the overall health of members, ages 12-18, by increasing daily physical activity, teaching good nutrition, and helping develop healthy relationships.
  - Positive Actions: an evidenced-based program focused on self-improvement delivered in 6 units.

- Academic programs:
  - MyFuture: an online program focused on STEM, leadership, and the arts. Kids and teens learn new skills, connect with friends, and earn recognition and rewards.
  - Vex Robotics: an academic program that encourages creativity, teamwork, leadership, passion, and problem-solving among groups.

- Serve Corps: a service-based program designed to work on service projects and encourage academic achievement and civic responsibility.

The rationale for selecting these programs is based on the City's conversations with the Police Department and Hanford School Districts and the most recent Census and California Department of Education data that shows a need for educational programming that promotes healthy living. Currently, no youth programming offers these services, and the City lacks the experience necessary to operate these services, hence the decision to open a Boys & Girls Club in Hanford. The Boys & Girls Club staff assigned to the Hanford Club will have significant training in youth development and trauma-informed work with youth. They will be bilingual in Spanish/English and most will share a cultural background with the youth they serve. All staff will be selected with an emphasis on education, good character traits, relational skills, maturity, and specific experiences such as technology, sports, and recreation.

The City of Hanford has many partners. Here is a list of key partners and their roles:

- Boys & Girls Club of Sequoias: Providing staffing and program delivery.
- Kings Area Rural Transit (KART): Creating a new bus route to transport students to and from school to the Coe Park Building Monday through Friday.
- InnovEd: Providing STEM teacher training in project-based learning, Blended Learning and Technology, and STEM career pathway development.
- Fundraising Committee: Local businesses and influencers aiming to secure the resources needed to sustain the Hanford Boys & Girls Club beyond the grant-funded timeline.
- Metis Associates: Evaluating Club programming.

Target Population:

The Hanford Boys & Girls Club aims to serve 150 youth annually in grades 7 through 12. There are no inclusion criteria, and all students who are currently enrolled in the following Hanford public schools will be welcome.

- Hanford Joint Union High School District:
    - Hanford High School (1,542 students currently enrolled)
    - Hanford West High School (1,330 students currently enrolled)
    - Sierra Pacific High School (1,010 students currently enrolled)
    - Earl F. Johnson High School (106 students currently enrolled)
    - Hanford Online Charter School (140 students currently enrolled)
    - The Community Day School (13 students currently enrolled)

- Hanford Elementary School District:
  - John F. Kennedy Junior High School (591 students currently enrolled)
  - Woodrow Wilson Junior High School (610 students currently enrolled)

Staff at these schools, including School Resource Officers (SRO) provided by the Hanford Police Department, are encouraged to refer students to the Club.

Project Goals and Objectives:

All Club programs will focus on four overarching priority outcomes/goals:

1. Prevent youth substance and marijuana use.
2. Increase the academic success of Club members.
3. Increase healthy lifestyle choices of Club members.
4. Promote civic engagement and community service among Club members.

A detailed description of each goal and its accompanying objectives is provided below:

Goal 1: Prevent youth substance and marijuana use.

Objective 1.1: Six staff members will be trained in the Botvin LifeSkill Training, All Stars, and Keepin' It REAL drug prevention curricula. All staff will demonstrate mastery of each of the curricula, and 25% of the Club's operational time will be dedicated to prevention education.

Objective 1.2: At least 40 Club members will complete 30 lessons of the Botvin LifeSkills Program and demonstrate self-management, general social, and drug resistance skills.

Objective 1.3: At least 40 Club members will complete 10 lessons of the Keepin' It REAL program and be able to articulate refusal skills as evidenced by results from pre and post-surveys.

Objective 1.4: At least 3 guest speakers will provide educational seminars on the negative impacts of marijuana use.

Goal 2: Increase the academic success of Club members.

Objective 2.1: By the end of each school year, 60% of Club members will show an increase in overall GPA, as evidenced by the National Youth Outcome Initiative Survey, administered each March.

Objective 2.2: By the end of Year 3, 85% of Club members will show an increase or sustain an overall GPA of 3.0 or higher, as evidenced by the National Youth Outcome Initiative Survey, administered each March.

Objective 2.3: Six staff members will be trained in MyFuture, Career Launch, and the Diplomas to Degrees curricula and in the Key elements of Positive Youth Development.

Objective 2.4: At least 40 Club members will participate in the MyFuture program and develop an individualized plan to graduate high school, attend post-secondary education or trade school, and obtain a career pathway.

Objective 2.5: Club members will increase their involvement in educational activities during out-of-school time.

Objective 2.6: Plan and take one field trip per quarter with at least 30 Club members to a college, university, museum, and/or technology-based business.

Goal 3: Increase healthy lifestyle choices of Club members.

Objective 3.1: The Club will maintain an active membership roster of at least 50 youth ages 12-18 at the end of each quarter.

Objective 3.2: Six staff members will be trained in Triple Play and Positive Actions curricula.

Objective 3.3: By the end of each school year, at least 40 Club members will exercise daily, as evidenced by logs completed by members and turned in to staff each day for review.

Objective 3.4: A minimum of 40 Club members will complete all six units of the Positive Actions Program.

Objective 3.5: A minimum of 40 Club members will show improvements in their scores on the pre-tests and post-tests that accompany the Positive Actions Program curriculum.

Goal 4: Promote civic engagement and community service among Club members.

Objective 4.1: 75% of all Club members will participate in 8 hours of volunteer community service per quarter.

Objective 4.2: Cumulatively, the Club will generate 100 hours of volunteer community service per quarter.

Objective 4.3: At least 40 Club members will attend at least one City Council or Kings County Board of Supervisors meeting annually and write a one-page report on what they learned.

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 of the 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 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 Proposition 64 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 community-based organization, school district, probation department, code enforcement, environmental services? 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 on the harmfulness of cannabis through presentations, mentoring, and resiliency skills to youth, you might include "lead educational presentations to middle school and high school students and facilitate mentoring sessions covering resiliency and refusal skills" as an activity. For a project that is designed to hire a School Resource Officer to decrease on-campus cannabis-related behavioral incidents, the activity might be "serve as an on-campus mentor, law enforcement presence and referral resource for youth who have participated in such incidents." For a project that plans to increase the number of illicit cannabis plants eradicated within the county, the activity might be "Surveille seven potential unlicensed/illegal cannabis cultivation sites per year."
- Outputs:
  - The outputs section typically quantifies what happens as a result of the activities. For example, if the project accomplishes the activity of leading educational presentations to middle school and high school students and facilitate mentoring sessions covering resiliency and refusal skills, then the

output might be the number of youth who received those presentations and mentoring sessions. If the project sets out to hire a School Resource Officer, the output may be to have hired the School Resource Officer. If the project plans to increase the number of illicit cannabis plants eradicated within the county, the output may be the identify five unlicensed/illegal cannabis cultivation sites per year and eradicate 10,000 plants per site.

  - Questions you might ask yourself to identify outputs include: How many services is the project expected to deliver throughout the grant? How many middle school and high school students participated in the activities the project offers? How will I know when the activity accomplished what it set out to do (e.g., all youth were taught information on cannabis laws its effects on their body, as well as techniques on refusal; the number of youth with improved knowledge of the harmfulness of cannabis).
- 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 youth on the harmfulness of cannabis then the outcome might be things like decreased on-campus cannabis-related behavioral issues, improved knowledge and refusal skills. If your project hired a School Resource Officer with the goal of decreasing on-campus cannabis-related behavioral incidents, a short-term goal might be to increase youths' refusal skills and knowledge of harmfulness of cannabis, and the medium-term goal might be to establish mentoring sessions with youth identified as having participated in such incidents.
- Impacts:
  - How is the project expected to affect the 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 <u>beyond</u> the grant cycle.
  - Impacts are societal/economic/civic/environmental-focused and may be the same 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:

Inputs

Examples:
- Staff time for program development and monitoring
- Financial support (e.g., Proposition 64 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. code enforcement services, probation department, school district, etc.)
- Other (e.g., resources that are unique to your program, the region, state, etc.)

Activities

Examples:
- Case management
- Referral/linkages to substance use services
- Individual/group counseling
- Mentoring
- Life skills and resiliency training
- Educational presentations
- Code enforcement inspections
- Code enforcement workshops
- Surveillance of unlicensed/illegal cultivation sites
- Hire School Resource Officer

Outputs

Examples:
- 150 participants given case management services over the course of the grant
- 75 youth linkages to substance use services over the course of the grant
- 3 hours/week of individual/group counseling per youth until Individualized Service Plan is completed
- 50 life skills and workshops delivered over the course of the grant
- Bi-monthly mentoring sessions per youth who've had a cannabis-related behavioral incident
- 1,000 youth participated in educational presentations over the course of the grant
- 30 (15 licensees x twice a year) code enforcement inspections completed per year with licensed cannabis retailors
- 20 code enforcement staff trained workshop curriculum over the course of the grant
- Identify 10 unlicensed/illegal cultivation sites per year
- Eradicate 50,000 illicit cannabis plants per year

Outcomes

Examples:
- Increased linkages to case management and substance use services
- Increased life, resiliency and refusal skills
- Increased youth diversions from punitive law enforcement/school district actions
- Decreased on-campus cannabis-related behavioral incidents
- Increased youth perception of harmfulness of cannabis use
- Increased permitted operations in compliance with cannabis codes and regulations
- Increased identification of unlicensed/illegal cultivation sites
- Increased eradication of illicit cannabis plants

Impacts

Examples:
- Improved youth outcomes
  - > Academic
  - > Health status
  - > Long-term decrease in substance use
  - > Comfort with law enforcement
  - > Decreased rate of drug-related youth arrests/ citations
- Safer community through reduced code enforcement violations
- Improved environmental conditions in rural areas

Planned Work

Intended Result

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.

Inputs

- 6 staff from the Boys & Girls Club of Sequoias.
- Boys & Girls Club curriculum: Positive Actions, Botvin, All Stars, Keepin' It Real, Triple Play, MyFuture.
- Internal Boys & Girls data tracking systems.
- Use of the Coe Park Building.
- Transportation partnership with Kings Area Rural Transit (KART).
- Partnership with InnovEd.
- Partnership with Metis Associates, our external evaluator experienced with youth development
- Financial support from the Fundraising Committee made up of local business leaders and influencers.
- Referral network made up of Hanford schools' staff and school resources officers.

Activities

- Staff will be trained on all curricula and deliver instruction to enrolled Club members.
- Staff will administer pre- and post-tests when applicable; and carry out other data collection responsibilities as needed. For example, collecting community service logs, or administering an intake survey at registration.
- The Coe Park Building will be used for all Club activities and be outfitted with new furniture and technology needed for curricula.
- KART will transport students to the Coe Park Building from school.
- The fundraising committee will raise funds needed to extend the life of the Club when the grant funding ends.
- Teachers, administrators, and resource officers from Hanford Public Schools will refer students to the Club.
- Guest speakers will provide educational seminars on the negative impacts of marijuana use.

Planned Work

Outputs

- The Club will maintain an active membership roster of at least 50 youth at the end of each quarter.
- All staff will demonstrate mastery of each of the curricula.
- 25% of the Club's operational time will be dedicated to prevention education.
- 40 youth will complete 30 lessons of the Botvin LifeSkills Program.
- 40 youth will complete 10 lessons of the Keepin' It REAL program.
- 40 youth will complete the Positive Actions Program and show post-test improvements.
- 40 youth will participate in the MyFuture program.
- 30 youth will take one field trip per quarter.
- By the end of year 1, 40 youth will be exercising daily.
- The Club will generate a total of 100 community service hours per quarter.
- 75% of all Club members will participate in 8 hours of service per quarter.
- 40 youth will attend a civic government meeting.

Outcomes

- Youth will increase their involvement in educational activities during out-of-school-time.
- Staff will acquire institutional knowledge about each of the curricula and will be able to turnkey to any new staff.
- Youth will demonstrate self-management skills, general social skills, and drug resistance skills.
- Youth will be able to articulate refusal skills.
- Youth will be able to practice self-improvement techniques.
- Youth will develop an individualized plan to graduate from high school, attend post-secondary education, trade school, and a career pathway.
- Youth will be exposed to colleges, universities, museums, and technology-based businesses.
- Increased youth knowledge of healthy living.
- Youth will increase their GPA.
- Youth will be informed on issues impacting their community.

Impacts

- Improved youth outcomes:
  - > Academic: test scores, grades, graduation rates, college acceptance/enrollment rates.
  - > Health: lower obesity rates
  - > Long-term decrease in substance abuse.
  - > Decrease rate of drug-related youth arrests/citations.

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 during the course of the project? What was the intensity of activities or services (e.g., how many educational presentations were offered, how many code inspections or surveillance events occurred)? Did the activities offered align with the expected activities?
- Who were the target(s) of the activities that were offered (e.g., how many youth were taught about cannabis and its harmfulness, as well resiliency and refusal skills? How many youth received case management services? How many licensees were educated on local codes and regulations)? 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 youth engaged in individual/group mentoring, or number of unlicensed/illegal cultivation sites identified.
- What data sources will you use for each data element? Some possibilities include document review/checklists, case management information system or law enforcement/code 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. youth, parent, community members):
    - 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., code enforcement, investigations, 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 will 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?
- How will all quantitative and qualitative process data will be analyzed? Include a description of the statistical tools 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.).

For example:

Input/Resource/Activity/Output	Data Element(s)	Data Source(s)	Frequency of Data Collection
Provide 150 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
Educate 1,000 youth on the harmfulness of cannabis through educational presentations	# of 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
Offer 3 hours of individual/group counseling per week	# of hours of counseling	Service calendar	Annually throughout duration of grant
Hire and train one School Resource Officer	School Resource Officer has been hired	Employment records	Annually throughout duration of grant
30 (15 licensees x twice a year) code enforcement inspections completed per year with licensed cannabis retailors	# of code enforcement inspections completed	Code Enforcement service tracking system, code–enforcement duty logs	Each time an inspection occurs throughout duration of grant
Identify 10 unlicensed/illegal cultivation sites per year	# of surveillance event completed; # of sites identified with illicit cannabis plants	Law Enforcement/Code Enforcement service tracking system	Each time a surveillance event occurs and each time a site is identified throughout duration of grant
Eradicate 50,000 illicit cannabis plants per year	# of illicit cannabis plants identified and eradicated	Law Enforcement/Code Enforcement service tracking system, environmental logs	Each time illicit cannabis plants are identified and eradicated
Extent to which project was successfully implemented	Facilitators to implementation Barriers to implementation	Discussions with staff during staff meetings	Biannually throughout duration of grant

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 School Resource Officer," your outputs might be "number of School Resource Officers hired" and "number of School Resource Officers trained." In this case, you do not necessarily need a separate row for each of those three 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 School Resource Officer" and "train one School Resource Officer". Instead, you could just include rows for "number of School Resource Officers hired" and "number of School Resource 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.

Input/Resource/Activity/Output	Data Element(s)	Data Source(s)	Frequency of Data Collection
Maintain an active membership roster of at least 50 youth ages 12-18.	Average quarterly enrollment.	Boys & Girls staff will maintain attendance logs.	Enrollment will be tracked on a rolling basis; averages will be computed quarterly.
Maintain an average daily attendance of at least 25 young people.	Average quarterly daily attendance.	Boys & Girls staff will complete enrollment/registration logs.	Attendance will be taken daily; averages will be computed quarterly.
Train all staff on each of the curricula.	# of staff trained.	Boys & Girls staff will supply proof of completion.	Initial cohort of Club staff will be trained at the beginning of the year, with new staff trained on a rolling basis.
25% of the Club's operational time will be dedicated to prevention education.	# of activities offered to youth dedicated to prevention education.	Boys & Girls staff will maintain daily activity logs.	Activities will be tracked daily and reviewed at the end of each quarter.
25% of the Club's operational time will be dedicated to educational programs and career training.	# of activities offered to youth dedicated to educational programs and career training.	Boys & Girls staff will maintain daily activity logs.	Activities will be tracked daily and reviewed at the end of each quarter.

Input/Resource/Activity/Output	Data Element(s)	Data Source(s)	Frequency of Data Collection
40 youth will complete 30 lessons of the Botvin LifeSkills Program.	# of youth completing the program.	Boys & Girls staff will track lessons completed.	Lessons will be tracked as students complete them and reviewed at the end of each year.
40 youths will complete 10 lessons of the Keepin' It REAL program.	# of youth completing the program.	Boys & Girls staff will track lessons completed.	Lessons will be tracked as students complete them and reviewed at the end of each year.
40 youth will complete 6 units of the Positive Actions Program.	# of youth completing the program.	Boys & Girls staff will track lessons completed.	Lessons will be tracked as students complete them and reviewed at the end of each year.
40 youth will participate in the MyFuture program.	# of youth participating in the program.	Boys & Girls staff will compile program rosters.	Students will enroll in MyFuture on a rolling basis; # of students enrolled will be reported at the end of the year.
30 youth will take one field trip per quarter.	# of youth participating in at least one field trip.	Field trip chaperones will document attendance.	Attendance will be taken for each field trip, and the # of unduplicated youth will be reported at the end of each quarter.
The Club will generate a total of 100 community service hours per quarter.	# of community service hours completed by **all** Club members.	Boys & Girls staff will complete community service logs.	Service hours will be tracked on a rolling basis; totals are calculated at the end of each quarter.
75% of all Club members will participate in 8 hours of service per quarter.	# of community service hours completed by **each** Club member	Boys & Girls staff will complete community service logs.	Service hours will be tracked on a rolling basis; totals are calculated at the end of each quarter.
40 youth will attend a civic government meeting.	# of youth that attended at least one government meeting.	Students will report their meeting attendance to Boys & Girls staff.	Boys & Girls staff will compile attendance lists and the # of unduplicated youth will be reported at the end of each year.

The process evaluation research design will be a mixed methods approach. While much of the data collected will be quantitative and involve activity logs and attendance sheets, a staff survey will be administered to provide further information about program implementation. For the most part, however, the burden of data collection will fall on the staff of the Hanford Boys & Girls Club. They will be responsible for tracking data daily and will keep records of programmatic activities, field trips, daily attendance, and attendance at required community events (government meetings). A detailed monitoring report will be submitted to the City of Hanford on a quarterly basis and will consist of the following components:

1. Average attendance and enrollment for the quarter.
2. Number of service hours completed for the quarter.
3. Percentage of operational time dedicated to educational and career training.
4. Percentage of operational time dedicated to health education and substance abuse prevention training.
5. Field trips to nearby colleges, universities, museums, and technology-based businesses taken during the quarter.

The City of Hanford oversees the project, and overall decision-making around program operations will be made based on the results of the quarterly monitoring reports. If, at any time, the monitoring plan shows an area where goals have not been met, the City and the Boys & Girls Club will create an action plan to address the deficiencies. For example, if the average quarterly attendance is less than 25 or the average quarterly enrollment is less than 50, the City will begin an outreach program, in coordination with both of the Hanford School Districts, to notify families of the availability of the program. Similarly, if the monitoring plan shows that less than 25% of the operational time is dedicated to educational and career training or health education and substance abuse prevention training, the City and the Boys & Girls Club will create a detailed schedule for the next quarter that dedicates enough time to each of these areas. Ultimately, the quarterly monitoring plan and ensuing actions ensure the project will be implemented with fidelity.

Frequencies and descriptive statistics will be used to analyze program implementation data. Qualitative data pertaining to program implementation will be analyzed to pull out any common themes or recommendations for improvement.

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, agency, or community level?
- Was there anything you learned during the process evaluation that might explain outcomes? For example, if you hired a School Resource Officer but then had difficulty retaining that officer, does it explain why you were able to educate, mentor and refer fewer youth than expected?

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 youth perception of the harmfulness of cannabis." Or "increased identification of unlicensed/illegal cultivation sites."
- What is your definition of the outcome? For example, to define "increased youth perception of the harmfulness of cannabis," you might specifically look for changes in youths' level of knowledge of the physical and mental effects of cannabis use on their body by comparing levels of knowledge before (pre) the educational presentations/curriculum and after (post) the educational presentations/ curriculum was delivered. To define "increased identification of unlicensed/illegal cultivation sites," you might look for changes in the number of identified sites before (pre) the additional surveillance and resources were used 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 cannabis curriculum knowledge-based assessment, or ask for perceptions of how much each youth understood the physical and mental effects of cannabis use before and after the presentation/curriculum? When measuring increased identification of unlicensed/illegal cultivation sites, will you track identification results based on an internal law enforcement service tracking system which has the number of sites identified before and after new/additional surveillance and inspections 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 youth perception of harmfulness of cannabis teaching might be to increase youths' level of knowledge of the physical and mental effects of cannabis use on their body. Will you measure youth knowledge and skills 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 School Resource Officer (SRO), your goal might be to decrease on-campus cannabis-related behavioral incidents. You could measure the number of incidents after you hire the SRO; but an even better test of your project would be to measure the number of incidents before and after you hire the officer. This would better demonstrate the change that resulted from your project.
    - Lastly, should you want to increase identification of unlicensed/illegal cultivation sites in your county, measuring the number of identified sites before and after allotting additional resources to those efforts would be the ideal way to determine if the change (increase) seen was a result of these efforts and not some outside influence such as a county requirement or other funds outside of this grant?
- 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. youth, parent, community members):
    - What is the estimated number of participants 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 mentoring sessions, 25 hours of community services, not cannabis use)?
- For project components that *do not* involve participants:
    - What are the estimated number of activities/services accomplished?
    - 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. one surveillance session is done of an unlicensed/illegal cultivation site, an investigation is opened, all illicit cannabis plants are identified and eradicated; one code enforcement inspection is done of a licensee, identified violations are documents and a final inspection is done to ensure those violations are resolved within one month)?
- 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., 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?

For example:

Outcome	Definition	Data Source(s)	Frequency of Data Collection
Increased youth perception of harmfulness of cannabis use	Increases in youths' level of knowledge of the physical and mental effects of cannabis use on their body, pre- to post curriculum/presentation	Pre- and post-curriculum/ presentation test; curriculum will be selected that have a built-in modules on effects of cannabis on physical and mental wellness as well as a knowledge check	Before and after each curriculum/presentation session, throughout the duration of the grant
Increased life, resiliency, and refusal skills	Increases in youths' levels of life, resiliency, and refusal skills, pre- to post curriculum and mentoring	Pre- and post-curriculum test and mentoring sessions; curriculum will be selected that have a built-in life, resiliency, and refusal skills checks	Before and after each curriculum session, before initial mentoring session begins and at 6 month check-in session and throughout the duration of the grant
Decreased on-campus cannabis-related behavioral incidents	Middle School students' reported cannabis-related behavioral incidents before a SRO was hired & posted on campus and compared to after SRO was hired & posted	School district student tracking system, law enforcement service tracking system	Before hiring a SRO and after hiring a SRO, semester/ quarterly-throughout duration of grant
Increased permitted operations in compliance with cannabis codes and regulations	Number of cannabis licensees with & without active violations (at baseline, before hiring an additional code enforcement officer and compared to each year after the code enforcement officer was hired)	Code enforcement/ law enforcement service tracking system	Before hiring an additional code enforcement officer and after hiring an additional officer, quarterly-throughout duration of grant

Increased identification of unlicensed/illegal cultivation sites and increased eradication of illicit cannabis plants	Number of unlicensed/illegal cultivation sites identified & illicit cannabis plants eradicated and compared to each year after additional grant resources were allotted (surveillance, vehicles, employees)	Code enforcement/ law enforcement service tracking system	Before the start of the grant (baseline year) and quarterly-throughout duration of grant

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

Outcome	Definition	Data Source(s)	Frequency of Data Collection
Increased academic success of Club members.	By the end of each school year, 60% of Club members will show an increase in overall GPA.	National Youth Outcome Initiative Survey.	An online survey will be administered each March.
	By the end of Year 3, 85% of Club members will show an increase or sustain an overall GPA of 3.0 or higher.	National Youth Outcome Initiative Survey.	An online survey will be administered each March.
Increased understanding among Club members about what it takes to graduate high school.	40 Club members will develop individualized plans to graduate from high school through the MyFuture program.	Boys & Girls staff will keep track of all individualized plans.	Students will develop their plans on a rolling basis; the number of individualized plans will be reported at the end of the year.
Club members will exercise regularly and practice healthy lifestyle choices.	By the end of Year 1, 40 youth will be exercising daily	Boys & Girls staff will maintain exercise logs.	Exercise will be tracked daily, and the number of Club members who exercise daily

Outcome	Definition	Data Source(s)	Frequency of Data Collection
			will be reported at the end of Year 1.
Club members will demonstrate self-management general social, and drug resistance skills.	By the end of Year 1, 40 youths will complete the Botvin LifeSkills Program, as evidenced by their post-test scores.	Pre- and post-test surveys at the end of each lesson.	Data will be collected at the end of each lesson and compiled by Boys & Girls staff at the end of the program.
Club members will be able to articulate refusal skills.	By the end of Year 1, 40 youth will complete the Keepin' It REAL Program as evidenced by their post-test scores.	Pre- and post-test surveys at the end of each lesson.	Data will be collected at the end of each lesson and compiled by Boys & Girls staff at the end of the program.
Club members will be able to practice self-improvement techniques.	By the end of Year 1, 40 youth will complete the Positive Actions Program as evidenced by their post-test scores.	Pre- and post-test surveys at the end of each unit.	Data will be collected at the end of each lesson and compiled by Boys & Girls staff at the end of the program.
All staff will demonstrate mastery of each of the curricula.	Staff will feel confident in their ability to deliver each selected curriculum.	Staff survey.	Administered each spring.
Youth will be informed on issues impacting their community.	By the end of Year 1, 40 youth will attend at least one government meeting and write a one-page report on their learnings/observations.	One-page reports on public meeting observations.	Youth will turn in their reports on a rolling basis, and Boys & Girls staff will compile them all at the end of each year.

The outcome evaluation research design will be a mixed methods approach. Much of the data collected will be quantitative and involve the analysis of the National Youth Outcome Survey along with pre- and post-tests. However, a staff survey will provide further information about the program's impact. Additional student outcomes may be gleaned from their attendance at local government meetings and the accompanying one-page reports that they are required to turn in to Boys & Girls staff.

Research questions:

1. How does the Hanford Boys & Girls Club prevent youth substance and marijuana use?
   a. What percentage of the Club's operational time is dedicated to prevention education?
   b. Do staff exhibit mastery of the following drug prevention curricula: Botvin LifeSkill Training, All Stars, and Keepin' It Real?
   c. Do youth demonstrate self-management, general social, and drug resistance skills?
   d. Do youth improve their ability to articulate refusal skills?
   e. Are guest speakers invited to the Club to talk to members about the negative effects of marijuana use?

2. How does the Hanford Boys & Girls Club increase the academic success of its Club members?
   a. Do Club members provide academic information upon registration?
   b. Do Club members improve their overall GPA over the course of program enrollment?
   c. Do staff exhibit mastery of the following supplemental educational curricula and programs: MyFuture, Career Launch, Diplomas to Degrees curricula, and the Key elements of Positive Youth Development?
   d. Do Club members develop individualized plans to graduate from high school, attend post-secondary education, trade school, and a career pathway?
   e. Do Club members increase their involvement in educational activities during out-of-school time?
   f. Are Club members exposed to colleges, universities, museums, and/or technology-based businesses?

3. How does the Hanford Boys & Girls Club encourage its members to choose healthy lifestyles?
   a. Does the Club maintain an adequate amount of enrollments each quarter?
   b. Do staff exhibit mastery of the Triple Play and Positive Actions curricula?
   c. Do Club members exercise daily?
   d. Do Club members understand and demonstrate self-improvement skills?

4. How does the Hanford Boys & Girls Club promote civic engagement and community service among its members?
    a. Do individual Club members participate in 8 hours of volunteer community service per quarter?
    b. Does the Club generate at least 100 service hours per quarter?
    c. Do Club members attend at least one City Council or Kings County Board of Supervisors meeting annually?

The Hanford Boys & Girls Club expects to maintain a membership of 50 youth ages 12-18 at any given time throughout the school year. Additionally, the Club expects at least 25 members to attend activities daily. Criteria for determining success include participating in and passing each curriculum provided. This may mean improving pre- and post-tests or passing a mastery test at the end of each program. Students will not exit from the program until they graduate high school. Each curriculum is leveled appropriately depending on grade level. Ultimately, if a student graduates from high school, that can be considered successfully exiting the project.

Frequencies and descriptive statistics will be used to analyze data related to program impact. In some cases, paired-sample t-tests may be used to analyze pre- and post-tests. Qualitative data gleaned from a survey of Boys & Girls staff will be analyzed to identify patterns and draw conclusions related to program impact. Open-ended survey questions will be compiled and coded according to theme and a list of recommendations will be generated based on their feedback. The City will monitor any interventions introduced in the Hanford school districts that may confound the results of this evaluation.