

A photograph of the California State Capitol dome and part of the building, set against a clear blue sky. The dome is white with a dark, ribbed top. The building has classical architectural features like columns and arches.

Proposition 64 Public Health & Safety Grant Program

Cohort 4
Local Evaluation Plan Workshop
September 15, 2026

Between Cohort 1 and Cohort 2 (October 2020 – April 2024),
how many illegal cannabis plants were eradicated by grantees?

- ◆ 1 = 557,263
- ◆ 2 = 960,471
- ◆ 3 = 1,205,553
- ◆ Place your guess in the chat

1,205,553

illegal cannabis plants were eradicated between October 2020 and April 2024 by Prop 64 grantees.

That's an average of nearly **900 plants every day** for more than 1,300 consecutive days!

WEBINAR GUIDELINES: AI SUMMARIZATION & ENGAGEMENT

- ◆ **Use of AI-based summarization tools such as Otter.ai, Fireflies, etc. to assist with note-taking is permitted, but please remember:**
 - ◆ Summarization tools may not fully or accurately represent the discussion, decisions, or processes covered in this webinar.
 - ◆ You are responsible for understanding and accurately responding to the content presented today. What is shared is the official source of information—not what an AI tool generates.
 - ◆ We encourage you to be fully present and actively engaged throughout the session.

WEBINAR GUIDELINES: LEP & LER GUIDELINES

Responsibility for Report Content

- ◆ The lead reporting agency is solely responsible for the accuracy, completeness, and integrity of the information provided in the submitted report. By submitting the report, the lead agency affirms that all data, findings, and statements contained therein are accurate to the best of its knowledge and have been reviewed and approved by the appropriate personnel within the agency. Any errors or omissions are the responsibility of the lead reporting agency.

WEBINAR GUIDELINES: LEP & LER GUIDELINES

Use of Artificial Intelligence (AI)

- ◆ If artificial intelligence (AI) tools are used in the preparation of any portion of the plan or report, the lead agency remains fully responsible for verifying the accuracy and appropriateness of the content generated. AI-generated content must be reviewed and edited by agency staff to ensure it aligns with program goals, reporting requirements, and applicable standards.
- ◆ The use of AI must not compromise data integrity, confidentiality, or compliance with any grant terms. Sensitive, personally identifiable, or confidential information must not be entered into AI tools that do not guarantee secure handling of such data. Agencies are expected to exercise sound judgment and adhere to all relevant data protection and privacy requirements when using AI in report development.

PURPOSE STATEMENT

- ◆ By the end of today's workshop, the newest cohort of Prop 64 grantees will know the required components of a Local Evaluation Plan and be able to apply practical tools to develop an evaluation plan for their grant-funded project.

TODAY'S LEARNING OBJECTIVES



Describe the purpose of an evaluation plan



Identify specific ways in which evaluation serves your program's needs and goals (What's in It for YOU?)



Extract measurable metrics to track progress towards achieving program goals & objectives



Locate resources related to data collection, reporting, and program evaluation, as well as the LEP Template & LEP/LER Guidelines.



Develop an evaluation plan that will serve as a roadmap for your project and the framework for reporting program outcomes/impact in the LER

PRIOR EXPERIENCE WITH PROGRAM EVALUATION

- ◆ How familiar are you with conducting program evaluation?
 - ◆ 1= No experience
 - ◆ 2 = Some experience
 - ◆ 3 = I have written an evaluation plan and/or report before
 - ◆ 4 = I'm an evaluator
- ◆ Drop your rating in the chat!

PRIOR EXPERIENCE WITH PROGRAM EVALUATION

◆ **If you responded with a 1 or 2 (less experience)...**

- ◆ What do you think “program evaluation” entails?
- ◆ What do you think is the purpose of an evaluation plan?
- ◆ What do you expect to learn or gain by evaluating your Prop 64-funded project?

◆ **If you responded with a 3 or 4 (more experience)...**

- ◆ How has program evaluation served your agency’s needs and/or program goals?
- ◆ What is something valuable you’ve learned about writing an Evaluation Plan?

WHY ARE EVALUATIONS IMPORTANT

- ◆ Demonstrate the effectiveness of the project
- ◆ Provide accountability for the use of grant funds
- ◆ Add to the body of knowledge about the issue
- ◆ Ensure long term goals are met

WHY ARE QUALITY LEPs AND LERs IMPORTANT

- ◆ Communicate effectiveness of funded projects
- ◆ A good evaluation starts with a good plan
- ◆ Having an evaluation plan is a best practice

ABOUT OUTSIDE EVALUATORS

◆ **Benefits:**

- ◆ Provide evaluation expertise
 - ◆ Can guide local evaluation throughout project
 - ◆ May improve evaluation objectivity
 - ◆ Additional resource for planning and data analysis
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- ◆ *If hiring an evaluator is a viable option for you, we encourage you to do so at the earliest stage possible!*

LOCAL EVALUATION PLAN (LEP)

- ◆ **Purpose:** Ensure that achievement of the project's goals and objectives can and will be assessed.

- ◆ **Due: November 20, 2026**

- ◆ **Resources:**

- ◆ LEP/LER Guidelines
- ◆ LEP Template

- ◆ **Minimum Requirements:**

- ◆ Cover Page
- ◆ Project Overview
- ◆ Data Collection Plan
- ◆ Data Management
- ◆ Data Analysis and Reporting Plan
- ◆ Goal Achievement (LER only)
- ◆ Grantee Highlight (LER only)
- ◆ AI Use Disclosure

LEP – COVER PAGE & PROJECT OVERVIEW

- ◆ Cover Page
 - ◆ Identify the project, Agency & Associated Grant
- ◆ Project Overview (2 pages)
 - ◆ Activities, Service, Interventions, Purchasing Plans
 - ◆ Related to Goals & Objectives
 - ◆ Help the reader understand the project
 - ◆ Not the project need

LEP – DATA COLLECTION PLAN

Data Collection Plan

- ◆ Each project goal will have its own table of “Data Elements” (3 goals = 3 separate tables).

Data Collection Plan for Goal X (Table Template)

Goal X:				
Objective a:				
Objective b:				
Objective c:				
Objective d:				
	<u>Data Elements</u>	<u>Data Sources</u>	<u>Frequency of Collection</u>	<u>Target</u>
1.				☐ Goal ☐ Objective(s):
2.				☐ Goal ☐ Objective(s):
3.				☐ Goal ☐ Objective(s):

LEP – DATA COLLECTION PLAN

- ◆ **Data element**: Describe the information, values, or records you'll collect that will inform progress towards your goals & objectives.
 - ◆ DO NOT write “qualitative” and/or “quantitative data.”
 - ◆ DO NOT re-state goals/objectives or list activities/events/services.
- ◆ **Data source**: Describe where, what, or from whom the information (“data elements”) were obtained.
- ◆ **Frequency of data collection**: Describe how often the information (“data elements”) will be collected.
- ◆ **Target**: Identify which goal and/or objective(s) the data element(s) will measure progress for.

LEP – DATA COLLECTION PLAN (LEP SAMPLE)

Goal 3: To stabilize and reduce recidivism of justice involved individuals with moderate to severe or persistent mental illness and co-occurring disorders through housing supports.

Objective a: 75% of participants will exit THU to permanent housing.

Objective b: Decrease the target population recidivism rate from 45% to 40%.

<u>Data Elements</u>	<u>Data Sources</u>	<u>Frequency of Collection</u>	<u>Target</u>
1. Residential status (homeless, transitional housing, permanent housing, etc.)	BHSD housing database	Quarterly	☐ Goal ☒ Objective(s): a
2. Convictions of a new misdemeanor or felony after moving into a transitional housing unit	Santa Clara County Probation Department	Annually	☒ Goal ☒ Objective(s): b
3. Convictions of a new misdemeanor or felony after moving out of transitional housing into permanent housing	Santa Clara County Probation Department	Annually	☒ Goal ☒ Objective(s): a, b
4. Conviction/recidivism rates for all probationers with moderate-severe mental illness and co-occurring disorders.	Santa Clara County Probation Department	Annually	☐ Goal ☒ Objective(s): b

LEP – DATA COLLECTION PLAN: INTERACTIVE EXAMPLE

Goal 2:	Prevent youth cannabis use and promote healthy development.			
Objective a:	Deliver evidence-based youth prevention programming in schools and community settings.			
Objective b:	Provide trauma-informed and culturally relevant support.			
Objective c:	Strengthen parent/caregiver knowledge, communication, and community norms that discourage underage cannabis use.			
Data Element		Data Source	Frequency of Collection	Target
1.	# of schools/youth programs implementing evidence-based curricula, # of youth reached through curricula and youth leadership groups, # of youth-led prevention campaigns conducted; youth survey results; protective factor scores	Program management database, Outreach logs, Youth sign-in sheets, youth pre/post-surveys, California Healthy Kids Survey, PFS survey	Monthly; surveys at intake and exit	☒ Goal 2. ☒ Objective(s): a.
2.	# of school staff and youth-serving providers trained in trauma-informed approaches, # of culturally relevant materials developed and distributed, # of attendees at culturally relevant workshops	Training attendance logs, Material development and distribution logs, Workshop outreach materials and follow-up surveys	Collected yearly	☐ Goal: ☒ Objective(s): b.
3.	# of parent/caregiver education sessions held, # of parent/caregiver attendees; Parent/caregiver survey results	Program management database, Education event sign-in sheets, Outreach logs, parent/guardian pre/post-surveys	Collected quarterly	☐ Goal: ☒ Objective(s): c.

LEP – DATA MANAGEMENT

- ◆ Data Management (1 page)
 - ◆ Who implements your data collection plan(s)?
 - ◆ Describe data sharing agreements (if any)
 - ◆ How will you monitor data collection?
 - ◆ How will you make adjustments (if necessary)?
 - ◆ How will you know if anything is missing?
 - ◆ Where are you keeping your data once collected?

LEP – DATA ANALYSIS & REPORTING

- ◆ Data Analysis and Reporting (1 page)
 - ◆ Who will analyze the data?
 - ◆ A project staff member? Outside Evaluator?
 - ◆ How will your data show progress towards your goals?
 - ◆ Analytical tools being used (e.g. excel, SPSS, SAS, R).
 - ◆ Who will write the LER?

LEP – AI USE DISCLOSURE

◆ **Responsibility for Report Content**

- ◆ By submitting the report, the lead agency confirms that all information is accurate, complete, and approved by appropriate staff. The lead agency is solely responsible for any errors or omissions.

◆ **Use of Artificial Intelligence (AI)**

- ◆ If AI is used to help prepare a plan or report, the agency must review and verify all AI-generated content, ensure it meets program and reporting standards, and protect data integrity and confidentiality. Sensitive information should not be entered into unsecured AI tools, and agencies must follow all relevant privacy and grant requirements.

WHAT'S IT ALL FOR?

Local Evaluation Report (LER)

LOCAL EVALUATION REPORT

◆ Purpose:

- ◆ Assess the degree to which the project was able to achieve its goals and objectives.
- ◆ Explain any pivots or deviations from the plan in the LEP.

◆ Based on the original Local Evaluation Plan.

◆ Due by **December 31, 2031, 5:00 PM PST**

◆ Minimum Requirements:

- ◆ Cover Page
- ◆ Project Overview – related to impacts on goal achievement
- ◆ Goal Achievements
- ◆ Discussion
- ◆ Grantee Highlight
- ◆ AI Use Disclosure
- ◆ Appendix (Optional)

COLLECTION OF ETHNIC ORIGIN, ETHNICITY, OR RACE DATA

- ◆ GC 8310.5 – Required (Separate collection categories)
 - ◆ Asian – Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, and Other
 - ◆ Pacific Islander – Native Hawaiian, Guamanian, Samoan, and Other
- ◆ GC 8310.9
 - ◆ Individuals have the option to designate multiple ethnic and racial designations.
 - ◆ These multiple designations are represented in any tabulated or reported race and ethnicity data.

ETHNIC ORIGIN, ETHNICITY, OR RACE

Participant: _____

Instructions: Mark ALL boxes that apply. You may report more than one race/ethnicity group.

☐ **AMERICAN INDIAN OR ALASKAN NATIVE**

☐ **ASIAN** – Provide details below.

☐ Chinese

☐ Japanese

☐ Filipino

☐ Korean

☐ Vietnamese

☐ Asian Indian

☐ Laotian

☐ Cambodian

☐ Other – Specify below (one letter per box).

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☐ **BLACK OR AFRICAN AMERICAN**

☐ **HISPANIC, LATINO, OR SPANISH**

☐ **MIDDLE EASTERN OR NORTH AFRICAN**

☐ **NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER** – Provide details below.

☐ Native Hawaiian

☐ Samoan

☐ Guamanian

☐ Other – Specify below (one letter per box).

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☐ **WHITE**

☐ **OTHER ETHNIC ORIGIN, ETHNICITY, OR RACE** – Print below (one letter per box).

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TIPS AND SUGGESTIONS (SEE HANDOUTS)

- ◆ Prop 64 Webpage
- ◆ Local Evaluation Plan
- ◆ Template
- ◆ Local Evaluation
- ◆ Plan/Report Guidelines
- ◆ Data Collection Tips
- ◆ Evaluation Resources
- ◆ Evaluator Roles
- ◆ Race and Ethnicity Form
- ◆ Evaluation Resources

TECHNICAL ASSISTANCE IS AVAILABLE!

- ◆ What is Technical Assistance (TA)?
 - ◆ “Office hours” for help with fulfilling BSCC reporting requirements (QPRs, LEPs, LERs, etc).
 - ◆ Get assistance, clarifications, and ask about unique situations impacting reporting requirements.
 - ◆ Available upon request ([email Prop 64 C4 Inbox or Research staff](#))
- ◆ *Before requesting TA, make sure to review:*
 - ◆ QPR/LEP workshop recording(s)
 - ◆ Data Reporting Guide
 - ◆ LEP/LER Template & Guidelines
 - ◆ C4 Grantee Resources Tab



Questions?