# Local Evaluation Plan Guide

Most BSCC grants require the grantee to perform an evaluation of how the funds were utilized and whether the original goals for the funds were met. The evaluation is 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. We use this information to better understand how scarce 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 requires each grantee to submit two documents: one close to the start of the grant period, the Local Evaluation Plan (LEP), that describes how each grantee plans to conduct the evaluation, and one near the end of the grant period, the Local Evaluation Report (LER) that sums up the results of the evaluation.

This template provides guidance for writing the LEP for the project. The following sections outline the key elements of each LEP:

1. **Cover Page**

The cover page provides information to identify the grant, the individual grant recipient, LEP authors, date submitted, and the funding period.

1. **Project Background**

In this section, you will provide an overview information essential to understanding the nature of and motivation for the project (i.e., the programs, services, and activities supported by the grant), and identify the purpose and general scope of the evaluation.

1. **Project Logic Model**

You will create a visual depiction of the project. The logic model summarizes how the project operates, including resources you need (e.g., funding, staff/volunteers); the core project activities (e.g., “provide case management services”); and the intended outcomes of the project (e.g., “reduce levels of violent crime in the service area”). Developing the logic model will also help form the backbone of the evaluation.

1. **Project Evaluation Matrix/Narrative**

The evaluation matrix will serve as a tool for planning and organizing the process and outcome evaluations. This table will include one row for each process and outcome evaluation question, as well as columns for the indicators, data sources, and data collection methods/frequency. You will also provide a short 1- to 2-page narrative to further explain your evaluation methods, analysis plans, etc.

1. **Appendices (optional)**

Supplemental materials used during the project evaluation – these are not required.

California Violence Intervention and Prevention Grant Program

Local Evaluation Plan

Submitted By:

(Type Grantee Name Here)

Prepared By:

(Type the name of the individual/s or entity (e.g., external evaluator) who prepared/developed the report)

Date:

(Type the date the LEP was/will be submitted to the BSCC)

Cohort Number:

(Type your Cohort # here)

Project Period:

(Either July 1, 2022-December 31, 2025 OR October 1, 2022-December 31, 2025)

# 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? Include information on:
	+ the problem(s) that the project is intended to address and/or the need(s) within the community;
	+ the history of the grantee in the community;
	+ the purpose of the project as it relates to the identified problem(s)/need(s) and the grantee; and
	+ other similar services available within the community.
* What is the scope of the project?
	+ Is there one component (i.e., substance use treatment, hospital-based intervention, etc.), or are there multiple components?
	+ Is there one set of services that everyone receives or are services varied by individual?
	+ If multiple services are offered, how will you decide which services are given?
	+ What activities and/or services will the project provide?
* Who is the target population of the project? Is it aimed at individuals of specific ages or backgrounds? How many participants is the project expected to serve?
* What are the project’s goals and objectives (these were the ones you outlined in the application and contract for the grant)?
	+ Goals are defined by broad statements of what the project intends to accomplish, representing long-term intended outcomes of the project.
	+ Objectives are defined by statements of specific, **measurable** aims of project activities. Objectives detail the tasks that must be completed to achieve the goals.
	+ Examples:
		- **Goal:** Reduce violent activities/crimes in participants.
			* **Objectives:** 1) Conduct street outreach within the community; 2) Give risk/needs assessments to 100% of enrolled participants; 3) Provide case management, anger management classes, and access to mental health services when needed.
		- **Goal:** Reduce poverty in target area.
			* **Objectives:** 1) Provide life skills/job training to all participants; 2) Help secure gainful employment for at least 70% of participants.
		- **Goal:** Reduce recidivism.
			* **Objectives:** 1) Provide all clients with case management; 2) Give access to transitional housing when needed; 3) Provide mentoring services to all participants.

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 project and the activities that the project offers. It also depicts how these project activities are expected to contribute to the project’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.

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.
	+ CalVIP funds and match funds are one resource. Are you drawing on other in-kind donations? Will you be partnering or contracting with another agency, such as for data collection (schools, local/state/federal law enforcement databases, etc.) or to provide services?
* Activities:
	+ What does the project do with the inputs or services (in alignment with the project goals)?
	+ For example, for a project that is designed to reduce violent activities/crime in participants, you might include “mental health treatment” as an activity. For a project that is designed to improve employment outcomes, one of the activities might be “job training”.
* Outputs:
	+ The outputs section typically quantifies what happens as a result of the activities. For example, if the project accomplishes the activity of providing case management, then the output might be the number of participants who received case management. If the project set out to provide job training, the output may be the number of participants who received job training and/or the number of hours of training that were provided.
	+ Questions you might ask yourself to identify outputs include: How many services is the project expected to deliver throughout the grant? How many individuals participated in the activities the project offers? How will I know when the activity accomplished what it set out to do (e.g., total participants receiving mental health treatment; the number of participants with gainful employment increased).
* 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; typically observable over weeks or a couple months.
		- Medium-Term: occur during the grant cycle; typically observable over several months or years.
		- If your project is providing mental health treatment, then the outcome might be things like “reduced risk factors”. If your project provided job training, a short-term goal might be to increase the number of participants successfully completing the training, and the medium-term goal might be to increase the number of participants with gainful, long-term employment.
	+ 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 beyond 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:**

**Examples:**

- Risk/Needs assessments

- Case management

- Job training

- Anger management classes

- Mental health services/treatment

- Substance use services/treatment

- Transitional housing

- Mentoring

Outcomes

Activities

Outputs

Impacts

Inputs

**Examples:**

- Staff time for program development and monitoring

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

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

- Partners (e.g. sheriff's department, probation department, school district, hospitals, etc.)

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

Intended Result

Planned Work

**Examples:**

- Higher long-term employment rates

- Lower poverty rates

- Reduced recidivism rates

- Lower rates of violent activities/crimes

- Reduced rates of homelessness

- Improved overall community safety

**Examples:**

- Improved rates of gainful employment

- Lower rates of violent crimes for project participants

 - Reduced participant rates of substance abuse

- Improved access to housing

- At least 70% successfully complete job training

**Examples:**

- 50 participants given risk/needs assessments

- 50 participants given case management services

- 40 participants given job training

- Hold 6 anger management classes/year

- 40 participants provided with mental health services/treatment

- 40 participants given access to substance use services/treatment

- Provide 20 participants access to transitional housing

- Provide mentoring services to at least 40 participants

**Project Logic Model:**

Outcomes

Activities

Outputs

Impacts

Inputs

Intended Result

Planned Work

# Project Evaluation Matrix

The evaluation matrix is an efficient and visual representation of your evaluation. It helps ensure that the chosen evaluation questions align with your data collection methods. For this grant, each project is required to complete both a process and an outcome evaluation.

* Process Evaluation: typically focus on the first three columns of your logic model: inputs/resources, activities, and outputs.
* Outcome Evaluation: examines the project’s results, or outcomes and impacts.
	+ The outcome evaluation will focus on 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 evaluation matrix, but note which ones won’t be observed with an asterisk (\*) in the matrix.

For both the Process and Outcome evaluations, you’ll add the following elements to the evaluation matrix:

* Key Questions: the questions you will be answering during the project evaluation.
	+ The process evaluation may include questions such as:
		- How and to what extent are program activities and strategies being implemented on schedule/as planned?
		- Are key components of the program operating effectively?
		- What barriers may be preventing the project from staying on track?
	+ The outcome evaluation questions will often consist of reworded versions of your original goals, though you are welcome to adjust or add to those as long as the new questions are in line with your project. For example:
		- Goal: Reduce violent activities/crimes in participants.
		- Key Question: Did participants’ engagement in violent activities/crimes participants decrease after participation in the project?
* Indicators: the data you will collect to answer the Key Questions. These can consist of observable data points (number of crimes committed, number of project activities completed, etc.) or calculated measurements (risk level, self-efficacy, etc.).
* Data Sources: where the data comes from. For instance, you may plan on collecting data directly from participants, through an agreement with another agency, or by requesting a local or federal dataset.
* Data Collection Methods/Frequency: how you plan to collect the data and how often it will be collected. If your project plans to use participants as a data source, you may be using surveys, focus groups, assessments, interviews, etc. If a calculated measurement is utilized, be sure to indicate the name of the measurement tool and how it will be distributed. If you plan to get data from a local or federal agency, indicate which agency was/will be contacted for data.
* Narrative: Include a short, 1- to 2-page narrative with your evaluation matrix to provide additional detail on your plans for evaluation. This narrative is where you will indicate how you plan to use the data to answer your evaluation questions (planned comparisons, analyses, etc.) that might not be clear from the information included in the evaluation matrix. The following information should be included in the narrative:
	+ Process Evaluation
		- The plan to document services within the intervention(s) and/or services provided to participants (e.g., maintaining a database, signup sheets, etc.).
		- How participants’ progress will be tracked (ex: start dates, attendance, dropouts, successful completions, progress milestones, etc.).
		- Thorough definitions of process and outcome variables.
		- How the project components will be monitored, determined effective, and adjusted as necessary.
		- 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 (descriptive statistics, chi-square, etc.) and your method used for analyzing qualitative data (identifying themes, content analysis, etc.). You don’t need to state the analysis type for each Key Question separately if multiple questions use the same type of analysis.
	+ Outcome Evaluation
		- Estimated number of participants expected to receive each type of intervention/service.
		- The criteria for determining participant success in the project (how will you determine when a participant can successfully exit the project?).
		- How quantitative and qualitative outcome data will be analyzed.
			* Describe the statistical tools used to analyze quantitative data (descriptive statistics, chi-square, etc.) and your method used for analyzing qualitative data (identifying themes, content analysis, etc.). You don’t need to state the analysis type for each Key Question separately if multiple questions use the same type of analysis.
		- Strategy for determining whether outcomes are due to the project and not some other factor(s) unrelated to the project. Describe any comparison groups (if applicable).

We have provided an optional template in the next section that you may use to complete the Evaluation Matrix. You are **not** required to use this template!

**Sample Evaluation Matrix:**

|  |
| --- |
| **Process Evaluation** |
| **Key Questions** | **Indicators** | **Data Sources** | **Data Collection Methods/Frequency** |
| Are we on track to deliver 100% of participants risk/needs assessments? | % of participants given risk/needs assessment | Internal records | Internal records review; occurs quarterly. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Outcome Evaluation** |
| **Key Questions** | **Indicators** | **Data Sources** | **Data Collection Methods/Frequency** |
| Did the number of violent activities/ crimes participants engaged in after enrolling in the project decrease? | Number of violent activities/crimes committed in the 6 months prior to enrollment and after enrollment. | Participants | Self-report during enrollment process and then during monthly check-in meetings. |
| Were poverty levels reduced in the community? | Participant access to basic needs (enrollment/exit); Participant employment outcomes (enrollment/exit); Poverty scale (enrollment/exit) | Participants | Self-report survey given at enrollment and exit from the project. |
| Did recidivism levels in the community go down during/after the project started providing services? | Conviction of a new misdemeanor or felony committed within 3 years of release from custody. | Local Law Enforcement Data (MOU documented) | Pull archived data for the 3 years prior to the project and the 3 years during the project service. |

**Sample Evaluation Matrix Narrative:**

Process Evaluation

All our case managers and service providers will maintain records of participants, including start dates, attendance, progress milestones, and completion status. To ensure all participants are given a risk/needs assessment, we will look at those internal participant records to verify all enrolled individuals received an assessment during enrollment. If not, an investigation will be made to determine the reason a participant was not given an assessment and, if needed, corrections will be made to get that participant an assessment and to ensure no other participants are excluded. Risk assessments will be reviewed at the end of each quarter.

Outcome Evaluation

Our project defines participant success based on the type of services they received:

* **Case management**: Attend at least 3 monthly sessions with the case manager.
* **Job Training**: Completion of 6 job training sessions and successful placement in a volunteer position to gain work experience.
* **Anger management**: Complete 4 weekly sessions of anger management.
* **Mental health services/treatment**: Create and complete the steps of an individualized care plan.
* **Substance use services/treatment**: Create and complete the steps of an individualized care plan.
* **Transitional housing**: Successful placement in safe temporary/transitional housing.
* **Mentoring**: Attending at least 6 weekly meetings with a mentor.

Our project intends to look at whether the number of violent activities/crimes participants committed decreased relative to before enrollment. We expect to serve at least 100 individuals across all services. Case managers will interview participants during the enrollment process, then again each month during check-in meetings and record any violent activities/crimes they report. Then we will compare the reported total from the six months prior to project enrollment with any violent activities/crimes they reported during enrollment. All case managers will keep records of participant attendance and track participant progress in our online database.

To examine poverty levels within the community, we plan to compare ease of access to basic needs, employment status for each participant, and results of a Poverty Scale (see Appendices) before and after attending project services. After services have concluded, we will compare overall scores on the Poverty Scale before project participation and after participants successfully exited the project and an analysis of variance (ANOVA) will be conducted to determine if there was a significant reduction in the Poverty Scale scores.

To assess recidivism levels in our community, we will access archival data from collected by our county’s Sheriff’s office (we have already secured an MoU) from the three years prior to our project’s contract start date, as well as any data available for the 3 years during the CalVIP grant cycle. We will compare totals during those two time periods, as well as conduct a longitudinal analysis to determine if our project had any effect on recidivation in our county.

**Project Evaluation Matrix:**

|  |
| --- |
| **Process Evaluation** |
| **Key Questions** | **Indicators** | **Data Sources** | **Data Collection Methods/Frequency** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Outcome Evaluation** |
| **Key Questions** | **Indicators** | **Data Sources** | **Data Collection Methods/Frequency** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Evaluation Matrix Narrative:**

Process Evaluation

Outcome Evaluation

# Appendices