**Edward Byrne Memorial Justice Assistance Grant (JAG)**

 **Grant Program**

# **Local Evaluation Plan**

Submitted by (Name of grantee):

Prepared by (Name(s) of author or entity):

Date:

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

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 approach for evaluation asks the grantee to submit two documents, one close to the start of the grant period (the “Local Evaluation Plan” or LEP) that outlines how each grantee plans to conduct the evaluation, and one near the end of the grant period (the “Local Evaluation Report” or LER) that 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 an 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 we’ll summarize them briefly here.

For the purposes of this LEP guideline template, we will use a hypothetical grant in which a Law Enforcement Agency intends to develop an intervention plan for the growing homelessness problem seen in their area. They plan to hire a licensed clinical social worker and a case manager to accompany officers on calls regarding unhoused individuals.

1. Project Background: In this section, you will provide an overview of what you plan to do with the grant funds. This might be something like hiring staff (e.g., licensed clinical social workers or case managers); increasing training opportunities for staff; purchasing materials such as basic hygiene products, like sanitizers and socks; and implementing an evidence-based program for intervention. Take note that there are funding restrictions associated with JAG and can be found [here](https://bja.ojp.gov/sites/g/files/xyckuh186/files/media/document/jagcontrolledpurchaselist.pdf).
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., “developing homelessness intervention teams”,); and the intended **outputs**, **outcomes,** and **impacts** of your program (e.g., “connect unhoused people with social programs”, “reduce the number of unhoused and police contact calls over time”, and “reduce overall homelessness and build more trust with law enforcement within the community”). 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 is implemented. For example, if you set out to develop a homelessness intervention team, what steps will they take? What documents will they produce? How will they track participant progression throughout the program? How will you monitor and maintain forward progress? 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 reduce the number of contact calls between unhoused people and law enforcement? 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 on:
* The problem(s) that the project intends to address or the need(s) within the community.
	+ For example, increased homelessness is the problem and reducing altercations between unhoused persons and local businesses is a community need. This is a great place for local statistics.
* The history of the grantee in the community.
	+ What services are normally provided and how is the grantee suited to address this particular problem in the community?
* The purpose of the project as it relates to the identified problem(s)/need(s).
	+ For example, reducing overall homelessness and reducing interactions between unhoused persons and local businesses.
* What is the scope of the project?
* What activities and/or services will the project conduct/provide?
	+ Such as case management intervention, facilitating connection to social programs, mental health services, and housing.
* 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?
	+ How does the project intervene in the identified problem to suit the need?
	+ For example, deploying an intervention team on a call to directly facilitate needed help and resources as an alternative to other law enforcement options.
* Who is the target of the project?
	+ For example. Any homeless person who has been the focus of a police call for any nonviolent offence, i.e., loitering, or soliciting.
	+ Is your project targeting a specific gender or age range?
	+ How many participants is the project expected to serve?
		- This is a great place to use statistics like the number of police calls regarding unhoused people and the total estimated homeless population in the area. You will want to be specific about your target population.
		- It is also good practice to have an established process and method for participant selection in order to remain objective. If you alter the way you select participants mid-way through a project, you may struggle to establish an effect of your program.
* What are the project’s goals and objectives? These were the ones you outlined in your proposal and were included in the grant contract.
	+ Goals are defined by broad statements of what the program intends to accomplish, representing long-term intended outcomes 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:** Develop homelessness intervention task force.
			* **Objectives:** 1) Hire a licensed clinical social worker and hire a case manager, 2) Develop an intervention protocol utilizing the knowledge of all three entities in handling cases (i.e. identifying mental health needs, legal obligations of the team, and best practices for long term guidance of participants.
		- **Goal:** Increase law enforcement awareness of common mental health issues that affect unhoused populations.
			* **Objectives:** 1) provide mental health awareness trainings for law enforcement officers, 2) Measure knowledge and attitudes prior to training and post training with a knowledge and attitudes survey.
		- **Goal:** Connect people experiencing homelessness with community and government organizations and social programs.
			* **Objectives:** 1) Assess the needs of individuals experiencing homelessness and identify the best resources to help fill those needs, 2) Track participant progression through navigating organization processes utilizing the case manager and social worker.

Start your narrative for the Background section here.

## Project Logic Model

The logic model is a visual representation of the project. It demonstrates how the project functions, including the resources needed to operate the program and the activities that the program offers. It also depicts how these project activities are expected to contribute to the program’s goals or expected outcomes. All 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 columns, 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 JAG Grant funds are one resource. Are you drawing on other in-kind donations or matched funds? Will you be partnering or contracting with another agency, such as parole services or leveraged funding? 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, if developing a crisis intervention team including law enforcement, a licensed clinical social worker, and a case manager, you might include “developing and implementing a needs-based intervention strategy tailored to individual participants” as an activity. For a project that is designed to hire case managers to facilitate and increase the utilization of social programs, the activity might be “connect and track participants with local shelters, CalFresh, and CalWORKs housing programs”.
* Outputs:
	+ - The outputs section typically quantifies what happens because of the activities.
		- For example, what services did participants utilize (i.e. CalFresh, group therapy, CalWORKs housing program)? What were the number of participants that received mental health counseling and the hours billed, the number that submitted CalWORKs housing applications and how many received aid, the number that signed up for social programs like food stamps, or how many law enforcement officers attended mental health awareness training?
		- Questions you might ask yourself to identify outputs include: How many services is the project expected to deliver throughout the grant? How many participants will utilize the services the project offers? How will I know when the activity accomplished what it set out to do (e.g., what services are you expecting to lead people out of homelessness?).
* 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 intervening in homelessness encounters with businesses and other citizens, how are those rates being affected over time? Are you seeing a decrease in recurrence or repeat incidents? If you hired a social worker, how many cases are they actively working with? After mental health awareness training with law enforcement, are you seeing a reduction in homelessness calls ending in arrests?
* 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:**

- Case management

- Referral/linkages to physical and mental health services

- Referral/linkages to departments providing job training and unemployment services

- Referral/linkages to drug treatment facilities

- Individual/group counseling

- Peer mentoring

- Life skills training

- Participant system navigation-providing access to basic needs

- Anger Replacement Therapy

### Outcomes

Activities

Impacts

Outputs

Inputs

**Examples:**

- Staff time for program development, training, and monitoring

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

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

- Partners (e.g. parole and/or probation services, community-based support for basic needs, employment, medical, education, housing, etc.)

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

Intended Result

Planned Work

**Examples:**

- Improved participant livelihood

 > Employment

 > Housing situation

 > Vocational skills

 > Interpersonal skills

 > Health status

- Reduce the number of police calls regarding unhoused persons

- Break generational cycles of poverty

- Reduce overall number of unhoused persons in the county

- Increase the positive relationship between law enforcements and community members

**Examples:**

- Increased work readiness skills

* Increase utilization of social programs

- Increased pro-social and life skills

- Increased linkage to the utilization of basic needs

- Increased access to housing resources

- Increase in participants’ ability to emotionally regulate and use Anger Replacement Therapy techniques

- Increased linkages to physical and mental health services

**Examples:**

- 100 participants given case management services over the course of the grant

- 75 linkages to Medi-Cal over the course of the grant

- 3 hours/week of individual/group counseling per participant until Individualized Service Plan is completed

- 1 hour/week of mental health counseling

- 20 vocational skills workshops delivered over the course of the grant

- 50 life skills workshops delivered over the course of the grant

- 40 participants enrolled in SNAP services over the course of the grant

- 25 participants referred to housing resources over the course of the grant

- 20 clients provided Anger Replacement Therapy curriculum over the course of the grant

**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.

### Outcomes

Activities

Impacts

Outputs

Inputs

## 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 must answer the following items in narrative form:

* What is the process evaluation research design to be used (Mixed Methods, Quantitative, Qualitative, Descriptive, etc.)?
	+ What are the variables as they relate to your project activities, subjects, and outputs?
* For project components that involve participants (e.g., unhoused persons):
	+ What is the plan to document activities within the project and/or services provided to each participant (e.g., maintaining a database, signup sheets, case management system, 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 are the process variables and how will they be defined and measured (tools/instruments used to collect the data and frequency of collection).
* How will data be collected and what are the sources of the data?
* What is the project oversight structure and overall decision-making process for the project? Who will be responsible for leading the team(s) and making project-level decisions?
* How will the project components be monitored, determined effective, and adjusted as necessary? Who will be responsible for these processes?
	+ Perhaps the project lead in conjunction with an informed outside evaluator will direct these steps.
* What is the plan for documenting activities performed by staff and contracted providers, when applicable?
* What are the procedures which ensure that the project will be implemented to fidelity?
* How will all quantitative and qualitative process data 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.).

|  |  |  |  |
| --- | --- | --- | --- |
| **Statistical Test** | **Independent Variable** | **Dependent Variable** | **Example** |
| Chi Square | Categorical | Categorical | Does using the intervention team vs just police officers affect the likelihood a participant will accept support? |
| T-test | Categorical | Continuous | Does intervention from the program vs no intervention affect the average time spent homeless? |
| Correlation | Continuous | Continuous | Is there a relationship between the number of services utilized and time spent acquiring housing? |

This table provides a few examples showing which statistical analysis fits the type of data you may be collecting. This is not an exhaustive list, and you can always ask the BSCC for more technical guidance on analysis questions.

In addition, this section of the LEP 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 or number of participants engaged in individual/group counseling.
* What data sources will you use for each data element? Some possibilities include document review/checklists or case management information system or service tracking data.
* 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, you might consider creating a table 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. On the next page is an example of such a table.

For example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Input/Resource/Activity/Output** | **Data Element(s)** | **Data Source(s)** | **Frequency of Data Collection** |
| Hire Licensed Clinical Social Worker | # of participants counseled on scene and receiving ongoing counseling | Case management system log tracking each meeting offered | Each time a one-on-one case management meeting is offered throughout duration of grant |
| Develop individual intervention plan | # of participants seen and agreed to receive services# of identified needed resources per participant | Case management system log tracking each meeting offered | Each time a one-on-one case management meeting is offered throughout duration of grant |
| Enroll 75 participants into Medi-Cal | # of participants enrolled | Case management system log tracking referral and enrollments into Medi-Cal | Each time a participant is enrolled throughout duration of grant |
| Offer 3 hours of individual/group counseling per week | # of hours of counseling | Case management system log tracking each workshop offered;Service calendar | Each time a session is offered throughout the duration of the grant |
| Hire and train a case manager | # of case managers hired# of case managers trained | Employment recordsTraining records | Annually throughout duration of grant |
| Extent to which project was successfully implemented | Facilitators to implementationBarriers to implementation | Discussions with staff during staff meetings | Biannually throughout duration of grant |
| Offer ongoing resource connection services | # of participants actively being guided to resources | Case management system log tracking each meeting offered | Each time a one-on-one case management meeting is offered 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 case managers,” your outputs might be “number of case managers hired” and “number of case managers 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 two case managers” and “train two case managers”. Instead, you could just include rows for “number of case managers hired” and “number of case managers trained” because they are more specific, as shown in the example above. Also note, this table does not reflect all inputs, activities and/or outputs reported on the sample logic model for sake of space. However, it is highly encouraged to include all relevant information within this table that is documented on your logic model, this will enable readers to fully understand your project.

As you collect data, you should have a plan for and cover the following topics:

* What were the resources that 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 counseling sessions were offered)? Did the activities offered align with the expected outputs?
* Who were the targets of the activities that were offered (e.g., how many participants were seen by the intervention team? How many participants received case management services?)? 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? Did the target population prove excessively resistant to participation? Were there problems with having enough public resources such as shelters, unemployment services, and other non-profit organizations?

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

## Outcome Evaluation Method and Design

An outcome evaluation examines the project’s results, or **outcomes** and **impacts**. It answers 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 two case managers but then had difficulty retaining one manager, does it explain why you were able to serve fewer participants 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.

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 are 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. unhoused persons):
	+ 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 successfully exit from the project.
* For project components that *do not* involve participants:
	+ What are the estimated number of activities accomplished?
	+ What are the criteria for determining activity completion and/or success of the project? What steps must be accomplished for the project to deem that activity successfully completed.
* How will all quantitative and qualitative outcome data 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.
	+ The table of statistic type for your type of data applies here too.
* The strategy for determining whether outcomes are due to the project and not some other factor(s) unrelated to the project, including a description of a comparison group, when applicable.
	+ Was a comparison group used? Was a review of policy and system changes outside of grantee efforts reviewed and noted throughout the grant?
	+ Are you comparing to previous years crime rates or relevant statistics? If so, are there other programs or interventions in your area that may help explain differences between years?
	+ Are there larger county or country wide events such as disasters, pandemics, state or federal programs that may have affected your results?
* If multiple types of interventions will be employed, include a description of how the separate effects on outcome variables of each type of intervention will be determined, if possible.

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 “Reduced food insecurity by SNAP enrollment.”
* What is your definition of the outcome?
	+ For example, to define “Increased participant utilization of social programs” you might look at the number of participants actively receiving benefits from agencies such as SNAP, or CalWORKS. Was a case manager able to guide them through attaining health care or drug and alcohol treatment services? How do these numbers compare to those who only started the process but never completed them. Are there different success rates for different agencies?
* What data source will you use?
	+ For example, will you measure attitudes using behavior tracking assessment, or assess behavior before and after intervention? 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?

To create this plan, you might consider creating a table 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.”

For example

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Definition** | **Data Source(s)** | **Frequency of Data Collection** |
| Increase participants’ ability to emotionally regulate by offering access to a therapist to succeed personally and professionally. | Increases in participants’ use of mental health resources and level of emotional regulation, pre- to post-curriculum | Pre- and post-curriculum test; curriculum will be selected that have a built-in emotional wellness and behaviors check  | Before and after each curriculum session, throughout the duration of the grant |
| Increase participants’ work readiness, employability and financial stability | Increases in participants’ levels of work readiness skills, employment and earning status, pre- to post curriculum | Pre- and post-curriculum test; curriculum selected has built-in work readiness skills check; self-reported employment and earning history | Before and after each curriculum session, throughout the duration of the grant; Before enrollment and after participant exit |
| Reduce the need for businesses and other citizens to call the police regarding unhoused individuals | Reduction in number of police calls regarding loitering, camping, theft etc. per month | Police call logs  | Monthly or quarterly |
| Increase linkage to and utilization of basic needs, and physical services | Participant utilization rate reported before case management services are delivered and compared to after case management services were provided | Case management system | Before enrollment and after participant exit, throughout duration of grant for program-wide tracking |

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

## Appendix A: Additional Logic Model Guidance

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

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

Activity: Put into a sentence, your primary intention (or *activity* in classic evaluation-speak) might be, for example, “hire case managers to teach communication and emotional regulation skill curriculum to participants,” “refer/link our participants to basic needs, and physical and mental health services,” “purchase a replacement case management system for tracking case, client, and scheduling information,” or “providing work readiness training to participants by reviewing and practicing vocational skills and obtaining necessary certifications.”

Outputs: Next, think about what would happen if you performed the activity as intended. In classic evaluation speak those results are known as *outputs*. We are not talking about the ultimate consequences of the activity (such as decreased rate of recidivism), but instead merely describing what is supposed to take place as a result of the activity. For example, the output might be “hiring 2.0 FTE Case Managers starting on 10/1/2023,” “provide 100 participants with case management services,” “link 75 participants to Medi-Cal within 1 month of enrollment,” “deliver 50 life skills workshops over the course of the grant” or “provide 3 hours/week of individual/group counseling per participant.” An obvious purpose of the Local Evaluation Report (LER) will be to inform BSCC of the degree to which these outputs were actually achieved and to describe the reasons for any shortfall.

Outcomes: Then think about the immediate reason for the outputs if they are in fact achieved. You didn’t seek grant funds simply to spend money hiring people, buying things, etc. Instead, you were hoping to achieve some sort of tangible purpose (*outcomes* in evaluation-speak). Such outcomes might be stated as “increase work readiness skills to improve employability and financial stability,” “increasing linkages to and utilization of basic needs, and physical and mental health services by our clients improve their knowledge of community resources and health,” or “increase our participants’ ability to emotionally regulate to succeed personally and professionally”.

Identifying outcomes is a very important aspect of a logic model and development of an LEP because they pinpoint areas that might serve as datapoints for measuring progress towards project goals and objectives. For example, one could compare the amount of service referral/linkages for participants prior to grant funding with the same metric following the implementation of case management services. An increase in that value would be evidence that the project had moved towards its goals and objectives. Note that a final report that described a stable number or of a decrease would not necessarily be a negative finding. It could have been, for example, that the number of referrals handled by the office had skyrocketed, resulting in the new case manager hires being insufficient in light of demand on their services. It could also be that various issues delayed the hiring for so long that when the new case managers actually came on-line, there was little overall change. The important thing, as always, is the grantee will need to document why expectations were not met. In the other examples outputs might be measured by giving the participants a short questionnaire before case management services begin that asks them about their work readiness, pro-social and life skills, emotions, and behaviors and conducing a similar questionnaire afterwards for comparison (one could also compare the hours each participant spent weekly or monthly before and after the curriculum was delivered), a discussion that describes how case management, participants, and service delivery information was tracked before the new case management system was purchased and how it is done now for better evaluation, or a comparison of the number and types of skills workshops delivered prior to establishing new community partnerships as a result of this grant.

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

Examples of impacts might include decreased recidivism as a result of at-risk participants getting critically needed social services, better overall health status’ of participates due to Medi-Cal enrollment, improved housing outcomes, improved financial stability through additional education and vocational training, and breaking generational cycles of poverty.