

## **Organized Retail Theft (ORT) Prevention Grant Local Evaluation Plan**

The Organized Retail Theft (ORT) Prevention Grant Program requires a Local Evaluation Plan (LEP) to ensure projects funded by the Board of State and Community Corrections (BSCC) can be evaluated to determine their impact and effectiveness. The LEP is a written document that describes how the project will be monitored and evaluated and shows how evaluation results will be used for project improvement and decision making. The LEP should be developed before the project starts by program staff using a collaborative process that involves all relevant project stakeholders. Grantees are encouraged to identify an evaluator who can assist in the collaborative process of developing the LEP and guide the local evaluation throughout the grant cycle. This guideline was developed to assist grantees in creating a LEP that, at a minimum, addresses the information defined below.

Keep in mind the implementation of practices and strategies supported by data are to be considered whenever possible. The BSCC is responsible for verifying that grant money is spent efficiently and on effective projects; collecting data is one mechanism used to determine this. Evaluation results from each project may be used to inform the body of knowledge regarding what works with the target populations. Therefore, it is important to collect appropriate and consistent data. A strong LEP will help pave the way for a strong evaluation. A strong evaluation may be used to provide support for your project and funding.

The BSCC will make public the LEP from each grantee. LEPs may be posted to the BSCC website and/or developed into a statewide summary report to be shared with the Administration, the Legislature, and the public.

All grantees are required to submit a LEP by 5 p.m. on **April 1, 2024**.

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### **Cover Page**

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

### **Project Background**

At a minimum, this section should:

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

target area/population needs and will receive.

- Describe the process of coordinating or collaborating with other entities, if any, such as public agencies (e.g., law enforcement, non-law enforcement, prosecutors' offices), community organizations, or retailers.
- Describe existing or proposed policies to govern the use of surveillance technology (if applicable) including complying with applicable privacy laws/regulations and securing any data collected or stored.
- Describe existing or proposed policies to limit racial bias.
- Provide a description of the goals and specific and measurable objectives identified in the Project Work Plan of the proposal.

### **Process Evaluation Method and Design**

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

- The research design for the process evaluation.
- The plan to document activities within the project and/or services provided to each target area/population (e.g., maintaining a database, tracking staff hours, etc.).
- How each target area/population's progress will be tracked (e.g., baseline data, change in data, change over time).
- How activity progress will be tracked (e.g., start dates, cases initiated/resolved, number of license plates read, etc.).
- Process variables and how they will be defined and measured (tools/instruments used to collect the data and frequency of collection).
- How the process data will be collected, and the data source(s) used.
- The project-oversight structure and overall decision-making process for the project.
- How the project components will be monitored, determined effective, and adjusted as necessary.
- The plan for documenting activities performed by staff and contracted providers, if applicable.
- Procedures ensuring that the project will be implemented to fidelity, when applicable.
- How quantitative and qualitative process data will be analyzed. Describe the statistical tools used to analyze quantitative data (e.g., descriptive statistics, chi-square) and methods used for analyzing qualitative data (identifying themes, content analysis, etc.). You do not need to state the analysis type for each evaluation activity separately.

### **Outcome Evaluation Method and Design**

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

- The research design for the outcome evaluation (e.g., pre-/post-test, mixed methods, comparison groups).
- A set of evaluation questions. These are the questions that the evaluation will answer. These shall include the project's goals and objectives and may also

include more outcome-oriented questions.

- The criteria for determining an activity's success in the project.
- Outcome variables and how they will be defined and measured (tools/instruments used to collect the data and frequency of collection).
- How the outcome data will be collected, the timing of data collection, and the data source(s) used.
- How quantitative and qualitative outcome data will be analyzed. Describe the statistical tools used to analyze quantitative data (e.g., descriptive statistics, chi-square) and methods used for analyzing qualitative data (identifying themes, content analysis, etc.). You do not need to state the analysis type for each evaluation activity separately.
- The strategy for determining whether 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.

### **Project Logic Model**

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

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

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<sup>1</sup> Department of Health & Human Services: Family and Youth Services Bureau, 2020.

<sup>2</sup> The Pell Institute and Pathways to College Network, 2020.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

**Appendices (if applicable)**

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