**Proposition 64 Cohort 3 Grant Program**

# **Local Evaluation Plan**

# Title of Project

Submitted by (Name of grantee):

Prepared by (Name(s) & Contact information of author or entity):

Date:

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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 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 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 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 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

### Outcomes

Activities

Impacts

Outputs

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.)

Intended Result

Planned Work

**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

**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

**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

**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.

**Sample Logic Model:**

### Outcomes

Activities

Impacts

Outputs

Inputs



Intended Result

Planned Work

## 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.

## 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.

## 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 Proposition 64 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 enforcement of local codes and environmental standards, service delivery and/or referrals? Are staff going to be trained on the curriculum or identification of illicit cannabis-related items? 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 a School Resource Officer to lead educational presentations to middle school and high school students and facilitate mentoring sessions covering resiliency and refusal skills, serve as an on-campus mentor, law enforcement presence, and referral resource for youth;” “purchase vape detectors for tracking incidents of youth illegally vaping at school and public parks;” or “allot grant resources to increase aerial and ground surveillance of potential unlicensed/illegal cannabis cultivation sites.”

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 better outcomes for youth), but instead, merely describing what is supposed to take place as a result of the activity. For example, the output might be “hiring 1.0 FTE School Resource Officer starting on 7/1/2023;” “provide 1,000 youth with educational presentations over the course of the grant;” “link 75 youth to substance use services over the course of the grant;” “deliver 50 life skills workshops over the course of the grant;” or “identify 10 unlicensed/illegal cultivation sites per year.” An obvious purpose of the 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). Outcomes might be stated as “increase youths’ life, resiliency and refusal skills in order to decrease their usage of cannabis products,” “decrease on-campus cannabis-related behavioral incidents of middle and high schools by hiring a School Resource Office to provide mentoring and law enforcement presence on campus”, “increase identification of unlicensed/illegal cultivation sites and increased eradication of illicit cannabis plants by increasing local land and air surveillance of suspected sites.”

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 middle and high school youths’ level of perception of the harmfulness of cannabis use prior to the School Resource Officer delivering the curriculum/presentation with the same metric following the delivery of the curriculum/presentation. 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 a decrease would not necessarily be a negative finding. It could have been, for example, that the number of referrals had skyrocketed for mentorship and number of presentations delivered by the officer were insufficient given increased enrollment in the school(s), resulting in the new School Resource Officer hire 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 officer assumed their position, there was little overall change. Similarly, a stable number or decrease in the number of unlicensed/illegal cultivation sites and the number of illicit cannabis plants eradicated could be representative of additional code enforcement efforts elsewhere, the knowledge of the increase law enforcement presence in the county, or poor weather. It is important that the grantee documents why expectations were not met. In the other examples, outputs might be measured by giving youth a short questionnaire before mentoring or case management services begin that asks them about their skills, emotions, behaviors and interactions with cannabis, then conducting a similar questionnaire afterward for comparison (one could also compare the hours each youth spent weekly or monthly before and after the services and curriculum was delivered), a discussion that describes how case management, mentoring, youth, 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: Finally, consider the high-level, broader 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 project, which may involve your organization, your participants, your community, or even the criminal justice system. Unlike outputs and outcomes, your LER may not be reporting on whether impacts are actually achieved as intended, in part because they might not happen for within the duration of the grant period, 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 one(s) you’ve received might accomplish. Don’t be afraid to consider potential impacts that are not necessarily positive.

Examples of impacts might include improved youth outcomes (academically, their health status, long-term decreases in substance use, increased comfort with law enforcement, decreased rates of drug-related youth arrests/citations) as a result of youth receiving useful prevention and intervention services; or improvements in community safety through increased code enforcement inspections and reduced licensee violations, as well as improved environmental conditions in rural areas due to increase eradication and clean-up of unlicensed/illegal cannabis cultivation sites.