



BSCC Proposition 64 Public Health and Safety Grant

County of Trinity

Trinity Coordinated Active Response to Ensure Student Safety (CARES)

Trinity County Final Local Evaluation Report

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EXECUTIVE SUMMARY

PROJECT PURPOSE

The Trinity County Coordinated Active Response to Ensure Student Safety (CARES) Prop 64 Cohort 1 program was essentially a prevention program conducted primarily in Trinity County public school settings designed to mitigate outcomes of substance use by diverting youth who were at risk of becoming involved in the juvenile justice system and by providing support activities for youth within the juvenile justice system who were still in the K-12 school system. Secondly, CARES provided for needed code enforcement to help improve both public health and public safety by decreasing negative impacts of cannabis cultivation through remediation of environmental hazards.

The youth focus of CARES utilized a multi-disciplinary team for coordinated activities that included youth outreach and prevention activities. The CARES team consisted of: 1) a CARES Deputy Sheriff Juvenile Specialist team leader who provided guidance and education to school staff and students around substance use education and linked students to available resources; 2) staff from the Trinity County Office of Education who served as CARES liaisons and communicated directly with school site officials to engage youth at their school sites; and 3) a Trinity County Probation school-based officer who worked in tandem with the CARES Deputy Sheriff Juvenile Specialist in youth outreach at school sites.

The environmental code enforcement focus of CARES was a collaborative arrangement with Trinity County Environmental Health to help improve water systems, water storage, and mitigation of collateral damage created by cannabis grow sites that contain hazardous chemicals. Code enforcement deputies conducted inspections at cannabis grow sites and noted environmental crimes, educated property owners on how to remedy any environmental issues, and issued notices of violations.

GOALS AND OBJECTIVES

CARES had three Goals that are listed in this section, each goal with multiple supporting Objectives the frequency of which are with parentheses. The Objectives are described in detail in the Project Background section of this report: Goal 1 “Increase the potential for adolescents to meet their physical, developmental and social needs through resiliency” (9 Objectives); Goal 2 “Implement successful prevention and intervention activities for youth by using data driven and evidence-based practices” (12 Objectives); Goal 3 “Reduce the environmental impacts caused by cannabis cultivation” (2 Objectives).

KEY FINDINGS, ACCOMPLISHMENTS, CONCLUSION

The extent to which each CARES Goal was achieved was difficult to measure because of adverse impacts from the COVID-19 pandemic, devastating wildfires, unexpected mold abatement at a school site, and frequent changes in staff during the CARES program. The outcome measures did not support any definitive key findings or accomplishments, which prohibited the articulation of a data-driven conclusion.

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PROJECT BACKGROUND

IDENTIFIED NEED

Trinity County has a long history of involvement in the cannabis industry and its policy due to widespread cultivation and use. As a result, the County had been named as a significant leg of California's Emerald Triangle, which was a Northern California region of Trinity, Mendocino and Humboldt counties determined to be the nation's largest cannabis producing region. Trinity County had become a high traffic, high use generational growing community when cannabis was only on the black-market. Passage of the Prop 64 Adult Use of Marijuana Act negatively impacted Trinity County youth by increasing their accessibility to cannabis and decreased the potential for parents involved in the cannabis industry to send a clear message to their children that if they used cannabis, they would likely not reach their full potential.

The health of the County's natural resources is also in jeopardy as a result of the cannabis industry. Illegal cultivation sites on public lands have had deleterious impacts on the natural resources upon which many wildlife species are dependent. Illegal grows had diverted large amounts of river water for cultivation and pesticides have contaminated native plants, soil, and water resources. Trinity County had a significant need for cannabis cultivation code enforcement that posed an enormous threat to the health, safety and wellbeing of Trinity County residents.

ACTIVITIES TO ADDRESS NEEDS

CARES activities were defined to address the identified needs based on the results of a Trinity County Juvenile Services survey conducted in 2018 along with a review of prior environmental code violations. The survey was provided to both juvenile justice stakeholders and the general public seeking feedback in the areas of concern. The Probation Department next conducted a meeting of Trinity County Juvenile Justice System stakeholders to review the results of that survey and violations review, determine priorities regarding juvenile justice, set specific CARES Goals and Objectives, and align activities to address the identified needs.

PROJECT COMPONENTS AND TARGET POPULATION

The CARES program youth component was founded on a 2018 Multi-Agency Juvenile Justice Plan (CMAJJP) model that had shown success with significant substance abuse and justice issues amongst youth. CARES diversion activities were designed to help address Trinity County substance abuse and justice issues among its youth population.

The target population was junior high school and high school students engaged primarily through school activities; therefore, youth were not enrolled into a specific program. A CARES Deputy Sheriff Juvenile Specialist conducted presentations at schools and community events to educate youth on substance use and abuse, informed decision-making skills, and informed goal-setting skills to enhance youth resiliency in responses to situations involving drug use. It was expected that students' resiliency would increase the potential for adolescents to meet their physical, developmental, and social needs. The CARES Deputy Sheriff Juvenile Specialist was expected to administer pre- and post-surveys at each presentation to help measure student knowledge of substance use and abuse, decision-making skills, and goal-setting skills.

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The environmental code enforcement component of CARES was founded on the fact that illegal cannabis “trespass grows” on public lands in Trinity County constituted one of the leading issues threatening Trinity County’s communities and surrounding wildlife through widespread degradation of the environment from the illegal use of pesticides, rodenticides, and herbicides. The toxicants were a serious threat to the health, safety, and wellbeing of Trinity County residents. CARES environmental code enforcement activities were designed to mitigate some of the environmental and health consequences of illegal cannabis grows on public lands. There was no specified target population for the environmental code enforcement component.

CARES PROJECT GOALS AND OBJECTIVES

The table below provides the goals and objectives that were identified in the Project Work Plan of the approved proposal.

Table 1: Goals and Objectives

#	Goals	Objectives
1	Increase the potential for adolescents to meet their physical, developmental and social needs through resiliency	A. Decrease the percentage of K-12 youth being under the influence at school B. Improve school attendance and bonding to school, adults, and the community C. Enhance the ability of youth to respond appropriately to situations involving drug use D. Greater use of community services for resolving family/personal problems E. Increase youth resiliency in the social bonding dimension, personal competence dimension, and social competence dimension F. Increase youth's ability to adapt patterns of behavior that avoid high-risk situations that expose them to substance use or harmful actions G. Maximize the use of county-wide partnerships and service coordination to reduce substance use/abuse H. Improve access to opportunities for positive youth development I. Reduce the percentage of youth reporting considering suicide

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#	Goals	Objectives
2	Implement successful prevention and intervention activities for youth by using data driven and evidence-based practices	<p>A. Implement relationship and engagement-centered assessments, interventions, and healing through compassionate relationships that re-establish health and well-being as a means of addressing trauma</p> <p>B. Ensure training and capacity building of CARES team to ensure a culturally appropriate response, racially just, healing-center and trauma-informed program approach</p> <p>C. Increase cross-sector collaboration to facilitate a coordinated response</p> <p>D. Decrease the potential for youth to progress from substance use to abuse</p> <p>E. Increase the availability of evidence-based prevention and intervention services/activities</p> <p>F. Increase recognition of the risks associated with adolescent substance use on the developing brain and body</p> <p>G. Increase knowledge about, and negative attitudes toward, substance use</p> <p>H. Improve refusal skills of youth, resulting in delayed and reduced substance use</p> <p>I. Decrease the percentage of youth reporting substance use</p> <p>J. Reduce the dependence on substances for stress reduction and social involvement</p> <p>K. Increase adherence to data driven practices</p> <p>L. Implement effective strategies that address the underlying cause and structural conditions of substance use/abuse, including ACEs and the absence of positive childhood experiences</p>
3	Reduce the environmental impacts caused by cannabis cultivation	<p>A. Increase the volume of processed code enforcement cases by 5%</p>

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#	Goals	Objectives
		B. Implement an effective satellite imagery program focused on watersheds that have been highlighted as containing illegal cannabis cultivation

PROCESS EVALUATION METHOD AND DESIGN

RESEARCH DESIGN

The CARES project utilized a descriptive research design to conduct its evaluation activities to measure the impact of its goals and objectives. The plan was to obtain baseline data for each process measure, if available, and to measure any trends over time to show how CARES activities made positive changes in youth risk factors that tended to lead toward substance use and abuse as well as measures defined to look at trends over time to show the impact that environmental code enforcement had on mitigating collateral damage created by legal and illegal grow sites.

ACTIVITY TRACKING

The Center for Evaluation and Research, LLC (CER) developed a secure CARES online data collection system used to manage the collection of both process and outcome data. The CARES data system centralized data collection for CER to monitor for accuracy of data entry in real time and to help ensure fidelity with the Local Evaluation Plan.

CER assessed the validity of CARES process evaluation measures data entry on a monthly basis and outcome evaluation measures on an annual basis. The compiled data was used for quarterly progress monitoring and BSCC reporting. Data were intended to be shared quarterly with the CARES Steering Committee stakeholders and constituents through the CARES Steering Committee, whose primary role was to review program interventions and to make evidence-based recommendations for the continuous improvement of the project. The CARES Steering Committee was expected to use process and outcome data findings to identify the extent to which the project was making progress toward meeting its goals and objectives.

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PROCESS VARIABLES

Process variables are outlined in Table 1 along with each measure to be collected for quantitative collection and analysis.

Table 2: Process Variables

<u>Process Variable</u>	<u>Measure</u>	<u>Source/Instrument</u>
1A Decrease the percentage of K-12 youth being under the influence at school	# of students under the influence at school	School behavioral records
1B Improve school attendance and bonding to school, adults, and the community	# of students absent 10% or more days	School attendance records
1C Enhance the ability of youth to respond appropriately to situations involving drug use	# of students who self-report responding appropriately to situations involving drug use	CARES Deputy Sheriff Juvenile Specialist Presentation pre-post student survey
1D Greater use of community services for resolving family/personal problems	# of students whose parents participate in TCOE Love and Logic training	TCOE Love and Logic training records
1E Increase youth resiliency in the social bonding dimension, personal competence dimension, and social competence dimension	# of students who self-report social bonding, personal competence, and social competence	School CHKS data
1F Increase youth ability to adapt patterns of behavior that avoid high-risk situations that expose them to substance use or harmful actions	# of students who adapt patterns of behavior that avoid high-risk situations that expose them to substance use or harmful actions	School behavioral records
1G Maximize the use of county-wide partnerships and service coordination to reduce substance use/abuse	# of students referred to county-wide partnerships	School referral records
1H Improve access to opportunities for positive youth development	# of students who have access to opportunities for positive youth development	CARES Deputy Sheriff Juvenile Specialist records
1I Reduce the percentage of youth reporting considering suicide	# of students reporting considering suicide	School Counselor records
2A Implement relationship and engagement-centered assessments, interventions, and healing through compassionate relationships that re-establish health and well-being as a means of addressing trauma	# of students directly engaged by CARES Deputy Sheriff Juvenile Specialist	CARES Deputy Sheriff Juvenile Specialist records

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<u>Process Variable</u>	<u>Measure</u>	<u>Source/Instrument</u>
2B Ensure training and capacity building of CARES team to ensure a culturally appropriate response, racially just, healing-center and trauma-informed program approach	# and type of CARES trainings	CARES Deputy Sheriff Juvenile Specialist records
2C Increase cross-sector collaboration to facilitate a coordinated response	# of CARES Deputy Sheriff Juvenile Specialist meetings with cross-sector collaborators	CARES Deputy Sheriff Juvenile Specialist records
2D Decrease the potential for youth to progress from substance use to abuse	# of CARES Deputy Sheriff Juvenile Specialist presentations to students related to substance use to abuse	CARES Deputy Sheriff Juvenile Specialist records
2E Increase the availability of evidence-based prevention and intervention services/activities	# of evidence-based prevention and intervention services/activities	School records and CARES Deputy Sheriff Juvenile Specialist records
2F Increase recognition of the risks associated with adolescent substance use on the developing brain and body	# of CARES Deputy Sheriff Juvenile Specialist presentations to students related to substance use on the developing brain and body	CARES Deputy Sheriff Juvenile Specialist records
2G Increase knowledge about and negative attitudes toward substance use	# of CARES Deputy Sheriff Juvenile Specialist presentations to students related to knowledge about substance use	CARES Deputy Sheriff Juvenile Specialist records
2H Improve refusal skills of youth resulting in delayed and reduced substance use	# of youth under the influence at school	School behavioral records
2I Decrease the percentage of youth reporting substance use	# of youth reporting substance use	School CHKS data
2J Reduce the dependence on substances for stress reduction and social involvement	# of youth reporting a reduction in substance use for stress reduction and social involvement	School CHKS data
2K Increase adherence to data driven practices	A description of how data driven practices have increased	CARES Deputy Sheriff Juvenile Specialist narrative response
2L Implement effective strategies that address the underlying cause and structural conditions of substance use/abuse,	A description of the effectiveness of strategies in use to address the underlying cause and structural	TCOE narrative response

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<u>Process Variable</u>	<u>Measure</u>	<u>Source/Instrument</u>
including ACEs and the absence of positive childhood experiences	conditions of substance use/abuse, including ACEs and the absence of positive childhood experiences	
3A Increase the volume of processed code enforcement cases by 5%	# of processed code enforcement cases	Registered Environmental Health Specialist records
3B Implement an effective satellite imagery program focused on watersheds that have been highlighted as containing illegal cannabis cultivation	A description of the effectiveness of the satellite imagery program	Registered Environmental Health Specialist narrative response

PROJECT OVERSIGHT STRUCTURE

CARES contracted with the Center for Evaluation and Research, LLC to serve as its local evaluator and work collaboratively with the Deputy Sheriff Juvenile Specialist to prepare progress-monitoring reports for the CARES Steering Committee. The CARES Steering Committee, under the leadership of the Deputy Sheriff Juvenile Specialist, was to meet quarterly with representatives from the Trinity County Office of Education, Probation, and Behavioral Health with the primary role of monitoring project components, determining their effectiveness, and making adjustments as necessary.

The Deputy Sheriff Juvenile Specialist had the primary responsibility to document activities performed by staff and partner organizations. The procedures were structured to ensure that the project implemented its components with fidelity including accountability at quarterly Steering Committee meetings and ongoing contacts with partner agency representatives to address any challenges as well as to affirm and replicate productive activities. The Trinity County Sheriff Department planned to obtain MOUs with partner agencies to help ensure document and data sharing.

Quantitative and qualitative process data were analyzed by the local evaluator to identify themes or trends, which were included in progress-monitoring reports used by the Deputy Sheriff Juvenile Specialist at quarterly CARES Steering Committee meetings.

OUTCOME EVALUATION METHOD AND DESIGN

RESEARCH DESIGN

The outcome evaluation utilized a descriptive research design to analyze the outcome measures over time and to answer the outcome evaluation questions described below. The outcome measures were quantifiable and matched Trinity County CARES' goals described in the Project Background section of this report.

Baseline and annual interval measures were used to evaluate the effectiveness of CARES activities and to document changes in the student population and environmental code enforcement over time. The outcome evaluation was designed to utilize descriptive statistics for analyzing data from the California Healthy Kids Survey (CHKS), Trinity County Department of Education, CARES Deputy Sheriff Juvenile Specialist, and Trinity County Environmental Health Department.

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The activities implemented toward achievement of CARES goals were overseen by the CARES Steering Committee and managed by a Deputy Sheriff Juvenile Specialist assigned to serve as a school resource officer and community collaborator along with a Registered Environmental Health Specialist who conducted code enforcement of environmental hazards related to illegal cannabis cultivation in collaboration with Trinity County Sheriff Deputies.

Outcome variables were analyzed annually by the local evaluator that provided reports of available outcome data to the CARES Steering Committee for review to help ensure that grant activities were implemented in a timely fashion and that there was ongoing fidelity to the CARES Local Evaluation Plan.

OUTCOME EVALUATION QUESTIONS

The CARES outcome evaluation questions reflected the identified goals of the project.

1. “Is there an increase in the potential for adolescents to meet their physical, developmental and social needs through resiliency?”
2. “Have successful prevention and intervention activities for youth been implemented based on data driven and evidence-based practices?”
3. “Is there a reduction in the environmental impacts caused by cannabis cultivation?”

ESTIMATED NUMBER OF ACTIVITIES TO BE ACCOMPLISHED

It was estimated that the outcome evaluation would analyze the twenty-three categories of process evaluation data collection activities listed in the Table 2: Process Evaluation to help determine the level of impact on the CARES outcome evaluation questions.

CRITERIA FOR DETERMINING SUCCESS

There were four primary criteria planned for determining program success in terms of achieving CARES’ stated goals. First, success would be affirmed if there was a measured increase in students’ level of school connectedness and academic motivation. Second, success would be affirmed if there was a measured decrease in student current alcohol and other drug use (AOD) and in lifetime AOD use. Third, success would be affirmed if there was a measured decrease in student chronic absenteeism defined as 10% or more days absent in an academic year. Fourth, success would be affirmed if there was a measured decrease in the negative environmental impacts of cannabis cultivation.

OUTCOME VARIABLES

CARES outcome variables were initially designed to be measured as listed in the table below; however, it turned out that the CHKS was not being consistently utilized in participating schools during the CARES program, which negated two of the four original outcome measures. The data collection plan was changed to utilize pre-post student surveys as a new measure to be conducted by the CARES Deputy Sheriff Juvenile Specialist during school presentations.

Table 3: Outcome Variables

Outcome Variable	Original Measure/Source	New Measure/Source
Students self-report increases in School Connectedness and Academic Motivation	California Healthy Kids Survey (CHKS)	Pre-Post Student Surveys

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<u>Outcome Variable</u>	<u>Original Measure/Source</u>	<u>New Measure/Source</u>
Students self-report reductions in Current AOD Use and Lifetime AOD Use	California Healthy Kids Survey (CHKS)	Pre-Post Student Surveys
There is a reduction in student chronic absenteeism defined as 10% or more days absent in an academic year	California Department of Education (CDE) DataQuest	N/A
There is a reduction in environmental code enforcement violations	Trinity County Sheriff's Office	N/A

OUTCOME DATA ANALYSIS

Outcome data analysis was conducted by the Center for Evaluation and Research, LLC (CER) that served as a local evaluator for CARES. CER developed and partially implemented its Local Evaluation Plan that utilized a secure, online data collection system used to manage collection for outcome data analysis. The CARES data system centralized data collection for CER to monitor the accuracy of data entry in real time and to help ensure fidelity with the Local Evaluation Plan. CER analysis included addressing data anomalies that surfaced through re-verifying the data.

DETERMINING WHETHER OUTCOMES ARE DUE TO THE PROJECT AND NOT SOME OTHER FACTOR(S) UNRELATED TO THE PROJECT

The CARES project focus was to positively impact the total population of adolescent students in Trinity County with resiliency when faced with substance use decision-making. The Deputy Sheriff Juvenile Specialist strove to develop positive relationships with individual students that were expected to contribute to an increase in resiliency for those specific students related to substance use and abuse. The plan was to measure individual student attitudinal changes for determining whether the outcomes were due solely to the CARES project and not some other factor(s) unrelated to CARES; however, the measure was not implemented.

It was not possible to control for several unpredictable outside factors, including the adverse impacts of COVID-19 pandemic, devastating wildfires, unexpected mold abatement at a school site, and frequent changes in staff all of which influenced the outcome results. There were school site interventions conducted by the schools to address student social and emotional learning, but CARES was unable to catalog any descriptive statistics related to the school site interventions to analyze any changes in student substance use trends.

EVALUATION RESULTS

PROCESS EVALUATION DATA

CARES data related to the process evaluation included youth outreach and prevention activities primarily at the group level along with occasional individual contacts with students; however, youth were not enrolled into a specific program and their individual demographic information was not

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collected. Environmental code enforcement activities were conducted at the incident level without the collection of individual demographic information.

PROCESS EVALUATION CHANGES

There were no changes made to process evaluation activities as a result of the process evaluation findings.

NUMBER OF ACTIVITIES

CARES accomplished the activities described in the tables below.

Table 4: Deputy Sheriff Juvenile Specialist Activities

Deputy Sheriff Juvenile Specialist Activities	Frequency
AY 2020-21	Sub-Total 55
CARES Team	11
Incident Notification	1
Juvenile Matter Call	8
Presentation	2
Referral	5
School Contact	11
Steering Committee	1
Student Support	6
Training	2
Youth Contact	8
AY 2021-22	Sub-Total 21
Juvenile Matter Call	9
Referral	1
School Contact	1
Training	3
Youth Contact	7
AY 2022-23	Sub-Total 10
Juvenile Matter Call	3
Training	3
Youth Contact	4
Grand Total	86

The Chronic Absenteeism data source was the California Department of Education’s (CDE) web-based DataQuest reporting system. The 2018-19 Chronic Absenteeism rates for CARES participating schools were collected to serve as a baseline, and it was expected that similar data would be collected annually each subsequent academic year; however, the COVID-19 pandemic forced the CDE to suspend the requirement that public school provide attendance statistics for the 2019-20 academic year. The requirement was reinstated for the 2020-21 academic year and was available through the 2022-23 academic year. The table below displays the average chronic absenteeism rates by academic year for the 18 CARES participating public schools.

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Table 5: Student Chronic Absenteeism

Academic Year	Average Rate
2018-19	21.5%
2019-20	N/A
2020-21	27.2%
2021-22	32.0%
2022-23	31.2%

CARES Substance Use data was collected from Trinity County Probation records and shown in the table below.

Table 6: Substance Use

Category	2020	2021
Felony Dangerous Drugs	0	0
Felony Marijuana	0	0
Felony Narcotics	0	0
Felony Other Drug Violations	0	0
Misdemeanor Marijuana	10	9
Misdemeanor Other Drugs	0	0
Referral Offense Drive Under Influence	0	0
Referral Offense Drunk	2	0
Referral Offense Glue Sniffing	0	0
Referral Offense Liquor Laws	1	1

Table 7: Code Enforcement

Academic Year	# Violations	# Plants Eradicated	Environmental Health
2021-22	108	N/A	13
2022-23	164	14,548	34

PROGRESS TOWARD GOALS

Trinity County CARES' goals listed below were, at best, partially achieved. The reason for partially achieved goals was primarily the result of insurmountable adverse consequences from the COVID-19 pandemic, major regional wild fires, unexpected mold abatement at a school site, and frequent changes in staff that coalesced to impede nearly every aspect of the CARES implementation strategy and timeline.

- Goal 1: Increase the potential for adolescents to meet their physical, developmental and social needs through resiliency;
- Goal 2: Implement successful prevention and intervention activities for youth by using data driven and evidence-based practices; and
- Goal 3: Reduce the environmental impacts caused by cannabis cultivation.

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DEGREE TO WHICH GOALS AND OBJECTIVES WERE ACHIEVED

The impeding factors included necessary shifts in the allocation of human resources across CARES partnerships, whereby staff positions changed so frequently that orienting new staff to the CARES project resulted in major gaps in activity implementation, data collection, and progress toward meeting CARES' goals and objectives. School on-site learning schedules were interrupted so frequently that any gains toward goal achievement were quickly mitigated to such an extent that it adversely affected staff enthusiasm and motivation toward goal attainment. CARES was unable to effectively address the impeding factors during the grant period.

PROCESS ANALYSIS

CARES process analyses were conducted using the online, centralized data collection system and was initially robust, yet with the onset of unforeseeable impeding factors, the available data became sporadic and limited for process analyses purposes. Data for the process variables listed in the table below were not available during the CARES program for the reasons provided.

Table 8: Process Variables Reasons Data Not Available

Objective	Measure	Data Source	Reason
1A	# of students under the influence at school	School behavioral records	Collection protocol was not established
1C	# of students who self-report responding appropriately to situations involving drug use	CARES Deputy Sheriff Juvenile Specialist Presentation pre-post student survey	Instrument was never created
1D	# of students whose parents participate in TCOE Love and Logic training	TCOE Love and Logic training records	Training was not provided
1E/2I/2J	# of students who self-report social bonding, personal competence, and social competence # of youth reporting substance use # of youth reporting a reduction in substance use for stress reduction and social involvement	School CHKS data	CHKS was not consistently utilized in participating schools during CARES program
1F	# of students who adapt patterns of behavior that avoid high-risk situations that expose them to substance use or harmful actions	School behavioral records	Collection protocol was not established

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Objective	Measure	Data Source	Reason
1I	# of students reporting considering suicide	School Counselor records	Collection protocol was not established
2H	# of youth under the influence at school	School behavioral records	Collection protocol was not established
2L	A description of the effectiveness of strategies in use to address the underlying cause and structural conditions of substance use/abuse, including ACEs and the absence of positive childhood experiences	TCOE narrative response	Collection protocol was not established
3B	A description of the effectiveness of the satellite imagery program	Registered Environmental Health Specialist narrative response	Satellite Imagery component was not initiated

PERFORMANCE OVER THE COURSE OF THE GRANT

Data for the CARES Deputy Sheriff Juvenile Specialist activities conducted in AY 2020-21 showed balanced representation across the process variables and upon analysis of the process data, it was determined that efforts needed to be made to bolster the frequency for several of the Deputy Sheriff Juvenile Specialist process variables to help strengthen the potential for outcome variable achievement. The AY 2021-22 Deputy Sheriff Juvenile Specialist data showed a precipitous decline in frequency across the process variables that did not rebound in AY 2022-23.

The CARES Chronic Absenteeism data showed an overall rate increase from the AY 2018-19 baseline to AY 2020-21; however, the AY 2019-20 data was unavailable due to the COVID-19 pandemic, the AY 2021-22 data showed an overall rate increase, and AY 2022-23 data showed an overall rate decrease. The frequency and types of CARES activities during each academic year were not substantial enough to assert that CARES activities had a positive impact on the chronic absenteeism rates at specific schools and specifically not across all 18 participating schools.

CARES Substance Use data was made available for 2021 and 2022; however, data for 2023 was not.

CARES Code Enforcement data was provided for 7/1/2021 through 6/30/2023 that showed increases in both the number of code violations and the number of associated environmental health issues; however, without baseline data with which to compare, the outcome impact of CARES on the level and type of code enforcement could not be ascertained.

OUTCOME ANALYSIS

The CARES outcome evaluation questions reflected the identified goals of the project; however, the CARES outcome analysis findings were inconclusive as a result of the challenges encountered from inconsistent data collection and the limited availability of process measure data.

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DISCUSSION OF RESULTS

The plan to collect students' self-reported increases in School Connectedness and Academic Motivation along with reductions in their Current Alcohol and Other Drugs Use and Lifetime Alcohol and Other Drugs Use was initiated, but could not be implemented because of the adverse impacts from the COVID-19 pandemic, devastating wildfires, unexpected mold abatement at a school site, and frequent changes in staff during the CARES program.

Annual fluctuations in the overall student chronic absenteeism rates did include reductions at some participating schools, however, the adverse impacts on student school attendance from both the COVID-19 pandemic and the devastating wildfires during the CARES grant period made it impossible to demonstrate any reductions in chronic absenteeism rates specifically to CARES programming.

The outcome data analysis showed an increase in environmental code enforcement violations during the CARES grant period rather than an expected decrease that could be related to CARES activities.

RECOMMENDATIONS

The recommendations described below for the CARES Prop 64 grant program were primarily derived from the reality that the proposal's goals and objectives were written by staff who would not be responsible to perform the approved grant related activities.

1. Program staff who would be responsible for performing proposed grant activities should be included in writing the grant deliverables.
2. We had a lot to learn about data collection and evidence based deliverable results. The initial grant application overpromised things we were not equipped to deliver, in both staffing and data collection.
3. We learned to narrow our scope, and focus on building strong relationships between local area schools, students and CARES Deputy Sheriff Juvenile Specialist officers. We cannot create measurable results until we establish good lines of communication and trust between all parties.
4. We learned that the student interaction that was needed most was conducted one-on-one with students that were exhibiting at risk behaviors in school settings. Not only did this help diffuse disruptive behaviors, but it also provided a direct mentor relationship between the student and law enforcement, thus allowing follow-up using resources specific to the need(s) of each individual student.
5. Large group presentations were harder to organize and deliver when the CARES Deputy Sheriff Juvenile Specialist officers also needed to provide emergency responses for higher priority calls. Presentations given to smaller groups of similar aged students were easier to manage and allowed the school staff to request relevant topics.
6. We also learned the value of going to school campuses during lunch and recess times to be present and available for student questions, concerns, and overall bonding. Engaging in campus activities such as eating lunch, playing basketball, going to sporting events, helped the CARES Deputy Sheriff Juvenile Specialist officers seem more approachable and that the officers could be trusted during more volatile situations.

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LOGIC MODEL

Inputs	Activities	Outputs	Goals	Outcomes	Impact
State of California, Board of State and Community Corrections Proposition 64 Public Health and Safety Grant Funding	CARES Steering Committee CARES Training Student Substance Use Education and Prevention Student Interventions Focusing on Children under Stress (FOCUS) Incidents Environmental Health Code Enforcement Satellite Imagery	Project Oversight and Monitoring Effective Student Engagement Substance Use Educational Presentations Counseling and Treatment School Support Services Environmental Remediation	<u>Goal 1:</u> Increase the potential for adolescents to meet their physical, developmental and social needs through resiliency <u>Goal 2:</u> Implement successful prevention and intervention activities for youth by using data driven and evidence-based practices <u>Goal 3:</u> Reduce the environmental impacts caused by cannabis cultivation	Students self-report increases in School Connectedness and Academic Motivation Students self-report reductions in Current AOD Use and Lifetime AOD Use There is a reduction in student chronic absenteeism defined as 10% or more days absent in an academic year There is a reduction in environmental code enforcement violations	Break the “preschool to prison” pipeline in Trinity County Fewer students become engaged in substance use and the juvenile justice system Water systems and storage capacity are improved and the collateral damage created by legal and illegal grow sites that contain hazardous chemicals is eliminated