

# Mammoth Afterschool Program (MAP): *A MASSIVE ACTION PLAN TO MAKE ANYTHING POSSIBLE*

## Local Evaluation Report County of Mono

Cohort II May 1, 2021 – April 30, 2024

Funded by: Proposition 64 Board of State of Community  
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## EXECUTIVE SUMMARY

Mono County Probation was the recipient of the Proposition 64 Youth Reinvestment Grant on May 1, 2021, for Cohort II. The intention of the department was to provide a culturally appropriate free and safe space for middle school and high school students after school hours. Mammoth Unified School District (MUSD) partnered with Mono County Probation to bring this program to fruition. The goals were to reduce marijuana and vape use of youth, to increase the number of youths with adult supervision, and to increase academic progress and test scores. The program provided healthy snacks, Technology and Gaming (TAG) activities, physical activities, marijuana and tobacco education, art, music, tutoring, and counseling referral services. In collaboration with MUSD, Mono County Probation completed all goals and objectives. The process was challenging, and the partnership was eventually dissolved prior to the termination of the grant's cycle. The data collected reflected a positive impact on the children attending and the community. When the partnership was terminated with MUSD, Mono County Probation united with Eastern Sierra Unified School District (ESUSD) to begin the process of creating an after-school program for students in the rural parts of the County. The main goal Coleville High School and Lee Vining High School has for the program is to provide an after-school program that is centered around career technical education (CTE) which will provide the students in the rural communities with varied career technical education.

## PROJECT BACKGROUND

Mono County is located in the eastern rural borders of California. It is surrounded by the picturesque scenery of the Eastern Sierra Nevada Mountains. The environmental conditions can be challenging, but the reward of living in a tightly integrated community can be rewarding. Aside from the weather being the primary challenge, Mono County has only one primary incorporated town and at a minimum twelve unincorporated small communities dispersed across the County with limited to no resources. There are three school districts, Mono County Office of Education (MCOE), Eastern Sierra Unified School District (ESUSD), and Mammoth Lakes Unified School District (MUSD). MUSD serves the town of Mammoth Lakes. ESUSD serves the unincorporated communities of Coleville, Walker, June Lake, Bridgeport, Benton, Chalfant Valley, Mono City, and Lee Vining. MCOE oversees the two districts and provides a continuation school in Coleville and Mammoth Lakes. Mono County is a community with limited access to free youth programs due to its isolation from major cities and a lack of non-profit services. The population of 13,130<sup>1</sup> faces economic challenges, with 11.3% of families living in poverty and most of the workforce relying on low-income jobs in food, service, and hospitality industries. While the local schools offer afterschool sports programs funded through the school and fundraising, and the town of Mammoth Lakes provides fee-based youth sports during summer and winter, there has been a significant gap in services for youth who are not interested in sports. These youth lack a free, non-sport-focused, safe space for afterschool activities, especially a space that promotes pro-social behavior and skill development.

Mono County Probation has identified a need for early prevention and intervention services for at-risk youth to prevent them from entering the criminal justice system. While the Probation Department has successfully provided services to youth on formal or informal probation, there remained a group of youth who were at risk but do not meet the criteria for probation intervention. These youth may have exhibited warning signs such as low academic performance, poor attendance, substance use, and lack of adult supervision after school but had not committed offenses that warranted probation involvement. While there were afterschool sports programs and fee-based youth activities in Mono County, there was no other free, non-sport-focused afterschool program that offered a comprehensive range of services like Mammoth Afterschool Program (MAP). Similar prevention and intervention programs were generally available in more urban areas, but in rural Mono County, MAP filled a unique void by offering inclusive, accessible services for a broad range of youth.

Since most of the youth population lives in the incorporated town of Mammoth Lakes, the focus was to create a program in Mammoth Lakes. Mammoth Afterschool Program (MAP) was designed in response to these community needs. It served as a free, safe afterschool space for middle and high school students aged 12-18. The

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<sup>1</sup> United States Census Bureau  
[https://data.census.gov/profile/Mono\\_County,\\_California?g=050XX00US06051](https://data.census.gov/profile/Mono_County,_California?g=050XX00US06051)

program was a collaborative effort between Mono County Probation and Mammoth Lakes Unified School District. MAP provided a structured environment for youth to socialize, learn, and receive guidance on making positive life choices. MAP's daily activities included a mandatory academic hour for tutoring so that students would improve their school performance. The Probation School Resource Officer (SRO) provided a drug abuse prevention and intervention program to educate youth about the dangers of substance use. The program coordinator hired by MUSD scheduled creative activities such as art, music, and physical activities to engage students in a variety of interests. Students participated in Technology and Gaming (TAG), which introduced students to technological skills and gaming in a supervised environment. MAP was a safe space where students could request or be referred to participate in therapy and counseling services.

The target population for MAP included middle and high school students between the ages of 12 and 18. These students may have had behavioral, educational, or other at-risk factors, such as low grades, poor attendance, substance use, or lack of supervision. Students participating in the program may have had prior involvement with the justice system or probation. In addition, students who are not involved in any risky behavior but whose parents or guardians wish them to have a structured, safe afterschool environment also participated in the program. The referral process was simple, it was open to all students who wanted to voluntarily participate or whose parents chose to enroll them in the program. Some students were referred by school staff or principals because they identified the youth exhibiting educational, behavioral, or at-risk factors. For youth with probation involvement, it was a requirement for them to participate in the program as part of their terms and conditions.

MAP's goals and objectives:

GOALS	OBJECTIVES
<p><b>To reduce marijuana and vape use by youth</b></p>	<p><b>By providing an evidence based developmentally appropriate, culturally relevant, prevention and intervention program.</b></p> <p><b>To ensure appropriate treatment and assistance to youth by completing the Adverse Childhood Experiences Scale (ACES) and youth assessment.</b></p> <p><b>To identify a youth's strengths and challenges, a parent interview will be completed, as well as a satisfaction post program.</b></p> <p><b>By the end of the program, youth will score higher on the marijuana knowledge posttest.</b></p>

<p><b>To reduce marijuana and vape use by youth</b></p>	<p>To provide a developmentally appropriate intervention for youth ages 18 to 21.</p> <p>Youth will score higher nicotine knowledge posttest after attending a Tobacco Education class to not use tobacco products.</p> <p>Through collaboration with the community college, provide a prevention program on campus by delivering presentations, recruiting mentors, and educating students.</p> <p>To recommend and place eligible youth and/or families in counseling within one week of assessment.</p>
<p><b>To increase the number of youths with adult supervision after school.</b></p>	<p>Youth will improve academically by spending one hour with a teacher, paraprofessionals and mentors who will provide academic assistance.</p> <p>Youth will exhibit less school disruption and disciplinary instance after one semester or summer of participating in a prosocial, safe, creative, and enriching environment.</p> <p>Youth will receive less school and law enforcement referrals and School Attendance Review Board (SARB) referrals by engaging in stimulating programming and educational activities.</p> <p>Youth will receive a nutritious meal (summer) and healthy snacks (MAP) to ensure their physical health and development.</p>
<p><b>To increase academic progress and test scores.</b></p>	<p>To provide targeted enrichment programs to equalize accessibility.</p> <p>To provide theater and arts for social-emotional supports and positive reinforcement.</p> <p>To design and implement peer courts to introduce the concept of restorative justice and criminal justice in California (grades 9-12).</p> <p>All youth will participate in Law Day to consider the topic of the year and express their thoughts and opinions in a supportive environment.</p>

## PROCESS EVALUATION METHOD AND DESIGN

MAP utilizes a mixed-methods approach to process evaluation, integrating qualitative and quantitative data analysis to track its effectiveness in meeting program objectives. Quantitative data from the QuickBase platform provides an overview of key metrics, such as referrals, attendance, and activity participation. Simultaneously, qualitative data is collected from youth, parents, caregivers, and school staff to assess the overall participant experience. This combination allows the program to monitor both the outcomes and the process of implementation, ensuring that the program is operating effectively while adapting to participant needs.

Participant documentation was tracked in the QuickBase application. QuickBase documented referrals, enrollments, daily attendance, dropouts, terminations, snack consumption, and activity participation. Probation SRO and MAP program coordinator tracked students' pre- and post-tests knowledge about marijuana and tobacco. The youths' progress was measured by comparing participant data from the previous school year to the current year, focusing on knowledge gains and activity engagement. The QuickBase platform updates data on a daily, monthly, or school yearly basis depending on the data point being tracked. Qualitative feedback from participants, parents, and school staff is gathered through surveys, interviews, and regular feedback sessions. The feedback sessions were collected daily at the end of the day when the MAP program coordinator would ask the students what they liked about the activities of the day and what they did not like from the activities of the day. The QuickBase platform tracks quantitative data such as attendance, participation in specific activities, and snack consumption.

Progress is monitored through weekly check-ins with the MAP program coordinator and the Probation School Resource Officer. Quarterly meetings with the juvenile probation team, school staff, and contractors are held to review project progress, identify issues, and discuss potential modifications to improve outcomes. Adjustments to the program were made based on the qualitative data collected from participants, parents, school staff, and through the quarterly meetings, to ensure the program meets its objectives. The program modified activities and strategies based on the findings from monthly review meetings to maximize program efficacy. Staff activities were documented through timesheets, meeting logs, and performance reports. The program ensures fidelity by adhering to the grant proposal's outlined activities, conducting regular reviews of data during quarterly accountability meetings, adjusting the program when necessary, and based on participant feedback and data analysis. Data from QuickBase is analyzed using descriptive statistics to assess attendance, completion rates, and referral trends. Surveys and interviews data were analyzed using thematic analysis to identify recurring themes and patterns. This method helped identify areas of participant satisfaction, areas for improvement, and overall program impact.

## OUTCOME EVALUATION METHOD AND DESIGN

MAP's research design is comprehensive and robust. Both qualitative and quantitative methods were used to evaluate the impact of the program. The mixed-method approach combined qualitative and quantitative data analysis to evaluate the program outcomes. Tools used to gather information were surveys, pre- and post-tests, and narrative interviews. Every school year there were forty participants. Not all forty participants attended at the same time, rather these forty youth were enrolled in a school year and attended throughout the school year. The outcome evaluation goals were to improve academic progress and test scores, reduce marijuana, vape, and illicit drug use, and provide treatment and assistance to students who need it. The research considered the number of participants, interventions provided, and the criteria for success. Where applicable, comparison groups were used to determine whether program outcomes were a direct result of the intervention.

### Evaluation Questions.

*Goal 1: To reduce marijuana and vape use by youth.*

1. Was the substance abuse education program deliberate and effective?
2. Did the assessments identify the needs of the participants?
3. Was the referral process successful in identifying the targeted population?
4. Were the services and activities pro-social and age appropriate?
5. Was the program effective in changing the youths' knowledge about marijuana and tobacco?

### *Objectives:*

- A. By providing an evidence based developmentally appropriate, culturally relevant, prevention and intervention program to ensure safety and health of youth.
  - i. Is the marijuana and tobacco class relevant for the targeted population?
  - ii. Did the class discourage youth from future marijuana or tobacco usage?
- B. To ensure appropriate treatment and assistance to youth by completing the Adverse Childhood Experiences Scale (ACES) and youth assessment.
  - i. Was the ACES administered to fidelity?
  - ii. Did the ACES identify the youth that needed services such as individual counseling etc.?
  - iii. Was ACES culturally appropriate and trauma informed for the targeted population?
  - iv. Was the ACES necessary?



- C. To identify a youth's strengths and challenges, a parent interview will be completed, as well as a satisfaction post program.
  - i. Were the interviews informative?
  - ii. Did the program meet the needs and expectations of parents and participants?
- D. By the end of the program, youth will score higher on the marijuana knowledge post-test.
  - i. Did youth gain the appropriate knowledge to refrain from using marijuana?
- E. To provide a developmentally appropriate intervention for youth ages 18 up to 21.
  - i. Was the collaboration with the community college a critical aspect of intervention?
- F. Youth will score higher nicotine knowledge post test after attending a Tobacco Education class to not use tobacco products.
  - i. Was the class age appropriate?
  - ii. Was the information relevant to the targeted population?
  - iii. Is the youth equipped with the knowledge to refuse tobacco usage?
- G. Through collaboration with the community college, provide a prevention program on campus by delivering presentations, recruiting mentors, and educating students.
  - i. Did the presentation deliver the necessary information and education to equip college students in making an informed decision?
  - ii. How many mentors were recruited and were they beneficial to the program?
  - iii. Are the presentations necessary and effective?
- H. To recommend and place eligible youth and/or families in counseling within one week of assessment.
  - i. Did the assessment inform the probation officer on the needs of the youth?
  - ii. Was the contracted therapist meeting the needs of the referred youth?

*Goal 2: To increase the number of youths with adult supervision.*

- 1. Did the program's structured supervision after school decrease the number of systems involved youth?
- 2. Did the program reduce criminal behavior for individuals referred to the program by probation?

*Objectives:*

- 1. Youth will improve academically by spending one hour with a teacher, paraprofessionals and mentors who will provide academic assistance.
  - i. Was tutoring effective in increasing the youths' GPAs?

- ii. Was one hour of tutoring enough time to improve the participant's academics?
  - iii. Were the teacher, paraprofessionals, and mentors knowledgeable and appropriate to help the targeted population?
- 2. Youth will exhibit less school disruption and disciplinary instance after one semester or summer of participating in a prosocial, safe, creative, and enriching environment.
  - i. Are the program's activities addressing the youths' needs to reduce the disruptions and disciplinary issues at school?
- 3. Youth will receive less school and law enforcement referrals and School Attendance Review Board (SARB) referrals by engaging in stimulating programming and educational activities.
  - i. Are the program activities providing the youth with the prosocial skills necessary to reduce the risk of being involved in the justice system?
  - ii. Is the program identifying the youth who may need additional support and referring to the appropriate resource?
  - iii. Are the program's afterschool hours and structured supervision keeping youth accountable?
- 4. Youth will receive a nutritious meal (summer) and healthy snacks (MAP) to ensure their physical health and development.
  - i. Are the meals and snacks nutritious?
  - ii. Is the allotted amount enough?

*Goal 3: To increase academic progress and test scores.*

- 1. Is the program meeting the academic needs of the targeted population?
- 2. Are the activities and services supporting and prioritizing academic success?

*Objectives:*

- A. To provide targeted enrichment programs to equalize accessibility.
  - i. Are the enrichment programs arming the youth with the necessary skills to navigate their lives upon graduation?
- B. To provide theater and arts for social-emotional supports and positive reinforcement.
  - i. Was there a particular art or theater activity that positively impacted the youth?
- C. To design and implement peer courts to introduce the concept of restorative justice and criminal justice in California (grades 9-12).
  - i. Are peer courts effective?
- D. All youth will participate in Law Day to consider the topic of the year and express their thoughts and opinions in a supportive environment.

- i. Did participation in Law Day educate the youth about their constitutional rights?

Program success was assessed by comparing baseline data at the start of the program to data collected at the end of the school year. The year-to-year comparisons helped evaluate the program's long-term effectiveness. The data collected ensured accountability and focused on meeting the needs of the youth participants, even though it was not delivered in a controlled setting. Despite this, the mix of qualitative and quantitative measurements provided a balanced evaluation. The number of participants and the type of intervention or service each student received was documented and collected. If multiple interventions were employed, the program attempted to assess the separate effects of each intervention on the outcome variables. To ensure the program's effects, the program's impact versus the external factors were assessed. This strategy included identifying whether the program outcomes was due to the program itself or external factors. This detailed plan helped ensure that the program was thoroughly evaluated, with clearly defined metrics for success, both for individual participants and activities. It also emphasized the need for a careful analysis to account for external factors and isolate the program's true impact.

## EVALUATION RESULTS

MAP was born from the need for youth to have a safe and prosocial meeting place. Mono Probation and Mammoth Unified School District forged a meaningful partnership, united by a shared vision to uplift and empower local youth. Together, they recognized the need to support the development of youth in the community, and by joining forces, they created a space where students could not only learn but thrive. This collaboration spoke to their deep commitment to nurturing the potential of each child, offering them guidance, structure, and the tools needed to succeed. Through MAP, Mono Probation and MUSD built a bridge of hope, resilience, and opportunity, proving that when institutions come together with a heart for service, they can truly make a lasting impact on the lives of those they serve.

During the inception of MAP, the world was experiencing a pandemic that propelled all institutions into uncharted territory. When Probation was awarded Cohort 2 on May 1, 2021, unexpected challenges were at the forefront of this project. Due to COVID restrictions, the restrictions significantly disrupted the development of MAP. Restrictions on in-person gatherings and the closure of schools and community spaces made traditional program implementation nearly impossible, forcing Probation and MAP to rethink their approaches. MAP faced delays and caused the partnership to navigate these hurdles while adapting to constantly changing public health guidelines, rethinking how to engage participants, deliver services, and meet their goals in a dramatically altered landscape.

When MAP was initially being created, MUSD had a difficult time recruiting for the program director position. This was partly due to COVID challenges as credentialed and certified teachers were hard to recruit and the ruralness of the County was an issue. Therefore, Probation requested permission to change the program director position to a program coordinator position. This allowed for a more diverse recruitment as the qualifications did not require specialized credentials. MUSD was able to hire an experienced teacher with a history in program implementation and recruitment. Once the program coordinator position was filled, MAP was born, and the structure and implementation plan commenced. Although the program coordinator was an integral part of MAP, MUSD still had a difficult time filling two paraprofessional positions that were written to support the program coordinator. Those positions were never filled.

The program coordinator created a structured daily program full of activities. The program coordinator blocked time off for the Probation SRO to provide a quick Botvin Life Skills lesson and a marijuana education lesson. The program coordinator allotted time slots for Technology and Gaming (TAG) activities. Those included down time playing on the PlayStation and Xbox gaming consoles or using the 3D printers. There was a scheduled timeframe when Mono Arts Council would come by the school and teach students about the arts. During other scheduled periods, the program coordinator used board games such as Risk or poker to teach the students valuable lessons. In the feedback from students, some reported that they learned how to problem solve, how to understand probability, how risk impacted decision making, long-term and strategic planning, resource management, collaboration, and emotional regulation.

MAP lasted a total of two school years, 2021/2022 and 2022/2023. MAP served ninety-seven (97) students. The original plan included a summer program; however, due to the lack of

staffing and COVID restrictions, the summer program was not implemented. The 2021/2022, school year began in late fall. The program coordinator created a recruitment and referral process. Students were recruited in the following manners: 1) voluntary sign up, 2) school staff referral, 3) School Attendance Review Board referral, 4) Probation referral. Most of the enrollments were voluntary. Once students attended and experienced what MAP could offer, word of mouth recruitment brought in the most participants. Ninety-seven students enrolled in MAP; however, daily attendance averaged about ten to fifteen students daily. Out of those ninety-seven students, only one youth sustained a petition filed with the Mono County Superior Court. MAP was experiencing success; however, it is uncertain whether long term effect can be deduced as the partnership between Mammoth Unified School District and Probation was dissolved. In the Spring of 2023, MUSD chose to part ways as they were pursuing different interests. Therefore, Mono Probation chose to pursue a partnership with Easter Sierra Unified School District, which is the district that serves Mono County's rural communities.

Below are the data point collected in the two school years. The data is clear in that students who participated in MAP received life skills, tutoring, and snacks. Participants had the ability to receive or participate in an array of resources. The data also shows that students were very satisfied with MAP. Nevertheless, the data cannot provide a direct correlation whether participants who participated in MAP were not involved in the justice system. Although, for the two school years, only one youth sustained a petition in the juvenile justice system, which shows some promise.

Data Points: Collected only for students participating in MAP			
*Youth on probation supervision referred to MAP	August 2021 - June 2022	August 2022 - June 2023	August 2023 - June 2024
Life Skills Classes	105	105	
ACES Completed*	0	0	
Parent Meetings*	0	3	
Marijuana Pre-Test Average Score*	0	0	
Marijuana Post-Test Average Score*	0	0	
Total Vape Alarms	0	0	
Community College Presentations	1	1	
Total Number of Mentors Recruited	0	10	
Total # of Enrichment Classes*	0	0	
Total # of Tutoring Hours	105	105	
Referrals to Individual Counseling	0	1	
Referrals to Drug and Alcohol Counseling	0	0	
Referrals to Anger Recognition Therapy	0	0	
Referrals to Moral Reconition Therapy	0	0	
Referrals to North American Mental Health Services	0	0	
Referrals to Family Counseling	0	0	
Average End of School Year Satisfaction Score (1-very unsatisfied to 5-very satisfied)	5	5	
Referrals to Diversion Program	0	0	
# of District Attorney Petitions	0	1	
Counsel and Dismiss	0	0	
Total # of Subsequent Offenses*	0	0	
Referrals to MAPS for Tobacco Usage	6	3	
Total # of Law Enforcement Reports	0	1	
Referrals to SARB	0	0	
Disciplinary Reports	3	0	
Disruption Reports	5	3	
Law Day Participation	0	0	
Total # of Snacks	3038	2065	

## Evaluation Questions.

### *Goal 1: To reduce marijuana and vape use by youth.*

1. Was the substance abuse education program deliberate and effective?  
The substance abuse class was relevant to the students and addressed the effects of marijuana usage.
2. Did the assessments identify the needs of the participants?  
The Positive Achievement Change Tool (PACT) was used on students who were placed on probation and referred to MAP. PACT is a 126-item, multiple choice in-depth assessment instrument that produces evidence based and validated risk level scores measuring a juvenile's risk of re-offending. It produces the juvenile's needs in twelve domains. Since there were zero students who were placed on probation and referred to MAP, this tool was not used in MAP.
3. Was the referral process successful in identifying the targeted population?  
Yes, the targeted population were youth in grades 8 thru 12, who needed a pro-social and safe space to congregate.
4. Were the services and activities pro-social and age appropriate?  
Yes, the students participated in arts, technology, gaming, physical activity, and tutoring. All these activities created a pro-social environment in which students learned a plethora of skills.
5. Was the program effective in changing the youths' knowledge about marijuana and tobacco?  
Although the program's intention was to collect pre- and post-marijuana test scores to see the knowledge and awareness, these tests were not administered due to short staffing issues.

### *Objectives:*

- A. By providing an evidence based developmentally appropriate, culturally relevant, prevention and intervention program to ensure safety and health of youth.
  - i. Is the marijuana and tobacco class relevant for the targeted population?  
Yes, the marijuana and tobacco education resources were relevant to the specified age group.
  - ii. Did the class discourage youth from future marijuana or tobacco usage?  
Youth were advised of the risk of marijuana and tobacco usage. In addition, they were advised of legal issues that may arise if they were caught using or in possession of marijuana and/or tobacco.
- B. To ensure appropriate treatment and assistance to youth by completing the Adverse Childhood Experiences Scale (ACES) and youth assessment.
  - i. Was the ACES administered to fidelity?

ACES was to be administer on youth who were placed on probation and ordered to participate in MAP. Since no youth placed on probation was ordered to participate in MAP, ACES was not used.

- ii. Did the ACES identify the youth that needed services such as individual counseling etc.?  
ACES was not used.
  - iii. Was ACES culturally appropriate and trauma informed for the targeted population?  
ACES can be culturally appropriate. In addition, staff trained to administer ACES were trained to have cultural awareness when asking the questions.
  - iv. Were the ACES necessary?  
Since ACES was not used, it is uncertain whether it would have been necessary or not.
- C. To identify a youth's strengths and challenges, a parent interview will be completed, as well as a satisfaction post program.
- i. Were the interviews informative?  
In the two years only one parent interview was completed. This was because parent interviews were only completed when the youth was referred by Probation or due to a vaping violation. This particular parent interview was informative and allowed the case carrying officer to learn more about the child's and family's needs.
  - ii. Did the program meet the needs and expectations of parents and participants?  
Parents were not provided a satisfaction survey.
- D. By the end of the program, youth will score higher on the marijuana knowledge post-test.
- i. Did youth gain the appropriate knowledge to refrain from using marijuana?  
No post test was administered during the two years MAP was active.
- E. To provide a developmentally appropriate intervention for youth ages 18 up to 21.
- i. Was the collaboration with the community college essential for the creation of the intervention?  
Probation met with Cerro Coso Community College students and attempted to recruit mentors in the fall of 2022. The collaboration was not essential as it did not yield any mentors; however, it did bring awareness to the different resources available in the community for youths ages 18 to 21.



- F. Youth will score higher nicotine knowledge post test after attending a Tobacco Education class to not use tobacco products.
- i. Was the class age appropriate?  
The materials the SRO used were age appropriate. During the lesson, students were interactive and asked age appropriate questions.
  - ii. Was the information relevant to the targeted population?  
The resources used in the lesson were relevant to the youth participating in MAP.
  - iii. Is the youth equipped with the knowledge to refuse tobacco usage?  
Since post-tests were not administered, it is uncertain whether the students were knowledgeable enough to refuse tobacco. Per the data collected nine (9) referrals to MAPS were made for tobacco use.
- G. Through collaboration with the community college, provide a prevention program on campus by delivering presentations, recruiting mentors, and educating students.
- i. Did the presentation deliver the necessary information and education to equip college students in making an informed decision?  
Only two presentations were made at Cerro Coso Community College. Not enough presentations were made to collect valuable data.
  - ii. How many mentors were recruited and were they beneficial to the program?  
Ten (10) mentors were recruited; however, zero participated in MAP.
  - iii. Are the presentations necessary and effective?  
Since two presentations were made, it is uncertain whether the presentations were necessary and/or effective.
- H. To recommend and place eligible youth and/or families in counseling within one week of assessment.
- i. Did the assessment inform the probation officer on the needs of the youth?  
Probation uses the PACT assessment. This assessment informs the officer on the needs of the youth and provides opportunities for the youth to meet those needs.
  - ii. Was the contracted therapist meeting the needs of the referred youth?  
Probation contracted with two LCSW therapists for 2022/2023 school year. Students were referred to counseling services and seemed to benefit from the service. The therapists relied on Probation's Behavioral Health Specialists to coordinate appointments and to keep the youth accountable. This allowed the



therapist to focus on providing the counseling session. The therapists scheduling flexibility yielded positive results.

*Goal 2: To increase the number of youths with adult supervision.*

1. Did the program's structured supervision after school decrease the number of systems involved youth?

Ninety-seven (97) students participated in MAP. Out of those ninety-seven students only one youth received a sustained petition and was placed on formal probation. The data is too small to make a direct correlation. However, in the two years that MAP was active it can be deduced that youth had a safe pro-social space that they can congregate in and have adult supervision during peak criminal activity hours. Research has shown that after school reduce delinquency in the "programs that incorporated a high emphasis on social skills and character development" (Gottfredson, 2004)<sup>2</sup>.

2. Did the program reduce criminal behavior for individuals referred to the program by probation?

Probation did not refer any youth to MAP during the two years MAP was operating.

*Objectives:*

- A. Youth will improve academically by spending one hour with a teacher, paraprofessionals and mentors who will provide academic assistance.

- i. Was tutoring effective in increasing the youths' GPAs?

In the two years, Probation and MUSD were attempting to coordinate a system in which Probation would be able to access Aeries, which is MUSD's case management system. Due to legal restrictions, MUSD was unable to grant Probation access; thus, Probation was unable to track GPAs. Nevertheless, the data reflects that no youth participating in MAP were referred to the Student Attendance Review Board, which monitors attendance, behavioral issues, and credit deficiency.

- ii. Was one hour of tutoring enough time to improve the participant's academics?

No student participating in MAP was referred to SARB, nor required to repeat their grade level.

- iii. Were the teacher, paraprofessionals, and mentors knowledgeable and appropriate to help the targeted population?

The program coordinator was a single-subject credentialed teacher that had knowledge in an array of subjects. The coordinator was available to help students with their schoolwork.

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<sup>2</sup> Gottfredson, Denise C., et.al. 2004. Do After School Programs Reduce Delinquency? *Prevention Science*, Vol. 5, No. 4, December 2004. <https://ccjs.umd.edu/sites/ccjs.umd.edu/files/pubs/GottfredsonWeismanSoule.pdf>.

- B. Youth will exhibit less school disruption and disciplinary instance after one semester or summer of participating in a prosocial, safe, creative, and enriching environment.
- i. Are the program's activities addressing the youths' needs to reduce the disruptions and disciplinary issues at school?  
Based on the outcome of the "End of School Year Satisfaction Survey," the average satisfaction score was five (5) very satisfied. This would imply that youth felt the program was meeting their needs.
- C. Youth will receive less school and law enforcement referrals and School Attendance Review Board (SARB) referrals by engaging in stimulating programming and educational activities.
- i. Are the program activities providing the youth with the prosocial skills necessary to reduce the risk of being involved in the justice system?  
Based on the data collected in the two years, no youth participating in MAP was referred to SARB. Only one youth had a law enforcement referral and a sustained petition. In addition, the satisfaction survey shows that youth
  - ii. Is the program identifying the youth who may need additional support and referring to the appropriate resource?  
MAP did not have a formal process for identifying youth who may need additional support. However, the MAP coordinator and SRO would inform students of the available resources to them.
  - iii. Are the program's afterschool hours and structured supervision keeping youth accountable?  
MAP used SharePoint to track student attendance. SharePoint would notify each student's parent to inform them when the student was in the program and when they would leave. It would also track snacks. The data showed that there were three (3) disciplinary reports and eight (8) disruption reports. The MAP coordinator would redirect the students and in one occasion suspended attendance for a few days.
- D. Youth will receive a nutritious meal (summer) and healthy snacks (MAP) to ensure their physical health and development.
- i. Are the meals and snacks nutritious?  
MAP provided healthy and not so healthy snacks. The snacks consisted of yogurt, cheese sticks, fruit juice, water, cookies, chips, granola bars, and bananas. Each student was allowed two items and one drink per day.
  - ii. Is the allotted amount enough?  
The allotted amount was enough for a snack. On several occasions Probation and the program coordinator provided additional funding to provide specialized food like pizza.

*Goal 3: To increase academic progress and test scores.*

1. Is the program meeting the academic needs of the targeted population?  
It is uncertain whether there is a direct correlation between academic success with program attendance as Probation was unable to access MUSD's case management system.
2. Are the activities and services supporting and prioritizing academic success?  
MAP provided a daily tutoring hour. After the two years, two-hundred and ten (210) tutoring hours were provided to the students.

*Objectives:*

- A. To provide targeted enrichment programs to equalize accessibility.
  - i. Are the enrichment programs arming the youth with the necessary skills to navigate their lives upon graduation?  
MAP provided a total of two-hundred and ten (210) hours of life skill classes. No enrichment class was provided as that class was only provided to Probation youth attending MAP and no Probation youth attended MAP.
- B. To provide theater and arts for social-emotional supports and positive reinforcement.
  - i. Was there a particular art or theater activity that positively impacted the youth?  
The Mono Arts Council partnered with Probation and MUSD to provide theater and art lessons. Students enjoyed both activities. The feedback survey did not directly ask which activity was most impactful.
- C. To design and implement peer courts to introduce the concept of restorative justice and criminal justice in California (grades 9-12).
  - i. Are peer courts effective?  
MUSD and Probation discussed the implementation of a peer court. The departments had not yet formulated a plan as the goal was to begin planning in year three. However, since the partnership was annulled in year two, Probation and MUSD did not get to the planning stage.
- D. All youth will participate in Law Day to consider the topic of the year and express their thoughts and opinions in a supportive environment.
  - i. Did participation in Law Day educate the youth about their constitutional rights?  
Probation SRO provided a Law Day educational lesson for MAP students. The 2022 Law Day theme was *"Toward a More Perfect Union: The Constitution in Times of Change."* MAP had nine (9) students participate in the interactive lesson provided by the American Bar Association.

## DISCUSSION OF RESULTS

MAP's substance abuse class was relevant to students, it addressed the effects of marijuana use and tobacco. However, due to staffing issues, pre- and post-tests were not administered, making it difficult to measure the knowledge gained by participants. The Positive Achievement Change Tool (PACT) and Adverse Childhood Experiences Scale (ACES) were not utilized as no probation-referred youth participated in the program. It may be beneficial for the program to broaden its scope to include alternative assessment tools that may explore early identification of youth in need of support. MAP's attendance was primarily composed of middle school students. MAP was originally located at the high school, but when the high school went under construction, its location was moved to the middle school. That is when middle school students were the only age group participating in MAP. The referral process identified the target population effectively, but the reliance on probation referrals was a limitation. Expanding outreach and building stronger partnerships with schools and other community organizations could help increase high school participation.

The program provided a wide range of pro-social activities such as arts, technology, gaming, physical activity, and tutoring. These activities were age-appropriate and helped create a supportive environment for students. Expanding these activities and maintaining a focus on both educational and social skills development would continue to benefit participants. In addition, providing career technical education may be advantageous for students to explore different career paths. The collaboration with Cerro Coso Community College to recruit mentors did not result in active participation. While the initiative brought awareness to available community resources, more robust strategies for mentor recruitment and engagement are necessary to ensure meaningful collaboration in the future.

Expanding partnerships beyond probation and schools to include local organizations, healthcare providers, and community leaders who can help identify and support at-risk youth. Developing a formalized mentor program with structured engagement could also enhance program outcomes. One parent interview was completed over the two years, indicating a need for better parent engagement. Establishing regular parent interviews or surveys could provide valuable insights into family needs and strengthen the program's impact. The lack of access to academic data, such as GPA and attendance records, made it challenging to assess the program's academic impact. Establishing a formal data-sharing agreement with the school district could provide more transparency and allow the program to better track and support academic progress.

The MAP program, while faced with challenges, provided a crucial safe space for youth in need of guidance, support, and positive engagement. Over its two years, MAP created an environment where students could grow, learn, and feel seen—

whether through arts, academic assistance, or social activities. Although certain goals such as assessments and mentoring faced obstacles, the program's heart was in its ability to offer youth a sanctuary during a pivotal time in their development. MAP's impact is best measured not only by data, but by the connections made, the skills nurtured, and the sense of belonging it fostered. For many students, this program represented stability and encouragement—key elements in keeping them away from negative influences and on a path toward personal growth. While some objectives remain unmet, the dedication of those involved and the relationships built have left a lasting impression on the lives of the youth it served.

As we reflect on the journey, the most profound takeaway from MAP is its commitment to caring for the whole child, addressing not just academic or behavioral needs but their emotional and social well-being. Though short-lived, the legacy of MAP is in the changed perspectives, the new friendships, and the lessons learned—both in and out of the classroom. MAP stands as a testament to the power of community-driven programs in shaping the futures of our youth.

## CURRENT LOGIC MODEL





## GRANTEE HIGHLIGHT

Students participating in  
Mammoth Afterschool  
Program.

