

# Proposition 64 Cohort 3 Grant Program

## Local Evaluation Plan

Education, Analysis, and Enforcement Project

Submitted by:

Humboldt County Department of Health and Human Services  
(DHHS)

Prepared by:

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## Project Background

Humboldt County Sheriff's Office was awarded the BSCC Prop 64 Cohort 1 Grant. For Cohort 3, Humboldt County Sheriff's Office (HCSO) decided to partner with the county's Department of Health & Human Services (DHHS) to strengthen the youth prevention and education component of grant activities. The DHHS Public Health Branch's Substance Use Prevention program has strong ties to target schools in southern Humboldt and offers robust in-school prevention programming. DHHS has a long history of collaboration with services offered in target schools by the Southern Humboldt Family Resource Center (FRC). Funding provided by this grant will increase the FRC's ability to offer individual and group counseling services to students identified and referred by their teachers.

For decades, Humboldt County residents have been involved in the cultivation and use of cannabis. Legalization has created a path to legitimacy for entrepreneurs and generational farmers alike. Although Humboldt County has the second most cultivation licenses in the state, it is estimated that there are over ten times as many illegal grow sites still in operation without plans to enter the permitting process. The Humboldt County Sheriff's Office (HCSO) estimates that about 50% of all cannabis cultivation in Humboldt occurs in the southern part of the county, which is very rural and remote. Due to the normalization of cannabis use in this part of the county there are higher rates of youth use and acceptance of cannabis. Therefore, two of the three project goals focus on youth prevention and education at the area's only junior high and high school and one goal focuses on public safety.

The Education, Analysis & Enforcement (EAE) project's purpose is to diminish criminal behavior, and provide youth-focused cannabis and substance use prevention education and intervention to students that are typically underserved yet suffer disproportionate impacts as a result of cannabis cultivation. The EAE project aims to disrupt the illegal cannabis industry by reaching annual goals of surveillance and investigation of at least 100 unpermitted cultivation sites, the eradication of at least 250,000 cannabis plants and the disruption of one drug trafficking organization. Youth and family-focused prevention and early intervention strategies will be woven into in-school education and counseling services offered through the school-based wellness center on the junior high and high school campus. We will work with school staff to promote systemic changes that incorporate prevention and early intervention strategies into ongoing teacher training and substance-involved response protocols.

Existing partnerships will be leveraged and expanded with this funding. DHHS and the Southern Humboldt FRC will collaborate to provide mentorship, diversion, and substance use prevention education activities under PPA 1 to youth in the southern part of the county who are more affected by cannabis legalization due to the prevalence of cultivation. An estimated 15 – 20 youths will be served annually. Additionally, at least 100 students per year will receive in-class, skills-based substance use prevention education to improve students' refusal skills, factual knowledge about how substances affect their development, and ability to deal with emotions in a healthy manner. With a combined enrollment of approximately 330 students at South Fork High School and Miranda Junior

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High School, over one-third of students will be engaged in education and/or intervention with this funding. HCSO's Marijuana Enforcement Team (MET) includes a sergeant and two deputy sheriffs. MET is the sole law enforcement entity responsible for addressing cannabis crimes in much of Humboldt.

Youth who have been identified by their teachers as having significant risk factors, especially academic and behavioral challenges, or previous experiences using substances, will be referred to the school-based wellness center to receive support from Southern Humboldt FRC staff. Their Drug & Alcohol Youth Diversion Program includes a comprehensive assessment, 10-weeks of individual sessions and 10-weeks of group sessions. Four of the 10 individual sessions provide an opportunity for parents or caregivers to attend to develop open communication skills, explore family dynamics, set expectations and boundaries, and develop a family action plan. Universal in-class prevention education will be provided to at least 100 students annually by DHHS Substance Use Prevention and Southern Humboldt FRC staff utilizing Stanford's Smart Talk: Cannabis Prevention & Awareness Curriculum and other evidence-based, emerging or promising practices.

Below is an outline of the EAE project's goals and objectives, as outlined in the Work Plan in appendix L in the original application:

**Goal 1:** To reduce youth cannabis use and substance-related school infractions among 13 - 18-year-olds in southern Humboldt who attend South Fork High School and Miranda Junior High School (PPA 1: Youth Prevention).

**Objective A:** Annually, provide direct service through individual and small group counseling to 15 - 20 individual teens, 13-18 years old, who are referred to the school-based wellness center and determined to be high-risk for substance use in order to promote healthy behaviors and prevent substance misuse.

**Objective B:** Engage the families of participating youth in appropriate behavioral and wellness programs to address any social-emotional and mental health behaviors, with the overall goal to reduce substance use.

**Objective C:** Using evidence-based curricula, promising or emerging practices that are developmentally sensitive and trauma-informed, conduct weekly in-class skills-based substance use prevention education to at least 100 students per year to improve students' refusal skills, factual knowledge about how substances affect their development, ability to deal with emotions in a healthy manner.

**Goal 2:** To promote implementation of appropriate prevention and early intervention strategies in target schools that help decrease youth substance use (PPA 1: Youth Prevention).

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**Objective A:** Promote a positive school climate/culture by collaborating with school staff to develop best practices to address youth substance use, increase positive behavior and create a prosocial school climate.

**Objective B:** Provide training in evidence-based, promising and emerging substance use prevention and early intervention strategies to school staff and on-site wellness center staff in order to increase capacity to deliver services to students both during and after the grant ends.

**Goal 3:** To disrupt the illegal marijuana industry and monitor compliance among producers in Humboldt County (PPA 3: Public Safety).

**Objective A:** Carry out a minimum of 100 investigations per grant year into illegal cultivation sites.

**Objective B:** Use intelligence gathered to identify and disrupt at least one drug trafficking organization per year.

**Objective C:** Eradicate at least 250,000 unpermitted marijuana plants each year.

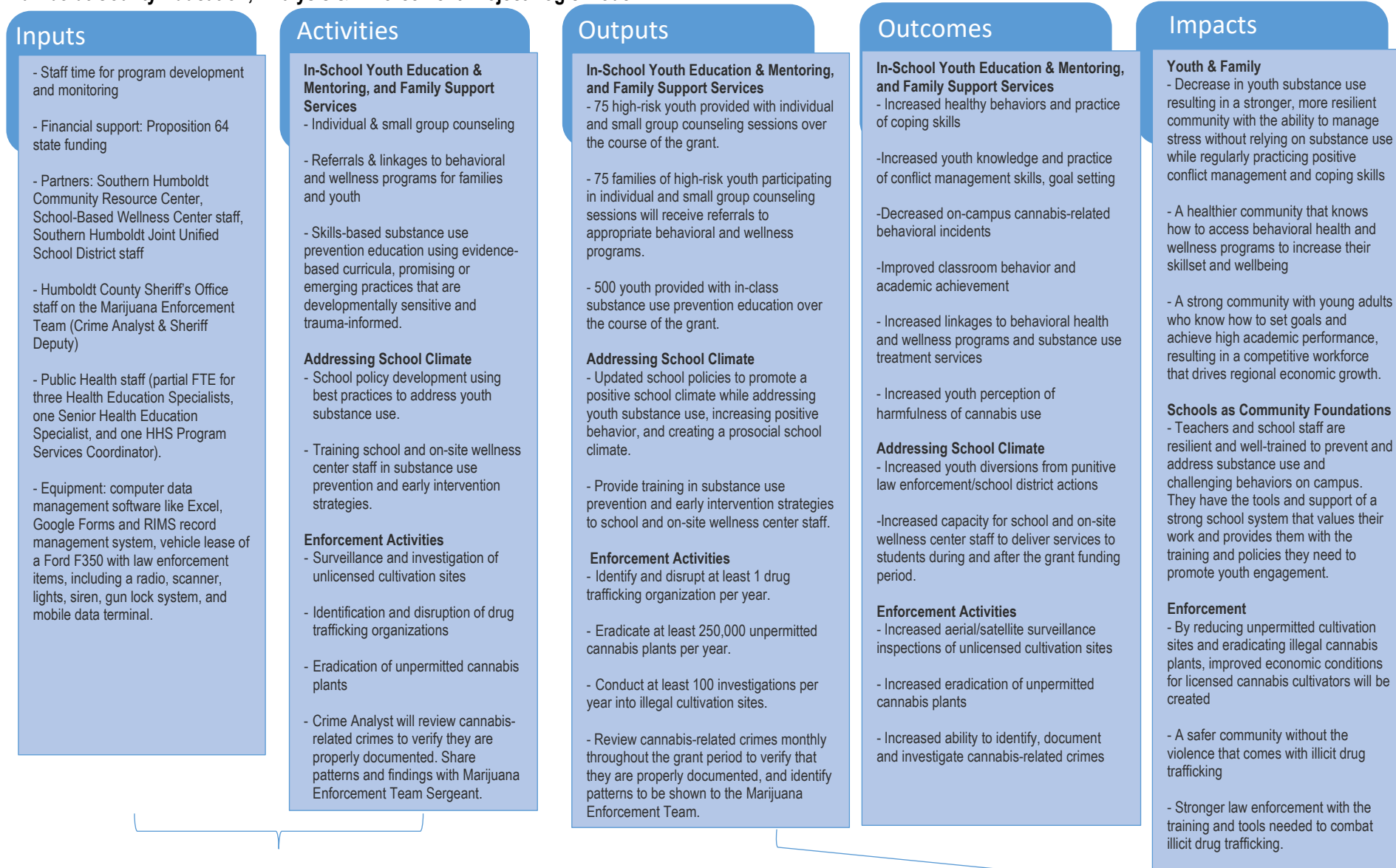
**Objective D:** Crime Analyst will provide investigative support to the Marijuana Enforcement Team (MET) deputies, review cannabis-related crimes in RIMS (records management system) monthly to verify that they are properly documented, look for patterns, and will brief the MET sergeant on their findings.

## Project Logic Model

See next page.

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## Humboldt County Education, Analysis & Enforcement Project Logic Model:



Planned Work

Humboldt County DHHS

Intended Results

Local Evaluation Plan

## Process Evaluation Method and Design

Humboldt County DHHS is responsible for overall project oversight and daily operations related to goals 1 and 2 under the Youth Prevention PPA. DHHS works closely with the Southern Humboldt Family Resource center to plan and implement in-school counseling and family services in goal 1, as well as the policy and school climate work in goal 2. Regularly scheduled meetings have been established to ensure the project is implemented to fidelity according to the plan outlined in the original application and this Local Evaluation Plan. Survey instruments and data sources, along with the processes and timelines for collecting said data, will be the responsibility of DHHS to review with all partners involved in grant implementation to ensure compliance. The Humboldt County Sheriff's Office (HCSO) is responsible for all activities under goal 3 (Public Safety). Key program staff are in regular communication about grant requirements and planned activities, with recurring quarterly meetings scheduled to review progress to date and discuss successes and challenges throughout the funding period. Annually, overall progress will be analyzed by DHHS, with recommendations made to all staff and partners involved in carrying out grant deliverables. This will happen at an annual stakeholder meeting with ample opportunity for discussion and planning for the upcoming year.

The process evaluation analysis for the data sources noted in the evaluation matrix will be a combination of quantitative, qualitative, descriptive and mixed methods depending on the activity. For example, attendance records will provide quantitative statistics that provide insight into the number of youth served or presented to, while pre/post test results use mixed method design as they allow for both quantitative and qualitative responses from participants. Results of participant-involved data sources with qualitative responses such as pre/post test results, the Youth Self-Assessment and Youth Feedback Exit Survey, will be grouped into themes that provide staff with feedback on their interactions with participants. Quantitative data such as attendance records and referrals are collected electronically, making analysis automatic with the ability to run a summary report. This data will be reviewed annually so that any programmatic changes that may be necessary can be implemented the following school year.

Enforcement data is logged digitally in the RIMS Law Enforcement Records Management System, enabling continuous monitoring of patterns and trends in cannabis-related crimes and investigations. This data will be reported on quarterly, with overall patterns analyzed and communicated with appropriate personnel on a semi-annual basis using descriptive statistics.

Below is a Process Evaluation Matrix color-coded to match each of the three goals in the workplan, which correspond with the three categories listed in bold in the activities section

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of the logic model on page 4. Goal 1 logic model activities related to “In-School Youth Education & Mentoring, and Family Support Services” are in blue. Goal 2 logic model activities for “Addressing School Climate” are in yellow. Goal 3’s “Enforcement Activities” are in orange.

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<b>Process Evaluation Matrix</b>			
<b>Activity</b>	<b>Data Elements</b>	<b>Data Sources</b>	<b>Frequency of Data Collection</b>
Provide 75 high-risk youth with individual and small group counseling in school	# of youth served; % of youth served who improve the practice of healthy behaviors; % of youth served who improve academic achievement; % decrease in substance-involved infractions on campus for youth served	Referrals, attendance records for each session, Youth Self-Assessment, Youth Feedback Exit Survey	Each time a youth is referred and individual or group counseling sessions are offered throughout the duration of the grant. Overall analysis of counseling services will happen annually so staff can implement any necessary programmatic changes for the upcoming school year.
Provide referrals to appropriate behavioral and wellness programs for families of the 75 high-risk youth participating in individual and small group counseling sessions	# of referrals provided	Referral tracking system	Quarterly
Provide 500 youth with in-class substance use prevention education	# of middle school and high school students presented to; # of presentations; % of youth who improve their knowledge of the harms of cannabis on the developing brain	Attendance records, pre/post-test results	Attendance collected each time a presentation occurs. Pre/post-tests given each time a curriculum begins/ends (some have multiple sessions so knowledge gained is collected for the entire series of lessons, rather than per lesson)
Review and update school policies (as needed) to promote a positive school climate while addressing youth substance use, increasing positive behavior, and creating a prosocial school climate.	# of policies reviewed and discussed with school administration; # of policy changes enacted; % increase in positive behavior after policy change	List of policies reviewed; and a list of changes implemented; disaggregated student behavior records or survey data showing overall changes in school climate	Annually throughout duration of grant
Provide training in substance use prevention and early intervention strategies to school and on-site wellness center staff	# of trainings provided; % of school staff trained	Attendance sheets	Attendance collected each time a training occurs. Reported quarterly.

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Identification and disruption of one drug trafficking organization per year	# of drug trafficking organizations identified and disrupted	RIMS record management system	Each time an inspection occurs throughout duration of grant. Reported quarterly.
100 investigations per year into unlicensed cultivation sites	# of investigations completed	RIMS record management system	Each time investigation of an unlicensed cultivation site occurs throughout duration of grant. Reported quarterly.
Eradicate 250,000 illicit cannabis plants per year	# of illicit cannabis plants identified and eradicated	RIMS record management system	Each time illicit cannabis plants are identified and eradicated. Reported quarterly.
Review cannabis-related crimes to verify they are properly documented. Share patterns and findings with Marijuana Enforcement Team Sergeant to improve practices.	Documentation of patterns and findings	Discussions with staff during staff meetings	Biannually throughout duration of grant

## Outcome Evaluation Method and Design

Upon completion of the EAE project, data accumulated throughout the funding period will be assessed to determine whether the project met its goals. Data collected throughout the execution of grant-funded activities will be a mixture of qualitative and quantitative with the ability to determine whether the project met its goals and was successful in producing anticipated outcomes. The Outcome Evaluation Matrix below answers the following questions for each project goal, which will help us determine whether the project was successful:

- What is the anticipated outcome or impact of the activities performed for each project goal?
- How will we know if the project was successful? What changes will we see?
- What tools will we use to measure the changes that occurred?
- How often will we analyze the data during the funding period?

For youth participants in universal in-school substance use prevention education and those referred to the 10-week Drug & Alcohol Youth Diversion Program, attendance records will be reviewed to see if we met the goal of reaching 100 students annually and providing individual & group counseling to 15 – 20 students per year. We will review to see if at least 80% of students completed the 10-week session. Their pre/post evaluations, academic records and school discipline data will also be analyzed to see if the intervention resulted in the intended outcomes noted below in the Outcome Evaluation Matrix:

- Increased youth knowledge and practice of conflict management skills, goal setting
- Increased healthy behaviors and practice of coping skills
- Decreased on-campus cannabis-related behavioral incidents
- Improved classroom behavior and academic achievement
- Increased youth perception of harmfulness of cannabis use

The impacts noted in the logic model will be more difficult to measure due to a lack of resources such as staff with skills in research design, data collection and analysis. The rural context of the project's target area also creates a barrier to producing data that is meaningful and is able to definitively describe the long-term impacts of the project. For example, if the project accomplishes its enforcement goal of disrupting the illegal

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cannabis market by eradicating unpermitted plants and cultivation sites, it will be difficult to say whether it resulted in the intended impact of “improved economic conditions for licensed cannabis cultivators.” This is partly because there are many factors that contribute to improving economic conditions that are beyond the scope of this project. We do not have capacity to do a comprehensive review of policy and systems changes that occur throughout the funding period in order to determine factors outside the scope of this project that may have contributed to the outcomes and impacts we see.

The Outcome Evaluation Question Guide matrix below looks at the questions project staff will answer in the final evaluation report to determine the project’s success. Each goal and objective outlined in the Project Work Plan has at least one question associated with it. Project staff will come together to analyze the data collected and reflect on how the project was able to meet its goals or what factors contributed to a shortfall in anticipated outcomes. The results of these final project reflection meetings will be collected and analyzed to be included with the final evaluation plan to help answer the ultimate question: did the project meet its goals and were the anticipated outcomes achieved?

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<b>Outcome Evaluation Matrix</b>				
<b>Anticipated Outcomes &amp; Impacts - what happened as a result of the project?</b>	<b>Definition – how do we know if the project was successful?</b>	<b>Data Sources – what tools will we use to measure our performance?</b>	<b>Frequency of Data Analysis</b>	
Reduction in youth cannabis use and substance-related school infractions among 13 - 18-year-olds in southern Humboldt who attend South Fork High School and Miranda Junior High School	Increased youth knowledge and practice of conflict management skills, goal setting	Comparison of Youth Self-Assessment upon program entry and Youth Feedback Exit Survey upon completion of 10-week Drug & Alcohol Youth Diversion Program.	Overall analysis of counseling services will happen annually so staff can implement any necessary programmatic changes for the upcoming school year.	
	Increased healthy behaviors and practice of coping skills			
	Decreased on-campus cannabis-related behavioral incidents	Student discipline records from the School Wide Information System (SWIS) and reports from teachers		
	Improved classroom behavior and academic achievement	Referral tracking system		
	Increased linkages to behavioral health and wellness programs and substance use treatment services	Pre/post test results after having received cannabis prevention education		Analyzed after each 5-lesson set is delivered; data combined into an annual report
	Increased youth perception of harmfulness of cannabis use	Attendance records		Reviewed annually
	100 students/year reached with in-class substance use prevention education	Attendance records		Reviewed annually
At least 80% of students referred to the 10-week Drug & Alcohol Youth				

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	Diversion Program complete all sessions		
Teachers and school staff are resilient and well-trained to prevent and address substance use and challenging behaviors on campus. They have the tools and support of a strong school system that values their work and provides them with the training and policies they need to promote youth engagement.	<p>Increased youth diversions from punitive law enforcement/school district actions</p> <p>Increased capacity for school and on-site wellness center staff to deliver services to students during and after the grant funding period</p> <p>Decreased on-campus cannabis-related behavioral incidents</p>	<p>Analysis of student behavior and discipline data in the School Wide Information System (SWIS) pre/post grant implementation</p> <p>Training attendance records including pre/post test results from teachers trained</p> <p>Student academic records and reports from teachers</p>	Annually
Illegal cannabis industry is disrupted	Decrease in unlicensed cultivation sites and unpermitted cannabis plants; disruption of at least one drug trafficking organization per year	Pre/post grant analysis of cannabis plants eradicated and investigations into unlicensed cultivation sites and drug trafficking organizations documented through RIMS record management system	Each time an inspection occurs throughout duration of grant. Reported quarterly.
Stronger law enforcement with the training and tools needed to combat illicit drug trafficking	<p>Increased ability to identify, document and investigate cannabis-related crimes.</p> <p>Higher percentage of cannabis-related crimes are properly documented. Patterns and findings discovered during process evaluation have been shared with the Marijuana</p>	Pre/post grant analysis of the accuracy of cannabis-related crimes documentation in RIMS record management system	Annual review of patterns, findings and recommendations implemented.

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	Enforcement Team Sergeant resulting in improvement.		
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Outcome Evaluation Question Guide		
Goals & Objectives	Outcome Evaluation Questions	Data Sources
<p><u>Goal 1:</u> Reduction in youth cannabis use and substance-related school infractions among 13 - 18-year-olds in southern Humboldt who attend South Fork High School and Miranda Junior High School</p> <p>Objectives:</p> <p>A. Annually, provide individual and small group counseling to 15 - 20 individual teens, who are referred to the school-based wellness center and determined to be high-risk for substance use in order to promote healthy behaviors and prevent substance misuse.</p> <p>B. Engage the families of participating youth in appropriate behavioral and wellness programs to address any social-emotional and mental health behaviors, with the overall goal to reduce substance use.</p> <p>C. Using evidence-based curricula, promising or emerging practices that are developmentally sensitive</p>	<p><u>Goal 1:</u> Was there a reduction in youth cannabis use and substance-related school infractions among 13 – 18-year-olds who attend South Fork High School and Miranda Junior High School?</p> <p><u>Objective A</u> Of the 15 – 20 students referred to individual or group counseling:</p> <ul style="list-style-type: none"> <li>• Was there an increase in youth knowledge and practice of conflict management skills, goal setting?</li> <li>• Did youth show an increase in healthy behaviors and the practice of coping skills?</li> <li>• Did on-campus cannabis-related behavioral incidents decrease?</li> <li>• Did teachers see improvements in classroom behavior and academic achievement?</li> <li>• Was there an increase in linkages to behavioral health and wellness programs and substance use treatment services for the families of referred youth?</li> </ul> <p><u>Objective C</u></p> <ul style="list-style-type: none"> <li>• Were 100 youth/year reached with in-school cannabis prevention education?</li> </ul>	<p>Comparison of school discipline data pre/post grant funding period</p> <p>Pre/post program evaluations (entry and exit surveys)</p> <p>Reports from teachers and discussions recorded in case notes for each youth in the program</p> <p>Referral tracking system</p> <p>Attendance records from in-school cannabis prevention education sessions</p> <p>Pre/post tests measuring changes in perception of harm from cannabis use before/after receiving cannabis prevention education sessions</p>

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<p>and trauma-informed, conduct weekly in-class skills-based substance use prevention education to at least 100 students per year to improve students' refusal skills, factual knowledge about how substances affect their development, ability to deal with emotions in a healthy manner.</p>	<ul style="list-style-type: none"> <li>• Did youth reached with in-school cannabis prevention education show an increase in their perception of the harmfulness of cannabis use?</li> </ul>	
<p><u>Goal 2:</u> Promote implementation of appropriate prevention and early intervention strategies in target schools that help decrease youth substance use.</p> <p>Objectives:</p> <p>A. Promote a positive school climate/culture by collaborating with school staff to develop best practices to address youth substance use, increase positive behavior and create a prosocial school climate.</p> <p>B. Provide training in evidence-based, promising and emerging substance use prevention and early</p>	<p><u>Goal 2:</u> Did we promote implementation of appropriate prevention and early intervention strategies in the project's target schools?</p> <p>Was there a decrease of on-campus cannabis-related behavioral incidents when the pre/post grant data was compared?</p> <p><u>Objective A:</u></p> <ul style="list-style-type: none"> <li>• Did we see an increase in youth diversions from punitive law enforcement/school district actions pre/post strategy implementation?</li> <li>• What other work occurring at the school could have contributed to this outcome?</li> <li>• How did this project contribute to the outcome?</li> </ul> <p><u>Objective B:</u></p>	<p>Comparison of school discipline data pre/post grant funding period</p> <p>Qualitative responses from discussions with teachers and school staff</p> <p>Attendance records from teacher trainings on prevention and early intervention strategies</p> <p>Pre/post evaluations measuring changes in teacher knowledge and practice of prevention and early intervention strategies</p>

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<p>intervention strategies to school staff and on-site wellness center staff in order to increase capacity to deliver services to students both during and after the grant ends.</p>	<ul style="list-style-type: none"> <li>• How many teachers were trained in appropriate prevention and early intervention strategies that help decrease youth substance use?</li> <li>• Were these strategies institutionalized?</li> <li>• Are school and on-site wellness center staff able to deliver services to students after the grant funding period?</li> </ul>	
<p><u>Goal 3:</u> Illegal cannabis industry is disrupted</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>A. Carry out a minimum of 100 investigations per grant year into illegal cultivation sites.</li> <li>B. Use intelligence gathered to identify and disrupt at least one drug trafficking organization per year.</li> <li>C. Eradicate at least 250,000 unpermitted marijuana plants each year.</li> <li>D. Crime Analyst will provide investigative support to the Marijuana Enforcement Team (MET) deputies, review cannabis-related crimes in RIMS (records management system) monthly to verify that they are properly documented, look for patterns, and will brief the MET sergeant on their findings.</li> </ul>	<p><u>Goal 3:</u> Was the illegal cannabis industry disrupted as a result of the project?</p> <p><u>Objective A:</u></p> <ul style="list-style-type: none"> <li>• Was there a decrease in unlicensed cultivation sites when comparing pre/post grant surveillance data?</li> <li>• Were we able to carry out a minimum of 100 investigations per grant year into illegal cultivation sites?             <ul style="list-style-type: none"> <li>○ What factors contributed to our success or shortfall?</li> </ul> </li> </ul> <p><u>Objective B:</u></p> <ul style="list-style-type: none"> <li>• Was at least one drug trafficking organization disrupted per year?             <ul style="list-style-type: none"> <li>○ What factors contributed to our success or shortfall?</li> </ul> </li> </ul> <p><u>Objective C:</u></p> <ul style="list-style-type: none"> <li>• Were at least 250,000 unpermitted cannabis plants eradicated each year during the grant period?             <ul style="list-style-type: none"> <li>○ What factors contributed to our success or shortfall?</li> </ul> </li> </ul> <p><u>Objective D:</u></p> <ul style="list-style-type: none"> <li>• Did the Crime Analyst review cannabis-related crimes monthly, document patterns and discuss with the MET sergeant?</li> </ul>	<p>Analyze pre/post RIMS record management system data related to cannabis-related crime surveillance and investigation</p> <p>Discuss questions with project staff from the HCSO annually and at the conclusion of the funding period to identify successes and challenges</p>

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	<ul style="list-style-type: none"><li>• Was there an improvement in proper documentation of cannabis-related crimes when pre/post grant data is analyzed?</li></ul>	
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