

Proposition 64 Cohort 3 Grant Program

Local Evaluation Plan

Eastern Sierra Afterschool Program

Submitted by:

Mono County Probation

Prepared by:

Jazmin Barkley

jbarkley@mono.ca.gov

(760) 924-1764

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Project Background

Mono County is a rural community embedded in the Eastern Sierra Mountain Range. The closest urban cities about two hours north, Reno, Nevada and about three hours south, Lancaster, California. As a rural community, Mono County does not have the luxury to have a plethora of resources and services available to community members. Community based organizations are nonexistent for youth in the community. Most of the resources and services for community members are in the resort town of Mammoth Lakes. Most of the concentrated population of Mono County is in the town of Mammoth Lakes. However, Mono County has a total of thirteen rural communities on the outskirts of Mammoth Lakes. Of those thirteen, only two communities have a high school, which are Coleville High School (CHS) and Lee Vining High School (LVHS), both in the Eastern Sierra Unified School District (ESUSD).

Mono County does not have the resources to provide a safe afterschool program for youth not interested in Mammoth Lakes' ski team or ESUSD's limited sports activities. Youth in the rural communities are not afforded the luxury to participate in private sports clubs, such as American Youth Soccer Organization, due to a financial burden on their parents or the fact that the organization serves the incorporated town of Mammoth Lakes. In addition, when a youth in the rural communities is interested in gaining life skills and acquiring job experience instead of participating in sports, the youth is unable to do so. The rural communities do not offer varied of job opportunities as many jobs are seasonal or are taken up by the adults in the community. Therefore, in meeting with community members and ESUSD staff, the need identified to assist youth gain life experience and help them focus on a more pro-social activity was a safe after school program where they can participate in career technical education.

Most of the juvenile crime emanates from the town of Mammoth Lakes. However, youth that are referred to probation from the outlying communities have an underlying issue that the Positive Achievement Change Tool (PACT) assessment reveals, which is that juveniles are not engaging in pro-social activities and places them at a higher risk for reoffending. Therefore, the partnership with ESUSD was created to provide youth the opportunity to congregate in a safe space where they will receive a snack (many families are food insecure), learn about the negative effects of marijuana and nicotine, and gain career technical education.

The Eastern Sierra After-School Program will have two satellite locations. One will be in the most northern portion of the County at Coleville High School and the second one will be in central County in Lee Vining High School. The program's primary function is to provide a safe and age-appropriate space for high school students grades 9 to 12 in the

Proposition 64 (Cohort 3) Grant Program

rural unincorporated communities of Mono County to gather and learn. The program will engage youth in evidence-based law related education, provide Technology and Gaming (TAG) activities, and encourage participation in career technical education.

As previously mentioned, the number of youths engaging in the usage of marijuana and vaping nicotine has increased throughout the Eastern Sierra School District. Therefore, youth who have the opportunity to participate in the Eastern Sierra After-School Program (ESAP) will gain the knowledge and education around marijuana usage and nicotine vaping usage. This knowledge and education will reduce the number of youths participating in marijuana and nicotine consumption. Providing a space where youth can participate in TAG activities will stimulate the students' creativity, leadership skills, and critical thinking skills. Students who participate in ESAP will be able to gain career and life skills through the career technical education curriculum. This will prevent youth from loitering in the community and potentially engaging in anti-social behavior.

Students at both locations, Lee Vining High School and Coleville High School enroll students into ESAP on a voluntary basis or refer students when they need academic assistance or exhibit behavioral issues. To assist the program coordinators, the Mono County Probation School Resource Officer will alternate days to be present at both high school's and provide a positive influence and support to the community.

Project goals and objects are as follows:

- **Goal 1:** To reduce/eliminate illegal substance use in youth grades 9-12.
 - **Objective A:** Establish a program for High School students that is trauma informed, evidence based, developmentally appropriate, culturally relevant and community driven.
 - **Objective B:** Provide a non-punitive prevention and intervention education program to ensure safety and health.
 - **Objective C:** By the end of the program, youth will score higher on the marijuana knowledge and the nicotine/vape post tests upon completion of an evidence based educational program.
 - **Objective D:** To recommend eligible youth and/or families to counseling services based on assessment recommendations.
 - **Objective E:** To use the vape detectors and cameras to reduce the number of youth engaging in marijuana and tobacco usage.
- **Goal 2:** To provide more youths with structured adult supervision beyond the school day.
 - **Objective A:** Youth will improve socially, emotionally, and academically by spending 3 hours a day with a credentialed teacher and periodic mentors who will be available to youth in the program.

Proposition 64 (Cohort 3) Grant Program

- **Objective B:** Youth will exhibit less school disruption and disciplinary instances after one semester of participating in a prosocial, safe, creative and enriching environment.
- **Objective C:** Youth will receive less school, law enforcement, and School Attendance Review Board (SARB) referrals by engaging in stimulating programming and educational activities.
- **Objective D:** Youth will receive healthy snacks along with guided physical activities to ensure their physical health and development.
- **Goal 3:** To increase community involvement and cultural needs.
 - **Objective A:** Design a survey that will acquire insight on the needs of the community that ESUSD serves.
 - **Objective B:** Strengthen the relationship with the Bridgeport Indian Colony.
 - **Objective C:** Students participate in career technical education (CTE) in the community to learn life skills.

Project Logic Model

- Inputs/Resources:
 - Mono County Probation will appoint a School Resource Officer (SRO). The SRO will be required to attend the Standards of Training Probation Officer Core. The SRO will be trained in facilitation skills, Motivational Interviewing, trauma informed practice, and cultural sensitivity and awareness training. Since the officer will be required to be present at both schools, the SRO will need a vehicle. Aside from Probation's SRO, ESUSD will hire a program manager with an administrative credential to oversee two program coordinators. One for LVHS and the other for CHS. The career technical education program will be taught by community mentors.
 - Vape detectors and camera systems will be purchased for the schools to efficiently monitor students and deter students from engaging in vaping activities. Students will participate in a structured program that will have the ability to teach students life skills and technology and gaming (TAG) skills. The TAG portion of the program will need gaming consoles, 3D graphic design program and printers, and photography program equipment that will include cameras and drones.
 - When students participate in the Eastern Sierra Afterschool Program, the students will receive a well-balanced snack daily. In addition, when youth are participating in career technical education that will require youth to meet the mentor at an offsite location, a well-balanced meal will be provided. In the ESAP classrooms at both schools, a refrigerator and a storage container

Proposition 64 (Cohort 3) Grant Program

will be purchased to keep the snacks from spoiling. In addition, two vehicles will be available to transport youth from activities that require them to leave the school campus.

- Mono County Probation has partnered with Eastern Sierra Unified School District to provide a safe and age appropriate after school program. ESUSD did not have the funding to provide a program for grades 9-12 and community-based organizations are nonexistent in the rural part of Mono County. Therefore, no additional funding will be available and Proposition 64 Grant funds will be the sole source of the funding.
- During the initial inception of the program, Probation anticipates that the program manager, the juvenile probation officer, the Probation SRO, the financial officer, and the Chief of Probation will be dedicating a large portion of their time. As the program is stable and the SRO completes training, the remaining staff will reduce the number of hours dedicated to ESAP.
- Activities:
 - When the Probation's SRO has completed all necessary training, the officer will split their time between LVHS and CHS. The officer will facilitate law related education and marijuana and nicotine prevention lessons. This curriculum will educate students on the laws around the usage of marijuana and nicotine. The second portion of the curriculum will provide skills for youth to prevent using marijuana or nicotine. The SRO will be the first level of support that youth will be in contact with when they have been referred to probation for diversion and intervention. The crucial role of the SRO at the schools is to decrease violence amongst students, reduce the number of incidences youth engage in marijuana and nicotine usage, and to support students and staff with interventions. The Probation's program manager will collect data, complete quarterly reports for BSCC, and oversee the project goals.
 - ESUSD's program manager will oversee the implementation of the program at the school and supervise the two coordinators. CHS and LVHS's coordinators will manage ESAP daily and ensure that the program is running as expected. The coordinators and the ESUSD's program manager will create the daily curriculum and activities for the students in the program. Quarterly, the Probation team and the ESUSD's team will meet to navigate the challenges of the implementation of program, plan and strategize ideas, and to recognize what is working well.

Proposition 64 (Cohort 3) Grant Program

- Community members who become mentors for the career technical education (CTE) portion of the program will provide youth with career and life skills needed to enter the workforce. The mentors providing the CTE curriculum will need to successfully complete a LiveScan. Youth will participate in a hands-on environment and gain insight into post high school career opportunities. These career technical opportunities will be provided at the school classroom or in offsite locations depending on the curriculum and the mentor's skills. The TAG room will be available to students when the career technical education program is not in session. Youth will have the opportunity to learn how to graphic design using a 3-D laser printer. This opportunity will allow youth to develop their communication skills and the ability to collaborate with others. Students will learn how to strategize, problem solve, gain reasoning skills, and social skills by participating in gaming programs. The photography program will give youth the ability to think creatively, develop patience, and develop an eye for detail.
 - ESAP will provide students with a snack. The program will begin after school at 3:15 p.m. and will end at 6:15 p.m. Since the students' last meal consumption was on or around 1:30 p.m. and 2:00 p.m., it is expected that the students will be hungry. Therefore, a snack is appropriate to fuel the youth with energy so they can participate in the program and be fully engaged. For those youth who may be experiencing extreme poverty, this is an opportunity to ensure that the student receives one last meal for the day.
 - The Probation program manager and the SRO will collaborate to create a community survey that will inform the department on the needs of the community. The goal of the survey is to ensure that the services provided to youth and the community are culturally appropriate. This will create an opportunity to strengthen the relationship with the Native American community that is prevalent in the rural part of Mono County where ESAP will be located.
- Outputs:
 - Having the SRO at the schools will decrease the number of youths entering the justice system. Youth will be redirected to prevention and support services such as individual counseling. When the SRO provides law related education and marijuana and nicotine prevention education, it will be expected that the number of youths participating in the consumption of such substances will decrease. In addition, with the assistance of the vape

Proposition 64 (Cohort 3) Grant Program

detectors and cameras, the SRO and the school staff will be proactive instead of reactive.

- Students participating in ESAP will have a reduced referral rate to the Probation Department for incorrigible behaviors. Thus, reducing the number of youths being referred to the District Attorney's Office for Court petitions. Since ESAP will provide a study hall tutoring hour, the number of students being referred to the Student Attendance Review Board (SARB) will decrease. With the career technical education, students will engage in prosocial activities and reduce the number of law enforcement contacts for criminal activity behaviors as it will provide a safe environment after school.
- Outcomes:
 - Short-Term:
 - Reduction of youth referred to the District Attorney's Office and the Juvenile Court system.
 - Reduction of students referred to SARB.
 - Reduction of students engaging in marijuana and nicotine usage.
 - Decrease on-campus marijuana and nicotine related behavioral issues.
 - Number of snacks and/or meals provided to students.
 - Medium to Long-Term:
 - Mentoring youth on marijuana and nicotine refusal skills.
 - Post-high school education or careers learned from the career technical education and TAG activities.
 - Increasing Native American community involvement.
 - Outcomes can be grouped by:
 - Short-Term: occur during the grant cycle; observable over weeks or a couple of months.
- Impacts:
 - The goal of the entire project has been to reduce the number of youth engaging in marijuana and nicotine usage. With the education provided by ESAP and Probation, it is the intention to equip all students with the skills necessary to refuse ever using cannabis and nicotine. As a result, there will be a large number of people who will not have to deal with the negative side effects of vaping.
 - By being proactive in early intervention, youths in the rural communities will have a lower risk of engaging in negative activities that can result in criminogenic behaviors. Thus, keeping them out of the justice system.

Proposition 64 (Cohort 3) Grant Program

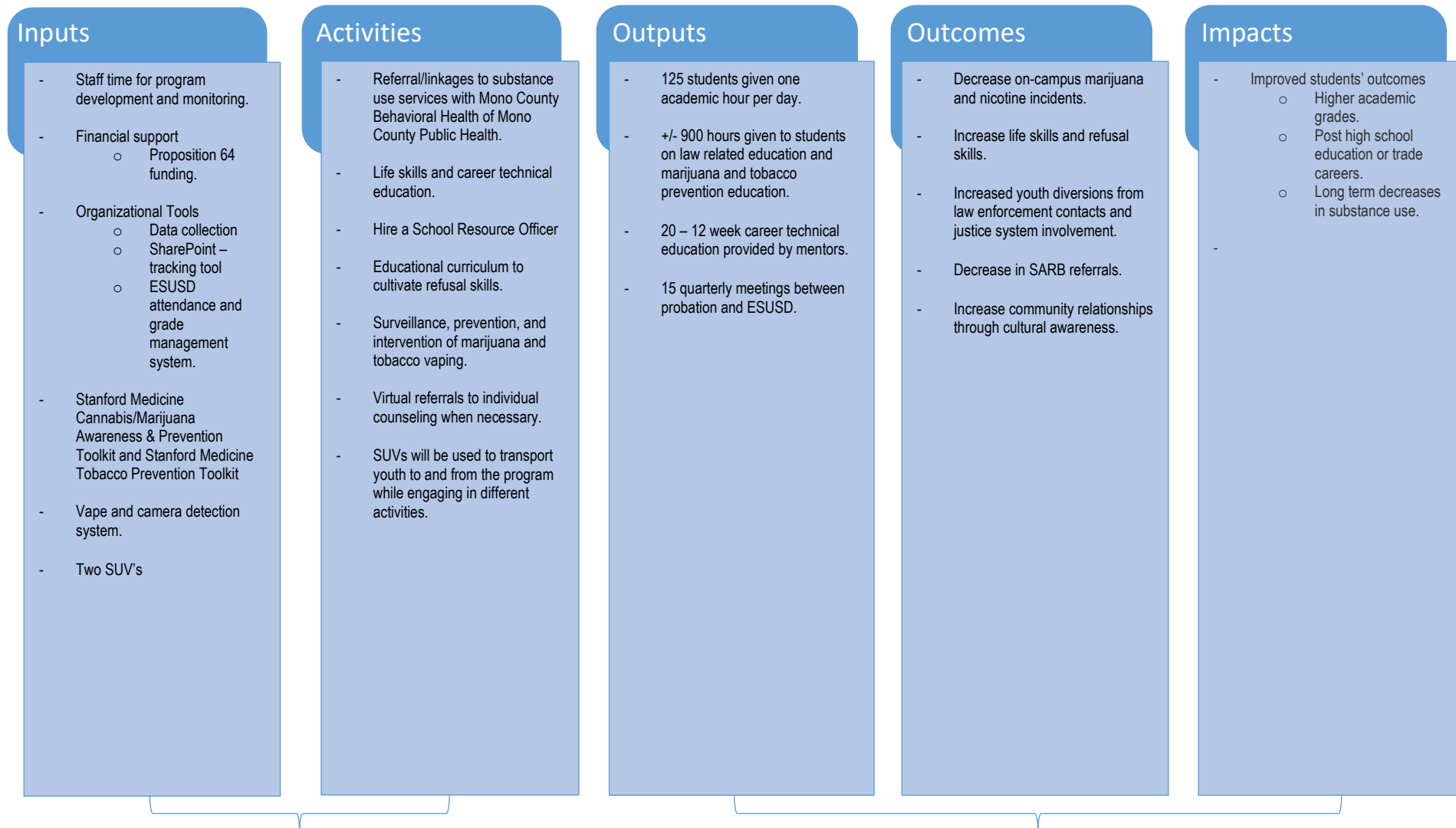
- By engaging the community through career technical education opportunities and by being culturally appropriate students will be able to connect with their community and aspire to continue into post high school education and careers.
- The success of this program will allow Eastern Sierra Unified School District to take the positive results and potentially make it a permanent program for their school district after the Proposition 64 Grant funding has ended.

Proposition 64 (Cohort 3) Grant Program

Provide a logic model for your project.

The template for the logic model is provided below as an option. Use of this template is not required but may help save some time when developing the project’s logic model.

Logic Model:



Process Evaluation Method and Design

To evaluate the Eastern Sierra Afterschool Program a mixture of quantitative and qualitative data will be collected. Quantitative data that is collected will be presented in a graph or pie chart since the data being collected will result in a percentage. For example, a pie chart may explain the percentage of youth participating in ESAP that has law enforcement contact regarding criminal activity. A graph chart will be used to create a data story that will provide insight and clarity into a specific area of the program. Qualitative data will be collected through an array of methods such as surveys, questionnaires, evaluations, and pre/post-tests. Once qualitative data is analyzed after the school year ends, a summary of the emerging themes will inform the Proposition 64 team what is working or what needs to be reassessed.

The Proposition 64 team consists of the Chief of Probation, Probation Program Manager, Probation Financial Officer, Probation SRO, ESUSD Superintendent, ESUSD Program Manager, Chief Business Officer, LVHS Coordinator, and CHS Coordinator. The Proposition 64 team will meet quarterly to review data and to make informed changes when necessary. This team will be responsible for the oversight of the implementation of the program's fidelity. In collaboration, this team will assess the program and determine if the needs of the students and goals of the program are being met.

When the program begins to enroll students, the students name, grade, gender, race/ethnicity, and parent contact information will be collected and managed in a SharePoint site. This SharePoint site will keep track of attendance, types of snacks, and the information previously mentioned. Probation's SRO will enroll students and ESUSD's coordinators will track attendance and snacks. Using SharePoint will allow for the easy record keeping of the number of youths attending ESAP daily. The SharePoint site will track new enrollees and returning students each academic year.

To ensure that ESAP is providing age-appropriate activities for the youth, a qualitative questionnaire will be collected by the coordinators at the end of each semester in the school year. This qualitative questionnaire will inform the Proposition 64 team whether the program is still maintaining its goal. The questionnaire will identify whether the activities planned during that school year are relevant or whether new ideas must be developed. During the quarterly meetings between the Proposition 64 team, a report of the youths' feedback will be provided and guidance to change, if necessary, will take place at this time.

Each day that the program is open to students, the SRO will provide law related education classes and marijuana and tobacco prevention education classes. To track the progress,

Proposition 64 (Cohort 3) Grant Program

the SRO will have students complete a pre-test regarding their knowledge of the subject matter. Upon completion of the curriculum, the SRO will have the students complete a post-test to ensure that the material is relevant, and that the information was presented in a manner that the students understood and learned from.

When the students participate in the career technical education curriculum, students will be asked to complete an evaluation at the end of the class. The evaluation will be a qualitative assessment of the class and will inform the Proposition 64 Grant team whether the material was interesting, relevant, and age appropriate. In addition, the team will gain insight into future ideas or topics youth would be interested in learning.

The vape detector and security camera system will monitor youth who are smoking within the vicinity. The purpose of the system is to deter youth from engaging in the consumption of marijuana and tobacco. When the security system is detected, the school administration will be notified and a rapid intervention by the Probation SRO will be applied. At the end of the school year, the number of vape detections and the number of interventions will be collected. The purpose of this accrual will be to establish a pattern and develop age-appropriate interventions that cause behavioral change in the youth.

Proposition 64 (Cohort 3) Grant Program

Input/Resource/Activity/Output	Data Element(s)	Data Source(s)	Frequency of Data Collection
Educate 125 students on the harmfulness of marijuana and tobacco through educational presentations	# of high school students presented to # of presentations	SharePoint tracking system through attendance record for the day	Annually throughout the duration of the grant
Hire and train a School Resource Officer	SRO has been hired	Employment records	Annually throughout the duration of the grant
Offer an academic hour	# of academic hours	SharePoint attendance record	Annually throughout duration of grant
Provide a snack or meal to each enrolled student	# of snacks provided to students	SharePoint attendance and snack record	Annually throughout duration of grant
Provide 20 twelve-week career technical education classes	Mentors have been hired. Curriculum has been created	ESUSD employment records	Annually throughout the duration of the grant
Monitor vape detections with camera surveillance	# of vape detections # of vape detections with a referral	School records	Annually throughout the duration of the grant
Hire two program coordinators	Coordinators have been hired	ESUSD employment records	Annually throughout the duration of the grant
Facilitate quarterly meetings between ESUSD staff and Probation staff engaged in Proposition 64	# of quarterly meetings	Probation records	Annually throughout the duration of the grant

Outcome Evaluation Method and Design

Evaluation of ESAP as a whole upon completion of the grant timeline is essential in understanding whether the program actually set out to complete its intended goals. The outcome evaluation will consist of qualitative and quantitative data. The qualitative data will rate the youths' experience and the community's experience and expectation. The quantitative data collected will assess whether the services and activities provided impacted youths' lives in a positive manner.

When the Proposition 64 team meets quarterly the purpose would be to discuss issues that both students and the coordinators may have and to propose solutions to overcome them in fidelity to the grant proposal. At the quarterly meeting in between school years, the purpose would have been to analyze the data collected for that school year and determine what new activities must be implemented for the new school year. At the end of the grant's duration, the outcome would reflect that the quarterly meetings between the Proposition 64 team members was essential in maintaining the program's goals and objectives and that the program was in compliance with Proposition 64's grant guidelines.

The collection of identifying information would reflect that the population served was the population identified at the inception of the grant. Quantitative tracking of the snacks will show that providing food to youth increased attendance and participation in the program. In addition, attendance tracking would reflect the demand and need of a program like ESAP in the community. The qualitative surveys collected at the end of each school year will collectively reflect what activities were the most meaningful to the youth. It will convey the positive influences on the youths' post-high school choices.

Understanding the success of the law related and marijuana and tobacco education classes is important to know as this is crucial to the grant's proposal. Collecting qualitative and quantitative information about the law related and marijuana and tobacco education classes will display the direct correlation for the need to have the SRO present at the school. The pre and post-tests would explain the necessity for early intervention and prevention as the youth would exhibit an increased perception of the harmfulness of marijuana and tobacco. Like the education classes, the collection of quantitative data of the vape and security system will ultimately show that detections of youth vaping can benefit from early prevention and intervention. Ultimately, youth in these communities will have less drug usage or drug related issues.

Proposition 64 (Cohort 3) Grant Program

The qualitative data collected via evaluations based on the students experience of the career technical education (CTE) program will give insight into the exposure and experience the students gained. The purpose of the CTE is to allow students to explore and experience post-high school trade industries and encourage youth to pursue different career opportunities. The intention of youth participating in the CTE curriculum would be for youth to see that opportunities are endless and that a life of crime and drugs is not a choice.

Proposition 64 (Cohort 3) Grant Program

Outcome	Definition	Data Source(s)	Frequency of Data Collection
Increased youth perception of harmfulness of cannabis use	Increases in youths' level of knowledge of the physical and mental effects of cannabis use on their body, pre- to post curriculum/presentation	Pre- and post-curriculum/ presentation test; curriculum will be selected that have a built-in modules on effects of cannabis on physical and mental wellness as well as a knowledge check	Before and after each curriculum/presentation session, throughout the duration of the grant
Increased life and career skills	Increases in youths' levels of life and post-high school career skills, evaluation of curriculum and mentoring	Evaluation upon completion of the curriculum will be selected that have a built-in life skills portion	After each curriculum session and yearly check-in for the duration of the grant
Decreased on-campus cannabis-related behavioral incidents	High School students' cannabis-related behavioral incidents before a SRO was hired & posted on campus and compared to after SRO was hired & posted	School district student tracking system, law enforcement service tracking system	Before hiring a SRO and after hiring a SRO, semester throughout duration of grant