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# Local Impact of Proposition 64 Evaluation Plan

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Contra Costa Alcohol & Other Drug Services

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Proposition 64 Grant  
BSCC Grant Award: 934-20  
October 1, 2020 to September 30, 2023

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## PROJECT BACKGROUND

In November 2020, Contra Costa County Health Services' Alcohol and other Drugs Services (AODS) received the Prop 64 grand funding from California Board of State and Community Corrections (BSCC) for a three-year project focusing on implementation of a youth-led peer-education prevention program and school-based Substance Use Disorder (SUD) treatment services.

The youth-led peer-education program will be held in Deer Valley High School and Black Diamond Middle School in Antioch using the Peer-2-Peer model. Four high school peer educators will be recruited each year and trained on subjects such as leadership, substance use curriculum and social media advocacy; the training for peer educators will be one month. After the training, the peer educators will facilitate three cycles of the 8-week after school program each year and serve as mentors and educators for the middle school students. The peer-educators will also help launch a social media campaign with the help from social media consultant, focusing on dispelling myths about marijuana by counteracting existing messaging that may be detrimental to youth. Program coordinator will work with school principles to recruit peer educators and middle school students into the program. Both middle and high school students will be recruited based on the panel interviews; peer educators would need to commit to the whole school year and middle school students would commit to the whole 8-week after school program.

The second component of the project is to establish school-based substance use treatment services at both Deer Valley High School and Black Diamond Middle School. Both schools will have one Substance Abuse Counselor who will offer individual and group counseling services on site. Youth referred to treatment services will receive a Screening and Brief Intervention (SBI); if the SBI yields a need for substance use treatment, then the student will be referred for a comprehensive assessment based on criteria used in the American Society of Addiction Medicine Criteria to establish medical necessity for program participation. Students will then participate in a strengths-based treatment planning process along with the Substance Abuse Counselor aimed at promoting positive outcomes, increasing protective factors and healthy social interactions. Students will also participate in individual counseling, group counseling and/or case management services.

The goals and objectives of this project are listed in below Table:

Goal	Objectives
<p><b>Increase access to SUD treatment.</b></p>	<p>A. By January 1, 2021, begin offering SUD treatment for youth who are on probation and reside in the 94531 zip code at Antioch Children's Mental Health Clinic.</p> <p>B. By April 1, 2021, establish school-based treatment services at middle school and high school.</p> <p>C. By April 1, 2022, certify both schools as Drug Medi-Cal sites.</p> <p>D. By September 30, 2023, provide SUD treatment to 170 students at the middle and high school.</p> <p>E. By September 30, 2023, 40 students who receive school-based treatment will also be offered additional treatment services at Antioch Children's Behavioral Health Clinic.</p> <p>F. By September 30, 2023, receive 200 referrals for treatment from the schools and Juvenile Probation Department.</p>
<p><b>Reduce youth marijuana use.</b></p>	<p>A. By September 1, 2021, establish Peer to Peer after-school program at middle school.</p> <p>B. By September 30, 2023, conduct 170 Screening and Brief Interventions (SBI).</p> <p>C. By September 30, 2023, collect 150 pre- and post-surveys to determine change in behavior before and after 90-day treatment episode.</p> <p>D. By September 30, 2023, collect 100 pre- and post-surveys from participants in after-school program.</p> <p>E. By September 30, 2023, conduct three focus groups to measure effectiveness of social media campaign.</p>
<p><b>Reduce the number of illicit drug related suspensions in the area.</b></p>	<p>A. By September 30, 2021, demonstrate a 5% reduction in in illicit drug-related suspensions.</p> <p>B. By September 30, 2022, demonstrate a 10% reduction in illicit drug-related suspensions.</p> <p>C. By September 30, 2023, demonstrate a 15% reduction in illicit drug-related suspensions.</p> <p>D. By September 30, 2023, will attend 10 School Attendance Review Board (SARB) meetings for the Antioch Unified School District to identify and advocate for truant youth to receive SUD treatment if applicable.</p>

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## PROCESS EVALUATION DESIGN AND METHOD

### *Research Design*

AODS will use an internal planner/evaluator to conduct the evaluation of this project. We will use a mixed method process evaluation and aim to collect and analyze both quantitative and qualitative data to better understand the implementation of the project. Data collection will be conducted before, through out and after the project activity. Project evaluator will work with the program coordinator to ensure all essential data are collected and documented for further analysis.

### *Data collection*

#### Quantitative Data

For each individual involved in this project, we will collect student's age, sex, ethnicity and education status, these data will be self-reported by the students. For the peer education program, we will use sign-in sheets and training/activity logs to document all activities including training for peer educators and youth-led after school classes. For each training session and after school class, sign-in sheet and/or training/activity log will be completed by program coordinator to track dates, participants (attendance), time involved, and training curriculum/topics covered in the activities. Substance Abuse Counselor will document all students referred to treatment services, including referred and evaluation date, evaluation result, further assessment, type/date of services provided and any further action.

Project evaluator will collect all documentation from the program coordinator and Substance Abuse Counselor every month to ensure data collection, which includes students involved in project, services provided, training session and after school class held, and the completion of each cycle.

#### Qualitative Data

Project evaluator will also use qualitative data for process evaluation, which will include focus groups and key informant interviews. Focus groups will be conducted to gather information from peer educators, after school class students and students referred for treatment services. For peer educators, the discussion will focus on the feedback of the training material, any challenge experienced when facilitating the after-school class and social media campaign. For the middle school students involved in after-school class, this will focus on feedback for mentors and suggestion of class

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(frequency, timing...etc.). For the students referred for treatment services, we will gather feedback on the needs being met as well as timeliness, accessibility and satisfaction of services.

Key informant interviews will be used to evaluate the implementation of peer education and treatment services with the schools; program evaluator will interview project coordinator, school Substance Abuse Counselors and school principals/faculty focusing on the challenges and lessons learned during the project implementation and identify any adjustment needed to improve the effectiveness of the program. Both focus groups and key informant interviews will be conducted quarterly to provide timely improvement of the project.

Program evaluator will maintain the database of both quantitative and qualitative data, as well as review all documentation monthly to ensure the data collection and identify any needs of adjustment of project and/or other needs. Program evaluator will also meet with project coordinator and program manager bi-monthly to ensure the effectiveness of project and address any challenges.

### ***Data Analysis***

Program evaluator will use Excel to clean data and conduct quantitative analyses to provide descriptive statistics on attendance rate, hours of training and after-school class conducted, mentors involved, etc. Qualitative data will be analyzed using content analysis.

## OUTCOME EVALUATION

### *Research Design*

We will conduct a mixed methods outcome evaluation using a pre-post design. Data collection will be conducted before and after the project implementation. Similar to process evaluation, project evaluator will work with the program coordinator to ensure all essential data are collected and documented for further analysis. We will also work with other stakeholders to collect data for outcome evaluation if needed.

### *Evaluation Questions*

Questions	Outcome measurement
<p><b>Did we improve the Substance Use disorder Treatment services?</b></p>	<p>A. Have we start offering SUD treatment for youth who are on probation and reside in the zip code 94531 at Antioch Children’s Mental Health Clinic?</p> <p>B. Have we certified both schools as Drug Medi-Cal sites?</p> <p>D. The number of students provided SUD treatment at Black Diamond middle and Deer Valley high school.</p> <p>E. The number of students who received school-based treatment also receive treatment services at Antioch Children’s Behavioral Health Clinic.</p> <p>F. The number of referrals received for treatment from the schools and Juvenile Probation Department.</p>
<p><b>How is the marijuana use in youth?</b></p>	<p>A. The number of students who participate in Peer to Peer after-school program at middle school.</p> <p>B. The number of Screening and Brief Interventions (SBI) conducted.</p> <p>C. Data of pre- and post-surveys to determine change in behavior before and after 90-day treatment episode.</p> <p>D. Data of at least 100 pre- and post-surveys from participants in after-school program.</p> <p>E. Focus groups to measure effectiveness of social media campaign.</p>
<p><b>What is the number of illicit drug related suspensions in the area?</b></p>	<p>A. The number and reduction in illicit drug-related suspensions.</p> <p>B. Number of School Attendance Review Board (SARB) meetings for the Antioch Unified School District to identify and advocate for truant youths to receive SUD treatment, if applicable.</p>

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## ***Data collection***

### **Quantitative Data**

For peer education program, we estimate to train eight peer educators (4 in each year) and recruit 90 middle school students to participate in the after-school program over the two-year period. Peer educators who attend all training curriculum and attend at least 85% of the after-school classes will be considered the success of participation; middle school students will be considered success in project if attend more than 85% of the after-school class. Each peer educator will receive 8(eight) 90-minues training sessions; the after-school class will be twice a week, 60 minutes each time and 8 weeks as one cycle. We planned to have three cycles every year. We will consider the peer education program completed if 95% of planned training sessions and after-school class were held.

For the treatment services, we expect to provide SUD services to 170 students in middle and high schools, and 40 of these students will receive treatment services at Antioch Children’s Behavior Health Clinic. We would classify as success if students referred to SUD treatment services complete the evaluation and are able to receive the services indicated by Substance Abuse Counselor. We will also collect data on youth on probation and youth on probation referred to treatment services, as well as the illicit drug related suspension number in both middle and high school.

For all students involved in peer education and treatment program, we will conduct a pre- and post-survey to determine change in behavior; program coordinator and project evaluator will work together to conduct the survey using similar questionnaire used in California’s Healthy Kids Survey (CHKS). The data will be collected right after they enter the program and after the completion of program (this could be completed at an after-school class or SUD treatment services). We will also use the School District-Level data in California’s Healthy Kids Survey (CHKS) as part of the data collection.

### **Qualitative Data**

Similar to process evaluation, Project evaluator will also use qualitative data for outcome evaluation, which will include focus groups and key informant interviews. Focus groups will be conducted to gather information from peer educators, after-school class students, and youth referred for treatment services. For peer educators and middle school students, the discussion will focus on the overall satisfaction and suggestion, perception of progress and success. For the students referred for treatment services, we will gather feedback on the overall satisfaction of services and perception of changes.

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Key informant interviews will be used to evaluate the success of peer education and treatment services with the schools; program evaluator will interview project coordinator, school Substance Abuse Counselor and school principals/faculty focusing on the overall satisfaction of projects and further suggestions for future planning. Both focus groups and key informant interviews will be conducted at the end of this two-year project, or when the students are exiting the program.

### ***Data Analysis***

Program Evaluator will use Excel and Stata to clean data and conduct quantitative analyses. Descriptive statistics will be used to show the project success, such as the number of students who completed the peer education program or received SUD services. Chi-square will be conducted to exam the difference between the pre- and post-survey results in all participants. We will also use the School District or county level data from CHKS as comparison group to determine the if the changes we see are related to our project or other factors as well. Qualitative data will be analyzed using content analysis.

# LOGIC MODEL

## Logic Model

### Project Goals:

<b>Goal 1:</b> Increase access to Substance Use Disorder treatment.
<b>Goal 2:</b> Reduce youth marijuana use.
<b>Goal 3:</b> Reduce the number of illicit drug related suspensions in the area.

