

Mammoth Afterschool Program (MAP):

*A MASSIVE ACTION PLAN TO MAKE
ANYTHING POSSIBLE*

Local Evaluation Plan County of Mono

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PROJECT BACKGROUND

Mono County is a rural community in the Eastern Sierra. It is secluded from any major city that can provide an array of free youth programs provided by non-profit organizations. With a population of about 14,000 where 12% of the families live in poverty¹ and whose fluctuating income is provided by the food, service, and hospitality industry, a need to provide a free program for the youth in this community was essential. Mono County's school districts offer afterschool youth sports which are funded by the school and through fundraising, and the town of Mammoth Lakes offers private youth summer and winter sports for a fee. Nevertheless, if a youth was not interested in sports, their need for a non-sport free and safe space was not addressed. In addition to addressing the community's need for youth, it became apparent to Mono County Probation that there was a necessity to keep youth out of the criminal justice system and provide prevention and intervention services early on.

Mono County Probation has been successful in providing intervention and prevention services to youth who have been referred to the department and have been placed on an informal or formal probation contracts. However, some youth who could benefit from these services have not met the criminal, behavioral, or educational element to be referred to probation, but are at risk for meeting that threshold. These youth may have low grades, poor test scores, a few absences or tardies, lack of adult supervision afterschool, chronically use tobacco or marijuana, have no pro-social outlet or financial means to develop interests and skills, but haven't risen to the level in which the systems in the County would intervene. Hence, a free and safe space to allow these youth to developmentally experience a positive and structured environment and for Probation to continue to meet their prevention and intervention goal is crucial.

The Mammoth Afterschool Program (MAP) serves middle school and high school students ages ranging between twelve and eighteen years of age. The program is a partnership with Mammoth Lakes Unified School District and is intended to provide youth a free and safe afterschool place for them to socialize and learn. Daily, MAP challenges the youth to think about what direction they want their life to take. Through imagination, creativity, innovation, and positive support youth are encouraged to learn and plan for their future. MAP provides snacks, one mandatory academic hour (tutoring), drug abuse prevention and intervention program, art, music, physical activity, and Technology and Gaming (TAG). In addition, youth who have been identified by school staff and have a high ACES score may be offered additional support will have a therapist available for individual counseling.

Students from grades 7th thru 12th, exhibiting educational, behavioral, or any other at-risk factors that may put the youth at risk for removal from the home, will be

¹ <https://datausa.io/profile/geo/mono-county-ca>

referred by the school principals or designated staff to the program. Youth who are on probation will be required to participate in the program. In addition, parents can choose to enroll their child into the program even if the student does not have any at-risk factors and is not on probation. The opportunity for youth to be enrolled in the program from different avenues strips the youth who are on probation or have at-risk factors from the stigma of being a troubled youth. It allows all youth to socialize in a pro-social environment, under structured supervision.

MAP has three important goals that have essential corresponding objectives to achieve the goal effectively. The chart below shows the goals and objectives.

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

To increase the number of youths with adult supervision after school.

Youth will receive less school and law enforcement referrals and School Attendance Review Board (SARB) referrals by engaging in stimulating programming and educational activities.

Youth will receive a nutritious meal (summer) and healthy snacks (MAP) to ensure their physical health and development.

To increase academic progress and test scores.

To provide targeted enrichment programs to equalize accessibility.

To provide theater and arts for social-emotional supports and positive reinforcement.

To design and implement peer courts to introduce the concept of restorative justice and criminal justice in California (grades 9-12).

All youth will participate in Law Day to consider the topic of the year and express their thoughts and opinions in a supportive environment.

PROCESS EVALUATION METHOD AND DESIGN

MAP will use qualitative and quantitative data analysis. A QuickBase application platform is being used to track specific data points that provide a quantitative outline of the program’s objectives. Pre and post tests are administered to collect data on each student’s knowledge about marijuana and tobacco. Daily qualitative information is collected about the youth’s experience. Feedback from parents/caregivers, individuals referring youth to the program, and school staff is gathered and compiled with other data points to provide the information necessary to determine whether the program is accomplishing the identified goals delineated in the plan and whether it is meeting the needs of the targeted audience.

The QuickBase application will track referrals, enrollments, dropouts, terminations, and daily attendance. In addition, the QuickBase platform tracks snack consumption and activity participation. The MAP director and the juvenile probation team keep account of the qualitative data points, such as surveys, and all other data not collected in the QuickBase application. This information is kept in an Excel spreadsheet in the meantime, while Mono Probation implements a new case management system that will have the ability to track the necessary data points.

The chart below identifies all the data points collected. Students currently enrolled in the program have a baseline from the previous school year and the data points

collected will be compared from school year to school year. Probation, the program director, and the QuickBase application platform will collect the information, yearly, monthly, or daily depending on the data point. This ensures fidelity and the progress of MAP. Additionally, the data helps inform the program on what is working and/or what may need to be modified to maximize the efficacy of the program.

Data Points	Tracking and Reporting	Probation	MAP Director	QuickBase
Life skills classes: average pre-test and post-test scores and number of participants.	Yearly	✓		
Number of ACES completed	Yearly	✓		
Number of parent meetings	Yearly	✓		
Satisfaction survey	Yearly		✓	
Marijuana and tobacco education classes: average pre and post test scores	Yearly	✓		
Vape alarms	Monthly	✓		
Number of Community college presentations and collaborations	Yearly	✓		
Mentor recruitment	Yearly	✓		
Tutoring hours	Yearly		✓	
Average number of disruptions	Yearly	✓		
Disciplinary incidents	Yearly	✓		
GPA: starting and ending	Yearly	✓		
Attendance	Daily			✓
Snacks	Daily			✓
Activity participation: art, physical activity, TAG, music, tutoring	Daily			✓
Number of MAP participants arrests	Yearly	✓		
Number of subsequent offenses	Yearly	✓		
SARB referrals	Yearly	✓		
Referrals for petition to DA's	Yearly	✓		
Daily satisfaction survey	Daily		✓	
School staff satisfaction survey	Yearly	✓		

Data Points	Tracking and Reporting	Probation	MAP Director	QuickBase
Referrals to services: individual counseling, tutoring, drug and alcohol counseling, Anger Replacement Training (ART), Moral Reconciliation Therapy (MRT), family counseling, North American Mental Health Services (NAMHS)	Yearly	✓		
Diversion intakes (WIC 654)	Yearly	✓		
Tobacco related referrals	Yearly	✓		
Marijuana related referrals	Yearly	✓		
Race/Ethnicity	Monthly			✓
Free lunches	Monthly			✓
Number of youths referred to individual counseling with contracted therapist	Daily	✓		
Number of youths participating in the Mono Arts Council (MAC) activities	Daily			✓

Mono County Probation and the Mammoth Unified School District superintendent are responsible for project oversight. The Probation School Resource Officer provides weekly check-ins with the MAP program director. Monthly meetings with school and program staff, the juvenile probation team, and contractors are held to review the development and evolution of the program. Overview of the program’s data collection, stakeholder and participant experiences, and any relevant qualitative information regarding the program’s activities are analyzed and discussed to strategize if improvement or change is necessary. These monthly meetings serve as an accountability board to certify that the program is being implemented to fidelity as outlined in the grant proposal.

OUTCOME EVALUATION METHOD AND DESIGN

MAP’s research design will consist of a mixed-method data analysis of both qualitative and quantitative information. The estimated number of participants per school year is thirty students from either the middle or high schools. The mixed design of descriptive and experimental is generated by surveys, pre/post tests, and narrative interviews. The overall intended outcomes are to increase academic progress and test scores by those students involved in MAP, to reduce marijuana,

vape, and illicit drug use by students in MAP, and to provide appropriate treatment and assistance to youth who may benefit from that service.

All evaluation questions are covered by the identified data points. The qualitative and quantitative data assess the program's outcome goals from the inception to the completion of the program.

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:

- 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?
 - 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?
- 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?

- 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?
 - 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?
- 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?
 - 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?

The success of MAP will be measured by the comparison of the baseline data points with the end of the school year final data collection. The ability to compare year to year will be telling whether the program is achieving the outlined goals. Since, this program is not provided in a controlled setting, it is uncertain whether the program is solely responsible for the participants' success. Nevertheless, the qualitative and quantitative data points keep the program accountable to the youths' needs.

PROJECT LOGIC MODEL

