Proposition 64 Health & Safety
Youth Marijuana Use Prevention and Intervention
Local Evaluation Plan

Grantee: The City of San Diego

Prepared by: SANDAG and The City of San Diego

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SANDAG

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Project Background

Introduction

The city of San Diego has an estimated population of 1.42 million. San Diego is one of the few municipalities in San Diego County that did not ban the cultivation or distribution of marijuana. San Diego has over 60 facilities, with 40 cannabis production facilities and 36 outlets. With the passage of Proposition 64, the community has an increased concern that there may be increased poison control center calls, more emergency room visits, and increased driving under the influence incidents. Further, data has shown that the perception of potential harm of marijuana use by youth has decreased.

To address these concerns San Diego Police Department's (SDPD) proposition 64 Public Health and Safety Grant Program funds will be used to support youth by providing prevention and intervention, primarily in the Southeastern and City Heights regions of the City of San Diego, where ethnically diverse, and economically disadvantaged youth reside. SDPD will partner with the non-profit STAR/PAL (a school based mental health organization). SANDAG will serve as the outside evaluator and conduct both a process and impact evaluation as well as document outcomes and success in achieving the intended goals.

Program Model

Due to California's stay at home orders, STAR/PAL lost 7 positions. The Proposition 64 grant Funds will enable STAR/PAL to hire 1.5 SDPD officers to implement an evidence-based middle school mentoring curriculum both on-site at STAR/PAL and at school campuses. STAR/PAL will use the Mentoring Youth for Tomorrow (MYT) for the middle school programming. This intervention will include presentations, leadership training, crime prevention and substance abuse education with curriculum designed by STAR/PAL. The 2 day/week on-site after school program will be open and available to all students. The in-class sessions will be offered in partnership and when permitted by our local schools: Gompers, Mann and Monroe. Other schools are also being pursued for possible opportunities to offer our programming as well. All interested youth will be welcomed to participate in the on-site programming.

All students from nearby schools will be recruited to participate in programming provided at the STAR/PAL site. While the in-class programming is completely focused on curriculum, the on-site program offers additional opportunities and resources such as our tutoring, volunteer opportunities, activities, and field trips.

The mentoring, education, and other supportive services provided directly by the officers serve to strengthen relationships and repair trust between law enforcement and the communities they serve which is the primary goal of STAR/PAL and SDPD through this grant. Through the programming, students will have access to staff, volunteer, and/or officer mentoring. The educational programs offered in schools and onsite, will provide tutoring, activities, events and fieldtrips, all of which are designed to support youth building a connection to a supportive adult and become familiar with the resources that are available to them. Mentors will be recruited from a variety of sources including neighboring universities and community members. These individuals will serve as additional mentors outside of the staff and officers at STAR/PAL.

Curriculum presentations developed by the STAR/PAL Director of Education will be used as the curriculum for this programming. Topics for all age groups will be consistent with slight variations based on appropriateness for each grade level and maturity levels. In addition, community service opportunities will be offered and available year round to all youth involved with STAR/PAL.

In addition, STAR/PAL will expand two off-site programs *Life Skills* and *We Can* and will restart their partnership with Juvenile Court and Community Schools (JCCS), in order to serve high school aged youth either wards of the court, referred by social services, or probation. Again, any youth attending JCCA will be welcome to participate. Finally, SDPD will partner with the DEA and educate parents on the dangers of marijuana and other drugs and local trends. All parents and community members are welcome to attend the parent education presentations. Attendees need not have a student participating in our programs.

Program Goals and Objectives

The approach by SDPD is intended to increase awareness and knowledge of marijuana use and its effects on youth. The goals and objectives for the Proposition 64 project are noted below.

Project Goal 1: Implement onsite middle school mentoring program at STAR/PAL.

> Objectives 1a: Increase knowledge of marijuana use.

> Objective 1b: Decrease self-reported use of marijuana.

> Objective 1c: Increase attachment to supportive staff.

> Objective 1d: Increase awareness of laws as they relate specifically to juveniles.

> Objective 1e: Increase understanding of staying safe online regarding social media.

> Objective 1f: Improve relationships with law enforcement.

Goal 2: Implement off site STAR/PAL mentoring in the middle school.

> Objectives 2a: Increase knowledge of marijuana use.

> Objective 2b: Decrease self-reported use of marijuana.

> Objective 2c: Increase attachment to supportive staff.

> Objective 2d: Increase awareness of laws as they relate specifically to juveniles.

> Objective 2e: Increase understanding of staying safe online regarding social media

> Objective 2f: Improve relationships with law enforcement.

> Objective 2g: Recruit for onsite mentoring programming.

Goal 3: Expand mentoring programs to juvenile system at JCCS.

Objectives 3a: Increase knowledge of marijuana use.

Objective 3b: Decrease self-reported use of marijuana.

Objective 3c: Increase attachment to supportive staff.

Objective 3d: Increase awareness of laws as they relate specifically to juveniles.

Objective 3e: Increase understanding of staying safe online regarding social media.

Objective 3f: Improve relationships with law enforcement.

Goal 4: Educate parents on risk and prevalence of marijuana use.

Objectives 4a: Increase understanding of drug trends and risks.

Objective 4b: Increase ability to communicate with children regarding drug use risks.

Logic Model

Goal 1 Implement onsite middle school mentoring program at STAR/PAL.
Goal 2 Implement off site STAR/PAL mentoring in the middle school.
Goal 3 Expand mentoring programs to juvenile system at JCCS.
Goal 3 Educate parents on risk and prevalence of marijuana use.

Inputs	Activities	Outputs	Outcomes and Impacts
BSCC Prop 64 grant to support SDPD and STAR/PAL: - Enter into a contract with STAR/PAL to provide prevention and intervention services - Enter into a contract with SANDAG to conduct evaluation services - Hire 1FTE police officer and .5FTE officer to teach STAR/PAL curriculum - Partner with the DEA to offer quarterly parental information sessions	Prevention Services STAR/PAL: - Implement on-site mentoring and weekly sessions with a total of 25 students from middle schools - Implement off-site mentoring and weekly sessions with youth in the justice system and youth attending middle schools in the community - Conduct parental education sessions on current drug trends,	-Provide mentoring 2 days per week. - Conduct four school based, 8 week mentoring programs to middle school youth for a minimum of 100 annually, for a total of 300 - Conduct three mentoring 8-week programs at JCCS annually serving 75 youth per year, for a total of 225 youth	Youth who participate in STAR/PAL sessions: 80% of youth attending session on-site will complete 90% sessions 70% of youth attending session off-site will complete 90% of sessions **Impact Outcomes** Youth completing 90% of session will demonstrated increased: -awareness of the risk of marijuana use;

Inputs	Activities	Outputs	Outcomes and Impacts
	risk of drug use and ways to communicate with one's children	- Conduct 3 onsite parental education sessions on risk and prevalence of marijuana annually to a minimum of 75 attendees, for a total of 225 parents	-knowledge of available supports for issues related to substance use; -increased resiliency to protect future substance use; and -improved relationships with law enforcement Parents participating in educational sessions will demonstrate: --awareness of the risk of marijuana use; -knowledge of available supports for issues related to substance use; and -one new skill to communicate with their children about substance use

Evaluation Methodology

Research Design

SANDAG will conduct both a process and outcome evaluation. A quasi-experimental design will be employed to measure change overtime among youth pre and post STAR/PAL participation. SANDAG staff will be involved from the beginning of project development to ensure evaluation accurately and measure program goals and objectives, to develop needed data collection tools, and establish research timelines and protocols. SANDAG will be included in all team meetings and will create easy to read data dashboards documenting up-to-date information on client intakes, exits, and services received, which will be shared at meetings with partners to inform program implementation and the need for any midcourse adjustments.

As noted earlier, data results will be shared throughout the grant period with program stakeholders to inform program implementation and management. Fidelity to model and program design are extremely important and as such, SANDAG staff will work with the partners throughout the grant period to understand the curriculum and proposed strategies and conduct surveys with participant regarding perception of services received. When deviations from original strategies occur, these will also be documented, including the reasons why.

Process Measures

The process evaluation will document what program components were employed and if interventions were implemented as designed. Data will be gathered from multiple sources to describe the population served, the groups attended, and services received, type and number of law enforcement operations conducted, satisfaction with services and implementation, and lessons learned. The process evaluation will address the following questions:

1. What were the number and characteristics of the youth participating in either the on-site or off-site STAR/Pal mentoring program?
2. What was the level and type of services received?
3. How many parents participated in the educational sessions? What were the topics of each session?
4. What was the level of satisfaction with services received?
5. Was the program implemented as designed, what lessons were learned?

To address these process research questions, data will be gathered from multiple sources. Table 1 summarizes the data sources that will address each process question.

Table 1

Process Outcomes and Measurements

Process outcomes	Variables	Data Source
1. What were the number and characteristics of the youth participating in either the on-site or off-site STAR/Pal mentoring program?	Demographics, grade level	STAR/Pal program intake forms
2. What was the level and type of services received?	Type, dosage, completion status of mentorship program	STAR/Pal program tracking forms, attendance records
3. How many parents participated in the educational sessions? What were the topics of each session?	Attendance and topics of parental educational forums	Attendance tracking logs
4. What was the level of satisfaction with services received?	Program: Usefulness of program, staff helpfulness, areas of improvement. Education Sessions: Presenter's knowledge, presentation skills, relevancy of topics.	Youth and Parent post-surveys;
5. Was the program implemented as designed, what lessons were learned?	Fidelity to model and program design; how did stakeholders feel the program was implemented	Stakeholder surveys; focus groups;

Outcome Measures

The outcome measures are individual in nature and will focus on how effective the project was and for whom. Positive change overtime will be used as a metric for participant success, with increased awareness and knowledge reflecting success. The outcome evaluation will address the following questions:

1. Did participants' awareness and knowledge of the risks of marijuana use improve?
2. Did parents' understanding of the risk of use increase? Did parents' ability to communicate with youth increase?
3. Did youth and law enforcement relationships increase post-program participation?

Table 2

Impact Outcomes and Measurements

Outcome measures	Variables	Data Source
1. Did participants' awareness and knowledge of the risks of marijuana use improve?	Increased knowledge of the risks of marijuana use	Pre and post survey
2. Did parents' understanding of the risk of use increase? Did parents' ability to communicate with youth increase?	Increased knowledge of the negative effects of marijuana, signs of use, risks of vaping; improved communication	Post knowledge survey
3. Did youth and law enforcement relationships increase post-program participation?	Increased understanding of law enforcement's roles and level of trust. Increased understanding of youth's lives and needs	Pre and post survey; post-knowledge survey

Data Collection Sources and Process

Below is a more detailed description of each of the data sources and how data will be collected to address all the research goals. During the startup process, great effort has been taken to use existing databases whenever possible.

Program minutes: All project partners, including SANDAG will meet monthly to discuss project implementation, prior month activities, staff changes, challenges, and successes. The meetings will be the mechanism to document staff changes and activities. These meetings will be documented through minutes completed by SANDAG staff and will be used to inform the process evaluation.

Pre and Post survey: Youth who attend STAR/PAL on-site and off-site sessions will be administered a pre and post survey to measure change in perception, knowledge, and risks of marijuana and substance use. The survey will also include questions about youth's perception of law enforcement, areas of personal growth to help prevent future use, as well as his/her/their satisfaction with the program.

Post-knowledge surveys: To measure any increase in knowledge on the effects and risk of marijuana responsible adult use, communication skills, and available resources in the community for those seeking more information a post-survey will be provided to participants at the end of adult and community educational sessions.

Participant tracking logs: Session and group participation, referral source, school attendance, school performance, and program completion status will be tracked at the individual level by STAR/PAL and will be entered into STAR/PAL existing database. Each youth will be assigned an individual identification number to maintain confidentiality. SANDAG will receive a download from STAR on a quarterly basis for analysis and inclusion in a data dashboard.

Stakeholder survey: To solicit information about program implementation, what worked, and what could be improved, a survey of key program staff will be administered. The survey will be administered electronically using Survey Monkey twice (once at the end of year one and the second during year three) to inform mid-course program adjustments and program maturation.

Data Analysis

Analysis will be both qualitative and quantitative in nature. The project involves both individual and population level data. A quasi-experimental design using single-group, pre-test/post-test design (i.e., comparison of measures before and after program participation and intervention) will be employed. Changes in risk (e.g., substance use) and protective factors (e.g., decision making) will be compared over time using the appropriate level of analysis (e.g., Chi-Square statistics, difference of means tests, and measures of effect size). Description of sessions provided, attendance, and topics will be documented to provide the framework for the outcome evaluation. Statistical analysis will include use of frequency distributions and Chi-Square statistics for nominal measurement and differences of means tests for ratio level data. Bi-variate analysis ANOVAs will be used to identify, and factors related to increased knowledge In addition, informing the BSCC quarterly reports, the research partner will develop a data dashboard presenting current data and meet regularly with program staff to help inform the process and allow for any mid-course adjustments. In addition, a final Local Evaluation Report, including recommendations and lessons learned, will be completed at the end of the grant period.

Timeline and Reporting

As noted earlier, the evaluation will start from the inception of the project and research staff will work closely with STAR/PAL and its partners throughout the grant period. In addition, SANDAG will provide quarterly data dashboards to ensure timely sharing of data to inform the implementation process, SANDAG staff will participate in project meetings to understand the successes, challenges, and gain a greater understanding of the overall project. Table 3 provides a timeline of evaluation milestones.

Table 3
Impact Outcomes and Measurement Reporting

Activities	Start Date	End date
Program partners begin meeting	May 2021	On-going
Finalize Local Evaluation Plan	September 2021	9/17/2021
Program services begin	September 2021	On-going
Create SDPD tracking logs	September 2021	9/1/2021
Create data dashboards	October 2021	10/31/2021
Update data dashboards	December 2021	Quarterly
Quarterly reports	August 2021	8/15/21 & 11/15/21; 2/15/22; 5/15/22; 8/15/22; 11/15/22; 2/15/23; 5/15/23; 8/15/23' 11/15/23; 2/15/24; 5/15/24 and 6/15/24
Download program data from STAR/PAL	October 2021	Quarterly
Create stakeholder survey	April 2022	4/31/2021
Conduct stakeholder survey	May 2022 June 2021	6/30/2022 3/31/2024

Activities	Start Date	End date
Report out on stakeholder survey	August 2022	8/15/2022 5/15/2024
Complete evaluation report	July 2024	10/31/2024

Summary

This project is aimed at youth education, youth prevention, and community education regarding cannabis use in the City of San Diego. SDPD will be subcontracting with STAR/PAL, the CBO partner. Funding requested will enable STAR/PAL to implement a middle school mentoring curriculum both at STAR/PAL and on school campuses, expand high school programming to youth with juvenile justice system contact, and educate parents and other adults in the community regarding the risks of youth marijuana use. Because of STAR/PAL's diverse array of services, programming options beyond these would be leveraged for these at-risk needs. SANDAG will serve as the evaluation partner and work with STAR/PAL to expand its assessment and data collection and document if the project was implemented as planned with fidelity. SANDAG will also determine if desired outcomes were achieved.