Peer Solutions Program

Local Evaluation Plan

Nevada County Superintendent of Schools

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Acronyms

A2S – alternative to suspension
ADSS – Alcohol and Drug Safety Skills
AOD – Alcohol and other Drugs
CHKS – California Healthy Kids Survey
DAR – designated activity recorder
GAL – General Activity Log
LGMS – Lyman Gilmore Middle School
MJ – marijuana
NCSOS – Nevada County Superintendent of Schools
NJUHSD – Nevada Joint Union High School District
PS – Peer Solutions
PSC – Peer Solutions Circle
RPC – Restorative Practices Coordinator
SSH – Silver Springs High
SUD – substance use and drug
TUPE – Tobacco Use Prevention Education
UCSD – University of California, San Diego
YTJ – Youth Transforming Justice

Project Background

2a. Regional Background and Project Need

Nevada County is located in the western Sierra Nevada Foothills, just under 60 miles outside of the greater Sacramento metropolitan area. The region is defined by two small towns (Nevada City and Grass Valley) surrounded by smaller communities with a total population of around 100,000 residents. Considered to be a corner of California's "Emerald Triangle" (a region of the state known for marijuana cultivation), Nevada County hosts a prevalent "pot"-growing industry which supports a societal-level acceptance of marijuana (MJ) use and distribution. This positive sentiment towards MJ is also seen in the local youth population, who accept it for both cultural and perceived medicinal values.

The introduction of Proposition 64 provided a legal avenue for further integrating the MJ industry in communities across Nevada County. This in turn allowed for the construction of legal, compliant dispensaries in both Nevada City and Grass Valley, the two largest towns in the region. However, even with increased regulations and legality of MJ distribution, this simply overshadowed what was already in existence – a prevailing low-cost black market, accessible to the local "underage" population who would otherwise not be able to purchase products in a dispensary.

There seems to be a high prevalence of drug and alcohol use at the most populous school sites within Nevada County. Data from the 2019-20 California Healthy Kids Survey (CHKS) showed that 33.0% of 11th graders within the Nevada Joint Union High School District (NJUHSD) reported using alcohol and other drugs, while 10% of 7th graders at Lyman Gilmore Middle School (LGMS) reported using these substances[1]. That same year, 62% of students from Silver Springs High (SSH), a local continuation school, reported using alcohol and other drugs[1]. When looking at marijuana use specifically, 21% of 11th graders from NJUHSD reported using MJ compared to 6% of 7th graders at LGMS[1]. SSH again reported the highest use rates with 55% of students saying they used MJ[1].

These same schools reported higher suspension rates during the 2019-2020 academic year when compared to the state average (3.0%)[2-4]. SSH reported the highest suspension rate at 40.4%[2] with NJUHSD schools standing at 11.1%[2] and LGMS at 5.9%[3]. Alcohol and other drug use made up around two-thirds of suspensions at target schools[4]. Research has shown that traditional suspension models disproportionately affect at-risk students and students of color, contributing to increased absences, decreased academic success, and an increased risk of entering the juvenile justice system[5,6]. These factors all contribute to a high dropout rate which can lead to poor societal integration (i.e., low-income, higher incarceration rate) and decreased life expectancy[5,6].

The need for this project is rooted in both high substance use and suspension rates. Chronic substance use can have detrimental health outcomes, however, the acceptance of MJ, for example, shows the impact sociocultural factors can have on use[7]. As a result, increased acceptance of substance use (including MJ) may lead to an increase in suspensions which can ultimately have an impact on student academic success and social wellbeing[6,7]. Current substance use prevention and intervention programs are limited and poorly accessible to youth in Nevada County schools. There is also a lack of coordination between the staff at school sites and

treatment professionals who students would be referred to for further services. As such, the default protocol for discipline is built around punitive measures such as traditional at-home suspensions and on-campus suspensions.

Peer Solutions (PS) seeks to provide a more restorative approach to the disciplinary protocols following a suspendable offense. The three main components of the program include an alternative to suspension option (A2S), substance use support, and restorative practices.

The A2S component will help to move away from traditional suspensions while keeping students in school, avoid punitive measures, increase student accountability through education, and direct students to the support they need. The A2S option is supported by a secondary Substance Use Intervention Treatment program which encompasses two components: Alcohol and Drug Safety Skills (ADSS) classes and a school-embedded alcohol and other drug (AOD) treatment counselor to provide substance use and drug (SUD) services. The ADSS classes will be facilitated by the Nevada County Superintendent of Schools (NCSOS) in collaboration with the county Tobacco Use Prevention Education (TUPE) program. These courses will be offered to both offending and non-offending students and their families. Classes will focus on strategies and skills for navigating high risk health behaviors, specifically those related to substance use. The presence of an AOD counselor will help to increase service continuity through both individual and group-level drug diversion programs.

Restorative practices foster an alternative to punitive measures through peer-to-peer communication and support. Offending students will be referred to a Peer Solutions Circle (PSC) which will consist of a panel of their peers (youth advocates). In the PSC, both the panel and the offending student will co-create a Restorative Plan to determine the best intervention, services, and support needed. Offending students will also have the opportunity to serve as youth advocates in future PSCs.

2b. Target population

The target population will be 5th–12th graders at 2 comprehensive high schools, 1 alternative high school, and the largest feeder middle school in Nevada County. Both students with suspendable infractions (substance use and non-substance use related) and those without infractions will be targeted for specific PS services. For example, any student will be given the opportunity to participate in ADSS classes regardless of their infraction status. This includes a total population of around 2,960 students. The target population was selected based on school-level substance use rates and suspension data (discussed above). Schools were selected based on the large share of students they serve in addition to the high population of students from disadvantaged socioeconomic backgrounds. Students from this target group will have the opportunity to go through the PS program regardless of their infraction type.

2c. Criteria for determining participant eligibility

- Be enrolled in 7th, 8th, 9th, 10th, 11th, or 12th grade.
- Attend one of the 4 target schools in Nevada County – Nevada Union High School, Bear River High School, Silver Springs High School, and Lyman Gilmore Middle School.
- Have committed a suspendable infraction (substance and non-substance use related).

2d. Process for determining participant's needs, intervention(s) and/or services

A student who is caught using or referred for another offense, including non-substance use related infractions, will be sent to administrators. The offending student will then have their disciplinary options explained to them and will have the choice of the PS program as an alternative to suspension. Should the student choose to enter the PS program, their parents will be notified and asked for consent. The student will then meet with a staff member – most likely the Restorative Practices Coordinator (RPC) – who will conduct an intake interview on the student's background, home life/environment, family composition, personal relationships, and support system. The staff member/RPC will also ensure the student knows what is expected of them as a participant of the PS program and a PSC will then be scheduled.

The PSC may consist of 1-2 staff members (assistant principal and/or the RPC), the teacher or staff member involved in the offending incident (if applicable), and around 6 trained peer advocates. During this time, the offending student will engage in a discussion focusing on topics related to the offending incident, their support system, drug and alcohol use, academic challenges, and future plans. The student will then co-create a restorative plan with the team of peers. During this period, students will have the opportunity to engage in the development of their restorative plan and provide feedback on whether it will help them make better choices in the future. The restorative plan will usually include recommendations for the student to repair harm and mend relationships that may have been compromised as a result of their infraction. At that time, the Peer Solutions team may also recommend that the offending student partake as a peer advocate in future PSCs, a community engagement activity, and/or in an ADSS course, regardless of reason for referral (substance or non-substance use related). A volunteer from the circle (e.g., the RPC or another staff member) will follow-up with the student throughout the restorative process to ensure they meet all components in their restorative plan and assist with any obstacles that may arise.

See the PS Process in Appendix B for a concise overview of the referral and case management process. See also Appendix C for an overview of the PS program.

2e. Process for determining activities and/or services

Findings from the CHKS and school-level discipline data revealed high rates of self-reported substance use and suspensions, respectively. Further investigation found that the schools that were reporting these numbers also served a large population of low-income students[2,3]. Looking at these numbers in conjunction with the high level of MJ acceptance among youth in Nevada County, the four target schools demonstrated a high need for a restorative program that would address these issues through more holistic processes.

Youth Transforming Justice (YTJ), a restorative, trauma-informed youth program based in Marin County, provided the framework for the development of Peer Solutions. The YTJ program has provided services for nearly 1,300 youth in Marin, diverting them from the juvenile justice system with a 95% completion and 7% recidivism rate. Overall, YTJ has demonstrated itself to be a successful program in providing students with adequate services and support. Furthermore, their School Suspension Alternatives program has also kept thousands of middle and high school students in school, supporting the argument for an A2S component in Nevada County schools. The restorative approaches taken in YTJ, specifically PSCs as suspension alternatives, ADSS courses, and substance use counseling, are components the PS program seeks

to utilize in an effort to address the increasing substance use and suspension rates. Table 1 provides a breakdown of the areas of need and the project components that seek to address them.

Table 1. Areas of need and respective service(s)/intervention(s).

Area of Need	Service/Intervention
High suspension rates (substance and non-substance related)	1. An alternative to suspension option which seeks to divert students from traditional suspension to a restorative process (e.g., Peer Solutions program). 2. PSCs and case management to ensure students address any harm done because of their infraction. 3. Continuous counseling and support to avoid recidivism and repeat offenses.
High substance use rates and general acceptance of MJ	1. The A2S option for students who have committed a "suspendable" offense – including those that involve marijuana and/or other substance use. 2. Referrals to ADSS courses to educate students on the risks of substance use and how to navigate risky health behaviors.
Poor access to substance use treatment and counseling services	1. School-embedded AOD counselor to provide continuous counseling and treatment services for all students. 2. Referrals to SUD counseling and external resources, as needed.

2f. Goals and Objectives

Table 2. Peer Solutions goals and objectives.

GOAL 1: Reduce suspension rates at the four schools selected for this proposal.	
Objective A	Offending students with suspendable infractions (substance and non-substance use related) will be given the option to participate an alternative to suspension by October 2021.
Objective B	Restorative circles/hearings will be piloted at Silver Springs High School (continuation) by October 2021 and February 2022 for the 3 other target schools. Trainings at 3 other target schools in January 2022.
Objective C	Drug-related suspension rates will have decreased by 20% by April 2024.
Objective D	The completion rate of the Alternative to Suspension program will be 75% by April 2024.
GOAL 2: Reduce youth marijuana and substance use.	
Objective A	Students will have the opportunity to participate in a school-based substance use counseling program by October 2021.
Objective B	Collection of 150 pre- and post-surveys from participants in the Alcohol and Other Drugs Safety Class by April 2024.
Objective C	Collection of pre- and post-surveys from students who participated in the Alternative to Suspension program by April 2024.
Objective D	Recidivism rates (students returning to substance use AFTER going through the program) will have decreased by 25% by April 2024.
GOAL 3: Increase access to substance use and drug (SUD) treatment.	
Objective A	SUD treatment services will be offered to students at all four target schools.
Objective B	Treatment services and support will be promoted to ensure students know to access them when needed.
Objective C	SUD treatment will be offered to students participating in the Alternative to Suspension program through both group and individual sessions.
Objective D	Students will be referred to more extensive SUD services outside of the school as needed.
Objective E	100 students will have received SUD treatment by April 2024.

Process Evaluation Method and Design

3a. Process Evaluation Design

UCSD will use a mixed-method design of both quantitative and qualitative analysis for process evaluation. UCSD will develop multiple tracking tools to be used by the PS project staff to monitor and record relevant activities over the course of program implementation. Tracking tools will be developed to document the implementation of all group and individual-level interventions and services. Program implementers will be responsible for documenting all relevant project activities via online tracking tools. These include intervention services (e.g., PSCs, counseling sessions, SUD treatment/referrals, ADSS courses) and individual-level sessions (e.g., SUD treatment, referral to external resources).

UCSD will evaluate implementation fidelity at baseline and at periodic points through April 2024. Participant case management will be tracked via the Enrollment/Exit Form which will document entrances into the PS program as well as successful versus unsuccessful completions. PS participant numbers (e.g., referrals, enrollments, completions) will be analyzed and reported in aggregate throughout program implementation. Activity data at the participant-level will be documented via the GAL tool to track individual involvement in PS activities and services. UCSD will also conduct qualitative interviews with project staff on their experiences and assessments of the program activities. Quantitative and qualitative process data will then be linked, in analysis, with the measures that are used to assess the outcomes.

3b. Documenting participant-centered activities

An online General Activity Log (GAL) will be developed by the UCSD research team and will be accessible through a shareable link. Implementers (staff who run activities) or a designated activity recorder (DAR) will be responsible for submitting all records of activities using the tracking tool. Each school site may have multiple DARs or a single staff member responsible for documenting all activities on behalf of the implementers at their site. Examples of activities include the PSCs, counseling sessions, and ADSS courses. The tool will also be used to record trainings (e.g., staff and peer advocate) and professional development sessions. All submissions will be stored in a secure database. A researcher at UCSD will work closely with project coordinators at NCSOS to ensure the validity and accuracy of GAL submissions for proper activity tracking. A draft of the GAL can be found in Appendix D.

3c. Tracking participant progress

PS participant progress will be tracked through a separate activity log, the Enrollment/Exit Form in addition to the General Activity Log (GAL). The Enrollment/Exit Form (draft in Appendix E) will capture intake data such as program start date, demographic information, and program exit/completion date. Exit data will include fields for case managers to indicate whether the participant successfully completed the program or indicate an alternative reason for program completion.

The GAL will also include fields to capture individual-level data such as intake sessions with the RPC, brief interventions, individual counseling sessions, and follow-up case

management meetings. Participant progress throughout their involvement in the PS program will be monitored via the GAL tool, including all activity participation. All participant-level data will be stored in a secure database accessible to NCSOS project coordinators while deidentified data will be provided to UCSD for analysis.

3d. Non-participant activity tracking

There are no activities under the Peer Solutions program that do not involve participants. As such, tracking of non-participant activities is not applicable.

3e. Process measures

Both GAL and the Enrollment/Exit Form data will be stored on a secure server. Table 3 below provides a breakdown of the process measures, how the data will be collected, who will be collecting the data, and the frequency of data collection.

Table 3. Process measures.

Process measure	Collection source	DAR	Frequency
Count of trained staff members	General Activity Log – staff trainings	Implementer or other DAR	Monthly
Count of staff trainings	General Activity Log – staff trainings	Implementer or other DAR	Monthly
Count of trained peer advocates	General Activity Log – peer advocate trainings	Implementer or other DAR	Monthly
Count of peer advocate trainings	General Activity Log – peer advocate trainings	Implementer or other DAR	Monthly
Count of referrals to PS program	General Activity Log & Enrollment/Exit Form	Implementer or other DAR	Monthly
Count of PSCs	General Activity Log – PSCs	Implementer or other DAR	Monthly
PS participants in PSCs	General Activity Log – PSCs (tracked via ID)	Implementer or other DAR	Monthly
Count of individual substance use counseling sessions	General Activity Log – SUD counseling	Implementer or other DAR	Monthly
PS participants who attend individual counseling sessions	General Activity Log – SUD counseling (tracked via ID)	Implementer or other DAR	Monthly
Count of group substance use counseling sessions	General Activity Log – SUD counseling	Implementer or other DAR	Monthly
PS participants who attend group counseling sessions	General Activity Log – SUD group counseling (tracked via ID)	Implementer or other DAR	Monthly
Count of referrals to external resources	General Activity Log – referrals	Implementer or other DAR	Monthly
Count of ADSS classes & participants	General Activity Log – ADSS classes	Implementer or other DAR	Monthly
PS participants who attend ADSS classes	General Activity Log – ADSS classes (tracked via ID)	Implementer or other DAR	Monthly

3f. Process data collection

All activities will be recorded and tracked through submissions via the GAL tool. Activities tracked using the GAL tool include PSCs, counseling sessions, ADSS courses, and training sessions (staff and peer advocates). The Enrollment/Exit Form will be used for case management, primarily for monitoring PS enrollments and successful versus unsuccessful program completions. All submissions will be stored in a secure database accessible to NCSOS project coordinators. Data will be used to track implemented activities and services in addition to monitoring participant progress and case management submissions via linkage to the Enrollment/Exit Form.

3g. Project oversight structure

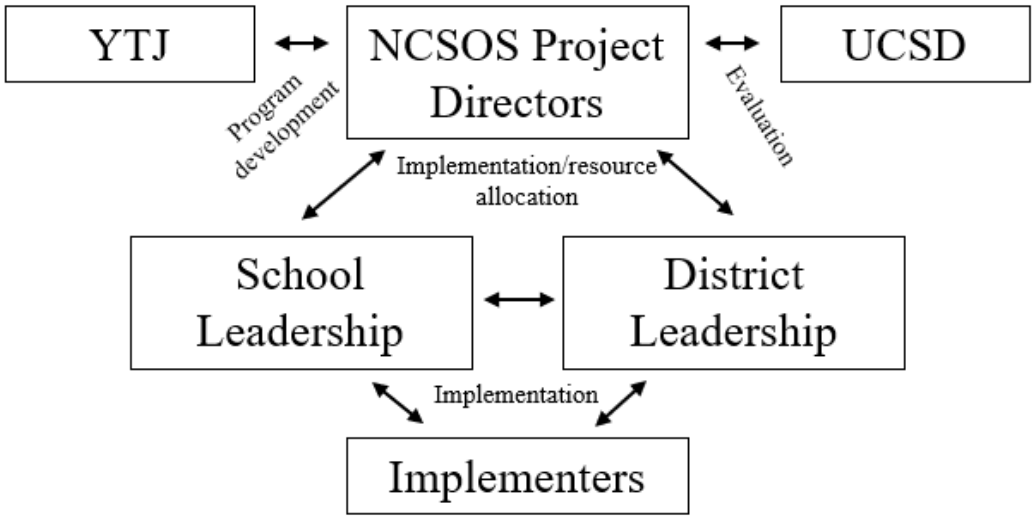
The Project Director from NCSOS will oversee the implementation and progress of the PS program and its respective components with support from the SUIT and Nevada County TUPE programs. NCSOS will work in collaboration with leadership at both the school and district levels to ensure program components are being implemented and needs are met. The Project Director will continue to seek out consultations with members of the YTJ team for program development and trainings.

UCSD is contracted with NCSOS to oversee program evaluation efforts for both process and outcome measures. The UCSD team will develop tracking tools and oversee corresponding data tabulation to ensure NCSOS has access to data for quarterly and annual reporting. The research team will also conduct analyses of tracking tool data to inform the program evaluation.

External agencies and organizations may also be sought out for student referrals. NCSOS will oversee the referral process and maintain relationships with the organizations that continue to work with schools in Nevada County. Some of these groups and organizations include the Nevada County Public Health Department, Nevada County TUPE program, Granite Wellness Teen Clinic (substance use treatment services), and Bright Futures for Youth (youth development).

Any decisions with respect to program improvements and updates will be made at the project director level in collaboration with district and school leadership. These changes will be communicated to all entities involved in program development and evaluation, YTJ and UCSD, respectively. Figure 1 provides a schematic representation of the communication stream between the different parties involved in the PS project.

Figure 1. Collaboration and decision-making map.



3h. Project monitoring and assessment

The NCSOS Project Director will coordinate with district and school leadership to schedule weekly meetings with activity implementers and DARs. These meetings will act as check-ins to assess program components. Meeting agendas will focus on program evaluation from the perspective of implementers to identify gaps in services and/or resource allocation. Staff will be encouraged to provide feedback on different components of the project which will be used by NCSOS project directors for continuous program development.

Monthly meetings will be established between the NCSOS Project Director and the UCSD research team to check in on evaluation efforts and to ensure activity log tracking tools are aligned with component developments. GAL and Enrollment/Exit Form data will be monitored to ensure all relevant project components are being implemented. Tracking tool submission data for quarterly reporting will be provided to UCSD to assess implementation fidelity of the different project components. NCSOS will use data in these quarterly summaries to evaluate program impacts and adjust as necessary. Any adjustments to program components will be communicated with UCSD to ensure tracking tools are reflective of these changes.

3i. Staff-run activity tracking

The NCSOS Project Director will track and record all staff-run activities using the GAL tool. All professional development activities and staff trainings will be recorded and submitted by staff members from the NCSOS. Individual implementers will be responsible for recording staff activities performed by YTJ, NJUHSD, and LGMS. UCSD will manage all incoming submissions through the GAL and Enrollment/Exit Form and their respective databases which will be viewable to NCSOS project coordinators.

3j. Ensuring implementation fidelity

Implementation fidelity will be ensured through orientations, staff trainings, and continuous check-in meetings. Orientations and trainings will help to prepare staff by providing them with the protocol and framework they need to properly refer students to the appropriate

resources. Check-in meetings will ensure staff and DARs are aware of the support available to them to help with the effective implementation of project components. DARs will also be trained on proper protocol for activity reporting and case management via the GAL and Enrollment/Exit Forms, respectively. The UCSD research team will also maintain frequent communication with NCSOS project coordinators to ensure GAL or Enrollment/Exit Form data are valid and can be used for longitudinal activity tracking.

3k. Analyzing process data

All project-related activities will be tracked via the GAL tool. Participant counts such as the number of trained staff and peer advocates, PS referrals, and referrals to external resources will all be monitored via the GAL starting at baseline and collected monthly throughout the course of the project. Documentation of activities such as staff and peer advocate trainings, PSCs, counseling sessions, and ADSS courses will also be tracked via the GAL. Data from the GAL will be exported from the database and tabulated using Microsoft Excel®. GAL entries will be analyzed longitudinally to assess the fidelity of program component implementation. Case management data collected via the Enrollment/Exit Form (e.g., PS enrollments) and PS student participation in activities will also be used to assess individual PS participant involvement in the different components.

Outcome Evaluation

4a. Research design for outcome evaluation

A pre/post evaluation design will be used to examine any changes in key outcome measures over time. The primary outcomes to be examined are the rate of suspension and recidivism among students with suspendable infractions. Recidivism is defined as follows: a PS participant who had successfully gone through the program recommitting a suspendable infraction. The recidivism rate will be calculated as the proportion of the number of the abovementioned variable divided by the total number of successful PS completions. In addition, the evaluation will attempt to assess any potential impacts of the program activities on the attitudes and behaviors of both PS participants and the general student body. The UCSD research team will develop survey instruments and oversee data collection efforts. Researchers will also assemble all relevant data and conduct the analysis to investigate potential links between process and outcome measures.

Data related to suspension rates will be obtained from the discipline records of the project's four target schools. A pre/post analysis of GAL and Enrollment/Exit Form data will be used to examine any changes in program enrollment and/or completion rates over the course of program implementation. Recidivism will be calculated using Enrollment/Exit data and school discipline records. PS students will also participate in pre- and post-surveys (PS Questionnaires) – first upon enrollment (pre) and then upon exiting the program (post). The questionnaires will seek to assess changes in attitudes and perceptions of substance use, knowledge of consequences, and awareness of services and support. Participant-level data gathered via these questionnaires will be used to analyze the specific impacts of the PS program on participants and any potential links to successful program completion.

4b. Evaluation questions

Table 4. Related evaluation questions for Goal 1.

Goal 1: Reduce suspension rates at the four schools selected for this proposal.	
Objective	**Evaluation Question**
Objective A: By October of 2021 offending students will be given the option of participating in an Alternative to Suspension Program.	1) Did student awareness of the PS program increase as an alternative to suspension? 2) How many students opted for the PS program over other options (e.g. traditional suspension)? Compared to the total number of students with suspendable infractions?
Objective B: By October of 2021 Restorative Circles (aka Peer Solutions Circles) will begin at Silver Springs High School (pilot school); By February of 2022 Restorative Circles/Hearings will begin at the remaining 3 sites.	1) Did the pilot circles at SSH reveal any areas for improvement, need for additional resources, etc.? 2) Were peer advocates properly trained for their roles in the PSCs? 3) Were staff members properly trained for their roles in the PSCs?
Objective C: By April of 2024 Suspension rates will have decreased by 20%.	1) Did the overall number of suspensions decrease (substance use and non-substance use related)? 2) Did drug-related suspensions decrease? 3) Were there any students with repeat infractions?
Objective D: By April of 2024 A2S completion rate will be 75%.	1) Was the goal for a successful completion rate reached?

Table 5. Related evaluation questions for Goal 2.

Goal 2: Reduce youth marijuana and substance use.	
Objective	**Evaluation Question**
Objective A: By October 2021 provide a school-based substance use counseling program.	1) Did students find these counseling services easily accessible? 2) Were students aware of the services and support available to them? 3) Was a counselor available for students when needed?
Objective B: By April 2024 collect 150 youth pre- and post-surveys from participants in Alcohol and Other Drugs Safety Class.	1) Did student attitudes and perceptions of marijuana and other substances change? 2) Was there a change in the student perceptions of the potential health risks associated with substance use?
Objective C: By April, 2024 collect pre and post surveys from students participating in Alternative to Suspension Programs.	1) Were students aware of the consequences and/or support available if someone was caught using a substance at school? 2) Did external factors (e.g. sociocultural, environmental) influence student knowledge and awareness with respect to the PS program?

Objective D: By April, 2024 recidivism rates for substance using offenders will decrease by 25%.	1) Was there a decrease in self-reported substance use rates? 2) Were there any repeat offenders out of the students who completed the PS program? 3) Did student recidivism rates decrease?

Table 6. Related evaluation questions for Goal 3.

Goal 3: Increase access to SUD treatment.	
Objective	**Evaluation Question**
Objective A: Provide school-based SUD treatment at all four sites. (Individual and group counseling)	1) Did students at all 4 target sites find these SUD treatment services readily available when needed? 2) Did students know how to access these services when appropriate?
Objective B: Promote services so students know how to access them.	1) Did student awareness of available support and services increase? 2) What student populations were being targeted for outreach & promotional efforts?
Objective C: Provide SUD treatment to students in the A2S program.	1) Did SUD treatment provide an appropriate avenue for referrals to external agencies when needed? 2) What role did the SUD treatment services play in the successful completion of the PS program?
Objective D: Refer students to more extensive outside SUD services as needed.	1) Was there an effective & efficient protocol for referring students to external agencies? 2) Were there any logistical obstacles when referring students for additional support?
Objective E: By April 2024 provide SUD treatment to 100 students at the four sites.	1) Was the estimated number of students who sought out SUD treatment reached? 2) Did most students who sought out SUD treatment exit the program successfully/were referred for additional support?

4c. Participant estimates

The estimated counts for participants who will seek out each intervention and services are provided in Table 7. Due to the COVID-19 pandemic and uncertainty with school closures, the estimated number of participants may not align with actual counts. As such, students referred for suspendable offenses may not be reflective of numbers for a normal school year when students attend in-person instruction.

Table 7. Estimated number of participants who will receive services by April 2024.

Intervention/Service	Estimated # of Participants
Number of PS program enrollments	150-200
Peer Solutions Circles (PSCs) sessions	150-200
Individual SUD treatment sessions	100
Alcohol and other Drug Safety Skills (ADSS) classes	150-200

4d. Criteria for determining participant success

- **PS participants will have attended a PSC session per recommendations in their restorative plans.**
    - UCSD will analyze enrollment data from the Enrollment/Exit Form and PSC activity submissions in the GAL tool to assess student participation and engagement in the PSCs.
- **PS participants will have attended an ADSS course per recommendations in their restorative plans.**
    - Student participation in ADSS courses and other educational components will be tracked via the GAL tool. UCSD will analyze these submissions for student engagement and implementer feedback.
- **PS students will have attended counseling sessions or be referred to an external service for additional support.**
    - Counseling sessions will be documented using the GAL tool. UCSD will analyze student engagement and participation in group and individual counseling sessions as well as any staff feedback.
- **75% of PS participants will have successfully completed the program.**
    - Student involvement will be monitored via the GAL tool where implementers will document all activities students participated in. Fields in the GAL tool will also monitor student engagement in activities over the course of their restorative process. UCSD will monitor PS completion rates throughout implementation of the PS program.
- **Recidivism rates for students with substance use infractions will have decreased by 25%.**
    - Student involvement in the PS program will be tracked using the Enrollment/Exit Form while the GAL tool will monitor their participation in restorative activities (e.g., interventions, counseling sessions, referrals). The Enrollment/Exit Form will also monitor student entry and exit dates as well as any re-enrollments into the PS program.

- **Self-reported use rates of marijuana and other substances will have decreased by April 2024.**
    - Use rates will be monitored via pre- and post-survey data. Student surveys will measure substance use behaviors, perceptions of substance use, and questions on overall wellbeing. UCSD will analyze student survey data and monitor for changes in behaviors and attitudes towards substance use.
- **Suspension rates will have decreased by 20%.**
    - Discipline data from the 4 target schools (e.g., suspension data) will be obtained at baseline and at periodic points throughout implementation (e.g., every semester, annually). UCSD will analyze discipline data in aggregate for changes in suspension rates over the course of the project.
- **Student awareness of services and support will have increased by April 2024.**
    - Student surveys will measure student awareness of services and support available on campus and through external resources. UCSD will monitor awareness trends through school-wide surveys and PS Questionnaires.

4e. Activity estimates

Table 8. Estimated number of implemented activities by April 2024.

Activity/Intervention	Estimated # of Activities
Alcohol and other Drug Safety Skills (ADSS) classes	50-100
Total Peer Solutions Circles (PSCs)	200
SUD sessions	100

4f. Criteria for activity/service success

The criteria for determining if activities and the project as a whole were successfully implemented are defined below:

- Referral of students with suspendable infractions to administrator(s); students offered option to enter PS program.
- Completion of Enrollment/Exit Form for incoming student(s).
- Completion of intake interview with student(s) and RPC (or other staff member).
- Attendance of PSC session where student(s) co-create a restorative plan and a staff member documents in GAL tool.
- Documentation of individual follow-up activities (e.g., intervention sessions, counseling sessions, ADSS classes, referrals to external resources) in the GAL tool.
- Documentation of all other group activities (e.g., ADSS classes, SUD sessions) in GAL tool.
- Documentation of all program completions or exits in the Enrollment/Exit Form.

4g. Outcome variables

Table 9. Outcome variables, definitions, data collection method and frequency.

Outcome Variable:	Definition	How?	Frequency?
Suspension rates	# total suspensions/ total student population; Changes in suspension rates over course of implementation.	School discipline data	Baseline, post-implementation
Substance use rates	Change in self-reported substance use rates	School-wide pre- and post-surveys	Baseline, post-implementation
PS student substance use rates	Change in self-reported substance use rates among PS students	PS Questionnaires	Program enrollment & exit
Student perceptions of substance use	Change in perceptions of substance use	School-wide pre- and post-surveys	Baseline, post-implementation
PS student perceptions of substance use	Change in perceptions of substance use among PS students	PS Questionnaires	Program enrollment & exit
Awareness of SUD services	% of students aware of services/support	School-wide pre- and post-surveys	Baseline, post-implementation
PS student awareness of SUD services	% of PS students aware of services/support	PS Questionnaires	Program enrollment & exit
Overall PS enrollment rate	# students enrolled in PS program/ total # students with suspendable infractions	Enrollment/Exit Form; School discipline data	Baseline, per semester
PS completions	# students who completed PS program	Enrollment/Exit Form	Quarterly
Recidivism rate for students who completed program	# former PS students repeating suspendable infraction/ total # successful PS completions	GAL tool; Enrollment/Exit Form	Annually

4h. Outcome data collection

Activity Tracking

- Data for implemented activities will be recorded via the GAL tool.
- Enrollment and exit numbers will be tracked via the Enrollment/Exit Form. This will provide a quantitative view of the number of participants entering the PS program as well as any successful completions.
- DARs will record all implemented activities monthly (or after each implementation).
- Tracking log submissions will be monitored to capture the implementation of activities and project components.
- PS student participation in program activities will be tracked via the GAL tool and linked to specific case files to monitor involvement at the individual level.

Pre- and Post-Surveys

- Student surveys will be implemented at baseline (before program implementation) and at periodic points thereafter (e.g., annually) to assess program impacts over time.
- Student surveys will be disseminated in a class period of the site's choice (e.g., English, Advisory, Physical Education).
- PS participants will complete a pre-survey at enrollment and post-survey upon completion of the program (PS Questionnaires) to assess program impacts at the individual level.
- Data from student surveys will be analyzed for changes in student substance use behaviors, perceptions, attitudes, and other topics related to their overall wellbeing. PS participant-specific data will be used to assess these variables before and after their involvement in the program.

School Discipline Data

- Discipline data will be obtained from each of the four project target sites.
- Relevant suspension data will be obtained and analyzed each semester (pending availability of discipline data).
- Suspension rates will be monitored for changes over the program implementation phases.

4i. Analysis of outcome data

A descriptive statistical analysis (using SAS©) will be employed to analyze pre- and post-survey data for changes in behaviors (i.e., substance use rates), attitudes, perceptions, overall wellbeing, awareness of school programs/policies, and awareness of support and services. Discipline data will also be analyzed for changes in suspension rates at the four target schools over time. Tabulation of activity (i.e., via the GAL) and case management data (e.g., program enrollments, exits) will be employed to assess implementation fidelity over time. Program completion and school discipline data from the Enrollment/Exit Form will be used to analyze changes in recidivism. Activity tracking data will be available for quarterly reporting and longitudinal monitoring of program component implementation.

4j. Strategy for determining project-related or externally influenced outcomes

Strategies for determining if outcomes are project-related or the result of an external influence include tracking activity implementation and assessing student behaviors against

intended outcomes associated with the program. All program-level components will be tracked to ensure activities are implemented in keeping with intended outcomes. A pre- and post-analysis of data from student surveys will be employed to determine the impacts (if any) of the PS program components on general student behaviors over time. The same will be done using data from PS Questionnaires to assess any potential individual-level impacts of PS program components on participants. School discipline data will also be monitored to assess for any pre/post impacts on suspension rates.

Where possible, other activities identified as similar and potentially relevant in effect (though not funded by the PS project) will be tracked to monitor any external influences they may have on PS-centered activities and student behavior. Unfortunately, there is no comparison group within Nevada County to serve as a control for program outcomes. Given Nevada County's small size and the fact that the PS program will serve the majority of comprehensive and continuation students, a group of comparable schools does not exist within the county. However, the feasibility of identifying schools outside of the county that may possess similar demographics and would be willing to share discipline data for comparison will be explored.

4k. Interventions & services and related outcome variables

Peer Solution Circles

Students will be given the option to go through the PS program as an A2S which will require them to participate in a PSC. The PSC focuses on non-violent communication, problem-solving, relationship building, empathy practice, and critical decision-making. Targeted PSC skills such as problem-solving and critical decision-making can be related to the following outcome measures; PS enrollment rates, substance use rates, suspension rates, and perceptions of substance use. The skills students gain by going through PSCs can directly impact their decision-making processes as they relate to substance use and other infractions that may lead to suspension.

SUD Counseling Services

Substance use and other drug counseling services help students address the root causes for their suspendable offenses, remove barriers to access services, and increase service continuity. Related outcome variables include student access to and awareness of SUD services and support. Variables related to access to services will be tracked by the GAL tool while those pertaining to awareness will be collected via student surveys.

ADSS Classes

ADSS classes provide students with strategies and skill-building as it pertains to high-risk health behaviors. Related outcome variables include refusal skills, behaviors, and perceptions of substance use which will be measured via pre- and post-surveys. Recidivism rates are also related to ADSS outcomes as they pertain to student refusal skills in the event of a potential repeat offense.

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Appendix A – Logic Model

Goal 1: Reduce suspension rates at the four schools selected for this proposal.				
Goal 2: Reduce youth marijuana and substance use.				
Goal 3: Increase access to substance use and drug (SUD) treatment.				
Inputs	**Activities**	**Outputs**	**Outcomes**	**Impacts**

• Funding – Prop 64 BSCC grant
• Partnerships/external support for program development
  ○ Youth Transforming Justice (YTJ)
  ○ NevCo TUPE program
• Partnerships/external support for student referrals
  ○ Nevada Co. Public Health
  ○ Granite Wellness Teen Clinic
  ○ Bright Futures for Youth
• ADSS curriculum development with support from TUPE program
• Support from Substance Use Intervention and Treatment (SUIT) program
• Restorative Practices Coordinator (RPC)
• Substance use counselor
• Staff and peer advocate trainings
	• Student referrals to Peer Solutions (PS) program
	• Student intakes and enrollment
	• Peer Solutions Circles (PSCs)
	• Substance use counseling and interventions
	• Community engagement activities
	• Alcohol and Other Drug Safety Skills (ADSS) curriculum development and implementation
	• Referrals to external agencies for additional support
	
	Evaluation
	• Student survey development and implementation
	• Activity tracking tool development and launching
		• PS participants will complete an intake interview
		• PS participants will take part in a PSC
		• PS participants will co-create a restorative plan with a team of their peers in the PSC
		• A staff member will work with the PS student throughout the restorative process
		• SUD counseling services available for ALL students
		• ADSS classes will be offered to PS students, families, and general student body
		
		Evaluation
		• 7-12th graders at 4 target schools will participate in a baseline survey
		• 7-12th graders at 4 target schools will participate in post-surveys
		• Enrollments/completions tracked in Enrollment/Exit Form
		• All project activities documented in GAL tool
			Short-Term (2022-23)
			• Increased awareness of health risks associated w/substance use
			• Increased accessibility to SUD counseling & treatment services
			
			Medium-Term (2023-24)
			• Suspension rates will decrease by 20%
			• Marijuana use rates will decrease by April 2024
			• 75% PS program completion rate by April 2024
			• 25% reduction in recidivism rate for substance use offenders
			• 100 students will have received SUD treatment services by April 2024
			• Increased student awareness of SUD support & services
				• Shift to more restorative disciplinary practices/procedures
				• Change in student perceptions and attitudes towards marijuana and other substance use
				• Increased accountability and agency among students

Appendix B – Peer Solutions Process

01. Student is sent to the Assistant Principal

The student makes a poor choice and is sent to the AP. The student is given the option to go through the Peer Solutions process as an Alternative to Suspension (A2S). The process and expectations are explained to the student and the parent is contacted and agrees to the process. The teacher is notified of the plan as well. The student returns to class.

02. Student intake with Restorative Practices Coordinator (RPC)

The student meets with the RPC. The Peer Solutions process and expectations are reviewed and the student is asked to consider who was impacted by his or her choice and how it can be repaired. The RPC asks questions related to the student's home environment, family composition, personal relationships, and support. The student is referred to substance use or mental health support as needed. The Peer Team Circle is scheduled.

03. Peer Team Circle

A 20-minute Peer Team Circle is held during lunch or advisory. The team includes 1-2 Champions, the AP or RPC, the teacher involved in the incident, and approximately 6 trained Peer Team students. The Peer Team members ask the student a series of questions about the student's support system, drug and alcohol use, school challenges, future plans, etc. A restorative plan is created for the student.

04. Restorative Plan

Restorative plans are co-created by the Peer Team and the student. The Peer Team provides initial recommendations for a plan of action to help the student repair any damages from his or her choice. The student provides feedback on whether the plan is meaningful in helping them make better choices in the future.

Plans typically include:

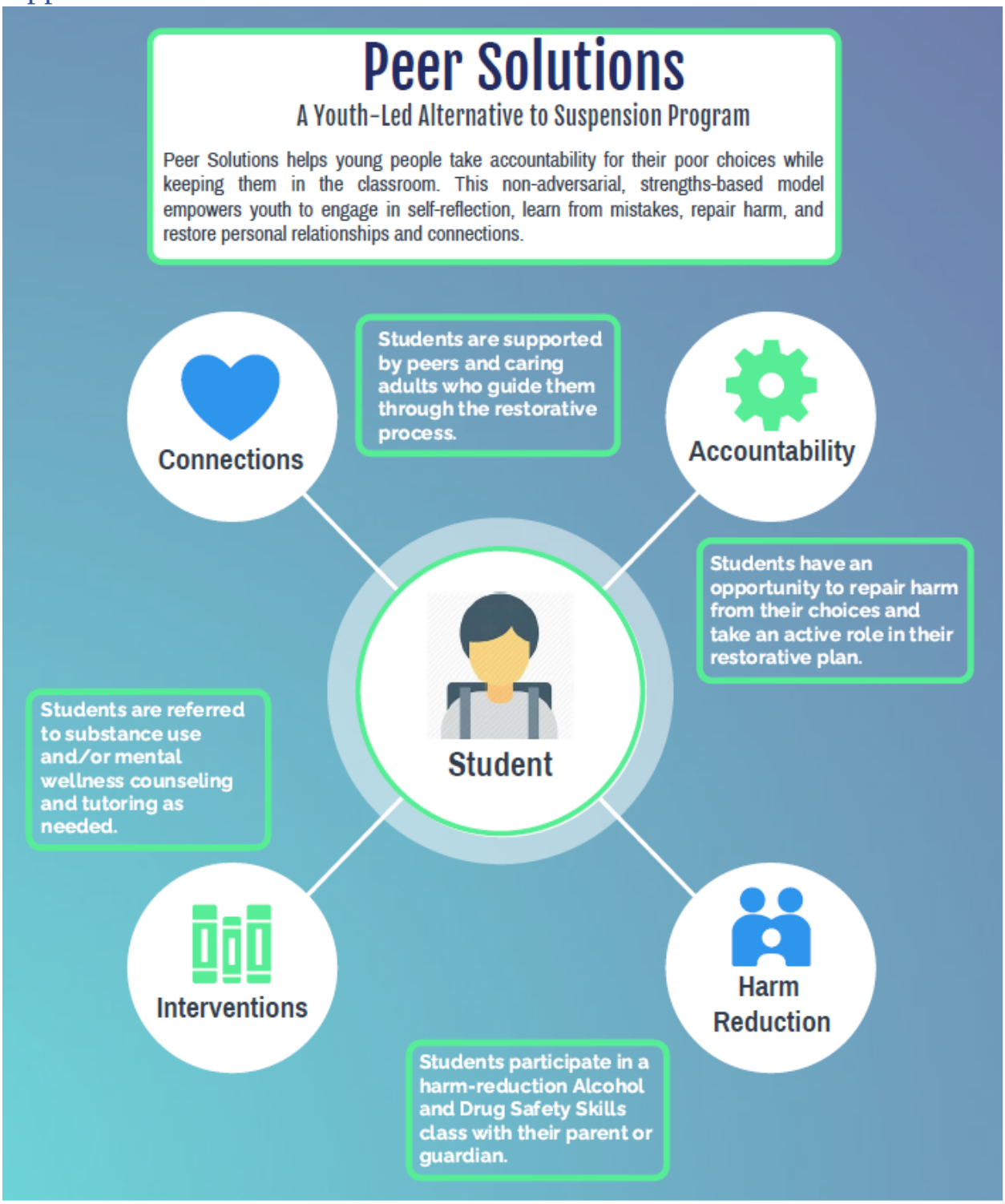
1. Participation in future Peer Team Circles: 2-3 sessions
2. Community Engagement Activity
3. Drug and Alcohol Safety Skills Harm Reduction Class

05. Case Management

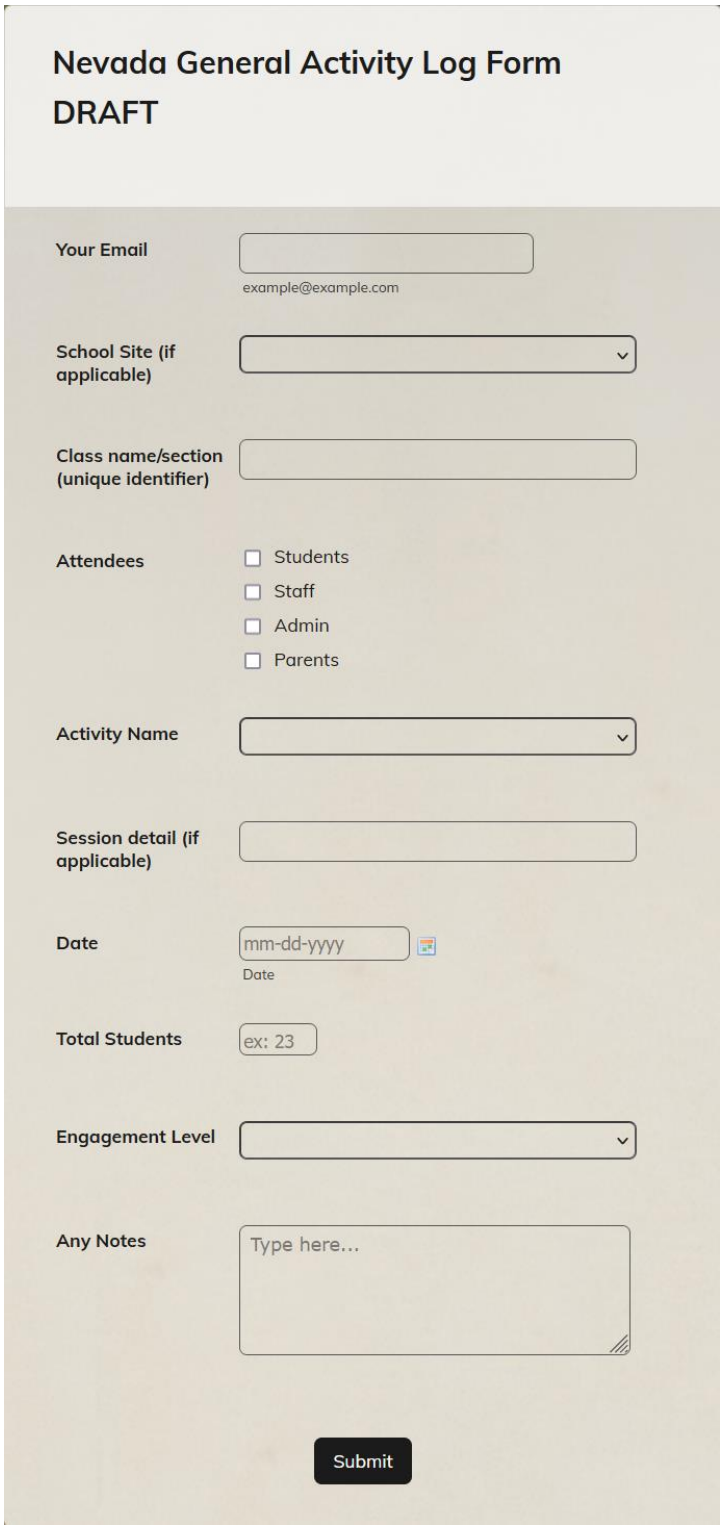
A volunteer from the Peer Team provides case management to the student. This can be a the RPC, a Champion or a Peer Team student. Case management includes checking in to ensure all components of the restorative plan are completed by the assigned timeframe.

Nevada County

Appendix C – Peer Solutions Overview



Appendix D – General Activity Log (GAL)



Nevada General Activity Log Form
DRAFT

Your Email
example@example.com

School Site (if applicable)

Class name/section (unique identifier)

Attendees
- Students
- Staff
- Admin
- Parents

Activity Name

Session detail (if applicable)

Date
mm-dd-yyyy
Date

Total Students
ex: 23

Engagement Level

Any Notes
Type here...

Submit

Appendix E – Enrollment/Exit Form

Nevada Prop 64 Enrollment Form DRAFT

Participant ID *

Submitter Email *

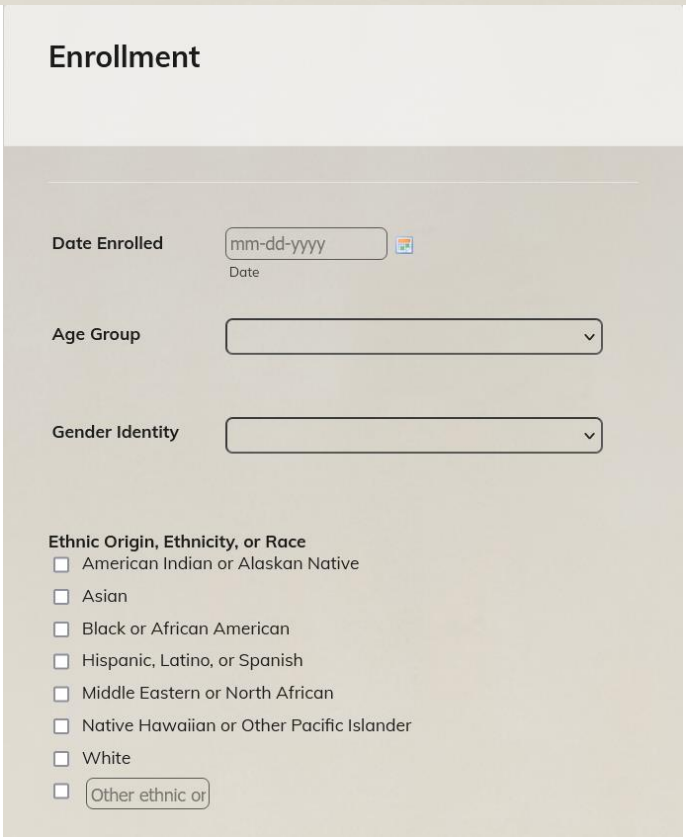
example@example.com

Referral Source

Point of Youth Diversion

Youth Participation Status

- Mandated
- Voluntary
- Unknown



Enrollment

Date Enrolled

mm-dd-yyyy

Date

Age Group

Gender Identity

Ethnic Origin, Ethnicity, or Race

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic, Latino, or Spanish
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- White
- Other ethnic or

Asian - provide details below

- [ ] Chinese
- [ ] Japanese
- [ ] Filipino
- [ ] Korean
- [ ] Vietnamese
- [ ] Asian Indian
- [ ] Laotian
- [ ] Cambodian
- [ ] Other (specify)

Native Hawaiian or Other Pacific Islander - provide details below

- [ ] Native Hawaiian
- [ ] Guamanian
- [ ] Samoan
- [ ] Other (specify)

Enrolled in school? ○ Yes ○ No

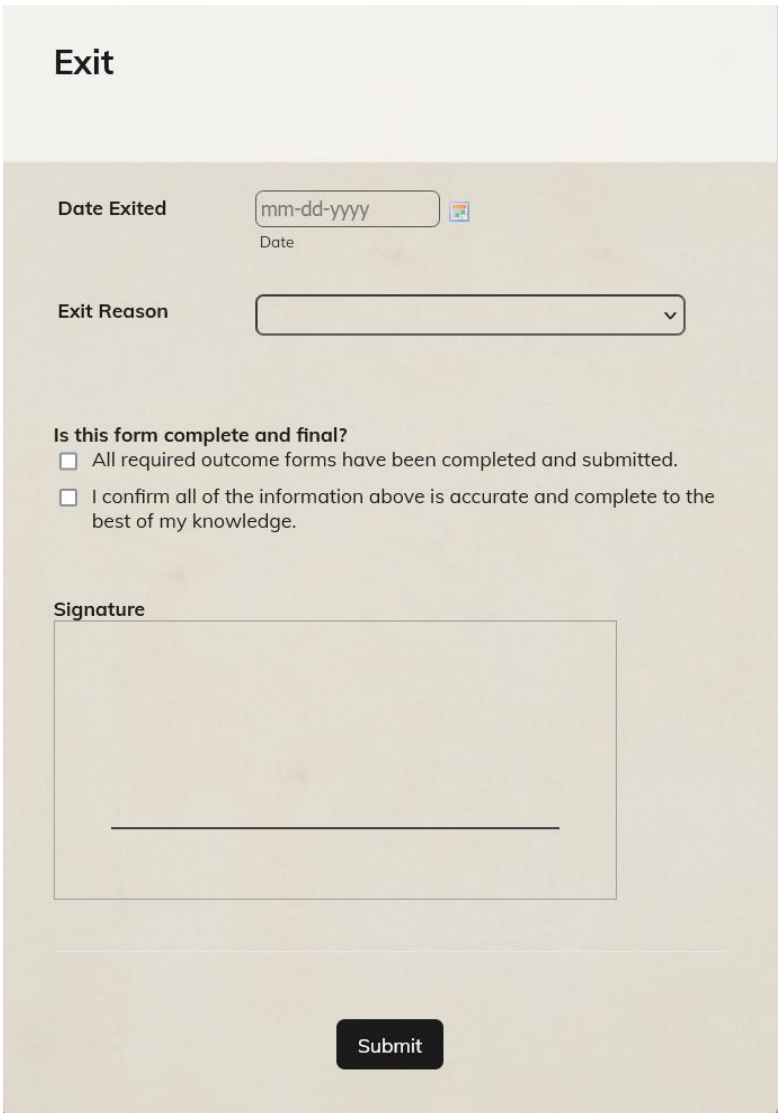
Enrolled status

Not enrolled status

- ○ High school diploma or GED
- ○ Did not graduate
- ○ Other

Employment

Risk Status


Exit
Date Exited
mm-dd-yyyy
Date
Exit Reason
Is this form complete and final?
All required outcome forms have been completed and submitted.
I confirm all of the information above is accurate and complete to the best of my knowledge.
Signature
Submit