

Proposition 64 Public Health and Safety Grant Program, Cohort 2

#SacYouthWorks: Futures

Youth Development and Prevention Education Program

Grantee: City of Sacramento
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Executive Summary

- The City of Sacramento partnered with PRO Youth & Families (PRO) on the **#SacYouthWorks: Futures** project, which supported the city's most vulnerable youth in creating pathways to healthy futures by educating youth about the dangers of underage marijuana and substance use and increasing protective factors by offering work-based learning opportunities.
- #SacYouthWorks: Futures had three objectives:
 1. Engage up to 30 community-based organizations (CBOs) to lead youth programming.
 2. Engage 600 youth in a minimum of 40 hours of work-based learning to support the development of 21st Century Skills necessary for college and/or career readiness.
 3. Engage 600 youth in underage marijuana and substance use prevention education and provide opportunities for youth and CBOs to connect to prevention services and advocacy opportunities.
- The target population was youth aged 14-19 residing in or attending school within the City of Sacramento—particularly those in priority neighborhoods—or youth experiencing two or more risk factors for underage marijuana use.
- The project successfully completed three cohorts of youth programming, including 21 unique community-based organizations and 723 youth. Eighty-seven percent of youth completed all 40 hours of work-based learning, and 93% received 10 hours or more of prevention education.
- Survey data indicated that CBOs and youth felt the program was valuable and informative. Ninety-six percent of youth said they liked or loved the program, and 87% of CBOs said they liked or loved the marijuana prevention and education focus.
- Youth successfully completed a variety of marijuana prevention projects including social media campaigns, videos, physical or digital art projects, websites, podcasts, poetry and performances, youth-led workshops and presentations, music videos, and community service projects.
- Overall, 82% of youth surveyed saw marijuana as more harmful after participating in the program, and most youth reported an increase in their protective factors against underage marijuana use.
- Youth reported developing a range of 21st Century Skills including team building (96%), problem solving (96%), and time management (93%).
- #SacYouthWorks: Futures is an example of a successful model of delivering youth prevention education embedded in work-based learning opportunities. With some updates to the curriculum, this model could continue to be used with new cohorts of youth.

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Project Background

Description of Need

National data about the harmful effects of short- and long-term marijuana use is concerning. Effects of short-term use include impaired short-term memory and motor coordination; altered judgment; increased sexual risk behaviors; and, in high doses, paranoia and psychosis.¹ Impacts of long-term or heavy use include addiction, altered brain development, poor educational outcomes, and diminished achievement and life satisfaction.

Youth in the City of Sacramento's target communities fare worse in terms of academic achievement, college and career readiness², suspension rates³, and school connectedness compared to the state average. Local surveys confirm these risk factors. Youth identified the following as top challenges they are facing today: 1) mental health issues; 2) discrimination; 3) fear of failing; 4) lack of motivation; 5) unsure about college; and 6) drugs/alcohol.⁴

The California Healthy Kids Survey data for Sacramento County (2017-19) shows that since the passage of Proposition 64, marijuana use has increased by grade level; underage use of marijuana and alcohol are similar over the course of a 30-day period; and older students (grades 9 and 11) are more likely to believe that marijuana consumption is less harmful than alcohol. Further, data from the Sacramento County Office of Education (SCOE) found that youth believe that marijuana is easier to get and use now that it has been legalized for adult recreational use, with youth grades 11-12 reporting a 60% increase.⁵

Marijuana marketing and products have an undeniable appeal to youth, with local advertisements featuring models that appear more like peers than adults and products featuring kid-friendly flavors and presentations. While data continues to emerge about underage marijuana use, industry research on tobacco and alcohol demonstrate relationships between exposure to advertising, perception of harm, and increased usage for youth.⁶ Recent studies show this trend, with one study finding youth who engaged with marijuana promotions to be five times more likely to have used marijuana in the last year.⁷

¹ Adverse Health Effects of Marijuana Use, (2014). Nora D. Volkow, M.D., Ruben D. Baler, Ph.D., Wilson M. Compton, M.D., and Susan R.B. Weiss, Ph.D.; New England Journal of Medicine, 2014 Jun 5; 370(23): 2219–2227.

² California School Dashboard. (2019). English Language Arts, Mathematics, College/Career Readiness. Retrieved 15 January 2021 from <https://www.caschooldashboard.org/>.

³ California Department of Education. (2018-19). Suspensions/Expulsions. Retrieved 20 January 2021 from <https://data1.cde.ca.gov/dataquest/>. (True for youth attending schools in target communities including Grant, Luther Burbank, and Valley High Schools, top schools attended by #SYW Summer and Fall 2020 participants.)

⁴ PRO Youth and Families. (2020). PRO Alumni Survey – Current Challenges Facing Youth (N=137). Full data report is available upon request to ashleynittle@proyouthandfamilies.org.

⁵ Sacramento County Office of Education (SCOE). (2020). Youth Development Survey Supplement Reports and Youth Summit Reports. For more information about these reports, contact mneuburger@scoe.net.

⁶ NYU News. (2020). "Just as Tobacco Advertising Causes Teen Smoking, Exposure to Alcohol Ads Causes Teens to Drink". Retrieved 18 January 2021 from https://www.nyu.edu/about/news-publications/news/2020/february/alcohol_advertising.html.

⁷ Tragenstein, Pamela, et al. "Active cannabis marketing and adolescent past-year cannabis use".

#SacYouthWorks: Futures

California voters approved Proposition 64, the *Control, Regulate, and Tax Adult Use of Marijuana Act (AUMA)* in 2016. AUMA made recreational marijuana use legal in California for adults 21 and older and directed a portion of the taxes generated from cannabis production and sales toward projects that assist with law enforcement efforts, fire protection efforts, or other local projects addressing public health and safety concerns associated with the implementation of AUMA.

The City of Sacramento applied for funding under the Proposition 64 Public Health & Safety grant program for the #SacYouthWorks: Futures program. The goal of #SacYouthWorks: Futures was to support Sacramento's most vulnerable youth in creating pathways to healthy futures by educating youth about the dangers of underage marijuana and substance use and increasing protective factors by offering work-based learning opportunities.

#SacYouthWorks: Futures was not built from the ground up. It was built off of two programs that were already created and supporting vulnerable youth in the City of Sacramento:

1. *Future Forward*, a partnership between the Sacramento County Office of Education (SCOE) and the Sacramento County Coalition for Youth (SCCY), focuses on underage marijuana use prevention. The campaign successfully reached youth through educational institutions and was delivered primarily by teachers.
2. #SacYouthWorks (#SYW), a City of Sacramento youth development program, engaged vulnerable youth in work-based learning experiences while building a robust network of community-based organizations.

The fusion of these programs both expanded the reach of *Future Forward* substance use prevention education efforts and infused #SYW with prevention education. As such, #SacYouthWorks: Futures aligned with AUMA Project Purpose Area I: Youth Development/Youth Prevention and Intervention.

The curriculum for the *Future Forward* campaign and thus the #SacYouthWorks: Futures project delivers factual information to youth about brain development, current scientific findings regarding the impact of marijuana and substance use on the youth brain, information about the social impacts of underage use, and information about marijuana advertising and branding strategies. Armed with information, youth can then be empowered to make decisions that support their health and wellbeing.

Project Partners

The City of Sacramento worked with the lead organization, PRO Youth & Families (PRO), to lead and coordinate a network of community-based organizations (CBOs) working directly with youth. PRO was tasked with providing a shared infrastructure to support the city and CBO network, including: fiscal and administrative oversight; shared evaluation and data collection;

communications and outreach; shared training opportunities for youth and CBOs; and technical assistance for CBOs.

Grantee	Lead Organization	Evaluator
City of Sacramento	PRO Youth & Families (PRO)	Sacramento County Office of Education

Project Components

The project had three main components:

1. Creation of a **network of up to 30 community-based organizations** (CBOs) involved in prevention education and youth development. CBOs received a minimum of 10 hours of underage marijuana and substance use prevention training and network gatherings. CBO connections facilitated the sharing of resources and knowledge.
2. CBOs led cohorts of 5-20 youth through a minimum of 40 hours of **work-based learning** (including at least 10 hours of prevention, at least 20 hours of applied service/work, and up to 10 hours of work-readiness training) using the connect, learn, and earn framework to develop 21st Century Skills for college and career success. Target enrollment was 600 vulnerable youth aged 14-19. Students who successfully complete the program received a \$500 stipend.
3. **Prevention education** curriculum based on the existing *Future Forward* curriculum addressed marijuana facts and laws, brain science, resiliency, positivity, and coping strategies. CBOs either delivered curriculum to the youth directly or connected with other Futures training opportunities. The project leveraged established provider and youth summits for some of its training.

Target area and population

The program served vulnerable youth, aged 14-19, residing in or attending school within the City of Sacramento. Youth were recruited from the priority neighborhoods defined by the City of Sacramento's Inclusive Economic and Community Development Initiative (Table I) and/or had two or more risk factors.

Table I. Priority Neighborhoods defined by the City of Sacramento's Inclusive Economic and Community Development Initiative.

Strawberry Manor	Del Paso Heights	Del Paso Nuevo	Wills Acres
Richardson Village	South Hagginwood	Norlito	Old North Sacramento
Twin Rivers	Alkali Flats	Mansion Flats	Marina Vista-Alder Grove
North Oak Park	Central Oak Park	South Oak Park	Lemon Hill
Woodbine	Meadowview	Parkway	Valley Hi/North Laguna

Risk factors were self-reported by youth and included:

- Academic underperformance
- Current or former foster youth
- LGBTQ+
- Teen parent
- Current or formerly under-/un-housed
- English language learner
- Justice system involvement
- Exposure to violence
- Low income
- Incarcerated parents/siblings
- Mental or behavioral health challenges
- Youth with disabilities
- Youth exposed to substance use
- Refugee status
- Immigration status

Goals and Objectives

The SacYouthWorks: Futures program hoped to achieve a range of outcomes among the CBOs and youth that completed the program:

- Increase in CBO and youth knowledge around underage marijuana and substance use and its impact on youth brain development.
- Increased CBO and youth perception of the harm of underage marijuana use.
- Increased protective factors among youth.
- Increase in youths' hope for the future and confidence in their ability to achieve post-secondary goals.
- Increased youth college and career readiness skills.

Process Evaluation

The research design for the process evaluation utilized program documentation and participant and CBO surveys to ensure that the project was being implemented as intended and that improvements to the process were identified using cycles of continuous quality improvement.

The process evaluation assessed three main areas:

- Project implementation
- Youth and Community-Based Organization (CBO) experience with the program
- Continuous improvement efforts over the grant period

Project Implementation

Project implementation was assessed by participating in project leadership meetings, observing CBO partner network meetings, reviewing the curriculum, and analyzing program documentation. The timeline of grant activities is organized within Table 2. Initial planning for this project took longer than expected, so while the grant application anticipated that six cohorts would be needed to reach the target number of 600 youth, the project plan was adjusted in Quarter 3 to instead shift to three larger cohorts to make the process of partner recruitment and onboarding more efficient.

Cohort 1 was a small cohort piloted to identify problems and potential improvements that could be implemented before rolling out two larger cohorts of youth. Each of the three cohorts consisted of a cycle of planning, partner recruitment and onboarding, and youth programming. By the end of the grant period, all three cohorts had successfully completed their cycles.

Table 2. #SacYouthWorks: Futures Project Timeline

Reporting Period	Dates	Project Activities
Year 1 Q1-Q2	May 1-Sept 30, 2021	Project Planning
Year 1 Q3	Oct 1-Dec 31, 2021	Project Planning
Year 1 Q4	Jan 1-Mar 31, 2022	Cohort 1 Partner Recruitment and On-Boarding
Year 1 Q5	Apr 1-Jun 30, 2022	Cohort 1 Youth Programming
Year 2 Q6	Jul 1-Sept 30, 2022	Cohort 2 Planning
Year 2 Q7	Oct 1-Dec 31, 2022	Cohort 2 Partner Recruitment and On-Boarding
Year 2 Q8	Jan 1-Mar 31, 2023	Cohort 2 Youth Programming
Year 2 Q9	Apr 1-Jun 30, 2023	Cohort 2 Youth Programming
Year 3 Q10	Jul 1-Sept 30, 2023	Cohort 3 Planning
Year 3 Q11	Oct 1-Dec 31, 2023	Cohort 3 Partner Recruitment and On-Boarding
Year 3 Q12	Jan 1-Mar 31, 2024	Cohort 3 Youth Programming
Year 3 Q13	Apr 1-Apr 30, 2024	Cohort 3 Youth Programming

Data Collection

Data for this evaluation came from a variety of sources:

- Meeting notes and materials from Leadership and Partner Network meetings
- Quarterly progress reports (QPRs) submitted to the Board of State and Community Corrections (BSCC)
- Youth enrollment survey data
- Attendance logs maintained by CBOs
- Youth exit survey data

- Partner exit survey data
- Work-based learning project artifacts (posters, videos, audio files, images)

Attendance Logs and Artifacts

PRO created a comprehensive, secure, and easy-to-use project tracking system for CBOs using Microsoft Excel and SharePoint. Partners tracked youth enrollment and the number of hours that they spent receiving the different components of the program. CBOs submitted a rich set of artifacts from youth work-based learning projects into a shared archive. These artifacts helped tell the story of youth engagement and the learning acquired through #SacYouthWorks: Futures.

Youth Enrollment Survey

A youth enrollment survey was administered in each cohort. Unfortunately, the questions changed each time the survey was administered, which presented some minor problems in using the data. While data was scrubbed to identify and eliminate duplicate entries, the number of enrollment survey participants differed from the number of youth tracked in the attendance system. Understandably, some youth were expected to drop out of the program after enrollment, and some youth who completed the program may not have completed the survey or answered all of the questions.

There was a technical issue impacting race/ethnicity data for Cohort 2 when the platform for the survey changed from SurveyMonkey to Microsoft Forms. Response options for Asian demographic categories were omitted. The result of this issue was that some youth either selected *Other* or did not respond at all within the race/ethnicity portion of the survey in that cohort.

Youth Exit Survey

Youth exit surveys were designed to measure outcomes of the program and impact on youth. In order to obtain the best data from youth on their experiences with the program, exit surveys were both voluntary and anonymous. Although exit surveys were developed and URLs were delivered to CBOs, only one survey was completed by youth at the end of Cohort 1. As part of the continuous improvement process, PRO realized that CBOs had been asked to administer or respond to five different survey instruments over the course of the cohort, causing confusion and survey fatigue. Data collection was streamlined in future cohorts as a result, and more exit survey data was collected in the remaining two cohorts.

Partner Exit Survey

Four of the seven CBOs participating in Cohort 1 completed the partner exit survey, and the survey was not administered for Cohort 2. The Cohort 3 partner exit survey had 17 respondents. The surveys administered in Cohorts 1 and 3 were so fundamentally different that results could not be combined.

Project Oversight

Data regarding project oversight and fiscal activities came from the quarterly progress reports submitted to the Board of State and Community Corrections and from notes and other resources shared at leadership and CBO partner network meetings. As evidenced by the detailed local evaluation plan (LEP), well-defined goals and objectives, and measures of success developed early in the project, #SacYouthWorks: Futures launched with a clear and well-organized plan of action.

PRO, the City of Sacramento, and the Sacramento County Office of Education met frequently—particularly in the beginning of the project period—to plan project implementation. Partners were familiar with different youth-serving organizations in the City that might have the interest and capacity to apply for #SacYouthWorks: Futures. The marijuana prevention curriculum used for #SacYouthWorks: Futures was adapted from curriculum originally developed for another project—Future Forward. The curriculum was adapted so that it could be delivered virtually or in-person by community-based organizations working with youth rather than teachers in schools. In addition, changes were made to make the curriculum more culturally appropriate and locally relevant.

The process of partner selection and onboarding are described in detail later in this report, as are youth enrollment and programming activities. Curriculum changes were completed and delivered to Cohort 1 CBOs by the end of March 2022. A system of electronic forms, eligibility screening tools, attendance and participation tracking tools, and permission forms was developed by PRO for the project.

Based on their experience with the pilot cohort, PRO opted to run one large cohort for the remaining two years instead of two smaller cohorts each year, feeling that larger cohorts simplified tracking, training, and other aspects of managing the project.

Two-hour monthly partner meetings were held virtually to:

- Facilitate networking and information sharing between partner organizations;
- Keep partner organizations up to date on program requirements, program progress, and upcoming deadlines;
- Share information about marijuana and substance use prevention topics, including scheduling guest speakers to share their expertise;
- Connect partners to other events, programs, and resources related to project goals;
- Provide partners a space to give feedback, ask questions, or get support on any issues they were experiencing with their programs.

PRO scheduled two rounds of site visits during the program period. Site visits gave PRO the opportunity to observe the program plan and curriculum delivery in action and note any opportunities for adjustment and improvement. Site visits also provided PRO the opportunity to offer support to partner CBOs. Finally, site visits helped maintain program fidelity and partner accountability.

Partner Selection and Onboarding

This project anticipated creating a network of up to 30 CBOs to provide direct services to youth. PRO's aim included increasing CBOs' knowledge of the dangers of underage marijuana and substance use and increasing their capacity for undertaking future youth prevention work. PRO held information sessions to ensure that potential partners knew the expectations and requirements of the project—particularly its focus on marijuana prevention (Figure 1). Potential partners were then encouraged to apply.

Figure 1. CBOs were asked to apply only if their philosophy on underage marijuana use was consistent with the project goals.

A Shared “Why”

Consider this funding opportunity only if both of these are true for you and your organization:

- You agree that marijuana poses significant risks to youth and their futures; and
 - You are willing to take a strong stand against youth exposure to marijuana.
-

Slide from the 2023 #SacYouthWorks: Futures CBO Information Session.

Applications consisted of six required and one optional question:

1. Describe your organization.
2. Describe the youth you serve. What are their strengths? What challenges do they face?
3. How has the availability of marijuana impacted the youth you serve?
4. Review the Future Forward curriculum. Choose a lesson and describe how you would make the information relevant for the youth you serve.
5. Describe a service project idea you would present to youth that supports the City of Sacramento's underage marijuana use prevention efforts, is youth-driven, and supports youth awareness of the impacts of marijuana on their lives. How will you engage youth to create their service project idea?
6. How would you help parents or other communities understand the facts about how marijuana can harm youth?
7. (Optional) Is there any additional information you'd like to share about your work?

A selection committee was assembled to review and score the applications. CBOs were selected based on their organizational capacity and experience working with youth. Selections were also based with geographic distribution in mind, to ensure that all the priority areas of the city were included.

Selected CBOs were required to attend an orientation session and a series of trainings to enhance their knowledge of the risks of underage marijuana and substance use on the

developing brain; advertising and marketing strategies used by marijuana dispensaries; and strategies for team building and life skills development. Training covered the project's 10-hour marijuana prevention curriculum in depth and went over the required data collection tools and other program requirements. CBOs were provided with tools to run their programs: attendance and participation tracking, enrollment forms, and parent permission forms. CBOs were required to submit a safety plan and a work plan that outlined their program schedule and activities. In addition to group training, PRO conducted one-on-one meetings with CBOs to ensure they fully understood all of the program requirements.

Table 3 displays the CBOs that participated during each of the three cohorts. Four CBOs participated in all three cohorts: Feed Sacramento Homeless, Hmong Youth and Parents United (HYPU), Impact Sac, and the Sacramento Youth Center.

Table 3. Partner Agencies by Cohort

#	Agency	Cohort 1	Cohort 2	Cohort 3
1	Academics 4 Athletes			X
2	Classy Inc		X	
3	Common Ground Community Development Corporation		X	
4	Escape Velocity Resources Foundation		X	X
5	Feed Sacramento Homeless	X	X	X
6	Heal and Rebuild Collective		X	X
7	Helping Our People Eat (H.O.P.E.)		X	
8	Hmong Youth and Parents United (HYPU)	X	X	X
9	Hooked on Fishing, Not on Violence	X		X
10	Impact Sac	X	X	X
11	iSound Performing Arts			X
12	Mutual Housing California			X
13	Queens of Eve		X	
14	Race and Gender Equity Project			X
15	Relmagine Mack Road Foundation			X
16	Roberts Family Development Center (RFDC)		X	
17	Sacramento Youth Center	X	X	X
18	Sacramento LGBT Center	X		X
19	South Sacramento Homeless Assistance Resource Team (HART)		X	
20	Unsung Heroes Living History Project			X
21	We Can Work It Out	X		

Youth Recruitment and Enrollment

While the number and demographic characteristics of the youth who participated in the project are fully described within the evaluation of outcome measures, the process evaluation examined whether the target population was served by the program. The program was designed to reach

youth aged 14-19 residing in or attending school within the City of Sacramento, with a focus on enrolling youth in the priority neighborhoods defined by the City of Sacramento's Inclusive Economic and Community Development Initiative (listed in Table 4) or youth with two or more risk factors (see Project Background).

Table 4. Priority neighborhoods defined by the City of Sacramento's Inclusive Economic and Community Development Initiative.

Strawberry Manor	Del Paso Heights	Del Paso Nuevo	Wills Acres
Richardson Village	South Hagginwood	Noralto	Old North Sacramento
Twin Rivers	Alkali Flats	Mansion Flats	Marina Vista-Alder Grove
North Oak Park	Central Oak Park	South Oak Park	Lemon Hill
Woodbine	Meadowview	Parkway	Valley Hi/North Laguna

Data Sources

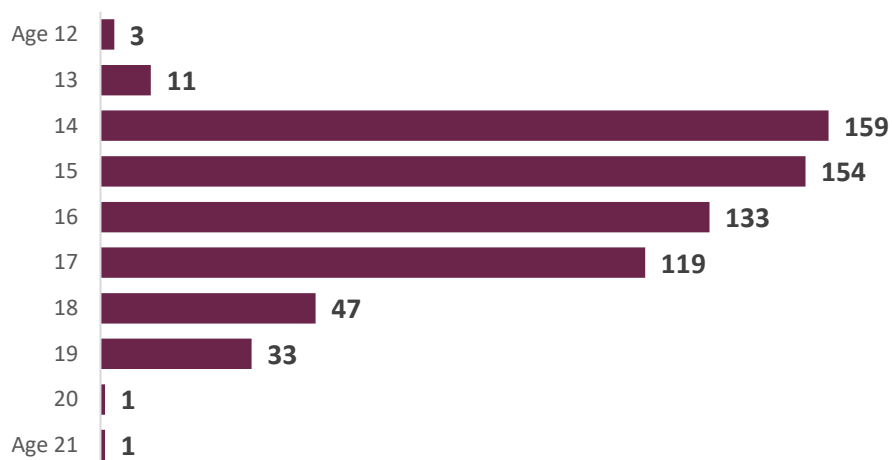
Data evaluating youth recruitment and enrollment came from two sources: the youth enrollment survey and attendance forms maintained by each partner organization. When youth were enrolled by a partner organization, they were asked to complete an electronic enrollment form and provide other contact information. The process was consistent during each of the three cohorts, although the technology used and the questions contained on the forms varied from cohort to cohort. Because this form was completed when a youth first engaged with the program, enrollment survey data includes youth who dropped out of the program and did not complete it.

The second source of data used were attendance logs created and reviewed by PRO and updated by partner organizations on Microsoft Excel worksheets. Partners logged information about each individual student's attendance and tracked hours spent in different areas. Attendance logs included a student's age and identified whether the student lived in or attended school in the City of Sacramento. Attendance logs did not include ZIP codes or school names that would have linked individual students to priority neighborhoods. Attendance logs were available for each cohort.

Participant Age

The most reliable source for participant age were the attendance logs maintained by CBOs for all enrolled students. Age at time of enrollment was included in the logs and was populated for nearly all students. Youth ages for all cohorts were combined to analyze the distribution and confirm that the target population was being reached by the program (Figure 2). Nearly all participants fell into the target age range of 14-19. Of the 661 youth in the data set, 98% percent fell into the target age range.

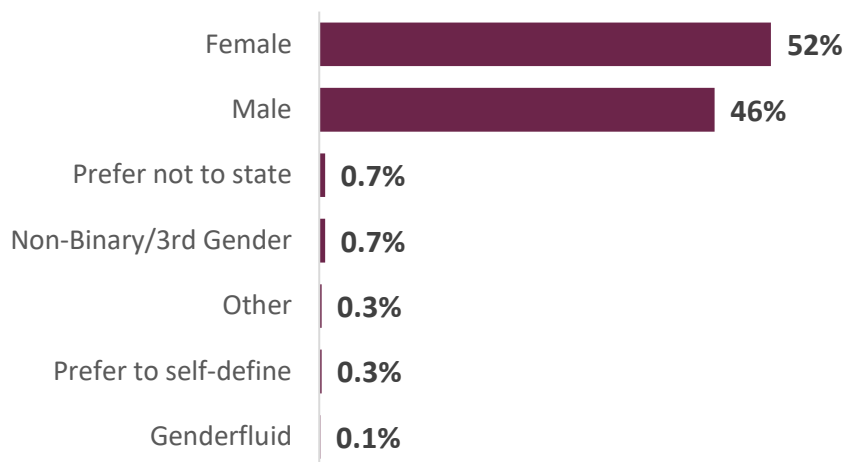
Figure 2. Nearly all youth in #SacYouthWorks: Futures fell within the target age range of 14-19 years of age (N = 661).



Race/Ethnicity and Gender

Youth participants provided both their gender and race/ethnicity information when they completed the enrollment survey. Because the survey was filled out by youth who dropped out of the program and was not always filled out by the youth who completed the program, this data approximates the gender and race/ethnicity distribution of participating youth. The way gender and race/ethnicity categories were represented on the enrollment surveys varied somewhat for each cohort. The gender categories *Female*, *Male*, and *Non-Binary/3rd Gender* were present on each of the enrollment surveys. Other choices varied. Gender distribution for all three cohorts was combined for analysis and is displayed in Figure 3. Female youth participants made up 52% of the enrollment data. Forty-six percent of respondents were male.

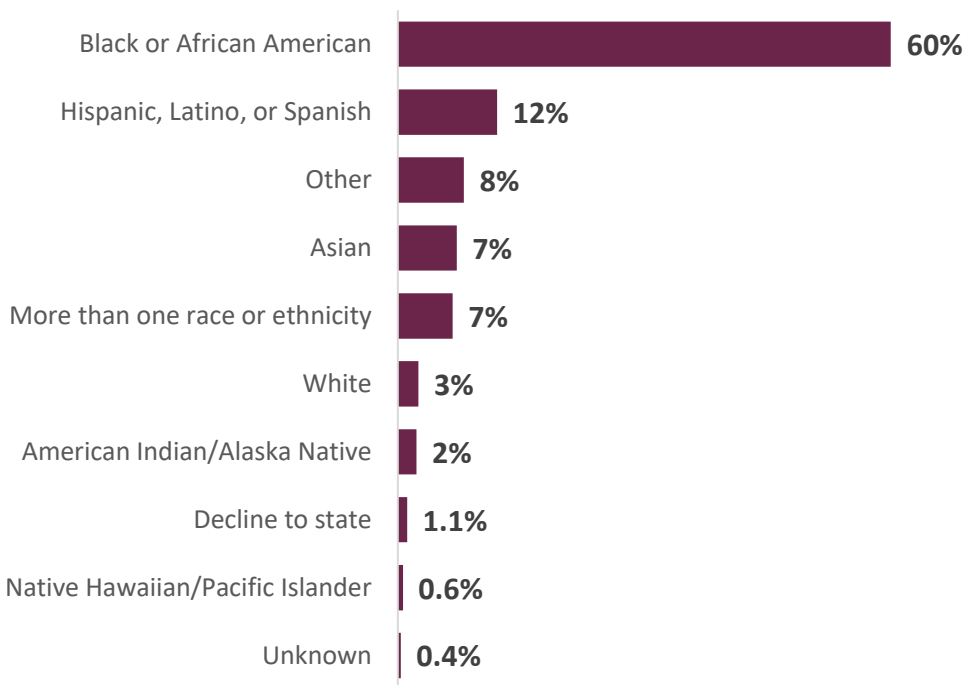
Figure 3. Overall gender distribution of youth participants.



Race/ethnicity categories were more difficult to combine, as the options presented to youth with each cohort varied substantially. Additionally, in Cohort 2, an error in the survey left out many options that Asian American youth might choose, causing an inflation in the number choosing *Other*. To aggregate the data, the racial categorization methods were normalized and then combined as shown in Figure 4. Even with normalization, the *Asian* and *Other* categories should be approached with caution, because of the error in the Cohort 2 survey.

Over half of the youth participating in the program were Black or African American (including two who selected *Middle Eastern/North African*). Twelve percent were Hispanic, Latino, or Spanish. Eight percent of responses were in the *Other* category—most from Cohort 2 respondents, where some Asian options were missing from the survey. Seven percent of respondents were in Asian categories, which included Filipino, Asian Indian, Chinese, Vietnamese, and Laotian. Another seven percent of respondents reported having more than one race or ethnicity. Three percent were white, 1% declined to state their race/ethnicity, 0.6% were Native Hawaiian/Pacific Islander (including Guamanian and Samoan choices), and 0.4% marked *Unknown*.

Figure 4. Distribution of youth by race/ethnicity.



Eligibility Requirements

CBOs were required to recruit using any of the following criteria:

- Youth lives in a Priority Neighborhood
- Youth attends School in a Priority Neighborhood
- Youth has two or more risk factors

Risk factors are listed in Table 5. Youth in each cohort self-identified their risk factors when they completed the youth enrollment survey. Analysis of participating youth and their risk factors appears in the section of this report that discusses outcomes.

Table 5. Youth risk factors for underage marijuana/substance use.

Academic underperformance	Low income
Current or former foster youth	Incarcerated parents/siblings
LGBTQ+	Mental or behavioral health challenges/Trauma
Teen parent	Youth with disabilities
Current or formerly under-/un-housed	Youth exposed to substance use
English language learner	Refugee status
Justice system involvement	Immigration status
Exposure to violence	

Projects Barriers and Continuous Improvement

There were several barriers over the project period that needed to be overcome:

Curriculum

The project used curriculum created for the Future Forward project before the Covid-19 pandemic. In Future Forward, teachers deliver curriculum to students in schools. The lead agencies were prepared to adapt the curriculum to be delivered to youth through community-based organizations in a virtual or in-person format. What lead agencies discovered early on when working with CBOs was that further adaptations needed to be made to make the content culturally responsive, youth friendly, and better align to the youth development setting. CBO training was altered to provide more support to CBOs looking to make the content and activities more engaging and compelling to their youth. Improvements included offering the games and activities used by the Cannabis Decoded campaign created by the Social Changery.

Capacity and Cohort Organization

Based on feedback from CBOs participating in Cohort I, there were many more youth interested in participating in the program than there was capacity to serve them. Cohort I was intended to be a small cohort and act as a pilot of the program, providing information on where adjustments and improvements could be made before serving larger numbers of youth and CBOs in future cohorts. While demand was an issue in Cohort I, it also was an encouraging sign that the program was of interest to target youth. More CBOs were selected in later cohorts to serve larger numbers of youth.

In addition, when lead agencies reflected on Cohort 1, they saw an opportunity to run the program more efficiently by combining the two cohorts per year for years two and three into one larger cohort per year. This would make selecting and onboarding CBOs more efficient, allow for more flexibility in when CBOs chose to run the program, and increased the size of the CBO network that would meet regularly and form connections. The savings in PRO's staff time could then be reallocated to one-on-one support and technical assistance for the CBO network.

Data Collection

Data collection was another area that experienced challenges. In Cohort 1, too many electronic surveys were given to CBOs and youth. There was confusion about who to administer the survey to and when, and duplication of questions and frequency of surveys threatened the response rates and data in the surveys due to survey fatigue. As a result, data collection plans and communication was a larger priority in Cohorts 2 and 3. PRO worked with project leads to ensure that surveys were coordinated to gather information one time only, partners were better informed on survey purpose and how surveys should be administered, and survey administration was spaced out appropriately to reduce confusion and survey fatigue.

Unfortunately, more problems with data collection did arise. The platform originally selected to gather youth and partner feedback and collect information on youth when they enrolled—SurveyMonkey—was deemed no longer usable after a change in their Terms of Service suggested that youth could not enter data into the platform. A quick change to Microsoft Forms resulted in an error in enrollment survey construction that impacted data on race/ethnicity, and the platform was changed a third time to Alchemer.

Staff Turnover

Three different evaluators were assigned to the project due to restructuring at the Sacramento County Office of Education. The program lead at the City of Sacramento also changed during the project. Fortunately, although PRO experienced turnover of its Project Manager in quarter 9, PRO's Chief Collaboration Officer remained a constant presence throughout, providing transfer of knowledge and support as new lead contacts joined the effort.

Continuous Improvement

PRO's project plan built in opportunities for reflection on past performance, gathering feedback, and implementing changes and improvements. PRO gathered youth and partner feedback via electronically administered surveys and reviewed the data after each cohort when planning the next. In addition, PRO offered additional mechanisms for CBOs to provide feedback and share their experiences through both regularly held partner network meetings and through one-on-one meetings with each CBO. Examples of specific barriers encountered, and the remedies put into place by project leadership were discussed in the previous section. Youth and CBO feedback is covered in the next section of this report.

CBO Partner Experience with the Program

Twenty-one community-based organization (CBO) partners participated in #SacYouthWorks: Futures over the three cohorts. Four CBOs participated in every cohort: Feed Sacramento Homeless, Hmong Youth and Parents United (HYPU), Impact Sac, and the Sacramento Youth Center. Nearly three-quarters of CBOs participated in multiple cohorts.

The CBO partner experience was measured with electronic partner exit surveys. Data was somewhat limited in that surveys were only administered in Cohorts 1 and 3, with four respondents in Cohort 1 and 17 in Cohort 3. The surveys administered in each cohort were substantially different, so the results are reported separately.

Cohort 1 Partner Exit Survey Results

As mentioned, four of the seven CBOs from Cohort 1 completed the partner exit survey. The Cohort 1 exit survey required respondents to identify their organization, confirming that each respondent represented a different CBO. Two respondents were from CBOs who went on to participate in all three cohorts. One CBO only participated in Cohort 1, and the one participated in Cohorts 1 and 3.

Responses from the Cohort 1 survey were overwhelmingly positive:

- 100% of respondents agreed or strongly agreed that their ability to include marijuana prevention education into their youth programs had increased.
- 100% of respondents felt the program connected them to prevention services and advocacy opportunities.
- 100% of respondents felt that the information and experiences around work-based learning and prevention education could transfer to other areas of their work with youth.
- 100% of respondents felt they could use some of the project's administrative elements (i.e., participant databases, survey tools, intake forms, or training materials) in other work.

Measurements around youth marijuana prevention knowledge were also positive. After participating in the program:

- 100% of respondents strongly agreed that their knowledge of underage marijuana use, addiction, and brain development increased.
- 100% of respondents agreed or strongly agreed that they had more tools/resources to support youth who are at risk for substance abuse.
- 100% of respondents agreed or strongly agreed that they increased their knowledge of healthy behaviors for youth.

Respondents also highly rated the benefits of the network of CBOs built by #SacYouthWorks: Futures:

- 100% of respondents agreed or strongly agreed that they had more opportunities for collaboration and sharing program referrals.

Respondents felt that the application process, work plan, and safety plan were easy to accomplish. Likewise, all respondents felt that tracking enrollments, attendance, and completing a monthly checklist were easy to do with the systems in place.

Cohort 1 CBOs were asked to use their own words to describe the benefits of program participation to their organizations. Because there were only four respondents, all comments appear below:

- *This experience allowed us to connect on a deeper level with our community & to support our youth in answering questions on underage marijuana & drug usage that they were previously unsure about. We found that many of our youth didn't see any issue with smoking as most of their family members & peers do on a normal basis. This experience allowed us to get a better understanding of our youth's family dynamics & thought processes. Youth were overall very excited to be able to earn financial support & add onto their resumes.*
- *It provided an opportunity to increase program services.*
- *A Great opportunity for the Youth to be educated while being paid.*
- *This opportunity allowed us to connect with more youths about drugs and marijuana prevention in an approachable and friendly matter.*

Partners were also asked to describe what the youth gained from participating in the program:

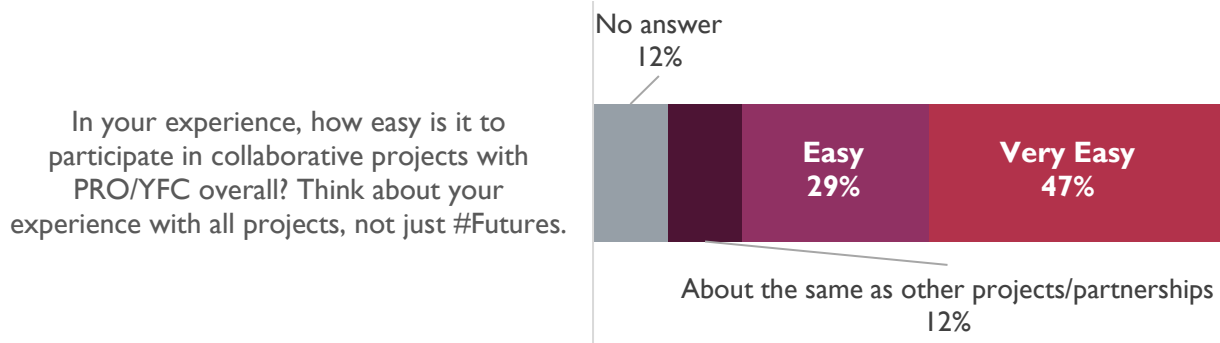
- *It gave them the chance to expand their awareness.*
- *This experience allowed our youth to not only grow in fellowship, but to also grow as leaders & young adults. Our youth learned to take more initiative to make informed decisions based on the curriculum & experience they went through.*
- *The World*
- *To the youths, the opportunity meant a chance to learn about drugs preventions and a way to make money.*

Cohort 3 Partner Exit Survey Results

Fourteen CBOs participated in Cohort 3, and six of them were new to the program. There were seventeen responses to the survey after data was scrubbed to identify and remove duplicate entries, which meant that some CBOs were represented more than once within the data. The Cohort 3 partner exit survey did not ask respondents to identify their organization, so there is no way to tell what percentage of CBOs were represented.

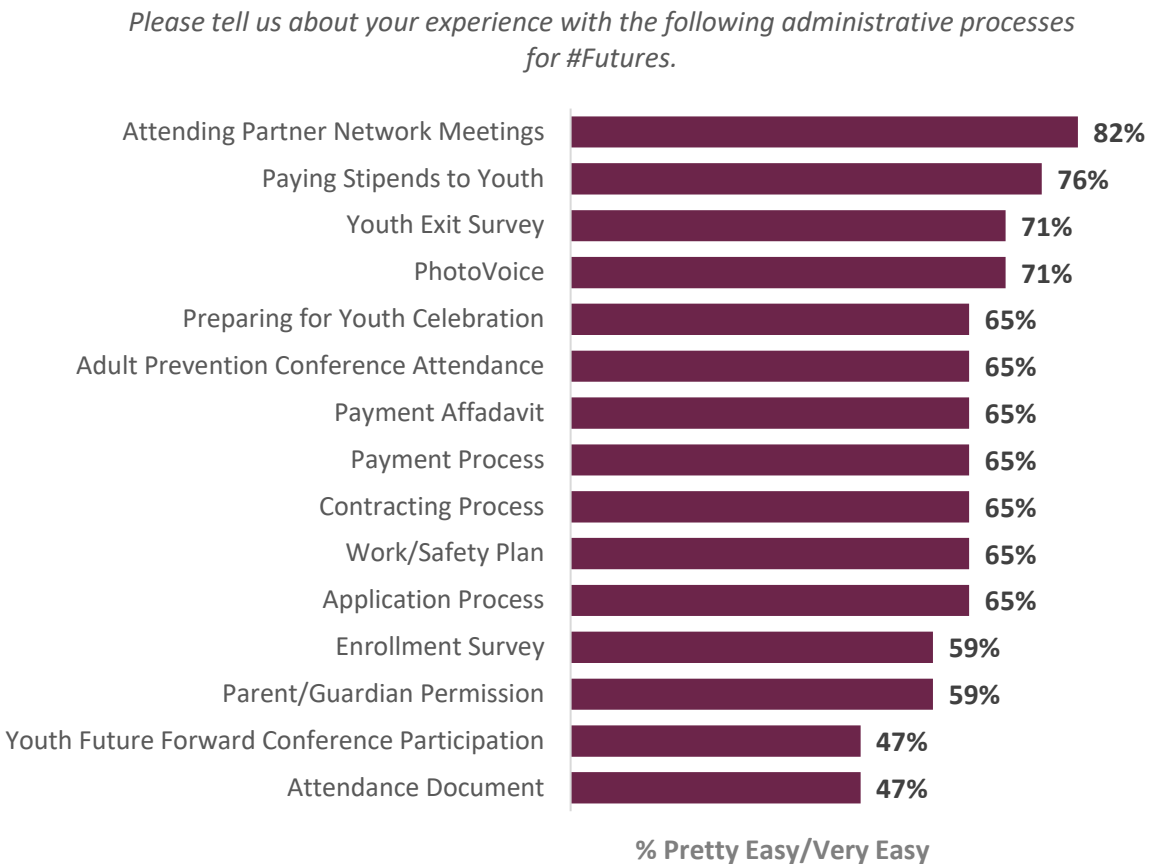
Most respondents felt that it was easy or very easy to participate in collaborative projects with PRO overall (Figure 5). Fifteen of the 17 respondents said they would work on another PRO collaborative project, and fourteen felt that participation in #SacYouthWorks: Futures or past PRO projects helped their organization grow.

Figure 5. Most respondents felt it was easy to participate in collaborative projects with PRO.



In Cohort 3, participants were asked about the level of difficulty of different administrative tools and processes, as they were in Cohort 1. Respondents could rate the ease of each process on a four-point scale or select *N/A*. For ease of analysis, the proportions of respondents choosing either *Very Easy* or *Pretty Easy* were combined. Results are shown in Figure 6.

Figure 6. Most administrative processes were easy for partners to complete.



Most respondents felt that attending the monthly virtual partner network meetings were easy (82%). Almost two-thirds of respondents felt that administrative processes like the application, contracting, work/safety plan, and payment processes were easy (65%). Only two areas were rated easy by less than half of the participants. Youth Future Forward Conference Participation (47%) and the attendance document (47%) were rated easy by almost half of the participants.

Respondents were asked what they liked most about the project. Many CBOs referenced the impact it had on youth:

- *Final projects came out great and were fun to work on*
- *The ability for the youth to engage with each other as they worked on their projects. A few of the youth led some of the discussions.*
- *The opportunity to place money in the hands of young people.*
- **HOW HARD OUR YOUTH FOCUSED**
- *Interacting with the youths every week knowing that they are learning something that they will use in the future. As well as seeing their creativities come alive in their group projects. Lastly, after the youth's presentation, we did the Kahoot Activity, that we did with the youths during programming, to their parents and audience. This engaged the audience, and we were able to receive feedback from our youth's presentation with a post-survey to test what the audience learned from our youths. Let our team know if you would like us to share the post-survey data from the audience.*
- *I am most appreciative of the stipends that our intern participants received. My only request is that future programs match the number of internship hours with the state minimum wage. The 40 hours requested of the interns and the \$500 stipend did not translate to the state minimum.*
- *We were able to really educate our youth about the side effects and the importance of marijuana*
- *The interaction with the participants and the witnessing the pride they had once they saw their final product.*
- *We love the opportunity it gives youth to earn money, build leadership skills, and build knowledge about the impacts of underage marijuana usage. The curriculum had some fun activities in it.*
- *Being able to see youth thrive by participating in the project and having the opportunity to educate their community and peers.*

Some responses talked about the way PRO had structured the program and planned it considering the needs of both the youth and community-based organizations.

- *I loved how we have freedom to teach the curriculum in a way that our youth will really grasp the concept.*

- *I thought the curriculum was as good base for any instructor even with no teaching experience to comprehend & teach to students.*
- *i liked that the celebration was online this year. it allowed all of our youth to participate in the celebration. i also appreciated the fact that we were able to go first during the celebration, it really helped our youth get home safe at a appropriate time when it came to taking the bus*
- *I liked the curriculum provided. With the curriculum, we were able to foster a sense of trust and community with our youth. Our target audience live in a community where they, their peers, or their families are influenced by substances. By providing the statistics we were able to guide conversations that provided answers and a vulnerable space.*
- *The Structure being up to us as a org allowed for us to engage with the youth at times that were convenient to us as an org. The Adult summit was very well executed and informative as well as provided great opportunity for networking.*

Partners were asked to describe how the experience overall impacted the youth in their program. The opportunity to earn money was frequently mentioned, but respondents described a number of other benefits to their youth:

- *I believe for the youth, it just truly gave him an opportunity to improve their social skills. Definitely get educated about the side effects of marijuana and of course they truly love the stipend.*
- *I believe it meant a lot. While the program's incentive was undoubtedly a significant factor, the most important takeaway was educating them on the subject and the risks associated with marijuana use. It also emphasized their ability to make choices independently, without succumbing to peer pressure.*
- *Most will tell you the money was the best part, but the were able to build community, engage with their peers outside of school and meet new people. This also advances our mission to prevent social isolation and promote peer to peer connections.*
- *The youth that participated in our internship program voiced how meaningful the experience was. As a provider, I was humbled time and time again by their thoughts and ideas. Our interns truly amazed us as a team. My hope is that they continue to learn and grow and take the leadership skills they developed with them into their futures.*
- *They had an opportunity to work in groups with various responsibilities to produce a final product that can help their community. This opportunity was the first time they were paid for their work.*

Overall, partners had positive experiences with the program and felt it was a valuable experience for both their organization and their youth.

Youth Experience with the Program

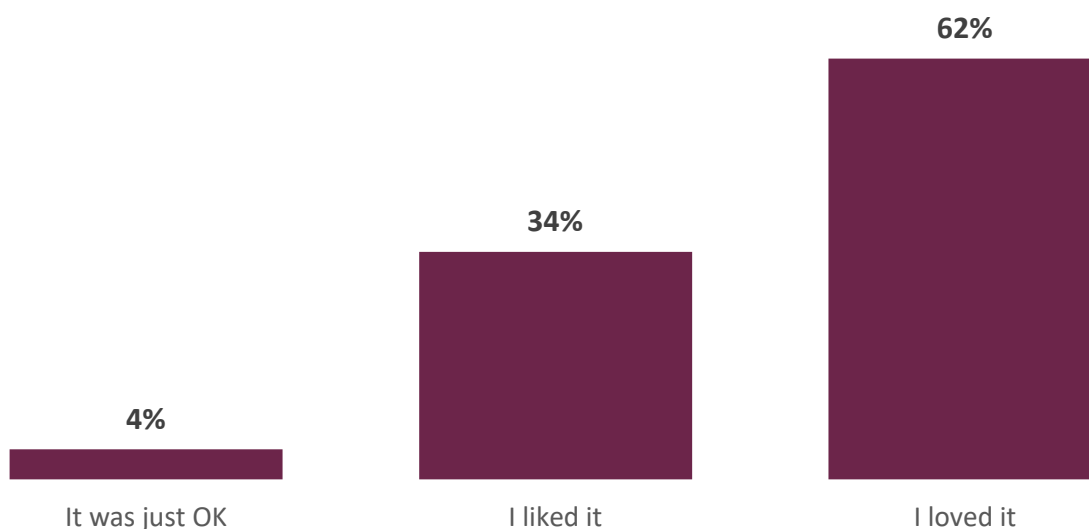
Youth experience was measured through exit surveys completed by youth at the end of their time with #SacYouthWorks: Futures. While exit survey data was not available for Cohort I,

data was collected in both Cohort 2 and Cohort 3. The surveys for each cohort were nearly identical, allowing results to be aggregated. Overall, 340 responses were collected in Cohort 2 (N = 141) and Cohort 3 (N = 199). While most youth exit survey data will be reported with other program outcome data later in this report, this section includes youth's overall perceptions of the program.

First, youth were asked to rate their experience with the program. Available answer choices were *It was just OK*, *I liked it*, or *I loved it*. Results from Cohorts 2 and 3 were combined and are shown in Figure 7. Sixty-two percent of youth said that they loved the program, and an additional 34% said that they liked it. Only 4% of respondents said that it was just OK.

Youth were asked if they had signed up for other programs offered by the organizations or leaders who ran their #SacYouthWorks: Futures program. It is unknown whether youth might not have signed up because the opportunity was either not yet available or hadn't been communicated to them or if the youth didn't sign up because of some negative aspect of the program. Thirty-two percent of youth said they had signed up, 20% were not sure, and 49% said that they had not signed up.

Figure 7. Youth rated their experience with #SacYouthWorks: Futures highly, with nearly two third saying they loved the program.



The Cohort 3 youth exit survey included two open-ended questions to capture youth feedback about the program where respondents were asked to share what they did and didn't like about the program. All open-ended responses are included in Appendix C of this report. Based on the open-ended responses, youth really enjoyed the program. Some common themes among responses were that they enjoyed meeting new people and working in a team with other youth. Many youth enjoyed their work on team projects and the things that they learned as a result. Learning skills like video recording and broadcasting were mentioned by some students specifically. Many students also appreciated learning more about marijuana.

Youth had some feedback on the things they didn't like as much about the program as well. For some youth, the scheduling of the sessions was difficult—either because classes were held too early, happened on a weekend, or conflicted with other organized activities. Some students would have preferred fewer Zoom meetings (although some youth like them). Some students felt their sessions were disorganized, and others complained about student conflict within their programs.

Process Evaluation Summary

Overall, the three cohorts of #SacYouthWorks: Futures were well planned and well implemented. Administrative processes were thoughtfully developed and rolled out successfully, and three cohorts of partner recruitment/onboarding and student programming were accomplished. Regular meetings were held with leaders and partners, and meetings were well-planned and well-organized despite the turnover of key staff. Although some challenges presented themselves over the course of the program, each challenge resulted in positive changes to the program. Both partner organizations and youth provided positive feedback on the program and its implementation.

Outcome Evaluation

The outcome evaluation assessed research questions within three categories:

- Overall project goals and objectives
- Outcomes for youth participants
- Outcomes for CBO partners

Project Goals and Objectives

#SacYouthWorks: Futures had three project objectives, each with its own set of evaluation questions:

1. Engage up to 30 community-based organizations (CBOs) over three years to increase capacity of community-wide underage marijuana and substance use prevention efforts and to connect youth to work-based learning experiences.
2. Engage 600 vulnerable youth in 40 hours of work-based learning experiences supporting the development of critical 21st Century Skills necessary for college and/or career readiness.
3. Engage 600 vulnerable youth in underage marijuana and substance use prevention education and provide opportunities for youth and CBOs to connect to prevention service and advocacy opportunities.

Objective 1: Engaging Community-Based Organizations

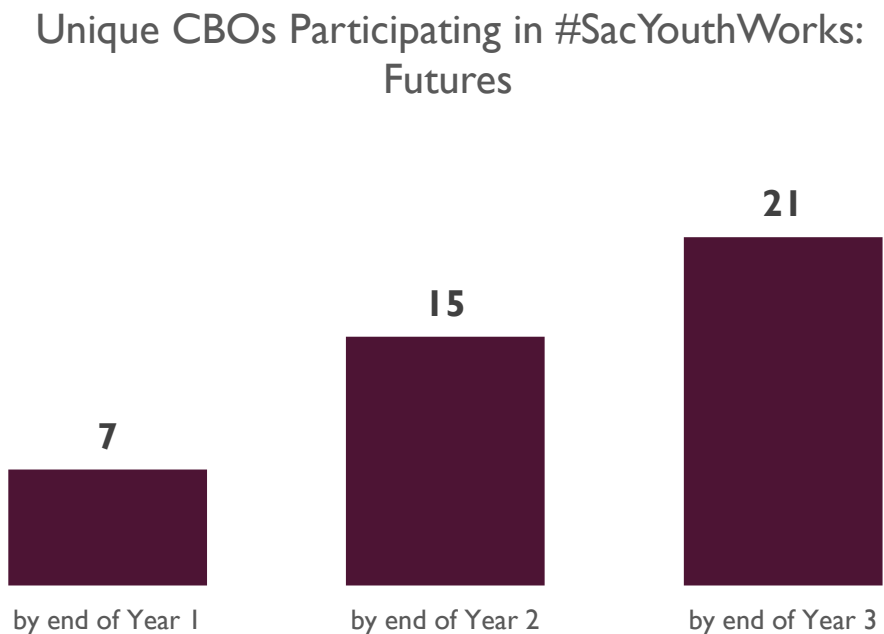
The first objective was evaluated using the following guiding questions:

- How many community-based organizations (CBOs) were engaged over the grant period?

- Did the CBOs report increased capacity for engaging in underage marijuana and substance use prevention efforts as a result of this grant?
- Did the CBOs report increased capacity for engaging youth in work-based learning experiences as a result of this grant?

Program documentation was used to determine the number of CBOs engaged over the project period. By the end of year 3 of the program, a total of 21 unique CBOs participated in #SacYouthWorks: Futures (Figure 8). CBO participation was also described earlier in this report in Table 4, where CBOs are listed along with their participation by cohort. About 40% of the CBOs participated in multiple cohorts. Seven CBOs participated in Cohort 1, 12 in Cohort 2, and 14 in Cohort 3.

Figure 8. Over the grant period, 21 unique CBOs participated in the project.



Questions were included in the partner exit survey to measure whether CBOs reported an increased capacity for engaging in underage marijuana and substance use prevention efforts and an increased capacity for engaging youth in work-based learning experiences. Discussion about these research questions can be found in the CBO Outcomes section of this report.

Objective 2. Engaging Youth in Work-Based Learning

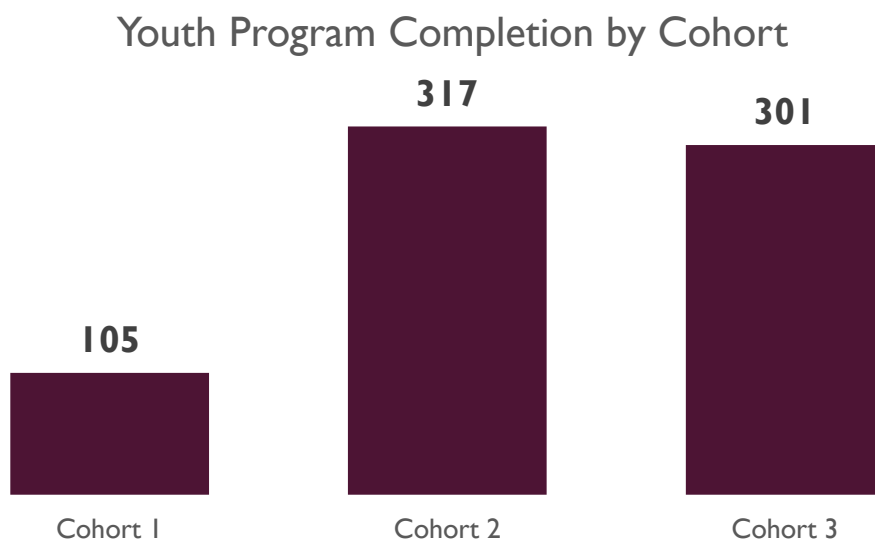
The second objective was assessed through the following research questions:

- Did the project engage 600 youth in 40 hours of work-based learning experiences?
- Were the work-based learning experiences aligned to the development of skills necessary for college and/or career readiness?
- For the youth served by the project, what areas of vulnerability did they represent?

CBOs created programs that provided youth with at least 40 hours of work-based learning experiences. Programs consisted of prevention education, work-readiness training, and applied service/work projects where youth could practice learning, literacy, and life skills that support college and career readiness. PRO worked with each CBO on their workplans to ensure that work-based learning experiences were well-planned and robust.

Attendance records maintained by CBOs in each cohort were used to both count youth participation and verify the number of hours spent in each part of the program. All attendance records were examined, and youth who dropped out of the program or lost contact with the CBO were removed from the count. As shown in Figure 9, 723 youth appeared on attendance records over the three cohorts: 105 in Cohort 1, 317 in Cohort 2, and 301 in Cohort 3. Youth were encouraged to participate more than once in #SacYouthWorks: Futures. While attendance forms included first and last names and the youth's age at the time of enrollment, there was not enough information to attempt to identify unique youth.

Figure 9. #SacYouthWorks: Futures engaged 723 youth over three cohorts.

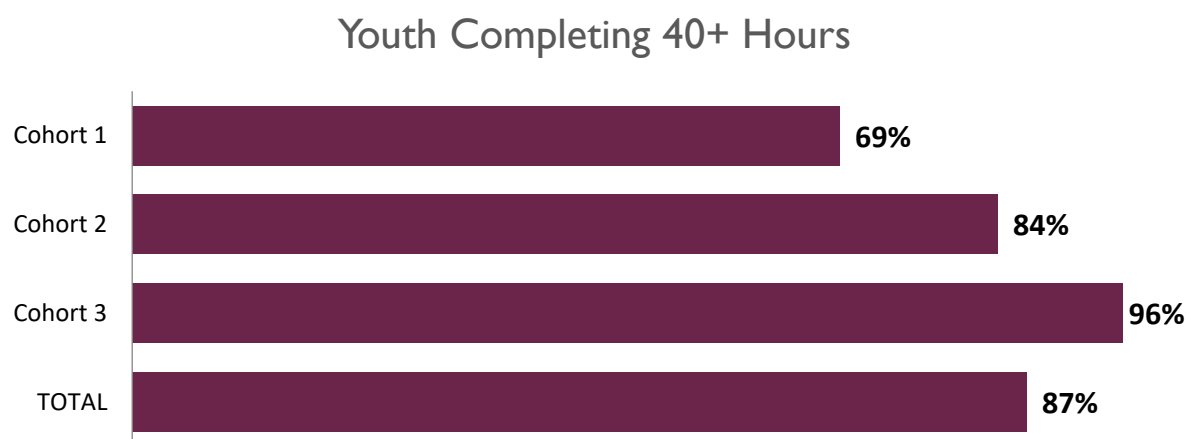


Attendance logs recorded the number of hours each youth spent in different aspects of the program. Total hours were used to determine whether youth had participated in 40 hours of work-based learning experiences. To simplify analysis, youth were grouped into four groups:

1. Youth who had completed 40 or more hours
2. Youth who had completed 35 to 39.75 hours
3. Youth who have completed 30 to 34.75 hours
4. Youth who completed less than 30 hours

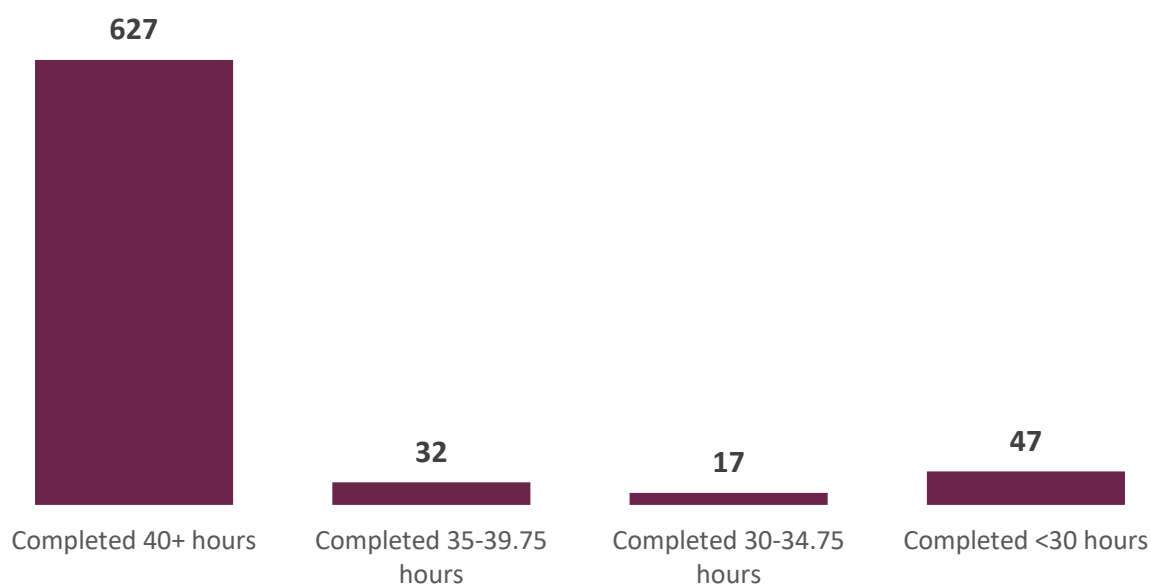
The percentage of youth who completed 40 or more hours of work-based learning are displayed in Figure 10 by cohort. In the initial pilot cohort, 69% of youth completed 40 or more hours of work-based learning. With each cohort, the proportion of youth meeting the 40-hour objective increased. In Cohort 2, 84% of youth completed at least 40 hours, and in Cohort 3, nearly all youth did (96%). Overall, 87% of youth completed 40 hours.

Figure 10. With each cohort, the percentage of youth completing 40 hours or more of work-based learning experiences increased.



Some youth got very close to completing the 40-hour objective. Figure 11 shows the number of youth overall grouped by hours of participation. Among the 723 total youth included in the attendance logs throughout the project, 627 completed 40 hours of work-based learning experiences. An additional 32 completed between 35 and 39.75 hours, and 17 completed between 30 and 34.75. Only 47 youth completed less than 30 hours.

Figure 11. Most youth completed 40 hours of work-based learning experiences.



Available data was examined to assess how well the program served the target population. While the defined objective was to serve youth who lived in or attended school in the City of Sacramento, particularly targeting youth from the City of Sacramento's Priority Neighborhoods, attendance logs tracked only whether students lived in or attended schools within the City

limits. Attendance logs could not link youth to particular neighborhoods. Data from attendance logs showed that 97% of youth either lived in or attended school within city limits.

The Cohort 2 youth enrollment survey did collect youth's ZIP code of residence and school of attendance. Enrollment survey data does have some limitations:

- 1) Data includes records for youth who didn't complete the program.
- 2) The total number of enrollment survey respondents was fewer than the number of enrolled youth in each cohort, suggesting that enrollment surveys were not completed by all participants.
- 3) Considering that youth were asked to self-report at enrollment, before trust with CBOs had been established, youth may have declined to report all of their risk factors.
- 4) ZIP code boundaries and priority neighborhood boundaries intersect and overlap in ways that make linking youth and neighborhoods very difficult.

Despite these limitations, the Cohort 2 survey analyzed to determine whether recruitment successfully reached the target population. Eighty-five percent of youth enrollment survey participants either lived in or attended school in a priority area. An additional 5% of youth who neither lived in or attended school in a priority area had two or more risk factors. Ten percent of youth in Cohort 2 did not meet any of the eligibility criteria.

Youth enrollment surveys were used a data source on risk factors. Wording was carefully chosen for each risk category to encourage honest responses and avoid stigmatizing youth. The wording of risk categories did evolve over time, and the wording used in Cohort 1 was not the same as wording used in Cohorts 2 or 3. Youth were asked to select any of the risks they had experienced or were currently experiencing.

Youth over the three cohorts were combined into one data set for analysis. Figure 12 displays the percentage of youth self-reporting each risk factor ($N = 764$). The risk factor selected by the largest proportion of youth was low income (25%). Nineteen percent reported experiencing mental or behavioral health challenges or trauma. Eighteen percent of youth reported being exposed to marijuana by peers, family members, or others.

The number of risk factors reported by each survey respondent was calculated, and the percentage of survey respondents by number of self-reported risk factors is shown in Figure 13. Nearly half of respondents (48%) reported no risk factors. Twenty-two percent of respondents reported one risk factor; 10%, two risk factors, 18%, between 3 and 5 risk factors; and 2%, 6 or more risk factors.

Figure 12. Percentage of youth self-reporting risk factors.

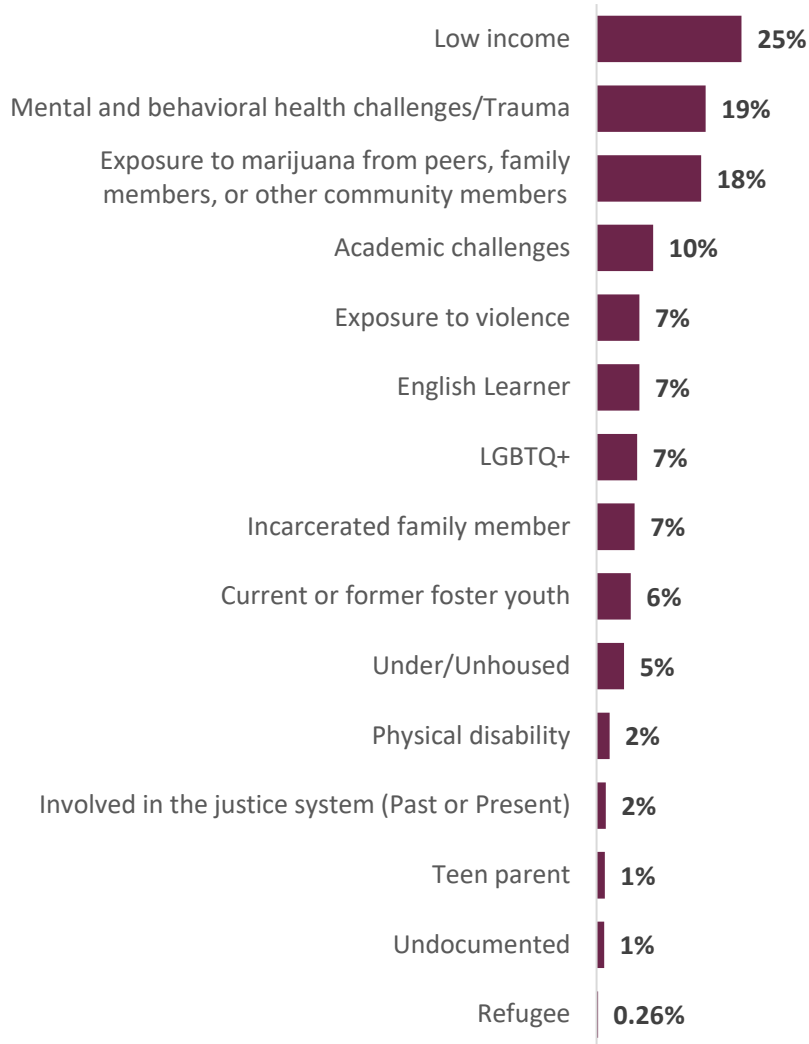
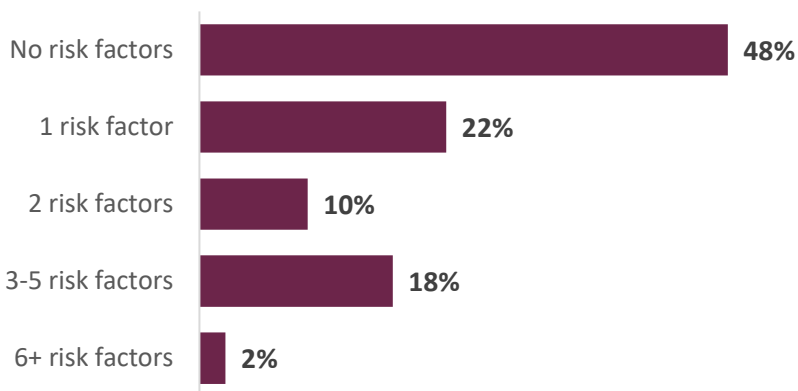


Figure 13. Youth enrollment survey respondents by number of self-reported risk factors.



Objective 3. Engaging Youth in Prevention Education and Connecting CBOs and Youth to Prevention Services and Advocacy Opportunities

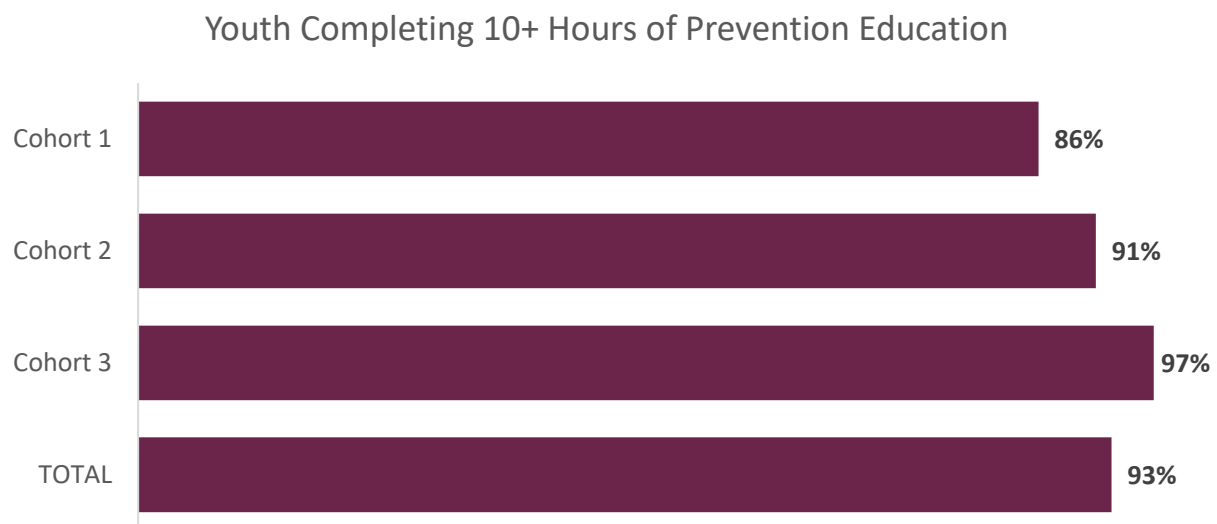
The third objective was assessed with the following evaluation questions:

- Did the project engage vulnerable youth in underage marijuana and substance use prevention education?
- Did the project provide opportunities for CBOs to connect youth to prevention service and/or advocacy opportunities?
- Did the project provide opportunities for youth to connect to prevention service and/or advocacy opportunities?

As with the evaluation of Objective 2 and youth's involvement in work-based learning experiences, attendance logs were used to determine the number of hours of prevention education delivered to each youth. A centralized system of tracking youth participation and attendance was developed by PRO and housed in a central location. CBOs were trained on entering and maintaining data to log the hours youth spent engaged in each program component.

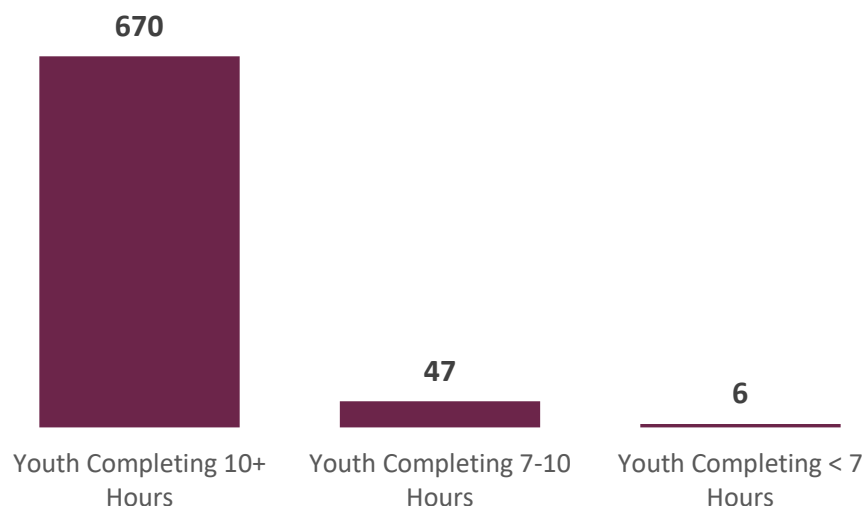
The proportion of youth completing at least 10 hours of youth marijuana and substance use prevention education was very high in each cohort, but the proportion increased with each cohort, as shown in Figure 14. In Cohort 1, 86% of youth completed 10 hours. In Cohort 2, the percentage increased by five percentage points, and by Cohort 3, 97% of youth had completed at least 10 hours of prevention education ($N = 723$). The overall percentage for the project was 93%.

Figure 14. Ninety-three percent of participating youth completed at least 10 hours of prevention education.



The objective was to engage 600 youth in prevention education, but as Figure 15 shows, #SacYouthWorks: Futures engaged many more youth. Six hundred and seventy youth completed 10 or more hours, and an addition 47 completed between 7 and 10 hours.

Figure 15. Over 700 youth received marijuana and substance use prevention education through #SacYouthWorks: Futures.



The second research question under this objective was whether the project provide opportunities for CBOs to connect youth to prevention service and/or advocacy opportunities. While partners were asked this question in the Cohort 1 partner exit survey, the question did not appear in the partner exit surveys for cohorts 2 or 3. Further, Cohort 1 had only 4 respondents. While 100% of those respondents said that they were connected to prevention services and/or advocacy opportunities, this data set is not robust enough to support any conclusions.

Advocacy opportunities, information about prevention services, and other community events, projects, and resources were routinely shared by PRO and amongst partners in two different ways. First, monthly Partner Network meetings were held to build relationships between CBOs while supporting the work of #SacYouthWorks: Futures. Members of the evaluation team were often present for these meetings, where they could observe, take notes, and archive slide decks and other materials shared at the meetings. Second, PRO set up a social media hub using Band.us for information sharing (Figure 16). The evaluation team was a part of this network and was able to view all posts to the site. Using both avenues, PRO routinely shared information with CBOs about advocacy opportunities and other events and resources in the community. Materials were also shared to develop their knowledge around youth development, youth mental health, and other underage cannabis and substance prevention topics.

Figure 16. In addition to monthly Partner Network meetings, PRO used Band.US to share information and support partnerships among Sacramento CBOs.

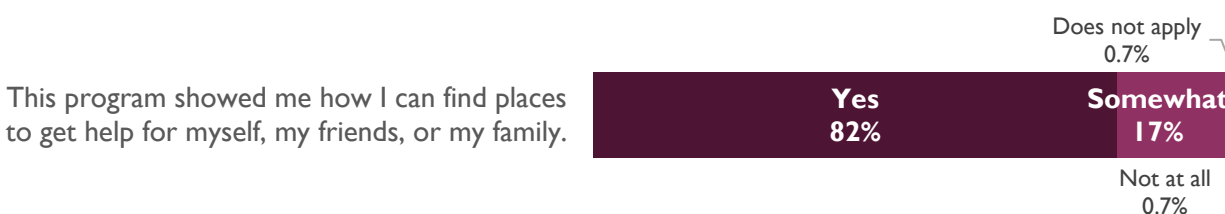


The third research question for this objective asked whether the project connected youth to opportunities to become advocates for underage marijuana and substance use prevention. Data used to explore this question consists of answers to open-ended questions appearing on the

youth exit survey (cohorts 2 and 3) and artifacts from the work-based learning projects that youth completed as a part of the program.

Youth were asked in the exit survey if the program showed them how they could find places to get help for themselves, their friends, or their families. Answer choices included: *Yes*, *Somewhat*, *Not at all*, and *Does not apply*. Results for Cohorts 2 and 3 were combined and are displayed in Figure 17. Eighty-two percent of youth agreed that #SacYouthWorks: Futures showed them how to find help for themselves, their friends, and their family members ($N = 298$). An additional 17% answered *Somewhat*.

Figure 17. Most youth agreed that #SacYouthWorks: Futures showed them how to get help for themselves and their loved ones.



#SacYouthWorks: Futures’ primary function was to use work-based learning experiences as a vehicle for educating youth on the risks of underage marijuana and substance use and helping them complete service projects that would communicate that knowledge to others in the community. Youth in all three cohorts participated in a variety of project types, including:

- Social media campaigns and public-service announcements
- Videos
- Physical and digital art
- Websites and podcasts
- Poetry
- Performances
- Youth-led workshops and presentations
- Music creation, production, and performance
- Community service projects, such as food distribution and community beautification

Youth presented their projects at a mandatory Youth Celebration at the end of each cohort. Youth successfully completing all project components received a \$500 stipend. Project artifacts were gathered and submitted by CBOs, allowing artifacts to be analyzed for the evaluation. Example projects from each cohort appear below.

Cohort 1: Feed Sacramento Homeless

On May 28th, 2022, Feed Sacramento Homeless hosted a free community event called “Chase Your Dreams, Not a Blunt” at Oak Ridge Elementary School in South Oak Park (Figure 18). The event featured food, games, a basketball tournament, and live performances. In addition to resources around youth marijuana prevention, youth distributed food to the unhoused.

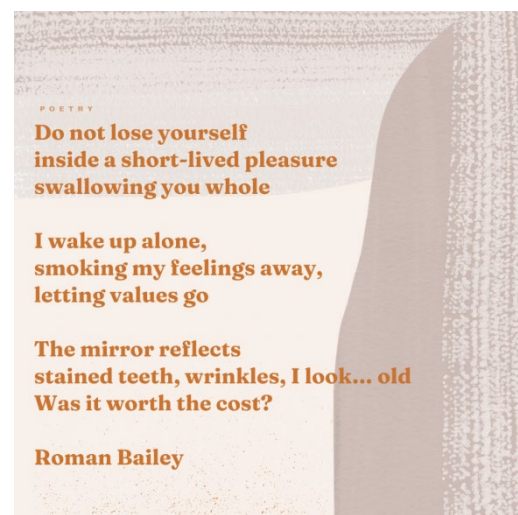
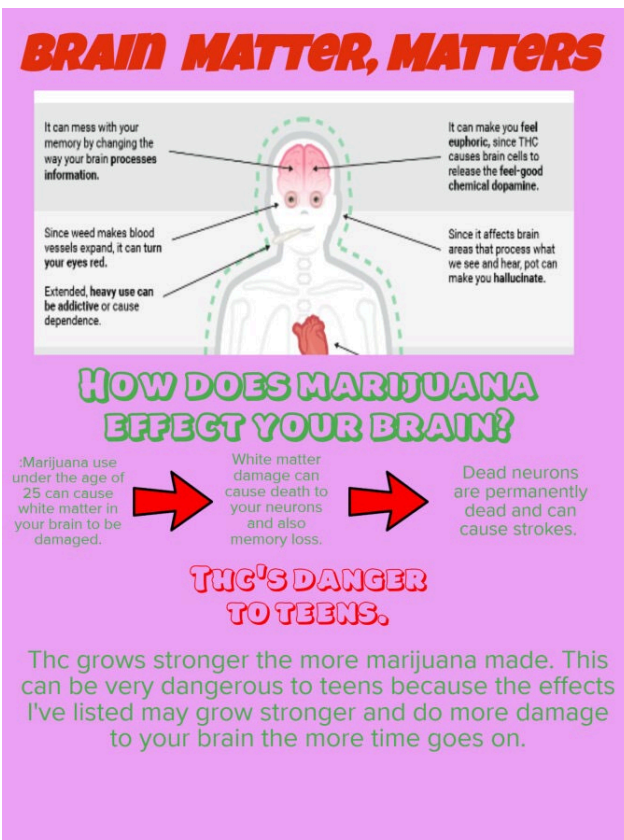
Figure 18. Feed Sacramento Homeless' youth-led *Chase Your Dreams, Not a Blunt* community event during Cohort I.



Cohort I: Sacramento LGBT Community Center

Youth interning at the LGBT Community Center created their own individual service learning projects based on their interests. Youth created posters and poetry related to youth marijuana awareness (Figure 19).

Figure 19. Samples of projects produced by youth working with the Sacramento LGBT Community Center.



Cohort 2: Sacramento Youth Center

Youth enrolled in Sacramento Youth Center's Futures program wrote and produced a music video called "Stop All that Smoking" in collaboration with local recording artist Mission (Figure 20).

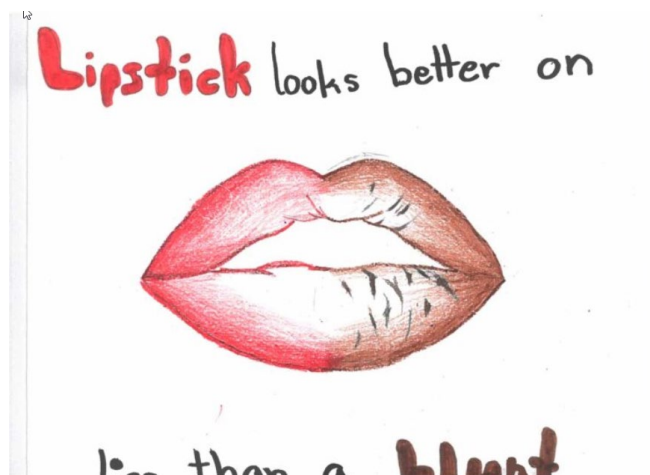
Figure 20. Music video produced by the Sacramento Youth Center called *Stop All that Smoking*.



Cohort 2: Roberts Family Development Center

Youth from the Roberts Family Development Center won first, second, and third place awards in the physical art category in a national poster contest hosted by Johnny's Ambassadors, a nonprofit that educates youth and parents about the risks of cannabis on teen brains (Figure 21).

Figure 21. Posters produced by youth from the Roberts Family Development Center.



Cohort 3: Escape Velocity

Some youth from the Escape Velocity Cohort 3 Futures program created a poster campaign, while others chose to create short videos. Youth wrote scripts, directed, performed, and edited their own videos (Figure 22).

Figure 22. Poster campaign created by youth from Escape Velocity.



Cohort 3: Hmong Youth and Parents United

Hmong Youth and Parents United created an informative slide deck and presented information about the risks of youth marijuana use. Youth performed research, created the slide deck, and presented the information for the community, practicing their public speaking skills (Figure 23).

Figure 23. Slide deck from a presentation created and delivered by youth in Hmong Youth and Parents United.

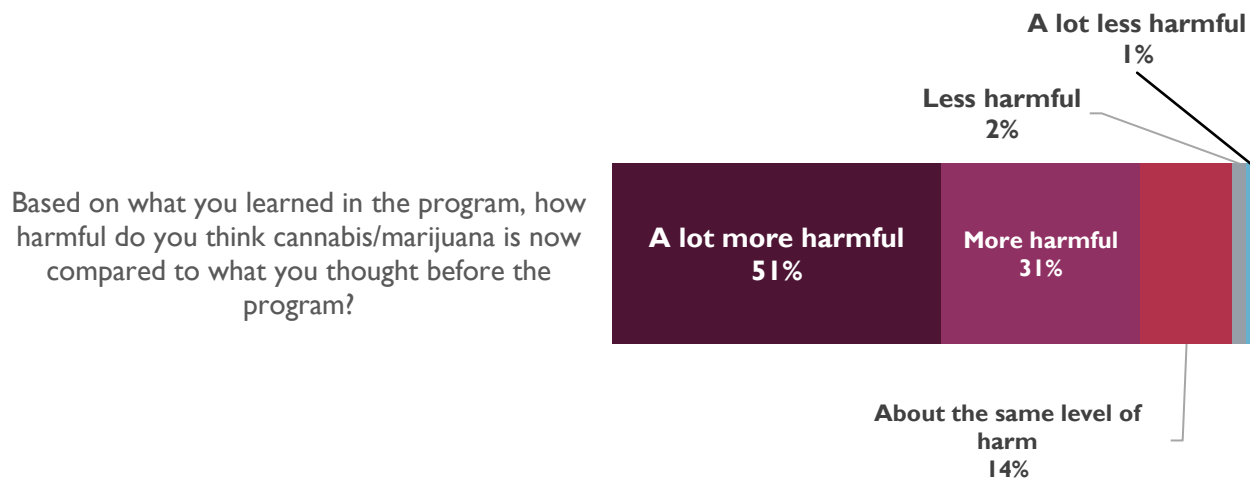


Youth Outcomes

In addition to the expected outcomes for the project contained within the three objectives, #SacYouthWorks: Futures lead agencies hoped to see additional positive youth outcomes associated with the project. The marijuana prevention curriculum was designed to provide youth with information that could help them make informed decisions about marijuana use that they could share with peers and others in the community.

In the exit survey, youth were asked to compare their perception of harm from underage marijuana use before and after the program on a five-point scale. Answers choices ranged from *A lot less harmful* to *A lot more harmful*. Results for cohorts 2 and 3 were combined, and results are displayed in Figure 24. Fifty-one percent of youth respondents left the program feeling that marijuana was a lot more harmful compared to their beliefs on entering the program ($N = 291$), and an additional 31% said they felt marijuana was more harmful. Fourteen percent did not experience a change in their perception of the level of harm, and only three percent felt it was less harmful after participation.

Figure 24. More than three-quarters of youth respondents saw marijuana as more harmful after participating in #SacYouthWorks: Futures than they did before participating.



In Cohort 3, youth were asked about the new information they had learned about marijuana via an open-ended question in the youth exit survey. Open-ended responses were analyzed to find common themes. Nearly one third of responses ($N = 171$) mentioned marijuana's effect on the brain, indicating that this information made a lasting impression on youth. Some representative responses include:

- *Cannabis can mess with the white matter in your brain and your memory*
- *How much more harmful it is to a child's brain development*
- *I learned about marijuana that teens are more capable of being addicted to marijuana because our brains are still developing*

- *I learned that our brain is still developing because we are young so the weed slows down the growing process*

Another takeaway expressed by youth had to do with the chemicals found in marijuana products. Some youth talked about high THC and CBD levels in marijuana, while others talked about other dangerous ingredients that might be present in cannabis products—particularly when the source of those products was unknown:

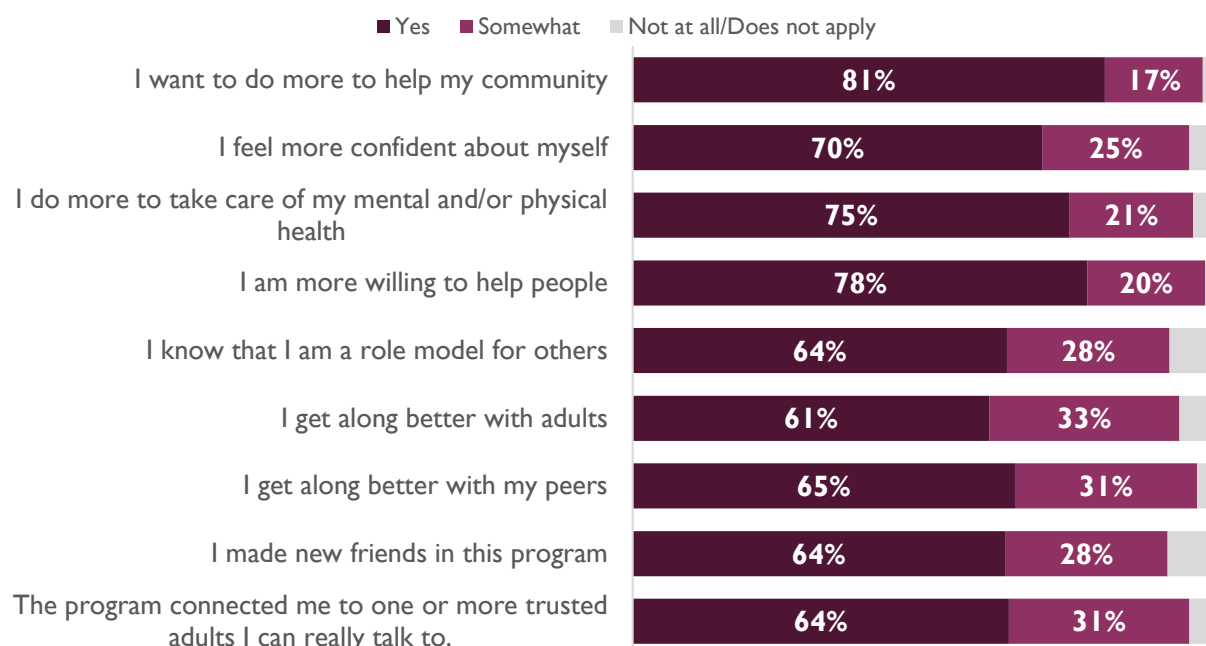
- ** Marijuana is not safe because of its mind-altering side effects on the developing teen brain. * It is mainly made of two chemicals: tetrahydrocannabinol (THC) and cannabidiol (CBD). * The amount of THC in marijuana is what determines how strong it is. More THC = more addictive. * Today's marijuana has high levels of THC.*
- *I learned about how much thc is in marijuana and how dangerous it can become out on the streets from randoms*
- *I learned that it is very effective when it comes to mental health and also physical health also learned that it is really dangerous when you don't know where you're getting it from and people could cannabis. last thing is that A lot of kids get influenced by it so make sure that you are being an example for the younger children*
- *Marijuana contains more than 100 substances, called cannabinoids.*
- *That marijuana could be laced with fentanyl*

#SacYouthWorks: Futures placed a strong emphasis on supporting youth in developing protective factors, including:

- Connection to positive peer and adult relationships
- Increased connection with community
- Increased confidence to speak up and advocate for one's beliefs
- Increased leadership skills
- A sense of belonging

Youth were asked a number of questions asking whether they had experienced an increase in a range of protective factors after their participation in the program. Youth could respond to each question by choosing *Yes*, *Somewhat*, *Not at all*, or *Does not apply*. Cohort 2 and 3 responses were combined for analysis. All questions were optional, and the N ranged from 297 responses to 333. Figure 25 shows the proportion of youth choosing *Yes* or *Somewhat* in response to each question. Between 64% and 81% of youth chose *Yes* for each question, with an additional 17%-31% choosing *Somewhat*. Results indicate that most youth completing the survey increased their protective factors.

Figure 25. Most youth reported a gain in protective factors after their participation in the program.

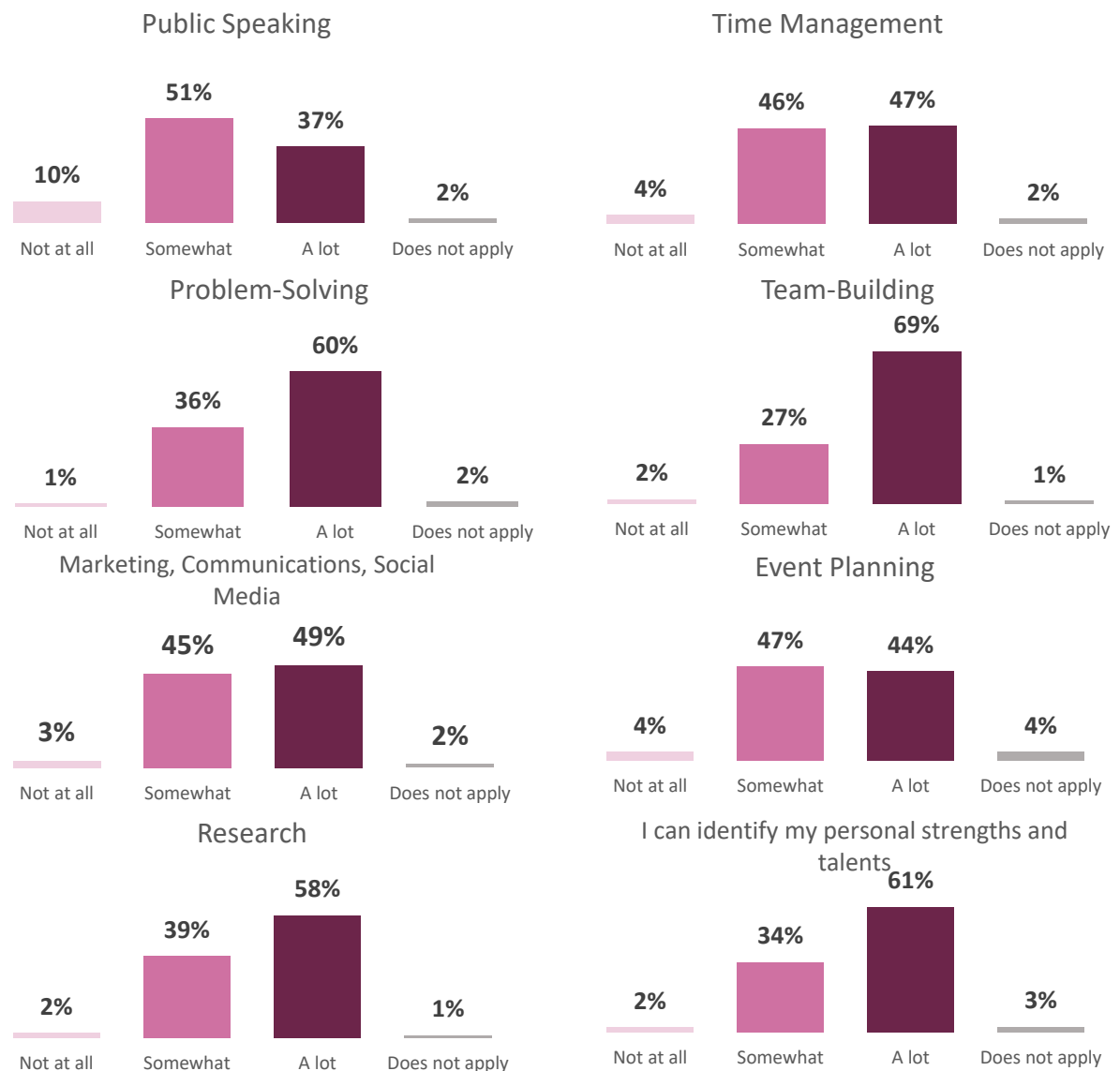


In order to evaluate how much skill-building was experienced by students, questions were included on the youth exit survey to capture the skills that youth felt were developed as a result of their participation in the program. Skills included in the surveys were:

- Public speaking
- Time management
- Problem solving
- Team Building
- Marketing, Communications, and Social Media
- Event Planning
- Research
- Ability to identify personal strengths and talents

As discussed previously, the youth exit survey was not administered during Cohort 1, so data appearing below includes only cohorts 2 and 3. The youth exit survey asked youth to rate the extent to which the program helped them develop the skills listed above. Youth could choose among the following options: *Not at all*, *Somewhat*, *A lot*, and *Does not apply*. Figure 26 displays the results for cohorts 2 and 3 combined (N =297). Under every skill category, most youth chose the ratings *Somewhat* or *A lot*. The most highly rated area was in team building, where 69% of youth felt they developed a lot within the program, and an additional 27% felt they developed somewhat. Sixty-one percent of youth reported a lot of development in their ability to recognize their own personal strengths and talents, and sixty percent experienced a lot of growth in their problem-solving skills.

Figure 26. Youth developed 21st Century Skills within #SacYouthWorks: Futures.



In the Cohort 3 exit survey, youth respondents were asked to describe what they liked most about the program. Responses were analyzed for common themes around what youth felt was most beneficial to them. About a third of the 198 responses youth provided mentioned social aspects of the program. Youth enjoyed socializing with others—whether it was with friends they already had or new people. Many of the youth talked about enjoying the opportunity to work with a team, learn, and participate in activities with others, and several respondents had positive things to say about their adult mentors as well. Some representative comments around the social opportunities provided by #SacYouthWorks: Futures were:

- *I like how the class can come together and build team work and learn something new*
- *I like how we worked together and make it great*

- *I liked being able to engage and talk to new people.*
- *I liked how the mentors spilt us up into groups for our podcast with people we didn't know and we got to come together as a group. I also liked the mentors their really nice people*

Many youth valued the information they learned about marijuana. Some responses expressed appreciation for the way the information was presented:

- *It's more inspiring being hands on and learning about what these drugs can do to you rather than just being told to not do it*
- *I loved that there were actual facts to why marijuana is bad for teens that way kids can't say it's no harm*
- *The thing I like best was how they was teaching us what can weed do to your brain instead saying just don't smoke it and how comfortable we felt there*
- *I liked coming together with my peers and having fun and learning more in depth about marijuana and how to share prevention methods & info.*

Youth also really enjoyed their work-based learning projects, mentioning the particular skills they enjoyed practicing or just the idea that they were making something that would benefit others:

- *Being able to put our brains together and make a great video.*
- *Creating and collaborating with people for the marijuana prevention commercial*
- *I liked that I got to contribute to something that will later impact minors lives*
- *I liked that we were able to go out to feed and provide to the less fortunate*

While the project hoped that youth participating in their program would feel an increased sense of hope for their future and increased confidence their ability to achieve their post-secondary goals, the youth exit survey did not include questions around these topics, and so this research question could not be answered.

CBO Outcomes

This project hoped to impact CBOs' capacity to support youth by learning new ways to implement work-based learning models and gain new tools and resources to provide underage marijuana and substance use prevention education to youth. To assess these outcomes, data were pulled from the partner exit surveys administered after each cohort. One limitation of this data source is that the Cohort 1 survey differed substantially from the surveys used for Cohorts 2 and 3. In addition, only 4 CBOs responded to the Cohort 1 survey (out of 7 CBOs participating)—a number too small to use to reliably assess the research questions. For this reason, only the results for Cohorts 2 and 3 will be used in this section (combined $N = 23$).

The first set of research questions around CBO outcomes involve the prevention education aspects of the program:

- Did staff increase their knowledge of health behaviors and protective factors for youth?
- Did staff increase their knowledge of the risk of underage marijuana use?
- Did CBOs report an increased capacity to serve youth who are at-risk for substance use?

Unfortunately, the partner exit survey for Cohorts 2 and 3 did not specifically measure any of these outcomes. Partners were trained on the materials contained within the prevention education curriculum used throughout the project so were themselves exposed to the information contained within the curriculum. In addition, attendance at the Sacramento County Prevention Summit was required for all participating CBOs. Sessions at the summit provided in-depth information regarding prevention of underage use of marijuana and other substances. Responses from different open-ended questions contained in the partner exit surveys were examined to see which responses mentioned the prevention education aspects of the program.

When asked what CBOs liked most about the program, some responses talked about the information learned through delivering the curriculum to youth:

- *The knowledge me and the youth learn. This project made it fun to learn which keeps youth attention which is a great thing*
- *The Structure being up to us as a org allowed for us to engage with the youth at times that were convenient to us as an org. The Adult summit was very well executed and informative as well as provided great opportunity for networking.*

Further, some comments praised the program and curriculum for its methods of reaching youth:

- *The curriculum was timely and effective for the target audience.*
- *I loved how we have freedom to teach the curriculum in a way that our youth will really grasp the concept.*

In addition, comments about what they liked least about the program made it clear that many partners paid close attention to the curriculum and had constructive criticism for improving it:

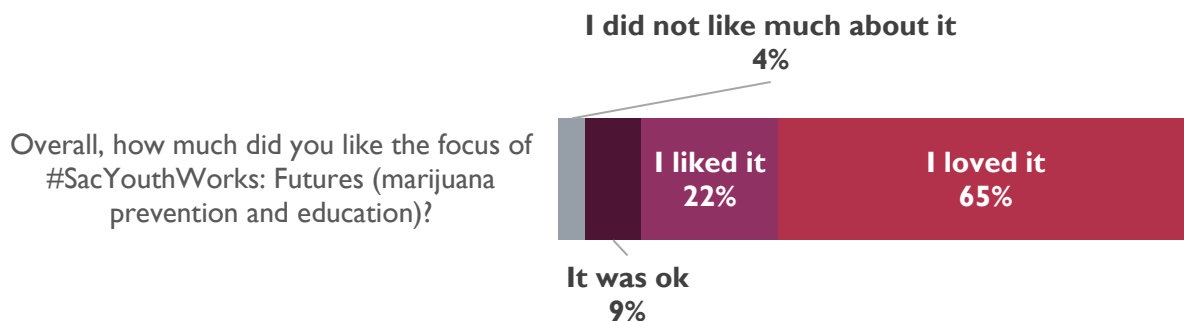
- *I would like to have seen more scientific facts regarding the effects on the brain.*
- *The thing I like least is that the curriculum is not as detailed, which is OK, but it does leave room for us to do research*
- *I wished there were more resources with the curriculum we were using. I believe at some point; the facilitators ran out of lesson plans or activities so where we had to get creative. This isn't too bad as well because it allows us to do fun activities with the youths.*
- *I would prefer that the curriculum instruction portion of the program be more about leadership and mental health. Focusing on social issues, like minor consumption of cannabis, further stigmatizes the target populations designated by the funding. I would highly encourage a focus on a "Youth Development" model for future programing. Instilling positive coping strategies*

while providing leadership opportunities for young people will enhance their learning and their overall experience with the program providers.

- The Future Forward curriculum was very beneficial however, statistics should be updated. Statistics found in the curriculum were from 2016.
- I liked the curriculum provided. With the curriculum, we were able to foster a sense of trust and community with our youth. Our target audience live in a community where they, their peers, or their families are influenced by substances. By providing the statistics we were able to guide conversations that provided answers and a vulnerable space.

Partners were asked how much they liked the marijuana prevention and education focus of #SacYouthWorks: Futures. They could choose an answer on a four-point scale ranging from *I did not like much about it* to *I loved it*. Results are shown in Figure 27. Of the 23 respondents, most positively rated the marijuana prevention and education focus, with 65% saying they loved the focus, and an additional 22% saying they liked it. Nine percent said it was OK, and 4% did not like it.

Figure 27. Most respondents liked the marijuana prevention and education focus.



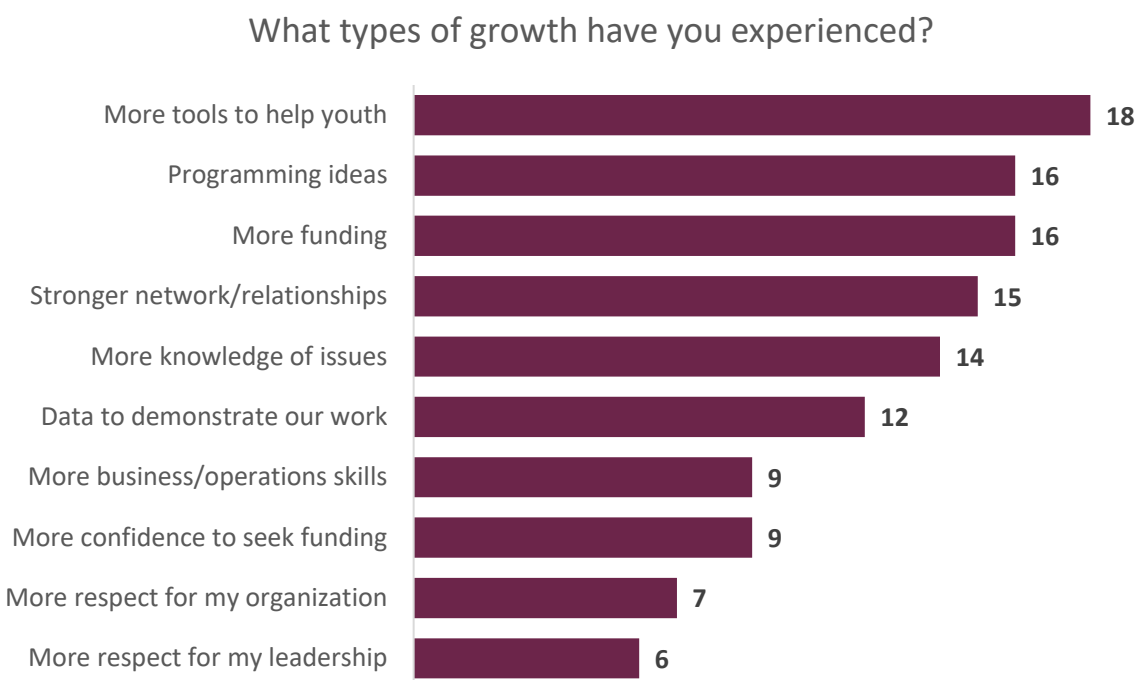
There were a number of research questions around capacity building accomplished by #SacYouthWorks: Futures. Research questions in this area were:

- Did CBO partners experience greater collaboration and program referrals with one another?
- Did CBOs think that the information and experiences regarding the work-based learning and prevention education could transfer to other areas of their work with youth?
- Did CBOs believe that they have the ability to utilize some project elements after the grant period ends
- Which components of the grant did CBO partners believe were most impactful to their operations or programs?

Respondents were asked if their participation in the project has helped their organizations grow. Respondents could choose *Yes*, *No*, or *Neutral*. Ninety-five percent of respondents answered yes ($N = 21$), and one respondent was neutral. No respondents answered no. To dig deeper on the areas of growth they experienced, respondents were presented with a series of checkbox options representing different areas of growth. They were able to click as many

options as applied to them. Figure 28 displays the count of respondents who selected each option ($N = 23$). Eighteen respondents felt they gained more tools to help youth. Sixteen respondents selected programming ideas and more funding. Fifteen said they gained a stronger network/relationships. Fourteen said they grew in their knowledge of issues. Twelve said they gained data to demonstrate their work. Business/operations skills and more confidence to seek funding were selected by nine respondents. Seven felt they gained more respect for their organizations, and six felt they gained more respect for their leadership.

Figure 28. #SacYouthWorks: Futures partners experienced the most growth in tools and programming ideas for serving youth.



Partners shared more details about the benefits of participation to their organizations in their answers to open-ended questions. When respondents were asked to describe what participation meant for them or their organization, they described expanding their reach to youth in the community and other ways they were able to grow their organization:

- *It was a great experience that strengthened our programming and collaboration with the community. Youth were really interested in the topic as well.*
- *It provided our organization the opportunity to expand our reach to our communities youth.*
- *Provided us with the opportunity to reach more youth regarding prevention of Marijuana use among youth. They also had an opportunity to do community service work. The feedback was very positive.*
- *Overall, this experience definitely adds to our growth, value and experience.*

- *This opportunity allows for our youth to receive work development, healing services and stipend and that is our organizations mission to advance their wellbeing.*
- *HYPUP has been working with ProYouth in the #SacYouthWorks for many years and its programming has assisted our team with designing our youth program into how it currently is. This collaboration grew our team, trained and certified new staff, which made us more confident in seeking opportunities similar to this program, and open opportunities for youth in our community to get civically involved.*
- *overall this program allowed us to grow financially and as a team.*
- *The opportunity to administer curriculum instruction to a group of interns allowed our organization/department the space to grow and learn about youth development. As a team we were able to start a conversation about our own internal use of interns for future organizational practices. On a personal level, I used this funding opportunity to gather youth input and perspectives on our existing services with a desire to implement departmental avenues to incorporate youth voices in our programmatic planning.*
- *We had another opportunity to serve more youth and expand our programming.*
- *This experience allows us to build stronger relationship with youth and to give them an opportunity to earn money and build leadership skills. It has been an amazing experience for us and the youth we serve*
- *#SacYouthWorks was beneficial to support and educate scholars on the importance of marijuana prevention. Allowing our organization to connect with community members and campus through the program.*

Outcome Evaluation Summary

#SacYouthWorks: Futures met all of their objectives by engaging 21 unique CBOs and 723 youth in prevention education and work-based learning experiences and advocacy opportunities. Youth and CBO feedback about the experience was positive, with youth coming away with increased information about the dangers of underage marijuana use, increased protective factors, and increased 21st Century Skills. Likewise, CBOs reported the positive impacts of the program on their organizations.

Conclusion

#SacYouthWorks: Futures' success demonstrated that embedding prevention education within a work-based learning program was:

- Engaging for youth
- Informed youth of the potential risks and impacts of underage marijuana and substance use by providing information objectively, supporting youth in making their own decisions regarding their physical and mental health
- Helped youth develop protective factors to guard against underage marijuana use

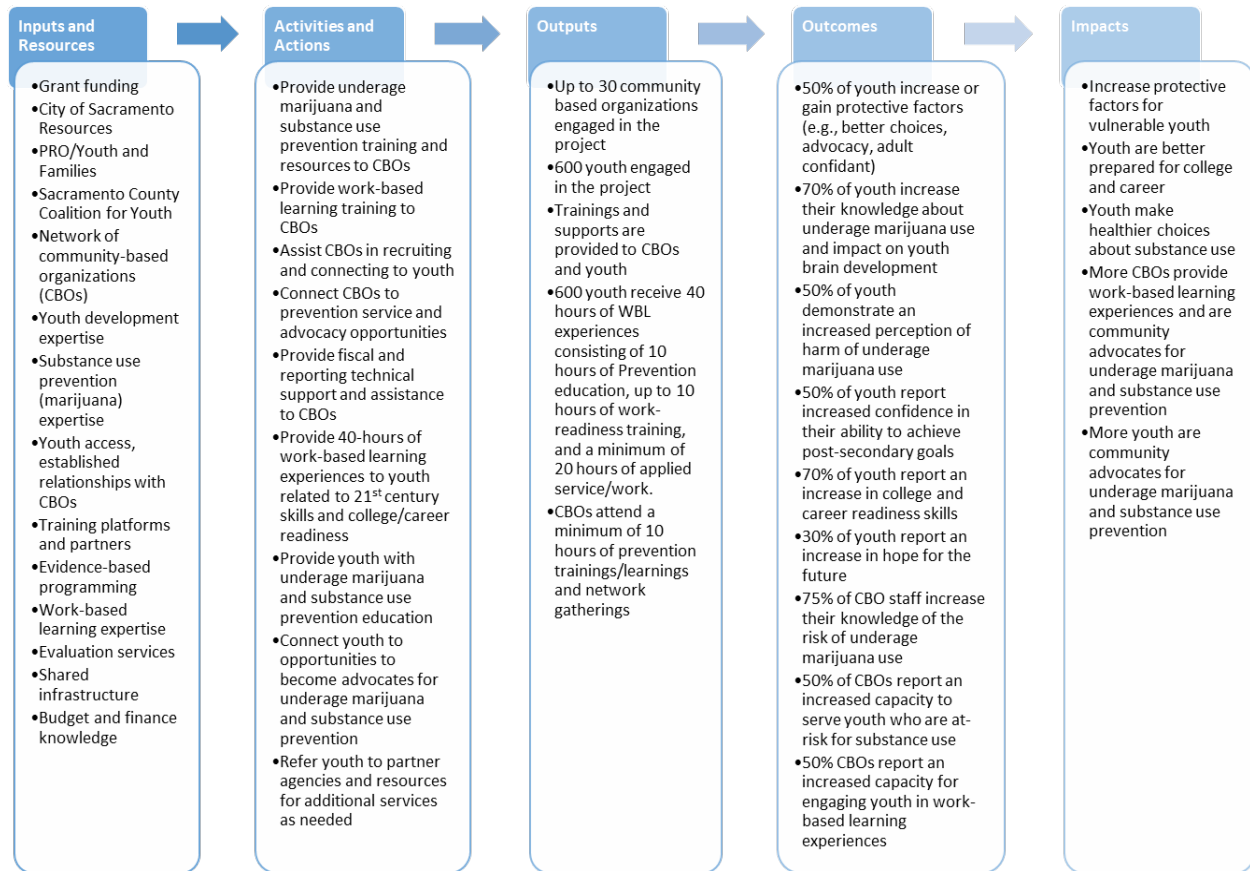
- Provided opportunities to develop 21st Century Skills to support college and career success
- Empowered youth to share what they learned with peers, family members, and the wider community

In addition, #SacYouthWorks: Futures helped community-based organizations build their capacity for conducting future work-based learning projects and prevention education efforts. PRO's process of recruiting and onboarding CBOs was well-designed, ensuring that any CBOs applying for the program agreed with the program philosophy on underage marijuana use. In addition, PRO's suite of enrollment and attendance tracking tools was comprehensive and easy to use. CBO feedback made clear that PRO staff were accessible, friendly, and supportive to project partners. Partners expressed appreciation for the CBO network formed by PRO to offer support, ideas, and deeper learning around prevention education topics.

Recommendations for similar work in the future include:

- Updating the prevention education curriculum to include more recent statistics and information regarding the risks and impacts of underage marijuana and substance use.
- Developing more ideas for activities centered around the curriculum that community-based organizations can implement with their youth.
- Developing standardized data collection instruments that allow comparison of cohorts to identify trends or areas where program adjustments and improvements can be made.
 - Develop an enrollment process that collects data that can connect youth to priority neighborhoods in the City of Sacramento.
 - Simplify questions to make enrollment less burdensome for youth.
 - Include questions on exit surveys that measure all the desired outcomes for community-based organizations and youth.

Appendix A. Logic Model



Appendix B. Grantee Highlight

#SacYouthWorks: Futures

Youth engaged in work-based learning experiences built on a tested underage marijuana and substance use prevention curriculum.

21 community-based organizations

SacYouthWorks: Futures formed networks of community-based organizations who shared a common purpose: helping youth make well-informed choices and build skills that will carry them into a successful future.

723 Sacramento youth

Youth between ages 14 and 19 experiencing multiple risk factors for underage substance use or connected to high-priority areas within the City of Sacramento participated over three cohorts.



Marijuana Prevention Education

Youth participated in 10+ hours of underage marijuana and substance use prevention education focused on providing objective information to help youth make choices beneficial to their physical and mental health.



Work-Based Learning Experiences

Youth developed 21st Century Skills through service and advocacy projects based on underage marijuana prevention topics. Youth received a \$500 stipend for completing the program.



Appendix C. Open-Ended Responses to Exit Surveys

Partner Exit Survey

What did you like most about the #Futures project? (N = 19)

- *I really loved the training content from Future Forward and all the partners involved.*
- *What I like most about the #Futures Project is that there is the flexibility to teach the proton a way the youth will be receptive.*
- *We loved the opportunity to connect with different organizations and serve our youth. Loved that the team was always open to feedback.*
- *The curriculum was timely and effective for the target audience.*
- *The knowledge me and the youth learn. This project made it fun to learn which keeps youth attention which is a great thing*
- *Final projects came out great and were fun to work on*
- *The ability for the youth to engage with each other as they worked on their projects. A few of the youth led some of the discussions.*
- *I loved how we have freedom to teach the curriculum in a way that our youth will really graph the concept.*
- *The opportunity to place money in the hands of young people.*
- *HOW HARD OUR YOUTH FOCUSED*
- *Interacting with the youths every week knowing that they are learning something that they will use in the future. As well as seeing their creativities come alive in their group projects. Lastly, after the youth's presentation, we did the Kahoot Activity, that we did with the youths during programming, to their parents and audience. This engaged the audience, and we were able to receive feedback from our youth's presentation with a post-survey to test what the audience learned from our youths. Let our team know if you would like us to share the post-survey data from the audience.*
- *i liked that the celebration was online this year. it allowed all of our youth to participate in the celebration. i also appreciated the fact that we were able to go first during the celebration, it really helped our youth get home safe at a appropriate time when it came to taking the bus*
- *I am most appreciative of the stipends that our intern participants received. My only request is that future programs match the number of internship hours with the state minimum wage. The 40 hours requested of the interns and the \$500 stipend did not translate to the state minimum.*

- We were able to really educate our youth about the side effects and the importance of marijuana
- The interaction with the participants and the witnessing the pride they had once they saw their final product.
- We love the opportunity it gives youth to earn money, build leadership skills, and build knowledge about the impacts of underage marijuana usage. The curriculum had some fun activities in it.
- Being able to see youth thrive by participating in the project and having the opportunity to educate their community and peers.
- I liked the curriculum provided. With the curriculum, we were able to foster a sense of trust and community with our youth. Our target audience live in a community where they, their peers, or their families are influenced by substances. By providing the statistics we were able to guide conversations that provided answers and a vulnerable space.
- The Structure being up to us as a org allowed for us to engage with the youth at times that were convenient to us as an org. The Adult summit was very well executed and informative as well as provided great opportunity for networking.

What did you like least about the #Futures project? (N = 18)

- It was our first time so pivoting how to separate the training from the service project within the Future Forward curriculum
- The paperwork.
- The number of people that could be served.
- We love everything about the program notice each year things are getting better and better
- N/A [4]
- I would like to have seen more scientific facts regarding the effects on the brain.
- The thing I like least is that the curriculum is not as detailed, which is OK, but it does leave room for us to do research
- The curriculum
- NOTHING
- I wished there were more resources with the curriculum we were using. I believe at some point; the facilitators ran out of lesson plans or activities so where we had to get creative. This isn't too bad as well because it allows us to do fun activities with the youths.
- I would prefer that the curriculum instruction portion of the program be more about leadership and mental health. Focusing on social issues, like minor consumption of cannabis, further stigmatizes the target populations designated by the funding. I would highly encourage a focus on a "Youth Development" model for future programing. Instilling positive coping strategies

while providing leadership opportunities for young people will enhance their learning and their overall experience with the program providers.

- Being that we started late, we wish we had more time, but we aced it. We put our hard work in hours and sweat into this program. It was a success.*
- N/A The project was awesome.*
- The Future Forward curriculum was very beneficial however, statistics should be updated. Statistics found in the curriculum were from 2016.*
- The youth should have more involvement in the summits and futures should provide more support to orgs in promoting campaigns. The program overall should be more robust to accommodate an actual ad campaign and compensation beyond stipend should be made available to youth for their involvement in the campaign creation. Similarly, youth should be encouraged to create harm reductive programming, abstinence programming and alternative event programming that would count toward a "campaign" initiative.*

Overall, what did the #SacYouthWorks: Futures experience mean for you and/or your organization? (N = 15)

- It was a great experience that strengthened our programming and collaboration with the community. Youth were really interested in the topic as well.*
- It provided our organization the opportunity to expand our reach to our communities youth.*
- It meant a lot to be connected to such a wonderful organization. And the staff Rachel, Brian, and Emiliano are truly the best bringing positive energy each time*
- Another Great opportunity for our youth to learn and earn!*
- Provided us with the opportunity to reach more youth regarding prevention of Marijuana use among youth. They also had an opportunity to do community service work. The feedback was very positive.*
- Overall, this experience definitely adds to our growth, value and experience.*
- This opportunity allows for our youth to receive work development, healing services and stipend and that is our organizations mission to advance their wellbeing.*
- More funding*
- HYPY has been working with ProYouth in the #SacYouthWorks for many years and its programming has assisted our team with designing our youth program into how it currently is. This collaboration grew our team, trained and certified new staff, which made us more confident in seeking opportunities similar to this program, and open opportunities for youth in our community to get civically involved.*
- overall this program allowed us to grow financially and as a team.*

- *The opportunity to administer curriculum instruction to a group of interns allowed our organization/department the space to grow and learn about youth development. As a team we were able to start a conversation about our own internal use of interns for future organizational practices. On a personal level, I used this funding opportunity to gather youth input and perspectives on our existing services with a desire to implement departmental avenues to incorporate youth voices in our programmatic planning.*
- *It was great with sacyouthworks we were able to be very creative doing this feature project in the staff pleasant to work with*
- *We had another opportunity to serve more youth and expand our programming.*
- *This experience allows us to build stronger relationship with youth and to give them an opportunity to earn money and build leadership skills. It has been an amazing experience for us and the youth we serve*
- *#SacYouthWorks was beneficial to support and educate scholars on the importance of marijuana prevention. Allowing our organization to connect with community members and campus through the program.*

Overall, what did the #SacYouthWorks: Futures experience mean for the youth who participated in the program? (N = 15)

- *It gave them information and facts about marijuana that they didn't know. They have tools and resources now to help them navigate dealing with marijuana and not give in to peer pressure.*
- *It has given them the opportunity to expand their knowledge of a variety of pertinent issues that will shape their lives.*
- *My youth loved it they said they never knew programs like this exist*
- *An opportunity to learn and earn*
- *An opportunity to learn and earn money to assist with some of their basic needs. Such as buying clothes and shoes.*
- *I believe for the youth, it just truly gave him an opportunity to improve their social skills. Definitely get educated about the side effects of marijuana and of course they truly love the stipend.*
- *Most will tell you the money was the best part, but the were able to build community, engage with their peers outside of school and meet new people. This also advances our mission to prevent social isolation and promote peer to peer connections.*
- *opportunity to learn about Marijuana*
- *Overall, this program is very important to the youths we serve. We surveyed the youths and most youth attended the youth circle because their goal was to save the stipend. Including this, all of them made new friends or already had friends who were in the program as well.*

- *the youth liked having a spot to come together, after school.*
- *The youth that participated in our internship program voiced how meaningful the experience was. As a provider, I was humbled time and time again by their thoughts and ideas. Our interns truly amazed us as a team. My hope is that they continue to learn and grow and take the leadership skills they developed with them into their futures.*
- *The youth was very excited about this program. They were able to be honest, very transparent about the Marijuana Prevention.*
- *They had an opportunity to work in groups with various responsibilities to produce a final product that can help their community. This opportunity was the first time they were paid for their work.*
- *Youth loved being able to meet other youth in their community, build relationships, and earn money. This is job experience for a lot of youth.*
- *Youth were able to have exposure and educate their peers. Challenging them to learn information they weren't familiar with in the past.*

Do you have any other feedback you'd like to share with us about your experience with #Futures and/or PRO/YFC? (N = 11)

- *Its a great opportunity for everyone involved.*
- *I appreciated the opportunity to be a facilitator and the support you all provided.*
- *Love this partnership. Our youth enjoyed the space we were able to provide and learned a lot of new skills.*
- *No [2]*
- *Our only feedback is to provide an optional choice for youths and CBOs to join the youth celebration virtually or in person. I believe an in-person celebration will provide a different experience for youths, but I also understand the need for some organizations to have a virtual celebration instead.*
- *Taylor and Dom did a great job when to can to answering our questions, and helping us along the way*
- *N/A [2]*
- *This was a great opportunity for youth the learn and earn, while experiencing their creative side.*
- *Thank you so much for the opportunity!! We love you!*

Youth Exit Survey

What did you like best about #Futures? (N = 198)

- *Activities*

- *Because I learned a lot of things in this program*
- *Being able to learn something new*
- *Being able to put our brains together and make a great video.*
- *Being able to talk about things I never knew about and that I wanted to understand more about.*
- *Being educated on the facts and dangers of marijuana and being able to have discussions about it.*
- *Creating and collaborating with people for the marijuana prevention commercial*
- *Drawing*
- *Education on weed*
- *Everything [5 responses]*
- *everything I loved it*
- *Everything really [2 responses]*
- *filming our video*
- *Getting to learn new things I never knew and getting to dig deep into a subject that's not talked about as much*
- *going out*
- *Good learning*
- *Hanging out with friends.*
- *Helps me make better decisions*
- *how i met new friends*
- *How it went into detail on why it's bad for your body*
- *how nice everyone was to me*
- *How we are shy at first but once one person talks everyone comes together*
- *How we can use are skills that we during the process*
- *I don't like how they taught me not to use the drug marijuana anymore*
- *I enjoyed learning more about the facts and concerns surrounding marijuana.*
- *I got to build a bond and learn about marijuana*
- *I got to engage with others*
- *I got to have selfcare*

- *I got to know people*
- *I got to see my cousins and I got to learn something new*
- *I had fun making the commercial*
- *I learned alot*
- *I like how I hit to meet new people*
- *I like how it told you about the risk of smoking marijuana*
- *I like how some people became my friends*
- *I like how the class can come together and build team work and learn something new*
- *I like how the staffs are very active and interested in our lives*
- *i like how there were different groups and you got to choose what you wanted to do like either writing poster or video crew*
- *I like how we do stuff as a group and do fun stuff*
- *I like how we worked together and make it great*
- *I like that it gave me an opportunity to put my editing skills to work!*
- *I like that they are caring and make you feel comfortable to even talk about personal problems and things. I learned a lot and I feel I learned more than a whole quarter of school.*
- *I like the fact that we can all learn together and learn different things.*
- *I like the podcast*
- *I like the team work and lessons we learned*
- *I liked be able to learn new facts*
- *I liked being able to engage and talk to new people.*
- *I liked being able to learn about marijuana*
- *I liked coming together with my peers and having fun and learning more in depth about marijuana and how to share prevention methods & info.*
- *I liked how everyone is close and we all had some sort of bond with each other*
- *I liked how I got to be with friends*
- *I liked how it taught me many things about marijuana and how to prevent it.*
- *I liked how the mentors spilt us up into groups for our podcast with people we didn't know and we got to come together as a group. I also liked the mentors their really nice people*
- *i liked how we all came together and did something different in our own way*
- *I liked how we all worked together*

- *I liked how we can be with friends*
- *I liked how we communicated as a group*
- *i liked how we learned alot of new things*
- *I liked knowing the information on harm from marijuana and the activities that surrounded the topic*
- *I liked learning about fentanyl and what it does*
- *I liked learning about the effects of marijuana*
- *I liked that I felt respected and that we all learned new things.*
- *I liked that I got to contribute to something that will later impact minors lives*
- *I liked that i was able to learn about the upside and downside of weed*
- *I liked that it was on zoom mostly and not in person*
- *I liked that we got to film a video because i take film classes so that was nice to me.*
- *I liked that we were able to go out to feed and provide to the less fortunate*
- *I liked the activities*
- *I liked the knowledge we received the most.*
- *I liked the learning and overall experience*
- *I liked the new people I met*
- *I liked the people in the background*
- *I love that it was a safe space to state how you felt*
- *I loved that there were actual facts to why marijuana is bad for teens that way kids can't say it's no harm*
- *I loved that we still had fun when learning and learned a lot of affective things.*
- *I really liked it and I think that it's good that students do it*
- *I thought everyone was kind and funny.*
- *I was able to connect with others*
- *I'm getting to learn more about drugs and its effects.*
- *I'm getting to learn more about drugs.*
- *I'm getting to learn more about the drugs.*
- *I'm getting to learn more about the effects of drugs.*
- *In person meetings*

- *It gave me the chance to learn more about the dangers of marijuana and meet some people.*
- *It helped with leadership skills*
- *It was engaging*
- *It was informative and interesting*
- *It was inspiring*
- *It was very cozy feeling and very welcoming*
- *It was very interesting*
- *it's chill and loved it!!*
- *It's more inspiring being hands on and learning about what these drugs can do to you rather than just being told to not do it*
- *leaders [2 responses]*
- *Learning*
- *Learning about marijuana and filming what I learned*
- *Learning how to podcast*
- *Learning information about our topic and reading about the effects was the best. I think it's very important that we gain knowledge and understand these things in order for us to lead ourselves towards a better future.*
- *Learning new things*
- *Learning what credit score is*
- *Like meeting new people*
- *Making the skit*
- *Making the video*
- *Meeting new amazing people*
- *meeting new people [5 responses]*
- *meeting new people and working with others*
- *Meeting the Amazing People*
- *met new people*
- *My favorite part about the program is how open minded all the mentors are*
- *Our time at the Florin Square*
- *Podcast [2 responses]*

- *projects*
- *Showing how marijuana is bad for you*
- *six flags*
- *Socializing more with people*
- *Socializing with other great people*
- *Spending time with my friends making the video*
- *Staff*
- *talking about how bad marijuana is*
- *Talking to people*
- *That I could communicate with others*
- *That we can get different peoples opinions on certain topics*
- *That we got to get together and brainstormed*
- *The connections [2 responses]*
- *The connections an beings with family an friends*
- *The curriculum they learn how they can be free and be themselves*
- *the editing*
- *the emmersivness*
- *The environment and events we get to go to*
- *The event we did in the promadan*
- *The experience [2 responses]*
- *The fact of being able to meet n get along with different people*
- *the facts i learned*
- *the food and people*
- *the friends I made along the way*
- *The group projects*
- *The group work that we got to do together.*
- *The information [2 responses]*
- *The information and participation*
- *The Instructors*

- *The learning experience*
- *The mentors [2 responses]*
- *The mentors welcoming and fun demeanor*
- *The people [2 responses]*
- *The people and lessons we learned*
- *The people involved*
- *The people were really nice there*
- *the presentations*
- *The projects*
- *The sense of community*
- *The snacks*
- *The social interaction*
- *The spa days*
- *the staff*
- *The teachers [2 responses]*
- *The team work*
- *The thing I liked the most about Futures was getting to meet new friends and being able to learn new things to help me out.*
- *The thing I like best was how they was teaching us what can weed do to your brain instead saying just don't smoke it and how comfortable we felt there*
- *The things I learned and the friends I made*
- *The video production it was fun*
- *The way I learned how to do a podcast*
- *They activities*
- *They gave us a chance too actually express ourselves.*
- *video*
- *we actually learn important stuff and learn new things we never knew*
- *We got to learn about more than just the topic presented and valuable information that we will actually use for our future*
- *We got to make a song about weed prevention*

- We grew with the people in our group
- What i like about the #Futures is how i met new people and that i learned more about stuff that's bad for your health
- What I liked about futres is that. I get to be with other people
- What I liked best is that it's showed and talked about the reality of marijuana
- What I liked best was acting out how do deny drugs in different canarios and situations
- What I liked best was everyone was friendly
- What I liked best was just working as a team on making our posters and the conversations
- What I liked best was when we were learning marijana use and how it could effect your body system
- What I liked most about this program is that it taught us good things that marijuana can do and the bad things marijuana can do.
- When we sang and made the music video
- Working With Each other
- Working with people I get along with
- You can talk to stuff that was there n they give you a really good advice

What did you like least about #Futures? (N = 196)

- 2 hour meetings
- about marijuana [2 responses]
- All that writing
- Amount of time to interact with peers
- being on camera
- being on zoom instead of in person
- coordination
- Disrupting and not taking things seriously
- Drawing
- Giving up my Saturday mornings
- Going online was boring
- how it wasn't that long:((
- How long it took.

- *how long it was [2 responses]*
- *How quickly we did the lessons*
- *I can't really think of anything that I would say I liked the least.*
- *I did not like the amount of lessons there was on imago*
- *I did not like the time.*
- *I didn't dislike nothing I enjoyed and loved it*
- *I didn't have any moments where I didn't like the program*
- *I didn't like how it was a bit unorganized*
- *i didn't like how we were on a zoom for so long .*
- *I didn't like that it lasted so short*
- *I didn't like that their wasn't food*
- *I didn't like that we had to go early in the morning on a Saturday.*
- *I didn't like the long hours but I didn't mind it too much eventually*
- *I didn't like the time.*
- *I didn't like the waiting*
- *i didnt not like anything*
- *I didnt not like anything about the class*
- *I didn't really dislike anything.*
- *I didn't really like the recording part*
- *I didn't really not like anything, accept when I had to get up early lol but it was worth it.*
- *I didn't waking up early to get there*
- *I don't believe there is anything negative about this program, it did a good job of teaching us and allowing us to share info on the negative affects of marijuana.*
- *I don't have anything I liked least.*
- *I don't like the people who aren't serious*
- *I have no complaints*
- *I honestly enjoyed everything about it*
- *i kinda liked everything*
- *I least like some of the people there*
- *I like everything a lot*

- *I like everything about Future.*
- *I liked every thing abt it it was very fun*
- *I liked everything about the program*
- *i loved everything no things i aint like*
- *I think it's cool*
- *I thought it was really fun. I learned allot*
- *I'm not sure*
- *I'm not sure I can think of anything*
- *It conflicted with my soccer a lot*
- *It took really long*
- *It was a bit unorganized.*
- *It wasnt long enough*
- *Jus [Name removed]*
- *Learned a lot and had a lot of fun*
- *less group work*
- *long*
- *Miscommunication on dates and times of events*
- *N/A [11 responses]*
- *No phones*
- *None*
- *None flexible schedule*
- *not being able to work with friends*
- *Not doing a lot of work*
- *Not having a lot of time*
- *not sure*
- *Nothing [30 responses]*
- *Nothing ever thing was great*
- *Nothing everything was good*
- *Nothing everything was great*

- *Nothing everything was perfect*
- *Nothing everything's great*
- *Nothing I had a blast!*
- *Nothing I liked the program*
- *nothing i liked the whole thing*
- *Nothing I loved it*
- *Nothing I loved it all.*
- *nothing just when we had to go outside in that heat*
- *Nothing loved everything about it*
- *Nothing much to dislike*
- *Nothing really [6 responses]*
- *Nothing really I loved everything*
- *Nothing really least about it it's just sometimes I wouldn't get home on time for the zoom*
- *Nothing that I can think of*
- *Nun*
- *Our tension sometimes*
- *Planning but we did the best with the time we had*
- *Probably the late zoom calls lol.*
- *some of the people*
- *Some of the students*
- *some organizational aspects*
- *Tabling*
- *Talking in front of people I did not know*
- *That it was every Tuesday and Thursday*
- *That Some people didn't listen*
- *That they should give out more food*
- *that we were on the zoom*
- *The amount of time to interact with my peers*
- *The amount of work*

- *The book work cause we all thought we had to do it*
- *The curriculum*
- *The essays*
- *The heat*
- *The homeless feeding*
- *The later hours*
- *The length*
- *The long days*
- *the long hours*
- *The online work*
- *The painting*
- *The planning even though it was a big part of the program.*
- *The rigged games*
- *The schedule*
- *the speaking to others*
- *The start of it I was pretty nervous, after that everything was fine .*
- *The students*
- *The tabling at my school*
- *The time*
- *The time management*
- *The time of the class*
- *The timr*
- *The way it was conducted*
- *The way that the program was conducted*
- *The writing part wasn't really my favorite part.*
- *The zooms*
- *Them separating me from my friends*
- *There could of been more different projects to do about marijuana to make it more engaging*
- *there is always arguments*

- *There is no least thing I didn't like about futures*
- *There isn't really anything I disliked it was fun*
- *There was nothing I didn't enjoy*
- *There was nothing I didn't enjoy about the program*
- *There was nothing much that i enjoyed the least I enjoyed every second of it.*
- *There wasn't anything I disliked [2 responses]*
- *There's really nothing to not like about it*
- *There's was nothing I did not like*
- *Too much note taking*
- *Waking up Saturday morning*
- *Wanted more*
- *what day the classes were on*
- *What I liked the least was driving to the classroom every Saturday*
- *When kids was not paying attention*
- *Working in the book for no reason*
- *Zoom*

What new information did you learn about cannabis/marijuana from this program?
(N = 172)

- ** Marijuana is not safe because of its mind-altering side effects on the developing teen brain. * It is mainly made of two chemicals: tetrahydrocannabinol (THC) and cannabidiol (CBD). * The amount of THC in marijuana is what determines how strong it is. More THC = more addictive. * Today's marijuana has high levels of THC.*
- *a lot [2]*
- *A lot I learned a lot*
- *a lot of things*
- *All the bad things*
- *allow myself to develop into an adult before trying any drug*
- *Alot*
- *Cannabis can mess with the white matter in your brain and your memory*
- *How harmful it is*

- *How harmful it truly is and how the environment of the user is a big part of why people use marijuana*
- *How it can affect our future*
- *How it can affect something call white matter in ur brain and how it not done develop until 25 or older*
- *How it can affect the brain what it really does to a person*
- *How it can affect your memory and you long term*
- *How it can effect your memory and it puts little things attached to your lungs*
- *How it can keep you hooked*
- *how it could affect you in many ways*
- *How it effects your Brian*
- *How much more harmful it is to a child's brain development*
- *How there are long term effects as well to your brain, mental, etc.*
- *I don't know*
- *I have learned more on the physical and mental aspects of how marijuana can affect. Also how it is getting out of hand due to the drug fentanyl which is causing harm more so from weed.*
- *I learn that it can impact your brain in a negative way and cause you to struggle to find a job*
- *I learn the harm marijuana can do to you.*
- *I learn tht it's not good for your brain*
- *I learned about how much thc is in marijuana and how dangerous it can become out on the streets from randoms*
- *I learned about marijuana that teens are more capable of being addicted to marijuana because our brains are still developing*
- *I learned about THC and when the human brain is fully developed*
- *I learned about the difference factors of marijuana.*
- *I learned about what's inside marijuana.*
- *I learned about white brain*
- *I learned how bad it is for you*
- *I learned how harmful it can really be to someone and how it can lower my sperm count and weaken my heart.*
- *I learned how influential it is to the youth.*

- *I learned how it affects the white matter in the brain.*
- *I learned how it affects your brain cells and how it can make you make decisions that could hurt you in the future and make you have a bad future make you have bad relationships with your family and friends*
- *I learned how it could really effect your nervous system*
- *I learned it can kill your brain*
- *I learned it lowers sperm count*
- *i learned more about how it affects u*
- *I learned more about what's in marijuana*
- *I learned that is very harmful and it can effect your health*
- *I learned that it affected the brain more than I thought and knew*
- *I learned that it can badly affect your brain and cause hallucinations. It will also affect your future and the people around you. If you are caught and it it out on your record, you can possibly not be able to go to the colleges you want or get the jobs you wants.*
- *I learned that it can lower your sperm count and possibly ruin your chance for kids in the future although it's most common in men.*
- *I learned that it can reduce teenagers IQ*
- *I learned that it is very effective when it comes to mental health and also physical health also learned that it is really dangerous when you don't know where you're getting it from and people could cannabis. last thing is that A lot of kids get influenced by it so make sure that you are being an example for the younger children*
- *I learned that marijuana affects the brain's reward system causing a "high"*
- *I learned that marijuana can cause addiction and kill your white cells that you use to think as well as slow down the growth of everyday life*
- *I learned that marijuana can cause rapid heart beating & also it can help out certain levels*
- *I learned that marijuana can kill brain cells*
- *I learned that marijuana has thc and cbd in it*
- *I learned that marijuana is not good and can made us sick.*
- *I learned that marijuana is really bad for you*
- *I learned that marijuana is really bad for your health and can affect you brain.*
- *I learned that marijuana usage doesn't start at highschool and usually young kids like 12 year olds use it or start using it at that age*

- *I learned that our brain is still developing because we are young so the weed slows down the growing process*
- *i learned that smoking marijuana around other people that doesn't smoke could cause lung cancer and could make u die quicker.*
- *i learned that smoking marijuana can affect how you act or your mood around other*
- *I learned that smoking weed lowers your sperm count*
- *I learned that tch is the part of mariiana that makes you feel high*
- *I learned that THC in marijuana gets you the "high".*
- *I learned that weed makes u lose brain cells nd damages you*
- *I learned that your brain may not reach its full potential if you smoke under the age of 25.*
- *ldk*
- *it affects ur brain growth and different factors inside of your brain*
- *It affects white matter in your brain*
- *It affects your brain*
- *It bad*
- *it cam effect ur brain*
- *It can affect your brain, like the way you think.*
- *It can be home grown*
- *It can be very harmful*
- *It can effect your brain*
- *it can give you ling cancer*
- *it can kill you*
- *It can lower your sperm count [2]*
- *It can stop growth and can make you sleepy*
- *it effects many things in your brain like your frontal cortex and slows your brain down*
- *It effects ur physical/mental health*
- *It has many different names and many different forms*
- *It has negative long term affects*
- *It is harmful*
- *it is very harmful [2]*

- *It mess up your brain from growing*
- *It raises your dopamine levels*
- *It slow down human functions*
- *It's bad for you*
- *It's cause growth problems with ur brain at a young age*
- *It's easier to become addicted to marijuana or other drugs as a teen due to the fact that our brains are still developing and learning*
- *its harmful to the white matter in your brain*
- *it's not good for your brain*
- *Its way more harmful than I thought*
- *I've learned about the frontal lobe and the different strands and levels of marijuana and how it can effect you that are not finished growing*
- *Just new terminology*
- *Little kids use weed as well as teens*
- *lots*
- *Marijuana can affect the white matter in your brain*
- *Marijuana can be a life changing drug even if taken once.*
- *Marijuana can harm people mentally & physically*
- *Marijuana contains more than 100 substances, called cannabinoids.*
- *Marijuana is more harmful then it seems*
- *Marijuana is not good for you at all*
- *marijuana is so denger*
- *Marijuana messes with your brain*
- *More about how it affects the brain*
- *NA*
- *Never use marijuana*
- *No*
- *None [2]*
- *none been through the program before*
- *None it was very educational*

- Not to use it
- Psychosis
- shorten life span
- Some people use it for stress.
- Something I had learned was that marijuana was illegal for people under 21
- stuff
- That 15% of teens use marijuana I thought it would be more
- That it has a lot of chemicals
- That it is really bad for teens
- That it affects your brain if you smoke it at a young age
- That it can affect more than yourselves it affects relationships and others.
- that it can affect us in many ways
- That it can cause a lot of problems and mental health problems
- That it can cause hallucinations
- That it can cause memory loss and the effects on the brain
- That it can damage a part of our brains that isn't fully developed yet until we are 25
- That it can delay development of the brain
- that it can do so much more than what people explain
- That it can impact your life really bad
- that it could mess you up bad
- That it damages your brain
- that it is bad for you & that your brain doesn't even fully develop till 25 so it can ruin you
- That it stunts the growth of the brain
- That it will mess up your frontal cortex and can worsen your emotional problems
- That it's bad for you and can mess up your brain and mindset
- That it's bad for your health
- That marijuana can be laced with fentanyl and you can't tell.
- That marijuana can have up to 600 chemicals in it
- That marijuana could be laced with fentanyl

- *That marijuana is bad for you and that it messes up the white matter in your brain.*
- *that marijuana is dangerous*
- *That some people use cannabis/marijuana for medical purposes*
- *That THC is what gives you the high feelings*
- *That the brain is developing and continues to develop till the age 25*
- *that ur brain isn't fully developed til the later stages in life*
- *That using marijuana can really affect ur brain and how u act*
- *That you should wait until your old enough*
- *That your brain isn't fully developed until you're 25*
- *That's it's bad and it can kill you at such a young age*
- *that's it's bad for you*
- *thc and cbd*
- *THC means tetrahydrocannabinol*
- *the cause and affect of marijuana*
- *The cause and effect it has on your brain and your ability to learn new things*
- *The chemicals in the drugs can be used for different purposes.*
- *The effects it has on the body*
- *The long term effects it has.*
- *There are over 400 chemicals in cannabis*
- *There is bad for you and people can put fit Noll inside*
- *To not use it cause it can effect your brain badly*
- *U can get lung cancer*
- *What chemical is in it and how it affects your brain*
- *What tch was*
- *White matters meaning*
- *Yeds*
- *Your mood can change*

Use this section to share other information that will help us understand your experience in #Futures. (N = 134)

- (:
- *A program that a lot of young people need*
- *At first I was not wanting to but I got to meet people and those people showed me I can be my own leader*
- *communicate with people more*
- *Communicating with others and having more confidence. also learning new things*
- *Don't do drugs*
- *Don't use cannabis*
- *Everyone makes their own choices and decisions. Although marijuana is bad for teens at the age of 14 we are responsible for our actions so in order to get a teen to stop they have to want to.*
- *Everything was perfect*
- *fun, meeting others, learning new things*
- *good program loved it*
- *Honestly, I think that it all went well. We could've had better communication. But that's it.*
- *I am greatful to have made so many new friends and learned how to socialize because of this internship.*
- *I don't have any other info to share.*
- *I don't know [2]*
- *I enjoyed everything that was done to ensure that we were engaged, and grasped the info. Not only did I learn about the severe consequences of using weed but also became friends with many of the people*
- *I enjoyed learning about marijuana and making new friends. I also liked that I have found a safe place where I can enjoy myself and have fun.*
- *I enjoyed the program it was fun and a good learning opportunity*
- *I experience a lot of healthy people and i made friends*
- *I got to go in a studio for the first time and work on my project and I got to be in a music video for the first time*
- *I had a good experience it's not my first time going to program but it was my first time going to one like that but it was good the people or nice and respectful.*

- *I had a good time. I liked how every day we weren't talking about the same thing and we learned about different things apart from cannabis, and some of the segments really made me think about things. I think that the staff could've did a little bit better when it came to getting the kids together and making sure that we didn't get too comfortable with each other from the same school but really networked with other kids to get to know them as well.*
- *I had fun socializing with great people and I enjoyed the time I spent with them.*
- *I have been able to communicate and be confident with other people.*
- *I have met new people and communicated strongly with others. I'm glad that I joined this program because it helped me a lot in areas that I used to struggle with. I think this program is very helpful to not just me but everybody I'm the world because it is helping to spread awareness and can possible save the youth in the present and future.*
- *I have nothing and there is really anything to change about this program*
- *I helped my self realize when other people respect you can tend to feel more comfort and I was being able to speak up more*
- *I just moved to California so I was able to go hang out or something new I learn how to use my mom's laptop I learned about drugs I never really liked drugs because my mom used them years ago but now she doesn't and now it helped me understand her and love her more*
- *I learned how to campaign and spread awareness to my peers and others*
- *I learned that marijuana is really bad for you, and will only make your life worse. My experience while in this program was interesting and exiting by learning new things.*
- *I liked every moment got along with everyone they were nice.*
- *I liked how this was a way to meet up/talk to family more and to see there faces again.*
- *I liked it and had a good time learning new things about cannabis/marujana*
- *I liked it because it helped me know more knowledge it*
- *I liked it overall*
- *I liked making a poster with my group*
- *I love impact sac*
- *I loved everything about it from the meetings to the projects*
- *I loved everything I think it should expand*
- *I loved meeting new people and hearing about their experiences*
- *I loved my program*
- *I loved the program*
- *I loved the topics that we talked about. But sometimes it felt segregated and closed off.*

- *I loved this program and also the experience with recording a podcast and also the week of service*
- *I personally don't have experience but now i know the consequences.*
- *I really enjoyed my experience during this program because it helped me get closer to adults and gave me a safe place to talk about anything I didn't want to talk to my parents about.*
- *I really liked my experience in #Futures. I learned a lot and had fun.*
- *I really liked this program and I think they should do it more often*
- *I said a lot in the video but ye to add what I was saying it really help my social skills*
- *I suggest that people should try out and go because it's fun and you can meet new people and get comfortable*
- *I think it was 9/10 I definitely recommend it to anyone who wants to learn more and MJ and even to be around people you don't know and working with others but also can help you talk to people and how to talk to people at job interviews/what to wear.*
- *I think it was fun and a good way to learn and practice new skills needed for the world as well as knowledgeable for teens to learn about things like this it could help a lot in someone's future knowing how much of an effect marijuana can have a person or their family*
- *I think that people should join this program because it helps others learn about marijuana*
- *I understand the importance of weed use and not to use it*
- *I valued the opportunity I had to be apart of a group who wants more for the community and spreading positivity to youth in a way that can make them understand.*
- *I want to know how to write a resume in the future.*
- *I was able to get comfortable with my new group and learn the effects of the drug.*
- *I will use my money wisely and I quit using marijuana.*
- *I would've preferred shorter meetings*
- *Idk [2]*
- *If you want to have fun and learn something new I think this program would be good for you*
- *It help me realize the dangers of majiuana once and learning about something u smoked before and know u what's in it and I'm glad there's programs like this*
- *It helped me know more about marijuana so I could better my knowledge knowing the drugs around me.*
- *It helped me teach people to not do marijuana*
- *It is a good environment*
- *It made me learn on how to be safe with cannabis*

- *it was a fun experience*
- *It was a good overall experience I enjoyed learning about the many different effects of marijuana that I didn't know before*
- *It was a nice experience*
- *It was a very fun learning experience I would say and it brought the youth together*
- *It was actual pretty good*
- *It was amazing and inspiring to be apart of something that teaches you to better your health*
- *It was an awesome experience*
- *It was coo*
- *It was fantastic I felt really confident and comfortable meeting new people and exploring new experiences.*
- *It was fun and a new experience*
- *It was fun I got to work with a lot of cool people and the instructor was great too.*
- *it was good*
- *It was honestly really fun, and I met some people that I am proud to call my friends.*
- *it was much better than i expected it to be*
- *It was really cool and fun I liked it it's a good program*
- *It was really fun and it helped me with having a space to do my work as whe I am home I am usually busy and have to do my school work when it's late.*
- *It was so much fun! I got to learn about such a horrible drug. I got to work with some amazing people with creative mindsets. We got to create a community, and a wonderful video.*
- *it was soo fun and i got to experience many new things*
- *It was super fun*
- *It was very enjoying having a place to go to and a something new to add to my resume while still getting payed. At the same time we are having fun too which is the best part.:)*
- *it was very fun*
- *It was very fun I made new friends and spent quality time with loved ones. I got separated but I copped with it and was cool with it in the end. Then I learned a lot about Cannabis and now I never want to try it in my life.*
- *It's a great leadership program and a place to share your feelings and make new friends.*
- *Its was fun everyone was nice n friendly n cool I wanna come back*
- *Malachi*

- *Marijuana comes from cannabis.*
- *Maybe staffs being involved in students life*
- *Me not knowing much about drugs before I did this program. Now I know a little more about drugs and what it can do to you.*
- *More comfy chairs would be better*
- *My experience was good I step out of my comfort zone I'm stopped smoking weed after finding out what and can do to you and I had made some friends*
- *My experience was great I had fun meeting new people and it was just a overall great experience*
- *My experience was really good I will definitely tell a family or friend about this!*
- *My experience was very eye opening when it comes to the substances I consume into my body*
- *My program advisors were really friendly and nice.*
- *N/A [13]*
- *No other information*
- *No thanks*
- *None*
- *Not only did we learn about cannabis or marijuana, but we also learned how to work as a team. We got into our separate groups and talked about all kinds of different topics about how marijuana can affect your mental health, your body and how it affects others around you*
- *Nothing [2]*
- *Now I know what the consequences are of doing Marijuana.*
- *thanks for the opportunity*
- *That they have more programs*
- *That you shouldn't smoke because you don't know what people put inside of it before you smoked it*
- *THC can impair in and coordination, it also kind of slowly destroys your frontolobe*
- *This experience was really fun, they taught us useful and great things and we were always entertained no matter if we were learning, doing workshops, or anything else. They always made sure we were comfortable and everything. 10/10*
- *This needs to be a course in middle & High school*
- *Udk*

- *We made music . Went out for ice cream , did podcasts , made sooo many tik toks ,got to experience a studio and made posters and had so much fun overall*
- *Weed will mess with you in the long run. The human brain doesn't develop until the age 25.*
- *What helped me understand words I was taking notes . and recording the lessons on my phone.*
- *When I used it I felt good in a way but I also knew it was bad for my brain an health so I chose not to do it anymore*
- *When I used it I felt good in a way but I knew it was bad for my brain an health*