

Prop 64 Cohort 2: San Diego Final Evaluation Report

October 2024

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Background

Passed by California voters on November 9, 2016, Proposition 64 (Prop 64) legalizes specified personal use and cultivation of marijuana for adults 21 years of age or older; reduces criminal penalties for specified marijuana-related offenses for adults and juveniles; and authorizes resentencing or dismissal and sealing of prior, eligible marijuana-related convictions.

Prop 64 allocated a portion of state cannabis tax revenues to the Board of State and Community Corrections (BSCC) to administer a grant program designed to mitigate the impacts of cannabis legalization on local communities. Since 2019, BSCC has awarded over \$31 million to local governments through the Prop 64 Public Health and Safety Grant Program, who have utilized these funds to support youth development, public health and law enforcement initiatives. In many cases, local governments have contracted with community-based organizations to deliver such services and education.

In 2021, under the Proposition 64 Public Health and Safety Cohort 2 Grant Program, the BSCC awarded \$20,995,842 to 22 different grantees across California. Within the San Diego region, three police departments were awarded with grants, amounting to a total of \$2,999,960 over a three-year period. Together, the San Diego Police Department, awarded \$999,960, the Chula Vista Police Department, awarded \$1,000,000, and the La Mesa Police Department, awarded \$1,000,000, collaborated with community-based organizations (CBO) to educate students and the broader community about the risks associated with youth marijuana use. Funds were also utilized to monitor legal dispensaries and tackle illegal operations, such as selling to individuals under the age of 21.

At the onset of the grant, the City of San Diego (SD) was projected to become a significant hub for cannabis-related activities, with over 60 licensed cannabis production and retail outlets in operation. As one of the few municipalities in San Diego County (SOC) that did not ban the cultivation or distribution of marijuana, SD now hosts 40 cannabis production facilities and 36 authorized outlets, with each council district permitting four retail locations. This concentration of cannabis facilities underscores the need for targeted interventions aimed at addressing the potential consequences of marijuana use, particularly among youth.

The legalization of marijuana for both medical and recreational use has contributed to a shift in public perceptions, with a growing normalization of cannabis consumption. This shift is particularly concerning in relation to youth, as recent studies have shown that the perceived risks associated with marijuana use among young people in San Diego County have declined. Moreover, local communities have voiced concerns about the impact of increased marijuana accessibility, including a rise in poison control calls, emergency room visits, impaired driving incidents, and explosions from butane hash oil labs. A notable example occurred on January 15, 2021, when a hash oil explosion in City Heights forced the evacuation of an 18-unit apartment complex, highlighting the very real dangers associated with these operations.

Utilizing its Proposition 64 Public Health & Safety Grant Program, the San Diego Police Department (SDPD) and the non-profit organization Sports Training, Academics, & Recreation/ San Diego Police Athletic League (STAR/PAL), utilized the grant to implement the Mentoring Youth for Tomorrow (MYT) program, which provided both on-site and off-site mentoring for middle school students in City Heights and Southeastern San Diego. The program focused on leadership training, crime prevention, and substance abuse education, with law enforcement officers serving as mentors to guide the youth.

Key Accomplishments

Key accomplishment #1:

The program moderately increased youth participants' knowledge of the physical and psychological risks associated with marijuana. Specifically, there was a 12% increase in the number of youths recognizing that marijuana could be physically addictive and a 10% increase in awareness of its potential to cause mental dependency.

Key accomplishment #2:

The program successfully held 68 educational presentations, surpassing the initial goal of 36 . These sessions addressed a range of topics, including the dangers of juvenile marijuana use, the risks associated with high-potency products, and the legal implications for youth.

Key accomplishment #3:

After attending the class presentations, 68% of surveyed youth reported newfound knowledge about where to seek help if they wanted to stop using marijuana.

Key accomplishment #4:

The program held 10 parent presentations where 216 parents attended. After attending the presentations, parents were more informed about drug trends and risks as well as the importance of being able to communicate with their children regarding drug use risks.

Program Description

Proposition 64 grant funds enabled STAR/PAL to hire 1.5 SDPD officers to implement an evidence-based mentoring program for middle school students, both on-site at STAR/PAL and on school campuses. Utilizing the Mentoring Youth for Tomorrow (MYT) curriculum for middle school students, this intervention included presentations, leadership training, crime prevention, and substance abuse education. The two-day-per-week after-school program was available to all students on-site, while in-class sessions were offered in partnership with local schools—Gompers, Mann, and Monroe—when permitted. Efforts were also made to partner with additional schools for additional program opportunities. All interested youth were welcome to participate in the on-site programming.

Students from nearby schools were recruited to participate in programs held at the STAR/PAL site. While the in-class sessions focused solely on the curriculum, the on-site programs provided additional opportunities and resources, such as tutoring, volunteer opportunities, activities, and field trips.

The mentoring, educational, and supportive services provided by the officers aimed to strengthen relationships and rebuild trust between law enforcement and the communities they serve, which was the primary goal of both STAR/PAL and SDPD under this grant. Through the program, students had access to a wide range of mentoring from staff, volunteers, and officers. Tutoring services, activities, events, and field trips were all designed to help youth build connections with supportive adults and become familiar with available resources. Mentors were recruited from nearby universities and within the community to supplement the mentoring provided by STAR/PAL staff and officers.

Curriculum presentations, developed by the STAR/PAL Director of Education, were used for the program. Topics were consistent across all age groups, with slight modifications to ensure age-appropriate and maturity appropriateness content for each grade level. Additionally, year-round community service opportunities were made available to all youth involved with STAR/PAL.

STAR/PAL also expanded two off-site programs, Life Skills and We Can, and reestablished its partnership with Juvenile Court and Community Schools (JCCS) to serve high school-aged youth. This included youth who were wards of the court or were referred by social services or probation. Any youth attending JCCS were welcome to participate in the programming.

Lastly, SDPD partnered with the DEA to educate parents on the dangers of marijuana and other drug trends. These parent presentations were open to all parents and community members regardless of whether or not their children were participating in STAR/PAL programs.

SANDAG served as the outside evaluation partner for this project and met regularly with partners to track the progress of the grant and help address any challenges. SANDAG conducted both a process and impact evaluation to document the outcomes and successes in achieving the intended goals.

Program Goals, Objectives, and Design

The Prop 64 Cohort 2 San Diego Program aimed to increase awareness and knowledge regarding marijuana use and its effects on youth. The goals and objectives for the Proposition 64 project are outlined below.

Goal 1: Implement on-site middle school mentoring program at STAR/PAL.

- **Objective 1a:** Increase knowledge of marijuana use.
- **Objective 1b:** Decrease self-reported use of marijuana.
- **Objective 1c:** Increase attachment to supportive staff.
- **Objective 1d:** Increase awareness of laws as they relate specifically to juveniles.
- **Objective 1e:** Increase understanding of staying safe online regarding social media.
- **Objective 1f:** Improve relationships with law enforcement.

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

- **Objective 2a:** Increase knowledge of marijuana use.
- **Objective 2b:** Decrease self-reported use of marijuana.
- **Objective 2c:** Increase attachment to supportive staff.
- **Objective 2d:** Increase awareness of laws as they relate specifically to juveniles.
- **Objective 2e:** Increase understanding of staying safe online regarding social media.
- **Objective 2f:** Improve relationships with law enforcement.
- **Objective 2g:** Recruit for onsite mentoring programming.

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

- **Objective 3a:** Increase knowledge of marijuana use.
- **Objective 3b:** Decrease self-reported use of marijuana.
- **Objective 3c:** Increase attachment to supportive staff.
- **Objective 3d:** Increase awareness of laws as they relate specifically to juveniles.
- **Objective 3e:** Increase understanding of staying safe online.
- **Objective 3f:** Improve relationships with law enforcement.

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

- **Objective 4a:** Increase understanding of drug trends and risks.
- **Objective 4b:** Increase ability to communicate with children regarding drug use risks

Methodology

Research Design

SANDAG conducted both a process and outcome evaluation. A quasi-experimental design was employed to measure changes over time among youth before and after STAR/PAL participation. SANDAG staff were involved from the beginning of project development to ensure the evaluation accurately measured program goals and objectives, develop necessary data collection tools, and establish research timelines and protocols. SANDAG created easy-to-read data dashboards documenting up-to-date information on client intakes, exits, and services received, which were shared at partner meetings to inform program implementation and help assess the need for any midcourse adjustments.

Fidelity to the model and program design were extremely important, and as such, SANDAG staff worked with the partners throughout the grant period to understand the curriculum and proposed strategies. Additionally, SANDAG assisted with conducting surveys with participants regarding their perception of services received. When deviations from the original strategies occurred, these were also documented, including the reasons why.

Process Measures

The process evaluation documented what program components were employed and if interventions were implemented as designed. Data were gathered from multiple sources to describe the population served, the groups attended, services received, satisfaction with services and implementation, and lessons learned. The process evaluation addressed the following questions:

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

Outcome Measures

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

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

Data Collection and Sources

A detailed description of each of the data sources and how data were collected is described below.

Pre and Post Surveys

Youth attending STAR/PAL sessions, both on-site and off-site, were given pre- and post-surveys to measure changes in their perceptions, knowledge, and risks related to marijuana and substance use. The survey also included questions on their perception of law enforcement, areas of personal growth aimed at preventing future use, and their overall satisfaction with the program

Post-Knowledge Surveys

To assess any increase in knowledge regarding the effects and risks of marijuana, responsible adult use, communication skills, and available community resources, participants were provided with a post-survey at the end of adult and community educational sessions.

Participant Tracking Logs

Individual-level data, including session and group participation, referral source, school attendance, school performance, and program completion status, were tracked by STAR/PAL and entered into their existing database. Each youth was assigned an individual identification number to maintain confidentiality. SANDAG received quarterly data downloads from STAR/PAL for analysis and inclusion in a data dashboard.

Stakeholder Survey

To gather feedback on program implementation, what worked, and areas for improvement, a survey was administered to program staff. This survey, conducted electronically via Survey Monkey, was administered twice—once at the end of year one and again in year three—to inform mid-course program adjustments and track program development.

Project Implementation

A total of 68 on-site and off-site presentations were offered by STAR/PAL across participating schools, providing mentoring for middle school students (grades 6-8) in City Heights and Southeastern San Diego. These presentations covered a range of topics related to marijuana use, the risks associated with vaping, and other substance abuse issues. Additionally, these presentations provided leadership training, crime prevention education, and substance abuse prevention lessons, with law enforcement officers acting as mentors.

As of May 30, 2024, a total of 315 survey responses were received from youth participants who attended these presentations at middle schools—138 pre-survey responses and 177 post-survey responses. Notably, 68% of the youth who completed the survey expressed that they felt more confident in their ability to decline marijuana if and when offered to them.

This report highlights insights drawn from these responses. The surveys were composed of six different sections: demographics, youth relationships with adults in their lives, social media usage, marijuana knowledge, opinions of law enforcement, and youth's perceptions on STAR/PAL's classroom presentations. The findings in this report mimic that survey structure.

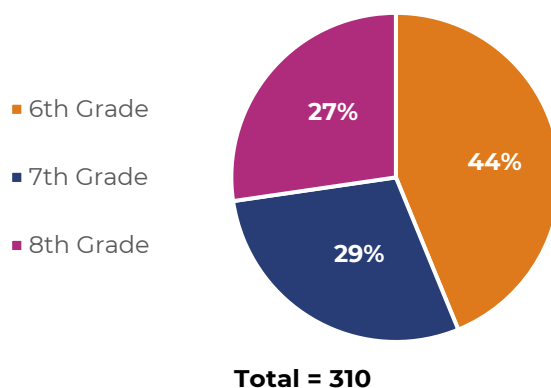
Program Description

To address Goals 1-3 of the Prop. 64 project—reduce marijuana use, enhance personal development, and expand positive support systems for at-risk youth—STAR/PAL aimed to provide prevention and intervention services to at least 300 middle school-aged children in the City of San Diego each year. STAR/PAL was able to serve 315 youth, surpassing its initial goal.

Participant Characteristics

Survey data offered insights into the demographics of participating students and their overall responses to the program. Between September 2021 and May 2023, STAR/PAL served 315 middle school students (6th–8th grade), with almost half (44%) being in the 6th grade (Figure 1). Nearly half (45%) of youth were 12 years old, 21% were 11 years old, 18% were 13 years old, 15% were 14 years old, and less than 1% were 15 years or older.

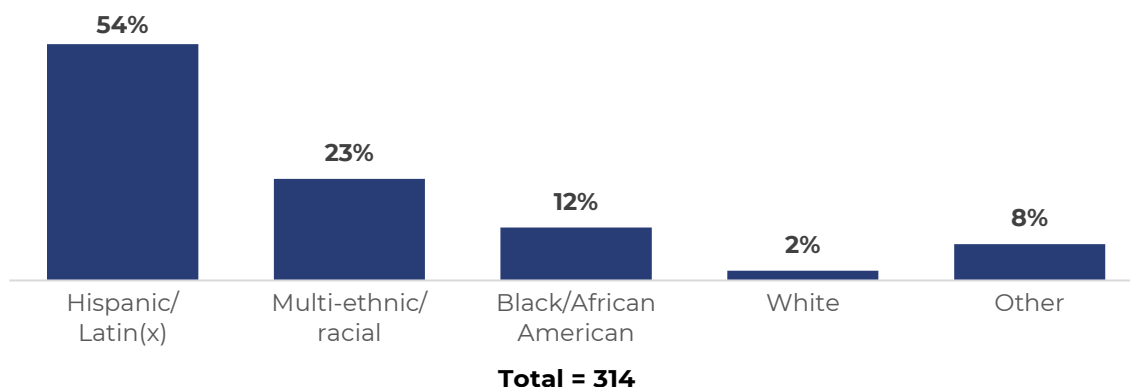
Figure 1: Participants' Grade Distribution



Sources: SDPD; STAR/PAL; SANDAG.

Over half (56%) of respondents identified as male, 44% as female, and less than one percent (1%) as gender non-conforming. In terms of ethnicity, Hispanic/Latino students made up the largest group, representing over half (54%) of respondents, followed by multi-racial students (23%), Black/African American (12%), and White/Caucasian (2%). Other identities included Asian and Hawaiian Native/Pacific Islander (8%) (Figure 2).

Figure 2: Participants' Race/Ethnicity



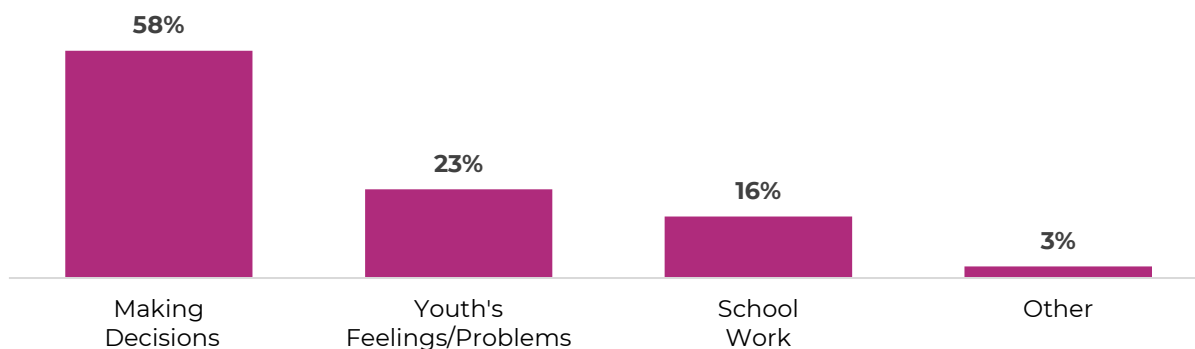
Sources: SDPD; STAR/PAL; SANDAG.

Perceptions of Adult Support Networks

The majority of youth (82%) reported having a trusted adult in their lives, and many described this relationship as involving daily communication. When identifying who this trusted adult was, 75% of respondents named a parent or legal guardian, while others pointed to family members (16%), teachers or coaches (5%), and other adults such as therapists, counselors, or friends (3%).

When asked about the types of support they received from these adults, respondents most often mentioned receiving help with decision-making (58%), followed by discussing feelings or problems (23%) and assistance with schoolwork (16%) (Figure 3). A small percentage (4%) reported that they did not have an adult they could rely on for support.

Figure 3: Type of Support Youth Receive From Adults



N= 279

Sources: SDPD; STAR/PAL; SANDAG.

Social Media Usage and Awareness

In terms of social media engagement, around 38% of respondents reported using platforms like Spotify, Twitter, or Instagram several times a day or more, 13% used social media a few times per month, about 11% engaged a few times a week. More than one-third (37%) reported not having social media accounts or almost never checking their accounts. The variety in responses reflects differing patterns of usage among surveyed youth. When it came to awareness of privacy and safety issues on social media—such as protecting personal information—responses also varied, reflecting differing levels of understanding and concern. This range suggests that while some youth are conscious of their online safety, others may lack a deeper awareness of these issues (Table 1).

Table 1: Participants' Correct Response Rates on Substance Use Knowledge

Survey Question	A lot	Some	A little bit	None	N
Protecting my privacy	52%	31%	8%	9%	285

Survey Question	A lot	Some	A little bit	None	N
Protecting my personal information	55%	28%	10%	7%	306
Protecting my mental health	44%	29%	16%	11%	298
How long my posts will stay on the internet	27%	17%	25%	31%	301
How everyone else on social media sees me	23%	23%	20%	34%	301
Cyberbullying	21%	20%	13%	46%	297

Sources: SDPD; STAR/PAL; SANDAG.

Notably, while one-fifth (20%) of respondents reported not having social media accounts, almost half (44%) said they rarely think about how their posts are perceived by people outside of their friend group. Additionally, there are mixed beliefs about the permanence of social media posts; more than one in three youth believe that deleting a post makes it completely inaccessible, while 19% believed a post could still be tracked even after deletion (Figure 4). This suggests a potential gap in youths' understanding of the lasting nature of information in the digital world.

Figure 4: Youths' Social Media Beliefs



Sources: SDPD; STAR/PAL; SANDAG.

Youth Knowledge and Opinion of Marijuana

Survey results reveal changes between pre- and post-survey responses, indicating a shift in youths' understanding after attending educational sessions. Specifically, there was a 12% increase in the number of respondents who recognized that marijuana could be physically addictive (Table 2). Awareness about marijuana's potential for psychological or mental addictiveness also increased, with a 10% higher rate in the post-surveys (not shown). However, it's worth noting that almost one in three youth (30%) were still "not sure" about marijuana's addictiveness after programming.

Table 2: Youth Perceptions of Marijuana Being Physically Addictive

Survey Question	Pre/Post Survey	Yes	Not Sure	No	N
Do you think marijuana is physically addictive?	Pre	43%	35%	21%	113
Do you think marijuana is physically addictive?	Post	55%	30%	15%	146

Sources: SDPD; STAR/PAL; SANDAG.

When it comes to student's perceived harm of marijuana, post-surveys showed that most (68%) respondents considered marijuana to be "extremely bad" or "very bad" for physical or other reasons, while 10% rated it as "a little bad." Compared to pre-survey responses, there were no significant differences indicating a change in youths perception about the harms of marijuana. However, there was a modest increase in the number of respondents who felt more informed. In the pre-survey, 57% of participants reported knowing "some" or "a lot" about the effects of marijuana, which increased to 63% in the post-survey.

The percentage of youth who reported being unlikely to use marijuana in the next year remained relatively stable. In the post-survey, 74% of respondents indicated they were unlikely to use marijuana, compared to 77% in the pre-survey. This suggests that while the educational sessions were successful in increasing knowledge and awareness about the risks of marijuana, they did not directly influence changes in respondents' intentions regarding future use.

Youth Knowledge and Opinions on Legislation and Law Enforcement

The study revealed several insights into youths' understanding of laws and their perceptions of police officers. When it came to legal knowledge, respondents demonstrated varying levels of familiarity. A majority of respondents (68%) reported having limited awareness of curfew violation laws. Similarly, 64% admitted a lack of knowledge surrounding loitering laws, with only one in three (36%) reporting feeling informed. In contrast, understanding of theft laws was stronger, with 57% of participants reporting familiarity. Awareness of laws related to alcohol, marijuana, and weapons was also relatively high, with 56% and 51% of respondents indicating knowledge in those areas, respectively.

Table 3: Youth Level of Knowledge on Categories of Laws that Impact Youth

Law Category	I know about this topic	I don't know about this topic	N
Miranda Rights	25%	75%	235

Law Category	I know about this topic	I don't know about this topic	N
Curfew Violations	31%	68%	233
Loitering	36%	64%	223
Domestic Violence	41%	60%	185
Theft	57%	43%	147
Alcohol and Marijuana	56%	44%	155
Weapons	51%	49%	123
Graffiti	48%	53%	179
Police Stops and Effective Communication with the Police	44%	56%	224

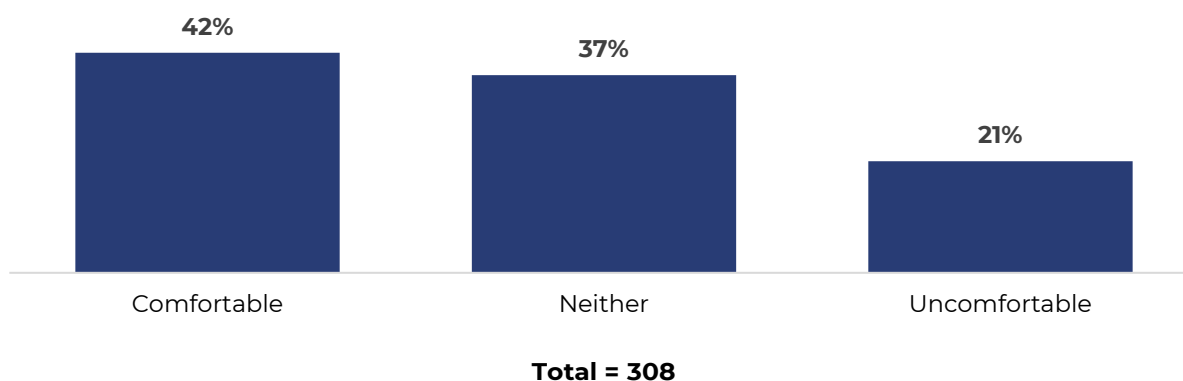
Sources: SDPD; STAR/PAL; SANDAG.

Regarding perceptions of police officers, results indicate mixed feelings among youth. About two in five (40%) respondents believed that police officers are fair to the youth in their neighborhoods, and nearly half (46%) trusted the officers patrolling their area. However, half of respondents (50%) reported uncertainty about police fairness, ten percent (10%) said they don't believe police officers are fair, and eleven (11%) do not trust officers who patrol their neighborhood. This suggests that while many hold positive views, some respondents have reservations.

Comfort levels in seeking help from police officers aligned closely with these perceptions, as about half (48%) of respondents felt comfortable reaching out to police if they encountered issues at school or in their neighborhood. However, when it came to knowing a specific officer they could approach, responses were more divided, with twenty-nine (29%) expressing they did not know one and forty-three (43%) feeling unsure. This indicates that while general perceptions of police may be positive, personal connections with specific officers were less common.

In terms of how students feel around police officers, forty-two (42%) described themselves as feeling "comfortable," about one third (37%) felt "neither comfortable nor uncomfortable," and 21% felt "uncomfortable" (Figure 5).

Figure 5: Youth's Comfort Around Police Officers



Sources: Source: CVPD; SBSCS, SANDAG

In contrast, respondents generally felt more at ease interacting with program staff, as about half (49%) reported feeling "comfortable" when speaking with staff one-on-one, asking questions, or participating in class discussions. This could indicate that students may have more trust in program staff, possibly due to more frequent interactions or the nature of those interactions. Overall, these findings highlight the importance of fostering positive relationships and open communication between students and police officers in their neighborhoods.

Youths' Thoughts on Classroom Presentations

Overall, youth responses to the educational presentations indicated a positive impact on preparing students to avoid marijuana use. The presentations provided clear information on where to seek support and educated students about the effects of marijuana on their bodies. Notably, 68% of respondents felt they now knew where to go for help, and 72% acknowledged that they learned valuable new information (Table 4).

However, over one in three (36%) students were either unsure or disagreed that the presentation effectively showed them where to seek support for stopping marijuana use, highlighting a potential area for improvement. It may be beneficial for the program to revisit how information about support services is communicated, ensuring that it is as clear and accessible as possible. Additionally, the small percentage of students who did not find the new information valuable indicates that diversifying the presentation methods or providing more engaging materials could help reach those who may already have some familiarity with the topic.

Table 4: Youths' Perceptions on Classroom Presentations

Statement	Youth Agrees	Youth Does Not Agree	Neither	Totals (N)
The information provided in this class is useful to teens my age	78%	10%	12%	171
Because of this class, I feel better prepared to avoid using marijuana if offered	73%	14%	13%	168

Statement	Youth Agrees	Youth Does Not Agree	Neither	Totals (N)
I learned new information about how marijuana can affect my body	72%	13%	15%	169
There were enough opportunities in class for us to talk about what we were learning	70%	10%	20%	169
I would recommend these classes to a friend	66%	12%	21%	170
It was easy to ask questions in this class	67%	13%	20%	165
The teacher helped make this class interesting	66%	15%	19%	165
This class showed me where to go if I want support to stop using marijuana	64%	14%	22%	170
There were a lot of times during this class when I was bored	54%	29%	17%	168

Sources: SDPD; STAR/PAL; SANDAG.

Summary

The City of San Diego Proposition 64 Public Health & Safety Grant Program aimed to mitigate the impact of marijuana legalization on youth and the broader community through a series of targeted interventions. SDPD, in collaboration with STAR/PAL, implemented programs focused on educating middle school youth about the risks associated with marijuana use and improving relationships with law enforcement. Additionally, the grant supported efforts to monitor legal cannabis operations and educate parents on marijuana-related issues.

It is important to acknowledge that the program faced challenges related to securing consistent access to schools for delivering in-person presentations, particularly due to restrictions over the COVID-19 pandemic. Despite these hurdles, the program was able to reach enough number of students and achieve most of its core objectives.

A total of 68 on-site and off-site presentations were offered by STAR/PAL across participating schools, providing mentoring for middle school students in City Heights and Southeastern San Diego. These presentations covered a range of topics related to marijuana use, the risks associated with vaping, and other substance abuse issues. Additionally, these presentations also provided leadership training, crime prevention education, and substance abuse prevention lessons, with law enforcement officers acting as mentors. Overall, these programs reached 315 participants, exceeding its initial goals of 100 participants annually.

The mentoring program increased youth awareness of the risks of marijuana by 12%, with 31 more students understanding that marijuana could be physically addictive after participating in the program. Youth also reported an increase in knowledge about how to seek help for marijuana use, with 68% of surveyed students indicating they knew where to find support after the presentations.

Additionally, the mentoring program strengthened connections between youth and supportive adults, with a few students reporting improved relationships with law enforcement officers through their participation.

Surveys conducted before and after program participation indicated some positive changes in youth knowledge and attitudes regarding marijuana. Youth demonstrated a modest increase in understanding of the physical and psychological risks of marijuana use, and many expressed a willingness to avoid substance use in the future.

SDPD partnered with the DEA to offer 10 educational presentations to a total of 216 parents, focused on local drug trends and the risks of marijuana use. Although engagement with parents was limited, the sessions reached multiple families and provided valuable information on marijuana-related health risks and how to communicate effectively with children about these risks.

Due to challenges in accessing the target population, the initial goal of expanding mentoring efforts to include high school students involved with the juvenile justice system needed to be reevaluated, leading to presentations being offered only to middle school students.

Final takeaways

The Proposition 64 grant program in San Diego had some impacts on students' overall understanding of the risks associated with marijuana use. Through the collaborative efforts of SDPD and STAR/PAL, the program reached 315 middle school students in City Heights and Southeastern San Diego, with 68 presentations conducted. Survey results indicate modest improvements in student knowledge, including a 12% increase in youth understanding that marijuana can be physically addictive. Throughout the grant period, valuable lessons were learned that can inform future programs with similar populations. These lessons are noted below.

Challenges accessing target population

Despite these successes, the program faced challenges in securing consistent access to schools, which limited its ability to meet the target of serving 300 students annually. Additionally, while the program effectively engaged youth, it encountered difficulties in expanding parental education, with fewer sessions conducted than originally planned, signaling a need for improved outreach to parents in future initiatives.

While the program made significant strides in educating youth and fostering positive relationships between students and law enforcement, the limited parental engagement and challenges with data collection highlight areas for improvement in future project iterations.

Additional Research Needed Amid Ongoing Challenges

As the implementation of Proposition 64 continues, further research is needed to fully understand the long-term impact of marijuana legalization on youth and community safety. One key area for further investigation is the shift in youth perception regarding the risks of marijuana use, particularly with the rise of high-potency products like vaping and dabbing. It is important to explore why these products are particularly appealing to youth and to address the potential health risks they pose. Such research will be crucial in shaping effective prevention strategies moving forward.

Challenges related to program implementation, such as limited parental engagement and school access, also highlight areas that need further exploration. Future research could examine how to better engage parents and caregivers in prevention efforts, as well as how to overcome barriers to accessing educational settings. Ensuring the effective communication of program benefits to both students and parents will be essential for the continued success of youth prevention programs under Proposition 64.