

Key Findings for FY24

- **Substance Use Prevention & Resilience:** 85-98% of children and youth across all age groups reported improved decision-making, drug resistance, and emotional coping skills.
- **Positive Behavior & Support Systems:** Up to 98% of children identified a trusted adult for support, and conduct problems and rebellious behavior decreased significantly post-program.
- **Year-over-Year Growth:** Notable gains in well-being, future planning, and hopefulness, with the largest improvements in drug resistance and emotional support compared to FY23.

CBSG Program Pre/Post Survey Results for FY24

The CBSG® Program supports, strengthens, and improves the social, emotional and behavioral health and well-being of children/youth. Through The CBSG® Program, Rainbow Days fosters and improves children's resiliency and protective factors, teaches healthy coping and self-management skills, promotes positive pro-social behaviors, and prevents substance use and misuse.

The CBSG® Program is research and evidence-based and has been recognized by the Center for Substance Abuse Prevention as a proven and effective program. After completing the CBSG® Program, children and youth demonstrate an INCREASE in the specified outcomes.

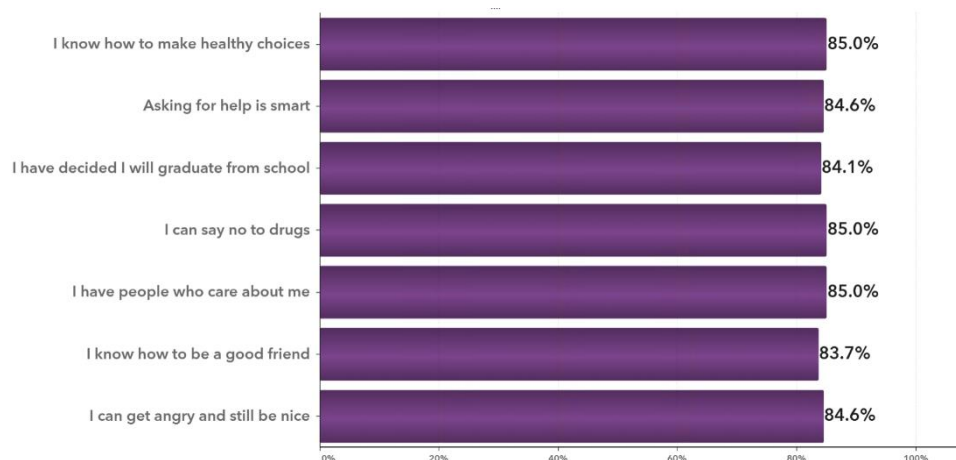
CBSG Survey Results: Kindergarten – 3rd Grade Children

These findings reflect FY24 CBSG survey results for kindergarten through 3rd grade children (Figure 1).

Kindergarten, 1st, 2nd, and 3rd grade children were asked a series of 7 questions at both before (pre) and after (post) their involvement in the CBSG program to assess any notable changes in key areas of development. A total of 227 children completed the survey at both pre and post time points. Both 'Improve' and 'No Change: Yes' responses are considered positive outcomes. 'Improve' indicates growth, while 'No Change: Yes' reflects participants who were already performing well in these areas and maintained that positive foundation throughout the program. This stability is crucial, as maintaining key skills can be just as important as showing improvement, especially when it comes to long-term skills development and overall well-being.

- 85.0% showed they know how to make healthier choices
- 84.6% were more likely to say that asking for help is smart
- 84.1% reported they decided they will graduate from school
- 85.0% showed they can say no to drugs
- 85.0% were more likely to say they have people who care about them
- 83.7% reported they know how to be a good friend
- 84.6% identified they can get angry and still be nice

Figure 1. Positive Growth and Stability Among K-3rd Grade Children (Pre- to Post-FY24, n=227)



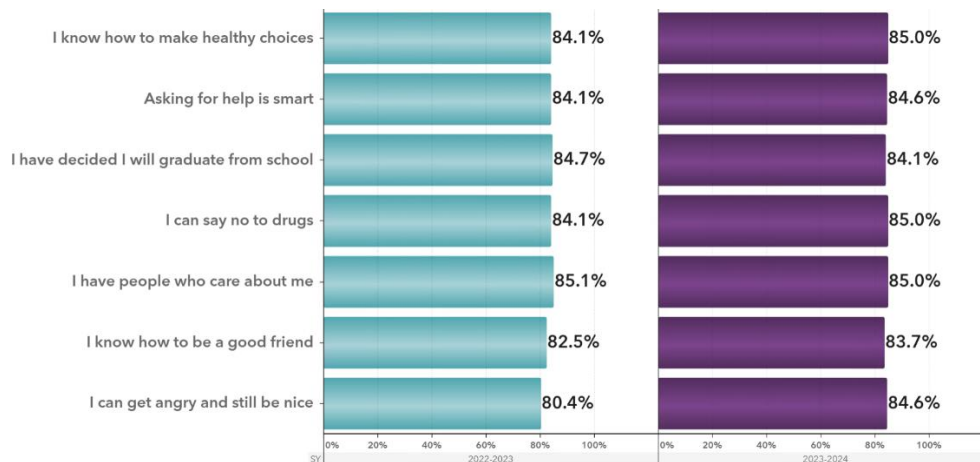
Conclusion for FY24 K-3rd Grade Children.

Most Kindergarten through 3rd grade children demonstrated confidence in their abilities, with some showing improvement. Children showed the most improvement in getting angry and still being nice and children showed the most positive consistency in making healthy choices and identifying supportive relationships.

Comparison of FY24 to FY23 Takeaways.

- The FY24 results show an overall improvement compared to FY23, with more K-3rd grade children reporting positive outcomes in key areas (Figure 2).
- Notable gains include: "I can say no to drugs" (increase from 65.61% to 81.06%), "I have people who care about me" (from 76.60% to 82.82%), and "I know how to make healthy choices" (from 78.31% to 82.38%). These improvements suggest stronger program impact on decision-making and social support.
- However, while most categories saw positive shifts, "I can get angry and still be nice" improved only slightly from 63.49% to 67.84%, indicating continued need for support in emotional regulation. The slight decrease in decline percentages across multiple categories also suggests more stability among children.
- Overall, the results indicate meaningful progress in program effectiveness, with some areas still requiring attention.

Figure 2. Positive Growth and Stability Among K-3rd Grade Children (Pre- to Post-FY23 and FY24)



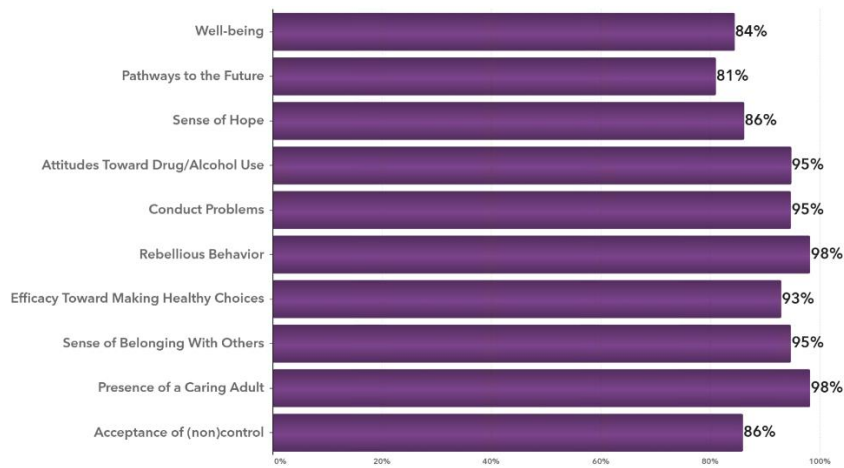
CBSG Survey Results: 4th-5th Grade Children

These findings reflect FY24 CBSG survey results for 4th and 5th grade children (Figure 3).

4th and 5th grade children were asked a series of 25 questions at both before (pre) and after (post) their involvement in the CBSG program to assess any notable changes in key areas of development. A total of 58 children completed the survey at both pre and post time points. Both 'Improve' and 'No Change: Positive' responses are considered positive outcomes. 'Improve' indicates growth in a particular area, while 'No Change: Positive' represents children who were already performing well in these areas and maintained their strength through the program. This stability is crucial, as maintaining key skills is just as important as showing improvement, particularly for long-term skills development and overall well-being.

- 84% of children reported an **increased sense of well-being** after completing the program
- 81% of children developed a **stronger sense of pathways to the future** through their participation
- 86% experienced an **increase in hope** due to the program
- 95% demonstrated **healthier attitudes toward drug and alcohol use** after completing the program
- 95% showed a **reduction in attitudes conducive to conduct problems** post-program
- 98% reported **less rebellious behavior** after participating
- 93% improved their **knowledge of making healthy choices**
- 95% felt a **greater sense of belonging** with others
- 98% of children were **more likely to name at least one trusted adult** they could turn to for help
- 86% of children gained a better understanding of what they can and cannot **control in life** after participating

Figure 3. Positive Growth and Stability Among 4th-5th Grade Children (Pre- to Post-FY24, n=58)



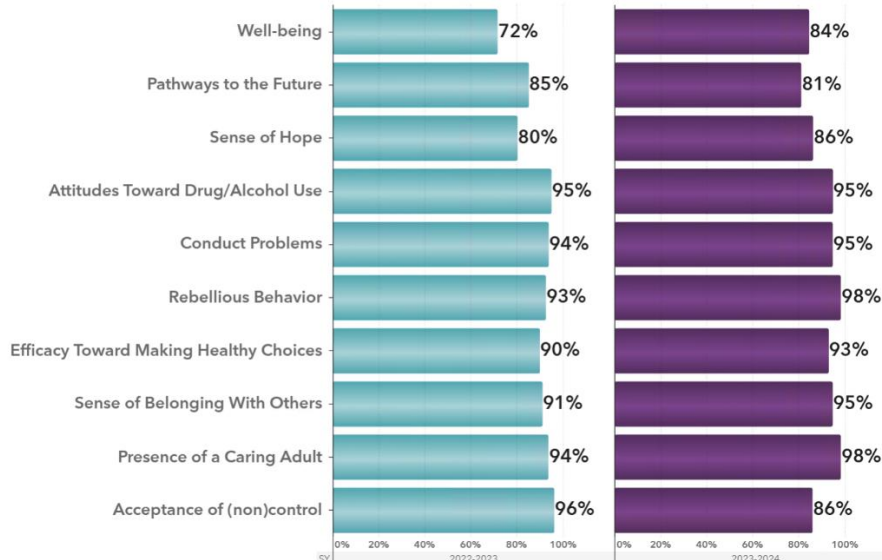
Conclusion for FY24 4th-5th Grade Participants.

The results reflect highly positive program outcomes. Over 80% of participants experienced benefits across all key areas, particularly in areas related to reducing negative behaviors and feeling supported by adults. While some categories (like pathways to the future) show slightly lower percentages, the overall results suggest the program was successful in promoting well-being, personal growth, and positive social behaviors.

Comparison of FY24 to FY23 Takeaways.

- The FY24 results show a mix of improvements and slight declines compared to FY23 (Figure 4)
- Notably, there were increases in key areas such as Rebellious Behavior (93% to 98%), Conduct Problems (94% to 95%), Sense of Belonging (91% to 95%), and Presence of a Caring Adult (94% to 98%), indicating stronger positive influences and behavioral improvements.
- However, Acceptance of (non)control dropped from 96% to 86%, which may suggest a need for further support in emotional regulation.
- Other categories, such as Well-being (72% to 84%) and Sense of Hope (80% to 86%), also showed positive growth, reflecting an overall trend of increased resilience and optimism among 4th and 5th graders.
- While some areas remained stable, these results suggest meaningful gains in social and behavioral well-being, with opportunities to reinforce self-regulation strategies.

Figure 4. Positive Growth and Stability Among 6th-12th Grade Children (Pre- to Post-FY23 and FY 24)



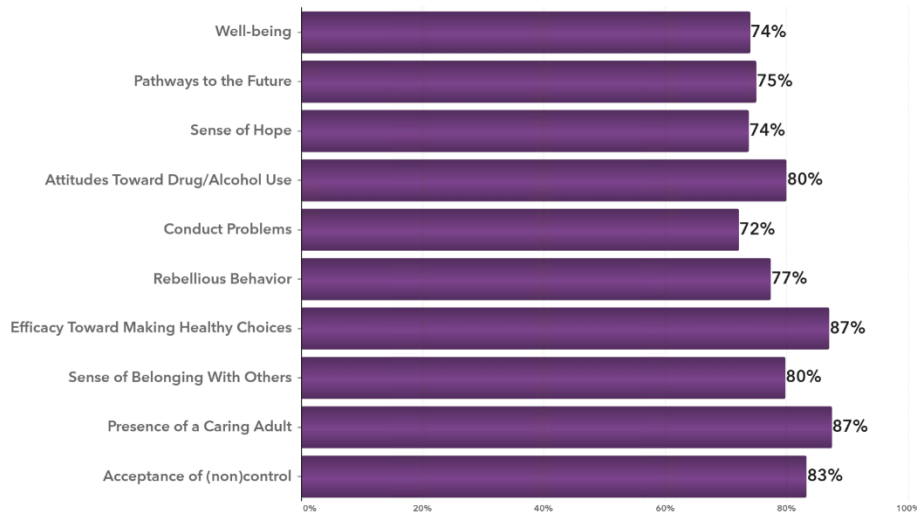
CBSG Survey Results: 6th-12th Grade Children

These findings reflect FY24 CBSG survey results for 6th through 12th grade children (Figure 5).

6th through 12th grade children and youth were asked a series of 25 questions at both before (pre) and after (post) their involvement in the CBSG program to assess any notable changes in key areas of development. A total of 406 children and youth completed the survey at both pre and post time points. Both 'Improve' and 'No Change: Positive' responses are considered positive outcomes. 'Improve' indicates growth in a particular area, while 'No Change: Positive' represents children who were already performing well in these areas and maintained their strength through the program. This stability is crucial, as maintaining key skills is just as important as showing improvement, particularly for long-term skills development and overall well-being.

- 74% of children reported an **increased sense of well-being** after completing the program
- 75% of children developed a **stronger sense of pathways to the future** through their participation
- 74% experienced an **increase in hope** due to the program
- 80% demonstrated **healthier attitudes toward drug and alcohol use** after completing the program
- 72% showed a **reduction in attitudes conducive to conduct problems** post-program
- 77% reported **less rebellious behavior** after participating
- 87% improved their **knowledge of making healthy choices**
- 80% felt a **greater sense of belonging** with others
- 87% of children were **more likely to name at least one trusted adult** they could turn to for help
- 83% of children gained a better understanding of what they can and cannot **control in life** after participating

Figure 5. Positive Growth and Stability Among 6th-12th Grade Children (Pre- to Post-FY 24 n=406)



Conclusion for FY24 6th-12th Grade Participants.

The results reflect strong positive program outcomes across most areas, particularly in efficacy towards making healthy choices, identifying the presence of a caring adult, and acceptance of control in life. Although some categories, like well-being, sense of hope, and conduct problems show slightly lower percentages, the results indicate progress in personal and social development for the majority of participants.

Comparison of FY24 to FY23 Takeaways.

- The FY24 results show significant improvement across all categories compared to FY23, indicating positive program impact (Figure 6).
- Areas with the most notable gains include Well-being (59% to 74%), Pathways to the Future (60% to 75%), and Sense of Hope (56% to 74%), suggesting increased optimism and future-oriented thinking among children.
- Additionally, Conduct Problems (57% to 72%) and Rebellious Behavior (62% to 77%) saw meaningful improvements, highlighting better self-regulation and behavior management.

- Efficacy Toward Making Healthy Choices remained high, increasing from 83% to 87%, reinforcing the program's effectiveness in promoting positive decision-making.
- Overall, these trends suggest that interventions have been more effective in fostering resilience, healthy choices, and social support, with steady progress across key indicators.

Figure 6. Positive Growth and Stability Among 6th-12th Grade Children (Pre- to Post-FY 23 and 24)

