



303 Indigenous Productions

Outcomes Brief

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Project Description

303 Indigenous Productions is the second cohort of the Colorado Division of Child Support Services (DCSS) implementation of the Charting a Course for Economic Mobility and Responsible Parenting Grant, sponsored by the federal Office of Child Support Enforcement (OCSE). The target population for this project cohort was urban Native youth, aged 13 to 19¹, residing in the Denver and Boulder metro areas, interested in strengthening their connection to culture and building relationships with other Native youth. The project began in July 2021 and focused on engaging youth in a transformational learning process through the creation of original social marketing media content and the positive application of new media, aiming to strengthen their sense of cultural connectedness and urban Native identity while producing and disseminating a media message that endorses that action to their peers.

1. Note the target age group cited in the funding opportunity announcement was 13-25 years.

The implementation team partnered with the Denver Indian Family Resource Center (DIFRC) to recruit youth for the project. The implementation team also partnered with Dr. Nancy Lucero, a consultant, to develop a curriculum that integrates aspects of urban Native identity and culture. Dr. Nancy Lucero (Mississippi Choctaw) is a researcher, professor, and licensed clinical social worker with extensive expertise in designing and implementing trauma-informed programming and research for tribal and urban Indian child welfare services. The curriculum was adapted from the Life. As Told By Youth (formerly referred to as Trailbuilding) curriculum,



developed for Colorado's first cohort of the Economic Mobility and Responsible Parenting grant (September 30, 2020 -September 29, 2025). Topics covered in the curriculum include the success sequence, child support, healthy relationships, sexual and reproductive health, Native identity and culture, and professional development skills in filmmaking, social media content production, brand development, and marketing. The implementation team also created videos that served as key components of the curriculum, featuring members of the target population and capturing their perspectives on topics related to grant outcomes. These videos were incorporated into the curriculum to help prompt discussion and foster critical thought among participating youth.

After extensive development and ongoing recruitment, the curriculum was implemented with 12 youth during a 5-day in-person intensive group-level intervention (GLI) workshop series. Over the 5 days, the youth were exposed to content from each module and participated in cognitive exercises to develop a concept, storyline, and characters for their film. On the final day of the GLI, the youth reached consensus on their film concept, marking the start of pre-production. In the weeks following the GLI, the implementation team and participating youth engaged in a host of pre-production activities, including wardrobe and production design, location scouting, character development, and scriptwriting. This work culminated in a two-day film production, and post-production (editing) began immediately after filming. The co-creation and development of branding, social media, and marketing materials with the youth occurred alongside filming and post-production activities.

The youth and implementation team hosted a community film premiere event on June 28, 2025. The event showcased the completed film *Concrete Warriors*, a narrative, behind-the-scenes documentary short film, and interviews with youth participants discussing curriculum themes. It also served as an opportunity to raise awareness of DIFRC's mission and work serving and advocating for Native families. Attendees included participating youth and their families, the implementation team, DIFRC staff, representatives from Native community organizations, Colorado Department of Human Services (CDHS) staff, and community members. The project culminated in a community-level intervention (CLI) designed to impact the attitudes and behaviors of the target audience, urban Native youth. In addition to organic dissemination, the CLI utilized a paid social media marketing campaign to distribute the film and other social media products. 303 Indigenous Productions is a project that began on July 1, 2021, and ended on June 30, 2026.

Implementation Team

The 303 Indigenous Productions project was managed through a collaboration between the Colorado Division of Child Support Services (DCSS) and the Colorado Sexual Health Initiative (CoSHI), both divisions within the CDHS. Other collaborators included the Denver Indian Family Resource Center (DIFRC), Connected Health Solutions, Inc. (CHS), Spearca Communications, and the Center for Policy Research (CPR). DCSS provided project management, and CoSHI brought their expertise in positive youth development (PYD) frameworks to the planning and management process. DIFRC recruited youth from the target population and helped ensure that the voice of urban Native youth was incorporated into every aspect of the project, including assistance with the development and implementation of the curriculum. CHS and Dr. Lucero co-created the curriculum, starting with the existing Life. As Told By Youth curriculum structure, heavily adapting core elements, and reimagining the essential core components using Native research and approaches. CHS, CoSHI, and DIFRC staff co-facilitated the curriculum. Spearca Communications provided social media marketing, website development, and branding consultation. CPR evaluated the project.

The implementation team was composed of:

Jolene Holgate (Diné), **Aurelia Guerue** (Sicangu Lakota & Diné),
and **Terrell Padilla** (Oglala Lakota & Diné), Denver Indian Family Resource Center

Nancy Lucero (Mississippi Band of Choctaw Indians), Indian Child Welfare Workforce
and Service Delivery Consultant

Phil Gover (Pawnee/Coctaw), Former CDHS Tribal Liaison

Anna Wendt, **Olivia Cornejo**, and **Sabrina Montoya**, DCSS Program Innovation Unit and
Colorado Sexual Health Initiative (CoSHI)

Kenneth Shults, Connected Health Solutions, Inc.

Maggie Spain, Spearca Communications

Destinee Starcher and **Arely Aguirre**, Center for Policy Research



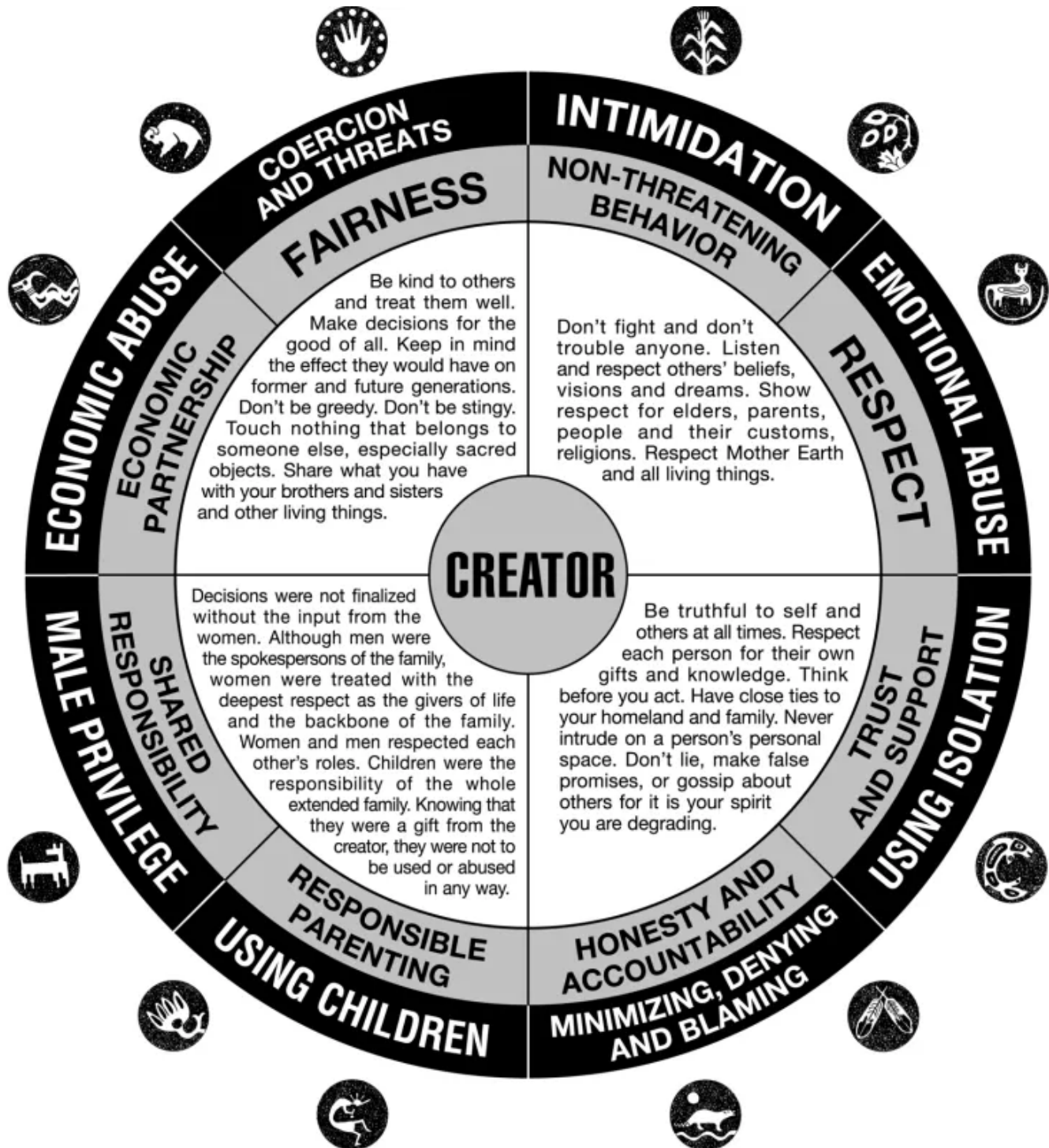
Overview of the Brief

The purpose of this brief was to describe the evaluation outcomes from the 303 Indigenous Productions project. Section one describes the curriculum, adapted for this project cohort. Section two describes the GLI, the short film, the accompanying evaluation activities including the pre-curriculum and post-curriculum intervention surveys completed by the participating youth, and the results from qualitative interviews conducted with participating youth during and after the GLI. Section three then describes the CLI, including survey results from the film premiere and data from the social media campaign. The final section summarizes the evaluation outcome results from this project.

Curriculum

The 303 Indigenous Productions project curriculum centered on the concept of economic flexibility. To increase understanding of the concept of economic flexibility, the curriculum describes the cycle of poverty, which is a set of cultural patterns that keep economically disenfranchised families trapped in poverty for generations. The curriculum includes 5 modules that have been adapted to meet the needs of Native youth in the Denver Metro area. Specifically, Module 1 describes the evolution of media, its history, and its impact on today's society, including the importance of emotion and storytelling. Module 2 provides participating youth with an overview of social marketing and the theory of behavior change to help them understand how to influence their target audience. Next, Module 3 discusses marketing terms, parenting, family structures, how trauma affects economic mobility and responsible parenting, fathers, child support services, economic mobility versus flexibility, healthy relationships, stereotypes, and stigmas about Native folk. Module 4 focuses on helping the youth generate potential ideas for their short film. Finally, Module 5 focuses on helping the youth write the script for their short film. At the end of the GLI, the goal is to have a completed draft of the short film script. The 303 Indigenous Productions project curriculum was informed by core components of several relevant curricula, including Respecting the Circle of Life, Parenting and Paternity Awareness (p.a.p.a), Street Smart, and Community Peers Reaching Out and Modeling Intervention Strategies (P.R.O.M.I.S.E.).

Creator Wheel for Healthy Relationships



- **Respecting the Circle of Life** is a pregnancy prevention program designed to enhance the sexual and reproductive health knowledge of Native youth. The curriculum integrates Native cultural knowledge and emphasizes individual, family, and community-level responsibility. Components of this curriculum were incorporated to help address the specific needs of the target population for this cohort.
- **P.a.p.a.** is a school-based curriculum that teaches students about responsible parenting, paternity and paternity establishment, and the realities of having a child during adolescence, with the underlying intent of encouraging youth to adhere to the success sequence to increase their economic mobility or flexibility. The success sequence is defined as completing one's education, establishing a career path, and entering a committed relationship before having a child.
- **Street Smart** is an adolescent cognitive-behavioral skills-building HIV/STI prevention program grounded in social learning theory for youth.² The Street Smart approach includes psychoeducational, participatory skills-building activities focused on problem-solving, sexual negotiation, affective awareness, emotional regulation and management, and the development of helpful coping strategies. The curriculum includes games, demonstrations, tokens of appreciation, visual tools like a “feeling thermometer,” and other activities to actively engage youth with the content.
- **Community P.R.O.M.I.S.E.** is a community-level model that utilizes role model stories. Peer mentors share stories in the community along with the distribution of harm reduction supplies to people who are living with HIV or may engage in behaviors that place them at risk for HIV. This approach relied on printed materials (zines, pamphlets, etc.) and was later adapted to use new-media-based strategies.



The curriculum initially developed for the first cohort of the Economic Mobility and Responsible Parenting grant was adapted by the implementation team to better align with the needs of the target population, urban Native youth. The specific adaptations made to the curriculum to target these outcomes are further described in the overview brief created for this project.³ The process of adapting the curriculum from the perspective of the implementation team is described in the process brief created for this project.⁴

2. McLeod, S. (2011). Albert Bandura's social learning theory. *Simply Psychology*. London, 694, 695.

3. Starcher, D. & Aguirre, A. (2025). 303 Indigenous Productions: Overview brief. Center for Policy Research

4. Starcher (2026). 303 Indigenous Productions: Process brief. Center for Policy Research.



Group-Level Intervention (GLI)

As part of the GLI, youth participants wrote and ultimately produced a social marketing short film. The film, *Concrete Warriors*, was created with support from DIFRC, a nonprofit organization serving Native youth in the Denver metro area. DIFRC staff, with help from the implementation team, recruited 12 Native youth aged 12 to 19⁵ who completed the 5-day GLI in March 2025, shot their film in April 2025, and premiered *Concrete Warriors* in June 2025.

Concrete Warriors

Concrete Warriors follows the lives of 7 Native teenagers who attend the same high school and are each struggling with unique challenges relevant to their identity. A foreboding party invitation promoting harmful coping strategies that reflect those prevalent in Native communities reaches each of the main characters. The teens are also made aware of a Native powwow, representing connection to community, “new beginnings,” and healing, scheduled the same night as the party. Both options prompt the youth to consider their choices and their potential outcomes. The main character, Nizhoni, is modeled after a Navajo figure known as “The Spider Woman,” a powerful figure associated with weaving connections (interconnectedness) and maintaining balance. She is credited with teaching the Diné people the art of weaving and is considered a central figure in their cosmology and artistic practices. In the film, Nizhoni’s role mirrors these principles as she takes on the challenge of connecting the conflicted characters to the powwow, its significance, and each other. Through the film’s narration, we hear the poem she writes in an Instagram post, along with the powwow flyer, which ultimately persuades the characters to choose the powwow (connection) over the party (disconnection).

To evaluate the impact of the GLI, the evaluators (1) administered pre-curriculum and post-curriculum intervention surveys with participating youth and (2) conducted structured interviews with participating youth during and after the GLI.

5. Although the target population was youth aged 13-19, one 12-year-old did participate in the group-level intervention.

Pre-Test and Post-Test Curriculum Intervention Surveys

The youth who participated in the GII were given a pre-survey administered before the curriculum intervention and a post-survey administered after the curriculum implementation. The surveys included questions measuring Native identity, cultural connectedness, knowledge of child support, economic flexibility, healthy relationships, and demographics. Of the 12 youth who participated in the GII, 10 completed both the pre-test and post-test surveys. Pre-test and post-test surveys were matched for the 10 individuals who completed both. Table 1 shows the common questions across both surveys.

Table 1. Participant Pre and Post Curriculum Intervention Survey Questions

Native Identity and Cultural Connectedness <i>[Options: strongly agree, agree, disagree, or strongly disagree]</i>
1. I have spent time trying to find out more about my Native American background, such as its history, traditions, and customs.
2. I am active in organizations or social groups that include mostly Native Americans.
3. I have a clear sense of my Native American background and what it means to me.
4. I think a lot about how my life will be affected because I am Native American.
5. I am happy to be Native American.
6. I feel like I fit in with other Native Americans.
7. I understand pretty well what my Native American identity means to me.
8. In order to learn more about my Native American background, I have often talked to other people about my Native American background.
9. I have a lot of pride in my Native American background.
10. I participate in Native American cultural practices, such as special food, music, or customs.
11. I feel a strong attachment towards my Native American background.
12. I feel good about my Native American background.
Knowledge of Child Support
13. What is child support? [Funds from the government to help raise children, the agency that responds when there is child abuse in a family, the financial agreement between separated parents to pay for necessary childrearing expenses, or funds from the government to help pay for childcare]
14. When a child is born to unmarried parents, the parents must follow a process in order for the father to be recognized as the legal father. [True/False]
15. Which of the following methods is not a legal way to establish paternity? [True/False]
16. A parent who does not live with his/her child cannot be required to provide financial support for the child. [True/False]
17. Parents who are teens and still in school do not have to pay child support. [True/False]
18. Both parents have a duty to support their child until the age of 19 in Colorado. [True/False]
Economic Flexibility
19. Economic flexibility is impacted by circumstances beyond our control and the choices we make. [True/False]
20. What are some things we can decide or choose to do that affect our economic flexibility? [Avoiding arguments, having stable relationships, having kids, or all of the above]
Healthy Relationships
21. What do you think is a key factor in having a healthy, long-lasting relationship? [Avoiding arguments, maintaining physical aspects of the relationship, spending as much time together as possible, or managing and resolving conflict with each other]
22. Which of the following is not a reason someone might stay in an abusive relationship? [They believe abuse is their fault, they like having someone control them, they believe jealousy and possessiveness are signs of love, and they love the person]
23. If you are having sex that could result in pregnancy, how often do you use birth control? [Always, most times, sometimes, never, or not applicable]
24. How much is it a priority for you to avoid an unplanned pregnancy (now or in the future) for yourself and your sexual partners? [High priority, moderate priority, low priority, or not applicable]

The individual-level differences across these broad areas: (1) Native identity and cultural connectedness, (2) knowledge of child support, (3) economic flexibility, and (4) healthy relationships are detailed below.

Native Identity and Cultural Connectedness

To measure Native identity and cultural connectedness, a scale was created using the 12 items described above. Each item was measured using a four-point Likert scale, ranging from strongly disagree (coded as 1) to strongly agree (coded as 4). The items were coded so that higher scores on the scale indicated greater connection to Native identity and culture. The 12 items were averaged to create an overall measure of Native identity and cultural connectedness. The overall scale was very reliable both pre-intervention ($\alpha=0.95$) and post-intervention ($\alpha=0.96$). The individual scores for the 10 participants who completed both the pre-intervention and post-intervention surveys are displayed in Table 2. Five participants strengthened their connection to Native identity and culture after the curriculum intervention.

Table 2. Average Native Identity and Cultural Connectedness Scale Responses

	Pre-Survey	Post-Survey
Participant 1	3.92	4.00
Participant 2	3.15	3.08
Participant 3	3.08	3.31
Participant 4	2.46	2.75
Participant 5	2.92	3.23
Participant 6	3.69	3.54
Participant 7	3.92	4.00
Participant 8	3.09	2.85
Participant 9	3.00	3.00
Participant 10	4.00	4.00

The overall group average score on the Native identity and cultural connectedness scale increased slightly from 3.32 ($SD = 0.52$) before the curriculum intervention to 3.38 ($SD = 0.49$) after the curriculum intervention. However, this difference between groups was not statistically significant. Regardless, conclusions about the group pre-test and post-test survey results should be interpreted with caution due to the small sample size.

Knowledge of Child Support

Of the 10 participants who completed both the pre-test and post-test surveys, 6 improved their knowledge of child support after the curriculum implementation, as indicated by their number of correct responses to the 6 child support questions. Table 2 shows the number of correct responses per participant across both surveys.

Table 3. Correct Number of Child Support Questions

	Number of Correct Answers	
	Pre-Survey	Post-Survey
Participant 1	5	5
Participant 2	4	5
Participant 3	3	5
Participant 4	6	5
Participant 5	3	4
Participant 6	4	4
Participant 7	4	6
Participant 8	4	3
Participant 9	3	6
Participant 10	4	5

The group average number of correct answers across these child support questions also increased from 4.0 ($SD = 0.94$) pre-intervention to 4.8 ($SD = 0.92$) post-intervention. However, this difference between groups in knowledge of child support questions before and after the intervention was not statistically significant, possibly due to the small sample size.

Economic Flexibility

Before the curriculum intervention, when asked about economic flexibility, 9 youth reported that it was affected by circumstances beyond their control and by their own choices. However, only 5 of these youth reported the same response after the curriculum intervention. On a different question, both before and after the curriculum intervention, the same 8 youth reported that completing one's education, having stable relationships, and having kids are things we can choose that affect our economic flexibility.

Healthy Relationships

Based on results from the 4 healthy relationship questions, participating youth already had a good understanding of healthy relationships before the start of the curriculum intervention. For example, before the start of the intervention, 8 youth reported that “managing and resolving conflict with each other” was a key factor in having a healthy, long-lasting relationship. After the curriculum intervention, all 10 youth provided the same response to this question. The same number of youths were able to correctly answer the second question regarding reasons why someone might stay in abusive relationships before and after the curriculum intervention. Finally, the number of youths who reported never using birth control (if they were having sex that could result in pregnancy) decreased from 4 before the intervention to 2 after the intervention.

Youth Interviews During and After the GLI

To provide some context for the quantitative pre-intervention and post-intervention survey data, participating youth were interviewed twice throughout the project. Specifically, 8 of these youth were interviewed on the last day of the GLI, and 9 were interviewed 3 months after the curriculum intervention. Across both interviews, evaluators asked youth questions about (1) Native identity and cultural connectedness, (2) curriculum content, including knowledge of child support, parenting, and healthy relationships, and economic flexibility, and (3) their general reactions to the project.

Native Identity and Cultural Connectedness

Increasing connection to Native identity and culture was prioritized as one of the most important outcomes of the project. Immediately after the GLI, one youth described the impact of being around other Native youth on his sense of culture and purpose saying:

“The more and more I am around my culture, the more and more I am around the drum and learning about the Native history, the more purpose I feel like I have ... I was lost for a long time without the sense of purpose, and being around the community being around the family really brought that purpose back to light.”

Another youth described how empowering and bonding the experience was for them, saying:

“It was really empowering. I feel like me and him [brother] don’t always have the strongest bond, especially when it comes to our culture because he could do certain things and I can’t, so we kind of have to bond in different ways. But this, doing it together and learning the things I did like an urban Native and learning more in depth of what it was with him was really cool. After we left, we’d go and talk about it with our parents and we’d be like, oh yeah, do you remember that? It was really cool to be able to bond.”

The youth also described feeling more connected to their culture after interacting with other Native youth who grew up in urban environments.

“We have family out in the rez, and they stayed out there, and whenever we go back we’re like, oh, we’re like city Natives. We’re from the city. We don’t know how to do that. We joke about it a lot, but I never really sat there and talked about the importance of it or how other people feel about it being city Natives or, so that was kind of a new thought to me like, oh, well, where do I stand? ...Who am I as a person in the city? Or what do I call myself? But also too, I always just thought of myself as a city Native, but with other peoples in the group that had the same going back and forth like I do. It’s kind of just made me realize, okay ... I do have that community to stand in.”

Three months after the GLI, participating youth who reflected more on their experience with the program still felt it had helped them connect more with their culture. As stated by one youth:

“I definitely feel like this whole project made me think about my culture... it did make me consider more aspects of my culture because it just made me want to learn more, to be able to teach my young peers more stories.”

Another youth further reflecting on the experience of participating in the GLI said:

“My connection was very surface level knowing everybody in the community, but I feel like as I got to know their stories and what they’ve been through and what they want to teach the youth, it kind of made me have a deeper gratitude for their courage and knowing that we all have the same motivation to help others.”

Curriculum Content

After the GLI, many of the youth were able to correctly define child support with one participant stating:

“Child support is when two parents separate and one has full custody and the other pays to help that child with health insurance or what they need.”

Both immediately after and three months following the GLI, the youth discussed learning more about the nuances of child support from the curriculum. One youth stated:

“I found out you need to pay child support in prison, that was crazy to me,” and learned “that teens still have to pay child support even if they’re in school.”

The youth also reported having generally positive perspectives on child support and who benefits from the program. As stated by one participant:

“What’s good about child support is that if there’s a deadbeat parent the courts make them pay child support. So even if it’s a little bit, at least the other partner has a little bit of income.” With another reporting that child support mostly benefits the child, “I would say the child support is mainly for the child who needs it because yes, it does go to the parents to go to the kid, but ultimately, who benefits in the end is the child.”

Facilitators discussed parenting and healthy relationships in depth during the GLI. When talking about parenting, the youth discussed the impact of having a child as a teenager, as stated by one participant:

“when you’re a teen mom, it does affect your education, your work, try to find a job that you can have quality time with your kid or find people to watch your kid while you’re at work ... and just knowing how to raise a kid. It takes a lot out of you ... just thinking about other teens that have children, don’t really have that support system always. They don’t always have that, and I feel like it’s really hard for a teen mom or even teen dads who are growing up for that child as a single parent because it takes a lot.”

Reflecting on the GLI, several of the youth noted that the discussion of healthy relationships in the curriculum was impactful for them. As stated by one participant:

“I think the one thing that stuck out for me was the unhealthy and healthy relationships ... Because it’s kind of something that I deal with personally and I see other people dealing with.”

We talked about red flags and what is involved around a red flag and also the verbal abuse and physical abuse.”

General Participant Project Reactions

Three months after the GLI, most youth reported a positive overall experience with the project. One reflected on the result of the project, including the opportunity to connect with other youth and learn more about professional filmmaking, she said:

“It was enjoyable just to know that everyone found community and felt safe around each other and we got a lot of professional advice. And being more on set and understanding the logistics of everything in the background scene also was fun. So, it was just an experience that I enjoyed. So very grateful that I got to be in it and the community made it even more fun.”

When asked who should watch their film, one youth stated:

“Anybody really, I feel like anybody should watch it to get an understanding that we’re not the stereotypical Plains Indians with the buck skin cloths and everything like that. It’s like we don’t all still live in teepees, igloos, or huts. We are up to date on a lot. We have everything that everyone else has. It’s just a little harder for us, and that’s just the reality of it.”

Another youth reported building positive relationships with the implementation team, saying:

“I know our friend Aurelia, she really helped out a lot. She kept us calm. She really does so much for us, and I can’t thank her enough because she really does help a lot. She kept our mind straight. She introduced us to a lot of great people, gave us this gateway to begin with to even have me on camera.”

Despite these positive experiences, some youth noted that the curriculum content could be very draining or even triggering. One youth stated:

“The project was definitely draining and very fun at the same time. I was learning a lot about balancing my social battery because we were talking about topics that I was thinking I was ready to talk about, but then the more you talk about, the more your brain gets taken back into that era of your life or those feelings of certain family members.”

Another youth also said:

“Hearing other people’s stories, it was very triggering to say the least.”

When asked what could make the project better, one youth shared:

“I feel like what could make this project go better is letting the youth be more hands-on during the workshop, I feel like we were very stationary. It was great, but I just feel like all of us are very hands-on people.”



Community-Level Intervention (CLI)

The CLI included two main components: (1) the community *Concrete Warriors* film premiere event and (2) the organic and paid social media campaign.

Film Premiere

As part of the CLI, the youth and implementation team hosted a film premiere event on June 28, 2025, to showcase the 303 Indigenous Productions campaign, which included the narrative film “*Concrete Warriors*” and related documentary-style videos and social media marketing materials. After watching the film at the premiere event, both youth and adult viewers who did not participate in the project were surveyed to gauge their reactions to the film. Unfortunately, because the event started late and folks left immediately after the film ended, only a small group of youth viewers completed a survey.

Youth Viewer Film Premiere Reactions

Of the youth who completed the survey ($n = 6$):

- 100% ($n = 6$) agreed that the message of the film was very relevant or somewhat relevant for teens and young adults (ages 13-19).
- 100% ($n = 6$) believed that the film was more relevant to them than a film created by adults with a similar message.
- 100% ($n = 6$) reported that the film made them feel “much more connected” or “about the same connection” to their Native identity and culture.
- 83% ($n = 5$) reported that they learned a lot about healthy versus unhealthy relationships from the film.

The youth were asked to rate the film’s effectiveness in encouraging 4 targeted behaviors: avoiding unhealthy relationships, adopting healthy coping mechanisms, increasing Native identity and cultural connectedness, and thinking critically about healing from the effects of generational trauma. Participants rated effectiveness on a scale of 0-10, with 0 indicating not effective and 10 indicating very effective. As displayed in Table 4, the average effectiveness rating was at least 7.5 across these four areas, demonstrating that youth viewers generally felt the program was effective in encouraging these behaviors.

Table 4. Effectiveness of the *Concrete Warriors* Film at Encouraging Targeted Behaviors

Targeted Behavior	Average Rating of Effectiveness (0-10)
Avoiding Unhealthy Relationships	7.5
Adopting Healthy Coping Mechanisms	7.5
Increasing Native Identity and Cultural Connectedness	8.5
Thinking Critically About Healing from the Effects of Generational Trauma	7.7

Adult Viewer Premiere Reactions

- Of the adult viewers who completed the survey (*n* = 53):
- 87% (*n* = 46) reported that the participants were very effective in creating messaging that would resonate with teens and young adults.
- 100% (*n* = 53) agreed that the film is very effective at encouraging teens and young adults to consider the consequences of behaviors and choices relating to multi-generational trauma, toxic relationships, coping mechanisms, and lack of connection to culture in their lives.
- 94% (*n* = 50) reported they would be somewhat or very likely to share the film on social media.

When asked to share feedback about the film or words of encouragement for the youth who created it, responses included:

“Acknowledging that growing up in the city doesn’t make you less than those that grew up from the rez, this is very impactful especially for youth.”

“Thank you for being brave and transparent with your feelings, opinions and experiences to the public in a tactful way that can help other youth and let adults into a window through the eyes of the young urban Natives. You are natural leaders and I hope you eventually find yourselves one day leading other youth organizations to help progress the communities as well.”

Organic and Paid Social Media Campaign

After the film premiere, Native youth were invited to view *Concrete Warriors*, video and other static images through an organic and paid social media campaign. The paid campaign ran for 7 weeks, from October 15 to December 7, 2025.⁶ Native youth targeted for this social media campaign were those aged 18-30 with annual household incomes less than \$65,000 and residing in the Denver, Colorado Springs, or Grand Junction media markets. Deep Sync, a data analytics platform, was used to ensure campaign ads were precisely targeted to reach Native youth. Targeted ads directing youth to the 303 Indigenous Productions website and film were shown across Snapchat, Instagram, and YouTube.

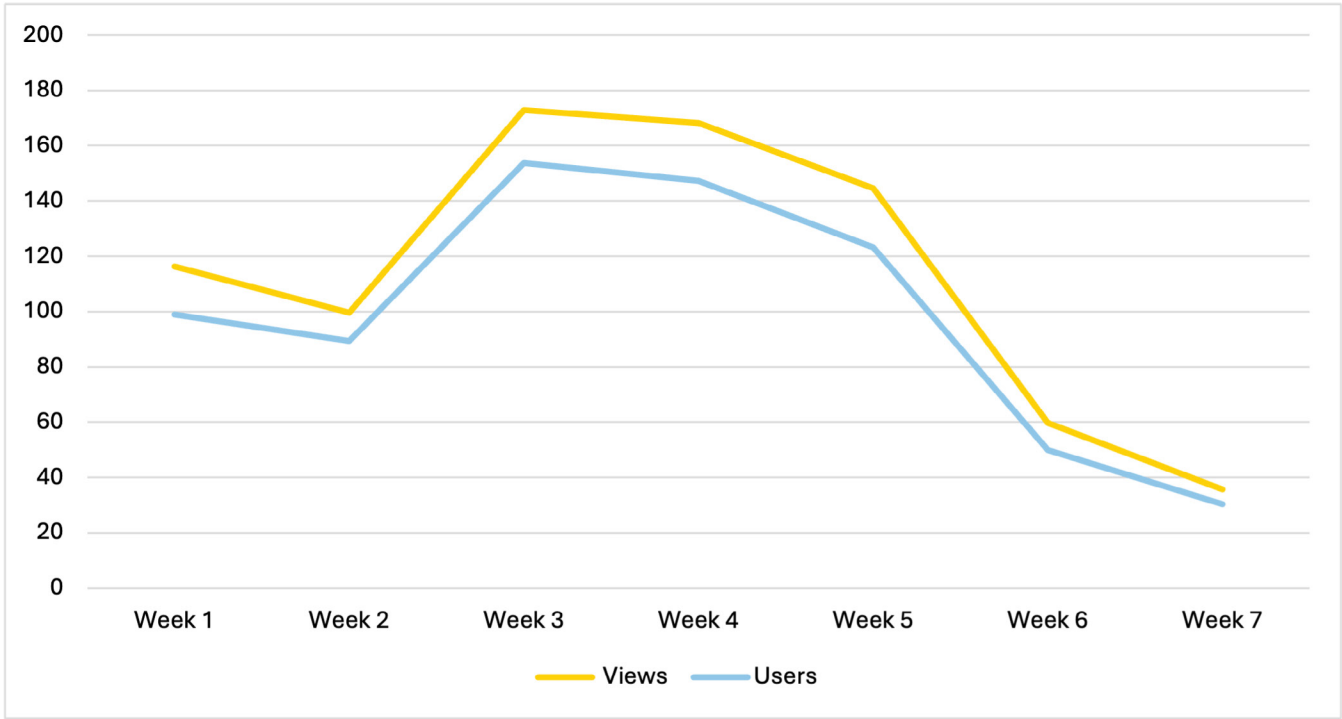
To measure the impact and reach of the social media campaign, the evaluators tracked data from two sources: (1) a Google Analytics report generated for the 303 Indigenous Productions website and (2) social media platform engagement data from Snapchat, Instagram, and YouTube.

Google Analytics

The first data source was the Google Analytics report generated from the 303 Indigenous Productions website. The 3 metrics of interest for this report were the number of website views and users, the number of website views per page, and user acquisition data.

The Google Analytics report showed the number of website views and users per week throughout the social media campaign. Figure 1 shows the average number of website views and users per week.

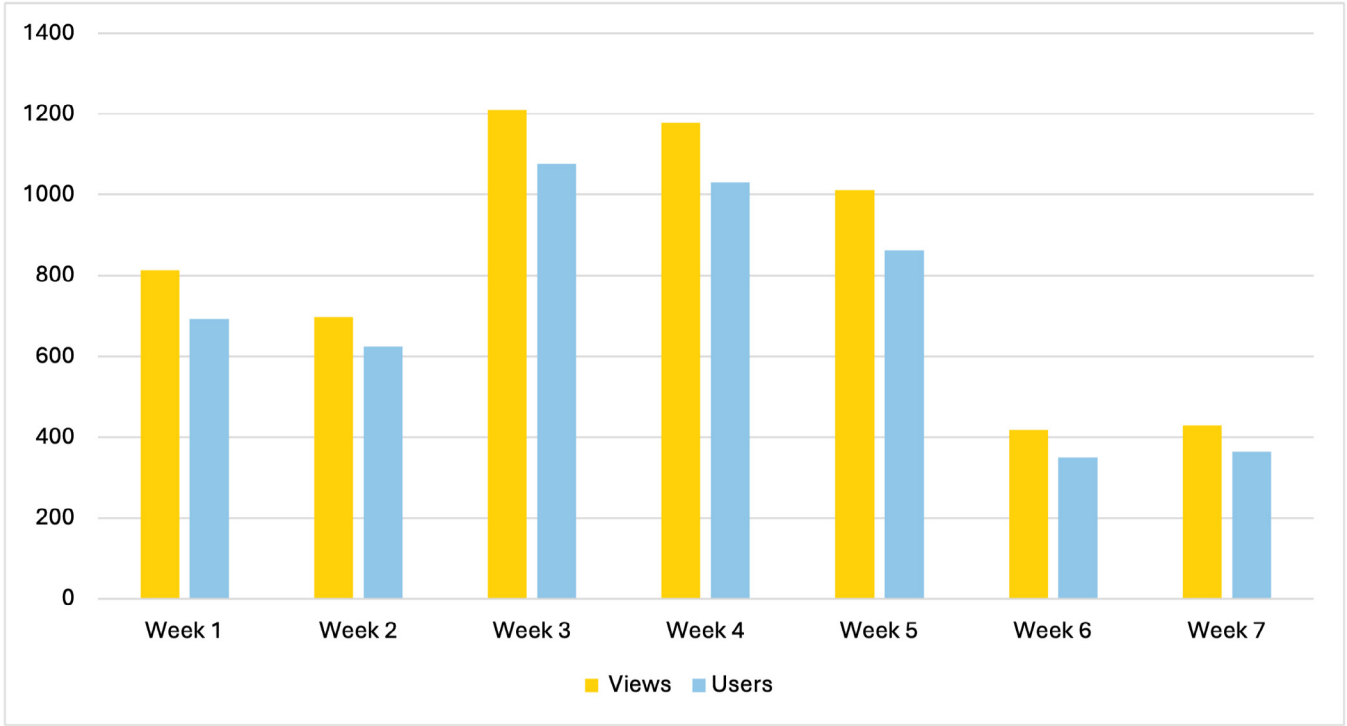
Figure 1. Average Number of Website Views and Users Per Week



6. The social media campaign lasted seven weeks and four days. However, for ease of reference, this period is referred to as seven weeks throughout the brief.

The campaign generated strong initial engagement, with both views and users steadily increasing until week 3. Both views and users peaked in weeks 3 and 4 of the campaign. After the peaks in weeks 3 and 4, the campaign engagement gradually decreased, with a sharp decline between weeks 6 and 7. Figure 2 depicts the aggregate number of website views and users during the social media campaign.

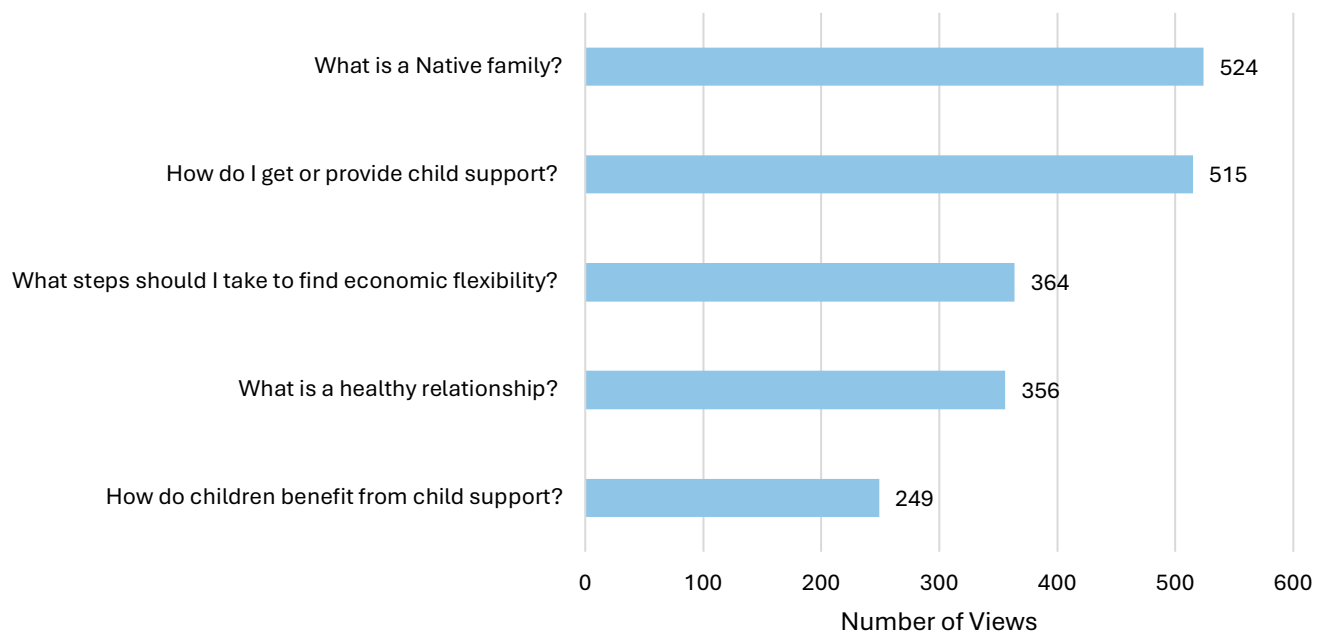
Figure 2. Total Number of Website Views and Users



As shown in the graph, the number of views consistently exceeded the number of users, suggesting that users may have viewed more than one page. By the end of the social media campaign, on December 7, 2025, the website had garnered 5,757 total views and 5,001 total users.

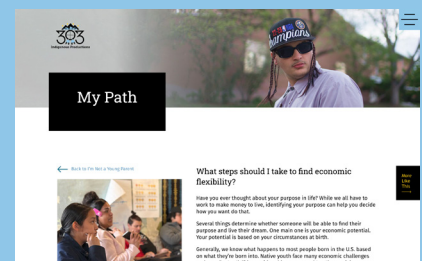
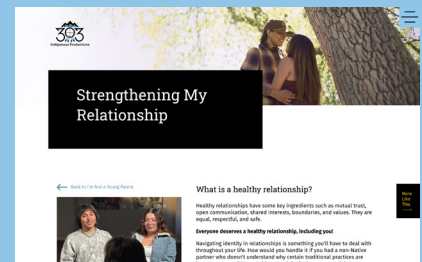
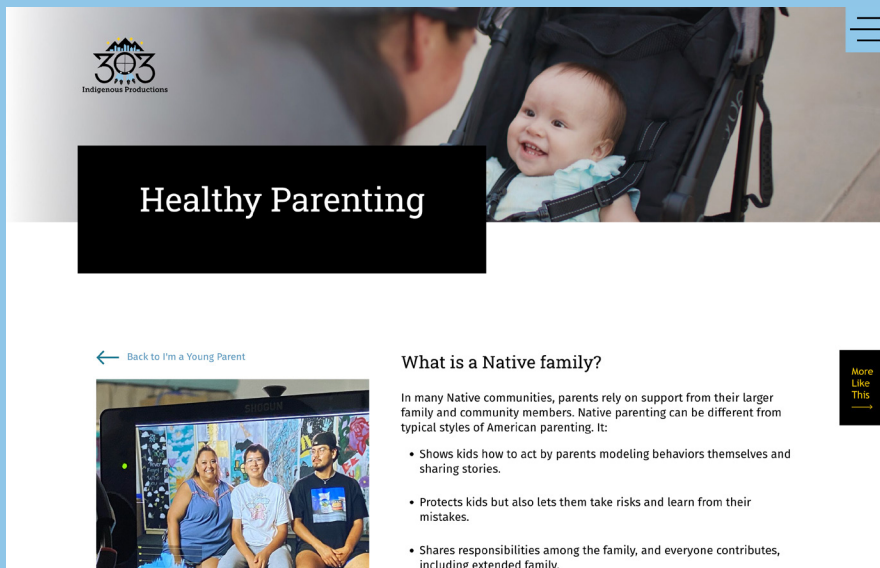
The 303 Indigenous Productions website has numerous pages, each focusing on a different topic identified in the project curriculum, including Native identity and cultural connectedness, child support, parenting, healthy relationships, economic flexibility, and sexual health. Each page features video interviews with youth who participated in the project, information on the topic, and a list of local and national resources tailored to Native youth to learn more about that topic. Figure 3 displays the 5 website pages (excluding the home page) with the most views.

Figure 3. Total Number of Views Per Page



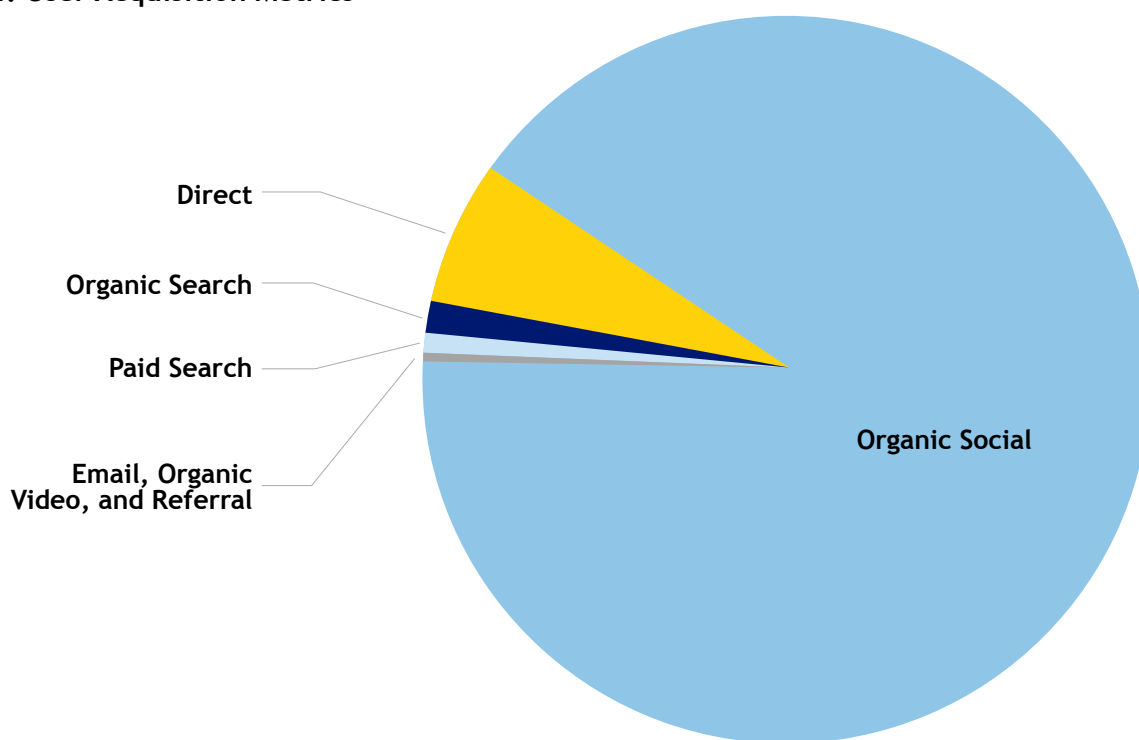
Excluding the home page (the landing page for the website), the next 5 pages with the most views featured core curriculum content, including cultural connectedness, child support, economic flexibility, and healthy relationships.

Three of the top five 303 Indigenous Productions website pages



User Acquisition is a metric that measures how a person found their way to the 303 Indigenous Productions website. The evaluators used Google Analytics to track 8 ways users reached the website: organic social, direct, referral, organic video, display, email, organic search, and paid search. Specifically, organic social means users found the website via an associated social media account, such as Instagram, Snapchat, or YouTube. Direct measures those who reach the website by explicitly typing the web address into the browser’s address bar. Referral tracks user traffic that came from the 303 Indigenous Productions website link embedded on another website. For example, a referral could indicate that users reached the 303 Indigenous Productions website from the Colorado Child Support Services or Colorado Department of Human Services websites. Organic Video accounts for users who arrived at the website via a link in a YouTube video. Display reports the users who arrived at the website by clicking on an ad that ran on another website, including those on social media platforms. Email, as the name suggests, tracks users who click the website link in an email. Organic search accounts for the users who found the website through a search engine. Finally, paid search refers to users who arrive at the website by clicking a link in a paid search ad that appears in a search engine results page.⁷ Figure 4 displays the user acquisition metrics for each way that people found their way to the 303 Indigenous Productions website.

Figure 4. User Acquisition Metrics



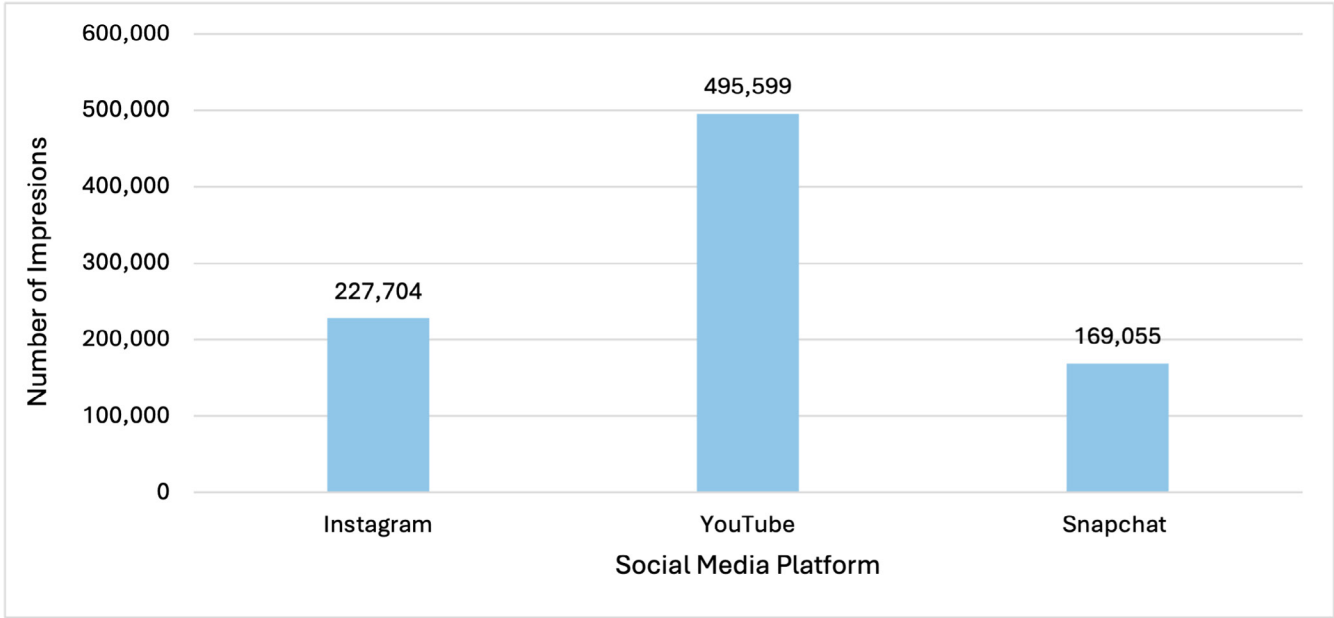
The overwhelming majority of users arrived through the Organic Social channel, suggesting the social media campaign was very effective in directing users to the 303 Indigenous Productions website. The goal of the social media campaign was to drive as much traffic as possible from the target youth audience to the website. Since most viewers came through the organic social channel, the campaign successfully achieved one of its primary goals.

7. Weddle, J. (n.d.). Google Analytics Acquisition Channels Explained. DashThis. <https://dashthis.com/blog/google-analytics-display-traffic/>

Social Media Platform Engagement Data

The second data source was social media engagement data generated from the project’s Instagram, YouTube, and Snapchat platforms. Specifically, 6 videos or ads were shown on Snapchat, 9 videos and static ads, including reels, were shown on Instagram, and 6 videos were shown on YouTube. Figure 7 depicts the total impressions received by each social media platform at the end of the campaign. Social media impressions are the number of times the content is displayed on the platform.⁸

Figure 5. Social Media Impressions



The 9 creatives posted on Instagram achieved a total of 227,704 impressions. The 6 creatives on Snapchat reached 169,055 impressions, and the 6 creatives on YouTube received 495,599 impressions.

The engagement data also included the clickthrough rate (CTR) for each of the 3 social media platforms (see Table 5). The clickthrough rate is the number of clicks the creative receives on a platform divided by the number of impressions the creative receives. To determine what is an adequate performance for a CTR one must consider the campaign audience and industry, and as such, there is no industry standard that can be applied to all social media campaigns. While we know that Snapchat elicited the most clicks, due to the transitory scrolling nature of the platform, we cannot say for certain that it was more effective in gaining clicks than the other platforms.

Table 5. Clickthrough Rate Per Social Media Platform

Social Media Platform	Clickthrough Rate (CTR)
Instagram	0.84%
Snapchat	3.24%
YouTube	0.01%

8. George Mason University, College of Humanities and Social Sciences. (n.d.). Social Media Metrics 101. Marketing and Communications Help Site. <https://marcomm.chss.gmu.edu/social-mediasupport/social-media-metric>



Conclusion

The purpose of this grant was to engage urban Native youth in a transformational learning process through the creation of an original short film. The goal was to strengthen their sense of cultural connectedness while producing and disseminating a social marketing message that endorses that action to their peers. Data collected from participating youth indicated that the project helped them feel more connected to their culture and learn more about child support, economic flexibility, and healthy relationships.

MEANINGFUL INDIVIDUAL-LEVEL RESULTS

Although the group-level differences did not reach statistical significance, individual-level survey data gathered before and after the GLI showed that several participants reported greater connection to their Native identity and culture, as well as increased knowledge of child support services.

The survey data were also supported by the qualitative interviews conducted with youth during and 3 months following the GLI. As part of these interviews, several of the youth described feeling more connected to other Native youth who grew up in urban environments. They also learned more about the nuances of the child support program through the curriculum and reported positive perceptions of the program after completing the GLI. Many youths also reported that learning more about healthy versus unhealthy relationships, especially identifying and responding to red flags, was particularly meaningful.

Results from the *Concrete Warriors* film premiere event also showed that the film was well received by youth and adult viewers who did not participate in the project. Youth viewers reported that the film was effective in dissuading teens and young adults from engaging in harmful behaviors and encouraging them to adopt positive behaviors. Adult viewers of the film also agreed that the participants were very effective in creating messaging that would resonate with teens and young adults. The social media campaign successfully reached the target audience and provided users with additional information and resources on Native identity and cultural connectedness, child support,

economic flexibility, and healthy versus unhealthy relationships. By the end of the social media campaign, the website had garnered 5,757 total views and 5,001 total users. User acquisition metrics collected via the CLI indicate that the social media campaign was highly effective at driving traffic to the 303 Indigenous Productions website, suggesting that a social media campaign is an effective way for agencies to convey information to a targeted audience.

Despite these meaningful results, several limitations in data collection and analysis warrant further discussion. Specifically, conclusions about the GLI are based on small sample sizes. Although a large amount of data was captured from the social media campaign, based on the available data, the evaluators were unable to measure a dosage effect (i.e., information on the duration of exposure) for the youth exposed to the campaign materials. Given these limitations, recommendations for future research include increasing sample sizes for future GLIs and adding questions or data elements that measure the duration of exposure to campaign materials for future CLIs.

Even with these acknowledged limitations, the study's GLI data suggest that the program positively impacted the participating youth, and the CLI was effective in reaching a broader community.

This brief is the third of three describing 303 Indigenous Productions and the evaluation of the process of implementing the project and assessing its outcomes. The Center for Policy Research developed the content for this and other evaluation briefs. For more information, contact dstarcher@centerforpolicyresearch.org.

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