



APRIL 2020

PROPOSALS FOR

THE MASSACHUSETTS

CANNABIS CONTROL

COMMISSION'S

SOCIAL EQUITY

PROGRAM

BOSTON UNIVERSITY'S XC433 CROSS-COLLEGE

CHALLENGE: HIGH STAKES

Prepared by: Team 4
Karen An, Andrea Kuriyama, Delice Nsubayi, Raina Williams, Remi Work
Approved by: Professor Blumenthal and Professor Mashiter



TO PROFESSOR BLUMENTHAL AND PROFESSOR MASHITER,

Our team worked with the Cannabis Control Commission on providing recommendations for the Social Equity Program. On January 28th, we met with Shekia Scott and Alyssa Flores to discuss how the program operates, its successes so far, and potential areas for improvement. We were advised to take the freedom to look into any part of the program we found nuanced and subject to improvement. From that date on, we were originally a little stuck as to where to begin. While we had learned about the program from the point of view of someone in charge, it became clear that we were missing the perspectives of the students and instructors, the people who are actually experiencing the courses. We then developed a plan for conducting interviews, surveys, and attending classes. From our research, along with what we have learned during class, we have concluded that the Social Equity Program is a great fit for those looking to enter the industry. Unfortunately, there are still many obstacles participants face when trying to acquire a license or secure an impactful job in the industry. Our paper aims to address these issues as well as showcase the skills and knowledge we have gained regarding research, information literacy, communication, and teamwork.



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**04****INTRODUCTION:**

Thank you Shekia, Alyssa, and all at the Cannabis Control Commission for giving us the opportunity to work with you and get a glimpse into the challenging, yet rewarding fight for social equity in the cannabis industry. We feel honored to have spoken with the people who make the Massachusetts Social Equity Program possible. Our research process involved collecting personal narratives from vendors, instructors, and participants. During one on one interviews, we asked questions to learn more about the individual's personal background, goals for, and frustrations with the industry and program. We also attended a class to get a true hands on experience of what being in the program is like, in addition to sending out a survey for all participants. We believe that we now have a unique perspective of how this program is excelling and what may put it at risk for failure. Throughout this report, we will discuss our recommendations for what can be done to improve the experience of the program for future participants, based on our research findings. We know that you are very committed to supporting the growth of social equity in the industry and are excited to share with you a few straightforward, yet powerful tools we believe can help people not only follow their dreams, but successfully accomplish them.



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METHODS OF RESEARCH:

The main objective of our study was to accumulate as much information and insight regarding the program, the participants and the cannabis industry, in order to gain multiple perspectives of the program. Therefore, our research utilized a combination of document and data review, comparative research, interviews and firsthand observations.

Document and Data Review:

The program coordinators, Shekia Scott and Alyssa Flores, supplied us with a great deal of resources about the program. The social equity section under the CCC website was very informative in the program's approach, objectives and methods. It was also straightforward and easy to navigate—a plus for any potential applicants who want to learn more.

The documents provided included informative records on the various tracks and courses, accompanied by a schedule of the dates and locations for each course. We also received a presentation of program statistics containing a detailed, number-based overview of the program's participants. This presentation reported the statistics on accepted applications by gender, ethnicity, program track, and program eligibility. It then detailed these statistics by track, and included further information on how many courses are within a track and how many vendors teach each course, in addition to a map of where in Massachusetts the courses are offered.

The site, these documents, and speaking with Shekia and Alyssa provided a strong base in our understanding, during the first 3 weeks, of how the program works and who the participants are.



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Interpersonal Communications: Attending Classes and Conducting Interviews

After developing a full understanding of the program's operations and goals, we began scheduling in-class visits and interviews with participants and vendors to gain first-hand perspectives on the effectiveness of the program.

We attended a Point Seven course, "Security and Working in Law Enforcement," for the Core and Entrepreneur tracks. Here, we were able to speak with a number of participants who openly expressed interest in speaking to us about their struggles in the industry and how the program has been fitting into that. We also want to note that though it was a bit lecture-heavy, the speaker provided a lot of case studies and advice for participants to use in their own business designs. In other words, he was engaging. The more relevance of content to students' lives, the better.

Our formal interviews consisted of 6 participants and 3 vendors, thanks to Shekia and Alyssa for providing us with the contacts. We spoke to participants Devin Alexander, Jordan Clark, Pedro Fernandes, Aaron Hussey, Albie Montgomery, Kevin Vixama, and vendors: Noni Goldman, Beth Goldstein and Marion McNabb. The general framework of our interviews consisted of some background of the interviewee, positives of the program, possible issues that need more attention within the program, and lastly, whether they feel participants are ready to enter the industry after the program.

These interviews provided direction for the bulk of our research as we found that participants and vendors had some common concerns about the program. The Covid-19 pandemic put a pause on the regularly scheduled programming, but we were able to gain access to online material and syllabi, zoom recordings for the Marketing Edge course and continued our interviews by phone.



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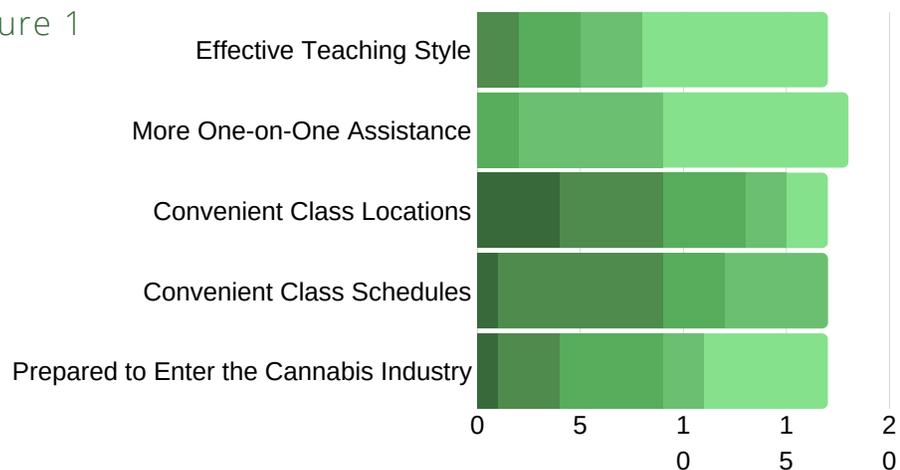
These concerns ranged from logistical concerns in terms of organization and consistency to the overarching concern that all of the cannabis industry knows as the biggest obstacle: obtaining capital and real estate. These concerns will be further detailed below, corresponding to the recommendations we derived from them.

Quantitative Study: Survey

Lastly, we conducted a survey of our own, hoping to attain a wider reach of responses by participants regarding more generalized questions about the program. We received a total of 19 responses. Although this was not as high a response rate as we'd originally envisioned, we found the results to be valuable since they resounded with some of the findings from the interviews.

One part of our survey had participants indicate if they agreed or disagreed with certain statements. Figure 1 below shows some of the results with the darker green being strongly disagree and the gradient going down to strongly agree. As can be seen, the majority of the respondents expressed that they enjoy the teaching style, but would like more one-on-one assistance. In addition, the majority of responses disagreed with the statement, "Class locations are easy and convenient for me to get to," and "Class schedules and timing are convenient."¹

Figure 1



1. Karen An, Andrea Kuriyama, Delice Nsubayi, Raina Williams, and Remi Work, Cannabis Control Commission Social Equity Class Survey, 2020.

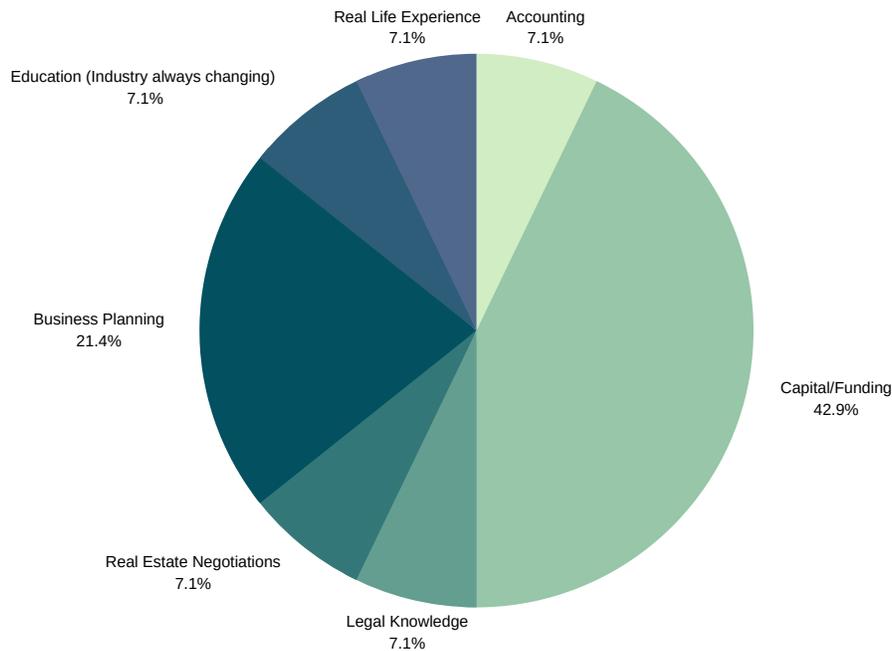


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One of the most important questions we asked on this survey was, “What areas/skills do you feel most lacking in to enter the industry?”² The responses were open ended, so I have condensed them into Figure 2 below since many were repetitions.

Although we did not receive a large amount of responses, we can see that the majority of people are concerned with raising capital after completing the program. This aligns with recurring concerns we came across in our interviews.

Figure 2



2. Karen An, Andrea Kuriyama, Delice Nsubayi, Raina Williams, and Remi Work, Cannabis Control Commission Social Equity Class Survey, 2020.



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THE PROPOSALS:



1

CLASS LOGISTICS

As the survey reflected general discontent regarding convenience of class schedules and locations,³ our first recommendation aims to improve accessibility and consistency of class locations by securing a central location. Currently, class locations are scattered throughout Boston and can be far away from each other, from Central Boston, Cambridge, Babson Park and even Worcester. Understandably, courses can be held in these locations due to the instructors' preferences. There are pros to this as accessibility is more balanced and dispersed. However, we want to emphasize paying attention to how accessible it is from public transportation, since that is a more common obstacle. One participant, who prefers to remain anonymous, specifically stated, "I'm sorry I don't drive, I take the train, there's no train to Babson."⁴

But of course, securing a stable location may not always be so easy. Therefore, we also propose another accommodation for students, providing preloaded MBTA passes with enough swipes or fare to get them to and from their courses. Since it would be about 14-28 swipes, if measuring "to" and "from" each class, this wouldn't be a huge financial burden on the program. We recommend reaching out to the city of Boston for financial support on this, as social equity would be a cause of interest. This could potentially be a win-win situation because it is a great opportunity to increase program awareness.

3. Cannabis Control Commission Social Equity Class Survey, 2020.

4. Anonymous Interview, 2020.

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While classes are sometimes inaccessible, they are also unpredictable. Class locations often change at the last minute whether it be the week of or even the day of the class. The same participant expressed, “Thank you for offering the class but we haven’t even gotten to the class, we’re not even talking about the material. The structure, the environment. We’re just talking about access.”⁵ This poses a problem to students who are already traveling far to make it to classes, and don’t have a car. Realistically, as many students are from an economically disadvantaged background, they don’t have the means to Uber everywhere.

To address this concern, we recommend that the CCC keep 2-3 central locations on rotation. In addition, many participants have stated that they enjoy the feeling of being in classrooms and on college campuses because it fosters better learning. Therefore, Suffolk University could be a good candidate for one of these central locations. Suffolk university is in the center of Boston and is accessible by the green line on the MBTA. The green line has connections to all of the other colored lines as well.

These logistical issues can be tedious, and hard to maintain control over. However, they make up the foundation of the program and courses. Without these aspects set in stone, it sets a wobbly foundation for the classes. Instability can be something that can be distracting and deter the focus of the class and even result in low attendance.



Image Source: nbcboston.com

5. Anonymous Interview, 2020.



2

NETWORKING OPPORTUNITIES

Our second recommendation is for there to be more opportunities for program participants to collaborate with each other during the class sessions in efforts to create strong professional and even personal relationships. Many participants come from similar backgrounds, areas, and socioeconomic statuses. They have most likely faced similar hardships in life as well as in the industry, and would thrive if given the time to get to know each other. Entering any new industry is intimidating, especially starting from the bottom up. Instructors or other program coordinators should schedule in time during courses for people to introduce themselves, play icebreakers, and get to know what their goals are in the industry. The ability to communicate with peers is crucial to potential success in making business contacts and they may even be meeting their future partners. From what we have learned from interviewing Jordan Clark, he believes many students are generally feeling discouraged about their future in the industry, especially because right now there is only one social equity owned operating business. He is worried that it may become the token example and remain the only example for success.⁶ While right now, students only have that one business to look up to, they would benefit from leaning on each other for support and motivation.

Participants have been incarcerated for marijuana related circumstances or have faced charges, and have even been

6. Jordan Clark, telephone conversation with author, March 2020.



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put in triggering situations during the program. For example, one participant, who also requested anonymity, expressed feelings of discomfort and trauma when visiting a police station for the program.⁷ While the visit may have been necessary for the guidelines of the course the student had attended, it would have been helpful to be comforted in knowing they were amongst peers who understood their background.

At times, there is a disconnect between the level of wealth and success in the industry amongst the vendors and the students. When instructors advise their students to network with professionals in the industry, they fail to notice that there are people who have never had the opportunity to network or speak to investors before and do not know how to do this. To put into perspective how the inability to make connections could put students at risk, Andrew Goldman, a current cannabis business owner who was not a social equity candidate, gave us insight from his own experience. He explained that because it is necessary to acquire a location for your business even before submitting your application to the state, the owner of the property has to pay rent or taxes on the land before having the opportunity to open their business; this is something that would not be feasible for people who are economically disadvantaged and they may not even understand how to handle these regulations. In a situation like this, it may be possible for these candidates to continue with buying/renting land, however; only with the help of an investor or from obtaining a loan.⁸ Students would ultimately need to have the right connections in the industry to go through with the process. Even further, this is a subject where it is difficult to ask the right questions, since it is such a key component of success in the cannabis industry yet a huge responsibility. Our recommendation here is to provide a course on how to network, how to properly communicate with investors, and other potential contacts.

7. Anonymous Interview, 2020.

8. Andrew Goldman, in-class video conversation, March 2020.



3

TEACHING STRATEGIES

Our third recommendation is focused on increasing the effectiveness of the instructors for the courses. The vendors in charge are very knowledgeable and skilled experts, but that doesn't mean their wisdom is always being translated effectively. Fixated on improving the learning experience for participants, we have a couple of recommendations to increase teaching efficiency.

A Crash Course on Effective Teaching Methods:

Psychologist and global consultant for adult and professional learning, Raymond J. Wlodkowski has published three editions of his book, *Enhancing Adult Motivation to Learn*, which focuses on the most effective teaching methods and the importance of an equitable learning environment.⁹ With the 2008 edition, he expanded his focus on second-language learners and lower-income adults. Having dedicated almost over a decade of his career to researching adult motivation to learn, he presents suggestions for adults such as, “more active learning, greater relevance of subject matter to students’ lives, and higher levels of student engagement.”¹⁰

As shown in our survey, many of the respondents expressed that they enjoyed the teaching styles, but would like more one-on-one assistance.¹¹ Applying this to Wlodkowski’s suggestions, these courses are strong in terms of

9. Raymond J. Wlodkowski, *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults* (San Francisco: John Wiley & Sons, Inc., 2017).

10. *Ibid.*, 28.

11. Cannabis Control Commission Social Equity Class Survey, 2020.



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“relevance of subject matter to students’ lives,”¹² as we also observed this at the Point Seven course. But the other aspects of active learning and student engagement could be improved.

One thing we found when observing some of the courses in person was the heavy lecture-based style of teaching. Though the lectures presented useful and valuable information, we must realize that these classes go on for about 3 hours minimum, and sometimes up to 8 hours.¹³ And that is where activity-based and engagement-inducing teaching is important. Of course, at the end of the day, even the best methods of teaching will not surely simulate reality. However, it is important to incorporate experiential learning, especially when teaching adults, and many who may not have had access to higher education.

But active learning-based techniques were not completely absent from the program. Marketing Edge’s courses taught by Beth Goldstein were complimented by various participants for its hands on and interactive approach. Interestingly, Goldstein has a good amount of teaching experience and is currently obtaining a Doctor of Education. We spoke with her about her teaching efforts, and she described her approach on experiential learning. She encourages participation through activities that have students work with each other to exchange ideas, they do marketing critiques and smart goal planning.¹⁴ These are all interactive ways to learn by doing, and allow students to be more engaged as well as have more opportunity to meet each other.

We propose having some sort of guideline, or a one-day crash course, for vendors to inform them of how to effectively teach adults. Currently, vendors get free reign over how they want to approach the curriculum, but setting some sort of standard would be beneficial for the participants. Beth Goldstein could

12. Raymond J. Wlodkowski, *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults* (San Francisco: John Wiley & Sons, Inc., 2017), 28.

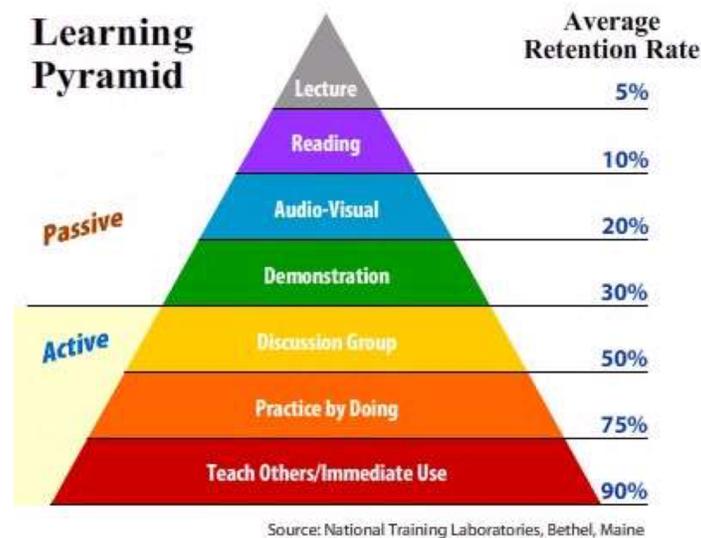
13. Cannabis Control Commission. *Tentative Social Equity Program Matrix*. 2020.

14. Beth Goldstein, telephone conversation with author, March 2020.

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be a good resource to gain more insight on this, as she has expertise on education. A 2015 report on “Adults as Learners: Effective Teaching Strategies,” by University of Minnesota “professor, Catherine Rasmussen, provides a comprehensive guide with tips and types of questions that can prompt participation and encourage active learning by adults. This guide can be referenced in the footnote.¹⁵ In addition, the guide includes a pyramid of average attention rates, which helps to visualize the value of active teaching methods.

Figure 3¹⁶



One of the biggest challenges is students having the motivation to continue in the program and be active within it. They are not as motivated if they don't see a personal benefit. Real substance to the curriculum, besides the named financial assistance benefits, is essential. This means keeping the focus student-centric. Having more activity-based and experiential learning measures allow more room for the participants to apply what they learn in the courses to their personal goals. A set standard of guidelines or some form of a crash course for the well-intended and skilled vendors would improve the participants' learning.

15. Catherine Rasmussen, “Adults as Learners: Effective Teaching Strategies,” Regents of the University of Minnesota, 2015, https://www.leadingagemn.org/assets/docs/15_Workforce_103_CreatingEffectiveOrientationPrograms-CRasmussen.pdf.

16. Ibid.



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Required Coordination Efforts Between the Vendors:

A number of participants also expressed that courses would overlap in material. Participant Kevin Vixama suggested that these courses could be combined into one.¹⁷ Having a required standard of coordination between the vendors could also be a solution to this.

Many of the vendors are peers and have worked together before, so we acknowledge that they do keep in communication and talk about the program. Marion McNabb from C3RN mentioned that she had co-created content for the courses with other instructors. She also explained, “each course is a piece of an overall curriculum.”¹⁸ This could not have been put into better words. These collaborative efforts, though existing, are not required or mandatory, and having them be so could be beneficial.

Beth Goldstein described the free reign process in organizing courses, and how it sometimes leads to a “discoordination of efforts.”¹⁹ She described that six vendors are told to find a location and told to teach their topic the best way they believe it should be taught.²⁰ Of course, this is all with good intention, but it doesn’t end up being as effective as it could be. With a lack of collaboration between vendors, all the courses under one track become separate and not “a piece of an overall curriculum.”²¹

It would be beneficial for the program to require, to some degree, that vendors discuss their overall course materials and work with one another to have the courses complement each other rather than being separate—especially when they fall under the same track and have the same group of students. This could also lead to some improvement in the logistical issues of class scheduling and timing.

17. Kevin Vixama, telephone conversation with author, March 2020.

18. Marion McNabb, telephone conversation with author, March 2020.

19. Beth Goldstein, March 2020.

20. Ibid.

21. Marion McNabb, 2020.



4

AN EMPHASIS ON FINANCING

When asked to identify a barrier they are concerned about facing after the Social Equity Program, a prevalent concern amongst participants was obtaining investors and capital²² (Figure 2), which is already a widely known obstacle in starting a business in the cannabis industry. This poses a social equity issue, because those who have the financial means at their disposal already have an advantage compared to those with no funding.

There is no simple and direct solution to this, but our fourth recommendation is to provide participants with more knowledge and resources in order to obtain the funding they need, with a focus on teaching participants how to manage investors and loans.

During interviews, some participants mentioned it is difficult for investors to be interested in someone before they have a license. Although the speed of the licensing process is a different problem on its own, participants would benefit from learning how to obtain investors while working around the barriers in today's system, such as the long licensing process. They should also be provided with intensive knowledge on how to procure loans. It would be beneficial for them to be aware of all the different options they have for funding apart from investors and loans.

22. Cannabis Control Commission Social Equity Class Survey, 2020.

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Fortunately enough, the Social Equity Program already has a course titled “Raising Capital in the Cannabis Industry” under the Entrepreneur track.²³ We recommend that with time this course be extended to participants in the other tracks as well since it is useful information for someone entering the industry.

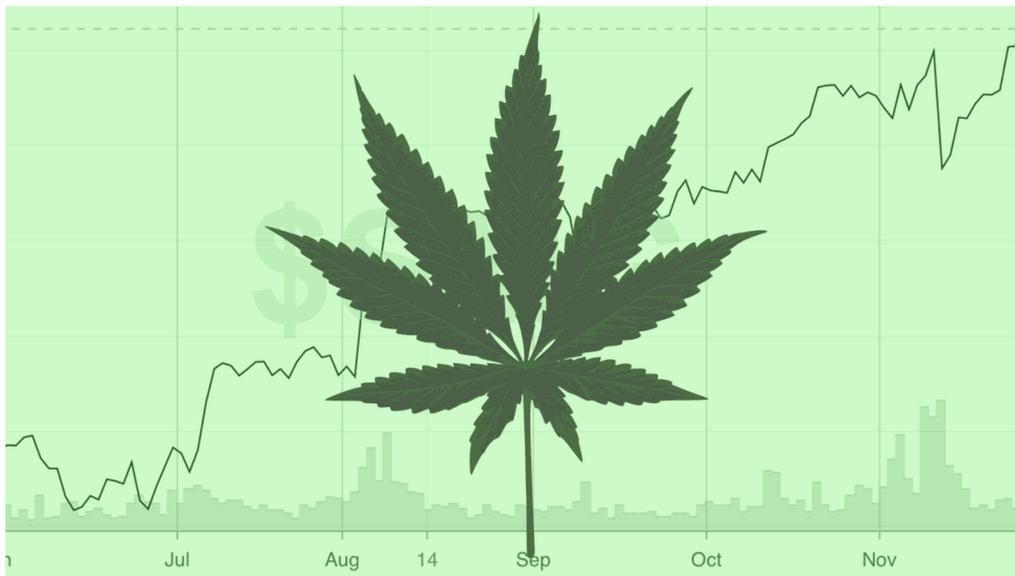


Image Source: moneybadger.stocktwits.com

23. Cannabis Control Commission, Tentative Social Equity Program Matrix, 2020.



5

INCREASED RECOGNITION

Our final recommendation is that there could be more consistent communication between Massachusetts political leaders and the CCC's social equity program. We commend the CCC's attentiveness to these concerns by, for example, offering high quality benefits just for qualifying for the program. Program benefits include an expedited application review, waived application fees, exclusive access to social consumption, delivery-only license types, and 50% reduction of annual license fees.²⁴ However, many of the clients and vendors we received feedback from note that no matter how many benefits the CCC social equity program offers, it can't make much of a difference to social equity candidates without support and transparency from the state government in regards to licensing. In other words, there were concerns that the certificate they are awarded after completing the program would have no significant impact on how the state views them.

Noni Goldman, one of the vendors of the social equity program from Four Trees Management Co., says that vendors and instructors in the social equity program had a meeting around December 2019 in relation to improved communication with the state government. She states that without support of the CCC, clients have to go through the state system to get a license approved, and that it is one of the only ways to get licensed, so it is not the most equitable approach.²⁵

24. Cannabis Control Commission, "Equity Programs," Cannabis Control Commission, 2020, <https://mass-cannabis-control.com/equityprograms-2>.

25. Noni Goldman, telephone conversation with author, March 2020.



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The Massachusetts state government should recognize the program more formally through promoting it via advertisements or by word of mouth that can easily be located by citizens.

Pedro Fernandes, a participant of the CCC's social equity program going through the entrepreneur track, strongly advocates for the importance of the social equity program getting acknowledgement from the state. He suggests Massachusetts cities should know more about the program in order for the certification that program participants receive to have more importance. In addition, he believes one of the biggest barriers he, and other social equity participants will face, is finances. He states that if the certification had more meaning to the state, social equity applicants would have more investors attracted to them, and would thus partially solve the issue of finances.²⁶

An example of how we hope this recommendation could play out in real time would be similar to how Oakland, CA recognizes their state's social equity program. The article by Tulio Ospina entitled, "Oakland's Groundbreaking Cannabis Equity Program" explains how the Council of Oakland, as of 2017, has voted in two phases to help provide equity applicants with the resources and recognition to enter the cannabis industry. The first phase would require at least 50% of permits to be given to equity applicants, and the second phase starts once \$3.4 million in cannabis business tax revenue has been made. It will then be used to offer no-interest loans to equity applicants.²⁷ Another way the CCC could get more involved with state officials is through attending city council or city general meetings (Boston public hearings that allow public input) and through informing council members of the program's importance. This shows how important the recognition of the benefits of the CCC social equity program in collaboration with the state and cities can be impactful to social equity candidates.

26. Pedro Fernandes, telephone conversation with author, March 2020.

27. Tulio Ospina, "Oakland's Groundbreaking Cannabis Equity Program Expanded," Oakland Post (Oakland, Calif.), 2017.



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Lastly, we propose that the social equity program allow the participants to become more involved in this advocacy by creating an in-class assignment where they write

letters to city or state officials. Because this is a relatively simple assignment, it is flexible on when and where to assign it. We believe it would be beneficial for participants of all tracks to participate, so it could possibly be done on the first or last day of classes. Once they are written, vendors can collect them and mail them out for the participants who may not have the time to do so. These letters will be an opportunity for participants to tell their stories, why they are in the Social Equity program and what being in the program can do for them. The goal is that this will have a more personalized impact on government officials, and therefore, strengthen the way they view the Social Equity program and its importance.



Image Source: Cannabisgrower.com



CONCLUSION:

Overall, there was general satisfaction of the program from our sample of interviewed vendors and participants. However, the program can continue improve the overall delivery of content so that participants can successfully apply for a license in the Massachusetts cannabis industry. The WBUR article, “Black Entrepreneurs Call For More Equity In Mass. Cannabis Industry” highlights how, as of the article publication date in 2019, “only two applicants from the state's equity programs have been issued licenses — out of 105 provisional and 79 final licenses issued.”²⁸ This article, along with our research, highlights how the state’s social equity program can be improved to better set up disadvantaged applicants of marijuana licenses for success.

We believe these proposals regarding class logistics, networking opportunities, teaching methods, financial education, and increased communication between Massachusetts political leaders and the CCC will help the CCC’s social equity program thrive. It is imperative for the program to constantly adapt and improve as time goes on, so that the program participants can enter the cannabis industry with as much support as possible. The cannabis industry should be treated like any other profitable industry. The people involved should have the necessary building blocks to create and maintain successful businesses.

28. Zeninjor Enwemeka, “Black Entrepreneurs Call For More Equity In Mass. Cannabis Industry,” WBUR, September 5, 2019.



Thank you Shekia, Alyssa and all at the Cannabis Control Commission for giving us the opportunity to work with you and get a glimpse into how challenging, yet rewarding, the fight for social equity in the cannabis industry is.



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APPENDIX: THE SURVEY RESULTS

Default Report

CCC Social Equity Program

April 27, 2020 9:29 PM MDT

Q1 - What is your age?

What is your age?

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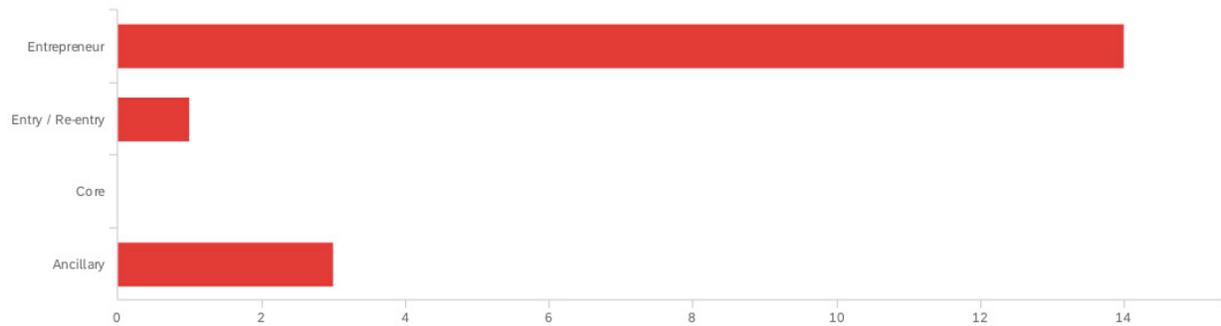
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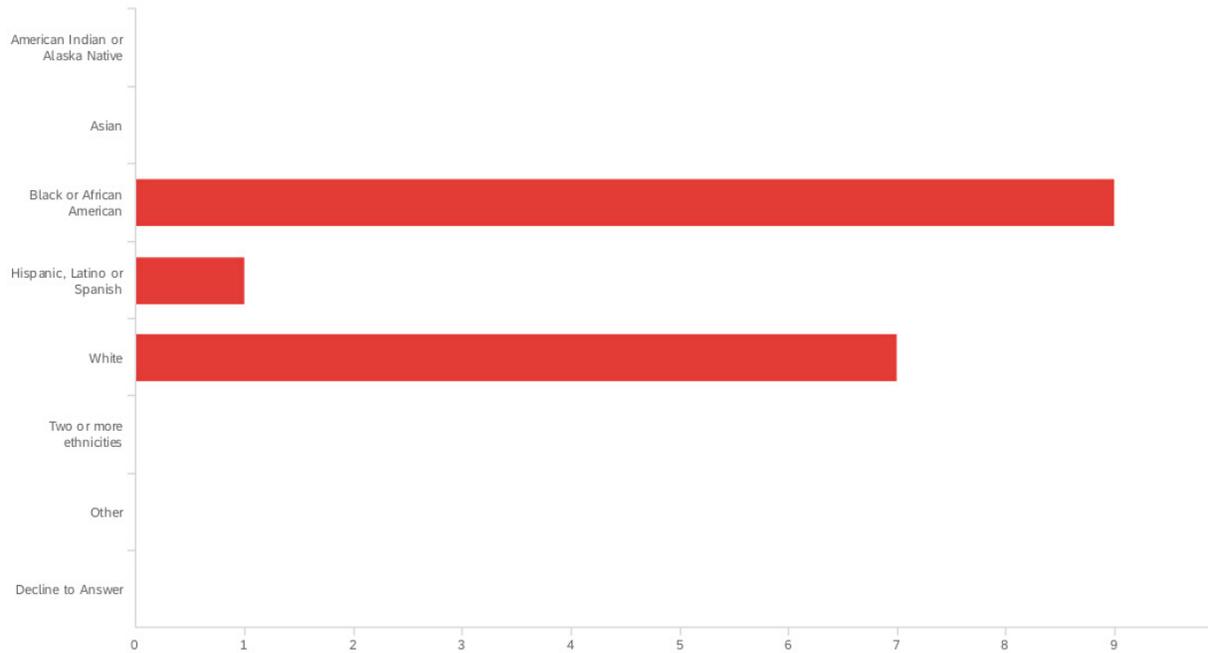
32



Q2 - Track?



Q3 - Race & Ethnicity?



Q4 - How did you qualify for this program? Check all that apply.

#	Field	Choice Count
1	Residence in an area of disproportionate impact for at least 5 of the past 10 years and an income that does not exceed 400% of the Federal Poverty Level	54.55% 12
2	A past drug conviction and residence in Massachusetts for at least the preceding 12 months	31.82% 7
3	Married to or the child of a person with a drug conviction and residence in MA for at least the preceding 12 months	13.64% 3
4	Other:	0.00% 0



Q5 - How are you benefiting from this program? Check all that apply.

#	Field	Choice Count
1	Technical Training	28.57% 12
2	Waived/Reduced Application fees	28.57% 12
3	Exclusive access to delivery-only and/or social consumption licenses	38.10% 16
4	Other:	4.76% 2

Q5_4_TEXT - Other:

Other:

Knowledge.

Q6 - Please check the box that applies to how you feel about the following statements:

#	Field	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree	Total
1	The process of joining the program was easy and straightforward.	0.00% 0	0.00% 0	11.76% 2	47.06% 8	41.18% 7	17
2	The teaching style is effective.	0.00% 0	11.76% 2	17.65% 3	17.65% 3	52.94% 9	17
3	The classes are very interactive.	5.88% 1	0.00% 0	29.41% 5	29.41% 5	35.29% 6	17
4	I receive one-on-one assistance.	11.76% 2	17.65% 3	17.65% 3	29.41% 5	23.53% 4	17
5	I would like to have more one-on-one or personalized assistance.	0.00% 0	0.00% 0	11.11% 2	38.89% 7	50.00% 9	18
6	The instructors give me adequate opportunities to ask questions.	5.88% 1	0.00% 0	5.88% 1	17.65% 3	70.59% 12	17
7	Internet access is not an issue for me.	0.00% 0	5.88% 1	5.88% 1	17.65% 3	70.59% 12	17
8	Class locations are convenient and easy for me to get to.	23.53% 4	29.41% 5	23.53% 4	11.76% 2	11.76% 2	17
9	Class schedules and timing are convenient.	5.88% 1	47.06% 8	17.65% 3	29.41% 5	0.00% 0	17
10	Vimeo is easy to use / instructions are easy to follow.	17.65% 3	35.29% 6	29.41% 5	17.65% 3	0.00% 0	17
11	A different virtual system or program would be beneficial.	0.00% 0	0.00% 0	35.29% 6	41.18% 7	23.53% 4	17
12	I feel prepared to enter the cannabis industry.	5.88% 1	17.65% 3	29.41% 5	11.76% 2	35.29% 6	17

Showing rows 1 - 12 of 12



Q7 - What areas/skills do you feel the most lacking in to enter the industry?

What areas/skills do you feel the most lacking in to enter the industry?

They have done nothing to help us on the city level. The biggest barrier is the HCA and cities do not care about Social Equity applicants

Accounting

Actual operations and scaling up to higher capacity. Funding for start up expenses

Capital

I think it might be just me but i still feel like i may not know everything i need to know about the legal issues.

Commercial Real Estate least negotiations

Business planning

More educated as the landscape is ever changing

Financial

Actual real life experience in the field would've been beneficial.

Business

Finances, marketing

Overall logistics of capital generation

Funding but I've learned how to potentially acquire.

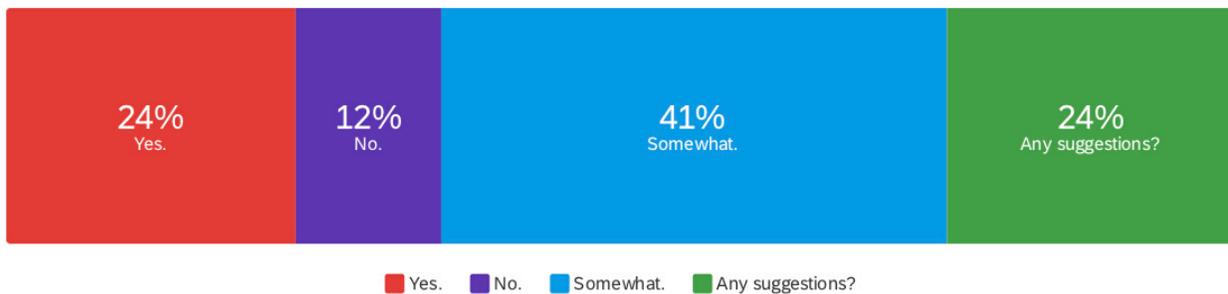
How to get investors

I do not feel that I am lacking any skills needed to enter into the industry.

I haven't had any issues because I have filled out any paperwork yet but the CCC newsletter is always talking about struggles towns are giving entrepreneurs. Many people waiting for licenses stories sound like this might not be possible for me.



Q8 - Do you feel that the program and courses are successful at targeting those stresses or weaknesses?



Q8_4_TEXT - Any suggestions?

Any suggestions?

I think it would help if we covered each subject or skill individually per meeting/webinar that it would be better. Add more meetings or more frequent meetings if necessary.

More classes focused on commercial real state.

Provide lists of cannabis friendly communities Those in the program that get licenses and open up shop, have them tell the other participants how they did it.

Seems like the licensing process needs a faster more fair system. I keep hearing many SE and EE applicants are still waiting for approval even though we were told we had priority.



Q9 - What areas/skills do you feel the most confident in to enter the industry?

What areas/skills do you feel the most confident in to enter the industry?

Sales, negotiations

Government and community development.

Application process and attaining municipal approval

Deliveries, security and lounge

Cultivation.

The municipal process

I would say home delivery

The supply chain side

Attention to detail, communication skills, people skills, 30 plus years of delivering cannabis

Licensing

Cultivation

Branding/Design/Concept

Knowledge based information regarding the licenses and learning how to comply with regulations.

Retail, delivery

Cultivation

Creating branding, selling products that are accepted.

End of Report

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