

Youth Marijuana Prevention & Education

YMPEP Planning Meeting

Meeting Summary, February 12th, 2018

Location: 800 Alder St, South Bend, WA 98586

Support and Backbone Staff: Matthew Shellhart - *CHOICE*, Carol Palay - *CHOICE*, Megan Moore - *CHOICE*

In Attendance: Mary Goelz – *Pacific County Public Health*, Jackie Smith - *Pacific County Health Department*, Mary Anne O’ Garro – *Thurston County Public Health*, Kateri Wimsett – *Thurston County Public Health*, Yasmina Aknin – *Cowlitz County Health and Human Services*, Casey Peters – *Lewis County Public Health and Social Services*, Ginger Hake – *Wahkiakum Community Network*, Stacy Mueller – *True North-ESD 113*, Ben Johnson – *Mason County Public Health*, Beth Mizushima – *Grays Harbor Public Health and Social Services*, Meghan Goldenberger – *TOGETHER!*, Dianne Swanson – *Cowlitz County Health and Human Services*

I. Welcome and Introductions

Matt welcomed attendees and facilitated introductions. Matt then walked through the desired outcomes of the meeting agenda:

- WA Traffic Safety Commission Partnership
- Discuss Fidelity and Cultural Competency
- Review Action Plan
- Next Steps

II. WA Traffic Safety Commission Partnership Discussion

Matt informed the group that he has created a work group that includes Mary Ann O’Garro, Casey Peters, Ann Larson, Jennifer Brackeen, and himself to create a proposal for a partnership between WA Traffic Safety Commission and YMPEP. If the proposal is approved, YMPEP would receive a \$20,000 grant.

Mary Ann presented the proposal to the group. The overall goal is to conduct a collaborative regional public health communication campaign that focuses on risks associated with marijuana use and driving. The proposal would target teens ages 15-17 who ride in a vehicle with others who have been using marijuana. The proposal framework is positively focused, no scare tactics or negativity towards people using marijuana, but trying to use the power of the passenger to choose not to ride with those under the influence.

Some of the strategies are to target the myths associated with driving and marijuana use and include data on how marijuana impacts one’s ability to drive. The group decided not to incorporate information on legal consequences related to driving and marijuana use because they want to focus more on the passengers and their decision to get in a vehicle with someone under the influence.

YMPEP Group Feedback:

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- Want to incorporate the enforcement of a graduated license
 - kids get a license at 16, but no other kids are allowed as passengers in the car unless it's a sibling for the first 6 months
- Different messaging within other languages instead of just translating one message
- Why not talk about legal consequences?
 - Want to keep the proposal more focused on the decision point
 - Will be revisiting this idea in future meetings
 - Want to add legal consequences as information to the parents
- Add a phase 3 that targets the driver if YMPEP were to receive more funding
- More people are riding with someone under the influence of marijuana than people are driving under the influence
- Are you exploring how to tell if someone is under the influence of marijuana?
 - Exploring during development
- How can the YMPEP group support this work group?
 - Still in the process of planning, but YMPEP will go back to monthly calls with a quarterly meeting

Mary Ann explained that the next steps of the work group for the WA Traffic Safety proposal are to discuss the YMPEP work group's suggestions, create a tiered proposal, and submit the proposal for approval. Currently, CPAA is the only region so far to explore driving under the influence of marijuana.

III. Discuss Fidelity and Cultural Competency

Matt divided the group into smaller sets of three to discuss ideas around incorporating fidelity and cultural competency into the strategic plan. The Department of Health would like the YMPEP team to identify how we incorporate these ideas into the work plan.

Group feedback on fidelity:

- Does DOH have a process that we have to follow?
 - Matt said that he will get clarification from the Department of Health because the models we are using are not evidence-based
- One suggestion was that there are ways to talk about how you do a process with policy change to fill the criteria of fidelity

For cultural competency, Matt explained that he wants to assess how ready our counties are for implementation of the activities. Do the counties need training on these types of messaging?

Group feedback on cultural competency:

- We need to identify class standards – set of standards that describe how to deliver services
 - Concepts and best practices when you implement your plan
- Different messaging for other languages
- Mary Ann has a document that YMPEP could write into the work plan
- Explore cultural competency training options for work force
- Get feedback on proposed ideas from outside of this group

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- Testing all communication material
- Socioeconomic status awareness
- Reaching out to hard to reach populations/rural communities
 - Ask their needs, instead of being negative about their lack of participation
- Training for decision makers
- Advocate for cultural awareness needs in our work force
 - We provide lens as the decision making group, set the example by doing it
- Top down and bottoms up approach so there are no gaps
- Concentric socioeconomic circles
 - Who to talk to in each county and how with different methods
- Training is not just once a year; it must be revisited and built into plan

How do we build cultural competency into our 5-year plan?

- Create a good understanding of the plan to keep everyone on the same page
- Invite decision makers from each county
- We want to make sure we reach our customers

IV. Review Action Plan

Matt distributed the list of activities the group has identified so they could finalize them for the strategic plan. He asked the group to divide into smaller groups to review and discuss each strategy.

R1: Increase capacity to prevent the initiation and use of marijuana by youth

- The group unanimously agreed with this identified activity.

P3:

Component 4 - Develop a region specific education campaign

- How are we identifying high risk families?
 - WIC, NFP, etc.?
- Reframe to “Put it away” campaign, “Secure your Stash”, “Safe Storage”, “Store Smart”
- Have to know a lot about users, audience, etc.
- Campaign needs to be created for marijuana users, cultural sensitivity
- Phase model, explore later on in the plan
- Assess where parents are storing, determine readiness, survey, etc.
- Policies of marijuana use are subject to change
- Collecting data around this subject to implement later on in the plan
- Data keeps changing constantly

Component 6 - Develop and disseminate educational materials to adult consumers regarding the risks associated with youth marijuana use, the laws about providing marijuana to a minor, the harms associated children ingesting marijuana products, potential harms of exposure to secondhand marijuana smoke, and smoking in public places laws. Disseminate through marijuana retailers and at community events that promote marijuana use.

- Seems like a lot of different messaging, lots of educational topics

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- Concern with the targeted environment and not targeting the right audience
- What evidence do we have on the risks of underage youth?
- Some Public Health Departments cannot do any activities unless approved by director; this may be very challenging
- Could be a pamphlet in the Public Health Department, social media post, or marijuana retailers could potentially hand out pamphlets that identify youth risk of using marijuana
 - Handouts do not work, statistically

After discussion, the group decided to discard P3 for the time being and possibly explore adding it as an amendment later on in the plan.

P4:

Component 2 - Promote the usage of state tobacco, drug, e-cigarette, and weapons free school signs. Encourage schools to place signs in key entrance areas such as parking lots, buildings, and areas used for non-school events.

- Look at alternatives to marijuana-related in-school suspensions
- Only focus on public schools for now
- Best placement/most visible signage
- Reaching out to ESD 112
- More time than June 2018 for planning
 - Request to extend deadline to June 2019

Component 3 - Provide schools with tools to promote substance free campuses and educate students and staff about the policies and procedures. This may include messages about consistent enforcement of substance use policies, announcements, for daily bulletins, and sporting events. Regions can utilize the WA State School-Based Substance Use Policy Guidebook to guide this work.

- No school signage requirements
- Who is doing the assessment piece?
 - Sometimes principals, vice principals, etc.
 - Use tobacco funding
- How could policies improve

P6:

Component 2 - Educate youth and parents on the laws of potential harms of marijuana use through paid or earned media

- The group unanimously approved this activity.

P7:

Components 1 & 3 - Advocate for enforcement or public use bans

- Social Host Ordinances do not fit under component 1
- Anything by June 2018 cannot be done, need more time
 - December 2018
- Parks, colleges, etc.
 - Places identified by the assessment

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P8:

- Only want to do component 3
 - Conduct ongoing public awareness activities to increase awareness of smoking in public places laws and how these laws apply to marijuana and tobacco use
- Naturally already do this activity in Public Health Departments

After reviewing the activities, Matt shared the next steps in the process. He will make the needed adjustments of the activities, and then he will take the drafted version of the strategic plan to the Regional Directors for their input along with sending the draft to the YMPEP group members. For the conclusion of this meeting, the group decided to move forward with activities P4, P6, P7, and P8.

V. Summary and Next Steps

- The next meeting is March 12th, 2018
- Matt will have a draft of the Strategic Plan to everyone by March 5th, 2018
- The YMPEP team requested that Matt get more yellow Spanish speaking signs for ESD 113