

Youth Marijuana Prevention & Education

YMPEP Planning Meeting

Meeting Summary, July 25th, 2018

Support and Backbone Staff: Matt Shellhart – *CHOICE*, Madi Tanbara - *CHOICE*

In Attendance: Beth Mizushima- *Grays Harbor Public Health & Social Services*, Stacy Mueller – *True North-ESD 113*, Casey Peters-*Lewis County Public Health & Social Services*, Jackie Smith – *Pacific County Health Department*, Ben Johnson – *Mason County Public Health*, Ginger Hake – *Wahkiakum County Health & Human Services*

Location: Grays Harbor County Public Health & Social Services, 2109 Sumner Ave., Aberdeen, WA 98520

I. Welcome and Introductions

Matt welcomed everyone in attendance and facilitated introductions. Matt then provided an overview of the desired objectives of this meeting based on the agenda:

- YMPEP Program Updates and Next Steps
- Review and discuss YMPEP Cultural Competency/Humility Standards
- How to use the Cultural Competency/Humility Resource & Tool Guide: 1st Edition 2018 in the YMPEP Region

II. YMPEP Program Updates

Matt went over the YMPEP Binders, including the implementation guide. Matt stated that he would like to create a one-page list of program goals for the year based on the strategic plan, to be placed at the front of the YMPEP Binder for cross-reference. This sheet would provide brief detail of what will be covered in the following sections.

Matt stated that a schedule has been built for fiscal meetings in the coming months, which will entail quarterly in-person meetings, and monthly calls in between. These will take place on the second Tuesday of the month, 11 AM-12PM for phone calls, 1 PM-3 PM for in-person quarterly meetings. The quarterly in-person meetings will be rotated to a different location each time, based on who would like to host, and will be held in the months of July, October, January, and April. Matt said that impromptu get-togethers can be added as needed.

The suggestion was made that board members and local officials be provided a copy of the strategic plan to inform others of who is involved in the project. Beth shared that in October, there will be a marijuana talk involving the CPWI and said that tobacco education should be included in YMPEP outreach efforts.

Matt and Stacy had previously met to discuss the collection of surveys, current data on policies, analyzing policies on data, and alternatives to school suspensions. Matt stated that he would like to present this information to area superintendents with the approach of current knowledge based on findings instead of forceful policy change. Matt will keep everyone informed and plans to have completion by the end of 2018.

Youth Marijuana Prevention & Education

Matt reviewed key strategies for promoting marijuana-free school environments, including updated signage in all of the program area schools. Matt ordered new metal signs to replace the old plastic signs in both English and Spanish. Matt stated that school districts usually prefer to receive the signage before the academic year starts, because that is when maintenance and updates are done. Wahkiakum County in particular was enthusiastic about spreading awareness and ordered 39 signs for all 3 schools by the end of August, to be put at building entrances and stadiums.

Matt said that he ordered equal numbers of English and Spanish signs, and each school building will receive one English sign & one Spanish sign. For example, if there are 3 schools, 6 signs will be provided in total. Matt would like to know what schools need signage before the end of September. Matt offered to assist with loading signs during pickup and/or distribution of the signs.

- The question was raised as to whether private Christian or alternative schools were included. Matt was unsure, and stated that he would reference the school count and check with Todd. If not, these schools would not receive metal signs, but they can be supplemented w/plastic signs. Matt added that he is certain there will be enough plastic signs, and more metal signs can be ordered at a later time if necessary.

III. Guest Speaker – Beth Mizushima

Beth Mizushima, Deputy Director of Grays Harbor Public Health & Human Services, spoke regarding a review of the Cultural Competency/Humility and Resource Tool Guide. Beth distributed binders to the group and provided background on the increased interest in the inclusion of cultural competency.

- How as a region are we going to operationalize class standards? Some are policies, some are draft. Please follow up with Beth regarding any room for improvement.
- Knowledge and resources, pulled from FACE spiral bound, incorporate into new hire training, 2018-2019 monthly staff meetings, training for 10 core competencies
- Evaluation components, organizational assessments, cultural & linguistics policy, using assessments as guidance.
- Outreach & Engagement – 3 tool kits to guide communication.
- Web & Space Design – the current expectation as an organization is to write at a 6th grade level for translation. However, change to 4th grade level to ease the process, increase accessibility and inclusion for target demographic.
- Utilization of topic vs. audience-based navigation, Grays Harbor County recently purchased an online tool for training support which calls out passive sentences, suggestions to improve quality of writing, professional development support.
- How can cultural competency be integrated into our shared desire as an organization, beyond training and “checking off boxes”? New, more inclusive and diverse images printed in Grays Harbor Public Health’s reproductive health hallway.
- Important to include concepts of humility, self-awareness, and humble perspective as a way of engaging in anti-oppression work.
- Book-*Beyond Inclusion, Beyond Empowerment* (Leticia Nieto). Guide for how cultural competency & humility will be rolled out using ADDRESSING framework, smaller and more concise view than long list of social categories and subgroups presented through FACE.

Youth Marijuana Prevention & Education

- ADDRESSING acronym, used as an outline to increase awareness of group memberships & cultural identities in a given population.
- More consistent & effective to implement concepts of cultural competency & humility through organization-wide change– examine policies and systems in place.
- Identify & create work plan using organizational standards, ensuring leadership promotes health equity through policies, recruit supportive governance. Be aware of addressing culture (ex: disability vs. acquired disability).
- Pool effort, share ideas – what resources do you have that you can share and use?

IV. Facilitated Workshop

Questions posed for small group activity:

- What methods do you use for piloting messages?
- What methods do you use for translating materials?
- What capacity does your organization have with regard to developing new content for specific populations?

Points made during discussion:

- Step one, develop content. Translating a message that was developed for a majority population may miss the opportunity to reach minority. Reformulate to communicate with minority or audiences that may not be on the radar of other programs or regions.
- Consider whether materials needs to be translated. If English is a person’s second language, but they are proficient in reading, they may take offense and not want materials translated in their native language.
- How is need assessed? Consult with individual who is well-established in the community that represents the target group. Beth - meet with families at home to get around difficulties in interpreting printed material, various dialects; relationship-based approach.
- Run Facebook and other social media in a culturally competent manner, staff or committee that can manage social media posts, respond to events in the community, training on positive messaging, helpful to have someone with a background in communications.
- Integration of **CLAS standards**:
 - **Standard 1**: effective, equitable communication with respect to diverse cultures & practices, preferred languages, health literacy, etc.
 - **Next step**: Implement Utilize CLAS Standards Self-Assessment, find tools of implementation for basic components of CLAS.
 - **Standard 3**: Ensure efforts are responsive to regional population.
 - **Next step**: Use reliable data to describe area demographics in development.
 - **Standard 4**: Continued education for YMPEP on respectful cultural & linguistic practices.
 - **Next step**: Annual training for participants in YMPEP’s efforts to increase skills.
 - **Standard 7, 8**: Print & multi-media content accessible, easy to understand, and in the appropriate regional language.
 - **Next steps**: Certified translator used if possible, ensure all program print and materials are translated in all languages spoken or read by 5% or more of the area’s combined population.

Youth Marijuana Prevention & Education

- **Standard 9:** Integrate appropriate cultural & linguistic goals into YMPEP efforts.
 - **Next step:** Use of People First language, material for the public will be written at 4th grade level.
- **Standard 10:** Annual assessments of YMPEP region's CLAS efforts, integrate CLAS goals into evaluation.
 - **Next step:** Review CLAS standards each year, edit plan as needed.
- **Standard 11:** Collect & maintain reliable demographic data, monitor & study impact of CLAS health equity & outcomes to inform service delivery.
 - **Next step:** Use accurate & reliable data to evaluate scope & impact of YMPEP efforts.
- **Standard 13:** Partner w/communities in our region (if able) to create, implement, & evaluate practices to ensure and efforts to ensure appropriate culture and linguistics.
 - **Next steps:** Form unique content with different communities; develop once before translating. Inclusive imagery that depicts demographics of community. Use community knowledge and language banks (staff, key leaders, youth clubs) to develop and test, and evaluate messages that are culturally appropriate.
- **Standard 15:** Share the progress of YMPEP regions in implementing and maintaining CLAS standards to all stakeholders.
 - **Next step:** Report to Washington State DOH annually.

V. Summary and Next Steps

- Please watch for an e-mail invitation to the next meeting (time, date, and location).
- 2 coalitions for back to school outreaches, "You Can" campaign items include back to school supplies, which both spread the YMPEP message and meet a community need.
- Program funding is in the works, just under \$21,000 increase from the previous year.
- Continue LGBTQ+ training with Gay City (approx. 2 hours per training). Arrange for one session for each county or combine two counties with central location. Cost will not likely be an issue, possibly covered through subcontractor from DOH.
 - Matt will e-mail to get a consensus about future events, dates, teaming up, etc.
 - Matt will also send out amendments to contract and information regarding new reporting system using pull downs.