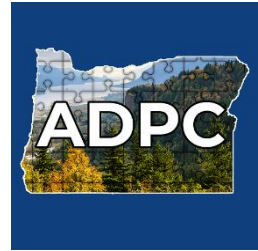

Oregon Alcohol and Drug Policy Commission

PREVENTION COMMITTEE AGENDA



June 25, 2025
10:30 AM –12:00 PM

ZOOM Meeting link:
<https://www.zoomgov.com/j/1619342467?pwd=a0NlcWltN2ZrWlUwd1hPMEVWSktXUT09>

Find your local number: <https://www.zoomgov.com/u/abuVBqduSe>

SCHEDULE

10:30 –10:40	Welcome	Chair Jones
10:40- 10:50	Director & Legislative Update - New Regulatory Committee	Director Dolph, Wes Rivers, Mara Sargent
10:50 - 11:55	1. Follow Up on K-12 Strategies 2. Begin Higher Ed Strategies	Third Horizon
11:55-12:00	Public Comment	Chair Jones

ADDITIONAL INFORMATION

ADPC Prevention Committee's definition of Primary/Universal Prevention: "Practice, programs, and policies designed to prevent and reduce the incidence and prevalence of alcohol and other drug use and consequent health, behavioral health, and social problems (National Academy of Medicine (NAM))."

Note: The Committee may choose to take agenda items out of order, pull, defer or shorten presentation time of agenda item(s) to accommodate unscheduled business

needs. Anyone wishing to be present for an item should arrive when the meeting begins to avoid missing an item of interest

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to: Corina Vasquez at corina.vasquez@oha.oregon.gov.

5.28.25 ADPC PREVENTION SUBCOMMITTEE RECAP NOTES:

Members Present: Caroline Cruz, Debby Jones, Pam Pearce, Jessica Neuwirth, Frances Hupy, Lyndi Petty, Shauna Tominey, Aimee Zimmerman, Ami Muilenburg

Welcome and Introduction

Chair Debby Jones started the meeting with reading the prevention definition, welcomed everyone and called the roll.

Alcohol and Drug Policy Commission Director's Update

Annaliese Dolph provided a director's update:

- ADPC Committee Work:
 - o Harm Reduction Committee: Discussed expanding access to safer use supplies and overdose reversal medication, with a continued focus on naloxone distribution.
 - o Treatment Committee: Will meet again on June 11. Currently working on defining and measuring "timely access" to treatment services.
 - o OYAA: Focused on youth and family-centered care settings (home, education, legal, cultural, treatment/recovery), stressing the importance of peer and family connections.
- Community Engagement: Scheduled listening sessions statewide (Pendleton, Bend, Medford, Corvallis, Seaside, Tri-County). Feedback is expected around July.
- Opioid Settlement Board: ADPC will present priorities and fund allocation frameworks to the Board in the coming week.

Follow Up on Prevention Hub/Center for Excellence

Third Horizon facilitated a conversation on the second strategy of the Committee's high-level strategies – the proposed Prevention Hub/Center for Excellence.

Key Functions Identified for the Prevention Hub:

- Serve as a resource clearinghouse (materials for schools, families, CBOs).
- Provide reactive and proactive technical assistance.

- Offer program evaluation support for early-stage or promising programs
- Coordinate training and workforce development.
- Potentially develop grant-seeking infrastructure
- Strengthen cross-system integration (especially with early childhood systems)

Committee Reflections & Highlights:

- Suggested accountability function
- Suggested a review role for the hub or subcommittee for agency funding and grant making
- Highlighted importance of system alignment and consistent data use in schools.
- Referenced the historic Prevention Resource Center, which helped vet speakers and materials: “There’s even more data now—so much more. We’d absolutely need some kind of vetting tool.”
- Referenced rural needs and support for vetting and managing social media/campaigns.
- Tym aligned with the group's input: “The Prevention Committee sets the tone. The hub is the mechanism that brings your message to the field.”

K–12 Prevention Strategy Deep Dive

Tym revisited the Committee's Strategic Prevention Planning materials from earlier in the year, inviting the committee to articulate what prevention should look like in Oregon schools—and how a prevention hub might support that. Previously Named Priorities:

- School-wide prevention plans
- Consistent, quality implementation
- Developmentally and culturally appropriate content
- Integration with student support services
- Strong family engagement
- Data-informed local planning

Detailed Committee Feedback:

- Highlighted the need for pre-vetted content that is age-appropriate and parent-friendly. “I shouldn’t have to vet this stuff—I don’t have time.”
- Called for trusted sources and state-level guidance to align school-based efforts with state goals.
- Advocated for reinstating a vetting tool or criteria for program and speaker quality.
- Warned about well-meaning but potentially harmful motivational speakers who rely on fear-based storytelling.
- Urged the committee to move beyond traditional prevention: “It’s not just teaching refusal skills anymore. The brain needs developmental support much earlier.”

Tym Rourke synthesized the input:

- Proposed specific hub functions for K–12:
 - o Support for program selection and vetting
 - o Technical assistance for curriculum alignment
 - o Repository of age-appropriate and trauma-informed materials
 - o Resources for family engagement and restorative practice training.
- "There's urgency here, and we can't ignore that while we build a perfect long-term vision."
- Consensus: The committee broadly agreed that the Prevention Hub should include clear and immediate support for schools—and that this work must reflect the ADPC's defined vision and priorities.

Public Comment

- Commenter: It would be helpful for ODE to provide an official guidance document for districts at some point with best practices within a k-12 system and setting, aligned to ODE priorities, requirements, and OARs. This is a typical informational resource and key source of influence for K-12 Oregon administrators. The OARs and Division 22 standards related to prevention and SUD services for students should get more specific about minimum requirements of an LEA, and provide funding and technical assistance for those mandates. ESDs can be the regional partner bringing schools and community helpers together, and manage a supportive regional program for their component school districts. It would require state funding to the ESD program, implemented within their component school districts.
- Commenter: Expressed fear about having a strategy on an already overburdened system (K-12) and that creating school programs or asking schools to do something might not be the most effective approach. Asked the committee to consider the age group and other settings/intervention approaches.